Work-School Conflict, Academic Commitment and Life Satisfaction Among Working University Students in Malaysia

Konflik Kerja-Sekolah, Komitmen Akademik dan Kepuasan Hidup dalam Kalangan Pelajar Universiti Bekerja di Malaysia

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Previous studies showed that life as working students has caused significant strain on student's psychological well-being specifically their life satisfaction. Therefore, this study was conducted to gain more insight regarding to work-school conflict and academic commitment towards life satisfaction among undergraduate Malaysian working university students. This study involved 256 respondents from private (n = 69) and public universities (n = 187) across Malaysia. The mean age of the participants is 23.22 (SD = 1.79). The mean for participant's academic performance is 3.39 (SD = .393). The mean working hours would be 20.98 hours (SD = 8.158). The mean for average income per week is RM 256.83 (SD = 111.896). Snowball sampling technique was employed and the questionnaire was distributed through Google Form. The data was analyzed using IBM SPSS Statistics for Windows, Version 27.0. The analysis conducted onto the data gained included descriptive statistics analysis, Pearson correlation analysis and multiple regression analysis. The instruments used in the study are Work-School Conflict Scale (WSC), Academic Commitment Scale (ASC), and Satisfaction with Life Scale (SWLS). The study reported significant relationships between work-school conflict and academic commitment towards life satisfaction. Apart from that, the current study has discovered that work-school conflict and the subscales of academic commitment which included Investment and Meaningfulness are good predictors for life satisfaction among working university students in Malaysia. The findings of the study have not only fill the gaps of previous research related to working university students in Malaysia but it also highlighted the importance in establishing interventions or programs to aid working students.

Keywords: working students, work-school conflict, academic commitment, life satisfaction

Kajian sebelum ini menunjukkan bahawa kehidupan sebagai pelajar bekerja telah mengakibatkan ketegangan terhadap kesejahteraan psikologi mereka secara khususnya kepuasan hidup. Justeru, kajian ini telah dijalankan untuk mendapatkan lebih maklumat berkenaan konflik kerja-sekolah dan komitmen akademik terhadap kepuasan hidup dalam kalangan pelajar sarjana muda yang bekerja di Malaysia. Kajian ini telah melibatkan 256 responden daripada universiti swasta (n = 69) dan universiti awam (n = 187) di Malaysia. Purata umur responden adalah 23.22 (SD= 1.79). Purata pencapaian akadaemik responden adalah 3.39 (SD= .393). Purata waktu bekerja yang diperolehi adalah 20.98 jam (SD= 8.158). Purata pendapatan responden per minggu adalah Rm256.83 (SD= 111.896). Teknik Snowball Sampling telah digunakan dan soal selidik disebarkan secara atas talian dengan menggunakan Google Form. Data kemudiannya dianalisis dengan menggunakan using IBM SPSS Statistics for Windows, Versi 27.0. Analisis yang telah dijalankan termasuklah analisis statistik deskriptif, analisis korelasi Pearson dan analisis regresi pelbagai. Instrumen yang digunakan adalah Work-School Conflict Scale (WSC), Academic Commitment Scale (ASC) dan Satisfaction with Life Scale (SWLS). Kajian ini telah melaporkan hubungan yang signifikan di antara konflik kerja-sekolah dan komitmen akademik terhadap kepuasan hidup. Selain itu, kajian ini telah mendapati bahawa konflik kerja-sekolah dan subskala akademik komitmen iaitu Pelaburan serta Bermakna adalah peramal yang baik untuk kepuasan hidup dalam kalangan pelajar universiti yang bekerja. Dapatan kajian bukan sahaja telah merapatkan jurang ilmu pengetahuan berkaitan dengan pelajar universiti yang bekerja di Malaysia namun juga telah menerangkan kepentingan untuk mengadakan intervensi atau program bagi membantu pelajar universiti yang bekerja.

Kata kunci: pelajar bekerja, konflik kerja-sekolah, komitmen akademik, kepuasan hidup

Over the years, life satisfaction is considered as one of the classic topic discussed by various fields including Psychology (Danish et al., 2019). According to Antaramian (2017), life satisfaction has been associated to various benefits including cause people to possess positive interaction with others, positive self-esteem, obtain success in career, better job performances, significant job satisfaction, enhance work commitment and gain social supports compare to those with low level of life satisfaction. Therefore, life satisfaction immensely influences a worker aside from people in general. In the matter of fact, one's organisation required to maintain their worker's satisfaction at work by satisfying their needs when they are working (Unanue et al., 2017). By doing so, workers would be able to experience a meaningful working experience, appreciated, connected and important in one's organisation.

Aside from workers, life satisfaction also a crucial aspect in a student's life specifically university students. The importance of life satisfaction for university students allows them to achieve preferable academic profiles, better result, increase their academic self-efficacy and increase their goal's achievement positivity (Fakunmoju et al., 2016). Hence, life satisfaction would provide students a meaningful education experience in university. Opposes to that, life dissatisfaction was found to be negatively associated to depression, stress and anxiety (Kumar et al., 2016). Understandably, life satisfaction is important for both workers and students. In contrary, life satisfaction among working students is in question as working students not only required to attend their studies but also manage job demands assigned to them.

Study Background

A working student faced both demands as a worker and a student. This has intrigued current study to include work-school conflict, academic commitment and quality of work life. As a working student, academic has been an essential role for them to fulfil. Therefore, current study intends to highlight life satisfaction based on academic perspective among working students. Kremer (2016) mentioned that work-school conflict has inflicted significant effects onto working student's psychological health and contributed in stress and job burnout. This caused life satisfaction to decrease as stress and job burnout increases (Ozkan & Ozdevecio, 2012).

Apart from that, Vogel and Human-Vogel (2016) expressed that academic achievement influenced by the way students regulate their academic commitment along with proper self-efficacy. Obtaining higher academic achievement would increase student's life satisfaction (Arenas & Man, 2020). That being the case, even if indirectly it's possible academic commitment would have significant relation to student's life satisfaction.

National Center for Education Statistics 2020 which encompasses American population presented the significant climb for part-time working student statistics from 20% (2000) to 24% (2018) for those who work 20 hours to 34 hours. Interestingly in 2018 the statistic has shown that more students participated in part-time works compared to full-time. This indicated that students working part time always been a well-known phenomenon due to various reasons. The reasons may include university fee costs, tuition fees, familial economic burden, living costs, work experiences gain purposes, to earn money to cover up for their daily expenses in university and establish their self-worth (Ali, 2017).

Research Problem Statement

According to Finkel and Barañano (2014), a study conducted in Spain 2011 mentioned that students who combined both work and study encompassed 38%. A couple years later a study through ECOVIPEU survey disclosed that working students has reached 46%. In addition, Eurostudent V survey in 2015 has shown that 80% of students in Netherlands and approximately 57% for both Germany and Switzerland made up of working students (Sanchez-Gelabert et al., 2017). Through the statistics presented by National Center for Education Statistics 2020 in America, we have witnessed the consistent trend of working students in university especially for those pursuing part time work during the period from 2000 to 2018.

According to a survey conducted by HSBC which entitled "The Value of Education – The Price of Success" released in 2018, mentioned that the working rate among university student was at 83% on global population. Meanwhile, in Malaysia 9 out of 10 students decided to work while studying. A study in the Philippines involving undergraduate engineering program reported that workload affected the graduation rate among working students (Kurata et al., 2015) which has affected university student's graduation rate.

In spite of that, research related to this area was notably remained limited and underexamined especially in Malaysia (Faizuddin, 2017). Dropout among working students was highly likely due to workloads acted as contributing factors either directly or indirectly which affect their academic performances (Kurata et al., 2015). Malaysian students in the other hand often admit that their experience working full-time or part-time has caused significant distress since they were struggled to cope with their life as working student (Farhana et. al., 2015). As they worked, they juggled between completing their assignments and maintaining their performances while securing their source of income. Despite these concerning deteriorating rates of working student's life satisfaction and academic performances, studies related to the issue in Southeast Asia, specifically Malaysia is still lacking. Additionally, studies related to working students also significantly underrated compared to workers in general.

On that note, the main aim of this study is to study the relationships of work-school conflict, academic commitment, work-related quality of life and life satisfaction among working undergraduate university students in Malaysia.

Literature Review

Life satisfaction has become one of the main concern of well-being and constantly supervised by personnel workers and psychologists. Generally, life satisfaction key element often mentioned how a person perceived their lives and associated with happiness (Hazhira et al., 2020; Hernández-Torrano et al., 2020; Tsitsas et al., 2019). Life satisfaction among workers in the other hand gradually gained attentions as it could contribute to organisation's productivity (Henriques et al., 2020). As mentioned by previous literatures, job satisfaction was found to be the key element while associating life satisfaction of the workers (Aydıntan & Koç, 2016; Ferreira et al., 2020; Kim et al., 2021). However, this would be considered if both workers and

working students experienced similar daily challenges. Differ to workers in general, students considered academic activities would influenced their life satisfactions more than their jobs as they often involved in works which less appealing for them to be engaged to (Rijavec et al., 2017). By that, previous literatures have shown the differences of life satisfaction elements generally, among workers and working students which should be acknowledged.

One of the concerning factor that may have influenced working students' life satisfaction is work-school conflict. Andrade (2018) suggested working students would experience work-school conflicts from both roles as a worker and as a student. This may cause emotional exhaustion onto working students. Boekhorst et al. (2017) presented that emotional exhaustion is negatively related to life satisfaction. This indicated the increase of emotional exhaustion would decrease worker's life satisfaction. Furthermore, an extensive time commitment allocating time for both role as a worker and as a student is very likely to cause psychological distress among working university students such as significant burnout and stress (Lingard, 2007).

Working students would experience struggle to fulfil the demands as a student and a worker at the same time. As suggested by Maria-Ioanna and Patra (2020), the predicaments to meet the assigned deadlines could cause students to procrastinate, leads them to be more psychologically distressed and eventually reduce their life satisfaction. Hence, work-school conflict is very likely to decrease working student's life satisfaction.

Another factor affecting life satisfaction among working students is academic commitment. Academic achievement always been a prime focus in education therefore the continuous effort to improve it. Tang et al. (2020) has disclosed there were corresponding relationship between academic commitment and academic achievement as students were very likely to commit to their studies in order to achieve their preferable results in university. Thus, students who possessed high level academic commitment and preserved between moderate and high grit-perseverance are very likely to gain high level of academic achievement. Supported by Azyyati et al. (2015) academic achievement possessed significant relationship to life satisfaction where students who achieved better grades would be more satisfied with their lives.

Research Hypothesis

*H*₀: There is no significant relationship between work-school-conflict and life satisfaction among working students in Malaysia.

*H*₀: There is no significant relationship between academic commitment and life satisfaction among working students in Malaysia.

Methodology

Research Design

This study employed web-based cross-sectional survey. Snowball sampling were utilized to collect the data via social media platform due to the current COVID-19 pandemic situation whereas the questionnaire was constructed by using Google Form. The questionnaire was distributed in both English and Malay language. The inclusion criteria for this research is working undergraduate students (part time and full time) in public and private universities/colleges, Malaysian and able to understand Bahasa Malaysia or English.

Population and Sample

The major target population for this study were full time undergraduate university students from Malaysia. Table 1 displays the sociodemographic characteristics of the sample. A total of 256 university students (n = 187 public university; n = 69 private university) in Malaysia participated in this study. The majority of the participants were female (66.0%) while 34.0% were male. The mean age of the participants is 23.22 (*SD* = 1.79).

Most of the participants (73.0%) are students from public universities and the rest (27.0%) are from private universities across Malaysia. The mean for participant's academic performance is 3.39 (*SD* = .393). The mean working hours would be 20.98 hours (*SD* = 8.158). The mean for average income per week is RM 256.83 (*SD* = 111.896). This research found out that 80.1% (*N* = 205) claimed that they had the freedom to work under their own circumstances. Meanwhile the remaining 19.9% (*N* = 51) claimed they did not have the freedom of choice whether to work or not.

More than half of the sample; 68.4% (*N* = 175) received study aid or sponsorship to assist their university fees meanwhile the remaining 31.6% claimed that they did not receive any sponsorship. The most frequent reason for students to work part time is to ease family financial burden (21.9%), to gain extra income (14.5%) and followed by the reason to gain working experiences (14.5%)/

Table 1
Respondent's Profile Demographic Characteristic

Respondent Characteristics	n	(%)	M	SD
Gender				
Male	87	34.0		
Female	169	66.0		
Total	256	100		
Age			23.223	1.957
19-21	25	9.8		
22-24	163	63.7		
25-27	64	25.0		
28-30	2	0.8		
31-33	2	.8		
Total	256	100		
Institution Category				
IPTS	69	27.0		
IPTA	187	73.0		
Total	256	100		
Level of Education				
Diploma/Foundation/Matriculation/A-Level	81	31.6		
Bachelor's Degree	169	66.0		
Others	6	2.3		
Total	256	100		
Academic Performance			3.391	.393
2.5-2.9	51	19.9		
3.0-3.4	92	35.9		
3.5-4.0	113	44.1		
Total	256	100		
Working Hours per week			20.977	8.158
1 hour – 10 hours	30	11.7		
11 hours – 20 hours	101	39.5		
21 hours – 30 hours	100	39.1		
31 hours – 40 hours	21	8.2		
41 hours – 50 hours	4	1.6		
Total	256	100		
Average Income per week			256.830	111.896
Rm51 – Rm 150	48	18.8		
Rm151 – Rm250	113	44.1		
Rm251 – Rm350	55	21.5		
Rm351 – Rm450	24	9.4		
Rm451 – Rm550	16	6.3		
Total	256	100		
Freedom to work without any constraints				
Yes	205	80.1		
No	51	19.9		
Total	256	100		
Received study aid/sponsorship				
Yes	175	68.4		
No	81	31.6		
Total	256	100		

Reason to Work		
Help their families	56	21.9
They enjoy their work experience	17	6.6
Gain extra income	37	14.5
Gain allowances	10	3.9
Help their working friends	10	3.9
Money for daily expenses	19	7.4
As savings for the future	11	4.3
Gain working experiences	37	14.5
Pay their university/tuition fees	17	6.6
Gain new skills while working	15	5.9
Distraction during lockdown/COVID-19 Pandemic	16	6.3
Forced by their parents to work	9	3.5
As hobby	2	.8
Total	256	100

Instruments

Work-School Conflict Scale

Work-school Conflict Scale (WSC Scale) was developed by Markel and Frone (1998). This questionnaire contained 5-items which used 5-point response scale. The scale rate includes 1- Never, 2- Rarely, 3- Sometimes, 4- Often and 5- Very Often. The item example for this scale is "*I spend less time studying and doing homework because of my job.*" The WSC Scale was found to possess internal reliability of Cronbach Alpha coefficient α = .860 (Markel & Frone, 1998).

Academic Commitment Scale

The Academic Commitment Scale (ACS) was modified by Human-Vogel and Rabe (2015) and contained 30 items. The scale rates based on the 6-point Likert Scale including 1- Strongly Disagree, 2- Disagree, 3- Slightly Disagree, 4- Slightly Agree, 5- Agree and 6- Strongly Agree. The subscales included in ACS are level of commitment, satisfaction, quality of alternatives, investment and meaningfulness. An example of an item for level of commitment is "*I am not prepared to give up studying*". Vogel & Human-Vogel (2016) has reported that the ACS possessed good Cronbach alpha coefficient of α = .91.

Satisfaction with Life Scale

The Satisfaction with Life Scale (Swami & Chamorro-Premuzic, 2009) used to measure subjective well-being through its components related to life satisfaction. There were 5 items contained within this scale. Each item implements 7-point Likert scale with scores ranged from 5-35. Respondents that scores between 5-9 indicates extremely dissatisfied with life. Those who scores 20 will represent neutral point on the scale. Whereas those who scores between 31-35 stipulates that the respondent is extremely satisfied. The example item for this scale would be "*I am satisfied with my life*". The SWLS demonstrated high value

of Cronbach Alpha of .83 (Swami & Chamorro-Premuzic, 2009).

Data Analysis

The data was analyzed using IBM SPSS Statistics for Windows, Version 27. Descriptive statistics for 256 respondents were computed for the demographic characteristics. Additionally, inferential statistic was performed on the data gained by using Pearson Correlation and Multiple Regression.

Results

Relationship between Work-school Conflict and Life Satisfaction

Table 2 displays the correlation between work-school conflict and life satisfaction. The result of Pearson correlation showed that there were negative and significant correlation between work-school conflict and life satisfaction ($r = -.579$, $p < .05$). The negative correlation indicated that when the work-school conflict increases therefore working student's life satisfaction will decrease. Therefore, the null hypothesis, '*There is no significant relationship between work school conflict and life satisfaction among working students in Malaysia*' is rejected. There is indeed significant relationship between work school conflict and life satisfaction among working students in Malaysia.

Multiple regression analysis was conducted afterwards and the results for Work-school Conflict scale is based on Table 3. Result shows that there are 24.5% (R=.495) explained the variance ($R^2 = .245$, F (1,241) =78.029, $k < .05$). It was found that Work-School Conflict ($\beta = -.495$, $k < .05$) is a significant predictor to life satisfaction. The lower working student's work-school conflict the higher their life satisfaction would be.

Table 2
Correlation between the dimensions of the Work-School Conflict Scale and the dimensions of Satisfaction with Life Scale

		Satisfaction with Life Scale
Work-School Conflict Scale	r	-.579**
	Sig.	.000
	N	256

* p < .05. ** p < .01.

Table 3
The Result of Simultaneous Multiple Regression Analysis of Work-School Conflict Scale

			Beta	t	Sig.
Work-School Conflict Scale	Constant	33.731	-.495	-8.833	.000
	R^2	.245			
	F	78.029			
	Sig.	.000			

Relationship between Academic Commitment and Life Satisfaction

In Table 4 shows the correlation between academic commitment subscales (level of commitment, satisfaction, quality of alternatives, investment and meaningfulness) and life satisfaction. The result of Pearson correlation for each subscale analysis except for quality of alternatives indicating a positive and high level of significance. Hence, the higher their level of commitment, satisfaction, investment and meaningfulness the higher their life satisfaction would be.

Differ from other subscales, quality of alternative subscale has shown a weak negative correlation but significant to life satisfaction (r = -.150, p< .05). This indicated as working student's quality of alternative increases therefore their life satisfaction would decrease. Considering all of the information gained, the second hypothesis '*There is no significant relationship between academic commitment and life satisfaction among working students in Malaysia*' is rejected. There is significant relationship between academic commitment and life satisfaction among working students in Malaysia.

Table 4
Correlation between the dimensions of the Academic Commitment Scale and the dimensions of Satisfaction with Life Scale

		Satisfaction with Life Scale
Level of Commitment	r	.561**
	Sig.	.000
	N	256
Satisfaction	r	.681**
	Sig.	.000
	N	256
Quality of Alternatives	r	-.150
	Sig.	.000
	N	256
Investment	r	.560**
	Sig.	.000
	N	256
Meaningfulness	r	.646**
	Sig.	.000
	N	256

* p < .05. ** p < .01.

The result for Multiple Regression Analysis for Academic Commitment scale is based on the Table 5. The results of the regression analysis showed the value for Investment and there are 44.8% (R=.669) explained the variance (R^2= .448, F (1,208) =168.904, k <.05). It was found that Satisfaction (β = .669, k < .05) is a significant predictor to life satisfaction.

The regression analysis for Investment and Meaningfulness shows that there are 47.5% in explaining the variance (R^2= .475, F (2,207) =93.583, k <.05). It was found that Satisfaction (β = .420, k < .05) and Investment (β = .299, k < .05) are significant predictors to life satisfaction. In conclusion, students highly invested to their studies and perceived their study as meaningful will possess high level of life satisfaction.

Table 5

The Result of Stepwise Multiple Regression Analysis of Academic Commitment Scale Towards Life Satisfaction

			Beta	t	Sig.
Model 1 Investment	Constant	2.933	.669	12.996	.000
	R^2	.448			
	F	168.904			
	Sig.	.000			
Model 2 Investment	Constant	.235	.420	4.560	.000
	R^2	.475			
	F	93.583			
	Sig.	.000			
Meaningfulness	Constant	.235	.299	3.244	.001
	R^2	.475			
	F	93.583			
	Sig.	.000			

Discussion

This study revealed that work-school conflict and life satisfaction are significantly but negatively related. The relationship indicates as work-school conflict increases, their life satisfaction will decrease. This came in line with previous study such as a study conducted by Lingard (2007) which mentioned that working students were considerably more tolerant to the time demanded by their work. While involved in both roles as a student and a worker considerably benefits students in term of experience and income, working while studying caused student's resources of time to notably plummet as they need to use their time to spend on either their work or their studies. This leads for their academic activity to be undermined by their work demands. Hence, creates conflict and imbalance between student's working and study schedule.

Lucas and Lammont (1998) also mentioned apart from awkward relation to their customer or negligence by their managers, working students found that their major dissatisfaction roots from work hours as they conflicted on how to balance their time as a working student. Therefore, caused for the students to perceive that the more their academic demands interfered to their paid work activity, the less satisfied they would be both in their university lives.

In current study, it was visible that almost 40% of working students has worked 11 to 30 hours per week. Students who worked at least 10 hours per week were prone to put in more effort to manage their time effectively and even more for those worked for more than hours (Golden & Baffoe-bonnie, 2011). However, it is also undeniable that students reported to experience even more stress as well while trying to keep up in maintaining their schedules. Some other study mentioned that students indeed found satisfaction with working while studying. In contrary, working student's life satisfaction was reported to be lower if the working hours they participated in more than 10 hours (Tessema et al., 2014).

According to Owen et al. (2017), work-school conflict may lead to self-exhaustions and lack of feeling of engagement which may contribute to high turnover of working students towards their studies. This was supported by Ackerman and Gross (2003) as time deprivation among working students possibly elicits negative emotions including annoyance, anxiety, frustration, stress, upset and even fear. In spite of that, it is possible for students to feel indifferent regarding to the work-school conflict they experienced. McNall and Michel (2011) claimed that working students who believed they had proper control over their environment less likely to feel that their works interfered to their academic activities. These individuals more likely to feel such way when they possessed positive evaluations about their selves, perceived they are efficacious and in control of their internal emotions.

Findings made by Park and Sprung (2013) has underlined that working students would find work-school conflict to be more tolerable when they believe they have supports to deal with the double roles as a working student. Having a supervisor, being involved in a work-coping program or other type of support which assist students to cope in fulfilling work-school demands would make significant difference as they would receive advices or instrumental support in managing their schedules.

Current finding also showed that there is significant relationship between academic commitment and life satisfaction among undergraduate working students. Current study has discovered that the higher student's level of commitment the more likely for them to be satisfied with their lives and vice versa. This is possible due to working student's self-identification to their role as a student. This might have caused them to strongly associate to their studies. Firestone and Pennell (1993) mentioned that individuals who are very committed which

possess a firm belief to their commitments would keep their performance within what was expected, actively involved to their commitments and have the urge to keep on being committed.

As for satisfaction subscale, it has shown positive correlation as well to general life satisfaction. Being enrolled in universities may provide some career assurance to working students. Supported by Carlos et al. (2015), students who perceived their degree as a passport to obtain jobs in the future would've lead them to being satisfied with their studies hence positively related to life satisfaction.

Interestingly differ from other subscales of academic commitment, this study has discovered that quality of alternatives was negatively yet significant to life satisfaction among working students. This indicated that the less they feel the urge to leave their school, the more satisfied they are. Even though the result was inconclusive, this was came in line with a study by Hovdhaugen (2016) as there were many reasons which may have caused students to leave their studies. Furthermore, Humphrey (2006) has supported this and mentioned that working students were very likely to leave as they received lower grades than student who does not which caused them to be unsatisfied.

Investment in their studies in the other hand has shown not only positive and significant result. In fact, current study has found that investment is a good predictor for working student's life satisfaction as well. In the other word, students who elicit efforts to invest in their academy would increase their life satisfaction. Sinaga (2018) has reported that academic achievement encourages working student's motivation to invest their time to study while working despite the struggle to balance their time between their roles. Many students well-invested in their studies as they perceived investing time and efforts in their studies would ensure one's academic achievement which consequently would affect their job opportunities (Wright et al., 2002). Hence, those who invested more time would perform better therefore possibly demonstrate higher level of life satisfaction.

This came out the same for the subscale of Meaningfulness in the context of predicting working student's life satisfaction. Meaningfulness has shown positive and significant correlation to life satisfaction. Based on the results gained, the more the working students perceive their academic commitment as meaningful, the higher their level of life satisfaction would be. This has come in line with similar study which conducted by Fakunmoju et al. (2016) as they have discovered positive correlation between meaningfulness and life satisfaction. Enrolling one's self in higher education universally understood to evoke challenges aspect to it including stress to achieve academic accomplishment which requires external support including peer and family support to overcome such challenges.

Findings by Barry et al. (2009) was found to come in consistent as well with this study as factors such as support by peers took part in enhancing student's perception of a meaningful learning experience. Social support assisted an individual to decrease one's perceived stress which caused students to deem their university life as meaningful (Matheny et al., 2002). This also may applicable to working students as associating themselves socially would help them to ease the stress due to both work and educations. As a result, increase their life satisfaction positively.

Previous academic related research to working students often found to have mixed findings in terms of their commitments towards their studies. The discrepancies of findings probably because of student's subjective perception where especially if their work piqued their interest (Sekiguchi, 2012). It's a notable possibility for working students to be academically committed when they worked in jobs related to their courses in university. Additionally, Sano (2004) explained that by involving one's self to work early on would provide the chance for working students to consider future employment fit to their suitability. A study by Ali (2017) in contrary had shown that working students are happy regardless whether their career path related to their work as they worked in places consisted of high employee turnover. An alternative explanation for this may include other factors which allow working students to meet their needs such as the wages they received or the network of acquaintances they able to build while at work. All in all, it is recommended for future studies to consider working student's career path in understanding their academic commitment and life satisfaction.

Research Recommendation

Holistically, current research has achieved the intended objectives and continuation from here on may give a deeper and valuable meaning for future benefits. On that purpose some recommendations were highlighted for future potential researches.

Current study focuses more on merely the relationship related to current working student's work-school conflict and academic commitment with life satisfaction. In spite of that, it's possible that there are other plausible variables which influence working student's life satisfaction. On that note, it is recommended for future study to study other variables in term of causal and effect relationship such as working student's demographic, culture, family demands and others.

Aside from that, it is also recommended for future studies to explore the interventions or programs for working students to participate such as in-campus job which flexible to their educational schedule or assistance programs to assist working students who are in need. Therefore, this would allow working students to nourish their educations while assuring their livelihoods as a student which consequently may promote their life satisfaction.

Conclusion

The demands of today have inevitably cause the emergence of working students around the world. The reasons varied across individuals as some pursue working while studying to gain more money, help their families, gain experiences, build their own network, gain new skills and many others. However, work-life balance and maintaining their well-being is essential to secure an optimal level of performances and optimism for them. Especially with the double roles they signed in as they need to manage both worlds.

Both students and universities must take part in promoting effective, conducive, healthy and friendly

learning environment to promote life satisfaction among students. In order for this to be possible, we must consider all the factors, alternatives and effects which may influence students either working or non-working.

Strengths and Limitations

Based on the contribution of this study which explore the relationship between work-school conflict, academic commitment and quality of work life on life satisfaction among working student in Malaysia, this study has discovered a notable finding. First of all, this study has disclosed variables which may be considered when constructing a framework fit to the nature of working students in the future.

Secondly, this study took place in a Southeast Asian country specifically Malaysia. Previously, studies related to working student was found to be greatly lacking especially in Malaysia. Conducting this study may open a new window for future researchers to not only understand students in specifically personnel related context, it also allows Malaysian or Southeast Asian future researchers to establish programs or intervention to assist working students to not only learn from respective universities.

In spite of its strengths, few limitations were detected in this study. This study utilizes snowball sampling which commonly known as chain referral method. Respondents accessed were only within Malaysian university student context. Initial participants may have the tendency to refer the people they knew well. Hence, it's possible the next respondents referred by them shared similar attributions as theirs. Consequently, this may lead sampling bias to occur causing this study to obtain only a small subgroup sample from working student's population.

Another limitation detected would be the research design of this study. The design of current study was cross-sectional, which means that the data were gathered at one specific point in time only. Cross-sectional studies suffer from a temporal limitation. In the case of this study, the construct under investigation may fluctuate over time or in response to external life circumstances, because the data was collected during COVID-19 pandemic. Outside the challenges experienced during the pandemic, it is possible for other variables impacted the relationship of work-school conflict, academic commitment and quality of work life towards life satisfaction among working student.

Another notable limitation for this study would be the nature of self-reported data. Self-reported data often not independently verified as it relies solely on the information provided by the respondents. At times people often biased and inaccurately report their experiences which may occurred either consciously or unconsciously due to social desirability. In addition, the wording and meaning of the questions included in this study may have perceived differently by the respondents. Hence, may have affected the relationships between work-school conflict, academic commitment and quality of work life with life satisfaction.

Apart from that, this research indeed considered the time students spent on their works aside from their studies. However, the numbers of work they signed into was not considered in this study. Due to the nature of part-time, students would have considered taking in additional works to meet their needs. Regarding that, this might have created additional workloads for them which may have affected their life satisfaction.

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