

# FPP BizNewz

June - November 2025

MANAGEMENT • INVESTMENT • ECONOMICS • ENTREPRENEURSHIP • TECHNOLOGY



Publication Date  
1 November 2025

*Advertising to*  
**CHILDREN**  
The Language of Manipulation

**Empowering  
Future-Ready  
Graduates through  
AI Literacy**

**SOCIAL LOAFING**  
*in modern workforces*

**supply chain 2025**  
Beyond Mere Good Delivery

**social sustainability**  
**IN MALAYSIAN SME**



# BALANCING ROLES: UNDERSTANDING THE MOTIVATION OF PART-TIME UNIVERSITY STUDENTS

**Azlina Shamsudin\*, Marha Abdol Ghapar, Nazlin Emieza Ngah,  
and Nur Dalila Adenan**  
Faculty of Business and Management  
Universiti Teknologi MARA Cawangan Terengganu

**\*Corresponding author: [azlin226@uitm.edu.my](mailto:azlin226@uitm.edu.my)**

In recent years, universities have witnessed a growing number of part-time students, many of whom are working adults managing multiple responsibilities. These students, often in their 30s to 50s, balance demanding careers, family obligations, and academic pursuits. Their motivation to pursue higher education reflects resilience, lifelong learning values, and a desire for personal and professional growth. Hence, understanding what drives these students is essential for educators and institutions to create supportive learning environments.

## MOTIVATIONAL FACTORS AMONG WORKING ADULT LEARNERS

Motivation among adult learners is often rooted in intrinsic and extrinsic factors. Intrinsic motivation refers to internal desires for self-improvement and personal fulfilment, while extrinsic motivation is driven by external rewards, such as career advancement or financial stability (Pandya, 2024). For many part-time students, returning to university symbolises a commitment to lifelong learning and self-development. Adult learners are motivated by economic and career enhancement opportunities (Bellare et al., 2023), achieve academic goals left unfinished earlier in life, or set an example for their children (Das & Kumar, 2022).

Unlike traditional full-time students, working adults approach education with a clear sense of purpose and practical goals. Their maturity and life experience often translate into strong perseverance and discipline. However, their motivation can fluctuate due to competing demands from work and family. Therefore, institutional support systems play a vital role in sustaining their engagement.

### THE CHALLENGE OF BALANCING MULTIPLE ROLES

Part-time students, who are also employees and family members, face unique pressures. Managing time between work commitments, family responsibilities, and academic tasks can lead to stress and fatigue. It is clear that time constraints and workload are among the most significant barriers affecting motivation and academic persistence among working students (Wilson & Pool, 2024).

Middle-aged learners often experience 'role conflict', a situation where their identities as workers, parents, and students overlap (Andrade et al., 2024). Despite these challenges, many continue their studies driven by long-term aspirations and intrinsic satisfaction. Family encouragement (Hernawati et al., 2025) and workplace flexibility have been found to enhance persistence and reduce dropout rates among part-time learners (Serikov, 2025).

### INSTITUTIONAL SUPPORT AND LEARNING ENVIRONMENT

Universities play a crucial role in fostering motivation among part-time students. Flexible scheduling, blended or online learning options, and accessible academic resources can greatly reduce stress and enhance engagement. In the meantime, a supportive environment that recognises adult learners' prior experiences also contributes to a sense of belonging and accomplishment.

Meanwhile, instructors can further motivate adult learners by applying andragogical principles—an approach that values learners' autonomy, experience, and self-direction (Lewis & Bryan, 2021). Encouraging a practical application of theories, peer sharing, and reflective learning helps part-time students to relate coursework to their professional and personal lives.

## MOTIVATIONAL FACTORS AMONG WORKING ADULT LEARNERS

The pursuit of higher education by working adults with families is a testament to perseverance and lifelong learning. Despite facing time constraints and competing responsibilities, their determination demonstrates the transformative power of education. As universities continue to diversify their student population, understanding and supporting the motivation of part-time learners is essential.

Their stories remind us that education is not confined to a particular age or life stage—it is an ongoing journey of growth, resilience, and purpose

#### References

- Andrade, C., Fernandes, J. L., & Almeida, L. S. (2024). Mature working student parents navigating multiple roles: A qualitative analysis. *Education Sciences*, 14(7), 786.
- Bellare, Y., Smith, A., Cochran, K., & Lopez, S. G. (2023). Motivations and barriers for adult learner achievement: Recommendations for institutions of higher education. *Adult Learning*, 34(1), 30-39.
- Das, L., & Kumar, P. (2022). Motivational orientation for adult learners. *Journal of Adult and Continuing Education*, 28(2), 615-633.
- Hernawati, R., Pania, M. Y., Neonufa, S., & Tajuddin, A. I. (2025). The role of family environment and learning motivation in the dropout phenomenon among students in Eastern Indonesia border regions. *Privet Social Sciences Journal*, 5(8), 174-185.
- Lewis, N., & Bryan, V. (2021). Andragogy and teaching techniques to enhance adult learners' experience. *Journal of Nursing Education and Practice*, 11(11), 31-40.
- Pandya, J. D. (2024). Intrinsic & extrinsic motivation & its impact on organizational performance at Rajkot city: A review. *Journal of Management Research and Analysis*, 11(1), 46-53.
- Serikov, A. (2025). The Importance of Flexible Academic Schedules and Part-Time Employment Opportunities for IT Students.
- Wilson, L., & Pool, J. (2024). Barriers to and enablers for the success of postgraduate students in social work. *Social Work Education*, 1-18.



**Biznewz 2025**  
**Faculty of Business and Management**  
**Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun**  
**Sura Hujung, 23000 Dungun, Terengganu, MALAYSIA**  
**Tel: +609 8400 400**  
**Fax: +609 8403777**  
**Email: [biznewzuitm@gmail.com](mailto:biznewzuitm@gmail.com)**