

MEO09

Non-traditional working students - factors that matter while juggling school, work and family.

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Abstract

Working professional students have distinctive life circumstances (Kahu and Nelson, 2018). Besides balancing work and personal duties, they also need to demonstrate academic competence to complete their programs. University experience remains unresponsive to working professional student needs, as many are still geared to the traditional 18-22 residential student population (Bowl, 2001). Many working students are anxious as they are returning to university after a gap, unsure of their competence and the support they may receive (Chuang et al, 2022). The current paper discusses the role of multiple factors that may aid academic performance of non-traditional students. The paper also highlights theories that help explain the unique dynamics encompassing the domains of their university education, work life and, family lives. It further discusses variables that can potentially enable a much smoother transition back and forth between the different roles that non-traditional students play in these three domains, besides presenting results of several theoretically based hypotheses. For example, the role of Emotional intelligence (Goleman, 2002) will be discussed. Multi-wave data, including both quantitative and qualitative data are presented. Studies such as the current one are significant as working students are becoming a considerable sample of today's educational field.

Conference Track

Management, Entrepreneurship, and Organization