

An Investigation of Social Factors Influencing Mental Health of Part-Time University Students in Malaysia

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ABSTRACT

The mental health of university students has become an increasing global concern, with growing cases of depression and anxiety among this population. In Malaysia, research attention has primarily focused on full-time students, leaving part-time learners relatively understudied despite their greater exposure to stress arising from the combined pressures of work, study, and family responsibilities. This study examines the influence of key social factors family support, peer relationships, workplace stress, social stigma, and virtual learning environments on the mental health of part-time university students in Malaysia. A quantitative approach was adopted, utilizing a structured questionnaire administered to part-time students from several higher education institutions. Data were analysed through descriptive, correlational, and multiple regression analyses. The results showed that family support and positive peer relationships played a protective role against symptoms of depression and anxiety, whereas workplace stress and social stigma were significant contributors to poor mental health outcomes. The virtual learning environment demonstrated a moderate impact, reflecting its potential to both facilitate and hinder well-being. The study advances theoretical understanding by applying established social and occupational stress frameworks to a non-traditional student group in Malaysia. It also offers practical implications for universities, employers, policymakers, and mental health professionals to develop flexible support systems, reduce stigma, and implement workplace policies that acknowledge the dual commitments of part-time students.

Keywords: Part-time students; mental health; depression; anxiety; social factors; family support; peer relationships; workplace stress; stigma; virtual learning.

INTRODUCTION

Mental health among university students has emerged as a pressing concern worldwide, with increasing evidence pointing to high rates of depression, anxiety, and related psychological disorders in this population. These challenges not only disrupt academic performance but also undermine students' personal well-being and long-term career prospects. In Malaysia, studies have reported alarming prevalence rates, with up to 60.9% of students experiencing anxiety and 34.9% showing depressive symptoms (Asia News Network, 2025). While such findings highlight the urgency of addressing student mental health, existing research has disproportionately concentrated on full-time learners, leaving part-time students comparatively underrepresented.

Part-time students face a distinct set of challenges that heighten their vulnerability to psychological distress. Unlike full-time students, they often balance academic workloads with professional employment and family

responsibilities. The resulting role conflict, compounded by time scarcity, limited access to campus resources, and reduced opportunities for peer interaction, increases stress levels and the likelihood of burnout. Previous studies have linked extended working hours, job insecurity, and lack of social support to elevated risks of depression and anxiety among part-time students in Malaysia (Rathakrishnan, 2022; Romli, 2023). Yet, the complex interplay of these social and institutional pressures remains insufficiently explored.

The COVID-19 pandemic further altered the higher education landscape, accelerating the adoption of hybrid and fully online learning models. While digital platforms offer flexibility, they have also contributed to increased social isolation, digital fatigue, and disconnection from support systems (Conwi, 2024). For part-time students, who already spend limited time on campus, this shift may exacerbate feelings of alienation and reduce their resilience against stressors. Although research has examined online learning in general student populations, little empirical work has addressed its specific impact on Malaysian part-time learners' mental health.

Theoretically, research on student well-being has often drawn on Social Support Theory (Cohen & Wills, 1985), which emphasizes the buffering role of interpersonal relationships in mitigating stress, and Job Demands–Resources (JD-R) model (Demerouti et al., 2001), which conceptualizes how workplace demands and available resources influence strain and burnout. These frameworks have been widely applied to full-time students and working professionals (Eisenberg et al., 2013; Wong et al., 2023). However, to date, their application to part-time students in Malaysia who embody characteristics of both working adults and students remains limited.

This study addresses these theoretical and empirical gaps by investigating how social factors including family support, peer relationships, workplace stress, social stigma, and virtual learning environments influence the mental health of part-time university students in Malaysia. Specifically, it examines depression and anxiety as key outcomes, while testing mediation and moderation pathways within the proposed conceptual framework. By integrating Social Support Theory and the JD-R model, this research not only extends existing theoretical applications to a non-traditional student group but also provides practical recommendations for universities, employers, and policymakers in shaping inclusive mental health strategies.

LITERATURE REVIEW

Mental health has become a growing concern within higher education, with universities worldwide reporting rising cases of depression, anxiety, and emotional strain among students. Part-time learners represent a particularly vulnerable group, as they must balance academic work with employment, family duties, and other personal obligations. This constant juggling of roles often leads to fatigue and diminished psychological well-being. Limited peer interaction, reduced access to campus facilities, and the pressure to manage multiple responsibilities further heighten their risk of emotional distress.

Past research consistently shows that strong social connections play a crucial role in protecting students from such difficulties. Support from family and friends helps improve coping ability, emotional stability, and overall mental health, while factors such as workplace pressure, stigma, and virtual isolation tend to worsen distress. In Malaysia, where family cohesion and cultural expectations are central to social life, understanding how these influences interact is particularly important. Yet, little attention has been paid to part-time students in this context. The present study therefore explores how social and environmental factors collectively shape the mental health outcomes of Malaysian part-time university students.

Mental Health Among Part-Time Students

Globally, students are reporting increasing levels of psychological strain, with part-time learners identified as especially at risk due to the competing demands of work, study, and home life (Nguyen, 2020; WHO, 2021). Managing several roles simultaneously often results in tiredness, poor concentration, and emotional exhaustion (Razali, 2025). Since these students spend less time on campus, they tend to have fewer opportunities for social engagement, which may lead to feelings of isolation and low mood (Hilmy, 2025).

Economic stress is another contributing factor. Financial insecurity and unstable employment conditions frequently cause worry and anxiety among working students (Abdul Aziz, 2024). In addition, the widespread use of virtual learning systems has introduced new challenges. Extended screen time, weak digital interaction, and constant online demands have been linked to frustration and loneliness (Abdul Rahman & Fata Nahas, 2024). Together, these conditions illustrate how overlapping academic, occupational, and digital pressures affect the mental health of part-time students, emphasizing the need for more focused institutional and psychological interventions.

Social Factors Influencing Mental Health

Several social dimensions influence how part-time students experience and manage stress. Family support stands out as one of the most vital protective factors. Emotional encouragement and practical assistance from family members can significantly reduce anxiety and depressive symptoms (Cohen & Wills, 1985; Alsubaie et al., 2019). In contrast, weak family cohesion or household conflict tends to heighten tension among students balancing both study and family life (Lamis et al., 2016).

Peer interaction is another critical source of well-being. Positive relationships with classmates promote belonging and motivation (Chu et al., 2020). However, the time constraints faced by part-time students often limit opportunities for friendship and group participation, which can lead to loneliness or disengagement (Brougham et al., 2018; Arslan et al., 2021).

Work-related stress is also a major determinant of psychological health. High workloads, inflexible schedules, and limited job autonomy can lead to fatigue and burnout (Demerouti et al., 2001; Mark & Smith, 2018). The struggle to meet both academic and occupational expectations leaves little time for rest or recovery, heightening vulnerability to anxiety.

Social stigma related to mental illness adds another layer of difficulty. Fear of being judged or labelled prevents many students from seeking professional help, reinforcing self-stigma and prolonging emotional suffering (Corrigan et al., 2014; Yusof et al., 2022).

Lastly, the shift toward virtual learning, though convenient, has brought about new psychological challenges. Reduced face-to-face contact and prolonged online engagement often result in digital fatigue, disconnection, and anxiety (Nambiar, 2020; Son et al., 2020; Besser et al., 2020).

Overall, the interaction between family dynamics, peer networks, occupational stress, stigma, and virtual education forms a complex framework that shapes the mental well-being of part-time university students. Strengthening these social and institutional supports is therefore essential for promoting resilience and academic success.

METHODOLOGY

Study Design

This study employed a quantitative, cross-sectional survey approach within a positivist framework to examine how social factors influence the mental health of part-time university students in Malaysia. The survey method was chosen for its efficiency in collecting standardized data from a wide sample, allowing for meaningful comparisons across variables. This design enabled the assessment of relationships between key social determinants family support, peer relationships, workplace stress, social stigma, and virtual learning environments and psychological outcomes, particularly symptoms of depression and anxiety.

Research Framework and Hypotheses

This study is grounded in two theoretical perspectives. The first, Social Support Theory, suggests that strong and supportive social connections can buffer the negative effects of stress on mental health. The second, the Job Demands-Resources (JD-R) Model, explains how the balance between work-related demands and available resources influences psychological well-being. Together, these frameworks provide a lens to examine how social and environmental factors interact to affect the mental health of part-time university students.

Based on these frameworks, the study proposes the following hypotheses:

- **H1:** Higher levels of family support are associated with lower levels of depression and anxiety.
- **H2:** Positive peer relationships are associated with lower levels of depression and anxiety.
- **H3:** Greater workplace stress is associated with higher levels of depression and anxiety.
- **H4:** Increased social stigma is associated with higher levels of depression and anxiety.
- **H5:** Challenges within virtual learning environments are associated with higher levels of depression and anxiety.

Questionnaire Design

The study utilized a structured questionnaire comprising three main sections to collect quantitative data from respondents.

1. **Demographic Information:**

This section captured essential background details such as age, gender, marital status, type of institution, level of education, employment status, average weekly working hours, and monthly household income. These variables provided contextual insights into the participants' profiles.

2. **Independent Variables:**

The independent variables reflected various social factors influencing mental health. Family support and peer relationships were evaluated through statements reflecting perceived emotional and instrumental support. Workplace stress items examined levels of job-related pressure, workload, and role conflict. Social stigma was assessed through perceptions of negative attitudes or discrimination related to mental health issues. The virtual learning environment was measured based on experiences of digital fatigue, social isolation, and accessibility barriers during online learning.

3. **Dependent Variables:**

The dependent variables depression and anxiety were measured using self-reported items assessing the frequency and intensity of related symptoms experienced by participants.

All questionnaire items were rated on a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), allowing for standardized quantitative comparison across variables.

Sampling Design and Participants

The study targeted part-time university students across Malaysia as the primary population. A purposive sampling method was used to select participants who were simultaneously engaged in employment and academic study, ensuring that the sample reflected the dual-role nature typical of part-time learners.

Following standard guidelines for sample size in quantitative research, a minimum of 200 participants was considered adequate for achieving reliable statistical results. To accommodate this, 250 questionnaires were distributed via online platforms and face-to-face sessions. From these, 200 complete responses were collected, yielding an effective response rate of 80%.

The final sample showed considerable diversity in demographics, including age, gender, marital status, educational level, and employment type. This variation allowed the study to capture a representative snapshot of Malaysia's heterogeneous population of part-time university students.

Data Collection Procedure

Data were collected over a three-month period in 2025. Questionnaires were administered via two modes: online through Google Forms and in-person during weekend or evening classes at selected universities. Respondents were provided with clear instructions and assurances of anonymity and confidentiality. Participation was voluntary, and informed consent was obtained prior to completing the survey.

Data Analysis Techniques

Data analysis was performed using SPSS version 30. The following analytical steps were undertaken:

1. Descriptive statistics - Frequencies and percentages were computed for categorical demographic variables, while means and standard deviations summarized continuous study variables.
2. Reliability analysis - Cronbach's alpha coefficients were computed for each construct to assess internal consistency, with $\alpha \geq .70$ considered acceptable (Tavakol & Dennick, 2011).
3. Pearson correlation analysis - Examined bivariate associations between independent variables (family support, peer relationships, workplace stress, stigma, VLE) and dependent variables (depression and anxiety).
4. Multiple regression analysis - Conducted to test the predictive effects of each social factor on depression and anxiety, aligning with five research objectives.

Ethical Considerations

This research was conducted in accordance with institutional ethical standards and received formal approval from the School of Graduate Studies, Management & Science University (MSU). Prior to data collection, participants were clearly informed of the study's objectives and procedures. They were assured that all responses would remain strictly confidential and used solely for academic purposes. Informed consent was obtained from every respondent before participation, and individuals were reminded that their involvement was entirely voluntary.

Participants were also informed of their right to withdraw from the study at any stage without any negative repercussions.

RESULTS

Demographic Characteristics

The demographic profile (**Table 1**) showed that the majority of respondents ($n = 200$) were aged between 26–35 years (56.5%), followed by 36–45 years (27%). Female respondents (57.5%) slightly outnumbered males (42.5%). Most participants were single (65%), enrolled in private universities (85%), and pursuing postgraduate programs (89.5%). A large proportion were employed full-time (84.5%), typically working 20–40 hours per week (67.5%). The most common household income range was RM 3,000–6,000 (60.5%). These findings indicate that the typical Malaysian part-time student is a young adult, balancing full-time employment and academic responsibilities, with financial commitments falling within the middle-income group.

Table 1. Demographic Characteristics of Respondents (N = 200)

Variable	Category	Frequency (n)	Percentage (%)
Age Group	18–25 years	18	9.0
	26–35 years	113	56.5
	36–45 years	54	27.0
	Above 45 years	15	7.5
Gender	Female	115	57.5
	Male	85	42.5
Marital Status	Single	130	65.0
	Married	64	32.0
	Divorced/Widowed	6	3.0
Type of Institution	Private University	170	85.0
	Public University	30	15.0
Education Level	Undergraduate	21	10.5
	Postgraduate	179	89.5
Employment Status	Full-time employed	169	84.5
	Part-time employed	25	12.5
	Self-employed	3	1.5
	Unemployed	3	1.5
Weekly Working Hours	< 20 hours	17	8.5
	20–40 hours	135	67.5
	> 40 hours	48	24.0
Monthly Household Income	< RM 3,000	17	8.5
	RM 3,000–6,000	121	60.5
	> RM 6,000	62	31.0

Note. Percentages are based on the total valid responses ($n = 200$)

Reliability of Constructs

Internal consistency reliability was established for all study constructs using Cronbach's alpha (**Table 2**). Coefficients ranged from .79 (workplace stress) to .89 (anxiety symptoms), exceeding the accepted threshold of .70 (Tavakol & Dennick, 2011). These results confirm that the scales employed were psychometrically sound and suitable for further inferential analyses.

Table 2. Reliability Statistics for Study Constructs (N = 200)

Construct	Number of Items	Cronbach's Alpha (α)	Reliability Level
Family Support	3	.83	Good
Peer Relationships	3	.85	Good
Workplace Stress	3	.79	Acceptable
Social Stigma	3	.82	Good
Virtual Learning Environment	3	.80	Good
Depression Symptoms	4	.87	Good
Anxiety Symptoms	4	.89	Good

Correlation Analysis

Pearson correlation results (**Table 3**) revealed significant associations between social factors and mental health outcomes. Family support and peer relationships were negatively correlated with both depression ($r = .41$, $p < .01$; $r = -.37$, $p < .01$) and anxiety ($r = -.38$, $p < .01$; $r = -.35$, $p < .01$), confirming their protective role. Conversely, workplace stress ($r = .46$, $p < .01$; $r = .49$, $p < .01$), social stigma ($r = .52$, $p < .01$; $r = .47$, $p < .01$), and virtual learning environment challenges ($r = .35$, $p < .01$; $r = .33$, $p < .01$) were positively correlated with both depression and anxiety.

Table 3. Pearson Correlation Matrix for Social Factors and Mental Health Outcomes (N= 200)

Variables	1	2	3	4	5	6	7
1.Family Support	-						
2.Peer Relationships	.56**	-					
3.Workplace Stress	-.34**	-.31**	-				
4.Social Stigma	-.29**	-.27**	.44**	-			
5.Virtual Learning Environment	-.22*	-.24*	.32**	.30**	-		
6.Depression	-.41**	-.37**	.46**	.52**	.35**	-	
7.Anxiety	-.38**	-.35**	.49**	.47**	.33**	.60**	-

Note. Correlation is significant at the $p < .05$ (*) or $p < .01$ (**).

Regression Analyses by Research Objective

Family Support

Regression analyses demonstrated that family support significantly predicted lower depression ($\beta = -.27$, $p < .001$) and anxiety ($\beta = -.31$, $p < .001$). These findings underscore the buffering role of family support in protecting against psychological distress among part-time students.

Peer Relationships

Peer support was also a significant negative predictor of depression ($\beta = -.21$, $p < .001$) and anxiety ($\beta = -.26$, $p < .001$). This highlights the protective role of peer connections, particularly in mitigating stress and fostering resilience.

Workplace Stress

Workplace stress emerged as a significant positive predictor of both depression ($\beta = .28$, $p < .001$) and anxiety ($\beta = .20$, $p < .001$). These results confirm that excessive job demands and long working hours directly contribute to psychological distress in part-time students.

Social Stigma

Social stigma emerged as one of the most influential predictors of mental health outcomes. Higher perceived stigma was strongly associated with elevated levels of depression ($\beta = .54, p < .001$) and anxiety ($\beta = .45, p < .001$). Overall, stigma explained approximately 29% of the variance in depression and 20% in anxiety, highlighting its substantial impact on the psychological well-being of part-time students. These findings suggest that perceived negative judgment or discrimination can considerably exacerbate emotional distress.

Virtual Learning Environment (VLE)

Challenges related to the virtual learning environment also significantly influenced mental health. Students reporting greater difficulties with online learning such as limited interaction, technical issues, and reduced engagement experienced higher levels of depression ($\beta = .39, p < .001$) and anxiety ($\beta = .40, p < .001$). While the predictive power of VLE was moderate compared to other factors, these results underscore the importance of effective and supportive digital learning platforms in mitigating psychological stress among part-time learners.

Summary of Findings

Overall, the findings highlight the dual influence of social factors on the mental health of part-time university students in Malaysia. Family support and peer relationships emerged as key protective factors, significantly reducing levels of depression and anxiety. In contrast, workplace stress, social stigma, and challenges within the virtual learning environment (VLE) were associated with increased psychological distress. Among these, stigma and workplace stress had the strongest negative impact, while family and peer support provided the most substantial protective effects. These results support the study hypotheses and offer a solid empirical basis for the discussion of implications, interventions, and future research directions.

DISCUSSION

This study investigated how social factors family support, peer relationships, workplace stress, social stigma, and virtual learning environments (VLE) affect the mental health of part-time university students in Malaysia. The findings show that strong social networks, particularly family and peers, act as protective buffers, reducing levels of depression and anxiety. Conversely, workplace stress, social stigma, and challenges associated with VLE were linked to higher psychological distress. These results highlight the dual influence of social factors on student well-being, emphasizing that supportive environments enhance resilience while adverse conditions increase vulnerability. Furthermore, the study extends the application of social support and job demands-resources (JD-R) frameworks to the Malaysian context, illustrating their relevance for understanding the mental health of non-traditional learners.

Protective Role of Family and Peer Support

In line with Social Support Theory (Cohen & Wills, 1985), family support was a strong negative predictor of both depression and anxiety. Students who reported higher levels of family support experienced lower psychological distress, highlighting the culturally significant role of family in collectivist societies like Malaysia (Razali et al., 2025). Peer relationships also emerged as a significant protective factor, emphasizing the importance of social connectedness in managing stress and enhancing resilience (Lakey & Orehek, 2020). These findings are consistent with recent Malaysian research showing that supportive peer networks can reduce anxiety and promote academic persistence among working students (Yusof, 2022). Collectively, the results reinforce the stress-buffering hypothesis and suggest that universities should encourage both family engagement and peer support initiatives as part of holistic student support strategies.

Workplace Stress as a Risk Factor

Workplace stress was a significant positive predictor of depression and anxiety, supporting the Job Demands-Resources (JD-R) model (Demerouti et al., 2001). The dual demands of employment and academic responsibilities create role conflict that exacerbates strain and emotional exhaustion (Kahn et al., 1964). This finding resonates with prior research reporting that Malaysian part-time students working long hours face heightened risks of burnout and reduced academic performance (Norazan, 2024). Employers therefore play a critical role in mitigating these risks by implementing flexible work arrangements and mental health-friendly policies for employees engaged in part-time study.

Impact of Social Stigma

Social stigma emerged as one of the strongest contributors to psychological distress in this study. This finding aligns with stigma theory (Goffman, 1963), which suggests that internalized stigma fosters shame and discourages help-seeking behaviours. Evidence from Malaysia indicates that students often postpone seeking professional support due to concerns about social judgment (Loong et al., 2024). By confirming stigma as a key predictor, the study reinforces its role as a persistent barrier to mental health care in higher education settings.

Virtual Learning Challenges

The analysis also showed that difficulties within the virtual learning environment (VLE) significantly predicted depression and anxiety. Students who reported issues such as digital fatigue, limited interaction, and technological barriers experienced higher psychological strain. These results echo findings from studies conducted during the COVID-19 pandemic, which linked prolonged online learning to increased depressive and anxious symptoms among Malaysian university students (Foong Ming Moy & Ng, 2021; Thandavaraj et al., 2021). While VLEs provide flexibility, poorly designed platforms can inadvertently heighten isolation and stress. Universities should therefore invest in intuitive, interactive digital systems and integrate peer-support mechanisms within online courses to mitigate these challenges.

Integration of Findings

Overall, the results support an integrative understanding of mental health among part-time students. Family and peer support act as critical protective buffers, lowering vulnerability to depression and anxiety, whereas workplace stress, stigma, and VLE difficulties function as risk factors that intensify psychological strain. This dual dynamic highlights the need for interventions that simultaneously strengthen supportive social connections and reduce environmental stressors.

Contribution to Theory and Practice

From a theoretical perspective, these findings extend Social Support Theory and the JD-R model to part-time students in Malaysia, a group often overlooked in mental health research. The study confirms the relevance of stress-buffering and role conflict mechanisms while emphasizing cultural factors, such as the centrality of family support in collectivist societies.

Practically, the findings provide guidance for universities, employers, and policymakers. Institutions should enhance peer-support initiatives and counselling services tailored to working students. Employers need to recognize the pressures of balancing work and study, offering flexible arrangements to reduce role conflict. At the policy level, higher education and health authorities should tackle stigma through targeted literacy campaigns and develop interventions that address the distinct challenges faced by part-time learners.

Limitations and Future Research

Although this study provides valuable insights into the social factors affecting the mental health of part-time university students in Malaysia, several limitations should be acknowledged.

First, the cross-sectional design limits the ability to establish causal relationships. While the analyses revealed significant associations, longitudinal studies are needed to track how these relationships develop over time and to clarify the direction of influence.

Second, the reliance on self-administered questionnaires may have introduced response bias. Participants could have underreported or overreported their symptoms due to social desirability or perceived stigma. Future research could adopt mixed-method approaches, combining surveys with interviews or clinical assessments, to capture a more nuanced picture of students' mental health experiences.

Third, the sample was drawn from selected Malaysian universities, which may restrict the generalizability of the findings to other academic or cultural contexts. Expanding studies to include full-time students, multiple institutions, or international cohorts would provide a broader understanding of student experiences across diverse settings.

Fourth, the study focused on five key social variables—family support, peer relationships, workplace stress, social stigma, and virtual learning environment challenges. While these are important determinants, other factors such as financial pressures, institutional support, and individual personality traits were not considered. Including

these variables in future research could provide a more comprehensive understanding of the influences on student mental health.

Finally, the exclusive use of quantitative methods limited the exploration of participants' lived experiences. Employing qualitative or mixed-method designs could shed light on how cultural norms, coping strategies, and social expectations shape psychological well-being among part-time students.

In conclusion, future research should adopt longitudinal, multi-method, and cross-cultural designs to strengthen causal insights, enhance generalizability, and deepen understanding of how social and environmental factors impact the mental health of part-time university students.

CONCLUSION

This study investigated the influence of social factors family support, peer relationships, workplace stress, social stigma, and virtual learning environment on the mental health of part-time university students in Malaysia. The findings revealed a clear dual dynamic: while family and peer support serve as protective buffers that mitigate depression and anxiety, workplace stress, social stigma, and challenges in virtual learning environments act as significant risk factors that heighten psychological distress. Among these predictors, stigma and workplace stress emerged as the strongest contributors to poor mental health, whereas family and peer relationships demonstrated substantial protective effects.

The results extend the application of Social Support Theory and the Job Demands–Resources (JD-R) model to the context of Malaysian part-time students, a group that has received limited scholarly attention. The findings also underscore the cultural relevance of family and peer networks in collectivist societies, where social connectedness remains a critical determinant of resilience and well-being.

From a practical standpoint, the study provides actionable implications for universities, employers, and policymakers. Universities can strengthen peer-support initiatives and improve online learning systems to reduce digital fatigue and isolation. Employers should recognize the challenges faced by working students and adopt flexible policies that ease role conflict. At the national level, ministries of higher education and health must continue to address stigma through awareness campaigns and design inclusive frameworks that specifically support non-traditional learners.

Despite its limitations, this research contributes significantly to the academic discourse on student mental health in Southeast Asia. By highlighting the unique vulnerabilities of part-time learners, the study lays a foundation for more equitable interventions that safeguard mental health, improve academic outcomes, and strengthen workforce readiness. Future research adopting longitudinal and multi-method approaches can build on these insights, further advancing strategies to support the mental well-being of part-time students.

In summary, the mental health of part-time university students extends beyond personal responsibility and reflects a shared obligation among universities, workplaces, families, and policymakers. By addressing the social factors highlighted in this study such as family and peer support, workplace stress, stigma, and challenges in virtual learning stakeholders can help build a more resilient student population. Supporting students in these ways not only enhances their well-being and academic success but also contributes to the development of a healthier, more productive society.

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