

Challenges Faced by Part-Time Doctoral Students in Managing Psychological Well-being: A Qualitative Study

Rahayu Ab Rashid

Arshad Ayub Graduate Business School,
Universiti Teknologi MARA (UiTM), Malaysia

Umi Nazira Rafie

University College of Aviation Malaysia (UniCAM), Malaysia

Nur Sakinah Ramli

Human Resource Development Corporation, Malaysia

Muhd Fariduddin Athar Mohd Noor

Petroleum Nasional Berhad (PETRONAS), Malaysia

Sharizan Sharkawi

Corresponding Author

sharizan_sharkawi@uitm.edu.my

Arshad Ayub Graduate Business School,
Universiti Teknologi MARA (UiTM), Malaysia

ABSTRACT

The emergence of alarming statistics on Psychological Well Being (PWB) among doctoral students has received critical attention in the media and across the higher education sectors. Complex work in the doctoral journey has been perceived to be draining thus affecting students' well-being which could lead to mental depression. Understanding relevant challenges in managing PWB could be a prime opportunity for intervention strategies in managing PWB among part-time doctoral students. This paper hopes to contribute to the dearth of studies of PWB on part-time doctoral students, particularly in Malaysia. A qualitative study would uncover detailed accounts and underlying issues on the challenges of managing PWB faced by part-time doctoral students in Malaysia. Purposive sampling and snowball sampling were used in this study. Five part-time doctoral students were selected and invited to participate in the semi-structured interview. The participants expressed their PWB by describing their experience in the doctoral journey. This study's findings concluded on two main themes involved in maintaining PWB; internal and external challenges. Personal occurrences represent the internal challenge, whereas the internal environment and academic process represent the sub-themes under external challenges. It is essential for doctoral students to focus on their personal occurrences especially maneuvering things that are within their control and dealing with external challenges in managing PWB during the doctoral journey.

Keywords: Psychological Well-being, Part-Time doctoral students, Internal Challenge, External Challenge.

INTRODUCTION

The growing concern about mental health and managing Psychological Well Being (PWB) among part-time doctoral students has received critical attention across the Higher Education sectors globally. The heterogeneous term of PWB has been well defined across the past literature, nonetheless, in this study, PWB has been conceptualized as the presence of markers of psychological adjustments (positive affect) that lead to high self-esteem and positive outcome [1]. In regards to the doctoral experience, the complex work in the doctoral journey has been perceived as burdensome [2] and affects the students' well-being which leads to mental depression [3]. A study in the United States of America (USA) indicated that approximately a quarter of doctoral students were reported to have poor PWB. Likewise, 90% of surveyed doctoral students revealed they were having mental depression and were six times more likely to suffer mental depression ever since they embarked on the doctoral journey [4]. A similar finding by Jackman et al. [5] depicted that doctoral student were less likely to have greater PWB states in comparison to other general population samples. The same scenario was observed in Belgium where it was reported that 51% of doctoral students were likely to be in mental distress. Malaysia acts as one of the leading countries in the South East Asian region in developing postgraduate students and has not become an exception in this case. In Malaysia, it has been reported that about 49.3% of postgraduate students suffer from depression, leading to mental health problems [6].

The prevalence of depression across the globe indicates the worrying trend of doctoral students' experience. Part-time doctoral students undergo entirely different academic experiences from full-time doctoral students. Part-time doctoral students often overstretch themselves to juggle work commitments, spouse and kids' issues, class assessments, and club activities. Balancing individual and family responsibilities besides attending class and performing the tasks have been the key challenges in maintaining good states of mental health and less risk to develop poor PWB [7].

A poor level of PWB can have significant and detrimental implications for part-time doctoral students in terms of their personal development, personal lives, productivity, and their research progress [3]. This detrimental implication not only affects their individual lives but also brings negative administrative and financial costs to Higher Education Institutions (HEIs). Considering the doctoral student's research makes a viable research output for the university [8], yet having a poor level of PWB among doctoral students could lead to the poor quality of the university's research output. Besides, due to the shifting of the global economy and response toward an innovation and research-driven nation, the Ministry of Higher Education (MOHE) anticipates approximately 60,000 doctoral graduates in 2023 seems impossible if the well-being of doctoral students is not taken into consideration. Thus, understanding the challenges faced by part-time doctoral students is essential to minimize the depression rate, attrition rate, and poor quality of universities and propel Malaysia to be an innovative and research-driven nation.

This paper aims to heed the PWB among part-time doctoral students in the business school as wide research on doctoral students has been conducted in the education faculties [3]. Previous

research over-represents Oceania, North America & European countries [6] hence why research should be undertaken in the South East Asian region, particularly in Malaysia. Wide investigations have been carried out in the context of doctoral students, however, to the best of authors' knowledge, there is a paucity of studies focusing on part-time doctoral students in Malaysia. Besides, there is less focus on the eudemonic perspective in the existing literature [3]. Hence, this qualitative study sought to fill the gap in the current literature and shed some light through the detailed accounts and experiences shared by the selected part-time doctoral students in managing PWB.

LITERATURE REVIEW

Studies on PWB in doctoral students had evolved in recent years after the emergence of alarming evidence about the growing cases of mental distress in doctoral students [9]. While previous studies of the PWB of doctoral students primarily concentrated on isolated elements, the recent studies focused on a multidimensional perspective, which allows the investigation of multiple factors integration that simultaneously shapes well-being [3,10].

Among all reported factors, considerable evidence has accumulated to show that personal-related factors were one of the most frequently highlighted associated with poor PWB. Despite academic discipline, many doctoral students admitted to having almost problems related to work-life imbalance, financial constraints, doubts about their own ability [7,11], loneliness, stagnation [11], relocations, and language difficulties [7].

Several lines of evidence revealed that supervisor-related factors were also among the highest reported challenges that contributed to the lower state of PWB. Supervisory changes, poor supervision, poor interpersonal relationships with supervisors, difficulties to achieve the deadline, lack of guidance, and unfavorable feedback were among the frequently highlighted issues [7, 11-13]. It is agreeable that in doctoral study, primary support providers were supervisors, especially in going through the challenges in the early stage of study [14].

Social factors were among the factors often discussed in the literature related to the PWB of doctoral students. Factors that involved family institutions were separation from family, relationships with family pressure, resentment [7], and negative feedback from family to doctoral students [11]. Relationships with peers were also highlighted as having a relationship with the level of PWB of doctoral students [7]. Lastly, previous studies also revealed that study-related factors undeniably contributed to the level of PWB during doctoral study. Heavy workload [7,11,13], writer's block [7,11], lack of data, [11], time pressures, and concerns about evaluation and assessment [7,15] were among the issues reported that have significant effects.

According to Schmidt and Hansson [3], some of the factors or challenges that have been discussed by previous scholars can be attributed to a dual function. They can be regarded as a stressor but at the same time can also be a coping mechanism at times. For example, relationships with the supervisor are undeniably important to the success of the doctoral journey but sometimes can be quite challenging and become a stressor when students failed to establish the relationship the way it is supposed to be.

Nevertheless, all the above-mentioned findings are derived from studies abroad, whilst studies about PWB in Malaysia among doctoral students remain scarce, especially those in a part-time

mode of study. In this regard, the aim of this study was to explore qualitatively the challenges faced by Malaysian part-time doctoral students in managing PWB which ultimately could help to advance understanding of this topic.

RESEARCH METHOD

Research Design

Interpretive paradigm is chosen as the leading philosophy of this research as its naturalistic approach is suitable for understanding human experience inductively and holistically in context-specific settings of a doctoral study journey context in this study. With an interpretivism perspective, researchers incline to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalize the basis of understanding for the whole population [16]. This study employs the qualitative research approach that allows the researchers to understand the determinants of the challenges faced by the said population. In order to investigate probable antecedents and causes that have not yet been well studied and known, qualitative research is performed [17] and this approach seeks to determine some of WH questions on 'how' and 'why' a particular social phenomenon occurs as it does in a particular context of the research [18].

Data Collection

Five (5) participants for the study were chosen via a combination of purposive sampling and snowball methods. Purposive sampling is used for the identification and selection of information-rich cases. It involves identifying and selecting individuals or groups of individuals that are subject matter experts with a phenomenon of the research [19-20]. For this study, participants are those who are currently part-time postgraduate students at the doctoral level in a postgraduate business school in Malaysia. Then, the snowballing technique was used where the participants interviewed will recommend their friends who are also in the doctoral journey. Table 1 gives an overview of the participants' profiles.

Table 1. Participants' Profile Overview

Participant ID	Gender	Marital Status	Occupation	Age
1	Female	Single	Lecturer	32
2	Female	Married	Government Officer	33
3	Male	Married	Manager	40
4	Female	Single	Freelancer	33
5	Male	Married	Head of Department	50

The semi-structured interview was used as the primary data collection method to gain an in-depth understanding of the topic of study and provide some flexibility. Open-ended questioning was used as a means to solicit more detailed accounts and experience, in the hope of extracting useful data [21]. The participants have been informed of the interview protocol ahead of the scheduled interview. Interviews were conducted at a time and place preferred by the participants. Five (5) semi-structured interviews were conducted via the Google Meet platform with the recording consented to by the participants. The virtual interview is the preferred data collection approach in the post-pandemic era because it helps to minimize face-to-face interaction and allows participants who are shy in face-to-face contexts to have more confidence to express their thoughts and opinion freely [22]. The 5 participants selected for this interview were sufficient to gather insights as a preliminary study. According to Creswell

[16], it is generally recommended to start with a small sample size in qualitative, typically between 5 and 25 participants. And as the analysis progresses, researchers assess the emerging themes, patterns, and concepts to determine if further data collection is necessary.

The interview consists of four (4) processes where, firstly, the interview protocol and interview questions were developed based on the research objectives. Questions and interview protocol were tested and simulated with 1 participant to ensure content validity and reliability of the interview questions in answering the research objectives. The semi-structured interview questions were outlined as follows:

1. How would you define your doctoral journey so far?
2. What are the challenges you experienced in managing PWB during your doctoral journey?
3. What is the toughest challenge you encountered during your doctoral journey?
4. How would you describe your PWB state so far? On a scale of 1 to 10 (1 representing the lowest state and 10 representing the highest), where do you rate yourself? And why?
5. Which stage of your doctoral journey is the toughest?
6. How do you manage your PWB during your doctoral journey?

Secondly, the selection of the participants was done based on the determined criterion. The participants were selected among current (active) doctoral students who are in the doctoral journey. Thirdly, interview sessions were conducted virtually using the medium Google Meet platform. Time spent was about 20 to 45 minutes per session and was recorded using the phone and desktop application. Lastly, all information is transcribed through the transcription process which was done immediately after the interview. The transcript was further refined before being finalized for analysis.

Data Analysis

Once the process of data collection has been completed, the next step is to proceed with analyzing the data. This study uses the constant comparative method in accordance with the grounded theory analytical procedure. The constant comparative method is a process developed by Glaser and Strauss [23], where you sort and organize excerpts of raw data into groups according to attributes, and organize those groups in a structured way [23]. Iterative process of coding cycle was conducted before reaching the final two selective codes. In analyzing the data, the coding process goes through three cycles: open coding, axial coding, and selective coding. Firstly, transcribed data were coded inductively based on the best knowledge and understanding in identifying the open codes. This strategy was in line with [24] which suggested that the grounded theory analytical procedure deals only with the inductive approach rather than the deductive approach. This process initially yielded 75 codes altogether. The next step was the refinement of the open coding. A series of discussions were held among research members to further combine the interpretations and refine the coding. The refining process includes merging codes with similar meanings and renaming codes with more accurate and proper terms to represent the ideas. The reiterative refinement was done continuously throughout the data analysis process until consensus was reached and 16 open codes were finalized. This refining process was very crucial to ensure that the number of codes identified was controlled and aligned with the research questions [25]. After the open codes are refined, the axial coding process comes next. It is a process where connections between the open codes

are analyzed and grouping them under similar categories. Three axial categories were created from the refined 16 open codes. Finally, the axial codes were further condensed into core categories representing different perspectives. Two selective codes were established that summarized the findings into internal and external challenges.

Trustworthiness

Qualitative researchers use "trustworthiness" to refer to actions they have made to increase the validity and reliability of their research [26]. Lincoln and Guba [27] used the "trustworthiness" of a study as the naturalist's equivalent for internal validation, external validation, reliability, and objectivity. Validity determines whether the research truly measures what it was intended to measure or how truthful the research results are [28,29]. In this study, the researchers verified the validity of the interview questions used in this study by sending them to a subject matter. As for the data collection process, participants' confirmation during the interview was obtained and interviews were recorded with participants' consent for further reference and reaffirmation. Reliability is concerned with the consistency, stability, and repeatability of the instrument's ability to collect and record information accurately. For this research, almost all members were involved in the interview session. We performed investigator triangulation by independently doing the open coding process before further refining the data together. Additionally, peer debriefing throughout the process of data analysis through informal discussions was carried out to encourage researchers critically to evaluate and challenge each other's interpretations of the data, which led to further refinement of the analysis and confirmability [30].

RESULTS AND FINDINGS

From the data analysis process, the linkage between the refined open codes was established and categorized into three axial codes namely; "Personal Occurrences", "Academic Process" and "Interpersonal Environment".

Table 2. Refined Coding to Axial Coding

Refined Open Coding	Axial Coding
Time Management Motivation Emotional Stress Financial Constraints Traveling Constraints Work Commitment Work-Study-Life Imbalance Physical Stress Independent Journey	Personal Occurrences
Heavy Academic Workloads Course Structure Proposal Defence Anxiety Non-synergy Group Work	Academic Process
Social Support Relationship with Supervisor Communication	Interpersonal Environment

From the axial codes, the researchers managed to condense further into two selective codes: "External Challenges" and "Internal Challenges" representing a different perspective on the challenges in managing PWB among part-time doctoral students in this study. This categorization of external challenges and internal challenges was developed based on the common phenomenon viewed as internal and external locus of control which explained variances in PWB [31]. External challenges came from the surroundings of the part-time doctoral students, and their interaction with the external factors, while the internal challenges were the factors that came from within themselves, that influenced their feelings, thoughts, and behavior. In this study, the axial codes of Personal Occurrences fall under the Internal challenges while Academic processes and Interpersonal environments fall under the External challenges.

Table 3. Axial Coding to Selective Coding

Selective Codes	Axial Codes
Internal Challenges	Personal Occurrences
External Challenges	Academic Process Interpersonal Environment

Selective Code 1 – Internal Challenges

The first core category of Internal challenges in managing PWB among part-time doctoral students is "Personal Occurrences". Personal factors include elements such as commitments and beliefs while environmental factors include intangible items such as a situation's novelty, ambiguity, or predictability [7]. Okoro et al. [32] highlighted that the studies in the major global university cluster identified several risks and protective factors that were very important in determining doctoral researchers' mental health. Cornwall et al. [7] also highlighted that personal factor such as stress affect the well-being of doctoral students.

Personal Occurrences:

In this study, personal occurrences were formed by a few open codes which include "Time management", "Motivation", "Emotional stress", "Financial Constraints", "Traveling Constraints", "Work Commitment", "Work-study-life imbalance", "Physical Stress" and "Independent Journey". These were the occurrences that happened in the personal life of doctoral students while pursuing their part-time studies. It can be associated with the challenges they faced in managing the events in their personal life, which include how they managed their time between work and night classes for example, how they managed their financial needs, their traveling, or how they dealt with physical and emotional stress and sustaining their motivational level.

For example, Participant 1 highlighted her traveling constraint, time management, and balancing commitment between study, work, and family;

"This semester I traveled a lot. 3 times a month and it's very tiring. The (doctoral) journey is hard and enjoyable, but time management is hard, especially separating between the assignment, classes, family, and other commitment time."

Participant 2 shared her experiences with motivation and stress;

"Yes, the challenge of a Ph.D. is maintaining motivation. It's quite stressful. Stress can become anxiety. Overwhelmed by what I am going to do."

Participant 5 stressed the lonely journey of doctoral study;

"The toughest was in semester 3, with no classes, totally on us and it felt like a lonely journey. You don't have discussions with friends, only a supervisor".

Another challenge in personal occurrence highlighted was financial and work commitment as mentioned by Participant 3:

"I am working and newly joined a company. A lot of work, I don't have much time to spend my time studying."

"I can't afford to do full-time because I have to work and am a sole breadwinner, the financial is a bit shaky."

All the keywords extracted from the interview transcript were refined and grouped under personal occurrences which are considered the challenges that need to be managed internally by the part-time doctoral students themselves.

Selective Code 2 – External Challenges

The challenge in managing PWB among part-time doctoral is the second core category (i.e., Selective code), with the two axial codes as the sub-category; "Academic Process" and "Interpersonal Environment". As mentioned by Okoro et al. [32] earlier, other than individual or personal factors, interpersonal and systemic levels were among the important risk in determining doctoral researchers' mental health in the major universities globally. External challenges are factors that came from surroundings that are indirectly beyond one's control.

Academic Process:

The academic process which affects the PWB among part-time doctoral students is related to every aspect of the doctoral study, from the syllabus, course structure, assessment, assignments workloads and deadlines, group work, and preparation of the research proposals. Four refined open codes were under Academic Process which are "Heavy Academic Workloads", "Course Structure", "Proposal Defense Anxiety" & "Non-synergy Group Work". The findings revealed that for some of the participants, some aspects of the academic process in pursuing doctoral study did pose a challenge to PWB. For example, as mentioned by Participant 3:

"Challenges that contribute are the assignment and the group work. I am not really much into group work. But when you discuss, you don't get the dynamics"

Further elaborations by the participant were that group assignment work was not effective as he did not get the dynamics and appropriate input for his work. He continued further and highlighted the overall Doctor of Business Administration (DBA) course structure can be quite confusing:

"There is confusion in our course structure where it focused more on basic research rather than applied research"

Participant 2 then shared about her challenge in preparing her research proposal:

"The toughest stage is to get my proposal solid, especially my problem statement. If we don't have a solid problem statement and gap, that would be the toughest stage for me. I have changed my problem statement five times already"

This was also supported by Participants 4 and 5 who highlighted that the proposal defense stage was the toughest and has affected greatly on their PWB.

Last but not least, the heavy academic workloads and tight assignment deadlines also become the challenges faced by these part-time doctoral students. As mentioned by Participant 1:

“For the learning process, the previous semester has a very tight schedule and deadlines. The previous semester was the toughest with heavy assignment loads and subjects.”

Interpersonal Environment:

The interpersonal environment in this context is referring to the relationship or interaction between participants with their surroundings. In this study, the axial code interpersonal environment is formed by three open codes namely “Social support”, “Relationship with Supervisor” and “Communication”.

Challenges in terms of social support and communication revolved around the support given from their social circles to doctoral students, either from friends, family, or even colleagues at work. This also involved communication between both parties. These were highlighted by Participants 2 and 4:

“My social life changes 100%. When you pursue a DBA, your social circle also changes. Government organizations like mine, are not giving much support to pursue study. My colleague is not so supportive.”

“Need to have communication, have someone to talk to and trust. Need to go out and concurrently discuss the topic. Hang out to avoid depression”

As for the “relationship with supervisor”, this was shared by Participants 2 and 3 as below:

“I had argued a few times with my supervisor where I have to change the title and topic of study about five times. Until now, I don’t have a solid focus study”

“Not much engagement with the supervisor as of now, hence not much progress on my research proposal”

DISCUSSION

From this study, several challenges faced by part-time doctoral students in managing PWB were identified. Whilst the current study findings are drawn from a small sample using qualitative methods, our evidence managed to extend previous work in this area by focusing on the part-time mode of study. Despite the small sample deployed, the comprehensiveness of the interview sessions successfully gathered all relevant and meaningful data as planned and achieved the saturation level. The results of the current study revealed three (3) main challenges as elaborated below:

Personal Occurrences (Internal)

The results of the current study showed huge challenges identified related to Personal Occurrences. This finding affirms the finding of the previous study by McCray et al. [11] that reported personal-related factors as the biggest segment from overall findings on factors associated with poor PWB among doctoral students. Numerous personal conditions were shown to be detrimental to their mental health and wellness. These issues can vary greatly from

person to person but can significantly affect their ability to focus, progress, and thrive in their academic endeavors. Difficulties in attaining a healthy work-study-life balance are one of the biggest hurdles reported because they took away time from other pursuits. This is in line with literature findings [7,11] and also associated with time management and time-related stress when balancing doctoral work with employment or outside demands ultimately leading to physical and emotional stress as well. Financial constraints and traveling constraints may well be some of the challenges but the level of impact varies based on individual context [7,5]. Hence, all issues were reported to significantly affect the level of motivation and become the triggering factors to the doctoral study becoming 'the very lonely journey.'

Academic Process (External)

Doctoral study academic processes were always cited as one of the causes of declines in mental health and well-being [7,11,13] and the same facts were revealed in the findings of this study. In contrast to the highly structured nature of earlier academic studies, doctoral program completion procedures are frequently unclear and ill-defined [33]. The most important risk factor when it comes to the doctoral program itself is not meeting the students' initial expectations. Apart from the program structure, the process of producing, submitting, and presenting the written work also appeared to elicit stress and anxiety among all the doctoral students despite their mode of study (full-time or part-time). The time-based goals, milestones, and volume of work create another level of stress. These issues, if not solved effectively will have negative impacts on the progress, efficiency, and overall experience of doctoral students [7].

Interpersonal Environment (External)

Many of our participants addressed interpersonal environment issues in doctoral studies to have a significant impact on the progress and PWB of doctoral students. One of the most crucial issues reported was the supervisor-student relationship which was also intensively studied in the past literature [7,11-13]. Issues arise when there is a lack of effective communication, conflicting expectations, a mismatch in research interests, and maintaining consistent engagement. Another challenge that is frequently reported in this study is maintaining social support. If the environment lacks a supportive community, doctoral students may feel isolated, disconnected, or unsupported which ultimately impacts motivation and mental well-being [7]. Therefore, it is clearly revealed that effective communication is vital not only between students and supervisors but also among peers and social circles. Participants agreed that this will help in avoiding any potential conflicts and as a medium for stress-released as well throughout the doctoral journey.

In summary, there are very minimal distinctions that can be seen between the challenges faced by part-time doctoral students in this study with the challenges in managing PWB faced by the general population of doctoral students as depicted in past studies. Recommendations for future studies could be conducted quantitatively and include both part-time and full-time doctoral students simultaneously. More objective questions with diverse respondents on a larger sample size will produce more accurate findings as the weightage of each factor can be examined and comparison between factors and between respondents' groups can be done systematically.

Several limitations of this study should be noted. Firstly, as the sample consisted of part-time doctoral students from a single institution. Suggestions for more diverse participants from various institutions would offer broader insights hence producing more relevant codes and findings. Next, participants that took part in the study were on a voluntary basis, where self-selection bias may be present in the results. Research on mental health and wellness frequently suffers from self-selection bias, which has an impact on how broadly the findings of this study may be applied.

CONCLUSION

This study discussed and deliberated the challenges faced by part-time doctoral students at postgraduate business schools in Malaysia. The objective of the study has been achieved, whereby the study concluded that there are a few internal and external challenges faced by doctoral students, particularly in managing their PWB during their part-time studies. The findings also indicated that, in order to manage PWB well, it is essential for part-time doctoral students to focus more on their personal occurrences especially maneuvering things that are within their control for example managing time, commitment, and personal motivations. It is also important to deal with external factors which include the academic process and interpersonal environment although it is beyond their control. A conceptual framework was developed as the outcome of this study to understand the components of the challenges in managing PWB for part-time doctoral students (see Figure 1).

Although very limited studies had focused on part-time doctoral students, the findings from this study were in line and also complemented several previous studies, highlighting a few personal circumstances and external factors that affect the well-being of a doctoral student [4,7]. This includes the doctoral study process [5,14], supervisor support [5], a wider support network [14], social isolation [7], and interpersonal factors [12]. Findings from previous studies also indicated that many business school doctoral students viewed their mental well-being negatively, and more than half considered their personal well-being as their own problem, which also resonates with part-time doctoral students in this study [32].

The challenges faced by part-time doctoral students if not similar should be expected to be more burdensome, considering the juggling between a full-time job, the deliverables and commitment to their employers, and most importantly, commitment to their studies. Hence, there are no better ways for them other than to prioritize managing their personal circumstances, which are within their control. This has to be done in order to build their mental strength, self-discipline, and motivation to keep progressing in their doctoral journey with a good state of PWB. Managing personal circumstances can be done by having a positive support circle and periodic meetings with the supervisor or counselor. With a strong mental state and positive mindset, it is possible for part-time doctoral students to brave external challenges throughout their doctoral studies.

The overview presented in this research was able to contribute to the body of knowledge where previously, the focus was more on the overall well-being of doctoral students and not specifically on the part-time doctoral students who may experience different situations and circumstances. Besides, as previous research on PWB of doctoral students over-represents Oceania, North America & European countries [6], the study conducted in different regions, particularly in Malaysia provides new insight into PWB study. To this effect, the different

contexts and settings lead to some dissimilar findings and this is how this study provides new insight into the field of study and contributes to the body of knowledge. Although there are very minimal distinctions that can be seen between the challenges faced by part-time doctoral students in this study with the challenges in managing PWB faced by the general population of doctoral students as depicted in past studies, it still provides new insight, and there will be potential expansion of the current understanding, which will be helpful for future discussion and more in-depth analysis of the topic.

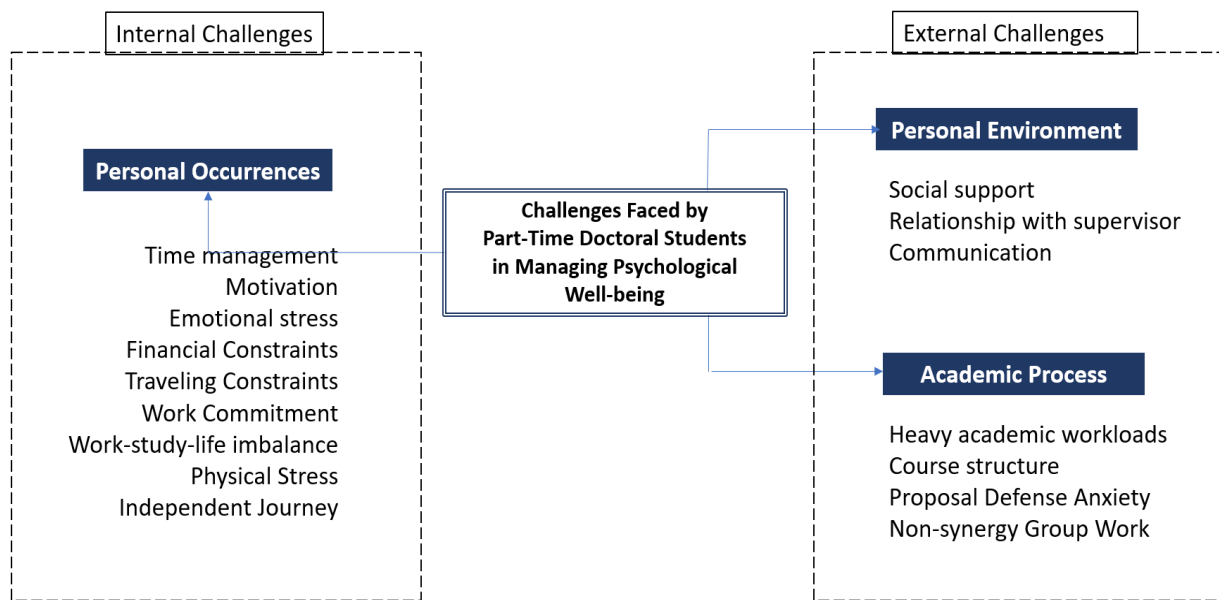


Figure 1. Conceptual Framework (Developed by Authors of this study)

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