

Practice of the Andragogy in the MBA Programs to Facilitate Learning of the Professionals in Bangladesh

Md. Ashraful Alam¹

Abstract

Research purpose: The study aims to evaluate the andragogical practices employed in weekend MBA programs for professionals at public universities in Bangladesh.

Design/methodology/approach: This study adopts a mixed-methods research design, integrating both quantitative and qualitative approaches. Primary data were collected from the alumni of randomly selected weekend MBA programs through a questionnaire survey and 10 in-depth interviews, with 390 valid survey responses analyzed using SPSS version 20. Qualitative data were transcribed and analyzed through thematic analysis, with findings presented using a convergent parallel design.

Findings: The key elements of andragogy, such as the joint determination of learning needs and goals, collaborative lesson planning, and role-playing, were found to be lacking in MBA classrooms with a more teacher-centered approach in many universities. The practices in the case study method, learning climate supportiveness, team formation, use of humor, and creation of learning motivation were found to be not similar across the Weekend MBA programs at the universities.

Originality/value: This research provides valuable insights into the current shortcomings of MBA programs for professionals, offering actionable recommendations for adopting learner-centered approaches and creating more supportive learning environments.

Practical implications: The study recommends that universities involve professional students in setting learning objectives and incorporate practical, real-world assessments, while adapting teaching methods to better meet their unique needs.

Limitations: A limitation of the current research could be the lack of exploration into the use of andragogy in private universities in Bangladesh, as the study focused primarily on public universities.

Keywords: Andragogy, Teaching methods, MBA, Managerial education, Professionals

¹ Associate Professor, Department of Human Resource Management, Jatiya Kabi Kazi Nazrul Islam University, Trishal, Mymensingh-2224, Bangladesh; Email: alamashraful0208@gmail.com

1. Introduction

Many individuals spend 30 to 40 years or more in their careers (Pavlova & Sanger, 2016), and mid-career professionals often benefit from higher education (Isopahkala-Bureau, 2017). An increasing number of adult learners are returning to education after career breaks, seeking practical skills for advancement or career shifts. Unlike traditional students, they face unique challenges due to work and family responsibilities and often prioritize their roles as workers (Bellare et al., 2023). Adult learners bring valuable experiences to the classroom and adopt a self-directed, goal-focused approach to learning, driven by both internal and external factors (Wuestewald, 2016). Mid-life MBA students, who are professionals, bring diverse personal and professional experiences compared to traditional MBA students (Han, 2015). The Executive MBA (EMBA) program is growing rapidly, designed to cater to more experienced participants by offering weekend classes. It primarily targets working professionals, including managers, executives, and business leaders, typically in their late 30s to early 40s, with 6 to 15 years of managerial experience (Joshi, 2019). EMBA participants often balance significant professional and personal responsibilities, making their learning experiences distinct from those of undergraduate or traditional MBA students (Han & Liang, 2015). These professionals typically seek practical business solutions rather than theoretical exploration; consequently, executive education demands concise, targeted instruction—such as immersive leadership simulations—that effectively address immediate, real-world challenges (Balwant, 2021). Executive students also seek a broader understanding of management and prefer seeing connections between educational content and their professional work (Boehner & O’Neil, 2010).

To meet the needs of mid-career learners, integrating andragogy into management courses is essential. Andragogical approaches—grounded in self-direction, prior experience, and a focus on performance—empower adult learners to become more autonomous and effective professionals (Loeng, 2020). Many management instructors intuitively apply andragogical principles, as seen in the American Management Association’s program, which is built around Andragogy and competency-based education. This raises questions about how effectively colleges and universities meet the needs of older students, both inside and outside the classroom (Caruth, 2014). Research has increasingly focused on the needs of adult learners in higher education, showing that these individuals—who frequently juggle work, family, and study—prioritize autonomy, purposeful learning, and practical outcomes, viewing their education as a strategic investment in their careers (Gardner et al., 2022).

In Bangladesh, many professionals invest time, effort, and resources into MBA programs to enhance their skills and meet job requirements. However, there is limited information about the support available to professionals, particularly in evening/weekend MBA programs. It is unclear whether educators are aware of the need for tailored teaching methods for these professionals. This gap is crucial for determining the effectiveness of MBA programs at public universities in Bangladesh, as failure to meet the needs of professional learners could hinder their employability and career advancement. Therefore,

the study aims to evaluate the current state of andragogical practices in weekend MBA programs in Bangladesh. More specifically, it seeks to identify the gaps between the needs of adult learners and existing teaching methods, in order to recommend improvements for integrating andragogical approaches into business education. This study contributes to the current literature by offering one of the first empirical investigations into andragogical practices within weekend MBA programs at public universities in Bangladesh. Unlike previous studies that focused predominantly on pedagogical approaches or general adult education, this research emphasizes the lived experiences of professional learners in a developing country context. It uncovers specific areas where andragogical elements—such as collaborative lesson planning, mutual goal-setting, and experiential learning—are underutilized, thus exposing a critical gap in the implementation of adult learning principles. The findings not only reaffirm the theoretical significance of andragogy but also provide practical guidance for enhancing teaching practices in executive education.

2. Review of Literature

2.1 Student Preparedness

Relevant and timely information helps enhance the learning experience of students (Wollscheid et al., 2021). The provision of information prepares students for active participation in the learning process (Holton et al., 2009). The preparation of students for educational success depends significantly on both their motivation and the presence of institutional support mechanisms. Research emphasizes that preparation should not be the sole responsibility of the student; rather, educational institutions should provide clear guidelines, study resources, and guidance to help students develop the skills necessary for success (Wollscheid et al., 2021). Teachers play an important role in shaping students' readiness to engage with course content. Instructors should not only distribute materials, but also actively foster an environment that encourages preparation by offering clear expectations, structured teaching materials, and regular feedback (Cents-Boonstra et al., 2021).

2.2 Readiness to Learn

Readiness to learn refers to acquiring the knowledge necessary to perform specific roles (Boeve, 2012). The concept of readiness to learn has been addressed in management education for mature learners in various ways. Management educators recognize the importance of making course content relevant in order to engage students in the learning process (Forrest & Peterson, 2006). A study by Banagan et al. (2024) investigated how the perceived relevance of course material influenced students' preparedness to learn. The findings suggest that when management courses incorporate real-world applications and focus on current industry trends, learners are more motivated to engage, which in turn enhances their readiness for learning and overall performance. Wlodkowski and Ginsberg (2018) suggest that teachers can promote readiness through supportive teaching strategies. They highlight that adult learners thrive when instructors foster respect, set

clear learning goals, and encourage active participation. By valuing students' experiences and building trust, teachers can enhance students' readiness to engage with the content.

2.3 Learning Outcomes Awareness

Learning outcomes should be relevant and meaningful to the learner (Cretchley & Castle, 2001). Students are more willing to learn when they are informed about what they will learn and why it is important (Caruth, 2014). Effective communication of learning outcomes is a key responsibility of teachers. Research shows that students' learning is influenced by how well these outcomes are communicated. Teachers should clearly define learning goals at the start of a course to help students understand expectations (Mahdi, 2023). As Locke and Latham (2002) suggest, learning outcomes should be conveyed in a way that allows students to align their learning strategies with the expected results.

2.4 Mutual Needs Detection

Learning needs and interests differ between adults and pre-adult students (Beder & Darkenwald, 1982). Therefore, there is a necessity for considering adults' learning needs in an educational approach (Chan, 2010). Knowles' emphasis on the mutual diagnosis of learning needs since the learning needs, interests and abilities of the adults are likely to vary widely (Cretchley & Castle, 2001). Foster (2024) states that teachers engaged in formative assessment, classroom observation, and fostering strong teacher-student relations are better at identifying student needs. These practices help detect academic or emotional struggles, enabling timely intervention and support. Gulzar et al. (2024) suggest that understanding students' cultural and social backgrounds is key to recognizing their learning needs. Teachers should consider factors like socio-economic status, family mobility, and cultural differences, which impact students' academic and emotional needs. Culturally responsible teaching helps teachers better identify and address these diverse needs (Samuels, 2018).

2.5 Mutual Learning Objectives

Learners should be involved in forming their learning objectives (Bhardwaj et al., 2025; Hino & Funahashi, 2022; Morado et al., 2021). The educators can involve the students in planning the learning objectives to meet the interests of the students according to the andragogical principle (Chan, 2010). According to Morado et al. (2021), MLO has been formed the basis in a constructionist approach to learning, where knowledge is co-produced through interaction between teachers and students. These objectives also align with individual learning, where teachers consider pre-knowledge, learning styles, and interests of students, and define the goals. Such a flexible and student-centered approach has been shown to improve student inspiration, engagement and achievement (Bhardwaj et al., 2025). A major study by Hino and Funahashi (2022) underlines the importance of teachers guiding students to determine their own learning objectives, especially in higher education settings. When teachers help students reflect on their learning goals and clarify those goals, students are more likely to take responsibility for their learning.

Makhambetova et al. (2021) argue that teachers should learn students to learn by providing clear guidance, allowing students to personalize and refine their learning goals. Creating an environment where both students are given importance to both input and teacher guidance, students' ownership can increase for mutual learning and improve educational results.

2.6 Collaborative Lesson Planning

Adult learners need a more active role in the planning and learning processes (Caruth, 2014). Knowles (1980) emphasized cooperative planning to include adult learners in all steps of the learning process. The most differentiated practice between pedagogical and andragogical education is the role of the learner in planning. Teachers should consider students in the planning process (Cretchley & Castle, 2001). According to Vescio et al. (2008), cooperative lesson planning promotes a sense of collective responsibility among teachers, leading to more harmonious and aligned teaching strategies that support student learning. De Jong et al. (2021) suggest that when teachers collaborate, they are more likely to create lessons that accommodate different learning styles and strategies. This leads to a more engaging classroom experience where students can learn in ways that suit their personal needs.

2.7 Content-work Experience Relevance

Coursework should have practical applications; for example, educators can engage adult students with workplace-related assignments. Adult students often value courses and assignments that are relevant to their career-related goals (Compton et al., 2006). Andragogy-oriented teachers aim to connect course content with learners' experiences to make the teaching relevant, which is essential for the educational process to be effective (Forrest & Peterson, 2006). According to Abir et al. (2024), teachers should not only have a deep understanding of their subject matter but also be aware of the developmental demands of the labor market. As highlighted by Flemig et al. (2021), teachers who facilitate internships, work placements, or cooperative education programs enable students to gain practical experiences that complement their academic learning. Beer et al. (2015) notes that, through contemplative practices, teachers can help students form connections between classroom learning and professional tasks.

2.8 Role Play Method

The role-play method is recognized as an effective teaching strategy for adult students that significantly enhances learning (Aura et al., 2023; Brown & Chidume, 2023). Teachers must provide practical experiences to adult students in the form of role-play activities (Pavlova & Sanger, 2016). Role play not only allows students to practice theoretical knowledge in practical scenarios but also helps them develop essential life skills such as interaction, empathy, and teamwork. The role-play method plays an important role in making students comfortable and is facilitated by careful planning and management of class dynamics to foster student engagement (Aura et al., 2023). Overall, the role-play method provides

significant benefits by reducing the gap between academic learning and real-world application, while preparing students for both professional and social interactions (Brown & Chidume, 2023).

2.9 Case Study Method

Case study, an andragogical approach, is considered significant for enhancing the learning of adult students (Ekoto & Gaikwad, 2015; Pavlova & Sanger, 2016). Teachers should engage adults in their own learning and seek opportunities to incorporate case studies into the teaching process. The case study method promotes active learning by encouraging students to apply theoretical knowledge to real-life situations, leading to better retention and deeper understanding (Seshan et al., 2021). It also encourages communication and teamwork skills as students support each other in group discussions, improving their ability to clarify ideas and consider diverse perspectives. Teachers play an important role in facilitating these discussions by guiding students through analysis, posing important questions, and providing structured feedback (Bonney, 2015).

2.10 Evaluation Methods Appropriateness

The term evaluation or assessment typically refers to the process of assigning a grade to any or all components of class assignments in higher education coursework (Beaman, 1998). Adult program facilitators should adjust their design, delivery, and evaluation activities accordingly to play an important role in engaging students (Seyoum & Basha, 2017). Teachers should carefully select evaluation methods based on the subject matter, student needs, and desired teaching outcomes to ensure fairness and equity in evaluation (Rasooli et al., 2023). Furthermore, the role of teachers in designing and implementing relevant and effective assessments is crucial for creating an inclusive and supportive learning environment that fosters student success and motivation (Tai et al., 2023).

2.11 Learning Climate Supportiveness

The classroom environment should be both physically and psychologically supportive for adults. Adults feel accepted, respected, and supported in a classroom where there is a sense of mutuality between teachers and students as co-investigators (Knowles, 1980). According to andragogical principles, a relaxed, trusting, mutually respectful, informal, collaborative, and supportive climate is expected for adult students (Holton et al., 2009). Teacher behaviors such as providing emotional support, positive teacher-student interactions, and promoting student autonomy are necessary to cultivate a supportive classroom environment (Ruzek et al., 2016). Teachers who actively encourage student engagement, promote psychological security, and provide personal attention help students feel safe, valued, and motivated, which enhances their educational performance and emotional well-being (Shen et al., 2024).

2.12 Time Availability for Assignments

The structure of evening programs is usually different from that of traditional full-time students. Students often have demanding schedules and are required to travel frequently

due to their jobs. They may have to miss class to fulfill their professional commitments. Educators should permit additional time for submitting assignments or attending presentations if a student is unable to meet a deadline (Stowers & Barker, 2002). Adequate time allows students to reflect, modify, and synthesize information, which improves understanding and retention (Chang, 2019). On the other hand, tight time limits and insufficient time may lead to rushed, superficial work and increased anxiety, which negatively affect academic performance and motivation (Misra & McKean, 2000). The role of teachers in managing assignment deadlines, balancing the workload, and providing flexibility is necessary to promote a supportive learning environment that helps students maintain motivation and achieve better learning outcomes (Samsudding et al., 2024).

2.13 Team Formation

Student teams should be established at the start of the course. Individual assessments of knowledge, skills, and abilities should be conducted before forming teams to enhance team diversity and performance (Stowers & Barker, 2002). Team-based adult learning is supported by active learning theory, which can be effective for teaching both advanced and introductory courses (Huggins & Stamatel, 2015). When students work in teams, they benefit from diverse approaches, improve their problem-solving abilities, and engage in intensive learning, which leads to better educational outcomes (Yuxin & Singh, 2024). Teamwork also enhances motivation, as students feel accountable to their peers, encouraging active participation and collective responsibility (Stein et al., 2015). Additionally, working in teams helps students develop important interpersonal skills such as communication, cooperation, conflict resolution, and leadership (McKay & Sridharan, 2023). Teachers have a crucial role in managing team dynamics, ensuring balanced group composition, and fostering inclusion, thereby maximizing the benefits of team-based learning (Hewitt et al., 2024).

2.14 Flexibility in Rules

Adult students need flexibility in terms of time and location for continuing their studies. Institutions that provide education to adult students should be flexible in serving them, perhaps through unconventional methods (Compton et al., 2006). The inflexibility of schedules and program duration makes it difficult for non-traditional students to succeed in higher education (Vito, 2009). Flexibility in classroom rules is an important aspect of effective teaching, as it increases students' engagement, motivation, and the overall classroom climate. Research suggests that when teachers adopt a flexible approach to governance, students feel a greater sense of autonomy and ownership of their learning, which promotes intrinsic motivation and academic performance (El Galad et al., 2024). A flexible approach promotes positive behavior by allowing teachers to tailor responses to students' individual needs, ensuring that rules are adapted to support diverse teaching styles and emotional needs (Noguera et al., 2022).

2.15 Use of Humor

The principles of andragogy allow for fun in teaching adults (Pavlova & Sanger, 2016). Executives expect fun and humor in the classroom. Educators should energize executives by incorporating humor and diverse activities to make the class more enjoyable. They also need to assist in re-engaging executives in educational activities by using appropriate and meaningful icebreakers, as these individuals often experience significant pressure both academically and in their jobs (Stowers & Barker, 2002). Research suggests that humor attracts students' attention, promotes a positive classroom environment, and reduces stress, which in turn improves cognitive processing and memory retention (Lujan & DiCarlo, 2016). Humor also aids in fostering coordination between teachers and students, establishing a more relaxed atmosphere where students feel comfortable participating and expressing themselves. Additionally, humor can promote positive teacher-student relationships, confidence, and cooperation (Lu'mu et al., 2023). However, it is important for teachers to balance humor with educational goals, ensuring that it supports rather than distracts from learning objectives (Zhou & Lee, 2025).

2.16 Learning Motivation

Andragogy gives emphasis to the use of relevant learning experiences for adults (Zhao et al., 2021). Adults become motivated to learn when they find similarities between their lives and work needs (Holton et al., 2009). Motivation plays a key role in student success, affecting engagement, perseverance, and achievement. Teachers can boost motivation by fostering a positive classroom environment, building strong teacher-student relationships, and using effective instructional strategies. Internal motivation, driven by student interest, leads to deeper engagement and better long-term results, while external motivation, through rewards or recognition, can boost initial performance (Johnson, 2017). An inspired student is more likely to persist through challenges, achieve high academic performance, and develop a passion for learning; thus, inspiration is an essential factor in promoting student success (Zhao et al., 2021).

2.17 Problem-solving Effectiveness

Relevant problem-solving activities have inspired adults to return to academia (Livingston, 2023; Yu & Zin, 2023). Professionals expect meaningful and directly applicable educational experiences related to their careers or jobs (Stowers & Barker, 2002). Adults learn most effectively when information is presented in real-life contexts, as they typically prefer learning through a problem-solving approach (Livingston, 2023). Teachers play an important role in promoting problem-solving skills by employing active learning, inquiry, and scaffolding strategies. Active teaching methods such as problem-based learning (PBL) and group projects encourage students to engage with complex problems, develop collaborative problem-solving capabilities, and enhance critical thinking and creativity (Yu & Zin, 2023). Inquiry-based teaching, where students identify and solve real-world problems, promotes independent thinking and cognitive flexibility (Attard et al., 2021).

2.18 Curriculum Coverage

Administration should consider the needs of adult students when establishing the curriculum (Pew, 2007). A curriculum for adults should prepare them to understand problems and effectively deal with them (Loeng, 2013). Course coverage is required to ensure that students are exposed to the full range of materials necessary for their educational development. Research indicates those teachers who effectively cover the prescribed course increase students' achievement by providing a broad and deep understanding of the subject matter, which promotes critical thinking and cognitive development (Mulpetera et al., 2023). A comprehensive course provides students with the cognitive development needed and enhances their ability to apply knowledge in real-world scenarios (Peng & Kievit, 2020).

Although several studies have examined the theoretical foundations of andragogy, few have assessed its actual implementation within structured MBA programs—particularly in developing country contexts. Existing literature largely addresses individual elements such as motivation, learning climate, or practical content, but lacks an integrated view of how multiple andragogical elements are simultaneously applied. Furthermore, limited research has focused on professional learners in public universities, where constraints such as rigid curricula and limited flexibility may hinder the application of adult learning principles. This study aims to fill these gaps by examining the extent and variation of andragogical practices across weekend MBA programs in Bangladesh.

2.19 Theoretical Framework

This study is grounded in Malcolm Knowles' Andragogical Model (Knowles, Holton, & Swanson, 2020), which identifies six core principles of adult learning:

- (1) the need to know,
- (2) the learner's self-concept,
- (3) prior experience,
- (4) readiness to learn,
- (5) orientation to learning, and
- (6) motivation.

Andragogy is widely recognized as a method, theory, approach, philosophy, and a set of guiding principles in adult education (St. Clair & Käpplinger, 2021). Applying these principles in adult learning environments offers several benefits, including increased learner resilience, enhanced motivation, deeper engagement with learning content, and improved academic outcomes (Rahmawati & Hiryanto, 2023). Moreover, andragogy emphasizes the critical role of learners' active involvement and intrinsic motivation in the educational process (Falahi et al., 2023).

To better understand the application of these principles within the context of MBA education, this study developed a set of core andragogical elements derived from existing empirical and theoretical literature. These elements serve as measurable indicators of

andragogical practice and provide the conceptual foundation for the study's survey instrument and subsequent analysis.

3. Methodology

The 18 elements outlined in Table 1 were used to design the questionnaire survey. Each element was translated into measurable items on a Likert scale, allowing the study to assess the presence and effectiveness of andragogical practices in weekend MBA programs. The items were validated using prior literature and refined based on expert feedback.

3.1 Population and Sampling

Although most business administration faculties in Bangladesh offer evening MBA programs to meet the demand for managerial knowledge, contact was made with 639 potential respondents from the weekend MBA programs at the University of Dhaka, University of Rajshahi, University of Chittagong, Islamic University, Jatiya Kabi Kazi Nazrul Islam University, and Begum Rokeya University. The universities of Bangladesh were divided into three strata based on their establishment period. Two universities were then randomly selected from each stratum for the study.

3.2 Variables in the Study

In this study, the independent variable is andragogical elements, which refer to learner-related factors such as motivation, readiness to learn, time availability, and awareness of learning goals. These elements represent the degree to which MBA students are prepared and willing to engage in adult learning. The dependent variable is andragogical practices, encompassing teaching methods such as case studies, role play, collaborative lesson planning, and alignment of content with work experience. These practices reflect how instructors implement adult learning principles in MBA programs. The study investigates whether these learner characteristics are associated with the andragogical practices employed in the classroom.

3.3 Data Collection Procedure and Sample Characteristics

This study adopts a mixed methods research design, integrating both quantitative and qualitative approaches. The study used primary data collected through a questionnaire survey and 10 in-depth interviews. The survey was distributed via Google Forms to 639 potential respondents from weekend MBA programs, with 390 valid responses (89.2% male, 10.8% female). The majority of respondents were aged 31-35 (47.9%) and employed in private organizations (80%). Interviews were conducted with 10 educators from the relevant discipline.

3.4 Data Processing and Analysis

Statistical analysis was conducted using SPSS version 20. A five-point Likert scale was employed, with a mean score of 3, where scores above 3 indicated favorable opinions and scores below 3 indicated unfavorable opinions. Both the Chi-Square Goodness of Fit Test and the Chi-Square Test of Independence were used for hypothesis testing and examining

relationships between variables. The survey demonstrated a reliability coefficient of 0.89. For qualitative data, audiotape recordings and field notes were transcribed, analyzed using thematic analysis, and validated through triangulation and member checking. The quantitative and qualitative findings were integrated and presented together following a convergent parallel design.

4. Findings of the Study

This section presents findings that directly address the research objectives and test the applicability of the theoretical framework. Each element is assessed using both quantitative indicators and qualitative insights from educators. Specifically, a convergent parallel mixed-methods approach has been used to present the study's findings.

This study analyzes various factors impacting the learning experiences of MBA students across different universities, focusing on andragogical elements such as student preparedness, readiness to learn, and the overall learning environment. The findings are based on both quantitative (Chi-square tests) and qualitative (educator interviews) methods.

Table 1: Practice of andragogical methods in the MBA programs for the professionals

Elements	χ^2	P-value	Mean	Differences in response based on university	
				χ^2	P
Student Preparedness	4.8	0.31	3.61	26.8	0.14
Readiness to learn	5.3	0.26	3.19	26.1	0.16
Learning Outcomes Awareness	4.6	0.33	3.68	26.6	0.14
Mutual Needs Detection	18.7	0.001**	2.80	23.0	0.28
Mutual Learning Objectives	17.5	0.001**	2.77	28.8	0.09
Collaborative Lesson Planning	16.2	0.001**	2.43	21.8	0.35
Content-Work Experience Relevance	5.0	0.28	3.41	31.4	0.05*
Role Play Method	15.9	0.001**	2.77	25.4	0.18
Case Study Method	5.2	0.26	3.56	44.0	0.00**
Evaluation Methods Appropriateness	5.1	0.27	3.53	30.9	0.05*
Learning Climate Supportiveness	5.3	0.26	3.69	36.4	0.01**
Time Availability for Assignments	4.9	0.29	3.72	27.9	0.11
Team Formation	5.00	0.28	3.16	52.1	0.00**
Flexibility in Rules	4.8	0.31	3.43	30.5	0.06
Use of Humor	4.9	0.29	3.33	34.2	0.02*
Learning Motivation	5.0	0.28	3.61	38.6	.000**
Problem-Solving Effectiveness	5.2	0.26	3.57	28.8	0.09
Curriculum Coverage	5.1	0.27	3.73	19.4	0.49

Level of significance: **=0.01, *=0.05

4.1 Student Preparedness

There were no significant differences ($p > 0.05$) in how universities prepare students for the learning process. Students across institutions received similar information and support for their academic preparations. One of the educators stated:

Information like the book or journal references as well as other sources of information is provided to the learners. The required information should be informed to the students in advance [AG01].

4.2 Readiness to Learn

No significant differences ($p > 0.05$) were found regarding students' readiness to learn. Educators aim to connect theoretical knowledge with students' practical experiences to improve their engagement and attentiveness in the classroom. One of the educators specified:

Generally, we try to relate the theoretical knowledge with the practical experience of the professional students in order to make them more attentive in the class [AG02].

4.3 Learning Outcomes Awareness

Awareness of learning outcomes was consistent across universities ($p > 0.05$). Learning outcomes were typically mentioned in the syllabus, ensuring students were informed about course expectations. One of the educators quoted:

Generally, the learning outcomes of the course are included in the syllabus to make the learners informed [AG01].

4.4 Mutual Learning Needs

Significant differences ($p < 0.05$) were observed in how learning needs are identified between students and teachers, indicating varied opinions among students. However, the practice of identifying mutual learning needs was similar across universities ($p > 0.05$). One of the educators mentioned:

Generally, we follow the teacher centered approach, not the learner centered approach due to the different obligation in the academic system. [AG05].

4.5 Learning Objectives

There was a significant difference ($p < 0.05$) in responses about mutual agreement on learning objectives. While educators at some universities involve students in discussions about learning objectives, this is not common across all institutions. One of the educators stated:

The educators don't consider the learners' opinion before finalizing the learning objectives of any course. It should be discussed with the participants [AG04].

4.6 Collaborative Lesson Planning

There was a significant difference ($p < 0.05$) in the extent to which lesson plans are created collaboratively with students. In most cases, lesson planning was teacher-centered, with little input from students. One of the educators quoted:

No, this practice is absent here. Generally, the teachers follow the traditional system based on the syllabus. The students do not get opportunity to involve with this issue [AG03].

4.7 Relevance to Work Experience

Educators effectively relate course content to students' professional experiences ($p > 0.05$), although practices may vary. Examples and case studies relevant to students' jobs were commonly used. One of the educators said:

The educators use related examples in their class lecture to relate the course content with work experience of the learners [AG04].

4.8 Role Play Method

The role play method ($p < 0.05$) showed significant differences in its usage, with many educators citing time constraints as a barrier. There are no differences ($p > 0.05$) found practicing the role play method among the MBA programs of the universities. One of the educators mentioned:

The scope of practice the role play method in the class is limited along with following other academic functions within a specific period. [AG02].

4.9 Case Study Method

However, the case study method ($p > 0.05$) was widely practiced across universities to bridge theoretical knowledge with practical applications. However, practice of adopting a case study method for the professional students is not same ($p < 0.05$) among the MBA programs of the universities. One of the educators stated:

Yes, we practice case study method in the class to make the professional students acquaint with the potential problems and solutions to job life [AG04].

4.10 Evaluation Methods

Evaluation methods were found to be similar across universities ($p > 0.05$), though some educators suggested that traditional paper-based tests are less effective for assessing professional students, advocating for more alternative methods like presentations or case studies. One of the educators narrated:

I think the traditional paper- pencil test does not go with the assessment of the professional students. The different alternatives like case study, presentation method should be more practiced for their evaluation [AG03].

4.11 Learning Climate

While there were no significant differences ($p > 0.05$) in student perceptions of the learning climate, significant differences were observed in how universities foster a supportive and warm environment ($p < 0.05$). Educators reported creating supportive climates that cater to the needs of professional students. One of the educators stated:

We are cautious regarding the differences between professional and regular students. We try to ensure a knowledge sharing environment. We consider the status of the professional students sincerely at the time of teaching [AG03].

4.12 Time for Assignments

There was no significant difference ($p > 0.05$) in the time available for completing assignments. There is a similarity ($p > 0.05$) found among the MBA programs in allocating time for completing course assignments of the professional students. One of the educators narrated as:

Most of the times, the educators permit seven days to fourteen days for accomplishing the assignment. The duration is sufficient [AG01].

4.13 Team Formation

Significant differences ($p < 0.05$) were found in the practice of team formation across universities, with some institutions forming teams of 5-10 students to promote collaborative learning. One of the educators specified:

Yes, I form teams in the classroom which cooperate the professional students to continue study [AG02].

4.14 Flexibility in Rules

No significant differences ($p > 0.05$) were observed in the flexibility of academic rules. However, many educators mentioned allowing flexibility, such as extending deadlines, to accommodate the professional students' work schedules. One of the educators said:

Most of the teachers are flexible in extending additional time for the professional students so that they can accomplish their assigned tasks [AG03].

4.15 Use of Humor

There was a significant difference ($p < 0.05$) in how humor and fun were incorporated into teaching methods. While some educators used humor to engage students and create a positive atmosphere, this practice was not uniformly adopted across all institutions. One of the educators specified:

Yes, this practice is exercised in the classroom to remove monotony of the professional students. We allow tea break in the middle of a class as well as share different funny stories that support for the class contents as well as make the students more concentrate in the class [AG03].

4.16 Learning Motivation

The learning experience was found to significantly influence students' motivation to give their best effort ($p < 0.05$). Most educators believed that a positive learning environment motivated student to engage actively in their studies. One of the educators mentioned:

The existing learning environment motivates learners to engage in learning. This platform creates opportunities for sharing knowledge and experiences among participants [AG04].

4.17 Problem-solving Effectiveness

There were no significant differences ($p > 0.05$) in how well students felt equipped to solve real-life job-related problems, indicating that the MBA programs generally provided effective problem-solving skills. One of the educators stated:

The views of our professional students are quite positive regarding this query. The learning becomes effective in solving real-life job-related problems of the professional students. [AG03].

4.18 Curriculum Coverage

The curriculum was consistent across universities in terms of covering the required areas for developing managerial knowledge and skills ($p > 0.05$). Educators believed the syllabus adequately addressed professional students' needs. One of the educators specified:

The syllabus contains the contents related to the development of managerial knowledge and skills of the professional students. [AG04].

Overall, the findings suggest that andragogical practices are inconsistently applied across weekend MBA programs. While elements such as learning climate and time flexibility show moderate success, critical areas like collaborative planning and mutual goal-setting remain underdeveloped. These results highlight a gap between the intended andragogical approach and its actual implementation.

5. Discussion

The findings of this study revealed that most alumni expressed a positive outlook regarding the provision of information aimed at enhancing students' preparedness in the learning process, regardless of the MBA program. This aligns with previous literature emphasizing the importance of informing students to foster readiness for learning (Compton et al., 2006; Holton et al., 2009). According to Boeve (2012), Forrest and Peterson (2006), and Holton et al. (2009), students' preparedness is a key element of andragogy, with a mean response of 3.19 on the importance of taking adequate steps in MBA programs in Bangladesh. The majority of alumni also appreciated the practice of clearly communicating course learning outcomes, a strategy supported by Cretchley and Castle (2001) and Caruth (2014). However, mutual learning needs determination practices in MBA programs were not widely practiced, as indicated by the second-largest group of respondents, with many

expressing uncertainty about sharing their views on this issue. Literature emphasizes the importance of collaboratively diagnosing learning needs between learners and educators, a critical component of andragogy (Beder & Darkenwald, 1982; Chan, 2010; Cretchley & Castle, 2010). Despite some positive responses, a notable portion of respondents was dissatisfied with the lack of mutual determination of learning objectives, a practice considered vital in adult education (Chan, 2010; Henschke, 2009; Holton et al., 2009). The findings also suggest that the practice of determining lesson plans collaboratively between students and instructors was generally met with dissatisfaction. This indicates that educators must recognize the significance of mutual learning processes in higher education for adults (Caruth, 2014; Cretchley & Castle, 2010; Holton et al., 2009). When it comes to linking course material with students' work experience, a majority of respondents were satisfied, reaffirming the idea that students with jobs are more engaged when they see the practical relevance of their education (Compton et al., 2006; Forrest & Peterson, 2006; Holton et al., 2009).

The role-play method, a popular approach in action learning for adult students, was not as well-received, with a mean score of 2.77, indicating only moderate satisfaction. Nonetheless, the role-play method's importance as an effective teaching strategy for adults is well-supported in the literature (Day et al., 2011; Ekoto & Gaikwad, 2015; Pavlova & Sanger, 2016). While the case study method was generally applied adequately across MBA programs, some variations were noted. Educators should utilize case studies more effectively as an andragogical tool, helping students apply theoretical knowledge to real-world scenarios (Ekoto & Gaikwad, 2015; Joshi, 2017; Pavlova & Sanger, 2016). The evaluation methods employed in the MBA programs for professional students received a positive response, with a mean score of 3.53, indicating general satisfaction. As highlighted by Holton et al. (2009), Chan (2010), and Cretchley and Castle (2010), assessment methods for adult learners should be distinct and appropriately tailored to their needs. Adopting andragogical methods is critical for creating an engaging learning environment, ensuring students are better prepared for success in the 21st-century workplace (Caruth, 2014; Chan, 2010). Although alumni generally expressed satisfaction with the overall learning environment in MBA programs, discrepancies across different programs were noted. Respondents were generally positive about the time allocated for completing assignments, with a mean value of 3.72, reflecting the importance of adequate time for adult learners to manage their academic and professional responsibilities (Stowers & Barker, 2002). While team formation practices were seen as reasonable, there were variations in how these practices were implemented across programs, with a mean score of 3.16 and a significant p-value ($p = .000$), suggesting inconsistencies in execution (Stowers & Barker, 2002). Respondents also expressed satisfaction with the flexibility of academic rules in MBA programs, with a mean score of 3.43.

The need for flexibility in academic structures for adult learners has been highlighted in studies by Compton et al. (2006) and Vito (2009). Additionally, the use of humor and fun in the classroom was generally well received, although practices varied across universities.

The literature suggests that humor can enhance learning effectiveness for adult students (Pavlova & Sanger, 2016; Stowers & Barker, 2002). Most respondents found that MBA program lessons were useful in addressing job-related issues, reinforcing the importance of problem-based learning for motivating adult students (Caruth, 2014; Stowers & Barker, 2002; Vito, 2009). Finally, alumni expressed positive opinions regarding the curriculum's focus on managerial knowledge and skills development, underscoring the significance of an effective curriculum for adult learners, as emphasized by Loeng (2013) and Pew (2007).

6. Conclusion

The number of professional students in MBA programs has risen over the last decade, making an MBA degree essential for professionals rather than a luxury. Professional students have different expectations and needs compared to regular students. They often seek solutions to work-related problems and want to connect academic content to their job responsibilities. Due to differences in their professional, physical, and psychological needs, they require a distinct teaching approach. Andragogy, a teaching method for adults, is recommended for professional students in higher education. However, key elements of andragogy, such as joint determination of learning goals and role-playing, were found lacking in MBA classrooms at public universities in Bangladesh.

These findings highlight the need for educators and authorities to adopt different teaching methods for professional students. Higher education authorities should consider development programs for educators to distinguish between andragogy and pedagogy. Educators can improve their practices by adjusting their teaching style based on study results. The use of andragogy in private universities in Bangladesh remains unexplored. Future research could investigate its application there. Educators need to understand the importance of andragogy to make classrooms more effective for professional students. Recognizing and applying andragogy can help meet the career demands of these students.

References

- Cretchley, G., & Castle, J. (2001). OBE, RPL, and adult education: Good bedfellows in higher education in South Africa? *International Journal of Lifelong Education*, 20(6), 487–501.
- Day, B. W., Lovato, S., Tull, C., & Ross-Gordon, J. (2011). Faculty perceptions of adult learners in college classrooms. *The Journal of Continuing Higher Education*, 59(2), 77–84.
- De Jong, L., Meirink, J., & Admiraal, W. (2021). Teacher learning in the context of teacher collaboration: connecting teacher dialogue to teacher learning. *Research Papers in Education*, 37(6), 1165–1188. <https://doi.org/10.1080/02671522.2021.1931950>
- Ekoto, C. E., & Gaikwad, P. (2015). The impact of andragogy on learning satisfaction of graduate students. *American Journal of Educational Research*, 3(11), 1–14.
- El Galad, A., Betts, D. H., & Campbell, N. (2024). Flexible learning dimensions in higher education: Aligning students' and educators' perspectives for more inclusive practices. *Frontiers in Education*, 9, 1347432. <https://doi.org/10.3389/feduc.2024.1347432>

- Falahi, M., Rezaei, A. M., & Delavarpour, M. (2023). Necessity and how to employees' participation in the pre-training processes in the Andragogy model, *Sociology of Education*, 9(2), 173-184.
- Fleming, J., Rowe, A. D., & Jackson, D. (2021). Employers as educators: The role of work placement supervisors in facilitating the transfer of skills and knowledge. *Journal of Education and Work*, 34(5-6), 705-721. <https://doi.org/10.1080/13639080.2021.1969343>
- Forrest, P. S., & Peterson, T. O. (2006). It's called andragogy. *Academy of Management Learning & Education*, 5(1), 113-122.
- Foster, H. (2024). The impact of formative assessment on student learning outcomes: A meta-analytical review. *Academy of Educational Leadership Journal*, 28(S1), 1-3.
- Abir, T., Islam, R., Ullah, A., & Rahman, S. (2024). Aligning education with market demands: A case study of marketing graduates from Daffodil International University. *International Journal of Learning, Teaching and Educational Research*, 23(8), 137-157. <https://doi.org/10.26803/ijlter.23.8.8>
- Attard, C., Berger, N., & Mackenzie, E. (2021). The positive influence of inquiry-based learning, teacher professional learning, and industry partnerships on student engagement with STEM. *Frontiers in Education*, 6, 693221. <https://doi.org/10.3389/feduc.2021.693221>
- Aura, I., Järvelä, S., Hassan, L., & Hamari, J. (2023). Role-play experience's effect on students' 21st-century skills propensity. *The Journal of Educational Research*, 116(3), 159-170. <https://doi.org/10.1080/00220671.2023.2227596>
- Balwant, P. T. (2021). Teaching flexible leadership via an experiential learning exercise: A simulation and self-reflection. *Journal of Education for Business*, 97(8), 562-574.
- Banagan, E. J., Cababaro, N. V., & Galangue, C. S. (2024). The Master in Business Administration (MBA) program: A review of the curriculum. *Institutional Multidisciplinary Research and Development Journal*, 7(6), 362-373.
- Beaman, R. (1998). The unquiet...even loud, Andragogy! Alternative assessments for adult learners. *Innovative Higher Education*, 23(1), 47-59.
- Beder, H. W., & Darkenwald, G. G. (1982). Differences between teaching adults and pre-adults: Some propositions and findings. *Adult Education*, 32(3), 142-155.
- Beer, L. E., Rodriguez, K., Taylor, C., Martinez-Jones, N., Griffin, J., Smith, T. R., Lamar, M., & Anaya, R. (2015). Awareness, integration, and interconnectedness: Contemplative practices of higher education professionals. *Journal of Transformative Education*, 13(2), 161-185. <https://doi.org/10.1177/1541344615572850>
- 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. <https://doi.org/10.1177/10451595211059574>
- Bhardwaj, V., Zhang, S., Tan, Y. Q., & Pandey, V. (2025). Redefining learning: Student-centered strategies for academic and personal growth. *Frontiers in Education*, 10, 1-15. <https://doi.org/10.3389/feduc.2025.1518602>
- Boehner, R., & O'Neil, B. (2010). Executive MBA capstone projects at RIT Saunders College of Business: An enriching experience for all. *Journal of Executive Education*, 9(1), 79-111.

- Boeve, J. (2012). An overview of Malcolm Knowles concept of andragogy. *Centre for Support of Instruction*. file:///C:/Users/GALAXY/Downloads/p16240coll5_81-2.pdf
- Bonney, K. M. (2015). Case study teaching method improves student performance and perceptions of learning gains. *Journal of Microbiology & Biology Education*, 16(1), 21–28. <https://doi.org/10.1128/jmbe.v16i1.846>
- Brown, L. G., & Chidume, T. (2023). Don't forget about role play: An enduring active teaching strategy. *Teaching and Learning in Nursing*, 18(1), 238–241. <https://doi.org/10.1016/j.teln.2022.09.002>
- Caruth, G. D. (2014). Meeting the needs of older students in higher education. *Participatory Educational Research*, 1(2), 21–35.
- Cents-Boonstra, M., Lichtwarck-Aschoff, A., Denessen, E., Aelterman, N., & Haerens, L. (2021). Fostering student engagement with motivating teaching: An observation study of teacher and student behaviours. *Research Papers in Education*, 36(6), 754–779. <https://doi.org/10.1080/02671522.2020.1767184>
- Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education*, 39(2), 25–35.
- Chang, B. (2019). Reflection in learning. *Online Learning Journal*, 23(1), 95–112.
- Compton, J. I., Cox, E., & Laanan, F. S. (2006). Adult learners in transition. *New Directions for Student Services*, 114, 73–80.
- Gardner, A. C., Maietta, H. N., Gardner, P. D., & Perkins, N. (2021). Postsecondary adult learner motivation: An analysis of credentialing patterns and decision making within higher education programs. *Adult Learning*, 33(1), 15–31. <https://doi.org/10.1177/1045159520988361>
- Gulzar, S., Din, F. U., Noor, S., & Anwar, M. M. (2024). Exploring how cultural backgrounds influence teaching methods, student expectations, and educational success across different societies. *Bulletin of Business and Economics (BBE)*, 13(3), 211–218.
- Han, J., & Liang, N. (2015). In their own eyes and voices: The value of an executive MBA program according to participants. *Journal of Management Education*, 39(6), 741–773.
- Henschke, J. A. (2009). Beginnings of the history and philosophy of andragogy 1833–2000. In V. Wang (Ed.), *Integrating adult learning and technology for effective education: Strategic approaches* (1–25). IGI Global.
- Hewitt, M., Butler, B., & Butler, R. (2024). Team-based learning: An inclusive learning methodology to increase engagement and integration of diverse student groups. In *War, mobility, displacement, and their impact on higher education*, 85–101. <https://doi.org/10.1108/S2055-364120240000055006>
- Hino, K., & Funahashi, Y. (2022). Teachers' guidance of students' focus toward lesson objectives: How does a competent teacher make decisions in the key interactions? *Mathematics Education*, 54, 343–357. <https://doi.org/10.1007/s11858-022-01345-7>
- Holton, E. F., Wilson, L. S., & Bates, R. A. (2009). Toward development of a generalized instrument to measure andragogy. *Human Resource Development Quarterly*, 20(2), 169–193.

- Huggins, C. M., & Stamatel, J. P. (2015). An exploratory study comparing the effectiveness of lecturing versus team-based learning. *Teaching Sociology*, 43(3), 227–235.
- Isopahkala-Bouret, U. (2017). Benefits of higher education in mid-life: A life course agency perspective. *Journal of Adult and Continuing Education*, 23(1), 15–31.
- Johnson, D. (2017). The role of teachers in motivating students to learn. *BU Journal of Graduate Studies in Education*, 9(1), 46–49.
- Joshi, M. R. (2017). The significance of andragogy in present-day higher education: Creating and implementing a learning experience in an atmosphere of competency, commitment, and credibility. *International Journal of Innovative Science and Research Technology*, 2(5), 7–11.
- Joshi, P. L. (2019). An EMBA program is catching up fast. *International Journal of Business Management*, 2(12), 6–14.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (revised and updated). Cambridge Adult Education.
- Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2020). *The adult learner: The definitive classic in adult education and human resource development* (9th ed.). Routledge.
- Livingston, M. (2023). Advancing adult learning using andragogic instructional practices. *Multidisciplinary Perspectives in Higher Education*, 8(1), 29–53. <https://ojed.org/jimphe>
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705–717.
- Loeng, S. (2020). Self-directed learning: A core concept in adult education. *Education Research International*, 3816132. <https://doi.org/10.1155/2020/3816132>
- Loeng, S. (2013). Eugen Rosenstock-Huessy: An andragogical pioneer. *Studies in Continuing Education*, 35(2), 241–253.
- Lujan, H. L., & DiCarlo, S. E. (2016). Humor promotes learning! *Advances in Physiology Education*, 40(4), 433–434. <https://doi.org/10.1152/advan.00123.2016>
- Lu'mu, A., Cahyadi, A., Ramli, M., Ruslan, & Hendryadi, H. (2023). Perceived related humor in the classroom, student–teacher relationship quality, and engagement: Individual differences in sense of humor among students. *Heliyon*, 9, e13273. <https://doi.org/10.1016/j.heliyon.2023.e13273>
- Mahdi, S. (2023). Effective communication in learning: Teacher strategies and their impact on student learning outcomes. *International Journal of Linguistics Communication and Broadcasting*, 1(4), 26–30. <https://doi.org/10.46336/ijlcb.v1i4.26>
- Makhambetova, A., Zhiyenbayeva, N., & Ergesheva, E. (2021). Personalized learning strategy as a tool to improve academic performance and motivation of students. *International Journal of Web-Based Learning and Teaching Technologies*, 16(6), 1–17. <https://doi.org/10.4018/IJWLTT.286743>
- McKay, J., & Sridharan, B. (2023). Student perceptions of collaborative group work (CGW) in higher education. *Studies in Higher Education*, 49(2), 221–234. <https://doi.org/10.1080/03075079.2023.2227677>

- Misra, R., & McKean, M. (2000). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41–51.
- Morado, M. F., Melo, A. E., & Jarman, A. (2021). Learning by making: A framework to revisit practices in a constructionist learning environment. *British Journal of Educational Technology*, 52(3), 1093–1115. <https://doi.org/10.1111/bjet.13083>
- Mulpetera, N., McCormack, O., & O'Flaherty, J. (2023). Purpose, focus and voice? Lessons from a curriculum development advisory committee. *IRISH Educational Studies*, 42(4), 1025–1042. <https://doi.org/10.1080/03323315.2023.2253202>
- Noguera, I., Albó, L., & Beardsley, M. (2022). University students' preference for flexible teaching models that foster constructivist learning practices. *Australasian Journal of Educational Technology*, 38(4), 22–39.
- Pavlova, I. V., & Sanger, P. A. (2016). Applying andragogy to promote active learning in adult education in Russia. *International Journal of Engineering Pedagogy*, 6(4), 41–44.
- Peng, P., & Kievit, R. A. (2020). The development of academic achievement and cognitive abilities: A bidirectional perspective. *Child Development Perspectives*, 14(1), 15–20. <https://doi.org/10.1111/cdep.12352>
- Pew, S. (2007). Andragogy and pedagogy as foundational theory for student motivation in higher education. *Insight: A Collection of Faculty Scholarship*, 2, 14–25.
- Rahmawati, Y. I., & Hiryanto. (2023). Implications of the Andragogy concept in various community education settings: A literature review. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 12 (2), 85-96.
- Rasooli, A., Rasegh, A., Zandi, H., & Firoozi, T. (2023). Teachers' conceptions of fairness in classroom assessment: An empirical study. *Journal of Teacher Education*, 74(3), 260–273. <https://doi.org/10.1177/00224871221130742>
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95–103. <https://doi.org/10.1016/j.learninstruc.2016.01.004>
- Samsudding, A., Thaha, H., & Hasbi. (2024). Teacher learning management: A key to improving student academic outcomes. *International Journal of Asian Education*, 5(3), 209–220. <https://doi.org/10.46966/ijae.v5i3.425>
- Samuels, A. J. (2018). Exploring culturally responsive pedagogy: Teachers' perspectives on fostering equitable and inclusive classrooms. *SRATE Journal*, 27(1), 22–30.
- Seshan, V., Matua, G. A., Raghavan, D., Arulappan, J., Hashmi, I. A., Roach, E. J., Sunderra, S. E., & Prince, E. J. (2021). Case study analysis as an effective teaching strategy: Perceptions of undergraduate nursing students from a Middle Eastern country. *SAGE Open Nursing*, 7, 1–10. <https://doi.org/10.1177/23779608211059265>
- Seyoum, Y., & Basha, G. (2017). Andragogical methods to sustain quality adult education in Ethiopia. *International Journal of Instruction*, 10(3), 47–62.

- Shen, H., Ye, X., Zhang, J., & Huang, D. (2024). Investigating the role of perceived emotional support in predicting learners' well-being and engagement mediated by motivation from a self-determination theory framework. *Learning and Motivation*, 86, 101968. <https://doi.org/10.1016/j.lmot.2024.101968>
- St. Clair, R., & K  pplinger, B. (2021). Alley or Autobahn? Assessing 50 Years of the Andragogical Project. *Adult Education Quarterly*, 71(3), 272-289. <https://doi.org/10.1177/07417136211027879>
- Stein, R. E., Colyer, C. J., & Manning, J. (2015). Student accountability in team-based learning classes. *Teaching Sociology*, 44(1), 1–11. <https://doi.org/10.1177/0092055X15603429>
- Stowers, R. H., & Barker, R. T. (2002). Top ten tips in teaching communication to executive MBA students. *Business Communication Quarterly*, 65(3), 65–75.
- Tai, J. H.-M., Dollinger, M., Ajjawi, R., Jorre de St Jorre, T., Krattli, S., McCarthy, D., & Prezioso, D. (2023). Designing assessment for inclusion: An exploration of diverse students' assessment experiences. *Assessment & Evaluation in Higher Education*, 48(3), 403–417. <https://doi.org/10.1080/02602938.2023.2163054>
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. <https://doi.org/10.1016/j.tate.2007.01.004>
- Vito, K. M. D. (2009). Implementing adult learning principles to overcome barriers of learning in continuing higher education programs. *Online Journal of Workforce Education and Development*, 3(4), 1–10.
- Wlodkowski, R. J., & Ginsberg, M. B. (2018). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (4th ed.). Jossey-Bass.
- Wollscheid, S., L  dding, B., & Aamodt, P. O. (2021). Prepared for higher education? Staff and student perceptions of academic literacy dimensions across disciplines. *Quality in Higher Education*, 27(1), 20–39. <https://doi.org/10.1080/13538322.2021.1830534>
- Wuestewald, T. (2016). Adult learning in executive development programs. *Adult Learning*, 27(2), 68–75.
- Yu, L., & Zin, Z. M. (2023). The critical thinking-oriented adaptations of problem-based learning models: A systematic review. *Frontiers in Education*, 8, 1139987. <https://doi.org/10.3389/educ.2023.1139987>
- Yuxin, L., & Singh, C. K. S. (2024). The effectiveness of team-based learning for undergraduate education in China: A systematic review. *Journal of Higher Education Theory and Practice*, 24(4), 63–74.
- Zhao, H., Liu, X., & Qi, C. (2021). "Want to learn" and "Can learn": Influence of academic passion on college students' academic engagement. *Frontiers in Psychology*, 12, 697822. <https://doi.org/10.3389/fpsyg.2021.697822>
- Zhou, W., & Lee, J. C. (2025). Teaching and learning with instructional humor: A review of five-decades research and further direction. *Frontiers in Psychology*, 16, 1445362. <https://doi.org/10.3389/fpsyg.2025.1445362>