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STRESS, WORKLOAD, TIME MANAGEMENT AND STUDENT PERFORMANCE

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INTRODUCTION

Education becomes one of major contribution to capital development in Malaysia. Education plays a great role in the life of everyone all through the life. Getting proper education is very necessary to get success and have a better life. Education develops personality of the people, provides physical and mental standard and transforms people's living status. It promotes the feeling of physical, mental and social well-being by providing better life. Good quality education is constructive in nature which constructs the future. It helps a person to improve status of mind, body and spirit. However, the opportunity that have given to the community or workers for continue the study will affect to their daily routine, especially for those workers who done two different task at the same time. They need to be smart in order to balance their life, responsibility towards work and study. Otherwise, they will face a lot of issues when they failed to cope with their study due to working duration constrain. Equally important, their study performance also needs to be concern so do with their work performance. Realizing this solemn effect, this study attempts to examine the relationship between stresses workload and time management of part time student towards their performance in studies. The outlined objectives are:

i. To identify relationship between stress towards part time student's performance.
ii. To identify relationship between workload towards part time student's performance.
iii. To identify relationship between time management towards part time student's performance.

LITERATURE REVIEW

Student Performance

According to Alfan and Othman (2005), student performance refers to the ability of the student to perform their task, good in academics and also able to fulfill the criteria in labor market. Previous study by Papageorgiou and Halabi (2014) reveled that prior knowledge and academic ability are both significantly associated with student performance. Other study by Baird and Narayan (2010) stated that the effects of a change teaching structure can influence student performance. Recently, Callaghan and Papageorgiou (2015), examines on the gender differences in locus of control and student performance. Their finding reported females were therefore found to have fundamentally larger amounts of both LOC and understudy execution; yet, the majority of tested item s were not found in their affiliations, and aggregate LOC was not observed to be connected with higher performance for female or male understudies. Certain individual items were, be that as it may, observed to be connected with performance for male understudies.

Stress

Stress is entails mindful or mindless states of arousal and it can prove debilitating in organizational settings (Strutton & Tran, 2014). According to Smollan (2015), some level of stress is available in any employment whenever and second, while some progressions expand stress, others may lessen it or have little effect on it. Panagiotakopoulos (2014) analyzed on the degree to which post-secondary educational institutions have merged into their curriculum modules related to occupational stress management in order to equip graduates with the required knowledge to cope with the stress affected by the risky and intensified nature of contemporary jobs. Meanwhile, a study by Strutton and Tran (2014) explained on how to convert bad stress into good. As such, supervisors should use to channel formerly bad stressors and fears into productively motivated behaviors and shows that the conscious choice to manage through impossibility as bad stresses arrive offers managers actual tools through which they could convert the threatening stresses into challenging into motivating and anxieties (Strutton & Tran, 2014).

Workload

According to Marsh and Blau (2007), workload is the amount of work or working time expected to finish the task and employee always work hard to fulfill their responsibilities with daily interruptions came from expected sources, like direct reports and supervisors. According to Maslach and Jackson (1986), increasing workloads have an on-going relationship with burnout, particularly emotional collapse. People who do not have enough time and support to fully recover from the demands of work exposed to stress. Burgen (2015) conducted a study on the effect of workload on quantitative and qualitative job performance. Workload can affect performance of employee in different levels and it is important for firms to assess the effect of this in order to improve the capacity of decisions (Burgen, 2015). Moreover, organization needs to balance the workload in order to be able

to maximize the performance of their workers.

Time Management

Time management refers to a technique for effective time use, especially having enough time to accomplish the many tasks required (Orpen, 1994). According to Guoqing and Yongxin (2000), a good time management is one of the important things in organization to make sure the whole management activities run effectively. Fourie (2013) strongly emphasis is on productivity, time management and creativity: getting innovative, high quality work comp. likewise, , there might be simplistic solutions on offer to get work done on time such as the use of productivity and time management tools (Fourie, 2013). Wu and Passerini (2013) found that both explicit and tacit practices of individual time management are a vital segment of how experts complete the project within their every day schedules. As well as project managers have an important role in driving an effective project, and their time orientations specifically influence all project stages.

Self-efficacy Theory

Self efficacy theory refer to an individual belief that he or she is capable to performing task, achieving their goal and what they want (Glaser & Hecht, 2013). This study aim the central belief that individuals have about themselves, encompassing perceptions of their abilities to deal with stress, workload and also how she or he manage their time to make it balance between work, life and also as a part time student. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided (Endress, Chowdhury & Alam, 2007). Besides that, in the context of this study, the individual will set themselves challenging goals and maintain with strong commitment   to achieve their goal and perform well in their work and also as a student. They work hard and dismissed the barrier.

THEORETICAL FRAMEWORK

In this study, the independent variable was defined as element or component in work life balance either it has the relationship with part time student performance. Three elements or component of work life balance that represented by independent variables are stress, workload, and time management. The dependent variable is student performance. Generally, the aims in this study are to identify the relationship between stresses, workload and time management with student performance.
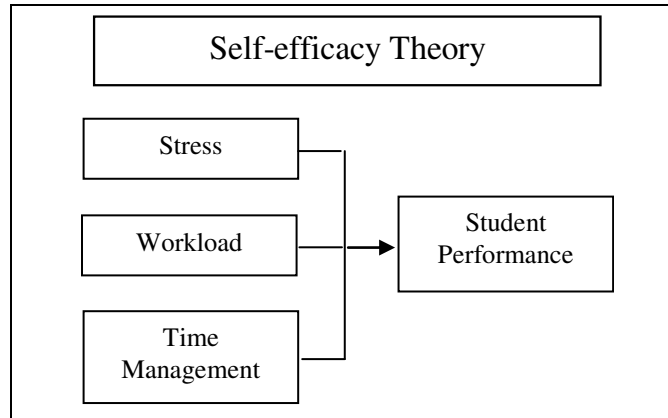
Figure 4.1
Research framework

RESEARCH METHODOLOGY AND DESIGN

The questionnaire was distributed among part time postgraduate students from several public universities located at northern peninsular of Malaysia. They were selected to be respondent because part time students are facing with a lot of commitment in a day to balance their work, life and study. Primary data is obtained using self-administrated questionnaires. Snowball sampling was employed for obtained primary data where researcher distributed the questionnaires through several personal referrals that are part time student and also working at the same time. The total number of questionnaires that were distributed is 170 (100%). The number of quantity of questionnaire that researcher obtained same as the number of quantities that fully response which is 151 or 89%. The questionnaire was originally constructed in English and was translated back-to back into Malay language. All of the items used to measure the variables in this study use the five-point Likert Scale ranging from 1 – representing strongly disagree to 5 – representing strongly agree. Demographic data consists of Gender, Age, Marital Status, Job Status and Working Period. Generally, 42.6% respondents are male and the remaining 57.4% are female. They are married (43.2%) and still had unmarried (54.8). Most of the respondents are around 21-30 years old. Meanwhile, majority of them (37.4%) been working for 5-10 years and the highest working period is over 15 years, which is consist of 3.2%. Distributions of Job Title are Manager (5.8%), Administrative Worker (34.2), Executive (39.4%) and the remaining are in others category.

FINDINGS AND DISCUSSION

This study had tested three hypotheses, which are:

1. Stress would have a significant relationship with student's performance.
2. Workload would have a significant relationship with student's performance.

3. Time management would have a significant relationship with student's performance.

Therefore, multiple regression analysis is executed to test the outlined hypotheses. Table 4.1 summarized the results of regression between three independent variables namely Stress, Workload, and Time Management with Student's Performance as dependent variable.

From the result, it was found out that the three independent variables explain 29 percent of the variance in Student's Performance (R^2 = .30). This clarity the student's performance is explained by independent variables by only 30 percent, while the rest of 70 percent is explained by other variables. The adjusted R^2 also was taken into account with .290.

The result shows there is a significant relationship between stress and students' performance. This can be enlightened that stress give impact on a part time students' performance either they can perform well or not. They need to balance their work, life with a proper study environment.

All tested independent variable are significantly associated with Student's Performance. In detail, Workload had the strongest influence on Student's Performance (β = .46, p < .01), followed by Time Management (β =. 15, p < .01) and Stress (β = -.54, p < .01).

Table 4.1
Relationship between stress, workload, time management
and student's performance.

Independent Variable (Environmental-CSR)	Dependent Variable (Student's Performance)
Stress	-.54**
Workload	.46**
Time Management	.15**
R^2	.30
Adjusted R^2	.29
p<.01**, p<.05*	

Based on the results, the three independent has a significant relationship with Student's Performance. Therefore, the proposed hypotheses are supported. Table 4.2 showed summary of the hypothesis testing results from multiple regression analysis.

Table 4.2
Summary of the hypothesis testing results from
Multiple Regressions Analysis.

Hypothesis Statement	Remarks
Stress to philanthropy would have a significant relationship with student performance	Supported
Workload would have a significant relationship with student performance	Supported
Time management would have a significant relationship with student performance	Supported

CONCLUSION

Based on the study that has been conducted, we concluded that the elements or components in work life balance have been an important relationship at part time students' performance. Components of work life balance, namely stress and time management gained positive responses from respondents. At the same time, when they failed to balance between work and education, effects such as insufficient flexible time, overstress and excessive workload will be faced by them. Work life balance has been verified to be important things to ensure working students can manage their responsibilities well and they can achieve what they want. Finding a suitable balance between work and daily living is a challenge, especially for a part time student. Ultimate organizational aims such as employee retention can be achieved by preserving the workers' work life balance (Deery, 2008). An important aspect of work-life balance is the amount of time, handling with stress, workload, personal responsibilities and others.

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