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THE RELATIONSHIP BETWEEN STRESS, WORKLOAD, AND TIME
MANAGEMENT TOWARDS STUDENTS PERFORMANCE

By

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ABSTRAK

Keseimbangan kerja adalah sangat penting kepada individu bagi memastikan keseimbangan terhadap pencapaian dan kepuasan dalam hidup mereka. Dalam konteks bekerja sambil belajar, terdapat aspek-aspek tertentu yang penting yang perlu diberi perhatian serius agar kedua-duanya boleh dilaksanakan dengan baik. Kajian ini dijalankan untuk menentukan hubungan keseimbangan kerja (i.e tekanan, bebanan kerja, dan pengurusan masa) terhadap prestasi pelajar pasca siswazah di Universiti Utara Malaysia (UUM). Data kajian daripada 155 pelajar pasca siswazah separuh masa di Othman Yeop Abdullah (OYA) Siswazah Sekolah Perniagaan telah digunakan untuk mencapai objektif kajian ini. Keputusan regresi menunjukkan bahawa tekanan dan pengurusan masa adalah jelas dan positif berhubung kait dengan prestasi pelajar. Ia juga menunjukkan bahawa bebanan kerja mempunyai hubungan yang negatif terhadap prestasi pelajar. Implikasi teori, praktikal, akademik dan peraturan tentang dapatan kajian ini telah dibincangkan secara terperinci. Oleh itu, kajian ini membuat kesimpulan bahawa keseimbangan kerja menjadi penghubung utama kepada prestasi pelajar separuh masa yang bekerja.

Kata Kunci: Keseimbangan kerja, tekanan, bebanan kerja, pengurusan masa, prestasi pelajar, efikasi sendiri.



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ABSTRACT

Worklife balance is very important for individuals to ensure a sense of balance of achievement and pleasure in their life. In the context of working while studying, there are certain important aspects that need to be taken seriously so that both can be done well. This study was conducted to determine the relationship of worklife balance (i.e stress, workload, and time management) among part time postgraduate student performance in Universiti Utara Malaysia (UUM). A survey data from 155 postgraduate part time students of Othman Yeop Abdullah (OYA) Graduate School of Business were used in order to achieve the objective of this study. The regression results showed that the stress and time management is significantly and positively related to the student performance. It also showed that workload have negative relationships on student performance. The implications of the theory, practical, academic and regulations of the findings in this study were discussed in detail. Therefore, this study concluded that the worklife balance has become a vital link to the performance of part-time working students.

Keywords: Worklife balance, stress, workload, time management, student performance, self-efficacy.



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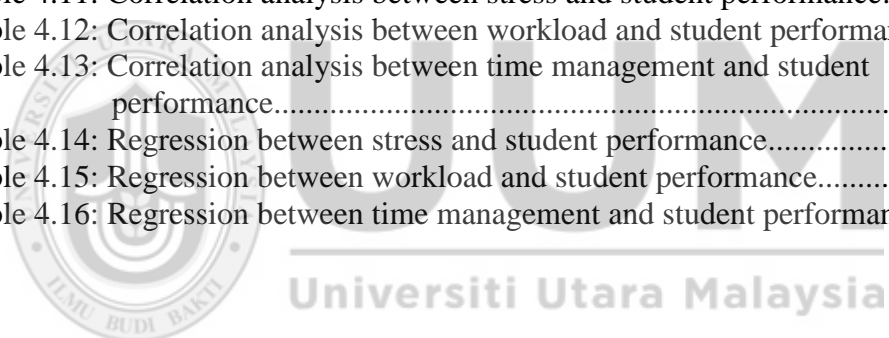
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LIST OF ABBREVIATIONS

HEIs - Higher Education Institution

IPTA - Institut Pengajian Tinggi Awam

IPTS - Institut Pengajian Tinggi Swasta

OYA - Othman Yeop Abdullah

PhD - Doctor of Philosophy

UUM - Universiti Utara Malaysia



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CHAPTER 1

INTRODUCTION

1.1 Background of the study

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 exceptionally important to get achievement and have a prevalent 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 (Cheng, Chan and Mahamood, 2009). Good education is constructive in nature which constructs the future. It helps a person to improve status of mind, body and spirit.

Malaysia Higher Education Institution (HEIs) is responsible for providing learning opportunities to everyone either as a part timer or full time student (Sua and Raman, 2009). HEIs were preserving the ecosystem of high-quality education to develop individual potential to meet the aspirations of the country. The enrolment of students from year to year is increasing based on the Malaysia Higher Education Institution (HEIs) statistic (Sulaiman, 2013).

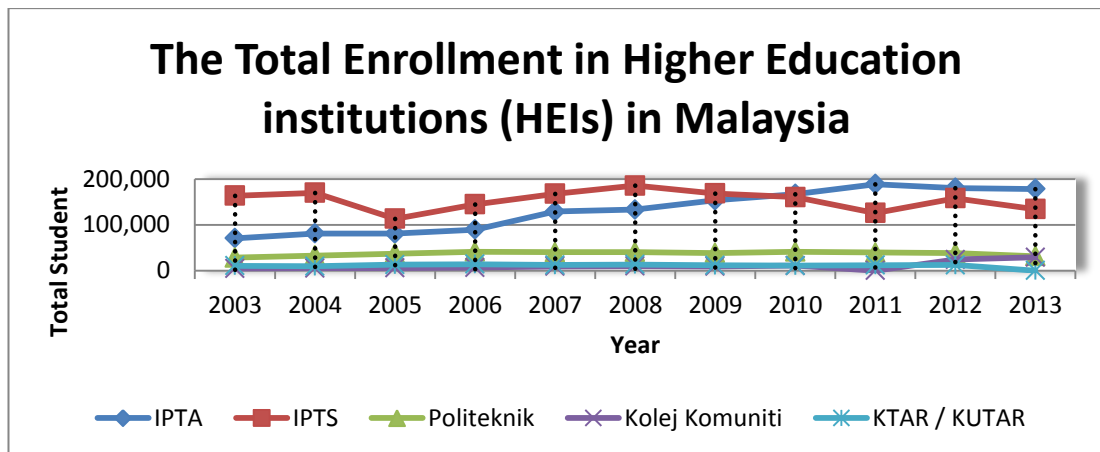


Figure 1.1:

The Total Enrolment in Higher Education Institutions (HEIs) in Malaysia
 Source: Indicator of Malaysia Higher Education Institution (HEIs), 2013.

Nowadays, people tend to further their study to the higher level in generating human capital that is knowledgeable high and have the expertise in all fields. People also want to improve their career prospects, and update knowledge or upgrade their qualifications (Styen, 2009). For postgraduate people, most of them are intended to be as a part time student since they are working people. They need to work for sustaining their life and also themselves and family. Today, there are many opportunity that are provided by the government and Malaysia Higher Education Institution (HEIs) for those who want to continue study as a part timer. There are many private and public universities that known as Institut Pengajian Tinggi Awam (IPTA) and Institut Pengajian Tinggi Swasta (IPTS) offer part-time study.

In addition, government has introduced MyBrain 15 at the university. MyBrain15 is a sponsorship program by Malaysia government for postgraduate learners at the Masters and PhD levels made under the tenth Malaysia Plan. The goal of MyBrain15 project is to achieve 60,000 PhD holders among Malaysian natives. MyMaster and MyPhD projects were made under MyBrain15 and separately target Master and PhD

understudies in public universities (IPTA) and private education institutions (IPTs). PhD Industry, MyMaster and MyPhD programs are opened to the public and private sectors lecturers or staffs who wish to further study. It brings to the interest for working people to continue their study to the higher level.

However, the opportunity that is given to the community or workers for continue the study will affect to their daily routine. They need to be smart in order to balancing their life, responsibility towards work and study. Many issues rise when they cannot cope with the constrain and cannot balance between work and education such as do not have flexible time, stress and workload. According to Holloway (2001), part-time work and study influence both standardized test scores and grades and the number of hours that part time students worked had a significant negative effect on their standardized performance levels and students were likely to have lower achievement scores than their peers if they worked longer hours. They have to balance between education and career to achieve their goals without aggravating the execution on study and work. This will be inconvenience to the performance of their particular profession and performance on study if not meet "work life balance" that will be studied.

1.2 Problem Statement

Students are facing with difficulties when balancing the multiple demands of work, study, and social activities (Ang, 2008). The issues related to student performance, worker's efficiency has begun to be questioned. This problem has been addressed by part time students because they have to find a way to balance the performance when study and work. Part time students are facing with a lot of commitment in a day to balance their work, life and study. They have a lot of responsibility that need to be

done at one time. The high commitment is needed in order to continue the study to ensure study and work are balance and student performs well in every semester.

Other than that, there are some constrains that need to be face by part time students OYA such as they need to attend the seminar for their work or they need to get job done in time given causes them to skip the class or else. Normally class will be held on week days as well as their seminar. The need choose one of them. Most of them will be depressed to keep continuing their learning (Agyapong and Ansah, 2012). This is attributed the control of life careers and their learning because of the workload and stress (Agyapong et. al, 2012). Consequently, some of them are forced to defer their studies because of the pressure, responsible towards job and study and limitation that they faced.

A well implemented of work life balance will help part time students manage their work and study well. There are several demands are placed during the life of a student which is environmental conditions requiring effort on the part of the student to mobilize and manage requisite resources (Doble and Supriya, 2011). Stress will occur when student cannot perform well. Thus, organization also must considered seriously about work life balance to help their employee that choose study as a part time to balance work life without affecting their performance on study. Work life balance should be balance by looking at factors such stress, workload and time management. These factors will contribute a positive outcome when employee has other commitment to maintain their work and study performance (Andrews and Wilding, 2004).

Employees who further their study as a part time student automatically increase their responsibility toward job, family, and a student at the same time (Irfan and Azmi,

2014). They need to manage their time well and systematically so that it is not a burden to them. As the increase of the responsibilities, these may affect their productivity, academic performance and also commitment to the organization (Irfan et. al, 2014). Positive work life balance will help employee control their work and their schedule to balance between work, life and improve performance in learning.

1.3 Research Question

Work life balance plays an important role for part time students in order to have a good performance on learning. Work life balance has influence students' performance. Based on the discussion, three research questions are formed for this study:

- i. Is there a relationship between stress and students' performance?
- ii. Is there a relationship between workload and students' performance?
- iii. Is there a relationship between time management and student's performance?

1.4 Research Objective

As consistent with the above research questions, this study aims to determine the relationship of work life balance on student performance. This study embarks on the following objectives:

- 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.

1.5 Significance of the study

This study is very important to help students and employee know how they need to manage their work and life systematically and efficiently. This study also creates awareness among them about the importance of work life balance. Besides that, these studies give benefit to the students and employees. Part time students that had commitment with their work should be considered in managing work life balance. The elements of work life balance that uses in this study can help the workers that are as a part time student to manage their study and working. Part time students that understand and practicing work life balance will be able to effectively manage multiple responsibilities at home, work and in the community without guilt or regret. As the result it will help in increasing performance in learning.

Other than that, this study also benefit to the manager and employees. Supporting work life balance is good for employees and company. Employee can increase their performance as a student together with job performance without having any problem. Employees who are able to effectively balance the demands of work and their personal or family life are motivated to give their best a work. In short, work-life strategy can align the corporate and individual goals to attain a win-win scenario for all by addressing the business needs of the organizations and the individual needs of the employees.

1.6 Scope of the study

This study aimed to focus on the employees who further their study as a part time student and their work life balance toward their performance on learning. The study concentrated on part time master students at School of Othman Yeop Abdullah, University Utara Malaysia (UUM). Specifically, the study focuses on the way part time students manage and balance their life to fulfil the demand of work, life and

university. To examine these issues, this study underlines the areas of work life balance to see either this area can give a positive or negative on their study performance. The area of work life balance is stress, workload, and time management. These areas will determine whether the relationship between work life balances interrelated to each other or vice versa. Other than that, this study was conducted at School of OYA because total of the part time student in this school are higher than other school.

1.7 Operational Definition

1.7.1 Work life Balance

According to Machuca, Mirabent and Alegre (2014), work life balance is the daily schedule that divided between the time at work and time outside work. In this study, work life balance referring on the way individual arrange their job and private time to facilitate work, responsibility and personal satisfaction without negatively impacting productivity and professional success.

1.7.2 Stress

Stress is entails mindful or mindless states of arousal and it can prove debilitating in organizational settings (Strutton and 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. In this study, stress is referring on the pressure or tension because of the high commitment that facing by the part time student.

1.7.3 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 fulfil their responsibilities with daily interruptions came from expected sources, like direct reports and supervisors. On this study, workload is refer to how the part time students dealing with the amount of work to be done.

1.7.4 Time Management

Time management refer 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. Meanwhile, in this study, time management is refer on how part time students determining their needs, prioritising and planning their work that need to be done.

1.7.5 Student Performance

According to Alfian and Othman (2005), student performance refers to the ability of the student to perform their task, good in academics and also able to fulfil the criteria in labour market. Then, student performance in this study is referring on how the part time student dealing with their commitment in work place and also as a student to make sure that they can perform well in learning as well as their ability in learning process.

1.8 Summary

This chapter one gives a general overview of the study. The study has discussed about the background of the study, problem statement, research questions, and research objectives, significance of the study, and operational definition.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter identifies and discuss available and relevant literature from a variety of sources such as from Ayapong (2012) and Fourie (2013). The review contains a summary of the relevant literature on the topic of work life balance and student performance among part time students in University Utara Malaysia (UUM).

2.2 Students Performance

Papageorgiou and Halabi (2014) conducted a study on factor contributing toward student performance in a distance education accounting degree. The focus on the effects of five determinates of performance in students who completed three years of financial accounting to obtain a Bachelor of Accounting Science degree by distance education through the University of South Africa. The study revealed that, mathematics background and academic ability are both significantly associated with student performance, throughout the financial accounting subjects. Other than that, prior accounting knowledge is also important in the first year of study but not thereafter.

Meanwhile, Callaghan and Papageorgiou (2015), examines on the gender differences in locus of control and student performance in the South African context of accounting student. The study targeted to test the theory that predicts differences in locus of control (LOC) by gender and also the relationships between LOC and the performance of accounting students in a large South African university. The study found that, female accounting students exhibit higher LOC in all the three classes.

Females were therefore found to have fundamentally larger amounts of both LOC and understudy execution; yet, the majority of tested items 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.

Next, Hinck and Ahmed (2015) investigated on the effect of anticipatory emotions on students' performance in marketing simulation. The study concentrated to find the effects of goal-directed feelings on student's performance in marketing simulations. The outcome lead to positive and negative anticipatory feelings intervene the relationship between individual stakes and volitions and decide student motivation, behaviour and real performance independently from re-enactment plan, recreation environment and intellectual identity attributes of the members. Implications for teachers incorporate the requirement for dynamic quest for expectant feeling advancement.

Different from Mooi (2006), the study was discussing on a study about self efficacy and student performance in an accounting course. This study focus on the impact of student characteristic on self efficacy and how it relates to performance. In this study, self efficacy is operationalized as the distinction in the middle of genuine and anticipated examination execution. Expectation mistakes in the last examination marks (MERR) and forecast blunder in the general course review (GERR) of a second year administration bookkeeping course are utilized as measures of self efficacy.

Unlike from Nair, Murdoch and Mertova (2011), the study examined the role of the student experience in collecting students' perceptions of their experiences in

studying at an offshore campus of an Australian University, compared with the experiences of the University's students in Australia. The study found that, higher satisfaction rates for different aspects of student learning experience were identified at the overseas campus in comparison with the whole institution.

Next, Adam and Nel (2009) conducted a study on student's perception and performance on blended and online learning. The study been concentrating to improve educator knowledge of the antecedents and consequences of blended learning in higher education. The study showed that, there the situations where integrated use of blended learning involving face-to-face teaching, digital media and digital communication with simple navigation between the content items leads to positive student perceptions and it is contrast to negative student perceptions in the situation where learners must navigate in online learning, and where there is little or no face-to-face instruction.

On the one hand, Kanapathippillai, Hasheem, and Dellaportas (2012), investigated on the impact of a computerize consolidation accounting package (CCAP) on student performance. The study investigated the association between the use of a computerised learning tool (specifically designed to teach consolidation accounting) and student performance in the final examination of an undergraduate accounting unit on Corporate Accounting. The study shows there are a positive and significant relationship between the computerised accounting assignment on consolidated accounting (linked to usage of the computerised tool) and the consolidation question in the final examination.

Other than that, Baird and Narayan (2010) conducted a study on the effect of a change teaching structure on student performance. This study assess the adequacy of

an adjustment in showing structure in enhancing the performance of students in an introductory management accounting subject at an Australian establishment. The outcomes uncovered that the new showing structure (a two-hour workshop-based instructional exercise and a one-hour lecture every week) enhanced student examination results about fundamentally in correlation to the past "conventional" methodology.

Then, Garger, Thomas and Jacques (2010) conducted a study to confirm the predictive validity of several antecedents to students' early perceptions of future performance in collegiate courses. The study showed that students' internal locus of control predicted student perceptions of social integration, academic self-concept and grade point average (GPA) and social integration significantly predicted academic self-concept. Moreover, academic self-concept significantly predicted early perceptions of expected grade beyond the student's current level of performance as measured by his or her current GPA.

In Malaysian context, Norzaidi and Salwani (2009) conducted a study on evaluating technology resistance and technology satisfaction and also internet usage on students' performance. The study reveals that, the structural equation modelling (SEM) results show that innovation fulfilment and the web use essentially clarifies the fluctuation on students' performance. Task technology fit is not an indicator of innovation resistance but rather it predicts the web utilization. The web use has more noteworthy effect on innovation fulfilment than innovation fulfilment on the web use. At last, innovation resistance is not an indicator of students' performance.

Meanwhile, Maksy and Zheng (2008) examine the factors that associated with student performance in advance accounting and auditing courses. The study showed

that, the grade of student might want to make in the course was observed to be altogether connected with student performance, yet goal to take the CPA exam or go to master's level college were most certainly not. Self-perceived reading and listening abilities had moderate to strong associations with student performance, but self-perceived writing and math abilities did not. At last, holding non-accounting-related job, working high quantities of hours every week, and tackling higher course stacks amid the semester are elements which were, shockingly, not altogether corresponded with students' performance.

Then, Alfian and Othman (2005) identified undergraduate students' performance in the Faculty of Business and Accountancy, University of Malaya and the factors influencing the performance of the undergraduate students. The study found that shows that the predictor variables do explain the variance in the students' final CGPA. In addition, it was found that knowledge prior to entering the university such as economics, mathematics and accounting is crucial in assisting the students in undertaking the courses in both business and accounting programme. Other than that, the study also discloses that female students perform better than male students; whereas Chinese students perform better than Malay and Indian students.

2.3 Work life Balance

The expression "work" is being utilized here to allude to paid work or business. The expression "work-life parity" is a challenged term, with numerous options recommended, for example, "work-life mix", "work-life interface", "work-life mosaic", "work-life compromise" or "work-life coordination" (McPherson, 2007). Work has turned out to be more subjectively requesting demanding and complex, flexible working arrangements are gaining energy, teamwork has almost become a norm while workforce arrangement is much more different than it used to be.

According to Hernau and Mickulic (2014), significant changes in the nature of work and the rise of knowledge economy have recently revitalized the academic interest and expanded the research focus from job design to work design, and from task characteristics to job or work characteristics.

Works are firmly converged into the structure and influence each part of the organization. However, although classified in nature, jobs can be conceived, analysed and compared in larger terms. While work design offers both a holistic and an analytical view for studying jobs, work characteristics represent objective, measurable dimensions of work and reflect conceptually distinct design features (Hernaus, 2014).

Everyone who is work have their own life that they need to balance both of it. According to Makela, Suutari and Mayerhofer (2011), everyone who has a working life has to find their own way to combine and balance their working and private lives. As a person's working life disturbs their personal life, the opposite can also be true. Work-life balance is the conservation of a balance between responsibilities at work and at home from employee perspective (Cieri, 2002). According to Hughes and Bozionelos (2007), a broader version of work-life balance is the capability of individuals regardless of age or gender to find rhythm that will allow them to combine their non-work responsibilities, and activities.

2.4 Component of Work life Balance

Hyman and Summers (2004) conducted a study on work-life employment practices in the modern economy. The study found seven major problems that linked with the current UK practice over work-life balance namely (a) unevenness of adoption across different sectors and organizations; (b) lack of formalisation of policies at

organization level; (c) restricted employee voice over the introduction and implementation of policies; (d) policies are introduced primarily to meet business needs rather than those of employees; (e) no evidence of reductions in working hours; (f) tangible and intangible work intrusions into domestic life have been identified; and (g) domestic responsibilities are still conducted primarily by women irrespective of their employment status. This problems makes employees face with difficulty in settling their work and responsibilities.

Meanwhile Abendroth and Dulk (2011) conducted a study about the impact of state, workplace and family support on work-life balance satisfaction in Europe. The study examines the different types of support that that can give satisfaction for work-life balance like instrumental and emotional workplace and family support. The study found that emotional support and instrumental support in the workplace have a complementary relationship and emotional support has appositve impact on work-life balance satisfaction but instrumental family support does not.

Next, Wang and Verma (2012) was discussing on a study about explaining organizational responsiveness to work-life balance issues and the role of business strategy and high performance work system. The study was to identify why organizations vary in adopting policies or programs that help employees to balance work and life more efficient and effectively. The data were test with two waves of the nationally representative Canadian Workplace and Employee Survey. Institutional theory is used on the study and different explanations are given regarding why some organizations are more responsive to work-life than others. The study reveals that a comprehensive set of the factors that can affect an organization's decision to adopt work-life balance programs and discovered both business methodology and industry contributed altogether in disclosing an association's

responsiveness to work-life equalization issues, and high-performance work systems fully completely mediate the relationship between business strategies and the adoption of work-life balance program.

In contrast, Schoneck (2015) have done a study on an empirical test of assumptions arising from the “acceleration debate of work life balance in Europe. In order to get the result, the study was conducted linear multi-level regression in order to test the hypothesis on country- and individual-level characteristic in explained significant variance in work-life balance. Next, Guest (2002) exploring on why work-life balance has become an important topic for research and policy in some countries and after outlining traditional perspectives examines the concept of balance and its implications for the study of the relation between work and the rest of life.

Other than that, McPherson (2006) conducted a study on the role of managers in work life balance implementation. The study present disagreement for the importance of the role of individual managers and workplace culture in the successful outcome of work-life balance programmes in workplaces. Besides that, the study also shows that New Zealand organization can improve outcomes from work-life balance initiatives by greater attention to the role of managers in the process. There is proof that New Zealand associations that offer more work-life procurements and execute more work-life steps accomplish better results, with respect to their abroad partners.

Similarly to Kopp (2013), the study was to investigate the effects of perceived supervisor work-life support on employee work like life balance, job satisfaction, organizational commitment, and organizational citizenship behaviour. The study also aims to determine which avenue of support, co-workers or supervisors, have a larger

influence on affective and behavioural outcomes at work. The study indicates that perceived work-life support has an influence on employee outcomes and work-life balance support from one's supervisor had the strongest relationship to job satisfaction. As job satisfaction is linked to leader-member exchange and social exchange theory.

Different from Lyonette (2015), the study examine on part-time work, work-life balance and gender equality. The results from the study shows that, some employee which focused on expanding quality low maintenance work in a various scope of associations in the UK, has demonstrated that a few businesses are reacting to the necessities of working moms. The HR representatives who were met as a component of the undertaking gave off an impression of being for the most part steady and have an authoritative part to have advancing quality influence time work, including the capacity to draw on statutory strategies if fundamental.

Next, Carlson, Grzywacz and Zivnuska (2009) were focused on recognise either work or family balance more than conflict and enrichment. The data for this study are from a community-based sample of individuals employed full-time. The study demonstrated that work–family balance explained additional variance in a few key work and family outcomes, above and beyond that explained by work–family conflict and work–family enrichment. In particular, the study discovered balance contributed to the explanation of the work outcomes of job satisfaction, organizational commitment, as well as the family outcomes of family satisfaction, family functioning, and family execution subsequent to representing work–family conflict and improvement.

Apart from that, Koubova and Bouchko (2013) conducted a study on life work balance and emotional intelligence as a crucial component in achieving both personal life and work performance. The study develops a conceptual linkage between life-work balance and emotional intelligence. The level of emotional intelligence is seen as vital to building up an individual's life-work balance, and the essential impact of one's personal life proposes that it is more appropriate to view it as a component of general life fulfilment hence the use of the term "life-work balance".

Next, Cannizzo and Osbaldiston (2015) were identifying the discourse of work and life balance and how academics experience and understand it. The study found that academics are indeed working longer hours and often sacrificing leisure time for outputs such as publications, it is still widely unknown how academics understand 'life' in relation to their occupation or vocation. Meanwhile, Machuca, Mirabent and Alegre (2016) conducted a study to identify the relationship on work life balance and its relationship with organizational pride and job satisfaction. Social exchange theory has been used in the study as the theoretical rationale. The study found that, there are relationships between supervisor work-life balance support and autonomy with employee work-life balance. In addition, employee work-life balance is positively related with organizational pride and job satisfaction.

Unlike from the Machuca et.al (2016), Lirio (2014) was examining about taming travel for work life balance in global careers. The study is focused on understanding how global managers from the generation X manage demands of international business travel with desires for family involvement. The study shows that an important aspect of international travel associated with global careers that suggests how today's global managers might increasingly reconcile travel with family life. However, in order to know the factors that influence perception of work-life balance

in owners of copreneurial firms, Helmle, Botero and Seibold (2014) have done the study on the effects those perceptions of balance can have on the emotional well-being of business owners and performance of the firm. Less attention has been given to understanding the factors affecting an owner's perceptions of work-life balance. The study found that work life balance was negatively connected to perceptions of work-life balance. Job involvement, flexibility at work, and permeability of communication were significantly related to perceptions of work life balance. However, spousal backing did not affect individual perceptions of life-work balance, but had a direct influence on perceptions of work-life balance.

On the one hand, Deery and Jago (2008) looks at the key issues connected with work – life balance (WLB) with a specific focus on practices inside of the tourism business. It gives an overview of the general writing and afterward the exploration that relates particularly to WLB in the tourism business. The study found that, the key antecedents to the issue of WLB in the tourism industry are (a) unsocial hours within the industry; (b) the levels of stress associated with job insecurity; (c) role ambiguity; (d) job autonomy and time pressures; (e) together with home-life pressures and psychosomatic symptoms are the variables that impact negatively on work life balance.

On the other hand Deery et. al (2015) conducted a study on revising talent management, work life balance and retention strategies in hospitality industry. The study uses a framework incorporating organisational and industry attributes, personal employee dimensions, work-life conflict and organisational strategies and observes these in relation to whether job satisfaction, organisational commitment and employee retention improve. The study shows that employee retention and talent management confirmed as the issues identified as being the key drivers of staff

retention remain important. Thus, one of the importance elements of managing work life balance has been identified as essential to retaining talented staff.

Next, Huges and Bozionelos (2007) conducted a study on exploring the views of female workers in a male dominated occupation on issues that pertain to work-life balance. The study were used semi structured interview by a single company in order to identify their perceptions on the following; (a) whether issues related to work-life balance were sources of concern and dissatisfaction; (b) how concern over issues related to work-life balance was compared to other sources of concern and dissatisfaction; and (e) whether issues related to work-life balance were linked with withdrawal attitudes and behaviours.

Then, Zheng, Molineux, Mirshekary and Scarparo (2015) were focused on explore the individual and organisational work-life balance strategies to improve employee health and wellbeing and also impact on organizational performance and productivity. The study reveals that employees keeping on their own WLB strategies showed better health conditions and wellbeing. Availability and usage of WLB programmes were found in order to help employees decrease their stress levels, but interestingly to have no direct association with WLB and employee health. Several control variables such as age, working hours, education level and household incomes were found to have moderate effects on employee health and wellbeing.

In contrast, Grant, Wallace and Spurgeon (2013) identify the impact of remote e-working on the key research areas of work-life balance, job effectiveness and well-being. The study provides a set of generalizable themes drawn from the key research areas, including building trust, management style and the quality of work and non-working life. Differentiating factors between e-workers included access to

technology, ability to work flexibly and individual competencies affecting remote e-workers. Then, trust and management style were found to be key influences on e-worker effectiveness.

Next, Makela, Suutari and Mayerhofer (2011) investigate on work life balance on life of female expatriates. The study analyse female expatriates' work-life conflicts and enrichments which take place during the international assignment. The study shows that, females have experiences of conflicts but also enrichment during international assignments. Both aspects the effects of the personal life on the working life and vice versa are shown to be important for females. Life and career stages appear to be integral to these experiences.

While, Gatrell, Cooper and Sparrow (2010) identify the impact of work-life balance policies on the work and family practices of professional, dual-earner parents with dependent children, by assessing the extent to which “well-balanced families” have been resultantly facilitated. The study argued that those work-life balance policies have not led to well-balanced, or “gender-neutral”, work and family practices. This is for two reasons, both relating to gender. First, the take up of work-life balance policies is gendered, with more mothers than fathers working flexibly. This is partly because organizational expectations fail to acknowledge social change around the paternal parenting role and work-life balance policies focus mainly on the issues of paid work and childcare, failing to take account of domestic labour, the main burden of which continues to be carried by mothers.

Other than that, Hyman and Summers (2007) conducted a study on the influence of different forms of organisational representation on the provision of work-life balance employment policies. The study found that, Employees do influence work-life

balance issues in the financial services sector, and work-life balance initiatives had greater breadth, codification and quality where independent unions were recognised. In all cases however, the extent of departure from minimal statutory levels of provision was not great.

Meanwhile, Wheatley (2012) revealed a study on work-life balance, travel-to-work, and the dual career household. The study expose on the underlying conflicts associated with current work-life balance and travel-to-work policies, as employed in organisations in the UK. A mixed method approach is used in the study to determine whether professional work-group cultures limit the effectiveness of work-life balance policy, and the extent to which spill-over is present between work-life balance and transport preferences, especially car use. The study shows that, work-group cultures prevent employees, especially women, from achieving work-life balance; there is spill-over between work and non-work activities, creating time allocation challenges, and stress, for dual career households attempting to achieve desired work-life balance; and specific conflicts are reported in balancing work with travel-to-work.

On the one hand, Hüge and Bozionelos (2008) conducted a study on work life balance as sources of job dissatisfaction and withdrawal attitudes. The study is to identify the views of male workers in a male dominated occupation on issues that pertain to work-life balance. Work-life imbalance was not only a source of concern, but also that it was the major source of dissatisfaction for participants. On the other hand, Subramaniam, Overton, and Maniam (2015) examine on flexible working arrangements, work life balance and women in Malaysia. The study seeks to identify the possible impact of workplace reforms on women's work life balance and investigated in the context of whether demographic and socio-economic factors have an effect on women's preference for FWAs at the workplace. The study found that,

FWAs have a positive effect on WLB which might have a predominant effect on women's decision to work in paid labour.

Different from Holmes (2008), the study also identify why students work during their degree programme, what influences their choice of employment and to examine students' perception of their ability to balance work and study. The sample of study is the students from a single degree programme at the end of Semester two and found that within this group 83 per cent of students worked at some point during term-time of their degree programme. In total 58 per cent of those students who worked did so to either cover or contribute to basic costs of living. While the majority of students felt they could balance work and study, half of all students questioned felt that working could have a negative impact on their degree classification.

Meanwhile, Agyapong et. al (2012) identify a study on work life balance among part time students of the Kwame Nkrumah University of Science and Technology School of Business In Ghana. The study shown the demographic and other characteristics that may be associated with increased burnout among working part-time MBA students in Ghana and shows that Female students achieved significantly higher scores than male students with regards their perception about how uncontrollability the major of the workload at their work place is while male students achieved significantly higher scores than female students when it came to their perception about fairness at the workplace and also while part-time workers tend to express significant disagreement about how uncontrollability the huge of their workload is, full-time workers are significantly more likely to perceive their work place as offering reward for performance.

Lastly, Ang (2008) conducted a study on balancing work and life among students and examines how undergraduate students balance the competing demands of work, study, and social activities. The study revealed that the small sample of students had difficulties when balancing the multiple demands of work, study, and social activities. Contrary effects of this imbalance were found in the form of missed lectures, health problems, increased stress, and lack of sleep. Nevertheless, students highlighted the benefits of working that included acquiring relevant skills, polishing CV's, and becoming immersed in the New Zealand culture.

2.4.1 Stress

Panagiotakopoulos (2014) analysed on the degree to which post-secondary educational institutions in Greece 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. The study discloses that Greek post-secondary education there is least organised training provision for students around work-related stress management and that stress management education is not incorporated in the curriculum as part of a key skills development scheme.

Meanwhile, Strutton and Tran (2014) conducted a study on how to convert bad stress into good. The study identifies three methodologies that supervisors should use to channel formerly bad stressors and fears into productively motivated behaviours 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.

In contrast, Mosadeghrad (2014) examined a study on occupational stress and its consequences. The study focused to identify the status of occupational stress among hospital employees and intended to expose the harmful effects of occupational stress on employees' health and well-being. As the result, job related, working environment, interpersonal and organizational factors were lead to occupational stress. The major sources of occupational stress were inadequate pay, inequality at work, too much work, staff shortage, poor recognition and promotion, time pressure, job insecurity and lack of management support.

Similarly to Shiralkar, Harris, Folensbee, Coverdale, and Franzcp (2013) which conducted a study on hospitality field. The study examines on medical students experience the stress during training. The importance of developing stress-management programs for medical students was recognized by the academics leader.

Next, Smollan (2015) conducted a study from different perspective which are, the study find stressors as change unfolded over time and identify what directed to differences in stress levels. The changing phase was the most stressful for most respondents because of the job insecurity and it handled with not enough information, consultation and support. Stress also increased after the change because there are additional demands always needed usually needed to be met with fewer resources. The stress of others appeared as a new category of stressor during the evolution stage.

Other than that, George and Zakkariya (2015) observe whether job satisfaction and job-related stress differ among employees of different banking sectors. Results demonstrate that workers of various areas of bank have diverse level of

occupation fulfilment and employment related anxiety. Further it was uncovered that open segment banks have lower occupation related anxiety when contrasted with private segment banks and new era banks; and higher employment fulfilment when contrasted with new era banks.

On the one hand, Deb and Sun (2014) examine a study on academic-related stress among private secondary school in India. The study identifies the prevalence of academic stress and exam anxiety among private secondary school students in India the relationship with financial and study-related factors. The result of the study reveals that all students reported high levels of academic stress; however those who had lower evaluations reported more elevated amounts of anxiety than those with higher evaluations. Understudies who occupied with additional educational module exercises will probably report exam uneasiness than the individuals who did not take part in additional educational module exercises.

On the other hand, Stevenson and Harper (2006) also conduct approximately study with Deb et. al (2014) which is examines the relationship between stress and students' performance. The study explores the possible effects of workplace stress in academics on the student learning experience. Anxiety can be seen to affect both adversely and decidedly on the understudy learning knowledge. Notwithstanding, over portion of respondents viewed themselves as to be extensively or to a great degree pushed and comparative levels see that stretch causes their educating to be "less than impressive" in this way affecting adversely on the understudy learning knowledge.

Different from Delargy and Chatten (2005), the study investigated on the impact of poor stress, time, and knowledge management that can lead to poor

performance and also find out a proactive approach to prevent the stress as well as effective time and knowledge management. The HR function can play a key part in both these viewpoints. On an individual basis, it should be encouraging that self-knowledge, and in the process developing the organization's information base. From an organizational perspective, it should be performing the ever-difficult task of identifying the key competencies which will be undesirable leakage of information if employees are stressed or disaffected.

Meanwhile, Jogaratnam and Buchanan (2004) conducted a study on stress and employed stressors among student-employees that enrolled in hospitality programs while concurrently employed in the hospitality industry. Results shows that no contrast differences in stress ratings based on hours worked per week, GPA or the number of jobs held. Nevertheless, females, freshmen and full-time (versus part-time) students reported a greater degree of exposure to stressors.

Other than that, Johnson, Cooper, Cortwright, Donald, Taylor, and Millet (2005) examine on the experience of work-related stress across occupation. Psychological well-being, physical health and job satisfaction are the related variables discussed and comparisons are made between 26 different occupations on each of these measures. The relationship between physical and psychological stress and job satisfaction at an occupational level is also discovered. The high passionate work connected with the high stress employments is examined as a potential causal element.

Then, Fairbrother and Warn (2003) conducted a similar study on workplace dimension, stress and job satisfaction. The results indicate that a general model of stress is unhelpful in identifying the predictors of stress and job satisfaction in

specific job contexts. Instead, the authors recommend identifying salient workplace dimensions rather than a broad-brush approach when seeking workplace associations with stress. Meanwhile, Hede (2010) investigate on the dynamics of mindfulness in managing emotion and stress. The study targets to review the concept of mindfulness and to show how it can be extended from psychology into management.

Next, Chen and Silverthone (2008) identify the relationships between locus of control and the work-related behavioural measures of job stress, job satisfaction and job performance in Taiwan. The study reveals that, one aspect of an accountants' personality, as measured by locus of control, plays an important role in expecting in the level of job satisfaction, stress and performance in CPA firms in Taiwan. Individuals with a higher internal locus of control are more likely to have lower levels of job stress and higher levels of job performance and satisfaction.

Raitano and Kleiner (2004) conducted a study on stressors, diagnosis, and preventative measures of stress management. The high enthusiastic work connected with the high stress jobs is Stress management is a continuous process of monitoring, diagnosing, and prevention of excessive stressors that adversely affects employees, managers, and productivity. Thus, stress management is as much the responsibility of employees as it is managers to handle that.

Lastly, Bell, Rajendran and Theiler (2012) investigate a study on job stress, wellbeing, work-life balance and work conflict among Australian academics. The high levels of perceived job pressure stress and job threat stress would predict the increasing levels of work-life conflict, and decreased the levels of work-life

balance. Different from that, Doble and Supriya (2011) discover on the myth or reality for student life balance. The study aims to develop a scale for assessing the concept of student life balance.

Meanwhile, in Malaysian context, Idris, Dollard and Winefield (2010) analysed the causes and results of job stress in Malaysia and make a comparison in the middle of Western and Eastern points of view. A grounded theory approach were using in the study. The result found that, even though most respondents saw that individual variables assume a vital part in work stress, hierarchical components appeared to be the prevailing element distinguished that adds to work stress. Respondents also perceived the individual as key to stress reduction rather than management interventions.

2.4.2 Workload

According to Maslach, Jackson, and Leiter (1996), 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. The study shows that, 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. Organization need to balance the workload in order to be able to maximize the performance of their workers.

Meanwhile, Molino, Cortes, Bakker, and Ghislieri (2015) conducted a study about either recovery experiences moderate the relationship between or work-family conflict or not. This paper investigate the role of four recovery experiences like

psychological detachment from work, relaxation, mastery, and control in preventing work-family conflict (WFC). Specifically, on the basis of WFC and recovery theories the authors hypothesized that workload would be positively related to WFC, and that recovery experiences would moderate this relationship. The study found that, there a positive relationship of workload with WFC. The relationship between workload and WFC was particularly strong under condition of low (vs. high) psychological detachment, low relaxation, and low control.

In contrast, Young, Gibson Patrington, and Wetherell (2013) have done a study on the anxiety, stress, and perceived workload during command and control simulated fire service training environment. The study shows that, there are no significant changes in state anxiety were observed, but levels of stress and perceived workload were related to task roles. Specifically, ICs reported the greatest levels of mental and temporal demands and stress when compared with entry control officer (ECOs).

Next, Akilliogu, Ferreira, and Onori (2013) were discussing a study about the demand responsive planning for workload control implementation. This study is different with other study. The study more focus on the implemented of the workload control benefits the modular multi agent based control architecture of EPS. The applied agent based workload control architecture and method resulted in excellent direct load control for the resources over the timeline. The study found that, the characteristics of EPS and proposed planning architecture enable continuous and dynamic workload control of the shop floor to be implemented.

Other than that, Wang, Lee, and Chue (2009) conducted a study on the performance evaluation of resources allocation strategies for new product

development under different workload scenario. The study more investigate on to understand how resource allocation strategies affect new product development performance and which strategy is the best alternative, a research and development (R&D) process model is constructed using system dynamics. This study utilizes the reproduction way to deal with research the long term execution outcomes of R&D procedures with many workloads.

Different from Timms, Graham and Cottrell (2007), the study are focusing on Queensland independent school teachers and their workload. The study observed misalliances with workload in teacher respondents to a survey exploring aspects of the work environment and the study reveals that, respondents reported significantly higher matches in the control, community, fairness and values areas of work life than previously surveyed populations, whereas they reported no difference in reward, and significantly more mismatch with workload.

Comm and Mathaisel (2003) conducted a study on implication of faculty workload and compensation for improving academic quality. Employee satisfaction is evaluated in unique service environment in this study. The study specifically focuses on how information regarding faculty workload, salary, and benefit can be used to improve academic quality.

Next, Marsh and Blau (2007) identified the workload factors that give impact on managers. The study was focus on middle and lower level managers to assess perceptions about level of workload and amount of workload control. Principal components analysis was employed to identify primary factors. The middle and lower level managers identified that five primary factors accounted the variance in their self-reported levels of workload and control. Three of these factors

correspond to existing metrics that have been utilized in lean production in industry.

Lastly, Hendry, Huang and Stevenson (2013) identified the workload control on successful implementation taking a contingency-based view of production planning and control. The study is to present a successful implementation of a comprehensive workload control (WLC) concept; and to describe the associated implementation process. The study also empirically demonstrates performance improvements resulting from WLC alongside a detailed discussion of the implementation process.

2.4.3 Time Management

Time management is more about using time judiciously rather than managing time (Rao, 2014). Cleasseness, Eerde, Rutte, and Roe (2005) conducted a study on a review of time management literature. The study provided an overview for those interested in the current state-of-the-art in time management research. The study demonstrated that, the survey exhibits that time management practices relate positively to perceived control of time, job satisfaction, and well-being, and negatively to stress. The association with work and scholarly execution is not clear. Time management training appears to improve time management abilities, however this doesn't consequently exchange to better performance.

Wu and Passerini (2013) conducted a study on uncovering knowledge-based time management and the implication to the project management. The study aimed to know the individual perceptions of time and time management strategies that professionals utilize to achieve their productivity in the execution of their daily tasks, projects and routines. The study found that, both explicit and tacit practices

of individual time management are a vital segment of how experts complete the project within their everyday schedules. Project managers have an important role in driving an effective project, and their time orientations specifically influence all project stages.

Meanwhile, Delargy and Chatten (2006), have done a study on human resources roles and the parameters of knowledge, stress and time. The study showed that the impacts of poor stress, time and knowledge management can compound to create a vicious circle of poor performance. Thus, managing the virtuous circle of time, knowledge and stress will become ever more critical.

Different from Guoqing and Yongxin (2000), the study examined on the gender differences of China's managers in time management. The study shows that, there was no relationship between male and female managers in the serious degree of each wasting time factor. All managers are focus on self-improving fullfill their responsibilities and balance between work anf life.

Next, Curr and Hancock (2006) discussed on a study about space and time in organizational change management. The study focus on introduce the manner in which management and organization theory have viewed space and time as significant resources and to put forward a number of more contemporary views as to how space and time is both managed and experienced. The study reveals that conceptions of space and time are fundamental to the manner in which organizations are managed and organized and are a symbolic order inter-related to themes of power and control.

In contrast, Sun and Yang (2009) have be done a study on student pressure, time management and effective learning. Student pressure and the relationship between

their routine time management and their learning outcomes in three different types of higher secondary schools at Shenyang, China are the main focus on this study. The study found that there is a relationship between student time management and the students learning.

Foury (2013) conducted a study on getting works done on time. The study focused on an essential issue in all workplace settings where the emphasis is on productivity, time management and creativity: getting innovative, high quality work done on time. There might be simplistic solutions on offer to get work done on time such as the use of productivity and time management tools. The results from the study shows that, there might be simplistic solutions on offer to get work done on time such as the use of productivity and time management tools.

Meanwhile, Burt, Weststrate, Brown, and (2013) investigated the development of the time management environment (TiME) scale. The study looked on an integrative model of time management, and in particular develop a scale to measure organizational variables which would facilitate and support time management practices. Other than that, the study also examine either time management environment is related to turnover intentions and stress. Then the result shows that TiME scale factor scores were negatively correlated with both turnover intentions and stress.

Next, Smith and Zagelmeyer (2010) conducted a study about working time management and SME performance in Europe. The study focused on to explore the management of working time flexibility and firm performance, measured by operating hours, in small and medium-sized enterprises (SMEs) in Europe and

found that, the study show the positive relationship between company size and operating times and how SMEs make more limited use of more advanced forms of working-time organisation that may allow them to extend their operating hours.

Lastly, Jones and Hood (2010) revealed a study on effective time management for improved performance. The study focus on how effective time management can lead to improved personal and organisational performance. The study finds that the nature of information has changed from face-to-face to staring at computer screens.

2.6 Summary

In summary, this literature review chapter has been discussed on the past empirical research that has been done in three independent variables and dependent variables which are stress, workload, time management and students' performance. The next chapter three will discuss details about methodology that will be used in this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the methodology involves in finding the answer of research question. This chapter discusses about research design, sampling, sampling size, data collection procedure, population, data analysis, reliability analysis and theoretical framework.

3.2 Research Design

This quantitative study developed a descriptive study in order to explore the impact or work life balance towards student performance. The respondents were asked about stress, workload, and time management that give an impact to their learning performance. This study examined three independent variables which are stress, workload, and time management while the dependent variable is student performance.

3.2.1 Sampling

Sampling is the process of selecting units for example people or organization that from a population of interest by studying sample for generalizing result (William, 2008). Sampling frame of this study focused on part time master students at School of Othman Yeop Abdullah, University Utara Malaysia (UUM). There are two types of sampling known as probability and nonprobability sampling. Based on Salkind (2012) there are numerous techniques that can be used in probability sampling such as simple random sampling, systematic sampling, stratified

sampling, and cluster sampling. While according to Sekaran and Bougie (2010) nonprobability sampling includes convenience sampling, purposive sampling, judgment sampling, and quota sampling. Thus, for the purpose of this study probability sampling has been employed in order to attain the finding.

3.2.2 Sampling Size

The sampling size is based on the size of population. The population of this study based on the total part time master student at School of Othman Yeop Abdullah, University Utara Malaysia (UUM). The number of part time master students at School of Othman Yeop Abdullah, (UUM) is 329 peoples. Sample sizes are determined from a given population in Sekaran and Bougie (2010), the sample size is about 175 peoples in which it from part time master student at School of Othman Yeop Abdullah, UUM

3.2.3 Sampling Technique

In determine the sampling technique in this survey the simple random sampling strategies was used. It was because in the simple random sampling strategies, the population was heterogeneous and contained different groups that some of where were related to this topic of study. A simple random sampling technique was showed assure each element in the population of an equal chance of being included in the sample from this survey.

3.3 Population

According to Sekaran and Bougie (2010) population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate. Population of this study is part time master students at School of Othman Yeop Abdullah, University Utara Malaysia (UUM). The totals numbers of part time master students at School of Othman Yeop Abdullah, University Utara Malaysia (UUM) about 329 peoples for current semester (second semester 2015-2016). This study involved population of part time master student based on total part time master student at all courses at School of Othman Yeop Abdullah, UUM.

3.4 Data Collection Procedure

There are two types of data collection procedure that can use which is survey and interview. This study is used questionnaire or survey for data collection. According to Schermerhorn, Hunt & Osborn (2000), there are a few advantage of using questionnaire which is relatively low cost, no interview bias, no prior arrangements are needed and the facts of anonymity among respondents. Data collection process showed in table 3.1.

Table 3.1:
Data collection process

Date	Procedures
10 March 2016	Construct the questionnaire
3 April 2016	Questionnaire has approved by supervisor
24 April 2016	Send application letter to OYA to obtain statistical data on part-time student (Master) under School of Othman Yeop Abdullah (OYA), UUM.
3 May 2016	Get the approval letter from OYA and permission for

	data collection.
5 May 2016	Distribute questionnaires to the respondents.
15 May 2016	Completed questionnaires distribution and received questionnaire.
	Available data were analyse

3.5 Questionnaire Development

A set of questionnaire were distributed to part time master student at School of Othman Yeop Abdullah, UUM. The questionnaire was used as the main instrument to collect data from the respondents. As shown in Table 3.2, the questionnaires consist of five sections that are section A for demographic factors, section B for stress, section C for workload, section D for time management and section E for student performance. The number of item at section A is 7 items, section B is 12 items, section C is 6 items, section D is 18 items and section E is 15 items. The questions are representing for each independent variable and dependent variable. It was tested before and reliable to the study.

Table 3.2:
Questionnaire Structure

Section	Items	Operational Definition	Source
B	<ol style="list-style-type: none"> 1. I frequently bring work home at night. 2. I have not enough hours in the day to do all the things that I must do. 3. I deny or ignore problems in the hope that they will go away. 4. I do the jobs myself to ensure they are done properly. 5. I underestimate how long it takes to do things. 6. I feel that there are too many deadlines in my work or life that are difficult to meet. 7. My self-confidence or self-esteem is lower than I would like it to be. 8. I frequently have guilty feelings if I relax and do nothing. 	<ul style="list-style-type: none"> • Stress is entails mindful or mindless states of arousal and it can prove debilitating in organizational settings (Strutton and 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. • In this study, stress is referring on the pressure or tension because of the 	<ul style="list-style-type: none"> • Spiers (2013)

<p>9. I find myself thinking about problems even when I am supposed to be relaxing.</p> <p>10. I feel fatigued or tired even when I wake after an adequate sleep.</p> <p>11. I experience mood swings, difficulty making decisions, concentration and memory is impaired.</p> <p>12. I am unable to perform tasks as well as I used to, my judgment is clouded or not as good as it was.</p>	<p>high commitment that facing by the part time student.</p>
<p>C</p> <p>1. I do not have time to do the work that must be done.</p> <p>2. I work intensely for prolonged periods of time.</p> <p>3. After work I come home too tired to do the things I like to do</p> <p>4. I have so much work to do on the job that it takes me away from my personal interests.</p>	<p>• 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 fulfil their responsibilities with daily</p> <p>• Ayapong & Ansah (2012)</p> <p>• Ismail (2014)</p>

5. I have enough time to do what is important.

6. I leave my work behind when I go home at the end of the workday.

interruptions came from expected sources, like direct reports and supervisors.

- On this study, workload is refer to how the part time students dealing with the amount of work to be done.

1. I do things in order of priority.

2. I accomplish what needs to be done during the day.

3. I always get assignments done on time.

D

4. I feel I use my time effectively.

5. I tackle difficult or unpleasant tasks without procrastinating.

6. I force myself to make time for planning.

7. I prepare a daily or weekly "to do" list.

• Time management refer 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

- Manha (2015)

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8. I prioritize my list in order of importance, not urgency. organization to make sure the whole
9. I am able to meet deadlines without rushing at the last management activities run
minute. effectively.
10. I keep up-to-date on my work. • In this study, time management is
11. I prevent interruptions from distracting me from high refer on how part time students
priority tasks. determining their needs, prioritising
12. I avoid spending too much time on trivial matters. and planning their work that need to
13. I plan time to relax and be with friends in my weekly be done.
14. I have a weekly schedule on which I record fixed
commitments such as classes and work hours.
15. I try to do the most important tasks during my most
16. I periodically re-assess my activities in relation to my energetic periods of the day.
-

goals.

17. I have discontinued any wasteful or unprofitable activities
or routines.

18. I am satisfied with the way I use my time

E	<p>1. My goal is to do my best, even if others doing better.</p> <p>2. I am able to contribute with good ideas in class.</p> <p>3. I am more concerned with improving from week to week than I am in doing better than others in class.</p> <p>4. I want to get good grades on quizzes, test, assignment and project.</p> <p>5. I can improve my understanding on the subject or course every week.</p> <p>6. I can increase my mental abilities through the learning process.</p>	<ul style="list-style-type: none">• According to Alfian and Othman (2005), student performance refers to the ability of the student to perform their task, good in academics and also able to fulfil the criteria in labour market.• Then, student performance in this study is referring on how the part time student dealing with their commitment in work place and also	<ul style="list-style-type: none">• Balbalosa (2009)• Barkur, Govinda & Kamath (2016)
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-
- | | |
|---|--|
| 7. I feel I am able to communicate effectively when I need to present in class. | as a student to make sure that they can perform well in learning as well |
| 8. I am able to relate the material that I am learning to my job or work. | as their ability in learning process. |
| 9. My studies have changed my view about many things. | |
| 10. I am able to get good grades on examination. | |
| 11. I am able to understand and increase my knowledge on the content of the course. | |
| 12. I am able do my assignment and submit on time. | |
| 13. I am able to think critically. | |
| 14. I am able to help my classmate with difficult learning or task. | |
| 15. I have got high score for quizzes, test, or individual assignment. | |
-

3.6 Data Analysis

The data was analysed through the Statistical Package for Social Science (SPSS) software version 20.0. This study obtains the descriptive statistics for the interval-scaled item like frequency. Apart from that, data will also interpreted by correlation in order to test the hypothesis.

Table 3.3:
Data Analysis Plan

Research Questions	Test
Is there a positive relationship between stress and students' performance?	Multiple regression & correlation
Is there a positive relationship between workload and students' performance?	Multiple regression & correlation
Is there a positive relationship between time management and students' performance?	Multiple regression & correlation

3.7 Reliability Analysis

According to Salkind (2012) validity refers to the result of the test itself. It is conducted to establish the trustworthiness of result from a test or an assessment tool. One of the validities that be used was content validity. Content validity refers to measures of how well the items represent the entire universe of items.

According to Routledge et al. (2004) questionnaire is more practical and large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. It also can be carried out by the researcher or by any number of people with limited affect to its validity and reliability. Besides that, the results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package and also can be analyzed more 'scientifically' and objectively than other forms of research. Reliability test is being conduct by Cronbach's Alpha to make sure the instrument is valid and accurate. The strength of the Cronbach's Alpha is shown below:

Table 3.4
Rules of Thumb about Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
0 – 0.59	Worst
Alpha Coefficient Range	Strength of Association
.6 - 0.69	Acceptable
0.7 – 0.79	Good
0.8 – 0.89	Very Good
0.9 – 0.99	Excellent
1.0	Perfect

Before distribute the questionnaire to the respondent at School of Othman Yeop Abdullah, UUM, a pilot test was conducted by using reliability analysis because to be evidence for ensure the consistent measurement across time. After do conducting reliability test, the result showed in table 3.5. The finding of this study is considered as acceptable, very good and reliable, thus it can be used as future reference.

Table 3.5
Reliability test

Variable	N of Items	Cronbach's Alpha
Stress	12	0.650
Workload	6	0.571
Time Management	18	0.800
Student Performance	15	0.811

3.8 Theoretical Framework

The theoretical frameworks as illustrated in figure 3.1 consist of two types of variable which is independent variable and dependent variable.

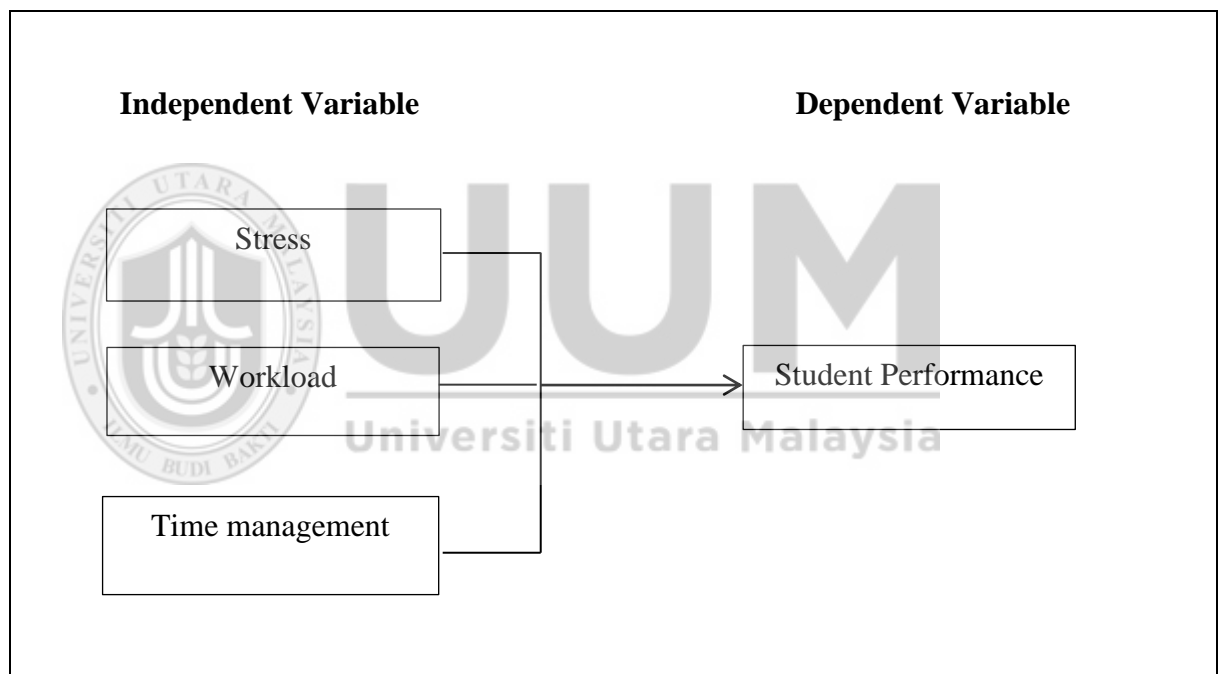


Figure 3.1:

Theoretical Framework

Source: Adopted from Agyapong and Ansah (2012), Maharshi and Chaturvedi (2015) & Irfan and Azmi (2014).

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. The three elements or component of work life balance that represent as independent

variable is stress, workload, and time management. The dependent variable represent is student performance. The dependent variable in this study is to know the relationship between stresses, workload and time management with student performance. There for, this study embark on the following hypothesis.

Hypotheses:

Research Question 1:

Is there a relationship between stress and students' performance?

H₀: There is no positive and significant relationship between stress and student performance.

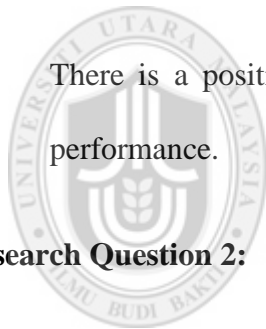
H₁: There is a positive and significant relationship between stress and student performance.

Research Question 2:

Is there a relationship between workload and students' performance?

H₀: There is no positive and significant relationship between workload and student performance.

H₂: There is a positive and significant relationship between workload and student performance.



Research Question 3:

Is there a relationship between time management and student's performance?

H₀: There is no positive and significant relationship between time management and student performance.

H₃: There is a positive and significant relationship between time management and student performance.

3.9 Summary

In order to achieve the objectives of the study, this study used quantitative research. Using statistical findings, this study emphasize the valuable findings towards students' performance. The theoretical framework was displayed in this chapter three followed by the research design, sampling and data analysis as a propose methodology to obtain useful result.

CHAPTER FOUR

FINDING

4.1 Introduction

The purpose for this chapter is to discuss the finding for this research. This chapter describes about the findings that found after data was collected and analysed. 175 questionnaires were distributed to the respondents at School of Othman Yeop Abdullah, UUM. Tables are used to show the findings.

4.2 Survey Return Rate

Table 4.1:

Survey Return Rate

No. of distributed Questionnaire	No. of received Questionnaire	No. of accepted questionnaire	No. of rejected questionnaire
175	155	155	0

The questionnaire was distributed to 175 among part time master students at School of Othman Yeop Abdullah, UUM. The respondents were given 10 minutes to complete the questionnaires. After the questionnaires are collected, a total of 155 responses were returned result in 89% rate.

4.3 Demographic Data

Table 4.2:

Frequency distribution of respondents by Gender

	Frequency	Percent (%)
Male	66	42.6
Female	89	57.4
Total	155	100.0

The table 4.2 shows respondents from part time master students at School of Othman Yeop Abdullah, UUM. There were 155 respondents. 66 respondents (42.6%) were male and 89 respondents (57.4%) are female. So, the most contribution in this study is female.

Table 4.3:

Frequency distribution of respondents by Age

	Frequency	Percent (%)
21-30 years old	89	57.4
31-40 years old	56	36.1
41-50 years old	10	6.5
51-60 years old	-	-
Over 60 years old	-	-
Total	155	100.0

The age of the participants or respondents were divided by five groups. Based on table 4.3, it shows those 89 respondents (57.4%) were students between 21-30 years old. Then, 56 respondents (36.1%) were students from 31-40 years old while 10 respondents (6.5%) around age 41-50 years old. There were no respondent around 51-60 years old to

over 60 years old that involve in this study. From the data, the major contribution is respondents around 21-30 years old.

Table 4.4:

Frequency distribution by Marital Status.

	Frequency	Percent (%)
Single	85	54.8
Married	67	43.2
Divorced	3	1.9
Total	155	100.0

Table 4.4 shows the frequency of the marital status among respondents. The majority of the respondents were single that represents 85 respondents (54.8%) of the sample. Meanwhile, 67 respondents (43.2%) were married and the lowest percentage is divorced represent 3 respondents (1.9%).

Table 4.5:

Frequency distribution by Working Period

	Frequency	Percent (%)
Less than 3 years	41	26.5
3-5 years	58	37.4
5-10 years	42	27.1
10-15 years	9	5.8
Over 15 years	5	3.2
Total	155	100.0

Table 4.5 shows that, majority respondents have worked for 3-5 years. This represents 58 respondents (37.4%) of the sample. Meanwhile, 42 respondents (27.1%) worked for 5-10 years, 41 respondents (26.5%) worked for less than 3 years and 9 respondents

(5.8%) worked for 10-15 years. The lowest working period is over 15 years which is 5 respondents (3.2%).

Table 4.6:

Frequency distribution by Job Title

	Frequency	Percent (%)
Manager	9	5.8
Administrative Worker	53	34.2
Executive	61	39.4
Non-Executive	28	18.1
Skill Worker	1	0.6
Others	3	1.9
Total	155	100.0

Respondents have different jobs among them. Table 4.6 shows that, the majority of the respondents were executive which are 61 respondents (39.4%) and followed by respondents who worked as administrative worker with 53 respondents (34.2%). Meanwhile, 28 respondents (18.1%) were non-executive worker and 9 respondents (5.8%) were manager. The lowest percentage is other job position represented 3 respondents which were 1.9%.

Table 4.7:

Frequency distribution by Job Status

	Frequency	Percent (%)
Permanent	111	71.6
Contract	43	27.7
Total	155	100.0

For job status, table 4.7 above shows that the highest of percentage was permanent 71.6% (111 students) and the lowest percentage was contract represented 27.7% (43 respondents).

Table 4.8:

Frequency distribution by Income (Monthly)

	Frequency	Percent (%)
Less than RM 2,000.00	17	11.0
Between RM 2,001.00-RM 3,000.00	63	40.6
Between RM 3,001.00-RM 4,000.00	53	34.2
Between RM 4,001.00-RM 6,000.00	18	11.6
RM 6,001.00 and above	4	2.6
Total	155	100.0

As can be seen in the table above, majority respondents got the monthly income between RM 2,001.00-RM 3,000.00. The percentage is 40.6% (63 respondents). The second highest was 34.2% (53 respondents) that got monthly income between RM 3,001-RM 4,000.00. Meanwhile, 11.6% (18 respondents) representing the income between RM 4,001.00-RM 6,000.00 per month. Follow by 11.0% (17 respondents) that has less than RM 2,000.00 income per month. The lowest percentage is 2.6% (4 respondents) which get RM 6,001.00 and above for the monthly income.

4.4 Reliability Data of Final Study

The criteria for evaluating of the measurements are the reliability of the data score. Reliability is can be indicate that the indicator of a measure's internal consistency. Consistency is the key to understanding reliability. A measure is reliable when different attempts at measuring something converge on the same result. While, it can

be describe that describe each of the scales and presents psychometric properties of each of the scales (i.e. reliability and validity).

Joppe (2000) defined reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p. 1)

The estimates of internal consistency reliability (α) is commonly used to measure reliability, while there is no set standard for reliability appropriate. Generally speaking indicate that scales with a coefficient α between 0.80 and 0.95 are considered to have very good reliability. Scale with a coefficient α between 0.70 and 0.80 are considered to have good reliability, and α value between 0.60 and 0.70 indicates fair reliability. When the coefficient α is below 0.6, the scale has poor reliability. In this study indicates an estimate of ≥ 0.60 can be considered sufficient for the purposes of this study.

Table 4.9:

Summary Table of Reliability Analysis based on Final Study

Variable	No. of items	Cronbach's Alpha
Stress	12	0.782
Workload	6	0.607
Time Management	18	0.801
Student Performance	15	0.830

Table 4.9 indicate the reliability analysis for each variable. Reliability estimates to score responses were reported with a normative sample (N = 155) of individuals from various background and position in their occupation such as manager, executive, administrative workers, non executive, skill worker and others. Internal

consistency reliability estimates the dimension of stress is 0.782 alpha. Then, the reliability estimate the dimension of workload is 0.607 alpha while, the reliability estimates the dimension of time management is 0.801 alpha. Scores on the student performance scale have been found to have an overall internal consistency reliability of 0.830 coefficient alpha. Based on the result above, it can be examine the internal consistency (α) value between 0.60 and 0.80 indicates very good reliability among all variables.

4.5 Descriptive Statistic

This section was designed to obtain information and knowledge about the component or elements of Work life Balance and Student Performance. This section was designed to measure the mean and standard deviation of variables. This section was divided into 5 sections which is section A, section B, section C, section D, and section E. Section B until section D about the component of Work life Balance which is stress, work load and time management. While, section E is students' performance based the elements of Work life Balance. Respondents were required to rate their state of agree or disagree statement using 5 point Likert Scale such as 1- strongly disagree, 2-disagree,3-Uncertainty,4- Agree and 5- Strongly Agree.

Table 4.10:
Descriptive Statistic of Variable

	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
Stress	30	60	45.60	5.311	-0.229	0.768
Workload	11	42	22.10	2.695	2.283	20.505
Time_Management	47	86	67.78	6.035	-0.76	1.545
Student_Performance	45	73	61.01	4.830	-0.31	0.534

Table 4.10 shows the descriptive statistics for each variable for each component or elements in work life balance and student performance. It indicates the Maximum, Minimum, Mean (M), Standard Deviation (SD), Skewness and Kurtosis for the information about variable in component of work life balance and student performance. The highest mean was time management (M = 67.78, SD = 6.035). Second highest mean was student performance (M = 61.01, SD = 4.830). This is followed by stress (M = 45.60, SD = 5.311). The lowest mean was workload (M = 22.10, SD = 2.695). Thus, mean values above is 3.00 indicated that the respondents are fulfil the requirements with the current situation in general.

4.6 Correlation Analysis

The correlation analysis is to measures the strength of the linear relationship between numerical variables, which is independent variables and dependent variables. In these situations the goal is not to use one variable to predict another but to show the strength of the linear relationship that exists between the two numerical variables.

Table 4.11:

Correlation analysis between stress and student performance

Correlations			
		Stress	Student_Performance
Stress	Pearson Correlation	1	-.327**
	Sig. (2-tailed)		.000
	N	155	155
Student_Performance	Pearson Correlation	-.327**	1
	Sig. (2-tailed)	.000	
	N	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 above shows the correlation analysis between stress and student performance. The result indicate that, there is significant relation exists between

stress and student performance ($r = 0.000$, $p < 0.05$). Therefore, stress is associated with student performance. As so, null hypothesis is rejected.

Table 4.12:

Correlation analysis between workload and student performance

Correlations			
		Workload	Student_Performance
Workload	Pearson Correlation	1	.144
	Sig. (2-tailed)		.073
	N	155	155
Student_Performance	Pearson Correlation	.144	1
	Sig. (2-tailed)	.073	
	N	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

The above table of correlation shows that, there is no significant relation present between workload and student performance ($r = 0.073$, $p > 0.05$). Therefore, workload is not related with student performance. As so, null hypothesis is failed to reject.

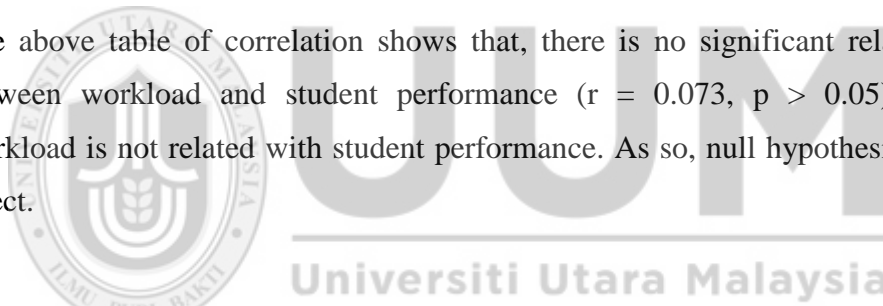


Table 4.13:

Correlation analysis between time management and student performance

Correlations			
		Time_Management	Student_Performance
Time_Management	Pearson Correlation	1	.375**
	Sig. (2-tailed)		.000
	N	155	155
Student_Performance	Pearson Correlation	.375**	1
	Sig. (2-tailed)	.000	
	N	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 above shows the correlation analysis between time management and student performance. The result indicate that, there is significant relation between

time management with student performance ($r = 0.000$, $p < 0.05$). Therefore, time management is associated with student performance. As so, null hypothesis is rejected.

4.7 Multiple Regression Analysis

Regression analysis is a measurable instrument for the analysed of connections between variables. The researcher analysed the data to find out the causal effect of one variable upon another. In this section, this study reported that the multiple regression results between the components of work life balance (stress, workload, and time management) and student performance. This issue it agrees to researcher to make statement about how well one or more independents variables were predicted the value of the dependent variables.

Table 4.14:
Regression between the stress and student performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327 ^a	.170	.101	5.171

a. Predictors: (Constant), stress

b. Dependent Variable: Student_Performance

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	490.740	1	490.740	18.356	.000 ^b
	Residual	4090.331	153	26.734		
	Total	4581.071	154			

a. Predictors: (Constant), stress

b. Dependent Variable: Student_Performance

Table 4.14 shows that, stress is significant as predictor indicate that $R=0.327$ and the R Square indicate the 0.170 is significant by independents variables. For the Adjusted R Square are significant 0.101 values. Meanwhile, the ANOVA table indicate that there is significant relationship between stress and student performance among part time students which is represented ($F=18.356, p < 0.05$).

Coefficients						
Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	74.781	2.763		27.064	.000
	Stress	-.289	.067	-.327	-4.284	.000

a. Dependent Variable: student_Performance

Table coefficients indicate that the regression of the variables followed by the testing the hypotheses:

H_1 : There is a positive and significant relationship between of stress and student performance.

It can answered that stress on student performance ($\beta = -0.372, p < 0.05$). Based on the value it can be hypothesises that stress and students' performance has positive relationship. The result is failed to reject the hypotheses.

Table 4.15:

Regression between the workload and student performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.144 ^a	.021	.014	5.415

a. Predictors: (Constant), workload

b. Dependent Variable: Student_Performance

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	95.219	1	95.219	3.248	.073 ^b

Residual	4485.852	153	29.319
Total	4581.071	154	

- a. Predictors: (Constant), workload
- b. Dependent Variable: Student_Performance

Table 4.15 shows that, workload is not significant as predictor indicate that $R=0.144$ and the R Square indicate the 0.021 is not significant by independents variables. For the Adjusted R Square are significant 0.014 values. Meanwhile, the ANOVA table indicate that there is no significant relationship between workload and student performance among part time students which is represented ($F=3.248, p > 0.05$).

Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
				Coefficients		
		B	Std. Error	Beta		
1	(Constant)	58.887	2.366		24.893	.000
	Workload	.198	.110	.144	1.802	.073

- a. Dependent Variable: Student_Performance

Table coefficients indicate that the regression of the variables followed by the testing the hypotheses:

H_2 : There is a positive and significant relationship between of workload and student performance.

It can answered that workload on student performance ($\beta = 0.144, p > 0.05$). Based on the value it can be hypotheses that workload and students' performance not has positive relationship. The result is rejecting the hypotheses.

Table 4.16:

Regression between the time management and student performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 ^a	.141	.135	5.073

a. Predictors: (Constant), Time_Management

b. Dependent Variable: Student_Performance

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	643.683	1	643.683	25.012	.000 ^b
	Residual	3937.388	153	25.735		
	Total	4581.071	154			

a. Predictors: (Constant), Time_Management

b. Dependent Variable: Student_Performance

Table 4.16 shows that, time management is significant as predictor indicate that R=0.375 and the R Square indicate the 0.141 is significant by independents variables. For the Adjusted R Square are significant 0.135 values. Meanwhile, the ANOVA table indicate that there is significant relationship between time management and student performance among part time students which is represented (F=25.012, $p < 0.05$).

Coefficients						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	45.715	3.297		14.169	.000
	Time_Management	.252	.050	.375	5.001	.000

a. Dependent Variable: Student_Performance

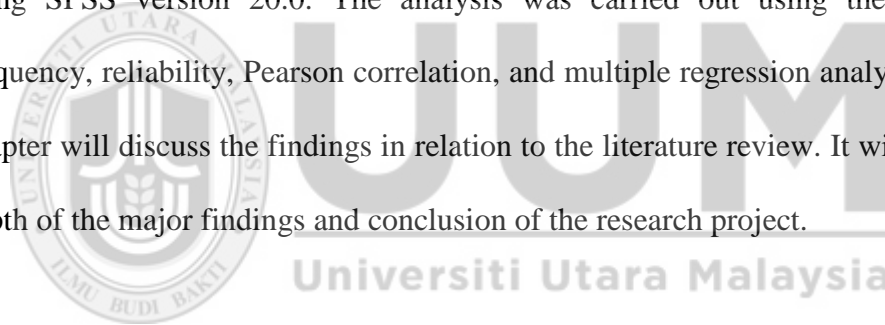
Table coefficients indicate that the regression of the variables followed by the testing the hypotheses:

H₃: There is a positive and significant relationship between of time management and student performance.

It can answered that time management on student performance ($\beta = 0375, p < 0.05$). Based on the value it can be hypotheses that time management and students' performance has positive relationship. The result is failed to reject the hypotheses.

4.8 Summary

This chapter had presented the results of the analysis. The results had been obtained using SPSS version 20.0. The analysis was carried out using the descriptive, frequency, reliability, Pearson correlation, and multiple regression analysis. The next chapter will discuss the findings in relation to the literature review. It will discuss in-depth of the major findings and conclusion of the research project.



CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter concludes of the study conducted on the relationship between stress, workload, time management and students' performance at School of Othman Yeop Abdullah, UUM. These chapters highlight the conclusion to the whole study. There are made based on the findings on chapter four.

5.2 Discussion

The purpose of this study is to identify the relationship between stress, workload, and time management on student performance.

1. **Is there a relationship between stress and student performance?**

It can be concluded that, the result shows there was a positive and significant relationship between stress and students' performance. This can be enlightened that stress give an impact on part time students' performance either they can perform well or not. They need to balance their work, life and also learning. Therefore, the hypothesis 1 is supported with independent variable and dependent variable. This result was consistent with the previous study. According to Delargy and Chatten (2005), stress can lead to poor performance. Other than that, stress also increased the level of work-life conflict and affected the performance (Bell et.al, 2012). Usually, majority part time student in school of OYA tried their best in order to balance their responsibility at work and also as a student. Then, when the student reaches a

fatigue point and stress occur, performance levels starts to decline. The ultimate end of overwhelming stress, called burnout, can be exhaustion, ill-health or breakdown. Enthusiasm in learning also decreases among part time students.

2. Is there a relationship between workload and student performance?

As a conclusion based on the result, it can be concluded that there is no positive and significant relationship between workload and students' performance. This can be explained that, workload did not effect on part time students' performance because they can manage their work well and did not cause them to fail in order to ensure all their work are done. Therefore, the hypothesis 2 is not supported with independent variable and dependent variable. This result was not consistent with the previous study because, according to Young et.al (2013), workloads was related and affect the performance. But, for part time students in school of OYA, the results are contradicted. Workload does not affect part time students' performance because, students are eager and interested in acquire knowledge. They don't mind if they need to accomplish a few assignments or task at one time. Other than that, there not be a problem for them to accomplish their assignment because majority of them were around 21 to 30 years old which is young and still energetic.

3. Is there a relationship between time management and student performance?

It can be conclude that, the result shows there is a relationship between time management and students' performance. This can be enlightened that time management give an impact on part time students' performance either they can manage their time well with their responsibility at work, personal or family and as a student. Time management is one of the important components or elements in work life balance that they need to be good at manage their time and schedule. Therefore, the hypothesis 3 is supported with independent variable and dependent variable. This result was consistent with the previous study. A good time management strategies help people to perform and give a good performance in their daily task, project and routines (Wu and Passerni, 2013). Other than that, according to Delargy and Chatten (2006), poor time management can create poor performance. This study showed that, part time students in school of OYA have a good time management skills in organize their work, learning and also personal life efficiently. They can manage time well and finish tasks ahead of deadlines, without last-minute scrambling or sacrificing work and study quality.

5.4 Limitation

The type of this research was correlation. The researcher examined the relationship between stress, workload, and time management on student performance among part time students in UUM. How the components or elements of the work life balance affected or influenced student performance. This study is limited to only part time student under School of Othman Yeop Abdullah (OYA) only. This research only focused on part time students under OYA only because of the limitation of the time. A great deal of effort has been put on the data collection and analysis. Other than that, data collection having a problem because students generally are not serious when answers the questions and providing the responses.

5.5 Recommendation for Future Research

1. This study has the potential value for future research. To ensure representativeness, the research should not focus in one school only. It should be replicated to cover a bigger sampling frame and the result should be compared to those found in this study.
2. Next, for the purpose of the future study and in order to get much better result, the sample size of the respondent can be increased. This will enable researchers to increase more data in order to make sure that the study is more valuable and reliable.
3. This research can be expanded to other students from a different level of study such as PhD and degree part time students to define more perceptions of them in the components of work life balance in their life. Besides that, will also can develop other methods of data collection like interviews for make the findings of the study will more perfect and strength.

5.6 Conclusion

Based on the study that was conducted, it was found that the elements or components in work life balance have been important relationship on part time students' performance. The components of work life balance like stress and time management have a positive respond from the respondent. Work life balance has been found to be important things to ensure working students can manage their responsibility well and they can achieve what they want. Finding a suitable balance between work and daily living is a challenge that all part time students. An important aspect of work-life balance is the amount of time, handling with stress, workload, personal responsibilities and others.



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