The Relationship between Stress, Workload and Time Management towards Academic Performance among Working Postgraduate in Universiti Utara Malaysia (UUM)

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ABSTRACT:- *Work-life balance is very important for individuals to ensure a sense of balance the achievement and pleasure in their life. This study was conducted to determine the relationship of stress, workload and time management towards academic performance among part-time postgraduate students in Universiti Utara Malaysia (UUM). The respondents' data come from 103 among working postgraduate students of Othman Yeop Abdullah (OYA) Graduate School of Business, UUM were collected in order to achieve the objective of the study. The study revealed that the stress, workload and time management are significantly and positively related to the student performance. Essentially, the researcher recommend the need to hold training and workshops for students to help them know about how to allocate the right time for studying a subjects in order to obtain a higher levels of academic performance.*

Keywords: *stress, workload, time management, academic performance, Graduate School of Business, UUM.*

I.   INTRODUCTION

In order to get high achievement and prevalent life, it is crucial that people need to have a proper education. Likewise, educations not only create world class mentality but it also develops personality of the people, provides physical and mental standard, and transforms people's living status. Additionally, education promotes the feeling of physical, mental and social well-being by providing better life. Thus, good education is constructive in nature which constructs the future and it helps a person to improve status of mind, body and spirit. Concurring to the Education Act 1996 in Malaysia, the government through Malaysian Higher Education Ministry is responsible for providing learning opportunities to everyone either as part timer or full time student. It's plays crucial role in preserving the ecosystem on high quality education to develop individual competency to meet the objective of the government to sustain the higher education ecosystem in order to develop and enhance individual potential and accomplish the nation's aspiration.Consequently, it is become Higher Education Institutions (HEIs) responsibility to increase the level of education standard in Malaysia by providing quality contents of subject and added value in each student.

According to the National Higher Education Strategic Plan (Phase 2) developed by Malaysian Higher Education Ministry focussing on improving access to higher education, particularly is given to access to postgraduate programme. In another words, by increase the number of postgraduate students at this stage will be able to contribute to national empowerment human capital to knowledgeable national consolidation direction society. In addition, expansion access to postgraduate programme will contribute to activity expansion such as research, development and innovation, with link that is close to economic growth in country. Through the involvement of all part of society in driving economic growth, can be seen through continuous learning and as a results all this effort give an opportunity to improve their standard of living in accordance with lifelong learning concept aspiration that aspired by the government.

Currently people tend to pursue their study to the higher level particularly in postgraduate programmes in order to generate human capitals that have high knowledge and expertise in their fields. Nevertheless, the opportunity that is given to the society or employees for pursuing the study occasionally will affect to their daily scheduled and they need to be smart in order to balancing their life, responsibility towards work and study. Many issues were arises when they cannot cope and balance between work and education such as do not have flexible time, stress and workload. Based on the interview with the Senior Principal Assistant Register at

Graduate School of Business in Universiti Utara Malaysia, she highlighted that many postgraduate students particularly part-timer students recorded as the highest statistics who deciding to defer their studies. Most of the reason being given by the students is due to pressure from coursework and assessment given by lecturers within the period of the semester. The mounting pressure exists especially when the students need to face heavy workload at work during day time, and their body feel so tired during night time and hardly stay focus and perform on the assignment.

Besides that,they need to fulfil their job requirements on weekend that normally classes will be held during weekend, causes them to skip the class. Therefore, working postgraduate students are facing with a lot of commitment in a day to balance their work, life and study. In order to endure their study and get excellent result, great commitmentsare needed from the postgraduate student to perform well in every semester. A well implemented of work life balance will help part time students manage their work and study. 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. Moreover, stress will occur when student cannot perform and 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 as stress, workload and time management. These factors will contribute a positive outcome when employee has other commitment to maintain their work and study performance. As a working postgraduate student, they have no choice but to manage their time very well and systematically, so that all the obstacles are not become burden to them. The increases of their responsibilities may affect their productivity, academic performance, and also their commitment to their organization to those working postgraduate students. Hence, a positive work life balance will help the working postgraduate student to control their work and schedules in balancing between the work, studies and life to improve performance in academic.

II. LITERATURE REVIEW
Academic performance
According to Armstrong (2006), the academic performance also related to what is valued in the learning and there are two main areas which is academic content that refers to specific knowledge in different subject and academic skills refers to the learned ability to carry out a task.Papageorgiou and Halabi (2014) conducted a study on factor contributing toward student performance in a distance education accounting degree programs in South Africa.The study revealed that, mathematics background and academic ability are both significantly associated with student performance. Furthermore, Junco and Cotten (2012) examined the relationship between academic performance and multitasking and the study revealed it was negatively predictive of overall academic performance in college. In addition, Nzewi et al. (2016) performed a study that evaluated academic performance and time management of postgraduate students from Nigerian universities and results divulged that time management is not the only factor that affects the performance of postgraduate students but family workload, as well as other psychological issues, influences the academic performance among the students. The study also was conducted in Malaysia public university and findings had shown there is a positive and significant relationship between students' academic performance and time management(Hamzah et al., 2014).Moreover, Maksy and Zheng (2008) examine the factors that associated with student performance in advance accounting and auditing courses showedthat, the grade self-perceived reading and listening abilities had moderate to strong associations with student performance, but self- perceived writing and math abilities are insignificant.

Meanwhile, Baird and Narayan (2010) conducted a study on the effect of a change teaching structure on student performance. This study assesses the adequacy of an adjustment in showing structure in enhancing the performance of students in an introductory management accounting subject at an Australian university. 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. Meanwhile, Sid Nair et al. (2011), examined the role of the student experience in collecting students" perceptions of their experiences instudying 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. Likewise, Al-Zoubi (2016) examined the effect that time management had on academic achievement and study also revealed that there is a statistically significant relationship between the academic achievement and the ability to manage time among high school students. Finally, Faisal Z. Miqdadi (2014) examined time management and its relationship to academic performance

within in Abu Dhabi and obtained results had revealed that time management has a high correlation to academic performance.

From the above discussion, working while studying can have a good impact on the students especially if the work is course-related. This is because sstudents can have a glimpse of their future job and determine whether they actually like that particular career path. Also, it can help students improve time management skills and become more efficient.

Stress

Stress is a term that almost everybody from all walks of life knows and uses, yet understanding and assessing stress is a complex task. It is often loosely used to refer to any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed (Whitman, 1984). Moreover, 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 and the result 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. In addition, Stevenson and Harper (2006) also conducted approximately study with Deb et al. (2014)which is examines the relationship between stress and students' performance. The study found the possible effects of workplace stress in academics on the student learning experience whichanxiety can be seen to affect both adversely and decidedly on the understudy learning knowledge. Nevertheless, some of the 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" which this way apparently affecting adversely on the understudy learning knowledge.

Workload

Workload is defined as the amount of work which an individual has to finish within a given period and excessive workload or role overload is one of the job or task related stressors (Penny & Spector, 2005). According to Maslach et al. (1996), increasing workloads contribute to on-going relationship with burnout such as emotional collapse. Demands or work exposed to stress which makes people have inadequate time and support to fully recover from the stress. As stated by Bruggen(2015) investigated a study on the effect of workload on quantitative and qualitative job performance.Outcome of the study shows that workload can give impact performance of employee in different levels and it is crucial for firms to assess the effect of this in order to improve the capacity of decisions. Hence, organization needs to balance the workload in order to be able to maximize the performance of their workers.

On the other hand, Molino et al. (2015) investigated about either recovery experiences moderate the relationship between or work-family conflict. The studyanalyse the role of four recovery experiences such as psychological detachment from work, mastery, relaxation and control in preventing work-family conflict (WFC). On the basis of WFC and recovery theories specifically, the authors hypothesized that workload would be positively related to WFC, and that recovery experiences would moderate this relationship. Besides, the study also found that, there a positive relationship of workload with WFC. Hence, the relationship between workload and WFC was particularly strong under condition of low (vs. high) psychological detachment, low relaxation, and low control. Young et al. (2013) have done a study on the anxiety, stress, and perceived workload during command and control simulated fire service training environment. The study found out that, there are no significant changes in state anxiety were observed.However; levels of stress and perceived workload were related to task roles.

In related into this study, workloads that need to be face by working postgraduate students at their workplace could give impact in their academic performance such as performance in doing assignments, commitment and contribution towards group assignments as well as preparation for final examination. This is because heavy workloads faced by them makes them tired during night time which the only free time they have in doing assignments. There are some students who are not working during office hour which is from 8 a.m. until 5 p.m. For instance, they have morning and night shift. This is not only affecting their body clock but also affect how they manage their time in order to complete the assignments despite the workloads at office. When body is tired, mind cannot be performing very well because body want to rest. Working postgraduate students often feel like they are lack of idea in doing their assignment, thus affecting their carry marks in assessment for the particular semester.

Time Management

The issue of how much time students are allocating for academic work is a complicated area to analyse because of the variations in academic assignments across different universities and disciplines, as well as the differences in coursework from week to week and semester to semester, but it has been prove that, across the board, the number of hours that students spend on academics fell from 40 hours a week in 1961 to about 27 hours a week in 2003 (Babcorks and Marks, 2011). They posit that this reflects enrolling in university has less of an opportunity cost in today's world, as a result of advances in technology allowing for easier access to academic information. It has not yet been determined how continued technological improvements have affected this downward trend in study time since 2003.

Besides, a few researchers are all in consensus that greater amount of time spent on academics aid students' courses success, as well as their overall retention rates, leading to their improved satisfaction with their university experience and an increase in their human capital (Svanum & Bigatti, 2006, Gabraith & Meril 2012). The changing atmosphere of universities today, with many online and commuting students, and students who have to work to pay their way through university, has created a dynamic environment that challenges each students' time management skills. Students attending university for the first time are faced with an unfamiliar situation that, for many, gives them sole responsibility for their academic success, their financial commitments, and their time use, with little accountability or guidance, but with harsh consequences if they fail to rise to the challenge. To better understand this generation of university students, it would be beneficial to look at the break down of how different groups use their time, and what factors impact how much of it that they spend on academics.

Cleasseness et al., (2007) 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. Delargy and Chatten (2006) have done a study on human resources roles and the parameters of knowledge, stress and time. The study initiate that the impacts of poor stress, time and knowledge management can compound to create an inhumane circle of poor performance. Therefore, managing the virtuous circle of time, knowledge and stress will become ever more critical. However, it is different from studied by Guoqing and Yongxin (2000), the study investigated 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 fulfill their responsibility and balance between work and life.

Fourie et al. (2013) conducted a study on getting works done on time. The study focused on an important issue in all workplace settings where the emphasis is on productivity, time management and creativity: getting innovativeand high quality work.However, there might be simplistic solutions on offer to get work done on time for instance the use of productivity and time management according to tight schedules. 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. On the other hand, Jones and Hood (2010) revealed a study on effective time management for improved performance and the result revealed effective time management can lead to improved personal and organizational performance.

III.   METHODOLOGY

Theoretical Framework

The research framework of this study is to examine the relationship and effect on the factors influencing stress, workload, and time management among working postgraduate students in Graduate Business School, Universiti Utara Malaysia. The independent variables are stress, workload, and time management. Meanwhile, the dependent variable is academic performance of working postgraduate students as below:

Figure 3.1: Research Framework

Independent Variable (IV)   Dependent Variable (DV)

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┌─────────────────────┐
│      Stress         │──────┐
└─────────────────────┘      │
                             │      ┌──────────────────────────┐
┌─────────────────────┐      ├─────▶│                          │
│     Workload        │──────┤      │   Academic performance   │
└─────────────────────┘      │      │                          │
                             │      └──────────────────────────┘
┌─────────────────────┐      │
│   Time management    │──────┘
└─────────────────────┘
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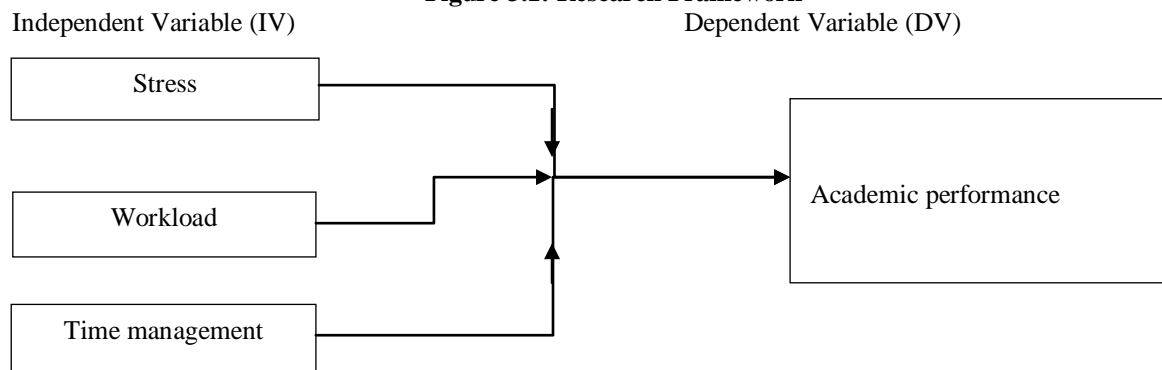
This quantitative study developed a descriptive study in order to explore the impact or work life balance towards student performance. The respondents were asked about stress, workload and time management that give an impact to their learning performance.

Population

The population of this study is focus to part time master student programmes at Graduate School of Business, Universiti Utara Malaysia. The total numbers of students for current semester based on student data at November 2018.The sample size representative of the working students in this study is 103.

Measurement of Variables

This study used the questionnaire instrument and it was adapted for the purpose of this study. The questionnaire consists of two variables, dependent and independent variables. Dependent variable in this study is academic performance among working postgraduate students and independent variables are stress, workload and time management. In addition, the demographic information also was included in the questionnaire for this study. In the questionnaires', the scales of the study of Likert scale were adopted (Sekaran, 2003). Respondents were asked to score each question and indicate their degree of relative agreement level along a five point, Likert-type scale: strongly disagree=1; disagree=2; uncertainty=3, agree=4; and strongly agree=5. The Likert-scale was used to determine the level of agreement or disagreement the statement on five point scale.

Data Collection

The data is collected via survey questionnaires which were distributed by the researcher personally to the working postgraduate students at Graduate School of Business in Universiti Utara Malaysia. Each and every respondent was required to answer each of the questions in the questionnaire. Explanation regarding the questionnaires was given orally to attain the respondents' cooperation and to give the general idea of research.

Reliability Tests

Reliability test is being conduct by Cronbach's Alpha to make sure the instrument is valid and accurate and thirty set of questionnaires were distributed to the respondent at School of Technology Management and Logistic (STML), Universiti Utara Malaysia. A pilot test was conducted by using reliability analysis because to be the evidence to ensure the consistent measurement across time. After conducting reliability test, the result showed as table below. The finding of this study is considered as acceptable, very good and reliable, thus it can be used as future reference.

Table 3.1: 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

IV.   FINDINGS

Survey Return Rate

The questionnaire was distributed to 110 among working postgraduate student at Graduate School of Business, UUM. The respondents were given 10 minutes to complete the questionnaire. A total of 103 responses were return which is enough to fulfil the requirement of sampling size (Krejcie and Morgan, 1970).

Table 4.1: Survey Return Rate

No of distributed Questionnaire	No of received Questionnaire	No of accepted Questionnaire	No of Rejected Questionnaire
110	105	103	0

Demographic Data

Table 4.2: Frequency distribution of respondents by gender

	Frequency	Percentage (%)
Male	43	41.7
Female	60	58.3
Total	103	100

The above table shows respondent from working postgraduates students totaling 103 respondents where 43 respondents (41.7%) were male and 63 respondents (58.3%) are female.

Table 4.3: Frequency Distribution of respondents by age.

	Frequency	Percent (%)
31 – 40 years old	37	35.9
21 – 30 years old	53	51.5
41 – 50 years old	13	12.6
Total	103	100.0

The age of respondents were divided by three groups. As shown on the table 4.3 above, it shows that 37 respondents (35.9%) were students range 31 – 40 years old. Then, 53 respondents (51.5%) were students from 21- 30 years old and 13 respondents (12.6%) around 41 – 50 years old. The majority of the respondents were around 21- 30 years old.

Table 4.4: Frequency distribution by Marital Status

	Frequency	Percent (%)
Married	43	41.7
Single	57	55.3
Divorce/ Widow	3	2
Total	103	100

The majority of respondents were single that represents 57 respondents (55.3%) while 43 respondents (41.7%) were married and 3 respondents (2%) were divorce or widow.

Table 4.7: Frequency distribution of Current CGPA

	Frequency	Percent (%)
Between 2.50 – 2.99	6	5.8
Between 3.00 – 3.49	42	40.8
Between 3.50 – 4.00	53	51.4
Total	103	100.0

Majority of the respondents managed to get CGPA between 3.50- 4.00 with 51.4% (53 respondents). Meanwhile 42 respondents (40.8%) hold CGPA between 3.00-3.49 and 6 respondents (5.8%) get the lowest CGPA between 2.50-2.99.

Reliability Data

4.8: Summary of Reliability Analysis

Variable	No. of Items	Cronbach's Alpha
Stress	12	.801
Workload	6	.732
Time Management	18	.794
Student Performance	15	.805

Based on the result above, it can be examine the internal consistency (s) value between 0.60 and 0.80 indicates very good reliability among the all variables.

Correlation Analysis

Table 4.9: Correlation analysis between stress and academic performance

Correlations		Stress	Student Performance
Stress	Pearson Correlation	1	.266[**]
	Sig. (2-tailed)		.007
	N	103	103
Student Performance	Pearson Correlation	.266[**]	1
	Sig. (2-tailed)	.007	
	N	103	103
**. Correlation is significant at the 0.01 level (2-tailed).			

The table 4.11 above shows the small correlation analysis between stress and student performance. The result indicate that there is small significant relation exists between stress and academic performance (r = 0.007, p < 0.05). Therefore, stress is associated with the academic performance of working postgraduate student at Graduate School of Business.

Table 4.10: Correlation analysis between workload and academic performance

Correlations		Workload	Student Performance
Workload	Pearson Correlation	1	.435[**]
	Sig. (2-tailed)		.000
	N	103	103
Student Performance	Pearson Correlation	.435[**]	1
	Sig. (2-tailed)	.000	
	N	103	103
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.10 above shows the moderate correlation analysis between workload and academic performance. The result indicate that there is moderate significant relation exists between workload and academic performance (r = 0.000, p < 0.05). Therefore, workload is associated with the academic performance of working postgraduate student at Graduate School of Business.

Table 4.11: Correlation analysis between time management and academic performance

Correlations		Time Management	Student Performance
Time Management	Pearson Correlation	1	.455[**]
	Sig. (2-tailed)		.000
	N	103	103
Student Performance	Pearson Correlation	.455[**]	1
	Sig. (2-tailed)	.000	
	N	103	103
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.11 above shows the moderate correlation analysis between time management and academic performance. The result indicate that there is moderate significant relation exists between time management and academic performance (r = 0.000, p < 0.05). Therefore, time management is associated with the academic performance of working postgraduate student at Graduate School of Business.

Regression Analysis

Table 4.12: Regression between Stress and Student performance

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.266[a]	.071	.061	.74192
a. Predictors: (Constant), Student Performance				

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1 Regression	4.218	1	4.218	7.663	.007[b]
Residual	55.595	101	.550		
Total	59.813	102			
a. Dependent Variable: Stress					
b. Predictors: (Constant), Student Performance					

Coefficients[a]		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		**B**	**Std. Error**	**Beta**		
1	(Constant)	2.053	.518		3.964	.000
	Student performance	.357	.129	.266	2.768	.007
a. Dependent Variable: Stress						

Table 4.12 shows that stress is significant as predictor indicate that R= 0.266 and the R Square indicate the .071 is significant by independent variable. For the Adjusted R Square are significant .061 values. Meanwhile the ANOVA table indicates that there a significant relationship between stress and student performance among working postgraduate student which is represented (F = 7.663, p < 0.05). Thus there is a significant relationship between stress and student performance among working postgraduate student in Graduate School of Business.

Table 4.13: Regression between Workload and Student Performance

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.435[a]	.189	.181	.63088
a. Predictors: (Constant), Student performance				

ANOVA^a					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.398	1	9.398	23.611	.000^b
	Residual	40.199	101	.398		
	Total	49.597	102			
a. Dependent Variable: Workload						
b. Predictors: (Constant), Student performance						

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.413	.440		3.208	.002
Student Performance	.533	.110	.435	4.859	.000
a. Dependent Variable: Workload					

Table 4.13 shows that workload is significant as predictor indicate that R 0.435 and the R Square indicate the 0.189 is significant by independent variable. For the Adjusted R Square are significant 0.181 values. Meanwhile the ANOVA table indicates that there a moderate significant relationship between workload and student performance among working postgraduate student which is represented (F =23.611, p < 0.05). Thus, there is a significant relationship between workload and student performance among working postgraduate student in Graduate School of Business.

Table 4.14: Regression between Time Management and Academic performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455^a	.207	.199	.49290
a. Predictors: (Constant), STUDENT PERFORMANCE				

ANOVA^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.410	1	6.410	26.382	.000^b
Residual	24.538	101	.243		
Total	30.948	102			
a. Dependent Variable: Time Management					
b. Predictors: (Constant), Student Performance					

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.974	.344		5.737	.000
Student Performance	.440	.086	.455	5.136	.000
a. Dependent Variable: Time management					

Table 4.14 shows that stress is significant as predictor indicate that R= 0.455^a and the R Square indicate the 0.207 is significant by independent variable. For the Adjusted R Square are significant 0.199 values. Meanwhile the ANOVA table indicates that there a moderate significant relationship between time management and student performance among working postgraduate student which is represented (F = 26.382, p < 0.05). There is a significant relationship between time management and student performance among working postgraduate student in Graduate School of Business.

V. DISCUSSION AND CONCLUSION

Relationship between stress and academic students' performance

The result shows there was a positive and significant relationship between stress and academic students' performance. This can be enlightened that stress give an impact on part time students' performance in term of academic whether they can perform well or not. They need to balance their work, life and also academic learning.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 (Salkind, 2012). Usually, majority part time student in Graduate School of Business tried their best in order to balance their responsibility at work and also as a student. Then, when the student reach a fatigue 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.

Relationship between workload and academic students' performance

As a conclusion based on the result, it can be concluded that there is positive and significant relationship between workload and academic students' performance. This can be explained that, workload did effect on part time academic students' performance because they cannot manage their work well and did cause them to fail in order to ensure all their work are done. This result was consistent with the previous study whereby according to Young et.al (2013), workloads was related and affect the performance. Hence, for part time students in Graduate School of Business, the results are significant. Workload does affect part time academic students' performance because, they often feel exhausted when doing the assignments as well as preparing themselves for final due to hectic day at office during the day time that makes them cannot focus on night day to complete their academic stuffs. In conjunction with that, they cannot perform very well on their assignments and lack to produce quality assignments for the assessment. This will influence their result on particular semester.

Relationship between time management and academic student performance

It can be conclude that, the result shows there is a relationship between time management and academic 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 as a working student because they need to be good at manage their time and schedule. This result was consistent with the previous study as 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 (2005), poor time management can create poor performance. This study showed that, part time students in Graduate School of Business 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.

Based on the study that was conducted, it was found that the elements or components in stress, workload, and time management have been important relationship on part time academic students' performance and they have a positive respond from the respondent. They 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 other

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