

The Relationship between Workload and Job Performance in Private Higher Education Institutions: A Case Study in Kolej Poly-Tech MARA, Northern Malaysia

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Submission date: 2 September 2024

Accepted date: 10 November 2024

Published date: 29 November 2024

To cite this article: Zamri, M. N., Aziz, W. A. W. A., Rasak, N. T. S. & Suhaimi, M. H. (2024). The Relationship between Workload and Job Performance in Private Higher Education Institutions: A Case Study in Kolej Poly-Tech MARA, Northern Malaysia. *e-Academia Journal of UiTM Cawangan Terengganu*, 13 (2) 102-114, November 2024

ABSTRACT

Workload is a significant issue impacting employee job performance. Heavy workloads often lead to decreased performance, which lowers morale and increases employee turnover within organizations. This study focused on workload as a job stressor and its effects on job performance. The aim was to explore the relationship between workload and job performance among employees at Kolej Poly-Tech MARA, Northern Malaysia. Quantitative data were gathered through questionnaires distributed to 127 employees of the institution. The analysis revealed a moderate negative and significant relationship between workload and job performance ($r=-0.528$, $p<.05$) at Kolej Poly-Tech MARA, Northern Malaysia. Consequently, workload directly affects job performance at this institution. Recommendations include improving the current information systems and procedures to eliminate redundant tasks, revising employee salaries and benefits, and, if funds permit, hiring additional employees to alleviate the workload on current employees. Future research should consider comparing public and private universities or colleges to assess differences in stress levels. Additionally, increasing the number of respondents and including other branches of

Kolej Poly-Tech MARA could enhance the study. Finally, expanding the conceptual framework by incorporating more variables and applying different analytical methods, such as SEM-PLS, would further benefit future research.

Keywords: *Workload, Job Performance, Private Higher Education Institutions, Kolej Poly-Tech MARA*

1.0 INTRODUCTION

Today, work-related stress has become an issue that directly affects an organization's productivity. The level of stress is rising, leading to individual and organizational issues. Even though stress is the most widespread issue, it is worth admitting that a stressful work environment can lead to low productivity and decreased employee performance. Thus, the minimization of stress in the workplace contributes to the increase of company growth, which is another important factor to be addressed (Jalagat, 2017). Consequently, excessive workload is one of the most common causes of workplace stress, affecting employees' job performance (Vijayan, 2017). For this reason, Ehsan and Ali (2019) noted that an excessive workload can be described as a situation where the demands required of the employees are beyond the ability or time that an employee has to complete assigned tasks. According to the study by Jalagat (2017), the researcher categorized excessive work as an unfavorable factor because it leads to stress and poor employee performance.

As reported by Bernama (2023), the Employee Wellness Report for 2022 by human resource solutions provider Employment Hero revealed that over 52 percent of Malaysian employees confessed to experiencing burnout because of work. Furthermore, in the AIA Vitality 2019 survey of Malaysia's healthiest workplaces, 51% of the respondents stated that they had experienced stress at work to some degree. Besides working for extended hours hunched over the computer, overwork impacted health, and the quality of sleep (Ram, 2019). According to Karen (2022) focusing on the education sector's perspective, some teachers said that they were so overwhelmed with other activities that they decided to take utmost retirement. Excessive assignments lead to an imbalance of the non-teaching and teaching activities carried out by teachers, thus frustrating them. On the other hand, in the context of the higher education sector, academics are expected to write, publish, engage in research, and offer their service to the community apart from teaching and learning. However, while each area has a different weight, academicians need to show high commitment to each of the fields, especially in the aspects of time and the rate of productivity. All of these responsibilities can put lecturers under stress, and stress can cause tension in psychology, physiology, and behavior (Deepti & Hemant, 2018).

Therefore, there have been few studies outside Malaysia on understanding the effect of workload and job performance in the workplace (Kadiri and Odion 2020; Assella and Arachchi 2020; Maduwanthi 2021). These findings concluded that workload is one key predictor of job performance. For instance, Kadiri and Odion (2020) discovered that workload negatively impacts bank employees' job performance in Benin City Edo State Nigeria. Likewise, Assella and Arachchi (2020) found that excessive workload is negatively related to the performance of non-managerial employees in travel agencies in Sri Lanka. Previous researchers concluded workload have also been found to impact job performance. They also affect job satisfaction. Turnover intentions in developed countries are influenced as well. There is however little evidence from research conducted in Malaysia on measuring excessive workload in private higher education institutions, especially in Northern Malaysia. Therefore, the primary purpose of this study is to investigate the relationship between workload and job performance among employees at Kolej Poly-Tech MARA, Northern Malaysia.

2.0 LITERATURE REVIEW

2.1 Workload

Workload is a crucial factor that shapes an employee's productivity and performance. The problem of job stress and heavy workload has become increasingly noticeable in today's day and age. Workload stress can arise from a variety of constraints, including time pressure, lack of adequate and timely assistance, insufficient resources to do the job, inadequate performance of colleagues, and role conflict. Thus, employee performance declines when the workload is too high, and this causes low morale and high

employee turnover in organizations (Vijayan, 2017). Furthermore, Ehsan and Ali (2019) defined “work overload as when the employees' role expectations exceed the resources or time available to fulfill assigned responsibilities”. They added that “there are several factors which cause stress in employees at the job and these factors are job timings, pay, bonus, workload, and peer attitude. Additionally, they also mentioned that “workload, technological problems, higher targets, compensation and salary, outcomes of decisions, management and peer support behavior, longer time frame are the main factors of causing stress in employees” (Ehsan and Ali, 2019). Hence, when things are too much, people might get trapped in a state where they feel stressed or pressured and may face different issues, both physical and behavioral, as well as mental (Prasad, 2020).

Heavy workloads can lead to a range of issues, including sleep disturbances, depression, anxiety, restlessness, irritability, and reckless behavior. These unmanaged workloads negatively affect both physical health and mental states, influencing mood and cognitive functioning (Herawati et al., 2023). In addition, research by Ahmad et al. (2019) revealed that increased workloads could lower employees' emotional well-being, degrade team dynamics, and lead to non-compliance with workplace rules, ultimately affecting organizational performance. Hence, Akca and Küçükoğlu (2020) highlighted a strong connection between workload and fatigue, along with their combined effect on job performance. Moreover, Liu et al. (2018) also supported these findings, confirming the link between workload and fatigue

Moreover, Azmi, Shahid, and Alwi (2016) described the signs and symptoms of high work pressure as feeling disliked work and the perception of pressure accompanied by general physiological, psychological, and behavioral stress symptoms. Furthermore, they also mentioned that there are quantitative and qualitative links between work overload and a variety of bodily, psychological, and behavioral problems (Azmi, Shahid, and Alwi, 2016). Thus, Kadiri and Odion (2020) claimed that work overload, long work hours, emotional demands, and time constraints all contribute to the depletion of mental and physical resources and energy. As a result, job stress occurs, which can have a detrimental impact on employees' health and well-being. Besides, Yousefi and Abdullah (2019) stated in their study “There are many work factors that cause work stressors in higher education learning sector. However, the most popular one is workload and in a broader sense, faculty workload includes performing activities like teaching, research, and administrative services. Previous studies also have shown that in the last few decades, the issue of academic employees' workload has received a lot of research attention and it is now considered as a serious concern for higher education institutions around the world”.

2.2 Job Performance

Job performance can be defined as the activities, behaviors, and results that individuals perform or accomplish, which are aligned with and contribute to the organization's goals (Vu, 2022; Raffin et al., 2023). Moreover, Sony & Mekoth (2016) defined that employee job performance can be characterized as organizational goals that employees reject, along with their behavior. Besides, Gharib et al., (2016) also stated that “job performance contains a quality and quantity of results-driven from individual or group struggle completion. In another meaning job performance can be described as the ability of individuals to achieve their respective work aims, then meet their expectations, achieve benchmarks, or accomplish their organizational goals”. Meanwhile, Ehsan and Ali (2019) defined employee performance as “measure of the quantity and quality of work done considering the cost of the resource it took to do the work”. Moreover, there is a proven truth that the less efficient an employee is, the less productive the firm is as a whole. For managers to comprehend employee performance and steer employees in the proper direction, they need to have a firm grasp of employee behavior. Taking action in a certain direction and developing and inspiring employees, are the most important tasks for the company's management. Finally, the organization will capture the market and take advantage of current openings (Khuong and Yen, 2016).

Furthermore, according to Gitongu et al. (2016), one of the critical factors that contribute significantly to organizational success is employee performance. Learning organizations play an important role in improving employee performance by providing employees with training and development. Employee performance is critical to organizational success. Hence, according to Tesfaye (2022), improved individual employee performance can help improve organizational performance. Thus, the job performance of employees can be increased if the organization encourages them to achieve higher job satisfaction by providing them with the incentives, they desire in such a way that those benefits motivate employees to experience a heightened level of job pleasure at work. As highlighted in the research by Hamzah and

Matkhairuddin (2022), offering rewards not only enhances productivity and employee satisfaction but also gives organizations a competitive edge by ensuring their workforce is skilled and capable. Additionally, rewards are crucial for strengthening employee loyalty. Employees are typically recognized and rewarded for their performance or achievements within the company. Providing such incentives is vital to motivate employees to take ownership and work towards achieving the organization's objectives and goals (Samat et al., 2020).

Moreover, top management needs to define Key Performance Indicators (KPIs) to evaluate employee performance, ensuring that staff are clear on the organization's expectations for their roles and objectives (Cascio, 2016). Assessing an employee's performance within the organizational framework is also crucial for their professional growth, focusing on factors such as the quality, quantity, and timeliness of their work output (Kuswati, 2021). Employee performance holds a central role in any organization's success, as it directly influences the achievement of organizational goals. Clearly, employees are invaluable assets to any company (Sarwar et al., 2021).

2.3 Workload and Job Performance

The workload is an all-encompassing and diverse activity that occupies employees' time. This includes, but is not limited to, carrying out professional tasks and obligations, as well as engaging in work-related activities directly or indirectly. Several studies have also examined the impact of workload on performance within supply chain management systems. Research by Al-Ali et al. (2019), Haseeb et al. (2019), and Duffield et al. (2011) investigated the workload of nursing staff, their work environment, and industry performance, particularly through patient outcomes. They found that increased workload levels among hospital staff had a significantly adverse effect on employee performance, with negative outcomes reflected in higher rates of medication errors and similar issues.

In the context of higher education, numerous studies employed comparable workload criteria while investigating the academic employee's cohort (Pace et al., 2019, Sallehuddin et al., 2019). Meanwhile, Rahman and Avan (2016) defined lecturers' specialized workload as the time spent on a portfolio of research and teaching duties, supporting cocurricular activities, and participating in meetings, among other things. Academic workloads at Malaysian universities are classified into at least five categories: teaching and supervision, publication, research and consultation, managerial work, and community services (Basarudin et al., 2016). All academic members, whether engaged in teaching research or research only, are required to perform in the aforementioned categories. At the moment, university academia confronts ongoing hurdles in satisfying students' different demands and performance expectations. Academic employees feel overwhelmed by the strain, and when stress sets in, their capacity falls (Martin-Sardesai & Guthrie, 2018). As is generally stated, when there is a higher demand for tasks, there are more mistakes and delayed answers. Furthermore, Lyell et al. (2018) identify two factors that contribute to decreased performance quality: excessive workload and task complexity.

Work overload is a stressor that arises when employees are faced with a high volume or challenging set of activities, according to research (Kimura et al., 2018). Employee levels of job stress rise in parallel with task quantity/volume and difficulty increases. The claim that working longer hours due to an increased workload might negatively affect job satisfaction because they interfere with an individual's ability to function both at work and at home is supported by the empirical results of a study conducted by Hassam et al. (2011). Similar results are found in the studies by Nachreiner (1995), Oron-Gilad et al. (2008), and Yeh and Wickens (1988). In contrast, Gharib et al. (2016) who investigated DU's academic employees and examined their level of job stress, their level of job performance, and how job stress influences job performance found that when measuring the impact of workload on employee job performance, they determined that the more work is expected of employees, the better their performance will be. This conclusion was reached by the findings that the workload levels of academic employees at DU were considered moderate and within standard and approved ranges. New employees may probably arrive after Gharib et al. (2016) point out that roughly 58% of the employees have been at DU for less than three years. The amount of workload a newcomer will experience will be substantial. Workload was positively associated with job performance since the beta value was positive. Finally, many studies have examined the workload-job stress-job performance dynamics (Pace et al., 2019). As a result, it is hypothesized that:

H₁: Workload significantly influences job performance among employees at Kolej Poly-Tech MARA, Northern Malaysia.

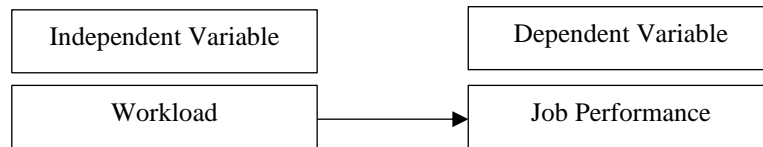


Figure 1: Conceptual Framework for The Relationship Between Workload and Job Performance among Employees at Kolej Poly-Tech MARA, Northern Malaysia

3.0 METHODOLOGY

This paper employed a quantitative research approach, which comprises analyzing numerical data to examine the connection between two or more variables using statistical processes (Sekaran and Bougie, 2013). According to Salkind (2014), correlational analysis is used to make inferences about how two or more items are linked to one another, the similarities they share, and how a particular result can be predicted using one or more pieces of data. Variables that relate to one another for this research are Workload and Job Performance and they were investigated in this relationship at Kolej Poly-Tech MARA, Northern Malaysia. The respondents in this study were all employees from Kolej Poly-Tech MARA, Northern Malaysia that included Kolej Poly-Tech MARA Alor Setar and Kolej Poly-Tech MARA Ipoh. In total, 190 employees are employed from both campuses with Kolej Poly-Tech MARA Alor Setar having 94 employees meanwhile Kolej Poly-Tech MARA Ipoh had 96 employees. Kolej Poly-Tech MARA, Northern Malaysia, had a total of 190 employees as the study's target population. The primary reason for choosing employees from Kolej Poly-Tech MARA Alor Setar and Kolej Poly-Tech MARA Ipoh was that these were the only two branches of Kolej Poly-Tech MARA located in Northern Malaysia. Hence, Krejcie and Morgan (1970) suggest that the sample size should be 127 respondents from 190 employees in the population. The stratified random sampling technique was used and chosen so that the researcher could learn a little bit about the population before selecting a sample. Data were collected by using questionnaires, which had earlier been developed and validated by content and language experts. All items were answered by the respondents by using a five-point Likert scale. A total of 127 sets of questionnaires were distributed to employees in Kolej Poly-Tech MARA and all questionnaires were successfully collected which indicates a 100% return rate. All questionnaires were cleaned to ensure the quality of the data and analyzed using Statistical Package for Social Sciences (SPSS). Table 1 displays all the items utilized in this study, meanwhile, Table 2 outlines the process of sample selection, which employed a stratified random sampling technique.

Table 1: Items Used in The Study

Variable	Statements	Sources Adapted
Workload	I am responsible to accomplish too many tasks which affect my concentration and performance.	(Bee, 2020; Lymo & Joachim, 2022)
	I would accept almost any type of assignments even if I feel tired in order to maintain any performance at higher level.	
	Lacks of cooperation of my colleague in finishing many tasks affect my performance.	
	I am involved in various responsibilities and hold too many roles.	
	Workload is the main cause of my unsatisfactory performance.	
Job Performance	I make some errors unintentionally when I am under pressure	(Bee, 2020; Lymo & Joachim, 2022)
	My performance reduced because of lack of equitable standards in distributing of the tasks and responsibilities.	

My performance has been affected by unclear organizations planning and control efforts (Mittal & Bhakar, 2018; Bee, 2020)

I can always talk with someone at work if I have work-related problem.

Perform tasks that are expected of him or her

Table 2: Stratified Random Sampling Method

No.	Department	Actual Number of Employees in Each Department	Calculation	Number of Respondent
KPTM Alor Setar				
Academic				
1.	Department of Computer Science and Mathematics	12	$127/190 \times 12 = 8.02$	8
2.	Department of Social Science	14	$127/190 \times 14 = 9.36$	9
3.	Department of Management and Accounting	22	$127/190 \times 22 = 14.71$	15
Non-Academic				
4	Campus Management	3	$127/190 \times 3 = 2.01$	2
5	Registration Sector and Statistical Records	2	$127/190 \times 2 = 1.34$	1
6	Scheduling and Examination Sector	2	$127/190 \times 2 = 1.34$	1
7	Academic Resources Sector	3	$127/190 \times 3 = 2.01$	2
8	Finance Department	6	$127/190 \times 6 = 4.01$	4
9	Department of Information Technology	3	$127/190 \times 3 = 2.01$	2
10	Department of Student Affairs and Strategies	6	$127/190 \times 6 = 4.01$	4
11	Marketing and Student Recruitment Section	3	$127/190 \times 3 = 2.01$	2
12	Human Resources and Organization Section	3	$127/190 \times 3 = 2.01$	2
13	Assets and Logistics Management Section	15	$127/190 \times 15 = 10.03$	10
KPTM Ipoh				
Academic				
14	Department of Multimedia	24	$127/190 \times 24 = 16.04$	16
15	Department of General Studies	22	$127/190 \times 22 = 14.71$	15
16	Department of Computer Science and Mathematics	10	$127/190 \times 10 = 6.68$	7
Non-Academic				
17	Campus Management	4	$127/190 \times 4 = 2.67$	3
18	Registration and Statistical Record Sector	3	$127/190 \times 3 = 2.01$	2
19	Scheduling and Examination Sector	2	$127/190 \times 2 = 1.34$	1

20	Academic Resources Sector	3	$127/190 \times 3 = 2.01$	2
21	Finance Department	5	$127/190 \times 5 = 3.34$	3
22	Department of Information Technology	3	$127/190 \times 3 = 2.01$	2
23	Assets and Logistics Management Section	7	$127/190 \times 7 = 4.68$	5
24	Department of Student Affairs and Strategies	7	$127/190 \times 7 = 4.68$	5
25	Marketing and Student Recruitment Section	3	$127/190 \times 3 = 2.01$	2
26	Human Resources and Organization Section	3	$127/190 \times 3 = 2.01$	2
Total		190	127.06	127

4.0 RESULT AND DISCUSSION

This section described the frequency analysis of respondents based on gender, age, marital status, highest level of education, KPTM branch, department, position, income, and work experience. The number of different sub-categories of an occurrence that can be computed is referred to as frequency analysis (Sekaran, 2016). In this study, frequency analysis was used to examine each respondent's demographic characteristics.

4.1 Demographic Profile of Respondents

Table 3 displays a summary of the characteristics of the total sample of respondents who participated in the study.

Table 3: Demographics of Respondents (n=127)

No.	Demographic	Frequency	Percentage (%)
1	Gender		
	Male	50	39.4%
	Female	77	60.6%
2	Age (year)		
	20 – 30	14	11.0%
	31 – 40	49	38.6%
	41 – 50	52	40.9%
	>50	12	9.4%
3.	Marital Status		
	Single	27	21.3%
	Married	100	78.7%
4.	Level of Education		
	Primary/Secondary/SPM	27	21.3%
	Diploma or equivalent	6	4.7%
	Bachelor's Degree	64	50.4%
	Master's Degree	30	23.6%
5	Position		
	Academic	70	55.1%
	Non-Academic	57	44.9%
6.	Department		
	Department of Computer Science and Mathematics	15	11.8%
	Department of Social Science	9	7.1%
	Department of Management and Accounting	15	11.8%
	Department of Multimedia	16	12.6%
	Department of General Studies	15	11.8%
	Campus Management	5	3.9%

	Registration and Statistical Record Sector	3	2.4%
	Scheduling and Examination Sector	2	1.6%
	Academic Resources Sector	4	3.1%
	Department of Finance	7	5.5%
	Department of Information Technology	4	3.1%
	Department of Student Affair and Strategies	9	7.1%
	Marketing and Student Recruitment Section	4	3.1%
	Human Resources and Organization Section	4	3.1%
	Assets and Logistic Management Section	15	11.8%
7.	Level of Income		
	RM1001-RM3000	36	28.3%
	RM3001-RM5000	46	36.2%
	RM5001-RM7000	41	32.3%
	RM7001-RM9000	4	3.1%
8.	Working Experiences		
	<1 year	4	3.1%
	1 – 4 years	10	7.9%
	5 – 10 years	16	12.6%
	11 – 15 years	70	55.1%
	15 – 20 years	27	21.3%

4.2 Reliability Analysis

The degree of consistency and lack of precision is referred to as reliability (Byrne, 2010). According to George and Mallery (2010), reliability is a test or measure of consistency and stability. A test is considered accurate if several tests produce comparable results and the feature does not change across measurements. According to Salkind's (2010) Reliability Rule of Thumb, the value of Cronbach's Alpha must be higher than 0.6 to indicate a strong association. Hence, it was determined in this study that the data gathered demonstrate the significant value of the outcome for the actual study. As a result, the accuracy and consistency of the survey or questionnaire are a crucial component of the research technique known as data reliability and validity. Hence, the reliability statistics for workload and job performance are displayed in Table 4.

Table 4: Cronbach's Alpha Score (n=127)

Variable	Number of Item (N)	Cronbach's Alpha
Workload	5	0.800
Job Performance	5	0.741

For each variable, the reliability statistics score was closer to 1. Both variables used for this study indicated a strong reliability score (Workload: 0.800 and Job Performance: 0.741). The closer the reliability score to 1, the more reliable would be the best (Sekaran and Bougie, 2010). Therefore, it can be concluded that the questionnaires used accurately measure what it supposed to measure.

4.3 Correlation Analysis

This section addressed the correlations between the variables used in this study. This correlation represents the strongest link between an independent and a dependent variable. It is critical to determine how the variables are linked to achieve the goal of this study. Typically, correlation analysis begins with a visual representation of the relationship between data pairs using a dispersion approach. Pearson's correlation coefficient assessed the correlations and indicated how the linear link between two variables was directed and strengthened (Sekaran, 2003). The correlation analysis results are displayed in Table 5.

Table 5: Correlation Analysis Between Workload and Job Performance

Variables	Mean	SD	r
Workload	2.4819	.80489	
Job Performance	3.9858	.58834	-.528**

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

According to Table 5, the findings indicated that workload had a negative and significant relationship ($p < .05$, $r = -0.528$) with job performance at Kolej Poly-Tech MARA, Northern Malaysia. The majority of the employees in Kolej Poly-Tech MARA, Northern Malaysia agreed that workload had a relationship with their job performance. This could be because the employees in Kolej Poly-Tech MARA, Northern Malaysia, especially academic employees were given too much workload and some of them exceeded the limit of teaching hours which was 18 hours per week.

Moreover, academic employees also need to do many redundant works for instance key in student's attendance and student's examination marks in two different systems, and leads to many human errors. Additionally, some of the employees did not perform well on their tasks because they did not have enough time to complete the entire task and were unable to balance work and personal life due to the workload given.

This was due to Kolej Poly-Tech MARA applying the concept of trimester which has three main teaching periods throughout the academic year and no midterm break was available. Hence, the majority of the employees including academic and non-academic employees had to complete all the work for the current semester and at the same time have to prepare for the upcoming semester. The average gap time between the current semester and to new semester was two weeks at the minimum and three weeks at the maximum. Hence, this situation could lead to increased job stress and lower job performance.

4.4 Hypothesis Testing and Discussion

H₁: Workload significantly influences job performance among employees at Kolej Poly-Tech MARA, Northern Malaysia

Table 6: The Influence of Workload on Job Performance

Variables	Standardized Coefficient (Beta)
Workload	-0.528
R Square	0.279
Adjusted R Square	0.274
F Value	48.439
Significant F Value	0.000
Durbin Watson	2.016

From Table 6 above, the findings indicated that workload significantly influences job performance at Kolej Poly-Tech MARA, Northern Malaysia, ($\beta = -0.528$, $P < 0.05$). Therefore, the H₁ hypothesis which hypothesized that workload significantly influences job performance is accepted. Hence, the finding of this study was consistent with various findings from previous researchers who found there was a significant influence between workload and job performance (Assela and Arachchi, 2020; Maduwanthi, 2021; Parisuda and Dewi, 2021; Babbar et al., 2021; Lyimo and Joachim, 2022; Tesfaye, 2022). Hence, Lyimo and Joachim (2022) stated that employees are working under excessive work pressure which makes their performance less effective and they cannot meet job targets due to workload which makes their performance less effective. Moreover, they also revealed that employees are not able to balance their work and personal life because of the high level of work overload and they posited that employees do their job regularly but due to workloads and time constraints, their performance reduces (Lyimo and Joachim, 2022).

5.0 CONCLUSION

This study successfully identified workload and its influence on job performance. Hence, it can be concluded that workload directly contributed to employee's job performance at Kolej Poly-Tech MARA, Northern Malaysia. The workload of the employees in Kolej Poly-Tech MARA, Northern Malaysia, can be reduced by improving the current information system and procedure to reduce redundant work. For example, Kolej Poly-Tech MARA could develop a system that provides more features such as student attendance, reporting system and student marks entry in one system. This was due to the current system for instance Online Learning System (OLES) did not provide features such as student attendance and entry-exit survey. Additionally, the interface of the systems is not too convenient and not user-friendly. Moreover, to encounter the issues of workload, it is suggested that Kolej Poly-Tech MARA revise the salary and benefits of its employees. As a result, doing so will help to increase job satisfaction and lead to improved employee performance. This is supported by Aghadiono, Ayele, and Itodo (2020), who stated in their study that the availability of promotion opportunities, as well as other factors such as salary increment, training opportunities, and a clear job description, will help to improve employees' job satisfaction and performance. Next, if the organization has extra funds to increase the number of employees, it may do so to reduce the workload of existing employees. Hence, increasing the number of employees will help to reduce workload, especially for academic employees since the majority of employees in Kolej Poly-Tech MARA were academic employees. Apart from that, for future research, it is suggested to include a comparative study between public and private universities or colleges to know the difference and level of stress. Next, the number of respondents in future studies should be increased because the current study only targets the academic and non-academic employees in Kolej Poly-Tech MARA, Northern Malaysia, it can be improved if other branches of Kolej Poly-Tech MARA can be included in future research. Moreover, the conceptual framework of the future study can be enhanced more if many variables can be included. Finally, the researchers hope that other future researchers can continue this study by using different analytical methods such as SEM-PLS.

ACKNOWLEDGEMENTS

Authors would like to express our sincere appreciation to all employees in Kolej Poly-Tech MARA including Kolej Poly-Tech MARA Alor Setar and Kolej Poly-Tech MARA Ipoh for giving their utmost cooperation in answering our questionnaires. Thank you for the comments and support during the process of completing this study.

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