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EFFECT OF JOB STRESS AND REMOTE WORK ON THE PERFORMANCE OF TRAINERS IN MALAYSIAN TECHNICAL AND VOCATIONAL INSTITUTIONS

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Abstract:

This study investigates the effects of job stress and remote work experience on trainer performance using multiple regression and correlation analyses. The findings reveal that job stress significantly reduces trainer performance, emphasizing the need for effective stress management strategies. In contrast, remote work experience does not exhibit a statistically significant impact, suggesting that other factors may play a more substantial role in determining trainer performance. Reliability analysis confirms the internal consistency of the measurement scales, ensuring the robustness of the study's findings. Although remote work experience does not directly affect performance, optimizing digital work environments, providing adequate training, and ensuring access to essential tools can improve work efficiency. HR professionals should introduce tailored interventions, including coaching programs and work-life balance strategies, while leveraging AI-driven performance tracking systems to maintain accountability without increasing stress. Furthermore, policymakers can support trainers by developing national or industry-level guidelines that enhance remote work readiness through adequate resources and well-being support. By integrating these strategies, organizations can foster a more productive and resilient workforce. Future research should explore additional moderating and mediating factors, such as job autonomy, digital competency, and employee well-being, to gain deeper insights into trainer performance in remote work environments.

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Keywords:**

Job Stress, Remote Work, Trainer Performance, Technical And Vocational Education

Background of Study

The performance of TVET trainers plays a crucial role in the success of Malaysia's Technical and Vocational Education and Training (TVET) system. Trainer performance encompasses actions and behaviors that contribute to achieving organizational goals, such as preparing students to meet labor market demands effectively (Koopmans, 2010). For TVET trainers, this includes their ability to impart technical knowledge and practical skills, adapt to technological advancements, and ensure alignment with industry standards. Evaluating trainer performance is essential to assess the effectiveness of training programs in developing the competencies required for workforce development in Malaysia. Trainer performance is multidimensional, involving behaviors such as innovative teaching, curriculum adaptation, and student engagement, as well as outcomes like student job placement and employer satisfaction.

The COVID-19 pandemic triggered unprecedented changes in the education sector, speeding up the adoption of digital learning and remote teaching models (OECD, 2021). While online learning maintained educational continuity, it posed significant challenges, particularly for TVET trainers who rely on hands-on, practical teaching methodologies (UNESCO, 2022). The rapid shift to remote instruction demanded swift technological adaptation, reshaping traditional teaching approaches and increasing lesson delivery complexity (Bozkurt et al., 2021). TVET trainers faced difficulties in engaging students, heightened job stress, and potential impacts on their performance due to the transition to digital platforms (Schleicher, 2020; Bozkurt et al., 2020). As the world enters the post-pandemic era, many educational institutions have adopted hybrid teaching models that combine both in-person and online elements. While remote work offered some benefits, such as flexibility and reduced commuting time, it also introduced new stressors, including increased workloads, digital fatigue, and challenges in maintaining work-life balance (Kim & Asbury, 2020). These changes have long-term implications for trainers' performance, motivation, and job satisfaction, particularly in Malaysia, where vocational training is vital for workforce development.

TVET institutions in Malaysia play a critical role in preparing students with industry-relevant skills. However, the transition to remote teaching posed challenges such as limited access to practical training equipment, reduced student engagement, and increased workloads for trainers (Salleh & Sulaiman, 2023). Many trainers experienced elevated job stress due to increased administrative tasks, digital fatigue, and the pressure to uphold instructional quality under constrained conditions (Rajab et al., 2022). While remote work is sometimes associated with improved efficiency and flexibility, it also led to negative consequences such as work-life imbalance, job dissatisfaction, and increased administrative burdens (Khan et al., 2023; Al-Mamun et al., 2023). Understanding how job stress and remote work experiences affect the performance of TVET trainers is crucial for shaping effective policies and enhancing training quality in the digital era. Table 1 below highlights some common stressors experienced by TVET trainers during remote work, based on recent studies:

Table 1: Stressor Affected Trainers

Stressor	Percentage of Trainers Affected
Digital Fatigue	65%
Workload Increase	70%
Work-Life Imbalance	55%
Limited Institutional Support	50%
Technological Adaptation Stress	60%

(Source: Khan et al., 2023; Rajab et al., 2022)

Job stress is widely recognized as a significant factor influencing employee performance across various sectors. In education, stress often arises from high workloads, administrative burdens, and the constant need to adapt to new teaching methods (Liu et al., 2021). The pandemic exacerbated these issues, requiring TVET trainers to quickly shift their hands-on teaching methodologies to digital platforms with limited preparation and support (Bao, 2020). Trainers faced multiple stressors, including difficulties in assessing students' practical skills remotely and pressure to ensure effective learning despite technological limitations (Carnevale & Hatak, 2020). These factors likely impacted trainer performance and overall well-being.

Remote work also required TVET trainers to rapidly adopt digital tools, including virtual simulations, online assessments, and remote collaboration platforms (Bozkurt et al., 2021). However, many trainers encountered obstacles such as inadequate digital infrastructure, limited institutional support, and insufficient digital literacy (OECD, 2021). UNESCO (2022) noted that in developing countries, TVET trainers faced additional challenges due to unreliable internet access and a lack of digital teaching resources. Rashid and Yadav (2020) emphasized the importance of professional development programs to enhance trainers' digital competencies and ensure effective online vocational education.

As institutions transition to hybrid models post-pandemic, trainers continue to face stress related to adapting to new teaching methods, fluctuating student engagement, and evolving institutional expectations. While the Malaysian government and educational bodies have provided digital tools and professional development opportunities for TVET trainers, the effectiveness of these initiatives in reducing job stress and enhancing trainer performance remains unclear. The relationship between job stress, remote work experiences, and trainer performance in TVET institutions is not well understood in the Malaysian context. Previous studies indicate that job stress negatively affects educators' performance, motivation, and job satisfaction (Rajab et al., 2022), but the specific impact of remote work on these factors remains uncertain. While remote teaching has been studied extensively, research focusing specifically on TVET trainers is still limited (Schleicher, 2020). The sudden shift to remote work required TVET trainers to rapidly adapt their hands-on teaching methods to virtual platforms, often without adequate technological infrastructure and institutional support (Bozkurt et al., 2020). While some trainers have benefited from increased flexibility, others continue to experience digital fatigue, work-life balance issues, and uncertainty about long-term institutional support (Kim & Asbury, 2020). As hybrid teaching models become more widespread, the long-term effects of remote work on TVET trainers' job stress and performance remain unclear.

This study focuses on TVET trainers working in Malaysian technical and vocational institutions. The primary objectives of the study are:

- To investigate the effect of job stress on trainer performance.
- To determine the effect of remote work experience on trainer performance.
- To identify the most affected factors contributing to trainer performance.

Addressing this research gap is vital to inform policies that support TVET trainers, enhance their resilience, and improve training effectiveness in a digitalized educational landscape. The findings will provide valuable insights into the challenges and opportunities faced by trainers in the evolving education environment and offer recommendations for improving their well-being and performance.

Literature Review

Trainers' Performance

The performance of TVET trainers is pivotal to the success and quality of Malaysia's Technical and Vocational Education and Training (TVET) system. Trainers' performance encompasses actions and behaviors that contribute to organizational goals, specifically in equipping students with the technical knowledge and practical skills required to meet evolving labor market demands (Koopmans, 2010). This includes the ability to adapt to technological advancements, align training with industry standards, and engage students through innovative teaching methods and curriculum adaptation. The concept of trainer performance is multidimensional, comprising behavioral aspects such as instructional effectiveness, student engagement, and the development of competencies, as well as measurable outcomes such as student job placement rates, employer satisfaction, and the attainment of educational objectives (Bintoro & Daryanto, 2017).

In recent years, the need to evaluate trainer performance has become increasingly critical as the TVET landscape evolves in response to industry demands and the digital transformation of educational environments. According to Manjula and Hemanth (2021), the effectiveness of TVET trainers is influenced by their ability to integrate new technologies into the curriculum and provide relevant, practical training experiences. This ability has become more important as industries push for innovation and higher competency levels, making the adaptation of trainers a crucial factor in ensuring the workforce is adequately prepared. A key finding in the recent literature is the relationship between trainer performance and their professional development. Jafri et al. (2022) emphasize that continuous professional development for TVET trainers, including training in new teaching methods and technical skills, is essential for enhancing their performance. Trainers who engage in such development activities demonstrate increased effectiveness in teaching and are more likely to produce graduates who meet industry expectations. Similarly, a study by Hidayat et al. (2021) identifies that trainers who are supported by institutional resources, including access to up-to-date training materials and support for innovation, perform significantly better in terms of student outcomes.

Furthermore, the impact of the teaching environment on trainer performance has been explored in recent studies. Othman and Zulkifli (2023) assert that a supportive work environment, which includes clear communication of organizational goals and positive relationships among colleagues, directly enhances trainer motivation and job satisfaction. These factors contribute to higher levels of trainer performance, as motivated trainers are more likely to adopt

innovative practices and engage students effectively. Previous studies have shown that performance assessments of TVET trainers are not only linked to student outcomes but also to organizational success. Sumarno and Iqbal (2022) argue that assessing trainer performance based on predefined standards, such as student placement rates and feedback from industry partners, helps ensure that the training programs are aligned with market needs. This approach to performance evaluation helps institutions make data-driven decisions about curriculum adjustments and trainer support programs. Thus, the evaluation of trainer performance is a multifaceted process that requires attention to both individual achievements and broader organizational outcomes. As the TVET sector continues to evolve in response to technological advancements and industry needs, understanding and enhancing trainer performance will remain a key focus for ensuring that Malaysia's workforce is equipped with the skills necessary to thrive in a competitive global economy.

Job Stress

Job stress has a significant impact on employee performance, with extensive research highlighting its detrimental effects across various occupational settings. Job stress refers to the psychological and physiological response resulting from job demands that exceed an individual's coping abilities (Leka et al., 2021). Numerous studies have consistently demonstrated a negative correlation between job stress and employee performance, linking it to cognitive impairment, emotional exhaustion, and physical symptoms (Yu et al., 2018; Yu et al., 2020). According to Khalid et al. (2018), job stress not only reduces employee performance but also adversely affects job satisfaction, motivation, and engagement. Recent studies further emphasize the multidimensional nature of job stress and its varying effects across different work environments. Alvi et al. (2021) found that job stress significantly impairs employee performance in educational institutions, particularly among academic staff facing high workloads and time pressure. Similarly, Hamzah et al. (2022) reported that job stress negatively affects TVET instructors' performance, with workload, administrative duties, and technological changes being the primary stressors. These findings suggest that job stress poses a critical challenge in educational settings, where balancing teaching responsibilities and administrative tasks is essential for performance outcomes.

Moreover, the relationship between job stress and employee performance is often mediated by psychological factors. Naharuddin and Sulaiman (2023) highlighted that emotional exhaustion acts as a significant mediator between job stress and employee performance in Malaysian educational institutions. Employees experiencing higher job stress levels exhibited lower performance due to fatigue and reduced motivation. Additionally, Hashim et al. (2024) emphasized that high job stress levels diminish creativity and innovation, particularly in environments where employees face high-pressure tasks and frequent technological changes. The COVID-19 pandemic has further amplified job stress, particularly in remote work settings. A study by Lee et al. (2023) indicated that job stress levels increased among educators during remote teaching, primarily due to the lack of digital skills, blurred work-life boundaries, and the pressure to adapt to new technologies. This finding is particularly relevant for TVET trainers, as remote teaching often requires the integration of digital tools alongside practical training components.

Previous studies suggest that job stress not only affects individual performance but also contributes to organizational inefficiencies. Sumarni and Ismail (2022) argue that prolonged job stress leads to higher absenteeism rates, reduced productivity, and increased turnover intentions. These findings highlight the urgent need for organizational interventions aimed at

reducing job stress and enhancing employee well-being. This study builds upon existing literature by exploring the relationship between job stress and trainer performance in Malaysian Technical and Vocational Institutions, while also incorporating the role of remote work experience. By identifying the underlying factors contributing to this relationship, the research aims to provide valuable insights into trainer performance and inform the development of effective strategies to mitigate the impact of job stress on employee outcomes.

Remote Work Experiences

Remote work, also known as telecommuting, refers to a flexible work arrangement that allows employees to perform their tasks and responsibilities outside traditional office settings. Instead of commuting to a physical workplace, remote workers rely on digital technologies such as computers, internet access, and communication tools to complete their tasks (Mbonu et al., 2024). Remote work arrangements have become increasingly prevalent, particularly in response to the COVID-19 pandemic, which accelerated the adoption of digital work environments across various industries (ILO, 2021). Remote work offers several advantages, including increased flexibility, improved work-life balance, reduced commuting time, and broader access to global talent pools (Routley, 2020; Charalampous et al., 2022). These benefits can enhance job satisfaction and employee well-being, especially when employees have the autonomy to structure their work schedules (Gajendran et al., 2022). However, remote work also presents unique challenges, such as communication barriers, collaboration difficulties, and blurred work-life boundaries, which may negatively impact employee performance (Mbonu et al., 2024).

Recent studies emphasize that remote work experiences can yield both positive and negative outcomes depending on various contextual factors. For example, Charalampous et al. (2022) found that remote work significantly improved job satisfaction and well-being among employees with high digital literacy and self-discipline. However, employees with low technological proficiency experienced increased stress and performance decline. Similarly, Putri et al. (2023) reported that remote work arrangements improved productivity and work-life balance among knowledge workers but led to higher isolation levels and diminished performance among those in collaborative roles. Moreover, remote work can have varying effects on employee performance depending on the nature of the work and the availability of digital resources. Iqbal et al. (2023) observed that remote work positively influenced knowledge workers' performance in the education sector, where tasks are primarily independent. However, in practical-oriented fields like TVET, where hands-on training and physical presence are often required, remote work may hinder job performance due to the lack of direct interaction with trainees and limited access to physical equipment (Hamzah et al., 2022).

The psychological effects of remote work have also gained attention in recent research. Wong et al. (2024) highlighted that prolonged remote work could lead to increased feelings of loneliness, isolation, and lower job satisfaction, particularly among extroverted employees. This aligns with the findings of Gálvez et al. (2023), who indicated that social isolation is one of the most significant challenges of remote work, negatively affecting employees' mental well-being and productivity. While remote work provides greater flexibility and autonomy, organizations must address its associated challenges to maximize employee performance. Effective strategies include providing technological support, establishing clear communication protocols, and promoting virtual social interactions (Abdullah & Ismail, 2023). This study builds upon previous research by investigating the role of remote work experiences in trainer

performance, particularly in Malaysian TVET institutions, where the balance between theoretical knowledge and practical skills is critical

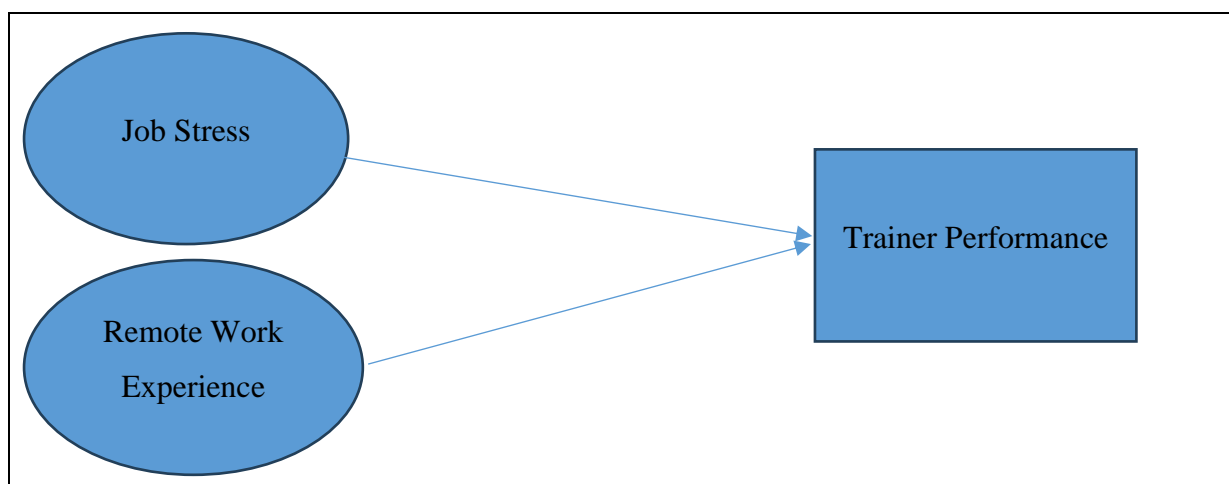


Figure 1: Theoretical Framework

Job Stress and Trainer Performance

Job stress has been extensively examined in the fields of organizational behaviour and human resource management, with numerous studies consistently indicating its detrimental effects on employee performance (Khalid et al., 2018; Pei & Gao, 2018). Job stress is typically defined as the psychological and emotional strain resulting from work-related demands that exceed an individual's capacity to cope effectively (Leka et al., 2021). High levels of job stress can impair cognitive functioning, reduce motivation, and lead to emotional exhaustion, all of which can negatively impact employees' overall performance and productivity (Yu et al., 2020; Zhang et al., 2023). In the context of Technical and Vocational Education and Training (TVET), the role of trainers is multifaceted, encompassing curriculum development, practical skills training, and industry collaboration. These responsibilities, coupled with the pressure to meet institutional targets and student expectations, can significantly contribute to job stress among trainers (Hamzah et al., 2022). Recent studies indicate that job stress among educators not only affects their performance but also diminishes their capacity to foster student engagement and learning outcomes (Hadi et al., 2023).

Previous research has highlighted various stressors that impact TVET trainers, including heavy workloads, administrative tasks, lack of resources, and the pressure to align training with evolving industry demands (Abdullah & Ismail, 2023). For instance, Cui et al. (2019) found that high job stress among vocational educators led to reduced instructional effectiveness and lower student satisfaction rates. Similarly, Yu et al. (2020) reported that job stress significantly impaired teachers' ability to innovate in their teaching methods, which is particularly crucial in TVET settings that require adaptive approaches to technological advancements. Moreover, Hamzah et al. (2022) observed that prolonged exposure to high job stress among TVET instructors in Malaysia negatively affected their psychological well-being and job performance, resulting in lower student outcomes and decreased organizational commitment. These findings suggest that job stress not only affects trainers' individual performance but also has broader implications for the quality of vocational education and workforce development.

Given the critical role of trainers in the TVET system, understanding the relationship between job stress and trainer performance is essential for improving the quality of technical education. This study builds on existing literature by examining the direct effect of job stress on trainer performance in Malaysian technical and vocational institutions. Therefore, this study hypothesizes:

H1: There is a significant effect of job stress on trainer performance.

Remote Work Experience and Trainer Performance

Remote work has gained significant attention in recent years, particularly due to its role in promoting flexibility and work-life balance. The COVID-19 pandemic accelerated the adoption of remote work across various industries, including education and training, necessitating a shift in teaching methodologies and digital tool usage (Routley, 2023; Mbonu et al., 2024). Remote work offers several advantages, such as increased autonomy, reduced commuting time, and improved work-life integration, all of which can contribute to employee productivity and job satisfaction (Dey et al., 2022). However, it also presents notable challenges, including communication barriers, lack of direct supervision, and potential feelings of isolation, particularly for employees in roles that traditionally require face-to-face interactions (Wang et al., 2021). For TVET trainers, remote work experience may significantly influence their ability to deliver effective training, collaborate with industry partners, and engage students in hands-on learning. Unlike traditional academic instruction, TVET relies heavily on practical skill development, making remote delivery particularly challenging (Alam & Nor, 2022). Trainers with extensive remote work experience may develop stronger self-management skills, digital competencies, and adaptability to online teaching platforms, all of which could positively impact their performance (Hassan et al., 2023). Studies suggest that trainers who effectively integrate digital tools into their teaching can maintain student engagement and instructional effectiveness despite working remotely (Lee et al., 2021).

Conversely, inadequate adaptation to remote work conditions may hinder trainers' instructional effectiveness. Research by Zhang et al. (2022) found that educators who struggled with digital tool adoption and lacked institutional support reported lower job satisfaction and reduced teaching effectiveness. Similarly, Hadi et al. (2023) highlighted that remote work can lead to decreased collaboration among trainers, making it more difficult to align training content with industry expectations. The absence of direct, hands-on supervision in practical skills training also raises concerns about the quality of student learning outcomes in remote settings (Nor & Abdullah, 2023). Given these insights, this study examines the relationship between remote work experience and trainer performance in Malaysian TVET institutions, addressing both the potential benefits and limitations of remote teaching. Therefore, this study hypothesizes:

H2: There is a significant effect of remote work experience on trainer performance.

Research Method

This study employs a quantitative research design to investigate the effect of job stress and remote work experience on trainer performance in Malaysian Technical and Vocational Institutions. The research uses a survey questionnaire as the primary data collection instrument, designed to gather demographic information and measure key study variables. The questionnaire consists of several sections, including job stress, remote work experience, and trainer performance, utilizing a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The data collection is conducted across Malaysian Technical and Vocational Institutions, and by using purposive sampling. A population size of approximately 1000 trainers is considered, with a sample size of 278 determined based on GPower analysis. Based on these parameters, GPower calculated that the minimum sample size required is 68 respondents to detect a medium effect size with a power of 80% at a 5% significance level. However, to enhance the generalizability of the findings and minimize sampling errors, the study aims to collect data from 278 respondents, following Krejcie and Morgan's (1970) sample size determination table for a population size of approximately 1000 trainers. The survey questionnaires are distributed via email and in-person visits. Respondents are given clear instructions on how to complete the questionnaire, along with assurances of confidentiality and voluntary participation. A follow-up email is sent to encourage participation and ensure a high response rate. The collected data is analysed using SPSS software.

Findings and Result

This section presents the results of the data analysis conducted using SPSS. The findings include descriptive statistics, reliability analysis, correlation analysis, and multiple regression analysis to test the effects of job stress and remote work experience on trainer performance.

Descriptive Statistics

Variables	Mean	Standard deviation (SD)
Job Stress	3.25	0.950
Remote Work Experience	3.40	1.020
Trainer Performance	4.10	0.720

Figure 2: Mean And Standard Deviation (SD)

The mean and standard deviation (SD) values provide insights into the central tendency and variability of job stress, remote work experience, and trainer performance. Job Stress ($M = 3.25$, $SD = 0.950$) indicates a moderate level of stress among trainers. The SD suggests a moderate spread in responses, meaning some trainers experience higher stress while others report lower levels. This variability implies that job stress is influenced by individual coping mechanisms and workload demands. Remote Work Experience ($M = 3.40$, $SD = 1.020$) reflects a moderate level of familiarity with remote work. The relatively higher SD suggests differences in how trainers adapt to remote work, with some finding it beneficial while others struggle with issues such as digital competency and work-life balance. Trainer Performance ($M = 4.10$, $SD = 0.720$) is at a high level, indicating that trainers generally perform well despite experiencing job stress and remote work challenges. The lower SD suggests consistency in trainer performance, meaning that most trainers maintain a stable level of performance. However, the presence of job stress and variations in remote work experience highlight the need for continuous support to sustain high performance. Overall, while trainer performance remains strong, addressing job stress and enhancing remote work adaptation could further improve performance and well-being.

Reliability Analysis

Variables	Cronbach's Alpha (α)
Job Stress	0.720
Remote Work Experience	0.710
Trainer Performance	0.910

Figure 3: Cronbach Alpha

The Cronbach's Alpha (α) values indicate the internal consistency and reliability of the constructs used in this study. The reliability analysis indicates that the Cronbach's Alpha for job stress is 0.720, remote work experience is 0.710, and trainer performance is 0.910. These values suggest that job stress and remote work experience exhibit acceptable internal consistency, while trainer performance demonstrates excellent reliability. The findings confirm that the measurement scales used for these variables are reliable and suitable for further analysis.

Correlation Analysis

Variable	Job Stress	Remote Work Experience	Trainer Performance
Job Stress	1	-0.315**	-0.410**
Remote Work Experience	-0.315**	1	0.175
Trainer Performance	-0.410**	0.175	1

Figure 4: Correlation Analysis

The correlation analysis reveals significant relationships between job stress, remote work experience, and trainer performance. Job stress has a significant negative correlation with trainer performance (-0.410 , $p < 0.01$), indicating that as stress levels increase, trainer performance declines. This suggests that high stress negatively impacts trainers' ability to deliver effective training, highlighting the need for stress management interventions. Additionally, job stress and remote work experience exhibit a moderate negative correlation (-0.315 , $p < 0.01$), implying that trainers with greater remote work experience tend to report lower stress levels, possibly due to better adaptability and work-life balance strategies. However, the correlation between remote work experience and trainer performance (0.175 , $p > 0.05$) is weak and not statistically significant, suggesting that remote work experience alone does not strongly influence performance. This indicates that other factors, such as motivation, digital competency, and organizational support, may play a more significant role in determining trainer effectiveness. Overall, reducing job stress is crucial for sustaining high trainer performance, while remote work experience appears to help mitigate stress but does not directly enhance performance.

Multiple Regression Analysis

The multiple regression analysis was conducted to examine the effects of Job Stress (JS) and Remote Work Experience (RWHE) on Trainer Performance (TP). The results indicate that the overall model is statistically significant and provides moderate explanatory power.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.550	0.302	0.278	3.850

Figure 5: Model Summary

The R value of 0.550 suggests a moderate correlation between the independent variables (JS and RWHE) and the dependent variable (TP). The R Square value of 0.302 indicates that 30.2% of the variation in trainer performance is explained by job stress and remote work experience. The Adjusted R Square value of 0.278 accounts for the number of predictors, showing that the model remains fairly stable. Additionally, the Standard Error of the Estimate (3.850) suggests a moderate level of accuracy in predicting trainer performance. Overall, while job stress and remote work experience contribute to trainer performance, the model suggests the need for further exploration of additional factors that could improve the predictive power.

Regression Coefficients

Predictor Variable	B (Unstandardized Coefficients)	Std. Error	Beta (Standardized Coefficients)	t-value	Sig.(p-value)
Constant	25.876	2.980	-	8.680	0.000**
Job Stress	-0.310	0.098	-0.265	-3.163	0.004**
Remote work experience	0.125	0.107	0.091	1.220	0.205

Figure 6: Regression Coefficients

The multiple regression analysis reveals a moderate relationship between job stress, remote work experience, and trainer performance ($R = 0.550$, $R^2 = 0.302$), indicating that 30.2% of the variance in trainer performance is explained by these factors. Job stress has a significant negative impact ($B = -0.310$, $p = 0.004$), suggesting that higher stress levels reduce trainer performance, highlighting the need for effective stress management strategies. However, remote work experience is not statistically significant ($B = 0.125$, $p = 0.205$), implying that other factors may have a stronger influence on trainer performance. The constant ($B = 25.876$, $p < 0.001$) suggests that in the absence of these factors, trainer performance remains high. These findings underscore the importance of managing job stress to sustain trainer effectiveness while optimizing remote work conditions to enhance productivity.

Conclusion

This study examined the effects of job stress and remote work experience on trainer performance in Malaysian technical and vocational institutions using multiple regression and correlation analyses. The findings provide valuable insights into the dynamics of trainer performance in remote work settings, especially in the education sector. The study successfully achieved two out of three research objectives, confirming that job stress significantly reduces trainer performance, while remote work experience does not have a statistically significant impact on trainer performance. The analysis also identified job stress as the most influential factor affecting trainer performance, highlighting the urgent need for effective stress management strategies. Theoretically, this study contributes to the existing body of knowledge by extending the application of Social Cognitive Theory (SCT) in understanding trainer performance within remote work environments. The results align with prior research

suggesting that job stress negatively affects employee performance, while the insignificant effect of remote work experience signals that other moderating or mediating factors may play a more pivotal role. This finding opens new avenues for future studies to investigate the influence of organizational support, job autonomy, and digital competency in shaping trainer performance.

From a practical perspective, the study provides several actionable recommendations. Organizations should prioritize stress management programs such as flexible work arrangements, mental health support, and workload balancing strategies to alleviate job stress among trainers. Additionally, while remote work experience alone may not directly enhance performance, organizations can optimize remote work environments by offering digital skills training, adequate digital infrastructure, and peer support programs. HR departments are encouraged to introduce coaching programs, time management workshops, and professional development opportunities to help trainers adapt to remote work challenges. The implementation of AI-driven performance tracking systems or Key Performance Indicators (KPIs) can also improve accountability while maintaining work-life balance. Policymakers play a crucial role in supporting remote work adaptation by developing national guidelines that promote digital literacy training, access to digital tools, and well-being support programs for trainers. This study emphasizes the importance of collaborative efforts between organizations, policymakers, and trainers to create supportive and productive work environments.

Despite its contributions, the study faced several challenges, including the limited generalizability of findings due to its focus on technical and vocational institutions, as well as the cross-sectional research design, which may not fully capture the evolving nature of job stress and remote work experience over time. Future research could benefit from longitudinal studies, mixed-method approaches, and cross-industry comparative analyses to provide a more comprehensive understanding of the factors affecting trainer performance. Additionally, exploring the mediating roles of digital competency, job autonomy, and organizational support could offer deeper insights into performance dynamics in remote work settings. In conclusion, the study highlights that job stress is a significant barrier to trainer performance, while remote work experience alone is not a decisive factor. These findings underscore the need for integrated stress management interventions, digital competency development, and supportive work environments to enhance trainer performance in remote work settings. By adopting these strategies, organizations can foster a resilient and high-performing workforce, ultimately contributing to the sustainable growth of the education sector.

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