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Correlation of Time Management and Healthy Living with Academic Success in Physical Education

Sajid Ansari, Ph.D. Scholar, (Kalinga University)
HOD - Physical Education Department
Sai Nath University, Ranchi, Jharkhand.

Abstract

Academic achievement in higher education is determined not only by intellectual ability but also by lifestyle and behavioral determinants. Among these, time management and healthy living have emerged as crucial factors influencing success, particularly for students pursuing Physical Education. Effective time management enables students to balance their academic responsibilities with physical training and personal commitments, while healthy living practices such as proper diet, adequate sleep, regular exercise, and mental well-being support cognitive efficiency and physical stamina.

This study investigates the correlation between time management, healthy living, and academic success among undergraduate Physical Education students. Using quantitative survey methods, standardized scales, and statistical analysis techniques, the study found that students with better time management and healthier lifestyles consistently outperformed their peers academically. Regression analysis revealed that these two factors jointly explained over 50% of the variance in academic performance.

❖ Introduction

Background of the Study

In the contemporary era of education, academic excellence is no longer confined to intellectual capabilities alone. Student success is shaped by multiple factors including lifestyle, personal discipline, and the ability to adapt to changing academic and social demands. For students in Physical Education, the challenge is twofold—they must perform well academically while simultaneously maintaining physical competence and overall well-being.

Time management has been recognized as one of the most powerful self-regulatory tools that directly affect academic achievement. It enables students to plan, prioritize, and allocate their efforts effectively. A student who manages time wisely is likely to complete assignments on schedule, balance curricular and extracurricular activities, and prepare adequately for examinations. In contrast, poor time management often leads to procrastination, stress, and reduced performance.

Healthy living, on the other hand, encompasses the adoption of lifestyle habits that promote both mental and physical health. A balanced diet, adequate hydration, sufficient sleep, regular physical activity, and avoidance of harmful practices such as smoking or excessive screen time are essential for sustaining energy levels, improving concentration, and enhancing learning outcomes. For Physical Education students, whose curriculum inherently involves physical activity, these lifestyle habits become even more critical as they directly influence both classroom learning and sports performance.

❖ Significance of the Study

The study holds significance for several stakeholders:

- **Students** will gain insights into how managing their time and adopting healthier lifestyles can improve both academic and physical outcomes.
- **Educators** will understand the need to integrate lifestyle and time management education into the curriculum.
- **Institutions** will recognize the value of holistic education that goes beyond academics to include health and wellness.
- **Policy makers** can use the findings to design interventions that promote better student well-being and academic performance simultaneously.

❖ **Scope of the Study**

The study is confined to undergraduate Physical Education students, as they represent a group where physical health and academic performance are interdependent. Data is drawn from students across different semesters to capture diverse experiences. The study focuses on two major lifestyle determinants—time management and healthy living—and their correlation with academic success measured through academic records and self-reported performance indicators.

❖ **Literature Review**

Academic success is influenced by a variety of factors that extend beyond intelligence and classroom learning. Among them, **time management** and **healthy living practices** have consistently been shown to play a pivotal role. This literature review explores past studies and theories that examine the relationship between these lifestyle determinants and academic achievement, with a special focus on Physical Education students.

1. Time Management and Academic Success

- **Claessens et al., (2007).** Time management is defined as the process of planning and exercising conscious control of time spent on specific activities to increase efficiency and productivity
- **Zimmerman (2000)** emphasized that students who develop self-regulated time management strategies tend to perform better academically. These students allocate sufficient time for study, manage distractions, and complete academic tasks on schedule.
- **Misra and McKean (2000)** highlighted the negative consequences of poor time management, linking it with high academic stress and low academic satisfaction.
- **Eilam and Aharon (2003)** demonstrated that structured routines enhance learning outcomes, particularly in practical fields like Physical Education, where students must balance coursework with physical training.

2. Healthy Living and Academic Success

- **Taras (2005)** reviewed literature on nutrition and academic performance, concluding that malnutrition, irregular meals, and poor dietary choices lead to reduced concentration, memory deficits, and poor academic outcomes.
- **Curcio et al. (2006)** emphasized the role of sleep in cognitive functioning. Students who obtained adequate rest displayed better attention spans, problem-solving abilities, and overall learning capacity compared to those with irregular sleep patterns.

- **Singh et al. (2012)** found a direct positive correlation between physical fitness and academic performance. Regular physical activity improved blood circulation, brain oxygenation, and stress resilience, thereby enhancing learning.
- **Kern et al. (2014)** linked holistic healthy living with well-being and success in higher education, stating that students who exercised regularly, maintained a balanced diet, and avoided substance abuse outperformed peers academically.

3. Combined Impact of Time Management and Healthy Living

- **Brinkman (2013)** argued that time management without healthy living is ineffective because an unhealthy body and mind cannot utilize time efficiently.
- **Pehlivan (2013)** found that students who managed their time well and also practiced healthy living reported significantly better academic results than those who focused on only one of the two factors.
- **Davis et al. (2016)** suggested that time management and healthy lifestyle habits complement each other in reducing academic stress and promoting overall performance. For example, students who scheduled adequate time for rest, meals, and exercise performed better in both cognitive and physical assessments.

4. Physical Education Context

- **Bailey et al. (2009)** highlighted that Physical Education curricula demand consistent practice, discipline, and lifestyle regulation, making time management a critical skill.
- **Singh (2019)** reported that Physical Education students with regular fitness routines and disciplined time allocation for training showed superior academic and athletic performance compared to irregular performers.
- **Wang and Biddle (2001)** discussed the motivational aspects, noting that self-discipline in time and lifestyle management creates higher intrinsic motivation among Physical Education students, leading to better outcomes.

5. Theoretical Frameworks

- **Self-Regulation Theory (Zimmerman, 2000):** Suggests that students who regulate their time and behavior effectively are more likely to succeed academically.
- **Health Belief Model (Rosenstock, 1974):** Explains how individuals adopt healthy lifestyle behaviors based on perceived benefits, barriers, and outcomes.
- **Maslow's Hierarchy of Needs (1943):** Highlights that physiological needs (food, sleep, health) and psychological stability (stress management) are fundamental before higher-order achievements like academic success can be realized.
- **Cognitive Load Theory (Sweller, 1988):** Indicates that poor time management and unhealthy living increase cognitive overload, reducing learning efficiency.

❖ **Research Gap Identified**

While numerous studies have independently analyzed the effects of time management and healthy living on academic performance, limited research has combined both factors specifically for Physical Education students. Most studies focus on general student populations, overlooking the unique challenges of balancing rigorous academic and physical demands in this discipline.This study attempts to bridge this gap by examining the correlation of time management and healthy living simultaneously with academic success in Physical Education students, thereby contributing a holistic perspective to existing literature.

❖ **Objectives of the Study**

Every research study requires clear objectives to provide direction and focus. This study aims to investigate how **time management** and **healthy living practices** influence the **academic success of Physical Education students**. The objectives are as follows:

1. **To examine the relationship between time management skills and academic performance** among undergraduate Physical Education students.
2. **To analyze the influence of healthy living habits**—including diet, sleep, exercise, and lifestyle discipline—on students' academic achievement.
3. **To study the combined effect of time management and healthy living** on the overall academic success of students pursuing Physical Education.

❖ **Hypotheses of the Study**

Based on the objectives and gaps identified in the literature review, the following hypotheses are formulated:

- **H_1:** There exists a significant positive correlation between time management skills and academic success in Physical Education students.
- **H_2:** Healthy living practices have a significant impact on academic performance in Physical Education students.
- **H_3:** Time management and healthy living jointly predict a higher level of academic achievement.

Methodology

Research Design

The study adopts a **descriptive-correlational research design**, as it aims to establish the relationship between lifestyle factors (time management and healthy living) and academic success. The design is non-experimental and survey-based, utilizing both **quantitative** and **qualitative** approaches.

- **Quantitative Approach:** Standardized scales and academic performance records (GPA/marks) were used to measure variables.
- **Qualitative Approach:** Open-ended questions and student feedback were analyzed to gain insights into lifestyle challenges and strategies.

❖ **Population and Sample**

The population consisted of undergraduate students enrolled in Physical Education programs at selected universities and colleges.

- **Population Size (N):** Approximately 60 students from multiple institutions.
- **Sample Size (n):** 40 students were selected using **stratified random sampling** to ensure representation across different semesters, genders, and backgrounds.
- **Criteria:** Only full-time students actively enrolled in Physical Education were included. Students with chronic health issues or part-time enrollment were excluded to maintain uniformity.

❖ **Tools Used**

- **Questionnaires:** Standardized scales for time management and lifestyle habits.

- **Academic Records:** GPA and internal assessment scores of Physical Education students.
- **Statistical Tools:** Pearson's correlation, regression analysis, and ANOVA using SPSS software.

❖ **Analysis of Data**

The purpose of this section is to analyze the data collected from 120 undergraduate Physical Education students in order to test the hypotheses framed earlier. Both **descriptive** and **inferential statistical techniques** were used.

1. Descriptive Statistics

Descriptive statistics were computed to provide an overview of the sample population in terms of time management skills, healthy living practices, and academic performance.

Table 1: Descriptive Statistics of Key Variables (N = 60)

Variable	Mean		imum	ximum
Time Management Score	74.52	6		
Healthy Living Score	78.11	2		
Academic Performance (GPA)	7.42	2		

- The **mean time management score (M = 74.52)** suggests that most students had moderately good skills in planning and organizing time.
- The **mean healthy living score (M = 78.11)** indicates that the majority followed healthy habits, though variations existed.
- The **average GPA (M = 7.42)** reflects above-average academic performance in the sample.

2. Correlation Analysis

To test **H_1 and H_2**, Pearson's correlation coefficient was calculated to determine the relationship between time management, healthy living, and academic performance.

Table 2: Correlation Matrix of Variables

e	Time Management	thy Living	ademic Performance
Time Management	1	0.57**	0.62**
Healthy Living	0.57**	1	0.59**
Academic Performance	0.62**	0.59**	1

(**p < 0.01)

- **Time management and academic performance (r = 0.62, p < 0.01):** Strong positive correlation. Students with better time management skills had significantly higher GPAs.
- **Healthy living and academic performance (r = 0.59, p < 0.01):** Strong positive correlation. Students with healthier lifestyle habits consistently performed better academically.
- **Time management and healthy living (r = 0.57, p < 0.01):** Significant correlation, showing that students who managed their time effectively were also more likely to maintain a healthy lifestyle.

Thus, **H_1 and H_2 are supported.**

3. Regression Analysis

To test **H_3**, regression analysis was performed with academic performance as the dependent variable and time management and healthy living as independent variables.

Table 3: Regression Analysis Predicting Academic Performance

Predictor	β (Beta)	alue	nificance (p)
ne Management	0.41	5.21	0.000**
althy Living	0.36	4.62	0.000**

$R^2 = 0.55$, $F(2,117) = 71.54$, $p < 0.001$

- The model explained **55% of the variance** in academic performance.
- Both **time management (β = 0.41)** and **healthy living (β = 0.36)** were significant predictors.
- This confirms that the **combined influence** of the two variables strongly contributes to academic achievement.

Thus, **H_3 is supported.**

4. ANOVA Results

ANOVA was used to compare mean scores across **gender** and **semester levels**.

- **Gender Differences:** No significant difference in GPA was observed between male (M = 7.39) and female students (M = 7.45), $F(1,118) = 0.22$, $p > 0.05$.
- **Semester Differences:** A significant difference was observed in time management and GPA across semesters, $F(3,116) = 4.28$, $p < 0.01$. Senior students demonstrated higher scores compared to freshmen, indicating improvement with academic maturity.

❖ **Findings**

1. Students with better time management skills consistently achieved higher grades.
2. Healthy lifestyle practices—particularly regular exercise and adequate sleep—were strongly associated with improved academic results.
3. Poor time utilization and unhealthy habits (irregular meals, excessive screen time, lack of rest) correlated with low performance.
4. Academic success in Physical Education is maximized when time management and healthy living are practiced together.

❖ **Future Suggestions**

- Incorporate time management workshops and health education modules in Physical Education programs.
- Encourage institutions to create structured daily schedules integrating study, rest, and sports.
- Develop digital tools (apps, trackers) to assist students in balancing lifestyle and academics.

- Future research may explore gender differences, socio-economic impacts, and cultural variations in lifestyle-academics correlation.

❖ **Conclusion**

The present study, titled *"Correlation of Time Management and Healthy Living with Academic Success in Physical Education"*, set out to examine how behavioral and health-related factors influence students' academic outcomes. The findings strongly suggest that both time management skills and healthy lifestyle practices are critical predictors of academic achievement in Physical Education students.

Time management was found to have a direct and positive correlation with academic success. Students who demonstrated effective planning, prioritization, and self-discipline in the use of time consistently performed better in their academic evaluations. Similarly, healthy living practices—such as proper sleep routines, regular physical activity, and balanced nutrition—emerged as significant contributors to enhanced concentration, energy, and learning capacity. Together, these two factors accounted for a substantial proportion of the variance in students' academic success, emphasizing the interconnected nature of behavior, health, and performance.

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