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The Interplay Between Time Management and Academic Achievement Among Sport Students

Yasmin Nur Hani Asmadi[1], Hasmiza Abdul Majeed[1*], Mohammad Adzly Rajli[1], Wahidah Tumijan[1], Rozita Abdul Latif[1], & Azman Ahmad Tajri[1]
[1]*Faculty of Sports Science and Recreation, Universiti Teknologi MARA Negeri Sembilan, Seremban Campus, Malaysia*
[*]*Corresponding author: hasmiza@uitm.edu.my*

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I. Introduction

Life as a university sports student is challenging, as students must manage multiple roles involving their studies, curriculum activities, and participation in various academic and sports programmes. In view of this situation, they are at risk of experiencing several negative outcomes, including poor academic performance and academic burnout. One way to address this issue is through effective time management. A past study reported a significant relationship between undergraduate students' time management behaviour and academic performance [1]. Recognising that time management is important for interventions aimed at enhancing students' academic performance, the present study aimed to examine the relationship between time management behaviour and academic performance among sports students, a group exposed to multiple-role stress. The results may assist in planning better support strategies to promote students' academic success.

II. Methods

The present study employed a quantitative correlational design. A total of 167 undergraduate sports students from FSR Seremban 3 volunteered to participate in this study. Time management behaviour was measured using the Time Management Questionnaire (TMQ) by Britton and Tesser (1991) [2]. Academic achievement was measured using Grade Point Average (GPA). Data analysis involved descriptive statistics, including frequency, percentage, mean, and standard deviation. Spearman's rho correlation test was used to measure the relationship between time management and academic achievement among FSR Seremban 3 sports students.

III. Results and Discussion

Descriptive analysis showed that most students had a moderate level of time management (56.3%), indicating that while they possessed some organisational and planning skills, there remained room for improvement in optimising their time use. A substantial proportion, 60 students (35.9%), reported a low level of time management, suggesting challenges in effectively managing academic and athletic responsibilities, which may affect academic performance. Only 13 students (7.8%) exhibited a high-level of time management, reflecting strong skills in planning, prioritising, and executing tasks efficiently. For the three dimensions of time management, the mean scores were moderate: setting goals and priorities (M = 3.33, SD = 0.73), time allocation (M = 3.36, SD = 0.65), and long-range planning (M = 3.25, SD = 0.54). The differences across the three dimensions were not substantial.

Most respondents, 83 students (49.7%), had a high GPA, indicating that they performed well academically despite the pressures of sport and academic work. A further 68 students (40.7%) had a moderate GPA, suggesting adequate academic performance with potential for improvement through stronger time management skills. The low GPA category comprised only 16 students (9.6%), indicating that a small minority may be underperforming academically and may require specialised attention.

The Spearman correlation coefficient between time management and academic performance was -0.048, with a significance value of p = 0.534. This outcome indicates a very weak and statistically insignificant negative relationship between time management and academic performance among FSR Seremban 3 sports students. This finding highlights those other more dominant factors, such as motivation, study skills, and self-discipline, may also influence students' achievement.

IV. Conclusions

This study emphasises that time management is not the sole or primary factor determining academic achievement among sports students. These findings imply that higher education institutions should not focus student development programmes solely on time management skills. Instead, a more holistic approach is recommended, including stress management training, academic motivation enhancement, and structured academic guidance.

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