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Comparison Between Student-Athletes and Non-Student-Athletes on Time Management and Academic Performance

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I. INTRODUCTION

Time management plays a significant role in determining academic success in higher education. Student-athletes must balance academic responsibilities with structured training and competition schedules, which may influence how they manage their time compared with non-student-athletes. This study aimed to compare time management skills and academic performance between student-athletes and non-student-athletes, and to examine the relationship between time management and academic performance among undergraduate students at UiTM Seremban 3.

II. METHODS

This study used a quantitative causal-comparative research design. A total of 204 undergraduates aged 18 to 25 years participated in the study. The questionnaire comprised demographic information, self-reported CGPA, and the Time Management Questionnaire (TMQ) by Britton and Tesser (1991). Group comparisons were conducted using independent-samples t-tests, while Pearson correlation analysis was used to measure the relationship between the variables. Statistical analysis was conducted using Jamovi software.

III. RESULTS AND DISCUSSION

This study examined whether time management and academic performance differed between student-athletes and non-student-athletes. The findings are presented according to the objectives of the study. Student-athletes ($M = 3.51$, $SD = 0.47$) demonstrated significantly higher time management skills than non-student-athletes ($M = 3.25$, $SD = 0.58$), $t(202) = -3.51$, $p < .001$. However, no significant difference was found in academic performance between student-athletes ($M = 2.81$, $SD = 0.45$) and non-student-athletes ($M = 2.79$, $SD = 0.41$), $t(201) = -0.456$, $p = .649$. A significant positive correlation was found between time management and academic performance, $r(202) = .315$, $p < .001$.

The results showed that student-athletes had significantly higher time management skills than non-student-athletes. Training routines and competitive commitments may encourage structured scheduling, discipline, and goal-setting patterns [1].

Similarly, previous work indicates that student-athletes develop adaptive time management strategies to manage both academic and athletic demands [2]. Although the two groups differed in time management skills, there was no significant difference in academic performance. This suggests that sport participation does not negatively influence academic performance when effective self-regulation strategies are used. In addition, the significant positive relationship between time management and academic performance is consistent with previous literature showing that systematic planning and priority setting are associated with academic achievement [3].

TABLE I
DESCRIPTIVE OF TIME MANAGEMENT

	Athlete status	N	Mean	SD	W	p
TM	NSA	113	3.25	0.581	0.946	0.001
	SA	91	3.51	0.471	0.942	0.001

Table I shows the descriptive statistics for time management. Non-student-athletes ($N = 113$) recorded a mean score of 3.25 and a standard deviation of 0.581, indicating moderate variation in responses. Student-athletes ($N = 91$) recorded a higher mean score of 3.51 and a standard deviation of 0.471, indicating slightly more consistent responses than non-student-athletes. The Shapiro-Wilk test indicated significant results for both groups ($W = 0.946$ for non-student-athletes and $W = 0.942$ for student-athletes), with $p < .001$, which was lower than the significance level ($\alpha = .05$).

TABLE II
DESCRIPTIVE OF ACADEMIC PERFORMANCE

	Athlete status	N	Mean	SD	W	p
CGPA	NSA	113	2.79	0.411	0.503	0.001
	SA	91	2.81	0.445	0.591	0.001

Table 2 presents the descriptive statistics for academic performance based on athlete status. Non-student-athletes ($n = 113$) recorded a mean academic performance score of 2.79, with a median score of 3.00. Student athletes ($n = 91$) recorded a slightly higher mean score of 2.81, with the same median score of 3.00. These findings indicate a similar overall level of academic performance between both groups. The Shapiro-Wilk normality test showed non-normal distributions for both groups, as the p -values were below the significance level of $\alpha = .05$.

TABLE III
PEARSON CORRELATION MATRIX

		CGPA
TMQ	Pearson's r	0.315
	df	202
	p -value	<.001
	N	204

Table III presents the Pearson correlation analysis between time management and academic performance. The results showed a significant positive relationship between time management and academic performance, $r(202) = .315$, $p < .001$. This indicates that better time management was associated with higher academic performance. The relationship was moderate in strength.

IV. CONCLUSIONS

The findings of this study indicate that student-athletes demonstrated significantly higher time management ability than non-student-athletes, but there was no significant difference in academic

performance between the two groups. These results suggest that sport participation does not negatively affect academic performance when time management is effectively maintained. In addition, the positive relationship between time management and academic performance highlights the importance of organisation and prioritisation among university students. These findings support the implementation of institutional support programmes to strengthen time management skills and facilitate academic achievement.

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