

LIFESTYLE MANAGEMENT AND ITS IMPACT ON ACADEMIC PERFORMANCE - A CONCEPTUAL PAPER

V. Rajalakshmi*, R. Christina Jeya Nithila**

Abstract This paper aims to review the literature and analysis the concept of lifestyle and its impact on academic performance. The objective is to identify the lifestyle variables that affect academic performance. Various dimensions of lifestyle are identified namely physical activity, dietary habits, sleep duration; interpersonal relationship, stress management, average hours spent on social media; height and weight of the respondents were measured to measure their BMI – Body Mass Index. To measure academic performance, GPA was considered. There is a significant relation between excellent performance and sleep duration from 6 hours to 9 hours. A healthier lifestyle is positively correlated to academic performance. Pearson's correlation coefficient showed the significant positive relationship between lifestyle and academic achievement ($p=0.03$ and $r=0.628$). These reviews help the researcher to identify the lifestyle variables which affect the academic performance and create the conceptual framework for their future study.

Keywords Lifestyle, Lifestyle Management, Academic Performance

INTRODUCTION

There are 3 spellings of lifestyle used in the literature: it is presented as 2 separate words: life style, as a hyphenated word: life-style, and as one word: lifestyle. The single word format is used in this paper, except when quoting authors who use a different format. Related terms used in the literature are: style of life, way of life. Antony Veal – October 1993

DEFINITION OF THE TERM LIFE-STYLE

The Oxford English Dictionary claims that the earliest use of the term 'life-style' was by Alfred Adler, the psychologist, who used it in 1929 to 'denote a person's basic character as established early in childhood which governs his reactions and behaviour'.

The term style of life was used by psychiatrist Alfred Adler as one of several constructs describing the dynamics of personality. The style of life is reflected in the unity of an individual's way of thinking, feeling, and acting.

Antony veal defines Lifestyle as the distinctive pattern of personal and social behavioural characteristic of an individual or a group.

“Behaviour” includes activities involved in relationships with partners, family, relatives, friends, neighbours and

colleagues, consumption behaviour, leisure, work (paid or unpaid) and civic and religious activity.

BACKGROUND

Young (2014, October) has given 9 Lifestyle factors that can affect your Mental Health: A 360 – degree approach to mental health.

- Exercise and Activity Level, Smoking, Diet, Physical Health, Abuse, Social and Community Activities, Relationships, Meditation and other Relaxation Techniques, Healthy Sleep.

Lifestyle really affects how you feel, and you can become your own best mental health ally by taking the first step toward a healthy lifestyle.

OBJECTIVES

- To identify the lifestyle variables that affect academic performance.
- To propose the conceptual framework for Lifestyle management and its impact on academic achievement.

MAJOR ARGUMENTS

Rajendran and Chamundeswari (2019, August) presents a path analysis investigating the direct and indirect influence

* Research Scholar, Xavier Institute of Business Administration (XIBA), St. Xavier's College (Autonomous), Palayamkottai, Tamil Nadu, India.

** Associate Professor, Xavier Institute of Business Administration (XIBA), St. Xavier's College (Autonomous), Palayamkottai, Tamil Nadu, India. Email: nithilainc@gmail.com

of lifestyle on academic performance for middle-school and high-school students. The correlations between the following sets of variables are studied: a) lifestyle and stress, b) stress and obesity, c) lifestyle and obesity, d) lifestyle on academic performance, e) stress on academic performance and f) obesity on academic performance.

Adolescent students from 18 schools in India participated in this study. While academic performance is estimated using GPA, questionnaires are used to capture the lifestyle habits of students as well as to assess various forms of stressors such as academic, psychological and health related.

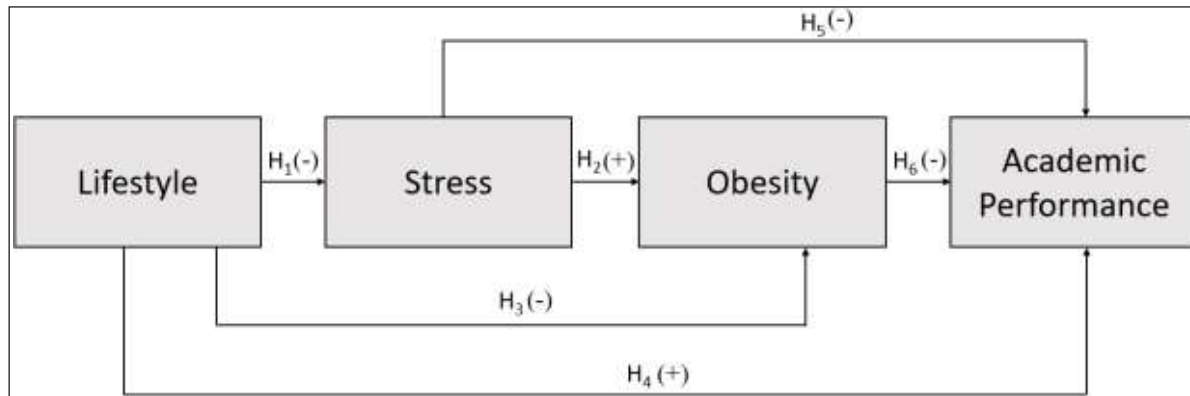


Fig. 1: Proposed Conceptual Framework using Path Analysis given by Suchithra Rajendran, August 2019

The results suggest that a healthier lifestyle is positively correlated to academic performance, while high-stress level has a negative influence. A significant negative relationship is observed between lifestyle and stress, and stress and obesity are observed to be positively related. Obesity, surprisingly, is not a significant predictor of student academic performance for the collected survey data.

Heidari et al. (March 2017), in their study analysed the correlation of lifestyle with academic achievement in nursing students. It was a cross-sectional study wherein all the students of Borujen Nursing were selected by census sampling. Data gathering tool was Walker's lifestyle questionnaire which was modified for the purpose of the study. To evaluate the educational status of students, final grade point average was considered as an indicator of academic achievement. The results indicated that most subjects (61.01%) displayed moderate levels of lifestyle. Pearson's correlation coefficient showed the significant positive relationship between lifestyle and academic achievement ($p=0.03$ and $r=0.628$).

Dhawan (2016, March-April) says lifestyle directly influences the wellbeing of individuals. In their study, the teacher's behaviour is studied for their health promoting lifestyle. They are also assessed for their lifestyle in areas of spiritual growth, health responsibility, physical activity, nutrition, interpersonal relation and stress management. Data was collected from 150 teachers working in secondary schools of Ranchi district of Jharkhand state by using a self-report questionnaire on health-promoting lifestyle habits promoted by Walker et al. (1987).

Mohammed (2015, August) aimed to assess the impacts of lifestyle on academic achievement, among medical students. The study was conducted at the University of Tabuk, faculty of medicine. 89 students were enrolled. Data included socio-demographic factors, reading materials, study preferences, learning styles, weekend learning activities, sleep duration, and hours spent on social media. Students were then categorized to excellent and average groups as indicated by grade point aggregation (GPA) ≥ 4 and < 4 respectively.

The majority (73%) of the students were excellent, (52.8%) where they used to sleep from 6 to 9 hours per day, and (43.9%) of them spent less than 2 hours daily on social media. Significant statistical differences were evident between excellent and average students concerning weekend learning activity, sleeping between 6 and 9 hours, and spending a few hours on social media ($P < 0.05$).

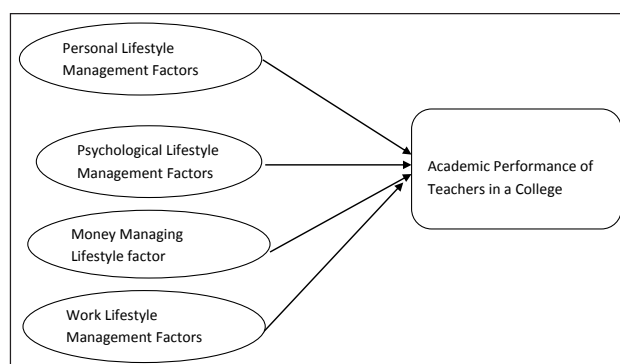
Gnanamani (2015, March) has determined and compared the eating habits and lifestyle behaviours of the incoming and outgoing students. Methodology used is a Cross sectional and Descriptive study conducted among the first M.B.B.S (Incoming), Final and interns M.B.B.S (Outgoing) students in the month of October and November 2013 in Sri Lakshmi Narayana Institute of Medical Science, Pondicherry. Data was collected from 302 Students using a pretested semi open ended questionnaire, self-administered to the students after obtaining their consent. The data on eating habits, various lifestyle factors, personal expenditure pattern, time utilization on using electronic gadgets etc.

The incoming and outgoing students residing in the hostel were 68% and 74% respectively. 50% of outgoing students have their own vehicle whereas incoming students own only 23%. 65% of outgoing students owned a laptop whereas incoming students had only 27%. The monthly average expenditure per month of outgoing students was Rs.4316 whereas incoming students was Rs.1821. The outgoing students have more expenditure, owning a laptop and vehicle, eating non vegetarian and junk foods outside at least twice in a week. An average duration of 10 hours per day was engaged by the outgoing students on electronic gadgets.

DISCUSSION

From the reviews we have identified that the lifestyle factors which affect academic performance such as physical activity, dietary habits, sleep duration, interpersonal relationships, and stress management, average hours spent on social media; height and weight of the respondents were measured to measure their BMI – Body Mass Index. To measure academic performance, GPA was considered.

Research Gap: Lifestyle factors affect the academic performances of the students were considered, whereas the studies can be taken for teachers also. How Lifestyle Management of the teachers affects their academic performance can be studied with consideration of the following conceptual framework:



Personal Lifestyle Management Factors: Physical activity, Dietary, Sleep Duration, Social activities are the dimensions taken into consideration, In Psychological Lifestyle Management Factors: Stress Management, Interpersonal relationships are the dimensions. In Money Managing Lifestyle Factor: personal expenditure pattern, Work Lifestyle management factors: The work culture, the relationship with the management, superiors, subordinates, peers and students 360 degree analysis can be made. Academic Performance of Teachers can be studied with the help of UGC API- Academic Performance Indicators (API) using their score sheet. The Scores were given to Research

Papers Published, Research Publication in Journals, Research Projects, Research Guidance, Training Courses and conference/workshop attended or organised.

Lifestyle Management can be defined as the way of living one's life and managing their behaviours in terms of their physical activities, diet, sleep duration, social activities, stress management, interpersonal relationship, and expenditure pattern to lead a healthier life.

CONCLUSION

As a result of this review, the conceptualization of lifestyle, a definition has been developed for lifestyle management and the conceptual framework was identified. The study provides a better understanding of the relationships between lifestyle factors and academic performance. Only few studies focused on understanding the relationships between lifestyle factors and academic performance were considered. Furthermore studies are needed to analyse these associations closely.

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