Organized Sports of physical activity that they participate in. The data collected included demographic information (sex, age, year of study, residence, etc) as well as other information such as membership on teams, types, timing, locations, and duration of physical activity. A set of Likert-based questions assessed student’s perception of their time-management skills and their possible influence on physical activity. The collected data was analyzed statistically for their possible influence on physical activity. The conclusions from this research provide some ideas for realistic ways in which the University can better promote physical activity on campus with the ultimate goal of improving the overall health of many students and enhancing their academic experience.

Methodology
Two large classes of undergraduate students were compared in this study; one first year (n=236) and the other third year (n=74). Both classes were surveyed within the same week. The data collected included demographic information (sex, age, year of study, residence, etc) as well as other information such as membership on teams, types, timing, locations, and duration of physical activity. A set of Likert-based questions assessed student’s perception of their time-management skills and their possible influence on physical activity. The collected data was analyzed statistically for their possible influence on physical activity. The conclusions from this research provide some ideas for realistic ways in which the University can better promote physical activity on campus with the ultimate goal of improving the overall health of many students and enhancing their academic experience.

Conclusion
Most students are aware of the university exercise facilities available to them. Despite this fact, more than 60% of students do not use them at all. Overall, first and third year students are very similar with regard to exercise patterns and reasons for not using these facilities regularly (overcrowded gyms and lack of time). Although there is no significant difference in the amount of times first and third year students exercise per week, third year students do believe that their time management skills have improved over their years of studies – therefore, they should devote more of their time to exercise. Realistic ideas for ways in which the University of Ottawa can promote exercise on campus include updating students with regular emails and advertising on campus. Also, renovating or expanding the existing facilities in order to motivate students to make use of them would likely increase student’s physical activity levels and their overall well-being.

Student well-being: Further studies on physical activity by undergraduate students
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Faculty of Health Sciences, Faculty of Medicine, University of Ottawa

Number of Times 1st Year Students Exercise Per Week

Number of Times 3rd Year Students Exercise Per Week

Number of Times Students Use University Facilities Per Week

I believe... (%)

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>3rd Year</th>
<th>1st Year</th>
<th>3rd Year</th>
<th>1st Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have good time management skills</td>
<td>54.6</td>
<td>70.3</td>
<td>28.1</td>
<td>24.3</td>
<td>17.3</td>
<td>5.4</td>
</tr>
<tr>
<td>I do not work out as much as I would like to because I have trouble managing my time</td>
<td>52.4</td>
<td>33.8</td>
<td>21.2</td>
<td>20.3</td>
<td>26.4</td>
<td>45.9</td>
</tr>
<tr>
<td>I would take class more often if I had more available time</td>
<td>87.4</td>
<td>78.3</td>
<td>10.0</td>
<td>16.2</td>
<td>2.6</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Table 1. Students were asked to rate their agreement with the 3 statements above. There is a significant difference between the first and third year students’ ratings of their time management skills (p=0.02). An additional question for third year students, not shown above, indicated that 78% of third year students believed that their time management skills had improved since their first year of university.

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References