

A Cross-sectional study: Time management skills among medical students in Pakistan

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ABSTRACT

Background: Time-management skill is really important for the medical students as they have to face many pressures (like psychological, economical, educational) during their study tenure. These pressures can overcome by managing time effectively.

Aim: To identify the time management skills of students of UCMD in Pakistan and also to compare time management skills of pre-clinical students with clinical students.

Methodology: A pre-validated questionnaire was used to identify time-management skills of second year (pre-clinical) and fourth year (Clinical) MBBS students of University college of Medicine and Dentistry. Data was analyzed through SPSS version 20 after ERB approval and participant's confidentiality were ensured.

Results: There were significant difference among the score of second year and fourth year MBBS students. Results also showed significant difference for student's way of living with time-management skills, while gender parameter showed no significance.

Conclusion: It was concluded that students of second year (pre-clinical year) have adequate time-managing skills than students of fourth year (clinical year). As well as day scholar carry more skills to manage their time.

Keywords: Management skill, medical students, study tenure

INTRODUCTION

Time management is a skill that referred to the person with an ability to do anything with his/her own will and capacity. If time is managed effectively, quality of life and productivity of person can be increased by planning and organizing their activities. By managing time effectively, person's performance can be increased and academic pressure can also be managed (Alshaya, Roomi, Alzayer, Alonze, & Alshaalan, 2017). When a person performs his/her activities, or work effectively at any age group is known by "time management skills" acquired by a person. There are some people who does not manage their tasks according to time allotted during daily activities and also there are other people who easily managed their activities with time. It is because some people know well how to make use of time management (Alshaya, Roomi, Alzayer, Alonze, & Alshaalan, 2017).

Time-management skills come under the domain of self-management skills. It helps to organize our activity according to time rather than increasing time frame for a person (Misra & McKean, 2000). A person can manage his time by using effective time-management skills which let him enjoy his spare time with family, relatives etc. (Karakose, 2015). In literature, there are publications that focused on importance of time and its management priority. Review on multiple article showed that time management skill need to be enhanced by the person after identifying his/her own abilities, prioritizing and optimizing their work load, specifying goal and planning assessment (Claessens, Van Eerde, Rutte, & Roe, 2007). Current studies showed that even in professional environment, time management ability is really important for personal and professional success (Koch, 1998). A study

done by Britton and Tesser in 1991 concluded that effective time management influences student's achievements and performances while bad time management lead to increased stress level amongst students. There are some of the factors which includes increased exam stress because of poor management of time for preparation lead to poor academic performance in examination (Britton & Tesser, 1991). In educational area, time is resource of great importance and interest for the stakeholders like students, teachers, parents, administrations etc. (Kayode & Ayodele, 2015).

Sometime in schools or colleges, lack of time or lack of management of time because of any unplanned or unforeseen circumstances will lead to bad performance of student towards their studies (Kayode & Ayodele, 2015). Unforeseen circumstances cannot be controlled by students but the factor of time wasting can easily be managed. Other factors that will lead to creating tension for completing task assigned include laziness of student, time wasting, distraction (King, 2002).

In medical colleges, it is being considered that because of huge curricular course outline, it is difficult to manage time according to stress of studies and huge course outline. Main purpose of this study is to identify the time management skills of students of UCMD in Pakistan.

The objective of this study is to identify the time management skills of students of UCMD in Pakistan and to compare time management skill of pre-clinical students with clinical students.

METHODOLOGY

This study conducted was quantitative cross-sectional study design. Survey was conducted from 2nd year (pre-clinical) and 4th year (clinical) MBBS students of private medical college in Pakistan. University College of Medicine and Dentistry (UCMD) is the private medical college in

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Pakistan running integrated modular curriculum throughout five years of program. Study was conducted by getting Ethical approval from Institutional Ethical Review Board (IERB) of UCMD. Pre-validated "Time Management Questionnaire" was distributed to 2nd year and 4th year MBBS students after taking consent from each participant after explaining them about main purpose and objective of the study and also ensuring them confidentiality. Questionnaire contain 25 items and also general information regarding gender and their way of living. Each participant need to respond each item according to scale as "never", "sometimes" and "always" whereas "never" contains 0 score, "sometime" contains 1 score while "always" contain 2 scores. For all the participant, each score was calculated after summing up. Each participant could carry maximum of 50 scores after addition of marks of all items. If a participant scored less than or equal to 29 then it was considered as "inadequate time management" whereas if he/she scored more than or 29 then it was considered as "adequate time management" by participant.

Out of 200 students 125 students (60 from 2nd year and 65 from 4th year) filled the questionnaire according to standards. After collecting data analysis was done through SPSS. Data was entered manually into software called Statistical Package for Social Sciences (SPSS) version 20 then was cross-checked again to ensure the accuracy of data.

RESULTS

In our study, total 125 (34 male participants 27.2%, 91 female 72.8%) participants completed the questionnaire out of 200 students with the age group of 20.1±0.10 for 2nd year and 22.06±1.05 for 4th year MBBS students. 60 students from pre-clinical class (2nd year) and 65 students from clinical class (4th year) responded adequately in this study. Amongst them, 78(63.9%) participants were day scholar while 41(33.6%) participants used to live in hostels as shown in Table 1.

From "Time Management Questionnaire" cumulative scores that is obtained from students were shown in Table 2. Cumulative scores showed high time management skills among students of 2nd year (pre-clinical) and 4th year (Clinical) students in University College of Medicine and Dentistry.

As shown in Figure I and Figure II, it indicates that 63.3% students had adequate time management skills among participant of second year (pre-clinical year) while 36.7% showed inadequate time management skills. Whereas, 44.6% students of forth years (clinical year) showed adequate time management skills while 56.4% students showed inadequate time mangement skills.

Also, table 3 showed relation between time management skills with participant's socio-economic status. Results of our study showed that there is no significance difference among females and male with time management skills. In table III, results showed that there is significant difference present among time management skill with participant live in hostels and day scholar. Moreover, significant results obtained among time management skills with clinical (forth year) and pre-clinical (second year) students.

Figure I: Time Mangement Skills Among Students of Second Year

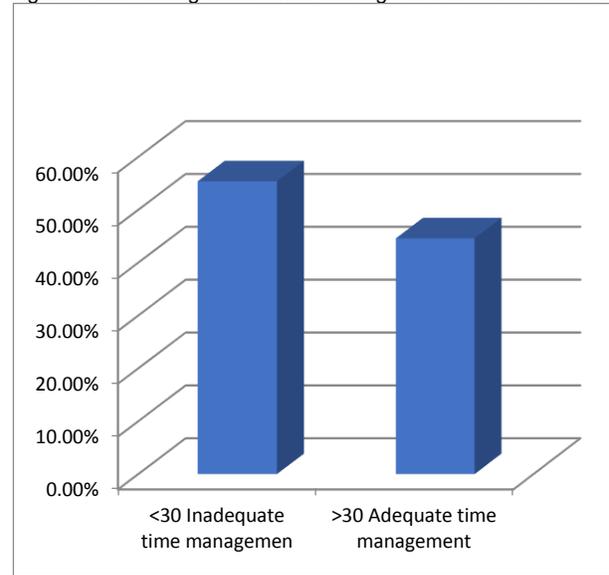


Figure II: Time Mangement Skills Among Students of forth Year

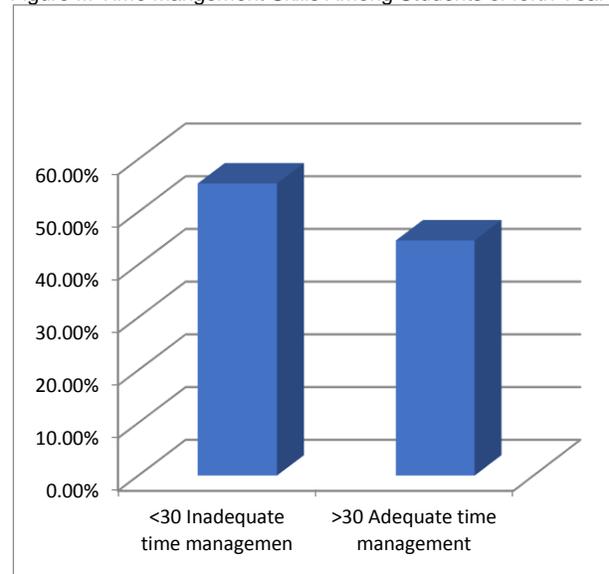


Table 1: Socio-demographic characteristics of Students.

Socio-demographic characteristics	Frequency	
Age: Mean±SD	2 nd year	20.1±0.10
	4 th year	22.06±1.05
Gender		
Male	34 (27.2%)	
Female	91(72.8%)	
Students participated		
2 nd year (pre-clinical)	60 (48%)	
4 th year (clinical)	65 (52%)	
Residence during Study		
Day Scholar	78(63.9%)	
Lives in Hostel	41(33.6%)	

Table 2: Cumulative response of participants on "Time Management Questionnaire"

Sr. no.	Questions	Class	Never	Sometimes	Always	Total number of Participants
1	I do things in order of priority	Second Year	6(10%)	27(45%)	27(45%)	60(100%)
		Forth year	7(10.8%)	32(49.2%)	26(40%)	65(100%)
2	I accomplish what needs to be done during the day.	Second Year	7(11.7%)	30(50%)	23(38.3%)	60(100%)
		Forth year	9(13.8%)	46(70.8%)	10(15.4%)	65(100%)
3	I always get assignments done on time.	Second Year	6(10%)	19(31.7%)	35(58.3%)	60(100%)
		Forth year	9(13.8%)	30(46.2%)	26(40%)	65(100%)
4	I feel I use my time effectively.	Second Year	5(8.3%)	27(45%)	28(46.7%)	60(100%)
		Forth year	19(29.2%)	30(46.2%)	16(24.6%)	65(100%)
5	I tackle difficult or unpleasant tasks without procrastinating (delaying)	Second Year	6(10%)	23(38.3%)	31(51.75)	60(100%)
		Forth year	14(21.55)	32(49.2%)	19(29.2%)	65(100%)
6	I force myself to make time for planning	Second Year	8(13.3%)	22(36.7%)	30(50%)	60(100%)
		Forth year	8(12.3%)	28(43.1%)	29(44.6%)	65(100%)
7	I am spending enough time planning	Second year	12(20%)	18(30%)	30(50%)	60(100%)
		Forth year	10(15.4%)	30(46.2%)	25(38.5%)	65(100%)
8	I prepare a daily or weekly "to-do" list.	Second Year	14(23.3%)	18(30%)	28(46.7%)	60(100%)
		Forth year	21(32.3%)	27(41.5%)	17(26.2%)	65(100%)
9	I prioritize my list in order of importance, not urgency	Second Year	10(16.7%)	23(38.3%)	27(45%)	60(100%)
		Forth year	8(12.3%)	33(50.8%)	24(36.9%)	65(100%)
10	I am able to meet deadlines without rushing at the last minute	Second Year	8(13.3%)	22(36.7%)	30(50%)	60(100%)
		Forth year	16(24.65)	26(40%)	23(35.4%)	65(100%)
11	I keep up-to-date on my reading and homework assignments	Second Year	5(8.3%)	21(35%)	34(56.7%)	60(100%)
		Forth year	6(9.2%)	37(56.9%)	22(33.8%)	65(100%)
12	I prevent interruptions from distracting me from high priority tasks	Second Year	6(10%)	25(41.7%)	29(48.3%)	60(100%)
		Forth year	13(20%)	31(47.7%)	21(32.3%)	65(100%)
13	I avoid spending too much time on trivial/small matters	Second Year	6(10%)	27(45%)	27(45%)	60(100%)
		Forth year	13(20%)	25(38.5%)	27(41.5%)	65(100%)
14	I am spending enough time on academic matters	Second Year	4(6.75)	32(53.3%)	24(40%)	60(100%)
		Forth year	8(12.5%)	32(50%)	24(37.5%)	65(100%)
15	I plan time to relax and be with friends in my weekly schedule	Second Year	8(13.3%)	15(25%)	37(61.7%)	60(100%)
		Forth year	14(21.55)	27(41.5%)	24(36.9%)	65(100%)
16	I have a weekly schedule on which I record fixed commitments such as classes and work hours	Second Year	12(20%)	24(40%)	24(40%)	60(100%)
		Forth year	17(26.2%)	27(41.5%)	21(32.3%)	65(100%)
17	I try to do the most important tasks during my most energetic periods of the day	Second Year	10(16.7%)	22(36.7%)	28(46.7%)	60(100%)
		Forth year	7(10.8%)	24(36.9%)	34(52.3%)	65(100%)
18	I make constructive use of my commuting (travelling) time	Second Year	13(21.7%)	15(25%)	32(53.3%)	60(100%)
		Forth year	16(24.6%)	26(40%)	23(35.4%)	65(100%)
19	I periodically re-assess my activities in relation to my goals	Second Year	6(10%)	25(41.75)	29(48.3%)	60(100%)
		Forth year	8(12.3%)	28(43.1%)	29(44.6%)	65(100%)
20	I have discontinued any wasteful or unprofitable activities or routines.	Second Year	13(21.7%)	19(31.75)	28(46.7%)	60(100%)
		Forth year	12(18.5%)	31(47.7%)	22(33.8%)	65(100%)
21	I screen and group my telephone calls to allow for control over telephone interruptions	Second Year	14(23.3%)	19(31.7%)	27(45%)	60(100%)
		Forth year	16(24.6%)	26(40%)	23(35.4%)	65(100%)
22	I judge myself by accomplishment of tasks rather than by amount of activity or "busy-ness"	Second Year	10(16.7%)	22(36.7%)	28(46.7%)	60(100%)
		Forth year	10(15.3%)	33(50.8%)	22(33.8%)	65(100%)
23	My actions are determined primarily by me, not by circumstances or by other people's priorities	Second Year	8(13.3%)	22(36.7%)	30(50%)	60(100%)
		Forth year	8(12.3%)	30(46.2%)	27(41.5%)	65(100%)
24	I have a clear idea of what I want to accomplish during the coming semester	Second Year	6(10%)	17(28.3%)	37(61.7%)	60(100%)
		Forth year	6(9.2%)	26(40%)	33(50.8%)	65(100%)
25	I am satisfied with the way I use my time	Second Year	10(16.7%)	15(25%)	35(58.3%)	60(100%)
		Forth year	6(9.2%)	24(36.9%)	35(53.8%)	65(100%)

Table 3: Time management skill and socio-economic characteristics association

Socio demographic characteristics		Adequate time management	Inadequate time management	P value
Gender	Male	20(58.8%)	14(41.2%)	0.474
	Female	47(51.6%)	44(48.4%)	
Residence during Study	Lining in hostel	21(48.8%)	22(51.2%)	0.051
	Living in your own home (day scholar)	46(56.1%)	36(43.9%)	
Class	Second year	38(63.3%)	22(36.7%)	0.036
	Forth year	29(44.6%)	36(55.4%)	

Statistically significant P-Value is less than equal to 0.05.

DISCUSSION

In this study our results indicate that pre-clinical students have more time management skill than student of clinical year in Pakistani medical college. Also, students used to live in hostel carried less time management skills than day scholars. But, there were no significant difference obtained

among males and females respectively. Further, specifically we found that preclinical students have more time management skills than students of clinical year.

Our study reported that in Pakistan 63.3% of second year students showed adequate management skills for time while 36.7% of students showed inadequate time

management skill. Therefore, while reporting forth year students it was concluded that 55.4% participants showed inadequate skills to manage time whereas 44.6% participants managed their time adequately. Overall, these results concluded that second year students managed to use their time more efficiently than students of fourth year. It showed that time management depends upon the student's self-organization skills. As one of the study held in Egypt by Eid et al. reported that in nursing school more students can manage their time smartly. Results of this study coincide with the results of second year students in our study. While difference in results of fourth year may be because of change in curriculum, schedule and routine.

Our study also concluded that there is no significance of gender (male and female) upon time-management skills of students while other studies done by Jahanseir in 2008, Saketi in 2010, Pehlivan in 2013, Adebayo in 2015 also showed the same results (Adebayo, 2015; Jahansir, Salehzadeh, Vesaghi, & Mousafifar, 2008; Pehlivan, 2013; Saketi & Taheri, 2010) which indicated that behavior of males and females regarding time-management is the same. Contrary, another study concluded that there is more time-management skills present amongst females than males (Liu, Rijmen, MacCann, & Roberts, 2009)

Also, it was observed that students used to live in hostels carry less management skill to time than day scholars. This may be because of the fact that day scholars have more opportunities to manage their time at home place with other's support. A study done in Saudi Arabia reported no significant results regarding gender with time-management skills (Alshaya, Roomi, Alzayer, Alonze, & Alshaalan, 2017). So, teacher should act like a mentor or a counselor to help their students specially who live in hostels to manage time effectively.

In this study, pre-validated questionnaire was used to identify the association between genders, way of living and academic year with time-management skills among students of second and fourth year. Limitation includes that small sample size has been taken and study was performed in only one medical college.

CONCLUSION

This study reported that in Pakistan's medical college, second year (pre-clinical year) have more skills to manage time than students of fourth year (clinical year). It seems that pre-clinical students can smartly manage their time as compared to clinical students. It was also shown that gender status has no significance on time-management skills. Also, it was concluded that day scholars seem to manage time effectively than students used to live in hostels.

Declaration: I declare that solely myself has composed this paper and it has not been submitted, in whole or in parts, in any previous journal.

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