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Time management attributes in second year bachelor in physiotherapy students

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Abstract: **Background and Aim**-Time management including Leisure time i.e free time awareness can be utilized for work life balance. The study was done to find out time management attributes and correlating with free time management subscales scores in SYBPTh students.

Methodology-Time Management scale and Free time management scale with sub scores as goal setting and evaluating (SE), Technique (T), Free time attitudes (A) and Scheduling (S) was administered to entire batch of 40 SYBPTh students. **Results**- 16 students had scores on TMS above 54. Rest 24 students had lower scores. Moderate positive correlation between the TMS and FTMS-SE ($r = 0.444$, $p = 0.004$) was found. In hostel staying students we found significant moderate positive correlation between the TMS and FTMS T ($r = 0.532$, $p = 0.034$); strong negative correlation between TMS and FTMS – S ($r = -0.701$,$p = 0.003$). In local students moderate positive correlation between TMS and FTMS -SE was found.

Conclusions-Time management attributes correlated with FTMS subscales for SYBPTh students. The hostel staying students had better time attributes. No statistical difference was found between girls and boys.

IndexTerms **– Time management, Free time management, leisure, Physiotherapy education**

I. INTRODUCTION

Professional programs like physiotherapy undergraduate education possess unique demands that may require students to modify their lifestyle accordingly. Time management involves scheduling, anticipating and responding to actions in a planned and efficient manner- Time management, prioritization of tasks, as well as the ability to multi-task are all necessary skills to meet the demands put by professional education as in that of undergraduate physiotherapy education. It is actually a personal process of structuring, programming, predicting the development of actions over time, and this repeated, controlled, analyzed process eventually leads to the formation of useful, efficient time management skills[1]. It is way of monitoring and controlling time. Improvement in academic success, reduction in education cost, improved attitudes towards time management attributes and earlier career progression amongst students in military college was found following time management workshop[2]. In medical education time management skill is positively correlated with academic success. In a meta analysis about time management of students it was seen that time management skill have higher impact on behavior based performance than result based performance. In same study it was found that in students it was negatively correlated to procrastination than amongst employees.[3] Time management skills were found to be positively correlated to number of hours of study, conscientiousness, self esteem and internal locus of control. Age and gender hardly correlated with time management skill as seen in most studies considered for the meta-analysis. Literature also demonstrates strong negative correlation with multi-tasking. Physiotherapy education research literature mentions time management for students from perspective of burnout during patient care

Free time availability for students usually goes waste. It's called killing time or time pass in colloquial terms. The leisure time usually available is called as a double-sided sword – may be used positively or negatively.[4] If used positively, it may contribute to personal and social improvement; if used negatively, it may result in problems such as lack of discipline.[4] Effective leisure evaluation and management affects the individual positively (rest, fun, renewal, socialization, etc.), while bad leisure evaluation and management affects the individual negatively (stagnation, laziness, carelessness, selfishness). Active leisure time management certainly has positive impact on one's working life and increase the individual success and desire.

Analyzing leisure time during the university period in the best way and learning to manage it should lay the foundations of being a successful, characterful and dignified person that is likely to continue for years. The problem faced by university youth regarding leisure management and winning over boredom is increasing day by day[5]. Moderate correlation was found between free time management and quality of life amongst students (Tzan chuan 2011) Also better free time management skill had positive effect on overcoming boredom.

Academic stress was reported to be one of the causes of stress amongst Physiotherapy students.[6] No study was found about time management awareness prior in early years of Physiotherapy education.

2. Research Methodology

2.1 Population and Sample- Convenient sample comprising of entire batch of 40 students studying in Second year bachelor course in Physiotherapy department of Seth GSMC and KEM Hospital, Mumbai, India.
2.2 Inclusion Criteria Students studying in SYBPTh and willing to participate
2.3 Exclusion criteria -Students not willing to participate
2.4 Data and source of Data- Students studying in SYBPTh course of Seth GSMC & KEMH in 2023.

3 **Theoretical framework**
3.1 **Outcome measures**
Time management Scale- Briton and Tesser 1995 structured a Time management questionnaire later studied by Trueman Hartley with 20 questions. It has five point response scale: never (1); rarely (2); sometimes (3); often (4) and always (5).
A score of 54 or higher suggests "you are on fire! Look for little ways to continue to improve based on your time assessment!"
A score of 46-53 suggests "You are building your skills! Review your time assessment and work on prioritizing assignments!"
A score of 36-45 suggests "Time Management is difficult, but you are working on building those skills! Look at your time assessment…are you using your time efficiently? Work on getting organized and flushing out your planner."
A score of 35 or below Suggests "this may be the first time you have had to fully manage your own time. Don't worry! You can build your skills! Look at your time assessment and start by blocking out time that you can work on assignment and study!"

Free time management Scale is a validated and reliable scale with 15 items and 4 dimensions devised by Wang in 2010. There are 5 items in 'goal setting and evaluating', 4 items in 'technique', 3 items in 'leisure attitude' and 4 items in 'scheduling' subscales. Cronbach's Alpha Reliability coefficient for the scale has been found to be 0.83 and test-retest reliability has been established as 0.86. Internal consistency coefficients for the sub dimensions range between .71 and .81. The reliability and validity studies also show that while the scale itself consists of four factors, it may also be used with a single factor (Akgül ve Karaküçük, 2015). In the study, the Cronbach Alpha value of the whole scale was determined as 0.84. The Cronbach alpha values of the sub-dimensions of the scale were determined as 0.89 for scheduling, 0.78 for evaluation, 0.77 for leisure attitude and 0.75 for goal setting, respectively.

3.2 **Procedure** This study is a part of another interventional study with IEC (EC/OA-55/2023) and CTRI (REF/2023/07/070424). The students of Second year BPTh course of Seth GSMC & KEMH were explained nature of the study and were requested to join study by signing informed consent document. Since the study was planned considering time after their mid term exams adjoining a vacation period, voluntary participation of entire batch was possible. The TM scale and FTM scale was administered in classroom setting. The instruction was to respond to the statements with the number from the rating scale that indicates the frequency with which they do each activity. They were asked to assess their behavior as it is, not as they would like it to be. The usefulness of this instrument depends on their ability to accurately assess their own behavior; was also told to the participants.
The class has 31 girls and 9 boys. 9 girls and 7 boys stay away from parents i.e in hostel or as paying guests.

4 statistics and data analysis-
5 Results -The distribution of TM scale is 5 (13%) , 6 (15%), 13 (33%) and 16 (38%) above 54, between 46-53, between 36-45 and less than 35 respectively.
Median score for TMS was 51.5 (0-80), 46 for girls and, 54 for boys. Median scores for FTMS total is 43 (5- 90), 51for girls and, 59 for boys. The difference amongst genders was statistically insignificant.

Table 1- FTMS score

FTMS	Median scores	Min -Max scores
FTMS-SE	13	5-25
FTMS -T	11.5	4-20
FTMS-Att	11	3-15
FTMS-S	7	3-15

Data was analyzed using IBM SPSS v 26.
The Spearman correlation coefficient was computed to evaluate the correlation.

Table 2- correlation between TMS and FTMS total and subscores.

	FTMS SE	FTMS T	FTMS Att	FTMS S	FTMS Total
TMS	0.444	0.31	0.27	-0.2	0.3
	p-0.004 i.e S	NS	NS	NS	NS

Correlating TMS score with FTMS subscores in hostel and locally staying students

TMS with ⟶	FTMS SE	FTMS Tech	FTMS Att	FTMS Sch
Hostel	0.35	0.532*	0.145	-0.701*
Local	0.451*	0.15	0.03	0.02

Significant correlations were found amongst hostel staying students in technique and scheduling domain of FTMS. Moderate and strong negative correlation was found in FTMS Tech and FTMS S with TMS in hostel staying students. Moderate correlation was found only in FTMS SE with TMS in locally staying students. Statistical difference amongst both hostel and locally staying students for TMS and FTMS was not seen.
Correlating TMS score and FTMS sub scores in girls and boys.

Gender	Ftms SE	Ftms Techn	Ftms Att	Ftms Sch
F	0.295	0.138	0.262	-0.224
M	.874 (S)	.766 (S)	0.092	-0.475

In boys --Statistically strong positive correlation between TMS and
a. FTMS -SE (r = 0.874, p = 0.002).
b. FTMS -T (r =0.766, p = 0.016)
In girls – no correlation was found between TMS and FTMS subscales.
No statistically significant difference was found for total FTMS and TMS scores within boys and girls.

Correlation within hostel girls and hostel boys

	Hostel girls	Hostel boys
TMS, FTMS	0.238	0.316
TMS, FTMS SE	0.266	0.713
TMS, FTMST	0.52	0.718
TMS, FTMSAtt	0.24	-0.4
TMS, FTMS Sc	-0.72	-0.08

Strong correlation was found in hostel staying boys for TMS with FTMS goal setting and evaluation and technique domain
For girls staying in hostel strong correlation was found for FTMS scheduling domain with TMS.

6 Discussion- 5 students had very good scores suggesting them to look for little ways to continue to improve, based on their time assessment. 6 students scoring between 46 and 53 on TMS need to work on prioritizing assignments. 13 students scoring between 36 and 45 need to get organized and work on their planning for activities as per priority. 16 students scoring below 35 need to build time management skills by blocking out time that they can work on assignment and study. A study done amongst medical undergraduate students (Kulkarni 2020) found moderately low scores on time management scale. Also weak positive correlation was found between TMS and academic performance. It was suggested in study to conduct sessions for time management skills for students[7].
2021 study by Jamrus conducted on 55 male and 65 female students found significantly better scores in females on time management skills.[8]
In current study boys had numerically higher scores on time management, although the difference is statistically insignificant.
Free time that is managed effectively by individuals, is positively related to better quality of life (Wang 2010). Here the subset FTMS SE and FTMS T were more related compared to FTMS A and FTMS S. This study concluded that students were aware of leisure period but some did not know ways to improve quality of leisure time.
This study could fine moderate positive correlation between the TMS and FTMS-SE (r = 0.444, p = 0.004). Goal setting and evaluation subset mentions awareness about leisure slots for prioritizing goals. The participants had lower scores on techniques, attitudes and scheduling domains of free time management scale.
Housing as a primary determinant of an individual's welfare, life sustenance and survival is of utmost importance to the individual, family, society and nation as a whole[9]. Staying away from parent during educational year has pros and cons. Students staying as paying guest away from parents would have to fetch all necessities of daily life on their own right from paying bills to arranging for drinkable water. It depends on individual student to adapt to circumstances and manage time and resources judiciously. This is reflected as better scheduling and techniques for leisure amongst hostel staying students in this study.
Women students are known to have better time management attributes than men students.[8] But in our study, there was no statistically significant difference found amongst girls and boys. In boys, statistically strong positive correlation was found between TMS and FTMS -SE (r = 0.874, p = 0.002) and FTMS -T (r =0.766, p = 0.016). Amongst hostel staying boys strong correlation was found between TMS and SE and T domains of FTMS. Whereas hostel staying girls showed strong correlation with scheduling domain of FTMS with TMS.

In an article enabling lifelong learning through development of 21st century skill, its explicitly mentioned improving productivity by managing time in everyday activities. Meenakshi (2023). The questionnaire by Jan Oliver de Leon, University of Makati probes on work life balance by managing time, amongst others.

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