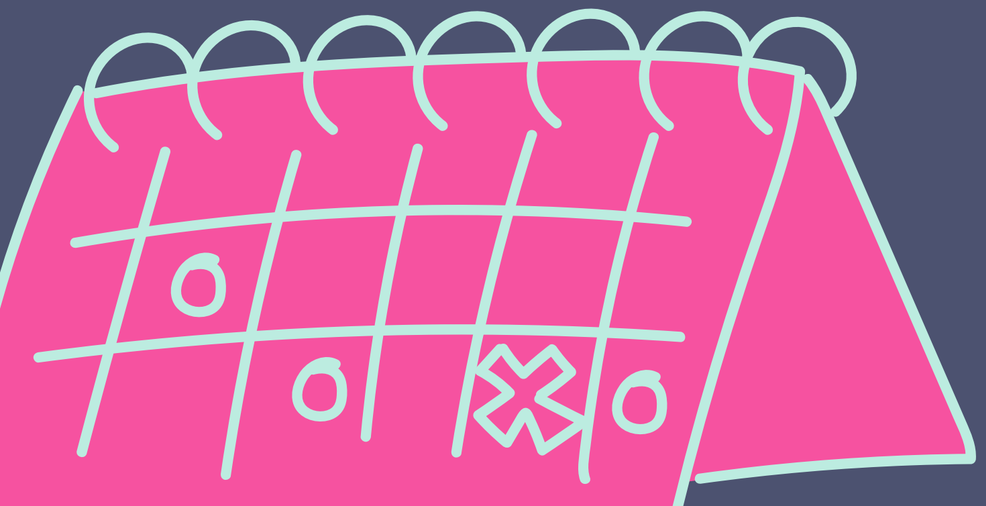
Exploring the Impact of Fixed vs. Flexible Schedules on Student Productivity, Academic Success, and Satisfaction

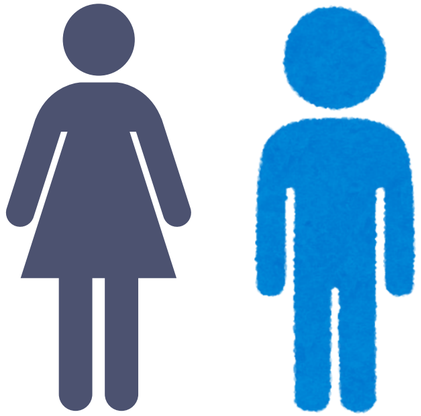


Presented By:
Alveena Javaid(53)
Fatima Mohsin(46)
M. Obaid Ur Rehman(24)
M.Zohaib Khan(16)

DEMOGRAPHICS

Sample size

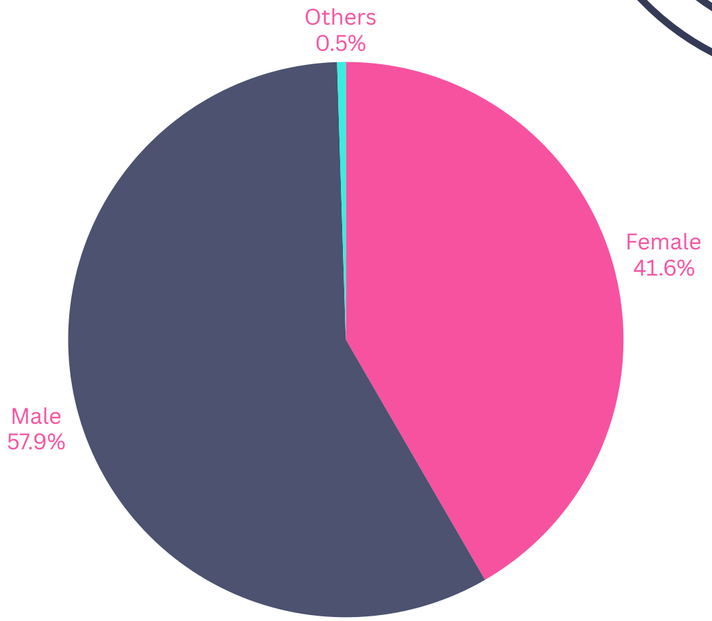
n=200



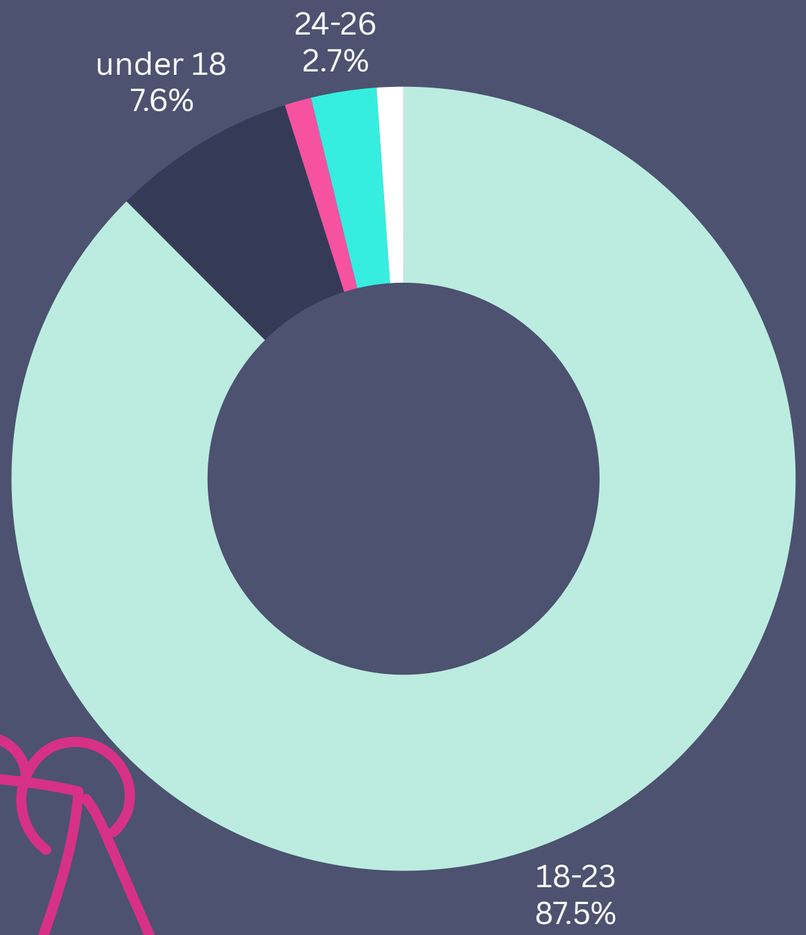
41.6% Female

57.8% male

0.5% Others



DEMOGRAPHICS DIVIDED BY AGE



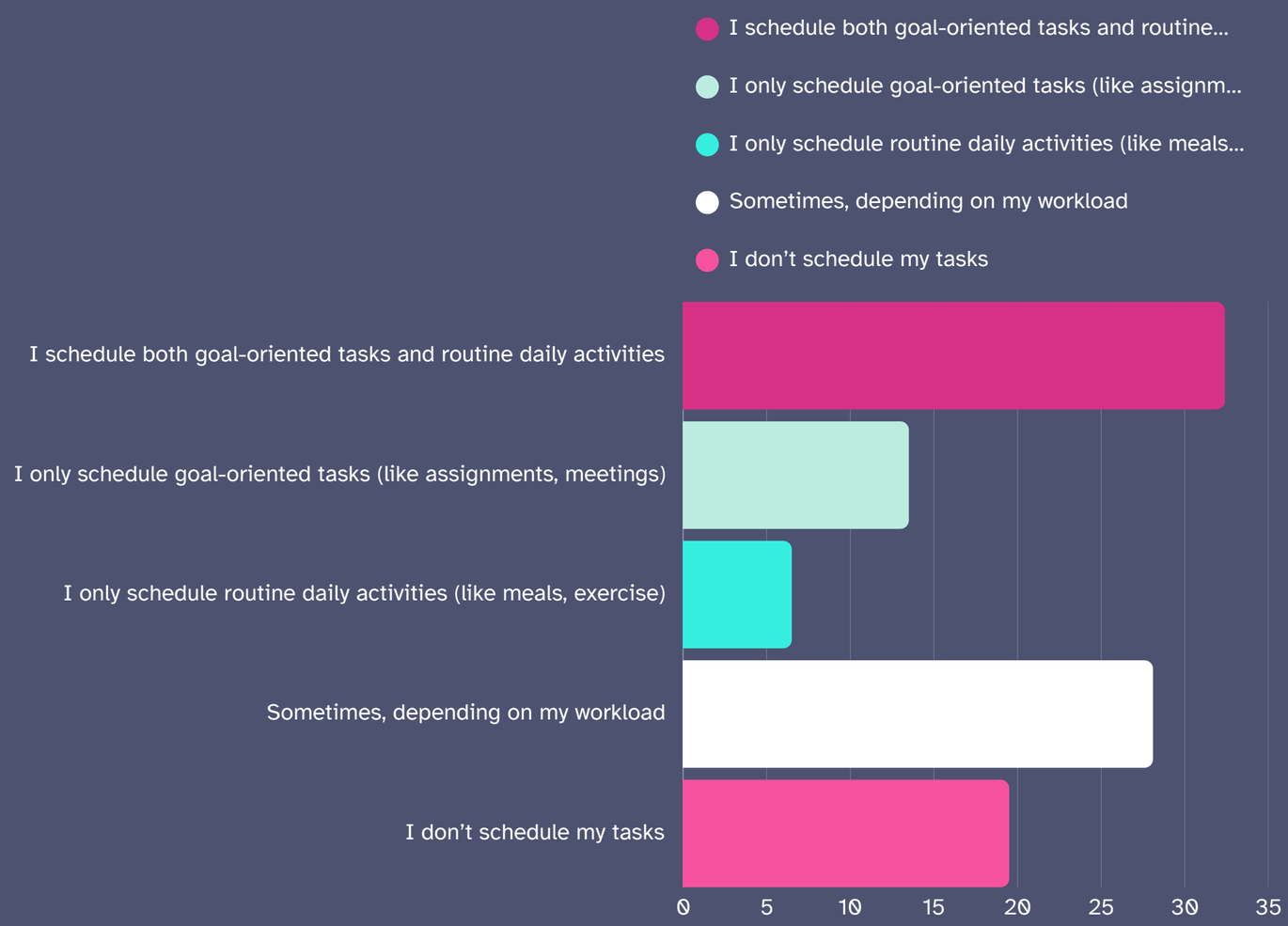
Under 18	7.6%
18-23	87.5%
24-26	2.7%
27-30	1.1%
Over 30	1.1%

QUESTIONNAIRE FORMAT

We surveyed with 18 questions to collect relevant data on the impact of different types of scheduling.

1. **Scheduling Preferences and Practices**
2. **Productivity and Success**
3. **Satisfaction and Well-Being**

Scheduling Preferences and Practices



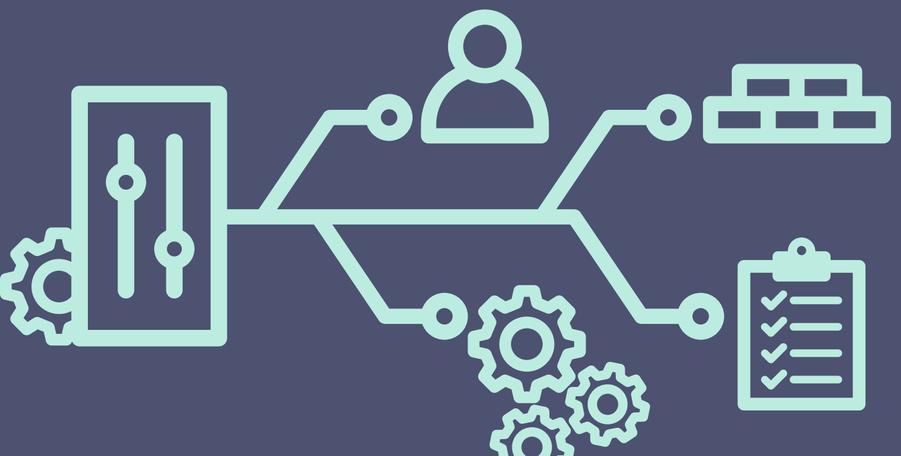
OBSERVATION NO. 1

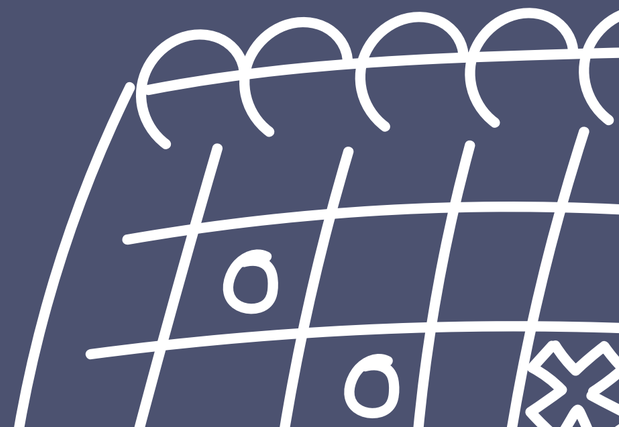
Schedule Type vs. Productivity

Group 1: Students with Fixed Schedules
Group 2: Students with Flexible/Hybrid Schedules

H_0: Mean productivity is the same across both groups

H_1: Mean productivity differs across groups





H_0 (Null): $\mu_1 = \mu_2$

H_1 (Alternate): $\mu_1 \neq \mu_2$

T-statistic: 0.161

P-value: 0.872

$p > 0.05$

Conclusion:

There is no statistically significant difference in productivity between students with fixed and flexible/hybrid schedules.

we fail to reject the null hypothesis.


1.4
1.2
1.0
0.8
0.6
0.4
0.2
0.0
Density
1
2
3
4
Productivity Score(1=very low,4=very High)

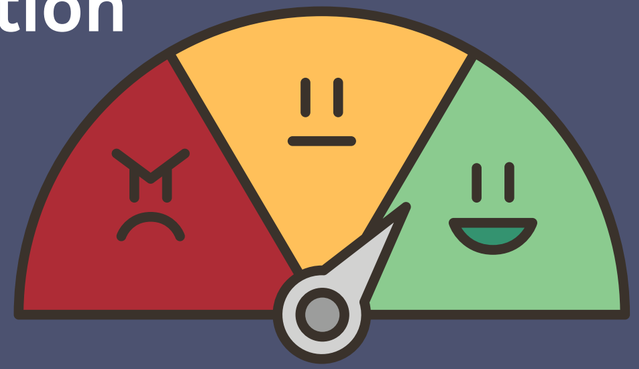
OBSERVATION NO.2

Schedule Control vs. Satisfaction

Group 1: Students with full control over their schedule
Group 2: Students with limited or no control

H_0 : No difference in satisfaction levels between two groups

H_1 : Students with full control report higher satisfaction



H_0 (Null): $\mu_1 = \mu_2$

H_1 (Alternate): $\mu_1 > \mu_2$

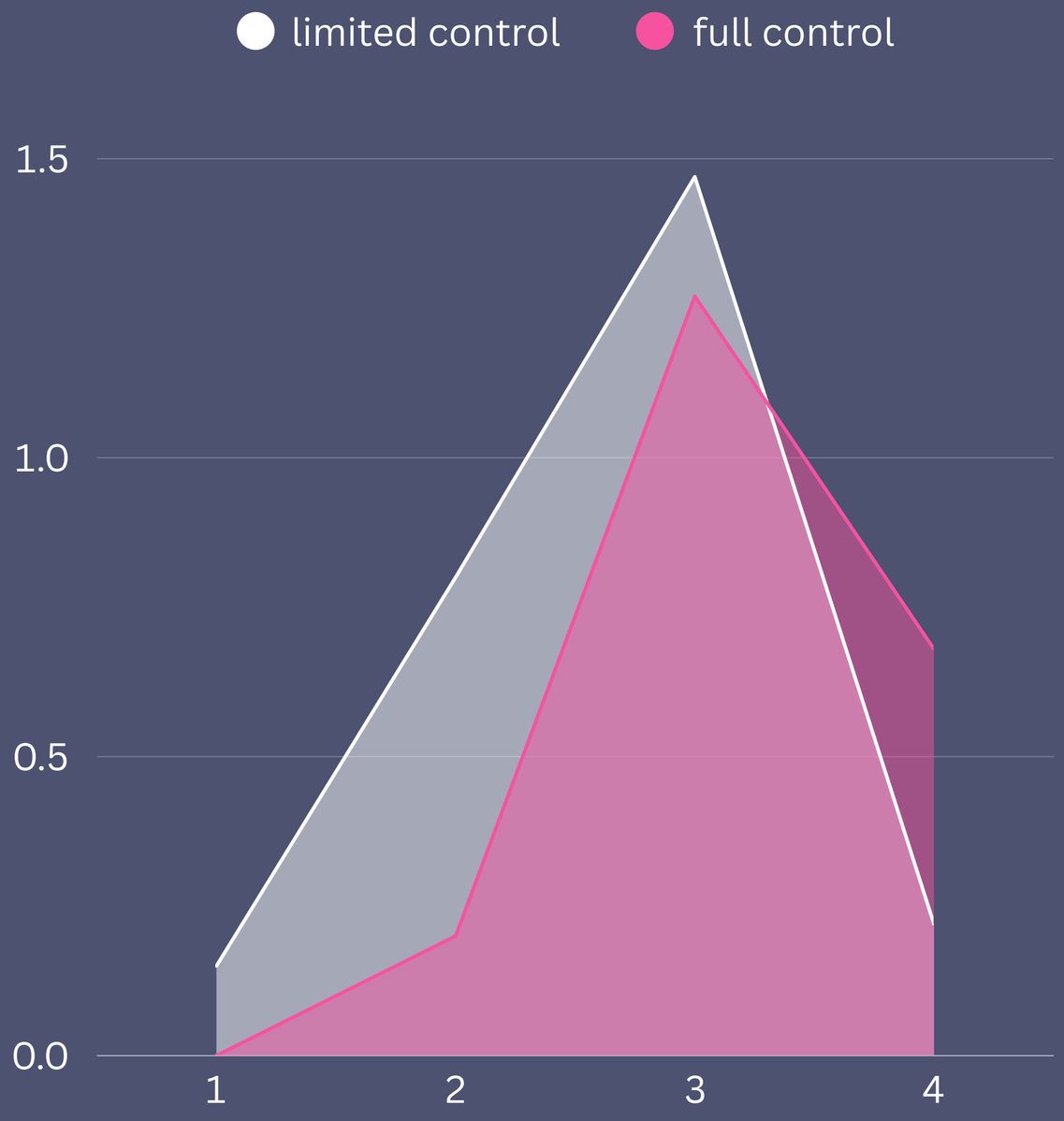
T-statistic: 3.10

One-tailed P-value: 0.00112

Conclusion:

Since $p < 0.05$ and $T > 0$, we reject the null hypothesis.

Students with full control over their schedule report significantly higher satisfaction compared to those with limited or no control.


limited control
full control
1.5
1.0
0.5
0.0
1
2
3
4

OBSERVATION NO.3

Planning Method vs. Schedule Effectiveness

Group 1: Students who use structured planning (to-do lists)
Group 2: Students who do not use any formal planning method

H_0 : Planning method does not affect effectiveness

H_1 : To-do list users feel more effective

p = 0.941

H_0 (Null): $\mu_1 = \mu_2$

H_1 (Alternate): $\mu_1 > \mu_2$

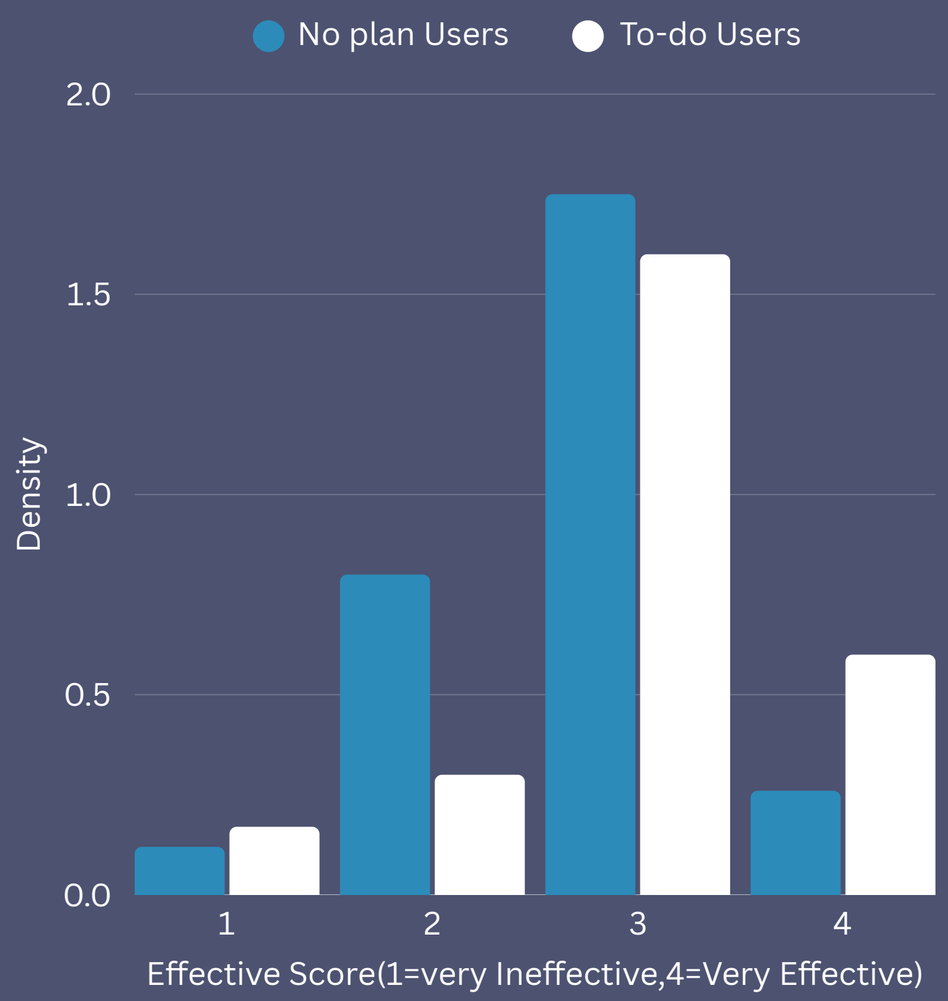
T-statistic: 2.4828

One-tailed P-value: 0.0069

Conclusion:

Since $p < 0.05$ and $T > 0$, we reject the null hypothesis.

Students who use structured planning methods (e.g., to-do lists) report significantly higher schedule effectiveness than those who do not.


No plan Users
To-do Users
2.0
1.5
1.0
0.5
0.0
Density
1
2
3
4
Effective Score(1=very Ineffective,4=Very Effective)

OBSERVATION NO.4

Schedule Type vs. Healthy Lifestyle

Group 1: Students with Fixed schedules
Group 2: Students with Flexible or Hybrid schedules

H_0 : No difference in healthy lifestyle proportions between groups

H_1 : Flexible/Hybrid students are healthier

H_0 (Null): $p_1 = p_2$

H_1 (Alternate): $p_2 > p_1$

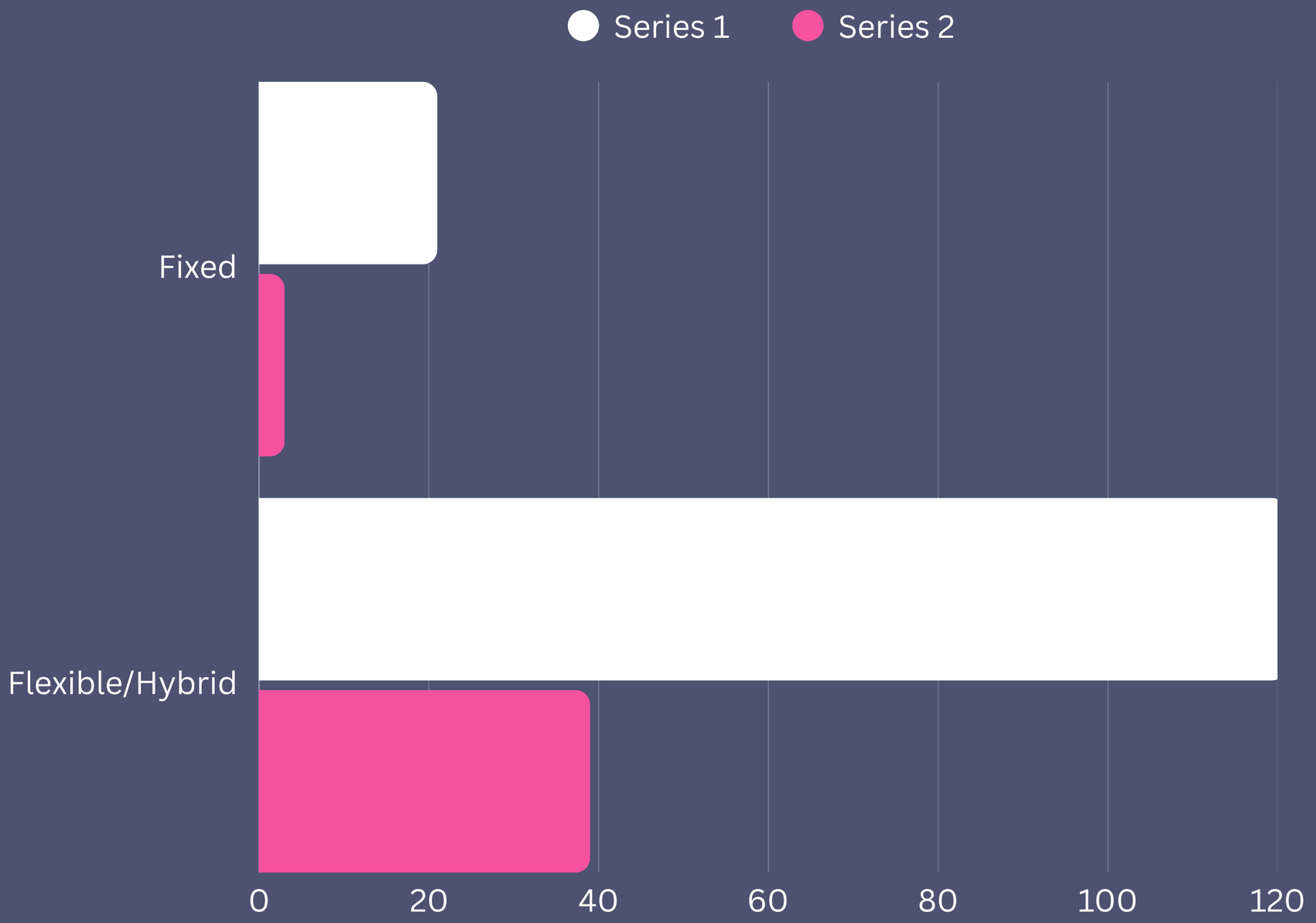
Z-statistic: 1.315

Critical Z (one-tailed): 1.645

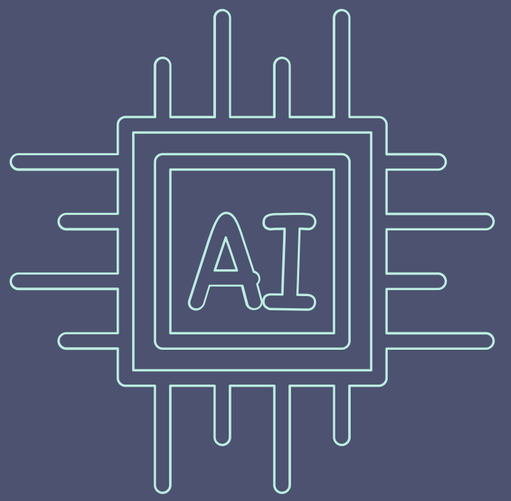
Conclusion :

Since Z = 1.315 < 1.645, we fail to reject the null hypothesis.

There is no statistically significant difference in healthy lifestyle habits between students with fixed and flexible/hybrid schedules.


Series 1
Series 2
Fixed
Flexible/Hybrid
0
20
40
60
80
100
120

OBSERVATION NO.5



AI Tool Usage vs. Scheduling Satisfaction

Group 1: Students who use AI tools for scheduling
Group 2: Students who do not use AI tools

H_0 : AI tool usage does not affect satisfaction

H_1 : AI users are more satisfied

H_0 (Null): $p_1 = p_2$

H_1 (Alternate): $p_1 > p_2$

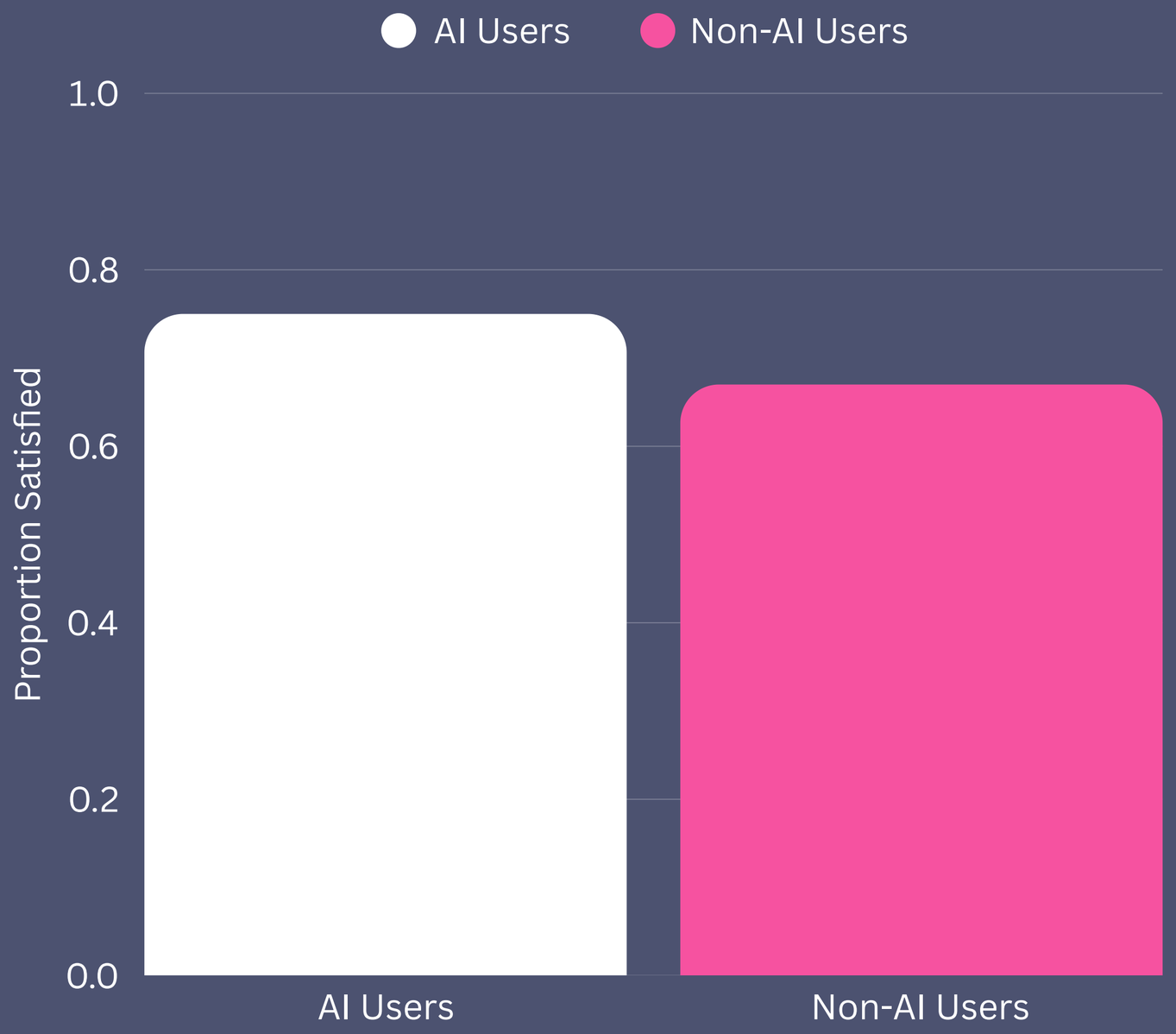
Z-statistic: 1.037

Critical Z (one-tailed): 1.645

Conclusion:

Since Z = 1.037 < 1.645, we fail to reject the null hypothesis.

There is no statistically significant difference in scheduling satisfaction between students who use AI tools and those who don’t.


AI Users
Non-AI Users
1.0
0.8
0.6
0.4
0.2
0.0
Proportion Satisfied
AI Users
Non-AI Users

OBSERVATION NO.6

Schedule Type vs. Work-Life Balance

Group 1: Students who prefer fixed schedules
Group 2: Students who prefer Flexible/Hybrid schedules

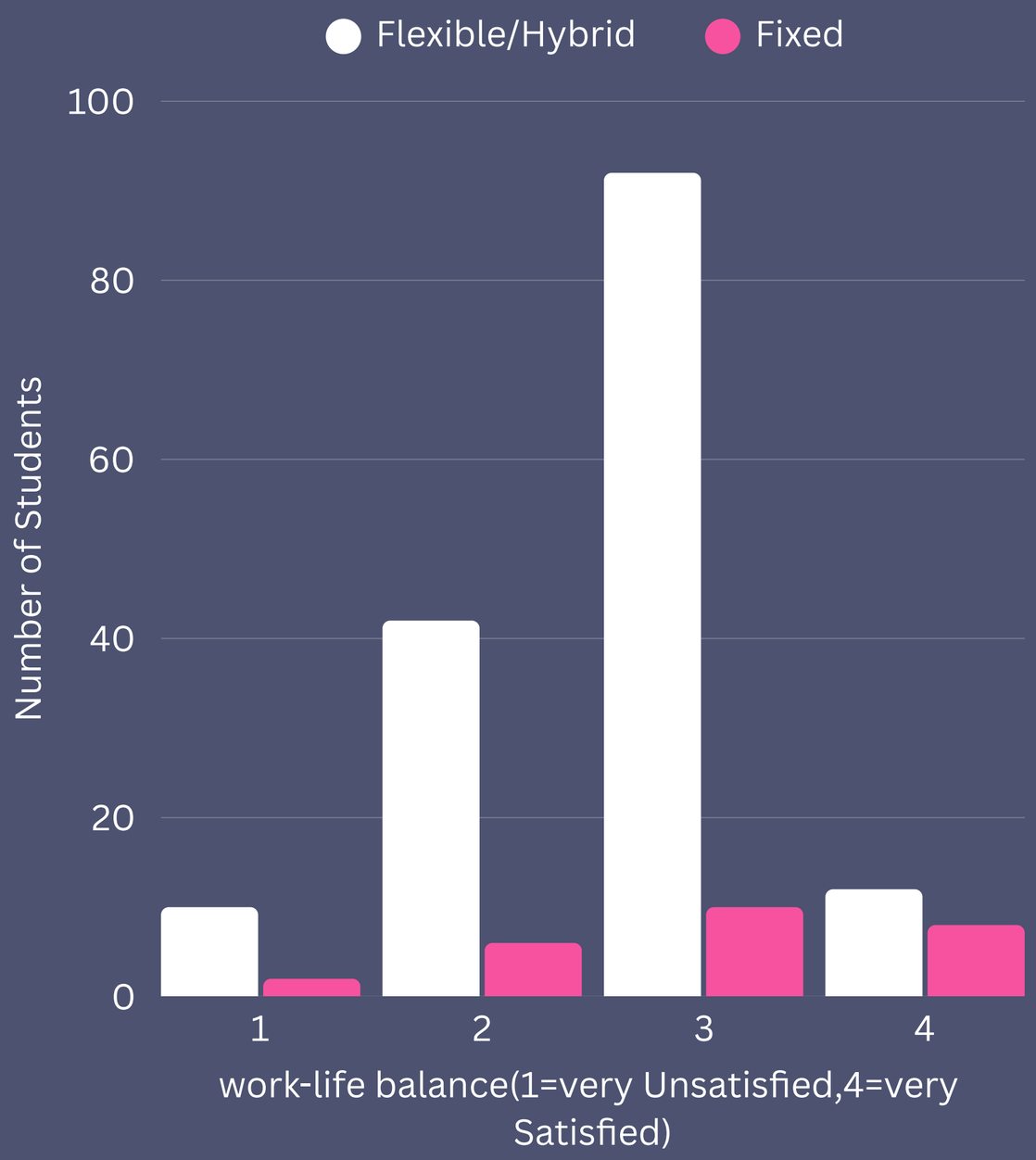
H_0: Students' work-life balance is the same across schedule types
H_1: Students with flexible schedules report better work-life balance

T-statistic: 1.454

One-tailed P-value: 0.0739

Conclusion: Fail to Reject Null Hypothesis

No statistically significant difference
in work-life balance between schedule types


Flexible/Hybrid
Fixed
100
80
60
40
20
0
Number of Students
1
2
3
4
work-life balance(1=very Unsatisfied,4=very Satisfied)

OBSERVATION NO.7

Flexibility Importance vs. Scheduling Satisfaction

Group 1: Students with High Importance on Flexibility
Group 2: Students with Low Importance on Flexibility

H_0: No difference in satisfaction between groups

H_1 : High-flexibility students have higher satisfaction

H_0 (Null): $\mu_1 = \mu_2$

H_1 (Alternate): $\mu_1 > \mu_2$

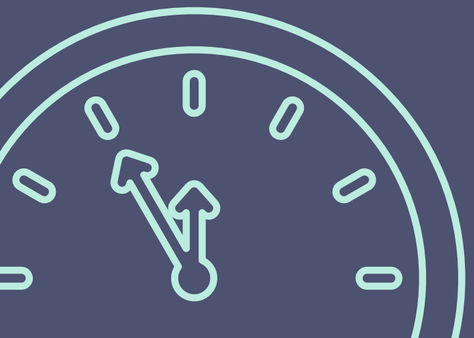
T-statistic: -2.62

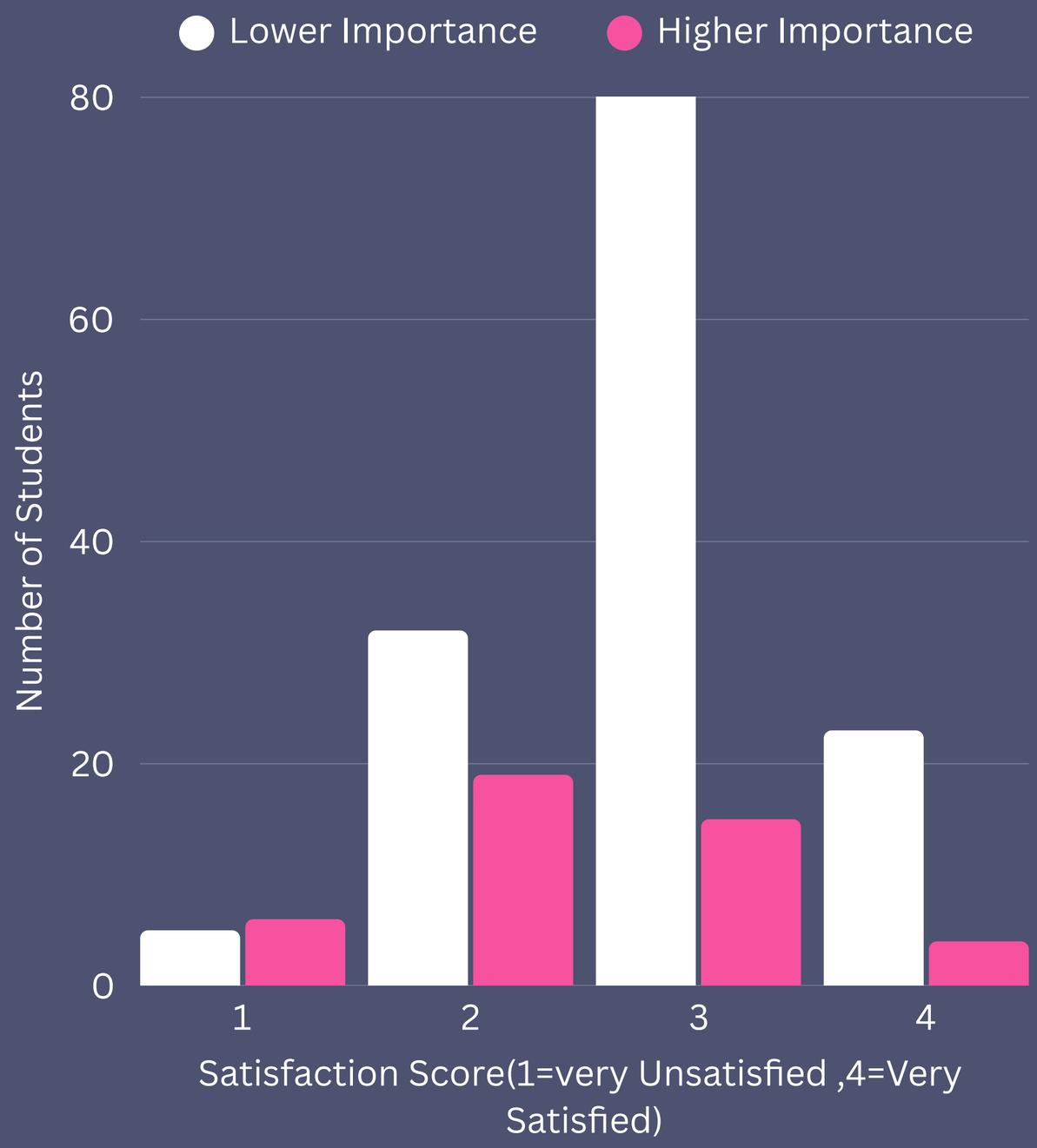
One-tailed P-value: 0.0058

Conclusion:

Reject null hypothesis

There is significant evidence that students with high flexibility importance report different satisfaction levels compared to those with low importance.




Lower Importance
Higher Importance
80
60
40
20
0
Number of Students
1
2
3
4
Satisfaction Score(1=very Unsatisfied ,4=Very Satisfied)

REVIEW

PRODUCTIVITY

Same for both flexible and fixed schedule

SATISFACTION

Full control tends to be more satisfied

TO-DO LIST

High schedule Effectiveness

HEALTHY LIFESTYLE

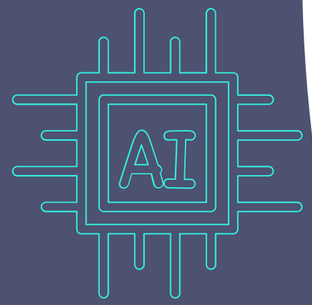
Same for both flexible and fixed schedule

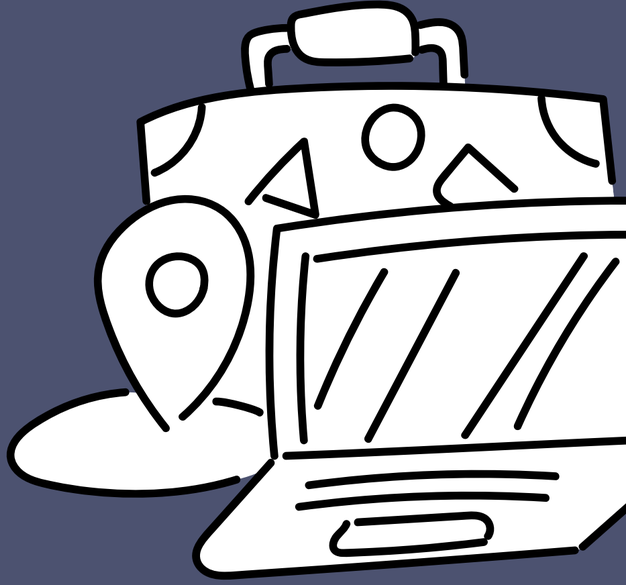
AI USERS VS NON-AI USERS

AI tends to have no significant effect

SCHEDULE FLEXIIBILITY

Highly Important





Thank you!