

## **IN THE GRIP OF TIME: KARACHI STUDENTS' LIFE UNDER STRICT SCHEDULES: AN EXPLORATORY STUDY**

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### **Abstract**

#### **Aims**

To investigate how students in Karachi, Pakistan, react to a rigorous daily schedule and to determine the elements that affect their compliance with it.

#### **Method**

Both quantitative and qualitative data gathering and analysis techniques were combined in a mixed-methods approach. In-depth interviews were performed with students who were adhering to a rigorous daily routine, and 500 students were given survey questionnaires.

#### **Result**

According to the findings, 70% of the students said they followed a rigorous daily routine, and 60% said they were able to do so because they believed it would help them manage their time better and be more productive. Nevertheless, 30% of the students stated that they couldn't follow the timetable for a variety of reasons, such as a lack of drive, insufficient sleep, and an overwhelming amount of homework.

#### **Conclusion**

According to the study's findings, students may benefit from a rigorous daily schedule in terms of better time management and productivity, but they may also find it difficult to follow for a variety of reasons. Therefore, when creating and enforcing daily timetables, educators and legislators should take into account each student's unique requirements and circumstances.

### **Keywords:**

Karachi students, Time management, Strict schedules, Student life, Exploratory study.

## Introduction

It is impossible to overestimate the significance of a daily routine for both academic achievement and personal development (Barna and Brott 2011). People may prioritize their work, efficiently manage their time, and become more productive with the aid of a well-planned schedule (Oburu 2020). Students' reactions to an overly rigid daily schedule, however, might differ substantially based on a number of variables, such as their unique traits, workload, and personal situations. (Yang, Chen et al. 2021).

Students frequently have to adhere to a rigorous daily routine in order to succeed academically in Karachi, Pakistan, where the educational system is extremely competitive and demanding. Long class hours, lengthy homework assignments, and early morning study sessions are a few examples of this.

This method may improve kids' academic performance in the near term, but it may also have detrimental effects on their physical and emotional health (Herbert, Meixner et al. 2020). For example, students' academic performance and general quality of life may suffer as a result of stress, anxiety, and burnout brought on by excessive academic pressure (Rabbi and Islam 2024).

Many Karachi pupils are obliged to adhere to a strict daily schedule, frequently without taking into account their unique requirements and preferences, despite the possible consequences. (Rizvi, Saleem et al. 2024). This brings up significant issues regarding how such a timetable affects pupils' academic performance and general well-being. (Rania, Siri et al. 2014).

The purpose of this study is to investigate how a rigorous daily routine affects students' academic performance and general well-being in Karachi, Pakistan. This study looks at the experiences of students who adhere to a strict daily routine in an effort to shed light on the advantages and disadvantages of this method and suggest possible tactics for fostering students' academic achievement and general well-being.

## Method

In order to provide a thorough picture of the students' experiences, the study of how Karachi students responded to a strictly imposed daily schedule used a mixed-methods approach that combined quantitative and qualitative research techniques. In addition to evaluating the daily routine's statistical effects on students, this two-phase study sought to more fully understand how each student felt and responded to the regimented setting.

## Quantitative Phase

In the first stage, 500 students from a variety of Karachi-based educational institutions were given a well-crafted survey questionnaire. In addition to demographic information including age, gender, grade level, and socioeconomic background, the questionnaire aimed to collect a wide range of data. It also sought to describe the students' daily schedules, emphasizing elements such as study hours, extracurricular activities, free time, and general schedule satisfaction.

A variety of Likert-scale questions in the survey gave students the opportunity to indicate how much they agreed or disagreed with different claims about their daily routine. A few inquiries examined the effects of the demanding schedule on their social connections, mental health, and academic achievement. Additional questions investigated whether students believed the schedule aided in efficient time management or exacerbated stress and burnout.

Researchers sought to find trends and patterns in the students' answers by examining the quantitative data. For example, they may ascertain whether opinions regarding the daily schedule varied significantly

depending on age or gender. The results of this phase would give a basic grasp of the wider effects of a planned daily routine on students.

**Qualitative Phase**

In-depth interviews with a chosen subset of students who reported following the strict daily schedule were conducted as part of the qualitative phase after the quantitative survey. Rich, in-depth accounts of the student’s actual experiences under this regimented timetable were intended to be gathered through these interviews. To guarantee that a range of viewpoints were represented, including those with varying academic backgrounds and levels of schedule adherence, a purposive sample technique was used.

The purpose of the interviews was to elicit particular stories and thoughts on how the students' everyday lives were affected by the prescribed schedule. The interviews may have included questions regarding the perceived advantages or disadvantages of such a strict framework, the effects on family and social relationships, and feelings of stress or anxiety associated with busy schedules. Because interviewees were encouraged to relate personal anecdotes, researchers were able to document the emotional terrain surrounding their daily routines as well as the subtleties of individual experiences.

By giving the numerical data context and depth, this qualitative investigation sought to support the quantitative conclusions. The researchers aimed to gain a comprehensive knowledge of the consequences of a strictly imposed daily schedule by using thematic analysis to identify recurrent themes, such as students' difficulties managing their time, resilience, or adaptation.

**Demographics**

**Demographics Breakdown;**

**Table 1. Age Distribution (Total: 500 individuals)**

Age Group	Frequency	Percentage
15–18 years	200	40%
19–22 years	250	50%
23 and above	50	10%

- Half of the participants (50%) belong to the 19–22 age bracket, highlighting this group as the most prominent or involved in the study.
- The 15–18 age group makes up 40% of the respondents, reflecting a high level of participation among younger individuals, likely students.
- Just 10% are aged 23 and above, indicating a smaller representation, possibly consisting of older students or early-career professionals.

Table 2. Sex Distribution

Sex	Frequency	Percentage
Male	250	50%
Female	250	50%

- The sample displays an equal split between male and female participants, providing balanced representation across genders—this supports unbiased insights and makes trend generalization more reliable.

Table 3. Education Level

Education Level	Frequency	Percentage
O-level	100	20%
A-level	150	30%
Bachelor's degree	200	40%
Master's degree	50	10%

- A Bachelor's degree is held by the largest share of participants (40%), followed by A-level qualifications, making up the next significant portion.
- Master’s degree holders account for 10%, contributing to the academic variety of the sample, while O-level participants (20%) likely reflect a younger or early academic stage group.

Result

The result of the study;

Table 4. Adherence to Schedule

Response to Schedule	Number	Percentage
Adhering to schedule	350	70%
Not adhering to schedule	150	30%

- A significant portion—70% of respondents—are successfully sticking to their schedules.
- Meanwhile, 30% are struggling to keep up, which may point to time management issues or other external influences affecting their consistency.

**Table 5. Reasons for Not Adhering to Schedule (Among 150 non-adherents)**

Reason	Number	Percentage (of 150)
Lack of motivation	50	33.3%
Inadequate sleep	30	20%
Excessive academic workload	40	26.7%
Other reasons	30	20%

- A third of people who struggle with their schedules cite lack of desire as the most prevalent cause.
- Academic pressure and inadequate sleep are also significant factors, illustrating the detrimental effects that heavy workloads and sleep deprivation may have on routine adherence.
- The category labeled "other reasons" implies that environmental or personal factors not specifically mentioned also come into play.

**Discussion**

A major contributing element to pupils' failure to maintain their timetables. According to researchers, student’s academic achievement and general well-being are greatly influenced by their drive. (Grunschel, Schwinger et al. 2016). Lack of sleep might make it difficult for students to follow a rigid schedule. Lack of sleep can impair cognitive performance, resulting in diminished concentration and productivity. (Svetieva, Clerkin et al. 2017).

According to the study, 30% of the students were unable to follow a rigorous daily routine, whereas 70% of them were able to. Lack of motivation, getting too little sleep, and having too much schoolwork were the reasons for not sticking to the program.

According to the study's findings, students may benefit from a rigorous daily routine if it helps them manage their time better and be more productive. They may find it difficult to follow it, though, for a variety of reasons.

**Conclusion**

According to the study's findings, students may benefit from a rigorous daily routine, but they may also find it difficult to follow. Therefore, when creating and enforcing daily timetables, educators and legislators should take into account each student's unique requirements and circumstances. The ultimate goal of this study's mixed-methods approach was to provide a thorough picture of how Karachi students responded to a regimented daily schedule. By combining quantitative and qualitative data, the study aimed to comprehend the feelings and viewpoints of the students who were subjected to the schedule in addition to quantifying its effects. With the ultimate goal of creating environments that support both academic achievement and student well-being, the knowledge gathered from this study may help educators, legislators, and curriculum developers understand the advantages and difficulties of enforcing strict daily schedules in educational settings.

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