



GENDER DIFFERENCES IN EFFICIENCY AND SATISFACTION AMONG MEDICAL STUDENTS

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Abstract: The level of efficiency of a person depends on the time period of the goal to be achieved by him. The timing of achieving the goal can affect the satisfaction level. Gender differences can be found in efficiency and satisfaction levels. During the study period of medical students, their efficiency affects their level of satisfaction. The aim of the current study was to find out the significant difference in efficiency and satisfaction among medical students and the relationship between efficiency and satisfaction. The study was conducted in Jodhpur city (Rajasthan, India) with 80 samples using a survey sampling technique. Psychological Well-Being Scale (1995), (Dr. D.S. Sisodia, and Ms. Pooja Choudhary) was used to find out efficiency and satisfaction among medical students. Descriptive statistics were used to analyse the data collected. A statistically significant difference was considered at $p < 0.05$. Out of a total of 80 medical students, a significant difference was found in the efficiency and satisfaction between the genders of the medical students ($p < .05$). The percentage of efficiency was found to be above average 37 (46.3%) and the percentage of satisfaction was found to be above average 33 (41.3%) among medical students. The correlation was found between efficiency and satisfaction ($\rho = 0.454$, $p < 0.01$). The study found that efficiency and satisfaction among medical students differed by gender. Medical males were found to have more efficiency and satisfaction than females. The efficiency and satisfaction levels of medical students are average. A positive relationship was found between efficiency and satisfaction.

Keywords: *Efficiency, Satisfaction, Gender, Medical students.*

INTRODUCTION:

Efficiency is important in the workplace because it can help save time. Improvements in work efficiency come from breaking down large tasks and avoiding multitasking. According to the American Psychological Association, multitasking leads to a decrease in work efficiency. Attempts have been made to maximize the efficiency and satisfaction of learning in physical classrooms by implementing the Inverted Classroom Model (ICM) (Wang et al., 2019). The enhancement of efficiency may include a number of factors, such as having a backup plan, eliminating distractions, taking frequent breaks, working on self-improvement, etc. Efficiency leads to success, which gives satisfaction in life because work done with efficiency lead to success, which in turn leads to satisfying future success. Satisfaction is a feeling of pleasure after doing a task accurately.

Medical students develop competencies by performing repetitive tasks in college that can alter their satisfaction (Seyed et al., 2020). Life satisfaction decreases from the first year of college to the final year of medical students (Kari et al., 2006), but their efficiency can be seen to increase. Medical students are more satisfied than other students but less active than physical education students in physical activity (A.K.De et al., 1978). Higher the level of satisfaction, higher is the confidence (Cristiane et al., 2019). The efficiency and satisfaction among medical students may differ by gender.

AIM:

This study aimed to identify the gender differences in efficiency and satisfaction among medical students.

OBJECTIVES:

1. To find out the significant difference in the efficiency and satisfaction among medical students.
2. To find the correlation between efficiency and satisfaction among medical students.

METHODOLOGY:

A descriptive study design was used to assess efficiency and satisfaction among students in medical colleges in Jodhpur city (Rajasthan, India), and to find the relationship between efficiency and satisfaction with selected demographic variables. The criteria for inclusion in the study were 18 to 22 years of age and studying in a medical college within the state of Rajasthan. The exclusion criteria are having no locomotor disability in students. The data were collected using the survey method through interviews and snowball method. A total of 80 medical students were participants in the study. For the study, oral consent was obtained from the medical students.

Assessment Tools

Psychological Well-Being Scale (PWBS) (1995) was developed by Dr. Devendra Singh Sisodia, and Ms. Pooja Choudhary. It consists of 50-items measuring PWB which takes an average of 20 minutes to complete. Each item in the scale was rated on a five-point Likert scale. This test consists of five different areas: satisfaction, efficiency, sociability, mental health, and interpersonal relations, but only two areas have been taken into the study, which are satisfaction and efficiency.

Statistical Analysis

Data analysis was performed by SPSS version 26. Descriptive statistics (frequency, mean, and standard deviation) were used to describe demographic variables. An Independent t-test was used to examine mean differences between medical student's genders. Spearman's correlation was used to associations between efficiency and satisfaction. The p-value ($p < 0.05$) was chosen to be a statistically significant difference.

RESULTS:

A total of 80 medical students were participants in the study. The mean ages of medical students were 18.6 ± 0.8 yr.

Table 1 displayed that the mean scores of efficiency among medical students was 34.33 (SD = 3.245) in males, and 37.23 (SD = 4.252) in females. The t-score of efficiency between male and female medical students was 3.429 with a significance of $P < .05$, which was statistically significant. A Significance differences in efficiency between the genders of the medical students was accepted.

Table-1: Descriptive statistics and statistically significant gender differences in efficiency and satisfaction among medical students (N=80).

Variables		N	Mean	SD	t-value	Df	Significant level
Efficiency	Male	40	34.33	3.245	3.429	79	Significant
	Female	40	37.23	4.252			
Satisfaction	Male	40	31.38	2.789	13.089	79	Significant
	Female	40	40.05	3.129			

Note: Statistically significant difference at ($p < 0.05$)

The mean scores of satisfaction among medical students was 31.38 (SD = 2.789) in males, and 40.05 (SD = 3.129) in females. The t-score for satisfaction between male and female medical students were 13.089, the significance of which was found to be $P < .05$, which was statistically significant. A significant difference in satisfaction between the genders of medical students was accepted.

Table-2: Characteristics of the participants.

Levels	Efficiency		Total (N, %)	Satisfaction		Total (N, %)
	Male (N, %)	Female (N, %)		Male (N, %)	Female (N, %)	
Extremely High	0(0.0)	1(1.3)	1(1.3)	0(0.0)	0(0.0)	0(0.0)
High	0(0.0)	7(8.8)	7(8.8)	0(0.0)	17(21.3)	17(21.3)
Above Average	16(20.0)	21(26.3)	37(46.3)	6(7.5)	23(28.8)	29(36.3)
Average	24(30.0)	11(13.8)	35(43.8)	33(41.3)	0(0.0)	33(41.3)
Below Average	0(0.0)	0(0.0)	0(0.0)	1(1.3)	0(0.0)	1(1.3)
Low	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Extremely Low	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Total	40(50)	40(50)	80(100)	40(50)	40(50)	80(100)

Table 2 displayed that the level of efficiency among medical students was found to be average 24% (30%) among males and above average 21% (26.3%) among females. The percentage of efficiency among the total medical students was found to be above average 37 (46.3%). The satisfaction level was found to be an average 33 (41.3%) among males and above average 23 (28.8%) among females. The overall average percentage of satisfaction for the total medical students was found to be 33 (41.3%).

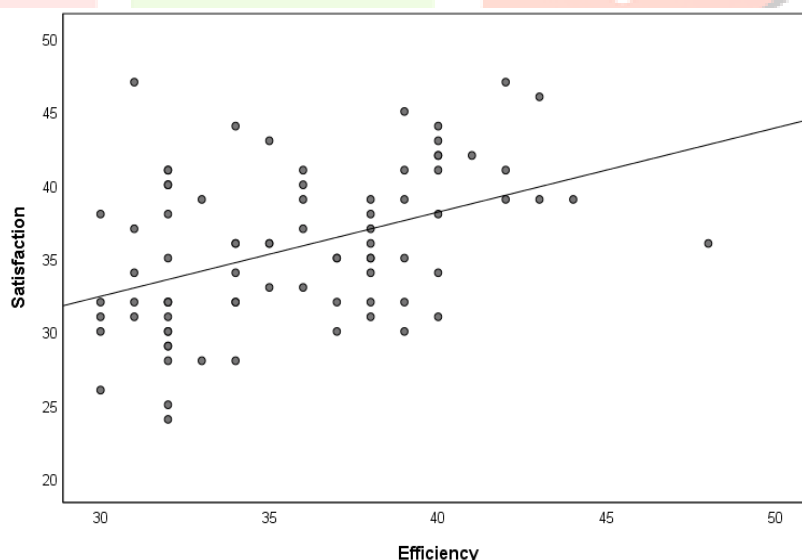


Figure 1: Correlation between efficiency and satisfaction among the medical students.

A statistically significant correlation was found between efficiency and satisfaction ($\rho = 0.454$, $p < 0.01$), and a moderately positive correlation among medical students (see figure 1).

DISCUSSION:

Efficiency is developed through repetition of tasks, which saves time spent on tasks. Efficiency changes with time and with age; it also includes experience, which increases ability further. Therefore, due to their high ability, physical education students have more daily activity than medical students (A. K. DE et al., 1978). The academic curriculum of medical students is very tough, which increases competition among them, which strengthens the potential of the students and gives satisfaction when the goal is accomplished.

Medical students are satisfied in their first year of study, just like other students. But have less satisfaction in their undergraduate year, medical students who maintain high levels of satisfaction are less likely to interfere with their social and personal lives (Kari Kjeldstadli et al., 2006). In the present result, it was found that the ability of medical students to do any work has been found to be different in males and females, which is significant. Similarly, the satisfaction level of medical students has been found to be different for males and females, which is significant. Females the efficiency level of male was found to be higher as compared to that of total medical students. The efficiency level of all medical students was found to be above average. Compared to males, the level of satisfaction was found to be lower among females. While the satisfaction level of total medical students was found to be average. Medical male students' efficiency and satisfaction were found to be higher than female students.

The results show a moderately positive correlation was found between efficiency and satisfaction of medical students, which shows that increases in efficiency also increase satisfaction. Higher levels of efficiency increase accrual, which also gives life satisfaction.

CONCLUSION:

The present study found that efficiency and satisfaction among medical students differed by gender. Medical male students were found to have more efficiency and satisfaction than female students. The efficiency and satisfaction levels of medical students are average. There is a positive relationship between efficiency and satisfaction, so satisfaction increases along with efficiency of medical students.

FINANCIAL DISCLOSURE

None.

DECLARATION OF COMPETING INTEREST

None.

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