



INVESTIGATION OF TIME MANAGEMENT SKILLS ACCORDING TO PERSONALITY CHARACTERISTICS OF UNIVERSITY STUDENTS WHO STUDY SPORT EDUCATION

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Abstract*

Aim. Aim of this research is to examine time management skills according to personality characteristics of college students receiving sport education.

Methods: Survey research design, one of quantitative research approaches was used in this research. Research group was composed with criterion sampling method, one of purposeful sampling sorts. Participants of research are 120 male (%64,9), 65 female (%35,1), totally 185 students who are study in Gazi University, Department of Physical Education and Sport. In research, Eysenck Personality Questionnaire and Time Management Questionnaire was used as data collection tool and it was examined relationship of them with some independent variables (age, sex, sport branch, sport age, national athletics). Datas were analyzed with SPSS 22 program. Firstly in analysis, test of normality was done. Comparisons showing normal distribution were analyzed with t-test and ANOVA. Comparisons not showing normal distribution were analyzed with Mann Whitney U test and Kruskal Wallis test. In relational analysis, Spearman test was used.

Conclusions: In conclusion, 18-22 age group was more neurotic than group of over the age of 25. Also female students were more neurotic than male students and students who play an individual sport branch were more neurotic than students who play a team sport branch. Also, female students were more extrovert than male students. There isn't significantly difference in time management skills of participants according to all variable. Conclusion of the research showed that participants who are neurotic and psychotic scheduled and managed time better. Contrary to this conclusion, it was determined that participants who are extrovert sheduled and managed time worse.

Keywords: time management, personality characteristics

Introduction

Personality contains the aspects, which indicate continuity, of mental, emotional, social and physical characteristics of individual (Özdemir et al., 2012). Therefore, considering personality as a kind of behavior in a period of time won't be correct. Personality is a whole created by present time and future. Individual has a structure that wants to continuity of habits and characteristic that wants to adapt the future. In the present case; personality will be formed with traces of the past, applications of present time and basic tendency of future (Erdoğan, 1997).

Different personality structure can develop depending on the number of human on earth. These are the personalities each of which indicate separate characteristic of habit and behavior. Just as faces of human, they don't bear a striking resemblance each other. Characteristics seeming like very similar create a quite different whole when combining (Yaycıoğlu, 1994).

Even though term of personality is used generally to stress the individual differences, there isn't any definition on which scientists have agreed. Many qualifications were attached to the concept of

personality. Scientists who are interested in subject defined the concept of personality by considering some qualifications. Allport, in the studies he conducted, stated that there are more than fifty definitions of personality (Güney, 2006).

Considering these expressions, some of definitions related to personality have been lined up so: Personality is a person's behavior characteristics differing from others and which are quite permanent and consistent (Baysal and Tekarslan, 2004). Again, personality is, within individual, the dynamic organization of systems that determine the harmonies, adjustments which are unique for social environment (Ergün, 2000). According to Burger (2006), personality is intra personality processes and consistent behavior patterns resulted from individual. In other words, personality is a whole of physical, mental and spiritual characteristics that separate a human from others (Tezcan, 1987). So then personality is that human evaluates the everything in her/himself and wants to switch into a state that satisfies and profits her/himself. In terms of others, personality of a human is that human has a specific characteristics and roles in society (Eroğlu, 1996).

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Cüceoğlu (1993) defined the personality as a form of consistent and structured relation, which individual builds with internal and external environments, and also which distinguishes from other individuals. He also wanted to emphasize the distinguishing personality characteristics from other humans by displaying a person by the name of Abdullah as an example who sleeps 2 hours a day, doesn't have a breakfast and dinner, eats only lunch, kisses everyone's hand no matter whether that person is a man or woman and how old s/he is.

Personality, according to another definition, the most characteristic and original whole of human's structure, emotional situation, shapes of behavior, interests, skills and other psychological characteristics. If personality is a whole, emotions that form the personality and direct the behaviors can be the most significant parts of this whole. In other sayings; emotions, which is perhaps the most significant component of the personality, direct the individual's life, performance and levels of relationships. Also a lot of researchers express personality with emotions (such as angry, happy) (Zengin, 2010).

The process of time management contains the actions that one knows primarily oneself, then knows one's personality characteristics, analyzes the time use problem, collects data related to this, evaluates alternative solutions, chooses one of these alternatives and performs the choice (Tutar, 2007).

Time management was defined by Maitland (1997) quite simply as a system to use and control the time as effective and active as possible. Uğur (2000) defined the time management as effort of using productively the time that is an important resource on reaching the aims and goals. Güçlü (2011) defined the time management as a self-management; providing the control of events we experience; one's managing the events by directing oneself.

Time management requires benefiting from analysis and plannings just as management of other resources. To understand and perform the discipline of time management, knowing only how to use the time is insufficient. It is needed to know what kinds of problem will be encountered while using the time wisely and also the reasons of these (Sabuncuoğlu, Paşa and Kaymaz, 2010).

The biggest assistant in managing time is a well planning. The ability of completing ideally a day or a task correlates closely with well planning of the time. Planning is to carry the future to present in order that you can do something today (Lakein, 1997). Planning is to put your works, tasks, homeworks and trips in an order. Planning is your number one assistant that will save time for you in an environment in which scarcity of time is mentioned. Furthermore, it doesn't need to be

perfect. Only the fact that it is practicable will be useful for you.

Planning is not as important in the eyes of humans as watching TV, reading newspaper or sleeping 10-15 minutes more. Because many people aren't aware of the advantages that planning will bring into their life. From lasting situation, they are satisfied that instead of directing themselves the events that create the life, life proceeds by itself and carries them away. They don't see the time that they gain in long-term and the productivity they will obtain (Tengilimoğlu et al., 2011). Planning is to determine where we will go and how we will go there in advance (Mackenzie, 1987). Planning can never be an excuse that will withhold you from action. You can't prepare a perfect and excellent in every aspect plan. But if you choose to put in an order or to regulate your purposes as a main goal for you, you will get rid of chaos (Atkinson, 1997).

Managing and planning the time well is crucial for daily life. However, this is more crucial for athletes who need to maintain their sport life beside daily life. Particularly, students who maintain their sport life with education life have serious troubles in this respect. Maintaining the sport life, education life and daily life all together is not easy no doubt. Sustaining these three different lanes successfully together is possible with planning and managing the time well. When considered that success in sport has a close relationship with proper planning, it is conceivable that athletes are persons who live in a more planned way. Marizu (2012) stated that among the answers, received from athlete students in Illinois University, for the question of "What will you advice for the athlete students that will come to Illinois?" learning of time management is at top.

In present research, it was aimed to examine the time management skills of university students receiving sport education according to personality characteristics.

Method

In research, survey design in quantitative model was used. Study group of research was created with criterion sample from purposeful sample varieties. Criterion of research is to receive sport education in university. Study group consists of 120 male (64.9%) and 65 female (35.1) and totally 185 students who receive sport education in universities.

In study, by using Eysenck Personality Inventory (EPI) and Time Management Inventory (TMI) as a data collection tool, relation with some independent variables (age, sex, sport branch, age of sportiveness and being a national player) were handled. Primarily distribution of data was examined in the section of data analysis. Paired

comparisons showing normal distribution were analyzed with t-test, triple and more comparisons showing normal distribution were analyzed with ANOVA test. Paired comparisons that don't show normal distribution were analyzed with Mann

Whitney U, triple and more comparisons that don't show normal distribution were analyzed with Kruskal Wallis test. Spearman Test was used in relational analyses.

Results

Table 1: According to age, neuroticism sub-dimension points

Age	N	Mean Rank	SD	χ^2	p
18-22 age ^a	79	104,96			
23-24 age ^{a,b}	57	88,23	2	7,798	,020
25 and older ages ^b	49	79,27			

a>b

In table 1, when examined the neuroticism sub-dimension points of participants according to age variable; it is appeared that neuroticism sub-

dimension points of participants in "18-22 age" group are meaningfully higher as compared with participants in "25 and older ages" age group.

Table 2: According to sex, neuroticism sub-dimension points

Sex	N	Mean Rank	Sum of Ranks	U	p
Male ^a	120	84,21	10105,50		
Female ^b	65	109,22	7099,50	2845,500	,002

b>a

In Table 2, when examined the neuroticism sub-dimension points of participants according to sex variable; it was figured out that neuroticism

sub-dimension points of females are meaningfully higher than males' points.

Table 3: According to sex, extroversion sub-dimension points

Sex	N	Mean Rank	Sum of Ranks	U	p
Male ^a	120	86,19	10343,00		
Female ^b	65	105,57	6862,00	3083,000	,016

b>a

In table 3, when examined the extroversion sub-dimension points of participants according to sex variable; it is understood that extroversion sub-

dimension points of females as compared with males are meaningfully higher.

Table 4: According to sport branch, neuroticism sub-dimension points

Branch	N	Mean Rank	Sum of Ranks	U	p
Individual sports ^a	91	100,78	9171,00		
Team sports ^b	94	85,47	8034,00	3569,000	,049

a>b

In Table 4, when examined the neuroticism sub-dimension points of participants according to sport branch variable; it is appeared that neuroticism sub-dimension points of participants

engaging in "individual sports" as compared with participants engaging in "team sports" are meaningfully higher.

Table 5: Relationship between planning sub-dimension and extroversion sub-dimension

	N		Extroversion
Planning	185	Spearman's rho	-,145
		Sig.	,048

p<.05

When analyzed the Table 5, it was determined that there is a negative relationship between time management inventory "planning"

sub-dimension of participants and EPS-SS scale "extroversion" sub-dimension.



Table 6: Relationship between extroversion sub-dimension, and sub-dimension of attitude and skill

	N		Attitude and Skill
Extroversion	185	Spearman's rho	-,153
		Sig.	,038

p<.05

When considered Table 6, it is understood that there is a negative relationship between EPS-SS scale "extroversion" sub-dimension of

participants and time management inventory "attitude and skill" sub-dimension.

Table 7: Relationship between psychoticism sub-dimension, and sub-dimension of attitude and skill

	N		Attitude and Skill
Psychoticism	185	Spearman's rho	,180
		Sig.	,014

p<.05

When examined Table 7, it is appeared that there is a positive relationship between EPS-SS scale "psychoticism" sub-dimension and time

management inventory "attitude and skill" sub-dimension.

Table 8: Relationship between neuroticism sub-dimension and time enemies sub-dimension

	N		Time Enemies
Neuroticism	185	Spearman's rho	,249
		Sig.	,001

p<.05

When considered Table 8, it was determined that there is a positive relationship between EPS-SS scale "neuroticism" sub-

dimension and time management inventory "time enemies" sub-dimension.

Table 9: Relationship between psychoticism sub-dimension and time enemies sub-dimension

	N		Time Enemies
Psychoticism	185	Spearman's rho	,323
		Sig.	,000

p<.05

When considered Table 9, it was determined that there is a positive relationship between EPS-SS scale "psychoticism" sub-dimension and time management inventory "time enemies" sub-dimension.

difference between personality characteristics of students according to age groups.

Other findings obtained from study are that when compared the entire EPS-SS sub-dimensions according to sex variable, it was determined that female students have meaningfully higher points than male students in terms of neuroticism and extroversion sub-dimensions. Tatlıoğlu (2014) expressed this so; "it is observed that attitudes of parents towards children differ according to sex which results from tradition and customs. Accordingly, we can say that male children are raised freer than female children. According to these results, the fact that neuroticism point mean of females as compared with males are higher can be explained with girls' feeling more lonely, being more internal controlled, behaving themselves more critically and having more ideas because of traditional values."

Karancı et al. (2007) stated that in other cultures; in terms of neuroticism sub-dimension females and in terms of psychoticism sub-

Discussion

When evaluated the findings obtained as a result of study according to sub-dimension points of Eysenck Personality Survey-Scanned Shortened Form (EPS-SS); meaningful difference in neuroticism sub-dimension is appeared when compared the psychoticism, neuroticism, extroversion and lie sub-dimensions according to age variable. So, it is appeared that neuroticism sub-dimension point of students in "18-22 age" group are higher as compared with students in "25 and older ages" age group. In the study of Eraslan (2015) on examination of personality characteristics of university students studying in sport departments, it was figured out that there is no



dimension males received the higher points. Again, in the study of Karancı et al., meaningful difference between females and males in the sub-dimensions of extroversion, neuroticism and psychoticism wasn't found in Turkish sample. In similar studies, it was determined that personality characteristics of university students in sport departments didn't indicate meaningful difference according to sexes (Kuru, 2003; Eraslan, 2005).

In research, when evaluated Eysenck Personality Survey-Scanned Shortened Form (EPS-SS) and compared it with the entire sub-dimensions according to students' sport branch; it was appeared that neuroticism sub-dimension points of students playing individual sports are meaningfully higher than the students engaging in team sports. In the study of Kurtipek (2014) on sport high school students, it is appeared that psychoticism sub-dimension points of students playing individual sports are higher than the students engaging in team sports. This result is parallel with our research.

Tiryaki (2000) interprets the ones playing individual sports as a person that likes to train alone, to develop his/her skills alone, is angrier and more nervous, believes in his/herself, is egocentric, whose reactive characteristics are high and whose spontaneity characteristic is much. In the study of Nia and Basharat (2010) on comparing personality characteristics of athletes engaging in individual and team sports, it was found that athletes engaging in team sports are more easygoing and social than athletes playing individual sports. In the situations of extroversion and being sincere of both groups, important difference wasn't observed. However, it was appeared that responsible and self-direction skills of athletes playing individual sports as compared with athletes engaging in team sports are significantly higher. Results, obtained from the study of Çetinöz (2005) conducted to determine the personality factor of athletes engaging in team and individual sports, are generally parallel with revealed results of present study.

According to findings obtained from study: there is a negative relationship between) EPS-SS scale extroversion sub-dimension and time management inventory (TMI) planning, and attitude and skill sub-dimensions; there is a positive relationship between psychoticism sub-dimension, and attitude and skill sub-dimension. Extroversion is basically characterized with characteristics such as socialness, initiative, outgoingness, talkativeness, harmony, aliveness, leadership and activeness. Typical extrovert has many friends and has exciting activities. Optimism, humorousness, changefulness are another significant characteristics of extroversion (İnanç, 2011). When considered these characteristics of individual who is extrovert, it can be thought that s/he couldn't use and plan the time

well. İbrahimoğlu and Karayılan (2012) stated that; persons, who can't say "no" to useless meetings and perform the actions apart from his/her actions, won't be able save time for their actions and use the time productively. Therefore, they presented an opinion that by determining one's priorities to help others, doing time planning will be useful. When considered skill in terms of speaking foreign language skill, Hamzadayı and Büyükkiz (2015) express that the personality characteristics of responsibility and extroversion have a significant influence on learning a language.

In another finding of study; it was determined that while there is a positive relationship between EPS-SS scale neuroticism and psychoticism sub-dimensions and TMI time enemies sub-dimension, there is a negative relationship between EPS-SS scale lie sub-dimension and TMI time enemies sub-dimension.

While humans with high psychoticism level are individuals who are cold, distanced, aggressive, insecure, insensitive, weird and without empathy, guilt and remain insensitive to other humans Karancı et al., 2007); humans with high neuroticism level are individuals who are indecisive, uneasy, anxious, touchy, tend to emote, get angry or upset quickly, give excessive emotional reactions even for the little obstacles and problems and have a difficulty to back normal, get excited very quickly and go into depression more easily than others (Burger, 2006). Accordingly, it can be thought that individuals who have these both characteristics at the same time can't completely deal with the time enemies (such as no ability of say "no" to friends, watching TV or listening music while working or studying etc).

As a result, it can be said that there is a relationship between personality characteristics of university students receiving sport education and time management skills.

Conclusions

In conclusion, 18-22 age group was more neurotic than group of over the age of 25. Also female students were more neurotic than male students and students who play an individual sport branch were more neurotic than students who play a team sport branch. Also, female students were more extrovert than male students. There isn't significantly difference in time management skills of participants according to all variable. Conclusion of the research showed that participants who are neurotic and psychotic scheduled and managed time better. Contrary to this conclusion, it was determined that participants who are extrovert sheduled and managed time worse.



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