INVESTIGATION OF TIME MANAGEMENT SKILLS OF COLLEGE STUDENTS WHO PLAY SPORTS AND DON'T PLAY SPORTS

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Abstract
Objective: Aim of this research is to determine according to some variables time management skills of athletes who play sports and don't play sports.

Methods: Participants of this research are 191 college students who study in universities in Turkey and are selected with availability sampling method. In order to collect datas, developed by Britton and Tesser and adapted to Turkish by Iscan (2008), Time Management Questionnaire was used. Statistics of the datas were performed with SPSS 22 program. To analyze the datas, Independent-Samples T-Test, One-way ANOVA, Two-way ANOVA and Pearson Correlation tests were used.

Conclusions: In conclusion, it had been determined that college students who don't play sports were more successful than college students who play sports in general time management and time planning subdimension. In research, it had been determined that there was a negative and significant relationship between grade point average and time management. As a conclusion, it was understood that if grade point average increases, time management scores decreases. It had been determined that general time management scores of college students who play sports at national team level(52.66 ± 7.345) were higher than others athletes students ($52.07\pm9,079$) but understood that difference between groups weren't significant($t= .377$, $p>0.05$).

Key words: college students, athlete, national athlete, time management

Introductıon

It is hard to perceive the importance of time. The importance of time appears and is understood generally when the things become intense. Time is very important both for the people and for the system consisting of people. Therefore, it is required to manage the time in a good-planned way. Every human has 24-hour time in a day. However, everybody spends this time differently. Whereas some people plan, some prefer to live the moment with an instant decision.

Even though Adair and Adair (1999) states about the definition of time "We all know what time means, but can't truly tell what it is"; some scientists, authors and philosophers made many definitions about the time. Some of the definitions are as the followings:

Time is a source. Moreover, it is an extremely precious and unique source. But time can't be collected like money, stored up like raw material. Whether or not we want, we have to spend it. Furthermore, minute by minute… With a certain speed like sixty seconds in each minute. We can't stop and start it as if it is a machine. We can't replace it with an officer or worker. Time is a thing that we can't reobtain (Mackenzie, 1987).Smith (2000) made the definition of time as: "The basic item of the time is an event. Everything is an event. Getting up mornings from the bed is an event.

Driving a car is an event. Going to work is an event. Telephone's ringing is an event. Eating a lunch is an event. Time is the ongoing sequence of these events taking place.''Bayramlı (2006) defined the time as: "Time is an important means with which individual makes the wishes, which are under one's control, come true.", and stated by likening the time to oxygen: "Both are invisible, intangible, unobtainable or can't be borrowed from someone. But both can be found everywhere all the time. Like oxygen, time is a source of our life, elixir of life, as well.".

Sabuncuoğlu, Paşa and Kaymaz (2010) defined the time as "Time is an extremely precious and unique source that everybody has equally but doesn't use in the same way. But time can't be collected like money, stored up like raw material, treated to others like a cake, stopped like a vehicle, used like a good and replaced in any way.".

When analyzed foregoing definitions, it draws attention that time is generally mentioned as how unique, precious and irreplaceable it is. Therefore, using the time properly and valuing the time by making required plannings will contribute considerably to every human in terms of life quality no matter from which job or age group the human is. One of the effects of not using the time properly on most human is to cause to allocate less time for the things that should be done by disturbing their

life balance. Mostly the things that we should do occupy the large part of our life and for this reason we cannot allocate enough time for our families, friends, even for ourselves. We cannot rest and amuse ourselves enough (Smith, 1998, p9). The necessity of using the time productively gains even more importance nowadays. No matter in which field h/she is, individuals who use the time well have the advantage against their opponents. Therefore, gaining some skills for managing and planning time is important for people to make their life more planned, regular and programmed and this situation reveals the concept of time management.

Time management was defined by Maitland (1997) simply as a system for using and checking the time in an active and effective way as far as possible. Uğur (2000) defined the time management as an effort to use efficiently the time which is an important source to reach to the goals and targets. Güçlü (2011) defined the time management as a self-management; controlling of our experiences, managing the events by directing oneself. Time management, as other sources' managements, necessitates benefiting from analyses and planning. To understand and apply the principals, it is not enough to know only how to use the time. It is also required to know what sort of problems will be encountered while using the time wisely and the reasons of these must be known (Sabuncuoğlu, Paşa and Kaymaz, 2010).The most important assistant in managing time is the good planning. Completing a day or a task perfectly is associated with good-planned time. Making a plan means putting your works, tasks, homework and travels in an order. Planning is your number one assistant to allocate you time in an environment in which scarcity of time is mentioned. Moreover, it is not necessary to be perfect. Only being practicable will be exceedingly good for you. Planning is not as important as watching TV, reading newspaper or sleeping 10-15 more minutes in the eyes of people. Because many people are not aware of the benefits that planning will bring. They are content with the ongoing situation which is letting life drag them as it goes along instead of controlling the events that constitute life itself. They don't see the time that they will gain and the productivity that they will obtain in the long-term (Tengilimoğlu and Friends, 2011). Planning is to determine in advance logically where you want to go and how you go there (Mackenzie, 1987). Planning cannot be definitely an excuse that will constraint you from an action. You can't prepare a plan which is perfect and excellent in every aspect. However, as a primary objective if you select to put your goals in order, you will get rid of chaos (Atkinson, 1997).Planning and managing time well, plays a great role in daily life. But this situation is more important for those

who sustain the sporting life in addition to daily life. Especially, the students who sustain the sporting life together with education life can have serious troubles in this sense. Sustaining sporting life, education life and daily life all together is not a child's play beyond any doubt. To sustain successfully these three different lanes together is possible with managing and planning the time well. If it is thought that there is a close relationship between success in sport and planning properly, it can come to mind that sportsmen are the humans who live in a more planned way. Marizu (2012) asked the students studying in Illinois University "What will you advice to the students who will come to Illinois?" and stated that learning the time management was at the top of all the answers.

The fact that humans have the time management skills is one of the factors that affect and show directly the development level of a society. Most of the successes in life and sport are associated closely with this situation. For this reason, conducting researches is important to create these skills and awareness on society.

This research aims to determine how the students studying in university who are not sportsmen and the students studying in university who are sportsmen manage their time and to identify the discrepancies between them.

Methods

This research was conducted to analyze the time management skills of the university students who play sports and who don't play sports, by using survey model.The sampling of study consisted of 191 university students studying in the universities situated in Turkey who were selected by the availability sampling method. Whereas 120 of the participants are athlete students, 71 of the participants are non-athletes students. Also, 87 of the participants are male students, 107 of the participants are female students. 50 of the athlete students are national athlete, 70 of them are non-national athletes. In addition, while 47 of athlete students play one of the team sports, 73 of them play individual sports.25 point Time Management Questionnaire developed by Britton and Tesser and adapted by İşcan (2008) to Turkish was conducted to students for the collection of data to measure the participants' time management skill levels. Cronbach Alpha coefficient of data collection tool was found to be 0.750 and reliability of the tool was determined (İşcan, 2008).Data analysis was conducted by using SPSS 22 package program. Independent t-test, one-way ANOVA and Pearson Correlation tests were used for the statistical analysis of data. Significance was tested at the level of 0.05.

Results

When analyzed the table 1; it is seen that contrary to expectations, non-athlete participants got higher points than the athlete participants in general time management and in the whole sub-dimensions except the time management sub-dimension. In addition; it draws attention that there is a statistically significant difference in time planning sub-dimension and general time management and this difference is in favor of non-athlete participants.

Table 1: Participants' time management points according to situation of playing or not playing sports

	Participants	N	$\overline{X}$	SD	t	p
Time Planning	Athletes	120	26,32	6,138	-2,845	0,005
	Non-Athletes	71	28,99	6,480		
Time Management	Athletes	120	15,32	2,837	,587	,558
	Non-Athletes	71	15,07	2,743		
Time Enemies	Athletes	120	10,73	2,489	-,887	,376
	Non-Athletes	71	11,06	2,329		
General Time Management	Athletes	120	52,37	8,346	-2,087	,038
	Non-Athletes	71	55,11	9,495		

It is stated in Table 2 that participants' time management points don't display discrepancy according to gender in the sub-dimensions of time planning and time enemies and also in the general time management skill. However, in the time management sub-dimension it was determined that there is a discrepancy in favor of male participants. Male students manage their time better than the female students.

Table 2: Time management points according to participants' gender

	Participants	N	$\overline{X}$	SD	t	p
Time Planning	Male	84	26,48	6,634	-1,604	,110
	Female	107	27,96	6,131		
Time Management	Male	84	15,77	2,893	2,432	,016
	Female	107	14,79	2,655		
Time Enemies	Male	84	11,20	2,507	1,768	,079
	Female	107	10,58	2,343		
General Time Management	Male	84	53,45	9,174	,089	,929
	Female	107	53,34	8,661		

In table 3; again contrary to expectations, it draws attention that the students, whose point averages are 2.50 and below, got the highest points both in the whole sub-dimensions and in general time management. It was determined that there is a statistically significant difference in general time management and in the whole sub-dimensions except the time enemies sub-dimension. In the time planning sub-dimension and in the general time management students, whose point averages are 2.50 and below, are significantly more successful than students whose point averages are 2.75-2.99, 3 and above. Also in time management sub-dimension; along with the students, whose point averages are between the range of 2.51 and 2.74, the students whose point averages are 2.50 or below, are significantly more successful than the students whose point averages are, 3 and above.

Table 3: Time management points according to participants' point average

	Participants	N	$\overline{X}$	SD	F	p
Time Planning	3 and above [a]	73	25,82	5,825	5,520	,001
	2,75-2,99 [a]	35	26,06	5,936		
	2,51-2,74 [a,b]	38	27,76	7,007		
	2,50 and below [b]	45	30,31	6,130		
Time Management	3 and above [a]	73	14,27	2,535	6,767	,000
	2,75-2,99 [a,b]	35	15,00	2,437		
	2,51-2,74 [b]	38	15,87	3,338		
	2,50 and below [b]	45	16,40	2,453		
Time Enemies	3 ve üzeri [a]	73	10,48	1,901	1,905	,130
	2,75-2,99 [a]	35	10,51	2,406		
	2,51-2,74 [a]	38	11,24	2,936		
	2,50 and below [a]	45	11,40	2,666		
General Time Management	3 and above [a]	73	50,58	7,697	8,434	,000
	2,75-2,99 [a]	35	51,57	7,781		
	2,51-2,74 [a,b]	38	54,87	10,022		
	2,50 and below [b]	45	58,11	8,416		

When examined the Table 4; it is seen that time management points of the students, whose ages are 20 or below, are higher both in sub-dimensions and in general time management but these points don't display discrepancy according to age.

Table 4: Athlete participants' time management points according to age

	Participants	N	$\overline{X}$	SD	F	p
Time Planning	20 age and below	37	26,95	5,906	,525	,593
	21-22 age	38	26,55	6,620		
	23 age and above	45	25,60	5,967		
Time Management	20 age and below	37	15,51	3,079	,127	,881
	21-22 age	38	15,24	3,008		
	23 age and above	45	15,22	2,522		
Time Enemies	20 age and below	37	11,16	2,784	2,317	,103
	21-22 age	38	11,05	2,053		
	23 age and above	45	10,11	2,497		

		N		SD		
	20 age and below	37	53,62	8,616		
General Time Management	21-22 age	38	52,84	8,839	1,146	,321
	23 age and above	45	50,93	7,638		

Table 5 shows the athlete participants' time management points according to the situation of being a national athlete. When analyzed the table 5, time management points of national team athletes are higher both in sub-dimensions and in general time management but these points don't display a significant discrepancy.

Table 5: Athlete participants' time management points according to the situation of being a national athlete

	Katılımcılar	N	$\overline{X}$	SD	t	p
Time Planning	National	50	26,42	5,171	,267	,790
	Non-National	69	26,12	6,747		
Time Management	National	50	15,46	2,915	,430	,668
	Non-National	69	15,23	2,814		
Time Enemies	National	50	10,78	2,297	,119	,905
	Non-National	69	10,72	2,645		
General Time Management	National	50	52,66	7,345	,377	,707
	Non-National	69	52,07	9,079		

When examined the athlete participants' time management points according to their sport branches; it is seen that students, who play team sports, got higher points in the sub-dimensions except the time planning sub-dimensi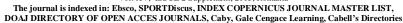on and in general time management. And in time planning sub-dimension it draws attention that participants who play individual sports got more points. Also, it is seen that there is no statistically significant difference between participants' points.

Table 6: Athlete participants' time management points according to their sport branches

	Participants	N	$\overline{X}$	SD	t	p
Time Planning	Team	47	25,96	6,653	-,411	,682
	Individual	72	26,43	5,772		
Time Management	Team	47	15,64	2,930	,961	,338
	Individual	72	15,13	2,793		

Time Enemies	Team	47	11,23	2,623	1,732	,086
	Individual	72	10,43	2,373		
General Time Management	Team	47	52,83	9,400	,536	,593
	Individual	72	51,99	7,666		

When examined the Table 7; it attracts the attention that there is a negative and medium significant relationship between the participants' point averages and time management skills. Thus, it can be interpreted as the more general participants' point average decreases, the more their time management skill increases.

Table 7: The relationship between the participants' point averages and time management skills

	N		Time Management
Point Average	191	Pearson Correlation	-,337
		Sig.	,000

When examined the Table 8; it attracts the attention that there is a negative and low significant relationship between the athlete participants' point averages and time management skills. Thus, like the general participants it can be interpreted as the more athlete participants' point average decreases, the more their time management skill increases.

Table 8: The relationship between the athlete participants' point averages and time management skills

	N		Time Management
Point Average	120	Pearson Correlation	-,294
		Sig.	,001

Discussion

It was concluded in research that in time planning sub-dimension and in general time management, non-athlete participants are significantly more successful than athlete participants. It can be said that this research doesn't match up with the study results of Yağmur and Ocak (2012), in which physical education and sport college students' leisure activities and other department students' leisure activities are compared. Yağmur and Ocak (2012) stated that physical education and sport college students use the time more efficiently than the other department students.When analyzed the results related to participants' time management skills according to gender, it was figured out that there is no significant difference between participants even though in time planning sub-dimension females, in time enemies sub-dimension and general time management skill males got higher points. However, there is a significant discrepancy in favor of males in time management sub-dimension. Whereas the research results show similarity to the results of İşcan (2008) and Andıç (2009, in time planning and time enemies sub-dimensions and in general time management; the results display discrepancy in time management sub-dimension. According to the results of İşcan and Andıç, it was found that female students are more successful than male students in the time management sub-dimension. Also, results show similarity to the research results of Liu and friends (2009) in terms of time planning; but while difference is significant according to Liu and friends (2009), difference is not significant according to the results of this research.It was determined in another result of research that both in sub-dimensions and in general time management students, whose point average is low, got the highest points. It was figured out that there is a statistically significant difference in general time management and in the whole sub-dimensions

except the time enemies sub-dimension. In time planning sub-dimension and in general time management; students, whose point averages are 2.50 or below, were found significantly more successful than the students, whose point averages are 2.75-2.99, 3 and above. In addition in the time management sub-dimension along with the students whose point averages are in the range of 2.51 and 2.74, the students whose point averages are 2.50 or below are significantly more successful than the students whose point averages are, 3 and above. Research results, conducted by Demirtaş and Özer (2007), display discrepancy with these research results. Demirtaş and Özer (2007) determined in his research that female students got better points than the male students in the time planning and time wasters sub-dimensions, and he stated that this situation reflects on the academic point average.

When examined the results related to participants' time management skills according to age, it is seen that that time management points of the students, whose ages are 20 or below, are higher both in sub-dimensions and in general time management but these points don't display discrepancy according to age. The results of the study, conducted by Eldeleklioğlu (2008) on teenagers, are similar to the results of this research. Also Eldeleklioğlu determined in her research that time management skill doesn't display discrepancy according to age in terms of sub-dimensions and general time management. The results of the researches of Başak, Uzun and Arslan (2008), Sezen (2013) and Kibar (2014) display discrepancy with the results of this research. Başak, Uzun and Arslan (2008) stated that students, who are elder, have a better time management skill; Sezen (2013) stated that time management inventory total points of the student groups, who are in upper class, are higher than the other student groups. And Kibar (2014) stated that 3rd grade students are more successful than the 4th grade students in terms of time management skills.

When examined the athlete participants' time management points according to the situation of being a national athlete; it was figured out that time management points of national team athletes are higher both in sub-dimensions and in general time management, but significant discrepancy wasn't found between the points. When the results of the research, conducted by Silahtaroğlu (2004), are thought in terms of the humans who are in different statuses, they show similarity with the results of this research. Silahtaroğlu (2004) stated in the research, in which he analyzed the academicians' time management, that there is no between the faculty members and other instructors discrepancy in the respect of using the time effective. But the research of Ebrahimi (2014) displays discrepancy.

Ebrahimi (2014) examined the time management skills of head nurses and staff nurses and stated that head nurses are more successful on the subject of time management.When examined the athlete participants' time management points according to their branches, it is seen that students, who play team sports, got higher points in general time management and in the whole sub-dimensions except the time planning sub-dimension. It draws attention that in the time planning sub-dimension participants, who play individual sports, got higher points. In addition, it is seen that the point difference between the participants is not statistically significant.General opinion about the relationship between the time management and academic not average is in the direction that there is a positive relationship between them, but it was figured out that there is a negative and significant relationship between the averages of both the general participants and the athlete participants, and their time management skills. According to this result; contrary to expectations it was concluded that the more point average of the both athlete and general participants decreases, the more their time management skills increases. The research results display discrepancy with the researches of Alay and Koçak (2003), Demirtaş and Özer (2007), Andıç (2009) and Cemaloğlu and Filiz (2010). It was concluded in the aforesaid researches that the more academic point average increases, the more time management point increases. As a result, research revealed more different findings than the expectations. It was expected from the athlete participants to be more successful about the time management, but it was concluded that non-athlete participants are more successful. The same situation arose in the relationship between the point average and time management. It was expected that the more average point increases, the more time management skill increases; however, the exact opposite situation was encountered in the research. It was determined that the more point average decreases, the more time management skill increases. In spite of that, it can be said that national athletes manage the time better and the more the status increases in sport, the more time management skill increases correspondingly.

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