

THE RELATIONSHIPS BETWEEN TIME MANAGEMENT SKILLS AND
ACTIVITY PARTICIPATION AMONG METU MEMBERS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

CAN YALÇIN ŞAHİN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

FEBRUARY 2020

Approval of Graduate School of Social Sciences

Prof. Dr. Yaşar Kondakçı

Director

I certify that this thesis satisfies all the requirements as a thesis for degree of Master of Science.

Assoc. Prof. Dr. Irmak H. Altunsöz

Head of Department

This to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Prof. Dr. M. Settar Koçak

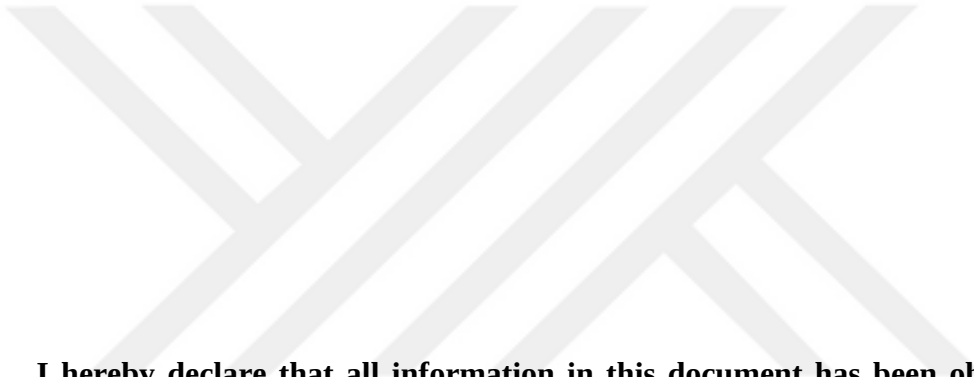
Supervisor

Examining Committee Members

Prof. Dr. Ömer Şenel (Gazi Uni., Beden Eğitimi ve Spor) _____

Prof. Dr. Settar Koçak (METU, PES) _____

Assoc. Prof. Dr. Irmak H. Altunsöz (METU, PES) _____



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name : Can Yalçın ŞAHİN

Signature :

ABSTRACT

THE RELATIONSHIPS BETWEEN TIME MANAGEMENT SKILLS AND ACTIVITY PARTICIPATION AMONG METU MEMBERS

ŞAHİN, Can Yalçın

M.S., Department of Physical Education and Sports

Supervisor: Prof. Dr. M. Settar KOÇAK

February 2020, 97 pages

The aim of this research is to examine the time management skills of people with different demographic features who voluntarily participate in sports activities. In the study, the differences and relationships between the demographic characteristics and time management skills of the participants who voluntarily enrolled in the activities planned by the sports directorate of the Middle East Technical University were investigated. The examination was made according to the volunteer participation levels and demographic characteristics. The data of the thesis were collected by time management questionnaire applied to the participants. The dependent variables of the study were skill values consisting of time management questionnaire subscales. The independent variables were; gender, age, status and sports branches of the participants. SPSS v.24 program was used for data analysis. Chi-square test was used to measure the relationship between participants' participation in sports activities and gender, age, status and selected branch variables. Similarly, t-test and ANOVA tests were performed to measure the differences between participants' time management skills and their participation levels.

According to the test results, a significant relationship between demographic characteristics of participants and their participation level was found. As a result of tests conducted between regular and irregular participation levels and time management subscales (planning, attitude, wasters), a significant difference was found only in time attitude skills. Ninety percent of the respondents were women. According to the ANOVA analyzes, a significant difference was found between the participants who were younger and those who were older, in all subscales. There was no difference between the participants according to the selected branches.

Keywords: Sports, Sports Activities, Time Management



ÖZ

ODTÜ MENSUPLARININ ZAMAN YÖNETİM BECERİLERİ İLE SPOR AKTİVİTELERİNE KATILIMLARI ARASINDAKİ İLİŞKİ

ŞAHİN, Can Yalçın

Yüksek Lisans, Beden Eğitimi ve Spor Bölümü

Danışman: Prof. Dr. M. Settar KOÇAK

Şubat 2020, 97 sayfa

Bu çalışmanın amacı gönüllü olarak spor faaliyetlerine katılan çeşitli yaş ve statü gruplarındaki kişilerin zaman yönetim becerilerinin demografik ve katılım durumu düzeyinde incelenmesi ile ilişki ve farklılık durumunun ortaya konmasıdır. Araştırmada, Orta Doğu Teknik Üniversitesi spor müdürlüğünce planlanan faaliyetlere gönüllü olarak kayıt yaptıran, ancak sonrasında çeşitli gerekçelerle faaliyetlere düzenli devam etmeyen katılımcılar ile faaliyetlere düzenli devam eden katılımcıların demografik özellikleri ile zaman yönetim becerileri arasındaki fark ve ilişkiler araştırılmıştır. Çalışmada kullanılan veriler, katılımcılara internet üzerinden uygulanan Zaman Yönetimi Envanteri anketi ile toplanmıştır. Çalışmanın bağımlı değişkenleri zaman yönetimi anket değerleridir. Bağımsız değişkenleri ise; katılımcıların cinsiyetleri, yaşları, statüleri ve seçmiş oldukları spor branşlarıdır. Elde edilen veri analizi için SPSS v.24 programı kullanılmıştır. Katılımcıların spor faaliyetlerine katılım durumları ile cinsiyet, yaş, statü ve seçilen branş değişkenleri arasındaki ilişkisini ölçmek için ki-kare testi uygulanmıştır. Benzer şekilde katılımcıların, zaman yönetimi becerileri ile katılım durumları arasındaki farklılığı ölçmek için t testi ve ANOVA testleri yapılmıştır. Test sonuçlarına göre katılımcıların demografik

özellikleri ile katılım durumları arasında anlamlı bir ilişki söz konusudur. Düzenli ve düzensiz katılım durumu ile zaman yönetimi alt ölçekleri (planning, attitude, wasters) arasında yapılan analizler sonucunda sadece zaman tutumları becerisinde anlamlı bir farklılaşma tespit edilmiştir. Katılımcıların yüzde doksan seviyesinde kadın olduğu görülmektedir. Yapılan ANOVA analizlerine göre yaşı daha genç olan katılımcılar ile daha yaşlı olanlar arasında, bütün alt ölçekler düzeyinde anlamlı bir fark bulunmuştur. Seçilen branşlara göre katılımcılar arasında herhangi bir fark bulunmamıştır.

Anahtar Kelimeler: Spor, Spor Aktiviteleri, Zaman Yönetimi.





To my family...

ACKNOWLEDGMENTS

I am very glad and proud of presenting my endless thanks to;

My advisor, Prof. Dr. M. Settar Koçak for his guiding for this academic study about the information he gave and taught *what & how to do* from the beginning to the end.

Dear committee members Prof. Dr. Ömer Şenel and Assoc. Prof. Dr. Irmak Hürmeriç Altunsöz for their assessment and commitments for completing this study.

My dear friends, Candaş Ayan and M. Ali Padır for their unlimited help and tolerance about my inquiries that they gave regardless of time difference.

My Dear Mother, Dear Father and Dear Selin for their endless love, support, hope and power that they gave me until today again and again in all cases.

Thanks for your precious supports.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ.....	vi
DEDICATION	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xv
LIST OF FIGURES.....	xvii
CHAPTER	
1. INTRODUCTION.....	1
1.1 Purpose of The Study.....	4
1.2 Research Questions.....	4
1.3 Hypotheses	4
1.4 Significance of The Study.....	6
1.5 Limitations of The Study	7
1.6 Assumptions of The Study.....	7
1.7 Definitions of Terms	7
2. LITERATURE REVIEW	9
2.1 Concept of Time and Time Management	9
2.2 Types of Time	10
2.2.1 Objective Time	11
2.2.2 Subjective Time	11
2.2.3 Biological Time	11
2.2.4 Managerial Time.....	12
2.2.5 Organizational Time	12
2.2.6 Economic Time.....	13
2.2.7 Sociological Time	13
2.3 Types of Time Management	14

2.3.1 Private Time Management.....	14
2.3.2 Business Time Management.....	14
2.4 The Aims of Time Management.....	15
2.5 Time Management Processes.....	15
2.5.1 Time Using Analysis (Time Ruler)	15
2.5.2 Determination of Time Problems	16
2.5.3 Self Identification	16
2.5.4 Setting Objectives and Priorities	16
2.5.5 Approximation of Program Objectives with Implementation Plans	16
2.5.6 Determination of Daily Programs and Preparation of Guides.....	17
2.5.7 Developing Time Management Techniques.....	17
2.5.8 Process Monitoring and Re-Analysis	18
2.6 Time Traps.....	18
2.6.1 Time Traps Arising from Person.....	18
2.6.1.1 Procastinating and Distraction	18
2.6.1.2 Having Trouble Saying No	19
2.6.1.3 Stress and Time Pressure	19
2.6.1.4 Negative Personel Attitude	20
2.6.1.5 Indecision	20
2.6.1.6 Overconfidence or Self-Distrust	21
2.6.1.7 Lack of Self-Discipline	21
2.6.1.8 Uncertainty of Priorities of Individual Targets	22
2.6.1.9 Over-Dedication to Work.....	22
2.6.1.10 Effects of Habits.....	23
2.6.2 Time Traps Arising from Business.....	23
2.6.2.1 Insufficient Informing	23
2.6.2.2 Organizational Uncertainty and Crisis Situations.....	24
2.6.2.3 Unnecessary Meetings	24
2.6.2.4 Unexpected Visitors	24
2.6.2.5 Frequent and Long Calls	24
2.6.3 Time Traps Arising from Administration.....	25

2.6.3.1 Insufficient Communication.....	25
2.6.3.2 Open Door Policy.....	26
2.6.3.3 Uncertainty of Managerial Targets	26
2.6.3.4 Lack of Coordination	26
2.6.3.5 Avoidance of Delegation of Authority.....	27
2.6.3.6 Insufficient Planning	27
2.6.4 Time Traps Resulting from Organizational Structure and Policies..	28
2.6.4.1 Central and Hierarchical Organization Structure	28
2.6.4.2 Bureau Pathology	29
2.6.4.3 Unhealthy Working Environment	29
2.7 Benefits of Time Management.....	30
2.8 Traditional Time Management Approaches	30
2.8.1 Regular-Life Approach.....	30
2.8.2 Fighter Approach.....	31
2.8.3 Target Approach	31
2.8.4 ABC Approach	32
2.8.5 Magic Tool Approach.....	32
2.8.6 Skill Approach.....	32
2.8.7 Let it Slide Approach.....	33
2.8.8 Improvement (Self-Consciousness) Approach	33
2.9 Cultural Differences About Time	34
2.10 Studies on The Subject.....	35
3. METHODOLOGY	38
3.1 Research Design	38
3.2 Participants.....	38
3.3 Instrumentation	41
3.3.1 Scale Reliability Analysis	42
3.4 Procedures.....	43
3.5 Data Analysis	44
4. RESULTS	46
4.1 Hypothesis Tests	46

4.1.1 The Relationship Between Gender and Participation Levels in Sports Activities	46
4.1.2 The Relationship Between Age Groups and Participation Levels in Sports Activities	48
4.1.3 The Relationship Between Status of Participants and Participation Levels in Sports Activities	49
4.1.4 The Relationship Between Branches of Sports and Participation Levels in Sports Activities	51
4.1.5 The Difference Between Time Planning Skills and Participation Levels in Sports Activities	53
4.1.6 The Difference Between Time Attitude Skills and Participation Levels in Sports Activities	54
4.1.7 The Difference Between Time Wasters Skills and Participation Levels in Sports Activities	55
4.1.8 The Difference Between Those Who Participate in Sports Irregularly Due to Temporal Reasons and Those who Participate Regularly, with Respect to Their Time Planning Skills	55
4.1.9 The Difference Between Those Who Participate in Sports Irregularly Due to Temporal Reasons and Those who Participate Regularly, with Respect to Their Time Attitude Skills	56
4.1.10 The Difference Between Those Who Participate in Sports Irregularly Due to Temporal Reasons and Those who Participate Regularly, with Respect to Their Time Wasters Skills.....	57
4.1.11 The Difference Between Time Planning, Time Attitude and Wasters Skills in Terms of Gender	57
4.2 ANOVA Results on Demographic Characteristics	58

5. DISCUSSION.....	62
5.1 The Relationship Between Participation Levels in Activities and Gender.....	62
5.2 The Relationship Between Participation Levels in Activities and Age.....	63
5.3 The Relationship Between Participation Levels in Activities and Status of Volunteers.....	64
5.4 The Relationship Between Participation Levels in Activities and Sport Branches.....	65
5.5 The The Difference Between Participation Levels in Activities and Time Planning Skills Variable.....	66
5.6 The The Difference Between Participation Levels in Activities and Time Attitude Skills Variable.....	66
5.7 The The Difference Between Participation Levels in Activities and Time Wasters Skills Variable.....	67
6. CONCLUSION	69
REFERENCES.....	71
APPENDICES	
A. Approval Letter from Middle East Technical University Human Subjects Ethics Committee.....	79
B. Time Management Scale and Survey	80
C. Turkish Summary/Türkçe Özet	83
D. Tez İzin Formu/ Thesis Permission Form	97

LIST OF TABLES

Table 3.1 Descriptive Statistics of Gender	38
Table 3.2 Descriptive Statistics of Status of Participants.....	39
Table 3.3 Descriptive Statistics of Age Groups	39
Table 3.4 Descriptive Statistics of Branches.....	40
Table 3.5 Descriptive Statistics of General Participation Status.....	40
Table 3.6 Descriptive Statistics of Participating Levels.....	41
Table 3.7 Reliability Analysis	43
Table 4.8 Frequencies of Gender within Participation Levels	46
Table 4.9 Reasons for not to Participate in Activities within Gender.....	47
Table 4.10 Chi-Square Results for the Relationship of the Participant Status to the Sports Activities by Gender.....	47
Table 4.11 Frequencies of Age Groups within Participation Levels	48
Table 4.12 Chi-Square Results for the Relationship of the Participant Levels to the Sports Activities by Age Groups	48
Table 4.13 Reasons for not to Participate in Activities within Age Groups ..	49
Table 4.14 Frequencies of Statuses within Participation Levels.....	50
Table 4.15 Chi-Square Results for the Relationship of the Participant Levels to the Sports Activities by Statuses	50
Table 4.16 Reasons for not to Participate in Activities within Statuses	51
Table 4.17 Frequencies of Branches within Participation Levels.....	52
Table 4.18 Chi-Square Results for the Relationship of the Participant Levels to the Sports Activities by Branches.....	52
Table 4.19 Reasons for not to Participate in Activities within Branches.....	53
Table 4.20 T-test Analysis Between Participation Levels in Sports Events and Time Planning Skills	54
Table 4.21 T-test Analysis Between Participation Levels in Sports Events and Time Attitudes Skills	54

Table 4.22 T-test Analysis Between Participation Levels in Sports Events and Time Wasters Skills	55
Table 4.23 T-test Scores According to Time Planning Skills of Regular Participants and Irregular Participants due to Temporal Reasons in Sports	56
Table 4.24 T-test Scores According to Time Attitudes Skills of Regular Participants and Irregular Participants due to Temporal Reasons in Sports	56
Table 4.25 T-test Scores According to Time Wasters Skills of Regular Participants and Irregular Participants due to Temporal Reasons in Sports	57
Table 4.26 T-Tests Result of Time Planning, Attitude, and Wasters Scores of Participants in Term of Their Gender.....	58
Table 4.27 ANOVA for Age	59
Table 4.28 ANOVA for Status	60
Table 4.29 ANOVA for Choice of Branch.....	60

LIST OF FIGURES

Figure 1 Study Map.....	44
-------------------------	----



CHAPTER 1

INTRODUCTION

The period between the -birth and death- is the lifespan of the living beings. This time line has an average value for every living being except exceptional cases. Such; according to World Health Organization for the year of 2016, average life expectancy for human being is 74,2 for women and 69,8 for men. These values about Turkish citizens are: 80,8 for women and 75,3 for men is mentioned by Turkish Bureau of Statistics for the same year.

The time that has become increasingly important, is the most important source of humanity. Human beings, who progress in many fields, such as per capita income, faster means of transportation, and robotics that able to treat remotely, could not change anything about time. Heraclitus said “The only thing that does not change is the change itself”. Even though many things that mankind possesses, produces, and destroys in the world have changed, the duration of a day is still the same as 24 hours for a daytime (Hamermesh, 2016).

Definition of time by James Drever is; a fundamental directional aspect of experience, based on direct experience of the propensity of sensation, and on experience of change from one sensory event, idea or train of thought to another and distinguished in experience beginning, middle and end, as well as past present and future (Levin, 1989). Time perspective pictures the role of the period that plays we live in. It both defines us within our traits, decisions, judgments and plays an important role in academic achievements, motivation, goal settings, and behaviors (Przepiorka, 2014). In today's World, where technological advances are progressing rapidly, time appears as one of the scarcest sources in terms of human needs. The time is an abstract concept which is measured in different ways through the history but known as an irreversible, spendable

without any stop and unstorable phenomena. As taking into account the average life span of a human being, we have 24 hours for a day, and it ticks and tocks. The question is, how it passes, or how do we use it? Do we use it in a proactive or effortful way or vice versa?

Stephen Covey states the following related to time: “The key is not spending time, but in investing it.” A Chinese proverb says: “An inch of gold can not buy an inch of time.” It is essential to realize the “time fact” and to know how to manage it in the right and effective way.

Time management is the level and ability for the perception of the structured and purposed time use. Besides, it is a science used to increase productivity, performance and quality. It is used both in daily and in working life. To be successful in business life, people need to plan their time effectively and act in line with their plans. Just as the benefits of efficient and effective time management in business life, also the private life of individuals affected positively from it for living in a high-quality environment. People do various activities for being happy and pleasant in their spare time according to their priorities. Kinds of different sports are among these activities.

Apart from business life, being a student has an intensive and busy schedule too. Although the schools have planned a time for education, students also need to plan their free time. In an education institution without primary or university difference, various activities were presented to students outside the class hours. These includes primarily sportive activities on a large scale and also offers students an opportunity to manage their free time in order to improve their life qualities.

In a study on the social participation levels of university students from Italy, America and Iran, it has found that sports activities are the highest social participation activities (Cicognani et al., 2008).

People should do sport activities as a part of their lives and plan their time for having a healthy life. However, the implementation and sustainability of the planned time is important as well as planning success of time devoted to sports activities. Failure to

establish a sustainable time management prevents the achievement of the desired success, no matter how accurately the time is planned.

(Gómez-López, 2010) conducted a study on the university students in order to determine their participation in sports activities, examined the reasons of students who did not participate in sports activities in their free time, and they listed these reasons in two groups as internal and external reasons. Internal barriers of these students are the dislike of sports activities, feeling lazy, seeing sports activities as impractical and useless. External barriers are defined as lack of time. (Arzu, 2006) divide the reasons why young people do not participate in sports activities into two as internal and external reasons, and express that external reasons are more effective than internal ones. In addition, answers given by university students as a common reason for not participating in sports activities are:

- Families' disregard for sportive activities but caring about academic studies.
- Lack of time due to responsibilities i.e intensive curriculum, family and etc. (Arzu, 2006).

Lack of time excuses indicated in the examples above are discussed as a reason for not participating in sports activities which is the content of our study.

Students who continue their education life need to learn and know proper planning. Because with the start of school life, students are faced with problems about time management in order to carry out their lessons, studies and other activities during a day. Particularly, students who faced with a new life experience by moving away from their family atmosphere plans their time independently. Schools are institutions that aim to teach students necessary and relevant informations in order to make them ready for social life. In our age, the introduction of information technologies into our lives has increased the ability and speed of people to do business. This increase in the number of activities that done during a day increases the need for effective planning. In this context, it is important to manage time correctly and proactive.

And the science of time planning is called time management. For successful implementation of time management, individuals need to develop themselves and raise their awareness on the topic. The increase about this awareness is reinforced by the successful time management practices that individuals have acquired in their educational lives.

1.1 Purpose of the Study

The purpose of this study is to emphasize the importance of time management and efficient usage of it by revealing the differences in the ability levels of management skills for those who voluntarily registered to activities but not participate regularly. Besides, the relationship between participation levels, which is about regular and irregular participation in activities, according to the demographic characteristics of the sample area is examined in terms of support the classification.

1.2 Research Questions

In this study, which was prepared to determine the time management skills of participants (students, employee and others) who volunteered to participate in sports activities planned and conducted by a Sports Directorate, following research questions were addressed:

1. What is the relationship between participation level in sport activities, (as regular and irregular), and demographic variables, such as gender, age, etc., of the participants?

2. How can we define the difference between the time management skills of participants and their participation levels?

1.3 Hypotheses

The hypotheses determined within the scope of the research are as follows:

Hypothesis H_0 : There is no significant relationship between gender and participation levels in sports activities.

Hypothesis H_1 : There is a significant relationship between gender and participation levels in sports activities.

Hypothesis H_0 : There is no significant relationship between age and participation levels in sports activities.

Hypothesis H_2 : There is a significant relationship between age and participation levels in sports activities.

Hypothesis H_0 : There is no significant relationship between status and participation levels in sports activities.

Hypothesis H_3 : There is a significant relationship between status and participation levels in sports activities.

Hypothesis H_0 : There is no significant relationship between branch and participation levels in sports activities.

Hypothesis H_4 : There is a significant relationship between branch and participation levels in sports activities.

Hypothesis H_0 : There is no significant difference between the participation levels in sports activities and time planning skills of the participants.

Hypothesis H_5 : There is a significant difference between the participation levels in sports activities and time planning skills of the participants.

Hypothesis H_0 : There is no significant difference between the participation levels in sports activities and time attitude skills of the participants.

Hypothesis H_6 : There is a significant difference between the participation levels in sports activities and time attitude skills of the participants.

Hypothesis H_0 : There is no significant difference between the participation levels in sports activities and time wasters skills of the participants.

Hypothesis H_7 : There is a significant difference between the participation levels in sports activities and time wasters skills of the participants.

Hypothesis H₀: There is no statistically significant difference between the time planning skills of those who do not participate in sports activities due to temporal reasons and those who do participate regularly.

Hypothesis H₈: There is a statistically significant difference between the time planning skills of those who do not participate in sports activities due to temporal reasons and those who do participate regularly.

Hypothesis H₀: There is no statistically significant difference between the time attitudes skills of those who do not participate in sports activities due to temporal reasons and those who do participate regularly.

Hypothesis H₉: There is a statistically significant difference between the time attitudes skills of those who do not participate in sports activities due to temporal reasons and those who do participate regularly.

Hypothesis H₀: There is no statistically significant difference between the time wasters skills of those who do not participate in sports activities due to temporal reasons and those who do participate regularly.

Hypothesis H₁₀: There is a statistically significant difference between the time wasters skills of those who do not participate in sports activities due to temporal reasons and those who do participate regularly.

1.4 Significance of Study

The importance of this study can be summarized under two main headings. Firstly, it aims to increase the academic awareness upon the "I do not have time" attitude, and thus to enrich the literature.

The primary objective of the study is to eliminate these attitudes of those who do not plan their time and also who cannot perform any activity on the grounds that "I do not have time".

Although there are many studies on time management and its approaches, there are limited publications about "time management and sports". In this context, the content of this thesis prepared as "time management in sports" and considered to contribute to

the enrichment of the literature. This study is also important because it is one of the few studies in which the difference between those who have time for sport activities and those who do not have is examined.

1.5 Limitations of Study

This study has been applied to the students, employees and others involved in Sports Directorate's activities' at METU on spring 2018 period. Hence, the sample of this study is limited with a narrow area, as just one university. This will cause misleading interpretations about participants' frequency of attending sports activities, however, hypotheses about demographic variables aim to overcome this limitation.

Secondly, the fact that the questionnaire was applied over the internet caused the return rate to be lower.

In addition, participation rate to our study was made mostly by women at the level of 90 percent. This fact can be considered as a constraint.

Finally, the participants may have sloppily filled the questionnaire presented to them due to "I do not have time" attitude. We have to suppose that the participants have filled the questionnaire sincerely, but this is a limitation that is difficult to overcome. Thus, this leads us to the assumption of our study.

1.6 Assumptions of Study

We assume that all the participants read the instructions of the survey carefully and filled out the questionnaire sincerely and properly.

1.7 Definition of Terms

- Time: Time is a progress of existence that occurs in an irreversible continuity from past to present and future.
- Time Management: Process of planning and implementing the control of time spent for certain activities to increase efficiency, and productivity.

- SIS: Sports for Health (Sağlık için Spor) - is a set of activities determined by sports directorate at METU to serve participants in different branches. (Zumba, freestyle combat, tempo, physiogym)
- Time planning: This is related to organizing time in both long and short range.
- Time attitudes: This term indicates how the usage of time is spent as constructively and the status of being responsible of the way that the time is used.
- Time wasters: Time wasters are anything that prevents you from achieving from objectives effectively. This definition is related to poor time using habits and bad use of personal time.
- Regular attendance: The condition of attending the activities in accordance with schedule.
- Irregular attendance: The condition of not attending the activities in accordance with schedule.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the conceptual framework of the time management was covered in order to form a basis for the next chapters of the study. Firstly, the concept of time, time types were explained, then the objectives and time management processes of time management discussed. In the following stages, time traps which is one of the most important issues of time management were explained, and the benefits of time management discussed. This chapter was concluded by discussing the time management approaches.

2.1 Concept of Time and Time Management

Time is defined in various forms both in social sciences and physical sciences. Some definitions of the time are; “a duration understood in terms of before and after”, “the intuition or the thought of successiveness”, “period between the previous event and the next event”, “measurable knowledge of continuous change” and “a structured environment where events follow each other” (Timuçin, 1994).

It has seen that in every period of history, philosophers have expressed their opinions and make definitions about the concept of time. In addition, the words of some thinkers also give an idea about time management. Descartes, for example, defines time as “mode of thought”. Leibniz, on the other hand, defines the time as “the order of successive phenomena”. According to Kant, time is “a priori condition of sensation, a priori form of sensibility”. Thus, Kant understands time as “a necessary condition for perception and separate times are nothing but a single piece of time” (Timuçin, 1994).

Time takes place as a concept which is subject to various definitions in recent literature. One of these definition explains it as a resource that flows and unstoppable.

(Adair, 2016). According to another definition, time is something that cannot be exchanged and cannot be replaced (Sabuncuoğlu, Paşa & Kaymaz, 2010). For Peter Drucker, time is the “scarcest” and “unique” resource; and for MacKenzie, time is “extremely polite”, while for Lakien, it is a “primary” resource (Can, 1994).

Some thinkers have focused on the functionality of time rather than making a definition of it. In this context, Ovidius says “time ends everything” and Cervantes expresses the need to give time for time itself. According to Rabelais, “time matures everything, everything becomes clear in time, time is the father of truth”. Corneille thinks that time will put a lot of things in order, by seeing the time as a great master. Pascal thought that time would eliminate the suffering and conflicts (Timuçin, 1994).

Time management is a concept that emerged in Denmark for the first time. The main reason for the emergence of this concept is to enable administrators to organize the time better (Güçlü, 2001). Time management does not mean working harder, filling up all day and get tired; but it does mean working wisely (Allan, 2004). According to a definition, time management is “people’s management of themselves in the flow of time or people’s schedule and control of the time according to their working and lifestyles” (Güney, 2004).

Though it is not directly related to time management, it has seen that thinkers expressed their opinions. Theophrastus states that losing time is the biggest expenditure. Goethe says in relation to good use of time that “there is always time if we use time well”. According to Thales, time illuminates everything (Timuçin, 1994). As seen from all these explanations time management is invaluable for lifetime and it should be used wisely. Thus the current study focused on the time management in order to shed light on differences in the usage or excuses for not using time effectively.

2.2 Types of Time

When the concept of time comes to mind, the first thing to be understood is the measurement of it such as minutes, hours, and days; in fact there are more than one type of time in terms of functionality. Generally, types of time can be classified as

objective time, subjective time, biological time, managerial time, organizational time, economic time and sociological time.

2.2.1 Objective Time

Objective time is a functional or quantitative time (Timuçin, 1994). In this context, the measure of objective time is hours. The objective time occurs when the world revolves around its axis. The most important feature of this time type is that it is fixed for everyone and the same. As a matter of fact, although a certain period of time is perceived differently by individuals, it is not subject to any change (Akgemci & Çelik, 2016).

2.2.2 Subjective Time

This type of time is related to the fact that individuals perceive a period of time and feel that the time period is long or short for them. It is therefore also called the sensed time. While there is a certainty in the objective time, there is no certainty in subjective time and it is not easy to measure the subjective time. In this type of time, a person may think that time passes too quickly or slowly than he thinks (Özer, 2012). According to Bergson, “subjective time is the time that is being lived. It is the time of waiting, hope, despair, distress” (Timuçin, 1994).

2.2.3 Biological Time

Biological time is a kind of subjective time. All living things have a biological clock according to themselves and this biological clock operates according to their own habits. For example, some people can wake up in the morning before the alarm rings even though they set it to wake up early. At this point the warning about the awakening for the individual is carried out by the biological time. The change of this biological time schedule is only possible if the individual changes his/her habits about sleep and waking hours (Sabuncuoğlu & Tüz, 2008). Unlike the objective time, the biological time of every human being is unique to themselves.

2.2.4 Managerial Time

Managerial time is defined as the total time of working and machine time required by planning, organizing, executing, coordination, supervision and executive training activities in order to reach this aim with the purpose of bringing together two or more people. In this context, managerial time focuses on the issues to be considered in planning and effective use of time (Tutar, Yılmaz & Erdönmez, 2003).

In the emergence of the concept of managerial time, the need for a certain period of time played an important role in order for the administrative activities to be carried out in organizations. As a matter of fact, today's competitive business environment connects the continuity and success of organizations for the success of the management. Managerial time determines the way in which Fayol carries out the administrative activities that are devoted to functions in the form of planning, organizing, directing, coordinating and controlling, and using all the resources in organizations (Çakmak & Şenyiğit, 2006). Both in organizational and managerial time, time plays an important role in the fulfillment of administrative activities (Gürüz & Gürel, 2006).

2.2.5 Organizational Time

Organizational time is a product built on the basis of a method to integrate the specific time of the individuals with the objective time of the machines in order to achieve the objectives of the organization. This type of time takes the time for organizations based on efficiency as an important resource or an input in the production process (Fidan, 2011). Another definition is that the organizational time is the time required for the organization to produce the goods and services and the time required for the separation of these activities into functions (Gürüz & Gürel, 2006).

An important part of the organizational time is spent for the management of documents in the offices. Efficient time management in organizations depends on the effectiveness and efficiency of paperwork management. Therefore, the administration of documents should be arranged in a way not to include bureaucracy. Max Weber's

bureaucracy approach advocated the hierarchical structure within the organization with strict rules and principles and focused on written communication. Thanks to the improved information and communication technologies virtual document management, the negative effects of bureaucracy and stationery can be eliminated (Tutar et al., 2003).

2.2.6 Economic Time

In economics, the concept of time is discussed in the short term and long-term context. Accordingly, short term is the period during which some of the inputs (labor, capital, raw material, etc.) can be upgraded by increasing the amount of production, while the building cannot be replaced by fixed inputs such as large machinery and equipment. The long term, on the other hand, is a period in which the current production facility and technology can be changed, production capacity can be increased and there is no fixed input (Kılıç et al., 2017).

In addition to the definitions made in the short-term and long-term context above, time can also be considered in different ways. Wages paid for the works are calculated in hours, days, weeks or months and these payments are made in the context of these periods. In addition, rent payments made for natural resources are made based on a time frame (Sabuncuoğlu & Tüz, 2008).

2.2.7 Sociological Time

The time depending on a calendar to perform some common activities of people, is called sociological time. These common activities are acts such as holidays, anniversaries, ceremonies, etc. Sociological time enables people to share feelings such as happiness, sadness etc., and to strengthen the sense of unity and togetherness among people (Bayramlı, 2009).

The importance given to time varies from one society to another. In some societies, time is considered as a straight line divided into parts such as seconds, hours and days. And only one thing can be done in these time frames. Therefore, it is important to use time effectively and do business on time. In general, such an understanding prevails in

North American and Northern European countries. In Latin America, Mediterranean and Middle Eastern societies, the concept of time is perceived as more flexible and multidimensional. For example, frequent business visits in these regions are not generally seen as a problem. However, frequent visits in developed industrial countries can be unusual (Gülova & Köse, 2006).

2.3 Types of Time Management

The types of time management are discussed in two ways in the context of the specific time spent by the individual at work and outside the workplace.

2.3.1 Private Time Management

The part of the lives of individuals outside the business life is expressed as “private time”. Just like in business life, effective time management in private life positively affects one's quality of life and this is reflected positively in the motivation and productivity of business life. Individuals who want to manage and develop their private life should consider the following (Can, 2007):

- The individual should know himself / herself as to what he / she can and cannot do in his / her life.
- An individual wishing to manage his time should make use of written materials including his plans and programs.
- Evaluate these timeframes by focusing on their own development in the times remaining from working life.
- It should be open to innovations in managing time.

2.3.2 Business Time Management

Business time is the time that arises when doing the works other than administrative activities around organizational objectives. For example, a foreman can use his organizational time in two ways. The first is working at the lathe, while the other is work-related managerial efforts. The time spent at the lathe is considered to be the work time. In this context, it can be said that there is an inverse relationship between

the time spent by managers on managerial activities and the time of work (Özdemir, 2006).

2.4 The Aims of Time Management

The main purpose of time management is to ensure that individuals work effectively and efficiently in a peaceful, stable and stress-free business environment. It is expected that the efficiency of the whole organization will increase in an environment where the individuals work separately. In this context, the aims of time management can be listed as follows (Kocabaş & Erdem, 2003); (Özcanlı & İlğün, 2008); (Alay & Koçak, 2003):

- Determining the targets related to the work to be performed and showing these targets in the relevant tables,
- Setting priorities for activities,
- Ensuring that managers and employees can use their time efficiently and effectively,
- Facilitate transfer of authority,
- Helping to eliminate work-related disturbances and delays.

2.5 Time Management Processes

The process of time management is composed of multiple stages. These stages start with the first phase of time usage analysis and end with the process monitoring and re-analysis phase.

2.5.1 Time Using Analysis (Time Ruler)

In this first stage of the time management process, the timetables are organized, and it is aimed to see clearly how much of the time is allocated. Most people think they are aware of how much time they spend for the work they do. However, few of these people have a clear view of how time is used. Human memory tends to mislead people about how time is used. In this context, it is necessary to be aware of where and how time is spent in order to use time effectively and efficiently (Sayan, 2015).

2.5.2 Determination of Time Problems

The main purpose of the time problem determination phase is to identify the activities that may cause time loss and to remove these preventive activities as much as possible. In order to remove the preventive activities in a way that does not disrupt the general flow of the work, it is useful to evaluate the time tables used in the first stage of the time management process carefully and to process the information correctly (Çelik & Akatay, 2009).

2.5.3 Self Identification

It is very important for individuals to determine their behavior which causes time loss, to make time management effective and to provide control over time. To the extent that individuals utilize their skills and abilities, they can explore their strength and weakness. Therefore, the self-identification phase is one of the most important stages of the time management process (Karaoğlu, 2006); (Kılıç, 2015).

2.5.4 Setting Objectives and Priorities

At this stage of the time management process, the main purpose for the work to be carried out and the intermediate objectives to be carried out to the main purpose are set. Work-related priorities are also determined at this stage. However, when setting priorities, it is important to make a ranking that is less useful than the useful one for the job. Because there may not be enough time for the work to be done always. In addition, the high priority and the priority of the work to be completed in a shorter time will contribute to the efficiency of jobs (Andıç, 2009).

2.5.5 Approximation of Program Objectives with Implementation Plans

At this stage, which is the fifth stage of the time management process, it is aligned with the plans in order to direct the activities and achieve the targets for the continuity of the works provided that this is finalized (Akgemci et al., 2003).

This stage consists of several parts. First of all, all activities that need to be done to reach the targets are listed. Then, the resources required for the realization of the activities put in a certain order are determined. Finally, the time required for achieving the objectives and completing the activities is determined separately. In this way, the basic activity plans are prepared in a way to form a basis for the short- and medium-term plans to be made in the following periods (Sayan, 2005).

2.5.6 Determination of Daily Programs and Preparation of Guides

At this stage, short-term plans and programs related to the main activities that constitute the basis of the work are prepared. Short term programs consist of two parts: weekly plan and daily program. Weekly activities are determined for the week. Based on this plan, daily schedules are prepared which show the day of the activities determined in the week. Daily programs may also include works that are not foreseen for that week but are later understood to be done (Bakan, 2011).

The success of the weekly plan and daily programs depends on the correct estimation of the time allocated to the activities. On the other hand, the flexibility of these plans and programs is important in terms of avoiding the disruption of the plans that may occur later. In addition, the activities in the plans prepared should be carried out in a certain order of priority. Another important factor that increases the degree of plans and programs towards achieving the objectives is to prepare these plans by taking into consideration the time problems and self-recognition issues in the second phase of the time management process. Another element that increases the success of the plans is to utilize the technologies such as computers, tablets and smart phones in the preparation of the plans (Sayan, 2005).

2.5.7 Developing Time Management Techniques

As previously stated, the efficiency of a study is possible with good time management. Good time management also requires the development of some techniques to eliminate time traps that cause time losses (Silahtaroglu, 2004). Individuals should develop their

own techniques in their own individual work, and managers should also develop their own techniques against the pitfalls that may cause time losses in the studies.

2.5.8 Process Monitoring and Re-Analysis

In order to realize the desired changes in this last stage of time management, the program made for time management is monitored and monitored during the application. The continuation of work on improvement should be ensured, regardless of whether the results of the application are compatible with the expectations. Because time management activity is a continuous activity (Akgemci et al., 2003).

2.6 Time Traps

One of the most important issues of time management is "time traps" or "time-destroyers". Time traps cause obstacles to individuals or organizations in terms of using time, interrupting jobs (Güçlü, 2001).

2.6.1 Time Traps Arising from Person

The time-traps resulting from the person are not caused by the organization in general, but by the psychological, social, economic etc., situations of the person themselves. Such time trap types are generally classified as deferment and distraction, no denial, stress and time pressure, negative personal attitude, indecisiveness, self-reliance or unreliability, lack of self-discipline, uncertainty of priorities of individual goals, excessive commitment to work, and effect of habits.

2.6.1.1 Procastinating and Distraction

Procrastination is a major time-consuming behavior. Individuals sometimes tend to postpone some work or unwillingly. This may be due to environmental factors or psychological factors. For whatever reason, postponement is a deadly thief (Smith, 1998). When managers think that the job to be done is a very difficult job, they refrain from doing what they do not want to do and want to understand whether they are worth the time and energy for the job (Thomas, 2000).

2.6.1.2 Having Trouble Saying No

One of the time-related traps is the inability to say no. The problem of not being able to say no is the fact that the person rejects the person who will say 'no' to the other side. The ways in which individuals cannot say no can be classified in the context of persons as follows (Allan, 2004):

- Not being able to say no to the boss
- Not being able to say no to your boss's boss
- Not being able to say no to colleagues
- Not being able to say no to other departments
- Not being able to say no to slacker

2.6.1.3 Stress and Time Pressure

Stress is an important reality of modern society. Individuals spend a significant part of their lives at work. Most people, however, seek satisfaction and identity in their work. Therefore, the distinction between work stress and non-work stress is an artificial distinction. It is almost impossible to distinguish between these two types of stress. The sources of stress can be grouped into three main headings: environmental factors, group and organizational factors, and individual factors.

While environmental factors are a result of economic, political and technological uncertainties, group and organizational factors are related to factors such as autonomy, business diversity and degree of automation, factors related to business design and working conditions of the person. Another factor related to group and organizational factors is the role requirements. Role conflicts in the workplace, excessive role loading and role ambiguity serve as examples of role requirements. Individual factors stem from the family and economic problems of the individual (Can, 1994).

Depending on the intensity of the stress experienced by individuals, time pressure problem arises during the work. If the individual does not use this time pressure as a motivating tool, the problems such as not being able to focus and being cold can have

a negative effect on the efficiency of work. Individuals can reduce stress by time management, which enables time to be used effectively.

2.6.1.4 Negative Personal Attitude

One of the main determinants of the effective and efficient working of individuals is that they are in a healthy psychology. On the other hand, the complex emotions cause a negative attitude towards personal attitude and inefficiency. For example, the continuous dream of an individual within a confusion of emotions hampers the effective functioning of the individual and this leads to loss of time both by the individual and by harming other people in and around the work environment. From this point of view, the negative nature of a human attitude caused by the nature of the hopelessness, insecurity, uneasiness, pessimism and uncertainty prevent the person to manage his time effectively (Özdemir, 2006). From this point of view, the negative nature of a human attitude caused by the nature of the hopelessness, insecurity, uneasiness, pessimism and uncertainty prevent the person to manage his time effectively.

2.6.1.5 Indecision

The decision means the choice of the most appropriate one among multiple way, facility, goals and means. The decision-making or decision-making process includes some elements. These elements have a purpose to be reached at the beginning and the existence of the means to reach this goal in the best way possible. Another important element in the decision-making process is the determination of criteria and standards for controlling the appropriateness of the identified objectives and instruments. On the other hand, decision-making processes also require comparison of the desired or undesirable results that are likely to occur as a result of the chosen mode of action. Finally, the existence of a will or a desire must be put forward in order to take action or not to take a decision (Aşkun & Tokat, 2010). Delays in revealing this will can be called “indecision” trap in terms of time management.

The most important result of indecision, which is one of the time traps stemming from the person, is that the cost of time continues during the period of indecision. Failure to make choices and make decisions will require more resources to reach the goals and resolve possible problems. Therefore, because problems accumulate, things will become more complex. In addition, the uncertainty of the direction of the personnel and additional losses will occur due to the indecision of the managers. From this point of view, it is one of the most important time traps to abandon a task before starting another task and to be indecisive when performing tasks (Bilecik il Rehberlik ve Araştırma Merkezi, 2017).

2.6.1.6 Overconfidence or Self-Distrust

Overconfidence in individuals occurs in the form of over-reliance on mental power, physical power or memory power. For example, an individual who is overconfident with his mental strength may postpone his work by feeling that "I can do it very quickly with this mental power". The same applies to physical power. As a matter of fact, an individual who is overconfident in his physical strength may also postpone his work. Individuals who are overconfident with memory power can have a thought that "I can keep them in my mind", and this can remove the individual from the habit of taking notes. As a result, the work is forgotten and time is wasted (Tengilimoglu et al., 2003).

2.6.1.7 Lack of Self-Discipline

Self-discipline is the ability of the person to choose the right behaviors by not coming from any fear and outside the control of an outside power, by coming through and understanding the reasons for the work he has done (Tengilimlioglu et al., 2009). The lack of time anxiety in people who have self-discipline provides a more peaceful social life and business life as well as success and high motivation (Kömürcüoğlu, 2017).

Individuals who are not self-discipline are constantly working under the control of others and under the control of others. Such individuals lack the knowledge of what to do, where and when. This leads them to wait for others to take action and to lose time. In this context, individuals who lack self-discipline often experience high levels of

stress due to time pressure and leave their colleagues in a difficult position (Güney, 2008).

2.6.1.8 Uncertainty of Priorities of Individual Targets

One of the main ways for individuals to get out of uniformity is to set new targets. Objectives include doing something in a physical context, understanding and being in a spiritual context, establishing a relationship in a social context, and developing and learning in a mental context. Furthermore, the fact that the targets are usually time-dependent and physical cause the individual to feel unsatisfied and irregular. This results in neglecting other vital activities and preventing a better quality of life (Sabuncuoğlu, Paşa & Kaymaz, 2002).

Determining the priorities in accordance with the plans is one of the most important tasks for managers who want to ensure effective management. Determining these priorities helps to regulate the activities and thus minimize the time loss and avoid unnecessary resource utilization. This will contribute to the creation of an efficient work environment as it will focus the organization on the necessary works (Demir, 2003).

2.6.1.9 Over-Dedication to Work

Dedication to work, defined as a way for employees to express themselves physically, cognitively and emotionally in fulfilling their role in the workplace, is a concept related to employee engagement and involvement (May et al., 2014). Individuals working in a highly dependent manner are identified with the work they do and are motivated by their work. Individuals dedicated to work tend to be more work and more productive than others in general. In this context, people who are dedicated to the work are more likely to meet customer demands and achieve the results they expect (Roberts & Devanport, 2002).

There are two approaches to commitment to the job, one being positive and the other being negative. According to the first one, dedication and burnout are concepts that express their independent moods. According to this approach, there is a negative

relationship between job commitment and burnout. In the second approach, the energy of a devoted individual turns into exhaustion, reluctance to work dependence and personal success fails over time (Çakıl, 2011).

2.6.1.10 Effects of Habits

Habits take an important place in human life. Some of these habits are useful, while others are harmful. Harmful habits which blunt the mental effectiveness and creativity of the individual, devalues his work and make him a captive cause great time loss (Özdemir, 2006).

2.6.2 Time Traps Arising from Business

Business-origin time traps are mostly time traps resulting from the organizational climate and general structure of the workplace. The most prominent of this type of time trap are insufficient information, organizational uncertainty and crisis situations, unnecessary meetings, unexpected visitors, frequent and long telephone calls.

2.6.2.1. Insufficient Informing

Managers benefit from secretarial services to get rid of unnecessary, routine and insignificant jobs, to remind themselves of their programs and to spend valuable time in important works. Through their secretaries, managers gain time in different ways. The presence of secretariat services prevents managers from spending time on unnecessary or negligent negotiations, so that managers can only be contacted by those who are obliged to accept and discuss. On the other hand, problems and issues that they can easily handle are taken over by the secretary without being referred to the managers, thus preventing managers from wasting their time. Otherwise, insufficient information or secretarial services can lead to a waste of time as a time trap. (Özdemir, 2006).

2.6.2.2 Organizational Uncertainty and Crisis Situations

In times of crisis, the problems that are the source of the crisis are eliminated and the necessary measures are taken to ensure that the negativity is not repeated, or the minimum damage can be avoided (Akgemci et al., 2003).

2.6.2.3 Unnecessary Meetings

In the meetings, topics such as the areas of authority and responsibility within the organization, motivations of the employees, problems related to work and solutions to these problems are discussed. However, sometimes meetings can be held for matters that do not require meetings. These unnecessary meetings are a waste of time for an organization. The main reasons for making unnecessary meetings are the lack of adequate communication within the organization or the indecision of managers (Şahin, 2015).

2.6.2.4 Unexpected Visitors

While most workplaces work within a daily schedule, these schedules can be interrupted by non-account visitors. Due to these unexpected visits, the time allocated to other jobs in the workplace is stolen. For this reason, organizations have to take measures to prevent such visits which are not scheduled for effective time management (Karaoğlu, 2006).

2.6.2.5 Frequent and Long Calls

The phone is one of the most widely used communication tools, but it can cause great time loss if not used in a useful way. On the other hand, if it is used efficiently, it closes the distance between the two parties and the time spent for an interview is earned (MacKenzie, 1985).

In today's world, telephones have become one of the most frequently used communication tools. Especially in recent years, android technology has brought the features of internet and speech into an almost addictive element for people. People can

make frequent phone calls during the day and some of these meetings can last for minutes or even hours. From this point of view, these frequent and long phone calls are a very common time trap. Individuals and organizations wishing to reduce the effects of this time trap can apply to:

- Making phone calls within a plan and adhering to this plan.
- At the beginning of the talk, it should be told that there is not much time to spend.
- There should be discussion of work-related issues only.
- It should be avoided possible discussions in telephone conversations (Tutar, 2007).

2.6.3 Time Traps Arising from Administration

Time traps resulting from administration are time traps that emerge as a result of the attitudes and practices of administrative levels within the organization. Such time traps are generally pitfalls resulting from insufficient communication, open door policy, uncertainty of managerial objectives, lack of coordination, avoidance of delegation and inadequate planning.

2.6.3.1 Insufficient Communication

Although there are a lot of definitions regarding communication, we can define communication as a process about “understanding two people by sharing feelings, thoughts and information”. In a society, the only way for people to learn the rules that have been already established before them, to adopt value judgments and beliefs, and to reveal their role in accordance with them, i.e. to socialize, is communication (Gürgen, 1997). These issues apply to individuals who want to exist within the organization.

The time spent in written or oral communication in organizations constitutes an important part of the working time. So instead of a complex and hard to understand language in communication; a simple, understandable, descriptive language should be preferred. The message between the sender and receiver must be carefully monitored

and understood by the parties. Problems in communication or incomplete communication is a time-consuming element (Tengilimlioglu, 2003).

2.6.3.2 Open Door Policy

Open door policy is a policy that executives apply at all times, to provide open and uninterrupted communication with employees, to keep the relations in the organization warm. This policy can have important consequences, such as too much division of the manager's time, inability to allocate enough time to important works due to insignificant and irrelevant speeches (Sucu, 1996).

Changing the open-door policy has several benefits for the organization. The most important of these benefits is the inability to enter into inappropriate or unwanted visitors. This policy change should involve conducting meetings in a more systematic way and within specific time periods (Erdem & Kaya, 1998).

2.6.3.3 Uncertainty of Managerial Targets

Regardless of the quality of the work carried out, the lack of clarification of business-related objectives leads to significant time losses. In this context, regardless of the size of the work to be done the objectives should be clearly defined and the works that will reach the target accordingly should be carried out gradually. A clear set of objectives makes it easier to understand the relevance of work-related efforts. In particular, uncertainties in managerial targets lead to failure of managers and employees' labor resulting in failure (Türkan, 2018).

2.6.3.4 Lack of Coordination

Coordination is the systematic effort to solve the problems of the components within the organization and to perform harmoniously in order to cooperate with each other in order to achieve the objectives of the organization (Bolat et al., 2009). Coordination is one of the most important elements of the integrity and existence of organizations. Even in the simplest group work, the effectiveness of the efforts is increased to the extent that it is harmonized. In a well-harmonized institution, each unit is

knowledgeable about what other units do or does, and is in a harmonious working attitude (Aşkun & Tokat, 2010).

Coordination provides integrity and continuity in organizations. The existence of deficiencies in coordination prevents the departments of the organization from working in harmony with each other and difficulties in achieving the objectives. One of the most fundamental consequences of such situations is that the lack of tight relations within the organization can lead to the failure to develop team spirit and lead to a multi-faceted management structure within the organization. In such an environment, different units can make different decisions for the same subjects, so large time losses may occur (Sabuncuoğlu & Paşa, 2002).

2.6.3.5 Avoidance of Delegation of Authority

In terms of the organization, the authority is related to the manager's request for the organization to do the work in question. In this sense, authority is a right granted to administrators. This right is the right to decide, take action and carry out specific tasks to achieve organizational goals (Uygur, 2010). Although the authority is a right, some managers may want to transfer these rights through the delegation of authority in order to devote time to other jobs and not to waste time with routine tasks.

The delegation of authority is the submission of one or several operational or administrative tasks and responsibilities to subordinates in an organization. This also indicates that the manager cannot do any work. The purpose of delegating authority to someone is not that the work in question is undesirable, boring or dangerous, but rather that people use the authority that is possessed by the transfer of authority while performing their work. In terms of time management, delegation of authority not only creates idle time for the managers but also enables the manager to work planned and programmed (Atkinson, 1997).

2.6.3.6 Insufficient Planning

The plan is a way and behavior in a broad sense. In this context, the plan is the expression of a line of action that has been decided above all. Planning is the choice

or determination of the achievements and means to achieve these goals in an organization. Planning provides a large number of benefits to both individuals and organizations. These benefits (Love & Tokat, 2010):

- Planning reduces time and labor waste.
- The attention of the managers is focused on the objectives.
- Ensures coordination of work-related efforts in the organization.
- It makes it easier to control whether all facilities are oriented towards the goal.
- It allows the development of more rational rules and principles.
- It makes it easier to delegate power.
- Reveals the standards to be used in the audit.

Because time represents a feature that cannot be substituted, an effective time management can only be achieved by giving the correct decision at the right time. At this point, the next step is to prepare a feasible plan (Erkılıç, 2005). In this context, ineffective or inadequate planning is the individual's stealing from his own time (Akatay, 2003). One of the issues that have a great consensus on time management in the literature is that the most productive parts of time are allocated to planning (Josephs, 1997).

2.6.4 Time Traps Resulting from Organizational Structure and Policies

Some time traps can result from the central and hierarchical structure of the organization, the negative attitudes and behaviors of people who have been working in the organization for many years, or the unhealthy working environment within the organization. Such time traps are recognized as time traps that result from organizational structure and policies.

2.6.4.1 Central and Hierarchical Organization Structure

The main feature of the central organizations is that the authority is gathered in the top management and the decisions are taken by the top management. In general, the delegation of authority in central organizations is not a very common practice. The absence of delegation of authority prevents the development of individual skills and

causes the subordinates not to be adequately trained. Since the subordinates will apply to the top manager in every question, they face due to this lack of authorization, taking the necessary decisions will require a long period of time and the efficiency will be reduced. One of the negative aspects related to central governments is that the individuals' sense of responsibility is not developed enough in this type of organizations and the initiative is lost. On the other hand, senior managers in central organizational structures cannot have sufficient time to carry out activities related to the main goals of the organization as they deal with a lot of unnecessary works (Sabuncuoğlu & Tüz, 2008).

2.6.4.2 Bureau Pathology

The term 'pathology' in this time trap type is named after the sub-branch of medicine, which examines diseases in medical science. According to this, people who have worked in an organization for a long time see themselves as 'vital assets' for the organization. Persons with such a tendency tend to authorize other workers in the workplace. Such trends can be seen in low-level employees as well as senior managers. Nowadays, this condition is considered as a disease and it is called as *bureau pathology*. Persons in a bureau pathological state of mind avoid delegation of authority and share limited information to other employees. As a result, both resource waste and time losses occur in the organization (Güney, 2008). In order to prevent this pathological condition or reduce its effects, it may be useful to have rotational practices at work, to ensure that everyone learns every job, and to keep open and maintain horizontal and vertical communication channels continuously (Kılıç, 2015).

2.6.4.3 Unhealthy Working Environment

The inadequacy of working environment in the workplace due to health, noise, cleaning etc., causes problems in the effective use of time. In addition to these physical unhealthy conditions, disagreements, conflicts, etc., between employees at work are also important time traps (Akatay, 2003).

2.7 Benefits of Time Management

Effective time management is one of the most important issues on the road to success. With an effective time management, the individual has the opportunity to make a balance between private life and work life. Increasing productivity is facilitated by effective time management, not only individually but also organizationally. Besides, the benefits of an effective time management can be listed as follows:

- With the time management, the day starts well because it will be awakened early.
- Uncertainties are eliminated as it is pre-determined within a plan what to do during the day.
- Because the work is under control, the individual's self-confidence is complete.
- As there is no pessimism, events are approached positively.
- Because the crises are not liked, there is no delay (Bayramlı, 2009).

2.8 Traditional Time Management Approaches

Traditional time management approaches are discussed more narrowly in some sources. Below are some of the key time management approaches.

2.8.1 Regular-Life Approach

According to the regular life approach, the main reasons for not managing time effectively are irregularities in one's life. The existing irregularity results in impossibility of finding what is being sought and confusion. It may be useful to organize objects, tasks and people in order to eliminate these negative consequences.

Organizing objects involves arranging everything from the pen in the current working environment to the computer screen, from the storage of files to the editing of documents. The tasks to be done in terms of editing the tasks from the simplest to the most complex to put in a certain order to put into order. The issue of organizing people involves the identification of the tasks each of the employees can do, the delegation of

authority and the establishment of a monitoring system related to the activities (Efil, 2013).

2.8.2 Fighter Approach

The fighter approach focuses on saving the time and its production. In this approach, techniques such as self-isolation, being alone and delegation of authority are used. In the technique of self-isolation, unnecessary communication is rejected, and a secretary can be activated. In addition, the use of answering machines, closing the doors are also used. In the technique of being alone, the person goes to a place where he can be alone in order not to be disturbed. In the delegation of authority, time is spent on more effective jobs by assigning duties to others for routine work. The strong point of this approach is that the person who is not disturbed is able to work efficiently by working independently and takes responsibility of the time. The weakness of the approach is that it eliminates the possibilities of cooperation by isolating oneself. On the other hand, this isolationist approach may increase after a while and cause the individual to become isolated (Güçlü, 2001).

If the person who fights against time does not do something to repel the attacks; he/she comprehends that the system will turn into an avalanche that buries itself alive. Therefore, the fighter approach focuses on self-preservation and the ability to work in order to work efficiently (Tutar et al., 2003).

2.8.3 Target Approach

The basis of the target approach is '*understand what you want and try to achieve*'. In this approach, techniques such as short, medium and long-term planning, goal setting, self-motivation and a positive thinking style development are used to ensure efficient use of time. What is important in short-term planning is that the manager organizes and schedules his / her daily and weekly work and makes them according to a priority.

The strength of this approach is that relatively less talented individuals will be able to motivate themselves and to enable them to surpass more talented people's performance. On the other hand, if a wrong target is determined, the wasted efforts and

the possible destructive effects of it are seen as the weak side of the approach (Çam, 2010).

2.8.4 ABC Approach

ABC analysis is a technique used frequently by management levels in decision making and control. However, research on ABC analysis and the information contained in the books are very abstract (Viswanathan & Bathnagar, 2005). This approach, which was named by the Italian economist Vilfredo Pareto in the nineteenth century, aims to investigate where the value is (Arrow, 1951). According to Pareto, if several factors affect the whole to a large extent, controlling these few factors would mean the control of the whole. This method is essentially used to classify parts or activities of a system according to their relative importance. This method is also called 'management of importance principles', '80/20 rule' or 'Pareto's Law' (Güner & Çetin 2008).

2.8.5 Magic Tool Approach

This approach is based on the understanding that the loss of time in working life can be prevented by using the right tools. Thanks to today's technologies, the completion time of the works is considerably shorter than the previous times. In this context, every professional group, each organization should follow the technological developments closely (Gülşen, 2014). In addition, this approach suggests that choosing the right tools and equipment in work life and using programs to facilitate work on computers would improve the quality of life. And that efficiency in time management would be ensured in the period from planning to control in organizations (Efil, 2013).

2.8.6 Skill Approach

This approach is based on the understanding that time management is a skill task. According to the skill approach, if you want to be successful in time management, you need to be an expert in the following skills. These skills are as follows:

- Holding a planner or appointment book
- Creating a list of tasks

- Goal setting
- Delegating authority
- Planning
- Sorting priorities (Efil, 2013).

2.8.7 Let it Slide Approach

This approach argues that time cannot be managed. Therefore, for effective use of time, the person should be free to be integrated into time by releasing his organization. In this respect, this approach differs from other approaches that advocate that time can be managed. According to this approach, individuals should not oppress themselves by making permanent plans, but rather should not miss out on the opportunities that they may face in integrating with the flow of time (Şahin, 2014).

The strong point of this approach is that the person lovingly and willingly does his work without realizing the time elapsed. On the other hand, the weakness of this approach is that it will push the individual to laziness and lead to loss of time if he is overpowered to letting things slide (Türkan, 2018).

2.8.8 Improvement (Self-Consciousness) Approach

The strong side of this approach is that the individual makes something useful for him by going to the bottom of the problems in their behaviors. Thus, the individual changes the self-determined problems, improves his personal consciousness and contributes more to the organization. The weak side of the improvement approach is that it cannot bring a total solution to the problems and cannot address different problems related to time management (Covey et al., 1998).

Individuals may have a perfectionist personality by being influenced by their role models or family culture in the early stages of life. The individual who has such a personality does not approve the transfer of authority with the conviction that the results would be negative in general and tend to manage everything to the smallest detail. This results in the individual spending time in a way that exceeds the effective

use of resources. The traces of childhood or the pressure of the environment on the part of the individual trying to be liked by the people' or 'fear of rejection' can lead to an extreme responsibility of the individual and undertake excessive work. In addition, if some individuals' past successes have negatively affected and hurt other individuals or they have harmed family life, these individuals tend to fear success as well as failure. At this point, the improvement approach offers a solution to improve the psychological and sociological deficiency which causes time management problems (Güçlü, 2001).

2.9 Cultural Differences About Time

The diversity of cultures stands for different world views. The difference of these views may be between societies or between smaller groups. The concept of time is experienced in different perspectives between these countries and smaller communities - groups, as it differs in eastern and western cultures (Lewis, 2010).

At this point, the issue of cultural differentiation of time perception can also be mentioned. Accordingly, cultural time perception is classified as linear, multiactive and cyclical.

These classifications can be summarized as follows:

The best example of linear time perception is America, Germany and Switzerland. According to the perception in these countries, time is equal to money. They do not get stuck in the past, they attach importance to today's work, they create the plan for the near future and their predictions for the far future. They are Monocronic. There is a mentality to complete a job at a time. In this way, it is considered that more and more effective work is done. They act depending on the time they plan and do not stretch. When the time is up, the job should be finished. There is no flexibility.

Multiactive perception of time is a method adopted by Arab countries and some of South European countries such as Spain, Portugal, Italy. They are not very interested in calendar and planning issues. They are more focused on the work that is important at the moment. Many jobs can be done at the same time. The important thing is

satisfaction and result. For example, the quality of the meetings is important, not the length. They can stretch the time regardless of the plan.

Cyclic time perception is a style mostly adopted by Asian countries. They respect the past very much. And so it is used to determine the future, and its effect is very high. According to this culture, time is a cycle and repetitive processes are complete. Therefore, past time cannot be ignored (Lewis, 2010)

2.10 Studies on the Time Management

Although there are many studies in the literature about time management, it is seen that the studies in the context of sportive activities are quite limited. The following part is a summary of the literature on the studies in this area.

In a study that examined the relationship between leisure time management of those who go to the sports hall for the purpose of recreation and various variables, a sample of 257 people from 11 sports hall in Elazığ were randomly selected and used. The results of the study revealed that there were significant differences between the individuals who went to the gym for a period of 4-12 months and the individuals going to the gym for 3 months or less. Another result of this study is that individuals who go to sports halls for recreational purposes for 4-12 months are more willing to evaluate leisure time management within a program (Kırtepe & Uğurlu, 2018).

Another study has been conducted in which examined the relationship between leisure time management and organizational factors affecting the academic achievement of students from recreation department according to some demographic variables. In this study, a group of 309 people, 196 of whom were male and 113 were female from the recreation department of the Physical Education and Sport College of Bartın University were used. The analysis of the leisure time scale and the organizational factors that affect the students' academic achievement showed that the leisure time and academic achievement levels of the participants differ according to the variables such as gender, class and participation in recreational activities. The same study also concluded that there is a positive but low significance relationship between leisure

time management and organizational factors affecting students' academic achievement (Yaşartürk, Akyüz & Karataş, 2018).

In a study that examined the time management and decision-making styles of the members of the Nature Club, a sample group of 381 people took part in the nature and sports clubs in Izmir and Manisa. The findings of this study showed that participants' leisure time management and decision-making styles were affected by variables such as age and marital status, but were not affected by education. Another finding of the study is that there is no significant relationship between leisure time management and decision-making styles (Işık & Cengiz, 2018).

In a study in which the effect of the time management understanding of high school students who are regularly interested and not interested in a sport branch on grade point averages was investigated. According to the findings of this study, which consists of a sample of 140 people, there is a significant relationship between the understanding of time management and dealing with a sports branch, the duration of daily training and the number of weekly training sessions. However, another finding of the study is that there is no relationship between the grade point average and the time management understanding (Üstün, 2018).

In a study in which the students' time perception levels and time management behaviors were examined according to various variables. The study was carried out with a sample of 747 students studying sports management, coaching training, physical education and sports teaching and recreation expert in the universities of Gazi, Muğla Sıtkı Koçman and Selçuk. Finding of the study indicetad that there is a significant relationship between future time perception and the department variable and there is a significant relationship between the time management, gender, age, university and department variables (Dallı, Pekel & Birkök, 2017).

In a study in which leisure time management of the individuals who are interested in swimming branch as a pastime activity were analyzed in the context of different variables. According to the results of the study, gender, age, marital status and perceived income variables are not significant factors in cases where leisure time

management level is high. On the other hand, the results showed that the individuals who are interested in swimming sport coordinate their leisure time management well and evaluate the activities in which they are involved in a planned and programmed way (Ayyıldız, Akgül & Karaküçük, 2017).

In a study that examined the time management understanding of faculty members according to their participation in sports activities, gender and working time, a sample of 93 people, 37 female and 56 males, was used. As a result of this study, two main findings were obtained. The first is that there is no significant difference between gender and time management. The second result of the study is that there are significant differences in the time attitudes sub-dimension according to the duty periods of the participants and in the time planning and time attitudes sub-dimension according to the sports-making situations (Çimen, Altınok, Ekinici & Özdilek, 2017).

In another study, it was investigated whether the time management attitudes of public, private sector and municipality employees in Edirne province were different from each other. The findings of the study showed that there are positive relationship in terms of effective, organizational, planning and productivity time management sub-dimensions and the same direction with the increase in the working years of employees (Özsoy, Toksöz & Oğuzhan, 2015).

In another study in which the participation of academic and administrative staff in universities in physical activity was investigated in relation to time management, it was founded that women were more successful in managing time than men in the context of gender variable (Samuk, 2014).

In another study, the relationship between time management behaviors and academic achievement was investigated for 271 students studying in Gazi, Muğla and Atatürk Universities physical education and sports school programs. The results of the study showed that gender, age and class variables do not affect the time management behaviors and there is no significant relationship between academic achievement and time management behaviors (Yoncalık, Yılmaz & Bektaş, 2010).

CHAPTER 3

METHODOLOGY

In this section, the methodology of the research was explained as research design, participants, instrumentation, procedures and data analysis respectively.

3.1 Research Design

In this study, demographic variables and personal preferences of the participants about time management skills were investigated by correlational research design; which is an appropriate method to determine the relationships between two or more variables (Fraenkel et al., 2013).

3.2 Participants

The data of current study were collected from 502 participants (48 males and 454 females) from Middle East Technical University students, employees, and others (The people live in the campus area, graduates, members of the faculties e.t.c). These participants were the volunteers who applied to the Sportive activities of the METU in spring 2018 period.

Table 3.1
Descriptive Statistics of Gender

Gender	<i>Frequency</i>	%
Women	454	90,4
Men	48	9,6
Total	502	100,0

Table 3.1 showed that, women participants in the sample area were determined as 90.4%. The ratio of male participants was found to be 9.6%. It is seen that the female participants are quantitatively large: This shows that sports activities are mostly preferred by women.

Table 3.2
Descriptive Statistics of Status of Participants

Status	Frequency	%
Student	425	84,7
Staff	74	14,7
Other	3	0,6
Total	502	100,0

As seen in Table 3.2, 84.7% of the participants are students. 14.7% of the participants are staff. As the sample area is a university, it is seen that the students, who prefer the sports activities most as the status, constitute 85% of the group.

Table 3.3
Descriptive Statistics of Age Groups

Age	Frequency	%
18-23	229	45,6
24-35	164	32,7
35+	109	21,7
Total	502	100,0

Table 3.3 showed that, when the age groups of the participants are examined, it is seen that 45.6% of the participants are between 18 and 23 years of age. 32.7% of them were between 24 to 35 age. Lastly, 21.7% of them are over 35 years of age or older. It is observed that the highest rate is in the 18-23 age range.

Table 3.4
Descriptive Statistics of Branches

Branches	<i>Frequency</i>	<i>%</i>
Yoga	181	36,1
Pilates	127	25,3
SIS	160	31,9
Aikido	23	4,6
Capoera	11	2,2
Total	502	100,0

As seen in Table 3.4, 36.1% of the participants are interested in yoga. Also, 25.3% Pilates; 31.9% Sis; 4.6% of Aikido; 2.2% of them are interested in Capoeira. When we look at the choice of branches, it is seen that the most preferred sports activity is Yoga with 36.1%.

Table 3.5
Descriptive Statistics of General Participation Levels

Participation Levels	<i>Frequency</i>	<i>%</i>
Regular	298	59,4
Irregular	204	40,6
Total	502	100,0

As showed in the Table 3.5, the regular participation rate of participants in sports activities is higher than irregular participation rate. However, the rate of those who do not attend sports activities regularly is high with 40.6%. This situation supports us to consider the reasons for not participating as a research topic.

Table 3.6
Descriptive Statistics of Participating Levels

Reason	<i>Frequency</i>	%
Attend Regularly	298	59,4
Temporal Reasons	140	27,9
Personal Reasons	28	5,6
Activity-related Reasons	20	4,0
Other	16	3,2
Total	502	100,0

According to Table 3.6, 27.9% of the participants stated that they could not participate in activities due to temporal reasons, 5.6.2% for personal reasons, 4% for activity-related reasons and 3.2% for other reasons. 59.4% stated that they regularly participate in sports activities.

3.3 Instrumentation

As a data collection tool, students, employees and others at METU were surveyed. Within the scope of the questionnaire, general information form was prepared to determine the demographic characteristics of the volunteers who participated in sports activities. Within the scope of the general information form, participants were asked about their gender, age, status, branch of choice (Yoga, SIS, Pilates, Aikido, Capoeira), whether they participated in activities or not and their reasons for not attending. In addition to demographic information form “Time management scale” was also applied to determine time management skill of participants.

The time management scale used in the current study was taken from the study which was tested by Alay and Koçak (2002) for its validity and reliability. As a result of the factor analysis it is seen that the time management scale is grouped into three sub-scales as time planning, time attitude and time wasters. There are 27 statements in the

time management scale. The total internal consistency coefficient of the scale (Cronbach's Alpha) was calculated as 0.87.

- Time Planning: There are a total of 16 statements to measure time planning. While the first 15 expresses the success of time management positively, it is seen that the 16th expression negatively affects the time management success. The internal consistency coefficient of the time planning scale (Cronbach Alpha) was calculated as 0.88.
- Time Attitude: There are 7 statements to measure the time attitude. The expressions 1, 3, 4, 5 of these statements express the success of time management positively, while it is seen that the expressions 2, 6 and 7 adversely affect. The internal consistency coefficient of the time attitude scale (Cronbach's Alpha) was calculated as 0.66.
- Time Wasters: There are a total of 4 statements to measure time wasters. It is seen that all of the expressions negatively affect the time management success. The internal consistency coefficient (Cronbach's Alpha) was calculated as 0.47.

The evaluation of the time management scale is applied with a 5-point Likert scale. Each expression is rated 'Never', 'Less often', 'Sometimes', 'Frequently' and 'Always' for evaluation.

3.3.1 Scale Reliability Analysis

The reliability of a scale is related to random errors in the scale, and systematic error in scale structure is not effective on reliability. The reliability coefficient is expressed by several degrees of reliability. The reliability coefficient is an expression of the degree of reliability. Alpha value of expressions related to the Time planning sub-dimension was determined as .89. Alpha value for expressions of time attitude was found to be .71. The Alpha value for the expressions belonging to the time waster was .55 and the reliability of these expressions was low, but the Cronbach's Alpha value was found to be .89 in the reliability analysis for the whole scale. Therefore, the scale is very reliable.

Table 3.7
Reliability Analysis of Scales

	<i>Cronbach's Alpha</i>	<i>N of Items</i>
Time Planning Scale	.89	16
Time Attitude Scale	.71	7
Time Wasters Scale	.55	4
Total Time Scale	.89	27

3.4 Procedures

General information form and time management scale, which was organized within the scope of the research, were applied on the students, staff and others at METU, who voluntarily participate in sports activities organized by Sports Directorate.

The necessary permissions for data collection and survey application were obtained from the ethics committee, then the survey was delivered to 1833 volunteers by e-mail. Data collection procedures mentioned above lasted for 4 months from January to May 2018. 502 participants of the volunteers were answered successfully. The data used in the research consists of the results obtained from these 502 participants. (Figure 1)

First of all, these 502 participants separated into two groups according to their attendency status to activities as regularly and irregularly. Later, these irregular participants are divided into four main sub-categories according to their non-participation reasons as temporal, personal, activity related and other.

Finally, the results of the time management questionnaire applied to all volunteers and the data from participants who regularly attend to sports activities (298) and who continue irregularly due to temporal reasons (140) were evaluated within the main scope of the aim of the research.

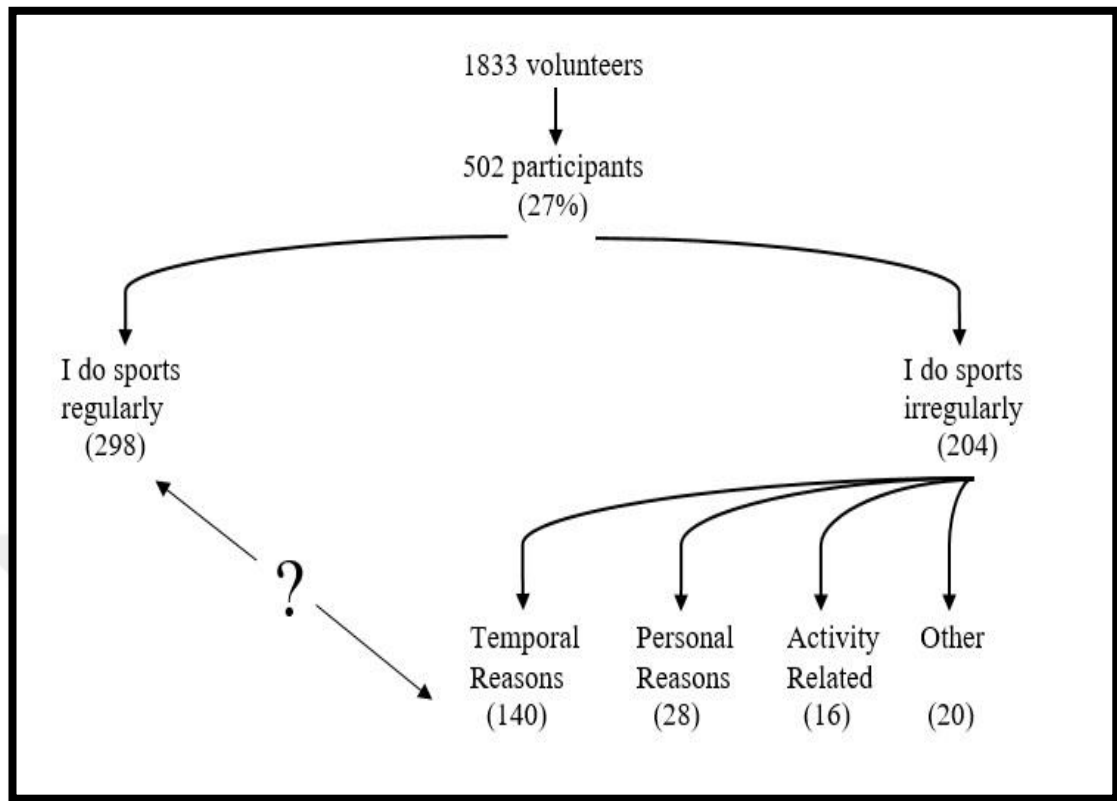


Figure 1 Study Map

3.5 Data Analysis

After the survey results of the participants was screened, appropriate results entered into Statistical Package for the Social Sciences program (SPSS, v.24). The selection of the appropriate technique for the examination of the relationships depends on the purpose of analysis and the characteristics of the data. Data analysis consists of five main sections.

Firstly, a frequency analysis for the demographic characteristics of the survey participants was conducted. Results of this section provided us a general picture of the study according to participants.

Second; the relationship between the participation levels and the demographic characteristics of the participants was analysed by chi-square test.

Thirdly, the difference between the participation levels (298 regular and 204 irregular participants) and the scale subtitles was tested.

Fourthly, (main purpose) the difference between the participation levels (298 regular and 140 temporal reasoned irregular participants) and the subscales of the scale was tested.

Finally, the difference between the demographic characteristics and the subscales of the participants was measured by ANOVA and t-test.

Also, reliability analysis was performed. For all analysis, $p < .05$ was determined as significant level.

CHAPTER 4

RESULTS

4.1 Hypotheses Tests

4.1.1 The Relationship Between Gender and Participation Levels in Sports Activities

The frequencies of gender in participation levels, the relationship between gender and participation levels, and reasons for not to participate in activities by gender were examined and results given at the tables below:

Table 4.8
Frequencies of Gender within Participation Levels

Gender	Yes	%	No	%	Total
Female	261	57,4	193	42,5	454
Male	37	77	11	22,9	48
Total	298	59,3	204	40,6	502

When the respondents surveyed regularly participate in sports activities are examined, 57.4% of women and 77% of men stated that they regularly participate in sports activities.

According to the gender and participation levels analyze, 42,6% of the female participants did not participate in sports activities and 29,2% of them are because of temporal reasons. Regular attendance to these activites by males is 77,1%.

Table 4.9

Reasons for not to Participate in Activities within Gender

Status	Temporal Reasons	%	Personal Reasons	%	Activity- related reasons	%	Other	%	Regular Attendees	%	Total
Female	133	29,2	26	5,7	19	4,1	15	3,3	261	57,4	454
Male	7	14,5	2	4,1	1	2	1	2	37	77,1	48
Total	140	27,8	28	5,5	20	3,9	16	3,1	298	100	502

Table 4.10

Chi-Square Results for the Relationship of the Participants Levels to the Sports Activities by Gender

	Value	df	Asymptotic Significance (2 sided)
Pearson Chi-Square	6,91 ^a	1	,01
Continuity Correction ^b	6,12	1	,01
Likelihood Ratio	7,39	1	,01
Linear-by-Linear Association	6,90	1	,01
N of Valid Cases	502		,01

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 19,51.

b. Computed only for a 2x2 table

According to the hypothesis above, the chi-square analysis showed a probability value of 0.01. The H_0 hypothesis is rejected because this value is less than 0.05. H_1 hypothesis is accepted. In other words, there is a significant relationship between participation in these activities and gender.

4.1.2 The Relationship Between Age Groups and Participation Levels in Sports Activities

The frequencies of age groups in participation levels, the relationship between age groups and participation levels, and reasons for not to participate in activities by age groups were examined and results given at the tables below:

When the participation in sports activities according to age groups examined, it has seen that 50.6% of the participants in the 18-23 age group, 64% of the participants between the ages of 24-35, and 70.6% of the participants aged 35 and older attend the activities regularly.

Table 4.11
Frequencies of Age Groups within Participation Levels

Age Groups	Yes	%	No	%	Total
18-23	116	50,6	113	49,3	229
24-35	105	64	59	35,9	164
35+	77	70,6	32	29,3	109
Total	298	59,3	204	40,6	502

Table 4.12
Chi-Square Results for the Relationship of the Participants Levels to the Sports Activities by Age Groups

	Value	df	Asymptotic Significance (2 sided)
Pearson Chi-Square	14,42 ^a	2	,00
Likelihood Ratio	14,56	2	,00
Linear-by-Linear Association	13,90	1	,00
N of Valid Cases	502		

a. 0 cells (0,0%) have expected count less than 5.

The chi-square analysis was used to determine the probability value as 0.00. Since this value is less than 0.05. In other words, it was found that there is a significant relationship between the age groups of the participants and participation levels to these activities.

Table 4.13
Reasons for Not to Participate in Activities within Age Groups

Status	Temporal Reasons	%	Personal Reasons	%	Activity-related reasons	%	Other	%	Regular Attendees	%	Total
18-23	87	37,9	14	6,1	10	4,3	2	0,8	106	46,2	229
24-35	38	23,1	9	5,4	6	3,6	6	3,6	105	64	164
35+	15	13,7	5	4,5	4	3,6	8	7,3	77	70,6	109
Total	140	27,8	28	5,5	20	3,9	16	3,1	298	100	502

Table 4.13 shows that, 53,8% of the participants in the 18-23 age group stated that they did not participate in sports activities and 14% were personal reasons. 38% of the respondents in the 24-35 age group stated that they did not participate in sports activities as temporal and 9% as personal reasons. 13,7% of respondents in the age group of 35+ and above stated that they did not participate in sports activities as temporal and 4,5% as personal reasons.

4.1.3 The Relationship Between Status of Participants and Participation Levels in Sports Activities

The frequencies of the statuses within participation levels, the relationship between statuses of participants and participation levels, and reasons for not to participate in activities within statuses of the participants were examined and results given at the tables below:

Table 4.14
Frequencies of Statuses within Participation Levels

Status	Yes	%	No	%	Total
Student	239	56,2	186	43,8	425
Staff	56	75,7	18	24,3	74
Others	3	0,05	0	0	3
Total	298	59,4	204	40,6	502

When the relationship between participants' status and participation in sports activities is examined, 56.2% of the students stated that they regularly participate in activities. 75.7% of the employee stated that they regularly participate in these activities. 0.05% of the other participants stated that they regularly participate in sports activities.

Table 4.15
Chi-Square Results for the Relationship of the Participants Levels to the Sports Activities by Statuses

	Value	df	Asymptotic Significance (2 sided)
Pearson Chi-Square	18,79 ^a	8	,02
Likelihood Ratio	21,18	8	,08
Linear-by-Linear Association	6,56	1	,01
N of Valid Cases	502		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 2,39

When chi-square analysis was performed according to the hypothesis above, p-value was determined as 0,02. In other words, there is a significant relationship between the status of participant and participation levels in these activities on a regular basis.

Table 4.16

Reasons for Not to Participate in Activities within Statuses

Status	Temporal Reasons	%	Personal Reasons	%	Activity- related reasons	%	Other	%	Regular Attendees	%	Total
Student	131	30,8	26	6	19	4,4	10	2,3	239	56,2	425
Staff	9	12,1	2	2,7	1	1,3	6	8,1	56	75,6	74
Others	0	0	0	0	0	0	0	0	3	100	3
Total	140	27,8	28	5,5	20	3,9	16	3,1	298	100	502

When the participants' status and the reasons for not participating in the activities are examined, 30.7% of the students stated that they did not participate in sports activities as temporal and 6% as personal reasons. 12.1% of the employee stated that they did not participate in sports activities as temporal and 2.7% as personal reasons. Other participants attend to activities regularly.

4.1.4 The Relationship Between Branches of Sports and Participation Levels in Sport Activities

The frequencies of the choiced branch of sports in participation levels, the relationship between choiced branch of activities and participation levels, and reasons for not to participate in activities by choiced branch of sports were examined and results given at the tables below:

When the relationship between participants' branches and their participation in sports activities is examined, 63.5% of those who do Yoga stated that they regularly participate in sports activities. 62.2% of those who make pilates, 48.1% of those who do Sis, 78.3% of those who do Aikido, and 81.8% of those who do Capoeira stated that they regularly participate in sports activities.

Table 4.17
Frequencies of Branches within Participation Levels

Status	Yes	%	No	%	Total
Yoga	115	63,5	66	36,5	181
Pilates	79	62,2	48	37,8	127
Sis	77	48,1	83	51,9	160
Aikido	18	78,3	5	21,7	23
Capoeira	9	81,8	2	18,2	11
Total	298	59,4	204	40,6	502

Table 4.18
Chi-Square Results for the Relationship of the Participants Levels to the Sports Activities by Branches

	Value	df	Asymptotic Significance (2 sided)
Pearson Chi-Square	15,81 ^a	4	,00
Likelihood Ratio	16,21	4	,00
Linear-by-Linear Association	,700	1	,40
N of Valid Cases	502		

a. cells (10,0%) have expected count less than 5. The minimum expected count is 4,47.

According to chi-square analysis, p-value was determined as 0.00. In other words, it was found that there is a significant relationship between the branches of the activities and participation levels.

When the reasons of participants' participation in the activities according to their chosen branches are examined, 25.4% of the participants who choose yoga indicate the reasons for not participating in sports activities as temporal and 10.5% as personal reasons. 25.1% of the participants who chose pilates stated that they did not participate

in sports activities as temporal and 0.4% as personal reasons. 38.1% of the respondents who choose the fog indicate the reason for not participating in sports activities as temporal and 0.3% as personal reasons. 17.3% of respondents who choose aikido indicate the reason for not participating in sports activities as temporal reasons. 18.1% of the participants who choose capoeira indicate the reason for not participating in these activities as temporal reasons.

Table 4.19
Reasons for not to Participate in Activities within Branches

Status	Temporal Reasons	%	Personal Reasons	%	Activity-related reasons	%	Other	%	Regular Attendees	%	Total
Yoga	41	25,4	17	10,5	5	0,3	3	0,1	115	71,8	161
Pilates	32	25,1	6	0,4	6	0,4	4	0,3	79	62,2	127
Sis	61	38,1	5	0,3	8	0,5	9	0,5	77	48,1	160
Aikido	4	17,3	0	0	1	0,4	0	0	18	78,2	23
Capoeira	2	18,1	0	0	0	0	0	0	9	81,8	11
Total	140	27,8	28	0,5	20	0,3	16	0,3	298	59,3	502

4.1.5 The Difference Between Time Planning Skills and Participation Levels in Sports Activities

In order to examine the difference in time planning skills of the participants and their participation levels to sports activities, an independent t-test was run. The results are shown in table 4.20 below:

According to t-test results there is no significant difference in time planning score of regular attendees to sport activities ($M=3.44$, $SD=.66$) and irregular attendees ($M=3.36$, $SD=.70$), $t(2,500)=1.38$, $p=.17$.

Table 4.20

T-test Analysis Between Participation Levels in Sports Events and Time Planning Skills

Time Planning				N	$\bar{X}$	SD	df	t	p
Regular	Attendees	of	Sports	298	3.44	.66	500	1.382	.17
Activities									
Irregular	Attendees	of	Sports	204	3.36	.70			
Activities									

4.1.6 The Difference Between Time Attitude Skills and Participation Levels in Sports Activities

In order to examine difference in time attitude skills of the participants and their participation levels in sports activities, an independent t-test was run. The results are shown in table below:

Table 4.21

T-test Analysis Between Participation Levels in Sports Events and Time Attitude Skills

Time Attitudes				N	$\bar{X}$	SD	df	t	p
Regular	Attendees	of	Sports	298	3.27	.59	500	3.69	.00
Activities									
Irregular	Attendees	of	Sports	204	3.06	.68			
Activities									

According to t-test results there is a significant difference in time attitude skills score of regular attendees to these activities ($M=3.27$, $SD=.59$) and irregular attendees ($M=3.06$, $SD=.68$), $t(2,500)=3.69$, $p=.00$.

4.1.7 The Difference Between Time Wasters Skills and Participation Levels in Sports Activities

In order to examine difference in time wasters skills of the participants and their participation levels in sports activities, an independent t-test was run. The results are shown in table below:

Table 4.22

T-test Analysis Between Participation Levels in Sports Events and Time Wasters Skills

Time Wasters				N	$\bar{X}$	SD	df	t	p
Regular	Attendees	of	Sports	298	3.41	.62	500	1.05	.30
Activities									
Irregular	Attendees	of	Sports	204	3.35	.63			
Activities									

According to t-test results there is no significant difference in time waster skills score of regular attendees to sport activities ($M=3.41$, $SD=.62$) and irregular attendees ($M=3.35$, $SD=.63$), $t(2,500)=1.05$, $p=.30$.

4.1.8 The Difference Between Those who Participate in Sports Irregularly Due to Temporal Reasons and Those who Participate Regularly, with Respect to Their Time Planning Skills

In order to examine difference in time planning skills of the participants those who do not participate in sports activities regularly due to temporal reasons and those who do participate regularly, an independent t-test was run. The results are shown in table 4.23.

According to t-test results there is no significant difference in time planning skills scores of those who participate in activities irregularly due to temporal reasons ($M=3.34$, $SD=.07$) and those who participate regularly ($M=3.44$, $SD=.07$), $t(2,436)= -1.49$, $p=.14$.

Table 4.23

T-test Scores According to Time Planning Skills of Regular Participants and Irregular Participants due to Temporal Reasons in Sports

Time Planning	N	$\bar{X}$	SD	df	t	p
Irregular participants due to temporal reasons	140	3.34	.07	436	-1.49	.14
Regular Attendees	298	3.44	.07			

4.1.9 The Difference Between Those who Participate in Sports Irregularly Due to Temporal Reasons and Those who Participate Regularly, with Respect to their Time Attitude Skills

In order to examine difference in time attitude skills of the participants those who do not participate in sports activities regularly due to temporal reasons and those who do participate regularly, an independent t-test was run. The results are shown in table below:

Table 4.24

T-test Scores According to Time Attitude Skills of Regular Participants and Irregular Participants due to Temporal Reasons in Sports

Time Attitudes	N	$\bar{X}$	SD	df	t	p
Irregular participants due to temporal reasons	140	3.01	.64	436	-4.24	.00
Regular Attendees	298	3.27	.59			

According to t-test results, there is a significant difference in time attitude skills of irregular participants due to temporal reasons ($M=3.01$, $SD=.64$) and those who participate regularly ($M=3.27$, $SD=.59$), $t(2,436)= -4.24$, $p=.00$.

4.1.10 The Difference Between Those who Participate in Sports Irregularly Due to Temporal Reasons and Those who Participate Regularly, with Respect to Their Time Wasters Skills

In order to examine difference in time wasters skills of the participants those who do not participate in sports activities regularly due to temporal reasons and those who do participate regularly, an independent t-test was run. The results are shown in Table below:

Table 4.25

T-test Scores According to Time Wasters Skills of Regular Participants and Irregular Participants due to Temporal Reasons in Sports

Time Wasters	N	$\bar{X}$	SD	df	t	p
Irregular participants due to temporal reasons	140	3.35	.61	436	-.94	.35
Regular Attendees	298	3.41	.61			

According to t-test results there is no a significant difference in time wasters skills of irregular participants due to temporal reasons ($M=3.35$, $SD=.61$) and those who participate regularly ($M=3.41$, $SD=.62$), $t(2,436) = -.94$, $p=.35$.

4.1.11 The Difference Between Time Planning, Attitude, and Wasters Skills in Term of Gender

In order to examine gender difference in time planning, attitude, and wasters skills of the participants, three separate independent t-tests were run. The results are shown in Table 4.26

Table 4.26

T-Tests Result of Time Planning, Attitude, and Wasters Scores of Participants in Term of Their Gender

<i>Time planning</i>	<i>N</i>	$\bar{X}$	<i>SS</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Female	454	3.42	.67	500	1.09	.28
Male	48	3.30	.72			
<i>Time attitude</i>	<i>N</i>	$\bar{X}$	<i>SS</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Female	454	3.17	.63	500	-2.09	.04*
Male	48	3.38	.66			
<i>Time wasters</i>	<i>N</i>	$\bar{X}$	<i>SS</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Female	454	3.39	.62	500	.23	.82
Male	48	3.37	.64			

*p<.05

According to t-test results, there is no significant difference in time planning skills scores of participants who are male (M=3.42, SD=.67) and female (M=3.30, SD=.72) $t(2,500)= 1.09$, $p=.28$.

Similiarly, there is no significant difference in time wasters skills scores of participants who are male (M=3.39, SD=.62) and female (M=3.37, SD=.64) $t(2,500)= .23$, $p=.82$.

But there is a significant difference in time attitude skills scores of participants who are male (M=3.17, SD=.63) and female (M=3.38, SD=.66) $t(2,500)= -2.09$, $p=.04$.

4.2 ANOVA Results on Demographic Characteristics

In order to examine whether there is a difference in time planning, attitude, and wasters skills of the participants occording to their age, status, and choice of branch, analysis of variance was conducted. Before conducting the analysis normality and homogeneity of variance assumptions were checked and all asumption were satisfied. The results are given in the tables below:

The results illustrates that there is a significant difference among participants age groups in terms of their time planning ($F(2,499) = 7.12, p = .00$), time attitude ($F(2,499) = 1.01, p = .00$), and time wasters skills ($F(2,499) = 22.77, p = .00$). (Table 4.27). To determine this difference, Scheffe test was conducted for making pairwise comparison between three groups. For all variable significant difference were determined between 18-23 and 35+ and 24-35 and 35+ groups, not between 18-23 and 24-35 groups.

Table 4.27
ANOVA for Age

<i>Age and Time Planning</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	2	6.47	3.23	7.12	.00*	18-23 and 35+
Within-group	499	233.02	.45			24-35 and 35+
Total	501	239.49				
<i>Age and Time Attitudes</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	2	10.32	5.161	1.01	.00*	18-23 and 35+
Within-group	499	197.78	.40			24-35 and 35+
Total	501	208.10				
<i>Age and Time Wasters</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	2	16,490	8.25	22.77	.00*	18-23 and 35+
Within-group	499	180,664	.36			24-35 and 35+
Total	501	197.15				

According to the results of table 4.28, there is a significant difference among participants statuses in terms of their time planning ($F(2,499) = 5.77, p = .00$), time attitude ($F(2,499) = 14.75, p = .00$), and time wasters skills ($F(2,499) = 17.56, p = .00$). To determine this difference, Scheffe test was conducted for making pairwise comparison between three groups. For all variable significant difference were determined between student and other group, not between student and staff or between staff and other groups.

Table 4.28

ANOVA for Status

<i>Status and Time Planning</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	2	5.27	2.63	5.77	.00*	Student and other
Within-group	499	227.76	.46			
Total	501	233.03				
<i>Status and Time Attitudes</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	2	11.63	5.81	14.75	.00*	Student and other
Within-group	499	196.67	.39			
Total	501	208.30				
<i>Status and Time Wasters</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	2	12.96	6.48	17.56	.00*	Student and other
Within-group	499	184.20	.37			
Total	501	197.16				

According to the results there is no any a significant difference among participants choice branch groups in terms of their time planning ($F(4,497) = .16, p = .96$), time attitude ($F(4,497) = 1.45, p = .22$), and time wasters skills ($F(4,497) = 1.72, p = .14$). (Table 4.29)

Table 4.29

ANOVA for Choice of Branch

<i>Branch and Time Planning</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	4	.30	.07	.16	.96	No difference
Within-group	497	232.73	.47			
Total	501	233.03				
<i>Branch and Time Attitudes</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	4	2.41	.60	1.45	.22	No difference
Within-group	497	205.89	.41			
Total	501	208.30				

Table 4.29 (continued)

<i>Branch and Time Wasters</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Significant Difference</i>
Between Groups	4	2.69	.67	1.72	.14	No difference
Within-group	497	194.46	.39			
Total	501	197.15				



CHAPTER 5

DISCUSSION

Overall, 90 percent of the participants were female. 84 percent of the participants are students because of the sports activities in the campus and the average age is distributed accordingly. The highest participation in sports activities is in Yoga. The regular participation rate is approximately 60 percent. Irregular participation is mostly due to temporal reasons at 28 percent.

In this part of the study where the relationship between demographic characteristics and time management skills of individuals participating in sports activities is examined. Results obtained according to the data from the sample area are as follows:

5.1 The Relationship Between Participation Levels in Activities and Gender

In this study, it is seen that there is a significant relationship between the participation status and gender of the volunteers who participated in sports activities. In the study conducted by Özdiñç (2005), the findings that sport participation has a meaningful relationship between social perception and gender, and that women will participate in sport more than men, supports the relationship between sport participation and gender difference in our study. As a result of the study conducted by Yıldırın et al. (1996) on high school students, it is explained that there is a significant relationship between participation in sports and gender, and that there are changes in participation status according to gender. As a result of this study, it was supported by Doğan et al. (1999) that the attitudes of university students towards sports activities differed according to gender and that female students participated in sports activities more than men. In the study conducted by Lapa et al., (2012) it was concluded that physical education teachers' motivation to participate in sport activities in free time showed differences

according to gender. According to the study, it is seen that women are more motivated to participate in free time sports activities than men. This finding supports the result of our study. In the study conducted by Alemdağ and Öncü, (2015), the relationship between teacher candidates' participation in physical activities and gender was examined. As a result of this research, a significant relationship was found between participation in physical activities and gender variable. This finding supports the findings of our study. Saygılı et al., (2015) investigated whether there is a significant relationship between secondary school students participating in regular sports and their gender. As a result of the research, it was found that there is a significant relationship between participation in sport and gender variable. Same results are seen within the scope of the studies in literature and supports our research. These differences can occur in many areas. Differentiation of participation in activities by gender can be caused by various reasons such as competition, socialization, leadership role or moral reasoning. (Kelinske, Mayer & Chen, 2001)

5.2 The Relationship Between Participation Levels in Activities and Age

As a result of our study, it is seen that there is a significant relationship between the participation status of the volunteers who participated in sports activities and age groups. Çeker et al., (2013) examined the relationship between participation in physical activities and age groups. As a result of the examination, it is seen that there is a significant relationship between participation in the exercises according to age groups. In the study conducted by Pepe and Kuru (2001), the relationship between the participation and non-participation of women in sports activities and age groups was examined. As a result of the study, it was concluded that participation in sports decreased significantly after the age of 24 and there was a significant relationship between age and participation in sports. In the study conducted by Dalkılıç (2011), it is seen that there is a significant relationship between the participation levels of middle school students according to age groups. Kalkavan et al., (2016) considered academics as the sampling area in his study. As a result of the study, it was concluded that there was a significant relationship between the participation of academicians in sports activities and age groups. According to these results, relationship between age and

participation is supported by the studies in literature. The relationship between participation in sports activities and age varies according to the variety of activities, but it is also affected by the difference of cultures. In a study on European countries, it was observed that young, middle and older aged people differ at country level according to age categories. (Charlotte Van Tuyckom, Jeroen Scheerder & Piet Bracke 2010).

5.3 The Relationship Between Participation Levels in Activities and Status of Volunteers

According to the results of this study, there is a significant relationship between the participation status and status of the volunteers participating in sports activities. In the study conducted by Pepe and Kuru (2001), it was concluded that there was a significant relationship between the women who participated in sports and the women who did not. In the study conducted by Dalkılıç (2011), it is seen that there is a significant relationship between middle school students' participation in sports according to their class status. Kalkavan et al., (2016) it is seen that there is a significant relationship between the status of academicians and their participation in sports activities. In the study conducted by Gündüz (2010), it was concluded that there was a significant relationship between the branch status of women teachers and their participation in sports, and that branch teachers showed more participation in sports activities than classroom teachers. In the study conducted by Tel and Köksalan (2008), it is seen that the relationship between the sports participation status and status of the faculty members was examined.

When the findings of the study are examined, it is seen that there is no significant relationship between title status and participation in sports. As a result of the search made in the literature examples given above, it is seen that there is a significant relationship between participation status and participant status. Accordingly, our research supports the literature that there is a significant relationship between the status of participants and their participation in sports.

5.4 The Relationship Between Participation Levels in Activities and Sport Branches

According to the results of this research, it is seen that there is a significant relationship between the participation status of the volunteers who participated in sports activities and their chosen sports branches. In the study conducted by Yüksel (2014), the first three ranks of the sports branches desired by men; swimming, football and basketball. The sports branches desired by female participants are as follows; swimming, volleyball and basketball. Other sports branches are also less preferred than these sports branches. According to the study, it is expected that there is a significant relationship between the desired sports branches and the continuation of sports activities. Zorba et al., (2006) it is stated that there are differences in sports branch preferences of men and women. In the study conducted by Güven and Öncü, (2006), it was observed that the relationship between sport participation and family factor was examined. It is accepted that choosing the right sport branch is effective in terms of the continuity of the sport as well as the family structure is effective in the selection decisions in the sport branch. In the study conducted by Yücel et al., (2015) factors that are effective in sports branch selection; Parents' educational status, income status and the spatial status of the place where the sport describes. The effect of these three factors on sport branch selection also affects the continuity of sport branch. In the study conducted by Yıldırım (2017) on Eskişehir Osmangazi University sample, it has founded that there is a significant difference between the selection of sports branches and motivation for doing sports. In order to ensure regular participation in sports activities, the motivation of the participants should not be low. There is a significant relationship between the selected branches and their participation. Because the core element of the participation is the motivation. And the motivation varies according to individual differences and directly affected by the variety of activities. When the findings obtained in these studies are taken into consideration, it is seen that the significant relationship between the selected sports branches and participation in sports activities is supported.

The results obtained in this section where the differences between the participation status of individuals participating in sports activities and their time management skills are examined are as follows:

5.5 The Difference Between Participation Levels in Activities and Time Planning Skills Variable

The results show that there is no significant difference between the attendance status of the volunteer personnel and their time planning skills. When strategic management approaches are taken into consideration, planning stage is important for making the right decision and successful management activities. It is expected that there will be a positive relationship between the time attendance and the regular participation of the sports participants. Similarly, it is expected that there is a significant negative relationship between irregular participants in sports activities and time planning. When the results of our study were examined, no significant difference was found between the attendance status and time planning skills of the participants who participated in sports activities both regularly (298) and irregularly (204).

In addition, there was no significant difference between the time planning skills of the 298 regular participants and 140 irregular participants who did not attend because of time excuse.

Participants voluntarily applied to these sports activities. However, there was no significant difference between the participation levels and time planning skills of all groups. The reason for this may be considered as the participants are not able to plan their time effectively, they are inadequate to determine their priorities, may be weak or undecided about self-discipline which is affected by various variables like culture.

5.6 The Difference Between Participation Levels in Activities and Time Attitude Skills Variable

Results of the study illustrates that there is a significant difference between the participation levels and time attitude skills. Akyüz, (2015) focused on the concept of recreation in his study on the attitudes of university students to use their time outside

their working hours and explained recreation as the whole activities of students in their free time. Sports activities are also evaluated within this scope. It has been seen that there is a significant relationship between students' attitudes towards spending free time and doing activities regularly or irregularly. In the study conducted by Binbaşıoğlu and Tuna, (2014), searched for to reveal the attitudes of students in their free time. As a result of their research, it has been seen that the students prefer to do sport activities in their spare time. This suggests that there is a significant difference between students' attitudes towards time and whether they participate regularly or not. In a study about leisure time attitudes of individuals interested in swimming shows that individuals interested in sports activities can plan their leisure time more successfully (Durhan et al., 2017). In addition, according to the results obtained in the study, there is a significant difference between the participation levels in sports activities as planned and programmed and time attitudes. These studies support the fact that there is a significant difference between the time attitude skills and the participation status of the participants. Analyses that found in our study is in line with the results obtained in the literature.

5.7 The Difference Between Participation Levels in Activities and Time Wasters Skills Variable:

Results of the analysis shows that there is no significant difference between the participation levels and time wasters skills. Time wasters, which adversely affect the success of time management, constitute an obstacle for participation in the activities. It is expected that there is a significant impact on the status of participation of the time wasters (ie, the obstacles that prevent them from managing the time correctly) on all individuals who participate in activities. On the other hand, it is expected that individuals who participate regularly in sports activities have a negative relationship between time waster skills and participation levels, and those who participate irregularly have a positive relationship.

However, in our study, it was found that there was no significant difference between the time wasters skills and participation status of individuals who attend both regularly

and irregularly. In other words, time wasters do not make a significant difference for those who participate voluntary to activities.

According to these results, the fact that the participants did not decompose according to their time planning and wasters skills, but differed in their time attitude skills. This result may be considered as not achieving a skill development against time management.

With respect to cultural differences among time perception, the sense of time in Turkish culture is between multiactive and cyclic time perception and it is closer to multiactive. Attitude and planning against time management is not very effective. The results obtained in our study may be evaluated as the reason that time management skills arise because they are not very established in Turkish culture.

CHAPTER 6

CONCLUSION

The findings obtained by supporting the studies in the literature are discussed above. The results of this discussion are as follows:

- There is a meaningful relationship between the participation levels of individuals who participate in sports activities voluntarily and gender, age, status and selected branches.
- There is a significant difference between the participation levels and time attitude skills of individuals who volunteer in sports activities (*298 people who participate regularly and 140 people participate irregularly because they do not have time*); but there is no difference between time wasters and time planning skills and participation levels.

To Managers;

- According to the participation rates of our study, it is obvious that the participation is greater by females. In this direction, it is recommended to carry out different strategies in order to promote the male participation.
- When determining the activities, it is recommended to consider the variables of age, gender and status.
- Case studies like "time planning workshops" is suggested for to raise awareness about time use.

To Participants;

- To clarify their "time sense" by learning how to manage the time for being more productive.

- To attend regularly as much as possible to activities.
- To identify and act on the motivations that influence their attendance in a positive way.

Researchers interested in time management and sports activities;

- Should compare and examine the time management skills between informed control and non-informed test groups of participants for revealing the difference.
- Should explore participants' time management skills via different activities.
- Should measure time management skills by using different scales.

REFERENCES

- Adair, J. (2006). *Etkili Zaman Yönetimi* (Ö. Çolakoğlu, Trans.). İstanbul, Turkey: Babıali Kültür.
- Akatay, A. (2003). Örgütlerde Zaman Yönetimi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10, 282-300.
- Akgemci, T., Çelik, A., Aydoğan E., & Akatay, A. (2003). *Zaman Yönetimi ve Yönetel Zamanda Etkinlik*. Ankara, Turkey: Gazi Kitabevi.
- Alay, S., & Koçak, S. (2003). Üniversite Öğrencilerinin Zaman Yönetimleri ile Akademik Başarıları Arasındaki İlişkileri. *Eğitim Yönetimi*, 35, 326-335.
- Allan, J. (1998). *Takımınızın Yeteneklerini Geliştirmede Zaman Yönetimi* (M. Zaman, Trans.). İstanbul, Turkey: Hayat Yayıncılık.
- Andıç, H. (2009). *Üniversite Öğrencilerinin Zaman Yönetimi Becerileri İle Akademik başarıları Arasındaki İlişki* (Master's Thesis). Afyon, Turkey: Afyon Kocatepe University.
- Arrow, K. J. (1951). An Extension of the Basic Theorems of Classical Welfare Economics. In *Proceedings of Second Berkeley Symposium: Math. Statist. and Prob.* (pp. 507-532). Berkeley, USA: University of California.
- Arzu, D., Tüzün, E. H., & Eker, L. (2006). Perceived barriers to physical activity in university students. *Journal of Sports Science & Medicine*, 5(4), 615.
- Aşkun, İ. C., & Tokat, B. (2010). *İşletmelerde Yönetim ve Organizasyon*. Bursa, Turkey: Ekin Basım Yayın.
- Atkinson, J. (1997). *Zamanı Yönetme Sanatı* (C. S. İslam, Trans.). Samsun, Turkey: Nehir Yayınları.
- Ayyıldız, D., Tebessüm, A., Beyza, M., & Karaküçük, S. (2017). Rekreatif Amaçlı Yüzme Sporuyla Uğraşan Bireylerin Boş Zaman Yönetimleri Üzerine Bir

Değerlendirme. *Atatürk University*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ir00559a&AN=tuda.article.373879&lang=tr&site=eds-live&authtype=uid>

Bakan, İ. (2011). *Çağdaş Yönetim Yaklaşımları: İlkeler, Kavramlar ve Yaklaşımlar*. İstanbul, Turkey: Beta Yayınevi.

Bayramlı, Ü. Ü. (2009). *Zaman Yönetimi* (2nd ed.). Ankara, Turkey: Nobel Yayın Dağıtım. Bilecik İl Rehberlik ve Araştırma Merkezi Müdürlüğü (2017). Retrieved from http://bilecikram.meb.k12.tr/meb_iys_dosyalar/11/01/130586/dosyalar/2017_12/01141300_0001_Zaman_YYnetimi.pdf (05.01.2019).

Bolat, T., Bolat, O. İ., Seymen, O. A., & Erdem, B. (2009). *Yönetim ve Organizasyon* (2nd ed.). Ankara, Turkey: Detay Yayıncılık.

Can, H. (1994). *Organizasyon ve Yönetim* (3rd ed.). Ankara, Turkey: Siyasal Kitabevi.

Can, N. (2007). Eğitim Çalışanlarının Görüşlerine Göre Öğretmenin Sınıfta, Zaman Yönetimi Davranışları. *Bayburt Eğitim Fakültesi Dergisi*, 2(2), 88-103.

Cicognani, E., Pirini, C., Keyes, C., Joshanloo, M., Rostami, R., & Nosratabadi, M. (2008). Social participation, sense of community and social well being: A study on American, Italian and Iranian university students. *Social Indicators Research*, 89(1), 97-112.

Covey, S. R. M., Roger A. & Merrill R. R. (1998). *Önemli İşlere Öncelik* (O. Deniztekin, Trans.). İstanbul, Turkey: Varlık Yayınları.

Çakıl, E. (2011). *Üniversite hastanesinde çalışan hemşire ve asistanlarda mobbing'in işe gönülden adanma üzerine etkisi* (Unpublished master's thesis). Zonguldak Karaelmas University, Zonguldak, Turkey.

Çakmak, Z., & Şenyiğit, G. (2006). Sekreterlerin Yönetimsel Zamanı Verimli Kullanmalarını Etkileyen Faktörler. *Akademik Bakış E-Dergi*, 10, Eylül. Retrieved from <https://arastirmax.com/en/system/files/dergiler/9383/makaleler/10/arastirmax-sekreterlerin-yonetsel-zamani-verimli-kullanmalarini-etkileyen-faktorler.pdf> (18.01.2019).

- Çam, İ. (2010). *Ortaöğretim Tarih Öğretmenlerinin Derslerinde Zamanı Etkili Kullanma Stratejilerinin Değerlendirilmesi: Mardin İli Örneği* (Master's thesis). Çanakkale, Turkey: Çanakkale Onsekiz Mart University.
- Çelik, A., & Akatay, A. (2009). Örgütlerde Zaman Yönetimi. In M. Ş. Şimşek, A. Çelik, & A. Soysal (Ed.), *Zaman Yönetimi ve Yönetimsel Zamanda Etkinlik* (pp. 27-104). Ankara, Turkey: Gazi Kitabevi.
- Çimen, K., Ekinci, N. E., Altınok, B., & Özdilek, Ç. (2017). Üniversite Öğretim Elemanlarının Zaman Yönetimi Anlayışlarının İncelenmesi. *Sportif Bakış: Spor ve Eğitim Bilimleri Dergisi*, 4(2), 111-118.
- Dallı, M., Pekel, A., & Birkök, M. C. (2017). Spor Bilimleri Fakültesinde öğrenim gören öğrencilerin gelecek zaman algı düzeyleri ile zaman yönetimi davranışlarının bazı değişkenlere göre değerlendirilmesi. *International Journal of Human Sciences*, 2, 1420. <https://doi.org/10.14687/jhs.v14i2.4447>
- Demir, H. (2003). *Zaman Yönetimi ve Gençlik ve Spor İl Müdürlüklerinde Görev Yapan Yöneticiler Üzerine Bir Araştırma* (Doctoral dissertation). Ankara, Turkey: Gazi University.
- Durhan, T. A., Akgül, B. M., & Karaküçük, S. (2019). Rekreatif amaçlı yüzme sporuyla uğraşan bireylerin boş zaman yönetimleri üzerine bir değerlendirme. *Beden Eğitimi ve Spor Bilimleri Dergisi*, 19(4), 8-16.
- Efil, İ. (2013). *İşletmelerde Yönetim ve Organizasyon* (12th ed.). Bursa, Turkey: Dora Yayınları.
- Erdem, R., & Kaya, S. (1998). Zaman Yönetimi. *Çağdaş Yerel Yönetimler Dergisi*, 7(2), Ankara, Turkey: TODAİE Yayınları.
- Erkılıç, T. A. (2005). Zaman Yönetimi. In *Etkili Sınıf Yönetimi* (pp. 119–136). Ankara, Turkey: Anı Yayıncılık.
- Fidan, Y. (2011). Özel Sektör Ve Kamu Yöneticilerinin Zaman Yönetimi Davranışlarının Karşılaştırılması. *Journal of Social Sciences/Sosyal Bilimler Dergisi*, 4(6), 47-74. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=64369195&lang=tr&site=eds-live&authtype=uid> (18.01.2019).

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2013). *How to Design and Evaluate Research in Education* (8th ed.). New York, USA: McGraw-Hill.
- Gómez-López, M., Gallegos, A. G., & Extremera, A. B. (2010). Perceived barriers by university students in the practice of physical activities. *Journal of Sports Science & Medicine*, 9(3), 374.
- Güçlü, N. (2001). Zaman yönetimi Kuram ve Uygulamada Eğitim Yönetimi. Retrieved from <http://dergipark.gov.tr/download/article-file/108508> (17.01.2019).
- Gülova, A., & Köse, S. (2006). Zaman Yönetimi. In M. Ş. Şimşek, & S. Kırır (Ed.), *Çağdaş Yönetim Araçlarından Seçmeler*. Ankara, Turkey: Nobel Yayınları.
- Güney, S. (2004). *Açıklamalı Yönetim-Organizasyon ve Örgütsel Davranış Terimler Sözlüğü*. Ankara, Turkey: Siyasal Kitabevi.
- Güney, S. (2008). *Davranış Bilimleri*. Ankara, Turkey: Nobel Yayınları.
- Gürgen, H. (1997). *Örgütlerde İletişim Kalitesi*. İstanbul, Turkey: Der Yayınları.
- Gürüz, D., & Gürel, E. (2006). *Yönetim ve Organizasyon*. Ankara, Turkey: Nobel Yayınları.
- Hamermesh, D. S. (2016). What's to know about time use? *Journal of Economic Surveys*, 30(1), 198-203.
- Işık, U., & Cengiz, R. (2018). Doğa Kulüplerine Üye Bireylerin Zaman Yönetimi Ve Karar Verme Stillerinin İncelenmesi. *Journal of Physical Education & Sports Sciences*, 16(2), 25. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=130915755&lang=tr&site=eds-live&authtype=uid>.
- Josephs, R. (1997). *Zaman Yönetimi* (Ö. Koşar, Trans.). İstanbul, Turkey: Epsilon Yayınları.
- Karaoğlu, A. D. (2006). *Üst Düzey Yöneticilerin Zaman Yönetimi* (Master's thesis). Balıkesir, Turkey: Balıkesir University.

- Kelinske, B., Mayer, B. W., & Chen, K. L. (2001). Perceived benefits from participation in sports: A gender study. *Women in Management Review*.
- Kılıç, C. (2017). İktisada Giriş. In Kılıç, C., Savrul, B. K., & Savrul, M. (Ed.). Bursa, Turkey: Dora Yayıncılık.
- Kılıç, S. Sevim (2015) *Zaman Yönetimi ve Zamanı Etkin Kullanma: Rize Aile Hekimliği Çalışanları Örneği* (Master's thesis). İstanbul, Turkey: Beykent University.
- Kırtepe, A., & Uğurlu, F. M. (2018). Rekreatif Amaçlı Spor Salonuna Giden Bireylerin Boş Zaman Yönetimlerinin Farklı Değişkenlere Göre Belirlenmesi. *Electronic Turkish Studies*, 13(2), 783. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=129655265&lang=tr&site=eds-live&authtype=uid>.
- Kocabaş, İ., & Erdem, R. (2003). Yönetici Adayı Öğretmenlerin Kişisel Zaman Yönetimi Davranışları. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 13(2), 203-210.
- Kömürcüoğlu, Eray (2017) *İşletme Yönetiminde Etkin Zaman Kullanımı ve Zaman Planlamanın Önemi* (Master's thesis). İstanbul, Turkey: Arel University.
- Lewis, R. (2010). *When cultures collide*. London: Nicholas Brealey Publishing. 53-62
- Levin, I., & Zakay, D. (Eds.). (1989). *Time and human cognition: A life-span perspective* (Vol. 59). Elsevier.
- Mackenzie, R. A. (1985). *Zaman Tuzağı* (Y. Güneri, Trans.). İstanbul, Turkey: İlgi Yayınları.
- May, D. R., Gilson, R. L., Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational Psychology*, 77, 11-37.
- Özcanlı, D., & İlğün, S. (2008). Yoğun Bakım Hemşireliği ve Zaman Yönetimi. *Yoğun Bakım Hemşireliği Dergisi*, 12(1-2), 23-25.

- Özdemir, A. (2006). *Farklı Örgüt Kültürü Olan İşletmelerde Zaman Yönetimi Üzerine Ampirik Bir Araştırma: Bursa İl Örneği* (Master's thesis). Balıkesir, Turkey: Balıkesir University.
- Özer, M. A. (2015). Çalışma Hayatında Zaman Tuzakları Ve Zamani Etkin Yönetmek. *Hak-İş (Hak İşçi Sendikaları Konfederasyonu)*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ir00559a&AN=tuda.article.99477&lang=tr&site=eds-live&authtype=uid> (19.01.2019).
- Özsoy, D., Toksöz, İ., & Oğuzhan, A. (2015). Spor Organizasyonlarında Görev Yapan Bireylerin Zaman Yönetimi, Tutum ve Becerilerinin İncelenmesi. *Kyrgyz-Turkish Manas University*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ir00559a&AN=tuda.article.485232&lang=tr&site=eds-live&authtype=uid>
- Przepiorka, A. M., Siu, N. Y., Lam, H. H., Le, J. J., & (2014). Time perception and time perspective differences between adolescents and adults. *Acta Psychologica*, 151, 222-229.
- Roberts, D. R., & Davenport, T. O. (2002). Job engagement: Why it is important and how to improve it. *Employment Relations Today*, Autumn, 21-29.
- Sabuncuoğlu, Z., & Paşa, M. (2002). *Zaman Yönetimi*. Bursa, Turkey: Ezgi Kitabevi.
- Sabuncuoğlu, Z., & Tüz, M. (2008). *Örgütsel Psikoloji* (4th ed.). Bursa, Turkey: Alfa Aktuel.
- Sabuncuoğlu, Z., Paşa, M., & Kaymaz, K. (2010). *Zaman Yönetimi*. İstanbul, Turkey: Beta.
- Samuk, E. (2014). *Üniversitelerde Görev Yapan Akademik ve İdari Personelin Fiziksel Aktivitelere Katılmalarının Zaman Yönetimi Açısından İlişkisinin Araştırılması: Osmangazi Üniversitesi Örneği* (Master's thesis). Kütahya, Turkey: Dumlupınar University.
- Sayan, İ. (2005). *Yönetici Hemşirelerde Zaman Yönetimi* (Unpublished master's thesis). İstanbul, Turkey: Marmara University.

- Silahtaroğlu, F. (2004). *Akademisyenlerde Zaman Yönetimi* (Unpublished master's thesis) Tokat, Turkey: Gaziosmanpaşa University.
- Smith, J. (1998). *Zaman Yönetimi* (A. Çimen, Trans.). İstanbul, Turkey: Timaş Yayınları.
- Sucu, Y. (1996). *Yönetmel Zamanın Etken Kullanılması El Kitabı*. Bolu, Turkey.
- Şahin, D. C. (2015). *Verimli Örgüt Yönetimi İçin Zaman Yönetimi: Bir Özel Hastane Örneği* (Master's thesis). Ankara, Turkey: Atılım University.
- Şahin, K. (2014). *Lise Öğretmenlerinin Zaman Yönetimi Hakkındaki Görüşleri* (Master's thesis). Kahramanmaraş, Turkey: Kahramanmaraş Sütçü İmam University.
- Tengilimlioğlu D., Tutar H., Altınöz M., Başpınar N. Ö., & Erdönmez C. (2003). *Zaman Yönetimi*. Ankara, Turkey: Nobel Yayın Dağıtım.
- Tengilimoğlu, D., Işık, O., & Akbolat, M. (2009). *Sağlık İşletmeleri Yönetimi*. Ankara, Turkey: Nobel Yayınevi.
- Thomas, J. (2000). Mission Accomplish: Manage Multiple Projects and Meet Deadlines. *Women in Business*, 52(Mar-Apr).
- Timuçin, A. (1994). *Felsefe Sözlüğü*. Eskişehir, Turkey: İnsancıl Yayınları.
- Tutar, H. (Ed.). (2007). *Zaman Yönetimi*. Ankara, Turkey: Nobel Yayın Dağıtım.
- Tutar, H., Yılmaz, M. K., & Erdönmez, C. (2003). *İşletme Becerileri Grup Çalışması*. Ankara, Turkey: Nobel Yayın Dağıtım.
- Türkan, Ü. (2018). *Öğretmenlerin Zaman Yönetimi Becerilerinin İncelenmesi: İstanbul İli Küçükçekmece İlçesi Örneği* (Master's thesis). İstanbul, Turkey: İstanbul Sabahattin Zaim University.
- Uygur, A. (2005) *Yönetim ve Organizasyon* (4th ed.). Ankara, Turkey: Nobel Yayın Dağıtım.

Üstün, Ü. D. (2018). An Investigation on Time Management Understandings of High School Students Who Engage or Don't Engage in Sports. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ir00559a&AN=tuda.article.469677&lang=tr&site=eds-live&authtype=uid>

Viswanathan, S., & Bhatnagar, R. (2005). The application of ABC analysis in production and logistics: an explanation for the apparent contradiction. *Internationa Journal of Services and Operations Management*, 1(3), 257-267.

Yaşartürk, F., Akyüz, H., & Karataş, İ. (2018). Rekreasyon Bölümü Öğrencilerinin Boş Zaman Yönetimi İle Akademik Başarılarını Etkileyen Örgütsel Faktörler Arasındaki İlişkinin İncelenmesi. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ir00559a&AN=tuda.article.485859&lang=tr&site=eds-live&authtype=uid>

Yoncalık, O., İdris Y., & Bektaş, F. (2010). Zaman Yönetimi Davranışı Ve Akademik Başarı Arasındaki İlişki (Spor Yöneticiliği Bölümü Öğrencileri Örneğinde). *NWSA*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ir00559a&AN=tuda.article.213814&lang=tr&site=eds-live&authtype=uid>.

APPENDICES

A. Approval Letter from Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
SAYI: 286208194
CANIKAYA ANKARA / TÜRKİYE
P: +90 312 210 22 41
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

02 OCAK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Settar KOÇAK;

Danışmanlığını yaptığınız Can Yalçın ŞAHİN'in "ODTÜ Spor Müdürlüğü faaliyetleri katılımcılarının zaman yönetim becerilerinin incelenmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-SOS-223 protokol numarası ile 02.01.2018-30.12.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ayhan SOL

Üye

Doç. Dr. Maşar KONDAKÇI

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

B. Survey and Time Management Scale

Sayın katılımcı;

Bu anket formu, bilimsel bir çalışmada kullanılacak verileri toplamak amacıyla hazırlanmıştır. Bu nedenle çalışmamızda sizlerin değerli görüşlerine ihtiyaç duyulmaktadır. Değerli vaktinizi ayırarak yapacağınız katkılardan dolayı teşekkür ederiz.

I. Lütfen, aşağıdaki aşağıda yer alan bilgileri eksiksiz olarak doldurunuz.

Cinsiyetiniz?	☐ Erkek	☐ Kadın		
Medeni durumunuz?	☐ Evli	☐ Bekar		
Yaşınız?	☐ 18-23	☐ 24-35	☐ 35 ve fazlası	
Statünüz?	☐ Öğrenci	☐ Personel	☐ Misafir	☐ Mezun
Hangi branş / branşlara kayıt yaptırдыңız?				
☐ YOGA	☐ SIS	☐ PILATES	☐ AİKİDO	☐ KAPOERA

Düzenli olarak bu faaliyetlere katılıyor musunuz? ☐ Evet ☐ Hayır

Bu faaliyetlere katılmanıza engel olan en uygun seçeneği işaretleyiniz.

- | | |
|---|--|
| ☐ Aktivite Kaynaklı Sebepler | (Ör: Aktiviteyi, ortamı, eğitmenleri beğenmedim.) |
| ☐ Kişisel Sebepler | (Ör: Unutuyorum, üşeniyorum, ailem istemiyor, istemiyorum) |
| ☐ Zamansal Sebepler | (Ör: Derslerim-mesaim yoğun, erteliyorum, zamanım yok) |
| ☐ Diğer | (Ör: Sağlık sorunlarım var, hava şartları uygun değil vb.) |

II. Lütfen, aşağıda yer alan her ifadeyi

“(1) Her zaman; (2) Sık sık; (3) Bazen; (4) Nadiren; (5) Hiçbir zaman” ölçeğine göre değerlendiriniz.

Zaman Planlaması (Kısa ve Uzun Vadeli Planlama)		Her Zaman	Sık sık	Bazen	Nadiren	Hiçbir zaman
1	Güne başlamadan önce gününüzü planlar mısınız?	1	2	3	4	5
2	Hafta başlarında her hafta için bir dizi amaçlar saptar mısınız?	1	2	3	4	5
3	Her gün planlama için zaman harcar mısınız?	1	2	3	4	5
4	Her gün kendiniz için bir takım amaçlar belirler misiniz?	1	2	3	4	5
5	Her gün yapmak zorunda olduğunuz şeylerin listesini yapar mısınız?	1	2	3	4	5
6	Okul günlerinizde yapmak zorunda olduğunuz aktivitelerin programını yapar mısınız?	1	2	3	4	5
7	Bir sonraki hafta için ne başarmak istediğiniz net olarak belirgin mi?	1	2	3	4	5
8	Çalışmalarınızı bitirmek için kendinize tarih saptar mısınız?	1	2	3	4	5
9	Çok uğraş gerektiren çalışmalarınız için en iyi zamanınızı programlamaya çalışır mısınız?	1	2	3	4	5
10	Sizin için önemli tarihleri (Örn. Sınav, ödev teslim tarihleri vs.) bir takvim üzerine işaretler misiniz?	1	2	3	4	5
11	Sizin için önemli tarihleri (Örn. Sınav, ödev teslim tarihleri vs.) bir takvim üzerine işaretler misiniz?	1	2	3	4	5
12	Makaleleri şimdi gerekli olmasalar bile, gelecekte olabilir diye dosyalar veya fotokopisini çeker misiniz?	1	2	3	4	5
13	Yakın tarihte sınavınız olmasa bile, ders notlarınızı düzenli olarak tekrar eder misiniz?	1	2	3	4	5
14	Üzerinde çalışabileceğiniz şeyleri boş zaman bulduğunuzda yapabilmek için yanınızda taşır mısınız?	1	2	3	4	5
15	Önceliklerinizi belirler ve onlara uyar mısınız?	1	2	3	4	5
16	Her hafta sizinle ilgili olan şeyleri önceden bir plan yapmadan ve gerektiği gibi takip etmeden yapar mısınız?*	1	2	3	4	5

* Bu maddeler ters puanlanmıştır.

III. Lütfen, aşağıda yer alan her ifadeyi

“(1) Her zaman; (2) Sık sık; (3) Bazen; (4) Nadiren; (5) Hiçbir zaman” ölçeğine göre değerlendiriniz.

Zaman Tutumları		Her Zaman	Sıklıkla	Bazen	Nadiren	Hiçbir zaman
1	Zamanınızı yapıcı olarak kullanır mısınız?	1	2	3	4	5
2	Zamanınızı planlama işinde kendinizi geliştirmeye ihtiyaç duyuyor musunuz?*	1	2	3	4	5
3	Genel olarak kendi zamanınızı kendiniz planladığınızı hissedersiniz mi?	1	2	3	4	5
4	Genellikle amaçlarınızın hepsini size verilen hafta içerisinde yoğunlukla başarabileceğinizi düşünür müsünüz?	1	2	3	4	5
5	Küçük kararları çabucak verebiliyor musunuz?	1	2	3	4	5
6	İnsanlara hayır diyememekten ötürü kendinizi sık sık okul işlerinizi engelleyen işlerle meşgul durumda bulur musunuz?*	1	2	3	4	5
7	Yapacak bir şeyiniz olmadan kendinizi uzun süre bekliyor durumda bulur musunuz?*	1	2	3	4	5

* Bu maddeler ters puanlanmıştır.

IV. Lütfen, aşağıda yer alan her ifadeyi

“(1) Her zaman; (2) Sık sık; (3) Bazen; (4) Nadiren; (5) Hiçbir zaman” ölçeğine göre değerlendiriniz.

Zaman Harcattırıcılar		Her Zaman	Sıklıkla	Bazen	Nadiren	Hiçbir zaman
1	Normal bir okul gününde, okul işlerinden kendi özel işlerinize daha çok zaman harcar mısınız?*	1	2	3	4	5
2	Fayda sağlamayan alışkanlıklara veya aktivitelere devam eder misiniz?*	1	2	3	4	5
3	Günde ortalama bir paket sigara içiyor musunuz?*	1	2	3	4	5
4	Önemli bir okul ödevinin son teslim gününden bir gece önce hala onun üzerinde çalışır mısınız?*	1	2	3	4	5

* Bu maddeler ters puanlanmıştır.

C. Turkish Summary / Türkçe Özet

ODTÜ MENSUPLARININ ZAMAN YÖNETİM BECERİLERİ İLE SPOR AKTİVİTELERİNE KATILIMLARI ARASINDAKİ İLİŞKİ

GİRİŞ

Doğum ile ölüm arasında geçen periyot canlıların yaşam süresidir. İnsanların yaşam süresi birçok değişkene göre değişiklik gösterse de, ortalama olarak kadınlar için 74,2 erkekler için ise 69,8 yıldır. (Dünya Sağlık Örgütü, 2016) Türkiye de ise bu ortalama kadınlar için 80,8 ve erkekler için 75,3 tür. (Tüik, 2016)

İnsanoğlu bu zamana kadar birçok alanda (Tıp, teknoloji, üretim, kaynak kullanımı vb.) gelişme ilerleme göstermiş olsada zaman konusunda hiçbir değişiklik yapamamıştır. Her ne kadar hızlı, etkin, proaktif yöntemler geliştirmiş olursa da bir günün süresi hala aynıdır. Zaman kavramı yapı itibariyle tekrar edilemeyen, geriye alınamayan, insanlar arasında paylaşımı yapılamayan soyut bir kavramdır. Dolayısıyla kısıtlı ve geri dönüşü olmayan zamanın kıymetini anlayabilmek, doğru proaktif bir şekilde yönetebilmek önem arzeder. Zaman yönetimi ise ilk kez Danimarka’da ortaya çıkmış ve yayılmış olup bu noktada bilimsel olarak bizlere zamanımızı nasıl kullanacağımız konusunda rehberlik etmektedir. Bilim insanları ortaya koydukları farklı yaklaşımlarla zaman yönetiminin gelişmesine katkıda bulunmuşlardır. Peter Drucker’a göre zaman “en kıt” ve “eşsiz” bir kaynak iken; MacKenzie için zaman “son derece nazik”, Lakien için ise “temel” bir kaynaktır. Zaman denilince genel olarak dakika, saat, gün gibi bir ölçü anlaşılrsa da aslında işlevselliği açısından birden fazla sayıda zaman türü bulunmaktadır. Zaman türleri genel olarak gerçek zaman, psikolojik

zaman, biyolojik zaman, yönetsel zaman, örgütsel zaman, iktisadi zaman ve sosyolojik zaman olarak sınıflandırılabilir.

Zaman yönetiminin temel amacı bireylerin huzurlu, istikrarlı ve stresten uzak bir ortamında etkin ve verimli çalışmalarını sağlamaktır. Bu doğrultuda işle ilgili hedeflerin belirlenmesi, önceliklerin ortaya konulması, yetki devrinin kolaylaştırılarak dengeli ve etkin bir paylaşımın sağlanması zaman yönetiminin amaçları olarak sıralanabilir. (Kocabaş ve Erdem, 2003); (Özcanlı ve İlgün, 2008); (Alay ve Koçak, 2003)

Zamanı yönetmek için yapılan çalışmalar basit anlamda zamanın analiz edilip zaman cetvelinin oluşturulması, problemlerin belirlenmesi, amaç ve önceliklerin ortaya konulması ve günlük programların uygulanmasıyla başlar ve süreç izleme ile yeniden analiz ile geliştirilir. Bu noktada planlanan zamandan sapmalar ve uzaklaşmalar olabilir. Bunlar kısaca zaman tuzakları olarak dört ana başlık altında – kişi, iş, yönetim, örgütsel yapı kaynaklı zaman tuzakları olarak incelenebilir.

Kişi kaynaklı tuzaklar, bireylerin kararsızlıkları gibi kendi tutumlarından başlayarak stres, hayır diyememek, erteleme, aşırı güven, özdisiplin yokluğu ve alışkanlıkların etkisi gibi değişik sebeplerle ortaya çıkmaktadır.

İş kaynaklı tuzaklar ise yetersiz bilgilendirilen personel, belirsizlikler, gereksiz toplantılar, beklenmeyen ziyaretçiler veya sık-uzun telefon görüşmeleri gibi sebeplerdir.

Yönetimden kaynaklı tuzaklar, iş kaynaklı tuzakların doğru orantılı olarak etkilendiği ve idare-yönetim kapsamında hiyerarşik kadroların sebep olduğu tuzaklardır. Yetersiz iletişim gibi basit ama temel bir nedenle ciddi aksaklık ve sorun teşkil edeceği gibi açık kapı politikası gibi uygulamaların aşırıya kaçması sonucu çok fazla bölünmelere sebep olabilir. (Sucu, 1996).

Bazı zaman tuzakları ise örgütün merkezi ve hiyerarşik yapısından, örgüt içerisinde uzun yıllardan beri çalışmakta olan kişilerin olumsuz tutum ve davranışlarından veya örgüt içindeki çalışma ortamının sağlıklı olmasından kaynaklanabilir. Bu tür zaman

tuzakları örgütsel yapı ve politikalardan kaynaklanan zaman tuzakları olarak kabul edilmektedir. Merkezi ve hiyerarşik örgüt yapısının aşırılığı ve yetki devrinin olmaması veya örgütte uzun süre görev almış kişilerin kendilerini “yaşamsal önemde varlıklar” olarak görmeleri sonucu zaman ve kaynak kayıplarının arttığı ortaya konulmuştur. (Güney, 2008). Çözüm ise rotasyon uygulamalarıdır.

Bu doğrultuda etkili bir zaman yönetiminin uygulanması; bireysel ve örgütsel anlamda belirsizliklerin ortadan kalkması, bireylerin kendilerine güveninin artması, ertelemelerin olmaması gibi olumlu ve faydalı sonuçlar ortaya koyar.

Zaman yönetimi farklı yaklaşımlar ile değişik yönlerden incelenmiştir. Bütün yaklaşımların pozitif yönleri olduğu gibi zayıf yanları da bulunmaktadır. Düzen yaklaşımı sorun ve karmaşıklığı ortadan kaldırmak adına her işi basitten karmaşığa doğru sıralayarak bir düzen sağlamayı hedefler. Savaşçı yaklaşımı kişinin kendisine ayırdığı zamanı korumasına ve üretimi üzerine yoğunlaşır. Bu yaklaşımda kendini yalıtma, yalnız kalmak ve yetki devri gibi teknikler kullanılır. İşbirliği olanaklarını kısar. (Güçlü, 2001). Hedef yaklaşımının temelinde “ne istediğini bil ve başarmak için çaba harca” anlayışı vardır. Bu yaklaşımın güçlü yönü nispeten daha az yetenekli kişilerin motive olmalarını sağlayarak daha yetenekli olanların performansını aşma olanağı tanınmasıdır. Buna karşın yanlış bir hedefin belirlenmiş olması durumunda çabaların boşa gitmesi ve bunun olası yıkıcı etkileri yaklaşımın zayıf yönü olarak görülmektedir (Çam, 2010). Sihirli araç yaklaşımı ise çalışma yaşamında zaman kaybının doğru araçların kullanılmasıyla engellenebileceği anlayışına dayanır. Kendini akıntıya bırakma yaklaşımında ise zamanın yönetilemeyeceğini bu nedenle de zamanın etkin kullanılabilmesi için kişinin, örgütünü kendisini bırakarak zamanla bütünleşmesi gerektiğini savunur. Bu yönüyle bu yaklaşım zamanın yönetilebileceğini savunan diğer yaklaşımlardan ayrılır. Bu yaklaşıma göre bireyler kendilerini sürekli planlar yaparak baskı altına girmemeli, aksine zamanın akışıyla bütünleşerek karşılıklarına çıkması olası fırsatları gözden kaçırmamalıdır (Şahin, 2014).

Bizler, yaşayarak zamanımızı tüketirken, zamanı yönetmenin önemini bilmekle ve uygulamakla, daha bilinçli planlama yapacak, zamanımızı daha etkin kullanacak ve

geleceğe dair daha sağlam ve emin adımlar atmamız kolay olacaktır. Genel olarak; çalışma hayatı, aile hayatı ve sosyal hayat olarak yaşadığımız zaman içinde önemli bir tutan sporun ve spora ayrılan zamanın nasıl kullanıldığına yönelik yapılan bu çalışmada, üniversite öğrenci ve personelinin zaman yönetimi becerileri incelenecektir.

YÖNTEM

Araştırma Deseni

Bu çalışmada nicel veriler kullanılarak betimleyici istatistiksel metod ve nicel betimleyici yöntemin bir parçası olan anket yöntemi uygulanmıştır. Fraenkel ve ark.(2013)'na göre bireylerin tercihleri algıları, davranışları ve yeteneklerinin araştırıldığı bir çalışma için anket yöntemi uygun bir çalışma olarak görülmektedir. Bu sebeple çalışmada nicel betimleyici araştırma ve anket yöntemi tercih edilip kullanılmıştır.

Örneklem ve Katılımcılar

Çalışmanın örneklemi Orta Doğu Teknik Üniversitesi'nde okuyan öğrenci, görevli olan akademisyen, çalışan personel ve misafir olarak gelen katılımcılar oluşturmaktadır. Katılımcılar, üniversitenin spor müdürlüğü tarafından planlı olarak hazırlanan ve her dönem gönüllülük esasına göre kayıt yaptırılarak icra edilen spor branşlarına kendi istekleri ile başvurmuş kişilerden oluşmaktadır. Katılımcılara ulaşmak için elektronik posta ile anket uygulaması gönderilmiştir. Toplam 1833 kişiye ulaştırılan anket uygulaması sonucunda 502 kişiden anket sonucu başarı ile elde edilmiştir. Çalışmaya katılanların yüzde 90'ı kadın ve yüzde 10'u erkektir.

Veri Toplama Süreci

Çalışmadaki veriler spor ve zaman yönetimi ilişkisini anlamak için üniversite personeli ve öğrencilerinden toplanmıştır. Veri toplama sürecinde öncelikle gerekli izinler alınmıştır. Zaman yönetimi anketini geliştiren kişilerden yüzyüze görüşme yoluyla izin alınmış, sonrasında gerekli evraklar düzenlenerek ODTÜ etik kuruluna başvurulmuş ve komite tarafından uygun bulunup onaylanmıştır. Daha sonra hazırlanan anket uygulaması elektronik posta yolu ile katılımcılara gönderilmiş ve data toplanmıştır. Bu süreç Ocak 2018 ile Mayıs 2018 tarihleri arasında yaklaşık olarak 4 ay sürmüştür.

Veri Toplama Araçları

Araştırma kapsamında veri toplama aracı olarak ODTÜ’de öğrenim gören öğrenci, personel ve diğer katılımcılara anket uygulaması yapılmıştır. Bu kapsamda hazırlanan anket içerisinde spor aktivitelerine gönüllü katılanların demografik özelliklerini tespit etmek amacıyla genel bilgi formu düzenlenmiştir. Genel bilgi formu kapsamında; katılımcılara; cinsiyet, yaş, statü, seçtikleri branşlar (yoga, sis, plates, aikido, kapoera), aktivitelere düzenli olarak katılıp katılmadığı ve katılmama gerekçeleri sorulmuştur. Zaman yönetiminin tespit edilmesi amacıyla da “zaman yönetim ölçeği” uygulanmıştır.

Anket uygulamasında kullanılan zaman yönetimi ölçeği Alay ve Koçak (2002) tarafından geçerliliği ve güvenilirliği test edilmiş çalışmadan alınmıştır. Alay ve Koçak (2002) tarafından yapılan faktör analizi sonucunda zaman yönetim ölçeğinin zaman planlaması, zaman tutumu ve zaman harcatıcılar olmak üzere üç grupta toplandığı görülmektedir. Zaman yönetimi ölçeğinde toplam 27 ifade bulunmaktadır. Ölçeğe ait iç tutarlılık katsayısı (Cronbach’s Alpha) 0.87 olarak hesaplanmıştır.

Zaman Planlaması: Zaman planlamasını ölçmek amacıyla toplam 16 ifade bulunmaktadır. İfadelerin ilk 15 tanesi zaman yönetim başarısını olumlu olarak ifade ederken, 16. ifadenin zaman yönetim başarısını olumsuz olarak etkilediği

görülmektedir. Zaman planlaması ölçeğinin iç tutarlılık katsayısı (Cronbach's Alpha) 0.88 olarak hesaplanmıştır.

Zaman Tutumu: Zaman tutumunu ölçmek amacıyla toplam 7 ifade bulunmaktadır. Bu ifadelerin 1-3-4-5. ifadeleri zaman yönetim başarısını olumlu olarak ifade ederken, 2-6-7. ifadelerin olumsuz olarak etkilediği görülmektedir. Zaman tutumu ölçeğinin iç tutarlılık katsayısı (Cronbach's Alpha) 0.66 olarak hesaplanmıştır.

Zaman Harcaticılar: Zaman harcaticıları ölçmek için toplam 4 ifade bulunmaktadır. İfadelerin tamamının zaman yönetim başarısını olumsuz olarak etkilediği görülmektedir. Zaman tutumu ölçeğinin iç tutarlılık katsayısı (Cronbach's Alpha) 0.47 olarak hesaplanmıştır.

Alay ve Koçak (2002) tarafından ortaya koyulan zaman yönetim ölçeğinin değerlendirilmesi 5'li likert ölçeği ile uygulanmaktadır. Her bir ifade değerlendirilmesi için; "Asla", "Az sıklıkla", "Bazen", "Sıklıkla" ve "Her zaman" şeklinde derecelendirilmiştir.

Veri Analizi

Veri analizi sürecinde, uygun olarak katılımcılardan toplanan data SPSS programına girilmiştir. Elde edilen data, yapılacak analiz ve değerlendirmelerin amacına göre farklı teknikler kullanılarak 5 ana yöntem ile incelenmiştir.

İlk olarak, sıklık analizi yapılmış olup katılımcıların demografik özellikleri sınıflandırılmıştır. Bu sayede katılımın genel bir şeması ortaya konmuştur.

İkinci olarak, katılımcıların katılım durumları ile demografik özellikler ilişkisi ki kare testi uygulanarak analiz edilmiştir. Üçüncü olarak faaliyetlere düzenli ve düzensiz katılma durumları ile ölçek alt başlıkları arasındaki farklılık t testi yapılarak incelenmiştir. Dördüncü olarak ise "zamanım yok" gerekçesiyle aktivitelere düzenli katılmayanlar ile düzenli katılanların katılım durumları ile ölçek alt başlıkları arasındaki farka bakılmıştır. Son olarak ise demografik özellikler ile ölçek alt başlıkları arasındaki fark t testi ve ANOVA testleri yapılarak ortaya konmuştur.

BULGULAR

Katılımcıları Demografik Özellikleri

Katılımcılar ODTÜ spor müdürlüğü faaliyetlerine katılan öğrenci, akademisyen, personel ve misafirlerden oluşmaktadır. Katılımcıların neredeyse tamamı kadındır. (454). Erkek katılımcılar ise yalnız 48 kişidir. Üniversite olması sebebiyle katılımın yüksek çoğunluğunu öğrenciler sağlamıştır. Bu oran % 85 civarında olup 425 kişidir. Aynı şekilde yaş gruplarında da 18-23 yaş arasında 229 katılımcı, 35 yaş üzeri ise 109 katılımcı bulunmaktadır.

Anket sonuçlarını seçilen branşlar olarak ele aldığımızda %36 oranında YOGA, %32 oranında SIS (Sağlık için Spor) branşları en çok tercih edilen branşlar olarak öne çıkmıştır. Bunlar ise %25 ile pilates, %4 Aikido ve % Capoeira takip etmektedir.

Katılımcıların Demografik Özellikleri ve Katılım Durumları Arasındaki İlişki

Çalışmaya katılanların demografik özelliklerinin (yaş, cinsiyet, spor branşı, statü) katılım durumları ile ilişkisi sonucunda elde edilen sonuçlara göre bütün demografik özellikler ile katılım durumları arasında anlamlı bir ilişki söz konusudur.

Katılımcıların Zaman Yönetimi Anket Sonuçları

Çalışmamıza katılanlar öncelikle; faaliyetlere düzenli katılan 298 kişi (%59,4) ve düzensiz katılan-(katılmayan) 204 kişi (%40,6) olarak iki ana başlık altında toplanmıştır. Sonrasında ise katılmama durumuna göre alt başlıklara ayrılarak aralarında Zamansal Sebepleri tercih edenler 140 kişi(%27,9) tespit edilmiştir.

Sonrasında ise

1. Düzenli katılım (298)- düzensiz katılım (204) durumu arasındaki farklılık,
2. Düzenli katılım (298)- zamansal sebep kaynaklı düzensiz katılım (140) arasındaki farklılık incelenmiştir.

Ayrıca ölçek alt başlıklarına göre katılımcıların zaman yönetim becerileri arasındaki farka da bakılmıştır. Bu sonuçlara göre;

Zaman planlama ve zaman harcatıcılar ölçek alt başlıkları ile katılım durumları arasında anlamlı bir fark bulunmamıştır. Ancak zaman tutumları ve katılım durumu arasında anlamlı bir ilişki ortaya çıkmıştır. Bu sonuç, zamansal sebeplerle düzenli katılmayanlar ve düzenli katılanlar arasında incelenen durumla benzerlik göstermektedir. Düzenli katılanlar (298) ile katılmayanlar (140) arasında zaman tutumları bakımından anlamlı bir fark vardır. Ve bu fark düzenli katılanlar yönünde yüksektir.

Son olarak katılım durumları ile demografik özellikler arasındaki farka t ve ANOVA testleri ile bakılmış olup elde edilen bulgular şu şekildedir:

Katılımcıların cinsiyeti ve ölçek alt başlıkları arasındaki farka göre, zaman tutumları açısından anlamlı bir fark vardır. Kadın katılımcılar erkeklere göre daha daha yüksek puan almışlardır.

Yaş grupları açısından yapılan incelemeye göre ise 18-23 yaş grubu ile 35+ yaş grubu ve 24-35 yaş grubu ile 35+ yaş grupları arasında anlamlı bir fark ortaya çıkmıştır. Ancak 18-23 ile 24-35 yaş grupları arasında bir fark bulunamamıştır.

Statüleri açısından (öğrenci-personel-diğer) yapılan değerlendirmeye göre anlamlı fark sadece öğrenciler ile diğer katılımcılar arasında ortaya çıkmıştır. Seçilen branşlar ile katılımcıların demografik özellikler arasında anlamlı bir fark bulunamamıştır.

TARTIŞMA, SONUÇ VE ÖNERİLER

Çalışmanın hipotezleri genel olarak iki ana başlık altındadır. Bunlar; katılım durumu ile demografik özelliklerin ilişkisi ve katılım durumu ile zaman yönetim becerileri farkı olarak söylenebilir.

Araştırmanın ilk bölümünde demografik değişkenler ile katılım durumları arasındaki ilişki incelenmiş olup; elde edilen sonuçlara göre incelediğimizde ilk dört hipotezi kabul edilmiştir. Katılımcıların yaş, cinsiyet, seçilen branş vs statülerinin katılım durumlarıyla anlamlı bir ilişkisi vardır.

Cinsiyete göre baktığımızda literatürdeki çalışmaların sonuçlarımızı desteklediği görülmektedir. Özdiç (2005) tarafından yapılan çalışmada spora katılımın sosyalleşme algısı ile cinsiyet arasında anlamlı bir ilişki olduğu, kadınların erkeklere göre daha fazla spora katılım ile sosyalleşme sağlanacağı bulgusu çalışmamız kapsamında spora katılım ile cinsiyet farklılığı arasındaki ilişkiyi desteklemektedir. Yıldırım vd. (1996) tarafından lise öğrenciler üzerine yapılan çalışma sonucunda spora katılım ile cinsiyet arasında anlamlı bir ilişki olduğu, cinsiyete göre katılım durumlarında değişimler olduğunu açıklamaktadır. Doğan vd. (1999) tarafından üniversite öğrencilerinin spor aktiviteleri karşısındaki tutumlarının cinsiyete göre farklılık gösterdiği, kadın öğrencilerin erkeklere göre daha fazla oranda spor aktivitelerine katılım gösterdiği sonucuna ulaşılmıştır. Lapa vd. (2012) tarafından yapılan çalışmada beden eğitimi öğretmenlerin serbest zamanlarda spor aktivitelerine katılım seviyelerinin cinsiyete göre farklılıklar gösterdiği sonucuna ulaşılmıştır. Çalışmaya göre kadınların erkeklere göre serbest zamanlardaki spor aktivitelerine katılım seviyelerinin yüksek çıktığı görülmektedir. Alemdağ ve Öncü (2015) tarafından yapılan çalışma da öğretmen adaylarının fiziksel katılımları ile cinsiyetleri arasında anlamlı bir ilişki olduğu görülmektedir. Bu sonuçlar çalışmamız kapsamında elde ettiğimiz sonucu desteklemekte olup cinsiyet ile katılım durumu arasında anlamlı bir ilişki vardır ve kadın katılımcıların katılım oranı erkeklerden daha fazla olduğu görülmektedir.

Literatürde bulunan benzer çalışmalar incelendiğinde yaş değişkenine göre birçok örnek mevcuttur. Çeker vd. (2013) tarafından yapılan çalışmada fiziksel egzersizlere katılım ile yaş grupları arasındaki ilişkinin incelendiği görülmektedir. Pepe ve Kuru (2001) tarafından yapılan çalışmada kadınların spor aktivitelerine katılma veya katılmama durumları ile yaş grupları arasındaki ilişki incelenmiştir. İnceleme sonucunda spora katılmanın 24 yaşından sonra anlamlı olarak azaldığı ve yaş ile spora

katılma arasında anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Dalkılıç (2011) tarafından yapılan çalışma da ortaokul öğrencilerinin yaş gruplarına göre spora katılma durumları arasında anlamlı bir ilişki olduğu sonucuna ulaştığı görülmektedir. Kalkavan vd. (2016) yaptığı çalışmada örneklem alan olarak akademisyenleri ele almıştır. Yapılan çalışma sonucunda akademisyenlerin spor aktivitelerine katılım ile yaş grupları arasında anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Bizim çalışmamızda elde ettiğimiz sonuçlar da literatürdeki çalışmaların sonuçlarını destekleyici niteliktedir.

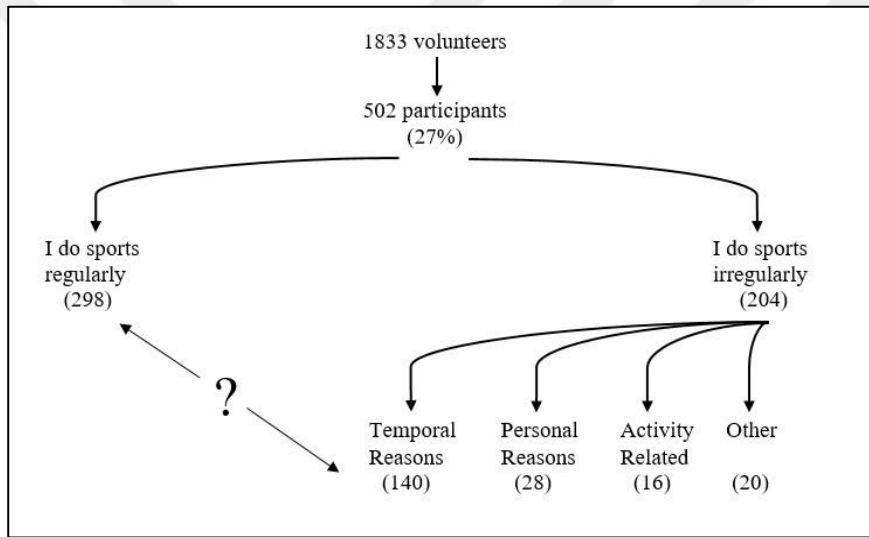
Spora katılım ile statü değişkeni arasındaki ilişkinin incelenmiş olduğu çalışmalar literatürde mevcuttur. Gündüz (2010) tarafından yapılan çalışmada kadın öğretmenlerin branş statüleri ile spora katılım düzeyleri arasında anlamlı bir ilişki olduğu ve branş öğretmenlerinin sınıf öğretmenlerine göre spor faaliyetlerine daha çok katılım gösterdiği sonucuna ulaşılmıştır. Tel ve Köksalan (2008) tarafından yapılan çalışmada öğretim üyelerinin spor katılımları ile unvan statüleri arasındaki ilişkinin incelendiği ve sonuca göre unvan statüleri ile spora katılım arasında bir ilişki olmadığı görülmektedir. Pepe ve Kuru (2001) tarafından yapılan çalışmada meslek gruplarına göre spora katılan bayanlar ile katılmayan bayanlar arasında anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Dalkılıç (2011) tarafından yapılan çalışma da ortaokul öğrencilerinin sınıf statülerine göre spora katılma durumları ile aralarında anlamlı bir ilişki olduğu sonucuna ulaşıldığı görülmektedir. Kalkavan vd. (2016) yapmış oldukları çalışma sonucunda akademisyenlerin unvan statüleri ile spor aktivitelerine katılma arasında anlamlı bir ilişki olduğu sonucuna varmıştır.

Yukarıda verilen örneklerle göre literatürde; spora katılma ile katılımcı statüsü arasında hem anlamlı bir ilişkinin olduğu hem de anlamlı bir ilişkinin olmadığı çalışmalar görülmektedir. Çalışmamızın sonucu ise spora katılım durumunun statüler ile ilişkisi olduğunu destekleyici niteliktedir.

Son olarak spor branşları değişkeni açısından sonuçlara bakıldığında seçilen branşlar ile katılım durumları arasında anlamlı bir ilişki olduğu ortaya çıkmıştır. Literatürde ki çalışmalarda da benzer sonuçlar vardır. Yüksel (2014) tarafından yapılan çalışmada

spor aktiviteleri ile spor aktivitelerine katılan bireylerin cinsiyetleri arasında anlamlı bir ilişki olduğu tespit edilmiştir. Zorba vd. (2006) tarafından yapılan çalışma da kadınların ve erkeklerin spor branş tercihlerinde farklılıklar olduğunu ifade etmektedir. Güven ve Öncü (2006) tarafından yapılan çalışma da spora katılım ile aile faktörü arasındaki ilişkinin incelendiği görülmektedir. Yıldırım (2017) Eskişehir Osmangazi Üniversitesi örneklemini üzerinde yapılan çalışmada, spor branşları seçimi ile spor yapma motivasyonu arasında anlamlı bir farklılık tespit edilmiştir.

Araştırmanın ikinci bölümünde ise katılımcıların zaman yönetim becerilerinin katılım durumlarına göre farkı 2 ana kategoride incelenmiştir.



Buna göre öncelikle olarak genel katılım durumuna göre düzenli katılan (298) kişi ile düzenli katılmayan (204) kişinin zaman yönetimi becerileri anket alt başlıklarına göre incelenerek aralarındaki farka bakılmıştır.

Sonrasında ise; düzenli katılan (298) kişi ile zamansal nedenlerle düzenli katılmayan (140) kişinin zaman yönetimi becerileri anket alt başlıkları ile katılım durumları arasındaki fark incelenmiştir.

Burada amacımız, araştırma sorularımızın ikincisi olan ***“Katılımcıların katılım durumları ile zaman yönetim becerileri arasındaki farkı nasıl tanımlayabiliriz?”*** sorusuna cevap verebilmektir.

Araştırma sonuçlarını zaman yönetimi becerileri özelliklerine göre incelediğimizde ise 5,7,8 ve 10'uncu hipotezler reddedilmiştir. Çünkü ölçeğimizin zaman planlama ve zaman harcattırıcılar alt boyutları ile katılım durumları arasında anlamlı bir fark bulunamamıştır. Ancak bulunan tek fark zaman tutumları alt boyutundadır. Yani katılım durumları ile zaman tutumları arasında bir fark vardır ve bu fark düzenli katılanlar yönünde yüksektir. Dolayısıyla 6 ve 9'uncu hipotezler kabul edilmiştir.

Bu sonuca göre katılımcıların zamanlarını planlamada ayırmadığı ama zaman tutumu becerisinde farklılık göstermesi, onların zaman yönetimine karşı bir beceri geliştirmeyi ulaşılabilir bir hedef olarak ortaya koymadıkları olarak değerlendirilebilir. Bu noktada zaman algısının kültürel olarak farklılaşması konusuna da değinilebilir. Buna göre kültürel zaman algısı lineer, multiaktif ve döngüsel olarak sınıflandırılmıştır. (Lewis, 2010)

Bu sınıflamalar kısaca şöyle özetlenebilir:

Lineer zaman algısına en iyi örnek Amerika, Almanya ve İsviçre'dir. Bu örnek ülkelerdeki algıya göre zaman eşittir paradır. Geçmişe takılmazlar, bugünün işine önem verir, yakın gelecek için plan ve uzak gelecek için ise öngörülerini oluştururlar. Monokroniktirler; bir zamanda bir iş tamamlama mentalitesi vardır. Bu sayede daha çok ve daha etkili iş yapıldığını düşünülür. Planladıkları zamana bağlı olarak hareket ederler ve esnetmezler. Süre dolduğunda iş bitmelidir. Esneklik olmaz.

Multiaktif zaman algısı ise İspanya, Portekiz, İtalya gibi Güney Avrupa ülkeleri ile Arap ülkelerinin benimsediği bir yöntemdir. Takvim ve planlama ile pek ilgilenmezler. Daha çok o anda önemli olan işe odaklıdırlar. Aynı anda birçok iş yapılabilir. Önemli olan memnuniyet ve sonuçtur. Mesela toplantıların süre olarak uzunluğu değil kalitesi önemlidir. Zamanı, plana bağlı kalmaksızın esnetebilirler.

Döngüsel zaman algısı ise daha çok asya ülkelerinin benimsemiş olduğu bir tarzdır. Geçmişe çok saygı duyarlar ve bağlıdırlar. Ve bu yüzden geçmiş geleceği tayin etmede kullanılır ve etkisi çok yüksektir. Bu kültüre göre zaman bir döngüdür ve tekrarlayan süreçler bütünüdür. Geçmiş zaman o yüzden göz ardı edilemez (Lewis, 2010).

Bu yaklaşımlara göre Türk kültüründeki zaman algısı multiaktif ile döngüsel zaman arasında olup daha çok multiaktife yakındır. Zaman yönetimine karşı tutum ve planlama çok etkin değildir.

Araştırmamızda elde edilen sonuçlar, bu yaklaşıma göre zaman yönetim becerilerinin türk kültüründe çok yerleşik olmadığından kaynaklandığı yönünde değerlendirilebilir.

ÖNERİLER

Yöneticilere;

- Çalışmamızın sonuçlarına göre aktivitelere katılım oranı yüksek oranda kadın katılımcılar tarafından yapılmıştır. Dolayısıyla; erkek katılımının artmasına yönelik aktiviteler değerlendirilebilir.
- Sonraki dönemlerde yapılacak yeni planlamalar için yaş, cinsiyet ve statü değişkenleri faaliyetlerin etkinliği açısından göz önünde bulundurulabilir.
- Zaman kullanımı konusunda farkındalığı artırmak için "zaman planlama çalıştayları" gibi vaka çalışmaları önerilmektedir.

Katılımcılara;

- Zaman yönetimi hakkında bilgi edinerek zamanlarını daha etkin kullanmaları tavsiye edilmektedir.
- Planlanan aktivitelere mümkün olduğunca düzenli katılmaları önerilmektedir.
- Aktivitelere katılımlarını olumlu etkileyecek motivasyon kaynaklarını bulmaları tavsiye edilir.

Arařtırmacılara;

- Daha farklı aktiviteler üzerinde yapılacak arařtırmalarla katılımcıların zaman yönetim becerileri incelenebilir.
- Zaman yönetimi hakkında bilgi sahibi olan kontrol grubu ile bilgi sahibi olmayan deney grubu üzerinde farklı çalışmalar yapılabilir.
- Farklı ölçekler kullanılarak zaman yönetim becerileri ölçülebilir.



D. TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences

☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences

☐

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics

☐

Enformatik Enstitüsü / Graduate School of Informatics

☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences

☐

YAZARIN / AUTHOR

Soyadı / Surname : ŞAHİN

Adı / Name : Can Yalçın

Bölümü / Department : Physical Education and Sports

TEZİN ADI / TITLE OF THE THESIS (**İngilizce / English**) : THE RELATIONSHIP BETWEEN TIME MANAGEMENT SKILLS AND ACTIVITY PARTICIPATION AMONG METU MEMBERS

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master

☐

Doktora / PhD

☐

1. **Tezin tamamı dünya çapında erişime açılacaktır. /** Release the entire work immediately for access worldwide.

☐

2. **Tez iki yıl süreyle erişime kapalı olacaktır. /** Secure the entire work for patent and/or proprietary purposes for a period of **two years**. *

☐

3. **Tez altı ay süreyle erişime kapalı olacaktır. /** Secure the entire work for period of **six months**. *

☐

** Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.*

A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

Yazarın imzası / Signature

Tarih / Date