THE EFFECT OF TIME MANAGEMENT ON THE PREDICTION OF THE PERSONAL GROWTH INITIATIVES OF THE STUDENTS OF THE FACULTY OF SPORTS SCIENCES

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ABSTRACT

The aim of the study is to determine the effect of time management on personal growth initiatives of students at the faculty of sports sciences. The sample of the study consists of 103 (48.6%) female and 109 (54.4%) male students who are enrolled in the sports sciences faculty of a public university in the academic year 2020-2021. The "Personal Information Form", "Time Management Scale" and "Personal Growth Initiative-II Scale" were used in the study. In addition, the correlational survey model was used in this study. Pearson Product Moment Correlation Coefficient (r) was used to determine the relationship between variables. The variables of time management and personal growth were subjected to linear regression analysis. In addition, descriptive data, as well as the T-Test was used. Considering the analysis results of the descriptive statistics, it can be stated that the time management and personal growth initiative levels of the participants are above average. However, when the variables of gender and efficient use of time were compared with time management and personal growth initiative, a significant difference was discovered in favor of female participants. Then, it was found that there is a statistically significant effect on the relationship between time management and the personal growth initiative. It was concluded that university students with a high personal growth initiative try to explore the conditions required by their profession and working environments more than students with low personal growth initiative levels, and that their professional identities are more established. In addition, according to the findings of the research, it can be stated that time management explains 43% of the personal growth initiative feature.

Keywords: Time management, personal growth, sports, student.
INTRODUCTION

Time is a phenomenon that has an important place in an individual's life. Although it reminds us of a certain period or time, it actually has a direct impact on people's lives. How efficiently an individual uses his/her time in his/her life span directly affects his/her career and purpose in life. For this reason, the concept of "time", which is valuable enough to change the lives of individuals, represents a phenomenon of interest in every period.

The concept of time is defined as "the period, during which things or events occur, are occurring, or will occur, according to the dictionary of the Turkish Language Institution (TDK, 2021). Time management, on the other hand, is the behavior that leads to the effective use of time when conducting tasks for specific purposes (Claessens, Eerde, Rutte & Roe, 2007). Time, when used correctly, is one of the biggest helpers on the way to success goals (Özel, Hasgül & Duzcu, 2018).

Time management is a systematic and effective way of bringing control, plan and organization activities to individual behaviors in order to achieve his/her goals in the life process (Erdem, 1999). However, the ability to schedule the works to be done, to eliminate the workload within a fixed time frame, and to save this time can be attributed to the success of the individual (Çağlayan Tunç, 2019). The ability to manage time will help the individual to set goals for his/her daily life and career, as well as enable him/her to focus on personal growth.

Personal growth can be expressed as the effort of an individual to develop his/her abilities and potential. Personal growth, according to Weigold and Robitschek (2011), is a concept that includes the changes and skills that contribute to the positive progress of the individual. Personal growth initiative is a conscious behavior that enables the individual to progress positively and aims at personal growth (De Freitas et al., 2016). The drive to get a new one after achieving one's goals is the most important aspect of personal growth. In order to continue this desire, the individual must realize his/her own potential and reveal the power to activate it (Sezik, 2001). This potential will also contribute to the individual's display of desired behaviors (İlhan, 2011). However, personal growth is the process of starting their own growth at a time when the individual thinks that s/he is not well. Individuals, who enter the process of growth, believe that the whole world is in a change and they should adapt to this change as well (Özkan, 2003).

The personal growth initiative aims for the individual to become aware of his/her ability to progress over time and to move forward with the focus of correct goals. In addition, it is in a structure that is linked to characteristics such as wealth level, career goal, personal and professional identity (Robitschek & Cook, 1999). From this point on, it is assumed that time management is related to the personal growth initiative that contributes to the growth of the individual. Apart from the time spent on professional work, the individual today needs an accurate time planning in order to improve himself. Otherwise, he or she will be unable to take time out from his/her daily work and will face problems reaching his/her desired goals.
Studies on time management (Kurtipek, Çelik, Yenel & İlhan, 2016; Wolters, Won & Hussain, 2017) and personal growth (Antonova & Merenkov, 2020; Holden, 2018) are seen when the literature is examined. However, there is no study examining the relationship between time management and personal growth features. Examination of these two features, which aim to reveal and develop the potential of the individual, is important in the focus of university students. University students, who are on the stage of shaping their careers, will have the opportunity to acquire an important gain if they provide time management. For this reason, revealing the current situation, especially determining the effect of time management on personal growth will contribute to the growth of the desire to reveal career goals and achieve success.

**METHOD**

**Research Model**

The correlational survey model was used to design this research, which demonstrates the effect of time management on personal growth of individuals studying at the faculty of sports sciences, in accordance with the study's purpose. “The purpose of the correlational survey model is to determine the presence and/or degree of change between two or more variables (Karasar, 2007).” In this context, the relationship between dependent and independent variables was examined in the study. Also, permission was obtained from the Scientific Research and Publication Ethics Committee of Karamanoğlu Mehmetbey University (Number: E-95728670-020-13144, Decision: 03-2021 / 47) to conduct the research process.

**Study Group**

Sample of study consists of 103 (48.6%) female and 109 (54.4%) male participants studying at the sports science faculty of a public university in the academic year 2020-2021. 87 (41.0%) of the participants study at the first grade, 50 (23.6%) at the second, 39 (18.4%) at the third and 36 (17%) at the fourth grade. However, 76 (35.8%) of the participants have a license from a sports branch, while 136 (64.2%) of them do not have a license. In addition, 92 (43.4%) of the participants continue their education in Physical Education and Sports Teaching, 68 (32.1%) in Sports Management and 52 (24.5%) in Coaching Education Department. The average age of the participants in the study was determined to be 21.11±2.91.

**Data Collection Tools**

The Time Management and Personal Growth Initiative-II Scale, as well as the personal information form, were used in the study.

**Time Management Scale**

The Time Management Scale, developed by Britton and Tesser (1991), was translated into Turkish after making validity and reliability studies by Alay and Koçak (2002). There are 27 items in total on the scale, with 3 sub-dimensions: "time planning (short and long term planning)", "time attitudes" and "time wasters". The Cronbach
Alpha Coefficient, which belongs to the original form of the scale, is .87, while it is .88, .66 and .47 for sub-dimensions, respectively (Alay & Koçak, 2002). While the Cronbach Alpha Coefficients obtained from the data set are .82 for the whole scale, it is .89, 68 and .53 for the sub-dimensions, respectively.

**Personal Growth Initiative-II Scale**

The scale, developed by Robitschek et al. (2012), was introduced into the Turkish literature after the validity and reliability studies were completed by Yalçın and Malkoç (2013). It consists of 16 items and 4 sub-dimensions in total. The sub-dimensions are "readiness for change", "being planned", "using resources" and "purposeful behavior". The internal consistency coefficients in the original form of the scale are .83, .87, .61, and .84 for the sub-dimensions, respectively, and .91 for the whole scale (Robitschek et al., 2012). The internal consistency coefficients obtained from the data set are .83,.85,.67,.86, respectively, while the value for the whole scale is .90.

**Data Analysis**

While analyzing the data, first of all, 12 participant forms with extreme and missing values were removed from the data set. The process of data analysis started with the determination of whether the data set meets the assumptions of normality. It was concluded that the data provided a normal distribution by examining the skewness-kurtosis values with the Shapiro-Wilk and Kolmogorov-Smirnov tests. Pearson Product Moment Correlation Coefficient (r) was used to determine the relationship between variables. Linear regression analysis was performed between time management and personal growth variables. In addition, the mean scores obtained from the scales were presented using descriptive statistics. In addition; T-test was used to compare the dependent and independent variables in the study according to the variables of gender, being a licensed athlete and using time efficiently. Analyses were carried out using Excel Database and SPSS 22 Package Program.

**FINDINGS**

| Table 1: Distribution of the Mean Scores of the Participants from the Time Management Scale |
|-----------------------------------------------|-------|-------|-------|-------|-------|
| Scale                                         | N     | Min.  | Max.  | X     | S     |
| Time Planning                                 | 212   | 1.25  | 4.75  | 3.22  | .70   |
| Time Attitudes                                | 212   | 2.14  | 5.00  | 3.37  | .48   |
| Time Wasters                                  | 212   | 1.00  | 5.00  | 3.48  | .73   |
| Time Management Scale                         | 212   | 2.07  | 4.52  | 3.30  | .46   |

The mean score of the participants from the Time Management Scale was determined to be (X=3.30), including (X=3.22) from the "time planning" sub-dimension, (X=3.37) from the "time attitudes" sub-dimension, and (X=3.48) from the "time wasters" sub-dimension. Considering the average score for the whole scale, it can be stated that the participants have an average time management skill.
Table 2: Distribution of the Mean Scores of the Participants from the Personal Growth Initiative-II Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for change</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.67</td>
<td>.87</td>
</tr>
<tr>
<td>Being Planned</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.65</td>
<td>.86</td>
</tr>
<tr>
<td>Using Resources</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.29</td>
<td>.94</td>
</tr>
<tr>
<td>Purposeful Behavior</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.79</td>
<td>.88</td>
</tr>
</tbody>
</table>

The mean score of the participants from the Personal Growth Initiative-II Scale was determined to be ($\bar{X}$=3.62), including ($\bar{X}$=3.67) from "readiness for change" sub-dimension, ($\bar{X}$=3.65) from "being planned" sub-dimension, ($\bar{X}$=3.29) from "using resources" sub-dimension and ($\bar{X}$=3.79) from "purposeful behavior" sub-dimension. From this point of view, it can be stated that the participants have a positive perspective regarding their purposeful behaviors and their readiness for change.

Table 3: T-Test Results of the Mean Score from Time Management and Personal Growth Initiative-II Scales according to the Gender Variable

<table>
<thead>
<tr>
<th>Scales</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management Scale</td>
<td>Women</td>
<td>103</td>
<td>3.37</td>
<td>.46</td>
<td>210</td>
<td>2.03</td>
<td>.044*</td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td>109</td>
<td>3.24</td>
<td>.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Growth Initiative-II</td>
<td>Women</td>
<td>103</td>
<td>3.76</td>
<td>.62</td>
<td>210</td>
<td>2.62</td>
<td>.009*</td>
</tr>
<tr>
<td>Scale</td>
<td>Man</td>
<td>109</td>
<td>3.49</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<.05

It was concluded that the participants' time management and personal growth initiatives differ statistically in favor of women according to the gender variable, $t_1(210)=2.03$, p<.05; $t_2(210)=2.62$, p<.05. This result shows that women are more successful in time management and personal development orientation than men.

Table 4: T-Test Results of the Mean Score from Time Management and Personal Growth Initiative-II Scales according to the Variable of Being Licensed Athletes

<table>
<thead>
<tr>
<th>Scales</th>
<th>Licensed Athlete</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management Scale</td>
<td>Yes</td>
<td>76</td>
<td>3.40</td>
<td>.42</td>
<td>210</td>
<td>2.29</td>
<td>.023*</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>136</td>
<td>3.25</td>
<td>.48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Growth Initiative-II</td>
<td>Yes</td>
<td>76</td>
<td>3.68</td>
<td>.77</td>
<td>210</td>
<td>.70</td>
<td>.489</td>
</tr>
<tr>
<td>Scale</td>
<td>No</td>
<td>136</td>
<td>3.60</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<.05

Considering Table 4, it was determined that the time management of the participants differed in favor of licensed athletes according to the variable of being licensed athletes, $t_1(210)=2.29$, p<.05. However, it has been concluded that the personal growth initiative does not differ statistically according to the status of being a licensed athlete, $t_2(210) = .70$, p>.05. Therefore, it can be stated that participants who have a license from any sports branch are more advantageous than those who do not have a license in time management.
Table 5: T-Test Results of the Mean Score from Time Management and Personal Growth Initiative-II Scales According to the Variable of Efficient Use of Time

<table>
<thead>
<tr>
<th>Scales</th>
<th>Efficient Use of Time</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management Scale</td>
<td>Yes</td>
<td>139</td>
<td>3.44</td>
<td>.42</td>
<td>210</td>
<td>6.40</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>73</td>
<td>3.04</td>
<td>.43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Growth Initiative-II Scale</td>
<td>Yes</td>
<td>139</td>
<td>3.81</td>
<td>.66</td>
<td>210</td>
<td>5.15</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>73</td>
<td>3.26</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>212</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<.05

When Table 5 is examined, it is concluded that the participants' time management and personal growth initiatives differ in a statistically significant way in favor of those who think they use their time efficiently, \( t_1(210)=6.40, p<.05; t_2(210)=5.15, p<.05 \). It can be said that the participants who think they use time efficiently are more successful in their time management and personal development orientations than the participants who think they do not use time efficiently.

Table 6: Examination of the Relationship between Variables with the Pearson Product Moment Correlation

<table>
<thead>
<tr>
<th></th>
<th>Personal Growth Initiative</th>
<th>correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td></td>
<td>.65**</td>
</tr>
</tbody>
</table>

**p<.01

Analysis results show that there is a moderate and positive relationship between time management and personal growth initiative, \( r=.65, p<.01 \). From this point of view, it can be stated that the personal development of the individual will increase as the level of displaying time management skills increases.

Table 7: Regression Analysis Results regarding the Prediction of Personal Growth

<table>
<thead>
<tr>
<th>Variables</th>
<th>Standardized β</th>
<th>Standard Error</th>
<th>Critical Rate</th>
<th>p</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>.65</td>
<td>.09</td>
<td>12.50</td>
<td>.00</td>
<td>.43</td>
</tr>
</tbody>
</table>

p<.05

Analysis results regarding the prediction of the personal growth initiative by time management show that there is a statistically significant effect on the relationship between time management and personal growth initiative (\( \beta=.65; p<.05 \)). Considering the values obtained from the regression analysis carried out in line with the purpose of the research, it can be stated that 43% of the personal growth initiative feature is explained by time management. Therefore, it is seen that time management skills are important for the personal development of the individual.
CONCLUSION and DISCUSSION

In this study, it was aimed to determine the effect of time management skills of sports science students on personal growth initiatives. Considering the average score of the participants from the Time Management Scale; the average level of time planning shows that the participants are not very effective in planning their time. In addition, it is seen that the time management levels of the participants are at an average level. There are similar results in many studies (Tektaş & Tektaş, 2010; Köse, Çınar & Akduran, 2012; Babacan & Küçükosmanoğlu, 2015; Caz & Tunçkol, 2015; Aydın & Koçak, 2016; Doğan, 2018; Yıldız, 2018; Karatepe, Yüce & Yıldırım, 2020). In the study by Sezen (2013), it was stated that the time management level of the participants was slightly above the average. The time management level of the participants is high in the studies conducted by Erdul (2005), Gözel and Halat (2010), in contrast to our study. The different sample groups are assumed to be the cause of this finding.

When the average score of the participants from the Personal Development Initiative Scale is examined, it is observed that the using resources sub-dimension has a lower mean score compared to the other sub-dimensions. On the other hand, the participants' level of personal growth initiatives appears to be above average. Many factors influence personal growth and resource use, including where participants live, their economic status, and their marital status. According to Bağcı and Bağcı (2018), it can be said that Child Development Program students have high mean scores on the sub-dimensions of the Personal Growth Initiatives Scale, in other words, on the sub-dimensions of readiness for change, being planned, using resources and purposeful behavior. However, Haldız (2018) found that the mean scores of students are high in the sub-dimensions of being planned, readiness for change, using resources and purposeful behavior. With the comparison between these sub-dimensions, it is seen that purposeful behavior has the highest mean value, while readiness for change is in the second place, using resources is in the third place, and being planned is in the fourth place. It can be said that the mean score of the sub-dimension of being planned is not low. From this point forth, it can be stated that the results of the study are similar to our study.

It was concluded that the participants' time management and personal growth initiatives differ statistically in favor of women according to the gender variable. The fact that female participants' mean values of time management and personal growth are higher than men can be interpreted as women are more successful in time management and personal growth than male participants, despite having more social duties and responsibilities. Haldız (2018) discovered that female students had statistically significantly more personal growth initiatives than male students. In a study on the lifelong learning initiatives of university students, it was revealed that students' personal growth initiatives differ significantly according to the gender variable (Coşkun & Demirel, 2012). Similarly, Çoruk (2012), Türk and Akman (2018) reached the conclusion that personal growth initiatives are significant in favor of women in their studies. İbili and Uyanık (2018), Genç and Fidan (2019) determined that personal growth initiatives are significant in favor of men. In a study on the time management skills of physical education teachers, it is seen that female physical education teachers plan their time better.
than male teachers (Caz & Tunçkol, 2015). In the study which examines the leisure management of Taekwondo athletes in terms of some variables, it was found that there are significant differences between male and female athletes in favor of women according to leisure management (Özdemir, Özsarı, & Topuz, 2018). The findings of the research that we have conducted to determine the effect of time management on the prediction of personal growth initiatives of the students at the faculty of sports sciences are similar to the findings of the abovementioned studies. Similar results have been obtained in many studies (Alay & Koçak, 2003; Erdul, 2005; Demirtaş & Özer, 2007; Çağlayan & Göral, 2009; Tektaş & Tektaş, 2010; Babacan & Küçükosmanoğlu, 2015; Doğan, 2018; Yildiz, 2018) conducted to determine the time management of university students. In some studies (Durmuş, Hüseyinli & Güçlü, 2016; Demiral & Alizade, 2019; Karatepe, Yüce & Yıldırım, 2020), there was no difference in time management of university students according to their gender. Köse and Dönmez (2019), Yıldız, Kirtepe and Baydilli (2021) found that male students have higher time management skills than female students. It is thought that the difference in the grade levels of the students in the related studies and the departments they are studying is related to this result.

It was determined that time management differed in favor of licensed athletes according to the variable of being a licensed athlete. It was concluded that the personal growth initiative did not differ statistically according to the status of being a licensed athlete. The fact that athletes strive to continue their educational life and sports life together during their professional lives and to carry out their personal and social responsibilities with sports life has instilled in them the idea of time management at an early age. For this reason, it can be said that licensed athletes are more successful in time management than non-athletes. Performance athletes who participate in active sports, training and competitions have limited or no time for their personal growth, which is thought to negatively affect their personal growth. It was determined that athletes were better in determining goals, method, evaluation and programming in leisure management (Özdemir, Özsarı, & Topuz, 2018). The time management skills and stress levels of physical education and sports college students were examined according to some variables, and it was discovered that time management skills and perceived stress levels of female participants were higher than that of male participants. There is a positive relationship between students' academic achievement and time management skills, while there is a negative relationship between their academic achievement and stress levels (Caz et al., 2015). It was concluded that the time management and personal growth initiative of the participants differed in a statistically significant way in favor of those who think they use their time efficiently. Küçüktop (2018) found that students' time management skills differ significantly compared to the regular sports variable in the overall and sub-dimensions of the scale. It was determined that university students who do sports regularly have higher time management skills than university students who do not do sports regularly. In studies aimed at determining the time management skills of individuals who do sports (Yurdagül, 2016; Yurdagül & Yıldırım, 2018; Kiran et al., 2019; Bayrakdaroğlu et al., 2020; Yıldız, Kirtepe & Baydilli, 2021), it is seen that time management skills are in favor of people who do sports, which is similar to current research findings.
Üstün (2018) similarly found that the time management skills of those who do not do regular sports are higher than those who do regular sports.

The high average score of the participants who efficiently manage their time also positively affects the personal growth initiative. An individual who uses his/her time efficiently will have his/her own time to spend freely. The individual will use the remaining time in line with his/her personal desires and growth. Based on the length of time spent doing sports, it was determined that individuals who do active sports are more effective in managing their leisure time. It was determined that individuals with a long and medium-term athletic background have a more positive attitude toward leisure time management (Yurdagül, 2016). It was discovered that there was a moderate and positive relationship between time management and the personal growth initiative. Personal growth is described as the process of raising oneself in the best emotional, social and behavioral way and revealing his/her existing potential at a high level (Aksoy, Güngör Aytar & Kantez, 2017), in a sense, it refers to self-realization by using the full capacity of the individual (Amparado et al, 2014). The desire and effort of people to realize their dreams and reach their goals by using their own talents completely (Kaya, 2017) is the inherent feature of sports. Individuals who do sports devote their time and energy to achieve their goals. Therefore, time management is important for the athletes. They have to use time well to improve themselves, accomplish their goals, and realize their potential.

It was found that there is a statistically significant effect on the relationship between time management and the personal growth initiative. It was concluded that university students with a high personal growth initiative try to explore the conditions required by their profession and working environments more than students with low personal growth initiative levels, and that their professional identities are more established. Similar results obtained in different sample groups are available in the literature (Adair & Alle, 1999; Ekaterine & Natalia, 2017). Furthermore, a positive relationship was discovered between the personal growth initiative and psychological well-being, while a negative relationship was discovered between stress and personal initiative (Robitschek & Cook, 1999). The ability to manage one’s own growth process depends on having an intrinsic motivation for change and the capacity to act independently (Robitschek, 2003), which are the most important personality traits seen in athletes. Athletes strive to progress in both their fields and develop their personal characteristics as they have been involved in sports for a long time. These long-lasting endeavors provide athletes with the opportunity of time management, efficient use of time and personal growth. In the light of this information, we can say that participating in sports is the most natural and positive area that provides time management and personal growth.

The way to use and manage time, which is an extremely important resource, is to run the process of continuous improvement and growth personally or in the organizations we are in (Güçlü, 2001). As a result, female participant are better at time management and personal growth than men. It was concluded that time management and personal growth initiative differ in a statistically significant way in favor of those who think they use time efficiently. The high average value of the participants who use their time efficiently also
positively affects the personal growth initiative. In addition, analysis results show that time management explains the personal growth feature by 43%. From this point on, it can be stated that it is important to use time effectively and efficiently in order to contribute to the personal development of individuals.

RECOMMENDATIONS

It will be useful to carry out studies in various sample groups and age ranges in order to enhance time management, which is one of today’s most important assets that cannot be replaced. It is recommended to examine the personal growth in the focus of different features and support it with a mixed research model in order to gain a better understanding of it.

ETHICAL TEXT

Permission was obtained from the Scientific Research and Publication Ethics Committee of Karamanoğlu Mehmetbey University (Number: E-95728670-020-13144, Decision: 03-2021 / 47) to conduct the research process.

“In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules have been followed. Responsibility for any violations that may arise regarding the article belongs to the author(s).

Authors’ Contribution Rate Statement: The first author’s contribution rate to this article is 60%, the second author’s contribution rate to this article is 40%.

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ZAMAN YÖNETİMİNİN SPOR BİLİMLERİ FAKÜLTESİ ÖĞRENCİLERİNİN KİŞİSEL GELİŞİM YÖNELİMLERİNİN YORDANMASINA ETKİSİ

ÖZ


Anahtar kelimeler: Zaman yönetimi, kişisel gelişim, spor, öğrenci.
**GİRİŞ**


Zaman yönetimi; kişinin yaşam süreci içinde amaçlarına ulaşabilmek adına kontrol, plan ve organizasyon faaliyetlerini sistematik ve etkin bir şekilde bireysel davranışlarına kazandırma biçimidir (Erdem, 1999). Bununla beraber; gerçekleştirebilecek işlerin planlanmasını yapabilmek, mevcut süre içinde iş yükünü giderbilmek ve bu süreden tasarruf edebilmek bireyin kendi başarısı olarak ifade edilebilir (Çağlayan Tunç, 2019). Bireyin zamanı yönetebilme becerisi sahip olması günlük yaşamında ve kariyeri ile ilgili hedefleri planlamasına yardımcı olmakla beraber, kişisel gelişimine odaklanma konusunda da olanak sağlayacaktır.


Kişisel gelişim yönetimi, bireyin zaman içinde kendini geliştirerekle özelliğinin farkına varması ve doğru hedefler odağındaki ilerlemesini hedefler. Ayrıca; refah düzeyi, kariyer hedefi, kişisel ve mesleki kimlik gibi özelliklerle de ilişkili bir yapıdaadır (Robitschek & Cook, 1999). Bu noktadan hareketle, zaman yönetiminin bireyin gelişimine katkı sağlayan kişisel gelişim yönetimi ile ilişkili olduğu düşünülmektedir. Günümüzde mesleki işlerde harcanan zaman dışında kalan dilimde, bireyin kendini geliştirilebilmesi için doğru bir zaman planlamasına ihtiyaç vardır. Aksi taktirde, günlük meşgülüyetinden zaman ayırıramaz ve arzuladığı hedeflere ulaşmada problemler yaşayabilir.

YÖNTEM

Araştırma Modeli


Çalışma Grubu

Araştırmanın çalışma grubunu, 2020-2021 eğitim öğretim yılında bir kamu üniversitesinin spor bilimleri fakültesinde öğrenim görmekte olan 103’ü (%48.6) kadın, 109’u (%54.4) erkek katılımcı oluşturmaktadır. Katılımcıların 87’si (%41.0) birinci, 50’si (%23.6) ikinci, 39’si (%18.4) üçüncü ve 36’sı (%17) dördüncü sınıf düzeyinde öğrenim görmekte olan bireylerdir. Bununla beraber, katılımcıların 76’sı (%35.8) herhangi bir spor branşından lisansa sahip iken, 136’inin (%64.2) lisansı bulunmamaktadır. Ayrıca; katılımcıların 92’si (%43.4) Beden Eğitimi ve Spor Yönetmenliği, 68’i (%32.1) Spor Yöneticiliği ve 52’si (%24.5) Antrenörünüğü Eğitimi Bölümünde eğitimlerini sürdürmektedir. Araştırıldığa yer alan katılımcıların yaş ortalaması 21.11±2.91 olarak tespit edilmiştir.

Veri Toplama Araçları

Araştırıldığa kişisel bilgi formu ile birlikte Zaman Yönetimi ve Kişisel Gelişim Yönelimi-II Ölçeği kullanılmıştır.
Zaman Yönetimi Ölçeği


Kişisel Gelişim Yönelimi-II Ölçeği


Verilerin Analizi


BULGULAR

<table>
<thead>
<tr>
<th>Ölçek</th>
<th>N</th>
<th>Min.</th>
<th>Maks.</th>
<th>X</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaman Planlanması</td>
<td>212</td>
<td>1.25</td>
<td>4.75</td>
<td>3.22</td>
<td>.70</td>
</tr>
<tr>
<td>Zaman Tutumları</td>
<td>212</td>
<td>2.14</td>
<td>5.00</td>
<td>3.37</td>
<td>.48</td>
</tr>
<tr>
<td>Zaman Harcattırıcılar</td>
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<td>1.00</td>
<td>5.00</td>
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<td>.73</td>
</tr>
<tr>
<td>Zaman Yönetimi Ölçeği</td>
<td>212</td>
<td>2.07</td>
<td>4.52</td>
<td>3.30</td>
<td>.46</td>
</tr>
</tbody>
</table>
Katılımcıların Zaman Yönetimi Ölçeğinden aldıkları puan ortalaması (\(\bar{X}=3.30\)), “zaman planlaması” alt boyutundan (\(\bar{X}=3.22\)), “zaman tutumları” alt boyutundan (\(\bar{X}=3.37\)) ve “zaman harçtanrıçları” alt boyutundan (\(\bar{X}=3.48\)) olarak tespit edilmiştir. Ölçeğin tamamına ilişkin puan ortalaması dikkate alındığında, katılımcıların etkin bir zaman yönetimi gösterebilecekleri ifade edilebilir.

Tablo 2. Katılımcıların Kişisel Gelişim Yönelimi-II Ölçeğinden Aldıkları Puan Ortalamalarının Dağılımı

<table>
<thead>
<tr>
<th>Ölçek</th>
<th>N</th>
<th>Min.</th>
<th>Maks.</th>
<th>(\bar{X})</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Değişime Hazır Olma</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.67</td>
<td>.87</td>
</tr>
<tr>
<td>Planlı Olma</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.65</td>
<td>.86</td>
</tr>
<tr>
<td>Kaynakları Kullanma</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.29</td>
<td>.94</td>
</tr>
<tr>
<td>Amaçlı Davranış</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.79</td>
<td>.88</td>
</tr>
<tr>
<td>Kişisel Gelişim Yönelimi-II Ölçeği</td>
<td>212</td>
<td>.00</td>
<td>5.00</td>
<td>3.62</td>
<td>.78</td>
</tr>
</tbody>
</table>

Kişisel Gelişim Yönelimi-II Ölçeğinden katılımcıların aldıkları puan ortalaması (\(\bar{X}=3.62\)), “değişime hazır olma” alt boyutundan (\(\bar{X}=3.67\)), “planlı olma” alt boyutundan (\(\bar{X}=3.65\)), “kaynakları kullanma” alt boyutundan (\(\bar{X}=3.29\)) ve “amaçlı davranış” alt boyutundan (\(\bar{X}=3.79\))’dir. Bu noktadan hareketle, katılımcıların amaçlı davranış sergileme ve değişime hazır olma durumları ile ilgili olumlu bir baktış açısına sahip oldukları ifade edilebilir.

Tablo 3. Zaman Yönetimi ve Kişisel Gelişim Yönelimi-II Ölçeklerinden Alınan Cinsiyet Değişkenine Göre T-Test Sonuçları

<table>
<thead>
<tr>
<th>Ölçekler</th>
<th>Cinsiyet</th>
<th>N</th>
<th>(\bar{x})</th>
<th>S</th>
<th>sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaman Yönetimi</td>
<td>Kadın</td>
<td>103</td>
<td>3.37</td>
<td>.46</td>
<td>210</td>
<td>2.03</td>
<td>.044</td>
</tr>
<tr>
<td></td>
<td>Erkek</td>
<td>109</td>
<td>3.24</td>
<td>.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kişisel Gelişim Yönelimi-II Ölçeği</td>
<td>Kadın</td>
<td>103</td>
<td>3.76</td>
<td>.62</td>
<td>210</td>
<td>2.62</td>
<td>.009</td>
</tr>
<tr>
<td></td>
<td>Erkek</td>
<td>109</td>
<td>3.49</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td></td>
<td>212</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p<.05

Katılımcıların zaman yönetimi ve kişisel gelişim yönelimlerinin cinsiyet değişkenine göre kadınlara daha istatistiksel olarak farklılık gösterdiği sonucuna ulaşmıştır, \(t_1(10)=2.03\), p<.05; \(t_2(10)=2.62\), p<.05. Elde edilen bu sonuç, kadınların zaman yönetiminde ve kişisel gelişim yönelimlerinde erkeklere göre daha başarılı olduğunu göstermektedir.

Tablo 4. Zaman Yönetimi ve Kişisel Gelişim Yönelimi-II Ölçeklerinden Alınan Lisanslı Sporcu Olma Değişkenine Göre T-Test Sonuçları

<table>
<thead>
<tr>
<th>Ölçekler</th>
<th>L. Sporcu</th>
<th>N</th>
<th>(\bar{X})</th>
<th>S</th>
<th>sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaman Yönetimi</td>
<td>Evet</td>
<td>76</td>
<td>3.40</td>
<td>.42</td>
<td>210</td>
<td>2.29</td>
<td>.023</td>
</tr>
<tr>
<td></td>
<td>Hayır</td>
<td>136</td>
<td>3.25</td>
<td>.48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kişisel Gelişim Yönelimi-II Ölçeği</td>
<td>Evet</td>
<td>76</td>
<td>3.68</td>
<td>.77</td>
<td>210</td>
<td>.70</td>
<td>.489</td>
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<tr>
<td></td>
<td>Hayır</td>
<td>136</td>
<td>3.60</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
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<td>212</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p<.05
Tablo 4 dikkate alındığında, katılımcıların zaman yönetiminin lisanslı sporcu olma değişkenine göre lisanslı sporcular lehine farklılaştığı tespit edilmiştir, t₁(210)=2.29, p<.05. Bununla beraber, kişisel gelişim yöneliminin lisanslı sporcu olma durumuna göre istatistiksel olarak farkllaştırıldığı sonucuna ulaşılmıştır, t₂(210)=.70, p>.05. Dolayısıyla, herhangi bir spor branşından lisansı sahip olan katılımcıların zaman yönetiminde lisansı bulunmayan katılımcılara göre daha avantajlı olduğu ifade edilebilir.

Tablo 5: Zaman Yönetimi ve Kişisel Gelişim Yönelimi-II Ölçeklerinden Alınan Ortalama Puanın Zamanı Verimli Kullanma Değişkenine Göre T-Testi Sonuçları

<table>
<thead>
<tr>
<th>Ölçekler</th>
<th>Z. V. Kullanma</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zaman Yönetimi</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>139</td>
<td>3.44</td>
<td>.42</td>
<td>210</td>
<td>6.40</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Hayır</td>
<td>73</td>
<td>3.04</td>
<td>.43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kişisel Gelişim Yönelimi-II Ölçeği</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>139</td>
<td>3.81</td>
<td>.66</td>
<td>210</td>
<td>5.15</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Hayır</td>
<td>73</td>
<td>3.26</td>
<td>.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>212</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p<.05

Tablo 5 incelendiğinde, katılımcıların zaman yönetiminin ve kişisel gelişim yöneliminin zamanı verimli kullandıkları düşününlerin lehine istatistiksel olarak anlamlı bir şekilde farklılaştırıldığı sonucuna ulaşılmıştır, t₁(210)=6.40, p<.05; t₂(210)=5.15, p<.05. Zamanı verimli kullandıkları düşünün katılımcılarının zaman yönetimi ve kişisel gelişim yönetimlerinde, zamanı verimli kullanmadığı düşünün katılımcılara göre daha başarılı oldukları söylenebilir.

Tablo 6: Değişkenler Arası İlişkinin Pearson Momentler Çarpımı Korelasyonu ile İncelenmesi

<table>
<thead>
<tr>
<th>Kişisel Gelişim Yönelimi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaman Yönetimi</td>
<td>.65**</td>
</tr>
</tbody>
</table>

**p<.01

Analiz sonuçları, zaman yönetimi ile kişisel gelişim yönelimini arasında orta düzeyde ve pozitif yönli bir iliskinin olduğu göstermektedir, (r=.65, p<.01). Bu noktadan hareketle, zaman yönetimi becerilerinin sergilenme düzeyi arttıkça bireyin kişisel gelişiminin de artacağı ifade edilebilir.

Tablo 7: Kişisel Gelişimin Yordanmasına İlişkin Regresyon Analizi Sonuçları

<table>
<thead>
<tr>
<th>Değişkenler</th>
<th>Standardize β</th>
<th>Standart Hata</th>
<th>Kritik Oran</th>
<th>p</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaman Yönetimi</td>
<td>K. Gelişim Yön.</td>
<td>.65</td>
<td>.09</td>
<td>12.50</td>
<td>.00</td>
</tr>
</tbody>
</table>

p<.05

Kişisel gelişim yöneliminin zaman yönetimi tarafından yordanmasına ilişkin analiz sonuçları, zaman yönetiminin kişisel gelişim yönelimi ile iliskisinde istatistiksel olarak anlamlı bir etkinin olduğunu göstermektedir (β=.65; p<.05). Araştırmanın amacı doğrultusunda gerçekleştirilen regresyon analizinden elde edilen değerler dikkate

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Sonuç olarak, kadınlardan zaman yönetimi ve kişisel gelişim özelliğinin erkeklerden daha iyi olduğu söylenebilir. Zaman yönetiminin ve kişisel gelişim yönelimini, zamanı verimli kullanmak için teşekkür ederken anlamlı bir şekilde farklılaştırıldığı sonucuna ulaşılmıştır. Zamanı verimli kullanmak zorunda olmaları gerektiren, lehine istatistiksel olarak anlamlı bir şekilde farklılaştırıldığı sonucuna ulaşılmıştır. Kadınlardan zaman yönetimi ve kişisel gelişim yönünü %43 oranında sağlıklı göstergenmiştir. Bu noktadan
hareketle, bireylerin kişisel gelişimlerine katkı sağlamak adına zamanı etkili ve verimli kullanmanın önem taşıdığı ifade edilebilir.

**ÖNERİLER**

Günümüzde en değerli olgulardan biri olan ve telafisi mümkün olmayan zaman yönetimin geliştirilebilmesi adına çalışmaların farklı örneklem grupları ve yaş kategorilerinde gerçekleştirilmesi olumlu olacaktır. Kişisel gelişimin ise daha derinlemesine anlaşılabilmesi için farklı özellikler odağında araştırılması ve karma araştırma modeli ile desteklenmesi önerilmektedir.

**Etik Metni**


“Bu makalede dergi yazım kurallarına, yayın ilkelerine, araştırma ve yayın etiği kurallarına, dergi etik kurallarına uyulmuştur. Makale ile ilgili doğabilecek her türlü ihlallerde sorumluluk yazar(lar)a aittir.”

**Yazarların Katkı Oranı Beyanı:** İlk yazarın bu makaleye katkı oranı % 60, ikinci yazarın bu makaleye katkı oranı %40'tır.

**KAYNAKÇA**


Çocuk gelişimi programı öğrencilerinin bilgi okuryazarlıkları ile kişisel gelişim yönelerinin incelenmesi. *Turkish Studies* 13(6), 39-52. http://dx.doi.org/10.7827/TurkishStudies.13375


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