

## **AN INVESTIGATION ON TIME MANAGEMENT AND COMMUNICATION SKILLS OF PHYSICAL EDUCATION AND SPORT STUDENTS**

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**Abstract.** This study aimed to investigate physical education and sport students' time management understandings, communication skills and the relationship between. A total of 233 randomly chosen students voluntarily participated for the study. In the study as data gathering tools in addition to personal information form Time Management and Communication Skills Scales were used. In the evaluation of data, first normality of the data assessed and then Independent Samples t Test, One Way ANOVA and Pearson Correlation statistical methods were used as hypotheses tests. As a result this study showed a) females have better mental and behavioural communication skills than males b) department of education has no effect on communication skills c) males have a better time management understanding than females d) recreation students have a better time management understanding than other department students and e) if time wasters decreases behavioural communication skill improves.

**Key Words:** *Time Management, Communication Skills, Physical Education and Sport*

### **Introduction**

While the definitions about "time" changes according to disciplines, theories and concepts because of its' content, simply it can be described as "*a continuous process in which events come today from past and follow each other through future*" [15]. Time is a limited resource and like many other limited resources, time can be more or less effectively managed [3]. Rooted to a similar idea researchers studied on time management including, giving recommendations like "*to identify needs and wants, rank them in regard to their importance or priority, and then allocate time and resources accordingly*" [11, 13]. Because of the lack of empirical work on these studies, researchers tried to explain time management in three clusters: setting goals and priorities, engaging in the mechanics of time management by making list of schedules and having a preference for organization [3, 12].

Effective time management comes up with several positive outcomes such as productivity and psychological well-being [4]. In another words effective time management provides chances such as better carrier and future planning, flourish academic achievement etc. [2]. So it can be said that time management is important at university level especially for students. And in the literature, although the independent variables change from study to study, there are studies which explore time management understandings of university students [3, 10, 14]. For example in their study Gümüşgöl and colleagues conducted a cross-cultural study and reported a difference between Turkish and EU students' time management understandings [10].

Today in Turkey there are approximately 60 universities in various cities which have physical education faculties or departments that give education on sport or related to sport. Because of this variety, students may may come from different cities, and from time to time that makes trouble on relations such as communications, bilateral relations especially for the newcomers. For example in a study conducted on exploring the impact of study abroad on students' intercultural communication skills showed a difference on communication skills between study abroad students and students who stay on campus at semester [16]. Besides university students especially physical education and sport students may have problems with managing their times. Because a great deal of them are still competitive sportsmen and have to manage their time between university, the team which they are a member of and their social life. So this paper examined time management understandings and communication skills of physical education and sport students.

**Material and Method**

**Study Design:** In the study after examining the literature, cross sectional/survey method was used as study design. According to this method first correlations between variables are examined and then it generalised back to the population [9].

**Sampling Group:** 233 randomly chosen university students who go to various departments at Dumlupinar University School of Physical Education and Sports voluntarily participated for the study.

**Data Gathering Tools:** In the study in addition to personal information form designed by the researchers, Time Management and Communication Skills Evaluation Scales were used as data gathering tools.

**Time Management Scale:** Time management scale is a self-report metric device designed by Alay and Koçak. The original version of the scale has 3 factors such as -time planning, time attitude and time wasters- and 27 items anchored with 5 Likert type scale from 1 (completely disagree) to 5 (completely agree) Time planning factor represents the items related with planning in the short term, either within the day or within the week, and planning in the long term. Time attitude factor includes the items more attitudinal in nature, and time wasters factor has items related to poor time using habits and bad use of personal time [1].

**Communication Skills Scale:** Communication skills scale is a self-report scale first developed by Balcı and revised by Erşanlı and Balcı. The scale has 3 factors such as – mental, emotional and behavioural-. Each factor has 15 items anchored with 5 Likert type scale from 1 (never) to 5 (always) [5].

**Data Analyses:** In the evaluation of data first One Sample Kolmogorow-Smirnow test was applied in order to seek the distribution of the data. According to analyse results the data had a normal distribution but researches specify that in some situations the power of normality tests such as One Sample Kolmogorow-Smirnow are inadequate [7, 8] and in order to handle this obstacle skewness and kurtosis values were examined [6]. Finally Independent Samples t Test, One Way ANOVA and Pearson Correlation were used as hypotheses tests.

**Results**

*Table 1: Communication Skills According to Gender*

|             |        | N   | Mean   | Std. Deviation | t      | sig   |
|-------------|--------|-----|--------|----------------|--------|-------|
| Mental      | Male   | 123 | 48.740 | 8.157          | -2.167 | 0.031 |
|             | Female | 110 | 50.827 | 6.524          |        |       |
| Emotional   | Male   | 123 | 46.211 | 7.333          | -0.856 | 0.393 |
|             | Female | 110 | 47.036 | 7.351          |        |       |
| Behavioural | Male   | 123 | 47.846 | 7.255          | -1.944 | 0.053 |
|             | Female | 110 | 49.573 | 6.303          |        |       |

According to analyse results communication skills of the participants' significantly differs in mental ( $t_{0.05} = -2.167$ ;  $p < 0.05$ ) and behavioural ( $t_{0.05} -1.944$ ;  $p < 0.05$ ) factors in favour of female participants.

*Table 2: Communication Skills According to Department of Education*

|           |                       | N   | Mean   | Std. Deviation | f    | Sig. |
|-----------|-----------------------|-----|--------|----------------|------|------|
| Mental    | PE and Sports         | 64  | 48.812 | 6.877          | .579 | .629 |
|           | Coaching Department   | 67  | 50.537 | 8.008          |      |      |
|           | Management Department | 61  | 49.721 | 6.475          |      |      |
|           | Recreation Department | 41  | 49.829 | 8.921          |      |      |
|           | Total                 | 233 | 49.725 | 7.488          |      |      |
| Emotional | PE and Sports         | 64  | 45.765 | 6.694          | .440 | .725 |

|             |                       |     |        |       |      |      |
|-------------|-----------------------|-----|--------|-------|------|------|
|             | Coaching Department   | 67  | 46.925 | 8.107 |      |      |
|             | Management Department | 61  | 46.655 | 5.715 |      |      |
|             | Recreation Department | 41  | 47.292 | 9.078 |      |      |
|             | Total                 | 233 | 46.600 | 7.337 |      |      |
| Behavioural | PE and Sports         | 64  | 47.953 | 6.358 | .326 | .806 |
|             | Coaching Department   | 67  | 48.820 | 7.810 |      |      |
|             | Management Department | 61  | 49.082 | 5.768 |      |      |
|             | Recreation Department | 41  | 48.878 | 7.599 |      |      |
|             | Total                 | 233 | 48.660 | 6.862 |      |      |

According to analyse results there is no significant difference in the communication skills of the participants' according to their department of education.

*Table 3: Time Management According to Gender*

|                |        | N   | Mean  | Std. Deviation | t     | sig  |
|----------------|--------|-----|-------|----------------|-------|------|
| Time Planning  | Male   | 123 | 2,654 | .519           | -.056 | .955 |
|                | Female | 110 | 2,658 | .569           |       |      |
| Time Attitudes | Male   | 123 | 2,825 | .344           | -.307 | .759 |
|                | Female | 110 | 2,841 | .428           |       |      |
| Time Wasters   | Male   | 123 | 2,939 | .688           | 3.144 | .002 |
|                | Female | 110 | 2,661 | .658           |       |      |

According to analyse results time management understandings of participants' significantly differ in time wasters factor ( $t_{0.05} = 3.144$ ;  $p < 0.01$ ) according to their gender.

*Table 4: Time Management According to Department of Education*

|                |                       | N   | Mean  | Std. Deviation | F     | p    | Difference Tukey |
|----------------|-----------------------|-----|-------|----------------|-------|------|------------------|
| Time Planning  | PE and Sports         | 64  | 2.668 | .529           | .447  | .719 |                  |
|                | Coaching Department   | 67  | 2.708 | .630           |       |      |                  |
|                | Management Department | 61  | 2.599 | .507           |       |      |                  |
|                | Recreation Department | 41  | 2.638 | .464           |       |      |                  |
|                | Total                 | 233 | 2.656 | .542           |       |      |                  |
| Time Attitudes | PE and Sports         | 64  | 2.810 | .408           | 1.316 | .270 |                  |
|                | Coaching Department   | 67  | 2.818 | .364           |       |      |                  |
|                | Management Department | 61  | 2.800 | .410           |       |      |                  |
|                | Recreation Department | 41  | 2.940 | .338           |       |      |                  |
|                | Total                 | 233 | 2.833 | .385           |       |      |                  |
| Time Wasters   | PE and Sports         | 64  | 2.714 | .615           | 5.191 | .002 | 1-4*<br>2-4*     |
|                | Coaching Department   | 67  | 2.906 | .787           |       |      |                  |
|                | Management Department | 61  | 2.606 | .595           |       |      |                  |
|                | Recreation Department | 41  | 3.091 | .641           |       |      |                  |
|                | Total                 | 233 | 2.807 | .687           |       |      |                  |

df= 3-229

According to analyse results time management understandings of the participants' significantly differ according to their department of education in the time wasters factor ( $F_{0.05} = 5.191$ ;  $p < 0.01$ ). And according to Tukey' s Hsd second degree test these differences were between the students from the departments of PE and Sports- Coaching and Coaching - Recreation.

*Table 5: Correlation between Time Management and Communication Skills*

|                |   | Mental | Emotional | Behavioural |
|----------------|---|--------|-----------|-------------|
| Time Planning  | r | -.178  | -.117     | -.049       |
|                | p | .007   | .076      | .457        |
|                | n | 233    | 233       | 233         |
| Time Attitudes | r | -.085  | .000      | -.021       |
|                | p | .194   | .996      | .745        |
|                | n | 233    | 233       | 233         |
| Time Wasters   | r | -.118  | -.033     | -.192**     |
|                | p | .071   | .621      | .003        |
|                | n | 233    | 233       | 233         |
| **p<.01        |   |        |           |             |

According to Pearson Correlation results, there is a negative correlation between behavioural communication skills and time wasters factors.

### **Discussion**

This paper examined communication skills and time management understandings of physical education and sports students. Firstly, according to results, participants' communication skills significantly differed according to their gender in mental and behavioural subscales. When the points gathered from the subscales were taken into account it can be said that females have better mental and behavioural communication skills than males. But there was no significant difference between communication skills of the students according to department of education. So we declined our hypothesis.

Second, time management understandings of the participants significantly differed according to gender and department of education in time wasters factor. Alay and Koçak remarked that high points from the subscales indicate good time management [1]. So, it can be said that males have better time management in time wasters factor than females. In other words time wasters consume more time of women rather than men. And recreation department students have better time management than the other department students in time wasters factor.

Lastly, negative correlations were found between behavioural communication skills and time wasters factors. This result shows that when time wasters increases behavioural communication decreases.

### **Conclusion**

This study showed a) females have better mental and behavioural communication skills than males b) department of education has no effect on communication skills of physical education and sport students c) males have a better time management understanding than females in time wasters factor d) recreation students have a better time management understanding than other department students in time wasters factor e) if time wasters decreases behavioural communication skill improves.

Although this study presented a correlation between time management and communication skills there must be further empirical evidence to prove this connection. So future studies must focus on these concepts in-depth.

### **Acknowledgement**

"An earlier version of this study was presented as a Poster at the The 10th International Conference In Physical Education, Sports And Physical Therapy- ICPEST2016, Firat University, Elazig, Turkey, 18-20 November, 2016"

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