Comparison of Time Management and Social Skills of Students In State And Foundation Universities

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Abstract

In this study, it was aimed to compare the time management and social skills of the School of Physical Education and Sports students studying at State and Foundation universities. The relational survey model, one of the descriptive research methods, was used in the study. A total of 222 volunteer students from Istanbul Cerrahpaşa University Faculty of Sport Sciences and Istanbul Gelişim University School of Physical Education and Sports participated in the study. For the purpose of the research, the personal information form prepared by the researchers, the social skills inventory adapted to Turkish by Yüksel (1998) and the time management inventory adapted to Turkish by Alay and Koçak (2002) were used. In the statistical analysis of the data, independent samples t-test and ANOVA analysis tests, which are among the parametric tests, were used. According to the results of the research; A significant difference was found in the affective control sub-factor of social skills dimensions by gender. Significant differences were found in the affective control sub-factor and social sensitivity factors of social skills dimensions according to the type of sport. No significant differences were found in the overall total and sub-factors of the students in terms of their social skill levels, their departments of education and university status. Significant differences were detected in the time-consuming sub-factor of time planning dimensions by gender and in the overall total. Significant differences were not found in the overall total and other sub-factors of time planning dimensions according to the type of sport, education department and university status.

Keywords: Sport, time management, social skill.

Introduction

Time management constitutes one of the most traditional subjects in the field of learning and study strategies. It is significant for students to achieve their goals by establishing an effective awareness of the use of time management in the university education process. The success of university students depends on their efficient use of time. In the literature review, it is observed that there is a relationship between time management and academic success (Bonhomme, 2007; Cemaloglu & Filiz, 2010; Pehlivan, 2013), goal setting and self-regulation (Miller et al., 1996), anxiety reduction (Lang, 1992), more work-life balance (Macan) et al., 1990) and quality of life (O'Connell et al., 2014).

Many definitions have been made on the concept of time in the literature. According to Örücü, Tikici and Kanbur (2007), although time is a state of affairs in which we live emotionally, it is an unknown in the flow that we live intensely that suddenly activates us as a reflex. According to Shipman et al. (1983), time is an impartial commodity that costs us nothing financially and is entirely at our disposal, given equal amounts to all. According to Griessman (1994), there is no such thing as leisure time. All time has value, and time is not respected enough because it is invisible and abstract. As can be understood from such over-definitions, time perception is a relative concept and it is not possible to make a general and clear definition. Because it is not an objective concept that man can perceive with sensory organs, but rather a concept that exists in nature and can be measured.

The concept of time management is very new and was first introduced as a means of education in Denmark. It appeared in the 1970s, and due to the high intensity of work in the early 1980s, managers perceived time as an element that needed to be managed (Claessens et al., 2007). The main thing in time management is the ability of the person to manage himself over time. Proper implementation of time management cannot be explained only by knowing how to use time effectively. (Can, 1992). Many people are unable to use time management effectively and efficiently within the process outside of mandatory time frames (Hendry, 2004). The aim of time management is to be able to categorize works in order of priority, save time and thus create qualified works in order to gain the highest performance in the works done (Gözel and Halat, 2010). The attitudes of people working in the field of sports towards time management are of particular importance. Because sport is a science that is always open to change and development, which has a dynamism in itself. These people who lead athletes, clubs and individuals within the department, such as coaches, sports administrators or physical education teachers, should have a certain sense of vision. Performances should be provided in parallel with the success chart in the future by guiding the athlete. (Uyar and Sunay, 2009).

In the globalized world, technological developments affect social life and change interpersonal relations and the forms of these relationships. The fact that individuals have to meet their sensory, social and physiological needs while continuing their interactions naturally forms the basis of the behavior of individuals. While individuals meet their needs, they naturally interact with others. Among the factors that accelerate interaction, social skills play an important role in this sense. Social skills are expressed in the interpersonal context as

a set of partially independent, situational, verbal and nonverbal responses in which the individual expresses his needs, feelings, preferences, ideas (Gismero,2000).

Many definitions have been made in the literature on the concept of social skills. Social skills are defined as "a set of skills that enable effective organization of cognition and behaviors to achieve interpersonal and social goals that are carried out in a culturally acceptable way" (Ladd and Mize, 1983 : Migueláñez and Conde, 2011).

Social skills are patterns of behavior aimed at creating positive reactions to understanding people in verbal or nonverbal behaviors, both regardless of age in all social settings and in verbal or nonverbal behaviors in which communication skills are used (Yigit and Yilmaz, 2011; Gülay and Akman, 2009; Sevinç, 2005).

In another definition, social skills are expressed as the process in which more than one person comes together and socializes and people transfer their existing experiences, teachings and cultures to another (Şahan, 2008). A certain accumulation is needed to raise awareness in the socialization process of individuals. People can contribute to socialization by taking advantage of the environment and conditions in order to use the existing potential of the existing capacity (Filiz, 2010).

Socialization is when a person learns the rules and values of the community s/he lives in and puts what s/he has learned into practice. Socialization is a lifelong process that starts with the family and continues with the school. Sports can rehabilitate people's moods, and socialization is activated with the influence of teams and individual sports (Çiriş, 2014). In addition, when the effects of sports on people are examined in research, it has been determined that sports have positive contributions not only on individuals physically, but also mentally and morally (Keskin, 2014). Sports is a science that provides discipline order and continuity that reduces social distancing, where people can increase their quality of life, strengthen their empathy skills, and help with socialization, leadership and strategy in human life (Kaplan and Çetinkaya, 2014).

With this study, which aims to compare the time management and social skills of the students of the School of Physical Education and Sports studying at public and foundation universities, the factors affecting the time management and social skills of the students are examined. This study has been carried out in order to contribute to the literature. Because university students try to meet deadlines in academic subjects such as project preparation, following course schedules, preparing systematically for assignments and exams, they also try to participate in extracurricular activities. They may feel that they do not have enough time to complete all these studies.

Method

Relational survey model, one of the descriptive research methods, was used in the research. The relational survey model is the type of research aimed at determining whether there is a

relationship between two and more variables and the extent of this relationship (Karasar, 2017).

Research Group

The research group consists of students from the department of recreation, sports management and coaching who are studying at Istanbul Cerrahpasa University Faculty of Sports Sciences and Istanbul Gelişim University School of Physical Education and Sports in the 2019-2020 academic year. The sample group of the study was selected through "Simple Random-Random Sampling". In this type of sample, each unit in the universe has the possibility to be equal and independent in the selection of the sample, and it is a sample in which the neutrality rule can be applied (Balcı, 2001). A total of 222 students, 165 (74.3%) male and 57 25.7% female, voluntarily participated in the research.

Data Collection Tools

For the purpose of the research, a personal information form prepared by the researcher was used. This information form includes independent variables such as gender, sports branch, university, department.

Social Skills Inventory: It is a measuring instrument developed by Riggio in 1986 and revised in 1989 and taken its present form. The adaptation of the Social Skills Inventory to Turkish was carried out by Yüksel (1998). The scale is answered on a five-point Likert scale. Social skills inventory is measured in six different subdivisions. These are Affective expressiveness, Affective sensitivity, Affective control, social expressiveness, social sensitivity and social control.

Time Management Inventory: Developed by Britton and Tesser (1991), the Turkish version was made by Alay and Koçak (2002). The time management inventory also has a total of 27 items. Inventory consists of three sub-dimensions: time planning, time attitudes and time spenders. Time management inventory is a scale prepared using the five-point Likert scale.

Data Analysis

SPSS 20.0 package program was used in the analysis of the data obtained from the research. Descriptive statistics were used in the analysis of the data in the research. As a result of the normality analysis, it was seen that the data were normally distributed. In the statistical analysis of the data, independent sample t-test analysis and Anova tests, which are parametric tests, were used.

Results

In this section, the descriptive characteristics of the students participating in the research and the dimensions of social skills and time management are explained and interpreted in tables.

Table 1. Normal distribution analyses of research variables

	Average±S.Deviation	Skewness	Kurtosis
Affective Expressiveness	3,24±0,64	-,178	-,196
Affective Sensitivity	3,81±0,66	-,455	,257
Affective control	2,94±0,48	-,121	,273
Social Expressiveness	3,71±0,69	-,280	-,524
Social Sensitivity	3,00±0,79	,399	1.492
Social Control	3,20±0,52	-,392	,080
Planning of Time	3,25±0,75	-,188	-,155
Time Attitudes	3,61±0,55	,138	,302
Time Spenders	2,87±0,90	,260	-,448

In the study, skewness and kurtosis analysis was conducted in order to test whether the obtained data provided normal distribution or not. According to Table 1, the data was found to be within the normal distribution range.

Table 2: Descriptive Characteristics of Participants

Explanation		N	%	Explanation		N	%
Gender	Male	165	74.3	Sport Type	Individual	104	46.8
	Female	57	25.7		Team	118	53.2
University	Foundation	54	24.3	**Department**	Coaching	82	36.9
	State	168	75.7		Recreation	54	24.3
					Management	86	38.7
	Total	222	100		**Total**	222	100

According to Table 2, 74.3% of the students who participated in the survey were male and 25.7% were female students. It is seen that 24.3% of the participants were educated at foundation universities, 75.7% at state universities, 36.9% were students in the coaching department, 24.3% were students in recreation, and 38.7% were students in sports management. When we look at the types of sports that the participants do, it is seen that 46.8% do individual sports and 53.2% do team sports.

Table 3: T-Test, Average and Standard Deviation Values of Social Skill Dimensions by Gender

		N	X	SD	t	P
Affective Expressiveness Factor	Male	165	16.07	3.26	-1.347	,179
	Female	57	16.73	3.03		
Affective Sensitivity Factor	Male	165	19.09	3.27	,848	,883
	Female	57	19.01	3.20		
Affective Control Factor	Male	165	14.54	2.51	-2.142	,033*
	Female	57	15.33	1.98		
Social Expressiveness Factor	Male	165	18.52	3.39	-,031	,975
	Female	57	18.54	3.72		
Social Sensitivity Factor	Male	165	15.07	4.14	,605	,548
	Female	57	14.70	3.48		
Social Control Factor	Male	165	16.09	2.58	,486	,627
	Female	57	15.89	2.78		
The Overall Total	Male	165	99.38	8.76	-,724	,476
	Female	57	100.39	9.53		

*p<0,05.

Looking at Table 3, a significant difference was found in the affective control sub-factor of social skill dimensions according to gender (p<0.05). According to this difference, female students' affective control sub-factor averages are higher than male. No significant differences were found in the overall total and other sub-factors according to the gender factor (p>0.05).

Table 4: T-Test, Average and Standard Deviation Values of Social Skill Dimensions by Sports Type

		N	X	SD	t	P
Affective Expressiveness Factor	Individual	104	16.44	2.99	,864	,389
	Team	118	16.06	3.39		
Affective Sensitivity Factor	Individual	104	18.92	2.93	-,644	,521
	Team	118	19.20	3.50		
Affective Control Factor	Individual	104	15.15	2.34	2.375	,018*
	Team	118	14.38	2.42		
Social Expressiveness Factor	Individual	104	18.05	3.41	-1.920	,056
	Team	118	18.94	3.48		
Social Sensitivity Factor	Individual	104	14.36	3.64	-2.167	,031*
	Team	118	15.51	4.20		
Social Control Factor	Individual	104	15.77	2.35	-1.399	,163
	Team	118	16.27	2.84		
The Overall Total	Individual	104	98.93	8.13	-1.108	,270
	Team	118	100.27	9.62		

*p<0,05.

When Table 4 is examined, significant differences were found in the affective control sub-factor and social sensitivity factors of social skills dimensions according to the type of sport (p <0.05). According to this difference, it is seen that the average of the students who do individual sports in the affective control factor and the students who do team sports in the social sensitivity sub-factor are higher. No significant differences were found in the overall total and other sub-factors according to the sports type (p>0.05).

Table 5: T-Test, Average and Standard Deviation Values of Social Skill Dimensions by University Status

		N	X	SD	t	P
Affective Expressiveness Factor	Foundation	54	15.98	3.00	-,691	,490
	State	168	16.32	3.27		
Affective Sensitivity Factor	Foundation	54	18.55	3.33	-1.348	,179
	State	168	19.23	3.21		
Affective Control Factor	Foundation	54	14.94	2.52	,691	,490
	State	168	14.68	2.38		
Social Expressiveness Factor	Foundation	54	17.77	3.59	-1.843	,067
	State	168	18.77	3.40		
Social Sensitivity Factor	Foundation	54	14.72	3.73	-,540	,589
	State	168	15.05	4.06		
Social Control Factor	Foundation	54	16.03	2.84	-,012	,990
	State	168	16.04	2.57		
The Overall Total	Foundation	54	98.01	9.70	-1.544	,124
	State	168	100.18	8.66		

*p<0,05.

According to Table 5, no significant differences were found in the overall total and sub-factors of social skill dimensions according to university status ($p>0.05$).

Table 6: ANOVA Test, Average and Standard Deviation Values of Social Skill Dimensions by Education Departments

		N	X	SD	F	P
Affective Expressiveness Factor	Coaching	82	16.27	3.13	,226	,798
	Recreation	54	16.00	3.01		
	Sports Management	86	16.37	3.41		
	Total	222	16.24	3.20		
Affective Sensitivity Factor	Coaching	82	19.07	3.43	,882	,415
	Recreation	54	18.61	3.29		
	Sports Management	86	19.36	3.03		
	Total	222	19.07	3.24		
Affective Control Factor	Coaching	82	14.70	2.47	,069	,934
	Recreation	54	14.85	2.42		
	Sports Management	86	14.72	2.37		
	Total	222	14.74	2.41		
Social Expressiveness Factor	Coaching	82	18.68	3.39	2.136	,121
	Recreation	54	17.70	3.61		
	Sports Management	86	18.90	3.41		
	Total	222	18.53	3.47		
Social Sensitivity Factor	Coaching	82	14.58	3.79	1.502	,225
	Recreation	54	14.64	3.72		
	Sports Management	86	15.55	4.28		
	Total	222	14.97	3.98		
Social Control Factor	Coaching	82	16.15	2.58	,124	,883
	Recreation	54	15.92	2.84		
	Sports Management	86	16.01	2.57		

	Total	222	16.04	2.63	
The Overall Total	Coaching	82	99.54	8.75	
	Recreation	54	97.74	9.66	2.131	,121
	Sports Management	86	100.93	8.56	
	Total	222	99.64	8.96	

*p<0,05.

When Table 6 is examined, no significant differences were found in the grand total and sub-factors of social skills dimensions according to the education departments (p>0.05).

Table 7: T-Test, Average and Standard Deviation Values of Time Planning Dimensions by Gender

		N	X	SD	t	p
Time Planning Factor	Male	164	50.28	12.02	-1.244	,215
	Female	57	52.56	11.49		
Time Attitude Factor	Male	165	23.15	3.40	-1.469	,143
	Female	57	23.98	4.38		
Time Spenders Factor	Male	165	12.04	3.34	-2.765	,006*
	Female	57	13.52	3.89		
The Overall Total	Male	164	85.51	13.30	-2.122	,035*
	Female	57	90.07	15.67		

*p<0,05.

According to Table 7, significant differences were found in the time spenders sub-factor and overall total of the time planning dimensions by gender (p<0.05). According to this differences, the average of female students is higher than that of male students. No significant differences were detected in the sub-factors of time planning and time attitude (p>0.05)

Table 8: T-Test, Average and Standard Deviation Values of Time Planning Dimensions by Sports Type

		N	X	SD	t	P
Time Planning Factor	Individual	104	51.10	11.15	,273	,785
	Team	118	50.66	12.57		
Time Attitude Factor	Individual	104	23.48	3.82	,438	,662
	Team	118	23.26	3.58		
Time Spenders Factor	Individual	104	12.67	3.23	,985	,326
	Team	118	12.20	3.79		
The Overall Total	Individual	104	87.25	13.66	,565	,573
	Team	118	86.18	14.43		

*p<0,05.

When Table 8 is examined, no significant differences were found in the overall total and other sub-factors of the time planning dimensions according to the type of sport (p>0.05).

Table 9: T-Test, Average and Standard Deviation Values of Time Planning Dimensions by University Status

		N	X	SD	t	P
Time Planning Factor	Foundation	54	50.42	9.51	-,317	,752
	State	168	51.01	12.60		
Time Attitude Factor	Foundation	54	23.11	3.51	-,580	,563

		N	X	SD	F	P
	State	168	23.44	3.75		
Time Spenders Factor	Foundation	54	12.94	3.19	1.243	,215
	State	168	12.25	3.64		
The Overall Total	Foundation	54	86.48	10.78	-,126	,899
	State	168	86.76	14.99		

*p<0,05.

Looking at Table 9, no significant differences were found in the overall total and other sub-factors of the time planning dimensions according to university status (p>0.05).

Table 10: ANOVA Test, Average and Standard Deviation Values of Time Planning Dimensions by Education Departments

		N	X	SD	F	P
Time Planning Factor	Coaching	82	50.02	12.32	,564	,570
	Recreation	54	50.48	9.49		
	Sports Management	86	51.91	12.87		
	Total	222	50.87	11.90		
Time Attitude Factor	Coaching	82	23.56	4.10	,215	,806
	Recreation	54	23.14	3.48		
	Sports Management	86	23.31	3.41		
	Total	222	23.36	3.69		
Time Spenders Factor	Coaching	82	12.60	3.60	1.192	,306
	Recreation	54	12.85	3.26		
	Sports Management	86	11.97	3.64		
	Total	222	12.42	3.54		
The Overall Total	Coaching	82	86.28	15.23	,098	,907
	Recreation	54	86.48	10.78		
	Sports Management	86	87.20	14.83		
	Total	222	86.69	14.05		

*p<0,05.

Looking at Table 10, no significant differences were found in the overall total and other sub-factors of the time planning dimensions according to the education department (p> 0.05).

Discussion and Conclusion

In this section, students' scores obtained from all of the time management inventory and social skills inventory, planning of time, time attitudes and time spenders, affective expressiveness, affective sensitivity, affective control, social expressiveness, social sensitivity, and social control sub-dimensions are interpreted; and the interpretation of the findings about whether these scores differ according to the gender, department, sports branch and university type is given.

A significant difference was found in the affective control sub-factor of social skill dimensions according to gender. According to this difference, female students' affective

control sub-factor averages are higher than male. According to this result, it is thought that women are more capable of expressing their emotions and affective communication than men. As a matter of fact, the study conducted by Ekşi et al. (2019) found that women's social skill level was significantly higher than that of men. This is because women's ability to send affective messages and express themselves socially is higher than that of men. In the studies conducted by Şenol and Türkçapar (2016); Avşar, and Kuter. (2007); Aktı (2011); Kalafat (2007); Girgin et al. (2011); Dicle (2006); Atkins and Burnett (2001), the level of social skills was found to be higher in women than in men. The results of the research carried out match this finding of our study. Considering the studies that do not overlap with the findings of our study, Avşar (2004), Tekin et al. (2006) concluded that social skills scores do not differ according to the gender variable in their studies. In other studies, it is seen that there are differences in social skill dimensions according to gender in general.

Again, according to the findings of this study, significant differences were found in the affective control sub-factor and social sensitivity factors of the social skill dimensions according to the type of sport. According to this difference, it is seen that the average of the students who do individual sports in the affective control factor and the students who do team sports in the social sensitivity sub-factor are higher. No significant differences were found in the overall total and other sub-factors according to the sports type. The fact that the affective control factor is higher in the students who do individual sports compared to the students who do team sports can be shown as self-awareness, which is one of the unique benefits of sports, high individual self-confidence, caring about one's body and oneself, self-worth increases self-esteem, and a developed combative side. In the sub-factor of social sensitivity, it was determined that the average of students who played team sports was higher than that of students who played individual sports. It can be shown as students sharing cooperation, winning, losing, joy and sadness together as a result of forming team unity, improving interaction and communication between members within the team and experiencing cooperation more. When we looked at the studies carried out by Gezer (2010), it was determined that team athletes are more socially skilled than individual athletes according to their status as individual and team athletes. As a result of another study (Özcan & Yıldırım, 2011), in which students who do team sports and individual sports as licensed and students who do not do sports were compared, it was found that there was a significant difference in the sub-dimensions of the social skill scale in favor of those who do team and individual sports in terms of affective sensitivity, affective expressiveness, social control and social sensitivity. The results of this research support this finding of our research.

The social skill levels of the students were also evaluated in terms of the departments they studied, and according to the result, no significant difference was found between the social skills of the coaching, recreation and sports management students according to the departments they studied. As a result of the research conducted by Latifoğlu (2012) to evaluate the relationship between the self-esteem levels and social skills of university students, no significant differences were found between the social skill levels of the students of guidance and psychological counseling, classroom teaching and preschool teaching

departments and the departments in which they studied. When we look at the studies in the literature that are not in parallel with this finding of our research, according to the results of the research conducted by Dicle, (2006), it has been determined that the social skill levels of the students studying in the fields of fine arts and foreign languages are higher than the students studying in science and social fields. Apart from this study, in the studies conducted by Şenol and Türkçapar, (2016); Koç Telli (2010); Girgin et al. (2011) it was determined that there was a significant difference in the social skill levels of the students according to the variable of the department they studied.

Another result obtained from the research is that no significant differences were found in the overall total and sub-factors in terms of social skills dimensions according to university status. This finding is thought to have been influenced by the location of the campuses of both universities in the city (Istanbul-Avcılar) and the intensity of social and cultural activities in the campus area and the access of students to these activities. In the study conducted by Şenol and Türkçapar (2016), significant differences were observed in the level of social skills of university students studying at Ahi Evran University, Erciyes University, Gaziosmanpaşa University, Kahramanmaraş Sütçü İmam University and Gaziantep University, according to the university unit they studied. In the study conducted by Şahan in 2008, it was concluded that Gazi University students were more willing than Selcuk University students to prefer activities that would allow them to have a pleasant time with others rather than individual activities. The results of these studies are not similar to the findings of our study.

Significant differences were found in the time spenders sub-factor and overall total of the time planning dimensions by gender. According to these differences, the average of female students is higher than that of male students. This finding of our research was interpreted as female students stay away from time-consuming time spenders, plan their time well, and use traditional time management behaviors such as listing, planning and programming more effectively than male students. Similarly, the results of some studies examining the relationship of university students with time management skills and other parameters are in line with the results of this study. Çağlıyan and Güral, (2009); Erdul, (2005); Misra and Mc Kean (2000) stated in their study that the gender variable created a significant difference in time management scores and that women's time management skills were higher than men's. In the literature review, which is not in parallel with this finding of our research; (Adams and Blair, 2019; Işcan, 2008; Pirinçci and Dikmetaş, 2005) no significant difference was found between time management skills by gender.

No significant differences were found in the overall total and other sub-factors of the time planning dimensions according to the department of education. This finding is interpreted that students are not effective in planning time and they do not avoid time traps. In the study examining the time management skill levels of Pamukkale University students and their impact on students' academic achievements, no significant difference was found between the time management skill levels of students studying in different faculties (İşcan, 2008). In the

study, which examined the difference between the time management behaviors of the students studying in sports sciences in terms of their departments, no significant difference was found according to the students' time planning, time attitudes, time spenders and the overall score averages. (Sugötüren et al., 2011). These studies coincide with this finding of our research.

No significant differences were found in the overall total and other sub-factors of the time planning dimensions according to the university status. In other words, time management skills do not differ according to the type of university studied. According to the results of the study, which investigated the time management behaviors of the students studying in various programs within Fırat University Health Services Vocational School and Hacettepe University Health Services Vocational School and the relationship between these behaviors and academic success, time management scores did not differ according to the university variable. (Erdem et al., 2005). This study is similar to this finding of our research.

As a result, a significant difference was found in the affective control sub-factor of the Social skill dimensions of Sports Science students studying at State and Foundation universities by gender. Significant differences were found in the time spenders sub-factor and overall total of the time management dimensions by gender.

 While there were significant differences in the sensory control sub-factor and social sensitivity factors of social skill size according to sports type, no significant difference was achieved in the time management dimension. It was concluded that there was no difference in the social skill levels and time management dimensions of the students by their university status and departments.

Based on the results of this research, the following recommendations have been developed; University students try to meet deadlines in academic subjects such as project preparation, following course schedules, preparing systematically for assignments and exams, they also try to participate in extracurricular activities. They may feel that they do not have enough time to complete all these studies and that they are not experiencing the efficiency of their social skills. Seminars, conferences and congresses, compulsory course selections in the field of time management and social skills, as well as the ability of successful people to convey their experiences in this field or to create internship opportunities can be supported. Various social and cultural activities can be organized by universities in order to improve the social skills levels of university students. Seminars or conferences on time management and social skills can be given both in order to organize the academic life of the students and to prepare the students for the professional life. This study was conducted only for sports science students at Istanbul University-Cerrahpaşa and Gelişim University. In future studies, a comparison can be made by increasing the number of universities and faculties and evaluating the social skills and time management skills of the students.

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