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Investigation of the Relationship Between Burnout Levels and Time Management of Students of the Faculty of Sport Sciences

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Abstract

The aim of the research is to examine the relationship between time management and burnout levels of students studying in sports sciences. The population of the research consisted of 640 students studying at faculty of sports sciences, and the sample group consisted of a total of 153 volunteer students randomly selected. The research was conducted using the survey model, one of the quantitative research methods. Participants in the study were asked to answer the personal information form and the time management and athlete burnout scale in the literature. In order to analyze the data obtained, frequency, arithmetic mean, standard deviation, kurtosis and skewness values were calculated. Independent t test was used for pairwise comparisons, One-Way Anova test was used for multiple comparisons, and Pearson correlation analysis was applied to examine the relationship between variables. As a result, no significant differences were detected in the participants' time management and athlete burnout scales in terms of gender and sport type variables. In the time planning sub-dimension of the time management scale; It has been determined that individuals who read books plan their time better than individuals who do not read, and individuals who participate in recreational activities do better than individuals who do not participate, depending on the age variable, the department studied.
Keywords: Sport, Time management, Burnout

Spor Bilimleri Fakültesi Öğrencilerinin Tükenmişlik Düzeyleri ile Zaman Yönetimi Arasındaki İlişkinin İncelenmesi

Öz

Araştırmanın amacı, spor bilimlerinde öğrenim gören öğrencilerin zaman yönetimi ile tükenmişlik düzeyleri arasındaki ilişkinin incelenmesidir. Araştırmanın evrenini spor bilimleri fakültesinde öğrenim gören 640 öğrenci, örneklem grubunu ise rastgele yöntemle seçilen toplam 153 gönüllü öğrenci oluşturmuştur. Araştırma, nicel araştırma yöntemlerinden tarama modeli kullanılarak yürütülmüştür. Çalışmaya katılan katılımcıların, kişisel bilgi formu ile literatürde yer alan zaman yönetimi ve sporcu tükenmişlik ölçeğini cevaplamaları istenmiştir. Elde edilen verileri analiz etmek amacıyla frekans, aritmetik ortalama, standart sapma, basıklık ve çarpıklık değerleri hesaplanmıştır. İkili karşılaştırmalarda Independent t test, çoklu karşılaştırmalarda tek yönlü Anova test, değişkenler arasındaki ilişkiyi incelemek amacıyla Pearson korelasyon analizi uygulanmıştır. Sonuç olarak, katılımcıların zaman yönetimi ve sporcu tükenmişlik ölçeklerinde cinsiyet ve spor türü değişkenlerinde herhangi bir anlamlı farklılık tespit edilmemiştir. Zaman yönetimi ölçeği zaman planlaması alt boyutunda; yaş değişkenine, öğrenim görülen bölüme ve kitap okuyan bireylerin, okumayan bireylere göre ve rekreatif etkinliklere katılan bireylerin katılmayan bireylere göre zaman planlamasını daha iyi yaptığı tespit edilmiştir.
Anahtar Kelimeler: Spor, Zaman yönetimi, Tükenmişlik

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INTRODUCTION

Time is a concept that is beyond the control of individuals and continues indefinitely and uninterruptedly. The concept of time is important for individuals in terms of efficient and quality use rather than its duration (Çağlayan Tunç, 2019). Although the concept of time exists equally in all individuals, not everyone can use time at the same rate and efficiency (Sabuncuoğlu et al., 2010). In short, the concept of time, which many individuals waste as if it will never end, and many save as if it cannot be obtained again, defines a certain process and this concept is one of the most important elements for humanity, which can be defined in different ways (Arslan, 2013). The concept of time management does not mean working above the norm or getting tired, but rather working in a smart way. When we look at the definition of time management, it is defined as the ability of individuals to manage themselves within the time flow or within their daily programs, and to take time under control according to their working and living styles (Güney, 2004). When we look at the field of education and training, the concept of time management has started to be included in the literature since 2000. Considering that we are in the age of technology, it is important that people, especially students, learn to use time efficiently and effectively to achieve their goals. Thanks to the effective use of time, time turns into an opportunity and brings success in highly competitive environments (Çağlayan Tunç, 2019; Shipp & Jansen, 2021). When we look at time management for sport science students, it is a critical element that affects their academic and professional success. As students in this field need to gain both theoretical knowledge and practical skills, using time effectively plays a significant role in the learning process.

When we look at the concept of burnout, that people feel not only physically but also emotionally and mentally exhausted is defined as having negative feelings and thoughts towards their colleagues, their profession and the responsibilities and tasks they have to fulfill. At this point, all the energy of the individual comes to an end and the thought that all the efforts he/she has put forth will not be rewarded is dominant. At the same time, the individual has a sense of resignation that accepts everything (Algül, 2014). According to another definition, burnout is referred as a syndrome that occurs due to working for a long time in environments where emotional demands are intense in individuals and where physical fatigue, feeling of helplessness, loss of hope, disappointment, negative self-development, negative feelings and behaviors against the environment and life in general are formed (Demirtaş, 2020).

Burnout has behavioral symptoms (anger, getting angry quickly, being too sensitive to criticism, giving sudden reactions), psychological symptoms (psychological disorders such as depression, anxiety, sleep problems, anxiety, stress), physical symptoms (weight loss, heart, excretory tract and allergic disorders) (Gümüş, 2009; Kaçmaz, 2005; Kebabçı & Akyolcu, 2010; Kumartaşlı et al., 2020; Özdinç, 2021; Yang et al., 2024; Yılmaz et al., 2021). As in all areas of life, researchers have addressed and examined the concept of burnout to explain the changing behaviors of individuals over time in sports environments and to identify the underlying causes of these changing behaviors. In this context, burnout in sport environments is defined as the psychological and physical consequences that occur as a result of individuals' intense participation in an activity for a long period of time (Gülşen et al., 2021; Raedeke & Smith, 2001; Söyleyici-Öcal & Kayhan, 2023).

Athletes conduct intensive training activities to achieve success in their branches and to maintain their existing success. At the same time, they also put forth a high level of effort in competition environments where competition is intense (Çimen, 2021; Gülşen et al., 2019; Salici & Çimen, 2021). As a result of these intense trainings and the effort put forth, both physical and psychological difficulties arise in athletes. At the same time, in addition to the physical and psychological burden of athletes, there are many problems that they must cope with in sports environments, which can lead to burnout in athletes (Güvendi, 2020). Athletes have to manage their time effectively to cope with the pressures caused by intense training programs, competitions and rivalry. Although participation in sports is generally an enjoyable experience, most athletes are far removed from this positive way of thinking and feeling (Grugan et al., 2024; Zajonz et al., 2024). In physically and psychologically demanding sport environments, the effective use of time is of strategic importance for performance sustainability. However, factors such as overtraining, competition stress and performance expectations may cause burnout in athletes. In this context, it is important for athletes to improve their time management skills to reduce the risk of burnout. Effective time management can improve the overall quality of life of athletes by contributing to the sustainable balancing of their personal lives, sport careers and educational lives. Therefore, gaining time management skills is a crucial step for athletes to manage all processes in their lives more efficiently.

In this context, this study aims to detect the relationship between burnout levels and time management of sport sciences students, and to determine the differentiation of burnout levels and time management according to the variables of age, gender, academic achievement averages, department of study, sport type knowledge, book reading knowledge, and participation in recreational activities.

METHODS

Research Model

In this study, the relational screening survey model, one of the quantitative research methods, was used. The relational screening model is used to determine whether the existing variables change together and, if a change is detected, in which direction this change is (Büyüköztürk et al., 2018).

Population and Sample

The population of the study consisted of 640 students studying at Süleyman Demirel University Faculty of Sport Sciences and the sample group consisted of 153 volunteer students selected by simple random method. Simple random method means that every unit in the universe has the same probability of being included in the sample. In other words, the units have equal chances of being selected independently of each other (Ural & Kılıç, 2005).

Data Collection Tools

In the study, personal information form and time management and athlete burnout scales found in the literature were used as data collection tools.

Personal Information Form

The personal information form includes 7 questions to obtain information about the age, gender, academic achievement averages, department of study, knowledge of participation in sports, knowledge of reading books, and participation in recreational activities of the students participating in the study.

Time Management Scale: The Time Management Scale (TMS) developed by Britton and Tesser (1991) was used. The scale was adapted into Turkish by Alay and Koçak (2003) and the original version of the scale consists of 35 items and the Turkish adaptation was formed as 27 items by removing 8 items. The 27-item scale has 3 sub-dimensions: time planning, time attitudes and time wasters. Questions 1 to 16 in the scale include the time planning sub-dimension, questions 17 to 23 include the time attitudes sub-dimension, and questions 24 to 27 include the time spender's sub-dimension. When the sub-dimensions are analyzed; time planning sub-dimension consists of 16 items representing short- and long-term planning of individuals and the 16th item has a reverse expression.

Having a high score in the time planning sub-dimension indicates that the individual uses time better. The time attitudes sub-dimension consists of 7 items and items 2, 6 and 7 are items with reverse expressions. The time attitudes subscale includes what the individual does about how he/she manages time. Having a high score in this sub-dimension means that the individual manages time well. Time wasters sub-dimension consists of 4 items with reverse expressions. The items in this sub-dimension include everything that distracts students from school goals. The scale consists of a 5-point Likert scale. In the Turkish adaptation of the scale, Cronbach's alpha internal consistency coefficient was .87 for the whole scale and .66 for the time attitudes sub-dimension, .88 for the time planning sub-dimension and .47 for the time spender's sub-dimension.

Athlete Burnout Scale: The Athlete Burnout Questionnaire (ABQ) developed by Raedeke and Smith (2001) was used in the study. This scale has 3 dimensions (sense of diminishing sport success, emotional and physical exhaustion, depersonalization towards sport) and all dimensions consist of 5 items and the scale consists of 15 items in total. The scale consists of a 5-point Likert scale and is scored as 1= Never and 5= Always. An increase in the scores obtained from the measurement tool indicates a high level of burnout. The Cronbach's alpha internal consistency coefficient of the scale for the sub-dimensions was found to be .84 for the dimension of feeling of decreased sport success, .88 for the dimension of emotional and physical exhaustion and .87 for the dimension of depersonalization towards sport. The scale was adapted into Turkish by Kelecek et al., (2016). In the confirmatory factor analysis of the Turkish form, it was detected that the unstandardized factor loadings (λ) of two items in the scale were below .30 and the R 2 (variance explained) values were below .20. For this reason, these two items were removed from the scale. As a result, the Turkish form of the scale consisted of 13 items. These items in the scale were finalized as 4 items in the dimension of

the feeling of decreased sport success, 5 items in the dimension of emotional and physical exhaustion, and 4 items in the dimension of depersonalization towards sport. Cronbach's alpha internal consistency coefficients of the Turkish form of the scale were calculated as .75 for the dimension of sense of diminishing sport success, .87 for the dimension of emotional and physical exhaustion, and .83 for the dimension of depersonalization towards sport.

Data Collection

After the necessary explanations about the questionnaire were given to the students participating in the study, the questionnaire was applied face-to-face by the researchers.

Research Ethics

Ethics committee approval was received for this study from Süleyman Demirel University Faculty of Medicine Clinical Research Ethics Committee (Number: 1, Date:03.01.2024).

Data Analysis

In descriptive statistics, percentage, frequency, arithmetic mean, skewness and kurtosis values were calculated. Skewness and kurtosis values were analyzed to examine whether the data were normally distributed or not (Table 2). Since it was determined that the data were normally distributed according to the normality test results, parametric analysis techniques were applied. Independent t test for pairwise comparisons, one-way anova test for multiple comparisons, and Pearson correlation analysis were applied to examine the relationship between variables.

FINDINGS

Table 1. Demographic information of the participants

	n	Variables	n	%
Gender	153	Male	94	61,4
		Female	59	38,6
Age		18-21	84	54,9
		22-25	59	38,6
		26 and above	10	6,5
Department of Education		Physical Education and Sports Teaching	61	39,9
		Coaching Education Department	27	17,6
		Department of Sport Management	65	42,5
Book Reading Knowledge		Yes	92	60,1
		No	61	39,9
Sport Type		Individual	62	40,5
		Team	91	59,5
Participation in Recreational Activities		Yes	91	59,5
		No	62	40,5

Considering the demographic information of the participants in the study, according to gender; 61.4% of men and 38.6% of women participated in the study. According to age; 54.9% were 18-21 years old, 38.6% were 22-25 years old and 6.5% were 26 and over. Regarding the department of education; 39.9% of the participants were studying physical education and sports teaching, 17.6% were studying coaching education, 42.5% were studying sports management and 40.5% were doing individual sports and 59.5% were doing team sports. 60.1% of the participants read books and 39.9% do not. In terms of participation in recreational activities, 59.5% participate in recreational activities while 40.5% do not.

Table 2. Normality test results of time management and athlete burnout scale sub-dimensions scores

Scale	Sub-dimensions	M	SD	Min.	Max.	Range	Skewness	Kurtosis
TMS	Time Planning	3,1638	,67372	1,56	4,69	3,80	-,071	-,250
	Time Attitudes	3,1979	,44851	2,00	4,57	2,57	,587	,733
	Time Wasters	3,1487	,69386	1,00	4,75	3,75	-,420	-,120
ABS	Emotional and Physical Burnout	2,5098	,93357	1,00	4,80	3,80	,241	-,653
	Depersonalization Towards Sport	2,3676	,86272	1,00	4,75	3,75	,431	-,333
	Sense of Declining Sporting Success	2,8088	,69760	1,00	4,50	3,50	,012	,068

Kısaltmalar: TMS= Time Management Scale, **ABS=** Athlete Burnout Scale

Skewness and kurtosis scores in the range of ±1 is considered appropriate in terms of normality. When all sub-dimensions were examined, it was found that the skewness and kurtosis values were between -1 and +1 values. In this context, it was determined that the data showed normal distribution (Büyüköztürk, 2007).

Table 3. Descriptive statistics of participants' scores from the scales

Scale	Scale sub-dimensions	n	Min.	Max.	X±SD
Time Management Scale	Time Planning	153	1,56	4,69	3,1638±,67372
	Time Attitudes		2,00	4,57	3,1979±,44851
	Time Wasters		1,00	4,75	3,1487±,69386
Athlete Burnout Scale	Emotional and Physical Burnout		1,00	4,80	2,5098±,93357
	Depersonalization Towards Sport		1,00	4,75	2,3676±,86272
	Sense of Declining Sporting Success		1,00	4,50	2,8088±,69760

It was determined that the participants had the scores of 3,1638±,67372 in the time planning sub-dimension, 3,1979±,44851 in the time attitudes sub-dimension and 3,1487±,69386 in the time spenders' sub-dimension of the time management scale. When the sub-dimensions of the athlete burnout scale were examined; it was determined that the scores were 2,5098±,93357 in the emotional and physical burnout sub-dimension, 2,3676±,86272 in the depersonalization sub-dimension towards sports and 2,8088±,69760 in the sense of decreased sporting success sub-dimension.

Table 4. Comparison of participants' time management and athlete burnout scale scores according to gender variable

Scale sub-dimensions	Gender	n	M	SD	f	t	df	p
Time Planning	Male	94	3,0798	,64331	1,331	-1,965	151	,051
	Female	59	3,2977	,70447				
Time Attitudes	Male	94	3,1717	,42034	2,074	-,912	151	,363
	Female	59	3,2397	,49090				
Time Wasters	Male	94	3,0745	,68571	,328	-1,680	151	,095
	Female	59	3,2669	,69615				
Emotional and Physical Burnout	Male	94	2,5085	,92871	,222	-,022	151	,983
	Female	59	2,5119	,94924				
Depersonalization Towards Sport	Male	94	2,3963	,86168	,049	,517	151	,606
	Female	59	2,3220	,86981				
Sense of Declining Sporting Success	Male	94	2,8059	,72601	,040	-,066	151	,947
	Female	59	2,8136	,65586				

p<,05, (t=151)

When Table 3 is examined, it was determined that the scores were as such: time planning (t(151)=-1,965, p< ,05), time attitudes (t(151)= -,912, p< ,05), time spenders (t(151)= -1,680, p< ,05) in the sub-dimensions of time management scale and emotional and physical burnout (t(151)= -,022, p< ,05), depersonalization towards sport (t(151)= ,517, p< ,05), decreased sport success (t(151)= -1,680, p< ,05) in the sub-dimensions of athlete burnout scale; emotional and physical burnout (t(151)= -,022, p< ,05), depersonalization towards sport (t(151)= ,517, p< ,05), feeling of decreasing sport success (t(151)= -,066, p< ,05), and no significant difference was found.

Table 5. Comparison of participants' time management and athlete burnout scale scores according to age variable

Scale sub-dimensions	Age	n	M	SD	f	df	p	Difference
Time Planning	[1]18-21	84	3,0536	,63872	3,461	2	,034*	3>1
	[2]22-25	59	3,2542	,65652				
	[3]26 and +	10	3,5563	,88753				
Time Attitudes	[1]18-21	84	3,2024	,41499	,045	2	,956	
	[2]22-25	59	3,1985	,49417				
	[3]26 and +	10	3,1571	,48305				
Time Wasters	[1]18-21	84	3,1280	,73067	,273	2	,761	
	[2]22-25	59	3,1525	,67117				
	[3]26 and +	10	3,3000	,52440				
Emotional and Physical Burnout	[1]18-21	84	2,4524	,92781	,349	2	,706	
	[2]22-25	59	2,5797	,92602				
	[3]26 and +	10	2,5800	1,08914				
Depersonalization Towards Sport	[1]18-21	84	2,4077	,89070	,333	2	,717	
	[2]22-25	59	2,2966	,86537				
	[3]26 and +	10	2,4500	,61010				
Sense of Declining Sporting Success	[1]18-21	84	2,7827	,74221	,788	2	,456	
	[2]22-25	59	2,8008	,66433				
	[3]26 and 4	10	3,0750	,45720				

*p<,05, F(2,152), 1=18-21, 2=22-25, 3=26 years and above

In terms of age variable, no significant difference was found in the sub-dimensions of the athlete burnout scale (p<0.05). No significant difference was found in time attitudes and time spenders' sub-dimensions in the sub-dimensions of time management scale.But a

statistically significant difference was found in the time planning sub-dimension (p<0.05). It is seen that there is a significant difference between the ages between 18-21 and 26 and above.

Table 6. Comparison of participants' time management and athlete burnout scale scores according to department variable

Scale sub-dimensions	Department	n	M	SS	f	df	p	Difference
Time Planning	[1]Department of Physical Education Teaching	61	3,3770	,55163	5,579	2	,005*	1>3
	[2]Department of Coaching Education	27	3,0880	,74825				
	[3]Sports Management Department	65	2,9952	,70046				
Time Attitudes	[1]Department of Physical Education Teaching	61	3,2412	,42261	,535	2	,587	
	[2]Department of Coaching Education	27	3,1429	,47875				
	[3]Sports Management Department	65	3,1802	,46241				
Time Wasters	[1]Department of Physical Education Teaching	61	3,1844	,64210	,141	2	,869	
	[2]Department of Coaching Education	27	3,1389	,77934				
	[3]Sports Management Department	65	3,1192	,71276				
Emotional and Physical Burnout	[1]Department of Physical Education Teaching	61	2,5049	,91623	,018	2	,982	
	[2]Department of Coaching Education	27	2,5407	1,02704				
	[3]Sports Management Department	65	2,5015	,92407				
Depersonalization Towards Sport	[1]Department of Physical Education Teaching	61	2,3607	,82351	,010	2	,990	
	[2]Department of Coaching Education	27	2,3889	1,01748				
	[3]Sports Management Department	65	2,3654	,84326				
Sense of Declining Sporting Success	[1]Department of Physical Education Teaching	61	2,7746	,72126	,123	2	,884	
	[2]Department of Coaching Education	27	2,8241	,62717				
	[3]Sports Management Department	65	2,8346	,71162				

*p<,05, F(2,152), 1= Department of Physical Education Teaching, 2= Department of Coaching Education, 3= Sports Management Department

No significant difference was found in the sub-dimensions of the athlete burnout scale in terms of the department of study (p<0.05). No significant difference was found in the time attitudes and time spenders sub-dimensions of the time management scale. But a statistically significant difference was found in the time planning sub-dimension (p<0.05). A significant difference between the physical education teaching department and the sports management department is seen.

Table 7. Comparison of participants' time management and athlete burnout scale scores according to book reading variable

Scale sub-dimensions	Book Reading	n	M	SD	f	t	df	p
Time Planning	Yes	92	3,3207	,66430	,366	3,679	151	,000**
	No	61	2,9273	,62126				
Time Attitudes	Yes	92	3,2516	,48032	4,562	1,912	151	,058
	No	61	3,1171	,38555				
Time Wasters	Yes	92	3,1821	,70915	,003	,729	151	,467
	No	61	3,0984	,67280				
Emotional and Physical Burnout	Yes	92	2,4848	,89993	,368	-,406	151	,685
	No	61	2,5475	,98854				
Depersonalization Towards Sport	Yes	92	2,3043	,86271	120	-1,115	151	,266
	No	61	2,4631	,86100				
Sense of Declining Sporting Success	Yes	92	2,8098	,67670	847	,021	151	,983
	No	61	2,8074	,73370				

**p<,01, (t=151)

No significant difference was found in the sub-dimensions of the athlete burnout scale according to whether the participants read books or not (p>0.05). In the sub-dimensions of time management scale, no significant difference was found in time attitudes and time spenders sub-dimensions. But a statistically significant difference was found in the time planning sub-dimension (p<0.01).

Table 8. Comparison of participants' time management and athlete burnout scale scores according to sport type

Scale sub-dimensions	Sport Type	n	M	SD	f	t	df	p
Time planning	Individual	62	3,2500	,65560	,072	1,309	151	,192
	Team	91	3,1051	,68312				
Time attitudes	Individual	62	3,1866	,49120	1,898	-,257	151	,798
	Team	91	3,2057	,41959				
Time wasters	Individual	62	3,1855	,64008	1,117	,540	151	,590
	Team	91	3,1236	,73065				
Emotional and physical burnout	Individual	62	2,6419	1,05715	5,722	1,387	151	,168
	Team	91	2,4198	,83323				
Depersonalization towards sport	Individual	62	2,3387	,77631	2,197	-,341	151	,733
	Team	91	2,3874	,92065				
Sense of declining sporting success	Individual	62	2,9113	,73426	1,037	1,506	151	,134
	Team	91	2,7390	,66658				

p<,05, (t=151)

According to the sport type of the participants, no significant difference was found in the sub-dimensions of the time management scale and athlete burnout scale (p>0.05).

Table 9. Comparison of participants' time management and athlete burnout scale scores according to participation in recreational activities

Scale sub-dimensions	PRA	n	M	SD	f	t	df	p
Time Planning	Yes	91	3,2871	,58474	6,752	2,672	108,698	,009**
	No	62	3,1855	,75537				
Time Attitudes	Yes	91	3,2308	,43003	,481	1,097	151	,274
	No	62	3,1498	,47375				
Time Wasters	Yes	91	3,1236	,70452	,001	-,540	151	,590
	No	62	3,1855	,68193				
Emotional and Physical Burnout	Yes	91	2,4549	,95315	,272	-,880	151	,380
	No	62	2,5903	,90567				
Depersonalization Towards Sport	Yes	91	2,3159	,82650	,382	-,898	151	,371
	No	62	2,4435	,91484				
Sense of Declining Sporting Success	Yes	91	2,7582	,69367	,109	-1,087	151	,279
	No	62	2,8831	,70233				

p<,01, (t=151) **PRA= Participation in Recreational Activities

No significant difference was found in the sub-dimensions of the athlete burnout scale according to whether the participants participated in recreational activities (p>0.05). In the sub-dimensions of time management scale, no significant difference was found in time attitudes and time spenders' sub-dimensions. But a statistically significant difference was found in the time planning sub-dimension (p<0.01).

Table 10. The relationship between time management and burnout levels of the participants

Scale sub-dimensions	n	X±SD		1	2	3	4	5
1-Time Planning	153	3,1638±,67372	r	,007				
			p	,930				
2-Time Attitudes		3,1979±,44851	r	,155	,390			
			p	,055	,000**			
3-Emotional and Physical Burnout		2,5098±,93357	r	-,208	-,064	-,116		
			p	,010**	,434	,153		
4-Depersonalization Towards Sport		2,3676±,86272	r	-,244	-,068	-,093	,682	
			p	,002**	,406	,251	,000**	
5-Sense of Declining Sporting Success		2,8088±,69760	r	-,216	,057	-,133	,666	,574
			p	,007**	,484	,102	,000**	,000**

p<0,1*

A highly significant positive relationship was found in terms of the participants' time management scale sub-dimensions and athlete burnout sub-dimensions; time attitudes and time planning (r=,390, p= ,000**), emotional and physical burnout and time wasters (r=-,208, p=,010**), a low level of negative correlation between the sub-dimensions of depersonalization towards sport and time wasters (r=-,244, p=,002**) and a high level of positive correlation between the sub-dimensions of depersonalization towards sport and emotional and physical burnout (r=,682, p=,000**), a low level negative correlation between the sub-dimensions of sense of diminishing sport success and time wasters (r=-,216, p=,007**), a high level positive correlation between the sub-dimensions of sense of diminishing sport success and emotional and physical burnout (r=,666, p=,000**), and a high level positive correlation between the sub-dimensions of sense of diminishing sport success and depersonalization towards sport (r=,574, p=,000**).

DISCUSSION and CONCLUSION

Individuals' efficient use of time and time management are of critical importance in daily life, business life and education. It is important for students to manage these factors that affect their educational lives especially with the widespread use of technological devices today. Burnout in athletes can be caused by factors such as intense training programs, family and peer pressure, and competitive environment and performance expectations. Athletes with high burnout levels can be adversely affected both physically and psychologically. In this regard, a study has been conducted to examine the relationship between burnout levels and time management of students studying in sports sciences.

In the study, no significant difference was found in time management levels according to gender variable. Contrary to the results of the study, when the literature is examined, Alay and Koçak (2003) found that female students were better than male students in terms of gender in time management skills in their study with university students. Sugötüren et al., (2011) conducted with students of the faculty of sports sciences. In a sample group close to the research sample group, Misra and McKean (2000) conducted a study with college students and found that female students were better in time management skills than male students. In this study, one of the reasons for the lack of differences in time management by gender is that the students of the faculty of sport sciences improve their time management skills by taking courses such as leisure time education. Such courses can provide students with theoretical knowledge and practical skills in understanding, planning and implementing time management strategies. Therefore, time management skills of these students may improve without being associated with their gender and the effect of gender in this context may become insignificant. In the study, no significant difference was found in athlete burnout levels according to gender variable. Similar to the study, Koçyiğit and Pepe (2022) stated that the level of burnout in elite level triathlon athletes did not differ significantly in terms of gender variable. The fact that even elite athletes have difficulties in time management reveals a similar situation with the students due to time constraints and intense training programs. This shows that time management skills are important for everyone and can be learned. In contrast to the study, Shipp and Jansen (2021) stated that the sense of decrease in sports success was in favor of men in a study conducted in inter-university boxing competition. It is thought that the reason for this situation is that each individual has different personal characteristics and students' burnout levels may differ according to their sport type, sport experience and emotional state.

In the time planning sub-dimension of the time management scale; according to the age variable, it was found that individuals aged 26 and over were better at time planning than those aged 18-21. The reason for this situation is thought to be that individuals can learn to use time more effectively as they gain life experience in proportion to their age. In the time planning sub-dimension of the time management scale, it was found that individuals aged 26 and over were better at time planning than those aged 18-21. The reason for this situation is thought to be that individuals can learn to use time more effectively as they gain life experience in proportion to their age. In a study conducted with university students, Andıç (2009) found that in the sub-dimension of time wasters by age in time management, individuals between the ages of 18-21 allocated more time-to-time wasters who wasted their time compared to individuals

between the ages of 22-25. Caz and Tunçkol (2015) confirmed in a study which examined time management in physical education teachers that the ability to use time effectively decreases with increasing age time management in physical education teachers and found that. It is thought that the reason why the study has different results with the studies in the literature is that the sample groups are different and individuals have different priorities in their lives. When the athlete burnout scale was analyzed according to the age variable; no significant difference was found in athlete burnout levels considering age in our study. Sakar (2023) found that athlete burnout increases with age in all subdimensions of the Athlete Burnout Scale. Sarğın (2018) stated that burnout increases with age in the emotional exhaustion subdimension. Compared to the results of the study, the distinguishing factor identified in other studies is that the average age of the participants included in the sample is higher. As age increases, it is thought that athlete burnout rises due to issues such as decreased motivation and exhaustion related to sports.

When examined in terms of the section variable of the time management scale; it was found that physical education teacher students plan their time better in the time planning sub-dimension compared to sports management students. In contrast to this study, Sugötüren et al., (2011) found no significant difference in a study conducted with students of physical education teaching, recreation and coaching education departments. Similarly, in the study conducted by Köse and Dönmez (2019) with students of physical education teaching, sport management and coaching education departments, no significant difference was found. The reason for the different results in the studies is thought to be due to the different curricula and course contents of the students in the sample groups on the basis of departments and faculties. When the athlete burnout scale was analyzed in terms of the department variable, it was determined that the students studying in the physical education teaching department had higher athlete burnout than the students studying in the sports management department. It is thought that this may be due to the fact that physical education and teaching students take more applied courses than sport management students. At the same time, physical education and teaching students are in charge of teaching and leading the activities. This may mean that they engage in more physical activity and expend more energy. Intense physical activity can increase feelings of burnout.

According to the reading status of the participants; it has been found that individuals who read books perform better time management in the time planning sub-dimension of the time management scale compared to those who do not read. It is thought that individuals who read books are more disciplined in their lives compared to those who do not read books, and that individuals who read books can plan their time management better because they deal with different subjects and perspectives. Tapşın and Karagün (2023), in a study conducted with university students, found that individuals who sometimes read books had higher scores than individuals who regularly read books in the time spender sub-dimension of the time management scale, and this was thought to mean that they allocated less time to reading books in order to spend their free time effectively than those who read more regularly. No significant difference was found in the athlete burnout scale and scale sub-dimensions according to whether the participants read books or not. No study related to athlete burnout and book reading knowledge has been found in the literature.

No significant difference was found among participants of different sport types in terms of time management scale and athlete burnout scale sub-dimensions. When the literature is reviewed; Orhan (2022) indicated that individual sports students have higher scores than team sports students in terms of time attitudes in the time management scale. In a study conducted with sports science students, Bezci (2018) found that students who were interested in team sports had higher scores than students who were interested in individual sports in the time management scale time spenders sub-dimension. When studies related to athlete burnout scale are examined in the literature, Tohma and Aykın (2023), in their study on individuals engaged in sports, found that in the depersonalization towards sports sub-dimension of the athlete burnout scale, individual sports athletes were more depersonalized towards sports than team athletes. It is thought that the emergence of different results in our study compared to other studies is due to the differences in participants' sports disciplines and personal characteristics. The fact that there are no differences in the time management of team and individual athletes may be due to the fact that a group of players must work together in team sports and one person's time may depend on others, so time management needs to be done well. In individual sports, on the other hand, since an athlete does not act as part of a team, time management can be planned more flexibly on an individual basis.

According to whether the participants participated in recreational activities or not, it was determined that individuals who participated in recreational activities in the time planning sub-dimension of the athlete burnout scale made better time planning than individuals who did not participate in recreational activities. Demirel et al., (2022), in his study with university students, stated that students who participate in recreational activities spend their leisure time more effectively than students who do not. The reason why individuals who participate in recreational activities can plan their time better than individuals who do not participate in recreational activities is that individuals who participate in recreational activities are organised according to predetermined time frames in order to get maximum benefit from the activities by planning their time well, and this helps them to achieve balance in their participation, reservations and lives.

As a result, no significant difference was found in the time management and athlete burnout scales of the participants in terms of gender and sport type variables. In the time planning sub-dimension of the time management scale, it was found that individuals aged 26 and over were better at time planning than individuals aged 18-21, students studying in the physical education teaching department were better at time planning than students studying in the sports management department, individuals who read books were better at time planning than individuals who did not read books, and individuals who participated in recreational activities were better at time planning than individuals who did not participate in recreational activities. There was a high positive correlation between time attitudes and time wasters (r=.155, p=.055) and a low negative correlation between emotional and physical burnout and time wasters (r=-.208, p=.010), a negative and low level significant relationship was found between the sub-dimensions of depersonalization towards sport and time wasters (r=-,244, p=,002) and a negative and low level significant relationship was found between the sub-dimensions of feeling of decreased sport success and time wasters (r=-,216, p=,007).

RECOMMENDATIONS

Students studying at the faculty of sport sciences are expected to have high time management skills in their academic career, personal life and the professions they will do after graduation. Considering the departments in our research; considering that students will be physical education teachers, coaches and sports managers after graduation, the good use of time management skills in these professional groups is among the factors that ensure success. When the departments included in our research are taken into account, good use of time management skills in these professional groups is among the factors that ensure success considering that students will become physical education teachers, coaches and sports managers after graduation. High burnout levels in athletes is an important factor affecting sports performance, and effective time management plays an important role in sports. Providing athletes with effective time management skills and carrying out training, rest, academic life and other vital activities in a balanced manner can positively affect sports performance by reducing burnout levels in sports.

Conflict of Interest: The statement that there is no personal and financial conflict of interest within the scope of the study or another statement explaining this situation should be used.

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