


Investigation of the Relationship Between Time Management and Work Life Balance of Academicians Working in the Faculty of Sport Sciences

Muzaffer Emir ORAK¹ Hanifi ÜZÜM² Ünal KARLI³ 

Abstract

The aim of this study is to examine the relationship between time management and work-life balance of academicians working in Faculties of Sport Sciences. In the quantitative research method, data were collected with Work-Life Balance and Time Management Scales from 117 participants selected by maximum diversity sampling method. Normally distributed data were analyzed using descriptive statistics, t-test, MANOVA and Pearson correlation tests. As a result of the research, it was determined that academicians' work negatively affects their lives, their time planning is poor, there is a negative relationship between the number of scientific publications and time attitudes, and according to the title, lecturers' time planning is better than research assistants ($P<0.05$). There was no statistically significant ($P>0.05$) relationship between the participants' managerial position, marital status and course load variables and time management and work-life balance. Time planning trainings and flexible working hours are recommended for academicians to improve their time management skills.

Keywords: Academician, Time Management, Work Life Balance

Spor Bilimleri Fakültesinde Görevli Akademisyenlerin Zaman Yönetimleri ve İş Yaşam Dengeleri Arasındaki İlişkinin İncelenmesi

Öz

Bu çalışmanın amacı, Spor Bilimleri Fakültelerinde görev yapan akademisyenlerin zaman yönetimi ve iş-yaşam dengesi arasındaki ilişkiyi incelemektir. Nicel araştırma yönteminde maksimum çeşitlilik örnekleme yöntemi ile seçilen 117 katılımcıdan İş-Yaşam Dengesi ve Zaman Yönetimi Ölçekleri ile veri toplanmıştır. Normal dağılım gösteren veriler betimsel istatistikler, t-testi, MANOVA ve Pearson korelasyon testleri kullanılarak analiz edilmiştir. Araştırma sonucunda akademisyenlerin çalışmalarının yaşamlarını olumsuz etkilediği, zaman planlamalarının zayıf olduğu, bilimsel yayın sayısı ile zaman tutumları arasında negatif bir ilişki olduğu ve öğretim görevlilerinin zaman planlamalarının araştırma görevlilerine göre daha iyi olduğu tespit edilmiştir ($P<0,05$). Katılımcıların yöneticilik pozisyonu, medeni durum ve ders yükü değişkenleri ile zaman yönetimi ve iş-yaşam dengesi arasında istatistiksel olarak anlamlı ($P>0,05$) bir ilişki bulunmamıştır. Akademisyenlerin zaman yönetimi becerilerini geliştirmeleri için zaman planlama eğitimleri ve esnek çalışma saatleri önerilmektedir.

Anahtar Kelimeler: Akademisyen, İş Yaşam Dengesi, Zaman Yönetimi

¹ Corresponding Author: Bolu Abant İzzet Baysal University, Bolu-Türkiye. emirorak@ibu.edu.tr

² Bolu Abant İzzet Baysal Üniversitesi, Bolu-Türkiye. Uzum_h@ibu.edu.tr

³ Bolu Abant İzzet Baysal Üniversitesi, Bolu-Türkiye. unalkarli@ibu.edu.tr

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INTRODUCTION

Academicians, in their efforts to fulfill their professional responsibilities and pursue personal development, organize their daily lives within the dual structure of work and private life. Work-life balance refers to an individual's effective distribution of time and energy between work and personal life to achieve satisfaction and well-being in both areas (Greenhaus and Beutell, 1985). Urbanization has led to radical transformations in individuals' work lives and social relationships. This transformation has created significant pressures between the work environment and personal life, especially within the academic community. For example, Jacobs and Winslow (2004) revealed that academicians in American universities struggled to achieve work-life balance due to increasing workload and family demands. In Turkey, university campuses are generally located in city centers, and while these modern cities offer advanced facilities and opportunities to employees, they also bring problems such as stress and time management (Toker, 2016). Work-life balance should be managed effectively to prevent work-related demands from negatively affecting personal life and to protect an individual's physical, mental, and emotional health (Kossek and Lambert, 2005). For instance, Greenhaus, Collins, and Shaw (2003) demonstrated that achieving work-life balance increased employees' job satisfaction and quality of life.

In the twenty-first century, technological advancements are creating complex effects on work-life balance and time management. Time management refers to the process of increasing efficiency and productivity by planning and prioritizing tasks (Claessens, Van Eerde, Rutte, and Roe, 2007). While digital communication tools and new media facilitate academicians' work processes, the expectation of constant accessibility limits their personal time (Turkle, 2011). Elements such as email, online meetings, and social media make it difficult to disconnect from work, leading to work continuing outside working hours and complicating time management (Demir, 2020;

Derks and Bakker, 2014). For example, Derks, van Mierlo, and Schmitz (2015), in a study conducted in the Netherlands, stated that smartphone use increased work-home conflict and negatively affected academicians' post-work recovery processes. This situation can negatively impact work-life balance, leading to problems such as stress, burnout, and tension in family relationships (Allen, Herst, Bruck, and Sutton, 2000). Establishing work-life balance becomes even more complex for academicians with a demanding work pace, where educational and teaching activities are carried out simultaneously with academic studies. In this context, work-life balance stands out as a factor that directly affects not only individual well-being but also academic productivity and institutional success (Grzywacz and Carlson, 2007). For example, Karatepe and Tekinkus (2006) showed that work-life balance issues among employees in the service sector in Turkey affected job performance and intention to leave; these findings suggest similar effects could exist for academicians.

Time, as a limited and irreversible resource, is a fundamental element in organizing individuals' lives. Academicians can enhance their professional success and maintain their personal well-being by preserving work-life balance through effective time management strategies (Claessens et al., 2007). For example, Macan, Shahani, Dipboye, and Phillips (1990) revealed that time management behaviors reduced job stress and increased job satisfaction. However, achieving this balance requires academicians to possess advanced organizational skills across a wide range of tasks, from lesson planning to research processes, field studies, and administrative duties (Peeters and Rutte, 2005). Workload refers to the volume and intensity of professional duties such as teaching and research; managerial duties refer to non-teaching responsibilities such as committee work, report preparation, and institutional management (Bezuidenhout and Cilliers, 2010). These factors are significant variables that directly affect time management and work-life balance. For instance, Houston, Meyer, and Paewai (2006), in a study

conducted on teachers, found that high workload negatively affected work-life balance and increased the risk of burnout; this situation can also be valid for academicians. Similarly, Bezuidenhout and Cilliers (2010), in a study on academicians, stated that managerial duties placed a significant burden on time management and complicated work-life balance. Effective time planning necessitates a strategic approach that clarifies academicians' goals and increases productivity (Covey, 1989). Furthermore, work-life balance is not only related to the effective use of time but also to establishing healthy boundaries between work and personal life. These boundaries allow academicians to reduce stress caused by workload and achieve greater satisfaction and happiness in their personal lives (Clark, 2000). For academicians working in a dynamic field like sports sciences, achieving this balance directly impacts both individual and institutional success. For example, Türkmen (2021) reported that Sports Sciences academicians faced special difficulties in time management due to intensive field studies and workload, and this situation affected their work-life balance.

Demographic characteristics have a significant impact on work-life balance and time management. For example, Tausig and Fenwick (2001) stated that gender and family status affected the perception of work-life balance and that female academicians generally undertook more family responsibilities. Similarly, Cinamon and Rich (2005), in a study conducted on educators, revealed that demographic factors such as age and marital status shaped time management strategies and the perception of work-life balance. Such studies emphasize that academicians' work-life balance and time management practices should be addressed in the context of individual differences.

In this context, this study was conducted to examine the relationship between time management and work-life balance among academicians working in Sports Sciences Faculties. From this point, time management and work-life balance variables were examined considering academicians' demographic characteristics such as marital status, gender, workload, and managerial duties.

Research Model

Spor This study, which examines the relationship between time management and work-life balance among academic staff working in the Faculty of Sports Sciences, utilized a general survey approach and a relational survey model, which are quantitative research methods. In the general survey model, a survey is conducted on an entire universe or a sample group taken from it to reach a general judgment about the universe, which consists of a large number of elements. The relational survey model, on the other hand, aims to determine the existence or difference of co-variation between at least two or more variables (Karasar, 2011).

Population and Sample

The study population for this research also constituted the sample group. This sample group consisted of 117 participants (Research Assistant, Lecturer, Asst. Prof. Dr., Assoc. Prof. Dr., Prof. Dr.) working in Sports Sciences faculties, selected entirely on a voluntary basis using the maximum variation sampling method, which is a non-random purposive sampling method (Büyüköztürk et al., 2018).

Data Collection Tool

The survey technique was used as the data collection method in the research. For this purpose, the first section of the scale used to collect data on participants' demographic characteristics (marital status, managerial duty, course load, title, total number of publications) consisted of 5 questions. The second section used the "Work-Life Balance Scale," which was adapted into Turkish and whose validity and reliability studies were conducted by Ekinci and Sabancı (2021), consisting of 17 questions and 4 sub-dimensions: "Negative effect of life on work (YIOSE), Negative effect of work on life (IYOSE), Positive effect of life on work (YIOLE), Positive effect of work on life (IYOLE)." The scale was scored on a 5-point Likert type, with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The total reliability coefficient of the scale for this study was determined as $\alpha=0.77$.

To collect data on time management, the "Time

Management Scale," adapted into Turkish and validated by Alay and Koçak (2002), consisting of 27 questions and 3 sub-dimensions: "Time Planning, Time Attitudes, Time Wasters," was used. The scale was scored on a 5-point Likert type, with 1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Always. The total reliability coefficient of the scale for this study was determined as $\alpha=0.90$.

Data Collection

Data were collected online from voluntary participants using Google Forms between January 1, 2023, and March 15, 2025. The scale was administered via email addresses and social media platforms.

Data Analysis

To test whether the collected data related to dependent variables showed a normal distribution, 5 main parameters (Histogram,

Coefficient of Variation, Skewness/Kurtosis, Detrended Test, and Normality Test) were analyzed. According to the literature, at least 3 of these 5 parameters should show a normal distribution (Büyükoztürk, 2023). From this point, to determine normal distribution, skewness and kurtosis values (skewness and kurtosis/Standard error= ± 1.96) were first examined, and it was found that these values were between (+1.96 and -1.96) in all sub-dimensions. Then, the coefficient of variation of the sub-dimensions was calculated using the formula (Standard Deviation / Mean $\times 100$ = Coefficient of Variation), and it was determined that the Coefficient of Variation was $<30\%$ of the Standard Deviation in all dimensions. In the detrended normal Q-Q plot, another test measuring the normality of the data, it was determined that the unit values of the variables clustered just above the line, thus confirming that the data collected for this research showed a normal distribution.

RESULTS

This section presents the statistical analyses related to the data collected in line with the

research objective. The findings are detailed with tables and explanations.

Table 1. Descriptive Statistics - Percentage and Frequency Distribution

Variables		f	%
Marital Status	Married	82	70,1
	Single	35	29,9
Managerial Duty	Yes	36	30,8
	No	81	69,2
Title	Res. Ass.	24	20,5
	Lecturer	17	14,5
	Asst. Prof.	36	30,8
	Assoc. Prof.	23	19,7
	Prof. Dr.	17	14,5
Total		117	100

When Table 1 is examined, it is seen that out of a total of 117 participants, 70.1% are married, 29.9% are single, 30.8% have managerial duties, and 69.2% do not.

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Table 2. Arithmetic mean and standard deviation of work-life balance and time management scale sub-dimensions.

Scales	Sub-dimensions	N	\bar{x}	Ss
Work-life balance	Negative effect of work on life	117	3,37	0,84
	Negative effect of life on work	117	2,65	0,85
	Positive effect of work on life	117	3,11	0,87
	Positive effect of life on work	117	3,31	0,85
Time management	Time planning	117	2,46	0,63
	Time attitudes	117	2,70	0,48
	Time wasters	117	2,75	0,83

When Table 2 is examined, it is seen that among the work-life balance scale dimensions, the "negative effect of work on life" dimension ($\bar{x}=3.37$) has the highest mean, while in the

time management scale, the "time wasters" dimension has a higher mean ($\bar{x}=2.75$) than other dimensions.

Table 3. Relationship between course load and number of publications and work-life balance and time management scale sub-dimensions.

Correlation		IYOSE	YIOSE	IYOLE	YIOLE	Time planning	Time attitudes	Time wasters
Course load	r	-0,05	-0,14	-0,01	-0,02	0,09	0,02	-0,04
	p	0,54	0,13	0,83	0,75	0,32	0,77	0,60
Pub. count	r	0,08	-0,12	0,00	0,03	-0,06	-0,23*	0,08
	P	0,37	0,16	0,94	0,70	0,51	0,01	0,32

*p<0,05

When Table 3 is examined, while no significant relationship was found between course load and work-life balance and time management scale sub-dimensions, a moderate negative

significant relationship ($r= -0.23$, $p<0.05$) was found between participants' publication count variable and the time attitudes dimension.

Table 4. Comparison of marital status variable with work-life balance and time management scale sub-dimensions.

Scales	Sub-dimensions	Marital status	n	\bar{x}	Ss	t	p
Work-life balance	Negative effect of work on life	Married	82	3,46	0,79	1,72	0,08
		Single	35	3,17	0,92		
	Negative effect of life on work	Married	82	2,71	0,81	1,12	0,26
		Single	35	2,51	0,92		
	Positive effect of work on life	Married	82	3,04	0,84	-1,25	0,21
		Single	35	3,26	0,93		
	Positive effect of life on work	Married	82	3,30	0,84	-2,27	0,78
		Single	35	3,35	0,89		
Zaman yönetimi	Time planning	Married	82	2,49	0,59	0,762	0,44
		Single	35	2,39	0,70		
	Time attitudes	Married	82	2,71	0,45	0,58	0,56
		Single	35	2,66	0,54		
	Time wasters	Married	82	2,75	0,85	-0,12	0,90
		Single	35	2,77	0,80		

*p<0,05

When Table 4 is examined, no statistically significant difference was found in the t-test conducted to compare the marital status variable with the work-life balance and time management scale sub-dimensions ($p>0.05$).

When Table 5 is examined, no statistically significant difference was found between participants' managerial duty variable and the work-life balance and time management scale sub-dimensions ($p>0.05$).

Table 5. Comparison of managerial duty with work-life balance and time management scale sub-dimensions.

Scales	Sub-dimensions	Managerial duty	n	\bar{x}	Ss	t	p
Work-life balance	Negative effect of work on life	Yes	36	3,46	0,88	0,72	0,47
		No	81	3,33	0,83		
	Negative effect of life on work	Yes	36	2,51	0,86	-1,14	0,25
		No	81	2,71	0,84		
	Positive effect of work on life	Yes	36	3,19	1,02	0,68	0,49
		No	81	3,07	0,80		
	Positive effect of life on work	Yes	36	3,29	0,95	-0,19	0,84
		No	81	3,32	0,81		
Time management	Time planning	Yes	36	2,39	0,67	-0,84	0,40
		No	81	2,49	0,61		
	Time attitudes	Yes	36	2,62	0,50	-1,10	0,27
		No	81	2,73	0,46		
	Time wasters	Yes	36	2,63	0,82	-1,07	0,28
		No	81	2,81	0,84		

*p<0,05

Table 6. Difference between title and work-life balance and time management scale sub-dimensions.

MANOVA	Sub-dimensions	Title	\bar{x}	S	Sd	F	p	η^2	Tukey
Work-life balance	Negative effect of work on life	Res. Asst.	3,40	1,02	4-112	0,67	0,61	0,02	
		Lecturer	3,14	0,89					
		Asst. Prof.	3,52	0,82					
		Assoc. Prof.	3,27	0,67					
		Prof. Dr.	3,40	,078					
	Negative effect of life on work	Res. Asst.	2,58	0,90	4-112	1,73	0,14	0,05	
		Lecturer	2,92	0,97					
		Asst. Prof.	2,83	0,85					
		Assoc. Prof.	2,37	0,74					
		Prof. Dr.	2,47	0,68					
	Positive effect of work on life	Res. Asst.	3,05	1,11	4-112	0,22	0,92	0,00	
		Lecturer	3,27	0,80					
		Asst. Prof.	3,07	0,84					
		Assoc. Prof.	3,05	0,72					
		Prof. Dr.	3,17	0,89					
	Positive effect of life on work	Res. Asst.	3,37	1,01	4-112	0,48	0,74	0,01	
		Lecturer	3,39	0,66					
		Asst. Prof.	3,15	0,89					
		Assoc. Prof.	3,36	0,61					
		Prof. Dr.	3,45	0,99					
Time management	Time planning	Res. Asst.	2,17	0,55	4-112	3,15	0,01**	0,10	Res. Asst. < Lecturer
		Lecturer	2,78	0,66					
		Asst. Prof.	2,53	0,66					
		Assoc. Prof.	2,56	0,52					
		Prof. Dr.	2,28	0,58					
	Time attitudes	Res. Asst.	2,61	0,52	4-112	1,96	0,10	0,06	
		Lecturer	2,90	0,44					
		Asst. Prof.	2,76	0,46					
		Assoc. Prof.	2,68	0,53					
		Prof. Dr.	2,49	0,34					
	Time wasters	Res. Asst.	2,89	0,81	4-112	1,38	0,24	0,04	
		Lecturer	2,50	0,85					
		Asst. Prof.	2,93	0,88					
		Assoc. Prof.	2,53	0,79					
		Prof. Dr.	2,75	0,74					

*p<0,05

When Table 6 is examined, a statistically significant difference was found between the participants' title variable and the time planning sub-dimension of the time management scale ($F(4,112)=3.15$; $p<.01$, $\eta^2=0.10$), specifically between research assistants and lecturers. According to this difference, lecturers are able to plan their time better.

DISCUSSION and CONCLUSION

This study examined the demographic characteristics of 117 academicians who participated in the research. It was observed that 70.1% were married and 30.8% held managerial positions (Table 1). The distribution of titles ranged broadly from research assistants to professors, consistent with the maximum variation sampling method

and enhancing the sample's representativeness of the population (Büyüköztürk et al., 2018). The impact of independent variables such as title, course load, marital status, managerial duties, and number of publications on work-life balance and time management was limited within the scope of this study.

Participants reported a high mean for the "negative effect of work on life" dimension and a low mean for the "negative effect of life on work" dimension in the work-life balance scale (Table 2). This finding indicates that academicians' responsibilities in their professional lives more significantly impact their personal lives. A possible reason for this could be that academicians in the field of sports sciences juggle numerous social responsibilities (e.g., recreational activities, school team work, community engagement) in addition to their teaching, education, and academic duties. Gerçek, Hatay, and Dündar (2015) noted that work intensity can suppress an individual's social and personal spheres, which aligns with our study's finding of a high "negative effect of work on life." Literature suggests that flexible working hours can help mitigate the negative impact of work on personal life (Aycan and Eskin, 2005). To counteract these negative effects, improving elements like professional satisfaction and personal development would positively reflect on academicians' personal lives. For instance, Eby, Casper, Lockwood, Bordeaux, and Brinley (2010) stated that the positive aspects of work-life balance contribute to employees' quality of life by increasing job satisfaction.

Regarding the time management scale, the "time wasters" dimension had a high mean, while "time planning" had a low mean (Table 2). This suggests that participants might spend more time on personal tasks at work, or engage in detrimental habits like smoking, excessive socializing with colleagues, and digital addiction, leading to procrastination and various time management difficulties. Given the demanding work pace of academic staff, it's crucial for them to avoid elements that lead to time loss at work and to develop a strategic time management plan. According to Mackenzie (1989), effective time management relies on strategic planning. The low time planning observed in academicians in this

study could be attributed to participants not sufficiently implementing such strategies. Yeşil (2009) emphasized that effective time use enhances an individual's quality of life and that the prevalence of time wasters in the workplace negatively affects work-life balance. This is particularly true for sports sciences academicians, who face additional time management challenges due to field studies and heavy course loads (Türkmen and Özcan, 2023). Therefore, the high incidence of time wasters highlights the need for more training and support for academicians to optimize their work processes.

While no significant relationship was found between course load and work-life balance or time management sub-dimensions, a moderate negative relationship was observed between the number of publications and "time attitudes" (Table 3). This finding suggests that as academicians' publication count increases, their attitudes towards insufficient time are negatively affected. Kapız (2002) emphasized that excessive workload negatively influences individuals' time attitudes. These results imply that the obligation to publish for career advancement negatively impacts academicians' time attitudes and can disrupt their work-life balance. This situation indicates that the pressure to publish not only affects academicians' perception of time but also negatively impacts their overall job satisfaction and quality of life. Poelmans and Caligiuri (2008) noted that academic productivity pressure, especially publication-focused performance evaluations, complicates employees' work-life balance and increases stress levels. In this context, academic institutions balancing publication expectations and offering flexible work arrangements could improve academicians' time attitudes.

No statistically significant difference was found between participants' marital status and work-life balance or time management sub-dimensions. However, evaluating the arithmetic means of responses, married individuals seemed to have a worse work-life balance than single individuals, though they didn't report time management problems (Table 4). These results suggest that academicians' marital status doesn't play a defining role in this context. There are

conflicting findings in the literature; for instance, Aycan and Eskin (2005) stated that spouse support positively influenced work-life balance in married individuals, while Greenhaus and Beutell (1985) argued that family responsibilities could increase work-life conflict. The lack of effect of marital status in this study might stem from the unique dynamics of the sample group or the general pressures of academic life. It's plausible that while family responsibilities might challenge work-life balance for married academicians, this effect could be mitigated by high levels of family support within the sample or excellent personal coping strategies. Duxbury and Higgins (2001) highlighted that family support and flexible work arrangements play a crucial role in reducing work-life conflict for married individuals. Therefore, academic institutions developing family-friendly policies could improve the work-life balance of married academicians.

While no significant difference was found between participants' managerial duty and work-life balance or time management sub-dimensions, examining the arithmetic means suggests that academicians with managerial duties had a better work-life balance than those without, but they experienced problems with time management (Table 5). This result implies that managerial duty and additional responsibilities don't have a distinct impact on time management or work-life balance. Özcanlı and İlgin (2008) also found that managers faced challenges with time management in their study. Considering that managerial duties in academia often manifest as administrative burdens, their impact on time management might be limited. Lambert, Waxman, and Haley-Lock (2006) stated that the effect of managerial duties on time management depends on the individual's organizational skills and institutional support mechanisms. In this regard, academic institutions providing time management training and support systems for managers could mitigate the potential negative effects of these roles.

A significant difference was found in the "time planning" sub-dimension between research assistants and lecturers in favor of lecturers, when considering the participants' title variable

(Table 6). This significant difference clearly demonstrates the impact of professional experience and responsibilities on time management. Özcanlı and İlgin (2008) stated that time management develops with experience. No significant difference was found among other sub-dimensions based on title, indicating that the perception of work-life balance and time management is experienced similarly regardless of title. This finding supports the idea that professional experience plays a critical role in developing time management skills. Kinman and Jones (2008) noted that academic staff's time management skills improved with career progression, but the perception of work-life balance remained similar regardless of title difference. Therefore, developing time management training programs, especially for new academicians, could be effective in addressing time planning deficiencies in this group.

To briefly summarize the relationship between time management and work-life balance specifically for academic staff in Sports Sciences Faculties: it can be said that while the negative effect of work on life is high, and the intensity of academic staff's work life pressurizes their personal lives, the balance is not entirely lost due to a moderately positive perception of the positive effect of work on life and life on work. From a time management perspective, the dominance of time wasters and low time planning emerged as areas where academic staff need to improve to use their time efficiently. While course load did not have a significant impact on work-life balance and time management, the negative influence of scientific publication count on time attitudes suggests that the pressure for academic productivity may complicate time perception. The weakness of research assistants in the time planning dimension, according to their title, emphasizes the importance of professional experience.

In conclusion, it's recommended that academic staff develop their time management skills to achieve work-life balance. Training programs focused on time planning and flexible working hours arrangements could positively impact this balance. In this context, academic institutions organizing mentorship programs and time management workshops, especially

for new academicians, could enhance both individual well-being and institutional productivity. Additionally, implementing institutional policies that support work-life balance, such as flexible working hours and family-friendly practices, on a broader scale is recommended. Kossek, Baltes, and Matthews (2014) stated that institutional support mechanisms play a critical role in improving work-life balance and reducing the risk of burnout among employees.

Author's Contribution Statement to the Article

Idea/Concept: M. Emir Orak, Hanifi Üzümlü, Ünal Karlı; Article design: M. Emir Orak, Hanifi Üzümlü, Ünal Karlı; Consulting: Hanifi Üzümlü, Ünal Karlı; Data Collection and Processing: M. Emir Orak; Analysis/Comment: Hanifi Üzümlü; Literature review: M. Emir Orak, Hanifi Üzümlü; Article writing: M. Emir Orak, Hanifi Üzümlü; Critical Analysis: Ünal Karlı; Source/Material: M. Emir Orak, Hanifi Üzümlü; Article Submission Corresponding Author: M. Emir Orak

Conflict of Interest

The authors have no conflict of interest to declare.

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Ethical Approval

This study is in compliance with the Declaration of Helsinki. A report with meeting and decision date 30/01/2022-01 was obtained from Bolu Abant İzzet Baysal University Social Sciences Human Research Ethics Committee.

Peer Review

The article was found suitable for publication and accepted after the blind peer-review process.

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