

ORIGINAL ARTICLE

Examining Leisure Management Skills of Medical Faculty Students

Tıp Fakültesi Öğrencilerinin Boş Zaman Yönetim Becerilerinin İncelenmesi

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ABSTRACT

Aim: The aim of the study was to examine the free time management skills of medical school students, who were thought to be in great need of good leisure time management.

Methods: The sample of the study consisted of a total of 327 students studying at Konya Selçuk University Faculty of Medicine. A sociodemographic data form and the Leisure Time Management Scale (LTMS) consisting of 15 questions were applied to the participants. The results were evaluated at $p < 0.05$ significance level.

Results: As a result of the analysis, it was seen that the free time management scores of the medical students were at a moderate level. In the gender variable, statistically significant differences were determined according to daily, weekly, monthly, and annual plans for leisure time and having a regular activity schedule ($p < 0.05$), while no significant difference was found in terms of the age variable ($p > 0.05$).

Conclusion: It has been observed that medical students lack sufficient knowledge about how to spend their leisure time effectively, and their participation in regular activities or events is occasional. The main reason this participation is rare is that they have too many school subjects.

Keywords: Leisure, Leisure Time Management, Medical Students, Recreation

ÖZ

Amaç: Bu çalışmada, iyi bir boş zaman yönetimine daha çok ihtiyaçları olduğu düşünülen tıp fakültesi öğrencilerinin boş zaman yönetim becerilerini incelemek amaçlanmıştır.

Yöntem: Çalışmanın örneklemini Konya Selçuk Üniversitesi Tıp Fakültesi'nde öğrenim gören toplam 327 öğrenci oluşturmuştur. Katılımcılara sosyodemografik veri formu ve 15 sorudan oluşan Boş Zaman Yönetimi Ölçeği (BZYÖ) uygulanmıştır. Sonuçlar $p < 0.05$ anlamlılık düzeyinde değerlendirildi.

Bulgular: Yapılan analizler sonucunda tıp öğrencilerinin boş zaman yönetim puanlarının orta düzeyde olduğu görülmüştür. Cinsiyet değişkeninde, boş zamanları için günlük, haftalık, aylık, yıllık planları ve düzenli bir aktivite programları olma durumuna göre istatistiksel olarak anlamlı farklılıklar tespit edilirken ($p < 0,05$), yaş değişkenine göre anlamlı farklılık tespit edilmemiştir ($p > 0,05$).

Sonuç: Tıp öğrencilerinin boş zamanlarını etkin bir şekilde nasıl yönetecekleri konusunda yeterli bilgiye sahip olmadıkları, boş zamanlarında düzenli aktivite veya etkinliklere katılmalarının az olduğu ve bu katılımın en çok etkileyen sebebin okul dersleri olduğu görülmüştür.

Anahtar Kelimeler: Boş Zaman, Boş Zaman Yönetimi, Tıp Öğrencileri, Rekreyasyon

Introduction

Scientific and technological developments in the world are driving individuals to work intensely and compete with time in order to have more comfortable living conditions economically, socially and culturally. Individuals who want to win this race are conscious that they need to use their precious time in a planned and programmed manner instead of using it lavishly. Because along with modernization, the concept of time has also changed and has become systematic (1). Time has been identified as an uninterrupted process in which events are transmitted from the past to the present and from the present to the future by succession (2). The concept of time is examined in two main factors in the literature: working (profession) time and non-working time. Non-working time is comprised of time allocated for physiological and biological requirements and leisure (3). Leisure which

is classified as non-work time is when some actions are not obligatory, and individuals have the right to choose freely and use as they wish (4). If individuals can perform the actions they want in their leisure without worrying about working and enjoying these activities, they will be able to perform leisure activities (5). In this way, individuals will benefit from the physical and mental benefits of leisure activities (6). Due to the increasing importance given to leisure time in society, the concept of leisure management should be kept separate from time management. Although leisure management is not a complete literature definition, it can be said that it is a process that allows the planning, programming and effective organization of activities or events that can be done in leisure time by considering the features and structure of the concept of leisure (7). Individuals tend to engage in various leisure time activities in order

to relieve their feelings of boredom and stress in their daily life. Spending these leisure activities effectively and efficiently is possible with the proper planning of leisure management functions (8). Proper use of the necessary plans and programs, and spending leisure time effectively and efficiently will ensure a healthier biological, psychological and social life and increase the quality of life (9, 10). Therefore, it is necessary for individuals to manage this time as well as possible to provide opportunities to achieve their goals and find happiness, prosperity and satisfaction (1).

It is known that university students who can spend and manage their leisure time more effectively have a higher academic achievement (11, 12). However, university students are at the forefront of those who do not manage their leisure time effectively (13). The lack of leisure time management skills of the medical faculty students draws attention among the university students who are unsuccessful in leisure time management due to their place of residence, income level, education level, age and course intensity. Furthermore, the lack of leisure management of medical school students, who will serve in this field as health workers in the future, adversely affects their health status by preventing them from participating in physical activities in their private lives (14). In addition, the burden on health workers and medical students has increased and their leisure has decreased further during the Covid-19 pandemic, which has taken the whole world under its influence and still continues; thus, leisure management has become even more important to ensure both physical and psychological well-being. The fact that the responsibilities of medical students, such as lessons, exams and internships, are more intense than the students in other departments may also negatively affect their leisure time attitudes. This situation shows the importance and necessity of effective leisure time management. In the relevant literature, studies involving university students were conducted regardless of the department (12, 15-18). However, it has been observed that studies on medical students, who are thought to have more difficulties in leisure management than other department students and need proper leisure management, are insufficient. In this direction, it is aimed to examine the leisure time management skills of medical faculty students in terms of various variables.

Material and Method

The research was carried out with a descriptive survey model, one of the quantitative research methods, in order to examine the leisure time management of students studying at Konya Selçuk University Faculty of Medicine. The participants were determined by the appropriate sampling method, considering the pandemic conditions, time and expense factors. 327 students studying at Selçuk University Faculty of Medicine participated in the research voluntarily in the 2021-2022 academic year.

Before the study, approval was obtained from the Selçuk University Faculty of Medicine Local Ethics Committee (with the decision number of 2021/461) and the Dean's Office of the Selçuk University Faculty of Medicine, where the research was conducted, and it was carried out following the Declaration of Helsinki.

A socio-demographic data form and the Leisure Time Management Scale (LTMS) consisting of 15 questions were administered to all participants with the principle of voluntary participation.

Data Collection Tools

The data were collected face-to-face and online using the questionnaire technique. A Google Form questionnaire was used for the data collected online. Socio-demographic data form: The participants, determined by expert opinion and literature review, in line with the purpose of the research; A socio-demographic data form was applied including questions such as age, gender, marital status, which grade they attended, income status, whether they had enough free time, whether daily, weekly, monthly, annual plans were made, what the frequency of procrastination was, and what the reasons for not finding leisure time were.

Leisure Time Management Scale (LTMS): In the evaluation of the leisure time management of the participants, the Leisure Time Management Scale (LTMS) developed by Wang et al. (2011) (19) and adapted into Turkish by Akgül and Karakucuk (2015) (7) was used. The scale, which consists of 15 items, has a 5-point Likert type (1= Strongly Disagree, 5= Completely Agree). The measurement tool consists of four sub-dimensions: "Goal Setting and Method, Evaluation, Leisure Attitude and Programming".

In the Turkish validity and reliability study of the scale, the Cronbach's Alpha value was found as .83, and the test-retest reliability was found to be .86. Its sub-dimensions, on the other hand, have internal consistency coefficients ranging between .71 and .81. In line with these results, researchers have stated that the scale is a valid and reliable measurement tool in examining leisure management (10). The Cronbach's Alpha value of the scale used in our study was .76.

Statistical Analysis

SPSS 26.0 package program was used to analyze the data obtained in the study. Descriptive statistics were made to determine the distribution of socio-demographic information of the participants. For the assumption of normality distribution of the data set, kurtosis and skewness values were examined and found between ± 1.5 (24). Although the given distribution was standard, it was observed that the variances were not homogeneous in the homogeneity test (Levene's Test). Therefore, Spearman Correlation and Mann-Whitney U tests were preferred in non-parametric tests for the statistical analysis of various variables.

Results

Table 1: Descriptive statistical distributions of medical students

VARIABLES		f	%
Gender	Female	181	55.4
	Male	146	44.6
Age		327	20.35
Marital Status	Single	324	99.1
	Married	3	0.9
Income Statue	Low	94	28.7
	Middle	226	69.1
	High	7	2.1
Grade Level	1 st Grade	71	21.7
	2 nd Grade	104	31.8
	3 rd Grade	51	15.6
	4 th Grade	31	9.5
	5 th Grade	57	17.4
	6 th Grade	13	4.0
Do you have Daily/Weekly/Monthly/Yearly Plans for your leisure?	Yes	86	26.3
	No	241	73.7
Do you have a regular Activity/Activity schedule for your leisure?	Yes	59	18
	No	268	82
What is the frequency of your work or activity/activity that you have to postpone?	Never	6	1.18
	Rarely	64	19.6
	Occasionally	153	46.8
	Usually	95	29.1
If you cannot find leisure, what is the main reason?	Continually	9	2.8
	Economic	13	4.0
	Social Environment	23	7.0
	Personal Reasons	70	21.4
	School Subject	217	66.4
	Other	4	1.2
	Total	327	100.0

As seen in Table 1, the study group consisted of 327 participants; 55.4% were female students, and 44.6% were male students. It has been determined that the average age of the participants is 20.35%, 99.1% are single, 69.1% are middle-income, and 31.8% are second-grade students. 73.7% of the participants answered "No" to the question: "Do you have daily/weekly/monthly/yearly plans for your leisure time?" and 82% answered "No" to the question: "Do you have a typical activity/events program for your leisure time?" It was also determined that 46.8% of the students sometimes delay their work or activity/events, and 66.4% cannot find leisure time because of curriculum.

Table 2: Descriptive statistical results of medical students

	N	X	Ss	Min.	Max.
Goal Setting and Method	327	18.76	4.30	6.00	28.00
Leisure Attitude	327	12.46	2.21	3.00	15.00
Programming	327	9.25	2.45	3.00	15.00
Evaluation	327	8.35	2.26	3.00	14.00
Total Score	327	48.82	7.73	20.00	68.00

When Table 2 is examined, it is seen that the medical students participating in the study got the highest average from the "Goal Setting and Method" sub-dimension (18.76±4.30) and the lowest average from the "Evaluation" sub-dimension (8.35±2.26) in the leisure time management scale. It was determined that the total mean score of the responses to the leisure time management scale was 48.82±7.73.

Table 3: Evaluation of Leisure Management Skills of Medical Faculty Students According to Gender Variable

	Gender	N	X	Ss	SO	ST	u	z	p
Goal Setting and Method	M	146	18.64	4.62	163.53	23875.50	13144.5	-.081	.936
	F	181	18.86	4.04	164.38	29752.50			
Leisure Attitude	M	146	12.51	2.23	167.03	24386.50	12770.5	-.531	.596
	F	181	12.43	2.21	161.56	29241.50			
Programming	M	146	8.78	2.59	145.74	21278.50	10547.5	-3.162	.002*
	F	181	9.64	2.28	178.73	32349.50			
Evaluation	M	146	8.49	2.40	171.20	24995.50	12161.5	-1.249	.212
	F	181	8.23	2.15	158.19	28632.50			
Total Score	M	146	48.42	8.11	159.40	23272.50	12541.5	-.791	.429
	F	181	49.15	7.42	167.71	30355.50			

As a result of the Mann Whitney-U test conducted according to the gender variable of the participants, no statistically significant difference was found between the two groups in the sub-dimensions of the total score, goal setting and method, leisure time attitude and evaluation (p>0.05). There was statistically significant difference (p=0.002) on behalf of women between male and female students in the Programming sub-dimension as the Mann-Whitney-U test's result.

Table 4: Evaluation of Leisure Management Skills of Medical Faculty Students According to Age Variable

	Total Score	Goal Setting and Method	Leisure Attitude	Programming	Evaluation
n	327	327	327	327	327
r	-.083	-.099	.053	-.042	-.087
p	.132	.074	.340	.453	.116

According to the Spearman correlation test results, no significant difference was found in the total score of the Leisure Management Scale and its sub-dimensions concerning the age of the students (p>0.05).

Table 5: Evaluation of Leisure Management Skills of Medical Faculty Students According to Their Daily-Weekly-Monthly-Year Plan

		N	X	Ss	SO	ST	u	z	p	
Goal Setting and Method	Yes	86	21.19	3.89	220.35	18950.50	5516.500	-6.461	.000**	
	No	241	17.89	4.11	143.89	34677.50				
Leisure Attitude	Yes	86	12.57	2.72	179.39	15427.50	9039.500	-1.792	.073	
	No	241	12.43	2.01	158.51	38200.50				
Programming	Yes	86	10.00	2.39	191.03	16428.50	8038.500	-3.113	.002**	
	No	241	8.99	2.43	154.35	37199.50				
Evaluation	Yes	86	9.27	2.53	200.93	17280.00	7187.000	-4.260	.000**	
	No	241	8.02	2.07	150.82	36348.00				
Total Score	Yes	86	53.02	8.00		214.17	18418.50	6048.500	-5.738	.000**
	No	241	47.33	7.07	146.10	35209.50				

Table 6: Evaluation of Leisure Management Skills of Medical Faculty Students According to Having a Regular Activity Program for their Leisure Time

		N	X	Ss	SO	ST	u	z	p
Goal Setting and Method	Yes	59	21.19	3.89	235.05	13868.00	3714.000	-6.398	.000**
	No	268	17.89	4.11	148.36	39760.00			
Leisure Attitude	Yes	59	12.57	2.72	184.87	10907.50	6674.500	-1.909	.056
	No	268	12.43	2.01	159.40	42720.50			
Programming	Yes	59	10.00	2.39	199.71	11783.00	5799.000	-3.231	.001*
	No	268	8.99	2.43	156.14	41845.00			
Evaluation	Yes	59	9.27	2.53	240.45	14186.50	3395.500	-6.927	.000**
	No	268	8.02	2.07	147.17	39441.50			
Total Score	Yes	59	53.02	8.00	242.64	14316.00	3266.000	-7.065	.000**
	No	268	47.33	7.07	146.69	39312.00			

According to the results of the Mann Whitney-U test on whether medical students had daily, weekly, monthly or annual plans: There was a statistically significant difference between the total score of students, goal setting and method, programming and evaluation sub-dimensions; Also, it has been determined that this difference is on behalf of the planned group ($p < 0.05$). No significant difference was found in the leisure time attitude sub-dimension.

According to the results of the Mann Whitney-U test, which is based on whether medical students had a plan for their leisure time: There was a significant difference between the total score, goal setting and method, programming and evaluation sub-dimensions; Also, it was seen that this difference was significant on behalf of the group with a regular activity program for their leisure time ($p < 0.05$). No significant difference was found in the leisure time attitude sub-dimension.

Discussion

The results of the study on the leisure time management skills of medical students, who are considered to be in need of good leisure time management, show that their leisure time management scores are at a moderate level, they do not have a regular schedule for leisure activities or events, and the reasons for not finding leisure is curriculum. These results show that medical students do not have enough knowledge about how to manage their leisure time effectively. Akyürek et al. (20) stated that university students achieved high scores in the study evaluating their leisure time management. Similarly, Demir & Alpıllu (16) emphasized that the students of the faculty of sports

sciences had good levels of leisure management skills. It is thought that the different results obtained in the studies may be related to the fact that the medical students, who account for the sample of this study, have a tied-up curriculum and internship obligations compared to the students of other departments.

When the study results were evaluated with regards to gender variable, it was found that there was a significant difference in favor of female students in the total score and programming sub-dimension of the leisure management scale. According to this result, it is seen that female students are more planned and programmed for their leisure and have a more positive attitude towards leisure time management. In a study evaluating university students' leisure time management, it was found that there was a significant difference in favor of women in the programming sub-dimension (21). Küçükeşmen et al. (22) examined the leisure time management skills of associate degree students and stated that women had higher average scores than men in the programming sub-dimension of the leisure time management scale. These findings are consistent with our study results. However, there are also studies in the related literature on the subject that do not match our results. In the research carried out with university students by Er et al. (8), it was observed that men had a more positive attitude than women in the programming sub-dimension of the leisure time management scale. Similarly, Yıldırım (23) evaluated the leisure time management skills of health science students and stated that the average scores of men were higher than women in the programming sub-dimension. Besides, in the study conducted by

Yaşartürk et al. (12) with the students of the recreation department, it was seen that statistically significant results could not be reached in terms of leisure time management and its sub-dimensions, according to the gender variable. Depending on individuals' status, time and socio-economic environment, the differentiation of their thoughts may lead to different results according to the demographic variables. Therefore, it can be said that there may be several factors that cause these diverse results in the gender variable.

No significant correlation was found in the total score and sub-dimensions of the leisure time management scale according to the age variable of medical students. Yıldırım (23) stated that there was no significant difference in the total score of the leisure time management scale and sub-dimensions according to the age variable of faculty of health sciences students. Similarly, in the study carried out with university students by Er et al. (8), no significant differences were found in the sub-dimensions of the leisure time management scale according to the age variable. These findings are consistent with our study results. However, there are also different results in the literature according to the age variable. Çakır (15) stated that the 17-20 age groups got high scores in the programming sub-dimension in his study in which he evaluated the leisure time management of the faculty of sports sciences students. Besides, Işıkgöz et al. (18) found that university students' leisure time management differs significantly in all sub-dimensions according to the age variable. Demir & Alpulu (16) indicate that there is a significant and positive relationship between increasing age in leisure time management and the programming dimension. Studies show that it cannot be generalized regarding the age variable in leisure time management. In this study, it is thought that the reason for not making a distinction according to the age variable may be due to the fact that medical faculty students have similar ages and developmental periods.

It has been determined that the vast majority of medical students does not make a regular plan for their leisure and do not have activity/event programs (Table 1). In addition, there were significant differences in the total score, goal setting and method, programming and evaluation sub-dimensions of the leisure time management scale according to the daily, weekly, monthly, and annual plan and a regular activity/event program for leisure time. It was seen that these differences are on behalf of students who have a typical plan and activity/event program for their leisure time. According to this result, it can be said that medical students who plan for their leisure and have a regular activity/event program are better at managing their leisure time. Goel et al. (14), in their study examining the physical activity levels of medical students in their leisure time, stated that the students had a low level of physical activity participation and spent their leisure time mostly with sedentary activities such as electronic devices and chatting. Similarly,

Akgül et al. (21) emphasized that university students' participation rate in physical activity is low, their leisure time management is poor, and therefore, students generally prefer indoor activities. The lack of a plan for the individuals' leisure time may cause problems such as boredom, an unhealthy and sedentary lifestyle and panic (24). Hickerson & Beggs (25) determined that students who do not have leisure time management skills are more likely to be bored in their leisure. It is conceivable to say that attendance in practical leisure activities is closely related to physical, social and mental health, and it is sufficient to deal with the problems that may occur (26). Supporting this idea, Akgül et al. (21) have stated that university students who can manage their leisure better participate in leisure activities more actively. Likewise, Yaşartürk et al. (12) determined that the recreation department students who regularly participated in leisure activities had better leisure management skills. The fact that medical students do not have a typical activity program in their leisure may be due to the fact that they have a more intensive curriculum than the other department students. However, it is thought that medical students can gain good leisure time management skills with a well-planned and well-organized busy activity program for leisure time.

Conclusion

Consequently, it has been specified that female students have more programmatic and better leisure time management skills than male students. Furthermore, it has been determined that medical students who plan daily, weekly, monthly, and annually and have a regular activity/event program for their leisure have better leisure time management skills. Also, it was observed that the leisure time management skills of medical students were moderate, their participation in physical activities was occasional, and the reason that most affected this participation was curriculum. Based on these results, medical students with an intensive curriculum should be guided by experts in the field so that they can act according to a regular plan and program, spend their leisure time effectively and productively, and provide training within the scope of the course at particular periods; Thus, it is thought that it will positively affect the leisure time management skills of medical students.

Declaration of Conflicting Interests

The authors declare that there were no potential conflicts of interest with regard to the research, authorship and/or publication of this article.

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