

Is there a relationship between the time management skills of sports manager candidates and career decision self-efficacy?

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ABSTRACT

This study aims to examine the relationship between the time management skills of sports management students and their career decision self-efficacy. The study group of the study research consisted of 279 Sports Management Department students who were studying in the Faculty of Sport Sciences at a public university located in Manisa, Turkey during the 2018-2019 academic year. "Time Management Scale", "Career Decision Self-Efficacy Scale" and "personal information form" were used as data collection tools. As a result of the study, a positive, moderately significant relationship was found between students' time management skills and career decision self-efficacy levels.

Keywords: Time management skills, career, career decision-self efficacy, human resource management, sports management education.

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INTRODUCTION

Time is the most valuable resource that university students will use to realize their goals in life. Individuals who plan, organize and evaluate their time correctly can be more successful in achieving the goals they have. Smith (1995) defines the concept of time as a continuous process of events coming from the past to the present and following each other towards the future. However, time emerges as a concept that cannot be bought, accumulated, borrowed, stolen and cannot be changed in any way. Therefore, all we can do is make the best use of the time we have (Scout, 1993). Since time is seen as such a valuable resource and should be evaluated, it is understood that time should be managed correctly. So time management involves identifying needs, setting goals for meeting the needs, prioritizing required tasks, and matching tasks with time and resources by planning, scheduling, and making lists (Lakein, 1973). So, time management is not about creating more time, it is about making the most of the time we have (Moore, 2014). Poor time management has been associated with poor academic performance and low productivity (Mackenzie,

1990), and feelings of purposelessness and depression (Bond and Feather, 1988). For this reason, Adams and Blair (2019) state that in order for students to be effective in time management, they should be aware of the factors that fill their time in order to plan their actions successfully. According to them, students should have a good understanding of how long it takes to complete their individual tasks. They also need to be self-directed and involved in short-term planning.

From the perspective of university students, making decisions according to their individual interests, abilities and personal characteristics towards the end of their education contributes to their career development (Ulaş, 2016). The word "carrer" comes from "carriera" (car road) in the Provençal language spoken in the southern region of France. In French, the word has the meanings of a profession, a diplomatic career, stages to be overcome in a profession, the direction chosen in life, the area reserved for car racing (Aydın, 2007). Career refers to working within the same organization or in different organizations operating in different fields of the

profession, in the same job or in different jobs, from the beginning of a job to the retirement of the individual (Çalık and Ereş, 2006). Although the concept of career has been around since its discovery in the 16th century, it was first seen in the book "Psychology of Professions" written by Anne Roe in 1956 when it started to be used scientifically for humanity and the business world (Aydın, 2007). The living conditions of our age, the increase in the knowledge of individuals, technological developments have made the concept of career a phenomenon in our lives. Career understanding has become a force that drives individuals to innovation and progress.

Self-efficacy is thought to be one of the important factors affecting individuals and their skills in the decision-making process. Individuals with a high level of self-efficacy can get to know themselves better, and be aware of their goals and think about the problems they may encounter in the future (Mert et al., 2019). Self-efficacy capacity has a very effective role in the learning phase. It is thought that the perception of self-efficacy is quite effective in learning. With the widespread acceptance of student-oriented learning approaches, self-efficacy has a great place at the level of describing and explaining the learning situation in terms of individuals (Tuncer and Tanaş, 2011).

Career decision self-efficacy is derived from Bandura's self-efficacy theory (Taylor and Betz, 1983) and expresses the belief that one can successfully perform tasks and behaviors associated with making career decisions. At the same time, Bandura (1997) states that one's self-efficacy is important for career choice. Aşkar and Umay (2001) on the other hand, defines a person with a high level of self-efficacy as a person who tries to cope with difficulties instead of avoiding the difficulties they face.

When the concepts associated with career decision-making and self-efficacy are examined; it is seen that these are associated with self-esteem and perceived social support (Mert et al., 2019); the role of hope and locus of control (Taylor and Pompa, 1990; Sarı and Şahin, 2013). In addition, gender role identity affects career decision-making self-efficacy (Gianakos, 1995). Fouad et al. (2009) found that when university students were given career-related training, their career decision-making difficulties decreased and career self-efficacy increased. Similarly, Koen et al. (2012) revealed that career training given at schools is a more effective method for the students to make decisions about their careers. Burns et al. (2013) found a relationship between academic support services and career decision-making self-efficacy in student-athletes.

Individuals who have developed the ability to use time can overcome many problems they encounter, especially in their business life, and become successful employees in their organizations. In this context, they can take decisive steps, especially in the direction of their career

planning, and draw a constantly rising career curve. When the literature is examined, it is seen that the skill of using time is shaped especially in educational life. Students who have a high ability to use time increase their academic success and can plan their career decisions correctly in the process of entering the business life, and accordingly, their self-efficacy is high in making career decisions. Considering the sports competitions which cannot be stored or repeated, it is of great importance for sports managers to use their time efficiently and achieve success in their career lives. In this direction, sports manager candidates receive training to improve their time management skills and self-efficacy in making career decisions.

In this context, this study aims to examine the relationship between the time management skills of sports manager candidates and their career decision self-efficacy.

The answers to the following questions were sought in order to achieve this purpose:

1. Do sports manager candidates' time management skills and career decision self-efficacy differ significantly according to gender and class?
2. Is there a significant relationship between the time management skills and career decision self-efficacy of sports manager candidates?

MATERIALS AND METHODS

Research design

In this study, the "Relational Screening Model", which is one of the quantitative research methods, was used (Figure 1). The Relational Scanning Model is a research model that aims to determine and examine the degrees of variations between two or more variables (Karasar, 2016).

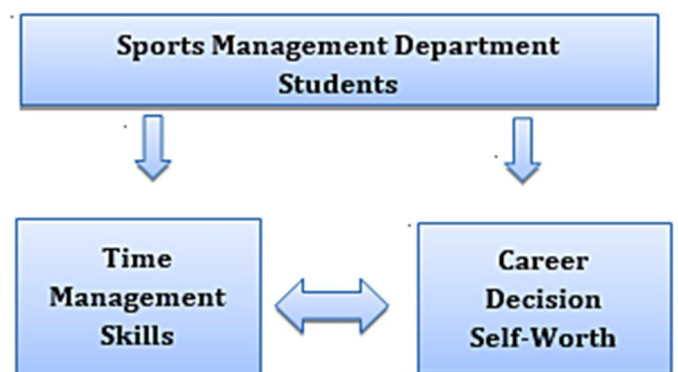


Figure 1. Research model.

Study group

The study group of the research consisted of 279 Sports Management Department students who were studying in the Faculty of Sport Sciences of a public university located in Manisa, Turkey in the 2018-2019 academic year. Convenience sampling was used to determine the study group.

Data collection tools (validity and reliability)

In the research, the "Time Management Scale" developed by Britton and Tesser (1991), whose validity and reliability were tested by Alay and Koçak (2002) for Turkey, was used. The reliability of the Time Management Scale is measured by calculating the internal consistency coefficient, ".88" for the time planning, ".66" for the time attitudes, ".47" for the time-wasters dimension, and ".80" for the scale as a whole (Alay and Koçak, 2002). In the original survey, each item was rated out of 5 and a five-way rating consisting of "always, often, sometimes, rarely and never" options was used.

For the Career Decision Self-Efficacy Scale; The Career Decision Self-Efficacy Scale short form developed by Gaudron (2011) and adapted to Turkish by Akın et al. (2014) was used. Build validity is .61 to .67 for the Goal selection subscale of factor loads of substances, for the problem-solving subscale. It was found to rank between .62 and 81, .55 to 73 for the Information gathering subscale, and .50 to 70 for the subscale of managing target tracking. Cronbach alpha coefficient of reliability was calculated as .83 for the whole scale, .69 for the targeting subscale, .73 for the problem-solving subscale, .67 for the information collection subscale, and .69 for the subscale of goal pursuit management.

Data collection

In this study, the necessary permissions were obtained for the collection of the data and the necessary environment was created for filling the questionnaires. Also, the students were informed about the survey and the students who wished to participate voluntarily were included in the study. The survey took an average of 15 minutes to be administered.

Data analysis

After obtaining the research data; percentages, distributions, arithmetic mean and standard deviations were determined by using the SPSS statistical program. Since the measurement tools used in the research were

used for students before, the measurement tools were accepted as valid. Internal consistency coefficients were calculated for the reliability of scales and Cronbach's alpha reliability coefficient of the Time Management Scale was found to be 0.884. Reliability coefficients for subdivisions on the scale were calculated as 0.901 for Time Planning; 0.664 for Time Attitudes; and 0.507 for time wasters. The Career Decision Self-Sufficiency Scale had a Cronbach's alpha reliability coefficient of 0.886. Reliability coefficients for subdivisions on the scale were calculated as 0.701 for Goal selection; 0.544 for Problem Solving; 0.713 for Information gathering and 0.792 for Goal pursuit management. It has been concluded that the internal coefficients of consistency of the subdivisions and total scores of the scales are reliable (Kalaycı, 2010). The Cronbach alpha values are shown in Table 1.

Distortion and pressure coefficients were examined to test whether the assumption of normality was met. Since the values in the coefficient of distortion and pressure remain between -1.96 and +1.96 for both scales, it is accepted that the data has a normal distribution (Büyükoztürk, 2014). Accordingly; the comparison of binary groups was determined and interpreted by independent samples t-test while differences between groups and multiple comparisons were determined and interpreted by the Anova test. Tukey test was applied to understand which groups benefited from the significant difference from one-way variance analysis. The relationship levels of the research data with each other are determined and interpreted by Pearson Moments multiplication correlation coefficient analysis. The results are supported by tables.

RESULTS

When Table 2 is examined, it can be seen that 62.7% of the participants in the study are male and 37.3% are female participants. The participants' ages were found to be at least 18 and at most 32. In addition, the average age of the participants in the study was 21.59 ± 2.05 . When the type of education received by participants is analysed, it can be observed that daytime education constitutes 56.7%, while evening education constitutes 44.4%. The class level of the participants are as follows: 17.2% are 1st year, 21.5% are 2nd year, 25.4% are 3rd year, and 30.5% are 4th year students while the remaining 5.4% are suspended students.

As shown in Table 3, when the total time management score and time planning sub-dimension of the participants were examined in terms of gender variable, it was determined that there was a significant difference. When the subdivision of the participants in the study was examined in terms of gender variable, a significant difference was determined.

Accordingly, it is seen that female participants have

Table 1. The Cronbach alpha coefficient of the time management and career decision self-efficacy scale questionnaire.

Subtitles	Item number	Cronbach alpha
Time planning	16	.90
Time attitudes	7	.66
Time wasters	4	.50
Total Scale	27	.88
Goal selection	5	.70
Problem solving	3	.54
Information gathering	5	.50
Goal pursuit management	5	.79
Total Scale	18	.88

Table 2. Personal information about the participants in the study.

Variables		Number	Percent (%)	Total	X	S	Min	Max
Gender	Male	175	62.7	279				
	Woman	104	37.3					
Age				279	21.59	2.056	18	32
Education type	Daytime Education	155	55.6	279				
	Evening Education	124	44.4					
Class	1st year	48	17.2	279				
	2nd year	60	21.5					
	3rd year	71	25.4					
	4th year	85	30.5					
	Suspended	15	5.4					

Table 3. Gender variable time management subdivisions and career decision self-efficacy scale subdivisions t-test.

	Gender	Total	Average	t	SD	p
Time planning	Male	175	3.0696	-3.149	277	.002 *
	Woman	104	3.3522			
Time attitudes	Male	175	3.5265	.451	277	.652
	Woman	104	3.4931			
Time wasters	Male	175	2.9800	.727	277	.468
	Woman	104	2.9087			
Time Management Total	Male	175	85.7200	-2.109	277	.036 **
	Woman	104	89.7212			
Goal selection	Male	175	3.9029	-2.020	277	.044 **
	Woman	104	4.0519			
Problem solving	Male	175	3.1771	-1.290	277	.198
	Woman	104	3.3045			

Table 3. Continues.

Information gathering	Male	175	3.9337	-.621	183.846	.536
	Woman	104	3.9846			
Goal pursuit management	Male	175	3.7486	-1.603	277	.110
	Woman	104	3.8827			
Career Decision Self-Efficacy Total	Male	175	69.2000	-1.345	181.088	.180
	Woman	104	70.8942			

*: $p < 0.01$; **: $p < 0.05$.

better time management skills than male participants. It is also seen that female students with high time management skills have a higher score than men in terms of goal determination in their career decisions.

The analysis results show that there is a significant difference in the Time Management Scale and time planning subdivision of undergraduate class levels (Table 4).

Career Decision Self-Sufficiency analysis results show that there is a significant difference in the problem-solving

variable of undergraduate class levels. According to the Tukey test results, the difference is seen between the first-year and fourth-year students. As a result, it can be said that as undergraduate class levels of university students increase, their time planning skills and problem-solving skills increase.

A positive moderately significant difference was found between Time Management and Career Decision Self-Efficacy (Table 5).

Table 4. Class variable time management scale and career decision self-efficacy scale ANOVA test.

		Sum of squares	SD	Squares Avg.	F	p	Meaningful difference
Time planning	Between groups	12.221	4	3.055	6.047	.000*	1-4 2-4
	In-group	138.438	274	.505			
	Total	150.659	278				
Time attitudes	Between groups	1.522	4	.380	1.067	.373	
	In-group	97.724	274	.357			
	Total	99.246	278				
Time wasters	Between groups	3.608	4	.902	1.448	.218	
	In-group	170.661	274	.623			
	Total	174.269	278				
Time management (Total)	Between groups	4602.574	4	1150.644	5.129	1	*
	In-group	61469.95	274	224.343			
	Total	66072.52	278				
Goal selection	Between groups	1.643	4	.411	1.146	.335	
	In-group	98.195	274	.358			
	Total	99.838	278				
Problem solving	Between groups	8.36	4	2.09	3.395	.010**	1-4
	In-group	168.676	274	.616			
	Total	177.035	278				

Table 4. Continues.

Information gathering	Between groups	. 955	4	. 239	. 600	. 663
	In-group	108.981	274	. 398		
	Total	109.935	278			
Goal pursuit management	Between groups	4.063	4	1.016	2.251	. 064
	In-group	123.617	274	. 451		
	Total	127.679	278			
Career Decision Self-Efficacy (Total)	Between groups	503.748	4	125.937	1.361	. 248
	In-group	25353.33	274	92.53		
	Total	25857.08	278			

*: $p < 0.01$; **: $p < 0.05$.

Table 5. Relationship results between time management scale and career decision self-efficacy scale.

		Time management	Career profit self-sufficiency
Time management	R	1	
	P		
	N	279	
Career decision self-efficacy	R	. 539 **	1
	P	. 000	
	N	279	279

**: $p < 0.05$.

DISCUSSION

This research was conducted to demonstrate the relationship between the ability of sports manager candidates to use time and career decision self-efficacy based on the assumption that students will better plan their careers as their ability to use their time increases. In the study, students' gender, age, class levels, learning status variables were discussed and the results of the study were revealed.

According to the gender variable, it was concluded that there was a statistically significant difference in the total scores of the time management scale and the subdivision of time planning in favor of women (Table 3). When the studies carried out for university students were examined, it was found that women were more successful in time management than men (Demirtaş and Özer 2007; Eldeleklioğlu, 2008; Andıç, 2009; Sugötüren et al., 2011; Doğan, 2018; Akyüz et al., 2020). It is believed that this situation is due to the responsibility and sensitivity that the women have (Caz et al., 2015; Uysal et al., 2017) and women possess better time management skills when compared to men thanks to these characteristics. In favor of women is more successful in time management in relation to the concepts of responsibility and sensitivity

that women have in society.

Career decision self-efficacy scores of the students were examined in terms of gender variability and a statistically significant difference was found only in the lower dimension of Goal selection (Table.3). Sarı and Şahin (2013) stated that female high school seniors were more concerned about their self-sufficiency than their male peers with regard to deciding on a career and therefore they acted more diligently and also female students were more sensitive with regard to choice of profession, career and self-sufficiency due to the effects of social and cultural dynamics.

When the time management skills of the students are examined according to class levels, it is seen that there is a statistically significant difference between the undergraduate 1st, 2nd and 4th year students in the time planning subdivision of time management. This shows that students' awareness of time planning increases as the class level increases. In a study Sezen (2013) aimed at determining the time management skills of university students. It was found that students were able to use time better as the class level increased (Sezen, 2013). Similarly, students' career decision self-sufficiency increases as the class level increases in the lower dimension of problem-solving. In their studies, Katkat

(2001) and Üstündağ and Beşoluk (2012), concluded that students' career decisions increased as the class level increased. These results indicate that the students' ability to use time and their self-confidence in making career decisions increase in the process of transitioning from school to work life. In line with these results, it can be said that the anxiety of finding a job can be effective on students, so their skills and self-confidence are increased.

The relationship between students' time management skills and career decision self-sufficiency was examined. A positive and moderately significant relation was found between the variables ($r = .589$, $p < 0.05$). In line with this result, it is concluded that as students' ability to use time increases, self-efficacy in making career decisions increases. A literature review shows that; career, which is one of the phenomena contained in the concept of time, refers to making progress by taking on duties within organizations or institutions during the period from starting to work until retiring (Çalık and Ereş 2006). Self-efficacy refers to the personal state of the individual in the struggle to resist and cope with the challenges faced in this period. It is also thought that the high perception capacity of the individual will contribute to the self-efficacy of the individual (Aşkar and Umay, 2001). At the same time, Başak et al. (2008) state that when time is well managed, it creates an opportunity for individuals to achieve their goals in their professional and social life. Karaçor et al. (2017) similarly emphasize that the right use of time plays a great part in achieving success in professional and social lives of an individual. Kuscukaratepe and Atik (2015) also stated that success can be achieved especially in professional working life if effective time management is achieved. Akatay (2003) emphasizes that when time is well managed, it has positive effects on career and future planning with its direct impact on personal productivity.

Aluede et al. (2006) conducted a study to investigate the academic, career and personal needs of Nigerian university students and found that students put time management first as a need for counseling. Kenny et al. (2009) compared the needs of counseling of the students in the U.S. and Njerya and concluded that the time management needs of graduate counseling students from the U.S. and Nigeria were at the top.

In addition, studies show that students' career decision-making self-efficacy increases if training is given to determine students' career decisions (Fouad et al., 2009; Koen et al., 2012).

CONCLUSION AND RECOMMENDATIONS

At the end of the study, it was concluded that there was no statistical difference in age and learning status, while statistically significant differences were found in terms of gender and class variables. In addition, it was concluded

that there was a statistically significant relationship between students' ability to use time and their career decision self-efficacy.

The results of the research indicate that as students' ability to use time increases, they have more self-sufficiency when making decisions about their careers. Therefore, it turns out that for the students of educational institutions, it is more useful to provide education in a way that allows them to plan and use time more effectively by solving time loss and snooze problems. Thanks to this education model, students can plan their careers better and become more productive, happy and successful individuals in their business lives.

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