



Time Management Skills of Sports Sciences Faculty Students in a State University during Distance Learning

Taner Yılmaz^{1ABDE}, Halil Tanır^{1ACDE}

Faculty of Sport Science, Usak University, Usak, Turkey

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Corresponding Author: Halil Tanır, halil.tanir@usak.edu.tr

Abstract

Background and Study Aim. The remote education process implemented following the earthquake, referred to as the "disaster of the century" in Turkey, led to significant changes in students' educational experiences. Students, distanced from their social environments in the university setting, were forced to attend classes and take exams online. This situation caused them to lose the discipline they had in face-to-face education. The impact was particularly evident in higher education institutions like the Faculty of Sports Sciences, which offers a curriculum with many practical courses, resulting in negative effects on students' time management skills. Therefore, this study aims to examine the time management skills of students in the Faculty of Sports Sciences.

Material and methods. The sample of the study consists of 472 volunteer students (n=151 female, n=321 male) studying at the Faculty of Sports Sciences at Uşak University in the Spring Semester of the 2022-2023 academic year. The "Time Management Questionnaire" was used to assess the time management skills of the students. Data for this analytical cross-sectional study were collected using the online survey method after receiving approval from the Uşak University Social and Human Sciences Scientific Research and Publication Ethics Committee. The data were analyzed using SPSS 25.0 statistical software.

Results. Statistical analysis revealed significant differences in the students' time management skill levels according to gender, sporting status, knowledge and use of time management techniques, department, grade level, and grade point average ($p < 0.05$).

Conclusions. Based on the findings of the study, it was concluded that female students, students who engage in sports, students who know and use time management techniques, students studying in the Physical Education and Sports Teaching department, second-year students, and students with higher grade point averages have better time management skills compared to other students. Therefore, university and faculty administrations can implement practices such as adding courses to the curriculum, providing training, organizing seminars, and seeking support from different institutions to improve the time management skills of students with lower time management abilities.

Key words: sports sciences, distance education, time management skills, student, university.

Анотація

Навички управління часом студентів факультету спортивних наук державного університету під час дистанційного навчання

Танер Йилмаз, Халіл Танір

Передумови та мета дослідження. Процес дистанційного навчання після землетрусу, який у Туреччині називають "катастрофою століття", значно змінив освітній досвід студентів. Студенти, відірвані від свого соціального середовища в університетському середовищі, були змушені відвідувати заняття та складати іспити онлайн, що призвело до втрати дисципліни, яку вони мали під час очного навчання. Це було особливо помітно серед студентів, які навчаються у таких закладах вищої освіти, як факультет спортивних наук, у навчальній програмі якого багато практичних курсів, що призвело до зміни їхніх навичок управління часом. Тому це дослідження було спрямовано на визначення навичок управління часом у студентів факультету





спортивних наук.

Матеріал і методи. Вибірка дослідження складається з 472 ($n=151$ жінок та $n=321$ чоловіків) студентів-волонтерів, які навчаються на факультеті спортивних наук Університету Ушак у весняному семестрі 2022-2023 навчального року. Для визначення навичок управління часом у студентів використовувався опитувальник з управління часом. Дані аналітичного дослідження були зібрані з використанням методу онлайн-опитування після схвалення Комітету з етики наукових досліджень та публікацій соціальних та гуманітарних наук Університету Ушак. Ці дослідження були проаналізовані з використанням пакету програмного забезпечення SPSS 25.0.

Результати. У результаті статистичного аналізу було виявлено статистично значущу диференціацію між рівнями навичок управління часом студентів залежно від статі, спортивного статусу, знання та використання методів управління часом, факультету, рівня навчання та середнього балу ($p < 0,05$).

Висновки. Відповідно до результатів дослідження було зроблено висновок про те, що навички управління часом у студенток та студентів, які займаються спортом, знають та використовують методи управління часом та навчаються на факультеті викладання фізичної культури та спорту, мають високий середній бал, вищий, ніж у інших студентів. З цієї причини адміністрація університету чи факультету може впроваджувати такі практики, як додавання курсів до навчальної програми, організація семінарів та отримання підтримки від різних установ для підвищення навичок управління часом у студентів з нижчими навичками управління часом.

Ключові слова: спортивні науки, дистанційна освіта, навички керування часом, студент, університет.

Introduction

Time is a concept that people feel, has equal possession, is difficult to define, is the most valuable concept in life and its value has been constantly increasing from past to present. Time is the most valuable resource in human life, and the effective use and development of other resources depends on the good use of time. Time management ability is one of the most significant competencies that affect the success that people can achieve in life [1].

Although time seems to never end, today it is being consumed as rapidly as other resources, and individuals complain about lack of time. Today, the inability to use time effectively and efficiently is seen as a significant problem. Time management skills, which require effective use of time to achieve the set goals, provide significant benefits for individuals [2].

The phrase "I don't have any time", which is frequently used in daily life, is a significant problem that concerns everyone from students to senior managers. Considering that time is fixed and equal for everyone, the main problem here is that time is not used well and the necessary planning is not done. Time management includes the functions of using and controlling time efficiently. Time management is aimed at using time more effectively and increasing the quality of life rather than having more time [3].

Time management helps people organize their personal and professional lives [4]. Preventing time wastage and effective control of time improves quality and efficiency by developing managerial skills and conserving human resources. Effective time management reduces stress,

eliminates work pressure, facilitates the control of individuals over their work, provides a healthy work-life balance, and helps to motivate individuals. Employees who manage their time well are able to differentiate between what is important and what is urgent, accomplish multiple tasks in the allotted time, know their responsibilities, and cope with constraints. Those who manage time effectively do not fall into time traps such as lack of planning, perfectionism, inability to say "no", procrastination, and disorganization, and can easily achieve personal and professional goals [5].

Although the effective and efficient use of time varies according to the work of each individual, it is the rapid increase in professional knowledge and skills expected from individuals today. This expectation reveals the necessity to use time well to be successful in every field. Everyone uses their time for their own purposes. For example, for a student, "reading books, delivering projects" is important in using time, while for a manager, "planning work in the organization, attending meetings" is important. Determining values and planning activities accordingly makes it easier to achieve the goals [5].

One of the areas where it is important to use time effectively and efficiently is university education. While university students continue their courses, they carry out activities such as conducting research on the courses, organizing the research results, turning the results into a report, preparing for the exams of the courses carried out, and taking these exams. In such a period of workload, the success of students depends on the effective use of time. Effective use and management of time can directly affect students' aca-



demic performance and careers [6].

Turkey is a country that frequently experiences earthquakes. On February 6, 2023, two earthquakes with magnitudes of 7.7 and 7.6 occurred in Pazarcık and Elbistan districts of Kahramanmaraş province in Turkey. Described as the disaster of the century, the earthquakes, which killed 50 thousand people and injured 130 thousands others, caused great destruction in the provinces of Kahramanmaraş, Gaziantep, Şanlıurfa, Diyarbakır, Adana, Adıyaman, Osmaniye, Hatay, Kilis, and Malatya. Nearly 40 thousand buildings collapsed in the earthquake and over 300 thousand buildings became unusable. Five million people had to relocate after the earthquakes, which left nearly 2.5 million people homeless. Nearly 15 million people were directly affected by the earthquakes, which caused an economic cost of close to 110 billion dollars [7]. Earthquakes centered in Kahramanmaraş negatively affected education in primary, secondary, and higher education institutions. The mid-term vacation before the second semester of the 2022-2023 academic year was extended by two weeks throughout Turkey. It has been announced by the Council of Higher Education (YÖK) that the spring semester at universities can start with distance education as of February 20, 2023, and that the hybrid option, including face-to-face education, can be considered as of April 2023. In the statement of YÖK dated March 30, 2023, it was stated that as of April 3, 2023, face-to-face education can be provided in classrooms to students who wish to attend universities without the condition of attendance together with distance education [8].

The distance education process after the earthquake has significantly changed the educational lives of students. Students who had to move away from the social environment they had in the university environment and take classes and exams online lost the discipline of face-to-face education. There have been some changes in the time management skills of students studying in higher education institutions such as the Faculty of Sports Sciences, where there are many applied courses in the curricula of undergraduate programs. Therefore, this study aimed to determine the time management skills of the students of the Faculty of Sports Sciences in the distance education process after the earthquake. This study is significant in terms of identifying students with low time management skills and increasing their time management skills with some interventions. Because, having time management skills will help students not only to increase their academic success but also to improve their quality of life, reduce their stress, lead a balanced life, and reach their goals more easily.

Material and Methods

Research model

The data of the study, which was designed in analytical cross-sectional type from quantitative research models, were collected using the online survey method after the approval of Uşak University Social and Human Sciences Scientific Research and Publication Ethics Committee dated 17.05.2023 and numbered 2023-126.

Participants

The sample of the study consists of 472 (n=151 female and n=321 male) volunteer students studying at Uşak University Faculty of Sports Sciences in the Spring Semester of the 2022-2023 academic year.

Data collection tools

Time management questionnaire

The Time Management Questionnaire was used to determine the time management skills of the participants. The scale developed by Britton and Tesser [9] was translated into Turkish by Alay and Koçak [10] and validity and reliability study was conducted. Consisting of 27 items, the scale consists of 3 sub-dimensions: "time planning", "time attitudes" and "time wasters". The score that can be taken from the scale varies between 47 and 123. In the 5-point Likert-type scale, positive items are scored as always (5), never (1), while negative items are scored as always (1), never (5). Higher scores indicate better time management practices. Items 24, 25, 26, and 27 in the "time wasters" sub-dimension of the scale are negative items.

Statistical analysis

The study data obtained from the online survey were evaluated in SPSS 25.0 package software at a 95% confidence interval and 0.05 significance level. Since the number of observations was more than 70, the normal distribution of the data was tested with the Kolmogorov-Smirnov Test. Parametric tests were employed in statistical analyses as it was determined that the data were normally distributed and parametric test assumptions were met. The significance of the difference between the mean of the two groups independent of a continuous variable was determined by the Independent Sample T-Test. The significance of the difference between the mean of three or more independent groups was tested with One Way ANOVA, one of the Independent K Sample Tests. Due to the homogeneous distribution of variances, the Tukey HSD Test, one of the Post-Hoc Tests, was used for multiple comparisons between groups to determine between which groups the differences between three or more independent groups are.



Results

As can be seen in Table 1, the time management skills of the participants statistically significantly differed according to gender, sports status, knowing and using time management techniques ($p < 0.05$). When the mean scores were examined, it was determined that female students, students who do regular sports, and who know and use time management techniques have better time management skills.

As can be seen in Table 2, it was determined that the time management skills of the participants statistically significantly differed according to the undergraduate program, grade level, and grade point average ($p < 0.05$). In the multiple comparisons made to determine the source of the differentiation between the groups, it was determined that in terms of time management skills, students in the PES Teaching undergraduate program are better than students in the Sports Management undergraduate program, students in the second year are better than students in the fourth

year, and students with a GPA of 3.01 and above are better than students with a GPA of 2.50 and below.

Discussion

Today, students who are able to identify their goals, set their objectives in line with their goals, and plan to achieve their goals are likely to be more successful than students who do not. In addition, student success also depends on how they use their time. While it is important to use time effectively and efficiently in the ordinary course of life in terms of student success, it is also important to use time effectively and efficiently in the distance education process after unexpected situations such as epidemics or earthquakes. Considering that students are inexperienced in these rare periods, how time is used becomes even more important. In this study, which was carried out with the participation of students studying at the Faculty of Sports Sciences during the distance education process after the earthquake, where

Table 1. Independent group T-test results between time management skill scores according to the variables of gender, sports status, knowing and using time management techniques, n=472

Parameters	Groups	n	\bar{X}	SD±	S _{error}	T test	
						t	p
Gender	Female	151	88.18	12.60	1.02	2.134	0.033*
	Male	321	85.32	13.98	0.78		
Sports status	Yes	243	88.76	13.44	0.86	4.225	0.000*
	No	229	83.56	13.29	0.87		
Knowing and using TMT	Yes	152	94.02	12.94	1.05	9.309	0.000*
	No	320	82.54	12.31	0.68		

Note: TMT: Time Management Techniques; *significance at 0.05 level

Table 2. Independent group One-way analysis of variance (ANOVA) results between time management skill scores according to undergraduate program, grade level, and grade point average variables n=472

Parameters	Groups	n	\bar{X}	SD±	F	p	Difference
Undergraduate program	1 PES Teaching	157	89.76	14.13	7.345	0.000*	1 (2)
	2 Sports Management	142	82.53	13.06			
	3 Coaching Education	152	85.99	12.33			
	4 Recreation	21	86.76	16.01			
Grade level	1 First year	129	86.08	12.84	3.906	0.009*	2 (4)
	2 Second year	72	89.54	13.72			
	3 Third year	132	87.59	13.50			
	4 Fourth year	139	83.42	13.93			
Grade point average	1 1.50-2.00	16	84.18	13.46	6.224	0.000*	1(4 and 5) 2(4 and 5)
	2 2.01-2.50	63	84.91	13.74			
	3 2.51-3.00	235	85.89	13.54			
	4 3.01-3.50	151	86.94	12.94			
	5 3.51-4.00	7	87.28	12.26			

Note: PES: Physical Education and Sport; *significance at 0.05 level



daily habits were replaced by a completely different lifestyle, it was determined that females were found to have better time management skills than males. This situation is considered to be a result of the reflections of gender roles in daily life. The differences between men and women appear in daily life. At the heart of this difference are the masculine and feminine values constructed by society, as well as biological sex. These values are adopted in the first years of life. Gender, which is shaped by values, shows its effect on social life. Since men in Turkish society are more active in social life, they may be more preoccupied with behaviors that prevent the effective use of time and cause loss of time. It is considered that this may be the reason for the differentiation between males and females in favor of females. In some studies supporting this study [4,11] it was determined that females were better than males in terms of time management skills. On the other hand, many recent studies [12,13] have found that gender does not affect time management skills and time management skills of female and male students are similar.

In this study, it was determined that the time management skills of the students who practice sports regularly were better than the students who did not have the habit of doing sports regularly. Individuals who practice sports regularly can improve their self-discipline through behaviors such as creating a daily plan according to the training time, preparing sports clothes, paying attention to nutrition, consuming enough fluids, taking care to protect against diseases, and ensuring sleep patterns. Individuals with high self-discipline are also likely to have high time management skills. For this reason, it may be natural that students who practice sports regularly have better time management skills. In similar studies, it has been observed that individuals who do sports or who do sports more frequently have better time management skills [14,15,16].

In this study, it was found that students who knew and used time management techniques had better time management skills. Students who know and use simple time management techniques such as setting their priorities, making a schedule, making a to-do list, being able to say no to deterrent offers, identifying productive times during the day, being realistic, and not letting small things pile up are likely to use time efficiently and, as a result, increase their academic achievement. In support of this study, Ahmad Uzir et al. [17] reported that students who applied time management techniques used time more efficiently and their academic achievement increased. In another study, Altuntaş and Kayıhan [18] stated that time management training for university students increased students' time management awareness

and that these students could be more successful both in university and in their professional life after university due to the increase in their knowledge, skills, and awareness levels regarding time management.

The present study determined that the students with the highest time management skills were studying in the Department of PES Teaching, followed by the students of the Recreation Department and the Coaching Education Department, respectively. Students with the lowest time management skills were studying in the Department of Sports Management. The students who were admitted to the Uşak University Faculty of Sport Sciences, where the study was conducted, with the highest score according to the Field Proficiency Test (AYT), conducted by the Measurement, Selection and Placement Center (ÖSYM), are studying in the PES Teacher Education department. From this point of view, it is considered that the high academic success of the students in the PES Teacher Education department may be related to their high time management skills. The unique structure of each undergraduate program may require different behavior patterns to be exhibited. In some undergraduate programs, time management may be considered a prerequisite for success, while in others it may not be as important. This situation may cause the time management skills of students in different undergraduate programs to differ, as in the study. In studies conducted with the participation of university students studying in different departments, it was determined that students' time management skills differed according to the department they studied [19,20].

The present study found that the students with the highest time management skills were second-year students, followed by third-year students and first-year students, and the students with the lowest time management skills were fourth-year students. It is considered the fact that first-year students have just started a higher education institution and that some of them have separated from their families and come to a new city, and that fourth-year students have burdens such as vocational internship practices and preparation for the central exams to be held for post-graduation assignment in addition to the intensity of the course, may be a problem in terms of time management. From this point of view, it can be considered normal that the time management skills of second and third-year students, who do not have problems such as adapting to the institution and the city where they study and who have less workload, take the first two places. Studies conducted with different samples may reach different results than this study. Different characteristics of the cities where universities are



located, higher education institutions, and students may affect the results of the study. Karatepe et al. [21]; Arslan and Kuyulu [22] reported that the grade level of university students did not affect their time management skills. Sezen [23] found that the time management skills of students in upper grades were better than those in lower grades. Babacan and Küçükosmanoğlu [24] reached a result that supports this study and stated that second-year students scored higher in the time enemies dimension of time management than other students and were more successful in not falling into time traps.

The present study found that as students' grade point average increased, their time management skill scores also increased. Differences were found between students with high grade point averages and students with low grade point averages in terms of time management skills. The fact that students prepare annual, monthly, weekly, hourly, and even minute plans within the scope of time management also affects their time management during the exam. How students manage the exam process when they take an exam is extremely important. Students with time management skills are able to plan the day, the hours and minutes in the day, and determine the activities to be done between study hours. Student success can also be affected by time management during the exam. Students should be able to manage their time not only before but also during the exam. For these reasons, it is considered a normal situation that the students who have high time management skills among the students participating in the study are more successful. Studies conducted with university students in different countries have determined that there is a positive relationship between time management skills and academic achievement, which supports this study [12, 25, 26].

Conclusion

In line with the findings of the study, it was concluded that the time management skills of female students, students who do sports, who know and use time management techniques, who are studying in the Physical Education and Sports Teaching department, who are second year students, and who have a high grade point average are higher than other students. Therefore, the university or faculty administration can offer time management courses to students as either mandatory or elective. The course content could cover topics such as how students can manage their personal time, goal setting, prioritization, stress management, and working efficiently using digital tools and techniques. As another alternative, time management can be integrated into existing courses. Practices that enhance students' time mana-

gement skills could be incorporated into current courses. For example, in project-based courses, students could be taught how to plan effectively and manage their time, with practical application to reinforce the concepts. Tools and techniques that help students plan their time effectively throughout the semester can be included in the course content. Guidance could be provided, especially on topics such as planning for term projects, setting exam dates, and managing study time. Students who excel in time management courses could mentor other students. This would allow them to apply the knowledge they've gained in practice and share their personal experiences. Additionally, individual time management counseling could be provided during the practical portion of the course. In this way, students could create a personalized time management plan tailored to their specific goals. Interactive time management workshops could also be organized for students. In these workshops, students could discuss time management techniques in groups and collaboratively develop solutions. Group work among students can encourage peer learning on time management, creating social learning opportunities and helping develop a collective understanding. Courses focusing specifically on time management in crisis situations, such as earthquakes or other natural disasters, could be developed. These courses could teach how to plan and prioritize under stressful and uncertain conditions. In conclusion, integrating time management courses into the curriculum would not only provide students with a skill that enhances their academic success but also improve their life skills. Particularly in remote education, the importance of this skill has grown, as students must be more self-organized. How these courses are integrated into the educational process can be customized according to the specific needs and educational model of the institution.

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Supplementary Information

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Conflict of interest

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Authors details

Taner Yilmaz

<https://orcid.org/0000-0001-7443-6753>,

taner.yilmaz@usak.edu.tr

Faculty of Sport Science, Usak University, Usak, Turkey

Halil Tanir

<https://orcid.org/0000-0001-5626-8362>,

Halil.tanir@usak.edu.tr

Faculty of Sport Science, Usak University, Usak, Turkey