EVALUATION OF THE CORRELATION BETWEEN TIME MANAGEMENT PERCEPTIONS AND TIME MANAGEMENT BEHAVIORS OF SPORT MANAGEMENT STUDENTS

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Abstract:

The aim of this study is to examine the correlation between the future perceptions of the students of the sports management department and their time management behavior. For this purpose, Gazi, Selçuk, Muğla and Fırat University Sports Sciences Faculty, Sports Management students (n = 770) participated in the questionnaire voluntarily. The socio-demographic information form of the volunteers was applied to the future time perception scale developed by Husman and Shell (1996) and the Time Management Behavior Scale developed by Britton and Tesser (1991). The obtained data was recorded with the package program "IBM SPSS 22". Mann Whitney U, Kruskal Wallis, Spearman Correlation Analysis for the Correlation between future time sense and time management behavior were applied as a statistical process. As a result, there was a significant Correlation between gender, university and class, time management behaviors, gender, university and class variables. Furthermore, a too weak Correlation was found between the future time sense and the time management behavior on the positive side. This may be due to the students' personal development, social circles, socioeconomic status difference and the missions and visions of the students differ.

Keywords: future perception, time management behavior, university students, sports management

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1. Introduction

It may vary in time for people to develop themselves and achieve their goals. The influence of the individual's immediate or remote future expectations on the present actions of their goals has been one of the research topics of educational psychology since 1960's. To define this in the process, the concept of future time perception is used (Lens and Tsuzuki, 2005). We do not have any knowledge of the future, although we do not have some information about the past. However, future plans can be made. They may need a sense of the future time to plan for themselves and their students and their goals. Future-time perception is defined by Lens and Tsuzuki (2005) as "*the effect on the present actions of the goals that the individual wants to achieve in near or far future*". According to Husman and Shell (1996), the sense of future time is multidimensional. These subdimensions are expressed as dimensions of "*connectedness, value, extension and speed*". Connectedness is the correlation between the individual's current actions and future goals, the value that the individual gives to the goals he or she wants to achieve in the near or far future, Daltrey and Langer (1984) express the speed as the perception of the individual's speed of passing. The future time perception can be expressed as the process of influencing and developing the aim of the individual to direct himself, direct him and to realize his goal.

It is a complicated process to plan in this direction to prepare for the future time zone. It is inevitable that the students have worries about their future. They need to plan their time so that their worries can be removed and they can achieve their goals, and have a good time management to remove the traps and obstacles in their lives. Life conditions and living standards are divergent from the past to present. The efficient use of the time possessed is individual.

What we have to do is to evaluate the time, which we cannot stop and go on, in the most useful and optimal way for ourselves and for the organization we operate in. The desire to use time efficiently is mostly a form of behavior seen in adults (Uğur, 2000). It is a fact that time can never be bought, sold, rented, stored and reproduced, and will never come back. This shows us in a very striking way how important time management is (Özer, 2010). Time management tries to use time effectively, which is an important resource in reaching goals and targets (Uğur, 2000). The important thing is not to manage the clock, but to manage it over time (Mackenzie, 2001). Time management is a key point for a satisfying life nowadays and time management is a major problem (Balcı, 1990). The purpose of time management is; it is important to allocate unnecessary work to save time, to increase productivity in our work, to carry out long-term work in a shorter time and to do qualified work in a limited time (Gözel,

2010). Time management is the time to plan well and to use it efficiently. (Değirmenci, 1998). Time planning is defined as determining the activities necessary to achieve specific objectives and determining when, how, and when these activities will be carried out (Türkel and Leblebici, 2001). Students should not fall into time traps to use their time effectively during training and other periods. Social relations, personal and cultural traits that cause time lost or cause the bad use of time is called time traps (Aytürk, 1999; Bahçecik, 2004). Life is full of actions that are framed on different complex chains of activity. The importance of time in life, the future time perceptions of the students, the distant and near future goals of the students and the methods and attitudes of the students for the realization of these goals are important in terms of time management. The aim of the study is to examine the Correlation between the future perceptions of the students of sports management department and the time management behaviors.

2. Material and Methods

2.1 Data Collection Tools
2.1.1 Socio-Demographic Information Form
This form created by the researcher consists of four questions which are gender, university, class and sports history.

2.1.2 Future Perception Scale
Future Time Perception Scale developed by Husman and Shell (1996) and made by Avci and Erden (2009) was used to measure future time perceptions of participants in the study. The Future Perception Perception Scale is composed of 27 items. Scale; There are four subscales, Connectedness (12 items), Value (7 items), Extension (5 items) and Speed (3 items). Connectedness subscale; 1, 5, 7, 8, 12, 13, 17, 19, 21, 23, 25 and 27, Value subscale; 2, 6, 9, 14, 15, 18 and 22, Speed subscale; Elements 11, 16, and 26 and the Extension subscale; 3, 4, 10, 20 and 24. 1, 7, 8, 11, 13, 15, 16, 17, 23, 25, 26 and 27 are scored by reversing. The score for the subscales is obtained by dividing the score obtained from the related items by the number of items. The score obtained from all subscales is between 1 and 5. The high scores of the subscales indicate that the individual has an increased propensity to measure the subscale. The validity study of the scale was made using descriptive factor analysis. The Cronbach Alpha coefficients obtained in the reliability study of the scale were 78 for the Future Perception Scale, 82 for the Dependency Subscale, 72 for the Value Subscale, 72 for the Speed Subscale, and

74 for the Extension Subscale. The scale is evaluated on a 5-point Likert-type scale of (5) "Totally Participating" and (1) "Totally Not Participating".

2.1.3 Time Management Behavior Scale

A time management behavior scale consisting of 27 questions developed by Britton and Tesser (1991) and adapted to Turkish by Alay and Koçak (2002) was used to measure participants' time management behaviors in the study. The scale consists of three sub-dimensions, "Time Planning", "Time Attitudes" and "Time Traps". There are 16 items in the time schedule, one of which is scored reversely (item 16). There are 7 questions in the Time Attitudes section, 7 questions in total, 3 questions (2, 6 and 7 items) to be scored reversely. There are 4 questions in the time traps section and all the questions are scored in reverse. The reliability of the questionnaire was measured by calculating the internal consistency coefficient. "88" for Time Scheduling dimension, "66" for Time Attendance dimension. Time consumers were found to be "47" for size and "80" for general size. Time management behavior scale is a measure prepared using the 5-point Likert method. The answers are expressed as "Always", "Frequently ", "Sometimes", "Rarely" and "Never".

2.2. Statistical analysis

The data obtained from the personal information form, Future Time Perception and Time Management Behavior scales were entered into the SPSS22.0 package program and analyzes were made through this program. Personal information about the candidates, inventory averages and factor scores were determined by determining the frequency (f) and percent (%) values. Parametric and nonparametric distribution curves, skewness-kurtosis values of the points are made by examining the parametric and nonparametric distributions. The data show a nonparametric distribution. Mann Whitney U test in comparison with gender as a statistical procedure Kruskal Wallis test in comparison with age, university, class and sports background, Spearman correlation analysis was used for analysis of Correlation between future time perception and time management behavior.

3. Results and Discussion

When the level of perceptions of participants are examined according to gender; it is seen that the connectedness dimension score of male is 46, female is 50, male of score value is 23, female is 23, size of speed is 10, that of female is 10, extension of male is 16, that of female is 16, total score of future time is 94 and that of female is 97. As a result of

the statistical analyses made, there was a significant difference in the dimension of connectedness. It is seen that women have a higher sense of time than men. When the literature is examined, it is not parallel to existing studies (Üstün, Işık, Demirel and Harmandar Demirel, 2016).

As a reason for women having a higher sense of time than men; it may be thought that women strive to reach their future goals, they lead them towards these ends and they adopt a selective way of life.

When the time management behaviors according to the genders of the participants are examined; Men's time planning dimension score is 47, women's is 45; The time scale of men's score is 21, and women's score is 20; Time traps of men in the size of 12, 14 of women; And the total score for men and women is 79. As a result of the statistical analyses made, significant differences were found in the dimensions of time planning dimension, time attitude dimension and time traps dimension. When the literature is examined, there are as many unrelated studies as there are Correlations between time management behaviors and gender (Kocabaş and Erdem, 2003, Alay and Koçak, 2003, Tektaş ve Tektaş, 2010, Karaoğlu, 2015).

This can be considered to be due to the fact that the participants are detailed in their experiences, they cannot plan their time studies, and they are exposed to realistic traps quickly in the steps taken to reach their goals.

When the levels of future participants' perceptions are examined according to university variables; The highest score in the connectedness dimension belongs to Muğla Sıtkı Koçman University with 51 and the lowest score belongs to Fırat University with 42 points; When the value dimension is examined, the scores are the same; When the speed dimension is examined, it is seen that the highest score belongs to Muğla Sıtkı Koçman University with 11 and the lowest score belongs to Fırat University with 9; When the extension dimension is examined, it is seen that the highest score belongs to Gazi University with 17 and the lowest score belongs to Muğla and Fırat University with 15; When the total score of the future time sense is examined, it is seen that the highest score belongs to Muğla Sıtkı Koçman University with 100 and Selcuk University with the lowest score 96. A statistically significant difference was found in the connectedness score, speed dimension, extension dimension and future time perception total score.

When we look at the studies in the literature, we did not find any study that examines the Correlation between university change and future time perception. When the participants' time management behaviors were examined according to university variables; The highest score in the time planning dimension belongs to Muğla Sıtkı Koçman and Fırat University with 48, and the lowest score belongs to Gazi University

with 44.50; It is seen that the time management behaviors belong to Muğla Sıtkı Koçman University with the highest score 82 in the total score and Gazi University with the lowest score 77. As a result of the statistical analysis, a significant difference was found in the total dimension of time planning, time attitudes, time traps and time management behaviors.

This may be due to the change in student profiles depending on the geographical location of the universities and the differences in the opportunities offered by the universities for the development of the students.

When the participants' perception level of future time according to a class variable is examined, it is seen that the highest score in the future time sense total score belongs to the third grade with 97 and the lowest score belongs to the fourth grade with 95. A statistically significant difference was found in the speed dimension and the future time sense total score. In the literature, there is no study that examines the Correlation between classroom changes and the future time perception.

The future time perceptions of the students differ according to the class levels; the students 'future perceptions and future expectations do not resemble each other, and the students' evaluations are based on their near future and distant future graduates.

When the participants' time management behaviors were examined according to the class variable, the highest score in the time planning dimension was 48th to 4th grade, the lowest score belonged to 46th and 1st and 2nd grade; When the time attitudes dimension is examined, the highest score belongs to 22nd to 4th class, the lowest score belongs to 20th to 3rd class; When the time traps dimension was examined, the highest score belonged to 14th grade and the lowest score to 12th and 3rd grade; In the total time management behavior, the highest score is 82 and the lowest score is 77 and the 3rd is the lowest. As a result of statistical analysis, a significant difference was found in the total score of time planning, time attitudes, time traps and time management behaviors. When the literature is examined, no studies have been found to examine the Correlation between classroom variables and time management behaviors. This can be thought of as a result of the development of the mission and visions of the students as a result of passing on to the upper classes, maturing in age, gaining experience, differences in the way of life, as well as the benefits provided by licensing and pedagogical formation training.

When the Correlation between the future time perception and the time management behavior is examined, there was a very positive correlation between the future time perception and the time management behavior (r =, 118, p =, 001). When the

literature is examined, no studies have been found to examine the Correlation between future time perception and time management.

This can be attributed to the desire to use time effectively with the reason for realizing the goals that students want to reach in the near or distant future.

4. Conclusion

As a result, there was a significant Correlation between gender, university and class, time management behavior and gender, university and class variables with future time perception. Furthermore, there is a too weak correlation between the sense of future time and the time management behavior in the positive direction. The management of the department is also aimed at determining the future of the countries in terms of their position in the future with the training they receive (Zorba et al., 2013). In addition to this, it is important to establish a Correlation between the aims of the young people who will start to work life as a sports specialist and the behaviors they have. In this situation, it can be considered that the students' personal development, social circles, socioeconomic status difference and the missions and visions of the students are different.

About the Author(s)

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He was born in Antalya in 1956. He trained at Istanbul Anadoluhisarı Youth and Sports Academy, Sports Management Department. He worked as a Sports Expert in General Directorate of Sports. He has Master's degree from Gazi University, Institute of Social Sciences and a PhD degree from Marmara University, respectively. He started to work at Marmara University, Atatürk Education Faculty in 1988. Then he became an Assistant Professor at Gazi University in 1992, an Associate Professor in 1996 and a Professor in 2002. Güner EKENCİ concentrates his studies mostly in the field of sports management. Since 2012, he has been continuing his academic life on Sports Management Department at İstanbul Gelişim University.

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Appendix

Table 1: Socio-Demographic Characteristics of Participants

		Frequency	Percentage
Gender	Male	516	67,0
	Female	254	33,0
	Total	770	100,0
University	Selçuk	201	26,1
	Gazi	204	26,5
	Muğla	181	23,5
	Fırat	184	23,9
	Total	770	100,0
Class	1st class	309	40,1
	2nd class	120	15,6
	3rd class	165	21,4
	4th class	176	22,9
	Total	770	100,0
Sports Background	1-5 Years	385	50,0
	6-10 years	284	36,9
	11 and more	101	13,1
	Total	770	100,0

For Table 1, when the genders of the volunteers participating in the study are examined; 26.1% are from Selçuk University, 26.5% are from Gazi University, 23.5% are from Muğla Sıtkı Koçman University and 23.9% are from Fırat University. 40.1% of the volunteers are in the 1st grade, 15.6% of them are in the 2nd grade, 21.4% of them are in the 3rd grade and 22.9% of them are in the 4th grade, 50% of the participant volunteers have 5 years sports history, 36.9% of them have 6-10 years sports history and 13.1% of them have 11 years and more sports history.

Table 2: Skewness-kurtosis values of scores and Kolmogorov-Smirnov
test significance level results

	N	Skewness	Kurtosis	P
Connectedness	770	-1,665	1,734	,000
Value	770	-1,899	1,578	,000
Speed	770	-1,832	1,525	,000
Extension	770	1,555	2-,233	,000
Sum of future time perception	770	1,564	-2,044	,001
Time Planning	770	-2,027	-1,654	,000
Time Attitudes	770	-2,066	1,497	,000
Time Traps	770	-1,735	1,548	,000
Sum of Time Management	770	1,789	1,890	,000

When we look at the results of the test in Table 2, it is observed that there is a deviation from the normality in the total score and subscales of the time management behavior in the total score and subscales of the future time sense. The application of the K-S test is only one of the methods used for examining the normality situation. Looking at the normal distribution curves, it seems that there is a deviation from normality. Furthermore, when the coefficients of skewness and Kurtosis are taken into consideration, it is determined that not all the scores are within the range of ± 1.5. It has been decided that nonparametric statistical techniques should be used because it is seen that deviations in normal distribution curves are observed.

Table 3: Descriptive Statistics of Participants' Answers to Scales

		N	Min	Max	X±Sd
Future time perception	Connectedness	770	23,00	60,00	46,42±8,28
	Value	770	11,00	35,00	22,91±3,95
	Speed	770	3,00	15,00	10,02±2,67
	Extension	770	5,00	25,00	15,67±3,38
	Sum of future time perception	770	55,00	123,00	95,02±12,03
Time management	Time Planning	770	20,00	76,00	46,48±9,56
	Time Attitudes	770	9,00	35,00	20,29±4,39
	Time Traps	770	4,00	20,00	13,10±3,44
	Sum of Time Management	770	39,00	122,00	79,87±12,27

When Table 3 is examined, the future time perception scale of the volunteers participating in the study is 46,42 ± 8,28 for the connectedness subscale score, 22,91 ± 3,95 for the value subscale score, 10,02 ± 2,67 for the speed subscale score, 15,67 ± 3,38 and the future time sense total score is 95,02 ± 12,03. When the time management scale subscale scores are examined; ıt is seen that the time dimension score is 46,48 ± 9,56, the time attitude dimension score is 20,29 ± 4,39, the time trap dimension score is 13,10 ± 3,44 and the time management total score is 79,87 ± 12,27.

Table 4: Time Perception Level Analysis by Gender of Participants

	Gender	n	median	min	max	Z	p
Connectedness Dimension	Male	516	46,00	23,00	66,00	-3,334	,001
	Female	254	50,00	28,00	66,00		
Value Dimension	Male	516	23,00	13,00	35,00	-,959	,338
	Female	254	23,00	11,00	32,00		
Speed Dimension	Male	516	10,00	3,00	15,00	-2,196	,028
	Female	254	10,00	3,00	15,00		
Extension Dimension	Male	516	16,00	5,00	25,00	-,564	,573
	Female	254	16,00	6,00	24,00		
Sum of future time perception	Male	516	94,00	55,00	123,00	-2,688	,007
	Female	254	97,00	68,00	123,00		

When Table 4 is examined, In the dimension of connectedness men's score is 46 and women's is 50; the score of men in the value dimension is 23 and women's is 23; the score of the men in the speed dimension is 10 and women's is 10; the men's score 16 in extension dimension and women's is 16; the total score of future time perception is 94 for males and 97 for females. As a result of the statistical analyses made, there was a significant difference in connectedness dimension (p <0, 05).

Table 5: Time Management Behavior Analysis by Gender of Participants

	Gender	n	median	min	max	Z	p
Time Planning	Erkek	516	47,00	20,00	76,00	-3,024	,002
	Kadın	254	45,00	26,00	75,00		
Time Attitudes	Erkek	516	21,00	10,00	35,00	-3,084	,002
	Kadın	254	20,00	9,00	33,00		
Time Traps	Erkek	516	12,00	4,00	20,00	-5,842	,000
	Kadın	254	14,00	4,00	20,00		
Sum of Time Management	Erkek	516	79,00	39,00	122,00	-1,669	,095
	Kadın	254	79,00	53,00	117,00		

When Table 5 is examined; men's time planning dimension score is 47, women's is 45; the time scale of men's score is 21, and women's score is 20; time traps of men in the size of 12, 14 of women; it is seen that the total score of men and women is time management 79. As a result of the statistical analysis, significant differences were found in the dimensions of time planning, time attitude dimension and time traps (p <0, 05).

Table 6: Participants' Time Perception Level Analysis by Universities

	University	n	median	min	max	X^2	P	difference
Connectedness Dimension	Selçuk[1]	201	48	28,00	60,00	43,220	,000	1-3, 1-4 2-4, 3-4
	Gazi[2]	204	48	29,00	60,00			
	Muğla[3]	181	51	23,00	60,00			
	Fırat[4]	184	42	28,00	60,00			
Value Dimension	Selçuk[1]	201	23	14,00	32,00	3,930	,269	-
	Gazi[2]	204	23	13,00	32,00			
	Muğla[3]	181	23	11,00	35,00			
	Fırat[4]	184	23	13,00	34,00			
Speed Dimension	Selçuk[1]	201	10	3,00	15,00	26,405	,000	1-3, 2-4 3-4
	Gazi[2]	204	10	4,00	15,00			
	Muğla[3]	181	11	4,00	15,00			
	Fırat[4]	184	9	3,00	15,00			
Extension Dimension	Selçuk[1]	201	16	8,00	24,00	19,415	,000	1-4, 2-4
	Gazi[2]	204	17	5,00	24,00			
	Muğla[3]	181	15	5,00	24,00			

	University	n	median	min	max	X²	P	difference
	Fırat[4]	184	15	7,00	25,00			
Sum of future time perception	Selçuk[1]	201	96	68,00	123,00			
	Gazi[2]	204	96,50	71,00	121,00	42,446	,000	1-4, 2-4
	Muğla[3]	181	100	55,00	123,00			3-4
	Fırat[4]	184	89	68,00	122,00			

In Table 6, when the participants' perceptions of future time according to university variables are examined, the highest score in the dimension of connectedness is 51 with Muğla Sıtkı Koçman University and the lowest score is 42 with Fırat University; when the value dimension is examined, the scores are the same; when the speed dimension is examined, the highest score is 11 with Muğla Sıtkı Koçman University and the lowest score is 9 with Fırat University; when the extension dimension is examined, the highest score belongs to Gazi University and the lowest score belongs to Muğla and Fırat University with 17; when the future time sense total score is examined, it is seen that the highest score belongs to Muğla Sıtkı Koçman University with 100 and Selcuk University with the lowest score 96. There was a statistically significant difference between connectedness dimension, speed dimension, extension dimension and future time sense total score ($p < 0.05$).

Table 7: Time Management Behavior Analysis of Participants by Universities

	University	n	median	min	max	X²	P	difference
Time Planning	Selçuk[1]	201	45,00	23,00	73,00			
	Gazi[2]	204	44,50	20,00	72,00	31,630	,000	1-3, 1-4, 2-3, 2-4,
	Muğla[3]	181	48,00	27,00	76,00			
	Fırat[4]	184	48,00	23,00	73,00			
Time Attitudes	Selçuk[1]	201	19,00	9,00	31,00			
	Gazi[2]	204	21,00	11,00	30,00	52,373	,000	1-2, 1-3
	Muğla[3]	181	21,00	10,00	35,00			1-4
	Fırat[4]	184	21,00	14,00	28,00			
Time Traps	Selçuk[1]	201	14,00	4,00	20,00			
	Gazi[2]	204	12,50	4,00	20,00	46,904	,000	1-2, 1-4
	Muğla[3]	181	14,00	4,00	20,00			3-4
	Fırat[4]	184	12,00	4,00	19,00			
Sum of future time perception	Selçuk[1]	201	79,00	39,00	114,00			
	Gazi[2]	204	77,00	50,00	121,00	26,166	,000	1-3, 1-4
	Muğla[3]	181	82,00	54,00	122,00			2-3, 2-4
	Fırat[4]	184	81,00	56,00	116,00			

In Table 7, when the participants' time management behaviors were examined according to the university variable, the highest score in the dimension of time planning belongs to Muğla Sıtkı Koçman and Fırat University and the lowest score belongs to

Gazi University with 44.50; It is seen that the time management behaviors belong to Muğla Sıtkı Koçman University with the highest score 82 in the total score and Gazi University with the lowest score 77. As a result of statistical analysis, significant differences were found in a total dimension of time planning, time attitudes, time traps and time management behaviors (p <0.001).

Table 8: Future Time Perception Level of Participants by Class Levels

	Class	n	median	min	max	X^2	P	difference
Connectedness Dimension	1st class	309	48,00	28,00	60,00	7,315	,068	-
	2nd class	120	44,00	28,00	60,00			
	3rd class	169	49,00	30,00	60,00			
	4th class	176	47,00	23,00	60,00			
Value Dimension	1st class	309	23,00	13,00	34,00	3,685	,298	-
	2nd class	120	22,00	11,00	33,00			
	3rd class	169	23,00	13,00	34,00			
	4th class	176	23,00	13,00	35,00			
Speed Dimension	1st class	309	10,00	4,00	15,00	12,001	,007	1-3
	2nd class	120	8,00	3,00	15,00			3-4
	3rd class	169	9,00	3,00	15,00			
	4th class	176	10,00	3,00	15,00			
Extension Dimension	1st class	309	16,00	5,00	25,00	5,985	,112	-
	2nd class	120	15,00	6,00	23,00			
	3rd class	169	16,00	8,00	23,00			
	4th class	176	16,00	5,00	23,00			
Sum of future time perception	1st class	309	96,00	68,00	123,00	10,903	,012	1-2
	2nd class	120	89,00	71,00	121,00			2-3
	3rd class	169	97,00	68,00	116,00			
	4th class	176	95,00	55,00	121,00			

In Table 8, when the participants' perception level of future time according to the class variable is examined, it is seen that the highest score in the future time perception total score belongs to the 3rd grade with 97 and the lowest score belongs to the 95th grade with the 4th grade. A statistically significant difference was found between the speed dimension and the future time perception total score (p <0.05).

Table 9: Time Management Behavior Analysis by Participants' Class

	Bölüm	n	median	min	max	X^2	P	difference
Time Planning	1st class	309	46,00	20,00	72,00	14,886	,002	1-4
	2nd class	120	47,00	23,00	71,00			
	3rd class	169	46,00	24,00	73,00			3-4
	4th class	176	48,00	24,00	76,00			
Time Attitudes	1st class	309	21,00	10,00	34,00	16,445	,001	1-4
	2nd class	120	21,00	11,00	29,00			
	3rd class	169	20,00	9,00	29,00			3-4
	4th class	176	22,00	12,00	35,00			
Time Traps	1st class	309	14,00	4,00	20,00	11,058	,011	1-3
	2nd class	120	13,00	4,00	19,00			
	3rd class	169	12,00	4,00	20,00			
	4th class	176	13,00	4,00	20,00			
Sum of Time Management	1st class	309	79,00	39,00	121,00	19,090	,000	1-4
	2nd class	120	80,00	54,00	112,00			
	3rd class	169	77,00	53,00	111,00			3-4
	4th class	176	82,00	55,00	122,00			

In Table 9, when the participants' time management behaviors were examined according to the class variable, the highest score in the time planning dimension was 48th to 4th grade, the lowest score was 46th and 1st and 3rd grade; when the time attitude dimension is examined, the highest score belongs to 22nd to 4th grade, the lowest score belongs to 20th to 3rd grade; when the time traps dimension was examined, the highest score belonged to 14th grade and the lowest score to 12th and 3rd grade; time management behaviors, the highest score is 82 and the lowest score is 77 and the third is the third. As a result of the statistical analysis, a significant difference was found in the total score of time planning, time attitudes, time traps and time management behaviors ($p < 0.001$, $p < 0.05$).

Table 10: The Correlation between Participants' Perception of Future Time and
Time Management Behavior

		1	2
Sum of future time perception	r	1	
	p	-	
	n	770	
Sum of Time Management	r	,118**	1
	p	,001	-
	n	770	

When the Correlation between the future time perception and the time management behavior is examined, there was a very positive correlation between future time perception and time management behavior (r =, 118, p =, 001).