

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN PERSONAL AND ORGANIZATIONAL TIME MANAGEMENT SKILLS AND SOME DEMOGRAPHIC TRAITS (AGE, GENDER, JOB HISTORY, EDUCATIONAL MAJOR) AMONG PHYSICAL EDUCATION MANAGERS

Seyyed Iman Ghaffari Sadr and Saeed Sadeghi Boroujerdi

Faculty of physical education, Kordestan university, Sanandaj, Iran

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Abstract

The purpose of this study was to investigate the relationship between personal and organizational time management skills and some demographic traits among physical education managers. The method of the research was correlative. The statistical sample consisted of all the managers of physical education administrations in Fars province, Iran (N= 110). The data was gathered through time management questionnaires, made by Hafezi (2008). Questionnaires' validity was confirmed by the ideas of experts. The reliability was confirmed by cronbach α after a pilot test. The grades were 0.84 and 0.82 for each questionnaire. Normal distribution was determined by Kolmogorov-Smirnov test. Descriptive and inferential statistics were used to analyze the data. Inferential statistics consisted of Pearson's correlation coefficient, independent T-test and multiple regressions. Software SPSS was used to analyze the data. The findings demonstrated a significant relationship between age and operational planning. Regression coefficient demonstrated no significant relationship in terms of gender. It is suggested to revise the laws making difference between men and women in terms of management principles. Also, it is necessary to think of a two-unit course of time management in the universities to increase the knowledge of time management. Also, it is necessary to pave the way for the youth to come into organizational posts.

Key words: management skill, administration management in physical education

Introduction

The experts of management put forward a new debate called "effective management" in which one of the main provisions for the effectivity of the managers is time management (Karami, 1995). Time management refers to the skills related to the optimum control of time. Generally, time management skill is separated in two dimensions: personal skill and organizational skill. Personal time management skill includes some general behavioral patterns that people use in their ordinary or personal life in order to manage the time. Organizational time management skill refers to the people who are the manager of an organization and includes the skills that a manager uses in order to manage the time. Organizational time management skill has six subscales: goal setting, priority processing of activities and goals, authority delegation, operational planning, communication management and the management of the meetings. Some believe that personal time management skills include organizational ones. The reason is that if a person is capable of handling his own time, he can manage organization time as well. But, these two skills are not of the same nature. Any person has complete freedom in organizing his time in house environment and at work atmosphere. This sort of organization is based on his assumptions, beliefs, information, experience and culture which are different in house and at work. Therefore, we cannot claim that any manager having personal time management skill necessarily has organizational skill too, vice versa (Zadeh, 1998).

On the other hand, understanding personal and organizational time management skills can be used as a criterion in order to choose effective and efficient managers. Accordingly, some researches have been implemented in order to identify the relationship between personal and organizational time management skills. For example, Karami (1996) claimed that there is a significant relationship between personal time management skill and the six dimensions of organizational time management skill. Hafezi (1997) and Masiha (1999) came to the conclusion that personal time management skill is significantly related with the two dimensions of communication management and priority processing of the activities and goals but no significant relationship between personal time management skill and the other four dimensions of organizational time management skill. Considering that physical education organization is changed into the ministry of sport and youth, the demanding level of the people has increased. Therefore, this ministry, whose main addressees are the youth, should face the problems and difficulties confronted by the youth and should deal with them. So time management is a necessity. Also, according to the expansion of sport programs and an increase in the investments in this field, it seems that the managers need a variety of skills in order to be effective in doing their duties (Jahromi, 1996). Jamieson (1987) and Forsyth and Cately (2007) recommend time management skill as one of the most important ones in this respect.

Accordingly and considering that no research has been implemented regarding the relationship between personal and organizational time management skills at physical education administrations and regarding the fact that similar researches have ended into different results, the researcher decided to investigate about time management skills among the managers of physical education administrations in Fars province in Iran and answer the following questions: Is there any significant relationship between personal time management skills and some demographic traits? Is there any significant relationship between organizational time management skills and some demographic traits?

Methods

As the researcher in this research is trying to investigate the relationship between personal and organizational time management skills and some demographic traits, the research is correlative in which the criterion variable is personal time management skill and the predictive variable is organizational time management skill. In this research the statistical sample consisted of all the managers in the ministry of physical education in Fars province in Iran including the managers and deputies of the principle ministry of physical education in Fars province, the managers of physical education administrations in the cities and the vice presidents of sport parties in 1390. The sample consisted of 110 managers in all. The instruments of measurement in this research were two researcher-made questionnaires made by Hafezi (1998): 1- The questionnaire of personal time management skill 2- The questionnaire of organizational time management skill.

The questionnaire related to personal time management skill consisted of 29 Likert 5-option questions (always, frequently, on and off, seldom, never). The grades 1,2,3,4 and 5 were devoted to them. The lowest score taken through this questionnaire was 29 and the highest score was 145. The more the score, the more personal time management skill. Hafezi calculated the reliability of the questionnaire through Cronbach's coefficient that was 0.81. The content validity of the questionnaire was affirmed by the professors and experts in this field. In the present research, having implemented a pilot study and calculated the variance of the questionnaires, the reliability of the questionnaire was 0.84. The questionnaire related to organizational time management skill consisted of 39 Likert 5-option questions (always, frequently, on and off, seldom, never). The grades 1,2,3,4 and 5 were devoted to these options. The questions in this questionnaire measured the six subscales of goal setting, priority processing of the activities and goals, operational planning, authority delegation, communication management and management of the meetings. Hafezi (1998) measured the reliability of the questionnaire through Cronbach's coefficient that was 0.84 and the content validity of the questionnaire was affirmed by the professors.

In the present research, having implemented a pilot study and calculated the variance of the questions, Cronbach's coefficient was calculated that was 0.82. The statistical methods of Kolmogorov-Smirnov test, correlative coefficient, regression coefficient and independent T were used through the software SPSS, version 18, in order to analyze the data.

Results

Table 1 Regression coefficients of pure and impure weights of age on organizational time management skill

Source	St err	Regression coefficient	T value	Determination coefficient	p level
Goal setting	0.04	0.06	0.40	0.02	0.68
Priority processing of activities and goals	0.03	0.17	1	0.02	0.32
Operational planning	0.03	0.45	2.71	0.12	0.008
Authority delegation	0.04	0.05	0.32	0.02	0.75
Communication management	0.02	0.21	1.31	0.02	0.19
Management of the meetings	0.04	0.28	1.91	0.02	0.06

According to the results, age is only effective on operational planning and it has no effect on the other subscales of organizational time management skill. Therefore, the subjects of the study getting older, we can predict that operational planning will improve. Determination coefficient demonstrates that 0.12 of the mentioned subscale is effected by age.

Table 2 Regression coefficients of pure and impure weights of job history on organizational time management skill

Source	St err	Regression coefficient	T value	Determination coefficient	p level
Goal setting	0.03	0.2	1.99	0.05	0.08
Priority processing of activities and goals	0.03	0.22	1.23	0.05	0.22
Operational planning	0.02	0.03	0.15	0.05	0.87
Authority delegation	0.02	0.2	1.14	0.05	0.25
Communication management	0.02	0.22	1.23	0.05	0.19
Management of the meetings	0.03	0.1	0.69	0.05	0.49

According to the results, job history is not effective on any of organizational time management subscales mentioned in the table above. According to the results, the observed T at the level of $P < 5\%$ does not show any significant difference between the averages of organizational time management skill in terms of gender but there is significant difference between organizational time management skill and educational major.

Table 3 Results of independent T test comparing the averages of organizational time management skill in terms of gender and educational major

Variable	Group	Average	St dev	dF	T	p level
Gender	Male	127.12	16.71	144	0.287	0.77
	Female	134.08	12.12			
Educational major	Non physical Education	99.46	7.92	146	2.422	0.01
	Physical Education	99.01	7.6			

Table 4 Results of Pearson correlation coefficient regarding the relationship between personal time management skill of physical education managers and their age and job history

Source	Frequency	R	p level
Correlation between personal time management skill of physical education managers and age	110	0.01	0.89
Correlation between personal time management skill of physical education managers and their job history	110	-0.06	0.52

According to the results, the observed R at the level of $p < 0.05$ does not demonstrate any significant relationship between personal time management skill of physical education managers and their age and job history.

Table 5 Results of independent T test comparing the averages of personal time management skill in terms of gender and educational major

Variable	Group	Average	St dev	dF	T	p level
Gender	Male	96.57	17.77	146	1.13	0.26
	Female	100.02	17.25			
Educational major	Non physical Education	99.67	17.75	144	0.47	0.64
	Physical Education	98.13	17.75			

According to the results, the observed T at the level of $P < 5\%$ does not demonstrate any significant difference between the averages of personal time management skill in terms of gender and educational major.

Discussion and conclusion

The findings concerning the effect of age on organizational time management subscales demonstrated that age is only effective on operational planning and it has no effect on the other subscales. Therefore, the subjects of the study getting older we can predict that operational planning will improve. The reason may be the fact that the older ones have more experience and this factor has a greater effect on operational planning. The managers of different ages have the same skill in goal setting, priority processing of activities and goals, authority delegation, communication management and the management of the meetings. Masiha (2002) reported in his study that organizational time management skill of the employees in different ages is the same that is consistent with the findings of the present research but it is inconsistent with the findings of Truman

and Hartly (1996) and Hurst (1982). Therefore, it is necessary to research about organizational time management skill in terms of age again. The findings regarding the effect of job history (below 10 to over 20) on organizational time management skill did not show any significant relationship and organizational time management skill was the same for all groups. The reason can be the fact that experience is not enough in order to reach success and the managers are required to gain the necessary skills in order to handle time in the best way. The results concerning the relationship between men and women in terms of organizational time management skill demonstrated no difference between them regarding the subscales of organizational time management skill. The organizational time management skill in male and female employees was reported to be the same. The reason may be that the women share greater in making order at home. So, time is more important for them. It is true about the men in other way. They have to settle down the problem out of the house and deal with the family's income. Therefore, they should be aware of time management as well. These findings are consistent with the findings of Samaria (1985) and Masiha (1998). In the mentioned studies, no difference is reported between men and women as well. These findings are not consistent with the findings of Karami (1993) and Keshavarz (1994). The findings did not demonstrate any significant difference between the subscales of organizational time management skill and educational major (physical education and non-physical education). The organizational time management skill of all the subjects was the same. These findings were consistent with the findings of Nezami (1991), Karami (1994), Hafezi (1997), Mohammadian (1998), Ali Rast (2000) and Masiha (2002) while it was inconsistent with the findings of Hafshejani (1998). The reason why there is no significant relationship between organizational time management skill and educational major can be the fact that there is no university course or training related to time management presented to the students of management or physical education in our country. Therefore getting specialty in any major does not necessarily lead to any difference in terms of time management (Rast, 1998). The inconsistency of these findings with those of Hafshejani (1996) can be attributed to the different subjects in the researches. The findings concerning the effect of age and job history on personal time management skill did not demonstrate any significant relationship between them. In other words, the subjects of different ages with different job histories possessed the same ability in personal time management. It is consistent with the findings of Samaria (1985) and Masiha (2002). The insignificant relationship between personal time management and age is inconsistent with the findings of Truman and Hartley (1996). Therefore it is necessary to pay attention to this element in the future researches. The insignificant relationship between personal time management skill and job history is also consistent with the findings of

Karami (1995), Nezami (1991) and Hafezi (1998). The results concerning the effect of gender and educational major on personal time management skills did not demonstrate any significant difference between them. The insignificant difference between personal time management skill and gender is consistent with the findings of Hurst (1982), Hafezi (1998) and Masiha (1998) but it is inconsistent with the findings of Karami (1995) and Truman and Hartley (1996). The reason for this inconsistency can be related to the different subjects in the studies. The findings also demonstrated that there is no significant difference between personal time management skill and educational major (physical education and non-physical education) and personal time management skill was the same in all the subjects with different educational majors. These findings are consistent with the findings of Nezami (1995), Karami (1995), Hafezi (1998), Mohammadian (2002), Rast (1998) and Masiha (1998) while it is inconsistent with the findings of Hafshejani (2002). The reason why there is no significant difference between personal time management skill and educational major can be the

fact that there is no university course or training related to time management skill presented to the students of management or physical education in our country. Therefore getting specialty in any major does not necessarily lead to any difference in terms of time management (Rast, 1998). The inconsistency of these findings with those of Hafshejani (2002) can be attributed to the different subjects in the researches. In the end, according to the findings of the research that men and women make no difference in terms of personal and oganizational time management skills, it is suggested to revise the laws making difference between men and women in terms of management principles and pay more attention to this matter. Also, it is recommended to present a two-unit lesson on time management in the universities so that the students get more familiar with this concept. And also, according to the findings of the research that age does not necessarily make difference in terms of time management, it is recommended to pave the way for the youth in order to inter this field and respect their ability in this field.

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ISTRAŽIVANJE ODNOSA IZMEĐU OSOBNIH I ORGANIZACIJSKIH VJEŠTINA ZA UPRAVLJANJE VREMENOM I NEKE DEMOGRAFSKE ZNAČAJKE (DOB, SPOL, KARIJERA, OBRAZOVNI STATUS) MEĐU MENADŽERIMA TJELESNE I ZDRAVSTVENE KULTURE

Sažetak

Cilj ovog istraživanja bio je ispitati odnos između osobnih i organizacijskih vještina za upravljanje vremenom i nekim demografskim osobinama među menadžerima tjelesnog odgoja. Metoda istraživanja bila je prikladna. Statistički uzorak se sastojao od svih menadžera tjelesnog odgoja uprave u pokrajini Fars u Iranu ($N = 110$). Podaci su prikupljeni kroz vrijeme upravljanja (autor upitnika Hafezi - 2008). Valjanost upitnika potvrđena je stručnom ekspertizom. Pouzdanost je potvrdio Cronbach α nakon probnog testa. Stupnjevi su bili 0,84 i 0,82 za svaki upitnik. Normalna distribucija analizirana je Kolmogorov-Smirnovljevim testom. Deskriptivna statistika je korištena za analizu podataka, a zaključivanje je izvršeno temeljem Pearsonovog koeficijenta korelacije, T-testom i regresijom. Softver SPSS je korišten za analizu podataka. Nalazi su pokazali značajan odnos između dobi i operativnog planiranja. Regresijski koeficijenti nisu pokazali značajan odnos u smislu spola. Predloženo je da se revidira pravila i zakone tj. utemelji razlika između muškaraca i žena u pogledu principa upravljanja. Također, potrebno je raspraviti o postavljanju dviju jedinica nastave upravljanja na sveučilištima da se povećá znanje upravljanja vremenom. Također, potrebno je otvoriti put za mlade koji dolaze u organizacijske sfere.

Ključne riječi: menadžerska vještina, upravljanje administracijom u tjelesnom odgoju

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Correspondence to:

Saeed Boroujerdi, Ph.D.

Kordestan University

Faculty of Physical Education

Sanandaj, Iran

Phone: 09382259267

E-mail: ghaffarisadrseyyediman@yahoo.com