DETERMINATION OF THE RELATIONSHIP BETWEEN LEISURE TIME MANAGEMENT PERCEPTION AND ANXIETY LEVELS OF VETERINARY FACULTY STUDENTS

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A B S T R A C T

The aim of this study is to determine whether the perception of leisure time management and anxiety levels of veterinary faculty students are related or not. For this purpose, among students attending veterinary faculties during the spring semester of the 2020-2021 academic year, 822 students (410 females and 412 males) randomly participated in a survey. In study, correlation analyses, the independent two-group t test, ANOVA test, Mann-Whitney U test and Kruskal-Wallis are used. In result, a significant positive correlation is detected between the anxiety level and scheduling, whilst significant negative correlations are determined between the anxiety level and leisure time management behavior, anxiety level and goal setting and measurement, and anxiety level and strategy. It is concluded that male students suffer from a higher anxiety level than female students, and both the geographic region and unit of residence affect leisure time management.

1. INTRODUCTION

Effective management has become one of the concepts that are important for everyone in life, due to the fact that the flowing time, its formation and consumption occur at the same time. At the same time, it is one of the criteria that makes life valuable (Yılmaz & Goncagül, 2019; Gümüşgül, 2013). Since its use as an educational tool (Akatay, 2003), time management helps everyone to control what is planned and what is realized, and to harmonize what is targeted and what is implemented.

With the introduction of technology into our lives, effective time management has become more desirable. Especially for university students, the acquisition of the ability to manage themselves and their time constitutes the most important preparation stage on the way they step into the future. Along with the university life, the student enters into a competition that will pass in a rush and haste (Yıldız, 2018). In this lifestyle, where constant tension is felt, students, all time gaps; they need to establish their identity and character, overcome problems, and alleviate their anxieties and fears academically and for the future. In this context, effective leisure time management and anxiety situations are always encountered by my students throughout their education life.

Relationships between concepts such as time management, anxiety, and leisure time have been included in many studies to date (for example, Misra & McKean, 2000; Macan et al., 1990). While examining the relationships between concepts in the studies, it was also discussed whether there were differences on variables such as gender and age. As in the majority of studies on student populations, the situations of students

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in some occupational groups (for example, nursing department) have been frequently investigated (Yılmaz & Goncagül, 2019). In this study, the relationship between leisure management perception and professional and future anxiety levels of veterinary faculty students of a university is the subject. With the explanation of the effective factors in the acquisition of leisure management skills by the related students, it can be stated that this study contributes to the limited number of studies in this field.

2. LITERATURE REVIEW

2.1. Time

To date, a definitive description of time has been made neither by scientists nor by authors (Baltaş and Baltaş, 1987). The Turkish Linguistic Society (TDK) defines the concept of time as "the duration or interval during which a deed or process has either taken place, will take place or is taking place" (Turkish Linguistic Society, 2021). Time is a concept, which is continuously used by almost all persons. As this concept is not specific to a certain geographical region or location and covers all living beings, it is considered to be a universal source that can be used at any moment throughout the human life span. On the other hand, no distinguishing definition being available for time, due to it not having any physical feature, hinders a full and clear understanding of this concept (Örücü et al., 2007).

According to Passig (2003), three types of time have been described, namely, physical time, biological time and psychological time. *Physical time* refers to a measurable interval with a continuum from the past through the present to the future. *Biological time* implies the time of biological processes, which is regulated by a biological clock and defines the cyclic activity of vital organs. Similar to physical time, biological time also runs on a continuum. In contrast to these two types of time, psychological time is assessed based on awareness. *Psychological time* is not continuous and involves different measurements, which means that it is comprised of time units that are referred to as psychological moments or time points. These time segments do not follow a chronological order (Passig, 2003).

Time has been classified under different categories, based on perception. These categories are as follows;

Real (Objective) Time: Real time refers to a time interval, which cannot be internalized and perceived the same way by all members of a community. The concept of time was developed to ensure that people better program and monitor their work, and for this purpose, time was fabricated of certain units. These units include, among others, millisecond, second, minute, day, month, year and season. Thereby, a measurable time concept was established and described by the term "real time". Real time is objective (Özkan and Yılmaz, 2008; Tengilimoğlu et al., 2003).

Biological Time: Biological time refers to a natural rhythm of viability, which maintains the inner balance of living beings and differentiates with DNA. Biological time differs from objective time, and each living being has a distinctive/unique biological structure. Biological rhythms differ between the young and old, as well as between men and women (Özdemir, 2006).

Psychological (Subjective) Time: Subjective time refers to the relationship an individual establishes between his psychological situation and prevailing time period. Thus, it refers to the time he perceives and internalizes based on his current situation (Sabuncuoğlu and Tüz, 2003). Subjective time varies among individuals. For instance, while time may pass fast for someone who enjoys his work, the same may not be valid for someone who does not enjoy his work (Andıç, 2009).

Managerial Time: Managerial time refers to the time period that managers assign to the orderly and efficient conduct of their work (Erdem, 1999). It involves the cooperation of more than one person, the setting of a goal, and various activities to ensure attaining this goal, such as organization, coordination, scheduling, inspection and manager training (Bener, 1989).

2.2. Time Management

The concept of time management was born in Denmark. Borne from the need of labor-intensive managers to organize their work, this concept later expanded throughout the world (Kaygusuz, 2020). Time management varies among individuals and has been assigned various definitions. The essence of time management is the knowledge of what to plan for the time available (Erdem, 1999). Time management involves the planning of time, duties, activities, pleasures and social life in a way to ensure their conduct under a single roof (Özgen and Doğan, 1997).

Time management is aimed at ensuring that both managers and individuals use their time efficiently and productively by means of target-oriented scheduling (Uğur, 2000). Time can be managed on the condition that the administration fully functions in terms of organization, scheduling, inspection, supervision and coordination (Aydın, 2010).

Efficient time management is a major concern of the modern age. This stems from the awareness of the modern man on how efficient time management contributes to the achievement of success (Erkan, 2014). The ability to manage time efficiently both reduces anxiety and increases success. This is possible only by the use of time management techniques (Balcı, 1990). These techniques involve the following steps:

1. Setting goals and targets, establishing goals both relevant and irrelevant to short- and long-term work and prioritizing these goals,

2. Developing standards and benchmarks to demonstrate that the goals set have been attained,

3. Developing strategies addressing personal strengths that would aid in achieving the goals as well as personal weaknesses that would hinder achieving these goals,

4. Taking the necessary steps to attain the goals set, breaking up large goals into smaller goals, developing more achievable goals, scheduling,
5. Posing the question "How can I best use my time now?" and answering this question by prioritizing the goals set.

2.3. Free (Spare) Time and Leisure Time

These concepts etymologically stem from the Latin word "licere", which means to be on leave or to be free, and the derivative English word "leisure", as well as the French word "loisir", which mean free time. What these words share in common is the reference to the absence of obligation and the opportunity to freely choose what to do (Torkildsen, 2005).

The difference between free (spare) time and leisure time is explained in the saying *"everyone can have leisure time, but not all have spare time"* (Karaküçük, 1999). Free time is described as the time remaining after sleep, vital needs and work, whilst leisure time is defined as the time one can use with his free will for rest, entertainment, improvement of knowledge and skills, voluntary participation in social life after doing professional, familial and societal duties and fulfilling obligations to maintain his life. Leisure time is an interval, which is characterized by noncoercion or minimal obligation and can be used with free will based on personal preferences (İskender et al., 2015).

Spare time serves three main functions, namely, resting, amusement-entertainment and improvement (Karaküçük, 2005). These functions are as follows;

Resting Function: Work, daily life and work environment of a person all necessitate resting (Hacıoğlu et al., 2009). Work time requires clear thinking and effective performance. Rest time allows for recharging and rejuvenation. Productiveness on obligatory workdays requires adequate resting. Productive time is closely linked to the total rest time (Scoot, 1997).

Amusement-Entertainment Function: Success and social status are directly linked to the time dedicated to free time activities. It is stated that people need moments of pleasure and yearn for amusement in their free time (Torkildsen, 2005).

Improvement Function: Activities that serve self-improvement enable distancing from the routine, self-realization, and the flourishing of imagination and talents/skills. This function generally emerges during the decision-making process of individuals (Karaküçük, 2005). Free time resembles a double-edged sword. If used beneficially, it contributes to self-improvement and community development, but if used unprofitably, it may bring about several problems, including among others depression and lack of order (Karaküçük, 1997). Activities aimed at self-improvement should be scheduled for periods other than work time. Self-improvement can be social and/or cultural (Hacıoğlu et al., 2009). Self-improvement enables one to learn new things (Hazar, 2014).

2.4. Leisure Time Management

The efficient use of leisure time requires expertise. It is possible for individuals to use time beneficially or unproductively (Charlesworth, 1964). Leisure time management should not only aim productiveness, but also serve maintaining a good quality of life. Thereby, people would not only make money, but also maintain a good quality of life (Wang et al., 2011). Leasure time theories vary, and the most well-known are as follows;

Marx's Theory of Leisure: According to Marx, leisure time should be dedicated to self-improvement. One with no spare time is even lower than a beast of burden, which -other than time for sleep, feeding and vital needs- devotes its life to serving the capitalist system (Marx, 1997).

> "For surplus labor; labor and time should not be reduced, but rather the societal labor should be minimized. Such a reduction would indirectly result in all members of the community being able to improve their training in areas such as the arts and science, within the spare time and opportunities given to everyone." (Marx, 1997).

"The Right to Be Lazy" as Stated by Lafargue (The Leisure Time Manifesto): In his book titled "The Right to Be Lazy" (1883), Lafargue (1999) claimed that the furious passion for work imposed on the working class by capitalist nations led to individual and communal deficiencies, and thus, had to be resisted. The right to be lazy referred to in the book implies free (spare) time.

Leisure Time Advocated by Gorz as a Means of Liberation: Leisure time shows how a community may evolve, how different activities may be combined, and which transition policies may be used for regulation. The proposition of Gorz does not involve economic rationality. Basing his opinion on socialism, he proposes the need for a "leisure time community". He claims that happiness is not related to working or spending money, but rather depends on the intensity of cultural and emotional exchange, and describes that free time enables the improvement of creativity and the ability to coexist, and cultivates play, love and art. According to Gorz, leisure time enables more freedom and independence (Gorz, 1986).

2.5. Anxiety

The term "anxiety" was first used, described as a concept, and investigated for underlying reasons by Freud (1856-1939). While some consider anxiety as the primary and basic strength that shapes personality, some other accept it as a major factor involved in the building and development of personality and the formation of behavior (Köknel, 1995).

The term anxiety, which derives from the ancient Greek word "anxsietas" (Kaya and Varol, 2004) and is defined by the TDK in the Turkish Dictionary as worry, troublesome thought and angst (TDK, 2021), is also described as the insecurity and despair felt for things that may not materialize/become reality (Hill and Sarason, 1966; Deveci et al., 2012). Although anxiety and fear are frequently used interchangeably, these two concepts differ from each other. To exemplify, anxiety

is generally triggered by an unknown cause, follows a less severe course than fear, and lasts for a longer period of time (Manav, 2011).

Although known to date back to the primitive man, anxiety has been defined only recently (Tovilovic and Novovic, 2009). Cattell and Scheier (1958) described two different types of anxiety, referred to as state and trait anxiety. State anxiety emerges upon perceived threats, increases with excessive stress, and varies in intensity and length in relation to the perception of the state the person is in (Tektaş, 2014). Anxiety, which increases prior to having a tooth pulled or being sampled for blood, but decreases after the process is completed, is an example of state anxiety. On the other hand, trait anxiety is a reflection of a person's view of life. People with trait anxiety tend to respond to events with excessive stress, suffer from continuous misery and discontentment, show greater sensitivity and fragility, and experience state anxiety more often (Öner and Le Compte, 1983; Yaylacı, 2010; Uzuntarla et al., 2015).

According to the "bifactor model of anxiety sensitivity" developed by Spielberger et al. (2013), state and trait anxiety present with different features and different intensity. *State anxiety* is either an emotional reaction given to specific states perceived as being threatening or a subjective fear felt because of a state inducing stress/pressure. The intensity and length of state anxiety depends on the perceived level of threat and the persistency of the perception of threat. State anxiety increases with intense stress and decreases with the disappearance of stress.

Trait anxiety implies concern for the future and is a reflection of a person's predisposition towards feeling anxiety. It can be described as a person's tendency to perceive certain states as stress or as being stressful. Trait anxiety is the misery and discontent felt by a person in response to neutral states that do not create pressure, but are perceived as threatening or degrading. Persons with high levels of trait anxiety are easily offended and descend into a mood of pessimism. Trait anxiety may increase with regretted selections and decisions, delayed solutions, and unsolvable states. To exemplify, the anxiety felt by students, who have made higher education preferences/decisions not matching their areas of interest, is trait anxiety (Baran, 2000).

There are three categories of anxiety. *Neurotic anxiety* is defined as a reaction given to a fear of unknown origin and is described as being irrational. This type of anxiety mostly stems from infancy and childhood years and is less related to adulthood. *Moral anxiety* induces guilt and shame in the ego. Generally, it appears in states not approved by the inner conscience/moral compass of the super ego (Geçtan, 1989). *Real anxiety* warns the person against dangerous states and events originating from the physical or societal environment, and thereby, contributes to the person's adaptation and survival.

Independent from a certain type of anxiety and its symptoms, the personality of a person and his perception of anxiety and the anxiety-inducing environment have a major role in the formation of his attitude and behavior. The state that induces anxiety needs to be perceived timely. Whether triggered by an external factor or personality, anxiety is responded to differently and within different periods of time by people (Köknel, 1995).

2.6. Leisure time management and its relationship with anxiety

In a previous study conducted by Uzuntarla et al. (2015) on university students, it was determined that women suffered from more severe trait anxiety than men, academic grade had an insignificant effect on anxiety level, the familial place of residence did not have any negative impact on anxiety level, and average income had no significant negative impact on the persistence and level of anxiety.

Eldeleklioğlu (2008) determined that time management ability was negatively correlated with anxiety, and reported that this correlation varied with gender. The researcher indicated that female students attached greater importance to time management than males.

While Çuhadar et al. (2019) suggested that leisure time management did not vary with gender; Sugötüren et al. (2011) reported differences in time management for gender. Furthermore, Çuhadar et al. (2019) reported to have detected no significant correlation between family income and leisure time management.

In other research conducted by Misra and McKean (2000) at the Truman State University in the United States of America (USA), the correlation between anxiety, time management and parameters of leisure time use was investigated. The results demonstrated significant differences between males and females. Female students were observed to present with better time management skills and higher anxiety levels. Based on parameters related to leisure time use, it was determined that male students were more successful than females. An assessment for the academic grade/year of the university students showed that those in the first and second grades suffered from higher anxiety levels, compared to those in the third and fourth grades. The time management skills of the students showed an increase directly proportional to their grade.

In another research conducted by Macan et al. (1990) on 123 students, the correlation of the time management skills of university students with academic success and stress level was investigated. In result, a significant positive correlation was determined between time management and academic success, whilst a significant negative correlation was detected between time management and stress. Female students were found to have better time management skills than males.

Among the various factors that affect social anxiety in university students, Sübaşı (2007) investigated gender, academic success, family socioeconomic level, parent attitude, loneliness, self-respect and communication skills, and determined that the anxiety levels of the students were significantly affected by gender,

loneliness and self-respect. Furthermore, the researcher pointed out to self-respect as the strongest predictor of social anxiety.

Beleair et al. (2018) determined that physical activity performed in leisure time reduced depression and anxiety, and reported that, when compared to sedentary students, those who engaged in physical activity in their leisure time suffered from less stress and anxiety.

The research hypotheses created in line with all these studies and related theories are as follows:

H1. There is a significant and negative correlation between the leisure time management skills and trait anxiety levels of veterinary faculty students.

H2. There is a significant and negative correlation between the leisure time management skills and state anxiety levels of veterinary faculty students.

H3. There is a significant and negative correlation between goal setting, measurement, behavior and scheduling levels of university students and their trait anxiety levels.

H4. The statistical significance of the correlation between leisure time management skills and trait anxiety levels was less in female students than male students.

H5. Leisure time management and anxiety level are correlated with the geographical region of residence, monthly household income, geographical location of the faculty and academic success.

3. METHODOLOGY

3.1. The Aim and Subject of the Study

This study is aimed at the determination of any relationship between leisure time management skills and anxiety levels of veterinary faculty students. It is requested to determine the statistical significance of the correlation of the dimensions of leisure time management with anxiety, and demographic questions related to gender, social class, geographical region of residence, unit of residence, average household income, geographical region in which the veterinary faculty was located, general academic average (GAA) and the obligation to work during the pandemic, as well.

3.2. Study Population and Sample

The study population encompassed students attending veterinary faculties in Türkiye. The sample comprised of 822 students selected by purposive sampling.

3.3. Study Method and Technique

This study, which examines the relationships between leisure management perceptions and anxiety levels of veterinary faculty students, is an applied and relational study. By using the survey method and questioning technique, which are quantitative analysis methods, the level of participation of the students in the relevant questions was determined and analyzes were made in line with the determined purpose.

3.4. Data Collection Tools Used in the Study

In this study, Leisure Management Scale developed by Wang et al. (2011), and Forms 1 and 2 of the State-Trait Anxiety Inventory developed by Spierberger et al. and translated into Turkish by Öner and Le Compte (1998), were used.

3.5. Theoretic Explanations and Study Model

This study was designed with an aim to investigate the correlation between the leisure time management skills and anxiety levels of veterinary faculty students using a correlational survey model, and to determine any difference for various demographic variables including gender, academic grade, geographical region and unit of residence, geographical location of faculty, general academic average, monthly household income, and the obligation to work during the pandemic via a cross-sectional survey. This design can be illustrated with the help of Figure 1 as follows:
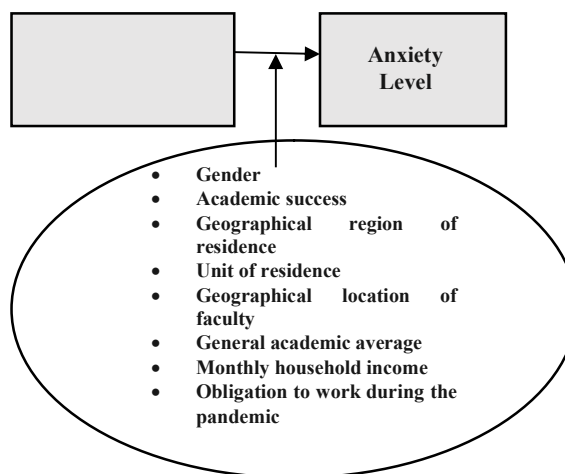

Figure 1: Study Model

3.6. The Collection and Analysis of Data

The Leisure Time Management Scale and State-Trait Anxiety Inventory were provided at one time to the students in the form of google documents/questionnaires. All statistical analyses were performed with the SPSS package program (IBM, Version 25). For data assessment, prior to statistical analyses, the scores were checked for normality distribution. A correlation analysis was performed to compare the Leisure Management Scale scores and State-Trait Inventory scores of the university students and to determine the correlation between these scores.

First of all, frequency analysis including demographic characteristics of the participants was performed. As a

result of the analysis; most of the participants are; female (50.1%), unemployed (74.6%), from Aegean (20.1%), in 5th academic grade (33.0%), their unit of residence are province (70.8%) and have 2000-3000 Turkish Liras average monthly household income (TL) (30.7%) (Table 1).

Table 1. Demographic Characteristics of Participants

		Frequency(n)	Percent(%)
Gender	Male	410	49,9
	Female	412	50,1
Employment status	Employed	209	25,4
	Not employed	613	74,6
Geographical region of residence	Mediterranean	149	18,1
	Aegean	173	21,0
	Central Anatolia	168	20,4
	Southeastern Anatolia	63	7,7
	Marmara	41	5,0
	Eastern Anatolia	168	20,4
	Black Sea	60	7,3
Academic grade	1	136	16,5
	2	146	17,8
	3	109	13,3
	4	160	19,5
	5	271	33,0
Unit of residence	Province	441	70,8
	District	100	16,1
	Other	82	13,2
Average monthly household income (TL)	2000-3000	252	30,7
	3001-5000	203	24,7
	5001-7000	151	18,4
	7001-9000	79	9,6
	>9000	137	16,7
Total		**822**	**100**

Later on, the validation and reliability testing of the study was performed. According to validation results, first factor analysis sufficiency test results for both leisure time management scale and anxiety scale have been found appropriate (respectively, KMO and Bartlett test statistics; ,886 and ,931; sig.: 0,000). Leisure time management scale has cumulative variance explained 63,298% and sized as in original scale. Similarly, anxiety scale has cumulative variance explained 64,501% and sized as in original scale. Also using Cronbach's alpha reliability coefficient, which was determined to be 0.86 for the leisure time management scale, 0.88 for the trait anxiety scale, and 0.93 for the state anxiety scale, it is understood that the scales used in the study were highly reliable (Table 2).

Moving on to the correlation analysis, due to the data not showing a normal distribution, the average scores of the students for the dimensions of the Leisure Time Management Scale and State-Trait Anxiety Inventory were assessed for any statistically significant correlation using Spearman's Moments Multiplication Correlation Coefficient.

Table 2. The Reliability of the Scales Used in the Survey

Scales	Cronbach's alpha reliability coefficient
State anxiety	0.93
Trait anxiety	0.88
Leisure time management	0.86

The correlations between the variables were computed with Spearman's rho test, and the results are presented in Table 3. A 64% positive correlation was determined between the trait anxiety and state anxiety scales. The leisure time management scale was negatively correlated with both the trait anxiety scale and the state anxiety scale at rates of 18% and 25.6%, respectively. The dimensions of leisure time management were negatively correlated with trait anxiety, yet no statistically significant correlation was determined with behavior and scheduling. All dimensions of the state anxiety scale displayed negative and statistically significant correlations. As a result of these findings, H1 and H2 were accepted, while H3 was partially accepted.

Table 3. Findings pertaining to the correlations between state and trait anxiety, leisure time management, behavior and dimensions

Scales	Mean	SD	1	2	3	4	5	6
1.Trait anxiety	46.71	9.86						
2.State anxiety	44.57	12.33	0.640**					
3.Leisure time management	49	10.98	-0.180*	-0.256**				
4.Goal setting	18.3	5.73	-0.130*	-0.160**	0.898**			
5.Measurement	9.35	2.93	-0.186**	-0.274**	0.826**	0.720**		
6.Behavior	11.07	3.25	-0.012	-0.204**	0.645**	0.407**	0.517**	
7.Scheduling	10.61	2.82	-0.092	-0.120**	0.344**	0.213**	0.089*	-0.032

Table 4. Effect Results of Anxiety on Leisure Time Management

Effect	R²	Estimate (β)	Standard Error	t	p
Anxiety → Leisure Time Management	0.311	-0.210	0.068	13.019	***

*p<0.05

Also, findings regarding the effect of anxiety on leisure time management were obtained using the path model presented in Figure 2, are presented in Table 4.

Accordingly, it was understood that the independent variable, anxiety, explained the dependent variable, leisure time management by 31% ($p<0.05$).
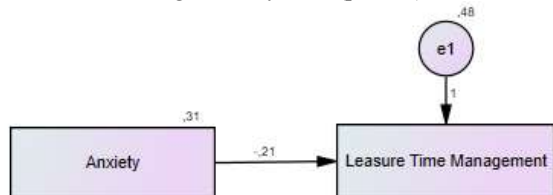

Figure 2. Path Model Showing the Effect of Anxiety on Leisure Time Management

Once and for all, the independent two-group t test was used to determine any statistically significant difference between the Leisure Time Management Scale and State-Trait Anxiety Inventory scores of the university students for the responses given to the survey questions related to gender and the obligation to work during the pandemic. The responses given to the other survey questions were analyzed by ANOVA. For data that did not show normal distribution, the presence of any statistically significant difference for the responses given to the survey questions related to gender and the obligation to work during the pandemic was investigated with the Mann-Whitney U test, whilst the responses given to the other survey questions were analyzed using the Kruskal-Wallis test (Table 5 in the attachment). As a result of these findings, H4 and H5 were accepted.

4. DISCUSSION AND CONCLUSION

Time is the most valuable asset of a person. It is priceless, and once passed, it cannot be turned back. Thus, time requires effective management. A community with time awareness is capable of managing time in both business and social life, which enables advanced development, compared to other communities. As time cannot be intervened, time management enables one to manage himself, his work and other social activities. How time is managed may vary between persons and organizations (Ceviz et al., 2020).

Anxiety stems from the problems encountered in social life. Extended anxiety may cause serious illnesses and adversely affect physiological and social processes. Anxiety may vary from a mild to severe condition, and in some cases, may require professional help to be sought (Öztürk and Uluşahin, 2011). The concern for the future has the potential of negatively affecting the life of university students in particular. Uluçay et al. (2014) have pointed out to the significance of cultural, familial and environmental factors, which both shape the expectations of young people and define the roles they undertake in view of these variables. Higher education institutions are key elements of the educational system, where the cultural values of the young are molded in the hands of the people of the past, cultural background is enriched, and thereby, the

environment is forged. As time passes, young individuals realize that in order to distinguish themselves from their colleagues and competitors, they need to invest in their cultural background. Following the spread of the Covid19 virus, which emerged in Wuhan-China in 2019, to Türkiye in March 2020, the existing anxiety of university students increased and could not be reduced, such that fear also came into play. People, who participated in research during the early period of the pandemic in Türkiye and the USA, displayed signs of fear and anxiety in their actions (Doğan and Düzel, 2020).

In this thesis study, any possible difference or statistically significant correlation between leisure time management and trait anxiety inventory variables was investigated with a view to contribute to scientific literature in this field. The findings and results obtained are listed in accordance with the objectives of the study. The total scores obtained in this study are discussed, based on a comparison with the findings obtained in previous research conducted using the same or similar scales. A multitude of literature reports is available on leisure time management and trait anxiety behavior, and a comparative analysis with the present study has revealed both similarities and differences. Küçükeşmen et al. (2020) reported to have determined differences in the leisure time management skills of students for their residential area (province, district, and center) and indicated that those residing in the center attached greater importance to leisure time management. They also highlighted that goal setting, prioritization; leisure time management behavior and leisure time management scales did not show any statistically significant difference for the geographical location of the schools the participating students attended. Differences having been detected for the residential areas in the present study is in support of the findings reported by Küçükeşmen et al. (2020).

These researchers also reported that scheduling varied with gender, such that female students attached greater importance to leisure time, compared to male students. Nevertheless, they also underlined that goal setting, prioritization; leisure time management behavior and leisure time management scales did not show any statistically significant difference for the grade/academic year of the participating students. Similarly, in the present study, no difference was observed for the grade/academic year of the university students. These findings are in agreement with those reported by Küçükeşmen et al. (2020).

Eldeleklioğlu (2008) reported that time management skills and anxiety were correlated with each other and suggested that this correlation was negative and varied with gender. The researcher indicated that female students attached greater importance to time management than male students did. In the present study, similar to the findings of Eldeleklioğlu (2008), significant negative correlations were determined with the dimensions of time management, including leisure time behavior [-0.185 ($p<0.05$)], goal setting and

measurement [-0.189 (p<0.001)] and strategy [-0.220 (p<0.001)]. According to the findings of the present study, greater time management skills are associated with decreased anxiety. In other words, as the anxiety of students increases, their ability to manage and make use of time decreases. These findings also agree with those reported by Erdul (2005) and Macan et al. (1990).

In the present study, among the dimensions of leisure time management, leisure time behavior (p<0.043), scheduling (p<0.046) and the obligation to work during the pandemic were found to be significantly correlated with each other, whilst no significant correlation was determined between anxiety and the obligation to work during the pandemic. Indeed, it is reported that, while the average trait anxiety level of people has increased during the pandemic, this is not related to the obligation to work during the pandemic (Çölgeçen and Çölgeçen, 2020; Çiçek and Almalı, 2020).

Being a tool that serves to effectively manage all aspects of life, time management is an individual process (Smith, 1998). Effective time management alone does not suffice in finding peace. The key to inner peace is to determine the major values and priorities of life, to bring them forward and reflect them in daily life. Özgen (2000) stated that the main difference between people, who are content and discontent with their achievements in life, arises from those who are content having set their targets well and having planned their lives in view of these targets. This difference stems from people's individual perspective on time. While people content with their achievements use their time in view of their targets, those lacking this satisfaction use time only as a means of following the timeline of events.

Çuhadar et al. (2019) determined that the dimensions of leisure time management did not differ for gender. On the other hand, Sugötüren et al. (2011) reported that time management varied with gender. The findings obtained in the present study agree with the report of Çuhadar et al. (2019) and contradict with the report of Sugötüren et al. (2011). It is considered that differences and similarities among the findings of different research may be related to several factors, including the geographical region of residence, unit of residence, and family socioeconomic status (Dalkılıç, 2011).

Furthermore, Çuhadar et al. (2019) reported not to have detected any statistically significant correlation or difference between household income level and leisure time management. Likewise, in the present study, no difference was observed in time management skills for household income. The findings of the present study are in agreement with the report of Sugötüren et al. (2011), suggesting no statistically significant difference for academic grade/year and time management.

Of the many factors affecting social anxiety in university students, Sübaşı (2007) investigated gender, academic success, family socioeconomic status, parent attitude, loneliness, self-respect and communication skills, and determined that gender, loneliness and self-respect significantly affected the anxiety levels of university students. Furthermore, the researcher indicated the strongest predictor of social anxiety as self-respect. Similar to the report of Sübaşı (2007), the present study demonstrated that household income level had no significant effect on the anxiety level of students. Öteleş (2018) reported that, of leisure time management dimensions, leisure time behavior was significantly correlated with gender, but indicated not to have detected any significant difference for goal setting, strategy, measurement, and scheduling. In agreement with the report of Öteleş (2018), in the present study, no difference was detected between the dimensions of time management and gender.

Kula and Saraç (2016) suggested that while gender, faculty/school of higher education, parent attitude, average household income and place of residence significantly affected the anxiety level of university students, the year of entry to university and grade point average had no effect on anxiety levels. The present study demonstrated that gender affected the anxiety level, such that men suffered more from anxiety, compared to women. No effect was observed of income, region of residence and grade on anxiety levels. While these researchers reported a significant effect of household income on anxiety level, no such effect was detected in the present study. On the other hand, while Kula and Saraç (2016) suggested that female students suffered from more severe anxiety than male students, in the present study, male students were determined to suffer from greater anxiety. Differences in the results of different studies are attributed to the students attending different faculties, as well as to their social and cultural environment, parent attitude, and cognitive distortion (Çoban and Karaman, 2013). The data of the present study suggests that, the household income level of almost 75% of the students that participated in the survey being above a certain economic level (5000-9000 Turkish Liras) could have reduced their anxiety levels.

Kaya and Varol (2004) reported that academic grade/year had no influence on anxiety level. Similar results were obtained in the present study. On the other hand, Çakmak and Hevadanlı (2005) indicated to have determined that the anxiety levels of students significantly differed for academic grade/year. Kaya and Varol (2004) suggested that similar parameters showed the same effect.

In their research on the anxiety levels of university students, Aydın and Tiryaki (2017) determined that gender, academic grade/year, academic success, average monthly household income, work experience and the voluntary preference of the faculty attended had no statistically significant effect on anxiety. Similarly, the present study showed that parameters including gender, grade and household income had no significant effect on anxiety levels. Aydın and Tiryaki (2017) reported to have determined higher anxiety levels in males, which was also the case in the present study. Furthermore, these researchers indicated to have detected a relative, yet statistically insignificant increase in anxiety levels in

a time frame close to graduation. A similar correlation was observed in the present study. Moreover, Dursun and Aytaç (2009) determined higher anxiety and self-despair levels in final year university students, which is reported to be mainly caused by the concern for the future and employment (Çolakoğlu et al., 2017; Özdinç et al., 2018).

In another study on university students, Uzuntarla et al. (2015) determined higher levels of trait anxiety in women, compared to men, and suggested that while academic grade/year had no significant effect on anxiety level, familial place of residence had no negative impact on anxiety, and average household income showed no significant negative effect on trait anxiety levels. Likewise, in support of the findings of these researchers, the present study revealed that while gender was influential on anxiety level, academic grade/year, familial region of residence and average monthly income had no negative impact on trait anxiety levels.

Ceviz et al. (2020) determined that both state and trait anxiety levels were higher in women, compared to men, during the pandemic, and reported no difference in trait anxiety levels for academic grade/year. On the other hand, the present study demonstrated higher anxiety levels in men, and pointed out to no difference in anxiety for academic grade/year.

Erdul (2005) reported higher trait anxiety levels in male students, compared to female students. In agreement with Erdul (2005), the present study demonstrated higher anxiety levels in men.

5. RECOMMENDATIONS

1 – Factors influential on the leisure time management skills and anxiety levels of male and female students should be identified.

2 – Students should be informed and trained on both time management and anxiety, from an early age and at every stage of their education.

3 – A psychological counseling and guidance protocol should be established for time management and anxiety. Predictors should be correctly identified for time management and anxiety, and measures should be taken against factors influential on these predictors. It should be ensured that students with high anxiety levels receive medical treatment.

4 – Multi-centered research should be conducted for a detailed investigation and evaluation of the effects of factors, including among others, differences between faculties and departments, geographical location, attended university and residential unit on leisure time management and anxiety.

5 – Universities should offer practices to both improve self-respect, which is the primary predictor of anxiety, and reduce social anxiety..

Table 5. Statistical calculations for correlations between state and trait anxiety, and leisure time behavior and dimensions, and demographic data including gender, employment status, geographical region of residence, academic grade, unit of residence, and monthly household income.

	State anxiety	Trait anxiety	Goal setting	Measurement	Behavior	Scheduling	Leisure time (Total)	p
Gender								<0.001
Male		44.72±8.37[b]						
Female		48.86±10.88[a]						
Employment status								<0.001
Employed		48.20±12.87[a]		8.91±3.00[b]				
Not employed		43.26±11.87[b]		9.50±2.90[a]				
Geographical region of residence								<0.05
Mediterranean		46.41±9.78[ab]			10.54±3.32[ab]			
Aegean		48.65±9.56[ab]			11.50±3.08[a]			
Central Anatolia		43.72±8.41[b]			11.09±3.51[ab]			
Southeastern Anatolia		51.83±8.60[a]			10.50±3.40[b]			
Marmara		45.95±11.84[ab]			11.56±3.01[a]			
Eastern Anatolia		46.13±7.52[ab]			10.34±2.78[b]			
Black Sea		45.50±7.92[ab]			10.94±3.33[ab]			
Academic grade								<0.02
1			16.76±5.41[b]					
2			18.58±5.94[ab]					
3			18.05±5.94[ab]					
4			18.65±5.99[ab]					
5			18.81±5.46[a]					
Unit of residence								<0.01-0.05

Determination of the Relationship Between Leisure Time Management Perception and Anxiety Levels of Veterinary Faculty Students

	State anxiety	Trait anxiety	Goal setting	Measurement	Behavior	Scheduling	Leisure time (Total)	p
Province			18.72±5.67[a]	9.50±2.89[a]	11.22±3.19[a]		49.91±10.74[a]	
District			17.12±5.87[b]	9.16±2.96[ab]	11.00±3.34[ab]		47.19±10.91[ab]	
Other			17.56±5.68[ab]	8.77±3.07[b]	10.31±3.41[b]		46.25±11.75[b]	
Average monthly household income (TL)								
2000-3000	47.42±11.93[a]	49.13±9.98[a]	17.65±6.23[b]	8.96±3.03[b]	10.50±3.41[b]		47.28±11.97[b]	<0.01-0.05
3001-5000	44.36±11.94[ab]	45.42±10.10[ab]	19.34±5.26[a]	9.54±2.75[a]	11.41±2.63[a]		50.53±9.88[a]	
5001-7000	45.11±13.39[ab]	47.92±10.39[ab]	17.82±5.61[ab]	9.15±2.96[ab]	11.08±3.59[ab]		47.90±10.65[ab]	
7001-9000	42.18±11.09[b]	44.72±8.23[b]	18.11±5.62[ab]	9.71±3.01[a]	11.46±2.96[a]		49.86±11.27[ab]	
>9000	40.70±11.95[b]	44.74±8.78[b]	18.62±5.50[ab]	9.78±2.87[a]	11.40±3.46[ab]		50.56±10.30[a]	

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