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## **Leisure Time Management and the Attitudes of Disabled Athletes**

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### **Abstract**

This scientific study was done in order to evaluate the leisure time management ability and the related attitudes of disabled athletes. The average age is  $25,06 \pm 8,68$ , from the branches of athleticism, bocce, football, golfball, table tennis, chess, Wheel chair basketball, tennis, volleyball, and swimming in Osmaniye totally fifty disabled athletes four of them are physically handicapped, fourteen of them are partially-sighted, thirteen of them are hearing impaired, and nineteen of them are mentally disabled participated in this study voluntarily. In order to collect data in this study, a two phased survey was made with the help of the trainers and the companions of the athletes. The first phase of the survey comprises of the questions predicting the demographic features of the athletes (age, gender, sporting year, education of family and self etc.). In the second phase of the survey the leisure time management scale developed by those namely Wang, Kao, Huan, and Wu (2011) was used. The scale's adaptation to Turkish and validity – reliability checks were made by Akgül and Karaküçük (2015). The homogeneity and the analysis of the variance of the data were tested by way of descriptive statistics and for the binary comparisons Mann-Whitney U test, for the multiple comparisons Kruskal Wallis-H test and for the detection of difference source Tamhane's T2 test were used. In conclusion, It can be stated that the studies related to the leisure time management ability and the related attitudes of disabled athletes are rather limited in the literature and male and female athletes differentiate from each other in a meaningful way and generally the disabled athletes become significantly different in the aspects of category, educational level, parental educational level, and their sporting history and as the level of educational and the sportive experience increase, the leisure time management becomes better

**Keywords:** Leisure time, Leisure time management, Disabled athletes

## Introduction

One of the important issues that constitute the society is disabled people. The positions of disabled athletes in social life are considered as a phenomenon that must be met with an appreciation of being an athlete or being a role model to other disabled people.

Disability refers to individuals who are affected by attitudes and environmental conditions that limit their full and effective participation in the same conditions, together with other individuals, due to their loss at various levels in their physical, mental, mental and sensory abilities (The law about disabled, 2005). Disability is due to age, gender, social and cultural factors, the role of which is expected to be limited or not fulfilled because of a disorder (Özer, 2013).

We can classify the disability groups into four main categories: disabled, visually impaired, hearing impaired and mentally disabled. No matter which disabled group they are included, the importance of sport for people with disabilities is very large. Sports provides great convenience for the person with disabilities to participate in physical activities, as well as to show a sense of personality development and self-esteem and to adapt to social life. Sports and physical activities are used as means of physical, mental, emotional and social development in disabled people due to rehabilitation and therapeutic effect (Şentürk, 2017). At the beginning of collective adaptation of disabled individuals, sports come (Açak ve Kaya, 2015). In today's disability sports, athletes compete in different fields by making different physical activities (Öztürk, 2011). Sports of disabilities are aimed at increasing the quality of life of disabilities (Karakoç et al., 2012).

Disabled athletes can be categorized in six main categories:

- 1- Amputee (Partial or complete loss of limb)
- 2-Cerebral Palsy(Spastic etc. brain disorders)
- 3-Mentally disabled
- 4-Visually Impaired
- 5-Spinal cord İnjuries (Wheelchair dependent)
- 6-Others.

The most important feature of sports in disabilities is that they are classified according to the disability and functional levels that the athletes have, and they can participate in competitions according to the points they have (Ergun, 2011).

Conscious management of disabled athletes' time outside of training and competition hours can provide significant gains for disabled athletes and their surroundings.

It is thought that obtaining these gains is possible by utilizing the time effectively and efficiently

Time: The duration during which a work is passed, passed, or is passing through an entity is defined as time (Turkish Language Association, 2017). Time has been distributed to all human beings fairly, it is a unique and highly valuable resource; can not be collected like money, can not be stored like raw materials, it is consumed willingly or unintentionally. Time is an unrecoverable phenomenon (Ekici, 1997); the good use of time depends on the ability to establish the balance between the time it takes for individual-self and work and social life, rest and enjoyment, and the time it takes to meet its biological and physiological needs

(Kılbaş,2001a). Time perception affects people's way of managing their time (Macan,1994). Time is a factor which is essential for human life. Mankind is looking for the best methods of evaluation of time from its existence today (Yazıcıoğlu, 2010). Management; is the process of organizing and coordinating the human power and other resources that are brought together to do the work that will achieve the predetermined purposes in an organization established to meet a part of the social needs. Wherever two or more people come together to accomplish a specific purpose, there is a management event. Management, however, It is a function that is valid and necessary for everyone, from the smallest such as family, business to the largest organizations like state and international organizations (Sevil et al, 2012).

Time management is defined as identifying needs, establishing the objectives needed to meet those needs, identifying priorities and prioritizing them through time, planning, programming and listing (Smythe and Robertson,1999;Akt. Akatay, 2003). Time management is not managing real time, it is managing ourselves in the best way over time. An important point in time management is the compatibility between the individual's energy level and his or her activities (Balcı, 1990). Time management affects every aspect of an individual's life, including work, family, social and private life (Venter, 2006). To be effective in time management, it can be said that it is necessary to know the importance of time management and to apply effective time management principles in recognition of the pitfalls of time (Kaya and Erdem, 1998). Time management is actually a self-management; to control the events we experience; the individual manages the events by directing himself. How much of our events occurs in a way we want them to be occurred? How much can we determine? What are our impact in the event of occurrence? The answer to all these questions shows our success in managing our time (Güçlü, 2001). Those who manage time well can allocate more time to their own special activities as well as reach their goals effectively and efficiently in the profession and business life (Kocabaş ve Erdem, 2006).

Although the definitions and studies related to the concept of time management have been made in recent years, studies on leisure time management are not found much. However, it has been revealed that leisure time management needs to be evaluated separately, as both leisure time evaluation is becoming important and the characteristics of leisure time and school/work time are different. It is also seen that leisure time management activities are now focused on increasing quality of life (Chin-Shyang and Cheng-pin,2012; Klerk and Bevan-Dye, 2014;Covey et al., 2004; Akt: Akgül and Karaküçük, 2015).

Leisure management is a new concept (Tabarsa et al., 2013) and an important issue (Chin-Shyang and Cheng-pin,2012). This concept was first developed by Wang and Kao (2006) and covers five factors including free time, goal setting and method, programming, urgent intervention (immediate answers) and evaluation (Klerk and Bevan-Dye, 2014). Many sources point out that leisure time management has a positive effect on people's lives (Wang and Kao, 2006; Wang, Kao, Huan and Wu, 2011; Tabarsa et al.: 2013; Qian, Yarnal and Almada, 2014). We can describe the leisure time management as individuals' acting in a planned and programmed way in order to evaluate the period left out of the time they need to work and fulfill their needs. This plan and program can include the management of the processes like what to do, when to do and how to do in a conscious and reasonable way.

According to Cross, leisure time is a free time and determined by the time allocated for work (Cross, 1990; Akt: Metin, 2013). Free time is the time frame left for individuals to use freely after their work(Broadhurst, 2001).Leisure is not an entirely feasible vision, but rather an ideal and existential situation (Kılbaş, 2010b). Leisure time is an important time of life with

being handled in every period of human life (Tel, 2007a). Leisure time includes a clear potential to redirect (Karaküçük, 1997). People enjoy life and get pleasure from life through leisure time activities (Özer et al., 2009). Activities that can be performed as an active or passive leisure activity that is freely chosen by the individual voluntarily and based on voluntary activities and which give an emotion such as relaxation, relaxation and satisfaction can be expressed as recreation (Biol, 2014). Although recreation is generally used to mean leisure time, it is also activities or experiences that people or groups have voluntarily participated in, enjoying, or acquiring certain physical, social and emotional behaviors (Kılbaş, 2001a; Karaküçük, 1997). In general, defining recreation would not be very wrong if we define it as the activities that people perform in their free time (Karakullukçu, 2009). Until now, there are many significant factors that affect the tendency to evaluate leisure time. These factors draw attention to the fact that they have important roles in people's life and they have different effects as effective variables in managing the leisure time of the individual. These factors are; social factors, cultural structure, class differences, family and friend environment, gender and age, economic factors (Biol, 2014). It is known that the leisure time of people is increasing due to the technological developments in life, and even today's people have more free time than working life. However, the gradual increase of free time brings a lot of gains in personal and social life, but also brings some negatives. These gains or negatives are directly linked to how free time is used by individuals (Arslan, 2011).

25% of the world population is affected by some kind of disability, either directly (they have) or indirectly (a family member has). Leisure activities are of great importance for people with disabilities. For some, this only means passive relaxation, while for others it is often physical activity at the elite level (Çınarlı and Ersöz, 2008). Recreational activities are used for the rehabilitation of disabled individuals, stimulating motor and mental development of these individuals and ensuring their collective integration (Ün, 1999).

Considering the athlete-licensing status of disabled people participating in my research, it is seen that they participate in sports activities on various levels and take part in social life. It is thought that the logical and reasonable management of the time spent outside of sportive activities will lead to a significant relationship between leisure time management and the quality of life of disabled athletes; thus it is a fact that the quality of life of the disabled athletes is also negatively affected by the restrictions on social and professional life.

## **Materials and Methods**

### **Model of the research**

In this study, causal comparative research model was used from quantitative research models.

### **Working group**

While the universe of the study is composed of disabled athletes in Osmaniye, the sample group constitutes a total of 50 disabled athletes, including four (4) physically disabled, fourteen (14) visually impaired, thirteen (13) hearing impaired and (19) mentally disabled persons in Osmaniye. A suitable sampling method was used in the selection of the study group and a questionnaire was applied through the sportsmen's coaches and companions.

### **Data Collection Tool**

A two-part questionnaire was used to collect data in the survey. In the first part, there are some questions that are related to the demographic characteristics of disabled athletes (age, sex,

duration of athletics, family education and education). In the second part, "Leisure Management Scale" developed by Wang, Kao, Huan, Wu (2011) was used. Adaptation of the scale to Turkish (linguistic equivalence), validity and test reliability were made by Akgül and Karaküçük (2015). Confirmatory factor analysis revealed that the scale is consistent with the original form. The Cronbach Alpha score of the scale was .83 and the test retest reliability was .86. For sub-dimensions, internal consistency coefficients ranged from .71 to .81. The calculated Cronbach Alpha value for this study was calculated as .78. The scale was composed of 4 subdimensions and 15 items which are "goal setting and method subdimensions" (1,2,3,4,5 and 6th items), "evaluation sub dimension" (7,8 and 9th items), "leisure time sub dimension" (10,11,12th items ) and "Programming sub-dimension" (13th, 14th and 15th grades). The response codes for each item range from 1 to 5. The grading items consist of "5-strictly agree, 4-agree, 3-undecided, 2-not agree, 1-strictly disagree". The items in the scale programming sub-dimension consist of negative statements. The high scores on the scale indicate that leisure time management practices are better.

### Analysis of Data

SPSS (Statistical Package for Social Scientists for Windows Release 16.0) program was used in the analysis of the data used in the research. The level of significance was evaluated over 0.05. Descriptive statistics were used to test the homogeneity and variance of the data. Mann-Whitney U was used in binary comparisons, Kruskal Wallis-H in multiple comparisons and Tamhane's T2 test in determining differences.

### Results

**Table 1.** Leisure time management changes due to gender factor

Gender	n	%	Goal Setting and Method		Leisure Time Attitude		Programming		Evaluation	
			x	Ss	x	Ss	x	Ss	x	Ss
Male	45	90	2,81	0,97	3,33	0,68	1,87	0,72	2,67	0,92
Female	5	10	1,57	1,18	2,33	1,03	2,14	0,51	1,67	1,31
<b>P</b>			,023 *		,031		,204		,043 *	

When Table 1 is examined; the mean value of goal setting and the method sub dimension of male athletes ( $2,81 \pm 0,97$ ) were higher than the female athletes ( $1,57 \pm 1,18$ ) and this change is determined to be the statistically significant ( $p < 0.05$ ). Male athletes of leisure attitude ( $3.33 \pm 0.68$ ), compared to female athletes ( $2.33 \pm 1.03$ ) was found out to be significantly higher and this change is statistically meaningful ( $p < 0.05$ ). In the evaluation sub-dimension, mean values of male athletes ( $2,67 \pm 0,92$ ) were higher than female athletes ( $1,67 \pm 1,31$ ) and this change is determined to be the statistically significant ( $p < 0.05$ ). In the programming sub-dimension, no significant difference was observed in terms of gender depending on the statistics.

**Table 2.** Leisure time management changes based on the disability status of the athletes

Disability Type	n	%	Goal Setting and Method		Leisure Time Attitude		Programming		Evaluation	
			x	Ss	x	Ss	x	Ss	x	Ss
Physical	4	8	2,83	0,59	3,67	0,47 <sup>a</sup>	1,50	0,34	2,58	0,74
Visual	14	28	3,51	0,43 <sup>a</sup>	3,43	0,59	1,95	0,54	3,29	0,61 <sup>a</sup>
Hearing	13	26	2,60	0,97 <sup>b</sup>	3,46	0,65	2,02	1,03	2,59	0,84
Mental	19	38	2,10	1,14 <sup>b</sup>	2,82	0,88 <sup>b</sup>	1,86	0,59	2,02	1,08 <sup>b</sup>
<b>P</b>			,001*		,029*		,614		,002*	

As can be understood from Table 2; In the goal setting and method sub-dimension, the mean value of visually impaired athletes ( $3,51 \pm 0,43$ ) was higher than the values of hearing impaired ( $2,60 \pm 0,97$ ) and mentally disabled ( $2,10 \pm 1,14$ ) and this change was statistically significant ( $P < 0,05$ ). The mean value of physically disabled athletes ( $3,67 \pm 0,47$ ) was higher than that of mentally disabled athletes ( $2,82 \pm 0,88$ ) in the leisure time attitude sub dimension and this change was statistically significant ( $P < 0,05$ ). On the evaluation dimension, mean value of mentally disabled athletes ( $2,02 \pm 1,08$ ) was found to be lower than visually impaired athletes and this change was statistically significant ( $P < 0,05$ ). In the programming sub-dimension, no significant change has been determined depending on all disability type factors.

**Table 3.** Leisure management changes due to years of sports activity of sportsmen

Duration of Sports activity	n	%	Goal Setting and Method		Leisure Time Attitude		Programming		Evaluation	
			x	Ss	x	Ss	x	Ss	x	Ss
1-3 Years	28	56	2,36	1,06 <sup>a</sup>	3,18	0,82	1,85	0,79	2,20	0,92 <sup>a</sup>
4-6 Years	10	20	2,73	1,07	2,90	0,82	1,90	0,63	2,50	0,96
6 years and over	12	24	3,40	0,65 <sup>b</sup>	3,61	0,45	2,03	0,54	3,47	0,63 <sup>b</sup>
<b>P</b>			,013*		,085		,759		,000*	

As seen in Table 3, according to the duration of sports activity factor in the leisure time management of disabled athletes, the average value of the athletes with an athletic past of 1-3 years ( $2,36 \pm 1,06$ ) is lower than that of athletes with a past 6 years and above ( $3,40 \pm 0,65$ ) in the goal setting and method sub-dimension, and this change was statistically significant ( $P < 0,05$ ). In the evaluation sub-dimension, it was determined that the average value of the athletes with an athletic past of 1-3 years ( $2,20 \pm 0,92$ ) was lower than that of athletes with a past 6 years and athletic history ( $3,47 \pm 0,63$ ) and this change was statistically significant ( $P$



<0.05). There was no significant change in leisure time and programming sub-dimensions depending on the duration of sports activity factor.

**Table 4.** Leisure time management changes due to the level of parental education level of sportsmen

Mother Education	n	%	Goal Setting and Method		Leisure Time Attitude		Programming		Evaluation	
			x	Ss	x	Ss	x	Ss	x	Ss
Primary Education	35	70	2,62	1,05	3,25	0,73	1,76	0,56 a	2,56	0,99
Secondary Education	11	22	2,67	1,08	3,15	0,79	2,06	0,84 b	2,48	1,11
High education	4	8	3,25	1,13	3,25	1,23	2,67	0,98 b	2,83	1,00
<b>P</b>			,538		,936		,031*		,844	

  

Father Education	n	%	Goal Setting and Method		Leisure Time Attitude		Programming		Evaluation	
			x	Ss	x	Ss	x	Ss	x	Ss
Primary Education	26	52	2,72	1,09	3,23	0,79	1,83	0,58	2,65	1,04
Secondary Education	14	28	2,44	0,94	2,93	0,75	1,98	0,76	2,36	0,96
High education	10	20	2,92	1,13	3,63	0,60	1,97	0,95	2,63	0,99
<b>P</b>			,535		,087		,791		,660	

As can be seen from Table 4, In the programming sub-dimension, it is found that the average value of the athletes whose mother graduated from primary education ( $1,76 \pm 0,56$ ) is lower than the athletes whose mother graduated from secondary education ( $2,06 \pm 0,84$ ) and higher education ( $2,67 \pm 0,98$ ) and this change was statistically significant ( $P < 0.05$ ). There was no significant change in goal setting and method, leisure time and evaluation sub-dimensions due to maternal education factor. There was no statistically significant difference in all sub-dimensions of leisure time management depending on the level of father's education level.

**Table 5.** Leisure time management changes due to the level of education of disabled athletes

Education	n	%	Goal Setting and Method		Leisure Time Attitude		Programming		Evaluation	
			x	Ss	x	Ss	x	Ss	x	Ss
Primary Education	17	34	1,85	0,92 a	2,84	0,79a	1,84	0,84	1,82	0,85 a
Secondary Education	28	56	3,07	0,91 b	3,37	0,74	1,92	0,65	2,92	0,86 b
High Education	5	10	3,33	0,26 b	3,74	0,15 b	2,00	0,62	3,13	0,84 b
<b>P</b>			,000*		,022*		,898		,000*	

As can be understood from Table 5, It has been determined that the mean value of primary school graduate athletes (  $1,85 \pm 0,92$ ) in terms of goal setting and method sub-dimension is lower than middle school graduates(  $3,07 \pm 0,91$ ) and higher education athletes(  $3,33 \pm 0,26$ ) average according to educational level of disabled athletes and this change was statistically significant ( $P < 0.05$ ). The mean value ( $2.84 \pm 0.79$ ) of primary education graduates in leisure time attitude sub dimension was lower than average of athletes with higher education ( $3.71 \pm 0.15$ ), and this change was statistically significant  $P < 0.05$ ). In the evaluation sub-dimension, it is found that the average value of primary education graduate athletes ( $1,82 \pm 0,85$ ) is lower than the average value of secondary education graduates ( $2,92 \pm 0,86$ ) and athletes with higher education graduates ( $3,13 \pm 0,84$ ) and this change was statistically significant ( $P < 0.05$ ). In the programming sub-dimension, no significant change has been observed depending on the educational level of disabled athletes.

## Discussion

A total of fifty (50) disabled athletes participated in this research to evaluate the leisure time management and attitudes of disabled athletes in the physical, visual, auditory and mental categories and the average age of these athletes was determined as  $25.06 \pm 8.68$ .

Significant differences were found in the two sub dimension in the the context of gender according to the results of leisure time management attitudes of disabled athletes. The values of goal setting and method and evaluation sub-dimensions of male athletes were higher than female athletes and this change was statistically significant. Although there was no statistically significant difference in leisure time and programming subscales depending on the gender, the values in the programming subscale of the women were found to be higher than those of the males (Table 1). It can be considered that male disabled athletes are more successful than female disabled athletes in goal setting and method and evaluation sub-dimensions of leisure time. In a study conducted by Akgül and colleagues (2016) to investigate the leisure time management of university students, there was no significant difference in the other sub-dimensions except for the programming sub-dimension, but scores of female participants were higher than men. According to gender variables, female students' attitudes towards leisure time activities were found to be more positive than male students and



to differ in leisure attitudes (Akyüz and Türkmen, 2016). Although there are not many studies that investigate the relationship between leisure time management and gender in the field, it is possible to find out some studies working on the relationship between participation in leisure activities and time management and gender. Individuals who are successful in time management are also thought to be successful in leisure time management. According to the results of the study on time management, it has been revealed through various studies that there are differences between the genders, mostly in favor of the female participants (Macan et al., 1990; Trueman and Hartley, 1996; Alay col. Koçak, 2003; Çıplak, 2004; Erdul, 2005; Çağlıyan and Göral, 2009; Dinçay, 2010; Sugötüren et al.; 2011; Caz and Tunçkol, 2013; Gümüştül, 2013; Yücel, 2014). Gender has an important role to play in and participate in leisure activities (Altergoot and McCreedy, 1993; Culp, 1998; Demir and Demir, 2006; Akgül, 2011). According to Bittman and Wajcman's (2000) research, though men and women have similar amounts of leisure time, it is clear that there are differences between both genders when characteristics of leisure time is considered. According to the results of the research conducted on 966 university students, it was found that the participants showed significant differences according to gender in the levels of significant leisure time participation (Işık, 2014). According to the results of Chen and colleagues's research (2013), there were significant differences between male and female teachers participating in leisure activities. There is a recreational area difference in the comparison of leisure activities according to gender in the survey conducted by Doğru (2017) within the scope of expertise thesis. Women's recreational leisure activity scores were found to be statistically significantly higher than that of men. Factors such as socio-cultural structure and economic situation are considered to be influential in the changes in time management, leisure time and leisure participation levels. In this study, it is considered that sample differences are influential.

It was determined that the values of visually impaired athletes in the goal setting and method subdimension were higher than those of hearing impaired and mentally impaired athletes as a result of analysis of disability type factor of physical, visual, auditory and mentally handicapped athletes and this change was statistically significant. In the leisure attitude subdimension, it was determined that the values of the physically disabled athletes were higher than the values of mentally disabled athletes and this change was statistically significant. In the evaluation sub-dimension, the values of mentally disabled athletes were lower than those of visually impaired athletes and it was found that this change was statistically significant. In the programming sub-dimension, no significant change was observed due to the type of disability (Table 2). According to findings, it can be concluded that visually impaired athletes are more successful than other athletes in the goal setting and method and evaluation sub-dimensions of leisure time management. In leisure time subdimension, it can be said that physically disabled athletes are more successful than visual, hearing and especially mentally disabled athletes. There are studies in the literature that investigate the participation of disabled people in recreational activities in their leisure time; McMahan (1998), for example, has shown that recreational activities are important in terms of integrating with the environment in society, creating friendships and social acceptance in disabled people (İlhan et al., 2013). According to the findings of Koçak (2016), sportive recreational activity programs were found to have a positive effect on self-esteem of mildly mentally disabled adolescents and also it was observed that sportive recreational activities also contributed to the psychological development of individuals. Çelebioğlu and İlgar (2016) found that among 313 hearing-impaired people with a mean age of 34, majority of the disabled individuals were participating in leisure time activities, according to the research they conducted. It has been determined that the life qualities of amputees between the ages of

13 and 18 with physical disabilities and their leisure time habits are not at the desired levels (Şentürk, 2017). In another survey of intake, leisure time satisfaction was found to be one of the important factors affecting the social participation of physically disabled people (Tonak, 2014). It is possible to say that leisure time satisfaction and psychological quality of life increase with increasing leisure time participation (planned and programmed leisure time participation), according to the survey: examining serious leisure time, leisure time satisfaction and quality of life of physically handicapped individuals (Munusturlar, 2016). According to the results of research conducted by Çelik (2011) on the participation status of disabled people working in public institutions on recreational activity, the vast majority of people with disabilities have participated in leisure activities, 72.2% of disabled people have opted for outdoor activities and have enough self confidence. Approximately one third of participants in Akyürek's (2011) study were professionally engaged in sports and participated in a sports club, the participation rate of sports-related disabled people in leisure time activities increased, the athlete's identity gained reputation in front of the disabled person's identity, the self- confidence increased and the participation of feelings belonging to a group is positively influential. Palisona and colleagues (2011) found that many factors affect young people's participation in leisure and recreational activities, especially the physical activity effect and orientation knowledge of their family about their activities, as a result of a survey of 205 mentally disabled young people aged between 13 and 21 years. In the contrast of Lloyd, King, Lampe and McDougall's (2001) expectations, it is well informed that mentally disabled individuals participating in leisure activities have high level of satisfaction due to leisure activities. Devine (2004, Akti: Koçak, 2016) reported that free time activities led to an increase in the social interaction of these individuals with each other, contributing to the degree of social acceptance in the study of mentally disabled individuals. Santiago and Coyle (2004) provide information on the health promotion of the leisure activities of disabled women with physical activity in their survey of 170 handicapped women, most of whom are graduates of high education and who have second disease who manage leisure time with physical activities in the United States.

In our study, it was determined that the values of the athletes with a 1-3 year sports history in the goal setting and method sub-dimension according to the sport year factor of the disabled athletes' leisure time management are lower than the athletes with 6 years and above sports history and this change is statistically significant. In the evaluation sub-dimension, it was determined that the values of the athletes having 1-3 years of athletic history are lower than those of the athletes having a past 6 years and above, and this change is statistically significant. Although there was no significant change in leisure time and programming sub-dimensions depending on the sport year factor, it was determined that the highest values belonged to individuals with a past 6 years of sports history (Table 3). Based on the findings, it can be said that individuals with a long history of athleticism are more successful in leisure time management. Yurdagül (2016) reports that individuals engaged in active sports, who have a past of 6-10 years in terms of the sporting year, are more active in leisure time management. Zekioğlu and colleagues (2015) found that the athletic students' research on the relationship between time management skills and academic achievement showed that 74 time-athletes who regularly sport in a soccer club score more overall time management scores compared to non-athletes in the literature. In a study for assessing leisure time activities, Bahar(2008) reported that 1029 students enrolled in six different teacher training programs in the faculty of education reported that the average attendance period for sporting activities during the leisure time of the physical education and sports teacher training students was greater than the average attendance period for the students from the other five branches. In

this research, it is seen that the students with sports history have more control of leisure time with sporting activities. When appropriate events are selected, ordinary leisure time activities can also have positive benefits. For this reason, ordinary and systematic leisure time activities should be balanced in the lives of individuals and societies. In order for this balance to be established, the community needs to be educated about the leisure time usage and differences in free time usage (Arslan, 2011).

It has been determined that the values of the athletes whose mother are graduated from primary education in the programming sub-dimension are lower than those athletes whose mother are graduated from the secondary and higher education in leisure time management changes due to the education level factor of the parents of the athletes and this change is found statistically significant. There was no significant change in goal setting and method, leisure time attitude and evaluation sub-dimensions depending on maternal education factor. There was no statistically significant difference in all sub-dimensions of leisure time management depending on level of education of the father (Table 4). As parents' learning levels increase, it has been found that they are more likely to direct young people to manage their leisure time (Süzer,2000). In the study of Akyüz (2015), it is seen that there is a positive change in the leisure time attitude in parallel with the increase of mother education status. Although there is no significant difference in the father education level, it is seen that there is a positive change in the leisure time attitude with the increase of the father education level. It has been determined that social harmony also increases in hearing-impaired children in parallel with the increase in parents' education level (Yavuz et al., 2010). The family is the first and most important social circle that constitutes and directs the individual's leisure behavior; as well as those who have a high level of education, participate in leisure activities with more and more variety (Tel, 2007b). Parental education levels are considered to be a crucial element in leisure time attitude-management and participation in leisure time activities.

It has been determined that the values of primary school graduate athletes are lower in goal setting and method sub dimension than the athletes of secondary and higher education graduates depending on the educational level of disabled athletes and this change is statistically significant. It was determined that the values of primary school graduate athletes in leisure time attitude sub dimension were lower than those of higher education graduates and this change was statistically significant. In the evaluation sub-dimension, it is determined that the data of primary school graduate athletes are lower than those of secondary school and higher education graduate athletes and this change is statistically significant. In the programming sub-dimension, no significant change was observed depending on the educational level of disabled athletes (Table 5). Based on the findings, it can be said that disabled athletes with primary education graduation have less contribution to leisure time management than disabled athletes with secondary education and higher education. Education is thought to be an assistive process that prepares people to use their leisure time (Tezcan, 1976). In his/her research, Yurdagül (2016), found that the education level variable had significant differences in time planning, time attitudes and time waster factors subdimensions, the lowest values had primary school graduates, and the highest values had higher education and higher participants. According to findings, it has been understood that individuals can not have sufficient leisure time but, at a minimum, evaluate the leisure time they have in a more effective and planned way as their educational status increases (Karakullukçu, 2009). As the level of education of the individual increases, participation in leisure activities increases, and the tendency and activity level of the activities' selection and preference are related to

education (Tel, 2007b). According to findings, as the level of education increased, social, physical, intellectual and recreational participation increased (Ülgen, 2012). Activity scores of non-literate primary school graduates were found to be statistically significantly lower than those of high school graduates and college graduates (Doğru, 2017). According to the results of the research conducted by Droomers et al. (2001) with the participation of 3793 people; participation in leisure activities in the group with low educational level was found to be low. When the individual's leisure behavior tendency is examined; it is understood that there is a close relationship between lifestyle, education, attitudes and thoughts (Akgül, 2011). The socialization process of young people under social protection and care in the orphanages who regularly participate in leisure activities is positively affected (Kaya, 2003). As you can see in the field research, it is thought that education is an important factor at vital level in planning and management of leisure time.

## **Conclusion**

Due to the potential limitations of this research, the attitudes of disabled athletes have been tried to be examined in terms of leisure time management, participation in leisure activities and time management concepts. Mentally disabled athletes participating in our research are trained at the public rehabilitation center, regularly participate in sports activities and competitions, and are not completely devoid of brain functions.

As a result; it has been found that the studies on the leisure time management and attitudes of the disabled athletes are very limited in the field and that there is a significant difference between the male and female athletes in leisure time management and attitudes and that the disabled athletes differ significantly according to the category, education level, family education level and sports history, and as the sporting year and level of education rises, it can be said that leisure time management is also improving.

It is envisaged that these and similar studies within the scope of disabled individuals will contribute values to literary by forming sample groups at a wider stage and new windows will be opened in the light of science for the lives of disabled people, whether they are an athlete or not.

## **Conflicts of Interest**

The authors have no conflicts of interest to acknowledge.

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