



Science Arena Publications
Specialty Journal of Sport Sciences

ISSN: 2521-3156

Available online at www.sciarena.com

2019, Vol, 4 (1):8-20

The Relationship between Sport Teams Coaches' Time Management and Productivity in Tehran's State University

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Abstract: *The present study was conducted with the objective of investigating the relationship between sport teams coaches' time management and productivity in Tehran's state universities during 2013-2014 academic years. The study has been conducted based on a correlation method. The study population included all of the sport teams' coaches in the state universities of Tehran reaching in number to a total of 100 individuals. Due to the small size of the study population, the study sample volume included all the study population. In the end, 80 individuals were selected as the study sample volume. The assessment instrument included a researcher-constructed time management questionnaire drawn on the Mekan's time management behaviors scale and also another researcher-made organizational productivity questionnaire based on Hersey and Goldsmith (Achieve) model the reliabilities of which were found equal to 0.74 and 0.96 using Cronbach's alpha method. The study results indicated that there is a positive and significant relationship between time management and productivity ($P<0.05$, $r=0.49$). There was also found a positive and significant relationship between goalsetting and productivity of the coaches ($r=0.33$). Moreover, a significant and positive relationship was also evidenced between goals and activities' prioritization and productivity of the coaches ($r=0.37$). In addition, the relationship between planning and productivity of the coaches was also found positive and significant ($r=0.43$). No significant difference was observed between the coaches' time management according to the demographic characteristics (gender, study field, education level, years of service and coaching degree). Time management of the coaches was found significantly different according to their marital status. A significant difference was documented between the coaches' productivity in terms of their demographic characteristics (gender, study field, years of service, marital status and coaching degree). No significant difference was observed between the coaches' productivity in terms of the education level.*

Keywords: *Time Management, Goalsetting, Goal and Activity Prioritization, Planning, Productivity, Coaches*

INTRODUCTION

"Time is the only resource that has been apportioned completely equally between the organization's members. Although the individuals in an organization do not have equal possibilities for making use of the other resources, time is the only source that intensively influences the other resources. Therefore, the main issue is not that we do not have sufficient time or we should take other individuals' time rather everybody has access to whatever the period of time they need; however, the way one makes use of time determines the real amount of time s/he has" (Khaki, 2011).

The way individuals decide to make an optimum use of their time forms the core of the time management theory (Koach and Kliman, 2002). Based on this perspective, the goal of time management is preventing time wastage and scheduling the work hours. Surely, one should not doubt about the idea that the human beings differ in terms of time management quality in such a way that some of them plan their time carefully but some others do not (Makan et al, 1990).

Time management is in fact personal management to wit the ability of setting goals, making plans and achieving goals of life (Tracy, translated by Rahmani and Taromi, 2006). In psychological principles, William James (1890) dedicates a chapter to time perception and asserts in this chapter that the temporary experiences of an individual are determined by means of conditions. The article suggests that an individual's experiences of the temporary subjects and specific needs influence his or her time management style.

In defining time management, Kavi suggests that it is the ability of organizing and making plans before performing and considers time management more as a behavioral and obligational part for planning that is of great importance for the success of the students and minimizes the mistakes. Based thereon, time management is one of the most important self-regulation skills enabling the human beings to get engaged in purposive activities but the lack of time management causes the performing of amusing activities (Tracy, translated by Rahmani and Taromi, 2006).

Nowadays, the experts and officials of management field have come up with a new discussion under the title of effective management in such a way that efficiency and productivity have become the most sublime goal and the most valuable intention of all the managers and coaches. Everybody is in search of higher efficiency and more enhanced effectiveness and more elevated productivity and their efforts are aligned with this axis. To enforce effective management, it is of a great importance to make correct and effective use of time that needs no investment. In fact, it is related to disorder. Time management helps an individual reach self-organization and it is accordingly envisioned as a self-management. Management has always been in search of efficiency and effectiveness that is associated with the efficiency of the instrument and an effective person is s/he who can put 80% to 90% of the individuals' abilities into practical use and this is suspended over the optimum management of such an element as time.

Study Background:

Mahboodi (2007) carried out a descriptive research for investigating the relationship between such an organizational skill as time management and effectiveness (productivity) of the organizational managers in high school grades; the study results indicated that there is a significant relationship between such an organizational skill as time management and managers' effectiveness in high school grade.

Khoshnafs et al (2008) concluded in a study titled "time management (time reveals the truth)" that time management causes an increase by 90% in the individual efficiency and that they are directly and positively correlated.

In a study named "the effect of time management instruction on work-life conflicts in nurses", Rasouli (2008) concluded that time management instruction and participation in its educational courses assist the staff members in controlling the work-life conflicts hence elevating their efficiency.

Khoshnevis (2009) conducted a research called "the investigation of the relationship between time management and managerial skills of the schoolmasters in various grades in the city of Yasooj during 2008-2009 academic years". Their study findings indicated that there is a positive and significant relationship between time management and technical, human and perceptual skills of the schoolmasters. In addition, their findings also indicated that educational grade has no significant effect on time management in Yasooj's schools.

Saketi and Taheri (2011), as well, reported in a study entitled "the investigation of the relationship between time management and the success of the university students that the students who have scored better in

terms of various aspects of time management also enjoy a greater deal of success as compared to their counterparts.

Esfahani (2011) concluded in a study under the title of “the relationship between time management and creativity of the physical education offices’ employees” that there is a significant difference between long-term planning, time control, insistence and perseverance in implementing the programs and disorder and disruption in the plans’ implementation amongst the creative and noncreative staff. But, no significant difference was observed in the daily programming subscales and goalsetting.

Abdolvand, Osareh and Saki (2011) performed a study named “the investigation of the relationship between organizational skills of time management and occupational stress of the guidance schools and high schools’ headmasters in the city of Doroud”. The obtained results were suggestive of the existence of a significant and negative relationship between the indicators of such an organizational skill as time management and occupational stress.

A research was conducted by Nikouniyan, Nejat and Akbari Amarghan (2013) under the title of “the effectiveness of time management instruction in the amount of occupational stress in the nurses working in Imam Khomeini Hospital in Shirvan County”. The obtained results signified that participation in the time management instruction programs has been able to reduce the nurses’ occupational stress.

In a study called “time management in Alabama schoolmasters”, Buck (2000) figured out a significant difference for the schoolmasters’ gender; but, no significant effect was evidenced for the schoolmasters’ rank, position age, years of service as a schoolmaster and educational degree in relation to time management.

Coach (2001), as well, expressed in a conclusion from a research titled “time management and familial activity based on Pareto’s 20/80 rule that time management plans cannot account for 20% of the important life affairs rather it is the individuals themselves who determine on what matters they would like to spend their useful time.

Rogers (2001) concluded in a study carried out on 1300 managers for assessing their time management under the title of “time management in a region named Stuart” that all managers share an amount of activity prioritization weakness. However, although they worked many hours, only 47% of these activities were comprised of managerial duties and the majority of their time was assigned to the subordinates’ activities, including ordinary and non-managerial and less-risky activities that they were accustomed to their accomplishment.

In a shared research under the title of time control and skills, Patterson, woody and Cook (2001) point to the extensive activities that are currently being controlled in the management of the today’s large organizations by two main factors, i.e. downsizing and modeling of the organizational activities and optimum use of time within the format of a skill named time management.

Griffins (2003) showed in a study that time management techniques influence the managers’ productivity, stress and creativity.

In a study under the title of the effect of time management, Green and Skinner (2005), as well, expressed that the staff needs heightening of its activities for effective administration of the time for reaching sufficient balance between work and life and time management skill was found having a positive effect on the balancing of work and life and optimum use of time and heightening of the organizational productivity.

In a study that was conducted by Hugh and Maria (2007) under the title of the relationship between the influence on the time management behaviors and the spirits related to job and distress within academic context, it was made clear that the individuals who appropriately manage their time and have a correct understanding of themselves also feel that they are effective hence they are found less stressed out. Also, if the goal in applying time management strategies is the development and improvement of the performances and enhancement of productivity and mitigation of the inabilities, the people should learn how to identify goals in their activities and plan their time.

Korner and Gardiner (2007) demonstrated in a study that proper time management is associated with more effectiveness and productivity and lesser stress.

Aykan and Yaldarim (2008) concluded in a study under the title of the nurses' work demands and work-family conflict with the objective of investigating the amount of the relationship between work demands and work-family conflicts in 243 nurses that the high work pressure and disorganized work program resulting from having no time management are amongst the predictors of the conflicts and lowering of life and job satisfaction following which employees' productivity would undergo decline.

Study Method:

The present study is an applied research; it is a field study in terms of the data collection method; it is a survey study in terms of the implementation path and it is a correlation research in terms of the statistical techniques. The study population included all the coaches of the sport teams in state universities of Tehran (n=100); the study population's number was determined after inquiring the recruitment departments of the universities' physical education offices. Nine state universities were studied herein, Allameh Tabataba'ei University, Tehran University, Teacher Training University, Shahid Beheshti University, Shahid Raja'ei University, Amir Kabir Industrial University, Khajeh Nasir Al-Din Tusi University, Sharif Industrial University and Iran's Science and Industry University. Due to the limited number of the study population, the study sample volume was consisted of all the study population based on a total count sampling method. According to the participation rate of the study population as well as the total number of the completely filled questionnaires that were returned, 80% of the study population, to wit 80 individuals (47 men and 33 women), were selected as the study sample volume. The independent or influential variable of the present study is optimum use of time that is specified by such indicators as goalsetting (goal determination), goal and activity prioritization and planning by the coaches. The productivity of the sport teams' coaches in Tehran's state universities was considered as the dependent or the influenced variable of the present study. Herein, three questionnaires were employed for collecting the information: demographic characteristics questionnaire, researcher-constructed time management questionnaire and researcher-made organizational productivity questionnaire. After acquiring the ideas of the supervising and advising professor, the questionnaires were made available to 15 experts in sport management field so as to ensure the validity of the questionnaires, items, questions and the used spectrum. In total, the experts agreed on 22 and 63 items respectively for time management and productivity questionnaires; these items were taken into account in the measurement tool. For the purpose of the present study, as well, the reliability rates of the questionnaires were calculated using statistical models and based on Cronbach's alpha coefficient. The study findings were analyzed in SPSS software, version 18. Excel was the software of choice for drawing the diagrams. Kolmogorov-Smirnov test was utilized for investigating the data normality and Pearson Correlation coefficient was employed for investigating the relationship between time management and productivity of the coaches, to perform statistical analysis of the findings, use was made of descriptive statistics and inferential statistics.

Study Objectives:

The general goal of the present study is as explained in the following words:

Determination of the relationship between time management and productivity of the sport teams' coaches in the state universities of Tehran

The specific goals are listed below:

- 1) Determining the relationship between goalsetting (goal specification) and the productivity of the sport teams' coaches in Tehran's state universities
- 2) Determining the relationship between the goals and activities' prioritization and the productivity of the sport teams' coaches in Tehran's state universities

- 3) Determining the relationship between planning and the productivity of the sport teams' coaches in Tehran's state universities
- 4) Investigation of the difference between the coaches' time management according to their demographic characteristics
- 5) Investigation of the difference between the coaches' productivity according to their demographic characteristics

Study Hypothesis:

General Hypothesis:

There is a relationship between the time management and productivity in the sport teams' coaches from Tehran's state universities

Specific Hypotheses:

- 1) There is a relationship between goalsetting (goal specification) and the productivity of the sport teams' coaches in Tehran's state universities.
- 2) There is a relationship between the goals and activities' prioritization and the productivity of the sport teams' coaches in Tehran's state universities
- 3) There is a relationship between planning and the productivity of the sport teams' coaches in Tehran's state universities
- 4) There is a difference between the amounts of the coaches' time management according to their demographic characteristics (gender, marital status, university major, education level, years of service and coaching degree)
- 5) There is a difference between the amounts of the coaches' productivity according to their demographic characteristics (gender, marital status, university major, education level, years of service and coaching degree)

Study Findings

Statistical Analysis of the Study Hypotheses:

The present study investigates the time management and its relationship with the productivity of the sport teams' coaches in the state universities of Tehran. The study hypotheses have been designed in correspondence to the study subject. To assess the hypotheses, various statistical tests like Pearson correlation test, one-way variance analysis and t-test of two independent groups were used.

One Sample Kolmogorov-Smirnov Test (K-S) (Data Distribution Normality Test)

The data distribution is normal. $H_0 = (P < 0.05)$

The data distribution is not normal. $H_1 = (P > 0.05)$

Table 1: one-sample Kolmogorov-Smirnov test

Scale	Statistical index	Z	P	Significance level
	Goalsetting	0.66	0.76	0.05
	Prioritization	0.51	0.96	0.05
	Planning	1.14	0.14	0.05
	Time management	0.71	0.67	0.05
	Competency	0.86	0.43	0.05
	Job recognition	0.91	0.38	0.05
	Organizational support	0.75	0.61	0.05
	Motivation	0.94	0.34	0.05
	Performance feedback	0.82	0.51	0.05

Environmental adaptation	1.01	0.19	0.05
Credibility	0.71	0.67	0.05
Organizational commitment	0.84	0.45	0.05
Productivity	1.11	0.15	0.05

According to the results given in table (1) and the obtained significance level, all of the study variables were found larger than 0.05 hence all the data enjoy normal distribution; thus, parametric tests (Pearson correlation coefficient) can be used to test hypotheses.

General Hypothesis Test:

There is a relationship between time management and productivity of the sport teams’ coaches in the state universities of Tehran.

Table 2: Pearson correlation test for the general hypothesis

Variables	Statistical index	Correlation coefficient	R ²	Sig.	Significance level
Time management productivity		0.49	0.25	0.001	0.05

Based on the above table, there is a significant and positive relationship between time management and productivity (P<0.05).

The correlation coefficient between time management and productivity is equal to 0.49. The determination coefficient obtained from this relation shows that 25% of the productivity’s variance stems from time management to wit 25% of the productivity’s variations originate from the effect of time management. Thus, the primary hypothesis is confirmed and the null hypothesis is rejected.

First Hypothesis Test:

There is a relationship between goalsetting (goal specification) and the productivity of the sport teams’ coaches in Tehran’s state universities.

Table 3: Pearson correlation test for the first hypothesis

Variables	Statistical index	Correlation coefficient	R ²	Sig.	Significance level
Goalsetting Productivity		0.33	0.11	0.003	0.05

Based on the above table, there is a positive and significant relationship between goalsetting (goal determination) and productivity (P<0.05).

The correlation coefficient between goalsetting and productivity is equal to 0.33. The determination coefficient obtained from this relationship shows that 11% of the productivity’s variance can be explained by goalsetting meaning that 11% of the productivity’s variations result from goalsetting. Hence, the first theorem is confirmed and the null hypothesis is rejected.

Second Hypothesis Test:

There is a relationship between the goals and activities’ prioritization and the productivity of the sport teams’ coaches in Tehran’s state universities

Table 4: Pearson correlation test for the second hypothesis

Variables	Statistical index	Correlation coefficient	R ²	Sig.	Significance level
Prioritization Productivity		0.37	0.14	0.001	0.05

Based on the above table, there is a positive and significant relationship between goals and activities' prioritization and productivity ($P < 0.05$).

The correlation coefficient between prioritization and productivity is equal to 0.37. The determination coefficient obtained from this relationship shows that 14% of the productivity's variance can be explained by goals and activities' prioritization meaning that the latter accounts for 11% of the productivity's variations. Hence, the second theorem is confirmed and the null hypothesis is rejected.

Third Hypothesis Test:

There is a relationship between planning and the productivity of the sport teams' coaches in Tehran's state universities

Table 5: Pearson correlation test for the third hypothesis

Statistical index Variables	Correlation coefficient	R ²	Sig.	Significance level
Planning Productivity	0.43	0.18	0.001	0.05

Based on the above table, there is a positive and significant relationship between planning and productivity ($P < 0.05$).

The correlation coefficient between prioritization and productivity is equal to 0.43. The determination coefficient obtained from this relationship shows that 18% of the productivity's variance can be explained by planning meaning that the latter accounts for 18% of the productivity's variations. Hence, the third theorem is confirmed and the null hypothesis is rejected.

Fourth Hypothesis Test:

There is a difference between the coaches' time management according to their demographic characteristics.

Table 6: comparison of the mean values obtained for the two groups in terms of the coaches' time management according to gender, marital status and university major (physical education-others)

Statistical index Variable	Group	Number	Mean	Std. deviation	Mean difference	t-value	Degree of freedom	Sig. level
Time management	Male	47	87.25	7.66	1.92	1.09	78	0.27
	Female	33	85.33	7.91				
	Married	53	87.89	7.16	4.22	2.36	78	0.02
	Single	27	83.67	8.28				
	Physical education	65	86.83	7.71	1.96	0.88	78	0.38
Others	15	84.87	8.07					

Table 7: the results of the one-way variance analysis of time management in terms of education level, years of service and coaching degrees

Various educational level	Statistical index Variations source	SS (sum of squares)	df (degree of freedom)	F (test statistic)	Sig. (P-value)
	Inter-testees	243.62	4	0.79	0.55
	Intra-testees	4526.26	75		
	Total	4769.88	79		
Different work histories	Inter-testees	493.81	4	2.16	0.08
	Intra-testees	4276.07	75		
	Total	4796.88	79		
Different coaching degrees	Inter-testees	452.39	4	1.96	0.11
	Intra-testees	4317.49	75		
	Total	4769.88	79		

Fifth Hypothesis Test:

There is a difference between the amounts of the coaches' productivity according to their demographic characteristics (gender, marital status, university major, education level, years of service and coaching degree)

Table 8: comparison of the mean values obtained for the two groups in terms of the coaches' productivity according to gender, marital status and university major (physical education-others)

Statistical index of the Variable	Group	Number	Mean	Std. deviation	Mean difference	t-value	Degree of freedom	Sig. level
Productivity	Male	47	245.74	32.95	14.89	2.13	78	0.03
	Female	33	230.85	27.06				
	Married	53	245.94	29.70	18.79	2.63	78	0.01
	Single	27	227.15	31.31				
	Physical education	65	243	32.63	18.13	2.06	78	0.04
	Others	15	224.87	19.83				

Table 9: the results of the one-way variance analysis of productivity in terms of education level, years of service and coaching degrees

Various educational level	Statistical index Variations source	SS (sum of squares)	df (degree of freedom)	F (test statistic)	Sig. (P-value)
	Inter-testees	7814.44	4	1.65	0.15
	Intra-testees	69843.75	75		
	Total	77679.20	79		
Different work histories	Inter-testees	10871.92	4	3.05	0.02
	Intra-testees	66807.28	75		
	Total	77679.20	79		
Different coaching degrees	Inter-testees	12760.36	4	3.68	0.009
	Intra-testees	64918.83	75		
	Total	77679.20	79		

To compare the mean values of the two groups in terms of the coaches' productivity, use was made of independent t-test the results of which can be seen in table (9).

Discussion and Conclusion:

The General Study Hypothesis: there is a relationship between time management and productivity of the sport teams' coaches in Tehran's state universities.

The study results indicated that there is a positive and significant relationship between time management and productivity of the sport teams' coaches in Tehran's state universities meaning that the increase in the application of time management brings about an enhancement in the coaches' productivity.

This finding is in consistency with what has been found in the studies by Khoshnevis (2009), Omid Hafashjani (2004), Mashayekhpour (2005), Shaibani (2004), Sayyed Javadin (2005), Sa'atchi et al (2011), Zare'ei (2001), Mahboudi (2007), Shajari (2010), Solaimani Tappeh Sari (2006), Abdolvand et al (2011), Sabbagh Molla Hosseini (2011), Nikou'eiyani et al (2013), Khoshnafas et al (2008), Rasouli (2010), Pollack (1994), Jay (2000), Reece (1990), Korner and Gardiner (2007), Likin and Richards (1991), Mc Fadden and

Dart (1992), Griffins (2003), James Delerjou (2007), Aykan and Yaldarim (2008) and Green and Skinner (2005).

In elaborating the findings of this hypothesis, it can be stated that one reason for the consistency of the present study's results might be that productivity is the result of intra- and extra-organizational factors and their interrelationships. Therefore, time management, as a supplementary intra-organizational factor, exerts a considerable deal of effect on the productivity of the sport and other organizations. In fact, the coaches that enjoy the time management skill also have effective management, decision making and problem solving skills. So, it can be concluded eventually that time management techniques play a considerable role in reducing the conflicts, stresses, psychological pressure and individuals' work performance quality hence it is to be enumerated amongst the factors increasing the individuals' productivity and efficiency.

The First Hypothesis: there is a relationship between goalsetting (goal determination) and productivity of sport teams' coaches in Tehran's state universities.

The results of the present study indicated that there is a significant and positive relationship between goalsetting (goal determination) and productivity of sport teams' coaches in Tehran's state universities.

The present study's findings are also in compliance with what has been found in the studies by Naderiyan (2008), Mahboudi (2007), Abdolvand et al (2011), Saketi et al (2011), sadeghi Alavijeh (1998), Hashemi (2009), Hugh et al (2007), Poser (2003) and Mc Fadden and Dart (1992). But, this latter finding is not consistent with the finding by Sa'atchi et al (2011).

It can be expressed in elaborating this finding that one reason for the consistency of the present study's results can be the idea that clear-cut goals keep the individuals on a specific path and contribute to them to concentrate on the most fruitful, most effective and most lucrative activities thereby to elevate the productivity of the organization and their team. Thus, the coaches with set goals indeed have specified and clarified goals and spend all their efforts for their accomplishment so they are saved of any wandering and do not spend their time wastefully. Thus, the managers lacking goalsetting (goal specification) or not having well corroborated this skill in themselves would have lower success rates in contrast to their counterparts hence their productivity suffers. But, one possible reason for the present study results' contradiction of some other studies' findings can be the idea that they have investigated the relationship between some other time management subscales and productivity and have concluded that some of them are better predictors of productivity as compared to goalsetting or the different results may have come about due to the environmental differences. So, it can be eventually concluded that one of the most important time management's skills is goalsetting (goal determination) for the fact that specification of clear-cut goals is the first step in effective time management. In fact, goalsetting forms the work pattern of the organization and the coaches set the ground for organizational coordination by determining precise and exact goals in the primary areas of the organizational tasks by way of which they try to relate different duties to one another and finally bring about an enhancement in the organizational productivity.

Second Hypothesis: there is a relationship between the goals and activities' prioritization and productivity of the sport teams' coaches in Tehran's state universities.

The results of the present study indicated that there is a positive and significant relationship between goals and activities' prioritization and productivity of the sport teams' coaches in Tehran's state universities.

The present study's results are in accordance to what has been found in the studies by Khoshnevis (2009), Sa'atchi et al (2011), Omidi Hafashjani (2005), Shaibani (2004), Mahboudi (2007), Abdolvand et al (2011), Saketi et al (2011), Ziegler (1993), Jay (2000), Rogers (2001) and Mc Fadden and Dart (1992).

It can be stated in clarifying the findings for this hypothesis that one likely reason for the present study's consistent results can be the idea that, as one of the very important indicators of time management, the goals and activities' prioritization plays a critical role in preventing disorder in the implementation of the activities. It can be further explained that since an organization and/or a sport team's coach cannot achieve all the set goals and accomplish all the specified activities at once, the issue of determining the priorities and codifying

the most important of them in a time table is deemed necessary, therefore, the coaches who can better observe the principle of priorities and prioritizations can also equally act more successfully in time management and cause the enhancement of productivity in both individual and organizational levels. So, it can be eventually concluded that, in order to perform exact and well-informed prioritizations, the sport teams' coaches should seminally identify the nature of their coaching activities so that they can become capable of prioritizing their sport activities by taking into consideration the two indices of importance and emergency thereby to be effective for the corresponding organization and the sport team's members. In the end, the observation of these recommendations eases the coaches' attainment of efficiency and effectiveness and high productivity in the various sport teams via prioritizing the goals and activities' prioritization.

The third hypothesis: there is a relationship between planning and productivity of the sport teams' coaches in Tehran's state universities.

The study results indicated that there is a significant and positive relationship between planning and productivity of the sport teams' coaches in Tehran's state universities.

The present study's findings are consistent with what has been found in the studies by Mashayekhpour (2005), Saketi et al (2011), Abdolvand et al (2011), Mahboudi (2007), Zare'ei (2001), Solaimani Tappehsari (2006), Sadeghi Alaviheh (1998), Esfahani (2011), Hashemi (2009), Mout (1980), Hugh et al (2007) and Mc Fadden and Dart (1992); the study findings were found not in compliance with the results of the study by Sa'atchi et al (2011).

It can be stated in elucidating the present study's findings that one reason for the consistency of the results can be the idea that planning is considered as one of the most important parts of time management. Furthermore, as one of the important factors in performance improvement, planning aligns the coaches' works and directs their attention to the organizational goals. In fact, the coaches who benefit from such a factor as planning in their work and time effectively contribute to the organization's effectiveness and productivity. The notable point in planning is that the coaches should know how to balance the time they dedicate to their various activities. The result of such awareness is preservation of positive focus and implementation of the correct method in coaches' planning. Therefore, planning has an undeniable effect on the efficiency and productivity and effectiveness of the coaches. It was proved in the present study that there is a high correlation between planning and productivity and this affirms the abovementioned proofs.

But, some possible reasons for the inconsistency of the present study's results with some findings by some other researches can be the differences in the intended study sample volumes, ignorance of the planning's effect on productivity, setting differences and/or the greater effects of the other indicators on productivity.

So, it can be eventually concluded that, as the most important indicator of time management, planning plays a very significant role and exerts a considerable effect on the enhancement of the individuals' productivity. Thus, the dear coaches are recommended to pay a greater deal of attention to the concept of planning and place planning techniques atop of the agenda of their coaching exercises and put it into practical use thereby to enhance the productivity of their team and organization.

The fourth hypothesis: there is a difference between the time management of the coaches according to their demographic characteristics.

The study results indicated that there is no significant difference between the amounts of the coaches' time management in terms of their gender.

There is a significant difference between the coaches' time management according to their marital status.

There is no significant difference between the coaches' time management in terms of their study major.

There is no significant difference between the coaches' time management in terms of their educational level.

There is no significant difference between the coaches' time management according to their years of service.

There is no significant difference between the coaches' time management in terms of their coaching degree.

In regard of gender, the present study's findings are in compliance with what has been found in the studies by Mashayekhpour (2005), Shajari (2010), Solaimani Tappehsari (2006) and Hashemi (2009); the present study's

results were found contradictory with the findings of the studies by Zaidabadi (2006), Truman and Hartley (1996) and Buck (2000).

In regard of gender, the present study's findings are in consistency with the findings of the study by Mashayekhpour (2005).

In regard of the study field, the present study's findings are in consistency with the findings of the study by Solaimani Tappehsari (2006).

In regard of the education level, the present study's findings are consistent with the results obtained in the studies by Mashayekhpour (2005), Solaimani Tappehsari (2006), Hashemi (2009), Zaidabadi (2006) and Buck (2000).

In regard of the years of service, the present study's findings are in agreement with the results obtained in the studies by Shajari (2010), Solaimani Tappehsari (2006), Hashemi (2009) and Buck (2000) and inconsistent with the findings by Zaidabadi (2006).

Unfortunately, no consistent or inconsistent finding was found regarding coaching degree.

The fifth hypothesis: there is a difference between the productivities of the coaches according to their demographic characteristics.

The results of the present study indicated that there is a significant difference between the coaches' productivities in terms of gender.

There is a significant difference between the coaches' productivities in terms of marital status.

There is a significant difference between the coaches' productivities in terms of university major.

There is no significant difference between the coaches' productivities in terms of educational level.

There is a significant difference between the coaches' productivities in terms of years of service.

There is a significant difference between the coaches' productivities in terms of coaching degree.

In regard of gender, the present study's findings are consistent with what has been found in the studies by Mashayekhpour (2005), Shajari (2010) and Solaimani Tappehsari (2006).

In regard of marital status, the present study's findings are inconsistent with the results obtained in the study by Sa'atchi et al (2011).

In regard of the university major, the present study's findings are consistent with those obtained by Hafashjani (2005) and inconsistent with the results attained by Solaimani Tappehsari (2006).

In regard of the education level, the present study's findings are consistent with the results obtained in the studies by Mashayekhpour (2005) and Solaimani Tappehsari (2006) and inconsistent with those obtained in the researches by Sa'atchi et al (2011), Nourifard (2010), Haghghatjour (2006) and Zamani (2005).

In regard of the years of service, the present study's findings are consistent with the results obtained in the studies by Omidi Hafashjani (2005), Sa'atchi et al (2011), Haghghatjou (2006) and Seraj (2005) and inconsistent with those obtained by Nourifard (2010), Shajari (2010) and Solaimani Tappehsari (2006).

Unfortunately, no consistent or inconsistent study was found concerning the coaching degree.

In regard of the determination of the effects of the three primary components of time management, i.e. goalsetting (goal specification, goals and activities' prioritization and planning, on the coaches' productivity, it can be generally concluded that these indicators have a lot of effect on the coaches' productivity because it is by setting of vivid and precise goals, to wit determination of the assessable goals, that the individuals can make effective use of time and control their activities thereby to, in a second step, accurately and consciously prioritize the goals and activities and specify the priorities considering the two important indices of importance and emergency so as to prevent disorder in the implementation of the activities and enable faster achievement of the organizational goals and bring themselves success in the workplace. In the end, it is by correct and effective planning, as the most important part of time management that includes the process of determining and defining organizational goals and beforehand and exact provisioning of the interventions and requirements needed for planning such as the exact prediction of the methods, time and space and resources

and workforce that the goal actualization can be rendered feasible and this would eventually enhance the coaches' productivities in both individual and organizational levels.

It can be generally concluded that the coaches can reduce the pressure of different kinds of tensions via exercising time management in both work and life domains and concentrate more on their work duties so as to become more productive and efficient and, eventually, cause the growth and progress of the organizational goals and also provide the intended organization with the grounds of booming and enhancement through maximal practicing of dynamicity and preempt their opponents in the contingent competitions.

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