



The Relationship between Teachers' Level of Participation in Recreation Activities and Emotional Intelligence and Life Satisfaction

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Abstract

The aim of this study is to determine whether there is a relationship between the recreation activities in which teachers participate in their free time and emotional intelligence, and life satisfaction and to ascertain the effect of emotional intelligence on life satisfaction. In line with this purpose, 2688 teachers working in the city center of Tokat constitute the target population of the study. According to the sample calculation, at least 336 surveys were sufficient and the analysis was conducted on 404 respondents. In the study, "Personal Information Form," "Participation in Recreation Activities Form", Emotional Intelligence, and Life Satisfaction Scales were used. According to the findings obtained from the research, it was found that teachers' participation in recreation activities differ according to gender, age, marital status, number of children, income status, and tenure, and there is a significant relationship between life satisfaction and emotional intelligence and also emotional intelligence affects life satisfaction.

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INTRODUCTION

Leisure time, which is one of the basic concepts of the study, is defined as the period of time that is the non-compulsory, spare time that the individual will use freely and by his/her own will. Use of time have described in four categories: (a) paid work (contracted time); (b) household work and family care (committed time); (c) personal care (personal time); and (d) free time or leisure time (Maditinos, Papadopoulos & Pratsc, 2014:520-521). Recreation activities are defined as non-compulsory and off-duty activities that individuals are interested in and enjoy in their spare time (Kim, et.al, 2015: 70). In general, recreation activities and areas are classified as cultural-entertainment (such as going to a cinema, theater, concert, exhibition, and restaurant); as productive-personal development (such as reading a book, taking up hobbies, attending courses); outdoor-physical (such as hunting, working in the garden, going for a walk); social (visiting friend or being with friends) and official-group (voluntary services, participation in religious services). Recreation activities are also classified as active recreation activities involving the use of physical and mental energy and passive recreation activities where no physical and mental energy is used (Maditinos, Papadopoulos & Pratsc ,2014:520-521).

The proper and efficient use of leisure time provides self-knowledge, self-development, gaining new experiences and leading a healthy life. In other words, the main purpose of recreation activities is to provide the individual with health, happiness, rest, fun and personality integrity and thus to make a positive contribution to the healthy development of the society. Various recreation activities performed in free time also have an important effect on the social, intellectual, mental, and psychological health of the individual (Sevin, Şahin, 2019: 1438).

Another concept of the research is emotional intelligence (EI). Intelligence has been defined differently in different periods. Although it has no specific definition today (Özekes, 2013:92), Descartes defined intelligence as the ability to correctly judge the truth. Perhaps the most frequently cited definition of intelligence is Wechsler's definition. According to Wechsler, intelligence is "the natural capacity of an individual to act purposefully, to think rationally and to cope effectively with his/her environment." Different types of intelligence have been identified in the studies performed on intelligence. One of them is social intelligence which is defined as "the ability to understand and manage people". Thorndike defined social intelligence as the ability to perceive the inner state, motivation, and behavior of him/herself and others, and to act in the best way based on this information (Salovey & Mayer, 1990). The term Emotional Intelligence (EI) was first introduced in the scientific literature in 1990. The concept of emotional intelligence (EI) has been described by various theorists. The concept of "Emotional Intelligence" (EI) in English is widely used as "Emotional Quotient" (EQ) in the literature (Yılmaz, 2007: 18). Scientists have defined the emotional intelligence (Goleman 1998; Mayer, Salovey and Caruso 2000; Bar-On 2006) differently and approached the issue from a different perspective(Herman, Scherer,2008:59; Elias,1988:3-4; Emmerling, et.al.2008:24; Mammadov, 2015:12).

Bar-On (1997) defined emotional intelligence as "the series of skills and personal, emotional, and social competences that enable a person to be successful in dealing with environmental pressures and demands" (Mammadov, 2015:12; De Weerd and Rossi, 2012:145). According to Salovey and Mayer (1990), emotional intelligence is defined as a sub-dimension of social intelligence as the ability to follow one's own and others' emotions, to distinguish between them, and to use this information to direct thoughts and behaviors (Salovey &

Mayer, 1990). Salovey and Mayer (1990) made the definition of emotional intelligence under 5 main headings: 1. Being aware of one's emotions, 2. Coping with emotions, 3. Self-motivation, 4. Recognizing the feelings of others, 5. Being able to conduct relationships (Tuğrul, 1999:16). According to Reuven Bar On (1988), Emotional Intelligence (EI) is defined as "the ability to: 1) be aware of, to understand, and to express oneself; 2) be aware of, to understand, and to relate to others; 3) deal with strong emotions and control one's impulses; and 4) adapt to change and to solve problems of a personal or a social nature" (Jorfi, Yaccob and Shah, 2011:40). It is stated that Emotional Intelligence is made up of four mental processes: a. Perception – Perceiving and identifying emotions b. Assimilation-Integrating emotions into thought patterns c. Understanding – Understanding one's own and others emotion d. Managing – Managing emotions (Hans, Mubeen, Al Rabani, 2013: 360). Emotional intelligence has been the subject of many studies in academia in the last two decades and many studies have been conducted to reveal its relationship with life satisfaction, performance, health, and psychology. In recent years, many studies have been conducted on emotional intelligence and individual; likewise, many studies have been conducted on emotional intelligence, health, and well-being (Rey, Extremera and Pena, 2011:227). The relationship between emotion and health has long been the focus of scientific research in psychology. The relationship between emotion and health has an important place in health psychology in general. Psychologists associated emotion and health and tried to explain the state of the effect of emotions on health. Similarly, the ability to control or regulate the experience and expression of emotions (emotional regulation), the tendency to socially share and verbally express emotional experiences (emotional explanation), and the ability to perceive, express, understand, monitor and manage emotions (emotional intelligence) are other variables that may affect the health status of the individual. Emotional intelligence (EI) involves an interaction between emotion and cognition. Studies were conducted treating the relationship between emotional intelligence and health/well-being. It was found that emotional intelligence positively correlates with the elements of psychological health such as life satisfaction and happiness, and it is negatively associated with depression, stress, and loneliness (Pankey and Choubey, 2010). It is stated that individuals with emotional intelligence have positive mental health, are emotionally resilient, devoted, and helpful to their environment (Salovey & Mayer, 1990). In educational institutions, the importance of emotional intelligence is evaluated regarding both students and teachers. In schools, the classroom is the environment in which teachers and students interact. Teachers have an important role in classroom management and students' success. The classroom management has two dimensions; teaching method and the behavior. Classroom management defines as teachers' way of organizing and structuring the classroom in order to maximize teachers' collaboration with students and students' participation and to minimize unwanted behavior. In other words, classroom management is described as the activities of the teacher to create an environment that supports and facilitates both academic and social-emotional learning (Jafari, Aghaei & Memari, 2015: 184-186).

Life satisfaction, which is one of the basic concepts of the research, is defined as "the individual's level of evaluating the general quality of his/her own life, which largely has an emotional basis and is difficult to define precisely (Aşan & Erenler, 2008:206). Life satisfaction is one of the most important factors affecting an individual's health and social relations. Life satisfaction has many determinants. These are factors such as personality, social expectations, socio-economic factors, relationships of the person (family, friends, children), physical, psychological health, housing, and employment. Life satisfaction described as a cognitive assessment of life, which means "the

degree of judging the general quality of life positively" (Maditinos, Papadopoulos & Pratsc, 2014: 522). How to spend leisure time depends on the individual's preference, the environment s/he lives in, and his/her cultural characteristics. Many studies mention the positive effects of the effective evaluation of leisure time on health, life happiness, life satisfaction, productivity and job performance of the individual (Sevin and Şahin, 2018:296).

Literature Review

In the literature, there have been many studies on leisure time and the importance and benefits of leisure time, emotional intelligence, and life satisfaction.

In the study conducted by Ra., Soonok and Rhee (2013), it was found that recreation activities positively affect self-efficacy, social support, and life satisfaction. Also, the results of their study show that perceived self-efficacy and social support positively mediate the relationships between leisure activities and life satisfaction in the elderly.

In Yozgat, Yurtkoru and Bilginoglu's study titled "Job Stress and Job Performance Among Employees in Public Sector in İstanbul: Examining the Moderating Role of Emotional Intelligence", a negative relationship was found between job stress and job performance and it was determined that emotional intelligence has a positive effect on job performance.

In their study, Tok, Tok and Dolapcioglu (2013) examined the relationship between form teachers' emotional intelligence levels and classroom management approaches (teacher and student centered). It was found that there is a low-level, positive and significant relationship between elementary school teachers' emotional intelligence levels and teacher-centered classroom management, and a moderate, positive and significant relationship between elementary school teachers' emotional intelligence levels and student-centered classroom management.

Hans, Mubeen and Al Rabani (2013) examined the emotional intelligence level of teachers working in private institutions and concluded that the teachers had a very high level of emotional intelligence in their study.

In the study conducted by Rey, Extremera and Pena (2011), the relationship between emotional intelligence, self-esteem and life satisfaction was examined, and it was found that perceived emotional dimensions (especially mood clarity and repair) were positively related to life satisfaction, and also they were positively related to self-esteem and adolescents' life satisfaction levels.

Fallahzadeh (2011) examined the relationship between the emotional intelligence levels and academic achievements of the medical science students in Iran and in this study it was found that "there was no correlation between total EI and age, but there was a positive correlation between stress management and age".

In his study titled "The Three Dimensions of Emotional Intelligence in Managers", Ural (2001) determined their emotional intelligence levels, tried to explain the relationship between them and found that there was a positive relationship.

In his study titled "Examining the Relationship between Emotional Intelligence, and Life Satisfaction on Outdoor Sports Participants", Ardahan (2012) examined the relationship between open area activities and emotional intelligence, and life satisfaction of individuals and found a positive relationship between the four dimensions of

emotional intelligence, which are positive use of emotions, positive emotional management, empathetic sensitivity and emotional evaluation and a significant difference between the emotional intelligence, and life satisfaction of those performing outdoor sports, riding bicycles, and mountaineering.

In another study titled "Examining Life Satisfaction Level, and the Relationship between Emotional Intelligence and the Life Satisfaction of Trekkers", Ardahan (2012) examined whether the life satisfaction of trekking individuals differs according to their gender, marital status, age, and education levels and the relationship between emotional intelligence, and life satisfaction and found a positive relationship between life satisfaction and the four dimensions of emotional intelligence, which are the positive use of emotions, positive emotional management, empathetic sensitivity, and emotional evaluation. Also, it was found that the increase in life satisfaction did not show a significant difference in relation to gender, marital status, and age, but only differed significantly in relation to education level. Besides, as the level of emotional intelligence increases, life satisfaction levels of individuals also increase.

In their study aiming at determining the effect of university students' emotional intelligence on their communication skills, Çetinkaya and Alparslan (2011) concluded that the effect of the empathetic sensitivity dimension, which is one of the sub-dimensions of emotional intelligence, on communication skills is statistically significant.

In the literature, many studies have been conducted on emotional intelligence, leisure time and life satisfaction; however, the number of the studies conducted on the effect of reactive activities on emotional intelligence and the effect of emotional intelligence on life satisfaction is limited. In this research, the relationship between teachers' levels of participation in recreational activities and their emotional intelligence and life satisfaction was examined.

Method

The Aim of the Study

The main purpose of this research is to determine and examine the relationship between teachers' levels of participation in recreational activities and their emotional intelligence and life satisfaction. The sub-purposes of the research include the determination of whether teachers' levels of participation in recreational activities, emotional intelligence and life satisfaction vary by demographic variables, whether recreational activities are effective on emotional intelligence and life satisfaction and the effect of emotional intelligence level on life satisfaction.

Hypotheses of the Research

H1: There is a relationship between teachers' levels of participation in recreational activities and their emotional intelligence and life satisfaction.

Sub-hypotheses of the research are as follows:

H2: Teachers' participation in recreational activities, emotional intelligence and life satisfaction level vary by demographic characteristics.

H3: Teachers' levels of participation in recreational activities affect life satisfaction.

H4: Teachers' levels of participation in recreational activities affect emotional intelligence.

H5: Teachers' emotional intelligence levels affect life satisfaction.

The data were analyzed using SPSS 22 software package and 95% confidence level. Since the skewness and kurtosis values of the Level of Participation in Leisure Activities, Life Satisfaction, Emotional Intelligence and sub dimension scores were between -3 and +3, they fit in normal distribution and the differentiation state of these points according to demographic variables was analyzed using t-test and ANOVA test, which are parametric test techniques. The relationship between the Level of Participation in the Activities, Life Satisfaction, Emotional Intelligence and its sub-dimensions were analyzed using Pearson's correlation coefficient. The effect of the Level of Participation in the Activities on Life Satisfaction and Emotional Intelligence and the effect of Emotional Intelligence on Life Satisfaction were analyzed using Backward method of the Regression Test.

Population and Sample

The population of this research consists of primary schools (87), secondary schools (55), general high schools (19), vocational high schools (17), kindergartens (12) and 2688 teachers working in these institutions in Tokat city center. The sample of the research was determined by simple random sampling method. It is sufficient to conduct a questionnaire with at least 336 samples from a population of 2688 people. Within the scope of the study, a questionnaire was applied in educational institutions and the analysis was conducted based on 404 questionnaires. The number of teachers and educational institutions was obtained from Tokat Provincial Directorate of National Education.

Data Collection Tools

In the research, "Personal Information Form", "Participation in Leisure Activities Form", Emotional Intelligence and Life Satisfaction Scales were used as data collection tools.

Personal Information Form: Personal information such as gender, age, marital status, education level, branch, number of children, monthly income, type of school you work for, term of office, weekly course hours, which are thought to affect teachers' participation in recreation activities, emotional intelligence and life satisfaction are questioned.

Leisure Activities Participation Form: A questionnaire consisting of 56 items, including physical activities, outdoor activities, group activities, cultural activities, hobbies and other activities and aiming at measuring their levels of participation in recreation activities was applied on the teachers, who were in the sample group involved in the research. The form was prepared using the Alberta Recreation Survey (2013) activities conducted by the local government in Alberta, Canada.

Emotional Intelligence Scale:

"Emotional Intelligence Scale" adapted to Turkish by Göçet, was used. In the study to adapt the Revised Shutte Emotional Intelligence Scale to Turkish culture, the Cronbach's alpha internal consistency coefficients of the scale were found to be 0.81 for the whole scale, 0.77 for the optimism factor, 0.73 for the expression of emotions, and 0.54 for the factor of benefiting from the emotions. In the split-half reliability, the coefficient of the optimism was found to be 0.71, the coefficient of the expression of emotions was found to be 0.72, and the coefficient of utilizing emotions

was found to be 0.52. Regarding the whole scale, it was found to be 0.78. The test-retest reliability coefficient of the study was found to be 0.63 (Göçet, 2006: p. 59-60): Cayhan, 2017: p.32). In this case, because the scale was considered to be highly reliable, it was used in this research and no factor analysis was performed again.

Life Satisfaction Scale:

In this study, the scale developed by Diener, Emmons, Larsen and Griffin (1985) was used to measure the life satisfaction of the participants. The reliability coefficient for this scale, which is composed of five items, is 0.93. The life satisfaction scale, which was developed by Diener et al. (1985), and whose reliability-validity study for Turkish was performed by Köker (1991), was used. At the end of the reliability studies of the scale, the test-retest reliability was measured as $r = 0.85$, and item-test correlations were measured between 0.71-0.80 (Avşaroğlu, Deniz, Kahraman, 2005: 119). In this case, because the scale was considered to be highly reliable, it was used in this research and no factor analysis was performed again.

Data Analysis

Validity and Reliability Analysis

The Emotional Intelligence and Life Satisfaction scale used in the research was not subjected to factor analysis again depending on the studies conducted in the literature; however, exploratory factor analysis (EFA) was used to determine the validity of the recreation participation scale used in the research and Cronbach's alpha reliability coefficients were calculated to determine its reliability. Within the scope of recreation participation scale, in the factor analysis made for participation in physical activities KMO value was calculated as 0.789. Accordingly, the number of samples is appropriate for factor analysis ($KMO > 0.500$). Within the scope of Bartlett test X^2 value was found to be 891.677 and statistically significant ($p < 0.05$). According to the KMO and Bartlett test results, it was concluded that the data were appropriate for factor analysis. The scale can explain 44.039% of the total variance and the reliability coefficient is 0.754. Accordingly, the scale's reliability level is very high. In the analysis made for outdoor activities, the KMO value was calculated as 0.791. Accordingly, the number of samples is appropriate for factor analysis ($KMO > 0.500$). Within the scope of the Bartlett test X^2 value was found to be 781.024 and statistically significant ($p < 0.05$). The scale explains 35.073% of the total variance; its reliability coefficient is 0.736. Accordingly, the scale's reliability level is very high. In the factor analysis made for group activities, the KMO value was calculated as 0.717. Accordingly, the number of samples is appropriate for factor analysis ($KMO > 0.500$). Within the scope of the Bartlett test X^2 value was found to be 486.704 and statistically significant ($p < 0.05$). The scale explains 58.835% of the total variance and its reliability coefficient is 0.745. Accordingly, the scale's reliability level is very high. In the factor analysis performed for cultural activities, the KMO value was calculated as 0.798. Accordingly, the number of samples is appropriate for factor analysis ($KMO > 0.500$). Within the scope of the Bartlett test X^2 value was found to be 568.083 and statistically significant ($p < 0.05$). The scale explains 53.957% of the total variance and the reliability coefficient is 0.780. Accordingly, the reliability of the scale is very high. In the factor analysis for hobbies, the KMO value was calculated as 0.796. Accordingly, the number of samples is appropriate for factor analysis ($KMO > 0.500$). Within the scope of the Bartlett test, X^2 value was found to be 716.923 and statistically significant ($p < 0.05$). The scale explains 44.345% of the total variance and its reliability coefficient is 0.752.

Accordingly, the scale's reliability level is very high. In the factor analysis made for other activities, the KMO value was calculated as 0.767. Accordingly, the number of samples is appropriate for factor analysis (KMO>0.500). Within the scope of the Bartlett test X^2 value was found to be 468.407 and statistically significant ($p < 0.05$). The scale explains 47.474% of the total variance and its reliability coefficient is 0.712. Accordingly, the scale's reliability level is very high.

Findings

In this section, the demographic characteristics of the teachers participating in the research, the levels of participation in recreation activities, the relationship between emotional intelligence and life satisfaction and the effects of emotional intelligence on life satisfaction are included.

Demographic Characteristics of Survey Respondents

The answers given to the questions asked in order to determine the demographic characteristics of the 404 teachers participating in the research and the information about the descriptive characteristics and frequency distribution of the sample group are as follows: Of the 404 teachers who participated in the study, 51.5% (208) were female and 48.5% (196) were male. In terms of marital status, 10.4% (42) of the participants were single and 89.6% (362) were married. 15.1% (61) of the participants were between the ages of 20-30, 49.0% (198) were between the ages of 31-40, 26.2% (106) were between the ages of 41-51 and 9.7% (39) were 51 and above. 3.0% (12) of the teachers have associate's, 81.5% (327) undergraduate, and 14.2% (57) graduate degrees. Of the teachers, 21.0% (82) were form teachers, 53.5% (209) were culture course teachers, 7.4% (29) were preschool teachers, 16.4% (64) were vocational course teachers, and 1.8% (7) of them were counselors. When evaluated in terms of how many children the teachers had, 13.1% (52) of them stated that they had no children, 27.9% (111) had one child, 42.5% (169) had two children, 14.8% (59) had three children, 1.3% (5) had four children and 0.5% (2) had five and more children. When the income groups of the participants are examined; 0.1% of them (1) is between 1700-2000, 25.1% of them (100) are between 2001-3000, 47.9% of them (191) are between 3001-4000, 10.5% of them (42) are between 4001-5000, and 16.3% of them (65) are 5001 and above. When the teachers are evaluated in terms of the type of school they work at, 25.9% of them (99) are found to work at primary school, 27.2% (104) at secondary school, 12.8% (49) at high school, 25.9% (99) at Vocational and Technical Anatolian High School, 4.7% (18) at Imam Hatip High School, and 3.4% (13) at others. When the teachers' term of office is evaluated 15.7% of them (63) were found to work for 1-5 years, 24.9% (100) for 6-11 years, 25.4% (102) for 12-17 years, 19.7% (79) for 18-23 years, and 14.4% (58) for 24 years and over. When evaluated in terms of the classes given per week, 5.5% of them (22) were found to give less than 15 hours, 21.4% (86) between 16-20 hours, 25.6% (103) between 21-25 hours, 30.1% (121) between 26-30 hours, and 17.4% (70) for 30 hours and more.

Table 1. Examination of Emotional Intelligence, Life Satisfaction and Participation in Activities in Terms of Gender

Gender		n	Mean	SD	t	p
Optimism	Female	208	64.13	6.33	4.087	0.000*
	Male	196	61.47	6.76		
Utilizing Emotions	Female	208	13.62	2.07	3.277	0.001*
	Male	196	12.94	2.07		
Expression of Emotions	Female	208	42.26	3.05	-0.048	0.961
	Male	196	42.28	3.55		
Emotional Intelligence Scale	Female	208	120.01	8.20	3.800	0.000*
	Male	196	116.69	9.35		
Life Satisfaction	Female	208	17.59	3.72	5.419	0.000*
	Male	196	15.42	4.28		
Participation in Physical Activities	Female	208	1.68	0.47	-3.452	0.001*
	Male	196	1.84	0.50		
Participation in Outdoor Activities	Female	208	1.64	0.38	-6.902	0.000*
	Male	196	1.99	0.61		
Participation in Group Activities	Female	208	1.37	0.57	-7.716	0.000*
	Male	196	1.90	0.79		
Participation in Cultural Activities	Female	208	2.10	0.61	2.850	0.005*
	Male	196	1.93	0.61		
Participation in Hobbies	Female	208	1.92	0.59	4.034	0.000*
	Male	196	1.69	0.56		
Participation in Other Activities	Female	208	2.28	0.51	-5.225	0.000*
	Male	196	2.58	0.63		

p* < 0.05 = there is a difference; p > 0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction and Participation in Activities regarding Gender (t test): There is a statistically significant difference between men and women in terms of optimism (p < 0.05). According to this, when the mean scores are examined, optimism is higher in women. There is a statistically significant difference between men and women in terms of the Utilization of Emotions (p < 0.05). According to this, when the mean scores are examined, women are more likely to benefit from emotions. There is a statistically significant difference between women and men in terms of Emotional Intelligence (p < 0.05). According to this, when the mean scores are examined, Emotional Intelligence is found to be higher in women. There is a statistically significant difference between men and women in terms of Life Satisfaction (p < 0.05). Accordingly, when the mean scores are examined, Life Satisfaction is found to be higher in women. There is a statistically significant difference between women and men in terms of Participation in Physical Activities (p < 0.05). Accordingly, when the mean scores are examined, Participation in Physical Activities is observed to be higher in men. There is a statistically significant difference between women and men in terms of Participation in Outdoor Activities (p < 0.05). Accordingly, when the mean scores are examined, Participation in Outdoor Activities is observed to be higher in men. There is a statistically significant difference between women and men in terms of Participation in Group Activities (p < 0.05). Accordingly, when the mean scores are examined, Participation in Group Activities is observed to be higher in men. There is a statistically significant difference between women and men in terms of Participation in Cultural Activities (p < 0.05). Accordingly, when the mean scores are examined, Participation in Cultural Activities is observed more in women. There is a statistically significant difference between women and men in terms of Participation in Hobbies (p < 0.05). Accordingly, when the mean scores are examined, Participation in Hobbies is observed to be higher in

women. There was a statistically significant difference between women and men in terms of Participation in Other Activities ($p < 0.05$). Accordingly, when the mean scores are examined, Participation in Other Activities is observed to be higher in men.

Table 2. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of Age

Age	n	Mean	SD	F	p
Optimism	20-30	61	62.21	3.423	0.017*
	31-40	198	63.40		
	41-50	106	63.05		
	51 and above	39	59.82		
Utilizing Emotions	20-30	61	13.44	3.429	0.017*
	31-40	198	13.37		
	41-50	106	13.43		
	51 and above	39	12.28		
Expression of Emotions	20-30	61	42.00	1.385	0.247
	31-40	198	42.57		
	41-50	106	42.03		
	51 and above	39	41.62		
Emotional Intelligence Scale	20-30	61	117.66	4.623	0.003*
	31-40	198	119.34		
	41-50	106	118.51		
	51 and above	39	113.72		
Life Satisfaction	20-30	61	16.79	0.770	0.511
	31-40	198	16.73		
	41-50	106	16.05		
	51 and above	39	16.23		
Participation in Physical Activities	20-30	61	1.90	2.073	0.103
	31-40	198	1.72		
	41-50	106	1.75		
	51 and above	39	1.79		
Participation in Outdoor Activities	20-30	61	1.77	3.092	0.027*
	31-40	198	1.76		
	41-50	106	1.85		
	51 and above	39	2.03		
Participation in Group Activities	20-30	61	2.05	8.495	0.000*
	31-40	198	1.56		
	41-50	106	1.56		
	51 and above	39	1.48		
Participation in Cultural Activities	20-30	61	2.19	2.111	0.098
	31-40	198	1.97		
	41-50	106	2.02		
	51 and above	39	2.01		
Participation in Hobbies	20-30	61	1.82	0.100	0.960
	31-40	198	1.82		
	41-50	106	1.79		
	51 and above	39	1.78		
Participation in Other Activities	20-30	61	2.58	2.337	0.073
	31-40	198	2.37		
	41-50	106	2.47		
	51 and above	39	2.38		

$p < 0.05$ = there is a difference; $p > 0.05$ = there is no difference

Examination of Emotional Intelligence, Life Satisfaction and Participation in Activities in terms of Age (ANOVA): There is a statistically significant difference between the groups with different age in terms of Optimism ($p < 0.05$). According to this, when the mean scores are examined, whereas Optimism is observed to be the most in those between the ages 31-40, it is observed to be the least in those who are 51 years old and above. There is a statistically significant difference between the groups with different ages regarding the Utilization of Emotions ($p < 0.05$). According to this, when the mean scores are examined, whereas the Utilization of Emotions is the highest in those who are between the ages 20-30, it is the least in those who are 51 years old and above. There is a statistically significant difference between the groups with different ages in terms of Emotional Intelligence ($p < 0.05$). According to this, when the mean scores are examined, whereas Emotional Intelligence is observed to be the most in those between the ages 31-40, it is observed to be the least in those who are 51 years old and above. There is no statistically significant difference between the groups with different ages in terms of Life Satisfaction ($p > 0.05$). There is a statistically significant difference among the groups with different ages in terms of Participation in Outdoor Activities ($p < 0.05$). According to this, when the mean scores are examined, whereas Participation in Outdoor Activities is the highest in those who are 51 years old and above, it is the least in those who are between 31-40 years of age. There is a statistically significant difference among the groups with different ages in terms of Participation in Group Activities ($p < 0.05$). According to this, when the mean scores are examined, whereas Participation in Group Activities is the highest in those who are between the ages 20-30, it is the least in those who are 51 years old and above.

Table 3. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in terms of Educational Background

Educational Background		n	Mean	SD	F	p
Optimism	Associate's Degree	12	62.83	5.73	0.168	0.845
	Bachelor's Degree	327	62.83	6.70		
	Master's Degree/PhD	62	63.35	6.19		
Utilizing Emotions	Associate's Degree	12	12.00	1.95	2.469	0.086
	Bachelor's Degree	327	13.33	2.12		
	Master's Degree/PhD	62	13.42	1.92		
Expression of Emotions	Associate's Degree	12	43.42	4.08	0.987	0.373
	Bachelor's Degree	327	42.21	3.20		
	Master's Degree/PhD	62	42.55	3.52		
Emotional Intelligence Scale	Associate's Degree	12	118.25	8.71	0.310	0.734
	Bachelor's Degree	327	118.37	8.82		
	Master's Degree/PhD	62	119.32	8.64		
Life Satisfaction	Associate's Degree	12	16.17	3.71	0.122	0.885
	Bachelor's Degree	327	16.58	4.03		
	Master's Degree/PhD	62	16.35	4.90		
Participation in Physical Activities	Associate's Degree	12	1.61	0.39	0.588	0.556
	Bachelor's Degree	327	1.77	0.49		
	Master's Degree/PhD	62	1.78	0.56		
Participation in Outdoor Activities	Associate's Degree	12	1.91	0.60	1.069	0.344
	Bachelor's Degree	327	1.79	0.49		
	Master's Degree/PhD	62	1.89	0.70		
Participation in Group Activities	Associate's Degree	12	1.31	0.43	1.915	0.149
	Bachelor's Degree	327	1.61	0.72		
	Master's Degree/PhD	62	1.74	0.84		

Participation in Cultural Activities	Associate's Degree	12	2.05	0.64	0.501	0.607
	Bachelor's Degree	327	2.00	0.62		
	Master's Degree/PhD	62	2.09	0.58		
Participation in Hobbies	Associate's Degree	12	1.93	0.60	1.003	0.368
	Bachelor's Degree	327	1.79	0.57		
	Master's Degree/PhD	62	1.89	0.65		
Participation in Other Activities	Associate's Degree	12	2.11	0.54	2.240	0.108
	Bachelor's Degree	327	2.42	0.55		
	Master's Degree/PhD	62	2.50	0.71		

p* < 0.05 = there is a difference; p > 0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in terms of Educational Background (ANOVA): There is no statistically significant difference between Emotional Intelligence and sub-scale scores between the groups with different educational backgrounds ($p > 0.05$). There is no statistically significant difference between the groups with different educational backgrounds in terms of Life Satisfaction ($p > 0.05$). There is no statistically significant difference between the groups with different educational backgrounds in terms of Participation in Activities ($p > 0.05$)

Table 4. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of Branch

Branch		n	Mean	SD	F	p
Optimism	Form teacher	82	61.30	6.70	2.652	0.033*
	Culture course	209	63.34	6.55		
	Pre-school	29	64.69	6.18		
	Vocational course	64	61.89	6.42		
	Counseling	7	65.57	7.00		
Utilizing Emotions	Form teacher	82	13.43	2.02	1.356	0.249
	Culture course	209	13.39	2.12		
	Pre-school	29	13.59	2.11		
	Vocational course	64	12.77	2.14		
	Counseling	7	13.00	2.58		
Expression of Emotions	Form teacher	82	42.20	3.42	0.147	0.964
	Culture course	209	42.32	3.37		
	Pre-school	29	42.52	3.21		
	Vocational course	64	42.13	2.92		
	Counseling	7	42.86	3.80		
Emotional Intelligence Scale	Form teacher	82	116.93	9.21	2.156	0.073
	Culture course	209	119.05	8.82		
	Pre-school	29	120.79	8.50		
	Vocational course	64	116.78	8.39		
	Counseling	7	121.43	5.74		
Life Satisfaction	Form teacher	82	15.24	4.00	3.407	0.009*
	Culture course	209	16.63	4.38		
	Pre-school	29	16.86	4.31		
	Vocational course	64	17.31	3.50		
	Counseling	7	19.29	1.70		
Participation in Physical Activities	Form teacher	82	1.71	0.40	0.375	0.827
	Culture course	209	1.78	0.53		
	Pre-school	29	1.77	0.52		
	Vocational course	64	1.74	0.50		

	Counseling	7	1.84	0.52		
Participation in Outdoor Activities	Form teacher	82	1.87	0.53		
	Culture course	209	1.82	0.56		
	Pre-school	29	1.64	0.39	1.116	0.349
	Vocational course	64	1.83	0.49		
	Counseling	7	1.70	0.54		
Participation in Group Activities	Form teacher	82	1.70	0.66		
	Culture course	209	1.63	0.76		
	Pre-school	29	1.41	0.55	0.955	0.432
	Vocational course	64	1.58	0.77		
	Counseling	7	1.68	0.99		
Participation in Cultural Activities	Form teacher	82	1.95	0.62		
	Culture course	209	2.10	0.62		
	Pre-school	29	2.03	0.67	1.717	0.145
	Vocational course	64	1.90	0.56		
	Counseling	7	1.97	0.31		
Participation in Hobbies	Form teacher	82	1.77	0.60		
	Culture course	209	1.83	0.58		
	Pre-school	29	1.98	0.68	1.032	0.390
	Vocational course	64	1.79	0.57		
	Counseling	7	1.59	0.44		
Participation in Other Activities	Form teacher	82	2.44	0.58		
	Culture course	209	2.46	0.58		
	Pre-school	29	2.37	0.69	0.300	0.878
	Vocational course	64	2.38	0.57		
	Counseling	7	2.48	0.62		

p* <0.05 = there is a difference; p >0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in terms of Branch (ANOVA): There is a statistically significant difference between the groups with different branches in terms of Optimism (p <0.05). According to this, when the mean scores are examined, whereas Optimism is the highest in those whose branch is counseling, it is the lowest in classroom teachers. There is a statistically significant difference between the groups with different branches in terms of Life Satisfaction (p <0.05). According to this, when the mean scores are examined, whereas Life Satisfaction is observed to be the highest in those whose branch is counseling it is observed to be the lowest in classroom teachers. There is no statistically significant difference between the groups with different branches in terms of Participation in Activities (p > 0.05).

Table 5. Examination of Emotional Intelligence, Life Satisfaction and Participation in Activities in Terms of Marital Status

Marital status		n	Mean	SD	t	p
Optimism	Single	42	62.62	7.90	-0.202	0.840
	Married	362	62.84	6.54		
Utilizing Emotions	Single	42	13.26	1.98	-0.090	0.928
	Married	362	13.29	2.11		
Expression of Emotions	Single	42	41.33	2.74	-1.941	0.053
	Married	362	42.37	3.34		
Emotional Intelligence Scale	Single	42	117.21	9.48	-0.887	0.376
	Married	362	118.51	8.87		

Life Satisfaction	Single	42	15.52	4.19	-1.658	0.098
	Married	362	16.64	4.14		
Participation in Physical Activities	Single	42	1.85	0.56	1.315	0.189
	Married	362	1.75	0.49		
Participation in Outdoor Activities	Single	42	1.85	0.68	0.569	0.569
	Married	362	1.81	0.51		
Participation in Group Activities	Single	42	1.90	0.86	2.611	0.009*
	Married	362	1.59	0.71		
Participation in Cultural Activities	Single	42	2.15	0.71	1.476	0.141
	Married	362	2.00	0.60		
Participation in Hobbies	Single	42	1.89	0.55	0.895	0.371
	Married	362	1.80	0.59		
Participation in Other Activities	Single	42	2.58	0.70	1.791	0.074
	Married	362	2.41	0.57		

p* <0.05 = there is a difference; p >0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of Marital Status (t test): There is no statistically significant difference between Emotional Intelligence and sub-dimension scores between the single and the married (p >0.05). There is no statistically significant difference between the single and married individuals in terms of Life Satisfaction (p >0.05). There is a statistically significant difference between the single and the married individuals in terms of Participation in Group Activities (p <0.05). Accordingly, when the mean scores are examined, Participation in the Group Activities is observed to be higher in the single ones.

Table 6. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of the Number of Children

Number of Children	n	Mean	SD	F	p	
Optimism	None	52	64.04	6.99	0.674	0.569
	One	111	62.68	6.83		
	Two	169	62.60	6.70		
	Three and more	66	62.59	6.18		
Utilizing Emotions	None	52	13.19	2.09	0.750	0.523
	One	111	13.13	2.17		
	Two	169	13.47	2.14		
	Three and more	66	13.15	1.98		
Expression of Emotions	None	52	41.33	2.72	3.157	0.025*
	One	111	41.99	3.38		
	Two	169	42.78	3.28		
	Three and more	66	42.09	3.44		
Emotional Intelligence Scale	None	52	118.56	8.60	0.395	0.757
	One	111	117.80	9.49		
	Two	169	118.85	9.29		
	Three and more	66	117.83	7.54		
Life Satisfaction	None	52	15.98	3.69	0.686	0.561
	One	111	16.37	4.22		
	Two	169	16.85	4.18		
	Three and more	66	16.59	4.26		
Participation in Physical Activities	None	52	1.81	0.53	0.364	0.779
	One	111	1.75	0.49		
	Two	169	1.73	0.47		
	Three and more	66	1.76	0.51		

Participation in Outdoor Activities	None	52	1.67	0.57	3.368	0.019*
	One	111	1.73	0.44		
	Two	169	1.85	0.53		
	Three and more	66	1.93	0.62		
Participation in Group Activities	None	52	1.84	0.80	2.979	0.031*
	One	111	1.66	0.78		
	Two	169	1.52	0.66		
	Three and more	66	1.54	0.66		
Participation in Cultural Activities	None	52	2.16	0.68	1.682	0.170
	One	111	2.03	0.64		
	Two	169	2.00	0.58		
	Three and more	66	1.91	0.55		
Participation in Hobbies	None	52	1.83	0.52	0.529	0.663
	One	111	1.84	0.64		
	Two	169	1.82	0.59		
	Three and more	66	1.73	0.58		
Participation in Other Activities	None	52	2.50	0.61	0.546	0.651
	One	111	2.42	0.57		
	Two	169	2.39	0.58		
	Three and more	66	2.38	0.56		

p* <0.05 = there is a difference; p >0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of the Number of Children (ANOVA): There is a statistically significant difference between the groups with a different number of children in terms of the Expression of Emotions (p <0.05). Accordingly, when the mean scores are examined, it is found that the Expression of Emotions is the highest in those with two children whereas it is the lowest in those without children. There is no statistically significant difference between the groups with a different number of children in terms of Life Satisfaction (p > 0.05). There is a statistically significant difference among the groups with a different number of children in terms of Participation in Outdoor Activities (p <0.05). According to this, when the mean scores are examined, whereas Participation in Outdoor Activities is observed to be the highest in those who have three or more children, as the number of children decreases, participation also decreases. There is a statistically significant difference among the groups with a different number of children in terms of Participation in Group Activities (p <0.05). Accordingly, when the mean scores are examined, whereas Participation in Group Activities is the highest among those who do not have children it is the lowest in those who have two children.

Table 7. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of Monthly Income

Monthly Income	n	Mean	SD	F	p	
Optimism	2001-3000	100	62.71	6.69	0.539	0.656
	3001-4000	191	62.55	6.38		
	4001-5000	42	62.60	8.03		
	5001 and above	65	63.74	6.45		
Utilizing Emotions	2001-3000	100	13.33	1.99	0.446	0.720
	3001-4000	191	13.29	2.17		
	4001-5000	42	12.95	2.20		
	5001 and above	65	13.42	2.08		

Expression of Emotions	2001-3000	100	41.93	3.39	0.774	0.509
	3001-4000	191	42.40	3.21		
	4001-5000	42	42.10	2.82		
	5001 and above	65	42.65	3.66		
Emotional Intelligence Scale	2001-3000	100	117.97	9.23	0.732	0.534
	3001-4000	191	118.25	8.51		
	4001-5000	42	117.64	10.21		
	5001 and above	65	119.80	8.64		
Life Satisfaction	2001-3000	100	16.50	4.14	3.092	0.027*
	3001-4000	191	15.98	4.10		
	4001-5000	42	17.55	3.98		
	5001 and above	65	17.45	4.03		
Participation in Physical Activities	2001-3000	100	1.69	0.47	2.090	0.101
	3001-4000	191	1.75	0.49		
	4001-5000	42	1.89	0.45		
	5001 and above	65	1.83	0.56		
Participation in Outdoor Activities	2001-3000	100	1.68	0.41	5.750	0.001*
	3001-4000	191	1.80	0.51		
	4001-5000	42	2.06	0.67		
	5001 and above	65	1.86	0.55		
Participation in Group Activities	2001-3000	100	1.49	0.62	1.571	0.196
	3001-4000	191	1.69	0.77		
	4001-5000	42	1.67	0.76		
	5001 and above	65	1.63	0.79		
Participation in Cultural Activities	2001-3000	100	2.06	0.59	0.214	0.887
	3001-4000	191	2.00	0.65		
	4001-5000	42	2.01	0.50		
	5001 and above	65	2.05	0.63		
Participation in Hobbies	2001-3000	100	1.88	0.60	1.651	0.177
	3001-4000	191	1.75	0.58		
	4001-5000	42	1.92	0.62		
	5001 and above	65	1.83	0.56		
Participation in Other Activities	2001-3000	100	2.31	0.50	2.393	0.068
	3001-4000	191	2.46	0.61		
	4001-5000	42	2.56	0.66		
	5001 and above	65	2.43	0.53		

p* < 0.05 = there is a difference; p > 0.05 = there is no difference

Investigation of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of Monthly Income (ANOVA): There is no statistically significant difference between the groups with different monthly income in terms of Emotional Intelligence and sub-scale scores ($p > 0.05$). There is a statistically significant difference between the groups with different monthly incomes in terms of Life Satisfaction ($p < 0.05$). Accordingly, when the mean scores are examined, it is observed that whereas Life Satisfaction is the highest in those with a monthly income of 4001-5000 TL, it is the lowest in those with a monthly income between 3001-4000 TL. There is a statistically significant difference among the groups with different monthly incomes in terms of Participation in Outdoor Activities ($p < 0.05$). Accordingly, when the mean scores are examined, it is observed that whereas Participation in Outdoor Activities is the highest in those with a monthly income between 4001-5000 TL, it is observed to be the lowest in those with a monthly income between 2001-3000 TL.

Table 8. Investigation of Emotional Intelligence, Life Satisfaction, and Participation in Activities in terms of the School Type Worked at

The Type of School You Work at	n	Mean	SD	F	p	
Optimism	Primary School	99	62.25	6.56	1.104	0.358
	Secondary School	104	63.74	6.41		
	Secondary Education	49	63.47	6.47		
	Vocational and Technical Anatolian High School	99	62.77	6.70		
	İmam Hatip High School	18	61.33	7.20		
	Other	13	60.69	6.77		
Utilizing Emotions	Primary School	99	13.54	2.02	1.379	0.231
	Secondary School	104	13.43	1.85		
	Secondary Education	49	13.22	2.37		
	Vocational and Technical Anatolian High School	99	12.91	2.20		
	İmam Hatip High School	18	12.67	1.64		
	Other	13	13.15	2.23		
Expression of Emotions	Primary School	99	42.27	3.33	1.261	0.280
	Secondary School	104	41.99	3.19		
	Secondary Education	49	43.31	3.69		
	Vocational and Technical Anatolian High School	99	42.22	2.95		
	İmam Hatip High School	18	41.78	2.34		
	Other	13	42.54	4.03		
Emotional Intelligence Scale	Primary School	99	118.06	8.97	1.052	0.387
	Secondary School	104	119.16	8.85		
	Secondary Education	49	120.00	8.94		
	Vocational and Technical Anatolian High School	99	117.90	8.16		
	İmam Hatip High School	18	115.78	8.50		
	Other	13	116.38	8.91		
Life Satisfaction	Primary School	99	16.18	3.87	0.653	0.659
	Secondary School	104	16.88	4.09		
	Secondary Education	49	17.12	4.20		
	Vocational and Technical Anatolian High School	99	16.42	4.01		
	İmam Hatip High School	18	16.00	5.20		
	Other	13	15.77	5.49		
Participation in Physical Activities	Primary School	99	1.69	0.42	1.398	0.224
	Secondary School	104	1.76	0.56		
	Secondary Education	49	1.76	0.45		
	Vocational and Technical Anatolian High School	99	1.78	0.45		
	İmam Hatip High School	18	2.02	0.64		
	Other	13	1.76	0.57		
Participation in Outdoor Activities	Primary School	99	1.81	0.51	0.905	0.478
	Secondary School	104	1.78	0.56		
	Secondary Education	49	1.86	0.52		
	Vocational and Technical Anatolian High School	99	1.89	0.55		
	İmam Hatip High School	18	1.85	0.49		
	Other	13	1.62	0.52		

Participation in Group Activities	Primary School	99	1.62	0.62	0.369	0.870
	Secondary School	104	1.70	0.83		
	Secondary Education	49	1.64	0.74		
	Vocational and Technical Anatolian High School	99	1.60	0.76		
	İmam Hatip High School	18	1.58	0.70		
	Other	13	1.48	0.83		
Participation in Cultural Activities	Primary School	99	1.96	0.62	0.427	0.830
	Secondary School	104	2.02	0.63		
	Secondary Education	49	2.01	0.54		
	Vocational and Technical Anatolian High School	99	2.06	0.58		
	İmam Hatip High School	18	2.11	0.44		
	Other	13	2.09	0.90		
Participation in Hobbies	Primary School	99	1.82	0.66	0.175	0.972
	Secondary School	104	1.84	0.60		
	Secondary Education	49	1.78	0.52		
	Vocational and Technical Anatolian High School	99	1.81	0.55		
	İmam Hatip High School	18	1.83	0.67		
	Other	13	1.69	0.55		
Participation in Other Activities	Primary School	99	2.40	0.62	1.647	0.147
	Secondary School	104	2.45	0.57		
	Secondary Education	49	2.45	0.57		
	Vocational and Technical Anatolian High School	99	2.48	0.56		
	İmam Hatip High School	18	2.60	0.63		
	Other	13	2.05	0.55		

p* $<$ 0.05 = there is a difference; p $>$ 0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in terms of the Type of the School Worked at (ANOVA): There is no statistically significant difference between the groups which work at different school types regarding Emotional Intelligence and sub-dimension points (p $>$ 0.05). There is no statistically significant difference between groups, which work at different types of schools regarding Life Satisfaction (p $>$ 0.05). There is no statistically significant difference between groups, which work at different types of schools regarding Participation in Activities (p $>$ 0.05).

Table 9. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities regarding Term of Office

Term of Office		n	Mean	SD	F	p
Optimism	1-5 years	63	63.75	6.81	1.791	0.130
	6-11 years	100	63.15	6.77		
	12-17 years	102	62.99	6.14		
	18-23 years	79	62.85	6.54		
	24 years and above	58	60.74	7.36		
Utilizing Emotions	1-5 years	63	13.52	1.78	2.690	0.031*
	6-11 years	100	13.25	2.05		
	12-17 years	102	13.38	2.13		
	18-23 years	79	13.56	2.06		
	24 years and above	58	12.50	2.33		

Expression of Emotions	1-5 years	63	42.02	3.21	0.270	0.897
	6-11 years	100	42.48	3.37		
	12-17 years	102	42.33	3.16		
	18-23 years	79	42.08	3.12		
	24 years and above	58	42.29	3.84		
Emotional Intelligence Scale	1-5 years	63	119.29	9.45	1.757	0.137
	6-11 years	100	118.88	8.55		
	12-17 years	102	118.71	8.29		
	18-23 years	79	118.48	8.51		
	24 years and above	58	115.53	10.36		
Life Satisfaction	1-5 years	63	16.97	4.06	3.331	0.011*
	6-11 years	100	17.54	3.78		
	12-17 years	102	15.69	4.53		
	18-23 years	79	16.57	3.90		
	24 years and above	58	15.74	4.08		
Participation in Physical Activities	1-5 years	63	1.84	0.47	1.798	0.128
	6-11 years	100	1.80	0.50		
	12-17 years	102	1.66	0.49		
	18-23 years	79	1.77	0.49		
	24 years and above	58	1.78	0.51		
Participation in Outdoor Activities	1-5 years	63	1.74	0.52	1.296	0.271
	6-11 years	100	1.83	0.49		
	12-17 years	102	1.77	0.56		
	18-23 years	79	1.81	0.53		
	24 years and above	58	1.94	0.56		
Participation in Group Activities	1-5 years	63	1.94	0.85	4.587	0.001*
	6-11 years	100	1.66	0.74		
	12-17 years	102	1.50	0.69		
	18-23 years	79	1.60	0.77		
	24 years and above	58	1.47	0.49		
Participation in Cultural Activities	1-5 years	63	2.17	0.64	1.252	0.288
	6-11 years	100	2.01	0.64		
	12-17 years	102	1.99	0.62		
	18-23 years	79	1.98	0.54		
	24 years and above	58	1.97	0.58		
Participation in Hobbies	1-5 years	63	1.77	0.49	1.731	0.142
	6-11 years	100	1.93	0.70		
	12-17 years	102	1.81	0.59		
	18-23 years	79	1.72	0.50		
	24 years and above	58	1.78	0.58		
Participation in Other Activities	1-5 years	63	2.56	0.59	1.206	0.308
	6-11 years	100	2.44	0.66		
	12-17 years	102	2.36	0.54		
	18-23 years	79	2.40	0.61		
	24 years and above	58	2.44	0.48		

p* <0.05 = there is a difference; p >0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction and Participation in Activities regarding Term of Office (ANOVA): There is no statistically significant difference between groups with different terms of office in terms of the Utilization of Emotions (p <0.05). Accordingly, when the mean scores are examined, it is found that whereas the Utilization of Emotions is the most with those whose terms of office is between 18-23 years, it is the least with those

whose terms of office are 24 years and above. There is a statistically significant difference between the groups with different terms of office in terms of Life Satisfaction ($p < 0.05$). According to this, when the mean scores are examined, it is observed that Life Satisfaction is the highest in those whose terms of office are between 6-11 years and the lowest in those whose terms of office are between 12-17 years. There is a statistically significant difference among the groups with different terms of office regarding Participation in Group Activities ($p < 0.05$). According to this, when the mean scores are examined, whereas Participation in Group Activities is the highest in those whose terms of office are between 1-5 years, it is the lowest in those whose terms of office are 24 years and more.

Table 10. Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in terms of Weekly Course Hours

Weekly Course Hours	n	Mean	SD	F	p	
Optimism	Less than 15 hours	22	59.64	7.59	1.506	0.200
	16-20 hours	86	62.97	6.30		
	21-25 hours	103	63.46	6.60		
	26-30 hours	121	62.81	6.60		
	30 hours and more	70	62.67	7.04		
Utilizing Emotions	Less than 15 hours	22	12.82	1.74	0.762	0.550
	16-20 hours	86	13.09	2.30		
	21-25 hours	103	13.34	2.12		
	26-30 hours	121	13.30	2.01		
	30 hours and more	70	13.56	2.07		
Expression of Emotions	Less than 15 hours	22	42.86	3.30	0.284	0.888
	16-20 hours	86	42.28	3.04		
	21-25 hours	103	42.19	3.44		
	26-30 hours	121	42.14	3.05		
	30 hours and more	70	42.44	3.85		
Emotional Intelligence Scale	Less than 15 hours	22	115.32	8.82	0.788	0.533
	16-20 hours	86	118.34	8.91		
	21-25 hours	103	118.99	9.00		
	26-30 hours	121	118.25	8.81		
	30 hours and more	70	118.67	9.24		
Life Satisfaction	Less than 15 hours	22	18.55	3.65	1.434	0.222
	16-20 hours	86	16.40	4.08		
	21-25 hours	103	16.47	4.10		
	26-30 hours	121	16.45	4.20		
	30 hours and more	70	16.21	4.38		
Participation in Physical Activities	Less than 15 hours	22	1.86	0.58	0.418	0.796
	16-20 hours	86	1.74	0.54		
	21-25 hours	103	1.79	0.48		
	26-30 hours	121	1.74	0.47		
	30 hours and more	70	1.77	0.49		
Participation in Outdoor Activities	Less than 15 hours	22	1.84	0.47	0.910	0.458
	16-20 hours	86	1.72	0.49		
	21-25 hours	103	1.85	0.53		
	26-30 hours	121	1.83	0.56		
	30 hours and more	70	1.84	0.56		

Participation in Group Activities	Less than 15 hours	22	1.86	0.94	1.155	0.330
	16-20 hours	86	1.51	0.77		
	21-25 hours	103	1.61	0.72		
	26-30 hours	121	1.64	0.72		
	30 hours and more	70	1.67	0.67		
Participation in Cultural Activities	Less than 15 hours	22	1.93	0.56	0.369	0.831
	16-20 hours	86	2.04	0.64		
	21-25 hours	103	2.04	0.60		
	26-30 hours	121	2.04	0.61		
	30 hours and more	70	1.96	0.62		
Participation in Hobbies	Less than 15 hours	22	1.79	0.50	0.438	0.781
	16-20 hours	86	1.88	0.64		
	21-25 hours	103	1.83	0.55		
	26-30 hours	121	1.79	0.57		
	30 hours and more	70	1.77	0.65		
Participation in Other Activities	Less than 15 hours	22	2.43	0.68	0.369	0.830
	16-20 hours	86	2.48	0.64		
	21-25 hours	103	2.45	0.50		
	26-30 hours	121	2.40	0.62		
	30 hours and more	70	2.39	0.56		

p* < 0.05 = there is a difference; p > 0.05 = there is no difference

Examination of Emotional Intelligence, Life Satisfaction, and Participation in Activities in Terms of Weekly Course Hours (ANOVA): There is no statistically significant difference in terms of Emotional Intelligence and sub-scale scores between groups with different weekly course hours (p > 0.05). There is no statistically significant difference in terms of Life Satisfaction between the groups with different weekly course hours (p > 0.05). There is no statistically significant difference between the groups with different weekly course hours in terms of Participation in Activities (p < 0.05).

Table 11. Examination of the Relationship Between Emotional Intelligence, Life Satisfaction and Participation in Activities

		Optimism	Utilizing Emotions	Expression of Emotions	Emotional Intelligence Scale	Life Satisfaction
Participation in Physical Activities	r	0.077	-0.056	0.024	0.053	0.076
	p	0.121	0.258	0.632	0.285	0.126
Participation in Outdoor Activities	r	0.063	-0.039	0.115*	0.080	0.007
	p	0.209	0.433	0.021	0.109	0.888
Participation in Group Activities	r	-0.037	-0.080	-0.019	-0.054	-0.031
	p	0.456	0.108	0.706	0.282	0.538
Participation in Cultural Activities	r	0.087	0.017	-0.016	0.063	0.145**
	p	0.080	0.726	0.750	0.203	0.003
Participation in Hobbies	r	0.142**	-0.022	-0.003	0.100*	0.105*
	p	0.004	0.660	0.957	0.045	0.035
Participation in Other Activities	r	0.041	-0.088	0.018	0.016	-0.082
	p	0.416	0.076	0.711	0.742	0.100
Life Satisfaction	r	0.253**	0.014	0.022	0.201**	1
	p	0.000	0.766	0.664	0.000	

* p < 0.05; p ** 0.01 = there is a relationship; p > 0.05 = there is no relationship

Examination of the Relationship Between Emotional Intelligence, Life Satisfaction, and Participation in Activities (Correlation): There is a positively oriented weak positive relationship between Participation in Outdoor Activities and Expression of Emotions ($r = 0.115$). There is a positively oriented weak positive relationship between Participation in Cultural Activities and Life Satisfaction ($r = 0.145$). There is a positively oriented weak relationship between Participation in Hobbies and Optimism ($r = 0.142$); a positively oriented weak relationship between Participation in Hobbies and Emotional Intelligence ($r = 0.100$); and a positively oriented weak relationship between Participation in Hobbies and Life Satisfaction ($r = 0.105$). There is a positively oriented weak relationship between Life Satisfaction and Optimism ($r = 0.253$); and a positively oriented weak relationship between Life Satisfaction and Emotional Intelligence ($r = 0.201$).

Table 12. Examination of the Effect of Participation in Activities on Life Satisfaction

Dependent Variable	Independent Variable	F	p	B	t	p	R2
Life Satisfaction	Participation in Cultural Activities	10.303	0.000	1.560	4.216	0.000*	0.049
	Participation in Other Activities			-1.323	-3.419	0.001*	

$p < 0.05$ = there is effect; $p > 0.05$ = there is no effect

Examination of the Effect of Participation in Activities on Life Satisfaction (Regression): The model established to examine the effect of Participation in Activities on Life Satisfaction is statistically significant ($p = 0.000 < 0.05$). When coefficients are examined, it is observed that whereas Participation in Cultural Activities affects Life Satisfaction positively ($p = 0.000 < 0.05$ B = 1.560). Participation in Other Activities negatively affects it negatively ($p = 0.001 < 0.05$ B = -1.323). Because the coefficient of Participation in Cultural Activities is greater, it has a greater impact. 5% of the change in Life Satisfaction is explained by Participation in Cultural Activities and Participation in Other Activities.

Table 13. Examination of the Effect of Participation in Activities on Emotional Intelligence

Dependent Variable	Independent Variable	F	p	B	t	p	R2
Emotional Intelligence Scale	Participation in Hobbies	4.051	0.045	1.511	2.013	0.045*	0.010

$p < 0.05$ = there is effect; $p > 0.05$ = there is no effect

Examination of the Effect of Participation in Activities on Emotional Intelligence (Regression): The model established to examine the effect of Participation in Activities on Emotional Intelligence is statistically significant ($p = 0.045 < 0.05$). When the coefficient is examined it is observed that Participation in Hobbies has a positive effect on Emotional Intelligence ($p = 0.045 < 0.05$ B = 1.511). 1% of the change in Emotional Intelligence is explained by Participation in Hobbies.

Table 14. Examination of the Effect of Emotional Intelligence on Life Satisfaction

Dependent Variable	Independent Variable	F	p	B	t	p	R2
Life Satisfaction	Emotional Intelligence Scale	16.929	0.000	0.093	4.114	0.000*	0.040

$p < 0.05$ = there is effect; $p > 0.05$ = there is no effect

Examination of the Effect of Emotional Intelligence on Life Satisfaction (Regression): The model established to investigate the effect of Emotional Intelligence on Life Satisfaction is statistically significant ($p = 0.000 < 0.05$). When

the coefficient is examined, it is observed that Emotional Intelligence has a positive effect on Life Satisfaction ($p = 0.000 < 0.05$ $B = 0.093$). 4% of the change in Life Satisfaction is explained by Emotional Intelligence.

Conclusion and Suggestion

In this research, the determination and effect of the relationship between teachers' levels of participation in recreational activities and emotional intelligence and life satisfaction were examined. In addition, the differences of teachers' participation in recreational activities, emotional intelligence and life satisfaction by demographic characteristics and the effect of emotional intelligence level on life satisfaction were examined. The findings obtained in the research can be summarized as follows;

√ When the relationship between emotional intelligence, life satisfaction and participation in activities was examined; a positively weak relationship was found between participation in outdoor activities and expression of emotions, a positively weak relationship was found between participation in hobbies and optimism and a positively weak relationship was found in terms of emotional intelligence. A positively weak relationship was found between participation in cultural activities and life satisfaction and a positively weak relationship was found between participation in hobbies and life satisfaction. It was determined that participation in hobbies, among the recreational activities, affected emotional intelligence while participation in cultural activities and other activities affected life satisfaction.

In the study conducted by Gökçek&Tavacıoğlu(2018), it was determined that significant leisure time participants had higher level of leisure time satisfaction, life satisfaction and emotional intelligence; in addition, there was a directly positive relationship between life satisfaction and emotional intelligence.

√ In the present study, it was detected that participation in recreational activities differed by gender, age, marital status, number of children, income level and term of employment which are among the demographic characteristics. While males' participation in physical, outdoor, group and other activities was found to be higher, females' participation in cultural activities and hobbies was found to be higher. Furthermore, it was determined that participation of single individuals in group activities was higher than married individuals, the highest participation in outdoor activities was in the individuals aged 51 and over, the highest participation in group activities was in the individuals aged 20-30, the highest participation in outdoor activities was in those with more children, the highest participation in group activities was in those with no children, the highest participation in outdoor activities was in those with 4001-5000 TL monthly income, the highest participation in group activities was in those with 1-5 years of employment and the lowest participation was in those with 24 years and over terms of employment.

In the study conducted by Sevin&Şahin(2019), it was detected that the participation in leisure time activities differed in terms of the demographic characteristics such as gender, age, marital status, number of children, income level, weekly course hour and term of employment (of the family). It was also detected that males participated in group and other activities more while females participated in cultural activities more; those, who had no children, participated in physical, group and cultural activities more.

In their study, Z'ganec et al. (2011) concluded that the participation in leisure time activities differed by gender and age, males and young individuals frequently participated in social and outdoor activities compared to females

and old individuals, females and old individuals participated in cultural activities more than males and young individuals.

√ In the present study, it was revealed that emotional intelligence differed by gender and age, among the demographic characteristics. It was determined that emotional intelligence level in females were higher compared to males and the highest emotional intelligence level was in the individuals aged 31-40. While the highest level of optimism, which is one of the emotional intelligence dimensions, was observed in those whose area of profession is guidance, a statistically significant difference was found in the groups with different number of children in terms of the expression of emotions, which is one of the emotional intelligence dimensions, and utilization of emotions, which is one of the emotional intelligence dimensions, was higher in those with 18-23 years of employment. It was observed that life satisfaction differed by gender, area of profession, monthly income and term of employment which are among the demographic characteristics. It was detected that life satisfaction was higher in females. In addition, the highest level of life satisfaction was observed in those whose area of profession was guidance, monthly income was 4001-5000 TL and term of employment was 6-11 years.

√ In the present study, a significant relationship was found between emotional intelligence and life satisfaction and it was determined that emotional intelligence affected life satisfaction.

In their study, Yüksel (2006) and Yılmaz (2007) found that the emotional intelligence levels of females were higher compared to males. In the study conducted by Kabar (2017), it was determined that female teachers had higher scores related to the emotionality sub-dimension compared to male teachers. Ardahan (2012) determined that mountaineering, rock climbing, cycling and trekking or participation in these activities positively affected emotional intelligence levels and life satisfaction of individuals. Jafari et al. (2013) found a positive and significant relationship between emotional intelligence and class management. They stated that the teachers, whose emotional intelligence levels were high, had high levels in terms of class management and instruction. In the study conducted by Bulik (2005), it was detected that emotional intelligence was important in the workplace in terms of perceiving occupational stress and coping with it and protecting health. In the study conducted by Rey et al. (2011) on adolescents, it was determined that the perceived emotional intelligence was related with life satisfaction at a high level while Ardahan (2012) detected a positive relationship between the four dimension of emotional intelligence and life satisfaction.

As a result, the findings obtained in this research share similarities with some of the research results in the literature. Although the findings obtained from the sample group in this research are not generalizable, the examination of the research in the sample groups with different characteristics will be beneficial in terms of contribution to the literature.

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