



Investigation of Teachers' Participation in Leisure Activities and Life Satisfaction in Terms of Demographic Variables**

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Abstract

The aim of this study is to investigate the teachers' participation in leisure activities and life satisfaction in terms of demographic variables. The sample of the study consists of 336 teachers working in primary schools in Yenimahalle, Ankara. In the research, "Personal Information Form", "Form of Participation in Recreation Activities" and "Life Satisfaction Scales" were used as data collection tools. Factor analysis, t test and Anova analysis were used for the analysis of the data. As a result, it was found that life satisfaction differed significantly in terms of demographic variables such as gender, marital status, number of children, total income and job tenure. When the levels of participation in activities were evaluated in terms of demographic variables; there was a statistically significant difference between gender and participation in cultural and other activities; age groups and participation in outdoor activities; educational background and participation in cultural activities; marital status and participation in other activities; the number of children and participation in physical activities; total income and participation in hobbies weekly course hours and participation in hobbies.

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INTRODUCTION

Leisure time is often associated with working time. It is defined as the time which is the residual of working and not obligatory. This period of time is the period when one use and dispose on their own free will and desires (Aytaç, 2002: 232). The concept of leisure time is often defined as the spare time of working. Many researchers address this period of time as time spent for other purposes than earning money and other compulsory needs. Argan (2007) defines this time as when the individual does not work for money, and has other than his other daily activities. He also refers to this time as time spent on the individual's decision and choice. The concept of leisure time is considered as an activity by some authors: i) Leisure time is a series of activities in which one can do anything on his/her own freewill, rest, has fun, improve his/her skills, join the social life voluntarily after s/he fulfills his/her professional, family and social duties (Altunay and Balcı, 2015: 51). ii) Leisure time provides self-knowledge, self-development, gaining new experiences and leading a healthy life (Öçalan, Öcal and Yörübulut, 2013: 62).

Leisure time is important for increasing life satisfaction. Life satisfaction is the result of people's expectations for life and their level of realization; it expresses the state of being well based on the features such as happiness, morale etc. Some of the factors that affect the life satisfaction of the individual are to be happy about daily life, to find life meaningful, to feel physically and mentally well. People's physical well-being is associated with the sports activities in leisure time (Sevin and Şahin 2018: 303). In addition, various activities in leisure time have an important effect on the social, intellectual, mental and psychological health of the individual.

Educational institutions, which are a part of the social system, have an important place in the process of adapting the individuals to the society and helping them gain the desired behaviors. The education system has three basic elements: student, teacher and education program (Sünbül, 2005). Within these elements, the power of the teacher is higher than the others, because the student interacts with the teacher and the environment he/she organizes during education. If teachers cannot use their time effectively and productively due to reasons caused by both their personalities and work and environment, there will be disruptions in education. In addition, teachers with whom the students communicate most intensively in the school increase the positive behaviors of the students with their positive feedbacks. Teaching is a profession that makes it necessary to be organized, to manage time well, to use time efficiently, to stay away from traps as much as possible. The family life of the teachers and their current workload and responsibilities in the school can cause nervous and physical fatigue in them. The constant work in the workplace, the ongoing work discipline in a certain order and the existing rules, the different stress effects of the work life and the reactions of the people in the face of them can cause various health problems (Pala, 2012). Therefore, the leisure time activities are of great importance for the protection of health, prevention or elimination of disorders.

Related Researches

Education is the most important factor in the formation of desired behaviors in individuals in society. It is an inevitable fact that education is given through teachers and they should have a very important place in education system. In the professional achievements of teachers, non-work experiences, that is, leisure activities are crucial. Binarbaşı (2006) discussed the participation of teachers in leisure activities. He concluded that teachers often

participate in more passive activities and also spend their leisure time in places that do not require spending. In other words, income level affects participation in leisure activities.

In another study, Gözel and Halat (2010) analyzed the time management of teachers based on the branch variable and concluded that kindergarten and primary school teachers plan their time more effectively than branch teachers. Tel and Köksalan (2007), in their study done with the faculty members, concluded that female faculty members more often participate in cultural activities in the context of gender variable in their participation in leisure activities than male faculty members, while male faculty members participate in physical activities more than female faculty members.

Eroler (2015) investigated the teachers' participation on leisure time activities and concluded in the research that because of economic inadequacy, the average of participation in leisure time activities was low. According to Eroler's study, no significant difference was observed based on gender variable and, based on the age variable, it was concluded that young teachers participate in leisure activities more often compared to older teachers. This situation is explained such as by age-related dynamism, life perspective, family responsibilities and having children.

The concept of life satisfaction varies among people, in different societies, which was tried to be shown by studies in the literature. Life satisfaction is an individual's attitude towards life. When the studies about life satisfaction were examined; Gökçe (2008) concluded that leisure activities had no effect on life satisfaction of individuals and, Karaman (2015) and Gezer (2014) concluded that life satisfaction is high among individuals who do sports for recreational purposes. Based on demographic characteristics, life satisfaction levels differ; Şahin (2010) and Keser (2005) concluded that gender variable has no effect on life satisfaction in their studies, while Öztürk (2014), Baştemur (2006), Taş (2011), Karaca and Lapa (2015) concluded that gender has significant differences in life satisfaction in their studies.

This study was carried out in order to determine how and with which recreational activities the teachers working in educational institutions spend their free time, and whether the activities they participate in and their life satisfaction differ according to demographic variables.

The Aim of the Study

The aim of this research is to reveal how teachers' participation in activities and their life satisfaction are differentiated based on demographic variables. For this purpose, the main purpose of the study is to determine whether teachers' participation in leisure activities and life satisfaction differ depending on demographic variables. Accordingly, the hypothesis of the study was formed as follows.

H1: Participation in leisure activities and life satisfaction vary according to demographic characteristics.

H1.1: Participation in leisure activities varies according to demographic characteristics.

H1.2: Life satisfaction varies according to demographic characteristics.

Method

Population and Sample

The population of the study consisted of teachers working in primary schools in Yenimahalle, Ankara. The sample of the study was determined by simple random sampling method. The reason for selecting this method is to minimize the error and fault resulting from the sampling selection. According to the data of 2017 provided by the Yenimahalle District Directorate of the Ministry of National Education, 1645 teachers in total are working in the primary schools of the district. According to the sample calculation, a questionnaire should be done with at least 312 teachers with 0.05 error margins in the formula. In our study, 336 teachers, 243 of whom are females and 93 males, were addressed.

Data Collection Tools

In the research, "Personal Information Form", "Form of Participation in Recreation Activities" and "Life Satisfaction Scales" were used as data collection tools. One-to-one interviews were conducted with the teachers.

Personal Information Form: Professional and personal information such as age, gender, marital status, income, working hours and education level were questioned, which are thought to affect teachers' participation in leisure activities and life satisfaction.

Form of Participation in Recreation Activities: For the teachers in sample group participating in the research, 55-item form which aims to measure the participation in recreational activities was used. The form was created using the Alberta Recreation Survey (2013) activities conducted by the local government in Alberta, Canada (www.countygp.ab.ca./assets/).

Life Satisfaction Scale: Finally, the scale developed by Diener et al. (1985) was used to measure life satisfaction of the participants. The reliability coefficient for this scale composed of five items is also 93. The life satisfaction scale, which was developed by Diener et al. (1985), and whose Turkish reliability-validity study was formed by Köker (1991) and Yetim (1993) was used.

Data Analysis

The data were analyzed with SPSS 22 and it was studied at 95% confidence level. Since the skewness and kurtosis values of the Level of Participation in Activities and Life Satisfaction scores were between -3 and +3, which fit into the normal distribution, the differentiation of these based on demographic variables was analyzed by using the t and ANOVA parametric test techniques. In this study, exploratory factor analysis (EFA) in order to determine the construct validity of the scales used and Cronbach's alpha reliability coefficients to determine the reliability were calculated. It is stated that Cronbach's alpha coefficient ranges from 0 to 1, and according to the assessment criteria, "if the scale is $0.00 < 0.40$, the scale is not reliable, if $0.40 < 0.60$, the scale is low level of reliability, if $0.60 < 0.80$, the scale is quite reliable, and if $0.80 < 1.00$, the scale is high level of reliable (Tavşancıl, 2005).

Research Findings

Under this title, the findings of this research include demographic characteristics of the participants, factor analysis for the scales, t-test and Anova analysis. The findings of demographic variables are shown in Table 1.

Demographic Characteristics of the Participants

Table 1. Frequency Table of Teachers' Demographic Information

		n	%
Gender	Female	243	72.3
	Male	93	27.7
Age	20-30	18	5.4
	31-40	57	17.0
	41-50	147	43.8
	51 and above	114	33.9
Education	Associate Degree	37	11.0
	Undergraduate	280	83.3
	Master's degree	17	5.1
	PhD Degree	2	.6
Branch	Primary school teacher	264	78.6
	Kindergarten teacher	33	9.8
	English Teacher	15	4.5
	Religious culture and moral knowledge	6	1.8
	School Counselor	11	3.3
	Special education teacher	7	2.1
Marital Status	Single	26	7.7
	Married	310	92.3
Number of children	Not exist	25	7.4
	1 child	92	27.4
	Two Children	189	56.3
	3 children	27	8.0
	Four children	3	.9
	5 children and more	0	0.0
Salary	1700-2000 TL	0	0.0
	2100-3000 TL	42	12.5
	3100-4000 TL	236	70.2
	4100-5000 TL	26	7.7
	5100 TL and more	32	9.5
Total income (including salary and other family income)	5000 TL or less	71	21.1
	5001-6000 TL	67	19.9
	6001-7000 TL	82	24.4
	7001-8000 TL	49	14.6
	8001 TL and more	67	19.9

Table 1. Frequency Table of Teachers' Demographic Information

Job tenure	1-5 years	9	2.7
	6-11 years	18	5.4
	12-17 years	41	12.2
	18-23 years	120	35.7
	24 years and more	148	44.0
Course hour	Less than 15 hours	9	2.7
	16-20 hours	13	3.9
	21-25 hours	8	2.4
	26-30 hours	252	75.0
	30 hours and more	54	16.1

Table 1 shows the demographic statistics of the participants. According to this, 72.3% of the 346 teachers participating in the research were female teachers and 27.7% were male teachers. When the marital status was examined, it was found that a big part of the teachers, 92.3%, were married and 56.3% had two children. The other characteristics that are noteworthy in terms of demographic information are that 43.8% of the teachers were mainly between the ages of 41-50 and a significant part, 83.3%, had a bachelor's degree. When the weekly course hours were checked, 75.0% were found to have between 26 and 30; considering the monthly salaries of the teachers, 70.2% were discovered to have a total income (salary and other income of the family) between three thousand and four thousand, and 24.4% between six thousand and seven thousand.

Validity and Reliability Analysis

Validity and Reliability Analysis of Life Satisfaction

Table 2. Life Satisfaction Factor Analysis Results

Scale	Item	Factor 1	Open. Variance Rate	Cronbach's Alfa
Life Satisfaction	I am satisfied with my life	0.858	70.224	0.890
	I have achieved the important things I want in my life so far	0.854		
	My life is close to my ideal in many ways	0.851		
	If I could live my life again, I wouldn't change anything.	0.82		
	My living conditions are great	0.806		

KMO: 0.856 X^2 : 978.958 p =,000

KMO value was calculated as 0.856 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 978,958 and statistically significant (p < 0,05). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis. According to the results of factor analysis, it was determined that the scale consisted of 5 expressions and one dimension. Explanation rate for total variance of the scale was 70,224%; reliability coefficient is 0.890. Accordingly, the reliability of the scale is very high.

Participation in Leisure Activities Validity and Reliability Analysis

Leisure activities in this study were considered as separate scales; physical, open space, group, cultural, participation in hobbies and other. In our analyses, the total scores of participation levels in recreational activities obtained according to the results of factor analysis were used.

Participation in Physical Activities Validity and Reliability Analysis

Table 3. Factor Analysis Results of Participation in Physical Activities

Scale	Item	Factor Load	Open. Variance Rate	Cronbach's Alpha
Physical activities	Swimming	.699	33.405	.568
	Running	.673		
	Bicycle	.570		
	Walking	.567		
	Gymnastics	.538		
	Physical Activity Aerobic	.357		

KMO: 0.685 X^2 : 182.183 P =, 000

KMO value was calculated as 0.685 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 182.183 and statistically significant (p < 0,05). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis. According to the results of factor analysis, it was determined that the scale consisted of 6 expressions and one dimension. Explanation rate for total variance of the scale is 33.405%; reliability coefficient is 0.568. Accordingly, the reliability of the scale is low.

Validity and Reliability Analysis of Participation in Outdoor Activities

KMO value was calculated as 0.518 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 87.496 and statistically significant (p < 0,05). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis.

Table 4. Factor Analysis Results of Participation in Outdoor Activities

Scale	Item	Factor Load	Open. Variance Rate	Cronbach's Alpha
Outdoor activities	Having a picnic	.699	30.972	.391
	Fishing	.673		
	To go to the park	.570		
	Camping	.567		

KMO: 0.518 X^2 : 87,496 P =,000

According to the results of factor analysis, it was determined that the scale consisted of 4 expressions and one dimension. Explanation rate for total variance of the scale is 30.972%; reliability coefficient is 0.391. Accordingly, the reliability of the scale is low.

Validity and Reliability Analysis of Participation in Group Activities

Table 5. Factor Analysis Results of Participation in Group Activities

Scale	Item	Factor Load	Open. Variance Rate	Cronbach's Alpha
Group activities	Volleyball	.770	42.482	.306
	Bowling	.626		
	Football	.539		

KMO: 0.515 X^2 : 22.953 P =, 000

KMO value was calculated as 0.515 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 22.953 and statistically significant (p < 0,05). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis. According to the results of factor analysis, it was determined that the scale consisted of 3 expressions and one dimension. Explanation rate for total variance of the scale is 42,482%; reliability coefficient is 0.306. Accordingly, the scale is not reliable.

Validity and Reliability Analysis of Participation in Cultural Activities

Table 6. Factor Analysis Results of Participation in Cultural Activities

Scale	Item	Factor Load	Open. Variance Rate	Cronbach's Alpha
Cultural activities	Museum	.770	46.121	.699
	Concert	.745		
	Theatre	.726		
	Fair Festival	.697		
	Cultural activities Dance	.381		

KMO: 0.731 X^2 : 316.804 P =.000

KMO value was calculated as 0.731 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 316.804 and statistically significant (p < 0,05). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis. According to the results of factor analysis, it was determined that the scale consisted of 5 expressions and one dimension. Explanation rate for total variance of the scale is 46,121%; reliability coefficient is 0.699. Accordingly, the reliability of the scale is very high.

Validity and Reliability Analysis of Participation in Hobbies

Table 7. Factor Analysis Results of Participation in Hobbies

Scale	Item	Factor Load	Open. Variance Rate	Cronbach's Alpha
Hobbies	Hobbies	.675	35.829	.511
	Writing	.669		
	Photography	.667		
	Singing	.658		
	Flower Arrangement	.555		
	Playing the Musical Instrument	.525		
	Handcraft	.377		

KMO: 0.750 X^2 : 351.143 P =.000

KMO value was calculated as 0.750 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 351.134 and statistically significant ($p < 0,05$). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis. According to the results of factor analysis, it was determined that the scale consisted of 7 expressions and one dimension. Explanation rate for total variance of the scale is 35.829%; reliability coefficient is 0.511. Accordingly, the reliability of the scale is low.

Validity and Reliability Analysis of Participation in Other Activities

Table 8. Factor Analysis Results of Participation in Other Activities

Scale	Item	Factor Load	Open. Variance Rate	Cronbach's Alpha
Dimension 1	Club Meetings	.801	22.534	.602
	Sports Event as Audience	.691		
	Table and Card Games	.605		
Dimension 2	Watching TV	.826	20.835	.579
	Magazine Newspaper	.703		
	Other Activities Internet	.652		
Dimension3	Video Games	.816	17.152	.429
	Chess	.606		
Other activities			60.521	.570

KMO: 0.654 X^2 : 361.278 P =.000

KMO value was calculated as 0.654 in factor analysis made for the scale. Accordingly, the number of samples is appropriate for factor analysis (KMO > 0.500). In the scope of Bartlett test, the value of X^2 is 361.278 and statistically significant ($p < 0,05$). According to the KMO and Bartlett test results, it is concluded that the data are suitable for factor analysis. According to the results of factor analysis, it was determined that the scale consisted of 8 expressions and one dimension. The explanation rate for total variance of the scale is 60.521%; the reliability coefficient is 0,570. Accordingly, the reliability of the scale is low.

The first dimension of the scale consists of 3 expressions. The explanation rate for total variance of the dimension is 22.534%; reliability coefficient is 0.602. Accordingly, the reliability of the dimension is quite high.

The 2. dimension of the scale consists of 3 expressions. The explanation rate for total variance of the dimension is 20.832%; reliability coefficient is 0.579. Accordingly, the reliability of the dimension is low.

The 3rd dimension of the scale consists of 2 expressions. The explanation rate for total variance of the dimension is 17.152%; reliability coefficient is 0.429. Accordingly, the reliability of the dimension is low.

Analysis of Life Satisfaction and Participation Levels by Demographic Variables

Table 9. A Gender Study on Life Satisfaction and Participation Levels (t test)

Gender		n	Mean	ss	t	p
Life Satisfaction	Female	243	17.09	3.96	3.298	.001*
	Male	93	15.49	3.96		
Physical activities	Female	243	10.63	2.99	1.519	.130
	Male	93	10.08	3.07		
Outdoor activities	Female	243	8.88	2.22	-0.427	.670
	Male	93	9.00	2.48		
Group activities	Female	243	3.47	0.77	-2.640	.009*
	Male	93	3.78	1.05		
Cultural activities	Female	243	9.05	2.28	3.287	.001*
	Male	93	8.12	2.40		
Hobbies	Female	243	11.95	2.61	-1.882	.061
	Male	93	12.54	2.49		
Other activities	Female	243	19.28	4.02	-2.298	.022*
	Male	93	20.44	4.50		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of gender, there was a statistically significant difference in terms of life satisfaction between men and women (p < 0.05). When the mean score is examined, life satisfaction is higher in women than men. There was a statistically significant difference between women and men in terms of participation in group activities (p < 0.05). When the mean scores are examined, it is more common for men to participate in group activities than women. There was a statistically significant difference between women and men in terms of participation in cultural activities (p < 0.05). When the mean scores are examined, women are more likely to participate in cultural activities than men. There was a statistically significant difference between women and men in terms of participation in other activities (p < 0.05). When the mean scores are examined, it is more common for men to participate in other activities than women.

Table 10. Age Analysis of Life Satisfaction and Participation Levels (ANOVA)

Age	n	Mean	ss	F	p
Life Satisfaction	20-30	18	15.67	1.865	.135
	31-40	57	15.89		
	41-50	147	16.60		
	51 and above	114	17.24		
Physical activities	20-30	18	11.17	1.717	.163
	31-40	57	11.07		
	41-50	147	10.48		
	51 and above	114	10.08		
Outdoor activities	20-30	18	9.39	2.823	.039*
	31-40	57	9.00		
	41-50	147	8.52		
	51 and above	114	9.30		
Group activities	20-30	18	4.11	13.212	.000*
	31-40	57	3.96		
	41-50	147	3.58		
	51 and above	114	3.24		
Cultural activities	20-30	18	8.83	0.891	.446
	31-40	57	9.25		
	41-50	147	8.69		
	51 and above	114	8.68		
Hobbies	20-30	18	13.50	2.469	.062
	31-40	57	12.39		
	41-50	147	12.05		
	51 and above	114	11.82		
Other activities	20-30	18	19.94	1.005	.391
	31-40	57	20.40		
	41-50	147	19.50		
	51 and above	114	19.27		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of age, there was no statistically significant difference in life satisfaction among different age groups ($p > 0.05$). There was a statistically significant difference between different age groups in terms of participation in outdoor activities ($p < 0.05$). When the mean scores are examined, the participation in outdoor activities is the highest among the 20-30 age group and the lowest among the 41-50 age group. There was a statistically significant difference between the different age groups in terms of participation in group activities ($p < 0.05$). When the mean scores are examined, participation in group activities is highest in the 20-30 age group and participation increases as age increases.

Table 11. Evaluation of Life Satisfaction and Participation Levels in Terms of Education (ANOVA)

Education		n	Mean	ss	F	p
Life Satisfaction	Associate Degree	37	16.70	4.34	0.050	0.951
	Undergraduate	280	16.66	4.00		
	Master's Degree/Ph.D Degree	19	16.37	3.79		
Physical activities	Associate Degree	37	9.73	3.04	1.441	.238
	Undergraduate	280	10.55	3.01		
	Master's Degree/Ph.D Degree	19	10.95	3.12		
Outdoor activities	Associate Degree	37	8.46	2.43	0.819	.442
	Undergraduate	280	8.97	2.26		
	Master's Degree/Ph.D Degree	19	9.00	2.45		
Group activities	Associate Degree	37	3.32	0.75	1.872	.155
	Undergraduate	280	3.60	0.88		
	Master's Degree/Ph.D Degree	19	3.42	0.77		
Cultural activities	Associate Degree	37	8.16	2.42	3.483	.032*
	Undergraduate	280	8.80	2.30		
	Master's Degree/Ph.D Degree	19	9.89	2.60		
Hobbies	Associate Degree	37	12.19	3.08	0.038	.963
	Undergraduate	280	12.09	2.52		
	Master's Degree/Ph.D Degree	19	12.21	2.62		
Other activities	Associate Degree	37	18.84	4.51	0.723	.486
	Undergraduate	280	19.68	4.07		
	Master's Degree/Ph.D Degree	19	19.95	5.26		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of education, there was no statistically significant difference in life satisfaction among different age groups ($p > 0.05$). There was a statistically significant difference between the groups with different educational background in terms of participation in cultural activities ($p < 0.05$). When the average of the scores was examined, the participation in the cultural activities is highest in the master/Ph.D degree graduates and the participation decreases as the level of education decreases.

Table 12. Evaluation of Life Satisfaction and Participation Levels in Terms of Branch (ANOVA)

Branch		n	Mean	ss	F	p
Life Satisfaction	Primary school teacher	264	16.65	4.04	1.615	.186
	Kindergarten teacher	33	16.91	4.23		
	English Teacher	15	14.40	3.91		
	School Counsellor	11	17.09	3.27		
Physical activities	Primary school teacher	264	10.38	2.93	0.460	.711
	Kindergarten teacher	33	10.70	3.27		
	English Teacher	15	10.33	2.47		
	School Counsellor	11	11.36	4.78		
Outdoor activities	Primary school teacher	264	8.93	2.23	0.403	.751
	Kindergarten teacher	33	8.88	2.39		
	English Teacher	15	8.27	2.58		
	School Counsellor	11	8.91	2.47		
Group activities	Primary school teacher	264	3.52	0.85	0.381	.767
	Kindergarten teacher	33	3.67	0.78		
	English Teacher	15	3.47	0.64		
	School Counsellor	11	3.64	1.12		
Cultural activities	Primary school teacher	264	8.71	2.27	1.822	.143
	Kindergarten teacher	33	8.91	2.63		
	English Teacher	15	8.60	2.47		
	School Counsellor	11	10.36	2.80		
Hobbies	Primary school teacher	264	12.18	2.58	2.365	.071
	Kindergarten teacher	33	11.15	2.44		
	English Teacher	15	12.20	1.86		
	School Counsellor	11	13.27	3.23		
Other activities	Primary school teacher	264	19.51	4.11	0.233	.873
	Kindergarten teacher	33	19.70	4.22		
	English Teacher	15	19.67	4.50		
	School Counsellor	11	20.55	4.32		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of branches, there was no statistically significant difference in life satisfaction among different age groups ($p > 0.05$). There was no statistically significant difference between the groups with different branches in terms of participation in activities ($p > 0.05$).

Table 13. Evaluation of Life Satisfaction and Participation Levels in terms of Marital Status (t test)

Marital Status		n	Mean	ss	t	p
Life Satisfaction	Single	26	13.77	3.99	-3.881	.000*
	Married	310	16.89	3.93		
Physical activities	Single	26	10.73	3.03	0.442	.659
	Married	310	10.46	3.02		
Outdoor activities	Single	26	8.19	1.96	-1.677	.094
	Married	310	8.97	2.31		
Group activities	Single	26	3.69	0.74	0.832	.406
	Married	310	3.55	0.88		
Cultural activities	Single	26	8.88	2.75	0.217	.829
	Married	310	8.78	2.31		
Hobbies	Single	26	12.65	2.98	1.117	.265
	Married	310	12.06	2.55		
Other activities	Single	26	17.08	5.46	-2.496	.019*
	Married	310	19.81	4.00		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of marital status, there was a statistically significant difference in terms of life satisfaction between the single and the married ($p < 0.05$). When the mean score is examined, the married people have more life satisfaction than the single ones. There was a statistically significant difference between the married and the single ones in terms of participation in other activities ($p < 0.05$). When the mean scores are examined, it is more common for married people to participate in other activities.

Table 14. Evaluation of Life Satisfaction and Participation Levels in Terms of Number of Children (ANOVA)

Number of children		n	Mean	ss	F	p
Life Satisfaction	Not exist	25	15.72	4.26	3.484	.016*
	1 child	92	15.82	4.16		
	Two Children	189	16.94	3.88		
	3-4 children	30	18.10	3.71		
Physical activities	Not exist	25	11.68	3.02	2.944	.033*
	1 child	92	10.72	3.09		
	Two Children	189	10.11	2.88		
	3-4 children	30	11.10	3.35		
Outdoor activities	Not exist	25	8.76	2.80	0.533	.660
	1 child	92	9.12	2.03		
	Two Children	189	8.80	2.31		
	3-4 children	30	9.13	2.50		

Table 14. Evaluation of Life Satisfaction and Participation Levels in Terms of Number of Children (ANOVA)

Group activities	Not exist	25	3.92	0.95	3.351	.019*
	1 child	92	3.68	0.88		
	Two Children	189	3.48	0.86		
	3-4 children	30	3.33	0.66		
Cultural activities	Not exist	25	9.96	3.23	3.473	.016*
	1 child	92	9.08	2.15		
	Two Children	189	8.53	2.17		
	3-4 children	30	8.57	2.82		
Hobbies	Not exist	25	12.84	3.18	0.743	.527
	1 child	92	12.09	2.47		
	Two Children	189	12.05	2.58		
	3-4 children	30	11.93	2.48		
Other activities	Not exist	25	19.92	7.24	0.398	.755
	1 child	92	19.91	3.73		
	Two Children	189	19.48	3.69		
	3-4 children	30	19.13	5.13		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of number of children, there was a statistically significant difference in terms of life satisfaction among the groups with different numbers of children ($p < 0.05$). When the mean scores are examined, life satisfaction is the highest in 3-4 children and satisfaction decreases as the number of children decreases. There was a statistically significant difference among the groups with different numbers of children in terms of participation in physical activities ($p < 0.05$). When the mean scores are examined, the participation in physical activities is the highest in the ones with no children and the least in the ones with two children. There was a statistically significant difference among the groups with different number of children in terms of participation in group activities ($p < 0.05$). When the mean scores are examined, participation in group activities is the highest in the groups with no children and as the number of children increases, participation decreases. There was a statistically significant difference among the groups with different numbers of children in terms of participation in cultural activities ($p < 0.05$). When the mean scores are examined, the participation in cultural activities is the highest in the ones with no children and the least in the ones with two children.

Table 15. Evaluation of Life Satisfaction and Participation Levels in Terms of Income (ANOVA)

Income		n	Mean	ss	F	p
Life Satisfaction	2100-3000 TL	42	15.57	5.04	1.543	.203
	3100-4000 TL	236	16.67	3.83		
	4100-5000 TL	26	17.31	3.69		
	5100 TL and more	32	17.31	3.99		
Physical activities	2100-3000 TL	42	10.52	3.41	0.645	.586
	3100-4000 TL	236	10.47	2.65		
	4100-5000 TL	26	11.08	4.18		
	5100 TL and more	32	9.97	3.90		
Outdoor activities	2100-3000 TL	42	8.74	2.79	.775	.509
	3100-4000 TL	236	8.96	2.04		
	4100-5000 TL	26	9.31	3.03		
	5100 TL and more	32	8.47	2.66		
Group activities	2100-3000 TL	42	3.71	1.07	0.681	.564
	3100-4000 TL	236	3.55	0.84		
	4100-5000 TL	26	3.46	0.76		
	5100 TL and more	32	3.47	0.88		
Cultural activities	2100-3000 TL	42	9.10	3.05	3.611	.014*
	3100-4000 TL	236	8.54	1.96		
	4100-5000 TL	26	9.88	3.08		
	5100 TL and more	32	9.31	2.91		
Hobbies	2100-3000 TL	42	12.90	3.19	3.507	.016*
	3100-4000 TL	236	11.82	2.33		
	4100-5000 TL	26	12.50	2.86		
	5100 TL and more	32	12.88	2.97		
Other activities	2100-3000 TL	42	20.05	5.70	0.744	.527
	3100-4000 TL	236	19.38	3.64		
	4100-5000 TL	26	20.19	5.87		
	5100 TL and more	32	20.16	4.11		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of income, there was no statistically significant difference in life satisfaction between the groups with different income ($p > 0.05$). There was a statistically significant difference between the groups with different income in terms of participation in cultural activities ($p < 0.05$). When the average of the points is examined, the participation in cultural activities is highest in the ones with income between 4100-5000 TL and the lowest in those between 3100-4000 TL. There was a statistically significant difference between the groups with different income in terms of participation in hobbies ($p < 0.05$). When the average score is examined, participation in hobbies is the highest among those with income between 2100-3000 TL and the lowest in those between 3100-4000 TL.

Table 16. Evaluation of Life Satisfaction and Participation Levels in Terms of Total Income (ANOVA)

Total Income		n	Mean	ss	F	p
Life Satisfaction	5000 TL or less	71	14.70	4.23	6.642	.000*
	5001-6000 TL	67	16.43	4.40		
	6001-7000 TL	82	17.15	3.56		
	7001-8000 TL	49	17.82	3.76		
	8001 TL and more	67	17.45	3.39		
Physical activities	5000 TL or less	71	10.37	3.06	1.157	0.330
	5001-6000 TL	67	9.84	2.90		
	6001-7000 TL	82	10.72	2.79		
	7001-8000 TL	49	10.69	3.34		
	8001 TL and more	67	10.79	3.10		
Outdoor activities	5000 TL or less	71	8.49	2.02	1.642	.163
	5001-6000 TL	67	8.60	2.53		
	6001-7000 TL	82	9.26	2.31		
	7001-8000 TL	49	9.02	2.61		
	8001 TL and more	67	9.18	1.96		
Group activities	5000 TL or less	71	3.72	0.97	1.840	.121
	5001-6000 TL	67	3.48	0.82		
	6001-7000 TL	82	3.55	0.80		
	7001-8000 TL	49	3.69	0.98		
	8001 TL and more	67	3.37	0.74		
Cultural activities	5000 TL or less	71	8.68	2.49	0.757	.554
	5001-6000 TL	67	8.81	2.85		
	6001-7000 TL	82	9.15	1.93		
	7001-8000 TL	49	8.49	2.58		
	8001 TL and more	67	8.67	1.89		
Hobbies	5000 TL or less	71	12.80	3.05	2.647	.033*
	5001-6000 TL	67	12.06	2.33		
	6001-7000 TL	82	12.16	2.76		
	7001-8000 TL	49	12.08	2.44		
	8001 TL and more	67	11.39	1.99		
Other activities	5000 TL or less	71	19.01	4.82	1.103	.355
	5001-6000 TL	67	19.34	4.00		
	6001-7000 TL	82	20.29	4.30		
	7001-8000 TL	49	19.29	3.55		
	8001 TL and more	67	19.85	3.90		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of total income, there was a statistically significant difference in terms of life satisfaction among the groups with different total income (p

<0.05). When the average of the scores are examined, the life satisfaction is highest in those with total income between 7001-8000 TL and the lowest in those with 5000 TL and less. There was a statistically significant difference between the groups with different total income in terms of participation in hobbies ($p < 0.05$). When the average score is examined, the participation in hobbies is the highest in those with total income, 5000 TL and less, the least in those with 8001 TL and above.

Table 17. Evaluation of Life Satisfaction and Participation Levels in Terms of Job Tenure (ANOVA)

Job Tenure		n	Mean	ss	F	p
Life Satisfaction	1-11 years	27	16.26	4.43	3.442	.017*
	12-17 years	41	15.90	4.57		
	18-23 years	120	16.03	3.53		
	24 years and more	148	17.43	4.06		
Physical activities	1-11 years	27	11.48	3.32	1.507	.213
	12-17 years	41	10.68	3.24		
	18-23 years	120	10.53	2.95		
	24 years and more	148	10.20	2.94		
Outdoor activities	1-11 years	27	8.44	3.06	1.533	.206
	12-17 years	41	9.22	1.97		
	18-23 years	120	8.66	2.02		
	24 years and more	148	9.12	2.40		
Group activities	1-11 years	27	4.07	1.11	12.543	.000*
	12-17 years	41	3.80	0.93		
	18-23 years	120	3.72	0.88		
	24 years and more	148	3.26	0.67		
Cultural activities	1-11 years	27	8.81	2.90	0.259	0.855
	12-17 years	41	9.07	1.90		
	18-23 years	120	8.70	2.10		
	24 years and more	148	8.78	2.55		
Hobbies	1-11 years	27	13.41	3.53	3.501	.016*
	12-17 years	41	12.59	2.16		
	18-23 years	120	11.79	1.92		
	24 years and more	148	12.00	2.88		
Other activities	1-11 years	27	20.00	5.62	0.819	.484
	12-17 years	41	20.27	4.60		
	18-23 years	120	19.72	3.76		
	24 years and more	148	19.24	4.10		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities were examined in terms of job tenure, there was a statistically significant difference in terms of life satisfaction among the groups with different job tenure ($p < 0.05$).

When the mean scores were examined, the Life Satisfaction was the highest in the employees working for 24 years and the least in the employees for 12-17 years.

There was a statistically significant difference among the groups with different job tenure in terms of participation in group activities ($p < 0.05$). When the mean scores are examined, participation in group activities is highest for employees working for 1-11 years and participation in activities decreases as the year of duty increases. There was a statistically significant difference between the groups with different job tenure in terms of participation in hobbies ($p < 0.05$). When the average of the scores are examined, participation in hobbies is the highest in employees working for 1-11 years, the least in those working for 18-23 years.

Table 18. Evaluation of Life Satisfaction and Participation Levels in terms of Weekly Course Hours (ANOVA)

Weekly Course Hours	n	Mean	ss	F	p	
Life Satisfaction	Less than 25 hours	30	15.93	4.55	1.218	.297
	26-30 hours	252	16.84	3.89		
	30 hours and more	54	16.13	4.27		
Physical activities	Less than 25 hours	30	9.80	2.64	0.921	.399
	26-30 hours	252	10.58	3.01		
	30 hours and more	54	10.39	3.24		
Outdoor activities	Less than 25 hours	30	8.60	3.04	1.656	.193
	26-30 hours	252	9.04	2.08		
	30 hours and more	54	8.48	2.70		
Group activities	Less than 25 hours	30	3.40	0.86	0.549	.578
	26-30 hours	252	3.58	0.86		
	30 hours and more	54	3.56	0.90		
Cultural activities	Less than 25 hours	30	8.57	3.06	1.158	.315
	26-30 hours	252	8.72	2.13		
	30 hours and more	54	9.22	2.83		
Hobbies	Less than 25 hours	30	13.20	3.23	3.791	.024*
	26-30 hours	252	11.92	2.43		

	30 hours and more	54	12.41	2.78		
	Less than 25 hours	30	19.27	5.48		
Other activities	26-30 hours	252	19.73	3.84	0.474	.623
	30 hours and more	54	19.19	4.93		

p* < 0.05 = difference; p > 0.05 = no difference

When the levels of life satisfaction and participation in activities are examined in terms of weekly course hours, there is no statistically significant difference in terms of life satisfaction between the groups whose weekly course hours are different ($p > 0.05$). There was a statistically significant difference between the groups with different weekly course hours in terms of participation in hobbies ($p < 0.05$). When the average score is examined, participation in hobbies is the highest in those with less than weekly 25 course hours and the least in those with weekly 26-30 course hours. As the course hours increase, participation in hobbies decreases.

Conclusion and Suggestion

There are quite many variables that affect the success of individuals in their private and work lives. Having the ability to manage the time well and evaluating the time correctly is one of the most important variables. Leisure is the time remaining from work and other tasks. Spending leisure time with beneficial activities has a positive effect on a person's physical, social, psychological health and life satisfaction. At the same time, the effective use of the leisure with positive activities affects the work productivity of the individual and has a positive effect on the work life. Life satisfaction is one of the most important factors affecting the individual's mental health and social relations. The elements that affect life satisfaction are feeling happy about the daily life, finding the life meaningful, achieving goals, positive individual identity, feeling well physically, economic security and positive social relations (Keser, 2005).

Many studies have been conducted in the literature on the evaluation of leisure and life satisfaction, some of the studies investigating the leisure, participation in leisure activities and life satisfaction are as follows:

Yung-Pin and Tsung Chih (2011) stated in their study "The Study In Survey of Different Background Variables In Leisure Participation of Teachers" that male teachers participated in physical activities more than the female teachers, teachers at and above 60 years of age participated in hobby activities at a higher level, the mostly preferred activities in which teachers participated in their leisure as the types of recreation activities were "entertainment activities", "knowledge learning activities, "physical fitness activities, "social service activities", "the skill hobby activities" and "outdoor recreation activities".

It was discovered in the study of Hsin (2010) that "The Relationships Among Leisure Participation", "Leisure Satisfaction", and "Emotional Intelligence Among Elementary School Teachers in Northern Taiwan" that (a) Those in the age group (51-60) participated in leisure activities more frequently than in other age groups (b) Married primary school teachers participated in leisure activities more frequently than single teachers (c) Primary school teachers with a service period of more than 31 years participated in leisure activities more frequently than the other groups (d)

Primary school teachers with a high number of children participated in leisure activities more frequently than teachers with a low number of children. Moreover, the more leisure activities the elementary school teachers participate in, the higher leisure satisfaction they reported, especially in outdoor activities, indoor activities, and cultural activities.

Mounir and Charles (2018) discovered in their study titled “The Contribution Of Leisure Participation And Leisure Satisfaction to Life Satisfaction of Older Persons” that life satisfaction was high as the frequency of the participation of the participants at the age of 55 and above in leisure activities increased, and there was a positive relationship between leisure satisfaction and life satisfaction.

Winslow (1984) found out in the study titled “An Analysis Of The Leisure Satisfaction”, “Life Satisfaction”, and “Work Satisfaction of Pre-Retirement Workers” that there was a small positive relationship between leisure satisfaction and work satisfaction, a small positive relationship between leisure satisfaction and life satisfaction, however, a stronger relationship between work satisfaction and life satisfaction.

In the study of Lapa (2013) titled "Life satisfaction, leisure satisfaction and perceived freedom of park recreation participants" was found that there was a positive linear relationship between life satisfaction and leisure satisfaction and perceived freedom in leisure and there was no difference between leisure satisfaction according to gender”.

In Gökçe's (2008) study “Investigation of Leisure Satisfaction with Life Satisfaction and Socio-Demographic Variables”, a significant difference was found among the levels of leisure satisfaction as per gender, age and condition of doing sports. No significant relationships were found between the sub-dimensions and total score of leisure satisfaction and life satisfaction.

The findings of this study which was prepared to investigate the participation of teachers in leisure activities and life satisfaction in terms of demographic variables can be summarized as follows;

√ Participation in leisure activities was found to differ according to demographic characteristics. According to the findings of the study;

* Significant differences were found in terms of gender and participation in group, cultural and other activities. Men were more involved in group and other activities and women were more involved in cultural activities,

* Significant differences were found between age groups in terms of participation in open-space and group activities, and participation in open-space and group activities was higher among those aged 20-30,

* Participation of master's/doctoral graduates in cultural activities was higher than that of other education levels,

* Participants who did not have children had more participation in physical, group and cultural activities,

* Married people had more participation in other activities than single ones,

* As the total income increased, participation in hobbies decreased,

* Participation in hobbies decreased with increasing weekly course hours,

* It was found that those whose duty years were between 1-11 years had the highest participation in hobbies.

√ Life satisfaction was found to differ in terms of gender, marital status, number of children, total income and year of duty. According to the findings of the study, regarding life satisfaction;

- * When examined in terms of gender life satisfaction of women was higher than men,
- * When examined in terms of marital status, married people had more life satisfaction than single ones,
- * When examined in terms of the number of children, life satisfaction increased as the number of children increased,
- * Life satisfaction increased as the total income (including salary and other family incomes) increased,
- * In terms of duty years, it was concluded that the life satisfaction of the employees working for 24 years and more was the highest among the groups.

√ It was discovered that life satisfaction did not differ between the groups in terms of age, education level and weekly course hours.

When compared to the findings of some studies in the literature, the research results present similarities and differences. Therefore, it is suggested that similar studies be conducted, regarding the results of the research, in different sampling groups in order to shed light on the findings of our study.

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