



Level of Participation of Teachers in Recreation Activities, Leisure Satisfaction, Life Satisfaction, Performance Relationship

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Abstract

This study aims to identify how and which recreational activities teachers working in education and training institutions evaluate their leisure time, whether there is a relationship between the activities they participate in and their leisure satisfaction, life satisfaction, and job performance. It is also to determine the effect of leisure satisfaction on life satisfaction, life satisfaction on performance, and leisure satisfaction on performance. In line with this purpose, 1901 teachers working in the center of Amasya province constitute were chosen as the population of the study. According to the sample calculation, the survey application is sufficient for 320 people, and the analysis was conducted using 600 surveys. According to the findings of the research; It was found that leisure satisfaction varies according to gender, age, professional year, and the number of children, life satisfaction varies according to gender, and performance varies according to gender and age. Social satisfaction, physiological and aesthetic satisfaction, which are sub-dimensions of leisure satisfaction, have been found to positively affect life satisfaction. It was determined that psychological satisfaction and physiological satisfaction, which are sub-dimensions of leisure satisfaction, affect performance positively, and life satisfaction has also positive effects on performance.

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INTRODUCTION

The concept of leisure has been discussed for more than two thousand years and in 2003, Edginton, Coles, and McClelland, in *Leisure Basic Concepts*, provide over 200 definitions of leisure and recreation. (Torkildsen, 2005: 50). Leisure is defined as the period that is non-compulsory and leftover so it can be used freely and of his/her own free will. "Leisure is defined in terms of freedom from constraint, freedom to choose, time left over after work or as free time after obligatory social duties have been met" (Torkildsen, 2005, p. 51).

Recreation activity, one of the basic concepts of the research, is any activity that an individual performs during his/her leisure time. Such activity or activities should be related to the person's interests and satisfy their likes and needs. Recreational activities can be performed in open or closed areas, as a group or individually, and can also be diversified for educational, cultural, artistic, physical, and entertainment purposes. Participation in recreational activities is behavioral as much as it depends on social and environmental factors. Other factors affecting activity participation and diversity are whether the activities are organized, whether they require expertise, and whether they are commercial, voluntary, or public (Jenkins & Pigram 2003, p. 8). Leisure activities are also classified as active and passive activities according to the use of physical, and mental energy. Properly and efficiently using leisure provides to a person with self-knowledge, self-development, gaining new experiences, and leading a healthy life (Sevin & Özil, 2019, p. 2039).

It defines leisure satisfaction, which constitutes another concept of the research, as "positive emotions that individuals acquire, gain, reach and perceive as a result of their participation in leisure activities" (Yurcu et al. 2018, p. 521). According to Huang's quote, "Leisure satisfaction was defined by Beard and Ragheb (1980) as the positive perceptions or feelings which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices: It is the degree to which one is presently content or pleased with his/her general leisure experiences and situations" (Huang, 2003, p. 27). Leisure satisfaction is expressed as the perception and emotion arising from the satisfaction of the needs or motives of the individual in the leisure experience (Winslow, 1984, p.9). As a result of participation in leisure, individuals provide benefits for physiological, psychological, aesthetic, social, education, and relaxation (Yurcu et al. 2018, p. 521). Leisure satisfaction scale developed by Beard and Ragheb (1980); psychological (psychological benefits such as freedom of choice, self-expression, and enjoyment), educational (intellectual challenged and helped them to learn about themselves and their surroundings), social (meaningful relationships with others), relaxation (getting rid of stress caused by the tensions of work and life), Physiological (physical development as a result of participating in physical activities) and aesthetic (individuals viewed the areas where they engaged in leisure activities as being pleasing, well planned and beautiful) (Huang, 2003, p. 28-29).

Life satisfaction, one of the basic concepts of the research, is explained as "the degree to which an individual positively judges the general quality of the individual's life" or as a cognitive assessment of his/her life. Life satisfaction is one of the most important factors affecting the health and social relationships of the individual. Many factors affect life satisfaction, such as personality, social expectations, socio-economic factors, relationships with one's environment (family, friends, children), physical-psychological health, shelter, and employment (Sevin & Özil, 2019, p. 2039).

Another concept used in the research is performance. Performance is a word of French origin. The word performance is expressed in the TDK dictionary, meaning "success" (TDK). Performance is a concept related to the

execution or realization of a certain purpose, function, or task in organizations (Begenirbaş & Çalışkan, 2014, p. 112). Uysal (2015) explains performance as quantitative and qualitative results obtained by the individual or group by performing a certain job in a certain period. Besides, he explains individual performance as “behaviors and results revealed by the skill and motivation of the employee to achieve the expected goals” (Uysal, 2015, p. 33). The success of businesses is directly related to the efficient and productive use of resources. Human resources, which is one of the business resources, is an important element. Fulfilling the psychological, social, economic, and cultural needs and desires of the individual has a positive effect on the performance of the person. At the same time, these requests and needs of employees must be taken into account by the organization (Alp et al. 2011, p. 68). In the literature, there are studies on the effective evaluation of leisure and the positive effects of leisure satisfaction on health, life satisfaction, and performance. In this study, it is aimed to examine the relationship between recreational activities participation level, leisure time satisfaction, life satisfaction, and job performance.

This study was designed and presented to the Amasya Directorate of National Education and the research was carried out by obtaining the necessary permission on June 12, 2018.

Literature Review

Many studies have been conducted in the literature on leisure and leisure satisfaction, life satisfaction and performance. Some of these studies are as follows;

The study conducted by Sevil (2015), it was concluded that “participation in therapeutic leisure activities is related to leisure satisfaction, perceived leisure satisfaction to life satisfaction and perceived life satisfaction to life quality”.

Edward Shih-Tse et al. (2008) investigated the effect of young people's online life and leisure satisfaction on life satisfaction, they found that there were significant positive relationships between physiological and aesthetic dimensions between leisure satisfaction and life satisfaction, but the educational dimension of leisure satisfaction had a negative effect on life satisfaction and there was a negative relationship between the frequency of surfing the internet and life satisfaction.

Heo et al. (2013) investigated the relationship between serious leisure, life satisfaction and health, and concluded that there were positive relationships between serious leisure participation level and life satisfaction and health.

In their study, Genç and Genç (2017) investigated the relationship between employee satisfaction and leisure satisfaction in food and beverage businesses and determined that there was a positive relationship between leisure satisfaction and life satisfaction.

The study titled “Stress, health and leisure satisfaction: teacher example”, Ho (1996) found that there was not a strong relationship between leisure satisfaction and stress, but there was a significant relationship between leisure satisfaction and life satisfaction.

Chen et al. (2011), in their study to determine the level of relationship between employee leisure participation, job stress, job quality of life and job performance, there is positive relationship between leisure time participation and quality of work.

In their study, Sevin and Şen (2019) found that there is a weak positive correlation between recreative activities and life happiness; life happiness has been found to affect job performance.

The study conducted by Sevin and Küçük (2016), it was concluded that there is a significant relationship between the recreational activities performed by the employees during their non-work times and their job performances.

Cornejo et al.(2015) have concluded that, "Objectively measured and self-reported leisure-time sedentary behavior and academic performance in youth: In The UP & DOWN Study", "objectively measured sedentary leisure-time was not significantly associated with the academic performance".

In their study, Badura et al. (2016) investigated the relationship between school performance in adolescence and participation in organized leisure activities and found that young people who participated in more activities had better school performance.

Erol and Yazıcıoğlu(2019) investigated the mediating role of recreational activities in the effect of burnout level on work performance and found that recreational activities have partial mediating effects.

Method

The Aim of the Study

The main purpose of this research was to determine and analyze the relationship between teachers' level of participation in recreation activities and leisure satisfaction, life satisfaction, and performance. The sub-objectives of the research were to determine whether teachers' level of participation in recreation activities, leisure satisfaction, life satisfaction, and performance differ according to demographic variables and whether leisure satisfaction has an impact on life satisfaction, life satisfaction on performance.

Hypotheses of The Research:

The basic hypothesis of the research was formed as follows:

H1: There is a relationship between the level of participation of teachers in recreational activities, leisure satisfaction, life satisfaction, and performance.

Sub-hypotheses of the research are as follows:

H2: The leisure satisfaction of teachers affects life satisfaction.

H3: Teachers' life satisfaction affects performance.

H4: Teachers' leisure satisfaction affects performance.

H5: The level of participation of teachers in recreational activities differs according to demographic variables.

H6: Teachers' satisfaction with leisure differs according to demographic variables.

H7: Teachers' satisfaction of life differs according to demographic variables.

H8: Teachers' performance differs according to demographic variables.

Data analysis was performed with statistical package programs and working with the 95% confidence level. It was determined that the level of distortion and kurtosis of Recreation Activities Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance values are between -3 and +3 (Büyüköztürk, 2002, p. 473-474; Altun, *et al.*, 2015, p. 56). The level of participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction, and Performance scales according to demographic variables were analyzed with the t-test and the ANOVA test, which

are parametric test techniques. The relation between Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance was analyzed by the Pearson correlation test. The effect of Leisure Satisfaction on Performance and Life Satisfaction and Life Satisfaction on Performance was analyzed by a regression test.

Study Population and Sample Size

The sample of the research was determined by a simple random sampling method. The study population was the teachers working in the center of Amasya. A total of 1901 teachers work in the center. According to the sample calculation, a questionnaire should be done with at least 320 teachers with 0.05 error margins in the formula. Within the scope of the study, a questionnaire was applied in educational institutions and the analysis was conducted based on 600 questionnaires.

Data Collection Tools

In the research, "Personal Information Form", "Participation in Recreation Activities Form", "Leisure Satisfaction Scale", "Life Satisfaction Scale" and "Performance Scale" were used as data collection tools.

Personal Information Form: Participation in recreational activities of teachers, leisure time, life satisfaction and thought to affect performance; demographic information, such as gender, age, marital status, educational status, year of experience, type of institution worked, branch, monthly income, the total income of the family and number of children were questioned.

Level of participation in recreation activities: Recreation activities were questioned. It was formed from the Alberta Recreation Survey survey conducted by the local government in the Alberta region of Canada, included in the studies conducted by Küçük (2016) and Şen (2019). It consists of 6 dimensions: Physical activities (10 items), Outdoor activities (10 items), Group activities (5 items), Cultural and Social activities (10 items), Hobbies (10 items), Other activities (10 items).

Scale of Leisure Satisfaction: Leisure satisfaction scale: The Turkish validity and reliability study of the Leisure Time Scale, developed by Beard and Ragheb (1980), performed by Karlı et al. (2008) and used in the study of Eruzun was used. "Cronbach alpha coefficients of the leisure satisfaction scale supporting the 6-factor structure were determined as 0.774 for the psychological sub-dimension, as 0.867 for educational sub-dimension, as 0.844 for the social sub-dimension, as 0.777 for rest sub-dimension, as 0.805 for physiological sub-dimension, and as 0.826 for the aesthetic sub-dimension. The Cronbach alpha coefficient of the total scale was calculated as 0.826" (Eruzun, 2017, p. 24). The scale was considered to be highly reliable, it was used in this research and no factor analysis was performed.

Scale of Life Satisfaction: Life satisfaction scale which was developed by Diener, Emmons, Larsen & Griffin (1985) the reliability coefficient found for this scale, which is 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 performed by Köker (1991) was used. As a result of the reliability studies of the scale; test-retest reliability was measured as $r = .85$, and item-test correlations were measured as 71- 80 (Avşaroğlu, et al.2005:119; Sevin&Özil, 2019, p. 2044). Since the scale was considered to be highly reliable, it was used in this research and no factor analysis was performed.

Scale of Performance: The performance scale developed by LIT (Lamar Institute of Technology, 2009) was used to evaluate personal performance. “Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity tests were conducted to determine the suitability of the data included in the survey for factor analysis. According to factor analysis, the scale was found to consist of one dimension and the reliability coefficient was found to be 0.875” (Şen,2019, p. 55). The scale was considered to be highly reliable, it was used in this research and no factor analysis was performed.

Data Analysis

Validity and Reliability Analysis

The Leisure Satisfaction Scale, Life Satisfaction Scale, and Performance Scale were not subjected to factor analysis based on the studies conducted in the literature; however, exploratory factor analysis (EFA) was calculated to determine the construct validity of Cronbach's alpha reliability coefficients in order to determine the reliability for the scale of participation in recreational activities. KMO value was calculated as 0.800 in the factor analysis for the participation to Physical Activities Within the scope of the Bartlett test, the X^2 value was found to be 841,406 and was found as statistically significant ($p < 0,05$). According to the KMO and Bartlett test results, it was concluded that data were appropriate for factor analysis. The total variance explanation rate of the scale was 35,704 %; the reliability coefficient was 0,720. Accordingly, the scale's reliability level was very high. KMO value was calculated as 0,799 in the factor analysis made for participation of the Outdoor Activities. Within the scope of the Bartlett test, the X^2 value was found to be 1055,948 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 total variance explanation rate of the scale is 50,318% and the reliability coefficient is 0,674. The scale's reliability level is very high. KMO value was calculated as 0,652 in the factor analysis for the participation of Group Activities. The number of samples was appropriate for factor analysis ($KMO > 0,500$). Within the scope of the Bartlett test, the X^2 value was found to be 499,578 and was considered as statistically significant ($p < 0,05$). The total variance explanation rate of the scale is 67,872%; The reliability coefficient is 0,755. The scale's reliability level was very high. KMO value was calculated as 0,801 in the factor analysis for the participation of Cultural and Social Activities. The number of samples is appropriate for factor analysis ($KMO > 0,500$). Within the scope of the Bartlett test the X^2 value was found as 1199,135 and statistically significant ($p < 0,05$). The total variance explanation rate of the scale was 45,728% and its reliability coefficient was 0,742. The scale's reliability level is very high. KMO value was calculated as 0,621 in factor analysis for participation in hobbies. The number of samples is appropriate for factor analysis ($KMO > 0,500$). Within the scope of the Bartlett test the X^2 value was found as 453,230 and statistically significant ($p < 0,05$). The explanation rate for the total variance of the scale is 56,721%; the reliability coefficient is 0,529. The reliability of the scale was low. In factor analysis for participation in other activities, the KMO value was calculated as 0,730. The number of samples was appropriate for factor analysis ($KMO > 0,500$). Within the scope of the Bartlett test, X^2 value was found as 845,875 and statistically significant ($p < 0,05$). The explanation rate for the total variance of the scale is 52,942%; the reliability coefficient is 0,669. The scale's reliability level was very high.

Descriptive Statistics of Recreation Activities Participation Level and Scale Points

The average of Participation Levels in Physical Activities was $1,84 \pm 0,59$; The average of Participation Levels in Outdoor Activities was $1,98 \pm 0,51$; The average of Participation levels in Group Activities is $1,38 \pm 0,64$; Average

of Participation Levels in Cultural and Social Activities was $2,25 \pm 0,54$; The average of participation in hobbies was $1,69 \pm 0,54$; The average of Participation Levels in Other Activities was $2,79 \pm 0,58$. The average of Psychological Satisfaction points was $3,60 \pm 1,12$; The average of Educational Satisfaction scores was $3,80 \pm 1,03$; The average of Social Satisfaction scores was $3,80 \pm 0,95$; The average score of Rest Satisfaction was $4,04 \pm 0,96$; The mean physiological satisfaction scores were $4,35 \pm 0,94$; The average of Aesthetic Satisfaction scores was $3,71 \pm 0,87$; The average of Leisure Time scores was $3,88 \pm 0,80$. The average of Life Satisfaction points was $3,35 \pm 0,90$. The average of Performance Scale points was $4,06 \pm 0,64$. Since the skewness and kurtosis values of the scores were between -3 and +3, (Büyüköztürk, 2002:473-474; Altun, *et al.*, 2015:5) parametric test techniques were used in this analysis.

Findings

In this section, the results of the teachers participating in the research on the level of participation and recreation activities and leisure relationship, satisfaction with life, and performance are found.

Demographic Characteristics of Survey Respondents

The answers given to the questions asked in order to determine the demographic characteristics of the 600 teachers participating in the research and the information about the descriptive characteristics and frequency distribution of the sample group are as follows; Of the 600 teachers who participated in the study, 328 (54,7%) were female and 272 (45,3%) were male. Of the participants, 61 (10,2%) were aged between 22 and 30, 250 (41,7%) were between 31-40, 206 (34,3%) were between 41-50, 76 (12,7%) were between 51-60, and 7 (1,2%) were aged 61 and above. In terms of marital status, 56 (9,3%) of the participants were single and 544 (90,7%) were married. Of the teachers, 530 (88,3%) have a bachelor's degree, 67 (11,2%) have a master's degree and 3 (5%) have a doctor's degree. When the tenure of teachers in their professions is evaluated; 49 (8,2%) had 1-5 years of experience, 94 (15,7%) had 6-10 years, 112 (18,7%) had 11-15 years, 131 (21,8%) had 16-20 years, 109 (18,2%) had 21-25 years and 105 (17,5%) had 26 years or more. When the teachers were evaluated in terms of the type of school they work, 27 (4,5%) were preschoolers, 247 (41,2%) were primary education, 277 (46,2%) were secondary education and 49 (8,2) were other. When evaluated in terms of teachers' branch, 30 (5,0%) were pre-school teachers, 111 (18,5%) were classroom teachers, 20 (3,3) were special education (mentally handicapped, etc.) teachers, 18 were (3,0%) guidance and psychological counseling teachers, 352 (58,7) were general knowledge and culture lessons teachers (15 hours for salary) and 69 (11,5%) workshops and laboratory teachers (20 hours for salary). Considering the monthly income groups of the participants, 16 (2,7%) had 2500-3000 TL, 236 (39,3%) had 3001-3500 TL, 231 (38,5%) had 3501-4000 TL, 87 (14,5%) had 4001-4500 TL, 23 (3,8%) had 4501-5000 TL, 7 (1,2%) had 5001 TL and above. Considering the monthly family income of the participants; 2 (3%) had 2500-3000 TL, 30 (5%) had 3001-3500 TL, 75 (12,5%) had 3501-4000 TL, 40 (6,7%) had 4001- 4500 TL, 24 (4,0%) had 4501-5000 TL, 21 (3,5%) had 5001-5500 TL, 26 (4,3%) had 5501-6000 TL, 61 (% 10,2) had 6001-6500 TL, 55 (9,2%) had 6501-7000 TL, 85 (14,2%) had 7001-7500 TL, 106 (17,7%) had 7501-8000 TL, 75 (12,5%) had 8001 TL and above. When evaluated in terms of the number of children, 87 (14,5%) have no children, 138 (23%) have one child, 298 (49,7%) have two children, 61 (10,2%) have three children, 16 (2,7%) stated that they have four children.

Table 1: Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction and Examination of Performance in Terms of Gender

Gender		n	Mean	ss	t	p
Participation in Physical Activities	Female	328	1,69	0,56	-5,151	,000*
	Male	272	1,94	0,60		
Participation in Outdoor Activities	Female	328	1,90	0,46	-4,302	,000*
	Male	272	2,07	0,56		
Participation in Group Activities	Female	328	1,18	0,42	-8,790	,000*
	Male	272	1,62	0,78		
Participation in Cultural and Social Activities	Female	328	2,25	0,49	0,068	,946
	Male	272	2,25	0,52		
Participation in Hobbies	Female	328	1,75	0,52	3,118	,002*
	Male	272	1,62	0,55		
Participation in Other Activities	Female	328	2,79	0,55	0,120	,905
	Male	272	2,79	0,62		
Psychological Satisfaction	Female	328	3,78	1,00	4,390	,000*
	Male	272	3,39	1,21		
Educational Satisfaction	Female	328	3,94	0,91	3,770	,000*
	Male	272	3,63	1,12		
Social Satisfaction	Female	328	3,90	0,86	2,916	,004*
	Male	272	3,67	1,03		
Rest Satisfaction	Female	328	4,18	0,82	3,783	,000*
	Male	272	3,88	1,08		
Physiological Satisfaction	Female	328	4,39	0,88	1,137	,256
	Male	272	4,30	1,01		
Aesthetic Satisfaction	Female	328	3,82	0,78	3,469	,001*
	Male	272	3,57	0,95		
Leisure Satisfaction	Female	328	4,00	0,71	4,025	,000*
	Male	272	3,74	0,88		
Life Satisfaction	Female	328	3,42	0,88	2,271	,024*
	Male	272	3,25	0,92		
Performance	Female	328	4,15	0,58	3,591	,000*
	Male	272	3,96	0,70		

*p<0,05

There was a statistically significant difference between women and men in terms of Participation in Physical, Outdoor, Group, and Hobby Activities ($p < 0,05$). When the mean scores were analyzed, participation in physical, open space, and group activities were found to be higher in men, and participation in hobbies is higher in women. There was a statistically significant difference between men and women in terms of Psychological, Educational, Social, Rest, Aesthetic Satisfaction ($p < 0,05$). Accordingly, when the mean scores are examined, Psychological, Educational, Social, Rest, Aesthetic Satisfaction is found to be higher in women. There was a statistically significant difference between men and women in terms of Leisure Satisfaction ($p < 0,05$). Accordingly, when the mean scores were examined, Leisure Satisfaction was found to be higher in women. There was a statistically significant difference between women and men in terms of life satisfaction ($p < 0,05$). When the mean scores were examined, Life Satisfaction was found to be higher in women. There was a statistically significant difference between women and men in terms of Performance ($p < 0,05$). When the mean scores were examined, the performance was higher in women.

Table 2: Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction, and Examination of Performance in Terms of Age

Age		n	Mean	ss	F	p
Participation in Physical Activities	22-30	61	1,91	0,58	4,418	,004*
	31-40	250	1,70	0,52		
	41-50	206	1,87	0,65		
	51-60	83	1,86	0,57		
Participation in Outdoor Activities	22-30	61	2,05	0,48	0,442	,723
	31-40	250	1,97	0,47		
	41-50	206	1,97	0,55		
	51-60	83	1,96	0,56		
Participation in Group Activities	22-30	61	1,46	0,67	1,650	,177
	31-40	250	1,32	0,59		
	41-50	206	1,43	0,72		
	51-60	83	1,35	0,58		
Participation in Cultural and Social Activities	22-30	61	2,37	0,43	2,177	,090
	31-40	250	2,21	0,47		
	41-50	206	2,28	0,52		
	51-60	83	2,21	0,59		
Participation in Hobbies	22-30	61	1,80	0,51	1,846	,138
	31-40	250	1,64	0,48		
	41-50	206	1,71	0,57		
	51-60	83	1,73	0,62		
Participation in Other Activities	22-30	61	2,95	0,59	2,767	,041*
	31-40	250	2,78	0,56		
	41-50	206	2,81	0,57		
	51-60	83	2,67	0,65		
Psychological Satisfaction	22-30	61	3,66	1,05	9,938	,000*
	31-40	250	3,72	1,02		
	41-50	206	3,69	1,08		
	51-60	83	3,00	1,35		
Educational Satisfaction	22-30	61	3,75	0,92	9,495	,000*
	31-40	250	3,86	0,98		
	41-50	206	3,95	0,97		
	51-60	83	3,27	1,20		
Social Satisfaction	22-30	61	3,79	0,98	8,074	,000*
	31-40	250	3,88	0,94		
	41-50	206	3,89	0,82		
	51-60	83	3,33	1,11		
Rest Satisfaction	22-30	61	4,02	0,88	11,376	,000*
	31-40	250	4,09	0,96		
	41-50	206	4,21	0,80		
	51-60	83	3,51	1,18		
Physiological Satisfaction	22-30	61	4,44	0,86	4,262	,005*
	31-40	250	4,38	0,94		
	41-50	206	4,42	0,87		
	51-60	83	4,02	1,11		
Aesthetic Satisfaction	22-30	61	3,80	0,82	10,432	,000*
	31-40	250	3,80	0,83		
	41-50	206	3,76	0,80		
	51-60	83	3,22	1,05		
Leisure Satisfaction	22-30	61	3,91	0,73	13,029	,000*
	31-40	250	3,95	0,76		
	41-50	206	3,99	0,70		
	51-60	83	3,39	1,00		

Table 2: Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction, and Examination of Performance in Terms of Age (Continuation)

Life Satisfaction	22-30	61	3,31	0,75	1,743	,157
	31-40	250	3,37	0,93		
	41-50	206	3,40	0,90		
	51-60	83	3,14	0,93		
Performance	22-30	61	4,02	0,47	2,919	,034*
	31-40	250	4,10	0,63		
	41-50	206	4,10	0,61		
	51-60	83	3,88	0,81		

* $p < 0,05$

According to the results of the ANOVA test conducted to examine the level of participation in recreation activities, leisure, life satisfaction, and performance scales in terms of age; There was a statistically significant difference between the groups of different ages in terms of Participation in Physical Activities ($p < 0,05$). When the average of scores is examined, the participation in Physical Activities is the highest among the 22-30 age group, the participation decreases while increasing age. There was a statistically significant difference between the groups of different ages in terms of Participation in Other Activities ($p < 0,05$). When the average of scores is examined, the participation in Outdoor Activities is the highest among the 22-30 age group and the lowest among the 51-60 age group. There was a statistically significant difference between the groups of different ages in terms of Psychological Satisfaction ($p < 0,05$). When the average of scores was examined, the participation in Psychological Satisfaction was the highest among the 31-40 age group and the lowest among the 51-60 age group. There was a statistically significant difference between the groups of different ages in terms of Educational, Social, Relaxation Satisfaction ($p < 0,05$). When the average of scores was examined, the participation in Educational, Social, Rest Satisfaction is the highest among the 41-50 age group and the lowest among the 51-60 age group. There was a statistically significant difference between the groups of different ages in terms of Physiological Satisfaction ($p < 0,05$). When the average of scores was examined, the participation in Physiological Satisfaction is the highest among the 22-30 age group and the lowest among the 51-60 age group. There was a statistically significant difference between the groups of different ages in terms of Aesthetic Satisfaction ($p < 0,05$). When the average of scores was examined, the participation in Aesthetic Satisfaction is the highest among the 22-30 and 31-40 age groups and the lowest among the 51-60 age group. There was a statistically significant difference between the groups with different branches in terms of Leisure Satisfaction ($p < 0,05$). When the average of scores was examined, the participation in Leisure Satisfaction is the highest among the 41-50 age group and the lowest among the 51-60 age group. There was a statistically significant difference between the groups of different ages in terms of Performance ($p < 0,05$). When the average of scores was examined, the participation in Performance was the highest among the 31-40 and 41-50 age groups and the lowest among the 51-60 age group.

Table 3: Examination of Participation Level, Leisure Satisfaction, Life Satisfaction and Performance in Terms of Marital Status

Marital Status		n	Mean	ss	t	p
Participation in Physical Activities	Married	544	1,79	0,58	-1,576	,115
	Single	56	1,92	0,64		
Participation in Outdoor Activities	Married	544	1,99	0,51	1,502	,134
	Single	56	1,88	0,56		
Participation in Group Activities	Married	544	1,37	0,63	-1,076	,282
	Single	56	1,46	0,75		
Participation in Cultural and Social Activities	Married	544	2,25	0,50	-0,509	,611
	Single	56	2,29	0,52		
Participation in Hobbies	Married	544	1,67	0,53	-2,841	,005*
	Single	56	1,89	0,55		
Participation in Other Activities	Married	544	2,78	0,57	-1,422	,156
	Single	56	2,90	0,66		
Psychological Satisfaction	Married	544	3,59	1,12	-0,808	,419
	Single	56	3,72	1,10		
Educational Satisfaction	Married	544	3,79	1,03	-0,992	,322
	Single	56	3,93	0,93		
Social Satisfaction	Married	544	3,79	0,95	-0,829	,407
	Single	56	3,90	0,90		
Rest Satisfaction	Married	544	4,03	0,97	-1,157	,248
	Single	56	4,18	0,86		
Physiological Satisfaction	Married	544	4,34	0,95	-0,832	,406
	Single	56	4,45	0,79		
Aesthetic Satisfaction	Married	544	3,70	0,88	-0,547	,585
	Single	56	3,77	0,77		
Leisure Satisfaction	Married	544	3,87	0,81	-1,059	,290
	Single	56	3,99	0,66		
Life Satisfaction	Married	544	3,36	0,90	1,452	,147
	Single	56	3,18	0,94		
Performance	Married	544	4,05	0,65	-0,770	,442
	Single	56	4,12	0,58		

*p<0,05

According to the results of the t-test conducted to examine the Level of Participation in Recreation Activities, Leisure, Life Satisfaction, and Performance Scales in terms of Marital Status; There was a statistically significant difference between married and singles in terms of Participation in Hobbies (p <0,05). Participation in Hobbies was higher in single people when their average scores were examined.

Table 4: Examination of Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance in Terms of Educational Status

Educational Background		n	Mean	ss	t	p
Participation in Physical Activities	Bachelor's Degree	530	1,80	0,58	-,992	,322
	Master's Degree/Doctorate	70	1,87	0,67		
Participation in Outdoor Activities	Bachelor's Degree	530	1,97	0,50	-,682	,496
	Master's Degree/Doctorate	70	2,02	0,58		
Participation in Group Activities	Bachelor's Degree	530	1,37	0,64	-,198	,843
	Master's Degree/Doctorate	70	1,39	0,69		
Participation in Cultural and Social Activities	Bachelor's Degree	530	2,24	0,50	-1,131	,258
	Master's Degree/Doctorate	70	2,32	0,57		
Participation in Hobbies	Bachelor's Degree	530	1,70	0,54	,300	,764
	Master's Degree/Doctorate	70	1,68	0,50		

Table 4: Examination of Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance in Terms of Educational Status (Continuation)

Participation in Other Activities	Bachelor's Degree	530	2,78	0,59	-1,162	,246
	Master's Degree/Doctorate	70	2,87	0,55		
Psychological Satisfaction	Bachelor's Degree	530	3,59	1,11	-1,051	,294
	Master's Degree/Doctorate	70	3,74	1,19		
Educational Satisfaction	Bachelor's Degree	530	3,78	1,02	-1,404	,161
	Master's Degree/Doctorate	70	3,96	1,06		
Social Satisfaction	Bachelor's Degree	530	3,78	0,96	-1,267	,206
	Master's Degree/Doctorate	70	3,93	0,90		
Rest Satisfaction	Bachelor's Degree	530	4,01	0,97	-2,172	,030*
	Master's Degree/Doctorate	70	4,28	0,80		
Physiological Satisfaction	Bachelor's Degree	530	4,34	0,94	-1,036	,301
	Master's Degree/Doctorate	70	4,46	0,98		
Aesthetic Satisfaction	Bachelor's Degree	530	3,70	0,87	-,401	,689
	Master's Degree/Doctorate	70	3,75	0,91		
Leisure Satisfaction	Bachelor's Degree	530	3,87	0,80	-1,505	,133
	Master's Degree/Doctorate	70	4,02	0,80		
Life Satisfaction	Bachelor's Degree	530	3,36	0,89	1,151	,250
	Master's Degree/Doctorate	70	3,23	0,97		
Performance	Bachelor's Degree	530	4,07	0,63	1,160	,247
	Master's Degree/Doctorate	70	3,98	0,73		

*p<0,05

According to the results of the t-test conducted to examine the Level of Participation in Recreation **Activities**, Leisure Time, Life Satisfaction and Performance Scales in terms of Educational Status; There was a statistically significant difference between the groups with different education levels in terms of Rest Satisfaction (p <0,05). When the average of the scores was examined, Rest Satisfaction was higher in those who are graduates of MS / Ph.D.

Table 5: Examination of Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance in Terms of Professional Years

Professional Year		n	Mean	ss	F	p
Participation in Physical Activities	1-5 Years	49	1,93	0,58	1,893	,094
	6-10 Years	94	1,75	0,54		
	11-15 Years	112	1,73	0,55		
	16-20 Years	131	1,75	0,53		
	21-25 Years	109	1,86	0,60		
	26 Years and Above	105	1,89	0,70		
Participation in Outdoor Activities	1-5 Years	49	2,05	0,49	1,126	,345
	6-10 Years	94	2,00	0,44		
	11-15 Years	112	1,98	0,48		
	16-20 Years	131	1,89	0,48		
	21-25 Years	109	2,00	0,56		
	26 Years and Above	105	2,01	0,58		
Participation in Group Activities	1-5 Years	49	1,52	0,68	1,357	,239
	6-10 Years	94	1,31	0,62		
	11-15 Years	112	1,35	0,64		
	16-20 Years	131	1,36	0,58		
	21-25 Years	109	1,46	0,75		
	26 Years and Above	105	1,32	0,60		
Participation in Cultural and Social Activities	1-5 Years	49	2,40	0,44	1,827	,106
	6-10 Years	94	2,23	0,47		
	11-15 Years	112	2,23	0,47		
	16-20 Years	131	2,21	0,49		
	21-25 Years	109	2,33	0,56		
	26 Years and Above	105	2,21	0,55		

Table 5: Examination of Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance in Terms of Professional Years (Continuation)

Participation in Hobbies	1-5 Years	49	1,90	0,47	2,165	,057
	6-10 Years	94	1,66	0,48		
	11-15 Years	112	1,63	0,47		
	16-20 Years	131	1,65	0,55		
	21-25 Years	109	1,71	0,58		
	26 Years and Above	105	1,73	0,61		
Participation in Other Activities	1-5 Years	49	3,04	0,54	2,772	,017*
	6-10 Years	94	2,85	0,58		
	11-15 Years	112	2,78	0,52		
	16-20 Years	131	2,74	0,59		
	21-25 Years	109	2,79	0,59		
	26 Years and Above	105	2,70	0,63		
Psychological Satisfaction	1-5 Years	49	3,70	0,91	4,518	,000*
	6-10 Years	94	3,73	1,02		
	11-15 Years	112	3,83	0,94		
	16-20 Years	131	3,66	1,10		
	21-25 Years	109	3,56	1,18		
	26 Years and Above	105	3,18	1,32		
Educational Satisfaction	1-5 Years	49	3,80	0,83	2,886	,014*
	6-10 Years	94	3,90	0,90		
	11-15 Years	112	3,88	1,00		
	16-20 Years	131	3,84	0,97		
	21-25 Years	109	3,91	1,11		
	26 Years and Above	105	3,46	1,16		
Social Satisfaction	1-5 Years	49	3,77	0,88	2,351	,040*
	6-10 Years	94	3,85	1,00		
	11-15 Years	112	3,91	0,93		
	16-20 Years	131	3,89	0,84		
	21-25 Years	109	3,81	0,97		
	26 Years and Above	105	3,53	1,04		
Rest Satisfaction	1-5 Years	49	3,93	0,83	3,521	,004*
	6-10 Years	94	4,10	0,90		
	11-15 Years	112	4,16	1,02		
	16-20 Years	131	4,07	0,84		
	21-25 Years	109	4,19	0,93		
	26 Years and Above	105	3,72	1,10		
Physiological Satisfaction	1-5 Years	49	4,44	0,76	1,467	,199
	6-10 Years	94	4,48	0,86		
	11-15 Years	112	4,40	0,97		
	16-20 Years	131	4,34	0,96		
	21-25 Years	109	4,36	0,91		
	26 Years and Above	105	4,15	1,05		
Aesthetic Satisfaction	1-5 Years	49	3,69	0,81	4,159	,001*
	6-10 Years	94	3,91	0,75		
	11-15 Years	112	3,86	0,83		
	16-20 Years	131	3,66	0,81		
	21-25 Years	109	3,71	0,86		
	26 Years and Above	105	3,42	1,06		
Leisure Satisfaction	1-5 Years	49	3,89	0,59	4,156	,001*
	6-10 Years	94	4,00	0,74		
	11-15 Years	112	4,01	0,75		
	16-20 Years	131	3,91	0,76		
	21-25 Years	109	3,92	0,81		
	26 Years and Above	105	3,58	0,95		

Table 5: Examination of Participation Level, Leisure Satisfaction, Life Satisfaction, and Performance in Terms of Professional Years (Continuation)

Life Satisfaction	1-5 Years	49	3,48	0,68	1,429	,212
	6-10 Years	94	3,53	0,88		
	11-15 Years	112	3,34	0,92		
	16-20 Years	131	3,28	0,88		
	21-25 Years	109	3,28	1,01		
	26 Years and Above	105	3,26	0,90		
Performance	1-5 Years	49	4,08	0,41	0,812	,542
	6-10 Years	94	4,09	0,58		
	11-15 Years	112	4,06	0,69		
	16-20 Years	131	4,07	0,55		
	21-25 Years	109	4,11	0,73		
	26 Years and Above	105	3,95	0,73		

***p<0,05**

According to the results of the ANOVA test conducted to examine the level of participation in Recreation Activities, leisure time, life satisfaction, and performance scales in terms of the professional year; There was a statistically significant difference between groups with different professional years in terms of Participation in Other Activities ($p < 0,05$). When the average of scores is examined, it is the highest among those who have been doing their profession for 1-5 years, while the Participation in Other Activities is the highest for those who have been doing 26 years or more. There was a statistically significant difference between the groups of different ages in terms of Psychological Satisfaction ($p < 0,05$). When the average of points was examined, the psychological satisfaction is the highest among those who have been doing their profession for 11-15 years and the lowest for those who have been doing this for 26 years or more. There was a statistically significant difference between the groups of different ages in terms of Educational Satisfaction ($p < 0,05$). When the average of points was examined, Educational Satisfaction is the highest in those who have been doing their profession for 6-10 years, while it is the least in those who have been doing this for 26 years or more. There was a statistically significant difference between the groups of different ages in terms of Social Satisfaction ($p < 0,05$). When the average of points was examined, the psychological satisfaction is the highest among those who have been doing their profession for 11-15 years and the lowest for those who have been doing this for 26 years or more. There was a statistically significant difference between the groups of different ages in terms of Relaxation Satisfaction ($p < 0,05$). When the average of points was examined, Rest Satisfaction is the highest among those who have been doing their profession for 21-25 years and the lowest among those who have been doing this for 26 years or more. There was a statistically significant difference between the groups of different ages in terms of Aesthetic Satisfaction ($p < 0,05$). When the average of points is analyzed, Aesthetic Satisfaction is the highest in those who have been doing their profession for 6-10 years, while it is the least in those who have been doing this for 26 years or more.

There was a statistically significant difference between the groups with a different professional year in terms of Leisure Satisfaction ($p < 0,05$). When the average of points was examined, Leisure Satisfaction is the highest among those who have been doing their profession for 11-15 years and the lowest among those who have been doing this for 26 years or more.

Table 6: Examination of Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction and Performance in Terms of School Level

Level of School Worked		n	Mean	ss	F	p
Participation in Physical Activities	Pre-School	27	1,77	0,56	,922	0,430
	Primary School	247	1,77	0,58		
	Secondary Education	277	1,83	0,59		
	Other	49	1,90	0,62		
Participation in Outdoor Activities	Pre-School	27	1,88	0,39	,890	,446
	Primary School	247	2,01	0,52		
	Secondary Education	277	1,96	0,52		
	Other	49	1,94	0,47		
Participation in Group Activities	Pre-School	27	1,11	0,26	2,372	,069
	Primary School	247	1,42	0,67		
	Secondary Education	277	1,39	0,65		
	Other	49	1,27	0,55		
Participation in Cultural and Social Activities	Pre-School	27	2,27	0,62	,822	,482
	Primary School	247	2,24	0,51		
	Secondary Education	277	2,28	0,49		
	Other	49	2,16	0,50		
Participation in Hobbies	Pre-School	27	1,75	0,46	,633	,594
	Primary School	247	1,67	0,56		
	Secondary Education	277	1,72	0,53		
	Other	49	1,63	0,50		
Participation in Other Activities	Pre-School	27	2,94	0,56	2,708	,044*
	Primary School	247	2,84	0,57		
	Secondary Education	277	2,72	0,61		
	Other	49	2,85	0,46		
Psychological Satisfaction	Pre-School	27	3,69	1,05	,307	,820
	Primary School	247	3,63	1,09		
	Secondary Education	277	3,56	1,15		
	Other	49	3,68	1,16		
Educational Satisfaction	Pre-School	27	4,02	0,80	,884	,449
	Primary School	247	3,83	0,99		
	Secondary Education	277	3,74	1,08		
	Other	49	3,87	1,01		
Social Satisfaction	Pre-School	27	3,83	0,84	,862	,460
	Primary School	247	3,85	0,95		
	Secondary Education	277	3,73	0,97		
	Other	49	3,87	0,88		
Rest Satisfaction	Pre-School	27	4,11	0,71	1,041	,374
	Primary School	247	4,07	0,94		
	Secondary Education	277	3,98	1,02		
	Other	49	4,22	0,76		
Physiological Satisfaction	Pre-School	27	4,48	0,62	,357	,784
	Primary School	247	4,36	0,89		
	Secondary Education	277	4,32	0,99		
	Other	49	4,42	1,07		
Aesthetic Satisfaction	Pre-School	27	3,88	0,81	2,737	,043*
	Primary School	247	3,78	0,86		
	Secondary Education	277	3,60	0,87		
	Other	49	3,85	0,93		

Table 6: Examination of Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction and Performance in Terms of School Level (Continuation)

Leisure Satisfaction	Pre-School	27	4,00	0,66	1,171	,320
	Primary School	247	3,92	0,76		
	Secondary Education	277	3,82	0,84		
	Other	49	3,99	0,81		
Life Satisfaction	Pre-School	27	3,70	0,83	1,576	,194
	Primary School	247	3,35	0,88		
	Secondary Education	277	3,31	0,92		
	Other	49	3,33	0,96		
Performance	Pre-School	27	4,15	0,76	,194	,900
	Primary School	247	4,06	0,56		
	Secondary Education	277	4,05	0,71		
	Other	49	4,04	0,57		

*p<0,05

According to the results of the ANOVA test conducted to examine the level of participation in Recreation Activities, leisure time, life satisfaction, and performance scales in terms of the professional year; There was a statistically significant difference between groups with different professional years in terms of Participation in Other Activities (p <0,05). When the average of the scores was examined, the participation in other activities is highest at the pre-school level and the lowest in secondary education. There was a statistically significant difference in Aesthetic Satisfaction among the groups with different levels of work (p <0,05). When the average of the scores was examined, Aesthetic Satisfaction is the highest in the preschoolers, while it was the lowest in secondary education.

Table 7: Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction, and Examination of Performance in Terms of Branch

Branch		n	Mean	ss	F	p
Participation in Physical Activities	Pre-School Teaching	30	1,72	0,60	,442	,819
	Classroom Teaching	111	1,79	0,61		
	Special Education (Mentally Disabled etc.) Teaching	20	1,75	0,41		
	Psychological Counseling and Guidance	18	1,69	0,43		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	1,81	0,60		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	1,86	0,55		
	Pre-School Teaching	30	1,91	0,44		
Classroom Teaching	111	2,01	0,49			
Special Education (Mentally Disabled etc.) Teaching	20	1,95	0,58			
Psychological Counseling and Guidance	18	1,84	0,39			
General Knowledge and Culture Courses Teaching (15 hours for salary)	352	1,97	0,53			
Workshop and Laboratory Teacher (20 Hours for Salary)	69	2,05	0,48			
Participation in Group Activities	Pre-School Teaching	30	1,07	0,22	2,435	,034*
	Classroom Teaching	111	1,34	0,61		
	Special Education (Mentally Disabled etc.) Teaching	20	1,22	0,49		
	Psychological Counseling and Guidance	18	1,28	0,59		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	1,43	0,69		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	1,35	0,62		

Table 7: Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction, and Examination of Performance in Terms of Branch (Continuation)

Participation in Cultural and Social Activities	Pre-School Teaching	30	2,19	0,62	,589	,709
	Classroom Teaching	111	2,24	0,52		
	Special Education (Mentally Disabled etc.) Teaching	20	2,11	0,49		
	Psychological Counseling and Guidance	18	2,20	0,52		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	2,27	0,50		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	2,28	0,47		
	Participation in Hobbies	Pre-School Teaching	30	1,70		
Classroom Teaching		111	1,76	0,62		
Special Education (Mentally Disabled etc.) Teaching		20	1,46	0,50		
Psychological Counseling and Guidance		18	1,53	0,39		
General Knowledge and Culture Courses Teaching (15 hours for salary)		352	1,68	0,53		
Workshop and Laboratory Teacher (20 Hours for Salary)		69	1,75	0,50		
Participation in Other Activities		Pre-School Teaching	30	2,95	0,56	1,880
	Classroom Teaching	111	2,88	0,58		
	Special Education (Mentally Disabled etc.) Teaching	20	2,85	0,35		
	Psychological Counseling and Guidance	18	2,57	0,55		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	2,77	0,60		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	2,71	0,54		
	Psychological Satisfaction	Pre-School Teaching	30	3,84	1,05	
Classroom Teaching		111	3,46	1,24		
Special Education (Mentally Disabled etc.) Teaching		20	3,98	1,18		
Psychological Counseling and Guidance		18	4,03	0,59		
General Knowledge and Culture Courses Teaching (15 hours for salary)		352	3,63	1,08		
Workshop and Laboratory Teacher (20 Hours for Salary)		69	3,38	1,17		
Educational Satisfaction		Pre-School Teaching	30	4,05	0,76	1,458
	Classroom Teaching	111	3,68	1,12		
	Special Education (Mentally Disabled etc.) Teaching	20	3,86	1,12		
	Psychological Counseling and Guidance	18	4,25	0,59		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	3,80	1,02		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	3,73	1,01		
	Social Satisfaction	Pre-School Teaching	30	3,83	0,97	
Classroom Teaching		111	3,72	0,96		
Special Education (Mentally Disabled etc.) Teaching		20	3,90	1,14		
Psychological Counseling and Guidance		18	4,15	0,61		
General Knowledge and Culture Courses Teaching (15 hours for salary)		352	3,81	0,95		
Workshop and Laboratory Teacher (20 Hours for Salary)		69	3,74	0,93		

Table 7: Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction, and Examination of Performance in Terms of Branch (Continuation)

Rest Satisfaction	Pre-School Teaching	30	4,10	0,77	1,303	,261
	Classroom Teaching	111	3,97	0,99		
	Special Education (Mentally Disabled etc.) Teaching	20	4,15	0,95		
	Psychological Counseling and Guidance	18	4,40	0,53		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	4,07	0,96		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	3,86	1,05		
	Physiological Satisfaction	Pre-School Teaching	30	4,52		
Classroom Teaching		111	4,30	1,01		
Special Education (Mentally Disabled etc.) Teaching		20	4,43	1,26		
Psychological Counseling and Guidance		18	4,60	0,49		
General Knowledge and Culture Courses Teaching (15 hours for salary)		352	4,35	0,94		
Workshop and Laboratory Teacher (20 Hours for Salary)		69	4,26	0,89		
Aesthetic Satisfaction		Pre-School Teaching	30	3,93	0,76	,899
	Classroom Teaching	111	3,65	0,91		
	Special Education (Mentally Disabled etc.) Teaching	20	3,94	1,11		
	Psychological Counseling and Guidance	18	3,85	0,50		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	3,69	0,86		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	3,68	0,91		
	Leisure Satisfaction	Pre-School Teaching	30	4,04	0,71	
Classroom Teaching		111	3,80	0,85		
Special Education (Mentally Disabled etc.) Teaching		20	4,04	1,07		
Psychological Counseling and Guidance		18	4,21	0,40		
General Knowledge and Culture Courses Teaching (15 hours for salary)		352	3,89	0,78		
Workshop and Laboratory Teacher (20 Hours for Salary)		69	3,77	0,82		
Life Satisfaction		Pre-School Teaching	30	3,71	0,74	1,684
	Classroom Teaching	111	3,35	0,91		
	Special Education (Mentally Disabled etc.) Teaching	20	3,07	1,11		
	Psychological Counseling and Guidance	18	3,29	0,80		
	General Knowledge and Culture Courses Teaching (15 hours for salary)	352	3,31	0,90		
	Workshop and Laboratory Teacher (20 Hours for Salary)	69	3,46	0,90		
	Performance	Pre-School Teaching	30	4,14	0,64	
Classroom Teaching		111	4,05	0,59		
Special Education (Mentally Disabled etc.) Teaching		20	4,02	0,72		
Psychological Counseling and Guidance		18	3,97	0,71		
General Knowledge and Culture Courses Teaching (15 hours for salary)		352	4,06	0,64		
Workshop and Laboratory Teacher (20 Hours for Salary)		69	4,09	0,71		

*p<0,05

According to the ANOVA test results conducted for the examination of the Level of Participation Recreation Life Satisfaction and Performance Scales in terms of Branch; There was a statistically significant difference between the groups with different branches in terms of Participation in Group Activities (p <0,05). When the average of points is

analyzed, the participation in Group Activities is highest in those with a branch of General Information and Culture Courses (15 hours for salary), while those with Pre-School Education are the least.

Table 8: Level of Participation in Recreation Activities, Leisure Satisfaction, and Examination of Performance in Terms of Monthly Income

Monthly Income		n	Mean	ss	F	p
Participation in Physical Activities	2500-3000 TL	16	1,99	0,76	7,180	,000*
	3001-3500 TL	236	1,68	0,56		
	3501-4000 TL	231	1,84	0,59		
	4001-4500 TL	87	1,89	0,53		
	4501 TL and above	30	2,17	0,66		
Participation in Outdoor Activities	2500-3000 TL	16	2,12	0,63	4,823	,001*
	3001-3500 TL	236	1,88	0,45		
	3501-4000 TL	231	2,00	0,52		
	4001-4500 TL	87	2,13	0,58		
	4501 TL and above	30	2,08	0,47		
Participation in Group Activities	2500-3000 TL	16	1,44	0,72	2,657	,032*
	3001-3500 TL	236	1,29	0,58		
	3501-4000 TL	231	1,38	0,66		
	4001-4500 TL	87	1,52	0,68		
	4501 TL and above	30	1,56	0,73		
Participation in Cultural and Social Activities	2500-3000 TL	16	2,49	0,69	1,912	,107
	3001-3500 TL	236	2,21	0,47		
	3501-4000 TL	231	2,28	0,51		
	4001-4500 TL	87	2,23	0,53		
	4501 TL and above	30	2,36	0,51		
Participation in Hobbies	2500-3000 TL	16	1,78	0,63	0,499	,737
	3001-3500 TL	236	1,71	0,51		
	3501-4000 TL	231	1,70	0,56		
	4001-4500 TL	87	1,63	0,53		
	4501 TL and above	30	1,65	0,60		
Participation in Other Activities	2500-3000 TL	16	2,72	0,77	0,601	,662
	3001-3500 TL	236	2,78	0,56		
	3501-4000 TL	231	2,80	0,60		
	4001-4500 TL	87	2,77	0,56		
	4501 TL and above	30	2,94	0,60		
Psychological Satisfaction	2500-3000 TL	16	3,34	1,15	2,664	,032*
	3001-3500 TL	236	3,78	1,00		
	3501-4000 TL	231	3,53	1,15		
	4001-4500 TL	87	3,45	1,23		
	4501 TL and above	30	3,38	1,26		
Educational Satisfaction	2500-3000 TL	16	3,30	1,15	2,184	,069
	3001-3500 TL	236	3,90	0,95		
	3501-4000 TL	231	3,79	1,02		
	4001-4500 TL	87	3,74	1,16		
	4501 TL and above	30	3,53	1,07		
Social Satisfaction	2500-3000 TL	16	3,34	1,10	1,900	,109
	3001-3500 TL	236	3,89	0,89		
	3501-4000 TL	231	3,76	0,96		
	4001-4500 TL	87	3,69	1,06		
	4501 TL and above	30	3,86	0,82		
Rest Satisfaction	2500-3000 TL	16	3,69	1,19	1,254	,287
	3001-3500 TL	236	4,13	0,91		
	3501-4000 TL	231	4,02	0,96		
	4001-4500 TL	87	3,95	1,05		
	4501 TL and above	30	4,05	0,92		

Table 8: Level of Participation in Recreation Activities, Leisure Satisfaction, and Examination of Performance in Terms of Monthly Income (Continuation)

Physiological Satisfaction	2500-3000 TL	16	4,11	1,06	0,865	,484
	3001-3500 TL	236	4,42	0,91		
	3501-4000 TL	231	4,30	0,95		
	4001-4500 TL	87	4,32	1,01		
	4501 TL and above	30	4,46	0,85		
Aesthetic Satisfaction	2500-3000 TL	16	3,20	0,98	2,285	,059
	3001-3500 TL	236	3,79	0,82		
	3501-4000 TL	231	3,67	0,87		
	4001-4500 TL	87	3,63	0,94		
	4501 TL and above	30	3,83	0,89		
Leisure Satisfaction	2500-3000 TL	16	3,50	0,91	2,292	,058
	3001-3500 TL	236	3,98	0,74		
	3501-4000 TL	231	3,84	0,80		
	4001-4500 TL	87	3,80	0,94		
	4501 TL and above	30	3,85	0,70		
Life Satisfaction	2500-3000 TL	16	3,31	0,92	1,640	,163
	3001-3500 TL	236	3,35	0,90		
	3501-4000 TL	231	3,28	0,93		
	4001-4500 TL	87	3,38	0,89		
	4501 TL and above	30	3,72	0,71		
Performance	2500-3000 TL	16	4,11	0,85	0,581	,677
	3001-3500 TL	236	4,06	0,63		
	3501-4000 TL	231	4,04	0,67		
	4001-4500 TL	87	4,06	0,57		
	4501 TL and above	30	4,23	0,59		

* $p < 0,05$

According to the results of the ANOVA test conducted to examine the Level of Participation in Recreation **Activities**, Leisure, and Performance Scales in terms of Monthly Income; There was a statistically significant difference between groups with a different monthly income in terms of Participation in Physical Activities ($p < 0,05$). When the average scores are analyzed, the participation in Physical Activities is highest in those with an income of 4501 TL and more, while it is the least in those with 3001-3500 TL. There was a statistically significant difference among the groups with different monthly incomes in terms of Participation in Outdoor Activities ($p < 0,05$). When the average of the points is examined, the participation in Outdoor Activities is the highest among those with a higher income between 4001-4500 TL, while it is the least in those with a 3001-3500 TL. There was a statistically significant difference among the groups with different monthly incomes in terms of Participation in Group Activities ($p < 0,05$). When the average scores are analyzed, the participation in Group Activities is highest in those with an income of 4501 TL and more, while it is the least in those with 3001-3500 TL. There was a statistically significant difference between the groups of different monthly incomes in terms of Psychological Satisfaction ($p < 0,05$). When the average scores are analyzed, the psychological satisfaction is the highest among those with a higher income of 3001-3500 TL, while it is the lowest in those with a 2500-3000 TL.

Table 9. Investigation of Participation Level, Leisure Satisfaction, Life Satisfaction and Performance in terms of Number of Children

		n	Mean	ss	F	p
Participation in Physical Activities	No	87	1,86	0,59	1,510	,198
	1 child	138	1,72	0,61		
	2 children	298	1,83	0,56		
	3 children	61	1,82	0,68		
	4 children	16	1,60	0,49		
Participation in Outdoor Activities	No	87	1,84	0,51	2,256	,062
	1 child	138	1,96	0,52		
	2 children	298	2,03	0,49		
	3 children	61	1,96	0,55		
	4 children	16	1,97	0,55		
Participation in Group Activities	No	87	1,42	0,65	0,239	,916
	1 child	138	1,35	0,65		
	2 children	298	1,37	0,65		
	3 children	61	1,41	0,60		
	4 children	16	1,40	0,57		
Participation in Cultural and Social Activities	No	87	2,30	0,49	1,162	,327
	1 child	138	2,23	0,51		
	2 children	298	2,27	0,49		
	3 children	61	2,14	0,53		
	4 children	16	2,24	0,66		
Participation in Hobbies	No	87	1,76	0,51	0,610	,655
	1 child	138	1,69	0,52		
	2 children	298	1,69	0,54		
	3 children	61	1,65	0,63		
	4 children	16	1,58	0,50		
Participation in Other Activities	No	87	2,94	0,59	3,569	,007*
	1 child	138	2,86	0,58		
	2 children	298	2,75	0,58		
	3 children	61	2,68	0,57		
	4 children	16	2,54	0,50		
Psychological Satisfaction	No	87	3,79	0,95	3,805	,005*
	1 child	138	3,70	1,09		
	2 children	298	3,62	1,09		
	3 children	61	3,23	1,35		
	4 children	16	2,98	1,29		
Educational Satisfaction	No	87	3,95	0,83	2,746	,028*
	1 child	138	3,79	1,07		
	2 children	298	3,84	0,98		
	3 children	61	3,54	1,20		
	4 children	16	3,27	1,37		
Social Satisfaction	No	87	3,88	0,91	1,947	,101
	1 child	138	3,81	1,01		
	2 children	298	3,84	0,89		
	3 children	61	3,51	1,02		
	4 children	16	3,56	1,20		
Rest Satisfaction	No	87	4,09	0,92	1,907	,108
	1 child	138	4,12	0,99		
	2 children	298	4,06	0,92		
	3 children	61	3,82	1,01		
	4 children	16	3,61	1,21		
Physiological Satisfaction	No	87	4,44	0,76	3,554	,007*
	1 child	138	4,40	0,98		
	2 children	298	4,39	0,92		
	3 children	61	4,11	1,05		
	4 children	16	3,67	1,16		

Table 9. Investigation of Participation Level, Leisure Satisfaction, Life Satisfaction and Performance in terms of Number of Children (Continuation)

Aesthetic Satisfaction	No	87	3,79	0,76	5,318	,000*
	1 child	138	3,85	0,85		
	2 children	298	3,70	0,87		
	3 children	61	3,49	0,86		
	4 children	16	2,94	1,18		
Leisure Satisfaction	No	87	3,99	0,65	4,280	,002*
	1 child	138	3,94	0,82		
	2 children	298	3,91	0,77		
	3 children	61	3,62	0,89		
	4 children	16	3,34	1,09		
Life Satisfaction	No	87	3,23	0,87	1,420	.226
	1 child	138	3,41	0,93		
	2 children	298	3,39	0,90		
	3 children	61	3,19	0,80		
	4 children	16	3,13	1,16		
Performance	No	87	4,11	0,54	0,366	,833
	1 child	138	4,08	0,61		
	2 children	298	4,05	0,68		
	3 children	61	4,03	0,66		
	4 children	16	3,93	0,71		

* $p < 0,05$

According to the results of the ANOVA test conducted to examine the level of participation in recreation activities, leisure, life satisfaction, and performance scales in terms of the number of children; There was a statistically significant difference between the groups with different children in terms of Participation in Other Activities ($p < 0,05$). When the average of the scores was examined, participation in other activities decreases as the number of children increases with the highest number of children. There was a statistically significant difference between groups with a different number of children in terms of Psychological Satisfaction ($p < 0,05$). When the mean scores are examined, the satisfaction decreases as the number of children with the highest number of Psychological Satisfaction increases in those who do not have children. There was a statistically significant difference between the groups of a different number of children in terms of Educational Satisfaction ($p < 0,05$). When the average of the scores was examined, Educational Satisfaction is highest in the children without children, while it is the lowest in those with 4 children. There was a statistically significant difference between groups with a different number of children in terms of Physiological Satisfaction ($p < 0,05$). When the mean scores are examined, physiological satisfaction is highest in those who do not have children, while the satisfaction decreases as the number of children increases. There was a statistically significant difference between the groups of a different number of children in terms of Aesthetic Satisfaction ($p < 0,05$). When the average of the scores was examined, Aesthetic Satisfaction is highest in those with 1 child, while it is the least in those with 4 children. There was a statistically significant difference between the groups with a different number of children in terms of Leisure Satisfaction ($p < 0,05$). When the average of scores is examined, while Leisure Time Satisfaction is highest in those without children, the satisfaction decreases as the number of children increases.

Table 10. Examination of Relationship Between Recreation Activities, Level of Leisure, Satisfaction of Life and Performance

	Participation in Physical Activities	Participation in Outdoor Activities	Participation in Group Activities	Participation in Cultural and Social Activities	Participation in Hobbies	Participation in Other Activities	Life Satisfaction	Performance Scale
Psychological Satisfaction	,066	,063	-,004	,116**	,104*	,240**	,274**	,319**
Educational Satisfaction	,068	,122**	,040	,132**	,125**	,244**	,275**	,292**
Social Satisfaction	,037	,094*	,020	,115**	,122**	,220**	,331**	,281**
Rest Satisfaction	,010	,080	-,017	,072	,084*	,182**	,293**	,300**
Physiological Satisfaction	,100*	,124**	,084*	,140**	,087*	,208**	,394**	,293**
Aesthetic Satisfaction	,054	,180**	,034	,157**	,130**	,210**	,438**	,276**
Leisure Satisfaction	,069	,132**	,031	,148**	,133**	,267**	,404**	,360**
Life Satisfaction	,157**	,221**	,113**	,188**	,154**	,187**	1	,282**
Performance Scale	,083*	,105**	,045	,229**	,154**	,220**	,282**	1

*p<0,05, **p0,01

According to the results of the correlation test conducted to examine the relationship between the level of participation in recreation activities, leisure, life satisfaction, and performance scales; A weak positive correlation was found between Psychological Satisfaction and Participation in Cultural and Social Activities ($r = ,116$); A weak positive correlation was detected between participation in hobbies ($r = ,104$); A weak positive correlation between Participation in Other Activities ($r = ,240$); A weak positive correlation was found between Life Satisfaction ($r = ,274$); There was a medium positive relationship ($r = ,319$) between the Performance Scale. A weak positive correlation between Educational Satisfaction and Participation in Outdoor Activities ($r = ,122$); A weak positive correlation between Participation in Cultural and Social Activities ($r = ,132$); A weak positive correlation between participation in hobbies ($r = ,125$); A weak positive correlation between Participation in Other Activities ($r = ,244$); A weak positive correlation between Life Satisfaction ($r = ,275$); There is a weak positive correlation between the Performance Scale ($r = ,292$). A weak positive relationship between Social Satisfaction and Participation in Outdoor Activities ($r = ,094$); A weak positive correlation between Participation in Cultural and Social Activities ($r = ,115$); A weak positive correlation between participation in hobbies ($r = ,122$); A weak positive correlation between Participation in Other Activities ($r = ,220$); A positive correlation between Life Satisfaction ($r = ,331$); There is a weak positive relationship ($r = ,281$) between the Performance Scale. A weak positive correlation between Relaxation Satisfaction and Participation in Other Activities ($r = ,182$); A weak positive correlation between Life Satisfaction ($r = ,293$); There is a medium positive relationship ($r = ,300$) between the Performance Scale. A weak positive correlation between Physiological Satisfaction and Participation in Physical Activities ($r = ,100$); A weak positive correlation between Participation in Outdoor Activities ($r = ,124$); A weak positive correlation between Participation in Group Activities ($r = ,084$); A weak positive correlation between Participation in Cultural and Social Activities ($r = ,140$); A weak positive relationship between participation in hobbies ($r = ,087$); A weak positive correlation between Participation in Other Activities ($r = ,208$); A medium positive relationship between Life Satisfaction ($r = ,394$); There is a weak and positive correlation between the Performance Scale ($r = ,293$). A weak positive relationship between Aesthetic Satisfaction and Participation in Outdoor Activities ($r = ,180$); A weak positive correlation between Participation in

Cultural and Social Activities (r =, 157); A weak positive correlation between participation in hobbies (r =, 130); A weak positive correlation between Participation in Other Activities (r =, 210); A medium positive relationship between Life Satisfaction (r =, 438); There is a weak positive relationship (r =, 276) between the Performance Scale. A weak positive relationship between Social Satisfaction and Participation in Outdoor Activities (r =, 132); A weak positive correlation between Participation in Cultural and Social Activities (r =, 148); A weak positive correlation between participation in hobbies (r =, 133); A weak positive correlation between Participation in Other Activities (r =, 267); A positive correlation between Life Satisfaction (r =, 404); There is a weak positive relationship (r =, 360) between the Performance Scale. A weak positive relationship between Life Satisfaction and Participation in Physical Activities (r =, 157); A weak positive correlation between Participation in Outdoor Activities (r =, 221); A weak positive correlation between Participation in Group Activities (r =, 113); A weak positive correlation between Participation in Cultural and Social Activities (r =, 188); A weak positive correlation between participation in hobbies (r =, 154); A weak positive correlation between Participation in Other Activities (r =, 187); There is a weak positive relationship (r =, 282) between the Performance Scale. A weak positive correlation between Performance Scale and Participation in Physical Activities (r =, 083); A weak positive correlation between Participation in Outdoor Activities (r =, 105); A weak positive correlation between Participation in Cultural and Social Activities (r =, 229); A weak positive correlation between participation in hobbies (r =, 154); There was a weak positive relationship (r =, 220) between participation in other activities.

Table 11: Examination of the Effect of Leisure Satisfaction on Life Satisfaction

Dependent Variable	Independent Value	F	p	B	t	p	R ²
Life Satisfaction	Psychological Satisfaction	28,526	,000	,060	1,356	,176	,224
	Educational Satisfaction			-,094	-1,587	,113	
	Social Satisfaction			,154	2,677	,008*	
	Rest Satisfaction			-,060	-1.063	,288	
	Physiological Satisfaction			,160	3,124	,002*	
	Aesthetic Satisfaction			,313	5,907	,000*	

*p<0.05

According to the results of the regression test conducted to examine the effect of leisure satisfaction on life satisfaction; The model established to examine the effect of Leisure Satisfaction on Life Satisfaction is meaningful (p <0,05). When the coefficients are examined, Social Satisfaction, Physiological Satisfaction, and Aesthetic Satisfaction; It positively affects Life Satisfaction (B =, 154; B =, 160; B =, 313; p <0,05). Since the coefficient is the largest, the effect of Aesthetic Satisfaction is greatest. 22% of the change in Life Satisfaction is explained by Social Satisfaction, Physiological Satisfaction, and Aesthetic Satisfaction.

Table 12: Examination of the Effect of Life Satisfaction on Performance

Dependent Variable	Independent Value	F	p	B	t	p	R ²
Performance Scale	Life Satisfaction	51,601	,000	,200	7,183	,000*	,079

*p<0,05

According to the results of the regression test conducted to examine the Effect of Life Satisfaction on Performance; The model established to examine the effect of Life Satisfaction on Performance is meaningful (p

<0,05). When the coefficient is examined, Life Satisfaction affects Performance positively (B =, 200; p <0,05). 8% of the change in performance is explained by Life Satisfaction.

Table 13: Examination of the Effect of Leisure Satisfaction on Performance

Dependent Variable	Independent Value	F	p	B	t	p	R ²
Performance Scale	Psychological Satisfaction	15,767	,000 ^b	,112	3,382	,001*	,138
	Educational Satisfaction			-,018	-,413	,679	
	Social Satisfaction			,014	,337	,736	
	Rest Satisfaction			,058	1,376	,169	
	Physiological Satisfaction			,081	2,120	,034*	
	Aesthetic Satisfaction			,044	1,111	,267	

*p<0.05

According to the results of the regression test conducted to examine the effect of leisure satisfaction on performance; The model established to examine the effect of Leisure Satisfaction on Performance is meaningful (p <0,05). When the coefficients are examined, Psychological Satisfaction, and Physiological Satisfaction; It affects performance positively (B =,112; B =,081; p <0,05). Since its coefficient is greater, the effect of Psychological Satisfaction is more. 14% of the change in performance is explained by Psychological Satisfaction and Physiological Satisfaction.

Conclusion and Suggestion

There have been many studies in the literature on spending leisure time effectively and leisure time satisfaction, life satisfaction and performance. These studies have shown that recreational activities (social, cultural, physical and recreational) are associated with life satisfaction and performance. It is also stated that as leisure time satisfaction increases, life satisfaction and performance are also positively affected. In this study, participation of teachers in recreation activities, leisure satisfaction, life satisfaction, performance relationship and influence were analyzed. The findings obtained in the research can be summarized as follows;

Level of Participation in Recreation Activities: When examined in terms of gender, age, marital status, educational status, professional working year, school type, branch, monthly income and number of children; Participation in physical, open space, group activities and hobbies from recreation activities by gender, participation in physical and other activities by age, participation in hobbies according to marital status, participation in other activities, professional status, school level, number of children, participation in group activities by branch, physical, Participation in open space and group activities does not differ according to monthly income. When Leisure Satisfaction, Life Satisfaction and Performance are examined in terms of gender, age, marital status, educational status, professional working year, school type, branch, monthly income and number of children; Leisure satisfaction, , gender, age, professional year and number of children, Life satisfaction by gender, Performance varied by gender and age. When the Level of Participation in Recreation Activities, Leisure Satisfaction, Life Satisfaction and Performance is Examined; A weak positive correlation was found between Leisure Satisfaction and Participation in Open Space, Cultural and Social, Hobbies and Other Activities. A positive medium relationship was found between leisure satisfaction and Life Satisfaction, a positive medium relationship between leisure satisfaction and Performance. A positive correlation was found between Life Satisfaction and Participation in Physical, Open Space, Group, Cultural and Social, Hobbies and Other Activities. A weak positive correlation was found between life

satisfaction and performance. A weak positive correlation was found between Performance and Participation in Physical, Open Space, Cultural and Social, Hobbies and Other Activities. When the Effect of Leisure Satisfaction on Life Satisfaction is Examined; When the relationship between sub-dimensions of leisure satisfaction and life satisfaction is examined; There was a relationship between psychological satisfaction, educational satisfaction, social satisfaction, resting satisfaction, physiological satisfaction and aesthetic satisfaction. Accordingly, social satisfaction, physiological and aesthetic satisfaction affect life satisfaction positively. When the Effect of Life Satisfaction on Performance is Examined; Life satisfaction affects performance positively. When the Effect of Leisure Satisfaction on Performance is Examined; When the relationship between sub-dimensions of leisure satisfaction and performance is examined; There was a relationship between psychological satisfaction, educational satisfaction, social satisfaction, resting satisfaction, physiological satisfaction and aesthetic satisfaction. Accordingly, psychological satisfaction and physiological satisfaction affect performance positively.

In line with the findings of this study, it is recommended to investigate the effects of leisure time satisfaction on life satisfaction and performance in different professions and income groups in terms of contribution to the field. In addition, it can be suggested in future studies to investigate the recreational activities that are thought to affect life satisfaction and performance according to different sample groups in detail and to determine how they affect leisure time satisfaction.

As a result, this study is based on the findings obtained from the sample group, although it is not generalizable, it will be useful to examine the study in sample groups with different characteristics in terms of contribution to the literature.

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