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Recreational Participation, Psychological Well-being and Life Satisfaction of Physical Education Teachers (Case of Antalya City)

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Öz

Bu çalışmanın amacı Antalya İl merkezinde Devlet okullarında çalışan beden eğitimi öğretmenlerinin rekreatif aktivitelere katılımları, psikolojik iyilik düzeyleri ve yaşam tatminlerinin birbirleriyle ve demografik değişkenlerle ilişkilerinin ortaya konmasıdır. Çalışmanın evrenini 323 beden eğitimi öğretmeni oluşturmaktadır. Çalışmaya 267 beden eğitimi öğretmeni katılmıştır. Çalışmaya katılım oranı % 83. Boş zamanlara katılım, yaşam doyumu ve psikolojik iyi olma durumları araştırıldı. Sonuç olarak boş zaman aktivitelerine katılma sıklığı yüksek olan grupta yaşam doyumu daha yüksek iken, boş zaman katılım daha yüksek olan grupta psikolojik iyilik halinin bazı alt boyutları daha yüksek bulunmuştur. Spor ve sosyal aktivitelere aktif olarak katılan beden eğitimi öğretmenlerinin yaşam tatminleri anlamlı derecede daha yüksektir.

Anahtar Kelimeler: Boş zaman, rekreasyon, boş zaman katılımı, psikolojik iyilik, yaşam tatmini, beden eğitimi öğretmeni

Abstract

The aim of this study was to determine leisure participation, psychological well-being and life satisfaction of physical education teachers working in public schools in Antalya city center. Population of the study consisted of 323 physical education teachers and 267 of them were included in the study (rate of return was 83%). Leisure participation, life satisfaction and psychological well-being were investigated. In conclusion, life satisfaction higher in the group with higher leisure participation frequency, meanwhile some sub-dimensions of psychological well-being were higher in the group with higher leisure participation duration. Subjects participating sport and social activities in an active way had significantly higher life satisfaction.

Keywords: Leisure, recreation, leisure participation, psychological well-being, life satisfaction, physical education teacher

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INTRODUCTION

Nowadays, a considerable body of evidence is found mentioning the benefits of participating in leisure activities. Among them some referred to benefits concerning physical health and fitness (Haines, 2001; Miller et al., 2008; Todd et al., 2009) meanwhile some of them focused on psychological benefits (Carruters & Hood, 2004; Edwards et al., 2004; Pressman et al., 2009; Scully et al., 1998). Healthy lifestyle was related with participating in physical activity and leisure in studies stating that health is influenced by the way people live their lives and additionally leisure and lifestyle were among the major determinants of health (Wankel, 1994). Exercise in leisure time causes cardiovascular changes related with lower rates of heart disease and mortality meanwhile physically active leisure increases psychological health and well-being (Mannell, 2007). In a conceptual framework developed by Driver (1996) which is called Benefits Approach to Leisure, there are two levels of leisure benefits named as first order and second order beneficial consequences. The former one consists of benefits such a relaxation, diversion and fitness and the latter consists of life satisfaction and quality of life. Thus, the satisfaction in the first order benefits can be related with the second order benefits (Philipp, 1997). In a study by Breitenstein & Ewert (1990), health benefits were modelled in five dimensions such as emotional, social, physical, intellectual and spiritual. According to the findings of Philipp (1997) from the leisure benefits literature there are six basic categories such as physiological, psychological, psychophysiological, sociological, environmental and economic.

Another commonly mentioned topic was the relationship between stress and leisure where studies focused on the role of leisure in coping with both acute and chronic stress (Hutchinson, Bland & Kleiber, 2008). In literature there are two models to show how leisure contributes to overcoming the effect of stressors. The independent model assumes that those who participate in leisure gains greater health benefits than those who do not participate in leisure independent from the presence of stressors (Ensel& Lin, 1991). Meanwhile the buffer model suggests that leisure participation behaves like a buffer against stressors and helps in stress reduction. In the leisure and health model that Coleman and Iso-Aloha (1993) suggested, the buffers decreasing the negative effects of stress were defined as feelings of self-determination and social support.

Psychological benefits of leisure was also mentioned in literature and one of the important concepts of psychology which was related with recreational activity participation is psychological well-being. The importance of this concept was due to the fact that for years

psychology focused on elimination of damages and healing mental illnesses but neglected developing strengths and capacities of individuals (Carruthers&Hood, 2004). Positive psychology researchers pointed out that psychology research should include both positive and negative aspects of human functioning and focus the understanding of human experience more deeply (Boyras&Sayger, 2009). Ryffand Singer (1996) reported that when compared with the number of studies focusing on mental problems, the number of studies related with positive psychological functioning was very low.

Resulting from the need in literature, the concept of well-being which is related to optimal psychological experience and functioning, had been studied especially during the last decades (Deci& Ryan, 2008). There are two basic perspectives in research related with well-being which are named as hedonism and eudaimonism (Keyes Shmotkin&Ryff, 2002). According to a review study, one of these perspectives was dealing with happiness (hedonic well-being) and the other one (eudaimonic well-being) was dealing with human potential. Hedonism bases well-being on pleasure or happiness meanwhile eudaimonism considers the total functioning and self-realization of the individual (Ryan &Deci, 2001). Research conducted on subjective well-being mostly focused on indicators affecting happiness and an individual's cognitive evaluation of his/her life, meanwhile psychological well-being theory suggests that there is much more than feeling happy and satisfied about life. The concept of psychological functioning bases the idea that well-being expresses more than only feeling happy on the "eudemonia" views of Aristotle. According to this view, the effort in realization of individual's true potential, rather than happiness would be a more accurate explanation of this concept (Keyes Shmotkin & Ryff, 2002; Zappala, 2007).

Although the concept of psychological well-being was mostly dominated by the topics of psychological health and psychological illnesses, the state of not having any depression or anxiety was not totally explaining psychological well-being. According to Ryff & Singer (1996), psychological well-being mean more than only not having psychological problems and this concept expressed positive self-concept, positive relations with others, environmental mastery, autonomy, purpose in life and a healthy personal growth.

A variety of models were developed to define psychological well-being. Bradburn (1969) defined two sub-dimensions which were positive effect and negative effect. Positive effect showed the level of enthusiasm, activity and vividness of a person meanwhile negative effect showed subjective disturbance and unenviable obligations (Stark, 2012). In Lawton's model

(1983), four sub-dimensions were used to explain psychological well-being which were coping ability of the individual with negative feelings, happiness, positive affection and the consistency of the individual's acquisitions and aims (Akın, 2009). Ryan and Deci (2001) mentioned hedonism and psychological functioning while modeling psychological well-being as they had done in modeling subjective well-being. Hedonic approach was based on acquisition of happiness and life satisfaction, psychological functioning was based on the realization of the potential of the individual by the factors of self-acceptance, mastery and positive interest.

One of the most commonly used modelling of psychological well-being was done by Ryff (1989) under six dimensions such as autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, self-acceptance. Autonomy includes self-determination, independence and internal regulation of behaviour (Ryff & Singer, 1996). Environmental Mastery assesses the ability of the individual to manipulate and control complicated environments (Akın, 2009). Personal Growth is the realization and development of one's potential (Ryff & Singer, 1996). Positive Relations with Others dimension includes feelings of affection and trust to human beings and being able to have positive relations with others (Akın, 2009). Purpose in Life shows that one has goals, intentions, and a sense of direction which are contributing to the feeling that life is meaningful. Meanwhile Self-acceptance which is found to be a central feature of mental health is defined as having positive attitudes for oneself (Ryff & Singer, 1996).

Leisure participation was related with psychological well-being concept in studies conducted to different populations. In a study of a young group of white-collar employees, positive correlations were obtained between psychological well-being and enjoyment, intrinsic and extrinsic motivation for both work and leisure (Haworth & Hill, 1992). Children coming from low-income families were applied a structural physical fitness program in order to investigate the effect of exercise on psychological well-being where psychological well-being was measured by Trait Anxiety Inventory, Beck Depression Inventory, and Rosenberg Self-esteem scale. According to the results, the group having physical activity programme with aerobic intensity showed lower depression and higher self-esteem levels (Crews, Lochbaum & Landers, 2004). The relationship between exercise participation and psychological well-being was detected in a review study of Scully et al. (1998), where depression, anxiety, emotional state and self-esteem were used as psychological well-being criteria. Leisure participation and psychological well-being was inquired in elderly individuals and active/passive

participation, variety of participated leisure activities were examined in a study by Dupuis and Smale (1995) and according to the findings, dealing with handcrafts and the increase in the variety of leisure activities increased the relationship with psychological well-being (Ma, 2008). As happiness and positive emotions were assumed to be important for physical and psychological health, experiences generating pleasure and happiness attracted attention by therapeutic recreation experts who suggested that recreation could be used to improve positive emotions (Carruthers & Hood, 2004). Same studies focused on the leisure participation of women and in one of them a qualitative study was conducted and participation in physical activities supporting autonomy were found to be increasing the psychological well-being (Lloyd & Little, 2010). It was reported in a study by Pressman et al. (2009) that 19-89 years old individuals who had high scores from entertaining activity participation test received higher scores in psychological and physical well-being. In another study individuals who were making exercise regularly were compared with individuals who did not make any exercise where exercises consisted of making endurance training, hockey and running (mostly aerobic exercises). The group consisting of regular exercise participant received higher scores than the other group in all sub-dimensions of psychological well-being such as autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, self-acceptance (Edwards et al., 2005). Students were also subjects of different studies concerning leisure participation where psychological well-being was inquired. In a study conducted to university students in Taiwan, autonomy and self-acceptance contributed positively to leisure negotiation strategies (Ma et al., 2012). Behzadnia & Kesthtidar (2011) worked with sedentary male students and made comparisons between control and experiment groups before and after training. In the study Ryff's psychological well-being scales were used and aerobic training was found out to be contributing positively to psychological well-being. In a study conducted to athlete students from different ethnical backgrounds, an increase in leisure participation was associated with higher psychological well-being and sense of accomplishment level (Hung & Lee, 2013).

Another important concept related with leisure participation was life satisfaction and was defined by Diener et al. (1985) as evaluation of the individual about his/her own life based on the criteria determined by him/her. According to the definition of Neugarten et al. in 1961 life satisfaction is the situation obtained by comparing what was expected and what was obtained by a person (Yiğit et al., 2011). The positive contribution of recreational activity participation

to life satisfaction was detected in different studies (Brown & Frankel, 1993; Hawkins et al., 2004; Huang & Carleton, 2003; Rodrigez et al., 2008).

Nowadays, leisure is increasingly thought to be the domain of a lifestyle where individuals have great control and consequently it is seen an important resource for both physical and physical health. When the relationship of psychological well-being and life satisfaction with leisure participation is considered the importance of efficiently using leisure is seen clearly. Positively making use of leisure may be provided with the habitudes gained from childhood. When recreational sport activities which are known to be also contributing to physical health, are considered, physical education teachers play an important role in showing ways to their students. In order to provide a role model for children and adolescents in gaining healthy life style habits, physical education teachers also should have gained these habits by themselves. Additionally it is very important that they experience the beneficial effects of leisure participation. The positive evaluations of the life and psychological well-being of physical education teachers in relation with leisure participation is expected to be reflected to their students who are in a period of learning how to spend their leisure time in healthy and effective ways. Therefore leisure participation, psychological well-being and life satisfaction of physical education teachers were examined in this study.

METHOD

The research is a descriptive, cross-sectional study. The model of the study is scanning where the aim is to describe a situation that was available in the past or is still available as it is (Sahin, 2013).

Population and Sample

Population of the study consisted of 323 physical education teachers working in Public Sector school sunder Ministry of Education in Antalya. 267 physical education teachers participated in the study voluntarily, face-to-face questionnaire method was applied, a rate of return of 83% was achieved (Meanage= 35.64 ± 7.52).

Data Collection Tool

Data collectiontool was a questionnaire consisting of four parts. The first part included questions about demographic information. The second part consisted of questions about participating in recreation activities. Literature and experts were referred for preparing questions in this part. In the third part “Satisfaction with Life Scale” developed by Diener et al

(1985) and adapted to Turkish by Koker (1991) and Yetim (1991) was utilized. This scale was a one-dimensioned scale including 5 questions consisting of Likert scale of 7. In the reliability analysis of Koker (1991), test re-test coefficient was .85, meanwhile in the reliability analysis of Yetim (1991), split-half value was .75, Kuder Richardson 20 was .78. In this study Cronbach alpha coefficient was found out to be .88. In the fourth part of the questionnaire psychological well-being scale developed by Ryff (1989) and adapted to Turkish culture by Akın (2008) was used. The scale was a 6-dimensioned scale including 84 questions consisting of Likert scale of 6. The 6 dimensions were autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, self-acceptance. In language adaptation and validity studies samples consisting of university students and teachers were used. In language adaptation studies the correlations between forms in Turkish and English yielded high and significant coefficients. Test re-test reliability coefficients were between .81 and .85. In validity studies, both explanatory and confirmatory factor analysis were applied. The 6 factors of the scale explained 68% of the variance meanwhile in confirmative factor analysis, goodness of fit index values proved that the scale is valid in Turkish population. (Akın, 2008). In this study, Cronbach alpha values were found between .75 and .87 for the sub-scales of psychological well-being scale.

Data Analysis

As statistical analysis, frequency distributions, descriptive statistics, Mann Whitney U test, Kruskal Wallis, tests and Spearman correlation analyses were applied. The normality of the data was tested by Kolmogorov-Smirnov test.

FINDINGS

Table 1: Demographic Data of Participants

		Frequency	Percentage
Gender	Men	127	47,6
	Women	140	52,4
	Total	267	100.0
Marital Status	Married	203	76,0
	Single	64	24,0
	Total	267	100.0
Perceived Socio-economical Level	Very good	10	3,7
	Good	171	64,1
	Medium	83	31,1
	Poor	3	1,1
	Very poor	0	0
	Total	267	100.0

Number of Children	None	100	37,5
	1	81	30,3
	2	73	27,3
	3	13	4,9
	More than 3	0	0
	Total	267	100.0

Demographic information of the sample was examined and according to the findings the participants were 52,4% women, 76,0% married, 37,5% without children, 64,0% perceiving a good level of income.(Table1).

Table 2: Participation of Physical Education Teachers in Recreational Activities

		N	%
Weekly Duration of Participation	1-5 hours	83	31,1
	6-10 hours	113	42,3
	11-15 hours	43	16,1
	More than 15 hours	28	10,5
	Total	267	100
Weekly Frequency of Participation	1-2 times	116	43,4
	3-4 times	115	43,1
	5-6 times	32	12,0
	More than 6 times	4	1,5
	Total	267	100
Participation in Sport Activities	Active	206	77,1
	Passive	61	22,9
	Total	267	100
Participation in Social Activities	Active	136	50,9
	Passive	131	49,1
	Total	267	100
Participation in Cultural Activities	Active	45	16,9
	Passive	222	83,1
	Total	267	100

When findings concerning participation of subjects to recreation activities are examined, it is found that weekly participation level was 6-10 hours, weekly participation frequency was 1-2 times (43,4%) or 3-4 times (43,1%).

Physical education teachers preferred active participation to sportive and social activities (77,2% and 50,9% respectively), while preferred passive participation (83,1%) to cultural activities (Table 2).

Table 3: People That Participants Prefer to Participate with in Recreational Activities and Their Reasons to Participate

		Frequency of ticks	%	N
I Participate Activities with	I participate alone	96	36,0	267
	Partner	155	58,1	267
	Friends	206	77,2	267
	Children	103	38,6	267
	Organized groups	27	10,1	267
I Participate because	It is enjoyable	150	56,2	267
	I want to be with friends	181	67,8	267
	I want to relax	158	59,2	267
	I want to get rid of stress	150	56,2	267
	I want to enter a new environment	31	11,6	267
	People around me motivate me	32	12,0	267
	To improve my health situation	109	40,8	267
	I want to get rid of loneliness	25	9,4	267
	It gives a feeling of happiness	150	56,2	267
	I want to keep fit	84	31,5	267
	I want to decrease negative effects of aging	67	25,1	267
	I want to learn new skills	33	12,4	267

Participants were asked with whom they preferred to participate in recreational activities and they were let to mark more than one choice. “Participating with friends” was marked with highest frequency. Among 267 teachers that constituted the sample 77.2 % marked this choice. This was followed by “Participating with partner” by 58.1%.

Participants were asked why they were participating in recreational activities and they were let to mark more than one choice. Among 267 teachers 67.8% marked “I want to be together with friends” and 59.2% marked “I want to relax” (Table 3).

Table 4: Mean Scores of Life Satisfaction and Psychological Well-Being Scales

		Mean	Standard Deviation
Life Satisfaction		4.65	1.21
Psychological Well-being	Autonomy	4.35	0.61
	Environmental Mastery	4.52	0.75
	Personal Growth	4.53	0.74
	Positive Relationship with Others	4.70	0.57
	Purpose in Life	4.32	0.72
	Self-acceptance	4.43	0.57
	General Total	4.48	0.50

In Table 4, mean scores that participants receive from the sums of subscales used in the study were demonstrated. From life satisfaction scale, participants received a meanscore of 4.65 ± 1.21 . When psychological well-being scale was considered the highest mean score was achieved from positive relationship with others with 4.70 ± 0.57 and personal growth with 4.53 ± 0.74 .

Table 5: Correlation Coefficients between Life Satisfaction and Psychological Well-Being

	Life Satisfaction	Autonomy	Environ. Mastery	Personal Growth	Positive Rel. with others	Purpose in Life	Self-Acceptance	Psychological well-being total
Life satisfaction	1,000	,272***	,408***	,482***	,115	,422***	,553***	,493***
Autonomy	,272***	1,000	,481***	,477***	,165**	,546***	,606***	,717***
Environmental Mastery	,408***	,481***	1,000	,572***	,343***	,595***	,733***	,830***
Personal Growth	,482***	,477***	,572***	1,000	,099	,736***	,535***	,771***
Positive Relationship with Others	,115	,165**	,343***	,099	1,000	,150*	,353***	,444***
Purpose in Life	,422***	,546***	,595***	,736***	,150*	1,000	,624***	,818***
Self-acceptance	,553***	,606***	,733***	,535***	,353***	,624***	1,000	,855***
Psychological well-being total	,493***	,717***	,830***	,771***	,444***	,818***	,855***	1,000

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

When the correlation of life satisfaction with psychological well-being was considered, it was found out that the highest positive correlation of life satisfaction was with self-acceptance ($r = .553$, $p < 0.001$) which is followed by total scores achieved from psychological well-being scale ($r = .493$, $p < 0.001$) and personal growth ($r = .482$, $p < 0.001$) (Table 5).

Table 6: Life Satisfaction and Psychological Well-being According to Weekly Participation Duration in Recreational Activities

Variable	1-5Hours Weekly (N=83)		≥6Hours Weekly (N=184)		Z	p
	\bar{x}	Ss	\bar{x}	Ss		
Life Satisfaction	4.45	1.06	4.74	1.27	-1.933	0.053
Psychological Well-being						
Autonomy	4.36	0.52	4.35	0.64	-0.331	0.741
Environmental Mastery	4.36	0.73	4.59	0.75	-2.415	0.016*
Personal Growth	4.39	0.73	4.60	0.73	-2.767	0.006**
Positive Relationship with Others	4.93	0.55	4.59	0.55	-3.961	0.000***
Purpose in Life	4.16	0.76	4.38	0.69	-2.271	0.023*
Self-acceptance	4.36	0.52	4.47	0.58	-1,757	0,079
General Total	4.42	0.48	4.50	0.51	-4.647	0.100

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Life satisfaction and psychological well-being of physical education teachers were compared according to participation duration in recreational activities and significant differences were obtained in psychological well-being subscales. As expected, in some of the subscales like “Environmental Mastery, Personal Growth and Purpose in Life, teachers with higher duration of participation have higher mean scores in comparison with the other group. Unexpectedly in “Positive relationship with others” subscale this result is vice versa (Table 6). Life satisfaction is higher in the group with higher duration of participation but the result is not significant ($p>0.05$).

Table 7: Life Satisfaction and Psychological Well-being According to Weekly Participation Frequency in Recreational Activities

Variable	1-2Times Weekly (N=116)		≥3Times Weekly (N=151)		Z	p
	\bar{x}	Ss	\bar{x}	Ss		
Life Satisfaction	4.45	1.18	4.80	1.22	-2.032	0.042*
Psychological Well-being						
Autonomy	4.38	0.57	4.33	0.64	-0.376	0.707
Environmental Mastery	4.45	0.71	4.57	0.77	-0.942	0.346
Personal Growth	4.53	0.61	4.53	0.82	-0.448	0.654
Positive Relationship with Others	4.64	0.47	4.74	0.64	-1.832	0.067
Purpose in Life	4.37	0.66	4.27	0.76	-0.811	0.416
Self-acceptance	4.41	0.57	4.45	0.57	-0.499	0.618
General Total	4.46	0.44	4.48	0.54	-0.607	0.544

* $p<0.05$, ** $p<0.01$, *** $p<0.001$

Life satisfaction and psychological well-being of participants were compared according to weekly participation frequency. According to the findings, life satisfaction of participants with higher frequency of participation in recreational activities was found to be higher than that of participants with lower frequency of participation in recreational activities. No significant differences were detected in psychological well-being scores (Table 7).

Table 8: Life Satisfaction and Psychological Well-being According to Active/Passive Participation in Sport Activities

Variable	Active Participation (N=206)		Passive Participation (N=153)		Z	p
	\bar{x}	Ss	\bar{x}	Ss		
Life Satisfaction	4.79	1.15	4.14	1.33	-3.010	0.003**
Psychological Well-being						
Autonomy	4.37	0.64	4.30	0.47	-1.330	0.183
Environmental Mastery	4.54	0.77	4.42	0.61	-	0.378
Personal Growth	4.55	0.76	4.49	0.69	-0.902	0.367
Positive Relationship with Others	4.72	0.59	4.60	0.47	-1.904	0.057
Purpose in Life	4.37	0.73	4.20	0.69	-1.834	0.067
Self-acceptance	4.45	0.60	4.36	0.39	-1.727	0.084
General Total	4.50	0.53	4.39	0.37	-1.440	0.150

* $p<0.05$, ** $p<0.01$, *** $p<0.001$

In Table 8, the results of the comparison between active and passive participants of Sport Activities are presented. Life satisfaction of active participants of sport activities was higher than that of passive participants. However no significant difference was obtained in psychological well-being of participants according to active and passive sport participation.

RESULTS AND DISCUSSION

The aim of this study was to determine leisure participation, psychological well-being and life satisfaction of physical education teachers working in public schools in Antalya city center. According to findings, participants preferred to participate in recreational activities during 6-10 hours weekly (42.3%) and 1-2 times a week (43.4%). Participants also stated that they prefer active participation in sport and social activities and passive participation in cultural activities.

Participants received a mean of 4.65 ± 1.21 from life satisfaction scale which is a seven-point Likert scale. This yields a life satisfaction over average so physical education teachers show to have a general satisfaction from their lives. Among psychological well-being sub-dimension scores, the highest mean was obtained from positive relationship with others, personal growth, and environmental mastery. The correlations between life satisfaction and psychological well-being were examined and it was observed that, the highest positive correlation of life satisfaction was with self-acceptance ($r=.553$, $p<0.001$) and personal growth ($r=.482$, $p<0,001$) subscales. Although in literature leisure participation, psychological well-being and life satisfaction variables were not studied in physical education teachers very often, the findings of similar studies applied to other populations might be helpful for discussion of the findings.

In this study life satisfaction and psychological well-being of physical education teachers were compared according to leisure participation duration and frequency. Life satisfaction was found out to be higher in the group with higher duration of participation but the result is not significant. Meanwhile the group with higher frequency of participation showed significantly higher life satisfaction. These results showed consistency with the results of various studies in literature (Brown & Frankel, 1993; Hawkins et al., 2004). In some studies significant positive relationships have been found between frequency of leisure participation and life satisfaction (Mannell, 2007). Leisure participation frequency showed to have significant impact on life satisfaction in a study including subjects from different age groups (Rodriguez, 2008). Middle-aged women gave ratings concerning their leisure activities and

these answers made positive and significant contribution to their ratings about their life satisfaction (Lewis & Borders, 1995). In a study of elderly adults, it was found out that activity participation in leisure time increased life satisfaction (Baack, 1985). A significant positive correlation was obtained between leisure participation and life satisfaction in university students (Huang& Carleton, 2003).

When we consider the comparisons of psychological well-being according to leisure participation duration and frequency some significant results were detected. In some of the subscales like “Environmental Mastery, Personal Growth and Purpose in Life, teachers with higher duration of participation showed higher mean scores. Unexpectedly in “Positive relationship with others” subscale this result is vice versa. Meanwhile according to leisure frequency no significant results were obtained from comparisons. In a study including university students the contentment received from leisure time activities showed positive impact on subjective and psychological well-being (Cenkseven&Akbas, 2004). Another study conducted to student-athletes showed that during leisure participation they feel happy about their lives and are hopeful for the future; therefore with high frequency of leisure participation, their sense of accomplishment is increased (Hung & Lee, 2013). There are also studies showing evidence of positive impact of leisure participation on psychological well-being regardless of the duration or frequency of participation. In a municipality project in Milan, participation in cultural activities was found to have positive effects on psychological well-being of especially women (Grossi et al., 2013). In a longitudinal study, increased importance placed on leisure goals increased psychological well-being and leisure was found out to be both a cause and effect on psychological well-being (Iwasaki &Smale, 1998). Engaging in enjoyable activities yielded higher levels of positive psychosocial states and lower levels of depression and negative affect in an adult group (Pressman et al., 2009). In a study by Dupuis and Smale (1995), participating in leisure activities, especially hand-craft arts and visiting friends showed positive impact on psychological well-being (Ma, 2008).

According to the results of the comparison between active and passive participants of sport activities in our study, life satisfaction of active participants of sport activities was higher than that of passive participants. However no significant difference was obtained in psychological well-being of participants according to active and passive sport participation. A study applied to women participants showed that psychological well-being can be enhanced through casual participation in physical activity if the activity supports the interaction between competence, autonomy and relatedness (Lloyd & Little, 2010). The relationship between leisure-time

physical activity and psychological well-being was examined in university students where psychological well-being was measured by subjective vitality scale and students were divided in four groups according to energy consumption level (low, moderate, high and very high). As a result, students with higher physical activity level rated their subjective vitality as higher (Molina-Garcia, Castillo & Queralt, 2011). Students who are active sport participants showed lower negative effect, somatic depression symptom and pessimistic life orientation but positive effect, feeling of consistency, purpose in life and autonomy (Malebo et al., 2007).

As a result it can be concluded that especially life satisfaction is increased by leisure participation especially active participation in sport activities for physical education and sport teachers. This result is very consistent to the findings in literature. In this study few significant results were obtained from psychological well-being sub-scales when compared with the literature but with further studies including more physical education teachers might provide more significant results. Physical education teachers are very important for gaining a healthy life style for young generations. To become a role model for children, a physical education teacher should be able to have a healthy life style y and benefit from this-both physically and psychologically. In this study recreative activity participation, psychological well-being and life satisfaction of physical education teachers were examined however further studies might be proposed. Leisure experiences of physical education teachers can be inquired by including other variables such as leisure satisfaction, leisure constraints and leisure negotiation utilizing higher number of samples.

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