

Leisure Satisfaction as Predictor of Social Intelligence*

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Abstract

One of the professions where social intelligence is significant for improving the quality of education and the social development of students is the teaching profession. In this context, it is important to study leisure satisfaction and the level of social intelligence of teachers in different departments using different parameters. The purpose of this study was to analyze the predictive power of leisure satisfaction on social intelligence. The research group consisted of 283 teachers working in Ankara. The results of the study indicate that both the mean scores for leisure satisfaction and social intelligence differ statistically according to the frequency of teachers' participation in leisure activities and their preferences. According to correlation analysis, positive and significant relationships were found between leisure satisfaction and social intelligence mean scores. Leisure satisfaction was found to be a significant determinant of teachers' social intelligence levels according to regression analysis. Consequently, leisure satisfaction and social intelligence were found to increase in teachers who participate more frequently and actively in leisure activities. It was concluded that leisure satisfaction plays a significant role in participants' social intelligence levels.

Keywords: Teacher, leisure satisfaction, social intelligence.

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Sosyal Zekânın Yordayıcısı Olarak Serbest Zaman Doyumu*

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Öz

Eğitim kalitesinin artırılması ve öğrencilerin toplumsal gelişimi noktasında sosyal zekânın önemli olduğu meslek gruplarından biri de öğretmenliktir. Bu kapsamda farklı branşlardaki öğretmenlerin serbest zaman doyumu ve sosyal zekâ düzeylerini çeşitli parametrelere göre incelemek önem kazanmaktadır. Bu araştırmanın amacı, serbest zaman doyumunun sosyal zekâyı yordama gücünü incelemektir. Araştırma grubu Ankara ilinde görev yapan toplam 283 öğretmendir. Araştırma bulguları, öğretmenlerin serbest zaman aktivite katılım sıklığı ve serbest zaman aktivite katılım tercihi değişkenlerine göre hem serbest zaman doyumu hem de sosyal zekâ ortalama puanlarının istatistiksel olarak anlamlı düzeyde farklılaştığını göstermektedir. Korelasyon analizine göre, serbest zaman doyumu ile sosyal zekâ ortalama puanları arasında pozitif ve anlamlı ilişkiler tespit edilmiştir. Regresyon analizine göre ise, serbest zaman doyumunun öğretmenlerin sosyal zekâ düzeylerinin anlamlı bir belirleyicisi olduğu saptanmıştır. Sonuç olarak, serbest zaman aktivitelerine daha sık ve aktif katılan öğretmenlerin serbest zaman doyumu ile sosyal zekâ düzeylerinde artış olduğu görülmüştür. Bununla birlikte, katılımcıların sosyal zekâ düzeyleri üzerinde serbest zaman doyumunun etken rol oynadığı sonucuna ulaşılmıştır.

Anahtar Sözcükler: Öğretmen, serbest zaman doyumu, sosyal zekâ.

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Introduction

The term recreation, which is evaluated in leisure studies, is a sociological phenomenon that considers individuals using positive psychology (Ateş Keleş and Avcı Taşkıran, 2017; Kraus, 2008; Torkildsen, 2005). Recreation is described as active or passive activities that individuals participate in voluntarily during leisure, apart from their business life and basic needs (Gulam, 2016; Parr and Lashua, 2004). Doğan (2021) specified 45 recreational activities with most frequent participation by individuals in Turkish society, and emphasized that there is a need for personal and social advantages of participation in these activities. Participation provides many advantages in the socio-psychological and physical sense, especially for working individuals who satisfied these needs with leisure activities outside of their working life (Fancourt et al., 2019; Gürbüz and Henderson, 2013; Kara, et al. 2019). These advantages closely correlate with leisure satisfaction from the activities in which individuals participate (Güngörmüş et al., 2018; Sidik and Chick, 2022). In other words, researchers report (Chick et al., 2016; Doğan et al., 2023) that individuals who spend their leisure doing quality leisure activities have a higher sense of satisfaction than others. For the first time in the literature, Beard and Ragheb (1980) attempted to determine this term by measuring leisure satisfaction.

Leisure satisfaction is expressed as the emotional state that the individual experiences after participating in recreational activities during their leisure (Song and Ahn, 2023). Leisure satisfaction is the level of satisfaction achieved in terms of the dimensions of educational, social, physical, psychological, esthetic, and relaxation experiences (Beard and Ragheb, 1980). Typically, determining the leisure satisfaction of individuals differs based on the type of activities in which they participate. Lee et al. (2020) stated that there was an important relationship between participation in physical, tourist, artistic and cultural leisure activities, and leisure satisfaction among Koreans. Getting satisfaction from participating in leisure activities, which basically distract people from negative moods, puts societies with high leisure satisfaction in a socio-psychologically advantageous position (Gürbüz and Henderson, 2014; Shin and You, 2013). Hoeksma et al. (1994) stated that leisure satisfaction which results from participating in leisure activities, negatively affects the individuals' level of exhaustion. Kim et al. (2023) suggested that there are significant relationships between leisure satisfaction and happiness levels of individuals engaging in hiking. Additionally, the perceived stress levels of individuals participating in recreational activities are a significant determinant of their leisure satisfaction (Zhou, 2021). However, satisfaction has significant and positive relations with parameters, which are the main research areas in positive psychology, such as job satisfaction (Pearson, 1998), health (Özkan et al., 2021), hope and psychological well-being (Kim et al., 2023; Kim et al., 2015), happiness (Liu et al., 2021; Wang and Wong, 2014), life satisfaction (Agyar, 2014) and life quality (Sarol and Çimen, 2015).

These results indicate that satisfaction with participating in leisure activities has positive effects on the psychology of the individual and society (Demirel, et al., 2021; Ertaş, 2022). The other effect is the opportunity to be social that leisure activities provide. Regardless of the type, cost, duration, and frequency of leisure activities, they offer the chance to be an individual in society and to get to know people better in all aspects (Parker, 2021; Steinkamp and Kelly, 1987). In this regard, it is thought that social intelligence directly relates to satisfaction resulting from participation in leisure activities and being a social individual.

Relationship Between Leisure Satisfaction and Social Intelligence

The first descriptive approaches to social intelligence date back to the 1920s. According to Thorndike (1920), social intelligence was the ability to comprehend, manage, and interact coherently with other people. Also, based on the same definition, Hunt (1928) defined this term as an ability to deal with people. Herzig et al. (2019), who expressed social intelligence as the capacity of comprehending others and acting rationally and emotionally concerning them, characterized social intelligence as a term in the area of interest of different disciplines such as philosophy, economics, law, and psychology. Social intelligence can be said to be a junction point for leisure satisfaction, which is an area of study in social psychology.

Leisure satisfaction was considered to be a timewise process at the point of being a social individual. With the pleasure of regular participation, participation in leisure activities will eventually

encourage people in becoming social individuals, along with the satisfaction they get from these activities (Ateca-Amestoy et al., 2008; Gürkan et al., 2021; Mouratidis, 2019). Chang et al. (2014) especially stated that participation in physical activity improves the social relations of individuals. Research (Cavins, 2021; Kihlstrom and Cantor, 2000) indicates that individuals with strong social relationships have high social intelligence. Silberman (2000) analyzed the social intelligence term, which is a result of being a social individual, as having eight components: (a) to understand people, (b) to be able to express feelings and thoughts clearly, (c) to express what they need, (d) to be able to exchange feedback with the person whom they are in contact, (e) to influence, to persuade and to motivate the others, (f) to produce creative solutions in complex social situations, (g) to adopt teamwork rather than individuality, and (h) to exhibit the appropriate attitude in dead-end relationships. These components, which determine the social intelligence levels of people, are thought to be affected by activities with social participation, which relate to leisure satisfaction. While leisure activities offer the opportunity to get to know other people, they are also a social area in which social intelligence is used to educate and improve individuals (Hutchinson and Shannon, 2020; Sivan, 2017; Wilkinson et al., 2020). This improvement can affect people's social intelligence levels while benefiting their socialization. In this way, it is expected that individuals who obtain leisure satisfaction with participation in leisure activities will have high social intelligence.

Purpose and Importance of the Study

Many studies about the social, psychological, and physical effects of leisure satisfaction are found when the literature on leisure activities is analyzed (Broughton and Beggs, 2007; Mutz et al., 2021). Especially, the relationship between leisure satisfaction, which is associated with parameters such as subjective well-being (Liu and Yu, 2015) and happiness (Matsumoto et al., 2018), and the mental development process has been ignored. In other words, individuals with high levels of leisure satisfaction can be said to be more social in their daily lives (Tuggle et al., 2016). Although there are few studies in the literature (Wu, 2010; Yeh, 2021) testing the relationship between emotional intelligence and leisure satisfaction, no studies were found about the correlation of this term with the social intelligence dimension. However, apart from leisure satisfaction, the relationship between social intelligence with different parameters was examined and research was implemented in many sample groups (Garg et al., 2020; Lepore and Kliewer, 2019). Especially, the social intelligence levels of teachers and the relationship with different parameters are a mystery for scientists (Jeloudar and Yunus, 2011; Uygun and Aribas, 2020) because teaching is a significant profession for future generations and increases the quality of education. At this point, teachers with high levels of social intelligence will contribute to the quality of education. Therefore, leisure satisfaction of teachers is considered to be highly important, given that it is a concept influencing social intelligence. In the study by Yahyazadeh-Jeloudar and LotfiGoodarzi (2012), they concluded that there was a positive and important correlation between teachers' social intelligence levels and their job satisfaction levels. So, teachers' communication quality and interaction, and professional satisfaction can be explained by Silberman's (2000) social intelligence components. In this sense, we believe that the degree of teachers' satisfaction with participation in leisure activities is a determinant of social intelligence.

The aim of the study was to compare leisure satisfaction and level of social intelligence among teachers with different independent variables and to test the predictive power of leisure satisfaction. The research hypotheses for the study are presented below.

Hypothesis 1 (H1): According to the gender variable, teachers' leisure satisfaction and social intelligence levels will have statistical differences.

Hypothesis 2 (H2): Teachers' leisure satisfaction and social intelligence levels will have statistical differences according to leisure activity participation frequency.

Hypothesis 3 (H3): Teachers' leisure satisfaction and the social intelligence levels will have statistical differences according to leisure activity participation preferences.

Hypothesis 4 (H4): There will be a statistically positive and significant relationship between teachers' leisure satisfaction and their level of social intelligence.

Hypothesis 5 (H5): Teachers' leisure satisfaction will be a statistically significant predictor of their social intelligence.

Method

Research Design

The survey model, which is among the quantitative research methods, was used in this study. The survey models used to describe past and present situations can be divided into two groups; correlational and causal-comparative surveys. The relational survey modal is a method aiming to investigate the presence and degree of two or more covariances. The causal-comparative model is applied to identify causes of an existing situation, variables that affect those causes, and results of these effects (Karasar, 2012). In line with the purpose of the study, a relational survey model was employed in this research.

Research Sample

The population for the study comprised teachers with diverse subject areas who graduated from teaching departments of public and foundation universities and are actively employed. A probability-based sampling technique was employed in the research. In total, 283 teachers ($M_{age}=35,55\pm 9,76$), 131 females and 152 males, participated in the study with the convenience sampling method. The sample group for the study consisted of teachers aged 23-60 years working in different types of schools (public schools/private schools), at different levels (elementary/secondary/high schools), and at different locations in Ankara. The study sample group was contacted through social communication groups where only teachers participate in the fall semester of the 2022/2023 academic year. The survey form, which was prepared online, was delivered to the teachers via these groups.

Research Instruments and Procedures

The study used a "demographic form" which included questions such as age, gender, frequency of participation in leisure activities, and preferences for participation in leisure activities, as well as "Leisure Satisfaction Scale" and "Tromso Social Intelligence Scale" as study instruments.

Leisure Satisfaction Scale (LSS)

The scale, developed by Beard and Ragheb (1980) to determine individuals' satisfaction with leisure activities, was adapted to Turkish by Gökçe and Orhan (2011) with validity and reliability studies. The LSS, which consists of 6 sub-dimensions of social, educational, physical, esthetic, psychological and relaxation, is scored from "1 - almost never true" to "5 - almost always true". There are 24 items on the scale without reverse scoring. In this study, the internal consistency coefficient for the sub-dimensions of the scale was determined as follows: physiological 0.67, education 0.88, social 0.85, physical 0.90 and esthetic 0.83. The model fit of this structure was tested with confirmatory factor analysis and the fit indices were found to be at good levels [$\chi^2/df= 2.91$, RMSEA=.082, RMR= .06, NFI=.86, CFI=. 90, IFI=.91, GFI=0.84].

Tromso Social Intelligence Scale (TSIS)

The scale, developed by Silvera et al. (2001) to determine the level of social intelligence of individuals, was adapted to Turkish by Doğan and Çetin (2009) after validity and reliability studies. The TSIS, which consists of a total of 3 sub-dimensions, namely social information processing, social skills and social awareness, is rated as "1 - strongly disagree" and "5 - strongly agree". There are 21 items on the scale, in which questions 2, 4, 5, 8, 11, 12, 13, 15, 16, 20, and 21 are reverse scored. In this study, the internal consistency coefficients were 0.79 for social information processing, 0.80 for social skills and 0.73 for social awareness. The model fit of this structure was tested with confirmatory factor analysis and the fit indices were found to be at good level [$\chi^2/df= 2.48$, RMSEA=.073, RMR= .08, NFI=.82, CFI=. 91, IFI=.86, GFI=0.86].

Data Analysis

In this study, the data were analyzed using SPSS 22. The skewness and kurtosis (normality distribution of data) and the results of Levene test (equality of variances) were used to check whether the prerequisites for the parametric tests were fulfilled (Büyüköztürk, 2012; Kline, 2011). The data had normal distribution based on skewness and kurtosis coefficients from -2 to +2 (George and Mallery, 2019). MANOVA, Pearson correlation, and regression tests were used to analyze the data. Cronbach alpha coefficients were calculated to test the reliability of the scales.

Ethical Procedures

Approval for the study was obtained from the Ethics Committee of Ankara University Presidency (27.06.2022/12-120). Then, the necessary permissions were received from the authors of the Leisure Satisfaction Scale and Tromso Social Intelligence Scale for use in this study.

Results

In this part of the study, the results for teachers' leisure satisfaction and social intelligence levels are presented.

Table 1. MANOVA results by gender

Scales Sub-Dimensions	Female (n= 131)		Male (n= 152)		p
	Mean	Sd.	Mean	Sd.	
LSS	4.02	.60	4.18	.54	.02*
Psychological	3.87	.71	3.93	.70	.49
Education	4.22	.80	4.25	.68	.79
Social	4.02	.80	4.16	.68	.10
Physiological	4.55	.60	4.60	.58	.45
Relaxation	3.44	.97	3.97	.79	.00*
Esthetic	4.02	.75	3.97	.79	.07
TSIS	3.93	.44	3.88	.53	.38
Social Information Processing	3.92	.48	3.94	.59	.82
Social Skills	4.04	.73	3.93	.75	.25
Social Awareness	3.85	.60	3.76	.60	.25

According to the results of the MANOVA analysis in Table 1, the subdimensions LSS ($F_{(1,281)}=5.41$, $p<0.05$) and relaxation ($F_{(1,281)}=25.15$, $p<0.05$) of participants differed statistically significantly according to gender. In the total score where an important difference was present, the subdimension relaxation was high in favor of male participants. However, no significant difference was found between the mean scores for male and female participants ($p>0.05$).

Table 2. MANOVA results according to leisure activity participation frequency

Scales Sub-Dimensions	Never (1) (N= 32)		Sometimes (2) (N= 163)		Often (3) (N= 88)		p
	Mean	Sd.	Mean	Sd.	Mean	Sd.	
LSS	3.74	.70	4.02	.55	4.40	.43	.00*
Psychological	3.70	.81	3.77	.70	4.21	.58	.00*
Education	4.01	.80	4.14	.76	4.49	.61	.00*
Social	3.89	.83	4.01	.76	4.34	.61	.00*
Physiological	4.17	.83	4.55	.58	4.78	.39	.00*
Relaxation	2.94	1.08	3.58	.85	4.28	.60	.00*
Esthetic	3.75	.89	4.05	.67	4.32	.66	.00*
TSIS	3.94	.44	3.81	.48	4.06	.48	.01*
Social Information Processing	3.91	.57	3.85	.52	4.09	.53	.00*
Social Skills	3.92	.60	3.88	.73	4.20	.76	.00*
Social Awareness	3.99	.53	3.72	.60	3.89	.59	.06

According to the participation frequency in leisure activities, LSS ($F_{(2,280)}=22.64$, $p<0.05$), psychological ($F_{(2,280)}=12.99$, $p<0.05$), education ($F_{(2,280)}=8.20$, $p<0.05$), social ($F_{(2,280)}=7.52$, $p<0.05$), physiological ($F_{(2,280)}=13.72$, $p<0.05$), relaxation ($F_{(2,280)}=37.53$, $p<0.05$), esthetic ($F_{(2,280)}=8.65$, $p<0.05$) and TSIS ($F_{(2,280)}=7.16$, $p<0.05$) differed significantly in the subdimensions of social skills ($F_{(2,280)}=12.99$, $p<0.05$) and social information processing ($F_{(2,280)}=5.86$, $p<0.05$). The mean scores for teachers who participated more frequently in leisure activities were higher than those of other teachers for all subdimensions in which a significant difference was found (Table 2).

Table 3. MANOVA results according to leisure activity participation preference

Scales Sub-Dimensions	Active (n= 168)		Passive (n= 115)		P
	Mean	Sd.	Mean	Sd.	
LSS	4.28	0.49	3.86	0.60	0.00*
Psychological	4.08	0.67	3.64	0.68	0.00*
Education	4.42	0.63	3.97	0.80	0.00*
Social	4.23	0.70	3.91	0.76	0.00*
Physiological	4.73	0.47	4.36	0.67	0.00*
Relaxation	3.94	0.86	3.40	0.89	0.00*
Esthetic	4.26	0.66	3.86	0.73	0.00*
TSIS	3.99	0.49	3.77	0.47	0.00*
Social Information Processing	4.01	0.53	3.82	0.53	0.00*
Social Skills	4.14	0.74	3.75	0.68	0.00*
Social Awareness	3.84	0.61	3.74	0.58	0.17

In Table 3, according to the leisure activity participation preference of the study group, LSS ($F_{(1,281)}= 41.14, p<0.05$), psychological ($F_{(1,281)}= 28.89, p<0.05$), education ($F_{(1,281)}= 27.77, p<0.05$), social ($F_{(1,281)}= 13.33, p<0.05$), physiological ($F_{(1,281)}= 29.47, p<0.05$), relaxation ($F_{(1,281)}= 26.17, p<0.05$), esthetic ($F_{(1,281)}= 21.90, p<0.05$) and TSIS ($F_{(1,281)}= 19.73, p<0.05$), social information processing ($F_{(1,281)}= 1.83, p<0.05$) and social skills ($F_{(1,281)}= 13.79, p<0.05$) subdimensions were found to be significantly different. In all subdimensions where a significant difference was found, the mean scores for teachers who actively participated in leisure activities were higher than others.

Table 4. Correlation analysis results

	LSS (F1)	LSS (F2)	LSS (F3)	LSS (F4)	LSS (F5)	LSS (F6)	TSIS (F1)	TSIS (F2)	TSIS (F3)
LSS (F1)	1								
LSS (F2)	.71**	1							
LSS (F3)	.54**	.72**	1						
LSS (F4)	.53**	.65**	.62**	1					
LSS (F5)	.48**	.43**	.40**	.44**	1				
LSS (F6)	.53**	.56**	.56**	.55**	.48**	1			
TSIS (F1)	.34**	.39**	.36**	.31**	.27**	.36**	1		
TSIS (F2)	.31**	.39**	.35**	.32**	.20**	.27**	.50**	1	
TSIS (F3)	.03	.12*	.07	.12	-.07	.06	.36**	.49**	1

**= p<0.01, *= p<0.05

LSS= Leisure Satisfaction Scale (F1= Psychological, F2= Education, F3= Social, F4= Physiological, F5= Relaxation, F6= Esthetic)

TSIS= Tromso Social Intelligence Scale (F1= Social Information Processing, F2= Social Skills, F3= Social Awareness)

According to the results of the Pearson correlation analysis in Table 4, positive and moderately significant relationships were found between all subdimensions of the LSS and the TSIS subdimensions social information processing and social skills ($p<0.05$). At the same time, there was a low level important correlation between the education dimension of the LSS and the social awareness subdimension of the TSIS ($r=0.12; p<0.05$).

Table 5. Regression analysis results

	B	Standart Error	β	p
Constant	2.539	.220	-	.00
Psychological	.010	.057	.015	.85
Education	.155	.065	.233	.01
Social	.051	.056	.077	.36
Physiological	.064	.066	.077	.33
Relaxation	-.024	.036	-.044	.50
Esthetic	.063	.051	.092	.21
Constant= TSIS (Dependent Variable)				
R= 0.403	R ² = 0.162			
F _(6,276) = 8.918	p= 0.00			

The results of the regression analysis in Table 5 indicate that the LSS subdimension education was a significant predictor of TSIS ($R=0.403$; $R^2=0.162$; $F_{(6,276)}=8.918$, $p < 0.05$). The sub-dimensions of LSS, namely psychological, social, physiological, relaxation, and esthetic, were not significant predictors of TSIS ($p > 0.05$). There was a positive and moderate relationship ($R=0.403$) between participants' LSS and TSIS, and LSS explained 16% of the total variance in TSIS.

Discussion

In this study, teachers' gender, frequency of leisure activity participation, and leisure activity participation preferences were examined by correlating with leisure satisfaction and social intelligence. In addition, the aim was to determine the predictive power of leisure satisfaction for teachers' social intelligence.

Gender, leisure satisfaction and social intelligence (H1)

There was a statistically significant difference in the leisure satisfaction levels of male and female participants in the total score and the relaxation sub-dimension. This result, in which significant differences were determined in favor of male participants, is consistent with research findings of Doğan et al. (2019) about academics. This result can be linked to cultural differences in the selection of leisure activities between males and females in Turkish society. When the social intelligence levels of teachers are examined in terms of gender, there was no statistically significant difference. Findings that coincide with the results of this research are frequently found in the literature (Ali et al., 2019; Malik et al., 2018). Contrary to this result, Zbihlejova and Birknerova (2022) found that the social intelligence levels of business managers varied according to gender. The reason for this may be the lack of a sexist approach in the structure of society, cultural factors and social rights provided to teachers, and the social status of the profession.

Leisure activity participation frequency, leisure satisfaction and social intelligence (H2)

A significant difference was found for all sub-dimensions of leisure satisfaction according to the frequency of participation in leisure activities of the research group. The average scores for teachers who participate in leisure activities more frequently were higher than the others. Lee et al. (2020) determined that there was a positive relationship between the amount of weekly leisure activity participation and leisure satisfaction, but they concluded that there was no significant increase in the leisure satisfaction level of individuals after a certain amount of participation. This result was determined by the activities that individuals participate in and the psychologically sustainable state of those activities (Johnson et al., 2006; Leiferman and Evenson, 2003). In other words, regular participation in leisure activities and the feeling of satisfaction obtained from those activities are interrelated parameters (Stacey et al., 2019). According to the frequency of teachers' participation in leisure activities, a significant difference was found for the sub-dimensions of the social intelligence scale of social information processing and social skills. In these two sub-dimensions, the average scores of the teachers who participated in leisure activities more frequently were higher than the others. Leisure activities offer people the opportunity to improve their social relationships (Chang et al., 2014). According to this, we can say that more frequent participation in leisure activities, especially involving a social environment, contributes to the social information processing and social skills of individuals.

Leisure activity participation preference, leisure satisfaction and social intelligence (H3)

A statistically significant difference was found for all of the leisure satisfaction sub-dimensions according to the teachers' leisure activity participation preference (active-passive) and in the social information processing and social skills sub-dimensions of the social intelligence scale. The average scores for participants who actively participate in leisure activities were higher than the others. Individuals who spend their leisure, especially recreational activities, with physically active participation achieve a high sense of satisfaction (Holder et al., 2009; Lee et al., 2023). Shin and You (2013) stated that active leisure activities including physical activity have a positive and significant relationship with leisure satisfaction. However, Chul-Ho et al. (2020) indicated that passive leisure activities do not have a significant effect on being a social individual. Therefore, leisure activities with active participation provide individuals with the opportunity to be more social compared to activities with passive participation, along with provided an increased sense of satisfaction (Chun et al., 2022).

The reason for this can be attributed to the physiological effects of leisure activities with active participation. However, the social intelligence levels of individuals who actively participate in leisure activities were higher than others. This is considered to be linked to the communication and interaction skills provided by these activities.

Leisure satisfaction and social intelligence (H4, H5)

The correlation coefficients between the mean scores for teachers' leisure satisfaction sub-dimensions and the social intelligence scale social information processing and social skills sub-dimensions were positive and significant. As a result of the regression analysis, the education sub-dimension of the leisure satisfaction scale was a significant predictor of social intelligence. When the literature is examined, leisure satisfaction was positively related to parameters (happiness, subjective well-being, life satisfaction, and health) within the research area of positive psychology (Chick et al., 2016; Liu, 2014; Yoo, 2022). Tian et al. (2020) researched recreational marathon runners and indicated that leisure satisfaction positively affects the subjective well-being of the participants. However, there is no research found that explains the relationship between leisure satisfaction and social intelligence. In addition, based on the research findings, these results support the findings of other studies. Social intelligence was observed to be associated with parameters such as emotional intelligence, cultural intelligence (Crowne, 2009), empathy, aggression (Kaukiainen et al., 1999), job satisfaction (Yahyazadeh-Jeloudar and Lotfi-Goodarzi, 2012), life satisfaction, and perceived stress (Rezaei and Mousanezhad Jeddi, 2020). It is considered that leisure satisfaction provides positive benefits to people by allowing them the opportunity to develop social individual skills.

Conclusion and Recommendations

As a result of this study conducted to investigate the relationships between teachers' participation in leisure activities and social skills, in a cross-sectional study on, the results were in favor of men overall and for the relaxation sub-dimension of leisure satisfaction according to the gender variable. However, no gender difference was found for the subdimensions of social intelligence. The social intelligence scale social information processing and social skills subdimensions and all subdimensions of leisure satisfaction were higher in favor of the study group that participated more frequently in leisure activities and actively engaged in leisure activities. In addition, positive correlations were found between leisure satisfaction and social intelligence subdimensions, and leisure satisfaction was an effective factor in teachers' social intelligence levels.

In general, it is concluded that more frequent and active participation in leisure activities is a significant factor in the differences between the psychological, physiological, and social development of teachers' leisure satisfaction and the level of social intelligence, especially for leisure activities based on physical activity. Based on the conclusion that social intelligence is predicted by leisure activities, it is important that teachers' preferences for leisure activities are sustainable and effective. Initiatives can be planned to promote teachers' active participation in quality leisure activities with social gains. Regardless of the professional group, individuals should develop the habit of regular leisure activity based on physical activity with active participation, in all stages of life. In this context, training programs should be organized to raise awareness of teachers and students. Encouraging policies should be followed, especially for participating in leisure activities based on physical activity. In addition, scientific study on this issue should be conducted and is a recommendation of this research.

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