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Examining the Relationship Among Leisure Satisfaction, Emotional Intelligence, Hedonia and Eudaimonia

Boş Zaman Tatmini, Duygusal Zekâ, Hedonia ve Eudaimonia Arasındaki İlişkilerin İncelenmesi

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ÖZ

Bu çalışma boş zaman tatmini, duygusal zekâ, hedonia ve eudaimonia arasındaki ilişkileri incelemeyi ve anlamayı amaçlamaktadır. Araştırma verileri, Türkiye'de Bitlis Eren Üniversitesinde görev yapan 222 akademik ve idari personelden, daha önce yapılmış çalışmaların ölçekleri aracılığıyla anket tekniği kullanılarak toplanmıştır. Açıklayıcı faktör analizi yapmak için öncelikle SPSS 23 Programı kullanılmıştır. Sonraki adımda, çalışmanın yapısal eşitlik modelini test etmek için veriler SmartPLS istatistik yazılımı aracılığıyla analiz edilmiştir. Çalışmanın ölçüm modelinin incelenmesi amacıyla Cronbach Alpha, CR ve AVE değerlerinin yanı sıra ayırt edici geçerlilik bulguları değerlendirilmiştir. Yapısal model için ise bootstrapping tekniği kullanılmıştır. Yapılan analizler sonucunda çalışmanın üç hipotezi de kabul edilmiştir. Diğer bir ifadeyle, bulgular, derinlemesine bir bakış açısıyla boş zaman tatmininin duygusal zekâyı etkilediğini, duygusal zekânın ise hedonia ve eudaimoniayı etkilediğini kanıtlamaktadır. Bu sonuçlara bağlı olarak üniversite tarafından boş zaman etkinliklerinin Bitlis geneline yaygınlaştırılması personelin daha iyi performans göstermesi için gerekli görülmektedir. Hem akademik hem de idari personelin verimliliğinin artması, Bitlis Eren Üniversitesi ve Türkiye'deki diğer üniversiteler için daha sağlıklı bir çalışma ortamının yaratılması beklenmektedir. Bu nedenle, başta Bitlis Eren Üniversitesi olmak üzere çeşitli üniversitelerin, çalışanlarını çeşitli etkinliklere katılmaya teşvik etmeleri ve bu etkinliklerin düzenlenmesi için inisiyatif almaları önemlidir. Bu çalışmadan elde edilen sonuçlara dayanarak, çeşitli teorik ve pratik katkılar tartışılmaktadır.

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ABSTRACT

This study aims to examine and understand the relationships between leisure satisfaction, emotional intelligence, hedonia and eudaimonia. The research data were gathered from 222 academic and administrative staff of Bitlis Eren University in Turkey using a questionnaire technique through previous studies measurement scales. Firstly, SPSS 23 Program was used to make an explanatory factor analysis. In the following step, the data were analysed through SmartPLS statistical software to test the structural equation model of the study. In order to examine the measurement model of the study, Cronbach Alpha, CR and AVE values as well as discriminant validity findings were evaluated. Bootstrapping technique was used for the structural model analysis. As a result of the analysis, all three research hypotheses were accepted. Namely, analysis results prove that, from an in-depth perspective, leisure satisfaction affects emotional intelligence, and emotional intelligence affects hedonia and eudaimonia. On these results, promoting and spreading leisure activities throughout Bitlis by the university seems necessary for the staff to perform better. It is expected to increase the productivity of both academic and administrative staff and create a healthier working environment for Bitlis Eren University and other universities in Turkey. Therefore, it is crucial that various universities, especially Bitlis Eren University, encourage their staff to participate in some form of activities and take the initiative to organize these activities. Based on the results of this study, several theoretical and practical contributions are discussed.

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Introduction

Contributing to the satisfaction, the pursuit of happiness, and serving as an assistant in the process of "need fulfilment" of individuals (Beard & Ragheb, 1980), leisure has begun to be discussed with its dimensions that refer to different paradigms, reaching a depth that cannot be defined only with the concepts of freedom, free choices, and free time (Aitchison, 2010). Within the context of the satisfaction component, leisure, regardless of outside influences, satisfies physiological and emotional needs through active or passive activities in which the person willingly participates to learn new and different abilities (Kaya, 2016). In this context, researches conducted in different disciplines, different fields and motivations (Brown et al., 1973) focused on antecedents such as leisure satisfaction, age, culture, social status, and stress (Di Bona, 2000; Riddick, 1986; Ngai, 2005; Chun et al., 2012) and its consequences such as emotional intelligence, personality, and well-being are discussed. These studies pave the way for more research into how leisure time affects people's lives (Beard & Ragheb, 1980). These research have accepted that people often seek leisure activities to satisfy their psychological needs for happiness and well-being (Eskiler et al., 2019), and from a mental and psychological point of view, leisure satisfaction is one of the strongest predictors of coping with stress (Chun et al., 2012). In other words, evidence shows that mental health is significantly affected "by the amount of satisfaction an individual receives from leisure activities" (Riddick, 1986). Despite these effects, studies examining the relationships between hedonia and eudaimonia, which are among the dimensions of leisure satisfaction, emotional intelligence and well-being, have not received much attention. Therefore, the aim of this study is to examine the relationships among leisure satisfaction, emotional intelligence, hedonia and eudaimonia within the framework of a structural model.

Emotional intelligence is a construct that has attracted the attention of business management, leadership and organizational development researchers (Stoyanova-Bozhkova et al., 2022; Sü Eröz, 2013) and happiness researchers in recent years (Zacher et al., 2013). In these studies, emotional intelligence is seen as an emotional awareness of oneself and others, which contributes to professional productivity and emotional management, and the discussions are about whether emotional intelligence is a theory of personality, a form of intelligence or a combination of both (Sfetcu, 2020). Some of those studies conducted in this context have analysed the relationship between personality, emotional intelligence and well-being (Salavera et al., 2020), however, the analysis of the relationships between emotional intelligence, hedonia and eudaimonia within the scope of the leisure activities draw little attention. Therefore, emotional intelligence has been viewed as a combination of personality and intelligence in this study as its involvement in the perception of emotions, self-esteem, motivation, and well-being.

Hedonia and eudaimonia concepts are widely studied by researchers in leisure field. These studies are either mentions on experiences or well-being. Both of the concepts needs to be studied together as pursuit of extreme hedonia can backfire without realizing one's potential and living a meaningful life or eudaimonia (Chen & Zeng, 2023). As known from the previous studies, leisure promotes psychological well-being by providing the necessary tools to meet and maintain the needs of individuals (Cho, 2020). However, how leisure affects hedonia and eudaimonia with the contribution to the development of emotional intelligence is seen as an overlooked issue in the literature. Depending on the purpose of this study, it is expected to answer following questions.

- 1- Does leisure satisfaction have any effect on emotional intelligence?
- 2- Does emotional intelligence have any effect on eudaimonia?
- 3- Does emotional intelligence have any effect on hedonia?

There are some reasons that make this study essential for institutions and organizations. Firstly, emotional intelligence, which gains importance within the scope of communication and interaction with the environment in order to stay in a workplace and make progress, is drawing attention of organisations and the idea of investing for people is increasing (Sü Eröz, 2013). The main reason for this situation is that employees with high emotional intelligence understand organizational norms and rules, they can show a high level of sensitivity to behavioural expectations, contribute significantly to performance (Cameli & Josman, 2006; Lam & Kirby, 2002). Secondly, emotional intelligence can provide achieve higher success both in the workplace and in private lives of individuals, thereby a tool for employees to explore the connection between emotions and cognitive task performance (Schutte et al., 2001). Thirdly, participating in leisure activities can create a wider potential area for employees to meet their needs such as realizing the goals they have shaped in their minds, learning new things, and revealing the skills and abilities of the individual, by getting rid of daily troubles (Cevik et al., 2021). When evaluated in terms of academics, leisure activities can contribute to the success and productivity process by affecting the mental health of academicians (Aşkın, 2016). From a similar point of view, Başarangil (2018) points out that participation in leisure time activities will affect the productivity as well as physical and mental health. However, he emphasizes that even academics with high education and income levels cannot participate in a sufficient level and variety of activities. Based on these points, knowing how the satisfaction obtained from leisure choices is related to personal and social harmony, mental health and general happiness (Beard & Ragheb, 1980) is considered beneficial in the sustainable development of various sectors. In this context, the research conducted at Bitlis Eren University is important in terms of increasing the productivity of both academic and administrative staff and creating a healthier working environment. In addition, this study is considered valuable in terms of raising awareness in the management/administrative staff of other universities.

Literature Review

Leisure Satisfaction

The individual's preference and satisfaction with participating in the leisure experience (Mouratidis, 2019; Lee, Shafer & Kang, 2005) is a measure of the comparison of expectations with the actual situation (Francken & Van Raaij, 1981; Engel et al., 1995; Hill et al., 2003), and explains the degree of meeting conscious or unconscious needs (Wang et al., 2008). In general terms, this measure points out the positive perceptions and emotions that participation in various activities evokes in the individual (Kong et al., 2020; Liu & Yu, 2015). Therefore, leisure satisfaction is defined as positive perceptions or emotions that develop by satisfying such needs due to an individual's engagement in leisure activities (Beard & Ragheb, 1980).

Satisfying leisure experiences is essential in establishing life-long leisure patterns within both individual and social contexts (Beggs & Elkins, 2010). Subjective emotions (Shen, 2017) that can vary (Liu & Yu, 2015) as a result of the leisure activity preference process (Beard & Ragheb, 1980) contribute “to the integrity, modernization, recognition and development of the society”, thereby contributing to the individual's happiness, well-being and happiness in collective life, and meet the security needs (Eris, et al., 2018; Cankul & Cankul, 2022). Thus, leisure activities support the development of social skills as opposed to the feeling of isolation in society (Kama & Ağbay, 2023). From an individualistic point of view, leisure, conceptualized as a real state of mind (Lee et al., 1994) which provides a sense of freedom, relaxation and pleasure, relieving stress, increasing “personal performance and restoring physical strength, providing a balance between body and mind” (Chen & Li, 2020). In short, those who participate in leisure activities enhance not only short-term pleasures, but also long-term outcomes such as satisfaction, pleasure, socialization, belonging, and spirituality (Liu & Yu, 2015). Various activities satisfy different needs in this process depending on the individual's inclusion criteria.

According to Di Bona (2000), active activities such as swimming, sports and aerobics can meet more physiological and socialization needs. On the other hand, passive activities such as watching television are expected to meet the need of relaxation (Di Bona, 2000). Eskiler et al. (2019) states that extreme athletes' recreational activities can contribute to discovering special abilities, experiencing feelings of curiosity, struggle and success, and enjoying life. These studies point out that it is necessary to examine the concept of leisure satisfaction within its sub-dimensions such as psychological, physiological, educational, social, relaxation, and aesthetic (Serdar et al., 2022). These dimensions are explained in various studies to uncover the importance of leisure satisfaction (Beard & Ragheb, 1980; Wang et al., 2008; Kaya, 2016). The relaxation dimension reduces anxiety and stress, and the physiological dimension shows how satisfied individuals are with improved health due to their leisure time participation (Choi & Yoo, 2017). Additionally, Beard and Ragheb (1980) emphasize that the educational dimension is related with how much individuals learn about themselves, others' and the environment, while the aesthetic dimension is related to the cleanliness and design of the recreation areas. Within the scope of this study, hedonia and eudaimonia dimensions are included by replacing psychological satisfaction dimension.

Emotional Intelligence and Leisure Satisfaction

Emotional intelligence, one of the core and essential features in human life, includes the capacity to reasoning and direct the emotions that inspire behaviour (Brackett et al., 2004). In other words, emotional intelligence is “subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer, 1990, p. 189). Moreover, the concept of emotional intelligence can be defined by The 360 Emotional Competency Inventory as “the capacity to recognize emotions, motivate ourselves, and manage our and others' emotions” (Quoted in Watkin, 2000, p. 89). Therefore, emotional intelligence combines the emotional and intellectual domains, considering emotions as valuable sources of information that help to understand and navigate the social environment (Salovey & Grewal, 2005). In the context of the skills perspective of perception, integration, understanding, and management of emotions, various topics such as understanding oneself and others, relating to people, adapting to environmental demands, and dealing with them more successfully are discussed (Baron 2002). The verbal and nonverbal evaluation and expression of emotions, the regulation of emotions, and the use of emotions in problem solving tasks are within the scope of emotional intelligence (Mayer & Salovey, 1993). Depending on these definitions and features, emotional intelligence is discussed within the framework of trait and ability models.

It has been argued that the trait model complicates emotional intelligence because all traits cannot be related to emotional intelligence (Mayer et al., 2000). On the other hand, ability models provide a broad framework for elaborating the scope of emotional intelligence. Emotional intelligence, which is considered as a skill within the scope of this research, can be combined with general intelligence, which consists of evaluating and expressing verbal and non-verbal emotions, regulating one's own and others' emotions, and using emotions to solve problems (Mayer & Salovey, 1993). Appraisal theories of this model are directly effective in shaping the emotion and producing an emotion based on the inferences of the facts about personal harm and wounds for personal well-being, without requiring an additional evaluation process (Inmaculada & Hernandez, 1998).

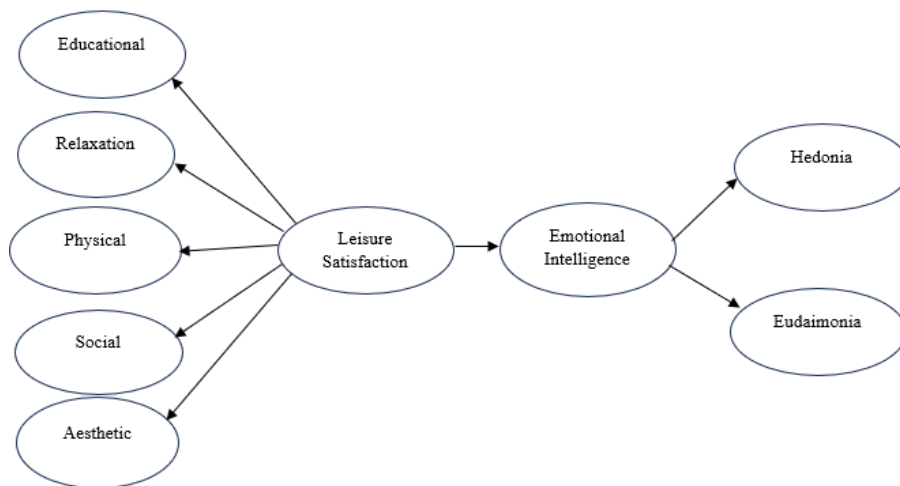
Leisure cannot be defined as just a means of entertainment, as it provides an environment that transforms the human skills required for the labour market and social networks into cultural capital with the ethical principles of caring for oneself and others (Rojek, 2010). Various activities play an essential role in developing mutual interactions and social skills of individuals who are in communication depending on their emotional intelligence

capacity to achieve their goals (Koçyigit et al., 2018). In their research by referring to leisure time, life satisfaction and being aware of one's own and others' emotions, Yıldırım and Latifoğlu (2020) proved that an increase in the level of satisfaction from leisure time causes an increase in emotional intelligence. According to Singh (2017), the level of physical activities that individuals perform in their free time is generally correlates positively with emotional intelligence and subscales such as awareness, motivation, emotional stability and personal development. The fact that leisure activities contain a certain level of emotional intelligence is a requirement for the individual to be able to transfer competence with feelings such as awareness, sensitivity and sentiment towards the environment (Rojek, 2010). The emphasis of Rojek (2010) in his research, that leisure cannot be free and independent of emotion in any way, has been criticized by some researchers. It is stated that many activities and events may not have a relationship with emotional intelligence or there may be a very small relationship between activity and emotions (Atickison, 2010; Godbey, 2010). However, expressing that leisure satisfaction is a variable that significantly predicts emotional intelligence for teachers, Wu (2010) drew attention to the importance of outdoor and indoor recreation, sports activities and cultural activities. Therefore, the first hypothesis of this research is:

H₁: Leisure satisfaction positively affects emotional intelligence of university staff.

Emotional intelligence, Hedonia and Eudaimonia

In general terms, hedonia means maximizing pleasant experiences and minimizing painful ones (Chen & Zeng, 2023), while eudaimonia expresses the combination of social well-being, which includes social adaptation, integration and contribution, and psychological well-being, which includes features such as good relations with others, personal development, and purpose of life (Keyes, 2002; Ryff, 1989). As hedonia focuses on the rewards from the present time and the situation, eudaimonia focuses more on engaging with something important and meaningful (Løvoll, 2019). The relationship between leisure satisfaction and hedonia and eudaimonia has been proven by many studies (Chun et al., 2022; Saragih & Amelia, 2020; Lee & Hwang, 2018). However, it has been observed that the relations between emotional intelligence and hedonia and eudaimonia have received little attention within the scope of leisure research. In general, studies in various disciplines have shown that emotional intelligence has a high correlation with eudaimonia, and it has been seen that it can be an independent and unique predictor of both hedonia and eudaimonia (Extremiera et al., 2011; Bhullar, 2013; Salavera et al., 2020). Salavera and Usan (2022) emphasized that the ability of adolescents to manage emotions or self-regulation develops by time, and eudaimonic well-being develops at the stage of moving from concrete thoughts to abstract thoughts by developing advanced reasoning skills and learning to control emotions better. Similarly, according to Schutte et al. (2002), individuals with high emotional intelligence can be expected to use the ability of understanding and regulating emotions to provide a more positive mood and higher self-esteem. In other words, it is observed that individuals with high emotional intelligence refer to memories, and remember their experiences in order to develop both hedonia and eudaimonia. While ability-based models indicate that there is no relationship between emotional intelligence and hedonia and eudaimonia, trait models indicate that hedonia and meaningful life perception will be affected by emotional intelligence by increasing positive emotion, decreasing negative emotion and life satisfaction dimensions (Di Fabio & Kenny, 2016). Moreover, emotional intelligence mediates between leisure activities and happiness and personal development (Callea et al., 2019).

Figure 1: Model of the study

Based on these points, the following hypotheses have been established.

H₂: Emotional intelligence positively affects hedonia.

H₃: Emotional intelligence positively affects eudaimonia.

Methodology

Measurement of Variables

Data of this study were collected by questionnaire technique through the measurement scales of previous studies. The leisure satisfaction variable was measured with twenty items which were adapted from the study of Beard and Ragheb (1980). Leisure satisfaction consists of physical, aesthetic, social, educational, and relaxation dimensions. Each of these dimensions has four items. Hedonia and eudaimonia variables were measured with 12 items adapted from Lengieza et al. (2019). Lastly, the emotional intelligence scale was adapted from the study of Schutte et al. (1998) with ten items. 43 scale items were adapted from English and translated into Turkish with the “back translation” method to ensure all the items were correctly and clearly understood (Brislin, 1970). To determine the inconsistencies that may occur in the translation process, assistance was obtained from a language expert and from 12 experts of sciences to ensure the items were applicable and representative of the associated dimensions. In this process no problems with wording or measurements were found. The seven-point Likert scale was used in the scale.

Data Collection

The data were gathered from academics and administrative staff of Bitlis Eren University. Improved emotional intelligence through participating in leisure activities helps employees perform better in a working environment with a better understanding of rules, and show higher level of sensitivity to behavioural expectations (Başarangil, 2018; Aşkın, 2016). Therefore, it is expected that studying on university staff will contribute significantly to enhance better performance at universities. Due to the importance of education in nations we explored the pathway model to develop an understanding of the situation. Bitlis Eren University has been selected as the research area because of the time and budget limitations. Permission was obtained from Bitlis Eren University Ethics Committee to collect data for the study (Code 2022/15-23 E.3165 dated 30.12.2022).

The research was conducted between 15 May and June 19, 2023. Within the scope of the study, a preliminary study was first conducted with a sample group of 62 people to determine the comprehensibility of the items used in the scale and how long it took to complete the survey.

The surveys completed during the preliminary study process were effective in determining that the items were suitable for the final study and there were no problems. Within the scope of the study, 246 questionnaires were collected with random sampling technique. The whole name list (email list) of the 511 academic staff, and 368 administrative staff was provided by the university and employees were contacted via email or face-to-face, and 24 of the questionnaires were extracted from the study due to insufficient and invalid responses. As suggested by Hair et al. (2006) the minimum sample size of 10 times is provided by 222 valid questionnaires, which exceeds the number of arrowheads pointing at a latent variable anywhere.

Table 1: Demographic Variables

	n	f		n	f
Gender			Marital Status		
Female	68	30,6	Married	166	74,8
Male	154	69,4	Single	56	25,2
Total	222	100,0	Total	222	100,00
Age			Education		
18-24	9	4,1	Primary	1	,5
25-34	69	31,1	Secondary	19	8,6
35-44	103	46,4	Associate Degree	29	13,1
45-54	34	15,3	Bachelor	49	22,1
55+	7	3,2	Master Degree	52	23,4
			Doctorate	72	32,4
Total	222	100,0	Total	222	100,0
Status			Residency in Bitlis		
Academic Staff	106	47,7	0-9	81	36,5
Administrative Staff	116	52,3	10-19	63	28,4
Total	222	100,00	20-29	27	12,2
			30-39	25	11,3
			40+	26	11,6
			Total	222	100,00

The data were analysed through SmartPLS statistical software to test structural equation model of the study. The SmartPLS was chosen due to the low sample size. The sample characteristics are summarized in Table 1 by age, gender, education, and occupation. As seen in table 1. 115 administrative staff and 106 academic staff participated in the study.

Findings

Measurement model

The measurement model of this study is examined through the composite reliability (CR), Cronbach's alpha values and average variance extracted (AVEs). Since five item from EI, two items from leisure satisfaction and one item from hedonia variables had low factor loadings, these items were deleted. The analysis of the scale with 35 items showed that CR and Cronbach Alpha values exceeded the acceptable threshold level of .70, and .50 for AVEs (Hair et al., 2017). Therefore, the evidence of internal consistency and satisfactory convergent validity has been proved. Furthermore, Hair et al (2006) states that the outer loading value needs to be .708, as seen from Table 2 the outer loadings exceeded the threshold level.

Table 2: Factor loading, Cronbach Alpha, CR and AVE

Scale Items		Loadings	Cronbach's	CR	AVE
Education			.875	.915	.729
EG1	"My leisure activities increase my knowledge of the things around me."	.889			
EG2	"My leisure activities provide opportunities to try new things."	.864			
EG3	"My leisure activities help me learn about myself."	.875			
EG4	"My leisure activities help me learn about other people."	.784			
Social			.831	.887	.662
S1	"I interact socially with others through my leisure activities."	.819			
S2	"My leisure activities help me develop close relationships with new people."	.837			
S3	"The people I meet in my leisure activities are friendly."	.772			
S4	"In my leisure time, I make friends with people who enjoy doing leisure activities."	.825			
Physiological			.889	.931	.818
P2	"I do leisure time activities that improve my physical fitness."	.908			
P3	"I do leisure activities that heal me physically."	.931			
P4	"My leisure activities help me stay healthy."	.874			
Relaxation			.899	.937	.832
R1	"My leisure activities help me relax."	.920			
R2	"My leisure activities help me reduce stress."	.943			
R3	"My leisure activities contribute to my emotional health."	.873			
Aesthetic			.875	.915	.729

ES1	“The places where I do my leisure activities are spacious and clean.”	.812		
ES2	“The places where I do my leisure activities are well designed.”	.849		
ES3	“The places where I engage in my leisure activity are interesting.”	.839		
ES4	“The areas or places where I do my leisure activities are beautiful.”	.913		
Emotional Intelligence			.913	.932 .697
EI3	“While doing an activity I realise how I feel”	.836		
EI4	“While doing an activity I realise the nonverbal messages (body language, facial expression, etc.) I send to others.”	.834		
EI5	“While doing an activity I usually know why my feelings change.”	.870		
EI6	“While doing an activity I easily recognize my emotions as I experience them.”	.849		
EI9	“While doing an activity I can understand how another person is feeling from the tone of his/her voice.”	.769		
EI11	“While doing an activity I realise non-verbal (body language, facial expression, etc.) messages sent by other people.”	.848		
Eudaimonia			.924	.941 .727
E1	My activities help me to think about my true potential	.827		
E2	“My activities help me mature as an individual.”	.877		
E3	“My activities make me feel like I have a purpose in my life.”	.911		
E4	“I experience times when I can reflect myself in activities.”	.871		
E5	“Doing activities helps me think about the meaning of life.”	.860		
E6	“I can think deeply about the issues that I care about while doing an activity.”	.763		
Hedonia			.834	.883 .604
H1	“I laugh a lot at when I do activities.”	.769		
H2	“My activities are fun.”	.808		
H3	“I am happy when I do activities.”	.859		
H4	“My activities allow me to stay away from negative news on TV, newspaper and internet.”	.728		

H5	“While doing activities, I forget about the problems in the world, even for a short time.”	.713
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In another analysis to control the measurement model, discriminant validity was held, and assessed by examining the Fornell-Larcker and HTMT values. As can be seen in Table 3 HTMT values were less than the 0.85 threshold (Henseler et al., 2015) and Fornell-Larcker criteria was acceptable. This result indicates that the correlation between the structures are reliable and well-predicted.

Table 3. Fornell-Larcker and HTMT

	Education	Aesthetic	Eudaimonia	Emotional Intelligence	Physiological	Hedonia	Relaxation	Social
Education	(.854)							
Aesthetic	.505	(.854)						
Eudaimonia	.590	.608	(.853)					
Emotional Intelligence	.495	.515	.586	(.835)				
Physiological	.425	.612	.496	.421	(.905)			
Hedonia	.567	.664	.649	.573	.498	(.777)		
Relaxation	.576	.552	.609	.509	.357	.728	(.912)	
Social	.562	.419	.427	.466	.341	.482	.490	(.814)

Note. Fornell-Larcker in the parenthesis.

Structural Model

The structural model was analysed through bootstrapping R2 values of all the latent variables in the model were above 0.10 (Hair et al. 2017). When the results of the standardized path coefficients are examined path of leisure satisfaction to emotional intelligence ($\beta_{LS \rightarrow EI} = .597$, t value= 9.619), emotional intelligence to eudaimonia ($\beta_{EI \rightarrow EUD} = .548$, t value= 9.780) have significantly positive effect.

Table 5: Structural model

Hypothesis	Relationships	β	t-value	f^2	Decision
H ₁	Leisure satisfaction \rightarrow Emotional intelligence	.597	9.619	.555	Supported
H ₂	Emotional intelligence \rightarrow Eudaimonia	.548	9.780	.430	Supported
H ₃	Emotional intelligence \rightarrow Hedonia	.506	7.301	.344	Supported

Emotional Intelligence $R^2 = .357$, $Q^2 = .240$; *Eudaimonia* $R^2 = .301$, $Q^2 = .211$; *Hedonia* $R^2 = .256$, $Q^2 = .145$

Lastly, the effect of emotional intelligence on hedonia ($\beta_{EI \rightarrow H} = .506$, t value= 7.301) also seem significant. The results of the R2 and Q2 values indicate that the path model has reliable predictive power and predictive relevance. Also, the Cohen f^2 values have medium effect size for each scale (Kock, 2014) and h1, h2 and h3 hypothesis found to be acceptable. Therefore, all three hypotheses were accepted.

Discussion and Conclusion

The relationships between leisure satisfaction, emotional intelligence, hedonia and eudaimonia were examined within the framework of a structural model in this study. The results of analysis show positive correlations between the constructs, and all three hypotheses were accepted. The study is among the pioneering studies in the leisure literature in terms of investigating the effects of emotional intelligence on hedonia and eudaimonia. The research results prove that in an in-depth perspective, leisure satisfaction affects emotional intelligence, and emotional intelligence affects hedonia and eudaimonia. Based on these results, there are several theoretical contributions of this study.

The results of this study shows that leisure satisfaction is effective on emotional intelligence. This result is similar to the studies in the literature (Bakar & Yaşartürk, 2023; Wu, 2010). Previous studies show that various activities chosen by individuals have strong effect on their emotional intelligence (Singh, 2017). As stated before (Yıldırım and Latifoğlu, 2020), an increase in the level of satisfaction from leisure time causes an increase in emotional intelligence. Moreover, it must be pointed that leisure activities contain a certain level of emotional intelligence is a requirement for the individual to be able to transfer competence with feelings such as awareness, sensitivity and sentiment towards the environment (Rojek, 2010).

Since emotional intelligence is based on humanism, human relations, and social responsibility, it includes the ability to understand, cooperate and influence other people (Sfetcu, 2020). Therefore, this results from the fact that leisure causes individuals to interact with each other. Individuals improve their ability to adapt to circumstances by effectively regulating their emotions, and applying coping techniques and interpersonal skills to minimize harm and maximize benefit (Bhullar et al., 2013). Emotional intelligence can also lead to many personal and professional successes, from improving the general quality of life to increasing career success (Lam & Kirby, 2002). Therefore, it is suggested that individuals who are not satisfied with their business life to make changes in leisure activities to reverse this situation (Pearson, 1998). Considering the effect of emotional intelligence on the individual's performance, the various activities to be held at universities and the fact that cities offer a wide range of leisure will positively increase the universities' successful ranking.

In leisure time, individuals generally gain feelings of health, entertainment, satisfaction, relief, and happiness while fulfilling their needs without expecting any financial benefit (Kaya, 2016). Also, individuals' leisure preferences may contribute to their self-esteem, a high self-concept, confidence, and an appreciation process (Ragheb & Griffith, 1982). These gaining's result with hedonia and eudaimonia. The results of this study show that emotional intelligence is separately related with both hedonia and eudaimonia. Rafique & Aslam (2020) claim that as a person gets older, their emotional intelligence affects hedonia and eudaimonia positively. Extremera et al. (2011) found that as a skill emotional intelligence was more associated with eudaimonia than hedonia. They provided evidence of the possible effects of emotional intelligence in maintaining a positive mood and a better way of life and improving human functioning. The knowledge of the effect of emotional intelligence on eudaimonia is essential because eudaimonia is positively related to work productivity, negatively related to turnover intention (Turban & Yan, 2016; Zheng, 2015), and highly related to organizational citizenship behaviours (der Kinderen & Khapova, 2020).

Similarly, in this study, the results suggest that emotional intelligence affects hedonia. Individuals with high emotional intelligence experience more self-efficacy and motivation; therefore, they approach their tasks more optimistically (Schutte et al., 2001). Hedonia (Turban & Yan, 2016; Peiró et al., 2019), which is vital for employees' job satisfaction levels and better job performance, has an important place in employees' mental health (Keyes, 2002) and

happiness levels together with eudaimonia. Considering that a happy employee is also an efficient employee (Cropanzano & Wright, 2001), employers or corporate managers need to consider the emotional intelligence that affects these two phenomena. Subjective well-being increases the likelihood of energetic employees to experience positive emotions such as enthusiasm, vigor, and vitality by helping organizations effectively involve their staff to gain a sustainable competitive advantage (Butt et al., 2020).

When this study's theoretical and empirical results are evaluated, it is seen that the satisfaction obtained from activities beyond solely participating in has a significant effect on individuals. Depending on these results, it is important that various universities, especially Bitlis Eren University, encourage their staff to participate in some form of activities and take initiative to organize these activities. In this context, it is helpful to make various suggestions by referring to the results of another research (Kama & Ağbay, 2023) conducted in Bitlis about the need for leisure. In the research, authors have suggested many possible leisure activities in Ahlat the district of Bitlis. Those activities range from activities that can be done around the lake, to nature activities, from indoor activities to educational activities and event venues deemed necessary. Promoting and spreading these activities throughout Bitlis by the university is important for the staff to perform better. From this point of view, sports facilities, malls, theatre, cinema and concert events, festivals, courses need to be established in the city. Moreover, from the simplest view, regular picnics may improve social relations between staff. Institutional agreements can be made to enable staff to access those facilities and engage in different activities.

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