



The Mediating Role of Leisure Time Management in The Effect of Stress Coping Methods on Leisure Satisfaction among Tourist Guides

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ABSTRACT

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The seasonal work, unemployment problem, low and variable wages, and irregular and long working hours of tourist guides cause them to get stressed. In this context, it is essential that tourist guides be aware of stress coping methods and apply these methods in order to manage stress. In this regard, the participation of tourist guides in leisure activities to cope with stress and relieve stress provides positive and important contributions. This study aims to reveal the mediating role of leisure time management in the relationship between stress coping methods and leisure satisfaction. For this purpose, a survey was administered to professional tourist guides working in three travel agencies operating in Antalya. According to the findings obtained from the data analysis, it was found that leisure satisfaction did not differ according to age, gender, educational background and working period, but it differed according to working year and recreational activities. A positive relationship was revealed between the variables of stress coping methods, leisure time management and leisure satisfaction, and it was also found out that leisure time management had a partial mediating role in the effect of stress coping methods on leisure satisfaction.

ÖZ

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Mevsimsel çalışma, işsizlik sorunu, düşük ve değişken ücretler ile turist rehberlerinin düzensiz ve uzun çalışma saatleri strese neden olmaktadır. Bu bağlamda, turist rehberlerinin stresle başa çıkma yöntemlerinden haberdar olmaları ve stresi yönetmek için bu yöntemleri uygulamaları esastır. Bu nedenle, turist rehberlerinin stresle başa çıkmak ve stresi azaltmak için boş zaman etkinliklerine katılımı olumlu ve önemli katkılar sağlar. Bu çalışma, stresle başa çıkma yöntemleri ve boş zaman memnuniyeti arasındaki ilişkide boş zaman yönetiminin aracı rolünü ortaya koymayı amaçlamaktadır. Bu amaçla Antalya'da faaliyet gösteren üç seyahat acentesinde çalışan profesyonel turist rehberlerine anket uygulanmıştır. Veri analizinden elde edilen bulgulara göre, boş zaman memnuniyetinin yaş, cinsiyet, eğitim durumu ve çalışma süresine göre farklılık göstermediği, çalışma yılı ve rekreasyon faaliyetlerine göre farklılık gösterdiği saptanmıştır. Stresle baş etme yöntemleri, boş zaman yönetimi ve boş zaman memnuniyeti değişkenleri arasında pozitif bir ilişki olduğu, aynı zamanda, boş zaman yönetimi, stresle başa çıkma yöntemlerinin boş zaman memnuniyeti üzerine etkisinde kısmi aracılık rolünün olduğu da tespit edilmiştir.

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1. Introduction

The fact that tourism is a social, cultural and economic activity and at the same time based on intensive human relations is regarded as an important feature that distinguishes it from other sectors. Therefore, tourists who buy and use tourist products at the center of tourism activities are undoubtedly the most important fact of tourism. Touristic tours are the main tourist products purchased by tourists within the scope of tourism activities. Tourist guides are the ones whom tourists mostly interact with during the tour and who have the greatest impact on tourists' satisfaction of the touristic tours they make. A tourist guide is someone who guides tourists participating in a tour within the scope of a specific program (Ahipasaoglu, 2001, p.44), interprets the cultural and natural heritage of the places visited and the environment in a fascinating and entertaining way (Ap and Wong, 2001, p.551) and provides information and tell stories about the people encountered (Leclerc and Martin, p. 182). In the study of Jahwari et al. (2017), it was concluded that verbal and non-verbal communication skills of tourist guides played an important role in earning tips.

While tour guiding is considered an easy, enjoyable and interesting profession from an external perspective, it is clear that it is a difficult profession and carries vital responsibilities and risks considering the characteristics of the profession, the qualifications required in tour guides, and the tasks to be performed under time pressure. Tour guides, who have critical importance in the design and presentation of tourism experience, should concentrate on tourists and empower them to experience everything they come to experience (Parsons et al., 2019, p.142). In addition, tour guides have to make the tour easier and fun by playing the role of a "guide plus", which involves going beyond traditional expectations by encouraging individual participation and meaning creation by tourists (Hansen and Mossberg, 2017, p.275). Despite all these difficult tasks, tourist guides have always been ignored (Mak et al., 2011, p.1442). Many factors such as organizational and professional problems, constantly travelling during the tour, being in close relationship with tourists, dealing with all the problems of the tourists participating in the tour and adapting to irregular working hours cause stress. Stress is defined as a condition that occurs when the mental and physical limits of the organism are threatened and forced in the face of a case/event that affects the organism (Yıldırım, 1991, p.176). Stress, which is one of the most important organizational and individual problems of our age, is an issue that needs to be emphasized due to its effects and results in working life. Employees can undergo intense work stress because they are obliged to act quickly under intense time and work pressure, feel the necessity to solve the problems that arise, have

problems of adaptation to change or face a workload above their capacity. Stress, which significantly affects work productivity and efficiency by adversely affecting the psychological well-being in especially working individuals, is regarded as a process that must be coped and managed. In order to successfully complete the tour process, it is important that tour guides develop a strategy to cope with stress, which is described as the inevitable problem of today's world and the disease of the age. This contributes to managing a successful tour process and achieving maximum benefit in business functions.

Leisure is the time when an individual gets rid of mandatory activities and connections for himself and others and engages in an activity that he chooses with his own free will (Tezcan, 1982, p.10). Participation in leisure activities and taking pleasure in these activities play an effective and important role in coping with stress. Leisure satisfaction is related to the quality that individuals perceive from how they make use of their leisure time and it generally indicates how satisfied individuals are with their leisure time (Kovacs, 2007, p.42). Participation in leisure activities affects the development of attitude towards leisure activities and increases leisure satisfaction (Kleiber et al., 2011, p.138). The leisure activities of tour guides help them learn skills, knowledge, and different viewpoints from other people, which can enhance the creativity and performance of the guides' work (Liang, 2019, p.18). In this context, it can be claimed that leisure time management, which is a process that involves the creation of leisure time that individuals can freely use in order to take a rest, engage in, have fun, or improve themselves in line with their desires and tendencies without obligations (Akgül and Karaküçük, 2015, p.1868), and the planning, scheduling and effective organization of activities to be conducted within the leisure time created (Wang et al., 2011, p.562), plays a decisive role in coping with stress and achieving leisure satisfaction.

Therefore, the purpose of this study was to examine the relationships among stress coping methods, leisure satisfaction and leisure management of tourist guides and to evaluate the moderating effects of stress coping and leisure management on leisure satisfaction and mediating effect of leisure management between stress coping methods and leisure satisfaction. It is thought that this article, which is an original study in terms of revealing the relationship and influence between these three variables that were not discussed in academic studies before, will make an important contribution to the literature. The specific objectives are as follows:

1. Determine the relationships among stress coping methods, leisure management and leisure satisfaction.
2. Examine the effects of the independent variable “stress coping methods” on the dependent variables “leisure management and leisure satisfaction”.
3. Evaluate the mediating effect of leisure management between the predictor variable “stress coping methods” and the criterion variable “leisure satisfaction”.

2. Literature Review

2.1. Stress and Stress Coping

The concept of stress, which is derived from the Latin word "Estrictia" (Baltaş and Baltaş, 1998, p. 298) was used for the first time by physicist Robert Hooke (17th century), and is described by another physicist, Thomas Young, as follows, p. “It is the force or resistance within the material. The material responds to the external force exerted on it at its own rate. The elastic body is bent and twisted by this stress response and tries to balance this external force and adapt to it” (Şahin, 1998, p. 2). Hans Selye (1977, p.23), a Hungarian endocrinologist who first explained biological stress scientifically, describes stress as "the non-specific response of the body to any external demand made upon it”. About the meaning of stress, scientists think that stress has differences according to scientific disciplines. Stress is described as neuro-physiological difference according to physiologists, a chemical reaction according to biochemists, tension according to medical doctors, and anxiety and distress according to psychologists (Aydın, 2004, p.51).

When other definitions of stress are considered, it is seen that stress is defined as people's reaction to the difference between their expectations and the real world (Magnuson, 1990, p.24), a state of tension in a person's emotions, thought processes or physical conditions that threaten his strength to cope with the environment (Davis, 1982, p.566), a result of the uncertain and important dynamic conditions of the opportunities, limitations, or claims that people face (Robbins, 1996, p.611), a process that is caused by one's environment and leads to pushing his limits (Cüceloğlu, 2000, p. 321), and an individual's cognitive, physical and mental response to the perceived stimuli (Budak, 2003, p.700). Within the framework of these definitions, stress can be expressed as an unspecified physiological and psychological effect which is shown against events that are perceived as a sign of danger or warning for the well-

being and welfare of individuals, and therefore addressed inadequately (Akatay, 2007, p.170).

Stress is a very comprehensive phenomenon involving social, developmental, mental, psychological and physiological aspects and occurs when pressure exceeds your perceived coping ability (Palmer and Cooper, 2007, p.6). Stress can arise from the threatening and challenging conditions of the external environment, as well as the way an individual views the environment and interprets the information coming from the external environment (Ramasubramanian, 2017, p.309; Peters et al., 2017, p.165). Sources of stress in working life are expressed as excess workload, monotonous work structure, low wages, lack of promotion opportunities, inconvenient working conditions, disagreement with management decisions, perception of organizational injustice, time pressure, lack of equipment, unrest in work environment, organizational cynicism, mismatch between personality and job requirements, and low status (Baltaş and Baltaş, 1998, p.134). Individuals under stress often get angry easily and react harshly, even in the face of very minor events. Their sleep patterns change, they consume more drinks and cigarettes, and they become increasingly tired and restless. When their tension increases, their blood pressure rises, their memory weakens and their concentration is broken (Norfolk, 1989, p.30). The symptoms of stress are often contradictory and complicated. At this point, stress symptoms are addressed in three groups as physical, behavioural and psychological symptoms despite the individual differences (Telman, 1986, p. 13).

The ability to cope with stress is defined as an individual's ability to create solutions in response to the negative effects of stress and produce positive results and maintain this level (Erdem, 2015). Stress is present at every stage of life and has many positive effects provided that the individual keeps it under control. In processes where stress cannot be kept under control, the individual harms both himself and those around him. For individuals whose work involves being in close relationship with people, such as tourist guides, keeping stress under control, managing stress, and developing strategies in this regard affect individual development very positively. Coping with stress is basically the process of an individual's resistance in the face of a stressful situation, and it can be evaluated as an individual's struggle against a negative situation and effort to analyze the environment (Yurtsever, 2009). Coping with stress involves reducing and removing the emotional negativity caused by stress factors, or strengthening the behavioural or emotional reactions shown to bear this negative affect (Schafer, 1978, p.15).

Coping with stress is important for individuals. Individuals need to care about this process in order to have psychological and physical well-being, to protect their mental and physical health, to lead a productive life and not to decrease their productivity in working life. It is considered unlikely that an individual will completely remove stress from his or her life. Therefore, the purpose of stress coping is to direct the individual towards energy and efficiency (Schafer, 1987). The most discussed conceptual basis for stress and coping was developed by Lazarus. Lazarus argued that cognitive assessment occurs when people consider two major factors that contribute to their responses to stress, p. First, the threatening tendency of stress to the individual, and the second, the assessment of the resources required to minimize, tolerate or eliminate stressor which produces stress (Yun et al., 2019, p.126).

The role of individual methods in coping with stress is quite high. The common point of these methods is that they accept the necessity of controlling individual habits or lifestyles, and physical, psychological and behavioural patterns. Stress coping methods are usually examined in two main categories as emotion-oriented and problem-oriented methods. Individuals using problem-oriented coping methods try to understand and change the situation that leads to stress directly. This method is described as efforts to remove the stressful situation, to minimize the effects or to change the person's relationship with the source of stress. It also includes cognitive and behavioural strategies, such as recognizing the stress factor in the cognitive restructuring processes, actively evaluating it, selecting the option to change the situation, and actively taking action to solve the problem. People using emotion-oriented methods try to cope with the emotions caused by the stressful situation. Emotion-oriented coping strategy does not tend to change the problem or situation directly, but it aims to add new meanings to the stressful situation and to manage, reduce or remove the emotions related to the event (Folkman and Lazarus, 1980, p.219-220).

While there are many studies in the literature about the variables of stress and stress coping, no research conducted for tourist guides has been encountered. When some of these studies are examined, it is seen that they are on topics like stress, work stress and stress coping, and the studies conducted indicate that Lazarus and Folkman (1986) conducted their study on 85 married couples, Scheier et al. (1986) on 211 high school students, Brems and Johnson (1989) on 138 individuals, Ptacek et al. (1992) on 186 university students, Durmuş and Tezer (2001) on 255 university students, Aysan et al. (2002) on 172 university students, Renk and Creasey

(2003) on 169 adolescents, Freydenberg and Lewis (2004) on 870 adolescents, Seiffge-Krenke and Beyers (2005) on 112 individuals, Bilge and Çam (2008) on 262 individuals, Brougham et al. (2009) on 166 university students, Demirüstü et al. (2009) on 6386 university students, Özdemir et al. (2011) on 221 teachers, Tomruk (2014) on 120 academics, Yılmaz (2018) on 130 fire-fighters, Turunç (2015) on 494 tourism workers and Dumanlı (2018) on 372 tour guides. As a result of the study conducted on guides by Dumanlı and Köroğlu (2018), a relationship was observed between stress coping methods and humour styles, and it was determined that the tourist guides who could cope with stress used humour styles more than those who could not, the factor that most affected the stress coping methods of the guides was submissive approach and the factor that most influenced humour styles was the self-enhancing humour factor. Tsaur and Tang (2012) state that stress negatively affects the well-being of female employees in accommodation establishments, and indicate that Planned-Breather Leisure Coping Style (PBLCS) affects it positively, but Avoidant Leisure Coping Style (ALCS) affects it negatively.

2.2. Leisure Time Management

Time has properties that cannot be rented, borrowed or purchased, reproduced, stored, and saved, and that is consumed by using, and wasted if not made the best of it (Wang, 2014, p. 592). Time is defined by Tezcan (1982, p.7) as a part in individuals' life that is long- or short-term, cannot be repeated, can be measured with hours and has a beginning and end. The concept of leisure time is generally explained together with the concept of time (Karaküçük and Gürbüz, 2007, p.23). Leisure time is usually defined as the time when you are not working or studying (Hacıoğlu et al., 2003, p.16). The term "leisure" is derived from the English words "Leisure" (being given a chance), "Loisir" (being free), "License" (authorizing), "Liberty" and "Licere" (permission) (Torkildsen, 1999, p. 73).

Managing time well provides opportunities on an individual basis to plan career better and prepare for the future, to develop yourself, to follow technology and adapt to it, to allocate more time for family and other individuals, to take a rest, to think, to have fun, to develop new ideas, and to start new projects (Sayan, 2005, p.11). When used positively, leisure time provides personal and social development; but when used negatively, it causes problems such as depression and lack of discipline (Karaküçük, 2008, p.50). In this context, using leisure well and managing it is a situation requiring wisdom (Wang et al., 2012, p.416) and skill. As it is known, desire, money, and leisure are essential conditions for a tourism activity to take

place. The realisation of a tourism activity is not possible if one of these three elements is missing. According to Frash Jr. et al. (2019), leisure is a pleasant necessity in which people are far from an unpleasant obligation and do not feel important pressure to do activities. Godbey (1990, p.2) defines leisure time in four categories as time, activity, state of existence and state of mind. *Time* refers to some portion of our life in which we can freely do what we want; *activity* is about an individual's will to improve himself, to amuse, to rest, to be discharged after getting rid of his family-work and social responsibilities and to increase his voluntary participation in social activities; *state of existence* means a deep mood of contemplation, and time that is spent in an unhurried, calm, and independent manner; and *state of mind* refers to individuals' belief that they are free and they control events rather than being controlled by events.

Although leisure time management is a new concept (Tabarsa et al., 2013, p.65) it is an important issue (Chin-Shyang and Cheng-pin, 2012, p.169). This concept was first developed by Wang and Kao (2006, p.25) who stated that effective time management consists of five components, p. goal setting and evaluating, technique, values, scheduling and immediate response. The idea of leisure management which involves recreation activity not necessarily directed towards economic efficacy has evolved considerably over the years (Pavelka, 2017, p. 22). Leisure time management is defined by Fişekçioğlu and Özsarı (2017, p.304) as individuals' activity of behaving in a planned and programmed manner in order to make use of the time they have apart from the time they work and need. This plan and program includes the management of processes such as what should be done, when it should be done and how it should be done consciously and reasonably. Wang et al. (2011, p.562), on the other hand, takes into account the nature and characteristics of leisure time and defines it as a process involving the planning, scheduling and effective organization of activities to be conducted in the leisure time. The way people use their free time affects how they manage their lives. In order to lead a quality life, people should use their leisure time efficiently. Well-planned leisure time management has a significant impact on the physical and psychological aspects of people's lives (Wang et al., 2014, p.595-601). In order to spend leisure time effectively, it needs to be managed, and thus the importance of leisure time management skills becomes evident. The ability to manage leisure time can direct the stress level, academic success and socialization of individuals positively or negatively (Eranıl and Özcan, 2018, p.780). Many sources suggest that leisure management has a positive impact on people's lives (Tabarsa et al., 2013, p.66).

Among these five factors of Wang and Kao (2006); *goal setting* and *evaluating* refers to an individual's ability to plan and prioritize the goals and tasks to be completed in his free time; *technique* indicates the ability of an individual to organize leisure time and collect the relevant information before his leisure time; *values* refers to the perception that leisure time is being valuable and happy; and *scheduling and immediate response* expresses one's ability to re-schedule his free time if he cannot implement his original plans (Klerk and Bevan-Boya, 2014, p.15).

In the literature, it is seen that few studies have been conducted on leisure time management. When some of these studies are examined, it is found out that Wang et al. (2011) conducted a study on 403 university students, Wang et al. (2014) on 454 elderly people, Akgül and Karaküçük (2015) on 447 university students, Arı (2017) on 516 teacher candidates, Fişekçioğlu and Özsarı (2017) on 50 disabled athletes, Çakır (2017) on 250 university student, Yaşartürk et al. (2018) on 309 university students, and Eranıl and Özcan (2018) on 408 high school students.

2.3. Leisure Satisfaction

The concept of satisfaction, which emerged in the 13th century and is derived from the Latin word "satis" that means 'sufficient' (Parker and Mathews, 2001, p. 39), means meeting expectations and the satisfaction felt (Akıncı, 2002, p.2; Naktiyok, 2002, p. 168). Kovacs (2007, p.29) defines satisfaction as meeting the impulses, motives, needs and expectations of individuals. Oliver (1993, p.419) describes satisfaction as "a positive cognitive and active reaction to a service event". While Beard and Ragheb (1980, p.22) defines the concept of leisure satisfaction as "the positive perception or emotions of an individual as a result of the individual's being engaged in leisure activities and choices", it is described by Ardahan and Lapa (2010, p. 131) as the degree of fulfilment of an individual's expectations of the activities in which the individual takes part passively or actively on a voluntary basis to gain new skills independent of external constraints and to achieve health, entertainment, satisfaction, renewal and sense of happiness with health, social, cultural, sportive or artistic expectations, without expecting any financial gains. Leisure satisfaction helps to interpret how an individual gets satisfaction from leisure choices associated with his social life, mental health and overall happiness. It is also possible to suggest that leisure satisfaction, and leisure motivation and

behaviours have socio-psychological consequences (Hargrove, 2011, p.42). In this context, leisure satisfaction is defined as the formation of the perception of positive well-being as a result of individuals' use of their leisure time (Yurcu, 2017). Generally, leisure satisfaction is described as an indicator of the satisfaction level aimed towards meeting the needs of individuals in terms of experience (Kara et al., 2019, p.179).

Leisure activities, motivated by cultural and psychological needs, are the time free from the demands of work or other types of duty, and leisure activities are the activities that individuals choose to perform during this time. Leisure satisfaction is defined as the positive perceptions or emotions that an individual creates or gains as a result of participating in leisure activities and his or her choices (Liang, 2019, p.5). As is seen, leisure satisfaction provided by general leisure activities and experiences is an important life domain with significant contribution to health and well-being (Moutaridis, 2019, p.1). Leisure satisfaction, in other words, refers to how satisfied an individual is with the leisure activities he or she participates in. Studies have found that leisure satisfaction has a positively strong effect on life satisfaction (De Vos, 2019, p.624) and plays a crucial role for improving SWB and reducing the occurrence of symptoms of depression (Chang et al., 2014, p.518). This interest in leisure satisfaction stems, in large part, from its strong relationship to life satisfaction (Choi and Yoo, 2017, p.141) and quality of life (Rosa, 2019, p. 682). Several studies in the literature have shown how leisure satisfaction is associated with other individual life dimensions, underlying the importance of these associations in the life of a person (Freire and Teixeira, 2018, p.3).

It is stated that participation in leisure activities contributes to individuals' psychosocial development, and the frequent and regular participation in sports, outdoor recreation and other leisure activities increases the well-being of people of all ages. Regular participation in these activities can eliminate the factors that lead to stress, and it is also a way for the individual under stress to get rid of this negativity (Kleiber, 1980, p. 207; Patterson and Carpenter, 1994, p.108). Leisure is an important factor in the well-being of an individual in daily life (Broughton and Beggs, 2007, p.3). Although leisure activities have different natures and contents, they have important roles in satisfying the vital needs of the individual such as self-expression, physical and mental development, sense of belonging to a group, and sensitivity, and in becoming socialized, creating social environment, eliminating the monotony and stress of life and having psychological well-being (Karlı et al., 2008). Within the scope of these statements, it can be put forward that participation in leisure activities plays an active role in

coping with stress and achieving leisure satisfaction in individuals' lives.

When the studies on leisure satisfaction are examined, it is observed that there are many academic studies on this subject. When some of these studies are examined, it is found out that Francken and Raaij (1981) conducted a study on 176 households, Kyle et al. (2003) on 1879 event visitors, Broughton and Beggs (2007) on 187 elderly individuals, Karlı et al. (2018) on 561 university students, Gökçe (2008) on 454 individuals, Ardahan and Lapa (2010) on 804 university students, Lapa et al. (2012) on 1239 university students, Chen et al. (2013) on 701 university students, Yetim (2014) on 658 fitness members, Eruzun (2017) on 524 women and Birinci (2018) on 1665 event visitors.

2.4. The Relations between Stress Coping, Leisure Time Management and Leisure Satisfaction

It is seen that many academic studies have been done before and today about stress and coping with stress. However, in the studies conducted in the literature, there was no study investigating the relationship between stress coping, leisure time management and leisure satisfaction variables discussed in this study. In addition, it has been found that a few academic studies have been conducted to examine the relationship between stress coping methods and leisure management, stress coping methods, leisure satisfaction and leisure management and leisure satisfaction. Trenberth et al. (1999, p. 89), in a study with 695 principals and vice principals in schools, leisure time management was considered as a strategy for dealing with work-related stress and showed that it plays an important role in promoting and promoting physical and mental well-being. In a study conducted by Misra and McKean (2000, p. 41) with 249 university students, leisure time management, including leisure activities, could be an effective strategy to reduce the academic stress of university students. However, in recent years, it has become a popular field of study to discover how leisure management contributes to individuals' coping with stress, managing stress and ensuring leisure satisfaction (Iwasaki et al., 2005, p. 81). Few empirical studies emphasizing and confirming the importance of leisure management in terms of coping with stress and having psychological well-being appear to have addressed the role of leisure management in shaping people's leisure needs and preferences in coping with stress (Coleman and Iso Ahola, 1993). Coleman and Iso Ahola (1993) have suggested that social support created by leisure management, which conceptualizes the relationship between leisure and stress, will cushion

the relationship between increased life stress and mental and physical health and play an effective role in coping with stress (Hutchinson et al., 2008, p. 10). Iwasaki et al. (2005, p. 79), with the participation of 132 staff working in the police and emergency services, found that leisure management, supported by relaxing leisure activities, was the strongest positive predictor of dealing with stress.

In particular, the work of Ragheb and McKinney (1993), which establishes a negative relationship between stress and leisure satisfaction, is the first academic study that associates leisure satisfaction with stress. Mausbach et al. (2012, p. 433), with the participation of 116 caregivers, a significant and negative relationship was found between stress and leisure satisfaction. In a study by Cunningham and Bartuska (1989, p. 65), it was found that people with higher head time satisfaction experienced less stress than those with low leisure time. In the study, which was aimed by Klitzing (2004, p. 483) to reveal the elements that help to understand and cope with the stress of women living in the shelter, leisure satisfaction supported by leisure activities was found to be an important stress-coping strategy.

In the literature, it was found that the only study investigating the relationship between leisure time management and leisure satisfaction was conducted by Çakır (2017, p. 25). In this study, there was a positive and significant relationship between the two scales in the correlation analysis study for the determination of the relationship between the leisure satisfaction scale and the total scores of the leisure management scale, but since regression analysis was not performed in this study, no information about the effect levels between the two variables was found. In the same study, it was determined that gender was an important factor on leisure satisfaction and age was an important factor on leisure management. In line with these studies, below are the hypotheses to be tested in line with the model envisaged in this study.

H₁: There is a statistically significant difference between leisure satisfaction and demographic characteristics of tourist guides.

H_{1a}: There is a statistically significant difference between the leisure satisfaction of the tourist guides and their gender.

H_{1b}: There is a statistically significant difference between the leisure satisfaction of the tourist guides and their ages.

H_{1c}: There is a statistically significant difference between the leisure satisfaction of the tourist guides and their educational status.

H_{1d}: There is a statistically significant differentiation between leisure time satisfaction of tourist guides and working hours.

H_{1e}: There is a statistically significant differentiation between leisure time satisfaction of tourist guides and working years.

H_{1f}: There is a statistically significant difference between the leisure satisfaction of the tourist guides and the participation of recreational activities.

H₂: There is a positive and significant relationship between stress coping methods, leisure management and leisure satisfaction.

H₃: Stress management methods positively and significantly affect leisure management.

H₄: Leisure time management positively and significantly affect leisure satisfaction.

H₅: Leisure management had an intermediary variable role between stress coping methods and leisure satisfaction.

3. Methodology

The quantitative method was chosen during the implementation period of the study. In the model, the relationship between stress coping methods, leisure time management and leisure satisfaction is proposed to be positive, as illustrated by Figure 1.

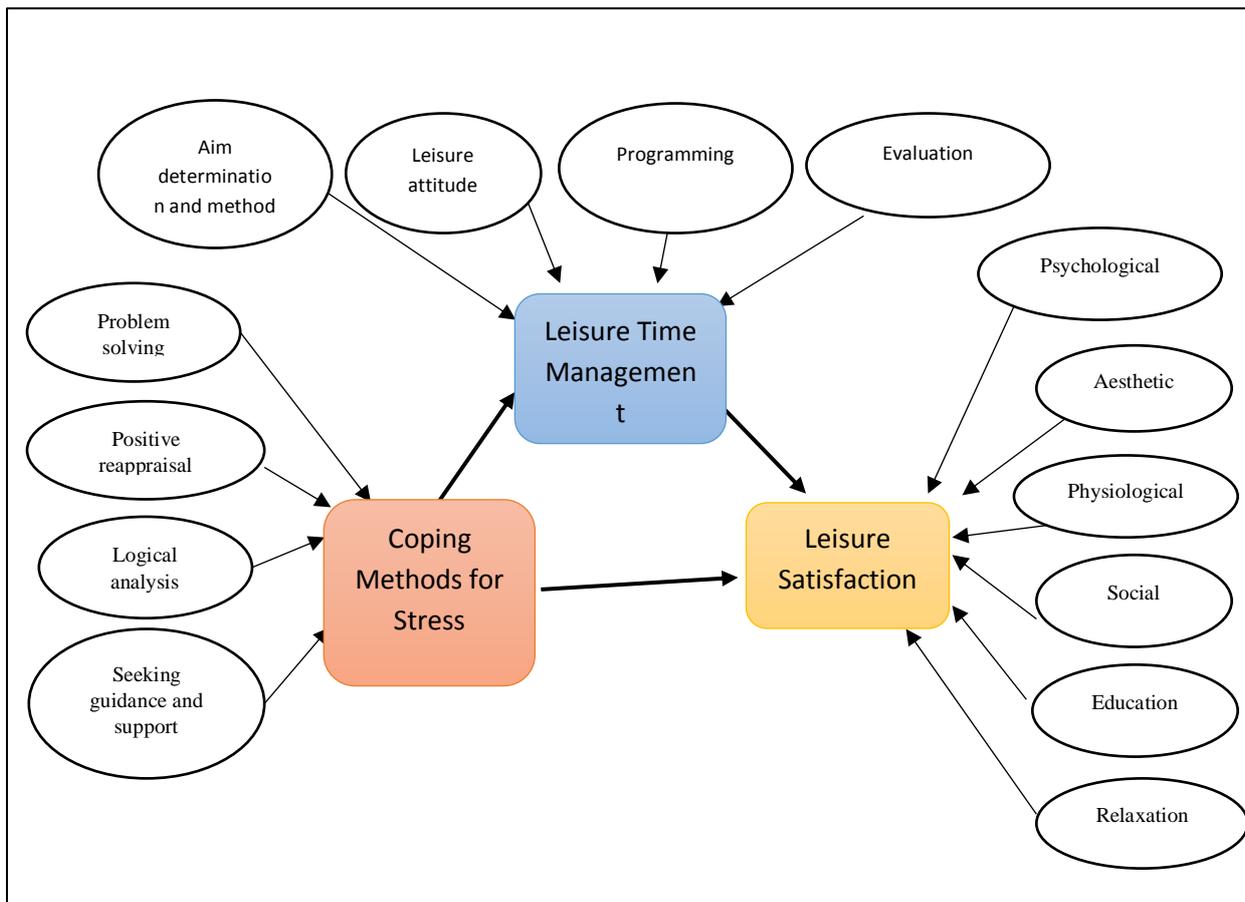


Figure 1. Research Model

3.1. Sample and Data Collection

As the application area of the study, the guides working in three agencies (agent names are identified by the letters A, B, C) in Antalya were selected. Antalya was chosen as the area of research because it is a major tourism destination in Turkey with cultural values, rich history, and beautiful nature, it has 12 months of working time and the number of tourist guides is high. The population of the study consisted of 1699 contacts registered in the Association of Antalya Guides. The random sampling method was employed to determine the study sample. Gay et al. (2012, p. 129) state that the sample size between 10% and 20% would be sufficient in small universes. Within the scope of the study, 224 participants representing 13% of the universe were reached. The data were collected by survey technique in October-November-December 2018 to reach the guides working throughout the year. Within the scope of the study, only the guides working throughout the year were included in the study, which constitutes the limitation of the research. The questionnaire was prepared in Turkish and administered to foreign guides who could speak Turkish. The questionnaire created to collect the research data comprised four sections, which consisted of socio-demographic variables (age, gender, educational status, weekly working time, working year, recreational activity, the reason for choosing the activity), stress coping methods scale, leisure time management scale and leisure satisfaction scale.

3.2. Stress Coping Methods Scale

Stress coping methods scale developed by Moos (1993) and used by Koca et al. (2016) in their study, was used in the study and the scale included 24 statements and 5 dimensions. The scale is 5-point likert type (1 (Strongly Disagree), 2 (I disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree)). The stress coping methods scale is a measurement tool including 5 dimensions (problem solving, positive reappraisal, logical analysis, seeking professional support, searching for environmental support) (Moos, 1993).

3.3. Leisure Time Management Scale

Leisure time management scale, developed by Wang et al. (2011) and used by Akgül and Karaküçük (2015) in their study, was used in the study and it included 15 statements and 4

dimensions (aim, attitude, program, evaluation). The scale is 5-point likert type (1 (Strongly Disagree), 2 (I disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree)).

3.4. Leisure Satisfaction Scale

Leisure satisfaction scale, developed by Beard and Ragheb (1980) and used by Beggs ve Elkins (2010) in their study, was used in the study and it included 24 statements and 6 dimensions (education, psychological, physiological, aesthetic, social, relaxation). The scale is 5-point likert type (1 (Strongly Disagree), 2 (I disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree)). Beard and Ragheb's (1980) leisure time measurement tool (Leisure Satisfaction Scale = LSS) is the most known and used multi-dimensional measurement tool (Beggs and Elkins, 2010; Kovacs, 2007).

3.5. Normality and Reliability Analysis

In the analysis of the reliability, skewness and kurtosis values were firstly examined to determine whether the data showed a normal distribution. Skewness and kurtosis values ranged between -1.049 and +1.575. Thus, the data were considered to be normally distributed, George and Mallery (2010) recommend that the skewness and kurtosis values be between -2.0 and +2.0 for a normal data distribution. The Cronbach's alpha coefficient was found to be 0.95 in the general validity and reliability analysis of the scales; Cronbach's alpha coefficient was 0.95 for stress coping methods scale; 0.93 for leisure time management scale; 0.93 for leisure satisfaction scale. These Cronbach's alpha values indicate high reliability for the scales used in the study.

3.6. Analysis

In obtaining the data, in addition to descriptive statistics, parametric tests (t test, ANOVA) were preferred because of the normal distribution of the data. In order to measure the reliability of the scales used in the study, reliability analysis was performed and confirmatory factor analysis was applied to test the construct validity of the scales. Pearson correlation analysis was used to determine the relationship between research variables and multiple regression analysis was used to determine the effect of variables on each other. Statistical analysis package programs were used in data analysis.

4. Results

4.1. Participant Demographics

Demographic characteristics of the participants are shown in [Table 1 near here]. Of the total sample (224), 87 (38.8%) was A agency, 94 (42%) was B agency and 43 (19.2%) was C agency. In general, 42.9% of the participants were between the ages of 18-28, 37.9% were between the ages of 29-39, 17.4% were between the ages of 40-50 years, and 1.3% were 51 years old and over. Also, 50% of the participants were male and 42.9% were female; and 34.8% of the participants were undergraduate, 29% of them were high school graduate, 15.2% had associate degree, 12.1% were graduate, and 4% were primary education graduate. According to the weekly working time of the participants, 29% of them worked 58-68 hours, 25.9% worked 47-57 hours, 22.8% worked 65 hours and above, 1.8% worked 36-46 hours, and 1.3% worked 25-35 hours. A total of 65.2% of the participants had been working for 1-10 years, 24.1% for 11-20 years, and 7.1% for 21 years and more. Considering the participants' participation in recreational activities, 40.6% of them didn't participate in any activities, but 20.5% participated in sportive activities, 12.5% in entertaining activities, 6.2% in relaxing activities, 6.2% in artistic activities, 6.2% in family-social activities, 6.2% in training activities and 1.3% in harmful activities.

Table 1. Demographic Characteristics of The Participants

Demographics		A Agency		B Agency		C Agency		General	
		f	%	f	%	f	%	f	%
Gender	<i>Female</i>	35	40.2	43	45.7	18	41.9	96	42.9
	<i>Male</i>	43	49.4	46	48.9	25	58.1	114	50.9
	<i>Missing values</i>	9	10.3	5	5.3	-	-	14	6.2
Age	<i>18-28</i>	39	44.8	43	45.7	14	32.6	96	42.9
	<i>29-39</i>	30	34.5	33	35.1	22	51.2	85	37.9
	<i>40-50</i>	17	19.5	16	17.0	7	16.3	40	17.9
	<i>51 and above</i>	1	1.1	2	2.1	-	-	3	1.3

Education	<i>Primary education</i>	4	4.6	3	3.2	2	4.7	9	4.0
	<i>High school</i>	20	23.0	39	41.5	6	14.0	65	29.0
	<i>Associate Degree</i>	9	10.3	15	16.0	10	23.3	34	15.2
	<i>Bachelor's degree</i>	37	42.5	23	24.5	18	41.9	78	34.8
	<i>Master's Degree</i>	11	12.6	9	9.6	7	16.3	27	12.1
	<i>Doctorate</i>	-	-	-	-	-	-	-	-
	<i>Missing values</i>	6	6.9	5	5.3	-	-	11	4.9
Working Hours	<i>25-35</i>	1	1.1	2	2.1	-	-	3	1.3
	<i>36-46</i>	2	2.3	1	1.1	1	2.3	4	1.8
	<i>47-57</i>	19	21.8	25	26.6	14	32.6	58	25.9
	<i>58-68</i>	33	37.9	19	20.2	13	30.2	65	29.0
	<i>69 and above</i>	16	18.4	35	37.2	-	-	51	22.8
	<i>Missing values</i>	16	18.4	12	12.8	15	34.9	43	19.2
Working Year	<i>1-10</i>	65	74.7	57	60.6	24	55.8	146	65.2
	<i>11-20</i>	18	20.7	25	26.6	11	25.6	54	24.1
	<i>21 and above</i>	4	4.6	10	10.6	2	4.7	16	7.1
	<i>Missing values</i>			2	2.1	6	14.0	8	3.6
Recreational Activity	<i>Sportive Activities</i>	26	29.9	12	12.8	8	18.6	46	20.5
	<i>Entertainment Activities</i>	8	9.2	18	19.1	2	4.7	28	12.5
	<i>Relaxing Activities</i>	-	-	13	13.8	1	2.3	14	6.2
	<i>Artistic Activities</i>	7	8.0	5	5.3	2	4.7	14	6.2
	<i>Harmful Activities</i>	1	1.1	2	2.1	-	-	3	1.3
	<i>Family-Social Activities</i>	3	3.4	10	10.6	1	2.3	14	6.2
	<i>Educational Activities</i>	6	6.9	8	8.5	-	-	14	6.2
	<i>No Activity</i>	36	41.4	26	27.7	29	67.4	91	40.6

According to Table 1, when the agents were compared, it was revealed that male guides and those in the 18-28 age range were more in number considering the gender and age variables. The educational background of the tourism guides differed according to the agencies. While the participants in agency A (23%) and agency C (41.9%) had a bachelor's degree, there were

more high school graduates in agency B (41.5%). None of the agencies had a guide with a doctoral degree. According to the working time variable, the guides in agency A worked 58-68 hours (37.9%), those in agency B worked 69 hours and more (37.2%), the ones in agency C guides worked 47-57 hours (32.6%). Considering the years of work, the guides in the agencies A, B and C had a working experience of 1-10 years. When leisure time activities of the research participants were examined according to the agencies, it was observed that the guides in agency A mainly participated in sportive activities (29.9%) but didn't participate in relaxing activities, the guides in agency B were mainly involved in entertaining activities (19.1%), and the guides in agency C mainly (18.6%) participated in sportive activities but didn't participate in harmful and educational activities.

4.2. Factor Analysis Results for Stress Coping Methods

Factor analysis was performed in order to test the construct validity of the scales used in the study. Kaiser-Meyer-Olkin (KMO) was used to determine the adequacy of sample size, and Barlett Sphericity test was used to determine whether the variables had normal distribution. KMO value of the Stress Coping Scale (0.922) showed that data were suitable for analysis, since it was recommended by Büyüköztürk (2016) that KMO value should be 0.60 or greater. Bartlett Sphericity Test (p= 0.00) results also showed that there was a significant relationship between the construct dimensions. After the analysis, the eigenvalue of the Stress Coping Scale (Eigenvalue) revealed four dimensions and the four dimensions explained 65.154% of the total variance.

Table 2. Factorial Structure of Stress Coping Methods

Variables	Items	Factor Loadings	Factor Validities	Factor Variances
Problem solving	<i>17. I work to learn more about the problems I've encountered.</i>	.535	.89	20.455
	<i>19. I'il make a plan and watch it.</i>	.695		
	<i>20. I know what to do and work hard to make them</i>	.759		
	<i>21. I decide what I want and work to do what I want.</i>	.763		

	22. <i>I develop multiple perspectives to solve problems.</i>	.764		
	23. <i>I constantly try to improve myself.</i>	.765		
	24. <i>I will move slowly without rushing when solving problems.</i>	.566		
Logical Analysis	1. <i>I think of different ways to deal with problems.</i>	.872	.88	16.180
	2. <i>I try to look at the problems from the outside and be objective.</i>	.852		
	3. <i>I follow my mind in what I say and do.</i>	.799		
	4. <i>I try to learn from the negativities.</i>	.755		
	5. <i>I try to predict how things will end.</i>	.612		
	6. <i>I try to understand what people expect from me.</i>	.471		
Positive Reappraisal	7. <i>I motivate myself to feel better.</i>	.467	.87	18.180
	8. <i>I always think there's something worse in life.</i>	.608		
	9. <i>I try to see the good side of things.</i>	.634		
	10. <i>I think I'm better off than people with similar problems.</i>	.729		
	11. <i>I'll tell myself everything's gonna be better.</i>	.627		
	12. <i>I think my problems will change my life positively.</i>	.590		
	18. <i>I pray to overcome the difficulties.</i>	.640		
Seeking Guidance And Support	14. <i>I'll talk to a friend about problems.</i>	.576	.72	10.338
	15. <i>I will get help from a professional (doctor, lawyer...).</i>	.801		
	16. <i>I get help from people or groups who have had similar problems.</i>	.822		
Kaiser -Meyer-Olkin, p. 0.922 Total Average Variance Extracted (AVE) 65.15%				
Bartlett Sphericity Test, p. 2.807 df= 253 Sig. 0.000				

As a result of the confirmatory factor analysis, it was determined that the model with 24 items proposed low fit indices. Item 13 was determined to have a value of less than 0.40. In total, one item was removed from the scale. The fact that Cronbach's alpha values for the factors were positive and over 60% indicates that the scale is quite reliable. The validities for the

dimensions of the scale were identified as 0.89 for the factor of problem solving; 0.88 for the factor of logical analysis; 0.87 for the factor of positive reappraisal; and 0.72 for the factor of seeking guidance and support.

4.3. Factor Analysis Results for Leisure Time Management

The KMO value of the leisure time management scale is 0.858 and the results of the Barlett Sphericity test are also significant. After factor analysis and varimax rotation were carried out for the leisure time management scale, three dimensions whose eigenvalue was greater than one were identified and the three dimensions accounted for 69.847% of the total variance.

Table 3. Factorial Structure of Leisure Time Management

Variables	Items	Factor Loadings	Factor Validities	Factor Variance s
Aim determination and method \ Evaluation	1. I set goals for my leisure time.	.656	.91	35.050
	2. I'll make a list of what you can do in my leisure time.	.840		
	3. I set priorities for my leisure time.	.767		
	4. I organize my leisure time daily or weekly.	.861		
	5. I collect information about leisure activities.	.870		
	6. I organize activities that I can do in my leisure time.	.749		
	7. I will use my waiting times.	.703		
	8. I use my leisure time.	.681		
	9. I spare some of my time for leisure activities.	.605		

Leisure attitude	<i>10. Leisure is meaningful.</i>	.811	.85	18.324
	<i>11. Leisure is delightful.</i>	.869		
	<i>12. Leisure is important.</i>	.844		
Programming	<i>13. I think it's a waste of time to do a leisure time program.</i>	.841	.86	16.473
	<i>14. I believe that leisure is unpredictable.</i>	.884		
	<i>15. I don't know what to do in my leisure time.</i>	.902		
Kaiser -Meyer-Olkin, p. 0.858 Total Average Variance Extracted (AVE) 69.84%				
Bartlett Sphericity Test, p. 2.038 df= 105 Sig. 0.000				

In factor analysis, values of 0.50 and above in the matrix were taken into consideration and 15 items were used. The fact that Cronbach's alpha values for the factors were positive and over 60% indicates that the scale is quite reliable. The validities for the dimensions of the scale were identified as 0.91 for the factor of aim determination and method\ evaluation; 0.85 for the factor of leisure attitude; and 0.86 for the factor of programming.

4.4. Factor Analysis Results for Leisure Satisfaction

The KMO value of the leisure satisfaction scale is 0.885 and the results of the Barlett Sphericity test are also significant. After factor analysis and varimax rotation were carried out for the leisure satisfaction scale, six dimensions whose eigenvalue was greater than one were identified and the six dimensions accounted for 73.235% of the total variance.

Table 4. Factorial Structure of Leisure Satisfaction

Variables	Items	Factor Loadings	Factor Validities	Factor Variances
Education	<i>4. I use many skills and abilities in my leisure activities.</i>	.608	.88	15.671
	<i>5. Leisure activities increase my knowledge of things around me</i>	.660		
	<i>6. Leisure activities give you the opportunity to learn new things.</i>	.740		
	<i>7. Leisure activities help me to get to know myself.</i>	.777		
	<i>8. Leisure activities help me to get to know other people.</i>	.640		

Aesthetic	20. Leisure activities help me maintain my health.	.514	.87	14.215
	21. The areas where I engage in leisure activities are clean and spacious.	.772		
	22. The areas where I engage in leisure activities are interesting.	.829		
	23. The areas where I engage in leisure activities are beautiful.	.867		
	24. The areas where I deal with leisure activities are well designed.	.767		
Psychological	1. Leisure activities are quite interesting for me.	.854	.88	12.441
	2. Leisure activities bring my confidence.	.825		
	3. Leisure activities give me a sense of accomplishment.	.743		
Physiological	16. I just like to do them, because leisure activities keep me busy.	.672	.80	11.599
	17. Leisure activities force me physically.	.795		
	18. I participate in leisure activities to improve physical fitness.	.769		
	19. I participate in leisure activities because it heals me physically.	.729		
Relaxation	13. Leisure activities help me relax.	.744	.85	9.897
	14. Leisure activities help me get away from stress.	.731		
	15. Leisure activities contribute to my emotional well-being.	.750		
Social	9. In my leisure time I interact socially with others.	.587	.83	9.412
	10. Leisure activities help me develop close relationships.	.617		
	11. People I meet in leisure activities are friendly.	.755		
	12. In my free time I make friends with people who enjoy doing leisure activities.	.698		
Kaiser -Meyer-Olkin, p. 0.885 Total Average Variance Extracted (AVE) 73.23%				
Bartlett Sphericity Test, p. 3.317 df= 276 Sig. 0.000				

In factor analysis, values of 0.50 and above in the matrix were taken into consideration and 24 items were used. The fact that Cronbach's alpha values for the factors were positive and over 60% indicates that the scale is quite reliable. The validities for the dimensions of the scale were identified as 0.88 for the factor of education, 0.87 for the factor of aesthetic, 0.88 for the

factor of psychological, 0.80 for the factor of physiological, 0.85 for the factor of relaxation and 0.83 for the factor of social.

4.5. Test of the Group Differences

To test the study hypotheses, firstly, t test and ANOVA were used to determine whether the leisure satisfaction of the tourist guides were different according to the demographic variables.

Table 5. Difference in Perception of Leisure Time Satisfaction of Tourist Guides by Gender

Gender	N	x	Standard deviation	t	p
Female	96	3.5914	.76549	-.520	.604
Male	114	3.6433	.68313		

According to Table 5, there was no significant difference ($t = -0.520$, $p > 0.05$) between females ($x = 3.5914$) and males ($x = 3.6433$).

Table 6. Difference in Perception of Leisure Satisfaction of Tourist Guides According to Demographic Variables

		Sum of Squares	df	Mean Square	F	p
Age	Between Groups	3.751	3	1.250	2.391	.070
	Within Groups	115.030	220	.523		
	Total	118.781	223			
Education	Between Groups	4.315	4	1.079	2.160	.075
	Within Groups	103.869	208	.499		
	Total	108.184	212			
Working Hours	Between Groups	13.739	25	.550	1.208	.240
	Within Groups	70.515	155	.455		
	Total	84.254	180			
Working Year	Between Groups	18.475	22	.840	1.707	.030
	Within Groups	94.930	193	.492		
	Total	113.404	215			
Recreational Activity	Between Groups	12.265	7	1.752	3.553	.001
	Within Groups	106.516	216	.493		
	Total	118.781	223			

Table 6 shows that the perceptions of the leisure satisfaction of the guides didn't differ according to the age ($F(3,220) = 2.391, p > 0.05$), the educational background ($F(4,208) = 2.160, p > 0.05$) and the working time ($F(25,155) = 1.208, p > 0.05$), but differed according to working year ($F(22,193) = 1.707, p < 0.05$) and the type of recreational activity ($F(7,216) = 3.553, p < 0.05$).

Table 7. The Distribution of Leisure Time Satisfaction According to The Working Years of Tourist Guides

		N	x	Std. Deviation	Std. Error	Minimum	Maximum
Leisure Satisfaction	1-10	146	3.6399	.67157	.05558	1.22	5.00
	11-20	54	3.6581	.76554	.10418	1.83	5.00
	21 and above	16	3.1518	.94285	.23571	1.04	4.54
	Total	216	3.6083	.72627	.04942	1.04	5.00

When Table 7 is analyzed, it is seen that the average of the leisure satisfaction of the tourist guides according to the working year is as 1-10 years ($x=3.6399$), 11-20 years, ($x=3.6581$), 21 years and above ($x=3.1518$). According to the findings, the satisfaction of leisure time is higher in employees of 11-20 years and lower in employees with 21 years and above.

Table 8. The Distribution of Leisure Time Satisfaction According to The Type of Recreational Activity Participation of Tourist Guides

		N	x	Std. Deviation	Std. Error	Minimum	Maximum
Leisure Satisfaction	Sportive Activities	46	3.8446	.52931	.07804	2.79	5.00
	Entertainment Activities	28	3.8671	.72181	.13641	1.67	4.79
	Relaxing Activities	14	3.7048	.50340	.13454	2.88	4.83
	Artistic Activities	14	3.8758	.52125	.13931	2.77	5.00
	Harmful Activities	3	3.4722	.08674	.05008	3.38	3.54
	Family-Social Activities	14	3.7021	.57883	.15470	2.12	4.46
	Educational Activities	14	3.5448	.67995	.18172	2.17	4.33
	No Activity	91	3.3419	.83423	.08745	1.04	5.00
	Total	224	3.6038	.72983	.04876	1.04	5.00

When Table 8 is analyzed, it is seen that the average of tourist guides leisure satisfaction according to the type of recreational activity participation, sportive activities ($x=3.8446$), entertainment activities ($x=3.8671$), relaxing activities ($x=3.7048$), artistic activities ($x=3.8758$), harmful activities ($x=3.4722$), family-social activities ($x=3.7021$), educational activities ($x=3.5448$), no activity ($x=3.3419$). According to the findings, tourist guides' perceptions of leisure satisfaction fall in those who participate in harmful activities and those who don't participate in any activity. In this context, the hypothesis H_1 "There is a statistically significant difference between leisure satisfaction and demographic characteristics of tourist guides." was partially accepted. H_{1a} "There is a statistically significant difference between the leisure satisfaction of the tourist guides and their gender.", H_{1b} "There is a statistically significant difference between the leisure satisfaction of the

tourist guides and their ages.”, H_{1c} “There is a statistically significant difference between the leisure satisfaction of the tourist guides and their educational status.”, H_{1d} “There is a statistically significant differentiation between leisure time satisfaction of tourist guides and working hours.” were rejected. But, H_{1e} “There is a statistically significant differentiation between leisure time satisfaction of tourist guides and working years.”, H_{1f} “There is a statistically significant difference between the leisure satisfaction of the tourist guides and the participation of recreational activities.” hypotheses accepted.

4.6. Test of the Correlation Between Variables

The mean of the participants' methods of coping with stress ($x = 3.7228$), the average of leisure time management ($x = 3.3534$) and the average of the free time satisfaction ($x = 3.6038$) were determined.

Table 9. Correlation Matrix

	N	X	Std. Deviation	1	2	3
1. Stress Coping Methods	224	3.7228	.72273	1		
2. Leisure Time Management	224	3.3534	.79528	.632** .000	1	
3. Leisure Satisfaction	224	3.6038	.72983	.544** .000	.648** .000	1

The relationship between stress coping methods and leisure time management was positive ($r = 0.632$, $p > .05$). The relationship between stress coping methods and leisure satisfaction was positive ($r = 0.544$, $p > .05$). The relationship between leisure time management and leisure satisfaction was positive ($r = 0.648$, $p > .01$). In this context, the hypothesis H_2 “There is a positive and significant relationship between stress coping methods, leisure management and leisure satisfaction.” was accepted.

4.7. Regression Analysis of the Mediating Role of Leisure Time Management in The Relationship Between Stress Coping Methods and Leisure Satisfaction

According to Table 10, the F (93,467) values indicate that the models are significant as a whole at all levels (Sig. = 0.000). In Table 10, it seems from the statistical t (7.224) values of the parameters that each variable included in the model is individually significant (5% significance level) (Sig=,000). According to the findings, stress coping methods have a positive effect on leisure satisfaction ($\beta = .550$; $p < .05$). Stress coping methods explain 29% of the variance in leisure satisfaction ($R^2 = 0.296$).

Table 10. Regression Analysis of The Mediating Role of Leisure Time Management in The Relationship Between Stress Coping Methods and Leisure Satisfaction

Dependent Variable	Independent Variable	Coefficient		t	p	F	R ²
		β	S. Error				
(c) Leisure Satisfaction (dependent variable)	Fixed Value	1.557	.216	7.224	.000	93.467	.296
	Stress Coping Methods	.550	.057	9.668	.000		
Step 1 (a) Leisure Time Management (dependent variable)	Fixed Value	.763	.217	3.517	.001	147.900	.400
	Stress Coping Methods	.696	.057	12.161	.000		
Step 2 (b) Leisure Satisfaction (dependent variable)	Fixed Value	1.608	.162	9.953	.000	161.109	.418
	Leisure Time Management	.595	.047	12.693	.000		
Step 3 (c) Leisure Satisfaction (dependent variable) Stress Coping Methods (independent variable) Leisure Time Management (mediating variable)	Fixed Value	1.202	.196	6.129	.000	90.617	.451
	Leisure Time Management	.465	.059	7.878	.000		
	Stress Coping Methods	.226	.065	3.476	.001		

In the context of fulfilling the three conditions identified in the method addressed; in the first step, the F value (147.900) shows that our model is significant as a whole at all levels (Sig. = 0.000). In Table 10, it seems from the statistical t (3.517) values of the parameters that each variable included in the model is individually significant (5% significance level) (Sig=.000). According to the findings, stress coping methods positively affect leisure time management ($\beta = .696$; $p < .05$). This means that when the stress coping methods of tourist guides increase, their leisure time management will increase as well. Stress coping methods explain 40% of the variance in leisure time management ($R^2 = 0.400$).

In the second step, the F value (161,109) shows that our model is significant as a whole at all levels (Sig. = 0.000). In [Table 10 near here], it seems from the statistical t (9.953) values of the parameters that each variable included in the model is individually significant (5% significance level) (Sig=.000). According to the findings, leisure time management positively affects leisure satisfaction ($\beta = .595$; $p < .05$). Leisure time management explains 41% of the variance in leisure satisfaction ($R^2 = 0.418$).

In the third and last step, regression analysis was performed to predict the role of the mediator variable in the relation between the independent variable “stress coping methods” and the dependent variable “leisure satisfaction”. The F value (90.617) indicates that the model is significant as a whole at all levels (Sig. = 0.000). It seems from the statistical “t” (6.129) values of the parameters that each variable included in the model is individually meaningful (1% significance level). Stress coping methods explains 45% of the satisfaction level together with leisure time management, which is the mediator variable that affects leisure satisfaction ($R^2=0.451$). In addition, when stress coping methods and the mediator variable leisure time management are handled together, the relationship between stress coping methods and leisure satisfaction increases ($\beta=0.226$, $p<0.001$). This suggests that leisure time management partially mediates the relationship between stress coping methods and satisfaction. Whether leisure time management has a partial mediating effect depends on the significance level of the amount of increase in beta values. The significance level of the increase in the beta values was assessed using the Sobel test. The Sobel test is a test developed to determine whether the indirect effect of the independent variable (via the mediator variable) on the dependent variable is significant (MacKinnon et al.,1995). Thus, stress coping methods affects leisure satisfaction both directly and through leisure time management. When multiple regression

analysis was used to examine the effects of the factors of stress coping methods ($\beta = 0.226$) and leisure time management ($\beta = 0.465$) on leisure satisfaction, it was found that the factor “leisure time management” was more effective than the factor “leisure time management”. The factors (stress coping methods and leisure time management) that affect guidance leisure satisfaction level at the rate of 0.451 ($R^2 = 0.45$). According to this result, 45% of the change in leisure satisfaction is explained by the variables (stress coping methods and leisure time management) variables. In the multiple regression Formula, this can be shown by the following, p.

Leisure Satisfaction=1.202+0.226×(Stress coping methods) + 0.465×(Leisure time management)

In this context, the hypotheses H_3 “Stress management methods positively and significantly affect leisure management.”, H_4 “Leisure time management positively and significantly affect leisure satisfaction.”, H_5 “Leisure management had an intermediary variable role between stress coping methods and leisure satisfaction.” were accepted.

5. Discussion and Conclusion

The province of Antalya is an important destination for tourism mobility in Turkey. Antalya has a very dynamic and intensive work tempo for those working in tourism activities. Tourist guides are a group of employees who are in direct contact with tourists during their holiday experiences. The fact that tourist guides are exposed to negative factors such as busy schedule, work stress, wages and so on (Şenel, 2011) leads to negative results in their well-being. Stress coping methods, which depend on the cognitive, affective and behavioural skills of the guides, and also their leisure time management and leisure satisfaction make a great contribution to the inhibition, elimination and prevention of the reoccurrence of these negative factors that affect tourist guides' well-being. Individuals participating in leisure activities increase their level of satisfaction and move away from the problems and stress in their lives (Sabbag and Aksoy, 2011).

The present study conducted to determine the mediating role of leisure time management in the effect of stress coping methods on leisure satisfaction among the tourist guides in Antalya is believed to make significant contributions to the relevant literature and management

strategies. The reliability of the scales of stress coping methods, leisure time management and leisure satisfaction used in the study was quite high.

When the demographic characteristics of the participants were examined, it was revealed that the majority were in the 18-39 age range. It can be stated that the tourist guides working in Antalya are quite young and the turnover rate is high, because the findings obtained from the average of the working years of the participants (65,2% 1-10 years) support this point. In addition, it was determined that the educational background of the tourist guides varied according to the agencies. This case is thought to be the data obtained for agency institutionalization. In all three of the agencies, no graduates with a doctoral degree were found. In addition, it was revealed that the participants worked very intensively. The excessive working hours of the tourist guides revealed that there was not enough leisure time. Therefore, 40.6% of the participants did not participate in any leisure activities. On the other hand, it was determined that those who took part in leisure activities participated in sportive, entertaining, relaxing, artistic, family-social, and educational activities and also 1.3% of them participated in harmful activities. When the leisure activities of the research participants were examined according to the agencies, the tour guides of the agencies A (29.9%) and C (18.6%) mainly participated in sportive activities, while the guides of the agency B (19.1%) participated in entertaining activities.

When the factor structures of the scales employed in the study were examined, the first factor in stress coping methods among tourist guides was determined to be problem solving, and it was identified to be goal setting and method/evaluation in leisure time management and training in leisure satisfaction.

The findings of the research hypotheses indicated that while there was no difference in the perception of leisure satisfaction of the tourist guides according to gender, age, educational background and working period, differences were found according to working year and type of participation in recreational activities. Considering the working year, leisure satisfaction was high among the guides with 11-20 years of experience, while it was low in guides who had been working for 21 years and over. According to the type of participation in recreational activities, the perception of leisure satisfaction in tourist guides was high for those who participated in activities, whereas it was low among those who participated in harmful activities and those who did not take part in any activities. The positive effect of participation

in recreational activities on leisure satisfaction, revealed in the present study, supports the literature (Russell, 1987; Guinn, 1980; Brown and Frankel, 1993; Rodriguez et al., 2008; Chen et al., 2013).

As a result of the correlation analysis performed on the relationship between stress coping methods, leisure time management and leisure satisfaction, which were the research variables, it was found that there was a positive relationship between them. As a result of the regression analysis, it was detected that leisure time management had a partially mediating role in the effect of stress coping methods on leisure satisfaction.

Uncertainties, problems and time pressures experienced while guiding and introducing a certain place or places within a certain period of time to tourists who have different personality traits and whom guides see for the first time in the organized tours cause stress among tourist guides. It has been revealed in the study that it is effective to participate in leisure activities in order to solve problems in this intensely stressful environment and deal with stress afterwards, and to manage leisure time in order to be satisfied with these activities. In this context, the regular participation of tourist guides in leisure activities on an individual and institutional basis will help to achieve a professional leisure time management and leisure satisfaction. Thus, the studies to be conducted will make significant contributions to the stress coping of professional tourist guides and the realization of the goals set on an individual and institutional basis.

The investigation of the mediating role of leisure time management in the effect of stress coping methods on leisure satisfaction among tourist guides, which has not been encountered in any previous research, reveals the authenticity of the present research. It is believed that the obtained data will lead and contribute to the relevant literature. For future studies, researchers can carry out studies in different groups of guides, agencies, regions and compare them with the results of this study. Agency managers should take into account the well-being of tourist guides, because tourist guides are in close contact with tourists from the beginning of the holiday to the end. Therefore, in order to enhance tourist satisfaction and intention to come back, business policies should be developed, working conditions of the guides should be improved, leisure time competencies should be established and the regular participation of guides in leisure activities should be supported.

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