

Recreational hobbies and their relationships to the employees' emotional intelligence at the Ministry of Youth and Sports

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Research Summary

The researcher conducted this study to explore the leisure pursuits and their correlation with emotional intelligence among Ministry of Youth and Sports personnel. Utilizing a descriptive approach, the researcher employed custom-designed questionnaires to collect data on leisure activities and emotional intelligence. The study encompassed 225 Ministry employees for the primary investigation and 50 for the pilot study. Key findings indicated a widespread awareness of leisure activities among university staff, with internet browsing being particularly popular. Additionally, the study revealed a moderate level of engagement in leisure activities and emotional intelligence among employees, along with a positive association between participation in leisure activities and emotional intelligence.

Introduction and research problem:

These days, leisure and recreation are essential parts of the social structures that make up society. Recreational pursuits have come to be seen as an expression of polite behavior. Because leisure time is becoming more and more accessible in contemporary society and there is a rising desire to use this time for recreational activities, interest in recreation and its many sectors has grown accordingly.

Mohamed Al-Hamhamy and Aida Abdel Aziz (2010) contend that leisure time is a tool for satiating needs, inclinations, and interests related to recreation. In addition, it helps develop skills, encourages originality and creativity, maintains psychological balance, and advances the general maturation of the human psyche.

Recreation is a vital aspect of personal happiness, aiming to achieve balance between work and rest, making life more joyful and bright. It provides a safe haven for individuals' health and time, allowing them to meet their soul's needs and desires, escape the pressures of practical life, and discover their talents and abilities.(20)

Researchers are interested in emotional intelligence as a modern issue. According to **Bilal Najmeh (2014)**, emotional intelligence is a set of diverse abilities that individuals possess that are required for success in various aspects of social life and can be learned and improved. These abilities include emotional knowledge, emotional insufficiency, enthusiasm, perseverance, self-motivation, awareness of the emotions of others, and awareness of social relationships. (1:14)

Safaa Al-Aasar and Alaa Al-Din Kafafi (2008) suggest that individuals with high emotional intelligence excel in communication,

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effectively conveying and understanding messages with emotional depth, thus significantly impacting their interactions with others.

Alaa Abdel Hadi (2016) highlights the crucial role of emotional intelligence in shaping individuals' understanding of relationships and emotions. He underscores a connection between conscience, intellect, and emotions, which collectively aid in making informed decisions and managing emotions effectively, especially at higher levels of intelligence. (11:102)

Reem Sweilem (2018) emphasizes the adverse consequences of deficient emotional intelligence, such as depression and fostering a melancholic atmosphere. She points out the inverse relationship between emotional intelligence and depression levels, underscoring its significant impact on individuals' behavior and social relationships. (3:6)

The Ministry of Youth and Sports aims to enhance its employees' personalities by incorporating recreational activities into their schedules. However, the success of this initiative relies on employees' ability to interact effectively, which necessitates high emotional intelligence. Conversely, a lack of emotional intelligence may hinder participation in recreational activities due to communication challenges and difficulties in forming social bonds.

The research identifies a clear problem: weak emotional intelligence causing frustration, reduced efficiency and self-efficacy, limited creativity, and hindered problem-solving skills. It

also disrupts social relationships and impacts psychological and social interaction negatively. The research problem is confirmed by reviewing many reference studies and research, including the studies of Mervat Al-Gawhary (2001) (15), FOB Wopp (2002) (24), Mona Saeed (2002) (16), Aya Ayashi, Alan Ionet Aya h, Alan E (2006) (18), Magdy Al-Ghobashy (2006) (8), Jun Yoon J (2008) (25), Salwa Al-Harbi (2010) (7), Faik Erdohan Faik A(2012) (21), Pamela Raeburn, Rayburn, Pamela J(2013) (22), Muhammad Al-Dhahabi, Nashat Mansour, and Hossam Gouda Elzahaby M, Mansour N, Gouda H (2013) (20), according to Al-Qarni (2014) (12), and Wahib Yassin (2016) (17), Abdou Muhammad (2017) (10), Hashung, Tasur Dyshchenko Sheng H, Tsour D (2017)(23), Break Earn Bric E (2020) (19). Now, It is clear that the problem centers on the potential of recreational hobbies to develop employees' emotional intelligence by fostering social, psychological, and cognitive skills. Recognizing this potential, the study aims to investigate the relationship between recreational activities and emotional intelligence among employees at the Ministry of Youth and Sports.

The importance of research and the need for it:

- This research emphasizes the crucial role of sports recreation personnel in the success of educational institutions. It highlights their effectiveness in achieving institutional goals and enriching studies on recreational activities and emotional intelligence.
- Assisting recreational activity leaders and specialists in planning and preparation helps them fulfill their

social roles effectively, contributing to societal development.

- This research explores the impact of recreational activities and hobbies on individuals' attitudes and behaviors, offering insights into their positive influence. It represents one of the initial studies examining the correlation between recreational hobbies and emotional intelligence, specifically targeting Ministry of Youth and Sports employees.

Search goal:

The research seeks to uncover the correlation between recreational hobbies and emotional intelligence among Ministry of Youth and Sports employees, by answering the following questions:

- 1- What is the level of Recreational hobbies of employees at the Ministry of Youth and Sports?
- 2- What is the level of the Emotional intelligence of employees at the Ministry of Youth and Sports?
- 3- What is the correlation between recreational hobbies and emotional intelligence for employees at the Ministry of Youth and Sports?
- 4- What is the significance of differences in recreational hobbies and emotional intelligence among employees at the Ministry of Youth

and Sports attributed to (gender, qualification, years of experience)?

Definition of some terms used in research:

Recreational hobbies, as defined by the researcher, encompass the array of constructive activities individuals engage in during their free time, motivated by personal desires, and characterized by consistency and coherence throughout their lives.

Emotional intelligence, as defined by the researcher, involves the Ministry of Youth and Sports employee's awareness and understanding of personal and others' emotions. It includes accepting and responding to these emotions to foster positive social relationships, contributing to success in both personal and professional aspects of life.

Search procedures

Method:-

The researcher employed a descriptive survey method along with statistical analysis to suit the research's nature. Data, gathered through questionnaires on recreational hobbies and emotional intelligence, were treated accordingly.

Research population and sample:-

The research focused on workers at the Ministry of Youth and Sports, with a sample comprising 225 randomly selected individuals for the main study and an additional 50 for exploratory purposes outside the main sample.

Table (1)

Numerical and relative statement in the research sample from staff At the Ministry of Youth and Sports According For gender (n=225)

M	Gender	number	%
1	Male	189	84.00%
2	Feminine	36	16.00%
the total		225	100%

Table (1) illustrates that the research sample comprised 189 male staff members from the Ministry of

Youth and Sports, accounting for 84.00%, and 36 female staff members, constituting 16.00%.

Table (2)

Numerical and percentage data of the research sample from employees based on their educational qualifications (n=225)

N	Type of college	Number	%
1	Middle Certification	30	13.33%
2	Bachelor of Physical Education	126	56.00%
3	Master's degree in Physical Education	49	21.78%
4	Doctorate of Philosophy in Education Physical AndSports	20	8.89%
Total		225	100%

Table (2) reveals that out of the research sample, 30 employees had an intermediate qualification, accounting for 13.33%. Moreover, 126 employees held a Bachelor's degree in Physical Education, constituting 56.00%.

Additionally, 49 employees possessed a master's degree in physical education, representing 21.78%. Furthermore, 20 employees held a doctorate in physical education, making up 8.89% of the sample.

Table (3)

Numerical and percentage data of the research sample from employees based on years of experience (n=225)

N	Place of practice	number	%
1	less than 5 years.	35	15.55%
2	5 years and less than 10 years.	130	57.78%
3	10 years and more.	60	26.67%
Total		225	100%

Table (3) indicates that the research sample comprised 35 employees with less than 5 years of experience, accounting for 15.55%. Additionally, 130 employees had between 5 and less than 10 years of experience, constituting 57.78%. Furthermore, 60 employees had 10 years of experience or more, representing 26.67% of the sample.

Data collection tool:-

The researcher designed a recreational hobbies questionnaire with 80 statements distributed across 4 axes. Similarly, an emotional intelligence questionnaire, also prepared by the researcher, contains 62 statements distributed over 4 axes. Both questionnaires aim to explore the relationship between recreational hobbies and emotional intelligence among employees.

Steps for designing questionnaires on recreational hobbies and emotional intelligence for employees At the Ministry of Youth and Sports:

The researcher conducted theoretical readings, referenced studies, and consulted 7 experts in recreation and psychology (Appendix 1). Based on this, a questionnaire for recreational hobbies was developed, covering 4 topics: the concept of recreational hobbies, motivations for engagement, types of hobbies, and locations for participation. Additionally, the emotional intelligence questionnaire included 4 axes: personal motivation, human relations management, self-management, and emotional understanding.

The initial version of the recreational hobbies questionnaire was

presented to experts to ensure it covered appropriate dimensions, leading to the establishment of 4 axes. After expert approval, the questionnaire comprised 99 phrases. However, some phrases were excluded due to not meeting the experts' agreement threshold. Consequently, the questionnaire was reduced to 87 statements. To ensure internal consistency validity, 7 statements were further removed. This resulted in the final questionnaire containing 80 phrases distributed across 4 axes: the concept of recreational hobbies (12), motivations for engagement (17), types of hobbies (38), and places for participation (13). (Appendix 2)

Following expert approval, the emotional intelligence questionnaire was refined to include 68 statements across 4 axes. Through internal consistency validity, 8 statements were removed, resulting in a final questionnaire with 62 phrases distributed across axes: personal motivation (14), human relations management (20), self-management (15), and emotional understanding (13). Scores were assigned to each dimension using a three-point scale (yes = 3 scores, to some extent = 2

scores, no = 1 score), and total scores were calculated. Scientific coefficients were determined for both the Recreational Hobbies and Emotional Intelligence Questionnaires for Ministry of Youth and Sports employees.

"Testing the validity of the recreational hobbies and emotional intelligence scale for employees at the Ministry of Youth and Sports."

To assess the appropriateness of the expressions in the Recreational Hobbies and Emotional Intelligence questionnaires for Ministry of Youth and Sports employees, the researcher administered both surveys to a sample of 50 employees from within and outside the research sample. This survey was conducted between September 26, 2021, and October 4, 2021.

The researcher used internal consistency validity to evaluate the phrases and topics in the Recreational Hobbies and emotional Intelligence Questionnaire for Ministry of Youth and Sports employees. This involved calculating Pearson's correlation coefficient within each dimension and between statements and total scores. Results are shown in tables (4) and (6).

Table (4)

The correlation values between statements and axes of the recreational hobbies questionnaire under study (n=50)

Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient	
	Axis 1	Questionnaire		Axis 2	Questionnaire		Axis 3	Questionnaire		Axis 3	Questionnaire
1	0.497	0.456	12	0.477	0.497	16	0.563	0.524	40	0.378	0.399
2	0.521	0.500	13	0.620	0.511	17	0.514	0.562		Axis 4	Questionnaire
3	0.429	0.460	14	0.536	0.622	18	0.625	0.537	1	0.649	0.678
4	0.436	0.467	15	0.245	0.176	19	0.258	0.200	2	0.578	0.500
5	0.546	0.523	16	0.549	0.567	20	0.690	0.670	3	0.500	0.549
6	0.537	0.520	17	0.678	0.649	21	0.578	0.540	4	0.549	0.569
7	0.510	0.594	18	0.629	0.563	22	0.476	0.489	5	0.569	0.613
8	0.634	0.497	19	0.642	0.611	23	0.600	0.613	6	0.613	0.633
9	0.136	0.216		Axis 3	Questionnaire	24	0.634	0.588	7	0.633	0.547
10	0.429	0.497	1	0.587	0.569	25	0.579	0.534	8	0.129	0.189
11	0.467	0.511	2	0.532	0.512	26	0.195	0.124	9	0.389	0.411
12	0.597	0.622	3	0.578	0.475	27	0.549	0.532	10	0.346	0.457
13	0.403	0.465	4	0.531	0.589	28	0.569	0.485	11	0.620	0.645
	Axis 2	Questionnaire	5	0.411	0.652	29	0.378	0.596	12	0.194	0.173
1	0.546	0.578	6	0.600	0.378	30	0.640	0.698	13	0.678	0.649
2	0.529	0.579	7	0.510	0.432	31	0.578	0.398	14	0.469	0.534

Follow Table (4)
The correlation values between statements and axes of the recreational hobbies questionnaire under study (n=50)

Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient	
	Axis 1	Questionnaire		Axis 2	Questionnaire		Axis 3	Questionnaire		Axis 3	Questionnaire
3	0.399	0.522	8	0.399	0.540	32	0.378	0.412	15	0.480	0.554
4	0.329	0.643	9	0.489	0.489	33	0.455	0.510			
5	0.497	0.675	10	0.578	0.613	34	0.645	0.321			
6	0.546	0.526	11	0.611	0.588	35	0.622	0.582			
7	0.198	0.236	12	0.508	0.540	36	0.501	0.592			
8	0.600	0.611	13	0.378	0.489	37	0.349	0.682			
9	0.578	0.524	14	0.487	0.588	38	0.411	0.537			
10	0.536	0.547	15	0.588	0.677	39	0.629	0.532			

The correlation value (r) is statistically significant at the level of significance (0.05) = (0.273).

Table (4) indicates a statistically significant correlation at the 0.05 level between the phrases and their respective axes. This suggests that the

internal consistency validity between the questionnaire phrases and their corresponding axis scores is reliable.

The stability of the Recreational Hobbies Questionnaire for employees of the Ministry of Youth and Sports

Table (5)
The value of the reliability coefficient (Alpha) for the axes of the Recreational Hobbies Questionnaire (n=50)

The dimension	Axis name	Phrases number	Alpha coefficient value
the first	The concept of recreational hobbies	12	0.852
the second	Motives for practicing recreational hobbies	17	0.857
the third	Types of recreational hobbies	38	0.852
the fourth	Places for practicing recreational hobbies	13	0.867

Table (6)
The correlation values between statements and axes of the Emotional Intelligence Questionnaire under study (n=50)

Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient	
	Axis 1	Questionnaire		Axis 2	Questionnaire		Axis 2	the scale		Axis 3	Questionnaire
1	0.400	0.439	3	0.358	0.495	21	0.227	0.198	15	0.619	0.588
2	0.366	0.512	4	0.400	0.430	22	0.175	0.217	16	0.543	0.539
3	0.534	0.499	5	0.429	0.468	23	0.455	0.496		Axis 4	Questionnaire
4	0.389	0.378	6	0.621	0.369		Axis 3	Questionnaire	1	0.554	0.429
5	0.359	0.579	7	0.521	0.563	1	0.300	0.359	2	0.528	0.468
6	0.566	0.430	8	0.528	0.412	2	0.423	0.467	3	0.522	0.389
7	0.349	0.516	9	0.592	0.499	3	0.236	0.249	4	0.622	0.497
8	0.399	0.588	10	0.562	0.600	4	0.433	0.267	5	0.632	0.520
9	0.430	0.359	11	0.566	0.371	5	0.419	0.619	6	0.687	0.478
10	0.486	0.455	12	0.632	0.478	6	0.367	0.578	7	0.200	0.256

Follow Table (6)
The correlation values between statements and axes of the Emotional Intelligence Questionnaire under study (n=50)

Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient		Phrase	Correlation coefficient	
	Axis 1	Questionnaire		Axis 2	Questionnaire		Axis 2	the scale		Axis 3	Questionnaire
11	0.469	0.429	13	0.632	0.347	7	0.420	0.362	8	0.621	0.611
12	0.610	0.601	14	0.631	0.349	8	0.549	0.495	9	0.359	0.456
13	0.325	0.345	15	0.606	0.620	9	0.374	0.477	10	0.603	0.652
14	0.378	0.396	16	0.435	0.418	10	0.435	0.485	11	0.527	0.569
15	0.164	0.139	17	0.188	0.215	11	0.411	0.528	12	0.497	0.467
	Axis 2	Questionnaire	18	0.617	0.640	12	0.399	0.569	13	0.487	0.437
1	0.560	0.589	19	0.441	0.462	13	0.479	0.533	14	0.615	0.622
2	0.524	0.511	20	0.370	0.400	14	0.489	0.568			

The correlation coefficient (r) is statistically significant at the significance level of $0.05 = 0.273$.

From Table (6), it is evident that there is a statistically significant correlation at the 0.05 level of significance between the phrases and their corresponding axes. Therefore,

the internal consistency validity between the questionnaire phrases and their respective axis scores can be considered reliable.

The stability of the Emotional Intelligence Scale for employees of the Ministry of Youth and Sports

Table (7)
The value of the reliability coefficient (Alpha) for the axes of the Emotional Intelligence Questionnaire (n=50)

The dimension	Axis name	Phrases number	Alpha coefficient value
the first	Personal motivation	14	0.857
the second	Human relations management	20	0.857
the third	self management	15	0.753
the fourth	Social understanding	13	0.824

Field Application of the Research: After ensuring the validity and reliability coefficients, the researcher applied the Recreational Hobbies Questionnaire and the Emotional Intelligence Questionnaire to the main research sample ,225 employees, of the Ministry of Youth and Sports. This took place between October 17, 2021, and November 17,

2021. Upon completion of the questionnaire application, the data were collected for further statistical analysis.

Presentation and discussion of results:

- First Question: What is the level of recreational hobbies among the employees of the Ministry of Youth and Sports?

Table (8)
Frequency, Percentage, and Level of the Recreational Hobbies Concept Axis
(n=225)

N	Phrases	Yes		To some extent		No		Average	%	the level
		Repetition	%	repetition	%	repetition	%			
1.	Regular activities practiced in free time.	137	60.89	72	32.00	16	7.11	2.54	84.59	high
2.	A positive way to invest your free time.	167	74.22	34	15.11	24	10.67	2.64	87.85	high
3.	Activities practiced with complete freedom and choice.	130	57.78	68	30.22	27	12.00	2.46	81.93	high
4.	Activities that achieve psychological balance.	136	60.44	78	34.67	11	4.89	2.56	85.19	high
5.	Activities that interest people and bring them happiness.	134	59.56	67	29.78	24	10.67	2.49	82.96	high
6.	Self-activities carried out individually or with others.	108	48.00	85	37.78	32	14.22	2.34	77.93	high
7.	Activities that help integrate the human personality.	128	56.89	80	35.56	17	7.56	2.49	83.11	high
8.	Activities that reveal the hidden capabilities of individuals.	140	62.22	68	30.22	17	7.56	2.55	84.89	high
9.	A way to develop skills and creative thinking.	124	55.11	75	33.33	26	11.56	2.44	81.19	high
10.	Activities carried out with self-motivation to achieve a specific goal.	114	50.67	86	38.22	25	11.11	2.4	79.85	high
11.	A beloved habit to renew the body's activity and vitality.	118	52.44	87	38.67	20	8.89	2.44	81.19	high
12.	An educational method that gives the practitioner many values.	148	65.78	59	26.22	18	8.00	2.58	85.93	high

Table (8) indicates that Ministry of Youth and Sports employees consider recreational hobbies as a positive use of leisure time, with the phrase "a positive way to invest leisure time" being highly favored, at 87.85%. This likely reflects their enthusiasm for recreational activities, which offer a sense of freedom and fulfillment. Additionally, employees prioritize activities that provide relaxation and stress relief, suggesting a desire to ease life's burdens and challenges.

The phrase "individual or group activities practiced individually or with others" ranked lowest, with 77.93% agreement, suggesting that most Ministry of Youth and Sports

employees prefer engaging in recreational hobbies individually. While some enjoy solo pursuits, others prefer recreational activities involving social interaction, providing opportunities for socializing while partaking in hobbies requiring multiple participants.

This agrees with studies by Jill Dan (2018), Daniel Goleman (2020), Marfat El-Jawhari (2001), Abdo Mohammed (2017), Mohamed El-Zahaby, Nashat Mansour, and Hossam Gouda (2013), Salwa Al-Harbi (2010), which highlighted individuals' awareness and consciousness of the concept of recreational activities and hobbies, indicating that they are among their favored activities.

Table (9)
Repetition, Percentage, and Level for the Axis of Motivations for Practicing Recreational Hobbies (n=225)

N	Phrases	Yes		To some extent		no		Average	%	the level	
		repetition	%	repetition	%	repetition	%				
1.	Having good physical health.	Physical motives	97	43.11	89	39.56	39	17.33	2.26	75.26	middle
2.	Resistance to physical breakdown in aging stage.		128	56.89	72	32.00	25	11.11	2.46	81.93	high
3.	Renewing the body's activity and vitality.		139	61.78	66	29.33	20	8.89	2.53	84.30	high
4.	Maintain a slim figure.		99	44.00	65	28.89	61	27.11	2.17	72.3	middle
5.	Prevention of fatness.		77	34.22	92	40.89	56	24.89	2.09	69.78	middle
6.	Enjoy life better.	Psychological motives	93	41.33	76	33.78	56	24.89	2.16	72.15	middle
7.	Increased ability to resist the stresses of daily life.		109	48.44	53	23.56	63	28.00	2.2	73.36	middle
8.	feeling happy and psychologically satisfied		121	53.78	74	32.89	30	13.33	2.4	80.15	high

Follow Table (9)
Repetition, Percentage, and Level for the Axis of Motivations for Practicing
Recreational Hobbies (n=225)

N	Phrases		Yes		To some extent		no		Average	%	the level
			repetition	%	repetition	%	repetition	%			
9.	Increased ability to express oneself.		97	43.11	89	39.56	39	17.33	2.26	75.26	middle
10.	Effective and continuous communication with others.	Social motives	107	47.56	92	40.89	26	11.56	2.36	78.67	high
11.	Form new relationships with colleagues.		89	39.56	82	36.44	54	24.00	2.16	71.85	middle
12.	Getting rid of loneliness.		70	31.11	56	24.89	99	44.00	1.87	62.37	middle
13.	A sense of social harmony with colleagues.		73	32.44	100	44.44	52	23.11	2.09	69.78	Middle
14.	Acquiring recreational culture.	Cognitive motives	97	43.11	87	38.67	41	18.22	2.25	74.96	Middle
15.	Providing opportunities to learn new recreational activities.		82	36.44	37	16.44	106	47.11	2.89	63.11	Middle
16.	Fulfilling the need for socializing with individuals or groups with shared interests and concerns.		107	47.56	76	33.78	42	18.67	2.29	76.3	Middle
17.	Gaining new educational and pedagogical experiences.		99	44.00	83	36.89	43	19.11	2.25	74.96	middle

From Table (9), Ministry of Youth and Sports employees' perceptions of recreational hobbies' motives are evident. The top-ranked motive, "feeling happy and psychologically satisfied," scored 84.30%, indicating a strong inclination towards activities that bring personal joy and satisfaction. This suggests that

employees engage in hobbies primarily for enjoyment, in line with their personal preferences.

Conversely, the motive "Getting rid of loneliness" scored lowest at 62.37%, indicating a moderate level of significance. This implies employees' inclination towards socialization and forming relationships, particularly with

students, while also fulfilling the need for social interaction with others who share similar recreational interests.

This agrees with the study by Daniel Goldman (2020), Hazem Mansour (2020), Mohamed Elzahaby, Nishat Mansour, and Hussam Gouda

(2013), Pamela J. Rayburn (2013), Salwa El-Harbi (2010), and Wopp Foub (2002), which indicate that cultural, physical, and social interaction motives are among the primary drivers for individuals to engage in recreational activities.

Table (10)
Frequency, Percentage, and Level of Recreational Hobbies Axis (n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level		
		repetition	%	repetition	%	repetition	%					
1.	Recreational sports hobbies	Walking.	107	47.56	94	41.78	24	10.67	2.37	78.96	high	
2.		Running.	103	45.78	100	44.44	22	9.78	2.36	78.67	high	
3.		soccer.	114	50.67	86	38.22	25	11.11	2.4	79.85	high	
4.		Fitness.	118	52.44	87	38.67	20	8.89	2.44	81.19	high	
5.		Cycling.	127	56.44	78	34.67	20	8.89	2.48	82.52	high	
6.		Swimming	92	40.89	42	18.67	91	40.44	1.99	66.37	middle	
7.	Cultural recreational hobbies	reading.	112	49.78	82	36.44	31	13.78	2.36	78.67	high	
8.		Writing.	113	50.22	90	40.00	22	9.78	2.4	80.15	high	
9.		Browse network sites the information	161	71.56	54	24.00	10	4.44	2.67	89.04	high	
10.		Watch TV programmes.	127	56.44	78	34.67	20	8.89	2.48	82.52	high	
11.		Seminars.	92	40.89	42	18.67	91	40.44	1.99	66.37	middle	
12.		Visit exhibition and museums	112	49.78	82	36.44	31	13.78	2.36	78.67	high	
13.		Social recreational hobbies	Celebrating occasions.	113	50.22	90	40.00	22	9.78	2.4	80.15	high
14.			Trips.	121	53.78	80	35.56	24	10.67	2.43	81.04	high
15.	Organizing charitable exhibitions.		103	45.78	61	27.11	61	27.11	2.19	72.89	middle	
16.	talking with friends.		99	44.00	48	21.33	78	34.67	2.09	69.78	middle	
17.	Table games.		121	53.78	78	38.67	17	7.56	2.46	82.07	high	
18.	Exchange visits		113	50.22	92	40.89	20	8.89	2.41	80.44	high	
19.	Artistic recreational hobbies	Listen to recordings.	76	33.78	27	12.00	122	54.22	1.8	59.85	middle	
20.		The drawing.	148	65.78	77	34.22	0	-	2.66	88.59	high	
21.		Weaving and knitting.	80	35.56	23	10.22	122	54.22	1.81	60.44	middle	
22.		Sculpture	67	29.78	26	11.56	132	58.67	1.71	57.04	middle	
23.		Decoration.	97	43.11	89	39.56	39	17.33	2.26	75.26	middle	
24.		Playing musical instruments	58	25.78	53	23.56	114	50.67	1.75	58.37	middle	

Follow Table (10)
Frequency, Percentage, and Level of Recreational Hobbies Axis (n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	repetition	%	repetition	%			
25.	Stamps.	89	39.56	92	40.89	44	19.56	2.2	73.33	middle
26.	Currencies.	123	54.67	52	23.11	50	22.22	2.32	77.48	high
27.	Books and magazines.	92	40.89	91	40.44	42	18.67	2.22	74.07	middle
28.	Celebrity signature.	76	33.78	27	12.00	122	54.22	1.8	59.85	middle
29.	Postcards.	123	54.67	52	23.11	50	22.22	2.32	77.48	high
30.	Collecting scientific samples (plants, insects, shells, rare rocks, etc.)	92	40.89	91	40.44	42	18.67	2.22	74.07	middle
31.	Collect antiques.	55	24.44	87	38.67	83	36.89	1.88	62.52	middle
32.	Photo collecting.	120	53.33	89	39.56	16	7.11	2.46	82.07	high
33.	Cellular trips.	152	67.56	62	27.56	11	4.89	2.63	87.56	high
34.	Caring for birds and animals.	73	32.44	51	55.67	101	44.89	1.88	62.52	middle
35.	Public service camps.	127	56.44	78	34.67	20	8.89	2.48	82.52	high
36.	Roaming with others.	92	40.89	42	18.67	91	40.44	1.99	66.37	middle
37.	Blood donation campaigns.	46	20.44	47	20.89	132	58.67	1.62	53.93	middle
38.	Fishing	97	43.11	87	38.67	41	18.22	2.25	74.96	middle

From Table (10), it's evident that Ministry of Youth and Sports employees are highly engaged in recreational activities, notably internet browsing, with a participation rate of 89.04%. This can be attributed to technological advancements and the widespread availability of devices like computers and mobile phones.

However, (Blood donation campaigns) ranked last with a participation rate of 53.93%, likely due to logistical challenges such as travel to distant locations, extended time

commitments, and the need for substantial resources, making participation difficult for employees.

This agrees with a study by Travis Bradberry, Gene Griffin (2020), Daniel Goldman (2020), Mohamed Elzahaby, Nashat Mansour, and Hussam Gouda (2013), Hazem Mansour (2020), Salwa Elharbi (2010), Magdi El-Gabashi (2006), Wopp Fob (2002), which clarified that cultural, social, sports, and travel activities rank highest in importance for practitioners.

Table (11)
Frequency, Percentage, and Level for the Axis of Recreational Activities
Practice places (n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	repetition	%	repetition	%			
1.	the home	82	36.44	93	41.33	50	22.22	2.14	71.41	middle
2.	Clubs	90	40.00	95	42.22	40	17.78	2.22	74.07	middle
3.	Youth centres	97	43.11	88	39.11	40	17.78	2.25	75.11	middle
4.	Popular squares	87	38.67	93	41.33	45	20.00	2.19	72.89	middle
5.	Gardens and parks	85	37.78	104	46.22	36	16.00	2.22	73.93	middle
6.	Palaces of culture	69	30.67	102	45.33	54	24.00	2.07	68.89	middle
7.	Youth facilities	97	43.11	88	39.11	40	17.78	2.25	75.11	middle
8.	Campsites and camps	87	38.67	93	41.33	45	20.00	2.19	72.89	middle
9.	Health clubs	85	37.78	104	46.22	36	16.00	2.22	73.93	middle
10.	Social clubs	80	35.56	96	42.67	49	21.78	2.14	71.26	middle
11.	Museums	83	36.89	85	37.78	57	25.33	2.12	70.52	middle
12.	Theaters and cinemas	80	35.56	83	36.89	62	27.56	2.08	69.33	middle
13.	Summer clubs	69	30.67	102	45.33	54	24.00	2.07	68.89	middle

Table (11) reveals that Ministry of Youth and Sports employees highly rate "Youth facilities" with a 75.11% satisfaction rate, attributed to diverse amenities like sports fields and theaters. Employees also enjoy discounts, enhancing their recreational experience.

Conversely, "Summer clubs" ranked lower at 68.89% satisfaction, potentially due to their scarcity in major cities and high participation fees, which may not suit most employees' income levels.

The agrees with various studies by Joel Dan (2018), Daniel Goldman (2020), Hazem Mansour (2020), Mohamed Elzahaby, Nashat Mansour, and Hossam Gouda (2013), Magdy El-Gabashi (2006), and Wopp Foub (2002). These studies highlight the diversity of recreational venues based on the type of activity. Moreover, they indicate that a majority of individuals prefer participating in leisure activities at sports and youth facilities to take advantage of the recreational opportunities offered.

Table (12)
Frequency, Percentage, Relative Weight, and Level of the Recreational Hobbies
Questionnaire Axes for Employees of the Ministry of Youth and Sports (n=225)

Interviewer	Yes		To some extent		no		Average	%	the level
	repetition	%	repetition	%	repetition	%			
The concept of recreational hobbies	132	58.67	72	32.00	21	9.33	2.49	83.14	high
Motives for recreational hobbies	85	37.78	94	41.78	46	20.44	2.17	72.28	Middle

Follow Table (12)
Frequency, Percentage, Relative Weight, and Level of the Recreational Hobbies
Questionnaire Axes for Employees of the Ministry of Youth and Sports (n=225)

Interviewer	Yes		To some extent		no		Average	%	the level
	repetition	%	repetition	%	repetition	%			
Recreational hobbies	106	47.11	68	30.22	51	22.67	2.25	74.96	Middle
Practice places	99	44.00	76	33.78	50	22.22	2.21	73.82	Middle
Total marksFor the questionnaire	106	47.11	77	34.44	42	18.67	2.28	76.00	Middle

Table (12) displays a percentage range of recreational hobbies questionannire results among Ministry of Youth and Sports employees, ranging from 72.28% to 83.14%, with an average of 76.00%. This indicates employees' recognition of recreational hobbies' importance in fulfilling diverse needs, providing liberation from life's pressures, and serving as enjoyable and exciting activities.

The findings agrees with studies by Travis Bradbury, Jane Griffin (2020), Daniel Goldman (2020), Tarek Abdel Raouf, Ayhab

Eissa (2019), MerfetEl-Gohary (2001), Abdou Mohamed (2017), Mohamed Elzahaby, Nashat Mansour, Hossam Gouda (2013), and Salwa El-Harbi (2010). These studies emphasize individuals' awareness and appreciation of recreational activities and hobbies, indicating their interest in participating in them during leisure time, as they hold personal significance.

The second question: What is the level of emotional intelligence among the employees of the Ministry of Youth and Sports?

Table (13)
Frequency, Percentage, and Level of the Personal Motivation Axis (n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	Repetition	%	repetition	%			
1.	I make my decisions freely within the environmentAdministrative officer in the Ministry.	122	54.22	85	37.78	18	8.00	2.46	82.07	high
2.	I encourage everyone to cooperate in a team spirit.	110	48.89	94	41.78	21	9.33	2.4	79.85	middle
3.	I respondFor all decisions issued byHigher Management In the ministry	156	69.33	59	26.22	10	4.44	2.65	88.30	high
4.	It is compatible with my work in the field of recreation and my family requirements.	110	48.89	94	41.78	21	9.33	2.4	79.85	high

Follow Table (13)
Frequency, Percentage, and Level of the Personal Motivation Axis (n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	Repetition	%	repetition	%			
5.	I feel the importance of my role in societyAdministrative officer in the Ministry.	131	58.22	70	31.11	24	10.67	2.48	82.52	high
6.	I can handle work pressuresIn the ministry.	87	38.67	73	32.44	65	28.89	2.1	69.93	middle
7.	I work for a long time without feeling tired.	66	29.33	87	38.67	72	32.00	2.97	65.78	middle
8.	My motivation increases when I achieve successes.	117	52.00	57	25.33	51	22.67	2.29	67.44	high
9	I feel happy when I am at work.	107	47.56	79	35.11	39	17.33	2.3	76.74	middle
10.	Overcome all shocks and difficulties.	90	40.00	107	47.56	28	12.44	2.28	75.85	middle
11.	I can present new and innovative ideas.	90	40.00	107	47.56	28	12.44	2.28	75.85	middle
12.	I plan for my future with optimism.	78	38.67	64	28.44	74	32.89	2.06	68.59	middle
13.	I finish my daily work without delay.	131	58.22	62	27.56	32	14.22	2.44	81.33	high
14.	Everyone describes me as having a high level of ambition.	122	54.22	85	37.78	18	8.00	2.46	82.07	high

Table (13) showcases Ministry of Youth and Sports employees' ranking of personal motivation statements. "I respond to all decisions issued by the senior management of the ministry" ranked highest at 88.30%, indicating a strong commitment to directives and professional advancement. Employees prioritize receiving competent or excellent ratings in performance evaluations for promotion prospects.

On the other hand, "I work long hours without feeling tired" ranked last at 65.78%, suggesting the demanding nature of work involving physical

exertion and movement between facilities. Activities like sports and scouting also contribute to employee fatigue.

This agrees with a study by Daniel Goldman (2020), Tarek Abdel Raouf, Ayhab Eissa (2019), Yun Hashung, Tsour Deshinko (2017), Pamela Rayburn (2013), Yoon Joon (2008), Mona Saeed (2002), which highlighted individuals' keenness on enjoying personal competence. Individuals with high emotional intelligence are adept at reading and understanding their feelings and emotions in a positive manner.

Table (14)
Frequency, Percentage, and Level of the Human Relations Management Axis (n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	repetition	%	repetition	%			
1.	I feel sad for other people's problems.	88	39.11	83	36.89	54	24.00	2.15	71.7	middle
2.	Show compassion to all employeesAt the Ministry of Youth, Sports and Directorates.	77	34.22	57	25.33	91	40.44	1.94	64.59	middle

Follow Table (14)
Frequency, Percentage, and Level of the Human Relations Management Axis
(n=225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	repetition	%	repetition	%			
3.	I can express my feelings to others.	108	48.00	92	40.89	25	11.11	2.37	78.96	middle
4.	I show compassion to others in stressful situations.	72	31.00	62	27.56	91	40.44	1.92	63.85	middle
5.	I understand other people's feelings without speaking.	108	48.00	92	40.89	25	11.11	2.37	78.96	middle
6.	I enjoy group work more than individual work.	99	44.00	100	44.44	26	11.56	2.32	77.48	middle
7.	Take it easyMy colleaguesTheir sorrows.	119	52.89	80	35.56	26	11.56	2.41	80.44	High
8.	I share with everyone the solution to their problems.	119	52.89	80	35.56	26	11.56	2.41	80.44	high
9	I am affected by the moodFor my workers.	122	54.22	32	14.22	71	31.56	2.23	74.22	middle
10.	I feel comfortable being at work.	121	53.78	89	39.56	15	6.67	2.47	82.37	high
11.	Listen to everyone's problems and respect their feelings.	88	39.11	83	36.89	54	24.00	2.15	71.7	middle
12.	I believe in successMinistryIt represents my personal success.	118	52.44	83	36.89	24	10.67	2.42	80.59	high
13.	I feel pleasure in completing the work assigned to me.	76	33.78	75	33.33	74	32.89	2.01	66.96	middle
14.	I express my opinions and ideas well.	102	45.33	95	42.22	28	12.44	2.33	77.63	middle
15.	My behavior is balanced even in stressful situations.	122	54.22	69	30.67	34	15.11	2.39	79.7	high
16.	I stay silent when I get angry.	68	30.22	26	11.56	131	58.22	1.72	57.33	middle
17.	I share everyone's social events.	118	52.44	81	36.00	26	11.56	2.41	80.3	high
18.	I make new friends easily.	95	42.22	87	38.67	43	19.11	2.23	74.37	middle
19.	I have the ability to influence the change of other people's thoughts.	120	53.33	41	18.22	64	28.44	2.25	74.96	middle
20.	I feel happy to work withMy colleagues.	134	59.56	67	29.78	24	10.67	2.49	82.96	high

From Table (14), "I feel happy working with my colleagues" ranked highest at 82.96%, showing strong organizational loyalty and belonging among Ministry of Youth and Sports employees. They view the ministry and its affiliated institutions as prestigious both professionally and socially, with success validating their personal accomplishments. Additionally, there's considerable pride and satisfaction associated with working within the ministry, often communicated to others.

while, "I remain silent when I am angry" ranked last at 57.33%, indicating that most employees possess

the ability to manage negative emotions effectively, redirecting them into positive behaviors, especially in situations requiring professional intervention to handle various issues.

This agrees with a study by Bric E. (2020), Tarek Abdel Raouf, Ayhab Eissa (2019), Sheng H. Yoon, D. Tsour (2017), and Haib Yassin (2016), Mona Saeed (2002), which emphasized the positive role of emotional intelligence in acquiring communication skills and interacting with others, thereby aiding in the development of positive social interactions and fostering close relationships with others.

Table (15)
Frequency, Percentage, and Level of Self-Management Axis (N = 225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	repetition	%	repetition	%			
1.	Satisfied with my work in the field Youth and sports.	138	61.33	64	28.44	23	10.22	2.51	83.70	High
2.	I believe in the importance of the role I play in the ministry.	101	44.89	83	36.89	40	17.78	2.41	80.3	High
3.	I can control my emotions well.	81	36.00	109	48.44	35	15.56	2.2	73.48	Middle
4.	He has balanced emotional skills.	80	35.56	102	45.33	43	19.11	2.16	72.15	Middle
5.	Keep everyone's secrets.	103	45.78	83	36.89	39	17.33	2.28	76.15	Middle
6.	I deal with everyone in light of their religious beliefs.	84	37.33	94	41.78	47	20.89	2.16	72.15	Middle
7.	Commit to attending daily without getting bored.	103	45.78	83	36.89	39	17.33	2.28	76.15	middle

Follow Table (15)
Frequency, Percentage, and Level of Self-Management Axis (N = 225)

M	Ferries	Yes		To some extent		no		Average	%	the level
		repetition	%	repetition	%	repetition	%			
8.	My self-confidence enables me to achieve my goals.	83	36.89	103	45.78	39	17.33	2.2	73.19	Middle
9.	I express my thoughts realistically.	122	54.22	75	33.33	28	12.44	2.42	80.59	High
10.	I make my own decisions without the help of others.	101	44.89	83	36.89	40	17.78	2.41	80.3	High
11.	Succeed in overcoming all difficulties.	122	54.22	61	27.11	42	18.67	2.36	78.52	Middle
12.	I face my mistakes and correct them.	66	29.33	84	37.33	75	33.33	1.96	65.33	High
13.	He was characterized by emotional stability all the time.	111	49.33	79	35.11	35	15.56	2.34	77.93	Middle
14.	Work hard and persevere for a long time.	94	41.78	93	41.33	38	16.89	2.25	74.96	High
15.	Everyone considers me a leadership figure.	101	44.89	83	36.89	40	17.78	2.41	80.3	High

From Table (15), the highest-ranking statement, "Satisfied with my work in the field of youth and sports," indicates a high level of satisfaction among Ministry of Youth and Sports employees, showcasing their ability to positively influence others and effectively manage stress and decision-making. However, the lowest-ranking statement, "I face my mistakes and correct them," suggests potential administrative and organizational procedures within recreational institutions, possibly requiring approval before certain actions are

taken, aligning with regulations and laws within the ministry.

This agrees with a study by Travis Bradberry, Jane Griffin (2020), Daniel Goldman (2020), Tarek Abdel Raouf, and Ayhab Eissa (2019), Sheng H. Tsour, Yoon Hashong (2017), Haib Yassin (2016), Yoon J. (2008), Aya Ayashi, Alan E. (2006), Mona Saeed (2002), which clarified that individuals with high emotional intelligence are adept at understanding their emotions and regulating them in a positive manner. They are capable of self-management, adaptation, and stress management.

Table (16)
Frequency, Percentage, and Level of Emotional Understanding Axis (N=225).

M	Ferries	Yes		To some extent		No		Average	%	the level
		repetition	%	repetition	%	Repetition	%			
1.	I have an optimistic outlook towards my work in the field Youth and sports	71	31.56	59	26.22	95	42.22	1.89	63.11	middle
2.	A degree of anxiety motivates me to complete my work.	70	31.11	74	32.89	81	36.00	1.95	65.04	middle
3.	Make sure to keep promises with others.	105	46.67	99	44.00	21	9.33	2.37	79.11	high
4.	I am happy to hold seminars, workshops and meetings for employees At the Ministry of Youth and Sports.	53	23.56	74	32.89	98	43.56	1.8	60	middle
5.	I understand the role of sports recreation in life Ministry employees.	63	28.00	63	28.00	99	44.00	1.84	61.33	middle
6.	I understand the role of emotions in the success of any business.	107	47.56	86	38.22	32	14.22	2.33	77.78	high
7.	I have the knowledge that enables me to create new recreational activities.	188	52.44	84	37.33	23	10.22	2.42	80.74	high

Follow Table (16)
Frequency, Percentage, and Level of Emotional Understanding Axis (N=225).

M	Ferries	Yes		To some extent		No		Average	%	the level
		repetition	%	repetition	%	Repetition	%			
8.	I feel satisfied with my professional performance.	115	51.11	83	36.89	27	12.00	2.39	79.7	high
9.	Be proud of the importance and place of recreation in society.	125	55.56	83	36.89	17	7.56	2.48	82.67	high
10.	I try to understand people's nature before starting work.	123	54.67	80	35.56	22	9.78	2.45	81.63	high
11.	Have the ability to create an atmosphere of fun and happiness within work.	96	42.67	73	32.44	56	24.89	2.18	72.59	middle
12.	I understand the role of recreational activity in improving the quality of life Ministry employees.	94	41.78	84	37.33	47	20.89	2.21	73.63	middle
13.	I am happy to have everyone close to me.	112	49.78	87	38.67	26	11.56	2.38	79.41	high

From Table (16), it's clear that Ministry of Youth and Sports employees highly value the importance of recreation in society, with the phrase "I take pride in the importance and status of recreation in society" ranking highest at 82.67%. This reflects their recognition of recreation as addressing

fundamental human needs and contributing to social experiences and skills. Additionally, recreation is seen as a potent tool for addressing social issues and fostering social cohesion.

However, organizing events such as seminars and workshops for Ministry employees may face hurdles,

as indicated by the statement "I am happy to conduct seminars, workshops, and meetings for Ministry of Youth and Sports employees" ranking last at 60%. This suggests the need for administrative approvals and sufficient financial resources for such events.

This is consistent with studies by Daniel Goldman (2020), Bric E (2020), Tarek Abdul Raouf and Ayhab

Issa (2019), Faik A (2012), Aya Eyaishi and Alan E (2006), and Mona Saeed (2002), which have demonstrated that individuals with high emotional intelligence are capable of reading their own emotions, understanding and accepting the emotions of others, and effectively managing emotions.

Table (17)
Frequency, percentages, relative weight and level For an interviewer poll emotional smartness for employees of the Ministry of Youth and Sports(n=225)

Interviewer	Yes		To some extent		no		Average	%	the level
	repetition	%	repetition	%	repetition	%			
Personal motivation	108	48.00	79	35.11	38	16.89	2.32	77.21	Middle
Human relations management	101	44.89	74	37.33	40	17.78	2.28	76.07	Middle
self management	101	44.89	73	32.44	51	22.67	2.22	74.15	Middle
Emotional understanding	101	44.89	83	36.89	41	18.22	2.27	75.52	Middle
Total marksFor the questionnaire	96	42.67	79	35.11	50	22.22	2.21	73.56	Middle

The data from Table (17) shows preference ratios for an Emotional Intelligence survey among Ministry of Youth and Sports employees, ranging from 73.56% to 77.21%, indicating a moderate level of estimation. Overall, the preference ratio averaged 75.52%, suggesting a focus among employees on self-competence and personal skills essential for professional success, such as relationship-building, stress management, and effective confidence and reality management.

Studies by Daniel Goleman (2020), Bric E. (2020), Tarek Abdel-Raouf, Ehab Issa (2019), Yun

Hashong, Sheng H. Tsour (2017), Haib Yassin (2016), Pamela J. Rayburn (2013), Faik A. (2012), and Mona Saeed (2002) support these findings. They highlight a positive relationship between emotional management, motivation, recognizing others, and the emphasis placed by individuals with high emotional intelligence on personal competence, adaptability, stress management, and fostering strong relationships.

Third question:What is the correlation betweenRecreational hobbies and emotional intelligence for employees of the Ministry of Youth and Sports?

Table (18)
Correlation coefficient between Recreational hobbies and intelligence Emotional
For employees at the Ministry of Youth and Sports (n=225)

Emotional intelligence Recreational hobbies	Personal motivation	Human relations management	self management	Emotional understanding	The total score of the questionnaire
The concept of recreational hobbies	0.356*	0.247*	0.429*	0.166*	0.595*
Motives for practicing recreational hobbies	0.347*	0.261*	0.465*	0.033	0.562*
Recreational hobbies	0.317*	0.416*	0.478*	0.147*	0.677*
Practice places	0.195*	0.239*	0.246*	0.128	0.397*
The total score of the questionnaire	0.523*	0.518*	0.408*	0.204*	0.575*

* The tabular "R" value is at a significance level (0.05) = (0.095)

Table (18) reveals a strong positive connection between leisure activities and emotional intelligence among Ministry of Youth and Sports staff. Engaging in diverse hobbies enhances cognitive skills and fosters intelligence, promoting positive thinking and creativity. This leads to personal satisfaction, balanced social relationships, and strong leadership attributes, contributing to mental and physical well-being.

This corresponds with studies by researchers such as Hazem Mansour (2020), Daniel Goleman (2020), Bric E. (2020), Al-Qarni (2014), Alaa

Abdel-Hadi (2013), Faik A. (2012), Aya Ayashi, Alan E. (2006), and Mona Saeed (2002). Their findings suggest a relationship between emotional intelligence, communication skills, adaptability in relationships, social aspects, and the inclination towards leisure activities, particularly among those with higher intelligence levels.

Fourth question: What is the significance of the differences in Recreational hobbies and emotional intelligence for employees of the Ministry of Youth and Sports Which is attributed to (type, qualification, Years of Experience)?

Table (19)

The significance of the differences in the recreational hobbies of employees at the Ministry of Youth and Sports Which is attributed to (type)

Interviewer	Males (n=189)		Females (n=36)		The difference between the two averages	"t" value	Significance level
	SMA	standard deviation	SMA	deviation Standard			
The concept of recreational hobbies	30.08	4.20	29.86	4.13	-0.22	0.29	0.77
Motives for practicing recreational hobbies	39.86	3.36	37.23	4.16	-2.63	4.14*	0.00
Recreational hobbies	86.47	4.54	85.12	4.70	-1.35	1.63*	0.11
Practice places	28.67	3.24	28.11	3.60	-0.56	0.93	0.39
The total score of the questionnaire	185.08	8.72	180.32	8.34	-4.77	3.03*	0.00

* The tabular "t" value is at a significance level (0.05) = (1.645)

Table (19) highlights a divergence in recreational hobbies among male and female employees at the Ministry of Youth and Sports. The findings indicate a notable inclination among males towards leisure activities, notably reflected in their motives and overall survey scores. This inclination towards recreational pursuits among males often involves activities that entail travel or extended periods away from home, which may pose

accessibility challenges for females owing to societal norms and cultural restrictions.

Research conducted by Hazem Mansour (2020), Abdo Mohamed (2017), Mohamed El-Zahaby, Nashat Mansour, and Hossam Gouda (2013), Pamela J. Rayburn (2013), Salwa El-Harbi (2010), and Wopp Fob (2002) consistently indicates significant gender disparities, with males being favored in various aspects.

Table (20)

The significance of differences in intelligence Emotional for employees at the Ministry of Youth and Sports Which is attributed to (type)

Interviewer	Males (n=189)		Females (n=36)		The difference between the two averages	"t" value	Significance level
	SMA	standard deviation	SMA	deviation Standard			
Personal motivation	33.53	3.24	32.23	3.03	-1.30	2.33*	0.02
Human relations management	44.43	3.14	44.78	3.47	-0.35	0.60	0.55

Follow Table (20)

The significance of differences in intelligence Emotional for employees at the Ministry of Youth and Sports Which is attributed to (type)

Interviewer	Males (n=189)		Females (n=36)		The difference between the two averages	"t" value	Significance level
	SMA	standard deviation	SMA	deviation Standard			
self management	36.72	6.77	33.75	4.14	-2.97	3.51*	0.00
Emotional understanding	28.69	2.64	28.75	2.78	-0.06	0.12	0.91
The total score of the questionnaire	143.37	7.40	139.51	10.53	-4.69	3.23*	0.00

* The tabular "t" value is at a significance level (0.05) = (1.645)

Table (20) demonstrates a gender gap in emotional intelligence within Ministry of Youth and Sports employees, favoring males. They excel in personal motivation, self-management, and overall survey scores. This indicates that male employees show greater ambition in career advancement and success, as well as proficiency in handling intense

emotions and navigating social and professional situations effectively.

This aligns with research conducted by Hazem Mansour (2020), Bric E. (2020), Al-Qarni (2014), Yoon J. (2008), Haib Yassin (2016), Aya Ayashi, Alan E. (2006), and Mona Saeed (2002). Their studies have demonstrated significant gender disparities, with males being favored statistically.

Table (21)

The significance of the differences in the recreational hobbies of employees at the Ministry of Youth and Sports Which is attributed to (qualification)

Interviewer	Variance	Sum of squares	Degree of freedom	Mean squares	"F" value	Significance level
The concept of recreational hobbies	Between groups	1,024.96	3	341.65	26.89	0.00
	Within groups	2,807.69	221	12.70		
	the total	3,832.65	224			
Motives for practicing recreational hobbies	Between groups	156.93	3	52.31	2.27	0.88
	Within groups	5,094.34	221	23.05		
	the total	5,251.26	224			
Recreational hobbies	Between groups	2,440.63	3	813.54	72.39	0.00
	Within groups	2,483.70	221	11.24		
	the total	4,924.33	224			

Follow Table (21)

The significance of the differences in the recreational hobbies of employees at the Ministry of Youth and Sports Which is attributed to (qualification)

Interviewer	Variance	Sum of squares	Degree of freedom	Mean squares	"F" value	Significance level
Practice places	Between groups	87.52	3	29.17	2.36	0.77
	Within groups	2,731.88	221	12.36		
	the total	2,819.40	224			
The total score of the questionnaire	Between groups	13,632.30	3	4,544.10	357.60	0.00
	Within groups	2,808.26	221	12.71		
	the total	16,440.56	224			

* The tabular "F" value is at a significance level (0.05) = (3.00)

Table (21) reveals differences in recreational hobbies among Ministry of Youth and Sports employees, linked to their qualifications. The calculated "F"

value exceeds the critical value at a significance level of 0.05, indicating statistical significance in these differences.

Table (22)

Minimum significant difference in recreational hobbies for employees at the Ministry of Youth and Sports Which is attributed to (qualification)

Interviewer	qualification	n	Average Arithmetic	deviation Standard	Qualification				Significance level
					middle	Bachelor's	Master's	Ph.D	
The concept of recreational hobbies	middle	30	25.57	4.11		-4.01	-6.37	-7.83	0.00
	Bachelor's	126	29.58	3.68			-2.36	-3.82	0.00
	Master's	49	31.94	3.12				-1.46	0.00
	Ph.D	20	33.40	2.91					
Recreational hobbies	middle	30	79.30	3.93		-5.34	-8.74	-12.85	0.00
	Bachelor's	126	84.64	3.46			-3.40	-7.51	0.00
	Master's	49	88.04	2.93				-4.11	0.00
	Ph.D	20	92.15	2.60					
The total score of the questionnaire	middle	30	166.87	4.01		-12.37	-21.50	-29.28	0.00
	Bachelor's	126	179.24	3.99			-9.13	-16.91	0.00
	Master's	49	188.37	1.86				-7.78	0.00
	Ph.D	20	196.15	3.10					

Table (22) reveals disparities in recreational hobbies among Ministry of Youth and Sports employees, attributed to their qualifications, with those holding doctoral degrees being

favored. This implies that individuals with doctoral qualifications are more cognizant of the importance of hobbies and recreational activities in fulfilling their interests and utilizing their leisure

time for creative and intellectual endeavors.

Studies by Hazem Mansour (2020), Abdo Mohamed (2017), Mohamed El-Zahaby, Nashat Mansour, and Hossam Gouda (2013),

Faik A. (2012), Yoon J. (2008), Aya Ayashi, Alan E. (2006), and Mona Saeed (2002) support this conclusion. They demonstrate significant statistical disparities among individuals with advanced levels of education.

Table (23)

The significance of differences in intelligence Emotional for employees at the Ministry of Youth and Sports Which is attributed to (qualification)

Interviewer	Variance	Sum of squares	Degree of freedom	Mean squares	"F" value	Significance level
Personal motivation	Between groups	584.58	3	194.86	27.56*	0.00
	Within groups	1,562.74	221	7.07		
	the total	2,147.32	224			
Human relations management	Between groups	594.58	3	198.19	25.99*	0.00
	Within groups	1,685.61	221	7.63		
	the total	2,280.20	224			
self management	Between groups	2,083.84	3	694.61	50.97*	0.00
	Within groups	3,011.60	221	13.63		
	the total	5,095.44	224			
Emotional understanding	Between groups	119.33	3	39.78	2.72	0.66
	Within groups	3,229.72	221	14.61		
	the total	3,349.05	224			
The total score of the questionnaire	Between groups	12,096.00	3	4,032.00	323.76*	0.00
	Within groups	2,752.24	221	12.45		
	the total	14,848.24	224			

* The tabular "F" value is at a significance level (0.05) = (3.00)

The data from Table (23) reveals variances in emotional intelligence among Ministry of Youth and Sports employees based on their

qualifications. The calculated "F" value surpasses the critical value at a significance level of 0.05.

Table (24)

Minimum significant difference in intelligence Emotional for employees at the Ministry of Youth and Sports Which is attributed to (qualification)

Interviewer	Qualification	n	Average Arithmetic	deviation Standard	Qualification				Significance level
					middle	Bachelor's	Master's	Ph.D	
Personal motivation	Middle	30	29.80	1.99		-2.12	-4.22	-5.95	0.00
	Bachelor's	126	31.92	2.96			-2.10	-3.83	0.00
	Master's	49	34.02	2.36				-1.73	0.00
	Ph.D	20	35.75	2.15					
Human relations management	Middle	30	41.10	2.48		-3.19	-4.88	-6.00	0.00
	Bachelor's	126	44.29	2.79			-1.69	-2.81	0.00
	Master's	49	45.98	2.68				-1.12	0.00

Follow Table (24)

Minimum significant difference in intelligence Emotional for employees at the Ministry of Youth and Sports Which is attributed to (qualification)

Interviewer	Qualification	n	Average Arithmetic	deviation Standard	Qualification				Significance level
					middle	Bachelor's	Master's	Ph.D	
self management	Ph.D	20	47.10	3.13					
	Middle	30	28.33	3.03		-5.36	-8.52	-11.67	0.00
	Bachelor's	126	33.69	3.15			-3.17	-6.31	0.00
	Master's	49	36.86	3.18				-3.14	0.00
The total score of the questionnaire	Ph.D	20	40.00	7.34					
	Middle	30	127.00	2.23		-10.94	-19.39	-28.00	0.00
	Bachelor's	126	137.94	3.34			-8.44	-17.06	0.00
	Master's	49	146.39	1.98				-8.61	0.00
	Ph.D	20	155.00	7.35					

Table (24) shows differences in emotional intelligence among Ministry of Youth and Sports employees based on their qualifications, with those holding doctoral degrees having higher levels of emotional intelligence. This suggests that individuals with advanced qualifications possess enhanced skills and ambitions for personal and professional growth,

seeking prestigious positions and recognition.

This aligns with research carried out by Hazem Mansour (2020), Abdo Mohamed (2017), Alaa Abdel Hadi (2013), Yoon J. (2008), Aya Ayashi, and Alan E. (2006). These studies have demonstrated statistically significant variances among individuals with higher levels of education.

Table (25)

Significance of differences in recreational hobbies for employees of the Ministry of Youth and Sports, which are attributed to (years of experience)

Interviewer	variance	Sum of squares	Degree of freedom	Mean squares	"F" value	Significance level
The concept of recreational hobbies	Between groups	161.46	2	80.73	2.46	0.69
	Within groups	7.271.19	222	32.75		
	the total	7.432.19	224			
Motives for recreational hobbies	Between groups	539.23	2	269.62	18.07*	0.77
	Within groups	3.312.03	222	14.92		
	the total	3,851.26	224			
Recreational hobbies	Between groups	88.32	2	44.16	2.63	0.77
	Within groups	3,731.08	222	16.81		
	the total	3,819.40	224			
Practice places	Between groups	1.261.57	2	630.78	38.23*	0.00
	Within groups	3.662.76	222	16.50		
	the total	4.924.33	224			
The total score of the questionnaire	Between groups	8.208.16	2	4.104.08	110.67*	0.00
	Within groups	8.232.40	222	37.08		
	the total	16,440.56	224			

* The tabular "F" value is at a significance level (0.05) = (3.00)

The data from Table (25) reveals variances in recreational hobbies among Ministry of Youth and Sports employees associated with their

years of experience. This is evident as the calculated "F" value exceeds the critical value at a significance level of 0.05.

Table (26)

Minimum significant difference in recreational hobbies for employees at the Ministry of Youth and Sports Which is attributed to (Years of Experience)

Interviewer	qualification	n	Average Arithmetic	deviation Standard	Qualification			Significance level
					less than 5 years	5 years and Less than 10 years	10 years And more	
Motives for practicing recreational hobbies	Less than 5 years	35	35.23	4.31		-2.02	-4.70	0.00
	5 years and less than 10 years	130	37.25	4.17			-2.69	0.00
	10 years and more	60	39.93	2.74				
Practice places	Less than 5 years	35	27.89	3.45		0.09	-1.35	0.00
	5 years and less than 10 years	130	27.80	3.59			-1.43	0.00
	10 years and more	60	29.23	3.35				
The total score of the questionnaire	Less than 5 years	35	174.63	7.84		-3.67	-16.24	0.00
	5 years and less than 10 years	130	178.30	6.25			-12.57	0.00
	10 years and more	60	190.87	4.32				

The data from Table (26) highlights differences in recreational hobbies among Ministry of Youth and Sports employees, particularly favoring individuals with 10 or more years of experience. This indicates that their extensive tenure and familiarity with recreational activities and locations contribute to a heightened motivation for engaging in such hobbies.

Various studies, including those by Hazem Mansour (2020), Abdo Mohamed (2017), Alaa Abdel Hadi (2013), Yoon J. (2008), Sheng H. Tsour D. (2017), Haib Yassin (2016), Alaa Al-Qarni (2014), Aya Ayashi, Alan E. (2006), and Mona Saeed (2002), have found significant differences in individuals' characteristics based on their years of work experience.

Table (27)

The significance of differences in intelligence Emotional for employees of the Ministry of Youth and Sports, which is due to (years of experience)

Interviewer	variance	Sum of squares	Degree of freedom	Mean squares	"F" value	Significance level
Personal motivation	Between groups	420.16	2	210.08	27.00*	0.00
	Within groups	1.727.15	222	7.78		
	the total	2.147.32	224			
Human relations management	Between groups	138.90	2	69.45	2.60	0.77
	Within groups	5,941.29	222	26.76		
	the total	6.080.20	224			

Follow Table (27)
The significance of differences in intelligence Emotional for employees of the Ministry of Youth and Sports, which is due to (years of experience)

Interviewer	variance	Sum of squares	Degree of freedom	Mean squares	"F" value	Significance level
self management	Between groups	1,053.18	2	526.59	28.92*	0.00
	Within groups	4,042.26	222	18.21		
	the total	5,095.44	224			
Emotional understanding	Between groups	252.86	2	126.43	21.16*	0.00
	Within groups	1,326.19	222	5.97		
	the total	1,579.05	224			
The total score of the questionnaire	Between groups	7,585.36	2	3,792.68	115.93*	0.00
	Within groups	7,262.88	222	32.72		
	the total	14,848.24	224			

* The tabular "F" value is at a significance level (0.05) = (3.00)

Table (27) reveals differences in emotional intelligence among Ministry of Youth and Sports employees based on their years of

experience, with the calculated "F" value exceeding the tabulated value at a significance level of 0.05.

Table (28)
Minimum significant difference in intelligence Emotional for employees of the Ministry of Youth and Sports, which is due to (years of experience)

Interviewer	Qualification	n	Average Arithmetic	deviation Standard	Qualification			Significance level
					less than 5 years	5 years and Less than 10 years	10 years And more	
Personal motivation	Less than 5 years	35	31.09	2.34		-0.68	-3.58	0.00
	5 years and less than 10 years	130	31.77	3.04			-2.90	0.00
	10 years and more	60	34.67	2.42				
self management	Less than 5 years	35	31.83	3.91		-1.43	-5.89	0.00
	5 years and less than 10 years	130	33.26	3.87			-4.46	0.00
	10 years and more	60	37.72	5.19				
Emotional understanding	Less than 5 years	35	27.66	2.15		-0.53	-2.78	0.00
	5 years and less than 10 years	130	28.18	2.38			-2.25	0.00
	10 years and more	60	30.43	2.73				
The total score of the questionnaire	Less than 5 years	35	133.37	6.67		-3.89	-15.83	0.00
	5 years and less than 10 years	130	137.26	5.30			-11.94	0.00
	10 years and more	60	149.20	6.00				

Individuals at the Ministry of Youth and Sports demonstrate varying levels of emotional intelligence based on their years of experience, with those possessing over 10 years showing higher scores in personal motivation, self-management, emotional understanding, and overall survey

results, likely attributable to their extensive professional experience and adept problem-solving skills.

The findings align with studies by Hazem Mansour (2020), Abdo Mohamed (2017), Alaa Abdel-Hadi (2013), Yoon J. (2008), Sheng H. Tsour, and Yun Hashong (2017), Haib

Yassin (2016), Ala'a Al-Qarni (2014), Aya Ayashi, Alan E. (2006), indicating significant differences in individuals' work experience.

Conclusions:

- Ministry of Youth and Sports workers actively engage in diverse recreational activities.
- Employees prioritize achieving both cultural and physical goals to improve their mental and physical well-being.
- Internet browsing is a top leisure activity among Ministry of Youth and Sports staff.
- Utilizing recreational facilities within sports and youth centers is highly favored by employees.
- There's a moderate level of participation in recreational activities and emotional intelligence among employees.
- A positive correlation exists between recreational activity engagement and emotional intelligence among Mansoura University's recreation sector employees.
- Gender-based disparities are evident in recreational activities among Ministry of Youth and Sports staff, favoring males in motivation and self-management.
- Emotional intelligence significantly differs based on employees' qualifications, particularly favoring those with doctoral degrees.
- Years of experience impact emotional intelligence, with over 10 years correlating with higher emotional intelligence and greater engagement in recreational activities.

Recommendations:

- Cultural awareness is vital for Ministry of Youth and Sports staff regarding leisure activities to maintain

a stable emotional environment in their interactions with university students.

- Ministry leaders should consider emotional intelligence when selecting and evaluating leaders, as it reflects their job performance and future prospects within the organization.
- Promoting awareness of emotional intelligence among Ministry employees is crucial for their professional success.
- Ministry officials should organize regular meetings and seminars for recreation sector staff to emphasize the importance of leisure activities in achieving professional excellence.
- The Ministry needs to provide conducive environments for recreation sector employees, offering tailored opportunities for engagement in leisure activities.
- Strengthening Ministry resources and providing necessary materials for employees to pursue their preferred leisure pursuits are essential.
- Encouraging active participation in recreational activities among Ministry employees through recognition, financial support, and morale boosting is vital.
- Activation of in-service training programs aimed at developing emotional intelligence and leisure skills should be implemented, accessible to all Ministry employees and prospective leaders.

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