THE ACTIVITIES OF STUDENTS IN LEISURE TIME IN SISAK-MOSLAVINA COUNTY (REPUBLIC OF CROATIA)

Doc. dr. sc. Marina Đuranović
University of Zagreb, Faculty of Teacher Education, Zagreb, Croatia
Izv. prof. dr. sc. Siniša Opić
University of Zagreb, Faculty of Teacher Education, Zagreb, Croatia

Abstract:

The aim of this paper is to explore the prevalence of activities in leisure time of the young. A survey was conducted on 1062 students in 8 primary (n=505; 47,6%) and high schools (n=557; 52,4%) in Sisak-Moslavina County in the Republic of Croatia. The questionnaire of spending leisure time used was made up of 30 variables on a five- degree scale of ordinal type. Descriptive values indicated a low prevalence of activities in spending leisure time. The hypothesis of the existence of statistically significant difference between the students in primary and high school was confirmed from the sample on the following variables of leisure time: electronic media, sports, going out and relaxing activities. Students in primary school spend more of their leisure time using electronic media and doing sports, while high school students spend more of their leisure time hanging out, going out and doing relaxing activities. As part of partial correlations (while controlling variables age and time of studying), correlation between school achievement and cultural (r=0,091) and relaxing activities (r=0,109) was found to be low and positive, while negative correlation was found with the composite variable: hanging out and going out (r=-0,108).

Key words: leisure time, youth, family, education, leisure activities

INTRODUCTION

LEISURE TIME

Leisure time arises from the rapid industrialization of the society, increase of material wealth, reduction of socially-compulsory labor and increase in the number of hours of free time (Martinić, 1977).

Today leisure time can be defined in several ways. Dumazedier (1972, according to Ilišin, 2000) defines leisure time as a set of activities which an individual can on his own fully engage in, regardless of him resting or having fun, increasing his level of general knowledge or education, engaging in the society on a voluntary basis or realizing his creativity, after he is released from his professional, social obligations and family. The phenomenon of leisure time can be defined as "area in which (perhaps better than in other areas) activities or segments of social structure are mirrored countless possibilities for human progress and regression, self-alienation and de-alienation in an endless "game" of one's anthropological characteristics" (Žugić, 2000, 59). Jacobs and Jacobs (2001; according to Chun, Li & Chen) state that leisure time can be defined as the time available to choose activities freely, when not involved in self-care or work. Leisure time should result in higher motivation, self-efficacy, commitment to the activity and satisfaction. In explaining the concept of leisure time, Martinić (1977) makes a certain distinction between free time and leisure time. According to the author, free time is time free from organized labor. It includes the necessary rest, various commitments that must be fulfilled, family and community, as well as any additional work. Therefore, free time is not free from all obligations. Moments that would be devoid of all of the above duties and which

depend fully on the individual's choice and free will are called leisure. However, the author warns that it is difficult to distinguish leisure moments from free time because they are often intertwined and constantly alternate. According to the above mentioned definitions of leisure time, if we want to look at children and adolescents, we could say that leisure time is what they do after fulfilling their school obligations. It is the time in which they voluntarily engage in different activities for recreation or any other personal interests (Bartko & Eccles, 2003, according to Trainor et al., 2010).

Leisure time is an extremely important part of life for both adults, children and adolescents. It represents an important context for developing social and communication skills, tolerance, self-esteem, self-confidence, creative expression. In their leisure time, an individual can satisfy their basic needs, such as need for fun, freedom, a sense of belonging, self-actualization. In satisfying their needs, a person is also released from accumulated stress.

Aristotle said that it is exactly in leisure that happiness occurs, and Schopenhauer said that leisure represents the pinnacle of human existence. For today's individual, the opportunity to get away from the fulfillment of one's obligations (labor, civic and family obligations) and become absorbed in one's own world, to engage in what one wants takes on special importance (Sedova, 2011).

ACTIVITIES IN LEISURE TIME

Children and adolescents are constantly looking for adequate hobbies and activities to fill their leisure time. Activities in leisure time are intrinsically motivated; young people engage in them because of their personal enjoyment, and they select those activities according to their personal choice. It is important to help them and guide them to find activities that will provide them with inner satisfaction, but also encourage their personal growth and development.

Leisure activities may facilitate adolescents' developmental needs for social relatedness, and can contribute to one's identity as an important and valued member of a group. In such activities adolescents have opportunities to be with other people, cooperate with them, and feel respected and liked (Leversen et al., 2012).

However, leisure time is also a space suitable for a number of negative peer influences, which is why it is important to help children and adolescents to develop their culture of spending leisure time.

In a large number of studies, activities were divided into structured and unstructured activities (Larson & Verma, 1999; Mahoney & Stattin, 2000; Abbott & Barber, 2007; Trainor et al., 2010; Won & Han, 2010; Sharp et al., 2015).

Mahoney and Stattin (2000) found several features which characterize structured activities in children and adolescents' leisure time, and these are:
• fixed terms of activities
• regular participation and active attention of participants
• the existence of rules which must be followed by all participants
• leadership (supervision) of one or more adults
• emphasis on the development of certain skills
• all participants receive feedback on the effectiveness of their participation

Clear objectives of structured activities in free time represent an opportunity for developing individual social and physical skills and encourage creating a positive image of oneself. Structured activities (sports club membership, religious activities, humanitarian activities) or any other that take place under supervision of adults can act as a protective factor in risky social behavior of children and adolescents (Fitzpatrick, 2002, according to Piko & Vazsonyi,

2004). Studies also confirm that participation of children and adolescents in structured free time activities can be associated with a high level of school adjustment and low-risk behaviors (Eccles et al., 2003).

Unlike structured activities, unstructured activities are characterized by unconventional social relations. Those are activities that people engage in spontaneously, with no formal rules or guidance of adults. When talking about unstructured activities in leisure time, we think of casual socializing with peers, roaming the streets with no aim and similar. Therefore, it does not take much to make a connection between unstructured activities and deviant behavior. However, sometimes unstructured activities in leisure time can be a challenge for adolescents and require them to constructively develop and thus themselves figure out a source of entertainment. In this way, individuals can achieve personal growth and development because they are able to structure their own activities (Trainor et al., 2010).

According to Rosić (2005), activities that students take on in their free time can be divided into three groups:

1. First group of activities- activities for resting- is aimed at resting, without any special or strenuous physical or psychological engagement at home, in public or in nature. These activities are mainly of individual character.

2. Second group of activities- activities for recreation- is made up of different forms of recreation in the broadest sense of that word, with the task of active rest, healthy recreation or fun (excursions, games, walks, etc.)

3. Third group of activities- activities for developing personality- consists of all activities that are aimed at developing personality through various fields of human activities (educational, cultural, social…)

In the last decade, a lot of attention is given to leisure time of children and adolescents. Ways of spending leisure time and gender differences in choosing activities in leisure time are topics that have been addressed by many scientists (Ilišin et al., 2001; Šiljković et al., 2007; Martinčević, 2010; Simoncini & Caltabiono, 2012; Pejić Papak et al., 2012). This paper will attempt to further elucidate the phenomenon of leisure time of children and adolescents and explore age differences in prevalence of forms of spending leisure time and the correlation between the prevalence of spending leisure time and school achievement.

The empirical part

Research goal and hypotheses

The goal of this study was to examine whether there is a difference between the prevalence of forms of spending leisure time among students in the Sisak-Moslavina County, regarding their age (primary or secondary school students), and examine if there is a connection between the prevalence of a certain form of spending leisure time and academic achievement.

According to the purpose of the research, the following hypotheses were set:

H-1 There is a statistically significant difference between students in primary and high schools in the sample when it comes to prevalence of forms of spending leisure time.

H-2 There is a statistically significant correlation between the prevalence of forms of spending leisure time and school achievement, while controlling the variable of age and time of studying.

THE SAMPLE OF RESPONDENTS

In the school year 2013/2014, research was conducted on 1062 students of 8 primary (n=505; 47,6%) and 5 high schools (n=557; 52,4%) in Sisak-Moslavina County in the Republic of Croatia. The research was conducted during one school lesson, having previously obtained a consent of parents or guardians. Before the survey, the students were explained the purpose of the research, as well as the process of completing the questionnaire. Students' participation was voluntary and anonymous. Distribution of the respondents regarding gender was as follows: male: 508 (47.8%) and female: 554 (52.2%). Considering academic achievement, the distribution was: poor: 14 (1.3%), sufficient: 11 (1.0%), good: 330 (31.1%), very good: 423 (39.8%) and excellent: 284 (26.7%). The schools were selected randomly (randomized) and the sample size was representative.

THE SAMPLE OF VARIABLES

For the purposes of this research, a special questionnaire was designed. The questionnaire was developed on the basis of the studied scientific literature regarding children and adolescents' leisure time as well as information obtained through informal conversation with children and adolescents about the way they spend their leisure time. The questionnaire of spending leisure time used was made up of 30 variables on a five- degree scale of ordinal type, negatively polarized (direction scale) with the following values: 1- never, 2- rarely, 3- sometimes, 4- frequently, 5- very often. Basic descriptive values of the scale are shown in Table 1.

Table 1: Basic descriptive values of the scale

Code	Min	Max	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
v14.1	1	5	3,13	,031	1,000	-,045	,075	-,404	,150
v14.2	1	5	1,59	,021	,685	1,056	,075	1,291	,150
v14.3	1	5	3,76	,036	1,175	-,623	,075	-,567	,150
v14.4	1	5	3,17	,043	1,392	-,084	,075	-1,245	,150
v14.5	1	5	2,96	,037	1,219	,166	,075	-,899	,150
v14.6	1	5	3,41	,039	1,259	-,302	,075	-,990	,150
v14.7	1	5	**1,26**	,018	,576	2,675	,075	8,846	,150
v14.8	1	5	3,65	,035	1,156	-,488	,075	-,674	,150
v14.9	1	5	**4,03**	,029	,934	-,815	,075	,259	,150
v14.10	1	5	2,58	,038	1,225	,408	,075	-,741	,150
v14.11	1	5	1,83	,028	,929	1,110	,075	1,040	,150
v14.12	1	5	2,09	,039	1,276	,943	,075	-,259	,150
v14.13	1	5	**1,15**	,018	,600	4,708	,075	23,212	,150
v14.14	1	5	1,66	,029	,929	1,460	,075	1,796	,150
v14.15	1	5	2,15	,045	1,476	,843	,075	-,813	,150
v14.16	1	5	1,63	,034	1,110	1,742	,075	2,030	,150
v14.17	1	5	2,33	,033	1,091	,592	,075	-,237	,150

v14.18	1	5	2,06	,031	1,007	,815	,075	,298	,150
v14.19	1	5	2,12	,035	1,141	,831	,075	-,136	,150
v14.20	1	5	2,20	,036	1,157	,703	,075	-,327	,150
v14.21	1	5	2,25	,037	1,196	,729	,075	-,361	,150
v14.22	1	5	1,54	,029	,947	1,979	,075	3,621	,150
v14.23	1	5	2,56	,041	1,331	,444	,075	-,941	,150
v14.24	1	5	1,36	,022	,725	2,501	,075	7,072	,150
v14.25	1	5	2,11	,042	1,357	,867	,075	-,618	,150
v14.26	1	5	1,52	,031	1,008	1,947	,075	2,905	,150
v14.27	1	5	2,80	,036	1,180	,190	,075	-,717	,150
v14.28	1	5	2,60	,036	1,176	,338	,075	-,688	,150
v14.29	1	5	2,64	,042	1,367	,381	,075	-1,040	,150
v14.30	1	5	2,31	,041	1,343	,635	,075	-,826	,150
Valid N (list wise)									

Legend - V14.1- In my leisure time I watch TV; v14.2 - In my leisure time I go to the cinema; v14.3- In my leisure time I relax and listen to music; v14.4- In my leisure time I do sports; v14.5- In my leisure time I lie around; v14.6- In my leisure time I'm on Facebook; v14.7- In my leisure time I go to the theatre; v14.8- In my leisure time I surf the Internet; v14.9- In my leisure time I hang out with friends; v14.10- In my leisure time I sleep; v14.11- In my leisure time I read the newspaper; v14.12-I spend my leisure time on other social networks (Twitter and other); v14.13- In my leisure time I do yoga; v14.14- In my leisure time I go to the library; v14.15-I spend my leisure time with my girlfriend/boyfriend; v14.16-I spend my leisure time at the gym; v14.17- In my leisure time I talk on my phone;v14.18- In my leisure time I go to concerts; v14.19- In my leisure time I listen to the radio ;v14.20- In my leisure time I jog; v14.21- In my leisure time I play games on my phone; v14.22- In my leisure time I read literary classics; v14.23- In my leisure time I play games online; v14.24- In my leisure time I go to art exhibitions; v14.25- In my leisure time I go to disco clubs; v14.26- In my leisure time I read belles letters; v14.27- In my leisure time I go on walks; v14.28- In my leisure time I go shopping; v14.29- In my leisure time I go to sports events (football matches, etc.); v14.30-I spend my leisure time in coffee shops.

As seen in Table 1, the range of answers on all particles is maximum, which means that the particles cover the spectrum of responses well. Low arithmetic means indicate a low pre-valence of forms of spending leisure time. Variable with the highest arithmetic mean is v14.9 (In my leisure time I hang out with friends; Mean= 4,03), which means that students from the sample, out of all other forms, choose to spend their leisure time hanging out with friends. Analogously, the least amount of time they devote to yoga (v14.3; Mean= 1,26) and going to the theater (v14.7; Mean=1,15). Particles with a higher arithmetic mean have a slightly negative asymmetry (v 14.1; 14.3; 14.4; 14.6; 14.8; 14.9), while other variables with lower arithmetic means have a positive asymmetry. With regard to kurtosis, particles vary from platykurtic to highly leptokurtic distributions (v14.3; 14.7; 14.24).

The factor validity of the scale has also been tested (PCA, Guttman-Kaiser Criterion, Promax rotation), however the 8 major components (explained 56% of the variance) were not interpretable (the factor validity has not been confirmed). In addition, considering the Cattel's scree test, the factor analysis (PCA) was represented with 6 main components, but even then the factors (main components) were not interpretable; the factor solutions were made up of variables outside of certain forms of spending free time, which is why the factors (main components) could not be appointed. This is why we decided to form composite variables:

1. Electronic media   (Mean =2,331)
2. Internet   (Mean =2,928)
3. Sports   (Mean =2,489)

4. Cultural activities (Mean =1,578)
5. Hanging out and going out (Mean =2,639)
6. Relaxing activities (Mean =2,393)

Reliability was tested using the internal consistency method, and the Cronbach alpha was 0,76; which is almost the threshold value to which the questionnaire (instrument) can be considered reliable.

With regards to normality of the distributions, the results of the Kolmogorov-Smirnov test indicate that the distributions deviate from normal. However, since distributions are not bimodal (or polimodal), the asymmetry is not high (most variables ≤3), and because of the central limit theorem, further processing will include parametric tests (although robust; boot-strapping).

The research was conducted in accordance with the Code of Ethics.

Results

Adolescence is a period of life filled with many changes. During this period, adolescents go through significant biological, psychological and social transformations (Conger, 1986; Ule, 1987; Natsuak, Biehl & Ge, 2009). In adolescence, the most important source of socialization are peers (Bastašić, 1995; Crosnoe & Needham, 2004; Lacković- Grgin, 2006; Bouillet, 2008). Peer relationships have a multiple role in adolescence, since the young experience certain emotions they cannot talk about with their parents. So, to adolescents, peers are an emotional support, and in relationships with them, they review their new values as well as their new image of themselves (Andrilović, Čudina- Obradović, 1994). According to this, as well as different developmental characteristics and needs of children and adolescents, the hypothesis is set in a way that it assumes that there will be differences in the ways they spend their leisure time.

H1 There is a statistically significant difference between students in primary and high schools in the sample when it comes to prevalence of forms of spending leisure time.

In order to test the differences between subsamples (high school students and primary school students), t-test (bootstrapping) was used. Bootstrapping is a process of re-sampling in order to obtain a „better distribution", or more precise, accurate and reliable results. The process of re-sampling reduces the sample to population or in other words, we refer to sample as it was a population from which we derive new samples. Bootstrapping allows us to make conclusions about the population based on the sample (and not on the parametric assumptions of the same population). The results are shown in Table 2.

Table 2: Bootstrap for Independent Samples Test

			Bootstrap[a]				
						95% Confidence Interval	
		Mean Difference	Bias	Std. Error	Sig. (2-tailed)	Lower	Upper
Electronic media	Equal variances assumed	,13412	,00018	,03609	,001*	,06532	,20429
	Equal variances not assumed	,13412	,00018	,03609	,001	,06532	,20429
Internet	Equal variances assumed	-,09202	,00108	,05473	,102	-,19617	,01554
	Equal variances not assumed	-,09202	,00108	,05473	,100	-,19617	,01554
Sports	Equal variances assumed	,10358	,00151	,04594	,026	,01795	,19203
	Equal variances not assumed	,10358	,00151	,04594	,026*	,01795	,19203
Cultural activities	Equal variances assumed	,04959	-,00055	,03098	,116	-,01082	,10724
	Equal variances not assumed	,04959	-,00055	,03098	,115	-,01082	,10724
Hanging out and going out	Equal variances assumed	-,74590	-,00058	,04508	,001	-,83919	-,65691
	Equal variances not assumed	-,74590	-,00058	,04508	,001*	-,83919	-,65691
Relaxing activities	Equal variances assumed	-,3284	-,0019	,0363	,001*	-,4025	-,2609
	Equal variances not assumed	-,3284	-,0019	,0363	,001	-,4025	-,2609

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples
b.* p≤0,05

T-values that refer to fulfilling the precondition of variance homogeneity were interpreted (Levene test). As seen in Table 2, there is a statistically significant difference between the students of primary and high schools from the sample on the following composite variables of spending leisure time: electronic media, sports, hanging out and going out, and relaxing activities. The values of arithmetic means of the subsamples are shown in Table 3.

Table 3: Group Statistics

	Grade	N	Mean	Std. Deviation	Std. Error Mean
Electronic media	7 PS	505	2,4020	,58234	,02591
	3 HS	557	2,2679	,57931	,02455
Sports	7 PS	505	2,5442	,76675	,03412
	3 HS	557	2,4406	,81312	,03445
Hanging out and going out	7 PS	505	2,2487	,62138	,02765
	3 HS	557	2,9946	,82369	,03490
Relaxing activities	7 PS	505	2,221	,5547	,0247
	3 HS	557	2,549	,5953	,0252

From the values of arithmetic means we conclude that in comparison with high school students, primary school students spend more of their leisure time using electronic media and doing sports, while high schools students spend their leisure time hanging out, going out and doing relaxing activities. It was expected that high school students would spend more of their leisure time going out and having fun with their peers, as it is well-known that the period

of adolescence is the time of increased need for peer companionship (Bastašić, 1995; Crosnoe & Needham, 2004; Bouillet, 2008). Similar results were obtained by Sharp et al. (2015), who claim that the most popular activities of adolescents in leisure time are: socializing with peers, participating in team sports and different activities outdoors. The results regarding how primary school students spend their free time are not surprising either, since, as it has been confirmed in scientific literature, the dominant activity of students in this age (and younger adolescents) is playing computer games and hanging out on social networking sites such as Facebook (Appel, 2012; Liu, Lee & Chen, 2013).

Considering the expectation that students who achieve better academic results also transfer some behavioral patterns to leisure time and partly spend it working on their self-education and cultural activities, another hypothesis was set. The hypotheses assumes that there will be a connection between school achievement and forms of spending leisure time, with variables age and learning time being under control.

H2 There is a statistically significant correlation between the prevalence of forms of spending leisure time and school achievement, while controlling the variable of age and time of studying.

In order to test H2, partial correlation process (bootstrapping) was used, while controlling the variable of age and time of studying. Since age of students has shown to be a discriminator in terms of prevalence of forms of spending leisure time, we decided to control the age variable because of its potential impact on correlation between school achievement and composite variables of spending leisure time. Also, time of studying needs to be controlled because it is associated with school achievement. The results of partial correlations (bootstrapping) are shown in Table 4.

Table 4: Partial Correlations - bootstrapping

Control Variables				School achievement	Electronic media	Internet	Sports	Cultural activities	Hanging out and going out	Relaxing activities
Age & Time of studying	School achievement	Correlation		1,000	-,051	-,002	-,010	,091	-,108	,109
		Significance (2-tailed)		.	,099	,948	,746	**,003***	**,000***	**,000***
		df		0	1058	1058	1058	1058	1058	1058
		Bootstrap[a]	Bias	,000	,001	,001	,000	,001	,001	-,001
			Std. Error	,000	,032	,031	,030	,030	,031	,029
			95% Confidence Interval Lower	1,000	-,116	-,064	-,070	,034	-,163	,048
			95% Confidence Interval Upper	1,000	,014	,062	,052	,152	-,042	,167

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples
b. * p≤0,05

As it can be seen in Table 4, there is a statistically significant relationship between school achievement and composite variables of prevalence of leisure time; cultural activities, hanging out and going out and relaxing activities, while controlling the variable of age and time of studying. Low positive correlations were found between school achievement and cultural activities (r=0,091) and relaxing activities (r=0,109), while negative correlation was found in the composite variable hanging out and going out (r=-0,108).

Although correlations were very low, the result is indicative because variables age and time of studying were controlled. Therefore, frequent cultural and relaxing activities are associated with better school achievement, while hanging out and going out is associated with

poorer school achievement. The obtained results are not surprising. Certainly, it was to expect that students who have greater school achievement show more interest for cultural and relaxing activities than students with poorer school achievement. Students who achieve high grades have probably realized the value of knowledge and placed it into their world of quality and identified it as one of the important goals in life. Since high grades (and therefore the process of gaining knowledge) are on their priority list, they probably carry those patterns of behavior, learning and gaining new knowledge, to their leisure time in which they also try to educate themselves. However, students who have not self-actualized, fulfilled or proven themselves through academic success will surely try to fulfill those needs in different ways - in this case by going out and socializing with peers.

Despite the fact that the research was conducted on a large sample, involving students from 8 primary (n=505; 47.6%) and 5 secondary schools (n=557, 52.4%) in Sisak- Moslavina County, we must not ignore the fact that the research included only seventh-grade students in primary schools and third-grade students in secondary schools. It would be interesting to check whether the same results would occur if the research included all students from fifth to eighth grade of primary schools and all students from first to fourth grade of secondary schools.

Conclusion

Due to its exceptional importance in the lives of children and adolescents, leisure time has become a subject of numerous scientific research. Leisure time can be defined as the time left after fulfilling all of our commitments. This time has a very important role in lives of the most vulnerable social population, the population of children and adolescents, because it represents a convenient space for action and influence of many factors, both positive and negative ones. Children and adolescents are constantly searching for new, different, exciting and interesting activities. To transfer interest of children and adolescents to those leisure time activities that will be useful to them and that will help them develop as a person, is one of the most important tasks of the adults.

According to the research results, primary school students spend more of their leisure time on electronic media and doing sports, while high school students spend more of their leisure time in hanging out, going out and relaxing activities. Data about how electronic media are more present in leisure time of younger students comparing to older students are appearing in studies of some other researchers (Laniado & Pietra, 2005; Appel, 2012; Liu, Lee & Chen, 2013). The obtained results are not surprising because it was expected that, given the development of children and adolescents, adolescents would spend more time with their peers. More intensive contact with peers in adolescence is confirmed by results of many other researchers (Bastašić, 1995; Crosnoe & Needham, 2004; Bouillet, 2008; Dopp & Cain, 2012; Sharp et al., 2015).

The study also showed a statistically significant correlation between school achievement and composite variables of prevalence of leisure time: cultural activities, hanging out and going out and relaxing activities, while the controlled variables were age and time of studying. Students with a higher academic achievement spend more of their leisure time doing cultural and relaxing activities, while students with poorer school results spend more of their leisure time hanging out and going out with peers. These results are not surprising. However, it would be interesting to explore the prevalence of different forms of spending leisure time in other counties in Croatia and then compare them. Also, some of the future researchers might want to explore the patterns and culture of spending leisure time when it comes to parents, and connect them with how children and adolescents spend their leisure time.

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Aktivnosti učenika u slobodnom vremenu
u Sisačko-moslovačkoj županiji (Republika Hrvatska)

Sažetak: Cilj je rada istražiti prevalenciju aktivnosti slobodnog vremena mladih. Provedeno je istraživanje na 1062 učenika osam osnovnih (n=505;47,6%) i pet srednjih škola (n=557; 52,4%) na području Sisačko-moslavačke županije, Republika Hrvatska. Konstruiran je upitnik Provođenja slobodnog vremena (30 varijabli) na petstupanjskoj skali ordinalnog tipa. Iz deskriptivnih vrijednosti indicira se niska prevalencija aktivnosti provođenja slobodnog vremena mladih. Potvrđena je hipoteza o postojanju statistički značajne razlike između učenika osnovnih i srednjih škola iz uzorka na kompozitnim varijablama slobodnog vremena: elektronski mediji, sport, druženje i izlasci te opuštajuće aktivnosti. Učenici srednje škole više slobodnog vremena od učenika osnovne škole provode u druženjima i izlascima i na opuštajućim aktivnostima dok učenici osnovne škole više slobodnog vremena provode koristeći se elektronskim medijima i baveći se sportom. U sklopu parcijalnih korelacija (kontrolirajući varijable dob i vrijeme učenja) potvrđena je niska pozitivna korelacija između školskog uspjeha i kulturnih (r=0,091) i opuštajućih aktivnosti (r=0,109) dok je negativna korelacija potvrđena s kompozitnom varijablom druženje i izlasci (r=-0,108).

Ključne riječi: slobodno vrijeme, mladi, obitelj, odgoj, aktivnosti u slobodnom vremenu

Schüleraktivitäten in der Freizeit
in der Gespanschaft Sisak-Moslavina (Republik Kroatien)

Zusammenfassung: Das Ziel dieses Beitrags ist die Erforschung der Prävalenz von Freizeitaktivitäten der Jugendlichen. Die Untersuchung wurde auf Basis von 1062 Schülern aus 8 Grundschulen (n = 505; 47,6%) und 5 Mittelschulen (n = 557; 52,4%) in der Gespanschaft Sisak - Moslavina durchgeführt. Es wurde ein Fragebogen mit der Überschrift Freizeitgestaltung (30 Variablen) mit einer fünfstufigen Skala ordinalen Typs konstruiert. Die deskriptiven Werte zeigen eine niedrige Prävalenz von Freizeitaktivitäten junger Menschen. Die Hypothese von der Existenz von signifikanten Unterschieden zwischen Grund- und Mittelschülern wurde mit Hilfe der Stichprobe aus den zusammengesetzten Variablen der Freizeit bestätigt: elektronische Medien, Sport, Geselligkeit und Ausgehen sowie entspannende Aktivitäten. Die Grundschüler verbringen mehr Zeit mit elektronischen Medien und Sport als die Mittelschüler, während die Mittelschüler mehr Zeit in Geselligkeit und Ausgehen sowie entspannende Aktivitäten investieren. Im Rahmen der partiellen Korrelationen (kontrollierte Variablen Alter und Lernzeit) wurde die niedrige positive Korrelation zwischen der Schulleistung und kulturellen (r = 0,091) und entspannenden Aktivitäten (r = 0,109) bestätigt, während die negative Korrelation mit der zusammengesetzten Variable Geselligkeit und Ausgehen (r = - 0.108) bestätigt wurde.

Schlüsselbegriffe: Freizeit, Jugendliche, Familie, Erziehung, Freizeitaktivitäten