

## REVIEW PAPER

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### POSSIBILITIES FOR STUDYING THE STUDENTS' ORIENTATIONS TOWARDS THE WAYS OF SPENDING THEIR FREE TIME

#### Summary

*The topic of this survey is related to the way in which the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Sport and Physical Education of East Sarajevo University spend their free time. The sample consists of 135 respondents. The aim of the survey involves consideration of frequency of the respondents' free time spending in certain activities, defining of the respondents' orientation towards certain group of activities relating their free time, as well as finding the differences in the orientations towards free time activities of the students attending the abovementioned Faculties. The survey results have shown that the students spend majority of their free time entertaining and socializing (listening to music, Internet communication, socializing with friends). Factor analysis implementation has shown that it is possible to classify the considered students' activities into six orientations towards free time activities, in accordance with their frequency among the respondents orientations in the following way: socializing, reading, sports activities, grooming and watching of reality programs, engagements in a social community and family. Examining of the differences in the orientations of the free time activities among the examined groups has shown that the students of the Faculty of Sport and Physical Education statistically spend significantly more time on engagements in social community and sports activities than the students of the Faculty of Philosophy, while statistically significant difference between the surveyed groups of students has not been determined.*

**Key words:** *free time, orientations towards free time activities*

#### 1. INTRODUCTION

While defining the concept of free time, it is possible to take in consideration Stebbins' definition (Stebbins, 2001, according to Newijn, Veenhoven, 2013), who thinks that it is the time which an individual spends far from unpleasant obligations. This author distinguishes three types of free time: serious free time, casual (optional) free time and free time based on projects. A similar definition has been given by Dumazedier (1960, according to Veal, 1992) who emphasizes that free time gets going after completion of an individual's professional, family and social obligations and that the free time consists of several activities the individual lets go of according to the individual's free will. The activities can relate rest, entertainment, improving of personal skills and knowledge or voluntary participation in a community social life. This definition clearly shows that free time has several basic functions and they are: rest, entertainment, development of a personality and community in which the person is being developed. These functions have also been emphasized in literature, so Mikanović and Panzalović (2014) stress up that the following three functions of

free time are mentioned in pedagogical literature: rest, entertainment and versatile personality development.

Understanding of free time as an activity which is separated from the daily obligations is also visible in its following determination by which it is emphasized that it is the time when an individual is free of their job or other duties they have and which they can use for themselves in some form of relaxation, redirecting, social achievements, as well as personal development (Gist, Fava, 1964, according to Veal, 1992).

Rosić (2005) thinks that the free time activities can be classified into three main groups: 1) activities relating rest with the purpose of revitalization of physical and psychic energy and which involve the activities characteristic of which is neither physical nor psychical engagement at home, in a public place or in nature, 2) recreation activities which include active rest and healthy entertainment such as walking, picnics, social games etc., 3) development of personality which understands activities in various fields of human activity such as educational, cultural and social ones.

This phenomenon is nowadays subject of numerous scientific studies and it can be analyzed from different aspects: pedagogical, psychological, social, economic, ethic, legal, aesthetic, medical, as well as all the other sciences which study humans and their behavior. All the theoretical and practical issues concerning free time (how to find sense of free time so it can be useful for human beings) cannot be delayed, primarily because of their big importance as a cultural and civilization phenomenon, as well as because of influence of free time upon development of a human's intellectual capabilities and improvement of the entire process of communication and personality development in general (Grandić, Letić, 2008).

Free time activities are mutually different and, to a great extent, they appear as a consequence of presence of various needs, interests, value orientations and other dynamic characteristics of a person (Grandić, Letić, 2008). According to some authors, free time activities are partially the interest activities. Pantić (1980, according to Kačavenda, Radić, 1989) mentions several characteristics of the interest activities which are to a great extent characteristics of free time as well: an interest activity is of non-obligatory character, it is often expressed with elements of game, locomotion is being developed towards an object with positive valence, an interest activity is highly individualized, it often gives an impression of searching for something, of explorative behavior, of attempts to detect something, to learn, this activity is self-corroborating, it poses certain structure, since it is chosen it includes certain level of cultural elaboration. The basic role of the pedagogical efforts in this context is to educate, nourish, direct and stimulate the positive interests and values because of which human beings engage themselves in their free time (Kačavenda, Radić, 1989).

In the survey carried out in Croatia with the high-school students (2823 respondents), Raboteg-Šarić, Sakoman and Brajša-Žganec (2002) were using the questionnaire in which they were surveying frequency of their free time activities. The questionnaire contained 19 activities for which the respondents were offered the choice of one out of five numbers on Likert Type Scale as their answer where 1 meant „never“, and 5 meant „at least two or three times a week“. By the factor analysis, varimax rotation, it was found out that 15 activities could be classified into 4 factors and they were: 1) going out and to parties, 2) creative and organized extracurricular activities, 3) reading, hobby and cultural activities and 4) sports and recreation. It was also found out in this survey that the respondents of both sexes were equally involved in the activities relating going out and to parties, that females were more often involved in the creative and extracurricular activities, as well as in reading, hobbies and cultural activities, while the males were more often involved in the sports and recreational activities.

In the survey carried out in Croatia, Mlinarević, Miliša and Proroković (2007) used the questionnaire relating free time content, which consisted of various activities a person could perform. By means of the factor analysis procedure they found out that all the activities

could be divided into certain styles of free time, so they defined frequency of the ways in which the respondents spent their free time in each of them: 1) orientation towards leisure, 2) orientation towards entertainment, 3) orientation towards family, 4) orientation towards sports and 5) orientation towards culture.

In their survey involving 1103 participants from the high schools in Vojvodina, Petrović and Zotović (2010) found out that majority of young people spent their free time in listening to music, socializing and going out, the following ones are the activities of watching TV and SMS correspondence, as well as helping their parents in doing the housework. Less frequent are the creative and originaive activities, recreation and cultural activities.

The subject of this survey relates the ways in which the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Sport and Physical Education of East Sarajevo University spend their free time. The aim of the survey includes consideration of the frequency of the ways in which the respondents spend their free time, as well as defining the differences between the orientations towards the free time activities of the students attending these Faculties.

## 2. METHOD

### 2.1. Sample of the respondents

The sample of respondents includes 135 students of the Faculty of Philosophy (70.37%) and the Faculty of Sport and Physical Education (29.63%) of East Sarajevo University. As for the Faculty of Philosophy, two Study Programs have been involved: Psychology (58.52%) and Pedagogy (11.85%). The sample is apposite because it involves the respondents who are the most available to the surveyor. The respondents are from 19 to 28 years old, and the average age of the respondents is 20.978 years. The structure of the respondents is shown in Table 1.

*Table 1* Structure of the respondents sample

	<b>Sample Specimen</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Faculty</b>	Faculty of Philosophy	95	70.37
	Faculty of Sport and Physical Education	40	29.63
<b>Sex</b>	Female	85	62.96
	Male	50	37.04
<b>Year of Study</b>	First	34	25.19
	Second	40	29.63
	Third	41	30.37
	Fourth	20	14.81

### 2.2. The survey instruments

The instruments used in the survey are:

- 1) The questionnaire for gathering the data on social-status characteristics of the respondents (sex, age, faculty, study program, year of study),
- 2) The scale for surveying the ways in which the students spend their free time. The Scale has been constructed for the needs of this survey based on the scales used in similar surveys (Raboteg-Šarić, Sakoman and Brajša-Žganec, 2002; Mlinarević, Miliša and Proroković, 2007; Petrović, Zotović, 2010), as well as on the functions most frequently mentioned relating free time (rest, entertainment and versatile development of personality). The scale is of the Likert type. The respondents have evaluated the amount of time they spend on each of the 22 offered activities (socializing with friends, family, girlfriend/boyfriend, walks and the picnics in the nature, the Internet communication, watching the sports programs on TV, listening to music, reading books and magazines, watching/listening to/reading the news, watching films, activities relating humanitarian work, recreational and sports activities, dealing with some art, dealing with politics, activities in some religious community and non-

governmental organization, sports betting, watching the reality programs, grooming, leisure and sports training). The evaluation has been done by circling some of the offered values with the following meaning: 1 – never, 2 – several times a year, 3 – several times a month, 4 – several times a week and 5 – every day. It can be seen that choosing of several values has pointed to more frequent way of spending the free time in doing the offered activities.

### 3. RESULTS WITH DISCUSSION

The Table 2 shows the frequency in which the students spend their free time.

Table2 Frequency of the ways in which the students spend their free time

Activity	Answer					AS
	Never	Several times a year	Several times a month	Several times a week	Every day	
Listening to music	2 1.29	1 .75	6 4.48	17 12.69	108 80.60	4.702
Internet communication	1 .75	4 2.99	6 4.48	21 15.67	102 76.12	4.634
Socializing with friends	2 1.48	1 .74	5 3.70	35 25.93	92 68.15	4.585
Socializing with family	0 .00	8 6.02	27 20.30	21 15.79	77 57.89	4.256
Grooming	10 7.41	6 4.44	17 12.59	37 27.41	65 48.15	4.044
Watching films	3 2.24	7 5.22	23 17.16	57 42.54	44 32.84	3.985
Leisure (Idling)	15 11.28	10 7.52	21 15.79	32 24.06	55 41.35	3.767
Spending time with girlfriend/boyfriend	23 17.56	7 5.34	12 9.16	42 32.06	47 35.88	3.634
Reading books	10 7.41	12 8.89	31 22.96	47 34.81	35 25.93	3.629
Going for a walk and picnics	2 1.49	25 18.66	49 36.57	42 31.34	16 11.94	3.330
Watching sports programs on TV	28 20.74	21 15.56	22 16.30	27 20.00	37 27.41	3.178
Sports training	30 22.22	16 11.85	29 21.48	25 18.52	35 25.93	3.141
Listening/reading/watching news	23 17.04	17 12.59	36 26.67	37 27.41	22 16.30	3.133
Recreational sports activities	20 15.04	23 17.29	35 26.32	32 24.06	23 17.29	3.133
Reading magazines	17 12.59	29 21.48	40 29.63	29 21.48	20 14.81	3.044
Humanitarian work	24 18.05	47 35.04	30 22.56	19 14.29	13 9.77	2.624
Dealing with some art	42 31.11	27 20.00	29 21.48	19 14.07	18 13.33	2.585
Sports betting	75 55.56	21 15.56	16 11.85	11 8.15	12 8.89	1.993
Being active in a religious community	74	32	14	6	8	1.821

	55.22	23.88	10.45	4.48	5.97	
<b>Being active in non-governmental organizations</b>	87	20	10	14	4	1.726
	64.44	14.81	7.41	10.37	2.96	
<b>Watching reality programs</b>	93	14	8	10	6	1.641
	70.99	10.69	6.11	7.63	4.58	
<b>Dealing with politics</b>	106	7	11	3	7	1.423
	79.10	5.22	8.21	2.24	5.22	

Based on the data presented in the Table 2, it can be concluded that the students most frequently spend their free time in the following activities: listening to music, the Internet communication, socializing with friends and socializing with family. More than 50% of the students have said that they do the abovementioned activities every day. The activities following them are reading and sports activities, and the activities the students do the least often in their free time are those relating their engagement in a social community (dealing with politics, engagement in a non-governmental organization, engagement in a religious organization).

Having in mind that the scale by which the way of the students' spending free time has been surveyed consists of several activities some of which are similar in content, the question put in this survey has been: „Do some of the surveyed activities statistically correlate to a great extent and is it possible to divide these activities into several orientations? “ The procedure of the factor analysis has been implemented to get the answer to this question.

Before starting presentation of the factor analysis results, it is necessary to emphasize that both the orthogonal and oblique rotations have been checked, but that the orthogonal rotation of the factors has been chosen (Varimax technique) in order to easily understand the types of the students' free time activities as the independent (non correlated) factors, but the higher percentage of the low correlations factors than the higher ones as well.

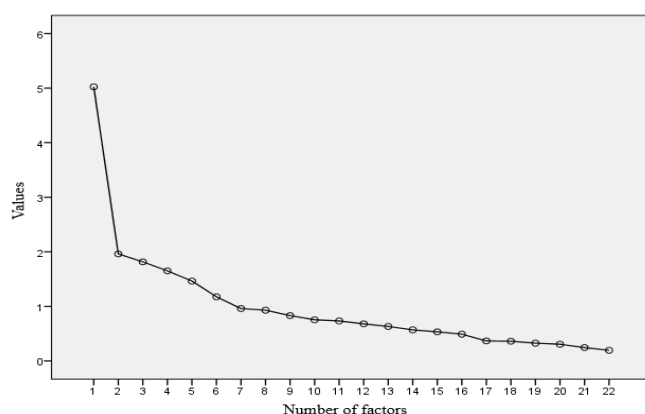
In order to determine suitability of the correlation matrix for factorization, the values of the following statistic indicators have been determined: Kaizer-Meyer-Olkin indicator and Bartlett's test of sphericity. Value of the Kaizer-Meyer-Olkin indicator is higher than the suggested value of .06 (KMO =.749), and Bartlett's test of sphericity is statistically significant on the level .001 ( $p = .000$ ) which confirms that the obtained results are suitable for carrying out the factor analysis procedure.

Table 3 KMO and Bartlett's test

<b>KMO</b>		<b>.749</b>
	$\chi^2$	836.104
<b>Bartlett's test</b>	df	231
	p	.000

According to Kaizer's criterion, 6 factors which explain total of 59.51% of variance have been marked off. Contribution of the first component is 22.84%, the second 8.91%, the third 8.25%, the fourth 7.51%, the fifth 6.66% and the sixth 5.34%.

Review of the transient diagram has confirmed the obtained six-factor solution.



Graph 1. Transient diagram

The following Table presents matrix of factor weight claims by means of which the students' ways of spending their free time have been surveyed.

Table 4 Matrix of factor weight of the activities by means of which the students' ways of spending their free time have been surveyed.

	Components					
	1	2	3	4	5	6
Dealing with politics	<b>.820</b>					
Engagement in non-governmental organizations	<b>.809</b>					
Engagement in a religious community	<b>.610</b>	.324				
Dealing with some art	<b>.602</b>					
Humanitarian work	<b>.599</b>					
Sports training		<b>.810</b>				
Recreational sports activities		<b>.799</b>				
Watching sports programs on TV		<b>.722</b>				
Watching films		<b>.504</b>				.370
Sports betting	.457	<b>.479</b>				
Reading books			<b>.744</b>			
Reading magazines			<b>.719</b>			
Listening to/reading/watching the news		.480	<b>.580</b>			
Socializing with friends				<b>.720</b>		
Internet communication				<b>.658</b>		
Spending time with girlfriend/boyfriend	.346			<b>.510</b>	.306	
Going for a walk and picnics			.447	<b>.449</b>		
Socializing with family					<b>.691</b>	.420
Listening to music				.371	<b>-.568</b>	
Leisure (Idling)					<b>-.563</b>	
Grooming			.313			<b>.661</b>
Watching reality programs	.455					<b>.528</b>

\*The Table presents only the values above .03, and the values belonging to each of 6 factors are shown in bold.

According to the content of the activities which form the factors, the factors were designated in the following way: the 1<sup>st</sup> factor – orientation towards engagement in a social community, the 2<sup>nd</sup> factor – orientation towards sports activities, the 3<sup>rd</sup> factor – orientation towards reading, the 4<sup>th</sup> factor – orientation towards socializing, the 5<sup>th</sup> factor – orientation

towards family and the 6<sup>th</sup> factor – orientation towards grooming and watching reality programs.

The first factor, which has been designated as *orientation towards engagement in a social community*, consists of the activities directed towards political engagement as well as the activities which are not necessarily connected with the political events. Saturation with both the activities shows that the persons engaged in one aspect in social communities are also engaged in other activities in connection with contribution to development of the societies the persons live in. It is the same with the second factor designated as *orientation towards sports activities*. Spending free time in sports activities does not mean only active doing the sports, but it also means following the sports events as well as sports betting. The content of the factor designated as *orientation towards reading* points to the respondents' being interested in the current events, while the content of the factor designated as *orientation towards socializing* shows that the free activities relating this field should be considered in the form of several manifest variables (from socializing with friends to the Internet communication), and it has also been found that the social nature of an individual could be considered through this type of free time activity. Negative values of the fifth factor designated as *orientation towards family* point to the fact that certain activities (listening to music and idling are the activities covered in this survey) mean less activities which include socializing with family. It would be good if some future surveys included the activities directly relating spending time with family (for example, family dinners, conversations with the family members etc.). Content of the sixth factor (*orientation towards grooming and watching reality programs*) shows that it is possible that certain free time activities of the students are significantly associated with the activities related to following the trends or engagement in the activities of current fun character, so it would be good to include more similar activities in some future surveys (for example, following the music competition programs, various blogs etc.).

Based on the results obtained by the factor analysis procedure, it is possible to conclude that certain free time activities are mutually significantly correlated, i.e. the respondents spend their free time not only doing one activity but several similar activities, meaning that it is possible to talk about certain orientations of the respondents towards free time activities. Smaller number of activities covered by the factors 3, 4, 5 and 6 shows that it would be interesting to include some activities similar to the ones mentioned so far in some future surveys. That would create conditions for revision of the obtained results and the conclusions based on them.

After the factor analysis procedure, frequency of the respondents' participation in each defined orientation has been considered.

*Table 5* Frequency of the respondents' participation in the orientation towards free time activities with regard to the values of arithmetic mean

<b>Orientation towards free time activities</b>	<b>AS</b>	<b>Sd</b>
<b>socializing</b>	4.019	.629
<b>reading</b>	3.221	.959
<b>sports activities</b>	2.918	1.001
<b>grooming and watching the reality programs</b>	2.849	.931
<b>Engagement in a social community</b>	2.683	.749
<b>family</b>	2.555	.672

According to the data shown in the Table 5, it is possible to conclude that the respondents spend the majority of the free time in socializing activities. A little bit less time

is spent on reading, sports activities and grooming, as well as on watching the reality programs. The least time is spent on the activities in a social community and with family. The activities related to socializing have been found to be the most frequent in similar surveys.

Since the survey results have shown that it is possible to talk about the kinds of activities in which the students spend their free time, the following analysis shows the differences between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in each of the defined orientations of the activities.

*Table 6* The differences in the orientation towards engagement in a social community between the students of the Faculty of Philosophy and the students of the Faculty of Physical Education and Sport

	Faculty	N	M
Orientation towards engagement in a social community	Philosophy	94	12.000
	Physical Education and Sport	37	14.000

$U=1213.500$      $Z = -2.706$      $p=.007$

Based on the data shown in the Table 6, it can be concluded that there is statistically significant difference between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in the orientation towards engagement in a social community in their free time ( $U=1213.500$ ,  $Z=-2.706$ ,  $p=.007$ ). The median values show that the students of the Faculty of Physical Education and Sport are more active in a social community in their free time ( $M=14.000$ ) than the student of the Faculty of Philosophy ( $M=12.000$ ).

*Table 7* The differences in the orientation towards sports activities between the students of the Faculty of Philosophy and the students of the Faculty of Physical Education and Sport

	Faculty	N	M
Orientation towards sports activities	Philosophy	93	13.000
	Physical Education and Sport	39	21.000

$U=277.500$      $Z = -7.677$      $p=.000$

The obtained results show that there is a significant difference between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in their orientation towards sports activities in their free time ( $U=277.500$ ,  $Z=-7.677$ ,  $p=.000$ ). The median values show that the students of the Faculty of Physical Education and Sport are more active in sports activities ( $M=21.000$ ) than the students of the Faculty of Philosophy ( $M=13.000$ ).

*Table 8* The differences in the orientation towards reading between the students of the Faculty of Philosophy and the students of the Faculty of Physical Education and Sport

	Faculty	N	M
Orientation towards reading	Philosophy	95	10.000
	Physical Education and Sport	40	11.000

$U=1628.500$      $Z = -1.317$      $p=.188$

The results presented in the Table 8 show that there is not a significant difference between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in their orientation towards reading in their free time ( $U=1628.500$ ,  $Z=-1.317$ ,  $p=.188$ ). The median values are rather equable ( $M=10.000$  for the students of the Faculty of Philosophy and  $M=11.000$  for the students of the Faculty of Physical Education and Sport).



*Table 9* The differences in the orientation towards socializing between the students of the Faculty of Philosophy and the students of the Faculty of Physical Education and Sport

	Faculty	N	M
Orientation towards socializing	Philosophy	90	16.000
	Physical Education and Sport	39	17.000

U=1483.000    Z = -1.408    p=.159

The presented results show that there is not significant statistical difference between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in their orientation towards socializing in their free time (U=1483.000, Z =-1.408, p=.159). The median values are rather equable (M=16.000 for the students of the Faculty of Philosophy and M=17.000 for the students of the Faculty of Physical Education and Sport).

*Table 10* the differences in the orientation towards family between the students of the Faculty of Philosophy and the students of the Faculty of Physical Education and Sport

	Faculty	N	M
Orientation towards family	Philosophy	93	7.000
	Physical Education and Sport	39	8.000

U=1496.000    Z = -1.176    p=.240

The results presented in the Table 10 show that there is not a significant statistical difference between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in their frequency of taking part in their family activities in their free time (U=1496.000, Z=1.176, p=.240). The median values are rather equable (M=7.000 for the students of the Faculty of Philosophy and M=8.000 for the students of the Faculty of Physical Education and Sport).

*Table 11* the differences in the orientation towards watching reality programs between the students of the Faculty of Philosophy and the students of the Faculty of Physical Education and Sport

	Faculty	N	M
Orientation towards grooming and watching reality programs	Philosophy	92	6.000
	Physical Education and Sport	39	5.000

U=1685.500    Z = -.561    p=.575

Based on the obtained information, it can be defined that there is statistically significant difference between the students of the Faculty of Philosophy (Psychology Study Program and Pedagogy Study Program) and the students of the Faculty of Physical Education and Sport in the orientation towards grooming and watching reality programs in their free time (U=1685.500, Z=-.561, p=.575). The median values are rather equable (M=6.000 for the students of the Faculty of Philosophy and M=5.000 for the students of the Faculty of Physical Education and Sport).

#### 4. CONCLUSION

The results of this survey are in accordance with the previous similar surveys. Namely, when talking about frequency of the individual activities of the respondents' free time, it has been found out that the respondents spend majority of their free time in the activities relating socializing and entertainment, and the least time is spent on the activities

relating engagement in a social community, especially in dealing with politics. By means of the factor analysis, it has been found out that the surveyed activities can be divided into six groups, i.e. into six orientations: 1) orientation towards engagement in social community, 2) orientation towards sports activities, 3) orientation towards reading, 4) orientation towards socializing, 5) orientation towards family and 6) orientation towards grooming and watching reality programs. Consideration of frequency of certain free time activities order, of the order of the respondents' orientations towards free time activities, as well as of the number of the claims which create each orientation, there is a need for creating of an instrument which could include larger number of free time activities. Such an instrument would enable more adequate carrying out of the survey, but also a more detailed approach to consideration of the ways in which young people spend their free time so that certain measures can be taken for directing the young people towards the activities they can do in their free time. These activities should be the ones which could contribute to their resting, i.e. recovery of the energy necessary for their further obligations but to development of their personality as well. The found differences relating orientation towards engagement in a social community and the orientation towards sports activities point to the fact that certain activities a person can do in free time were not equally emphasized in previous periods of a person's development, but it is possible to have them at the faculties where the persons study. The found differences also indicate that people have certain affinities towards some activities and that they choose the faculties and future professional development in accordance with the affinities. In that context the results of this survey are important for potential future surveys which would involve not only the orientations towards free time activities but the orientations towards certain vocation as well. In accordance with the obtained results, it would be possible to perform theoretical generalizations and practical activities which would also enable selection of free time activities and future vocation which would be important for the individuals and their adequate functioning, psychic health and the entire development.

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