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# Primary School Pupils' Free Time Activities

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## *Abstract*

*The aim of this study was to determine the differences in spending free time in kinesiology and non-kinesiology related activities between subsamples defined according to gender and age on the sample of students completing primary and attending lower secondary education. Daily physical exercise is very important for the health of children and youth. Failing to be involved in daily physical exercise and to participate in kinesiology related free time activities has become an important public health problem. This study was conducted on a convenience sample of boys and girls attending fifth to eighth grades. The total number of students who participated in the study was 847, of which 413 girls and 434 boys. A questionnaire, designed for the purpose of this research, was used to assess the level of students' activities in their free time. The significance of differences between subsamples defined according to gender was determined by Mann-Whitney U test, while the significance of age differences was determined by Kruskal Wallis test. The results of the Mann-Whitney U test confirmed the existence of statistically significant gender differences among fifth to eighth graders in the implementation of kinesiology and non-kinesiology related activities during free time. The analysis of kinesiology related activities shows that girls spend more time in the activities of walking, roller skating, playing badmiton, volleyball and dancing, while boys spend more free time cycling, playing football, basketball and handball. After analysing non-kinesiology related activities, it was established that boys are more interested in IT related activities (computer, playstation...) whose sole purpose is playing games and entertainment, while girls are more involved in activities that are fun, relaxing and educational. Significant age differences in the implementation of non-kinesiology related activities were also found among the students. The established difference is the most significant among age groups (younger and older students), but age differences are certainly also determined by natural laws of growth and development*

*specific for the surveyed population. The analysis of the participation in kinesiology related activities did not reveal significant differences according to age.*

**Key words**: *free time; kinesiology related activities; non-kinesiology related activities; school; students.*

## Introduction

Free time is a central theme in the daily life of man and therefore it is the phenomenon that is being explored on a daily basis. Activities in which children and young people participate during their free time are important from the perspective of identity formation and the quality of their future life. Children and young people have significantly more free time than adults and, due to their specific biopsychosocial status, their free time must also be specific and well-organized, rather than left to chance (Previšić, 1987). Numerous definitions of free time have led to the understanding that it is the time people have at their disposal between work related obligations and daily rest (Božović, 1979; Dumazedier, 1962; Irby & Tolman, 2002; Janković, 1973; Martinić, 1977). Defining free time, Irby and Tolman (2002) emphasize that it refers to the hours in the day when young people are not formally involved in school, home or work related activities. Free time activities are described as those activities which young people have freely chosen and are hence considered their discretion. Plenković (1997) defined free time as a set of activities to which one becomes completely dedicated of his/her own will in order to rest, enjoy and develop knowledge or one's creative ability after having fulfilled professional, family and social obligations. According to Arbunić (2002), free time is a segment of the total time one has at his or her disposal for personal needs, which have not been determined by one's biological structure nor socially. As a segment of time, it appears very early in a man's life, but its scope and meaning change during life, especially in the period of growth and development. Božović (2008, p. 120) states that each attempt to determine free time should "take into account" the degree of the ability of man, as a complete and free person, to independently and consciously determine one's existence, and one's relationship towards oneself and the world. The author adds that "Free time is a form of existence that is voluntarily selected as the best way for a person's self-realization". Created on the very foundations of internal preferences and personality, free time has become an "area" of man's creative self-recognition and maturation, the path to man as a creative and free entity or rather to its generic essence. Defining free time, Žugić (2000) says it as an area providing, perhaps more than in other areas, activities and segments of the social structure, countless possibilities for human progress and regression, self-alienation and de-alienation in an endless "game" of anthropological characteristics which are mirrored.

Free time should be spent in a deliberate and socially positive manner, and people need to be educated in order to be able to use it freely. In a similar vein in which education is necessary for work, knowledge and other social functions, it is also

essential for free time (Janković, 1973). From the educational point of view, Previšić (2000) defines free time as the time of active rest, leisure, positive development, socialization, humanization and creative personality confirmation.

In the Croatian language, authors in this area differentiate *free time* from *leisure time* (Cro. *dokolica*), enabling us to keep the concept of free time in the context in which it is understood as non-work time regardless whether our science could refer to specific reliance on unhealthy food, television or computer games as freedom (Perasović, 2009). When we connect the notion of free time with the concept of work, according to Ilišin (2000), there are two ways of looking at free time: free time as the time remaining after compulsory work and including various social and family activities, additional work and non-binding activities, and free time as the time when one can participate in activities selected exclusively of one's free will – the so-called leisure time. Leisure has three basic functions: relaxation, entertainment and amusement, and personality development (Jeđud & Novak, 2006). When defining leisure, some authors describe it as part of man's free time during which one performs certain mandatory activities that are not closely associated with work obligations. Defining leisure, Dumazedier (1972) talks about the so-called semi-leisure, the time when an individual performs actions that are necessary, but do not belong to socially compulsory work. Since in the Croatian language leisure is equated with idleness, Polić (2003) attempts to define both leisure and idleness as a kind of free time. While idleness is the time when man is free from one's job or work as a compulsory activity, leisure is the time when one is free for immediate active realization, i.e. for play and creativity. Todorović (1984, p. 71) states that: "although free time and leisure are often intertwined and complement each other, they can be partially discerned and it can be said that all leisure time is free time, but not all free time is leisure". Free time can be perceived among other things, as the time when man does not have to purposefully be directed towards specific contents and forms of cultural events, but may simply idle in an intense and relaxed manner. Leisure is often identified with the stated meaning of the concept of free time in which creative activity does not play a key role, and therefore the passive relaxation covers its meaning.

By comparing these two concepts, a difference can clearly be observed (Artić, 2009). Thus, *leisure* is quality free time, and therefore it is considered that the essence of free time is achieved in leisure. This is why leisure time activities have been the subject of discussion of many philosophers and theorists (Jurakić, 2009). Bartoluci (2009) states that free time is the time that remains after the completion of all work duties, and that it is not free because it includes a number of family and social responsibilities, "but they are separated from the organized industrial labour. Moments that would be devoid of such duties, and in which the individual could be allowed a choice dependent only on his will can be called leisure" (Martinić, 1977, p. 4).

With the development of advanced technologies, new problems specific to free time have emerged. The issue of free time is no longer a marginal one, but a phenomenon that occurs in everyday life. It is further considered that today free

time is important for every human being, it is one of the main segments of the culture of living, and it has deep relations with all the associated issues connected with work, family and politics. Unfortunately, it may be concluded that nowadays one cannot independently create one's free time. Global communication services aggressively approach their customers and, imposing on them significant amounts of irrelevant information, they deprive them of the autonomy to design their own free time thus placing it in a standby state. Perasović (2009, p. 48) says that: "The creation and development of industrial society has, in addition to a number of other consequences, resulted in the emergence, i.e. specific design of categories of the young and youth in general, and also the category of free time. The 1950s and 1960s represent the expansion in the sphere of free time, the emergence of a number of youth (sub)cultures, lifestyles and identities, and this process continues throughout the 1970s and 1980s. Naturally, a key factor in this development has been the market, production and consumption of goods and services, and therefore the term "free time industry" has been developed in this area." In the early 20th century, the invention of radio, television and computer brought the world into the homes of people, expanded the repertoire of information mediation, and the concept of mass culture has become an important area of the mediation of the contents of free time (Mlinarević, 2004). The development of industry and technology has increased the social and socio-cultural relevance of free time. And, as the society and technology are continually developing with the purpose to improve the position of man, free time has become a subject of interest in the school curriculum.

In the Croatian society, which is dynamic and challenging, especially with reference to the transition period, free time is subject to numerous influences that provide a significant variety to the structure of the use of free time. Nowadays, free time is not only a subject of interest for the experts and scientists, but also for all politicians who want to get the voters accept and support their ideas and programmes, and promise the improvement in the overall quality of life (Previšić, 2000).

Under the influence of hedonistic way of understanding life, dominated by commercialization and culturally undesirable activities, the structure of youth free time is dominated by very intrusive and aggressive activities. A number of authors claim that this applies to the dependence on the virtual world (Andrijašević, 2009; Dinca, 2004; Ferraro, Caci, D'Amico & Di Blasi, 2007; Iskender & Akin, 2010; Jarvenpaa, Leidner, Teigland, & Wasko, 2007; Messinger, Stroulia, Kelly Lyons, Bone, Niu, Smirnov, & Perelgut, 2009; Mitrofan, 2005; Runcan, 2010; Tolle, 2008; Zloković, Kušić, & Šupak, 2008), and that contemporary generation of young people experience their reality through virtual world, which may have negative effects on the mental health. Contemporary man is constantly faced with increasing requirements imposed by the consumer society, which need to be met in order to obtain, i.e. buy the prize in the form of the so-called "free time" (Polić, 2003). Free time is a prerequisite for numerous activities of which the majority are subject to significant determinants of the functioning of man under different socio-economic life guidelines (Andrijašević,

2000). The emergence and development of industrial society, along with numerous other consequences, has resulted in the creation, or in other words specific formation of the categories of the young and youth in general, as well as the category of free time (Perasović, 2009). Activities and the area of free time are perceived as important means for the empowerment of the young people as well as the sphere for the realization of the interests of each individual or group (Jeđud & Novak, 2006).

It may be said that this is the time of the dominance of receptive routing, during which man is more frequently the recipient than the sender of messages or attitudes. In the context of such relations, that is, general conditions of human existence, man actually spends far less time in play and amusement activities which are increasingly being replaced by pastime characterized by unilateral reception, without feedback involving independent messaging. Man is simply constantly expecting to receive messages through various means of mass communication, which are frequently in the form of relaxation lessons (Božović, 2008).

Contents and forms of spending free time have become important variables in learning about the effectiveness of education in general, and especially within the school system (Leburić & Relja, 1999). Growing up, children's and adolescents' independent decision-making on how to spend their free time is increasing, and their positive or negative choice is certainly affected by parents, schools and social environment. If only one of the mentioned factors is considered, i.e. the social environment, even without reference to the relevant literature, it can be argued that today, unfortunately, not only entire industries, but also branches of economy in many countries of the world rest on the design and organisation of free time activities. However, they mostly relate to the passive design of free time activities for children and adolescents (Neljak & Milanović, 2007). Research conducted by Prskalo (2013) shows a worryingly low frequency in the responses of the subjects who placed Physical Education as the school subject in the first place according to its relevance for their future life in 2007 (13%) and in 2012 (18%). Preference for the subject Physical Education was significantly reduced from 37% in 2007 to 27% in 2012. Spending free time in a typical static activity was significantly higher (44%) than the time spent in kinesiology related activities (25%) in 2012 as opposed to 2007 when the percentage of static activities was 27% and kinesiology related activities were at 17%. Physical activity has very important health benefits for children and adolescents. Due to lack of daily physical activity and non-compliance with recommendations for physical activity in free time, this has become an important public health issue. Inadequate lifestyle of children and young people contributes to obesity, which has become one of the biggest health problems (Badrić, 2011). When the context of free time of children and young people is considered from today's perspective, participation in activities, that is, "appropriate" use of free time, is extremely important for all of humanity. Proper selection of and participation in activities brings before young people numerous opportunities that may have a positive effect on their future. Young people's free time has a specific structure which, through its fundamental roles (rest,

leisure and self-realization), has its own developmental and preventive role in the life of the youth (Mlinarević, 2004). The reasons for conducting this research are supported by the fact that today's student population is prone to sedentary activities in their free time which certainly, from the health perspective, brings many negative consequences for young people. Scientific studies of this issue have over the last few years increased with the aim to emphasize the need for a change in the lifestyle, especially among children and youth. Similarly, certain conclusions which impose themselves indicate the differences in the way free time is spent by girls and boys, in particular in kinesiology related activities, but also focus on insufficiently explored differences in the way age affects the ways children spend their free time. Based on these facts, the objective of this research was to determine the differences in spending free time in kinesiology and non-kinesiology related activities between subsamples defined by gender and age on the sample of students completing primary and attending lower secondary level of education[1].

## Method

In conducting this research, a convenience sample of students attending fifth to eighth grades was used. Age of students ranged from 11 to 15 years. Total number of students who participated in the study was 847, of which 413 were girls and 434 were boys. Subsamples defined by age (that is grade the participants attended) are divided in the following manner: fifth grade=216 students, sixth grade=221 students, seventh grade=208 students, eighth grade=202 students. All students were completely healthy at the time of the research and the study was conducted in accordance with the Code of Ethics for Research involving Children, prepared by the Council for Children as an advisory body of the Croatian Government. For each respondent, parents gave written informed consent allowing their child's participation in research. Before the research, school principals in the surveyed schools also gave their approval for their school's participation in the study. The sample comprised students who belong to the urban area of Sisak-Moslavina County, and live and attend school in the towns of Petrinja and Sisak. The survey was conducted during the months of April and May in 2010. The assessment of the level of students' activities in their free time was done with a questionnaire which was designed for this research. Metric characteristics showed that the questionnaire was reliable and that its application can provide reliable results on the way lower secondary education students spend their free time (Badrić, Sporiš, Fiorentini, Trkulja-Petković, & Krakan, 2013). After obtaining the instructions, the participants completed the questionnaire during the lessons with their class teacher. The time specified for the completion of the questionnaire was 30 minutes. In the first part of the questionnaire general information about the participants was obtained: name, school, gender, age and grade that the respondents attended. The second part of the questionnaire examined students' participation in

[1] In the Republic of Croatia compulsory education lasts for eight years and the participants in this research attended fifth to eighth grades of compulsory education

kinesiology related free time activities. There were 15 kinesiology related activities for the participants to choose from, and in addition, the respondents were given the option to list other activities that may not have been listed in the survey. The third part of the questionnaire examined the participation in non-kinesiology related activities. The students were given a list of 13 non-kinesiology related activities, and were also given the option to list any additional activities. As in the previous part of the questionnaire, the respondents provided answers on the basis of the listed activities in which they had participated over the previous seven days. If the selected response was positive, the students were asked to specify how many times per week they participated in each activity in the last seven days. Results were coded as 1-5, where 1 meant that the respondents did not participate in the particular activity in the last seven days, while a score of 5 meant that the participants were engaged in a particular activity seven or more times a week.

Based on the obtained results, basic descriptive parameters were calculated: arithmetic mean (M), standard deviation (SD) and the frequency. The significance of the difference between subsamples defined by gender was determined with nonparametric Mann-Whitney U test. The differences according to age were determined using nonparametric Kruskal Wallis test and its *post hoc* test (multiple comparisons for all groups with Bonferroni adjustment). Data was processed using the program STATISTICA, version 7.1.

## Results

Table 1 shows the results of the descriptive parameters for the total number of participants (N=847) from fifth to eighth grade.

Table 1

*Descriptive statistics for the participation in kinesiology related activities in the total sample*

| KINESIOLOGY RELATED ACTIVITIES | M | **1** I do not participate | | **2** Once or twice a week | | **3** 3-4 times a week | | **4** 5-6 times a week | | **5** 7 and more times a week | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % |
| Swimming | 1.12 | 789 | 93 | 32 | 4 | 15 | 2 | 5 | 1 | 6 | 1 |
| Sports gymnastics | 1.11 | 796 | 94 | 26 | 3 | 15 | 2 | 5 | 1 | 5 | 1 |
| Wrestling | 1.10 | 806 | 95 | 18 | 2 | 11 | 1 | 7 | 1 | 5 | 1 |
| Tennis | 1.17 | 753 | 89 | 66 | 8 | 13 | 2 | 10 | 1 | 5 | 1 |
| Table tennis | 1.28 | 696 | 82 | 96 | 11 | 38 | 4 | 7 | 1 | 10 | 1 |
| Badminton | 1.51 | 554 | 65 | 193 | 23 | 74 | 9 | 17 | 2 | 9 | 1 |
| Handball | 1.34 | 676 | 80 | 83 | 10 | 62 | 7 | 19 | 2 | 7 | 1 |
| Basketball | 1.69 | 524 | 62 | 152 | 18 | 110 | 13 | 31 | 4 | 30 | 4 |
| Volleyball | 1.48 | 588 | 69 | 158 | 19 | 64 | 8 | 22 | 3 | 14 | 2 |
| Football | 2.02 | 457 | 54 | 128 | 15 | 118 | 14 | 69 | 8 | 74 | 9 |
| Dancing | 1.19 | 757 | 89 | 48 | 6 | 21 | 2 | 15 | 2 | 6 | 1 |
| Running | 1.57 | 560 | 66 | 155 | 18 | 88 | 10 | 27 | 3 | 17 | 7 |
| Walking | 1.98 | 437 | 52 | 159 | 19 | 139 | 16 | 55 | 6 | 57 | 7 |

| KINESIOLOGY RELATED ACTIVITIES | M | 1 I do not participate | | 2 Once or twice a week | | 3 3-4 times a week | | 4 5-6 times a week | | 5 7 and more times a week | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % |
| Cycling | 2.72 | 253 | 30 | 148 | 18 | 179 | 21 | 111 | 13 | 155 | 18 |
| Roller skating | 1.77 | 524 | 62 | 131 | 15 | 99 | 12 | 50 | 6 | 43 | 5 |

M-mean result; N-number of participants; %-percentage of responses

The results show that during seven days prior to research, students mostly spent their free time cycling and playing football. Cycling more than three times a week was reported by 52% of students, while 32% of the participants played football more than three times a week. The following activities are walking and roller skating, with 29% of the students spending their free time in regular walks, and 23% of the students engaged in roller skating more than three times a week. It can also be observed that students did not participate in kinesiology related activities every day, but between two and three times per week. The lowest percentage of students participating in kinesiology related activities refers to the activity of wrestling, with 95% of students not participating in this activity. It is followed by gymnastics (94%), swimming (93%), tennis (89%) and table tennis (82%). Cycling seven and more times a week was reported by 18% of the students.

Table 2

*Descriptive statistics for the participation in non-kinesiology related activities in the total sample*

| NON-KINESIOLOGY RELATED ACTIVITIES | M | 1 *I do not participate* | | 2 *Once or twice a week* | | 3 *3-4 times a week* | | 4 *5-6 times a week* | | 5 *7 and more times a week* | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % |
| Watching television | 4.08 | 37 | 4 | 73 | 9 | 128 | 15 | 155 | 18 | 453 | 53 |
| Reading books | 1.84 | 456 | 54 | 181 | 21 | 125 | 15 | 52 | 6 | 31 | 4 |
| Reading papers, magazines | 1.98 | 400 | 47 | 225 | 27 | 111 | 13 | 57 | 7 | 53 | 6 |
| Using computers | 3.13 | 167 | 20 | 155 | 18 | 165 | 19 | 118 | 14 | 240 | 28 |
| Using the Internet | 3.18 | 197 | 23 | 98 | 12 | 159 | 19 | 138 | 16 | 251 | 30 |
| Playing playstation games | 1.94 | 517 | 23 | 94 | 12 | 88 | 19 | 59 | 16 | 87 | 30 |
| Listening to music | 3.32 | 165 | 19 | 128 | 15 | 130 | 15 | 121 | 14 | 303 | 36 |
| Talking on the mobile or landline telephone | 2.62 | 276 | 33 | 167 | 20 | 156 | 18 | 100 | 12 | 148 | 17 |
| Text-messaging | 2.38 | 370 | 44 | 138 | 16 | 123 | 15 | 79 | 9 | 137 | 16 |
| Going to shopping centres | 1.75 | 452 | 53 | 229 | 27 | 108 | 13 | 39 | 5 | 18 | 2 |
| Going to the cinema | 1.17 | 728 | 86 | 98 | 12 | 16 | 2 | 3 | 0 | 2 | 0 |
| Painting or drawing | 1.42 | 654 | 77 | 95 | 11 | 56 | 7 | 16 | 2 | 26 | 3 |
| Helping parents by doing household chores | 2.65 | 260 | 31 | 163 | 19 | 169 | 20 | 122 | 14 | 133 | 16 |

M-mean result; N-number of participants; %-percentage of responses

Results in Table 2 show that the students mainly reported being engaged in the activities of watching television almost every day during seven days prior to research, and that the activity involved 53% of the students. Then follows listening to music, reported by 36% of the students as the activity they participated in daily. Every day, 30% of students spent their free time using the Internet, while 28% used their computer every day. Playing games on their PlayStation daily was reported by 30% of the students. Activities that students reported not participating in during their free time are going to the cinema (86%), and painting and drawing (77%). Almost half of the students did not participate in the activities of reading books, and newspapers and magazines.

Based on the frequencies of the students' responses, we wanted to establish the possible differences in the participation in kinesiology and non-kinesiology related free time activities between girls and boys.

Table 3

*Descriptive statistics for the participation in kinesiology related activities and the results of the Mann-Whitney U test for the total sample according to gender*

| KINESIOLOGY RELATED ACTIVITIES | M girls | SD girls | M boys | SD boys |
|---|---|---|---|---|
| Number of students | 413 | | 434 | |
| Swimming | 1.12 | 0.55 | 1.12 | 0.48 |
| Sports gymnastics | 1.10 | 0.49 | 1.11 | 0.49 |
| Wrestling | 1.00 | 0.05 | 1.18* | 0.66 |
| Tennis | 1.14 | 0.50 | 1.20 | 0.61 |
| Table tennis | 1.19 | 0.54 | 1.36* | 0.80 |
| Badminton | 1.73* | 0.91 | 1.29 | 0.67 |
| Handball | 1.22 | 0.59 | 1.47* | 0.91 |
| Basketball | 1.33 | 0.73 | 2.03* | 1.20 |
| Volleyball | 1.70* | 0.99 | 1.27 | 0.67 |
| Football | 1.23 | 0.63 | 2.78* | 1.40 |
| Dancing | 1.27* | 0.73 | 1.11 | 0.50 |
| Running | 1.61 | 0.91 | 1.53 | 0.97 |
| Walking | 2.40* | 1.29 | 1.58 | 1.05 |
| Cycling | 2.43 | 1.33 | 3.00* | 1.55 |
| Roller skating | 2.18* | 1.31 | 1.37 | 0.86 |

M-mean result; SD-standard deviation; *p<0.05

Arithmetic means and standard deviations are presented in Table 3. The results of the Mann-Whitney U tests show that boys spent significantly more free time than girls in the following activities: cycling (3.00, p=0.0000), playing football (2.78, p=0.0000) and playing basketball (2.03, p=0.0000). Also, boys significantly

more participated in handball (1.47, p=0.0000), table tennis (1.36, p=0.0004) and wrestling (1.18, p=0.0000). Girls spent significantly more time than boys walking (2.40, p=0.0000), roller skating (2.18, p=0.0000), playing badminton (1.73, p=0.0000) and volleyball (1.70, p=0.0000). Girls spent somewhat less time, but still significantly more than boys, dancing (1.27, p=0.0001). From a total of 15 activities, girls and boys did not differ only in the activities of running, swimming, gymnastics and tennis, while the differences were significant for eleven activities.

Table 4

*Descriptive statistics for the participation in non-kinesiology related activities and the results of the Mann-Whitney U test for the total sample according to gender*

| NON-KINESIOLOGY RELATED ACTIVITIES | M girls | SD girls | M boys | SD boys |
|---|---|---|---|---|
| Number of students | 413 | | 434 | |
| Watching television | 4.08 | 1.17 | 4.09 | 1.20 |
| Reading books | 2.17* | 1.21 | 1.53 | 0.85 |
| Reading papers, magazines | 2.29* | 1.20 | 1.70 | 1.10 |
| Using computers | 2.88 | 1.48 | 3.37* | 1.47 |
| Using the Internet | 3.34* | 1.41 | 3.06 | 1.52 |
| Playing playstation games | 1.44 | 0.99 | 2.41* | 1.53 |
| Listening to music | 3.80* | 1.25 | 2.88 | 1.58 |
| Talking on the mobile or landline telephone | 3.06* | 1.42 | 2.21 | 1.38 |
| Text-messaging | 2.89* | 1.45 | 1.92 | 1.32 |
| Going to shopping centres | 2.04* | 1.05 | 1.47 | 0.81 |
| Going to the cinema | 1.16 | 0.45 | 1.18 | 0.48 |
| Painting or drawing | 1.58* | 1.03 | 1.27 | 0.76 |
| Helping parents by doing household chores | 2.95* | 1.40 | 2.37 | 1.42 |

M-mean result; SD-standard deviation; * p< 0.05

When average scores by gender are analysed (Table 4) it is evident that they are similar for girls and boys (4.08 for girls and 4.09 for boys). Similar average results were obtained for going to the cinema, while for other activities the results show differences between the subsamples defined by gender. Results of the Mann-Whitney U test show that girls spent more time listening to music (3.80), using the Internet (3.34), talking on the mobile phone (3.06) and sending text messages (2.89). Boys spent significantly more time playing computer games (3.37), and playing games on PlayStation and similar gaming consoles. Also, girls participated in housework, that is, helped their parents significantly more than boys.

Table 5

*Kruskall Wallis test results determining the difference in the participation in kinesiology related free time activities between subsamples defined by age (p<0.05)*

| KINESIOLOGY RELATED ACTIVITIES | 5th grade | 6th grade | 7th grade | 8th grade | | |
|---|---|---|---|---|---|---|
| | M | M | M | M | H | p |
| Swimming | 1.11 | 1.14 | 1.13 | 1.09 | 0.453 | 0.93 |
| Sports gymnastics | 1.11 | 1.09 | 1.14 | 1.09 | 4.799 | 0.19 |
| Wrestling | 1.08 | 1.07 | 1.13 | 1.10 | 4.406 | 0.98 |
| Tennis | 1.22 | 1.18 | 1.16 | 1.11 | 0.202 | 0.39 |
| Table tennis | 1.31 | 1.22 | 1.25 | 1.32 | 3.025 | 0.29 |
| Badminton | 1.56 | 1.48 | 1.60 | 1.37 | 3.733 | 0.02 |
| Handball | 1.35 | 1.29 | 1.37 | 1.38 | 9.714 | 0.41 |
| Basketball | 1.68 | 1.62 | 1.74 | 1.73 | 2.874 | 0.20 |
| Volleyball | 1.53 | 1.40 | 1.50 | 1.50 | 4.662 | 0.22 |
| Football | 1.99 | 1.98 | 2.15 | 1.99 | 4.435 | 0.32 |
| Dancing | 1.14 | 1.16 | 1.19 | 1.26 | 3.524 | 0.25 |
| Running | 1.54 | 1.60 | 1.59 | 1.54 | 4.118 | 0.97 |
| Walking | 1.93 | 2.04 | 1.91 | 2.03 | 0.253 | 0.76 |
| Cycling | 2.71 | 2.78 | 2.83 | 2.57 | 1.156 | 0.30 |
| Roller skating | 1.90 | 1.82 | 1.76 | 1.57 | 3.699 | 0.08 |

M-mean result; H=h-value; p=level of significance (p< 0.05)

Kruskall Wallis test was used to determine the differences in the participation in kinesiology related free time activities between subsamples defined by age. The results given in Table 5 indicate statistical significance between students in the participation in kinesiology related free time activities only for playing badminton (p=0.02). For other activities lack of statistically significant differences was determined in the participation in kinesiology related free time activities between students from the fifth to eighth grade.

Table 6

*Kruskall Wallis test results determining the difference in the participation in non-kinesiology related free time activities between subsamples defined by age (p<0.05)*

| NON-KINESIOLOGY RELATED ACTIVITIES | 5th grade | 6th grade | 7th grade | 8th grade | | |
|---|---|---|---|---|---|---|
| | M | M | M | M | H | p |
| Watching television | 4.13 | 3.88 | 4.19 | 4.12 | 5.224 | 0.16 |
| Reading books | 2.17 | 1.80 | 1.75 | 1.64 | 31.474 | **0.00** |
| Reading papers, magazines | 1.95 | 1.75 | 2.15 | 2.09 | 16.345 | **0.00** |
| Using computers | 2.95 | 3.20 | 3.23 | 3.14 | 4.490 | 0.21 |
| Using the Internet | 2.70 | 3.09 | 3.26 | 3.71 | 45.453 | **0.00** |

| NON-KINESIOLOGY RELATED ACTIVITIES | 5th grade | 6th grade | 7th grade | 8th grade | | |
|---|---|---|---|---|---|---|
| | M | M | M | M | H | p |
| Listening to music | 2.90 | 3.21 | 3.39 | 3.80 | 38.785 | **0.00** |
| Talking on the mobile or landline telephone | 2.56 | 2.48 | 2.57 | 2.89 | 10.367 | **0.02** |
| Text-messaging | 2.19 | 2.07 | 2.37 | 2.94 | 37.576 | **0.00** |
| Going to the shopping centres | 1.90 | 1.72 | 1.70 | 1.67 | 8.983 | 0.03 |
| Going to the cinema | 1.19 | 1.23 | 1.13 | 1.14 | 5.922 | 0.12 |
| Painting or drawing | 1.55 | 1.44 | 1.34 | 1.36 | 4.913 | 0.18 |
| Helping parents by doing household chores | 2.85 | 2.56 | 2.62 | 2.58 | 6.421 | 0.09 |

M-mean result; H=h-value; p=level of significance (p< 0.05)

Table 6 shows the results of the Kruskall Wallis test for determining differences in the students' participation in non-kinesiology related free time activities. Results show that the subsamples differ on seven of the total of thirteen variables that describe students' non-kinesiology related activities during their free time. Statistically significant differences between subsamples defined by age were determined for the following variables: reading books and newspapers or magazines (p=0.00), the Internet use (p=0.00), listening to music (p=0.00), and activities related to the use of mobile phones for making calls (p=0.02) or sending text messages (p=0.00). Also, significant differences were found for going to the shopping centres (p=0.03).

Additional Mann-Whitney U test for statistically significant variables was used to determine which age groups differ according to their participation in non-kinesiology related activities.

Table 7

*Results of the post hoc test (multiple comparisons for all groups with Bonferroni adjustment) for determining the difference between groups according to age (p<0.05)*

| Reading books | 5th grade | 6th grade | 7th grade | 8th grade | Reading papers, magazines | 5th grade | 6th grade | 7th grade | 8th grade | Using the Internet | 5th grade | 6th grade | 7th grade | 8th grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5th grade | | **0.00** | **0.00** | **0.00** | 5th grade | | 0.87 | 0.25 | 1.00 | 5th grade | | 0.06 | **0.00** | **0.00** |
| 6th grade | **0.00** | | 1.00 | 0.98 | 6th grade | 0.87 | | **0.00** | **0.03** | 6th grade | 0.06 | | 1.00 | **0.00** |
| 7th grade | **0.00** | 1.00 | | 1.00 | 7th grade | 0.25 | **0.00** | | 1.00 | 7th grade | **0.00** | 1.00 | | **0.03** |
| 8th grade | **0.00** | 0.98 | 1.00 | | 8th grade | 1.00 | **0.03** | 1.00 | | 8th grade | **0.00** | **0.00** | **0.03** | |

| Listening to music | 5th grade | 6th grade | 7th grade | 8th grade | Talking on the mobile or landline telephone | 5th grade | 6th grade | 7th grade | 8th grade | Text-messaging | 5th grade | 6th grade | 7th grade | 8th grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5th grade | | 0.28 | **0.01** | **0.00** | 5th grade | | 1.00 | 1.00 | 0.14 | 5th grade | | 1.00 | 1.00 | **0.00** |
| 6th grade | 0.28 | | 1.00 | **0.00** | 6th grade | 1.00 | | 1.00 | **0.02** | 6th grade | 1.00 | | 0.28 | **0.00** |
| 7th grade | **0.01** | 1.00 | | 0.04 | 7th grade | 1.00 | 1.00 | | 0.22 | 7th grade | 1.00 | 0.28 | | 0.00 |
| 8th grade | 0.00 | 0.00 | 0.04 | | 8th grade | 0.14 | **0.02** | 0.22 | | 8th grade | 0.00 | 0.00 | 0.00 | |

| Going to the shopping centres | 5th grade | 6th grade | 7th grade | 8th grade |
|---|---|---|---|---|
| 5th grade | | 0.24 | 0.32 | **0.05** |
| 6th grade | 0.24 | | 1.00 | 1.00 |
| 7th grade | 0.32 | 1.00 | | 1.00 |
| 8th grade | **0.05** | 1.00 | 1.00 | |

Results given in Table 7 show additional post hoc tests which have determined that 5th grade students (p=0.00) spent proportionally more time on reading books than 6th, 7th and 8th grade students. Differences were also established for the variable reading newspapers and magazines and it was determined that 7th and 8th grade students spent significantly more time on this activity than 6th grade students. Results for the variable using the Internet show that 7th and 8th graders spent significantly more time on this activity than 5th and 6th graders. Statistically significant difference was also determined for the variable listening to music for the 8th grade students compared with 5th, 6th and 7th graders. Results for the variable talking on the mobile or landline telephone show that 8th graders (p=0.02) spent more time in this activity than 6th graders. Students attending eighth grades (p=0.00) spent significantly more time text-messaging compared to 5th, 6th and 7th graders. For the variable going to the shopping centres statistical significance is observed in favour of 5th graders (p=0.05) compared to 8th grade students.

## Discussion

The presented research results show that only a small number of students daily participated in the following kinesiology related activities in their free time: cycling, football, walking, roller skating and running. Students reported none or minimum participation in the vast majority of the listed kinesiology related activities. The reasons may be found in the fact that when it comes to the offered kinesiology related activities, there is usually no available space for some types of independent exercise. Furthermore, the participants belong to a group whose age is not sufficiently

developed for independent participation in certain kinesiology related activities. Activities in which students participated in their free time do not demand significant material and technical requirements, and are very easy to use. Gender differences showed that boys preferred more complex kinesiology related activities more than girls, which is primarily reflected in team games such as football, basketball and handball. In addition, boys spent significantly more free time cycling or playing table tennis. Girls spent their free time participating in entertaining kinesiology related activities which, in addition to doing a certain activity, also implies socializing with peers. This is especially related to activities like walking, roller skating, playing badminton and volleyball or dancing. Similar results were obtained in the study by Fubini et al. (2007) where boys mostly participated in basketball, football and swimming, while girls spent their free time dancing, swimming and playing volleyball. Research results obtained by Badrić, Prskalo and Barić (2010) were similar, i.e. playing football dominated for boys while girls preferred volleyball, dancing and badminton. Also, it is evident that for both genders total weekly time spent participating in kinesiology related activities ranged only from 2-3 times a week, which should ultimately be a cause for concern. Exceptions are playing football and cycling, activities in which boys participated 3-4 times a week, while girls spent more time per week walking and roller skating. Research by Miller (2003) found that physically active children go cycling, swimming and play football, while research by Bobić, Trošt and Jurakić (2008) found that boys preferred football, basketball and handball in their free time, whereas girls preferred roller skating and dance activities.

Analysis of non-kinesiology related activities in which students spent their free time has shown that they spent daily 71% of their time watching television. Ilišin (2003) states that in 1999 there were 27% of young people in Croatia who used the Internet often or sometimes. The present research found that 46% of students spent their time on the Internet daily, which is almost twice the time reported 10 years ago. Also, playing on the Playstation and other video games daily was reported by almost 46% of the students, which is far more than in the study conducted by Ilišin (2003) where 27% of young people reported playing video games. These results are a cause for concern because spending time in front of various media has almost doubled in the last 10 years and has brought with it implications of sedentary lifestyle and consequently these activities are given precedence over kinesiology related activities. Mann-Whitney U test was used to determine gender differences and statistically significant differences were found between girls and boys in the participation in non-kinesiology related activities in their free time. It is evident that gender differences existed for almost all the activities listed in the questionnaire. Gender differences in the participation in non-kinesiology related activities in their free time were also obtained in the following studies: Kolar (1993); McHale, Crouter, and Tucker (2001); Arbunić (2002); Babić (2003); Miller (2003); Salmon, Telford and Crawford (2004); Koezuka et al. (2006). Girls and boys spent equal

time watching television during their free time, and the results show that this is an activity which they engaged in daily. The results of some previous studies have shown that there are no rules when it comes to this free time activity. Some studies found no differences (Arbunić, 2002; Ortega, Ruiz, & Sjöström, 2007; Rey-Lopez et al., 2010; Salmon et al., 2004; Scully, Dixon, White, & Beckmann, 2007), while in some studies the differences were established (Babić, 2003; Badrić, Prskalo, & Barić, 2008; Brettschneider & Naul, 2004; Wheeler, 1993; Mark, Boyce, & Janssen 2006; Te Velde et al., 2007), either in favour of boys or girls. This shows that spending their time in front of the TV was ranked as the highest priority among the activities in which students spend their free time. For all the other activities subsamples differred significantly. The boys spent significantly more time playing games on PlayStation (Ehrmann Feldman, Barnett, Shrier, Rossignol, & Abenhaim, 2003; Feierbend & Klingler, 2003; Fubini et al., 2007; Miller, 2003; Rey-Lopez et al., 2010; Salmon et al., 2004) and using computers (Biddle, Gorely, Marshall, & Cameron, 2009; Brettschneider & Naul, 2004; Miller, 2003; Rey-Lopez et al., 2010), while girls spent significantly more time than boys text-messaging, listening to music, talking on the mobile or landline telephone, and reading books (Babić, 2003; Salmon et al., 2004). Girls spent more free time than boys visiting shopping centers and helping parents with household chores (Salmon et al., 2004). Although boys used the computer more, girls used the Internet more (Rey-Lopez et al., 2010). This shows that even when using mobile phones whose primary use is for some sort of socialisation among peers, the Internet has also become a means that is increasingly connecting young people virtually. Using these technological achievements, one may lose contact with the real world and real people. Hence, it may be said that these differences certainly realistically determine the area of free time between genders. Boys were more interested in IT (computer, playstation...), and used it only for playing games and entertainment, whereas girls preferred contents which are fun, relaxing and educational. Also, girls spent part of their time in family status activities (helping parents with household chores). It may also be noted that this arrangement of activities in which girls participated in their free time (far more than boys) surely results from the data outlined in the above text, but also in the vast majority of previous research studies.

Kruskal Wallis test was used to determine the difference in the participation in kinesiology related free time activities between subsamples defined by age, that is, the grade students attended. Results show lack of statistically significant age differences in the participation in kinesiology related activities. The only statistical significance was determined for the variable playing badminton where younger students showed greater preference for this activity in their free time. The remaining results prove that there is no age difference in the participation in kinesiology related free time activities. The reason for this uniformity in the selection of kinesiology related activities may be the fact that students aged 11-15 still do not have a defined

opinion on their interest in kinesiology related activities and are therefore trying out different activities which will later, as they grow older, polarize towards specific kinesiology related activities.

The differences between students, who were divided into four subsamples defined by age, i.e. grade they attend, in the participation in non-kinesiology related free time activities were calculated by Kruskal Wallis test. The results show statistically significant differences in the participation in non-kinesiology related activities between students according to age. It is apparent that the subsamples differred in seven of the thirteen activities listed in the questionnaire. According to age, students differred in the activities of watching television, reading books, newspapers or magazines, listening to music, browsing the Internet, text-messaging and talking on the mobile or landline telephone. Post hoc analysis showed differences in the significant variables according to participants' age. The obtained results indicate that fifth graders read more books than their older colleagues. A possible explanation of these results may be that children attending primary level of education (grades 1-4) still enjoy reading and similar activities. It is also evident that older students (7th and 8th graders) spend significantly more time reading newspapers or different types of magazines. Moreover, when it comes to free time activities spent on the Internet, it is evident that students in the higher grades, primarily 8th graders, spent their time more often on the Internet than younger students. This phenomenon has increasingly become "normal" because already at the age of 12, students become members of social networks and similar online activities (Regan & Steeves, 2010). Activities related to the use of mobile phones or listening to music in their free time are predominantly preferred by older students, which may certainly have resulted from the fact that the older students' parents allowed them to use mobile phones, while the younger students are still not expected to use them as much. Older students use technological devices to a significant extent for play or entertainment and for socializing. Younger students, on the other hand, are more based on the educational activities and family gatherings such as going to the shopping centres. Based on the obtained results, the existence of partially significant age differences in the participation in non-kinesiology related activities can be confirmed. The distinction is mostly evident in the classification into age groups (younger and older students), but it is safe to conclude that differences according to age are also determined by the natural laws of growth and development among the surveyed population. These facts have also been confirmed in the research by Arbunić (2002). The results obtained in this way show that the age of students can serve as a good predictor of the students' participation in particular free time activities.

## Conclusion

On the basis of research objective and the obtained results it may be concluded that there are gender differences in kinesiology and non-kinesiology related free

time activities. Boys and girls certainly differred in their preferences for the activities they wish to engage in during their free time. It is noticeable that the participants' age did not have any impact on the selection of kinesiology related free time activities. For some non-kinesiology related activities students' age was an important segment in the selection of the activities students choose to engage in during their free time. Obviously, the older children were more under the influence of their peers, but also the willingness of parents to provide them with access to IT devices, so these activities were their first choice. Limitations of this research are certainly reflected in the fact that, since the research was limited to one demographic area, these results do not reflect the entire student population in the Republic of Croatia. Also, for future research, the items in the questionnaire should preferably focus on the number of hours that students spend participating in kinesiology or non-kinesiology related activities and determine its relationship with the students' body composition.

Previous data can be a good basis for programming education during teaching and non-teaching days, or for creating school curricula that will offer students of this age access to school facilities throughout the year. At present, school buildings and the adjoining gymnasiums for physical exercise, i.e. kinesiology related activities are closed for students more than half a year (classes are organized only 175 days a year!). Naturally, this presents an opportunity for numerous volunteer activities which can involve parents and university students studying at teacher training institutions.

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# Aktivnosti u slobodnom vremenu učenika osnovne škole


## Sažetak

*Cilj je istraživanja bio utvrditi razlike u provođenja slobodnog vremena u kineziološkim i nekineziološkim aktivnostima između subuzoraka definiranih prema spolu i dobi kod učenika na kraju primarnog obrazovanje i nižeg srednjeg obrazovanja. Svakodnevno tjelesno vježbanje vrlo je važno za zdravstveno stanje djece i mladih. Neprakticiranje svakodnevnog tjelesnog vježbanja i neprovedba kineziološkim aktivnosti u slobodnom vremenu postaju važan javnozdravstveni problem. U provođenju ovog istraživanja korišten je prigodni uzorak učenika i učenica od petog do osmog razreda osnovnih škola. Ukupan broj učenika koji je sudjelovao u istraživanju je 847, od toga 413 djevojčica i 434 dječaka. Za procjenu razine aktivnosti učenika u slobodno vrijeme korišten je anketni upitnik koji je konstruiran za potrebe ovog istraživanja. Značajnosti razlika između subuzoraka ispitanika definiranih prema spolu utvrđene su Mann-Whitney U testom, a značajnosti razlika prema dobi utvrđene su Kruskal Wallis testom. Rezultati Mann-Whitney U testa potvrđuju postojanje statistički značajne razlike između učenika od petog do osmog razreda definiranih prema spolu u provedbi kineziološkim i nekineziološkim sadržaja u slobodno vrijeme. Kod kineziološkim aktivnosti djevojčice više vremena provode u aktivnostima šetnje, rolanja, igranja badmitona, odbojke i plesa, a dječaci slobodno vrijeme provode prakticirajući više od djevojčica vožnju biciklom, igrajući nogomet, košarku i rukomet. Gledajući nekineziološke aktivnosti, dječaci su zaineresiraniji za informatičke sadržaje (računalo, playstation…), samo s ciljem igre i zabave, a kod djevojčica prevladavaju sadržaji koji su zabavnog, opuštajućeg i edukativnog karaktera. Značajne razlike u provedbi nekineziološkim sadržaja postoje između učenika prema njihovoj dobi. Diskriminacija je najznačajnija prema dobi (mlađi i stariji učenici), ali svakako da razlike prema dobi određuju i prirodne zakonitosti rasta i razvoja koje se odvijaju kod ispitanih učenika. Isto je tako utvrđeno nepostojanje značajnih razlika u prakticiranju kineziološkim aktivnosti između učenika prema njihovoj dobi.*


**Ključne riječi:** *kineziološke aktivnosti; nekineziološke aktivnosti; slobodno vrijeme; škola; učenici.*

## Uvod

Slobodno je vrijeme središnja tema u svakodnevnom životu čovjeka pa je provođenje slobodnog vremena fenomen koji se svakodnevno istražuje. Sadržaji slobodnog vremena djece i mladih važni su s motrišta formiranja njihova identiteta i kvalitete budućeg života. Djeca i mladi imaju znatno više slobodnog vremena od odraslih pa zbog svog specifičnog biopsihosocijalnog statusa njihovo slobodno vrijeme mora biti specifično i organizirano, a ne prepušteno slučaju (Previšić, 1987). Brojne definicije slobodnog vremena dovele su do spoznaje da je to vrijeme koje čovjek ima na raspolaganju između radnih obveza i dnevnog odmora (Božović, 1979; Dumazedier 1962; Irby i Tolman 2002; Janković, 1973; Martinić, 1977). Definirajući slobodno vrijeme Irby i Tolman (2002) naglašavaju da su to oni sati u danu kad mladi nisu formalno angažirani u školskim, kućanskim ili radnim aktivnostima. Kao aktivnosti slobodnog vremena navode se one koje mladi slobodno izabiru te se smatraju njihovim diskrecijskim pravom. Plenković (1997) slobodno vrijeme određuje kao skup aktivnosti kojima se čovjek svojom voljom potpuno predaje kako bi se odmorio, razonodio, razvijao spoznaje ili svoju stvaralačku sposobnost nakon što je ispunio profesionalne, obiteljske i društvene obveze. Prema Arbuniću (2002) slobodno je vrijeme onaj odsječak ukupnog vremena čovjeka koji mu stoji na raspolaganju za njegove osobne potrebe koje nisu određene njegovom biološkom strukturom ni socijalnom determiniranošću. Kao odsječak vremena javlja se vrlo rano u životu čovjeka, ali su mu opseg i značenje promjenjivi tijekom življenja, osobito u razdoblju rasta i razvoja. Prema Božoviću (2008; str. 120) svako bi određenje slobodnog vremena moralo „uzeti u obzir" stupanj mogućnosti čovjeka da kao cjelovita i slobodna osoba samostalno i svjesno određuje svoju egzistenciju, svoj odnos prema sebi i prema svijetu. „Slobodno vrijeme predstavlja vid egzistencije koja je dragovoljno odabrana kao najbolji način čovjekove samorealizacije." Nastalo na samim osnovama unutrašnjih sklonosti i osobnosti, slobodno vrijeme postaje "prostor" čovjekova kreativnog samoprepoznavanja i sazrijevanja, put do čovjeka kao stvaralačkog i slobodnog subjekta, to jest do njegove generičke suštine. Definirajući slobodno vrijeme, Žugić (2000) ga je označio kao prostor u kojem se, možda bolje nego u drugim prostorima, aktivnostima i segmentima društvene strukture, zrcale bezbrojne mogućnosti čovjekova napretka i nazatka, samootuđenja i razotuđenja u beskonačnoj „igri" njegovih antropoloških karakteristika.

Slobodno vrijeme treba provoditi smišljeno, društveno pozitivno, a ljudi se moraju odgajati tako da bi ga mogli slobodno iskoristiti. Kao što je odgoj potreban za rad, za znanje i druge društvene funkcije, isto je tako prijeko potreban i za slobodno vrijeme (Janković, 1973). Promatrajući slobodno vrijeme s odgojno-obrazovnog gledišta, Previšić (2000) ga definira kao vrijeme aktivna odmora, razonode, pozitivna razvoja, socijalizacije, humanizacije i stvaralačkog potvrđivanja ličnosti.

U hrvatskom jeziku autori u ovom području razlikuju *slobodno vrijeme* od *dokolice*, što nam omogućuje da pojam slobodnog vremena ostavimo u kontekstu u kojem ga

sami akteri razumijevaju, kao vrijeme ne-rada bez obzira bi li naša znanost specifičnu ovisnost o nezdravoj hrani, televiziji ili računalnim igricama nazivala slobodom (Perasović, 2009). Vežući pojam slobodnog vremena uz pojam rada, prema Ilišin (2000) se izdvajaju dva načina gledanja na slobodno vrijeme: slobodno vrijeme kao ostatak vremena nakon društveno obveznog rada koji obuhvaća različite društvene i obiteljske aktivnosti, dodatni rad i neobvezujuće aktivnosti, zatim slobodno vrijeme kao vrijeme u kojem se upražnjavaju aktivnosti odabrane isključivo slobodnom voljom – tzv. dokolica (*leisure time*). Dokolica ima tri osnovne funkcije: odmor, zabavu, razonodu i razvoj ličnosti (Jeđud i Novak, 2006). Definirajući dokolicu neki je autori opisuju kao dio slobodnog vremena čovjeka u kojem se obavljaju određene obvezne aktivnosti koje nisu tijesno povezane s radnim obvezama. Dumazedier (1972) definirajući dokolicu govori o tzv. poluslobodnom vremenu kad pojedinac obavlja aktivnosti koje su nužne, ali ne pripadaju društveno obveznom radu. Kako je u hrvatskom jeziku dokolica poistovjećena s besposličarenjem, Polić (2003) pokušava definirati i dokolicu i besposličarenje kao neku vrstu slobodnog vremena. Dok je besposlica vrijeme u kojem je čovjek slobodan od posla ili rada kao prisilne djelatnosti, dokolica je naprotiv vrijeme u kojem je čovjek slobodan za neposredno djelatno ostvarenje, za igru, za stvaralaštvo. Todorović (1984; 71) navodi da: „*iako se slobodno vrijeme i dokolica često isprepleću i nadopunjavaju, moguće ih je djelomično razlučiti i reći kako je svaka dokolica slobodno vrijeme, ali svako slobodno vrijeme nije dokolica*". Slobodno vrijeme može se percipirati između ostalog i kao vrijeme u kojem se čovjek ne mora ciljano usmjeravati prema određenim sadržajima i oblicima kulturnih manifestacija, već jednostavno može intenzivno i opušteno besposličariti. Dokolica se često poistovjećuje s navedenim značenjem slobodnog vremena u kojem stvaralačka aktivnost nema ključnu ulogu i tada se pasivnim odmorom pokriva njezino značenje.

Usporedbom ovih dvaju pojmova jasno se uočava razlika (Artić, 2009). Dakle, *dokolica* predstavlja kvalitetan čin slobodnog vremena, i prema tome, smatra se da je bit slobodnog vremena dosegnuta u dokolici. Upravo su zato sadržaji tijekom dokolice bili predmetom rasprave brojnih filozofa i teoretičara (Jurakić, 2009). Bartoluci (2009) navodi da je slobodno vrijeme ono vrijeme koje ostaje nakon ispunjenja svih radnih obveza te da isto tako nije slobodno jer obuhvaća brojne obiteljske i društvene dužnosti, „samo što su one izdvojene iz organiziranog industrijskog rada. Trenutke koji bi bili lišeni i tih dužnosti u kojima bi se pojedinac prepuštao izboru koji je ovisan samo o njegovoj volji, može se nazvati dokolicom" (Martinić, 1977; 4).

S naprednim tehnologijama javljaju se i novi problemi koji su specifični za slobodno vrijeme. Pitanje slobodnog vremena nije više marginalno pitanje, već je ono fenomen koji se pojavljuje u svakodnevnom životu. Isto tako smatra se da je danas slobodno vrijeme važno za svakog čovjeka te da je jedan od glavnih segmenata kulture življenja, ali isto tako ima i dubinske odnose sa svim pripadajućim problemima rada, obitelji i politike. Nažalost, danas se može zaključiti da čovjek ne može samostalno kreirati svoje slobodno vrijeme. Globalni komunikacijski servisi nastupaju agresivno prema svojim

potrošačima i obasipajući ih nevažnim informacijama, odvajaju ih od samostalnog kreiranja vlastitog slobodnog vremena i stavljaju ih u pasivno stanje. Perasović (2009; 48) navodi da: „Nastanak i razvoj industrijskog društva uz brojne druge posljedice rezultirao je nastankom, zapravo specifičnim oblikovanjem kategorije mladih i mladosti uopće, a također i kategorijom slobodnog vremena. Pedesete i šezdesete godine dvadesetog stoljeća predstavljaju ekspanziju sfere slobodnog vremena, nastanak brojnih (sub)kultura mladih, životnih stilova i identiteta, a taj se proces nastavlja u sedamdesetim i osamdesetim godinama. Naravno, ključan činitelj tog razvoja bilo je i ostalo tržište, proizvodnja i potrošnja dobara i usluga, pa je nastao pojam „industrije slobodnog vremena".

Početkom 20. stoljeća izumi radija, televizije i računala dovode cijeli svijet u domove ljudi, proširuju repertoar informacijskog posredovanja, a pojam masovne kulture postaje važno područje posredovanja sadržaja u slobodnom vremenu (Mlinarević, 2004). Razvojem industrije i tehnologije, slobodno vrijeme dobiva društvenu i sociokulturnu važnost. Kako se društvo i tehnologije i dalje intenzivno usavršavaju u najboljoj namjeri poboljšanja čovjekova položaja, slobodno vrijeme postaje predmetom zanimanja školskog kurikula.

U hrvatskom društvu, koje je dinamično i zahtjevno, a osobito se to odnosi na tranzicijsko razdoblje, slobodno vrijeme podložno je mnogim utjecajima koji daju veliku raznolikost strukturi korištenja slobodnog vremena. Slobodnim vremenom u današnje vrijeme ne bave se samo stručnjaci i znanstvenici nego i svaki političar koji želi dobiti birače za svoje ideje i programe te obećati poboljšanje opće kvalitete života (Previšić, 2000).

Pod utjecajem hedonističkog načina shvaćanja života, u kojem prevladavaju komercijalizacija i kulturno nepoželjne aktivnosti, vrlo su nametljivi i agresivni sadržaji u strukturi slobodnog vremena mladih. Dio autora tvrdi da se to odnosi na ovisnosti o virtualnom svijetu (Andrijašević, 2009; Dinca, 2004;Ferraro, Caci, D'Amico i Di Blasi, i sur., 2007; Iskender i Akin, 2010; Jarvenpaa, Leidner, Teigland i Wasko, M. 2007; Messinger, Stroulia, Kelly Lyons, Bone, Niu, Smirnov i Perelgut, 2009; Mitrofan, 2005;Runcan, 2010; Tolle, 2008; Zloković, Kušić, i Šupak, 2008) i da današnji naraštaji mladih svoju stvarnost doživljavaju u virtualnom svijetu, što sa sobom nosi negativne posljedice na mentalno zdravlje. Pred suvremenog se čovjeka neprekidno postavljaju sve noviji i noviji zahtjevi potrošačkog društva koje treba zadovoljiti da bi se za nagradu dobilo, a zapravo kupilo tzv. „slobodno vrijeme" (Polić, 2003). Slobodno je vrijeme preduvjet brojnih aktivnosti od kojih veći broj podliježe bitnim odrednicama čovjekova funkcioniranja u različitim društveno-ekonomskim smjernicama života (Andrijašević, 2000). Nastanak i razvoj industrijskog društva, uz brojne druge posljedice, rezultirao je nastankom, zapravo specifičnim oblikovanjem kategorija mladih i mladosti uopće, a također i kategorijom slobodnog vremena (Perasović, 2009). Aktivnosti i prostor slobodnoga vremena shvaćeni su kao važno sredstvo za osnaživanje mladih, kao i sfera realizacije interesa svakoga pojedinca ili skupine (Jeđud i Novak, 2006).

Može se reći da je danas vrijeme dominacije receptivnog usmjeravanja, kada čovjek poruke ili stavove daleko više prima nego što ih šalje. U takvoj konstelaciji odnosa, uopće uvjeta ljudske egzistencije, čovjek se istinski daleko manje igra, pa i zabavlja. Igru i zabavu sve više zamjenjuju razonoda jednostranog primanja bez povratne akcije samostalnog slanja poruka. Čovjek jednostavno od sredstava masovnih komunikacija stalno čeka poslanu poruku i pouku koje se često slažu kao pouke relaksacije (Božović, 2008).

Sadržaji i oblici provođenja slobodnog vremena postaju bitne varijable pri spoznavanju učinkovitosti odgoja uopće, a osobito u okviru školskog sustava (Leburić i Relja, 1999). Odrastanjem, djeca i mladi sve više samostalno odlučuju o načinu korištenja svog slobodnog vremena, a na njihov pozitivan ili negativan odabir zasigurno utječu roditelji, škola i društveno okruženje. Ako se razmotri samo jedan od navedenih elemenata – društveno okruženje, i bez upućivanja na relevantnu literaturu može se tvrditi da danas, nažalost, od popunjavanja i osmišljavanja slobodnog vremena žive ne samo cijele industrije već i grane gospodarstava mnogih zemalja svijeta. Pritom se one većinom odnose na pasivno osmišljavanje slobodnog vremena djece i mladeži (Neljak i Milanović, 2007). Istraživanje Prskala (2013) pokazuje zabrinjavajuće nisku frekvenciju odgovora koji predmet Tjelesnu i zdravstvenu kulturu po značaju za budući život stavljaju na prvo mjesto u 2007. godini (13%), odnosno 18% u 2012. godini. Preferencija prema predmetu Tjelesna i zdravstvena kultura značajno je smanjena u 2012. godini s 37% na 27%. Provedba slobodnog vremena u nekoj karakterističnoj statičnoj aktivnosti značajno je viša (44%) nego u nekoj kineziološkoj aktivnosti (25%) u 2012. godini za razliku od 2007. godine kad je u statičnoj aktivnosti provođeno 27% u donosu na 17% provedenih u kineziološkoj aktivnosti. Korištenje tjelesne aktivnosti ima vrlo važne zdravstvene prednosti kod djece i mladih. Zbog nekorištenja i nepoštivanja uputa o svakodnevnom korištenju tjelesne aktivnosti u slobodno vrijeme ono postaje važan javnozdravstveni problem. Neodgovarajući stil života djece i mladih pridonosi stvaranju pretilosti, što je danas jedan od najvećih zdravstvenih problema (Badrić, 2011). Kada se iz današnje perspektive pogleda kontekst slobodnog vremena djece i mladih, konzumacija aktivnosti, to jest „pravilno" korištenje slobodnog vremena izuzetno je važno za cjelokupno čovječanstvo. Pravilnim odabirom aktivnosti i njihovim korištenjem, mladi čovjek otvara niz mogućnosti koje će pozitivno djelovati na njegovu budućnost. Slobodno vrijeme mladih ima specifičnu strukturu koja putem svojih temeljnih uloga (odmor, razonoda i samoostvarenje) ima i svoju razvojno-preventivnu ulogu u životu mladeži (Mlinarević, 2004).Razlozi provođenja ovog istraživanja nalaze uporište u činjenici da je današnja populacija učenika sklona sedentarnom načinu provođenja slobodnog vremena što svakako sa zdravstvenog stanovišta donosi brojne negativne posljedice za mlade ljude. Znanstvena istraživanja ovog problema u zadnjih nekoliko godina povećavaju se sa ciljem ukazivanja na potrebu za promjenom stila života posebice djece i mladih. Isto tako zaključci koji se nameću, prikazuju razlike u načinu provođenja slobodnog vremena između djevojčica

i dječaka poglavito u kineziološkim aktivnostima, ali i nedovoljno istražene razlike u načinu provođenja slobodnog vremena djece prema njihovoj dobi. Upravo zbog tih činjenica ciljistraživanja bio je utvrditi razlike u provođenja slobodnog vremena u kineziološkim i nekineziološkim aktivnostima između subuzoraka definiranih prema spolu i prema dobi kod učenika na kraju primarnog obrazovanje te nižeg srednjeg obrazovanja.[2]

## Metode

U provođenju ovog istraživanja korišten jeprigodan uzorak učenika i učenica od petog do osmog razreda osnovnih škola. Dob učenika kretala se od 11 do 15 godina. Ukupan broj učenika koji je sudjelovao u istraživanju je 847 od toga 413 djevojčica i 434 dječaka. Subuzorci definirani prema dobi (razredu pohađanja) podijeljeni su: 5 razred =216 učenika, 6 razred =221 učenika, 7 razred =208 učenika, 8 razred =202 učenika. Svi učenici bili su potpuno zdravi u vrijeme provođenja istraživanja. Istraživanje je provedeno u skladu s Etičkim kodeksom istraživanja s djecom koji je pripremilo Vijeće za djecu kao savjetodavno tijelo Vlade Republike Hrvatske. Za svakog ispitanika roditelji su dali pismeni pristanak za sudjelovanje u istraživanju. Ravnatelji škola u kojima je provedeno istraživanje dali su prije početka odobrenje za sudjelovanje njihovih škola u istraživanju. Uzorak ispitanika obuhvaćao je učenike koji teritorijalno pripadaju urbanom području Sisačko-moslavačke županije te žive i školuju se u gradovima Petrinji i Sisku. Istraživanje je provedeno tijekom mjeseca travnja i svibnja 2010. godine. Za procjenu razine aktivnosti učenika u slobodno vrijeme, korišten je anketni upitnik koji je konstruiran za potrebe ovog istraživanja. Metrijske karakteristike pokazale su da je anketni upitnik pouzdan te da se njegovom primjenom mogu dobiti pouzdani rezultati o načinu provođenja slobodnog vremena kod učenika i učenica srednje školske dobi (Badrić, Sporiš, Fiorentini, Trkulja-Petković i Krakan 2013). Anketni upitnik korišten je na način da su učenici na satovima razrednika nakon dobivenih uputa ispunjavali dobiveni upitnik. Trajanje ankete bilo je od 30 minuta. U prvom dijelu upitnika ispitivani su opći podaci o ispitaniku: ime i prezime, škola, spol, dob i razred koji ispitanik pohađa.U drugom dijelu upitnika ispitivalo se sudjelovanje učenika u kineziološkim aktivnostima u slobodno vrijeme. Ponuđeno je 15 kinezioloških aktivnosti, a osim ponuđenih aktivnosti, ispitanicima je ostavljena mogućnost da sami upišu aktivnosti koje nisu navedene u anketnom upitniku.U trećem dijelu upitnika ispituje se participiranje u nekineziološkim aktivnostima. Ponuđeno je 13 nekinezioloških aktivnosti, a osim ponuđenih aktivnosti, ispitanicima je ostavljena mogućnost da sami upišu aktivnosti koje nisu navedene u anketnom upitniku. Kao i u prethodnom dijelu anketnog upitnika ispitanici su upisivali odgovore na temelju ponuđenih aktivnosti kojima su se bavili u posljednjih sedam dana. Ako je zaokruženi

[2] U Republici Hrvatskoj obvezno školovanje traje osam godina, a ispitanici koji su sudjelovali u istraživanju pohađaju od 5-8 razreda obveznog školovanja

odgovor bio pozitivan, potrebno je i zaokružiti od ponuđenih odgovora koliko puta tjedno su proveli u toj aktivnosti u posljednjih sedam dana. Rezultati su kodirani od 1-5, s time da je pod 1 odgovor označavao da se ispitanici nisu uopće bavili ovom aktivnosti u posljednjih sedam dana. Rezultat 5 označavao je da su se ispitanici bavili 7 i više puta tjedno nekom od ponuđenih aktivnosti.

Na dobivenim rezultatima izračunati su osnovni deskriptivni parametri: aritmetička sredina (AS), standardna devijacija (SD) ifrekvencija odgovora.Značajnost razlika između subuzoraka ispitanika definiranih prema spolu utvrđene suneparametrijskim Mann-Whitney U test. Utvrđivanje razlikaprema dobi utvrđene su neparametrijskim Kruskal Wallis testom i njegovim *post hoc* testom (višestruke komparacija za sve grupe s Bonferroni prilagodbom).Obrada podataka je obavljena programom STATISTICA version 7.1.

## Rezultati

U tablici 1. prikazani su rezultati deskriptivnih parametara za ukupan broj ispitanika 847 učenika i učenica od petog do osmog razreda.

Tablica 1.

U tablici 1. rezultati prikazuju da učenici u posljednjih sedam dana u svoje slobodno vrijeme od ponuđenih kineziološkihaktivnosti najviše prakticiraju vožnju biciklom i igranje nogometa. Vožnju biciklom više od tri puta tjedno prakticira 52% učenika, dok u igranju nogometa više od tri puta tjedno sudjeluje 32% učenika. Slijede aktivnosti šetnje i rolanja, gdje 29% učenika provodi vrijeme u redovitim šetnjama u slobodno vrijeme, a 23% učenika bavi se rolanjem više od tri puta tjedno.Vidljivo je da učenici u kineziološkim aktivnostima ne sudjeluju svaki dan, već se to svodi na prakticiranje između dva do tri puta tjedno. Najmanja zastupljenost učenika u kineziološkim aktivnostima odnosi se na aktivnost hrvanja, gdje je vidljivo da se 95% učenika uopće ne bavi ovom aktivnosti. Slijede gimnastika (94%) i plivanje ( 93%) te tenis (89%) i stolni tenis (82%). Vožnju biciklom sedam i više puta provodi 18% učenika.

Tablica 2.

Rezultati u tablici 2. prikazuju da su se učenici u posljednjih sedam dana najviše bavili aktivnostima gledanja televizije i to gotovo svaki dan u toj aktivnosti sudjeluje 53% učenika. Zatim slijede aktivnosti slušanja glazbe koju 36% učenika svakodnevno prakticira. Svaki dan na internetu provede 30% učenika, dok 28% učenika svakodnevno koristi računalo.U igranje igrica na playstationu participira svakodnevno 30% učenika. Aktivnosti koje učenici ne prakticiraju u slobodno vrijeme jesu odlazak u kino (86% djece) i slikanje i crtanje (77% djece). Gotovo polovina učenika ne sudjeluje u aktivnostima čitanja knjiga, novina i časopisa.

Na osnovi frekvencija odgovara učenika željelo se utvrditi razlike u provođenju kineziološkihi nekineziološkihaktivnosti u slobodnom vremenu između djevojčica i dječaka.

Tablica 3.

Rezultati aritmetičkih sredina i standardnih devijacija prikazani su u tablici 3. Rezultati Mann-Whitney U testa pokazuju da dječaci značajno više slobodnog vremena od djevojčica provode u aktivnostima vožnje biciklom (3,00 p=0,0000), igranja nogometa (2,78 p=0,0000) i igranja košarke (2,03 p=0,0000). Isto tako dječaci značajno više prakticiraju rukomet (1,47 p=0,0000), stolni tenis (1,36 p=0,0004) i hrvanje (1,18 p=0,0000). Djevojčice značajno više vremena od dječaka provode u šetnji (2,40 p=0,0000), rolanju (2,18 p=0,0000), badmintonu (1,73 p=0,0000) i odbojci (1,70 p=0,0000). Nešto manje vremena, ali ipak značajno više od dječaka, djevojčice provode u plesu (1,27 p=0,0001). Od ukupno 15 aktivnosti djevojčice i dječaci ne razlikuju se samo u aktivnostima trčanje, plivanje, gimnastika i tenis, a razlike su značajne u jedanaest aktivnosti.

Tablica 4.

Kada se u tablici 4. pogledaju prosječni rezultati prema spolu, vidljivo je da su vrlo ujednačeni i za djevojčice i za dječake (4,08 za djevojčice i 4,09 za dječake). Slični prosječni rezultati pojavljuju se još u aktivnosti odlazak u kino, a kod ostalih se aktivnosti pokazuju razlike između subuzoraka definiranih prema spolu. Rezultati Mann-Whitney U testa prikazuju da djevojčice više vremena provode slušajući glazbu (3,80), koristeći internet (3,34), razgovarajući na mobitel (3,06) i šaljući sms poruke (2,89). Dječaci značajno više vremena provode u aktivnostima igranje na računalu (3,37), igranje igrica na playstationu i sličnim igraćim konzolama. Djevojčice značajno više od dječaka sudjeluju u kućanskim poslovima, to jest više pomažu roditeljima u kući.

Tablica 5.

Za utvrđivanje razlika između subuzoraka definiranih prema dobi u korištenju kineziološkihaktivnosti u slobodno vrijeme korišten je Kruskall Wallis test. Rezultati Kruskall Wallis testa u tablici 5. pokazuju statističku značajnost između učenika u korištenju kineziološkihaktivnosti u slobodno vrijeme samo u aktivnosti igranja badmintona (p= 0,02). U ostalim aktivnostima utvrđeno je nepostojanje statistički značajnih razlika između učenika od petog do osmog razreda u provođenju slobodnog vremena u kineziološkim aktivnostima.

Tablica 6.

U tablici 6. prikazani su rezultati Kruskall Wallis testa za utvrđivanje razlika u korištenju nekineziološkihaktivnosti u slobodno vrijeme učenika. Rezultati prikazuju da se subuzorci razlikuju u sedam od trinaest varijabli koje opisuju nekineziološke sadržaje učenika i učenica u slobodno vrijeme. Statistički značajne razlike između subuzoraka definiranih prema dobi pojavljuju se u varijablama čitanja knjiga i novina ili časopisa (p=0,00), korištenja interneta (p=0,00), slušanja glazbe (p=0,00) i

aktivnostima koje se odnose na korištenje mobilnih telefona koje učenici koriste za razgovore (p=0,02) ili slanje sms poruka (p=0,00). Također, značajne razlike pojavljuju se i u aktivnostima odlazaka u trgovačke centre (p=0,03).

Za utvrđivanje razlika između pojedinih dobnih skupina korišten je dodatni Mann-Whitney U test za statistički značajne varijable da bi se utvrdilo koje se dobne skupine razlikuju prema korištenju nekinezioloških aktivnosti u slobodno vrijeme.

Tablica 7.

Rezultati iz tablice 7. prikazuju naknadne post hoc testove kojima je utvrđeno da kod varijable *Čitanje knjiga* učenici 5. razreda (p=0,00) provode proporcionalno više vremena u toj aktivnosti od učenika 6., 7. i 8. razreda. Razlike su utvrđene i kod varijable *Čitanje novina i časopisa* pa učenici 7. i 8. razreda značajno više vremena provode u provođenju te aktivnosti od učenika 6. razreda. Kod varijable K*orištenje interneta* vidljivo je da značajno više vremena u njima provode učenici 7. i 8. razreda u odnosu na učenike 5. i 6. razreda. Isto tako, kod varijable *Slušanje glazbe* utvrđena je statistička značajnost između učenika 8. razreda u odnosu na učenike 5.,6. i 7. razreda. Rezultati kod varijable *Razgovor mobitel ili telefon* pokazuju da učenici 8.razreda (p=0,02) provode više vremena od učenika 6.razreda. Učenici 8. razreda (p=0,00) značajno više vremena provode u *Slanju sms poruka* u odnosu na učenike 5., 6. i 7. razreda. Kod varijable *Odlazak u trgovačke centre* vidljiva je statistička značajnost u korist učenika 5. razreda (p=0,05) u odnosu na učenike 8. razreda.

## Rasprava

Rezultati istraživanja pokazuju da malen broj učenika od kineziloških aktivnosti svakodnevno u svoje slobodno vrijeme prakticira vožnju biciklom, igranje nogometa, šetanje, rolanje, trčanje. Veliku većinu ponuđenih kineziloških aktivnosti učenici ili ne prakticiraju ili ih prakticiraju minimalno. Razlozi se vjerojatno nalaze u činjenici da od svih ponuđenih kineziloških aktivnosti za neku vrstu samostalnog vježbanja nema prostora za vježbanje. Istraživani učenici pripadaju skupini čija dob nije dovoljno razvijena za samostalno prakticiranje pojedinih kineziloških aktivnosti. Aktivnosti u kojima učenici sudjeluju u slobodno vrijeme ne zahtijevaju prevelike materijalno-tehničke zahtjeve te ih je vrlo lako koristiti. Razlike između spolova pokazale su da dječaci više od djevojčica preferiraju kineziološke aktivnosti koje pripadaju kineziologiji kompleksnih aktivnosti, a ponajprije se ogledaju u momčadskim igrama: nogometu, košarci i rukometu.Također, dječaci značajno više slobodnog vremena provode vozeći se na biciklu ili igrajući stolni tenis. Djevojčice svoje slobodno vrijeme provode u kineziološkim aktivnostima zabavnog karaktera, što uz provođenje određene aktivnosti podrazumijeva i druženje s vršnjacima. To se posebno odnosi na aktivnosti šetnje, rolanja, igranja badmintona, odbojke i aktivnost plesa. Slični su rezultati dobiveni u istraživanju Fubini i suradnika (2007) u kojem su dječaci najviše prakticirali košarku, nogomet i plivanje, a djevojčice su slobodno vrijeme provodile

u aktivnostima plesa, plivanja i odbojke. Rezultati istraživanja Badrić, Prskalo i Barić (2010.) pokazuju približno iste nalaze, odnosno da igranje nogometa dominira kod dječaka, a da djevojčice preferiraju odbojku, ples i badminton. Isto je tako kod oba spola vidljivo da ukupno tjedno vrijeme koje učenici provedu u nekoj kineziološkoj aktivnosti kreće se od 2-3 puta tjedno, što u konačnici treba biti zabrinjavajući podatak. Izuzetak su igranje nogometa i vožnja biciklom, što dječaci prakticiraju 3-4 puta tjedno, a djevojčice više puta tjedno provode u šetnji i rolanju. Istraživanje Miller (2003) pokazalo je da tjelesno aktivna djeca prakticiraju vožnju biciklom, plivanje i igranje nogometa, a istraživanje Bobić, Trošt i Jurakić (2008.) pokazalo je da dječaci u slobodno vrijeme preferiraju nogomet, košarku i rukomet, a djevojčice rolanje i aktivnosti plesa.

Promatrajući nekineziološke aktivnosti u kojima učenici provode slobodno vrijeme, vidljivo je da učenici gotovo svakodnevno 71% vremena provode pred televizorom. Ilišin (2003.) navodi da se 27% mladih u Hrvatskoj 1999. godine koristilo internetom često ili ponekad. U našem istraživanju 46% učenika svakodnevno vrijeme provodi na internetu, što je u 10 godina gotovo udvostručeno. Također, igranje na playstation i ostalim videoigricama svakodnevno prakticira gotovo 46% učenika, a to je daleko više nego u istraživanju Ilišin (2003) u kojem je 27% mladih igralo videoigrice. Te činjenice vrlo su zabrinjavajuće jer provođenje slobodnog vremena pred različitim medijima, koje se u posljednjih 10 godina gotovo udvostručilo, kao posljedicu ima sedentarni način života i pretpostavljanje kineziološkim aktivnostima. Za utvrđivanjem spolnih razlika koristio se Mann-Whitney U test čiji su rezultati utvrdili postojanje statistički značajne razlike između djevojčica i dječaka u korištenju nekineziološkihsadržaja u slobodno vrijeme. Vidljivo je da se dječaci i djevojčice razlikuju u gotovo svim aktivnostima ponuđenima u anketnom upitniku. Razlike između spolova u korištenju nekineziološkihaktivnosti dobivene su u istraživanjima: Kolar (1993), McHale, Crouter i Tucker(2001), Arbunić (2002), Babić (2003), Miller (2003), Salmon, Telford i Crawford (2004), Koezuka i sur. (2006). Djevojčice i dječaci razlikovali u su se u načinu provođenja slobodnog vremena. Djevojčice i dječaci jednako vrijeme provode gledajući televiziju tijekom slobodnog vremena, a rezultati pokazuju da učenici svakodnevno provode tu aktivnost. Rezultati nekih dosadašnjih istraživanja pokazuju da nema pravila u korištenju te aktivnosti u slobodno vrijeme. U nekima ne postoji razlika (Arbunić, 2002; Ortega,Ruiz i Sjöström2007; Rey-Lopez i sur., 2010; Salmon i sur., 2004; Scully, Dixon, White i Beckmann 2007), a neka su istraživanja utvrdila postojanje razlike (Babić, 2003; Badrić, Prskalo i Barić 2008; Brettschneider i Naul, 2004; Kolar, 1993; Mark, Boyce i Janssen 2006; Te Velde i sur., 2007) bilo u korist dječaka bilo u korist djevojčica. Ta činjenica pokazuje da je provođenje učenika pred televizorom zauzelo najviše mjesto prioriteta u provođenju njihova slobodnog vremena. U ostalim aktivnostima subuzorci se statistički značajno razlikuju. Dječaci značajno više vremena provode u igranje na playstationu (Ehrmann Feldman, Barnett,Shrier, Rossignol i Abenhaim, 2003; Feierbend i Klingler, 2003; Fubini i sur.,

2007; Miller, 2003;Rey-Lopez i sur., 2010; Salmon i sur., 2004) i korištenju računala (Biddle, Gorely, Marshall i Cameron 2009; Brettschneider i Naul, 2004; Miller, 2003; Rey-Lopez i sur., 2010), a djevojčice značajno više vremena od dječaka provode u slanju SMS poruka, slušanju glazbe, razgovaranju na mobilni ili fiksni telefon, kao i čitanju knjiga (Babić, 2003; Salmon i sur., 2004). Djevojčice više od dječaka u slobodno vrijeme obilaze shoping centre i pomažu roditeljima u kućanskim poslovima (Salmon i sur., 2004). Iako se dječaci više služe računalom, djevojčice se više služe internetom (Rey-Lopez i sur., 2010). Ta činjenica pokazuje da i upotreba mobilnih telefona i upotreba interneta postaju sredstvo koje sve više virtualno povezuje mlade. Upotrebom tih tehnoloških dostignuća gubi se kontakt sa stvarnim svijetom i ljudima. Tako dobivene razlike sigurno realno određuju prostor slobodnog vremena između spolova. Dječaci su zaineresiraniji za informatičke sadržaje (računalo, playstation…) kojima se služe samo s ciljem igre i zabave, a djevojčice preferiraju sadržaje koji su zabavnog, opuštajućeg i edukativnog karaktera. Također, djevojčice dio svog vremena provode u aktivnostima obiteljskog statusa (pomoć roditeljima u kućanskim poslovima). Isto se tako može naglasiti da takav raspored aktivnosti koje djevojčice prakticiraju u svoje slobodno vrijeme (daleko više nego dječaci) zasigurno leži u utvrđenoj činjenici koja je prikazana u prethodnom tekstu, ali i u velikoj većini dosadašnjih istraživanja.

Razlike između subuzorka definiranih prema dobi, to jest prema razredu koji pohađaju u korištenju kineziloških aktivnosti u slobodno vrijeme, utvrđene su Kruskal Wallis testom. Rezultati prikazuju nepostojanje statistički značajne razlike u korištenju kineziloških aktivnosti između učenika prema njihovoj dobi. Jedina statistička značajnost pojavila se u varijabli igranja badmintona jer su mlađi učenici više preferirali tu aktivnost u svoje slobodno vrijeme. Preostali nalazi dokazuju da nema razlike u korištenju kineziloških aktivnosti u slobodno vrijeme prema dobi učenika. Razlog takve izjednačenosti u odabiru kineziloških aktivnosti jest u činjenici da učenici u dobi od 11 do 15 godina još uvijek nemaju definiran stav o svojim interesima za kineziološke aktivnosti pa stoga iskušavaju različite aktivnosti koje se kasnije, porastom dobi, polariziraju prema specifičnim kineziološkim aktivnostima.

Razlike između učenika koji su svrstani u četiri subuzorka definiranih prema dobi, to jest prema razredu koji pohađaju u korištenju nekineziloških aktivnosti u slobodno vrijeme utvrđivane su Kruskal Wallis testom. Rezultati pokazuju postojanje statistički značajne razlike u korištenju nekineziloških aktivnosti između učenika prema njihovoj dobi. Vidljivo je da se subuzorci razlikuju u sedam od trinaest ponuđenih aktivnosti. Učenici se prema dobi razlikuju u aktivnostima gledanja televizije, čitanja knjiga, novina ili časopisa, slušanja glazbe, surfanja internetom, slanja SMS poruka, razgovaranja na mobilni ili fiksni telefon. *Post hoc* analizom utvrđeno je razlikovanje u značajnim varijablama prema njihovoj dobi. Dobiveni rezultatipokazuju da učenici petog razreda proporcionalno više čitaju knjige od svojih starijih kolega, čemu je razlog činjenica da se čitanje lektire i sličnih sadržaja više sviđa mlađi učenicima. Isto je tako vidljivo da učenici sedmog i osmog razreda značajno više vremena

čitaju novine ili različite vrste časopisa. Također, u aktivnostima koje se odnose na provođenje slobodnog vremena na internetu vidljivo je da učenici viših razred, ponajprije učenici 8. razreda, vrijeme više provode na internetu od mlađih učenika. Ta pojava danas sve više postaje „normalna" jer se učenici već u dobi od 12. godine uključuju u društvene mreže i slične mrežne aktivnosti (Regan i Steeves, 2010). Sadržaje koji se odnose na korištenje mobilnih telefona ili slušanje glazbe u slobodno vrijeme dominantno preferiraju stariji učenici, što zasigurno ima uporište u činjenici da su im roditelji omogućili korištenje mobilnih telefona, a kod mlađih se učenika to još ne očekuje. Učenici starije dobi daleko se više koriste tehnološkim napravama koje im služe za igru ili zabavu, kao i za druženje. Kod učenika mlađe dobi vidljivo je da su oni više usmjereni na aktivnosti edukativnog karaktera i na obiteljska druženja, poput odlazaka u trgovačke centre. Na temelju dobivenih rezultata može se potvrditi postojanje djelomično značajne razlike u korištenju nekinezioloških sadržaja kod učenika s obzirom na njihov uzrast. Razlikovanje se najviše odnosi na podjelu prema godištu (mlađi i stariji učenici), ali svakako da razlike prema dobi određuju i prirodne zakonitosti rasta i razvoja koje se odvijaju kod ispitanih učenika. Te činjenice utvrđene su i u istraživanju Arbunić (2002). Tako dobiveni rezultati pokazuju da dob učenika može biti dobar prediktor slobodnog vremena učenika u korištenju sadržaja kojima se djeca bave u svoje slobodno vrijeme.

## Zaključak

Na osnovi cilja istraživanja rezultati dovode do zaključka da postoje razlike u provođenju slobodnog vremena u aktivnostima kineziološkog i nekineziološkog tipa između spolova. Dječaci i djevojčice zasigurno se razlikuju u preferencijama u odabiru aktivnosti kojima se žele baviti u slobodno vrijeme. Primjetno je da dob ispitanika nema gotovo nikakav utjecaj u odabiru kineziloških aktivnosti u slobodno vrijeme. U nekim nekineziološkim aktivnostima dob učenika važan je segment pri odabiru aktivnosti kojima će se učenici baviti u slobodno vrijeme. Očito je da su starija djeca više prepuštena utjecaju vršnjaka, ali i spremnosti roditelja da im omoguće informatičke uređaje, pa najviše biraju te aktivnosti. Nedostaci ovog istraživanja svakako se ogledaju u činjenici da je istraživanje ograničeno na jedno demografsko područje pa rezultati ne pokrivaju cjelokupnu populaciju učenika u Republici Hrvatskoj. Za neka buduća istraživanja u anketnom bi se upitniku bilo poželjno orijentirati na broj sati koje učenici provode u kineziološkim ili nekineziološkim aktivnostima te utvrditi povezanost sa sastavom tijela učenika.

Prethodne spoznaje mogu biti dobrom osnovom za programiranje odgoja i obrazovanja tijekom nastavnih i nenastavnih dana, odnosno za kreiranje školskih kurikula koji će učenicima navedene dobi omogućiti otvorena vrata škole tijekom cijele godine. Sada su školske zgrade s dvoranama za tjelesno vježbanje, to jest za kineziološku aktivnost zatvorene za učenike više od pola godine (nastava se organizira samo 175 dana godišnje!). Naravno, tu je šansa za dosta volonterskih aktivnosti u kojima se mogu angažirati roditelji, kao i studenti nastavničkih fakulteta.