

# Relationship Between Young People's Leisure Time Activities and Risky Behaviors

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## Abstract

*This paper aimed to investigate the relationship between young people's leisure time and risky behaviors. This was examined through a survey questionnaire constructed for the purposes of this research, which contained two scales: the Leisure Time Scale and the Risk Behavior Scale. A total of 204 secondary school students from the Republic of Croatia and the Republic of Italy participated in the survey on a voluntary basis. The research methodology included a descriptive analysis with percentages, frequencies, means, and standard deviations. Hypotheses were tested by inferential statistics including factor analysis, t-test, ANOVA test, and correlations. The results of the empirical part of the research indicate that young people spend their free time more often consuming entertaining and media content, and less in the family and educational environment. Young people with poorer school performance more often spend their free time in entertainment and media contexts, while Croats, compared to Italians, spend their free time more often in family and educational environments. Results were also obtained on the manifestation of severe and milder risky behaviors. No differences were identified with regard to student gender, legal guardian, and origin, but there were differences with regard to their age and school performance. Older respondents and those with lower school performance are more prone to manifest milder forms of risky behaviors compared to others. The correlation between young people's leisure time and risky behaviors was also established.*

**Key words:** *leisure; family and educational environments; high school students in the Republic of Croatia and the Republic of Italy; severe and milder risky behaviors; entertainment and media.*

## Introduction

The way of spending leisure time reflects a person's interests, desires, aspirations, and attitudes, and thus leisure time constructs a significant space for human development. Depending on how it is organized, leisure time can have different consequences (Belošević, Ferić, and Mitrić, 2021; Lee, Park, Jang, and Park, 2017; Opić and Đuranović, 2014). On the one hand, it presents a space for personal development, the development of creativity, independence, and problem-solving skills, for goal setting, better time organization, the development of teamwork skills, and general development of social and many other competencies. However, leisure time can also be a trigger for the development of risky behaviors if it is not organized in a quality way (Opić and Đuranović, 2014, Belošević et al. 2021).

The most comprehensive understanding of leisure time is seeing it as the time remaining after work obligations, family duties, and physiological needs have been met, during which an individual freely decides what to do (Dumazedier, J. as ctd in. Rosić, 2005). Spending free time actively and productively develops human potentials, and this is referred to as leisure, while the opposite is idleness, i.e. boredom, passive and unproductive time, which often forms the basis for the development of a number of risky behaviors, and sometimes behavioral disorders (Livazović, 2018; Rojková and Mydlová, 2019). Furthermore, there are three roles of leisure time (Livazović, 2018; Rosić, 2005). The first is preventive and includes activities that avoid vagrancy, violence, laziness, and other socially unacceptable behaviors. Specifically, they aim to prevent juvenile delinquency. The second is the educational and formative role which implies activities that develop and form a positive personality in young people who are somewhat more prone to the aforementioned behaviors. Finally, the third role is curative, and refers mainly to workshops and clubs in juvenile correctional institutions aimed to re-educate children and young people who have already had experience in violating legal norms (Livazović, 2018; Rosić, 2005). Leisure activities can serve as forms of entertainment (social games, dancing, watching TV), rest (return of physical and mental strength, walks, picnics), and personality development (courses, lectures, art exhibitions), although some of them can simultaneously fall into several categories, which means that they do not exclude each other (Livazović, 2018). A focus should be on keeping a balance between the mentioned categories so that idleness does not prevail (Janković, 1973; as ctd in. Livazović, 2018; Livazović, 2018; Rosić, 2005). Therefore, it is extremely important to pay attention to the organization of leisure time and it is advisable to give priority to activities that promote the development of personality, followed by activities of entertainment and rest. Boredom and a large amount of disorganized leisure time often result in the manifestation of risky behaviors such as experimenting with alcohol and drugs or skipping classes, and sometimes this can lead to the development of behavioral disorders (e.g. Internet addiction) (Biolcati, Passini, and Mancini, 2016; Wang, 2018). Moreover, structured leisure time is considered a protective factor in the context of the development of these behaviors because it

allows young people to adopt competencies associated with positive development. In that case, greater parental support and better school performance are mainly present (Eisman, Stoddard, Bauermeister, Caldwell, and Zimmerman, 2016; Ibabe, Albertos, and López-del Burgo, 2022). In addition, structured leisure time improves many social (self-control, coping with aggression), cognitive, and behavioral abilities (e.g. attention problems) in individuals with intellectual disabilities (Eratay, 2013). In order to improve the organization of leisure time, certain guidelines should be followed when choosing leisure activities. It is important to give young people the freedom to choose the activities they will engage in and to make them meaningful and in accordance with their interests and abilities. When choosing leisure activities, attention should be paid to affirming values such as a sense of collective and community, creativity, voluntariness, diversity, age and gender appropriateness, amateurism, and setting priorities and goals to be achieved (Janković, 1967; as ctd. in Paravina, 1970; Livazović, 2018; Rosić, 2005; Wang, 2018). It is also important to make parents and the environment aware of the importance of investing in quality leisure time and inform them and children about the consequences if this is neglected (Belošević et al., 2021; Eisman et al., 2016; Prieto-Damm et al., 2019; Timonen, Niemelä, Hakko, Alakokkare, and Räsänen, 2021). Finally, appropriate parental control and overall healthy relationships between parents and children present protective factors when it comes to the development of risky behaviors (Flanagan, Auty, and Farrington, 2019).

The key period of human development that should in focus of this research is adolescence. This is due to the fact that adolescence lays the foundations for a healthy future and responsible adult life (Sawyer et al., 2012). The young are particularly sensitive, taking into account that they are slowly transitioning into the adult world, becoming more independent and taking on more responsibility than before. They are curious and often explore boundaries and experiment with different behaviors and activities (including risky ones), while trying to find what suits them and form their identity (Ilišin, Marinović-Bobinac, and Radin, 2001; Nikčević-Milković, Božičević, and Manestar, 2018). This is the period of greatest peer influence, so the young often engage in these activities due to the desire to prove themselves and due to peer pressure (Azienda Usl di Ferrara, 2015). Such socially unacceptable behaviors are collectively referred to as behavioral problems, and the Government of the Republic of Croatia defines them as behaviors that have a negative impact on the individual and the environment, i.e. behaviors which deviate from those appropriate to a person's age, situation, and social norms of their environment (Government of the Republic of Croatia, 2022.). The mildest forms of risky behaviors (e.g. consumption of cigarettes, alcohol, drugs, absenteeism) are here referred to. Their consequences are not very significant at the beginning of formation, but their continuous practice can result in developing more complex forms of behavioral problems (Bašić, Koller-Trbović, and Uzelac, 2004; Livazović, 2018; Ricijaš, Krajcer, and Bouillet, 2010). Serious forms of behavioral disorders refer to violations of the legal norm (theft, self-harm, running

away from home, etc.) that require professional help. Most complex forms of behavioral disorders include those behaviors that last for a long time, are more intense, and have a negative effect on the daily functioning of the individual and/or their environment (e.g. drug trafficking, robbery, violence) (Government of the Republic of Croatia, 2022.). Therefore, the main preconditions for healthy psychosocial development and avoiding the development of risky behaviors include parental supervision and support offered to children and young people through the promotion of leisure or quality organized free time (Belošević et al., 2021; Flanagan et al., 2019; Frøyland, Bakken, and von Soest, 2020; Nooijen et al., 2017; Raboteg-Šarić, Sakoman, and Brajša-Žganec, 2002; Zobairy, Aliabadi, and Zobayri, 2013).

## **Methodology**

### ***Research objective and hypotheses***

This empirical research aimed to examine whether there is a correlation between leisure time and risky behaviors of young people. The aim was also to determine whether there are differences with regard to the socio-demographic characteristics of the respondents: gender, age, school performance, legal guardian, amount of free time, and origin. In line with this aim, the following hypotheses were formulated:

First hypothesis: There is no statistically significant difference in young people's leisure time with regard to their school performance.

Second hypothesis: There is no statistically significant difference in young people's leisure time with regard to the amount of leisure time.

Third hypothesis: There is no statistically significant difference in young people's leisure time with regard to their origin.

Fourth hypothesis: There is no statistically significant difference in the frequency of manifesting risky behaviors of young people with regard to their gender.

Fifth hypothesis: There is no statistically significant difference in the frequency of manifesting risky behaviors of young people with regard to their age.

Sixth hypothesis: There is no statistically significant difference in the frequency of manifesting risky behaviors of young people with regard to their school performance.

Seventh hypothesis: There is no statistically significant difference in the frequency of manifesting risky behaviors of young people with regard to their legal guardian.

Eighth hypothesis: There is no statistically significant difference in the frequency of manifesting risky behaviors of young people with regard to their origin.

Ninth hypothesis: There is no correlation between the leisure time scale and the risk behavior scale in the context of young people.

### ***Research sample instrument, and course***

This empirical research was conducted using an anonymous survey questionnaire via Google Forms. A total of 204 secondary school students in the area of the city of Zadar (Republic of Croatia) and the Italian city of Salerno (Republic of Italy) participated in

the research, including 82 (40.39 %) male students and 121 (59.61 %) female students. Most students attend Grade 3 (29.56 %) and Grade 1 (27.09 %), followed by those in Grade 2 (22.17 %) and Grade 4 (21.18 %). Most students record very good (39 %) and excellent (31.53 %) school performance, followed by good (18.72 %) and sufficient (9.85 %) school performance. In most cases, their legal guardians are both parents (75.37 %), followed by those respondents with only the mother guardian (20.69 %) and the father guardian (3.45 %). One respondent has another guardian, who is neither their mother or father. The largest number of students (38.42 %) have 4 or more hours of free time per day, followed by those with 3 to 4 hours (25.12 %), 2 to 3 hours (18.72 %), 1 to 2 hours (9.37 %), and finally those with less than 1 hour per day (2.46 %). All respondents were familiar with the aim of the research and had the opportunity to withdraw from the research at any time. Considering that they were minors, prior parental consent was obtained.

For the purposes of the research, a three-part survey questionnaire was compiled. The first part examined sociodemographic data (gender, age, school performance, guardian, origin, and amount of free time) and the following: who they spend their free time with most often, satisfaction with spending their free time, and the reasons for dissatisfaction with spending their free time. The second part of the questionnaire is the *Leisure Time Scale* with 30 items related to the ways in which young people spend their leisure time. The third part of the questionnaire contained 21 items on the *Risk Behavior Scale*, which examined the frequency of manifesting different risky behaviors of young people. Both are Likert-type scales, with values ranging from 1 to 5. The respondents assessed the extent to which an individual item refers to them, with 1 having the meaning of *never* and 5 *always*.

### **Statistical analysis**

A descriptive analysis with percentages, frequencies, means, and standard deviations was used to analyze the data. Hypotheses were tested by inferential statistics including factor analysis, t-test, ANOVA test, and correlations. The Cronbach's Alpha was used to test the questionnaire reliability, and the value of the Kaiser-Meyer-Olkin measure was calculated to check the sampling adequacy. The results are presented in tables and are further explained in the text.

## **Results and discussion**

Table 1 shows the results of the factor analysis of the *Leisure Time Scale*. The results of the Kaiser-Meyer-Olkin sampling adequacy measure are 0.772, which represents a very high test reliability. It should also be noted that the Barlett's test is statistically significant ( $p < 0.05$ ).

Confirmatory factor analysis extracted 2 factors, which after the Varimax rotation with Kaiser normalization explain a total of 28.18 % of the total variance. Factors: F1 – Entertainment and media (Cronbach's Alpha = 0.823) and F2 – Family and educational

environments (Cronbach's Alpha = 0.780) show very high values of Cronbach's Alpha indicating the reliability of the questionnaire.

Table 1  
Factor analysis of the leisure time scale

	M	SD	1	2	Cronbach's Alpha
Factor 1: Entertainment and media					0.823
I go to a coffee shop.	3.12	1.18	.716		
I spend time on social networks ( <i>TikTok, Instagram, Facebook...</i> ).	3.82	1.08	.701		
I hang out with friends.	3.95	1.08	.687		
I spend time on my phone.	4.09	1.06	.623		
I surf the Internet.	3.81	1.14	.621		
I go to parties and house parties.	2.86	1.29	.619		
I spend time in shopping malls.	2.50	1.02	.615		
I go to disco clubs.	1.98	1.12	.583		
I go for a walk.	3.60	1.11	.412		
I watch movies/series.	3.69	1.14	.393		
I lie around /do nothing / sleep.	2.81	1.18	.352		
I go to the movies.	2.02	0.83	.308		
I go to the betting shop.	1.39	0.97	.306		
I spend time with my girlfriend/boyfriend.	2.39	1.02	.273		
I play games on my computer/PlayStation, etc.	2.25	1.45	.105		
Factor 2: Family and educational environments					0.780
I learn and perform my school obligations.	3.40	1.22		.620	
I read books.	2.33	1.20		.601	
I spend time with my family.	3.43	1.19		.590	
I do housework (cleaning, tidying, cooking...).	3.19	1.21		.576	
I go on nature trips.	2.40	1.12		.561	
I go to church.	2.23	1.29		.518	
I go to the library.	1.43	0.88		.517	
I play board games.	2.12	1.06		.480	
I volunteer.	1.56	0.90		.478	
I have a hobby.	3.08	1.39		.430	
I listen to music.	4.25	0.95		.404	
I participate in extracurricular activities (choir, art section...).	1.58	1.07		.400	
I read magazines.	1.73	0.98		.397	
I attend a foreign language course / music school.	1.58	1.22		.275	
I play sports.	2.76	1.30		.159	

The results indicate that respondents mostly spend their free time in the form of idleness, in the contexts of entertainment and media, i.e. listening to music ( $M = 4.25$ ;  $SD = 0.95$ ), using their mobile phones ( $M = 4.09$ ;  $SD = 1.06$ ), socializing with friends ( $M = 3.95$ ;  $SD = 1.08$ ), and being on social networks ( $M = 3.82$ ;  $SD = 1.08$ ). Certainly encouraging is the result according to which betting shops are least represented ( $M = 1.39$ ;  $SD = 0.97$ ). This is followed by going to the library ( $M = 1.43$ ;  $SD = 0.88$ ) and volunteering ( $M = 1.56$ ;  $SD = 0.90$ ). Such results confirm the findings of previous research, according to which young people like to spend most of their free time in front of the screen, whether it is television, computer, or media (Albu, Ceban, Indrej, and Dima, 2020; Aliabadi, Zobairy, and Zobairy, 2013; Balatoni, 2020; Biolcati, Mancini, and Trombini, 2018; Opić and Đuranović, 2014; Twenge, Martin, and Spitzberg, 2019), while they least participate in artistic and cultural activities (Biolcati et al., 2018; Opić and Đuranović, 2014; Twenge, Martin, and Spitzberg, 2019). Consequently, it is necessary to emphasize how important it is to set rules on the use of leisure time and how to use digital media (Ibabe et al., 2022; Žumárová, 2015). Twenge (2019) states that the appropriate use of the media can have a positive impact on psychological well-being. However, it is extremely important to point out the dangers on the Internet as well as to work on their prevention in order to encourage the development of media literacy (Blažević and Klein, 2022). Nowadays, since the COVID-19 pandemic resulted in online classes, the need to develop organizational skills is even more emphasized (Bulić and Blažević, 2022). In this case, in addition to parental supervision, important are school professionals, whose task is to warn about the consequences of passive and unorganized leisure time (Lee et al., 2017; Žumárová, 2015) or to encourage its structuring (Blažević and Matijašević, 2021), and to develop a critical attitude and opinion among young people towards content on the Internet (Blažević and Klein, 2022). Such professionals have a significant role and should be accordingly trained. Ultimately, the task of everyone is to practice healthy lifestyle, thus setting an example for the young and giving them the opportunity to develop into healthy people because a healthy environment means less time spent in front of the screen (Balatoni, 2020; Bejarano et al. 2019).

The results also showed that most respondents spend their free time with friends (53.20 %), alone (27.59 %), and the least with family (19.21 %). The fact that almost a third of respondents spend their free time alone is somewhat surprising given their age, and this certainly raises a number of further research questions that should explore the reasons for such results. Certain reasons lie in the very ways of spending leisure time that seek solitude, but some others are also possible. In addition, respondents are mostly undecided when asked how satisfied they are with spending their free time, that is, they are neither satisfied nor dissatisfied (33 % of respondents). They are followed by those who are mostly satisfied (30 %), completely satisfied (19 %), mostly dissatisfied (11 %), and the fewest are those who are completely dissatisfied (7 %). Respondents who answered that they were completely or mostly dissatisfied or were



undecided on the issue, were asked about the reasons for such an attitude. The main reasons for dissatisfaction include: I do not have enough free time (29 %), the offer of leisure activities in my city is not interesting (29 %), I do not have enough money to spend my free time in the desired way (18 %), I do not have friends to socialize with (18 %), and others (6 %).

Table 2 shows the values of the ANOVA test for differences in young people's leisure time with regard to their school performance at the level of significance  $p < 0.05$ .

Table 2  
ANOVA test values for differences on the leisure time scale with regard to students' school performance

Factor	Overall school performance	N	M	SD	Min	Max	F	df	p
Factor 1: Entertainment and media	sufficient (2)	20	3.19	.621	1.93	4.27	2,793	202	.042
	good (3)	38	3.11	.647	2.00	4.40			
	very good (4)	81	2.91	.589	1.40	4.07			
	excellent (5)	64	2.85	.551	1.33	4.40			
	Total	203	2.95	.600	1.33	4.40			
Factor 2: Family and educational environments	sufficient (2)	20	2.08	.493	1.27	3.20	4.668	202	.004
	good (3)	38	2.42	.585	1.53	3.67			
	very good (4)	81	2.48	.528	1.33	3.87			
	excellent (5)	64	2.62	.616	1.47	4.27			
	Total	203	2.47	.580	1.27	4.27			

The obtained results show there is a statistically significant difference in school performance for Factor 1 ( $F = 2.793$ ;  $df = 202$ ;  $p = 0.042$ ), but also for Factor 2 ( $F = 4.668$ ;  $df = 202$ ;  $p = 0.004$ ). The results indicate that students with poorer school performance spend more time consuming entertainment and media contents, as opposed to those with better school performance. This confirms the results of Kuss and Griffiths (2011), who found that excessive use of digital media is manifested through poorer school performance. Likewise, students who are more successful in school spend more time in family and educational environments than students with poorer performance. These results confirm the data obtained by Eisman et al. (2016), according to which students involved in organized leisure activities have greater parental support and better school performance. Based on the obtained data, *the first hypothesis is rejected, according to which there is no statistically significant difference in the way young people spend their free time with regard to their school performance.*

Table 3 shows the values of the ANOVA test for differences in young people's leisure time with regard to the amount of leisure time at the level of significance  $p < 0.05$ .



Table 3  
ANOVA test values for differences on the leisure time scale with regard to the amount of leisure time

Factor	Amount of leisure time	N	M	SD	Min	Max	F	df	p
Factor 1: Entertainment and media	no	5	2.27	.483	1.80	3.067	2.706	202	.022
	less than 1 hour	12	2.64	.807	1.33	4.200			
	1-2 hours	19	2.81	.502	1.80	3.733			
	2-3 hours	38	2.96	.619	1.40	3.933			
	3-4 hours	51	3.01	.576	1.73	4.400			
	4 hours or more	78	3.04	.565	2.00	4.400			
	Total	203	2.95	.600	1.33	4.400			
Factor 2: Family and educational environments	no	5	2.32	.698	1.40	3.13	4.983	202	0.000
	less than 1 hour	12	2.81	.828	1.47	3.87			
	1-2 hours	19	2.58	.636	1.53	4.27			
	2-3 hours	38	2.63	.499	1.33	3.67			
	3-4 hours	51	2.61	.458	1.47	3.40			
	4 hours or more	78	2.24	.557	1.27	3.87			
	Total	203	2.47	.580	1.27	4.27			

The obtained data show there is a statistically significant difference for Factor 1 ( $F = 2.706$ ;  $df = 202$ ;  $p = 0.022$ ), but also for Factor 2 ( $F = 4.983$ ;  $df = 202$ ;  $p = 0.000$ ). Specifically, young people who have more free time at their disposal are more inclined to spend it consuming entertainment and media contents. Similar results were obtained by Vancampfort et al. (2019). On the other hand, students with one to two hours of free time per day spend the most time with family or in an educational context compared to other respondents. This result can be explained by the fact that students try to use their limited time in the best possible environment. Based on these data, the *second hypothesis can be rejected, according to which there is no statistically significant difference in the way young people spend their free time with regard to the amount of free time.*

Table 4 shows the results of the t-test for differences in leisure time with regard to the origin of the respondents at the level of significance  $p < 0.05$ .

Table 4  
Values of t-test for differences in the Leisure Time Scale with regard to student origin

Factor	Origin	N	M	SD	t	df	p
Factor 1: Entertainment and media	Croats	103	2.89	.574	-1.423	201	.156
	Italians	100	3.01	.622			
Factor 2: Family and educational environments	Croats	103	2.60	.557	3.285	201	.001
	Italians	100	2.34	.576			

The obtained results show that for Factor 1: Entertainment and media ( $t = -1.423$ ;  $df = 201$ ;  $p = 0.156$ ) there is no statistically significant difference in leisure time with regard to respondents' origin, which means that both Croatian and Italian high school students equally spend their leisure time consuming entertainment and media contents. On the other hand, for Factor 2: Family and educational environments ( $t = 3.285$ ;  $df = 201$ ;  $p = 0.001$ ), there is a statistically significant difference. Croats are more oriented towards family and education during their free time compared to Italians. The results for the first factor are expected given the researched population, but certainly interesting is the data related to the differences in the second factor. Possible reasons may be found in traditional forms of leisure time, which should be interesting to explore further. From the above, the *third hypothesis can be partially accepted, according to which there is no statistically significant difference in the way of spending leisure time with regard to the respondents' origin.*

Factor analysis of the *Risk Behavior Scale* shows a Kaiser-Meyer-Olkin sampling adequacy score of 0.873, which represents a very high test reliability. It should also be noted that the Barlett's test is statistically significant ( $p < 0.05$ ). Two factors were extracted, which after the Varimax rotation with Kaiser normalization explain a total of 46.08 % of the total variance. Factors: F1 – Severe forms of risky behaviors (Cronbach's Alpha = 0.923) and F2 – Milder forms of risky behaviors (Cronbach's Alpha = 0.811) show very high values of Cronbach's Alpha, indicating the questionnaire reliability.

Table 5  
Factor analysis of the risk behavior scale

	M	SD	1	2	Cronbach's Alpha
Factor 1: Severe forms of risky behaviors					0.923
I torture animals because I consider myself stronger than them.	1.05	0.36	.907		
I destroy property (e.g. scribbling on walls, breaking other people's things...).	1.10	0.42	.818		
I sell drugs to earn pocket money.	1.06	0.43	.787		
I consume hard drugs (speed, LSD, cocaine, ecstasy/MDMA...).	1.08	0.51	.746		
I run away from home.	1.10	0.42	.742		
I engage in sexual relations with different people.	1.20	0.73	.675		
I get into problems (fight, disturbance of public order...).	1.18	0.54	.665		
I steal other people's things or money.	1.11	0.56	.658		
I share other people's intimate information on social media (photos, videos...).	1.13	0.54	.622		
I spread rumors (gossip) about others.	1.16	0.60	.575		

	M	SD	1	2	Cronbach's Alpha
I mock someone from my surrounding (school, neighborhood...).	1.33	0.81	.493	.449	0.811
Factor 2: Milder forms of risky behaviors					
When friends do something that is not allowed, I join them (e.g. I miss class, drink alcohol...).	1.93	1.21		.713	
I drink alcoholic beverages.	2.35	1.18		.708	
I smoke cigarettes.	2.18	1.56		.611	
I lie to my parents about who I spend time with and where.	1.56	0.95		.532	
I only engage in sexual relations with my girlfriend/boyfriend.	2.05	1.57		.490	
I smoke marijuana/hashish.	1.33	0.80	.467	.483	
I do not use contraceptives (protection) during sexual intercourse (e.g. a condom).	1.49	1.18		.447	
When my parents tell me to do something I don't like, I don't listen to them.	1.63	0.93		.409	
I miss class.	1.73	0.90	.371	.372	
I engage in risky (fast) car/motorcycle drive.	1.42	0.93	.287	.371	

The obtained results indicate that young people most often consume alcohol ( $M = 2.35$ ;  $SD = 1.18$ ) and cigarettes ( $M = 2.18$ ;  $SD = 1.56$ ), which is followed by sexual relations with their partner ( $M = 2.05$ ;  $SD = 1.57$ ). Among the more common risky behaviors are impressionability, i.e. proving themselves to friends by joining in activities that are not allowed ( $M = 1.93$ ;  $SD = 1.21$ ) and absenteeism ( $M = 1.73$ ;  $SD = 0.9$ ). Similar results were obtained by Rahim et al. (2011), according to whom smoking and skipping classes are the most popular forms of risky behaviors. In contrast, the fewest number of students sell drugs ( $M = 1.06$ ;  $SD = 0.43$ ) and consume hard drugs ( $M = 1.08$ ;  $SD = 0.95$ ), which is an extremely encouraging result, given the increasing and easier drug availability. From the above data, it can be concluded that risky behaviors are generally underrepresented, but nevertheless a difference between individual forms of risky behaviors has been identified.

Table 6 shows the t-test values for the frequency of manifesting risky behaviors of young people with regard to their gender at the level of significance  $p < 0.05$ .

Table 6  
*T-test values for differences on the risk behavior scale with regard to student gender*

Factor	Gender	N	M	SD	t	df	p
Factor 1: Severe forms of deviations	male	82	1.16	.320	.683	201	.892
	female	121	1.12	.456			
Factor 2: Milder forms of deviations	male	82	1.82	.722	.912	201	.455
	female	121	1.73	.669			

The results showed that there is no statistically significant difference in the frequency of practicing risky behaviors with regard to student gender either for Factor 1: Severe forms of deviations ( $t = 0.683$ ;  $df = 201$ ;  $p = 0.8920$ ) or for Factor 2: Milder forms of deviations ( $t = 0.912$ ;  $df = 201$ ;  $p = 0.455$ ). Interestingly, these results are not in line with those obtained by Rahim et al. in 2011, who found that girls participated in vandalism to a greater degree than boys. Another study obtained similar results, i.e. that boys were more likely than girls to participate in alcohol intoxication and hashish consumption (Biolcati et al., 2018). Based on the obtained results, the *fourth hypothesis is accepted, according to which there is no statistically significant difference in the frequency of manifesting risky behaviors with regard to respondents' gender.*

Table 7 provides an insight into the values of the ANOVA test for the difference in the frequency of manifesting risky behaviors of young people with regard to their age or grade they attend, at the level of significance  $p < 0.05$ .

Table 7  
*ANOVA test values for differences on the risk behavior scale with regard to student age*

Factor	Age	N	M	SD	Min	Max	F	df	p
Factor 1: Severe forms of deviations	1	55	1.09	.318	1.00	3.18	.836	202	.476
	2	45	1.13	.214	1.00	1.91			
	3	60	1.21	.636	1.00	5.00			
	4	43	1.11	.196	1.00	1.73			
	Total	203	1.14	.406	1.00	5.00			
Factor	Age	N	M	SD	Min	Max	F	df	p
Factor 2: Milder forms of deviations	1	55	1.52	.505	1.00	3.50	3.656	202	.013
	2	45	1.81	.731	1.00	3.50			
	3	60	1.87	.796	1.00	4.00			
	4	43	1.91	.628	1.00	3.70			
	Total	203	1.77	.691	1.00	4.00			

The obtained research results show that for Factor 1 ( $F = 0.836$ ;  $df = 202$ ;  $p = 0.476$ ) there is no statistically significant difference, while the difference was identified for Factor 2 ( $F = 3.656$ ;  $df = 202$ ;  $p = 0.013$ ). This means that older students are more likely than their younger colleagues to engage in milder forms of deviations, such as drinking

alcohol, smoking cigarettes and marijuana/hashish, skipping classes, or engaging in sexual intercourse. The same results were obtained by Novak et al. (2022), which means that trends in risky behaviors have not changed. Based on the obtained data, the *fifth hypothesis is partially accepted, according to which there is no statistically significant difference in the frequency of manifesting risky behaviors with regard to respondents' age.*

Furthermore, Table 8 shows the values of the ANOVA test for the difference in the frequency of practicing risky behaviors with regard to respondents' school performance at the level of significance  $p < 0.05$ .

Table 8

ANOVA test values for differences on the risk behavior scale with regard to student school performance

Factor	Overall school performance	N	M	SD	Min	Max	F	df	p
Factor 1: Severe forms of deviations	sufficient (2)	20	1.20	.259	1.00	1.73	.790	202	.501
	good (3)	38	1.19	.672	1.00	5.00			
	very good (4)	81	1.14	.406	1.00	3.64			
	excellent (5)	64	1.08	.171	1.00	1.91			
	Total	203	1.14	.406	1.00	5.00			
Factor 2: Milder forms of deviations	sufficient (2)	20	2.18	.578	1.00	3.50	4.216	202	.006
	good (3)	38	1.83	.647	1.00	3.70			
	very good (4)	81	1.78	.771	1.00	4.00			
	excellent (5)	64	1.58	.580	1.00	3.40			
	Total	203	1.77	.691	1.00	4.00			

The obtained data indicate that no statistically significant difference was found for Factor 1: Severe forms of deviations ( $F = 0.790$ ;  $df = 202$ ;  $p = 0.501$ ), while the difference was identified for Factor 2: Milder forms of deviations ( $F = 4.216$ ;  $df = 202$ ;  $p = 0.006$ ). Therefore, students with better school performance consume alcohol and psychoactive substances, smoke or skip classes to a lesser extent. The same was confirmed by Novak et al. (2022), explaining that generally weaker bonds and socialization with family, peers, and school increase the likelihood of engaging in risky behaviors such as alcohol and marijuana consumption. Therefore, *the sixth hypothesis is partially accepted, according to which there is no statistically significant difference in the frequency of practicing risky behaviors with regard to the respondents' school performance.*

Table 9 shows the values of the ANOVA test for the difference in the frequency of manifesting risky behaviors with regard to respondents' legal guardian at the level of significance  $p < 0.05$ .

Table 9  
ANOVA test values for differences on the risk behavior scale with regard to students' legal guardian

Factor	Guardian	N	M	SD	Min	Max	F	df	p
Factor 1: Severe forms of deviations	both parents	153	1.13	.327	1.00	3.64	.298	202	.827
	mother	42	1.18	.642	1.00	5.00			
	father	7	1.07	.136	1.00	1.36			
	guardian	1	1.00	.	1.00	1.00			
	Total	203	1.14	.406	1.00	5.00			
Factor 2: Milder forms of deviations	both parents	153	1.74	.694	1.00	4.00	.424	202	.736
	mother	42	1.85	.712	1.00	3.50			
	father	7	1.87	.0522	1.10	2.70			
	guardian	1	2.10	.	2.10	2.10			
	Total	203	1.77	.0691	1.00	4.00			

Although both parents as guardians prevailed among the respondents, the results show that there is no statistically significant difference in the frequency of manifesting risky behaviors of young people for either Factor 1 ( $F = 0.298$ ;  $df = 202$ ;  $p = 0.827$ ) or Factor 2: ( $F = 0.424$ ;  $df = 202$ ;  $p = 0.736$ ). Regardless of whether the student lives with both parents or one of them, no differences in the manifestation of risky behaviors have been shown. Based on the obtained data, the *seventh hypothesis is accepted, according to which there is no statistically significant difference in the frequency of manifesting risky behaviors of young people with regard to their legal guardian.*

The origin of the student is the last variable whose impact was examined. Table 10 shows the values of the t-test for the difference in the frequency of manifesting risky behaviors of young people with regard to their origin at the level of significance  $p < 0.05$ .

Table 10  
T-test values for the difference on the frequency scale of manifesting risky behaviors with regard to student origin

Factor	Origin	N	M	SD	t	df	p
Factor 1: Severe forms of deviations	Croats	103	1.18	.538	1.535	201	.063
	Italians	100	1.09	.188			
Factor 2: Milder forms of deviations	Croats	103	1.79	.785	.406	201	.342
	Italians	100	1.75	.580			

The obtained results show that there is no statistically significant difference in the frequency of manifesting risky behaviors with regard to the respondents' origin for either Factor 1 ( $t = 1.538$ ;  $df = 201$ ;  $p = 0.063$ ) or Factor 2 ( $t = 0.406$ ;  $df = 201$ ;  $p = 0.342$ ). Therefore, young Croats and Italians manifest their risky behaviors equally. Based on this, the *eighth hypothesis is accepted, according to which there is no statistically significant difference in the frequency of manifesting risky behaviors with regard to the respondents' origin.*

Table 11 shows the results of the correlation between young people's leisure time and risky behaviors.

Table 11  
*Relationship between young people's leisure time and risky behaviors*

Factors	Factor 1: Entertainment and media	Factor 2: Family and educational environments	Factor 1: Severe forms of risky behaviors	Factor 2: Milder forms of risky behaviors
Factor 1: Entertainment and media	1	0.078	0.130	0.418
Factor 2: Family and educational environments	0.078	1	-0.184	-0.252
Factor 1: Severe forms of risky behaviors	0.130	-0.184	1	0.555
Factor 2: Milder forms of risky behaviors	0.418	-0.252	0.555	1

The following data can be read from Table 11: in two cases, there is a positive correlation between entertainment and media factors and milder forms of risk behaviors (= 0.418), and between factors of severe and milder forms of risk behaviors (= 0.555). This means that students who spend their free time mostly consuming entertainment and media contents will be more prone to milder forms of risky behaviors. The same correlation was found by Biolcati et al. (2018), Méndez et al. (2020), Ortega-Mohedano and Pinto-Hernández (2021), Rojková and Mydlová (2019), Vannucci et al. (2020). Regarding the research on the way of spending leisure time, it can be said that results coincide with those obtained by Dragun (2012), Albu et al. (2020), Ilishin (1999), and Ilishin and Radin (2002), who showed that young people mostly spend their time in front of screens and going to coffee shops. When researching risky behaviors, no major differences in the findings of previous research have been identified. More specifically, alcohol and cigarette consumption is most present, and the most common reasons for this are curiosity, boredom, and peer pressure (Bašić et al. 2004; Nikčević-Milković et al., 2018; Stevanović and Capak, 2016; as ctd. in Šentija Knežević, Kuculo and Ajduković, 2019; Uvodić-Đurić, 2010; as ctd. in Šentija Knežević et al., 2019). This means that trends in the way of spending leisure time and manifesting risky behaviors have not changed and that digital media are still the most prevalent after socializing with friends.

Negative correlation is present between family and educational environment factors and both risk behavior factors (= -0.184 and = -0.252). This means that young people who in their free time study and perform schoolwork, spend time with family, go to church, engage in a hobby or, for example, perform household chores, are less likely to manifest any form of risky behaviors. This is confirmed by Eisman et al. (2016) and Wang et al. (2021). Similar results were obtained by Malinakova et al. (2018) who found that young people who are more religious show less tendency to excessive television watching and computer games playing. Their time is more structured, and they are



involved in a variety of activities. Most often, sport activities are associated with better health (Eime, Young, Harvey, Charity, and Payne, 2013; Lee, Pope, and Gao, 2016; Nooijen et al., 2017), or better socialization and bonding with others (Lee et al., 2017), better quality of sleep (Hysing et al., 2015; Xu, Adams, Cohen, Earp, and Greaney, 2019). Accordingly, lack of physical activity is associated with the development of symptoms of depression and anxiety (Aliabadi et al., 2013; Bélair, Kohen, Kingsbury, and Colman, 2018; Blažević, Matijašević, and Matijašević, 2021; Zobairy et al., 2013). Finally, based on the obtained data, it can be concluded that the *ninth hypothesis is rejected, given that there is a correlation between the leisure time scale and risk behavior scale.*

## **Conclusion**

Nowadays, leisure time and its quality spending has become an important segment of many aspects of life. Leisure time is especially important in adolescence when young people's personalities are formed. In addition to the personality formation, free time also opens up space for the realization of many risky behaviors, from mild to severe. The research results showed that respondents, who are high school students in the Republic of Croatia and the Republic of Italy, spend their free time mainly consuming entertainment and media contents, and less in family and educational environments. Comparing the differences between them, it was found that students with poorer school performance spend more time in entertainment and the media contexts than students with better school performance. It was also found that young Croats spend their free time more often in family and educational environments than young Italians. The results of the research show that young people manifest various forms of milder and severe risky behaviors. No differences were identified in the manifestation of risky behaviors with regard to student gender, guardian, and origin. However, it has been shown that older respondents and those with lower school performance are more prone to manifest milder forms of risky behaviors compared to others.

The correlation between spending leisure time and risky behaviors of young people was also identified. It has been shown that young people who spend their leisure time more often consuming entertainment and media contents, as well as those who manifest more severe forms of risky behaviors, are more likely to manifest also milder forms of risky behaviors. On the other hand, young people who spend their free time in family and educational environments are less prone to manifest milder and severe forms of risky behaviors compared to those who spend their free time in entertainment and media contexts. The results have raised a number of questions for future research, but they also pointed to the current way of young people's spending leisure time as well as the manifestations of various risky behaviors. Finally, the results pointed out many influences that can serve as guidelines in preventing risky behaviors and raising awareness of the importance of quality leisure time.

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# Povezanost provođenja slobodnoga vremena i rizičnih ponašanja mladih

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## Sažetak

Cilj ovoga rada bio je istražiti povezanost provođenja slobodnoga vremena i rizičnih ponašanja mladih. Navedeno je ispitivano anketnim upitnikom koji je konstruiran za potrebe ovoga istraživanja, a sadržavao je dvije skale: Skalu provođenja slobodnog vremena i Skalu rizičnih ponašanja. Istraživanju je dobrovoljno pristupilo 204 učenika srednjih škola Republike Hrvatske i Republike Italije. Korištena metodologija obuhvaćala je deskriptivnu analizu koja je uključivala postotke, frekvencije, srednje vrijednosti i standardne devijacije. Hipoteze su testirane inferencijalnom statistikom koja uključuje faktorsku analizu, t-test, ANOVA test i korelacije. Rezultati empirijskoga dijela istraživanja ukazuju kako mladi češće provode slobodno vrijeme kroz zabavu i medije, a manje u obiteljskom i obrazovnom okružju. Mladi s lošijim školskim uspjehom slobodno vrijeme učestalije provode u zabavi i koristeći medije, dok Hrvati u odnosu na Talijane slobodno vrijeme češće provode u obiteljskom i obrazovnom okružju. Također su se dobili rezultati o manifestaciji težih i blažih oblika rizičnih ponašanja. Nisu se utvrdile razlike s obzirom na spol, skrbnika i porijeklo, ali jesu s obzirom na dob i školski uspjeh. Stariji ispitanici i oni s nižim školskim uspjehom skloniji su manifestaciji blažih oblika rizičnih ponašanja u odnosu na druge. Utvrdila se i međusobna povezanost u provođenju slobodnoga vremena i rizičnih ponašanja mladih.

**Ključne riječi:** dokolica; obiteljsko i obrazovno okružje; srednjoškolci Republike Hrvatske i Republike Italije; teži i lakši oblici rizičnih ponašanja; zabava i mediji.

## Uvod

Način provođenja slobodnoga vremena pojedinca odražava njegove interese, želje, težnje i stavove, a samim time slobodno vrijeme smatra se značajnim prostorom za čovjekov razvoj. Ovisno kako se organizira, slobodno vrijeme može imati različite posljedice (Belošević, Ferić i Mitrić, 2021; Lee, Park, Jang i Park, 2017; Opić i Đuranović, 2014). S jedne strane, predstavlja prostor za osobni razvoj, razvoj kreativnosti, samostalnosti, sposobnosti rješavanja problema, postavljanje ciljeva, kvalitetniju organizaciju vremena, razvoj sposobnosti funkcioniranja u timskom radu te općenito razvoj socijalnih i



brojnih drugih kompetencija. Međutim, istovremeno može biti i okidač za razvoj rizičnih ponašanja ako se ne organizira na kvalitetan način (Opić i Đuranović, 2014, Belošević i sur. 2021).

Najobuhvatnije tumačenje slobodnoga vremena je shvaćanje vremena kao onog koje preostaje nakon izvršenih radnih obaveza, obiteljskih dužnosti te fizioloških potreba tijekom kojega pojedinac slobodno odlučuje čime će se baviti (Dumazedier, J. prema Rosić, 2005). Odluči li se za aktivno i produktivno slobodno vrijeme kojim se razvijaju čovjekovi potencijali, radi se o dokolici, a suprotno tome je besposlica, odnosno dosada te pasivno i neproduktivno vrijeme koje često predstavlja podlogu za razvoj niza rizičnih ponašanja, a ponekad i poremećaja u ponašanju (Livazović, 2018; Rojková i Mydlová, 2019). Također, u shvaćanju/poimanju slobodnoga vremena razlikuju se tri njegove uloge (Livazović, 2018; Rosić, 2005). Prva je preventivna i uključuje aktivnosti kojima se izbjegavaju skitnje, nasilje, lijenost i druga društveno neprihvatljiva ponašanja. Točnije, imaju za cilj prevenciju maloljetničke delinkvencije. Druga kategorija je odgojno-formativna uloga te kao takva podrazumijeva aktivnosti kojima se razvija i formira pozitivna ličnost kod mladih koji su nešto skloniji prethodno spomenutim ponašanjima. Konačno, treća uloga je kurativna, a odnosi se uglavnom na radionice i klubove u popravnim i odgojnim domovima pomoću kojih se nastoji preodgojiti djecu i mlade koji su već imali iskustva u kršenju zakonskih normi (Livazović, 2018; Rosić, 2005). Aktivnosti slobodnoga vremena mogu imati funkciju rasonode (društvene igre, ples, gledanje sadržaja televizijskih programa), odmora (povratak fizičke i psihičke snage, šetnja, piknik) te razvoja ličnosti (tečajevi, predavanja, umjetničke izložbe) iako se neke od njih mogu istovremeno ubrajati u više kategorija, što znači da međusobno ne isključuju jedna drugu (Livazović, 2018). Ono na što se treba usredotočiti jest držanje ravnoteže među spomenutim kategorijama kako ne bi prevladala besposlica (Janković, 1973; prema Livazović, 2018; Livazović, 2018; Rosić, 2005). Stoga je izrazito važno usmjeriti pozornost na organizaciju slobodnoga vremena te je preporučljivo oblikovati ga tako da se prednost daje aktivnostima koje pospješuju razvoj ličnosti, a tek onda rasonodi i odmoru. Sklonost dosadi i velika količina neorganiziranoga slobodnog vremena često rezultiraju manifestiranjem rizičnih ponašanja poput eksperimentiranja s alkoholom i drogama ili bježanjem s nastave, a ponekad to može dovesti i do razvoja poremećaja u ponašanju (npr. ovisnost o internetu) (Biolcati, Passini i Mancini, 2016; Wang, 2018). Također, strukturirano slobodno vrijeme smatra se zaštitnim faktorom u kontekstu razvoja spomenutih ponašanja jer omogućuje mladima usvajanje kompetencija povezanih s pozitivnim razvojem, a tada je uglavnom prisutna i veća roditeljska podrška te bolji školski uspjeh (Eisman, Stoddard, Bauermeister, Caldwell i Zimmerman, 2016; Ibabe, Albertos i López-del Burgo, 2022). Uz navedeno, poboljšava brojne socijalne (samokontrola, kontrola agresije), kognitivne te bihevioralne sposobnosti (npr. problemi s pažnjom) kod pojedinaca s intelektualnim teškoćama (Eratay, 2013). Kako bi organizacija slobodnoga vremena bila što kvalitetnija postoje određene smjernice kojima se treba voditi prilikom odabira

aktivnosti. Važno je mladima dati slobodu izbora aktivnosti kojima će se baviti te da one budu smislene i u skladu s njegovim interesima i sposobnostima. Poželjno je još da tijekom odabira budu zastupljene vrijednosti kao što su kolektivnost i zajedništvo, kreativnost, dobrovoljnost, raznovrsnost, primjerenost dobi i spolu, amaterizam te postavljanje prioriteta i ciljeva koji se žele postići (Janković, 1967; prema Paravina, 1970; Livazović, 2018; Rosić, 2005; Wang, 2018). Također je značajno osvijestiti roditelje i okolinu koliko je važno ulagati u kvalitetno slobodno vrijeme i obrazložiti i njima i djeci koje mogu biti posljedice ako se ono zanemari (Belošević i sur., 2021; Eisman i sur., 2016; Prieto-Damm i sur., 2019; Timonen, Niemelä, Hakko, Alakokkare i Räsänen, 2021). U konačnici, primjeren roditeljski nadzor te općenito zdravi odnosi između roditelja i djece djeluju kao zaštitni faktori kada se govori o razvoju rizičnih ponašanja (Flanagan, Auty i Farrington, 2019).

Ključno razdoblje čovjekova razvoja na koje se u kontekstu ovoga istraživanja treba usredotočiti jest upravo adolescencija. Razlog tomu jest činjenica da se radi o periodu tijekom kojega se postavljaju temelji za zdravu budućnost i odgovoran odrasli život (Sawyer i sur., 2012). Mladi su tada posebno osjetljivi, uzimajući u obzir da polako prelaze u svijet odraslih, postaju samostaljniji te preuzimaju na sebe više odgovornosti nego prije. Znatizeljni su pa često ispituju granice i eksperimentiraju s različitim ponašanjima i aktivnostima (uključujući i ona rizična), a sve to kako bi pronašli ono što im odgovara te formirali svoj identitet (Ilišin, Marinović-Bobinac i Radin, 2001; Nikčević-Milković, Božičević i Manestar, 2018). To je razdoblje kada najveći utjecaj na njih imaju vršnjaci, pa se često, zbog želje za dokazivanjem i vršnjačkoga pritiska, upuštaju u spomenute aktivnosti (Azienda Usl di Ferrara, 2015). Takva, društveno neprihvatljiva ponašanja skupno se nazivaju problemima u ponašanju, a Vlada Republike Hrvatske definira ih kao ponašanja koja imaju negativan utjecaj na pojedinca i okolinu, odnosno odstupaju od onih primjerenih dobi, situaciji i društvenim normama sredine u kojoj se isti nalazi (Vlada Republike Hrvatske, n.d.). Ovdje se ubrajaju rizična ponašanja kao najblaži oblik (npr. konzumiranje cigareta, alkohola, droga, izostajanje s nastave). Njihove posljedice nisu toliko značajne u počecima nastajanja, ali njihovo kontinuirano trajanje može rezultirati složenijim oblicima problema u ponašanju (Bašić, Koller-Trbović i Uzelac, 2004; Livazović, 2018; Ricijaš, Krajcer i Bouillet, 2010). Teži oblici poremećaja u ponašanju odnose se na kršenje zakonske norme (krađa, samoozljeđivanje, bježanje od kuće itd.) koje zahtijevaju pomoć stručnjaka. Kao najsloženiji oblici poremećaja u ponašanju su ona ponašanja koja traju duže vrijeme, intenzivnija su i negativno djeluju na svakodnevno funkcioniranje pojedinca i/ili njegove okoline (npr. preprodaja droga, razbojništvo, nasilje) (Vlada Republike Hrvatske, n.d.). Stoga se glavnim uvjetom za zdrav psihosocijalni razvoj i izbjegavanje razvoja rizičnih ponašanja smatraju kontrolirani roditeljski nadzor te podrška djeci i mladima promicanjem dokolice, odnosno kvalitetnoga organiziranog provođenja slobodnoga vremena (Belošević i sur., 2021; Flanagan i sur., 2019; Frøyland, Bakken i von Soest, 2020; Nooijen i sur., 2017; Raboteg-Šarić, Sakoman i Brajša-Žganec, 2002; Zobairy, Aliabadi i Zobayri, 2013).

## **Metodologija**

### ***Cilj i hipoteze istraživanja***

Cilj ovoga empirijskog istraživanja bio je ispitati postoji li povezanost između provođenja slobodnoga vremena i rizičnih ponašanja mladih. Također se željelo utvrditi postoje li razlike s obzirom na sociodemografska obilježja ispitanika: spol, dob, školski uspjeh, skrbnika, količinu slobodnoga vremena i porijeklo. S obzirom na cilj, postavljene su sljedeće hipoteze:

Prva hipoteza: Ne postoji statistički značajna razlika u provođenju slobodnoga vremena mladih s obzirom na školski uspjeh.

Druga hipoteza: Ne postoji statistički značajna razlika u provođenju slobodnoga vremena mladih s obzirom na količinu slobodnoga vremena.

Treća hipoteza: Ne postoji statistički značajna razlika u provođenju slobodnoga vremena mladih s obzirom na porijeklo.

Četvrta hipoteza: Ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na spol.

Peta hipoteza: Ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na dob.

Šesta hipoteza: Ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na školski uspjeh.

Sedma hipoteza: Ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na skrbnika.

Osma hipoteza: Ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na porijeklo.

Deveta hipoteza: Ne postoji međusobna povezanost između skale provođenja slobodnoga vremena i skale učestalosti manifestiranja rizičnih ponašanja mladih

### ***Uzorak, instrument i tijek istraživanja***

Empirijsko istraživanje provedeno je korištenjem anonimnoga anketnog upitnika u obliku Google obrasca. U istraživanju je sudjelovalo ukupno 204 učenika srednjih škola na području grada Zadra (Republika Hrvatska) i talijanskoga grada Salerna (Republika Italija), od čega 82 (40,39 %) učenika i 121 (59,61 %) učenica. Najviše je učenika trećih (29,56 %) i prvih (27,09 %) razreda, a potom učenika drugih (22,17 %) i četvrtih (21,18 %) razreda. Vrlo dobrih (39 %) i odličnih (31,53 %) učenika je najviše, a potom slijede dobri (18,72 %) i oni s dovoljnim školskim uspjehom (9,85 %). Što se tiče skrbnika, uglavnom se radi o skrbništvu obaju roditelja (75,37 %), a potom slijede oni ispitanici kojima je samo majka skrbnik (20,69 %) i otac (3,45 %). Jednomje ispitaniku netko drugi skrbnik. Najveći broj učenika (38,42 %) ima na raspolaganju 4 i više sata dnevno slobodnoga vremena, a potom slijede oni s 3 do 4 sata (25,12 %), 2 do 3 sata (18,72 %), 1 do 2 sata (9,37 %) i na kraju oni s manje od jednoga sata dnevno (2,46 %). Svi ispitanici bili su upoznati s ciljem istraživanja te su imali mogućnost odustati od istraživanja u bilo kojem trenutku. S obzirom na to da se radilo o maloljetnicima, od roditelja se tražila suglasnost za sudjelovanje.

Za potrebe istraživanja sastavljen je anketni upitnik od tri dijela. Prvim dijelom ispitivali su se sociodemografski podatci (spol, dob, školski uspjeh, skrbnik, porijeklo i količina slobodnoga vremena) kao i s kim najčešće provode slobodno vrijeme, zadovoljstvo provođenjem slobodnoga vremena i razloge nezadovoljstva provođenja slobodnoga vremena. Drugi dio upitnika je *Skala provođenja slobodnoga vremena* koja je sadržavala 30 tvrdnji koje su se odnosile na načine provođenja slobodnoga vremena mladih. Treći dio upitnika sadržavao je 21 tvrdnju na *Skali rizičnih ponašanja* kojima se ispitivala učestalost manifestiranja različitih rizičnih ponašanja mladih. Obje skale su Likertova tipa od 1 do 5, na kojima su ispitanici procjenjivali u kojoj mjeri se pojedine tvrdnje odnose na njih, pri čemu je 1 imalo značenje *nikada*, a 5 *uvijek*.

### **Statistička analiza**

Za analizu podataka korištena je deskriptivna analiza koja je uključivala postotke, frekvencije, srednje vrijednosti i standardne devijacije. Hipoteze su testirane inferencijalnom statistikom koja uključuje faktorsku analizu, t-test, ANOVA test i korelacije. Korišten je test pouzdanosti upitnika Cronbachova alpha te je izračunata vrijednost Kaiser-Meyer-Olkin mjere prikladnosti uzorkovanja. Rezultati su prikazani tablično te su dodatno pojašnjeni u tekstu.

### **Rezultati i rasprava**

U Tablici 1 prikazani su rezultati faktorske analize *Skale provođenja slobodnoga vremena*. Rezultati Kaiser-Meyer-Olkin mjere adekvatnosti uzorkovanja iznosi 0,772, što predstavlja vrlo visoku pouzdanost testa. Također treba izdvojiti da je Barlettov test statistički značajan ( $p < 0,05$ ).

Konfirmatornom faktorskom analizom izlučena su 2 faktora, koji nakon Varimaxove rotacije s Kaiserovom normalizacijom objašnjavaju ukupno 28,18 % ukupne varijance. Faktori: F1 – Zabava i mediji (Cronbachova alpha = 0,823) i F2 – Obiteljsko i obrazovno okruženje (Cronbachova alpha = 0,780) pokazuju vrlo visoku vrijednost Cronbachove alphe što ukazuje na pouzdanost upitnika.

#### Tablica 1

Rezultati istraživanja ukazuju kako ispitanici svoje slobodno vrijeme najviše provode u obliku besposlice, kroz zabavu i medije, odnosno slušajući glazbu ( $M = 4,25$ ;  $SD = 0,95$ ), koristeći se mobitelom ( $M = 4,09$ ;  $SD = 1,06$ ), družeći se s prijateljima ( $M = 3,95$ ;  $SD = 1,08$ ) te provodeći vrijeme na društvenim mrežama ( $M = 3,82$ ;  $SD = 1,08$ ). Podatak koji zasigurno ohrabruje jest onaj prema kojemu su najmanje zastupljeni odlasci u kladionicu ( $M = 1,39$ ;  $SD = 0,97$ ). Nakon toga slijede odlasci u knjižnicu ( $M = 1,43$ ;  $SD = 0,88$ ) te volontiranje ( $M = 1,56$ ;  $SD = 0,90$ ). Ovime se potvrđuju i nalazi prethodnih istraživanja, a prema kojima mladi najviše slobodnoga vremena vole provoditi ispred ekrana, bilo da se radi o televiziji, računalu ili medijima (Albu, Cebanu, Indrej i Dima, 2020; Aliabadi, Zobairy i Zobairy, 2013; Balatoni, 2020; Biolcati, Mancini i Trombini, 2018; Opić i Đuranović, 2014; Twenge, Martin

i Spitzberg, 2019), a najmanje sudjeluju u umjetničkim i kulturnim aktivnostima (Biolcati i sur., 2018; Opić i Đuranović, 2014; Twenge, Martin i Spitzberg, 2019). S obzirom na dobivene rezultate, potrebno je naglasiti koliko je važno postaviti pravila o korištenju slobodnoga vremena i načina korištenja digitalnih medija (Ibabe i sur., 2022; Žumárová, 2015). Twenge (2019) navodi da primjereno korištenje medija može imati pozitivan utjecaj na psihološko blagostanje. Međutim, od izuzetne je važnosti ukazivati na opasnosti na internetu, kao i raditi na njihovoj prevenciji kako bi se potakao razvoj medijske pismenosti (Blažević i Klein, 2022). Isto tako, u današnje vrijeme otkako je pandemija COVID-19 sa sobom donijela i *online* nastavu, još se više ističe potreba za razvijanjem organizacijskih vještina (Bulić i Blažević, 2022). U tom slučaju, osim roditelja i njihovoga nadzora, važnu ulogu ima i usavršavanje stručnjaka u školi kojima je zadaća upozoravati na posljedice pasivnoga i neorganiziranoga slobodnog vremena (Lee i sur., 2017; Žumárová, 2015) odnosno poticati na njegovo strukturiranje (Blažević i Matijašević, 2021) te razvijati kritički odnos i mišljenje kod mladih prema sadržajima na internetu (Blažević i Klein, 2022). U konačnici, zadatak je svih svojim zdravim stilom života nuditi mladima primjer i mogućnost razvijanja u zdrave osobe jer takva okolina znači manje vremena provedenoga ispred ekrana (Balatoni, 2020; Bejarano i sur. 2019).

Rezultati su također pokazali kako najviše ispitanika svoje slobodno vrijeme provodi s prijateljima (53,20 %), potom sami (27,59 %), a najmanje s obitelji (19,21 %). Podatak kako skoro trećina ispitanika slobodno vrijeme provodi sama pomalo iznenađuje s obzirom na dob ispitanika, ali svakako otvara brojna daljnja istraživačka pitanja kojima bi se istražili razlozi ovakvih rezultata. Mogući razlozi su u načinima provođenja slobodnoga vremena koji traže osamu, ali mogući su i neki drugi. Osim toga, ispitanici su većinom neodlučni kada se radi o zadovoljstvu provođenja svojega slobodnog vremena, odnosno, niti su zadovoljni niti su nezadovoljni istim (33 % ispitanika). Nakon njih, slijede oni koji su uglavnom zadovoljni istim (30 %), potom oni koji su u potpunosti zadovoljni (19 %), koji uglavnom nisu zadovoljni (11 %), a najmanje je onih koji su u potpunosti nezadovoljni (7 %). Ispitanicima koji su na spomenuto pitanje odgovorili kako uopće ili uglavnom nisu zadovoljni ili su bili neodlučni o tom pitanju, bilo je postavljeno pitanje o razlozima takvoga stava. Kao glavne razloge nezadovoljstva su navodili sljedeće: nemam dovoljno slobodnoga vremena (29 %), ponuda aktivnosti za provođenje slobodnoga vremena u mojem gradu nije zanimljiva (29 %), nemam dovoljno novaca za provođenje slobodnoga vremena na željeni način (18 %), nemam prijatelja s kojima bih se družio (18 %) i ostalo (6 %).

U Tablici 2 prikazane su vrijednosti ANOVA testa za razlike u provođenju slobodnoga vremena mladih s obzirom na školski uspjeh na razini značajnosti  $p < 0,05$ .

#### Tablica 2

Iz dobivenih rezultata vidljivo je kako postoji statistički značajna razlika u školskom uspjehu za Faktor 1 ( $F = 2,793$ ;  $df = 202$ ;  $p = 0,042$ ), ali i za Faktor 2 ( $F = 4,668$ ;  $df = 202$ ;  $p = 0,004$ ). Rezultati ukazuju kako učenici lošijega školskoga uspjeha više vremena

provode zabavljajući se i koristeći se medijima, za razliku od onih boljšeg školskoga uspjeha. To potvrđuje rezultate Kussa i Griffithsa (2011) prema kojima se pretjerano korištenje digitalnim medijima očituje u lošijem školskom uspjehu. Isto tako, oni uspješniji u školi više vremena provode u obiteljskom i obrazovnom okruţju, nego što to rade učenici lošijeg uspjeha. Ovi rezultati potvrđuju podatke koji su dobili i Eisman i sur. (2016), a koji objašnjavaju da veću roditeljsku podršku i bolji školski uspjeh imaju učenici uključeni u organizirane aktivnosti tijekom slobodnoga vremena. Temeljem dobivenih podataka *odbacuje se prva hipoteza prema kojoj ne postoji statistički značajna razlika u načinu provođenja slobodnoga vremena mladih s obzirom na školski uspjeh.*

Tablica 3 prikazuje vrijednosti ANOVA testa za razlike u provođenju slobodnoga vremena mladih s obzirom na količinu slobodnoga vremena na razini značajnosti  $p < 0,05$ .

Tablica 3

Dobiveni podatci pokazuju kako je prisutna statistički značajna razlika za faktor 1 ( $F = 2,706$ ;  $df = 202$ ;  $p = 0,022$ ), ali i za faktor 2 ( $F = 4,983$ ;  $df = 202$ ;  $p = 0,000$ ). Točnije, mladi koji na raspolaganju imaju više slobodnoga vremena skloniji su provoditi ga učestalije zabavljajući se uz medije. Slične rezultate istraživanja dobili su i Vancampfort i sur. (2019). S druge strane, s obitelji ili u obrazovnom kontekstu vrijeme najviše provode oni s jednim do dva sata slobodnoga vremena dnevno u odnosu na ostale ispitanike. Ovakav rezultat moguće je obrazložiti tako da svoje ograničeno vrijeme nastoje iskoristiti u što kvalitetnijem okruţju. Temeljem ovih podataka može se *odbaciti druga hipoteza prema kojoj ne postoji statistički značajna razlika u načinu provođenja slobodnoga vremena mladih s obzirom na količinu slobodnoga vremena.*

U Tablici 4 su prikazani rezultati t-testa za razlike u provođenju slobodnoga vremena s obzirom na porijeklo ispitanika na razini značajnosti  $p < 0,05$ .

Tablica 4

Dobiveni rezultati pokazuju kako za Faktor 1: Zabava i mediji ( $t = -1,423$ ;  $df = 201$ ;  $p = 0,156$ ) ne postoji statistički značajna razlika u načinu provođenja slobodnoga vremena s obzirom na porijeklo ispitanika, što znači da i hrvatski i talijanski srednjoškolfci podjednako provode slobodno vrijeme zabavljajući se uz medije. S druge strane, za Faktor 2: Obiteljsko i obrazovno okruţje ( $t = 3,285$ ;  $df = 201$ ;  $p = 0,001$ ) postoji statistički značajna razlika i to tako da su Hrvati u većoj mjeri okrenuti obitelji i obrazovanju tijekom svojega slobodnog vremena, nego što su to Talijani. Rezultati za prvi faktor očekivani su s obzirom na populaciju među kojom je provedeno istraživanje, ali je zasigurno zanimljiv podatak vezan uz razlike kod drugog faktora. Mogući razlozi mogu se pronaći u tradicijskim oblicima provođenja slobodnoga vremena, ali to je sigurno podatak koji bi bilo zanimljivo dodatno istražiti. Iz navedenoga može se djelomično *prihvatiti treća hipoteza prema kojoj ne postoji statistički značajna razlika u načinu provođenja slobodnoga vremena s obzirom na porijeklo ispitanika.*



Faktorska analiza *Skale rizičnih ponašanja* pokazuje rezultat Kaiser-Meyer-Olkin mjere adekvatnosti uzorkovanja koja iznosi 0,873, što predstavlja vrlo visoku pouzdanost testa. Također treba izdvojiti da je Barlettov test statistički značajan ( $p < 0,05$ ). Izlučena su 2 faktora, koji nakon Varimax rotacije s Kaiserovom normalizacijom objašnjavaju ukupno 46,08 % ukupne varijance. Faktori: F1 – Teži oblici rizičnih ponašanja (Cronbachova  $\alpha = 0,923$ ) i F2 – blaži oblici rizičnih ponašanja (Cronbachova  $\alpha = 0,811$ ) pokazuju vrlo visoku vrijednost Cronbachove alphe, što ukazuje na pouzdanost upitnika.

#### Tablica 5

Dobiveni rezultati ukazuju kako ispitivani mladi od ponuđenih ponašanja najčešće konzumiraju alkohol ( $M = 2,35$ ;  $SD = 1,18$ ) i puše cigarete ( $M = 2,18$ ;  $SD = 1,56$ ), a zatim se ističu i seksualni odnosi s partnerom ( $M = 2,05$ ;  $SD = 1,57$ ). Među češćima su i povodljivost, tj. dokazivanje prijateljima pridruživanjem u aktivnostima koje nisu dozvoljene ( $M = 1,93$ ;  $SD = 1,21$ ) te izostajanje s nastave ( $M = 1,73$ ;  $SD = 0,9$ ). Slične rezultate dobili su i Rahim i sur. (2011), prema kojima je najpopularnije pušenje i bježanje s nastave. Suprotno tome, najmanje se prodaje droga ( $M = 1,06$ ;  $SD = 0,43$ ) i konzumiraju teže droge ( $M = 1,08$ ;  $SD = 0,95$ ), što je iznimno ohrabrujući rezultat, s obzirom na sve veću i lakšu dostupnost iste. Iz navedenih podataka može se zaključiti da su rizična ponašanja općenito slabije zastupljena, ali ipak je utvrđena razlika među pojedinim oblicima.

U Tablici 6 prikazane su vrijednosti t-testa za učestalost manifestiranja rizičnih ponašanja mladih s obzirom na spol na razini značajnosti  $p < 0,05$ .

#### Tablica 6

Rezultati su pokazali kako nema statistički značajne razlike u učestalosti prakticiranja rizičnih ponašanja s obzirom na spol ni za faktor 1: Teži oblici devijacija ( $t = 0,683$ ;  $df = 201$ ;  $p = 0,8920$ ) ni za Faktor 2: Blaži oblici devijacija ( $t = 0,912$ ;  $df = 201$ ;  $p = 0,455$ ). Zanimljivo je kako ovi rezultati nisu u skladu s onima koje su 2011. dobili Rahim i sur., a prema kojima su djevojke u većem stupnju sudjelovale u vandalizmu nego dječaci. Još jedno istraživanje dobilo je slične rezultate, odnosno da su u opijanju alkoholom i konzumiranju hašiša češće sudjelovali dječaci nego djevojčice (Biolcati i sur., 2018). Na temelju dobivenih rezultata, *prihvaća se postavljena četvrta hipoteza prema kojoj ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja s obzirom na spol ispitanika.*

Tablica 7 pruža uvid u vrijednosti ANOVA testa za razliku u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na dob, odnosno razred koji pohađaju i to na razini značajnosti  $p < 0,05$ .

#### Tablica 7

Dobiveni rezultati istraživanja pokazuju da za Faktor 1 ( $F = 0,836$ ;  $df = 202$ ;  $p = 0,476$ ) nema statistički značajne razlike, dok za Faktor 2 ( $F = 3,656$ ;  $df = 202$ ;  $p = 0,013$ ) ona postoji. To znači da se u blaže oblike devijacija, kao što su ispijanje alkohola, pušenje



cigareta i marihuane/hašiša, bježanje s nastave ili upuštanje u seksualne odnose, češće upuštaju stariji učenici, nego oni mlađi. Iste rezultate dobili su i Novak i sur. (2022), što znači da se trendovi u rizičnim ponašanjima nisu mijenjali. Temeljem dobivenih podataka djelomično se *prihvaća postavljena peta hipoteza prema kojoj ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja s obzirom na dob ispitanika.*

Nadalje, vrijednosti ANOVA testa za razliku u učestalosti prakticiranja rizičnih ponašanja s obzirom na školski uspjeh na razini značajnosti  $p < 0,05$  prikazane su u Tablici 8.

#### Tablica 8

Dobiveni podatci ukazuju na to da nije utvrđena statistički značajna razlika za Faktor 1: Teži oblici devijacija ( $F = 0,790$ ;  $df = 202$ ;  $p = 0,501$ ), dok je za Faktor 2: Blaži oblici devijacija ( $F = 4,216$ ;  $df = 202$ ;  $p = 0,006$ ) ona prisutna. Dakle, učenici boljega školskog uspjeha u manjem stupnju konzumiraju alkohol i psihoaktivne tvari, puše ili bježe s nastave. Isto su potvrdili i Novak i sur. (2022) tumačeći kako općenito slabija povezanost i socijalizacija s obitelji, vršnjacima i školom povećava vjerojatnost upuštanja u rizična ponašanja kao što su konzumacija alkohola i marihuane. Stoga se djelomično *prihvaća šesta hipoteza prema kojoj nema statistički značajne razlike u učestalosti prakticiranja rizičnih ponašanja s obzirom na školski uspjeh ispitanika.*

U Tablici 9 mogu se vidjeti vrijednosti ANOVA testa za razliku u učestalosti manifestiranja rizičnih ponašanja ispitanika s obzirom na njihova skrbnika i to na razini značajnosti  $p < 0,05$ .

#### Tablica 9

Iako su među ispitanicima prevladavali oni koji imaju oba roditelja kao skrbnike, rezultati pokazuju kako nema statistički značajne razlike u učestalosti manifestiranja rizičnih ponašanja mladih ni za Faktor 1 ( $F = 0,298$ ;  $df = 202$ ;  $p = 0,827$ ), kao ni za Faktor 2: ( $F = 0,424$ ;  $df = 202$ ;  $p = 0,736$ ). Bez obzira na to živi li učenik s oba roditelja ili jednim nisu se pokazale razlike u manifestaciji rizičnih ponašanja. Na temelju dobivenih podataka *prihvaća se sedma hipoteza prema kojoj nema statistički značajne razlike u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na skrbnika.*

Porijeklo učenika posljednja je varijabla čiji se utjecaj htio ispitati. U Tablici 10 prikazane su vrijednosti t-testa za razliku u učestalosti manifestiranja rizičnih ponašanja mladih s obzirom na porijeklo na razini značajnosti  $p < 0,05$ .

#### Tablica 10

Dobiveni rezultati pokazuju kako ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja s obzirom na porijeklo ispitanika ni za Faktor 1 ( $t = 1,538$ ;  $df = 201$ ;  $p = 0,063$ ) ni za Faktor 2 ( $t = 0,406$ ;  $df = 201$ ;  $p = 0,342$ ). Dakle, mladi Hrvati i Talijani podjednako manifestiraju svoja rizična ponašanja. Na temelju toga *prihvaća se osma hipoteza prema kojoj ne postoji statistički značajna razlika u učestalosti manifestiranja rizičnih ponašanja s obzirom na porijeklo ispitanika.*

U Tablici 11 prikazani su rezultati povezanosti provođenja slobodnoga vremena i rizičnih ponašanja mladih.

Tablica 11

Iz Tablice 11 mogu se iščitati sljedeći podatci: u dva slučaja prisutna je pozitivna korelacija i to između faktora zabave i medija i blažih oblika rizičnih ponašanja ( $= 0,418$ ) te između faktora težih i blažih oblika rizičnih ponašanja ( $= 0,555$ ). To znači da će blažim oblicima rizičnih ponašanja biti skloniji oni koji svoje slobodno vrijeme najviše provode zabavljajući se uz medije. Istu povezanost utvrdile su i Biolcati i sur. (2018), Méndez i sur. (2020), Ortega-Mohedano i Pinto- Hernández (2021), Rojková i Mydlová (2019), Vannucci i sur. (2020). Što se tiče istraživanja o načinu provođenja slobodnoga vremena, može se reći da se rezultati podudaraju s onima koje je dobio Dragun (2012), a u skladu su i s rezultatima istraživanja Albu i sur. (2020), Ilišin (1999) te Ilišin i Radin (2002), koji su pokazali da mladi uglavnom svoje vrijeme provode ispred ekrana i odlazeći u kafiće. Kod istraživanja rizičnih ponašanja također nema velikih razlika u nalazima prethodnih istraživanja. Točnije, najviše se ističu alkohol i cigarete, a najčešći razlozi tomu su znatiželja, dosada i pritisak vršnjaka (Bašić i sur. 2004; Nikčević-Milković i sur., 2018; Stevanović i Capak, 2016; prema Šentija Knežević, Kuculo i Ajduković, 2019; Uvodić-Đurić, 2010; prema Šentija Knežević i sur., 2019). To znači da se trendovi u načinu provođenja slobodnoga vremena i manifestiranju rizičnih ponašanja nisu promijenili te da su još uvijek nakon druženja s prijateljima najzastupljeniji digitalni mediji.

Negativna korelacija prisutna je među faktorima obiteljskoga i obrazovnoga okružja i oba faktora rizičnih ponašanja ( $= -0,184$  i  $= -0,252$ ). To znači da mladi koji u slobodno vrijeme češće uče i izvršavaju školske obveze, provode vrijeme s obitelji, odlaze u crkvu, bave se nekim hobijem ili primjerice obavljaju kućanske poslove pokazuju manju vjerojatnost manifestiranja bilo kojeg oblika rizičnih ponašanja. To potvrđuju i Eisman i sur. (2016) te Wang i sur. (2021). Slične rezultate dobili su Malinakova i sur. (2018) koji su utvrdili da mladi koji su više religiozni pokazuju manju sklonost pretjeranom gledanju televizije i igranju računalnih igara. Njihovo vrijeme u većoj je mjeri strukturirano te su uključeni u raznolike aktivnosti. Najčešće se radi o sportu za koji se pokazalo kako je povezan s boljim zdravljem (Eime, Young, Harvey, Charity i Payne, 2013; Lee, Pope i Gao, 2016; Nooijen i sur., 2017), odnosno boljom socijalizacijom i povezivanjem s ostalima (Lee i sur., 2017) te boljom kvalitetom sna (Hysing i sur., 2015; Xu, Adams, Cohen, Earp i Greaney, 2019). Sukladno tome, nedostatak fizičke aktivnosti povezan je s razvojem simptomima depresije i anksioznosti (Aliabadi i sur., 2013; Bélair, Kohen, Kingsbury i Colman, 2018; Blažević, Matijašević i Matijašević, 2021; Zobairy i sur., 2013). U konačnici, na temelju dobivenih podataka može se zaključiti da se *postavljena deveta hipoteza odbacuje, s obzirom na to da među skalama načina provođenja slobodnoga vremena i učestalosti manifestiranja rizičnih ponašanja postoji povezanost.*

## **Zaključak**

Slobodno vrijeme i njegovo kvalitetno provođenje danas su postali važan segment brojnih aspekata života. Posebice su važni u doba adolescencije kada se ličnost mladih tek formira. Osim toga, slobodno vrijeme otvara prostor i za ostvarivanje brojnih rizičnih ponašanja, od blažih do težih. Rezultati provedenoga istraživanja pokazali su kako ispitanici, srednjoškolci Republike Hrvatske i Republike Italije, slobodno vrijeme uglavnom provode zabavljajući se i koristeći medije, a manje u obiteljskom i obrazovnom okružju. Uspoređujući razlike među njima, utvrdilo se kako učenici lošijega školskog uspjeha slobodno vrijeme češće provode u zabavi i koristeći se medijima u odnosu na učenike boljega školskoga uspjeha. Također se utvrdilo kako mladi Hrvati učestalije provode slobodno vrijeme u obiteljskom i obrazovnom okružju u odnosu na mlade Talijane. Rezultati istraživanja pokazuju kako mladi manifestiraju različite oblike blažih i težih rizičnih ponašanja. U manifestaciji rizičnih ponašanja nisu se pojavile razlike s obzirom na spol, skrbnika i porijeklo. Međutim, pokazalo se kako su stariji ispitanici i oni nižega školskog uspjeha skloniji manifestaciji blažih oblika rizičnih ponašanja u odnosu na druge.

Utvrdila se i međusobna povezanost u provođenju slobodnoga vremena i rizičnih ponašanja mladih. Pokazalo se kako mladi koji češće provode slobodno vrijeme u zabavi i koristeći se medijima, kao i oni koji manifestiraju teže oblike rizičnih ponašanja češće manifestiraju i blaže oblike rizičnih ponašanja. Međutim, pokazalo se kako su mladi koji slobodno vrijeme provode u obiteljskom i obrazovnom okružju manje skloni manifestaciji blažih i težih oblika rizičnih ponašanja u odnosu na one koji slobodno vrijeme provode u zabavi i uz medije. Dobiveni rezultati otvorili su brojna pitanja za buduća istraživanja, ali su ukazali i na trenutačno stanje korištenja slobodnoga vremena mladih, kao i na manifestiranje različitih rizičnih ponašanja. Ukazali su i na brojne utjecaje koji mogu poslužiti kao smjernice u prevenciji rizičnih ponašanja, ali i u osvješćivanju važnosti kvalitetnoga provođenja slobodnoga vremena.