



THE ROLE OF SCHOOLS IN EDUCATING CHILDREN FOR LEISURE TIME AND IN LEISURE TIME

ULOGA ŠKOLE U ODGOJU DJECE ZA SLOBODNO VRIJEME I U SLOBODNOM VREMENU

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ABSTRACT

Leisure time in contemporary society is increasingly becoming a crucial factor in shaping the personalities of children and youth. Alongside family, schools play a central role in organizing and shaping students' leisure time. The aim of this paper is to examine the role of schools in the pedagogical structuring of students' leisure time and to explore differences in the perception of leisure time between students in urban and rural schools. The research was conducted on a sample of 140 seventh-grade students from elementary schools in the Tuzla Canton. The study analyzed students' ways of spending leisure time, the involvement and support of schools in organizing leisure time, and the perception of societal support for students' leisure activities. The results of the research indicate that students most frequently spend their leisure time in activities without significant pedagogical influence. Most students occasionally participate in school clubs, with significant differences observed between urban and rural schools in the type and number of activities available. Teachers and parents are the primary sources of support in organizing leisure time, while the broader community offers limited support. The findings suggest that schools play an important role in the organization of leisure time but that there are significant disparities in the activities available to students in different environments. Although activities such as sports and cultural clubs remain popular, students are increasingly gravitating toward digital content, which may reduce the pedagogical value of leisure time. Schools should continue to develop and adapt leisure

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activities to meet students' needs, with greater involvement from the broader community and support in fostering healthy and constructive patterns of leisure time usage.

Keywords: school, children, education, leisure time.

SAŽETAK

Slobodno vrijeme u savremenom društvu sve više postaje ključni faktor u oblikovanju ličnosti djece i mladih. Škola, uz porodicu, igra centralnu ulogu u organizaciji i oblikovanju slobodnog vremena učenika. Cilj ovog rada je istražiti ulogu škole u pedagoškom oblikovanju slobodnog vremena učenika i razlike u percepciji slobodnog vremena između učenika gradskih i seoskih škola. Istraživanje je provedeno na uzorku od 140 učenika sedmih razreda osnovnih škola u Tuzlanskom kantonu. Analizirani su načini provođenja slobodnog vremena učenika, uključivanje i podrška škole u organizaciji slobodnog vremena i percepcija društvene podrške organizaciji slobodnog vremena učenika. Rezultati istraživanja pokazuju da učenici najčešće provode slobodno vrijeme u aktivnostima bez izraženog pedagoškog utjecaja. Većina učenika je povremeno uključena u školske sekcije, pri čemu se uočavaju značajne razlike između gradskih i seoskih škola u vrsti i broju aktivnosti. Nastavnici i roditelji su glavni izvori podrške u organizaciji slobodnog vremena, dok društvena zajednica nudi ograničenu podršku. Rezultati sugeriraju da škola igra važnu ulogu u organizaciji slobodnog vremena, ali da postoje značajne razlike u aktivnostima koje su dostupne učenicima u različitim sredinama. Iako su aktivnosti kao što su sportske i kulturne sekcije i dalje popularne, učenici se sve više orijentiraju prema digitalnim sadržajima, što može smanjiti pedagošku vrijednost slobodnog vremena. Škole trebaju nastaviti razvijati i prilagođavati aktivnosti slobodnog vremena u skladu s potrebama učenika, uz veće angažovanje društvene zajednice i podršku u oblikovanju zdravih i korisnih obrazaca provođenja slobodnog vremena.

Ključne riječi: škola, djeca, odgoj, slobodno vrijeme.

INTRODUCTION

Leisure time represents a phenomenon that is constantly changing and is a daily presence in people's lives. Janković (1973) refers to it as a phenomenon of modern society, and in recent years, it has become an increasingly relevant topic due to the progress of industrialization and urbanization, which has led to a reduction in working hours and an increase in leisure time. Leisure time is understood as the time available to students for their personal needs. It is "a set of activities to which an individual completely devotes themselves voluntarily, whether to rest or entertain themselves, to develop their knowledge or disinterested self-formation, their voluntary social engagement, or their free creative abilities after they have been freed from their professional, familial, and social obligations" (Rosić, 2005: 66). It is also defined as "the free possession of time and the ability to engage in activities of one's own choosing, but without the obligation of useful work outside employment" (Previšić, 2001: 405).

Leisure time plays a significant role in the development of students' personalities, as Ajanović and Stevanović (2004) state, contributing to the faster development of physical,

intellectual, aesthetic, vocational, moral, and other social qualities of a formed personality. This requires all educational factors to dedicate greater attention to preparing children and youth for the proper use of leisure time. Pehar-Zvečko (2004) states that the expansion of leisure time, when individuals are not prepared or educated for it, leads to them becoming passive consumers instead of active creators. Youth should be “educated for the use of leisure time, as during leisure time, an individual can achieve the affirmation of their personality, or it may happen that leisure time becomes a cause of unproductiveness, antisocial, and destructive behavior” (Tomić, Avdić-Tomić, 2011: 21). Considering that “the school emerged as humanity’s need for organized education, it is a specific form of human organization for the implementation of education as a distinct activity of transferring generational experience” (Puževski 1989: 6), alongside family, it is the most important factor of pedagogical influence on a child. When discussing the relationship between the school and leisure time, most research on the way schools operate points to poor organization of leisure time. The reasons lie in poor material conditions of schools, lack of free space, untrained staff, incomplete didactic equipment and resources, and so forth. As a result, extracurricular activities are limited and scarce. Students with better academic performance are offered greater opportunities to choose leisure activities in school, while students with lower performance are neglected. After studying, students have very little time available, and despite their personal desires, they are often preoccupied with learning and other closed-type activities, which ultimately places them in the role of passive consumers of leisure content. Inadequate use and organization of leisure time can be one of the risk factors for the development of undesirable forms of behavior. Therefore, in addition to regular activities, schools should introduce the meaning of leisure time to students, educate them for leisure time, and provide opportunities for leisure time through concrete examples. Through pedagogical influence, the school should enable the student to bring structure to their leisure time, select appropriate content for education, upbringing, and socialization, avoid boredom, integrate into the civilizational flow of society, and find themselves in activities that contribute to the development of their abilities, interests, and talents (Makević, 1997; Grandić and Letić, 2008).

The school can encourage proper attitudes towards leisure time and educate students for its proper and creative use through various forms of educational work. In creating, organizing, and educating, as well as in conducting leisure time in a socially desirable and acceptable manner, all educators within the school community play a significant role: homeroom teachers, subject teachers, pedagogues, psychologists, other members of the professional team, and the school manager. Leisure time, in the context of its connection with the school, refers to student activities in clubs, associations, societies, cooperatives, and collective activities (Filipović, 1972). Extracurricular activities encompass numerous forms of educational influence that introduce elements of children’s socially beneficial and productive work into the educational system of primary schools. Students are granted freedom in the selection of content and methods of work within these activities, providing more choice than regular classes. Ajanović and Stevanović (2004) recommend the organization of the following activities for students in leisure time: sports games, social games, reading children’s magazines, listening to music, watching films, radio and TV shows, writing creative essays, exercises and recreation, socially beneficial work, excursions, walks, field

trips, additional learning, visits to museums, cultural and historical monuments, exhibitions, cultural-artistic and sports events, workplaces, clubs, and associations, participation in cultural and public activities of the school and its surroundings. Another group of activities that enables proper organization of students' leisure time includes extracurricular and out-of-school activities, as well as the cultural and public activities of the school. Regardless of the lack of research on their contribution, these activities have always been highly attractive to students. The overload of students due to extensive curriculum content, a large number of textbooks, excessive demands from teachers, lack of friendly relationships, and frustrations caused by prolonged hours in classrooms suggest that extracurricular and out-of-school activities play a significant role in students' education. It is also considered that the educational role of the school becomes a more significant factor in collaboration with various out-of-school influences (Težak, 1979). Extracurricular and out-of-school activities allow the school's educational role to be applied, promoting behaviors that maintain seriousness and responsibility in a relaxed environment that does not stifle children's joy.

Through this research, we aim to examine the role of schools in the pedagogical shaping of leisure time and to encourage a more serious approach to preparing children and youth for leisure time education and education within leisure time. The goal of the research is to explore and identify differences in the opinions of students from urban and rural schools about their leisure time, the school's influence on leisure time, and the role of the broader community. Based on the research objective, we formulated the following research questions: How do students spend their leisure time? How involved are students in activities organized by the school during leisure time? Who supports students in organizing their leisure time? How do students perceive the role of the community in organizing leisure time?

MATERIALS AND METHODS

The research was conducted on a total sample of 140 respondents, seventh-grade students from nine-year elementary schools in the Tuzla Canton area. The sample was homogenized regarding the students' gender and the school location. Out of the total number of respondents, 70 were students from urban schools (35 male and 35 female students), and 70 were students from rural schools (35 male and 35 female students).

The methods used in this study included theoretical analysis and the survey research method. To examine students' opinions on leisure time and the role of schools in organizing students' leisure time, a questionnaire was developed specifically for this research. Data collection from respondents was carried out using the paper-and-pencil method. Prior to data collection, consent was obtained from the relevant institution for conducting the research, as well as informed consent from the respondents' parents for their participation in the study.

For the analysis of the collected data, descriptive and non-parametric statistical methods were employed. Basic statistical parameters were calculated: frequencies and percentages, and the chi-square test was applied. The data were processed using the Statistical Package for the Social Sciences (SPSS) 21.0, and the results were presented in tabular form.

RESULTS AND DISCUSSION

The first research task aimed to determine whether students spend their leisure time in a socially desirable manner and what activities they engage in during their leisure time. Table 1 presents the results and differences in how leisure time is spent between students from urban and rural schools. Analysis of the results shows that 12.86% of students reported always spending their leisure time in a socially desirable way, while 57.14% stated they sometimes spend their leisure time in such a manner. However, 17.14% of students reported never engaging in socially desirable activities during leisure time, and it is noteworthy that 12.86% of students could not assess whether their leisure time was spent in a socially desirable or undesirable way. No statistically significant differences were found in students' responses based on gender ($\chi^2 = 1.106$; $p = 0.776$). Similarly, there were no differences in responses between students from urban schools and those from rural schools ($\chi^2 = 0.217$; $p = 0.975$).

Table 1. The Way Students Spend Their Leisure Time

Variable		Urban school				Rural school				Total	
		Male students		Female students		Male students		Female students			
		N	%	N	%	N	%	N	%	N	%
I spend my time in a socially desirable way	Always	5	3.57	4	2.86	6	4.28	3	2.14	18	12.86
	Sometimes	21	15	20	14.28	18	12.85	21	15	80	57.14
	Never	5	3.57	6	4.28	6	4.28	7	5	24	17.14
	I don't know	4	2.86	5	3.57	5	3.57	4	2.86	18	12.86
Total		35	25	35	25	35	25	35	25	140	100

$\chi^2_{(\text{gender})}=1.106$, $p=0.776$; $\chi^2_{(\text{place})}=0.217$; $p=0.975$;

Table 2 presents the most common activities that students engage in during their leisure time. Analyzing the results presented in Table 2, it can be observed that the mean values of respondents' answers on the variables related to students' leisure activities range from $\bar{x} = 4.57$ for the variable "internet usage" to $\bar{x} = 1.43$ for the variable "handicrafts." Students most often spend their leisure time on the internet ($\bar{x} = 4.57$), followed by using the computer ($\bar{x} = 4.31$), reading comics ($\bar{x} = 4.13$), participating in school club activities ($\bar{x} = 3.83$), engaging in sports ($\bar{x} = 3.44$), and watching TV programs ($\bar{x} = 3.13$). The results show that a very small number of students engage in activities of high pedagogical value in their leisure time, such as reading books ($\bar{x} = 1.99$), doing handicrafts ($\bar{x} = 1.43$), participating in recreational activities ($\bar{x} = 2.41$), and engaging in creative activities ($\bar{x} = 2.41$). It is also noticeable that, in terms of types of activities, students are least likely to engage in socially useful work, such as providing services ($\bar{x} = 1.54$) or humanitarian work ($\bar{x} = 1.58$). Approximately 53% of respondents ($\bar{x} = 3.46$) indicated that they do something else during their leisure time but did not specify what.

Table 2. Type of Students' Leisure Activities

Type of activity	Never		Rarely		Both yes and no		Often		Always		M	SD
	N	%	N	%	N	%	N	%	N	%		
Watching TV	12	8.57	18	12.86	75	53.57	10	7.14	25	17.86	3.13	6.97
Reading newspapers	38	27.14	60	42.86	29	20.71	13	9.28	0	0	2.12	8.82
Reading comics	10	7.14	12	8.57	21	15	53	37.85	54	38.57	4.13	6.76
Listening to radio	92	65.71	29	20.71	9	6.43	10	7.14	0	0	1.55	8.23
Reading books	49	35	59	42.14	19	13.57	10	7.14	3	2.14	1.99	6.73
Sports	10	7.14	13	9.28	39	27.86	61	43.57	17	12.14	3.44	6.43
School clubs	15	12.14	13	9.28	13	9.28	39	27.86	60	42.86	3.83	6.28
Handicrafts	99	70.71	22	15.71	19	13.57	0	0	0	0	1.43	8.72
Offering services	89	63.57	37	26.43	7	5	4	2.86	3	2.14	1.54	8.18
Volunteering	92	65.71	28	20	10	7.14	7	5	3	2.14	1.58	8.19
Recreational activities	27	19.28	61	43.57	25	17.85	20	14.28	7	5	2.42	6.28
Creative activities	49	35	28	20	29	20.71	24	17.14	10	7.14	2.41	5.79
Using the internet	0	0	0	0	2	1.43	56	40.00	82	58.57	4.57	8.39
Using computers	0	0	0	0	7	5	82	58.57	51	36.42	4.31	8.18
Other	0	0	28	20	39	27.86	53	37.86	20	14.28	3.46	6.27

The second research question concerned identifying the activities that the school organizes for students during their leisure time and students' participation in those activities. The responses of the participants are presented in Table 3. Analyzing the results presented in Table 3, it can be observed that the highest number of students are involved in sports clubs, with two-thirds of the respondents, of which slightly more are from the city school and fewer from the rural school. This is followed by the environmental club and the anti-addiction club, with also around two-thirds of the respondents, with a higher participation rate in these clubs among students from rural schools. Over half of the respondents participate in cultural and artistic clubs, while half of the respondents are involved in the traffic club, and about 50% of respondents are involved in the florist club and the Red Cross activities. The smallest number of students are involved in the handicrafts club, with around 10% of the respondents. The chi-square test was used to examine differences in students' participation in club activities based on the type of school they attend. The results show that there are no statistically significant differences between students from city schools and students from rural schools in attending sports clubs ($\chi^2=1.141$; $p=0.285$) and anti-addiction clubs ($\chi^2=0.121$; $p=0.728$). However, students from rural schools attend more clubs, and statistically significantly more students from rural schools attend handicraft clubs ($\chi^2=7.937$; $p=0.005$), Red Cross clubs ($\chi^2=10.316$; $p=0.001$), environmental clubs ($\chi^2=16.062$; $p=0.000$), and florist clubs ($\chi^2=8.396$; $p=0.004$) compared to students from city schools. On the other hand, students from city schools participate statistically significantly more in cultural and artistic clubs ($\chi^2=10.367$; $p=0.001$), traffic clubs ($\chi^2=11.429$; $p=0.001$), and anti-violence clubs ($\chi^2=9.265$; $p=0.002$).

Table 3. School Clubs and Student Participation

Type of club	Students in urban schools				Students in rural schools				Total YES		Total NO	
	YES		NO		YES		NO					
	N	%	N	%	N	%	N	%	N	%	N	%
(a) Sports clubs	49	35	21	15	43	30.71	27	19.28	92	65.71	48	34.28
(b) Cultural-artistic clubs	47	33.57	23	16.43	28	40	42	30	75	53.57	65	46.43
(c) Handicraft clubs	2	1.43	68	48.57	12	8.57	58	41.43	14	10	126	90
(d) Red Cross	25	17.86	45	32.14	44	31.43	26	18.57	69	49.28	71	50.71
(e) Environmental clubs	32	22.86	38	27.14	55	39.28	15	10.71	87	62.14	53	37.86
(f) Florist clubs	21	15	49	35	48	34.28	22	15.71	69	49.28	71	50.71
(g) Traffic clubs	45	32.14	25	17.86	25	17.86	45	32.14	70	50	70	50
(h) Anti-violence clubs	43	30.71	27	19.28	25	17.86	45	32.14	68	48.57	72	51.43
(i) Anti-addictions clubs	42	30	28	20	44	31.43	26	18.57	86	61.43	54	38.57
Other	17	12.14	53	37.86	28	20	42	30	45	32.14	95	67.86

$\chi^2_{(a)}=1.141$, $p=0.285$; $\chi^2_{(b)}=10.367$, $p=0.001$; $\chi^2_{(c)}=7.937$, $p=0.005$; $\chi^2_{(d)}=10.316$, $p=0.001$; $\chi^2_{(e)}=16.062$, $p=0.000$; $\chi^2_{(f)}=8.396$, $p=0.004$; $\chi^2_{(g)}=11.429$, $p=0.001$; $\chi^2_{(h)}=9.265$, $p=0.002$; $\chi^2_{(i)}=0.121$, $p=0.728$;

Table 4 presents the responses of the participants regarding the person who provides support in organizing their leisure time. Analyzing the presented results, it can be observed that the greatest support in organizing leisure time is provided by teachers (74.28% of respondents), followed by parents (65.71% of respondents), the school's pedagogical-psychological service (41.43% of respondents), and peers (35.71% of respondents). Only 11.43% of respondents stated that someone else helps them organize their leisure time, and the same percentage of respondents stated that they receive no support in organizing their leisure time from anyone and organize it independently. Comparing the responses between students from city schools and rural schools, slightly lower frequencies of responses from students from rural schools can be observed for each variable, with a greater number of students from rural schools organizing their leisure time independently. However, these differences are not statistically significant.

Table 4. Providing Support to Students in Organizing Their Leisure Time

Variable		Students in urban schools		Students in rural schools		Total	
		N	%	N	%	N	%
Person providing support in organizing leisure time	(a) Parents	50	71.43	42	60	92	65.71
	(b) Teachers	57	81.43	47	67.14	104	74.28
	(c) Pedagogue-psychologist	31	44.28	27	38.57	58	41.43
	(d) Peers	28	40	22	31.43	50	35.71
	(e) Other	5	7.14	11	15.71	16	11.43
	(f) Independently	5	7.14	11	15.71	16	11.43

$\chi^2_{(a)}=2.029$, $p=0.154$; $\chi^2_{(b)}=3.739$, $p=0.053$; $\chi^2_{(c)}=0.471$, $p=0.493$; $\chi^2_{(d)}=1.120$, $p=0.290$; $\chi^2_{(e,f)}=2.540$, $p=0.111$;

Table 5 presents the responses of students regarding their perception of the community's support in organizing their leisure time. The opinions of the respondents are divided when it comes to the support of society in organizing leisure time. A total of 13.57% of respondents

believe that society provides full support, 39.28% of respondents believe that society partially ensures the conditions for organizing students' leisure time, while 47.14% of respondents stated that society provides no support and does nothing to help children and youth organize their leisure time. Using the chi-square test, we determined whether there are statistically significant differences in the responses of participants based on the location of their school (city-village), as shown in the table. Comparing the responses between students from city and rural schools, it can be observed that students from rural schools rate the support of society in providing the conditions for organizing leisure time less favorably. However, these differences are not statistically significant ($\chi^2=5.643$, $p=0.061$).

Table 5. Community Support in Organization of Students' Leisure Time

Variable		Students in urban schools		Students in rural schools		Total	
		N	%	N	%	N	%
In what capacity did the community ensure preconditions in organizing students' leisure time	Full support	11	15.72	8	11.43	19	13.57
	Partially	33	47.14	22	31.43	55	39.28
	No support	26	37.14	40	57.14	66	47.14
Total		70	100	70	100	70	100

$\chi^2=5.643$, $p=0.061$;

Tomić and Hasanović (2007) in their research among elementary school students found that 23.98% of students always spend their leisure time in a socially desirable way, 68.78% occasionally do, and 7.24% never spend their leisure time in a socially desirable way. Comparing these results with the results obtained in this study, a significant decline in the quality of leisure time spent among elementary school students is evident. A concerning finding is that the percentage of students who spend their leisure time in a socially desirable way has dropped from 92% to 70%, and there is a significant proportion of those who are unable to assess the quality of their leisure time (almost 13% of respondents). The results of the study also showed that students most often spend their leisure time online and on computers, reading comics, participating in school clubs, playing sports, and watching TV programs. This shows that sedentary activities are increasingly dominating students' leisure time, as Prskalo (2007) emphasizes, with leisure time for children and youth increasingly used for activities that require almost no physical effort. Similar results are reported by Opić and Đuranović (2014), who note that students spend most of their leisure time on the internet, and least in cultural activities. This differs from the findings of Tomić and Hasanović (2007), when students did not have as much opportunity to use the internet and computers. In that period, 22.17% of respondents stated they read books, while in our study, only 9.28% of respondents said the same.

These results are expected in line with technological expansion, but they imply the importance of educational action by schools, as research shows a negative correlation between academic achievement and time spent on the internet (Čunović, 2016). In the future, attention must be given to educating children and youth about proper leisure time management. We recognize the great importance of developing pedagogical interventions and intentional actions for educating students about leisure time.

It is certainly significant to highlight that among the most common leisure activities practiced by students are school clubs, which indicates the importance of the content schools organize for students, indirectly carrying out educational actions during leisure time. This has also been demonstrated in previous research, which determined that students want schools to offer them various leisure activities (Prlić and Ilić, 2000). The results match those found by Tomić and Hasanović (2007). The research showed that students participate in many school clubs, but there are significant differences in the content of the clubs attended by students from rural and urban schools. These results indicate substantial differences in the content of clubs available to students depending on the location of their school. While these differences are expected, future school practices should focus on providing enough information and motivation for students to participate in various clubs that can contribute to their personal development, especially in the context of contemporary social issues (for example, motivating students from urban schools to participate in environmental or florist clubs and students from rural schools to engage more in cultural-arts or anti-violence clubs).

Regarding the support from adults in organizing students' leisure time, a comparison with the results from Tomić and Hasanović (2007) allows us to conclude that there has been an increased role of teachers in organizing leisure time and support from parents. Tomić and Hasanović (2007) reported that teacher support was registered in 6.79% of cases, while our study indicates that it exists in 74.28% of cases. Similarly, parental support has significantly increased from 47.06% to 65.71%. From the perspective of the school's educational role, the significant increase in perceived teacher support is extremely important, confirming the role of the school in educating students about leisure time and during leisure time. Regarding society's support in providing conditions for proper leisure time management, students from urban schools have somewhat more positive views, with nearly 63% of urban students stating that societal support is partial or full, while 57.14% of rural students state that there is no societal support. These results are consistent with those of Tomić and Hasanović (2007). All of this points to the conclusion that society should provide greater support in organizing students' leisure time, particularly from families and schools.

CONCLUSION

Leisure time plays a significant role in the lives of students, and its proper organization and management are crucial for their overall development and well-being. Previous research clearly indicates that students often do not use their leisure time in ways that would be optimal for their personal and social development. While schools, as agents of socialization, can offer various activities aimed at encouraging the constructive use of leisure time, students frequently face limitations that reduce the quality of these activities. Excessive academic workload, a lack of spatial and human resources, and the scarcity of high-quality and diverse activities within the school framework significantly affect the quality of leisure time utilization. The results of this study reveal that the majority of students spend their leisure time engaging in activities that do not provide significant pedagogical or social benefits, such as excessive use of the internet and watching television. On the other hand, many students rely on extracurricular school activities as the central element in organizing their leisure time. This suggests the need for greater attention and planning by schools to create richer and more

meaningful activities that better align with the needs and interests of students. Additionally, the study highlighted significant differences in the types of activities chosen by students, depending on the type of school they attend. Students from urban schools more frequently participate in cultural-arts and traffic-related activities, while students from rural schools show greater involvement in environmental activities and handicrafts. These differences reflect the specific resources and opportunities available in different school environments, implying the need for programs and activities to be tailored to local needs and student interests. Increased support from teachers and parents in organizing leisure time, compared to previous studies, represents a positive shift and emphasizes the importance of involving all educational factors in this process, primarily schools, followed by parents. However, community support remains insufficient, indicating the need for greater engagement in creating a supportive environment for students. To improve the quality of students' leisure time, schools play a key role. They must actively take responsibility for educating children on the proper use of leisure time and organizing it. This includes not only providing diverse and attractive extracurricular activities but also implementing educational programs that teach students about leisure time. Teachers and school teams should proactively motivate students to participate in various activities. Ultimately, for the optimal development of students, it is essential for schools, in collaboration with families and society, to develop strategies that enable students to use their leisure time in ways that contribute to their overall development. An integrated approach to leisure time education, motivation, and adequate support will allow students to gain maximum benefit from their leisure time and foster positive development and social engagement.

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