

THE ROLE OF MANAGEMENT AND SCHOOL IN ORGANISING PRIMARY STUDENTS' FREE TIME

MARIJA KARAČIĆ

Department of Social and Humanities, University of Slavonski Brod
Gundulićeva 20a, 35000 Slavonski Brod, Croatia

E-mail address: mkaracic@unisab.hr

ORCID: <https://orcid.org/0000-0002-8172-8233>

ABSTRACT

Aim. The aim of the research is to determine what role management and schools play in the organisation of students' free time, and what activities it undertakes to educate for leisure time.

Methods. This study used methods of theoretical analysis, survey research methods, and questionnaires, in which 1410 subjects such as principals, teachers, parents and students from 150 primary schools in Bosnia and Herzegovina (B&H) participated.

Results. The results show that principals and teachers have positive attitudes about the rational use of students' free time in order to prepare them for continuing self-education with the use of various sources of knowledge.

Conclusion. Conclusions show that for a better understanding of the role of school management it is necessary to do more research about this issue on the territory of B&H, because the proper organisation and implementation of students' free time can be successful if all participants in education work together.

Research restrictions. Since it is not possible to make comparison with results of the previous research on this topic on the territory of B&H, the study compares results with results from other countries.

Practical application. The practical goal is to examine the education and to increase the understanding and awareness of the free time of young people.

Originality. This study is original and creative, and it contributes to better understanding of the role of management in leisure activities on students' emotional, social, cognitive and work competencies.

Keywords: community, leisure, principal, school, school system

INTRODUCTION

Every institution, including the school, must have organised administration or management in order to function successfully. "Schools are generally regarded as places where only educational activities are carried out, but they are more than this" (Şeker, 2020, p.348). The role of leadership is a kind of involvement of the principal, in the context of the institution,



and knowledge of the skills and competencies of its employees in order for the principal to more successfully enable the support of the teacher (Staničić, 2006; Vukašinović & Karačić, 2021; Wehrich & Koontz, 1998).

Leisure is a significant factor that can have a part in the improvement of modern civilisation and culture, and the issue of leisure has secured its place in the educational field (Čunović et al., 2018; Demarest et al., 2014; Geidne et al., 2016; Jakovleva & Rudzinska, 2017; Junová, 2020; Matijević et al., 2016; Rosić, 2005; Sukys et al., 2019). Most of the research related to the importance of school principals and management in relation to leisure time, deal more with the management, management of the school through its determinants: motivation, communication, interpersonal relationships, school development, professional development of employees, etc. (Böttcher et al., 2015; Lyytinen, 2006; Madalińska-Michalak, 2016; Peko et al., 2007; Rodd, 2013; Seme-Stojnović & Hitrec, 2014; Staničić, 2001; Buhač, 2017; Wiesner et al., 2015). Leisure studies have confirmed that attention to this issue has not paid enough attention to leisure and that the consequences of poor and weak leisure organisation were most often reflected in behavioural disorders, delinquent behaviour and other sociopathological forms of behaviour (Karačić et al., 2021a; Previšić, 2000). That is why the following questions arise as a *problem* of research:

- Is there a correlation between the school's organisation and its students leisure time?
- What is the role of the principals, (school directors) in its organisation and in spending students' free time in a socially undesirable way (passively, consuming the content of mass media culture, etc.)?
- What are the activities in which students of our schools spend their free time?
- Who supports them and assists them in choosing leisure activities?
- What are the dominant activities undertaken by the management of the school in this area?
- What are the consequences of a weak leisure organisation by school management?

In order to better prepare students for leisure, great responsibility is placed on educational institutions. Jan Amos Komensky (Mother School, 1633; according to Pehar, 2007) believes that the first class is the threshold at the entrance to a large school learning building and that from how the child will step on that threshold, the threshold is to be made, whether it will be supported in a timely way so as not to stumble, its further successes in life depend. Most scientists consider the most important factors to be important for the organisation and spending of leisure time are: family, preschool institutions, schools of varying degrees, associations and institutions of general cultural, educational, informative or entertaining character (Bognar, 2012; Brkić&Tomić, 2017; Grandić&Letić, 2008; Karačić et al., 2021b; Pehar-Zvačko, 2000; Plenković, 2000; Vukasović, 1998)

REVIEW OF PREVIOUS RESEARCH

Vlasta Ilišin et al.(2001) work based on the analysis of the family and social situation of children in the research *The role of the media in everyday life of children* came to conclusions that what depends at least in part is whether and what extracurricular activities children engage in. What activities they will engage in outside the compulsory school curriculum generally does not depend on any characteristics other than gender. Boys prefer sports activities, and girls more musical, dramatic or literary activities.

In the research conducted by the same author, Ilišin (2006), the most popular activities are related to socialising, entertainment and leisure. More than 50% of respondents spend their free time in these activities. On the other hand, there are more intellectually demanding activities in which less than 10% of respondents participate in their free time. From the obtained results, it is concluded that young people's free time is used for leisure, relaxation and recreation.

In Stjepan Staničić's research (2006) on the role of the principal confirms the importance of the role of the principal for the development of the school and for the success of students and concludes that the creation of positive attitudes and values contributes to its success. For Anđelka Peko et al., (2007) there is always a need to encourage principals as well as teachers.

Zlatko Miliša et al., (2009) came to similar conclusions from a sample of 1000 respondents in 2005/2006. The results showed that young people prefer to spend their free time in passive forms of entertainment that are closely related to leisure (watching television, listening to the radio and reading periodicals). Cultural and social content is the least represented. The results showed that for 70% of students the organisation of free time is very important, while for only 14% the structure of free time is unimportant (Miliša et al., 2009).

Jasenka Martinčević (2010) in his research conducted in March 2010, which included 123 students, gives results according to which 52% of the total number of girls and 35% of the total number of boys are involved in extracurricular activities, which indicates the need to organise more extracurricular activities tailored to the needs of boys. The results of the research indicate the need to enrich the school offer of extracurricular activities with content that is more interesting to students with lower school success.

A survey conducted by Marija Rattinger (2017) in May and June 2016, found results in which the majority of respondents (62%) in their free time are involved in some form of organised leisure activities, and some in more. Involvement in sports prevails (62%), but also in many other activities. The sample consisted of sixth and seventh grade elementary school students from a large city, a smaller city, and a smaller town. It is evident that the respondents mentioned socialising with family and playing sports as the most frequent leisure activities. The results also show that social networks took up a third of the free time of younger teenagers.

Since schools are the most important educational institutions, as such they have responsibility for the field of organising leisure activities and harmonising all plans and programs towards the engagement of students' free time. Therefore, the point of leisure education is to train all young people to pedagogically spend their free time to develop a culture of leisure. For leisure education, extracurricular student activities are introduced in addition to regular classes.

The purpose of extracurricular leisure activities is to encourage creativity, acquisition of knowledge and skills with regard to their individual interests and abilities (Šiljković et al., 2007) "because gifted pupils need to be identified as early as possible in the course of their education so that their potential can be developed as soon as possible" (Letina, 2021, p. 298). School programs that include leisure activities imply the most common: socialising with friends, active sports, dancing, folklore, playing a musical instrument, going to sport-games, walking, cycling, making phone calls, helping parents, playing computer games.

In order to successfully perform his function in the educational institution and the organisation of leisure, the principal should possess the necessary competencies and positive personality traits. The competencies of the principal according to Staničić (2006) are: "personal competence, development competence, professional competence, action competence and social competence" (Staničić, 2006, p. 15).

RESEARCH METHODOLOGY

Based on the problem, purpose and goal of the research, the main hypothesis *H* is derived. *The quality of leisure time is dependent on the organisational activities of the school's management.* Research hypotheses were also set:

- H1. The attitudes of students, teachers, parents, directors and schools about student leisure are positive.
- H2. Management and the school undertake various forms of activities and support with the aim of quality organisation of students' free time.
- H3. In schools there are programmes for educating students for leisure and education for critical attitude towards media content.
- H4. School principals (directors) in cooperation with teachers, parents and professional associates contribute to improving the quality of student leisure time through coordinated activities and work.
- H5. School principals (directors) encourage positive attitudes and understanding and awareness among members of the wider community about the need to spend their free time productively.

In this empirical study, quantitative research methodology was applied, the method of theoretical analysis and survey research method (Creswell, 2012).

SAMPLE

The sample of the study consisted of principals, teachers, parents and students from 150 elementary schools in B&H. The sample was made up of 1410 study participants, of whom 150 were primary school principals; 340 primary and subject teachers; 460 primary school students and 460 parents of primary school students on whom the research was conducted. The sample of subjects is divided into 4 subsamples: primary school principals (n = 150); class teachers and subject teachers (n = 340); parents of primary school pupils (n = 460); primary school pupils (n = 460). The sample of directors is divided by location (Herzegovina-Neretva County, Tuzla County, Zenica-Doboj County, County of West Herzegovina and Republika Srpska). The sample is simple, accidentally stratified, in order to contribute to its reliability and to correspond to the basic set from which it was derived for all factors except for the directors where the intentional sample was used (Creswell, 2012; Previšić, 2005).

DATA COLLECTION INSTRUMENTS

To collect data on the opinion of respondents, an instrument was applied in the form of *questionnaires* for students, teachers, parents and directors, principals. The questionnaire used in the research is constructed in such a way that the answers completely *agree* and *agree*, express the quality and organised free time of students, while the answers do *not agree* and *strongly disagree* show that free time is not well organised and that more work is needed. In the further analysis of the respondents' answers, the answers are summed up, *I completely agree* and *agree* in a common percentage and frequency, as well as the answers *I disagree* with and do *not agree at all* and are presented as a whole.

To collect data, we used an instrument in the form of a questionnaire:

- Survey questionnaire for students;
- Survey questionnaire for teachers;
- Questionnaire for parents;
- Survey questionnaire for directors, directors and professional associates.

For each of the measuring instruments used separately, an analysis of the metric characteristics of particles and the whole scale was done using the standard reliability procedure from the Statistical Package for the Social Sciences.

DATA ANALYSIS

Descriptive statistical indicators such as frequencies and percentages are calculated, and the results are presented in *tabular and graphical forms*.

The researcher used inferential statistics and the collected data was processed using factor analysis. When analysing variance with one variable factor, the aim is to examine the relationship between samples (groups) with the variability of data within samples (groups). The number of samples is determined by the number of groups, i.e. number of modalities or levels of observed factor.

Kolmogorov-Smirnov test examined the normality of the curvature of the distribution of respondents' responses. In our case, the significance (Sig.) of the respondents' response estimate is greater than 0.20, which indicates that the assumption of distribution normality was confirmed by both Kolmogorov-Smirnov and Shapiro-Wilk tests and can meet stricter normality criteria. To determine who makes that difference we used one of the post hoc tests, the Tukey's Honestly significant difference (HSD) test (Halmi, 2003).

Regression analysis was used to assess the relationship between variables, with the aim of determining the predictors of the organisation of students' free time. The aim of the investigation of the relationship between variables is to determine the statistical dependence and indicators of the strength of such dependence (Štambuk & Biljan-August, 2013).

CONFIDENCE ASSESSMENT

The inclusion of respondents in the study was in line with ethical standards (Creswell, 2012; McMillian & Schumacher, 2010). The Cronbach's alpha was used as an indicator of internal homogeneity (Tavakol & Denrick, 2011) to determine their consistency and the results are as follows:

- Cronbach's alpha for the scale used in students was 0.806; for the scale used by teachers it was 0.764; for the scale used by parents it was 0.682 and for the scale used by the principal is 0.792;
- Cronbach's alpha for the scale used by the students was 0.806, so we can say that the internal consistency of the scale is satisfactory, and that the scale has a satisfactory validity;
- Cronbach's alpha for the scale used by the teacher was 0.764, and we can say that the internal consistency of the scale is satisfactory, and that the scale has a satisfactory validity;
- Cronbach's alpha, as an indicator of an internal homogeneity, for the scale used by parents was 0.682, and, as with principals and teachers, we can say that the internal consistency of the scale is satisfactory, and that the scale has satisfactory validity;
- Cronbach's alpha, as an indicator of internal homogeneity, for the scale used by the principal is 0.792, and we can say that the internal consistency of the scale is satisfactory, and that the scale has satisfactory validity.

Findings and discussions of this study are presented in the next section.

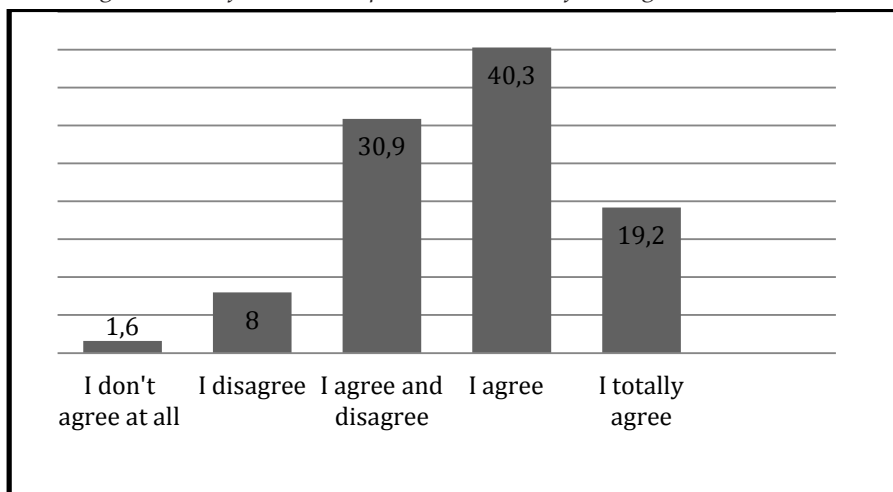
RESULTS AND DISCUSSION

Opinions of Respondents on Spending Student's Free Time

The first objective of this study was to "explore and analyse whether the attitudes and opinions of principals, teachers, parents and students about the leisure time of students are positive". The results are presented in Charts 1, 2, 3, and 4, and in Tables 1, 2, and 3 as follows.

Figure 1

Percentages values of director response about role of management



Note: I don't agree at all, I disagree, I agree and disagree, I agree, I totally agree, Director response.
Source: own research.

Chart 1 shows the percentage values of the expressed attitudes of the respondents, from which it is noticeable that 59.5% (I agree 40,30% + I totally agree 19,20%) of respondents express a position on the high level of role of management in the organisation of free time of students within the school. On the other hand, 9.6% (I disagree 8% + I don't agree at all 1,6%) of the responses of respondents indicate the attitude of the director that they disagree or don't agree at all. The percentage of neutral responses of respondents expressed in the chart is 30.9%.

Results of Regression Analysis of Leisure Organisation

With the aim of identifying predictors of the organisation of students' free time, regression analysis was applied. Regression coefficient R is the correlation coefficient of the dependent and independent variable, and his results is $R = 0,329$. Correlation coefficient of the organisation of free time and included predictors (gender, vocational education, etc.) is R^2 . The results of the regression analysis, indicate a low correlation coefficient, R^2

=0.108, the organisation of leisure time and the system of included predictors. If R^2 were around 0.30-0.50, we would say that the correlation coefficient is mediocre, and if it is higher than 0.50 and everything that licks 1.00, we would say that it is strong, which means that the predictors would have a great influence on the organisation of free time, which is not the case here. Corrected squared correlation. Corrected R^2 , squared that has been adjusted for the number of predictors in the model is 0,071, SEE is a measure of the accuracy of predictions, and results 7,268 shows that the data is more representative of the true mean.

Table 1
Standardised and Non-Standardised Coefficients

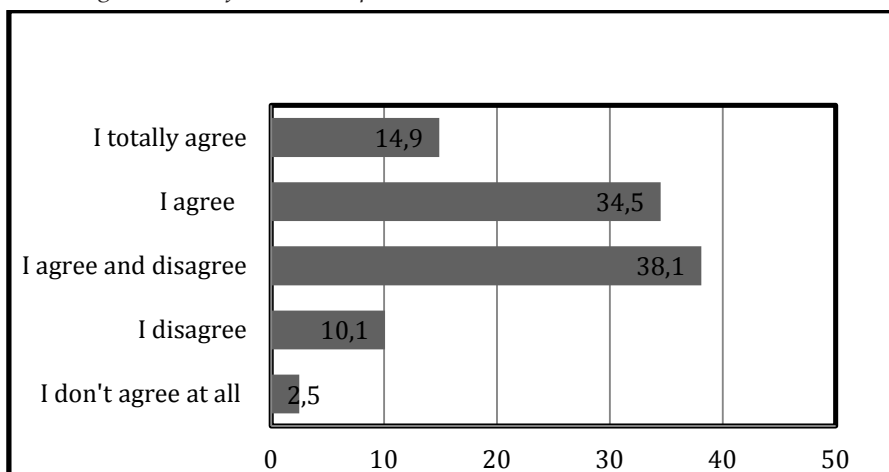
	SC β	SC SE	NSC β	NSC T-test	NSC p
Constant	73,159	4,687		15,608	0,000
Sex	-1,262	1,291	-0,082	-0,978	0,330
Length of service	-0,863	0,773	-0,098	-1,117	0,266
Seniority as director	2,569	0,849	0,268	3,026	0,003
Qualifications	0,700	1,414	0,044	0,495	0,621
Direction of education	-2,031	1,100	-0,153	-1,847	0,067
Passed college	1,576	1,363	0,096	1,157	0,249

Note: SC, Standardised Coefficients; β , Beta Regression Direction Coefficient; SE, Standard Error; NSC, Non-Standardised Coefficients; T-test, statistical test; p, Level of Significance; +1 positive correlation; -1 negative correlation; 0 there is no correlation.

Source: own research.

By examining the standardised and non-standardised coefficients, which are presented in Table 1, the largest contribution to the predictor model of prediction is the predictor of the length of service in the position of director at the level of significance of $p=0.003$, so that statistically significant value can be talked about.

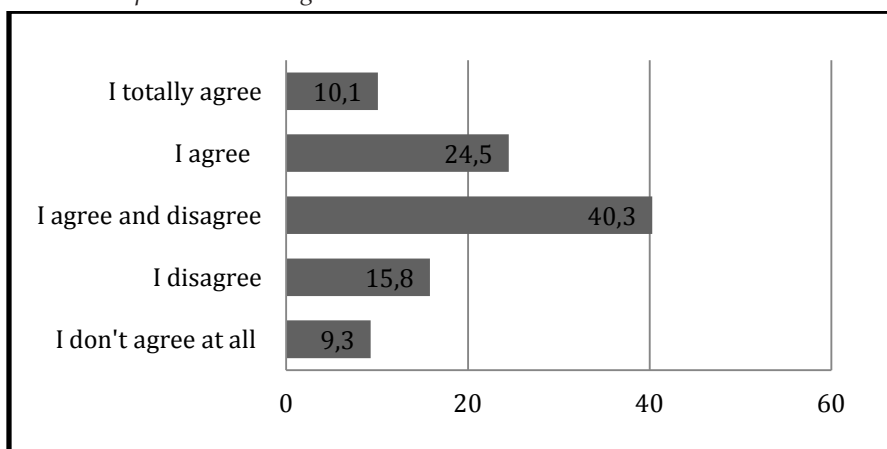
Chart 2 shows the percentage values of the expressed attitudes of teachers. 49.4% express a position on the high level of leisure organisation within the school. The percentage of neutral responses of respondents expressed in the chart is high, 38.1%.

Figure 2*Percentages values of teacher response*

Note: I totally agree, I agree, I agree and disagree, I disagree, I don't agree at all, Teacher response; 0, 10 ,20, 30, 40, 50, Percentage values.

Source: own research.

Chart 3 shows the percentage values of the expressed attitudes of parents, from which it is noticeable that 34.6% of respondents express a position on the high level of organisation of free time within the school. The percentage of neutral responses of respondents expressed in the chart is 40.3%.

Figure 3*Parents Response Percentage Totals*

Note: I totally agree, I agree, I agree and disagree, I disagree, I don't agree at all, Parents response; 0, 20, 40, 60, Percentage values.

Source: own research.

Table 2 presents student response frequencies and percentages. The analysis of the students' responses showed that the highest percentage and frequency of responses was "never" recorded on the claims, "Students drink" and "Gamble and bet", where 293 subjects (63.7%) opted for this response. The next highest percentage of responses was observed on the variable "Students Smoke", where 282 students or 61.3% rounded up the answer, "never". The highest percentage and frequency of responses, "rarely" was observed on the variable, "Students do not know what to fill their free time with" where 186 students (40.4%) opted for this response. The next highest percentage of responses was observed on the variable "Students play gambling" where 142 students, or 30.9% rounded out the answer "rarely".

The highest percentage and frequency of responses "often" was observed on the variable "Students play computer games", where 189 students (41.1%) opted for this response. The next highest percentage of responses was recorded on the variable "Students don't know what to fill their free time with", where 104 students, or 22.6% rounded out the answer "often". The highest percentage and frequency of responses "always" was observed on the variable "Students play computer games", where 126 students or 27.4% rounded up this answer.

In Table 2 *Total answer* gives us indicative data on how many students (respondents) we can say that not one undesirable form of behaviour is present, what frequency and percentage is concerned, etc. If someone doesn't drink, doesn't smoke, doesn't play games of chance, doesn't gamble, doesn't... we can gain insight what number and percentage of students are working on, as well as the percentage and frequency of those who do it, etc. These are statements of the measuring instrument and all together are unwanted forms of behaviour.

Table 2

Student response frequencies and percentage

Number of the variable in the questionnaire	Never f (%)	Rarely f (%)	Often f (%)	Always f (%)
I smoke	282 (61,3)	108 (23,5)	55 (12)	15 (3,3)
I drink	293 (63,7)	103 (22,4)	56 (12,2)	8 (1,7)
I play games of chance	231 (50,2)	142 (30,9)	67 (14,6)	20 (4,3)
I play computer games	53 (11,5)	92 (20)	189 (41,1)	126 (27,4)
I gamble and bet	293 (63,7)	82 (17,8)	65 (14,1)	20 (4,3)
I am prone to delinquent behaviour	220 (47,8)	108 (23,5)	103 (22,4)	29 (6,3)
I don't know how to fill my free time	125 (27,20)	186 (40,4)	104 (22,6)	45 (9,89)
Total	1497 (46,5)	821 (25,5)	639 (19,8)	263 (8,2)

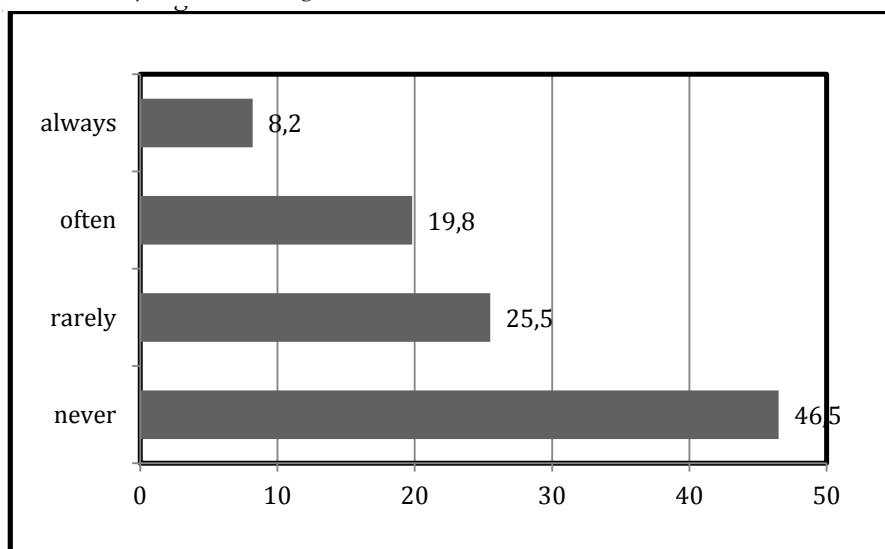
Note: f, Frequencies; %, Percentage; Students response, Never, Rarely, Often, Always.

Source: own research.

Chart 4, shows that 46.5% of student respondents declared that they never practice socially undesirable leisure activities, 25.5% of respondents said they rarely practice them, close to 20% of respondents said they were vacated frequently, and 8.2% of respondents always practiced them. All this suggests that the participants' views on activities like playing sports, dancing, going to cinema and spending of students' free time are positive, making the secondary hypothesis, *H1*. "The attitudes of students, teachers, parents and school directors about student leisure are positive" confirmed.

Figure 4

Student Response Percentage Sum Values



Note: Never; Rarely; Often; Always; Students response; 0, 10, 20, 30, 40, 50, Percentage values.

Source: own research.

Activities Undertaken by the Management of the School With the Aim of Quality Organisation of Student Leisure

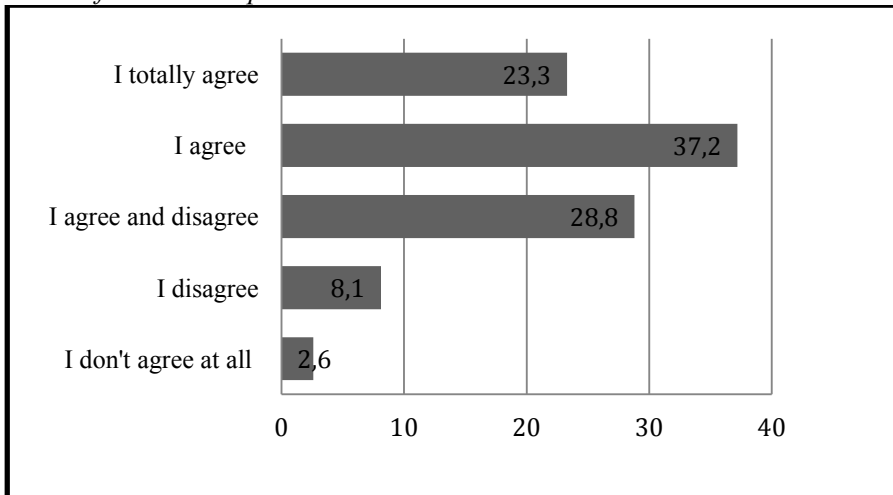
The second objective of the study was to "examine and determine what activities the school's management is undertaking with the aim of quality organisation of students' freetime." By analysing the obtained responses of the principal, it is noticeable that the highest percentage and frequency of responses *observed* on the variable "Youth education programme for quality leisure time will increase social responsibility for leisure" where 125 respondents (83.3%) express a position in favour of this claim (19.3% in the category "I completely agree" and 64% in the category "I agree") and it can be concluded that the secondary hypothesis *H2*. has been confirmed, "School management undertakes various aspects of activities and support with the aim of quality organisation of students' free time."

The next highest percentage of responses was recorded on the variable "It is necessary to pay more attention to the education of children and young people for leisure in our country" where 81.3% (122) of respondents express a positive attitude, indicating that school management undertakes numerous activities with the aim of quality organisation of students' free time.

Chart 5 presents the percentage values of the expressed attitudes of respondents, from which it is noted that 60.5% (23,30% + 37,20%) of respondents agree that the school's management "undertakes numerous activities with the aim of quality organisation of student leisure", while the percentage of disagreements with this claim (10.7% of respondents), and neutral responses are 28.8% of the total number of respondents.

Figure 5

Percentage values of director response



Note: I totally agree, I agree, I agree and disagree, I disagree, I don't agree at all, Director response; 0, 10, 20, 30, 40, Percentage values.

Source: own research.

The responses of teachers to this claim are: 42.7% of respondents express a position on the numerous activities that school management undertakes with the aim of quality organisation of leisure time, 16.2% disagree with the statement, while neutral responses are 41.2%.

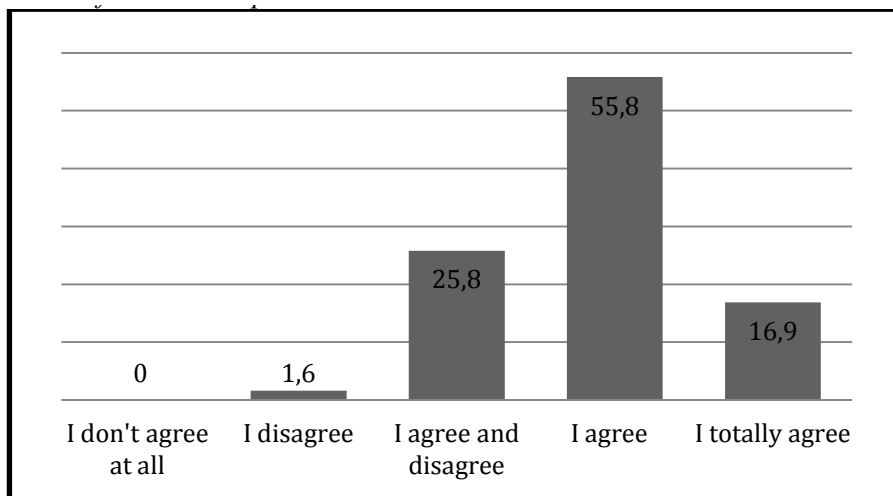
The Role of School Directors in Creating Programs for Educating Students for Leisure and Media Education of Students

The third objective of the research was to "examine whether there are leisure education programmes and media education programmes in schools and what is the role of school directors in their creation and realisation". By examining the results presented in Chart 6, it can be noted that 72.7%

(55,80% + 16,90%) of respondents express agree position on the existence of a programme of education of students for leisure and media education programmes and that the role of school directors in their creation and realisation is considerable, 1,6% of respondents disagree with the stated claim, while 25,8% are neutral responses of the respondents.

Figure 6

Percentages values of director response



Note: I don't agree at all, I disagree, I agree and disagree, I agree, I totally agree, Director response.

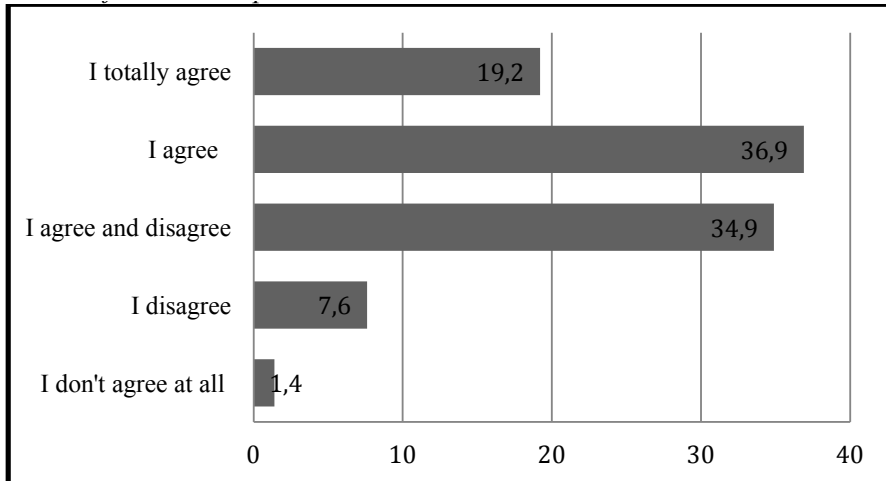
Source: own research.

So, the secondary hypothesis of H3, "There are programs in schools to educate students for leisure and education for critical attitude towards media content," is confirmed.

Activities of School Directors That Contribute Improving the Quality of Students' Free Time

The fourth task of the study was to "explore and examine what mode of activity and work of school directors contribute to improving the quality of leisure time spent". Chart 7 shows the percentage values of the expressed attitudes of respondents, from which 56,1% (36,90% + 19,20%) respondents express the view that the activities and work of school directors contribute to improving the quality of leisure time spent, 9% (7,60%+1,4%) of respondents disagree with the stated claim, while the percentage of neutral responses of respondents is 34,9%.

Figure 7
Percentages values of director response



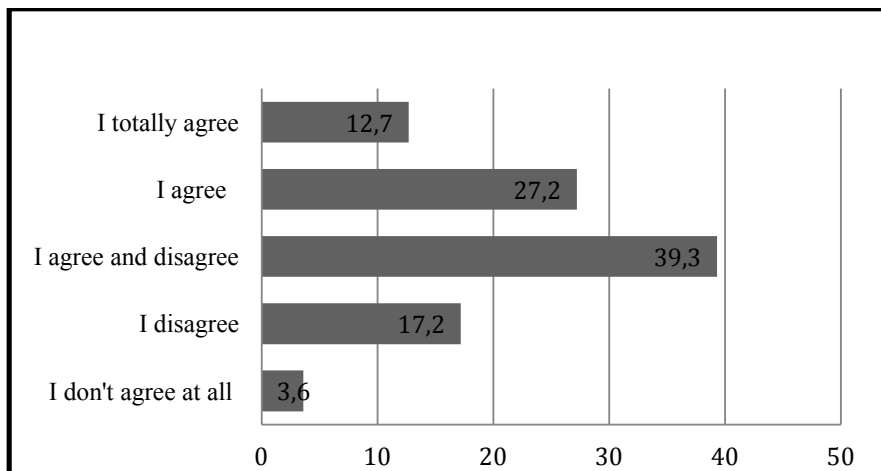
Note: I totally agree, I agree, I agree and disagree, I disagree, I don't agree at all, Director response; 0, 10, 20, 30, 40, Percentage values.

Source: own research.

Similar answers can be found in teachers on this issue. 50.3% of respondents said that (the principal communicates democratically with teachers in the organisation of leisure time), 28.5% declared that (the principal is the coordinator of the activities of free time of students through the work of childcare organisations), while 40.9% of respondents said that the principal provides assistance to parents in organising the free time of students, and according to the above is the secondary hypothesis *H4*. "The principals (directors) of the school, in cooperation with teachers, parents and professional associates, contribute to improving the quality of student leisure time", confirmed.

Encouraging Positive Attitudes About Constructive and Quality Leisure Time by School Directors

The fifth task of the research was to "explore and establish the ways in which directors, principals encourage positive attitudes and understanding and awareness of members of the wider community about the need for constructive and quality leisure time". Chart 8 shows the percentage values of the expressed attitudes of teachers, from which 39.9% of respondents express the view that the activities and work of school directors contribute improving the quality of leisure time. 20.8% of respondents disagree with this statement. The percentage of neutral responses of respondents expressed in the chart is 39.3%.

Figure 8*Percentage values of teacher response*

Note: I totally agree, I agree, I agree and disagree, I disagree, I don't agree at all, Teacher response; 0, 10, 20, 30, 40, 50, Percentage values.

Source: own research.

Based on the stated views of the director, it is noticeable that 54.5% of respondents express the view that directors encourage positive attitudes and understanding and awareness of members of the wider social community about the need for constructive and quality leisure time, 9.8% of respondents disagree with this statement, while neutral responses from respondents are 35.6%. Thus, all of the above indicates that the secondary hypothesis is *H5*. "Directors (principals) of the school encourage positive attitudes and understanding and awareness of members of the wider community about the need for better leisure time" is confirmed.

DISCUSSION

Since the aim of the research was to determine what role school management plays in the organisation of students' free time, and what activities it undertakes in order to educate for leisure time, by confirming the main hypothesis *H*. "The quality of leisure time is dependent on the organisation of school management activities", we can conclude that the principal can improve leisure activities in the school environment as well as the community by encouraging organised leisure activities.

The obtained results of our research, i.e. secondary hypotheses *H1*. "The attitudes of students, teachers, parents and school directors about student leisure" are positive, coinciding with the results of the Ilišin survey (2003) and indicating that students are interested in filling their free time with cer-

tain, acceptable content. The content of activities were mainly these: sports activities, various courses such as for example: dance, foreign languages, entertainment on computers (Internet and computer games).

The results of the research conducted by Miliša et al. (2009) also coincide with the results of our research according to which the management of the school undertakes various forms of activities and support with the aim of quality organisation of student leisure, which corresponds with the results of the *H2*. hypothesis. School management undertakes various aspects of activities and support with the aim of quality organisation of student leisure. Various social and mobile games, visiting sports events, monitoring events through television, Internet, social media events, nature walks, excursions, visiting cinemas are most often leisure activities in the broadest sense of the word, with the task of active vacation, healthy entertainment and fun. Likewise, artistic activities such as painting, modeling, photography, etc., provide a range of engagement opportunities for the child

To confirm the hypothesis that there are leisure student education programs in school (*H3*.) the results of Rattinger (2017) are also important, according to which the majority of respondents are involved in some form of organised leisure activities. Our research has indicated that student involvement in activities and existence of the programme coincide with Rattinger's results. Programmes are most often of a sport, recreational or artistic character. However, in all schools, for many reasons, the organisation and implementation of extracurricular activities in leisure is not equally successful, so students compensate for the need for organised leisure time by engaging in some extracurricular activities organised by clubs and societies of a particular local community.

The results of Staničić's research (2006) coincide with our results that there is a need for active participation of principals in organising youth leisure, assuming successful implementation of extracurricular activities in the school, if communication, material, spatial and time support to the principal by the school administration, the wider community, is provided in its entirety. The results of the secondary hypothesis *H4*. "School principals (directors) in cooperation with teachers, parents and professional associates contribute to improving the quality of student leisure time through coordinated activities and work" showed that half of the respondents have declared that the principal communicates democratically with teachers and that he provides assistance to parents in organising students' free time.

If we compare Staničić's results (2006) on the role of principal with the results of the secondary hypothesis *H5*. "The directors (principals) of the school encourage positive attitudes and understanding and awareness of members of the wider social community about the need for better leisure time", we conclude that the principal is "a person who has a clear vision and permanently introduces changes in order to realise the vision" (Staničić, 2001., p.184) for school development and student success.

If we compare the results of the research of Ilišin (2003), Staničić (2006), Miliša et al. (2009), Rattinger (2017) with the conducted research, we can conclude that the role of director is indisputable, although we were not able to compare the results obtained in more details with previous studies since these studies were more oriented towards leisure activities.

CONCLUSIONS, LIMITATIONS AND FUTURE RESEARCH GUIDELINES

The above results and discussions strongly support the following conclusions:

- Principals, school directors, encourage positive attitudes, understanding and awareness among members of the wider community about the need for constructive and quality leisure time;
- To achieve long-term planning and freely organised activities in school and society, greater activation of school and school management is necessary;
- Educational institutions should play a more responsible role in organisation of the leisure activities for children and young people than what is currently in practice;
- Only coordinated work led by school directors will succeed in the field of quality leisure organisation. It will contribute to the overall competences of students;
- The school and its management should focus their forces in finding conditions that would allow useful activities and rationally used time to prepare the student for life through leisure.

In conclusion, school and school management should reach the level of thinking that leisure is a necessity for young people to integrate in society, and become its full members. Leisure activities are also susceptible to transitions from one level to another, and it is thought that the transitions from the younger class to the elderly, as well as the enrolment and transition from elementary to secondary school.

LIMITATIONS OF STUDIES AND FUTURE RESEARCH

This study pointed to limitations in the field of leisure organisation, since it is not possible to make comparisons with the results of previous and recent research on this topic, because until now this issue has been scarcely or not at all investigated on the territory of B&H. The conclusions of this study should be conditionally applied because a qualitative approach is needed, in order to organise observation and interview of the school leaders. Although the theoretical rationale suggests that students' free time is influenced by a number of positive factors, this article provides too few

examples to give conclusive evidence of the impact of leisure activities on students' emotional, social, cognitive and work competencies. There is a belief that practice-based research is necessary to confirm the theoretical and practical perspective of the role of school management in promoting leisure activities.

CONTRIBUTIONS, ORIGINALITY AND ADDED VALUE

The work is original and creative since research on the same problem in B&H is not known until now. So far as its value is even greater, it will shed light on what role and contribution in the organisation and leisure of students can be given by the school system and the school principal, which may also be applicable in other underdeveloped countries. Originality is reflected in the creation and preparation of questionnaires for testing a large sample, checking instruments, conducting the research itself in 150 elementary schools in the poor area of B&H, and complex analysis and presentation of data.

REFERENCES

- [1] Bogнар, B. (2012). Pedagogija na putu prema pluralizmu znanstvenih paradigmi i stvaralaštvu. [Pedagogy on the way to pluralism of scientific paradigms and creativity]. In N. Hrvatić, & A. Klapan (Eds.). *Pedagogy and Culture 1* (pp. 101-111). Croatian Pedagogical Society.
- [2] Böttcher, W., Wiesweg, J., & Woitalla, E. (2015). Fortbildungs- und Beratungsbedarf aus der Sicht von Schulleitungen. Skizzen aus drei empirischen Studien. In J. Berkemeyer & F. Meetz (Eds.). *Professionalisierung und Schulleitungshandeln: Wege und Strategien der Personalentwicklung an Schulen* (pp. 204-232). BeltzJuventa.
- [3] Brkić, M., & Tomić, R. (2017). *Metodika odgojnog rada* [A method of educational work]. University of Herzegovina.
- [4] Buhač, Lj. (2017). Utjecaj stilova vođenja na pedagoški menadžment škole [The influence of leadership styles on pedagogical management of the school]. *Acta Iadertina*. 14(1), 81-98. <https://hrcak.srce.hr/190036>
- [5] Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson.
- [6] Demarest, S., Van Oyen, H., Roskam, A. J., Cox, B., Regidor, E. Mackenbach, J. B., & Kunst, A. E. (2014). Educational inequalities in leisure-time physical activity in 15 European countries. *European Journal of Public Health*, 24(2), 199-204. <https://doi.org/10.1093/eurpub/ckt061>
- [7] Čunović, D., Đuranović, M., & Klasnić, I. (2018). Prevalencija aktivnosti slobodnog vremena učenika osnovnoškolske dobi. [Prevalence of students' free time activities elementary school age]. In E. Dedić Bukvić & S. Bjelan-Guska (Eds.). *Towards new steps in education* (pp. 361-373). Faculty of Philosophy, University of Sarajevo, Department of Pedagogy.
- [8] Geidne, S., Fredriksson, I., & Eriksson, C. (2016). What motives are important for participation in leisure-time activities at Swedish youth centres? *Health Education Journal*, 75(8), 972-985. <https://doi.org/10.1177/0017896916644001>
- [9] Grandić, R., & Letić, M. (2008). *Prilozi pedagogiji slobodnog vremena* [Contributions to the pedagogy of free time]. Association of Pedagogical Societies Novi Sad.
- [10] Halmi, A. (2003). *Multivarijatna analiza u društvenim znanostima* [Multivariate analysis in the social sciences]. Alinea.
- [11] Ilišin, V. (2003). Djeca i mediji: Uloga medija u svakodnevnom životu djece [Media in children's free time and communication about media content]. *Media research* 9(2), 9-34. <https://hrcak.srce.hr/clanak/36722>

- [12] Ilišin, V. (2006). *Mladi između želja i mogućnosti, položaj, problemi i potrebe mladih Zagrebačke županije* [Young people between wishes and opportunities, position, problems and needs of young people of Zagreb County]. Institute for Social Research in Zagreb.
- [13] Ilišin, V., Marinović Bobinac, A., & Radin, F. (2001). *Djeca i mediji: uloga medija u svakodnevnom životu djece* [Children and the media: the role of the media in the daily lives of children]. State Institute for the Protection of the Family, Motherhood and Youth.
- [14] Jakovleva, M., & Rudzinska, L. (2017). Regularities of youngster free time physical activity in a Latvian secondary school. *Baltic journal of sport & health sciences*, 2(105), 20–26. <https://doi.org/10.33607/bjshs.v2i105.21>
- [15] Junová, I. (2020). Leisure Time in Family Life. In: B., Kraus, L., Stašová, & I., Junová, (Eds.). *Contemporary Family Lifestyles in Central and Western Europe*. Springer Briefs in Sociology (pp. 65-87). Springer, Cham. https://doi.org/10.1007/978-3-030-48299-2_4
- [16] Karačić, M., Kadum, S., & Ružić-Baf, M. (2021a). *Free time of preschool children and media in the age of COVID-19 pandemic*. In: L. Gómez Chova, A. López Martínez, & I. Candel Torres (Eds.). (pp. 2807-2810). IATED Academy. <https://doi.org/10.2112/inted.2021.0598>
- [17] Karačić, M., Kadum, S., & Ružić-Baf, M. (2021b). *Teachers' attitudes on the role of school administration in the organisation of students' free time and the use of digital media*. In: L. Gómez Chova, A. López Martínez, & I. Candel Torres (Eds.). (pp. 10220-10226). IATED Academy.
- [18] Letina, A. (2021). Using differentiation strategies for gifted pupils in primary school science classes. *Journal of elementary education* 14(3). 281–301. <https://doi.org/10.18690/rei.14.3.281-301.2021>
- [19] Lyytinen, H. (2006). *Razvoj školskog menadžmenta u Bosni i Hercegovini-između teorije i primjer dobre prakse*. [Development of school management in Bosnia and Herzegovina between theory and example of good practice]. CES Programme Finnish Co-operation in the Education Sector of Bosnia and Herzegovina.
- [20] Madalińska-Michalak, J. (2016). Poland: Contemporary Research on School Principals and Leadership. In H., Årlestig, C., Day, Johansson, O. (Eds.). *A Decade of Research on School Principals* (pp. 161-184). *Studies in Educational Leadership*, vol21. Springer, Cham. https://doi.org/10.1007/978-3-319-23027-6_9
- [21] Martinčević, J. (2010). Provođenje slobodnog vremena i uključenost učenika u izvannastavne aktivnosti unutar škole [Spending free time and involving students in extracurricular activities within the school]. *Life and School*, 56(24). 29-34. <https://hrcak.srce.hr/63267>
- [22] Matijević, M., Bilić, V., & Opić, S. (2016). *Pedagogija za učitelje i nastavnike* [Pedagogy for teachers]. Školska knjiga.
- [23] McMillian, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry (7th ed.)*. Pearson Education Inc.
- [24] Miliša, Z., Tolić, M., & Vertovšek, N. (2009). *Mediji i mladi – prevencija ovisnosti o medijskoj manipulaciji* [Media and youth - prevention of addiction to media manipulation]. University Bookstore.
- [25] Pehar, L. (2007). *Psihološke posljedice reforme osnovne škole* [Psychological consequences of primary school reform]. JP NIO Službeni list BiH.
- [26] Pehar-Zvačko, L. (2000). *Oduzeto djetinjstvo* [A deprived childhood]. Home of the press.
- [27] Peko, A., Mlinarević, V., & Sablić, M. (2007). Učitelj i zahtjevi nastavnih kompetencija prema Hrvatskom Nacionalnom obrazovnom sustavu. [Competence of teachers in the area of the early development of children's writing abilities according to the Croatia National Education System]. In N. Babić, (Ed.). *Proceedings of the professional and scientific conference - Competences and competence of teachers* (pp. 327-337). J. J. Strossmayer University, Faculty of Teacher Education in Osijek and Kherson State University.
- [28] Plenković, J. (2000). *Slobodno vrijeme mladih* [Free time for the youngsters]. DPH-JR.
- [29] Previšić, V. (2000). Slobodno vrijeme između pedagogijske teorije i odgojne prakse [Free time between pedagogical theory and educational practice]. *Progress: Journal of Pedagogical Theory and Praxes*, 141(4), 403–410. <https://www.bib.irb.hr/56972>
- [30] Previšić, V. (2005). *Kurikulum suvremenog odgoja i škole, metodologija i struktura*. [Curriculum of modern education and school: methodology and structure]. *Pedagogijska istraživanja*, 2(2), 165-173. <https://hrcak.srce.hr/139327>

- [31] Rattinger, M. (2017). Aktivnosti i društvene mreže u slobodnom vremenu mlađih tinejdžera. [Activities and social networks in the leisure time of young teenagers]. *Školski vjesnik*, 66(2), 238-238. <https://hrcak.srce.hr/187032>
- [32] Rodd, J. (2013). Reflecting on the Pressures, Pitfalls and Possibilities for Examining Leadership in Early Childhood within a Cross-National Research Collaboration. In: Hujala, E., Wani-ganayake, M., & Rodd, J. (Eds.) *Researching Leadership in Early Childhood Education*, (pp.31-46). Tampere University Press.
- [33] Rosić, V. (2005). *Slobodno vrijeme-slobodne aktivnosti* [Leisure-leisure activities]. Žagar.
- [34] Seme-Stojnović, I. & Hitrec, H. (2014). *Suvremeno vođenje u odgoju i obrazovanju : priručnik za ravnatelje, stručne suradnike i odgojitelje u sustavu odgoja i obrazovanja*. [Modern leadership in education: manual for principals, professional associates and educators in the system of education]. Golden Marketing.
- [35] Staničić, S. (2001). Kompetencije školskih pedagoga [Competence profile of the principals]. In S. Staničić, & B. Drandić, (Eds.). *School manual* (pp.61-80). Znamen.
- [36] Staničić, S. (2006). *Upravljanje ljudskim potencijalima u školstvu* [Human resources management in education]. Educational Sciences.
- [37] Šeker, H. (2020). Elementary and middle school students' school attitudes and extracurricular activities. *Journal of Elementary Education*, 13(3),347-364. <https://doi.org/10.18690/rei.13.3.347-364.2020>
- [38] Sukys, S., Cesnaitiene, V. J., Emeljanovas, A., Mieziene, B., Valantine, I., & Ossowski, Z. M., (2019). **Reasons and Barriers for University Students' Leisure-Time Physical Activity: Moderating Effect of Health Education**. *Sage Journals* 126(6), 1084-1100. <https://doi.org/10.1177/0031512519869089>
- [39] Šiljković, Ž., Rajić, V., & Bertić, D. (2007). **Izvanastavne i izvanškolske aktivnosti** [Extracurricular and extracurricular activities]. *Educational knowledge* 9, 2(14), 113-145. <https://hrcak.srce.hr/23549>
- [40] Štambuk, A., & Biljan-August M. (2013). *Regressijska i korelacijska analiza* [Regression and correlation analysis]. Faculty of Economics.
- [41] Tavakol, M., & Dennick, R. (2011). Designing Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- [42] Vukasović, A. (1998). *Pedagogija* [Pedagogy]. Croatian Catholic Choir "MI".
- [43] Vukašinović, A., & Karačić, M. (2021). Professional development of educators in the process of change. In A. Višnjić-Jevtić, (Ed.). *Scientific-professional meeting "Changes in Rpo0-Rpoo as a change: education in response to the "new normal"*, (pp. 127-138). OMEP Croatia.
- [44] Wehrich, H., & Koontz, H. (1998). *Management*. MaTe d.o.o.
- [45] Wiesner, C, George A.C, Kemethofer, D., & Schratz. M. (2015). School leadership in German speaking countries with an emphasis on Austria: A re-vision. *Ricercazione* 7,65-90.