

LEISURE TIME OF YOUTH AND THEIR PERCEPTION OF SAFETY

Admir Hadžikadunić⁸⁸

Faculty of Criminal Justice, Criminology and Security Studies
University of Sarajevo

Goran Kovačević⁸⁹

Faculty of Criminal Justice, Criminology and Security Studies
University of Sarajevo

Abstract: In the period of adolescence, the need for freedom, independence, proving and confirming is most pronounced. In this search for their own identity, interest in the opposite sex and the desire to get to know the world, young people are increasingly evading parental control and supervision and are increasingly absent from the family. As young people spend more and more free time in their favourite activities such as going out to clubs and cafes, going to concerts, gatherings in parks, etc., a new, unexplored world opens before them, which becomes more and more attractive to them, but at the same time and sources of fear and insecurity. The aim of this paper is to gain insight into the habits and patterns of leisure time of young people from first to fourth grade of high schools in Una-Sana Canton in Bosnia and Herzegovina, examine their sense of security, and analyse the reasons for feelings of insecurity among them. From December 2020 to May 2021, 1,300 students who took part in research activities were surveyed. The area where the research was conducted included eight municipalities in the Una-Sana Canton in Bosnia and Herzegovina.

Keywords: Youth, leisure, safety, security

INTRODUCTORY CONSIDERATIONS

Youth and security

We are all occasionally insecure and anxious, but the question is whether this is the feeling that prevails. Those who had safe and stable relationships as children will find it easier to cope with life's challenges, they are more likely to have stable and quality relationships later on and to cope with stress more successfully. Children who feel confident in themselves will be more successful in school, will form better relationships with others and will be willing to try their hand at various fields. A child who lacks confidence in his own abilities and lacks a sense of security is more common in adolescence: he becomes a juvenile delinquent, achieves lower school results, reaches for drugs, develops depression, has eating disorders (anorexia and bulimia), and he is more prone to suicide.

⁸⁸ Contact address: ahadzikadunic@fkn.unsa.ba

⁸⁹ Contact address: gkovacevic@fkn.unsa.ba

In the period of adolescence, the need for freedom, independence, proving and confirming is most pronounced. In this search for their own identity, interest in the opposite sex and the desire to get to know the world, young people are increasingly eluding parental control and supervision and increasingly absent from the family, and a new, unexplored world opens before them. It also represents sources of fear and insecurity.

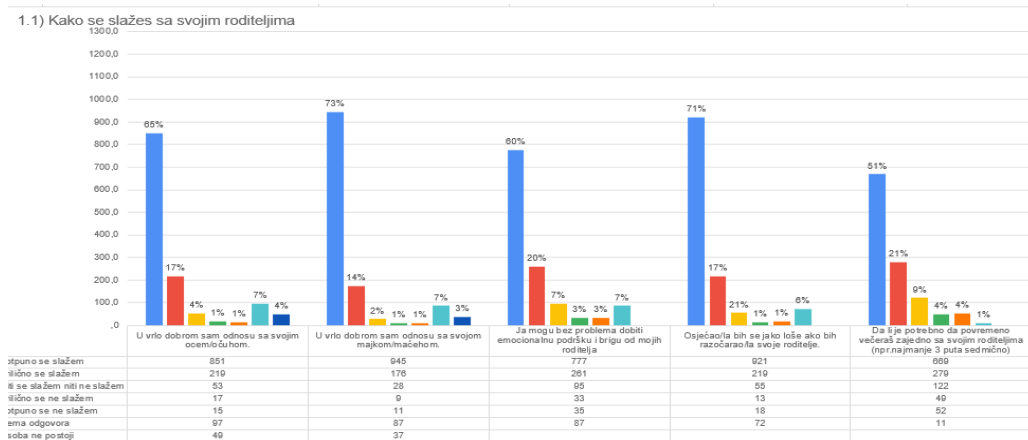
Feelings of insecurity and fear may be the result of actual but also imagined threat or danger (Meltzer et al., 2007; Zani, Cicognani, & Albanesi, 2001). How young people feel safe during night outs will depend in part on actual, perceived threats (if, for example, they have been directly involved in or witnessed violence), but also if they feel there is a high possibility of becoming a victim of violence. Likewise, this perception of violence could create a false sense of threat that justifies the carrying of weapons and other means of self-defence, which in turn increases the possibility of tragic endings of potential conflicts.

Youth and leisure time

Leisure time of children and young people is a social phenomenon that requires professional approaches, both in educational institutions and in all other areas of social life and work. Spending free time becomes an important factor that is of great importance for education itself. If we look at free time, we can see that children, young people and adults generally indulge in activities of their choice. The constant changes that are happening in the field of science, technology, informatization and the overall way of life are creating new preconditions for understanding the leisure space of children and young people. Children and young people spend their time primarily in the family, but also in educational institutions, but in addition, they have space for free time. In their free time, young people most often choose activities that are related to the social context, such as going out and socializing. Young people expect free time to provide them with fun, socializing, learning new skills, and the opportunity to be active in the life of their local community. Activities and leisure space thus become an important means of empowering young people as well as a sphere of realization of the interests of each individual or group. The first institution, after the family, that has a great influence on the upbringing of the child is the school. The modern way of life has brought us the fact that the primary educational role of the family is slowly being lost, so they want to fill these gaps through school, and at the same time the demands of parents for higher and better education are growing. School and family are the factors that most influence the organization of free activities of children and youth, and therefore their harmonization and complementarity is necessary. The school as a part of the social community should establish a relationship with other factors of society that can affect the quality of leisure time of minors and together with them create conditions for various leisure activities, ie, in addition to providing free time to students, the school should build a culture of leisure.

RESEARCH METHODS

The aim of this paper is to gain insight into the habits and patterns of leisure time of young people from first to fourth grade of high schools in Una-Sana Canton in Bosnia and Herzegovina, examine their sense of security, and analyse the reasons for feelings of (in) security among them.



Research sample and tools

From December 2020 to May 2021, 1,300 students who took part in research activities were surveyed. The research area included eight municipalities in the Una-Sana Canton in Bosnia and Herzegovina as follows: Bihać, Bosanska Krupa, Sanski Most, Ključ, Bosanski Petrovac, Bužim, Cazin and Velika Kladuša. Stratified occasional sampling included the population targeted by the research. For the purposes of the research, a questionnaire for students was constructed, which is a combination of closed and open questions. The questionnaire consists of five separate sections: 1. questions about the family; 2. questions about school and place of residence; 3. questions about free time; 4. questions about friends; 5. questions about illegal behaviour.

Limitations and challenges of research

When it comes to methodological limitations, it is possible to assume that respondents did not give the most honest answers when filling out the questionnaire for various reasons such as shame, fear, desire to prove, power, attention, etc., but also a possible feeling of insufficient anonymity, for the duration of one school hour.

RESULTS AND ANALYSIS

Questions about family

Table no. 1. How you get along with your parents

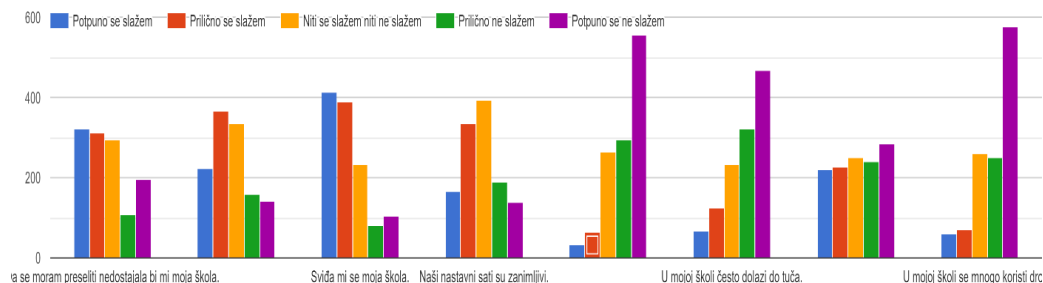
Question
1. I have a very good relationship with my father/stepfather
2. I have a very good relationship with my mother/stepmother
3. I can easily get emotional care and support from my parents
4. I would feel really bad if I let my parents down
5. Do you need to have dinner with your parents occasionally (eg at least three times a week)

Agreement
I completely agree
I pretty much agree
I neither agree nor disagree
I strongly disagree
I completely disagree
No answer
The person does not exist

In table no. 1, the answers to the question about family relations are presented, the respondents expressed their views on the following statements through the scale of agreement: a) I am in a very good relationship with my owl father / stepfather; b) I am in a very good relationship with my mother / stepmother; c) I can easily get emotional support and care from my parents; d) I would feel very bad if I disappointed my parents; e) whether it is necessary to occasionally tonight with his parents. To the first statement, 82% of respondents expressed complete or rather agreement, while only 2% of respondents answered in the negative. For the second statement, the results of the answers are very similar, with 87% of students expressing complete or rather agreement, while 2% of students answered the opposite. 80% of respondents agree with the statement that they can freely receive emotional support and care from parents, unlike 6% of students who completely or quite disagree with such a statement. 87% of the positive answers refer to the statement that the respondents would feel very bad if they disappointed their parents, unlike 2% of students who do not agree with the statement.

Questions about your school and place of residence

2.3) Koliko se jako slažeš ili ne slažeš s navedenim tvrdnjama o školi koju pohađaš?



Questions about school

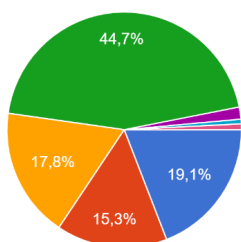
Table No.2. How strongly you agree or disagree with the stated statements about the school you attend

question
1. If I have to move I would miss my school
2. I like my school
3. Our lessons are interesting
4. There are often fights at my school
5. There is a lot of drug use in my school
agreement
I completely agree
I pretty much agree
I neither agree nor disagree
I strongly disagree
I completely disagree

In table no. 2, the answers within the school question are presented. These questions explored students' perceptions of potential sources of vulnerability arising from (in) adequate conditions for the educational process in and around the school (both the teaching process and the infrastructure in the school and yard). It is noticeable that the students answered the questions about the attitudes about the school that the student attends to a greater extent, which confirms that the sources of vulnerability to peer violence are represented to a certain extent in these schools. It can be concluded that 49% of students expressed the attitude that they would miss school in case they had to move. 23.5% of students disagree with the statement that they would miss school in case of relocation. 62% of students said they liked their school, while 39% of students thought the lessons were interesting compared to 25% of students who disagreed. The results of the research show that 15% of students answered that fights often occur in their school, while 61% of students do not agree with such a statement. 10% of students pointed out that drugs are used in the schools they attend, as opposed to 63.5% of students who disagree with the statement.

2.5) Kako procjenjuješ svoj uspjeh u školi?

1.256 odgovora



- Odlično, vjerojatno sam jedan/jedna od najboljih u razredu.
- Znatno iznad prosjeka.
- Iznad prosjeka.
- Prosječan sam učenik.
- Ispod prosjeka.
- Dosta ispod prosjeka.
- Loš, vjerojatno sam jedan/jedna od najgorih u razredu.

Table No.3. *How do you assess your success in school*

question	
1.How do you assess your success in school	
agreement	%
Great, I'm probably one of the best in the class	19,1
Well above average	15,3
Above average	17,8
I am an average student	44,7
Below average	
Well below average	
Bad, I'm probably one of the worst in the class	

In table no. 3, data on the evaluation of the success of the respondents in the school they attend are presented. It is interesting to note that 52% of young people estimate that they have a successful or more successful grade point average, while almost half of the surveyed students believe that they have an average grade in school. 240 students rate their performance as the best in the class, 416 students rate it as above average in school, while only 29 students consider it to be below average.

Questions about the place of residence

The findings of this research are presented below. When talking about the community in which the respondents live, it is primarily important to point out the satisfaction among young people who base their opinions primarily on the perception of an orderly, comfortable and safe community.

To the question ***“briefly describe your community in which you live in your own words”***, for the purposes of this paper, we have selected a total of 25 answers that best describe the establishment of relations between the community and young people. In this sense, the issue of community is understood as a private matter where the role of the family is emphasized. Essentially, the core values are clearly and precisely described in these answers and are usually reflected in the possibilities and conditions in which normal youth activities take place. Attitudes about community among respondents have provoked disagreements regarding various challenges that produce fear, mistrust, and general dissatisfaction. The problem of lack of infrastructure and space of local communities was also presented. Due to the internal structures and policies in local communities, and the decisions made within the decision-making bodies, young people emphasize the inertia of the system and the dysfunction that tears the perspective of a better community. Such a situation causes mass emigration of the local population.

Answer No. 1

„In my opinion, the community in which I live is average, without frequent quarrels and quarrels. We are all supportive of each other in whatever problem we are in. The people around me are always positive and smiling.“

Answer No. 2

*„The community in which I live provides peace, support and security. “
„My community is quite safe and full of understanding for all the circumstances that happen to us every day. “*

Answer No. 3

„I live in the countryside in nice surroundings and good people and I go to a good and equipped high school. “

Answer No. 4

„A very harmonious community based on truth, mutual respect and esteem, especially the father who is the authority in the community. I am proud of my parents and my brothers and I am very happy with our relationship. “

Answer No. 5

„I find that I live in a perfectly appropriate and healthy community for me and my behaviour.“

Answer No. 6

„A beautiful environment of people and positivity that is easy to live adorns my community. “

Answer No. 7

„My community is a beautiful and safe place and in every sense it represents a functional community. “

Answer No. 8

„It is mostly safe, the school is in a beautiful part of the city, everything is close to what I need. “

Answer No. 9

„My community is a peaceful environment, beautifully landscaped and allows for proper development and schooling. “

Answer No. 10

„The place where I live is a small town, but very beautiful, there is a lot to visit. “

Answer No. 11

„It is quite safe, people are friendly and respectful. I hope it will be even safer. “

Answer No.12

„I live in a very pleasant community with a lot of harmony, trust and love where there are no violent neighbors and no crime. “

Answer No.13

„Pleasant community with a mostly positive and pleasant atmosphere. “

Answer No. 14

„I live thank God in a nice little neighbourhood just before town, I haven't heard of any crime. The space is beautiful and everyone does normal activities (play, picnic, socializing). As for the school, everything is fine, there are no uncertainties, serious crimes. “

Answer No. 15

„A small community with all the necessary infrastructure (telephone, school, bus stops, etc.). Comfortable to live. “

Answer No. 16

„I feel free in my environment and I am accepted in my company and family. “

Answer No. 17

„A peaceful cradle of security and relaxation from everyday routine. “

Answer No. 18

„Pretty insecure. On the way home from school, I come across a lot of migrants and stray dogs. I feel safe at school. “

Answer No. 19

„Unfortunately, belittling prevails in my community, and therefore insecurity arises. “

Answer No. 20

„I think that as a nation we are generally merciful and willing to lend a hand, but that we are so primitive and judgmental that it creates a dose of toxicity. “

Answer No. 21

„The community I live in at the moment is very toxic and I'm excitedly waiting for the end of high school to either go to college or work abroad.“ “Crime is more organized than the community. “

Answer No. 22

„Beautiful mountains, vast fields and countless drinking springs are one of the features in our small community. We are deprived of cultural activities such as theatre and cinema, as well as entertainment. “

Answer No. 23

„I live in a very small community, filled with pretty good people. Although, as everywhere in my community, there is injustice and a rather bad system in many matters of life. “

Answer No. 24

„My community is small and desolate. Most of the population is old. “

Answer No. 25

„I live in a community that is half empty due to the mass departure of individuals and their

families abroad. The community is underdeveloped because the issue of sewerage, urban areas and other things that are elementary in a European place has not been resolved. "

To the question **"Are there insecurities in your community, can you describe them"**, for the purposes of this paper, we have selected a total of 4 answers that best describe the feeling of insecurity / security in local communities. According to the results of the research, it is evident that 60% of students believe that there are no insecurities in the community in which they live. According to the views and opinions expressed, the rest of the respondents explain why they do not feel safe. Such reasons are multiple. Respondents particularly emphasize and describe the reasons why they do not feel safe, citing different sources of threat according to the subjective understanding of the feeling of overall security.

Answer No. 1

„The greatest insecurity in our community is well known to all, the departure of young people. "

Answer No. 2

„Insecurity is definitely, to a greater or lesser extent, present in an urban environment, with many unknowns and many people. "

Answer No. 3

„Insecurity reflected in uneducated practices but also in occasional criminal activity. "

Answer No. 4

„Due to the size of the place and the relatively small number of inhabitants, we as a community are almost not exposed to the problems faced by larger cities, these are acts such as burglary, theft, etc. "

Questions about leisure

4.1) S kime NAJČEŠĆE provodiš slobodno vrijeme?

1.285 odgovora

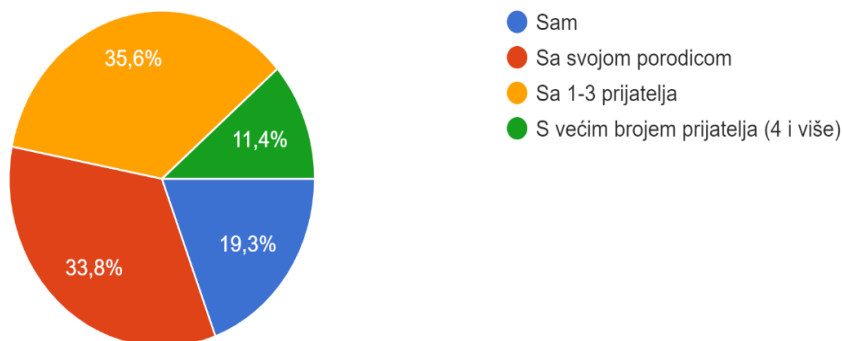


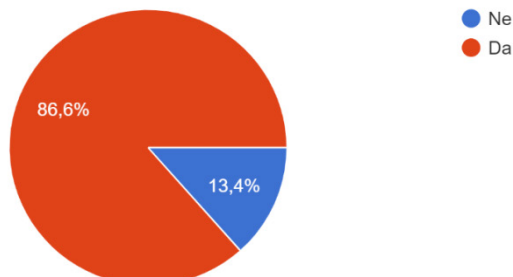
Table no. 4. *Who do you spend most of your free time with?*

question	
1. Who do you spend your free time with most often?	
answers	%
Alone	19,3
With my family	33,8
With 1-3 friends	35,6
with more friends (4 and more)	11,4

In table no. 4 shows the answers regarding spending free time. Based on the answers received, we can conclude that respondents most often spend their free time with their friends (with 1-3 friends 35.6% and with more friends 11.4%). 33.8% of respondents spend their free time with their family. Almost half of high school students spend their free time with friends, while 19.3% of respondents spend their time alone.

4.3) Neke osobe imaju prijatelja ili grupu prijatelja iz škole s kojima provode vrijeme, druž se i zabavljaju. Imaš li ti takvog prijatelja ili grupu prijatelja?

1.274 odgovora



Questions about friends

Table no. 5. *Some people have a friend or group of friends from school with whom they spend time, hang out, or have fun. Do you have such a friend or group of friends*

question	
Some people have a friend or group of friends from school with whom they spend time, hang out, or have fun. Do you have such a friend or group of friends?	
answers	%
No	13,4
Yes	86,6

In table no. 5. The answers of the respondents regarding their socializing with friends are shown. Based on the answers, it can be seen that high school students of all grades, a

total of 1103 students in almost 87% of responses confirmed that they have a friend or group of friends with whom they spend free time, hang out and have fun. 880 respondents or 69.3% of students answered that their group of friends consists of young people aged sixteen to eighteen.

6.3) Provodi li navedena grupa prijatelja mnogo vremena zajedno na javnim mjestima, kao što su ulice, parkovi, trgovački centri ili komšiluk?

1.268 odgovora

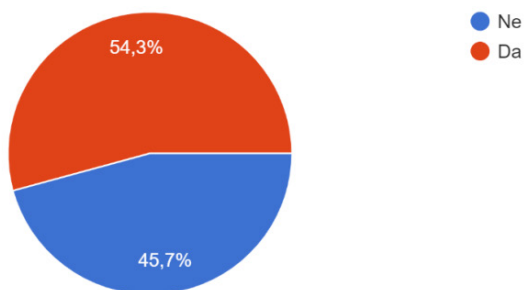


Table No. 6. Does this group of friends spend a lot of time together in public places, such as streets, parks, shopping malls or the neighbourhood

question	
Does this group of friends spend a lot of time together in public places, such as streets, parks, shopping malls or the neighbourhood?	
answers	%
No	45,7
Yes	54,3

In table no. 6 shows the answers related to the spending of free time of respondents on the streets, parks, shopping malls and the neighbourhood. More than half of the respondents (688 students in total) answered that such a group of friends spend significant time in public places, such as streets, parks, shopping malls or the neighbourhood.

6.5) Da li je činjenje ilegalnih (protuzakonitih) stvari prihvatljivo za tvoju grupu prijatelja?

1.266 odgovora

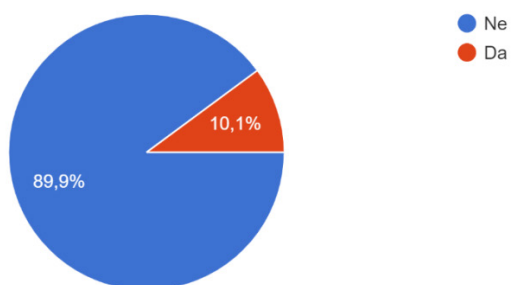


Table no.7. *Is doing illegal (illegal) things acceptable to your group of friends*

question	
Is doing illegal things acceptable to your group of friends?	
answers	%
No	89,9
Yes	10,1

In table no. 7 shows the answers related to the approval of doing illegal (illegal) things among a group of friends with whom the respondents hang out. The majority (89.9%) of respondents do not approve of doing illegal (illegal) things among their group of friends, however, for 10.1% of respondents (128 students) doing illegal (illegal) things and actions is acceptable for their group of friends.

6.6) Da li osobe u tvojoj grupi prijatelja zajedno čine ilegalne (protuzakonite) stvari?
1.263 odgovora

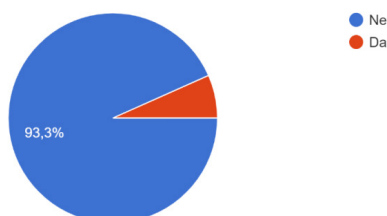


Table no. 8. *Do people in your group of friends do illegal (illegal) things together?*

question	
Do people in your group of friends do illegal (illegal) things together?	
answers	%
No	93,3
Yes	6,7

In table no. 8 answers related to doing illegal (illegal) things are shown. Most (93.3%) of respondents do not do illegal (illegal) things together, while 6.7% of respondents (84 students) answered that people in groups together do illegal things.

6.7) Smatraš li da je tvoja grupa prijatelja banda?
1.266 odgovora

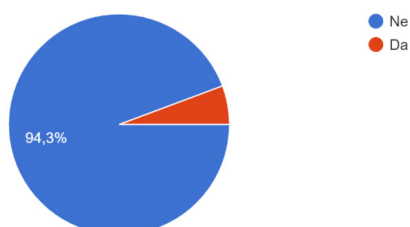


Table no. 9. *Do you think your group of friends is a gang?*

question	
Do you think your group of friends is a gang?	
answers	%
No	94,3
Yes	5,7

In table no. 9 shows the answers that show whether the respondents think that their group of friends is a gang. The majority (94.3%) of respondents do not think that their group of friends is a gang, while 5.7% of respondents identified their group of friends with a gang.

Questions about illicit behaviour

In the block of questions and answers related to deviant and illegal behaviours, behaviours that are punishable under the BiH misdemeanour and criminal laws are noticeable. The level of antisocial behaviour and crime among young people is a major problem for society as a whole. According to the USC MUP (2020), the number of young people who committed crimes in the period from January to June 2020 is significant and compared to 2019, it increased by 3 or 13%, while the number of juvenile offenders decreased by 8 or 22% of the total number of perpetrators. Delinquency problems among young people are a serious and complex problem.

Question no. 1. *Someone asked you for money or some other valuable item (such as a watch, sneakers, cell phone...) at school and around school and threatened you if you refused to hand it over? Has this ever happened to you?*

95% or 1246 students answered that it did not happen to them that someone asked them for money or some other valuable item. 4% or 51 students answered that such a case did not happen to them. 2 students explained that in the given circumstances it was exclusively about borrowing money.

Question no. 2. *Have you ever been the victim of an attack?*

87% of high school students answer that they were not victims of any kind of attack. However, 13% of students experienced different forms of attacks and answered positively to the above question, highlighting the following important explanations.

Question no. 3. *Something was stolen from you (such as a book, money, cell phone, sports equipment, bicycle, or something else)*

88% of high school students (1,149 students) do not agree with the statement that something was stolen (book, money, mobile phone, sports equipment, bicycle, or something else), while the rest of the respondents, a total of 161 students state that their money, phone or bicycle was stolen.

Question no. 4. *Someone has threatened you with violence or physical violence because you are of another faith, speak another language, belong to an ethnic minority or for other similar reasons*

94.5% of respondents point out that they have not experienced threats or violence due to their religion, language, affiliation or other similar reasons. A total of 62 students or 4.5% stated that they had suffered some form of violence, verbal assault, indirect insults and ridicule.

Question no. 5 *Did any of your school friends make fun of you or seriously tease you in a harmful way via e-mail, viber, chat, website or via text (sms) messages sent to your mobile phone.*

87% of high school students state that they have been ridiculed or seriously teased in a harmful way through the social networks they use.

CONCLUSION

Through leisure activities, adolescents learn about their socio-cultural environment, acquire various social skills and explore different peer, family and social roles, and leisure activities are one of the indispensable factors in shaping personality. Young people spend their free time in two ways: with friends, watching television, reading, listening to music, relaxing, going out, etc., while others are structured and related to sports, art, various games and hobbies (Kleiber, Larson and Csikszentmihalyi, 1986). Young people who often participate in well-structured activities achieve better school results, develop more specific skills, are more motivated and adequately socialized compared to adolescents who spend most of their free time in less structured activities, such as fun and going out. Among youth who spend their free time in this way, antisocial behaviours, deviant peer relationships, bad relationships with parents and more frequent consumption of alcohol and drugs are more common. This is because structured activities provide boundaries, rules, and goals, and parents encourage participation, while unstructured activities provide the opposite – no rules and frameworks of behaviour or clear goals, and are often not overseen by adults (Watts and Caldwell, 2008). Weaker supervision of both parents and their less support, further distract adolescents from the family, and they turn more to the company of peers, more frequent outings and parties outside the home. In that case, adolescents can be very susceptible to negative influences and pressures to behave in a way that is in line with the norms of a certain peer group. On the other hand, young people with a different lifestyle prevail, i.e. those who are more involved in organized activities are likely to choose peers with similar characteristics and accepted values, which, with appropriate parental support and supervision, makes them more resistant to the negative influences of peer groups (Raboteg-Šarić, Sakoman and Brajša-Žganec, 2002). As youth spend more and more free time in their favourite activities such as going out to clubs and cafes, going to concerts, gatherings in parks, etc., a new, unexplored world opens before them, which becomes more and more attractive to them, but at the same time and sources of fear and insecurity. Feelings of insecurity among youth vary according to the gender they belong to and the environment in which they live. Thus, young people from urban areas feel more insecure compared to those individuals who grow up and live in rural areas (Moser, 1992), while within larger cities those individuals from lower social status are more insecure (Meltzer et al., 2007).

By analysing the obtained research data, we can conclude that young people, participants in this research are very satisfied with the environment in which they live and base their opinions primarily on the perception of an orderly, comfortable and safe community. "The community in which I live provides peace, support and security." "My community is quite

safe and full of understanding for all the circumstances that happen to us every day." such as larger cities are exposed to, such as acts such as burglary, theft, etc.

82% of young participants in this research have very good relations with their parents, while only 2% of respondents have bad relations with their parents. Likewise, 80% of respondents can freely receive emotional support and care from their parents, unlike 6% of students who cannot receive the same support. 87% of respondents would feel very bad if they disappointed their parents as opposed to 2% who would not feel that way. Based on these data, we can conclude that the majority of respondents belong to the group of young people who have parental supervision, their emotional support and support of another kind. Based on these data, we can certainly conclude that respondents do not belong to the group of educationally and emotionally neglected adolescents, which is supported by the interesting fact that 52% of respondents estimated that they have a successful or more successful grade point average in school, while almost half students are considered to have average school performance. The socialization of children is especially endangered in families with disturbed relationships because the preserved family structure, i.e. the completeness of the family is important, but it is not the most important and exclusive factor of successful socialization. Despite the fact that they have a preserved family structure, a large number of families have been destroyed and degraded "from within". Poor interpersonal attitudes of parents, poor and pedagogically unjustified attitudes of parents towards children, as well as their negative attitude towards social values and regulations that protect these values can contribute to various behavioural disorders in children and youth (Buljubašić, 2008). Among the many social problems faced by families, poverty, unemployment of parents, loss of one or both parents and change of residence are particularly pronounced. Due to the problems they face, a number of families cannot fulfil their basic tasks, especially in terms of raising children, so that schools, children from such families, become the main source of upbringing and socialization.

In support of this is the conclusion that 49% of young respondents expressed the view that they would miss school in case they have to relocate. 23.5% of respondents disagree with the statement that they would miss school in case of relocation. 62% of respondents said they liked their school, while 39% of respondents thought the lessons were interesting compared to 25% of respondents who disagreed with this statement. Based on the analysis of the answers received, we can conclude that respondents most often spend their free time with their friends (with 1-3 friends 35.6% and with more friends 11.4%). In accordance with the obtained data on how to spend free time of young people who participated in this study, we can conclude that this group of young people spend most of their free time with their friends, through getting closer, creating social ties and connecting people of common interest. spending young people's free time nowadays, which is directly influenced by various media and online social groups, because young people and children are less and less organizers of entertainment and free time, and more and more consumers of content offered by highly professional machinery (entertainment, concerts, matches, spectacles) etc.). Consumers become a passive audience, unprepared for active leisure. The free time of young people is a large time space, and if it is insufficiently designed and managed, the free time space can become a source of unacceptable behaviour and addiction (Hadžikadunić, 2013). In the last decade, new cultures have emerged that include new media that have in many ways modified the behaviours and habits of all users, especially teenagers who maintain friendships, play

computer games and listen to music through online social networks. The entertainment industry shapes lifestyles through the media (Leburić, Quien and Lovrić, 2008). Like most young people, this group of young people who participated in this research spend their free non-structural time in parks, shopping malls, streets. More than half of the respondents (688 students in total) answered that their group of friends spend significant time in public places, such as streets, parks, shopping malls or the neighbourhood. When we talk about the attitude of these groups of friends towards committing illegal (illegal) acts, the majority (89.9%) of young respondents do not approve of doing illegal (illegal) things among their group of friends, however, for 10.1% of respondents (128 students / ca) doing illegal (illegal) things and actions is acceptable for their group of friends, which tells us that it is a fairly homogeneous group of young people, who most often spend their free time in public without participating in illegal activities.

In support of this is the data on joint, group illegal (illegal) things, where the majority of young respondents (93.3%) stated that together with their group of friends they do not do illegal (illegal) things. The majority of young respondents (94.3% of them) do not think that their group of friends is a gang, while 5.7% of respondents identified their group of friends with a gang. Free time is especially important for children and youth, because of the possibility of expressing and developing creativity. If children and young people are not allowed to be creative, they will find negative and destructive ways to express themselves. The influence of the environment in which the child grows up is very important, as well as the choice of content, as well as their availability. Deviant behaviour of minors is treated as a predominantly urban phenomenon. The population that moves from the village to the city leaves its former socio-cultural environment with neighbourly, friendly, emotional and other connections, as well as the experiences gained in it, and moves to a new environment full of uncertainty. In the new environment, they encounter new ways of life, social views, habits, perceptions and normative systems in general, which are significantly different from the previous one. Old customs, traditions and values are lost and replaced by new ones. Forms of behaviour that, in case of significant and frequent manifestation, significantly interfere with the social functioning of students are: behaviours typical of the school environment, addictive behaviours, predominantly active behaviours such as defiance or verbal and physical aggression, and predominantly passive behaviours, e.g., timidity or withdrawal. By analysing the answers obtained by young respondents related to deviant and illicit behaviours of their peers towards them, we obtained answers that say that 88% of young respondents (1,149 students) experienced that their book was stolen, money, mobile phone, sports equipment, bicycle, or something else). 94.5% of respondents point out that they have not experienced threats or violence due to their religion, language, affiliation or other similar reasons. A total of 62 students or 4.5% stated that they had suffered some form of violence, verbal assault, indirect insults and ridicule. 87% of respondents state that they have been ridiculed or seriously teased in a harmful way by social media through the networks they use. Previous research indicates that the manifestation of externalized, and especially internalized forms of behavioural disorders is less and less conditioned by place of residence, differences in their terminology and their manifestations are lost, which can be explained by poor social and economic conditions in society, unclear legal framework. teacher-student-parent relationship and inadequate communication between peer groups. In the end, we can conclude that this group of youth who participated in this research, most often use their free time to socialize

with their peers and that they feel quite safe among their group of friends and other peers, as well as in the environment where they live and spend their free time.

LITERATURE:

- Ahić, J., Hadžikadunić, A., Budimlić, J., Halilović-Kibrić, N., Hodžić, K., Cucak, A. (2019). Sigurnost u odgojno-obrazovnim ustanovama na području Unsko-sanskog kantona. Sarajevo: Fakultet za kriminalistiku, kriminologiju i sigurnosne studije
- Ahić, J., Korajlić, N., & Hadžikadunić, A. (2018). Sigurnost u odgojno-obrazovnim ustanovama na području Kantona Sarajevo. Sarajevo: Fakultet za kriminalistiku, kriminologiju i sigurnosne studije
- Badrić, M., & Prskalo, I. (4. 10 2011). Participiranje tjelesne aktivnosti u slobodnom vremenu djece i mladih. *Napredak: časopis za pedagogijsku teoriju i praksu*, str. 479-494. and *Psychiatry*, 48, 1208-1213
- Berk, L. (2015): *Dječja razvojna psihologija*. Jastrebarsko: Naklada Slap.
- Buljan Flander, G. i sur. (2018): *Znanost i umjetnost odgoja – Praktični priručnik o suvremenom odgoju za roditelje i odgojitelje*. Sveta Nedelja: Geromar.
- Buljubašić, S. (2008). Utjecaj društvenih promjena na djecu i mlade. *Godišnjak Fakulteta političkih nauka*, (3-4), 487-496
- Cloud, H., Townsend, J. (2019): *Granice – Kada reći „da“, kako reći „ne“ i preuzeti nadzor nad svojim životom*. Split: Verbum.
- Hadžikadunić, A. (2012). Sport kao prevencija od destruktivnog izražavanja djece i omladine. *Kriminalističke teme*. Godina XII, Broj 3 – 4, 2012
- Hadžikadunić, A.: Turković, S. i Tabaković, M. (2013). *Teorija sporta sa osnovama tjelesnih ativnosti specijalne namjene*, Fakultet sporta i tjelesnog odgoja, Sarajevo
- Jošović, T. (1991). *Kriminologija maloletničkog prestupništva*. Beograd: Naučna knjiga.
- Larson, R.W. i Verma, S. (1999.) How children and adolescents spend time across the world: Work, play and developmental. *Psychological Bulletin*, 125, 701-737.
- Leburčić, A., Quien, M., Lovrić, D. (2008). Stari i novi mediji: sociološka istraživanja medijskog stiliziranja života. *Biblioteka Istraživačke studije*, knj. 7, Split: Redak.
- Meltzer, H., Panos, V., Goodman, R. i Tamsin, F. (2007.) Childrens' perceptions of neighbourhood trustworthiness and safety and their mental health. *Journal of Child Psychology*
- Moser, G. (1992.) *Urban Stresses*. Colin: Paris
- Raboteg-Šarić, Z., Sakoman, S., i Brajša-Žganec, A. (2002.) Stilovi roditeljskog odgoja, slobodno vrijeme i rizično ponašanje mladih. *Društvena istraživanja*, 2-3, 239-263.
- Stanko, E.A. (1995.) Women, crime and fear. *Annals of the American Academy of Political and Social Science*, 539, 47-58.

- Vukasović, A. (2001). *Pedagogija*. Zagreb: HKZ "MI".
- Watts, C.E. i Caldwell, L.L. (2008.) Self-determination and free activity participation as predictors of initiative. *Journal of Leisure Research*, 40, 156-181.
- Zani, B., Cicognani, E. i Albanesi, C. (2001.) Adolescents' sense of community and feeling of unsafety in the urban environment. *Journal of Community Applied Social Psychology*, 11, 475-489.