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**HIERARCHY OF VALUES PREFERRED BY SECONDARY SCHOOL STUDENTS IN
SPENDING FREE TIME**

Abstract. The research of the youth has always been a topical issue. The aim of this article was to identify and analyse the preferences of contemporary secondary school youth in spending free time in terms of value creation and value orientation. The authors have analyzed the current state of spending free time by secondary school students and used a quantitative research method, a questionnaire. The results of the analysis of the gained data is presented through graphs. The survey was focused on health, life, education, family, friendship, spiritual values and interests. The results show that young people consider health, family and friendship to be the most important values in their lives. Spiritual values are of the greatest importance in their lives. This survey shows that although contemporary young people live in conditions which are very different from those of the previous generations they still prefer the same values and therefore parents, teachers and policy makers should realize that it is necessary to deal with the difficulties and problems of the youth and try to provide them with opportunities for spending free time well to avoid social problems which can occur when the youth is not paid attention to.

Keywords: Youth, Secondary school, Students, Free time, Value, Hierarchy

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ИЕРАРХИЯ ЦЕННОСТЕЙ, ПРЕДПОЧИТАЕМЫХ УЧЕНИКАМИ СРЕДНЕЙ ШКОЛЫ В СПОСОБЕ ПРОВЕДЕНИЯ СВОБОДНОГО ВРЕМЕНИ

Аннотация. Исследование проблем молодежи всегда было актуальным вопросом. Целью данной статьи было выявить и проанализировать предпочтения современной молодежи средней школы в проведении свободного времени с точки зрения создания ценности и ориентации на ценность. Авторы проанализировали текущее состояние проведения свободного времени учениками средней школы и использовали метод количественного исследования - опросник. Результаты анализа полученных данных представлены в виде графиков. Опрос был сфокусирован на здоровье, жизни, образовании, семье, дружбе, духовных ценностях и интересах. Результаты показывают, что молодые люди считают здоровье, семью и дружбу самыми важными ценностями в своей жизни. Духовные ценности имеют огромное значение в их жизни. Этот опрос показывает, что, хотя современные молодые люди живут в условиях, которые сильно отличаются от условий предыдущих поколений, они по-прежнему предпочитают те же ценности, и поэтому родители, учителя и политики должны понимать, что необходимо иметь дело с трудностями и проблемами молодежи и стараться предоставить молодежи возможность хорошо проводить свободное время, чтобы избежать социальных проблем, которые могут возникнуть, если на молодежь не обращают внимания.

Ключевые слова: молодежь, средняя школа, студенты, свободное время, ценность, иерархия

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Introduction

"The period of adolescence, also called the period of a young boy and girl, begins about the 15th - 16th year when sexual maturity has been reached and ends with the full development of physical and mental abilities. The upper limit ranges between the 20th and the 22nd year of life, but it is individualized"

(Drlíková, Ďuric et al., 1992, p. 151).

Adolescence is a period of physical and mental development. Part of the youth in this period studies at secondary schools. Afterwards, some go to work, others continue to study at colleges and universities.

A young person creates his or her world view, moral principles, convictions and life goals. He or she settles, matures and finishes personality development. Their thinking achieves all qualities of intellectual operations, cognitive development is enhanced, and their own order of values is formed (Ághová, 2004).

An adolescent is interested in his or her future job and his or her interests are more realistic, extended by social, cultural and professional interests. In decision making, adolescents are more deliberate; they can overcome obstacles because they want to prove their abilities. In a self-education effort, boys and girls create their moral ideal, forming a complex image of what a person should be.

Life plans represent a set of goals people are trying to achieve. Goals, plans, perspectives are determined by the values that a young person recognizes. The value for an adolescent is what he or she considers to be necessary and useful. Values relate to different areas of life, e.g. learning, work, family, health, etc. (Drlíková, Ďuric, 1992).

Adolescence is a sensitive period in shaping the relation to values and creating our own value systems. The question in this period is the process and rate of internalization of a value. *"The highest degree of internalization of values is the building up of a system of values that leads to concrete behaviour and motivates the individual's further activity"* (Vágnerová, 2005).

Values which are respected by adolescents may not always be in line with the values of society, they may have the opposite character. Patterns and ideals incite a young person to self-redeem.

All human activity is the creation of values, the pursuit of their maintenance, the development. One is looking for what is useful or harmful to him in the subjects or phenomena he encounters. Objects, phenomena are of a value only when they satisfy one's need.

Human values are reflected in human behaviour, determining and guiding it. They affect the attitude of man to the world and to himself.

Youth can see the values in the form of societal expectations. The question of adolescence is the process and measure of value internalization. Adolescent values do not always represent a rational or logical decision; adolescents often create unrealistic values that are closely related to personal motives and problems. Conflicts with adults, mostly parents in particular in the field of morality and politics, have great influence on value creation and value orientation of adolescents (Turček, 2003).

"In the process of socialization, a value orientation, e.g. orientation on standards and goals, is created in man. The aspirations express a person's focus on certain values that are contained in the goals of his plans "

(Drlíková, Ďurič, 1992, p. 91).

We can approach the value orientations of man as a sum of several values, which show a certain focus according to their hierarchical arrangement. We can understand the value orientation as a process in which the values and the value system are formed and applied (Boroš, 1990).

The value orientation of a person influences the content orientation of his or her value system. Value orientation is the result of a long-term educational impact of all educational factors but also of unintentional effects. It determines the morale of the youth, which is also of an adolescent, the finding of what is good or bad, which is right and wrong. Value orientation can be focused on family, work, education as well as on leisure time.

The choice of values themselves and their acceptance by a young individual is in a way strongly conditioned by their upbringing especially in the family, in the school or in the environment in which they spend their time. According to Čáp (1996), determinants that influence the creation of values are external - education and social, material and cultural environment as the environment plays a big role in shaping the personality of a young person and of course internal determinants, like heredity and innateness, with which the needs are related, but especially talent, abilities, interests and temperament. Among the most respected values of the student youth been found belong health, physical fitness, respect for man, family, home, love, humanism.

Adolescence is a period of personality integration, self-formation, self-esteem and self-education. In this complexity of the image-forming process, new needs, efforts and interests are emerging. Physical fitness determines interest in sport and social entertainment associated with dancing provides the opportunity to meet young people. Cultural and artistic interests are being developed, adolescents attend cinema and theatre performances, take various courses, like poetry, drama or music, showing their interest in arts. They are interested in reading classic literature, historical novels, travel and psychological books but they also read adventure literature and fiction. Some, of course, read also the so-called trash literature that negatively influences the development of personality, but, on the other hand, they become more and more interested in social issues.

Free-time activities of secondary school youth

Young people live their life as members of various social forms, which, apart from family and school, influence their thinking, feelings, behaviour and experience, giving them the opportunities to participate in leisure activities in different groups, clubs or workshops.

Leisure time and activities help shape the personality of a young person, his or her self-realization, self-reliance, they influence formation and hierarchy of values, and the creation of a value system of a young person. It is important to create such a value system, where good human relationships and human values take the lead in the social values. A major part of the creation of a system of values should be taken by family, school and environment. These are the factors which have brought us to search the issue of leisure time in relation to the hierarchy of values and value orientation of secondary school youth.

Leisure time is time for relax and regeneration of physical and mental forces when the duties that arise from the social roles of each person finish. Free time means space for rest, recreation, entertainment, social contacts and self-fulfilment based on own needs, interests and opinions "(Kratochvílová et al., 2007).

Prucha et al. (2008) classify leisure time as time that one can dispose of on the basis of his or her interests. It is time that remains from 24 hours after deduction of time devoted to work, family or own physical needs.

Free time is significantly associated with creating a youth profile. Kredátus J. and Kredátus I. (1994) state that among the most popular leisure activities that adolescents attribute to value there are the activities orientated towards the chosen field of study, meeting with friends, dancing, social entertainment, sports, reading books and magazines.

Free time is a value that can affect the development of an individual positively or negatively. Family, school but also the whole society cannot be indifferent to how young people use it.

Educational intervention in young people's free time is necessary and legitimate. Young generation should be managed from background, indirectly, in order to strengthen activity and initiative of the individual and the collective, to strengthen the feeling of freedom as well as personal and social responsibility for themselves and for all members of the group, so that it organizes its leisure time as a necessary precondition and measure of its creative forces (Brindza, Gondová, 1999).

Through leisure activities of young people, it is possible to understand their way of social inclusion, their problems, wishes, aspirations as well as their unrest, sadness or uncertainty.

French sociologist J. Dumazedier, the founder of free-time sociology in 1982, conducted a research through which he found out that the most interesting areas for spending free time by young people are arts, sports and social problems. This hierarchy of young people's interests demonstrates the refinement of their interests (Kráľová, 1993). Dumazedier also studied the way how young people spend the day, how they experience individual moments of the day. The research shows that most young people (90.4%) are the happiest in extracurricular time.

Free time of the youth, spent in a family or elsewhere, seems to be its positive pole. Leisure activities are mostly associated with pleasant moments; however, there appear also negative moments resulting in frustrating difficulty and grief.

Leisure time for young people is a compensation for school pressure and discipline. Many young people declare their free time as the happiest and most important part of their day, as they can show their own initiative and activities.

According to Darak (1995) the length of leisure time and the structure of interest activities are conditioned by the age of the youth while adolescents have the most of the leisure time (4.7 hours). The structure of interest activities in all age groups are reading, sports, watching television while aesthetic and artistic interests are at the important place. The most preferred aesthetic activities include reading, listening to music, watching television, dancing.

The ways of spending leisure time vary; from pessimistic manoeuvring to activities characterized by the exhale of physical and mental forces Leisure activities of passive character have a dominant position in the structure of free time activities, especially of young people. This is why the prevailing opinion in Slovak society is that young people do not spend free time in an appropriate way (Brindza, Gond, 1999).

Leisure time can be spent in different forms, according to the type of activity, duration and activity content, number of participants or organization. Many students are passive, attending mass cultural or sports events, only few young people participate actively in different courses.

Free time organizers include various facilities and youth institutions. By 1989, it was just one youth organization in Slovakia - the Socialist Youth Union. Today the most famous are:

- Slovak scouting
- Tree of life (protection and creation of the environment)
- The Slovak Association of secondary school students
- The Union of Slovak Youth
- Council of Slovak Youth (Evidencia občianskych združení, 2019)

Secondary school youth work in the Slovak association of secondary school students which advocates the rights and interests of secondary school students and develops out-of-school activities to meet the needs of students in their free time and in the Union of Slovak Youth, a youth association without distinction of nationality, political affiliation or religion.

Methodology

Aim and objectives of the survey

The survey was aimed at identifying the leisure time of secondary school youth in terms of value creation and value orientation.

The aim of the survey was to identify and analyse the current preferences of secondary school youth in spending free time in terms of value creation and value orientation. We have looked at what values young people get to the forefront and which they prefer in their free time.

The survey sample were the students of the Secondary Medical School in Zvolen. The group of respondents made up of boys and girls was at the age from 16 to 18 years. We set the following objectives:

- O1: Find out the preferred values of students at the Secondary medical school.
- O2: Explore the ways how they spend leisure time.
- O3: Find out what activities students do in their leisure time.
- O4: Identify the factors that affect students' spending leisure time.

Hypotheses

On the basis of the theoretical analysis and the aim of the survey, we determined the following hypotheses:

- H1: Students prefer spiritual values to material ones.
- H2: The way of spending leisure time of students is considered to be rather significant personal value.
- H3: Secondary school students are more concerned with a consuming way of spending leisure time than with active ways.
- H4: The youth leisure activities contribute to their positive value orientation.

Survey methodology

In the first stage, we studied the literature that deals with the issue. We used the literary method by which we have obtained basic knowledge of the subject. In the second stage, we used the questionnaire method, which focused on the collection of empirical data. We conducted the questionnaire method by direct participation, and we informed our students about the purpose of the survey. The questionnaire was anonymous and we motivated the students in order to express their own opinions and attitudes to the subject under consideration.

The questionnaire had three parts: the first part focused on the social data of the student, the second part on the values and the third part was focused on leisure time and activities of the youth associated with it. It consisted of 23 items, comprising closed and open questions.

Classes at the Secondary Medical School in Zvolen were selected upon the recommendation of the school management. The results obtained from the questionnaire are valid for the studied population at the studied school.

In the third stage, we used methods of qualitative and quantitative analysis of survey results. We used numerical and percentage calculations and sorting. The data are shown in tables and charts.

Organization of the survey, research sample, survey site

The interview was preceded by a dialogue with the school headmaster, in which we agreed on organizational arrangements and obtained the consent to conduct a survey. The return of the questionnaire was approximately 96%. The age composition of the respondents was 16-20 years old, as we include this age in the development period of adolescents.

Table 1. Research sample according to sex
Таблица 1. Образец исследования по полу

Sex	N
Male	27
Female	273

Source: Own processing, 2019

Источник: Собственная обработка, 2019

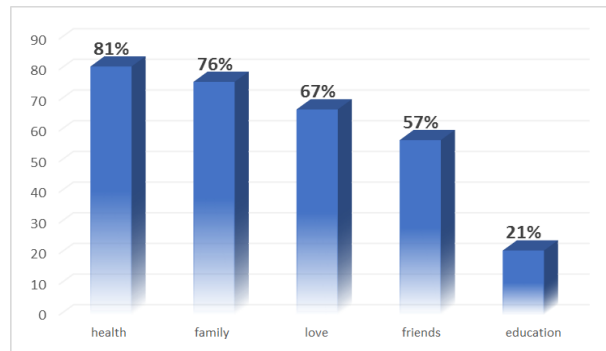
3 INTERPRETATION OF RESULTS

Reflections on the future, over their lives, are indicative of adolescents. We have found that all respondents are thinking about their lives and their future. It is a positive finding, because during this period, an idea of what they want to achieve in their future and how they want to live should be created.

We have observed the most important values in students' lives. Respondents were asked to give five life values in the order from the most important. The most frequent answers of students are shown in Graph 1.

Graph 1. Most important values in students' life

График 1. Самые важные ценности в студенческой жизни



Source: Own processing

Источник: Собственная обработка

Students consider health (81%) to be the most important value in their lives. It is a positive finding, because health should be given a great deal of attention today as living conditions, environment, health, eating habits and different addictions among young people already aged 16 to 18 and have been worsening.

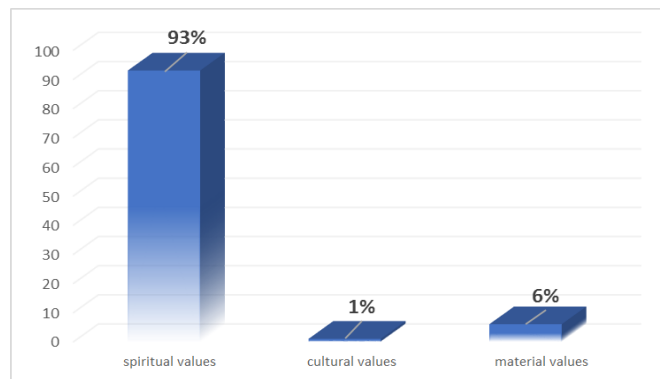
For 76% of respondents, the family ranks the second. Family is an important factor in the process of developing and educating a child. The most important is the family that is able to satisfy the emotional needs of its members otherwise a person cannot be happy. In family education, there is an obvious process of transforming values from orientation to standards towards oneself, from "obligatory" values, such as discipline and obedience, to self-evolving values.

In the hierarchy of values, 67% of respondents put the third place to love. For the adolescence period, sexual relations between man and woman are characteristic. In the value system, other places include friends (57%) and education (21%).

Further, we were interested in what values are the most appreciated among students. Respondents were asked to list their own spiritual, cultural and material values. For a list of values, see Graph 2.

Graph 2. The most appreciated students' values

График 2. Предпочитаемые студентами виды ценностей



Source: Own processing

Источник: Собственная обработка

Graph 2 shows that youth acknowledge spiritual values the most. Of the 93% interviewed, they stated that spiritual values are of the greatest importance in their lives. Spiritual values most often include tolerance, justice, sincerity, honesty and understanding. 6% of respondents consider the material values to be of prime importance and only 1% of the surveyed attach the greatest importance to cultural values.

The question: *"What does free time mean for you?"* We received various answers, most often mentioned by students were:

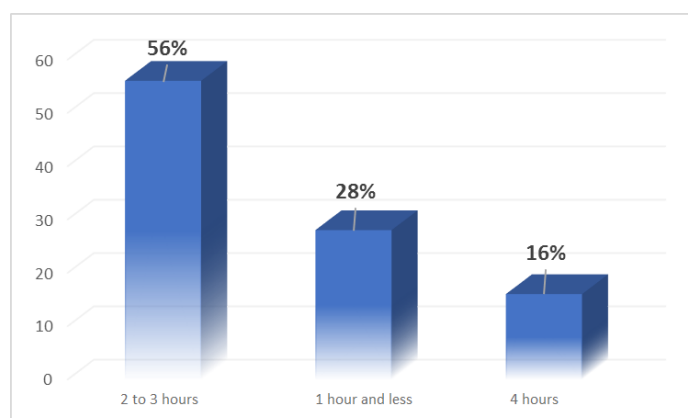
- Free time is the time I use for what I like.
- Free time is time for myself and my needs.
- Free time is the time I spend with my friends.
- Free time is the time to relax.
- Free time is, for example, time when I can read.
- Free time is the time I use for myself.
- Free time is time without obligations.

These answers show the common basis for leisure. It is a time for hobbies and interests. Leisure time is not only a personal but also a social value for secondary school youth. 94% say that leisure time is an important value for them, 6% of the respondents did not comment on the issue. These results show that increased attention should be paid to leisure time education, teaching young people to understand leisure time as "time for themselves" as a vital value.

The views of secondary school youth on the amount of free time are not captured. The amount of free time for students is shown in Graph 3.

Graph 3. Amount of free time

График 3. Количество свободного времени

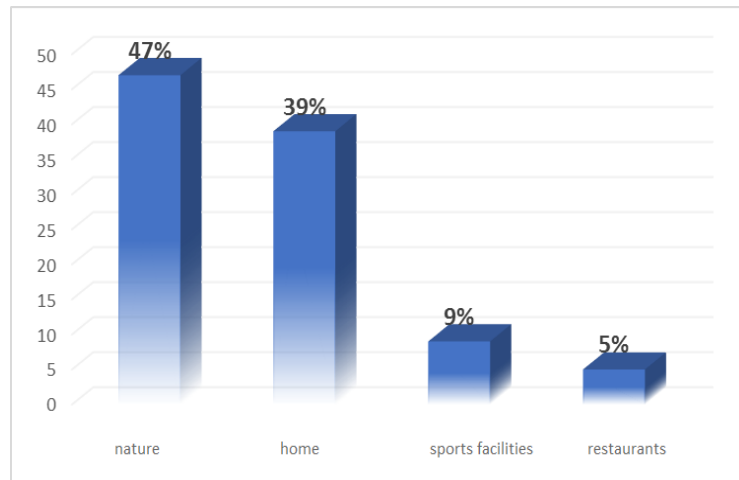


Source: Own processing

Источник: Собственная обработка

Graph 3 shows that 56% of respondents have 2 to 3 hours of free time daily. They spend their free time on their interests, hobbies and needs. 16% of respondents use the time of 4 hours a day, 28% of respondents has 1 hour and less for their needs. Secondary school youth use and spend their leisure time differently.

Graph 4. Place where the youth spends their free time
График 4. Места проведения свободного времени

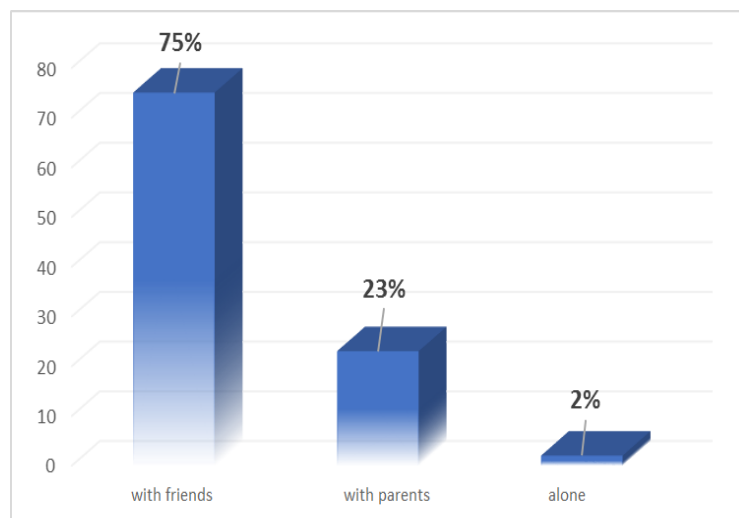


Source: Own processing
Источник: Собственная обработка

Youth spend their free time in nature, which is confirmed by 47% of respondents. They take energy from nature, walks and relax. In the family circle - 39% of young people spend their free time at home, 5% of respondents in restaurants and 9% spend free time in sports facilities.

A question "Who do you prefer to spend free time with?" 75% of respondents answered that with friends, 23% of students said that with parents and a small percentage of 2% feel the best when they are alone. The results are shown in Graph 5.

Graph 5. People who students spend their free time with
График 5. Люди, с которыми студенты проводят свободное время

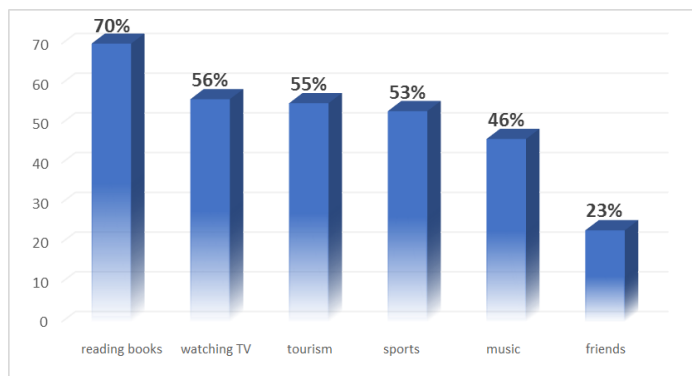


Source: Own processing
Источник: Собственная обработка

An overview of the activities of secondary school youth that they perform in their free time is in Graph 6.

Graph 6. Overview of free time activities

График 6. Обзор видов деятельности в свободное время



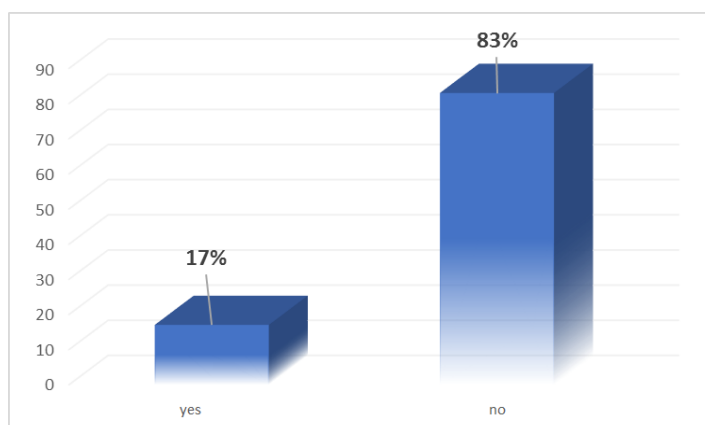
Source: Own processing

Источник: Собственная обработка

Reading books and literature of different genres was indicated by 70% of the students. 56% of the interviewed spend their free time by watching television. Sports activities are 53%, tourism in the country is reported by 55% of respondents. 46% of students would relax with music. 23% of the interviewed meet with friends. Other activities occurred only in the minimum answers of the respondents who mentioned, for example, computer work, guitar play and photography.

Graph 7. Free time organizing

График 7. Организация свободного времени



Source: Own processing

Источник: Собственная обработка

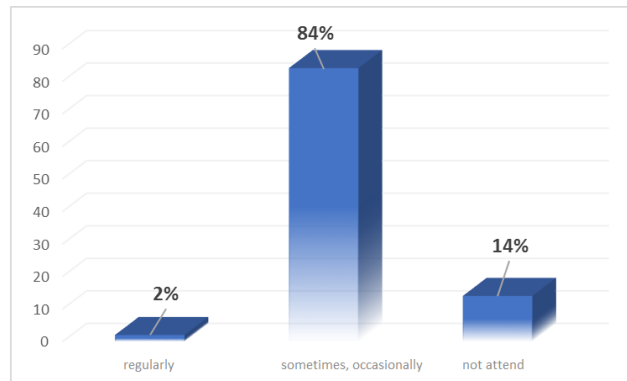
A lot of students spend their free time in an unorganized way. Only a small percentage attends some courses or lessons, 83% of the respondents spend free time without any organization, 17% of them are interested in folklore, theatre, singing or sports.

Overview of leisure activities of secondary school youth

Among leisure activities, we should include cinema, disco, sports, reading books or magazines. We have surveyed cinema attendance. The results are shown in graphs 8, 9, 10.

Graph 8. Cinema attendance

График 8. Посещаемость кино



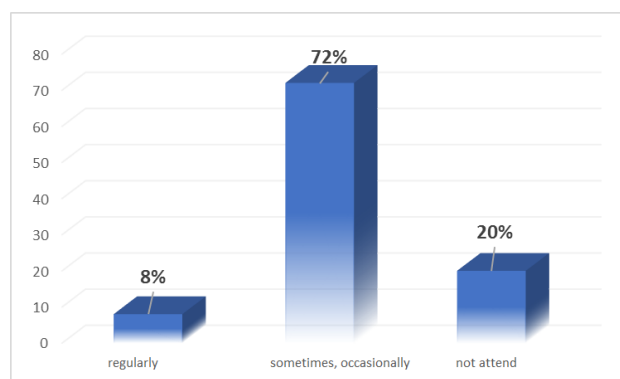
Source: Own processing

Источник: Собственная обработка

Only 2% of respondents regularly attend the cinema, 84% of the respondents sometimes or occasionally, and only 14% of the respondents do not attend the cinema at all. This shows that the cinema attendance is mostly not regular but sporadic. Secondary school youths also enjoy discos in leisure time. Young people go there to have fun, to dance, listen to music, make new contacts and make friends. The results of the survey are given in Graph 9.

Graph 9. Disco attendance

График 9. Посещаемость дискотек



Source: Own processing

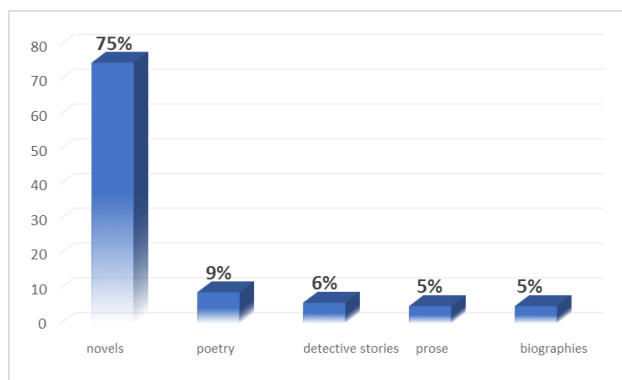
Источник: Собственная обработка

Discotheque attracts young people; they want to refrain from daily duties. Chart 9 shows that 72% of adolescents attend the disco occasionally, regularly 8% and 20% of the surveyed do not attend the disco. Music is an important part of adolescent life. Music

is their common language, joins them; it is a common theme of their conversations. It gives them a sense of identity, and it is important especially in early adolescence.

The secondary school youth also likes reading books of different genres: detective stories, novels, travel books, biographies and poetry. The results are shown in Graph 10.

Graph 10. Literary genres
График 10. Литературные жанры

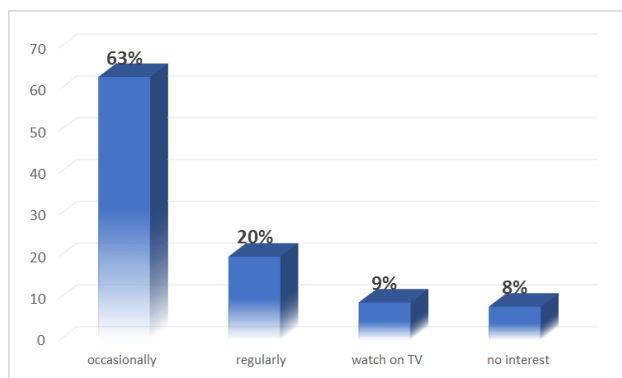


Source: Own processing
Источник: Собственная обработка

Young people prefer to read novels - 75%, 6% of respondents read detective stories, poetry attracts 9% of respondents. At the same percentage is the reading of prose, biographies and travel books. Readers' interests are different.

Sports activities also belong to adolescents' activities. Most respondents do sports for relax. The results are presented in Graph 11.

Graph 11. Sports activities
График 11. Спортивная деятельность



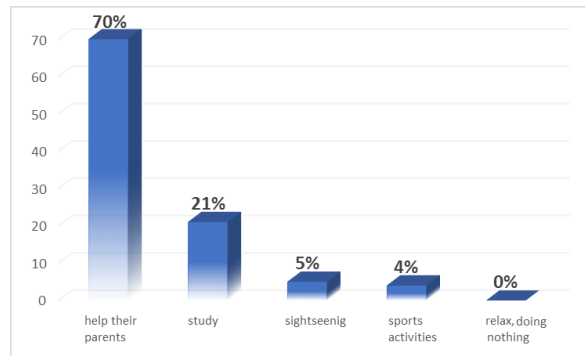
Source: Own processing
Источник: Собственная обработка

The graph shows that 20% of respondents regularly do some sport in courses or sports clubs. Irregular sports, for recreation, are done by 63% of the respondents. No interest in sport was indicated by 8% of the interviewed and 9% watch sports on television.

We also wanted to know what activities the youth is doing during the weekend. The data are shown in Graph 12.

Graf 12. Weekend activities

График 12. Занятия в выходные дни



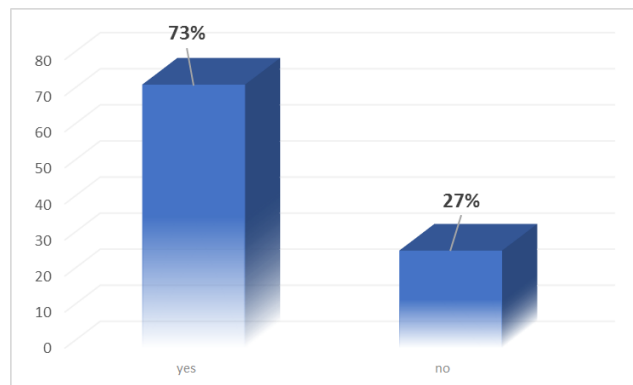
Source: Own processing

Источник: Собственная обработка

During the weekend, 70% of respondents help their parents with housework, 21% of the respondents study, prepare for school. Sightseeing was mentioned by 5% of young people and sports activities by 4% of respondents.

Graph 13. Education in free time

График 13. Обучение в свободное время



Source: Own processing

Источник: Собственная обработка

Evaluation of the results

Free time means a personal and social value for young people. The survey was focused on the value orientation and hierarchy of the values of secondary school youth in spending their free time. We have found that all respondents are thinking about their lives and their future. It is a positive finding, because during this period, an idea of what they want to achieve in their future and how they want to live should be created.

A survey of the value orientation of secondary school students was focused on health, life, education, family, friendship, spiritual values and interests.

Students consider health (81%) to be the most important value in their lives. It is a positive finding, because health should be given a great deal of attention today as living conditions, environment, health, eating habits and different addictions among young people already aged 16 to 18 and have been worsening.

For 76% of respondents, the family ranks the second. Family is an important factor in the process of developing and educating a child. The most important is the family that is able to satisfy the emotional needs of its members otherwise a person cannot be happy. In family education, there is an obvious process of transforming values from orientation to standards towards oneself, from "obligatory" values, such as discipline and obedience, to self-evolving values.

67% of respondents put the third place to love. For the adolescence period, sexual relations between man and woman are characteristic. In the value system, other places include friends (57%) and education (21%).

Spiritual values are appreciated the most. Of the 93% interviewed, they stated that spiritual values are of the greatest importance in their lives. Spiritual values most often include tolerance, justice, sincerity, honesty and understanding. 6% of respondents consider the material values to be of prime importance and only 1% of the surveyed attach the greatest importance to cultural values.

According to the World Health Organization spirituality, concerning personal beliefs and convictions together with value orientation, belongs to the indicators of quality of life. (Kalinkova, Orlikova, 2017).

Leisure time is not only a personal but also a social value for secondary school youth. 94% say that leisure time is an important value for them, 6% of the respondents did not comment on the issue. These results show that increased attention should be paid to leisure time education, teaching young people to understand leisure time as "time for themselves" as a vital value.

56% of respondents have 2 to 3 hours of free time daily. They spend their free time on their interests, hobbies and needs. 16% of respondents use the time of 4 hours a day, 28% of respondents has 1 hour and less for their needs. Secondary school youth use and spend their leisure time differently.

Youth spend their free time in nature, which is confirmed by 47% of respondents. They take energy from nature, walks and relax. In the family circle - 39% of young people spend their free time at home, 5% of respondents in restaurants and 9% spend free time in sports facilities.

75% of respondents prefer to spend their free time with friends, 23% of students said that with parents and a small percentage of 2% feel the best when they are alone.

Reading books and literature of different genres was indicated by 70% of the students. 56% of the interviewed spend their free time by watching television. Sports activities are 53%, tourism in the country is reported by 55% of respondents. 46% of students would relax with music. 23% of the interviewed meet with friends. Other activities occurred only in the minimum answers of the respondents who mentioned, for example, computer work, guitar play and photography.

Secondary school students are not satisfied only with the information provided by school. They also need to be educated in their free time. 73% of respondents consider it important to learn, mainly by reading books. 27% of respondents do not think it is necessary to educate themselves in their free time. They prefer to do their best.

Discotheque attracts young people, 72% of adolescents attend the disco occasionally and regularly 8% and 20% of the surveyed do not attend the disco. Music is an important part of adolescent life. Music is their common language, joins them; it is a

common theme of their conversations. It gives them a sense of identity, and it is important especially in early adolescence.

20% of respondents regularly do some sport in courses or sports clubs. Irregular sports, for recreation, are done by 63% of the respondents. No interest in sport was indicated by 8% of the interviewed and 9% watch sports on television.

During the weekend, 70% of respondents help their parents with housework, 21% of the respondents study, prepare for school. Sightseeing was mentioned by 5% of young people and sports activities by 4% of respondents.

Students organize their free time themselves; they mostly do what they want. However, an unorganized form of leisure time is prevailing.

Leisure activities contribute to their value orientation a lot, 87% of respondents answered *yes*, 13% of respondents answered *no*.

Students perform many activities that positively influence their value hierarchy. Most respondents - 44% stated as the first reading books of different genres, 32% of them sports activities. 14% of the respondents stated that their value hierarchy positively affects their study and 10% of respondents evaluated spending time with friends.

During adolescence, the youth are gradually less oriented towards family and more on friends. Friends play an increasingly important role in their lives, and friendship is a useful school for them. Through it they learn how to go on with people and adapt to a group.

Conclusion

The aim of the survey was to identify value orientation and hierarchy of secondary school students' values in spending leisure time. To find out the data in order to create a chart of values, interests, and students' hobbies, we decided to use the form of a questionnaire survey. The data we have found allow us to evaluate on values in leisure activities of young people.

Based on the research results, we can say that the hypotheses have been confirmed. Hypothesis H1: *Students prefer spiritual values to material ones* was confirmed. The most appreciated values among the respondents are spiritual values. Adolescents appreciate sincerity, tolerance, justice and understanding. Vital values like health, family, love, friendship are among the most important issues in the study of secondary school youth. Survey results indicate that young people have little interest in culture. Adolescents express their interest in visiting theatres, art exhibitions, attending film performances only sporadically. They prefer to visit discos. Material values, especially money, are not important for them, though they realize their importance and power. For adolescences money represents freedom and independence and, of course, it is necessary for life.

Hypothesis H2: *The method of spending leisure time is of rather significant personal value for young people.* For 94% of respondents, the method of spending free time means a personal value. Free time for secondary school youth is a time for self-restraint, relaxation, time for meeting friends, time to listening music. Leisure time also means time for reading books, time without any obligations. Students spend most of their free time in the country; they are engaged in sports and hiking.

Hypothesis H3: *Secondary school students are more concerned with consuming way of spending free time than active way* has been confirmed. The examined secondary school youth prefer to read books. Second place in leisure activities is attributed to watching television. Other positions include recreational sports, hiking and meeting

friends. An active form of leisure time is focused on different courses and lessons, folklore, sports clubs, etc. However, it is only 17% of the respondents. Although the range of activities is wide, activities are performed in a natural, irregular and unorganized way.

Hypothesis 4: *Youth volunteer activities contribute a lot to their positive value orientation* has been confirmed. Out of 100 respondents, 87% said that leisure activities contribute to their positive value orientation. 13% expressed a negative attitude. Activities which positively influence the rankings of values highlight sports, reading books of different genres, studying and sitting with friends. The way of spending leisure time influences secondary youth's values such as health, family, friends and education.

Secondary school youth, through their upbringing and their own experience, create their own set and hierarchy of values. At present, school and leisure are two seemingly separated areas of youth life. School is defined as a world of duty and work, leisure as a world of freedom, entertainment and rest. The results of this research show that the hierarchy of values related to free time is really created by secondary school youth. It is naive to think that young people want only to be free and do what they want. They need love, care, interest and respect not only from their friends but also from adults.

Therefore it is important to concentrate not only on education of young people in a family and at school but also to try to influence them in spending their free time positively as much as it is possible. It is the task for a family, school and society to be more involved in organizing free time of young people, of course, not by force but by interest and engagement.

This survey shows that although contemporary young people live in conditions which are very different from those of the previous generations they still prefer the same values and therefore their parents, teachers and policy makers should realize that it is necessary to deal with the difficulties and problems of the youth and try to provide them with opportunities for spending free time well to avoid the social problems which occur when the youth is not paid attention.

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