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Leisure time activities of students at teaching faculties from three countries

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Abstract

The purpose of this study is to examine different perspectives and ways of spending leisure time of students (teachers-to-be) becoming from three different socio-cultural and economic backgrounds. The same research procedure was applied in the same period in Macedonia, Slovenia and Bulgaria. The sample of examiners was consisted of total 354 examiners (128 students from Macedonia, 60 students from Slovenia and 166 from Bulgaria). Research was realized by using specially designed closed form of questionnaire, composed of 21 questions. Obtained results were analyzed using descriptive statistics parameters. Differences among student's opinions were tested applying descriptive and comparative statistics. In general, differences between students were noted mainly in questions related with the amount of leisure time, activities applied during this time as well as differences in contents suggested by the universities. The obtained results are future suggestions for both, youth and university in order to be improved and enriched.

Keywords: Leisure time, students, cultural differences.

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1. Introduction

Leisure time is an important part of human life. It's a time out of professional, family and social obligations (Dumazedier, 2012). It is an individual's choice to select forms and activities for rest, fun and creation according to its own will, interests, needs, preferences and abilities. For most of the people, leisure time gives more satisfaction and joy than time spent at work, faculty and other obligations (Luo & Hu, 2005). Leisure time has a great impact on human life (Nawijn & Veenhoven, 2011). It helps extending the process of acquisition of knowledge, widens cognitive horizons, enriches emotional life, encourages the development of psycho-physical abilities, skills and habits, encourages independence and sociability; respectively effect on physical, intellectual, aesthetic, work and moral formation of human (Tomic & Hasanovic, 2007). Considering the importance of leisure time for human personal development and the quality of life in general, it's very important to pay attention to its organization and structuring, as well as the selection and quality of leisure time activities. All these issues are especially important considering the fact that leisure time could be both a factor for development and risk factor for the development process. It could be a risk factor only if the space of leisure time is unstructured and unorganized, with lack of organized and planned activities (Arbunic, 2006). Findings from previous studies suggest that in general, people are more happy and satisfied when spending an active leisure time, full field with structured activities (Csikszentmihalyi & Hunter, 2003). On the other hand, numerous unstructured leisure time activities are related with risk behaviors and use of drugs and other substances of addiction (Bouliet, 2008; Mustaine & Tewksburn, 2004).

Leisure time is especially important in the period of adolescence and early adulthood when external factors have a great impact upon creating the personality and identity of youth (Brajša-Zganec, Merkas, & Sverko, 2011). College students are the category of youth that represent the intellectual elite. They are the future leaders of the world in every life area. Period of college studies is a special period in the life when is expected from the young people to develop their social skills and ability to pursue lasting social roles in all areas of human activity. On the other hand, transition to university brings many developmental changes and stresses. Student's life is significantly transformed from an academic, social, emotional, and motoric aspect. Student finds themselves in new surroundings, leaving their home, their parents and old friends, making new contacts and friends. Their way of life changes significantly. Both academic obligations and responsibilities are being increased; the lectures and studying demand more efficient management of the time. All these changes often lead to insecurity and loss of the self-confidence. The students often complain on loneliness, nostalgia, conflicts and disorders in the communication with their peers, as well as an increased stress (Colleen, Conley, Travers, & Bryant, 2013).

All these changes affect students' leisure time. Students' leisure time covers the time out of their required learning programme, but it also includes a versatility of students' commitments organized according to their own needs and tendencies (Rupic & Buntic, 2005). Well-structured and organized leisure time and consequently, properly selected leisure time activities, helps young people to develop their individuality, to get familiarized with different scientific, technologic, artistic and sport contents and activities in compliance with their interests and needs. Only the time in which young people feel free, satisfied, realized and recognize itself, we could be sure that have accomplished its functions and contributed toward development of young person (Mlinarevic, Milisa, & Prorokovic, 2007). Therefore, the question of choice of leisure time activities becomes one of the most important issues. Which activities will fulfil students leisure time will depend by the students itself, their personal interests, abilities and wishes. This choice is also influenced by the social and economic status of young people and their parents, educational level as well as objective factors such as: cultural heritage of closer and wider environment, the offer and availability of certain leisure time contents and activities etc.

Considering the issue of students leisure time activities, results from related studies (Arbunic, 2006; Badric, Prskalo & Silic, 2011; Bouillet, 2008; Budimir-Nunkovic, 2008; Gril, Puklek Levpuscek, Brecko, & Straus, 2004; Huzjan, 2010; Popeska, Ignatov, & Sivevska, 2015) point out that college students are

mostly interested in activities related to hanging out and having fun, and less interested in activities that require intellectual or spiritual activity. The time available for leisure time activities is also related with personal happiness, self – control and psychological wellbeing. University students with more hours for leisure activities during the day are found to be happier and with higher self – control (Brkljacic, Kalitema Lipovcan, & Tadic, 2012). Related to physical activity during leisure time, students involved in moderate and high level physical activities during leisure time are found to be in better psychological well-being (Lapa, 2014). Contemporary era of globalization and informatization effects on communication via social networks. As result of this, young people spend their leisure time passive in front of computer, communicating with friends, watching TV or reading “yellow paper” (Brkljacic et al., 2012; Huzjan, 2010). The “active” forms of leisure time activities are usually activities such as going out in clubs, discotheques etc. These forms of leisure time activities, related with initial period of commencing the studies leads to decrease of the physical activity (Nuviala, Gómez-López, Pérez Turpin, & Nuviala, 2011) which results with increase of obesity, health problems, lower self – esteem, anxiety etc (Andrijasevic, Pausic, Bavcevic, & Ciliga, 2005; Brkljacic, et al., 2012). Many of the studies point out to the decrease of the physical activity in the period of taking the university studies (Buckworth & Nigg, 2004; Nuviala et al., 2011; Stone, McKenzie, Welk, & Booth, 1998; Gosnik, Spehar, & Fuckar Reichel, 2011; Gril, Puklek Levpuscek, Brecko, & Straus, 2004). This decrease has been more stressed in the female population of students, compared to the male population of students, and is co-related with the previously held habits for movement (Buckworth & Nigg, 2004; Nuviala et al., 2011). Young people become less organizers of their leisure time and more and more users of contents of modern time and technology. They become a passive auditorium unprepared for active and constructive leisure time.

All previously mentioned findings emphasize the importance of selection of leisure time activities. Upon this, Universities have an important role in the process of organization of student’s leisure time. Beside Universities, many different factors influence the structuring of students leisure time. Based on this, the purposes of these researches are students at the Faculty for Teacher education from three different countries: Macedonia, Slovenia and Bulgaria, future pre – school and primary school teachers, their opinions about their leisure time as well as activities and contents attended and practiced during this time.

Based on previously defined subject, the aim of this research is determine and compare how students at the same faculties in three different countries spend their leisure time, how actively they participate in sport as well as to determine the student’s opinion for the role of the Universities in organization of student’s leisure time.

2. Methodology

The research was realized on a total sample of 354 examiners, full time students at all four years of study at the Teaching Faculties in three countries: Macedonia, Slovenia and Bulgaria. Particularly, the sample was consisted of 128 students at the Faculty of Educational Sciences at University “Goce Delcev” in Stip, Republic of Macedonia; 60 students at Faculty of Education in Ljubljana, Slovenia and 166 students at The Faculty for preschool and primary school education at Sofia University “Ss. Kliment Ohridski”, Bulgaria. The research conditions were identical in all three countries. The research was conducted in the same period, during May in the study year 2014/2015, using the same approach and identical questioner translated at three languages.

Considering the aims of the research, we used a closed form questionnaire, specially designed for the purposes of this study. Beside the general questions (gender, age, year and course of study and place of living) the questioner was conducted of 20 questions from which 14 multiple-choice questions. One of the multiple choice questions is comprised of seven sub – categories with possibilities for five choices for each sub - category. All questions refer on two general issues: student’s leisure time (the amount of leisure time during the day, leisure time activities at home and out of home) and the role of University in organization of student’s leisure time.

The obtained results were analysed using analyses of frequencies (f) and percent's (%). The differences between students from three countries regarded their leisure time were determined using analyses of variance (ANOVA). The hypotheses were tested at the 0.05 level of significance. Data obtained in the survey were processed using statistical package SPSS 19.

3. Results and discussion

The total sample of 354 respondents was consisted from mainly female students 271 (76.6%) and only 83 (23,4%) male students. Most of respondents (29.1%) are students in the second year of study, followed by 28,2 % students in the third year, 24,9% in the fourth and 17,8% students in the first year of study. High number of interviewed university students, declares that in their previous stages of education, 50, 6 % have very good average success and 41,8% have excelled achievements. Regarded the questions: Who supports you during the studies? Most of the respondents (78.8%) answered that are supported by parents and only a small number of them declare that are financed by personal job (16.1%). Working during studies for self-support is also confirmed in research of Huzjan (2010) realized on a sample of Slovenian students where nearly 21.7% of the students declare that are working permanently, while 41% of them are working occasionally. The manner of financial support during the studies is very important issue, considering that determines the amount of students' leisure time as well as the applied contents and activities, mainly because most of them indicate financial requirements. Luck of money, as well as the luck of time are the two main reasons why do students feel unsatisfied because of their personal use of leisure time (Bouillet, 2008). Other questions closely related to this issue are place of living during the studies. At this question, most of the respondents from all three countries answered that they live with their parents (54%), small number of them live in dormitory (18.3%) and approximately same number of respondents answered that live in apartment with roommates. The high 78.8% of students financed by their parents, in one hand suggest on the possibility for more leisure time of the students considering that their main occupation are studies, but in other hand point out on determination and limitation of selection of leisure time activities based on the parents monthly payment. Relation between family monthly payments and the number of leisure time activities in which students participated in is confirmed in the research conducted by Popeska & Sivevska (2013), realized on a sample of Macedonian students.

Considering the complex structure of leisure time and many factors that determine the amount of leisure time, as well as the selection of leisure time activities, for better understanding and analyses of differences between students from three countries, we divided the obtained results in two categories: manners of spending leisure time and the role of Universities in organization of students' leisure time in relation to the University and the country they study at.

3.1. Manners of spending leisure time

Differences regarded the manners of use of students' leisure time, as well as the leisure time activities of students from the three countries: Macedonia, Slovenia and Bulgaria, are determined using analyses of variance and F – test. As it was expected, the values obtained for F – test for this category of questions suggest that country that students live and study, where their University are located at, have an important role of selecting the manners at which young people use and organize their leisure time (Table 1). Analyzing students responds at all seven questions in this category, statistical significant difference on a level 0.05 ($p < 0.05$) are noted between 4 items. Differences at lower level of significance 0.05 ($p < 0.05$) are noted for the item about leisure time activities at home.

One of the most important questions related to organization is the question of leisure time activities and their contents. Regarded the preferred leisure time activities in the home, we suggested: rest, listening music, sleeping, reading books and literacy, watching TV, computer/internet, sports activities, drawing, painting and other arts, writing and hanging out with friends. Analyzing the answers of all respondents, 26% selected rest and listening music, 21,5% use of computer and

internet, 10% reading books and literacy and 9,3% sport activities. Similar results are obtained in the study of Rupic & Buntic (2008), Bouillet (2008) and Huzjan (2010).

Table 1. Differences between students from three countries upon manners of spending their leisure time

		Sum of Squares	df	Mean Square	F	Sig.
What is your main occupation (activity) during studies	Between Groups	17,141	2	8,570	13,431	,000**
	Within Groups	223,969	351	,638		
	Total	241,110	353			
How many leisure time do you have during the day	Between Groups	24,202	2	12,101	14,160	,000**
	Within Groups	299,956	351	,855		
	Total	324,158	353			
How many hours during the day do you spend at faculty?	Between Groups	5,784	2	2,892	13,593	,000**
	Within Groups	74,682	351	,213		
	Total	80,466	353			
How many hours during the day you spend study?	Between Groups	11,275	2	5,637	10,946	,000**
	Within Groups	180,255	350	,515		
	Total	191,530	352			
Which activities do you mostly prefer in your leisure time in the home	Between Groups	45,720	2	22,860	3,392	,035*
	Within Groups	2365,786	351	6,740		
	Total	2411,506	353			
Which activities do you mostly prefer in your leisure time out of home	Between Groups	16,192	2	8,096	2,310	,101
	Within Groups	1230,169	351	3,505		
	Total	1246,362	353			

*p < 0,0 **p < 0,01

Analyzing the results obtained for analyses of variance and F – test, significant differences on 0.05 ($p < 0, 05$) level of significance are noted between answers of Macedonian and Slovenian students. For Macedonian students most preferred leisure time activity at home is use of computer/internet, while for Slovenian students are sports activities. Selection of sport activities as one of the most preferred leisure time activities for Slovenian students is also confirmed in the study of Gril et al. (2004) and Huzjan (2010). Choices of Macedonian and Bulgarian students suggest that they are mostly oriented toward rest, sedentary way of life and passive activities during leisure at home. While although at home, Slovenian students choose active forms of spending leisure time by practicing different sport activities. This could be explained with higher level of sport culture and orientation toward active life style of Slovenian students as well as well-developed system of sport education of youth at all stages of education, which also reflects in the period of university education. In this relation are the results from the study of Gril at al. (2004) realized of the sample of Slovenian youth at the age from 12 to 26, where is determined that increasing the age of the respondents also increases their involvement in active forms of spending leisure time, but decreases their involvement in organized form of activities. For all students from three countries, activities related to development of creativity and spirituality is secondary. This is also confirmed in other studies for university population (Bouillet, 2008; Brkljacic et al., 2012).

Statistically significant differences were not noted upon the question: preferred leisure time activities out of home. Seven different options from different segments of live were suggested. From them, nearly half of survey students, particularly 52% choose hanging out, visiting friends and having fun. Second on the students` list of choices is hiking in nature and park (16,4%), allowed by going in coffee bars and clubs (9%) and sports activities (8,8%). These suggest on the importance of the social component as important characteristics of personal development of students and important factor in determination of leisure time. Regarded this, students are primary interested in fulfilling the needs from the intimate sphere (friendship, acquaintance, amusement, love) or activities that associated with emphasize the social component as one of the main characteristics in the period of early

adulthood. This findings are also confirmed in research of Bouillet (2008), Bouillet, Ilisin, & Potocin (2008), Rupic & Buntic (2005), Andrijasevic et al. (2009), Gril at al. (2004) and Huzjan (2010).

Table 2. Differences between students related the frequency of attendance of cinema, Theatre, concerts, discotheques, art exhibitions, galleries and sport events.

		Sum of Squares	df	Mean Square	F	Sig.
Cinema	Between Groups	172,967	2	86,483	91,188	,000**
	Within Groups	328,151	346	,948		
	Total	501,117	348			
Theatre	Between Groups	39,066	2	19,533	19,524	,000**
	Within Groups	348,165	348	1,000		
	Total	387,231	350			
Concerts	Between Groups	16,013	2	8,007	10,279	,000**
	Within Groups	271,063	348	,779		
	Total	287,077	350			
Discotheques	Between Groups	116,888	2	58,444	39,515	,000**
	Within Groups	514,702	348	1,479		
	Total	631,590	350			
Art exhibitions	Between Groups	5,921	2	2,961	2,552	,079
	Within Groups	400,179	345	1,160		
	Total	406,101	347			
Museums and galleries	Between Groups	29,639	2	14,820	15,310	,000**
	Within Groups	334,917	346	,968		
	Total	364,556	348			
Sports events	Between Groups	19,923	2	9,962	6,626	,001**
	Within Groups	523,176	348	1,503		
	Total	543,100	350			

The answers obtained for the question: How often do you attend cinema, theatre, concerts discotheques, art exhibitions, museums, galleries and sport events are closely related with answers on previous two questions. As presented in Table 2, statistically significant differences on 0.01 ($p < 0,01$) level of significance is noted between students' answers from three countries upon this question. Exception from this is attendance of art exhibitions, for which is determined that there is no differences between three countries. Analyzed by countries, Bulgarian and Slovenian students mostly attend cinema (monthly), compared with Macedonian students that do this several times in a year. Slovenian and Macedonian students attend theatre several times during the year, compared with Bulgarian students that go to theatre 1 – 2 per year. Slovenian students attend concerts several times per year, while Bulgarian and Macedonian students do that rarely, 1 – 2 per year. Speaking about discotheques, Macedonian students attend them monthly, while their Slovenian and Bulgarian colleagues do that less frequently, or several times in a year. Slovenian students also declare that attend museums and galleries several times in a year, same as Macedonian students, while students from Bulgarian do that 1 -2 per year. The main differences between three analyzed groups are obtained for the last suggested sub – category of this question, attendance of sports events and competitions. Slovenian students go to sport events most frequently, several times in a year, compared with Macedonian and Bulgarian students that do this 1 – 2 per year. Attendance of all these activities commonly is related with some financial costs that could be considered as one of the reasons for small number of attendance of students. Suggested activities are also very closely related to student's interests for art, music and sport that are variable for all students. Beside personal interests and financial costs, other factor that could explain the obtained differences upon attendance of cultural and sport events during leisure time is their organization. Namely, mentioned activities are organized by the local community and university cultural and sports centers. This emphasizes the role

of University and Faculty as well in organization of many cultural, musical, art activities and sport events as a structured way of leisure time activity for students. Positioned at this way, University and Faculty as well, would have a great importance not just in acquisition of knowledge and creation of intellectual elite, but also will be an important tool in order to developed complete persons and to help to build students cultural and aesthetic identity. These is especially important considering that 52.3% of interviewed students declared that leisure time activities affects in creation of their character and behavior.

3.1. The role of University in organization of student's leisure time

Considering the strong and important influence of the University in organization and use of student's leisure time, the second segment in our research refers to student's opinions about this issue. By offering different organized forms and activities for students out of their academic obligation, the Faculty and University as well could become one of the leading factors regarded organization of students leisure time. This is especially important for our paper considering the main goal of this research – differences between three countries: Macedonia, Slovenia and Bulgaria. From four questions applied in this part, using analyses of the variance and F – tests, statistical significant differences on the 0.01 ($p < 0.01$) level of significance is obtained at two questions: Does your university offers an activities and contents for fulfilling your leisure time? and Which of the contents and activities offered by your University you attend/include during your leisure time? Obtained results are presented in Table 3.

Upon the question: Does your university offers an activities and contents for fulfilling your leisure time, most of the Bulgarian students declare that their University does not offers as much contents and activities as they expect, compared with Slovenian students that confirms that their University offers a variety of such contents and activities. With the adoption of the Bologna, the obligatory physical education in Slovenia was abolished. Therefore, in Slovenia a center for university sport was set up. They offer programs in which students can collect credits of elective subjects, irrespective of selected faculty. This may be a reason for satisfaction with various offers by Slovenian students.

The next question refers to the students' personal satisfaction from leisure time contents and activities offered by the University. Most of the interviewed respondents, particularly 45.2% declare as partly satisfied by offers from the University, 35% declare as unsatisfied, while 19.8% of interviewed students from all three countries declare a positive opinion toward the leisure time activities offered by the University. These distributions of students' opinions suggest the problem, but also reveal the solution as well. Namely, analyzing the situation from the aspect of Universities it could be noted that activities such as: theatre shows, art exhibitions, cinema projections, concert, debates, students sport competitions etc. are offered at all three Universities.

Statistically significant differences at 0.01 ($p < 0.01$) level of significance between three countries are also noted for the question regarded the leisure time contents and activities offered by the University which students attend / participated at. Upon this question, Slovenian and Macedonian students declare that they mostly participated in sports activities and sport events, compared with Bulgarian students that mainly attend concerts as activity during leisure time suggested by the University.

Statistical differences on the line of lower level of significance 0.05 ($p < 0.05$) are obtained between three countries upon the last question, the frequency of participation/attendance of activities offered by the University during students' leisure time. Aldo we could take them with limitation, statistical differences are noted between answers of Slovenian and Bulgarian students. Upon this question, more than half of the interviewed students or 57.6% answered that sometimes attend and participate in leisure time activities organized by the University.

Table 3. Differences between students based on their attitudes toward the role of University in organization of their leisure time

Attitudes toward the role of University		Sum of Squares	df	Mean Square	F	Sig.
Does your university offers an activities and contents for fulfilling your leisure time?	Between Groups	82,854	2	41,427	108,973	,000**
	Within Groups	133,055	350	,380		
	Total	215,909	352			
Are you satisfied from contents and activities offered by your University for fulfilling your leisure time?	Between Groups	,593	2	,297	,504	,604
	Within Groups	206,525	351	,588		
	Total	207,119	353			
Which of the contents and activities offered by your University you attend/include during your leisure time?	Between Groups	46,521	2	23,261	13,458	,000**
	Within Groups	487,423	282	1,728		
	Total	533,944	284			
How often do you participate/attend activities offered by your University during your leisure time?	Between Groups	5,139	2	2,570	2,994	,051**
	Within Groups	300,345	350	,858		
	Total	305,484	352			

*p < 0,05 **p < 0,01

Results obtained for the role of University in organization of students leisure time, suggested the need of activities in several segments. One of the segments is determination of students' real needs. Based on this, the University, Faculty and their organizational structures such as cultural and sports centers should prepare and organize different cultural, art music and sport activities events according students preferences. Especially important segment in all these process is involvement of students and student's organizations that will be a link between students' needs and possibilities of the University. Considering that our research was conducted on a sample of students of Teaching Faculty, knowing the structure of their curricula, Faculty could be also a place for organization of different leisure time activities, for example organization of theatre group as at Goce Delcev University and Faculty of Education in Ljubljana, students chorus as at Sofia University. Important roles in offering choice of leisure activities for students have money and distance from home. Students in Slovenia for e.g. could be at the time they spend in college due to "holes in the schedule" devoted to leisure activities if they have more choices and offers in accordance with their schedules.

4. Conclusion

Organization of leisure time is especially important in the period of adolescence and early adulthood, when external factors have a great impact of creation of personality and identity. Leisure time activities have a great impact toward creation of student's personal identity and determinates the quality of their life in future. This is especially important for the students of Teaching Faculties as future teachers and educators considering their role as educators of future generations. Considering the important role of organized and structured leisure time, fulfilled with numerous cultural, musical and sport activities and events, based on student's interests, as well as the role of University in all these organization, we arrange this research. Its aim is to determine and compare how students at the same faculties in three different countries spend their leisure time, how actively they participate in sport as well as to determine the student's opinion for the role of the Universities and Faculty in organization of student's leisure time. It was realized on a sample of 354 respondents, full time students at all four years of study at Faculty of Educational Sciences at University "Goce Delcev" in Stip, Republic of Macedonia, and Faculty of Education in Ljubljana, Slovenia and Faculty for Preschool and primary school education at Sofia University "Ss. Kliment Ohridski", Bulgaria. The research was realized using *specially designed* questionnaire was used as a technique for research. Data were analyzed using frequencies (f), percent (%). Differences between three countries were analyzed using analyses of variance and F – test.

Obtained results point out on statistical significant differences between Macedonian, Slovenian and Bulgarian students related to main occupation during studies, amount of leisure time during the day, hours per day spent in learning, selection of leisure time activities at home as well as the role of University in organization of leisure time, suggested activities by the University and students interests for them. Also students at the same Faculty, we obtained differences for number of hours per day spent at faculty and hours per day spent in studying and academic between students from three countries. They are mainly as a result of different academic requirements for students at different years of study, differences in time allocation of students' obligations as well as different requirements for each year of study based on their curricula. All previously mentioned issues, and considering the socio – demographic aspect: place where student's live during studies (parents' home dormitories, private apartments), distance from the faculty, time spend in transportation etc are the main reasons for expected differences in available leisure time. Selection and participation in different leisure time activities is the main factor for the quality of life. According results of our study, during this time, students are mainly oriented toward passive activities: rest, sedentary way of life (TV and computer), hanging out, having fun, visiting friends and walking in nature and park. They more often choose activities with aim to have fun and rest, particularly activities that fulfill the needs from the intimate sphere (friendship, acquaintance, amusement, love) and activities associated with social component as one of the main characteristics in the period of early adulthood. Slovenian students are more oriented toward sports activities, compared with their Macedonian and Bulgarian students that mostly prefer passive activities – computer and internet. This could be explained with different habits and lifestyles as a result of different cultural and demographic aspect. Differences between three countries upon attendance of cinema, theatre, concerts, discotheques, art exhibitions, museums, art galleries and sport events, beside the individual interest of students, and financial resources of students also emphasizes the role of University and Faculty in organization of cultural, musical, art activities and sport events as a structured way of leisure time activity for students. Positioned at this way, University and Faculty as well, would have a great importance not just in acquisition of knowledge and creation intellectual elite, but also will be an important tool in order to developed complete persons and to help to build students cultural and esthetic identity. This is especially important in the case of students at Teaching Faculties considering their future profession. Therefore, we suggest implementation of different contents and activities as a part of current teaching programs that should emphasize the role of organized and structured leisure time, would create awareness for the importance of this segment of life, create a self-conscience and positive attitude of students – future teachers which in future will be transferred to children and youth that they will be working with. Leisure time activities offered to students should be organized and structured according their real interests and needs, available for students regarding time and financial conditions and well promoted. From the instance of Teaching Faculty, key role in this process will be at university teachers that teach subjects related to pedagogy of leisure time, art, music and physical education. At University level, students these activities should be initiated and organized by different university centers like: university cultural center, university sport center, university media center organizing drama and art groups, sport teams and events, alumni clubs etc. Participation of students in students unions and memberships in different university clubs will ensure relation between students real interests and suggested and organization of activities from the Faculties and University. Based on our respondents answers and obtained differences between three countries upon the role of University in organization of student's leisure time as well as the participation of students in events and activities organized by Universities, suggest the problem, but also reveals the solution as well. The problem could be noted in following points: suggestion of activities related to one aspect of student's life (for example: night life or sport), lack of information of university staff responsible for organization of students events and students social and cultural life about students real interests, needs and wishes for preferred leisure time activities, as well as lack of information for students about the organization of certain event. This emphasizes the need to use of media (university website and media: university radio existing at all three universities and university TV as the case of Goce Delcev University. As a good practice implemented last few year is use of social networks – Facebook, twitter etc. with aim to inform students about the latest events and activities.

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