






Research Article

Basic values as predictors of leisure-time activities among adolescents

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ABSTRACT

The main goal of the study is to analyse a rarely investigated relationship between leisure-time activities and Schwartz's 10 basic values in adolescents. The sample included 1,349 Serbian high-school students (44% boys; 62% vocational schools). The leisure-time questionnaire consisted of groups of items related to hobbies, sports, following different themes/shows in the media (TV, Internet, magazines), listening to music, going out, attending cultural and sports events, activities on the Internet and social networking sites usage. Values (Self-direction, Stimulation, Hedonism, Achievement, Power, Security, Conformity, Tradition, Benevolence and Universalism) were examined by the PVQ21 questionnaire. Factor analysis yielded seven factors of leisure activities (45.96% explained variance), defined by the following contents: pop culture; music, culture & arts; movies, TV shows and the internet; science & politics; IT; going out; sports. Correlation analysis showed that the assessment of different activities was significantly related to the distinctive sets of basic values, which was additionally confirmed by multiple regression analysis including basic values as predictors and demographic variables as controls. The main conclusion of the research is that values are important motivators of activities during free time and that different values are mostly expressed through different activities, but also that different activities can be motivated by the same basic values.

Key words: basic values, leisure, PVQ21, adolescents, Serbia

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Introduction

Values are understood as important abstract ideals serving as guiding principles in life (Feather, 1995; Maio, 2017; Rokeach, 1973; Schwartz, 1992). They are conceptualized in various ways – as way of life preferences (Morris & Jones, 1955), personality type (Vernon & Allport, 1931), actions (Adler, 1956), beliefs (Rokeach, 1973), etc. Despite different operationalisations of values, it is almost taken for granted that they direct people's actions. Schwartz (1992; 2017; Schwartz et al., 2012; see Pavlović, 2009; 2021) identified several characteristics of values common to most psychological approaches, one of them being that values are desirable goals that motivate action.

Schwartz's theory of basic values

Schwartz's value theory (Schwartz, 1992; Schwartz & Bilsky, 1987) has been one of the most influential theories in this field. It has been validated in more than 60 countries (Schwartz, 1992; 1994), most recently in 49 cultural groups (Schwartz & Cieciuch, 2021). Values are defined as "trans-situational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity" (Schwartz, 1994, p. 21) and treated as an expression of three universal requirements of human existence: the needs of individuals as biological organisms (e.g., pleasure), coordinated social interactions (e.g., honesty), and group survival (e.g., obedience) (Schwartz, 1992; Schwartz et al., 2012; Schwartz & Cieciuch, 2021).

Based on these needs, Schwartz derived a model consisting of 10 motivationally distinct value types (Schwartz, 1992; 1994; Schwartz et al., 2012): Self-Direction (Choosing, creating, exploring), Stimulation (Excitement, novelty, and challenge in life), Hedonism (Pleasure, sensuous gratification), Achievement (Personal success through demonstrating competence according to social standards), Power (Social status and prestige, control/dominance over people and resources), Security (Safety, harmony, and stability of society relationships and self), Conformity (Restraint of actions, inclinations, and impulses likely to upset/harm others and violate

social norms), Tradition (Respect, commitment, and acceptance of the customs and ideas of traditional culture/religion), Benevolence (Preserving and enhancing the welfare of close persons), and Universalism (Understanding, appreciation, tolerance, and protection of all people and nature welfare).

According to motivational (in)compatibility, 10 basic values are arranged in a circumplex structure (Schwartz, 1992; Schwartz et al., 2012; Schwartz & Cieciuch, 2021), in which the pursuit of adjacent value domains (e.g., stimulation and hedonism) is possible and one of the opposite values (e.g., stimulation and tradition) generates conflict.

Values and behaviour

There is abundant evidence that values are connected to a wide range of laboratory-induced and real-life behaviours (Bardi & Schwartz, 2003; Roccas & Sagiv, 2017; Rokeach, 1973). When activated, they also lead to behaviour promoting the underlying values (Maio et al., 2009; Roccas, 2003; Verplaken & Holland, 2002). However, the relationship between values and specific behaviour is at best moderate. Analysing the relationship between basic values and various behavioural measures, Schwartz (2017) showed that correlations were modest, ranging from .19 to .49, even for the behaviours whose primary motivator values should be, i.e., for value-congruent or expressive behaviour (Schwartz & Bardi, 2003; Schwartz, 2017; Skimina et al., 2019).

It is well-evidenced that the relationship between values and behaviour is dependent on several factors. One of them is the freedom of choosing between alternative actions. It is argued that values are a more important behavioural motivator when there is no environmental limitation of actions (Maio, 2017). As such, it can be expected that values should have a more prominent role in guiding actions in those behavioural areas that are freely pursued, for example, those during leisure-time. The second factor that affects the relationship between values and behaviour is age, which is, in a sense, a proxy for the behavioural restrictions. Compared to adults,

adolescents confront more environmental restrictions that could prevent value-motivated acts, which is one of the reasons for the typically found modest correlations between values and behaviour (Benish-Weisman et al., 2017). This bears relevance for the current study since leisure is considered to be the time when adolescents have space to deliberately choose activities that fulfil their needs and interests, exploring identity in that way (Stepanović et al., 2009). All said, if behaviours that are significantly motivated by values are to be found among adolescents, it is most reasonable to seek them in the area of the freely pursued leisure activities.

Leisure-time activities and values

Leisure activities have significant functions in adolescents' lives, such as: identity development; transition to adulthood; building competencies; establishing socio-emotional relationship; promoting well-being (Coatsworth et al., 2005; Roberts, 1983; Shaw et al., 1995; Stepanović Ilić et al., 2019; Trainor et al., 2010). The way adolescents spend free time depends on various factors – gender and socio-economic status (Bekkers, 2005, Windle et al., 2005), family and social environment variables (Barnes and Farrell, 1992; Tucker et al., 2003) and dispositions such as personality traits (Atkins et al., 2005) or sensation seeking (Nower et al., 2004).

The relationship between values and leisure activities has been seldom studied and the findings are limited to particular values and specific behavioural measures. For example, it was demonstrated that Schwartz's value model was useful when analysing the patterns of Internet usage (Bagchi et al., 2015) or music preferences (Gardikioltis & Baltzis, 2010). Focusing on prosocial and age-inappropriate activities during leisure (e.g., pornography, drinking), Rechter et al. (2016) found that adolescents' preferences were predicted by higher-order Schwartz's values. Self-transcendence and Conservation values positively predicted adolescents' preferences for prosocial activities, while Self-enhancement and Hedonism positively predicted an inclination towards age-inappropriate activities. In the local

context, one study reported a significant relationship between adolescents' leisure patterns and preference of 18 personal and 18 social goals (Stepanović Ilić et al., 2019).

The lack of research on the possible relation between values and adolescents' leisure habits is puzzling, having in mind the previously discussed issue of values expression in behaviour, as well as the fact that operationalisations of values are very often related to the preferred lifestyles. Previous seminal work conceptualized values as a preferred way of life (Morris & Jones, 1955). The very idea that values can be understood and measured as the preferred way of doing things suggests their conceptual and empirical closeness with leisure activities. Further, some authors perceive values as the preferred way of spending free time (Čulig et al., 1982; Vasović, 1984). One possible reason for the lack of systematic studies in this field could be associated with adolescence being a turbulent developmental period when the value system has not yet fully consolidated (Boer & Boehnke, 2016; Erikson, 1968; Nurmi, 2004). This issue should be addressed in research by, for example, studying adolescents of different age, while investigating the relationship between values and leisure activities in a more systematic way. Hence, although we focus on a relatively narrow adolescents' age span, the contribution of our study should be considered as the first step in covering a broader spectrum of both leisure behaviour (by targeting a large number of activities) and values (from Schwartz's model).

Research aims

Values are usually understood as important behaviour motivators and representations of important human needs (Rokeach, 1973; Schwartz, 1992), while leisure activities are seen as some sort of behavioural manifestations of free will and important inner needs (Stepanović et al., 2009). That said, the aim of this study is twofold: (1) to empirically categorize leisure activities into behavioural patterns, in order to (2) analyse their relationship with Schwartz's basic values. In Schwartz's theory, basic values have a distinct motivational content, i.e., they guide behavior towards specific goals whose

achievement fulfills the important needs that values express. By examining the predictive power of values for specific leisure activities, we will be able to empirically examine the motivational “meaning” of adolescents’ leisure activities, i.e., to identify the goals adolescents strive to achieve by spending free time in a specific way and the needs that such activities possibly serve.

Method

Sample

Data were collected in 2018 within a larger survey on Serbian adolescents’ everyday life ($N = 1349$), which was conducted among the first grade (51%), aged 15, and third grade (49%), aged 17, high schoolers. Sample was stratified (included all main regions of Serbia, a relatively proportional type of school structure etc.), but convenient. In total, students at 26 schools took part in the research. In each school, one first-year and one third-year class were chosen randomly from all the classes in those two grades. There were slightly more girls (56%) than boys (44%); 38% of students attended grammar school, 59% four-year and 3% three-year vocational schools.

Procedure

The survey was conducted by school psychologists trained by the researchers. Informed consent was obtained from school principals and the respondents’ parents/caregivers. Respondents were told that the aim of the research was to obtain information about their everyday life and leisure habits and assured that their answers would remain anonymous. Participants completed the questionnaire during regular lesson time in the classroom, in two sessions each lasting up to 45 minutes.

Data and measures

Leisure-time activities

Items regarding hobbies, sports, following different themes in the media (TV, Internet, magazines), listening to music, going out, attending cultural and sports events, Internet and social networks activities were used to register the adolescents' leisure engagement (49 items; sample item: "*How often do you listen to rock music?*"). Students estimated the frequency of performing activities on a 5-point scale (1 – *never*, 5 – *often*). The items covering leisure activities were selected from the instrument constructed to investigate everyday life of adolescents by one author of the study and associates; the questionnaire was created for the follow-up study conducted in the same secondary schools 10 years after the initial study in 2008. Similar to previous studies on adolescents' leisure (Bruyn & Cillessenn, 2008; Piko & Vazsonyi, 2004; Stepanović et al., 2009; Stepanović Ilić et al., 2019), we aimed at providing an empirical categorization of leisure activities using factor or cluster analysis in order to group leisure activities and consequently relate them to values. However, it is very important to bear in mind that we deal with the self-reported measures, *assessments* of behaviour, and not the behaviour itself.

Basic values

Values were measured by the PVQ-21 (Davidov et al., 2008; Schwartz, 2003). Students were asked to compare the person described in items (e.g., "*Thinking up new ideas and being creative is important to him. He likes to do things in his own original way.*") to themselves and rate how similar the person was to them on a 6-point scale (1 – *not like me at all*, 6 – *very much like me*). Multidimensional scaling (PROXSCAL) on 21 individual values (S -stress = .05; DAF=.97, Tucker's ϕ =.99) and 10 computed basic values (S -stress=.01; DAF=.99, Tucker's ϕ = .99) showed a satisfactory fit with the circular structure and ordering of values (see Appendix, Figure 1 and Figure 2). Thus, mean-centred scores (Schwartz, 2003) for 10 basic values (Self-direction, Stimulation, Hedonism, Achievement, Power, Security, Conformity,

Tradition, Benevolence and Universalism) were used in the analysis (higher values implying more relative importance).

Socio-demographic variables

The questionnaire included several relevant demographic variables: Gender, Age (the first vs. third grade), Type of school (grammar vs. vocational high school), School achievement (*unsatisfactory/satisfactory/good/very good/excellent*) and Family economic situation (1 – *We do not have enough money for food* / 6 – *We can buy almost anything we want*). Since they are important correlates of both values and leisure-time activities, we included these variables as controls in our analysis.

Results

Groups of leisure-time activities

Different cluster and factorial solutions were probed, and the seven-factor solution (45.96% of explained variance) was accepted as the most meaningful (PCA; Varimax rotation; Eigenvalues > 1; KMO = .82). Table 1 presents the overview of the identified dimensions (the full rotated factor matrix is given in the Appendix, Table 1).

Table 1*Extracted leisure behavioural patterns*

Factor label	Sample items (loadings)	% of Variance	No. of items	α
Pop-culture	Fashion (.71)	11.20	7	.80
	Teenage stories (.63)			
	Beauty and Health (.69)			
Music, Culture & Arts	Punk music (.66)	10.36	9	.78
	Metal music (.66)			
	Rock music (.62)			
Movies, TV shows & Internet	Movies and TV shows (.59)	67.48	12	.76
	YouTube (.55)			
	Instagram (.49)			
Science & Politics	Politics (.69)	5.02	5	.71
	Political talk shows (.67)			
	News (.68)			
IT	Programming (.75)	4.38	5	.76
	Hi-tech, programming – hobby (.74)			
	Graphic design – hobby (.59)			
Going out	Clubs & Discotheques (.81)	3.84	4	.79
	Parties (.72)			
	Cafés (.62)			
Sports	Sport TV shows (.82)	3.48	3	.84
	Doing sports (.78)			
	Sports events (.66)			

Note Items refer to the frequency of doing something related to the enlisted topics (following, reading, watching, practicing etc.).

The items related to fashion, teenage stories, beauty and health, celebrities and listening to pop music loaded on the first latent dimension, which we labelled as Pop-culture. The second, Music, Culture & Arts, covers listening to various genres (punk, heavy metal etc.), labelled as rebellious music preference (Rentfrow & Gosling, 2003), watching culture and art TV shows, and visiting museums and galleries. The consumption of entertaining media contents (movies, TV shows, music), along with online and social network activities, constitute the third dimension, entitled Movies, TV shows & Internet. Following news and watching political shows, as well as an interest in science, comprise the fourth factor, Science & Politics. The fifth is defined by the computer, graphic design and programming activities (labelled IT) and the sixth (Going Out) is associated with attending parties and visiting clubs and cafés. Following sports and practicing them constitute the seventh dimension (Sports)¹.

Basic values and leisure activities

Generally speaking, the appreciation of basic values and the extracted leisure patterns are meaningfully related (Table 2). Benevolence and Achievement have the least importance for leisure activities, while Hedonism and Power values are related with most activity types. Correlations are generally low (< .20).

¹ Factor scores are used in further analysis; higher values imply assessments of more frequent activities.

Table 2*Inter-correlations between leisure factors and 10 basic values*

	Pop Culture	Culture, Music & Art	Movies, TV-shows and Internet	Science & Politics	IT	Going out	Sports
Security	.01	-.04	-.08 **	.17 **	.01	-.12 **	-.07 *
Conformity	-.11 **	-.07 *	-.05	.01	.06 *	-.07 *	.10 **
Tradition	-.09 **	.00	-.11 **	.01	.01	-.13 **	.14 **
Benevolence	.11 **	-.00	-.02	-.08 **	-.08 **	-.03	-.06
Universalism	.09 **	.20 **	-.09 **	.01	-.04	-.21 **	-.05
Self-direction	.00	.19 **	.00	-.01	.06	-.01	-.03
Stimulation	.09 **	.03	.17 **	-.10 **	.02	.12 **	.05
Hedonism	.02	-.13 **	.16 **	-.16 **	-.10 **	.26 **	-.03
Achievement	.03	-.10 **	.02	.05	-.02	.04	.02
Power	-.12 **	-.08 **	-.01	.07 *	.07 *	.16 **	-.08 *

Note. * $p < .05$. ** $p < .01$.

The Pop-culture pattern is accompanied by the appreciation of Universalism and Benevolence, adjacent values in the circumplex model, suggesting that these are governed by the relationship needs and “other” focused, not in a submissive way. This is in line with the content that these activities are related to, such as fashion, celebrities, and popular issues in the broadest sense.

Adolescents prone to Music, Culture & Arts activities have pronounced needs to rely on their own judgments, in terms of intellectual autonomy, as well as to experience variety (as suggested by the positive correlation with Universalism and Self-direction). They are oriented towards the activities granting various experiences with diverse ideas (culture and art)

and with people (evidenced in valuing Universalism and lower valuing of Achievement and Power, which suggests that others are not there to be “mastered” or to achieve prestige but are treated as equals).

Adolescents with high scores on the Movies, TV shows & Internet factor strive for affectively pleasant arousals (positive correlations with Hedonism and Stimulation) and are less attached to social conventions and the certainty they bring (negative correlations with Tradition and Security). Obviously, media-entertainment is one way of achieving pleasures and excitement when these are valued.

Inclination towards Science & politics is characterized by a somewhat opposite pattern of correlations. Stimulation and Hedonism are negatively valued, unlike Security, harmony and stability of society. Science and politics are probably seen as social areas through which these goals can be achieved and, at the same time, as the fields requiring dedication which does not agree with sensation seeking.

IT activities have less meaningful relationships with values. Spending free time in this way is demotivated by hedonistic goals, and elicited by care about social status, prestige and “mastery” (a positive correlation with Power).

The Going out pattern is almost synonymous with seeking pleasant experiences and it is indeed more practiced by adolescents who value Hedonism and Stimulation. They, at the same time, disvalue the prescribed social roles and the harmony of social relations more (negative correlations with Tradition, Conformity and Security) which is, probably, an indication of a general personal focus among those who spend spare time in these activities.

Finally, interest in Sports is associated with those combinations praising Conformity and Tradition, which implies submission to socially imposed expectations, while negative correlations with Security and Power indicate a low evaluation of security and harmony through the control of relations. It is possible that these young people accept some prescribed social

roles for which these activities are typical (e.g., gender roles) and are more engaged in interpersonal relationships that are conflicted and insecure.

Basic values as predictors of leisure activities

As demographic variables are important sources of variations in the leisure time activities, we performed hierarchical multiple regression analysis with gender, age, type of school, school achievement and family economic situation entered in the first step, and basic values as predictors in the second step, in order to test whether values can explain additional variations in leisure activities. Due to a very specific relationship between basic values and the corresponding problems with multicollinearity in the regression models, we followed the suggestion made by Schwartz (2003) that maximum eight values should be entered in the regression model simultaneously. Those basic values that had the highest Variance Inflation Ratio (*VIF*) scores in the regression models which included all ten values were excluded from the final regression models that will be presented here (see Appendix, Table 2 for *VIF* values in initial and final regression models). When the two selected values, Universalism and Power, were excluded, *VIF* values were below the conventional level <10, which indicated no multicollinearity between the rest of the predictors. The final regression models for each group of leisure activities are presented in Table 3.

Each regression model is significant, explaining from 3% (Music, Culture & Arts) to 42% (Pop-culture) of the leisure factors' variance in the first step, and from 9% (IT) to 43% (Pop-culture) in the second step of hierarchical regression analysis. Adding basic values in each case improved the explanatory power of the model, sometimes marginally (for the Pop-culture factor), but other times immensely (e.g., values explained almost two and a half times more variance in Music, Culture & Arts than demographic variables). The significance of demographic values is, however, rarely affected by the introduction of values into the regression models. Finally, there is at least one value that significantly predicts each leisure pattern, implying that basic values matter beyond the variations explained by demographic variables.

After controlling for demographics, only Self-direction negatively predicted the activities related to the Pop-culture factor. The most important predictor for this leisure pattern was female gender. The orientation towards Music, Culture & Arts was most strongly positively predicted by Self-direction, and negatively by Hedonism and Achievement. This additionally indicates the importance of intellectual autonomy and acceptance of diversity for these leisure activities. Movies, TV shows & Internet and Going out patterns were positively predicted by Hedonism and Stimulation. Significant predictors of the media entertainment factor also included school type (vocational) and lower school achievement, while age and higher economic status were as important as Hedonism in the case of adolescents who love to go out. Science & politics activities were positively predicted by Security, but also by gender (male), type of school (grammar) and age (older), and negatively by Hedonism. Besides gender (male), age (younger), and higher school achievement, the predictors of IT activities were Self-direction (positively) and Hedonism (negatively), signifying the primary importance of intrinsic motives for novelty in adolescents practicing these activities. Finally, Sports activities were more preferred by male students and positively predicted by Conformity, Tradition, Stimulation and Achievement.

Table 3

Hierarchical multiple regression analyses predicting the types of leisure-time activities by demographic variables and basic values

	Pop-Culture		Music, Culture & Arts		Movies, TV shows & Internet		Science & Politics		IT		Going out		Sports	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
(Constant)	-1.98 **	-1.98 **	.00	.13	.64 **	.70 **	-.48 *	-.40	.55 **	.63 **	-.97 **	-.95 **	1.34 **	1.13 **
Gender (girl)	.64 **	.64 **	.00	-.02	.13 **	.12 **	-.16 **	-.16 **	-.22 **	-.22 **	-.06 *	-.06 *	-.30 **	-.29 **
Age	.00	.00	.05	.04	-.06 *	-.05	.16 **	.15 **	-.09 **	-.09 **	.21 **	.23 **	-.07 *	-.06 *
Type of school (grammar)	-.01	-.01	.07 *	.06 *	-.13 **	-.13 **	.15 **	.15 **	.00	.00	-.00	-.01	-.01	.01
School achievement	.05 *	.06 *	.05	.04	-.16 **	-.15 **	.03	.00	.10 **	.09 **	-.08 **	-.05 **	-.04	-.04
Family economic status	.00	-.00	-.12 **	-.11 **	.03	-.00	-.02	-.00	-.01	-.01	.21 **	.17 **	-.02	-.02
Security		.00		-.09 *		-.00		.10 **		-.00		-.04		-.00
Conformity		-.01		-.09 *		.04		-.07		.02		.03		.13 **
Tradition		.00		-.09 *		-.06		-.01		-.03		-.05		.18 **
Benevolence		-.00		-.07 *		-.00		-.04		-.05		.00		.04
Self-direction		-.06 *		.10 **		-.00		-.00		.06 *		-.03		.06 *
Stimulation		.04		-.00		.11 **		-.01		.06		.06 *		.15 **
Hedonism		.03		-.19 **		.10 **		-.16 **		-.12 **		.21 **		.00
Achievement		.04		-.14 **		.01		.02		-.04		-.00		.12 **
ΔR^2	.42	.01	.03	.07	.07	.04	.07	.05	.06	.03	.08	.06	.10	.04
Total R^2	.43		.10		.11		.12		.09		.14		.14	

Note. ** $p < .01$, * $p < .05$.

Discussion

The aim of this study was to examine the relationship of the extracted adolescents' leisure time activity assessments with their underlying values. The identified seven leisure factors are similar to those detected in previous local research (Stepanović et al., 2009; Stepanović Ilić et al., 2019). If we

interpret this as an indication of stability of adolescents' behavioural assessment patterns, these freely chosen activities should be related to distinct needs and a meaningful relationship with basic values could be expected. The obtained results confirm that basic values, conceptualized by Schwartz (1992), are important predictors of leisure activities and guide them. Hence, we can conclude that leisure is an area of value-expression during adolescence. In addition, our findings are in line with the authors (Bardi & Schwartz 2003; Schwartz, 2017; Skimina et al., 2019) claiming that values primarily govern value-congruent behaviour.

Correlation and regression analyses have shown that each leisure pattern is associated with multiple values and that the relationship between values and behaviour assessments is rather weak. A moderate association of values and behavioural measures was found in previous studies as well (Bardi & Schwartz, 2003; Skimina et al., 2019). An additional reason for this finding may be the fact that the extracted leisure factors included related, but diverse activities. Other explanations might include the peer-normative influences that 'undermine' the role of values in behaviour during adolescence (Benish-Weisman et al., 2017).

Still, adolescents' assessment of the inclination towards particular leisure activities, in some cases, was primarily determined by differences in their values (e.g., the Music, Culture & Arts pattern), while in other cases, like Pop-culture activities, values, in comparison to other variables, were almost irrelevant. In other words, there are differences in the relative contribution of values and other variables for different behaviour assessment. Still, generally speaking, the discovered leisure activities' patterns show a different structure of correlations with basic values, which implies that their motivational sources are different and that they serve different needs.

Some values seem to be more important predictors of spending free time in a specific way. It is not surprising that leisure is more a matter of Stimulation and Hedonism goals than, for instance, preserving Tradition. Being free to spend time as one pleases is indeed mostly a search for stimulating

and amusing experiences. Yet, the relation between leisure behaviour and values seems to be rather complex. Thus, participation in certain leisure activities, such as those related to Science & politics, is negatively predicted by Hedonism. Both Hedonism and Stimulation are irrelevant in the case of the Pop-culture orientation, while for other leisure patterns (Music, Culture & Arts and IT) other values bear more relevance (e.g., Self-direction). These data have some important, both practical and theoretical, implications.

The relationships between values and leisure activities can imply the relevance of basic values in terms of their more general motivational content. Stepanović Ilić et al. (2019) showed that leisure patterns oriented towards fun (entertainment media and going out) were related to valuing personal rather than social goals. Such distinction is relevant when debating the role of Schwartz's values with personal focus, Hedonism and Stimulation being the most important in the present circumstances. Our data show that active (Going out) or passive (Movies, TV shows and Internet) orientation towards fun during free time is self-centred as well. A "clear" social focus is manifested in the Science & Politics pattern, which is similar to the previously identified Academic factor (Stepanović Ilić et al., 2019), characterized by a mixture of importance of social and personal goals. This is in line with reasoning (Hofer et al., 2007) that some adolescents (especially those with high achievement motivation) spend more time in learning than having fun. High importance of Security for these young people, identified in our study, is consistent with the findings of previous research (Stepanović Ilić et al., 2019) that intellectually oriented adolescents appreciated personal safety, crime and corruption reduction. The combined relevance of personal and social focus values in our study is most evident in the Music, Culture & Arts pattern of activities. In terms of Schwartz's theory (Schwartz et al., 2012), this can be described as the relevance of the Growth or Anxiety-free values.

Almost all leisure activities' patterns are value-ambivalent, motivated by various values (Schwartz, 2017). Still, the fact that the same basic values are related to different activities' assessment indicates that the expression of values during leisure activities could be a result of other measured (e.g.,

gender) or unmeasured factors (e.g., parental practices). The most important predictors of Pop-culture and Sports patterns are, by far, demographic variables. Hence, the former activities are more practiced by girls and the latter by boys. Smaller relevance of values in these cases indicates that there are salient gender norms regulating participation in such activities. The sports pattern is usually linked to goals associated with nationalism and militarism (Stepanović Ilić et al., 2019) and sport is a generally important area for strengthening the national identity (Jackson & Ponc, 2001). We have also found that sports activities are accompanied by Tradition and Conformity values, which could signal those sports are attractive to boys, especially those appreciating tradition. In such cases, sports can help establish a firm national, as well as gender identity.

Values are major elements not just of identities (Rokeach, 1973; Verplanken & Holland, 2002), but also of lifestyles and subcultures (Inglehart, 1990; Kluckhohn, 1951; Morris & Jones, 1955). Our data suggest that leisure activities' patterns rooted in values serve as markers of differences in lifestyle preferences and an expression of the subculture membership. As shown previously, musical preferences associated with social awareness and rebelliousness are connected to self-transcendence (e.g., Universalism) values (Gardikiotis & Baltzis, 2010). Similarly, openness to experiences, as a personality trait closely associated with the Openness to Change value (Roccas et al., 2002), is related to the preference of complex music (such as blues or rock) (Rentfrow & Gosling, 2003). Hence, spending free time by listening to "rebellious" music and deliberating complex ideas enables the achievement of goals that oppose dominance and supports solidarity (Gardikiotis & Baltzis, 2010). This is in line with our data regarding the Music, Culture & Arts pattern. Such reasoning is additionally supported by the finding that Self-direction negatively predicts Pop-culture activities. Popularity is a matter of mainstream trends and standards in a society and, as such, rejected by those appreciating personal independence (Self-direction) and attracted to alternative, 'anti-elitist' (sub)culture.

Some previous studies (Stepanović Ilić et al, 2019) showed that different leisure activities' patterns shared common postmodern values – excitement, popularity and hedonism. The theoretical model applied here does not enable us to make corresponding comparisons. Still, similarly, in addition to the fact that specific leisure activities' assessment is accompanied by distinct values, the observed trends can be summarized in the aforementioned sense, relying on higher order values in Schwartz's model. Our results indicate that Stimulation, Hedonism, and Self-direction values, comprising the higher-order Openness to Change dimension (Schwartz, 1992), have the most important role in differentiating those who participate in specific leisure patterns. By different criteria, they denote the values with Personal focus and, finally, Growth and anxiety-free values (Schwartz et al, 2012). All this implicates that leisure activities serve to satisfy important intrinsic needs, as shown in other studies (Leveresen et al., 2012), and, as such, have significant socio-psychological-developmental functions in adolescents' lives.

Finally, one of the obvious practical implications of the presented research would refer to the importance of the removal of (structural) obstacles in participation in various activities of adolescents. Although it was of secondary importance for the present study, it is clear that leisure-time activities are dependent on "resources", such as economic ones. This could both prevent some groups of adolescents to pursue the preferred activities and, at the same time, limit the relevance of values that guide such behaviour. Similarly, as our value "universe" is diverse, so should be the available "options" for spending free time, suggesting the importance of diversification of the school-based programmes, community initiatives and general opportunities that are offered to adolescents.

Limitations and recommendation for future research

The design of this study was cross-sectional and prevents us from making conclusions regarding the influence of values on leisure activities' assessments. The reverse relationship is quite possible – the judgements on

values' appreciation were made on the basis of involvement in various leisure activities. We did not analyse age differences in much detail in this paper; it would be important to do so, especially with the expanded age range of participants, in order to track changes during such an unstable period as adolescence. Since we used the self-reported measures which have well-known weaknesses (Bardi & Schwartz, 2003), future research could deploy a procedure relying on different behavioural data about leisure (e.g., experience sampling; Skimina et al., 2019). The above-mentioned issues also suggest that further studies could benefit from focusing on higher-order values for explaining the variations in leisure activities among adolescents. Finally, we deployed one possible factorial solution that resulted in seven specific leisure-time activities. Our decision was based on the criteria that were not solely and purely statistical, but some future research could benefit from testing the relevance of different factorial solutions regarding leisure activities.

Note

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Conflict of interest

We have no conflict of interest to disclose.

Data availability statement

The data that support the findings of this study are available from the corresponding author, [Z.P], upon request.

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Appendices

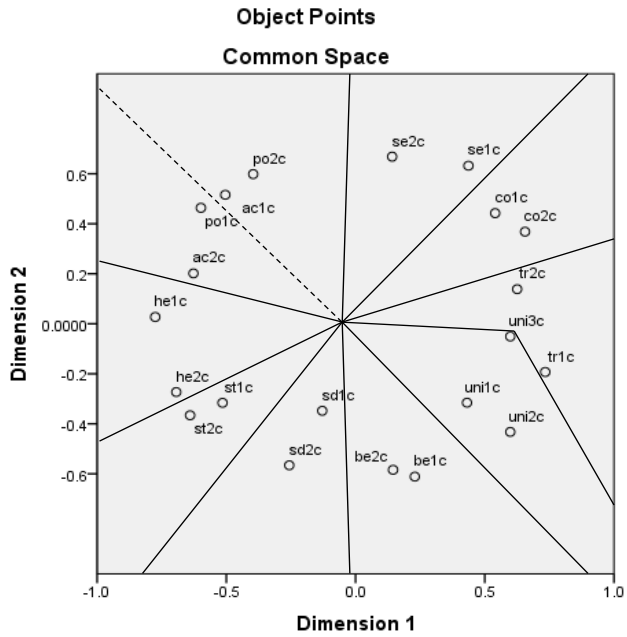


Figure 1. Fit of the 21 narrow values to the Circular Structure (MDS, PROXSCAL; $\phi = .98$).

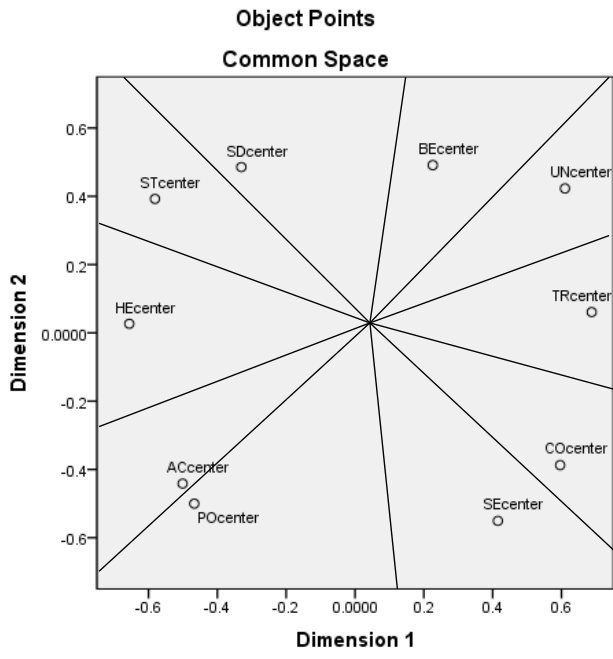


Figure 2. Fit of the 10 basic values to the Circular Structure (MDS, PROXSCAL; $\phi = .98$).

Table 1

Rotated Factor Matrix of the Leisure-time activities assessments (factor loadings)

	Factor						
	1	2	3	4	5	6	7
Following Fashion	.715						
Following Health and Beauty themes	.698						
Following Teenage stories	.629						
Reading Astrology, practicing enigmatic, quizzes	.584						
Reading love novels	.507						
Following the life of the celebrities	.505						
How often listens to pop-music	.426						
How often listens to punk music		.669					
How often listens to metal music		.661					
How often listens to rock music		.617					
How often listens to rhythm and blues		.609					
How often listens to jazz music		.585					
How often listens to reggae		.432					
Watching TV shows on culture and art		.411		.317			
Following culture topics	.351	.376		.362			
How often visits museums and galleries		.349					
Reading books online							
Watching movies and TV series online			.598				
Visiting You Tube			.552				
Listening to music online			.494				

Visiting Snapchat		.479	
How often watches movies on TV		.474	
Online shopping		.434	
Visiting Instagram		.425	
Using Viber		.387	
Using Skype		.386	
Writing e-mails		.363	.306
Reading blogs	.303	.311	
Visiting Twitter		.305	
How often watches TV series			
Following politics		.699	
Watching news		.689	
Watching political talk shows and news on TV		.670	
Following popular science topics	.339	.359	
How often watches science and documentary programs on TV		.351	
Following news on crimes, arrests, accidents			
Computer programming		.756	
IT, programming, technology as a hobby		.742	
Doing graphic design		.594	
Drawing and using computer graphic software		.499	
Following computer and technology topics		.494	
Using educational software			

Visiting clubs and discos	.812
Partying	.720
Visiting cafes	.616
Visiting restaurants	.540
Watching sport on TV	.822
Practicing sport	.779
Attending sport plays and events	.658

Notes. Only loadings higher than .30 are shown. Extraction Method: Principal Components. Rotation Method: Varimax with Kaiser Normalization.

Table 2

Collinearity diagnostics (Variance Inflation Factor Values) for the initial and final regression models

	Pop-Culture		Music, Culture & Arts		Movies, TV shows & Internet		Science & Politics		IT		Going out		Sports	
	Initial model	Final model	Initial model	Final model	Initial model	Final model	Initial model	Final model	Initial model	Final model	Initial model	Final model	Initial model	Final model
Step 1														
(Constant)														
Gender (girl)	1.01	1.01	1.01	1.01	1.018	1.01	1.01	1.01	1.01	1.01	1.01	1.01	1.01	1.01
Age	1.04	1.04	1.04	1.04	1.042	1.04	1.04	1.04	1.04	1.04	1.04	1.04	1.04	1.04
Type of school (grammar)	1.09	1.09	1.09	1.09	1.096	1.09	1.09	1.09	1.09	1.09	1.09	1.09	1.09	1.09
School achievement	1.09	1.09	1.09	1.09	1.098	1.09	1.09	1.09	1.09	1.09	1.09	1.09	1.09	1.09
Family economic status	1.06	1.06	1.06	1.06	1.064	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06
Step 2														
(Constant)														
Gender (girl)	1.13	1.08	1.13	1.08	1.130	1.08	1.13	1.08	1.13	1.08	1.13	1.08	1.13	1.08
Age	1.07	1.05	1.07	1.05	1.074	1.05	1.07	1.05	1.07	1.05	1.07	1.05	1.07	1.05
Type of school (grammar)	1.13	1.13	1.13	1.13	1.132	1.13	1.13	1.13	1.13	1.13	1.13	1.13	1.13	1.13
School achievement	1.12	1.12	1.12	1.12	1.126	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12
Family economic status	1.13	1.11	1.13	1.11	1.136	1.11	1.13	1.11	1.13	1.11	1.13	1.11	1.13	1.11
Security	45.29	1.56	45.29	1.56	45.294	1.56	45.29	1.56	45.29	1.56	45.29	1.56	45.29	1.56
Conformity	46.91	1.84	46.91	1.84	46.919	1.84	46.91	1.84	46.91	1.84	46.91	1.84	46.91	1.84
Tradition	43.50	1.63	43.50	1.63	43.504	1.63	43.50	1.63	43.50	1.63	43.50	1.63	43.50	1.63
Benevolence	26.21	1.34	26.21	1.34	26.211	1.34	26.21	1.34	26.21	1.34	26.21	1.34	26.21	1.34
Universalism	62.93	-	62.93	-	62.934	-	62.93	-	62.93	-	62.93	-	62.93	-
Self-direction	32.14	1.50	32.14	1.50	32.143	1.50	32.14	1.50	32.14	1.50	32.14	1.50	32.14	1.50
Stimulation	44.94	-	44.94	-	44.945	-	44.94	-	44.94	-	44.94	-	44.94	-
Hedonism	44.80	1.50	44.80	1.50	44.805	1.50	44.80	1.50	44.80	1.50	44.80	1.50	44.80	1.50
Achievement	37.07	1.56	37.07	1.56	37.077	1.56	37.07	1.56	37.07	1.56	37.07	1.56	37.07	1.56
Power	50.07	1.53	50.07	1.53	50.078	1.53	50.07	1.53	50.07	1.53	50.07	1.53	50.07	1.53

Note Initial model – all ten basic values; Final model – Universalism and Power values excluded.

Bazične vrednosti kao prediktori aktivnosti tokom slobodnog vremena među adolescentima

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SAŽETAK

Glavni cilj studije je analiza nedovoljno istraženog odnosa između aktivnosti tokom slobodnog vremena i Švarcovih 10 bazičnih vrednosti kod adolescenata. Uzorak je obuhvatio 1.349 srpskih srednjoškolaca (44% dečaka; 62% stručnih škola). Upitnik o slobodnom vremenu sastojao se od grupa pitanja vezanih za hobije, sport, praćenje različitih tema/emisija u medijima (TV, internet, časopisi), slušanje muzike, izlaske, posećivanje kulturnih i sportskih događaja, aktivnosti na internetu i korišćenje društvenih mreža. Vrednosti (samousmeravanje, stimulacija, hedonizam, postignuće, moć, bezbednost, konformizam, tradicija, benevolentnost i univerzalizam) ispitivane su upitnikom PVQ21. Faktorskom analizom dobijeno je sedam faktora slobodnih aktivnosti (45,96% objašnjene varijanse), definisanih sledećim sadržajima: pop kultura; muzika, kultura i umetnost; filmovi, TV emisije i internet; nauka i politika; IT; izlasci; sport. Korelaciona analiza je pokazala da je procena učestosti upražnjavanja različitih aktivnosti značajno povezana sa karakterističnim skupovima bazičnih vrednosti, što je dodatno potvrđeno multiplom regresionom analizom koja uključuje bazične vrednosti kao prediktore i demografske varijable kao kontrolu. Osnovni zaključak istraživanja je da su vrednosti važni motivatori aktivnosti tokom slobodnog vremena i da se različite vrednosti uglavnom izražavaju kroz različite aktivnosti, ali i da različite aktivnosti mogu biti motivisane istim bazičnim vrednostima.

Key words: bazične vrednosti, slobodno vreme, PVQ21, adolescenti, Srbija

