



INTERNALISED AND EXTERNALISED DISORDER FROM THE ASPECT OF FREE TIME

Edin Muftić¹
Adela Jahić
Ranko Kovačević

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Faculty of Education and Rehabilitation, University of Tuzla, Bosnia and Herzegovina

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ABSTRACT

A well-organized free time at children and youth can prevent or ease the occurrence of serious behavioural disorders and ensure a quality use of free time. The aim of the research is to examine if a well-organized free time has impact on the occurrence of internalised and externalised disorders. The research starts with the assumption that students whose free time is organized have less intensity of exposure of some types of internalised and externalised behavioural disorders. The sample consists of 230 primary and secondary school finishing class students, both sex, aged 14-19 years old. The research was conducted at the area of the city of Tuzla. The Scale of self assessment of the youth was used in the research. The results show that students who do not spend a well-organized free time expose the following types of internalised and externalised disorders: anxiety, somatic issues without a clear medical cause, violation of rules at home and school.
Key words: *internalised and externalised disorders, free time, adolescents.*

INTRODUCTION

Free time composes an important part of a child's life. It is the time that children spend after their obligations in a family and after school and other institutions. Fun and relaxation is the basic goal of free time. Besides this, free time offers a chance for a spontaneous learning in accordance to their own interests and motivation. Considering that children face an intensive period of socializing and that all impacts on them are on alert, it is crucial how they will spend their free time.

The way of spending free time is greatly subject to the impact of the environment and mass media to which children adapt easily and promptly due to its everyday presence from the early age (Miharija, Kuridža, 2010). Each free time activity consists of a developing, self actualizing and primary-preventive role. If the educational component of free time achieves educational benefits so the activities during free time became a need for self actualization of the youth's personality then the activities during free time fulfill both roles.

¹Correspondence to:

Edin Muftić, PhD, Faculty of Education and Rehabilitation, University of Tuzla, Bosnia and Herzegovina
Univerzitetska 1, 75000 Tuzla, Bosnia and Herzegovina
Phone: +387 61 403 352
E-mail: edin.muftic@untz.ba

However, when free time due to various subjective or objective reasons becomes a “ground“ for boredom and “empty time“ then its developing component becomes questionable and needs an urgent sociopedagogical intervention in order to prevent further disorder which will affect an individual and society (Pehlić, 2014). When it comes to the impact of behavioural disorder the unavoidable factor is free time of a young person, actually the content and the way the time is spent. In modern scientific literature free time is described as a space where different risks for emergence and development of this issue can occur (Meščić-Blažević, 2007). Therefore, Previšić (2000) claims that the uprising of children and youth is actually endangered by a possible negative impact of free time. Young people very often do not know to organize their free time activities, they largely spend it without any goals or content. Such uncontrolled environment usually results in getting under influence of an individual and groups who are asocial and with socially unacceptable behaviour. Having this in mind, free time can be some sort of “asocial bomb“ and if not fulfilled with positive content and offers which provide a chance for a self –detection and a self-confirmation. Attitudes and behaviour of a young adolescent according to Meščić-Blažević (2007) are strongly affected by friends and groups of the same age, namely the more a person is insecure and liable to social conformity the more the impact and pressure is stronger. The author highlights that one of the most important risk factors for the occurrence and development of behavioural disorder is if a youth spend time with persons with delinquent behaviour or near them. Constant negative proving and a fight for hierarchy lead to a deeper social decay. Dryfoos (1990) states that delinquency, violent behaviour, alcohol and drugs abuse, school leaving and risky sexual behaviour are all risky behaviours of children and youth. These all need a special social attention. The occurrence of internalised and externalised behavioural disorders is related to free time. Externalised behaviours include the following problems: attention, self-control, non-cooperation, asocial as well as aggressive behaviours (Bornstein et al., 2010). Achenbach (1991) marks the externalised or so called active behavioural problems as insufficiently controlled and according to others directed behaviour. The author puts to this group subscales of delinquent behaviour and aggressiveness-impulsiveness, hyperactivity, lack of atten-

tion, disobedience, confrontation, insubordination, negative behaviour, aggressiveness, destructiveness and delinquency. The internalised disorders relate to: depressive moods, reticence, anxiety, the feeling of inferiority, shame, hypersensitivity and the feeling of somatic difficulties (Bornstein and associates., 2010). According to Ashford and associates (2008) the internalised issues are interpersonal disorders such as depression, anxiety and excessive fear (Achenbach, Edelbrock, 1984) and they occur very often, till the age of sixteen, around 15 % of children experience emotional disorder (Costello et al., 2003).

A number of researches show the stability of internalised behavioural issues as well as a tendency of multiplying of the internalised symptoms (Maglica & Jerković, 2014). Bašić (2009) states how exactly the internalised behaviours such as reticence, instability, isolation, children without friends, and those who are prone to dreaming belong to a behavioural group with a prediction to last even in the later age.

The attitudes of Ashford and associates. (2008) support the above stating that despite high prevalences of internalised disorders during adolescence, the symptoms actually manifest much earlier and they are relatively stable from the early childhood all the way to adolescence (Costello et al., 2003) and adult age.

When it comes to a pedagogical prevention, according to Meščić-Blažević (2007) free time when consumed in a positive and socially acceptable manner represents a strong protective factor for a development of risky behaviours. It is crucial to develop a positive attitude towards spending free time (Previšić 2000), make children creative in order to develop a positive environment for their free time activities. Arranging some attractive extracurricular activities school can contribute a promotion of a quality implementation of free time. It is crucial when creating a programme to involve adolescents and take care of their real needs for fun and socialization (Meščić- Blažević, 2007).

According to Dizdarević (2002), when organizing free time a triple function of free time which has to be concipated and programmed in such a way that a young person during free time educates and upbrings but also recreates and relaxes needs to be taken into consideration. Also young people have to find initiative and confirmation for their own activity, otherwise one cannot expect them to do what is desirable or socially approved.

Socio-pedagogical and other interventions towards children and minors have to be based on findings that the behavioural disorders are at the same time social and personal phenomena on which a number of factors have impact such as social (economical, cultural, moral) but also individual (hereditary, psychological). Therefore, the suppression and prevention of a behavioural disorder in the modern environment needs a series of economical, social, health, educational and other interventions in order to remove or reduce the causes that lead a young person to an “unacceptable” behaviour. Actual preventive and treatment activities should, before all come from specific causes of such behaviour (Radetić- Paić, 2010).

The aim of the research and hypothesis

The aim of the research is to examine if a structural free time has impact on detection of some models of behavioural disorders or is there an impact on detecting the internalised or externalised disorders.

The research starts from the assumption that students who spend a structural free time have less intensity of detection of some types of internalised and externalised behavioural disorders.

METHODS

The sample of data subjects is consisted of 230 finishing grade students from both secondary and high school, both sex, age 14-19. The research was conducted in the area of the city of Tuzla. The sample

includes finishing grade students both secondary and high school, 78 (33,9%) of secondary school finishing grade students and 152 (66,1%) of high school finishing grade students. As far for the sex, the structure of the data subjects is as follows, 84 (36,5%) male students and 146 (63,5%) of female students of the finishing classes.

The sample structure of the data subjects, secondary and high school finishing classes from the aspect of their grades: 108 (44,3%) final grade 5, 100(43,5%) final grade 4, 27 (11,7%) of students whose final grade was 3 in the previous class year and only one student (0,4%) whose final grade was 2. As far for the conduct, even 209 (90,9%) of students are exemplary, 18 (7,8%) are very good, 2 (0,9%) are good and 1 (0,4%) student is satisfactory.

The Youth Self-Report Scale (YSR-Achenbach and Rescorla, 2001) was used in the research. This scale examines a child's internalised and externalised issues. One part of the instrument contains 112 particles which make 8 syndromes scales: reticence, anxiety/depression, physical dissabilities, social issues, opinion issues, attention issues, breaking the rules (delinquent conduct), aggressive behaviour and one prosocial subscale. These syndrom scales are then divided into the internalised, externalised as well to added problem groups, whereas a part of the particles as mentioned relates to prosocial subscale.

The SPSS 22.0 operating system for Microsoft Word was used to process the data. Statistic significance is being tolerated for $p \leq 0,05$. The analysis needed for the research is Mann Whitney test.

RESULTS OF RESEARCH AND DISCUSSION

Table 1. Mann Whitney test for the internalised behavioural disorders from the aspect of structural free time spending

	Variables	Free time spending				Mann Whitney test	p	
		structured		nonstructured				
		N	M Rang	N	M Rang			
INTERNALISED BEHAVIOURAL DISORDERS	anxiety/ depression	Cry a lot.	103	115.56	127	115.45	6534.00	.988
		Afraid of some animals, situations, or places except school.	103	122.34	127	109.95	5835.50	.110
		Afraid to go to school.	103	106.07	127	123.15	5569.50	.020
		Afraid to think or do something bad.	103	107.95	127	121.63	5762.50	.082
		I think I must be perfect.	103	118.43	127	113.12	6238.50	.516
		I think nobody loves me.	103	104.92	127	124.08	5450.50	.011
		I feel worthless or less valuable.	103	108.77	127	120.96	5847.00	.089
		I am nervous or tense.	103	107.01	127	122.39	5666.00	.062
		I am too scary or angst.	103	114.31	127	116.46	6418.00	.784
		I feel too much guilt.	103	108.39	127	121.26	5808.50	.078
		I feel confused or distressed.	103	107.78	127	121.76	5745.00	.064
		I am considering a suicide.	103	112.50	127	117.93	6231.50	.360
	I worry a lot.	103	113.28	127	117.30	6312.00	.626	
	Reticence/ depression	I enjoy not so many things.	103	106.74	127	122.61	5638.00	.056
		I would rather be alone than with other people.	103	115.34	127	115.63	6524.00	.971
		I refuse to speak.	103	109.69	127	120.21	5942.50	.124
		I am mysterious or keep it for myself.	103	114.04	127	116.68	6390.50	.748
		I am too shy or scary.	103	117.80	127	113.64	6304.00	.582
		I have no energy.	103	102.28	127	126.22	5178.50	.003
		I am unhappy, sad or depressed.	103	106.37	127	122.91	5600.00	.029
		I intend not to engage with others.	103	109.29	127	120.54	5901.00	.168
	Somatic difficulties Physical without reasonable medical causes	I have nightmares.	103	111.43	127	118.80	6121.00	.329
		I feel vertigo or dizziness.	103	112.32	127	118.08	6212.50	.404
		I feel too tired without a reasonable cause.	103	107.99	127	121.59	5767.00	.094
		health problems or pain (not headaches or stomachache)	103	114.40	127	116.39	6427.50	.748
		headaches	103	117.85	127	113.59	6298.50	.598
		nausie, weakness	103	108.07	127	121.52	5775.50	.062
eyes problems (neons corrected by wearing glasses)		103	110.67	127	119.42	6043.00	.112	
rash or other skin problems		103	109.62	127	120.27	5935.00	.045	
stomachache		103	123.29	127	109.19	5738.50	.059	
vomiting		103	112.78	127	117.71	6260.00	.386	

While analysing the differences in exposing the internalised behavioural disorders in terms of anxiety/depression from the aspect of structural freetime spending. It has been found that finishing grade secondary and high school students statistically have a high difference at the level of $p \leq 0,05$, for the following:

Students without a structural free time are more afraid to go to school in relation to students with a structural free time and students with nonstructural free time often feel like nobody loves them in relation to students

with a structural free time. The manifestation of somatic difficulties, that are one of the subscales of the internalised behavioural disorders from the aspect of structural free time for the finishing secondary and high school grade students, statistically a significant difference at the level of $p \leq .05$, show for the following: Students without a structural free time express more like body problems without a reasonable medical cause in terms of a rash or other skin problems in relation to students with a structural free time.

Table 2. Mann Whitney test for the externalised behavioural disorders from the aspect of structural free time spending

Variables	Free time spending				Mann Whitney test	P		
	structured		nonstructured					
	N	M Rang	N	M Rang				
EXTERNALISED BEHAVIOURAL DISORDERS	Breaking rules- delinquent behaviour	I drink alcohol.	103	100.88	127	127.36	5034.50	.001
		I do not feel guilty after I do something I should not do.	103	109.47	127	120.39	5919.50	.158
		I break rules at home, school and other places.	103	108.03	127	121.56	5771.50	.047
		I spend time with children who end up in trouble.	103	109.80	127	120.12	5953.50	.142
		I lie or cheat.	103	105.07	127	123.96	5466.50	.004
		I would rather spend time with children older than me than with those of my age.	103	117.62	127	113.78	6322.00	.640
		I run away from home.	103	108.10	127	121.50	5778.50	.004
		I like to burnthings.	103	114.06	127	116.67	6392.50	.672
		I steal at home.	103	115.16	127	115.78	6505.50	.856
		I steal outside my home.	103	113.51	127	117.11	6336.00	.308
		I swear and use bad words.	103	105.02	127	124.00	5461.50	.020
		I think oo much of sex.	103	123.05	127	109.38	5763.00	.085
		I use tobacco.	103	101.51	127	126.85	5099.50	.001
		I do not attend classes or school at all.	103	104.22	127	124.65	5378.50	.001
		I use drugs.	103	112.00	127	118.34	6180.00	.213
	Aggressive behaviour	I fight a lot.	103	102.92	127	125.70	5244.50	.005
		I am evil to others.	103	109.48	127	120.38	5920.50	.112
		I look for a lot of attention.	103	111.24	127	118.95	6102.00	.337
		I destroy my personal things.	103	105.78	127	123.38	5539.50	.004
		I destroy others' things.	103	107.18	127	122.24	5684.00	.001
I disobey my parents.		103	95.12	127	132.03	4441.00	.000	
I disobey at school.		103	97.27	127	130.29	4662.50	.000	
I often take part in fights.		103	105.98	127	123.22	5560.00	.002	
I attack people physicaly.		103	108.78	127	120.95	5848.00	.011	
I often scream.		103	108.80	127	120.94	5850.00	.081	
I am stubborn.		103	122.53	127	109.80	5816.00	.117	
I often have sudden mood or feeling swich.		103	117.42	127	113.94	6342.50	.674	
I am doubtfull.		103	108.10	127	121.50	5778.50	.098	
I often tease others.		103	104.59	127	124.35	5416.50	.007	
I get mad easily.		103	111.50	127	118.75	6128.00	.378	
I threat others to hurt them.	103	111.72	127	118.56	6151.50	.244		
I am louder than the rest of the children.	103	110.89	127	119.24	6065.50	.289		

While analysing the differences in exposing the externalised behavioural disorders in terms of breaking rules- delinquent behaviour from the aspect of structural free time spending. It has been found that finishing grade secondary and high school students statistically have a high difference at the level of $p \leq 0,05$, for the following: students with nonstructural free time often consume alcohol in relation to students with structural free time, students with nonstructured free time often break rules at home,

school and other places compared to students whose free time is structured, students whose free time is not organised often lie or cheat than those whose leisure time is well organised, students with nonstructured free time often run from home compared to those whose free time is structured, students whose leisure time is not organised often have problems such as missing their classes or not coming to school at all compared to students whose free time is well organised.

Table 3. Mann Whitney test for additional behavioural disorders from the aspect of structural free time

	Variables	Free time consumption				Mann Whitney test	p	
		structural		nonstructural				
		N	M Rang	N	M Rang			
ADDITIONAL BEHAVIOURAL DISORDERS	Social problems	I depend too much on others.	103	115.71	127	115.33	6518.50	.960
		I feel lonely.	103	105.57	127	123.55	5518.00	.023
		I disagree with other children.	103	104.47	127	124.45	5404.00	.011
		I am jelalous.	103	118.93	127	112.72	6187.50	.442
		I feel that others are bothering me.	103	116.00	127	115.09	6489.00	.884
		I often accidentally hurt myself.	103	119.46	127	112.29	6132.50	.326
		They often tease me.	103	105.73	127	123.43	5534.00	.011
		Other children do not love me.	103	112.71	127	117.76	6253.50	.473
		My coordination is weak or I am clumsy.	103	108.75	127	120.98	5845.00	.099
		I would rather be with younger children than with those of my age.	103	109.47	127	120.39	5919.50	.106
	Attention problems	I have speech problem.	103	116.99	127	114.29	6387.00	.606
		I behave childish for my age.	103	106.71	127	122.63	5635.50	.042
		I do not finish what I start.	103	94.30	127	132.69	4357.00	.000
		I hardly focus or pay attention.	103	97.71	127	129.93	4708.00	.000
		I cannot sit calmly.	103	102.96	127	125.67	5248.50	.005
		I feel confused or in fog.	103	102.77	127	125.83	5229.00	.003
		I dream a lot.	103	109.49	127	120.37	5921.50	.187
		I overreact.	103	107.86	127	121.70	5753.50	.080
		My grades are bad.	103	106.42	127	122.86	5605.50	.012
		I hardly focus or easily loose focus.	103	105.25	127	123.81	5484.50	.022
	Opinion problems	I cannot free myself from some thoughts;obsession.	103	106.59	127	122.73	5622.50	.047
		I intentionally hurt myself.	103	110.84	127	119.28	6060.50	.102
		I hear noises or voices that others think they do not exist.	103	114.08	127	116.65	6394.50	.671
		I have uncontrollable moves.	103	107.48	127	122.00	5714.50	.040
		I stab my skin and other parts of my body.	103	113.98	127	116.73	6384.00	.513
		I constantly repeat some actions.	103	109.23	127	120.59	5894.50	.090
		I see things that others think they do not exist.	103	116.94	127	114.33	6392.50	.648
		I sleep less than most of the children.	103	117.54	127	113.85	6330.50	.647
		I pile things that I do not need.	103	114.28	127	116.49	6414.50	.775
		I do things that others consider to be weard.	103	107.50	127	121.99	5716.50	.059
Others think my thoughts are weard.	103	108.26	127	121.37	5795.00	.094		
I have difficulties with my sleep.	103	117.21	127	114.11	6364.00	.689		

When it comes to additional behavioural issues in the sense of social issues, statistically significant differences at the level of $p \leq .05$ are established the way that finishing grade students of both secondary and high school more often expose some social issues depending on the structure of their free time. The above mentioned issues are the following ones:

- students whose free time is nonstructured often feel lonely in relation to students who have a structured free time
- students without organised free time often disagree with other children in relation to students who have an organised free time and

-students whose free time is nonstructured often tease others than students whose free time is structured.

It is a pure fact that children and youth spend most of their time in class, at home, in caffè bars, sitting in front of a TV or computer therefore it is not a surprise that some of a typical behaviours of secondary and high school children are irritability, nervousness, aggressiveness, focus issues and fast tiring. Traditionally, schools are places where knowledge is acquired frontally without promoting experience knowledge, personal activity and own value reckoning apart from external motivation by the evaluation of transferred or reproduced knowledge.

As a result there are more unacceptable and socially undesired forms of behaviour of secondary and high school children, such as retreat, depression, bullying, violence, the use of psychoactive substances and stimulants. (Marković, Arsić, 2005). The free time activities of children with a behavioural disorders are disorganised. Socio-economic position of parents, their lack of care, poor initiative often bring such young persons in a state of boredom which they try to break by a delinquent behaviour (Lebedina-Manzoni, 2010). The perception of the free time in the modern society is a presumption for the understanding of its content and impact on the development of children and youth. Assuming that in the near future some free time quantity and quality changes might happen, an active participation in its creation and consumption is necessary as well as a preparation of young generations for new experiences in this field in order to develop a positive free time habits (Valjan-Vukić, 2013).

CONCLUSION

After reading the paper, one can see that the theme of this research is actually an important and complex social issue. If it is desirable that our children and youth spend their leisure time in a socially acceptable way then it would be crucial that leisure time should include activities like relaxation, personal development and entertainment. Therefore, if children and youth's free time had been filled with various socially acceptable activities there would have been more chance for them to acquire social skills such as the ability to make good relations, cooperations ability, conflict management and settlement skills. If children and youth's free time is structural, heavy behavioural disorders could be prevented or alleviated but also a better free time consumption for children to adapt social skills useful in their everyday life would be ensured. Leisure time supervision would not only prevent the occurrence or a development of a behavioural disorder at children and youth, it will also have a positive impact on society. It is a fact that children and youth are the future makers of society, therefore it depends on their choices.

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