

Report on the screens and physical exercise questionnaire

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Comparative Results of the First and Second Survey

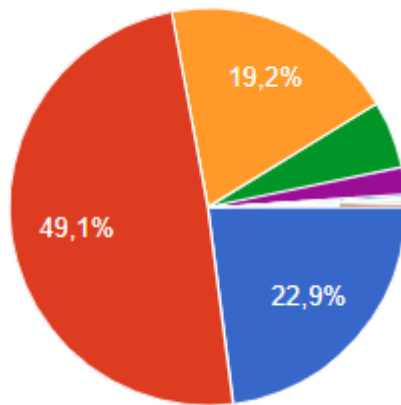
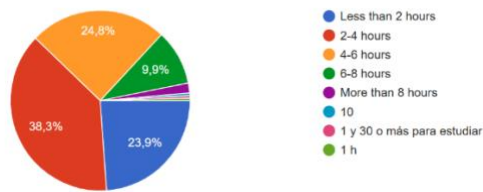
More than 400 sixth-grade students participating in this study have answered 10 predefined questions. The students responded to questions related to the use of mobile phones or other electronic devices during the day, as well as their habits concerning physical activity. The project lasted one year, and participants were required to answer the same set of questions in three phases: at the beginning of the study, during the research when they were introduced to new activities, and at the end of the study.

Brief Analysis of the Responses

1. How many hours a day do you spend on average in front of a screen (computer, television, mobile phone, tablet, etc.) during working days?

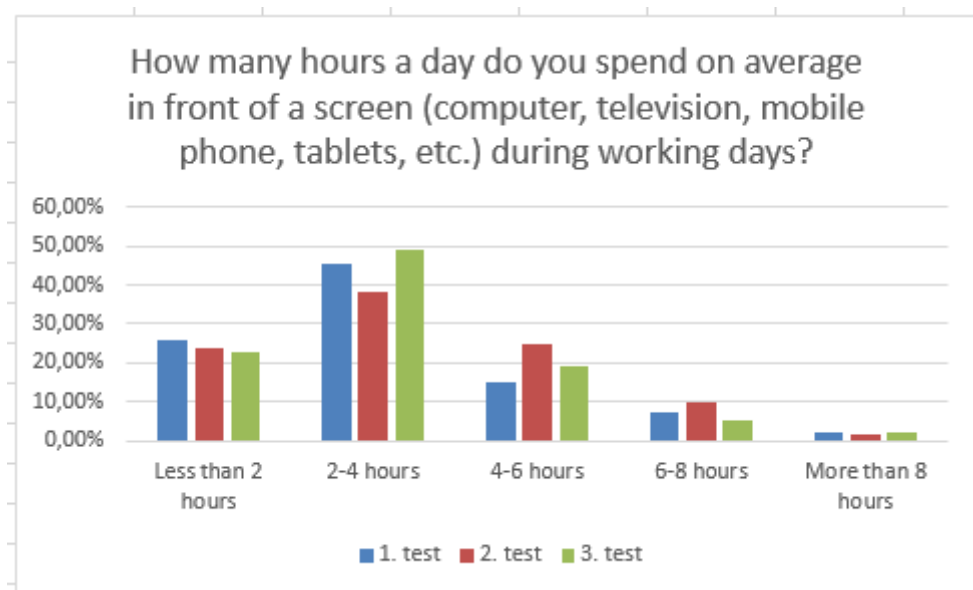
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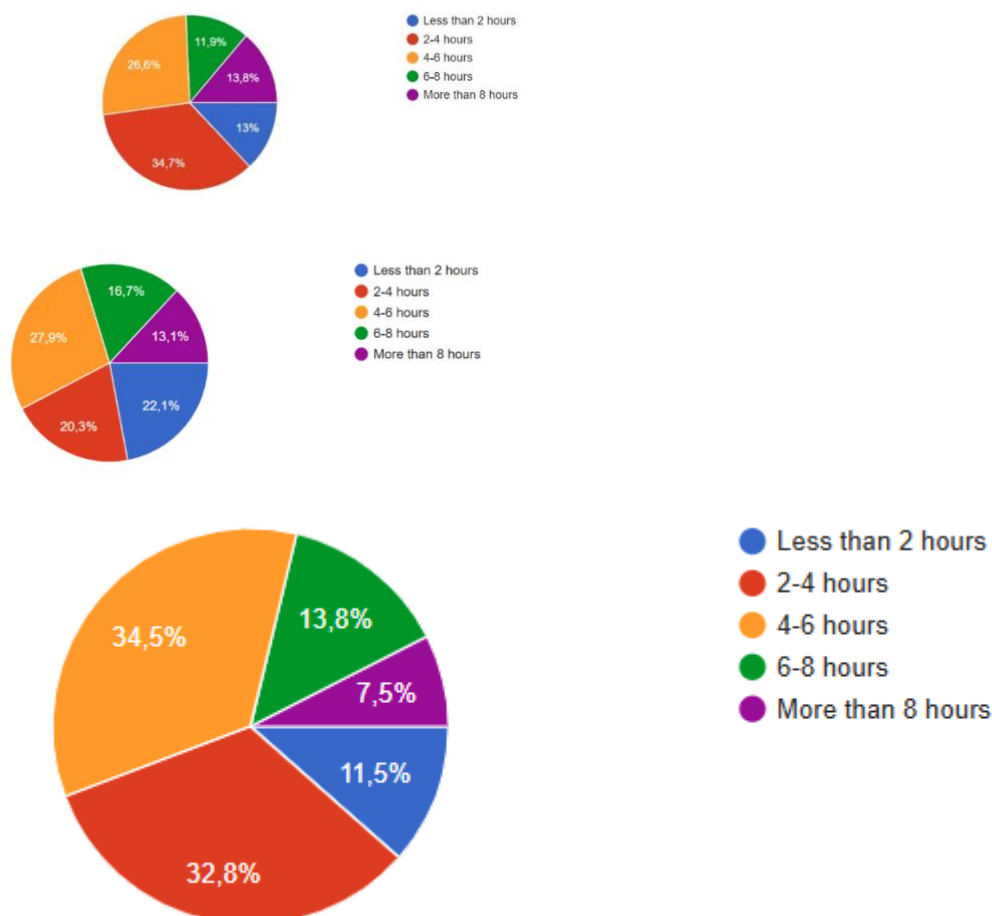
	1. test	2. test	3. test
Less than 2 hours	25,8%	23,9%	22,9%
2-4 hours	45,3%	38,3%	49,1%
4-6 hours	15,3%	24,8%	19,2%
6-8 hours	7,4%	9,9%	5,5%
More than 8 hours	2,3%	1,8%	2,2%
24 hours	0,3%	0%	0,2%
30 min	0,3%	0,5%	0,2%
1 hour	0,3%	0,5%	0,2%

The majority of respondents answered that they spend between 2 to 4 hours in front of screens. Their second most common choice was less than two hours, while the third group of responses indicated 4 to 6 hours. In all three surveys, the responses followed a similar distribution. Only a few students reported using devices for 6 to 8 hours or more. Based on this analysis, we can conclude that the majority of this surveyed group does not use electronic devices for more than 6 hours a day.



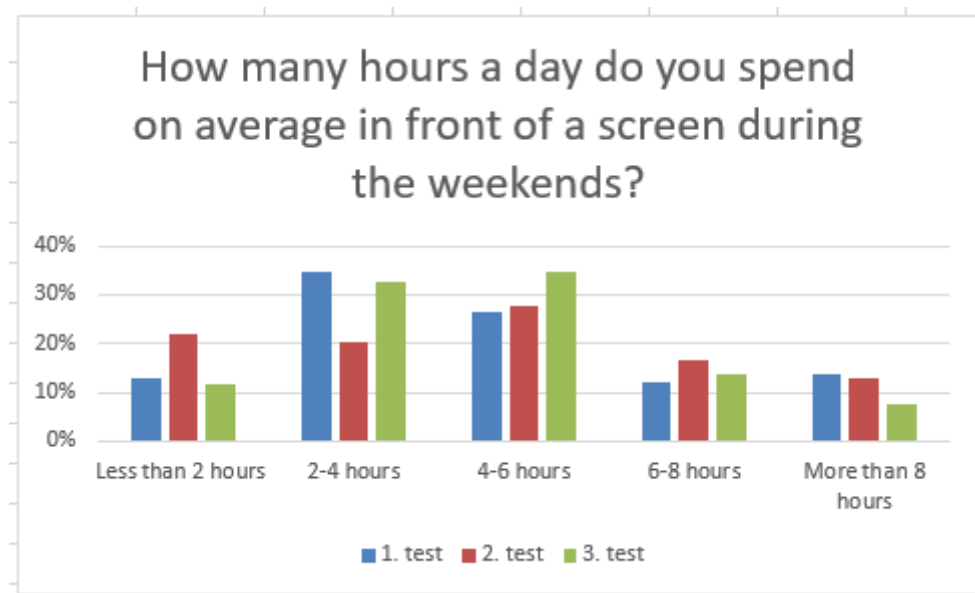
2. How many hours a day do you spend on average in front of a screen during the weekends?

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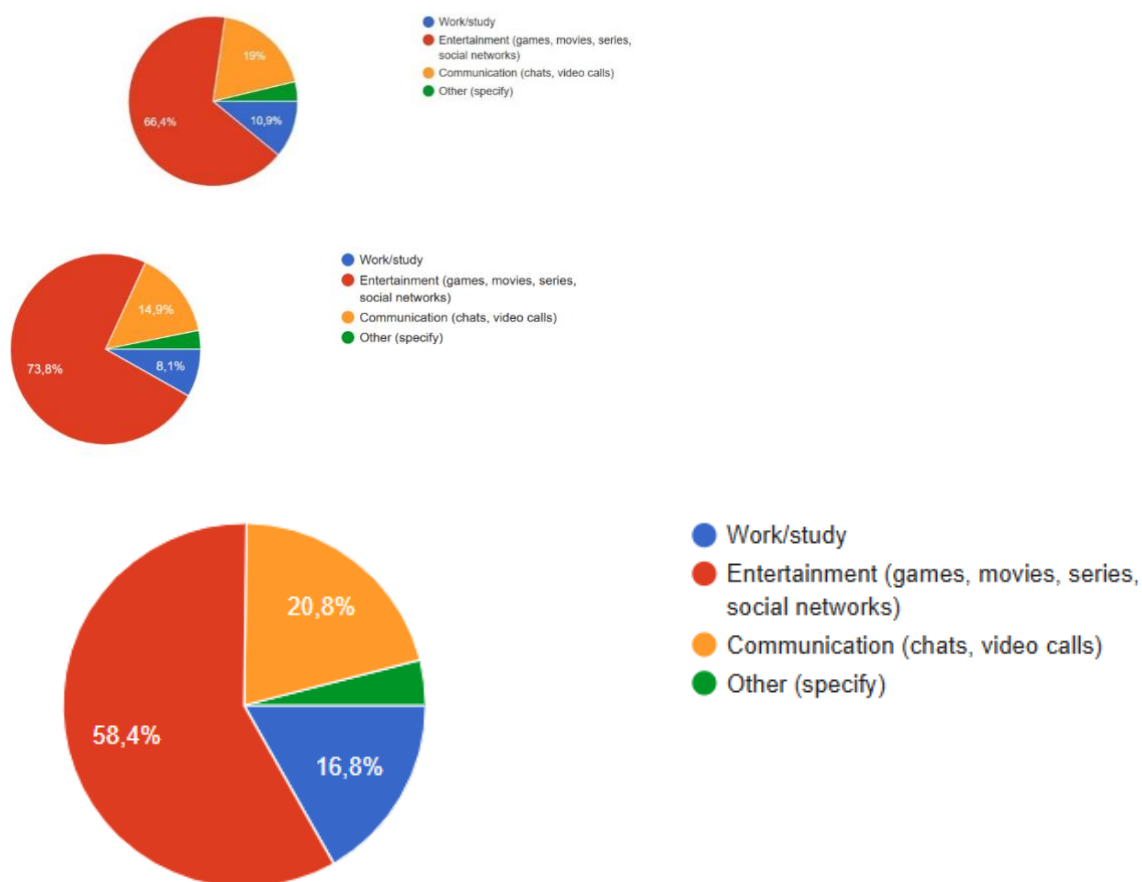
	1. test	2. test	3. test
Less than 2 hours	13%	22,1%	11,5%
2-4 hours	34,7%	20,3%	32,8%
4-6 hours	26,6%	27,9%	34,5%
6-8 hours	11,9%	16,7%	13,8%
More than 8 hours	13,8%	13,1%	7,5%

The responses to the question about how much time students spend on their phones during the weekend differ slightly from the question about screen time on weekdays. The largest number of respondents answered that they use devices for 4 to 6 hours, followed by those who reported 2 to 4 hours, with less than 2 hours being the third most common answer. We can conclude that screen time increases during the weekend for this group of respondents.



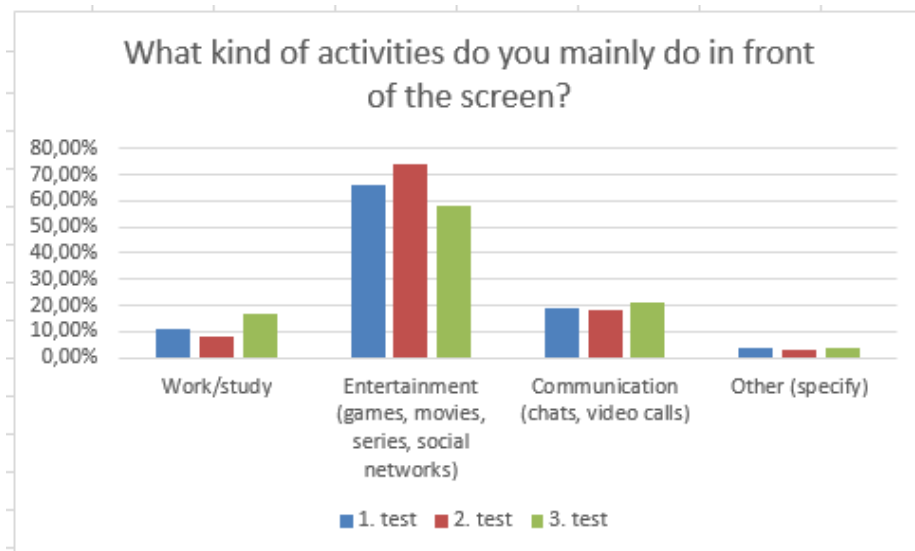
3. What kind of activities do you mainly do in front of the screens?

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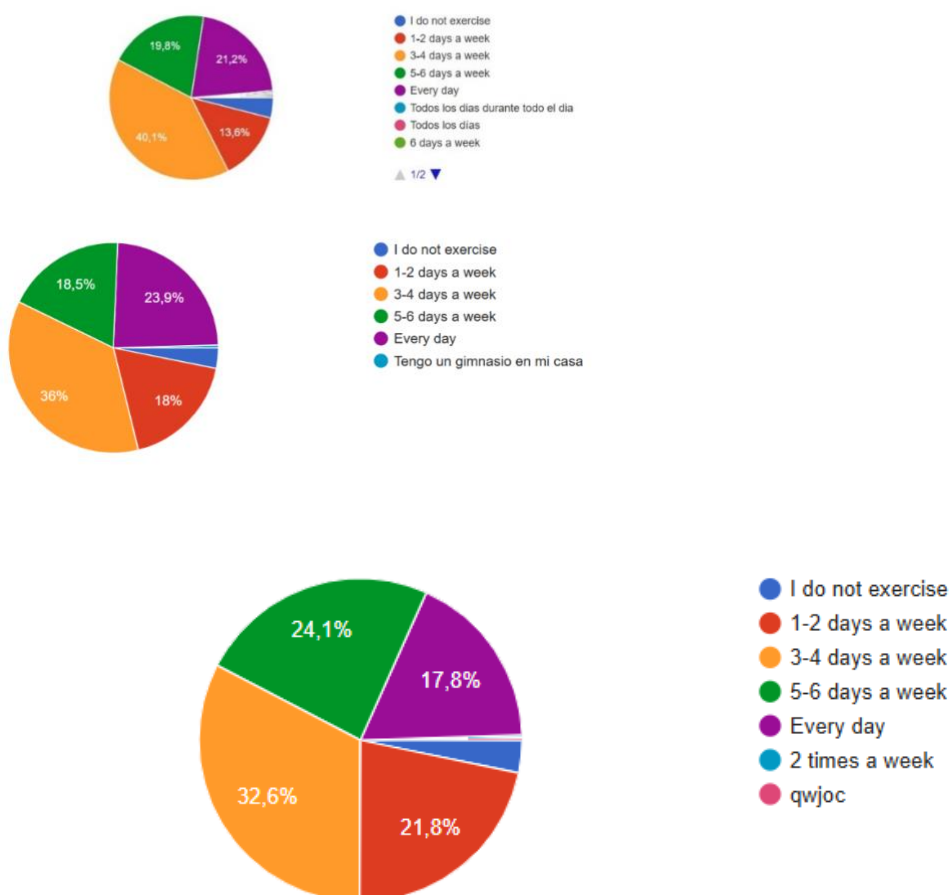
	1. test	2. test	3. test
Work/study	10,9 %	8,1%	16,8%
Entertainment	66,4%	73,8%	58,4%
Communication	19%	17,9%	20,8%
Other (specify)	3,7%	3,2%	4%

In response to the question about which activities they spend the most time on while using screens, the participants in all three surveys gave similar answers. The majority reported that they spend the most screen time on entertainment. The second most common response was communication, while using mobile phones for work or studying was only the third most frequent choice.



4. How much physical exercise do you do during the week?

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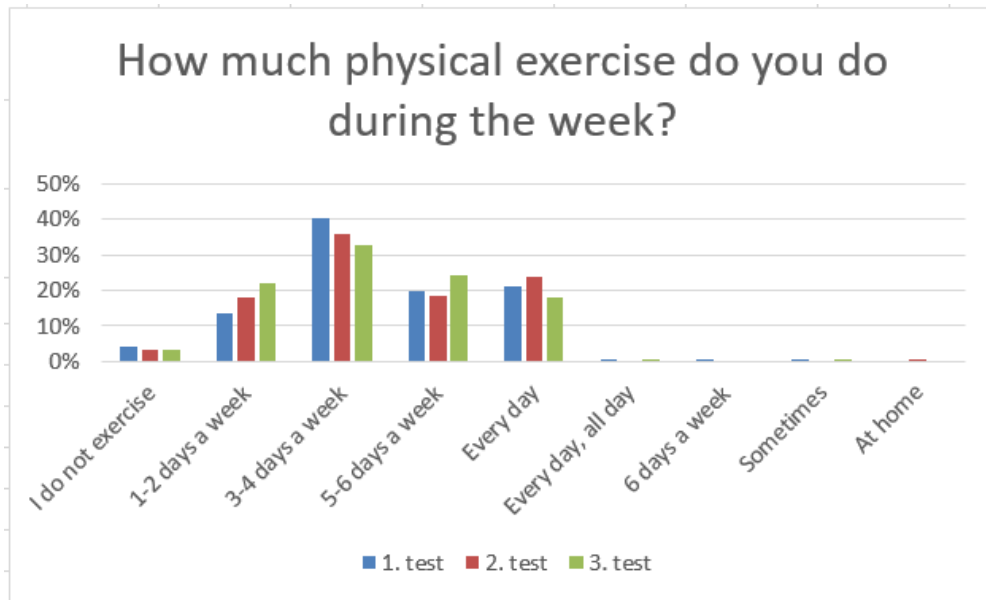


	1. test	2. test	3. test
I do not exercise	4%	3,2%	3,3%
1-2 days a week	13,6%	18%	21,8%
3-4 days a week	40,1%	36%	32,6%
5-6 days a week	19,8%	18,5%	24,1%
Every day	21,1%	23,9%	17,8%
Every day all day	0,3%	0%	0,3%
6 days a week	0,3%	0%	0%
Sometimes	0,3%	0%	0,3%
At home	0%	0,5%	0%

In response to the question about how often they exercise weekly, most participants answered that they train 3 to 4 days a week. During the third round of testing, there was an increase in the number of students who reported exercising 5 to 6 days a week, which represents significant progress. The third most frequent choice was 1 to 2 days a week.

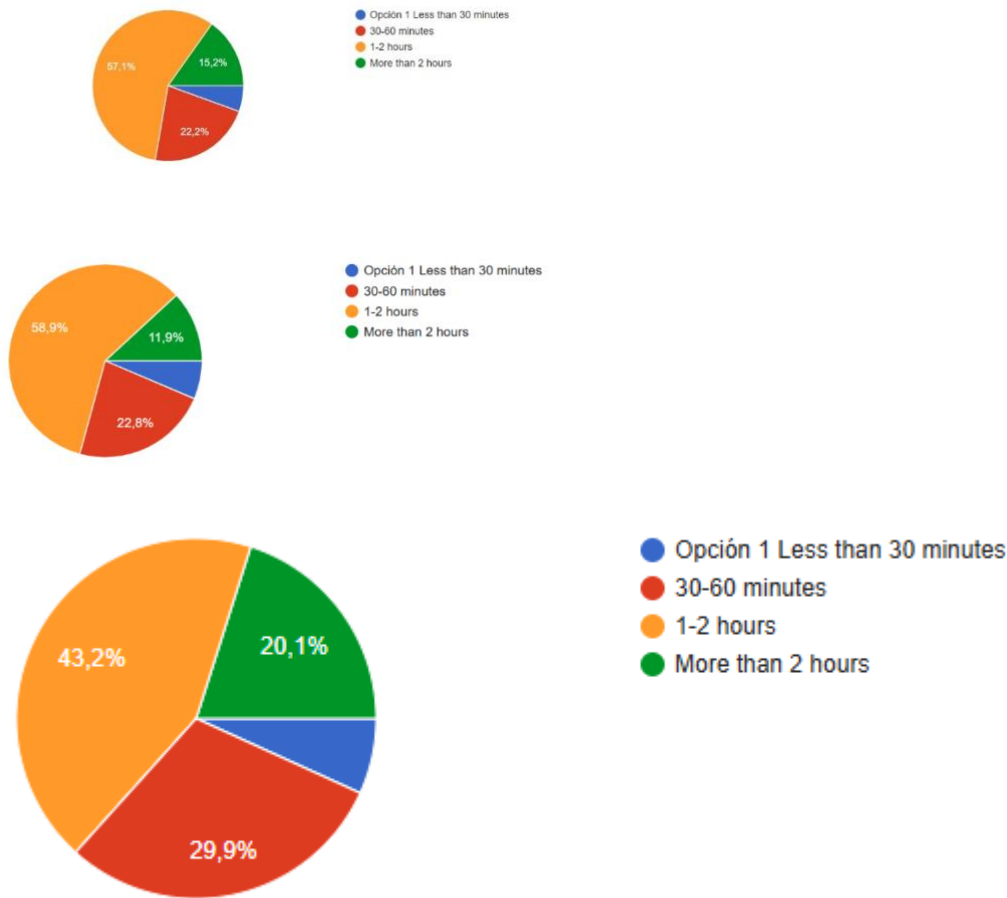
It's also interesting to note that a large portion of respondents—around 22%—reported exercising every day. It is assumed that this group consists of students involved in sports clubs, as their numbers remained relatively consistent across all three surveys.

We can conclude that nearly all of the respondents are physically active, with most exercising between 1–2 days a week up to those who train actively every day.



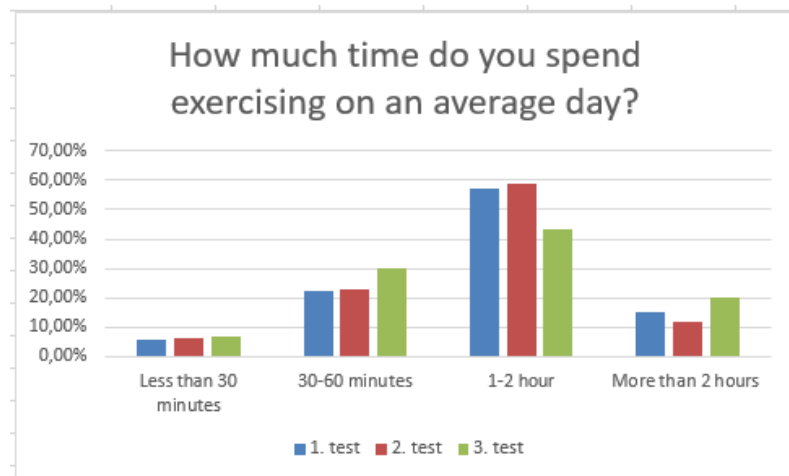
5. How much time do you spend exercising on an average day?

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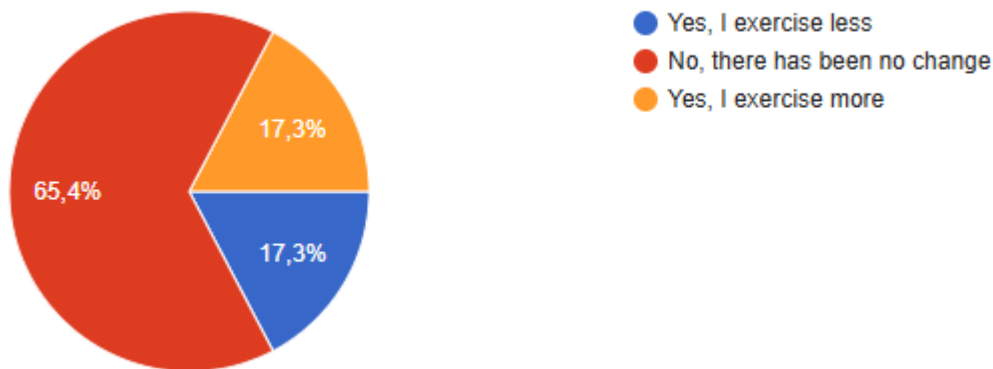
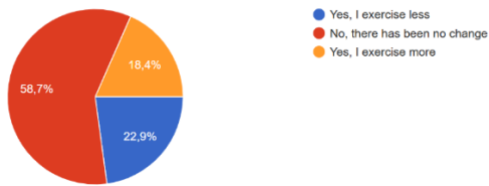
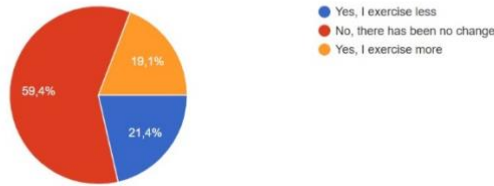
	1. test	2. test	3. test
Less than 30 minutes	5,5%	6,4%	6,8%
30-60 minutes	22,1%	22,8%	29,9%
1-2 hours	57,1%	58,9%	43,2%
More than 2 hours	15,2%	11,9%	20,1%

In response to the question about how much time they spend exercising each day, the majority of participants answered 1 to 2 hours. The second most common answer was 30 to 60 minutes, followed by more than 2 hours. It is also noticeable that, in the third round of testing, the number of respondents who reported training for 1 to 2 hours decreased, while the number of those who trained for 30 to 60 minutes and those who trained for more than 2 hours increased. We can conclude that those who actively engage in training most commonly spend 1 to 2 hours per day exercising, which is considered an optimal duration for a training session.



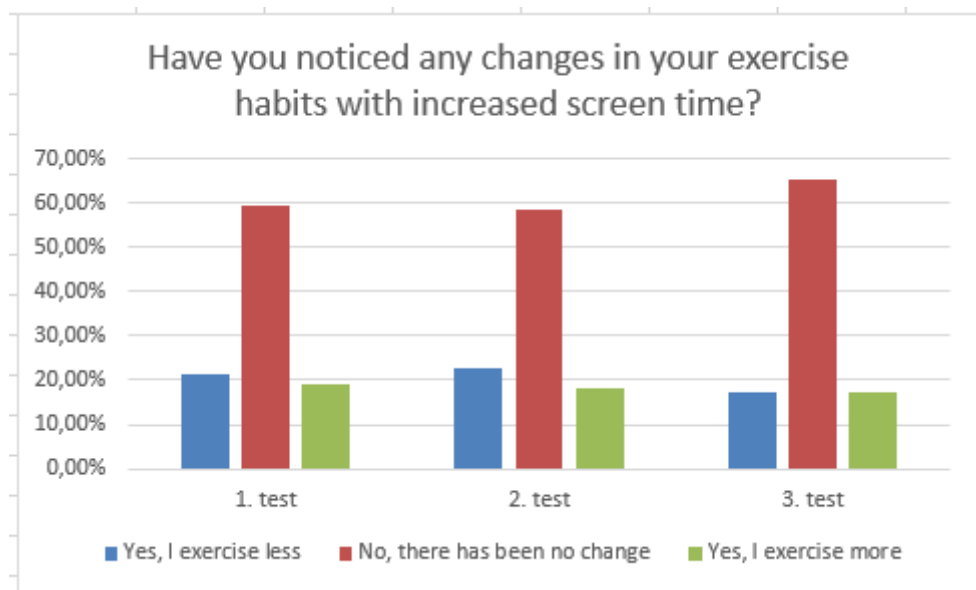
6. Have you noticed any changes in your habits with the increased screen time?

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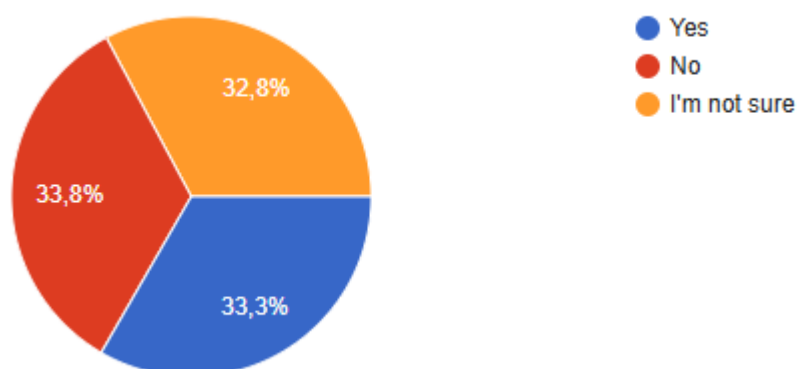
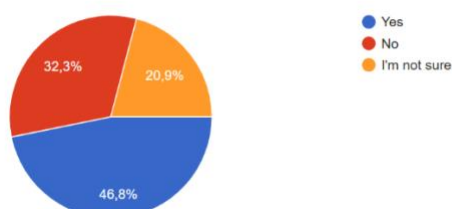
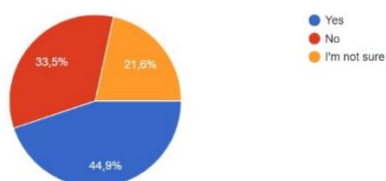
	1. test	2. test	3. test
Yes, I exercise less	21,4%	22,9%	17,3%
No, there has been no change	59,4%	58,7%	65.4%
Yes, I exercise more	19,1%	18,4%	17.3%

Exercise should not necessarily replace screen time, but children should certainly be encouraged and made more aware of the many benefits of physical activity, primarily for their health. It is evident that students did not change their opinion regarding whether screen time affected their exercise habits. This presents a valuable opportunity to teach students how to spend their free time more meaningfully—by engaging in physical activity, studying, and socializing with their peers.



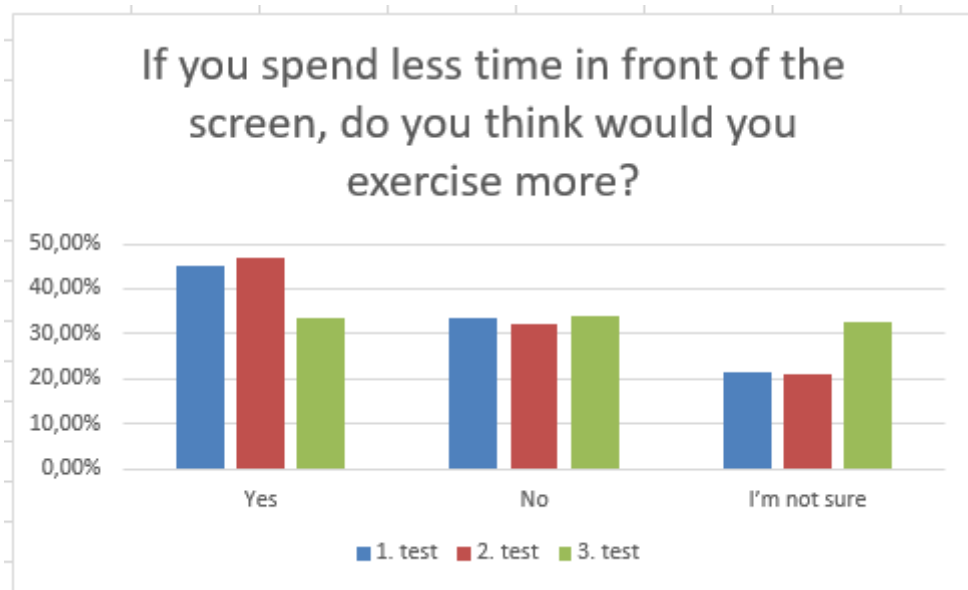
7. If you spend less time in front of the screen, do you think you would exercise more?

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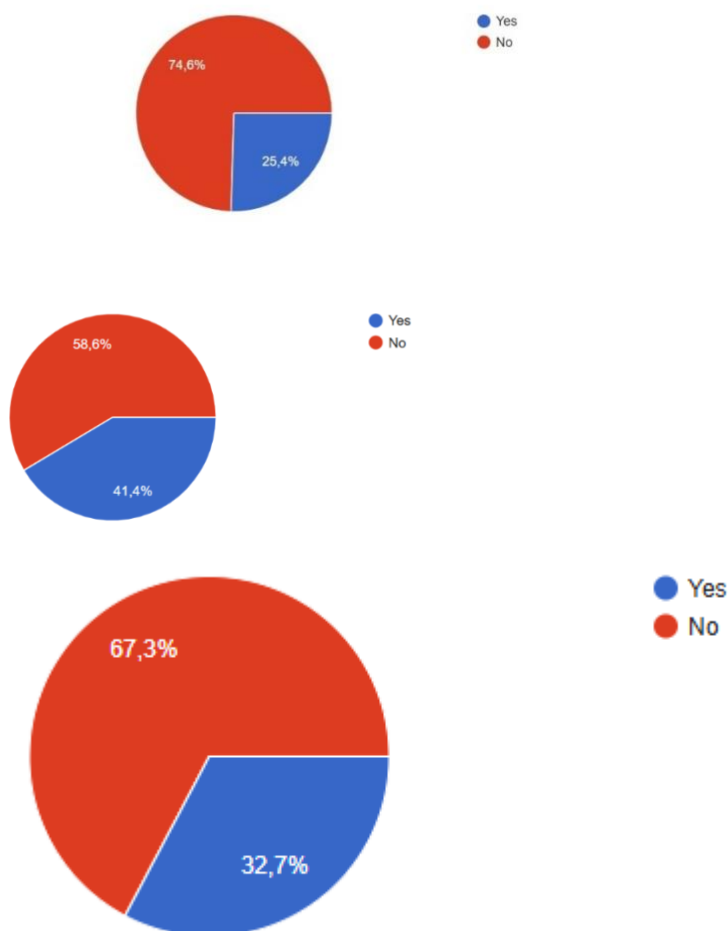
	1. test	2. test	3. test
Yes	44,9%	46,8%	33,3%
No	33,5%	32,3%	33,8%
I'm not sure	21,6%	20,9%	32,8%

The responses across all three surveys were fairly consistent. Approximately one-third of the students believe they would exercise more if they didn't spend time in front of screens, another third think the opposite—that they wouldn't train more even if they put their phones aside—and the remaining third are unsure whether it would make any difference.



8. Do you use any exercise or fitness apps on your screen devices?

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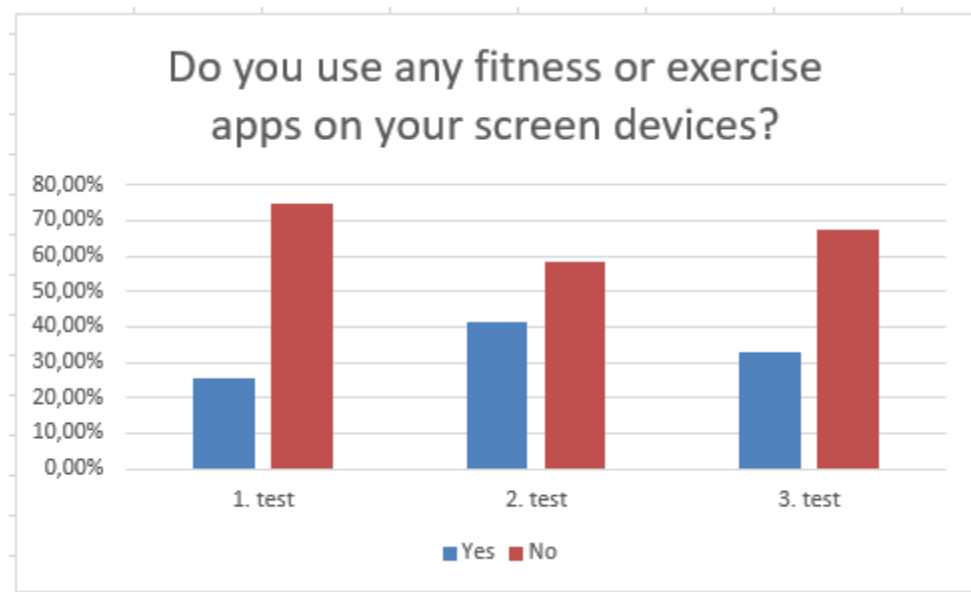
	1. test	2. test	3. test
Yes	25,4%	41,4%	32,7%
No	74,6%	58,6%	67,3%

Given that students use modern technology quite extensively, most of them initially responded that they do not use any workout apps. However, exercise apps offer a variety of ideas and can motivate students to be more active by watching instructors demonstrate different exercises.

During this project, students learned that such apps exist and can have a positive impact on them by guiding how and how much they should exercise. These apps also provide suggestions for where physical activity can take place and highlight available activities in their local environment, helping students make better use of their free time.

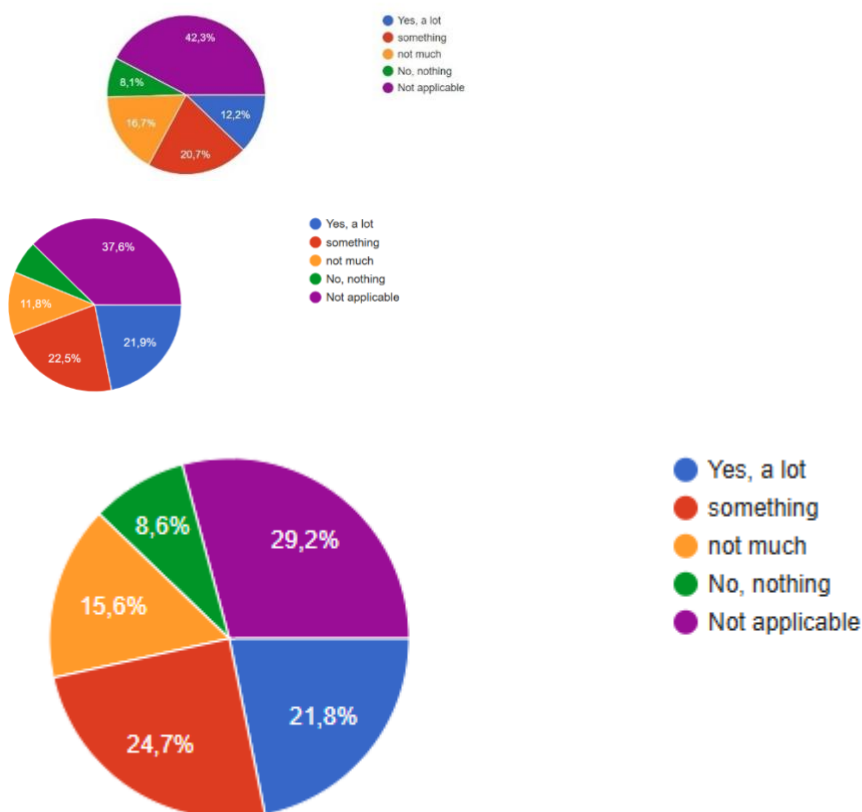
After the second survey, there was a significant increase—by as much as 16%—in the number of students who said they were aware that such apps exist for their devices. Since this question had only two possible answers, the number of students who responded negatively decreased by roughly the same percentage.

We can conclude that through education, there was measurable progress—at least in terms of raising awareness in this area.



9. If you answered “YES” to the previous question, do you feel that these apps help you exercise more?

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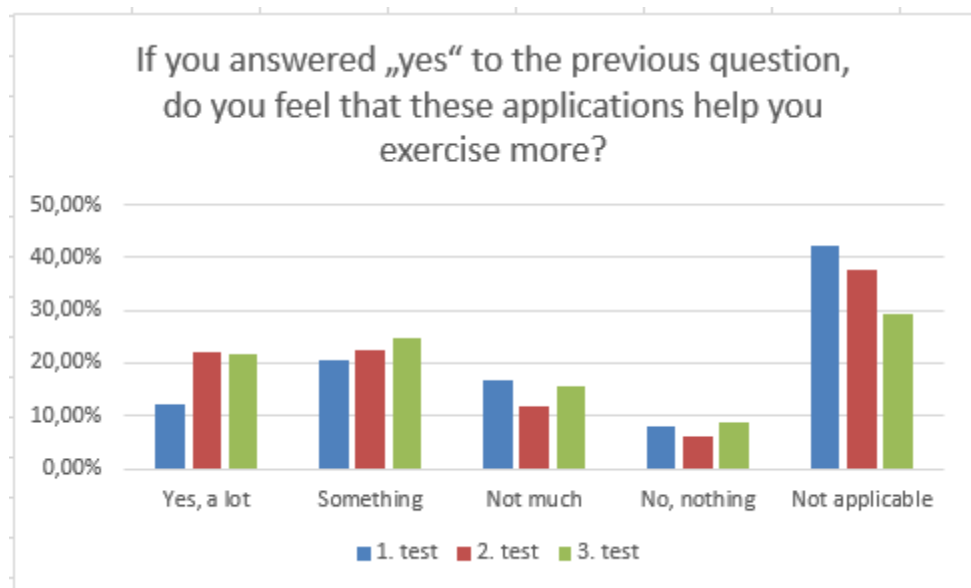
	1. test	2. test	3. test
Yes, a lot	12,2%	21,9%	21,8%
Something	20,7%	22,5%	24,7%
Not much	16,7%	11,8%	15,6%
No, nothing	8,1%	6,2%	8,6%
Not applicable	42,3%	37,6%	29,2%

All respondents who answered "YES" to the previous question had the opportunity here to explain in more detail how much they believe such apps help them exercise more.

In the comparative analysis, we observed significant changes in the "quite a lot" and "somewhat" response options. The "not applicable" category decreased throughout all three rounds of testing, while the number of respondents choosing "quite a lot" and "somewhat" increased.

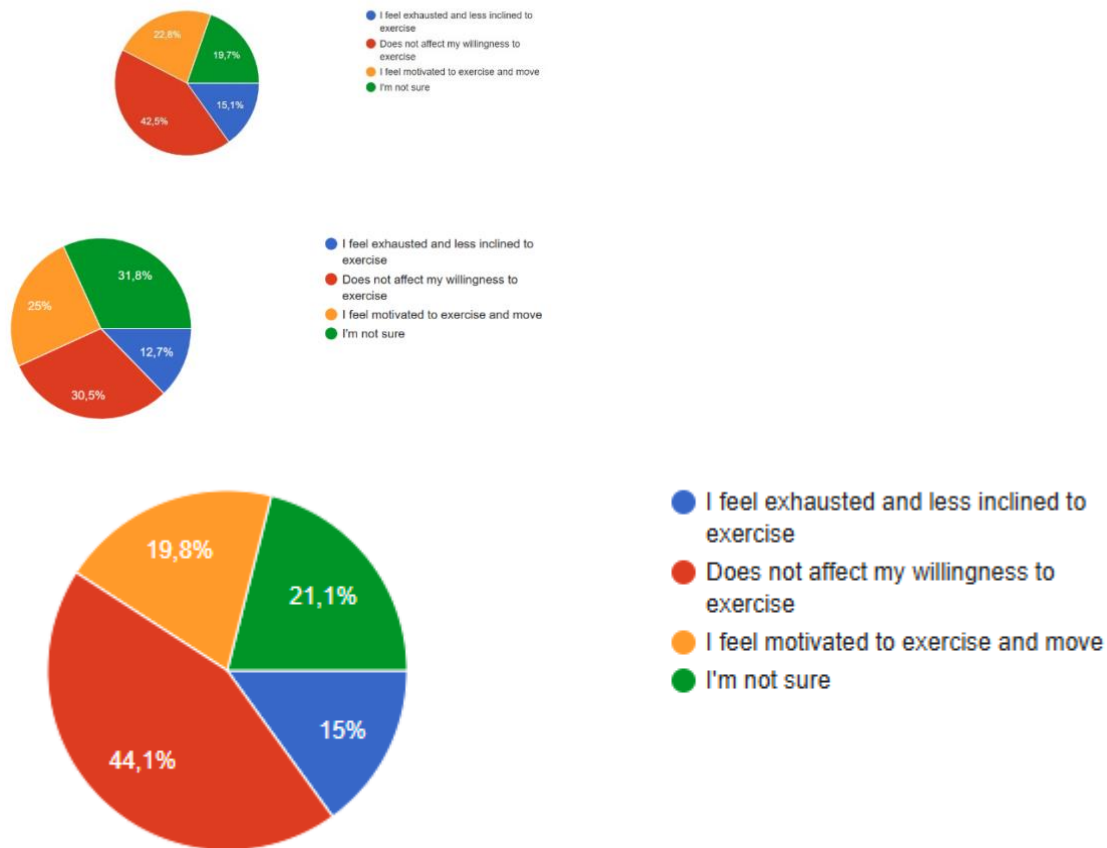
This highlights the real impact of the study. As the participants became familiar with a new app during the project and began using it in their daily lives, the number of those who considered the apps non-applicable declined proportionally.

It is important to introduce young people to new apps so they can integrate them into their everyday routines.



10. Which of the following options would best describe your state of mind after spending long periods of time in front of the screen?

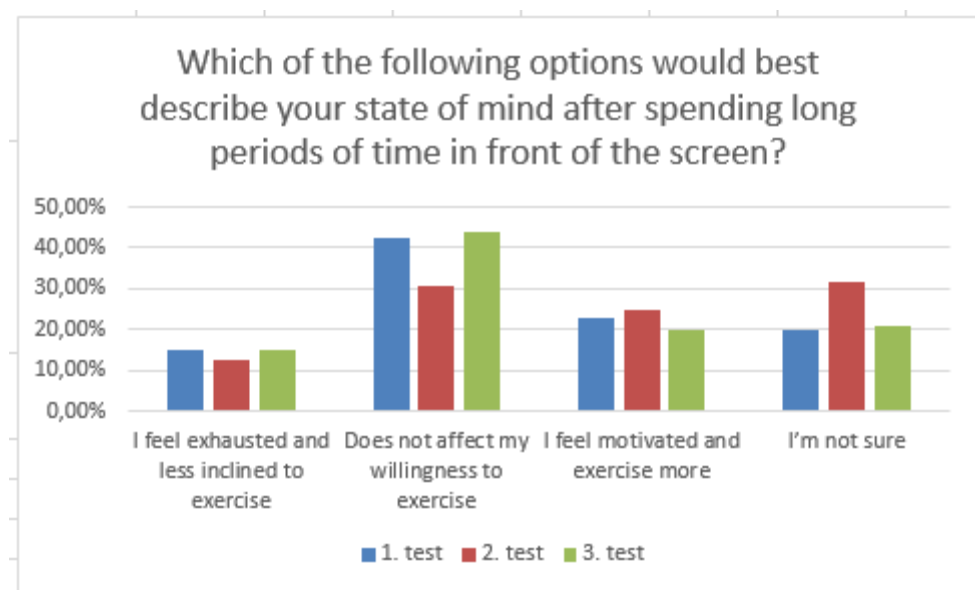
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	1. test	2. test	3. test
I feel exhausted and less inclined to exercise	15,1%	12,7%	15%
Does not affect my willingness to exercise	42,5%	30,5%	44,1%
I feel motivated to exercise and move	22,8%	25%	19,8%
I'm not sure	19,7%	31,8%	21,1%

Regarding the final question, which relates to the mental feeling of fatigue after prolonged screen time, the most noticeable change was in the responses indicating that it does not affect their willingness to exercise. It is important to teach students that physical activity is an excellent way to recover from the mental fatigue caused by inactivity, sitting, and staring at a screen. The fact that some respondents reported feeling more motivated to exercise may simply reflect a desire to express their increased need for movement after extended periods of sitting.

After conducting these three rounds of testing and analyzing the results comparatively, we can conclude the following:



The respondents were generally not willing to significantly change their daily screen usage habits, but it is evident that some improvements were made.

Since the participants were engaged in recommended physical activities during the period between the surveys, the percentage of those who reported not engaging in any physical activity at all decreased. At the same time, there was an increase in the number of respondents who exercised daily for 1 to 2 hours. Correspondingly, the amount of time they spent in front of screens decreased.

A significant improvement occurred in the students' awareness of the existence of apps that can help them learn more about how to use their free time wisely, engage in physical exercise, and participate in activities that can enhance the quality of their leisure time. Twice as many students used such apps to plan more meaningful free time compared to the first round of testing, which turned out to be the greatest benefit of this project.

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Co-funded by
the European Union

