

# The time of young people in social difficulties: Use, management, and socio-educational actions

## *El tiempo de los jóvenes en dificultad social: utilización, gestión y acciones socioeducativas*

Ángel DE-JUANAS OLIVA, PhD. Associate Professor. Universidad Nacional de Educación a Distancia (adejuanas@edu.uned.es).

Francisco Javier GARCÍA-CASTILLA, PhD. Associate Lecturer. Universidad Nacional de Educación a Distancia (fjgarcia@der.uned.es).

Ana PONCE DE LEÓN ELIZONDO, PhD. Professor. Universidad de La Rioja (ana.ponce@unirioja.es).

### Abstract:

The time and way in which one lives should be addressed from a socio-educational point of view, an essential aspect for any young person in social difficulties to be able to achieve a full life, with legitimate aspirations and opportunities. The main objective of this research was to identify how young people in social difficulties use and manage their time, drawing on the words of the professionals who are responsible for their care, guardianship, guidance, and education. We also sought to identify the socio-educational intervention actions that are being carried out in different social resources to help young people to manage their time. For this pur-

pose, a qualitative study was carried out using an open self-administered questionnaire to survey thirty professionals from the Community of Madrid, including social educators, teachers, social workers, and psychologists. The results indicate that, in the professionals' opinion, young people do not use their time adequately and, mostly, they have no control over it, mainly due to personal situations that act as conditioning factors. There are also some notable achievements in time management acquired by these young people. Finally, the professionals' testimonies suggest the use of different socio-educational intervention actions with young people to work on good habits and social values; protection,

Revision accepted: 2020-06-08.

This is the English version of an article originally printed in Spanish in issue 277 of the **revista española de pedagogía**. For this reason, the abbreviation EV has been added to the page numbers. Please, cite this article as follows: De-Juanas Oliva, Á., García-Castilla, F. J., Ponce de León Elizondo, A. (2020). El tiempo de los jóvenes en dificultad social: utilización, gestión y acciones socioeducativas | *The time of young people in social difficulties: Use, management and socio-educational actions*. *Revista Española de Pedagogía*, 78 (277), 477-495. doi: <https://doi.org/10.22550/REP78-3-2020-05>  
<https://revistadepedagogia.org/>

ISSN: 0034-9461 (Print), 2174-0909 (Online)

year 78, n. 277, September-December 2020, 477-495  
**revista española de pedagogía**



support, and guidance; as well as the proper management of leisure time. A line of future research opens up to study the effect of these actions on these young people's independence and social inclusion.

**Keywords:** social difficulty, educators, intervention, inclusion, youth, time.

## Resumen:

El tiempo y la manera en que se vive requiere ser abordado desde un enfoque socioeducativo, siendo un aspecto fundamental para que cualquier joven en dificultad social logre una vida plena, con aspiraciones y oportunidades legítimas. El objetivo principal de esta investigación fue identificar cómo utilizan y gestionan su tiempo los jóvenes en situación de dificultad social a partir de las manifestaciones de los profesionales que se encargan de su cuidado, guarda, acompañamiento y educación. Igualmente, se trataron de identificar las acciones de intervención socioeducativa que se están llevando a cabo en diferentes recursos sociales para ayudarles a gestionar su tiempo. Para ello, se realizó un estudio

cualitativo en el que se utilizó un cuestionario abierto autoadministrado para encuestar a treinta profesionales de la Comunidad de Madrid, entre los que se encontraban educadores sociales, pedagogos, trabajadores sociales y psicólogos. Los resultados señalan que, en opinión de los profesionales, los jóvenes no utilizan su tiempo de manera adecuada y mayoritariamente no tienen control sobre él; principalmente por situaciones personales que actúan como factores condicionantes. También, se destacan diferentes logros adquiridos por parte de estos jóvenes en la gestión del tiempo. Finalmente, los testimonios de los profesionales apuntan a la utilización de diferentes acciones de intervención socioeducativa con los jóvenes en las que se trabajan los buenos hábitos y valores sociales; la protección, apoyo y acompañamiento; así como, la gestión adecuada del tiempo de ocio. Se abre una línea de investigación futura para estudiar el efecto de estas actuaciones en la autonomía de estos jóvenes y en su inclusión social.

**Descriptores:** dificultad social, educadores, intervención, inclusión, jóvenes, tiempo.

## 1. Introduction

Currently, in an age of liquid modernity (Bauman, 2007), where everything is quickly diluted and technology streamlines communication and actions, young people must adapt, make good use of their time, and give meaning to it. Obviously, this time is used in society and corresponds to a cultural construction in which education (Caballo, Caride, &

Meira, 2011), as well as multiple social groups (Lahire, 2007), such as family, peer groups, school institutions, the media, etc. have a specific relevance (Caride, Lorenzo, & Rodríguez, 2012). As regards the use of time, young people in social difficulties are exposed to a situation of vulnerability by several variables and risk factors (Vargas, Pérez, & Pérez-de-Gúzman, 2014; Pérez, Poza, &

Fernández, 2016) of which periods of crisis and poverty cannot be excluded (Ruiz-Román, Molina, & Alcaide 2018), which push them towards exclusion (Butterworth et al., 2017).

Young people in social difficulties need to know how to make and internalise this social construction represented by time; they have to make decisions about their use of time and they must search for and form their identity from learnings and experiences that allow them to adapt to life's rhythm (Garcés-Delgado, Santana-Vega, & Feliciano-García, 2020).

### 1.1. The use of time in youth

In young people's transition to adult life, there are some external factors that they cannot control but which can affect their behaviour and their use of time. We refer to the country's culture, the various public policies that permeate young people's rights, access to employment, budgets for social policies, leisure options, etc. (Dixon, 2016; Ducca-Cisneros, 2018; García-Castilla & Virseda, 2018). Some internal factors within the use of educational, social, and psychosocial time also affect them through their subjective experiences and personal circumstances (Codina, Pestana, Caride, & Caballo, 2013).

The use of time also underlies the personal aspects related to learning and training: knowing how to relate to their peers, progressively acquire values and habits, or independence, and practice of leisure activities, which leads to subjective well-being and promotes

the development of their life plan and are the result of the reconciliation between rational and emotional decision-making (Garcés-Delgado et al., 2020). This represents a balance related to intrapersonal variables that interact in their circumstances, their experiences, their learning, in the way they communicate or relate, and that allows them to choose objectives and achievements by expressing themselves in the personal, social, cultural, work, and moral spheres (Lomelí-Parga, López-Padilla, & Valenzuela-González, 2016; Pérez & Melendro, 2016; Rodríguez-Bravo, De-Juanas, & González, 2016).

The perceptual reflection of young people's experiences and the processes of social interaction with people who can influence their decision-making can affect the transition to adult life of young people in social difficulties, bearing in mind their personal needs and their life plan (Santana-Vega, Alonso-Bello, & Feliciano-García, 2018). In turn, this allows them to acquire social skills to obtain an autonomous and independent life in society (García-Castilla, De-Juanas, & Rodríguez, 2018). All this represents a positive aspect in young people with limited resources, in times of uncertainty (Maree, 2018) and in the age of remote solutions due to the linear programs that are provided by the institutions (Melendro, 2011; Ballester, Caride, Melendro, & Montserrat, 2016; Pérez et al., 2016).

### 1.2. Time management

Knowing how to manage time is part of young people's social development in

order to satisfy their needs and achieve certain achievements. To this end, society must generate individual and collective opportunities that provide young people in social difficulties with the appropriate temporal conditions to meet their needs and goals (Caride, 2012). As regards their requirements and those derived from the growing up process, professionals should implement negotiation and needs-detection actions to design effective education plans based on consensus (Garcés-Delgado et al., 2020). When carrying out this task, as Parrilla, Gallego, and Moriña (2010) point out, young people in social difficulties are less likely to develop their life trajectory in personal, social, emotional, and work areas than others.

Improving young people's time management also depends on the protection, assistance, and guidance of professionals and institutions that seek to clarify goals and expectations through different socio-educational actions (Ballester et al., 2016; Garcia, Quintanal, & Cuenca, 2016; Melendro, De-Juanas, & Rodríguez-Bravo, 2017; Santana-Vega et al., 2018).

### 1.3. Socio-educational actions

During the transition to adult life, professionals working with young people at social risk should assess how the socio-educational intervention developed during social integration programs is working. Emphasis should be placed on the "recognition of their civic rights and responsibilities, responding to their

needs and expectations, whether inherited or emerging" (Caride et al., 2012, p. 27). In this regard, Ruiz-Román, Molina, and Alcaide (2018) consider that certain guidance actions in schools and flexible coordination with other educational institutions and families lead to good outcomes in time management. On the other hand, it should be borne in mind that socially disadvantaged young people value the relationships established with professionals, the good treatment, and the help received as they learn to cope more successfully with difficulties (Melendro, 2011).

Good professional practice requires organising for mentors to work alongside education (Ruiz-Román, Calderón, & Juárez, 2017), as well as building a climate of trust necessary for young people to feel safe and motivated by time management in various areas of their daily lives and in the face of any difficulties that may arise (Alonso & Funes, 2009).

Another important aspect is the promotion of values through professional practice, establishing guidelines and behaviour patterns that help them acquire skills in their relationships with others, beliefs, and good habits to plan actions in their life plan (De-Juanas & García-Castilla, 2018).

Finally, managing leisure time is no less important for the well-being of young people. Leisure takes up a large amount of time with numerous benefits that contribute to personal growth

in its different forms (Caballo et al., 2011; Cuenca & Goytia, 2012; Arastegui & Silvestre, 2012; López-Noguero, Sarrate, & Lebrero, 2016; Anderson, 2017). In the case of young people, leisure is a subjective indicator of human development and influences the perception of their experiences, as they internalise it in their physical, psychological, cognitive, and social dimensions (Sanz, Valdemoros, Duque, & García-Castilla, 2019). Consequently, institutions and professional managers should promote the integration of measures aimed at encouraging young people to internalise a good use of free time versus the possibility of their spending their leisure time in risky situations (Valdemoros, Alonso, & Codina, 2018). One possible situation is the virtual situation, which takes place in a network, with digital leisure causing and forcing education to change for young people, families, and professionals (Valdemoros, Sanz, & Ponce de León, 2017), incorporating the technology used in leisure into daily life (Bringué, Sádaba, & Sanjurjo, 2013; Ferrar et al., 2013).

The main objective of this research was to identify how young people in social difficulties use and manage their time, drawing on the words of the professionals who are responsible for their care, guardianship, guidance, and education. We also sought to identify the socio-educational intervention actions that are being carried out by different social resources to help young people to manage their time.

## 2. Method

Qualitative research was carried out with the main objective of characterising the way in which young people in social difficulties use and manage time, drawing on the words of different professionals working with them. We also aimed to investigate the main socio-educational actions that are implemented to help these young people manage their time. For this purpose, we used a research approach that was exploratory, descriptive, and inductive, that did not stray from the data, and was not generalisable, although we tried to find the most representative data possible (Freebody, 2003).

We used methodological elements that allowed us to approach the lives of young people, based on the content analysis of the opinions given by the professionals. We employed the open qualitative survey technique (Jansen, 2013), a systematic method for collecting data from participants, based on Glasser and Strauss' *Grounded Theory* (1967), without any restrictions, in order to identify the relevant categories established by interpreting raw data.

### 2.1. Participants

The fieldwork took place in the first three months of 2020. Participants were selected from the population of professionals from the Community of Madrid working in socio-educational intervention with young people in social difficulties. To begin with intentional sampling was followed, based on the identification and selection of key individuals because of their condition, experience, and re-

sponsibility to achieve maximum data representativeness (Torres & Perera, 2009). Initially, ten participants were recruited and seeking some heterogeneity sought in their professional profiles. However, to cover all the existing relevant varieties of the phenomenon studied, a second group of participants was recruited out using chain or snowball sampling in which key respondents recruited the next participants, and these recruited the next ones, and so on, to achieve sufficient saturation, but only recruiting professionals who had at least three years of experience.

A final selection was made of thirty participants, ten men (33.3%) and twenty women (66.6%) who had an average professional experience of twelve years and four

months. Eight of these participants worked professionally in residential care resources (26.6%); eighteen in youth centers and other resources linked to socio-educational action with young people (60.1%); and four (13.3%) in social services targeting young people in the local area. These resources were publicly and privately owned. In terms of their prior education, the vast majority of participants had university degrees (93.3%) and presented diverse professional profiles: education and/or youth specialists, social educators, social workers, teachers, and psychologists (see Table 1).

Finally, each of the professional categories included one participant with responsibilities in human resources management, coordination, and/or management activities.

TABLE 1. Characteristics of the Participants.

Professional profile	Participants	Experience (years)	Training received	
Education specialists	4 (13.3 %)	Min. 3 Max. 10	Advanced training in education	2
			Undergraduate or comparable studies	2
Social educators	11 (36.7 %)	Min. 4 Max. 19	Undergraduate or comparable studies	7
			Master's Studies	4
Teachers	4 (13.3 %)	Min.5 Max. 15	Undergraduate or comparable studies	2
			Master's Studies	1
			PhD studies	1
Psychologists	3 (10 %)	Min. 9 Max. 35	Undergraduate or comparable studies	3
Social workers	8 (26.7 %)	Min. 3 Max. 29	Undergraduate or comparable studies	7
			PhD	1

Source: Own elaboration.



## 2.2. Means and procedure

A self-administered open questionnaire prepared *ad hoc* was sent via e-mail. This is useful for asynchronous data collection, where the presence of the researcher is not necessarily important (Bryman, 2012; Arias & Alvarado, 2015). This questionnaire was provided to participants along with information on the objectives of the study, ensuring confidentiality and anonymity and meeting the ethical criteria of the Helsinki Declaration (World Medical Association, 2018).

This methodology is considered a relevant model for conducting of this research as it is presented as an open and flexible proposal that collects responses on an initially little researched problem, through rapid distribution. It is also a growing trend because it reduces costs, minimises order effects, and allows a decrease in social desirability by not intervening in the participant's thought process. It also permits participants, from a distance, to address the topics that they perceive as related to the questions asked (Fricker & Schonlau, 2002; Díaz de Rada, 2012; Sarasa, 2015).

We collected sociodemographic data that were considered appropriate for the investigation and that allowed us to characterise the sample. In addition, general descriptive questions were proposed in an introduction that sought to evoke ideas that would incite the narration of events, experiences, and personal beliefs about the way in which young people in social difficulties use and manage time, in order to create the questions, docu-

ments were reviewed so as to orient the content of the questionnaire towards the research objectives (García-Ferrando, Ibáñez, & Alvira, 1986). The questionnaire was reviewed by various individuals collaborating in the investigation process, following the intersubjective verification criterion (Pérez, 1994). The questions were clearly and concisely drafted and organised according to a funnel logic; namely:

1. Do you think that young people use their time appropriately to achieve clear medium- or long-term goals that will enable them to confidently face the present and future challenges of life?
2. Do you think that young people can recognise the important and urgent things that require more dedication in order to be accomplished successfully?
3. What do you do and/or what actions are carried out by your institution to help them manage time?

The data obtained were systematically analysed following a process of downstream encoding information units by differentiating a descriptive coding level and an axial coding level (Jansen, 2013). These levels identified a system of codes and subcodes corresponding to the purposes of the study and that served to analyse the content of the questionnaires. After validation by adjusting, integrating, creating and restructuring the categories, we obtained a system composed of three large codes and seven subcodes (see Table 2).

TABLE 2. Codes and subcodes derived from data analysis.

Codes	Subcodes
Using time to prepare for life's challenges.  It alludes to the difficulties and internal and external factors, which condition the use of young people's time to confidently face present and future life challenges.	External factors: problematic situations and social resistance that influence how young people use time to prepare for life's challenges. It refers to public policies and resources to support the social fabric of young people, as well as society's projection of young people.
	Internal factors: personal situations of the young people themselves that condition their use of time. Related to their social culture, their thoughts, habits, and beliefs that affect how they dedicate their time and establish priorities.
Time management  Observations about young people's needs and accomplishments in managing their time, recognising priorities and demands.	Needs: the things that they require to be able to manage their time in the best possible way.
	Achievements: acquired habits, perceptions, and positive assessments about what young people do well to manage their time.
Actions to help young people manage their time.  Socio-educational initiatives and actions that are carried out using social resources and that are implemented by the professionals surveyed.	Good habits and values: actions that professionals carry out with young people to promote, plan, and organise time. Having healthy habits, values, study habits, non-formal learning through peer support, etc.
	Protection, support, and guidance: intervention actions to support and guide young people in time management. It also includes all the statements about protecting these young people and increasing their resilience.
	Leisure time: actions that are taken to help young people healthily manage leisure time and ensure their well-being.

Source: Own elaboration.

2.3. Information analysis and processing

For data analysis, we used the MAX-QDA Analytics Pro 2020 software, version 20.0.8 for Mac OS. Following Kuckartz and Rädiker's guidelines (2019), the first codes were obtained through inductive reasoning based on the open encoding of the segments or units of information. Successive encodings found relationships between the analysis codes, refined their names, and con-

structed the grounded theory. The Code Display tool *MaxMapas* was used to create a graphic representation of these encodings.

2.4. Concordance between coders in the investigation

To ensure the rigor of the study and the stability of the data, we calculated the reliability of the category system used to analyse the degree of agreement



between coders. There were 6 independent coders, experts in the subject and external to the investigation. With the information provided by the coders, Fleiss' Kappa, was used to calculate the concordance coefficients using the computer program Excel for Office 365 and the Real Statistic add-in. The result of Fleiss' Kappa coefficient was  $k = .743$ , which can be interpreted as a high concordance rate (Fleiss, 1981). This implies a high — almost excellent — degree of agreement between coders, a shared identification of the codes of the same units of information.

### 3. Results and discussion

The overall results of the study suggest that the participants identify more conditioning factors (41.3%) than needs and achievements (20.1%) and than socio-educational actions (38.6%) to intervene with young people and ensure appropriate time management so as to confidently cope with their transition to adult life (see Table 3). One of the most significant interpretations of these results refers to the number of difficulties that participants attribute to internal factors of the young people themselves (73%), compared to external factors (27%). This finding coincides with the work of Garcés-Delgado et al. (2020) who, in their study on expectations, self-imposed goals, reasoning, conflicting social behaviour, portraying a mistaken social role, and impulsivity, found that young people's life plans are the result of reconciliation between rational and emotional decision-making. They also showed that

decision-making is influenced by the interpersonal and intrapersonal characteristics of each individual: emotions, feelings, temperament, interests, etc.

In the same vein, our findings seem to coincide with other studies that point out the importance of the identity and skills of young people finding it difficult to achieve social inclusion and life satisfaction (Ballester et al., 2016; González-García, et al., 2017; Martín, González, Chirino, & Castro, 2020).

As for the professionals' comments about the young people's achievements in managing time and the things they require, we find some degree of balance that is marginally in favour of the number about comments of achievements (52.8%) versus needs (47.2%). These findings do not coincide with other works indicating that most of these young people have not stopped to think about what they will do in the future, and their life plans are confusing, regardless of the acquisition of skills for independent living offered to them via the resources specialising in independence (Ruiz-Román et al., 2018; Fernández & Cid, 2018).

More comments were found about actions in which young people are intended to acquire and develop good habits and values to improve time management and independence (46.4%) compared to those related to providing protection, support, and guidance (39.1%) and the promotion and management of leisure time to improve well-being (14.5%).

TABLE 3. Number of mentions and percentages of time use, time management, and actions to help young people (frequency of comments = n; percentages of comments = %).

Codes	Subcodes	n	% relative to the code	% relative to the overall nr. of comments
Use of time	External factors influencing time usage	20	27	11.2
	Internal factors influencing time usage	54	73	30.2
<b>Total</b>		74		41.3
Time management	Needs to improve time management	17	47.2	9.5
	Achievements in time management	19	52.8	10.6
	Total	36		20.1
Actions to help young people	Good habits and values	32	46.4	17.8
	Protection, support, and guidance	27	39.1	15.1
	Leisure time	10	14.5	5.6
	Total	69		38.6
<b>Total</b>		179	100	

Source: Own elaboration.

However, Graph 1 presents a model of the data processed using the codes and subcodes system, as well as the relationships that were established between them.

A more detailed analysis of the comments sheds light on participants' responses about external difficulties in young people's use of time. We note that there is a social and family environment that does not promote adequate use of time:

The social environment does not favour continued effort. It offers an unlikely reward. (Social worker. C24.4-4).

The families of these young people do not teach them to value education. (Teacher. C10.4-4).

What stigmatises these children the most is not the social exclusion to which they are subjected but the exclusion they suffer from their peer group ... (Social Educator. C22.7-7).

Many professionals defend the idea that the lack of resources is a major barrier to the way time is used:

... our country has no public policies to support the social fabric of young people or public resources that facilitate access to creative free time that would favour their skills. (Social worker. C12.4-4).



... the urgent thing is the present and their immediate well-being. (Social worker. C21.4-4).

... I think they tend to focus on the here and now and are often unable to initiate actions within a more complex strategy that allows them to plan how they will achieve of mid- or long-term goals ... (Teacher. C14.4-4).

The professionals think that young people's use of more immediate time limits is due to indolence and the performance of meaningless actions:

... there is a clear tendency to laziness and/or to seek easy solutions that satisfy them immediately. (Psychologist. C27.4-4).

... they do nothing profitable with their lives, they dedicate themselves to empty, meaningless leisure time. They are resigned to, and even comfortable with, a life with no aspirations or goals ... (Social worker. C21.4-4).

These findings are consistent with those of Biolcati, Mancini, and Trombini (2017), in which they showed that many young people have a tendency to indolence and boredom and that this, in turn, may be related to the onset of risky behaviours.

In addition, there are maturity issues that serve as an argument about how young people use their time:

... they create short-term expectations without thinking about the consequences of it in the mid-long term, or what may affect them in their future. In the end, it is a process of brain maturation in which

the area that governs fear is still in the process of maturation and more risks are taken ... (Social educator. C6.4-4).

Other responses point to the implementation of different protection mechanisms among these young people whose characteristics may make them seem stronger but actually reflect a greater vulnerability:

... they are aware of the problematic nature and urgency of some situations, but in many cases, they ignore them, posing as tough and courageous people, who are not affected by anything, even if they feel like they are falling apart inside, because they have to maintain their image before others. (Social educator. C6.5-5).

Many young people try to forget some of their past so they can present an image in a more adult present ... (Social worker. C23.4-4).

Concerning their needs to improve time management, the professionals point to the lack of staff and acknowledge that these young people require greater support. This is observed in the following quotations:

... they need time and personal and professional support to understand that they are the ones who can change their destiny and that they have to face the same challenges that all people must face in the transition to adult life. (Psychologist. C27.4-4).

... actually, what they need is more comprehensive support along with a more specific socio-educational intervention ... (Social educator. C28.4-4).

With regard to time management achievements, the professionals acknowledge some habits and qualities that young people have that help them manage their time more competently:

Some young people can prioritise their education, so it is more aimed at finding jobs that allow them to maintain a minimum income, but these are few. (Psychologist. C26.5-5).

... young people know those problems or needs that require greater urgency. They have experienced difficult situations and, despite having plans for their future, they change them immediately in the face of the needs and urgencies that they encounter. (Social educator. C20.5-5).

Concerning the actions that are implemented by social resources to help them manage their time, the comments on good habits and values, provide us with some different proposals:

The project I work in has held group and individual time management workshops; we work with each person on their day-to-day life, teaching them to identify their priorities which enables them to organise themselves better. (Social worker. C15.7-7).

The professionals also comment on actions related to the establishment of schedules and routines:

The times and routines within the frameworks of protection or social difficulty are very organised and disciplined. They are based on the acquisition of skills and common integration values. (Social worker. C19.4-4).

Setting schedules and routines with them is essential, as well as establishing a list of goals and priorities. (Educational technician. C16.7-7).

In this quotation, we find an observation that can help us understand one of the main reasons routines are addressed:

Knowing what is going to happen at each moment of the day, seeing that this takes place successively, has a strong impact on developing their ability to think about the future. This means that the uncertainty surrounding their future begins to crumble and, slowly, they build enough confidence to set mid- and long-term goals and the motivation to manage time to achieve them. Compliance with this routine via schedules, forms, and actions must be rewarded under a system of privileges achievable in the short, mid and long term, considering that in the short term, there is no room for immediacy. (Social Educator. C22.7-7).

They mention essential aspects for the future, for example, all those related to incorporating new jobs:

The programs managed by my work emphasise job incorporation or job readiness, which remains an important step towards independence. (Psychologist. C27.7-7).

We also find references to work that addresses beneficial and healthy values:

... I try to encourage them to take on family responsibilities, to get involved in helping their parents, grandparents ... (Social worker. C24.7-7).

I promote coexistence, facilitating strategies for conflict resolution and impro-

ving relationships with others. (Teacher. C14.7-7).

... we address healthy habits both on a personal level, for example, measures such as hygiene and order, and on an academic level, trying to create a study space. (Social educator. C28.7-7).

In relation to implementing protection, support, and guidance actions for young people, the professionals state:

... we have different programs for young people that facilitate and guide them in flexible and functional time management. (Social worker. C17.7-7).

... we consider it very important and of great impact to have a presence on the street and in the spaces where young people freely decide to go, to carry out socio-educational guidance in all the processes and procedures required to standardise and transition to adult life. (Teacher. C9.7-7).

This support may come from the peer group:

... we take advantage of a related resource such as Youth Information classmates to respond to and guide them through all the concerns they had forgotten. (Education specialist. C1.7-7).

They establish other actions that can contribute to increasing young people's independence and capacity for resilience:

We do many activities in order to reflect on their individual futures, on their future families, what they would like to achieve, as well as how they would like to live, and

that they have to work to achieve it. These activities encourage them to reflect and see themselves in different situations from those that are already "written" in their future, they have short-term results. (Teacher. C10.7-7).

Finally, there is great interest in working on leisure time and healthy leisure activities:

... the educational team must present a wide range of community activities and recreational resources and have a great capacity for persuasion so that young people decide to spend their leisure time on them. (Social educator. C22.7-7).

... we work with young people at risk and offer them alternative and healthy leisure activities that can inspire genuine interest and motivation, starting with their tastes and concerns. (Psychologist. C8.7-7).

Leisure activities also seem to be a good resource with which to initiate other interventions that contribute to the transition to a positive adult life (Anderson, 2017):

... in most cases, the way to hook these young people for further intervention is by encouraging some recreational or leisure activities within the home itself (films, games, and workshops) ... (Social worker. C28.7-7).

Through leisure, we generate a relationship of trust with them, so that we can find out their concerns, needs, etc. From there, we try to instill in them a self-critical spirit and, above all, to remove them from that "reality" that they have



created in which anything goes ... (Educational technician. C1.7-7).

#### 4. Conclusions

This study aimed to explore in depth the observations of a group of professionals from the Community of Madrid who work in different resources with young people in social difficulties, to characterise the youngsters' use and management of time, as well as which socio-educational actions are implemented during the intervention.

It is concluded that the professionals' opinions and the number of comments made underline a large number of difficulties that young people have with appropriate time usage, either because of internal or external factors. These difficulties, coupled with the needs that were identified, leave little margin for the achievements that young people have acquired. However, these habits and abilities can serve as an anchor point for various interventions with young people. This is supported by the large number of comments coded as socio-educational actions to help young people manage their time, which are identified in the professionals' responses as consequences of the needs and difficulties. The focus of intervention should be mainly placed on direct interventions with young people and their internal factors, besides working with the environment. However, external factors should not be ignored. All this suggests the need for coherent and coordinated interventions on young people that make their time an operational axis

around which to introduce measures and resources.

In this sense, the second purpose of the study was to characterise the socio-educational actions that are carried out using the various resources. Three major areas of action have been identified to enhance time management among young people: 1) the most cited actions aimed at promoting good habits and values; 2) actions that protect, support and guide young people and enhance their resilience; and, 3) actions aimed at helping them manage their leisure time. The measures the professionals propose confirm and complement the information about some difficulties they had provided and the need to overcome them through concrete actions.

This work offers a comprehensive and extensive analysis of the time of young people in social difficulties, although it has some limitations. One of the main ones is the size and selection of the sample. However, we tried to achieve the maximum possible representativeness by using key informants, and participants who had many years of professional experience. As a prospective action, the perception that young people in social difficulties have of their time usage and management could be addressed. This would counter the professionals' perception and would allow for a broader, more global, and complex view of the problem. Future work could also be undertaken to contrast how young people in social difficulties use and manage their time compared to other young people.

## References

- Alonso, I., & Funes, J. (2009). El acompañamiento social en los recursos socioeducativos. *Educación Social: Revista de Intervención Socioeducativa*, 42, 28-46.
- Anderson, A. (2017). The five-factor model for assessing personality differences in positive youth development programmes. *World Leisure Journal*, 59 (1), 70-76.
- Arias, A. M., & Alvarado, S. V. (2015). Investigación narrativa: apuesta metodológica para la construcción social de conocimientos científicos. *Revista CES Psicología*, 8 (2), 171-181.
- Aristegui, I., & Silvestre, M. (2012). El ocio como valor en la sociedad actual. *Arbor. Ciencia, Pensamiento y Cultura*, 188 (754), 283-291.
- Ballester, L., Caride, J. L., Melendro, M., & Montserrat, C. (2016). *Jóvenes que construyen futuros: de la exclusión a la inclusión social*. Santiago de Compostela: Servicio de Publicaciones e Intercambio Científico de la Universidad de Santiago de Compostela.
- Bauman, Z. (2007). *Los retos de la educación en la modernidad líquida*. Barcelona: Gedisa.
- Biolcati, R., Mancini, G., & Trombini, E. (2017). Proneness to boredom and risk behaviors during adolescents' free time. *Psychological reports*, 121 (2), 303-323.
- Bringué, X., Sádaba, C., & Sanjurjo, E. (2013). Menores y ocio digital en el siglo XXI. Análisis exploratorio de perfiles de usuarios de videojuegos en España. *Bordón*, 65 (1), 147-166.
- Bryman, A. (2012). *Social research methods*. New York: Oxford University Press.
- Butterworth, S., Singh, S. P., Birchwood, M., Islam, Z., Munro, E., Vostanis, P., ... Simkiss, D. (2017). Transitioning care-leavers with mental health needs: 'they set you up to fail'. *Child and Adolescent Mental Health*, 22 (3), 138-147. doi: <https://doi.org/10.1111/camh.12171>
- Caballo, M. B., Caride, J. A., & Meira, P. A. (2011). El tiempo como contexto y pretexto educativo en la sociedad red. *Educación Social. Revista de Intervención Socioeducativa* 47, 11-24.
- Caride, J. A. (2012). Lo que el tiempo educa: El ocio como construcción Pedagógica y social. *Arbor. Ciencia, Pensamiento y Cultura*, 188 (754), 301-313. doi: <https://doi.org/10.3989/arbor.2012.754n2004>
- Caride, J. A., Lorenzo, J. J., & Rodríguez, M. A. (2012). Educar cotidianamente: el tiempo como escenario pedagógico y social en la adolescencia escolarizada. *Pedagogía Social. Revista Interuniversitaria*, 20, 19-60.
- Codina, N., Pestana, J., Caride, J. A., & Caballo, M. B. (2013). Presupuestos de tiempo (PT): cómo registrar y analizar la complejidad de los tiempos educativos, sociales y psicosociales en la sociedad en red. In H. Cairo & L. Finkel (Coords.), *Crisis y cambio: propuestas desde la sociología. Actas del XI Congreso Español de Sociología, Facultad de Ciencias Políticas y Sociología* (pp. 114-118). Madrid: Universidad Complutense de Madrid.
- Cuenca, M., & Goytia, A. (2012). Ocio experiencial: antecedentes y características. *Arbor, Ciencia, Pensamiento y Cultura*, 188 (754), 265-281.
- De-Juanas, Á., & García-Castilla, F. J. (2018). Presentación Monográfico: Educación y ocio de los jóvenes vulnerables. *Pedagogía Social. Revista Interuniversitaria*, 31, 13-17.
- Díaz de Rada, V. (2012). Ventajas e inconvenientes de la encuesta por Internet. *Papers*, 97 (19), 193-223.
- Dixon, J. (2016). Oportunidades y retos: apoyo en transiciones hacia la educación y el empleo para jóvenes del sistema de protección en Inglaterra | *Opportunities and challenges: supporting journeys into education and employment for young people leaving care in England*. *revista española de pedagogía*, 74 (263), 13-29.
- Du Bois-Reymond, M., & López, A. (2004). Transiciones tipo yo-yo y trayectorias fallidas: hacia las políticas integradas de transición para jóvenes europeos. *Revista de Estudios de Juventud*, 65, 11-29.
- Ducca-Cisneros, L. V. (2018). Elegir en tiempos revueltos: orientación vocacional y adolescentes en riesgo de exclusión social. *Trabajo Social Global*, 8 (14), 125-146.
- Fernández, D., & Cid, X. M. (2018). Análisis longitudinal de la transición a la vida adulta de las personas segregadas del sistema de protección

- a la infancia y a la adolescencia. *Bordón*, 70 (2), 25-38.
- Ferrar, K., Chang, C., Li, M., & Olds, T. S. (2013). Adolescent time use clusters: A systematic review. *Journal of Adolescent Health*, 52 (3), 259-270.
- Fleiss, J. L. (1981). *Statistical methods for rates and proportions*. New York: John Wiley and Sons.
- Freebody, P. (2003). *Qualitative Research in Education. Interaction and Practice*. London, UK: Sage Publications.
- Fricker, S., & Schonlau, M. (2002). Advantages and Disadvantages of Internet Research Surveys: Evidence from the Literature. *Field Methods*, 14, 347-367.
- Garcés-Delgado, M., Santana-Vega, L. E., & Feliciano-García, L. (2020). Proyectos de vida en adolescentes en riesgo de exclusión social. *Revista de Investigación Educativa*, 38 (1), 149-165.
- García, J. L., Quintanal, J., & Cuenca, M. E. (2016). Análisis de la percepción que tienen los profesores y las familias de los valores en los jóvenes en vulnerabilidad social. **revista española de pedagogía**, 74 (263), 91-108.
- García-Castilla, F. J., & Vírveda, E. (2018). Knowledge transfer for full citizenship. The educational model of innovation in social work. *Journal of Sociology and Social Welfare*, 55 (1), 133-150.
- García-Castilla, F. J., De-Juanas, A., & Rodríguez, A. E. (2018). Jóvenes sin tiempo: La transición a la vida adulta desde un escenario de dificultad social. In García-Castilla & Díaz (Coords.), *Investigación y prácticas sociológicas: escenarios para la transformación social* (pp.199-218). Madrid: UNED.
- García-Ferrando, M., Ibáñez, J., & Alvira, F. (1986). *El análisis de la realidad social. Métodos y técnicas de investigación*. Madrid: Alianza.
- Glaser, B., & Strauss, A. (1967). *The discovery of Grounded Theory. Strategies for qualitative research*. Aldine de Gruyter: New York.
- González-García, C., Bravo, A., Arruabarrena, M. I., Martín, E., Santos, I., & Del Valle, J. F. (2017). Emotional and behavioral problems of children in residential care: Screening detection and referrals to mental health services. *Children and Youth Services Review*, 73, 100-106.
- Jansen, H. (2013). La lógica de la investigación por encuesta cualitativa y su posición en el campo de los métodos de investigación social. *Paradigmas*, 5 (1), 39-72.
- Kuckartz, U., & Rädiker, S. (2019). *Analyzing Qualitative Data with MAXQDA. Text, Audio and Video*. Switzerland, AG: Springer.
- Lahire, B. (2007). Infancia y adolescencia: de los tiempos de socialización sometidos a constricciones múltiples. *Revista de Antropología Social*, 16, 21-38.
- Lomeli-Parga, A., López-Padilla, M., & Valenzuela-González, J. (2016). Autoestima, motivación e inteligencia emocional: Tres factores influyentes en el diseño exitoso de un proyecto de vida de jóvenes estudiantes de educación media. *Revista Electrónica Educare*, 20 (2), 1-22.
- López Noguero, F., Sarrate Capdevila, M. L., & Lebrero Baena, M. P. (2016). El ocio de los jóvenes en situación de vulnerabilidad. Análisis discursivo. **revista española de pedagogía**, 74 (263), 127-145.
- Maree, J. G. (2018). Promoting Career Development and Life Design in the Early Years of a Person's Life. *Early Child Development and Care*, 188 (4), 425-436.
- Martín, E., González, P., Chirino, E., & Castro, J. J. (2020). Inclusión y satisfacción vital de los jóvenes extutelados. *Pedagogía Social. Revista Interuniversitaria*, 35 (1), 101-111.
- Melendro, M. (2011). El tránsito a la vida adulta de los jóvenes en dificultad social. *Zerbitzuan*, 49, 93-106.
- Melendro, M., De-Juanas, A., & Rodríguez-Bravo, A. E. (2017). Déficit en la intervención socioeducativa con familias de adolescentes en riesgo de exclusión. *Bordón*, 69 (1), 123-138.
- Parrilla, Á., Gallego, C., & Morina, A. (2010). El complicado tránsito a la vida activa de jóvenes en riesgo de exclusión: una perspectiva biográfica. *Revista de Educación*, 351, 211-233.
- Pérez, G. (1994). *Investigación cualitativa. Retos e interrogantes. Vol.II. Técnicas y análisis de datos*. Madrid: La Muralla.

- Pérez, G., & Melendro, M. (2016). Ocio, formación y empleo de los jóvenes en dificultad social. **revista española de pedagogía**, 74 (263), 5-11.
- Pérez, G., Poza, F., & Fernández, A. (2016). Criterios para una intervención de calidad con jóvenes en dificultad social. **revista española de pedagogía**, 74 (263), 51-69.
- Rodríguez-Bravo, A. E., De-Juanas, A., & González, A. L. (2016). Atribuciones de los jóvenes en situación de vulnerabilidad social sobre los beneficios del estudio y la inserción laboral. **revista española de pedagogía**, 74 (263), 109-126.
- Ruiz-Román, C., Calderón, I., & Juárez, J. (2017). La resiliencia como forma de resistir a la exclusión social: un análisis comparativo de casos. *Pedagogía Social. Revista Interuniversitaria*, 29, 129-141.
- Ruiz-Román, C., Molina, L., & Alcaide, R. (2018). Trabajo en red y acompañamiento socioeducativo con estudiantes de secundaria en desventaja social. *Profesorado. Revista de Currículum y Formación de Profesorado*, 22 (3), 453-474.
- Santana-Vega, L. E., Alonso-Bello, E., & Feliciano-García, L. (2018). Trayectorias laborales y competencias de empleabilidad de jóvenes nacionales e inmigrantes en riesgo de exclusión social. *Revista Complutense de Educación*, 29 (2), 355-369.
- Sanz, E., Valdemoros, M. Á., Duque, C., & García-Castilla, F. J. (2019). Ocio cultural juvenil, indicador subjetivo del desarrollo humano. *Cauriensia*, 14, 491-511.
- Sarasa, M. C. (2015). Narrative research into the possibilities of classroom-generated stories in English teacher education. *Profile*, 17 (1), 13-24.
- Torres, J., & Perera, V. H. (2009). Cálculo de la fiabilidad y concordancia entre codificadores de un sistema de categorías para el estudio del foro online en e-learning. *Revista de Investigación Educativa*, 27 (1), 89-103.
- Valdemoros, M. A., Alonso, R. A., & Codina, N. (2018). Actividades de ocio y su presencia en las redes sociales en jóvenes potencialmente vulnerables. *Pedagogía Social. Revista Interuniversitaria*, 31, 71-80.
- Valdemoros, M. Á., Sanz, E., & Ponce de León, A. (2017). Ocio digital y ambiente familiar en estudiantes de Postobligatoria. *Comunicar*, 50, 99-108.
- Vargas, M., Pérez, A. B., & Pérez-de-Guzmán, M. V. (2014). La inadaptación social como resultado. In A. De-Juanas & A. Fernández (Coords.), *Educación y jóvenes en tiempos de cambio* (pp. 71-79). Madrid: UNED.
- World Medical Association (WMA) (2018, July 9). *WMA declaration of Helsinki - Ethical principles for medical research involving human subjects*. Retrieved from <https://bit.ly/3hJguc4> (Consulted on 2020-04-15).

## Authors' biographies

**Angel De-Juanas Oliva.** PhD in Educational Sciences and Professor of the UNED. He is a member of the UNED Socio-Educational Research Group and the TABA International Research Group on Social Inclusion and Human Rights. Coordinator of the Master's Degree in Educational Intervention in Social Contexts. Visiting professor IOE at the University of London, in the Thomas Coram Research Unit (TCRU).

 <http://orcid.org/0000-0003-0103-7860>

**Francisco Javier García-Castilla.** PhD in Sociology in the Exclusion and Social Policy Program of the Pontifical University of Comillas of Madrid. Hired PhD Professor, accredited in the position of Professor of University by ANECA. Part of the Department of Social Work at the UNED Faculty of Law. He has participated as a researcher in several R&D&I projects, and his publications include book chapters and articles (JCR, SJR...).

 <https://orcid.org/0000-0003-3040-640X>

**Ana Ponce de León Elizondo.** PhD in Philosophy and Educational Sciences. Full Professor at the University of La Rioja. She has published more than one hundred books, book chapters, and high-impact scientific articles. Principal researcher in 21 R&D&I projects. She chairs the Leisure

Excellence Research Network “OcioGune”. Vice-Rector of Teaching Innovation, Deputy Director of the Center of Human, Legal and Social Sciences, Study Director of the Degree in Primary Education.



<https://orcid.org/0000-0003-4622-8062>