

STUDENTS' ATTITUDE AND EFFECTS OF SPORT AND RECREATIONAL TOURISM ON SUCCESS IN SCHOOLS

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Abstract: This research is supposed to establish if there is a significant difference in attitude of boys and girls and their peers to sport and recreational tourism and its' correlation with success in schools. Tools used in the research were: the questionnaire compiled of socio-demographic data; the questionnaire on the attitude towards sports. The participants in the research were teenagers, 357 of them (189 girls and 168 boys), aged 12- 15. The research was carried out in primary schools all over AP Vojvodina. The obtained data showed that the participants who prefer sports or recreational activities manifest greater interest in student trips and excursions and generally have greater success in school. However, there is, statistically, little difference in dependent variables between older and younger participants.

Key words: Students, Sports, Recreation, Tourism, Success

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INTRODUCTION

Sports in modern tourism is becoming the new reason and most often one of the motives for travelling to a specific tourist destination (Bartoluci, 2003). Sport tourism includes all types of active and passive involvement in sport activities which are done occasionally or regularly out of noncommercial or business related reasons for which the leave of one's own residence or work place is necessary (Plavša, 2005). One significant motive which is at the core of recreational tourism is certainly the welfare of one's health and fitness. However, recreation in tourism can be anything, from revivification of folk and traditional activities (hunting, fishing, gathering fruits etc.), to participation in modern games (Plavša, 2005).

Temporary trips to sport attractions or staying of an individual outside their usual residence for participation in or watching a physical activity are all part of sports

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(Kesar, 2011). Sports and recreational tourism in schools has its' own psychological and pedagogical justification, because it is the schooling that students gladly attend. Outside the school, students experience and achieve more. They discover and experience beauties and functions of their environment, expand their curiosities and most importantly, they work on their health and fitness.

So, we can say that sports and recreational tourism is a specific form of tourism for which sports and recreational benefits are the motives for travelling to and staying at a destination. Sports and recreational tourism implies tourists doing sport and recreational activities chosen by them for purposes of satisfying the need for movement and stretching, playing games, being involved, recreating, amusement etc. (Plavša, 2007; Vujko, 2008). The children's need for movement, games and fun alone is the reason for implementation and application of extracurricular sports and recreational activities in schools (Kermeci, 2011).

Sports and recreational tourism can be regarded as social and economic factor based on the unique interaction of different sports and physical activities, people and place. Global Strategy on Diet, Physical Activity and Health (WHO, 2004) distinguishes the importance of school policies and programmes which support adopting healthy diets and physical exercise, providing everyday physical education, adequate facilities and equipment etc. The focus group in this case are indubitably children and young people, but further promotion of physical activity in schools and local communities should not be neglected (Strategy on Developing Of Sport In Schools In Autonomous Province Of Vojvodina 2013-2017, 2013). Engaging in sports or recreational activities can affect health and behaviour of young people in three ways:

1. It provides significant quantity of physical activity;
2. Deters young people from unhealthy things;
3. Reduces exposure to inadequate environments which can encourage inadequate behaviour (Patte et al., 1996).

Significance of school sports and physical education is recognised in Strategy on Educational Development in Serbia by 2020 (2012); among the policies, actions and measures of fulfillment of the devised strategy, there is the necessity to organise a complete sports life in schools (beside physical education), which involves all students, in accordance with their own abilities and affinities. Also, within the providing the different structure and timetables of school's workweek, it is expected that students have everyday 'working' hours (8-16 o'clock) which includes regular classes, extracurricular activities, learning time and teacher consultations and obligatory sports and recreational activities (Strategy on Educational Development in Serbia by 2020 (2012). Various school activities contribute to the drawing out of specific and recognisable school profile, and sports activities make the significant element of that unique profile.

When it comes to activities that schools could offer to students for more creative uses of their free time, most students (78 per cent) think that there should be additional content in terms of sports activities. In the opinion of secondary students in AP Vojvodina, the most significant obstacle to spending quality time is the lack of money (Petrović & Zotović, 2010). Information on the level of secondary students' activism in AP Vojvodina (2012) confirm that high membership fees represent a great barrier for greater involvement of young people in sports clubs (Strategy on Developing Of Sport In Schools In Autonomous Province Of Vojvodina 2013-2017, 2013).

METHODOLOGY

The research was based on pedagogical experiment and the application of statistical analysis of empirical data. Various methodologies were used: descriptive method- an overview of relevant research on the attitude of students of seventh and

eighth grade to sports and recreational tourism; while the technique of parallel groups was used in the empirical part of the research. Primary and secondary data were used in the research. Secondary data refer to the presentation of the existing condition regarding students' decision on taking up sports and recreational activities, while through the use of corresponding methods for collecting data (polls), necessary primary data which explain motives, thoughts and attitudes of those polled students to sport and recreational tourism were collected.

The aims of the research:

1. To establish the level of students' satisfaction with the existing state of things and a desired direction for the development of sports and recreational tourism; to ascertain the attitudes of those polled on the potential of sports and recreational tourism, resources and attractions and the level of their valorization;

2. To establish the connection of primary students' success in schools with sports and recreational tourism. The following instruments for collecting data were used in the research:

- a. the questionnaire compiled of socio-demographic data

- b. the questionnaire on the attitude towards sports and recreational tourism.

The research was conducted on the territory of AP Vojvodina in several primary schools. The participants, 357 in total, 189 girls (52,9 per cent) and 168 boys (47,1 per cent) were children and teenagers, aged 12-15. The poll was done in groups and they were anonymous. After all the questionnaires were handed around, instructions for answering the questions were given with a notification that the results would be used for scientific purposes only. Instructions were the same for everybody. The poll was not time-limited. The statistical analysis of data was done by statistical processing of data packets. Attitude scale was treated using frequency distribution and chi-square test.

RESULTS AND DISCUSSION

The form of physical activity for children and youth in Serbia is consistent with a pattern of physical activities of their peers in Europe (Brettschneider & Naul, 2004). Boys are more active than girls, and with age, level of physical activity declines. Boys are more involved in organized sports and prefer more intensive activities, while girls prefer informal and recreational types of activities. The boys positively evaluate their sports competence. They prefer to compete and compare with others in sports and like more intensive physical activity (Đorđić & Krneta, 2007). At the age of thirteen, the average number of interest is higher among students whose academic achievement is better. Approximately a quarter of young people, whose success at school is an excellent or very good, interest in various forms of sports and recreational tourism is extremely large, while significantly fewer number of students whose academic performance is weaker show the same interests (Maksić & Tenjović, 2008).

Table 1. Frequency of polled students with regard to gender and sports

| | | I do sport | | | Total |
|--------|--------|------------|----------------|------------------|-------|
| | | Actively | Recreationally | I don't do sport | |
| Gender | Male | 77 | 14 | 77 | 168 |
| | Female | 64 | 27 | 98 | 189 |
| Total | | 141 | 41 | 175 | 357 |

When it comes to activities that schools can offer for more creative uses of free time, the majority of students (78 per cent) believe that the school should introduce additional content in the form of sports and recreational activities and trips (trips, camping, boy scouts etc.). Academic achievement of students (Figure 1) is an indicator of

many phenomena, including the development of interest in tourism related to the study of objects and phenomena in nature, exploring the ways people work and some parts of developing a positive attitude towards the national, cultural, ethical and aesthetic values, sports and recreational needs and habits, and positive social relationships. Developing interest in nature, developing ecological habits and encouraging them to display positive emotional experience and a healthy lifestyle. The boys in this study have a better average grade in school than girls ($M = 4.4286$, $SD = .8231$ $M = 4.3651$, $SD = .06622$).

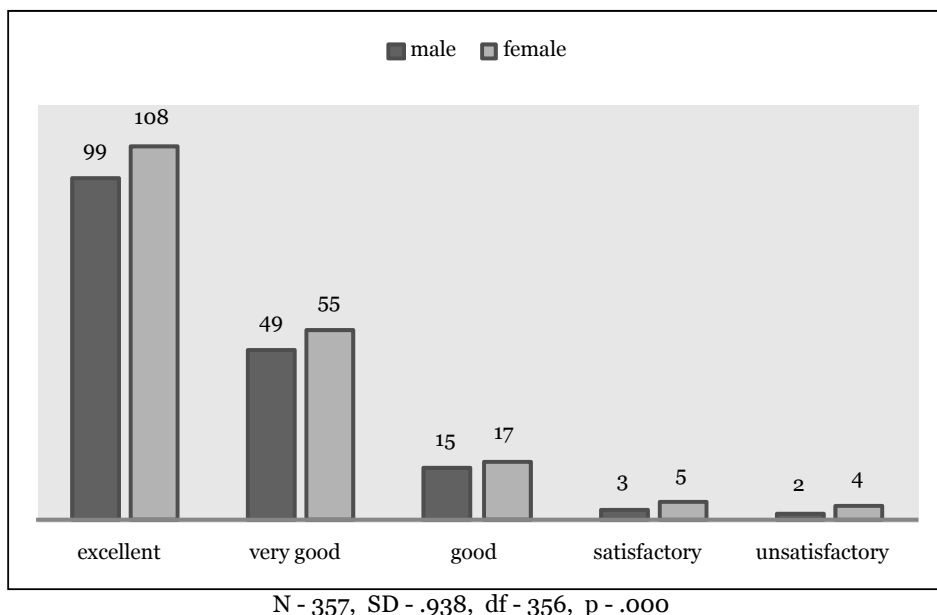


Figure 1. Academic achievement of students

Per cent 30 of students engage in organized sports, with boys significantly more likely to engage in sports in sports clubs, compared with girls. Most boys engage in football, followed by basketball, volleyball, martial arts and swimming. As far as for recreational activities outside of school (Table 1.) go, 12 per cent of students go to sports clubs (aerobics, gym, folk dancing, hiking, dancing schools, etc.). A significantly higher percentage of girls engage in recreational activities. Only 15 per cent of the students are involved in the school's sports extracurricular classes. Gender influences the cooperation of students with parents in the planning of sports and recreational activities. Male students are more cooperative when it comes to working with adults, while girls have their own attitude by which they govern themselves. Research suggests that the positive impact of parents can be achieved in two ways, so that they can exercise a positive influence as 'managers' of free time who, to a certain extent, control and plan children's and shared family activities, as well as models that shape the interests and habits of their children (Larson et al., 2001).

Among those polled, there are students who are actively involved in sports and recreational activities, three times a week for one hour (27,5 per cent), although there are students who stated that they spend more than seven hours a week doing various types of sports and recreational activities (Table 2.). The largest percentage of those polled use balls in their activities (92.6%), followed by bicycles (85 per cent) then a tennis racket (56.4 per cent), rollerblades (46.3 per cent) fishing equipment (24.93 per cent), skis (21.53 per cent) and the lowest percentage of those polled use skates and boats (8.6 per

cent). The results obtained show us that (24.6 per cent) of students believe that there is sufficient application of extra-curricular sports and recreational activities (excursions, camps, schools in nature etc.) in their schools, while a large number of students (67.5 per cent) believe that it is not enough.

Table 2. How many times a week, do you participate in sports and recreational activities?

| | | |
|-------------------|-----|------|
| 0 | 175 | 49 |
| 1-3 hours | 98 | 27.5 |
| 3-5 hours | 28 | 7.8 |
| 5-7 hours | 42 | 11.8 |
| More than 7 hours | 14 | 3.9 |
| Total | 357 | 100 |

Would you like to spend your winter vacation in the mountains, where they could do sports and recreational activities, 77 per cent of polled students gave a positive answer. The biggest reason why students would spend winter vacation in the mountains is skiing (42.2 per cent), 34 per cent of students preferred snowballing and playing in the snow, and only 5 per cent of those who would just ride sleighs.

When asked Have you travelled so far across Serbia with your parents, friends or as part of school trips, almost all polled students (98.9 per cent) gave a positive answer. When asked if they had ever gone abroad, 53.7 per cent of polled students stated that they had. Half of them said they travelled to Montenegro or former Yugoslav republics (Macedonia, Bosnia and Herzegovina, Croatia) and the other half said they travelled to European countries (Hungary, Romania, Greece).

Who would you like to travel on a summer vacation with, 73 per cent of those polled said they would travel with a friend, 17 per cent with parents, 3 per cent on their own, 2 per cent with cousins, 3 per cent with school, 1 per cent with a group and 1 per cent did not have any answers. When asked about visits to the theatre, cinema and museum in their free time, 73.43 per cent of those polled said they do not visit any cultural events. Among those who regularly visit, the frequency of visits is 1-3 times per month.

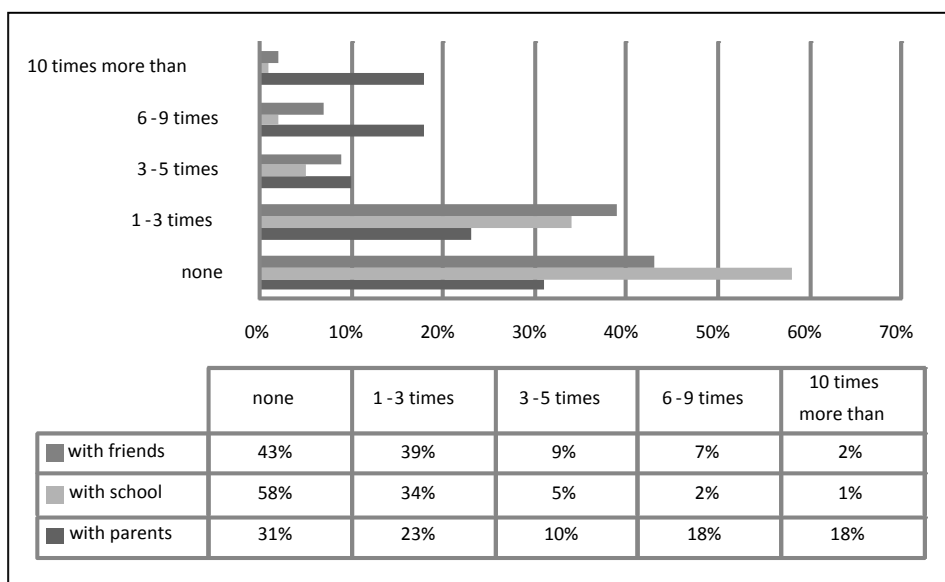


Figure 2. Have you been to a resort or gone on a tourist trip in the last year?

Figure 2 shows us that in the past year 58 per cent of those polled have not been on an excursion or a trip with their school, 36 per cent with their parents, and 43 per cent with their friends. 1 per cent went more than ten times on a trip to a city with their school, 18 per cent with their parents, and 2 per cent with friends. Schools should encourage children and young people to spend more free time in engaging in sports and recreational activities. The European Commission has announced in The White Paper on Sport (White paper on sport, 2007) the introduction of acknowledgement to schools which are actively involved in supporting and promoting physical activities in the school environment. When asked if they have any hobbies, 45.75 per cent of polled students said that they engage in cultivating and nurturing (of flowers, dogs, cats etc.), 27.23 per cent in art (drawing, writing, painting, playing instruments etc.), 16.03 per cent in collecting (posters, pictures, photos etc.) and 10.99 per cent in making or repairing things. Girls are more involved, in their free time, in collecting and artistic activities than boys (27.4 per cent: 9.4 per cent). Distinctive analysis shows that the values of young people prone to a party (going outs, socializing) differ from the values of those who do not care ($\chi^2 = 209.799$, $p = 0.00$). Differences exist between those who spend time with computers (listening to music, playing games and chatting) and those who do not ($\chi^2 = 98.190$, $p = 0.00$) and between those who often and rarely go out ($\chi^2 = 121.526$, $p = 0.00$).

Table 3. Students' interest in various kinds of sports and recreational activities during summer holidays

| | | |
|---|------|------|
| Sports camps | 81 % | 75 % |
| The art colony | 12 % | 20 % |
| Drama (literary) colony | 7 % | 19 % |
| Studying foreign languages | 23 % | 27 % |
| Computer workshop in nature | 37 % | 41 % |
| Sailing boats on rivers | 57 % | 33 % |
| Diving | 59 % | 38 % |
| Swimming | 93 % | 85 % |
| Fishing | 18 % | 2 % |
| Summer camps | 76 % | 68 % |
| Mountaineering | 69 % | 54 % |
| Nature trips | 55 % | 63 % |
| Sports academies | 35 % | 27 % |
| Exercising in the sports hall | 21 % | 13 % |
| Boy scouts camps | 27 % | 14 % |
| National parks visits | 23 % | 26 % |
| Visits to cultural and historical sites of Serbia | 16 % | 18 % |
| Visits to different areas of Serbia | 33 % | 37 % |
| Martial arts camps | 48 % | 19 % |
| Combining several activities | 37 % | 34 % |
| Cycling in nature | 67 % | 56 % |
| Miscellaneous | 8 % | 10 % |

In Table 3, we can see the frequency of polled students for various types of sports and recreational activities during the holidays. Students are most interested in swimming, boys (93 per cent), girls (85 per cent), followed by sports and summer camps, cycling in nature, hiking, nature tours, etc. Students were asked in advance which new types of sports and recreational activities they would like to be acquainted with, so that they could, afterwards, do them successfully. When asked about the new sports we got the following answers: bungee-jumping, snowboarding, hang-gliding and ballooning, skiing, wall climbing. They also agreed, 95 per cent, that instructors are necessary on school trips.

Instructors have the task to, in addition to helping with traditional sports and recreational activities that are done on various sports courses, make the best out of nature and, if possible, implement various walking tours, orientation games, scouting skills (use of maps, compass, making a natural shelter, etc.), rock climbing (Figure 3), spelunking skills in case there are some caves, etc. (Ostojić, 2013).



Figure 3. Animation and recreation of children (Source: G. Vještica, 2013)

A smaller number of students dared to try out more adventurous activities, rafting (10 per cent), free climbing (11 per cent), mountain biking (9 per cent). The majority opted for all-day hiking (41 per cent) and recreational climbing (28 per cent). According to the frequency of being mentioned, leisure activities include sports, reading, recreation, fun with peers, listening to music, watching videos and TV, doing a hobby, doing art (playing instruments, painting, writing), further learning and self-education, household chores and other activities.

Approximately half of the students spend their free time at home, and the other half outside. When they go out of the house, young people often go to sports pitches and courts, parks, or they are in the streets and squares (Maksić & Tenjović, 2008). The resulting low but significant correlation between sports and recreational activities and academic achievement ($r = 0.18$, $p = .009$, $r = 0.19$, $p = .006$) was distinguished, which means that students who have better academic achievement prefer sports and recreational activities.

Table 4. Sports, recreational activities, spectrum of interests and the intensity of the educational interests of students

| | Sports activities | Recreational activities | Spectrum of interests | Intensity of educational interests |
|-------------------|-------------------|-------------------------|-----------------------|------------------------------------|
| Students' tourism | 0, 07 | 0, 25** | 0,30*** | 0,39*** |
| School success | 0, 11 | 0, 20* | 0,28** | 0,41** |

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

As shown in Table 4, sports, recreational activities, spectrum of interests, the intensity of the educational interests are positively associated with students' tourism and

the average school success. The correlations are of low or moderate intensity, but significant. It can be said that students who prefer sports and recreational activities with the broader sense of interests and more intensive educational and artistic interests show greater interests in student trips and have better academic achievement.

CONCLUSION

Based on these results we can conclude that the sports and recreational tourism is insufficiently present in the free time of students. If sports and recreational tourism wants to strengthen its' position and its' presence in the school curriculum, and it is possible, it must adapt its' goals, contents, and bring down rigid barriers and resistance, which prevent positive change in the area. We are witnessing a big differentiation in relation to sport and recreational activities (Jenei, 2009), traditional sports are increasingly suppressed. It can be recommended that the experts in charge of sports and recreational activities are tasked with closely monitoring interests of youth in schools and determining what they want to do. A positive attitude to sports and recreational tourism proves just how important are diverse activities for leisure time as ways of emancipation.

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