Originalni naučni članak

STUDENTSKA PERCEPCIJA ULOGE SPORTA NA UNIVERZITETU

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Apstrakt: Koncept univerzitetskog sporta u Srbiji još uvek je dominantno zasnovan na povremenim sportskim manifestacijama (takmičenjima) studentske omladine. Najčešće u obliku pojedinačnih *ad-hock* turnira u različitim sportskim disciplinama ili kao takmičenja studenata-sportista u okviru Univerzitetskog sportskog saveza. Sadašnja pozicija većeg dela studentske populacije u okviru univerzitetskog sporta u Srbiji se može okarakterisati kao pasivna (gledalačka), dok neposredni učesnici, koji se regrutuju iz područja aktivnog takmičarskog sporta, imaju samo “dodatnu” obavezu prema sportu koji svakako upražnjavaju u okviru “svojih” sportskih klubova. Stoga percipiranje uloge sporta/fizičkog vežbanja na univerzitetu od strane studenata predstavlja veoma bitnu odrednicu za kreiranje adekvatnih (novih) programskih sadržaja, koncepata i implementacije fizičkog vaspitanja na visokoškolske ustanove u Srbiji. Istraživanje koje je realizovano kao empirijska neekseperimentalna studija imalo je za cilj identifikaciju stavova i mišljenja studenata o ulozi sporta i organizovanog fizičkog vežbanja na univerzitetu. Uzorak je sačinjavalo 227 studenata Univerziteta u Novom Sadu i Univerziteta Edukons iz Sremske Kamenice. Kao osnovna istraživačka tehnika korišćeno je anketiranje, a instrument je konstruisan u obliku upitnika čija se osnovna semantička struktura zasnivala na sličnim instrumentima korišćenim u jednom broju ranijih istraživanja. Rezultati su pokazali da se uočava trend opadanja redovnog bavljenja sportom nakon upisa na fakultet, ali da mladi pozitivno percipiraju ulogu sporta na visokoškolskim institucijama, gde dominantno prepoznaju njegov značaj u socijalnoj interakciji. Stoga se pedagoške implikacije ovog

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istraživanja svakako mogu dominantno odnositi na menadžmentske strukture visokoškolskih ustanova u smislu jasne poruke o neophodnosti intenzivnije edukacije svih obrazovnih stejkholdera o vrednostima i značaju fizičke aktivnosti (fizičkog vežbanja) mladih. U tom kontekstu i podsticanje promena u sveukupnoj obrazovnoj politici u Srbiji.

Ključne reči: *univerzitetski sport, studenti, edukacija*

UVOD

Egzistencija sporta (kroz najširi kontekst poimanja) u okviru visokoškolskih ustanova, a posebno fizičko vaspitanje (u organizovanim i redovnim oblicima fizičkog vežbanja) neophodno je da bude tretirana kao determinanta specifičnog višedimenzionalnog sistema u kojem se međusobno nadopunjuju edukativni (vaspitno-obrazovni), moralni, etički, estetički i društveno odgovorni aspekti, neophodni za pravilno formiranje mladih ljudi kao celovitih ličnosti. Koristeći sve potencijale sportske nauke (prvenstveno u sferi kretano-funkcionalnih struktura) sport i fizičko vaspitanje (vežbanje) na univerzitetima treba da ima ulogu svojevrsnog korektora uravnoteženja, danas već jasno uočljivog disbalansa, između fizičkih i ostalih dimenzija čoveka. Posebno u pogledu uticaja globalnog prisustva hipokinezije koja dramatično ugrožava zdravlje mladih (Nešić, 2013). Jedan od bitnih razloga za usmeravanje pažnje akademske javnosti na vrednosti sporta i njegovo prisustvo na univerzitetu leži u prepoznatom trendu fizičke neaktivnosti mladih. Ova sve izražena pojava danas se eksplicitno pozicionira kao globalni problem. Posebno je trend smanjenja fizičke aktivnosti (fizičkog vežbanja) uočljiva u periodu prelaska iz srednjoškolskog okruženja (gde, koliko-toliko, egzistira redovna nastava fizičkog vaspitanja) u univerzitetsko (organizovano fizičko vežbanje ne postoji kao obavezan koncept tokom studiranja), što potvrđuje i jedan broj novijih istraživanja (Andrijašević, Paušić, Bavčević i Ciliga, 2005; Širić, Blažević i Vladović, 2009; Nešić i Kuburović, 2011; Nešić, 2012; Lolić, Nešić, Srdić i Fratrić, 2012; Nešić, Srdić i Fratrić, 2013; Colleen, Conley, Travers and Bryant, 2013; Popeska, Janevik-Ivanovska, Barbarev i Jovanova-Mitkovska, 2014; Popeska i Sivevska, 2016; Malčić i Marić-Jurišin, 2018).

U nekadašnjem akademskom okruženju Srbije/Vojvodine (u okviru bivše države Jugoslavije) fizičkom vaspitanju (sportu) bio je pridavan veliki značaj. Fakulteti i više škole su bile prepoznatljivo mesto po aktivnostima i vrednostima univerzitetskog sportskog stvaralaštva. Međutim, posle 1998. godine (kada je donesen Zakon o univerzitetima) sportske aktivnosti na akademskom prostoru Srbije su gotovo zamrle. Malobrojne sportske sekcije i udruženja, koja su se i nakon ovog perioda zadržala, bila su više izraz stihije

i rutine, odnosno, pojedinačnog pregalaštva aktivista-entuzijasta, nego osmišljen i svrsishodan deo sistema visokoškolskog obrazovanja. Ni sve aktivnija privatna inicijativa u oblasti akademskog obrazovanja u Srbiji u ovom segmentu nije dala neki značajniji doprinos (Nešić i Kuburović, 2011).

Mada su poslednjih godina prisutne intencije o aktivnijem odnosu prema univerzitetskom sportu, koji je definisan i kao strateški prioritet u oblasti sporta (Strategija, 2015) vraćanje fizičkog vaspitanja u obliku organizovanog fizičkog vežbanja na visokoškolske ustanove u Srbiji/Vojvodini još nije dobilo eksplicitnu životvornost. Mada se deklarativno na univerzitetima podržavaju pojedini oblici sportske aktivnosti, gde se zapaža podrška studentskim sportskim takmičenjima (koji su prvenstveno izraz povremenih i/ili *ad-hock* aktivnosti studentskih organizacija ili Univerzitetskog sportskog saveza kao nevladine organizacije), fizičko vežbanje (organizovani oblici kinezioloških aktivnosti) još uvek nije sistemski inkorporirano u rad fakulteta i visokih škola. Za razliku od nekih zemalja u okruženju (npr. Hrvatska) gde su različiti modeli organizovanih kinezioloških aktivnosti deo obaveznih sadržaja studenata tokom određenog semestra (Gelemović i Svoboda, 2010; Granić, Hraste i Marković, 2014). U Srbiji/Vojvodini nastavne sadržaje povezane sa kineziološkim aktivnostima imaju samo visokoškolske ustanove (fakulteti i visoke škole) koje, po svojoj prirodi, školuju sportske stručnjake (fakulteti sporta i fizičkog vaspitanja). Kod ostalih (tzv. „nekinezioloških” fakulteta) mogu se uočiti tek pojedinačni pozitivni primeri².

Do sada u okviru akademske zajednice Srbije/Vojvodine nije bilo iskazano dovoljno volje, a time ni potrebne saglasnosti da se ovoj temi posveti odgovarajuća (mnogo veća) pažnja. Fakulteti i visoke škole su se do sada (a i sada) uglavnom bavile pitanjima egzistencijalnog karaktera, kao i problemima sopstvenog funkcionisanja i opstanka na tržištu visokog obrazovanja. Za rešavanje pozicije univerzitetskog sporta i reafirmacije njegovih vrednosti na univerzitetu neophodan je udruženi napor odgovarajućih državnih institucija i celokupnog srpskog akademskog prostora (Radoš i Nešić, 2010). Uz ovakve stavove stručne i naučne javnosti svakako treba imati u vidu i intencije Bolonjskog procesa, gde odrednica „student u centru pažnje” mora biti sveobuhvatno shvaćena i tretirana. Drugim rečima, potrebe i interesovanja studenata treba identifikovati, uvažiti i zadovoljiti u svim oblicima tokom trajanja akademskog života, a ne samo, kao što je do sada najprisutnija pojava, samo u okviru nastavnog procesa. U ovom smislu, identifikacija njihovih interesovanja i preferencija prema sportskim/kineziološkim sadržajima mora biti osnova za kreiranje „ponude” vannastavnih kinezioloških aktivnosti u okviru visokoškolskih ustanova. Ali i povod za intenzivniju detekciju svrsishodnosti

² U AP Vojvodini (R. Srbija) jedino Ekonomski fakultet u Subotici (među „nekineziološkim” fakultetima) ima u svom kurikulumu predmete *Kolektivni sportovi, Individualni sportovi i Aktivnosti u prirodi*, koji ulaze u vrednovanje ECTS bodova

reafirmacije ideje o uvođenju fizičkog vežbanja (nastave fizičkog vaspitanja) kao sastavnog dela obrazovnih kurikuluma na visokoškolskim ustanovama u Srbiji/Vojvodini. U tom kontekstu je bila prepoznata potreba realizacije ovog istraživanja, te kreirani okviri empirijskog dela studije.

METOD

Istraživanje je realizovano kao empirijska neeksperimentalna studija (*Survey*). Cilj je bio usmeren na identifikaciju stavova i mišljenja studenata o ulozi sporta i organizovanog fizičkog vežbanja na univerzitetu. Uzorak ispitanika je stratifikovan iz populacije studenata dva vojvođanska univerziteta (Univerzitet u Novom Sadu i Univerzitet Edukons iz Sremske Kamenice), a formiran je od slučajno odabranih ispitanika koji su se u periodu prikupljanja podataka zatekli na svojim matičnim fakultetima, ukupno njih 227. Istraživanjem je bilo obuhvaćeno ukupno osam fakulteta, koji su u skladu sa prirodom istraživačkog obuhvata bili subuzorkovani u dve grupe: (1) fakulteti čiji su studijski programi dominantno usmereni na područje fizičkog vaspitanja i sporta, ovom prilikom imenovani kao „Kineziološki fakulteti“ (Fakultet za sport i turizam i Fakultet sporta i fizičkog vaspitanja iz Novog Sada, kao i Studijska grupa za sportske trenere VŠSS iz Subotice) i (2) fakulteti iz ostalih naučnih polja, u istraživanju imenovani kao „Nekineziološki fakulteti“ (Fakultet tehničkih nauka, Prirodno-matematički fakultet, Poljoprivredni fakultet, Filozofski fakultet i Medicinski fakultet, svi u Novom Sadu).

U okviru empirijskog dela istraživanja kao osnovna istraživačka tehnika korišćeno je anketiranje, a instrument je konstruisan u obliku upitnika, čija se osnovna semantička struktura zasnivala na sličnim instrumentima korišćenim u nekim ranijim istraživanjima (Nešić, Fratrić i Ilić, 2010; Nešić i Kuburović, 2011; Nešić, Srdić i Fratrić, 2013) dodatno ajtemski prilagođen ovom istraživanju. Varijable su obuhvatile dve grupe: (1) nezavisne (pojedina lična obeležja ispitanika – fakultet koji pohađaju) i (2) zavisne (stavovi ispitanika prema nekim aspektima sporta na Univerzitetu). Deo upitnika kojim je vršena procena stavova prema univerzitetskom sportu bila je konstruisana u obliku desetostepene skale (Likertovog tipa), gde je vrednost 1 (jedan) izražavala najmanju značajnost tvrdnje, dok je vrednost 10 (deset) određivala najviši stepen slaganja sa ajtem indikatorom (tvrdnjom). Ukupno je bilo formirano 13 ajtem-indikatora, koji su imali sledeća značenja (tvrdnje): 1) Obavezne sportske aktivnosti na fakultetima bi predstavljale nepotrebno opterećenje za studente (S1); 2) Umesto obavezne nastave fizičkog na fakultetu, studente je bolje podsticati na dobrovoljno vežbanje u fitness centrima (S2); 3) Sportske aktivnosti studenata u okviru fakulteta bi doprinele boljem upoznavanju sa kolegama (S3); 4) Bavljenje sportom na fakultetu bi ometalo studente u vreme

ispitnog roka (S4); 5) Sportska takmičenja na univerzitetima su samo uzaludno, „bacanje“ vremena i novca (S5); 6) Univerzitetskim sportom u Srbiji je obuhvaćen izuzetno mali broj studenata (S6); 7) Na fakultete bi trebalo uvesti obavezne časove sportskih aktivnosti - fizičkog vežbanja (S7); 8) Sportska takmičenja između fakulteta treba što češće organizovati (S8); 9) Nastava obaveznog fizičkog vaspitanja na fakultetu bi trebalo da uđe u sistem ECTS bodovanja (S9); 10) Fakultet bi za studente trebalo da organizuje obavezne sportske aktivnosti najmanje dva puta nedeljno (S10); 11) Vrhunski sportisti bi trebalo da imaju poseban tretman kada bi postojala nastava obaveznog fizičkog na fakultetu (S11); 12) Sportske aktivnosti na fakultetu bi trebalo da budu isključivo stvar ličnog opredeljenja studenata (S12); 13) Bolje je da studenti imaju obaveznu nastavu fizičkog, makar na nju išli nerado, nego da budu fizički neaktivni (S13).

Obrada rezultata obavljena je primenom adekvatnih statističkih procedura koje su bile prilagođene prirodi empirijskih podataka. Za sve varijable čiji su podaci iskazani minimalno ordinalnim nivoom merenja izračunate su reprezentativne mere centralne tendencije i mere varijabilnosti - aritmetička sredina (*Mean*) i standardna devijacija (*Std. Dev.*), dok je za varijable iskazane nominalnim nivoom merenja korišćena distribucija frekvencija. Za testiranje značajnosti razlika između skalarnih proseka izvedenih za različite subuzorke primenjena je jednofaktorska analiza varijanse (*ANOVA*), a za testiranje razlika između distribucija empirijskih frekvencija odgovora različitih kategorija ispitanika korišćen je hi-kvadrat test (*Chi-Square*).

REZULTATI

Karakter istraživanja uslovio je i opservaciju pojedinih karakteristika ispitanika, pre svega sa aspekta njihove fakultetske diferencijacije. U ovom istraživanju, koje je obuhvatilo ukupno 227 ispitanika, dominirale su osobe muškog pola ($M=58,6\%$; $\bar{Z}=41,4\%$). U odnosu na pripadnost fakultetskoj profilisanosti prevaga je bila na strani studenata kinezioloških fakulteta (63,4%). Ovo je, pre svega, posledica istraživačke pristupačnosti uzorka, a ne tendencija ka određenom interesovanju prema studijskom programu. U svakom slučaju uzorak se može smatrati relevantnim u kontekstu pripadnosti studentskoj populaciji i osobenostima vojvođanskog akademskog prostora. Prosek starosti ispitanika iznosio je 23,18 godina.

U pogledu određenih osobenosti uzorka vezanih za navike fizičkog vežbanja i upražnjavanja sportskih aktivnosti u koje su bili uključeni pre početka pohađanja fakulteta, evidentno je da se većina njih redovno bavila sportom (57,7%). Među ovom grupom ispitanika, kako se i očekivalo, dominiraju studenti kinezioloških fakulteta (45,8%). Povremeno je treniralo oko trećine

ispitanika (29,1%), dok je njih 13,2% fizički bilo aktivno samo na časovima fizičkog vaspitanja u svojim školama (Tabela 1). U ovom kontekstu identifikovana je i učestalost bavljenja sportskim i/ili sportsko-rekreativnim aktivnostima ispitanika nakon upisa na fakultet, odnosno u periodu tokom studija. Jasno se uočava trend opadanja redovnog aktivnog bavljenja sportom (18,9%), dok se fizičko vežbanje dominantno pomera ka redovnim (26,9%) ili povremenim (27,3%) oblicima sportsko-rekreativnih aktivnosti (Tabela 2). Uočene razlike između subuzoraka studenata različite profilisanosti fakulteta uočene su i na statistički značajnom nivou (Sig.= ,000). Ovakvi rezultati su korespondentni sa nekim ranijim istraživanjima koja govore o smanjenom interesovanju studentske populacije za redovnim bavljenjem sportom, odnosno deficitu redovne fizičke aktivnosti u slobodnom vremenu (Grupa autora, 2006; Stepanović-Ilić, Videnović i Plut, 2009; Nešić i Kuburović, 2011).

Tabela 1. Karakteristike uzorka – fizička aktivnost pre upisa na fakultet

Fizička aktivnost pre upisa na fakultet	Vrsta fakulteta		Σ
	Kineziološki	Nekineziološki	
Vežbanje samo na časovima fizičkog vaspitanja	8 3,5%	22 9,7%	30 13,2%
Povremeno treniranje u klubu ili sportskoj školi	32 14,1%	34 15,0%	66 29,1%
Redovno bavljenje sportom i takmičenjem	104 45,8%	27 11,9%	131 57,7%
Σ	144 63,4%	83 36,6%	227 100,0%

$$\chi^2 = 38,221 \quad \text{Sig.} = ,000$$

χ^2 – vrednost hi kvadrat

Sig. – identifikovani nivo statističke značajnosti

nivo značajnosti statističkih zaključivanja - ($p < ,05$)

Tabela 2. Karakteristike uzorka – percepcija sadašnjih dnevnih fizičkih aktivnosti

Trenutna dnevna fizička aktivnost	Vrsta fakulteta		Σ
	Kineziološki	Nekineziološki	
Niti se rekreira, niti bavi sportom	5 2,2%	4 1,8%	9 4,0%
Retko se rekreira	16 7,0%	36 15,9%	52 22,9%
Povremeno se rekreira	32 14,1%	30 13,2%	62 27,3%

	55	6	61
Redovno se rekreira	24,2%	2,6%	26,9%
Svakodnevno trenira i takmiči se	36	7	43
	15,9%	3,1%	18,9%
Σ	144	83	227
	63,4%	36,6%	100,0%

$$\chi^2 = 58,223 \quad \text{Sig.} = ,000$$

χ^2 – vrednost hi kvadrat

Sig. – identifikovani nivo statističke značajnosti

nivo značajnosti statističkih zaključivanja - ($p < ,05$)

Različite aspekte uloge sporta na univerzitetu ispitanici su vrednovali davanjem odgovora na trinaest ajtem-indikatora, gde su izneli stav koji odražava njihovu aktuelnu percepciju ovog problema. Rezultati skale u celini jasno pokazuju da studenti imaju pozitivno orijentisan stav prema ulozi i značaju sporta na univerzitetu (6,65), ali da se intenzitet pozitivnosti stavova znatno razlikuje (i na statističkom nivou značajnosti; Sig. = ,000) u odnosu na to kojoj grupaciji fakulteta ispitanici pripadaju. Kao što se i očekivalo, znatno veći intenzitet pozitivnosti stavova (za skalu u celini) iskazuju studenti kinezioloških fakulteta (7,04), u odnosu na studente sa nekinezioloških (5,98). Ovakva generalna orijentacija prominentnosti stava prema univerzitetskom sportu svoju jasniju eksplikaciju dobija kada se analiziraju i pojedinačni indikatori (mogu se posmatrati i kao karakteristične mini skale) (Tabela 3). Izrazito pozitivno vrednovanje kod oba subuzorka uočava se kod indikatora koji upućuju na percepciju sporta na univerzitetu kao aktivnosti koja ima dominantnu socijalizacijsku ulogu, odnosno kao korisno sredstvo socijalne interakcije (Sportske aktivnosti studenata u okviru fakulteta bi doprinele boljem upoznavanju sa kolegama / $S3 = 8,17$; i Sportska takmičenja između fakulteta treba što češće organizovati / $S8 = 8,10$). Takođe, zapaža se da oba subuzorka sport na univerzitetu ne doživljavaju kao aktivnost koja bi imala ometajuće konotacije u odnosu na osnovne studentske obaveze tokom školske godine, što potvrđuju i skalarni proseci indikatora ($S1 = 3,51$; $S2 = 4,80$; $S4 = 3,64$; $S5 = 2,47$). Odnosno, u inverznom tumačenju njihove semantičke osnove, uloga sporta se ne doživljava kao remetilački faktor u odnosu na semestralne i ispitne obaveze, a sportska takmičenja unutar univerziteta ne bi bila bespotrebno “bacanje vremena i novca”. Sa druge strane studenti različitih grupacija fakulteta imaju međusobno nešto drugačiju percepciju pojedinih aspekata uloge sporta u okviru univerziteta, koje se prvenstveno odnose na moguće benefite prema određenim grupacijama studenata. Tako, na primer, studenti kinezioloških fakulteta smatraju da vrhunski sportisti treba da imaju nešto povlašćeniji tretman u odnosu na druge studente ukoliko bi na fakultetima bila uvedena obavezna nastava fizičkog vaspitanja ($S11 = 6,85 / 4,54$), što je i razumljivo s obzirom na njihovo intenzivnije angažovanje u sportu. Sa druge strane, studenti nekinezioloških fakulteta su

u manjoj meri “raspoloženi” da sportske aktivnosti ili nastava fizičkog vaspitanja na fakultetima bude uvedena kao obavezna kategorija ($S7 = 8,07 / 5,87$), što je i korespondentno sa mišljenjem o zastupljenosti vrednovanja eventualne nastave fizičkog vaspitanja kroz sistem ECTS bodova ($S9 = 7,51 / 4,49$). Značajna razlika se uočava i kod pitanja eventualnog načina realizacije nastave fizičkog vaspitanja, gde studenti kinezioloških fakulteta većinom smatraju da ona treba da bude obavezujuća kategorija za sve studente, a ne isključivo stvar ličnog opredeljenja ($S10 = 7,93 / 5,20$ i $S12 = 5,91 / 7,81$). Međutim, oba subuzorka ispitanika slično (pozitivno) percipiraju ulogu fizičkog vaspitanja u podizanju kvaliteta života, odnosno njenih potencijalnih benefita kao sredstva kompenzacije negativnih posledica savremenog života mladih, prvenstveno hipokinezije ($S13 = 7,76 / 6,67$).

Tabela 3. *Studentska percepcija univerzitetskog sporta*

Indikator	Vrsta fakulteta (Sv)		Σ (Sv)	F	Sig.
	Kineziološki	Nekineziološki			
S1	3,17	4,10	3,51	4,968	,027
S2	4,47	5,37	4,80	4,562	,034
S3	8,33	7,90	8,17	2,141	,145
S4	3,35	4,16	3,64	4,477	,035
S5	2,69	2,08	2,47	4,076	,045
S6	6,40	6,24	6,34	,164	,686
S7	8,07	5,87	7,26	31,204	,000
S8	8,53	7,35	8,10	12,196	,001
S9	7,51	4,49	6,41	46,662	,000
S10	7,93	5,20	6,93	48,233	,000
S11	6,85	4,54	6,00	31,516	,000
S12	5,91	7,81	6,60	23,097	,000
S13	7,76	6,67	7,36	6,984	,009
Σ	7,04	5,98	6,65	52,884	,000

F – količnik varijanse

Sv – srednja vrednost

Sig. – identifikovani nivo statističke značajnosti

nivo značajnosti statističkih zaključivanja - ($p < ,05$)

Neka prethodna istraživanja i studije (Stepanović, Videnović i Plut, 2009; Lolić, Nešić, Srdić i Fratrić, 2012; Pehlić, 2014; Nešić, Srdić i Jezdimirović, 2016) utvrdila su da je trend fizičke neaktivnosti generalno veoma prisutan kod mladih, pa tako i u Srbiji (Vojvodini), gde se svakako nalazi i studentska populacija. Zbog toga je u našem istraživanju bilo interesant-

no utvrditi osnovne razloge za potencijalno neuključivanje u organizovane oblike fizičkog vežbanja u okviru fakulteta. Ispitanici su ovaj segment svoje percepcije vrednovali ocenama na petostepenoj skali (ocena 1 = najmanja važnost indikatora, do 5= najveća važnost indikatora). Rezultati pokazuju da studenti kao najvažnije razloge za neupražnjavanje sporta i fizičkog vežbanja u okviru fakulteta dominantno doživljavaju lošu ili nepostojeću sportsku infrastrukturu na visokoškolskim ustanovama (ukupni skalarni procesi veoma visoki: *Nepostojanje uslova za vežbanje na fakultetu* = 4,11; *Nezadovoljavajući kvalitet prostora za vežbanje* = 4,00) (Tabela 4). U ovom kontekstu nisu evidentirane ni statistički značajne razlike među subuzorcima (Ajtem 8 / Sig. = ,267 i Ajtem 2 / Sig. = ,434), što može ukazivati na prisustvo generalno negativne percepcije materijalnih i prostornih uslova koje fakulteti pružaju u pogledu potencijalne reafirmacije sporta i fizičkog vaspitanja na univerzitetu.

Tabela 4. Mogući razlozi za odbijanje fizičkog vežbanja na fakultetu

Br.	Razlog za nevežbanje	Vrsta fakulteta		Σ (Sv)	F	Sig.
		Kineziološki (Sv)	Nekineziološki (Sv)			
1.	Gubitak dragocenog vremena za učenje	2,51	2,72	2,59	1,345	,247
2.	Nezadovoljavajući kvalitet prostora za vežbanje	4,03	3,93	4,00	,616	,434
3.	Niska higijena u sportskim objektima	2,67	2,23	2,51	6,575	,011
4.	Nedovoljna informisanost o značaju vežbanja	3,80	2,83	3,44	27,794	,000
5.	Odbojnost prema sportu	2,72	2,35	2,59	4,382	,037
6.	Ometanje u korišćenju slobodnog vremena	2,92	2,77	2,86	,604	,438
7.	Odbojnost prema vežbanju u grupi	2,65	2,36	2,54	2,661	,104
8.	Nepostojanje uslova za vežbanje na fakultetu	4,06	4,20	4,11	1,239	,267
9.	Nedostatak novca	2,94	3,31	3,07	4,221	,041
10.	Slaba ponuda programa za vežbanje	3,76	3,66	3,73	,436	,510

χ^2 – vrednost hi kvadrat

Sig. – identifikovani nivo statističke značajnosti

nivo značajnosti statističkih zaključivanja - ($p < ,05$)

DISKUSIJA

Izvorište razloga za, još uvek, nejasno opredeljene koncepcije sistemskog uređenja sporta (fizičkog vežbanja) u okviru univerziteta u Srbiji može se posmatrati višedimenzionalno. Od konceptijsko-organizacijskih činilaca (normativno uređenje kroz zakonsku i podzakonsku regulativu visokog obrazovanja, međuresorne (ne)saradnje dela državnog aparata na oživotvorenju jasnog koncepta fizičkog vaspitanja i sporta na univerzitetima, itd.), preko infrastrukturnih činilaca (sportska i univerzitetska infrastruktura, materijalni uslovi za realizaciju kinezioloških programa na fakultetima, način angažovanja stručnih kadrova kineziološke provenijencije, i sl.), do društveno-sredinskih faktora (životne navike i stilovi života mladih, društveni trendovi, životno i radno okruženje, ekonomska moć stanovništva, itd.). Takođe, jedno od bitnih pitanja jeste i način implementacije ideje o reafirmaciji sporta/fizičkog vežbanja na visokoškolskim ustanovama u Srbiji/Vojvodini: da li je “dobitna kombinacija” normativno-obavezujući oblik (nametnuti fizičko vežbanje kroz sistem obaveznih fakultetskih sadržaja) ili je to individualno-opredeljujući način (student sam odlučuje o načinu i obliku kinezioloških sadržaja koje može da upražnjava na “svom” fakultetu; visokoškolska ustanova samo obezbeđuje materijalno-prostorne uslove za odvijanje sportskih programa).

Trenutno se koncept univerzitetskog sporta u Srbiji dominantno zasniva na povremenim sportskim manifestacijama (takmičenjima) studentske populacije. Bilo u obliku pojedinačnih *ad-hock* turnira u različitim sportskim disciplinama koje, iz različitih pobuda ili razloga (najčešće prilikom proslava nekih značajnih datuma konkretne visokoškolske ustanove) samostalno organizuju fakulteti ili kao takmičenja studenata-sportista u okviru organizacijske forme Univerzitetskog sportskog saveza Srbije (kao deo međunarodne sportske organizacije FISU). To znači da se sintagma *univerzitetski sport* manifestuje, suštinski, kao angažovanje aktivnih sportista koji su istovremeno i studenti, a ne kao ishodište sistema u kojem je većina studenata redovno sportski aktivna na “svom” fakultetu (a sportska takmičenja su samo posledica redovnog sistema fizičkog vaspitanja i prilagođena karakteristikama učesnika). Drugim rečima, trenutna pozicija većeg dela studentske populacije u okviru univerzitetskog sporta u Srbiji se može okarakterisati kao pasivna (gledalacka), dok neposredni učesnici imaju samo “dodatnu” obavezu prema sportu koji svakako aktivno upražnjavaju u okviru “svojih” sportskih klubova.

U Srbiji se važnost univerzitetskog sporta apostrofira deklarativno, na nivou postavljenih ciljeva i zadataka u vladinom dokumentu Strategija razvoja sporta (značajno unapređenje univerzitetskog sporta; obezbeđivanje posebnih uslova pri upisu na studije na visokoškolskim ustanovama i posebni uslovi studiranja (u skladu sa zakonom) vrhunskim sportistima; poboljšanje

materijalno-tehničkih uslova za realizaciju aktivnosti univerzitetskog sporta; povećanje broja sportskih sekcija i drugih vannastavnih sportskih aktivnosti u okviru univerzitetskog sporta; povećanje učešća studenata na univerzitetskim sportskim takmičenjima; poboljšanje stručno pedagoškog rada i unapređenja institucionalne saradnje u okviru univerzitetskog sporta; podsticanje intenzivnijeg uključivanja jedinica lokalne samouprave u realizaciju i unapređenje univerzitetskog sporta; itd.) (Strategija, 2015). Mada sasvim korektno i afirmativno definisani ciljevi i zadaci, kroz dodatno imenovanje nosilaca realizacije u Akcionom planu za period 2014-2018. godine, u realnom okruženju i aktuelnoj praksi, konkretne odrednice za njihovu implementaciju (kao i sama implementacija) u okviru sistema visokog obrazovanja nisu dobile svoju realnu životvornost. U Hrvatskoj se, na primer, kao osnovni cilj "tjelesne i zdravstvene kulture" u visokom obrazovanju postavlja očuvanje i unapređenje zdravstvenog statusa studenata kroz primerene oblike i programe fizičkog vežbanja kao osnove za stvaranje celoživotnih navika vežbanja. Takođe se i kao veoma važan cilj postavlja aktivno prepoznavanje interesovanja studenata ka određenim vidovima kinezioloških sadržaja, što predstavlja osnovu da se, pre svega, zdravstveni aspekti obaveznih kinezioloških sadržaja u visokom obrazovanju efikasnije ostvare (Ganić, Hraste i Marković, 2014).

Ulogu sporta na univerzitetu treba sagledavati i kroz kontekst načina života mladih u širem životnom okruženju. Danas je već sa sigurnošću prepoznato da se nivo fizičkih i radnih sposobnosti stanovništva permanentno smanjuje, tako da nedvosmisleno nepovoljno utiče i njegovo zdravlje. Studije novijeg datuma (Kvaak, Meyer and Tverdal, 2004; Myint et al., 2007; Međedović, Perić i Ahmetović, 2013; Nešić, Perić, Ahmetović i Zubanov, 2014) to potvrđuju i upozoravaju na činjenice da je nivo fizičke i radne sposobnosti stanovništva, a posebno mladih, veoma nizak. Studentska populacija je verovatno najviše na udaru aktuelnih društvenih i životnih pojava i tendencija. Problemi fizičke neaktivnosti mladih posebno dolaze do izražaja kada se ima u vidu da poslednjih dvadesetak godina na univerzitetima u Srbiji ne postoji obavezno fizičko vežbanje. Sve je veći broj istraživanja koji u svojim nalazima upozoravaju na problemske aspekte fizičkog (ne)vežbanja studentske populacije generalno, a posebno u okviru univerziteta (Nešić i Kuburović, 2011; Nešić i Kovačević, 2011; Međedović, Perić i Ahmetović, 2013; Ahmetović i sar. 2014; Hraste, Marković i Jelaska, 2014; Malčić i Marić-Jurišin, 2018). Pored toga, prisutan je i vrlo nizak nivo informisanja o zdravim stilovima života (Grandić i Letić, 2009; Nešić, 2012; Lolić i sar., 2012). Kao ilustracija mogu poslužiti rezultati istraživanja (Ahmetović, Perić i sar., 2014) gde je identifikovano da veći nivo znanja o zdravim stilovima života imaju, kao što se i očekivalo, studenti tzv. sportskih fakulteta u poređenju sa studentima drugih fakulteta. Međutim, autori su utvrdili da, uprkos većem nivou informisanosti, studenti sportskih fakulteta nisu imali i signifikantno veće funkcionalne sposobnosti, kao ni bolje nutritivne navike (Nešić i sar., 2014).

Jedan od važnih aspekata visokog obrazovanja (kroz sve njegove segmente) jeste promovisanje formiranja stavova, mišljenja, vrednosti i kritičkog mišljenja (Gajić, 2011). Studenti, kao centralni stejkholderi ustanova visokog obrazovanja, svojim mišljenjima i stavovima formiraju svojevrsan okvir vrednovanja ishoda procesa koji se realizuju na univerzitetima. Zbog toga je identifikacija njihovih potreba jedan od ključnih faktora kreiranja kvalitetnog uslužnog ambijenta svakog fakulteta, gde svoje aktivno (i vrlo atraktivno) mesto u sistemu usluga treba da zauzimaju sportski/kineziološki sadržaji. To, između ostalog, može biti jedan od važnih uslova satisfakcije studenata (kao ključnih "klijenata" visokog obrazovanja) jer njihovo zadovoljstvo predstavlja ukupan odgovor na ceo sistem "univerzitetskog proizvoda" koji je, svakako, mnogo više od samog nastavnog programa i iskustva/znanja kao rezultata učenja. Sadržaji univerzitetskog sporta, odnosno dostupnost redovnih programa fizičkog vežbanja u okviru fakulteta i visokih škola mogu biti od pomoći u stvaranju atmosfere zadovoljnih (i motivisanih) korisnika, prvenstveno studenata, ali i svih drugih stejkholdera visokog obrazovanja (roditelji, nastavnici, poslodavci, donatori i sl.). Stvaranje ambijenta pozitivne satisfakcije klijenata, kako navode Kotler i Fox (Kotler and Fox, 1995, str. 41), treba da bude primarni cilj koji će doprineti kvalitetu obrazovnih ustanova.

Kada je reč o percepciji uloge sporta na univerzitetu (kao i sporta u celini) svih aktera visokog obrazovanja neophodno je imati spoznaju o njegovim suštinskim vrednostima, koje se mogu grupisati u tri celine (Nešić, 2013): (1) biološko-zdravstvene, (2) socio-kulturološke i (3) etičko-vaspitne. Njihova (re)afirmacija kroz koncept univerzitetskog sporta (fizičkog vežbanja na univerzitetima) treba da bude intenzivnije prisutna u okviru akademske zajednice. Tim pre, što još uvek sport na univerzitetu jedan broj akademskih subjekata smatra besmislenom aktivnošću (ili, u najboljem slučaju, kao "nužno zlo"), kao i onih koji zastupaju tezu da je vreme koje bi studenti proveli na fakultetskim sportskim terenima "vreme izgubljeno za učenje" (Radoš, 2011). Stoga je preporučljivo da se moderna sintagma *univerzitetski sport* tretira i utemeljuje na Platonovoj ideji kalokagatije koja upućuje na potrebu uspostavljanja skladnog i harmoničnog jedinstva čovekovih telesnih, intelektualnih i duhovnih sposobnosti (Radoš i Nešić, 2010). Ovome u prilog idu i rezultati nekih istraživanja koja govore o nivou fizičke aktivnosti studentske populacije (Bourne, 2000; Ćurković, Bagarić, Straža i Šuker, 2009; Nikolić i Pahić, 2011; Nešić, Srdić i Fratrić, 2013; Malčić i Marić-Jurišić, 2018) i pokazuju tendenciju njihovog smanjenja kod studenata iz godine u godinu. Takođe ukazuju na evidentan pad u fizičkim aktivnostima na prelasku mladih u rano odraslo doba, s tim da se najveći pad javlja baš u toku studiranja (Kwan, Cairney, Faulkner and Pullenayegum, 2012). Tendencija odustajanja od učešća u sportu, među populacijom mladih, vidljiva je već kod viših razreda srednje škole. Novije tendencije uočene u praksi pokazuju da su interesovanja za organizovanom

i permanentnom fizičkom aktivnošću kod srednjoškolaca minimalni i dominantno usmereni prema fizički manje zahtevnim aktivnostima. Takođe, nekoliko studija u Hrvatskoj su se bavila utvrđivanjem i objašnjavanjem interesa za fizičkim vežbanjem kod studentske populacije (Hraste i sur., 2014; Vračan, Pisačić i Slaćanac, 2009; Gelemanović i Svoboda, 2010) te kao zaključak postavile da je pretpostavka da bi se implementacijom samo kinezioloških sadržaja koji su zanimljivi studentima stvorili uslovi za većim uključivanjem u sportske aktivnosti, a time i stvaranjem trajnih navika za fizičkim vežbanjem.

ZAKLJUČAK

Percipiranje uloge sporta/fizičkog vežbanja na univerzitetu od strane studenata predstavlja veoma bitnu odrednicu za kreiranje programskih sadržaja, koncepata i implementacije fizičkog vaspitanja u visokoškolske ustanove u Srbiji. Jasna slika o vrednosnim aspektima univerzitetskog sporta i redovnog fizičkog vežbanja kod studenata neophodno je da se razvija i formira kroz dva osnovna oblika: kognitivnom spoznajom (edukacijom) i iskustveno (učestvovanjem u kineziološkim aktivnostima). U tom smislu na visokoškolskim ustanovama bi bilo neophodno intenzivnije razvijati ambijent koji bi bio podsticajan za aktivniju implementaciju ideje (za sada još uvek deklarativne) o suštinskoj reafirmaciji univerzitetskog sporta. Odnosno, koncepta redovnog fizičkog vežbanja studenata. U prilog tome mogu biti od koristi rezultati i ove studije koji se mogu sažeti kroz sledeće nalaze:

- većina ispitanika odlikava karakteristike svojih vršnjaka iz populacije u kontekstu redovnog bavljenja sportom tokom srednjoškolskog perioda;
- uočen je trend učestalosti opadanja redovnog bavljenja sportom nakon upisa na fakultet, odnosno početkom studiranja, a fizička aktivnost (kod prethodno aktivnih sportista) se većinom usmerava ka povremenim oblicima sportsko-rekreativnih aktivnosti;
- većina ispitanika je imala pozitivan opšti stav prema ulozi sporta na visokoškolskim ustanovama, a dominira prepoznavanje njegove primarno socijalne uloge (stvara uslove za lakšu socijalnu interakciju studenata);
- sportske sadržaje na univerzitetu ispitanici doživljavaju kao potencijalno dobre činioce za poboljšanje kvaliteta života, tako da ih ne doživljavaju kao eventualno ometajuće aktivnosti prilikom ispunjavanja ostalih fakultetskih obaveza;
- kao osnovni razlozi za neupražnjavanje redovnih sportskih i/ili sportsko-rekreativnih sadržaja studenata nametnuo se faktor sportske infrastrukture visokoškolskih ustanova (loša ili nepostojeca),

kao i slaba informisanost (znanje) o vrednostima i benefitima redovnog fizičkog vežbanja.

Problem fizičke (ne)aktivnosti mladih, mada već sasvim jasno prepoznat u okruženju srpskog akademskog prostora, još uvek nije dobio odgovarajuću pažnju. Kako u pogledu sistemskih teorijskih i empirijskih istraživanja, tako i u odgovarajućoj aktivnoj institucionalnoj podršci (posebno na nivou institucija visokog obrazovanja). Mada se deklarativno obrazovne "vlasti" zalažu i formalno apostrofiraju značaj sporta na univerzitetu, još uvek ne postoji jasan i vremenski determinisan koncept razvoja sporta (redovnog fizičkog vežbanja) na visokoškolskim ustanovama u Srbiji. To za posledicu ima, još uvek vidljivu, spontanu i stihijsku egzistenciju nekih oblika sporta na univerzitetu. Uspesi na takmičenjima studentskog sporta su prvenstveno rezultat sportskih organizacija van sistema obrazovanja, nego organizovanog sportskog života unutar univerziteta. Studenti, pored ostalog, nemaju svoje objekte za vežbanje i takmičenje na fakultetima, jasno i stručno uobličen sistem upražnjavanja sportskih aktivnosti primeren njihovim interesovanjima i potrebama.

U tom pogledu i rezultati ove studije usmeravaju pažnju na prostor edukacije i obrazovanja. Kako studentske populacije, tako i akademske zajednice u celini, gde se od "neznanja" o vrednostima i ulozi fizičkog vežbanja (kao determinante zdravog načina života i aktivnog životnog stila) ne mogu amnestirati ni univerzitetski nastavnici. Posebno je ovo značajno istaći i aktivnije nametnuti kao problemsko pitanje među donosiocima odluka u akademskoj zajednici. Stoga se pedagoške implikacije ovog istraživanja svakako mogu u velikoj meri odnositi na menadžmentske strukture visokoškolskih ustanova u smislu jasne poruke o neophodnosti intenzivnije edukacije svih obrazovnih stejkholdera o vrednostima i značaju fizičke aktivnosti (fizičkog vežbanja) mladih. U tom svetlu i podsticanje promena u sveukupnoj obrazovnoj politici u Srbiji

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Original scientific paper

STUDENT PERCEPTION OF ROLE OF SPORT AT UNIVERSITY

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Abstract: The concept of university sports in Serbia is still dominantly based on occasional sports manifestations (competitions) for students. Mostly in the shape of single *ad-hoc* tournaments in different areas of sport or as competitions of student athletes within the University sports association. The current position of a majority of student population in terms of university sports in Serbia can be characterized as passive (spectators), while direct participants, who are recruited from the field of active competitive sports, have this only as an “additional” obligation within the sport they already practice in “their” sport clubs. Therefore, students’ perception of the role of sports/physical activity at university represents a very important determinant for creating adequate (new) program contents, concepts and for the implementation of physical education in higher education institutions in Serbia. The goal of this research, which is realised as an empirical non-experimental study, is to identify the attitude and opinion of students about the role of sport and organized physical exercising at university. The sample involved 227 students at the University of Novi Sad and Educons University from Sremska Kamenica. Survey was used as the basic research technique, and the instrument was constructed as a questionnaire whose basic semantic structure was based on similar instruments used in a few earlier studies. The results showed that the currently trend indicates a drop in regular practice of sport after enrolment in faculty, but youth positively perceive the role of sports at higher education institutions, clearly recognizing its importance in social interaction. Therefore, pedagogical implications of this research can certainly dominantly relate to management structures of higher education institutions in shape of a clear message about the necessity to introduce more intense education of all education

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stakeholders about the values and importance of physical activity (physical exercising) of youth. In that context, they also encourage changes in overall education policy in Serbia.

Keywords: *university sports, students, education*

INTRODUCTION

The existence of sports (in the widest context of understanding) in higher education institutions, especially physical education (in organized and regular forms of physical exercise) needs to be treated as a determinant of a specific multidimensional system where education, moral, ethical, aesthetic and socially responsible aspects, necessary for the correct formation of young people into complete personae, complement each other. Using all potentials of sports science (mainly in the field of movement-functional structures) sport and physical education (exercising) at universities need to have a role of a specific corrector of balance, which can today clearly be viewed as imbalance between a person's physical and other dimensions. Especially in the view of global presence hypokinesia which dramatically threatens health of youth (Nesic, 2013). One of the important reasons for directing the attention of the academic public to the values of sport and its presence at university, lies in the recognized trend of youth inactivity. Today, this increasingly pronounced phenomenon is explicitly positioned as a global problem. The trend of reduced physical activity (physical exercise) is particularly notable in the period of transfer from high school environment (where physical education at least exists as a regular subject) into university (organized physical exercise doesn't exist as a compulsory concept during studies) which is confirmed by a few more recent studies (Andrijasevic, Pausic, Bavcevic and Ciliga, 2005; Siric, Blazevic and Vladovic, 2009; Nesic and Kuburovic, 2011; Nesic, 2012; Lolic, Nesic, Srdic and Fratric, 2012; Nesic, Srdic and Fratric, 2013; Colleen, Conley, Travers and Bryant, 2013; Popeska, Janevik-Ivanovska, Barbarev and Jovanova-Mitkovska, 2014; Popeska and Sivevska, 2016; Malcic and Maric-Jurisin, 2018).

In the former academic environment of Serbia/Vojvodina (within former Yugoslavia) physical education (sports) was given a huge importance. Faculties and colleges were recognized as places nurturing the activities and values of university sports creativity. However, after 1998 (when the Law on Universities was passed) sport activities in the academic area of Serbia were almost extinct. Few sports sections and associations, which still existed after this period, were more of an expression of elements and routines, i.e. an endeavour of individual activists-enthusiasts, than a well-designed and purpose-

ful part of the higher education system. Even the more active private initiative in the field of academic education in Serbia in this segment didn't make any important contribution.

Despite the fact that in the past few years, there are indications of a more active relation to university sports, which is defined as a strategic priority in the area of sports (Strategy, 2015), the return of physical education in the shape of organized physical exercise to higher education institutions in Serbia/Vojvodina still has not explicitly occur. Even though universities support certain forms of sports activity on paper, supporting student sport competitions (which are mainly occasional and/or *ad-hoc* activities of student organizations or the University Sports Association as a non-governmental organization), physical exercise (organized form of kinesiology activities) is still not incorporated into the work of faculties and colleges. Unlike other countries in the region (example: Croatia) where different models of organized kinesiology activities are a compulsory part of studies in specific semesters (Gelemovic and Svoboda, 2010; Granic, Hraste and Markovic, 2014), in Serbia/Vojvodina education content connected to kinesiology activities is included only in higher education institutions (faculties and colleges) which, by their nature, educate sport professionals (Faculty of Sport and Physical education). At others (known as "non-kinesiology" faculties), only individual positive examples can be singled out².

So far in the frame of the academic community of Serbia/Vojvodina there has not been enough will, and consequently, there has been a lack of concordance to give this topic the necessary (and much bigger) attention. Until now, faculties and colleges mostly dealt with the questions of existential character, also problems of personal functioning and surviving in the higher education market. Resolving the position of university sport and reaffirming its values at university requires joint effort of competent government institutions and the entire Serbian academic area (Rados and Nesic, 2010). With this attitude of the professional and scientific public, the intentions of the Bologna process should definitely be kept in mind, as the premise "student in the center of attention" has to be understood and treated in a comprehensive way. In other words, the needs and interests of students have to be identified, appreciated and satisfied in all forms during their academic life, not just, as it is now, only within the education process. In this sense, identifying their interests and preferences in regard to sports/kinesiology content has to be the basis for creating an "offer" of extracurricular activities in higher education institutions. And also a reason to more intensely detect the purposefulness of the reaffirmation of the idea to introduce of physical exercise (physical educa-

² In AP Vojvodina (R. Serbia) only the curriculum of the Faculty of Economy in Subotica (of all "non-kinesiology" faculties) includes courses such as Collective sports, Individual sports and Activities in nature, which participate in the ECTS credit system

tion classes) as a component of the curricula at higher education institutions in Serbia/Vojvodina. In that context, the authors recognized the need for this research, and created the framework of the empirical part of the study.

METHOD

The research was conducted as an empirical non-experimental study (*Survey*). The goal was to identify the attitudes and thoughts of students about the role of sport and organized physical exercise at university. The sample of examinees was taken from the population of students in two Vojvodina's universities (University of Novi Sad and Educons University from Sremska Kamenica), formed from randomly selected examinees who were at their faculties at the time of collecting data, comprising a sample of 227 examinees in total. The study included a total of 8 faculties, which in line with the nature of the research were sub sampled in two groups: (1) faculties whose education programs dominantly cover the area of physical education and sports, on this occasion named as "Kinesiology faculties" (the Faculty of Sports and Tourism and the Faculty of Sports and Physical Education from Novi Sad, and also the Study Group for Sports Coaches of the College for Educators and Coaches from Subotica) and (2) faculties from other scientific fields, in the research referred to as "Non-kinesiology faculties" (the Faculty of Technical Science, the Faculty of Sciences, the Faculty of Agriculture, the Faculty of Philosophy and the Faculty of Medicine, all in Novi Sad).

As part of the empirical part of the research, survey was used as basic research technique, and the instrument was constructed in the form of questionnaire, whose basic semantic structure was found on similar instruments used in earlier studies (Nesic, Fratric and Ilic, 2010; Nesic and Kuburovic, 2011; Nesic, Srdic and Fratric, 2013), additionally itemized for this research. The variables were divided into two groups: (1) independent (specific personal characteristics of the examinee – the faculty they attend) and (2) dependent (attitudes of examinees regarding certain aspects of sport at university). A part of the questionnaire which was used for the evaluation of attitudes regarding university sports was constructed in the shape of a 10-degree scale (Likert type), where value 1 (one) expressed the lowest, while 10 (ten) expressed the highest degree of agreement with an item indicator (a claim). A total of 13 item-indicators was formed, with the following content (claims): 1) Compulsory sports activities at faculties would represent unnecessary pressure for students (S1); 2) Instead of compulsory classes of physical education at faculty, student should be more supported to voluntarily workout in fitness centres (S2); 3) Sports activities of students within their faculty would enable them to get to know their colleagues better (S3); 4) Doing sports at faculty

would disturb students during exam periods (S4); 5) Sports competitions at universities would be just “a waste” of time and money (S5); 6) University sport in Serbia involves just a small number of students (S6); 7) At faculties, there should be compulsory classes of sport activities - physical education (S7); 8) Sports competitions between faculties should be organized more frequently (S8); 9) Compulsory physical education classes should be introduced into the system of ECTS points (S9); 10) The faculty should organize compulsory sports activities for students at least two times a week (S10); 11) Elite athletes should have special treatment if compulsory physical education was introduced at the faculty (S11); 12) Sports activities at the faculty should only be a matter of students’ personal preference (S12); 13) It is better that students have compulsory physical education, even if they would go there unwillingly, than to be physically inactive (S13).

The evaluation of the results was published with the application of adequate statistical procedures which were adjusted to the nature of the empirical data. For all the variables whose data was expressed with minimally ordinal level of measuring, representative measurements of central tendencies and measurements of variability were calculated - arithmetic mean (*Mean*) and standard deviation (*Std. Dev.*) while distributional frequency was used for the variables expressed with a nominal level of measurement. For testing the importance of differences between scalar averages derived for different subsamples, a single factor analysis of variance (ANOVA) was applied, while the chi-square test (Chi-Square) was used to test differences between the distribution of empirical frequencies of answers of different categories.

The character of the research also required to observe certain characteristics of examinees, primarily from the aspect of their faculty differentiation. In this research, which included a total of 227 examinees, most examinees were male (M=58.6%; F=41.4%). In relation to faculty profiling, there were more students from kinesiology faculties (63.4%). This is, above all, a consequence of the sample availability, not a tendency toward a specific interest according to the study program. In any case, samples can be considered as relevant in the context of belonging to the student population and characteristics of Vojvodina’s academic field. The average age of the examinees was 23.18 years.

In terms of the specific characteristics of the samples in relation to the habit of engaging in physical exercise and doing sports before enrolment in faculty, it is evident that most of them regularly did sports (57.7%). In this group of examinees, as expected, students of kinesiology faculties were dominant (45.8%). About a third of examinees (29.1%) exercised occasionally, while 13.2% were active only at physical education classes in their schools (Table 1). In this context the frequency of doing sport and/or sports/recreational activities after enrolment in faculty was also identified, i.e. in the period during their studies. What is clearly noticeable is a drop of regular active

engagement in sports (18.9%), while physical exercise dominantly moves to the categories of regular (26.9%) and occasional (27.3%) forms of sports-recreational activities (Table 2). The perceived differences between subsamples of students with different faculty profiling were also noticed at a statistically important level (Sig.= .000). These results were in accordance with some earlier studies which speaks in favour of reduced interest of student population in regular sports activities, i.e. a deficit of regular physical activity in their free time (Group of authors, 2006; Stepanovic-Ilic, Videnovic and Plut, 2009; Nesic and Kuburovic, 2011).

Table 1. *Sample characteristics - physical activity before enrolling in faculty/college*

Physical activity before enrolling in faculty/college	Type of faculty		Σ
	Kinesiology	Non-kinesiology	
Exercise only at physical education classes	8 3,5%	22 9,7%	30 13,2%
Periodically training at a club or sports school	32 14,1%	34 15,0%	66 29,1%
Regular engagement in sports and competitions	104 45,8%	27 11,9%	131 57,7%
Σ	144 63,4%	83 36,6%	227 100,0%

$$\chi^2 = 38,221 \quad \text{Sig.} = ,000$$

χ^2 – chi square value

Sig. – identified level of statistical significance

the level of significance of statistical inferences - (p<,05)

Table 2. *Sample characteristics– perception of current daily physical activities*

Current daily physical activity	Type of faculty		Σ
	Kinesiology	Non-kinesiology	
Does not exercise, does not play sports	5 2,2%	4 1,8%	9 4,0%
Exercises rarely	16 7,0%	36 15,9%	52 22,9%
Exercises periodically	32 14,1%	30 13,2%	62 27,3%
Exercises regularly	55 24,2%	6 2,6%	61 26,9%

	36	7	43
Trains and competes every day	15,9%	3,1%	18,9%
	144	83	227
Σ	63,4%	36,6%	100,0%

$$\chi^2 = 58,223 \quad \text{Sig.} = ,000$$

χ^2 – chi square value

Sig. – identified level of statistical significance

the level of significance of statistical inferences - ($p < ,05$)

Different aspects of the role of sports at university were valued by the examinees by giving answers to thirteen item-indicators, where they expressed their attitude that reflects their actual perception of this problem. The results of the scale as a whole clearly indicate that students have a positively oriented attitude to the role and importance of sports at university (6.65), but that the intensity of positivity of attitudes significantly differentiated (also at statistical level of importance; Sig. = .000) in relation to the group of faculties. As expected, significantly higher intensity of positive attitudes (for the scale as a whole) is expressed by students of kinesiology faculties (7.04), compared to students from non-kinesiology faculties (5.98). This general orientation of the prominence of attitudes towards university sports gets its clearer explanation when individual indicators are analysed (they can also be viewed as characteristic mini scales) (Table 3). Extremely positive evaluation in both subsamples is observed in indicators that indicate the perception of sports at the university as an activity that has a dominant socializing role, or as a useful means of social interaction (*Sports activities of students within the faculty would contribute to better acquaintance with colleagues* / S3 = 8.17; and *Sports competitions between faculties should be organized as often as possible* / S8 = 8.10). Also, it is noted that both subsamples do not perceive sports at university as an activity that would have disruptive connotations in relation to basic student obligations during the school year, which is confirmed by scalar averages of indicators (S1 = 3.51; S2 = 4.80; S4 = 3.64; S5 = 2.47). That is, in the inverse interpretation of their semantic basis, the role of sports is not perceived as a disruptive factor in relation to semester and exam obligations, and sports competitions at university would not be an unnecessary "waste of time and money". On the other hand, students from different groups of faculties have a slightly different perception of certain aspects of the role of sports within the university, which primarily relate to the possible benefits for certain groups of students. Thus, for example, students of kinesiology faculties believe that elite athletes should have a somewhat more privileged treatment compared to other students if compulsory physical education classes were introduced at the faculties (S11 = 6.85 / 4.54), which is understandable given their more intense involvement in sports. On the other hand, students of non-kinesiology faculties are less "in the mood" to introduce

sports activities or physical education classes at faculties as a mandatory category ($S7 = 8.07 / 5.87$), which corresponds to the opinion on the prevalence of evaluation of possible physical education classes through the system of ECTS credits ($S9 = 7.51 / 4.49$). A significant difference can be noticed in the question of the possible way of realization of physical education, where students of kinesiology faculties mostly think that it should be a compulsory category for all students, and not exclusively a matter of personal choice ($S10 = 7.93 / 5.20$ and $S12 = 5.91 / 7.81$). However, both subsamples of respondents similarly (positively) perceive the role of physical education in raising the quality of life, i.e. its potential benefits as a means of compensating for the negative consequences of modern youth life, primarily hypokinesia ($S13 = 7.76 / 6.67$).

Table 3. *Student perception of university sports*

Indicator	Type of faculty (Sv)		Σ (Sv)	F	Sig.
	<i>Kinesiology</i>	<i>Non-kinesiology</i>			
S1	3,17	4,10	3,51	4,968	,027
S2	4,47	5,37	4,80	4,562	,034
S3	8,33	7,90	8,17	2,141	,145
S4	3,35	4,16	3,64	4,477	,035
S5	2,69	2,08	2,47	4,076	,045
S6	6,40	6,24	6,34	,164	,686
S7	8,07	5,87	7,26	31,204	,000
S8	8,53	7,35	8,10	12,196	,001
S9	7,51	4,49	6,41	46,662	,000
S10	7,93	5,20	6,93	48,233	,000
S11	6,85	4,54	6,00	31,516	,000
S12	5,91	7,81	6,60	23,097	,000
S13	7,76	6,67	7,36	6,984	,009
Σ	7,04	5,98	6,65	52,884	,000

F – coefficient of variance

Sv – Middle value

Sig. – identified level of statistical significance

the level of significance of statistical inferences - ($p < .05$)

Some previous research and studies (Stepanović, Videnović and Plut, 2009; Lolić, Nešić, Srdić and Fratrić, 2012; Pehlić, 2014; Nešić, Srdić and Jezdimirović, 2016) have found that the trend of physical inactivity is generally very present in young people, including in Serbia (Vojvodina), which certainly has a student population. Therefore, in our research, it was interesting to determine the basic reasons for potential lack of participation in organized forms of physical exercise within the faculty. Respondents evaluated this seg-

ment of their perception with scores on a five-point scale (score 1 = lowest importance of indicators, up to 5 = highest importance of indicators). The results show that students see as the most important reasons for not practicing sports and physical exercise within the faculty: poor or non-existent sports infrastructure in higher education institutions (overall scalar processes are very high: lack of training conditions at the faculty = 4.11; unsatisfactory quality of exercise space = 4.00) (Table 4). In this context, no statistically significant differences were recorded between subsamples (Item 8 / Sig. = .267 and Item 2 / Sig. = .434), which may indicate the presence of a generally negative perception of material and spatial conditions that faculties provide in terms of potential reaffirmation of sport and physical education at university.

Table 4. *Possible reasons for rejecting physical exercise at faculty*

No	Reason for not exercising	Type of faculty		Σ (Sv)	F	Sig.
		Kinesiology (Sv)	Non-kinesiology (Sv)			
1.	Loss of valuable time for studying	2,51	2,72	2,59	1,345	,247
2.	Unsatisfactory quality of exercise space	4,03	3,93	4,00	,616	,434
3.	Low hygiene in sports facilities	2,67	2,23	2,51	6,575	,011
4.	Insufficient information about importance of exercise	3,80	2,83	3,44	27,794	,000
5.	Aversion to sports	2,72	2,35	2,59	4,382	,037
6.	Interference with use of free time	2,92	2,77	2,86	,604	,438
7.	Aversion to group exercise	2,65	2,36	2,54	2,661	,104
8.	Non-existence of conditions for practice at faculty	4,06	4,20	4,11	1,239	,267
9.	Lack of money	2,94	3,31	3,07	4,221	,041
10.	Limited offer of exercise programs	3,76	3,66	3,73	,436	,510

F – coefficient of variance

Sv – mean

Sig. – identified level of statistical significance

the level of significance of statistical inferences - ($p < .05$)

DISCUSSION

The source of the reasons for the still vaguely defined conceptions of the systemic organization of sports (physical exercise) within the universities in Serbia can be viewed multidimensionally. From conceptual and organizational factors (normative regulation through laws and bylaws of higher education, interdepartmental (non) cooperation of the state apparatus on the implementation of a clear concept of physical education and sports at universities, etc.), through infrastructural factors (sports and university infrastructure, material conditions) for the realization of kinesiology programs at faculties, the way of hiring professional staff of kinesiology provenance, etc.), to socio-environmental factors (life habits and lifestyles of young people, social trends, living and working environment, economic power of the population, etc.). Also, one of the important questions is the way of implementing the idea of reaffirmation of sports / physical exercise at higher education institutions in Serbia / Vojvodina: is the "winning combination" a normative-compulsory form (to impose physical exercise through a system of compulsory university content) or is it individual-decision-making way (the student decides on the way and form of kinesiology contents that they can practice at "their" faculty; the higher education institution only provides material-spatial conditions for conducting sports programs).

Currently, the concept of university sports in Serbia is predominantly based on occasional sports events (competitions) of the student population. Either in the form of individual ad-hock tournaments in different sports which, for various motives or reasons (usually when celebrating some important dates of a particular higher education institution) are independently organized by faculties or as student-athlete competitions within the organizational form of the University Sports Federation of Serbia (as part of an international sports organization FISU). This means that the phrase university sport manifests itself, essentially, as the engagement of active athletes who are also students, and not as the reflection of a system in which most students are regularly athletically active at "their" faculty (and sports competitions are only a consequence of regular physical education and tailored to the characteristics of the participants). In other words, the current position of the majority of the student population within university sports in Serbia can be characterized as passive (spectator), while the direct participants have only an "additional" obligation to sports that they already actively practice within "their" sports clubs.

In Serbia, the importance of university sports is emphasized declaratively, at the level of goals and tasks set in the government document Sports Development Strategy (significant improvement of university sports; providing special conditions when enrolling into higher education institutions

and special study conditions (in accordance with the law) for elite athletes); improving material and technical conditions for the implementation of university sports activities, increasing the number of sports sections and other extracurricular sports activities within university sports, increasing student participation in university sports competitions, improving professional pedagogical work and improving institutional cooperation in university sports, encouraging more intensive involvement of local self-government units in the realization and improvement of university sports; etc.) (Strategy, 2015). Although quite well and affirmatively defined goals and tasks, through the additional appointment of stakeholders in the Action Plan for the period 2014-2018, in the real environment and current practice, specific determinants for their implementation (as well as the implementation itself) within the higher education system have not received their real vitality. In Croatia, for example, the basic goal of "physical and health culture" in higher education is to preserve and improve the health status of students through appropriate forms and programs of physical exercise as a basis for creating lifelong exercise habits. Also, a very important goal is to actively recognize the interests of students as certain types of kinesiology content, which is the basis for, above all, implementing health aspects of compulsory kinesiology content in higher education more efficiently (Ganić, Hraste and Marković, 2014).

The role of sports at university should be considered through the context of the way of life of young people in the wider living environment. Today, it is already recognized with certainty that the level of physical and working abilities of the population is permanently decreasing, so that its health is unequivocally adversely affected. Recent studies (Kvaak, Meyer and Tverdal, 2004; Myint et al., 2007; Međedović, Perić and Ahmetović, 2013; Nešić, Perić, Ahmetović and Zubanov, 2014) confirm this and warn of the fact that the level of physical and work ability of the population, especially young people, is very low. The student population is probably most affected by current social and life phenomena and tendencies. The problems of physical inactivity of young people are especially pronounced when we keep in mind that in the last twenty years there has been no obligatory physical exercise at universities in Serbia. An increasing number of studies in their findings draw attention to the problematic aspects of physical (non) exercise of the student population in general, and especially within universities (Nesic and Kuburovic, 2011; Nesic and Kovacevic, 2011; Medjedovic, Peric and Ahmetovic, 2013; Ahmetovic and et al. 2014; Hraste, Marković and Jelaska, 2014; Malčić and Marić-Jurišin, 2018). In addition, there is a very low level of information about healthy lifestyles (Grandić and Letić, 2009; Nešić, 2012; Lolić et al., 2012). What can serve as an illustration are the results of a study (Ahmetović, Perić et al., 2014) where it was identified that students of the so-called sports faculties possess a higher level of knowledge about healthy lifestyles, as expected, compared to

students of other faculties. However, the authors found that, despite a higher level of information, students of sports faculties did not have significantly higher functional abilities, as well as better nutritional habits (Nešić et al., 2014).

One of the important aspects of higher education (through all its segments) is to promote the formation of attitudes, opinions, values and critical thinking (Gajić, 2011). Students, as the central stakeholders of higher education institutions, with their opinions and attitudes form a kind of framework for evaluating the outcomes of the processes that are realized at universities. Therefore, the identification of their needs is one of the key factors in creating a quality service environment for each faculty, where sports / kinesiology content should take its active (and very attractive) place in the service system. This, among other things, can be one of the important conditions for student satisfaction (as key "clients" of higher education). Because their satisfaction is the overall response to the whole system of "university product" which is, of course, much more than the curriculum and experience / knowledge as a result of learning. The contents of university sports, i.e. the availability of regular physical exercise programs within faculties and universities can be helpful in creating an atmosphere of satisfied (and motivated) users, primarily students, but also all other stakeholders in higher education (parents, teachers, employers, donors, etc.). Creating an environment of positive customer satisfaction, as stated by Kotler and Fox (Kotler and Fox, 1995, p. 41), should be the primary goal that will contribute to the quality of educational institutions.

When it comes to the perception of the role of sports at university (as well as sports in general) of all actors in higher education, it is necessary to have knowledge of its essential values, which can be grouped into three parts (Nešić, 2013): (1) biological and health, 2) socio-cultural and (3) ethical-educational. Their (re) affirmation through the concept of university sports (physical exercise at universities) should be more intensively present within the academic community. All the more so because sports at the university are still considered by a number of academic subjects as a meaningless activity (or, at best, as a "necessary evil"), and there are also those who argue that the time students spend on college sports fields is 'time lost from studying' (Radoš, 2011). Therefore, it is recommended that the modern phrase university sport be treated and based on Plato's idea of *kalokagatia*, which points to the need to establish a harmonious unity of human physical, intellectual and spiritual abilities (Radoš and Nešić, 2010). This is supported by the results of certain studies on the level of physical activity of the student population (Bourne, 2000; Ćurković, Bagarić, Straža and Šuker, 2009; Nikolić and Pahić, 2011; Nešić, Srdić and Fratrić, 2013; Malčić and Marić-Jurišić, 2018) which show a tendency of decrease in students from year to year. They also indicate an evident decline in physical activities at the transition of young people to early

adulthood, with the largest decline occurring during study (Kwan, Cairney, Faulkner and Pullenayegum, 2012). The tendency to give up participation in sports, among the youth population, is already visible in the upper grades of high school. Recent tendencies observed in practice show that the interest in organized and permanent physical activity among high school students is minimal and predominantly directed towards less physically demanding activities. Also, several studies in Croatia have identified and explained the interest in physical exercise in the student population (Hraste et al., 2014; Vračan, Pisačić and Slaćanac, 2009; Gelemanović and Svoboda, 2010) and pointing out that the assumption that by implementing only kinesiology contents that are interesting for students, would create conditions for greater involvement in sports activities, and thus lead to lasting habits for physical exercise.

CONCLUSION

The perception of the role of sports / physical exercise at university by students is a very important determinant for the creation of program content, concepts and implementation of physical education in higher education institutions in Serbia. A clear picture of the value aspects of university sports and regular physical exercise in students is necessary to develop and form through two basic forms: cognitive cognition (education) and empirical (participation in kinesiology activities). In that sense, it would be necessary to develop more intensively the environment at higher education institutions, which would be stimulating for more active implementation of the idea (for now still declarative) about the essential reaffirmation of university sports. That is, the concept of regular physical exercise of students. In support of this, the results of this study can be useful and can be summarized through the following findings:

- most respondents reflect the characteristics of their peers from the population in the context of regular sports activities during the high school period;
- there is a trend of decrease of regular sports activities after enrolment in faculty, i.e. at the beginning of studies, and physical activity (in previously active athletes) is mostly directed towards occasional forms of sports and recreational activities;
- the majority of respondents had a positive general attitude towards the role of sports in higher education institutions, and the recognition of its primarily social role is dominant (it creates conditions for easier social interaction of students);;
- sports content at university is perceived by respondents as a potentially good factor for improving the quality of life, so they do not

perceive it as a possible disruptive activity in fulfilling other faculty obligations;

- the basic reasons students give for not practicing regular sports and / or sports-recreational contents on a regular basis are the factor of sports infrastructure of higher education institutions (poor or non-existent), as well as lack of awareness (knowledge) about the values and benefits of regular physical exercise.

The problem of physical (in)activity of young people, although already clearly recognized in the environment of the Serbian academic space, has not yet received adequate attention. Both in terms of systemic theoretical and empirical research, as well as in appropriate active institutional support (especially at the level of higher education institutions). Although educational "authorities" declaratively advocate and formally emphasize the importance of sports at university, there is still no clear and time-determined concept of sports development (regular physical exercise) at higher education institutions in Serbia. This results in the still visible, spontaneous and uncontrolled existence of some forms of sports at the university. Successes in student sports competitions are primarily the result of sports organizations outside the education system, rather than organized sports life within the universities. Students, among other things, do not have their own facilities for training and competition at the faculties, nor a clearly and professionally designed system of practicing sports activities appropriate to their interests and needs.

In this regard, the results of this study direct attention to the area of education and training. Both the student population and the academic community as a whole, where university teachers cannot be amnestied from "ignorance" of the values and role of physical exercise (as determinants of a healthy lifestyle and active lifestyle). It is especially important to point this out and impose it more actively as a problem issue among decision makers in the academic community. Therefore, the pedagogical implications of this research can certainly be largely related to the management structures of higher education institutions in terms of a clear message about the need for more intensive education of all educational stakeholders on the values and importance of physical activity (physical exercise) of young people. In that light, also encouraging changes in the overall education policy in Serbia.

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