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Organization And Realization Of University Sport Activities In Goce Delcev University - Stip

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Abstract

The aim of our work is to show the establishment of the sport activities in Goce Delcev University – Stip as a fully integrated university under condition of the process of education in all study programs. Sporting activities of students inside our university are divided into three types:- sport as a part of the curriculum for the students in the first year, -student sport competition activities for all students from faculties and in interuniversity, national, European and World levels and -professional sport activities of four University teams as a part of professional leagues. The harmonisation of sport-related training and activities at University level is well underway in form of the Bologna process:-to harmonize all study programmes and degrees and give the same opportunity for sport to all student - to enhance overcoming of obstacles concerning the sport activities as an obligatory course and to ameliorate its recognition. In our university all sport activities are coordinated through University Sport Center as an independent body including professionals and representatives from university, responsible also for the project activities related to the health care of athletes from the professional and amateur teams. The future action is focused to increase the number of sports for attracting the number of students from all years in all cycle of education using questionnaire containing information of their potential interest. This should be the initial steps to propose sport as an obligatory course during all period of the study program in whole university.

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Keywords: univrsity sport activities, integrated university, university sport center

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1. Introduction

To be a student in high education does not mean just a new step into the educational system and new step in personal education. Studying as a faculty student is a step toward the development of compete, competent and responsible person prepared to carry personal and social responsibilities, to take a step with the challenges of the modern world and to respond properly to them. Therefore, University and it's faculties should facilitate complete education, or education that goes over just pure academic knowledge and offers possibilities for complete, harmonious development of future citizens of the world by participating in numerous, sports, musical, drama and other cultural and students activities as a step forward toward development (creation) of complete person.

Physical education as a source of positive development changes that occurs during the periods of early childhood, late adolescence, maturity and what denotes a process of a life-long learning have one main imperative – creation of a physically educated person or a person that have adopted abilities for engagement in various physical activities which provide easier maintenance of good health and wellbeing throughout the entire life; person who engages in certain physical activities on regular basis because they are highly enjoyable and because of the pleasant feeling they bring, understands the values of the physical activity, as well as the gains derived from the active and healthy manner of life (Hardman, 2011). In these sense, starting with the pre-school system of education, through the primary and secondary education, the sport at the universities is a logical consequence in the educational system in the process of sport education of the youth.

In this regard and in compliance with the presentation elaborated in the White document for Sport of the commission of the European Communities, “the values which have been gained through the sports contribute to the development of the knowledge, motivation, abilities and the readiness for personal achievements. The time spent in the sporting activities in both the schools and the universities provides educational and health-related gains which need to be improved further more (European Communities 2007, presented in Petry, Froberg, Madella, & Tokarski, 2008). This means that the sport and the physical education implemented within the educational system present a springboard for inclusion and practice of the sport and the physical activity during the entire life.

Efforts for more physical activity and participation in sporting activities at all level of education are result of efforts to overcome physical inactivity. According the reports of the World Health Organization, the physical inactivity has been identified as fourth in a line risk-factor for mortality in people, with a total of 6% mortality rate at the global scale, which is right after the high blood pressure (13%), the tobacco use (9%), and the high blood glucose (6%). Approximately 3.2 million of people die each year as a result of physical inactivity. The increased body weight and obesity, are very often responsible for 5% of the mortality in people at the global scale. Globally, one out of three adult persons are insufficiently active (WHO, 2004).

From the aspect of physical inactivity and its consequences the period of adolescence (15-19 years) and the period of young adults (20-25 years) or the students population are noted as especially critical periods in which there is remarkable drop of the physical activity and engagement with sports. This realistic situation is opposite to the developmental postulates according to which from the aspect of ontogenetically development, the student population is located at the top of its physical, motoric, functional, and psychological development (Haywood, & Getchell, 2004; Malina, Bouchard, Bar & Or, 2004). In these period all of the developmental processes have been completed, the functions have been stabilized, and the maximum in the manifestation of all human potentials- both intellectual and physical - is being reached (Malina, et al, 2004; Kukolj, 2006; Jovanovski, 2013). The motoric segment in these period is with maximal motoric efficiency which lasts until the 21st year for females, i.e. 25 years for males (Kukolj, 2006; Jovanovski, 2013). If trained regularly, motor abilities reach their peak in this particular period. The motoric abilities, such as strength, speed, coordination, and the rest of the motoric abilities achieve their peak in this particular period, provided the trainings have been conducted on regular basis. As aforementioned, the lifestyles, nutrition, as well as the engagement in a particular bodily exercise condition the changes in the motoric, as well as the movements in this given period.

The university transition brings many changes which are direct indicators for condition of inactivity. Namely, students is being significantly transformed from and academic, social, emotional, and motoric aspect. Both the academic obligations and responsibilities are being increased; the lectures and the studying demand more efficient management of the time. The students often complain on loneliness, nostalgia, conflicts and disorders in the communication with their peers, as well as an increased stress (Colleen, Conley, Travers, & Bryant, 2013). From the

aspect of the motorics, many of the studies point out to the decrease of the physical activity in the period of taking the university studies (Tappe. & Cburgeson, 2004; Stone, et al. 1998; Buckworth, & Nigg, 2004; Andrijasevic, Pausic, Bavcevic, & Ciliga, 2005; Colleen, et al, 2013).

Ontogenetically defined, motor abilities of youth that achieved their pick in the period of study, despite intensive academic requirements as one of the main reason for physical inactivity, activate the position of Universities as a last chain in institutional educational system to promote active and healthy life. Promoting physical activity and offering different types of sporting activities such as obligatory and selective university subjects, student's sports competitions etc, based on students' needs and interests, gives an opportunity for students to create life lasting habits for active life - style.

At Goce Delcev University – Stip this means establishment of University Sport Center as independent body including professionals and representatives from University, responsible for organization, coordination, realization and support of all students sports and recreational activities. This center is also responsible for organization of all additional project activities related to the health care of athletes from the professional and amateur teams. Related to this, the aim of our work is analyses and presentation of current situation that refers to establishment, opinions and interests of students for sport activities in Goce Delcev University – Stip as a fully integrated university under condition of the process of education in all study programs.

The harmonization of sport-related training and activities at University level is well underway in form of the Bologna process to achieve the following objectives:

- to harmonize all study programs and degrees and give the same opportunity for sport to all student
- to implement a common system of study degrees;
- to enhance overcoming of obstacles concerning the sport activities as an obligatory course and amelioration of its recognition of academic degrees and study performance.

2. Method and materials

The subject of this study is the existing documentation that refers to establishment of sport and sporting activities at Goce Delcev University in Stip, Macedonia, regarding to the number of sporting activities organized for the students; involvement of student's from all cycles of study in all existing levels of sport, sport competitions and sporting activities realized at the University, both recreational and professional; and students interests for certain sports (based on students answers obtained using standardized questionnaire, filled by the students at the end of the first year of study).

At University Goce Delcev in Stip, sporting activity of a student of a higher educational establishment are divided into three types:

- sport as a part of the curriculum for the students in the first year;
- student sport competition activities for all students inside of the university and in interuniversity, national, European and World and
- professional sport activities of four University teams as a part of professional leagues.

Based on these organization, the research sample was divided into several subsamples:

- Documentation (lists for notification of presents of first year students at all faculties in regular Sport and recreation classes. евидентни листи за редовност и присуство на студентите од прва година на сите факултети во редовната настава по спорт и рекреација);
- documentation that contains data collected using standardized questionnaire applied with students that refers to determination of their opinions about the realization and organization of Sport and recreation curriculum and interests for certain sport and sporting activities;
- documentation (bulletins from competitions intended by students from all years of study involved in competitive activities inside of the university and in interuniversity, national, European and World students competitions;

- and students documentation and professional agreements of full time and part time students at first, second and third cycle of studies, professional athletes members of professional university teams that competes in national sports leagues.

In order to achieve the defined aim – to present the establishment of the sport activities in Goce Delcev University – Stip as a fully integrated university under condition of the process of education in all study programs, we used analytical – explicative method as method of work. Regarded to realization of sport and recreation as an obligatory university subject in first year of study, beside the document analyses, we used a standardized questionnaire in order to determine and compare student's opinions about the manner of realization, and organization of the Sport and recreation subject, its representation in the curriculum, the choice of sporting contents etc. The starting point in design of the questionnaire was similar version of questionnaire used in similar research realized by Separovic and Uzicanin. The final version was modified, adopted and created according accredited program of study unified for all 15 faculties at the University and according the needs of our research. The same version of questionnaire was continuously used for determination of student's opinions starting from 2010/2011 at the end of every semester in the school year. In these work we analyzed results obtained in the period from 2010/2011 until the finishing of the summer semester in the school year 2013/2014 (may, 2014). According the aim of this research, we analyzed only the questions related with education and realization of Sport and recreation curriculum.

3. Results

As we already mentioned before, sporting activities of the students at Goce Delcev University are divided into three types: Sport and recreation curriculum, student's competitions at inside University, interuniversity and international level and professional team athletes competing in national state leagues. The core or the main stone of these type of establishment of sporting activities we found it in Sport and recreation curriculum.

3.1. Realization of Sport and recreation curriculum

Considering the importance of regular physical activity on the health and wellness of the youth and in order to continue the trend of regular physical activity within the realm of the institutional educational system with a main goal to stop the tendency of interruption of the physical activity typical for the period of the beginning and duration of studies, starting from the school year 2010/2011 sport and recreation curriculum was established in study programs at all faculties at Goce Delcev University in Stip. It is included in study programs as an obligatory subject for all full time students of the first year of university education. Establishment of Sport and recreation curriculum is in compliance with the Bologna Declaration and the Credit-transfer system implemented in higher education. The Sport and recreation subject is represented with 0+0+2 classes planned with the curriculum. In other words, the students have only practical exercises, realized once a week with duration of 60 min. It is realized during the summer or winter semester depending from the specific programs of study of each faculty. It does not obtain credits nor is being assessed with a mark and a final exam. Attendants of sport and recreation activities is obligatory for full time students and it's a condition for starting the next semester.

To continue successfully in the next semester the students should attend at least minimum 60 % of the planned activities corresponding to the Sport and recreation. The Table 1 shown the attendance of the students obtained according to the signed lists after each lessons, chronologically analyzed starting from 2010/2011 until 2013/2014 scholar year. In 2010/2011 the Sport and recreation was realized only in the faculties located in Stip and starting from the next 2011/2012 is realizing in all other 8 towns where our university has a study centers.

The basic aim of the Sport and Recreation curriculum is fulfillment of the student's basic needs for movement and physical activity, in compliance with their own personal abilities, needs, and affinities (Sport and recreation curriculum). Exposed in this manner, the general goal is being based upon the realistic needs of the students. Hence, the Sport and Recreation education has a task to enable the student to fulfill their needs for movement via planned and dosed physical activity in order to be able to conduct certain transformational changes. In this way, conditions for continuation with the sporting activity are being created, as well as improvement and maintenance of the motoric abilities and the physical readiness at a satisfactory level in every segments of the anthropological status of the

human, encouragement of a healthy and active life, formation of healthy lifestyle habits, as well as prevention of illnesses related to the physical inactivity and a sedentary way of life, which is typical for the student population.

Sport and recreation curriculum is consisted of several different contents, different sports activities realized during one semester. These sports activities are: complex of exercises for basic physical preparation realized during the first three weeks of realization as a manner for physical preparation of students and involvement in other activities, aerobic and Pilates, martial arts and self-defense, sports games (basketball, volleyball and handball), badminton, table tennis and outdoor activities. Contents such as gymnastics, elementary games, traditional and modern games exist in the current curriculum as additional activities which are realized in certain phases of the lectures (classes). Outdoor activities such as hiking are realized twice every month in Saturdays. Suggested syllabus is unified for all faculties and all teaching centers.

To have good and effective realization of the planned activities and topics according to the curricula, each student consumes individual sports requisites and this approach gives larger material support and higher dynamics of the effectiveness of the program and positive results.

Student's opinions are important for future improvement of this curriculum. Regarded to this, summarized results obtained in previous studies using standardized questionnaire for sport and recreation are presented in Table 1 and Table 2. Complete results from these studies are published in other publications (Popeska, Stojanova, & Petrusseva, 2010; Popeska, Stojanova, & Mitevska – Petrusseva, 2011; Stojanova, Popeska, & Mitevska – Petrusseva, 2011; Popeska, Janevik – Ivanovska, Barbareev, & Jovanova - Mitkovska, 2014; Popeska, & Jovanova – Mitkovska, 2014).

Table 1. Student's opinions for sport and recreation activities and interest for certain sport

Question	Suggested answers	Year of realization of research		
		2010/2011	2011/2012	2013/2014
Do you support the idea for establishment of Sport and recreation?	Yes, I support the idea	74%	64%	69%
	Partly support	22%	25%	20%
	No, I don't support the idea	4%	11%	11%
What does the Sport and Recreation subject mean to you?"	Everyday need	49%	34%	46,5%
	Possibility for recreation	34%	51%	38,8%
	Part of educational process	8%	5%	9,7%
	Additional obligation	5%	10%	5,8%
Preferred sporting activities suggested in current curriculum	Basketball	22%	25%	30%
	Volleyball	22%	16%	16%
	Aerobics	13%	21%	13%
	Handball	11%	10%	/
	Basic physical preparation	10%	9%	/
	Table tennis	/	6%	12%
Preferred sporting activities NOT included in current curriculum	Dances	3%	4%	2%
	Martial arts	3 %	5%	/
	Elementary games	1%	2%	1%
	Swimming	22%	14%	14%
	Football	18%	20%	19%
	Fitness	16%	29%	19%
	Tennis		10%	14%
Realization of Sport and recreation classes in relation to the years of studies.	Skiing	2%	2%	3%
	Athletics	3%	2%	3%
	Gymnastics	4%	7%	
	Only in 1 year of study	32%	41%	42%
Need of theoretical lectures	In 1 and 2 year of study	18%	15%	19%
	Every year of study	50%	44%	39%
	Yes, in existing terms	43%	44%	25%
	Yes, in additional terms	23%	16%	45%
	No	34%	40%	30%

Table 2. Gender differences in student's opinions for sport and recreation activities and interest for certain sport

Question	Suggested answers	Year of realization of research			
		2010/2011		2013/2014	
		male	female	male	female
Do you support the idea for establishment of Sport and recreation?	Yes, I support the idea	77,56%	62,47%	74,55%	66,33%
	Partly support	18,05%	26,37	17,10%	21,77%
	No, I don't support the idea	4,39%	11,16%	8%	12%
What does the Sport and Recreation subject mean to you?"	Everyday need	51,7%	49,26%	51,6%	41,5%
	Possibility for recreation	6,8%	6,62%	32%	43,5%
	Part of educational process	5,3%	7,6%	10,9%	8,9%
	Additional obligation	/		5,5%	6,1%
Preferred sporting activities suggested in current curriculum	Volleyball	32,19%		40%	22,3%
	Aerobics	13,66%	21,08%		21,3%
	Handball		24,02%		21%
	Basic physical preparation			13,5%	
	Table tennis	13,17%		16%	
Preferred sporting activities NOT included in current curriculum	Dances		2,5%	1,3%	
	Martial arts				
	Badminton		0,7%	1%	
	Elementary games		1,1%	3,3%	
	Swimming		15%		13,4%
	Football	44,88%		42,5%	2,3%
	Fitness		32,6%		28%
	Tennis		14,5%		13,7%
	Hiking				12,7%
	Rolling				10,1%
	Skiing				2,3%
	Athletics		2,5%		
	Gymnastics		1,8%		
Realization of Sport and recreation classes in relation to the years of studies.	Only in 1 year of study	/	43,38%	30,9%	49,10%
	In 1 and 2 year of study	17,07%	16,42%	/	/
	Every year of study	58,54%	/	54,2%	28,9%
Need of theoretical lectures	Yes, in existing terms	39,51%	46,08%	40%	48,10%
	Yes, in additional terms	37,07%	37,01%	24,2%	25%
	No			35,6%	26,9%

3.2. Students sport competition activities for all students inside of the university and in interuniversity, national, European and World

The second segment in establishment and realization of sport and sporting activities at Goce Delcev University is participation of students, both full- time and part-time students from all years of study in sport competitions organized inside university between teams from different faculties, interuniversity sport competitions organized at state level between university sport teams from both state and private universities and international students competitions (European and World), students championships and leagues. Data for development of University sport of all three levels are obtained with analyses of official bulletins from these competitions in a period from 2007 until 2014.

The first level of students sport competitions are interuniversity leagues, starting from 2011 when they were organized for the first time, until 2014. Information from these competitions regarded to number of participants – students and teams and number of sports are presented in Table 3.

Table 3. Analyses of student's competitions organized inside of the university.

Sport	2012	2013	2014	
	Basketball 3x3	Basketball 3x3 male Volleyball female	Basketball 3x3 male	Volleyball female and female Table tennis male and female
Number of teams	20 male teams	22 male teams in basketball	26 male teams in basketball	

		4 female teams in volleyball	8 female teams in volleyball 8 male teams in volleyball 30 students in table tennis
Number of students	80 students	120 students	214 students
Faculties	all faculties	all faculties	all faculties, mostly Faculty of Informatics and Faculty of Medical Sciences

The second level of students competitions are national university leagues organized by the University Sport Federation of Macedonia, member of European University Sport Association (EUSA) and Federation International Sport University Association (FISUA). Students from all Universities in Macedonia are competing in football, basketball, table tennis and chess. Last few years students also compete in traditional karate and skiing. Participation of Goce Delcev University teams' at national university sports leagues and their achievements during last few of years of competition are presented in Table 4. These information's are obtained as a result of detailed analyses of official bulletins published by USFM.

Table 4: Analyzes of university teams participation in national university sports leagues

	2007	2008	2009	2010	2011	2012	2013
Number of Universities that participate	6	6	9	11	6	9	6
Basketball	2 place	3 place	1 place	2 place	3 place	3 place	2 place
Football	3 place	3 place	4 place	4 place	5 place	3 place	3 place
Table - tennis	2 place	3 place	3 place	3 place	2 place	2 place	2 place
Chess	/	2 place	3 place	3 place	3 place	/	2 place
Individual table tennis	/	1 and 2 (female)	1 and 2 (female)	3 p (female)	/	1p (male)	/
Individual chess	/	1 p (male)	1 p (male)	/	/	/	/
Individual karate	/	/	One 1p (male) Three 2 p (male)	/	/	/	/

Aldo the last, but most elite level of student's competitions are International European and World University Championships. Goce Delcev university karate team is one of the most successful university teams which continuously take part in most elite international university competitions. Starting from 2011, our karate athletes are part of national university karate representation and competes both team and individual. Based on analysis of official bulletins from USFM, achievements of karate team are presented in Table 5.

Table 5: Participation at Goce Delcev University athletes at International University Competitions

Year	Type of Competition	Place of realization	Number of participants	Achievements
2011	5 th European University Karate Championship	Sarajevo,	23 countries	III place
		Bosna and Hercegovina	78 universities	individual
2012	8 th World University Karate Championship	Bratislava,	43 countries	III place
		Slovakia	191 male athletes 138 female athletes	individual
2013	6 th European University Karate Championship	Budapest, Romania		I individual place
2014	9 th World University Karate Championship	Bar, Montenegro		III individual place

3.3. Professional sport activities of four University teams as a part of professional leagues.

The third type of sports activities at Goce Delcev University are professional sport teams that competes in professional state leagues. Students from first, second and third cycle of study, professional athletes are part of teams in basketball, volleyball and table tennis. Male basketball team "Goce Delcev" competes in the first state basketball league, female volleyball team "University Goce Delcev" competes in first state volleyball league, as well as male table tennis team "University Goce Delcev" also competes in the first senior state league.

4. Discussion

Presented results based of the analyses of different types of documentation for all three types of sporting activities represented at Goce Delcev University used for the aim of these paper, suggest at positive change in a following segments: increased number of students participating in different types of sporting activities; awareness for the importance of regular physical activity and related to these awareness of the importance and the meaning of organizes Sport and recreation activities as a part of educational process; increased number of sport competitions inside the University as well as a tendency for greater participation in national and international sport competitions as a manner for promotion of University and its mission.

Establishment of sport as a part of the curriculum for the students in the first year of study is understood as main stone (core) for further establishment of other types of sporting activities suggested by the University. Unified curriculum for all faculties and all teaching centers, from organizational point of view indicates to certain difficulties but unified requirements for all students as well as unified manners of realization allows equal opportunities and changes for all students. The main point of establishment of sport and recreation curriculum and realization of sporting activities is to satisfy students need for movement and physical activity. Therefore, student's opinions are important for future improvement of this curriculum (Table 1 and 2). One of the main issues for establishment of Sport and recreation activities as obligatory university subject is to overcome the negative tendency for increased inactivity noted for student's population (Buckworth, et al, 2009; Nuviala, et al, 2011; Malina, et al, 2004), creation of conditions for continuous sports activities, improvement and maintenance of the motoric abilities, as well as keeping the physical condition at a satisfactory level which would be adequate for each individual respectively, encouragement for active an healthy lifestyle, Encourages the fact that this is also recognized by the students, which is confirmed with very high percent of interviewed students that support the idea for establishment of sport and recreation (75% for generation 2010/11, 64% for generation 2011/2012 and high 69% in the 2013/2014). Students are also very aware of the importance of physical activity for their health and well – being. Regarded to this, for the larger number of students different forms of sporting activities practiced at the University remain everyday human need (48% for generation 2010/11, 34%% for generation 2011/2012 and 46,5% in the 2013/2014) or possibility for recreation (34% for generation 2010/11, 51% for generation 2011/2012 and 38,8,5% in the 2013/2014). Very small number of students from all generation consider sport and recreation as a composed part of educational process (beyond 10 % in all analyzed periods) and as an additional obligation (5% for generation 2010/2011 and 2013/2014, and 10% for generation 2011/2012).

Questions that refers to students interests are one of the most important. All generation of students, both male and female show great interest for sports games (basketball, volleyball and handball). While basketball is equally interested for both male and female students, analyzed by years male students are mostly interested in basketball, but also show preferences for volleyball and basic physical preparedness, while female students mostly participate in aerobics and volleyball. These results emphasize the need to maintain sport games as a curriculum content with possibility to give opportunity for selection and organization in different groups according personal preferences. These student's choices as well as differences regarding the gender have been also confirmed in many other studies with similiar researc subject (Gontarev, et al, 2009; Markus, at al 2008; Nuviala, et al, 2011; Separovic, & Uzicanin, 2009; Andrijasevic, Ciliga, & Jurakic, 2009). One of the future action is focused to increase the number of sports according students' needs and affiliations. Obtained results compared by year, point out that football for males and fitness for female students are the first on the list of contents that should be included in sport and recreation curriculum. Football was selected by more than 40% of interviewed students from all analyzed generation, consequently fitness was first choice to more than 30 % of female students. Other contents that should be included are swimming and tennis.

Other two very important questions that refers to student's interests for sporting activities and maintaining of habits for healthy life – style, issues related to possibility for participation in Sport and recreation activities in 2 or 4 years of study and realization of theoretic lectures about nutrition, healthy life style and prevention of disease. Comparing the results presented in Table 1, approximately same percent of interviewed student declare that realization of sport and recreation should continuous as it is, only in first year of study, as well as to establish sport and recreation during all year of studies. Aldo realization of sporting activities in every year of study will have a huge impact of student's habits for active life style, these could be realized only if there is enough material facilities

(sport halls, open play cords, swimming pools, fitness gym etc.) Regarded to these, future efforts of University as well as the University sport center as a coordinative body for all sporting activities should be pointed on these aim. Lack of material conditions and facilities are common problem for many other Universities in other countries (Bagaric, Sprehar, and Zvonarek, 2005; Doupona, and Kovac, 2005; Separovic, and Uzicanin, 2009). Andrijasevic, et al, 2009). Other positive note that should be considered regarding changes on current curriculum is implementation of theoretic lectures in additional terms (23% for generation 2010/11, 16% for generation 2011/2012 and 45% in the 2013/2014). These point out on student's interest for important issues such as nutrition, health benefits from regular physical activity, stress management etc as knowledge's important for future everyday life.

In general, experiences in the last four years of realization of sport and recreation curriculum, as well as obtained information about student's interests and opinions, suggest that organized form of physical activity realized as unified curriculum have a positive impact of student's further participation in sporting activities. These impact is noted as:

- development of students awareness for the importance of regular physical activity as a form of active life style;
- sport and recreation classes are an opportunity to improve persistent motor skills, to learn new ones and to develop motor abilities on a higher level. These process will continue with participation of students in practicing sporting activities during the free time and in the competitions with other colleagues.
- Sporting activities as university subject has also one organizational benefit. It's a possibility for sport and recreation teachers to familiarize student's interests in order to select the right sport to be organized as competition.

Regarded to participation of students in sports competition organized inside the University, results presented in Table 3 point out on continuous increase both of the number of students that participate in inside University competitions (from 80 students in 202 up to 214 students in 2014) as well increased number of teams and offered sports. Particularly one sport introduced in 2012 up to 3 university sports organized as university leagues in basketball, volleyball and table tennis. It should be emphasized that this competition are interested for both male and female students. The further steps regarded to inside university competitions is to involve one new sport every year.

Starting from 2007 when Goce Delcev University was established, up to 2014, as a member of University Sport Federation of Macedonia (USFM), students teams continuously take part in state university competitions in football, basketball, chess and table tennis (Table 4) with different achievements, always ranged between the first three positions. Certain financial conditions related to sport at national university level have a negative implications of these level of sport activities.

Sport is a best way to promote personal and national values. In these sense, especially important for Goce Delcev University is it's promotion on elite International European and World Competitions, such as University Karate Championships (Table 5). Starting from 2011 until 2014 karate athletes from Goce Delcev University take part at these competitions winning one gold medal, one silver and three bronze medals, that makes karate athletes the most successful university athletes.

All these activities, including the professional teams, are organized and coordinated by University Sport center, as independent body responsible for support, planning, organization and realization of university sport activities for both students and employments. Its main goal is affirmation of sport and regular physical activity as a way of life. Existence of University sport center as a part of Goce Delcev University as a fully integrated university under condition of the process of education in all study programs means coordination and harmonisation of sport-related training and activities at University level which is well underway in form of the Bologna process in order to achieve the following objectives:

- to harmonize all study programmes and degrees and give the same opportunity for sport to all student
- to implement a common system of study degrees
- to enhance overcoming of obstacles concerning the sport activities as an obligatory course and amelioration of its recognition of academic degrees and study performance.

5. Conclusion

As result of our first observation after establishment of the curricula for Sport and recreation for all students in the first year of all the faculties in Goce Delcev University and organization of University sport Centre who was integrating also professional athletes, we can show positive impact of these activities in all segments of the University progress. The request and interest of the students from the other years, than the first to have as an optional course the course of Sport and recreation is the clear indication of the successful curricula and the topics that are included.

These activities became recognized not only from the students in our university, then also from the institutions and students in the other universities in our country and abroad.

Our future work will follow the same direction as the only one who will show the progress of implementation of these activities and more appropriate and relevant implications.

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