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Students' interest for sport and recreation at Goce Delcev University - Stip, depending the selected Faculty

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Abstract

Implementation of sport in university curricula is an important issue considering its importance in creating a fully developed personality and its impact on participation in sport and physical activity during the entire life. Therefore, At Goce Delcev" University - Stip, Macedonia, sport is implemented as obligatory university course, realized in the first academic year at all faculties within the University. Considering the fact that course Sport and recreation is realized as unified curricula at all Faculties, we were interested in possible differences in students preferences toward sport activities and realization of sport and recreation course based on a selected faculty of study – humanities, technical sciences, natural sciences and arts. The research was realized on a sample of 670 respondents, full time students in the first academic year at thirteen faculties at "Goce Delcev" University. Students' opinions for Sport and recreation were determined using a closed form of questionnaire. Obtained results were processed using basic descriptive statistics parameters and comparative statistics (Chi-square test). The obtained results suggest on differences related to selection of current and preferred activities, number of weekly classes for sport, theoretic lectures. Obtained results suggest the directions and possibilities for future interventions in current course and its design according to the students' interests and needs..

Keywords: Sport activities, differences, university students.

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1. Introduction

Period of university studies is especially important period in humans' life. It's a period where the person creates it's complete personality in a sense of education competences, professional development, personal preferences, attitudes, values etc. College students are the category of youth that represent the intellectual elite. They are the future leaders of the world in every life area. Therefore, the period of college studies is a special period in life when is expected from the young people to develop their social skills and ability to pursue lasting social roles in all areas of human activity. On the other hand, period of study and transition to university brings many developmental changes and stresses. Student's life is significantly transformed from an academic, social, emotional, and motoric aspect. Student finds themselves in new surroundings, leaving their home, their parents and old friends, making new contacts and friends. Their way of life changes significantly. Both academic obligations and responsibilities are being increased; the lectures and studying demand more efficient management of the time. All these changes often lead to insecurity and loss of the self-confidence. 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).

Lectures, studying and other academic obligations often bring many changes regarded students life style for example: eating habits, dynamics of life, everyday activities etc. Very often all these have a negative effect on health and motor efficiency. According to the reports of the World Health Organization (2004), 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%). Based on WHO reports, period of adolescence (15-19 years) and the period of young adults (20-25 years) are the critical one in which there is remarkable drop of the physical activity and engagement with sports. Lack of physical activity has resulted in increasingly frequent incidence of overweight and obesity (Blair & Connelly, 1996) Approximately 3.2 million of people die each year as a result of physical inactivity. The physical inactivity is the key risk-factor for occurrence of cardiovascular diseases, cancer, and diabetes. The increased body weight and obesity, which are very often responsible for 5% of the mortality in people at the global scale, are frequently a result of the physical inactivity. Globally, one out of three adult people is insufficiently active (WHO report, 2004). Physical inactivity is also related with other health problems such as: respiratory system disorders, high blood pressure, coexistence of the incidence of back pain, joint pain etc (Kuchelova, Zuskova, Bukova, & Hancov, 2014). Decrease of the physical activity in the period of taking the university studies is confirmed in many studies (Buckworth, & Nigg; Nuviala, Gómez- López, Pérez Turpin & Nuviala, 2011; Stone, McKenzie, Welk & Booth, 1998). This decrease has been more stressed in the female students, compared to the male population of students, and is co-related with the previously held habits for movement (Buckworth, & Nigg; Nuviala et al., 2011). The initial period of commencing the studies and the decrease of the physical activity, in particular studies has been positioned in a positive relation to the increased volume of sedentary activities, such as watching television or working on a computer, but also related with the use of alcohol, tobacco, and drugs. The same variables have been in co-relation with the attitude towards the Physical Education subject, the teacher, and his/her attitude toward the students (Nuviala et al, 2011).

Also the period of university studies is noted as critical because of the remarkable drop of physical activity and engagement with sports, this realistic condition is opposite to the developmental postulates. Namely, considering the developmental characteristics and tendencies, based on the ontogenical development, years of university studies or late adolescence (after 17th year) and young adults (20-25 years) is a period of pick of the physical, motoric, functional, and psychological development (Haywood, & Getchell, 2004; Malina, Bouchard & Bar – Or, 2004). This period is so-called period of higher performances and perfections of the skills (Jovanovski, 2013) and it's a period of full motoric efficiency Kukulj (2006). During this 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, Bouchard, & Bar – Or, 2004). Regarded the motor development, it is characterized with harmony of movements and maximal motoric efficiency which lasts until the 21st year for females, i.e. 25 years for males. The motoric abilities, such as strength, speed, coordination and others, achieve their peak in this particular period. As aforementioned, the lifestyles, nutrition, as well as the engagement in a particular bodily exercise condition, have significant influence in the segment of motor development and motor efficiency in this given period.

Physical inactivity from one side and motor development on its peak, emphasize the need of continuous physical education within the educational system as a form of oppositional force toward the contemporary living. In this regard, physical education as a source of positive changes in the developmental characteristics, starting from the early childhood until the late adolescence, via the period of maturity and what denotes a process of a life-long learning have one main imperative - formation of a physically educated person. It is a person who engages in physical activities on regular basis because they are highly enjoyable and because of the pleasant feeling they bring, as well. This person also understands the values of the physical activity, as well as the gains derived from the active and healthy manner of life (Hartman, 2011). Based on this, starting from the system of pre-school education, through the primary and secondary education, the sport at the universities presents a logical consequence in the educational system in the process of sport education of the youth. In this regard, as the note in the White document for Sport of the commission of the European Communities, according which “the values which have been gained through the sports contribute to the development of the knowledge, motivation, abilities and the readiness for personal achievements. This means that 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) (Petry, Froberg, Madella & Tokarski, 2008). This means that 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.

In order to continue the trend of regular physical activity within the realm of the institutional educational system, with a goal to stop the tendency of interruption of the physical activity typical for the period of studies, while in compliance with the Bologna Declaration and the Credit-transfer system of education and the new curricula and programs of the faculties at the Goce Delchev University in Shtip, Republic of Macedonia, starting from the school year 2010/2011 the subject Sport and Recreation has been introduced as an obligatory course for the students of the first year of university education. The Sport and recreation course is represented with 0+0+2 classes planned with the curriculum. In other words, the students have only practical exercises. The course is obligatory for the regular students in the first year of university education; it does not obtain credits nor is being assessed with a mark and a final exam. The implementation of this course is required aspect seen through the students' needs for physical activity. The basic aim of the Sport and Recreation curriculum is fulfillment of the basic student's needs for movement and physical activity, in compliance with their own personal abilities, needs, and affinities (Plan and program of the Sport and Recreation subject). 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.

For the purposes of the conception of this study, we started from the acknowledgements of the studies which have been conducted so far regarding the differences between the male and female

students in relation to the degree of participation in a physical activity, the choice of sporting contents, as well as the lifestyle habits of the students. Subject to this study are the students at first year of studies from thirteen faculties at the Goce Delchev University in Shtip, Republic of Macedonia. The main research goal is to determine whether there are differences in student's attitudes and preferences toward sport activities and realization of sport and recreation course based on a selected faculty of study – humanities, natural and technical sciences and medicine sciences. Based upon the defined aim, the following basic hypothesis has been set: X – there are differences between students from different faculties upon their attitudes and preferences toward sport activities and realization of sport and recreation course as obligatory university course (its organization, selection of contents, the preferred contents, assumed effects of this type of education etc).

2. Methods

The research has been realized with a total number of 670 respondents, full - time students of the thirteen faculties at the Goce Delchev University in Shtip (Faculty of Educational Sciences, Faculty of Medical Sciences, Faculty of Philology, Academy of Music, Faculty of Law, Faculty of Agriculture, Faculty of Informatics, Faculty of Natural and Technical Sciences, Faculty of Economics, Faculty of Tourism and Business Logistics, Faculty of Technology, Faculty of Electrical Engineering, Faculty of Mechanical Engineering) who regularly attend Sport and Recreation classes during the winter and summer semester in the school year 2013/2014. Considering the aim of the research, to determine the differences between students attitudes and preferences based on the Faculty they study at, as well as the nature of their studies, the sample was divided in three sub – samples: 1) students that study at natural and technical sciences (students at following faculties: Faculty of Agriculture, Faculty of Informatics, Faculty of Natural and Technical Sciences, Faculty of Technology, Faculty of Electrical Engineering, Faculty of Mechanical Engineering); 2) students at humanities (Faculty of Educational Sciences, Faculty of Philology, Academy of Music, Faculty of Law, Faculty of Economics, Faculty of Tourism and Business Logistics) and 3) students at medical sciences (Faculty of Medical Sciences). The research has been conducted anonymously and it was realized in the last teaching week (December, 2013 and May 2014, respectively), depending from the attended semester. Student's attitudes and preferences were determined using questionnaire. The questionnaire used in this research is modified and adopted version of questionnaire used in similar research realized by Separovic & Uzicanin (2009). Beside the general questions (gender, age, and university) the questionnaire was conducted from 10 questions or 7 three-item questions, i.e. with three choices, one four-item questions. The obtained results have been processed with frequencies (f) and percent's (%). The differences between three subsamples were tested using Bartlett's chi square test (χ^2 - test). The gained results are also presented graphically as figures.

3. Results

From a total number of 670 respondents, nearly half of them (52%) or 347 respondents are students at humanities, 249 respondents (37%) are students at natural and technical sciences and only 74 respondents (11%) are students at medical sciences. From the total number of students included in the research, 41% (275 students) are male, while 59% (395 students) are female. Considering the years of age, all include students are at first course of study, 55% (375) are at the age of 19, 18% (124) are 18 year old, while 15% (102) are 20 year olds. The rest 12% (87) examined students are at the age of 20 years and above.

Based on the requirements from Bologna process, at school year 2010/2011, Sport and recreation course was incorporated as obligatory course at curricula at all Faculties at Goce Delco University. Upon, this we were interested of student's attitudes for support or discouragement for these ideas. According the results, analyzed within all three sub – samples, most of the students declare that they support the idea of introducing sport and recreation in their study curriculum. Particularly, in the

group of natural and technical sciences, 73% of the students support this idea, 21% partly supported and only 6% do not like this idea. Similar situation is also noted for other two groups, 73% from humanity studies and 66% from medicine students support the idea, while only 3% from medicine sciences and 16% from humanities does not like the idea for sport and recreation. Positive attitude toward sport and recreation is confirmed with comparison of answers from all three groups. The received values for the chi square test $\chi^2 = 34.76$, $df = 4$, $p < 0,05 = 9.488$ and $p < 0,01 = 13.277$ show that the gained differences between the three groups of respondents are not statistically significant at the level of $p < 0.05$ и $p < 0.01$.

Based on a different interest of studies, we assumed that the grades differences will appear upon the selection of sport activities and contents. The current curriculum of sport and recreation is consisted from following ten activities: handball, basketball, volleyball, aerobics, martial arts, table tennis, badminton, basic physical preparation, elementary games and dances. Comparing the interest of students, we could note similarities in student's interests from different faculties. Namely, analyzing student's answers from all three groups, it could be noted that sport games (basketball and volleyball) are on the top of the list of students choices. Presented by numbers, 32, and 9% from natural and technical sciences, 29,1 % of students of humanities and 20.3% of medicine students selected basketball, while 13,3% of students of natural and technical sciences, 17,9% of students of humanities and 23% of medicine students selected volleyball. Other choices are different for all three groups. Natural and technical sciences students mostly choose table tennis (12%), which is also selected by 11% of students of humanities and 17,6 of medicine students. Aerobic is chosen by 11,7 % of students of natural and technical sciences and from 22% of students of humanities. Differences between three groups are noted in less selected activities. Natural and technical science students are less interested in badminton, elementary games and dances (1,2%). Students of humanities are less interested in martial arts and elementary games, while medicine students are less interested in badminton and martial arts.

Differences are also noted regarded sex, within every of three analyzed groups. As presented in Figure 1, both male and female students from natural and technical sciences are most interested in basketball (26.1% of females and 39.8% of male). Females are also interested in aerobics (22.2%) and volleyball (16.7%), while their male colleagues are interested in table tennis (15.4%) and basic physical preparation (12.2%). Male are less interested in aerobics, while females are less interested in badminton and elementary games. Very similar situation is determined for other two groups: humanities and medical sciences. Namely, as presented in Figures 2 and 3, from activities suggested in current curriculum, male students are mainly interested in basketball (40,3% from students of humanities and 39% from medicine students), table tennis (17.1% HS and 17.6%MS) and basic physical preparation, selected by 15,7% of students at humanities. Less preferred activities for males from both groups are aerobics and badminton. Regarded the choices of female students from these two groups, female students at humanities mostly participated in basketball (22.1%), aerobics (22,5%) and volleyball (22%). Female medicine students are mostly interested in volleyball (28.6%), table tennis (16%) and basketball (14.3%). Less preferred activities for both groups of female students are martial arts.

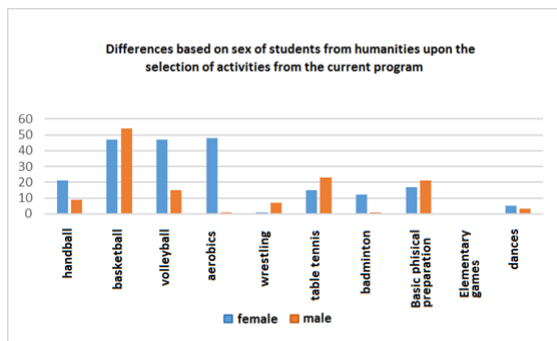


Figure 1. Differences by sex in natural & technical sciences

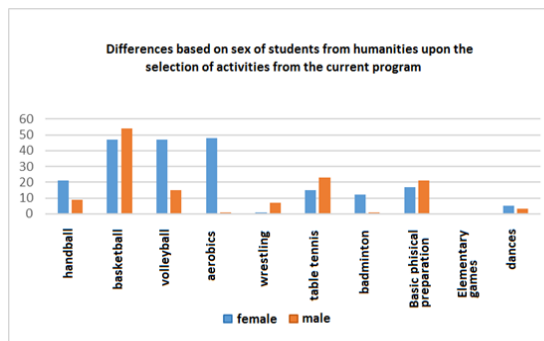


Figure 2. Differences by sex in humanities

Within all three groups (Figure 4), from the list of ten sports activities which could be included in the Sport and Recreation curriculum, male students at natural and technical sciences and humanities mostly prefer football (19,7% NTS and 20,2 HUM), followed by fitness (17,7% NTS and 20,2% HUM), tennis (17,7% NTS and 11,8% HUM), and swimming (12,9% NTS and 14,4% HUM). Medicine students have quite different interests compared with their colleagues. They mostly prefer athletics (18.9%), swimming (16.2%), fitness and rollerblading (13.5%). Differences between all three groups are also noted upon the less preferred activities. Natural and technical science students are less interested in skiing, humanities students are less interested in athletics, while medicine students less prefer gymnastics and skiing. Comparing students' interests by sports, within three groups, athletics is mostly preferred by medicine students, football by students of humanities while tennis from students from natural and technical science.

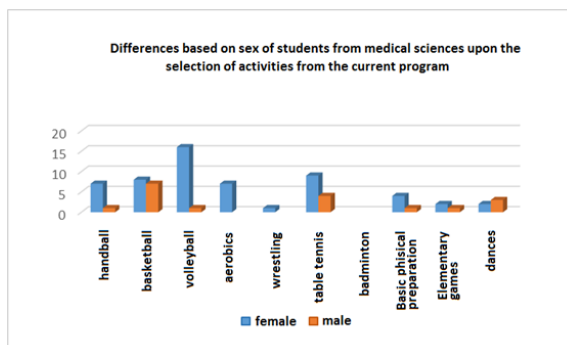


Figure 3. Differences by sex in medicine sciences

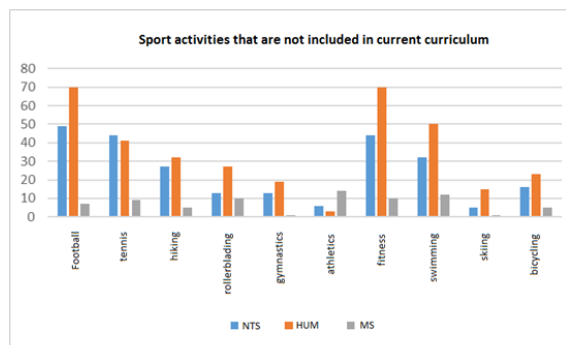


Figure 4. Differences in activities not included in current curriculum

Organization of sport and recreation course, considering its status as a teaching subject, its representation by years, weekly number of classes, as well as the possibility of having theory classes are some of the questions contained in the questionnaire. The current number of classes for Sport and Recreation is once per week in duration of 60 minutes and this number is being supported by most of the students from all three groups (45,8% NTS, 48,1% HUM, 45,9% MS) analyzing the percent's within all three groups (Figure 5). Sport and recreation activities twice a week for 60 minutes duration is acceptable for 18,5% of natural science students, 13,8% of students of humanities and 21,6% of medicine students. The gained differences, according the values for chi – square test, $\chi^2 = 4,76$ for $df = 4$ on level $< p 0,05 = 9.488$ and $< p 0,01 = 13.277$ between students from different faculties are obtained referred to be statistically significant at both of the levels of significance.

Currently Sport and recreation course is realized only in the first year of study. This is supported by 45,2% of students of humanities and 45,9% of medicine students (Figure 6). Most of the students at

natural and technical sciences (42.6%) prefer to attend sport and recreation during all years of study. Realization of Sport and recreation in first and second year of study is supported by 20,9% of students of natural and technical sciences, 17,3% of students at humanities and 17,6% of medicine students. Also numerically very similar, obtained differences between students from different faculties, based on the values of chi – square test, $\chi^2 = 5.18$ for $df = 4 < p 0,05 = 9.488$ and $< p 0,01 = 13.277$ are determined as statistically significant upon both criteria of significance.

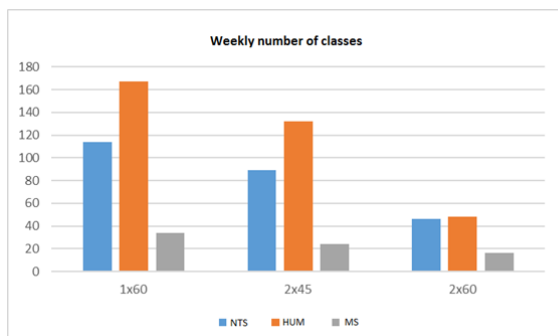


Figure 5. Differences upon weekly number of classes

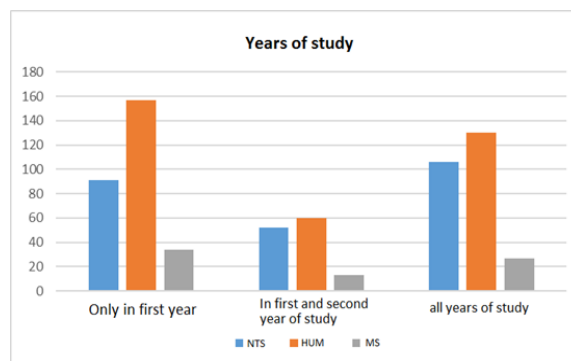


Figure 6. Differences upon year of study

Statistically significant differences were between three categories of students ($\chi^2 = 7.85$ za $df = 4$, for $< p 0,05 = 9.488$ и $< p 0,01 = 13.277$), were also determined regarding the questions of placement of the course Sport and Recreation on the list of facultative (selective) subjects. At this question, most of the students from all three groups declare positive (65,8% students at natural and technical sciences, 57,1% students of humanities and 56,8% medicine students). Negative opinion upon these question is noted for a small number of respondents from all three groups, particularly 14,9 % of students at natural and technical sciences, 21,3 % of students of humanities and 14,8% of medicine students.

Based on a student's answers, the distribution of percent's upon the question for theoretical lectures in existing number of classes for sport and recreation course is quite similar within the three groups (Figure 7). Within all three groups, higher percent's are noted for the item: theoretical lectures in existing number of classes. This idea is supported by 47,4 % of students at natural and technical sciences, 41,2 % of students of humanities and 51,4% of medicine students. Theoretic lectures in additional lessons for sport and recreation is supported by 30.5 % of students at natural and technical sciences, 22.5 % of students of humanities and 16.2 % of medicine students. Obtained differences between three groups of students are determined as statistically insignificant at both level of significance $\chi^2 = 25.23$ for $df = 4$, $< p 0,05 = 9.488$ and $< p 0,01 = 13.277$.

The last two questions relate to the technical side of the organization of Sport and Recreation teaching process, in particular to the concordance of the existing time table and the conditions in which the curriculum is being conducted. Within all three groups, completely satisfied with current facilities and material conditions for realization of Sport and Recreation teaching process are 57 % of students at natural and technical sciences, 41,2 % of students of humanities and 70,3% of medicine students (Figure 8). According 12,5 % of students at natural and technical sciences, 8,4 % of students of humanities and 9,5% of medicine students, current facilities and material conditions should be improved. Based on the values of chi - square test, obtained differences between three categories $\chi^2 = 44.08$, $df = 4$, for $< p 0,05 = 9.488$ and $< p 0,01 = 13.277$ are determined as statistically insignificant.

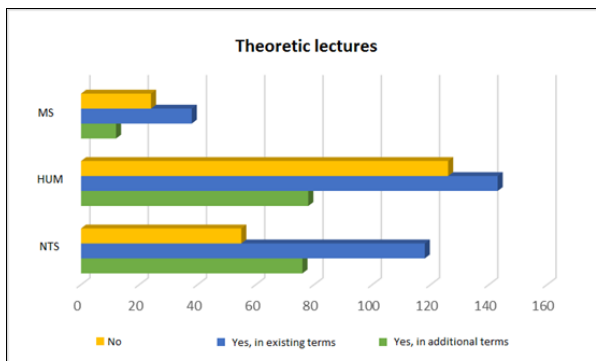


Figure 7. Theoretic lectures for sport and recreation

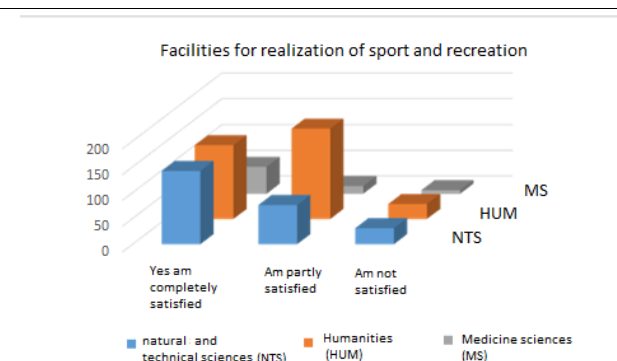


Figure 8. Facilities for sport and recreation

Upon the question regarded the time table for Sport and recreation, for most of the respondents or 56,6 % of students at natural and technical sciences, 52,4% of students of humanities and 55.4% of medicine students suggested that schedule is completely suitable. Better concordance for existing time table is needed for 30.1 % of students at natural and technical sciences, 32.3 % of students of humanities and 29.7% of medicine students. The values of chi - square test upon this question $\chi^2=1.25$ for $df = 4$, $p < 0,05 = 9.488$ and $p < 0,01 = 13.277$ display the fact that the numerical differences obtained between the three groups of surveyed respondents have been statistically significant while tested on both of the levels of significance 0.05 and 0.01.

4. Discussion and conclusion

The analysis of the answers obtained from a total number of 670 respondents and the comparison of the differences between the three groups of students using analysis of the values on the chi - square test, leads toward the conclusion that the students studying at different faculties have different opinions regarding the realization of course Sport and recreation, particularly in the weekly number of classes, realization during the years of study as well as the time schedules for realization of the course. Differences are also noted in student's interest for sport activities realized at Sport and recreation course, mainly in the activities that are less interested at, as well as their preferences for sport activities that could be prospectively included in the curricula.

The relatively small number of students (3% from medicine sciences, 6% from natural and technical sciences) do not approve the idea for introduction of Sport and recreation as an obligatory course during the first year of studies, opposed to the high percent of students from three groups of faculties that support this idea (73% of the students from natural and technical sciences and humanities and 66% from medicine students). These results, justifies the decision for implementation of Sport and recreation as obligatory university course in the first year of study for all full time students. The gained results are found to be very similar to the results of obtained in the research conducted for the opinions of their colleagues which have been surveyed in 2010/2011 by Stojanova, Popeska, Mitevska-Petrusheva (2011). This results suggest on students awareness for the need of regular physical activity during the studies as a step toward lifelong well - being by making a physical activity a way of life. From an aspect of gender differences, a stronger affirmative attitude has been noted within the group of male students, compared to the group of female students, which has been partially expected. Similar results have been obtained in other conducted researches (Nicin & Lolic, 2009; Popeska, Janevik –Ivanovska, Barbareev & Jovanova – Mitkovska, 2014).

One of the main assumptions upon differences in student's choices in this research was toward student's interest and preferences for sport activities implemented in current Sport and recreation curriculum, as well as their preferred activities for future implementation. Considering on different interest for study, selection of different type of faculty also assumes differences regarded other

interests such as sport, music, art, dynamics of life, leisure time etc. This assumption was partly confirmed in the less interested and preferred activities comparing the three groups - natural and technical sciences, humanities and medicine sciences as well as gender differences within each of the groups. Students' affinities toward a particular sport are significant for their involvement in the realization of the curriculum. Hence, the questions given in the questionnaire refer to the preferred contents. From the current program, comparing the interest of students, we could note similarities in student's interests from different faculties. Sport games, particularly basketball and volleyball are on the top of the list of students choices from all three groups, followed by table tennis and aerobic. Differences between three groups are noted in less selected activities. Natural and technical science students are less interested in badminton, elementary games and dances (1,2%). Students of humanities are less interested in martial arts and elementary games, while medicine students are less interested in badminton and martial arts. The selection of contents shows that the students are interested in activities which, above all, have a competing spirit or are directed toward improvement of the motoric performances and functional abilities. The popularity of team sport games between youth, available facilities for their participation as well as the fact that this sports are implemented in physical education curricula in primary and secondary schools could be some of the logical explanations, why these sports are selected by most of the students independently by the selected faculty of study. On the other hand, differences obtained upon less preferred activities, according our opinion, are not related with selection faculty, but moreover, they are closely related with other factors. The students have been less interested for the elementary games and the folk and modern dances, which can be explained by the lesser intensity these activities have, as well as the perception of the dances as a dancing category which has little influence of the improvement of the motoric efficiency. The badminton as a content from Sport and Recreation is relatively unfamiliar sport, because it is not part of the PE programs in the elementary schools, i.e. sport and sporting activities curriculum in the high school. On the other hand, martial arts are less interested activities for students at humanities which are mainly female population (62%), which do not prefer a lot such form of physical activity, that mainly requires direct contact with the opponent, competition etc. Additionally, the realization of the aforementioned contents, most often as additional forms to the class and their small time representation are probably one of the many possible reasons for the little interest they have among the students.

Compared to sex, differences are obtained within all three groups. In general, males from all three groups are mostly interested in basketball, table tennis and basic physical preparation, while there female colleagues within all three groups, beside basketball and volleyball are also interested in aerobics. Compare between males and females from all three groups, males are less interested in aerobics, while females are less interested in badminton and elementary games. These choices of the students and the differences regarding the gender have been also confirmed in many other researches (Gontarev, Sazdovski, Novacevska, & Kalac, 2009; MarkuS, AndrijaSevic, & Prskalo, 2008; Nicin, & Lolic, 2009; Stojanova et al, 2011; Separovic, & Uzicanin 2009; Popeska et al, 2014).

From the list of suggested sports activities which could be included in the Sport and Recreation curriculum, students at natural and technical sciences and humanities have quite similar preferences, particularly they chose football, fitness, tennis and swimming. With exception of tennis, similar interests for students at technical faculties are obtained in similar study realized on a sample of Slovakian students (Kolarikova, et al, 2013). Medicine students have quite different interests compared with their colleagues. They mostly prefer athletics (18.9%), swimming (16.2%), fitness and rollerblading (13.5%). The students' answers for the preferred contents which are not part of the current program are of special significance, because they point to the contents which can enrich the program, as well as the possibility to set a differential program according students personal interests and preferences. Differences between all three groups are also noted upon the less preferred activities. Natural and technical science students are less interested in skiing, humanities students are less interested in athletics, while medicine students less prefer gymnastics and skiing. Comparing students' interests by sports, within three groups, athletics is mostly preferred by medicine students,

football by students of humanities while tennis from students from natural and technical science. These choice of students are mainly related to their personal interests, abilities as well as the popularity of these activities as recreate activities.

Based on student's answers and values of chi - square test, statistical differences between students based on selection of the faculty are determined at questions regarded the weekly number of classes for sport and recreation, the number of years that sport and recreation should be studied as well as the terms and schedule for realization of the course. Nearly half of the students within all three categories support the current organization of the course Sport and recreation, 1x60 minutes. Nearly half of the students of humanities (45,2%) and medicine students (45,9%) support the current organization or realization of Sport and recreation only in the first year of study, while most of the students at natural and technical sciences (42.6%) prefer to attend sport and recreation during all years of study.

According opinions of the students from the three groups, additional information designed as theoretic lectures related to healthy life style are needed within the existing number of classes. On the other hand, the possibility to set sport and recreation on the list of facultative university subject's is supported by students from all three groups (starting from 56% for medicine students, 57% for students of humanity and 65,8% for students from natural and technical sciences). Student's answers on these two questions are important as directions for future possible changes in organization of the course sport and recreation. Some of the students opinions obtained in this research are also confirmed in other similar surveys (AndrijaSevic, Ciliga, & Juracic, 2009; AndrijaSevic, PauSic, Bavcevic, & Ciliga, 2005). Sport as a facultative university subject in each year of studies, accompanied by an analogous number of theory lectures, participating in a sport selected according students' affinities, stimulated by a particular number of credits according to the ECTS would denote a solid basis for a continuous influence over the students, creating a habits for an active and healthy life style and regular physical activity. Organized and realized at this manner, sport activities at university will affect toward intensification of this type of education, the possibility for a differentiated programs and participation of the students according their affinities, needs and possibilities. All this will increase the effects of sport training and regular physical activity, such as improvement of health, active rest, stress release, emotional stability, social communication, higher self – esteem etc.

Spatial and material conditions are one of the fundamental factor for quality sport, activities and physical and sport education. Based on this, information about the technical side of the organization of sport and recreation course are also very important issues for future development of sport and recreation course. Upon this, statistical significant differences between students from three groups are noted upon the current facilities and material conditions. Most satisfied from current facilities are medicine students (70.3%), while partly satisfied from material base are students at humanities (50.4%). This could be explained with place of realization of teaching process. Namely, Sport and Recreation teaching process is being conducted in 13 different cities, in different sport halls, in groups limited up to maximum 35 students. The main University hall which is very well-equipped is located in Stip, where University center is located. Faculty of medicine sciences as well as most of the Faculties from the groups of natural and technical sciences is also located in Stip. On the other hand, nearly half of the students at faculties' participating to the group of humanities are located in other towns which make difficulties in technical organization of the teaching process. Compared by gender, larger percent of the students are completely satisfied with the given conditions (57.8% males and 45% females), although the male respondents have displayed greater contentment in comparison to the female respondents. The expressed dissatisfaction is a result of the inability to practice football in the gym which from the other hand is first on the list of preferences of male students within all three groups. This comes as a self-imposed explanation by the students, given in the greatest part of the questioner. Based on students interests and considering the fact that student's interests and having a football court is in process of building for which we hope it will satisfied student's requirements and will improve material conditions for sport and recreation.

Regarding the schedule for sport and recreation classes at all faculties within the university, suggested time tables which is mainly in concordance with time table of the other lectures, are completely suitable for more than half of the surveyed respondents. Better concordance for existing time table is needed for 30.1 % of students at natural and technical sciences, 32.3 % of students of humanities and 29.7% of medicine students. Overbooked timetables with lectures from the parent-faculty as well as the great time gap between lectures are probable reasons for this situation.

The obtained answers and the summarized results from the gained values from the applied chi – square test partly confirm the set hypothesis, i.e. there are differences between students from different faculties upon their attitudes and preferences toward sport activities and realization of sport and recreation course as obligatory university course, particularly its organization, selection of contents, the preferred contents, assumed effects of this type of education etc. Other important issue is that obtained results give us the directions for further organization of sports at the university, in compliance with the students' opinions, as well as their professional needs for physical activity based on the nature of their profession and selected faculty of study. This, in particular, denotes that no matter which faculty do they study at, students recognize the need for sport and physical activity during their studies and support the idea of implementation of sport as an obligatory subject in the first year of studies, with a possibility for an additional implementation of the sport as a facultative university subject in the rest years of studies. Regarding this, students at natural and technical sciences are mainly interested in sport during studies, considering that they prefer having sport as university subject in all years of study, compared with medicine students and students at humanities.

Especially important are obtained results for students preferred activities in a sense of their future implementation in Sport and recreation curriculum. Based on these, future efforts of the University staff should be pointed toward creating a facilities such as football court, swimming pool, fitness center and organization of outdoor activities such as hiking, crosses, driving bicycles etc. From organizational point of view, realization of the university sport in each year of studies, once or twice a week, as well as enrolling credits for regulation of the students' obligations, would allow students' participation in the sporting activities in compliance with their affinities and interests. This, on the other hand, would increase the motivation for participation in the selected sporting content which guarantees greater efficiency and health benefits, as well. These changes stress the role of the university in the creation of complete individuals via creation of conditions for obtaining habits for a healthy, active, and quality life through an offer of various sporting programs, as well as provision of suitable and convenient spatial and material conditions and possibilities for each student to be able to engage in a physical activity and sport to the degree and form convenient for the student. Thus, the Universities impose themselves as a logical link in the system of a continuous physical education as a strategy which helps for physical education to perform its role in increasing the level of physical activity, as well as to promote active and healthy lifestyles (Malina, 2001).

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