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Република Македонија

Ss. Cyril and Methodius University
Faculty of Pedagogy “St. Kliment Ohridski” – Skopje
Republic of Macedonia

**VI меѓународен балкански конгрес за образование и наука:
СОВРЕМЕНОТО ОПШТЕСТВО И ОБРАЗОВАНИЕТО**

(Охрид, 29. IX - 1. X 2011г.)
Зборник на трудови

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THE MODERN SOCIETY AND EDUCATION**

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DIFFERENCES AMONG (BETWEEN) MALE AND FEMALE STUDENTS AT THE UNIVERSITY “GOCE DELCEV” IN STIP, ABOUT THERE OPINIONS FOR TEACHING SUBJECT SPORT AND RECREATION

Abstract

This research was realized on a sample of subjects – male and female student at first study year at University “Goce Delcev” in Stip, Republic of Macedonia (Faculty of Education, Faculty of Economics, Faculty of Philology, Faculty of Music, Faculty of Law, Faculty of Agriculture, Faculty of Computer Science, Faculty of Natural and Technical Sciences Faculty of Medicine, Faculty of Tourism and Business logistics and Faculty of Technology), included in realization of teaching subject Sport and recreation in winter and summer semester in academic 2010-11 year. The aim of this research was to determine differences in student’s opinions from different gender about the need of sport and recreation as an academic subject, prefer contents and activities as well as student’s opinions about organization, realization and effects of participation in sports and recreation activities. Student’s attitudes were examined using closed form of questionnaire, composed from 11 questions.

Key words: *questionnaire, opinion, male and female student, teaching subject sport and recreation.*

Introduction

According new educational programs on the faculties of the University “Goce Delchev” Stip, Republic of Macedonia, in the school year 2010/2011 is introduced subject Sport and recreation as an obligate school subject. Establishment of this subject is according the Bologna declaration and the credit-transfer system in education. But its establishment is justified especially from the aspect of student’s needs and necessity of physical activity. Beginning of studies is a critical period for the youth in sense of physical inactivity that results with significant decrease of physical abilities. Despite this real situation, student population or young adult people at average age at 20 to 25 years of age, according there development characteristics are placed at the pick of their physical, motoric, functional and

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psychological development (Malina, Bouchard & Bar-Or, 2004; Haywood & Getchell, 2005), respectively in a period where all development processes are finished, all functions are fortified and achieved there maximum in manifestation of all human potentials – physical and intellectual.

In these sense, introduction of the subject Sport and recreation in the first year of the studies at all faculties at the University “Goce Delchev” in Stip is a rational decision in order to satisfied students basic needs for movement and physical activity according there personal abilities, needs and interests, which represent the general goal of Sport and recreation teaching process. Sport and recreation is maintained with number of classes 0+2+2 that means that students attend only practical exercises. This subject is obligate for the full – time students in first year of studies and it doesn’t bring any credits. Students do not take an exam for Sport and recreation.

Therefore, realization of Sport and recreation activities enables condition for continuing of sports activities, in order to improve and maintain motor abilities and physical condition on good level, appropriate for every person, positive transformational changes in all segments of human anthropologic status, to promote active and healthy way of life, forming good habits and prevention of illness caused from contemporary way of life, which is characteristic of students population.

Proposed contents are identical for both male and female students and are realized at the same manner with equal demands for both sexes. Knowing the fact that gender differences in examined age period are obvious in many segments in everyday life, we realized this research with aim to determine the differences in students opinions for the need of establishing sport and recreation as compulsory subject, its organization and realization, as well as expected effects and preferred contents according students gender. Obtained results will be used in order to redefine current curriculum according specific needs and interests for both male and female students.

Method of work

Subject of this research are opinions for Sport and recreation at students that attend this subject. Our aim is to determinate if there are differences in opinions for the subject Sport and recreation between male and female students that attend these classes. The hypothesis is that differences exist in opinions for the existing number of sport and recreation classes, time for realization as well as preferred contents implemented in the curriculum and preferred contents with possibility to be integrated in current curriculum.

The sample of examinees is conducted of regular (full – time) students at first year of study that attend Sport and recreation in both winter and summer semester in 2010/2011 study year. A total number of 613 students (205 male and 408 female students) at eleven faculties at the University “Goce Delchev” in Stip (Faculty of Education, Faculty of Economics, Faculty of Philology, Faculty of Music, Faculty of Law, Faculty of Agriculture, Faculty of Computer Science, Faculty of Natural and Technical Sciences Faculty of Medicine, Faculty of Tourism and Business logistics and Faculty of Technology) were included in this research. All students participate in the research by their own will. It was an anonymous

research and it was realized during the last week of winter and summer semester (December, 2010 and May, 2011).

Student's opinions were estimated using questionnaire designed especially for this cause. Beside general information for subjects (age, sex and faculty), the questionnaire used in these research, was conducted of 11 questions. Every question has 3-4 offered answers. Exception are the third and the fourth question in which 10 possibilities were offered, and also the seventh question which contents five sub questions with four offered answers for each one. Questionnaire that was used is modified and adopted version from the questionnaire used in similar research of Šeparović & Užičanin (2009).⁴ The questionnaire contents questions that give information about student's attitudes for establishment of Sport and recreation, effects of its realization, preferred contents (contents that student prefer), opinions about the number of lessons and its insensibleness, compatibility of terms for sport and recreations with terms at other lectures, the need of additional theoretical lectures and opinions about conditions for realization (sport hall, sports equipment inc.) Obtained data were computed with frequency (f) and percentiles (%). Differences in percentiles are defined as differences between examiners from different gender.

Results and discussion

Results obtained in this research are shown through analysis of student's answers on the 11 questions given in the questionnaire. Questions are separately analyzes and for better view, obtained results on every question are given graphically. Because of the page limitation, graphics are presented as a text addition.

First question reveals students attitude for support or dissupport of the idea of introducing subject Sport and recreation. On our pleasure, the main number of examined students, both male and female, supports this idea. Namely, 77,56% from examined male students and 62,47% from female students supports the idea for introducing Sport and recreation, against 26,36% male and 18,05% female students that particularly supports this idea. Differences between male and female students are obtained in the negative aspect of this question were 4,39% male students and 11,16% female students announced that they do not support the establishment of Sport and recreation in there curriculums. The analysis of results obtained on the first questions emphasizes the greater interest of male students for sport and recreation as it was predicted. Relatively high percent of students from both sexes that supports the idea for Sport and recreation (77,56% m and 62,47% f) justify the decision of introducing this subject in study programs for the student of University "Goce Delchev" Stip.

On the second question: What does Sport and recreation activities means for you? Most of the examined male students (51,71%) announced that its an everyday need, while for the most of the female students (49,26%) it's a possibility for recreation. For nearly same percent of male (6,83%) and female students (6,62%), Sport and recreation is a part of the educational process and for only 5,36%

⁴ Šeparović, V., Užičanin, E. (2009) Stavovi studenata Univerziteta "*SPORT I ZDRAVJLE*" Tuzla, 111 – 119.

male and 7,6% female students it means obligations. These results correlate with the initial motives for introducing this subject – conditions for continuous physical activity, improvement and maintains of motor abilities and physical fitness at degree needed and appropriate for every individual, stimulation for active and healthy lifestyle and development on healthy everyday life habits.

As it s expected, the biggest differences between genders occurs at the questions for selection of offered and preferred contents of Sport and recreation. Most of the male student declares that mostly prefer basketball (32,19%), while female students mostly prefer aerobic (24,02%) Second choice for female students is handball (21,08%), while choices of male students are divided between handball (13,66%) and ping – pong (13,17%). As least preferred contents included in Sport and recreation curriculum for both groups of examiners are elementary games, traditional dances and badminton. This could be explained with unknowing of these activities and relatively short time for their realization.

From the sports that aren't included in the current program of Sport and recreation, but are perceptively planned for future, male student are mostly interested for football (44,88%), while female students are mostly interested for fitness (32,6%). Both groups of students are at least interested in skiing, athletics and bicycling. Students choices points out the need of creating material conditions for realization of most preferred sports as well as a possibility for designing a differential curriculum according gander and students interests.

Nearly same percent of examined students (65,36%м и 62,99%ж) share the opinion that Sport and recreation should be placed on the list of selective subjects that points out the possibility for enlarging the list of selective subjects with activities from sport and recreation. This will additionally and intensively effects on forming habits for regular exercise and movement and healthy life style.

The current number of lessons for the subject Sport and recreation is once a week, with 60 min duration and its selected as an optimal duration from the largest percent of examined students from both groups, precisely it is supported by 54,66% of female students and 37,07% of male students. Approximately same percent of both group of examiners share the opinion that sport and recreation should be realized twice a week with duration of 45 min, (31,22%м and 30,88%ф),while most of the male students thinks that realization activities from sport and recreation should be more intensive or twice a week with duration of 60 min. (31, 71% м and 14, 46% ф). The general conclusion for this question is that male students prefer higher intensity of realization, as well as similar positive attitude for the current fond of realization of sport and recreation between both male and female examiners.

The influence of Sport and recreation activities and expected effects and results are examined in the seventh question and its subcategories that reveals to the different effects from involvement in content realization. Most of the students from both groups declare that sport and recreation activities have a very positive influence of reducing mental fatigue (51,71%м and 59,07%ф) helps a lot (37,07% м and 29,17% ф). In sense of reducing stress, sport and recreation activities helps to 52,17% of male students and 60,78% of female students and helps a lot of 36,71% of male and 28,43% female students. Nearly same percent of both male and female students (44,88% м and 39,95% ф) declares that sport and recreation activities helps

a lot and 44,39% of male and 47,3% of female examiners in improving of positive mood. Almost 95% of male students and nearly same percent of female students have noticed positive effects in sense of positive changes and improvements of physical performance and manifestation, strength and condition. Particularly, 57,07% of male and 57,6% of female students helps a lot and 38,05% of male and 38,97% female examiners it helps in improvement of physical performances. Sport and recreation activities have a positive influence of improvement of concentration, or it helps to 48,78% of male and 55,88% of female students and helps a lot to 33,17% of male and 23,28% female examiners.

The eight questions of the questionnaire refer to for desired insensibleness of the subject Sport and recreation. Most of the examined male students (58,54%) consider that this subject should be attended in every year of study, while for the most of the examined female students (43,38%) Sport and recreation should be attended only in the first year of the study. Nearly same percent of the students from both examined groups wants to attend Sport and recreation in the first and second year of study (17,07m and 16,42% f).

The ninth question refers to student's opinions for necessity of additional periodic theoretic lectures from the subject Sport and recreation on topics that refers to healthy lifestyle, nutrition, physical activity, contemporary diseases inc. Students answers to this question are divided, or according 39,51% of male and 46,08% of female students, these type of lectures should be organized in the existing terms for Sport and recreation, while 37,07% of male and 37,01% of female examiners declare that there is no need of these types of lectures. Explanation of this attitude could be found in theoretical overstrain of the students, concentration toward subject at selected faculties, as well as a huge number of available information for importance and impact of physical activity to humans health and wellbeing and healthy life style.

A generally equal opinion, without significant differences between male and female students is obtained at the tenth question that refers to existing terms planed for Sport and recreation. Most of the students, male and female (47,8% m and 52,45%f) answered that suggested terms completely suits them, while according 63% of male and 32,11% of female students existing terms should be better coordinated with terms for other lectures. Only 17,56% of male and 15,44% of female examiners answered that suggested terms not suit them at all.

On the question for conditions for realization of Sport and recreation, most of the examinees 64,88% male and 62,25% female, answered that are totally; 28,78% male students and 34,56 of female students are particularly satisfied from permanent conditions, or minimal differences could be noticed between genders. Differences are more obvious in negative opinion on this question where 6,34% male and 3,19 female students declare that aren't satisfied from offered conditions. In general, female students reveal greater positive opinion for offered conditions, although they have higher hygienic standards. Negative attitude toward this questions manifested by the male students, mostly is a result of lack of possibility to practice football in university sports hall. This as a personal opinion was added in the most of questionnaires used in the research.

Conclusion

This research is realized with aim to determine the differences in opinions for Sport and recreations between students that realized activities from this subject. The research was realized on a sample of 613 examiners, (205 males and 408 females), first year students at eleven faculties at the University "Goce Delcev" in Stip in the study 2010/2011. Student's opinions were estimated closed type questionnaire with 11 questions, designed especially for this occasion.

Obtained results indicate differences in student's opinions that refer to:

- Degree of acceptance of idea for introducing the subject Sport and recreation (77,56% m and 62,47% f).
- Election of contents offered in the subject curriculum – male students prefer basketball (32,19%), while female students mostly prefer aerobic (24,02%).
- Contents that students prefer but are not yet included in Sport and recreation curriculum - football for male students (44,88%) and fitness for female students (32,6%).
- Years of study when activities for Sport and recreation should be realized – male students prefer practicing sport and recreation in every year of study (58,54%), while female students prefer practicing Sport and recreation only in the first year of studies (43,38%).

Same or similar opinions and generally positive attitudes are obtained between male and female students on the questions that refers to: possibility for placing Sport and recreation for on the list of selective subjects, number of classes for Sport and recreation during the week, positive effects from physical activity, need of additional theoretic lectures and material conditions for realization of sport and recreation.

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