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DETERMINANTS OF SPORT-RECREATIONAL INTERESTS OF COLLEGE STUDENTS IN SERBIA: WHY ARE SOME OF THEM PHYSICALLY ACTIVE AND OTHERS NOT?

Abstract

Assessing and understanding the determinants of sports-recreational interests play an important role in designing and conceiving effective curriculum and syllabus of physical education, as well as public health strategies at national level. In this study, 19 independent variables were classified into four groups. The dependent variable sports-recreational interest has been operationalized in the aspect of watching sports events and being informed in the field of sports and the aspect of the achieved level of physical activity. On the sample of 300 students in Serbia, the following correlates of sports-recreational interests were found: gender and psychophysical condition (from organismic variables), type of faculty (from stimulus variables), frequency of doing sports in childhood (from response variables). None of the theoretical variables represents a predictor of students' interest. The results in the final model show that gender ($\eta_p^2 = .140$) and assessment of psychophysical condition ($\eta_p^2 = .111$), represent significant determinants, while the frequency of doing these activities in childhood has a marginally significant effect ($\eta_p^2 = .059$). In the final model, the type of faculty has no effect. Based on the univariate analysis, gender affects watching sports events and being informed in the field of sports ($\eta_p^2 = .134$), where male respondents show greater interest than females, while the assessment of psychophysical condition ($\eta_p^2 = .073$) and the frequency of doing these activities in childhood ($\eta_p^2 = .034$) affect the participation in intense activity. It can be concluded that in practice, it is necessary to adapt curriculum and syllabus of physical activities starting from primary school

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throughout the university, making them more accessible to women, and strengthening the variables that were not proved to be significant.

Key words: sport-recreational interests, Physical activity, correlates, college students

Introduction

From the outset of its existence, science has been dealing with the efforts to anticipate human behaviour and influence its development and outcome. As relatively permanent dispositions of personality, interests represent an important structural element of personality (Krapp&Prenzel, 2011). With the development of the child and its transition to adulthood, the significance of interests seems to culminate in the fact that they become an important outcome and a key component of not only success in the professional field and other aspects of life, but also of the person's general state of happiness, satisfaction with life and prosperity (Hidi&Harackiewicz, 2000; Harackiewicz, Durik& Barron, 2005; Lucas, 2007; Harackiewicz&Hulleman, 2010). Although interests seem to arise from the nature of the personality itself (Krapp&Prenzel, 2011), their activation and development, as well as their subsequent retention, are influenced by a large number of core factors - correlates (Krapp, 2002), which play the main role in either the formation or interruption of interest in a particular field.

Due to technological progress, the population of modern world living in developed countries is characterized by lower levels of physical activity than ever before (Hallal et al. 2012). As much as two-third of population is physically under-active (Trost et al. 2002), and according to the World Health Organization report (WHO, 2002), insufficient physical activity has been declared an independent mortality risk factor and constitutes the greatest health problem of a particular nation. Research results indicate that in the United States, Australia and Serbia less than 50% of students are participating in sports and recreational activities (Leslie et al. 1999; Pate et al. 1995; Booth et al. 1997, Nešić et al. 2003). The decline in physical activity and insufficient engagement among this population has also been emphasized (Vuillemin et al. 2005; DeVahl et al. 2005; Fogelhom et al. 2006, Curkovic et al. 2009). Since participation in physical activities brings numerous benefits for the biological and psychosocial characteristics of the individual (Powell & Pratt, 1996), understanding the determinants of sports-recreational interests of students is clearly of paramount importance.

The results of previous research show that there is a significant decline in physical activity during the transition of young people to early adulthood, with the largest decline occurring during the studies (Kwan, Cairney, Faulkner &Pullenayegum, 2012). They are disturbing data and represent the starting point of the problem of this research. Given that faculties should be the most convenient places for preserving authentic values of sports and complement its different aspects (educational, ethical,

moral, aesthetic), which are responsible for the formation of individuals into complete personalities (Nešić, 2013), it is necessary to obtain information about sports-recreational interests of students and the system of values in which sports-recreational interests at faculties emerge.

Determinants of sports-recreational interests in this research contain three different components: participating in physical activities (consecutive component); watching sports events and sports-recreational activities among the respondents (affective component), and their knowledge of the need for providing adequate training, as well as knowledge of importance of doing physical activities for health and positive impact of balanced nutrition as a factor for better sports-recreational achievements (cognitive component) (Havelka&Lazarević, 1980; Hidi et al. 2004).

Method

Sample

The research was conducted on a deliberate sample of 300 respondents (of which 175 or 58.3% were females) from the population of students of undergraduate academic studies from five different faculties (Faculty of Philosophy, Faculty of Medicine, Faculty of Sciences, Faculty of Agriculture, and Faculty of Sports and Physical Education) of the Universities in Serbia. The selected faculties include both natural and social sciences, which make them highly decisive for the goals of the research. The number of female respondents prevails at the Faculty of Medicine (47), Faculty of Agriculture (40), and Faculty of Sciences (41), while the number of male respondents is higher at the Faculty of Sports and Physical Education (46). The chi-square test yielded significant gender differences with regard to the type of faculty ($\chi 2$ (4) = 44.57, p = .000). The age of students ranged from 19 to 26 years, with the average of 21.14 (SD = 1.10). Age-related gender differences were not significant (t (298) = 0.43, p = .664). Age differences with respect to the type of faculty were significant (F (4.295) = 21.35, p = .000). The post hoc LSD test showed that there were differences between students at the Faculty of Medicine and other students, which is reflected in the fact that students at the Faculty of Medicine were significantly younger than the students from other faculties.

Variables

Drawing on Crites's (Crites, 1969) approach to determinants of interest, independent variables were classified into four types: organismic variables (gender, age, pleasure with physical appearance and psycho-physical condition); response variables (self-efficacy, motivation, beginning, frequency and pleasure of doing physical activities in childhood); stimulus variables (social status, accessible infrastructure, place of residence in childhood, type of faculty, influence of other persons to start doing

sports activities and with whom the student is currently living); theoretical variables (knowledge of respondents of the adequacy of training, importance of physical activities and balanced nutrition for health). The dependent variable was operationalized in terms of being informed in the field of sports and watching sports events, and the aspect of participation in physical activities, that is, the respondent's realized level of physical activity.

Instrument

The first part of the instrument is intended to collect data on the respondents' personal characteristics and their personal perception of their own psychophysical and financial condition. The second part of the instrument represents the scale of generalized self-efficacy (GSE), (Schwarzer& Jerusalem, 1995). The reliability of the scale is .85. The third part of the instrument consists of questions made for the purpose of this research, concerning the sports-recreational interests of respondents. Answers to the questions provided information about watching sports events and being informed about this field, the students' theoretical knowledge on the need to ensure adequate duration and intensity of physical activities, importance of doing physical activities for health, and the positive effects of balanced nutrition as a factor of better sports-recreational achievements and its influence on the psychophysical condition of the organism, as well as the intensity of doing various sports-recreational activities, and the reasons for which the respondents do not participate in sports activities. The fourth part of the instrument contains Campbell's physical activity motivation questionnaire (Campbell & Willis, 1992). The fifth part of the instrument consists of questions related to the existence of adequate infrastructure for the needs of doing sports and recreational activities of interest, as well as to the respondents' sports-recreational activities in childhood. The sixth part of the instrument refers to the International Physical Activity Questionnaire - IPAQ (http://www.ipaq.ki.se/), which is aimed at examining the level of physical activity of adults. Measurement characteristics of the instrument are satisfactory (Spearman's correlation coefficient is 0.8, and the criterion validity had a median of about 0.30). The IPAQ measures the frequency, duration and intensity of physical activity in four domains of person's life (work, travel from place to place, house and garden, leisure time), and the results are expressed in three categorical variables: low physical activity, moderate physical activity and high (intense) physical activity.

Data processing

The results were analyzed using the SPSS 20.0 software package. Descriptive characteristics of the sample and the tested variables were presented by the measures of descriptive statistics: arithmetic mean (AS), standard deviation (SD), minimum (Min.), maximum (Max.), distribution patterns (skewness and kurtosis), while some questions of multiple type were analyzed on the basis of frequency (f) and percentage

(%) of being present among the responses offered. The structure of knowledge about doing sports and recreational activities was examined based on the analysis of main components using the Promax oblique rotation. The prevalence of one of the motives for doing physical activities was examined using the analysis of variance for repeated measurements. Differences between the groups of respondents for a more detailed description of the sample were examined using the t-test for independent samples, as well as the chi-square test as an appropriate nonparametric method for examining categorical data. Multivariate analysis of variance (MANOVA) was used to examine gender differences in sports-recreational activities. The effect of groups of independent variables (organismic, stimulus, response variables and theoretical variables) on the group of dependent variables (watching sports events and being informed about sports events and the students' level of physical activity) was examined using the multivariate analysis of covariates (MANOVA) within which the effects of categorical and continuous independent variables were also tested. After determining the multivariate effects, univariate effects were also examined using corresponding post hoc LSD tests in the case of categorical predictors, i.e. by determining the direction of relatedness of continuous predictors. In addition to the significance of effects, the magnitude of effects (η_p^2) has also been shown, which intensity of up to .01 indicates the absence of effect, from .01 to .06 indicates low effect, from .06 to 0.14 indicates moderate effect, while values over .14 indicate high effect (Cohen, 1988). The data obtained from the International Physical Activity Questionnaire (IPAQ) which is intended for examining physical activities and measuring their frequency, duration and intensity among respondents, was analyzed using the Guidelines for Data Processing and Analysis of the International Physical Activity Questionnaire (IPAQ) - Short and Long Forms, 2005).

Results

When considering the four defined organismic variables, the results of the multivariate analysis of covariance (MANOVA) show that there is a significant high-intensity multivariate effect of gender ($\eta_p^2 = .227$) and moderate-intensity multivariate effect of assessment of psychophysical condition ($\eta_p^2 = .095$), while the age and satisfaction with physical appearance were not found to have significant effect. It was further determined whether these organismic variables, which have a significant multivariate effect on sports and recreational interests, affect watching sports events and being informed in this field, as well as the level of physical activity. Based on the univariate variance analysis (ANOVA), and considering the univariate effects, it was found that gender and assessment of psychophysical condition affect watching sports events and being informed in this field, as well as the intense physical activity. In addition, men participate more in physical activities (AS = 16.33) and are more active in terms of intense physical activity (AS = 2437.54) compared to women (watching and being informed: AS = 11.76; intense activity: AS = 1695.59). Gender differences are of

high intensity in watching sports events and being informed in the field of sports (η_p^2 = .024), while in intense activity they are at the boundary between low and moderate intensity (η_p^2 = .061).

When considering the stimulus variables, only the type of faculty represents the determinant in sports-recreational interests among students with moderate effect (η_p^2 =, 068). Based on the univariate analysis of variance, the type of faculty has a significant effect on watching sports events and being informed in the field of sports (η_p2 = .116), as well as on the intense activity (η_p^2 = .143), while the effect on the remaining two activities was not significant. Post hoc LSD tests revealed that there are significant differences in watching sports events and being informed in the field of sports and intense activity between students of the Faculty of Sport and Physical Education and students of Faculty of Sciences, Faculty of Philosophy, and Faculty of Medicine, in favour of the students of the Faculty of Sport and Physical Education.

Participating in sports and recreational activities in childhood was set as a categorical predictor when it comes to examining the variables of responses, while all other predictors from this domain were set as continuous predictors (self-efficacy, motivation for doing sports and recreational activities, taking up sports and recreational activities in childhood, frequency of doing sports and recreational activities in childhood, pleasure of doing sports and recreational activities in childhood).The results of the multivariate analysis of covariance show that there is a significant, high-intensity multivariate effect of frequency of doing sports-recreational activities in childhood (η_p^2 = .154) and a significant effect of variable of pleasure with doing sports and recreational activities in childhood with small effect (η_p^2 = .061), while predictors of doing sports and recreational activities in childhood, starting doing sports-recreational activities in childhood and self-efficacy did not have a significant effect. By testing the univariate effects, it was found that a significant correlation between the frequency of doing sports-recreational activities in childhood exists only in watching sports events and being informed in the field of sports (η_p^2 = .063), as well as in intense physical activity (η_p^2 =, 093), in the expected positive direction. Both effects show moderate intensity.

When it comes to theoretical variables, the results of multivariate analysis of covariance show that they have no significant effects on the sports-recreational interests of students.

From each group of independent variables, variables with significant effect are entered in the final model: gender and assessment of psychophysical (from the domain of organismic variables), type of faculty (from the domain of stimulus variables), and frequency of doing sports and recreational activities in childhood (from the domain of response variables). No variable from the domain of theoretical variables was singled out as significant for predicting the sports-recreational interests among adults. Gender and the type of faculty were introduced as categorical predictors, while the assessment of psychophysical condition and the frequency of doing sports-recreational activities in childhood as continuous predictors. Based on the results, significant multivariate

effects were found of gender (η_p^2 = .140) and assessment of psychophysical condition (η_p^2 = .111), while the frequency of doing sports-recreational activities in childhood has a marginally significant effect (η_p^2 = .059). The type of faculty in the final model has no significant effect (Table 1).

Table 1
Multivariate effects of variables on sports and recreational interests

Effect	F	df1	df2	p	η_p^2
gender	6.16	4	152	**.000**	**.140**
type of faculty	1.51	16	465	.091	.038
assessment of the psychophysical condition	4.73	4	152	**.001**	**.111**
frequency of doing sports-recreational activities in childhood	2.39	4	152	***.054***	**.059**

Furthermore, the univariate effect of gender, assessment of psychophysical condition and frequency of doing sports-recreational activities in childhood for the sports and recreational interests of adults was tested. Looking at the univariate effects (Table 2), it can be seen that gender affects watching sports events and being informed in the field of sports in the mentioned direction (η_p^2 = .134), in which men show higher interest than women. On the other hand, the assessment of psychophysical condition (η_p^2 = .073) and the frequency of doing sports-recreational activities in childhood (η_p^2 = .034) affect the participation in intense activities (Table 2).

Table 2
Univariate effects of variables on sports-recreational interests

Effect	Criterion	F(1.155)	p	η_p^2
gender	watching and being informed	23.95	**.000**	**.134**
	walking	1.23	.269	.008
	moderate activity	0.36	.550	.002
	intense activity	0.07	.788	.000
assessment of psychophysical condition	watching and being informed	2.61	.108	.017
	walking	0.87	.351	.006
	moderate activity	0.36	.551	.002
	intense activity	12.25	**.001**	**.073**
frequency of doing sports-recreational activities in childhood	watching and being informed	0.61	.435	.004
	walking	1.82	.179	.012
	moderate activity	0.62	.432	.004
	intense activity	5.44	**.021**	**.034**

Discussion

Table 3 summarizes the results of tested variables for each category and lists the strength of relation with the students' sports and recreational interests.

Table 3
Relation between the studied variables with students' sports-recreational interests

Category of independent variables	**Dependent variable**		
	watching and being informed	Physical activity	Overall interests
Organismic variables			
Gender	+++	+	+++
Age	-	-	-
Pleasure of physical appearance	-	-	-
Psychophysical condition	+	++	++
Stimulus variables			
social status	-	-	-
Infrastructure	-	-	-
Place of residence in childhood	-	-	-
Type of faculty	+	+++	++
Influence of other persons	-	-	-
Person with whom the student is currently living	-	-	-
Influence of the teacher of physical education	-	-	-
Response variables			
Self-efficacy	-	-	-
Motivation	-	-	-
Taking up sports activities	-	-	-
Frequency of doing sports activities in childhood	+	+	+++
Pleasure in doing sports activities in childhood	-	-	+
Theoretical variables			
Knowledge of adequacy of training	-	-	-
Knowledge of importance of physical activities	-	-	-
Knowledge of importance of adequate nutrition	-	-	-

It can be concluded that the results primarily indicate that about 50% of the variables did not have any effect, which is consistent with other similar studies (Sallis, Prochaska, & Taylor, 2000). In this study, in the first group of variables, gender as a categorical predictor achieved the highest multivariate effect on the dependent variable sports-recreational interests. This is consistent with previous similar studies (Leslie et al. 1999; Sallis& Owen, 1999; Ruchlin&Lachs, 1999; Booth et al. 2000; Trost et al. 2002) in which men show higher sports-recreational interests, that is, they are more physically active. This result can be also attributed to the developmental factors, as well as obviously higher physical activity of boys compared to girls from the earliest age (Berk, 2007/2008). Although expected, this result is an exceptional incentive to introduce changes and development, i.e. involve women in sports and recreational activities. In this sense, the faculty could be a place where females are educated about the importance of doing physical activities and pursuing an active lifestyle (Dunlavy, 2008). Future research should be dedicated to wishes and needs of the female population at universities, as well as to reasons for their reduced participation in these activities. In addition to gender, the perception of psychophysical condition shows a significant multivariate effect of moderate intensity. This result is yet another contribution to the previous studies (Bungić& Baric, 2009; Heron et al. 2015), which points to the impact of physical culture on morphological, motor, functional, conative and cognitive functions of the organism, acting thereby on biological, upbringing, educational, health, recreational, economic and creative fields of human activity (Bađim, 1997). It can be concluded that, when the students were more active, they assessed their psychophysical condition better. This is a particularly important fact, which should be used in promoting physical activity. Further, it can be concluded that individuals whose physical activity is more intense and do sports, assess their psychophysical health better than individuals who are walking and doing moderate physical activities. These results point towards the necessity of intervention and designing strategies that encourage doing intense physical activities among the student population, as well as the passive participation of females as viewers. One of the options to increase activity and adopt an active lifestyle is to create a leisure-time education program. It is also necessary to differentiate among genders and enable choosing among different activities in order to develop autonomous and accomplished personalities, who would be aware of the importance of harnessing their potentials and developing the abilities for their physical and psychological well-being.

In the second group of variables, only the type of faculty was distinguished as a correlate of sports-recreational interests of students, with moderate intensity, where further analysis showed that the type of faculty affected watching sports events and being informed in the field of sports, as well as the intense physical activity. These results are in line with similar studies (Nikolić&Pahić, 2011). Students of the Faculty of Sport and Physical Education are the most active and best in watching sports events and being informed in this field, while students of the Faculty of Sciences and the Faculty

of Medicine are those who are the most lagging behind in intensive physical activities. This result unambiguously indicates that it is necessary to introduce organized sports and recreational activities at faculties, or re-introduce physical education in the form of compulsory classes or elective subject, thus creating the necessary conditions for students to exercise regularly, which would be in line with their schedule of lectures and other obligations. The financial status that the majority of students (80.3%) estimated as average, the place of residence in childhood, which is equally represented - rural (46.7%) and urban (53.3%) areas, as well as the accessibility of infrastructure, which is partly (52%) or completely accessible to students (43%) are variables that were not determinants, primarily due to the uniform results provided by the respondents, which could be examined differently in future studies in order to obtain valid answers or enhance differentiation by increasing the sample.In this group of variables, it is also important to mention that the examined influence of teachers on taking up sports in childhood is moderate (AS = 2.10), and that this variable has not proved to be a predictor of sports-recreational interests, which is very important for interventions in practice and future research, which should address the reasons for such a low relation between taking up sports activities and the influence of teachers of physical education in schools.

From the third group of variables, the frequency of doing physical activities in childhood, as well as the pleasure of doing physical activities in childhood were found as determinant of sports-recreational interests of students. This unambiguously points to the need to ensure the participation in sports and recreational activities in childhood within the framework of the institutionalized system. This alone represents a reliable path towards lifelong physical activity. The National Association of Sport and Physical Education (2009) recommends 150 minutes a week for younger classes, while for older classes in primary school this recommendation is 225 minutes, which should be fulfilled in order to satisfy the prerequisite obtained in our research for physically active adults. It can be concluded that doing physical activities in childhood is not enough; it is necessary that it lasts some time, has certain intensity and is undertaken at certain time intervals in order to become a habit and lifestyle in adulthood. The results further emphasize that the motives for doing physical activities in childhood, as well as the age of taking up the activity, are not determinants that are important for doing sports and recreational activities later on, in student age.

The predictor of sports-recreational interests among students was not found in the fourth group of variables. Although the results show above average awareness of the importance of doing sports and recreational activities and the adequacy of balanced nutrition and training, this does neither represent a determinant of their sports and recreational activities, nor their watching sports events and being informed in the field of sports. This means that although they have necessary awareness of the importance and benefit of doing sports activities for the overall condition of their bodies, students do not find it a sufficient reason to participate in these activities. Here, providing socially

desirable answers should be taken into account, due to the evident media promotion of importance of doing physical activities.

In the final model, gender, the assessment of psychophysical condition and the frequency of doing these activities in childhood are differentiated as the ultimate determinants of sports-recreational interests among students.

Conclusion

Considering that studies have shown that the greatest changes in interests occur between the ages of 15 and 25, and that afterwards they are considerably slower, and that there is a clear decrease in interest in physical activities, as well as in social interests in general (Donnay, 1997), it can be concluded that the period of studies is one of the most important moments for implementing physical activities in the lifestyle. Considering the results of this research, it is clear that there is a variety of recommendations both for future research, and for interventions within each of the examined groups of variables. The obtained results, or variables that proved to be significant, should be utilized in practice when designing curriculum both in childhood and in the period of studying, which primarily refers to adjusting physical activities to females and introducing compulsory physical education in curricula at universities. The attention should be specifically focused on the determinant of frequency of doing physical activities in childhood and taking this as basis and significant predictor of active life in the adult age. It is very important to acknowledge the fact that it is not enough for children only to do sports, because this variable has not proved to be a determinant of doing sports activities later on, but it is more important for it to be determined by duration and intensity. This alone represents a reliable path towards doing sports and recreational activities in the adult age. Variables that were not related in this study should be further examined in order to find the reasons why they are not determinants of sports-recreational interests among adults. Variables such as age, self-efficacy, and theoretical knowledge of the importance of physical activities and nutrition for biological, psychological and social characteristics of the individual may perhaps be different provided that better quality research techniques are used and that the sample includes students of all years of study. There are also additional variables that were not examined and could be of relevance for students' sports and recreation activities, for example, participation of their parents in these activities.

Self-reporting on the level of students' physical activity certainly represent a limitation to this research. In addition, providing socially desirable answers, or the presented theoretical knowledge about the significance of these activities, could potentially provide variables with unrealistic significance.

These results show that there is an enormous place for improvement, which presents a specific challenge in the transition of results into public health practice. The purpose of the research in this field should be the topic of both researchers in the field of physical education and pedagogues and politicians in general, while the results

can be used in developing educational policies, improving curriculum and syllabus of health education, and their rigorous evaluation in practice.

DETERMINANTE SPORTSKO-REKREATIVNIH INTERESOVANJA STUDENATA U SRBIJI: ZAŠTO SU NEKI OD NJIH FIZIČKI AKTIVNI, A DRUGI NISU?

Apstrakt

Sportsko-rekreativne aktivnosti imaju pozitivan uticaj na fiziološki, psihološki i sociološki aspekt razvoja i zdravlja čoveka na svim uzrastima. U tom smislu, procena i razumevanje sportsko-rekreativnih interesovanja ostvaruje važnu ulogu u dizajniranju i osmišljavanju efikasnog nastavnog plana i programa fizičkog vaspitanja, kao i strategija javnog zdravlja na nacionalnom nivou. Cilj ovog istraživanja bio je da se ispita uticaj određenih činilaca na sportsko-rekreativna interesovanja studentske populacije. U ovoj studiji 19 nezavisnih varijabli klasifikovano je u četiri grupe. Zavisna varijabla sportsko-rekreativna interesovanja operacionalizovana je na dva aspekta: gledanje sportskih događaja i informisanost u oblasti sporta i nivo fizičke aktivnosti ispitanika. Na uzorku od 300 studenata u Srbiji pronađeni su sledeći korelati sportsko-rekreativnog interesovanja: pol i psihofizičko stanje (iz organizmičkih varijabli), tip fakulteta (iz stimulativnih varijabli), učestalost bavljenja sportom u detinjstvu (iz varijabli odgovora). Nijedna ispitana teorijska varijabla ne predstavlja prediktor sportsko-rekreativnih interesovanja studenata. Rezultati konačnog modela pokazuju da pol (ηp2 = .140) i procena psihofizičkog stanja (ηp2 = .111) predstavljaju značajne determinante, dok učestalost bavljenja ovim aktivnostima u detinjstvu ima marginalno značajan efekat (ηp2 = .059). U konačnom modelu, vrsta fakulteta ne predstavlja značajan činilac sportsko-rekreativnih interesovanja odraslih. Na osnovu univarijantne analize, pol utiče na gledanje sportskih događaja i informisanost u polju sporta (ηp2 = .134), gde ispitanici muškog pola pokazuju veće interesovanje od žena, dok procena psihofizičkog stanja (ηp2 = .073) i učestalost bavljenja ovim aktivnostima u detinjstvu (ηp2 = .034) utiču na učešće u intenzivnim fizičkim aktivnostima. Rezultati istraživanja nam jasno ukazuju na preporuke za buduća istraživanja, ali i za određene intervencije u okviru svake od ispitanih grupa varijabli. Može se zaključiti da je u praksi neophodno prilagoditi nastavni plan i program fizičkih aktivnosti počev od osnovne škole širom univerziteta, čineći ih dostupnijim ženskom polu i ojačavajući varijable koje se nisu pokazale kao korelati sportsko-rekreativnih interesovanja.

Ključne reči: sportsko-rekreativna interesovanja, fizička aktivnost, korelati, studenti

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