

DIFFERENCES IN ATTITUDES OF DRAMA STUDENTS TOWARDS PHYSICAL EXERCISE AND SPORTS OR RECREATIVE ACTIVITIES

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Abstract: The aim of this research is to determine the differences in attitudes toward physical exercise of students of Academy of Dramatic Arts in Banja Luka and Academy of Performing Arts in Sarajevo, and their interests in certain sports and recreational activities. The study included a total of 59 students of Academy of Dramatic Arts in Banja Luka and Academy of Performing Arts in Sarajevo. Given the requirements in terms of physical ability and physical appearance that contemporary theater and film production has for future actors, we believe that physical exercise should be their daily needs. The results of research have confirmed our opinion and pointed to a satisfactory level of physical activity of drama students. There was no significant difference in the attitudes of students toward physical exercise in relation to gender and place of study. The research results are encouraging, showing the awareness of students on the importance of practicing physical exercise in terms of improving the quality of life, as well as work and artistic creativity.

Keywords: drama students, attitudes, interests, physical exercise, sports.

INTRODUCTION

Contemporary drama art imposes physical activities upon actors as an integral component of everyday's life. Regular physical activity or moderate physical activity positively influences the preservation of health and the prevention of various diseases. Research by Ostojic et al. (2003) shows that about 80% of the population is insufficiently physically active and that in the most developed countries there are more than 50% of the population with excessive weight. It is thought that the cause of many health problems and poor physical fitness of students is a small number of courses related to physical exercise, contemporary trends in social networks and re-

RAZLIKE U STAVOVIMA STUDENATA GLUME PREMA FIZIČKOM VJEŽBANJU I SPORTSKO-REKREATIVNIM AKTIVNOSTIMA

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Apstrakt: Cilj ovog istraživanja je utvrđivanje razlika u stavovima o fizičkom vježbanju studenata Akademije dramskih umjetnosti u Banjoj Luci i Akademije scenskih umjetnosti u Sarajevu i njihovim preferencijama prema pojedinim sportskim i rekreativnim aktivnostima. Istraživanjem je obuhvaćeno ukupno 59 studenata sa ova dva fakulteta. Obzirom na zahtjeve, u pogledu fizičkih sposobnosti i fizičkog izgleda, koje pred buduće glumce postavlja savremena pozorišna i filmska produkcija, smatramo da fizičko vježbanje treba da bude njihova svakodnevna potreba. Dobijeni rezultati istraživanja su ukazali na zadovoljavajući nivo fizičke aktivnosti studenata glume sa ova dva univerziteta. Nije pronađena značajna razlika u stavovima studenata prema fizičkom vježbanju u odnosu na pol i mjesto studiranja. Rezultati istraživanja ohrabruju, pokazujući svjesnost studenata glume o značaju bavljenja fizičkim vježbanjem u smislu podizanja kvaliteta života ali i rada i umjetničkog stvaralaštva kod istih.

Gljučne riječi: studenti glume, stavovi, interesi, fizičko vježbanje, sportovi.

Uvod

Savremena dramska umjetnost nameće glumcima fizičke aktivnosti kao sastavni dio svakodnevnog života. Redovno fizičko vježbanje, odnosno umjerena fizička aktivnost, pozitivno utiče na očuvanje zdravlja i prevenciju raznih oboljenja. Istraživanje Ostojića i dr. (2003) pokazuje da je oko 80% populacije nedovoljno fizički aktivno, te da u većini razvijenih zemalja preko 50% populacije ima višak kilograma. Smatra se da su uzrok mnogih zdravstvenih problema i loše fizičke kondicije studenata mali fond časova koji se odnose na fizičko vježbanje, savremeni trendovi društvenih mreža i smanjeno kretanje, odnosno hipo-

duced movement, that is, hypokinesia. Results of Hackney's research (2006) point to the importance of physical exercise in reduction of subcutaneous fat tissue, muscle mass increase, acceleration of metabolism and the hormonal system that prevents the occurrence of excess pounds.

Research by Kamtsios (2011), and Radisavljević et al. (2012) showed that the level of physical activity is decreasing between adolescence and adult age, which is crucial for the adoption and retention of habits in physical exercise. Regarding students' views on the importance of physical exercise, Vrčan, PISAČIĆ and SLAČANAC (2009) conclude that students are well-aware of the importance of physical exercising, as many as 94% of students consider physical exercise very important, but the fact that 56% of students from the survey sample are engaged in either one form of physical exercise in extracurricular activities is quite worrying. Students as an important part of the community and the bearers of social development are less and less involved in physical activity or any aspect of physical exercise. According to Ghofrani & Golsanamlou (2012), and Ünlü, Karahan, Aydos, & Öner (2011), in this period it is very important to create quality conditions for exercise and dealing with sports, in which the teaching of physical education should take a major place.

Actors must have a good physical fitness to answer the high demands of scriptwriters and directors. The exact goal of this paper is to determine the differences in attitudes towards the physical training of the Academy of Dramatic Arts (ADU) students, acting department, at the University of Banja Luka and Academy of Performing Arts (ASU), acting department, at the University of Sarajevo. The research also includes student's tendencies for individual sports and recreational activities.

METHODS

The sample of respondents were ADU students, the acting department, University of Banja Luka and ASU, acting department, University of Sarajevo. The sample of respondents covered 59 regular students of two faculties, with ADU 15 male and 12 female respondents, and ASU 18 male and 14 female respondents. This was uniformed by gender, $\chi^2(1, N = 59) = 0,83, p = 0,36$, as well as according to the study site, $\chi^2(1, N = 59) = 0,42, p = 0,51$. The age of the subjects was $21,68 \pm 2,23$. The research was conducted in the winter semester of the academic year 2016/17. To collect data in this survey, a method of survey which belongs to sociological methods was applied, consisting of series of prepared questions which students are asked to answer (Haralambos & Holborn, 2002). Beside the general information about the respondent, the questionnaire included questions aimed at obtaining information about the attitude of students towards

kinezija. Rezultati istraživanja Hackneya (2006) ukazuju na značaj fizičkog vježbanja u smanjenju potkožnog masnog tkiva, povećanja mišićne mase, ubrzanje metabolizma, te na hormonski sistem koji svojim djelovanjem sprječava pojavu viška kilograma. Istraživanja Kamtsios, (2011), te Radisavljevića i saradnika (2012) su pokazala da nivo fizičke aktivnosti opada u razdoblju između adolescentskog i dobi odrasle osobe, koje je ključno za usvajanje i zadržavanje navika prema fizičkom vježbanju. Što se tiče upućenosti studenata o značaju bavljenja fizičkim vježbanjem Vrčan, PISAČIĆ i SLAČANAC (2009) zaključuju da su studenti dosta dobro upućeni u značaj bavljenja fizičkim vježbanjem, čak 94% studenata smatra fizičko vježbanje vrlo važnim, ali zabrinjava podatak da 56% studenata iz uzorka istraživanja nije uključeno niti u jedan oblik fizičkog vježbanja u vannastavnim aktivnostima. Studenti kao važan dio zajednice i nosioci društvenog razvoja sve manje su uključeni u fizičke aktivnosti ili bilo koji vid fizičkog vježbanja. Prema Ghofrani & Golsanamlou, (2012), te Ünlü, i saradnicima, (2011), vrlo je bitno u ovom periodu stvoriti kvalitetne uslove za vježbanje i bavljenje sportom, u čemu veliku ulogu treba da ima nastava fizičkog vaspitanja.

Kako bi odgovorili na visoke zahtjeve pisaca tekstova, scenarija i reditelja, glumci moraju imati dobru fizičku kondiciju. Upravo cilj ovog rada jeste da se utvrde razlike u stavovima prema fizičkom vježbanju studenata Akademije dramskih umjetnosti (ADU), smjer gluma, Univerziteta u Banjoj Luci i Akademije scenskih umjetnosti (ASU), smjer gluma, Univerziteta u Sarajevu. Takođe, istraživanjem su obuhvaćene i skolonosti studenata prema pojedinim sportskim i rekreativnim aktivnostima.

METODE

Uzorak ispitanika su činili studenti ADU, smjer gluma, Univerziteta u Banjoj Luci i ASU, smjer gluma, Univerziteta u Sarajevu. Uzorak ispitanika je obuhvatio 59 redovnih studenata dva fakulteta, sa ADU 15 ispitanika muškog i 12 ženskog pola, a sa ASU 18 ispitanika muškog i 14 ženskog pola. Starosna dob ispitanika bila je $21,68 \pm 2,23$ godina starosti. Istraživanje je provedeno u zimskom semestru akademske 2016/17. godine.

Za prikupljanje podataka u ovom istraživanju je primijenjena metoda ankete koja pripada sociološkim metodama, a koja se sastoji se od niza pripremljenih pitanja na koja se od studenata traži odgovor (Haralambos & Holborn, 2002). Osim opštih informacija o ispitaniku, upitnikom su obuhvaćena pitanja usmjerena na dobijanje informacija o stavu studenata prema fizičkom vježbanju.

Na kraju je određen interes studenata za bavljenje pojedinom sportskom ili rekreativnom aktivnošću. Ska-

physical exercise. At the end, students' interest in dealing with each individual sport or recreational activity is determined.

The scale of behavioral intentions (Prot & Bosnar, 1993) examined students' preferences for 25 sports. On a five-step Likert-type scale, the respondents rated each sport from 1 to 5, while each grade expresses the desired intensity of engagement in certain sports activity. Score 5 signifies a sport that the respondent would definitely want to do. Score 4 means sports which the respondent would gladly do. Score 3 means the sport the respondent is not sure that he or she would like to do it or would do it occasionally or in suitable circumstances. Score 2 means the sport the respondent would do only if he had or she no other choice or option. Score 1 means the sport that the respondent would not want to do. In data processing, the standard methods of descriptive and comparative statistics were used. determining contingency analysis was used to determine the differences in attitude towards physical exercises among students (χ^2 test). The data obtained were processed by the software system IBM SPSS Statistics 21.0.

RESULTS

Considering the aim of the research, ie to determine the differences in the attitude of students towards physical exercise, the first two questionnaires were constructed. The first question was about the importance that respondents ascribed to physical exercise. Respondents answered the questions on the five-step Likert-type scale, and expressed a very positive attitude to physical exercise, regardless of the place of study. The fact is that only two students expressed the view that they find physical exercise irrelevant, or little relevant. The highest percentage of respondents, up to 69.5% responded that physical exercise was very important to them (Table 1).

Table 1. The importance of physical exercise according to the place of study

| Fakultet / Faculty | Važnost fizičkog vježbanja / Importance of physical exercise | | | | | Total |
|--------------------|--|-----------|-------------|-------------|-----------|--------------|
| | 1 | 2 | 3 | 4 | 5 | |
| ADU | 0 0,0% | 0 0,0% | 9 33,3% | 16 59,3% | 2 7,4% | 27 100,0% |
| ASU | 1 3,1% | 1 3,1% | 3 9,4% | 25 78,1% | 2 6,3% | 32 100,0% |
| Total | 1 1,7% | 1 1,7% | 12 20,3% | 41 69,5% | 4 6,8% | 59 100,0% |

Note. 1 = none; 2 = little; 3 = medium; 4 = strong; 5 = very strong; ADU = Academy of Dramatic Arts; ASU = Academy of Performing Arts.

There was no significant difference in this issue between ADU and ASU students, χ^2 (4, N = 59) = 6.59, p =

lom bihevioralnih namjera (Prot & Bosnar, 1993), obrađene su preferencije studenata prema 25 sportova.

Na petostepenoj skali Likertovog tipa, ispitanik je svaki sport ocijenio od 1 do 5, pri čemu svaka ocjena iskazuje željeni intenzitet bavljenja određenom sportskom aktivnošću. Ocjena 5 označava sport kojim bi se ispitanik *svakako želio baviti*. Ocjena 4 označava sport kojim bi se ispitanik *rado bavio*. Ocjena 3 označava sport kojim ispitanik *nije siguran da bi se bavio*, odnosno bavio bi se njime povremeno ili u pogodnim okolnostima. Ocjena 2 označava sport kojim bi se ispitanik *bavio samo ukoliko ne bi imao drugi izbor ili mogućnost*. Ocjenu 1 ispitanik dodjeljuje sportu kojim se *nikako ne bi želio baviti*.

Prilikom obrade podataka korištene su standardne metode deskriptivne i komparativne statistike. Prilikom utvrđivanja razlika u stavu prema fizičkom vježbanju između studenata korištena je kontingencijska analiza (χ^2 -test). Dobijeni podaci su obrađeni programskim sistemom IBM SPSS Statistics 21.0.

REZULTATI

Obzirom na cilj istraživanja, odnosno na utvrđivanje razlika u stavu studenata prema fizičkom vježbanju, konstruisana su i prva dva anketna pitanja. Prvo pitanje je bilo vezano za važnost koju ispitanici pridaju fizičkom vježbanju. Anketirani studenti su svojim odgovorima na petostepenoj skali Likertovog tipa izrazili izuzetno pozitivan stav prema fizičkom vježbanju, bez obzira na mjesto studiranja. U prilog tome ide činjenica da su samo dva studenta izrazili stav da im je fizičko vježbanje nebitno, odnosno malo bitno. Najveći procenat ispitanika, čak 69,5%, je odgovorio da im je fizičko vježbanje jako važno (Tabele 1 i 2).

Tabela 1. Važnost fizičkog vježbanja u odnosu na mjesto studiranja

Napomena. 1 = nimalo; 2 = malo; 3 = srednje; 4 = jako; 5 = izrazito; ADU = Akademija dramskih umjetnosti; ASU = Akademija scenskih umjetnosti.

Nije uočena značajna razlika po ovom pitanju između studenata ADU i ASU, χ^2 (4, N = 59) = 6,59, p = 0,15.

0.15. On the other hand, students of the male and female sex of ADU differ significantly in understanding the importance of physical exercise, $\chi^2(2, N = 27) = 9.47, p = 0.009$, while students of male and female sex ASU do not differ significantly in understanding the importance of physical exercise, $\chi^2(4, N = 32) = 3.93, p = 0.41$ (Table 2).

Table 2. The importance of physical exercise according to sex

| | | Važnost fizičkog vježbanja / Importance of physical exercise | | | | |
|-----|-----------------|--|---|---|----|---|
| | | 1 | 2 | 3 | 4 | 5 |
| ADU | Muški / Male | 0 | 0 | 8 | 5 | 2 |
| | Ženski / Female | 0 | 0 | 1 | 11 | 0 |
| ASU | Muški / Male | 1 | 1 | 1 | 13 | 2 |
| | Ženski / Female | 0 | 0 | 2 | 12 | 0 |

Note: 1 = none; 2 = little; 3 = medium; 4 = strong; 5 = very strong; ADU = Academy of Dramatic Arts; ASU = Academy of Performing Arts.

The research attempted to obtain information about the time that students of ADU and ASU dedicate to physical exercise during the week. The obtained results shown in Tables 3 and 4 indicate satisfactory results on students' weekly physical activity. More than 72% of students in the sample are actively engaged in physical exercises three or more times a week. It is noteworthy that female students are more often engaged in physical exercises than male students, however, there was no significant difference between the sexes in terms of the weekly time that ADU students devote to physical exercise, $\chi^2(5, N = 27) = 5.80, p = 0.32$, as well as ASU students, $\chi^2(6, N = 32) = 5.74, p = 0.45$. Also, ASU students practice physical exercises more often than ADU students, but, despite this, no significant difference was obtained in this criterion, $X^2(6, N = 59) = 3.06, p = 0.80$.

Table 3. Weekly time devoted to physical exercise in according to the place of study.

| Fakultet / Faculty | Sedmično vrijeme posvećeno fizičkom vježbanju / Weekly time devoted to physical exercise | | | | | | | Total |
|--------------------|--|------|-------|-------|-------|-------|------|--------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| ADU | 1 | 2 | 6 | 5 | 8 | 5 | 0 | 27 |
| | 3,7% | 7,4% | 22,2% | 18,5% | 29,6% | 18,5% | 0,0% | 100,0% |
| ASU | 2 | 2 | 3 | 7 | 12 | 5 | 1 | 32 |
| | 6,3% | 6,3% | 9,4% | 21,9% | 37,5% | 15,6% | 3,1% | 100,0% |
| Total | 3 | 4 | 9 | 12 | 20 | 10 | 1 | 59 |
| | 5,1% | 6,8% | 15,3% | 20,3% | 33,9% | 16,9% | 1,7% | 100,0% |

Note: 0 = I do not practice physical exercise; 1 = once a week; 2 = twice a week; 3 = three times a week; 4 = four times a week; 5 = five times a week; 6 = six times a week; ADU = Academy of Dramatic Arts; ASU = Academy of Performing Arts.

Sa druge strane, studenti muškog i ženskog pola ADU se značajno razlikuju u poimanju važnosti fizičkog vježbanja, $\chi^2(2, N = 27) = 9,47, p = 0,009$, dok se studenti muškog i ženskog pola ASU ne razlikuju značajno u poimanju važnosti fizičkog vježbanja, $\chi^2(4, N = 32) = 3,93, p = 0,41$.

Tabela 2. Važnost fizičkog vježbanja u odnosu na pol ispitanika

Napomena: 1 = nimalo; 2 = malo; 3 = srednje; 4 = jako; 5 = izrazito; ADU = Akademija dramskih umjetnosti; ASU = Akademija scenskih umjetnosti.

Istraživanjem se pokušala dobiti informacija o vremenu koje studenti ADU i ASU posvećuju fizičkom vježbanju tokom sedmice. Dobijeni rezultati prikazani u Tabelama 3 i 4 ukazuju na zadovoljavajuću sedmičnu fizičku aktivnost studenata. Više od 72% studenata iz uzorka se fizičkim vježbanjem aktivno bavi tri ili više puta sedmično. Primjetno je da se studentice nešto češće bave fizičkim vježbanjem od studenata, ali nije dobijena značajna razlika između polova u pogledu sedmičnog vremena koje studenti ADU posvećuju fizičkom vježbanju, $\chi^2(5, N = 27) = 5,80, p = 0,32$, kao i studenti ASU, $\chi^2(6, N = 32) = 5,74, p = 0,45$. Takođe, i studenti ASU češće upražnjavaju fizičko vježbanje od studenata ADU, ali prema ovom kriterijumu nije dobijena značajna razlika, $\chi^2(6, N = 59) = 3,06, p = 0,80$.

Tabela 3. Sedmično vrijeme posvećeno fizičkom vježbanju u odnosu na mjesto studiranja

Napomena: 0 = ne bavim se fizičkim vježbanjem; 1 = jednom sedmično; 2 = dva puta sedmično; 3 = tri puta sedmično; 4 = četiri puta sedmično; 5 = pet puta sedmično; 6 = šest puta sedmično; ADU = Akademija dramskih umjetnosti; ASU = Akademija scenskih umjetnosti.

Table 4. Weekly time devoted to physical exercise according to sex.

| | | Sedmično vrijeme provedeno za fizičku aktivnost / Weekly time devoted to physical exercise | | | | | | |
|-----|-----------------|--|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| ADU | Muški / Male | 1 | 2 | 4 | 3 | 2 | 3 | 0 |
| | Ženski / Female | 0 | 0 | 2 | 2 | 6 | 2 | 0 |
| ASU | Muški / Male | 2 | 1 | 2 | 5 | 4 | 3 | 1 |
| | Ženski / Female | 0 | 1 | 1 | 2 | 8 | 2 | 0 |

Note: 0 = I do not practice physical exercise; 1 = once a week; 2 = twice a week; 3 = three times a week; 4 = four times a week; 5 = five times a week; 6 = six times a week; ADU = Academy of Dramatic Arts; ASU = Academy of Performing Arts.

Table 5 shows the results of the students' interest in doing individual sports or recreational activities. The results are ranked on the basis of mean values, and students of ADU and ASU expressed the greatest interest for swimming, riding, dancing and shooting/paintball/archery. On the other hand, students prefer bocce, rugby, handball and chess the least.

Table 5. Preferences of drama students regarding individual sports and recreational activities.

| Sportska aktivnost / Sports activity | ADU | | ASU | | Total |
|--|--------------|-----------------|--------------|-----------------|-------|
| | Muški / Male | Ženski / Female | Muški / Male | Ženski / Female | |
| Plivanje / Swimming | 4,27 | 4,25 | 4,11 | 4,57 | 4,29 |
| Sportsko jahanje / Riding | 3,47 | 2,83 | 3,50 | 4,00 | 3,90 |
| Ples / Dance | 3,53 | 4,92 | 2,78 | 4,64 | 3,85 |
| Streljaštvo/paintball/streličarstvo / Shooting/paintball/archery | 3,40 | 3,92 | 4,17 | 3,79 | 3,83 |
| Trčanje/pješaćenje/planinarenje / Running/hiking | 3,60 | 3,75 | 3,72 | 4,21 | 3,81 |
| Ronjenje / Diving | 2,07 | 3,58 | 3,72 | 4,64 | 3,80 |
| Tenis/stoni tenis / Tennis/table tennis | 3,47 | 3,67 | 3,78 | 3,71 | 3,66 |
| Skijanje/klizanje / Skiing/skating | 3,27 | 4,00 | 3,44 | 3,86 | 3,61 |
| Biciklizam / Cycling | 3,07 | 3,50 | 3,78 | 3,50 | 3,47 |
| Jedrenje/surfanje / Sailing/surfing | 3,00 | 3,42 | 3,33 | 3,93 | 3,41 |
| Gimnastika / Gymnastics | 2,73 | 3,83 | 2,67 | 3,71 | 3,17 |
| Odbojka / Volleyball | 2,93 | 3,42 | 3,28 | 2,86 | 3,12 |
| Košarka / Basketball | 3,13 | 2,67 | 3,61 | 2,64 | 3,07 |
| Atletika / Athletics | 2,73 | 2,83 | 3,17 | 3,36 | 3,03 |
| Boks/karate/džudo/rvanje / Boxing/karate/judo/wrestling | 2,73 | 3,42 | 3,22 | 2,50 | 2,97 |
| Fitness/aerobik / Fitness/aerobics | 2,27 | 3,42 | 2,67 | 3,71 | 2,97 |
| Rolanje / Rollerblading | 3,27 | 3,17 | 2,06 | 4,14 | 2,78 |
| Fudbal / Football | 2,80 | 1,83 | 3,67 | 2,36 | 2,76 |
| Vaterpolo / Water polo | 3,13 | 1,92 | 3,50 | 1,86 | 2,69 |
| Veslanje/kajak / Rowing/Kayaking | 2,53 | 2,42 | 3,11 | 2,29 | 2,63 |
| Kuglanje / Bowling | 2,47 | 2,83 | 2,83 | 2,29 | 2,61 |
| Šah / Chess | 3,20 | 2,08 | 2,56 | 2,21 | 2,54 |
| Rukomet / Handball | 2,67 | 2,58 | 3,22 | 1,43 | 2,53 |
| Ragbi / Rugby | 2,33 | 1,42 | 2,72 | 1,50 | 2,07 |
| Boćanje / Bocce | 1,80 | 1,58 | 1,72 | 1,93 | 1,76 |

Tabela 4. Sedmično vrijeme posvećeno fizičkom vježbanju u odnosu na pol ispitanika

Napomena: 0 = ne bavim se fizičkim vježbanjem; 1 = jednom sedmično; 2 = dva puta sedmično; 3 = tri puta sedmično; 4 = četiri puta sedmično; 5 = pet puta sedmično; 6 = šest puta sedmično.

U Tabeli 5 prikazani su rezultati prema interesu studenata za bavljenje pojedinom sportskom ili rekreativnom aktivnošću. Rezultati su rangirani na osnovu srednjih vrijednosti, a studenti ADU i ASU su najveći interes iskazali za plivanje, sportsko jahanje, ples i streljaštvo/peintbol/streličarstvo. Sa druge strane, studenti najmanje preferiraju boćanje, ragbi, rukomet i šah.

Tabela 5. Preferencije studenata glume prema pojedinim sportskim i rekreativnim aktivnostima

DISCUSSION

Drama students of ADU and ASU have expressed a very positive attitude toward physical exercise and sports and recreational activities, and these results are compatible with the results obtained by Vračan et al. (2009) on a sample of students of the Faculty of Architecture and Geodesy University of Zagreb. It should also be noted that there is a connection of their attitudes to the importance of physical exercise and the time they spend doing these activities. More than two-thirds of students in the sample actively engage in physical exercise three or more times a week, and this kind of result marks the improvement comparing to earlier research among student population that pointed to poorer physical activity of young people (Lolić, Nešić, Fratrić, & Srđić, 2012; Vračan et al., 2009).

However, none of the factors found significant difference in gender and the place of study of the respondents. Somewhat greater tendency towards physical exercise was shown by ASU students, and the reason can be found in ASU's curriculum and study program which includes the subject *Conditioning Preparation of Actors*. Furthermore, female students of ADU find the role of physical education in teaching significantly more important.

Ünlü et al. (2011) point out that creating a positive attitude towards teaching physical education is an important factor of inclusion in some physical activity, and Ghofrani and Golsanamlou (2012) indicate that the curriculum of physical education should reinforce people's confidence in sport and contribute to a better understanding of the positive values of physical activities. Prot and Radić (2010) state that attitude towards physical exercise and sports is an important factor of preference and choice of sports, and these attitudes can be decisive mediators on which the effectiveness of teaching depends. Students of ADU and ASU show the greatest interest in sports and recreational activities that are easily accessible to them in terms of sports facilities, necessary equipment, location and economic conditions.

It is interesting that the students show weaker interest in team sports, primarily football that is certainly the most popular sport in this area. Higher students' interest in martial arts is expected in view of the dominance of action films, both in domestic and international cinema, and when it comes to genres where action is an essential component, actors who had some experience in martial arts have a better chance to be chosen. Crnjac, Brekalo and Šilić (2013), as well as Prot and Radić (2010) have proven that more positive attitude towards martial art is found in male students, which indicates the presence of gender stereotypes in martial arts. Ashutosh, Nrusingha

DISKUSIJA

Studenti glume ADU i ASU su iskazali izrazito pozitivan stav prema fizičkom vježbanju i sportsko-rekreativnim aktivnostima, a ovakvi rezultati su kompatibilni sa rezultatima koje su dobili Vračan i dr. (2009) na uzorku studenata Arhitektonskog i Geodetskog fakulteta Sveučilišta u Zagrebu. Takođe, treba istaći da postoji povezanost njihovih stavova o važnosti fizičkog vježbanja i vremena koje provode u tim aktivnostima. Više od dvije trećine studenata iz uzorka se fizičkim vježbanjem aktivno bavi tri ili više puta sedmično, a ovakav rezultat dobija na vrijednosti imajući u vidu ranija istraživanja među studentskom populacijom koja su ukazivala na sve manju fizičku aktivnost mladih (Lolić, Nešić, Fratrić, & Srđić, 2012; Vračan i dr., 2009). Nešto veću sklonost ka fizičkom vježbanju pokazali su studenti ASU, a razlog možemo pronaći u samom nastavnom planu i programu rada ASU u koji je inkorporiran predmet *Kondiciona priprema glumaca*. Dok su značajno veću ulogu fizičkog vaspitanja u nastavi iskazali studenti ženskog pola ADU.

Ünlü et al. (2011) ističu da je stvaranje pozitivnog stava prema nastavi fizičkog vaspitanja važan čini-lac uključivanja u neku fizičku aktivnost, a Ghofrani i Golsanamlou (2012) ukazuju da nastavni plan fizičkog vaspitanja treba ojačati povjerenje ljudi u sport i doprinijeti boljem razumijevanju pozitivnih vrijednosti fizičke aktivnosti. Prot i Radić (2010) navode da je stav prema fizičkom vježbanju i sportu bitan čini-lac preferencije i izbora sporta i ti stavovi mogu biti odlučujući medijatori od kojih zavisi učinkovitost nastave.

Studenti ADU i ASU najveći interes pokazuju prema sportskim i rekreativnim aktivnostima koje su im lako dostupne u pogledu sportskih objekata, potrebnih rekvizita, lokacijskih i ekonomskih uslova. Zanimljivo je da slabiji interes studenti pokazuju prema timskim sportovima, prije svega fudbalu koji je na ovim prostorima, svakako, najpopularniji sport. Očekivan je veći interes studenata za bori-lačke sportove s obzirom na dominaciju akcionih filmova, kako u domaćoj tako i u međunarodnoj kinematografiji, a u žanrovima u kojima je akcija bitna komponenta prioritet u izboru glumaca imaju oni koji su u svom iskustvu imali sklonosti ka bori-lačkim sportovima. Crnjac, Brekalo i Šilić (2013), kao i Prot i Radić (2010) su dokazali da pozitivniji stav prema bori-lačkim sportovima imaju studenti muškog pola i to ukazuje na prisutan rodni stereotip prema bori-lačkim sportovima. Ashutosh, Nrusingha i Anshuman (2016) ukazuju da srednjoškolci preferiraju timske sportove, što je u suprotnosti sa rezultatima ovog istraživanja. Međutim, i u njihovom istraživanju je slabija zastupljenost bori-lačkih sportova.

and Anshuman (2016) indicate that high school students prefer team sports, which is contrary to the results of this research. However, even in their research, there is a weaker presence of the martial arts sports.

Further research should examine the attitude of students of acting toward physical education more thoroughly, as well as their interests in implementing curricula and physical education programs at universities.

CONCLUSION

The analysis of contemporary theatrical and film production, as well as the demands imposed on actors, encourage the results of this research and in one way confirm the readiness and awareness of future actors about the importance of physical exercise as part of their everyday work and creativity. It is noteworthy that female students are more often engaged in physical exercises than male students, but there is no significant difference between the sexes in terms of the weekly time that ADU students devote to physical exercise, $\chi^2(5, N = 27) = 5.80, p = 0.32$, as well as ASU students, $\chi^2(6, N = 32) = 5.74, p = 0.45$. Although students have shown a positive attitude towards physical exercise, the teaching of physical education at universities could further improve their attitude towards physical exercise.

In particular, this should have an impact on male students of ADU who attribute significantly less importance to physical exercise in their way of life, and therefore in artistic creativity as well. Namely, teaching of physical education has the potential of developing students' needs and habits regarding physical exercise, which would lead to more healthy and active lifestyle, and enhance the physical readiness of actors to answers the high demands of contemporary theater and film production. The obtained results suggest the ADU and ASU to adapt their program activities to the needs of film and theater production on the one hand, and, on the other hand, to the interests and preferences of their students. It is necessary to clearly define the concept of physical exercise to students as a long-term project, and the teaching of physical education in these studies should be of great quality and meet the students' interests and needs.

Teaching of physical education should lead to the activation and encouragement of students to engage in various forms of physical exercise, or to become involved in various programs of sports activities. The results of the survey show a further need for actions aimed at the improvement of positive attitude towards martial arts which should have an important role in the future curriculum of the physical education in these studies.

U daljim istraživanjima bi trebalo detaljnije ispitati stav studenata glume prema nastavi fizičkog vaspitanja, kao i njihove interese prema provođenju nastavnog plana i programa fizičkog vaspitanja na univerzitetima.

ZAKLJUČAK

Analizirajući savremenu pozorišnu i filmsku produkciju, te zahtjeve koje postavljaju pred glumce, ohrabruju rezultati ovog istraživanja, te na jedan način potvrđuju spremnost i svjesnost budućih glumaca o značaju fizičkog vježbanja kao dijela njihovog svakodnevnog posla i stvaralaštva. Primjetno je da se studentice nešto češće bave fizičkim vježbanjem od studenata, ali nije dobijena značajna razlika između polova u pogledu sedmičnog vremena koje studenti ADU posvećuju fizičkom vježbanju, $\chi^2(5, N = 27) = 5,80, p = 0,32$, kao i studenti ASU, $\chi^2(6, N = 32) = 5,74, p = 0,45$. Iako su i studentkinje i studenti pokazali pozitivan stav prema fizičkom vježbanju, nastava fizičkog vaspitanja na univerzitetima bi mogla dodatno unaprijediti njihov stav prema fizičkom vježbanju. Ovo posebno treba imati uticaj na studente muškog pola ADU koji pridaju značajno manju važnost fizičkom vježbanju u svome načinu života, a tako i u umjetničkom stvaralaštvu. Naime, nastava fizičkog vaspitanja ima potencijal da kod studenata razvija potrebu i naviku za fizičkim vježbanjem što vodi zdravom i aktivnom stilu života, te pojačava fizičku spremnost glumaca da odgovore na visoke zahtjeve savremene pozorišne i filmske produkcije.

Dobijeni rezultati ukazuju ADU i ASU da svoje programske aktivnosti približe, sa jedne strane potrebama filmske i pozorišne produkcije, a sa druge strane interesima i sklonostima svojih studenata. Potrebno je jasno profilisati koncept fizičkog vježbanja studenata, kao dugoročni projekt, a nastava fizičkog vaspitanja na ovim studijama treba da bude kvalitetna i da udovoljava interesima i potrebama studenata. Nastava fizičkog vaspitanja bi trebala dovesti do aktiviranja i poticanja studenata na različite oblike fizičkog vježbanja, odnosno uključivanja u različite programe sportskih aktivnosti.

Rezultati istraživanja pokazuju daljnju potrebu za akcijama usmjerenim na jačanje pozitivnog stava prema borilačkim sportovima koji bi trebali zauzeti bitnu ulogu u budućem nastavnom planu fizičkog vaspitanja na ovim studijama.

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