

## STUDENT'S SELF-EVALUATION AND EVALUATION OF ORGANIZING PRACTICAL COURSE OF ACTIVITIES IN THE NATURE IN FSPE NIŠ

UDC:37.015.31:796  
(Original scientific paper)

**Zvezdan Savić, Saša Pantelić and Nenad Stojiljković**

*University of Niš, Faculty of Sport and Physical Education, Niš, Serbia*

### **Abstract:**

*Student's self-evaluation and evaluation of organizing practical course of Activities in the nature is a key part of the further operationalization of subject within a framework of Bologna declaration. Research is conducted on the sample of 70 students of both sexes from the Faculty of sport and physical education in Niš, and who has attended to the practical course in Kladovo on the river Danube in June this year. In this research is applied one of the standardized questionnaires made up for this purposes which consists 20 positive and negative states. The questionnaire was given in the form of a five stage Likert's scale. To process the results of this study were used appropriate statistical procedures, which are thought to correspond to the nature of the research problem. Statements on the questionnaire were analyzed in the form of three groups of response. Analysis of the results shows that students highly value their involvement and relationship to the course, and the quality as very organized practical activities. It can also be said that they understand the social significance of program activities, the practical applicability and its positive impact on health of individuals.*

**Key words:** *attitudes, survey, Likert's scale, teachers,  $\chi^2$  - test*

### **INTRODUCTION**

Any organized staying in the open is more demanding than staying indoors. Modern ways of life and work brought us an inevitable necessity, seeking help from nature in order to preserve our health and working abilities. Nature and physical activities are the best generators and guardians of our vitality. "Nature, our greatest wealth, is filled with energy sources. It has many "playgrounds" which provide us with many possibilities for exercise and recreation" (Zivanović, 1970).

Activities in nature subject, at the Faculty of sports and physical education in Nis, is harmonized with Bologna declaration (Savić, 2007). Goal of this research is to give its contribution to modernize this subject, and make this class practical according to the destinations, items used and number of students involved. It is important to mention

that each, Faculty of sports and physical education in Nis, student generation has its own specific views towards this class, and we are bound to think this or similar researches are our waypoints to improve the class itself and keep up with student's wishes.

When we speak of standpoint, we should point out that it's a term which represents a so called subjective variable. It's a gained disposition, gained ability to see, think, emotionally act and react in a certain way, and which reaction will it be depends on the person's experience formed through life (Rom, 1972). We should also mention the complexity and definitions of standpoints.

Many have tried to define the term standpoint, but the simplest definition states "that the standpoint is a tendency to react either positive or negative toward certain people, objects, environment or

situations" We should mention some other significant characteristics of the standpoint. Those are: standpoints are gained predispositions, they are the basis for certain way of behaving, and they have neural and mental basis and dynamic character.

In a word, positive standpoints should be nourished and negative ones should be changed. We used Likert's scale of standpoints in our research is used to determine student's self-values and their values of Activities in nature subject's practical part (i.e. values, conditions, educational content, organization and general significance).

With general analysis of works and researches of standpoints done in physical education, especially a segment referring to educational content, we concluded that there were just a few about that subject. Never the less, all of them gave a certain contribution in developing and improving education and educational content. This tells us we should continue to work on more detailed researches and construct the most optimal educational contents of certain subjects at the university.

Havelka and Lazarević (1981), have, on a sample of 1176 people (264 top athletes, 413 lower ranking athletes, and 499 non-athletes), questioned standpoints about sports with athletes and non-athletes.

Savić, (1994) has researched, in his M.A. work, standpoints about values of volleyball. Players from the women's First A league and Unified Serbian league, age between 17 and 27 were questioned. Number of players involved was 138 from 16 clubs. Questionnaire was made of 29 items – statements, in a form of Likert's five degree scale. Results were processed using factorial and discrimination analysis.

Milojević and Savić (1998), researched standpoints of young volleyball players, age between 12 and 18, towards sport in general. Total number of players involved was 80. Questionnaire was made of 30 items (statements) in a form of Likert's five degree scale. It referred to sport activity – volleyball, and everything about the training of the sport. Results were processed using discrimination analysis.

Radosav (2003), researched, on a sample of 191 students of Faculty of physical education in Novi Sad, standpoints about conditions, contents, organization and execution of activities in nature education. Variable sample was made out of 33 standpoints, 21 of which about camping and 12 about skiing (Each variable was processed with paramet-

rical (absolute and relative values) and non-parametrical (arithmetic mean, minimum value, maximum value, standard deviation, An's universal lection and Man's multy-lection analysis) statistical procedure.

Savić, Milojević and Miletić (2007), researched student's standpoints toward conditions, contents, organization and general meaning of activities in nature education. It was done on a sample of 130 students who took the field class in 2005/06. Four questionnaires with 10 items were used. Questionnaires were given in a form of Likert's five degree scale. The results show that students have positive attitude towards the class and its realization. It can also be said they understand the general significance of this class and its positive influence to the health of people, especially the young.

Savić and Miletić (2008), researched Faculty of sports and physical education in Nis students' standpoints toward the quality of Activities in nature practical class. It was done on a sample of 101 students of both sexes, who took the class in 2007/08. A standardized questionnaire was made, made of twenty (20) statements. Answers were in a form of Likert's five degree scale. The analysis shows the students have high values of Activities in nature practical class organization. We could say that they understand higher social significance of this class and its positive influence on people's health, especially the participators themselves.

Stojanović, Savicć, and Miletić (2010), paper treats the students evaluation of practical teaching on a camping trip in the course of Activities in nature. The survey was conducted on a sample of 52 male and female students from the Faculty of Sport and Physical Education of the Pale (Serbian Republic), which are implemented in practical classes on Tjentište in July 2008.. The study used a standardized questionnaire with 20 items. After analysis of the data revealed that students highly value quality of implemented practical training camps. It was also found that students understand the context of program activities and their positive impact on spending time outdoors.

Problems of the research can be shown in organization and operational execution of Activities in nature class, according to the university education reforms.

Goals of the research are: 1) affirm student's standpoints toward the Activities in nature class practical part, 2) affirm standpoints toward the quality of the teachers involved, 3) affirm stand-

Table 1.

Statements / degree of agreement – marks	1 Fr/pe	2 Fr/pe	3 Fr/pe	4 Fr/pe	5 Fr/pe	Chi Squa.	df	Sig.
1. <i>Choice of associates-teachers for the practical part was adequate</i>	2 2.9%	2 2.9%	11 15.7%	23 32.9%	32 45.7%	50.143	4	.000
2. <i>All associates-teachers were good demonstrators</i>	1 1.4%	3 4.3%	7 10.0%	22 31.4%	37 52.9%	66.571	4	.000
3. <i>Professional and pedagogical abilities of associates-teachers are essential for attending and passing the exam</i>	2 2.9%	2 2.9%	9 12.9%	20 28.6%	37 52.9%	62.714	4	.000
4. <i>Attitude of teachers and associates toward students was fair and professional</i>	1 1.4%	6 8.6%	5 7.1%	25 35.7%	33 47.1%	56.857	4	.000
5. <i>Associates and teachers were well prepared for practical class</i>	4 5.75	1 1.4%	10 14.3%	27 38.6%	28 40.0%	46.429	4	.000
6. <i>Teachers directly stimulated active class</i>	0 0.0%	4 5.7%	12 17.1%	22 31.4%	32 45.7%	25.314	3	.000
7. <i>Grading criteria was strict</i>	9 12.9%	10 14.3%	21 30.0%	21 30.0	9 12.9%	11.714	4	.020
8. <i>Some associates did not perform well</i>	11 15.7%	13 18.6	8 11.4%	20 28.6%	18 25.7%	7.000	4	.136
9. <i>The class was well organized by the teacher and very professional</i>	4 5.7%	5 7.1%	12 17.1%	29 41.4%	20 28.6%	31.857	4	.000

Table 2.

Statements / degree of agreement - marks	1 Fr/pe	2 Fr/pe	3 Fr/pe	4 Fr/pe	5 Fr/pe	Chi Squa.	df	Sig.
1. <i>The class on land was interesting</i>	5 71%	12 17.1%	10 14.4%	18 25.7%	25 35.7%	17.000	4	.002
2. <i>The class on water was interesting</i>	1 1.4%	4 5.7%	4 5.7%	12 17.1%	49 70.0%	114.14	4	.000
3. <i>This class can be practically implemented</i>	3 4.3%	6 8.6%	6 8.6%	16 22.9%	39 55.7%	62.714	4	.000
4. <i>My impressions of the class were positive</i>	1 1.4%	4 5.7%	8 11.4%	18 25.7%	39 55.7%	67.571	4	.000
5. <i>This class reached its full potential</i>	6 8.6%	7 10.0%	8 11.4%	20 28.6%	29 41.4%	29.286	4	.000

Table 3.

Statements / degree of agreement - marks	1 Fr/pe	2 Fr/pe	3 Fr/pe	4 Fr/pe	5 Fr/pe	Chi Squa.	df	Sig.
1. <i>Students discipline was at a high level during this class</i>	1 1.4%	2 2.9%	8 11.4%	21 30.0%	38 54.3%	69.571	4	.000
2. <i>I followed instructions teacher gave us for this class</i>	1 1.4%	1 1.4%	1 1.4%	13 18.6%	54 77.1%	150.571	4	.000
3. <i>I did all the preparations before leaving</i>	2 2.9%	2 2.9%	4 5.7%	15 21.4%	47 67.1%	105.571	4	.000
4. <i>I am physically prepared for this class</i>	0 0.0%	1 1.4%	3 4.3%	18 25.7%	48 68.6%	80.743	3	.000
5. <i>I am aware of the responsibilities this class brings</i>	1 1.4%	2 2.9%	4 5.7%	3 4.3%	60 85.7%	189.286	4	.000
6. <i>I gave my full contribution to the class</i>	1 1.4%	0 0.0%	8 11.4%	10 14.3%	51 72.9%	88.057	3	.000

points toward educational content and general significance of Activities in nature class, 4) affirm student's personal standpoints toward practical part of the class.

## METHODS

### Variables and techniques of the research

Four variables were used for this research. They are defined as follows: 1) first variable is defined as the quality of the practical part, 2) second as the quality of the teachers and associates involved, 3) third as the educational content and general significance of the Activities in nature class and 4) fourth as the attitude of students toward educational contents.

All variables were enlisted in one questionnaire of 20 items. Questions were clear and given in a specific order. *Likert's scale* was used in this research.

### The sample of examinees

The sample of examinees was chosen from the third year students of the Faculty of sports and physical education in Nis, who took the theoretical and practical part of the Activities in nature class in 2009/10 in Kladovo on Danube. Number of examinees was 70, age between 22 and 24. This number of examinees will meet every condition for desired analysis, considering the number of variables and the possibility of results generalization.

This research did not consider anthropometrical, motoric and cognitive range, which is assumed to vary with the examinees, but will not lessen the significance of the research.

### Procedures of processing

The following statistical procedures were used to process the results in this research:

- Frequencies, percentages and HI-square test.

## RESULT AND DISCUSSION

The goal of the research was based on researching the student's standpoints about the quality of Activities in nature class. By researching their standpoints, we tried to find out how would students react, think and what were their opinions. Questionnaire was made out of twenty (20) items – statements.

Four variables and four hypotheses were used in this research. Analysis and discussion of the results were carried out in that order. In general, we can conclude that students, mostly, have positive atti-

tude toward the quality of the Activities in nature practical part.

Most of them have positive and affirmative standpoints about the quality of practical class. This is understandable because they are students of the Faculty of sports and physical education. How much the quality of the studies suits students was determined by basic statistical calculations of descriptive statistics, frequency and HI-square test.

For the first of the variables the whole questionnaire was considered, and it referred to the general quality of the practical part. The answers were very positive, i.e. students preferred positive statements. This officially confirmed first hypothesis about the quality of the practical part. We can look at these results as confirmation of the pedagogical and professional maturity. These statements are confirmation to the new concept and appropriation toward the practical class.

Second variable referring professional qualities of associates and teachers was characterized with 9 statements. Students' standpoints are concentrating towards positive side of the scale. It states out adequate selection of personal, pedagogical and professional qualities of teachers and associates involved. We couldn't get statistical significance with, only, statement no. 8 "Some associates did not perform well", because answers to this question were equally divided in Likert's five degree scale. This can be explained by the number of teachers and associates involved (ten involved), so this diversity was expected. Another reason could be bad weather, so teachers and associates could not complete their tasks (some activities were shortened).

The third variable is characterized with 5 statements. It deals with students standpoints toward educational contents and general significance of the Activities in nature class. Their standpoints are also in the positive part of the scale. They were stricter with this variable then they were to the last one. We could say that the program was adequate and interesting.

The fourth variable was researched with 6 items. Fourth variable referred to student's attitude toward practical class. It's interesting that students have very positive standpoints about this. This tells us that students took this class seriously and made all the arrangements in time. Theoretical class, they took before practical, gave results in a way that students were aware of the responsibilities this class carried.

## CONCLUSION

With a sample of 70 examinees, students from Faculty of sports and physical education in Nis, who took the practical class in Kladovo in June 2009/10, age from 22 to 24, a questionnaire – system made of 20 statements (items) was used, formed in 4 (four) variables and hypotheses in order to research the quality of the Activities in nature class's practical part. Gathered data was processed with adequate statistical procedures. Calculated data are: frequencies, percentages, HI square test.

Even though, there were differences toward some statements, general opinion, about the Activities in nature class, was pretty much balanced, considering key questions about its quality. The results show that examinees confirmed and rejected statements in questionnaire as whole, as well as in groups, in expected and objective way. This way the goals we set were fulfilled. Recent research of authors Stojanović, Savić, and Miletić came to the same conclusion.

Students had positive attitude considering general quality of the practical class. It could be said it was expected, especially toward water activities. In the paper by Stojanović, Savić, Miletić (2010) students highly validated activities on the water too. This is understandable because of the influence of water on the body but also the knowledge that water is more pleasant and interesting environment to work. When we speak of teachers and associates evaluation, student's answers were fairly categorized throughout Likert's five degree scale (.135), which sums up toward sublimed statement of ten teachers and associates involved. Authors Savić, Milojević and Miletić (2007) came to the same conclusion in their paper. We should point out their reactions to statements referring their responsibilities, discipline and participation in the class. This practically confirms all our hypotheses. We can conclude that reactions and grades were positive.

These results help us in further organization and operationalization of Activities in nature practical class. It also represents encouragement for further research of this problem. It's even more significant because we discovered new links and confirmed positive experiences.

## REFERENCES

- Havelka, N., & Lazarević, Lj. (1981) *Sport i ličnost* [Sport and personality. In Serbian]. Beograd: Sportska knjiga.
- Radosav, S. (2003). *Stavovi studenata fakulteta fizičke kulture o uslovima, sadržaju, organizaciji i operacionalizaciji nastave iz aktivnosti u prirodi* [Attitudes of students of the Faculty Physical Culture on the terms, content, organization and operationalization on the teaching activities in nature. In Serbian]. Magistarski rad, Novi Sad: Univerzite u Novom Sadu, Fakultet fizičke kulture.
- Rot, N. (1972) . *Osnovi socijalne psihologije* [Fundamentals of social Psychology. In Serbian]. Beograd: Zavod za udžbenike i nastavna sredstva.
- Savić, Z. (1994). *Komparativno istraživanje nekih socijalno-psiholoških karakteristika odbojkašica Prve-A savezne lige i Jedinstvene srpske lige* [Comparative study of some social-psychological characteristics of female volleyball players in the First –A Federal League and only Serbian League. In Serbian]. Magistarski rad, Novi Sad: Univerzite u Novom Sadu, Fakultet fizičke kulture.
- Savić, Z., Milojević, A., i Miletić, K. (2007). Students attitudes to the conditions, contents, organization and general importance of practical training as part of their activities in nature course. *Fizička kultura (Skopje)*, 34(2), 149 – 155.
- Savić, Z. (2007). *Aktivnosti u prirodi – praktikum* [Activities in nature - practicum. In Serbian]. Niš: SIA.
- Savić, Z., & Miletić, K. (2008). Students stand-points toward practical part of activities in nature subject. *Fizička kultura (Skopje)*, 36(2), 147-151
- Stojanović, T., Savić, Z., i Miletić, K. (2010). Studentsko vrednovanje praktične nastave na logorovanju [Student evaluation in teaching practical camping. In Serbian]. *Sportlogia*, 6(1), 41-47.
- Vučković, S., i Savić, Z.. (2002). *Aktivnosti u prirodi* [Activities in nature. In Serbian]. Niš. SIA.
- Živanović, Ž. (1970). *Zdravlje i zabava u prirodi - orjentaciono kretanje* [Health and entertainment in nature – tentatively movement. In Serbian]. Beograd: Partizan-NIPU.

**СТУДЕНТСКО САМОВРЕДНУВАЊЕ И ВРЕДНУВАЊЕ ЗА  
ОРГАНИЗАЦИЈАТА НА ПРАКТИЧНАТА НАСТАВА ЗА  
АКТИВНОСТИТЕ ВО ПРИРОДА НА ФСФВ ВО НИШ**

УДК:37.015.31:796

(Оригинален научен труд)

**Звездан Савиќ, Саша Пантелиќ и Ненад Стојиљковиќ**

*Универзитетот во Ниш, Факултетот за спорти и физичко воспитување,  
Ниш, Србија*

**Апстракт:**

*Студентското самовреднување и вреднување за организацијата на практичната настава за предметот Активностите во природа, преиспитува клучен дел при најмошната операционализација на предметите во рамките на Болоњската декларација. Истражувањето е реализирано на примерок испитаници кој го сочинуваа 70 студенти од два пола на Факултетот за спорти и физичко воспитување од Ниш, кои посетувале настава во текот на јуни во Кладово на Дунав. На нив е применет Прашалник кој беше конструиран за ова истражување. Тој содржеше 20 позитивни и негативни тврдења. Прашалникот беше дефиниран на скала од Ликертов тип. За обработката на податоците од истражувањето, се применети соодветни статистички техники за кои се сметаше дека одговараат на проблемот на истражувањето. Тврдењата кои беа добиени од Прашалникот, се анализирани во вид на три целини на одговори. Анализата на резултатите покажа дека студентите високо го вреднуваат своето ангажирање кон наставата, како и кон квалитетот на организацијата на практичната настава. Исто така, може да се каже дека тие го сфатиле поширокото општествено значење на програмските активности, практичната применливост и нивното позитивно влијание врз здравјето на поединецот.*

**Клучни зборови:** *скалови, анкетирање, Ликертова скала, наставници,  $X^2$  - тест*