

Tourism Content Within Contemporary University Education in Geography in Serbia

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Abstract | Tourism is multidisciplinary science whose issues are connected to a range of other disciplines. Tourism has a great influence on various aspects of social life and that is the reason why it keeps an important position in an education system. Tourism issues are integrated in many different subjects at various universities. This paper outlines the importance of tourism issues and their necessary existence in order to improve the quality of education. The research conducted over students and lecturers from four different universities has shown that the students' opinion of tourism issues is very positive and they are very interested in those studies.

Keywords | Tourism, Students, Issues, Interest.

Resumo | O turismo é uma ciência multidisciplinar, cujas áreas de estudo se interligam com um conjunto de outras disciplinas. O turismo tem uma grande influência em vários aspectos da sociedade, razão pela qual possui uma importante posição no sistema educativo. O turismo integra-se em diversas áreas, em diferentes universidades. Este artigo revela a importância do turismo e a necessidade da sua existência, de forma a melhorar a qualidade da educação. O estudo desenvolvido foi aplicado a alunos e professores de quatro universidades, e veio demonstrar que a opinião dos alunos face ao turismo é bastante positiva e que se revelam muito interessados no seu estudo.

Palavras-chave | Turismo, Alunos, Áreas, Interesse.

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1. Introduction

This paper attempts to indicate the representation of tourism content within contemporary university education in Serbia, as well as to point out the optimum students' interest in the content presentation during the teaching process.

The content referring to tourism is the integral part of social and geographical content. Due to faster development of tourism, it is necessary to intensify the use of such content.

Geography and tourism occupy significant positions within the educational and teaching process. Therefore, it is necessary to concentrate upon the form of teaching content presentation in geography education (Zivkovic and Jovanovic, 2006).

The first part of the paper deals with theoretical analysis of such content, whereas the second part comprises the questionnaire data on content representation, students' interest and their professors' opinion regarding tourism content.

The type of the research, its subject and objectives contributed to the selection of methodological approach to the research. In order to get relevant data necessary for further analysis, the method of questionnaire with controlled sample was employed.

Various aspects of the results attract attention. Subsequent to the estimation of students' interest in tourism, certain guidelines may be established to influence further development of this teaching aspect within educational process. On the other hand, development of tourism, a highly profitable industrial branch in the modern world, may be also influenced.

2. Theoretical analysis of tourism content

One of the features of modern society is growing mass tourism for cultural and recreational purposes. Mass tourism has been a worldwide phenomenon and it has contributed to changes in lifestyles,

urge for travelling, experience, contacts and need for active holidays (Stankovic, 2003). There is a significant role of accelerated transition from social towards private ownership within the policy of tourism development in the early 21st century (Grcic and Grcic 2006). Contemporary tourism is defined as set of relationships and phenomena connected with travelling and sojourn of visitors in domestic and foreign destinations, but not connected with employment and professional work (Stankovic and Pavlovic, 2006).

The word tourism originated from French and English "tour", which means travelling. The words formed from this root are tourist, touristic, tourismology, etc. Famous French traveller and botanist Victor Jacquemont was the first to use the word tourist in his "Letters" in 1830. There is also an opinion that the term "tourist" was first used in 1800 in England. Today the term "tourism" is an internationally recognized word.

A detailed explanation of the term tourism would cause difficulties since there is no universal definition for it. Since tourism is a heterogeneous phenomenon, all those who study it would provide their own definition of tourism. However, the phenomenon needed to be defined in order to be monitored and measured. A unique definition has been finally accepted, subsequent to long discussions and with enthusiasm of obeying theoretical attitudes. The definition emphasizes the term tourist and refers less to the notion of tourism (Tomic *et al.*, 2000).

Possibilities of tourism development are based upon favourable tourism and geographical position, abundance of natural tourism values and anthropogenic values (Radivojevic and Dimitrijevic, 2006). The function of tourism aimed at connecting and pervading natural, cultural, historical and other spatial elements has easily swept the boundaries between nations and countries opening the way to regional integrations (Bjeljac *et al.*, 2006).

There are definitions that present tourism as a solely economic phenomenon emphasizing its spending character. Therefore, full attention is

devoted to tourism's impact on economy, especially its influence on balance of payments (Tomic *et al.*, 2000).

There is huge impact of tourism perceived in various spheres of social life such as economic, political, cultural, etc.

Cultural and educational function of tourism is reflected in positive impact of tourism travelling upon the development of general cultural and educational level. A very frequent motif for tourism travelling is the desire to meet cultural and historical heritage and wealth of certain countries and regions (Cacic, 1999).

Generally, tourism travelling is an important link in better understanding between people and nations and in their mutual contacts and convergence. That is valid not only for relationships between tourists and local population, but also for relationships between tourists from various parts of the world, who contact and meet, transfer their views, experience, habits, customs, etc. However, the most significant part is free and spontaneous aspect of the relationships. Therefore, tourism is an influential factor in providing peace in the world and cooperation between people and nations.

Health and recreation function of tourism emerges from so called clear tourism motifs expressed in the desire to relax, recreate, recover, etc. When those motifs are coupled with the desire of being introduced to cultural and historical heritage, then the list of the most significant motifs for modern international and domestic tourism travelling is completed.

Relaxation, recreation and recovery of the active population are inevitable factors for normal fulfilment of job duties and increase of work efficiency and productivity. That is why tourism plays an important role in improving the overall health and work performance (Cacic, 1999).

Geography, owing to its social and natural components, is the most prominent science to deal with tourism issues, since tourism is a form of population migrations, which have been part of geography study.

Geographical research in the field comprises spatial issues which define basic features of tourism as a contemporary process of wealthy and long tradition. Tourism is performed in the area which is not used only as its frameworks but it is also tourism value (Lazic and Kotic, 2007).

There are various concepts of tourism geography in the world, but their essence is similar as being reduced to the study of natural and anthropogenic tourism values and distinctiveness of tourism travelling, which include economic and non-economic elements, time and space, man and society, as fundamental drivers of all the elements, phenomena and processes in tourism (Lazic and Kotic, 2007).

Tourism travelling emerges as a product of coincidence of interest between three crucial elements:

- destination (the region where tourism attraction is located),
- population which lives at or near the site which is tourism value,
- visitors who are attracted by such tourism values (Bjeljac *et al.*, 2006).

It is almost impossible to objectively perceive and scientifically explain numerous theoretical and practical issues without the application of tourism and geographical research of the area. For the constant competition and complementary activities with other geographical disciplines and other sciences involved in tourism issues, tourism geography is permanently improving, verifying and broadening its scope with new methods, techniques and technologies.

According to S. Stankovic (2003), the following is the part of tourism geography research domain:

- natural tourism values,
- basic forms of tourism travelling based on the wealth and variety of natural values,
- numerous cause-effect relationships between residence and tourism destinations, i.e. countries (Lazic and Kotic, 2007).

3. Empirical part

Tasks and objectives of the research

The main aim of the research is to establish the position and the role of tourism content within educational system in Serbia, as well as to highlight huge educational and teaching potential of such content within the teaching process itself.

The complex task of the paper should answer the following questions:

- To what extent are students and professors satisfied with the representation of tourism content at their faculties;
- What is the level of students' interest in tourism content;
- Are students and professors of the opinion that such content is interesting, modern, applicable to practical affairs and that appropriate literature is available;
- What is the rate of knowledge acquisition in connection with such content;
- What is the role of tourism content and its significance level within the teaching process?

Sample

The sample for this research has been appropriately selected. According to the main objective and the tasks of the research, the total sample is divided into two sub samples: sub sample I consisting of 504 students and sub sample II consisting of 40 professors. The sample selection was based on different gender and age structure, year of study (for students), faculty, place of university and scientific domain (professors).

The sample comprises individuals from four universities: Belgrade, Novi Sad, Kragujevac and Nis, and the following faculties: Faculty of Sciences, Department of Geography, Tourism and Hotel Management, Novi Sad (20% of the total number of students and 25% of all employed professors at

this department); Faculty of Geography, Belgrade (20% of the total number of students and 25% of all employed professors); Faculty of Sciences, Department of Geography, Nis (20% of the total number of students and 25% of all employed professors at this department); Faculty of Sciences, Department of Ecology and Tourismology, Kragujevac (20% of the total number of students and 25% of all employed professors at this department).

Structure of the sub sample I (students)

The obtained data show that there were 504 questionnaire respondents, out of which 152 males (30.16%) and 352 females (69.84%). Oscillations in percentage figures between male and female respondents are due to the fact that the total female student population at the selected universities is almost two and half times larger than the male student population.

The largest number of respondents belongs to the age group 21-25, 60.3% (18.7% males and 41.7% females), the second age group is under 20 with 27% of the respondents (7.3% males and 19.6% females), the third age group is 25-30 with 10.9% respondents (3.4% males and 7.5% females) and the last age group over 30 with only 1.8% respondents (0.8% males and 1% females).

The respondents' structure by the year of study is selected to cover approximately the equal number of students for each year, i.e. to be the valid representation of the total number of students at each year of study.

The share of the respondents at certain years of study is the following: students at the first year 23.2% (7.3% males and 15.9% females), students at the second year 21.6% (6.3% males and 15.3% females), students at the third year 24.4% (6.0% males and 18.5% females), students at the fourth year 17.1% (6.2% males and 10.9% females), and graduates 13.7% (4.4% males and 9.3% females).

The largest share of the respondents 61.9% (19.8% males and 42.1% females) are the students at the University of Novi Sad, since the Faculty of Sciences, Department of Geography, Tourism and Hotel Management in Novi Sad enrolls the largest number of students compared to other faculties included in the research. The percentage of students who study at the University of Belgrade is 30.6% (6.5% males and 24.1% females), then at the University of Nis 3.4% (1.6% males and 1.8% females) and at the University of Kragujevac 4.2% (2.2% males and 2.0% females).

Structure of the sub sample II (professors)

The data indicate that the total number of professors in the questionnaire is 40, (18 or 45% males and 22 or 55% females).

It has been observed that the majority of respondents (42.5%) belong to age group 36-50 (20.0% males and 22.5% females). The second largest age group is 21-35 with 30.0% of the respondents (12.5% males and 17.5% females) and the third age group is over 50 with 27.5% respondents (12.5% males and 15.0% females).

As it has been already pointed out, the majority of the respondents 37.5% (17.5% males and 20.0% females) are employed at the University of Novi Sad. The percentage of professors employed at the University of Belgrade is 35.0% (15.0% males and 20.0% females), the percentage of professors employed at the University of Nis is 12.5% (5.0% males and 7.5% females) and the percentage of professors employed at the University of Kragujevac is 15.0% (7.5% males and 7.5% females).

The processed data indicate the following: 45.0% of professors (27.5% males and 17.5% females) covers social and geographical content, 40.0% of professors (10.0% males and 30.0% females) covers tourism content, and 15.0% (7.5% males and 7.5% females) covers regional content in their lectures.

Instrument of the research

The instrument applied in this research is a closed-ended questionnaire consisting of 10 questions divided into four parts. The first part consists of questions related to social and demographical characteristics of the respondents, the second part refers to the pleasure and interest of the respondents, the third part to estimation and the fourth part to ranking the tourism content.

The instrument utilised in the third part is the form of a scale for the respondents to grade the level of interest, modern features and applicability of the content and also to indicate whether there is appropriate literature for the content available.

The answers are given by circling a number at five point Likert scale ranging from 5 (not at all) to 10 (extremely).

In the fourth part the respondents rank their acquisition pace of the content. The grades range from 1 (the fastest) to 5 (the slowest pace and most difficult content).

Research procedure

The research was conducted individually through distribution of questionnaire forms to the respondents and followed by an explanation how to fill in the form. Then the respondents were filling in the forms themselves and personally handed them in to the interviewer. The questionnaire forms were anonymous.

The obtained data were further processed in statistical SPSS (Statistical Package for Social Sciences) programme. Software package SPSS is one of the widely used statistical packages in the world applied to almost all types of the research (Vukovic *et al.*, 2002).

Data analysis and interpretation

Upon request that the respondents grade their interest in tourism content on the scale from 5 (not

interested) to 10 (very interested) the following results were obtained:

Students’ opinion

Interest in tourism content (Figure 1) was graded as follows. The highest percentage of the student respondents 60.52% (14.1% males and 46.4% females) graded the tourism content with the highest grade 10. The grade 9 was given by 18.45% (6.5% males and 11.9% females), then the grade 8 was given by only 11.37%(3.8% males and 7.5% females) and the total percentage of the respondents giving the marks 7, 6 and 5 was only 9.72% (5.8% males and 4.0% females).

The results obtained by the data analysis indicate that the interest in tourism content is extremely high since the percentage of the respondents giving the highest grades (8, 9 or 10) was 90%.

Mean value of the interest in tourism content is 9.23, whereas standard deviation is 1.18 (Table 1).

The data referring to the interest in tourism content by the year of the study (Table 1) show that the highest interest is among the fourth year students since their mean grade given is 9.31. The lowest mean grade is given by graduate respondents and it is 9.07.

According to one-way ANOVA (Table 2) it has been established that for the measurement variable interest in tourism content there is no statistically significant variation, the level of significance $p<0.01$. The application of Scheffe post hoc test confirmed that there is no statistically significant variance between students at different years of study.

If data on interest in tourism content are observed by the place of the university (Table 3) it may be perceived that the students from Belgrade express the highest interest which is confirmed by their mean grade of 9.79. It is one and a half grade higher compared to the students from Nis who expressed lower interest in tourism content (mean grade 8.06).

Table 1 | Interest in tourism content by the year of study (descriptive analysis)

		Number	mean value	standard deviation	standard error	min mark	max mark
The interest for content of tourism	1 st year	117	9,28	1,272	0,118	5	10
	2 nd year	109	9,19	1,198	0,115	5	10
	3 rd year	123	9,25	1,142	0,103	5	10
	4 th year	86	9,31	1,171	0,126	6	10
	Advanced student	69	9,07	1,142	0,137	6	10
	Total	504	9,23	1,188	0,053	5	10

Source: Pasic, 2008.

Table 2 | Interest in tourism content by the year of study (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
The interest for content of tourism	Between Groups	2,845	4	0,711	0,502	0,734
	Within Groups	706,994	499	1,417		
	Total	709,839	503			

Source: Pasic, 2008.

Table 3 | Interest in tourism content by the place of the university (descriptive analysis)

		Number	mean value	standard deviation	standard error	min mark	max mark
The interest for content of tourism	Novi Sad	312	9,04	1,242	0,070	5	10
	Belgrade	154	9,79	0,702	0,057	6	10
	Nis	17	8,06	1,345	0,326	5	10
	Kragujevac	21	8,95	1,431	0,312	5	10
	Total	504	9,23	1,188	0,053	5	10

Source: Pasic, 2008.

One-way ANOVA (Table 4) indicates that there is statistically significant variance between students from different universities, the level of significance $p < 0.01$. The application of Scheffe post hoc test confirmed that there is statistically significant variance between students from different universities, with the greatest variation between the students from Belgrade and Nis, and the smallest between students from Novi Sad and Belgrade.

Professors' opinion

Students' interest in tourism content (Figure 1) has been graded by their professors in the following manner. The highest percentage of respondents among professors, 45.0% (22.5% males and 22.5% females) gave the highest grade (10) to tourism content. The grade 9 was given by 27.5% (12.5% males and 15.0% females), the grade 8 by 25.0% (10.0% males and 15.0% females), whereas the grade 7 was given only by 2.5% (2.5% males) of the respondents among the professors.

The results obtained in data analysis indicate that the professors' opinion upon the students' interest in tourism content is extremely high since the percentage of the highest grades given (8, 9 or 10) is 97.5%.

Mean value of interest in tourism content is 9.15; with standard deviation 0.89 (Table 5).

The analysis of interest in tourism content by the place of the university (Table 5) shows that interest in tourism contents is professors from Nis grade their students' interest in such content with high grades (mean grade 9.40), whereas professors from Novi Sad grade their students' interest with slightly lower grades (mean grade 9.07).

According to one-way ANOVA (Table 6) it has been established that for the measurement variable interest in tourism content that there is no statistically significant variation, the level of significance $p < 0.01$. The application of Scheffe post hoc test confirmed that there is no statistically significant variance.

The responses of professors by their domain (Table 7) point out that the highest grades are given

Table 4 | Interest in tourism content by the place of the university (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
The interest for content of tourism	Between Groups	85,057	3	28,352	22,690	0,000
	Within Groups	624,783	500	1,250		
	Total	709,839	503			

Source: Pasic, 2008.

Table 5 | Students' interest in tourism content – answers by the place of the university

		Number	mean value	standard deviation	standard error	min mark	max mark
The interest for content of tourism (opinion of lecturers)	Novi Sad	15	9,07	0,799	0,206	8	10
	Belgrade	14	9,14	1,099	0,294	7	10
	Nis	5	9,40	0,548	0,245	9	10
	Kragujevac	6	9,17	0,983	0,401	8	10
	Total	40	9,15	0,893	0,141	7	10

Source: Pasic, 2008.

Table 6 | Students' interest in tourism content – answers by the place of the university

		Sum of Squares	df	Mean Square	F	p
The interest for content of tourism (opinion of lecturers)	Between Groups	0,419	3	0,140	0,164	0,920
	Within Groups	30,681	36	0,852		
	Total	31,100	39			

Source: Pasic, 2008.

by the professors whose domain falls is social and geographical (mean grade 9.22), whereas professors whose domain is tourism give the lowest grades (mean grade 9.06). These are minor differences which are statistically insignificant.

One-way ANOVA (Table 8) confirmed that there is no statistically significant variance between professors lecturing different geographical domains, when the question is about the students' interest in tourism content, the level of significance $p < 0.01$.

By means of the data analysis from the measurement variable in which the pace and easiness of mastering tourism content were graded from 1 (the easiest and fastest) to 5 (the most

difficult and slowest) the following results were obtained:

Students' opinion

Data analysis related to tourism content (Figure 2) indicates that the highest percentage of students, 34.13% (8.9% males and 25.2% females) gave the grade 5 which meant tourism content is mastered with difficulty.

However, there is also high percentage of students 26.85% (6.7% males and 20.0% females) who graded tourism content with grade 1 which meant that tourism content is mastered fast and easily.

Table 7 | Students' interest in tourism content – answers by the lecturer's domain (descriptive analysis)

		Number	mean value	standard deviation	standard error	min mark	max mark
The interest for content of tourism (opinion of lecturers)	Social geography	18	9,22	1,060	0,250	7	10
	Regional geography	6	9,17	0,753	0,307	8	10
	Tourism	16	9,06	0,772	0,193	8	10
	Total	40	9,15	0,893	0,141	7	10

Source: Pasic, 2008.

Table 8 | Students' interest in tourism content – answers by the lecturer's domain (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
The interest for content of tourism (opinion of lecturers)	Between Groups	0,218	2	0,109	0,131	0,878
	Within Groups	30,882	37	0,835		
	Total	31,100	39			

Source: Pasic, 2008.

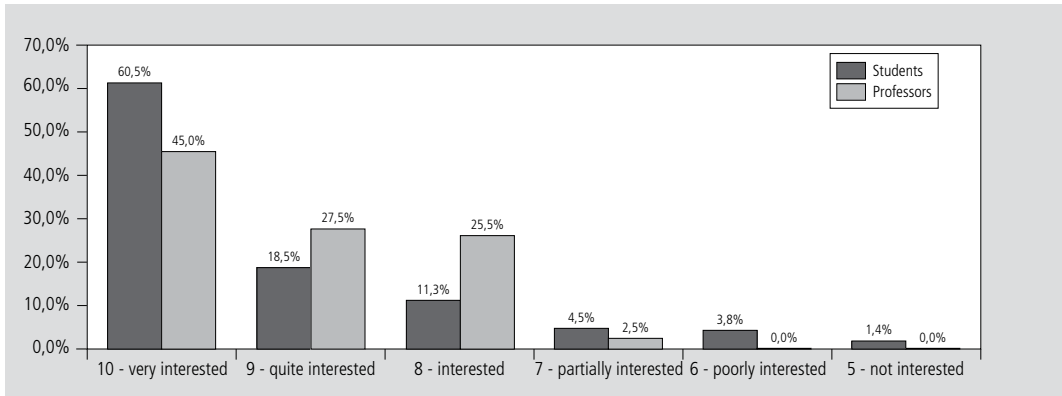


Figura 1 | Interest in tourism contents – opinions of students and professors.

The processed data highlight that the total number of those who gave grades 2, 3 and 4 is 39.1% (17.4% males and 24.5% females). It may be concluded that although the students show the highest interest in tourism content, they master such content with difficulty, with regard to the fact that tourism content is complex and comprises various geographical issues as well.

The data analysis regarding the student grades by the year of study (Table 9) shows that the students at the second year of study have the lowest mean values (2.99) and master tourism content the most easily, whereas the students at the first year of study have the highest mean values (3.28), i.e. master such content with difficulty.

By means of one-way ANOVA (Table 10) it has been deduced that students at different years of

study do not express significant variations (the level of significance $p < 0.01$) regarding the pace and easiness of acquiring the knowledge on tourism content. The application of Scheffe post hoc test also confirmed that there is no statistically significant variance between students at different years of study.

If data are observed regarding the place of the university (Table 11), it is perceived that students from Novi Sad assign the highest rank to tourism content, i.e. they most easily and most quickly master such content (mean value 3.06), whereas students from Kragujevac assume that they master such content less easily (mean value 3.71).

Similarly to previous instances, the variations in grades are minor and statistically insignificant, which is confirmed by one-way ANOVA (Table 12).

Table 9 | Ranking tourism contents according to the pace and easiness of mastering by the years of study (descriptive analysis)

		Number	mean value	standard deviation	standard error	min mark	max mark
Pace and easiness of mastering tourist contents	1 st year	117	3,28	1,721	0,159	1	5
	2 nd year	109	2,99	1,686	0,161	1	5
	3 rd year	123	3,03	1,547	0,139	1	5
	4 th year	86	3,17	1,632	0,176	1	5
	Advanced student	69	3,23	1,564	0,188	1	5
	Total	504	3,13	1,633	0,073	1	5

Source: Pasic, 2008.

Table 10 | Ranking tourism contents according to the pace and easiness of mastering by the years of study (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
Pace and easiness of mastering tourist contents	Between Groups	6,867	4	1,717	0,642	0,633
	Within Groups	1335,227	499	2,676		
	Total	1342,093	503			

Source: Pasic, 2008.

Table 11 | Ranking tourism contents according to the pace and easiness of mastering by the place of the university (descriptive analysis)

		Number	mean value	standard deviation	standard error	min mark	max mark
Pace and easiness of mastering tourist contents	Novi Sad	312	3,06	1,601	0,091	1	5
	Belgrade	154	3,19	1,749	0,141	1	5
	Nis	17	3,12	1,453	0,352	1	5
	Kragujevac	21	3,71	1,309	0,286	1	5
	Total	504	3,13	1,633	0,073	1	5

Source: Pasic, 2008.

Table 12 | Ranking tourism contents according to the pace and easiness of mastering by the place of the university (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
Pace and easiness of mastering tourist contents	Between Groups	9,169	3	3,056	1,146	0,330
	Within Groups	1332,924	500	2,666		
	Total	1342,093	503			

Source: Pasic, 2008.

Professors’ opinion

The data analysis referring to tourism content (Figure 1) indicates that more than a half, i.e. 52.5% (27.5% males and 25.0% females) of the total respondents among the professors assume that students easily and quickly master tourism content and thus gave the grades 1 and 2. Although a small percentage of professors 12.5% (2.5% males and 10.0% females) gave the grade 3 as well as the grade 4, it is obvious that a rather high percentage 22.5% (15.0% males and 7.5% females) gave the grade 5, i.e. assume that the students master tourism content with difficulty.

Such discrepancy in responses may be explained on the basis of the professors’ opinion analysis by universities (Table 13), which shows that professors from Kragujevac give the lowest grades (mean value 1.67) and assume that students easily and quickly

master tourism content, whereas professors from Nis give high grades to such content (mean value 4.40) and assume that the students master it with difficulty.

One-way ANOVA (Table 14) shows that there is no statistically significant variance regarding professors’ opinion upon pace and easiness of mastering tourism content, the level of significance $p < 0.01$. The only statistically significant difference perceived by application of post hoc Scheffe test is the one between responses, i.e. professors’ opinion from the University of Nis and the University of Kragujevac.

The grades of professors by their scientific domain (Table 15) demonstrate that professors who lecture regional content assume that students more quickly and easily master such content (mean value 2.50), whereas professors who lecture social and geographical content assume that students master such content less easily (mean value 2.89).

Table 13 | Ranking tourism contents according to the pace and easiness of mastering by the place of the university - opinion of the professors (descriptive analysis)

		Number	mean value	standard deviation	standard error	min mark	max mark
Pace and easiness of mastering tourist contents (opinion of lecturers)	Novi Sad	15	2,87	1,598	0,413	1	5
	Belgrade	14	2,43	1,651	0,441	1	5
	Nis	5	4,40	0,548	0,245	4	5
	Kragujevac	6	1,67	0,816	0,333	1	3
	Total	40	2,73	1,585	0,251	1	5

Source: Pasic, 2008.

Table 14 | Ranking tourism contents according to the pace and easiness of mastering by the place of the university - opinion of the professors (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
Pace and easiness of mastering tourist contents (opinion of lecturers)	Between Groups	22,280	3	7,427	3,532	0,024
	Within Groups	75,695	36	2,103		
	Total	97,975	39			

Source: Pasic, 2008.

Table 15 | Ranking tourism contents according to the pace and easiness of mastering by the lecturer's domain - opinion of the professors (descriptive analysis)

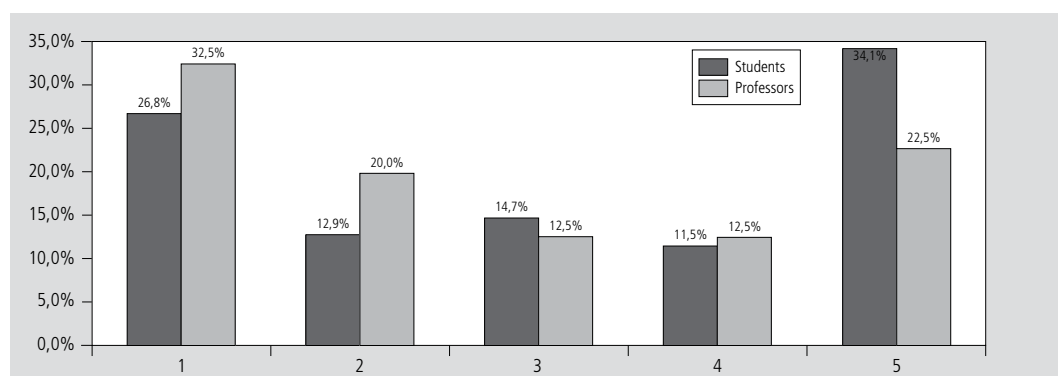
		Number	mean value	standard deviation	standard error	min mark	max mark
Pace and easiness of mastering tourist contents (opinion of lecturers)	Social geography	18	2,89	1,711	0,403	1	5
	Regional geography	6	2,50	1,517	0,619	1	5
	Tourism	16	2,63	1,544	0,386	1	5
	Total	40	2,73	1,585	0,251	1	5

Source: Pasic, 2008.

Table 16 | Ranking tourism contents according to the pace and easiness of mastering by the lecturer's domain- opinion of the professors (ANOVA analysis)

		Sum of Squares	df	Mean Square	F	p
Pace and easiness of mastering tourist contents (opinion of lecturers)	Between Groups	0,947	2	0,474	0,181	0,835
	Within Groups	97,028	37	2,622		
	Total	97,975	39			

Source: Pasic, 2008.

**Figura 2** | Ranking tourism contents according to the pace and easiness of mastering opinions of students and professors.

Mean value for the pace of mastering tourism content is 2.73, whereas standard deviation is 1.58 (Table 8).

Variation in grades are minor and statistically insignificant, which has been confirmed by one-way ANOVA, the level of significance $p < 0.01$ (Table 16).

4. Conclusion

The analysis of the data obtained from students and professors at four universities in Serbia was the start-up form for estimating the representation

status of tourism content. The processed data showed that the students' interest in such content was extremely high, especially prominent with the fourth year students at the University of Belgrade. The opinion of the professors corresponds to the opinion of the students when they emphasize high interest of students in tourism content, since 98% of the respondents among the professors awarded such content with high grades.

The analysis of data referring to the pace and easiness of mastering tourism content shows a remarkable fact that the students perceive tourism content as the most interesting and show the highest interest in such content, but at the same time such

content is the most difficult to grapple and master. Such results may be justified by the fact that tourism content and issues are particularly interesting but rather complex, since they entail numerous other issues difficult for the students to master. Professors' opinion differs from that of the students, i.e. they perceive that the students master tourism content without difficulty.

Students' high interest in such content should be used for further improvement, modernization and improvement of education and training to an advanced level and also for tourism development. Not only do the students, but also the professors express their satisfaction with the quality and content of the subjects covered within tourism content. The only problem that may arise is the unavailability of high quality literature which is an obstacle for further realization of such content in education and training. Students' high interest demonstrates their deep concern about current issues as well as dominant topics in modern societies. Tourism as a separate industry is gaining an increasing significance in the world and in our country as well. Its complexity is noticeable in its numerous interrelated issues within economy, ecology, spatial organization, protection, ethnology, culture, history, etc. It is the complexity that caused the science of tourism to have extremely complex content and become multidisciplinary, having the consequence of being difficult to be mastered in university education.

Tourism content with its modern topics and up-to-date issues has a growing representation within contemporary geographical education in Serbia. Tourism is gaining importance as a highly profitable economic branch which is environmentally friendly, increases living standards, improves country's reputation, and improves its positive image. Therefore, tourism and its complementary services should have growing importance in university education of geography, which is directly linked to tourism development in this area.

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