
Original research article

THE ATTITUDES OF STUDENTS OF THE FACULTY OF SPORT TOWARDS UNIVERSITY SPORT

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SUMMARY

Attitudes are used to explain the different kinds of social occurrences and events, considering that they represent a complex phenomenon in which three areas of psychological life, including the cognitive, conative and emotional domain overlap. As a result, attitudes also enable the explanation and prediction of the reaction of individuals in relation to some socially relevant occurrence. University sport represents an important bond between academic and physical activities at various universities, adding an additional dimension to the anthropological approach to the study of man, but also to the study of certain communities, with the aim of promoting a healthy lifestyle among individuals. At the same time, it satisfies the important motives for competition, self-confirmation and the development of self-confidence and one's self-image, increasing the awareness of belonging to a certain group or community. The aim of the research was to determine the attitudes of the students towards university sport, as well as any possible attitude differences based on gender. The sample consisted of 100 students of the Faculty of Physical Education and Sport of the University of Banja Luka, included members of both genders, aged from 19 to 23. The attitudes of the student were collected using a questionnaire based on a Likert-type five-point scale. In order to determine the differences in the attitudes among the participants based on gender, the χ^2 test was used. Based on the identified differences, we can conclude that the students, in terms of gender, differ in their attitudes of whether or not they should compete as representatives only of their clubs or and whether they should take part in sport only to affirm their own personalities.

Key words: attitudes, differences, sport, university level.

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INTRODUCTION

Attitudes can be defined in several ways. However, what is common to all of them is that an attitude is a system of positive or negative evaluations, emotional states and reactions to features, objects or situations. What is also characteristic of attitudes is the fact that it is a dynamic process which exists, develops and differs based on the strength and level of conviction, its duration and manifestation. Krech, Crutchfield, & Ballachey¹ define attitudes as the permanent system of either positive or negative evaluation, feelings and tendencies to take action in relation to a particular object.

Attitudes are complex phenomena which are acquired as one grows older. They are of a dispositional character and provide consistency in behavior. They consist of a cognitive (understanding and knowledge of the object which is the focus of the attitude in question)), conative (the tendency to take action in relation to an object of attention) and emotional component (they always include feelings towards an object which the attitude is developed around). Attitudes regarding certain objects can be more or less positive or negative, emotions more or less intense, and activities more or less decisive. There is a certain connection between the extent of development of the components, and if one component is pronouncedly positive, it is quite probable that the other two components will also be pronouncedly positive. These attitudes enable an individual to achieve fixed standards for his own judgment and actions, so as to navigate through various situations easily, and to categorize and judge them as easily as possible².

The aim of this research was to determine the attitudes of students toward university sport, in order to form precise procedures for the optimal planning, realization and control of sport at their university, as well as the effective monitoring of its development. Namely, the central factor in the educational process is the curriculum. The higher education curricula, pedagogical procedures and methods are subject to revision, improvement and enhancement, in accordance with new knowledge and innovations from the practical and theoretical standpoint. In order for innovation to take place, there are certain preconditions which need to be met, that is, the effectiveness of the existing program and its educational values need to be determined. But in order to correct the existing program, we must start from what is not properly developed or what has not been functioning well within the curriculum. This means that based on the

¹ D. Krech, R. S. Crutchfield and J. L. Ballachey, *Pojedinac u društvu [An individual in society]* (Beograd: Zavod za udžbenike i nastavna sredstva, 1972)

² Nikola Rot, *Osnovi socijalne psihologije [The basics of social psychology]* (Beograd: Zavod za udžbenike i nastavna sredstva, 2003)

attitudes of the students toward university sport, there is the possibility of taking certain measures to change its organization.

THE METHOD

The sample of participants consisted of 100 students of the Faculty of Sport and Physical Education in Banja Luka, aged 19 to 21, 37 of whom were female and 67 of whom were male students. Their attitudes toward university sport were evaluated using a questionnaire based on the Lykert-type five-item scale, which was first used by Malacko, Pejčić, & Tončev³, and later revised by Stanković, Popović, & Popović⁴. It consists of the following items: *The usefulness of taking part in sport*: 1. It is good to take part in sport for health reasons, 2. It is good to take part in sport because it brings people closer together, 3. It is good to take part in sports activities for personality affirmation, *The type of sports activities*: 4. Students should only take part in those sports which are included in the Universiade or the OG, 5. Students should only take part in those sports which they find interesting, *Sport organization*: 6. Sports clubs and sports associations need to exist within the University itself, 7. Clubs and associations have to be members of the SSSF, *Competitive activities*: 8. Students should only represent their university at competitions, 9. Students should only represent their clubs at competitions, *Stimulations and benefits for deserving athletes*: 10. Deserving athletes – students should be awarded special sports scholarships, 11. Deserving athletes – students should have better living conditions and working conditions at the university level than the other students, 12. Deserving athletes – students should enjoy certain privileges in education or in how they take their exams. The obtained data were processed using nonparametric statistical procedures.

THE RESULTS

The results of these analyses are shown in table form and offer insight into the structure of the responses to the existing claims, as well as into the structural differences in the attitudes of students towards university sport.

3 Julijan Malacko, Aleksandra Pejčić and Ivan Tončev, "Students opinions about the sport at universities", in FISU/CESU Conference Universiade (Zagreb, Yugoslavia.: [n.pub.], 1987)

4 Veroljub Stanković, Dragan Popović and Miloš Popović, "Student attitudes towards sport activities at university", in 5th FIEP European Congress, 2nd Serbian Congress of Physical Education Teachers, plenary section (Niš, Srbija: [n.pub.], 2009)

The usefulness of taking part in sport						
1.	It is good to take part in sport for health reasons.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	47 (74.6%)	13 (20.6%)	3 (4.8%)	0 (.0%)	0 (.0%)
	Female	33 (89.2%)	4 (10.8%)	0 (.0%)	0 (.0%)	0 (.0%)
	Total	80	17	3	0	0
2.	It is good to take part in sport because it brings people closer together.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	40 (63.5%)	21 (33.3%)	2 (3.2%)	0 (.0%)	0 (.0%)
	Female	18 (48.6%)	14 (37.8%)	5 (13.5%)	0 (.0%)	0 (.0%)
	Total	58	35	7	0	0
3.	It is good to take part in sports activities for personality affirmation.					
$\chi^2 = 10.07$ df = 3 p < .01 Cramer's V = .31 p < .01		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	38 (60.3%)	23 (36.5%)	1 (1.6%)	1 (1.6%)	0 (.0%)
	Female	13 (35.1%)	17 (45.9%)	5 (13.5%)	2 (5.4%)	0 (.0%)
	Total	51	40	6	3	0
The type of sports activities						
4.	Students should only take part in those sports which are included in the Universiade.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	3 (4.8%)	23 (36.5%)	17 (27.0%)	13 (20.6%)	7 (11.1%)
	Female	0 (.0%)	7 (18.9%)	14 (37.8%)	7 (18.9%)	9 (24.3%)
	Total	3	30	31	20	16
5.	Students should only take part in those sports which they find interesting.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	15 (23.8%)	41 (65.1%)	4 (6.3%)	3 (4.8%)	0 (.0%)
	Female	15 (40.5%)	17 (45.9%)	3 (8.1%)	0 (.0%)	2 (5.4%)
	Total	30	58	7	3	2

Sport organization						
6.	Sports clubs and sports associations need to exist within the University itself.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	43 (68.3%)	15 (23.8%)	4 (6.3%)	1 (1.6%)	0 (.0%)
	Female	20 (54.1%)	10 (27.0%)	7 (18.9%)	0 (.0%)	0 (.0%)
	Total	63	25	11	1	0
7.	Clubs and associations have to be members of the SSSF.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	14 (22.2%)	20 (31.7%)	29 (46.0%)	0 (.0%)	0 (.0%)
	Female	9 (24.3%)	8 (21.6%)	18 (48.6%)	2 (5.4%)	0 (.0%)
	Total	23	28	47	2	0
Competitive activities						
8.	Students should only represent their university at competitions.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	19 (30.2%)	18 (28.6%)	7 (11.1%)	13 (20.6%)	6 (9.5%)
	Female	10 (27.0%)	15 (40.5%)	4 (10.8%)	6 (16.2%)	2 (5.4%)
	Total	29	33	11	19	8
9.	Students should only represent their clubs at competitions.					
$\chi^2 = 9.20$ df = 4 $p < .05$ Cramer's V = .30 $p < .05$		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	8 (12.7%)	14 (22.2%)	12 (19.0%)	15 (23.8%)	14 (22.2%)
	Female	6 (16.2%)	18 (48.6%)	4 (10.8%)	5 (13.5%)	4 (10.8%)
	Total	14	32	16	20	18
Stimulations and benefits for deserving athletes						
10.	Deserving athletes – students should be awarded special sports scholarships.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	33 (52.4%)	26 (41.3%)	4 (6.3%)	0 (.0%)	0 (.0%)
	Female	24 (64.9%)	10 (27.0%)	3 (8.1%)	0 (.0%)	0 (.0%)
	Total	57	36	7	0	0

11.	Deserving athletes – students should have better living conditions and working conditions at the university level than the other students.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	20 (31.7%)	13 (20.6%)	16 (25.4%)	9 (14.3%)	5 (7.9%)
	Female	6 (16.2%)	11 (29.7%)	7 (18.9%)	8 (21.6%)	5 (13.5%)
	Total	26	24	23	17	10
12.	Deserving athletes – students should enjoy certain privileges in education or in how they take their exams.					
		Completely agree	Mostly agree	Not sure	Mostly disagree	Completely disagree
	Male	11 (17.5%)	18 (28.6%)	8 (12.7%)	14 (22.2%)	12 (19.0%)
	Female	4 (10.8%)	11 (29.7%)	4 (10.8%)	8 (21.6%)	10 (27.0%)
	Total	15	29	12	22	22

The obtained results in the contingency tables indicate that most of the students, irrespective of their gender, as many as 80 %,completely agree with the claim that “It is good to take part in sport for health reasons”, which represents the highest degree of agreement in the questionnaire. Over 60% of the students have strongly positive attitudes towards the claim that: “Sports clubs and sports associations need to exist within the University itself” and that “Deserving athletes – students should be awarded special sports scholarships”, while over 50 % feel the same toward the following claims: “It is good to take part in sport because it brings people closer together” and “It is good to take part in sports activities for personality affirmation”. Only in the case of the claim that “It is good to take part in sports activities for personality affirmation” were any statistically significant differences obtained in terms of gender ($\chi^2= 10.07$, $r <.01$). When calculating the statistical parameters, Cramer’s V was calculated, as one of the rare scalar measures of the connection between two nominal variables. The value of that coefficient is not exceptionally high (Cramer's V = .31), but it still gives us the right to determine that there is a difference in the intensity of the agreement with the given claim in relation to gender. Namely, male students to a much greater extent agree with the attitude that sport contributes to the affirmation of personality than the female students, who were more moderate in that respect.

In addition, students to a great extent have a positive attitude towards the claims “Students should only take part in those sports which they find interesting”. For the claim “Students should only represent their clubs at competitions” statistically significant differences were obtained in relation to

gender ($\chi^2 = 9.20$; $r < .01$). When calculating the statistical parameters, Cramer's V was determined, but was not significantly high (Cramer's V = .30). The female students moderately agree with that claim, while the male students to a great extent do not agree, or agree moderately or fully. In the case of the claim "Clubs and associations have to be members of the SSSF" the greatest number of students of both genders were indecisive.

THE DISCUSSION AND CONCLUSION

It is known that an attitude represents a unified and enduring relationship towards an item or a particular class. Although it is manifested in the relationship toward particular things, attitudes are general, which determines the ways in which someone perceives things, feels or reacts⁵. As a result, attitudes can be important elements in the explanation or prediction of certain phenomena or processes⁶. However, attitudes also have a dynamic effect, since they function as motives and encourage and influence the behavior of individuals, thus becoming a part of their personality⁷.

As we can see, the dominant attitude of students is that sport is useful, especially in terms of health benefits, which confirms the research results of previous studies⁸. In addition, the agreement of the students with the attitude that there is a need for organized sports activities and the existence of sports clubs at various universities indicates that the promotion of sport content today should hold a central position in the fight against the inactivity of youth, but also that those who are successful in it deserve rewards, considering the fact that there is agreement on how deserving athletes should be financially rewarded for their achievements. However, the remaining items from the sub-scale of stimulation and benefits for deserving athletes, presented in contingency tables, indicate the heterogeneous attitudes of students of both genders to the claims. Students still believe that these prerogatives should not include elements pertaining to students' rights during their years at university, which refer to privileged treatment when taking exams and the general conditions of studying and student

⁵ Dragan Krstić, *Psihološki rečnik [Dictionary of psychology]* (Beograd: IRO Vuk Karadžić, 1988)

⁶ Veroljub Stanković, Dragan Popović and Miloš Popović, "Student attitudes towards sport activities at university", in *5th FIEP European Congress, 2nd Serbian Congress of Physical Education Teachers, plenary section* (Niš, Srbija: [n.pub.], 2009)

⁷ Nikola Rot, *Osnovi socijalne psihologije [The basics of social psychology]* (Beograd: Zavod za udžbenike i nastavna sredstva, 2003)

⁸ Bankov & Tzonev, 1987; Nešić & Kovačević, 2011; Stanković, Popović & Popović, 2009

life. In the case of the claim "Clubs and associations have to be members of the SSSF" most of the students of both genders were indecisive. In addition, the students did not agree with the idea that they should only take part in those sports which are a part of the Unviersiade.

Students generally believe that sport contributes to bringing people together, but, to a lesser extent, that they should only take part in those sports which they find interesting. Statistically significant differences in the two attitudes were obtained. The male students to a much greater extent agree with the attitude that sport contributes to the affirmation of personality than the female students, who were more moderate in their agreement. The female students moderately agree with the claim that students should only represent their own clubs at competitions, while the male students do not agree with it to a great extent, moderately, or at all. This is quite understandable considering the fact that in our society sport is predominantly considered a „male“ activity, which is confirmed by the far smaller number of women who take part in sport, as well as the lack of any more striking results in female sports. Considering that in its nature sport is essentially a competitive activity, where success brings status and privilege, we should not be surprised by the opinion of some male students that by participating in university sport they represent both their club and university, but also their state and nation⁹.

For this reason, university sport should determine its task and role as a multidimensional system, in which educational, moral, ethical, esthetic and socially responsible aspects interact along with socially responsible aspects, which are necessary for the proper formation of young people as entire personalities. University sport, using all the potential of sports science, should determine its role of a kind of corrector of balance of what is today a clearly visible disbalance between the physical and other human dimensions.

Such a system of values, based on the identified differences, answers the question of the differences in terms of gender and imposes the conclusion that attitudes, which represent the result of the human socialization and which help satisfy various motives: self-actualization, belonging, appreciation and self-evaluation, achievement and so on, are a very important factor of thought, or behavior, and led to interesting joining and monitoring sport activities at the university level, and thus participation in the Unviersiade and similar competitions.

⁹ Stanković & Bazić, 2013; Bazić, Stanković & Pavlović, 2014

As a result, it is recommended that in the future, more detailed and precise studies should be carried out in the field of University sport, as well as on the topic of how interested students are in participating both in sport in general and in sports which are interesting for the student population, either professionally or as amateur athletes. Relying on data collected from a sample of adolescent-aged athletes, Ilić,¹⁰ concluded that swimming is the most desirable recreational sports activity, and that jogging, volleyball, basketball, fitness, beach volleyball, soccer and indoor soccer are also high up on the list. These results are similar to those obtained from a sample of 318 professional athletes.¹¹ In addition, it was also determined that there are as many as 37 sports-recreational activities at the junior level, that is, 38 – at the senior level, that women find more appealing.

Thus, it would be interesting to note what results would be obtained from students attending different faculties, and to synchronize their preferences and desires for sport participation, with an emphasis on their positive attitude toward sport as an instrument which could help them maintain or improve their health status and fitness level. In addition, we should also take into consideration the increase in the level of physical fitness and improvement in physical appearance, which would also have a positive influence on the self-image and self-respect of young people, which are important factors influencing one's self-perception at a young age. This is especially important in this day and age, the age of material goods, where everything that is concrete, physical and tangible is being foregrounded, and when this aspect of anthropological development is becoming dominant over other functions.

The next thing to consider are finances, as well as the material and physical capacities needed for sports activities at the faculty facilities themselves, starting from gyms to props and available slots in the schedule, as well as the formalization of the entire process, which is currently simply on a voluntary basis. This is manifested in the very mild positive attitudes of the students towards formal-legal regulation of University sport, as well as the absence of any clear jurisdiction, which certainly diminishes the competitive corpus from which to select candidates for participation in events such as the Unversiade. In these cases, it often happens that in the lack of any full-time students who participate in sports activities, very successful or moderately successful athletes overnight become full-

¹⁰ Jelena Ilić, „Investigation of recreational interests of junior athletes” in *5rd International Scientific Congress Anthropological aspects of sports, physical education and recreation Proceeding book*. (Banja Luka, Bosna i Hercegovina: [n.pub.], 2014a)

¹¹ Jelena Ilić, „Investigation of recreational interests of senior athletes” in *1st International Scientific conference research in physical education, sport, and health Conference proceedings*. (Skopje, Makedonija: [n.pub.], 2014b)

time students, only to gain various material benefits, and so that the faculties, universities and even the state itself can maintain the media-fuelled image of a sports nation, both locally and abroad.

As a result, more serious endeavors of dealing with the topic of University sport and of maintaining formal-legal guidelines, material-technical conditions, and also the interest and abilities of students would contribute to the more successful elimination of such deviations. These problems are evident to the students themselves, and their dissatisfaction is clearly visible in their attitudes regarding the level of privileges which should be awarded to athletes at the university level.

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СТАВОВИ СТУДЕНАТА ФАКУЛТЕТА ЗА СПОРТ ПРЕМА УНИВЕРЗИТЕТСКОМ СПОРТУ

САЖЕТАК

Ставови се користе да објасне различите врсте друштвених појава и збивања, будући да представљају комплексан феномен у ком се препиљу три области психичког живота, а то су когнитивни, конативни и емоционални домен. Услед тога, ставови омогућавају и објашњење и предвиђање реаговања појединца у односу на неку друштвено важну појаву. Универзитетски спорт представља важну спону између академских и физичких активности на сваком факултету, дајући додатну димензију антрополошком приступу проучавања човека, али и одређене заједнице, у циљу промовисања здравих начина живота међу појединцима, притом задовољавајући битне мотиве за такмичењем, самопотврђивањем и подизањем самопоуздања појединаца и њиховим побољшањем слике о себи, као и подизањем свести о колективној припадности одређеној групи и заједници. Циљ истраживања је био да се утврде ставови студената према Универзитетском спорту као и разлике с обзиром на пол. Узорак је чинило 100 студената Факултета за физичко васпитање и спорт Универзитета у Бањој Луци, оба пола, узраста од 19 до 23 године. Ставови студената прикупљани су помоћу анкетног листа заснованом на Лускерт-овој петостепеној скали процене. За утврђивање разлика у ставовима између испитаника с обзиром на пол коришћен је χ^2 тест. На основу идентификованих разлика може се закључити да се студенти с обзиром на пол разликују у ставовима да ли треба да на такмичењу представљају само свој клуб и да ли се спортом треба бавити зарад афирмације сопствене личности.

Кључне речи: пол, разлике, Универзиада, Универзитет.

ТОЧКИ ЗРЕНИЯ СТУДЕНТОВ ФАКУЛТЕТА СПОРТА ПО ОТНОШЕНИЈУ К СТУДЕНЧЕСКОМУ СПОРТУ

РЕЗЈУМЕ

Точки зрения используются для объяснения различных типов социальных явлений и событий, так как они представляют сложное явление, в котором сочетаются три области психической жизни - когнитивная, конативная и

эмоциональная. Вследствие этого, отношения обеспечивают объяснение и предсказание реакции личности в связи с важными социальными явлениями. Студенческий спорт является связующим звеном между академической и физической деятельностью на каждом факультете, представляет дополнительный элемент в антропологическом подходе к изучению человека, и конкретного сообщества, для того, чтобы пропагандировать здоровый образ жизни среди лиц, тем самым, удовлетворять потребность в существенной конкуренции, самоутверждения и самоуважения людей и их повышение самооценки, а также повышения осведомленности о коллективной принадлежности к определенной группе и обществу. Целью данного исследования было определение отношения студентов к студенческому спорту, а также различия по признаку пола. Выбор был сделан над 100 студентами Факультета физической культуры и спорта, Университета Баня-Лука, мужского и женского пола, в возрасте от 19 до 23 лет. Отношения студенческой молодежи были собраны с помощью вопросника, на основании пятибалльной шкалы Ликерта. Чтобы определить разницу между респондентами в зависимости от пола был использован χ^2 тест. На основании идентификационных различий можно сделать вывод, что студенты с учетом их половых характеристик. Ключевые слова: Половые различия, Универсиада, Университет отличаются друг от друга по отношению к вопросам надо ли в соревнованиях представлять только их клуб и надо ли спортом заниматься только ради подтверждения своей собственной личности.

Ключевые слова: пол, различия, Универсиада, Университет.