

TOURIST TRAVEL AND LEISURE AS VALUES AND SOME EDUCATIONAL CHARACTERISTICS OF ADULTS¹

Abstract: The purpose of this paper is twofold. First is to contribute to the interdisciplinary connection: education - value - leisure – tourism. Second, to present the findings of empirical research which had as its subject the value orientations of adults in leisure time and values of leisure-travel in light of tourist-educational preparedness and formal level of education.

The aim of empirical effort was to investigate into and answer several questions: Which are the dominant value orientations in leisure? How do people perceive values of leisure-travel? Is there, what kind and to what measure a connection between value orientations in leisure time and perception of values of tourist-travel, on the one side, and some educational characteristics on the other? How do general leisure value-orientations relate to the values of tourist travel? Corresponding techniques and instrument have been applied which in fact make up a battery of instruments (some are created regarding the experience of ASTA – The American Society of Travel Agents).

The results presented in this work show that the valued aspect of leisure and valued aspect of leisure–tourist travel are not always in harmony. Different educational characteristic of the subjects are realized differently as determinants of leisure value orientations and value perceptions of leisure travel.

The empirical material presented in this paper is a part of continuous, longitudinal research-project entitled 'Education as a Factor of Tourist Offer' undergoing realization at the Institute of Pedagogy and Andragogy of the Faculty of Philosophy in Belgrade (part of project No 14901 – Ministry of sciences RS).

Key words: education; tourist- travel; value; value orientations; leisure.

¹ Članak je rezultata rada „Obrazovanje i učenje – prepostavke evropskih integracija“ (br.149015), koji finansira Ministarstvo nauke Republike Srbije.

Introduction

Values and value orientations have long been recognized as significant factor of human behaviour in a variety of situational context. The social scientists have linked individual's values to a number of behaviours like political, religious, educational, consumer, charitable giving, even cigarette smoking. The leisure/tourist scientists are also interested in value issues. Personal values have been related to leisure behaviour generally and travel behaviour specifically including selection of vacation destinations, choice of recreation activities, choice of leisure activities engaged in while on vacation, choice of leisure-educational activities etc. (G. Tign, et. al., 2007; D. Crouch, 2000; R. Madrigal, L.R. Kahle, 1994; R. Madrigal, 1995; E. Dalen, 1989; N. Kacavenda Radic, 1989;).

The research presented in this paper have as its subject the leisure value orientations and leisure-travel values with regard to some educational characteristics.

Value as a multidisciplinary and interdisciplinary issue

The term 'value' is one of the most often used words in different disciplines of social sciences. Viewed historically, values as the subject of discussion have interested philosophers as far back as the ancient times. Along with the development and differentiation of social sciences, the attitudes toward values multiplied. Values have always played an important role in ethics, sociology, anthropology etc. Philosophers and sociologists were much occupied with the problem of locating values. Are they objective or subjective categories? The answers are different according to the representatives of axiological ontology (N. Hartmann, M. Scheler, H. Rickert, V. Windelband and others) and according to the representatives of axiological subjectivism (A. Hegerstrens, A. Ayer, Ch. Steevenson and others). Believing that truth lies somewhere in between, a number of authors was trying to effect a blend of these two one-sided views. According to these authors, values are a subjective-objective category. Man experiences values subjectively, but there is an objective reason for this. Values are a relational phenomena. They emerge in a relation of the subject and the object, i.e., their mutual inter-action. The object conditions the nature of value, but it is the subject that 'colors' the object with value. The environment is a natural phenomenon with objective qualities and cannot be majestic per se, but it is man who experiences it as majestic, scenic, interesting and attractive.

Besides, the value/norm and the value/ projection relations or the ideal are often to be found in the domain of philosophical and sociological interest.

From a psychological aspect an increasing tendency to gain insight into this problem was recorded following the 30s, which are defined as the beginning of empirical research of values. However, it was not only the empirical confirmation of the measuring possibilities that resulted in an enhanced away of the psychologists' interest towards values but also theories on personality in which dynamic structures of personality became central. Special merit in this respect goes to psychoanalysis (beside S. Freud and C.G. Jung, mention should be made of representatives of the more recent current in psychoanalysis beginning of A. Freud, O. Fenichel, H. Hartman and social psychoanalysts as E. Erikson, H. Racker, A. Adler among a number of many others) and behaviorists with neo-behaviorist (J. Watson, E. Tolman, H.J. Eysenck, E. Martin, and in particular, B.F. Skinner). However, humanistic psychology is of singular importance for the problem of values. The problem of values was re-affirmed highly by humanistic psychology or 'new orientation' or 'third force' (as it is also called, apart from psychoanalysis and behaviorism). A larger portion of humanistic psychology is thought as being actually psychology of values. The chief representatives of this orientation are J. Piaget, G. Allport, E. Fromm and A. Maslow.

The educational sciences are always interested in values (personal and sociale), but mostly regarding the discussion of aims and purpose of education and upbringing. The empirical researches are deficient. However, in the very recent decades, an increasing tendency to gain insight into the problem of values from a pedagogical-andragogic aspect was recorded (J.T. Lovat, 2002; L. Hakmac, 2001; H. Ruskin, A. Sivan, 1995; Dattilo, 1999; N. Kacavenda, 1983; 1993; A. Pejatovic, 1994; 2005;). Very current problem is values education. Values education is seen as an explicit and/or implicit effort to teach about values and/or valuing (E. Negreanu, 2006). Two programs for values education are recognized as actual all over the world. First one is 'Early Education for Values' which is expanded in 12 countries and a second is 'Living Values' which is developed in 78 countries. The aims of these programs have to gain reflexion on leisure and leisure-travel behaviour.

Among leisure-travel researches for this case it is interesting R. Madrigal's research (1995). He examined the relationship between the personal values and traveler personality type and the ability of each to predict travel style. Traveler personality type was measured using S.C. Plog's five-item allocentrism-psychocentrism scale, and personal values were assessed using the List

of Values. Results indicated that values were significantly related to traveler personality type. Moreover, personal values significantly differentiated group travelers from independent travelers, whereas Plog's scale was unable to do so. So Madrigal's research has confirmed that values are a better predictor of travel style than is traveler personality type.

Leisure value orientations

Value orientation represent a typical hierarchical organization of personal values. The term 'leisure value orientations', in this case, were understood to mean the most general relation to the purpose of leisure time in man's life. The purpose of leisure stems from the purpose and meaning of human life as such. Objectives of leisure and behaviour in it are inseparable from the fulfilment of life's goals in general. The ***purpose*** of leisure, being value itself, is defined as ***a unity of socially and/or personally desirable, relatively stable dispositions of man on the one hand and (validated) properties of leisure, on the other.***

First, it follows from this that since there is no value neutrality in leisure activities, an essential dimension of that value is its ***desirability***. The 'desirable' has its cognitive, motivational and emotional aspect. One has preferences for the beautiful, useful, entertaining, good, etc. The pleasure or desirability, as the ultimate goal of engaging in a particular activity regardless of the ultimate outcome (terminal value) or one may dedicate oneself to particular activity which is not an end in itself, the end being beyond it – the consequence and the activity being only a means (instrumental value).

When we say that the purpose of leisure is more or less socially and/or personally desirable, this does not mean that the contents of leisure time are always socially and personally desirable. Man fills his leisure time in the ways that he has freely (relatively) chosen. For this reason, the contents are for him always desirable though the intensity of the desirability may vary with the relativity of the freedom of choice. However, a certain activity may be personally desirable and socially undesirable. That is the meaning behind the saying 'all desires are not desirable' (T.S. Eliot). How can this disharmony be explained? Perhaps in the first place by the fact that all the influences of society are not equally reflected upon all areas of human behaviour. Leisure-tourist activities, by their essence and nature, come under the area in which the influence of society is least imperative. Upbringing and education are powerful factors (determinants and components) of a process in which the socially 'desirable'

influence the formation and permeation of the personally 'desirable' (generally, and particularly in tourism-situation).

Second, if the contents of leisure time has been *chosen* (and it must be as that is its characteristic) then in addition to its desirability and purpose there is the element of *consciousness*. Many authors have been preoccupied with and given different answers to the question whether leisure can exist in cases when men are not conscious. It is hard to believe that a normal adult person who has made a choice relatively freely and that means consciously, can be unaware of what it has chosen, what it wants and what it aspires for. When man is under normal conditions in a situation to choose, as is the case with his leisure time, he cannot choose unconsciously as that is not making a choice. Even if he does so, as the Latin saying goes: *Video meliora proboque, deteriora sequor*. But man may not be absolutely conscious of all the influences and pressures due to which his choice is not in essence the result of his free decision, his conscious preference.

Since a given culture offers a universe of activities he may engage in his leisure time, man needs to be capacitated to make an adequate choice of activities under conditions of maximum freedom, as a leisure situation must be, without of course neglecting the individual, social and natural limits of the possibilities within which the choice is made. So, man makes his choice of leisure-travel activities mainly consciously.

Third, the value component of leisure presupposes the presence of *relatively stable dispositions* of man – certain permanent characteristics of the individual which have a dynamic impact on narrower or broader segments of his leisure activities. The stability of those dispositions is essential for evaluating the leisure of individuals and for making empirical measurements and studies of his orientations in terms of values and activities in his leisure time. Were it not for this characteristic every generalization would be impossible and superfluous.

Fourth, leisure as an entity of man, exists in all periods of man's life. It is purpose lasts throughout man's lifetime, for as long as mankind itself. It is therefore a *general and universal phenomenon*. This does not mean to say that the contents and value stance towards leisure do not change. Those changes constitute a *continuous process* and they correspond to changes of both phylogeny and ontogeny.

For the needs of this research the operationalization of the term 'leisure' and its definition *in concreto* were approached by using the principle of self-

assessment (self-defining) of subjects themselves, as is allowed for in some methodologies of leisure. Thus, according to the subjects' answers, therefore also for the needs of this research, leisure is the time when man is free to choose activities for one's own expression and achievement of personal pleasure, which also offers possibilities to adopt new knowledge and experiences as well as social contacts.

The following leisure value-orientations were observed: physical-recreational; altruistic-pedagogic; aesthetic; creative; religious; hedonistic; educational-researching; economic-utilitarian orientation.

Leisure travels as value-orientations

In this research the term 'travel' were treated as an leisure-activity. Leisure-travel is more than a summer vacation trip or a flight to the ski center (J.Kelly, V.Freysinger, 2000; J.Neulinger, 1981; S.C. Plog, 1991; R.Madrigal, 1995; etc). Many researches has recognized the three main elements: the trip itself, the destination and the companions. Each of those elements tends to mix purposes, values, satisfactions and motivations. At the same time, being leisure activities leisure travels are denoted by all characteristics of leisure itself. Namely, leisure travels are conditioned by a number of social and individual factors. These activities obviously have a value-oriented dimension, and what delineates them from other human activities which we designate as compulsory is the fact that they have been (relatively) freely chosen.

There are many styles of travel just as there are many styles of leisure or life as a whole. Classification of leisure travel varieties pose a special problem. This classification depends on the criteria adopted, but the list of possible criteria is lengthy. In this work criterion was values and values orientations. However, classification of values and value orientations regarding travel posed a special methodological problem. In the process of following categorizations were used: lists of interests (E. Nilsen; D. Pantic), classifications of value orientations (E.Spranger; N. Rot and N. Havelka) and typology of orientations in leisure time (M.Breit and J. Neulinger).

In this research the term 'values of leisure-travel' were understood to mean the general attitude towards the aim of leisure-travel in the life of man. The travel-values were grouped as following: physical-recreational; altruistic-pedagogical; cultural-aesthetic; creative; religious; hedonistic; educational-researching; economic-utilitarian group of values.

Methodological specification

The empirical material presented in this paper is a part of continuous, longitudinal research-project entitled 'Education as a Factor of Tourist Offer' undergoing realization at the Institute of Pedagogy and Andragogy of the Faculty of Philosophy in Belgrade. The object of the chosen segment were the leisure value orientations and preferences of values of leisure travel in terms of some educational characteristics. Considering the given framework of this work, attention will be devoted only to the variables: level of education and educational preparedness for tourist work (during schooling; self-teaching; some form of organized education).

The aim of empirical effort was to investigate into and answer several questions: Which are the dominant value orientations in the leisure? How do people perceive values of tourist-travel? Is there, what kind and to what measure a connection between value orientations in leisure time and perception of values of tourist-travel, on the one side, and some educational characteristics on the other? How do general leisure value-orientations relate to the values of travel as leisure activities? As a part of descriptive research method, most appropriate to the goal and subject, corresponding techniques and instrument have been applied which in fact make up a battery of instruments consisting of a scales (for identifying the leisure and travel value orientations) and a questionnaire (educational characteristics). Some of scales are created regarding the experience of ASTA – The American Society of Travel Agents.

This part of inquiry covered 699 people (a total of 1340 people were tested) by controlling some educational characteristics and the place of residence. The data were collected from the population of some already renowned tourist regions in Serbia (such as Mt Kopaonik), the regions entertaining tourism ambitions (Aleksandrovac, for example) and potentially tourist regions (Negotin). There was an equal number of respondents in each educational level group. Thus, a convenient sample, more specifically, a non-proportional stratified model, was applied.

Leisure value orientations, travel value orientations and educational background (research results)

The material collected empirically has led to several interesting conclusions. Some of them (based on statistically significant results), deserve to be pointed out.

1. With respect to the order of preference and degree of acceptability, the following value orientations have been established:

<i>Leisure value orientations:</i>	<i>Values of travel:</i>
I - altruistic-pedagogical;	I - cultural-aesthetic;
II - creative;	II - altruistic-pedagogical;
III - educational-researching;	III - educational-researching;
IV - physical-recreational;	IV - hedonistic-hazardous;
V - hedonistic-hazardous;	V - physical-recreational;
VI - cultural-aesthetic;	VI - economic-utilitary;
VII - economic-utilitary;	VII - creative;
VIII - religious.	VIII - religious.

The main difference in ranks is observed in the case of the acceptance cultural-aesthetic and creative value orientations. Cultural-aesthetic values of travel are at the first position but the same kind of leisure-values are at sixth place. Creative values of leisure are more accepted (2nd position) than creative values of travel (7th position). The fact that respondents highly attach altruistic-pedagogical values of both leisure and travel corresponds to the researches suggest that the companions may be the most important factor in travel satisfaction (J. Kelly, V. Freysinger, 2000). However the evaluation of altruistic-pedagogical leisure value orientation is significantly dependent on educational level. As the educational level goes up this value orientation declines (Fig.1). Similar result we have obtained in some earlier research (N. Kacavenda Radic, 1989).

Fig.1 Altruistic-pedagogical leisure value orientation with regard to educational level

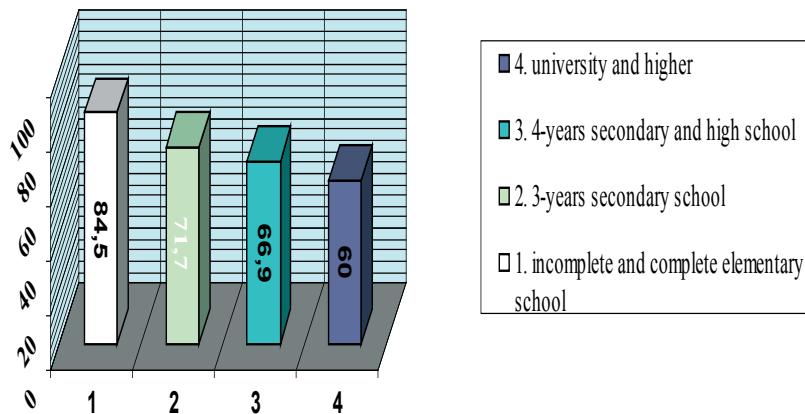


Fig.2: Leisure value orientations (LRE and LEC) with regard to educational level

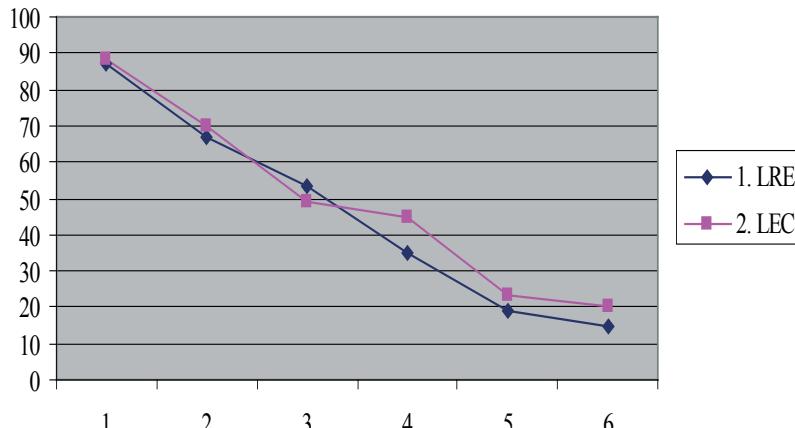


Fig. 3: Values of leisure-travels with regard to educational level

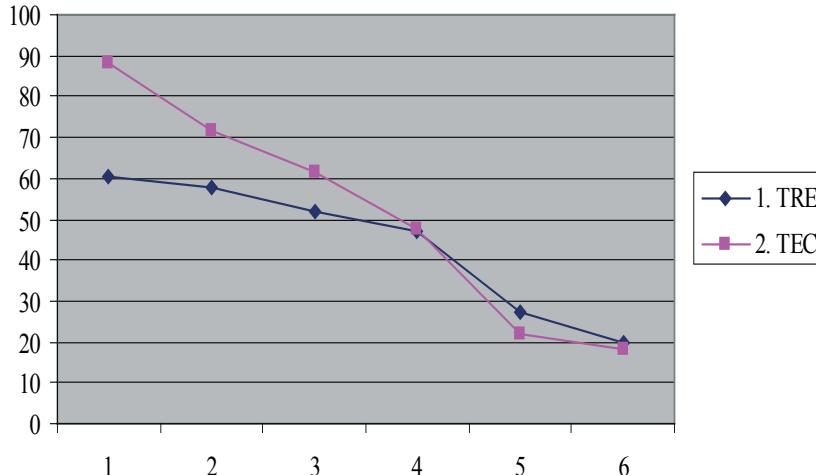
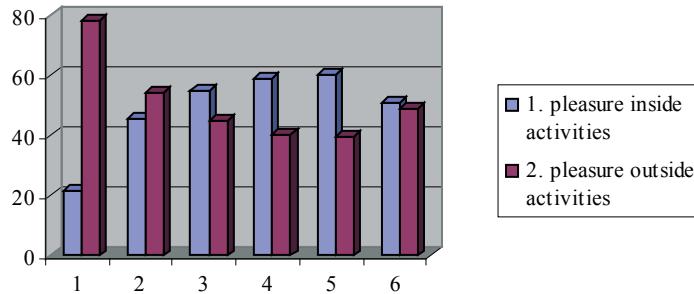


Fig.4: Educational level and position of the pleasure of leisure-trip activities



Legend for Fig. 2; 3; 4:

1. incomplete elementary school
2. complete elementary school
3. 3-years secondary school
4. 4-years secondary school
5. high school
6. university and higher

1. Respondents with the highest level of education select educational travel potentials as the most value of travel, then cultural-aesthetic and altruistic-pedagogical. The highest value of leisure they see in creative orientation, then altruistic and educational. Respondents with the lowest level of education select economic-utilitarian potentials of travel as the highest value, then physical-recreational and religious. As the most values of leisure they see economic-utilitarian, religious and altruistic-pedagogical orientations.
2. The higher the level of education the less religious (LRE) and economic-utilitarian (LEC) values are attached to both leisure (Fig.2) and travel (Fig.3: TRE and TEC). It is similarly as regards tourist-educational preparedness. Respondents who had some sort of tourist-educational preparedness have less expressive religious and economic-utilitarian value orientations to both leisure (religious: 42%; economic-utilitarian: 46%) and travel (religious: 44%; economic-utilitarian: 43%) than those without tourist-educational preparation (leisure: religious 50% and economic-utilitarian 55%; travel: religious 50% and economic-utilitarian 58%).
3. For the sample as a whole, the location of pleasure and aim of leisure-trip activities (as element of leisure-travel) was about the same to both inside activities – terminal values (49,4%) and outside – instrumental values (50,6%). Authors disagree on the location of the aim of leisure activities. Some explicitly exclude the possibility of the aim being located outside the activity, others feel that such a possibility is valid. According to findings of this research, as the level of education increases the pleasure and aim of trip activities is more likely to be located in the act itself (Fig. 4). In other words, the higher the level of education the greater the degree of fulfilment of one of the more important characteristics of leisure activities (in this case travels) as seen by J. Kelly, J. Neulinger and others. The '80s research of mine (1993) produced very similar results.
4. Finally, the higher the level of education the greater the consistency between the leisure value orientations and value dimensions of travel. Respondents with a higher level of education demonstrate a greater degree of critical selection of leisure-values and travel-values. Among respondents with the highest level of education in the case of only three value leisure orientations (creative, educational and altruistic) and three travel value orientations (educational, cul-

tural-easthetic and altruistic) did more of them accept it than reject it. On the other hand, among respondents with a lower level of education, in the case of all value orientations (except cultural-easthetic in leisure and hedonistic in travel) more accept than reject them.

General conclusion

The results presented in this work show that the valued aspect of leisure and valued aspect of leisure-travel are not always in harmony. Different educational characteristics of the subjects are realized differently as determinants of leisure value orientations and perceptions of leisure travel values. The fact that this connection is stronger and more important in some aspects and weaker and with no significance in others deserves well the general conclusion that educational features determine value orientation in leisure and travel as leisure activities, but they are not the only factor. However, if personal values are one of the indicators and predictors of travel styles (other researches have shown it, R. Madrigal and others), it can be concluded that the research findings presented confirm the thesis that the adequate and high-quality tourist-offer cannot be observed in isolation from the study of general leisure value orientations, travel value orientations and educational characteristics of potential tourists.

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TURISTIČKO PUTOVANJE I DOKOLICA KAO VREDNOSTI I NEKE OBRAZOVNE KARAKTERISTIKE ODRASLIH

U svrsi ovog članka dominiraju dve dimenzije. Prvo, čine se napor i osvetljavanja i približavanja interdisciplinarnom prožimanju i povezivanju, po sebi složenih i kompleksnih, te multidisciplinarnih pojmove i fenomena: obrazovanje, vrednost, vrednosne orijentacije, dokolica i turizam. Drugo, u članku se iznose rezultati empirijskog istraživanja koji, istovremeno, potkrepljuju prvu dimenziju.

Naime, istraživačka interesovanja empirijskog dela ispitivanja se kreću u domenu povezanosti vrednosnih orijentacija odraslih u slobodnom vremenu, vrednosnog poimanja turističkog putovanja i obrazovnih karakteristika odraslih. Od obrazovnih karakteristika, u ovom radu su tretirane turističko-obrazovna pripremljenost i nivo formalnog obrazovanja.

Rezultati istraživanja pokazuju da vrednosni aspekt dokolice i vrednosni aspekt turističkog putovanja kao njene aktivnosti nisu uvek u harmoniji. Različite obrazovne karakteristike ispitanika pojavljuju se kao determinante koje su različito povezane sa vrednosnim poimanjem slobodnog vremena i vrednovanjem konkretnе turističke aktivnosti u slobodnom vremenu. Činjenica da je ova povezanost jača i značajnija u nekim aspektima, a slabija i statistički neznačajna u drugim, ukazuje na opšti zaključak da obrazovne karakteristike odraslih jesu determinanta vrednovanja slobodnog vremena i turističkog poнаšanja u njemu, ali ne jedina.

Ranije realizovana istraživanja su pokazala da lične vrednosti jesu indikatori i prediktori stila putovanja (R. Madrigan i dr.). Ovo istraživanje potvrđuje tezu da visoko kvalitetna turistička ponuda mora uvažavati ne samo lične vrednosti nego i obrazovne karakteristike potencijalnih turista.

Ključne reči: obrazovanje; turističko putovanje; vrednost; vrednosna orijentacija; slobodno vreme..