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TRANSPORT DISADVANTAGE AND EXTRACURRICULAR ACTIVITIES: THE EXAMPLE OF SECONDARY SCHOOL STUDENTS OF THE CITY OF ZAGREB

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INTRODUCTION

- children/youth – transport disadvantaged social group (not having/not being able to drive a car)
- secondary school students – great need for mobility
- extracurricular activities – considered as a valuable segment of young people's life by improving personal qualities

INTRODUCTION

- in many cases, extracurricular activities are not near the place of residence, so attendance creates a need for travelling
- this segment is also important for broader research, especially in the context of improvements, both transport and social policy
- the objective of this research was to determine the influence of transport disadvantage on extracurricular activities of secondary school students of the City of Zagreb

METHODOLOGY

- based on the methods of surveying and interviewing
- the survey was conducted in seven secondary schools in the City of Zagreb – 826 secondary school students
- the focus group research was conducted in two secondary schools in the City of Zagreb – 8 focus groups (8 – 10 students in each group)
- spatial analysis was performed using the GIS software ArcInfo 10

RESULTS AND DISCUSSION

- survey found that 380 students attended extracurricular activities

Transport mode	Extracurricular activities	
	Number	Share (in %)
On foot, by bicycle	123	32.3
Taxi due to comfort and simplicity	1	0.3
Car, though they had the possibility of using public transport	33	8.7
Public transport	222	58.4
Car or taxi because they had no possibility of using public transport	1	0.3
Some other way	0	0
Total	380	100

Table 1: Travel needs of secondary school population in the City of Zagreb regarding the extracurricular activities (Source: survey)

RESULTS AND DISCUSSION

- the opinion about the existence of transport-based difficulties in accessing extracurricular activities

Transport mode	Number of students participating in extracurricular activities	Number of students encountered difficulties with accessibility	Share (in %)
On foot, by bicycle	123	15	12.2
Taxi due to comfort and simplicity	1	0	0
Car, though they had the possibility of using public transport	33	15	45.5
Public transport	222	158	71.2
Car or taxi because they had no possibility of using public transport	1	1	100
Some other way	0	0	0
Total	380	189	49.7

Table 2: Relation between number of students participating in extracurricular activities and number of students encountered difficulties with accessibility of extracurricular activities (Source: survey).

RESULTS AND DISCUSSION

- it was necessary to investigate how travel time had influenced the opinion about the existence of transport-based difficulties in accessing extracurricular activities
- analysis of students who expressed attitude of the existence of problems with the accessibility of extracurricular activities was conducted
- correlation between the opinion of having problems with the accessibility of extracurricular activities and the travel time ($\rho = -0.169$; $p < 0.05$)
- it may suggest that students travelling longer to their extracurricular activities encountered more often transport-based problems related to accessibility of extracurricular activities

RESULTS AND DISCUSSION

- how transport affected extracurricular activities
- students' opinion about the transport problems encountered with regard to extracurricular activities were examined

Frequency/strength of the influence	Number of students	Share (in %)
Influence	198	52.1
Rare / poor	58	29.3
Occasionally / moderate	75	37.9
Often / high	47	23.7
Almost always / very high	18	9.1
No influence	182	47.9
Total	380	100

Table 3: Frequency and strength of the influence of transport on the extracurricular activities of secondary school students (Source: survey).

RESULTS AND DISCUSSION

- the relationship between the travel time to the locations of extracurricular activities and students' opinion about the impact of transport on these activities was analysed
- correlation between these variables $\rho = 0.228$, $p < 0.01$
- students who spent more time travelling to the venue of the extracurricular activity claimed that transport more often and stronger influenced extracurricular activities when compared to students who spent less time travelling to these activities
- indicating the possibility that the distance influenced the everyday life in a negative context
- an assumption that students travelling longer to extracurricular activities had more problems with these activities in relation to students living closer to extracurricular activities

Either I arrive too early or I late. The trams run great, but the buses could be more frequent. When I have a training at 4 (16 h), I have to leave home at 2:15 (14:15) because of the bus.

[How much time do you need to reach extracurricular activities?]

About an hour.

(female student, 16 years, Sestine)

RESULTS AND DISCUSSION

- transport did not affect attendance of extracurricular activities for students who had extracurricular activities close to their homes, especially if they were within walking distance radius

Training venue is close to my home, so it (transport) doesn't affect it.

[How far is it?]

15 minutes on foot.

(female student, 15 years, Kvaternik Square)

RESULTS AND DISCUSSION

- in case of students who had opinion that transport affected their extracurricular activities, the reasons for its impact were different

Way of influence	Number of students	Share
Late to extracurricular activities	73	36.9
Loss of time	53	26.8
Frequency of public transport	44	22.2
Traffic jams	18	9.1
Weather conditions	4	2.0
Bicycle paths	2	1.0
Organization of public transport system	2	1.0
Price of the public transport system	1	0.5
Help with studying	1	0.5
Total	198	100

Table 4: Ways in which transport influenced the extracurricular activities of students (Source: survey).

I go to drawing course at Zrinjevac Square. The problem is that the buses are rare, e.g. lines that go to Kvatric or Kaptol. They should be more frequent.

(female student, 16 years, Kozjak)

e.g.

RESULTS AND DISCUSSION

- 446 students did not participate in extracurricular activities – different reasons
- there were also students who did not participate in extracurricular activities due to transport – in a particularly vulnerable position and significantly transport disadvantaged

I don't go to extracurricular activities because our bus goes every 45 minutes and if I'm late at 11 o'clock (23:00) I have to wait for the bus at 15 to 12 (23:45) and I'm scared to go so late to home, mom and dad are already sleeping.

(female student, 15 years, Sesvete)

- The total number of such students was 33, being 7.4% of the total number of students who did not attend any extracurricular activities, and 4.0% of the total number of all surveyed students

RESULTS AND DISCUSSION

Reasons	Number of students	Share (in %)
Loss of time	14	42.4
Great distance	10	30.3
Frequency of public transport	5	15.2
Organization of public transport system	4	12.1
Total	33	100

Table 5: Reasons for the inability to participate in the extracurricular activities due to transport (Source: survey).

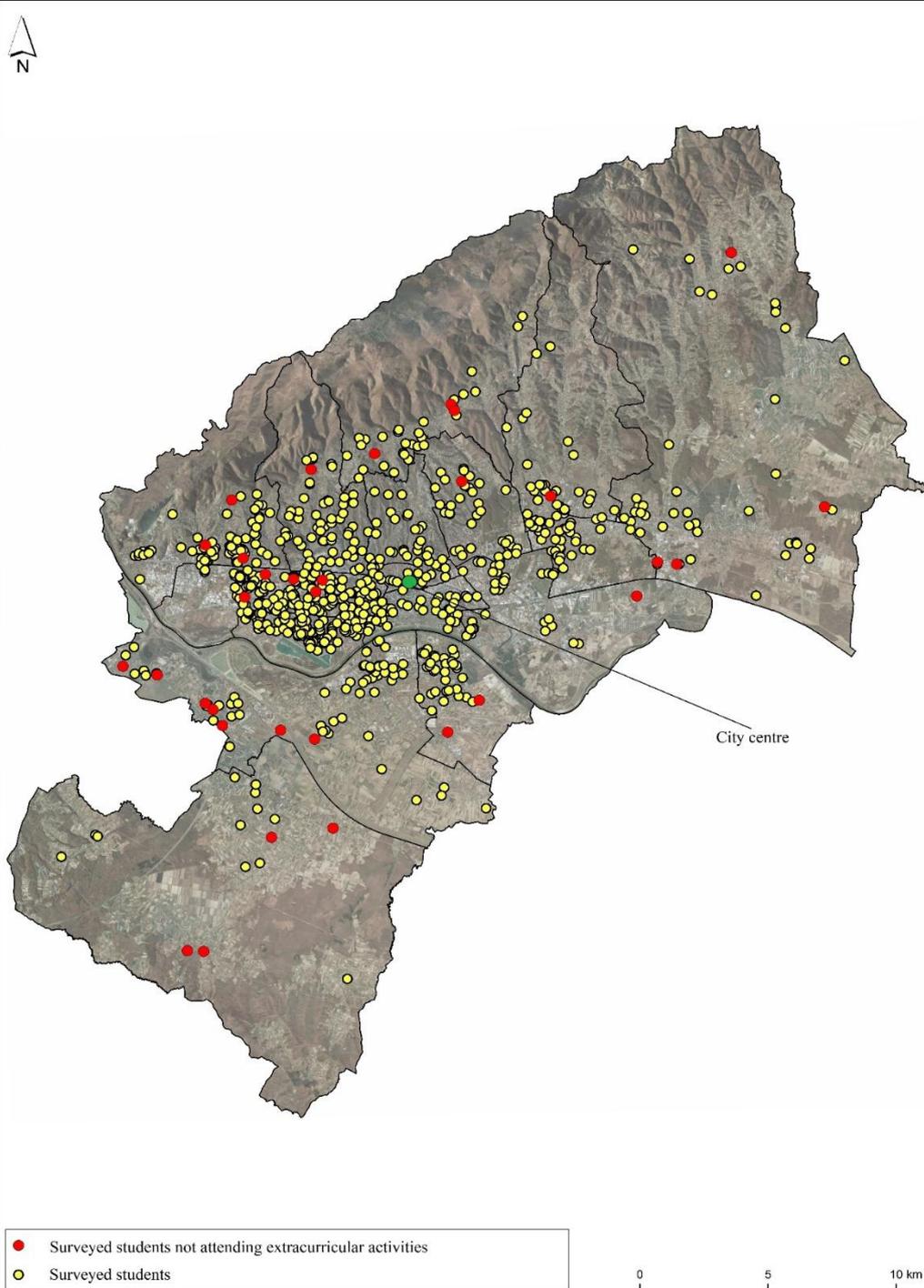


Fig. 1: Spatial distribution of secondary school students in the City of Zagreb unable to attend extracurricular activities because of transportation (Source: survey; DOF, 2012).

CONCLUSION

- research has shown that transport had a certain impact on students' extracurricular activities
- peripheral parts of the City of Zagreb is most disadvantaged
- particularly important to emphasize the existence of students who were not able to participate in any extracurricular activity due to transport
- in order to reduce the level of transport disadvantage and prevent social exclusion, more researches with multidisciplinary approaches are needed
- issues of transport disadvantage and social exclusion should become part of social and transport policies
- awareness about these problems should be raised in order to improve the quality of life and achieve the transport and social justice of all social groups

THANK YOU!