

Measuring the Perception of Travel Security – Comparative Analysis of Students in Two Different Fields: Tourism and Security

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Abstract

The aim of the research was to determine how students/respondents perceive security on their travels in Europe. The respondents belong to two different study programmes, one focusing on the field of security (Faculty of Criminal Justice and Security, University of Maribor) and the other on the field of tourism (Higher Vocational School for Catering and Tourism). Our main presumption was that students of the two institutions developed a different attitude towards travel security since their studies focus on two substantively different academic-professional fields. We examined their attitude towards security factors such as: security climate, self-protection and collective security. In our research we included a sample of 100 students/respondents. We used an instrument in the form of a questionnaire for the quantitative measurement of responses on a 5-point Likert scale. To portray the results of the research we also used various statistical indicators in the computer programme SPSS such as: arithmetic mean, Man-Whitney test, frequency distribution of responses, where independent variables are displayed. The findings suggest that the students/respondents attitude towards safety and their expectations on individual elements of all three security factors differ in the two target groups. The expectations of students/respondents of FCJS regarding the implementation and provision of security are higher compared to students/respondents of HVC. Respondents have different experience with security on their travels, as the number of travels varies quite substantially between students. Both institutions can use the results of the research in the evaluation processes of their study programmes. On the basis of the results of the research it is substantiated that the field and content of study have an impact on the students' attitude to elements of security while travelling. The findings are intended to all researchers in the field of security and tourism, as well as designers of study programmes of these two study fields.

Keywords: *tourism, safety, security, students, travel, expectations*

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Introduction

The General Secretary of the World Tourism Organization Frangialli (2011) emphasises that tourism and peace are inseparable. The influence of tourism is so strong that it can change apparently unalterable circumstances and enable reconciliation there where no one thought it possible. Mekinc and Dobovšek (2011) consider that tourism has a very small influence on the peace and safety phenomena on a macro level and that tourism is more dependent on safety than safety depends on it which is also argued by Hall, et al. (2003). Safety is still most valued in the hierarchy of values of all humans. We perceive safety and health as the most important human values.

Tourism can be recognized as an activity that includes numerous economic and non-economic areas. Thus it is essential, for its successful development, to establish cooperation from all those whose activities have a positive impact on achieving set goals including safety. Tourism has become the largest industry in the world with the highest annual growth rates. In all its forms in 2012 it counted more than one billion tourists as is stated on the World Tourism Organization (World Tourism Organization [UNWTO], 2012) web page and hence achieved a new record as the number of tourists has grown by 4% in comparison to 2011, when 983 million tourists travelled around the world (UNWTO, 2012). Also in 2010, more than 940 million tourists travelled and in 2009, there were 883 million tourists (UNWTO, 2012), which was 4.2% less than in 2008 due to the influenza virus A1H1N1. The importance of tourism to a society is much larger and deeper than purely economic. Besides economic growth, tourism also enables the social and cultural development of a society of each destination or country. Contemporary societies ensure the right to work and rest, consequently the right to relaxation, leisure, recreation and holidays (Mikuš, 1999) which are fundamental reasons when opting (choosing) for tourist services. Therefore we can summarize Taurer (1996) that tourism extinguishes limitations and prejudices, opening up opportunities for the personal interaction of individuals and nations. So tourism performs an important role in the development and strengthening of good relations between people and nations around the world and, consequently, contributing to greater safety. Every tourist who embarks on a journey creates certain expectations which include safety on the road and at the place of residence. Expectations are created by the tourist as well as the tourist entities: tourist agencies, hoteliers, transport operators, the organizations responsible for safety, etc. Kurež (2011) argues that in parallel with the development of human society the perception of safety also changes. The concept of security can be seen as a living organism, which with evolution constantly changes, develops, grows and adapts to the environment.

Literature review

Safety as a commodity is gaining increasing importance, which in turn means that the future of the tourism industry is increasingly (ever more) dependent on factors of safety (Meško and Dobovšek, 1999). It is a fact that tourists tend to choose a safe tourist destination. Their perception of safety at a specific destination can be the result of a personal experience, of a transferred experience from friends/acquaintances or obtained through different media. According to the Slovenian Tourist Organization (STO, 2012) data Slovenia was, on the global scale of safety in Europe, 10th in the year 2011 and 9th in 2010. Travel and Tourism Competitiveness Index (WEF, 2013, 2011 in 2009) published data for 2013, where Slovenia after an overall

assessment of the tourism competitiveness index of 140 countries obtained 36th position and achieved the same ranking as in 2008, when the analysis included ten countries less. The latter still ranks Slovenia among the countries considered above average according to the Mekinc and Dobovšek (2011) parameters. This means that tourists perceive Slovenia as a safe country on the scale of Europe's safest destinations. Hreščak (2010) states that safety is now becoming one of the key criteria by which tourists decide whether to visit a particular country or not. The global meaning and dimension of tourism as an economic activity has had the effect on the fact that the safety issues and concerns do not only affect the individual and his/her decision to travel but have an impact on the economic and political stability of entire regions or even across the world (Hall, et al., 2003). When in tourist destinations or in their vicinity safety threats emerge it usually results in a decrease in the number of tourist arrivals in a wider area of influence. Despite the fact that similar safety threats appear today, they have been known since the emergence of modern tourism and their impact has significantly increased after the end of the Cold War and especially after the terrorist attacks in the U.S. on September 11th, 2001 (Kurež, 2011). Ever since then, safety incidents have had a much greater impact on the imbalances in global tourism (Mansfeld and Pizam, 2006). The reasons for this can be found principally in the global information networking of the world that can provide the transmission of real-time information from one end of the world to the other. The information regarding the escalation of security threats in real-time thus circulates into homes of potential tourists and discourages them from the potential decision to travel (Kurež, 2011). Global security threats do not arise spontaneously but are a product of the security environment and shape it at the same time. Authors (Wilks and Page, 2003) generally agree that the attacks on the U.S. to September 11th 2001 changed our understanding of safety in international tourism forever. Although McKercher and Hui (2003) present an interesting observation that tourists have a short memory regarding a safety situation on a certain destination as they will repeat the journey as soon as the immediate danger has disappeared. In some countries of Eastern Europe we can still find relatively closed security systems characterized by increasing the uncertainty of the environment to reinforce control mechanisms by which they try to control it. The space for self-regulated safety, characterized by spontaneous aggregation based on the principles of an open system, contracts and influences in particular on the quality of safety of those who do not have their own resources for it. Such actions are also displayed on the outside and can lead to the distrust of foreigners and thus reverse the decision to visit. Therefore it is necessary to consider the functioning of safety measures that will be well related to the effects on the environment. Times change and the effects of globalization do not permit the reiteration of the same models since they become obsolete and need to be updated. However, because our study relates to the young Slovenian population it is necessary to present the values of young people such as safety and travel affecting their perception and the decision to travel to a certain tourist destination. The values can be defined as guidelines for life and as such represent a concentration of everything that a culture values, which is normative guidance and motivation. The well-known American culturologist and sociologist C. Kluckhohn (1951 in Musek, 2003) denominates values as conceptions of the desirable that influence how people make their choices for action and how they evaluate phenomena. Values are thus a sort of a summary of the internal norms and goals of a certain society and culture. In addition, values are compared to other psychosocial elements of a culture relatively stable and long-lasting. They define culture as sustainable and stable, which again means that they may be its best identifying mark. If there is a significant change in value policies, then the culture will change significantly too, and vice-versa.

Table 1. Empirical hierarchy of the area of values, acquired in our previous research

DIONYSIAN VALUES		APOLLONIC VALUES		Maximum scope (super-category)
HEDONIC	OF POWER	MORAL	OF FULFILMENT	Greater scope (type of values)
Sensual Health Safety	Status Patriotic	Social Democratic Traditional	Cognitive Aesthetic Cultural Actualization v. Religious	Middle range category values
Joy, entertainment, exciting life, comfort, pleasure	Power, reputation, fame, money, political success Love of country	Love, family happiness, understanding with your partner Peace, unity	Truth, wisdom Beauty, nature Art, culture	Particular values

Source: Musek (1993a, 1993b, 1993c, 1993d)

Studies have shown differences in the value orientations between age groups. In the adolescent period hedonic values (which of course does not mean the highest-valued), which also include safety are relatively pronounced (Musek, Lešnik and Musek, K., 1993).

Estimates in Figure 1 range from 1 to 10, where score 1 means the lowest average importance of each variable (values) and the score 10 means the highest average of the importance of each variable (values). Among the categories of values, at the forefront are social, safety, democratic and traditional values (see Figure 1). With the help of the research conducted by Gorenčič (2009), Ule and Kuhar (2002), on the values of young people from the year 2000 and 2009. The authors will provide a better understanding of the results attained in our research. It is necessary to emphasize the fact as indicated by Gorenčič (2009) that already in the 1990s sev-

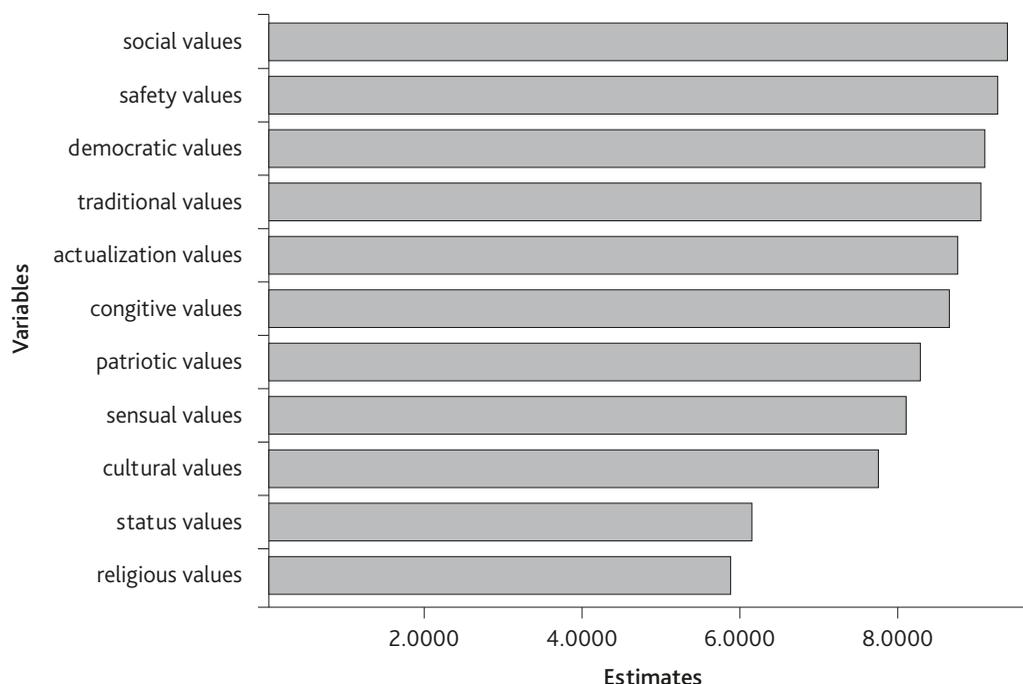


Figure 1. Average estimates of the importance of values categories

Source: Musek (2000)

eral extensive studies of values of the Slovenian youth have been carried out. In 1993, a survey included high school students, in 1995 students and in 1998 primary school pupils. Even more important are the studies Mladina (Youth, n.b.) 2000 and 2009 (Gorenčič 2009, Ule and Kuhar 2002) which have the highest research value, since they were carried out on a representative sample of Slovenian youth. Mladina 2000, has shown that global values such as world peace, the protection of nature and the security of the nation from enemies and liberal values (eg. freedom of action) are important to young people. In contrast, young people assess ego-materialistic values (to have authority and power over others, the importance of material goods) to be irrelevant. The survey conducted again in 2009 (Mladina 2009) showed that global and liberal values are still equally highly valued; although it is noticeable that young people give a bit more importance to ego-materialistic values. Studies (Miheljak and Antončič, 2002) show that young people's values are becoming increasingly subjective; the right to individuality is important, which Ule (2004) also states in her study. Young people value personal desires above everything else. These findings of a twist into privacy and a decline in the importance of big stories among youngsters are also confirmed by studies in Mladina 2000 and 2009. The value of travelling is very important for young people as supported by the results of the survey in 2000 which showed that for more than one third of respondents travel is very important; the same result appeared in their survey of young people in 2009. With the stated studies the author Gorenčič (2009) also came to the conclusion that the values of young people are values that are becoming less "typically" young, because they rely on the values of adults. Therefore we can conclude that today's youth is more oriented to a personal set of values; a transition from material and career values to post-material and personal values has occurred.

Theoretical introduction can be concluded with the statement that the perception of safety is an important factor in determining the choice of destinations (Rittichainuwat and Chakraborty, 2009). Today tourists have at their disposal many possibilities for taking holidays and travel, so they can substitute a potentially dangerous destination with one which has no major problems or choose a completely different destination that does not have these safety issues (Čavlek, 2002). Also worth mentioning is the fact stated by Ule (2004) that youth and young people are the result of the development and changes in contemporary societies and are with their quick reactions to these changes a sensitive barometer and predictor of future social currents. Thus we can deduce that what the young generation is doing and saying today will be a general pattern of conduct and functioning of tomorrow. So if the young generation travels a lot today and travel is a value then the value of travel will be even more important to the entire society in the future and all of us will be travelling more than we do today. The dominant values in each society represent the cultural foundations of this society and usually affect the norms of action of an individual as referred to in Tavčar (In Mekinc 2007, p. 512-513). Accordingly, it will also increase the importance of safety in all its dimensions.

Methods and data

In this study we wanted to determine how safety is perceived at the tourist destinations of Europe where 1st and 2nd year students/respondents of HVC students have spent their holidays or their free time in comparison to the 1st and 2nd year students/respondents of FCJS. The basic research problem was related to differences in the perception of the safety of students/respondents of two substantively different higher education institutions that through their study programmes focus on tourism or safety. In doing so, we evaluated how they assess the

current/actual state of safety perceived in the country they are travelling and what state of security they desire and expect in these countries. We determined the difference between the actual/current and the desired/expected state of safety as the students/respondents observe it. We formed our fundamental hypothesis as a claim that the FCJS students/respondents perceive and assess the state of safety in a more critical way than the HVC students/respondents do. In this context we examined the following factors of safety: safety climate, self-protection and collective security.

We included a sample of 100 students/respondents in the research and used an instrument in the form of a quantitative questionnaire for the measurement of the attitudes on a 5-point Likert scale. We analyzed the obtained results by using of the arithmetic mean and its sum; and showed the statistics for the independent variable (frequency distribution of responses). We also calculated the Man-Whitney test.

Table 2. The main characteristics of the sample (gender, age, previous education)

STUDENTS	GENDER: male	GENDER: female	AGE: 18 years old	AGE: from 19 – 27 years old	AGE: from 28 – 45 years old	PREVIOUS EDUCATION: high school	PREVIOUS EDUCATION: vocational or higher college
HVC	19	18	1	35	1	18	19
FCJS	24	39	6	56	1	56	7
TOGETHER	43	57	7	91	2	74	26

Source: Author

Most students, altogether 59 (25 HVC students; 34 FCJS students), indicated Croatia as the tourist destination for vacationing or travel. In second place was Greece where 20 students (6 HVC students; 14 FCJS students) have travelled. Italy was ranked third place, followed by all the other tourist destinations: Austria, Belgium, Bulgaria, Bosnia and Herzegovina, Cyprus, Montenegro, Denmark, Estonia, Finland, France, Latvia, Lithuania, Hungary, Malta, Germany, Norway, Poland, Slovakia, Serbia, Spain, Sweden, Turkey and the United Kingdom.

Table 2 shows among the sample of 100 students 37% were from HVC and 63% from FCJS. In the analyses, the population between 19 and 27 years of age was included, which represented 91% of the entire sample. The survey included 43% male and 57% female respondents. 74% of students have finished high school and 26% have finished vocational or higher college.

In the table overview of the minimum and maximum values of the arithmetic mean (\bar{x}) the factor safety climate is measured on a 5-point Likert scale, where we enquired how do they perceive the actual state of security. The results show that both student groups reached their maximum ($\bar{x}_1=4.19$; $\bar{x}_2=3.75$) with the assessment "Security measures are rational and not disturbing." FCJS students have the biggest concerns ($\bar{x}_2=2.97$) with obtaining feedback on how their personal safety was taken care of. The results show that HVC students in comparison to FCJS students are on average less critical to the factor safety climate when vacationing or travelling.

Table 3 shows the results of the responses to four statements, which focus on the factor of "self-protection". It is evident from the results that students of both schools on average agree most with the statement "When it comes to my safety, I do not want to take risks, and I think carefully about what I'll do." ($\bar{x}_1=4.35$; $\bar{x}_2=4.41$). This is the only result where the students of FCJS mostly agree with the statement more than students of HVC. Although the values (HVC- $\bar{x}_1=3.51$; $\bar{x}_2=3.29$) in the assessment of the statement "to consider safety instruction seven if the circumstances dictate otherwise", are lower than others, we can deduce, based on the results, that the students/respondents have trust in the safety authorities of the countries they are visiting.

Table3. Display of average rating answers for factors: safety climate, self-protection and collective safety in the factual state

1. SAFETY CLIMATE (FACTOR I.)	HVC - M_x	FCJS - M_x
Security measures are rational and not disturbing.	4.19	3.75
I receive feedback on how my personal safety is taken careof.	3.54	2.97
They take care of my personal safety regardless of my status.	3.97	3.60
2. SELF-PROTECTION (FACTOR II.)		
When it comes to my safety, I do not want to take risks, and I think carefully about what I'll do.	4.35	4.41
I take notice of safety instructions even if the circumstances dictate otherwise.	3.51	3.29
Encourage cooperation with other tourists (security authorities, police, hotel management, etc.) to ensure personal safety.	3.73	3.30
I take care of my safety independently and autonomously.	4.05	3.75
3. COLLECTIVE SAFETY (FACTOR III.)		
Control over the performance of security measures in a tourist destination or accommodation facility is mainly a task for security authorities.	3.92	3.71
There is no need to connect with others when it comes to my personal safety.	3.54	2.95
Security controls are frequent and consistent.	3.24	2.95

Source: Author

In Table 3 the results for factor “collective safety” are shown as last. Students of both schools agree on the importance of the role of security authorities in providing safety at a destination or accommodation facility although HVC students ($\bar{x}_1=3.92$) are more certain of this statement than FCJS students ($\bar{x}_2=3.71$) are. Regarding the efficacy of frequent and consistent controls by security authorities HVC and FCJS students ($\bar{x}_1=3.24$; $\bar{x}_2=2.95$) are rather neutral. Also interesting is the HVC students’ viewpoint ($\bar{x}_1=3.54$) where they agree with the statement that it is not necessary to connect with others to ensure safety while FCJS ($\bar{x}_2=2.95$) student are neutral to this statement.

We can detect the biggest difference (IMSUB) in the values among the students of both schools ($\bar{x}_1=3.54$; $\bar{x}_2=2.95$) in the statement “there is no need to connect with others when it comes to my personal safety.” However we can still conclude from the result that compliance with the consensus and cooperation of the group is important to both groups of students when it comes to their safety. This is not consistent with research conducted among young people (Miheljak and Antončič, 2002; Ule, 2004), indicating that their values are becoming increasingly subjective; the right to individuality is important. At the same time, both groups of students ascribe great importance to the determination, courage and confidence of action when it comes to their personal safety. We could relate the result with the thinking of Ščuka (2012) which correlates the human development with active gaining of personal experiences, bound by the principle of self-regulation, when frustration if present first then effort (work) and only at the end, pleasure. For self-control an individual must base their decisions on experience and not on fear of punishment. The discipline of self-protection becomes a value only when it is tied to an informed decision based on past experience and not from fear of punishment. Only then will an adolescent develop a sense of security, awareness, belonging, meaningfulness and effectiveness. This view complements the findings of the research that both student groups ($\bar{x}_1=4.05$; $\bar{x}_2=3.75$) value independent and autonomous care for their own protection. The latter is also complemented by Ingelhart’s thesis (in Dalton, 2000) about post-materialist values where he observes that younger generations are focusing on values such as self-realization, personal freedom in decision-making, social equality and the preservation of the “quality” of life.

When comparing the results of the evaluation of the three factors of safety we learn that FCJS students are more critical towards them or that HVC students assess better the cur-

rent state of safety in the country of destination/holidaying. In regards to the content of the study and the study programme it is expected that FCJS students have a more critical attitude towards security since they get acquainted with the complexity of the concept in their studies. During the study process FCJS students acquire a critical attitude towards elements of safety and security systems making their assessments more critical.

Ule's research (1995) Mladina 93 on values and value orientations showed still on-going trend of moving interest of young people from major social themes to individualism, everyday world, protection of privacy, quality of interpersonal relationships, experimenting with life and the need for diversity. This is also reflected in the results of our survey.

In this research, in addition to the perception and assessment of the current state of security, we also examined what is the desired or expected state of security for respondents while traveling abroad. We used the same evaluation factors and statements to assess the desired state as with factual state. Thus we could do a comparison in the perception of the current/factual and desired/expected state of safety when traveling.

In Table 4, we see a tabular display of minimums and maximums of the arithmetic mean (\bar{x}) for the factor safety climate, where we asked about the desired/expected safety situation in the country they travel or vacation. We can determine that the expectations/desires of HVC students about safety elements that determine security climate are higher than with FCJS students.

HVC students have expressed high expectations in the statement "I receive feedback on how my personal safety is taken care of"; where maximum value was reached $\bar{x}_1=4.27$. FCJS students gave the highest medium assessment to the statement ($\bar{x}_2=4.43$) and the biggest difference (IMSUBo.46) in the values among the students of both schools, "They take care of my personal safety regardless of my status." The expectations of FCJS students are also lower in half of the cases² than HVC students with assessing the desired state of factor "self-protection". Students of both institutions ($\bar{x}_2=4.13$; $\bar{x}_1=3.92$) evaluated as most important in a desired state a well thought of and non-risky personal conduct and behavior when it comes to their personal safety.

Table 4. Display of average rating answers for factors: safety climate, self-protection and collective safety in a desired state

1. SAFETY CLIMATE (FACTOR I.)	HVC - M_x	FCJS- M_x
Safety measures are rational and not disturbing.	3.92	4.27
I receive feedback on how my personal safety is taken care of.	4.27	3.89
My personal safety is taken care of regardless of my status.	3.97	4.43
2. SELF-PROTECTION (FACTOR II.)		
When it comes to my safety, I do not want to take risks, and I think carefully about what I'll do.	3.92	4.13
I consider safety instructions even if the circumstances dictate otherwise.	3.54	3.73
Encourage cooperation with other tourists (security authorities, police, hotel management, etc.) to ensure personal safety.	3.78	3.75
I can take care of my safety independently and autonomously.	3.84	3.65
3. COLLECTIVE SAFETY (FACTOR III.)		
Control over the performance of security measures in a tourist destination or accommodation facility is mainly a task for security authorities.	3.68	3.43
It is not necessary to connect with others when it comes to my personal safety.	3.57	3.27
The safety controls are frequent and consistent.	3.49	3.65

Source: Author

In the factor of collective security, when assessing the need to connect with others to ensure personal safety ($\bar{x}_2=3.27$; $\bar{x}_1=3.57$), the average scores regarding desired state vary minimal (IMSUB_{0.3}) between the target groups. Both student groups agree ($\bar{x}_1=3.68$; $\bar{x}_2=3.43$) that security authorities are responsible for the derivation of security measures.

The results of the comparisons of the actual/current state of safety and the desired/expected state of safety (Table 5) reveal the maximum difference in arithmetic mean – 0.8 in assessing safety climate factor by the FCJS students. Also interesting is the HVC students’ result on the comparison of the factual and desired state in the self-protection factor since they agree more on the statements in factual than desired state (IMSUB 0.1) or assess both states the same in the factor of collective safety (IMSUB 0.0). The result is surprising given that Slovenia ranks high on the scale of global safety – 13th place in 2013, 8th place in 2012, 10th place in 2011 and 9th in 2010 among the 162 countries rated, which ranks it among the countries with above-average safety standards (Mekinc and Dobovšek, 2011). This means that students live in an environment where the safety standard or state in general is on a higher level than at the destinations to which they travel. One would expect, therefore, that HVC students will be more critical to the desired standard of safety at the destination they are visiting.

Table 5. Difference between the actual/current state of safety and expected/desired state of safety between HVC and FCJS students/respondents

FACTOR	HVC - IMSUB	FCJS- IMSUB
SECURITY CLIMATE	- 0.2	- 0.8
SELF-PROTECTION	0.1	- 0.1
COLLECTIVE SAFETY	0.0	- 0.2

Source: Author

By comparing arithmetic means of individual factors of FCJS students we can observe that they agree most in the evaluation of the factual state on the statements of self-protection ($\bar{x}_2=3.69$) and in the desired state on the safety climate factor ($\bar{x}_2=4.19$). HVC students also agree most in the factual state on the statements with security factor self-protection ($\bar{x}_1=3.91$) and in desired state with safety climate factor ($\bar{x}_1=4.05$). So these are the most important safety factor for FCJS and HVC students. Both target groups least agree with the statements on collective safety factor both in factual and desired state.

Calculation of the correlation between the independent variables frequency distribution of responses and students target groups and their gender did not show a statistically significant difference, since $\text{sig} > 0.05$. We can establish that viewpoints of both target group respondents are relatively the same. To determine the statistical significance of differences between genders ($\text{sig} < 0.05$) we used the Man-Whitney test. We found that statistically relevant gender gaps ($\text{sig} = 0.042$) appear in the assessment of the statement for the desired state “The safety controls are frequent and consistent” with both FCJS as HVC students. We also established statistically significant differences ($\text{sig} < 0.05$) when we compared the two target groups of students in statements: “Encourage cooperation with other tourists (security authorities, police, hotel management, etc.) to ensure personal safety” ($\text{sig} = 0.008$); “Safety measures are rational and not disturbing” ($\text{sig} = 0.02$); “I receive feedback on how my personal safety is taken care of” ($\text{sig} = 0.011$). All three statements refer to factual state. In the other studied statement cases no statistically significant differences between genders and schools were observed.

Conclusion

We placed our research on four pillars: 1. student attitude towards safety in factual state; 2. student attitude towards safety in desired state; 3. comparison of student attitude to safety between actual and desired state and 4. comparison of the attitude of the two students groups to the latter. By comparing the areas of expected/desired and actual/current state of safety with HVC and FCJS students for the safety factors (safety climate, self-protection and collective safety) we can determine that there is no significant difference (IMSUB) between expectations/desires and the factual/current state of safety. This implies that HVC students' expectations on how safety of travelling abroad should be taken care of are only slightly higher in the safety climate factor compared to the factual state. In comparison to factual state FCJS students assess desired state higher only with the safety climate factor. It can be concluded that the expectations about the level of security while traveling abroad are only slightly higher than the factual or current state perceived. The comparison of evaluations of factual and desired state of security when traveling shows major differences between FCJS and HVC students. With the latter, the differences are negligible, since IMSUB amounts from 0 to 0.2 points. At the same time the results of the research implicate that respondents form their opinions differently when it comes to their personal safety in comparison with the situation when it is not the case. People change and form viewpoints together with the adoption of knowledge, experiences and norms from the environment where we live in (Ule, 2009). This is certainly one of the reasons for the diversity of views of both target groups that are included in different study programmes. Rus (1994) also agrees with the latter since he claims that view points are the result and effect of socialization that takes place through a variety of learning processes and various agents of socialization. Rus (1994) also states that one of the most important processes in shaping beliefs or points of view is categorization. In the world we live in we are surrounded by millions of impulses while categories enable us to process similar impulses as nearly identical information. Due to the affirmation of the knowledge about security and the very knowledge of security phenomena, FCJS students can more objectively categorize impulses from the field of security, which is also reflected in a more critical attitude towards the state and security standards. This is also collaborated by the results of our research as the differences between the evaluations and expectations of factual and desired state of security are higher with FCJS students than with HVC students. If we consider students of both institutions as a single target group, we can determine that in the factual state they value most the factor of self-protection while the least important is collective security. Collective security is also the least important factor in the desired therefore the expected state of security, which only confirms the conclusions that the Slovenian society is also increasingly focusing on individuality and individual responsibility for personal safety and neglecting the importance of collective safety.

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