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# THE STUDY OF MOTIVATIONAL FACTORS AMONG PARTICIPANTS IN A PARTICULAR SPORTS FESTIVAL

Review  
Article

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## Keywords

*Sport festival;  
Higher education students;  
Recreational sport;  
Spot motivation;*

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## JEL Classification

*Z29*

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## Abstract

*The Annual Campus Festival is among the summer music festivals in Hungary which targets higher education students and attracts a large number of participants. The organisers of the festival pay special attention to enhancing visitors' interest in sport and music events. The Campus Sport Festival takes place annually to promote sport and to provide higher education students, fans and participants from Hungary and abroad (Romania, Slovakia and Ukraine) with memorable opportunities to get to know each other and socialize. Based on the results of a survey in 2017 this study analyses higher education students' motivation to take part in such international events and focuses on similarities and differences identified among students from other countries. A programme for statistical analysis, SPSS, was used to study the differences among students from several countries and event motivational factors were taken into consideration when administering Pearson's chi-squared and Kruskal-Wallis tests.*

## INTRODUCTION

The youth era had its debut in the 90s in Hungary although it had started at the end of the 50s and the beginning of the 60s until the 80s in the developed western nations; massive education expansion characterized higher education systems in most countries; an increasing number of young people was admitted to secondary and higher education institutions. This education expansion significantly extended the youth phase in one's life; young people became independent and consumers earlier than their predecessors (at the beginning of their teenage) while their adult stages (including work and starting a family) came later. By extending the studying period, a youth stage without any compulsory economic activity appeared, whose focus was on individual free time and activities (Gábor, 2015).

As a result, the monitoring role of family, school and adult society in general has decreased. However, media and the consumer industry have received more and more influential roles. This change has triggered the character of festivals where young people are the majority. It is linked to the widening age composition and the change in life style among the young (Gábor, 2015).

Summer music festivals attracting large crowds of young people are one type of festivals. The aim of these events is to satisfy the requirements of younger generations. Higher education students belong to one of the special segments in the age group. Only two Hungarian pop festivals target higher education students (Bácsné, 2014). One of them has been the Campus Festival in Debrecen since 2008: the majority of its visitors are higher education students. The Campus Sport Festival is the joint event of the Campus Festival having the University of Debrecen as its central organizer. The Campus Sport Festival has taken place annually since 2008 targeting higher education students from Hungary and abroad. The aim of the Campus Sport Festival is to promote sport and to organise a social event where higher education students, fans and participants from Hungary and abroad can get to know each other and socialize. The Sport Festival is a joint event of the Campus Festival where sport and entertainment go hand in hand. 500 higher education students from abroad participated in the event with the help of Hungarian higher education students in the first 2 years and by HURO Programme (Hungary-Romania Cross-Border Co-operation Programme) in 2010. Participants from abroad have been visiting the event year by year since 2010. Throughout these years, the festival has welcomed visitors from Romania, Ukraine and Slovakia. The event is also popular among Hungarian higher education students.

Approximately 1,000 higher education students from 20 Hungarian and 10 foreign higher education institutions participate in the Campus Sport Festival annually. In 2017 the organizers first thought that it was time to carry out a needs analysis questionnaire to identify higher education students' requirements and opinions about sport festivals and recreational sports. This study gives insights into higher education students' sport activities focusing on the differences and similarities identifies among students' opinions. We examine significant differences among countries regarding such factors as the assessment of the sport festival initiative, the role that sport festivals can play and the reasons why young people may disregard sport activities.

According to Kovács (2012), a person learns skills, abilities and values that can be used in other fields of life (e.g. persistence, discipline, cooperation, hard work, team spirit, team work etc.) regardless of their age, gender and social status; therefore, sport can be included in lifelong learning as it is never too late to start it. In addition, doing regular exercise is not only important, but also a must. If this need develops in the early ages, the person may learn that regular exercises should be part of their daily life, of paramount importance not only for the person but also for the entire society, economy, and population (Kovács, 2013).

Sport has dual roles in education; it helps social integration by supporting communication and promoting health and free time related activities. (Biloš – Galić, 2016). Tomova (2012) also argued that the role of sport activities among higher education students is unwittingly crucial.

## MATERIAL AND METHOD

The base of our assessment was a survey. The sample included higher education students who had already participated in the annual Campus Sport Festival once or more times and their e-mail addresses were listed on our database or expressed their interest in the Campus Sport Festival on our Facebook page. The link to the questionnaire was sent via e-mail and Facebook in July and August 2017. We created a sample based on the questionnaires. Afterwards, we removed those which were not completed or were incomplete. There were 1,036 assessable questionnaires in the end. The respondents included higher education students aged 18-26 years: 43.3 % of them were women (449 persons) while 56.7 % were men (587 persons). Higher education students from 4 countries completed the questionnaire: 73 % (755 persons) from Hungary, 15 % (156 persons) from Romania, 9 % (94 persons) from Ukraine and 3 % (31 persons) from Slovakia. The target group of the Campus Sport Festival included higher education students from Hungary and abroad. Participants

from Romania have been visiting the event for 8 years, from Ukraine for 7 years while from Slovakia for 3 years. Other visitors - who had been unable to participate in the event after graduation – visited the event as fans of their previous institutions.

Regarding the assessment sample, we used descriptive statistical methods and the structure of the sample used rates based on the gender, countries and sport festival participation. Thereafter, we assessed the questions by countries (place of higher education institution – Hungary, Romania, Ukraine, Slovakia) as a group criteria. We studied the role of event motivational factors with Pearson's chi-squared tests. We looked into the question whether there were differences among opinions in connection with event motivational factors and statements. The normal distribution of the measured variables was not a precondition of its completion. When analysing questions with multiple responses, the observed values were the numbers of answers to the question and the expected values were the numbers corrected by the distribution of the population (Balogh, 2016).

We used Kruskal-Wallis probe to reveal the differences among the countries. The respondents were required to give their answers with a number from 1-7. Kruskal-Wallis test is a method for analysing 3 or more samples. Test conditions include random sampling, sample independence and at least ordinal variables. This test is also known as a rank transformation process since after integrating the samples, the rank numbers have to be determined and then grouped into the original groups. The hypothesis conclusion can be deduced from the average rank of the transformed values (Tóthné, 2011).

## RESULTS

The respondents were asked to give their opinions on a 7-point scale in connection with the following statements: 'Sport is particularly important to me because I have a healthy lifestyle.', 'I prefer doing sport alone to doing it with others.', 'Sport may establish relationships that may be long-term.', 'Sport is an international 'forum' where it is easy to establish relationship despite linguistic difficulties.' Taking the above-mentioned aspects into consideration, the Kruskal-Wallis probe showed significant differences among the countries in all cases. The international 'forum' is relatively less important in Hungary but it is a crucial aspect in Romania and Ukraine. Healthy lifestyle received the lowest mean score by the 4 countries. Long-term relationships and the international 'forum' as a place for establishing relationships received the highest points from Romanian students. Hungarian students prefer doing sports alone compared to

Slovakian, Romanian or Ukrainian students (Figure 1)

When studying the motivational aspects of the event, we intended to find out how significant the given aspects are when a student decides whether to participate in a sport festival/event or not (Table 1). There were no significant differences among the countries regarding the following factors: additional programmes, rewards, natural sights, quality of accommodation but there were significant differences regarding the other factors. The most motivating factor in each country was optional sports. The highest score was given by Hungarian students. This factor was followed by friends' interests in Hungary, Romania and Slovakia. Higher education students from Ukraine marked additional programmes as the second most important factor. The proximity of their residence matters most to Hungarian students. Ukrainian students gave the highest score to environmental protection and drug prevention. Slovakian students showed a slight interest whether the event had registration fee or not. Rewards, beautiful sights and accommodation were considered the most important factors by Ukrainian students.

In addition to identifying students' motivational factors we went on to look into factors influencing students' decision to take up a sport (Figure 2). There were significant differences among countries. Each student agreed that sport could help them forget about their problems and relax. It was Ukraine among the countries which gave the highest score to this factor. Personal attitude ranked second among Hungarian and Romanian students while dedication to sport ranked second for Ukrainian and Slovakian students. Students held that they were the least motivated by competitions and additional programmes. Having a well build body and making new friends were the most important in Slovakia while benefitting from an enhanced intellectual performance through trainings and trying new types of sports were crucial factors in Ukraine.

There were no significant differences among countries regarding expenses, success, (I am willing to pay a minimum amount of money for sport', I do not care about my success in sport at all') or contribution to health, individual development, pleasant atmosphere, and personal performance. As for other motivational factors there were significant differences among countries (Table 2).

## CONCLUSION

Research shows that sport plays an important role in the promotion of social integration, health and free time activities. Sport programmes organised by higher education institutions, such as the annual

Campus Sport Festival in Debrecen, Hungary, can contribute to the promotion of the above mentioned issues. This study processed questions in connection with higher education students' sport activities (1,036 persons) focusing on differences and similarities among higher education students from four countries. We concluded that there was no significant difference among countries with regards to event motivational factors such as additional programmes, rewards, beautiful sights, quality of accommodation but there was significant difference regarding other factors. Each student agreed that sport helped them forget about their problems and relax. Personal attitude received the highest score among Hungarian and Romanian students.

#### **Acknowledgements**

*The publication is supported by the EFOP-3.6.2-16-2017-00003 project. The project is co-financed by the European Union under the European Social Fund.*

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**APPENDICES**

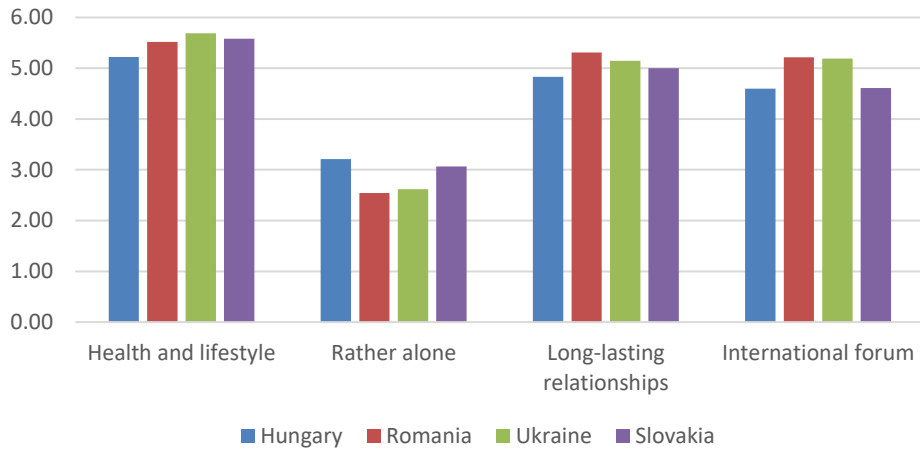


Figure 1: Other sport habits in each country

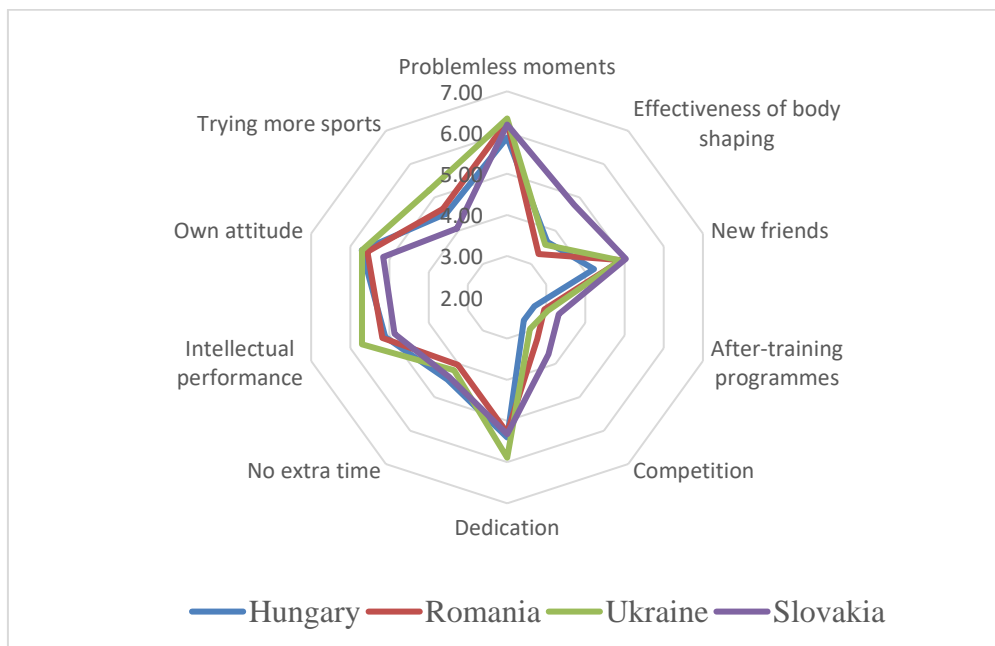


Figure 2.: Differences in sport motivation among countries

**Table 1.**The importance of event motivational factors in each country

Factor	Hungary	Romania	Ukraine	Slovakia	Chi2	p
Range of sports	6.21	5.78	5.89	5.45	15.888	.001
Proximity of residence	5.23	3.74	4.31	3.52	113.966	.000
Environmental protection	3.45	3.58	4.54	3.68	31.691	.000
Drug prevention	2.82	3.44	4.29	3.71	56.355	.000
Registration fee	4.86	4.72	4.86	3.97	13.352	.004
My friends' interests	5.70	5.43	4.90	4.61	38.874	.000
Additional programmes	4.74	4.73	4.97	4.32	5.304	.151
Rewards	3.66	3.59	3.71	3.65	.347	.951
Beautiful sights	4.22	4.17	4.53	4.10	3.881	.275
Quality of accommodation	4.16	4.37	4.52	4.23	5.157	.161

**Table 2.**The importance of event motivational aspects in each country

Name	Chi-Square	df	Asymp. Sig.
I could forget about my problem and relax during sport.	21,120	3	,000
I choose a sport which helps me reduce fat and shape my body the most effectively.	14,460	3	,002
I often make friends while doing sports. It is important to me.	34,115	3	,000
I am willing to pay a minimum amount of money for sport.	5,124	3	,163
I pursue a sport for a long time if there are after-training programmes (team-building events).	11,412	3	,010
I pursue a sport where it is possible to compete.	21,877	3	,000
I do not care at all whether I am successful in a particular sport or not.	1,062	3	,786
It is important to me that sport contributes to my health.	3,199	3	,362
It is important to me that I could improve during trainings.	3,567	3	,312
My dedication to sport is important.	9,109	3	,028
It is important to me that I could work out without extra time and energy (getting to the gym).	11,814	3	,008
Pleasant atmosphere and people are important.	2,809	3	,422
Increased intellectual performance is important to me during working out.	14,193	3	,003
My own performance is important during working out.	4,599	3	,204
My own attitude is important while doing sport.	9,269	3	,026
I like trying out more sports.	16,453	3	,001