SUMMARY

One of the main components of healthy lifestyle is proper diet. When putting together one’s diet, lots of information are needed in order to be able to pick from various foods which contribute to converting to a healthier lifestyle and maintaining it. The main purpose of this study is to determine and show examples of the characteristics of online marketing which could help consumers in the conscious conversion to healthy lifestyle. Of the various factors, great emphasis is placed on online health-related information.

Based on the research findings, it can be concluded that healthy lifestyle-related information has a significant role in online sources. Consequently, Internet can be regarded as a preferred source of information in terms of the conscious converting to healthy lifestyle.

REFERENCES


THE CONNECTION BETWEEN ACADEMIC AND ATHLETIC PERFORMANCE AMONG ELITE UNIVERSITY ATHLETES

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Abstract: Athletes in higher education are not only expected to produce high level performances but to find the balance between the preparation for post-athletic life and the requirements of the university. The objective of this study is to explore the connections between academic performance and level of sport. Also, to elaborate on the role of relevant policy regulations and institutional support that help elite athletes meet academic requirements. Data collection was conducted by means of online questionnaires involving athletes receiving sport scholarships at the University of Debrecen (N=159). The data from questionnaires were processed by using SPSS 18. Version software. For data analyse four groups were extracted based on level of sport performance and involvement: international elite, division I, division II, division III. The results indicate that the academic performance on the two international elite of sport did not differ from the average, and that these athletes did not experience any difficulties earning enough course credits at the university while being engaged in doing sport. In most cases, elite athletes did not apply for the various kind of support instruments, thus, they are able to balance athletic preparation and academic requirements without supportive modified of university policies. The results also shed light on the fact that the academic performance does not only depend on the level of sport and the chosen major at the university, but it is also influenced by the time devoted to study and training, and the sport type (individual or team sport). There are differences observed between athletes participating in individual or team sport concerning the general average of grades, the effectiveness of practice, the number of weekly training, the time devoted to preparing preparatory and competitive periods. According to the results, the various amount of time devoted to study or sport does not necessarily result in academic performance decline. In addition, results support that athletes do keep academic studies rather important and they are aware that university years are to be considered a significant period in preparation for post-athletic life.

Keywords: athletic performance, academic effectiveness, elite student athlete (JEL code: 220)

1. INTRODUCTION

As the result of the social and economic development of the past few decades, career planning and the so-called individual career path development have become more and more significant, with life-long learning playing a key role (Konce, 2013). Career planning and career path development take the characteristics of various life cycle stages into consideration, thus, help individuals to complete their studies, enter the labour market and then manage an adaptive career development. Individual career phases are divided in terms of age into different stages (Belcourt “et al,” 1996, Dessler-Turner and Pintor, 2002, Sullivan, 1999, Dalton, 1989). Five stages are distinguished by Belcourt et al. (1996) and Dessler and Turner (1992) seven stages by Pintor (2002). All stages have their own characteristics. Even if approaches are different, they do agree that there should be a preparatory stage named "preparation for work" before entering athe job market; this is followed by the "early-, mid- and late-stages" of a career path. Transitions between stages signal certain stations where progress-oriented decision making is demanded, which takes abilities, skills, motivation and ambition into account and is aimed at progression (Konce, 2002). The preparatory stage is essential for establishing a prospective career, in which the time period at the end of the high school years, influenced by future plans and visions, plays a crucial role. In the seven stages approach of Pintor (2002), a period between age of 16 and 18 and age of 18 and 24 is defined as fundamental periods in career decisions, preparation for a career path. Hence, these two periods spent in educational institutions are formulated a basic core for post-athletic life preparation as well (Konce, 2013). Based on previous research considerations and findings on post-athletic careers, it can be concluded that there is a continuous progress of change alongside with life cycles lasting up to the transition to retirement from sport.

As far as elite athletes' careers are concerned, there are two different career paths distinguished. One is the athletic career, which involves sport specific objectives and ambitions. The other is the occupational career that is being developed parallel to the athletic career in order to consciously prepare for the
post-athletic stage. Hence, athletes will have the chance for a normative or predictable transition following the termination of their athletic career (Afferman-Stamboulska, 2007; Stambaugh, & Elkins, 2009). One of the basic conditions, therefore, is an atmosphere from which athletes could benefit - including the educational institution, sport association, connecting social groups or individuals, support network, coach, family and peers (Kozuła, “et al.”, 2011). Due to the special characteristics of high-level sport and especially the relative short length of an athletic career, it is career planning and career management that play a particularly important role in sport. The length of an athletic career is hardly predictable, if one is fortunate enough, it might last until the age of 30-35.

Considering contemporary talent identification systems, the specialization of the athletic career usually overlaps with the beginning of elementary school studies. From that point on, young athletes are required to produce athletic and academic performance parallel; balancing the requirements of sport and school is less challenging at a younger age. However, with age, athletes become more mature and it becomes more and more important to parallelize a high level athletic performance and maintain studies with preparation for post-athletic life and occupation. The athletic career, high level performance and ever growing results expect athletes to devote every minute and all of their sources to sport which, therefore, progressively becomes a profession (Constandita, G., & Mavrodineanu, 2009). In addition, the educational and academic activities have a great deal of responsibility for athletes. Improvement and progress in sport depend not only on athletes but various external factors, whereas in higher education - as institutions need to give enough space for students to meet the academic requirements - students are responsible for their academic success. Depending on the discipline and level of sport, the amount of time devoted to studies by athletes might differ, though, academic performance can not to be well-predicted because of individual differences of athletes.

An educational progress is defined in terms of the requirement to comprehend. In higher education, one of the possible alternatives measuring academic effectiveness is the general average of grades this a dependent variable outlines academic performance together with other variables explaining academic effectiveness1, according to Di Maggio (1982).

As an athletic career is defined in terms of athletic performance and results, regular performance evaluation is highly emphasized. Athlete's results can be measured by successful participation in Olympic Games, European-size World championships, national championships or competitions. In addition, results compared to personal best of athletes is another indicator. These define the measures of realizing pre-set objectives of athletes.

The connection between successful athletic performance and academic performance is based on the findings it can be concluded that athletes strive to be successful in both academic and athletic fields (McKenna - Dunstan-Lewis, 2004). Aquilina (2013) reported similar results as it was found that high academic and athletic performance for which an effective time utilization and balance of priorities were essential (Aquilina, 2013).

The University of Debrece in Hungary, the involvement of educational institutions was articulated in order to support successful academic performance and graduation of elite student athletes in higher education (EU Commission, 2011). The University of Debrece took steps to help student athletes balance academic studies and high level athletic performance. In the Studies and Exams Code (2009) institutional policies and regulations as well as support instruments (individuals schedule for class attendance and exams, mentor programs) are defined (Lenténs-Poszuk, 2012). This provides athletes with basic conditions and support for post-athletic life preparation while they still could focus on their athletic careers.

2. LITERATURE REVIEW

International research usually focuses on academic performance with a complex approach - studying results, teachers' student relationship, and the role of institutional regulations and support in academic performance (Lannert, 2004). The academic result is considered to be an indicator of effectivenessness. Students' academic effectiveness in higher education was measured by success and ideas came up that academic effectiveness is equal to institutional performance as well (Psuzat, 2010). Academic effectiveness measure by Psuzat (2007) with the following five indicators: future plans after university college, extracurricular activities, the way to perform to work attitude and the intention of taking a job, respectively.

Research conducted in the United States has examined the field and level of work where athletes find that the transition after the termination of their athletic career, taking the actual requirements of the labor market into consideration. As the results indicated, the most important factors are the adequate qualification and the level of education. Therefore, it is a significant issue for athletes to properly meet the academic requirements while developing their athletic careers. In connection with this particular topic, many research has been conducted. Espwall (2004) examined the relationship of athletes to sport and study in terms of time utilization, and found that the amount of time devoted to sport is around 15-25 hours a week next to school activity which takes 25-35 hours a week. It was also found that the number of hours devoted to sport and study significantly raise during university years (Espwall, 2004). According to David (2005), examining the particular amount of time devoted to study and sport in higher education institutions normally deviates to study the time of the week, whereas around 20-30 hours go to sport. These findings prove that adequate time management and commitment are necessary as well as institutional support instruments that athletes could manage their dual tasks (David, 2005).

Mckenna and Dunstan-Lewis (2004) carried out a research at an English university examining athletes' relation to their academic performance. Results indicated the students were found to be concluded that athletes strive to be successful in both academic and athletic fields (Mckenna - Dunstan-Lewis, 2004). Aquilina (2013) reported similar results as it was found that a high academic and athletic performance for which an effective time utilization and balance of priorities were essential (Aquilina, 2013).

3. MATERIAL AND METHOD

As preparation for the online survey, a focus group interview was conducted among national athletes according to a pre-set research protocol targeting the major areas covered in the main questionnaire. As a result, several valuable indicators of pieces of information, thoughts, ideas came up that were integrated into the final version of the survey questionnaire. Before finalizing the questionnaire, pilot tests were conducted with 10 athletes.

The questionnaires were sent out to student-athletes applied and received sport scholarships in the second semester of the academic year 2013/14. The subject group involves international students representing European championships, World champions, Universiade winners, Olympic ranked athletes and national players. The final version of the questionnaires was sent out via Evansy survey automation software to 207 students. The survey applied a holistic approach; by the time Evansy closed down, a total of 159 completed questionnaires had been sent back which equates an answer rate of 76%. Out of the 159 respondents 114 were male and 45 were female. For assessment of year distribution it was necessary to count BSc training years together with their individual degree program equivalents. Based on this condition, 40 respondents as first-year students, 34 respondents as second-year students, 50 respondents as third-year students, 20 respondents as fourth-year students and 15 respondents as fifth-year students were registered. The distribution according to level of sport was the following: the number of athletes on the international elite of sport was 55, in division B it was 61, in division C it was 54, and in division D it was 24 and there were 3 respondents who did not answer to this particular question. The majority of respondents were team sport athletes (N=114), 45 athletes were in individual sport. The distribution of athletes on different faculties justified another merge in the case of public health faculties. It is the Faculty of Medicine, EC - Faculty of Medicine, FK - Faculty of Dentistry, GYTK - Faculty of Pharmacy, NK - Faculty of Veterinary Medicine and Animal Science. It is the Faculty of Applied Economics and Rural Development from which the most athletes responded (N=60).

The survey concluded with the open questions, which included both open and closed questions. The first group of questions related to personal data and university studies. The second group of questions focused on sport, discipline and level of sport. The third group of questions were related to the institutional policies and regulations, and the relationship of the university and the athletes; the final set of questions covered the academic career and post-athletic future plans.

The data were processed and analyzed by SPSS software. The data were processed by using SPSS version 18. software.

4. RESULTS AND EVALUATION

4.1 Connections between Academic Performance and Level of Sport

The general average of grades of athletes was calculated based on the scale of five. The 159 athletes involved in the research had the general average of 3.60 in respect to second semester of the academic year 2012/13. The general average in the first semester of the academic year 2013/14 was 3.66.

The degree of academic performance of athletes enrolled in different years is shown in Figure 1. Illustrating the differences between academic performances of athletes by semester. BA first-year students showed lower average (2.50) than the athlete group average (3.60) in the second semester of the academic year 2012/13, however, their results (3.63) in the first semester of the year 2013/14 do not show significant differences compared to the group average (3.66). Concerning the results of sophomore students no significant differences can be registered between the two examined semesters. Though, the results of third-year students in both semesters (3.23 and 3.31 respectively) are under the defined group average. This result is the reason to regard academic performance as compared to first- and second-year students. The average grade of I-II years of BSc students (3.12) was, however, not as good as the average grade of I-II MSc students (4.22) in the 2012/13 spring semester. In regards to the autumn semester the BSc...
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The demonstration of selected and earned course credits in terms of level of sport can be seen in Figure 3. As the results in Figure 3 show, athlete's performance on the international elite of sport showed a success rate of 93% and 91% in the two semesters concerning earned course credits. Division II athletes' result was 100% in both semesters. These two groups on the international elite of sport differ from the group average. Consequently, athletes' performance on the two international elite of sport do not differ from the group average. On the contrary, athletes in division III showed lower academic performance compared to the group average. In the spring semester, their general average of grades was 3.21 and in the autumn semester 3.53. Concerning athletes on the region level, their result of 4.06 in the second semester of the academic year 2012/13 was better than the group average, the result of 3.87 for the first semester of the academic year 2013/14.

From the point of gender distribution, it can be seen that female athletes showed better results in both semesters, a general average of above 4.0. The study also intends to examine the completion of predetermined credit number defined in the Studies and Exams Code. There was a difference between selected and earned course credits when female and male athletes were separately examined. Male athletes selected more credits than female athletes, in both semesters. However, the success rate of earning selected credits turned the other way around. Male athletes' success rate was 93.80% and 94.78% in the two semesters, whereas female athletes were more efficient with 95.55% and 95.66%, respectively. It can be concluded that even though female athletes select less credits, their success rate of earning these credits is higher (Figure 2).

The examination of average daily training time with respect to different years shows different results concerning both preparatory and competitive periods. First-year athletes train an average of 3.20 hours a day in the preparatory period, but train an average of only 2.00 hours a day in the competitive period. In the case of third-year athletes, however, the amount of time devoted to academic activity is significantly higher for first-year athletes; it takes 4.24 hours a day in the preparatory period and 2.88 hours a day in the competitive period. This period might be explained by athletes' essential adaptation to "university life" in the first academic year; therefore, the amount of time devoted to academic and athletic activities permanently changes.

As for master studies, athletes are presumed to devote less time to athletic activities and focus more on their academic studies; this presupposition is supported by the upward tendency of academic performances. Those athletes, who get closer and closer to the end of their athletic careers, often tend to take up a job to gain useful professional experience and prepare for their post-athletic occupation. This is reflected by the change of time devoted to training. In the case of first-year MSc athletes, time devoted to athletic activity a day (1.75 hours) is significantly below the average (3.19 hours) in the preparatory period, and does not raise in the competitive period either (1.70 hours). This latter value, however, shows significant difference compared to the average (2.30 hours). In the case of second-year MSc athletes, the amount of time devoted to sport in the preparatory period is similar, though, the daily training time in the competitive period (1.27 hours) significantly differs from the average (2.30 hours). So, the amount of time devoted to daily athletic activity is higher in the preparatory period than in the competitive period (Figure 4).


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The discipline or type of sport is also important. In the case of division I, athletes study every day, most athletes on different levels of study do have more training a week (9.39 occasions and 7.93 hours). This is in the preparatory and competitive periods for athletes who do team sport. These athletes have an average of 4.81 training per week in the preparatory period. Among the international elite athletes, they typically do not study the preparatory period. One reason for this difference is that most of them have more time devoted to studying and term-time, they mostly prepare for exams. In the exam period, daily and weekly training time is examined. According to the results, individual athletes on average study every day, only 10% indicated that they devote more than 4 hours a day for study.

The examination of time devoted to study concerning male and female athletes, it is shown that male athletes study almost double the female athletes 4.5 times a week. Regarding athletes on team sport together, in addition, there might be a considerable level of the majority of male athletes study a daily basis. The results of the examination in terms of discipline indicate that in first- and second-class, both individual and team sport athletes usually study for exams, though, occasionally they devote time for 2 hours a day. Many athletes on regional level answered that they studied every day. Based for the preparatory period. After further elaboration, it turned out that individual athletes on the international elite of sports can be concluded that athletes, who study more than 4 hours a day devote an average of 4.43 hours a day to studying, which is 3.61 hours a day in the competition period. In team sport, the average amount of training time is less a day (2.85 hours and 3.20 hours.

In other words, the amount of training time is higher for athletes in division II than athletes who do team sport (Figure 7).

The amount of time devoted to athletic activity also depends on the number of competitions and games. In the competition period, individual elite athletes participated in an average of 12 competitions. According to further results, lower levels of sport the number of competitions increases which shows an upward tendency in the number of games. We consider the average number of competitions 21 on international elite, and 25 and 26 in the division II respectively. This regular participation in championships needs a great deal of time sacrifice for athletes' side.

One of the most important factors influencing academic effectiveness is time devoted to study. As the results showed, the majority of the athletes typically does not study every day.

5. CONCLUSIONS

The study aimed to explore the connection between the balance of academic and athletic performance. The subjects in this particular research were athletes receiving sports scholarships at the University of Debrecen, of whom the majority taking up non-sport-related majors. Noticeable results were found in the two examined semesters related to academic performance and effectiveness in connection to earning course credits as the best academic results were found of student athletes majoring in humanities, followed by athletes in public health faculties. The results also show that the general grade point average do not differ significantly on the first- and second level of sport. Athletes tend to reach better academic performance in the autumn semester in comparison to the spring semester. According to the results, first-year student athletes do not have any difficulties earning selected course credits beside maintaining their athletic engagements. The research also shed light on the fact that academic performance is not only influenced by the level of sport and the major chosen, but time devoted to study or athletic activity, and the sport discipline as well. There are some differences observed between individual and team sport athletes in terms of general average of grades, effectiveness of earning course credits, weekly training numbers as well as time devoted to training. The weekly number of training, and the time devoted to training a week and a day in both preparatory and competitive periods show significant differences between the results, which show no differences in individual team sports on the highest performance oriented level.

Based on the findings it can be concluded that international elite and national elite athletes do reach less academic performance than the average. Hence, these athletes are able to devote as much time to study as needed to successfully meet the academic requirements. The majority of elite athletes manage to balance athletic activities and academic requirements without using for any supportive instruments provided by the university. This bolsters the fact that in the period of athletic career overlapping the years of university studies, high level of athletic and academic performance can be realized.
MULTI-LEVEL ANALYSIS OF VISITORS’ SATISFACTION FLYING TO DEBRECEN – MAIN ASPECTS OF THE RESEARCH

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Abstract: This paper presents the non-exhaustive description of the main characteristics of visitors based on the filled out questionnaires during five months following the test month. These characteristics will serve the basis of a satisfaction analysis to be described in the future and they provide guidance for later analyses. I performed the testing of my questionnaire in January 2014. It turned out even from the data collected in the test phase that there were services which did not meet the expectations of visitors several times as it was worse than what they expected. This study focuses on the questionnaire research conducted among foreign visitors coming to Debrecen by flight. The main aspects were to determine foreign visitors purpose of travel to Debrecen, how many times they had already been to Debrecen, how many days they stayed in the city, what kind of services did they use and whether the quality of used service met their expectations. As a result of the following five months research, I obtained input data which make it possible to examine real problems with background data. It calls for further examination to determine whether there was any difference in the extent of services living up to visitors’ expectation vs. visitors’ level of appreciation.

Keywords: satisfaction analysis, questionnaire, services, visitors’ expectation

Introduction
The main purpose of my research work is to find a proper measurement methodology of serving foreign visitors coming to Debrecen by flight and to use this method during the examination of services utilised by them. The future step of this research is the development of a process structure which contains the services used by foreigners flying to Debrecen, points out problematic areas and provides guidance in terms of the possible reorganisation of problematic processes with the aim to increase the satisfaction of visitors. The aim of this study is to introduce the main aspects of the questionnaire research conducted among foreign visitors coming to Debrecen. This paper presents the non-exhaustive description of the main characteristics of visitors based on the filled out questionnaires during five months following the test month. Various research findings showed that there is a strong correlation between the quality of services and the intention of consumers, as the quality of services have a direct and/or indirect impact on consumers’ willingness by means of the intention of consumers (Zeithaml et al. 1996; Cronin et al. 2000).

I perform my examination at the Debrecen Airport, where passenger’s flow began to increase during the last two years due to the scheduled flights of Wizz Air. By the end of 2013, the yearly passenger flow was nearly 130 thousand people, which can be considered a significant increase compared to the nearly 48 thousand passengers in 2012. According to Veres et al. (2012), the quality of an airport greatly contributes to the view of an entire region, since the first and last impressions of a city are strongly bound to the airport. Furthermore, friendly service, accurate organisation, attentiveness and the atmosphere of the airport play an important role in making visitors return to a given destination or even to recommend it to their acquaintances.

1. Research objectives
I broke down my research to different sections. This study focuses on the questionnaire research conducted among foreign visitors coming to Debrecen by flight. More specifically, the survey focuses on their characteristics and their satisfaction with reference to the services used during their stay. All these information provide guidance for the second section.

As regards the composition of passenger flow, no one has ever collected any data other than citizenship (HCSO, Debrecen Airport). There is no data about the demographic composition, the motivation to travel, the length of stay in Debrecen and the services used. For this reason, I decided to get to know the population in addition to performing the satisfaction analysis. In 2005, a similar research was conducted at the departure side of Terminal 2B of Budapest Airport. Foreign tourists coming to Budapest with discount flights were involved in the primary research. The number of interviewed passengers was 414 and data collection was conducted in April 2005. (Mundordozó...