

Special Events in the Tourism and Hospitality Industry: A Comparative Study on Volunteering Motivations of University Students

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Abstract

This study investigates motivations of volunteering university students regarding participation in special tourism events, by taking the city of Alexandria, Egypt as a case study. Also, the gender effects on motivations are examined and a comparison between the public and private university students is carried out. Nine main motivational dimensions were analyzed including, experience, fun and enjoyment, people and friends, personnel purposes, community support, curriculum vitae and career, skills and knowledge, learning a language, and cultural. The results revealed that fun, experience and people had the highest impact on volunteering university students. No significant differences were found among private and public university students. Also, the results showed that females were significantly more likely to be motivated by the factor of community support than males. The theoretical and practical implications of these findings contribute in the development of special events industry and assist events' organizers and managers to update and develop different strategies that effectively meet the needs of current and potential volunteers.

Keywords: Event-management, Special events, University students, Volunteering, Motivation, Tourism

Introduction

The special events industry has become a remarkable global phenomenon over the past decade, and has a number of defining features relating to careers. Defining the term 'special event' is a difficult task because of the diverse range of event types that could be included.¹ Now, 'event tourism' is generally recognized as being inclusive of all planned events in an integrated approach to development and marketing.² In this study, one could simply define 'special event tourism' as a one-time or infrequently occurring event of limited duration that provides the consumer with a leisure and social opportunity beyond everyday experience. Such coined to describe tourism and hospitality conferences, regional events, and fairs, which have the potential to attract tourists. These events are often held to raise the profile, image or awareness of a region, or tourism, hospitality and its related sectors development. Volunteers are one of the most valuable and important human resources to the event sector. University students are one of the groups that have widespread participation in events voluntary programs, which encouraged researchers to try to determine effective factors in this issue.^{1,3} Likewise, event managers need to understand why individuals choose to spend their time as volunteers to undertake fundraising activities and to organize events. Following economic depression and decline, dependency upon voluntary staff is likely increased.⁴ Obviously, there is an ongoing demand for well-qualified graduates with a range of attributes and skills. The higher education sector has found an increased role in supplying this emerging global industry, and thus numerous individual courses offered in tourism and hospitality programs. This is in order to support and raise the profile of events discipline through the sharing of education and best practice.^{5,6,7} Planned events are universally important for many cultural, strategic and political reasons. Also, the demand for event professionals cannot be met by cross-over from other fields. However, little research has been conducted in these areas.^{8,2}

Therefore, this study tries to add to the body of knowledge by investigating students' motivations to volunteer in special events. Additionally, this study tries to determine the main factors influencing volunteering behavior of students through analyzing the opinions of previous volunteering participants. The results of this study can be of help to event managers. As it help them understand the benefits that individuals have cited as motivators in their future recruitment events. Similarly, understanding volunteers' motivations would also help managers to retain their voluntary staff by providing the cited benefits.⁹ Such information will enable event managers to target appropriate promotional materials.

Literature review

Conceptualizing volunteer motivations

Many events succeed because of a pool of willing and often repeat volunteers and effective planning.^{10,11,6} Previous studies have discussed various approaches to understanding volunteer motivation, mainly based on generic, human resource motivation theories, that, in the absence of supporting research, do not provide practical explanations for event volunteers' motivation.^{12,13,14} Other studies have not paid attention to the diversity of activities and contexts which make it difficult to apply one classification scheme to all volunteers as a homogenous group.^{15,16} The broad scope of volunteering makes

defining and classifying volunteers very difficult. In fact, there have been very few studies focusing on volunteer motivations at special events. For the purpose of consistency throughout this study, volunteering is defined as being “An unpaid activity where someone gives their time to help an organization or individual to whom they are not related”^{17,18,13}. Also, motivation is discussed as being what drives and motivates people, giving them the commitment to achieve goals.¹² It can also be described as getting someone to do something because they want to do it.¹⁹ Volunteers generally have a shorter commitment, and there is a lack of repercussion should they walk away before their work is completed. Event management is a sector of growing importance and highly gaining global recognition.² Staffing is a key issue for event managers. Selecting volunteers to participate in the event is hard work. It is therefore essential to further motivate students, who will, in the future, lead the development of this industry.

There are two main groups of motivation theories in relation to the management of events: “content theories,” where volunteers undertake their chosen activity purely to be of help to other people, with no perceived benefit to themselves; and “process theories,” where the volunteer has a driver to begin volunteering and the result of doing so is a tangible benefit to themselves, such as a free event ticket or souvenir.^{20,21,12,15,10,12,22,6} Ralston et al,⁴ revealed that tangible benefits were rated very low in volunteers’ motivations studies, while more social benefits such as “being able to work with other volunteers” or “doing something that interests me” were cited more frequently.^{23,24,25} Retention can also be increased where volunteers experience connectedness or they share goals and values.²⁶

Students, in particular, may also volunteer to benefit their capacity to gain a qualification, learn new skills^{27,28} or gain accreditation recognized by employers.²⁹ Previous research by Parker³⁰ argued that there were four basic reasons for volunteering: Altruistic, Market, Cause serving and leisure. Also, Clary et al³¹ highlighted six categories into which volunteers’ motivations can be separated: values, understanding, social, career, protective, and enhancement. Although this classification is widely accepted as providing a basic structure, the categories are subjective and vague, resulting in ambiguity. This study will aid in identifying which approach is a true reflection of the motivations of students who volunteer at events, which can then help enhancing future employability,³² career development, and may ultimately have a long-term financial motivation.³³ Extending networks found to be also a benefit to professionals and students alike,^{34,6} as it further enhances employment opportunities. It is been found also that the receipt of a type of reward and recognition for their work is an important motivating factor for young people.^{26, 27}

University students as volunteers in event management industry

The events industry perhaps amplifies the challenges faced by educators in preparing its students for future careers. The majority of events have some voluntary labor because there is limited funding to finance staffing,^{23,35,36,6} and these volunteers can undertake time-consuming tasks, ultimately augmenting the success of events.^{23,13} Over time, volunteers will develop core competencies in running events.^{37,27} However, volunteers are not economically dependent on events, so it is far easier for them to quit than it would be in a paid job. Thus, ensuring individuals continue to volunteer remains a challenge.²³ It is clear there are many altruistic and reciprocal reasons that students might volunteer. What remains unclear at this point is the boundary between altruism and reciprocity, with the literature highlighting the evident gray area between them. The literature also identifies young people as generally being more likely to cite gaining some benefit from their voluntary activity.^{26,27} In contrast, much of the literature perceives volunteers at events as having altruistic motivations.^{32,23,4,24}

The literature reveals three ways in which event management students might get closer to industry. In essence, this engagement would enable students, through some medium, to link classroom-based theoretical concepts to practitioner views or real-life scenarios. First, either managing or facilitating opportunities for volunteering at events seems the most common approach.^{38,39} Moreover, managing volunteer expectations⁴ and poor volunteer motivation can potentially negatively impact on planners’ ability to manage an event effectively and increase costs associated with its delivery.⁴⁰ Second, bringing event management professionals into the classroom, as guest lecturers, has had documented success, and contacts for part-time and future careers.⁴¹ Finally, there are various forms of work experience, work placements and traditional internships commonly offered within tourism degree programmers.⁴² These appear to be the most common educator-facilitated contact between students and industry, given their success in augmenting classroom-based learning. Moreover, they often act as recruitment opportunities for event managers when selecting graduates for employment.⁴³ As with careers in tourism and hospitality, event career paths are often not well defined. There is evidence that many current event managers began their careers in the hotel sector,⁴⁴ while more recent research suggests that networking is recognized as a prerequisite for career advancement.^{45,13,46}

Research methodology

Objectives of the study

This study aimed to examine and analyze the motivational factors of students who participated as volunteers at university event programs. This study, also, compared event motivations between private and public university students and further studied the effect of gender on motivations of students. A new classification scheme for volunteering events and

implications for event managers have been also presented. Yet, results of this study are essential for event managers to ensure a better understanding of volunteers' objectives, and, therefore, enhance volunteering experience.

Research aims at answering the following questions:

- What are the factors that motivating university students to volunteer at special Tourism events?
- Is there any difference in event motivations between the private and public university students in Alexandria?
- What is the relationship between events motivation factors and students' gender?

Sample of the study

This research was performed on the undergraduate students - in Alexandria Governorate - who volunteer in university's special tourism events. Two universities were selected: Alexandria University as a public university and Pharos University as a private university. The researchers distributed questionnaires among students at the Faculty of Tourism and Hotel Management. During the academic year 2013/2014, 262 students participated in the study. The questionnaires were distributed randomly to the undergraduate students of age between 17 to 22 years. A total number of 300 questionnaires were distributed, 30 were not returned back and 8 were not complete. Therefore, 262 (87.33%) questionnaires were used for the following data analyzes. A total of 22 motivational statements were selected, and a 5-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, and 5 = *strongly agree*) was utilized to measure the construct.^{23,23,24,26,46} The selected 22 motivational items were the most commonly and consistently used to examine volunteers' motivations in the above previous studies. For that reason, it was assumed that these items would be most appropriate for measuring students' motivations for volunteering in special events tourism. The motivational statements were reworded to ensure that each statement was written in a consistent manner. For example, one of the motivational statements written as "Link to the cause" was reworded to 'I volunteer to personnel purposes'.

The method of analyzing the data

The Predictive Analytics Software was used (SPSS-PASW) Statistics version 21.0 to execute data statistical analysis of the field study as follows:

- Twenty-two motivational items were analyzed using principle components exploratory factor analysis with Varimax rotation to identify the underlying dimensions of students' motivations to volunteer in events. Items with low factor loadings (<0.40), high cross loadings (>0.40), and/or low item to-total correlations (<0.50) were candidates for deletion.⁴⁷
- A reliability coefficient (Cronbach's α) was computed for each factor to estimate the reliability of each scale. As suggested by Churchill,⁴⁸ all factors with a reliability coefficient α above 0.60 were considered to be acceptable in this study.
- Multivariate analysis of variance (MANOVA) conducted to investigate whether there were any statistically significant differences among the groups.
- Finally, analysis of variance (ANOVA) and post hoc tests was used to examine the factor means by gender.

Research limitation

The sample included students at only two universities, who are volunteered before in events related to their universities, from 1/10/2013 till 25/6/2014.

Results and discussion

Description profile of participants

Characteristics of the students who participated in this study are presented in Table 1. Two hundred sixty-two participants, 108 participants (41.22%) were private university students and 154 (58.78%) were public university students. The percentages of male and female participants were 42.37% and 57.63%; respectively. The data showed that the number of volunteered females were more than males which is in agreement with the results of Yoshioka, Brown, and Ashcraft⁴⁹ from USA. However, males were more likely to volunteer than females in another study in Egypt.³

Table (1): Description of the participants according to gender

Gender	Private University Students (n=108)		Public University Students (n=154)		Total (n=262)	
	Frequency(n)	%	Frequency(n)	%	Frequency(n)	%
Male	42	38.89	69	44.81	111	42.37
Female	66	61.11	85	55.19	151	57.63
Total		100.00		100.00		100.00

The results suggested that volunteers at events have a variety of motivations that meet their individual needs. Table 2 shows the results of motivation factors to student volunteers. Overall, 262 students, the ranks of the categories into the order of importance as a result of the study, and symbolizes the basis of the motivation factor-one of the key objectives of the study. From student volunteers at the Universities of Alexandria, 134 out of 262 (37.02%) cited fun and enjoyment as the most important category of their motivations for volunteering. The second most important category highlighted the factor of the study experience. Interestingly, only 24% of the students mentioned experience as being important than both community support, and people and friends.

Table (2): Results of motivation categories in this research (n = 262)

Motivation	Rank	Frequency(n)	% of Students
Fun and enjoyment	1	97	37.02
Experience	2	62	23.66
People and friends	3	22	8.40
Personnel purposes	4	21	8.02
Community support	5	18	6.87
CV and career	6	14	5.34
Skills and knowledge	7	13	4.96
Learning a language	8	9	3.44
Cultural	9	6	2.29

Exploratory factor analysis

The 22 items of students' motivations were subjected to principal component analysis with "Varimax" rotation method to maximize the variance of the loadings. As demonstrated in Table 3, a final nine-factor model was estimated with the remaining 22 items. The factor solution accounted for 73.702% of the total variance. Bartlett's test of Sphericity was significant ($p < 0.000$) and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (0.716) exceeded the recommended minimum value of 0.60, which indicates that the factor analysis was considered a useful validation of the factor model. In the screen plot test, the Eigenvalue for the first factor was the highest but was decreasing for the next eight factors that had an Eigenvalue greater than 1.0. These findings provide evidence for the construct validity for the scale.⁴⁸ The nine selected dimensions are named as: (1) Fun and enjoyment, (2) Experience, (3) People and friends, (4) Personnel purposes, (5) Community support, (6) Curriculum vitae (CV) and career, (7) Skills and knowledge, (8) Learning a language, and (9) Cultural. The results of the reliability test indicated that the nine dimensions had internal consistency with a coefficient of 0.861, 0.869, 0.792, 0.711, 0.706, 0.883, 0.833, and 0.782; respectively, with an exception of 0.611 for the dimension of cultural. All factor loadings were greater than 0.40, ranging from 0.583 to 0.938. Thus, the results of this study satisfied the recommended borders for factor loadings.

Table (3): Results of factor analysis and its nine dimensions of student motivations (n = 262)

Motivation category	Mean ^a	SD	Factor loading	Eigen value	% of variance	Reliability coefficient
Factor 1 : Fun and enjoyment				5.263	21.392	0.861
To gain memories that will last a lifetime	4.43	1.340	0.878			
To enjoy the entertainment	4.22	0.887	0.866			
To have fun and different things	4.01	1.009	0.858			
Factor 2: Experience				2.684	11.077	0.869

To gain work experience which might lead to employment	3.82	0.869	0.868			
To learn new skills	4.04	0.811	0.865			
To experience new and different things	3.87	0.840	0.844			
Factor 3: People and friends				2.363	9.794	0.792
To meet new people and make new friends	3.89	0.781	0.824			
To be with my friends	3.86	0.662	0.655			
Factor 4 : Personnel purposes				1.939	8.102	0.711
To earn money	3.77	0.408	0.810			
To be prestigious	3.73	0.448	0.780			
To satisfy my curiosity	3.83	0.527	0.633			
Factor 5 :Community support				1.729	7.257	0.706
To help the others and the community	3.72	0.875	0.781			
To become associated with the event	3.26	0.548	0.682			
To be volunteer tradition in my family	4.18	0.58	0.729			
Factor 6: CV and career				1.435	6.08	0.883
To offering experience for students' CVs	3.53	0.538	0.641			
To make job contacts	3.59	0.453	0.583			
Factor 7 : Skills and knowledge				1.178	4.654	0.833
To experience new skills and knowledge	3.45	0.994	0.938			
To practice and use existing skills	3.61	0.965	0.933			
Factor 8 : Learning a language				1.076	4.119	0.782
To gain knowledge of different languages	3.85	0.304	0.896			
To practice a forging language	3.17	0.38	0.881			
Factor 9: Cultural				1.061	4.027	0.611
To increase my knowledge of different cultures	3.14	0.783	0.847			
To experience the culture and customs at this event	3.70	0.766	0.706			
Total					73.702	

^aItems measured on a 5-point Likert scale.

Motivational differences between private and public University students

This article used multivariate analysis of variance (MANOVA) to investigate whether there were any statistical significant differences among the groups of private and public University students on a linear combination of nine motivational factors. As demonstrated in Table 4, all of the multivariate tests (Pillai's trace, Wilks' λ , Hotelling's trace, and Roy's largest root) produced the same results, which indicates that there were no statistical significant differences between the private and public University students with respect to all nine motivational factors. Seven of the nine motivational factors had slightly higher mean scores in the public university than those of the private one in terms of fun and enjoyment, experience, personnel purposes, community support, skills and knowledge, language, and cultural. This indicates that the public university students were highly motivated to help others and serve the community, as well as to share those experiences with other students when compared to students of private university.

Table (4): Motivational differences between private and public university volunteers ^a

Dependent Motivation	Variable	Independent Variable: Private University Versus Public University	Mean	F Ratio	Sig	η^2
Fun and enjoyment		Public University Students(n=154)	4.25	0.285	0.591	0.002
		Private University Students(n=108)	4.19			
Experience		Public University Students(n=154)	4.08	3.262	0.071	0.016
		Private University Students(n=108)	3.74			
People and friends		Public University Students(n=154)	3.84	0.402	0.395	0.002

	Private University Students(n=108)	3.92			
Personnel purposes	Public University Students(n=154)	3.84	0.801	0.370	0.004
	Private University Students(n=108)	3.72			
Community support	Public University Students(n=154)	3.76	0.036	0.844	0.000
	Private University Students(n=108)	3.68			
CV and career	Public University Students(n=154)	3.39	2.455	0.117	0.013
	Private University Students(n=108)	3.73			
Skills and knowledge	Public University Students(n=154)	3.59	0.536	0.462	0.003
	Private University Students(n=108)	3.47			
Learning a language	Public University Students(n=154)	3.58	0.263	0.605	0.001
	Private University Students(n=108)	3.44			
Cultural	Public University Students(n=154)	3.43	0.000	0.995	0.000
	Private University Students(n=108)	3.41			
		Value	F Ratio	Sig	η^2
Pillai's trace		0.039	0.932	0.491	0.042
Wilks' λ		0.957	0.932	0.491	0.042
Hotelling's trace		0.041	0.932	0.491	0.042
Roy's largest root		0.041	0.932	0.491	0.042

^a Based on the mean value on a 5-point Likert scale, where 1 = strongly disagree and 5 = strongly agree.

In contrast, the private students were more motivated by the factors of people and friends, and CV and career, demonstrating that they wanted to meet new people, make new friends, learn more about the Egyptian cultures and traditions with their friends, and as opportunity to make job contacts and offering experience for their CVs. Furthermore, it is interesting to note in both groups that fun and enjoyment was identified as the greatest motivational factor, whereas cultural was considered as the least important motivation. Regardless of the university type backgrounds, these results point out that fun and enjoyment is one of the major vehicles attracting students to volunteer in different event.

Relationship between motivation factors and students' gender

The third objective of this study was to examine if students' motivations varied between the two genders. The results of the ANOVA and post-hoc tests are presented in Table 5. Females differed than males; where all mean dependent variables were higher in the former than the later except personnel purposes. Furthermore, females were significantly more likely to be motivated by the community support than males.

Table (5): Variation in motivation factors by gender (n = 262)

Mean Score for Dependent Variable	Independent Variable (Gender)		t-test
	Male	Female	
Fun and enjoyment	4.1286	4.3143	0.7513
Experience	3.8211	3.9889	0.6501
People and friends	3.7625	3.9882	0.2431
Personnel purposes	3.9174	3.6393	0.8265
Community support	3.2586 ^a	4.1825 ^b	2.0031*
CV and career	3.1912	3.9224	1.6752
Skills and knowledge	3.2414	3.8262	1.1528
Learning a language	3.3452	3.6714	0.5411
Culture	3.3177	3.5311	0.2343

*Significant at the $p < 0.05$ level.

^{a, b} The mean difference is significant at the $p < 0.05$ level in post hoc tests.

Motivation classification scheme for event managers

Table 6 summarizes the key motivations discussed and show examples for event managers to consider when recruiting and retaining volunteers. This is ultimately the classification scheme that this study aimed to produce. By this, the study contributes to knowledge, as prior studies such as Clary et al.'s³¹ who provides only identification of six categories. This study goes into more detail on the trigger factors, including altruism, reciprocity, and the suggestion of semi-altruism. The classification scheme includes possible examples, helping event managers to understand and identify motivations, and therefore ensure their volunteers get what they want from the process, thus improving retention.

Table (6): Motivation classification scheme for event managers

Rank	Motivation	Trigger
1	Fun and enjoyment	Semi-altruism
2	Experience	a) new experience b) work experience
3	People and friends	Semi-altruism
4	Personnel purposes	Altruism
5	Community support	Altruism
6	CV and career	Reciprocity
7	Skills and knowledge	a) to gain new skills b) to use existing skills
8	Language	Reciprocity
9	Cultural	Semi-altruism

Generally, this study revealed the underlying motivational dimensions of university students volunteering in special events. The results revealed that most students volunteered in the event for multiple reasons. The findings of this study resulted in the identification of nine main motivational dimensions of volunteers, these include; experience, fun and enjoyment, people and friends, personnel purposes, community support, CV and career, skills and knowledge, language, and cultural. Despite slightly different components and orders, similar factors were also identified in previous studies in other research contexts in other countries.^{23,23,24,26} In particular, this study confirms that fun and enjoyment, experience, and people and friends had the highest influence on volunteer university students in Alexandria. This is consistent with the findings of prior studies.^{40,50,51} Although the volunteer may not wish for anything from the organization directly, event managers can facilitate benefits by ensuring volunteers have fun and make friends, thus enhancing the likelihood of those volunteers repeating their role for successive events.^{15,40,4} The most important category of their motivations for volunteering was fun and enjoyment. The second most important category highlighted by the study was experience. Many volunteers also stated that the people and friends are more social reasons to volunteer which is in line with previous studies.^{10,52,50} Personnel purposes were the fourth most important motivating factor as identified by students in the study. Many people volunteer for fundraising events because of a connection with the cause.^{53,54} Community support appeared as the fifth most important reason to volunteer, which might be attributed to common beliefs about event volunteering.^{53,26,37}

The sixth motivation from the study was CV and career. Regular volunteering can enhance students' CVs, thus enhance their employability upon leaving university.⁵⁵ Retaining trained volunteers is far less costly for an organization than recruiting new ones, making the process of sustained and continued motivation one that managers must pay attention to.⁵⁶ Skills and knowledge was ranked seventh in the study. It is suggested that young people are the most likely to cite gaining new skills as a motivation to volunteer.^{4,37} Being able to prove competence in a skill base is increasingly important during the economic decline; 'in a competitive jobs market a job seeker needs to go above and beyond to demonstrate they have the right skills for the job.'⁵⁷ The eighth motivation category in the study was the language. It is surprising that learning a new language is not viewed as important - many employers will look for graduates to have foreign language skills in a bid to employ citizens.⁵⁸

These results suggested that learning a new language could have been incorporated within the skills and knowledge category for the study. As the final reason to volunteer, culture was perceived as being significantly less important than other motivations. Cultural events play a concrete role in the development of the local community by encouraging social cohesion,⁵⁹ and volunteers will of course play a significant role in such events which give different community groups the opportunity to express their own culture, and ensure that participants have a sense of place-linked to community affiliation. Having fun, gaining experience, and making friends are all considered more important in motivating student volunteers, indicating that, contrary to many researchers' results.^{12,26} The results of this study include possible examples, helping volunteer managers to understand and identify motivations, and therefore ensure their volunteers obtain their objectives from the process, thus improving retention. Finally, there were no significant differences between private and public

university students in their motivations to volunteer in the event. Since this is the first study to examine motivational differences between private and public sectors in the context of especial events, further investigations might be performed on a larger samples or other universities to confirm or challenges the finding of this study.

Conclusion and recommendations

Volunteers are a crucial component of the workforce in the event industry, particularly at universities. Understanding the factors that influence event volunteerism would assist event managers to recruit and retain volunteers in event programs. Throughout this study, the discussion has focused on the motivation of student volunteers at especial events. This is to improve our understanding on the different ways of attracting students to join such events. Whether to define motivations are derived by altruistic instincts, or by the desire of reciprocal have been discussed on this study as so as in many others.^{23,15,26,37} The difficulties in defining whether something is altruistic or reciprocal have been a challenge in organizing the motivations into a useful categorization system.

The benefits of using volunteers are widely accepted by tourism, hospitality, and event managers. To ensure that volunteers continue to contribute to the success of events, understanding their motivation to give up their time is essential. Volunteers will, over time, develop core event management skills, reducing the time and cost associated with training new volunteers for each event. This recurring voluntary input can only be achieved where the event manager fully understands what motivates the individual to come back again. This study inspires event managers to use the motivation factors in the results (see Table 6) to encourage better recruitment and retention. It is not a definitive list of every motivation; however, it provides a clear and logical basis on which to develop an event's or a volunteer strategy. Whatever the motivation, the input from volunteers is quite important to the success of events, and will increasingly be called upon by politicians promoting the big society. This, combined with being in the depths of a recession, means it is, even more, important that event managers do as much as they can to ensure volunteers maintain or increase the substantial contribution of the Egypt economy each year. From a practical standpoint, the findings also offer important implications for state governments, local communities, public or private festival and event organizations that have an interest in developing and organizing especial events.

Recommendations to improve student volunteering

- As the university students have a large contribution in volunteering activities in special events, study on volunteering motivations can improve our understanding about their requirements and consequently, enhance their participation in volunteering event activities
- Participation of students at the volunteering activities can be a large step to spread the culture of volunteering in the society
- The information collected from the literature review can increase knowledge about the potential of volunteers and promote partnerships that will enhance event industry
- There is a need to better understand the needs and motivations of non-volunteering students and/or students who have no connection to the special event industry
- Students should be encouraged to volunteer at special events to develop their skills and built a better scale for future activities in life
- It is also important to note that such educational messages and experiences should be offered not only by visual presentation of the event but also by volunteers' actual participation in the event, which would lead to more memorable and engaging event experiences
- The event industry considers that training should be a fundamental aspect of volunteer programs. The students should be combined with specific training and apprenticeship programs
- Matching skills with practical experience in this way will increase volunteer satisfaction and retention
- Finally, event managers, organizers, and community marketers should look at the development of different strategies to effectively meet the needs of current and potential volunteers

Future studies

Further investigation across universities would strengthen the findings of this study. Deeper exploration into the differences across courses may also show a trend for certain groups of students to increase volunteering, particularly if they feel that this would enhance their study or career. It may be important in future research to explore volunteers as well as non-volunteers perceptions to explore motivations and barriers of giving up their time and, importantly, provide a test of the volunteering intention-behavior relationship. More studies are needed to develop and refine motivational items and scales specifically for events. This is to better inform academics and practitioners willing to better understand event students' motivations and role in developing and designing expected event experiences. Overall, this study tries to provide strong support for event managers to predict students' volunteering intention and, further, reduce the gap in understanding of motivations and constraints underlying students' volunteering decisions. Continued exploration of student decision-making

about volunteering and the ways in which they can be encouraged to strengthen their motivation for volunteering in special events is important.

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الأحداث الخاصة المتعلقة بصناعة السياحة والضيافة : دراسته مقارنة لدوافع التطوع لدى طلاب الجامعة

تستهدف الدراسة الحالية بحث أهم دوافع التطوع لدى طلاب الجامعات. وذلك للمشاركة ضمن فعاليات الأحداث الخاصة المتعلقة بقطاعي السياحة و الضيافة وكذلك مقارنه أهميه تلك الدوافع بين طلاب الجامعات الخاصه والحكومية بمحافظة الإسكندرية. بالإضافة إلى دراسة تأثير النوع في هذه الدوافع. ومن خلال الدراسة الحالية تم تحليل تسعة أبعاد أساسية للدوافع، وهي كالتالي: اكتساب الخبرة، الاستمتاع، كسب أصدقاء ومعارف، أغراض شخصي، دعم للمجتمع، تحسين السيرة الذاتية من أجل فرص عمل أفضل، اكتساب المهارات والمعرفة، اللغة والثقافة. أوضحت الدراسة أيضا أن العوامل الأكثر تأثيرا في حث الطلاب الجامعيين على التطوع هي الاستمتاع واكتساب الخبرة وكسب صداقات، مع عدم وجود فروق معنوية بين طلاب الجامعات الخاصة والحكومية. في حين أتضح أن هناك فرقا معنويا في عامل تقديم دعم للمجتمع بين الأناث و الذكور. وقد خلص البحث إلى عدد من التوصيات للمساهمة في تنمية صناعة الاحداث الخاصة والمساعدة في تحديث وتطوير استراتيجيات أكثر فاعلية من قبل منظمي ومدراء الأحداث الخاصة لتلبي احتياجات المتطوعين الحاليين في تلك الاحداث وبالتالي جذب متطوعين جدد.