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## Students of the degree in sport management's perception of integration in the job market

*Percepção de alunos de licenciatura em gestão do desporto sobre a integração no mercado de trabalho*

*Percepción de los estudiantes del grado en gestión deportiva sobre la integración en el mercado laboral*

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### Resumo

Atualmente, os dirigentes desportivos são responsáveis por um vasto leque de funções, o que os obriga a dominar múltiplas áreas do conhecimento e a possuir um conjunto diversificado de competências. O objetivo deste estudo é compreender, junto a alunos do terceiro ano da licenciatura em Gestão Desportiva da Universidade Autónoma de Lisboa, as suas perceções sobre a futura integração no atual mercado de trabalho em Gestão Desportiva, com base em práticas sustentadas, e com base em um conjunto de variáveis: importância do gestor desportivo; gestão organizacional; habilidades de gerente esportivo; e desafios futuros. De acordo com a análise sociodemográfica, houve pouca variação entre os alunos em termos de idade, sexo, agregado familiar, proximidade geográfica do centro urbano de Lisboa e nacionalidade. Foi empregada uma metodologia descritiva quantitativa. Quando confrontados com o fator “Desafios Futuros”, que se revelou influenciar significativamente as perceções dos alunos quanto à futura inserção no mercado de trabalho na área da Gestão Desportiva, os alunos demonstraram uma opinião unânime entre o universo de alunos em estudo quanto à integração no atual mercado de trabalho.

**Palavras-chave:** Estudantes, Perfil sociodemográfico, Gestor, Gestão desportiva.

### Abstract

Currently, sports managers are responsible for a wide range of functions, which necessitates them mastering multiple areas of knowledge and possessing a diverse set of skills. The goal of this study is to understand, with students in their third year of a degree in sports management at the Autonomous University of Lisbon, their perceptions of future integration in the current labor market in Sports Management, based on sustained practices, and based on a set of variables: importance of the sports manager; organizational management; sports manager skills; and future challenges. According to the sociodemographic analysis, there was little variation among students in terms of age, gender, household, geographical proximity to Lisbon's urban center, and nationality. A quantitative descriptive methodology was employed. When confronted with the factor "Future Challenges," which revealed to significantly influence students' perceptions of future integration into the labor market in the area of Sports Management, the students demonstrated a unanimous opinion among the universe of students under study regarding integration into the current labor market.

**Keywords:** Students, Sociodemographic Profile, Manager, Sports Management.

### Resumen

Actualmente, los directores deportivos son responsables de una amplia gama de funciones, lo que les exige dominar múltiples áreas de conocimiento y poseer un conjunto diverso de habilidades. El objetivo de este estudio es comprender, con estudiantes de tercer año de grado en gestión deportiva de la Universidad Autónoma de Lisboa, sus percepciones sobre la futura integración en el mercado laboral actual en Gestión Deportiva, a partir de prácticas sostenidas, y a partir de un conjunto de variables: importancia del gestor deportivo; gestión organizacional; habilidades de gerente deportivo; y retos futuros. Según el análisis sociodemográfico, hubo poca variación entre los estudiantes en términos de edad, género, hogar, proximidad geográfica al centro urbano de Lisboa y nacionalidad. Se empleó una metodología descriptiva cuantitativa. Al ser confrontados con el factor “Desafíos Futuros”, que reveló influir significativamente en las percepciones de los estudiantes sobre la futura inserción laboral en el área de Gestión Deportiva, los estudiantes demostraron una opinión unánime entre el universo de estudiantes en estudio respecto a la



integración en el mercado laboral. el mercado laboral actual. umentos y presentación de posibles soluciones se utilizaron ejemplos de las ciencias del ejercicio y del deporte. Se espera que los conocimientos adquiridos puedan orientar acciones en diferentes áreas de la actividad profesional, favoreciendo la gestión de los recursos humanos.

**Palabras Clave:** Estudiantes, Perfil Sociodemográfico, Directivo, Gestión Deportiva.

## Introduction

Sport has gained significant media importance in recent decades, owing to the large amount of associated goods and services derived from the high amounts moved in the sports sector. Because of these factors, highly qualified professionals in Sports Management are required. According to Chelladurai (2009), the first Sports Management curricula appeared in the United States, specifically at Ohio University, in 1968. Since the initial program's success, more than 200 university institutions in the United States have provided training in Sports Management and related fields.

There are currently over fifty university courses in Europe that train sports managers. From the 1960s onwards, programmes for sport promotion were developed in Western Europe, requiring a significant capacity to manage the large mass movements that were then initiated, as well as the production of research work within the framework of sports policies and participation patterns in various countries (Pires, et al. 1994). It was the Faculty of Human Motricity (FMH) in Portugal that was the pioneer in advancing with training in the field of Sports Management, with a degree in Sports Management (Pires & Lopes, 2001).

There has recently been a significant evolution in this area, and several universities, colleges, and private entities have begun to offer training in sports management. Authors such as Parkhouse (1996) argue that a sports management training programme should include additional areas such as organizational skills management, sports marketing, sports ethics, finance, sports economics, and sports policy. Sports programmes, on the other hand, must evolve in a structured and strategic manner in full collaboration with other institutions. This multidisciplinary makes sport management quite complex, as it is insufficient to apply only the basic management functions - plan, lead, coordinate, and control (Pires & Lopes, 2001). It is critical to contextualize the environment, to understand the environment in which the sports organization operates, including factors such as culture, politics, economy, technology, and creativity.

## Literature Review

WHERE DOES THE SPORTS MANAGER WORK? A sports manager can act in a variety of areas of knowledge, which vary depending on the organization and policy of each country. Professionals in sports management are increasingly intervening and playing an important role in the organizations they want to manage. However, there are currently few studies on the profile of the sports manager. However, there are currently few studies on the profile of the sports manager. According to Bastos (2003), the areas of activity for sports managers vary by country and are structured as follows: in the United States, for example, the areas of activity are related to university and school sports, professional sports, sports equipment management, community sports associations, sports marketing, sports journalism, clubs, sports industry, fitness centers, sports training, water activities, and consulting and entrepreneurs. The role of the Sports Manager in Spain is divided into four groups: public sports organizations, private non-profit sports organizations, sports service companies, and sports limited companies, and its areas of activity include the development of public sports policies, the construction and management of sports facilities, sports clubs, club associations, sports leagues and federations, nature sports, and the organization of shows, events, and sports competitions. In Portugal, the sports system is made up of state-affiliated organs, sports associations (federations, associations, and clubs), school and military sports, and the private sector (Cruz, 2017).

**VECTORS OF THE SPORTS MANAGER'S RESPONSIBILITY COMPONENT VERSUS PROFESSIONAL** - The sports manager can intervene in state structures with more or less organic territorial dynamics; in professional reception structures at both the international and national levels; in local government structures with the ability to intervene in the world of sport; sports federations; clubs, and so on. There is a professional component and vectors of responsibility for the sports manager, which can be classified into several categories: general management activities, organizational management, information management, sports sciences and exercise. These categories are linked and interdependent. A sports manager must be able to integrate and lead, as well as have extensive organizational experience and the ability to develop personal relationships. In short, it should provide guidance, direction, advice, stimulation, and motivation to help people improve their professional performance (Venliolis, 2005).

According to Pires et al. (1994), there are a number of indicators that indicate the existence of a new professional intervention area. In fact, by systematizing the most important aspects, we can design this new area of knowledge while considering a diverse set of ideas, namely: the crisis of modern sport, which determines the need for new mentalities in terms of development; the complexity of sports practices necessitating the systematization of management theories contextualized to the world of sport; the emergence of several organizations associated in various ways with sport management, allowing the institutionalization not only of a body of knowledge but also of professional intervention; there is scientific research in the field of sports management; the professional opportunities that are emerging in a world where interesting jobs are becoming scarce demonstrate that we are in an affirmation dynamic within the framework of employment opportunities for new generations; the initial training of higher education in the field of Sport Management appears to us to be a reality that will guarantee at the system level the existence of a strong pressure caused by the new ones just out of universities and polytechnics.

According to the logic of thought of Pires et al. (1994), the current sport crisis advises rethinking traditional models of sports organizations. Both professional sport and sport education, according to the authors, are in crisis. This crisis is also caused by the disintegration of the traditional sport corporate model, which no longer responds to the dynamics of the new economy's society in terms of the entertainment industry associated with new information and communication technologies and sport. It dates back to 1999, when modern sport experienced its most upheaval, largely as a result of controversies involving the International Olympic Committee over the selection of Olympic Games host cities.

The need for Sports Management today is justified on the one hand by the ability to solve problems that arise in the routines of organizations, and on the other hand, Sports Management exists because unpredictable problems arise that require original solutions. The tasks of a manager, as they are commonly known, are used for this purpose. We are dealing with a system in which the heuristic ability to construct the algorithm leading to the solution of a given problem is used to find solutions. This is the cumin that is expected of future Sports Managers, the ability to ask probing questions. Several studies have been conducted in this field. For example, Lambrecht (1987) used a study of more than 264 sports managers from various organizations to determine which areas of competence were related to the size of the organizations. Author Kjeldsen (1990) also conducted a study based on 69 questionnaires, with a rate of return of 54.8%, of technicians with initial training in sports management, with the goal of knowing the job profile as well as career expectations, so that later at the academic level students could be informed about what was happening in the world of work.

According to Pires et al. (1994), it is necessary to transform difficult times into opportunities for new generations seeking better job opportunities. Although the studies conducted reflect some important indicators on the current state of the professional market of Sports Management, the information is dispersed and insufficient to determine the reasons that lead to integration into the labor market. As a result, gathering information on these actors' perceptions in the current labor market is critical. Although the job opportunities and professional profiles are not well defined, we believe that we cannot enter into a process of contemplation of the sports system while waiting for



everything to be clarified before making any decisions. We believe that it is necessary to have a positive, proactive attitude, because we cannot predict the future of the world; we only have to make it happen (Pires et al., 1994).

**THE SPORTS MANAGER'S PRIMARY COMPETENCES** - When it comes to municipal competencies, according to Saldanha (2006), the municipal manager, also known as a senior sports technician, is responsible for the performance of a diverse set of functions that allow the development of a local sports policy supported by programmes, equipment, facilities, and quality sports agents in order to respond to the needs of the regions. The main functions are expressed in the normative versed in Law no. 12-A/2008, of February 27, namely: advisory, study, planning, programming, evaluation, and application of technical and scientific methods and processes that support decision making. They also have the responsibility of representing the institution or service in their field.

According to Velve (2000) and Sandberg (1994), experience is assumed to be a necessary requirement for a variety of sports manager skills to emerge. However, it is universally acknowledged that only reflected experience can result in an improvement of the sports manager's competence; simply accumulating years in a given function does not guarantee a positive outcome. According to the results of a study conducted by Batista (2012) on fifty sports management professionals in municipal functions, the author concluded that there is a significant interaction between the importance attributed to the various functions and competencies and the factors years in the function and organization. The Wilk's Lambda-r and Wilk=0.002,  $F(7.36,000) = 228,197$ ,  $p < 0,000$  test value reveals that senior sports coaches with varying levels of experience (years in the role and organization) value the set of functions and competencies that comprise the various dimensions of the study significantly differently. In short, and in order to follow a guideline throughout this research, the following general objective was outlined: "To study the perception of students in the third year of the degree in sports management of the Autonomous University of Lisbon in the labor market," based on practices supported by the following variables: Importance of the Sports Manager (5 items); Organizational Management (6 items); Sports Manager Skills (4 items); Future Challenges (4 items).

## Methodology

According to Cervo and Bervian (2002), scientific methodology is characterized by the study of knowledge methods. The methodology is assumed by Lakatos and Marconi (1991) to be a set of approaches that refer to the foundations and assumptions that guide a given study. This perception leads us to an understanding of the methods study, aside from the obvious fact that it can be defined by the procedures and approaches defined, namely the type of research and its structuring, bibliographic sources, collection instruments, data processing forms, and time horizon. The research methodology consists of the implementation of several stages related to the phases and procedures used in a systematic, critical, and empirical manner when conducting an academic research or work (Vilelas, 2020). This methodology selection consists of defining a strategy that will later influence the techniques and instruments used in data collection and processing (Sousa & Batista, 2014).

In terms of the research methodology used, we can say that it was based on "applied research," which aims to generate knowledge for practical application aimed at solving specific problems (Gil, 2006). In terms of approach, we use "quantitative research" to the extent that everything can be counted, which means translating opinions and information into numbers in order to classify and analyses them. It necessitates the application of resources as well as statistical techniques (such as percentage, mean, mode, median, standard deviation, correlation coefficient, and others) (Gil, 2006). Thus, quantitative research is concerned with measuring phenomena, which entails the collection and analysis of numerical data as well as the application of statistical tests (Collis & Hussey, 2005).

In terms of goals, we employ "descriptive research," which aims to describe the characteristics of a given population, phenomenon, or the establishment of relationships between variables. The most common type of presentation is the survey, which is generally conducted via questionnaire or systematic observation and provides a description of the situation at the time of the research. When it is intended to describe specific events, methodology is indicated to guide the form of data collection. (Gil, 1996). It is intended for researchers with in-depth knowledge of the phenomena and problems being studied. Without manipulating the variables, descriptive research observes, records, analyses, and correlates facts or phenomena (variables). It seeks to determine, as precisely as possible, the frequency with which a phenomenon occurs, its relationship and connection with others, as well as its nature and characteristics. It is primarily developed in the human and social sciences, addressing data and problems that deserve to be studied but do not have a record in documents (Cervo & Bervian, 2002). The entire process of selecting the population under analysis (sample) and characterizing it will also be presented. Following that, we will describe the process of selecting the instrument for data collection, as well as the procedure for processing the information collected (data) using specific techniques to identify the final results and discussion obtained with the study's completion.

## Sample

The identification of what we want to study and who we want to analyze is one of the phases of an investigation process (target population). According to this clarification, and due to the impossibility of analyzing the entire population for various reasons, a set of the sample (students of the third year of the Degree in Sports Management of the Autonomous University of Lisbon) is identified that allows us to obtain data or observations, with the goal of drawing conclusions about the population from whom information was collected (Vilelas, 2020). Given that the main premise of this study is to investigate the perception of students in the third year of the degree in sports management at the Autonomous University of Lisbon in their integration into the current labor market, a valid sample of 30 students was obtained from a universe of 34 students in the academic year 2022/2023.

## Instrument

The questionnaire survey was used as the instrument. According to Batista, Moreira, Rodrigues, and Silva (2021), the questionnaire survey is assumed to be a data collection technique commonly used in educational research, with a greater emphasis on its use in large-scale studies, which allows to observe a significant number of subjects in the face of a certain social phenomenon by quantifying the data obtained and making inferences and generalizations. This instrument appears as the physical object used in the various techniques (Batista et. al., 2021). The technique refers to the procedure used to achieve a specific result, and the method may incorporate multiple techniques to achieve the investigation's goals.

According to Batista and Sousa (2011), data collection is characterized as operational procedures that are well defined and transmissible, adapted to the type of problem and the phenomena under study, that is, they present the function of seeking to enable the investigation, concerning the way of reaching and materializing the set of options in which the method consists, with an eye towards empirical verification. As previously stated, the investigation was conducted using a series of questionnaires. A 5-point Likert scale was used to help develop the instrument (questionnaire survey). It enables you to discover various points of view on a given topic. The Likert scale combines psychology and applied statistics, allowing it to be used in a variety of studies. It is a measurement instrument capable of extracting qualitative understanding from quantitatively structured problems. The research used a Likert scale with the following levels of evaluation: totally disagree=1, disagree=2, neither agree nor disagree=3, agree=4, and totally agree=5.



The questionnaire is divided into two parts: the first contains sociodemographic questions about the students under study (age, gender, household, geographical proximity to a large urban center - Lisbon, and nationality), and the second contains four groups divided by 20 items suggested to measure the study variables, as follows:

- F1- Importance of the Sports Manager (5 items);
- F2 - Organizational Management (6 items);
- F3 - Sports Manager Skills (5 items);
- F4 - Future Challenges (4 items).

Following a careful and demanding analysis, independent and dependent variables with the necessary and adequate dimensions to find answers to the objectives of this research, as well as for an objective data collection and framed with the theme under study, were defined. According to Vilelas (2020, p.171), "the variables must be in accordance with the problem definition, objectives, hypotheses, and theoretical framework." In terms of independent variables, "this type of variable is independent of the investigation procedures, constituting determining factors that will influence it," that is, "the investigator resorts to its manipulation to observe the effects produced in the dependent variables." The dependent variable, on the other hand, "is the one that is directly associated with the answers that are sought in the investigation (...)," that is, "(...) to the result obtained through the investigation procedures" (Sousa & Batista, 2014, p.49).

Because the primary goal is to identify the perceptions of sports management students, future sports managers, about future integration into the current labor market, some indicators closely related to this multifactorial relationship were studied. Several variables were chosen for this, some of which are intended to provide a direct answer and others that allow them to be related to one another while exploring and describing the various dimensions under consideration (Sampieri et al., 2014). The variables were chosen and incorporated into the questionnaire survey.

## Procedures

Respondents were recruited from the third-year students of the Autonomous University of Lisbon's degree in Sports Management. Following the development of a pre-test for a limited group, questionnaires were developed at the start of the second semester of the 2022/23 school year, and all questionnaires were filled out by students, yielding a final sample of thirty valid questionnaires. The collection was done during the teaching period, with the goal of including all of the students from that school year. All respondents were informed about the nature of the study ahead of time, and they participated actively and voluntarily while maintaining their anonymity and confidentiality.

## Data Processing

Quantitative data analysis is carried out using statistical techniques and procedures that allow for the examination of a large number of variables (Collis & Hussey, 2005). This method is based on the requirement to conduct an observation focused on the search for patterns and associations between variables. This analysis also allows for the extraction of indicators and statistical parameters capable of identifying trends and describing behaviors in a given sample for the target population. The information gathered from the questionnaire survey was entered and tabulated in the Microsoft Excel programme. The arithmetic means of the observations recorded in this study for each variable was also computed. Following that, the data were transferred to the statistical analysis programme JAMOVI version 1.6.23, where descriptive analyses, such as frequencies, measures of central tendency, and dispersion, were performed. Furthermore, the representation was used to illustrate the distribution's extremes and quartiles using a boxplot graph.

The Cronbach's alpha parameter, which is commonly used to measure the intercorrelation between the items suggested to measure a given variable, was used to analyze reliability and internal consistency. The non-parametric Shapiro-Wilk test was also used to see if the variables had a normal distribution. The Spearman correlation test was also used to assess the degree of association and relationship between the variables.

## Analysis And Discussion Of Results

**SOCIODEMOGRAPHIC PROFILE OF STUDENTS** - The sociodemographic analysis reveals little variation in a variety of items among students in the third year of the degree course in Sports Management at the Autonomous University of Lisbon, namely:

**AGE** - The findings show a high concentration of students aged 21 years, accounting for 33.33% of the sample. There is also a high representativeness of young people aged 23 and 24 years, accounting for 33.33% of the sample, and only 3 are older than 25 years, accounting for 10% of the sample. The minimum and maximum ages recorded were 20 and 29 years, respectively. In terms of central tendency measures, it is reported that the age that was repeated most frequently was 21 years, resulting in the Fashion ( $Mo=21$ ), while the average recorded was focused on the ( $Me=22.5$ ) years in the female gender and ( $Me=22.3$ ) years in the male sex. In the age variable, the median was ( $Md=22.5$ ) for females and ( $Md=21.5$ ) for males (Table I).

Table I - Age

	Gender	N	Mean	Mode	Median	Standard Deviation	Min	Máx
Age	F	4	22.5	22.5	21.0	1.29	21	24
	M	26	22.3	21.5	21.0	2.15	20	29

Source: Jamovi (2023)

Evidence suggests that the professional field of sport, particularly Sport Management, is still more sought after by young men than by young women. Sport Management brings together a set of characteristics that appeal to young people during the most active phases of their lives, maintaining interest for a long time, so it is critical to promote Sport Management in the labor market from the youngest adult age. The "*Shapiro-Wilk*" normality test yielded a  $p<0.850$  value for the gender variable, which is greater than  $p<0.05$ , and a  $p<0.093$  value for the male gender, which is also greater than  $p<0.05$ , indicating that the two quantitative variables have a normal distribution for both the female and male genders. Table II contains this information.

Table II - Variable normality test *gender "Shapiro-Wilk"*

Id_Student	Gender	N	<i>Shapiro-Wilk</i>	
			W	P
	F	4	0.971	0.850
	M	26	0.933	0.093

Source: Jamovi (2023)

There were differences in p-values for the Shapiro-Wilk normality test based on stratified analysis (age/household/gender). For males, an a value of  $p<0.002$  was exceeded, indicating that the variable does not have a normal distribution. The female gender has  $p<0.972$  or greater than  $p<0.005$ , indicating that there is a normal distribution in this case. Table III contains this information.

Table III - Normality test (age/household/gender) "Shapiro-Wilk"

								Shapiro-Wilk	
	Gender	N	Mean	Mode	Standard Deviation	Min	Máx	W	P
Age	F	4	22.50	22.50	1.291	21	24	0.993	0.972
	M	26	22.35	21.50	2.153	20	29	0.862	0.002
Household	F	4	2.75	2.50	0.957	2	4	0.863	0.272
	M	26	3.42	4.00	0.987	1	6	0.851	0.001

Source: Jamovi (2023)

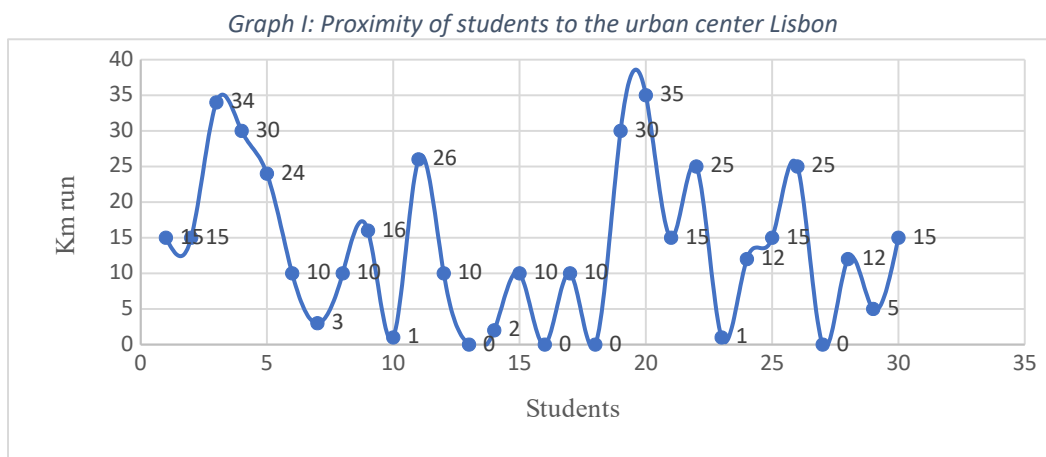
HOUSEHOLD - Based on the universe of the sample studied, it is confirmed that students live in households with a maximum of four people (46.67%), which is confirmed in this study. Only one student lives in a family with six or more members, a trend that reflects the reality of Portuguese households, where only (3.33%) of families have more than four members. Table IV shows the aggregate with the highest representativeness (Me=14.93).

Table IV: Household

	Household	N	Mean	Mode	Median
Id	1	1	3.00	3	3.00
	2	5	20.80	21	13.00
	3	9	14.56	15	5.00
	4	14	14.93	13	1.00
	6	1	18.00	18	18.00

Source: Jamovi (2023)

GEOGRAPHICAL PROXIMITY - We attempted to understand the distance travelled by students from their homes to the urban center "Lisbon" in our study. The most representative values are located in the (10km=5 students and 15km=5 students), indicating that one-third of the students in the sample live in or near Lisbon, a determining factor in future job searches, given that they may remain in their current residence when looking for work. On the other hand, it has been confirmed that four students live in the city center of Lisbon. We conclude from the sample that the majority of the students live near the urban center of Lisbon, and no student lives more than 35 kilometers from the urban center of the city of Lisbon, Graph I.



Source: own elaboration (2023)



When asked about the hypothesis of seeing with good possibility in the future, moving residence to a large urban center to be able to work in the area of training in Sports Management "Question Q20," 5 students totally agree to do it, which corresponds to (16.67%) of the sample, 7 students agree to do it, which corresponds to (23.33%) of the sample, 15 students reported neither agree nor disagree, which corresponds to a universe of the sample of (50.00%), and only 3 students, reported that they disagree, which corresponds to (10.00%) of the sample, Table V.

Table V: Proximity to the city of Lisbon

	Q20	N	Mean	Mode	Standard Deviation
Id_Student	disagree	3	3.00	3	2.00
	neither agree nor disagree	15	20.67	22	7.42
	agree	7	9.57	8	5.86
	Totally agree	5	15.80	18	6.06
Proximity to the city of Lisbon	disagree	3	24.33	24	9.50
	neither agree nor disagree	15	14.33	12	9.85
	agree	7	9.71	10	10.59
	Totally agree	5	9.60	1	13.20

Source: Jamovi (2023)

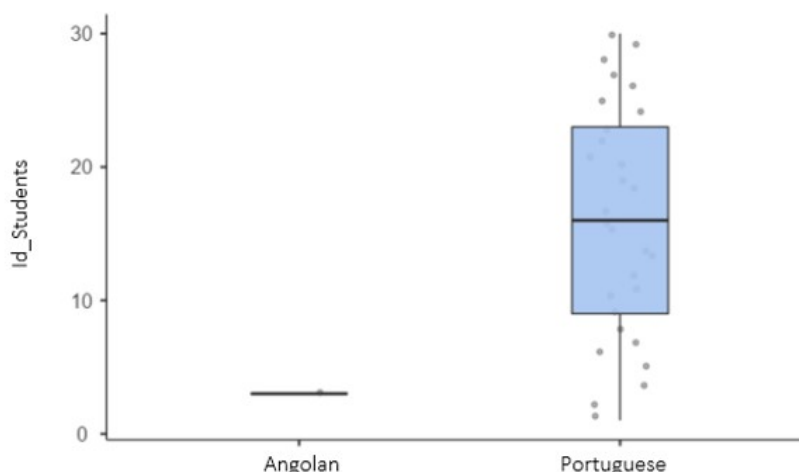
NATIONALITY - According to the results, 96.7 percent of the students are Portuguese citizens, while only 3.3% are foreigners, as shown in Table VI and graph II *Boxplot*:

Table VI: Table of nationality frequencies

Nacionality	Counts	% Total	% Cumulative
Angolan	1	3.3%	3.3%
Portuguese	29	96.7%	100.0%

Source: Jamovi (2023)

Graph II *Boxplot*: Nationality of students



Source: Jamovi (2023)

The information is also supported by a study conducted by Infocursos - data and statistics higher education courses (2022), which expresses the percentage of students enrolled in the first year of the Sports Management course at the Autonomous University of Lisbon. The absolute and relative frequencies of the data collected were examined in detail. Following that, the measures of central tendency and dispersion, namely the mean, median, and mode, standard deviation, variance, maximum, and minimum, were computed. In exploratory data analysis, statistical tools are commonly used to identify trends that may be hidden in grouped data. This analysis favors assessing the quality of the data collected (Valadares Neto et al., 2017).

Some of the fundamental concepts used in statistical distributions are frequency analysis, whether absolute or relative. The absolute frequency corresponds to the raw data observed in a study, expressing the number of times a given phenomenon has occurred, which is typically preliminary data in an investigation. Absolute frequency information must always be expressed in real numbers, it should be noted. In terms of relative frequency, it is calculated by dividing the number of observed occurrences by the total sample size (represented by the letter "N") to obtain a percentage value in relation to the sample size. It is important to note that the sum of observed relative frequencies must equal 100%.

## F1 - Importance of the sport manager

In relation to question Q1 - "Given the media importance of sports management in current times, there began to be a need to have qualified professionals in sports management," approximately (56.7%) of respondents answered (I totally agree), (40.0%) answered (agree), and only (3.3%) answered (neither agree nor disagree). Table VII - Q1.

Table VII - Q1

Q1 - Frequencies			
Q1	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	12	40.0%	43.3%
I totally agree	17	56.7%	100.0%

Source: Jamovi (2023)

Regarding question Q2 - "The specificity of the characteristics of sport, depending on the social sector in which it is inserted: private, public, or tertiary sector, leads to the need to include other areas of strengthening sports management," approximately (80.0%) of respondents responded (agree), approximately (16.7%) responded (totally agree), and only (3.3%) responded I do not agree, nor do I disagree. In short, based on the results, there is a general understanding of the importance of including other areas of strengthening Sports Management, whether in the private or public sector, as shown in Table VIII - Q2.

Table VIII - Q2

Q2 - Frequencies			
Q2	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	24	80.0%	83.3%
I totally agree	5	16.7%	100.0%

Source: Jamovi (2023)

On question Q3 - "A training programme in sport management should contain and be related to the field of sports activities, management and organizational skills in sport, ethics marketing, communication, finance, sport economics, sports law, and sports policy," approximately (43.3%) of respondents responded (agree), approximately (53.3%) responded (totally agree), and only (3.3%) responded I do not agree, nor do I disagree. Based on the values determined, there is a generalized understanding of the significance of the relationship between the sports Management and other areas of knowledge, as shown in Table IX - Q3.

Table IX - Q3

Q3 - Frequencies			
Q3	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	13	43.3%	46.7%
I totally agree	16	53.3%	100.0%

Source: Jamovi (2023)

Question Q4 - "Sports management programmes should evolve strategically and have partnerships with economics and management faculties, increasing diversity and specialization and

improving entrepreneurial capacity," (53.3%) responded (totally agree), (40.0%) responded (agree), and (6.7%) reported neither agree nor disagree. There is widespread agreement that sport management programmes should evolve strategically and develop partnerships in order to foster innovation and entrepreneurship, as shown in Table X - Q4.

Table X - Q4

Q4 - Frequencies			
Q4	Counts	% Total	% Cumulative
I do not agree nor disagree	2	6.7%	6.7%
Agree	12	40.0%	46.7%
I totally agree	16	53.3%	100.0%

Source: Jamovi (2023)

Concerning question Q5, "The management of the sports system can no longer be managed by former coaches and managers without any specific preparation in the area of sports management," approximately (53.3%) of respondents answered totally agree, (40.0%) agree, and only (6.7%) said I do not agree or disagree. Once again, it is widely agreed that the area of sport management should be managed by experts in sport management, as shown in Table XI - Q5.

Table XI - Q5

Q5 - Frequencies			
Q5	Counts	% Total	% Cumulative
Disagree	1	3.3%	3.3%
I do not agree nor disagree	6	20.0%	23.3%
Agree	10	33.3%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

On the other hand, we wanted to know if there is a correlation between question Q2 "The specificity of the characteristics of sport, depending on the social sector in which it is inserted: private, public, or tertiary sector, leads to the need to include other areas of strengthening sports management" and question Q4 "Management programmes of sport should evolve in strategic terms and have partnerships with faculties of economics and management, increasing diversity and effectiveness." We used the nonparametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following results were obtained: For Q2, the value of  $p=0.003<.005$ , significant correlation, the Pearson's R value corresponds to 0.522, that is, far from 0, considered a strong correlation with Q4, Table XII.

Table XII: Matrix of correlations from Q2 to Q4

		Q1	Q2	Q3	Q4	Q5
Q1	R de Pearson	—				
	p-value	—				
Q2	R de Pearson	0.398*	—			
	p-value	0.029	—			
Q3	R de Pearson	0.211	0.416*	—		
	p-value	0.263	0.022	—		
Q4	R de Pearson	0.147	0.522*	0.287	—	
	p-value	0.438	0.003	0.124	—	
Q5	R de Pearson	-0.046	0.212	0.103	0.293	—
	p-value	0.809	0.261	0.587	0.116	—

Source: Jamovi (2023)

## F2 - Organizational management

In response to question Q6 - "The company must have adequate infrastructures for the normal performance of activities as a sports manager," (56.7%) of respondents answered (I totally agree), and (43.3%) answered (agree). Overall, everyone agrees that companies should have adequate infrastructure for a sports manager's good performance, as shown in Table XIII - Q6.

Table XIII - Q6

Q6 - Frequencies			
Q6	Counts	% Total	% Cumulative
Agree	13	43.3%	56.7%
I totally agree	17	56.7%	100.0%

Source: Jamovi (2023)

In response to question Q7, "The company must have quality materials and equipment to meet the demands of the sports manager's work/service," approximately (60.0%) of respondents responded (I totally agree), while (40.0%) responded (agree). To meet the demands of a sports manager's job, all agreed that companies must have high-quality materials and equipment, as shown in Table XIV - Q7.

Table XIV - Q7

Q7 - Frequencies			
Q7	Counts	% Total	% Cumulative
Agree	12	40.0%	40.0%
I totally agree	18	60.0%	100.0%

Source: Jamovi (2023)

On question Q8 - "The company must have a research department to develop the work of the sports manager," approximately (56.7%) of respondents responded (agree), only (26.7%) completely agreed, and (16.7%) did not agree or disagree, as shown in Table XV - Q8.

Table XV - Q8

Q8 - Frequencies			
Q8	Counts	% Total	% Cumulative
I do not agree nor disagree	5	16.7%	16.7%
Agree	17	56.7%	73.3%
I totally agree	8	26.7%	100.0%

Source: Jamovi (2023)

On question Q9 - "The company should make investment and provide incentives to training and professional and personal development of sports managers," approximately (50.0%) of respondents responded (I totally agree), already (46.7%) agreed, and only (3.3%) did not agree or disagree, see Table XVI - Q9.

Table XVI - Q9

Q9 - Frequencies			
Q9	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	14	46.7%	50.0%
I totally agree	15	50.0%	100.0%

Source: Jamovi (2023)

In response to question Q10, "The company must manage and offer its resources in an appropriate way to the practice of knowledge management in sports management," the data show that (53.3%) of respondents answered (agree), (43.7%) answered (totally agree), and (3.3%) did not agree or disagree. Once again, data show that students generally agree that companies should properly manage and provide resources conducive to good sport management practice, Table XVII - Q10.

Table XVII - Q10

Q10 - Frequencies			
Q10	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	16	53.3%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

Concerning question Q11, "The sports manager is a disseminator of new ideas and ways of acting within this area, having the duty to harmonize the proper functioning of sports organizations, optimizing resources and services according to the needs of the populations," approximately (43.3%) of respondents refer (I totally agree), (40.0%) agree, and (16.7%) do not agree nor disagree. In general, respondents agree that the sports manager plays an active role in the dissemination of the sports manager's various forms of action, as shown in Table XVIII - Q11.

Table XVIII - Q11

Q11 - Frequencies			
Q11	Counts	% Total	% Cumulative
I do not agree nor disagree	5	16.7%	16.7%
Agree	12	40.0%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

We sought to understand the color relationship between question Q6 - "The company must have adequate infrastructures for the normal performance of activities as a sports manager" and question Q7 - "The company must have materials and equipment of high quality to meet the demands of the sports manager's work / service" based on the answers given in F2 - "Organizational Management". We used the nonparametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following results were obtained: For Q7, the value of  $p=0.188$  is bigger than  $p<0.005$ , there is little significant correlation, because Pearson's R value corresponds to the value of 0.247, which is far from zero and thus considered a strong correlation with Q7, Table XIX.

Table XIX - Matrix of correlations Q6 to Q11

		Q6	Q7	Q8	Q9	Q10	Q11
Q6	R de Pearson	—					
	p-value	—					
Q7	R de Pearson	0.247	—				
	p-value	0.188	—				
Q8	R de Pearson	0.238	0.544**	—			
	p-value	0.206	0.002	—			
Q9	R de Pearson	0.008	0.315	0.237	—		
	p-value	0.967	0.090	0.207	—		
Q10	R de Pearson	0.024	0.344	0.352	0.471**	—	
	p-value	0.899	0.063	0.057	0.009	—	
Q11	R de Pearson	0.228	0.019	0.296	0.267	0.480**	—
	p-value	0.225	0.922	0.112	0.155	0.007	—

Source: Jamovi (2023)

### F3 - Sports manager skills

The variable F 3 - "Skills of the Sports Manager" proposed in this study, in response to question Q12 - "The sports manager must have training and be able to assist in the management of organizations, in order to achieve the organization's objectives," (66.7%) of respondents answered (I totally agree) and (33.3%) answered (I disagree) (agree). All respondents agreed that the sports manager should be a qualified individual capable of assisting organizations in achieving their goals, as shown in Table XX - Q12.

Table XX - Q12

Q12 - Frequencies			
Q12	Counts	% Total	% Cumulative
Agree	10	33.3%	33.3%
I totally agree	20	66.7%	100.0%

Source: Jamovi (2023)

In response to question Q13, "The sports manager should have responsibility within the general activities of management, organizational management, information management, and sports and exercise sciences," approximately (63.3%) of respondents responded (agree), (26.7%) responded (totally agree), and only (10.0%) did not agree or disagree. Based on the data collected, we are pleased to learn that the majority of respondents believe that the sports manager should play an important role in general management activities; however, we are concerned about the three students who responded (neither agree nor disagree), accounting for 10% of the sample. Later on, in order to gain a better understanding of the obtained result, a Pearson correlation matrix between variables will be performed. Table XXI - Q13.

Table XXI - Q13

Q13 - Frequencies			
Q13	Counts	% Total	% Cumulative
I do not agree nor disagree	3	10.0%	10.0%
Agree	19	63.3%	73.3%
I totally agree	8	26.7%	100.0%

Source: Jamovi (2023)

In relation to question Q14 - "The sports manager may act as consultant, general manager, technical director, commercial director, facilities director, marketing manager, sports events manager, product manager, human resources, companies and other public or private organizations or entities", about (46.7%) of the respondents answered (agree), (30.0%) answered (totally agree), (20.0%), considered not having a formed opinion, and answered (do not agree, nor disagree) and only (10.0%), answered (disagree) which corresponds to only 1 student. In view of the overall results of the responses, in general everyone agrees that the sports manager should have a leadership and/or leadership role in any organization, Table XXII - Q14.

Table XXII - Q14

Q14 - Frequencies			
Q14	Counts	% Total	% Cumulative
Disagree	1	3.3%	3.3%
I do not agree nor disagree	6	20.0%	23.3%
Agree	14	46.7%	70.0%
I totally agree	9	30.0%	100.0%

Source: Jamovi (2023)

On question Q15, "The sports manager must be a sufficiently qualified professional to manage any of the sports organizations," approximately 46.7 percent of respondents responded (totally agree) or (agree), while only (6.7 percent) responded (neither agree, nor disagree). The

findings indicate that, in general, the sports manager must be a highly qualified professional in order to perform his functions in the labor market. Table XXIII - Q15.

Table XXIII - Q15

Q15 - Frequencies			
Q15	Counts	% Total	% Cumulative
I do not agree nor disagree	2	6.7%	6.7%
Agree	14	46.7%	53.3%
I totally agree	14	46.7%	100.0%

Source: Jamovi (2023)

The answers to the question Q16 - "The functions of a sports manager are: planning, organization, execution, and control in a sports organization, in addition to other required skills, related to communication, marketing, social relations, leadership, legislation, and others," were mostly in agreement, with 73.3 percent of respondents answering (agree), 13.3 percent answering (totally agree), and 13.3 percent neither agreeing nor disagreeing, Table XXIV - Q16.

Table XXIV - Q16

Q16 - Frequencies			
Q16	Counts	% Total	% Cumulative
I do not agree nor disagree	4	13.3%	13.3%
Agree	22	73.3%	86.7%
I totally agree	4	13.3%	100.0%

Source: Jamovi (2023)

We wanted to know what color relationship exists between question Q13 - "The sport manager should have responsibility within the general activities of management, organizational management, information management, and sports and exercise sciences" and question Q15 - "The sports manager must be a sufficiently qualified professional to manage any of the sports organizations" based on the answers expressed in F3 - "Skills of the sport manager". We used the nonparametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following results were obtained: For Q15, the value of  $p < 0.622$  is bigger than  $p < 0.005$ , there is little significant correlation, whereas Pearson's R value corresponds to a value of 0.094, which is close to zero, and is considered a correlation f raca with Q13, Table XXV.

Table XXV - Matrix of correlations Q12 to Q16

		Q12	Q13	Q14	Q15	Q16
Q12	R de Pearson	—	-0.040		0.231	
	p-value	—	0.832		0.218	
Q13	R de Pearson	-0.040	—			
	p-value	0.832	—			
Q14	R de Pearson	0.030	0.204	—	-0.165	
	p-value	0.876	0.279	—	0.385	
Q15	R de Pearson	0.231	0.094	-0.165	—	
	p-value	0.218	0.622	0.385	—	
Q16	R de Pearson	-0.137	0.333	0.081	-0.211	—
	p-value	0.471	0.072	0.670	0.262	—

Nota. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Source: Jamovi (2023)

## F4 - Future challenges

With regard to question Q17 - "The crisis of professional sport and sport education, leads to the need to bet on sport management as an instrument capable of attempting to solve the problems of modern sport," (53.3%) of respondents agreed, (40.0%) totally agreed, and only (6.7%) answered (neither agree nor disagree), Table XXVI - Q17.

Table XXVI - Q17

Q17 - Frequencies			
Q17	Counts	% Total	% Cumulative
I do not agree nor disagree	2	6.7%	6.7%
Agree	16	53.3%	60.0%
I totally agree	12	40.0%	100.0%

Source: Jamovi (2023)

On question Q18, "Human resource management is a strategic instrument of the organization in the future, making an initial training in sports management necessary," 46.7 percent of respondents responded (totally agree), 40.0 percent responded (agree), and only 13.3 percent responded (disagree) (do not agree, nor disagree). Based on the responses, we can conclude that the majority of respondents consider human resource management to be important in an organization. Attached is Table XXVII - Q18.

Table XXVII - Q18

Q5 - Frequencies			
Q1	Counts	% Total	% Cumulative
I do not agree nor disagree	4	13.3%	13.3%
Agree	12	40.0%	53.3%
I totally agree	14	46.7%	100.0%

Source: Jamovi (2023)

The question Q19 - "Perspective of having a job in the field of sports management after completing higher education," (43.3%) answered (I totally agree), about (40.0%) answered agree, but doubts persist in some of the respondents, and (13.3%) answered (neither agree nor disagree), and (3.3%) answered (strongly disagree), as shown in Table XXVIII - Q19.

Table XXVIII - Q19

Q19 - Frequencies			
Q19	Counts	% Total	% Cumulative
Totally disagree	1	3.3%	3.3%
I do not agree nor disagree	4	13.3%	16.7%
Agree	12	40.0%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

Regarding question Q20, "See with good possibility, move to a large urban center to be able to work in the area of sports management," the majority of respondents are skeptical of the possibility of relocating to a large urban center to work in the area of sports management. The results show variation, with (50.0%) answering (neither agree nor disagree), (23.3%) agreeing, (16.7%) totally agreeing, and (10.0%) disagreeing, as shown in Table XXIX - Q20.

Table XXIX - Q20

Q20 - Frequencies			
Q20	Counts	% Total	% Cumulative
Disagree	3	10.0%	10.0%
I do not agree nor disagree	15	50.0%	60.0%
Agree	7	23.3%	83.3%
I totally agree	5	16.7%	100.0%

Source: Jamovi (2023)



We wanted to know what colorist the relationship between question Q 17 - "The crisis of professional sport and sport education, leads to the need to bet on sport management as an instrument capable of attempting to solve the problems of modern sport" and question Q19 - "Prospect of having a job in the area of sports management, when I finish higher education." We used the nonparametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following results were obtained: Pearson's R value corresponds to 0.098, i.e. away from 0, considered a reasonable correlation with Q19, Table XXX, for Q17.

Table XXX - Matrix of correlations Q17 to Q20

		Q17	Q18	Q19	Q20
Q17	R de Pearson	—			
	p-value	—			
Q18	R de Pearson	0.453*	—		
	p-value	0.012	—		
Q19	R de Pearson	0.307	0.419*	—	
	p-value	0.098	0.021	—	
Q20	R de Pearson	0.021	0.126	0.216	—
	p-value	0.912	0.508	0.253	—

Source: Jamovi (2023)

We saw a brief analysis of the frequency of responses to the statements presented above (items suggested to measure the variables of this study). In terms of central tendency, it was discovered that the mean and median for all variables in this study have a mean value of 4. In terms of fashion, the most common value is 5. (Totally agree). The observed minimum values range from 1 (strongly disagree) to 5. (Totally agree). The data also shows that the *sample* has some extremes between the maximum and minimum values, which justifies some degree of data dispersion. The descriptive statistics for the variables in this study are summarized in Table XXXI.

Table XXXI - Descriptive Statistics (F1, F2, F3, F4)

	N	Média	Mediana	Moda	Desvio-padrão	Variância	Mínimo	Máximo	
F1	Q1	30	4.53	5.00	5.00	0.571	0.326	3	5
	Q2	30	4.13	4.00	4.00	0.434	0.189	3	5
	Q3	30	4.50	5.00	5.00	0.572	0.328	3	5
	Q4	30	4.47	5.00	5.00	0.629	0.395	3	5
	Q5	30	4.17	4.00	5.00	0.874	0.764	2	5
F2	Q6	30	4.57	5.00	5.00	0.504	0.254	4	5
	Q7	30	4.60	5.00	5.00	0.498	0.248	4	5
	Q8	30	4.10	4.00	4.00	0.662	0.438	3	5
	Q9	30	4.47	4.50	5.00	0.571	0.326	3	5
	Q10	30	4.40	4.00	4.00	0.563	0.317	3	5
F3	Q11	30	4.27	4.00	5.00	0.740	0.547	3	5
	Q12	30	4.67	5.00	5.00	0.479	0.230	4	5
	Q13	30	4.17	4.00	4.00	0.592	0.351	3	5
	Q14	30	4.03	4.00	4.00	0.809	0.654	2	5
	Q15	30	4.40	4.00	4.00*	0.621	0.386	3	5
F4	Q16	30	4.00	4.00	4.00	0.525	0.276	3	5
	Q17	30	4.33	4.00	4.00	0.606	0.368	3	5
	Q18	30	4.33	4.00	5.00	0.711	0.506	3	5
	Q19	30	4.20	4.00	5.00	0.925	0.855	1	5
	Q20	30	3.47	3.00	3.00	0.900	0.809	2	5

Source: Jamovi (2023)

- F1 - Importance of Sports Management;
- F2 - Organizational Management;
- F3 - Skills of the Sports Manager;
- F4 - Future challenges.

**Reliability and internal consistency analysis (Cronbach's alpha):**

Internal consistency is a method of measuring the correlation between different items on the same test in statistics or scientific research. It assesses whether the various items proposed to measure the same construct produce comparable results. Cronbach's alpha coefficient, which is calculated by pairing correlations between items, is commonly used to assess internal consistency. According to Almeida, Santos, and Costa (2010), the American psychologist Lee Joseph Cronbach described this coefficient in 1951, and it refers to a method for determining the reliability of educational and psychological tests. This opened the door to new interpretations of the reliability index. Cronbach's alpha is defined as the mean of the correlations of the items that comprise an instrument (Almeida et al., 2010). The internal consistency index ranges from 0 to 1. Typically, a degree of consistency of > 0.7 is expected for reliability to be acceptable, using Nunnally's critical value as a guideline (1978). When values between 0.8 and 0.9 are observed, it indicates a high level of acceptance. Values less than 0.21 indicate poor consistency and are therefore not accepted. In summary, the degree of internal consistency of the Likert items proposed to measure the variables of this study has a value of 0.813, indicating an acceptable level of reliability, Table XXXII.

Table XXXII - Cronbach's alpha coefficient (F1, F2, F3, F4)

Scale reliability statistics				
	Mean	Standard deviation	$\alpha$ de Cronbach	$\phi$ de McDonald
Scale	4.29	0.307	0.813	0.839

Source: Jamovi (2023)

**Conclusions**

The purpose of this study was to analyse and evaluate the perceptions of students with a degree in Sports Management about their integration into the current labor market. To summarize, for each of the groups of questions raised, F1, F2, F3, and F4, a set of individualized answers were obtained, from which the following conclusions can be drawn: From the thirty respondents to the set of questions asked in variable F1 - "Importance of Sports Management," it is concluded that twenty-seven answered (agree), corresponding to 90%, and only three had a neutral opinion, answering (neither agree nor disagree), corresponding to 10%. Thus, the data show that all students value the role of sports manager in today's labor market, as shown in Table XXXIII.

Table XXXIII - (F1)

F1 Frequencies - Likert Scale			
F1 - Likert Scale	Counts	% Total	% Cumulative
3	3	10.0%	10.0%
4	27	90.0%	100.0%

Source: Jamovi (2023)

Regarding the F2 - "Organizational Management" conclusions, it is concluded that twenty-six of the students answered (agree), corresponding to 87%, three answered (totally agree), and only one answered (neither agree nor disagree), corresponding to 3.3%. There have been no responses from (agree) and (strongly disagree). In relation to "Organizational Management", we can conclude

that students, in general, consider that Organizations should provide their companies with conditions for the good performance of the sports manager in the labor market, Table XXXIV.

Table XXXIV - (F2)

F2 Frequencies - Likert Scale			
F2 - Likert Scale	Counts	% Total	% Cumulative
3	1	3.3%	3.3%
4	26	86.7%	90.0%
5	3	10.0%	100.0%

Source: Jamovi (2023)

Regarding the Sports Manager Skills, defined as F3, it was determined that twenty-seven of the students answered (agree), corresponding to (90.0%), three answered (neither agree nor disagree), corresponding to (10.0%), and no students answered (disagree) (strongly disagree). As a result, the data show that the Sports Manager's Skills play an important role in his development as a professional in the field of Sports Management, as shown in Table XXXV.

Table XXXV - (F3)

F3 Frequencies - Likert Scale			
F3 - Likert Scale	Counts	% Total	% Cumulative
3	3	10.0%	10.0%
4	27	90.0%	100.0%

Source: Jamovi (2023)

Regarding the findings in F4 - "Future Challenges," a total of thirty respondents conclude that there is some variation in responses when asked questions about integration into the labor market and subsequent employment. There were fourteen students who answered (I totally agree), which corresponds to (46.7%), fourteen students who answered (agree), fourteen students who answered (neither agree nor disagree), and one student who answered (disagree). In summary, the study shows that all students are optimistic about their future integration into the Sports Management job market when they complete their degree, Table XXXVI.

Table XXXVI - (F4)

F4 Frequencies - Likert Scale			
F4 - Likert Scale	Counts	% Total	% Cumulative
2	1	3.3%	3.3%
3	1	3.3%	6.7%
4	14	46.7%	53.3%
5	14	46.7%	100.0%

Source: Jamovi (2023)

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