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FACTORS INFLUENCING AN ATHLETE'S PERFORMANCE WHILE HAVING A DUAL CAREER

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Abstract

Nowadays, the demands in sport are higher than they used to be, which is mainly due to a greater involvement of media and sponsors in the sporting events. The purpose of this paper is to present the factors that affect the athlete's performance in sport during their studies. We conducted a survey among 112 Slovenian athletes. The research has found that an athlete's performance in sport when leading a dual - sport and academic – career, is affected by personal factors (abilities, interests, previous academic achievements, motivation) and the characteristics of the study programme (complexity, study load, possible adjustments).

Key words: performance in sport, student-athlete status, career in sports, student athlete, personality factors

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Introduction

At either amateur or professional level, top or elite athletes opt for a multi-year sporting activity, which is aimed at culminating in one or more sports competitions. The career of a top athlete can take place locally, nationally or internationally.

However, since a top-notch sports career is in most cases not sufficient to allow the athlete to have a carefree existence in the future, athletes have to also, during their active sports careers or immediately after their completion, take care of attaining adequate education for a better employability.

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The ZŠpo-1 Sports Act defines a top athlete as a national, world- or Olympic-class athlete who has achieved a top score in an international competition in the absolute age category and is entered in the record of registered and categorized athletes as a top athlete.

According to the ZŠpo-1 Sports Act, a professional athlete is defined as an athlete who is entered in the record of professional athletes under this Act and independently performs work in sport as their sole or supplementary activity.

According to Urek, 2016, professional athletes in Slovenia, subject to the fulfilment of special conditions (at least 15 years of age, active athletes, members of the national sports federation with permanent or temporary residence in the Republic of Slovenia), shall establish a special status by entry in the register of professional athletes. If they achieve top-class sporting achievement of international value, they can earn social security rights, the possibility of paid contributions and a special tax status (ZDoh-2).

The Union of Athletes of Slovenia is an autonomous and independent organization established for an indefinite period of time, into which voluntarily join athletes who are registered with sports clubs in the Republic of Slovenia and athletes who are citizens of the Republic of Slovenia registered with sports clubs outside the Republic of Slovenia.

In addition to legal aid, solidarity assistance, and career counselling, the union also assists its members in continuing or joining the education system, both at secondary and higher education levels in Slovenia and abroad (FIFPro Online Academy).

In order to achieve top results, an athlete has to be motivated, organized, disciplined and flexible, which is a great basis for a successful further professional career. In finding a job, an athlete can greatly be assisted by the recognition created through media posts, as well as by the social network gained during the sports career.

In 2005, Gaston-Gayes designed a SAMSAQ survey that measures the academic and athletic motivation of student athletes. She also designed a European version of this – SAMSAQ-EU questionnaire (Student Athlete's Motivation toward Sports and Academic Questionnaire).

According to Bauer, 2008, the core of all motivation is to find and impart interpersonal recognition, respect, attention and affection. The greatest motivation is a result of the desire to be seen and gain social

recognition. This provides a framework for explaining and understanding sports as one of the activities unnecessary for living, which needs a reason to exist.

Tušak, 2005, believes that in today's research of motivation in sport psychology, the dominant orientation is the socio-cognitive perspective, although to explain sports activities, the following is more appropriate:

- models of extrinsic and intrinsic motivation,
- models of incentive motivation,
- goal-setting approach.

Athletes must be responsible, committed and adaptable to the arrangements offered by universities in order to avoid the situation in which they are forced to choose between education and sport (European Commission, 2012).

According to Article 35 of the ZŠpo-1 Sports Act, in Slovenia, an athlete has the recognized right to adjusted school and study obligations as well as to adjusted conduct of the Matura exam. Moreover, according to the article, an athlete can exercise the right to enrolment into further education. In Slovenia, the public education network is free of charge except for a small part of the private institutions that charge tuition fees.

After completing the sports career, athletes may choose to take up a job in sports if they have the appropriate education. The education can be obtained at a higher public education study programme, at a publicly valid first- or second-degree study programme of the corresponding orientation, or after reaching the age of majority, attaining at least secondary education and receiving professional training determined for sports coaching, recreation, sports of the disabled or sports of the elderly.

Sports performance factors – an empirical research

In order to find out what factors influence an athlete's performance in sports, we posed the following research question:

The athlete's performance in sport is influenced by personality factors, characteristics of the study programme and characteristics of a sports career.

Based on the research question, we have raised three hypotheses:

H1: An athlete's academic performance is influenced by personality factors (abilities, interests, prior school achievement, motivation).

H2: An athlete's academic performance is influenced by the characteristics of the study programme (difficulty, extent of study load, possible adjustments).

H3: An athlete's academic performance is also influenced by the characteristics of the sport activity (the extent of training, competitions, absences, physical difficulty of the sport, distance to the training facilities, level of competition, motivation for sport, performance in sport).

A quantitative method was used to collect the data. We prepared and conducted an online survey in 2018, and it lasted until 2019, since all the relevant information support had to be provided for its implementation. The questionnaire was sent to over 400 athletes in Slovenia. We selected the segment of respondents in the Club of Olympians, who in their active years had a career of top athletes, during which they did or did not decide on an academic career. The online survey was conducted from 5 April 2018 to 23 October 2019. The survey was successfully carried out and completed on 23 October 2019.

A total of 396 respondents participated in the quantitative survey, of which 165 agreed to complete the survey, of which 112 produced valid questionnaires. We eliminated 53 questionnaires as they were not completely filled in. The sample of quantitative research is N = 112, represented by athletes in the Republic of Slovenia, aged 19 to 76 years.

Table 1: Gender

Gender	Frequency	Percentage
Male	76	68 %
Female	36	32 %
Total	112	100 %

Source: Author's own source

Table 2: Age

Age	Frequency	Percentage
up to 30 years	24	21 %
31 to 40 years	22	20 %
41 to 50 years	34	30 %
over 50 years	32	29 %
Total	112	100 %

Source: Author's own source

Table 3: Current involvements in sports

Current involvements in sports	Frequency	Percentage
Yes	72	64 %
No	40	36 %
Total	112	100 %

Source: Author's own source

Table 4: Current involvement in the study

Current involvement in the study	Frequency	Percentage
I am full-time student in Slovenia	10	9 %
I am a part-time student in Slovenia	4	4 %
Graduate student (extra year)	2	2 %
Completed studies in Slovenia	71	64 %
Completed study abroad	4	4 %
After the finished career, I am continuing my studies	2	2 %
I have not studied	2	2 %
I do not intend to study	9	7 %
I have not studied	2	2 %
Other:	6	5 %
Total	112	100 %

Source: Author's own source

Table 5: Completed level of education

Completed level of education	Frequency	Percentage
Primary school or less (I and II)	2	2 %
Secondary Vocational Education (IV)	2	2 %
Grammar, secondary vocational - technical education, secondary technical or other vocational education (V)	14	13 %
College program (up to 1994), Vocational college program (VI / 1)	4	4 %
Specialization after college, Professional higher education programs (VI / 2)	4	4 %
Higher Education Professional and University Program (1st year) (VI / 2)	17	14 %
Specialization after Higher Education Professional Program, University Program (VII)	36	32 %
Master's degree (2nd year) (VII)	14	13 %
Specialization after University Program, Master of Science (VIII / 1)	10	9 %
PhD (VIII / 2)	5	5 %
PhD (3rd level of Bologna system) (VIII / 2)	4	4 %
Total	112	100 %

Source: Author's own source

Table 6: Name of the educational institution where you studied (or are studying)

Name of the educational institution where you studied (are still studying)	Frequency	Percentage
Faculty of Sport, University of Ljubljana	17	14%
Faculty of Civil and Geodetic Engineering, University of Ljubljana	11	11%
Faculty of Economics, University of Ljubljana	10	9%
Faculty of Commercial and Business Sciences	10	9%
Faculty of Economics and Business, University of Maribor	8	7%
Other:	8	7%
Faculty of Arts, University of Ljubljana	6	5%
Faculty of Medicine, University of Ljubljana	6	5%
Faculty of Humanities, University of Primorska	4	4%
Biotechnical Faculty, University of Ljubljana	4	4%
Faculty of Electrical Engineering, University of Ljubljana	4	4%
Faculty of Education, University of Ljubljana	4	4%
Faculty of Organizational Sciences, University of Maribor	4	4%
Faculty of Education, University of Primorska	2	2%
Faculty of Social Sciences, University of Ljubljana	2	2%
Faculty of Pharmacy, University of Ljubljana	2	2%
Faculty of Chemistry and Chemical Technology, University of Ljubljana	2	2%
Faculty of Mathematics and Physics, University of Ljubljana	2	2%
Faculty of Computer and Information Science, University of Ljubljana	2	2%
Faculty of Security Sciences, University of Maribor	2	2%
Faculty of Organizational Studies in Novo mesto	2	2%
Total	112	100 %

Source: Author's own source

Table 7: Sports discipline

Sports discipline:	Frequency	Percentage
volleyball	14	13 %
golf	14	13 %
table tennis	8	7 %
athletics - stadium	6	5 %
gymnastics - sports	6	5 %
basketball	6	5 %
skiing - alpine	6	5 %
cycling - road	4	4 %
football	4	4 %
handball	4	4 %
dance - modern competitive dances	4	4 %
skiing - cross-country skiing - shi	4	4 %
squash	4	4 %
sailing	2	2 %
judo	2	2 %
swimming	2	2 %
skiing - biathlon	2	2 %
shooting	2	2 %
tennis	2	2 %
dance - acrobatic R&R	2	2 %
ice skating - artistic	2	2 %
karate	2	2 %
aviation - modelling	2	2 %
weight lifting	2	2 %
fencing	2	2 %
skiing - biathlon - shi	2	2 %
other:	2	2 %
Total	112	100 %

Source: Author's own source

Table 8: Slovenian Olympic Committee categorization

Slovenian Olympic Committee categorization	Frequency	Percentage
Olympic Categorization Class	2	2 %
World class	12	11 %
International class	34	30 %
Perspective class	12	11 %
State class	34	30 %
Youth class	2	2 %
No categorization	14	13 %
Other:	2	2 %
Total	112	100 %

Source: Author's own source

Table 9: Coordination of sport and study

How were your sport and study coordinated:	Frequency	Percentage
During my active sports career, I completed my studies within the prescribed period (length of study and seniority)	24	21%
During my active sports career, I completed my studies within one year after the prescribed deadline (length of study and seniority)	24	21%
During my active sports career I completed my studies within more than one year after the prescribed deadline (length of study and seniority)	24	21%
I completed my studies after completing my sports career within more than one year after the prescribed deadline (length of study and seniority)	16	14%
I have completed my studies after completing my sports career within the prescribed time limit (length of study and seniority)	14	13%
I have not completed the study	4	4%
Other:	4	4%
I have not studied	2	2%

Source: Author's own source

Key characteristics of the data are expressed using descriptive statistics methods. The standard deviation tells how the data is scattered around the arithmetic mean. A high standard deviation value means that the values are more dispersed and a low standard deviation that they are more concentrated around the arithmetic mean. The statements describing the variables are presented in Tables 1 to 4. We created a

five-point Likert scale for the statements, whereby the numbers signify as follows: 1 – Not important at all, 2 – Not important, 3 – Neither important nor unimportant, 4 – Important, and 5 – Very important. For each element in the model, we will develop a set of statements.

Table 10: Factors of study choice

FACTORS OF STUDY CHOICE	N	Min	Max	Average	Standard deviation
Proximity of trainings to the place of study	110	1	5	4,04	1,049
Anticipated possibilities for adapting your studies to sports activities	112	1	5	4,09	0,935
Interest or pleasure in an individual study programme	110	1	5	3,36	1,090
Opportunity for training at the place of study	112	1	5	4,18	1,042
Educational institution scholarship	112	1	5	3,45	1,106
Good conditions for doing sports at faculty or college	112	1	5	3,77	1,123
Understanding of the educational organization for my sporting activities and provision of support in my education	112	2	5	4,00	0,849
Other:	2	3	3	3,00	0,000

Source: Author's own source

Table 11: Characteristics of the study programme

CHARACTERISTICS OF THE STUDY PROGRAMME	N	Min	Max	Average	Standard deviation
Difficulty of the study programme	110	1	5	3,75	0,999
Extent of the study load	110	1	5	3,89	0,912
Extent of compulsory study contents	110	1	5	3,89	0,989
Options for adjusting study obligations	110	1	5	4,51	0,854
Flexibility of higher education institution	110	1	5	4,42	0,892
Other:	4	3	3	3,00	0,000

Source: Author's own source

Table 12: Personality factors

PERSONALITY FACTORS	N	Min	Max	Average	Standard deviation
Intellectual abilities	108	1	5	3,61	1,101
Sports skills	110	3	5	4,69	0,571
Emotional intelligence	108	1	5	3,94	0,955
Interpersonal or social intelligence	110	1	5	3,53	0,875
Interest in sports	112	1	5	4,80	0,613
Interest in studying	108	1	5	2,87	1,145
Interest in a successful professional career	110	1	5	2,95	0,985
Previous academic performance	110	1	5	2,53	0,974
Motivation for sports	112	4	5	4,86	0,351
Motivation to study	110	1	5	2,87	1,101
Motivation for professional success	110	1	5	3,02	0,967
Organizational skills	110	2	5	4,07	0,896
Intrapersonal intelligence	110	2	5	3,93	0,786
Diligence	110	3	5	4,76	0,541
Persistence	110	3	5	4,82	0,510
Extraversion (taking interest in social events, being active and energetic)	110	1	5	3,02	0,928
Introversion (self-directed)	110	1	5	3,20	0,984
Emotional stability	110	1	5	4,47	0,786
Tendency to express one's own opinion	110	1	5	3,33	1,033
Acceptability (maintaining positive relationships with others; ability to understand others, overcoming the frustrations associated with life in a group)	110	1	5	3,82	0,940
Openness – cultural sophistication and openness to new experiences	110	1	5	3,56	1,063
Knowledge (related to study contents)	110	1	5	2,75	1,053
Use of prohibited accessories	110	1	5	1,84	1,267
Good luck	110	1	5	3,60	1,349
Examination skills	110	1	5	2,53	1,179
Exam fear, stress	110	1	5	2,47	1,163
Teamwork, successful collaboration with colleagues	110	1	5	3,09	1,289
Well-organized time	110	3	5	4,69	0,602
Organized learning, adherence to the right methods and proper preparation for exams	110	1	5	3,24	1,196

Good study habits	110	1	5	3,44	1,238
Good work habits	110	3	5	4,69	0,538

Source: Author's own source

Table 13: Characteristics of the sport activity

CHARACTERISTICS OF THE SPORT ACTIVITY	N	Min	Max	Average	Standard deviation
Scope of trainings	112	2	5	4,68	0,604
Number of competitions (competition days per year)	112	3	5	4,39	0,775
Number of days absent from the study obligations	112	1	5	3,57	1,168
Physical difficulty of the sport	112	1	5	3,93	1,037
Distance to the training facilities	112	1	5	4,05	0,899
Level of the competitions	112	1	5	4,21	0,864
Number of preparation days per year	112	3	5	4,48	0,629
Time spent on physiotherapy	112	1	5	3,82	1,092
Time spent regenerating (in addition to night rest)	112	1	5	4,21	0,924
Time spent on individual psychological preparation	112	2	5	4,05	0,858
Time spent working with a sports psychologist	112	1	5	3,77	1,040

Source: Author's own source

Below, we present a multivariate analysis of the correlations among the studied variables. The basis for the understanding of mutual interactions between the variables and the first key condition for performing the linear regression analysis is the determination of the intercorrelations between pairs of independent variables and between independent and dependent variables. Tables below shows a summary of the regression analysis (values of correlation coefficients, values of deterministic or adjusted determinant coefficients), the F-tests (ANOVA) by which we tested the hypotheses. Based on the obtained results, the hypotheses were either confirmed or rejected.

The first hypothesis is:

H1: An athlete's academic performance is influenced by personality factors (abilities, interests, prior school achievement, motivation).

Hypothesis H1 can be tested by linear regression analysis (the Enter method), where the dependent variable is Choice of study and the independent variable is Personality factors.

Table 14: Linear regression - H1

Model summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0,219 ^a	0,048	0,039	0,53468

a. Independent variables: Personality factors

ANOVA^a

Model	Sum of squares	df	Mean Square	F	Sig.
1 Regression	1,591	1	1,591	5,565	0,020 ^b
Residual	31,447	110	0,286		
Total	33,038	111			

a. Dependent variable: Choice of study

b. Independent variables: Personality factors

Coefficients^a

Model	Unstand. coefficients		Stand. coefficients	t	Sig.
	β	St. error	Beta		
1 (Constant)	2,788	0,449		6,207	0,000
Personality factors	0,293	0,124	0,219	2,359	0,020

a. Dependent variable: Choice of study

Source: Author's own source

In Table 14, the R multiple correlation coefficient indicates the intensity of the correlation between the dependent variable, Choice of study, and the independent variable, Personality factors. The R multiple correlation coefficient is 0.219, indicating a low correlation. The multiple determinant coefficient explains that 3.9% of the total variance can be explained by the influence of the independent variable, representing 96.1% of the unexplained influence. In the ANOVA Table, the p-value is 0.020 < 0.05, and, thus, at 5% risk we can claim that our model is good. Based on the results obtained and the values of the β regression coefficients, hypothesis H1 can be confirmed and it can be concluded that the dependent variable Choice of study is influenced by Personality factors.

H2: An athlete's academic performance is influenced by the characteristics of the study programme (difficulty, extent of study load, possible adjustments).

The H2 hypothesis was tested by linear regression analysis (the Enter method), where the dependent variable is Choice of study and the independent variable is Characteristics of the study programme.

Table 15: Linear regression – H2
Model summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0,253 ^a	0,064	0,055	0,53506

a. Independent variables: Characteristics of the study program

ANOVA^a

Model	Sum of squares	df	Mean Square	F	Sig.
1 Regression	2,115	1	2,115	7,389	0,008 ^b
Residual	30,919	108	0,286		
Total	33,035	109			

a. Dependent variable: Choice of study

b. Independent variables: Characteristics of the study program

Coefficients^a

Model	Unstand. coefficients		Stand. coefficients	t	Sig.
	β	St. error	Beta		
1 (Constant)	3,064	0,291		10,542	0,000
Characteristics of the study program	0,190	0,070	0,253	2,718	0,008

a. Dependent variable: Choice of study

Source: Author's own source

In Table 15, the R multiple correlation coefficient indicates the intensity of the correlation between the dependent variable, Choice of study, and the independent variable, Characteristics of the study programme. The multiple correlation coefficient R is 0.253, indicating a low correlation. The multiple determination coefficient explains that 5.5% of the total variance was explained by the influence of the independent variable, representing 94.5% of the unexplained influence. In the ANOVA table, the p-value is 0.008 < 0.05, and, thus, at 5% risk we can claim that our model is good. Based on the obtained results and the values of the β regression coefficients, the H2 can be confirmed and it can be

concluded that the dependent variable Choice of study is influenced by the Characteristics of the study programme.

The third hypothesis is:

H3: An athlete's academic performance is also influenced by the characteristics of the sport activity (the extent of training, competitions, absences, physical difficulty of the sport, distance to the training facilities, level of competition, motivation for sport, performance in sport).

The H3 hypothesis was tested by linear regression analysis (the Enter method), where the dependent variable is Choice of study and the independent variable is Characteristics of the sport activity.

Table 16: Linear regression – H3

Model summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0,028 ^a	0,001	-0,008	0,54782

a. Independent variables: Characteristics of the sport activity

ANOVA^a

Model	Sum of squares	df	Mean Square	F	Sig.
1 Regression	0,026	1	0,026	0,087	0,769 ^b
Residual	33,012	110	0,300		
Total	33,038	111			

a. Dependent variable: Choice of study

b. Independent variables: Characteristics of the sport activity

Coefficients^a

Model	Unstand. coefficients		Stand. coefficients	t	Sig.
	β	St. error	Beta		
1 (Constant)	3,730	0,380		9,819	0,000
Characteristics of the sport activity	0,028	0,094	0,028	0,295	0,769

a. Dependent variable: Choice of study

Source: Author's own source

In Table 16, the R multiple correlation coefficient indicates the intensity of the correlation between the dependent variable, Choice of study, and

the independent variable, Characteristics of the sport activity. The R multiple correlation coefficient is 0.028, indicating a slight correlation. The multiple determination coefficient explains that 0.8% of the total variance was explained by the influence of the independent variable, representing 99.2% of the unexplained influence. In the ANOVA table, the p-value is 0.769 > 0.05, and, thus, at 5% risk we can claim that our model is not good. Based on the obtained results and the values of the β regression coefficients, the H3 is not confirmed and it can be concluded that the dependent variable Choice of study – performance in sport is not influenced by Characteristics of the sport activity – performance in sport.

The research hypothesis is:

The athlete's performance in sport is influenced by personality factors, characteristics of the study programme and characteristics of a sports career.

The research hypothesis was tested by linear regression analysis (the Enter method), where the dependent variable is Choice of study and the independent variables are Personality factors, Characteristics of the study programme and Characteristics of the sport activity.

Table 17: Linear regression

Model summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0,331 ^a	0,110	0,085	0,52670

a. Independent Variables: Characteristics of the sports activity, Characteristics of the study program, Personality factors

ANOVA ^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3,629	3	1,210	4,360	0,006 ^b
Residual	29,406	106	0,277		
Total	33,035	109			

a. Dependent Variable: Choice of study – academic performance

b. Independent Variables: Characteristics of the sports activity, Characteristics of the study program, Personality factors

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
1 (Constant)	2,634	0,516		5,109	0,000
Personality factors	0,294	0,139	0,210	2,111	0,037
Characteristics of the study program	0,193	0,078	0,257	2,487	0,014
Characteristics of the sports activity	-0,158	0,105	-0,159	-1,511	0,134

a. Dependent Variable: Choice of study

Source: Author's own source

In Table 17, the R multiple correlation coefficient indicates the intensity of the correlation between the dependent variable, Choice of study, and the independent variables: Personality factors, Characteristics of the study programme and Characteristics of the sport activity. The multiple correlation coefficient R is 0.331, indicating a low correlation. The multiple determination coefficient signifies that 8.5% of the total variance was explained by the influence of the independent variables, representing 91.5% of the unexplained influence. In the ANOVA Table, the p-value is 0.006 < 0.05, and, thus, at 5% risk, we can claim that our model is good. Based on the obtained results and the values of the β regression coefficients, the research hypothesis can be partially confirmed and it can be concluded that the dependent variable, Choice of study, is influenced by two variables: Personality factors and Characteristics of the study programme. However, the dependent variable Choice of study is not influenced by Characteristics of the sport activity variable.

Table 18 presents the multivariate analyses of the correlations among the studied variables. Pearson's correlations between Choice of study, Personality factors, Characteristics of the study programme, and Characteristics of the sport activity are given.

Table 18: Correlation matrix

		Choice of study	Personality factors	Study program characteristics	Characteristics of the sports activity
Choice of study	Pearson correlation	1	0,219 [*]	0,253 ^{**}	0,028
	Sig.		0,020	0,008	0,769
	N	112	112	110	112
Personality factors	Pearson correlation		1	0,308 ^{**}	0,293 ^{**}
	Sig.			0,001	0,002
	N		112	110	112
Characteristics of the study program	Pearson correlation			1	0,433 ^{**}
	Sig.				0,000
	N			110	110
Characteristics of the sports activity	Pearson correlation				1
	Sig.				
	N				112

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 18 shows the results of the correlation matrix for the variables Choice of study, Personality Factors, Characteristics of the study programme, and Characteristics of the sport activity. The results of the correlation matrix of Performance in sport indicate that Performance in sport has a low impact (linear, positive, and low correlation) on Personality factors. Characteristics of the study programme variable has an impact on Performance in sport (linear, positive and low correlation). Personality factors influence Characteristics of the study programme (linear, positive and low correlation). Personality factors influence Characteristic of sports activity (linear, positive and low correlation). The Characteristics of the study programme variable influences Characteristics of the sport activity (linear, positive and medium correlation).

It is evident from the correlation matrix (Table 18) that the independent variables Personality factors, Characteristics of the study programme and Characteristics of the sport activity are correlated with the Choice of study – dependent variable. The independent variables of Personality factors and Characteristics of the study programme, Personality Factors and Characteristics of the sport activity, and Characteristics of the study programme and Characteristics of the sport activity, are also mutually correlated.

CONCLUSION

The purpose of the research was to determine what factors influence performance in sport. We conducted an online survey among 112 Slovenian athletes. The survey included top athletes who are or have been engaged in reconciling their sports and academic careers.

Based on the research hypothesis, "The athlete's performance in sport is influenced by personality factors, characteristics of the study programme and characteristics of the sports career.", we found that the athlete's performance in sports is influenced by personality factors (abilities, interests, previous academic performance, and motivation). The athletes' performance in sport is influenced by the characteristics of the study programme (complexity, extent of the study load, and possible adjustments). The athletes' performance in sport is not influenced by the characteristics of the sport activity (quantity of trainings, competitions, absences, physical complexity of the sport, distance of the place of residence from the training facilities, level of competition, motivation for sports, and performance in sports).

The research question was partially confirmed. This means that we have partially confirmed the correlation between an athlete's performance in sports, personality factors, characteristics of the study programme and characteristics of the sport activity. The athlete's performance in sport while having a dual career is influenced by the personality factors and characteristics of the study programme.

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