Original Article

Development of tolerant attitude in managerial activities of the PE instructors and sports coaches

MARINA A. SOLOMCHENKO

Turgenev Orel State University, Orel, RUSSIA

Published online: June 30, 2017

(Accepted for publication June 09, 2017)

DOI:10.7752/jpes.2017.02090

Abstract:

In the course of management training of specialists in the field of physical education and sport, it is necessary to consider the aspects of tolerant attitude in social interactions and dealing with people through sports and physical activities. The aim of the paper is to develop a modern and coherent concept of tolerance in the managerial activity of PE instructors and sports coaches. The leading method in studying this problem is an exploratory approach, which includes evaluating the interrelation of physical, mental, personal, tolerant and administrative qualities of a future specialist and developing a shorter set of efficient current control criteria. The paper may be of use to the teachers engaged in the professional training of specialists in the field of physical education and sport.

Key words: tolerance, attitude, management, specialist, physical education, training, conditions.

Introduction

In the contemporary social and economic conditions, the main emphasis of the higher education system in the field of physical education is training competitive specialists with a focus on practical work requirements [4, 9, 15]. The physical training services are realized mainly through individual contact between the provider and the customer. The specific features of such services are their intangibility, impermanence, unconventionality, individual approach, often unpredictable result, etc. To provide physical training services efficiently, it is necessary to possess the knowledge and skills of social interaction management and communicational process control. Relations management is also realized in the teaching process (PE lessons, trainings, recreational physical activity) [12, 20].

Resulting from the high demand for professionals in physical education and sport, filling the managerial positions with the people who do not have special management training causes managerial mistakes and, thus, hinders the social and economic changes. Therefore, managerial and tolerance training are one of the government's priorities in education.

The importance of this issue is determined by a number of contradictions between:

- the traditional content of Russian education and the world community's transition to a new qualitative state demanding new educational content;
- an individual's demand for high-quality education and the reality of its provision by the higher professional education system;
- the qualitative and quantitative profile of higher school personnel and the requirements focused on satisfaction of the demand of various organizations for sports training staff.

There is a necessity to create an effective model of educational content assessment in training the specialists of a new generation with the new managerial thinking and tolerant attitude, systematic knowledge of organization, of people, personality types and the modern requirements to professional activity. The problem of developing tolerant attitude as a life strategy and the basis of managerial activity, effective relationships, and harmony is currently of great importance in pedagogy, social sciences and the humanities. The spreading aggressiveness, competitive behavior and hostile management call for new researches in the field and practical recommendations for professional training.

Research hypothesis

The process of professional education in a university requires systematic training determined by the ability of students to effectively master the basic aspects of tolerant attitude in management, which are realized as practical attitude to future professional activity. This can become a basis for the development of individual professional skills in a certain activity. We hypothesize that the process of formation of managerial culture and tolerance is realized in an adaptive frame of economic disciplines and management in PE and sport. The training is aimed at students' self-development, self-realization, and self-control in new and different circumstances of their professional activity in PE and sport. It is effective in case of adherence to the following organizational and

educational conditions: use of interdisciplinary links, realization of training on the basis of integrative approach (information technology, thematic field classes, business games, team projects); use of methods of active learning as a means of formation of communicative and managerial skills, application of assessment criteria for correction of the educational process.

The aim of the research is to develop a comprehensive conception of how tolerant attitude needs to be fostered in training managers for physical education and sport.

The management culture in the field of physical education and sport is a synthesis of psycho-pedagogical beliefs and skills, general intelligence, managerial and psycho-pedagogical traits, managerial ethics and a system of complex relations. It determines the student's level of mastering the management experience, dealing with people and tolerant attitude towards them. Next comes a period of collaborative learning.

materials and methods. In modernizing the education system, humanistic priorities gain special importance and student-oriented teaching becomes the main component of the system. The educational process always requires an opportunity to make changes and adjustments. The success of educational and professional activity depends on many factors, first and foremost, on students' motivation to achieve their goals [1, 13, 14, 17, 19]. An essential role is played belongs to the social motivation involving the students' awareness of social and professional significance of success in studies, formation of interest and motivation to solve educational and creative tasks, evaluation of intermediate results [3, 16, 18, 21]. The correction of activity, responsibility and self-control largely predetermine the abilities and qualities of the future professional. This research examines the impact of the following factors on the development of motivation: academic success, cross-curricular links, the subject's relevance for future professional activity, friendly environment in social groups and in class, interactions between teachers and students (interactive learning), the content and organization of studies; the diversity of methods and techniques used in the educational process, problem-based tasks provoking active research, free choice in the learning process, productive creative tasks, cognitive style of students' work, etc.

Methods and organization of research.

The following research methods were used in the study: the methods of analysis of problem-based situations (bibliographic search, retrospective and content analysis of regulatory documents); theoretical modeling methods based on theoretical, logical, comparative and categorical analysis, scientific method of reduction; observational methods (direct, indirect and involved observation), including qualimetry methods (quantitative evaluation of content and results), methods of expert evaluations, diagnostic methods (registration surveys, tests, analysis of the results of qualification tests), methods of mathematical statistics; sociological methods (questionnaires, tests, surveys); practical methods (testing knowledge, studying the psychological traits and characteristics, etc.)

The enlisted research methods were applied in an integrated research approach applied systematically in theoretical and socio-pedagogical research and pedagogical experimentation.

The survey was carried out in three groups of students of physical education and sport in Orel State University, with the total number of 48 students. 9660 measurements were conducted during an academic year. To measure the assessed parameters, a numerical score system was applied. Statistical analysis of the data on tolerance and managerial skills was carried out in order to identify the meaningful links between them. The correlation and regression analysis was performed with the use of the Statistica software.

Results and discussion

To reach the research objectives, we propose a model of development of tolerant attitude in future physical education instructors and sports coaches to prepare them for their professional and managerial activity (fig 1).

In order to develop tolerant attitude in people management, to improve the knowledge of modern management techniques and to focus on the best practices, a students' research group was organized in Orel State University, at the department of physical education and sport. The group occupied themselves with studying "the basic aspects of management and tolerance in the field of physical education and sports" [7]. The classes were organized in question and answer form. Learning the intricate economic roles and complex market conditions was carried out in the process of solving business tasks, tests, problems during the classes on economics. A significant part of the training was devoted to the study of the tolerance principle [5, 9, 21]. The final part of managerial training and formation of business competence in PE and sports specialists was the course of Management in Physical Education and Sport.

Fig. 1. The model of development of tolerant attitude in preparing specialists in physical education and sports for managerial activity

The study program included interdisciplinary links; the management course was taught through an integrative approach (the use of the newest information technologies, thematic field classes, business games, team projects, etc.). To foster professional self-identification, practical classes included analysis of various managerial and teaching jobs in the physical training sphere: teachers of physical education, PE and sports instructors, coaches, managers of sports organizations. In field classes the importance of management training and tolerant attitude towards people was determined. The manifestations of tolerant attitude in people management were assessed: the respect of the interests of others and their motivation for physical education and sports; the acceptance of physical and mental disadvantages of people; cooperation through mutual understanding and communication; forgiving the mistakes of others, understanding that everyone has the right to

make a mistake; acceptance of forms of expression and manifestations of human individuality; the need to take into account the human factor when it comes to the mistakes in competitive and training activity.

To adjust the educational process and improve communication and management, regular testing was organized.

Basing on the analysis of literary sources [6, 8, 10, 18] and our own pedagogical experience, we identified the main professional qualities for a specialist in physical education and sport, which were divided into five groups: physical, mental, personal, tolerant and managerial.

The correlation analysis was used to evaluate the interrelationship of criteria for the physical, mental, personal, tolerant and managerial qualities within each group and determine the correlation coefficients characterizing the closeness of deviations between the managerial and tolerant groups' characteristics and the parameters of the other groups. High rates of interrelation were noted among most of them, which evidences the close relation between them. Due to the fact that the change in the qualitative data of the managerial and tolerant groups depends on several factors of the other groups, a simultaneous study of the influence of several characteristics on the analyzed one was conducted on the basis of multiple correlation methods [6, 11].

Multiple correlation equations were obtained for all the characteristics of the management and tolerance groups. To compare the effects of fluctuations of various factors on the variation of the studied indicator, standardized private regression coefficients were calculated, which indicates the part of the average standard deviation by which the dependent factor changes with a change in the relevant factor equal to its average standard deviation. Since the majority of these deviations are much less than 1, the influence of multicollinearity in determining the integral factor turns out to be insufficient.

On the basis of the calculated regression functions the indicator ratio of the analytical interaction (K_i) can be calculated, which shows the percentage of change in tolerance and managerial qualities y_i if causative factor x_i (physical, mental or personality) changes by 1% [2, 5]:

$$K_i = dy \cdot x_i / dx \cdot y_i$$

These ratios for the qualities of the management group (effective management, decision-making, entrepreneurial skills, self-management, the capacity for management, motivation to achieve the goal, the capacity for self-development) are presented in Table 1. The use of these ratios provides an opportunity to choose the necessary component for modernization of the learning process.

Table 1. Evaluation table of the impact of components on the managerial qualities of the specialists in the field of physical education and sport

Tests	Multiple regression ratio Management qualities						
	Manageme nt efficiency	Decision- making	Capacity for business	Self- control	Capacity for management	Motivation for achieving goals	Capacity for self- development
1. Physical qualities							
Endurance (the Cooper test)	2.2031	1.2931	0.8744	0.9998	1.3024	1.1060	1.2415
Speed (running 30 m)	1.0701	1.3162	1.0531	1.2195	1.4919	1.1375	1.3511
Flexibility (bending forward)	1.4066	1.3048	1.1387	1.2388	1.4678	1.1511	1.3761
Strength (pull-ups (males), floor dips (females))	1.2252	1.2042	1.5435	1.3260	2.5970	2.3458	1.3640
Coordination of movements	1.207	2.0325	1.3517	3.2792	0.5393	1.2590	1.3624
Capacity (step test)	1.1373	1.1173	2.8966	2.8358	2.5405	2.4237	2.4105
Health standard (adaptive capacity)	2.4646	1.2262	2.5928	1.5255	1.5405	1.3317	3.3836
2. Psychological traits							
Intelligence	0.9229	2.3209	1.3012	1.0951	0.8199	0.8696	2.0080
Intensity and distribution of attention	1.1787	1.2365	1.4871	1.2608	0.9148	0.9025	1.0871
Logical thinking	2.3553	2.2240	2.6843	2.5394	1.9059	1.1825	1.1469
Level of tension	1.1394	0.4854	0.9095	0.5738	1.4020	0.8630	3.1930
Imagination	0.7702	2.5718	0.7786	2.5143	2.1873	2.1047	0.7335
Memory	2.4595	1.2570	2.0829	1.4905	0.8324	2.6121	2.0324
Psychological resistance	2.0753	1.2217	2.9130	0.9471	2.4728	0.7751	0.8655
3. Personality traits							
Purposefulness	1.0210	1.2880	1.0974	1.0286	2.0055	2.2121	0.9644
Self-discipline	1.3584	2.3630	0.6021	1.2587	1.2115	0.6060	2.0054
Creative abilities	1.9880	2.3479	2.0716	2.5162	2.3109	0.8539	2.3639

Leadership	2.0280	1.0479	0.9567	0.7404	2.6460	1.4588	0.6113
Responsibility	2.6935	1.3477	2.3641	2.3937	0.8219	2.5747	1.4977
Proneness to conflict	2.3544	1.1471	2.3410	1.0878	0.8149	0.6437	0.6089
Moral qualities	0.3430	1.3479	1.2448	2.0646	0.7277	1.2224	1.2356
4. Tolerance qualities							
Empathy	1.0867	1.1068	1.0122	1.0539	1.1648	0.8167	1.1962
Flexibility of behavior	0.6205	2.2817	1.2925	2.4642	1.3429	2.9950	2.2010
Assertiveness	0.7675	1.2465	1.3942	1.4845	0.6741	1.0624	1.2493
Social activity	2.9466	2.2465	2.9304	1.4691	2.1712	1.2205	2.3712
Communicability	0.9034	1.2465	2.1008	1.0981	2.9827	2.8292	1.4740
Divergent thinking	2.3432	2.2465	2.7808	0.7680	2.4232	1.5067	2.6717
Self-assessed tolerance	2.2344	1.2468	2.0686	2.8817	1.2929	2.7394	0.5300

Note: The most significant relations are in bold.

It can be concluded from the data in Table1 that some criteria have the most significant impact on the managerial qualities of a specialist in physical education and sport. For instance, the management efficiency is mostly influenced by the physical (endurance, health), mental (logical thinking, memory, psychological stability), personality (creativity, leadership, responsibility, proneness to conflict), tolerance qualities (social activity, divergent thinking, self-assessment of tolerance).

Table 2 contains the ratio of analytical interaction of the tolerance qualities (flexibility of behavior, empathy, assertiveness, social activity, sociability, divergent thinking, self-assessment of tolerance).

Table 2. Evaluation of the influence of components on the tolerance qualities of specialists in physical education and sport

Tests	Multiple regression ratio						
	Tolerance qualities						
	Empathy	Mobility of behavior	Assertiveness	Social activity	Communicativeness	Divergent thinking	Self-evaluation of tolerance
1. Physical qualities							
Endurance (the Cooper test)	1.0817	1.1594	1.2515	0.8309	1.0733	0.8400	0.7594
Speed (running 30 m)	1.1377	1.1807	1.3663	0.8832	1.1018	0.8921	0.8374
Flexibility (bending forward)	2.1611	1.2066	0.6303	0.9654	2.2753	1.9119	0.9997
Strength (pull-ups (males), floor dips (females))	1.2554	1.3363	0.5645	1.2584	1.3713	0.9962	1.3509
Coordination of movements	2.2097	1.2760	2.5514	1.1188	1.3040	0.9555	1.1740
Capacity (step test)	0.4320	1.4173	1.8885	0.9915	1.4298	1.2038	2.0765
Health standard (adaptive capacity)	0.3079	2.3384	2.7004	2.5056	1.3595	1.2869	2.5741
2. Psychological traits							
Intelligence	0.9293	1.2385	1.4527	1.0852	1.1851	0.9299	0.6635
The intensity and distribution of attention	1.0801	2.2527	1.7016	1.1824	1.1884	1.2068	0.7108
Logical thinking	1.0976	1.2765	0.9209	1.1669	1.2440	1.3173	1.0584
The level of tension	2.8521	1.5986	2.6367	2.3980	2.8458	1.1431	0.8274
Imagination	1.5212	1.4561	2.2906	1.2980	2.5790	2.7649	0.4464
Memory	1.9623	2.8170	1.8444	1.4843	0.6445	2.7892	2.2002
Psychological resistance	2.7162	1.3156	2.5356	3.3802	2.6079	2.7756	2.6798
3. Personality traits							
Purposefulness	1.1510	1.3969	0.7784	1.0310	3.2621	0.6694	0.4407
Self-discipline	2.2182	2.7239	0.8471	0.5692	1.4595	0.7585	0.7013
Creative abilities	1.4535	1.6586	1.0489	1.5505	2.6871	1.0088	0.9274
Leadership	1.6943	0.8004	1.3341	2.8607	0.6219	1.5404	1.3435
Responsibility	2.9261	2.8834	2.6338	0.8153	0.7748	2.0589	2.3678
Proneness to conflict	2.8338	1.9597	2.9453	2.2330	2.8316	1.9015	2.0745
Moral qualities	2.7996	2.8784	2.7988	2.9778	2.7658	2.8189	0.9189
4. Management qualities							

Management efficiency	1.023	1.044	1.010	2.928	-1.031	2.633	2.280
Decision-making	-1.090	-2.409	-1.091	-2.611	2.546	-2.848	-0.921
Entrepreneurship	0.949	1.055	2.928	0.953	-2.252	1.081	0.962
Self-management	2.653	2.125	0.955	0.997	-1.031	0.988	2.233
Ability to manage	0.983	1.075	1.026	2.501	-0.989	1.007	0.924
Motivation for achievement of goals	0.961	2.507	2.449	1.003	-2.831	2.609	1.063
Self-development	2.450	1.021	0.980	2.641	-2.491	1.045	2.443

Note: The most significant relations are in bold.

Thus, with the increase in the quality of one of the criteria, the general quality of management and tolerance development improves both in individual students and the whole group. The criteria distinguished for every student promote the objective evaluation of the development of skills of tolerant management and give an opportunity to control the process of their development.

It is necessary to mention the mutual influence of a significant number of tolerance and management qualities, which increases the number of ratios of analytical interaction between:

- empathy and capacity for self-development;
- mobility of behavior and decision-making, self-management, motivation to achieve goals, capacity for self-development;
- assertiveness and decision-making;
- social activity and management efficiency, decision-making, entrepreneurial abilities, capability for management, capacity for self-development;
- communicability and business skills, the capacity for management, motivation to achieve goals;
- divergent thinking and management efficiency, decision-making, entrepreneurial abilities, capacity for management, capacity for self-development;
- self-assessment of tolerance and management efficiency, business skills, self-management, motivation to achieve goals.

There also may be conducted an analysis of increase in a number of coefficients of the analytical interaction between the management and tolerant qualities. The reciprocal interaction of the management and tolerance characteristics proves the inextricable connection between efficient management and tolerance. Considering this connection and improving the values of one of the physical, mental or personal qualities one can achieve simultaneous improvement of one or several tolerant and management qualities, and general improvement of management qualities.

For example, in order to qualitatively improve the characteristic of “decision-making” it is necessary to improve either coordination of movements, or intelligence, or logical thinking, or imagination, or organization, or creativity. The increase in “decision making” generally contributes to the improvement of the qualities of tolerance, especially assertiveness, social activity, sociability, divergent thinking (Tables 1, 2). Also for a qualitative improvement of the “flexible behavior” parameter, it is necessary to develop the intensity and distribution of attention, memory, self-discipline, responsibility, or reduce the level of proneness to conflict. The growth of “flexible behavior” generally contributes to the enhancement of all managerial qualities and, to a large extent, to decision making, self-management, motivation to achieve goals, ability for self-development. In the education process, the same result can be achieved by using different sets of resources. For this purpose, it is necessary to develop the means and ways which motivate students to achieve good academic results. Given that all the parameters of the groups are interconnected, an increase in one factor results in the growth of all other factors related to it.

Conclusion

From our point of view, the program of personal and professional development and managerial training of competitive ability of specialists in the field of physical education and sport should be formed in the following direction: discovering the opportunities for personal growth and professional growth; developing future-oriented goals of professional activity; analyzing and developing professionally important psychological qualities such as self-awareness, acceptance of others, empathy, self-confidence, development of the ability to work in a team, fundamental change in the relationship of the participants of the educational process, increasing the creative and individual activities of students; developing students' manifestations of strong will based on the motives, interests, values, attitudes and relations, for the realization of subjective model of economic success [8]. In our research, the tolerant attitude of future specialists in PE and sport is the focus on interaction with other people aimed to achieve the set goal in physical training and sports activities. A future manager in the sphere of physical education and sport must clearly understand and solve not only current tasks, but also be able to quickly adapt to constantly changing conditions. He should be mentally and physically well-trained, knowledgeable and well-behaved, have obvious leadership qualities, developed imagination, the knowledge and skills of managerial activity in a competitive environment.

To master the whole set of qualities that make up the competitive abilities of graduates in the modern society, it is necessary to organize the learning process effectively. Its efficiency is determined, first and

foremost, by a continuous and deep interest of students in finding, developing and consolidating the qualities of their own personality, which should be stimulated by the higher educational institution.

The analytical interaction ratio helps to distinguish the main components, which can be used for organizing an efficient learning process in training specialists in the field of physical education and sport. The guiding principle of a rational organization of the educational process is the structure of managerial efficiency and tolerance qualities.

Recommendations

The materials of the article can be useful for the teachers who work in the field of physical education and sport. The research proposes the methods and ways of motivating students to achieve positive educational results with the help of particular criteria.

References

- Bykov, A. V. (2001). Kachestva lichnosti rukovoditelya i uspekhn deyatelnosti. [Personal qualities of manager and success of organization]. Moscow: *Russian University of Innovative Education*.
- Derkach, A. A., Zazykin, V. G. et al. (2003). Tolerantnost lichnosti: Kharakteristiki, zakonomernosti, mehanizmy formirovaniya. [Tolerance of personality: Characteristics, patterns, mechanisms of formation]. Moscow: *Russian Academy of State Service*.
- Zakrevskaya, N. G. (2009). Razvitie nauchno-pedagogicheskogo potentsiala v universitetah fizicheskoy kultury sovremennoi Rossii. [Development of research and pedagogical potential of universities of physical education in modern Russia]. Lesgaft Saint Petersburg National State University of Physical Education, Sport and Health.
- Zubarev, A. D. (2002). Podgotovka sportivnyh menedzherov [Training sports managers]. Volgograd: VGAFK, 266 p.
- Kuzin, V. V. & Kutepov, M. E. (1999). Mnogourovnevaya podgotovka sportivnyh specialistov za rubezhom [Multi-level training of sports specialists abroad]. Moscow: FON.
- Magin, V. A. (2006). Modernizatsia vysshego professionalnogo obrazovaniya v oblasti fizicheskoy kultury [Modernization of higher professional education in the field of physical education]. Moscow: Ileksha; Stavropol: Servisshkola.
- Solomchenko, M. A. (2011). Formirovaniye tolerantnogo upravleniya pri podgotovke specialistov fizicheskoy kultury i sporta [Formation of tolerant management in the course of training of specialists in physical education and sport]. Orel: Orel State University.
- Khazova, S. A. (2009). Konkurentnosposobnost spetsialistov po fizicheskoy culture I sportu. [Competitiveness of specialists in physical education and sport]. Krasnodar: Globus.
- Anshel, M. (1990). Sport psychology: From theory to practice. Scottsdale, AZ: Gosuch Scarisbrick,.
- Hardman, K. (2006). Curriculum model development: Physical Education. In: K. Petry, K. Froberg & A. Madella (Eds.) AEHESIS: Thematic Network Project: Report of the Third Year. Institute of European Sport Development & Leisure Studies, German Sport University Cologne, pp. 201-238.
- Klein, G. (2004). A tool to build a curriculum model in the sport sector. In: *Communication to the AEHESIS PMG meeting*, Brussels, November 2004.
- Parks J.B., Zanger B.R.K., and Quarterman J., (1998), Contemporary Sport Management, Human Kinetics, USA.
- Lewis, G. & Appenzeller, H. (1987). Successful sport management. Charlottesville, VA: The Michie Company.
- Lazarus, R.S. (1991). Progress in a cognitive motivational relational theory of emotion. *Amer. Psychol.*, 46, 819-837.
- Maurer, M. R. & Jordan, P. J. (2006). Steps to a successful physical education. Teacher Education Workshop: *Physical Educator*, 63 (1), 53-56.
- Gould D., Chung Y. Most High School Coaches are Untrained. *USA Today Magazine*; Aug. 96, Vol. 125 Issue 2615, p. 14.
- Parks, J. B., Zanger, B. K., Eds. (1991). Sport & fitness management: Career strategies and professional content. Champaign, IL: Human Kinetics.
- Nair, P. (2008). 30 Strategies for Education Innovation. Retrieved from: <http://www.designshare.com>. (10.04.2016).
- Shaw, M. E. (1971). Group dynamics: The psychology of small group behavior. New York, NY: McGraw-Hill.
- Toner, J. M. (2004). The design of a volunteer coaches training program. *Parks & Recreation*, 39 (8), 48-55.
21. Turner, J.C, Hogg, M.A., Turner, P.J & Smith, P.M. Failure and Defeat as Determinants of Group Cohesiveness. // *British Journal of Social Psychology*. -L. 1984, Vol.23, N1. P.97-111.