



# Future physical education teachers' marketing business motivations survey

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## Abstract

**Objective of the study** was to survey marketing business motivations of future physical education teachers.

**Methods and structure of the study.** The survey was run in 2018-2020 at Belgorod State National Research University. It included an analysis of the scientific literature on the subject, questionnaire survey and observations to rate the marketing business motivations in the sample, and standard statistical data processing toolkit. We sampled for the survey the 3-4-year students (n=186) of the Pedagogical Institute's Physical Education Department of Belgorod State National Research University.

**Results and conclusions.** Having analyzed the questionnaire survey data, we found 39%, 15% and 46% of the sample giving positive, negative and uncertain responses. It should be emphasized that above 61% of the sample acknowledged being unfit for marketing business responsibilities in their physical education teachers service in the theoretical and technological aspects. A special survey of this subsample found that the key difficulties associated with the still poor marketing business awareness and competence – that cannot but be of hampering effect on their personality and vocational progress agendas [3]. It should be also noted that the sample showed a wide variation in the actual marketing business motivations. Thus 8% of the sample was tested optimal on the marketing business motivations scale i.e. realizing the role and contribution of marketing business motivations in the professional progress and fit for the marketing business in vocational education service; 31% of the sample was tested satisfactory on the marketing business motivations scale i.e. realizing the role and contribution of marketing business motivations in the professional progress albeit unwilling or unfit for the marketing business service for they doubt it can be efficient in their vocational education service. We also rated 46% of the sample marginal on the marketing business motivations scale i.e. not fully understanding the importance of marketing business and unwilling or unfit for the marketing business service for they doubt it can be efficient in their vocational education service; although passively prepared to meet their marketing business responsibilities when necessary and applicable. And 15% of the sample was tested poor on the marketing business motivations scale i.e. non-accepting marketing business on the whole as part of their vocational education service responsibilities. It should be emphasized that the still unclear understanding by some students of the role and importance of modern marketing business service in their vocational education service responsibilities and, hence, shortage of marketing business motivations may effectively hamper their academic progress and professional growth upon graduation from the physical education institution.

**Keywords:** *marketing business motivations, future physical education teacher, vocational education service.*

**Background.** Modern socio-economic progress challenges set new requirements to the modern physical education teachers service that include specific marketing business responsibilities to promote new educational technologies, services, theoretical and practical physical education materials, equipment and tools, disseminate advanced physical education experiences, contribute to the competitiveness and



prestige of the educational institution; and secure own professional progress [3]. These new requirements urge the academic communities give a special priority to the marketing business motivations and competences of the future physical education teachers in the university curricula.

**Objective of the study** was to survey marketing business motivations (of future physical education teachers).

**Methods and structure of the study.** The survey was run in 2018-2020 at Belgorod State National Research University. It included an analysis of the scientific literature on the subject, questionnaire survey and observations to rate the marketing business motivations in the sample, and standard statistical data processing toolkit. We sampled for the survey the 3-4-year students (n=186) of the Pedagogical Institute's Physical Education Department of Belgorod State National Research University.

**Results and conclusions.** Having analyzed the relevant research literature [2, 4], we run an experimental survey of the 3-4-year student sample at the Pedagogical Institute's Physical Education Department of Belgorod State National Research University. The study of 2018-2020 was staged as follows. First we surveyed the actual awareness of the sample of the physical education teachers marketing business responsibilities; and then rated the actual marketing business motivations of the sample by a few online questionnaire survey forms. The future physical education teachers marketing business motivations were rated by the following complementary tests: G. Volkovitsky Key Vocational Qualities Self-rating Test; N. Fetiskin Professional Progress Motivations Test; and T.D. Dubovitskaya Learning Motivations Test [4]. When developing our own questionnaires, we were governed by the V.I. Andreev questionnaire survey design guidelines [1]. At the next stage of the study we (a) processed and classified the survey data and (b) made conclusions. The online questionnaire surveys were designed to accurately rate the future physical education teachers marketing business motivations in context of their actual educational service responsibilities.

Having analyzed the questionnaire survey data, we found 39%, 15% and 46% of the sample giving positive, negative and uncertain responses. It should be emphasized that above 61% of the sample acknowledged being unfit for marketing business responsibilities in their physical education teachers service in at least the theoretical and technological aspects. A special survey of this subsample found

the key barriers for the still poor marketing business awareness and competency – that are actually of hampering effect on their personality and vocational progress agendas [3].

It should also be noted that the sample showed a wide variation in the actual marketing business motivations. Thus 8% of the sample was tested optimal on the marketing business motivations scale i.e. realizing the role and contribution of marketing business motivations in the professional progress and fit for the marketing business in their vocational education service; 31% of the sample was tested acceptable/ satisfactory on the marketing business motivations scale i.e. realizing the role and contribution of marketing business motivations in the professional progress albeit unwilling or unfit for the marketing business service for they doubt it can be efficient and beneficial in their vocational education service. We also rated 46% of the sample marginal on the marketing business motivations scale i.e. misunderstanding the importance of marketing business and unwilling/ unfit for the marketing business service for they doubt it can be efficient and beneficial in their vocational education service; although passively prepared to meet their marketing business responsibilities when necessary and applicable. And 15% of the sample was tested poor on the marketing business motivations scale i.e. non-accepting marketing business on the whole as part of their vocational education service responsibilities. It should be emphasized that the still unclear understanding by some students of the role and importance of the modern marketing business service in their vocational education service responsibilities and, hence, shortage of marketing business motivations may effectively hamper their academic progress and professional growth upon graduation from the physical education institution.

**Conclusion.** The study classified the future physical education teachers sample into the following four marketing business motivations groups. 39% of the sample was rated optimal and acceptable on the marketing business motivations scale i.e. perceiving a marketing business service as an efficient tool applicable exclusively for commercial goals although largely or partially alien to their vocational education service and progress agendas; with their marketing business concept mainly associated with sales and non-core business needs; at the same time, they acknowledge the need for modern marketing business motivations and competences for the physical education teacher's professional progress. And



61% of the sample was tested marginal or poor on the marketing business motivations scale i.e. uncertain on the marketing business concept and mission and opposing to the marketing business studies at schools – for the marketing business can unlikely be combined with the physical education teacher service because it is ‘primarily about money making’ as they say. This is the reason for their primarily negative attitudes to marketing business as part of their vocational education service responsibilities in a physical education teacher position. On the whole, the study confirmed the prior hypothetical assumption on the growing need for the marketing business motivations and competence formation in the future physical education teachers to facilitate their professional progress.

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