Labor Market Analysis as Related to Physical Culture Specialist Training

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ABSTRACT
Currently, there is an active subordination of the labor market to the educational services market. A specialist able to compete in the labor market strives for self-development, self-design, is fluent in his profession, addresses the priority demands of the innovation economy. The relevance of the research is manifested in the contradiction, where, on the one hand, measures to improve the situation on the labor market in the field of physical culture and sports are taken through the development of new methods of modern labor market management and training of specialists for the industry, and on the other hand, the organizational structure of labor markets and educational services needs serious reforming and adaptation to modern conditions of market relations. The leading methods in the study of this problem are bibliographic search, analysis and synthesis, as well as methods of theoretical modeling based on theoretical, logical, comparative and categorical analysis. The purpose of the study is the interaction of labor markets and educational services in the field of physical culture and sports. This article discusses the features of the labor market in the field of physical culture and sports at the present stage; the basis for training specialists in the field of physical culture and sports is identified and the relationship between the labor market and the market for educational services (providing training for a competent specialist) in this area is analyzed. The main results of the study were the interrelation of the labor market and the market of educational services (providing training for a competent specialist) in this area; the basis for the training of specialists in the
field of physical culture and sports is defined. Article materials can be useful for specialists in the field of physical culture and sports, as well as for specialists in the field of economics.

Introduction

Though considerable practical experience in the functioning of the labor market and its interaction with the education system is currently being studied, but the gap between theory and practice is not becoming narrower, but becomes even wider. Many theoretical developments in this field of economic research mechanically transfer the experience of countries with developed market economies to Russian realities. Often, researchers try to adapt one state of the economy of society to another in their theoretical studies. It seems that such approaches are methodologically detrimental, since the economic behavior of business entities depends on the interaction of three factors: natural and climatic conditions; sociocultural conditions; technical and technical conditions (Ivanova, 2004; Svishchev & Eregina, 2004; Chelnokova, Agaev & Tyumaceva, 2018; Garina, Shpilevskaya & Andryashina, 2016).

The current stage of development is associated with a new view on labor as one of the key resources of the economy. This new view is an evidence of the real growth of the role of the human factor in the technological stage of scientific and technological revolution, when there is a direct dependence of production results on the quality, motivation and nature of the use of labor in general and of an individual worker in particular (Zubarev & Suchilin, 2002).

In the system of economic relations, the labor market occupies an important place. In this market, the interests of physically capable people and employers who represent state, municipal, public and private organizations collide. Relations in the labor market have a pronounced socio-economic character. They affect the immediate needs of the majority of the population. Levels of employment and wages are established through the mechanism of the labor market (Kostin, 2008).

The transformation of Russian society in the last twenty years has been carried out in the direction of the introduction of market mechanisms in almost all spheres of public life. As a result, several types of markets have emerged, the most formed of which are the labor market and the educational services market. They are closely interrelated and act as active counterparties of the socio-economic and socio-cultural process (Voynar, 1999).

The presence of a certain number of citizens seeking employment and officially recognized as unemployed should be regarded as the inevitable result of the characteristics of supply and demand for labor and jobs. Minimizing the socially acceptable level of unemployment depends on the effectiveness of the organizational-economic mechanism for regulating the labor market, as well as its component parts — the job market, which forms the demand for labor, and the labor market, which forms the demand for jobs (Kapelyushnikov, 2008).

Materials and Methods

2.1. Glossary

**Physical culture** – is a part of a common culture of society, a form of social activity, directed at improvement of health, development of physical abilities and their use as deemed necessary by the general practice of society.

**Market relations** - economic system, based on principles of free entrepreneurship, forms variety of property for production means, market price-building, contractual relations between acting parties, restricted state intervention in economic affairs.
**Labor market** – set of social relations, linked to hiring and labor offered, i.e. relations between real and potential sellers and buyers of labor.

**Education services market** - is a system of social and economic relations between educational institutions and service consumers with a contractual prospect. Increasing its efficiency presumes implementation of a marketing approach in the sphere of educational services.

**Sports** - human activity specially organized in accordance with predefined rules, involving their physical and intellectual abilities, as well as preparation for such an activity and relations resulting from the process thereof.

### 2.2. Bibliographic Survey on the Problem of Labor Market and Education Services Market Correlation in the Segment of Physical Culture and Sports


Changes, which occurred during radical economic reformation of education system in 90ties, pertinent to the scope of studies, institutional structure, and - in minor extent - economical mechanisms of functioning (excluding the process of finance sources diversification) is considered by Yu.M. Nikolayev (2005), O.N. Stepanova (2003, 2007), M.F. Tkachenko (2011).


### 2.3. Problem of Developing the Relations Between Labor Market and the Market of Education Services in the Sector of Physical Culture and Sports

In order to propose a solution for the problem of *development of labor market relation with the labor market in the segment of physical culture and sports we have set up a plan of the following tasks:*

1. Consider the contemporary peculiarities of labor market in the sphere of physical culture and sports;
2. Define the basics of educational programmes to train a physical culture and sports specialist;
3. Analyze the correlation of labor and education services market (offered for a compliant training of a specialist in the field of physical culture and sports.

**Research problematics:** interrelations of labor market and education services market are to be studied by the example of physical culture and sports.

**Goal of the research** is to study the correlation of labor and education services market in the segment of physical culture and sports.

**Hypothesis** of the research is the assumption that tracking the correlation data of labor and educational services markets will allow to improve the quality of training for the segment of physical culture.

**Results**

Education services market ensures the compliant functioning and development of labor market, therefore it is so important to study the opinion of employers about the graduates of higher schools of physical training.
Staff training for the branch has recently been implemented as a part of «Physical culture and sports» tuition program. Such a situation was a limiting factor for healthcare and other branch segments.

Staff training for the branch «physical culture and sport» in 2007/2013 was implemented by more than 200 institutions of secondary and higher education institutions subordinate to the Ministry of Education of the Russian Federation and to the State Committee of the Russian Federation for Sports, Culture and Tourism.

There are over 80 pedagogical academies and colleges and 70 higher schools in the system of Ministry of Education of the Russian Federation. The system of State Committee for physical culture, sports and tourism includes 33 colleges of Olympic reserve, 13 academies of physical culture and 14 higher schools (one of which is subordinate to the Ministry of Defense). All kinds of education institutions educated more than 90 thousand of students.

General issue of employment is solved relatively easy as about half of staff (48.2%) is employed by the state education institutions of various types. Thus, a significant part of graduates receives a job offer after appropriate graduation.

Table 1. Employment analysis

<table>
<thead>
<tr>
<th>As of 2010</th>
<th>Graduates of secondary education institutions</th>
<th>Graduates of higher education institutions</th>
</tr>
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<tbody>
<tr>
<td>Job offer received by</td>
<td>29.7 %</td>
<td>50.7 %</td>
</tr>
<tr>
<td>Continued their education on higher steps</td>
<td>18.9 %</td>
<td>10.9 %</td>
</tr>
<tr>
<td>(Universities or PhD programmes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left the industry</td>
<td>about 40 %</td>
<td></td>
</tr>
<tr>
<td>Employed on their own</td>
<td>about 21 %</td>
<td>about 21 %</td>
</tr>
<tr>
<td>Followed the Military Conscription (in the Russian Federation)</td>
<td>15.5 %</td>
<td>about 11 %</td>
</tr>
</tbody>
</table>

Table 1 shows that 29.7% graduates of secondary education institutions received job offers in 2010, whereas for the higher school graduates this figure was 50.7%. Along with that functioning of the «Physical culture and sports branch» facilitates the process development of multilevel staff training: 18.9% of secondary institution graduates continued their professional education in higher institutions, and 10.9% of higher institutions graduates started pursuing higher academic degrees.

The analysis of employment figures makes it necessary to remark the problem of migration to other spheres for various reasons, in the first row because of social and political reforms. As some sources indicate, that about 40% of secondary and especially higher professional education institution graduates discontinue their work in the branch. Indirectly this data is proved by the employment figures of 2010: about 21% of secondary institution graduates and over than 21% of higher institutions graduates employed themselves without assistance; 15.5% of secondary institution graduates and about 11% of higher institution graduates are conscripted to military service.

Center for professional career development (Moscow) on the order of Ministry for sport and Tourism conducted a research «Employer satisfaction assessment» from January to April of 2016, which was aimed to research the labor market demand for qualified employees and obtain feedback on the level of professional aptitude of graduates of physical training institutions of Russia. 650 employing organizations were queried during the surveys.

The assessment of professional readiness was performed for 1755 graduates of physical culture institutions of Russia.
It should be mentioned that mainly representatives of educational institutions participating in the query make 52% of total respondents. Commercial Sports organization respondents make 41% of the total count and ministry administration personnel — 7%.

The question of compliance of Physical culture and Sports specialists to the norms applicable to young specialists of organizations, yielded following results (Fig.1):

**Figure 1.** Percentage of aptitude to the norms applicable to young specialists in the sphere of Physical culture and Sports.

![Percentage Compliance Chart](chart.png)

As for data presented, the percentage of those complying completely is 41%, and of somewhat complying is 35%. Whereas 24% of respondents gave no answer due to absence of information or lack of competence.

As for assessment of quality of readiness of physical culture and sports specialists the following conclusions can be drawn:

- high level of preparedness was indicated by 59% of employers;
- average level was indicated by 35% of employers;
- low level of preparedness was indicated by 6% of employers.

One of query questions referred to the level of professional knowledge of physical culture institutions graduates. The figures of evaluation upon opinion of employers looks the following way:

**Figure 2.** Assessment of employee professional knowledge and skills

![Skills and Knowledge Assessment](chart2.png)
Thus, the employers’ opinion is that 56% of graduates have high level of knowledge and skills, 35% - are of medium level and 9% have low level.

The question whether the respondents need an additional education in the beginning of their professional activity was answered positively by 94% of respondents with a remark that graduates need an indirect tuition at workplace.

At the same time, 59% of responders noticed that in order to grasp the course of affairs and adequately perform basic functions graduates need about three months, 35% of respondents represent the opinion that the period can be from 3 to 6 months and 6% (1 respondent) thinks that the process can last from 6 months to 1 year.

**Figure 3.** Time for new job skills training of a physical culture institution graduate

However, time given for adaptation is different from time necessary to gain new practical skills at work: only 23% assure that the adaptation period may last up to 3 months, 71% assumes that adaptation should take more time, i.e. from 3 to 6 months and 6% have the opinion that a young specialist would need an adaptation period from 6 months to 1 year (Fig. 4).

**Figure 4.** Adaptation time dispersion for the sampling of young specialists
Thus, it can be concluded that specialists graduating from the institutions of physical culture gain knowledge quite fast and obtain necessary skills within 3 months, whereas adapting to new conditions at workplace is expected from them by employers in the period of 3 to 6 months.

Among reasons, why young specialists are unable to completely adapt to their workplace, the most popular answers are:

1. Lack of practical skills;
2. Psychological immaturity;
3. Lack of work motivation;
4. Lack of team skills;
5. Lack of theoretical knowledge.

It means that effective work of a young specialist and his quick adaptation on workplace, along with available theoretical knowledge the graduate should have good practical skills and abilities, be psychologically mature and have high internal and external motivation.

**Conclusion**

As a result of the work done, the following conclusions can be drawn:

1. The labor market in the field of physical culture and sports is a system of legal, socio-economic and labor relations within the framework of social peace and harmony between employers and employees with the participation of state and public organizations, based on demand and supply on pay and working conditions social guarantees, social protection and support, etc.

2. The organization of the process of professional training of future employees of physical culture and sports should be based on the accounting and implementation of personal and state-public needs. At the same time, it is advisable to provide person-oriented and human-oriented systematic training of future specialists to understand the goals, tasks of the industry and the conditions for problem resolution in the course of professional activity, as well as to form individual responsibility in the future worker of physical culture branch for his professional career. The strategic directions of their implementation are the development of professional competencies, allowing to ensure the competitiveness of the individual in terms of professional activity and professional mobility, as well as the development of personal characteristics and abilities that ensure competitiveness in its various manifestations, including professional competitiveness.

3. The process of interaction between labor markets and educational services initially has an asymmetrical character, since it is biased towards the labor market, in relation to which the educational market is regarded as secondary, ensuring the functioning of economic development.

Regulation of market interaction should ensure that their development is harmonized and balanced in the interests of society and the state, which are possible only under the condition of achieving value-normative unity, based on recognition as a kind of social number of provisions shared by the majority of participants in market relations.

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