Original Article

Research on the correlation between psychological content parameters of social expectations and the indexes of study progress of future physical education teachers

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Abstract:
The purpose of the study is to examine the correlation between psychological content parameters of social expectations and the indexes of study progress of the students of the Faculty of physical education and sport, pursuing the qualification "physical education teacher". The first-fourth year students were examined (n=123, the age of 17-22 years). The Grade Point Average and the knowledge quality of the research students were considered. It was established that psychological content parameters of social expectations of future physical education teachers have a considerable positive two-way correlation with the Grade Point Average of study progress ($p<0.01$), with the knowledge quality in methodology training ($p<0.01$), the knowledge quality in practical and professional training ($p<0.05$). There is no considerable correlation between psychological content parameters of social expectations and the knowledge quality of general education training of the research students ($p>0.05$). The results of the psychological content parameters of social expectations of the future profession allow making corrections to organizing the academic process of future physical education teachers at the stage of developing educational and professional programs and work plans.
Key words: physical education, professional training, social expectations of personality, Grade Point Average, knowledge quality.

Introduction

The psychology of constructing the future has been developing over the past decades. Temporal problems, the studies on a desirable way of life, the substantiation of psychological practices of constructing the future, life tasks, a career choice are the key priorities of the present. These problems also refer to the pedagogyy and psychology of physical education and sport. Professional training of "physical education teachers" demands our orientation to the future. Such interpretation of scientific problems actualizes the necessity of theoretical substantiation and empirical research on the correlation between psychological content parameters of social expectations and the indexes of study progress of future physical education teachers.

The scientific studies reveal the essence of social expectations as a regulator of social behavior of personality (Popovych, 2014a). Social expectations as an individual's psychological state reflect the correlation of a subjective estimation of the present situation of the interrelation and an individual's notion about him/herself as a subject of behavior in this situation (Tyshkovsky, 1998). Social expectations as a psychic process are provided by cognitive, emotional and conative readiness of personality for the expected course of events (Popovych, 2017). It was established that social expectations are capable of being a fundamental psychological mechanism of the self-regulation of an individual's behavior. Social expectations and self-esteem are two-way inter-consistent mechanism of mutual influence, through which the self-regulation of an individual's behavior is carried out (Boryshevsky, 2012). It was shown that self-esteem as the ability of a person to analyze his/her inner world and on this basis, through these functions, to support the activity of social expectations as a fundamental psychological mechanism of the self-regulation of an individual's behavior is developed through reflection, analysis and self-analysis of personal qualities, acts, actions, personal activity (Mikhalsky, 2014).

Personality has a personal system of social expectations. This system determines prospective lines and life strategies. Social expectations of personality are the process of constructing and reflecting social reality. This process is realized by the mechanisms of interiorization and exteriorization, internalization, externalization and objectivation, reflection, identification and stereotypization (Blynova, 2015). The major achievement of a human being in ontogenesis is the ability to construct the future, creating the relationship of anticipation as a process and image of achievement, as a product of processing internal representation (Mikhalsky, 2014). There are studies showing that social expectations of personality are intertwined with a general trajectory of personal life

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construction, with all the models of task structurization of the future, they are an efficient factor of realizing personal authenticity, an important feature of planning the future (Tytarenko et al., 2012).

The study examined a motivational component of social expectations in the theories of personality motivation (Popovych, 2014b), where the expectations of results are the relationship between the efforts made and the results achieved. It considered social expectations as forecasting the efficiency of labor activity. Such forecasts are based on analyzing the valence of an employee and the instrumentality of his/her employer. The main idea of such studies is the following – the more valuable the result is and the higher probability of a reward is, the more efforts an employer will make to achieve the aim (Kominis, 2007; Lunenburg, 2011a; 2011b). The experiments proved that control helps run a business maintaining balance between the expectations and behavior of sales agents. The study defined a group culture as general expectations between «the awareness of its members' behavior» and «the necessity of their actions», highlighting a close relationship requiring obligatory fulfillment (Sunder, 1998).

The study examined the content social and psychological characteristics of the relationships in the student groups in age and pedagogical aspects. The results show that the research participants – the students of all the age groups, predicting their group-mates' attitudes towards themselves, first of all are guided by their own attitude towards them: they expect being chosen by those who they choose themselves (Kolominsky, 2000).

The system-level concept proved that timely preparation, the forecast of results and the development of activity programs are realized according to the predicted changes of the environment conditions. And it determines the direction and character of behavior in a given situation (Lomov, 2006).

The study revealing the versatility of a physical education teacher's role is of great interest. A physical education teacher apart from teaching his subject is engaged in organizing physical culture and sport activities of pupils after classes. Thus the success of his activity as an organizer of physical culture and sport activities depends on the level of mastering a particular body of knowledge, abilities and skills (Zaitseva, 2014). We pay attention to the research on the adaptation indexes of the students' cardiovascular system potential in the context of organizing an educational process. It was empirically proven that the implementation of a differentiation approach to teaching sports- and pedagogy-related subjects increases the quality of training future specialists in the area of physical education and sport (Bobrytska & Beseda, 2018). The current studies on psychophysiological, somatotypical characteristics of students are very important and require to be considered in time in organizing an educational process (Kolokoltsev et al., 2018). The other research highlights that expectations for the pupils' participation in extracurricular sports activities is considered by their parents as a contribution to the activity of the children aimed at spending their free time successfully (Yılmaz, 2018). We conducted the research on the efficiency of professional applied physical training of 16-17 years-old pupils depending on the application of information and methodology systems. It was established that the types of pedagogical control applied in the research: preliminary, operative, current, general, self-control – allowed increasing the efficiency of the process of physical education of students (Kashuba & Golovanova, 2018).

The study on social expectations possessing the capability to create a particular educational environment, in which both vectors and certain restrictions of possible variants of behavior are formed, is of great interest. The research on the mechanisms of the impact of this environment will allow managing the formation of such social expectations which will lead to high resultativeness of an educational process (Nechayev, 2015). Therefore the research on the correlation of psychological content parameters of social expectations and the indexes of study progress of future physical education teachers is considered topical, vital and it requires empirical confirmation.

Hypothesis. The authors assume that psychological content parameters of social expectations of future physical education teachers influence the study progress of their education and professional training.

Purpose. To examine the correlation of psychological content parameters of social expectations and the indexes of study progress of the students of the faculty of physical education and sport pursuing the qualification "Physical Education Teacher".

Material and methods

Participants. The first-fourth year students (n=123, age of 17-22 years) of Kherson State University were examined. All the students take courses at the Faculty of physical education and sport and pursue the qualification «physical education teacher». The participation in the research does not violate rights and does not endanger students' wellbeing. The research was conducted according to the ethical standards of the committee on the rights of experiments of Helsinki declaration of 2013 (WMA Declaration of Helsinki, 2013).

Organization of research. The test profile of the study progress indexes of the students of the Faculty of physical education and sport was obtained at the end of the academic year 2017-2018 in the summer examination period. The indexes of the study progress are the Grade Point Average and the coefficient of knowledge quality. We used the indexes for the second term of the academic year. GPA (Grade Point Average) – is an average grade for the examination period. It is determined as general study progress of a student and it is a key index of study progress for a particular period of time. The students receiving GPA=2.0 are expelled. The next important index of study progress used in the research is knowledge quality. KQ (Knowledge Quality) – is determined as the

848 ---

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ratio of the number of the grades «A», «B», «C» according to European Credit Transfer and Accumulation System (ECTS) to the total number of grades. Knowledge quality is a derivative of a student's study progress for the examination period, indicating a qualitative component of education and professional training. The coefficient of knowledge quality is within the range of 0.0-1.0.

Psychological content parameters of the level of social expectations of the research participants are determined with the questionnaire "The level of social expectations" ("LSE") (Popovych, 2017) in the summer examination period of the academic year 2017-2018. The questionnaire allows determining the following empirical values: the level of social expectations of personality (LSE_p), the level of awareness of the expected events (LAE_p); the level of the expected attitude towards the participants of interpersonal interaction (LEA_p); the level of the expected performance (LEP_p) and the generalizing value – the level of social expectations of personality (LSE_p). The responses were estimated by means of the bipolar semantic differential scale, its value was within the range of -3 (not agree absolutely) to +3 (agree absolutely). The reliability indices obtained by means of Cronbach-α statistics were α = 0.815. The reliability index of Cronbach-α were within the range of sufficient (.7) and high levels (.9).

Statistical analysis. Statistical processing of empirical data and graphical presentation of the results were performed by means of statistical programs "SPSS" v. 23.0 or the other name PASW (Predictive Analytics SoftWare) Statistics and "MS Excel". In order to search for and establish the correlation between the results achieved, the coefficients of Spearman's correlation (r_s) were used. The validation of the parameters of the normal distribution was done by means of a one-sample criterion of Kolmogorov-Smirnov λ. Arithmetic mean value of parameters (M) and mean-square deviation (SD) were calculated. The differences between the values of the parameters at level p≤0.05 are considered statistically significant.

Results

The obtained results of the research parameters were estimated using the scales of the arithmetic mean (M) and the mean square deviation (SD), they are given in Table 1.

Table 1. Arithmetic mean values and mean-square deviations of the experimental parameters (n=123)

Experimental parameters	M	SD
LSE_p	67.14	12.435
LAE_p	17.28	3.200
LEA_p	13.82	2.740
LEP_p	36.11	8.154
GPA	3.77	0.59
KQ_g	0.21	0.26
KQ_p	0.23	0.23
KQ_m	0.32	0.24

Note. M – arithmetic mean; SD – mean square deviation.

The profile of the representative sample by the levels of social expectations of personality (n=123) showed that the distribution of empirical results is relatively similar to Gaussian curve. By means of a one-sample criterion of Kolmogorov-Smirnov λ it was confirmed that the distribution is normal (n=123). Quantitative and percent distribution of the obtained data is given to represent the research results visually and to use them easier in further analysis. Table 2 represents the percent frequencies of the empirical data distribution of the research participants by all the scales: LSE_p, LAE_p, LEA_p, LEP_p.

Table 2. Percent distribution of the initial results of the research students by the indexes "LSE" (n=123)

The indexes of social expectations of personality	High Level		Medium Level		Low Level	
	n	%	n	%	n	%
Level of social expectations, LSE_p	15	12.19	95	77.24	13	10.57
Level of awareness of the expected events, LAE_p	14	11.38	93	75.61	16	13.01
Level of the expected attitude towards the participants of interpersonal interaction, LEA_p	18	14.63	98	79.68	7	5.69
Level of the expected performance, LEP_p	21	17.07	88	71.55	14	11.38

The value by the scale Level of social expectations LSE_p reflects the expected regulation ability of personality. The value by the scale Level of awareness of the expected events LAE_p reflects social and

--- 849

psychological characteristics of personality awareness of a possible scenario of events, possession of information. The value by the scale Level of expected attitude towards the participants of interpersonal interaction LEA_p reflects social and psychological characteristics of awareness, value and sense orientations in interpersonal interaction. The value by the scale Level of the expected performance LEP_p reflects social and psychological characteristics of the expected aspiration for achieving a result, the level of aspiration. High results of a medium level ranging from 71.55% to 79.68% of the research participants were obtained, low levels – from 5.69 % to 13.01% and respectively from 11.38% to 17.07% of the research participants possess a high level. We state that only 5.69% of the research participants have developed a low level of the expected attitude towards the participants of interpersonal interaction, and respectively 17.07% have a high level of the expected performance. A considerable part, 13.01% of the research participants, have a low level of awareness of the expected events and only 11.38% of the research participants have a high level of awareness of the expected events.

We represent the study progress of the students of the first-fourth years of the Faculty of physical education and sport by the index Grade Point Average (GPA) in Table 3.

Table 3. The indexes of the Grade Point Average of the research representative sample, GPA (n=123)

Level Grade Point Average	Grade by the National System	Grade by ECTS	Grade by 100-point grading scale	n	%
4.7-5.0	excellent	A	90-100	7	5.69
3.8-4.6	good	B	82-89	18	14.63
		C	74-81	37	30.08
2.8-3.7	satisfactory	D	64-73	31	25.20
		E	60-63	26	21.14
2.0-2.7	unsatisfactory with a possibility to retake an exam	FX	35-59	4	3.25
1.0-1.9	unsatisfactory with obligatory restudy of a subject	F	1-34	0	0.00

The results of the students' study progress by the index Grade Point Average are given by such scales: a grade by the national system, a grade by ECTS and a grade by 100-point grading scale. The obtained results of the Grade Point Average range from 2.56 to 4.75 by the empirical data. The Grade Point Average of 4.7-5.0 ("excellent", A, 90-100) was obtained n=7; 5.69% of the research participants. The Grade Point Average of 3.8–4.6 ("good", B-C, 74-89) was obtained n=57; 44.71% of the research participants. The Grade Point Average of 2.8–3.7 ("satisfactory", E-D, 60-73) was obtained by n=55; 46.34% of the research participants. The Grade Point Average of 2.0-2.7 ("unsatisfactory with a possibility to retake an exam", FX, 35–59) was recorded in n=4; 3.25% of the research participants. There were no research participants with the Grade Point Average of 1.0-1.9 ("unsatisfactory with obligatory restudy of a subject", F, 1-34).

We represent the study progress of the students of the first-fourth years of the Faculty of physical education and sport by the index of knowledge quality (QK), determined by general subjects (KQ_g), subjects of practical and professional training (KQ_p) and subjects of methodology training (KQ_m) in Table 4.

Table 4. The indexes of the knowledge quality of the research representative sample, KQ (n=123)

Level Knowledge Quality	Value	KQ_g		KQ_p		KQ_m	
		n	%	n	%	n	%
High	0.91-1.00	1	0.81	1	0.81	1	0.81
	0.81-0.90	4	3.25	4	3.25	5	4.07
	0.71-0.80	5	4.07	7	5.69	6	4.88
Medium	0.61-0.70	5	4.07	8	6.51	7	5.69
	0.51-0.60	11	8.94	10	8.13	9	7.32
	0.41-0.50	24	19.51	26	21.14	28	22.76
Sufficient	0.31-0.40	18	14.63	23	18.70	30	24.39
	0.21-0.30	10	8.13	9	7.32	10	8.13
	0.11-0.20	10	8.13	7	5.69	4	3.25
Low	0.00-0.10	35	28.46	28	22.76	23	18.70

The index of knowledge quality was differentiated by three areas: general training, practical and professional training, methodology training. The index of knowledge quality of general training (KQ_g) was determined by the subjects: "Philosophy", "Psychology", "Pedagogy", "Ecology", "History", "Information

technologies in the area", "English" etc. The index of knowledge quality of practical and professional training (KQ_p) was determined by the subjects: "Biomechanics and fundamentals of metrology", "Sports medicine", "Physical education and sports constructions", "Olympic and professional sports", "Management of physical education and sport" etc. The index of knowledge quality of methodology training (KQ_m) was determined by the subjects: "Theory and methodology of physical education", "Outdoor games and teaching methods", "Swimming and teaching methods", "Sports games and methods of teaching basketball", "Sports games and methods of teaching football", "Sports games and methods of teaching volleyball", "Sports games and methods of teaching handball", "Track and field (athletics) and teaching methods" etc.

Guided by the logic of the research, we will determine the correlation of psychological content parameters of social expectations and the indexes of study progress of the research students by Spearman's correlation coefficient r_s. The results of the correlation analysis are represented in Table 5.

Table 5. The correlation of the indexes of social expectations and the indexes of study progress of future physical education teachers (n=123)

Research indexes	LSE_p	LAE_p	LEA_p	LEP_p	GPA	KQ_g	KQ_p	KQ_m
LSE_p	1.000	.839**	.677**	.970**	.612**	.105	.233**	.607**
LAE_p	.839**	1.000	.528**	.827**	.483**	.073	.173*	.488**
LEA_p	.677**	.528**	1.000	.538**	.591**	.069	.254**	.586**
LEP_p	.970**	.827**	.538**	1.000	.549**	.105	.194*	.541**
GPA	.612**	.483**	.591**	.549**	1.000	.302**	.482**	.990**
KQ_g	.105	.073	.069	.105	.302**	1.000	.396**	.321**
KQ_p	.233**	.173*	.254**	.194*	.482**	.396**	1.000	.504**
KQ_m	.607**	.488**	.586**	.541**	.990**	.321**	.504**	1.000

Note. * – the correlation is significant at the level p<0.05 (two-way); ** – the correlation is significant at the level p<0.01 (two-way).

On the basis of the obtained statistically significant correlation coefficients, we maintain that all the correlations are positive, but not all of them are significant. We state that the level of social expectations LSE_p has the best indexes of positive significant correlation with the Grade Point Average of study progress GPA (r_s=0.612; p<0.01) and the level of knowledge quality of methodology training KQ_m (r_s=0.607; p<0.01). The level of awareness of the expected events LAE_p has the best indexes of positive significant correlation with the Grade Point Average of study progress GPA (r_s=0.483; p<0.01) and the level of knowledge quality of methodology training KQ_m (r_s=0.488; p<0.01). We observe that the level of the expected attitude towards the participants of interpersonal interaction LEA_p has the best indexes of positive significant correlation with the Grade Point Average of study progress GPA (r_s=0.591; p<0.01) and the level of knowledge quality of methodology training KQ_m (r_s=0.586; p<0.01). The level of the expected performance LEP_p also has the best indexes of positive significant correlation with the Grade Point Average of study progress GPA (r_s=0.549; p<0.01) and the level of knowledge quality of methodology training KQ_m (r_s=0.541; p<0.01).

Discussion

The positive correlation of the enumerated correlation pairs in the research indicates that the research students reflect the correlation with the future profession through, firstly, methodology training (r_s= 0.488-0.607; p<0.01), and also practical and professional training (r_s= 0.173-0.254; p<0.05). The significance of the correlation is observed in thoughts, actions and behavior, reflecting the scenario of the previous course of events, the expected attitude and the expected performance. Lack of significant correlation between the experimental psychological parameters and the level of knowledge quality of general training KQ_g (r_s= 0.069-0.106; p>0.05) is explained by the fact that taking general education courses is an undoubtedly important component of professional training of future physical education teachers, but Spearman's correlation coefficient (r_s) does not corroborate it. This correlation is not significant in the research results. It can be considered in organizing the academic process of physical education teachers. We have not found empirical studies in the mentioned context. The empirical research on social and psychological expectations in the groups of cadets is somewhat close to it (Popovych, 2007). The positive significant changes in these academic groups at the level p≤0.05, p≤0.01 proved that the implementation of the integrated program of optimizing the development of social and psychological expectations considerably improved the content characteristics of interpersonal interaction in the groups, stabilized social and psychological climate and improved the efficiency of educational, professional and service activities of the cadets. This research (Popovych, 2007) only confirmed the presence of significant correlation between social and psychological expectations of the cadets and the efficiency of educational, professional and service activities.

We will show graphically the characteristics of the students' knowledge quality with marking the margin of error in Figure 1.
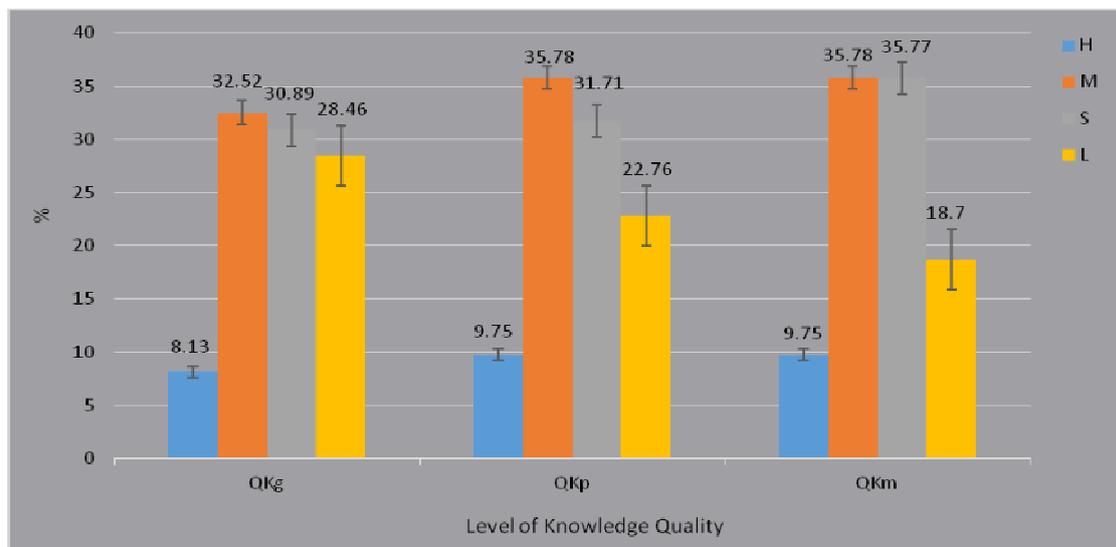
Figure 1. Characteristics of the levels of the students' knowledge quality with marking the margin of error: H – high; M – medium; S – sufficient; L – low; KQ_g – the level of knowledge quality by general subjects; KQ_p – the level of knowledge quality by the subjects of practical and professional training; KQ_m – the level of knowledge quality by the subjects of methodology training

The characteristic of the levels of knowledge quality demonstrates an evenly distributed curve of the empirical data, similar to Gaussian curve. The results by the knowledge quality of different areas of training demonstrate a similar distribution being within the margin of error. Despite of a similar distribution, the indexes of the students' study progress have a different correlation with psychological content parameters of social expectations.

The results of our research and the data of other authors allow giving the following recommendations:

1) the students with low levels of psychological content parameters of social expectations should direct their efforts towards studying the subjects of methodology training, practical and professional training;

2) they should increase the indexes of the level of awareness of the expected events through increasing their awarenessi, general theoretical awareness, the construction of probable scenarios of further events, which have a positive impact on the indexes of study progress of future physical education teachers.

Conclusions

1. Psychological content parameters of social expectations of future physical education teachers have a significant positive two-way correlation with the Grade Point Average of academic progress ($p<0.01$), the knowledge quality of methodology training ($p<0.01$) and the knowledge quality of practical and professional training ($p<0.05$).

2. Psychological content parameters of social expectations of future physical education teachers do not have a significant correlation with the knowledge quality of general training of the research students ($p>0.05$).

3. The obtained data on psychological content parameters of social expectations concerning a future profession allow making corrections to organizing the academic process of physical education teachers at the stage of developing educational and professional programs and work plans.

Acknowledgments

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