

## PSYCHOLOGICAL BASIS OF FORMING A SPORTS COACH'S PROFESSIONAL IMAGE

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**Purpose.** Grounding psychological conditions and ways of forming a professional image based on the disclosure of the structure and image characteristics of a sports coach.

**Methods.** The following theoretical and empirical methods were used: analysis, synthesis, generalization; a complex of psychodiagnostic methods which allowed to reveal the content and functional parameters of the professional image. For statistical data processing, the Spearman's coefficient was calculated.

**Results.** The professional image of a sports coach as a factor of the effectiveness of professional activity is an image of a personality determined by the requirements of the profession and consisting of a relatively constant core (self-concept, social role, values of professional activity and interaction, professionally significant personal qualities) and an external component (culture of communication, choice of a certain model of behavior).

**Conclusions.** A positive professional image depends on the inner «Self» of a coach: a system of values, beliefs, interests, desires. Such a person has his own dignity, self-respect, is able to be responsible for himself and his future, high professional self-esteem, flexibility in finding creative alternatives. Individual and psychological characteristics of the coach's personality, which are determinants of the formation of an effective professional image and their manifestation when working with teams, can be used in the process of forming the professional image of a sports coach. The evaluative and productive aspect of the significance of professional activity is based on the synthesis of ideas about the physical and spiritual

state of the professional, the influence of colleagues, appearance, professional competencies necessary in the course of performing production tasks.

**Key words:** personal qualities, professional image, sports coach, professional value orientations, communicative competence, image formation.

### **Шкарлатюк К., Коширець В., Губіна А. Психологічні основи формування професійного іміджу спортивного тренера**

**Мета.** на основі розкриття структури професійного іміджу фахівця, дослідження іміджевих характеристик спортивного тренера обґрунтувати психологічні умови та шляхи формування професійного іміджу.

**Методи.** Для досягнення мети було застосовано такі науково-теоретичні методи : аналіз, синтез, узагальнення, комплекс психодіагностичних методик, що дозволили розкрити змістові та функціональні параметри професійного іміджу. Для статистичної обробки даних розраховано коефіцієнт Спірмена.

**Результати.** Професійний імідж тренера як фактор ефективності професійної діяльності, є образом особистості, що визначається вимогами професії і складається з відносно постійного стрижня (Я-концепція, соціальна роль, цінності професійної діяльності та взаємодії, професійно значимі особистісні якості) та зовнішньої складової (культура спілкування, вибір певної моделі поведінки).

**Висновки.** Позитивний професійний імідж залежить від внутрішньої сутності людини: системи цінностей, переконань, інтересів, бажань. Така людина має власну гідність, самоповагу, здатна нести відповідальність за себе та своє майбутнє, високу професійну самооцінку, гнучкість у пошуку творчих альтернатив. Індивідуально-психологічні особливості особистості тренера, які є детермінантами формування дієвого професійного іміджу та їх прояв при роботі з командами, можуть бути використані в процесі формування професійного іміджу спортивного тренера. Оціночно-результативний аспект професійної діяльності ґрунтується на синтезі уявлень про фізичний та духовний стан фахівця, вплив з боку колег, зовнішній вигляд, професійні компетенції, необхідні в ході виконання виробничих завдань.

**Ключові слова:** особистісні якості, професійний імідж, спортивний тренер, професійно-ціннісні орієнтації, комунікативна компетенція, формування іміджу.

**Introduction.** The problem of changing the view of the Ukrainian society on the role of the sports coach image in his professional activity is quite important nowadays. Not only the quality, but also the nature of the relationship between the subjects of the educational process, the atmosphere in which pedagogical interaction takes place, depends on the nature of the coach's activity, on his personal characteristics, value orientations, life attitudes and the conditions that he creates. One of the

phenomena of the psychological basis of such interaction is the image. In this context, the image can be defined as an image that reflects the qualitative and quantitative characteristics of the object and represents a certain information structure. Problems related to the image are developed in scientific research in various areas of psychology: social perception, the figurative sphere of personality, the psychology of perception, the psychology of relationships, the psychology of individual and group consciousness (Prus, 2016; Chesterfield, Potrac, & Jones, 2010).

There is an extensive theoretical base for the scientific substantiation of the empirical program for studying the image. For example, studies applied to the analysis of the psychological content of the image are considered in the light of the theory of social roles. Certain aspects of this problem are touched upon in the theory of social identity. These works emphasize that the problems of social identity at the level of the self-presentation mechanism remain an insufficiently developed area today. The problem of image is partially reflected in studies devoted to the formation of the «Self-concept», «Self-image» (Bets, Bilozerska, 2020; Dovha, 2015; Kaidanova, 2009; Kononenko, 2012; Petrovska, Malynovskyi, 2016).

The image of any professional becomes a determining factor in the effectiveness of his activities. Today Ukrainian professionals need new models of presentative behavior. This social need is not yet provided with either a scientific or practical basis. Within the framework of the problem of personal and professional self-determination, issues of professional image are also studied (Suchao-In, Trongjitpituk, 2023; Palekha, 2004). However, these works are not comprehensive in nature, but reflect solutions to narrowly specialized problems of image (Malynovskyi, 2016; Poiasok, 2020).

At the same time, professional image is one of the factors of success in subject-subject interaction, and studying it from the point of view of ensuring the proper level of productivity of business interaction is, in our opinion, a task that requires a solution, both at the practical and theoretical-methodological levels. Thus, the relevance of the problem under study is determined both by the trends in the development of scientific knowledge and by the existing needs of social practice.

The study of the structure of the coach's image in game sports also emphasizes the importance of the problem of forming an effective coach's image, that is, an effective image that really contributes to increasing the

effectiveness of athletes' competitive activities, while having a humanistic focus on recognizing universal human values and taking into account the needs of athletes (Varnavska, 2023).

In this regard, the image to a certain extent determines the success of the coach, therefore it can be considered as a factor in increasing the effectiveness of activities. Today, there is an urgent need to identify means, forms and methods of forming such an effective image in the process of professional training of sports coaches.

**Aim.** Grounding psychological conditions and ways of forming a professional image based on the disclosure of the structure and image characteristics of a sports coach.

**Research methods and procedure.** To achieve the goal, the following scientific and theoretical methods were used: analysis, synthesis, generalization, a complex of psychodiagnostic techniques, which allowed to reveal the content and functional parameters of the professional image.

**Discussion of results.** In order to determine the level of motivation of the participants which form an image, the following features were highlighted:

- the desire of a sports coach to create and supplement his own positive professional image, always maintain it and develop the ability to adapt it in accordance with changing and unstable both external and internal conditions;

- the readiness of a specialist for self-knowledge, self-actualization and the desire to work on professional and personal self-development;

- the manifestation of creative and initiative actions of the individual, which are aimed at self-improvement (work on professional and personal self-improvement, using various, including non-traditional means and techniques; the preference for creative approaches);

- development of measures to create his own professional image on the external initiative, its support after achieving the goal, performing tasks in a larger volume than required, the desire to perform optional tasks;

- interest in the process of self-improvement, self-actualization, using additional sources of information; interest in the process of activity (Barna, Ulanova, 2012).

The perception of the image of a coach is influenced by many factors, as a result of which the image will be formed. First of all, this is the coach's self-motivation, then, awareness of his actions and assessment of opportunities to create an individual style, choice of a behavior model.

The formation of a professional image creates the foundation for an individual style of professional activity. When forming the image of a sports coach, the qualities that the coach possesses coincide with those properties that are attributed to him by others (Matsenko, 2005).

The research was conducted on the basis of the Ukrainian Football Association in Kyiv. 45 sports football coaches who work in sports sections and clubs participated in the study. The age range of respondents varies from 25 to 55 years.

A set of psychodiagnostic methods was used, which allowed to reveal the content and functional parameters of the professional image: questionnaire (to clarify the concepts of «image» and «professional image», the attitude of respondents to the specified categories); method of diagnosing professional and value orientations of the personality by N. Samoilyk; Dembo-Rubinstein self-esteem diagnostics modified by A. Prikhozhan; Mary Spillane's method «Assessment of image parameters and creation of a personal image».

The survey allowed us to find out what coaches understand by the concept of professional image, what its components are, and the ways of its formation. 30,5 % of specialists consider image as a personal style of activity and behavior of a person, 25,3% of respondents - as purposeful work on creating one's own image, which is necessary for others to perceive oneself, 15 % - as a personal characteristic of a person, his individuality, 10,1 % - as a combination of social (external) and internal components of a person's character; 5% of trainers interpret image as a person's extraordinary outlook on life, 5,2 % - as the ability to show oneself from the best side, 3,3 % - as a person's general attractiveness to others. Only 15 % of respondents understand, but cannot clearly explain the difference between the concepts of «image» and «professional image», and 10 % believe that a professional image is no different from other types of image. When characterizing a professional image, respondents paid attention to the following characteristics: professional competence (35 %); appearance (30 %); sociability (15 %); moral and strong-willed qualities (10 %); manifestation of the inner «Self» (5%).

Analyzing the importance of social status for a coach, one would admit that high status is important for 65% of respondents (they believe that the higher the position of the coach is the more positive image he's got), while for 35 % of respondents social status as a component of the image is not important.

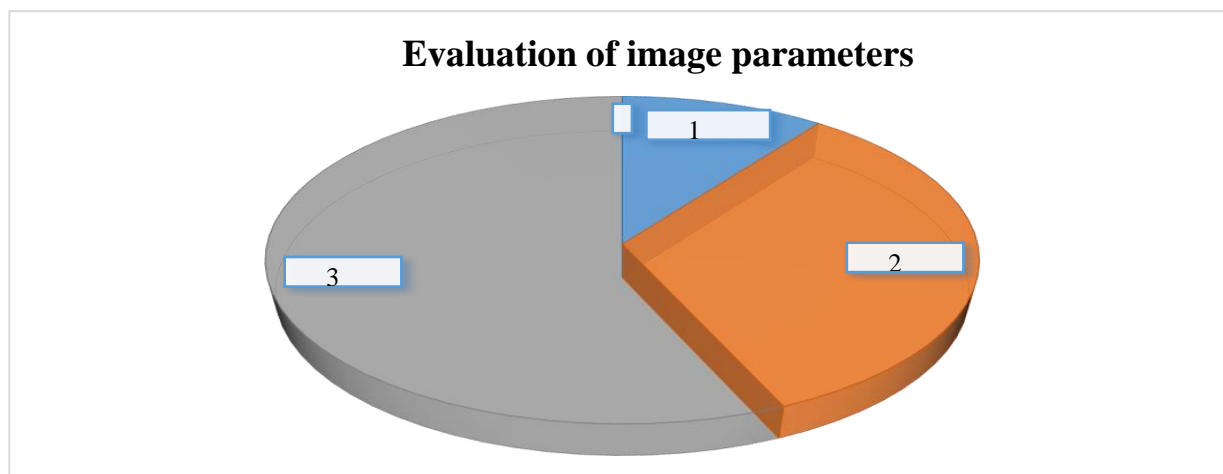
The coaches also drew attention to the importance of the level of self-esteem for the formation of a professional image. Thus, 80 % of respondents believe that the confidence of a specialist in his words and actions affects his perception by others. For 20 % of respondents, self-esteem is an insignificant detail of the image.

The style of clothing is important for 75 % of the respondents, for 25 % clothing is not considered an important condition for the perception of a sports coach. External attractiveness: for 67 % of respondents it is important, for 33 % it is not important. Among the components of appearance, the following received the greatest number of votes: neatness (95 %); stylishness (80 %); beautiful clothes (60 %); attractive hairstyle (60 %); sense of taste (55 %); elegance (45 %).

Among the personal qualities, the greatest diversity was noted. According to our respondents, the tutor is characterized by: friendliness (90 %); responsibility (90 %); endurance and calmness in any situations (80 %); discipline (80 %); punctuality (75 %); willingness to help others (75 %); tact (70 %); sociability (70 %); honesty (65 %); restraint (60 %); sensitivity (55 %); respect for others (75 %); ability to complete a task (65 %); commitment (60 %); intelligence (50 %); purposefulness (30 %); tolerance (30 %); strictness (30 %); demandingness of oneself and others (25 %); the ability to admit one's faults (20 %).

Among the professional characteristics the most frequently interviewed noted that a coach should love his students (100 %) and be: competent (90%); able to find an approach to each student (90 %); creative, ready to understand and accept non-standard, innovative ideas or solutions (80 %); enthusiastic about his/her work (75 %); sociable, able to find a common language with different people (70 %); artistic (65 %); a multifaceted personality (50 %); a psychologist who understands the needs and condition of his/her students (40 %); disciplined (35 %).

To determine the level of assessment of one's professional image and its parameters, Mary Spillane's method «Assessment of Image Parameters and Creation of Personal Image» was used.



**Fig. 1. Assessment of image parameters and creation of a personal positive image**

After analyzing the results of the method «Assessment of image parameters and creation of personal image», it became known that 13 % of those who participated in the study belong to the first group. The coaches of this group are characterized by a lack of interest in the results of their work, a lack of skills and abilities that are used in the formation of a professional image.

For respondents of the second group, the total share of which is 41 %, the image is available for improving themselves as a significant specialist, although there are minor aspects that affect both positively and negatively, which hinder the formation of pedagogical skills and professionalism.

The representatives of the third group, the total share of which is 47 % according to the results of the study, showed a high score, they are ready to use their image in pedagogical activities. Their image is respectable and well formed. The skills and abilities that the teacher possesses justify him as a competitive specialist. Such a teacher is valued in the team, positions himself as a mature personality, is self-confident, sets a goal for himself and confidently moves towards it.

Diagnostics of professional-value orientations of the personality allowed to reveal statistical differences in the types of professional-value orientation of coaches by the length of professional activity. Coaches with work experience from 5 to 10 years are dominated by the emotional type of professional-value relations. Ones with work experience from 10 to 15 years are distinguished by the cognitive type of professional-value relations. The behavioral type of professional-value relations is a characteristic of coaches with work experience of over 20 years.

The study of self-esteem of sports coaches using the Dembo-Rubinstein method allowed us to obtain not only indicators of self-esteem and level of aspiration, but also to assess our personal qualities (health, intelligence, character, authority among colleagues, professional abilities, self-confidence, appearance). 53 % of respondents have a high and 32% of respondents have an average level of self-esteem, often overestimating their personal and professional qualities and setting themselves consciously higher goals than they are able to achieve. As confirmation of this fact, one can consider the rather high level of aspirations among the representatives of the sample, which does not always correspond to their real capabilities.

A high level of self-esteem and aspirations cause excessive self-confidence in the course of professional activity and affect the quality of pedagogical work. The average level of self-esteem is characteristic of 32 % of the trainers who participated in the study. Teachers with a low level of self-esteem make up 5 % of the sample. In representatives of this group, signs of self-doubt can be observed, which significantly affects the effectiveness of work, the social significance of which is beyond doubt.

Table 1

**Distribution of average self-esteem indicators of coaches according to the Dembo-Rubinstein method scales**

шкали	health	intelligence	character	authority	professional abilities	self-confidence	appearance
Indicators (M)	44,5	63,7	56,5	47,8	62,2	53,9	50,6
Self-esteem indicators	L	H	A	A	H	A	A

Note: capital letters in the table indicate: L - low level of self-esteem, A - average level of self-esteem, H - high level of self-esteem.

Based on the analysis of table 1, it can be stated that the teachers assessed the «Health» indicator as low. Many of the trainers who participated in the study especially noted the fact of loss of health in the conditions of pedagogical activity. The main reasons they attributed to such as «working two shifts», lack of full-time rest, emotional overstrain, high level of conflict in the team. Of course, the presented reasons play a large role in reducing the level of health, however, the teaching profession,



is distinguished by a humanistic orientation, which implies an interest in studying a person, the ability to understand another person and oneself, to express one's personality and to provide conditions for the development of the personality of others, to create an environment of psychological safety for students and psychological protection for oneself, etc. Of course, the teaching profession requires great dedication and even to some extent sacrifice, which contributes to rapid professional burnout.

Respondents assigned an average level of self-esteem to character, authority among colleagues, self-confidence, and appearance. These parameters reflect the personal and social significance of the profession and can act as leading determinants of effective self-realization in the chosen profession.

The respondents assessed intelligence and professional abilities at a high level ( $M = 63.71$  and  $M = 62.15$  respectively). This fact is probably due to the awareness of the need for certain mental abilities in the profession, as well as the complex structure of professional abilities, focused on the formation of a harmonious personality of the student and the richness of his inner world.

Solving the task of the study and analysis of the relationship between self-esteem and the type of professional-value orientations of teachers, we conducted a correlation analysis using Spearman's coefficient.

A positive relationship was found between values-relationships and authority among colleagues ( $r = 0.59$  at  $p \leq 0.01$ ) and the appearance of respondents ( $r = 0.51$  at  $p \leq 0.01$ ). The obtained relationship allows us to state that the more the importance of relationships in the course of professional activity is realized, the more the need for recognition from other coaches and support for the status of the profession in an individual image increases.

Positive relationships of the emotional type of professional-value orientations with such elements of self-esteem as health ( $r = 0.55$  at  $p \leq 0.01$ ), authority among colleagues ( $r = 0.48$  at  $p \leq 0.01$ ), professional abilities ( $r = 0.53$  at  $p \leq 0.05$ ) and appearance ( $r = 0.49$  at  $p \leq 0.01$ ) were obtained. In other words, the evaluative and productive aspect of the significance of professional activity for coaches is based on the synthesis of subjective and objective perceptions of the physical and spiritual state, the influence of colleagues, appearance, and skills and abilities that are implemented in the course of performing professional tasks.

Such factors undoubtedly represent the conditions for the coach's

success, reflecting the need for professional self-realization. The respondents included the following elements of self-assessment in the content of the behavioral type of professional-value orientations: character ( $r = 0.44$  at  $p \leq 0.05$ ), professional abilities ( $r = 0.72$  at  $p \leq 0.01$ ) and self-confidence ( $r = 0.63$  at  $p \leq 0.01$ ). According to the opinion of the participants of the study, the significance and effectiveness of professional actions is determined by the specifics of personal characteristics and their differentiation in relation to educational activities, the development of professional qualities and skills, and confidence in one's internal personal resources.

In the process of forming a professional image, in our opinion, it is necessary to distinguish the following stages. The first stage is diagnostics and analysis of personal characteristics, qualities, awareness of self-images. Here it is necessary to pay attention to the importance of spiritual values and moral qualities of the coach's personality. At this stage information is collected about the ideal image, which will act as a guide in the future. The second stage is the selection of characteristics that correspond to the qualification and type of professional activity. The third stage is work on appearance. Attractive appearance, relaxed manners, smile are a powerful factor in influencing others. The fourth stage is work on improving communicative qualities (speech, ability to communicate, speak in front of an audience, ability to stimulate interest in sports, developed sense of humor, etc.).

Thus image formation is a complex process necessary for a sports coach. To create a professional image, a specialist needs to determine his internal philosophy, value system, form a professional self-concept, clearly understand and define his professional roles.

According to the opinion of the coaches who participated in the study, the significance and effectiveness of professional actions is determined by the specificity of character traits and their differentiation in relation to educational activities, the development of professional qualities and skills, and confidence in his internal personal resources.

It follows that the participants of the study are well oriented in the spectrum of requirements that society and the professional community place on a sports coach. The image of a coach is a projection of his personality and is characterized by the presence of his own individual style of activity and the sum of individual characteristics that make him unique. The personality of the coach is aware of the importance, clarity and

stability of his own positions, his clearly expressed attitude to both professional and personal life, the worldview to which he came on the basis of great conscious work.

In our opinion, a positive professional image, first of all, depends on the inner essence of a person: a system of values, beliefs, interests, desires. Such a person has his own dignity, self-respect, is able to bear responsibility for himself and his future, high professional self-esteem, the need for self-realization, flexibility in finding creative alternatives.

The coach as a subject of sports activity and interaction is the bearer of certain dynamic characteristics of the image. One of the main characteristics of the professional image of a coach is activity and functionality as the ability to influence the motives, actions, consciousness of athletes, their emotional state, self-confidence. In the event that the actual professional image coincides with the expected one and is identified with group success and satisfaction of athletes' needs, the image of the coach can be considered as a factor in increasing the effectiveness of group interaction. Such an image provides a certain psychological functionality of the team.

Consequently the image of a modern sports coach includes a complex of internal and external personality qualities that require purposeful formation, development and improvement.

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