

Factors influencing volunteer coaches' intention to continue: A survey among coaches of community-based junior sports clubs in Japan

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'Community-based junior sports clubs,' organizations that facilitate extracurricular activities for local children during holidays and after school, arguably play an important role in children's physical fitness and social skills, which are essential for children's healthy development. Many community-based junior sports clubs, however, have problems with recruitment and retention of good volunteer coaches. The present study aimed to identify factors that increase coaches' intention to continue. An online survey was conducted among coaches with experience in coaching team sports in community-based junior sport clubs in Japan. We asked their experience, confidence, satisfaction, intention to continue, difficulties and joys in coaching. The results indicated that those who are confident as a coach tended to feel satisfaction, which increases intention to continue coaching. Feeling joy in children's growth also increases satisfaction, while interference and involvement by players' parents and inhibiting factors (i.e., practices held early in the morning, and cold weather) undermine intention to continue. Implications are discussed in terms of factors encouraging coaches' intention to continue. Through this study, we hope to facilitate community-based junior sports clubs that are good for all children.

Keywords: junior sports, volunteer group, motivation, life-satisfaction, sports-coach

Introduction

In many elementary schools in Japan, on the weekend and after school, the school grounds are full of children playing baseball and football. In many cases, coaches are not schoolteachers nor professional coaches. We call these kinds of groups 'community-based sports clubs,' organizations that facilitate extracurricular activities for local children during holidays and after school.

Community-based junior sports clubs provide children good opportunities for exercise and having fun. However, researchers have identified specific problems these clubs face as volunteer associations. For example, some coaches are too harsh to children who make mistakes (Stirling, Bridges, Cruz, & Mountjoy, 2011), some parents of team members say bad things while watching a game (e.g., Wiersma & Sherman, 2005), many clubs have difficulties recruiting volunteer coaches (Cuskelly, 2004), and so on. The present study focused on volunteer coaches for children under 12 who are leaders of the clubs, and tried to explore how they can continue contributing to the clubs.

Community-based Junior Sports Clubs

Community-based junior sports clubs depend heavily on volunteers (Busser & Carruthers, 2010). However, sport volunteers, especially coaches, are difficult to find and the retention of youth coaches remains

low (Cuskelly, 2004). The present study aimed to explore the factors that facilitate intention to continue coaching of volunteer youth sports coaches, because they are vital to the delivery of youth recreation and sport programs.

Numerous studies on sports psychology consistently show that adult leaders play a significant role in physical activities programs (e.g., Chelladurai, 2007; Horn, 2008). Coaches help to demonstrate sportsmanship, give instruction and feedback, support youth participants, as well as heightening the sense of belongingness to the team.

Coaches need to consider children's needs. Children in community-based junior sports clubs play mainly for fun, not to become professionals. Hence, coaches should provide a relaxed and interesting atmosphere. In addition, they need to understand the physical and psychological development of children, effective means of communication, and coaching philosophy, as well as have skills and knowledge of specific sports and sports science overall (Busser & Carruthers, 2010). Côté, Young, North, and Duffy (2007) suggested that the ideal coach differs depending on the age and the purpose of the players. They argued 'Athletes in the sampling years (6-12 years) need to have fun and enjoy their sport experience.' However, the proportion of those who have dedicated training in coaching or child education is small, because most coaches of such clubs are volunteers (Wiersma & Sherman, 2005).

The situation is similar in Japan. A survey among coaches of community-based junior sports clubs found that only 13.5% had qualifications in coaching or education (Ohashi, Iume, Togo, & Kawata, 2017). There is a gap between expected competencies and the typical youth sports coach profile (Gilbert & Trudel, 2001).

Effects of Joining a Sport Team

Playing sports contributes much to the positive development of children, such as, improvements in physical growth promotion, physical strength, and athletic capability. For example, boys and girls who participate in sports or exercise more than 3 days a week scored higher with physical fitness test than others (Nishijima et al., 2003). Moreover, the clubs are expected to be places for socialization in a low birth-rate society. Joining a sport-team increased teamwork and learning of social skills, by strengthening one's social ties (Coatsworth & Conroy, 2009). Some studies showed that those who participated in a sport-team were higher in social skills, self-esteem, and mental health (Findlay & Coplan, 2008; Jarvis, 1999), and lower in problematic behaviours (Donaldson & Ronan, 2006). Community-based junior sports clubs are good places to play sports.

For coaches, too, joining a sport team has positive effects. They can be the player's parents or neighbours. For the parents, they can feel refreshed and, at the same time, get to know their children's friends, as well as understand the strengths and weaknesses of their child by observing them interacting with many other children. For young neighbourhood people, they can develop a positive sense of self and learn how to lead children, which will be useful in their future careers. For older neighbourhood people, they can have a positive sense of self and maintain health.

Sports experiences are most likely to result in positive developmental outcomes when they are intentionally delivered to produce these outcomes. Difficulties occur because players are too young to take care of themselves, so that participation of parents is indispensable in game attendance and practice, management of tools, transportation, payment of costs, and so on (for a review, see Smoll & Smith, 2002). The parents then become involved in children's sport. This indirect relationship between coaches and parents sometimes leads to conflicts. A typical example is in a match. Some parents become so excited and cannot help giving suggestions about who

to play or how to play in a match, and some parents may argue with the coach's plan (Smoll, Cumming, & Smith, 2011).

Other difficulties lie in the fact that community-based sports clubs are usually volunteer associations. Most coaches are volunteers with little formal training (Conroy & Coatsworth, 2006; Gilbert & Trudel, 2001). That is, neither specific qualifications nor training is required to become a coach in most clubs. Some problems have been reported in community-based sports (Busser & Carruthers, 2010). Some coaches are so passionate they make reckless remarks or commit sports harassment (Stirling et al., 2011).

Community-Based Junior Sports Teams in Japan

Now we would like to discuss Japanese community-based junior sports. In the United States, junior sports teams are divided into two categories. One is competitive, in which players play through the year; these are intense and expensive. The other is recreational, in which players play for a season (i.e., some months per year); these are relaxed and volunteer-based. These two types of teams are sometimes related, as some coaches of competitive teams give advice to coaches or the board of recreational teams. Children start playing in a recreational team in many cases. After some seasons, some children move to competitive teams, some quit, and some continue in recreational ones.

On the other hand, in Japanese community-based clubs, children often perform a single sport throughout a year. Moreover, the distinction between recreational teams and competitive teams is vague, so that any teams can join tournaments and can enter prefectural tournaments if they are strong. Most teams are drawn from 3rd to 6th-grade, although even younger children may be involved. Other aspects resemble the situation in the United States. They mainly play team sports, such as, football, baseball, or basketball.

Coaches' Motivation

Many sports organizations suffer from a lack of volunteers, and the retention rate of volunteers, especially coaches, in community-based junior sports clubs is low (Cuskelly, 2004). In Japan as well the lack of coaches is one of the most frequently mentioned problems of community-based junior sports clubs (Ohashi, Togo, & Iume, 2018).

Why do people coach? A survey found significant differences between first-year coaches and returning coaches for youth football teams (Busser & Carruthers, 2010). They found that first-year coaches were high in all kinds of motivation, while returning coaches reported lower levels of self-serving and personal growth motivations, that is, they put less value on learning, development of personal strength, and feeling good about themselves. The returning coaches were motivated by values and social factors, that is, they have strong compassion toward youth and value volunteering. Thus, there is a need to understand how volunteer coaches can maintain their motivation to participate. The longer they coach, the better their understanding of coaching would be, so the number of troubles will be less.

Research on volunteerism has found that satisfaction with the volunteer experience increases commitment to the volunteer agency and volunteer retention (Clary et al., 1998). Satisfaction can be maximised when volunteers' initial motivations to join a volunteer agency are met through their volunteer experiences. It was also suggested that motivations of volunteers vary by gender, life stage, and types of activities (e.g., Clary, Snyder, & Stukas, 1996).

In which situations can sports coaches be satisfied? Furthermore, does satisfaction also help maintain motivation in sports coaches? Although there are many studies on the efficiency, satisfaction, and motivation of sports coaches, most of them concern professional coaches. Only a few have investigated volunteer youth sports coaches.

Among them, Paiement (2007) surveyed 512 volunteer hockey coaches in the United States and reported that coaching efficacy strongly predicted satisfaction in volunteer youth coaches, which accords with previous studies on professional coaches (e.g., Feltz, Chase, Moritz, & Sullivan, 1999). He also showed that coaching and playing experience, as well as social support, predicted satisfaction to some extent. This study, however, examined the factors predicting coaching efficacy and coaching satisfaction only, and the factors predicting motivation were not investigated. Another study examined factors that motivate volunteer youth sports coaches in the United States (Busser & Carruthers, 2010). They summarized that volunteer coaches are motivated by factors

such as pure altruism (values), personal growth (learn and develop competence), and co-production (a child in the team).

What kind of experiences during coaching increase coaches' motivation? Ohashi et al. (2017) asked about situations that coaches find unpleasant or uncomfortable and situations where coaches feel joy or fulfilment to Japanese volunteer coaches. Team victories and good games were big factors related to feeling joy or fulfilment (21.1%). However, the best source of joy or fulfilment they reported was the children's growth and improvement (35.1%). Children's joy and liveliness was also listed frequently (18.9%). As for difficulties, it was found that coaches also had difficulties with the relationships with players' parents (22.7%), which was most frequently mentioned. Children's difficult personalities and lack of motivation were also mentioned frequently (16.2%), such as 'some wayward child disturbs the team', 'there are many children who are not well disciplined,' 'children lack seriousness.' On the other hand, physical situations, such as, 'have to get up early in the morning,' 'freezing weather,' 'picking-up and dropping-off of children can be a lot of work' were rarely listed (2.7%). Although their study provides insight into the origin of coaches' motivation, the causal process regarding motivation was not examined, and the number of respondents ($N = 148$) was small.

Life satisfaction would influence their motivation, too. Business psychology has shown that life satisfaction at home increases work motivation (e.g., Edwards & Rothbard, 2000). As for sports coaches, their life satisfaction in general apart from community-based junior sports clubs would influence their motivation on coaching.

Purpose of the Study

The present study attempted to identify the factors that encourage coaches' continuation, which is assumed to be a reflection of their motivation. We believe that the progress of community-based junior sports depend on coaches. It is thus important to determine factors that maintain their motivation to continue supporting the teams as volunteers. Many Japanese community sports teams consist of first to sixth-grade children. A team meets and practices not seasonally but all year round. Therefore, the burden would be higher once a coach takes their job in Japan

than in the United States. On the other hand, volunteer coaches can exchange opinions among themselves and learn coaching skills in a team. Through this study, we hope to facilitate community-based junior sports clubs that are beneficial for children playing sports just for fun.

We dealt with team sports like football, baseball, and basketball because they are common in Japanese community-based junior sports clubs. We hypothesized that confidence as a coach, especially self-esteem, leads to satisfaction as a coach, which leads to motivation which can be measured as willingness to continue (e.g., Bandura, 1991). We also predicted that experiences during coaching would influence satisfaction and motivation. To measure the experience of joy and difficulties, twenty items on situations when coaches experience joy and difficulties were sampled from a small survey using free-responses (Ohashi et al., 2017).

We analysed those who have their own child in the team and those who do not separately because satisfaction depends on their initial motivations as previous research on volunteers' motivation suggested (Clary et al., 1998). These two groups should differ in their initial motivations to start volunteering: The former has private reason to coach, but the latter seems to start coaching from genuine altruistic reasons.

Method

Respondents and Procedure

The survey was conducted in October 2015, with participants recruited from an online panel of a leading Japanese survey firm via email. Those who completed the questionnaire received points that they can use in stores. Online informed consent was obtained from the participants. They had signed a contract beforehand through internet with the survey firm that they agree to the monitor policy, clearly stating the participants' right and treatment about data. In addition, the first page of our survey explained that the data would be statistically analysed and the participants had the right to stop answering at any time. Those who selected "Agree and start answering" sent their responses.

The respondents were those with experience in coaching team sports in community-based junior sport clubs in Japan. We asked for people with at least one year of coaching experience in community-based

Table 1 Events and Gender

Gender	The type of sport				Total
	Baseball	Basketball	Football	Volleyball	
Male	169 (98.8%)	46 (71.9%)	159 (95.8%)	38 (69.1%)	412 (90.4%)
Female	2 (1.2%)	18 (28.1%)	7 (4.2%)	17 (30.9%)	44 (9.6%)
Total	171	64	166	55	456

sports clubs with elementary pupils and that the team plays one of the common team sports, that is, football, baseball, basketball, or volleyball. A total of 463 respondents (419 males, 44 females) completed our survey. The number of females was very small, but this reflects the reality of Japanese community-based junior sports clubs. There are far more male than female coaches. Their occupations were office worker (64.6%), public service worker (16.9%), self-employed/free worker (10.4%), part-time worker (2.2%), student (0.7%), and others (5.2%).

Among 463 respondents, five were excluded from further analyses because they were not coaching elementary school children. Two more respondents were excluded because their income as a coach exceeded those of a volunteer coach (clearly over minimum wage, 650 yen per hour at that time). Therefore, we analysed the data of 456 respondents (Table 1). Our respondents included both current coaches ($n = 255$) as well as non-current ones who had been coaching the previous five years ($n = 201$).

Measurements

First, we asked (in the order presented) about their coaching experience (the type of sports they lead, coaching year, their role in the team, their team's skill level in the sport with a 4-point scale), participation of their own child in the team they are coaching, and coaching salary (monthly income as a coach). We also asked about qualifications that they possessed related to coaching or junior sports (free answer).

The experience of joys and difficulties. Next, we asked to what extent they feel joy or fulfilment and to what extent they feel unpleasant or uncomfortable in certain situations while coaching. Items were extracted from a preliminary survey with 148 coaches (Ohashi et al., 2017), which had collected free responses about situations when they experience joy or difficulties. Scale development was reported in another paper written in Japanese (Ohashi, Iume, Togo, & Kawata, 2016).

As for the experience of joy, we asked 'In which

situations do you feel joy or fulfilment as a coach?' followed by the items in Table 2. The respondents answered using a 6-point-scale, ranging from 1 (do not feel at all) to 6 (feel very much). A factor analysis with promax rotation indicated four situations for joy: When they feel that they did a good job as a coach, when they saw children enjoying the sport enthusiastically, when they felt children's growth, and when they felt personal growth as a coach.

As for the experience of difficulties, we asked, 'When you coach and face the following situations, how unpleasant or uncomfortable do you feel? If you have never experienced such a situation, select no experience,' followed by the items in Table 3 using a 6-point scale. Some coaches may have no experience of some situations. For example, '6. Selecting which children will be playing in a game' would only apply to the head

coach in some teams, so that an assistant coach has not experienced this situation. Therefore, 'no experience' (0) was added as an option. A factor analysis with promax rotation indicated five situations for difficulties: When they had to deal with troubled children, when they experienced interference and involvement by parents, when they failed to communicate well with children, when they experienced inhibiting factors (such as, cold weather, starting early in the morning, arrangement of transportation), and something related to the game.

Confidence as a coach. We then asked about their confidence as a coach, satisfaction as a coach, and intention to continue coaching. The respondents answered with a 6-point scale, ranging from 1 (do not feel at all) to 6 (feel very much). As for confidence as a coach, we intended to measure not

Table 2 Factor Loadings for Promax Four-factor Solutions for Joy

Items	Factor				Communality
	1 did a good job	2 children enjoying	3 children's growth	4 personal growth	
15. When children's parents express gratitude for what I do	.776	.049	-.116	.074	.615
18. Receiving compliments about my team from other teams	.670	-.083	.266	-.030	.618
20. Having casual conversation with parents	.655	.080	-.038	-.046	.410
19. Receiving compliments about performance of our players from other teams	.632	-.074	.280	-.058	.557
14. When children expressed appreciation for what I do	.517	.241	-.146	.248	.565
17. Realizing my coaching skill has improved	.498	-.077	.048	.246	.453
8. When children are enjoying playing sports	.027	.903	-.013	-.081	.745
9. Seeing children playing sports full of life and lively	.028	.901	.023	-.057	.807
4. Seeing children smile	.041	.665	.059	.025	.547
2. When my team is having great game	.175	.024	.736	-.195	.578
5. Sensing children's athletic growth and improvements	-.168	.147	.665	.132	.589
3. When children have good / better teamwork	.106	.154	.621	-.085	.562
6. Sensing children's mental growth and improvements	-.099	.198	.600	.159	.633
1. Winning a game	.117	-.158	.588	.017	.328
7. When children show enthusiasm for practice and game	-.120	.255	.507	.179	.574
11. Knowing I gave good advice to children when asked	.091	-.097	.067	.815	.744
12. When children asked me for help and support	.163	.021	-.068	.779	.748
Inter-factor correlations					
factor1		.404	.549	.629	
factor2			.687	.544	
factor3				.535	

Excluding factors:

10. When found out that children continued to pursue the sport they played after graduation.

13. When knowing he/she gave good explanation.

note. Translated from Japanese article (Ohashi, Iume, Togo, & Kawata, 2016).

Table 3 Factor Loadings for Promax Five-factor Solution for Difficulties

Items	factor					Communality
	1 troubled children	2 parents pressure	3 mis-commu- nication	4 inhibiting factors	5 about games	
8. When children lack seriousness and/or ability to focus	.982	-.064	-.157	-.006	.010	.731
10. When children lack manner (no greeting, handling tools roughly, etc.)	.672	.079	.261	-.031	-.264	.667
9. When there is dispute or competition between children	.582	-.031	.130	.018	.087	.514
7. When there are children who cry easily, are self-centered, or not disciplined (acting out).	.565	-.080	-.076	.131	.160	.420
5. When a child gets injured	.458	.068	.067	-.165	.087	.261
4. Not getting the expected results or losing game despite practice	.440	.020	-.041	.096	.203	.355
16. When parents are giving instruction from bench or cheering section	-.027	.888	-.092	.004	-.040	.692
17. When parents are involved thinking only about their own children	-.115	.831	.054	-.015	.072	.679
15. When parents interfere in member selection process or practice strategies	.147	.686	-.043	.050	.050	.602
11. When I have to scold children	-.135	-.121	.820	.003	.164	.588
12. When children do not listen to me	.115	-.007	.755	.064	-.075	.703
13. When I cannot convey my thoughts well to children	.129	.141	.540	-.037	.074	.537
2. When I have to secure transportation and/or negotiate with other organizations	-.025	-.050	-.015	.854	-.049	.657
1. Practicing under physically challenging conditions such as cold or hot weather, or very early morning	.008	.131	.089	.580	.009	.468
14. When parents hardly come to see practices or games for support	.053	.116	.031	-.060	.497	.315
6. Selecting which children will be playing in game	.091	-.052	.182	.012	.447	.350
Inter-factor correlations						
factor1		.463	.696	.562	.418	
factor2			.464	.242	.259	
factor3				.463	.420	
factor4					.333	
Excluding factors						
3. Children cannot spend enough practice time						
18. When parents are watching game or practice						
19. When coaches do not share the same coaching instructions or policies						
20. (Some) parents are overconsiderate toward coaches						

note. Translated from Japanese article (Ohashi, Iume, Togo, & Kawata, 2016).

only global self-esteem (e.g., Rosenberg, 1965) but self-confidence in a particular domain. Therefore, we avoided using an established scale, and used original items. We asked, ‘How much do you think that you are a good coach?’ ‘Do you think your knowledge (including exercise methods) and sport techniques are sufficient to coach?’ ‘Do you think that you have enough knowledge and leadership to coach and lead the players?’ ‘Do you think that you are communicating with parents of the players of the team enough?’

Satisfaction as a coach. To measure satisfaction or fulfilment as a coach, we asked two original questions. We asked, ‘Do you feel worthwhile coaching community-based junior sports clubs?’ and ‘Do you feel that your life was enriched by

coaching community-based junior sports clubs?’

Intention to continue coaching. We measured willingness to continue coaching the team. We asked, ‘Do you want to keep coaching community-based junior sports clubs from now on?’ For those who had already quit coaching at the time, we added ‘For those who have already quit coaching, please answer remembering your feeling when you coached.’

Life satisfaction. Lastly, we measured life satisfaction. Job satisfaction, ‘Are you satisfied with your work (for students, with campus life)?’ and family happiness, ‘Are you satisfied with your family?’ were measured using a 6-point scale, ranging from 1 (not at all) to 6 (very much).

Trap questions. Some respondents in online

surveys are insincere or careless when they fill out questionnaires. Survey satisficing, grudging cognitive efforts required to provide optimal answers in the survey response process, poses a serious threat to the validity of online surveys and experiments (e.g., Berinsky, Margolis, & Sances, 2016; Miura & Kobayashi, 2016). We then set two trap questions (we instructed to choose atypical responses) to distinguish between those who pay close attention and those who did not. Those who failed to follow the instructions for at least one item were excluded from the sample.

Results

Respondents Information

The mean age of the participants was 45.08 years (from 18 to 69, $SD = 9.34$) and their mean coaching experience was 6.18 years (from 1 to 30, $SD = 5.70$). Among them 91.0% were male. A significant difference due to gender was found for the type of sport ($\chi^2 = 73.296, df = 3, p < .0001$, Table 1). That is, the ratio of female coaches was larger in basketball and volleyball (about 30%) than in football and baseball. We excluded gender as a factor in the following analysis because the number of female coaches was too small to analyse.

Half of them had their own child/children in the team (57.2%). The ratio of those who have a child in the team was not significantly different between specific sports ($\chi^2 = .155, df = 3, n.s.$).

The respondents were varied in competitive level of the teams. In total 23.2% had qualifications related to sports instruction for children. The qualifications include a coaching license for the specific sport, sports instructor, and a teaching certificate in physical education. Some who listed referee or umpire qualifications, which are not qualifications in instruction, were categorized as having no

qualifications. Coaches with qualifications ($M = 2.82, SD = 1.28$) led teams that were significantly higher in competitive level than coaches without qualifications ($M = 2.54, SD = 1.31; t(454) = 1.941, p < .05$). A significant difference related to the type of sport was shown ($\chi^2 = 32.979, df = 3, p < .0001$). Coaches of baseball (8.8%) were significantly less likely to possess qualifications than those of football (33.7%), basketball (28.1%), and volleyball (30.9%).

Scale Development

Confidence as a coach. Descriptive statistics and internal correlations of four items measuring confidence as a coach are shown in Table 4. While the total reliability coefficient alpha was high enough ($\alpha = .802$), a correlation of the total and one item (Do you think that you are communicating with parents of the players of the team enough?) was low ($r(456) = .427, p < .01$). We therefore summed the rest three items to calculate the confidence as a coach score ($\alpha = .845$).

Satisfaction as a coach. The two items used for measuring satisfaction were highly correlated ($r(456) = .755, p < .0001$). We therefore summed the two items to calculate the satisfaction as a coach score.

Life satisfaction. Job satisfaction and family happiness showed a positive correlation, but the coefficient was small ($r(456) = .393, p < .0001$). Therefore, the two items were used independently in further analysis.

Model Evaluation

An analysis of the covariance structure was conducted by the participation of one's own child. We made a model as follows. First, was a model in which confidence as a coach increases satisfaction, which increases intention to continue. Experiences of joy and difficulties, then, have some effects on satisfaction and intention to continue. Life satisfaction and coaching salary as well have some effects on satisfaction and intention to continue. We tested the model with AMOS

Table 4 Confidence as a coach: Descriptive statistics and internal correlation

	M	(sd)	2.	3.	4.	R ² with total	α without this item
1. Think oneself is a good coach	3.41	(1.11)	.588***	.649***	.417***	.496	.711
2. Knowledge and techniques of the sport	3.51	(1.19)		.708***	.316***	.532	.721
3. Knowledge and leadership to coach	3.61	(1.07)			.306***	.584	.705
4. Communication with parents	3.93	(1.00)				.182	.845

* $p < .05$, *** $p < .001$

18 and initially included in it all possible relations. The model had good fit ($\chi^2 = 73.50$, $df = 36$, $CFI = .937$, $RMSEA = .048$). To ease presentation, only significant paths are shown in Figures 1 and 2. As predicted, those who were confident as a coach tended to feel satisfaction, which increased intention to continue coaching. Among four types of experiences of joy, only one (children's growth) increased satisfaction as a coach. It suggests that coaches feel joy and satisfaction when they can sense children's athletic growth and improvements and when children have good/better teamwork.

Among the five types of experiences of difficulties, only two, physical challenge and interference and involvement by parents (parents' pressure), influenced satisfaction and intention to continue. Physical challenge consists of two items describing organization of transportations and practice under physically challenging conditions. Physical challenge significantly undermined intention to continue through lowering satisfaction, among those who have own child in the team. On the other hand, its negative effect was direct among those without a child in the team. In addition, parents' pressure also undermined intention to continue coaching among those who have own child in the team. This means that they tend to quit coaching when other parents start giving instruction from the bench or cheering section or get involved while thinking only about their own children.

In addition, life satisfaction, especially job satisfaction, had positive effects. Those who were satisfied with their job had more confidence and felt satisfaction as a coach. Those who were satisfied with their family were shown to be higher in intention to continue coaching and among coaches who have a

child in the team, family happiness also increased their confidence as a coach. Coaching salary had only a small effect, and the effect was restricted to those who have own child in the team.

Discussion

The present study aimed to explore conditions in which people continue working as volunteer coaches in community-based junior sports clubs. The survey among 456 coaches indicated that self-confidence as a coach, feeling joy in children's growth, and life satisfaction outside community sports were facilitating factors. Life satisfaction includes both family happiness and job satisfaction. Family happiness was found to increase intention to continue, while job satisfaction was found to increase confidence and satisfaction as a coach. The coefficient of job satisfaction to satisfaction as a coach was higher among those who do not have a child in the team, which may be due to the reason they started coaching. They may start coaching because they can grow or they want to be some help, while those with their own children in the team may start coaching because of their family's need.

Among four kinds of experiences of joy during coaching, only 'children's growth' increased satisfaction as a coach, and indirectly, motivation to continue coaching. That is, when they feel children's growth, which includes athletic improvement, mental improvement, and better teamwork, they tend to be satisfied as a coach. 'Did a good job' and 'personal growth' seem to increase self-confidence, but they were found to be unrelated to confidence or satisfaction as a coach. 'Children's enjoyment' was

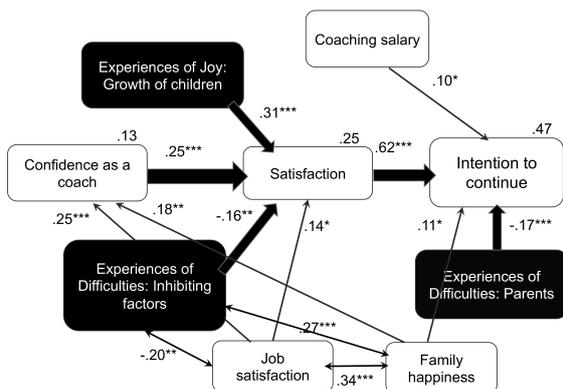


Figure 1. Model among coaches with own child in the team.

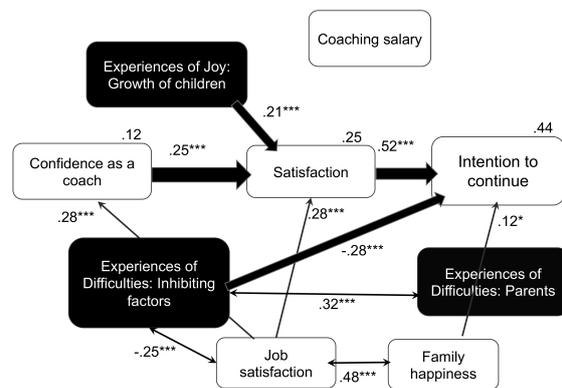


Figure 2. Model among coaches without own child in the team.

also unrelated. Studies on volunteering suggest that people tend to be satisfied when their initial reasons to start volunteering are met (Clary et al., 1998). Our data imply the initial reasons of volunteer coaches to be mainly for the players' growth, not their self-confidence or own growth. The fact that the players were elementary school children, who are in an earlier stage of development, would be related to this. It is interesting to find 'children's growth' increased satisfaction as a coach, but 'children's enjoyment' did not. In sports education, it is argued that playing sports has two purposes: One involves practical goals (such as, growth, development, health) and the other is for fun. This data may suggest practical goals of sports are emphasized in Japan. On the other hand, 'children's enjoyment' may be larger in Western culture where playing sports is mainly for fun.

Among five kinds of experiences of difficulties during coaching, interference and involvement by parents, as well as inhibiting factors, decreased intention to continue coaching among those with children in the team. One of the coaches' jobs is encouraging parents to have good parenting styles, such as promoting personal autonomy, providing choice, and supporting decision-making. Those with their own child in the team may understand this well but have difficulties explaining it because they are both coaches and parents of the players. Japanese community-based sport clubs typically consist of 1st (sometimes 3rd) to 6th-grade pupils at one or two public elementary schools. Living in such a small area, the coaches and players' parents are both parents at school, and neighbourhood members. Therefore, relationships with other parents would be more important for coaches with their own child in the team.

Inhibiting factors directly decreased intention to continue coaching among those without a child in the team. On the other hand, these decreased their satisfaction, which decreased intention to continue among coaches with their own child in the team. In other words, there was only an indirect path. This difference may be due to the length of observation before becoming a coach. Coaches with a child in the team took the coaching job after watching the team as parents for some time. In Japanese community-based junior sports clubs, parents need to help and support the team. Therefore, they would understand hard situations, such as, practice starting early in the morning, and coldness in the field when they decided to become coaches. Their intention to continue would

not decrease after start coaching. This difference would be higher in Japan than in the US. While in the U.S. a coach takes care of one small team around ten children of the same age, a typical Japanese club consists of one big team, which includes children of various ages. Once their child gets started, he or she is also involved in the club for long time. Therefore, they can easily understand the role of coaches and scarcity of coaches.

This study has some limitations. First, this study used a questionnaire, so we are not sure if motivation was measured correctly. The pattern needs to be examined with observations and interviews within community-based junior sports clubs.

Second, the kind of sport was not considered. Some studies have shown that coaching style and problems observed in the teams differ depending on the kind of sport (Chelladurai, 2007). Difficulties coaches feel would differ, although age and the ratio of coaches with a child in the team were similar; however, because the number of the respondents was not enough to analyse by specific sports, the present paper could not examine this point.

Lastly, motivation to lead the team may differ before they become coaches. Some may like to teach, some may want to be a help with children, and some may want to exercise. The present study only focused on intention to continue, and could not cover various motivations as such. Who takes the role of coach in a shortage of coaches and why is another question to explore. The process of continuing coaching needs to be explored with continuous observations or successive interviews.

There are many studies on competitive sports but young recreational sports have not been focused upon. It has been shown that those who tend to play sports at a young age tend to continue playing sports after becoming adults (Japanese Ministry of Education, Culture, Sports, Science and Technology, 2015). Community-based sports are the starting point, so that this is worth noting while the importance of sports to people generally is currently of considerable interest.

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日本語まとめ

放課後や休日に地域の子どもたちを集めて行われる地域スポーツは、子どもたちの心身の成長に重要な役割を果たすと考えられている。しかし、多くの地域スポーツはボランティアベースで運営されており、それがゆえに、指導者不足の問題を抱える。本研究は、指導者の継続意図を高める要因を探すことを目的として、指導経験者を対象にオンライン調査を行った。その結果を、子どもが地域スポーツを始めたことをきっかけに指導を始めた指導者（パパコーチ・ママコーチ）と、自分の子どもとは関係なく指導を始めた指導者に分けて分析した。両者に共通して、指導者としての自信があるほど満足を感じ継続意図が高く、子どもたちの成長に喜びを感じるほど満足度が高く、保護者の介入と物理的な困難（朝早い等）は継続意図を低めた。

キーワード：ジュニアスポーツ、ボランティア、生活満足、指導者

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