

Factors Influencing the Motivations of Sports Coaches

Research Report no. 49

A research study for the Scottish Sports Council

by

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SECTION ONE: INTRODUCTION

Background

There can be little doubt that sports coaching has been accorded an increased level of significance in recent years. The publication of *Coaching Matters* (Coaching Review Panel, 1991) acted both as a culmination of this attention and as a reference point for current research and development. The contribution of coaches and coaching to the participation level of sport has been recognised (National Coaching Foundation, 1993) and their essential contribution to the development of excellence in sport is widely acknowledged (Dept of National Heritage, 1995; Scottish Sports Council, 1994).

A major concern for policy makers, therefore, is an adequate supply of qualified coaches who are available to increase participation and raise standards in sport. In this context, it is a legitimate concern to enquire about recruitment practices and the motivations of those who become or may become coaches.

Despite its increasing prominence, coaching and coaches have been treated as a non-problematic issue and have received little attention in the research literature (Lyle, 1996). Indeed, there is a dearth of good quality research on coaching practice with the consequent danger that policy making will be undertaken in a vacuum. It is important at this stage to acknowledge that the very substantial North American literature is focused for the most part on coaching and coaches in high schools, colleges and universities in which coaching is part of a career structure. In contrast, the majority of the estimated 100,000 plus coaches in the UK operate as volunteer club coaches (Coaching Review Panel, 1991). The Scottish Sports Council (SSC) has made clear the importance of this contribution:

The provision of coaching relies substantially on the goodwill, dedication and expertise of a voluntary work-force. Both the time invested and the high standards maintained by these volunteer coaches are of exceptional importance for sport in Scotland. In order to maintain and increase this valuable contribution, a clear understanding of the factors influencing the motivations of coaches in undertaking this work is needed. (SSC, 1995)

Aims and Objectives

The overall aim of this study is to illuminate an area of coaching practice which researchers and policy makers have identified as under-researched. Planning at a national (Sports Council, 1995) and regional level (for example, Tayside Sports Development Group, 1995) and individual sport development initiatives (British Athletics Federation, 1995) have highlighted the need for an increased quality and quantity of coaches. However, the absence of planning at a national level in coaching (Coaching Review Panel, 1991) and the paucity of evidence of systematic coach recruitment and retention policies have focused attention onto the recruitment of coaches and issues of why coaches enter coaching, what is required to maintain their interest, and why they leave coaching.

For these reasons, a research study was commissioned by the Scottish Sports Council which examined the motivations of sports coaches. The purpose of the research is to inform policy decisions on coach recruitment, education, services and promotion. The approach adopted is to identify the factors which influence motivations, to demonstrate the relationships involved and to highlight policy directions.

The study does not attempt to 'test' the psychological mechanisms which lead to individual decisions. However the findings are discussed in the context of relevant theoretical constructs and suggestions are given for future research.

The study is focused on three related issues:

- What initially attracts individuals into coaching? This includes identifying the most common factors; investigating differences between male and female coaches; investigating sport-specific patterns; and the impact of governing body recruitment strategies.
- The reasons why coaches remain actively involved in coaching. This includes coaches' perceptions of those factors which would maintain and develop interest.
- The main reasons why coaches 'drop out' of their coaching activities. This includes investigating the factors that may induce coaches to return to coaching.

Research Design

The following research methods were adopted to address the issues identified above.

Postal Survey

This was the principal method of data collection (see Section Three for details). A questionnaire was designed using existing instruments, knowledge of the field and a review of academic literature. The questionnaire was piloted on a group of experienced coaches and reviewed by the research client, with appropriate amendments being made. Details of the sampling procedure, distribution and analysis of the questionnaires and an extensive account of the findings, constitute the substance of Section Three of the report.

Group Discussions

These discussions were used to explore in greater depth some of the issues which arose from the survey data. It was possible to discuss the findings with members of the group and to obtain personal insights into the factors involved in motivations to become or remain coaches. After an initial consideration of the data, three groups were identified and a sample of coaches generated from the questionnaire returns: experienced coaches of more than ten years (eight coaches); female coaches (eight); and 'lapsed' coaches (six). Insights gained from these discussions have been incorporated into the discussion in Section Four.

Key Sector Interviews

In-depth interviews were carried out with three groups of key individuals:

- Representatives (Technical Directors, National Coaches and others) of the governing bodies involved. Issues addressed included recruitment strategies; policy on coaches and coaching; deployment; communication strategies; coach education; and services to member coaches.
- Sports development representatives from four local authorities. Issues addressed included local authority support mechanisms; balance of public/voluntary sector deployment; remuneration of coaches; and recruitment strategies.
- Representatives of the Association of Scottish National Coaches and the Scottish Sports Council.

The substance of these interviews has been incorporated into the discussion in Section Four.

Literature Review

An extensive review of the literature relevant to the study was carried out. This forms a valuable resource in its own right and is presented in Section Two. In addition, the review was used to inform the design of the research instrument and to provide a context for the discussion of findings.

Structure of the Report

The report is structured as follows:

- | | |
|---------------|---|
| Section Two | A review of relevant literature which was used to inform the research design; to assist with the construction of the questionnaire; and to provide a context for the analysis of findings. |
| Section Three | The findings of the postal survey. |
| Section Four | A synthesis of the findings of the postal survey, the group interviews, the in-depth interviews and the literature review. From this discussion of the issues, recommendations which will inform policy have been extrapolated. |

SECTION TWO: LITERATURE REVIEW

Introduction

The review has been organised in the following way:

- A review of complementary studies. Although not conducted nor structured solely for this purpose, a number of recent surveys of coaches and coaching have included questions about reasons for entering coaching and provide some empirical evidence on coaches' motives.
- A considerable body of literature on the subject from North America. These sources have limitations as there is almost always an educational institution context and a good deal of the literature is dominated by the issue of the dearth of female coaches.
- Supporting literature which offers a theoretical insight into the issue.
- Conclusions identifying trends relevant to the Scottish context.

Complementary Studies

The TOYA and Coaching report (Sports Council, 1994) focused on four sports: tennis, swimming, football and gymnastics. The survey involved an approach to the 239 coaches of children involved in the Training of Young Athletes project. Of the 177 coaches who agreed to take part, 45 per cent identified a desire to 'continue participation' as their motive for coaching, 19 per cent entered as parents, and 10 per cent from education. There were some very marked sport-specific differences. For example, 30 per cent of gymnastics and swimming coaches became involved as parents whereas only 3 per cent of football coaches identified this route. Financial remuneration was noteworthy only in tennis.

Another study commissioned by the Sports Council addressed the issues directly (English Sports Council, 1997). Coaches identified a 'natural progression from competition' (39%), 'general interest in sport' (24%), 'interested parent/relative' (13%) and 'from teaching' (15%) as their routes into coaching. The factors mentioned as motives for continuing to coach were 'helping others improve' (36%), 'enjoyment' (29%), 'making a contribution to the sport' (19%) and a desire for 'achievements/success' (8%). There were sport-specific patterns: three-quarters of rowing coaches had accessed coaching from being competitors; there were high proportions of parents in athletics, swimming and rugby union; and coaches from basketball, hockey, netball and swimming identified 'from teaching' as their most common route. More generally, a higher proportion of senior coaches had progressed from being players. The report provides some evidence on the factors involved but although it was based on a significant number of responses (n=1,482), the sample

ranged over 24 sports throughout the UK and a broad spectrum of coaching levels, and had a limited inter-factorial analysis.

UK data were collated as part of a four-country comparative survey of training for coaches (Tamura et al, 1993). When asked to identify three reasons for coaching, 65-85 per cent said 'enjoyment', 50-60 per cent 'to continue involvement in sport' and 50-60 per cent 'pride, achievement and fame' (percentages represent the range of responses across the four countries). There was a significant difference between males and females, the latter stressing 'fitness and health'. British coaches desired coach education 'to coach at a high level', and 60 per cent of all coaches were university graduates. It seems clear that there were issues of cultural comparison and conceptual agreement on what constituted coaching. The findings from this study are useful for the data on UK coaches. However, their comparative value must be set against the cultural differences evident across the sample (particularly Japan) and the variable incorporation of educational values and roles into coaching data.

White, Mayglothling and Carr (1989) conducted a valuable series of interviews with women coaches in five sports, which included insights into transitions into coaching and disengagement from coaching. Coaches reported a very strong link to their experience as performers (other than in athletics) but the striking finding was the significant element of 'drift' into coaching. Coaches were asked to help or were 'drafted' because of their standard of performance, captaincy or experience. None of the coaches selected for the survey had disengaged but they identified the effects of the physical demands, fitting into career plans and perceptions of not doing well as likely factors for doing so. This source clearly demonstrates the preponderance of male coaches, particularly at the 'higher' levels and makes a series of recommendations concerning the flexibility of educational opportunities, social networks and some positive action. This work is complemented by the West and Brackenridge (1990) study of selected women coaches in five sports. In each report recommendations are made which are designed to ensure that the full range of opportunities are made available to women coaches. Emphasis is placed on facilitating entry to coaching and active support and networking structures at local levels.

There are a number of surveys available which identify the personal characteristics, qualifications and activity levels of groups of coaches. In addition to the Sports Council (1994), English Sports Council (1997) and Tamura et al (1993) reports, a series of surveys which have been conducted to furnish data for the construction of regional coaching strategies have provided a fairly comprehensive account of coaching activity in Scotland covering the Grampian, Tayside, Borders and Highland Regions (Centre for Leisure Research, 1992, 1994a, 1994b; Slàinte, 1993). In the survey of coaches in Borders Region (n=90), 71 per cent identified participant/competitor as their route into coaching compared with 14 per cent as parents and 8 per cent from teaching. In the Tayside survey (n=255), 65 per cent pointed to participant/competitor, 18 per cent to teaching and 15 per cent to parents. In a similar study in Highland Region (n=113), the figure showed 67 per cent from participants and 18 per cent from parents.

North American Literature

The most obvious limitation in drawing upon the North American literature is the fact that the sample populations are invariably selected from educational institutions in which the coaching role is part of an established career structure. It might be anticipated that motivations to coach would be influenced by the employment rewards in contrast to the very large voluntary work-force in the UK, and findings must, therefore, be treated with caution.

Pastore (1991) surveyed 192 National Collegiate Athletic Association (NCAA) Division 1 coaches on women's teams. She found that the three most important reasons for entering the coaching profession were: to stay involved with competitive athletics; to work with advanced and motivated athletes; and to help (female) athletes reach their potential.

There was a similar pattern for male and female coaches, although significantly more women coaches identified their desire to stay involved with their sport. The reasons given for leaving the profession were more diverse. The most often cited reasons (more strongly so by women) were decreased time with family and friends, lack of financial incentive, and too much stress. These findings were replicated with non-NCAA college coaches (Pastore, 1992) and Dodds et al (1991) identified similar recruitment motives in prospective teacher/coaches.

Bratton (1978) surveyed 397 school and community sports coaches. Perhaps not surprisingly they identified more child-centred motives: 'I love the sport', 'to help develop the character of youngsters' and 'a challenge to help others improve'. The hockey and football coaches were community coaches and rated 'my children play' as much more important than did teachers. Gray and Cornish (1986) had similar findings with largely untrained voluntary leaders.

There is considerable literature on women's reasons for entering and leaving the coaching profession. Knoppers (1987) and Theberge (1988) provide overviews of the issues involved. Theberge counsels against the acceptance at face value of opinions expressed by coaches (n=31) that they were not victims of the male sport establishment. Knoppers suggested that the workplace needs to be restructured to make the climate more favourable for women. Pease and Drabelle (1988) concluded from a questionnaire to 'students who plan to coach' that male and female expectations differed significantly enough to have an impact on job satisfaction and continuations. Pastore (1992) found that female coaches rated 'burden of administrative duties' and 'increased intensity on recruiting student athletes' as reasons for leaving. Acosta and Carpenter (1985) and Pastore and Meacci (1994) offered some solutions for the enhanced recruitment of female coaches. These included enhanced training and in-service opportunities and a more structured 'apprenticeship' into coaching.

Hart et al (1986) speculated on the reasons for the reduction in the number of female interscholastic coaches. Role conflict, incomplete socialisation and discrimination were identified. Their evidence found that former coaches entered the profession to work

with advanced and motivated athletes but typically left because of perceived time and role conflicts. Present day coaches entered to continue their sporting and competitive experience but would leave if their performance was no longer adequate.

Hasbrook et al (1990) found support for a male coaching role stereotype and that the time-consuming nature of the job led to family conflict. However, Kelly (1994) demonstrated that female coaches were more stressed by collegiate coaching situations.

In the literature, reasons for leaving the profession are most often discussed under the banner of 'burnout'. According to Kelly (1994) burnout results from the stress which is caused by a mismatch between perceived demand and perceived capabilities. Burnout is conceptualised as emotional depletion, depersonalisation and a reduced sense of meaning in the job - individuals become ineffective or leave.

Role conflict is often cited as a cause of stress. Taylor (1992) differentiates between role clutter (conflict and ambiguity) and other factors such as lack of support from others, dealing with difficult athletes, long hours, administration and expectations for success. Kroll and Gundersheim (1982) support the stress factors associated with athlete interaction. In their survey, 93 male high school coaches identified disrespect from players, not being able to 'reach' players and being unappreciated as stress factors in coaching (see also Vealey et al, 1992). The coaches had what the authors call a dominant professional orientation, that is, they valued success over skill and fairness. Such a results orientation may of itself lead to stress.

Caccese and Mayerberg (1984) recognised that coaching was a potentially stressful occupation. Their research found that female head coaches reported higher levels of emotional exhaustion and higher levels of burnout, and they speculated that length of time in the job may produce a 'survivors can cope' situation. Capel et al (1987) related burnout to role conflict in 235 High School coaches and like Wilson and Bird (1984) reported low to medium levels of burnout. Kelly and Gill (1993) on the other hand identified moderate to high levels of burnout in collegiate coaches and found a relationship between stress and satisfaction with social support and gender (females had greater stress) (see also Vealey et al, 1992). Felder and Wishnietsky (1990) also found that females had higher levels of stress and drew comparisons with their greater role ambiguity with teaching.

Li (1993) surveyed 640 coaches in sports schools in China. He found that the coach's job satisfaction was related to the level of support available, the incentives available and the degree of influence (self-regulation). In a similar study of job satisfaction, Snyder (1990) demonstrated that leadership behaviour was a significant factor for male and female, albeit differently constructed, perceptions of satisfaction (see also Dale and Weinberg, 1989).

It seems clear that continued involvement is a result of balancing the perceived rewards from involvement compared to the perceived costs (Williams and Jackson, 1981). When applied to the elite-sport context, US Olympic level coaches identified a long list of potentially negative factors: financial concerns, time away from family, excessive travel,

time commitment, politics, in-fighting, jealousy, lack of co-operation, burnout, lack of opportunity, no future, no job security and lack of recognition or support (Gould et al, 1990).

Theoretical Insights

Scanlan et al (1993) have devised a Sport Commitment Model. They hypothesise that a number of factors - sport enjoyment, involvement alternatives, personal investments, social constraints and involvement opportunities - interact to result in a level of sport commitment.

The model has been tested on young athletes (Carpenter et al, 1993) with the, perhaps not surprising, finding that the sport enjoyment construct appeared to explain most variance in commitment. These authors provide useful and substantial reviews of work in this area and there is considerable scope for applying the model to coaches. However, with coaches the constructs may need to be reconsidered: alternatives might include delayed gratification in enjoyment, the presence or absence of sport-related alternatives, the concept of power as a motivator and the concept of obligation as a positive factor.

The model is important for identifying an affective and cognitive aspect to decision-taking and it may be that personal investment (given the past training and experience of coaches) is a very fruitful avenue. Support to coaches as they become committed to coaching may need to differ from the motivating factors applicable once the personal investment has been made.

Danish et al (1987) drew on the work of Maehr (1984) to suggest that motivation is characterised by three elements: direction (choice of alternatives), intensity (extent activated) and persistence (continuance of activity). They provide an interesting hypothesis that major life-cycle goal orientations (for example, development goals in early adulthood) may create differential potential for role conflicts and other possibly negative influences on motivation. It does seem likely that the concept of 'personal investment' will be a fruitful research focus (Maehr and Braskamp, 1986).

Roberts and Treasure (1992), Roberts, Treasure and Hall (1994) and Duda (1992) are examples from a group of studies which have focused on the differential influence of mastery/task orientations and competitiveness/ego orientations on motivations in sport. The constructs have been investigated with participants and parents but not yet with coaches. Coaching may be perceived as an achievement domain (where there is an emphasis on output/results) but at the same time earlier studies have demonstrated that many coaches are motivated by the process and its interaction with the athletes. There is considerable potential, therefore, in relating the 'goal perspective' of coaches and their perceived outcomes/satisfactions to their persistence in the role.

Conclusions

The literature review provides evidence of a number of factors which limit the usefulness of the findings for a Scottish context in which (as in the UK as a whole) the volunteer coach is the norm. In addition to the inappropriateness of the context of a career coach in education, it is clear that there are sports-specific differences in the recruitment of coaches which limit the ability to generalise from findings. Moreover, there has been a lack of conceptual clarity which is required if community coaches are to be distinguished from those working with more 'advanced' performers.

Nevertheless, some general trends emerge. Recruitment into coaching focuses on two factors: prolonging an existing involvement in sport, and a rather more diffuse notion of helping others. This latter motive may take the form of a wish to assist young people in sport, or to work with advanced level performers. The recruitment mechanism reflects this. The great majority become involved as a direct consequence of their playing experience, with a much smaller but significant percentage being recruited as parents of young performers or because of their school teaching role. There are sports-specific differences in the balance of recruitment motives. In the voluntary context of Scottish coaching, it might be expected that the continuation of playing experience, with its many diverse motives, would prove to be the commonest recruitment factor.

A good deal of the relevant literature is based on the career coach to be found in education institutions in North America. This is particularly relevant in considering disengagement from coaching. The research centres on the balance between factors external to the coaching role (family, career, other interests) and factors internal to that role (stress due to intra-role conflict, lack of institutional support, mismatch with appropriate performers). In the Scottish context the voluntary non-institutional parameters would suggest that perceptions of external support or inter-role conflicts are more likely to lead to disengagement. The non-career nature of the voluntary sector coach may also exacerbate the effect of 'drift' (gradual absorption into the coaching role, and direct appeals from others).

Differences between male and female coaches were evident in the literature. The most likely explanation for female coaches feeling the stress which leads to disengagement is an incomplete socialisation into the role, particularly one which emphasises the need for success in competition and the coaching role which this implies. In the Scottish context initial recruitment may be more of an issue than disengagement, but Scottish coaches might be expected to display differences which mirror the different orientations to sport as competition or sport as a vehicle for helping young people.

Although there are a number of generalisable findings on coaching motivations in the literature to guide the present study, the limitations of comparative contexts and the absence of conceptual clarity about coaching lend considerable weight to the

need for such a study. There are few reliable empirical data from UK and especially Scottish sources other than some basic biographical data. The diversity of research contexts and the lack of commonality in sample populations demonstrate the need for a focused study which acknowledges the voluntary and part-time nature of the majority of coaches and the range of coaches' client groups. It seems very likely that the variations of age, standard of performance and competition orientation of those coaches will influence significantly the predisposition of those motivated by each or a combination of the factors involved.

The lessons to be learned about increasing job satisfaction, improving the motivational climate and preventing burnout were almost completely related to the North American educational/collegiate context. There is a need for evidence of contributors to stress reduction and positive encouragement in the Scottish context.

Although this study is directed towards policy formulation, a number of theoretical models were identified in the literature review which, although untried on a coaching population, offer some considerable potential for future research. The findings of the study should provide data which are capable of being analysed in the conceptual context of sport commitment, personal investment and an achievement orientated coaching domain.

The Scottish Sports Council has recently produced a document on performance and excellence in sport (SSC, 1994), facilitated a series of regional coaching strategies (such as Tayside Sports Development Group, 1995), launched a youth sport initiative (SSC, 1996) and is producing a revised national strategy document (see SSC, 1997) in late 1997. The case is clearly made that coaching is vital to each of these enterprises. The review of literature demonstrates that a focused study such as this of coaches' motivations in the Scottish context is necessary to inform such initiatives and, in time, result in more effective coaching.

SECTION THREE: POSTAL SURVEY FINDINGS

Postal Survey Method

The postal survey obtained information about the profile of coaches and their motivations to coach. In addition, the survey was designed to gather information which could be explored further through in-depth interviews with the national governing bodies (NGBs) and in group discussions with coaches. Questionnaires were sent to athletics, basketball, hockey, rugby, swimming, tennis and volleyball coaches.

Questionnaire

The questionnaire (copy in the Appendix) obtained information on:

- the personal profile of coaches;
- their qualifications and experience;
- the nature and extent of their commitment to coaching;
- what initially attracts them into coaching;
- the reasons why they remain involved in coaching; and
- the main reasons why they cease coaching.

In addition to personal and coaching career details, data were obtained by respondents selecting categories indicating their intensity of response to a range of relevant factors. Each factor could be rated as one of:

- Very great importance
- Great importance
- Some importance
- No importance
- Irrelevant

Descriptive analyses (percentages) of these data are presented. In addition, cross-tabulations of sample characteristics and responses have been incorporated into the discussion section.

The questionnaire was piloted to identify the main issues affecting coaches and their motivation to coach and to test the questionnaire design.

Sample

The research brief requested an achieved sample size of 80 coaches per sport and the following sample composition:

- Ratio of 50 current coaches to 30 lapsed coaches.
- The following minimum governing body awards in their sport:

Athletics	Assistant Club Coach
Basketball	Level 2 Award
Hockey	Level 2 Award
Rugby	Club Coach Award
Swimming	Assistant Teachers/Coach Award
Tennis	Elementary Coaches Award
Volleyball	Teachers Part 2

Due to the varying nature of information held by governing bodies, it was not possible to construct mailing lists of coaches which would meet exactly the criteria outlined above. For these reasons the data are analysed largely in aggregate as any sport-specific differences may simply reflect the sport-specific variations in the sampling criteria.

In total, 1,289 questionnaires were posted out from which 602 usable responses were returned, a response rate of 47 per cent (Table 1).

Table 1: Postal Survey Sample Size and Response Rates

	No. of Questionnaires Mailed Out	No. of Usable Responses	Response Rate (%)
Athletics	200	68	34
Basketball	200	110	55
Hockey	200	100	50
Rugby	183	88	48
Swimming	122	62	51
Tennis	199	110	55
Volleyball	185	64	35
Total	1,289	602	47

Three sports failed to achieve a response of 80 questionnaires: athletics, swimming and volleyball. The Scottish Athletics Federation mailing list was not up-to-date and failed

to achieve a high response rate most likely due to coaches having changed address. The Scottish Amateur Swimming Association was only able to provide 122 initial contacts and due to the nature of the volleyball mailing list 100 of the coaches had to be contacted via their team secretaries. This approach only achieved a 19 per cent response, reducing the overall response rate for volleyball to 35 per cent.

With the exception of the 100 volleyball coaches, all questionnaires were posted directly to coaches. Three weeks after the initial mail-out a reminder letter was sent to non-respondents. It was not possible to undertake telephone reminders as the NGBs did not have telephone numbers of all coaches.

Each of the governing bodies administers a range of coaching awards. It was necessary to standardise these awards to make comparisons across sports. The awards were grouped into four categories: elementary/introductory, intermediate, senior and advanced. The grouping of awards was based on information obtained from the Scottish Sports Council and the NGBs.

Personal Profile

This section outlines the personal profile of the respondents to the questionnaire, including details of sex, age, employment status and age at which respondents finished full-time education.

Sex

Over two-thirds (71%) of the coaches were male although the distribution of male/female coaches across the seven sports was uneven. The highest proportions of female coaches were found in hockey and tennis (both 45%). Although the profile of women's rugby has increased in recent years none of the rugby coaches was female.

Age

Most coaches (84%) were 30 years of age or over, the assumption being that the majority would have taken up coaching following a playing career (Table 2). The largest proportion of coaches, over a third (36%), were aged 40 to 49 years with almost a fifth (18%) being 50 or older.

There were marked differences in the ages of coaches in each of the seven sports. Athletics, rugby and swimming tended to have a higher proportion of older coaches with over seven-in-ten being 40 or over. In contrast, basketball, hockey and volleyball had a larger proportion of younger coaches. Around a quarter of coaches in each of these sports were under 30.

Table 2: Age of Coaches

	Percentage of respondents
16 to 29	17
30 to 39	30
40 to 49	36
50+	18
<i>Base (all coaches)</i>	591

Note: Figures do not sum to 100 per cent due to rounding

The average age of coaches was 40 although there were differences across the sports. The average age of volleyball coaches, the lowest of all the sports, was 34 years compared to athletics, the highest, at 46 years.

Employment Status

Almost nine-in-ten coaches (88%) were in some form of employment, whether full-time, part-time or self-employed (Table 3). There was little difference between the employment status of coaches across each of the sports although athletics had a higher proportion of coaches (13%) who were retired, which related to the high proportion of athletics coaches (35%) aged 50 years or over.

Table 3: Employment Status of Coaches

	Percentage of respondents
Employed	88
Retired	5
In full-time education	4
Not employed/unemployed	3
<i>Base (all coaches)</i>	598

Age Finished Full-time Education

Two-thirds (65%) of those involved in coaching had gone on to further/higher education (Table 4). This trend was in keeping with other studies (Gould et al, 1990; Tamura et al, 1993) which demonstrated that sports participants were more likely to have gone on to further/higher education.

Table 4: Age Coaches Finished Full-time Education

	Percentage of respondents
19 years or older	61
16 years but under 19	27
15 years and under	8
In full-time education	4
<i>Base (all coaches)</i>	599

Athletics coaches were noticeably different in this respect with fewer than one-third (28%) going on to further/higher education and almost a quarter (24%) finishing full-time education under the age of 16. The age range of the sample of athletics coaches negates simple comparisons with current trends in the population at large. However, part of the explanation for the difference between coaches in this and other studies may be the proportionately smaller education/teacher base for athletics coaches.

Coaching Careers

This section details the reasons behind coaches' decisions for becoming involved in coaching, the length of time spent coaching and the level of performers with whom they work.

Current Coaching Status

The questionnaire identified three types of coach:

- Current coaches - currently involved in coaching on a regular basis.
- Lapsed coaches - once coached but no longer do so.
- Never coached - undertaken an NGB award but never taken on coaching responsibilities.

The number of coaches who had never coached represented only one per cent of the respondents and was consequently not included in the analysis (Table 5).

The ratio of current/lapsed coaches was similar across all sports (current 77%/lapsed 21%) although athletics had a higher proportion (32%) of lapsed coaches. This is probably attributable to the SAF mailing list being less up-to-date than others. (These data only reflect the sample coaches for this study, in which it was necessary to obtain a sufficiently large proportion of lapsed coaches in order to draw comparisons with current coaches.)

Table 5: Current/Lapsed Coaches by Sport

	Total	Athletics	Basket ball	Hockey	Rugby	Swim ming	Tennis	Volley ball
	Percentage of respondents							
Current coaches	77	68	76	85	77	77	79	77
Lapsed coaches	21	32	22	14	23	23	18	22
Never coached	1	0	3	1	0	0	3	2
<i>Base (all coaches)</i>	<i>602</i>	<i>68</i>	<i>110</i>	<i>100</i>	<i>88</i>	<i>62</i>	<i>110</i>	<i>64</i>

Note: Figures do not sum to 100 per cent due to rounding

Reasons for Getting Involved in Coaching

Coaches were asked to rank the importance of a range of factors in their original decision to become involved in coaching, using the scale: very great importance; great importance; some importance; no importance; irrelevant.

General Reasons. While coaches indicated a number of differing reasons for taking up coaching, these were most commonly general reasons. Almost all (95%) had a 'general interest' in the sport while nine-out-of-ten (89%) indicated that 'putting something back into sport' was at least of some importance. In addition, nearly all coaches (96%) indicated that 'helping young people' was at least of some importance in their decision to become a coach.

Involvement of Own Children. Although almost all (96%) coaches wanted to help young people, fewer than a third made reference to their own children. Almost three-quarters (72%) indicated that their own children's involvement was of no importance or not relevant to them. Some sports are more likely to have attracted the parents of child participants than others. Over one-half of athletics (58%) and swimming (55%) coaches indicated that the involvement of their children was at least of some importance in their initial decision to take up coaching. In contrast, only two per cent of volleyball coaches indicated that their children being involved was of some importance.

Financial Reward. Very few coaches were initially attracted by financial rewards. Only 13 per cent indicated that financial reward was of any importance in their decision to take up coaching while almost nine-out-of-ten (87%) considered it of no importance or not relevant to them. The financial reward was of more importance to tennis coaches. Over a third (38%) of tennis coaches indicated that financial reward was at least of some importance in their initial decision to become involved in coaching. This reflects the potential in tennis for remuneration for coaching activities.

Career Opportunities and Occupational Relevance. Relationships with an existing job or potential career were of limited importance in coaches' initial motivations to become involved in coaching. Almost three-quarters (72%) indicated that starting a career in sport was not important/not relevant to their decision to become a coach and over one-half (57%) commented that it was not relevant/not important to their existing occupation. Where a sport had a higher proportion of coaches with PE degrees there was a corresponding increase in the percentage of coaches indicating that their initial decision was influenced by the relevance of their occupation. Over one-half of basketball, hockey and volleyball coaches (77%, 52% and 57% respectively) indicated that their occupation was of importance in their decision to become coaches. Swimming coaches differed slightly from others in that one-half (50%) became involved initially because the career opportunities presented by becoming a coach were of at least some importance to them.

Length of Time Coached

Over two-thirds of current coaches (71%) had coached for over five years with over a quarter (29%) having coached for 16 years or longer (Table 6).

As well as having a greater number of older coaches, rugby and swimming had the greatest proportion of coaches who had coached for longer periods of time. As a consequence, only 12 per cent of the rugby coaches and 15 per cent of swimming coaches had come into coaching in the last five years. Of the other sports, at least three-in-ten coaches (ranging from 29% to 39%) had come into coaching in the past five years.

Tennis had the highest proportion of new coaches. Around one-in-six tennis coaches (17%) had become involved in coaching within the last two years.

Table 6: Years Coached

	Percentage of respondents
Up to 2 years	7
3 to 5 years	22
6 to 10 years	29
11 to 15 years	13
16 years or more	29
<i>Base (current coaches)</i>	<i>464</i>

Note: Figures do not sum to 100 per cent due to rounding

Level of Performers Coached

To determine the level of performers coached, they were categorised as follows:

- Beginner PE classes, instructional classes, non-competitive sport.
- Intermediate Club seniors and juniors, inter-school teams, school international teams and competition performers.
- Advanced National league first division and national squads/teams.
- Elite European competition, Commonwealth Games, Olympic Games.

The majority of coaches (58%) worked with performers at an intermediate level (Table 7). There was very little variation across sports although a greater percentage of the tennis coaches (31%) worked with beginners and none with elite tennis performers.

Those who had less than two years experience as a coach were more likely to coach lower level performers. Over eight-in-ten coaches (83%) who had been coaching for less than two years coached beginners and intermediate performers. The remaining coaches with less than two years experience coached advanced level performers while no coaches with less than two years experience coached elite level performers.

Coaches who worked with advanced and elite performers were more likely to have been involved in coaching for longer periods of time. Seven-out-of-ten coaches (70%) who worked with elite level performers had been coaching for over ten years and over one-half (55%) of coaches who worked with advanced performers had coached for over ten years.

Table 7: Highest Level of Performer Usually Coached

	Percentage of respondents
Beginner	12
Intermediate	58
Advanced	23
Elite	6
<i>Base: (current/lapsed coaches)</i>	588

Note: Figures do not sum to 100 per cent due to rounding

Coaching Activity

Contexts Coached

As shown in Table 8, there are five main contexts in which coaches coach: clubs, schools, individuals, local authorities and representative teams.

Clubs. The most common coaching context for all sports, with the exception of basketball, was in clubs. On average 80 per cent of the coaches coached in clubs, although in the case of swimming almost all (98%) worked in a club context. Basketball had the lowest proportion of coaches who worked in clubs (56%).

School Teams. Basketball had the greatest proportion of coaches working with school teams (83%). Hockey had the second highest proportion, with just under one-half of hockey coaches (47%) working with school teams. Swimming and tennis had the lowest proportion of coaches working with school teams (4% and 8% respectively).

Individuals. Following on from clubs and school teams, the next most likely context in which coaches worked was with individuals. A quarter (24%) of the coaches worked with individuals although across the seven sports involvement with individuals differed considerably. Over one-half of tennis coaches (53%) coached individuals while only one swimming coach indicated they worked with individuals. Surprisingly, a quarter of rugby coaches (26%) indicated they worked with players on an individual basis. The request for this information was not phrased sufficiently well in the questionnaire. All coaches are likely to work with individuals at some point. Respondents confused coaching practice (such as one tennis player on court) with organisational responsibilities (club coaches).

Table 8: Type of Contexts Where Coached

		Percentage of respondents	<i>Base</i>
Club sport		80	(533)
School teams		36	(532)
Individuals		24	(534)
Representative teams		17	(531)
Local authorities		12	(531)
Other	11	(527)	

Base: Current/lapsed coaches

Note: Multiple response question - percentages add up to more than 100%

Representative Team Sport. Almost one-in-five coaches (17%) were involved in coaching representative team sport. About one-in-five (21-22%) hockey, rugby and tennis coaches worked with representative teams while only four per cent of athletics coaches did so.

Local Authority. Over one-in-ten coaches (12%) coached for local authorities, the highest proportion (24%) being tennis coaches.

Other Coaching Contexts. One-in-ten coaches (11%) worked with other groups such as Scouts, Boys' Brigade and college teams, among others.

Type of Tasks Undertaken

The type of tasks undertaken and the extent to which coaches carry out the tasks are shown in Table 9.

Training and Coach Preparation. Unsurprisingly, almost all coaches (97%) were involved in training athletes and over four-in-five coaches (84%) took time to prepare their coaching activities.

Events/Competitions. Three-quarters of coaches (74%) attended events or competitions. Tennis coaches were the exception however, where only one-third (32%) were involved at events/competitions. This is because of the high proportion of tennis coaches involved in coaching for local authorities where the emphasis may be on instruction (giving lessons). In addition, a high proportion of tennis coaches (31%) worked with beginners and less with advanced and elite players thus suggesting less involvement with competitive performers.

Table 9: Type of Coaching Tasks

	Percentage of respondents	
		<i>Base</i>
Training	97	(535)
Coach preparation	84	(533)
Competition/events	74	(526)
Administration	60	(534)
Other coaching tasks	10	(532)

Base: Current/lapsed coaches

Note: Multiple response question - percentages add up to more than 100%

Administration. Three-in-five coaches (60%) undertook administrative tasks in connection with their coaching responsibilities. The exceptions were tennis coaches where less than two-in-five (38%) were involved with administrative tasks. Again this is attributable to the lack of involvement in events and competitions, and the wide range of 'clients' (as opposed to particular club affiliations).

Coaching Commitment

This section details the amount of time spent on coaching and other coaching-related activities and explores the factors maintaining coaches' interest in coaching. Table 10 shows the number of hours spent by coaches on coaching and other coaching-related activities plus the hours they spent in different coaching contexts.

Average Time Spent Coaching per Week

On average, the coaches spent 11.5 hours per week on coaching and other coaching-related activities. However, swimming coaches spent a considerably greater amount of time on coaching than those in other sports, averaging 19.8 hours per week.

It should be noted that the amount of time spent with representative teams is an underestimate as not all coaches who had these responsibilities were able to indicate their weekly commitments. The survey found that the work undertaken with representative teams was often not part of the coaches' overall weekly coaching commitments and was often undertaken during a few selected weeks or weekends during the season.

Time Spent in Coaching Contexts

Club Sport. Coaches spent the greatest amount of time coaching club teams, on average 9.9 hours per week. Swimming coaches, however, spent a greater amount of time on club sport than other coaches (22.1 hours per week). The least amount of time spent on club sport was by hockey coaches (6.1 hours) and tennis coaches (6.6 hours).

School Teams. After club sport, the greatest amount of time was spent coaching school teams. Coaches who worked with school teams spent on average 5.9 hours per week working with them. Rugby and swimming coaches spent a greater amount of time (8.1 hours and 8 hours respectively) on school teams than other sports coaches. The least amount of time spent on school teams (3.5 hours) was by tennis coaches.

Individuals. On average, 4.4 hours per week was spent coaching individuals. Although a quarter of the rugby coaches indicated that they spent time coaching individuals they only spent 2.2 hours per week doing so, the lowest response of all the sports. With the exception of the one swimming coach who coached individuals, the greatest amount of time was spent by athletics coaches, on average 6 hours per week.

Table 10: Number of Hours Spent on Coaching and Coaching-related Tasks by Sport

Time Coached per Week	Aggregate		Athletics		Basketball		Hockey		Rugby		Swimming		Tennis		Volleyball	
	%	hours	%	hours	%	hours	%	hours	%	hours	%	hours	%	hours	%	hours
COACHING CONTEXTS																
Club team	80	9.9	91	10.2	55	8.4	68	6.1	88	10.0	98	22.1	87	6.6	91	8.9
School team	36	5.9	14	4.5	83	5.3	47	7.1	32	8.1	4	8.0	8	3.5	41	4.6
Individual	24	4.4	30	5.9	13	3.3	18	4.0	26	2.2	2	10.0	53	4.8	14	5.8
Local authority	12	5.0	5	4.5	12	3.5	13	3.3	0	0	15	9.3	24	4.8	9	7.0
Representative	17	5.8	4	1.0	11	7.7	22	7.2	21	5.1	16	5.3	21	4.6	17	6.0
Other contexts	11	4.8	9	3.8	10	5.1	14	4.7	6	4.3	15	3.0	14	5.8	10	2.8
COACHING TASKS																
Training	97	6.2	98	6.2	98	5.0	98	4.2	95	5.3	96	11.9	94	7.2	100	5.8
Events/comp	74	4.3	84	4.3	80	3.6	79	3.2	89	3.8	80	9.1	32	3.7	91	3.6
Preparation	84	2.4	82	2.3	75	1.8	88	1.8	93	2.1	91	4.9	74	2.6	91	1.9
Admin	60	2.2	49	2.3	59	1.8	59	1.7	70	2.0	89	4.6	38	1.6	64	1.5
Other tasks	10	2.1	9	2.0	8	2.5	13	1.3	13	2.2	27	2.4	2	1.0	3	4.8
Total Average	11.5		12.0		10.1		9.4		12.3		19.8		9.8		11.7	
<i>Base (no.)</i>	<i>(535)</i>		<i>(56)</i>		<i>(96)</i>		<i>(91)</i>		<i>(82)</i>		<i>(55)</i>		<i>(97)</i>		<i>(58)</i>	

Local Authorities. Although only a small proportion (12%) of coaches worked for local authorities, they spent on average 5 hours per week doing so, swimming coaches being the highest with an average of 9.3 hours per week. Those employed directly by local authorities will be remunerated.

Representative Teams. Of those coaches who were able to indicate their commitment, the average number of hours per week they were involved in representative sport was 5.8 hours. Basketball and hockey coaches tended to spend a greater amount of time (7.7 and 7.2 hours per week respectively) with representative teams than other coaches.

Factors Keeping Coaches Involved

Using a scale of 'very great importance', 'great importance', 'some importance', 'no importance' and 'irrelevant', coaches were asked to rank the factors important to their continued interest in coaching.

Many of the factors indicated as being of importance in their original decision to come into coaching also helped to maintain their involvement. 'Maintaining a competitive involvement in sport', 'wishing to put something back into sport' and 'helping young people' remained important to the majority of coaches.

Enjoyment Gained from Coaching. Overwhelmingly, the enjoyment gained from coaching was one of the major reasons for coaches maintaining their involvement. Ninety-nine per cent indicated that enjoyment was of some importance in maintaining involvement while 88 per cent said this was of very great/great importance to them.

Involvement of Own Children. The importance of their own children being involved in sport was less significant in maintaining athletics coaches' involvement than their original decision to become a coach. Fifty-eight per cent of athletics coaches originally indicated this was of some importance but once involved less than half (42%) said that their children being involved was important in maintaining involvement.

Career Progression. Under half the coaches (41%) considered career progression at least of some importance in maintaining their involvement as a coach. Career progression was considered to be more important to rugby coaches with almost three-in-five (58%) stating that this helped to maintain their interest in coaching. Only 23 per cent of basketball coaches considered career progression to be important in maintaining their involvement.

Social Status Achieved from Coaching. Around a third (35%) of coaches indicated that the social status achieved from coaching was important in maintaining their involvement as a coach. One-half of rugby coaches (50%) considered the social status achieved from coaching to be important in maintaining their involvement whereas basketball coaches were least interested in the social status achieved from coaching, with only a quarter (24%) indicating that this was important in maintaining their involvement.

Financial Reward. The financial rewards were generally of little interest to coaches with only 22 per cent indicating that these were important in maintaining their involvement. Tennis coaches were the exception with half (51%) stating that these were of some importance to them in maintaining their involvement. Only 38 per cent of the tennis coaches indicated that the financial reward was important to them in their initial decision. It could be assumed, therefore, that once involved in coaching the financial reward becomes a more important factor to tennis coaches. This reflects the instructor/paid lesson nature of the tennis coach's involvement, and the extent to which these coaches value such an income source whether full or part time.

Coach Education

National Governing Body Awards

The distribution of awards between and within the sample sports in part reflected the nature of the mailing lists provided by the national governing bodies of sport (NGBs). For example, the list provided by the Scottish Lawn Tennis Association contained only those who were registered with the governing body and had undertaken coaching awards (with the exception of one coach). The Scottish Hockey Union lists included a wider range of coaches: those who had taken a coaching award in recent years, those who were registered with the coaching association, and details of coaches not known to have undertaken a coaching certificate but who were actively coaching. Whilst the data may not be representative of the total population of coaches, they do identify the fact that lists of active coaches in some sports have considerable numbers of uncertificated coaches.

Four-in-five (80%) of the coaches had NGB awards. Basketball coaches had the lowest proportion of coaches (47%) with awards whereas nearly all the swimming, athletic and tennis coaches had NGB awards (97%, 98% and 99% respectively). Although PE teachers are associated with sport, those holding PE degrees/diplomas were less likely to hold NGB awards than other coaches. Only six-out-of-ten coaches holding PE degrees/diplomas (63%) had NGB awards compared to eight-out-of-ten (80%) of all coaches.

Levels of NGB Awards Held. The awards offered by the NGBs were grouped into four categories: introductory/elementary, intermediate, senior, and advanced awards (Table 11). The most common level of award held was intermediate (43%) although, taken together, senior and advanced awards were held by around the same proportion (45%) of coaches (Table 12). Only 12% of coaches held introductory awards. The proportions of coaches holding these levels of awards paralleled the proportions of coaches working with beginner (12%), intermediate (58%), advanced (23%) and elite (6%) athletes. Some nine-in-ten coaches (92%) working with elite-level performers held NGB awards. Interestingly, it was coaches of advanced level performers who had the lowest proportion of NGB awards (71%), not coaches who worked with beginners as might be expected.

Level Sport	Introductory/Elementary	Intermediate	Senior	Advanced
Athletics	Pacesetter 1 Pacesetter 2	Assistant coach	Club coach Young athlete club coach	Senior coach
Basketball	Elementary Introductory Level 1 Coaching cert	Intermediate Level II	Advanced coach	
Hockey	Leaders	Level I (full coach) Level II (SVQ from Jan 95)	Level II (senior coach) Level III (new SVQ)	Level III (advanced coach) Level IV (new SVQ) Senior staff coach
Rugby	RFU prelim	Youth coach / teachers cert	Club coach	Advisory coach
Swimming	Prelim teacher Prelim club coach	Teacher Assistant club coach	Club coach	ASA coach
Tennis	Tennis leaders Tennis teachers	Elementary coaches	Club coaches Intermediate Part II	Performance coach Professionals registration course
Volleyball	Introductory	Teachers award I & II	Club coach	Staff tutor

Table 12: Type of NGB Award Held

	Percentage of respondents
Introductory/elementary	12
Intermediate	43
Senior	34
Advanced	11
<i>Base (coaches with NGB awards):</i>	420

Date NGB Awards Obtained/Revalidated. Over one-third (36%) of NGB awards possessed by the coaches were obtained in the period 1993 to 1994, over half of which were intermediate level awards. In the period 1980 to 1992 senior awards were more commonly attained than any other level of award. This reflected the seniority of coaches who had been involved in coaching for the longest periods of time, and suggests that coaches who ‘stay the course’ do move through the awards process.

National Coaching Foundation (NCF) Courses

Only one-third of all coaches (33%) had undertaken NCF courses. A higher proportion of coaches had undertaken the Introductory courses (24%) compared to Key courses (17%) and less than one-in-ten had taken Advance Workshops (6%) or Tutor Training (5%) (Table 13). Half of the hockey coaches (49%) had undertaken NCF courses, the highest proportion of all the sports.

Table 13: Type of NCF Award Held

	Percentage of respondents
Introductory	24
Key course	17
Advanced workshop	6
Tutor training	5
None of these	67
<i>Base (all coaches)</i>	553

Note: Multiple response question - percentages add up to more than 100%

Views about Coach Education

Although four-in-five coaches (80%) had undergone coach education through NGB award training, the general information received from coaches suggested that more and better support for coach education was required. Using a scale of: ‘excellent’, ‘good’, ‘okay’, ‘poor’, ‘very poor’ and ‘irrelevant’, coaches were asked what they thought of the current level of support and services available to coaches.

Grants to Attend Coach Education Courses. Asked what they thought of the availability of grants to attend coach education courses, almost one-half (48%) considered the availability to be poor/very poor and only 39 per cent thought the availability of grants okay or better. The most positive responses were from volleyball coaches. Two-thirds (66%) of them considered the availability of grants to attend coach education courses to be okay or better while only a quarter (25%) thought the availability to be poor/very poor. Improvements in the availability of grants to attend coach education courses would be of importance to 85 per cent of coaches in maintaining their involvement in coaching. There was a strong response from

swimming coaches where a quarter (26%) indicated that improvements to grants for coach education were of very great importance to them.

Locally Available Coach Education Courses. Half (51%) of the coaches considered the availability of local coach education courses to be poor/very poor. About two-thirds of swimming and basketball coaches (69% and 67% respectively) considered access to locally available coach education courses to be poor/very poor. Hockey coaches were more satisfied with the availability of local coach education courses although over one-third (36%) still described the availability as poor/very poor.

Constraints and Needs

A fifth (21%) of the coaches in the sample had ceased coaching. The questionnaire obtained details on their decisions to stop coaching and the factors that may be important in a decision to return to coaching. This section also explores what improvements would maintain the interest of current coaches in coaching.

Reasons for Coach Drop-out

The factors identified as being important in coaches' decisions to cease coaching can be grouped into two categories: those which are directly associated with sport and coaching, and those that have no direct relationship to sport or coaching provision. Many factors affecting coaches' decisions to stop coaching were identified although the more influential factors were not directly associated with sport and coaching. These factors were mostly associated with coaches' personal life outside sport.

One of the main factors, cited by a quarter (25%) of lapsed coaches, which affected their decisions to cease coaching related to the pressures of work (Table 14).

Table 14: Main Factors Affecting Coaches' Decisions to Cease Coaching

	Percentage of respondents
Pressure of work	25
Interest in other things	21
Family pressures/commitments	11
Moved away/changed job	9
Conflict of goals between self and others in sport	7
Dissatisfaction with the commitment of athletes	7
Boredom/staleness with coaching context	7
Health/injury	6
Lack of help from administrators	6
<i>Base (lapsed coaches):</i>	<i>114</i>

Note: Multiple response question - percentages add up to more than 100 per cent

The main reasons associated directly with sport and coaching related to a conflict of goals between the coach and others in the sport (7%), dissatisfaction with the commitment of athletes (7%), boredom/staleness with the coaching context (7%) and a lack of help from administrators (6%).

Factors that would Encourage Coaches to Return

Almost nine-out-of-ten lapsed coaches (87%) had considered returning to coaching. Of these, 40 per cent indicated that a return to coaching was likely, 33 per cent were unsure while the remainder indicated that a return to coaching would be unlikely. Lapsed coaches who had considered a return to coaching were asked to indicate what factors would encourage them to return to coaching using the scale of 'very great importance', 'great importance', 'some importance', 'no importance' and 'irrelevant'. Two-thirds of lapsed coaches indicated that grants to attend coach education courses (66%) or the opportunity to work with senior coaches (65%) would be at least of some importance in encouraging them to return to coaching. These represented the most important factors that would encourage coaches to return to coaching.

The low sample size for each of the sports does not permit detailed analysis of specific sports. However, basketball coaches indicated that they were more likely to return to coaching than other sports coaches if there were improvements in support from the NGB, improvements in facilities and equipment, improvements in payment for coaching and if grants were made available to attend coach education courses.

Improvements to Encourage Current Coaches to Remain

Current coaches were asked what improvements would further sustain their interest in coaching. Coaches were asked to indicate the importance of improvements to a number of factors using the scale of 'very great importance', 'great importance', 'some importance', 'no importance' and 'irrelevant'. Over nine-in-ten current coaches considered improvements in support from the NGB (93%), improvements in the availability of facilities (93%) and improvements in the standard of equipment in facilities (93%) would be important in maintaining their involvement as coaches. Similar proportions also indicated that improvements in coaching associations/networks (89%) and the availability of local coach education courses (90%) would be important in maintaining their interest. Improvements in payment for coaching was of least importance to current coaches although 62 per cent did indicate that it would be at least of some importance.

There were few differences between the aggregate sample and those of the individual sports although improvements in career opportunities was of more importance to swimming coaches (79%) than all coaches (60%). Improvements in payments to coaches would also be more appealing to swimming coaches, with 83 per cent indicating that this would be at least of some importance in maintaining their interest in

coaching compared to 62 per cent of all coaches. Rugby coaches were least interested in improving payments to coaches with only 41 per cent indicating this would maintain their involvement in coaching.

SECTION FOUR: DISCUSSION

Introduction

This section consists of an analysis and discussion of the issues arising from the study. Recommendations are suggested at the end of each sub-section. The section has been divided into the following sub-sections followed by a summary of policy issues:

- Sample characteristics
- Attractors to coaching
- Retaining interest
- Disengagement
- Female coaches

The discussion and analysis draw upon the findings of the postal survey, the interviews and group discussions, and are informed by the findings evidenced in the literature review.

Sample Characteristics

The difficulties involved in obtaining sample populations from national governing bodies of sport (NGBs) raise two issues:

- First, despite a number of NGBs having lists of those who had achieved NGB awards and/or coaches registered by clubs, little progress has been made in establishing databases of active coaches with sufficient attendant detail to enable NGBs and others to use the lists for communication purposes and as a market for services and support.
- Second, it became clear that not all individuals were operating in contexts in which the term 'coaching' implied similar functions and responsibilities. Attempts were made, by establishing minimum levels of qualification, to achieve a degree of commonality of purpose. However, interviews and discussions confirm our analysis of the data - that individuals who operated as 'instructors' and in the school-teaching context had markedly different aspirations, motivations and expressed needs. Our view is that this research has been a valuable exercise but that a number of follow-up studies are required in specific coaching contexts.

The characteristics of the sample coaches are very similar to other UK surveys. Over half the coaches were 40 years of age or over and 70 per cent had been coaches for more than six years. This suggests that once committed to the role, and if initial barriers are overcome, coaches will serve for long periods of time within their sports. The majority of coaches were in employment and treated coaching as a 'free-time' activity albeit for a significant average weekly commitment of over 11 hours (note: swimming coaches at 20 hours and an average school teacher coaching commitment at 6 hours). The coaches' educational backgrounds confirmed earlier studies with 65 per cent having experienced further or higher education (note: athletics at 23%).

The data confirm the general perception that coaches are amateur, with tennis a notable exception. Payment for tennis coaching was universal and the National Coach estimated 25 full-time self-employed coaches in Scotland. Confirmation that tennis coaches (and coaches in other sports of a similar nature not forming part of this study) may need to be considered separately in policy terms was given by self-reported categorisation of their activities as 'instructional' classes (31%).

It was not surprising that 90 per cent of the sample coaches had been performers in their sport. Another general perception confirmed very strongly was the coincidence of level of award with level of athlete coached. This was particularly noticeable in the correspondence between elite performer and very experienced coach. Few coaches worked primarily with beginner performers. This is not surprising since an attempt was made to ensure a minimum level of level of NGB award within the sample. However, 83 per cent of those who had coached for less than two years worked with beginner or intermediate level performers.

Two further trends were evident:

- Those coaches with physical education degrees were less likely to have NGB qualifications.
- Coaches of advanced level athletics had the lowest percentage of NGB award holders.

Recent government policy statements (Dept of National Heritage, 1995) have embraced the notion of increased certification for teachers. NGBs in some sports may perceive PE teachers to be an appropriate client group for coach education. Disappointingly, in view of efforts by the Scottish Sports Council and the National Coaching Foundation and in the context of an extended curriculum for SVQ certification, two-thirds (67 per cent) of the coaches in the sample had no involvement with National Coaching Foundation courses.

Recommendations

Priority

- *There is an urgent need to proceed with efforts to establish databases of active coaches in addition to qualified coaches.*
- *Specific NGBs should use the findings from this study and similar studies to establish the characteristics of coaches in their sports and incorporate these into recruitment strategies and more general support services.*
- *School teachers (including physical education teachers) should be one priority for coach education. Arrangements for national support mechanisms should be considered (including award course subsidies, vacation coaching award 'schools', and awards which recognise existing skills and knowledge).*

General

- *There is a need for a series of targeted research studies into:*
 - *specified levels of NGB award holders; and*
 - *different coaching contexts (such as school teachers, club coaches, paid versus voluntary coaches).*
- *NGBs should continue with their policies of certification of coaches in positions of responsibility within sport, in order to provide role models and encourage coaches to engage in the awards process.*

Attractors to Coaching

The results of the postal survey data confirmed the existing literature in identifying a general interest in sport, helping young people, putting something back into the sport and a wish to remain involved in competitive sport as the principal motivators. However, these factors, both singly and together, receive universal acknowledgement and may not therefore be useful as discriminating factors and consideration of additional motivational factors is required to appreciate the mechanisms involved. Nevertheless, these data confirmed the fact that the great majority of coaches are drawn into coaching from a background of having played the sport.

There was strong evidence that financial reward is not an important factor although this is perhaps not surprising given the part-time voluntary status of the majority of coaches. This was not the case in tennis (where the sample consisted entirely of coaches who received payment for coaching) and there was some evidence that payment was an influence in the swimming coaches where there is a career structure, albeit limited in scale.

Having the participation of one's child as an attractor to coaching has been identified in previous studies and was acknowledged as important by 28 per cent of the sample. However, the combined data masked considerable variations by sport. It applied to 58 per cent of coaches in athletics and 55 per cent in swimming in which sports young

people participate outwith school structures, in comparison for example with only two per cent in volleyball. It seems clear that recruitment populations will differ across sports.

Career opportunities and relevance to one's occupation were less important, but there were a significant number of teachers in basketball and volleyball. In swimming, 50 per cent of the sample coaches identified some career opportunities. Interview comments recognised the value of involvement in coaching at a high level: "it does you no harm", "it's professionally valuable".

Analysis of responses in the categories 'of very great importance' and 'of great importance' cross-referred to the coaches' personal circumstances revealed some valuable insights. Those who had been coaches for over ten years were more likely to have been attracted by a continuing involvement in competitive sport (53% compared with 41% of coaches who had been involved for ten years or less) and to have reported a link to their occupation. Coaches of advanced and elite performers (and those with the higher levels of certification) were more likely to identify that competition was an attractor and that they had been 'asked to help'. Perhaps not surprisingly coaches with beginner and intermediate performers were more likely to be attracted by 'helping young people'.

A similar type of analysis reinforces the sport-specific nature of the data. Involvement in competitive sport was rated as an attractor by 79 per cent of rugby coaches and 56 per cent of volleyball coaches in contrast to 36 per cent of both basketball and tennis coaches. The influence of the tennis 'instructor' and the high percentage of schoolteacher basketball coaches explain this difference. Very significantly, the 'parental' attractor (athletics 47% and swimming 41% in contrast to basketball 7% and volleyball 0%) shows an inverse ratio to the influence of occupation (basketball 56% and volleyball 41% compared to athletics 3% and swimming 19%).

Interview responses indicated that no NGBs had a systematic recruitment strategy: "no planned route into the sport". NGBs advertised and promoted their coach education programmes through leaflets, newsletters, etc to member clubs and this was complemented at local level by the efforts of local authorities. However, it was acknowledged that the recruitment of coaches was unplanned and accepted as a 'natural' part of the sport life-cycle for some individuals.

Two interpretations of the evidence require further consideration:

- There is some evidence of coaches being attracted by the desire to work with advanced level performers (cf Pastore, 1991) and to continue a form of competitive involvement with which they have had a considerable experience. It seems likely, however, that a further stratum of coaches is motivated initially by a more general interest in sport and in helping young people. This may include a significant number of teachers and parents. A tentative suggestion (although with some evidence to the contrary in athletics) might be that the coaches who stay the course

or who attain higher levels of certification are those who wish to work with advanced level performers.

- The second trend was identified in interviews and discussion. This was the substantial influence of 'drift' into coaching (cf White, Mayglothling and Carr, 1989), perhaps because of opportunity factors (such as resignation of a previous coach, existing leadership role, expansion of the club, discontinuing playing because of injury) or of being asked to become involved. 'Fast-tracking' (accelerated progression through certification for experienced performers) was accepted in principle, albeit with some reservations, but was not yet a common practice.

Overall, the factors identified were similar to previous studies identified in the literature review. However, the study has demonstrated that the generality of summaries generated from such work masks a more diverse sport-specific picture and the actual mechanisms involved present a largely unresearched array of opportunity factors.

Recommendations

Priority

- *Recruitment of coaches should be directed to the participant/performer base within the sport. Recruitment from parents of performers and certification of (principally physical education) teachers should be a considered action in some identified sports.*
- *NGBs should adopt recruitment strategies. These should acknowledge not only the motivating factors but the recruitment mechanisms involved.*
- *NGBs acting through member organisations should actively persuade targeted groups of performers to become involved. Promotional literature directed at NGB award courses should be considered as only part of a recruitment strategy.*

General

- *Profile research is required on targeted groups of coaches, particularly the opportunity factors which have influenced coaches of advanced standard athletes.*
- *All agencies concerned should engage in a promotion and awareness campaign on coaching and coaches. Individual NGBs should undertake sport-specific recruitment practices.*
- *NGBs should include in their recruitment strategies an assumption that differential motivations will manifest themselves in different 'career' pathways within the sport and that such groups will require different forms of support.*
- *There should be a greater degree of co-ordination between NGB and local authority coach education recruitment and delivery.*

- *NGBs should give active consideration to 'fast-tracking' committed performers of high standing and experience.*

Retaining Interest

This is an important issue since the essence of achieving quality coaching is to support and sustain the throughput of experienced coaches. Part of this is understanding the context within which coaches operate.

Of the sample coaches, 80 per cent operated in clubs (98% of swimming coaches) whereas only 12 per cent worked for a local authority. Once again, these figures mask the sport-specific variations. For example, 83 per cent of basketball and 47 per cent of hockey coaches operated in a school context in contrast to four per cent of swimming coaches and eight per cent of tennis coaches. The paid instructor status of many tennis coaches was illustrated by 24 per cent working for local authorities against the average of 12 per cent. Almost all coaches led training sessions and acknowledged that they spent time planning. However only three out of four coaches attended competitions with performers (32% in the case of tennis coaches).

Not surprisingly, 99 per cent of coaches cited a continued sense of enjoyment as important in retaining their interest and, once again, maintaining competition involvement, putting something back and helping young people were identified as common factors. Other than in tennis, financial return was not a major factor although, in interview, rugby coaches felt that the professionalisation of the game may affect this in the future.

Further analysis of the 'very great' and 'great' importance responses demonstrates some valuable discriminating patterns. Coaches of more than ten years experience were twice as likely to identify continued competitive involvement. Coaches of higher level performers were much more likely to cite competitive success (63%) and although with a lower score, social contacts were also more valued (28%). In contrast, coaches of less than six years experience rated helping young people more highly (79% compared with 63% of those with longer experience). There was general support for grants for coach education and for locally-held award courses.

A similar analysis shows some interesting trends within sports. In all sports, the opportunity to be involved in competition rates more highly as a factor to maintain interest than as an initial attractor. In swimming and athletics the initially high parental attractor decreases as a sustaining motive. The importance of financial return increases for tennis coaches and is reflected, perhaps, in their relative disregard for competitive success (25%) compared to rugby coaches (57%).

A pattern is emerging in which interest is sustained by those coaches whose motives are related to the 'coaching' role, involving an engagement in competition structures, rather than a more general involvement. The initial attractors are still present but expressed within the structured, usually club, context. This has implications for the nature of the support offered to coaches, particularly those who are experienced.

The perceptions of the coaches in the sample about the support services available to them were mixed. Almost half of the coaches felt that grants for coach education were poor, and a similar percentage identified local provision of coach education courses as poor. In addition, 85 per cent said that the availability of grants would be important in sustaining their interest.

Factors cited as of some importance in sustaining interest were NGB support, the availability of facilities and standards of equipment. Also rated highly were coaches' networks and local education courses (particularly by the less experienced coaches). The majority of NGB representatives indicated that the level of support to coaches was less than they would wish it to be: "not as structured as it might have been". Coach education was perceived as a service; some NGBs have newsletters and most have a fairly extensive seminar/visiting expert programme. There is mixed provision and encouragement of 'coaches associations' but even when established they generally represent a fairly small proportion of coaches.

Some consideration needs to be given to the provision and delivery of coach education. It was identified as important in sustaining interest and lapsed coaches who were considering returning said that refresher and updated courses were essential. Most NGBs said that coach education courses had to be delivered on a break even basis or were even used to generate income. However, grants were available to assist targeted individuals, particularly to attend overseas courses/conferences. Further consideration will also need to be given to SVQ developments. A number of coaches expressed reservations about the perceived additional work and cost and suggested that this may act as a demotivating factor.

Although only 12 per cent of the coaches in the sample worked for a local authority, it is clear that local authorities have a role to play in delivering coach education. Interviews with local authorities established a pattern of provision at the recreation/participation level which required 'tutors for classes'. All coaches were paid for this role. Local authorities also expressed a desire to help local clubs, with some acknowledgement of performance and excellence needs. This was normally expressed as coach scholarship/grant schemes and subsidised coach education. Recruitment was perceived to be a process of identifying tutors for courses/classes. It seems clear that the energy, aspiration and resource in local authorities might have some potential for extending support beyond its strong coach education role. This was evidenced in one local authority which had focused upon three sports and in which club-based coaching was supported.

The factors involved in sustaining interest in coaching are specific to individuals, contexts and sports but some patterns have emerged. The initial attractors remain important and provide the source of satisfaction that sustains the coaches. With this and experience there is some lesser emphasis on the parental role and a greater emphasis on the competition involvement. The potential exists for factors relating to this coaching role to become important, such as the availability of facilities.

At this point, it should be noted that the interviews with NGB representatives and with discussion groups identified a potential barrier to sustaining and developing the coaching role. A view was expressed that more needs to be done to create a 'coaching culture'. There was a poor concept of what coaching entailed and a very variable policy role for coaching within NGBs.

Whilst this may seem an intangible perception, individuals were able to identify barriers to a positive working environment. This translated into the availability of facilities, access to facilities, the status of coaching and coaches, the availability of support services, club development and a sense of "having to do it in your own time without encouragement". The inference to be drawn from this is that a more general enhancement of the coaching culture is required to attract and sustain interest.

Action needs to be taken by individual sports and by the other agencies involved to remove any perceived barriers to coaches establishing a positive working environment in which coach education is more readily available. All agencies need to recognise that coaches at different stages and in different working contexts require targeted support.

Recommendations

Priority

- *Strategies to sustain and develop coaches' motivations should recognise the diverse needs of less and more experienced coaches; those who are influenced by more general 'helping relationships' factors; those who are motivated by continued competitive involvement; and those who operate in local authority, school and club contexts.*
- *Coach education should be resourced as part of a strategy covering initial attractor, sustained interest, and refresher. This may differ in sports in which a financial return for coaching can be anticipated (tennis) or in which the demand is high (swimming).*
- *A national scheme should be available to enable targeted coaches to gain experience of working with senior coaches in supportive, challenging environments. Opportunities may exist within the UK, but appropriate opportunities overseas should be resourced.*
- *Coach education certification courses (particularly at non-advanced levels) should be available locally. This should be an integrated scheme between NGBs and local authorities.*
- *All agencies should work towards the establishment of a coaching culture within which the individual coach's motivations can be satisfied. This should be a long-term priority for the Scottish Sports Council.*

General

- *Non-remuneration career paths can be identified within sports (such as representative teams, larger more prestigious clubs, 'official' positions, coach education). These should be researched further and their incentive value recognised by NGBs.*

- *In the context of a largely amateur body of coaches, there should be a greater degree of co-ordination in coach education provision between local authorities, NGBs and the Scottish Sports Council. It will be important to ensure that specific arrangements are made to target:*
 - *fast-tracking coaches;*
 - *refresher courses;*
 - *relicensing courses;*
 - *initial attractors;*
 - *experienced coaches attending overseas courses; and*
 - *in-service opportunities.*
- *Local authority sports development strategies should embrace support to club coaches in addition to 'class tutors'. The positive working environment should include facility access where possible, in addition to access to sports services such as medicine/physiotherapy.*
- *NGBs, perhaps on a regional basis, should give consideration to the creation of 'coach support networks'. This may be achieved by an active Coaches Association.*

Disengagement

An important part of the study was an analysis of the reasons for coaches disengaging from coaching. Although there were some patterns in the responses, it is also evident that there are a great many factors involved and that these have to be considered within individual circumstances. The factors identified most strongly, complementing findings in the literature, related to external considerations: pressure of work, development of other interests, family commitments and job changes. It is clear that coaching as a part-time, primarily voluntary activity will be subject to pressure from other more central life interests. In many ways it is a tribute to coaches that so many continue with such a significant level of commitment. There were also a number of coaching-related factors, although in the non-career coach context those were far less important: conflicting goals, dissatisfaction with the commitment of athletes, boredom and staleness, and lack of help from administrators.

It is obvious that there is a degree of role conflict between coaching and one's occupation and/or family commitments. However, there is some evidence that there is a link to physical education teaching in some coaches remaining involved. This reinforces the need for further research on targeted populations.

The interviews and discussions illuminated individual decisions to disengage and, in particular, focused on those coaches who had 'overcome' role conflicts but lost their sense of enjoyment. Factors identified here included rejection by players; lack of credibility; becoming "used up"; giving "less than total commitment"; becoming out of

date; and the effects of the physical demands involved. The responses suggest that even with coaches of great experience, a form of burnout appears. One might speculate that particular constraints are perceived to be more demotivating as coaches move into a 'plateau stage' in their coaching careers. NGBs and other agencies, therefore, should attempt to 're-energise' coaches on a regular basis (visits, workshops, changes of role, regular networking). Some coaches, notably in the indoor sports of volleyball and basketball, expressed dissatisfaction with the availability of facilities.

Once again, it is important to recognise that there are distinctive streams of coaches and that they may exit at a number of stages in their coaching careers: teacher coaches; those who are involved for a relatively short period and experience role conflict; coaches of some experience in competitive sport who express frustration with the working environment; and coaches who have come to the end of what might be considered a 'natural' coaching life-span.

On the other hand, nine out of ten lapsed coaches had considered returning to coaching and 40 per cent considered this to be likely. When asked to identify factors likely to influence them, coaches pointed to grants for coach education, the availability of local coach education and the opportunity to work with senior coaches.

The most significant finding is that the reasons cited for disengagement by coaches are not those that can be addressed easily by policy makers. A two-pronged attack is necessary:

- First, there is a need to recognise that coaching has a life-cycle and that therefore there are changing expectations about an individual's involvement (ie, not necessarily continuous).
- Second, there is a need to provide services such as grants for education, local coach education, social networks, incentive opportunities with senior coaches and technical update opportunities to ease the transition back into coaching.

There is also the larger question of the quality of the working environment and its effect on sustaining the throughput of coaches. Evidence from the data collected, but very strongly from the interviews and discussions, points to the need to create a coaching culture with fewer material (facility access, competition) constraints. This would be a very significant factor in producing a supportive environment in which coaches' perceptions of their worth and their sense of personal satisfaction could be enhanced.

Recommendations

Priority

- *NGBs and other agencies should recognise the different disengagement factors for different groups of coaches. Examples of these would be: individuals whose children have ceased to participate; individuals less motivated by competitive sport; role conflict during*

life-cycle stages - occupational pressures, marriage, raising a family; 'disenchantment' in older coaches; achievement-orientated coaches who experience a lack of success.

- *All agencies must seek to achieve a positive working environment which sustains a sense of personal satisfaction in coaches.*
- *In-service education, seminars/conferences, contact with the NGB, opportunities for technical updating, maintenance of social contacts and recognition by agencies should be viewed as mechanisms for sustaining coaches' involvement.*
- *Attempts should be made to retain information on and contacts with coaches who have disengaged.*
- *Grants for retraining and flexibly delivered courses should be available to returning coaches.*

General

- *Policy and strategy makers should recognise that there is a process of disengagement within a coaching life-cycle and plan to incorporate this.*
- *Research is required into the personal and opportunity cost of coaching on occupations and personal relationships.*

Female Coaches

Previous sections have treated the response to the coach questionnaires in a unidimensional fashion. However, one of the key issues in the literature, particularly in North America, has been the decline in the number of female coaches. In the UK, the work of White, Mayglothling and Carr (1989) forms part of a larger agenda of studies on women in sport. The preponderance of male coaches, particularly in more advanced certification and positions of responsibility, prompted a further analysis of the data and a group discussion with female coach representatives. The sample of coaches in the survey was not stratified by gender and resulted in 71 per cent of responses from male coaches.

The pattern of responses between the genders was in fact quite similar but when examining the extreme response of 'very great' and 'great' importance some differences began to emerge. Female coaches were less likely to be attracted by continued involvement in competitive sport (43% of females compared with 50% of males) but more likely to be attracted by helping young people (83% females to 66% males), general interest (82:70%) and because of a relationship to their occupation (42:21%). In maintaining interest, female coaches continued to favour helping young people and their occupation but identified less with competitive success (24:43%) and social contacts (12:21%). In a related fashion, female coaches perceived that the opportunity to work with high level performers was less available (13:24%). Disengagement because of pressure of work was not as significant for females (27:39%).

Previous work and the interviews conducted confirm the view that coaching is regarded as being a male preserve and that this is reflected in deployment practices. It seems likely that the number of women participants and the existing perceptions engendered by a male stereotype in coaching and administration results in a 'structural discrimination'. No NGBs identified any action to redress the situation, although local authorities were perhaps more aware of the issues involved.

The findings confirm the perception that at the initial stages of coaching certification and in teaching, there are appropriate numbers of women coaches and that their primary orientation is not towards a longer-term commitment to the competitive sport coaching career. Hart et al (1986) offer the partial explanation that women sportspeople are not socialised into **expecting** to become coaches (few role models, lack of encouragement, lower expectations by others, absence of technical preparation). Action is required to redress the overall imbalance but specific action is required to address the dearth of competition coaches from whom the status, role model positions are appointed.

Recommendations

Priority

- *Targeted recruitment of women coaches should be focused on the competitive sport playing base.*
- *Recruitment strategies should adopt a 'process' approach to recruiting women coaches which acknowledges and addresses the need for socialisation into the coaching role.*
- *NGBs should actively seek to target and support women coaches at representative levels and as coach education tutors.*

General

- *NGBs and local authorities should establish mechanisms to enhance social contacts between women coaches.*
- *Greater account should be taken of the life-cycle of the woman coach and recruitment of former athletes/players should be considered.*
- *All previous recommendations should be adopted but a measure of targeted action implemented to identify, recruit and retain female coaches.*
- *The principle of differentiated provision/action for coaches should also apply to women coaches. Previous recommendations have stressed the differentiated nature of coaches, coaching and sports. The principle of differentiated action in recognition of this should also apply to women coaches.*

Summary

The research offers broad support for the factors which have previously been identified as significant in attracting individuals to become coaches and in sustaining their interest. The data on disengagement also support previous findings on the importance of factors unrelated to coaching. However, the findings are particularly important because they:

- demonstrate the relative importance of the factors in a Scottish context; and
- have established that the global identification of these factors does not provide sufficient understanding and requires an acknowledgement of the distinctive pathways within the coaching career.

Although the data were not intended to be analysed in terms of the available motivation theories, it is clear that this descriptive evidence lends weight to a call for a coach-focused interpretation of the Sport Commitment Model (Scanlan et al, 1993) which stresses less the alternative options and more the extent to which satisfaction/enjoyment is expressed by the optimal realisation of a dynamic set of motivating factors. In this respect explanations are required which recognise the life-cycle of a coaching career (whether uninterrupted or not) and developing motives. The concept of personal investment is relevant and appears to accord with the length and intensity of commitment even when the reward and working environment are not perceived to be particularly positive. The individual coach's sense of power or powerlessness in relation to the range of coaches, performers, administrators and agencies which support or constrain involvement is an under-researched issue in the study of the coaching role and motivations in coaching.

Policy makers should address a number of issues:

- Individual coaches have a general disposition to coaching (helping young people, interest in the sport, etc), but policy makers must recognise the distinctive pathways into coaching (parent, competitor, teacher) and that these are sport specific.
- Coaches are to be found in the playing/performing base of the sport and those who reach a level of status, responsibility, advance certification and experience have, for the most part, been motivated by competition involvement and its corollaries more so than others.
- Coaches are not easily reached by incentives and rewards. They identify the working environment and the 'enjoyment' in coaching as significant factors. Their involvement may reflect, for the most part, the same motives as participants (competition, achievement, sociability). Services provided to coaches are important but may not, of themselves, be sufficient to sustain involvement. In an amateur context and with considerable 'intrinsic' commitment, the motive to coach is a complex set of circumstance, opportunity, external direction, preparation for the role and significant affiliation to the sport.

- This can best be addressed by adopting sport-specific strategies to recruit and sustain individuals in coaching.
- Coaching has been treated by NGBs as a 'natural' progression for small numbers of performers (and occasionally parents). It has not been subject to systematic attention.
- The influence of drift, social expectations and opportunistic factors cannot be over-emphasised.
- Provision of grant schemes, scholarship schemes, general promotion of coaching and a comprehensive education system are essential - but efforts to create and support a **positive working environment** for coaches must be a long-term priority.
- Specific populations must be targeted and this includes enhancing the recruitment of women coaches.
- Some positive action is justified in the targeting of women coaches to provide role models.
- It is essential that the efforts of local authorities in the delivery of coach education and in providing qualified coaches for foundation/participation level sport are recognised and integrated into a national strategy.
- A national strategy for coaching and coach education must address the issues contained in this report and it is necessary that the efforts of NGBs, the Scottish Sports Council, local authorities and other relevant agencies are integrated into a coherent package of measures to ensure that the quantity and quality of coaches and coaching continues to rise.

APPENDIX: COACHES' QUESTIONNAIRE

Questionnaires were sent to coaches in each of the seven sports involved in the study. There were no significant differences in the phrasing of the questions among them other than changing the references to the sports themselves as appropriate. This sample questionnaire was used for athletics coaches.