

# Factors Associated with Teachers' Recruitment and Continuous Engagement of External Coaches in School-Based Extracurricular Sports Activities: A Qualitative Study

Kenryu Aoyagi<sup>1</sup>, Kaori Ishii<sup>2</sup>, Ai Shibata<sup>2</sup>, Hirokazu Arai<sup>3</sup>, Chisato Hibi<sup>1</sup>, Koichiro Oka<sup>2</sup>

<sup>1</sup>Graduate School of Sport Sciences, Waseda University, Saitama, Japan

<sup>2</sup>Faculty of Sport Sciences, Waseda University, Saitama, Japan

<sup>3</sup>Faculty of Letters, Hosei University, Tokyo, Japan

Email: ken-ryu.ao-yagi@ruri.waseda.jp

Received January 18<sup>th</sup>, 2013; revised February 20<sup>th</sup>, 2013; accepted March 4<sup>th</sup>, 2013

Copyright © 2013 Kenryu Aoyagi et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

School-based extracurricular sports activity (SBECSA) has developed as an opportunity that adolescents play sports in Japan. However, there are some issues to maintain active SBECSA such as lack of teacher who can coach SBECSA expertly, and large imposition of teachers to manage SBECSA. For resolving these issues, promoting engagement of external coach is favorable. Nevertheless, the number of external coach has not been enough. Therefore, the purpose of the present study was to explain facilitators and barriers related with teacher's action for recruitment and handling with external coach, and expected qualification for external coach. Personal semi-structured interview was performed toward 22 teachers who worked in a public junior high school or a public high school. In the analysis of the present study, the KJ method—a type of qualitative analyses—was used. All transcribed data were divided into individual content and grouped together into small, middle and large categories. For facilitators, four large categories such as benefits to SBECSA, benefits to teachers, system and support were emerged. For barriers, four large categories such as negative influences on SBECSA, negative influences on teachers, system and support were grouped. For expected qualifications, five large categories such as humanity, ability, cooperativeness, attributions and trust were categorized. In conclusion, the present study identified various facilitators, barriers and expected qualifications. External coach would increase by enhancing facilitators, reducing barriers, and targeting human resource who meets expected qualifications.

*Keywords:* Adolescent; KJ Method; Facilitator; Barrier; Expected Qualification

## Introduction

Sports are regarded as necessary activities for people to lead a healthy and cultural life (Ministry of Education, Culture, Sports, Science and Technology in Japan: MEXT, 2011). School-based extracurricular sports activity (SBECSA) has been developed to provide an opportunity for adolescents to play sports. In Japan, SBECSA is performed after school and on weekends. Generally, teachers coach team members and manage the SBECSA. In 2009, 64.9% of junior high school students (75.5% boys and 53.8% girls) and 40.7% of high school students (54.5% boys and 26.6% girls) participated in SBECSA (MEXT, 2009b). Because of large numbers of participants, SBECSA is considered to have an enormous influence on adolescents' lives. Furthermore, MEXT has emphasized that SBECSA should be closely associated with education in the Course of Study for junior high and high schools (curriculum guide for defining basic standards for education) (MEXT, 2008, 2009a).

SBECSA is a very valuable activity for healthy development of adolescents. A Japanese national-wide survey for physical fitness revealed not only a cross-sectional positive relationship

between participation in SBECSA and physical fitness, but also a long-term effect of SBECSA on adult physical fitness (MEXT, 2012). Farb and Matjasko (2012) reviewed previous studies for school-based extracurricular activities and adolescent development. Some positive effects of extracurricular sports activities for academic performance, educational attainment, and psychological adjustment are revealed in the review. Thus, it is crucial for adolescents to stay active in SBECSA to gain short-term and long-term benefits.

However, there are some issues with SBECSA staying active at schools. First, some teachers are not technically able to coach the sport involved in the SBECSA at their school, even though full-time teachers generally coach SBECSA (MEXT, 1997, 2010b). According to research performed in Japan, more than half of SBECSA teachers did not have expertise to coach the sport offered at their schools (Yamagata Prefecture Board of Education, 2010). Second, SBECSA teachers are often faced with physical, monetary, and mental impositions to manage SBECSA (MEXT, 1997; Japan Senior High School Teachers and Staff Union, 2008). Third, when SBECSA teachers transfer to other schools, the SBECSA sometimes becomes inactive

(School-based Extracurricular Sport Activity in Junior High School “Nagano Model” Exploratory Committee, 2004; Nakazawa, 2011). Generally, Japanese teachers of public school are required to transfer to another school once every several years. Given that expert coaching relates with positive youth development (e.g., improving performance skill, confidence, positive social relationship, and morality) (Cote & Gilbert, 2009; Stewart, Lindsay, & Trevor, 2011), expert coaches are essential in SBECSA.

To resolve these issues, there has been a growing interest from schools and government in promoting engagement of external coaches in SBECSA. An external coach is defined as a person who coaches school-based extracurricular activity instead of or support for teacher (Sasakawa Sports Foundation, 2011). For example, human resources of external coach are a part-time teacher, sport club coach, leader of a social physical education program, graduate of the school in question, and parent of the students (All Japan High School Athletic Federation, 2012). In 2010, MEXT also recommended that schools should emphasize engagement of external coaches in SBECSA (MEXT, 2010b). Actually in many cases, sports activities have been outsourced in some countries, especially extracurricular activities in Australia (Macdonald, 2011; Williams, Hay, & Macdonald, 2011). However, engagement of external coaches in SBECSA is currently inadequate in Japan. A lack of external coaches has been reported for certain sports (e.g., wrestling and archery) (Nippon Junior High School Physical Culture Association, 2010). In addition, the number of external coaches varies greatly depending on prefectural area (Nishijima, Yano, & Nakazawa, 2007). In such situations, teachers also reported insufficient or limited coaching frequency and difficulty securing human resources as important issues associated with recruitment and continuous engagement of external coaches (Miyagi Prefecture Board of Education, 2008; Yamagata Prefecture Board of Education, 2010).

To promote engagement of external coaches, enhancement of facilitatory factors and reduction of barriers associated with teachers’ recruitment and support of external coaches would be valid strategies. In addition, to clarify how external coaches are required by teachers is important to target human resources as external coaches. However, only few Japanese and other countries’ studies have examined facilitators, barriers to promoting engagement of external coaches, and qualifications expected of external coaches among full-time teachers (Miyagi Prefecture Board of Education, 2008; Yamagata Prefecture Board of Education, 2010; Williams, Hay, & Macdonald, 2011). Additionally, most studies were conducted by quantitative methods using only few question items. Thus, previous researches may not comprehensively clarify facilitators, barriers, and expected qualifications. To identify factors associated with recruitment and continuous engagement of external coaches, qualitative research such as that involving interview is necessary. Therefore, the purposes of the present study were to clarify facilitators and barriers associated with recruitment and continuous engagement of external coaches as well as expected qualifications of external coaches among full-time school teachers.

## Methods

### Participants

The participants in the present study were 22 teachers who

worked in either a public junior high school or a public high school. Participants were selected to vary demographic and occupational characteristics of the teachers, including type of school, prefecture, extracurricular activity type, and teaching subject. They were recruited from 13 prefectural areas, and managed 10 sports (i.e., basketball, judo, kendo, rowing, rubber-ball baseball, soccer, swimming, table tennis, tennis, and volleyball). Participants were offered a gift card worth 1000 yen for participating in the research. Participants were informed of the purpose and design of the research and written informed consent obtained from each of them. The research proposal was approved by the ethics board of Waseda University.

### Interview Procedure

Before the interview, each participant’s demographic and occupational characteristics were obtained in writing. A personal semi-structured interview was then performed. A pilot study was conducted with two teachers to modify the question items of the interview. The interview contained the following predetermined open-ended questions: 1) What are the facilitatory factors involved in recruiting and handling external coaches? 2) What are the barriers to recruiting and handling external coaches? 3) What qualifications do you expect of external coaches? Participants were asked to respond freely to the questions. Interview length ranged between 20 and 60 minutes. All interviews were performed at a convenient place for each participant, such as a community center or school, between June and August 2011. All interviews were audiotaped with agreement from the participants.

### Analysis

The KJ method (Kawakita, 1970) was selected for analysis of the present study. The KJ method is one of qualitative analysis and it is erected by Jiro Kawakita in Japan. Adaptive possibility of this method in foreign countries has been indicated (Scupin, 1997). Before the analysis, each recorded interview was transcribed verbatim. All transcribed data were then divided into individual content by three researchers who were experts in sports education or psychology. Nearly identical contents were grouped together and coded as “small categories” in each area (i.e., facilitator, barrier, and expected qualification). For each small category, three researchers discussed and defined title of category. Next, similar small categories were further grouped into “middle categories”. Finally, the similarities and differences among the middle categories produced “large categories”. In a way similar to small category, each middle and large category was entitled. Then, initial of facilitator, barrier, and expected qualification with identical number was added to make discussion easier.

## Results

### Characteristics of Participants

Twenty-two teachers participated in the interview (Table 1). Fourteen teachers were male, and the age of the participants ranged from 24 to 58 years with an average of 41.3 years (standard deviation = 11.7). Eleven teachers worked in a junior high school. Only three of six SBECSA teachers who recruited external coaches provided some compensation. Teachers specialized not only in physical education, but also in other subjects

**Table 1.**  
Demographic and occupational characteristics of participants.

No.	Gender	Age	School	Prefecture	Extracurricular activity type	Teaching subject	Status	External coach for the SBECSEA	Compensation
1	M	27	Junior high	Shiga	Soccer	Health and physical education	-	No	-
2	M	29	Junior high	Tokyo	Rubber-ball baseball	Math	-	No	-
3	M	33	Junior high	Okinawa	Rubber-ball baseball	Japanese	-	Yes	No
4	M	35	High	Saitama	Soccer	Math	-	Yes	Yes
5	M	38	Junior high	Okinawa	Soccer	Math	-	No	-
6	M	42	High	Akita	Kendo	Math and information	-	No	-
7	M	48	High	Niigata	Volleyball	Math	-	Yes	No
8	M	49	Junior high	Fukuoka	Brass band	Society	-	Yes	Yes
9	M	49	High	Niigata	Swimming	Health and physical education	-	No	-
10	M	52	High	Akita	Judo	Health and physical education	-	No	-
11	M	55	High	Kanagawa	Rowing	Health and physical education	-	No	-
12	M	56	Junior high	Hokkaido	-	English	Principal	-	-
13	M	57	Junior high	Aichi	-	Art	Principal	-	-
14	M	58	High	Hyogo	-	Health and physical education	Assistant principal	-	-
15	F	24	High	Chiba	Tennis	Math	-	No	-
16	F	26	Junior high	Hokkaido	Volleyball	Health and physical education	-	No	-
17	F	26	Junior high	Nagano	Table tennis	English	-	Yes	Yes
18	F	31	Junior high	Aichi	Basketball	Math	-	Yes	Yes
19	F	31	High	Chiba	Soccer	Health and physical education	-	No	-
20	F	41	High	Akita	Cooking	Home economics	-	-	-
21	F	48	High	Kanagawa	Volleyball	Health and physical education	-	Yes	No
22	F	54	Junior high	Fukuoka	-	Technology and home economics	Principal	-	-

such as math, Japanese, art, and English. Three principals and one assistant principal were also included among the participants.

### Facilitators

Four large categories of facilitators emerged (**Table 2**). The large categories were 1) benefits to SBECSEA (e.g., growth of team members, enhancement of connection with local community, prevention of decline in coaching level by changes of SBECSEA teachers); 2) benefits to teachers (e.g., reduced burden on SBECSEA teachers, lack of teachers who can technically coach, growth of SBECSEA teachers); 3) system (e.g., compensation, mediation of external coaches); and 4) support (e.g., introduction from acquaintances, understanding from the school). There were 17 middle categories and 50 small categories for more detail in **Table 2**.

### Barriers

Four large categories of barriers emerged (**Table 3**). The large categories were 1) negative influences on SBECSEA (e.g., disregard of educational aspect, problem behavior, conflict of coaching policy); 2) negative influences on teachers (e.g., increased burden on SBECSEA teachers, inverted status, declination of teacher's leadership ability); 3) system (e.g., lack of compensation, limitations of system, lack of cognition about

system); and 4) support (e.g., opposition from others, lack of knowledge). There were 17 middle categories and 45 small categories for more detail in **Table 3**.

### Expected Qualifications

Five large categories of expected qualifications emerged (**Table 4**). The large categories were 1) humanity (e.g., character, abidance by rules, educational thinking); 2) ability (e.g., credentials, technical coaching, experience); 3) cooperativeness (e.g., communication skill, support of SBECSEA teachers); 4) attributions (e.g., age, occupation); 5) trust (e.g., acquaintances, selection by SBECSEA teacher). There were 14 middle categories and 52 small categories for more detail in **Table 4**.

## Discussion

To explain the facilitators and barriers of recruiting and handling relationships with external coaches and the qualifications of external coaches expected by teachers, the personal semi-structured interview was administered to 22 teachers. As a result, many novel categories were extracted and categorized in the present study.

In middle category level, growth of team members, inspiring morale of team members, improvement of practice quality, enhancement of connection with local community, growth of SBECSEA teachers as facilitators, and poor relationship, conflict

**Table 2.**  
Facilitators of recruitment and handling of external coaches.

Large category (4)	Middle category (17)	Small category (50)	
Benefits to SBECSA	Growth of team members	f1. Improving technic of team members	
		f2. Team member contact with adults other than teacher	
		f3. Learning about manners	
		f4. Positive effect on mental phase	
		f5. Showing communication with SBECSA teacher and external coach to team members	
		f6. Desire to let team members more skillful	
		f7. Ease of teaching team members courtesy toward external coach	
	Inspiring morale of team members	f8. Increasing motivation of team members	
		f9. Increasing confidence of team members	
		f10. Providing stimulation for team members	
		f11. Having freshness for daily SBECSA	
		f12. Bracing climate of the SBECSA	
		f13. Conveying enthusiasm about the sport	
		f14. Conveying expectations of SBECSA teacher to team members	
Improvement of practice quality	f15. Growing in practice efficiency		
	f16. Having a diverse coaching method		
	f17. Being able to show examples of play		
	f18. Increasing practice method		
	Enhancement of connection with local community	f19. Utilizing a human network of external coaches	
		f20. Connection with local community	
		f21. Utilizing human resources of local community	
	Improvement of safety	f22. Improvement of safety	
f23. Dealing with members' injuries			
Prevention of decline in coaching level by changes of SBECSA teachers	f24. Maintaining coaching level when SBECSA teacher changes schools		
	f25. Ease of fit the SBECSA which has external coach when teacher changes schools		
Improvement of cogency	f26. Having cogency		
Coordination between SBECSA teacher and parents	f27. Becoming a bridge between SBECSA teacher and parents		
Benefits to teachers	Reduced burden on SBECSA teachers	f28. Reduced burden on SBECSA teacher	
		f29. Help for SBECSA teacher	
		f30. Being able to use time other than that spent on technical coaching	
		f31. Increasing number of coaches	
		f32. No need for SBECSA teacher to learn about the sport	
		f33. Being able to allow the SBECSA teacher to rest	
	Lack of teachers who can technically coach	f34. Inability of SBECSA teacher to coach technically	
		f35. No teachers available to become an SBECSA teacher	
		f36. Worry for team members because of no technical coaching	
		f37. Complaints from team members regarding SBECSA teacher who cannot coach technically	
		f38. Having other viewpoints	
		Coaching from various perspectives	f39. Closeness of external coach with team members
			f40. Seeing growth of team members in terms of the SBECSA
Growth of SBECSA teachers	f41. Promoting SBECSA teacher's learning about coaching methods		
Busyness of teacher	f42. Promoting SBECSA teacher's learning about attitude toward team members		
	f43. Teachers' busyness of their work		
System	Compensation	f44. System that supplies external coach with compensation	
		f45. Increasing adoptable number of external coaches in system	
	Mediation of external coaches	f46. Ease of prescribing to external coach because of supplied compensation	
Support	Introduction from acquaintances	f47. System that mediates external coaches	
		f48. Availability of person to introduce external coach	
	Understanding from the school	f49. Strong connection with relatives	
		f50. Positive attitude of school regarding engagement of external coach	

Note: "f" placed in front of small category means "facilitator". Additionally, each small category was given identical number for discussion.

**Table 3.**  
Barriers to recruitment and handling of external coaches.

Large category (4)	Middle category (17)	Small category (45)
Negative influences on SBECSA	Poor relationship	b1. Past failure to engage external coach
		b2. Having trouble with parents
		b3. Development of a complex human relationship
		b4. Break up of relationship between external coach and team members
		b5. Mismatch of SBECSA teacher and external coach
	Disregard of educational aspect	b6. External coach who cannot give pupils guidance
		b7. Lack of understanding of external coach about school policy
		b8. Lack of knowledge about team member's life in school
	Problem behavior	b9. Too much value placed on winning
		b10. Physical punishment
b11. Sexual harassment		
Conflict of coaching policy	b12. Ranting	
	b13. Misappropriating	
Insufficient technical coaching	b14. Conflicting opinions with external coach	
Negative influences on teachers	Increased burden on SBECSA teachers	b15. Becoming practice of SBECSA harder
		b16. Developing a way to resolve immobilization of the external coach
		b17. Increased burden on SBECSA teacher
		b18. Attentiveness to external coach
		b19. Feeling sorry for external coach because the SBECSA was not managed well
	Decreased coaching opportunity for teacher	b20. Burden of only seeing external coach's coaching
		b21. The need to try hard if external coach engages in SBECSA
	Difficulty adjusting to external coach	b22. Availability of teacher who can technically coach the sport
		b23. Feeling of not having to depend on external coach
	Inverted status	b24. Loss of enjoyment of coaching
b25. Inconvenient practice time		
Declination of teacher's leadership ability	b26. No time for meetings	
	b27. Stronger influence of external coach than SBECSA teacher on team members	
System	Rudimentary system	b28. Declination of teacher's leadership ability
		b29. Difficulty to cancel the engagement of external coach once engaged in SBECSA
		b30. Cumbersome procedure to enroll external coach
		b31. Unclear system of introduction of external coaches
		b32. Uncertain system
	Lack of compensation	b33. Large burden on external coach
		b34. Little compensation
	Limitations of system	b35. Difficulty prescribing to external coach because of a lack of compensation (volunteer)
		b36. Burden of compensation
	Lack of cognition about system	b37. Institutional limitation on number of external coaches
b38. Institutional limitation on coaching frequency		
Difficulty finding external coaches	b39. Little knowledge of system	
	b40. Lack of dissemination of system	
Support	Opposition from others	b41. Difficulty finding external coaches
		b42. Negative attitude of school regarding engagement of external coach
	Lack of knowledge	b43. Opposition to accepting external coaches who live outside of the local area
b44. Having had no ideas to promote engagement of external coach		
		b45. Ignorance about engagement of external coach in the school

Note: "b" placed in front of small category means "barrier". Additionally, each small category was given identical number for discussion.

**Table 4.**  
Expected qualifications of external coaches by teachers.

Large category (5)	Middle category (14)	Small category (52)
Humanity	Character	e1. A person of integrity
		e2. Being trusted by team members
		e3. Having passion
		e4. Having general intelligence
		e5. A person who likes children
		e6. Cheerful disposition
		e7. A person who does not hide anything
		e8. A person who likes sports
	Abidance by rules	e9. No physical punishment
		e10. Staying on time
e11. No sexual harassment		
e12. Having clear boundaries with team members		
Educational thinking	e13. Abiding by a duty of secrecy	
	e14. Thinking of the personal progress of team members	
	e15. Understanding that SBECSSA is a school activity	
No business use	e16. Not only engaging in technical coaching	
	e17. Not only valuing winning	
Ability	Expert	e18. Not using status of external coach in other business
		e19. Expert in physical training
		e20. Expert with a high level technique and coach in the short-term
		e21. Ability to perform acupuncture or massage
		e22. Expert in mental training
	Credentials	e23. A person who can engage more than one SBECSSA
		e24. Expert in nutritional guidance
		e25. Taken a course in coaching
	Technical coaching	e26. Having credentials for coaching
		e27. Having teaching credentials
Experience	e28. Being able to coach technically	
	e29. Having knowledge about technical coaching theory	
Cooperativeness	Communication skill	e30. Having experience in coaching
		e31. Having experience in teaching
		e32. Being able to communicate with others
	Support of SBECSSA teachers	e33. Fit of coaching policy with SBECSSA teacher
		e34. Not coaching only by the external coach's opinion
		e35. Ability to communicate opinions to SBECSSA teacher
Attributions	Age	e36. Being an adjunct of SBECSSA teacher
		e37. Coaching regularly
		e38. Becoming a bridge between SBECSSA teacher and team members
	Occupation	e39. Giving main position to SBECSSA teacher
		e40. Young
		e41. Age from 30s to 40s
Trust	Acquaintances	e42. Elderly
		e43. Younger than SBECSSA teacher
		e44. Civil servant
	Selection by SBECSSA teacher	e45. A person whose job is coaching SBECSSA
		e46. Sport store staff
		e47. Pupil the teacher once taught
		e48. Introduction from acquaintance
		e49. Understanding the character of the person
		e50. Graduate student of the school
		e51. Parent of the team members
		e52. Selection by SBECSSA teacher

Note: "e" placed in front of small category means "expected qualification". Additionally, each small category was given identical number for discussion.

of coaching policy, difficulty adjusting to external coach, lack of compensation, difficulty finding external coaches as barriers were consistent with previous researches (Ibaraki Prefecture Sports Promotion Council, 2007; Yamagata Prefecture Board of Education, 2010; Williams, Hay, & Macdonald, 2011). In the facilitator for benefits to SBECSA, growth of team members was categorized (for example, “f1. improving technique of team members”, “f2. team member contact with adults other than teacher”, and “f3. learning about manners”). Especially for “f2. team member contact with adults other than teacher”, pupil guidance recommendations published by MEXT indicated that communication with local adults or coaches improves sociality and norm consciousness of children (MEXT, 2010a). Therefore, external coaches have positive effect for socialization of children. Additionally, activity with peers and adults cause higher intrinsic motivation of children than activity with peers only (Shernoff & Vandell, 2007). The result of the present study (i.e., “f8. Increasing motivation of team members” in benefits to SBECSA) also demonstrated that there are some cases which recruitment of external coach increases motivation of team members.

However, disregard of educational aspects (e.g., “b6. external coach who cannot give pupils guidance” and “b9. too much value placed on winning”) and problem behavior (e.g., “b10. physical punishment” and “b12. ranting”) that could have negative influences on SBECSA were categorized as barriers. In addition, educational thinking by the external coach (e.g., “e14. thinking of the personal progress of team members”, “e16. not only engaging in technical coaching”, and “e17. not only valuing winning”) was reported in humanity as an expected qualification. It is suggested that selecting or providing an external coach who has an educational attitude helps teachers to accept external coaches and reduce future trouble with the coaching policy between teachers and external coaches.

For system among both facilitators and barriers, factors related to understanding from the school were observed (e.g., “f50. positive attitude of school regarding engagement of external coach” was a facilitator, and “b42. negative attitude of school regarding engagement of external coach” was a barrier). In most situations, school principals have the authority to determine the school’s management policy. Therefore, if the school principal opposes the recruitment of an external coach, it is very difficult for a teacher to recruit the external coach. Encouraging cognition of school principal for the benefits of recruiting external coaches clarified in the present study would facilitate engagement of external coaches.

In the system of barrier, “b31. unclear system of introduction of external coaches” was revealed. A previous case study, aimed to develop a mediation system of external coach, similarly indicated that insufficient disclosure of information disturbed promotion of engagement of external coaches (Kanagawa Prefectural Center of Physical Education, 2007; Okatsu, 2011). Disclosing information about external coaches is important to enhance teachers’ accessibility to the mediation system. Insufficient disclosure of information could relate to trust of external coaches categorized as a large category of expected qualifications. Teachers required acquaintances such as “e47. pupil the teacher once taught”, “e50. graduate student of the school”, and “e51. parent of the team members”. Previous studies also reported that most SBECSA teachers selected external coaches from acquaintances of the teacher or former students of the school because it was easier to obtain their in-

formation and they could trust these individuals more than an unknown person (Kanagawa Prefectural Center of Physical Education, 2007; Okatsu, 2011). To increase trust of external coaches, obtaining their personal information is necessary. Thus, promoting transparency of information (e.g., coaching policy or how external coaches are introduced) is crucial when organizations that manage mediation systems of external coaches, such as prefectural boards of education, modify the mediation system.

Among the other barriers in system, lack of cognition about system (for details, “b39. little knowledge of system” and “b40. lack of dissemination of system”) were notable. Research in Kanagawa prefecture explained that most external coaches, teachers, and principals did not know about the coach mediation system of Kanagawa prefecture (Kanagawa Prefectural Center of Physical Education, 2007; Kanagawa Prefecture Board of Education, 2008). Thus, it is important that the local government which manages the coach mediation system develops effective strategies with which to advertise the system to the school and to each teacher to promote engagement of the external coach.

As negative influences on teachers, inverted status (i.e., “b27. stronger influence of external coach than SBECSA teacher on team members”) was identified. In SBECSA management guide of Ehime prefecture, disrespect for the SBECSA teacher by team members was reported as an issue arising from excessive dependence of the SBECSA teacher on the external coach (Ehime Prefecture Board of Education, 2011). To avoid disrespect for SBECSA teachers by team members, cooperativeness such as “e34. not coaching only by the external coach’s opinion”, “e36. being an adjunct of SBECSA teacher”, and “e39. giving main position to SBECSA teacher” were interpreted as expected qualifications. As a way, clearly defining the position and roles of the external coach would enhance teachers’ actions in recruiting external coaches.

In terms of expected qualifications, there were various opinions regarding the age group of external coaches in attributions. The study for Slovene coaches mentioned that younger coaches were more accurate, open to novelties, conscious, agreeable, and able to manage their own emotions compared with older coaches. Whereas, older coaches behaved in a more democratic manner than did younger coaches (Dimec & Kajtna, 2009). Because characteristics of each coaching method differ depending on the age of the coach, the teachers examined in the present study explained their preferred coaching method characteristics of external coaches in terms of age group.

In addition, there were different opinions regarding teachers’ burdens, such as “f28. reduced burden on SBECSA teacher” in benefits to teachers versus “b17. increased burden on SBECSA teacher” in negative influences on teachers. Recognition of teachers by providing compensation in system, both of facilitator and barrier, also differed (e.g., “f46. ease of prescribing to external coach because of supplied compensation” as a facilitator versus “b35. difficulty prescribing to external coach because of a lack of compensation (volunteer)” as a barrier). Some local governments have established a system of supplying compensation, although many local governments do not have a mediation and compensation supply system (Setagaya Ward Board of Education, 2009). This explains the regional difference and teachers’ personal differences in the factors associated with recruitment and handling of external coaches.

A limitation of the present study is that SBECSA or

SBECSA teacher characteristics and regional characteristics are not differentiated. Future studies must specify the relationship between the characteristics of SBECSA and teacher and the categories of facilitator, barrier, and expected qualification. While there are limitations, the present study extracted and categorized many novel facilitators, barriers, and expected qualifications related to the behavior of teachers in recruiting and handling external coaches. The participants in the present study had rich characteristic variation (e.g., type of school, prefectures located in urban and rural areas, extracurricular activity type, and teaching subject). The diversity of participants helped to collect exhaustive opinions from teachers, and expand adoptive possibility for other prefectures in Japan or other countries faced similar problems such as lack of coach.

### Conclusion

The present study identified various and detailed facilitators and barriers associated with the recruitment and continuous engagement of external coaches, as well as the expectation of their qualifications. According to the result of the present study, it is suggested that the local government which manages the coach mediation system should promote transparency of external coaches' information and develop strategies with which to advertise the system to the school and teachers. Similarly, encouraging cognition of school principal for the benefits of recruiting external coaches clarified in the present study would be valuable. As a further suggestion, selecting or providing external coaches who have an educational attitude and defining the positions and roles of external coaches clearly helps teachers to accept them and reduce future trouble with coaching policies between teachers and external coaches. Promoting engagement of external coaches would be made easier by enhancing facilitators and ridding barriers associated with recruitment and handling of external coaches as well as targeting human resources who meet expected qualifications. The findings of the present study may contribute to promote engagement of appropriate external coaches, and could provide one of clues to resolve issues of SBECSA commencing with lack of coach, and achieves further youth development.

### Acknowledgements

The authors would like to thank all participating teachers and the peers who introduced participants. The present study was supported by the Sasakawa Sports Research Grant (No. 120B3-010) from Sasakawa Sports Foundation, and Global COE Program "Sport Sciences for the Promotion of Active Life" from the Ministry of Education, Culture, Sports, Science and Technology in Japan.

### REFERENCES

- All Japan High School Athletic Federation (2012). News from head office. URL (last checked 17 January 2013).  
[http://www.zen-koutairen.com/f\\_publish.html](http://www.zen-koutairen.com/f_publish.html)
- Cote, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science and Coaching*, 4, 307-322. doi:10.1260/174795409789623892
- Dimec, T., & Kajtna, T. (2009). Psychological characteristics of younger and older coaches. *Kinesiology*, 41, 172-180.
- Ehime Prefecture Board of Education (2011). Management guide of school-based extracurricular sport activity. URL (last checked 17 January 2013).  
<http://ehime-c.esnet.ed.jp/hosupo/undoubukatudou/index.html>
- Farb, F. A., & Matjasko, L. J. (2012). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review*, 32, 1-48. doi:10.1016/j.dr.2011.10.001
- Ibaraki Prefecture Sports Promotion Council (2007). The way of future school-based extracurricular sport activity. URL (last checked 17 January 2013).  
<http://www.edu.pref.ibaraki.jp/board/bunspo/sports/setti/toushin.pdf>
- Japan Senior High School Teachers and Staff Union (2008). Final report of actual condition survey for issues of school-based extracurricular sport activity in 2006.
- Kanagawa Prefectural Center of Physical Education (2007). As regards a way of future system of registration and mediation of coach. URL (last checked 17 January 2013).  
<http://www.pref.kanagawa.jp/uploaded/attachment/2426.pdf>
- Kanagawa Prefecture Board of Education (2008). Research report for sport activity of secondary school student. URL (last checked 17 January 2013).  
<http://www.pref.kanagawa.jp/uploaded/attachment/176796.pdf>
- Kawakita, J. (1970). *Zoku hassouhou*. Tokyo: Chuokoron-shinsha, Inc.
- Macdonald, D. (2011). Like a fish in water: Physical education policy and practice in the era of neoliberal globalization. *Quest*, 63, 36-45.
- Ministry of Education, Culture, Sports, Science and Technology in Japan (1997). Report of investigative research for way of school-based extracurricular sport activity. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/b\\_menu/shingi/chousa/sports/001/toushin/971201.htm](http://www.mext.go.jp/b_menu/shingi/chousa/sports/001/toushin/971201.htm)
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2008). The course of study in junior high school. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/a\\_menu/shotou/new-cs/youryou/1304424.htm](http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/1304424.htm)
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2009a). The course of study in higher school. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/a\\_menu/shotou/new-cs/youryou/1304427.htm](http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/1304427.htm)
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2009b). White paper on education, culture, sports, science and technology. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/b\\_menu/hakusho/html/hpab200901/1295623.htm](http://www.mext.go.jp/b_menu/hakusho/html/hpab200901/1295623.htm)
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2010a). *Outline of pupil guidance*. Tokyo: Kyoiku-toshou, Co., Ltd.
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2010b). Sport-oriented nation strategy: Sport community Japan. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/a\\_menu/sports/rikkoku/1297182.htm](http://www.mext.go.jp/a_menu/sports/rikkoku/1297182.htm)
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2011). Basic law of sports. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/a\\_menu/sports/kihonhou/attach/1307658.htm](http://www.mext.go.jp/a_menu/sports/kihonhou/attach/1307658.htm)
- Ministry of Education, Culture, Sports, Science and Technology in Japan (2012). National survey result of physical and athletic capacity. URL (last checked 17 January 2013).  
[http://www.mext.go.jp/b\\_menu/toukei/chousa04/tairyoku/kekka/k\\_detail/1326589.htm](http://www.mext.go.jp/b_menu/toukei/chousa04/tairyoku/kekka/k_detail/1326589.htm)
- Miyagi Prefecture Board of Education (2008). Research for school-based extracurricular sport activity of secondary school.
- Nakazawa, A. (2011). A postwar history of extracurricular sport activities in Japan (1): Focusing on the transition of the actual situation and policy. *Hitotsubashi Bulletin of Social Sciences*, 3, 25-46.
- Nippon Junior High School Physical Culture Association (2010). Spread sheet of research for number of member school and student. URL (last checked 17 January 2013).  
[http://www18.ocn.ne.jp/~njpa/pdf/h22gaibu2\\_mf.pdf](http://www18.ocn.ne.jp/~njpa/pdf/h22gaibu2_mf.pdf)
- Nishijima, H., Yano, H., & Nakazawa, A. (2007). A sociological study of coaching and management of club activities in junior high schools: Based on a questionnaire survey to teachers of sports club activities in two prefectures and Tokyo metropolitan. *Bulletin of Faculty of*



- Education in the University of Tokyo*, 47, 101-130.
- Okatsu, S. (2011). Way of utilizing local human resource in SBECSA: Challenge of SBECSA external coach in Nagoya. *Toho Gakushi*, 40, 35-46. URL (last checked 17 January 2013). [http://www.aichi-toho.ac.jp/outline/files/201106004001\\_03.pdf](http://www.aichi-toho.ac.jp/outline/files/201106004001_03.pdf)
- Sasakawa Sports Foundation (2011). Installation of sports leader bank in each prefecture. *Sports White Paper: Future that Sports Should to Aspire*, 86-88.
- School-Based Extracurricular Sport Activity in Junior High School "Nagano Model" Exploratory Committee (2004). Proposal of school-based extracurricular sport activity in junior high school "Nagano model". URL (last checked 17 January 2013). <http://www.pref.nagano.lg.jp/kyoiku/taiiku/bukatu/teigen/teigen.pdf>
- Scupin, R. (1997). The KJ method: A technique for analyzing data derived from Japanese ethnology. *Human Organization*, 56, 233-237.
- Setagaya Ward Board of Education (2009). "Support of SBECSA, detachment of school councilor" in Setagaya ward. URL (last checked 17 January 2013). [http://www.mext.go.jp/b\\_menu/shingi/chukyo/chukyo3/042/siryu/\\_icsFiles/afieldfile/2009/03/19/1247451\\_4](http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/042/siryu/_icsFiles/afieldfile/2009/03/19/1247451_4)
- Shernoff, J. D., & Vandell, L. D. (2007). Engagement in after-school program activities: Quality of experience from the perspective of participants. *Journal of Youth and Adolescence*, 36, 891-903. [doi:10.1007/s10964-007-9183-5](https://doi.org/10.1007/s10964-007-9183-5)
- Stewart, V., Lindsay, O., & Trevor, C. (2011). The role of the coach in facilitating positive youth development: Moving from theory to practice. *Journal of Applied Sport Psychology*, 23, 33-48. [doi:10.1080/10413200.2010.511423](https://doi.org/10.1080/10413200.2010.511423)
- Tokyo Metropolitan Board of Education (2008). Companion of coaching school-based extracurricular activity for external coach. URL (last checked 17 January 2013). [http://www.kyoiku.metro.tokyo.jp/press/bukatsu\\_tebiki.pdf](http://www.kyoiku.metro.tokyo.jp/press/bukatsu_tebiki.pdf)
- Williams, J. B., Hay, J. P., & Macdonald, D. (2011). The outsourcing of health, sport and physical educational work: A state of play. *Physical Education and Sport Pedagogy*, 16, 399-415. [doi:10.1080/17408989.2011.582492](https://doi.org/10.1080/17408989.2011.582492)
- Yamagata Prefecture Board of Education (2010). As regards a way of future school-based extracurricular sport activity. URL (last checked 17 January 2013). <http://www.pref.yamagata.jp/ou/kyoiku/700021/21unndoubukatudouarikata.pdf>