

# Facilitators and Barriers of External Coaches' Involvement into School-Based Extracurricular Sports Activities: A Qualitative Study

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School-based extracurricular sports activity (SBECSA) provides one of the main opportunities for adolescents to play sports in Japan. However, maintaining active SBECSA is difficult because of the large burden on teachers to manage SBECSA and a lack of SBECSA teachers who can coach expertly. To resolve these issues, the recruitment of external coaches has been promoted. However, the number of coaches and frequency of coaching are not sufficient for the current demand. Additionally, it is not clear how to promote the engagement of external coaches. Therefore, the purpose of the present study was to explore a variety of facilitators and barriers associated with the involvement of external coaches into SBECSA. Twenty-five external coaches were recruited from junior high and high schools across Japan. Data obtained through personal semi-structured interviews were analyzed using the KJ method (a qualitative type of analyses). As a result, seven facilitators (positive feelings, adequate system, positive social support, comfortable climate of SBECSA, environment, growth of external coach, network building), and six barriers (negative feelings, inadequate system, lack of support, uncomfortable climate of SBECSA, poor environment, burdens) were identified. In conclusion, SBECSA would become more attractive for external coaches by enhancing facilitators and reducing barriers.

*Keywords:* Adolescent; After School; Coach; KJ Method; Volunteer

## Introduction

Engagement in exercise and sports has been recommended for adolescents to prevent decreased physical fitness and to enhance healthy development (Ministry of Education, Culture, Sports, Science and Technology in Japan: MEXT, 2011). Similar to foreign countries such as Australia, Canada, and the UK (Sport Council Wales, 2009; Edwards, Kanters, & Bocarro, 2011; Australian Bureau of Statistics, 2012), school-based extracurricular sports activity (SBECSA) provides one of the main opportunities to play sports for Japanese adolescents. Junior high and high school students play SBECSA under the supervision of teachers after school and on weekends. SBECSA includes sports such as baseball, soccer, basketball, track and field, swimming, and judo. According to the Course of Study (curriculum guide for defining basic standards for education) published by MEXT, schools should implement SBECSA to complement the educational curriculum as part of the school education. Therefore, SBECSA is strongly interconnected with school education and recognized as an extremely valuable opportunity (MEXT, 2008; MEXT, 2009a). In 2009, 64.9% of junior high school students (75.5% males and 53.8% females) and 40.7% of high school students (54.5% males and 26.6% females) in Japan participated in SBECSA (MEXT, 2009b).

SBECSA offers a number of positive benefits such as enjoyment or a purpose in life, building a solid foundation to enjoy sports throughout life, improving physical fitness and health, cultivating a rich humanity, and contributing to a bright and fulfilling school life (MEXT, 1997). A Japanese nation-wide survey for physical fitness revealed a positive relationship between participation in SBECSA and high physical fitness in adulthood (MEXT, 2012). Additionally, participation in SBECSA was positively correlated with academic performance (e.g. grade point average, math and science test scores) (Fredricks & Eccles, 2006; Lipscomb, 2007), school bonding (Barnett, 2007; Dotterer, McHale, & Crouter, 2007), psychological adjustment (e.g. depression, self-esteem, and concentration) (Fredricks & Eccles, 2006; Shernoff & Vandell, 2007), and friendship (Schaefer, Simpkins, Vest, & Price, 2011). These findings from previous research studies suggest that SBECSA plays an important role in the healthy development of young people both short- and long-term.

However, there are issues that can negatively affect student participation in SBECSA and thus limit the acquisition of sports skills. Generally, full-time teachers coach SBECSA (Tokyo Metropolitan Board of Education, 2008), but sometimes they are assigned to coach sports activities that they cannot coach expertly (MEXT, 1997; MEXT, 2010). Previous studies

demonstrated the importance of expert coaching for positive youth development (e.g. performance skill, confidence, positive social relationship, and morality) (Cote & Gilbert, 2009; Stewart, Lindsay, & Trevor, 2011). Considering these findings, some teachers cannot contribute to the improvement of performance skills or confidence of team members. Therefore, recruitment of an external coach who can coach expertly is valuable for team members' development. Moreover, there are physical, monetary, and mental challenges related to managing SBECSA (MEXT, 1997; Japan Senior High School Teachers and Staff Union, 2008; Whiteley & Richard, 2012). In addition, inactivity or discontinuation of SBECSA sometimes occurs because a teacher is transferred to another school (School-based Extracurricular Sports Activity in Junior High School "Nagano Model" Exploratory Committee, 2004; Nakazawa, 2011). Public school teachers are generally required to transfer to another school once every several years in Japan. At that time, if there is no substitute teacher who can coach SBECSA, these activities are sometimes eliminated.

To resolve these issues, there has been a growing interest in promoting the involvement of external coaches. An external coach is defined as a person who coaches school-based extracurricular activity instead of, or as support for, the teacher (Sakakawa Sports Foundation: SSF, 2011). An external coach may be a part-time teacher, a sports club coach, leader of a social physical education program, graduate of the school in question, or a student's parent (All Japan High School Athletic Federation, 2012). There is no common rule on how to manage external coaches, and they are engaged in SBECSA with a wide range of compensation (from no compensation to compensation as a full-time job) (SSF, 2011). In Australia and the UK, extracurricular sports activities have been outsourced similar to that in Japan (Flintoff, 2008; Griggs, 2010; Williams, Hay, & Macdonald, 2011).

However, some issues underlie the involvement of external coaches in SBECSA. A previous survey indicated that external coaches do not coach frequently enough (Miyagi Prefecture Board of Education, 2008; Yamagata Prefecture Board of Education, 2010). Additionally, other issues such as difficulty in securing human resources (Miyagi Prefecture Board of Education, 2008; Yamagata Prefecture Board of Education, 2010; Williams, Hay, & Macdonald, 2011) and the small number of external coaches available by region and type of sport have been reported (Nishijima, Yano, & Nakazawa, 2007; Nippon Junior High School Physical Culture Association, 2012). Thus, the lack of external coaches for SBECSA is problematic.

To promote the involvement of external coaches, it is important to enhance facilitators and reduce barriers that encourage or discourage external coaches' participation in SBECSA. Previous studies have attempted to clarify the benefits and burdens for external coaches in Japan (Shioya, 2002; Kanagawa Prefecture Board of Education, 2008; Miyagi Prefecture Board of Education, 2008). However, most studies were conducted using questionnaires with few question items and a focus on only one prefectural area. Although LaVoi and Dutove (2012) revealed barriers and supported for female coaches, most participating coaches were male and worked in universities as professional coaches. Thus, previous studies may only partially explain facilitators and barriers, and how to promote the engagement of external coaches into SBECSA is less clear. To explore factors that could comprehensively contribute to increased numbers and coaching frequency of external coaches, the use of a qual-

itative method (i.e. interview) and collection of opinions of external coaches are necessary. Therefore, the purpose of the present study was to explore the facilitators and barriers associated with external coaches' involvement in SBECSA.

## Methods

### Participants

Participants comprised 25 external coaches who had coached at a public junior high school or a public high school in October 2010. They were introduced by connected teachers and had varying sociodemographics and characteristics of SBECSA including age, gender, occupation, type of school, prefecture, and type of sport coached. Participants were recruited from 13 prefectural areas and 15 different sports (archery, badminton, baseball, basketball, dance, handball, kendo, rubber-ball baseball, rugby, soccer, softball, soft tennis, table tennis, track and field, and volleyball). They were offered a gift card worth 1000 yen (8 US dollars, 7 pounds sterling or 8 Euros in October 2010) for participating in the interview. The research proposal was approved by the ethics board at Waseda University. All participants were informed of the purpose and design of the study, and written informed consent was obtained from each before enrollment.

### Interview Procedure

First, sociodemographics and characteristics of SBECSA (e.g. type of school, prefecture, sport, coaching experience, and compensation) were obtained in writing from each participant. Second, a personal semi-structured interview was conducted following a pre-determined interview guide. The interview guide was developed through pilot interviews using five external coaches. According to feedback from the coaches, confusing questions were modified and the interview skills of the interviewer were developed. The question items included two open-ended questions as follows: 1) What are facilitators of involvement in SBECSA? 2) What are barriers to involvement in SBECSA? Participants were asked to respond freely to the questions, and all topics were explored until exhausted. Each interview took between 20 - 60 minutes (mean = 33.8 minutes). Interviews were performed from December 2010-March 2011 at a place convenient for each participant such as university, community center, or school where the external coach was involved. All interviews were conducted by a single researcher and audio recorded with each participant's agreement.

### Analysis

Each recorded interview was transcribed verbatim. The KJ method (Kawakita, 2004) was used to analyze the transcribed data. The KJ method is a qualitative analysis that contains abductive procedures such as label making and label grouping. Therefore, the KJ method is preferable for conducting exploratory research such as the present study. Additionally, this method can be adapted for use in outside Japan (Scupin, 1997). Following the KJ method, all transcribed data were divided into individual content with a single meaning by three researchers with expertise in sports education or psychology. Next, nearly identical contents were grouped together and labeled as "small categories" for each area (i.e. facilitator and barrier). Three researchers discussed and defined the title of each small cate-

gory. Then, similar small categories were further grouped into “middle categories”. Last, the similarities and differences among the middle categories produced “large categories”. Each middle and large category was titled in a way similar to the small category. Initials of facilitators and barriers with identical numbers were added to make discussion easier.

## Results

### Characteristics of Participants

Twenty-five external coaches participated in the interview (**Table 1**) of which twenty-one were men and four were women. Ages ranged from 22 - 74 years with a mean age of 35.7 years (standard deviation:  $SD = 17.1$ ). Eleven participants were coaching in junior high school and 14 were coaching in high school. Years of coaching experience ranged from 5 - 30 with a mean of 6.8 years ( $SD = 7.9$ ). Fifteen external coaches were compensated, and 10 were volunteers.

### Facilitators

Seven large categories of facilitators (i.e. positive feelings, adequate system, positive social support, comfortable climate of SBECSA, environment, growth of external coach, and network building) were grouped (**Table 2**). Quotes from the study participants are presented below. “Positive feelings” was used to describe enjoyment, parental-like warmth toward team members (“Children are lovely”), the desire to coach, love for the sport, commitment or responsibility (“The relationships with students and their parents have been built. So, I can’t break up these relationships”), and a desire to win. “Adequate system” was used to describe little responsibility (“Having no compensation makes me feel better about joining the SBECSA”), compensation, a strong request from an organization (“All graduate students in my laboratory appear to be ordered to coach SBECSA”), and the rights of the external coach (“External coaches can get an ID card, that allows me to watch games near place”). “Positive social support” included a cooperative SBECSA teacher, understanding from the school (“When I go to the SBECSA, teachers seem to be glad. The school principal is also friendly”), understanding from parents, and a cooperative family. “Comfortable climate of SBECSA” involved acceptance of SBECSA (“I want to coach because students want me to join the SBECSA”), growth of team members, and high motivation of team members. “Environment” was used to describe easy access (“Being involved in the SBECSA is easy, because the school is my alma mater”, and “The school is near my home”), environment where an external coach can grow (“Working with SBECSA teacher advances my own growth”), and inadequate environment. “Growth of external coach” was composed of growth of external coach, and coaching experience. Finally, “network building” described networking (“I can make a connection with junior high school teachers”), and a positive influence on future career. There were 24 middle categories and 53 small categories with greater detail, as shown in **Table 2**.

### Barriers

Six large categories of barriers (i.e. negative feelings, inadequate system, lack of support, uncomfortable climate of SBECSA, poor environment, burdens) emerged from the inter-

**Table 1.**  
Demographics of participants and characteristics of SBECSA.

No.	Gender	Age	School	Extracurricular activity type	Compensation
1	M	22	Junior high	Track and field	Yes
2	M	23	Junior high	Rubber-ball baseball	-
3	M	23	Junior high	Rubber-ball baseball	-
4	M	23	Junior high	Track and field	Yes
5	M	23	Junior high	Basketball	-
6	M	23	High	Rugby	Yes
7	M	23	High	Baseball	-
8	M	23	High	Handball	Yes
9	M	24	High	Soccer	-
10	M	27	High	Soccer	-
11	M	27	High	Archery	Yes
12	M	28	Junior high	Volleyball	Yes
13	M	33	Junior high	Basketball	-
14	M	35	High	Soccer	Yes
15	M	36	Junior high	Badminton	Yes
16	M	38	High	Badminton	-
17	M	47	High	Basketball	Yes
18	M	62	High	Baseball	-
19	M	66	Junior high	Table tennis	Yes
20	M	72	Junior high	Soft tennis	Yes
21	M	74	High	Kendo	Yes
22	F	22	High	Dance	Yes
23	F	23	High	Softball	-
24	F	40	High	Dance	Yes
25	F	56	Junior high	Volleyball	Yes

views (**Table 3**). “Negative feelings” included worries about coaching (“I’m bothering with my coaching method”), physical and mental fatigue, concerns about team members becoming injured, and lack of enjoyment. “Inadequate system” described a primitive system (“Mediation system should be more visible”, and “Is it difficult to create environment where coaches can learn?”), limitations of the system (“I am sometimes told please don’t come to the SBECSA more than twice a week because of a lack of budget”), lack of compensation, and unclear status or role (“I wonder how much should I intervene in SBECSA”). “Lack of support” contained a lack of understanding from the school, uncooperative SBECSA teacher, poor relationships with parents, lack of communication (“It is better to share information about the school with teachers”), opposition from external coaches family, and uncooperative athletic association (“I have many requests for athletic association that I belong to,

**Table 2.**  
Facilitators of involvement of external coaches.

Large category (7)	Middle category (24)	Small category (53)
Positive feelings	Enjoyment	f1. sharing a dream with team members
		f2. feeling enjoyment
		f3. having a refreshing change
		f4. achieving a sense of fulfillment
		f5. feeling enjoyment to consider team members
		f6. having fun as a coach
	Parental-like warmth toward team members	f7. feeling parental-like warmth toward team members
		f8. desire to continue to involve team members
		f9. desire to help team members continue to engage in SBECSSA
	Desire to coach	f10. desire to coach
		f11. desire to have a positive influence as a coach
	Love for the sport	f12. love of the sport that external coach plays
		f13. vitalizing the local sport the external coach plays
	Commitment or responsibility	f14. having a commitment or responsibility
		f15. desire to repay an obligation
	Desire to win	f16. desire for team members to win
Adequate system		Little responsibility
	f18. having little sense of responsibility by getting no compensation	
	Compensation	f19. getting compensation
	Strong request from an organization	f20. being requested by the organization to which external coach belongs
	Rights of the external coach	f21. having the right to enter the competition site
Positive social support	Cooperative SBECSSA teacher	f22. having a cooperative SBECSSA teacher
		f23. adjusting practice time around external coach's schedule
	Understanding from the school	f24. understanding from teachers other than the SBECSSA teacher
	Understanding from parents	f25. understanding from parents
	Cooperative family	f26. support from own family members
Comfortable climate of SBECSSA	Acceptance of SBECSSA	f27. acceptance of team members
		f28. respect from team members
		f29. team members who take external coach's advice
	Growth of team members	f30. seeing technical improvement in team members
		f31. seeing personal progress in team members
	High motivation of team members	f32. high motivation of team members
Environment	Easy access	f33. alma mater of external coach
		f34. close proximity of school
		f35. being able to go to practice facility using only a commuter pass
		f36. having a coaching environment available
	Environment where an external coach can grow	f37. having a SBECSSA teacher to learn from
		f38. being on a powerful team
	Inadequate environment	f39. being motivated by a poor SBECSSA environment

Continued

Growth of external coach	Growth of external coach	f40. learning of external coach
		f41. growth of external coach
		f42. enhancement of communication skills
		f43. learning ways to communicate with team members
		f44. enhancing competitive ability of external coach
Coaching experience	Coaching experience	f45. enhancing physical fitness of external coach
		f46. having an educational experience
		f47. accumulating coaching experience
Network building	Networking	f48. talking with other coaches or SBECSA teacher
		f49. being able to network
		f50. increasing acquaintances
Positive influence on future career	Positive influence on future career	f51. increasing customers for self-employed external coaches
		f52. perceiving that external coaching is helpful in passing the teacher adaptation examination
		f53. getting a position as a part-time teacher

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

rather than school"). "Uncomfortable climate of SBECSA" consisted of poor relationships with team members, low motivation of team members, and despair or distress of team members. "Poor environment" involved inconvenient practice time, inconvenient location, inadequate facilities or equipment, and bad weather. Lastly, "burdens" comprised time burdens, pressure or expectations ("Others expect that the SBECSA will become stronger by my coaching, but sometimes it is a burden for me"), and negative effect on primary job. There were 24 middle categories and 54 more detailed small categories, as shown in **Table 3**.

## Discussion

In the present study, interviews were conducted with 25 external coaches to explore facilitators and barriers associated with their involvement in SBECSA. Numerous facilitators and barriers were identified. The middle category level of barriers included concerns about team members becoming injured, uncooperative SBECSA teacher ("b24. SBECSA teachers who rarely come to the field"), poor relationships with parents, low motivation of team members, inadequate facilities or equipment, time burdens, pressure or expectations ("b52. Unrealistic expectations from teachers or parents"), and a negative effect on primary job. These barriers are consistent with the results of previous quantitative researches that were conducted with external coaches in two prefectural areas (Shioya, 2002; Kanagawa Prefecture Board of Education, 2008; Miyagi Prefecture Board of Education, 2008). The results of the present study suggested the existence of concurrent barriers in other areas of Japan.

Issues and barriers to the recruitment of external coaches found in previous studies conducted with teachers revealed low coaching frequency, lack of compensation, role or responsibility of SBECSA teacher toward external coaches, differences in coaching policies compared with that of external coaches, complicated procedures to involve external coaches, poor relationships with students or parents, and geographical isolation (Iba-

raki Prefecture Sports Promotion Council, 2007; Yamagata Prefecture Board of Education, 2010; Williams, Hay, & Macdonald, 2011). External coaches who participated in the present study also indicated barriers in the middle category level such as limitations of the system ("b13. Institutional limitation on coaching frequency"), lack of compensation, unclear status or role, lack of understanding from the school ("b22. Cumbersome approval procedure to enter the school"), uncooperative SBECSA teacher ("b26. Conflicting opinions with SBECSA teacher"), poor relationships with parents, poor relationships with team members, and inconvenient location. Interestingly, these barriers were reported by both external coaches and teachers. The concurrent perception of these issues indicates that reducing these barriers would affect not only external coaches but also teachers (acceptance side) and would therefore become an effective promoter for the involvement of external coaches. To reduce these barriers, several kinds of support would be valuable. For example, the policy maker could try to increase compensation for external coaches or make procedures easier for entering the school. Furthermore, SBECSA teachers should have increased meetings with external coaches to help build better relationships among students, parents, and external coaches. To address the unclear status or role of external coaches and teachers, some sports associations have defined rules and the rights of external coaches (e.g. do not change practice times without the consent of SBECSA teachers and do not have contact with parents) (Hokkaido Junior High School Physical Culture Association, 2006; Nagano Prefecture Board of Education, 2010). Using these guidelines, it is possible to define clearer roles for external coaches and teachers.

Although some categories were similar to those of previous studies, most facilitators and barriers identified and categorized in the present study, were novel and expressed in more detail. Some categories revealed in the present study suggest that there are many ways to promote the involvement of external coaches in SBECSA. According to a previous questionnaire study, teachers demanded an increase in compensation for external coaches to promote their involvement in SBECSA (Miyagi

**Table 3.**  
Barriers to involvement of external coaches.

Large category (6)	Middle category (24)	Small category (54)
Negative feelings	Worries about coaching	b1. gap between a coaching ideal and actual experience
		b2. concerns about own coaching method
	Physical and mental fatigue	b3. having to engage in tasks other than technical coaching
		b4. feeling fatigued
Concerns about team members becoming injured	b5. poor competition score for external coach	
Inadequate system	Lack of enjoyment	b6. concerns about team members becoming injured
		b7. not enjoying the coaching experience
	Primitive system	b8. no mediation system for external coaches
		b9. no credit on teacher adaptation examination
		b10. no educational system for external coaches
		b11. no environment where coaches can work
	Limitations of the system	b12. not continuing the involvement of external coaches
		b13. institutional limitation on coaching frequency
		b14. institutional limitation on working range
	Lack of compensation	b15. institutional limitation on number of external coaches
		b16. little or no compensation
	Unclear status or role	b17. not an hourly wage
b18. unsure of status or role		
b19. no official request from school		
Lack of support	Lack of understanding from the school	b20. school policy that prohibits involvement of external coaches
		b21. teachers who have negative opinions about involvement of external coaches
		b22. cumbersome approval procedure to enter the school
	Uncooperative SBEC SA teacher	b23. being unrecognized by students (excluding team members)
		b24. SBEC SA teachers who rarely come to the field
		b25. insufficient efforts to accept external coaches
		b26. conflicting opinions with SBEC SA teacher
Poor relationships with parents	b27. insufficient contact with SBEC SA teacher	
	b28. lack of understanding from parents	
	b29. poor relationships with parents	
Lack of communication	b30. insufficient parenting	
	b31. poor relationships between parents and SBEC SA teacher	
	b32. no chance for information exchange	
Opposition from external coaches family	b33. no interaction among coaches	
	b34. lack of support from external coaches family members	
Uncomfortable climate of SBEC SA	Uncooperative athletic association	b35. uncooperative athletic association
		b36. poor relationships with team members
	Poor relationships with team members	b37. having team members who do not accept external coach's instruction
		b38. retirement of external coach's own child from SBEC SA
Low motivation of team members	b39. low motivation of team members	
	Despair or distress of team members	b40. despair or distress of team members

Continued

Poor environment	Inconvenient practice time	b41. inconvenient practice time
	Inconvenient location	b42. long distance to school
	Inadequate facilities or equipment	b43. inadequate facilities or equipment
	Bad weather	b44. bad weather
Burdens	Time burdens	b45. decrease in private time
		b46. requires time
		b47. no extra time to do part-time job
		b48. having to sacrifice holidays
	Pressure or expectations	b49. having the responsibility
		b50. not finishing coaching obligations before the next coaching day
		b51. pressure from alumni organization
		b52. unrealistic expectations from teachers or parents
Negative effect on primary job	b53. difficulty balancing primary job and coaching	
	b54. having to compete against other school teams	

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

Prefecture Board of Education, 2008). Williams et al. (2011) also indicated that prohibitive costs were one reason for not outsourcing coaches. However, some external coaches in the present study indicated that having little or no compensation was a facilitator in the adequate system category (“f18. Having little sense of responsibility by getting no compensation”). Additionally, 10 of the participants in the present study were coaching in SBECSEA, even though they did not receive any compensation. Furthermore, several categories considered facilitators that represented non-monetary compensation (“f4. Achieving a sense of fulfillment” in the positive feelings category, “f49. Being able to network”, and “f52. Perceiving that external coaching is helpful in passing the teacher adaptation examination” in the network building category). Therefore, monetary compensation might not be the only purpose for engaging as an external coach. Tomioka (1993) suggested that compensation or reward from working included a sense of fulfillment, enjoyment, and having good colleagues. Thus, the promotion of external coaches in SBECSEA may require expanding opportunities for networking and including external coaching experience in the evaluation criteria of teacher adaptation examinations as well as providing compensation. Accordingly, Saitama prefecture in Japan listed volunteer activity as an evaluation criterion for teacher adaptation examinations (Saitama Prefecture Board of Education, 2011). External coaching in SBECSEA with little or no compensation could be considered a volunteer activity. Thus, it is realistic and easily achievable to state clearly that external coaching is a volunteer activity in the teacher adaptation examination guidebook. Modification of evaluation criteria in the teacher adaptation examination could be an efficient promotional strategy for attracting external coaches who want to be teachers.

As limitations of the system, “b13. Institutional limitation on coaching frequency” and “b15. Institutional limitation on number of external coaches” were revealed as noteworthy barriers. Similar limitations were interpreted in a project by MEXT, where the number of external coaches was limited to 50, and coaching frequency was limited to 25 times a year (i.e. ap-

proximately twice a month) (Kochi Prefecture Board of Education, 2011). Therefore, it is critical to reduce or abolish institutional limitations on coaching frequency to promote the involvement of external coaches for SBECSEA.

The involvement of external coaches can reduce the burden of SBECSEA teachers in relation to attending SBECSEA (Japan Senior High School Teachers and Staff Union, 2008; Tokyo Metropolitan Board of Education, 2008). However, “b24. SBECSEA teachers who rarely come to the field” revealed that uncooperative SBECSEA teachers are a barrier. External coaches requested that SBECSEA teachers attend SBECSEA more often. The Tokyo Metropolitan Board of Education (2008) suggested that SBECSEA teachers should engage in the SBECSEA and share roles of coaching and management with external coaches. To address this barrier, cooperation between teachers and external coaches is essential.

There were two conflicting views regarding compensation and inadequate facilities in the present study. First, “f18. Having little sense of responsibility by getting no compensation” and “f19. Getting compensation” were considered facilitators by some external coaches. Second, “f39. Being motivated by a poor SBECSEA environment” was considered a facilitator, and “b43. Inadequate facilities or equipment” was deemed a barrier. From these conflicting views, it is unclear whether increasing compensation and improving the environment would be a facilitator or barrier to promoting the involvement of external coaches. The present study only clarified the contents of facilitators and barriers, and their classifications. The influence of each facilitator and barrier on external coaches’ involvement in SBECSEA related to their sociodemographics and characteristics of SBECSEA remain unclear. Thus, it needs to consider different perceptions of categories by individuals with different sociodemographics and characteristics of SBECSEA in future studies. Although there were some limitations in the present study, clarification of various and detailed facilitators and barriers is of value for future studies and the further promotion of SBECSEA. A wide range of sociodemographic characteristics of participants helped to collect varied facilitators and barriers.

The SBECSA environment could be made more efficient by enhancing facilitators and removing barriers identified by external coaches.

## Conclusion

In conclusion, the present study identified multiple facilitators and barriers associated with external coach involvement in SBECSA. Providing opportunities for external coaches to network, specifying external coaching experience as meeting an evaluation criterion on the teacher adaptation examination and increasing the number of meetings between teachers and external coaches are important, as well as increasing monetary compensation. Additionally, reducing or removing institutional limitations and increasing cooperation between teachers and external coaches will hopefully promote the involvement of external coaches in SBECSA. These findings may help schools and policy makers in discussions regarding appropriate SBECSA, which would further enhance the attraction of SBECSA for students, teachers, and external coaches.

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