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Christoph Breuer · Svenja Feiler

Coaches and trainers in sports clubs in Germany

Sport Development Report for Germany 2017/2018 - Part 2



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Text

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1 Introduction



For the first time, this seventh wave of Sport Development Reports for Germany provides systematic information on positions and roles and thus the individuals in sports clubs in Germany. While the Sport Development Report up to and including the sixth wave was a purely organisational survey (the only exception being the subsequently extended perspective on officials and referees in the sixth wave; cf. Breuer & Giel, 2017), it now represents a combined organisational and personal survey. This makes it much easier to provide both knowledge for managing organised sport and for evaluating its public welfare function (knowledge of action and argumentation). For example, the organisational surveys regularly showed that the problems of retaining and recruiting volunteer functionaries, officials and referees, as well as coaches and trainers, were central and have become more important (e.g. Breuer & Feiler, 2017a; 2017b). However, in order to keep sports clubs viable and thus to support their services to the common good, a fundamental understanding is required of why these groups invest their knowledge, time, and material resources in the sports club and to what extent they achieve their associated goals (cf. the model of viable sports organisations; Breuer, 2007).

This volume presents the results on the situation of coaches and trainers in sports clubs. The evaluation is based on the distinction between coaches and trainers, which is common in organised sport. Coaches are those who are employed in a specific sport, i.e. a particular type of sport, while trainers instruct groups that may cover several sports.

The last nationwide coaching study is almost 30 years old. Mrazek and Rittner (1991) were able to draw on data from $n=1,688$ coaches. This seventh wave of the Sport Development Report involved 6,752 coaches and trainers from 2,352 sports clubs in Germany. Individual partial results have already been published in the Federal Report (Part 1 of the Sport Development Report 2017/2018) (cf. Breuer & Feiler, 2020a).

In contrast to the organisational survey, the representativeness of the coaches and trainers survey cannot yet be sufficiently assessed. This is because the structural features of the population of all coaches and trainers are unknown. In this respect, the study has an exploratory character. At the same time, the interpretation of the findings should take into account that methodological artefacts (e.g. selection bias¹) cannot be completely excluded.

1 A selection bias is a statistical bias in empirical surveys. Sample biases occur, for example, through self-selection. A random sample cannot be drawn from the population or ensured, e.g. because no address material of the population is available or participation is voluntary. In this case, a disproportionate number of people who are more interested in the topic of the survey are likely to participate and thus distort the sample.

2 Coaches and Trainers in Sports Clubs



2.1 Personal characteristics

In the present report, we perform differentiated analyses of the available data of the coaches and trainers participating in the survey. To this end, selected results are evaluated according to the gender of coaches and trainers, among other things, to examine whether differences between the genders can be identified. In order to be able to better classify these results, the personal characteristics of the participants (i.e. respondents) are briefly presented here as an introduction and compared to the available key figures for the overall population in Germany.

44.4 % of the coaches and trainers were women, and 55.6 % men. On average, the coaches and trainers were 45 years old at the time of the survey (2018) (average year of birth: 1973), with the largest share coming from the age group 41 to 60 (cf. Table 1). The vast majority of coaches and trainers, 96.5 %, were born in Germany. 98.3 % have German citizenship.

Table 1: Age groups of coaches and trainers.

	Total	Male	Female
	Share (in %)		
up to 18 years old	2.8	1.4	4.7
19 to 26 years old	12.6	10.9	14.8
27 to 40 years old	21.7	21.7	21.6
41 to 60 years old	46.4	46.9	45.7
over 60 years old	16.5	19.1	13.2

If we compare this with the overall population, we see that men are over-represented in the sample of coaches and trainers compared to the population. At the time of the 2018 survey, 49.4 % of the population living in Germany were male². The average age was 44.4, with the average age of women of 45.8 being slightly higher than

the average age of men living in Germany (43.1). Almost 12 % of the population living in Germany did not have German citizenship at the time (Federal Statistical Office, 2019a, 2019b).

2.2 Distinction between coaches and trainers

Coaches and trainers can be distinguished based on their qualification, i.e. based on licences. They can also be distinguished based on the fields of activity in which they work in sports. **From a formal point of view, coaches are always active in sport-specific mass or competitive sports, i.e. in a specific type of sport, whereas trainers are active in cross-sport mass sports.** In practice, however, it is quite possible that formally qualified trainers (e.g. with a licence B for cross-sport mass sports) also work in sport-specific mass sports. There are corresponding qualifications for all these fields of activity. An overview is provided in the structural scheme of the DOSB's qualification system (cf. Fig. 1).

The following two chapters present the results of the survey of coaches and trainers against the background of their qualification and their field of activity. It also covers hybrid forms.

2.2.1 Differentiation on the basis of qualification

Coaches and trainers have different training and qualifications. **About 60 % state that they have a currently valid licence from a federation or state sports confederation. In a differentiated view, significantly more women (64.5 %) than men (57.2 %) have a currently valid licence.** Significant gender differences can also be seen in the number of licences that are no longer valid, with proportionately more men than women holding such an invalid licence from a federation or state sports confederation. Overall, few-

² However, as explained in the introduction, no figures are available on the population of coaches and trainers in sports clubs in Germany, meaning that no statements can be made on the representativeness despite the population figures.

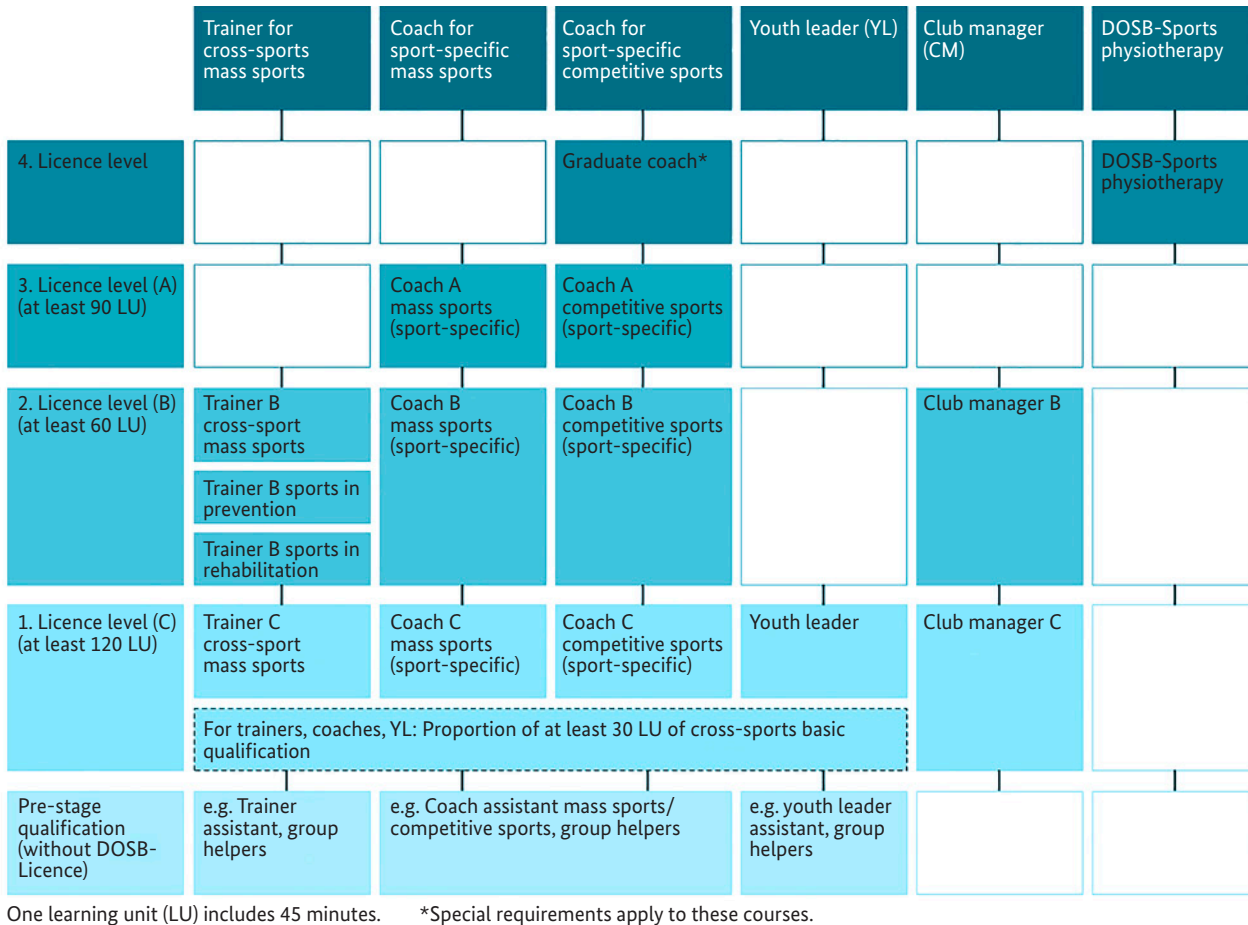


Fig. 1: Structural scheme of the DOSB qualification system (Source: Adapted from DOSB, 2019).

er coaches and trainers have completed a federation or state sports confederation training without a licence, completed a sports science degree, or completed a commercial training course. However, it is notable that **almost 22 % of the coaches and trainers state that they have no training for their work in sport**, i.e. they have neither formal nor non-formal qualifications³. **This applies proportionately to more men than women** (cf. Table 2).

Unsurprisingly, differences in the qualifications and training of coaches and trainers are also apparent based on age. For example, younger coaches and trainers up to the age of 18 are significantly less likely to have a currently valid licence from a federation or state sports confederation than the higher age groups. **The proportion of licenced coaches and trainers is highest in the age groups 41 to 60 and over 60.** Here, about two-thirds of all respondents stated that they had a currently valid licence (cf. Table 3).

3 For example, a sports science degree is considered a formal qualification, while non-formal qualifications are awarded by the German sports system, e.g. DOSB licences. The training providers are the state sports confederations and central associations organised in the DOSB.

Table 2: Training of coaches and trainers, differentiated by gender (multiple answers possible).

	Total	Male	Female	Significance
	Share (in %)			
I have a currently valid licence from a federation or state sports confederation as a trainer or coach (e.g. DOSB licence)	60.4	57.2	64.5	0.000***
I have a no longer valid licence from a federation or state sports confederation as a trainer or coach (e.g. DOSB licence)	5.8	7.3	3.9	0.000***
I have completed a training course from a federation or state sports confederation without a licence	4.2	4.8	3.6	0.028*
I have a degree in sports science	6.2	6.2	6.2	0.971
I have completed a training course from a commercial provider	2.8	2.1	3.6	0.000***
I have completed another training course for my activity in sport	10.7	8.8	13.1	0.000***
I do not have any training for my job in sport	21.8	24.5	18.5	0.000***

Table 3: Training of coaches and trainers, differentiated by age group (multiple answers possible).

	Age (in years)					Significance ⁴
	up to 18	19-26	27-40	41-60	over 60	
	Share (in %)					
I have a currently valid licence from a federation or state sports confederation as a trainer or coach (e.g. DOSB licence)	39.0	58.9	63.4	66.4	66.2	0.000***
I have a no longer valid licence from a federation or state sports confederation as a trainer or coach (e.g. DOSB licence)	0	2.5	5.6	6.0	8.2	0.000***
I have completed a training course from a federation or state sports confederation without a licence	5.1	5.4	3.7	4.0	6.0	0.128
I have a degree in sports science	0	4.0	8.4	5.6	8.2	0.000***
I have completed a training course from a commercial provider	0	0.8	3.2	3.2	2.0	0.005**
I have completed another training course for my activity in sport	19.5	9.8	8.8	10.3	14.5	0.000***
I do not have any training for my job in sport	38.1	25.5	22.5	16.9	11.3	0.000***

4 Concerning significant group differences identified in this report in tables and figures, see the explanations in section 4.5.2.

With regard to persons with a formal or non-formal qualification for work in sport, it is also apparent that **coaches and trainers with training for their work are on average older (46.5) than persons without a corresponding training (40.7)**. There is also a positive but weak correlation between age and training for their work in sport ($r=0.146$), i.e. **the higher the age, the higher the proportion of qualified coaches and trainers and vice versa**. For example, 38.1 % of coaches and trainers aged 18 and younger state that they have no training for their work in sport, compared with only 11.3 % of those over 60 (cf. Table 3).

With regard to the licences acquired from a federation or state sports confederation (currently valid or no longer valid), we see that about 26 % of all coaches and trainers are qualified as coaches for sport-specific mass sports, and every fifth coach is qualified for sport-specific competitive sports⁵. In the latter area, it is striking that significantly **more men (26.3 %) are qualified as coaches for sport-specific competitive sport than women (14.9 %)**. On the other hand, significantly more women (31.4 %) than men (17.3 %) have a licence as a trainer for cross-sport mass sports. Overall, fewer coaches and trainers (3.6 %) have a youth leader card, the so-called "Juleica" (cf. Table 4).

A differentiation according to age also shows that almost two-thirds of the over-40s are coaches for sport-specific mass sports, while most coaches for sport-specific competitive sports are found in the age group 27 to 40. Adolescents up to the age of 18 are most likely to have the Juleica (cf. Table 5).

The consideration of multiple answers means that persons may have more than one licence, e.g. one licence as a coach for sport-specific mass sports and one licence as a coach for sport-specific competitive sports. In the present study, the above case applies to 3.9 % of the par-

ticipants. These licensing overlaps make it difficult to differentiate clearly between differently qualified persons. Therefore, in the following, in addition to the presentation of the qualifications in Table 4 and Table 5, multiple answers in the area of qualifications are not considered, but only single, i.e. exclusively acquired licences as a coach or trainer. This presentation allows a clear differentiation between differently qualified persons.

It turns out that 14.9 % have a trainer licence for cross-sport mass sports, i.e. they only have this licence and no other. There are, again, significant gender differences (cf. Table 6).

Furthermore, 17.2 % have a licence as a coach for sport-specific mass sports, and 14.6 % have a licence as a coach for sport-specific competitive sports, where the proportion of men in competitive sports is higher than that of women (cf. Table 6).

As far as the age groups of licenced coaches and trainers are concerned, we see that **about one-fifth of the 27- to 40-year-olds only have a licence as a coach for sport-specific competitive sport**. This proportion is higher than in the other age groups. The 41- to 60-year-olds are most likely to have an exclusive licence as a coach in sport-specific mass sports, while the **over-60s are most likely to have an exclusive licence as a trainer in cross-sports mass sports compared to the younger age groups** (cf. Table 7). The differences here are significant compared to the age groups of those up to the age of 40.

The extent to which these coaches or trainers are also active in the corresponding fields is described in section 2.2.2.

In addition to the acquired qualifications, the respective acquired licence level was also surveyed, i.e. those coaches and trainers who have⁶ a qualification in the first three areas described in Table 4 and Table 5 were asked in a follow-up question to indicate the respective highest licence level they had acquired (cf. Fig. 2 to Fig. 4).

5 The proportion refers to all coaches and trainers in the sample.

6 Licence levels were not surveyed for the Juleica and the category „none of the above qualifications“, since licence levels only exist for coaches in sport-specific mass and competitive sports and for trainers in mass sports.

Table 4: Qualifications of coaches and trainers, differentiated by gender (multiple answers possible).

	Total	Male	Female	Significance
	Share (in %)			
Coach for sport-specific mass sports (qualification via a federation)	26.3	28.7	25.6	0.010**
Coach for sport-specific competitive sports (qualification via a federation)	20.4	26.3	14.9	0.000***
Trainer for cross-sport mass sports	22.7	17.3	31.4	0.000***
Juleica	3.6	3.3	4.1	0.146
none of the above qualifications	3.0	2.6	3.8	0.008**

Table 5: Qualifications of coaches and trainers, differentiated by age group (multiple answers possible).

	Age (in years)					Significance
	up to 18	19-26	27-40	41-60	over 60	
	Share (in %)					
Coach for sport-specific mass sports (qualification via a federation)	9.3	25.5	26.0	32.8	31.6	0.000***
Coach for sport-specific competitive sports (qualification via a federation)	4.2	20.7	29.0	21.9	22.2	0.000***
Trainer for cross-sport mass sports	15.3	20.7	22.9	28.0	30.4	0.000***
Juleica	10.2	8.0	4,3	3.1	1.8	0.000***
none of the above qualifications	7.6	2.3	1.7	3.1	4.1	0.001***

Table 6: Qualifications of coaches and trainers, differentiated by gender (only one licence).

Licences	Total	Male	Female	Significance
	Share (in %)			
Coach for sport-specific mass sports (only this licence)	17.2	18.8	16.7	0.039*
Coach for sport-specific competitive sports (only this licence)	14.6	18.5	11.0	0.000***
Trainer for cross-sports mass sports (only this licence)	14.9	9.5	23.0	0.000***

Table 7: Qualifications of coaches and trainers, differentiated by age group (only one licence).

Licences	Age (in years)					Significance
	up to 18	19-26	27-40	41-60	over 60	
	Share (in %)					
Coach for sport-specific mass sports (only this licence)	5.9	16.3	17.8	20.9	20.2	0.000***
Coach for sport-specific competitive sports (only this licence)	2.5	14.2	20.4	15.6	14.9	0.000***
Trainer for cross-sports mass sports (only this licence)	11.0	13.4	14.6	18.1	21.6	0.000***

Three-quarters of the qualified coaches for sport-specific mass sports (qualification via a federation) state that they have a licence C as the highest licence level. In addition, about 22 % have a licence B, and around 3 % have a licence A. If a differentiated consideration, according to gender, is made here, it becomes apparent that proportionately slightly more women have a

licence B for mass sports than men. Men tend to have more often only acquired a licence C for mass sports (cf. Fig. 2). This shows that, **although slightly more men than women have a coach’s licence for sport-specific mass sports (cf. Table 4), on average more women than men qualified in this field have acquired a higher licence level.**

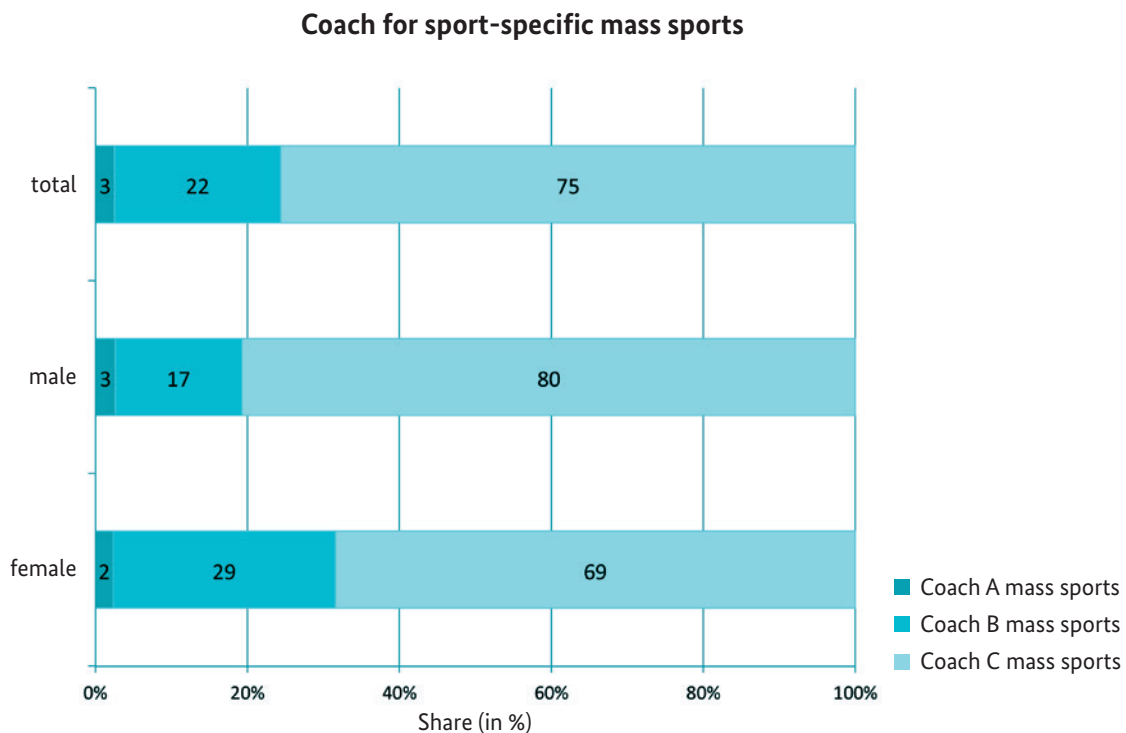


Fig. 2: Acquired licence levels of coaches for sport-specific mass sports.

A different picture presents itself for coaches for sport-specific competitive sports (qualification via a federation). About 60 % of the coaches have a licence C as the highest licence level, followed by almost 30 % licence B holders and about 10 % licence A holders. There were no graduate coaches among the participating coaches and trainers (cf. Fig. 3). If we

look at the differentiation according to gender here, we see that **almost one-third of the qualified male coaches in competitive sports have a licence B, while for qualified women, it is almost a quarter.** In addition, more men (12 %) than women (7 %) have a licence A for sport-specific competitive sports as the highest licence level.

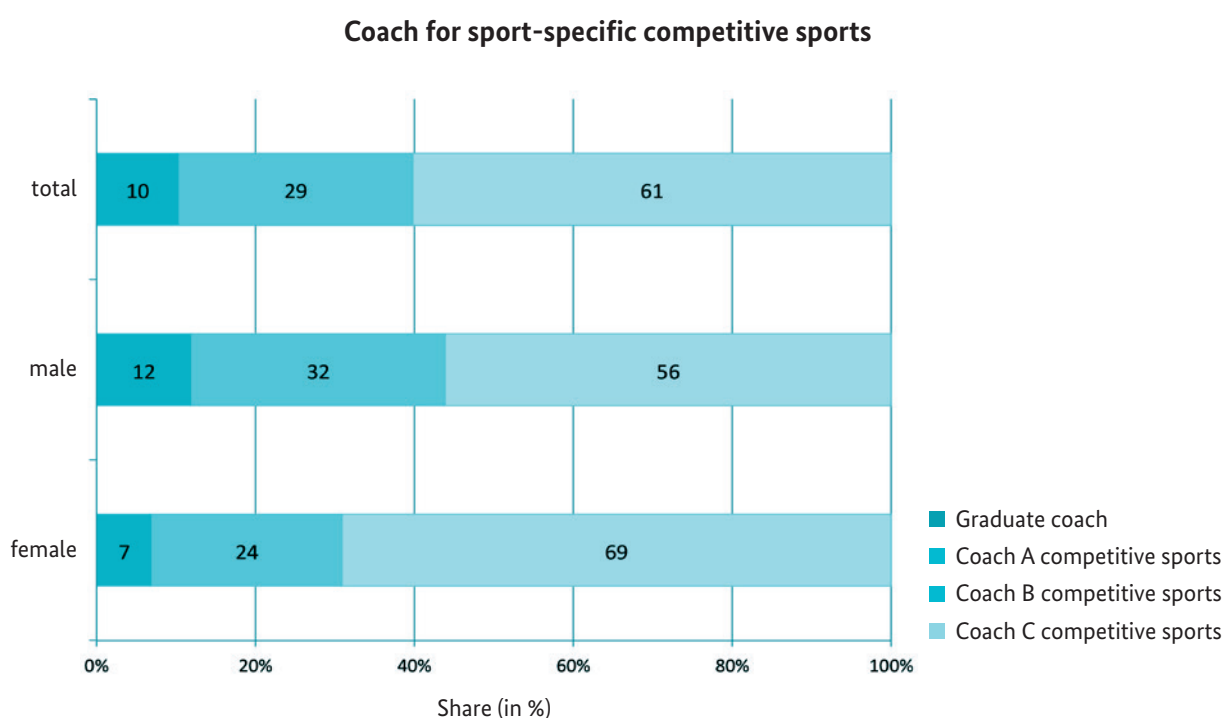


Fig. 3: Acquired licence levels of coaches for sport-specific competitive sport.

If we consider not just the coaches but also the trainers, a distinction must be made between four different licence levels in this cross-sport area. The **majority of the trainers qualified in this area (around 71 %) have a licence C for cross-sport mass sports as the highest licence level**, while about 8 % have a corresponding licence B as the highest licence level. In addition, about 15 % state they have a licence B in the field of sports in prevention, and about 6 % have a licence B for sports in rehabilitation. It is striking that among the trainers qualified in this field, a

proportionately higher number of women than men have licences B in the fields of prevention and rehabilitation. Men are slightly more likely to have a licence B or C for cross-sport mass sports (cf. Fig. 4).

2.2.2 Differentiation based on the fields of activity

Concerning the fields of activity, the coaches and trainers state that they **are especially active in sport-specific competitive sports (56.1 %).**

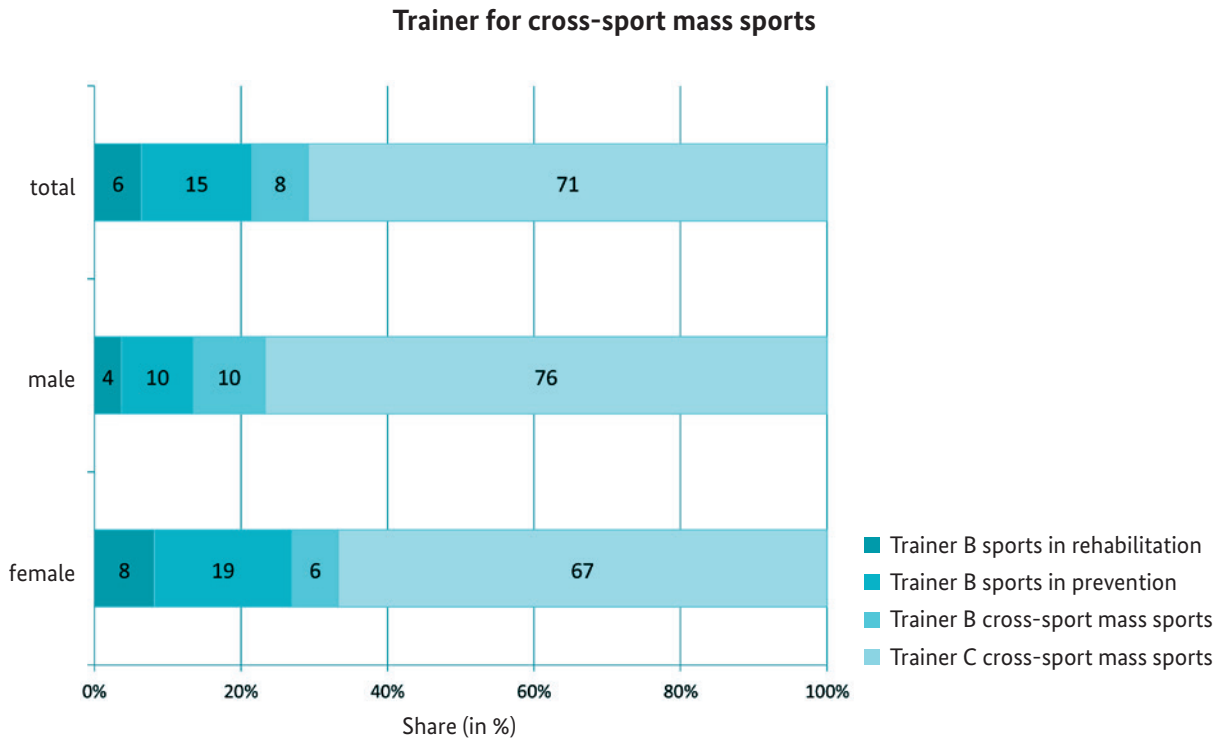


Fig. 4: Acquired licence levels of trainers for cross-sport mass sports.

The proportion among male coaches is around 70 %, while significantly fewer women, about 39 %, state that they are active in this field. The gender difference is also striking in the fields of cross-sport mass sports (including, for example, children's gymnastics and gymnastics for senior citizens), fitness sports, and health sports, where significantly more women are active than men. The picture is different in the field of sport-specific sport without competition: Almost one-third of male coaches state that they are active in this field, while among women, it is about a quarter (cf. Table 8).

On average, coaches and trainers are active in 1.4 fields, with about 70 % being active in one field, about 23 % in two fields, about 6 % in three fields, and only 1.3 % in four and 0.2 % in five fields.

It is striking that younger and older coaches and trainers are proportionately more likely to be active in cross-sport mass sports than

the other age groups. The over-60s are the most likely to be active in health sports (significantly more often than all other age groups), while about 70 % of coaches and trainers between the ages of 19 and 40 are active in sport-specific competitive sports (cf. Table 9).

It is also interesting to differentiate between pure coaching activities and pure trainer activities, as the fields of activity of coaches and trainers differ in terms of content. In this case, pure coaching activities are activities in the fields of sport-specific competitive sports or sport-specific sport without competition. The focus here is, therefore, on a specific sport. On the other hand, pure trainer activities are understood to mean the following: Cross-sport mass sports, fitness sports, and health sports. In contrast to coaches, trainers are therefore active in several sports.

Around 60 % of the respondents stated that they were engaged in pure coaching activities, while 26.3 % were engaged in pure train-

Table 8: Fields of activity of coaches and trainers, differentiated by gender (multiple answers possible).

Field	Total	Male	Female	Significance
	Share (in %)			
Cross-sport mass sports (e.g. children's gymnastics and gymnastics for senior citizens)	26.4	15.9	39.4	0.000***
Fitness Sport	13.4	9.8	17.5	0.000***
Health Sport	13.7	8.2	20.4	0.000***
Sport-specific competitive sports	56.1	70.4	38.8	0.000***
Sport-specific sports without competition	29.4	32.7	25.4	0.000***

Table 9: Fields of activity of coaches and trainers, differentiated by age group (multiple answers possible).

Field	Age (in years)					Significance
	up to 18	19-26	27-40	41-60	over 60	
	Share (in %)					
Cross-sport mass sports (e.g. children's gymnastics and gymnastics for senior citizens)	35.3	21.0	23.8	26.9	33.2	0.000***
Fitness Sport	5.2	7.9	11.7	16.2	16.1	0.000***
Health Sport	2.6	3.7	8.8	16.5	25.9	0.000***
Sport-specific competitive sports	46.6	69.4	68.2	52.6	41.9	0.000***
Sport-specific sports without competition	44.0	35.8	28.2	29.7	29.4	0.000***

er activities. About 13 % of them are active in mixed coaching and trainer activities. **It is notable that more than two-thirds of people who are purely coaches are male, while more than three-quarters of those who are purely trainers are women.** The proportion of women in mixed activities is just over 42 % (cf. Table 10).

If, in addition to gender, the age of coaches and trainers is also considered, differentiated according to fields of activity, it is apparent that **persons who are purely coaches are on average**

the youngest (43.2) compared to the other two groups. Persons who are purely trainers are, on average, almost 50 years old, and persons who are engaged in mixed activities are 45.9 years old (cf. Table 10). The age difference between persons engaged in pure coaching activities and pure trainer activities is a medium effect⁷ ($d=0.454$), i.e. the difference is of medium practical significance.

Despite having been trained (cf. section 2.2.1) in a specific field of activity, coaches and

⁷ For an explanation of the effect size, see section 4.5.5.

Table 10: Overarching fields of activity of coaches and trainers by gender and age.

Overarching field of activity	Total	of which		Age
		Male	Female	Mean value
	Share (in %)	Share (in %)		
Coaching and trainer activities	13.4	57.7	42.3	45.9
Pure trainer activities	26.3	23.4	76.6	50.0
Pure coaching activities	60.3	68.2	31.8	43.2

Table 11: Overarching fields of activity of coaches and trainers according to pure licence areas (only one licence as coach or trainer).

Overarching field of activity	Total	Licences		
		Coach for mass sports	Coach for competitive sports	Trainer for mass sports
	Share (in %)			
Coaching and trainer activities	13.4	12.3	11.5	13.6
Pure trainer activities	26.3	23.8	4.2	54.4
Pure coaching activities	60.3	63.9	84.3	32.0

trainers are active in other fields. We see, for instance, that among persons with only one coaching licence in the field of mass sports, almost 64 % are engaged in pure coaching activities, **but also almost 24 % of those qualified as coaches are active in the field of pure trainer activities**, although they do not have a licence for this (cf. Table 11).

Among the coaches who only have a licence for competitive sports, about 84 % are engaged in pure coaching activities, and only 4.2 % of these coaches also carry out pure trainer activities. This result shows a **tendency for coaches qualified for sport-specific competitive sports to be primarily employed in sport-specific sports (with or without competition participation)** (cf. Table 11). However, this is particularly

true for sport-specific competitive sports. Almost 89 % of the coaches with a coaching licence for competitive sports state that they are active in sport-specific competitive sports (cf. Table 12). **On the other hand, more than half of the pure trainer licence holders state that they are engaged in pure trainer activities, while almost a third also state that they are employed in the field of pure coaching activities without being licenced for it** (cf. Table 11).

In section 2.2.1 above, we have already described how high the proportion of people with only one respective licence is in the areas of coaches in sport-specific mass sports, competitive sport, and trainers in mass sports. If we now differentiate the different licences according to fields of activity, we can see to what

Table 12: Fields of activity of the coaches and trainers by qualification (multiple answers possible).

Field	Licences		
	Coach for mass sports	Coach for competitive sports	Trainer for mass sports
	Share (in %)		
Cross-sport mass sports	21.9	10.9	48.2
Fitness Sport	11.2	4.8	24.0
Health Sport	15.9	3.6	22.1
Sport-specific competitive sports	51.8	88.8	28.5
Sport-specific sports without competition	35.6	26.7	22.9

Table 13: Qualifications of coaches and trainers according to overarching fields of activity.

Licences	Total	Overarching field of activity		
		Pure coaching activities	Pure trainer activities	Coaching and trainer activities
	Share (in %)			
Coach for sport-specific mass sports (only this licence)	17.2	19.3	16.5	16.7
Coach for sport-specific competitive sports (only this licence)	14.6	21.9	2.5	13.4
Trainer for mass sports (only this licence)	14.9	8.5	32.9	16.0

extent the fields of activity of the coaches and trainers are staffed with appropriately qualified personnel. The analysis shows that a total of 14.6 % only have a licence as a coach for sport-specific competitive sports. Among persons who stated that they were only engaged in the field of pure coaching activities, the share of those licenced as coaches for competitive sports is 21.9 %, which is above the overall average. **This means that persons who are engaged in sport-specific (competitive) sports are more likely to have a formally appropri-**

ate qualification than the overall average. The result is the same for persons who, according to their own statement, are engaged in pure trainer activities. Among these persons, about a third have a trainer's licence for cross-sport mass sports, and only 2.5 % have a licence for sport-specific competitive sports (cf. Table 13). **The qualification system thus seems to function for the most part as a perfect fit, even if there are some exceptions, as licenced coaches are also engaged in trainer activities and vice versa** (cf. also Table 11 and Table 12).

2.3 Training activities

2.3.1 Form of activity

The participants were asked to indicate the form in which they carry out their activities, i.e. volunteer, part-time, or full-time. Nearly 80 % of the participating coaches and trainers state that they carry out their activities on a volunteer basis, while around 16 % carry out their activities on a part-time basis. Among women, however, the proportion of part-time work is 21 %. Only about 4 % state that they are employed full-time as coaches or trainers. Of the part-time and full-time coaches and trainers, about half are employed on a fee basis, about a third are salaried employees, and almost a fifth are self-employed (cf. Table 14).

If the form of activity is additionally differentiated according to the age groups of the coaches and trainers, it becomes clear that **people between 27 and 40 years are most often employed full-time as coaches or trainers**. This applies to 6.2 % of this age group. The same age group is proportionately most frequently salaried if the activity is carried out on a part-time or full-time basis. Otherwise, with the exception of young coaches and trainers up to the age of 18,

there are only slight differences between the age groups in terms of the form of activity. In all age groups over 18, more than 80 % of the coaches and trainers are volunteers (cf. Table 15).

Suppose we differentiate the form of activity according to the licence status of the coaches and trainers (again, individual, i.e. exclusive licences, i.e. only one acquired licence). In that case, we see that **licenced coaches for sports-specific competitive sport tend to be less frequently employed on a volunteer basis (73 %) and are instead employed full-time more often than average (9.1 %)**, while coaches for sports-specific mass sports and trainers for mass sports are only rarely employed full-time (cf. Table 16).

As shown in section 2.2.1 above, trainers for cross-sport mass sports can acquire four different licence levels (cf. also Fig. 4). This includes the level B trainer licences for sports in prevention and sports in rehabilitation. If we look at the form in which licenced trainers of the two mentioned levels carry out their activities, it is striking that **the share of part-time employees, particularly among trainers with a licence for rehabilitation sport, is disproportionately high (41.6 %) compared to the overall average (17.8 %, cf. Table 16)**. For example, licenced

Table 14: Form of activity as coach or trainer, by gender.

Form of activity	Total	Male	Female
	Share (in %)		
Volunteer	79.9	84.2	74.6
Part-time	16.2	12.3	21.0
Full-time	3.9	3.5	4.4
If part-time or full-time:			
...of which on a fee basis	48.8	46.3	50.5
...of which salaried	31.9	35.0	29.8
...of which self-employed	19.3	18.7	19.7

Table 15: Form of activity as coach or trainer, by age group.

Form of activity	Age (in years)				
	up to 18	19-26	27-40	41-60	over 60
	Share (in %)				
Volunteer	56.9	80.3	80.2	83.1	81.8
Part-time	41.4	17.4	13.6	13.4	15.1
Full-time	1.7	2.3	6.2	3.5	3.1
If part-time or full-time:					
...of which on a fee basis	53.1	55.3	37.3	49.5	56.3
...of which salaried	40.8	37.9	45.2	29.6	18.5
...of which self-employed	6.1	6.8	17.5	20.9	25.2

Table 16: Form of activity, by licence.

Form of activity	Licences		
	Coach for mass sports	Coach for competitive sports	Trainer for mass sports
	Share (in %)		
Volunteer	83.5	73.0	80.6
Part-time	14.0	17.9	17.8
Full-time	2.5	9.1	1.6
If part-time or full-time:			
...of which on a fee basis	55.0	33.2	62.3
...of which salaried	26.8	39.7	25.3
...of which self-employed	18.2	27.1	12.4

trainers for sports in rehabilitation are volunteers in less than half of the cases, while about 42 % of them work part-time and about 12 % are employed full-time. Among licenced trainers for sport in prevention, the percentages are also higher for part-time and full-time employees than for licenced trainers C and B for mass sports (cf. Table 17).

In summary, we can see that the majority of licenced trainers for sport in rehabilitation are not volunteers but work either part-time or full-time.

An examination of the form of activity according to whether or not trainers have received training for their work in sport shows that more than three-quarters of coaches and trainers with

Table 17: Trainers for cross-sport mass sports, differentiated according to form of activity.

Licence level	Form of activity		
	Volunteer	Part-time	Full-time
	Share (in %)		
Trainer licence C for cross-sport mass sports	83.4	14.3	2.3
Trainer licence B for cross-sport mass sports	83.7	14.1	2.2
Trainer licence B sport in prevention	70.7	23.4	5.9
Trainer licence B sport in rehabilitation	46.7	41.6	11.7

Table 18: Form of activity, by training for sport (not) received.

Form of activity	Training in sport	
	received	not received
	Share (in %)	
Volunteer	77.7	88.2
Part-time	17.4	11.7
Full-time	4.9	0.1
If part-time or full-time:		
...of which on a fee basis	47.5	56.4
...of which salaried	31.8	34.2
...of which self-employed	20.7	9.4

training in sport carry out their work on a volunteer basis, while the proportion of volunteers among those without training is even higher (about 88 %). **Persons without training for their work in sports are hardly ever employed full-time as coaches or trainers** (cf. Table 18).

2.3.2 Duration

The majority (around 92 %) of coaches and trainers are members of the club from which

they received the invitation to the survey⁸. **On average, they have been members for about 18 years and have been active as coach or trainer for almost 11 years.** Unsurprisingly, there were positive correlations, i.e. correlations between the duration of membership and the duration of training activity ($r=0.768$), as well as between the duration of training activity and the age of the coaches or trainers ($r=0.548$). **This means that the older the coach or trainer, the longer they have been active as a coach/trainer and**

⁸ For method, see section 4.2.

vice versa. On average, men have been members of the club for slightly longer (18.5 years) than women (17.1), although the effect is only small. There are no gender-specific differences in the duration of the training activity (cf. Table 19).

If we consider the distribution of the duration of the training activity, we see that a total of around 44 % of the coaches and trainers have been working for up to five years and about a fifth for six to ten years. **About 6 % have been working as coaches or trainers for more than 30 years** (cf. Fig. 5). If we also differentiate by fields of activity, it becomes apparent that persons, who, according to their own statement, are employed in pure trainer activities, look back on a somewhat longer career in the job (about 12 years) on average than coaches (almost 10 years). The difference is statistically significant (cf. Table 20), but the effect can be classified as small ($d=0.225$).

For instance, 11 % of those working in pure trainer activities state that they have been engaged in this activity for 16 to 20 years, while

the figure for those working in pure coaching activities is around 8 % (cf. Fig. 5).

At this point, we also examine whether the duration of the training activity differs between persons with and without training for their work in sport (cf. Table 2, last line). We see **that persons who have received training for their work in sport have been working on average for about 12 years, while persons without training in sport have been working for a considerably shorter period (6.2 years)**. The difference is statistically significant, and this is a medium effect (cf. Table 21).

The duration of the training activity also differs between coaches and trainers working on a volunteer, part-time, or full-time basis (cf. Table 22). Volunteers have been active in their role as coaches or trainers for the longest time, namely for an average of 11.2 years. This represents a significant difference to part-time coaches and trainers who have been active for 8.6 years on average. However, the effect size, i.e. the practical relevance, can be classified as small

Table 19: Duration of club membership and activity as a coach or trainer (MV= mean value; St-Dev. = standard deviation).

Duration (in years)	Total		Male		Female		Significance	Effect size
	MW	St.-Dev.	MW	St.-Dev.	MW	St.-Dev.		
Membership	17.9	13.8	18.5	14.4	17.1	12.9	0.001***	0.100
Coaching activities	10.7	10.5	10.9	10.9	10.5	10.0	0.120	0.044

Table 20: Duration of activity as coach or trainer, by field of activity.

Overarching field of activity	Duration of training activity (in years)		Significance
	Mean value	Standard deviation	
Coaching and trainer activities	12.9	11.8	0,000***
Pure trainer activities	12.0	11.1	
Pure coaching activities	9.7	9.8	

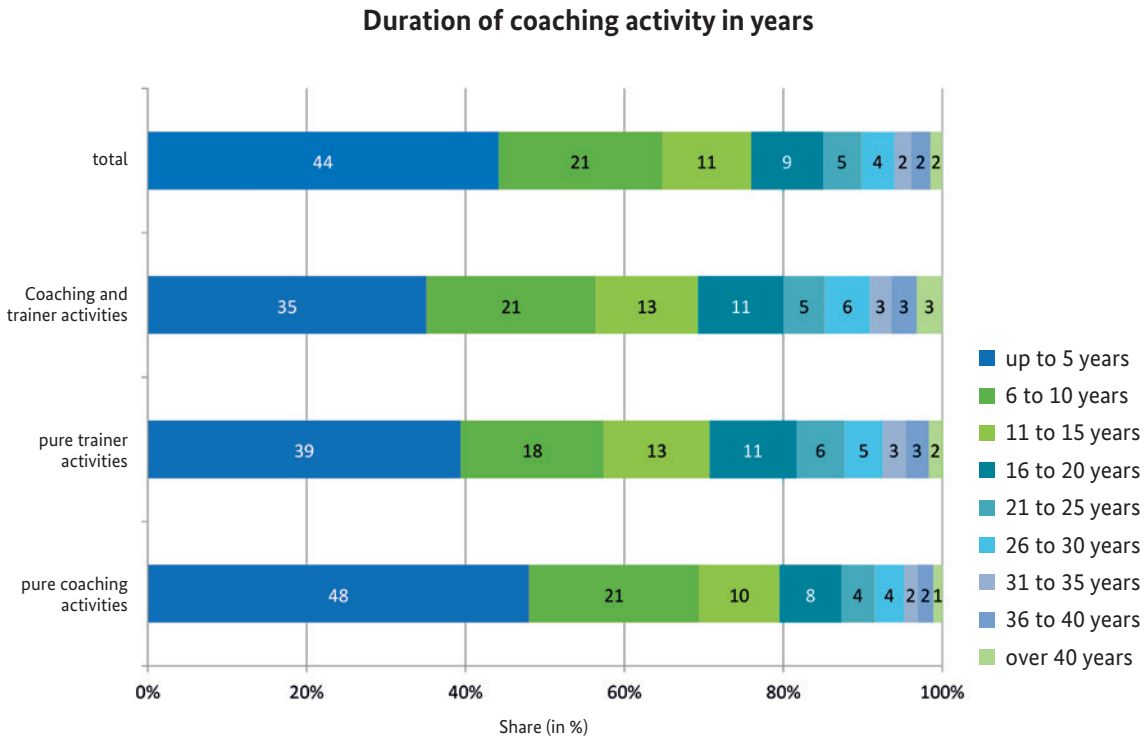


Fig. 5: Duration of the activity as a coach or trainer (in years).

Table 21: Duration of activity as coach or trainer, differentiated by training (not) received.

Training for their work in sport	Duration of the training activity (in years)		Significance	Effect size
	Mean value	Standard deviation		
received	11.9	10.9	0.000***	0,55
not received	6.2	7.5		

Table 22: Duration of activity as coach or trainer, by form of activity.

Form of activity	Duration of training activity (in years)		Significance
	Mean value	Standard deviation	
Volunteer	11.2	10.6	0.000***
Part-time	8.6	10.1	
Full-time	10.1	9.0	

($d=0.245$). There are also small effects with regard to the standardised mean differences in the duration of training activities between part-time and full-time coaches and trainers ($d=0.148$) and between volunteers and full-time employees ($d=0.106$). For practical purposes, the differences are therefore negligible.

2.3.3 Types of sports

The participants indicated in which sport(s) they are active for their club. Up to three sports could be indicated, where the first sport was designated as the main sport in their training activity and served as a reference for the information provided by the coaches and trainers in the following evaluations of training activity. The participants cover a wide range of main sports. The 30 most frequently mentioned sports are shown in Fig. 6.

2.3.4 Time invested

In total, the coaches and trainers state that they invest an average of about 4.6 hours per week in their activities, with 4.3 hours being spent on

the main sport. Mrazek and Rittner (1991) determined a very similar value (4.33 hours).

If we only consider the coaches and trainers working on a volunteer basis, the average weekly working time is about 4 hours, with male volunteer coaches and trainers working on average around 4.6 hours per week and female coaches and trainers around 3.3 hours per week. Similar workloads are found among part-time coaches and trainers, while full-time coaches and trainers state that they work on average around 15.6 hours per week for the respective club⁹.

If we take the average number of volunteer coaches and trainers in sports clubs in Germany into account¹⁰, we can extrapolate the number of volunteer coaches and trainers in sports clubs and the average scope of the volunteer commitment of coaches and trainers who are engaged in sports clubs on a voluntary basis¹¹. This shows that a total of around **606,600 volunteer coaches and trainers** are active in sports clubs in Germany, of which around 383,500 are male and 223,100 female. In total, the volunteer coaches and trainers in sports clubs in Germany invest

Table 23: Time invested by coaches and trainers, differentiated by form of activity.

Form of activity	Working hours per week (mean value)		
	Total	Male	Female
Volunteer	4.04	4.59	3.28
Part-time	4.35	5.57	3.50
Full-time	15.57	18.33	12.89
Total	4.55	5.21	3.75

⁹ It should be noted that coaches and trainers may well work in more than one club. The hours shown here only refer to the club for which they received the invitation to the survey. Of the full-time coaches and trainers, 38.8% state that they work in other clubs (cf. chapter 2.4.1).

¹⁰ The data basis here is the club survey in the seventh wave of the Sport Development Report.

¹¹ The extrapolation used the total number of sports clubs in Germany from 2017. According to the DOSB survey, this number was 89,594 clubs (DOSB, 2017).

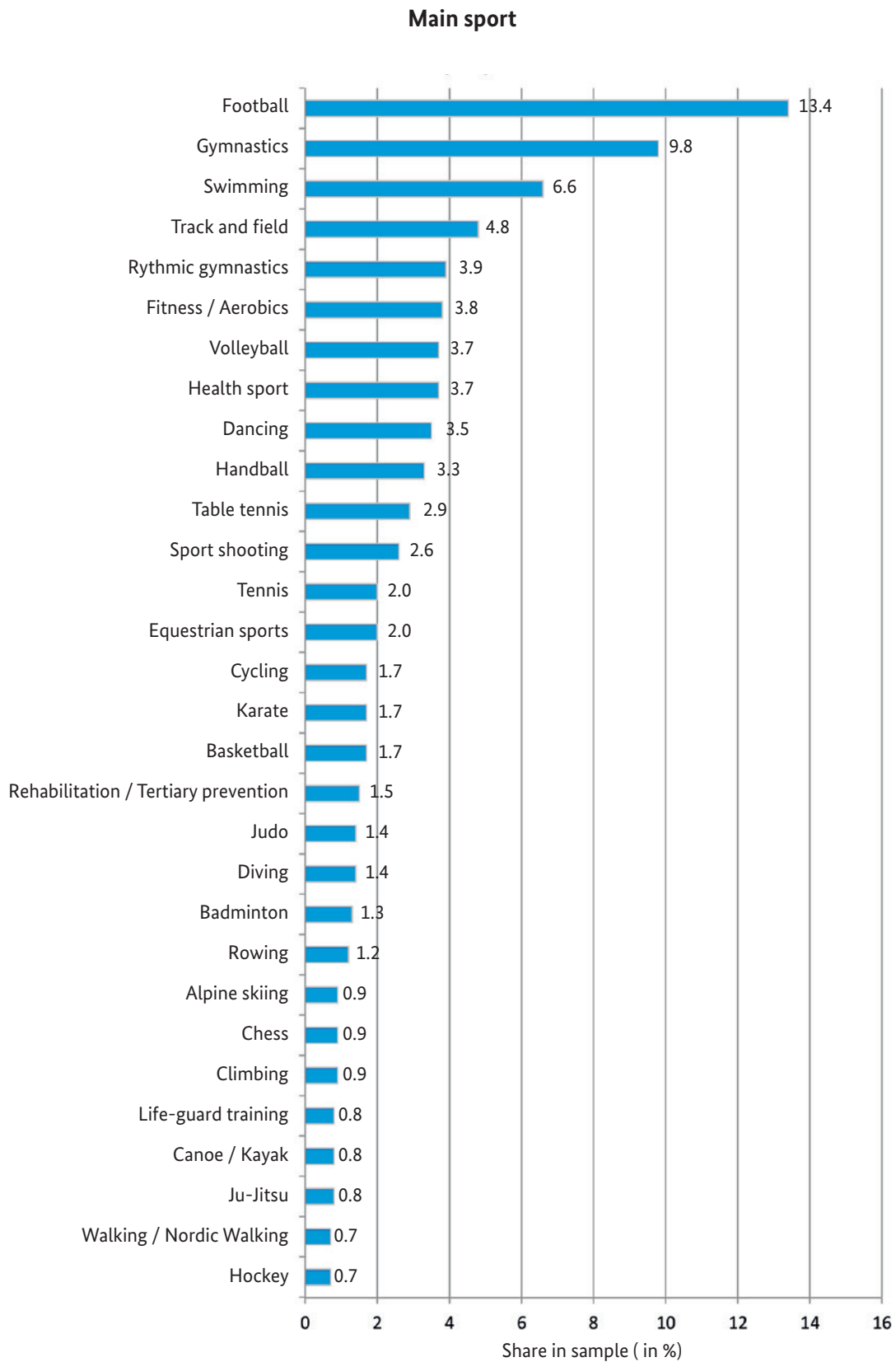


Fig. 6: 30 most frequently mentioned main sports of the participants.

Table 24: Scope of volunteer commitment of coaches and trainers in sports clubs in Germany.

	Total	Male	Female
Volunteer commitment per week (average in hours)	4.04	4.59	3.28
Number of volunteer coaches and trainers per club (mean value)	6.77	4.28	2.49
Total volunteer commitment per week (extrapolation in hours for all clubs)	2,490,700	1,758,200	732,500
Total volunteer commitment per month (extrapolation in hours for all clubs)	10,834,400	7,648,200	3,186,200

around **2.5 million hours per week or 10.8 million hours per month**¹² (cf. Table 24). This results in a **monthly added value**¹³ of around € **162.5 million** and an **annual added value** of € **1.95 billion through the volunteer commitment of coaches and trainers** in sports clubs¹⁴.

It should be noted that these figures only reflect the volunteer work performed by volunteer coaches and trainers. If we add the time commitment of the volunteer board members to the sports clubs and the resulting added value (cf. Breuer & Feiler, 2020b), the **total monthly commitment amounts to around 23.8 million hours and an annual added value of around € 4.29 billion**. This does not yet include the volunteer work done by the volunteer referees and officials and the time invested by the helpers¹⁵.

2.3.5 Target groups

In their main sport, coaches and trainers supervise an average of 2.2 teams. The target groups of the trained teams differ (cf. Table 25). Overall, about 57 % of the coaches and trainers state that they

train children. The average age of the coaches and trainers who supervise children is 41.7 years. Of the coaches and trainers who supervise children, about 11 % supervise pure boys' training groups or teams, about 13 % supervise pure girls' groups or teams, and over three quarters supervise mixed groups or both female and male groups.

Regarding the target group adolescents in clubs, more than half of the coaches and trainers also state that they train adolescents, although these coaches and trainers are on average slightly older than those who supervise children (average age 43.4 years). About 17 % each train pure boy or girl groups, and almost two-thirds train mixed groups (cf. Table 25).

More than half of the coaches and trainers train adults. It is striking that the average age of 49.5 years is higher than for the children and youth coaches and trainers. Most of the training groups (about 70 %) are mixed-gender groups or both male and female training groups. A similar picture emerges for the target group of senior citizens, where only 22.5 % of the coaches and trainers supervise at least one group of senior

12 Week factor = 4.35 according to payroll tax guidelines (LStR, 2019).

13 The calculation of the monthly added value through the volunteer coaches and trainers in sports clubs uses an hourly rate of € 15 as a basis, following Heinemann and Schubert (1994). However, it should be noted that the result of the calculated added value depends on the method and assessment basis used to determine the value of volunteer work. The assessment basis may vary depending on the scenario chosen for the calculation (for an overview of different valuation approaches to volunteer work see Orłowski & Wicker, 2015).

14 At this point, however, we once again point out that the results of the survey of coaches and trainers are to be classified as non-representative. It is possible that more committed coaches and trainers also participated more strongly in the survey (cf. sections 1 and 4.4.3). For this reason the projections should be regarded as tendencies and with caution.

15 Individuals who support the club sporadically, e.g. by driving to competitions, baking cakes for club events, etc.

citizens (cf. Table 25). Compared to the coaches and trainers of the previously mentioned target groups, the coaches and trainers who supervise a group of senior citizens are the oldest coaches and trainers. The average age is 55.8 years. **Overall, it can be stated that the age of the coaches and trainers tends to increase with the age of the trained target groups.**

It is interesting to note that there are gender differences in the supervision of the different target groups. **Across all target groups, purely male training groups tend to be trained by men (cf. Table 26) and purely female training groups by women (cf. Table 27).**

For example, about a quarter of the youth teams or training groups trained by men are male, while in this target group, only 6.6 % of

the groups trained by men are all-female training groups. The biggest difference lies in the target group of senior citizens. Here, only 1.7 % of the sports groups trained by men are all-female groups (cf. Table 26).

The difference is even more striking in the case of female coaches and trainers, as only 2.6 % of female coaches and trainers train an all-boy children's group or team and 2.9 % train a male youth group or team. Among the target groups of adults and senior citizens, the proportion of purely male sports groups is even lower. On the other hand, about 37 % of the training groups supervised by women in adolescence are all-girl teams or groups (cf. Table 27).

However, it should also be noted that the **majority of the groups trained by men and wom-**

Table 25: Target groups of coaches and trainers (multiple answers possible).

Target group	Share (in %)	Gender of the target groups		
		Male	Female	Mixed
		Share (in %)		
Children	56.7	10.7	13.3	76.0
Adolescents	54.4	17.2	17.3	65.5
Adults	50.6	13.3	16.3	70.4
Seniors	22.5	11.9	13.3	74.8

Table 26: Target groups of male coaches and trainers (multiple answers possible).

Target group	Share (in %)	Gender of the target groups		
		Male	Female	Mixed
		Share (in %)		
Children	54.2	18.1	3.9	78.0
Adolescents	64.0	24.9	6.6	68.4
Adults	54.7	21.1	6.7	72.2
Seniors	21.4	21.1	1.7	77.2

en are mixed training groups or groups of boys/men and girls/women (cf. Table 26 and Table 27).

If we consider the trained target groups according to the fields of activity in which the participants state that they are active, it is apparent that people who are engaged in pure coaching activities most often train youth groups or teams and less often senior groups. Persons who are engaged in pure trainer activities most often train the adult target group and somewhat less frequently youth groups (cf. Table 28).

A differentiation according to form of activity shows that volunteer coaches and trainers most frequently train children and adolescents, while part-time employees most frequently train adults and least frequently senior citizens. Full-time coaches and trainers also state that

they most frequently train adults, but also adolescents and children. Senior citizens' groups are slightly less frequently trained by full-time employees, although the proportion here is still well above the overall average (cf. Table 29).

If we also differentiate according to acquired licences, we see that coaches for sport-specific mass sports primarily train adolescents and adults, but also children, while the **focus of coaches licenced for sport-specific competitive sports is clearly on the group of adolescents**. Senior citizens are also rarely trained by these coaches. Trainers in mass sports are represented in all target groups, with the focus lying on children and adults (cf. Table 30).

In addition, coaches and trainers with and without training for their work in sport are con-

Table 27: Target groups of female coaches and trainers (multiple answers possible).

Target group	Share (in %)	Gender of the target groups		
		Male	Female	Mixed
		Share (in %)		
Children	59.8	2.6	23.6	73.8
Adolescents	42.6	2.9	36.8	60.3
Adults	45.6	1.9	30.2	67.8
Seniors	23.8	1.9	26.0	72.2

Table 28: Target groups of coaches and trainers, according to field of activity (multiple answers possible).

Target groups	Total	Field of activity		
		Pure coaching activities	Pure trainer activities	Coaching and trainer activities
		Share (in %)		
Children	56.7	60.1	41.0	71.2
Adolescents	54.4	64.8	21.0	72.1
Adults	50.6	45.3	58.7	59.9
Seniors	22.5	13.2	40.4	29.2

Table 29: Target groups of coaches and trainers, according to the form of activity (multiple answers possible).

Target groups	Total	Form of activity		
		Volunteer	Part-time	Full-time
Share (in %)				
Children	56.7	58.3	47.2	60.2
Adolescents	54.4	56.2	44.2	63.3
Adults	50.6	48.2	58.8	68.9
Seniors	22.5	20.1	29.4	43.4

Table 30: Target groups of coaches and trainers according to pure licences (multiple answers possible).

Target groups	Licences		
	Coach for mass sports	Coach for competitive sports	Trainer for mass sports
Share (in %)			
Children	53.5	61.0	50.5
Adolescents	58.2	72.8	37.5
Adults	57.0	50.4	55.4
Seniors	23.9	16.9	29.7

Table 31: Target groups of coaches and trainers, training in sport (not) received (multiple answers possible).

Target groups	Training in sport		Significance
	received	not received	
Share (in %)			
Children	56.3	58.6	0.173
Adolescents	56.6	45.8	0.000***
Adults	54.3	36.2	0.000***
Seniors	25.3	11.7	0.000***

sidered in a differentiated manner. We see that there are hardly any differences between the two groups in the target group of children. For example, 56.3 % of coaches and trainers with training for their work in sports state that they train children, while the proportion among those without training in sport is 58.6 %. However, larger and statistically significant differences can be seen in the supervision of the three other target groups. For example, on average, more coaches and trainers with training in sports indicate that they train adolescents, adults, and senior citizens than untrained coaches and trainers (cf. Table 31).

If the coaches and trainers indicated that they train one of the four listed target groups, the proportion of trained coaches and trainers among these persons was also examined. **For example, 78.8 % of those who train children have received training in sport, which in turn means that more than a fifth of children's coaches and trainers are untrained.** In the three other target groups, the shares of trained coaches and trainers are each slightly higher. For example,

82.7 % of the coaches and trainers who train adolescents have received training for their work in sport. Among the target group adults, the share of coaches and trainers trained for sport is 85.3 %, and among senior citizens 89.4 %.

2.3.6 Competition level

Those participants who stated that they were active in sport-specific competitive sports were additionally asked about the highest competition level of the teams they supervised in their main sport in 2017.

The largest share of them indicates that they are active at the district level. Here, the proportion of male coaches (almost 30 %) is slightly higher than for women (23.8 %). Female coaches in sport-specific competitive sports are mainly active at the district and state level, while about one-fifth of male coaches active in competitive sports operate up to the national or even international level. For women, the proportion is about 18 % (cf. Fig. 7).

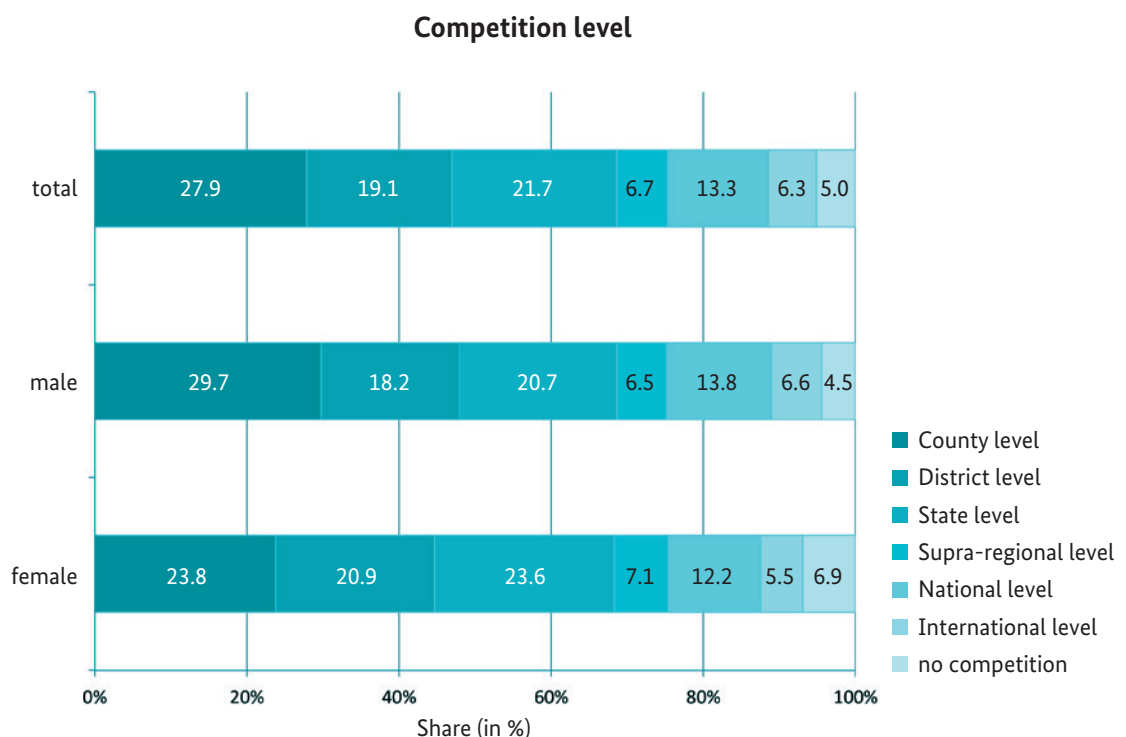


Fig. 7: Competition level of supervised teams in 2017.

2.3.7 Goals of a training session

The coaches and trainers were asked about their self-defined goals for each training session in their main sport. Seven possible goals were listed, and the coaches and trainers were asked to indicate on a five-grade scale (from 1=“not at all” to 5= “very strongly”) which goals they believed should be achieved for the participants of the training session.

Overall, we see that the coaches and trainers place particular emphasis on ensuring **that the participants have fun and enjoy their sport** ($M=4.68$). This motive is significantly more pronounced among female coaches and trainers than among their male colleagues (cf. Fig. 8). The majority of coaches and trainers also **strongly pursue the goals of teaching fair play in sports to the participants of the training session as well as promoting the personal development of the individual** (cf. Fig. 9).

These goals are significantly more pronounced among men than among women. In addition, male coaches and trainers pursue the goals of enabling athletes to achieve peak performance and master their sport completely more strongly. **The concept of sporting performance is, therefore, significantly more pronounced in men than in women** (cf. Fig. 8). Overall, goals such as involving participants in structuring the training ($M=3.43$) and enabling peak sporting performance ($M=3.12$; cf. Fig. 8) are somewhat less pronounced. The latter goal is pursued little or not at all by about 28 % of the coaches and trainers (cf. Fig. 9).

If we look at the goals of a training session differentiated according to the age of the coaches and trainers, some differences become apparent. It is striking, for example, that striving to enable peak performance is most pronounced among coaches and trainers in the very young age group as well as among 19 to 40 year-olds.



Fig. 8: Goals for training sessions, differentiated by gender (mean values; 1= “not at all” to 5= “very strongly”).

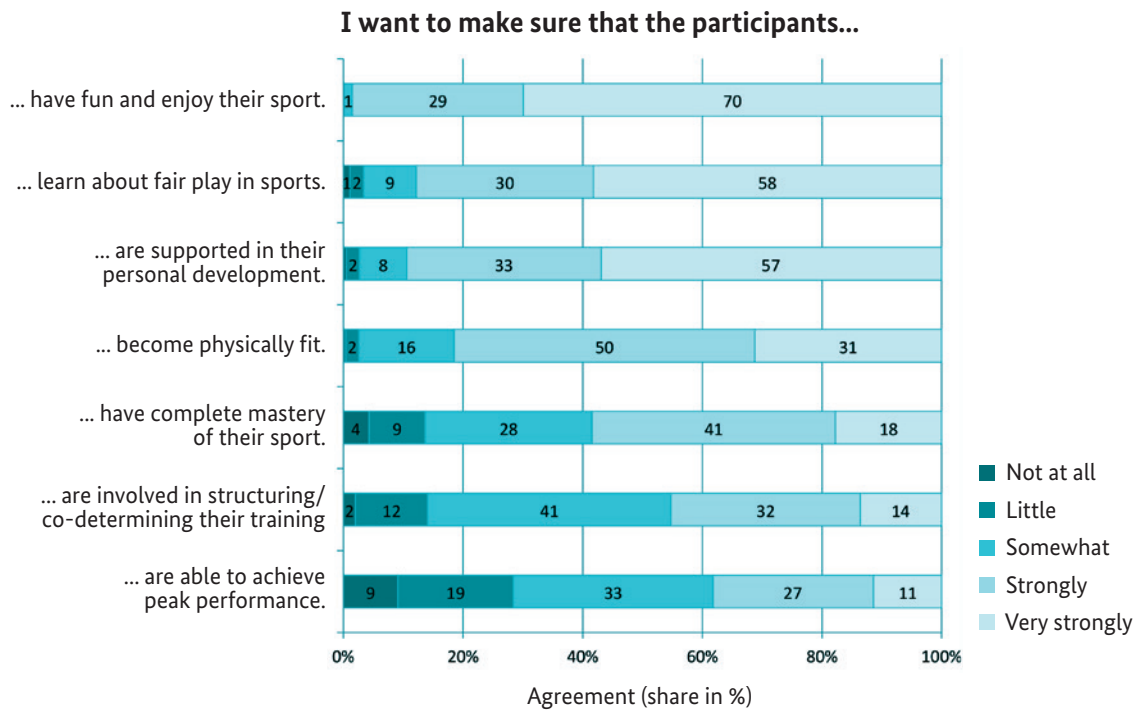


Fig. 9: Goals for training sessions (distribution of agreement).

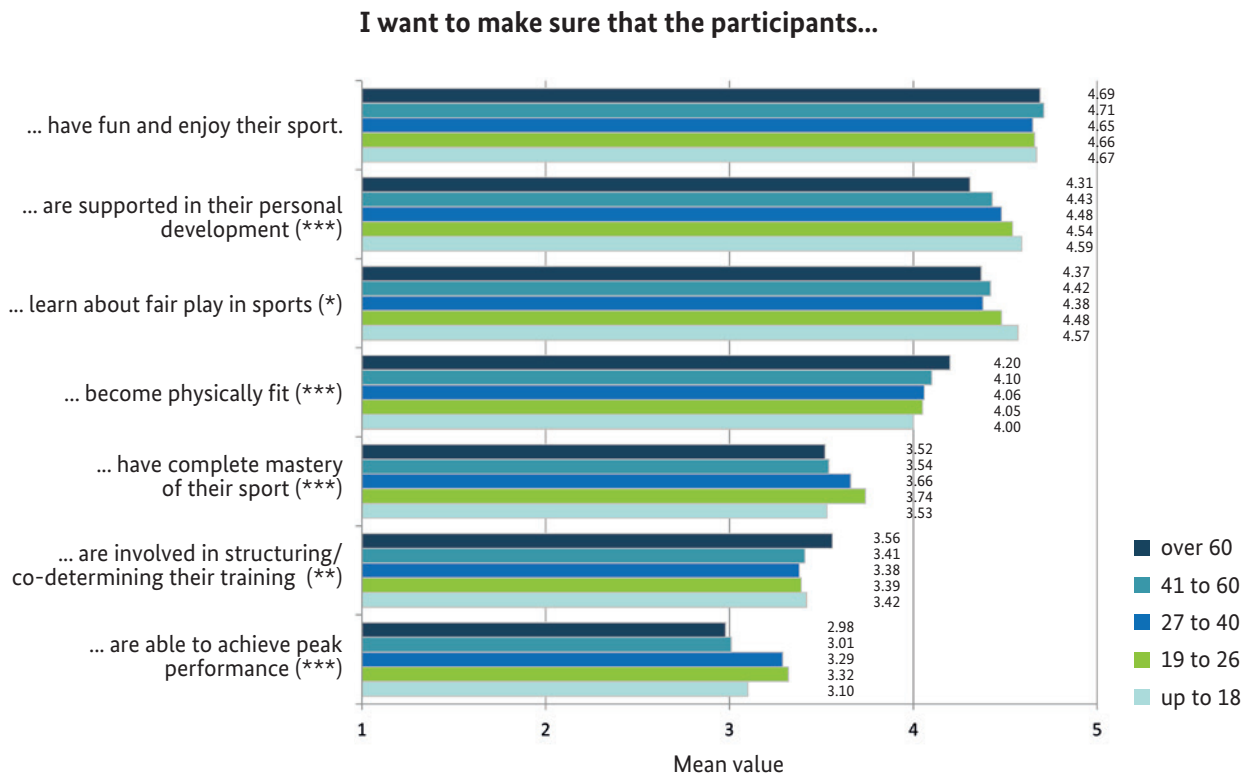


Fig. 10: Goals for training sessions, differentiated by age group (mean values; 1= "not at all" to 5= "very strongly").

Older coaches and trainers over the age of 60, on the other hand, are most likely to want to involve the participants in the training structure. Hardly any differences are apparent in the desire to ensure that the participants have fun and enjoy their sport (cf. Fig. 10).

However, in this area, especially there are clear differences between the differently licenced coaches and trainers. For example, **licenced coaches for sport-specific competitive sports** are clearly more committed to the goal of **enabling participants to achieve peak performance** ($M=3.78$) than **licenced coaches for sport-specific mass sports** ($M=2.99$) and **licenced trainers for mass sports** ($M=2.71$). A similar trend can be seen in the goal of teaching mastery of the sport. The differences between the groups, i.e. the differently licenced persons, are statistically significant (cf. Fig. 11).

As might be expected, there are clear differences between the differently qualified coaches and trainers in terms of training structure and goals.

Differences also become apparent when the goals for a training session are differentiated according to the field of activity. In particular, there are large and statistically significant differences in sporting goals. **For example, people who are purely coaches want their participants to achieve a much higher level of mastery of their sport and enable them to achieve peak performance than people who are purely trainers.** On the other hand, people in pure trainer activities focus more strongly on teaching fun and enjoyment in sports. However, the persons engaged in both fields of activity want the participants to become physically fit about the same extent (cf. Fig. 12).

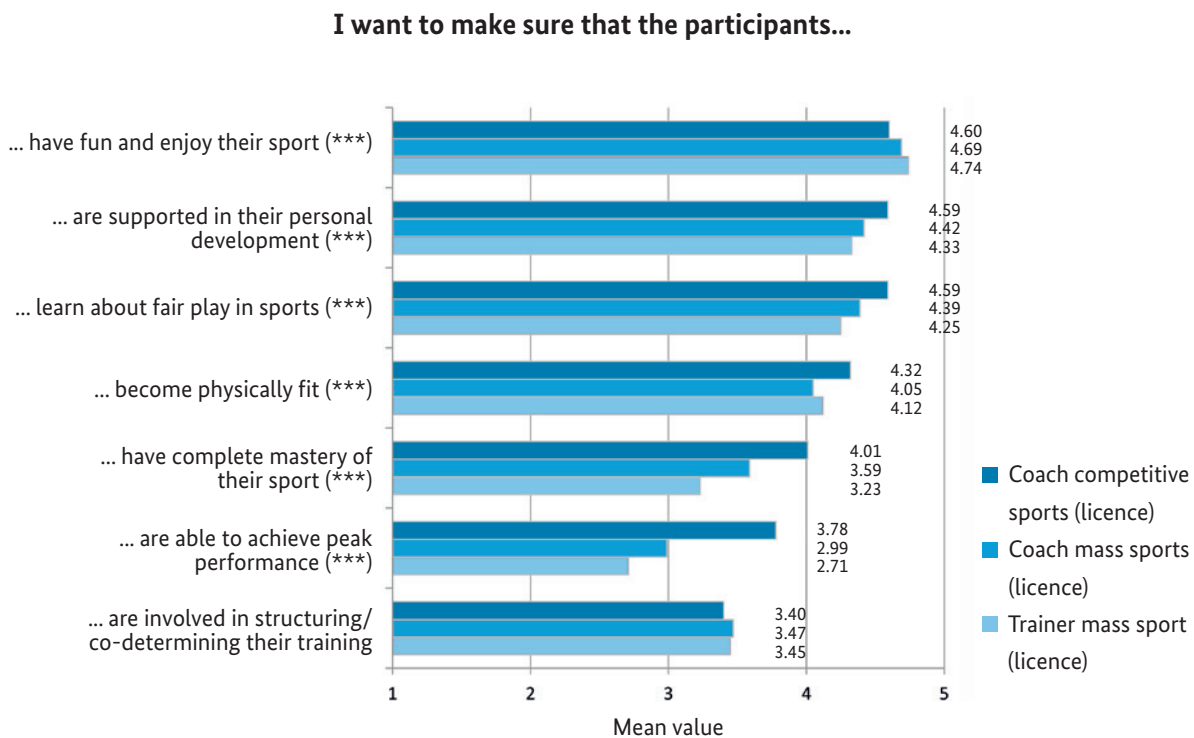


Fig. 11: Goals for training sessions, differentiated according to pure licences (mean values; 1= “not at all” to 5= “very strongly”).

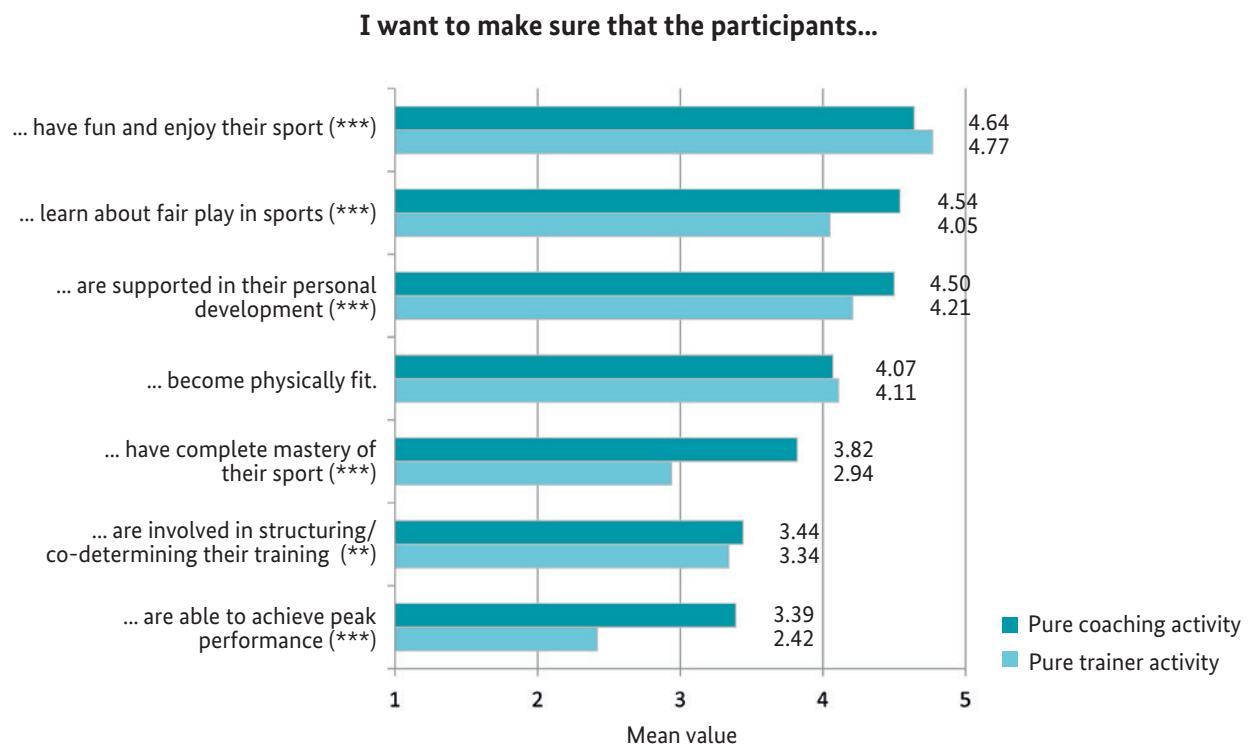


Fig. 12: Goals for training sessions, differentiated according to field of activity (mean values; 1= “not at all” to 5= “very strongly”).

If we also look at the training goals of coaches and trainers who have received training for the sport and those who have not, there are significant **differences in particular with regard to the goal of physical fitness and mastery of the sport. These goals are pursued more strongly by trained coaches and trainers than by untrained coaches and trainers.** The latter, on the other hand, attach somewhat more importance to teaching fair play (cf. Fig. 13).

If we also look at the goals for a training session differentiated according to form of activity, it is striking that **full-time employees attach more importance to making the participants physically fit and enabling them to achieve peak performance than volunteer coaches and trainers.** The differences between these two groups are statistically significant. Moreover, full-time employees place the greatest importance on athletes learning to master their sport completely.

On the other hand, volunteer coaches and trainers allow more freedom for participants to be involved in the training structure and attach more importance to teaching fair play than part-time employees (cf. Fig. 14).

A consideration of the goals for training sessions differentiated according to exclusively trained target groups (i.e. either only children, only adolescents, only adults or only seniors) shows that there are particularly large differences between children and adolescents on the one hand and adults and seniors on the other hand, with regard to the **goals of fair play and personal development. These goals are much more strongly pronounced among coaches and trainers for younger groups.** Coaches and trainers who exclusively train adolescents also place more emphasis on sporting goals such as mastery of the sport, achieving peak performance, and physical fitness (cf. Fig. 15).

I want to make sure that the participants...

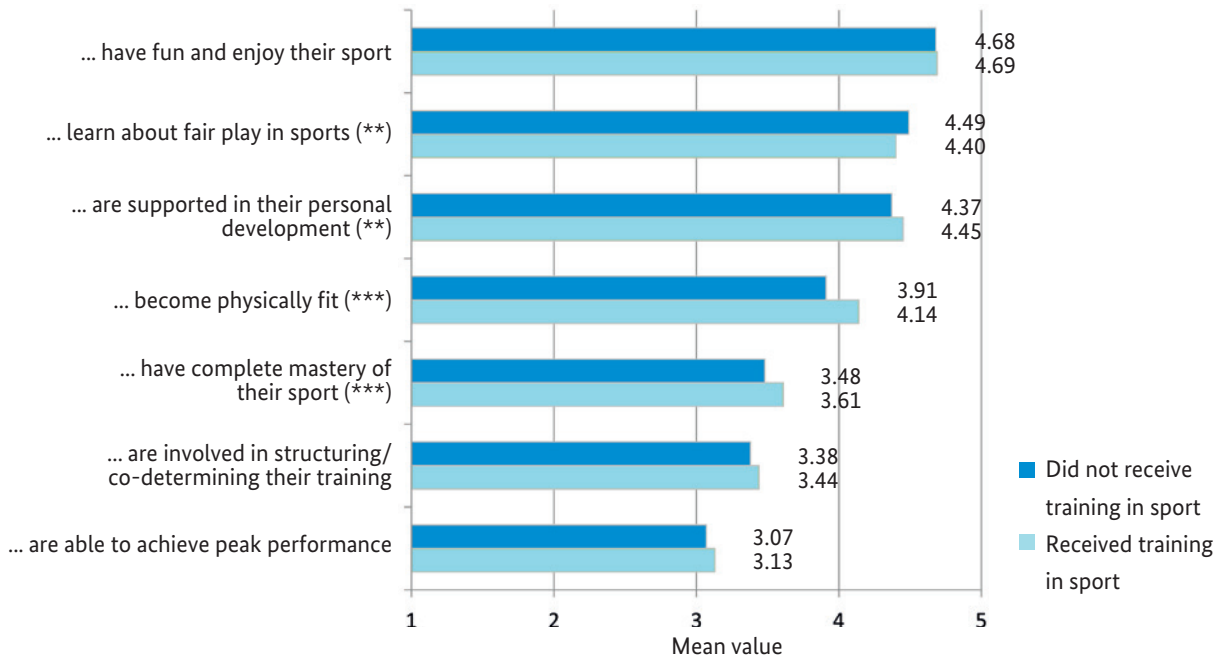


Fig. 13: Goals for training sessions, differentiated by training in sport (not) received (mean values; 1= “not at all” to 5= “very strongly”).

I want to make sure that the participants...

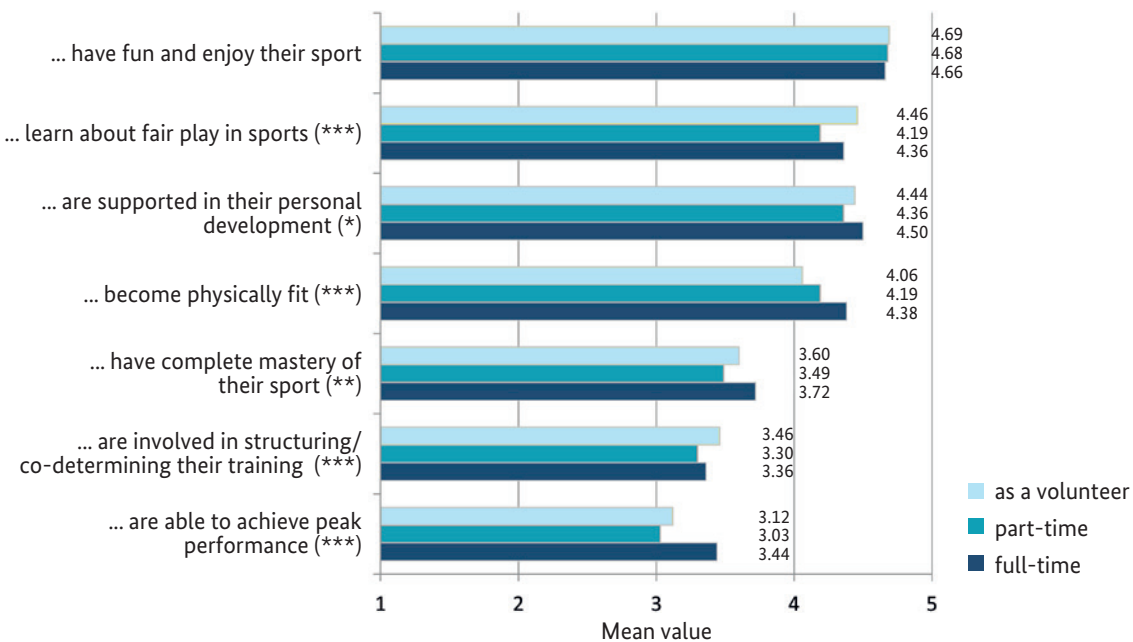


Fig. 14: Goals for training sessions, differentiated by form of activity (mean values; 1= “not at all” to 5= “very strongly”).

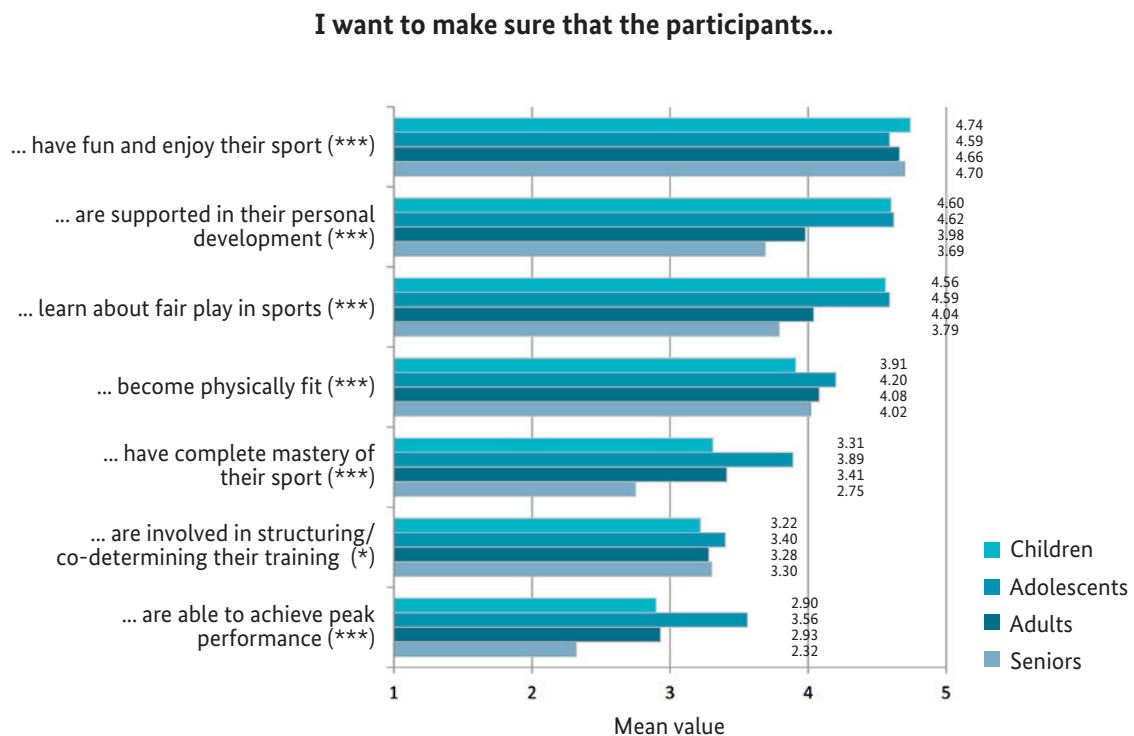


Fig. 15: Goals for training sessions, differentiated by exclusively trained target groups (mean values; 1= "not at all" to 5= "very strongly").

2.3.8 Activities and resources invested in the activity

In order to achieve the goals they have set themselves for training sessions, coaches and trainers have to perform various activities within the scope of their work. Nearly 95% of the coaches and trainers stated that they had invested time in training sessions in the last week (i.e. the week before the survey was conducted). They invested an average of about 3.6 hours during the week in question. In addition to the pure training time, the majority (81 %) of the coaches and trainers had to travel to and from training, which in the week in question amounted to an average of about 45 minutes for all respondents. Other time-consuming activities are, considered as a whole, i.e. related to all activities and not just those that took place during the week in question, competition supervision and the preparation and follow-up of the training sessions. If we

only look at the time invested by those who were engaged in their activities in the previous week, most of the time was invested in competition supervision (around 5.4 hours), further qualification and training (around 5.3 hours), and conducting training sessions (cf. Table 32).

It is striking that proportionately significantly fewer female coaches and trainers state that they have invested time in the last week in the supervision of competitions and in the preparation and follow-up of content for competitions than their male colleagues. Only one-fifth of the female coaches and trainers were involved in the supervision of competitions in the last week (before the survey), while the figure for male coaches and trainers was about 44 % (cf. Table 33).

However, when female coaches or trainers did supervise and prepared competitions, they invested significantly more time in this than male coaches and trainers, namely 6.4

Table 32: Activities performed in the context of the activity as coach or trainer and time invested in the activities.

	Activities	Time invested (in minutes in the last week, if activity was performed)	Time invested (in minutes in the last week, related to all)
	Share (in %)	Mean value	
Conducting training sessions	94.8	220	208
Travel to and from training	81.0	56	45
Content-related preparation / follow-up for training sessions	72.3	62	44
Administrative activities (e.g. reports, invoicing)	48.3	55	26
Coordination within the club	46.8	47	21
Competition supervision (incl. travel to/from)	33.0	323	100
Content preparation / follow-up for competitions	29.0	59	16
Further qualification and training	15.1	320	40
Other activities	10.0	205	19

Table 33: Activities performed in the context of the activity and time invested in the activities, differentiated by gender.

	Activities		Time invested (in minutes in the last week, if activity was performed)	
	Male	Female	Male	Female
	Share (in %)		Mean value	
Conducting training sessions	94.8	94.8	235***	201***
Travel to and from training	83.4***	78.1***	60**	51**
Content-related preparation / follow-up for training sessions	71.1*	73.9*	64	59
Administrative activities (e.g. reports, invoicing)	53.0***	42.3***	54	58
Coordination within the club	55.0***	36.5***	47	47
Competition supervision (incl. travel to/from)	43.7***	19.7***	304**	382**
Content preparation / follow-up for competitions	38.5***	17.3***	55***	73***
Further qualification and training	15.4	14.7	284	374
Other activities	9.6	10.7	178	237

Table 34: Activities performed in the context of the activity and time invested in the activities, by field of activity.

	Activities		Time invested (in minutes in the last week, if activity was performed)	
	Pure coaching activity	Pure trainer activity	Pure coaching activity	Pure trainer activity
	Share (in %)		Mean value	
Conducting training sessions	94.9	93.3	227***	168***
Travel to and from training	83.8***	72.9***	58***	43***
Content-related preparation / follow-up for training sessions	71.2	73.7	61	57
Administrative activities (e.g. reports, invoicing)	49.1***	40.1***	52	52
Coordination within the club	51.8***	30.9***	47	46
Competition supervision (incl. travel to/from)	45.9***	4.2***	303	223
Content preparation / follow-up for competitions	39.7***	3.5***	57	66
Further qualification and training	12.8***	17.6***	278*	428*
Other activities	10.4	9.3	216	186

hours in supervision and 1.2 hours in preparation. Men invested 5.1 hours for supervision and around 55 minutes for preparation. On the other hand, more male coaches and trainers travelled to and from training in the last week, and the time invested in this was significantly higher than for their female colleagues (cf. Table 33).

The activities performed and the time invested also differ to some extent between the fields of activity in which the coaches and trainers are engaged (cf. Table 34).

For example, persons who, according to their own statement, are purely coaches spend proportionately more time on travel to training, administrative activities, coordination within the club, as well as competition supervision and content preparation than persons who are purely trainers. The difference is particularly large in the field of competition (cf. Table 34), which should not be surprising, however, since pure

trainer activities do not actually formally relate to competitive sport (cf. section 2.2.2).

On the other hand, persons in pure trainer activities state that they have taken part in further qualification and training more frequently in the last week than persons engaged in pure coaching activities. On average, the time they invested in further qualification and training is also significantly higher than for persons engaged in pure coaching activities. (cf. Table 34).

If we differentiate the activities of coaches and trainers and the respective time invested according to the characteristic of training (not received in sport, it is particularly striking that persons without training for their work in sport also participated proportionately less in further qualification and training (in the week before the survey) than persons who received training. When they took part in further qualification and training, the time invested did not differ significantly (cf. Table 35).

Table 35: Activities performed in the context of the activity and time invested in the activities, differentiated by training (not) received.

	Activities		Time invested (in minutes in the last week, if activity was performed)	
	Training received	Training not received	Training received	Training not received
	Share (in %)		Mean value	
Conducting training sessions	94.8	94.6	236***	156***
Travel to and from training	81.6	78.7	60***	40***
Content-related preparation / follow-up for training sessions	74.9***	61.5***	64***	50***
Administrative activities (e.g. reports, invoicing)	50.4***	39.1***	59**	37**
Coordination within the club	47.6*	43.3*	49**	39**
Competition supervision (incl. travel to/from)	31.6***	38.9***	347***	245***
Content preparation / follow-up for competitions	28.4	31.5	62	51
Further qualification and training	17.4***	5.3***	318	344
Other activities	10.9***	6.1***	208	183

Somewhat surprisingly, it seems that people without training in sport are slightly more likely to state that they have been involved in competition supervision than people with training in sport. However, the time invested in competition supervision is significantly higher among coaches and trainers with training for their work in sport than those without training (cf. Table 35).

If we differentiate the activities according to form of activity, it is not surprising that almost all full-time coaches and trainers state that they have conducted training sessions in the past week (cf. Table 36). The proportion of volunteers and part-time employees is somewhat lower, as is the amount of time invested.

Volunteer coaches and trainers, on the other hand, were most often involved in the supervision of competitions and in the prepara-

tion and follow-up of competition content. Here the proportion is lowest among part-time employees. One reason could be that part-time employees are particularly involved in preventive and rehabilitation sport (cf. section 2.3.1) and thus tend to participate less in competitions. However, when these activities are performed, the time actually invested by volunteers is less than that of the other two groups, especially the full-time professionals.

In addition, it is striking that full-time coaches and trainers were more frequently occupied with administrative activities and coordination within the club and also participated more frequently in further qualification and training (cf. Table 36). Here too, more time was invested in this work by full-time coaches and trainers than in the other two groups (cf. Table 37).

Table 36: Activities performed in the context of the training activity, differentiated by form of activity.

	Activities		
	Volunteer	Part-time	Full-time
	Share (in %)		
Conducting training sessions (*)	94.4	95.8	98.8
Travel to and from training (*)	80.4	82.6	88.3
Content-related preparation / follow-up for training sessions (***)	70.8	76.6	88.3
Administrative activities (e.g. reports, invoicing) (***)	47.0	47.2	77.2
Coordination within the club (***)	47.5	37.2	70.4
Competition supervision (incl. travel to/from) (***)	35.0	23.7	27.2
Content-related preparation / follow-up for competitions (**)	30.2	23.4	27.8
Further qualification and training (**)	14.5	15.5	24.7
Other activities	9.9	9.5	14.2

Table 37: Activities performed in the context of the training activity, differentiated by form of activity.

	Time invested (in minutes in the last week, if activity was performed)		
	Volunteer	Part-time	Full-time
	Mean value		
Conducting training sessions (***)	200	221	645
Travel to and from training (***)	51	60	148
Content-related preparation / follow-up for training sessions (***)	57	64	140
Administrative activities (e.g. reports, invoicing) (***)	50	36	176
Coordination within the club (***)	45	46	91
Competition supervision (incl. travel to/from) (***)	305	326	931
Content-related preparation / follow-up for competitions (***)	56	66	121
Further qualification and training	316	325	358
Other activities (**)	160	357	446

2.3.9 Limitations in carrying out the activity

The coaches and trainers were asked whether they felt limited in their activities due to time constraints or lack of knowledge. Here the picture is divided. On a five-point scale (from 1=“strongly disagree” to 5=“strongly agree”), the majority of coaches and trainers disagree or tend to disagree with the statement that their knowledge and skills as coaches and trainers limit their activities (cf. Fig. 16). The mean value is $M=1.68$ (cf. Table 38). Only around 6 % see their activities as being limited as a result. **In contrast, about 23 % of the coaches and trainers agree with the statement that it will be difficult to find the necessary time for the activity in the coming season** (cf. Fig. 16). The mean value is $M=2.40$ (cf. Table 38).

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Table 38: Limitations in activity (mean value; 1=“strongly disagree” to 5=“strongly agree”).

	Total	Male	Female	Significance
	Mean value			
My knowledge and skills as a coach/trainer limit me in my activities.	1.68	1.73	1.61	0.000***
In the coming season, it will be difficult for me to find the time for my work as a coach/trainer.	2.40	2.46	2.32	0.000***

Limitations in carrying out the activity

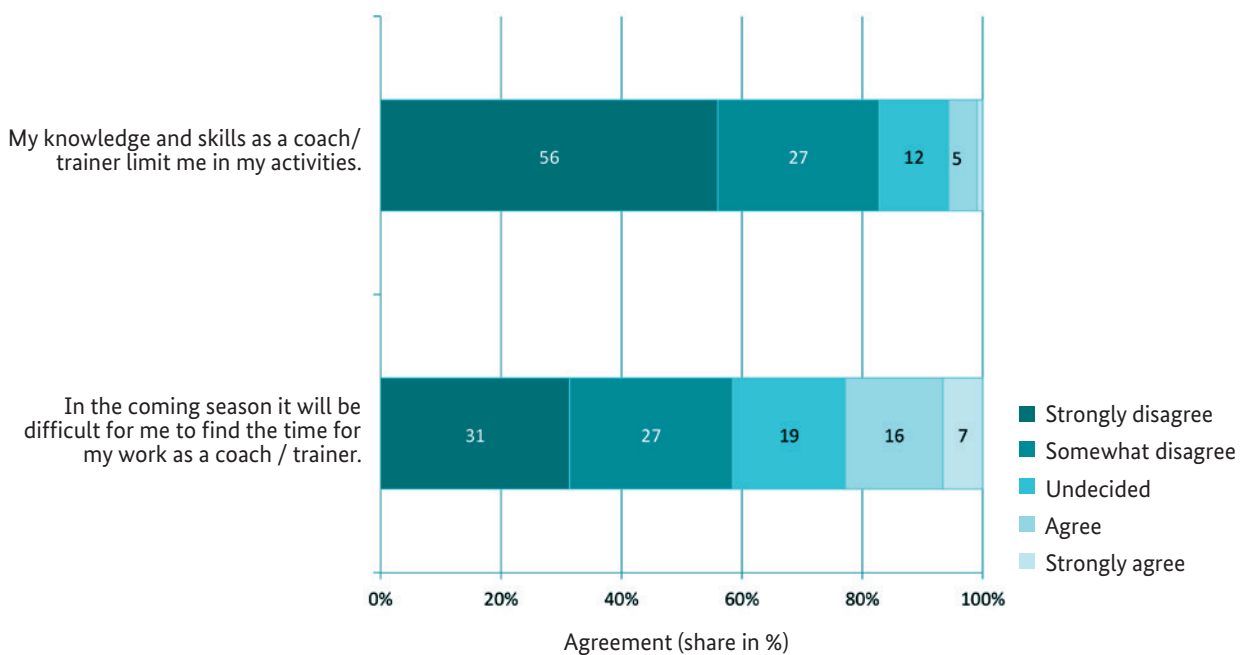


Fig. 16: Limitations in carrying out the activity.

Even if, on average, only a few coaches and trainers feel limited in the performance of their work, gender-specific differences are nevertheless apparent. **Men feel limited by their knowledge and skills and also by the time resources available to them in their work as coaches or trainers significantly more often than women** (cf. Table 38). **This is interesting because women are more likely than men to have a currently valid licence (cf. section 2.2.1) and, in this respect, are better qualified, at least formally, and thus may feel less limited by a lack of knowledge.**

Younger coaches and trainers feel significantly more limited by their knowledge and skills than people over 60. So the feeling of limitation decreases with age. On the other hand,

especially the **19 to 26-year-old coaches and trainers feel limited in their time**, while the over-60s see fewer problems in finding time to work as a coach or trainer in the coming season (cf. Table 39).

It is also interesting to note that licenced coaches and trainers for mass sports feel somewhat less limited in performing their activities than the overall average. Coaches for sport-specific competitive sport see a somewhat greater limitation in time resources, while the knowledge and skills are perceived as less limiting than the overall average in all three groups of licenced coaches and trainers (cf. Table 40).

The fact that licenced and thus trained coaches and trainers feel less limited by their knowledge and skills in their activities is fur-

Table 39: Limitations in activity, by age group (mean value; 1="strongly disagree" to 5="strongly agree").

	Age (in years)					Significance
	up to 18	19-26	27-40	41-60	over 60	
	Mean value					
My knowledge and skills as a coach/trainer limit me in my activities.	1.92	1.80	1.79	1.64	1.42	0.000***
In the coming season, it will be difficult for me to find the time for my work as a coach/trainer.	2.97	3.10	2.72	2.19	1.60	0.000***

Table 40: Limitations in activity, by individual licences (mean value; 1="strongly disagree" to 5="strongly agree").

	Licences		
	Coach for mass sports	Coach for competitive sports	Trainer for mass sports
	Mean value		
My knowledge and skills as a coach/trainer limit me in my activities.	1.58	1.58	1.55
In the coming season, it will be difficult for me to find the time for my work as a coach/trainer.	2.30	2.43	2.18

ther underpinned by a differentiated consideration of training (not) received for work in sport (cf. Table 41).

For example, coaches and trainers with training for their work in sport feel significantly less limited by their knowledge and skills ($M=1.60$) than people without training ($M=1.99$). Training for sport is, therefore, desirable to feel less limited by a lack of knowledge. However, people without training in sport also find themselves more limited in terms of the time they can work in the coming year or season. **One reason for the lack of training for their work in sport could thus be related to already scarce time resources of people without training. This could be remedied by inno-**

vative further training opportunities (e.g. online-supported courses) to facilitate entry into the qualification system.

If we look at the perceived limitations of coaches and trainers differentiated by form of activity (cf. Table 42), it becomes clear that **volunteers feel more limited by their knowledge and skills and by available time than those working full-time or part-time.** In particular, the differences to the full-time employees are clear and statistically significant. However, this result is not surprising, since the volunteers carry out the coaching or trainer activities in their free time and thus, in addition to their actual occupation, are likely to have less time for further qualification and training and for the activity itself.

Table 41: Limitations in activity, by training in sport (not) received (mean value; 1="strongly disagree" to 5="strongly agree").

	Training in sport		Significance
	received	not received	
	Mean value		
My knowledge and skills as a coach/trainer limit me in my activities.	1.60	1.99	0.000***
In the coming season, it will be difficult for me to find the time for my work as a coach/trainer.	2.32	2.70	0.000***

Table 42: Limitations in activity, by form of activity (mean value; 1="strongly disagree" to 5="strongly agree").

	Volunteer	Part-time	Full-time
	Mean value		
My knowledge and skills as a coach/trainer limit me in my activities.	1.71	1.57	1.41
In the coming season, it will be difficult for me to find the time for my work as a coach/trainer.	2.47	2.22	1.59

2.4 Other activities

2.4.1 Training activities in other clubs

In addition to working in the surveyed club, 16 % of the coaches and trainers state that they also work in another club as a trainer or coach. This is more often the case for part-time and full-time coaches and trainers. **Almost 39 % of full-time employees and over 28 % of part-timer employees state that they work in one or more additional clubs.** On average, full-time coaches or trainers working in other clubs are employed as coaches or trainers in two other clubs, with the number varying between one and ten other clubs. Volunteer coaches and trainers are mostly (87.7 %) only active in one club (cf. Table 43).

2.4.2 Other activities in the same club

In addition, the coaches and trainers were asked whether they also have other tasks or roles in the surveyed club apart from their training activities. This applies to about 48 % of the coaches and trainers, i.e. **almost half of the coaches and trainers also hold another office or several offices in the same club.**

Overall, about 11 % of the coaches and trainers are also active as club chairpersons at the same time, where this office is mainly held by men. Furthermore, about 8 % also act as heads of department and/or referees. About 5 % of all coaches and trainers are also active as sports di-

rectors in their clubs. Among the other positions held by coaches and trainers in their club, the highest proportion of women is in the position of secretary, followed by treasurer and head of department. In addition, one in ten also indicates that they hold another office on the board (cf. Table 44). Here, among other things, activities as an official, volunteer officer, and training manager were mentioned.

2.5 Motivation

2.5.1 Reasons for commitment

When the coaches and trainers are asked about the reasons for their commitment, a variety of individual motives emerge. From a list of 31 items, the participants in the survey were able to indicate on a seven-point scale (from 1="strongly disagree" to 7="strongly agree") to what extent they agree with the listed reasons for carrying out the activity. On average, most coaches and trainers state that they agree to carry out the activity because they enjoy it. Other frequently cited reasons for doing the work include a good feeling when carrying out the activity, the pleasure of helping other people, solidarity with the sport, and meaningful involvement in leisure activities (cf. Fig. 17).

Other strong motives for coaching or trainer commitment are personal values and convictions as well as the general desire to be involved. In addition, the coaches and trainers

Table 43: Activity as a coach or trainer in other clubs, differentiated by form of activity.

Form of activity	Coach / trainer in additional clubs		If so: Number of other clubs	
	Share (in %)	Mean value	Standard deviation	
volunteer	12.3	1.3	0.6	
part-time	28.4	1.6	0.9	
full-time	38.8	2.0	1.4	
total	16.0	1.4	0.8	

Table 44: Additional positions in the surveyed club besides activity as coach/trainer (multiple answers possible).

	Percentage of those who hold an additional office (in %)	Percentage of all respondents (in %)	Share of women (in %)
Chairperson of the club	23.7	11.3	22.1
Head of department	17.3	8.3	40.9
Referee	16.1	7.7	35.0
Youth director / leader	15.3	7.3	37.8
Sports director	10.6	5.1	31.1
Deputy chairperson	8.3	3.9	38.6
Treasurer / cashier	7.8	3.7	42.6
Press officer	6.1	2.9	29.0
Volunteer manager	4.9	2.3	29.1
Secretary	4.0	1.9	50.5
Cash auditor	1.8	0.9	30.2
Mass sports director	1.8	0.8	35.7
Other position on the board	20.9	10.0	38.8

want to share their knowledge and skills with others and thus make a valuable contribution to society (cf. Fig. 17). **On the other hand, monetary incentives such as the receipt of money or the granting of reduced membership fees hardly play a role. The provision of sportswear is also of little importance to coaches and trainers** (cf. Fig. 18).

The importance of the individual reasons for performing a coaching or trainer activity is also reflected in the distribution of motives. For this purpose, response options 1 to 3 have been grouped into a category that indicates rejection, while response options 5 to 7 reflect agreement, and 4 is considered neutral (cf. Fig. 19 and Fig. 20). Almost all participants state that they carry out the activity because they enjoy it (98 %) and because they feel good about it (95 %; cf. Fig. 19). On the other hand, more than 90 %

of the coaches and trainers state that material aspects such as the provision of sportswear or financial incentives such as reduced membership fees are not important reasons for the commitment (cf. Fig. 20).

It is also interesting to look at the reasons for carrying out the activity according to gender. For example, **male coaches and trainers indicate significantly more often that they carry out the activity because they want to be successful in sports** ($M=4.59$). This motive is much less pronounced among women ($M=4.07$). On the other hand, the motive of acquiring money through the activity plays a slightly greater role for women ($M=2.92$) than for men ($M=2.20$), even if the agreement of both genders in this area is low (cf. Fig. 18).

Female coaches and trainers also indicate more often than their male colleagues that they

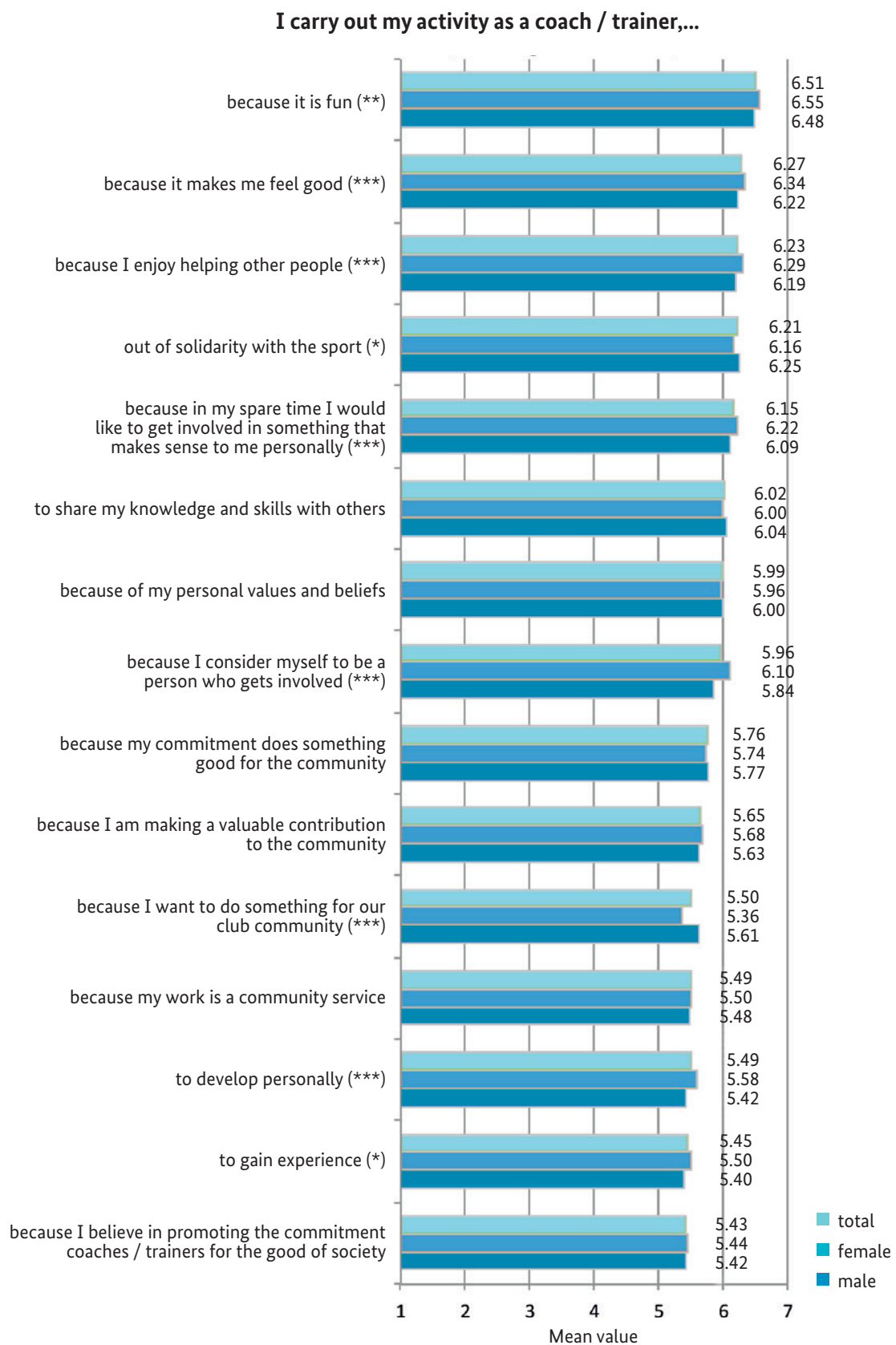


Fig. 17: Motives of coaches and trainers (1="strongly disagree" to 7="strongly agree"; part 1).

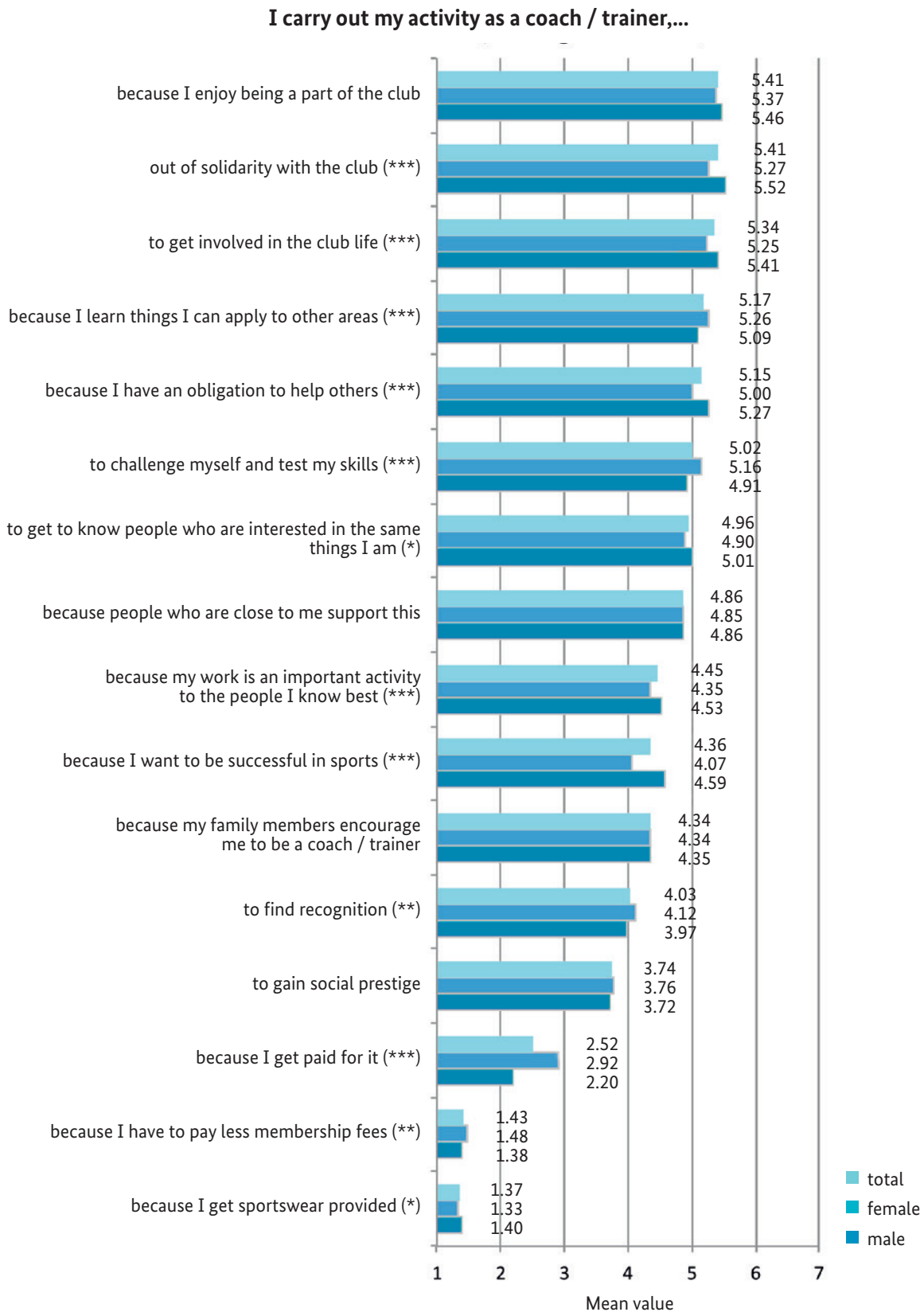


Fig. 18: Motives of coaches and trainers (1="strongly disagree" to 7="strongly agree"; part 2).

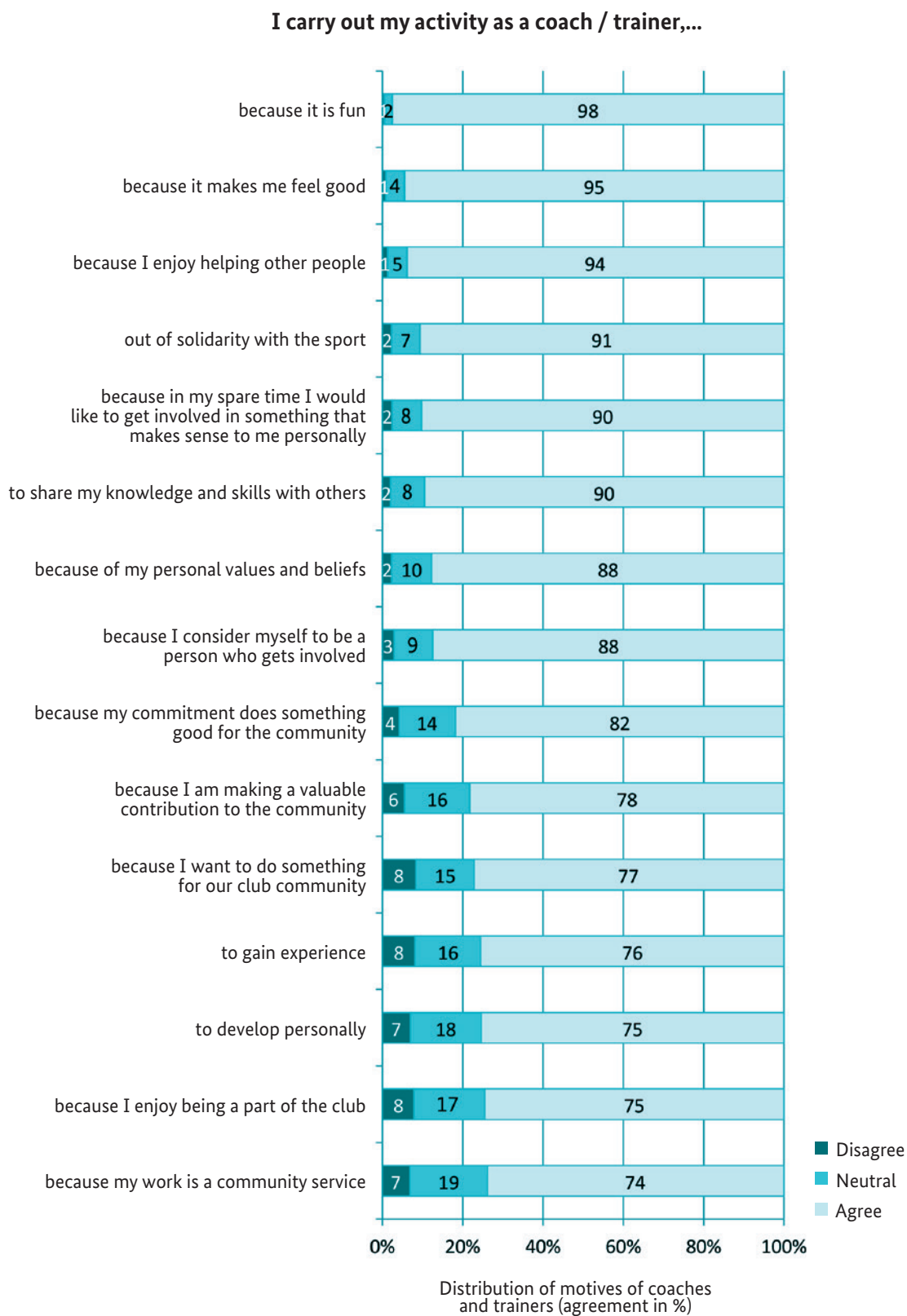


Fig. 19: Distribution of motives of coaches and trainers (1 to 3 = (lean towards) rejection, 4 = neutral, 5 to 7 = (lean towards) agreement; part 1).

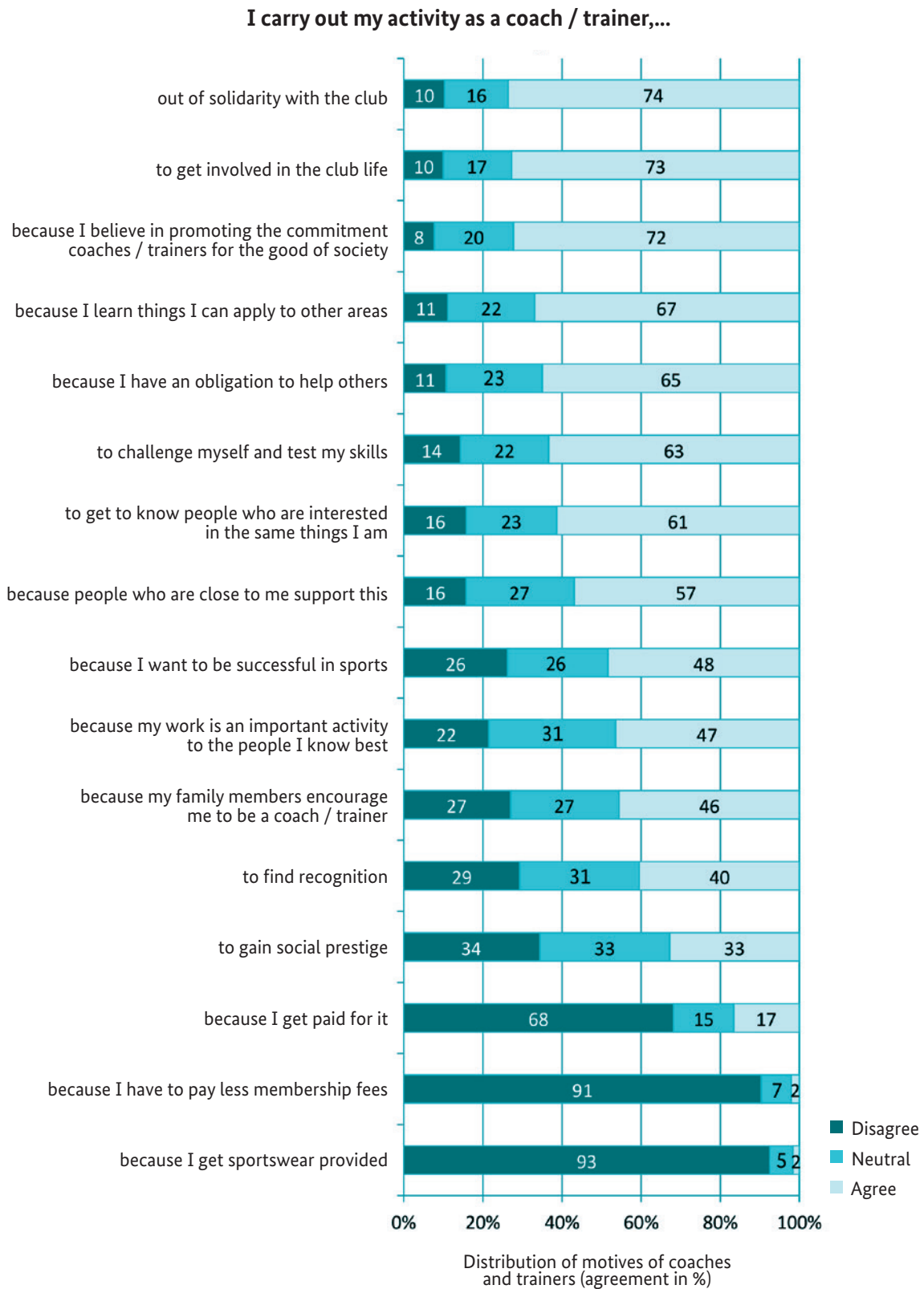


Fig. 20: Distribution of motives of coaches and trainers (1 to 3 = (lean towards) rejection, 4 = neutral, 5 to 7 = (lean towards) agreement; part 2).

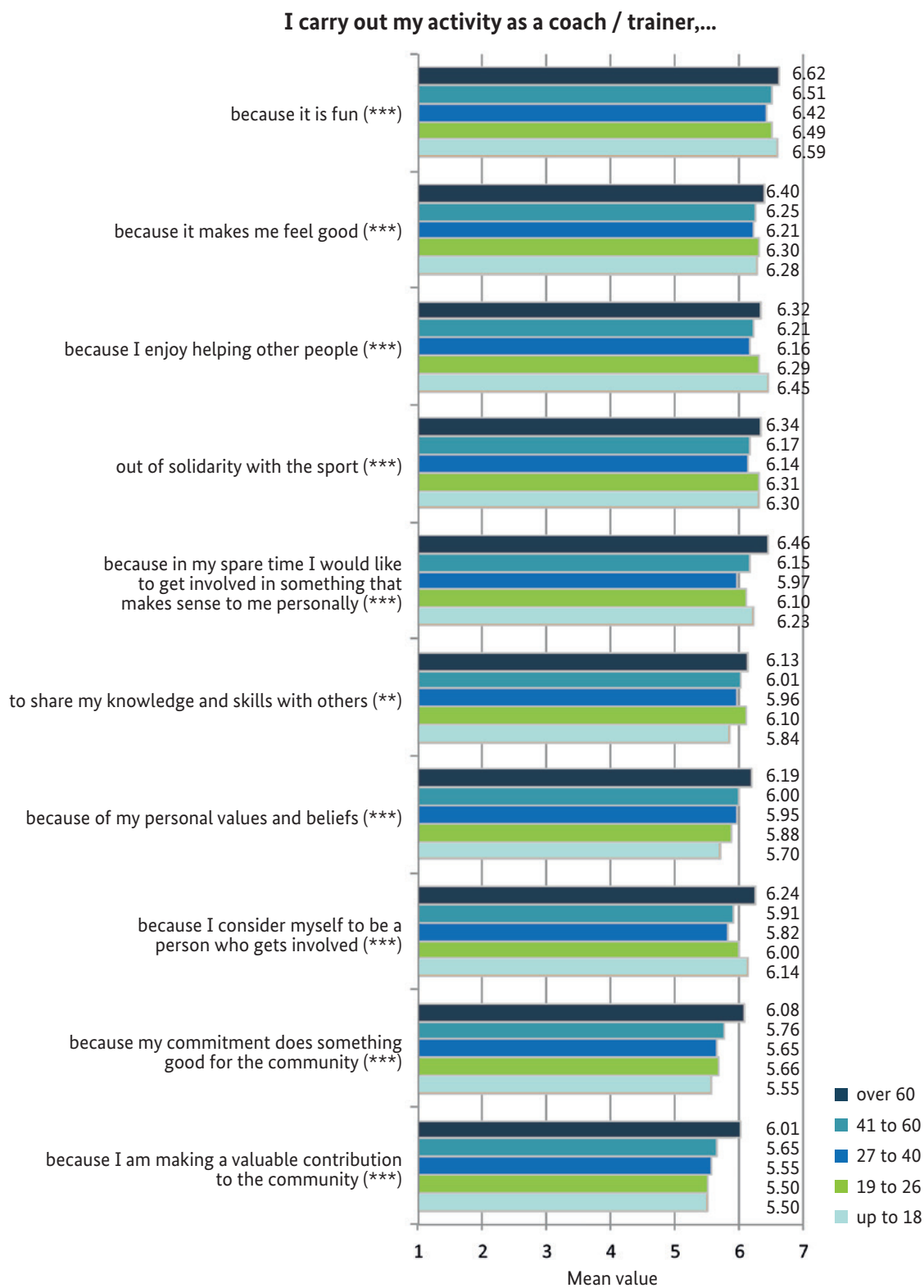


Fig. 21: Motives of coaches and trainers, by age group (1=“strongly disagree“ to 7=“strongly agree“; part 1).

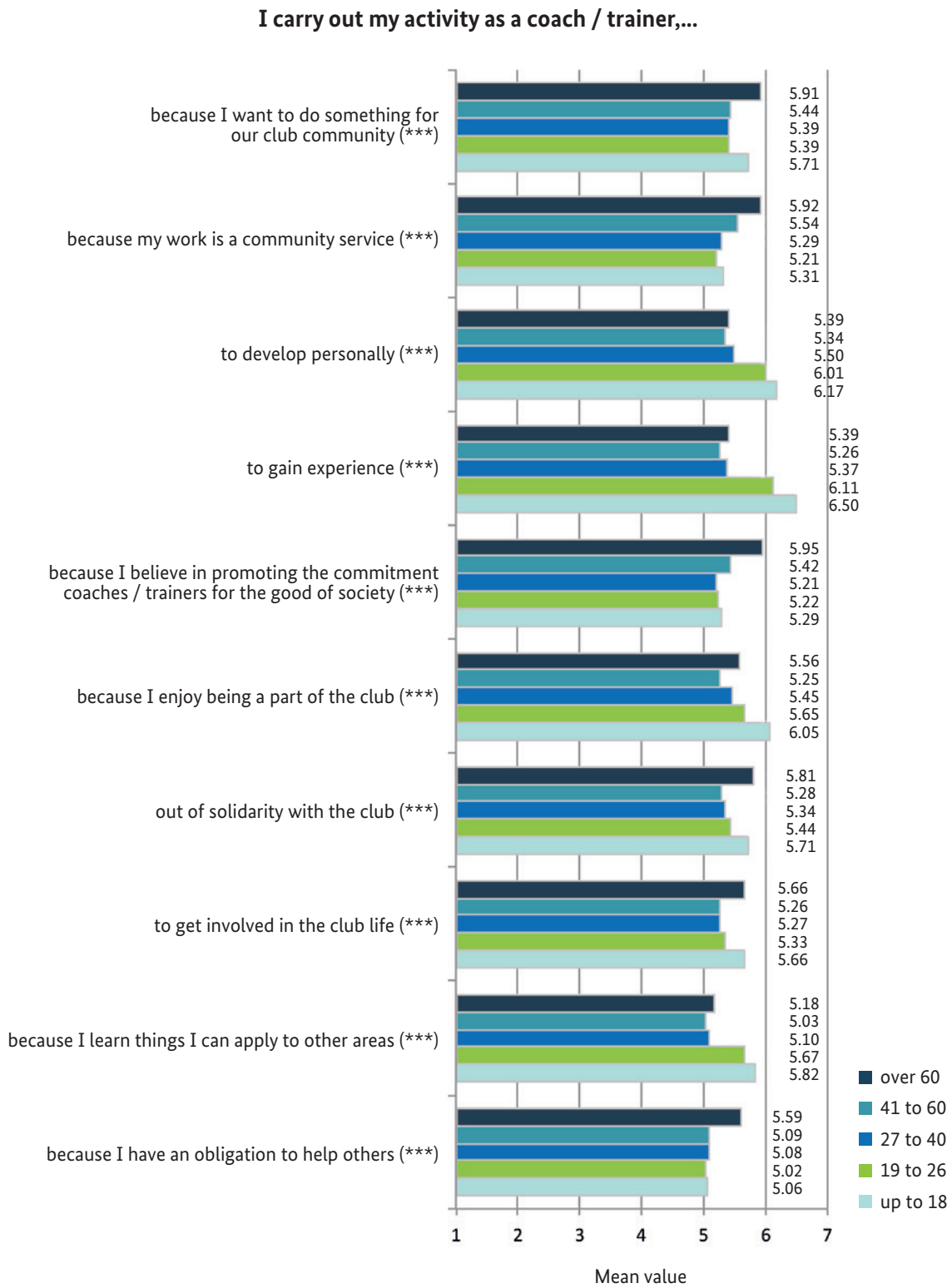


Fig. 22: Motives of coaches and trainers, by age group (1="strongly disagree" to 7="strongly agree"; part 2).

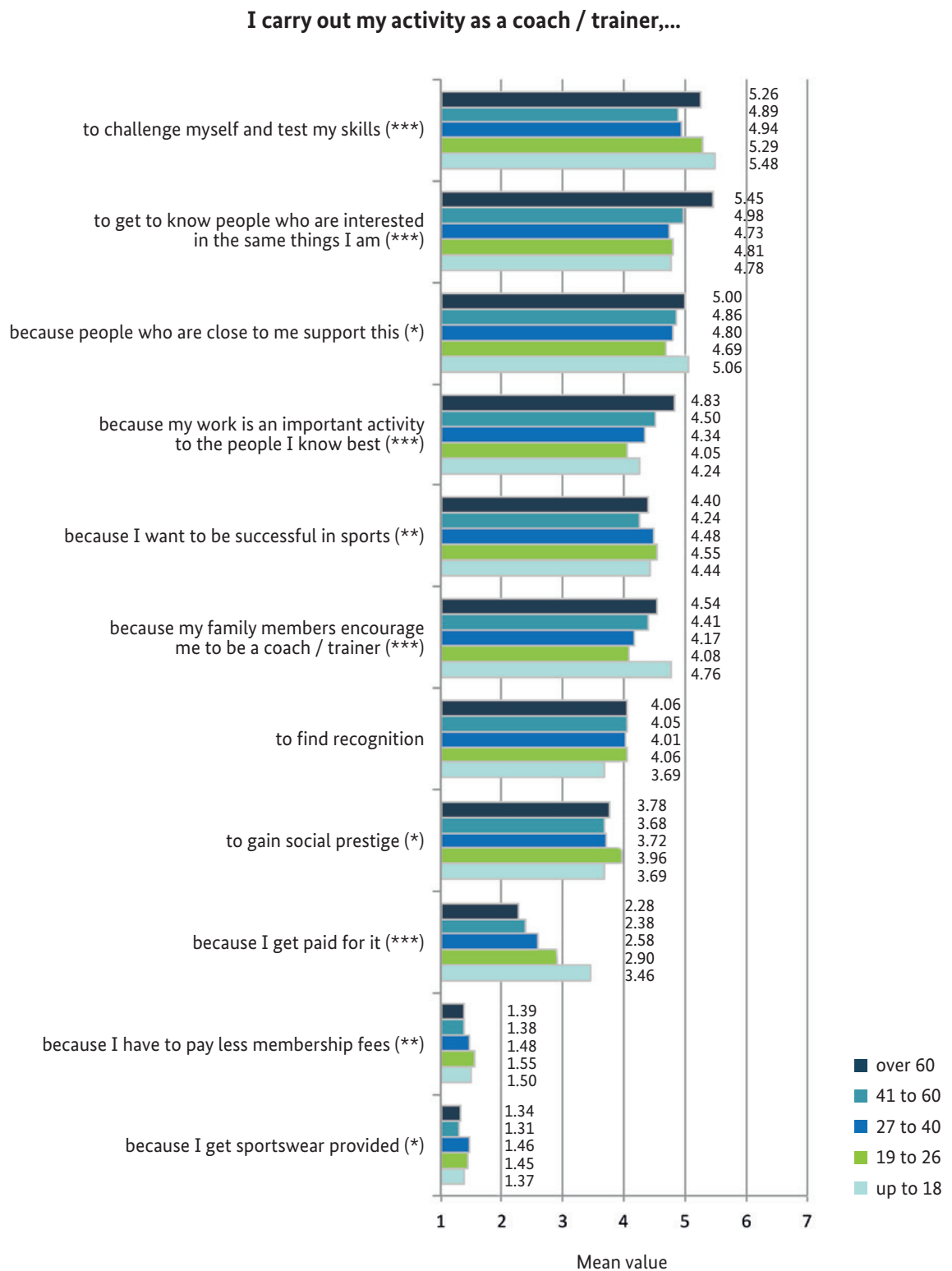


Fig. 23: Motives of coaches and trainers, by age group (1=“strongly disagree“ to 7=“strongly agree“; part 3).

generally like to get involved ($M=6.10$ vs. $M=5.84$) and challenge themselves and test their own skills ($M=5.16$ vs. $M=4.91$). **For men, on the other hand, the focus lies more on the club itself.** More often than not, coaches and trainers state that they are involved because they want to do something for the club community, out of solidarity with the club, and to get involved in club life (cf. Fig. 17 and Fig. 18).

If we look at the motives of the coaches and trainers differentiated by age group, differences are particularly striking between the group of the youngest coaches and trainers and the group of the oldest coaches and trainers compared to the other age groups. This applies particularly to motives of solidarity with the club. **For example, motives aimed at the club community and club life are significantly more pronounced among the young and old than the middle age groups** (cf. Fig. 22). In addition, the motives of coaches and trainers aged up to 18 and over 60 differ from those of other age groups in the following areas: To challenge and test their own skills and because their families encourage them to be trainers/coaches (cf. Fig. 23).

Additionally, altruistic and community or socially oriented motives are significantly more pronounced in the over 60s coaches and trainers than in the other age groups (cf. Fig. 21 and Fig. 22). In addition, those up to the age of 18 are more strongly motivated by monetary incentives than the other age groups. The motivation for receiving money decreases with age (cf. Fig. 23).

The two youngest age groups, i.e. the coaches and trainers up to the age of 26, are more motivated to develop personally, gain experience, and learn things they can apply to other areas than the three older groups of coaches and trainers (cf. Fig. 22).

Overall, we see that the motives of coaches and trainers for carrying out the activity vary greatly depending on their current age.

If we also differentiate the reasons for carrying out the activity according to coach-

es and trainers with and without training for their work in sports, some differences become apparent (cf. Fig. 24 and Fig. 25). **Overall, we see that coaches and trainers with training for their work in sport almost always agree more strongly with the individual reasons for carrying out the activity than coaches and trainers without training.** Exceptions to this rule are those items that refer to the club itself as the reason for carrying out the activity.

The largest and also statistically significant difference is that trained coaches and trainers more often ($M=2.66$) cite the receipt of money as a reason for doing their work than coaches and trainers without training for their work in sport ($M=1.90$). However, this motive is very weak in both groups (cf. Fig. 25).

Furthermore, coaches and trainers with training for their work in sport are significantly more likely to state that they want to share their knowledge and skills with others ($M=6.10$) than people without training for their work in sport ($M=5.67$). This seems plausible since trained coaches and trainers (training, e.g. through a state sports confederation or federation, through a sports science degree, or a commercial provider) are likely to have a greater specialist knowledge for work in sport than is the case for persons without training for their work in sport.

Chapter 2.2.2 showed the extent to which the fields of activity of coaches and trainers differ. Against this background, in addition to differentiating the reasons for commitment according to gender and whether or not respondents had received training for their work in sport, a differentiation according to the field of activity was also made. A distinction is made between two groups: Persons who (according to their own statement) only perform pure coaching activities and persons who (according to their own statement) only perform pure trainer activities. The results can be seen in Fig. 26 and Fig. 27.

We see that people who are **purely coaches state significantly more often ($M=4.60$) than**

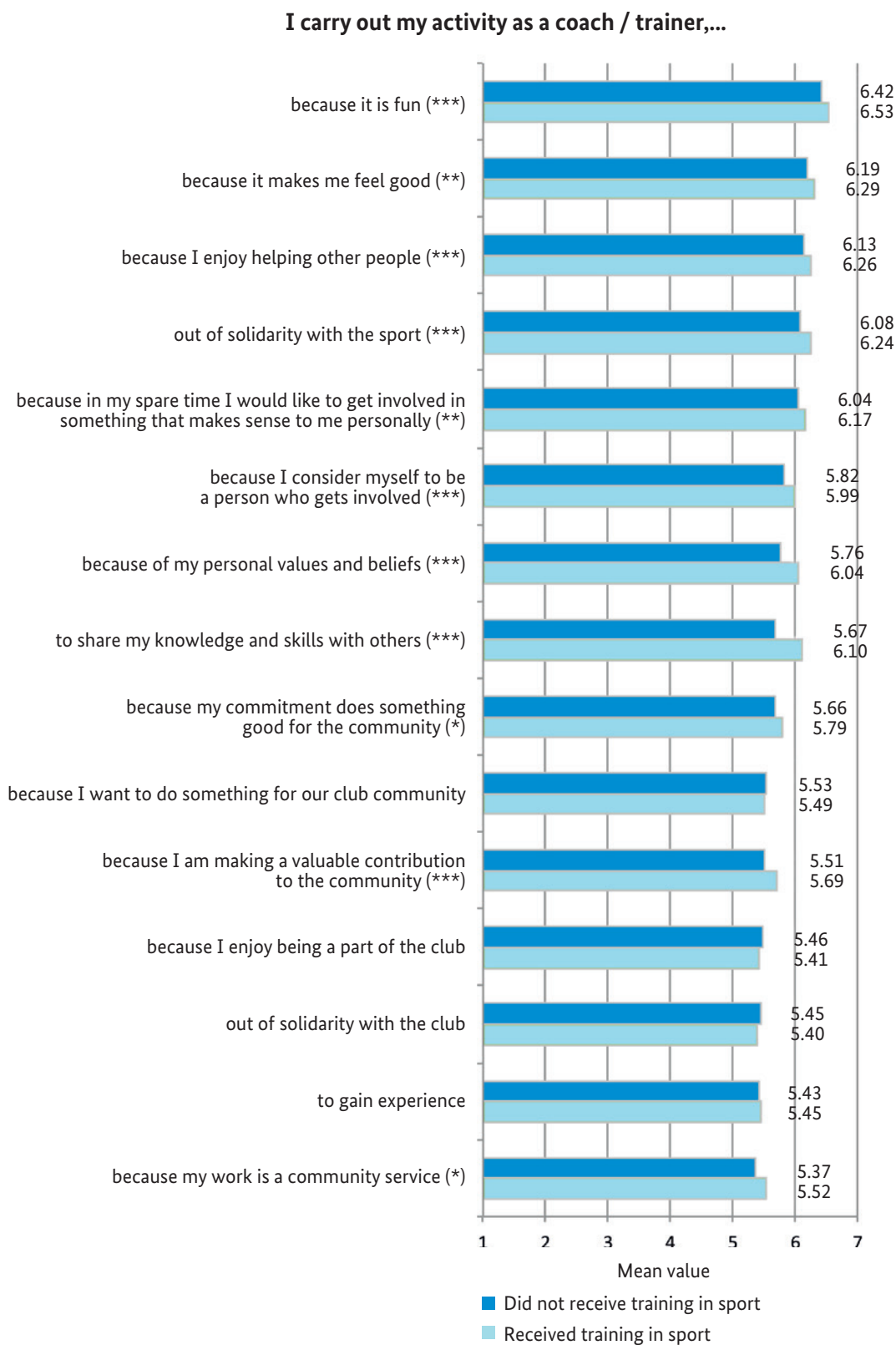


Fig. 24: Motives of coaches and trainers, by training (not) received (1=“strongly disagree“ to 7=“strongly agree“; part 1).

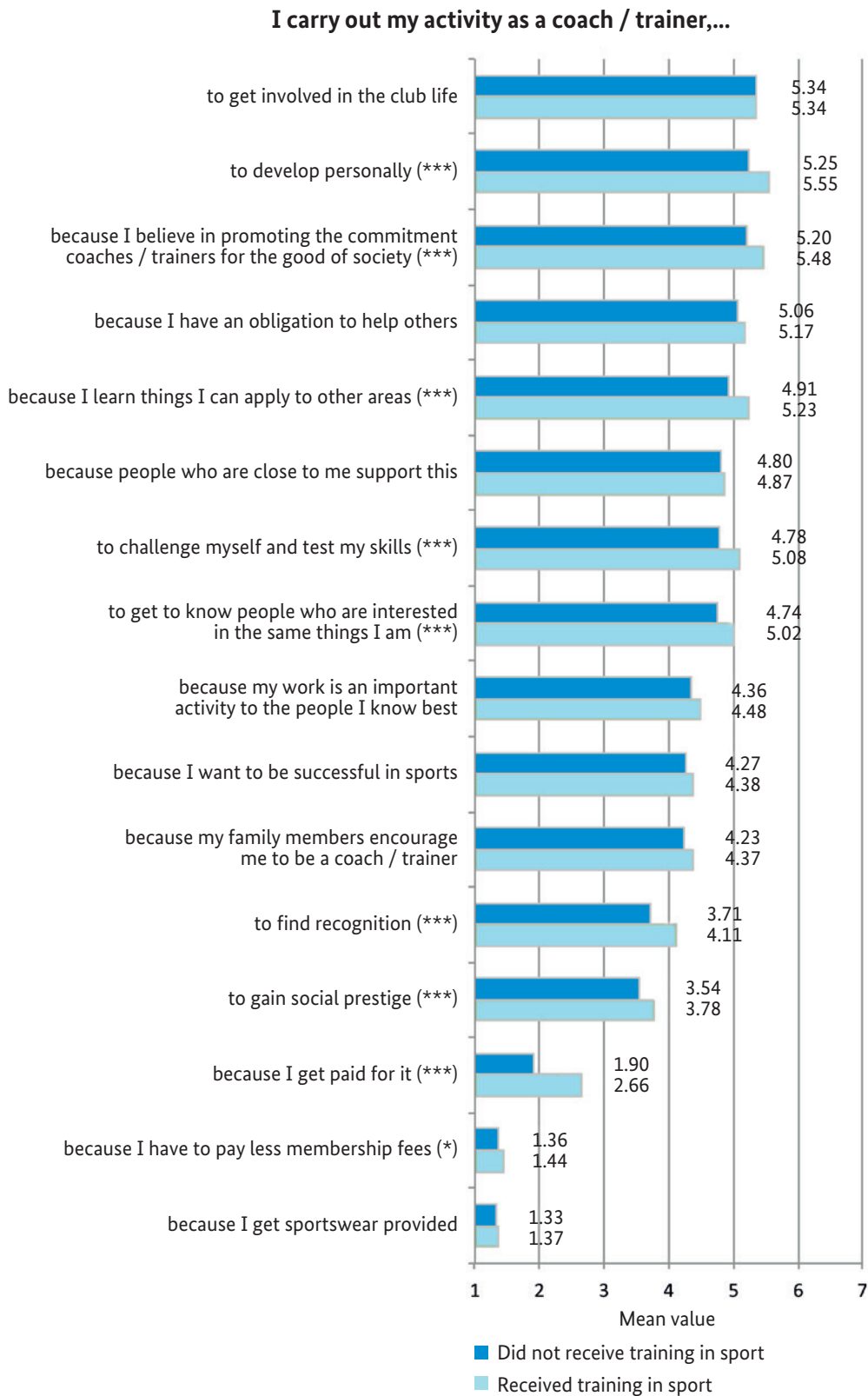


Fig. 25: Motives of the coaches and trainers, by training (not) received (1="strongly disagree" to 7="strongly agree"; part 2).

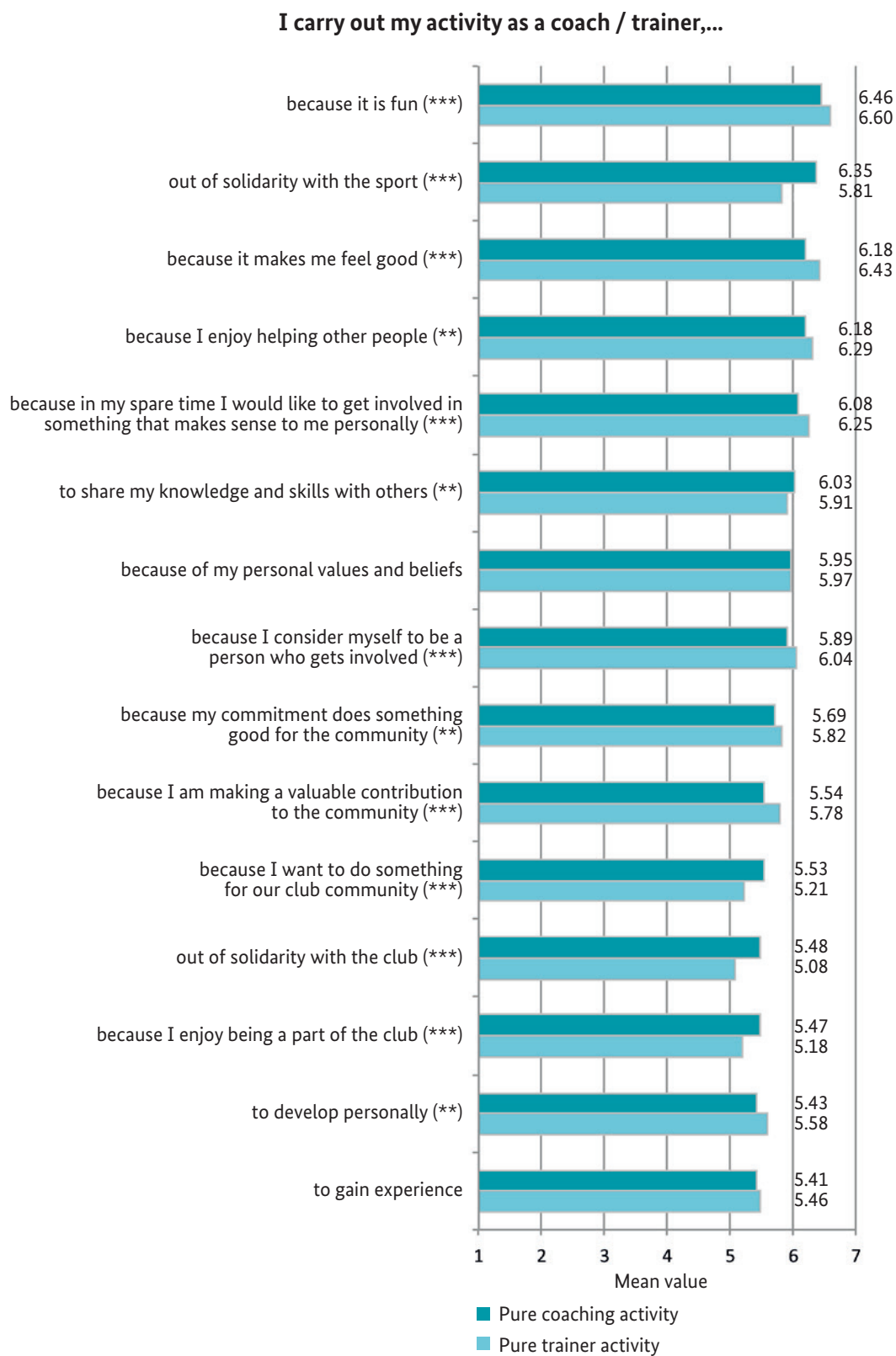


Fig. 26: Motives of coaches and trainers, by field of activity (1="strongly disagree" to 7="strongly agree"; part 1).

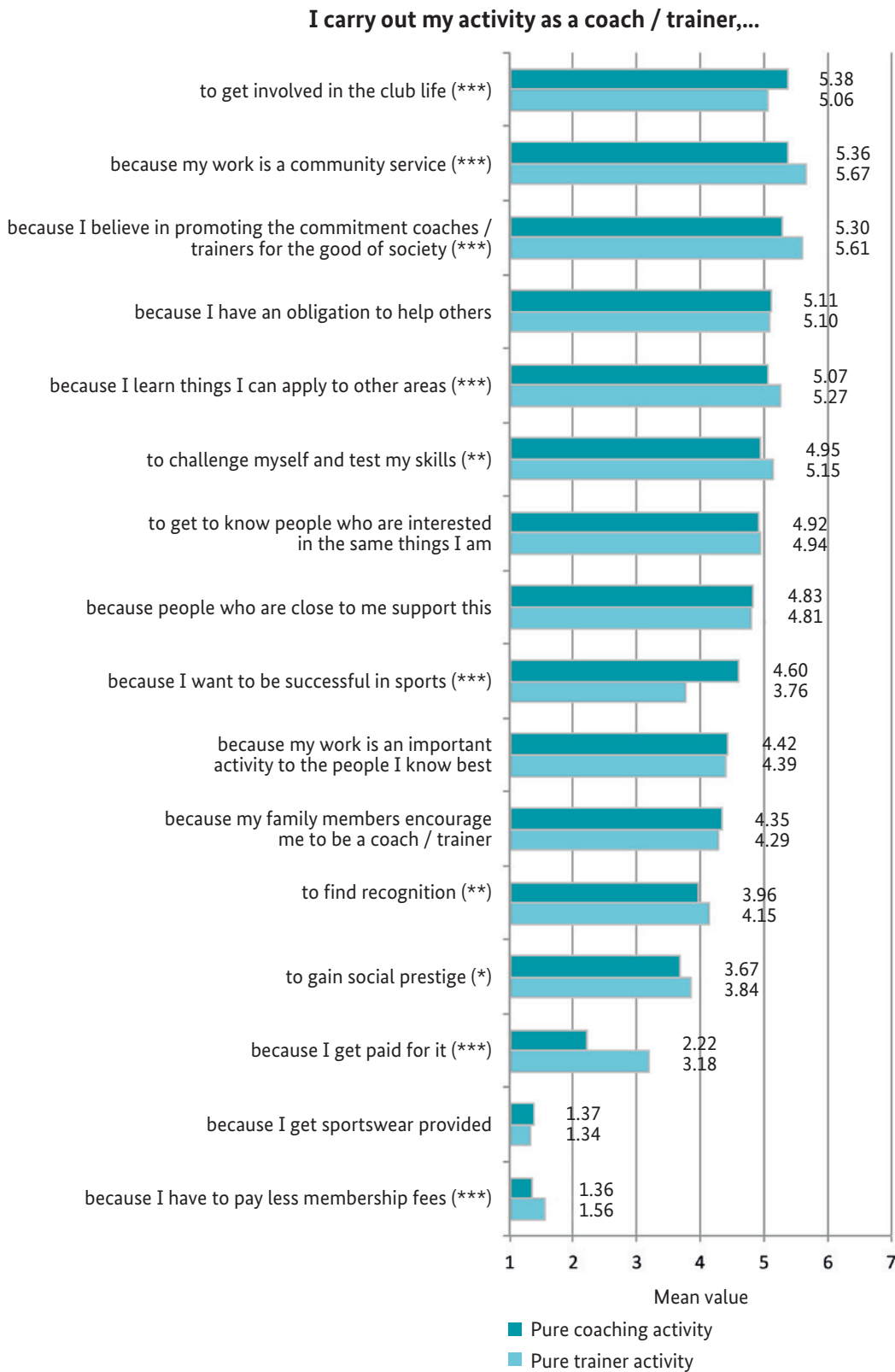


Fig. 27: Motives of coaches and trainers, by field of activity (1="strongly disagree" to 7="strongly agree"; part 2).

people who are purely trainers ($M=3.76$) that they strive for sporting success as a reason for their commitment. Furthermore, it is striking that persons who are purely coaches have greater solidarity with the sport ($M=6.35$) than is the case with persons who are pure trainers ($M=5.81$). Considering that coaches are active in sport-specific mass and competitive sports, whereas trainers are only active in cross-sport mass sports, these results fit the core of the respective activity.

Furthermore, we see that persons who are purely coaches cite solidarity with the club, involvement in club life, and the club community as reasons for carrying out the activity significantly more often than is the case with persons who are purely trainers. On the other hand, people who are purely trainers significantly more often cite money as a reason ($M=3.18$) than people who are purely coaches ($M=2.22$). Moreover, the idea of the importance of the activity for the benefit of society and the community is more important for those who are trainers than for those who are purely coaches.

We find no significant differences between people in the different fields of activity for the following reasons for commitment: a) because of my personal values and beliefs; b) to gain experience; c) because I have an obligation to help others; d) to get to know people who are interested in the same things as I am; e) because people who are close to me support this; f) because my work is an important activity to the people who know me best; g) because my family members encourage me to be a trainer/coach and h) because I get sportswear provided (cf. Fig. 26 and Fig. 27).

A differentiation of the motives of coaches and trainers according to form of activity reveals differences between volunteers, part-time employees, and full-time employees (cf. Fig. 28 and Fig. 29).

In particular, **monetary motives are much more pronounced among full-time ($M=5.08$)**

and part-time coaches and trainers ($M=4.07$) than among volunteer coaches and trainers ($M=2.10$). For example, about a quarter of full-time employees strongly agree that they carry out the activity for money, while this is true of only 1.6 % of volunteers. Other material motives and striving for recognition and social prestige are also most pronounced among full-time employees. Furthermore, full-time coaches and trainers have a stronger motive in striving for sporting success than the other two groups (cf. Fig. 29).

On the other hand, volunteer coaches and trainers are motivated more by their solidarity with the club and because they want to do something for the club community. The idea of community and the contribution to the well-being of society through their commitment and the search for meaningful involvement is also most pronounced among volunteer coaches and trainers compared to part-time and full-time employees (cf. Fig. 28).

2.5.2 Commitment factors

In the previous section, the individual reasons for coaches and trainers to carry out their work were presented in detail. In order to be able to choose a more compact form of presentation, the 31 individual items were combined in a meaningful way with the help of factor analysis¹⁶. Factor analysis is a common method for reducing complexity in large item batteries and has already been used in the past to identify motive bundles for volunteer work in sports clubs (e.g. Braun, 2003; Hoyer et al., 2008).

With the help of factor analysis, the 31 individual items could be combined into a total of nine overarching motives. **The motives for volunteer work as a coach or trainer can be summarised as follows: 1) Fun, 2) Altruism/values, 3) Social responsibility, 4) Community orientation/club membership, 5) Personal development, 6) Sport, 7) Social environment, 8) Recognition and 9) Material aspects (cf. Table 45).**

16 For the procedure, see Methodology, section 4.5.6.

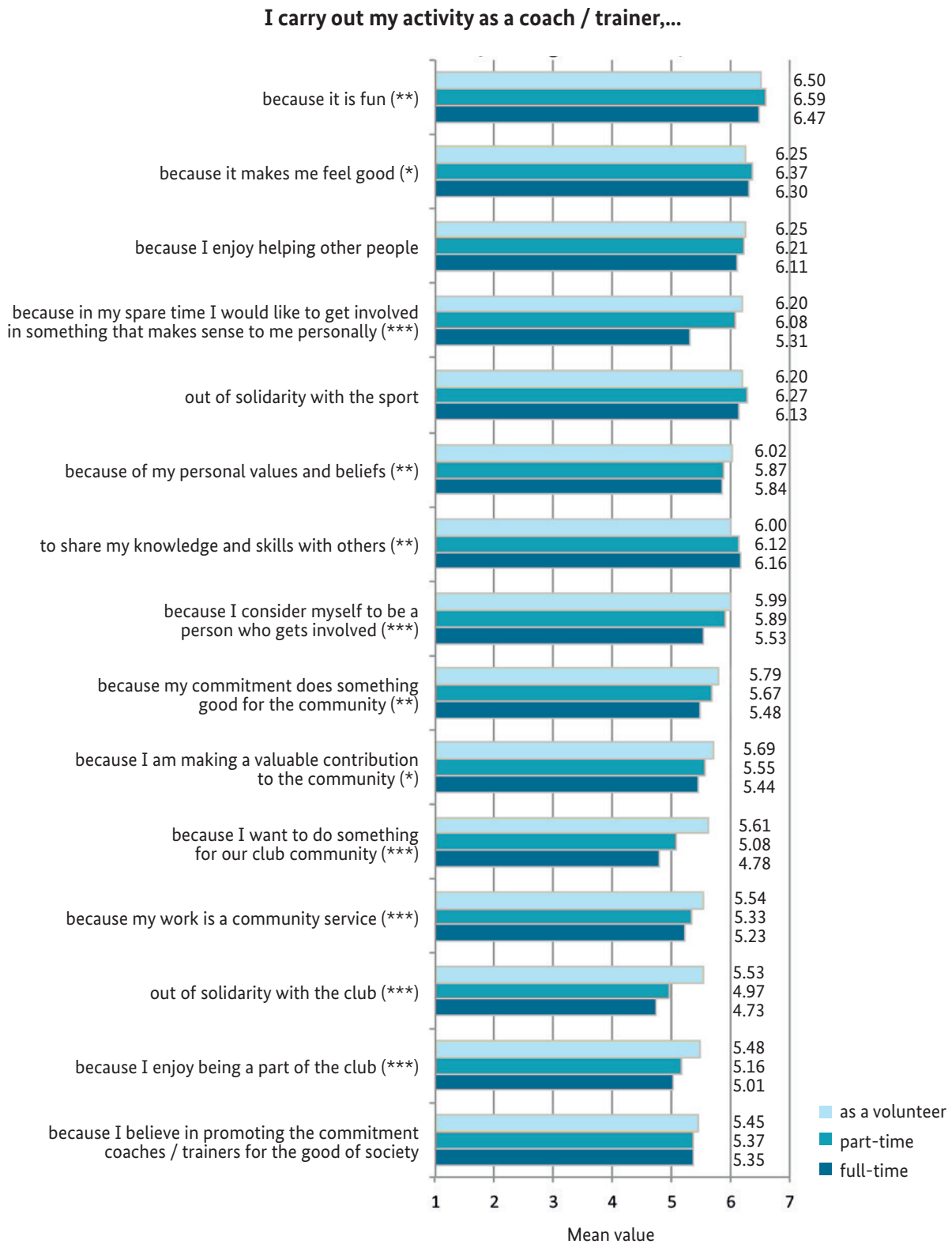


Fig. 28: Motives of coaches and trainers, according to form of activity (1="strongly disagree" to 7="strongly agree"; part 1).

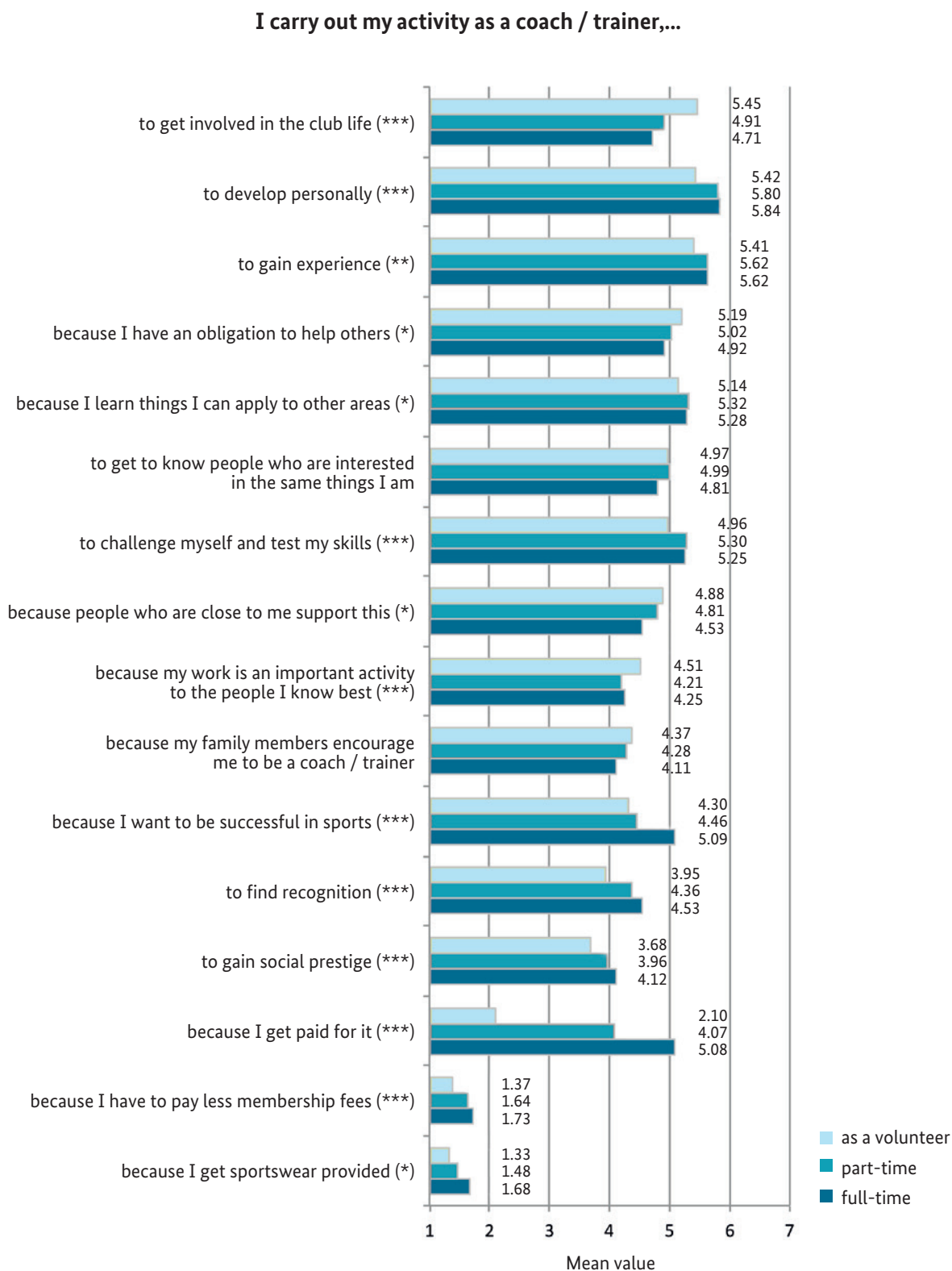


Fig. 29: Motives of coaches and trainers, according to form of activity (1="strongly disagree" to 7="strongly agree"; part 2).

If additive indices are formed for the extracted factors or motives based on individual items (i.e. also on the 7-step scale described above), it becomes clear that the highest level of **agreement among coaches and trainers is to be found in the motive “Fun”**. Here the mean value is $M=6.39$ and thus quite clearly ahead of the second most important set of motives, namely **Altruism/values** ($M=5.89$). The motive of social responsibility is at a similar level ($M=5.58$), but community orientation within the club, i.e. the club membership, also plays an important role for coaches and trainers. Community orientation had already proved to be an important motive in earlier studies on the motivation of volunteers based on similar items (cf. Braun, 2003).

The sport-related special evaluations of the volunteer survey also show that more than two-thirds of those involved in sports do their job in order to get to know other people (cf. Braun, 2011).

In addition to community-oriented motives, the motives of personal development ($M=5.35$) and the purely sporting motives ($M=5.28$) also find a rather high level of agreement on average, while social environment ($M=4.55$) plays a somewhat less important role on average for the motivation of the coaches and trainers. The motive of recognition is even less pronounced ($M=3.88$), while the lowest average level of agreement is assigned to the motive of material incentives ($M=1.76$).

Table 45: Result of factor analysis on motives of coaches and trainers.

Motives	Items (1=strongly disagree; 7=strongly agree) „I carry out my activities...“	Factor loading	Mean value	Cronbach's alpha
Fun				
	... because it is fun	0.860	6.39	0.803
	... because it makes me feel good	0.810		
Altruism / values				
	... because I have an obligation to help others	0.749		
	... because of my personal values and beliefs	0.724		
	... because I enjoy helping other people	0.660	5.89	0.760
	... because I generally like to get involved	0.493		
	... because in my spare time I would like to get involved in something that makes sense to me personally	0.479		
Social responsibility				
	... because I am making a valuable contribution to the community	0.893		
	... because my work is a community service	0.867	5.58	0.920
	... because my commitment does something good for the community	0.855		
	... because I believe in promoting the commitment of coaches/trainers for the good of society	0.764		

Motives	Items (1=strongly disagree; 7=strongly agree) „I carry out my activities..“	Factor loading	Mean value	Cronbach's alpha
Club / community orientation				
	... out of solidarity with the club	0.876		
	... to get involved in the club life	0.876	5.41	0.922
	... because I want to do something for our club community	0.858		
	... because I enjoy being a part of the club	0.756		
Personal development				
	... to gain experience	0.838		
	... to develop myself personally	0.810		
	... because I am learning things that I can apply to other areas	0.699	5.35	0.842
	... to challenge myself and test my skills	0.689		
	... to get to know people who are interested in the same things I am	0.616		
	... to share my knowledge and skills with others	0.414		
Sport				
	... out of solidarity with the sport	0.776	5.28	0.461
	... because I want to be successful in sports	0.698		
Social environment				
	... because my family encourages me to be a coach/ trainer	0.859	4.55	0.822
	... because people close to me support this	0.828		
	... because my work is important to the people I know best	0.756		
Recognition				
	... to find recognition	0.905	3.88	0.879
	... to gain social prestige	0.874		
Material aspects				
	... because I have to pay less membership fees	0.877	1.76	0.584
	... because I get sportswear providede	0.853		
	... because I get paid for it	0.516		

If we also consider the proportion of participants who strongly agree with the nine motives (i.e. values of the additive index ≥ 6.50), we see that about 61 % strongly agree with the motive “fun”, where the proportion is significantly higher among women than among men (cf. Fig. 30).

Significant differences between the genders can also be seen in the motive “sport”, which is strongly supported by about 28 % of men, while just over a fifth of women strongly agree that this is a motive for carrying out their activities. On the other hand, the motive of **personal development is highly relevant for almost one-fifth of the female coaches and trainers, while the proportion among the male coaches and trainers is about 17 %.** Hardly any differences between the genders are apparent in the motives of social responsibility and altruism (cf. Fig. 30).

If we look at the motives of the coaches and trainers differentiated by age group (cf. Fig. 31), it becomes clear, for example, that the over-60s pursue the motives of social responsibility, altruism or values as well as club and community orientation much more strongly than the younger age groups. The differences between the first two motives and all other age groups are statistically significant.

At this point, we also look at the motives according to whether coaches and trainers have received training for their work or not. We find that in both groups, the motive “fun” finds the strongest agreement, and the difference between the two groups is only small and not statistically significant. On the other hand, there are significant differences in the motives for personal development, social responsibility, and values. Thus, trained coaches and trainers agree more strongly that they pursue these mo-

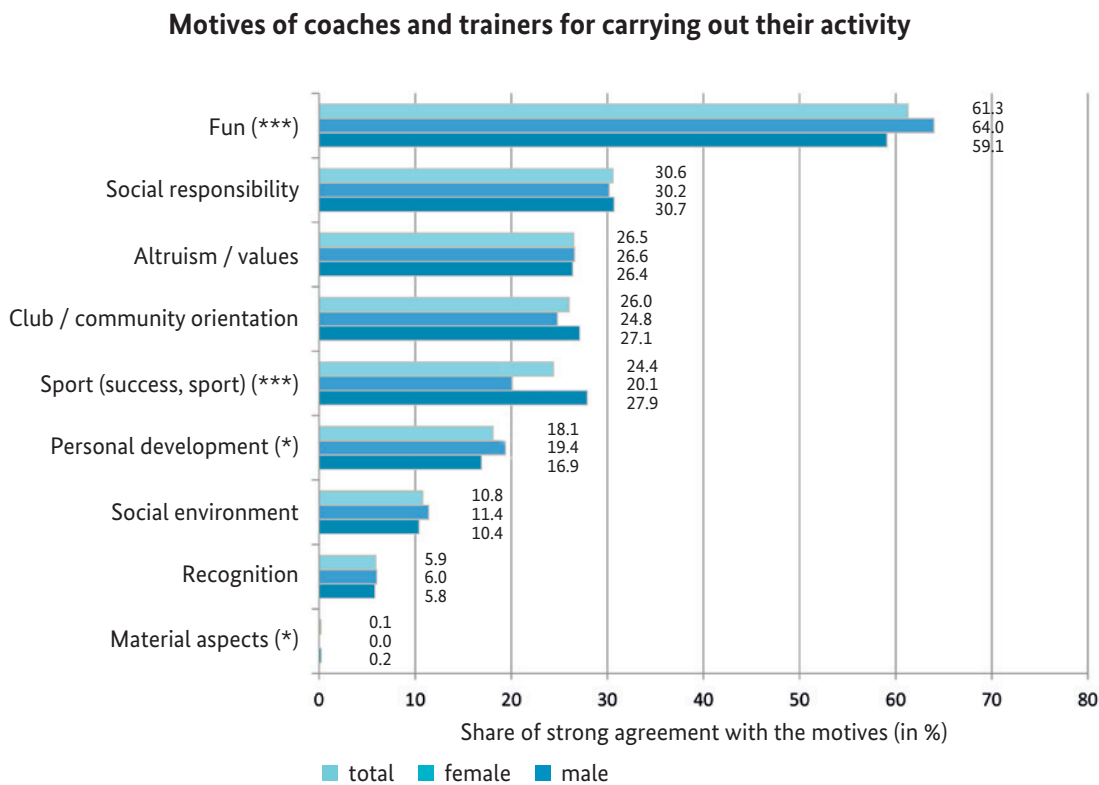


Fig. 30: Motives of coaches and trainers, by gender (share of strong agreement in %).

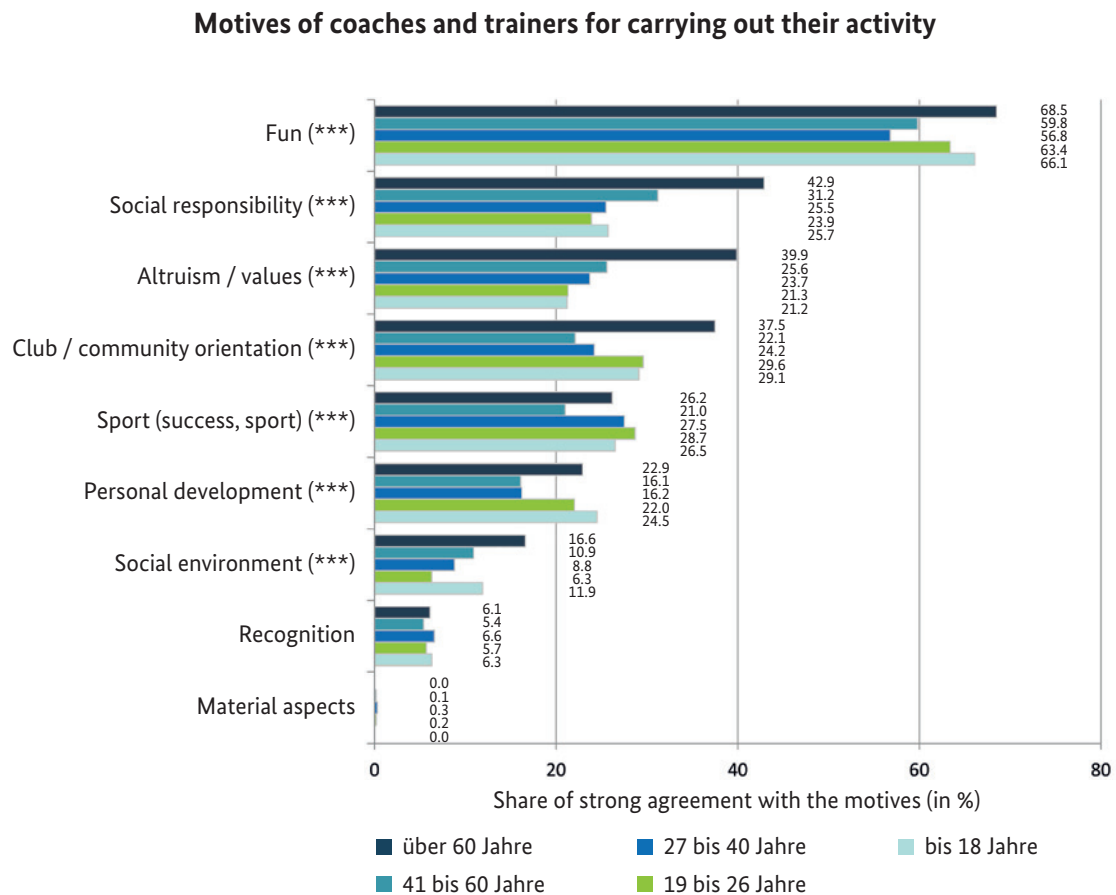


Fig. 31: Motives of coaches and trainers, by age group (share of strong agreement in %).

tives in their work. The biggest difference is the motive of personal development. While almost one-fifth of the trained coaches and trainers strongly agree with this motive, the proportion of strong agreement among coaches and trainers without training for their work in sport is 13 % (cf. Fig. 32). Conversely, it could be concluded that training seems to play a decisive role in personal development.

In addition to the differentiated evaluation of the motives according to gender, age group, and training, we also differentiate the motives of the coaches and trainers according to the field of activity (cf. Fig. 33). This shows that people who are purely trainers are significantly more likely to pursue the fun motive (68 %) than people who are purely coaches (57.5 %). Social responsibility

also plays a role for a higher proportion of those working in the trainer sector than in the coach sector. A similar picture emerges with the motives of altruism and personal development.

On the other hand, people who (according to their own statement) are only employed as coaches significantly more often pursue purely sporting motives. This is true for 28.4 % of the persons in this field, whereas only 14.5 % of the persons engaged in pure trainer activities cite it as a strong motive. However, the community orientation within the club is also more pronounced among those who work as coaches than among those who are purely trainers (cf. Fig. 33).

Here, if we also differentiate by the form of activity of coaches and trainers, significant differences emerge between volunteers and the

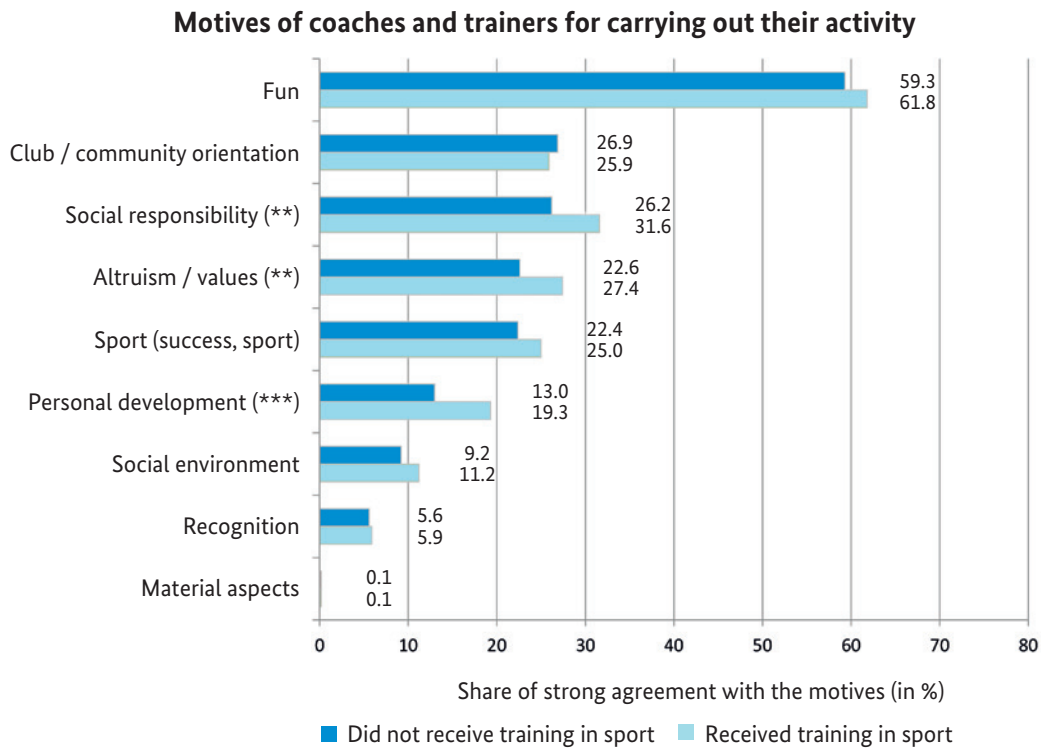


Fig. 32: Motives of coaches and trainers, by training (not) received (share of strong agreement in %).

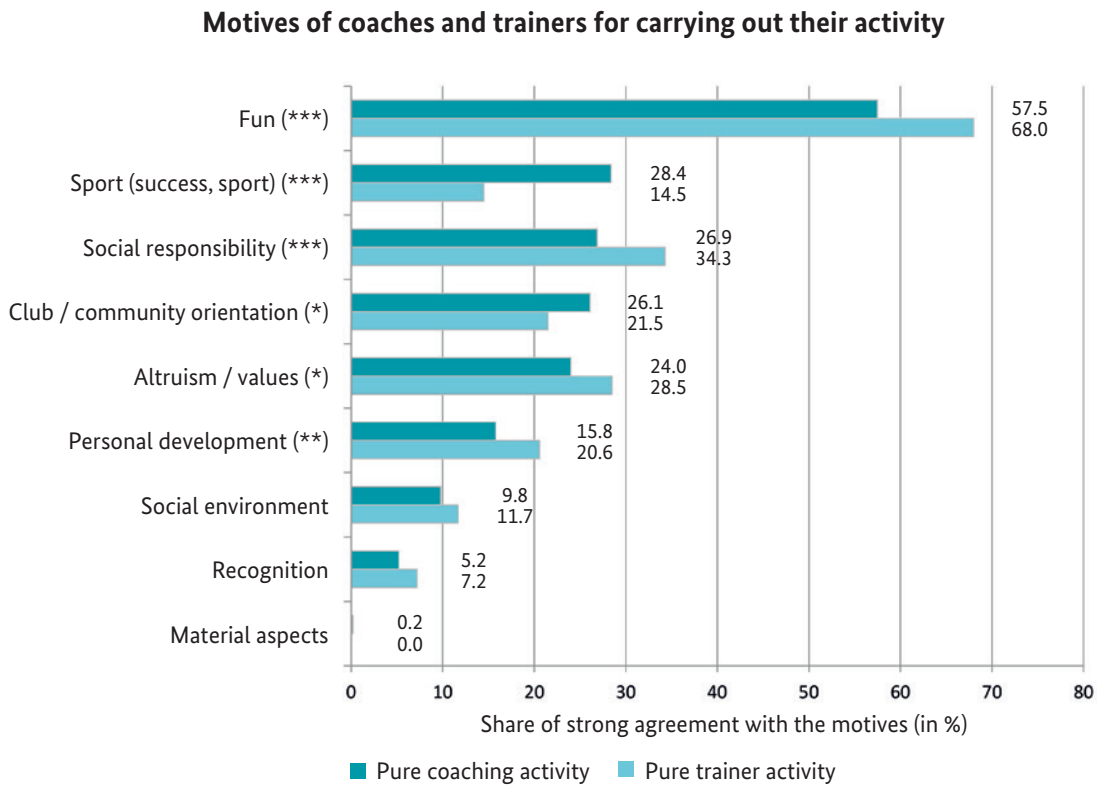


Fig. 33: Motives of coaches and trainers, by field of activity (share of strong agreement in %).

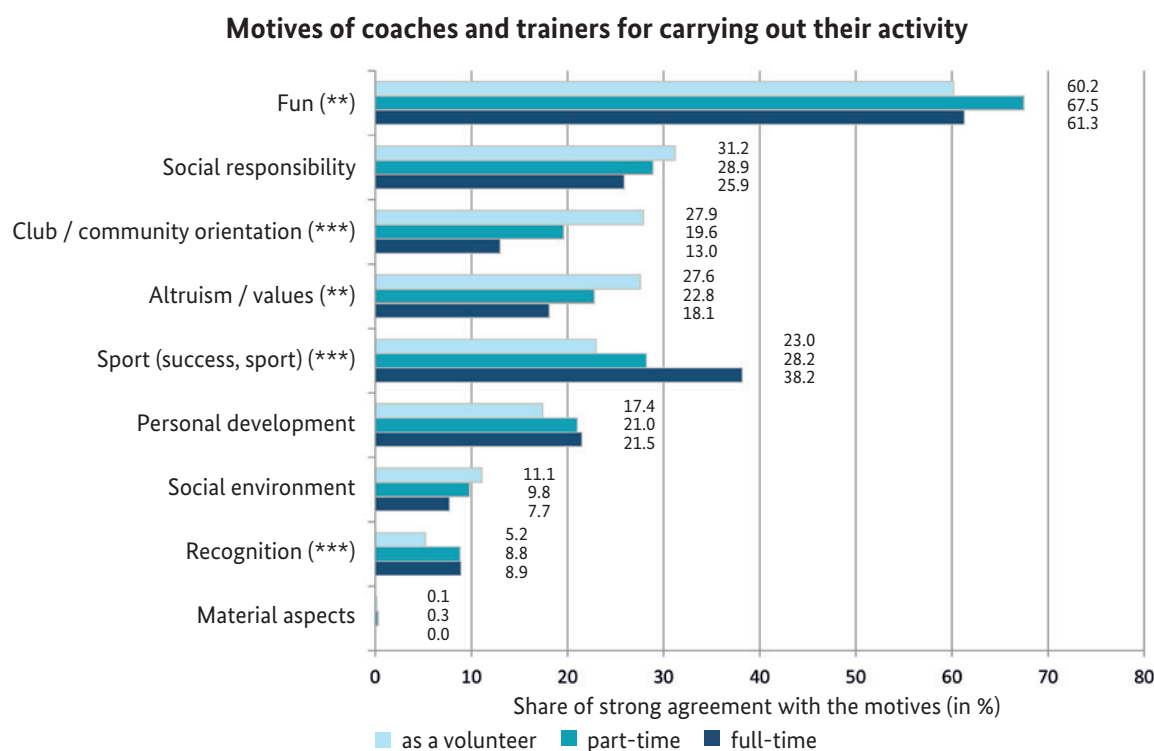


Fig. 34: Motives of coaches and trainers, by form of activity (share of strong agreement in %).

other two forms of employment, in particular in the motives of club or community orientation, altruism or values, and the sports motive. While volunteer coaches and trainers agree more strongly with the first two groups of motives, the sports motive is cited more frequently by part-time and especially full-time employees. However, the fun motive is the most pronounced among all forms of employment (cf. Fig. 34).

2.5.3 Conclusion on the motives of coaches and trainers

In summary, we see that the analyses highlight meaningful motive bundles, some of which confirm already existing studies to the extent that a **differentiation between community spirit and personal motives emerges** (cf. Braun, 2003, 2011; Hoyer et al., 2008). **In addition, however, other motives have emerged which, compared to other areas of volunteer work, are particularly sport-specific, namely the sport itself and**

sporting success. It also shows that there are not only differences in the motivational structure of different volunteer activities, such as formal and informal activities (cf. Braun, 2003), but also **differences between the areas in which the volunteers carry out their activities.** When investigating the motives for volunteer work among coaches and trainers in sports clubs, it seems appropriate to distinguish between activities specific to a particular sport and those that are cross-sport. In addition, the age structure should be taken into account because there are also differences between the different age groups of coaches and trainers.

2.6 Satisfaction

2.6.1 General satisfaction

In addition to the motives for carrying out their activities, the coaches and trainers were also asked about their satisfaction with their work.

Overall, we see that the average satisfaction of coaches and trainers with their work is generally very high. On an eleven-point scale (from 0 = “not satisfied at all” to 10 = “extremely satisfied”), the coaches and trainers give an average value of $M=8.00$, **with satisfaction being significantly higher among women than among men.** The probability of recommending the activity ($M=7.74$) and the club ($M=8.64$) is also very high on average and balanced between the genders. These positive results are underpinned by the fact that, on average, **only a small number of coaches and trainers ($M=3.46$) have so far considered terminating their current activities,** al-

though the agreement among men is somewhat higher¹⁷ (cf. Table 46).

If we look at the general satisfaction by age group, we see, for example, that **the youngest and oldest coaches and trainers are generally most satisfied with their activity.** The lowest, but still high on average ($M=7.85$), satisfaction with the activity is among 27 to 40 year-olds. In this group, the likelihood of recommending the activity to others is also lowest ($M=7.61$) and thoughts of quitting occur here most frequently compared to the other age groups. On average, all age groups are extremely satisfied with the club, although we can see that **the average like-**

Table 46: Satisfaction of coaches and trainers with their work, differentiated by gender.

Item	Scale	Total	Male	Female	Significance
		Mean value			
General satisfaction with the activity	0=not satisfied at all; 10=extremely satisfied	8.00	7.87	8.15	0.000***
Likelihood of recommending the activity	0=unlikely; 10=most likely	7.74	7.73	7.76	0.632
Consideration of terminating the activity	0=never; 10=very often	3.46	3.62	3.27	0.000***
Likelihood of recommending the club	0=unlikely; 10=most likely	8.64	8.68	8.60	0.154

Table 47: Satisfaction of coaches and trainers with their activity, differentiated by age group.

Item	Age (in years)					Significance
	up to 18	19-26	27-40	41-60	over 60	
	Mean value					
General satisfaction with the activity	8.30	7.99	7.85	8.00	8.31	0.000***
Likelihood of recommending the activity	7.55	7.69	7.61	7.77	8.22	0.000***
Consideration of terminating the activity	2.10	3.07	3.64	3.41	3.51	0.000***
Likelihood of recommending the club	8.42	8.53	8.66	8.73	8.99	0.000***

¹⁷ However, it should be noted that the results can be considered not representative for the population of coaches and trainers in Germany. It could be that the coaches and trainers, who were more committed and therefore possibly more satisfied, tended to take part in the survey (cf. method, section 4.4.2).

likelihood of recommending the club increases with age (cf. Table 47).

It is also interesting to look at the satisfaction of coaches and trainers by training (not) received for their work in sport. We find that coaches and trainers who have no training for their work in sport are also quite satisfied overall, but their satisfaction is significantly lower than that of coaches and trainers with training. Also, the likelihood of recommending the activity to others is relatively high among coaches and trainers without training but comparatively lower on average. **This is consistent with the fact that trained coaches and trainers have less often thought about terminating the activity.** On the other hand, whether or not training has been received does not affect the likelihood of recommending the club (cf. Table 48). **Thus, to achieve a generally higher level of satisfaction with the activity, training for their work in sport seems to be a decisive factor. On the other hand, a high level of satisfaction with the club seems to be a prerequisite for commitment even without training.**

If we differentiate the satisfaction of the coaches and trainers according to the fields of activity in which the participants in the survey say they work, we see that **people who are**

purely trainers are somewhat more satisfied with the activity overall ($M=8.39$) than people who are purely coaches ($M=7.79$). The difference proves to be statistically significant. Persons engaged in pure trainer activities would also tend to recommend the activity and the club somewhat more often than persons engaged in pure coaching activities, although the difference in the likelihood of recommending the club is only very small and not significant. The slightly lower average satisfaction of people who are employed in pure coaching activities is also supported by the fact that these people have, on average, thought about terminating the activity somewhat more often than people who are employed in pure trainer activities (cf. Table 49).

The analysis of satisfaction by form of activity shows that **part-time coaches and trainers are most satisfied with their activity. Here there is an especially significant difference to the volunteers.** The likelihood of recommending the activity to others is also highest among the part-time employees, although this value is only slightly higher than that of the volunteers. There are significant differences between the full-time employees, who indicate a lower probability of recommending the activity, and the other two groups (cf. Table 50).

Table 48: Satisfaction of coaches and trainers with their activity, differentiated by training (not) received.

Item	Scale	Training in sport		Significance
		received	not received	
		Mean value		
General satisfaction with the activity	0=not satisfied at all; 10=extremely satisfied	8.06	7.76	0.000***
Likelihood of recommending the activity	0=unlikely; 10=most likely	7.80	7.52	0.000***
Consideration of terminating the activity	0=never; 10=very often	3.40	3.68	0.006**
Likelihood of recommending the club	0=unlikely; 10=most likely	8.66	8.59	0.340

Table 49: Satisfaction of coaches and trainers with their activity, by field of activity.

Item	Scale	Field			Significance ¹⁸
		Pure coaching activities	Pure trainer activities	Coaching and trainer activities	
		Mean value			
General satisfaction with the activity	0= not satisfied at all; 10= extremely satisfied	7.79	8.39	8.14	0.000***
Likelihood of recommending the activity	0=unlikely; 10=most likely	7.59	8.01	7.95	0.000***
Consideration of terminating the activity	0=never; 10=very often	3.61	3.07	3.51	0.000***
Likelihood of recommending the club	0= unlikely; 10= most likely	8.61	8.63	8.86	0.971

Table 50: Satisfaction of the coaches and trainers with their activity, by form of activity.

Item	Scale	Volunteer	Part-time	Full-time	Significance ¹⁹
		Mean value			
General satisfaction with the activity	0=not satisfied at all; 10=extremely satisfied	7.94	8.26	7.97	0.000***
Likelihood of recommending the activity	0=unlikely; 10=most likely	7.76	7.90	6.75	0.000***
Consideration of terminating the activity	0=never; 10=very often	3.54	3.06	3.55	0.000***
Likelihood of recommending the club	0=unlikely; 10=most likely	8.68	8.55	8.29	0.006**

Volunteer and full-time coaches and trainers have already considered terminating their activity more often than part-time coaches and trainers. The differences to part-time employees are statistically significant. On the other hand, there are no significant differences

between volunteer and part-time coaches and trainers in terms of the likelihood of recommending the club. However, the likelihood of recommending the club to others is significantly lower among full-time employees than among volunteers (cf. Table 50).

18 Refers to the difference between persons engaged in pure coaching activities and persons engaged in pure trainer activities.

19 Significant differences between the groups. The individual significant differences between the three groups are discussed in the text.

2.6.2 Satisfaction with individual aspects of the activity

If, in addition to general satisfaction, the satisfaction of the coaches and trainers with individual aspects of the activity is also considered (cf. Fig. 35 and Fig. 36), the highest satisfaction values can be seen for their own performance as coaches and trainers, the cooperation within the club, the sporting success of the training group, the appreciation of the activity by the members of their own club, and the motivation of the participants. An area where there is a need for improvement and which is therefore of interest to the clubs is the satisfaction with the financial remuneration for the work as well as the recognition of the activity in the form of certificates, passes, or similar. **Overall, the coaches and trainers also seem to be more satisfied with the clubs' support and their openness to criticism and suggestions for change than is the case with the associations.** Thus, apart from the tax benefits, the coaches and trainers' satisfaction is the least pronounced overall with the registration system of the associations and the openness of the associations to criticism and suggestions for change.

It is interesting to note that female coaches and trainers are almost always more satisfied with individual aspects of their activity than their male colleagues. This is especially evident regarding the bureaucratic burden of reimbursement, the compatibility of work with family and friends and occupation/work, tax benefits, openness to criticism and suggestions for change within the association, and support for administrative activities (cf. Fig. 35 and Fig. 36). The male coaches and trainers are only somewhat more satisfied with the openness to criticism and suggestions for change in the club. However, the difference is only small and not statistically significant.

A consideration of the distribution of the coaches' and trainers' satisfaction²⁰ with the individual aspects of their activity shows that more than 90 % of the coaches and trainers are satisfied with their own performance, while only 3 % state that they are not or not very satisfied with their own performance as a coach or trainer (cf. Fig. 37).

A consideration of the distribution of satisfaction confirms that the majority of coaches and trainers are satisfied with the motivation of the participants (83 %), the sporting success of the training group (83 %), the cooperation within the club (82 %), and the appreciation of the activity by the members of their own club (81 %). About three-quarters are also satisfied with the equipment with sports devices and materials, the appreciation of the activity as a whole, and the opportunities for further qualification and training (cf. Fig. 37).

Looking at the areas in which coaches and trainers are not very satisfied, however, it becomes clear that around 37 % are not very or not satisfied with tax benefits, around 29 % are not or not very satisfied with the financial remuneration for the work and the associations' openness to criticism and suggestions for change. Around 27 % are not very or not satisfied with the association's registration system and the flexible choice of operating times (cf. Fig. 38).

If we look at the satisfaction of coaches and trainers with individual aspects of their activity, differentiated by age group, some differences become apparent (cf. Fig. 39 to Fig. 41).

Similar to the motives, it is striking that the satisfaction of the youngest and oldest groups of coaches and trainers often differs from the satisfaction of the three other age groups. This pattern can be seen, for example, in the satisfaction with the cooperation within the club, the opportunities for further qualification and training, the provision of appropriate

20 For this purpose, three categories were established on the basis of an eleven-point scale: not satisfied or not very satisfied (corresponds to categories 0 to 4), moderately satisfied (corresponds to category 5) and satisfied (corresponds to categories 6 to 10).

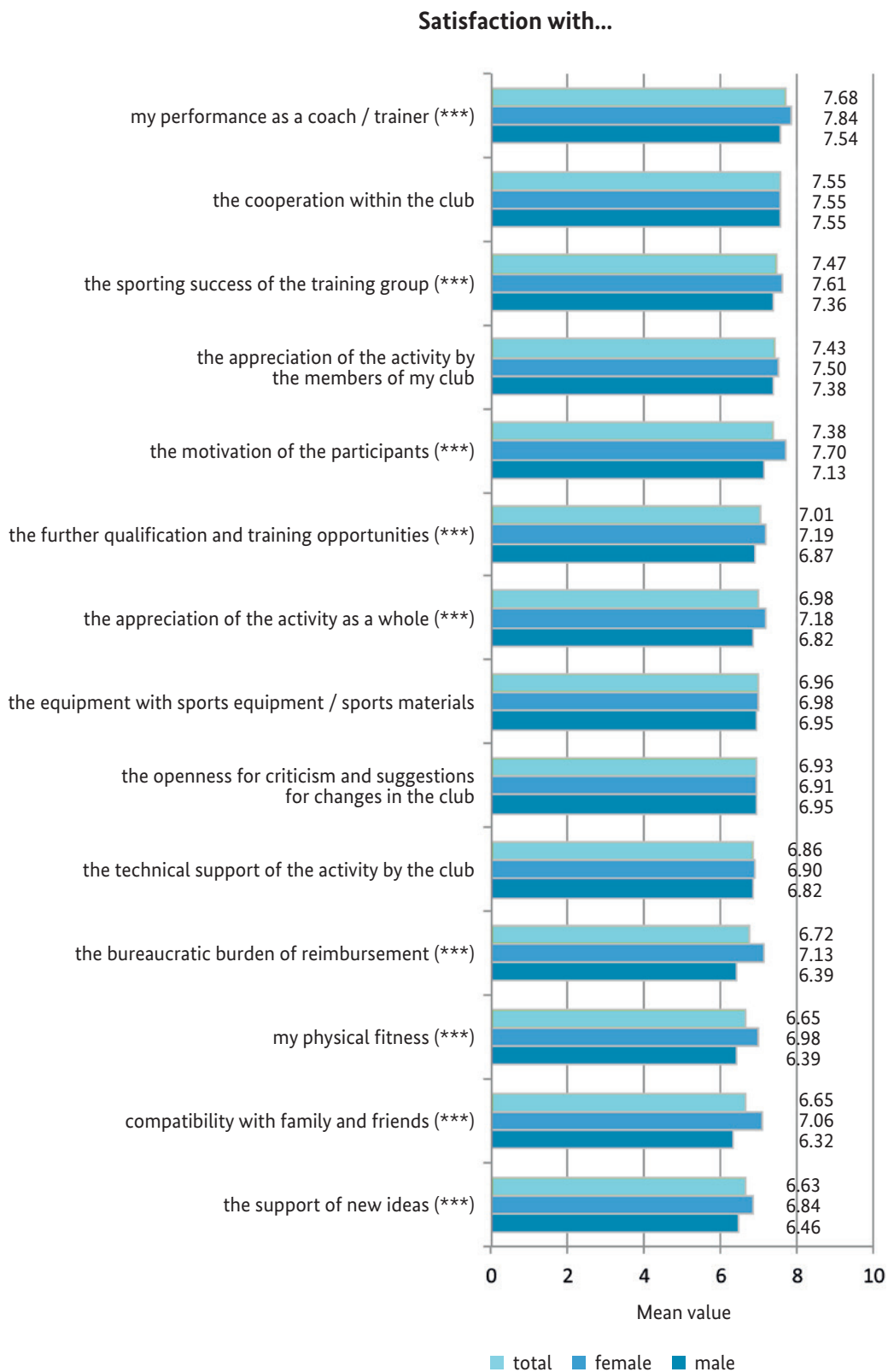


Fig. 35: Satisfaction of coaches and trainers with individual aspects of the activity, by gender (0="not satisfied at all" to 10="extremely satisfied"; part 1).



Fig. 36: Satisfaction of coaches and trainers with individual aspects of the activity, by gender (0="not satisfied at all" to 10="extremely satisfied"; part 2).

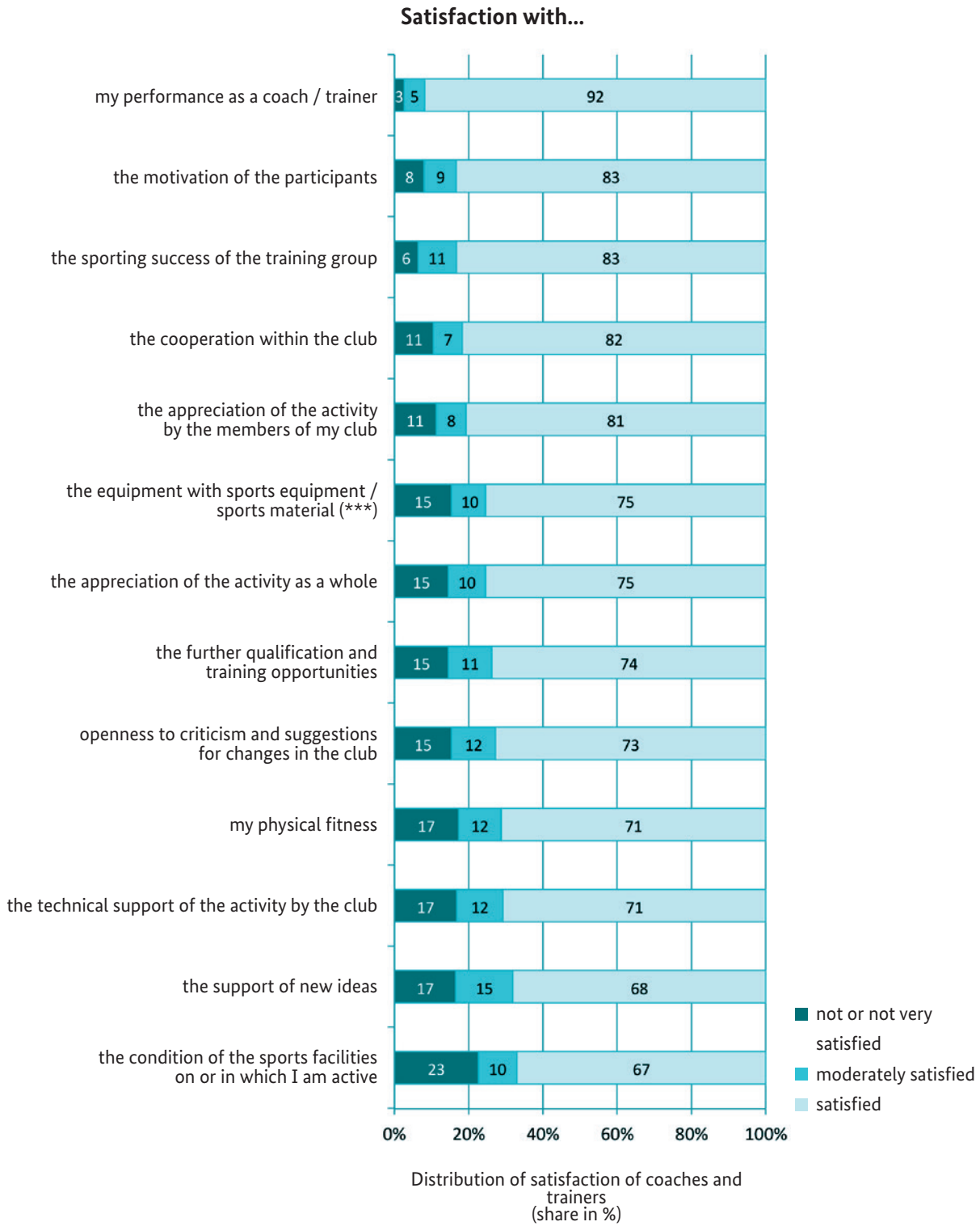


Fig. 37: Distribution of coaches' and trainers' satisfaction with individual aspects of the activity (0 to 4 = not or not very satisfied; 5 = moderately satisfied, 6 to 10 = satisfied; part 1).

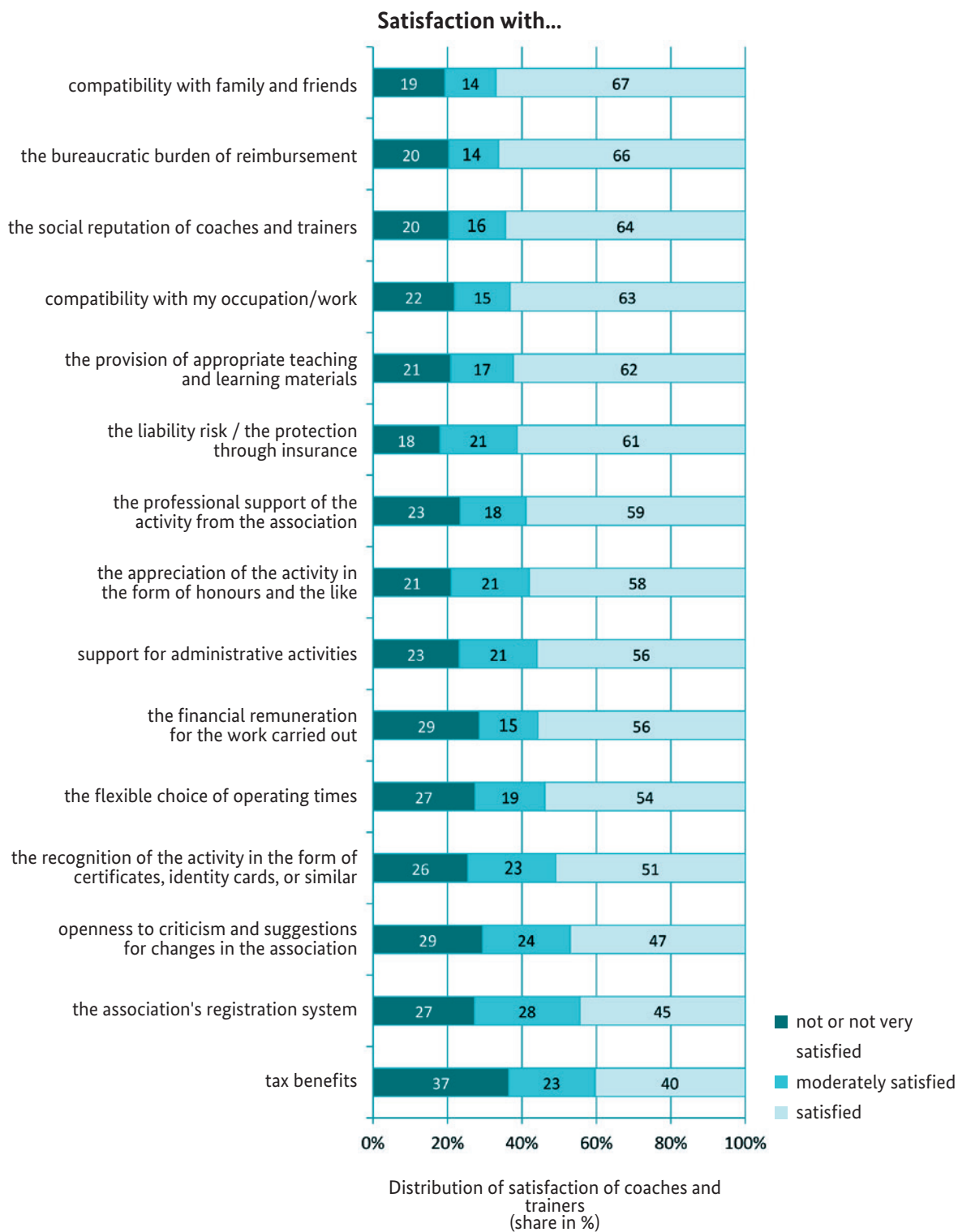


Fig. 38: Distribution of coaches' and trainers' satisfaction with individual aspects of the activity (0 to 4 = not or not very satisfied; 5 = moderately satisfied, 6 to 10 = satisfied; part 2).

teaching and learning materials, the openness to criticism and suggestions for change in the club, the professional support of the activity by the club, the social reputation of coaches and trainers, the flexible choice of operating times, and the compatibility with family and friends as well as occupations/work. The greater satisfaction with the latter two aspects is probably primarily due to the fact that adolescents up to the age of 18 are often not yet working, and older coaches and trainers over the age of 60 are often already retired. Thus, these two groups have more time resources at their disposal than the age groups of 19 to 60 year-olds.

It is also striking that the youngest coaches and trainers are significantly more satisfied with tax benefits, openness to criticism and suggestions for change within the association and the association's registration system than the older coaches and trainers (cf. Fig. 41). It is possible that those up to the age of 18 have had less contact with the above-mentioned aspects than older coaches and trainers, which in turn could lead to less frustration in these areas and thus to greater satisfaction.

A differentiated consideration of the individual aspects of satisfaction according to coaches and trainers with and without training for their work in sport reveals some interesting results (cf. Fig. 42 and Fig. 43). **For example, coaches and trainers without training are significantly less satisfied with the opportunities for further qualification and training, the professional support of the activity by the association, and the provision of appropriate teaching and learning materials. An improvement in the areas listed above on the part of clubs and associations could therefore, possibly lead to a higher rate of training for coaches and trainers.**

Furthermore, coaches and trainers without training for their work in sport are on average not very satisfied with their own performance, the recognition of the activity in the form of certificates, passes, or similar, the appreciation of the activity by members of their

own club and the motivation of the participants (cf. Fig. 42 and Fig. 43). **Consequently, professional training for the job seems important for the personal assessment of performance, but also for the assessment of the performance of the coaches and trainers by the club and the training group.**

On the other hand, coaches and trainers who have received training for their work in sport are particularly not very satisfied with tax benefits, compatibility with family and friends, support for administrative activities, and the liability risk or protection through insurance. It is also possible that trained coaches and trainers have higher expectations of the club and association system with regard to corresponding support services. These results are also likely to be of particular interest to clubs and associations against the background of a long-term commitment of trained coaches and trainers.

If we also look at the satisfaction of coaches and trainers differentiated by the field of activity in which they state they are exclusively active, we see that people who are purely trainers are on average more satisfied in all areas than people who are purely coaches. The differences are also significant throughout. Particularly large differences in satisfaction can be seen in the compatibility with occupation/work as well as family and friends, physical fitness, openness to criticism and suggestions for change within the association, and the appreciation of the activity as a whole (cf. Fig. 44 and Fig. 45).

The consideration of the satisfaction of the coaches and trainers differentiated by form of activity also shows some differences between the three groups (cf. Fig. 46 and Fig. 47). It is striking, for example, that **in some areas, part-time coaches and trainers are more satisfied than volunteer and full-time coaches and trainers.** Significant differences with regard to satisfaction can be seen in the following areas in particular: the appreciation of the activity as a whole, the bureaucratic burden of reimbursement, compatibility with family and friends, the

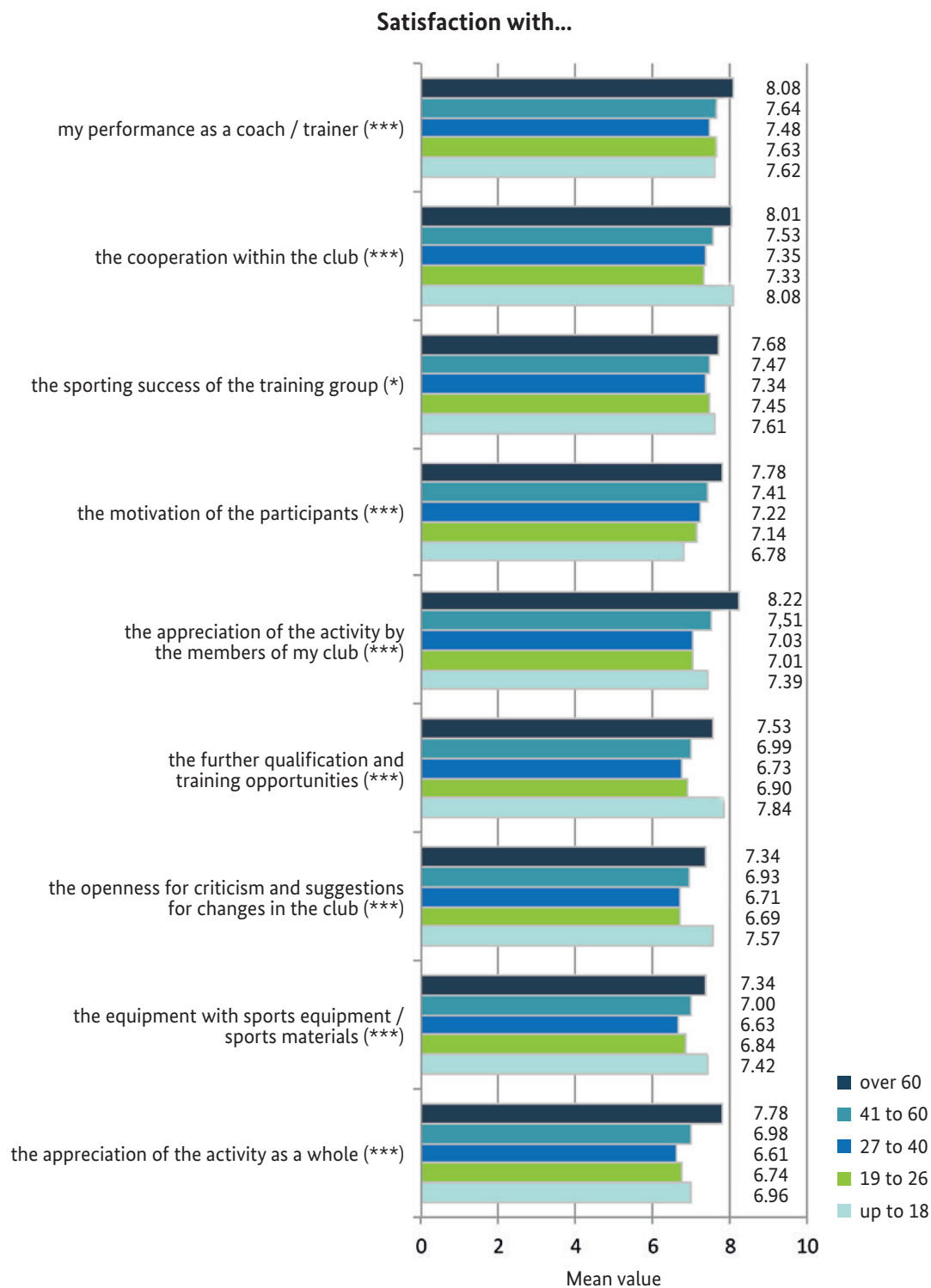


Fig. 39: Satisfaction of coaches and trainers with individual aspects of the activity, by age group (0="not satisfied at all" to 10="extremely satisfied"; part 1).

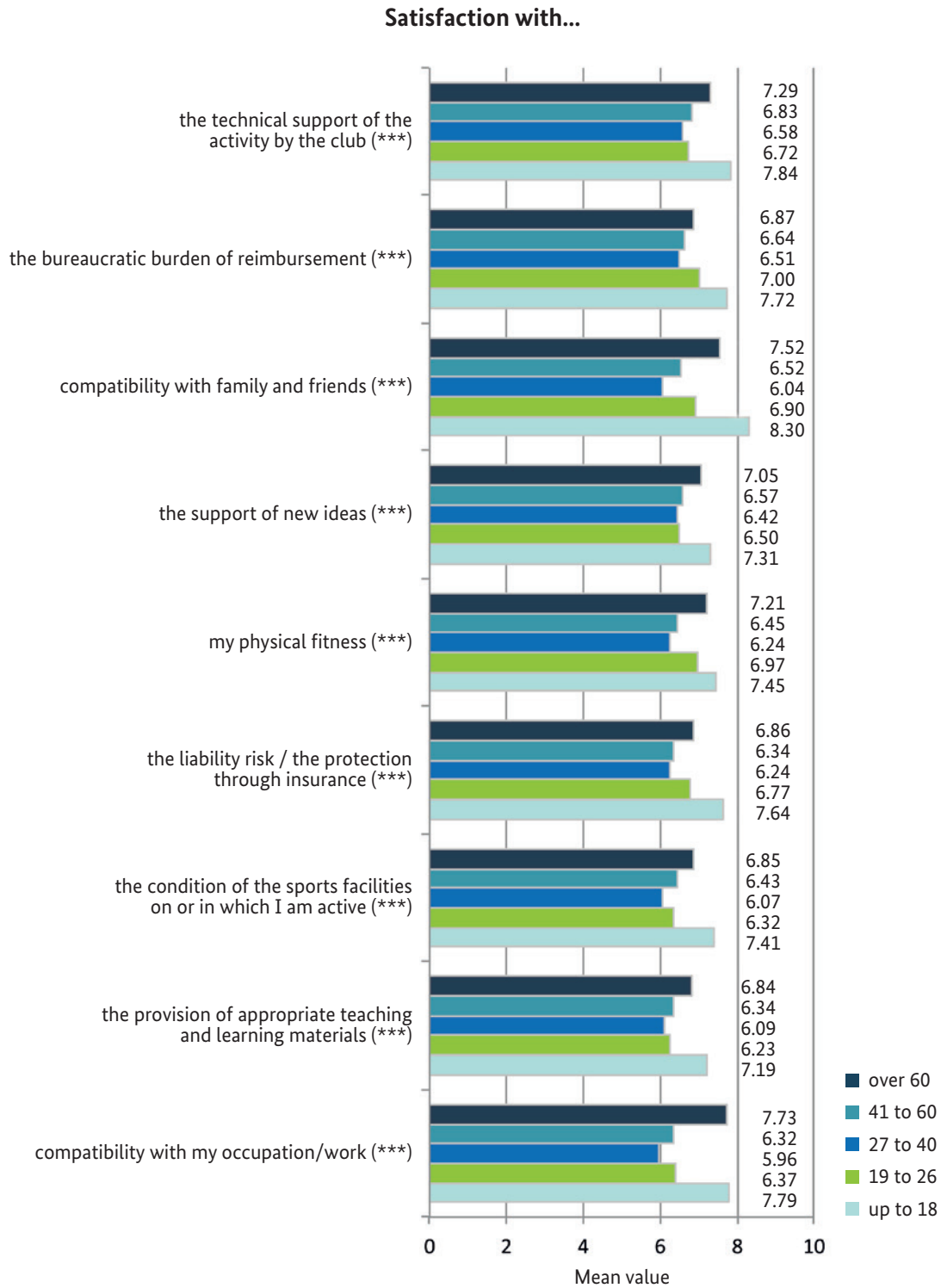


Fig. 40: Satisfaction of coaches and trainers with individual aspects of the activity, by age group (0="not satisfied at all" to 10="extremely satisfied"; part 2).

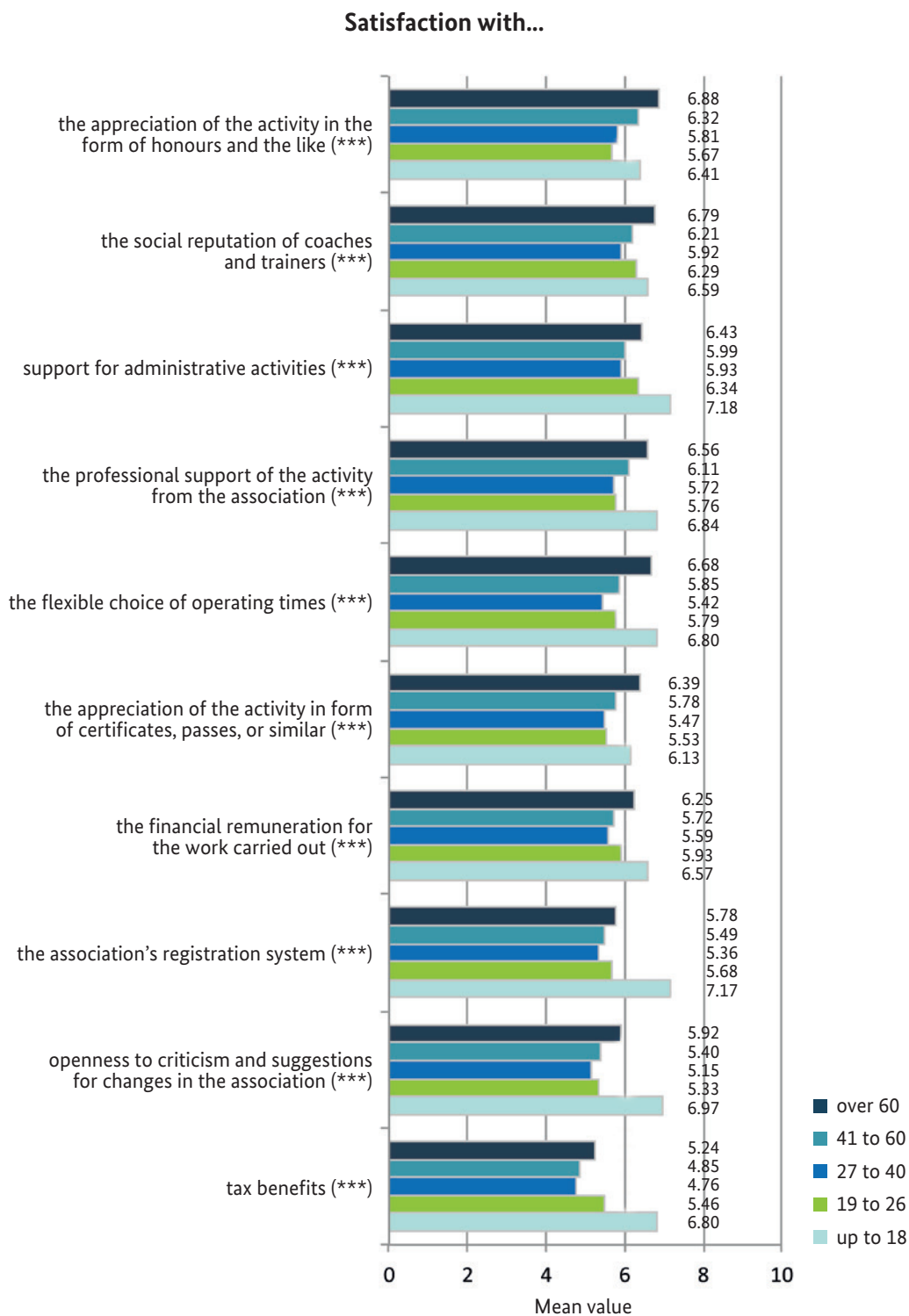


Fig. 41: Satisfaction of coaches and trainers with individual aspects of the activity, by age group (0="not satisfied at all" to 10="extremely satisfied"; part 3).

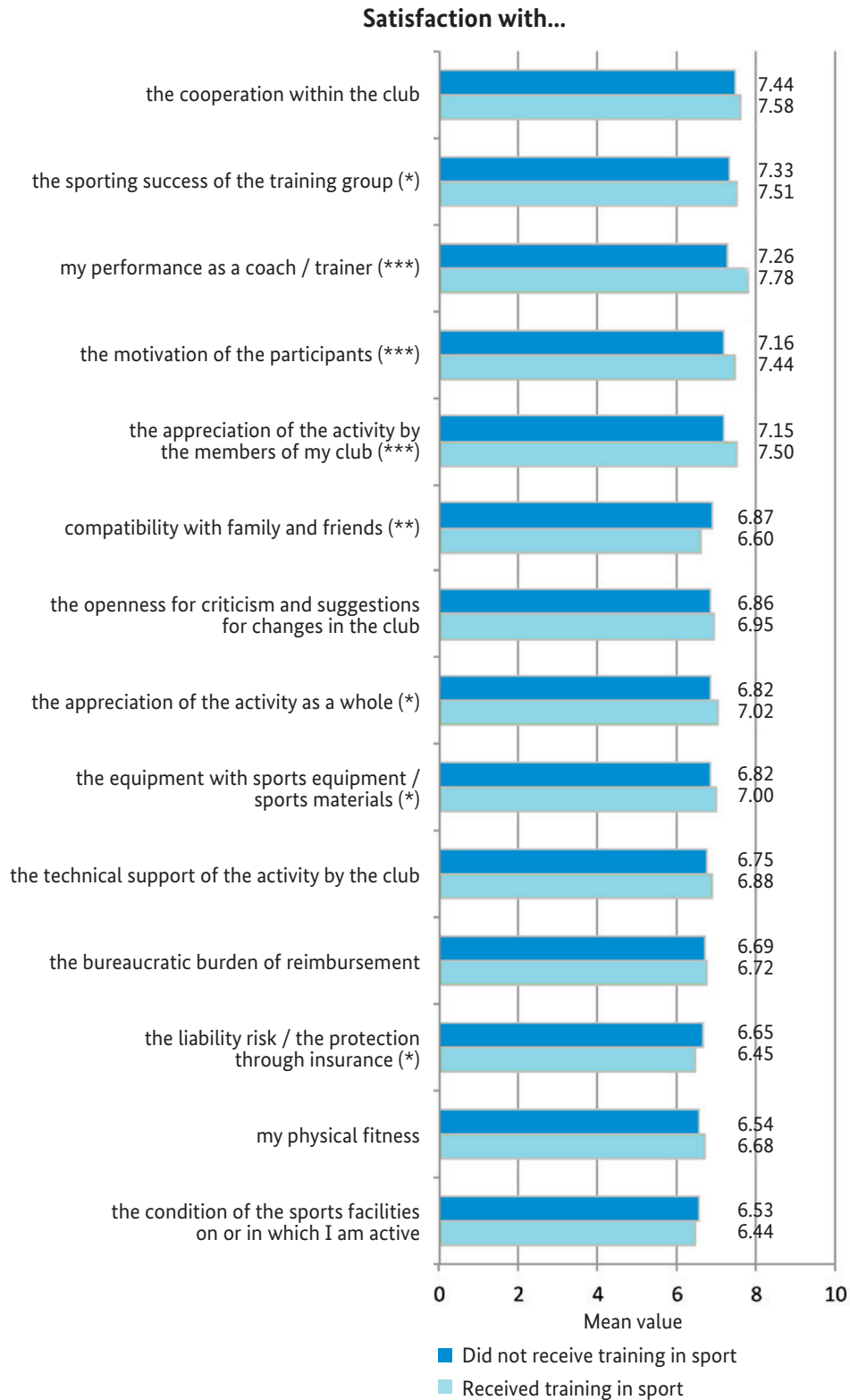


Fig. 42: Satisfaction of coaches and trainers with individual aspects of the activity, differentiated by training (not) received (0="not satisfied at all" to 10="extremely satisfied"; part 1).



Fig. 43: Satisfaction of coaches and trainers with individual aspects of the activity, differentiated by training (not) received (0="not satisfied at all" to 10="extremely satisfied"; part 2).

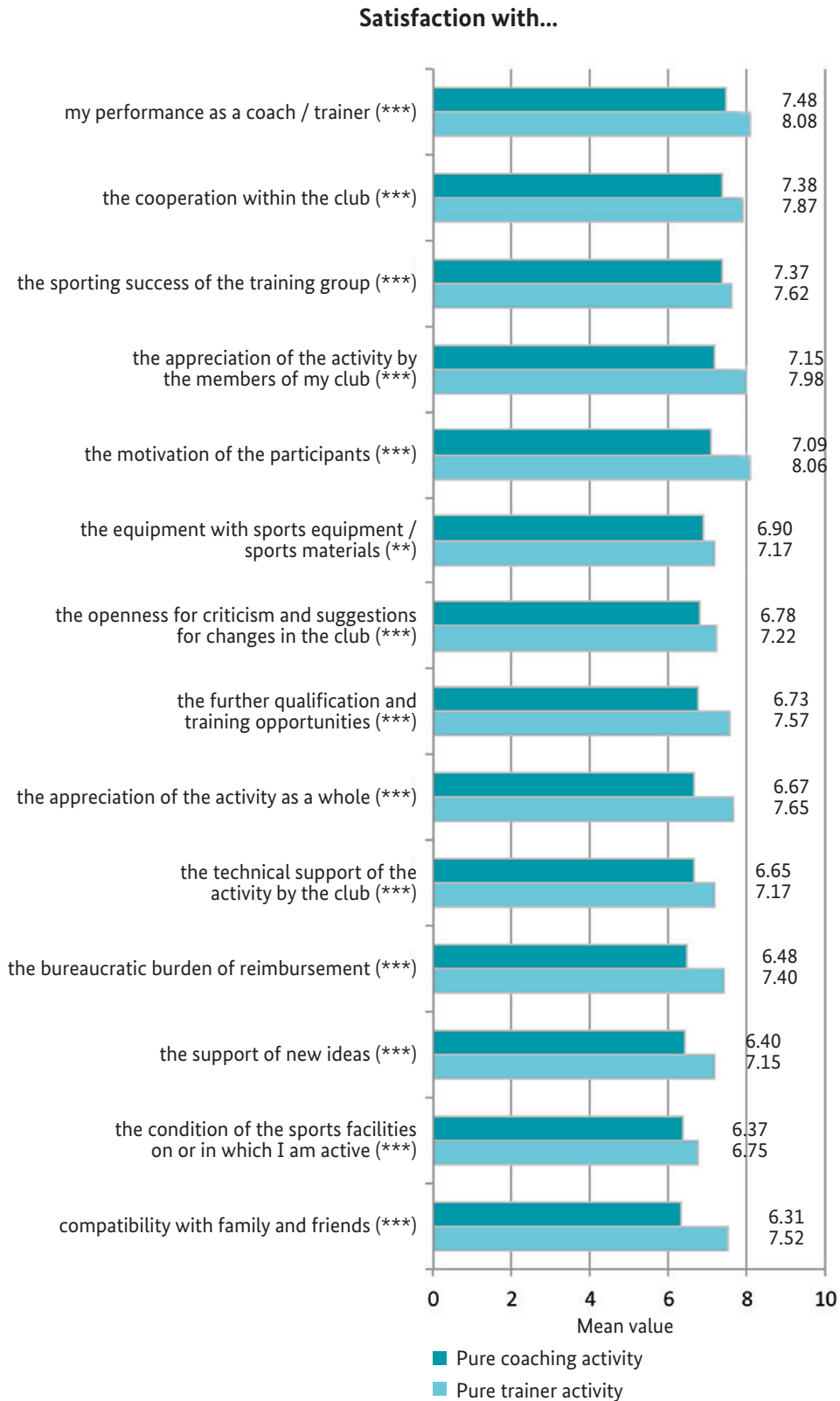


Fig. 44: Satisfaction of coaches and trainers with individual aspects of the activity, by field of activity (0="not satisfied at all" to 10="extremely satisfied"; part 1).

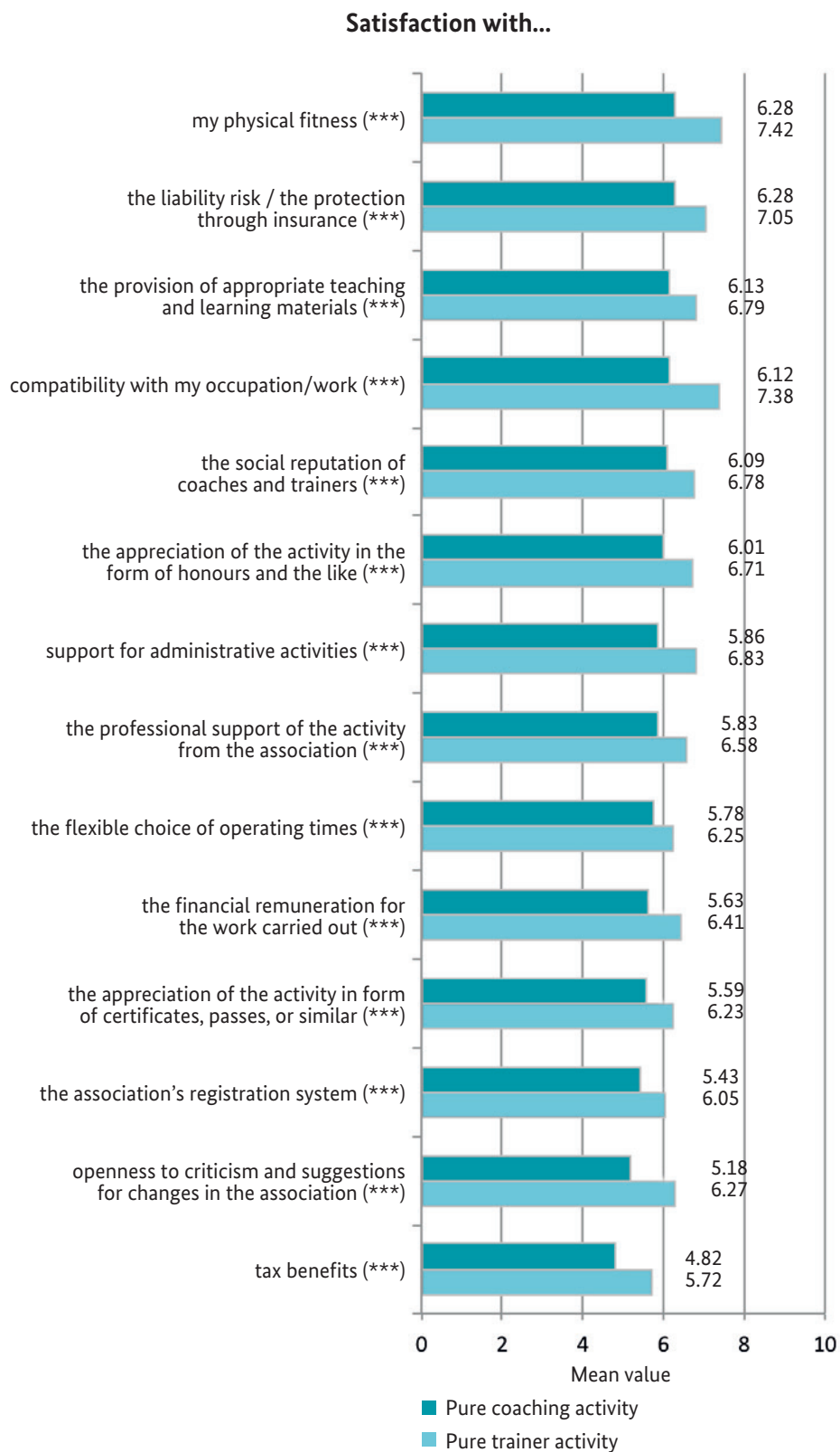


Fig. 45: Satisfaction of coaches and trainers with individual aspects of the activity, by field of activity (0="not satisfied at all" to 10="extremely satisfied"; part 2).

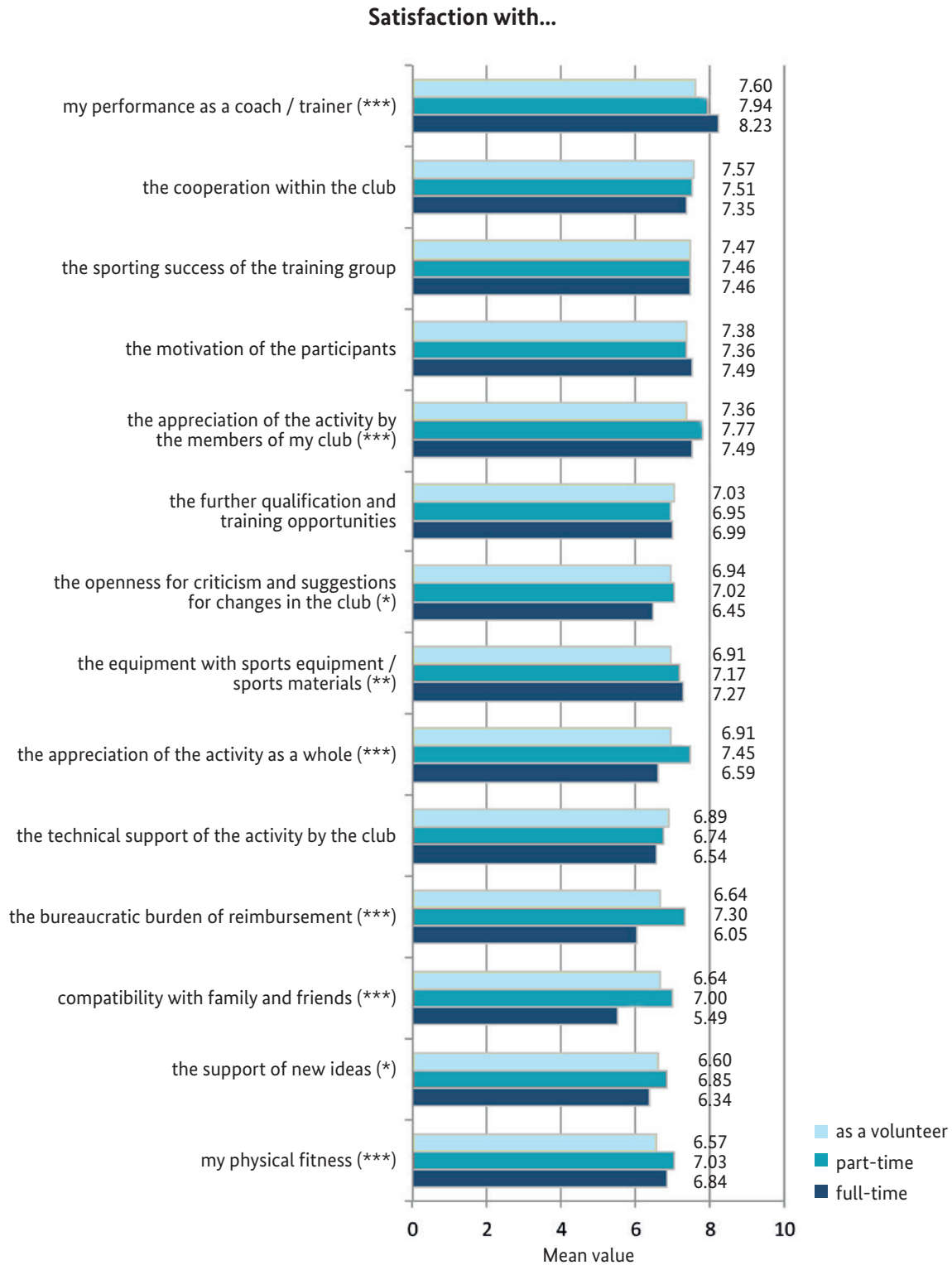


Fig. 46: Satisfaction of coaches and trainers with individual aspects of the activity, by the form of activity (0="not satisfied at all" to 10="extremely satisfied"; part 1).

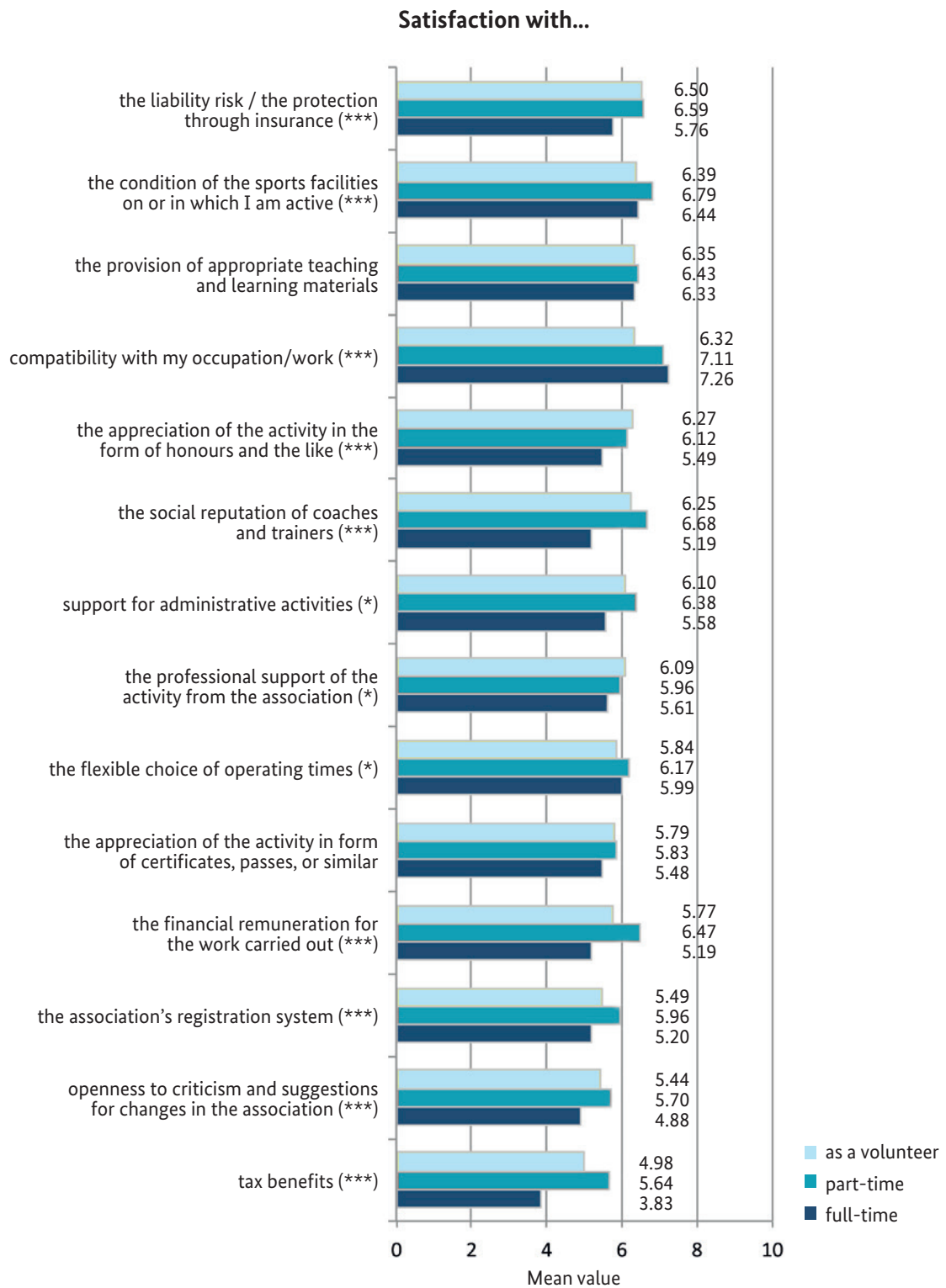


Fig. 47: Satisfaction of coaches and trainers with individual aspects of the activity, by the form of activity (0="not satisfied at all" to 10="extremely satisfied"; part 2).

social reputation of coaches and trainers, financial remuneration for the work, the registration system of associations, and tax benefits. On the other hand, full-time coaches and trainers are more satisfied than volunteers with their own performance and compatibility with their occupation/work.

2.6.3 Satisfaction with the commitment as coach/trainer

In order to survey satisfaction with their own commitment as a coach or trainer, we used the “Short questionnaire for recording general and facet-specific job satisfaction” (KAFA). KAFA was originally developed to measure job satisfaction (cf. Haarhaus, 2016) and was adapted to the specific situation of sports clubs for the present study. It measures both general job satisfaction (i.e. in the case of coaches and trainers examined here, commitment satisfaction) and five facets of

job satisfaction (here commitment satisfaction). The facets include satisfaction with activities, colleagues, development opportunities, expense allowances (in the original KAFA: payment), and the board (in the original KAFA: superiors). The coaches and trainers were asked to evaluate 30 statements adapted to the specific sports club context, which can be assigned to the six areas (general satisfaction and five facets). The six areas were each measured using five items on a five-point scale from “not true at all” (1) to “completely true” (5), where the scale measures both positive and negative statements.

In the following, both the results of the individual 30 items (cf. Fig. 53 to Fig. 64) and the mean values of the six areas (cf. Fig. 48 to Fig. 52) are presented. Six additive indices were formed for this purpose, whereby the negatively formulated statements were recoded. As a result, a higher scale value of the indices means a more positive assessment of the corresponding range.

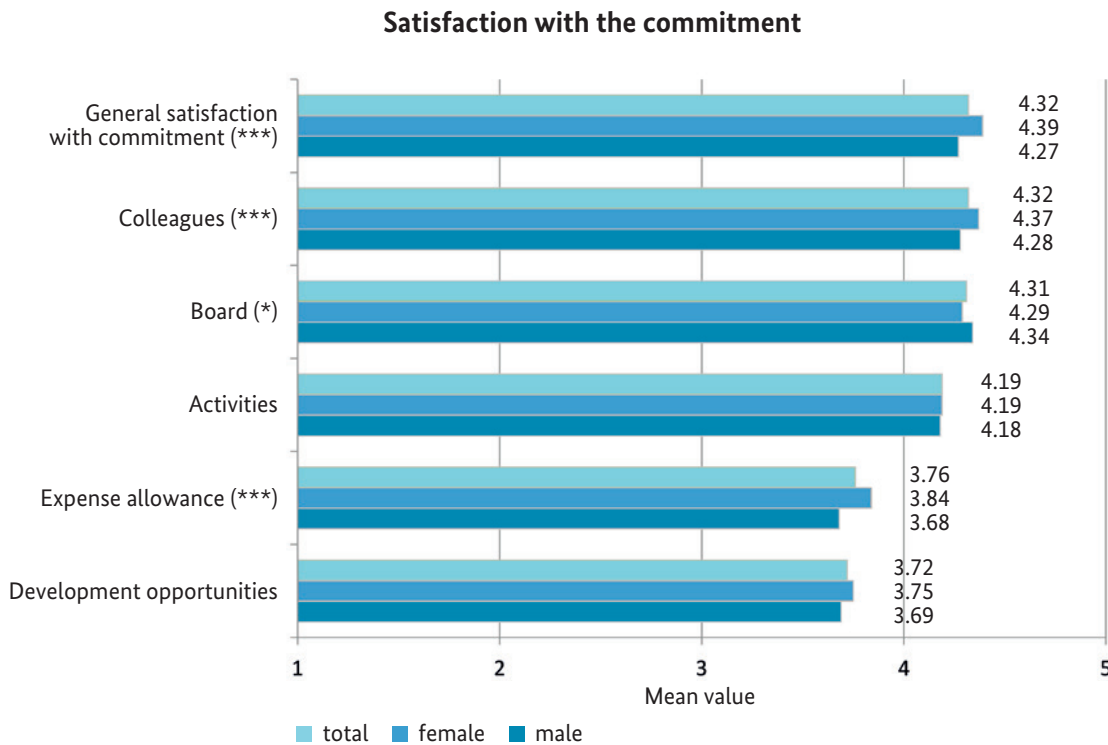


Fig. 48: Overview of coaches’ and trainers’ commitment satisfaction in individual areas, by gender (1=“not true at all” to 5=“completely true”).

We see that the coaches and trainers are generally extremely satisfied with their commitment. The mean value is $M=4.32$, with women being significantly more satisfied than men (cf. Fig. 48). The individual positively formulated items for measuring general commitment satisfaction are also rated higher by female coaches than by their male colleagues (cf. Fig. 53).

If we look at the five facets of commitment satisfaction, it becomes clear that the coaches and trainers are also extremely satisfied with their colleagues and the board of the club. Both male and female participants are also extremely satisfied with their activities (cf. Fig. 48). More than 90 % state they like their work, and three-quarters feel challenged by it (cf. Fig. 60). Concerning colleagues, the coaches and trainers mostly agree with the positive statements,

while the negatively formulated items that colleagues are quarrelsome or frustrating receive only little agreement (cf. Fig. 55 and Fig. 56). The same applies to the statements on the activities (cf. Fig. 59 and Fig. 60) and the members of the club's board (cf. Fig. 57 and Fig. 58). However, the result is less clear regarding expense allowances and development opportunities (cf. Fig. 48). Here the coaches and trainers also agree on average more strongly with the positive statements than with the negative statements, but the difference between the values is not as pronounced as in the other areas (cf. Fig. 61 and Fig. 63).

Differentiating the facets of the coaches' and trainers' commitment satisfaction according to age groups reveals some differences. For example, satisfaction with the activities increases with increasing age. The youngest and oldest

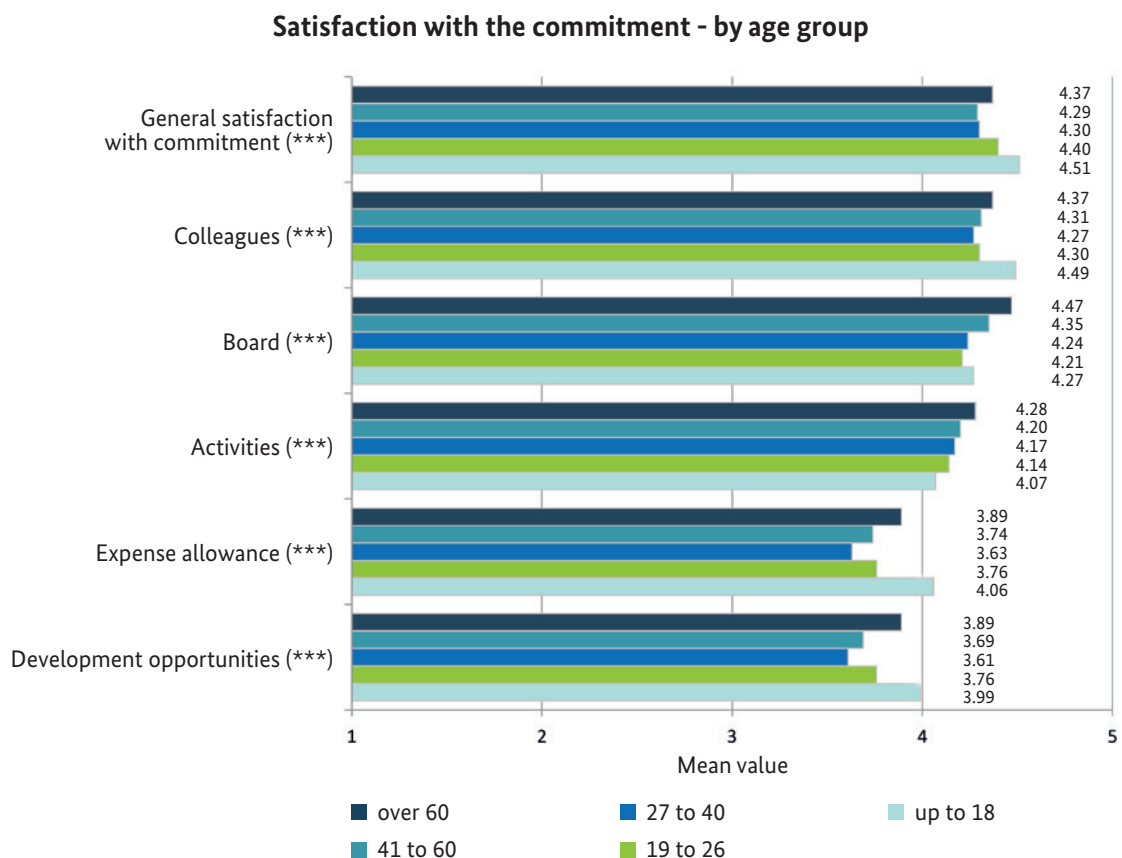


Fig. 49: Overview of coaches' and trainers' commitment satisfaction in individual areas, by age group (1="not true at all" to 5="completely true").

coaches and trainers are the most satisfied with their colleagues, the expense allowance, and the development opportunities, while the 27 to 40 year-olds are the least satisfied on average (cf. Fig. 49).

If we use regression analysis to investigate the significance of the individual five facets in relation to the general satisfaction of coaches and trainers with their commitment, **we see that satisfaction with the activities has the greatest relative influence on general satisfaction with the commitment** (beta=0.319), i.e. it is most significant for overall satisfaction. A similar result is also found in the survey of volunteer board members (cf. Breuer & Feiler, 2020b). **Relatively speaking, satisfaction with development opportunities** (beta=0.072) **has the least influence on satisfaction with the commitment**, while the importance of satisfaction with colleagues (beta=0.173), expense allowances (beta=0.140), and the board (beta=0.115) differs only slightly in relation to overall satisfaction.

Looking at the responses' distribution, about 16 % of the participants said that development opportunities are not (very) good and rather limited (cf. Fig. 64). About a quarter of them do not consider the expense allowance to be fair or satisfactory (cf. Fig. 62). In these areas, the clubs seem to have room for improvement to make their coaches and trainers more satisfied. The referees' survey had already produced a similar result (cf. Breuer & Giel, 2017). However, the average satisfaction with the expense allowances was even less pronounced than with the development opportunities. Compared to referees, the coaches and trainers seem to be somewhat more satisfied with both the allowances they receive and the development opportunities.

If we again differentiate between the two groups of coaches and trainers with and without training for their work in sport, there are only slight differences in the six areas of commitment satisfaction. Coaches and trainers without

training for their work in sport are, on average, somewhat less satisfied with their activities than trained coaches and trainers. However, they are somewhat more satisfied with their colleagues (cf. Fig. 50).

It is again interesting to consider the level of commitment satisfaction, differentiated by the fields of activity in which the participants state they are exclusively active (cf. Fig. 51). We see that people who are engaged in pure coaching activities are, on average, less satisfied in all six of the examined areas than people who are engaged in pure trainer activities. Thus, not only is the general satisfaction (cf. chapter 2.6.1) and satisfaction with individual aspects of the activity (cf. chapter 2.6.2) lower among those engaged in pure coaching activities, but also with regard to commitment satisfaction.

The biggest and statistically significant difference is in the area of satisfaction with expense allowances. Here, persons engaged in pure trainer activities are significantly more satisfied ($M=3.92$) than persons engaged in pure coaching activities ($M=3.70$). In contrast, there is no significant difference in satisfaction with the activities (cf. Fig. 51).

If we look at the six areas of commitment satisfaction according to form of activity, some differences can be seen between the three groups of coaches and trainers (cf. Fig. 52). For example, volunteer and part-time coaches and trainers are significantly more satisfied with their colleagues and the board of the club than full-time employees. Volunteer coaches and trainers are also significantly more satisfied with the development opportunities than part-time and full-time employees. On the other hand, part-time employees are the most satisfied with the expense allowance compared to the other two groups. On the whole, full-time coaches and trainers are less satisfied than volunteers and part-time employees. Again, the differences between the groups are statistically significant (cf. Fig. 52).



Fig. 50: Overview of coaches' and trainers' commitment satisfaction in individual areas, differentiated by training (not) received (1="not true at all" to 5="completely true").

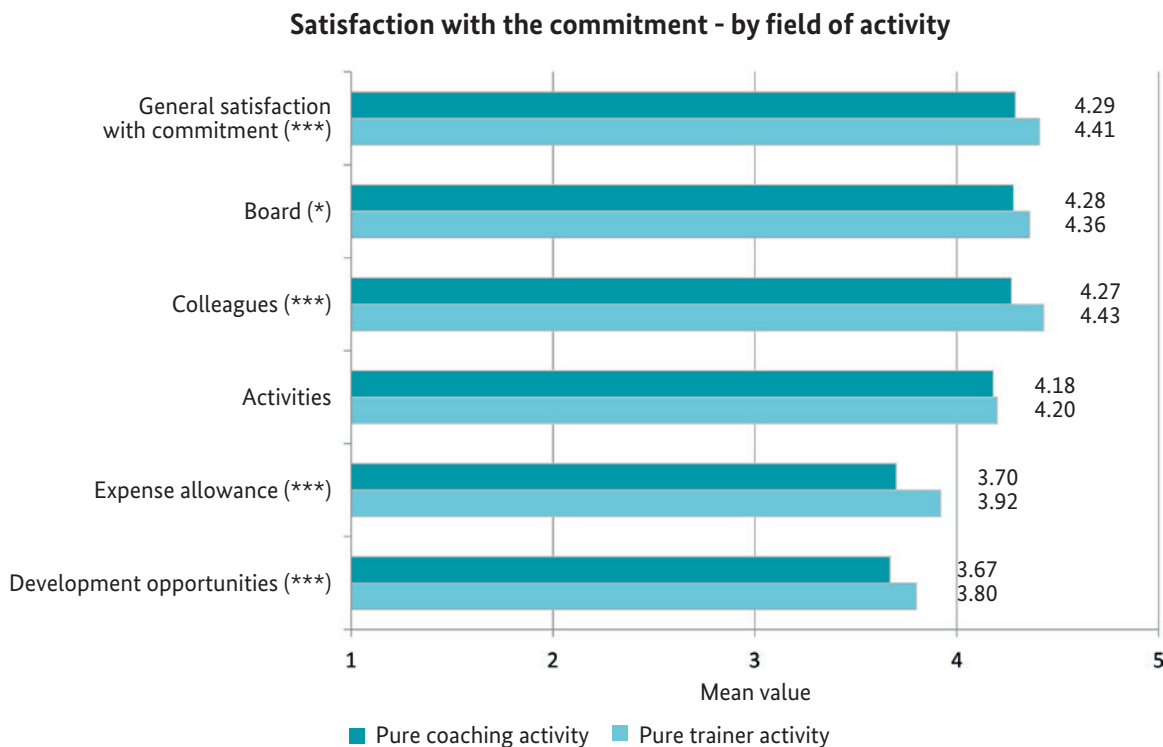


Fig. 51: Overview of coaches' and trainers' commitment satisfaction in individual areas, differentiated by field of activity (1="not true at all" to 5="completely true").

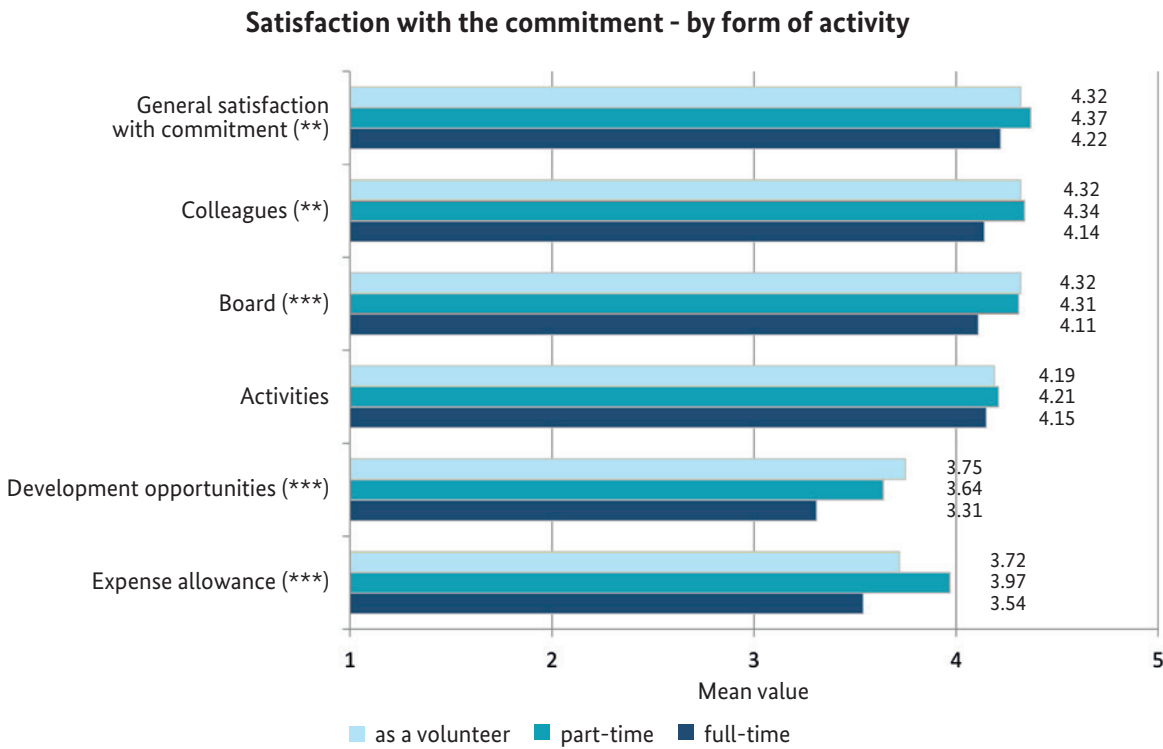


Fig. 52: Overview of coaches' and trainers' commitment satisfaction in individual areas, differentiated by the form of activity (1="not true at all" to 5="completely true").

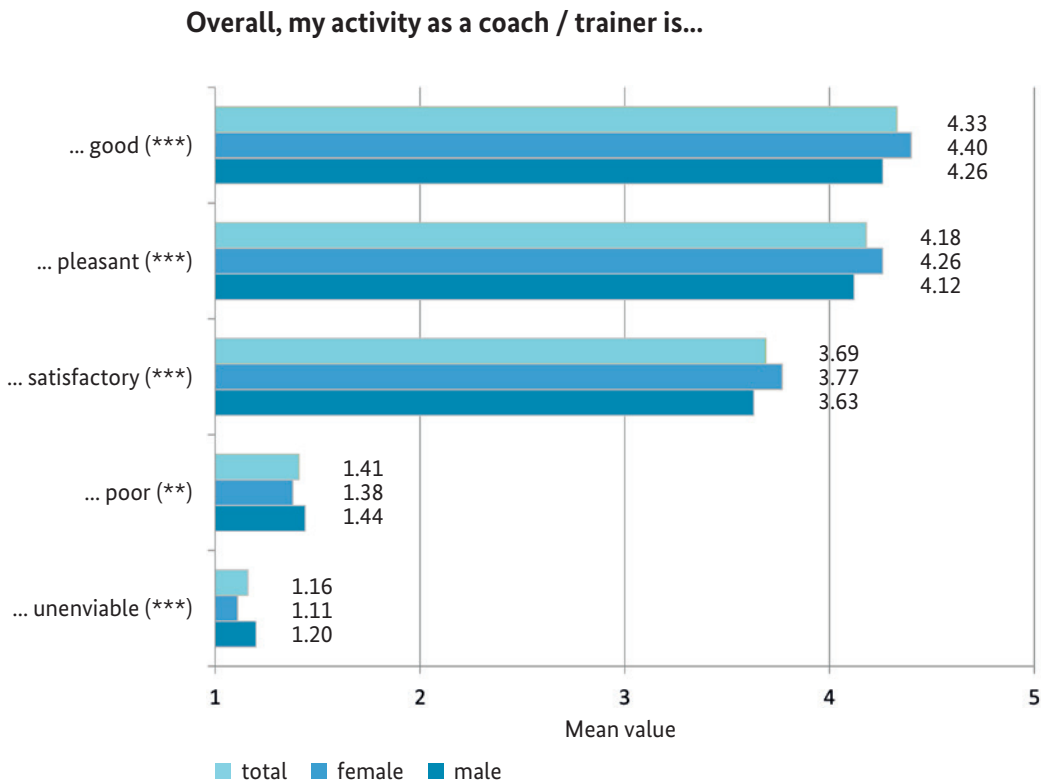


Fig. 53: Assessment of the overall situation of the activity (1="not true at all" to 5="completely true").

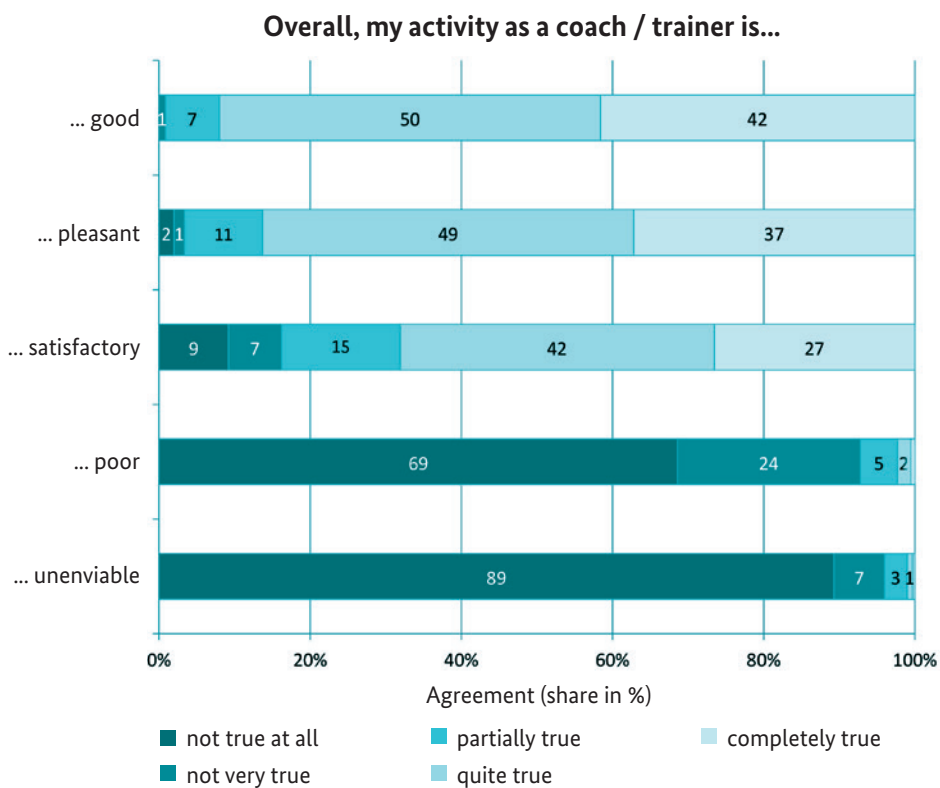


Fig. 54: Distribution of satisfaction with the overall situation of the activity.

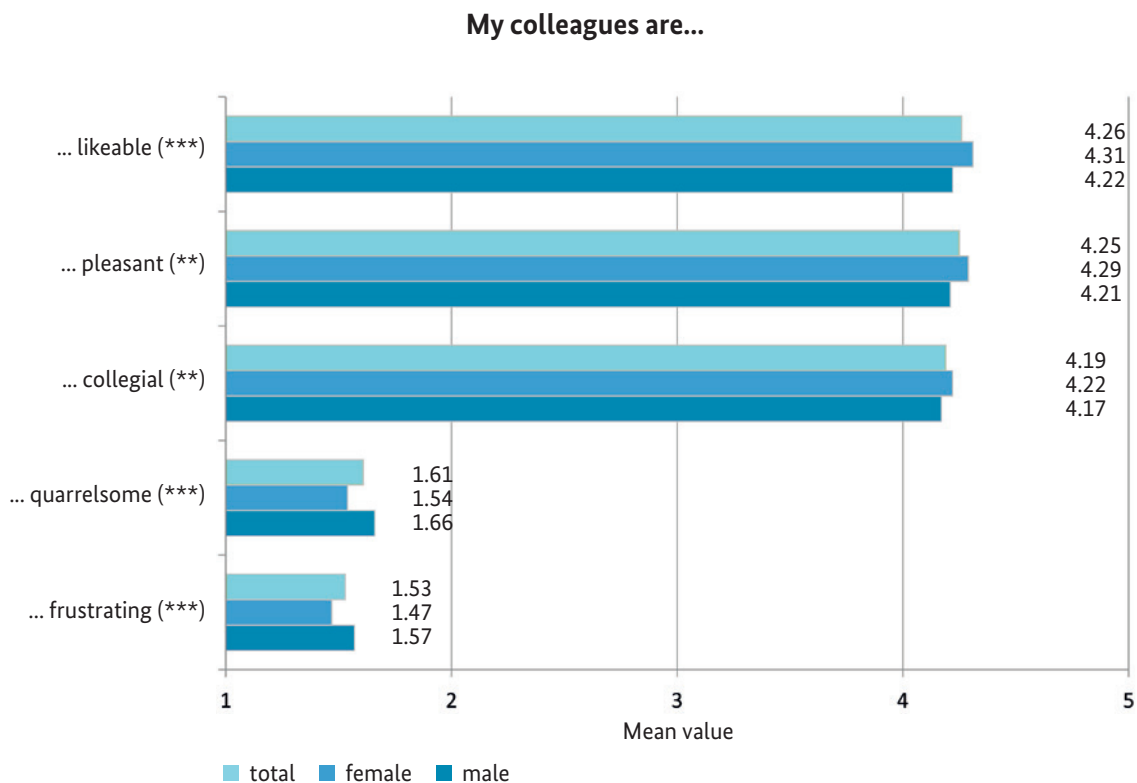


Fig. 55: Assessment of colleagues (1="not true at all" to 5="completely true").

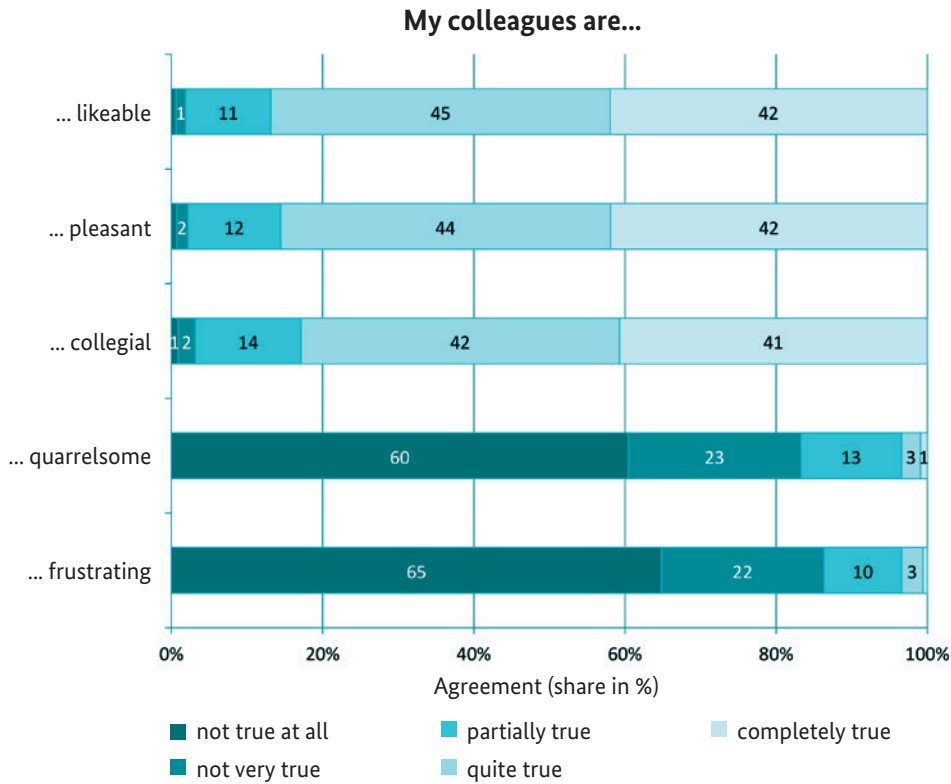


Fig. 56: Distribution of satisfaction with colleagues.

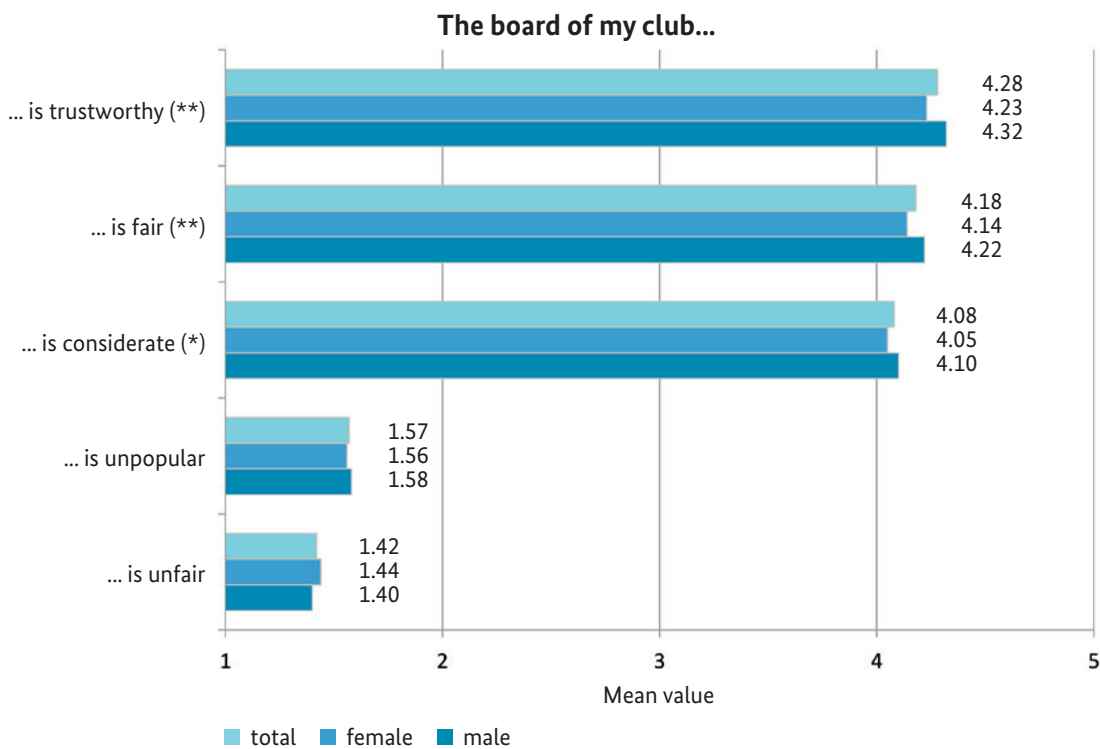


Fig. 57: Assessment of the board (1="not true at all" to 5="completely true").

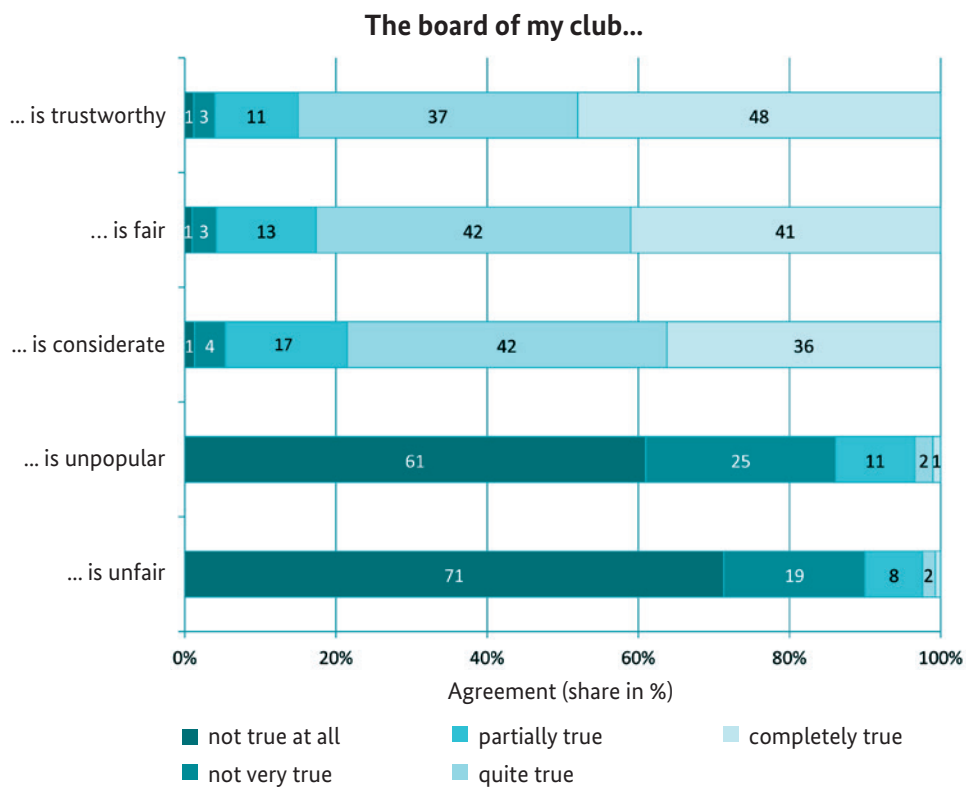


Fig. 58: Distribution of satisfaction with the board.

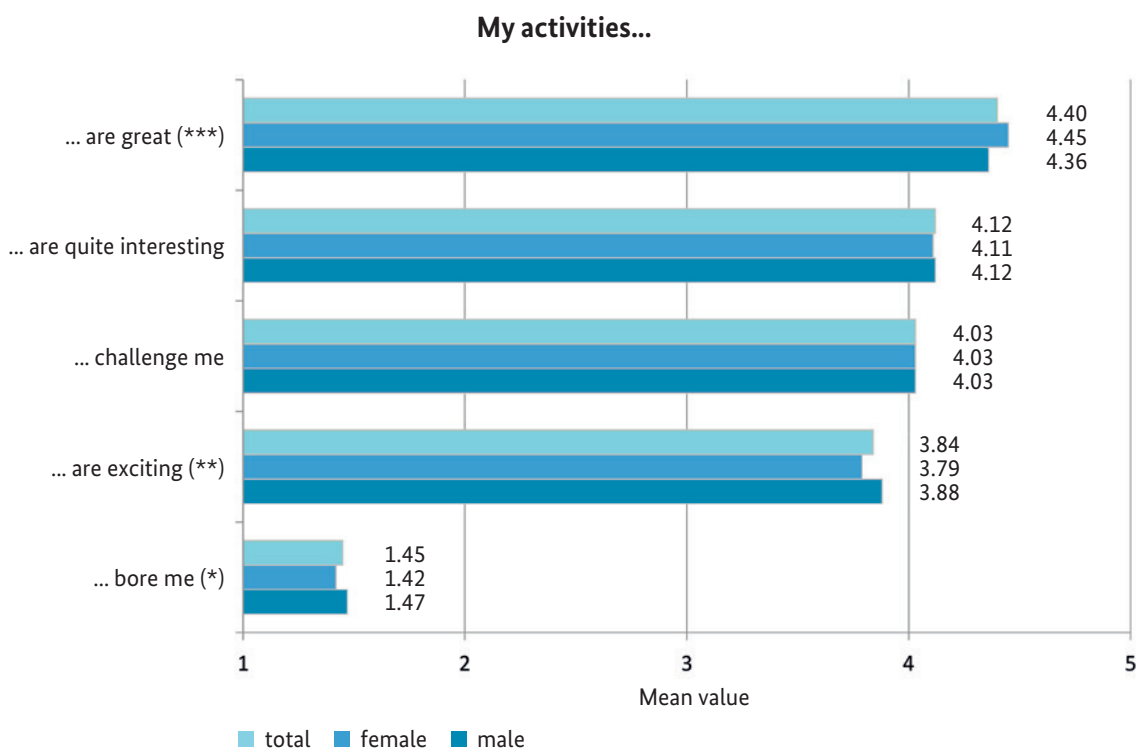


Fig. 59: Assessment of activities (1="not true at all" to 5="completely true").

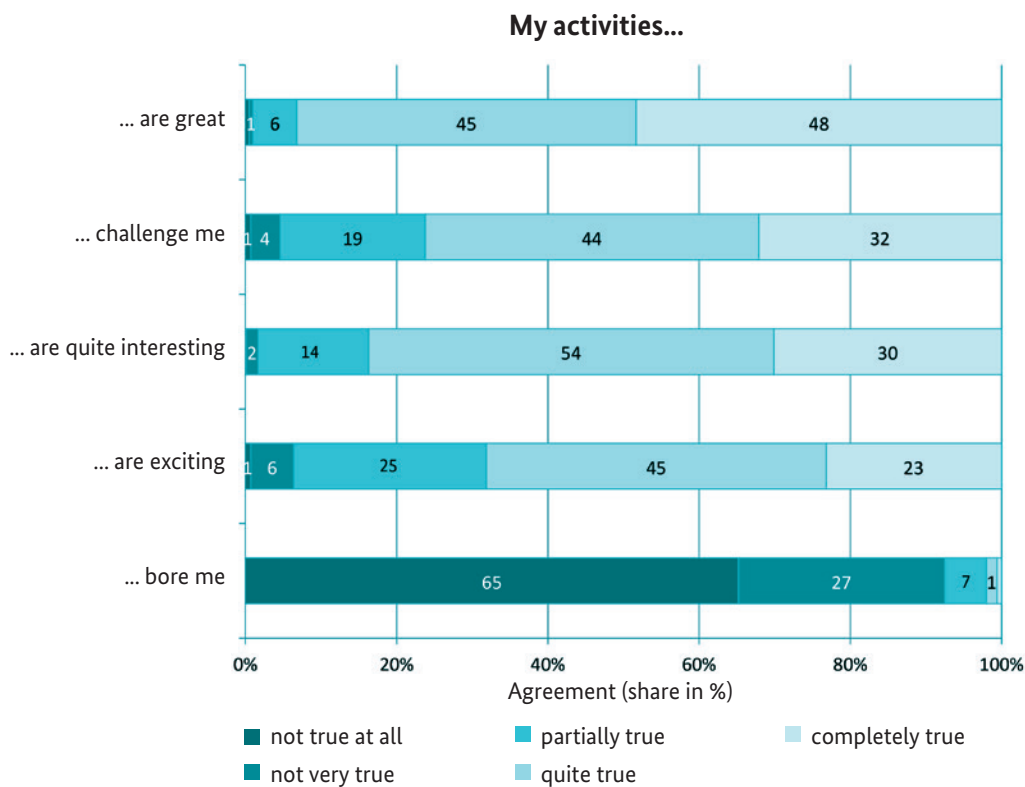


Fig. 60: Distribution of satisfaction with activities.

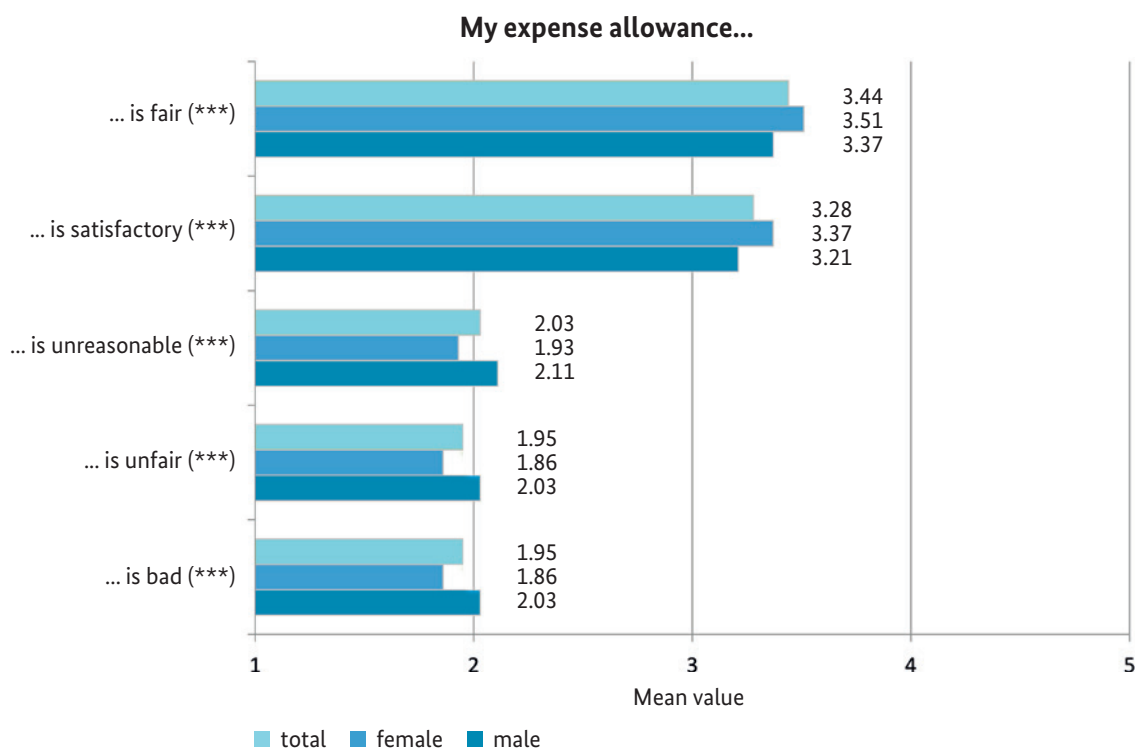


Fig. 61: Assessment of expense allowances (1="not true at all" to 5="completely true").

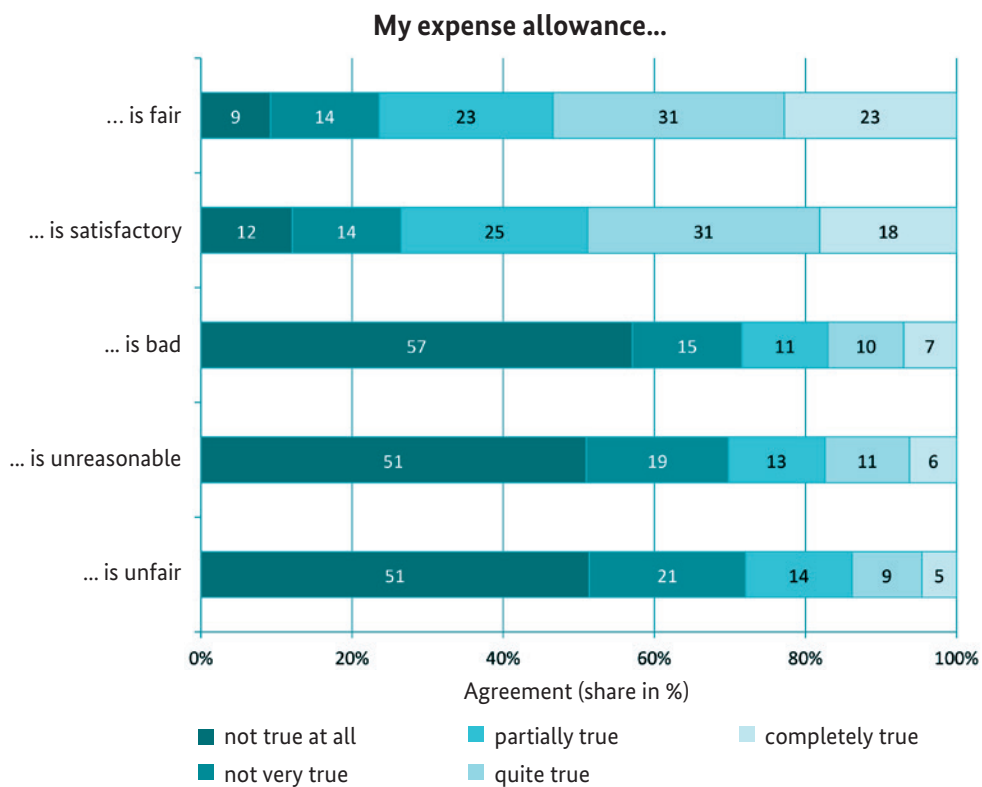


Fig. 62: Distribution of satisfaction with expense allowances.

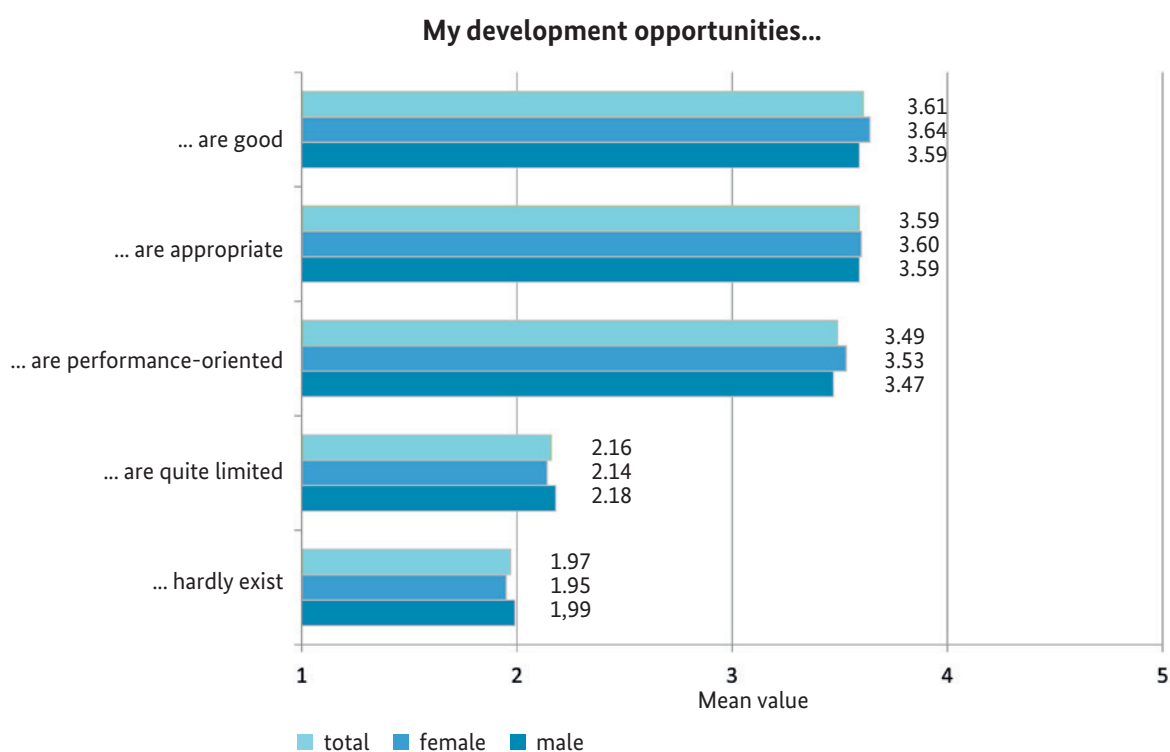


Fig. 63: Assessment of development opportunities (1="not true at all" to 5="completely true").

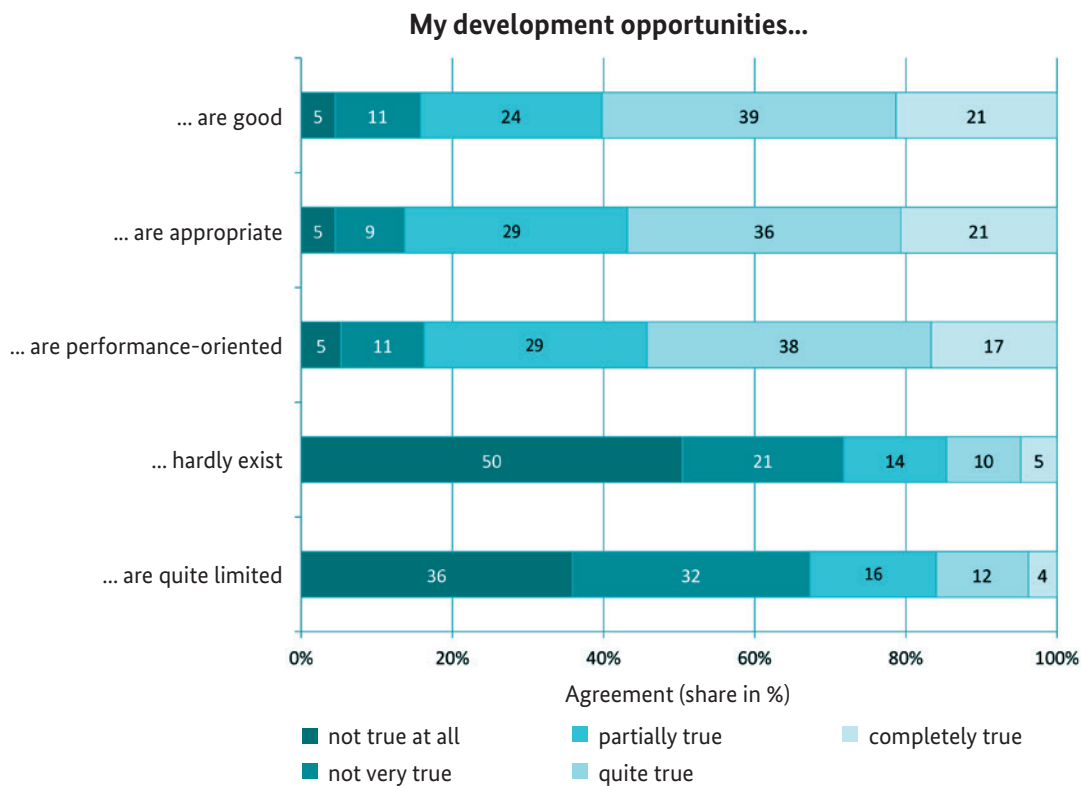


Fig. 64: Distribution of satisfaction with development opportunities.

2.7 Future commitment

Besides the satisfaction of the coaches and trainers with their activity, statements about their future plans may also be of interest to the clubs (cf. Fig. 65 and Fig. 66). **The majority of the coaches and trainers intend to continue their activities. On a five-point scale (from 1="strongly disagree" to 5="strongly agree"), the average overall agreement is $M=4.66$ (around 93 % agreement) concerning the continuation of activity in the current season or year.** No differences between the genders are apparent here. There is a slightly lower but still high ($M=4.37$) level of agreement with the intention to continue working for the club in the next season or next year, while the 3-year value is slightly lower on average ($M=3.84$). **Female coaches or trainers are somewhat more likely to intend to continue working for the club than their male colleagues.** This also applies to

the willingness to take part in further training, which is significantly more pronounced among women than among men. Overall, the agreement of coaches and trainers to the plan to do a training course for their work in the coming year is $M=3.62$ (cf. Fig. 65), which means that around 60 % agree that they plan to do a training course, while almost a quarter tend to reject this (cf. Fig. 66).

The question of a possible cessation of the activity, if a replacement were to be found, is met with a relatively low agreement ($M=1.86$) among coaches and trainers on average, where the value is significantly higher among male coaches and trainers than among women. Only a few coaches and trainers (around 2 %) plan to work for another club within the next twelve months. The same applies to a possible resignation from the club within the next year (cf. Fig. 66). No significant differences between the genders are apparent here.

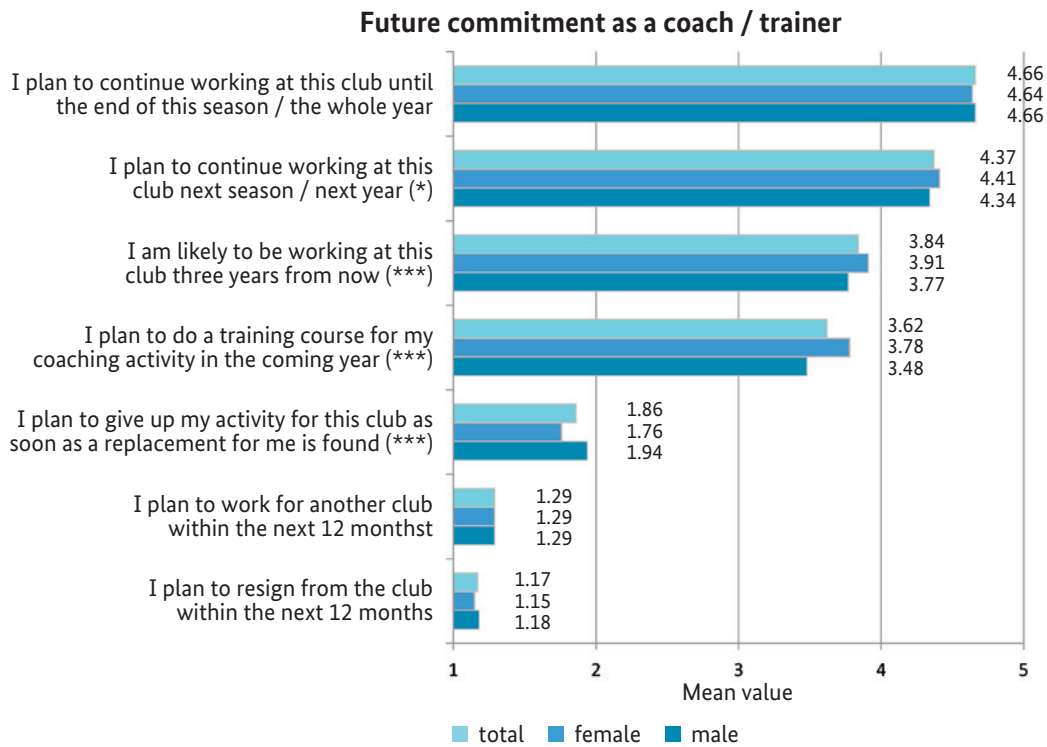


Fig. 65: Agreement of coaches and trainers regarding their future commitment (1="strongly disagree" to 5="strongly agree").

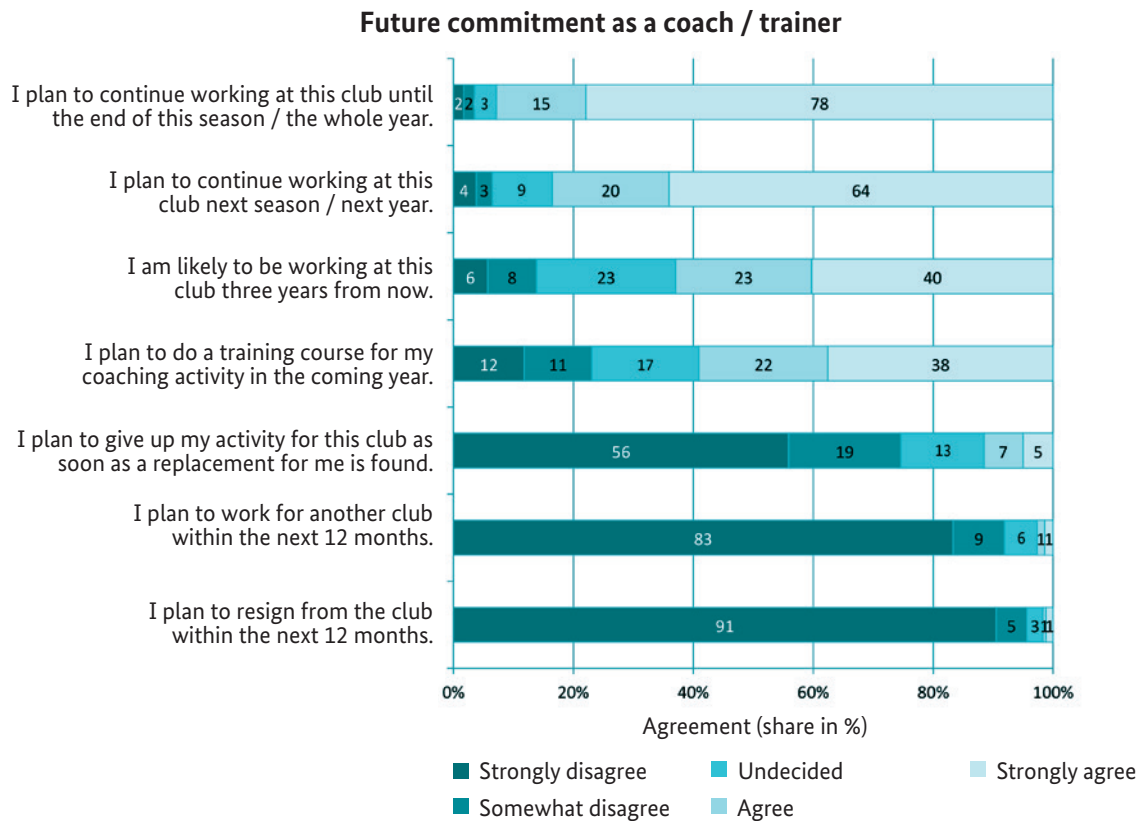


Fig. 66: Distribution of agreement regarding the future commitment of coaches and trainers.

If the future plans of coaches and trainers are differentiated by age group, it becomes clear that the over-40s most often plan to continue working as a coach or trainer for the entire season or year. **On the other hand, the agreement is lowest among the two youngest age groups with regard to plans for next year and the next three years.** Possible reasons might be that younger coaches and trainers will have to change their place of residence due to career changes or education. This hypothesis is supported by the fact that 19 to 26 year-olds most often plan to work for another club within the next twelve months (cf. Fig. 67).

Interesting results regarding future commitment can be seen in an evaluation differentiated by whether or not coaches and trainers

have received training for their work in sport (cf. Fig. 68). On average, coaches and trainers who have received training for their work in sport are more likely to continue working for the club in the short and medium-term, while coaches and trainers who have not received training tend to be more likely to leave once a replacement has been found.

Moreover, coaches and trainers who have already received training plan to continue training for their work significantly more often than coaches and trainers without training for their sport work. **It, therefore, seems to be more difficult to persuade those who have not yet received training to take part in training than those who have already received training.**

Future commitment as a coach / trainer - by age group

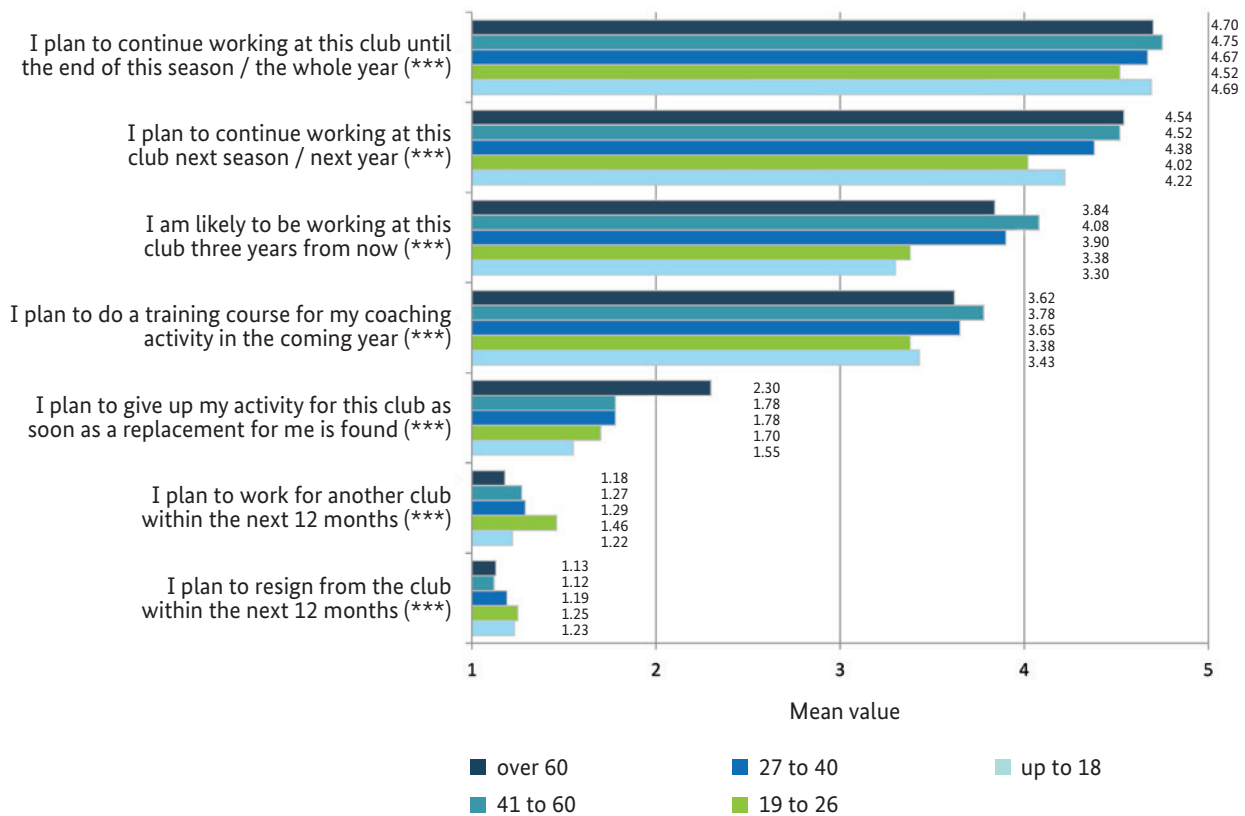


Fig. 67: Agreement of coaches and trainers regarding their future commitment, differentiated by age group (1="strongly disagree" to 5="strongly agree").

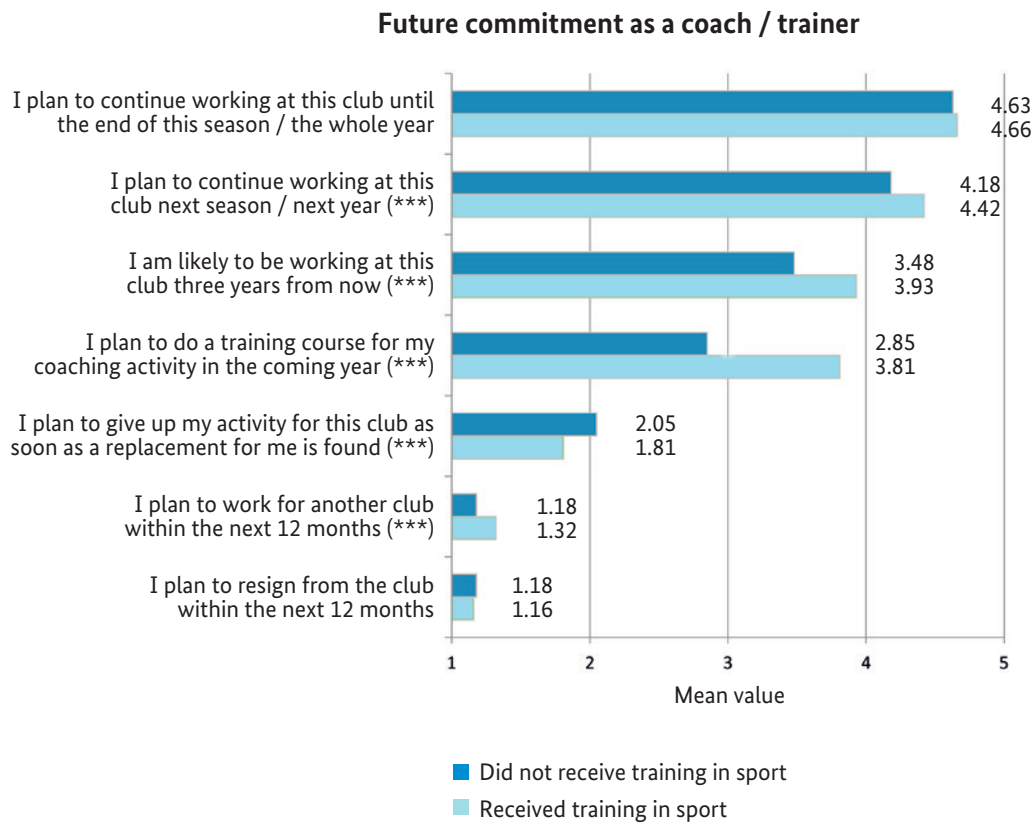


Fig. 68: Agreement of coaches and trainers regarding their future commitment, differentiated by training (not) received (1="strongly disagree" to 5="strongly agree").

If we differentiate by fields of activity again, we see that, with regard to plans for the current year or season, there are no differences between persons engaged in pure coaching activities and pure trainer activities. However, persons engaged in pure coaching activities plan to work for the club for the next year and the next three years less often than people engaged in pure trainer activities. The willingness to take part in further training is also significantly less pronounced among persons engaged in pure coaching activities than among persons engaged in pure trainer activities. On the other hand, more of the persons engaged in purely coaching activities indicate that they would give up their activities if a replacement were to be found or even resign from the club (cf. Fig. 69).

If we differentiate the consideration of future plans according to the form of activity too, there are hardly any differences between the three groups of volunteer, part-time, and full-time coaches and trainers regarding their short-term plans for continuing their activities. However, full-time employees are most likely to continue working for the club as coaches or trainers in three years' time. Significant differences can be seen with regard to the intention to take part in further training next year. Here the full-time coaches and trainers agree more strongly than the other two groups that they want to take part in further training. The lowest level of agreement is among volunteers. Volunteers are also more likely to give up their activity as soon as a replacement is found than part-time

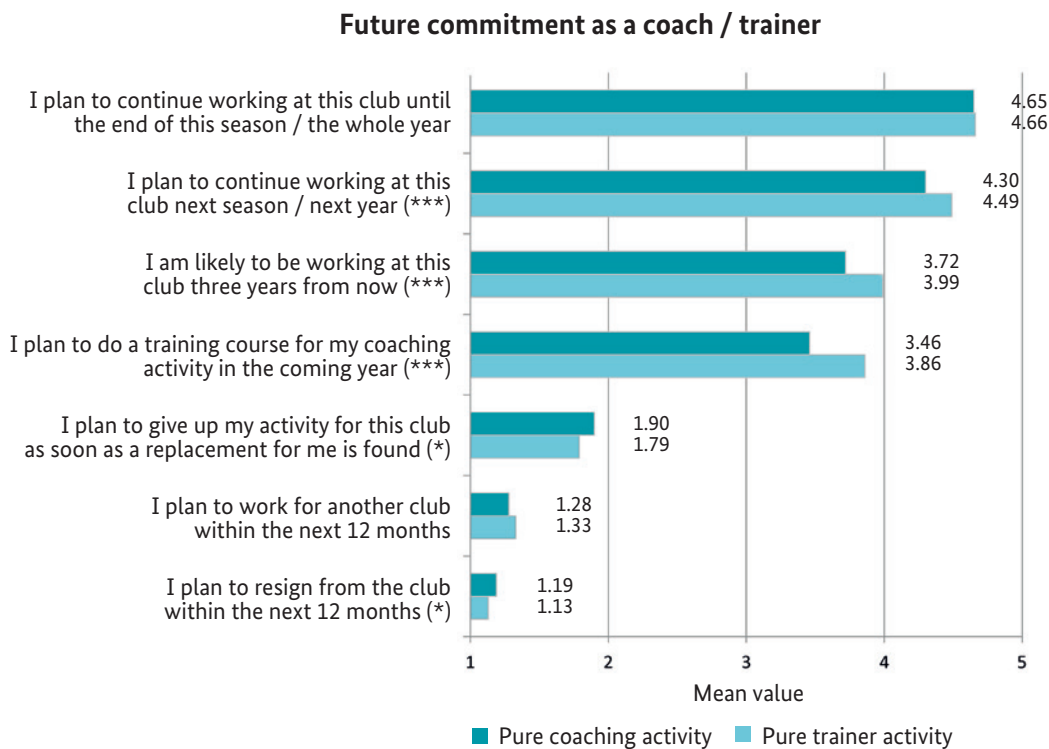


Fig. 69: Agreement of coaches and trainers regarding their future commitment, by field of activity (1="strongly disagree" to 5="strongly agree").

or full-time employees. However, the volunteer coaches and trainers are the least likely of the three groups to work for another club or to resign from the club (cf. Fig. 70).

Because organised sport is increasingly claiming an educational function for itself, in which the internal qualification system is the main focus (cf. various education reports of the federations, e.g. State Sports Confederation Rhineland-Palatinate, 2015; State Sports Confederation Saxony-Anhalt, 2017), the question of the extent to which the qualification system is utilised and which factors influence utilisation arises.

To examine this question, a further analysis of the coaches' and trainers' willingness to acquire qualifications was used²¹. The analysis shows that individual factors have the great-

est influence on the willingness of coaches and trainers to acquire qualifications. It was shown that the expected usefulness for the coaches and trainers, e.g. personal development, the number of hours invested in the coaching activity, but also the expected financial benefit in the form of reimbursement of travel expenses, have a significantly positive influence on the willingness to acquire qualifications. It was also found that individual resources have an influence. **Thus, an existing licence has a positive effect on the further willingness to acquire qualifications. At the meso level, i.e. the club level, it is apparent that the presence of a person responsible for education and training in the club has a positive effect on the willingness to acquire qualifications (cf. Breuer, Feiler & Rossi, 2018). Clubs which therefore have a contact person, also**

21 A multi-level analysis was carried out with data from the micro level (coaches and trainers) and the meso level (clubs). The item „I am planning to do a training course for my activity as a coach/trainer in the coming year“ served as the dependent variable.

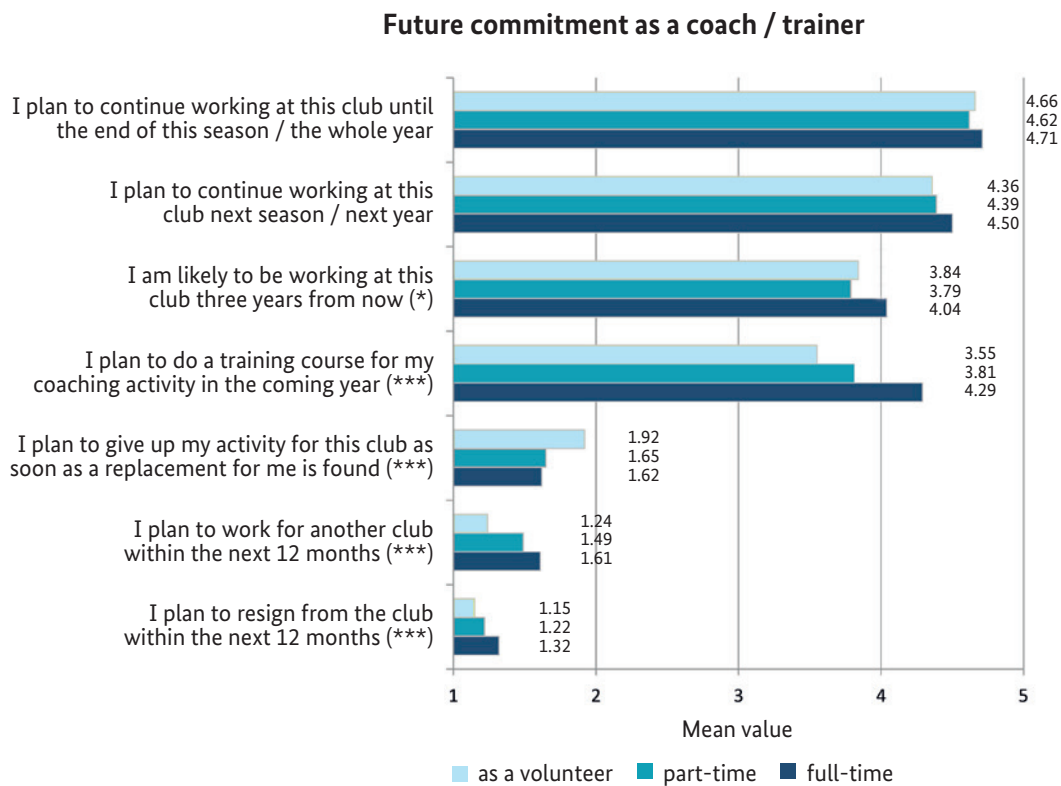


Fig. 70: Agreement of coaches and trainers regarding their future commitment, by the form of activity (1="strongly disagree" to 5="strongly agree").

known as a caretaker, can have a positive effect on whether the coaches and trainers in the club want to receive further training. It is possible that a "caretaker" will make it easier for coaches and trainers to obtain information about opportunities for further qualification and training, which in turn will have a positive effect on their willingness to take part in further training.

2.8 Compensation

2.8.1 Expense allowance for volunteer coaches and trainers

Despite the minor significance of monetary compensation as an incentive to work as a volunteer coach or trainer (cf. section 2.5), about 70 % of the volunteer coaches and trainers stated they received an expense allowance in 2017. Differentiated by gender, about 79 % of the fe-

male volunteer coaches and trainers received an expense allowance, compared with about 64 % of the men. The difference is statistically significant. There is also a statistically significant difference in the amount of the expense allowance received between volunteer coaches and trainers with and without training for their work in sport. In 2017, for example, about three-quarters of the volunteer coaches who had received training for their work in sport received an expense allowance, while the proportion of volunteer coaches and trainers without training for their work in sport is about 55 %.

On average, the total expense allowance (i.e. for all volunteer coaches and trainers, including those who did not receive an expense allowance) was around € 507 for 2017 or around € 7.20 per hour of training. However, the median shows that half of the volunteer coaches and trainers received a maximum expense allow-

Table 51: Amount of the expense allowance for volunteer coaches and trainers per year or per exercise/training hour in 2017.

	Total		If an allowance is received	
	Mean value	Median	Mean value	Median
	in €		in €	
Expense allowance in 2017	507	150	884	600
Expense allowance per exercise / training hour	7.20	4.70	12.80	9.50

ance of € 150 for their work in 2017 (cf. Table 51). **Cumulatively, 98.7 % stated that they had received an expense allowance of up to € 2,400, i.e. the amount of the trainer allowance.**

If we only look at the volunteer coaches and trainers who stated that they received an expense allowance in 2017, **the average value amounts to approximately € 880 for the whole year** or about € 13 per hour of exercise or training (cf. Table 51).

The distribution of the expense allowance for volunteer coaches and trainers shows that about 65 % of all volunteer coaches and trainers received an expense allowance of up to € 400 in 2017. About 14 % received between € 401 and € 800 and about 8 % received between € 801 and € 1,200. 3 % each received between € 1,201 and € 1,600 and between € 1,601 and € 2,000. About 6 % received between € 2,001 and € 2,400, while only just over 1 % received more than € 2,400 (cf. Fig. 71).

If we only consider those volunteer coaches and trainers who receive an expense allowance, around 38 % state that they have received up to € 400 at most and about a quarter received between € 401 and € 800. Around one in ten received between € 2,000 and € 2,400. Only about 2 % received more than € 2,400 (cf. Fig. 71).

A differentiation of the volunteer coaches and trainers who received an expense allow-

ance by gender and age group shows that men received an average annual expense allowance of around € 920 in 2017, while women received about € 830 (cf. Table 52). The difference is statistically significant.

The differentiation by age group shows that adolescents aged 15 to 18 received the lowest expense allowance in 2017 compared to the other age groups, while the **age group 41 to 60 received the highest expense allowance on average**. The compensation per training hour also shows that the older age groups of 41 to 60 year-olds and over 60 year-olds receive the highest average hourly rates (cf. Table 52).

Moreover, there are differences in the amount of the expense allowance that is paid between volunteer coaches and trainers with and without training for their work in sport. For example, the average annual expense allowance for volunteer coaches and trainers with training in sport who received compensation in 2017 was around € 950, while volunteer coaches and trainers without training for their work in sport received an average of around € 580 if they were paid at all. However, there are hardly any differences in the hourly allowance rates (cf. Table 53).

A further statistical analysis²² was also carried out to determine which factors influence the amount of the annual expense allowance for volunteer coaches and trainers. Socio-economic

²² A linear regression analysis with the dependent variable „amount of expense allowance“ was performed across all participants. The standard errors were clustered according to clubs (cf. also method, section 4.5.7).

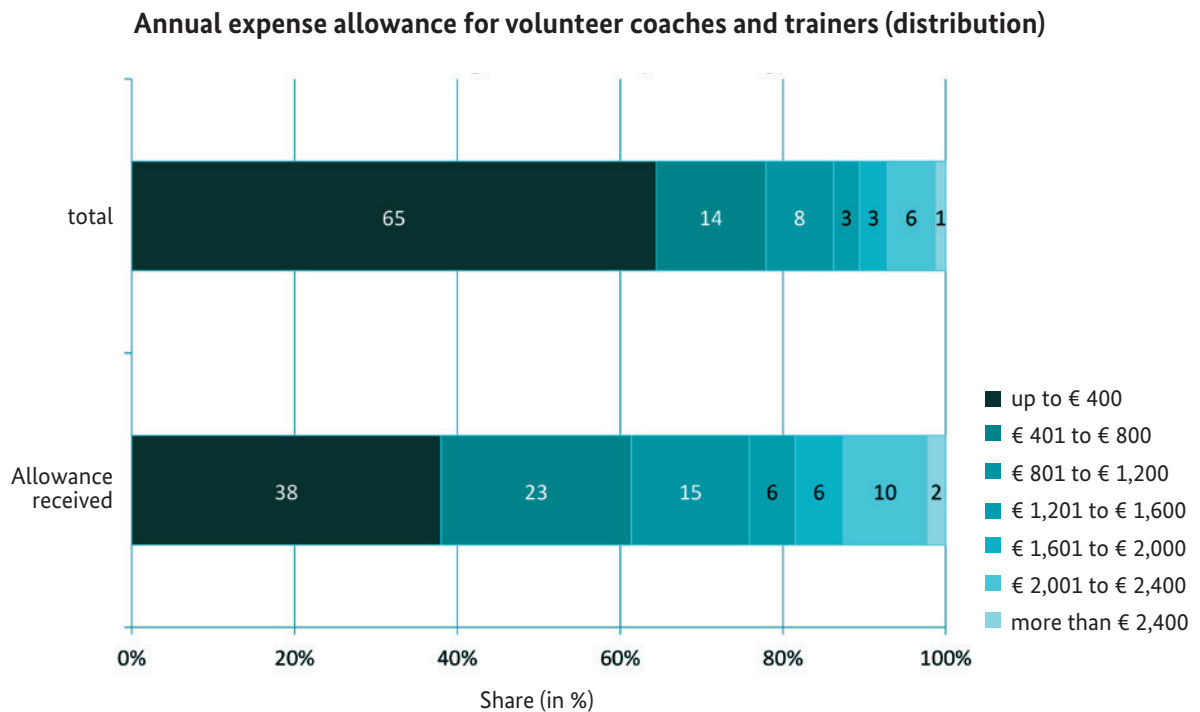


Fig. 71: Distribution of expense allowances for volunteer coaches and trainers.

Table 52: Average amount of the expense allowance for volunteer coaches and trainers (if an allowance is received), by gender and age group.

	Gender		Age (in years)				
	Male	Female	up to 18	19-26	27-40	41-60	over 60
	Mean value in €		Mean value in €				
Expense allowance in 2017	920	830	210	780	890	940	890
Expense allowance per exercise / training hour	14.80	11.20	5.80	10.50	9.50	15.40	12.50

Table 53: Average amount of the expense allowance for volunteer coaches and trainers (if an allowance is received), by training (not) received.

	Training for their work in sport		Significance
	received	not received	
	Mean value in €		
Expense allowance in 2017	946	581	0,000***
Expense allowance per exercise / training hour	12.80	12.70	0.986

factors (age, gender, level of education, income), licence status, highest competition level, main sport, number of training sessions and training groups, number of years as a coach or trainer in the club and the trained target groups were included in the model as independent variables.

The results show that volunteer coaches with a licence for sport-specific mass sports or competitive sports receive a higher expense allowance than people without these licences. The effect is even greater for licenced competitive sports coaches than for licenced mass sports coaches. The number of groups trained also plays a role. The expense allowance increases significantly with the number of groups trained. However, volunteer coaches and trainers who train children receive a lower allowance. **In addition, some sport-specific effects can be observed:** volunteer coaches or trainers who list gymnastics, swimming, track and field, football, volleyball, health sports, basketball or hockey as their main sport tend to receive higher compensation than volunteer coaches and trainers who list equestrian sports, life-guard training, fencing, or bowling as their main sport.

There are also differences with regard to age. The expense allowance initially increases with the age of the volunteer coaches or trainers but decreases again after a certain age limit. This is also reflected in the descriptive results: The expense allowance increases across age groups, is highest in the group of 41- to 60-year-olds and decreases again from the age of 60 onwards (cf. Table 52).

In addition, the level of education also plays a role, as people with a general qualification for university entrance or a degree from a university or university of applied sciences receive a higher expense allowance than people without a degree. The amount of personal monthly net income, however, has no influence on the amount of the expense allowance for volunteer coaches and trainers.

In summary, it can be said that both person-specific factors such as age or level of ed-

ucation have an influence on the amount of the expense allowance received, and training or sport-specific factors such as the number of groups trained or the type of sport play a role in the amount of the expense allowance. Licenced coaches, in particular, receive a higher expense allowance.

2.8.2 Reimbursement of travel expenses

In addition to an expense allowance for their work, some coaches and trainers are also reimbursed for travel expenses. However, only a relatively small proportion of coaches or trainers are offered this benefit. For example, 16.6 % of coaches and trainers said that they had travel expenses reimbursed in 2017. The proportion of male coaches and trainers (19.6 %) was significantly higher than that of female coaches and trainers (13.0 %). Persons who are engaged in pure coaching activities also had travel expenses reimbursed more often (17.9 %) than persons who are engaged in pure trainer activities (11.5 %). The difference is also statistically significant. In addition, coaches and trainers with training for their work in sport had travel costs reimbursed significantly more often (17.8 %) than those without training for their work in sport (11.7 %).

If travel expenses were reimbursed, they averaged around € 260, with men receiving an average of € 298 and women € 167. This difference is also significant. However, it should be noted that, on average male coaches and trainers also invested more time in travel to training (about 50 minutes per week for all coaches) than female coaches and trainers (around 40 minutes per week)²³.

Persons who are engaged in pure coaching activities received a higher average reimbursement of travel expenses (€ 283) than persons who are engaged in pure trainer activities (€ 118). Here, too, there are significant differences in the average travel time to training (about 49

23 However, it is not possible to verify the actual travel expenses.

minutes per week for persons engaged in coaching activities and about 31 minutes per week for persons engaged in pure trainer activities).

Ultimately, coaches and trainers with training for their work in sport received a higher average reimbursement of travel expenses (€ 273) than coaches and trainers without training in sport (€ 161), although there were also significant differences in travel time to training (around 49 minutes per week for trained coaches and trainers and around 31 minutes for coaches and trainers without training in sport).

2.9 Sociodemographic background

As was already mentioned (cf. section 2.1), more men (55.6 %) than women (44.4 %) participated in the survey. The average age was 43.6 for women and 46.8 for men.

If the form of activity is taken into account, it is apparent that slightly **more men**

(58 %) than women (42 %) are involved in volunteer work, whereas the situation is different for part-time and full-time coaches and trainers, since 58.2 % of part-time coaches and trainers are female. The gender distribution among full-time coaches and trainers is almost equal (50.8 % women, 49.2 % men).

Volunteer coaches and trainers are slightly older on average (45.8 years) than part-time employees (43.3 years) and full-time employees (43.4 years). The age distribution of coaches and trainers, differentiated by age group, can be seen in Fig. 72.

A total of 17.4 % of the coaches and trainers stated that they were still in training, although there are significant gender differences. Among male coaches, the proportion of people in training was 14.2 %, and among female coaches 21.4 %.

As far as the educational qualifications of the coaches and trainers are concerned, we see that the overall level of education is quite high.

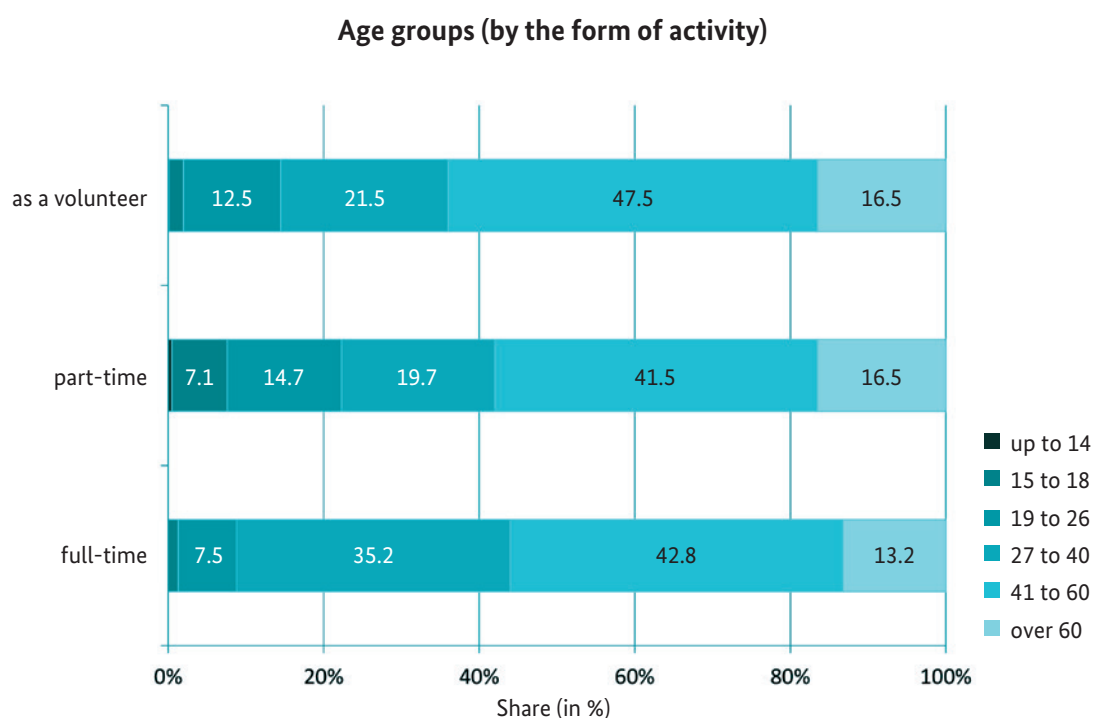


Fig. 72: Distribution of age groups of coaches and trainers, by the form of activity (share in %).

More than a third of the coaches and trainers have a degree from a university or university of applied sciences, although the proportion is slightly higher for men than for women²⁴. Another roughly 18 % have the general qualification for university entrance, i.e. they have completed the Abitur. Here, a proportionately higher number of women state that this is their highest qualification (cf. Fig. 73).

About a quarter states that their highest educational qualification was the intermediate school leaving certificate (men: 22.6 %; women: 26.3 %). More than one in ten has an entrance qualification for universities of applied sciences, and about 6 % has a secondary school leaving certificate or adult education certificate. Only 0.5 % of coaches and trainers have no educational qualifications (men: 0.3 %; women: 0.8 %).

If we look at the highest educational qualification of persons who, according to their own statement, are purely coaches compared

to those who are purely trainers (cf. Fig. 74), it is apparent that more people in this group have a degree from a university or university of applied sciences (37.1 %) than people who are purely trainers (26.2 %). On the other hand, a higher proportion of those working as trainers has an intermediate school leaving certificate (31.7 %) than those working as coaches (21.4 %). Proportionately the same number of people in the two groups do not have any degree (0.4 %).

It is also interesting to note that people who have received training in sport also tend to have a higher educational qualification. For example, the share of those with a degree from a university or university of applied sciences is around 36 % in the group with training in sport, while for those without training in sport it is about 27 % (cf. Fig. 75). In addition, 1.4 % of persons without training in sport have no educational qualifications, compared to only 0.3 % in the group with training in sport.

Highest educational qualification (by gender)

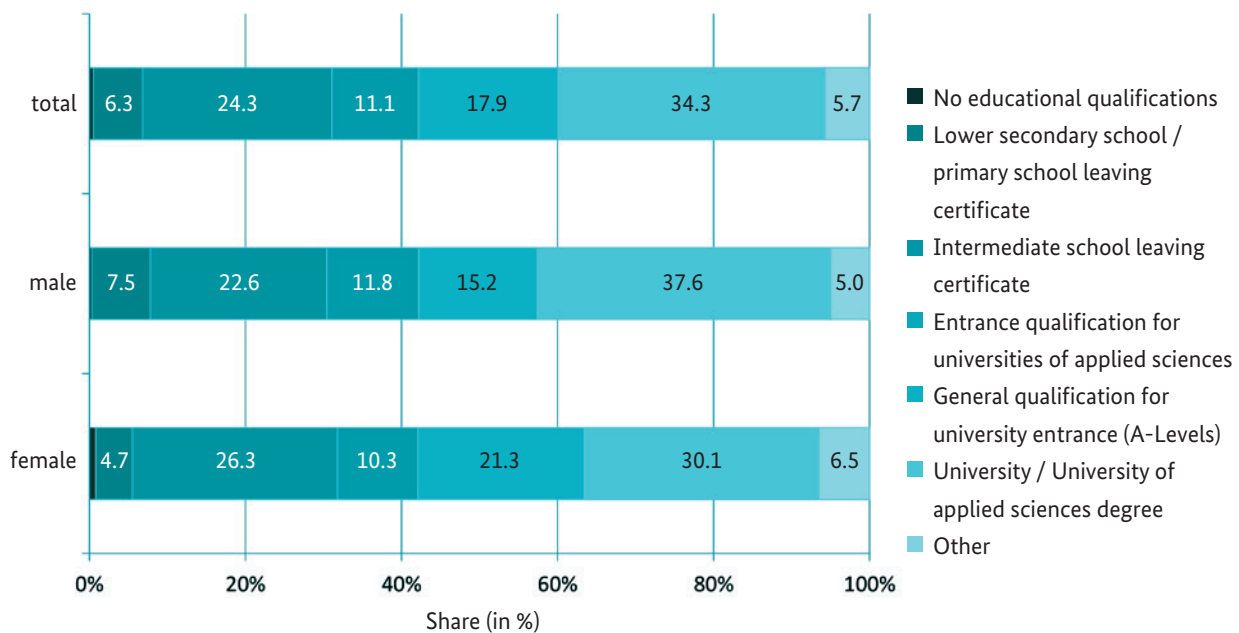


Fig. 73: Highest educational qualification of coaches and trainers, by gender (share in %).

24 In comparison, the proportion of the population with a university degree was 17.6% in 2017 (more recent data is not available) (Federal Statistical Office, 2019c).

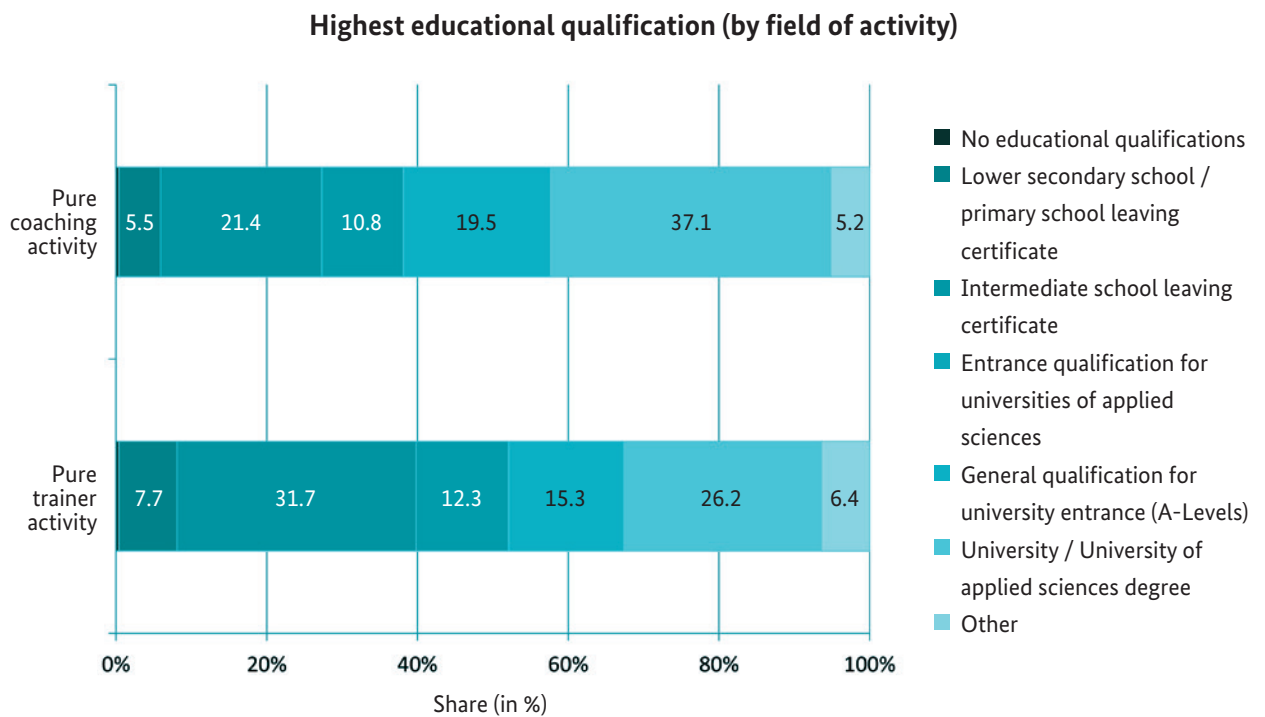


Fig. 74: Highest educational qualification of coaches and trainers, by field of activity (share in %).

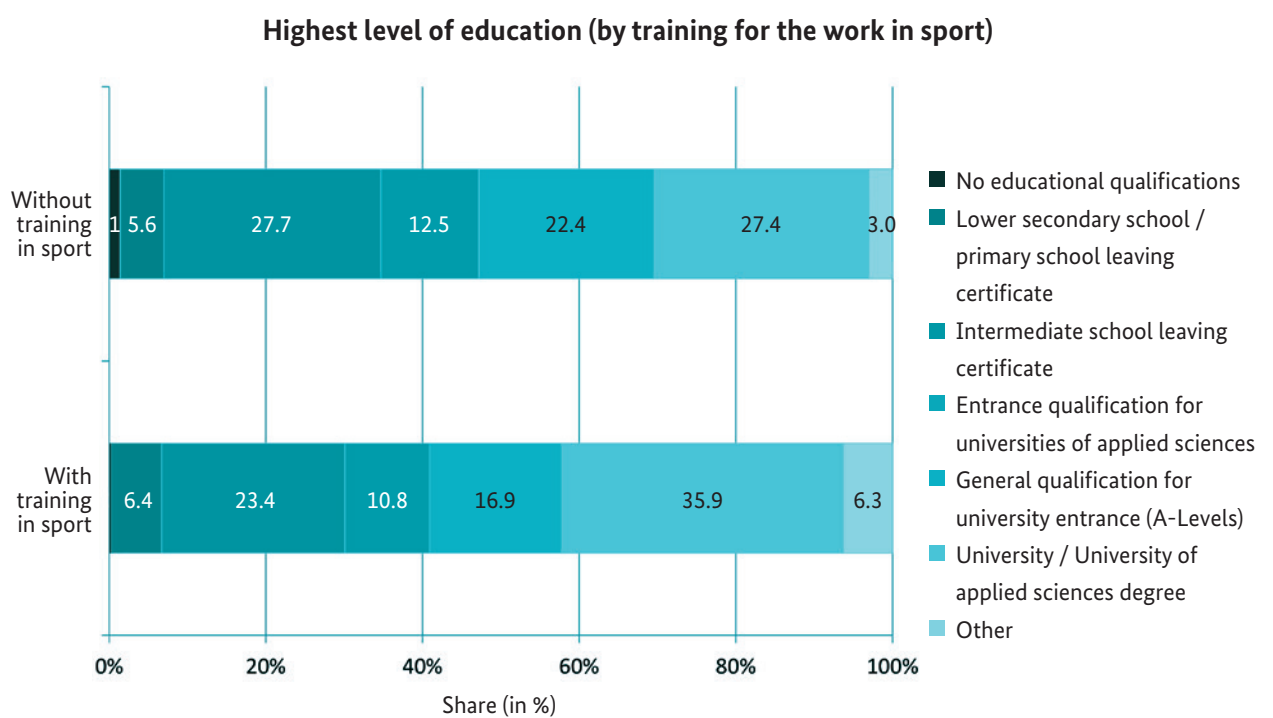


Fig. 75: Highest educational qualification of coaches and trainers, by training (not) received in sport (share in %).

If we also look at the educational qualifications of coaches and trainers according to the form of activity, there are hardly any differences between volunteer and part-time coaches and trainers. About one third have a degree from a university or university of applied sciences, while about a quarter have an intermediate school leaving certificate. Among full-time employees, the proportion of those with a degree from a university or university of applied sciences is significantly higher, namely 47.5 %, while proportionately fewer people have a lower secondary school leaving certificate or the intermediate secondary school leaving certificate. The level of education among the surveyed full-time coaches and trainers is higher on average than among the part-time or volunteer coaches and trainers (cf. Fig. 76).

The coaches and trainers are almost exclusively born in Germany (96.5 %; men: 96.1 %; women: 97 %) and have German citizenship (98.3 %; no gender differences). A small number

of the coaches and trainers were born in Austria, Poland, Russia, the Czech Republic, Kazakhstan, Turkey, Great Britain, or Romania.

When asked about their weekly working hours (outside the club), the coaches and trainers cited an average working time of about 33 hours, with the working time of male coaches averaging 36.3 hours and that of female coaches 27.9 hours. Persons who are engaged in pure trainer activities work an average of 27 hours per week, whereas persons engaged in pure coaching activities work an average of 34.8 hours per week. Coaches and trainers with training for their work reported an average weekly working time of 32.4 hours, while coaches and trainers without training for their work in sport work an average of 34 hours per week. In total, half of the coaches and trainers state a maximum working time of 39 hours. This corresponds to full-time employment. In addition, the coaches and trainers spend on average almost 14 hours a week on childcare and/or care for relatives in

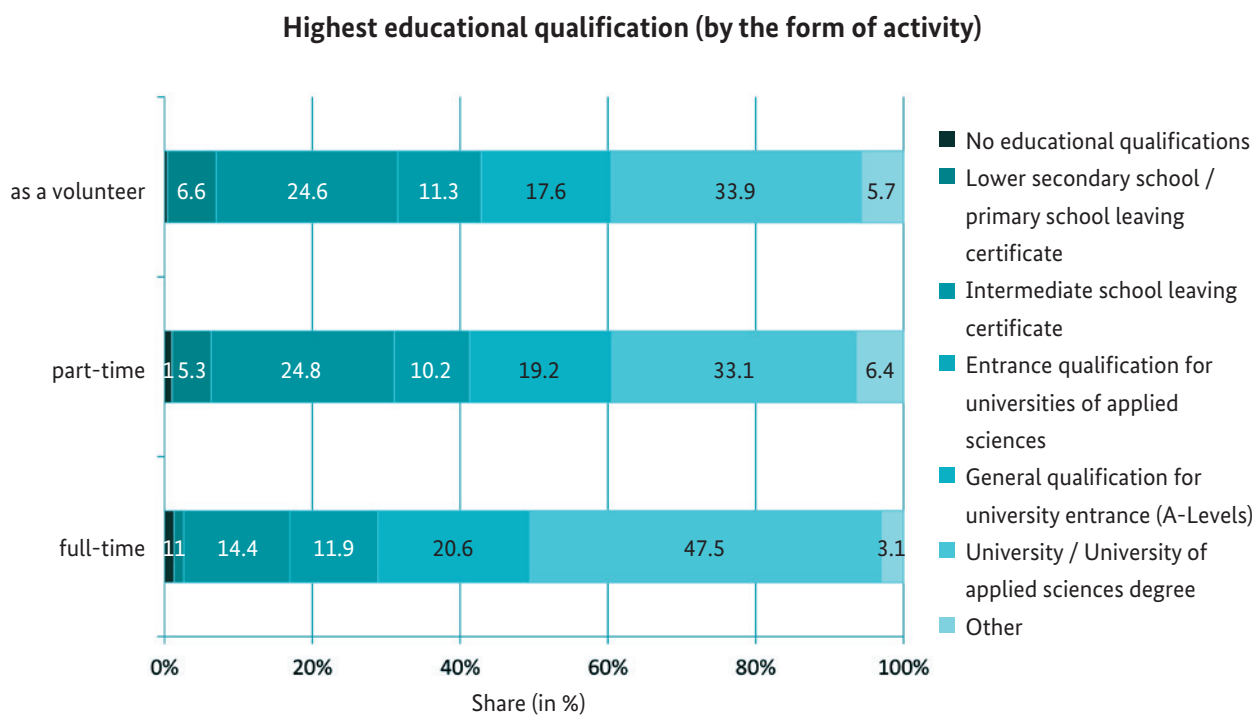


Fig. 76: Highest educational qualification of coaches and trainers, differentiated by form of activity (share in %).

need of care, with women investing significantly more time in this area (19.3 hours) than men (9.5 hours). On average, people who are engaged in pure trainer activities also invest more time in childcare or caring for relatives (17.3 hours) than people who are engaged in pure coaching activities (12.3 hours). The same applies to people without training for their work in sport, who spend an average of around 16.3 hours per week on childcare or nursing, compared to around 13 hours per week for trained coaches and trainers.

On average, the coaches and trainers live in a three-person household. Just over a quarter of the coaches and trainers state that they have one or more children under the age of 14, although the proportion with children is slightly higher among men (26.8 %) than among women (23.2 %). About 70 % of these children are also members of the same club in which the coach or trainer is active. Here, however, the proportion is higher for women (73.4 %) than for men (67.7 %).

Differentiated by field of activity, we see that persons engaged in pure trainer activities have slightly fewer children under the age of 14 (22.7 %) than persons engaged in pure coaching activities (27.4 %). However, the children of persons engaged in pure trainer activities are somewhat more often also members of the same club than those of persons engaged in pure coaching activities (72.1 % vs. 69.4 %).

There are also differences between people with and without training for their work in sport. Persons with training in sport are less likely to have children under the age of 14 years (23.4 %) than those without training in sport (33 %). Also, the children of persons without training in sport are more likely to be members of the same club (76.2 %) than those of persons with training in sport (68.2 %). The differences are statistically significant.

In addition to the questions about their family situation, the coaches and trainers were asked whether they had a disability. 5.2 % of the coaches and trainers stated that they had a disability with a degree of less than 50 per cent,

and 4.1 % stated that they had a disability with a degree of 50 per cent or more, i.e. a severely disabled person's card. Compared to the German population as a whole, the proportion of severely disabled people among the coaches and trainers is below the national average, was around 9 % in 2015 or a total of around 7.6 million people (Böhm, 2018). The rate of board members with a severe disability was 7.5 %, which was also higher than the rate among coaches and trainers (cf. Breuer & Feiler, 2020b). The vast majority of coaches and trainers, namely 90.6 %, therefore have no disability at all, although the proportion of people without disabilities is slightly lower for men (89.1 %) than for women (92.6 %). A similar picture emerges for persons engaged in pure trainer activities, 89.3 % of whom have no disability, while the proportion is 91.9 % for persons engaged in pure coaching activities. Of those with training for their work in sport, 89.9 % have no disability, while the proportion among those without training for their work in sport is 93.7 %.

The coaches and trainers were also asked about their personal monthly net income. About a fifth did not want to provide information on income, which applies to more women than men. If we consider those coaches and trainers who provided information on their income, it is apparent that **these coaches and trainers come from all income brackets.** Among those who provided information, about 41 % stated that they had an average income of between € 1,500 and € 3,500, with this being the case for about half of the men and about 31 % of the women. (cf. Table 54).

If we differentiate here according to the fields of activity, it becomes apparent that persons who are engaged in pure coaching activities tend to have a slightly higher personal net income than persons engaged in pure trainer activities. For example, 14.4 % of the persons engaged in pure coaching activities state that they have a monthly net income of more than € 3,500, whereas the share of this income category is 7.5 % for persons engaged in pure trainer

Table 54: Monthly personal net income of coaches and trainers.

Euro	Total	Male	Female
	Share (in %)		
up to 500	8.7	5.4	12.8
501 - 1,500	19.5	11.3	29.8
1,501 - 2,500	23.7	25.7	21.2
2,501 - 3,500	17.3	23.3	9.6
3,501 - 4,500	7.7	11.5	2.9
over 4,500	4.2	6.7	1.1
no information	18.9	16.1	22.6

activities. On the other hand, about 39 % of the persons engaged in pure trainer activities state that they receive a monthly net income of up to € 1,500. Here the proportion of those engaged as coaches is 24.4 % (cf. Table 55).

If we consider the monthly net income looking at the groups of coaches and trainers with and without training for their work in sport, there are only slight differences. A slightly higher proportion of persons without training for their work in sport indicate a monthly net

income of up to € 500 (9.8 % vs. 8.4 %). On the other hand, the group of coaches and trainers with training includes a proportionately larger number of people in the income bracket between € 501 and € 1,500 (cf. Table 56).

If we differentiate the consideration of the monthly net income by the form of activity carried out by coaches and trainers, we find that the largest share of the full-time coaches and trainers surveyed stated that they receive a monthly net income between € 501 and € 2,500.

Table 55: Monthly personal net income of coaches and trainers, by field of activity.

Euro	Pure coaching activities	Pure trainer activities
	Share (in %)	
up to 500	8.1	10.7
501 - 1,500	16.3	28.3
1,501 - 2,500	24.3	20.9
2,501 - 3,500	19.7	9.5
3,501 - 4,500	9.2	4.9
over 4,500	5.2	2.6
no information	17.2	23.1

Table 56: Monthly personal net income of coaches and trainers, by training (not) received.

Euro	Training for their work in sport	
	received	not received
	Share (in %)	
up to 500	8.4	9.8
501 - 1,500	20.5	15.0
1,501 - 2,500	23.7	23.2
2,501 - 3,500	17.3	17.2
3,501 - 4,500	7.7	7.6
over 4,500	4.1	4.7
no information	18.3	22.5

This applies to about two-thirds of the surveyed full-time employees. On the other hand, a significantly lower proportion (4.5 %) of full-time employees state that they receive an income of more than € 3,500. Here the percentages are somewhat higher among volunteers (13 %) and part-time employees (8 %). The share of low earners with a monthly net income of up to € 500 is highest among part-time coaches and trainers compared to the other two groups (cf. Table 57).

2.10 Current life situation

We often hear claims that sport has special effects. The coaches and trainers were therefore asked about their current life situation. With regard to their own sporting activities, we see that the coaches and trainers are highly active in sports. For example, 86.9 % of the coaches and trainers state that they do sports every week. This is well above the German average. On

Table 57: Monthly personal net income of coaches and trainers, by the form of activity.

Euro	Volunteer	Part-time	Full-time
	Share (in %)		
up to 500	7.9	13.1	8.4
501 - 1,500	18.3	23.4	28.4
1,501 - 2,500	24.1	18.3	38.7
2,501 - 3,500	18.2	16.0	3.2
3,501 - 4,500	8.4	5.2	3.9
over 4,500	4.6	2.8	0.6
no information	18.5	21.2	16.8

the basis of the Socio-Economic Panel (SOEP) for the year 2017, the national average shows that 43.6 % of the population stated that they do sports every week. In addition, 3.9 % of the coaches and trainers do sports every month (SOEP: 5.4 %) and 7.9 % less frequently than once a month (SOEP: 13.6 %). On the other hand, only 1.2 % of the coaches and trainers stated that they never do sports, compared to the German average of 37.4 %.

With regard to social relationships, it is evident that the coaches and trainers have strong social connections. For example, the coaches and trainers claim to have an average of six close friends. This is above the German average, which, according to SOEP evaluations for 2017, is around four close friendships.

The strong connections of coaches and trainers are also reflected in a relatively high level of trust in other people. About 86 % of the coaches and trainers stated that they generally trust people. By comparison, the SOEP 2013²⁵ estimates that only about 65 % of the overall population thinks this way. In addition, almost 80 % reject the statement that nowadays you cannot rely on anyone. In the overall population, the rejection of this statement is around 64 %. In contrast, the picture is mixed when dealing with strangers: Around 59 % of the coaches and trainers are of the opinion that caution should be exercised when dealing with strangers (cf. Fig. 77). On average, in Germany, about 86 % of the population share this opinion.

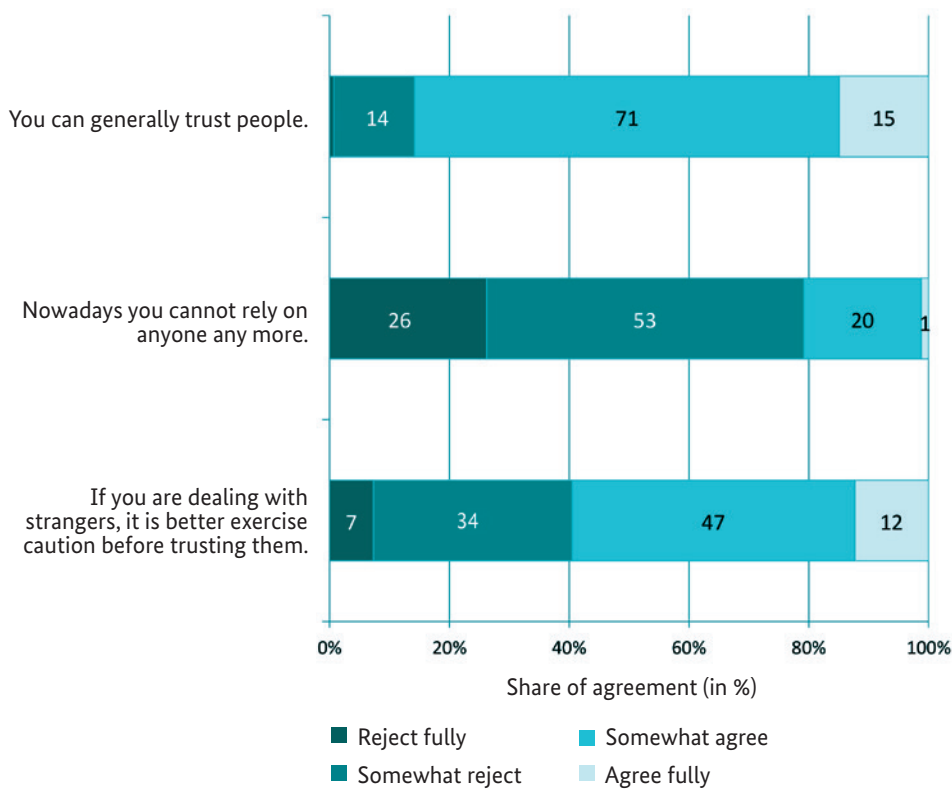


Fig. 77: Agreement of the coaches and trainers regarding trust in other people (1=reject fully from to 4=agree fully).

25 Current SOEP values are not available at this point.

In addition to social contacts, the coaches and trainers were asked about their general satisfaction with various aspects of their lives. Here, too, a high level of satisfaction is evident, especially with their family life, their volunteer work in clubs, associations, or social services, and their training if they are currently involved in training. The lowest level of satisfaction is observed regarding sleep and their own health. All in all, however, the coaches and trainers are extremely satisfied with their lives (cf. Fig. 78).

Compared to the German average based on SOEP 2017, the coaches and trainers are generally more satisfied with their lives ($M=7.90$ vs. $M=7.34$). The satisfaction with leisure activities is also more pronounced among coaches and trainers ($M=7.40$) than in the overall German population ($M=7.11$). However, the average German citizen is somewhat more satisfied with family life (SOEP: $M=7.96$) and sleep (SOEP: $M=6.81$) than the coaches and trainers. However, the differences are very small (cf. Fig. 78).

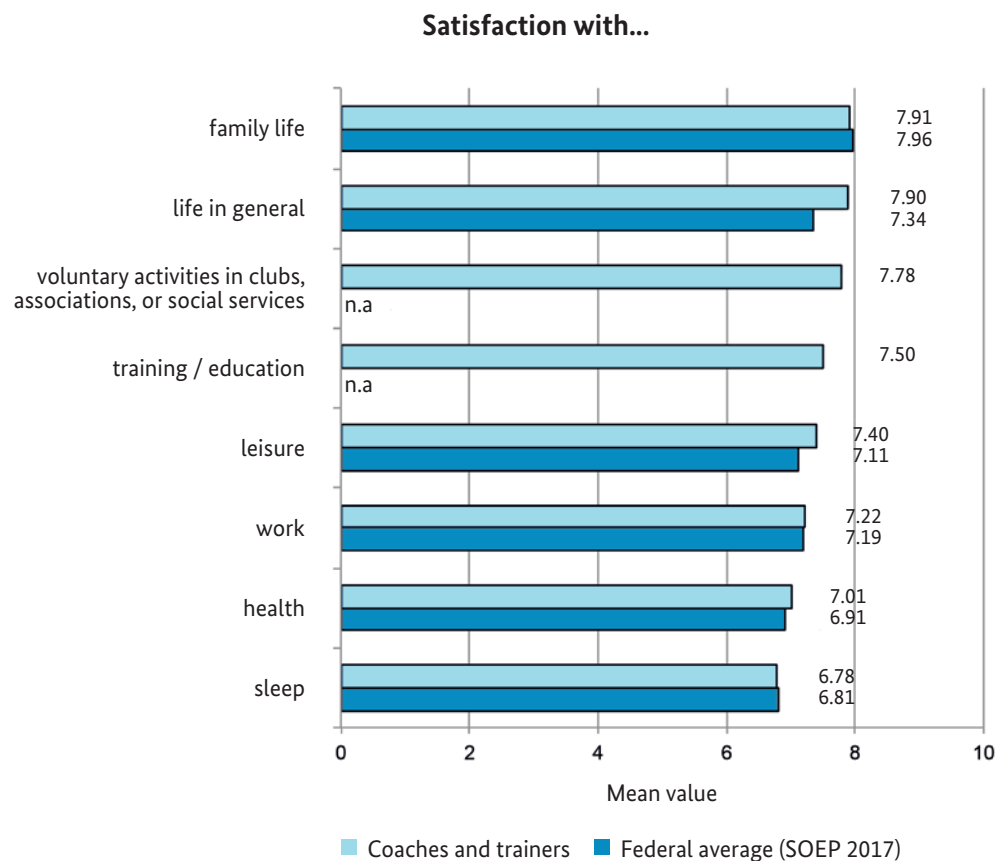


Fig. 78: Satisfaction of coaches and trainers with various aspects of their lives (0="not satisfied at all" to 10="extremely satisfied").

3 Conclusion: Key results and recommended actions



Background of the survey: New elements in the Sport Development Report

In the seventh wave of the Sport Development Report, not only the sports clubs themselves, i.e. the organisations, but also coaches and trainers as well as board members, were surveyed. Results of the club survey and the survey of board members were presented in separate publications (cf. Breuer & Feiler, 2020a,b).

Structural features of the sample

6,752 people from 2,352 sports clubs from all 16 German states took part in the survey of coaches and trainers. Around 45 % of these clubs are located in small municipalities with up to 20,000 inhabitants, while about one in ten clubs is located in a large city with more than 500,000 inhabitants. Around 60 % of the clubs are smaller clubs with up to 300 members. Approximately half of the clubs to which the surveyed coaches and trainers belong have a single section, and half are clubs with a number of sections.

According to the sample, coaches and trainers in sports clubs in Germany are, on average, more often men than women. The average age is 45. The level of education of the coaches and trainers is quite high overall and higher than the population average. More than a third of the coaches and trainers have a degree from a university or university of applied sciences, while the national average for 2017 was about 18 %.

Large number of coaches and trainers in Germany

On average, sports clubs in Germany have about seven volunteer coaches or trainers. This results in a total number of around 606,600 volunteer coaches and trainers in almost 90,000 sports clubs in Germany.

Strong economic significance of honorary and volunteer work

In total, the volunteer coaches and trainers in sports clubs in Germany provide a considerable commitment of around 10.8 million hours per month. This results in a monthly added value of

around € 162.5 million or an annual added value of € 1.95 billion from the volunteer work of coaches and trainers. If we include the volume of volunteer work carried out by board members (cf. Breuer & Feiler, 2020b), this results in a monthly commitment of around 23.8 million hours and an annual added value of € 4.29 billion from volunteer work in sports clubs in Germany.

It should be noted that these projections should be treated with caution, i.e. as trends, as the results of the stakeholder surveys are likely to be classified as non-representative. On the other hand, these projections do not yet include the volunteer commitment of the referees and officials, nor the time invested by helpers.

Distinction between coaches and trainers useful

It turns out that a distinction between coaches and trainers, which is common in organised sport, is useful for a detailed evaluation of different areas, i.e. it is important to differentiate between coaches and trainers. Formally speaking, coaches are those who are employed in a specific sport, i.e. a particular type of sport, while trainers instruct groups that may cover several sports. The orientation of the coaches towards specific sports and often also towards competition means that their goals, motives and other facets of their work sometimes differ significantly from those of the trainers.

Participating coaches and trainers more satisfied and better socially connected than the overall population

On average, coaches and trainers have more friends and are more satisfied with their lives than the overall population. So sports seem to have positive effects. In addition, the majority of the coaches and trainers are also satisfied with their work and the club in which they work as coaches or trainers. The likelihood of recommending the club increases with the age of the coaches and trainers. A long membership in a club also seems to strengthen loyalty with regard to the commitment as coach or trainer.

Coaches and trainers mainly work on a volunteer basis

Almost 80 % of the coaches and trainers work on a volunteer basis, while about 16 % state that they work part-time. Only about 4 % have a full-time job as a coach or trainer. The proportion of men is higher among volunteers, while part-time employees are proportionately more often female. The gender distribution among full-time coaches and trainers is balanced.

Competitive sports and rehabilitation sports offered more frequently by part-time and full-time coaches and trainers

It is striking that licenced coaches for competitive sports in particular are proportionately more often employed full-time and part-time. The age group 27 to 40 is most often in full-time employment. In addition, licenced trainers for sport in rehabilitation are mostly employed on a part-time or full-time basis.

Qualification is important - but one-fifth of coaches and trainers have no training for their work in sports

About one-fifth of the coaches and trainers state that they have no formal (e.g. a university degree) or non-formal (licence training of the German sports system) qualification in sport. The proportion is higher among men than among women. Overall, the results of the present study show that special attention should be paid to precisely these coaches and trainers without any training for their work in sport. Although these coaches and trainers lead fewer groups on average, they differ significantly from trained coaches and trainers in many respects. For example, coaches and trainers without any training for their work in sport feel less competent, seem less motivated, are less satisfied, and, on average, carry out their activities for a much shorter period of time. In this respect, training for the activity seems important not just to acquire the necessary qualifications, but also to feel more confi-

dent personally carrying out the activity. This should benefit both the individuals themselves and the clubs. The aim of clubs and associations should therefore be to convince coaches and trainers of the value of a qualification.

Long length of service, especially among older and trained coaches and trainers

On average, the coaches and trainers have been carrying out their activity for about 11 years. About 15 % have been active as coaches or trainers for more than 20 years. There is a positive correlation between age and the duration of the training activity, i.e. the older the coach or trainer, the longer the training activity has already lasted. Furthermore, we see that trained coaches and trainers, i.e. those with a formal (e.g. university degree) or non-formal (licence training of the German sports system) qualification, work significantly longer than untrained coaches and trainers. Training, therefore, seems essential for the continuity of the activity.

Gender and age differences in qualification

In total, around 60 % of the coaches and trainers have a currently valid licence from a federation or state sports confederation. Proportionately more women than men are licenced. However, proportionately more men than women have a valid coaching licence in sport-specific competitive sports. In turn, women who are licenced as coaches in sport-specific mass sports have acquired a higher licence level proportionately more often than men.

With regard to the age of coaches and trainers, we see that the proportion of licenced coaches and trainers tends to increase with age. The highest percentage of coaches and trainers with a currently valid licence is in the age groups 41- to 60- and over 60.

Younger people more frequently coaches in competitive sports, older people more frequently trainers in mass sports

There are differences between the different licence holders: If we only consider persons who have a single valid licence, the age group 27 to 40 has a proportionately higher number of coaches' licences for sport-specific competitive sport, while those over 60 are most frequently licenced as trainers in mass sports.

Gender differences in the fields of activity

Overall, more than half of the respondents stated that they were involved in sport-specific competitive sports, with the proportion of men exceeding that of women. The situation is different in the field of cross-sport mass sports, which also includes, for example, children's gymnastics and gymnastics for seniors. More women than men are active here. This is also true in fitness and health sports. It is thus apparent that men tend to pursue a competitive sports concept relating to a single sport, while women are more active in cross-sport mass sports activities. This trend is also evident in the licences and motives.

Target groups: Differences in gender and age of coaches and trainers

On average, the coaches and trainers supervise about two teams or training groups. Different target groups are supervised, namely children, adolescents, adults and senior citizens. We see that younger coaches and trainers tend to train children and adolescents, while adults and seniors are on average supervised by comparatively older coaches and trainers. It can, therefore, be stated that the age of coaches and trainers increases with the age of the target groups being trained. It is also striking that across all target groups, purely male training groups tend to be trained by men, and purely female groups tend to be trained by women.

Teaching fun and fair play is important to the coaches and trainers - but training structures also differ depending on qualification, the field of activity and form of activity

The coaches and trainers want to teach their participants in the training groups fair play in a fun way and contribute to their personal development. This is particularly true for the younger target groups. However, it is also apparent that the concept of sporting performance is more pronounced among male coaches and trainers than among women. In addition, there are significant differences in training structures between the different types of licence holders. For example, licenced coaches for sport-specific competitive sports pursue the goal of helping participants achieve peak performance more strongly than coaches and trainers for mass sports. The same applies to full-time coaches compared to volunteers and part-time coaches.

Licences do not always fit the field of activity

It is apparent that coaches and trainers are also active in other areas, despite having been trained in a specific field, e.g. cross-sport mass sports. It is particularly striking that almost one-third of the persons licenced as trainers also carry out pure coaching activities, i.e. are active in the sport-specific sport. In addition, about a quarter of the licenced coaches for mass sports also indicate that they are trainers. The qualification system fits best in the field of licensed coaches for competitive sports: Almost 85% of these people are engaged exclusively in coaching activities, especially in competitive sports.

Almost half of the coaches and trainers have other roles in the same club

In addition to their work as coaches and trainers, almost half of the respondents have another role or roles in the same club. About one in ten coaches or trainers is also the chairperson of the club, although this applies mainly to men. Approximately 8 % each indicate that they are also active as heads of department or referees. It is therefore evident that the commitment of a large proportion of the coaches and trainers to the club is not limited to training activities.

Fun is the dominant motive - material incentives are insignificant

If we combine individual motives into coherent bundles of motives, it becomes clear that the most important bundle of motives for the coaches and trainers comes under the heading “fun”. The second most important set of motives is altruism/values, followed by social responsibility. Monetary or material incentives such as receiving money, granting reduced membership fees or providing sportswear hardly play any role across gender and age groups.

Different motive structures depending on gender and age

As described above, the coaches and trainers mainly draw their motivation from the pleasure they take in their commitment and from a perceived social responsibility. However, different motive structures are evident in some places. Women are more motivated by fun, a good feeling, and the desire to develop themselves than men, while men are more motivated by sporting success, and the focus lies more on the club itself. Motives that have to do with the club community are also differently pronounced among the age groups. Young and older people, in particular, indicate to a greater extent that they are active to do something for the club.

Different motive structures depending on the field of activity

People who are purely coaches differ in their motives from people who are purely trainers. For example, people engaged in coaching activities are more strongly driven by the motive of sporting success than people who are purely trainers. Moreover, people who are purely coaches show greater solidarity with the sport than people who are purely trainers. In view of the fact that coaches are active in sport-specific mass and competitive sports, while trainers are active in cross-sport mass sports, these results fit the core of the respective activity.

Different motive structures depending on training for the activity

Overall, we see that coaches and trainers who are trained for their work in sport almost always agree more strongly with the individual reasons for carrying out the activity than coaches and trainers without training. It is interesting to note that coaches and trainers with training for their work in sport are significantly more likely to state that they want to share their knowledge and skills with others than people without training for their work in sport. This means that qualified coaches and trainers can make better use of their acquired specialist knowledge for their work in sport, which is of particular benefit to the trained groups and therefore the club itself. Thus, the importance of qualification is again underlined and should be an incentive for the clubs to increase the training rate.

Generally high satisfaction with the activity - but differences based on gender and age

The satisfaction of trainers and coaches with their work is very high on average, even higher among women than among men. The likelihood of recommending the club is also very high and increases with the age of the coaches and trainers. Satisfaction is least pronounced in the age group 27 to 40. In this group, the likelihood of recommending the job to others is also the lowest and thoughts of quitting the activity occur here most frequently compared to the other age groups. One possible explanation could be that this age group is more involved with work and family life, as it is the age group that is on average least satisfied with the compatibility of work with family and friends and with occupation/work.

Need for improvement in financial remuneration and recognition from the clubs

Areas where there is a need for improvement and which are therefore of interest to the clubs are the satisfaction of the coaches and trainers with the financial remuneration for the work

and the satisfaction with the recognition of the activity in the form of certificates, passes, or similar. While financial remuneration is likely linked to the financial situation of the clubs and might therefore be difficult to manage in some cases, it is easier for clubs to express recognition. It is clear that recognition and appreciation of the commitment is an important factor for coaches and trainers. This gives the clubs the opportunity to improve the satisfaction of the coaches and trainers and thus to create a stronger bond with the club.

Lower satisfaction with associations than with clubs

Coaches and trainers are especially satisfied with their own performance, the cooperation within the club, and the sporting success of the training group. Moreover, coaches and trainers are more satisfied with the professional support provided by the club than by the association. Here it is important for the association to determine whether sufficient support is available, which the clubs, coaches and trainers may not be aware of, or whether the existing support is insufficient.

Qualification important for satisfaction

It seems that training for the work is a decisive factor in increasing satisfaction with the activity in general: On average trained coaches and trainers are more satisfied with the activity, as are women and older people, who are more likely to hold a licence. Trained coaches and trainers are also less likely to consider terminating their activity than people without training. Training, therefore, seems to bind people to the activity to a certain extent. On the other hand, a high level of satisfaction with the club seems to be a prerequisite for a commitment even without training.

Qualified people more satisfied with their own performance

Trained coaches and trainers are more satisfied with their own performance, the recognition of

their work in the form of certificates, passes, or similar, the appreciation of the activity by members of their own club, and the motivation of the participants. Consequently, professional training for the job seems important for the personal assessment of performance, but also for the assessment of the performance of the coaches and trainers by the club and the training group.

Qualified people more satisfied with opportunities for further qualification and training but not very satisfied with administrative activities and tax relief

Coaches and trainers who have been trained for their work in sport are more satisfied with the opportunities for further qualification and training and the provision of appropriate teaching and learning materials. An improvement in these areas by the clubs and associations might therefore possibly lead to an even better rate of training.

In addition, although trained coaches and trainers are more satisfied with the professional support provided by the association, they are not very satisfied with tax benefits, support for administrative activities, and the liability risk or protection through insurance. It is also possible that trained coaches and trainers have higher expectations of the club and association system as well as politics with regard to corresponding support services and relief. These results are likely to be of particular interest to clubs and associations against the background of a long-term commitment of trained coaches and trainers. Legal regulations regarding the easing of the burden on voluntary work in the form of tax relief and a less bureaucratic design of regulations (cf. German Bundestag, 2019) should also be further promoted and consistently implemented.

Coaches and trainers are overwhelmingly committed to their activity

The majority of coaches and trainers plan to continue their activities in the future. There are

hardly any differences between the genders regarding short-term plans. In the slightly longer term, over a period of three years, women are more likely to continue their work as a coach or trainer than their male colleagues. There are also differences in the age groups. Thus, the agreement of those up to the age of 26 is the lowest with regard to plans for the next year and the next three years. Possible reasons might be that younger coaches and trainers will have to change their place of residence due to career changes or education. This hypothesis is supported by the fact that 19- to 26-year-olds most often plan to work for another club within the next twelve months.

Greater willingness to take part in further training among qualified persons

In total, about 60 % of the coaches and trainers (strongly) agree that they plan to do a training course for their work in the coming year, while almost a quarter (tend to) reject this. It is striking here that the willingness to take part in further training of coaches and trainers with training for their work is much more pronounced than that of their colleagues without training. It seems to be easier to persuade coaches and trainers who have already received training to take part in a further qualification than to introduce people who have not yet received training to a first qualification. Nevertheless, initial training is also very important for clubs, as it is apparent that coaches and trainers with training are more willing to carry out their work for a longer period of time.

“Caretakers” ensure greater willingness to acquire qualifications

In order to increase the willingness of coaches and trainers to acquire qualifications, the clubs can become active themselves by appointing a person in the club to take care of education and training. It is apparent that clubs that have a contact person, i.e. a “caretaker”, in this area can

have a positive effect on the whether the coaches and trainers in the club want to receive further training.

The majority of coaches and trainers feel competent

Only a few coaches and trainers (6 %) feel limited in their activities by their knowledge and skills, while around 83 % state they do not feel limited by a lack of knowledge or skills. However, it is also apparent that men more often feel limited by their knowledge and skills than women. This is interesting because women are more likely than men to have a currently valid licence and, in this respect, are better qualified, at least formally. In this context, it is also apparent that licenced coaches and trainers feel less limited by their knowledge and skills than the overall average. The same applies to qualified coaches and trainers compared to coaches and trainers without training for their work in sport. The aim should, therefore, be to increase the rate of qualification further.

About a quarter of the coaches and trainers have scarce time resources

About 23 % of the coaches and trainers indicate that it will be difficult to find the necessary time for their work as a coach or trainer in the coming year. This is particularly true for the age group 19 to 26. This age group, together with the youngest group, was also the least likely to indicate an intention to make a long-term commitment to the club as a coach or trainer. The reasons for this likely lie in increased involvement in training or work with a possible change of residence. Older coaches and trainers over the age of 60 see the least time restrictions. In addition, people without training in sport also find themselves more limited in terms of the time they can work in the coming year or season. One reason for the lack of training for their work in sport could thus be related to already scarce time resources of people without training. This could be remedied by

further innovative training opportunities to facilitate entry into the qualification system.

Around 70 % receive an expense allowance

Overall, about 70 % of the volunteer coaches and trainers received an expense allowance in 2017, with the proportion being slightly higher among women than among men. Looking at those coaches and trainers who received an expense allowance, 98 % of them received up to € 2,400, i.e. the amount of the trainer's allowance. On average, the allowance, if an allowance was received, was around € 880, with volunteer coaches and trainers with training for their work in sport, in particular with a coaching licence for competitive sport, receiving a higher expense allowance than people without such training or qualification. From the point of view of clubs, training may therefore be used as an argument for higher financial compensation.

Limitations of the survey

Finally, it should also be pointed out in this conclusion that, when interpreting the results of this report, it must be borne in mind that, unlike in the organisational survey, representativeness cannot yet be adequately assessed. This is due to the fact that the structural characteristics of the population of all coaches and trainers are unknown. In this respect, the study has an exploratory character.

4 Method



4.1 Background

The Sport Development Reports - “Analyses of the Situation of Sports Clubs in Germany” represent a further development of the Financial and Structural Analyses of German Sport (FI-SAS) with the aim of providing decision-makers in organised sport as well as in public sports policy and administration with timely information relevant to policy fields and management (knowledge of action and argumentation). This support is intended to strengthen the competitiveness of organised sport in times of dynamic social change. The project is financed by the 16 federal state sports confederations, the German Olympic Sports Confederation (DOSB) and the Federal Institute for Sports Science (BISp).

In mid-2017, Univ.-Prof. Dr. Christoph Breuer from the Institute for Sport Economics and Sport Management at the German Sport University Cologne was commissioned to carry out the seventh to the ninth wave of Sport Development Reports (“SDR 3.0”)²⁶. The methodical core concept of the Sport Development Reports is still the development of a panel design. Starting with the seventh wave, German clubs are surveyed online about their situation every three years. Furthermore, new elements of “SDR 3.0” are the so-called stakeholder surveys, i.e. surveys of different groups of people. In this context, the seventh wave of the survey also surveys coaches and trainers as well as board members in addition to the clubs. In the following eighth wave additional groups of people will be surveyed, namely members and referees or arbitrators. The individual stakeholder surveys will be carried out in waves seven to nine after the surveys of the clubs.

4.2 Procedure

For the first time in the history of the Sport Development Report, in addition to the sports clubs themselves, i.e. the meso level, various groups

of people from the clubs were surveyed, i.e. the micro-level was integrated. In the seventh wave, coaches and trainers, as well as board members, were surveyed in addition to the clubs. This expansion has made it possible to expand the previous pure organisational surveys to an extended system analysis.

In order to contact the coaches and trainers, the clubs were asked at the end of the club survey whether they would be willing to participate in the survey of their coaches and trainers. If approval was granted, the clubs were asked to provide a contact email address at which the clubs could be contacted in the context of the individual survey.

The sports clubs that had agreed to take part in the individual survey were contacted by the project team before the start of the survey of the coaches and trainers. In the initial contact, the planned implementation of the survey of coaches and trainers was explained, and support was offered with regard to the text for the invitation. The clubs were asked to forward an individual link to their coaches and trainers. Via this specific club link, which contained the ID of the club in each case, it was then possible to assign the persons to the various clubs.

4.3 Measurement

The analysis of the coaches and trainers, who are considered internal stakeholders of the clubs, focuses on the production of knowledge of action. For example, the Sport Development Reports reveal a disproportionately large problem of sports clubs with regard to the recruitment and retention of coaches and trainers. The internal stakeholder survey, therefore, raises the question of the conditions for recruiting and retaining these groups. In particular, constructs of the volunteers’ job satisfaction, motivation, and future plans (willingness to continue the activity) are used. In order to operationalise these constructs, we used tested scales such as the

²⁶ Reference number ZMVI4-081802/17-26.

“Short questionnaire for recording general and facet-specific job satisfaction” (KAFA; Haarhaus, 2016), the “Motivation scale for sports volunteerism”, i.e. a scale for measuring the motives of volunteers (cf. Hoye et al., 2008; Wang, 2004), and scales for measuring the “intention to continue”, i.e. the intention to continue the activity (Clary et al., 1998; Hoye et al., 2008). The satisfaction scales were included as 11-point scales to ensure easy comparability with SOEP data.

Beyond that, however, the question of social significance and contribution to the common good of the coaches’ and trainers’ activities also arises, which is of central importance for the perspective of knowledge of argumentation. This perspective is operationalised on the basis of various questions regarding nature, scope, or time required for the activity, the target groups, and socio-demographic data. Similar questions were already contained in the study by Mrazek and Rittner (1991) on coaches and trainers in sports clubs.

4.4 Representation

4.4.1 Sampling and response from coaches and trainers

Of the 19,889 clubs that took part in the club survey, 4,201 clubs agreed to participate in the survey of coaches and trainers. These clubs received the individual club link on 07.03.2018 to forward and invite their coaches and trainers to participate in the survey. During the field time, two reminders were sent out, provided that the respective club link had not been clicked at all (1st reminder on 22.03.2018; 2nd reminder on 12.04.2018). Both reminders led to an increased response rate. The survey of coaches and trainers was completed on 02.05.2018. A total of 6,752 coaches and trainers from 2,352 clubs took part in the survey. A differentiation of the participation by federal states can be found in Table 58.

4.4.2 Structural characteristics of the clubs of the participating coaches and trainers

As described in the previous section, the surveyed coaches and trainers come from sports clubs in all 16 federal states. Of these, 83.3 % of the clubs are located in the old and 16.7 % in the new federal states.

If we consider the size of the clubs to which the surveyed coaches and trainers belong, it is apparent that about 60 % of the clubs are smaller clubs with up to 300 members, while about 30 % of the clubs are medium-sized. Every tenth club has between 1,000 and 2,500 members, and about 2 % of the clubs are large clubs with more than 2,500 members (cf. Table 59).

Approximately half of the clubs have one section, and half are clubs with a number of sections. The average founding year is 1950. However, the distribution shows that both very old and very young clubs are represented in the sample of coaches and trainers (cf. Table 60).

The sports clubs of participating coaches and trainers are located in municipalities of different sizes. Almost 45 % of the clubs are located in small municipalities with up to 20,000 inhabitants, while almost one club in ten is located in a large municipality or city with more than 500,000 inhabitants (cf. Fig. 79).

4.4.3 Limitations of the individual stakeholder surveys

The procedure described above for contacting and questioning the groups of persons had to be chosen because another way of contacting the coaches and trainers was not possible due to data protection restrictions and a lack of data. In addition, with regard to the planned multi-level analyses, it had to be ensured that the persons could be assigned to their respective clubs.

Table 58: Participation by the federal state.

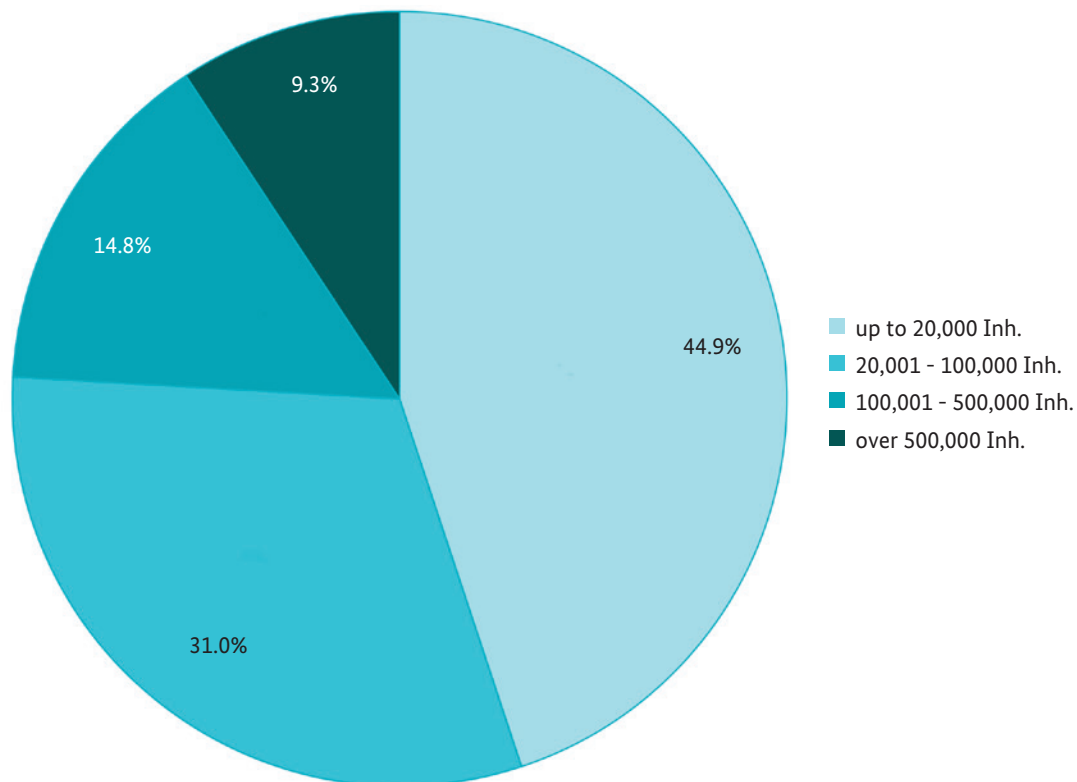
Federal state	Clubs Sample	Clubs Participation	Coaches and trainers
	Number		
Bavaria	497	255	776
Hamburg	44	29	205
Berlin	65	38	130
Brandenburg	124	72	135
Bremen	19	11	43
Hesse	330	161	379
Mecklenburg-Vorpommern	80	43	70
Lower Saxony	451	264	831
North Rhine-Westphalia	958	551	1,464
Rhineland-Palatinate	306	173	531
Saxony	201	116	417
Saxony-Anhalt	129	74	140
Thuringia	156	88	203
Baden-Wuerttemberg	594	337	1,025
Saarland	104	61	136
Schleswig-Holstein	143	79	267
Total	4,201	2,352	6,752

Table 59: Size of sports clubs of participating coaches and trainers compared to population (distribution in %).

Club size (in members)	Sample	Total population of clubs 2017
	Share (in %)	
up to 100	26.8	46.6
101-300	32.7	29.3
301-1,000	29.3	19.8
1,001-2,500	9.5	3.7
over 2,500	1.7	0.6

Table 60: Founding years of sports clubs of participating coaches and trainers (distribution in %).

Founding year	Share (in %)
before 1900	13.1
1900 to 1915	10.4
1916 to 1930	11.8
1931 to 1945	1.9
1946 to 1960	14.2
1961 to 1975	14.3
1976 to 1990	12.6
1991 to 2005	12.7
since 2006	9.0

Clubs of participating coaches and trainers according to size of the municipality*Fig. 79: Municipality size of sports clubs of participating coaches and trainers in inhabitants (Inh. = inhabitants; distribution in %).*

Since not all clubs participated in the survey of the coaches and trainers, but only some of the clubs that also took part in the club survey, and since participation in the individual surveys by the persons contacted was also voluntary, a problem of sample distortion cannot be ruled out with the two samples of the coaches and trainers. We refrained from weighting the personal data (e.g. on the basis of demographic factors such as gender, age, migration background), as comparable information on these factors was available on the basis of the weighted club data set, but no information on the population of the surveyed groups of persons was available. However, a comparison with characteristics of the weighted club sample at least showed that there were no significant differences between the weighted club data set and the micro-level data set with regard to the above-mentioned characteristics of the persons.

4.5 Data evaluation

4.5.1 Multiple answers

The data evaluation of question blocks in which multiple answers were possible (training, qualification, field of activity, target groups, offices, and activities) was carried out under consideration of a plausibility check. Thus, only those cases were included in the analysis in which at least one of the predefined response categories was selected. For this reason, there may be slight deviations in the values reported compared to the evaluation in the Federal Report (cf. Breuer & Feiler, 2020a).

4.5.2 Testing for differences

To check whether statistically significant differences between different groups exist (e.g. between the genders, fields of activity, or age groups), t-tests and univariate analyses of variance (ANOVA) were used in this report. In the figures and tables of this report, statistically sig-

nificant differences are marked with the usual label (cf. section 4.5.4).

If several groups are compared (e.g. age groups), the figures or tables indicate whether there are generally statistically significant differences between the groups. Which groups exactly differ from one another (e.g. the younger from the older ones) is explained at selected points in the text.

Statistical significance means whether the results were achieved by chance or not, taking into account the error probability, i.e. a certain residual risk, (e.g. Lenhard & Lenhard, 2016).

4.5.3 Analysis of connections: Correlation analysis

In order to investigate whether there is a correlation between different variables, e.g. between the age of the respondents and the duration of the training activity, correlation analysis is used. The correlation coefficient r can be used to determine whether there is a positive or negative relationship between two variables. Here, r can assume values between -1 and $+1$, whereby a value close to 1 represents a strong correlation, and a value close to 0 represents a weak one.

4.5.4 Error probabilities

A significance level of $\alpha=0.05$ is defined for all statistical tests in this report. The level of error probability, which is decisive for the determination of significance, is illustrated by the usual identification (cf. Table 61). If the error probability of the calculation is not more than 5 %, the result is therefore significant.

4.5.5 Effect size

Earlier in this chapter, we indicated that statistically significant differences are identified in this report. Statistical significance means whether the results may or may not have been obtained by chance, taking into account the probability

Table 61: Overview of error probabilities in statistical calculations and their identification.

Symbol	Meaning
*	significant, i.e. probability of error is equal to/less than 5 %
**	very significant, i.e. probability of error is equal to/less than 1 %
***	highly significant, i.e. probability of error is equal to/less than 0.1 %

of error, i.e. a certain residual risk. However, not every statistically significant result is necessarily of practical significance, as this may, for example, be related to the size of the data set. For example, when investigating large amounts of data, even small effects may be statistically significant, even if they are hardly striking in reality, i.e. they are practically irrelevant (Lenhard & Lenhard, 2016).

To determine how large the standardised mean difference between two groups (e.g. between the genders) actually is, i.e. how great the practical relevance of this difference is, we used effect size according to Cohen (Cohens d). According to this, there are three different sized effects: $d=0.2$ corresponds to a small effect; $d=0.5$ corresponds to a medium effect; $d=0.8$ corresponds to a large effect (Cohen, 1988, 1992).

4.5.6 Factor analysis

In the chapter on the motivation of coaches and trainers (cf. section 2.5), the statistical method of factor analysis (factor extraction after principal component analysis with varimax rotation) is used to reduce or group together individual items (a total of 31 items) into content-related categories of motives. Factor analysis serves to make a high degree of complexity, which results from the query of a multitude of variables (items), easier to interpret by grouping them together into a few so-called factors. Factor analysis identifies groups of variables that collect similar information (for a detailed description of the process, see Backhaus, Erichson, Plinke &

Weiber, 2018). In the present case, the 31 items are reduced to nine factors. The newly extracted factors were tested for reliability using Cronbach's Alpha.

4.5.7 Analysis of influences: Regression analysis

In section 2.8.1 on expense allowances, a multivariate linear regression analysis was performed with the dependent variable "amount of annual expense allowance". An overview of the independent variables can be found in Table 62.

Since the analysis included several coaches or trainers per club and it is to be expected that the observations between clubs are independent of each other, but that they are not independent of each other within a club due to possible unobserved club-specific characteristics (cf. Andreß, Golsch & Schmidt, 2013; Giesselmann & Windzio, 2012), clustered standard errors were used to ensure possible correlations of the observations within a club (so-called unobserved club heterogeneity).

Table 62: Overview of independent variables in the "amount of the expense allowance" model.

Variable	Description	Scale
Gender	Gender (female = 1)	dummy
Trainer_licence	Licence as a trainer for mass sports (1=yes)	dummy
Coach_MS	Licence as a coach for sport-specific mass sports (1=yes)	dummy
Coach_CS	Licence as a coach for sport-specific competitive sports (1=yes)	dummy
Types_of_sports	30 most common types of sports (cf. Fig. 6) plus boxing, fencing, bowling, wrestling, sailing, Nordic skiing (each 1=yes)	dummies
Comp_Level	County level; District level; State level; National level; International level (each 1=yes); Reference category: no competition	dummies
Hours	Total number of coaching or training hours	metric
Duration	Number of years as coach/trainer in the club	metric
Groups	Number of training groups supervised	metric
Target groups	children, adolescents, adults, seniors (each 1=yes)	dummies
Age	Age of the coaches and trainers	metric
Age ²	Squared age term	metric
Education	Secondary school/elementary school diploma; secondary school leaving certificate; university of applied sciences degree; general qualification for university entrance; university/university of applied sciences degree (each 1=yes); reference category: no qualifications	dummies
Income	€ 501-1,500; € 1,501-2,500; € 2,501-3,500; € 3,501-4,500; over € 4,500 (each 1=yes); reference category: up to € 500	dummies

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