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THE NATURE AND MOTIVATIONS OF CLUBGOLF VOLUNTEER COACHES

KATHERINE OMAN

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‘This thesis is the result of the author’s original research. It has been composed by the author and has not been previously submitted for examination which has led to the award of a degree.’

Signed: *Katherine Oman*

Date: 07/11/2012

ABSTRACT

ClubGolf is Scotland's national junior golf programme. A measure of its success is the growth and sustainability of a qualified volunteer coaching workforce. This thesis examined two questions 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching, and 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers.

The first part of this study used a large scale multi-part survey. It was completed by 23% of ClubGolf's volunteer coaching workforce and found that coaches were predominantly male, and fell largely within two age groups (25-39 and 60+). Clary, Snyder and Ridge's (1992) Volunteer Functions Inventory (VFI) was incorporated into the survey to determine whether there was a difference in motives to volunteer based on six volunteer functions. Only small differences were detected between groups based on age, employment status, recruitment methods and length of involvement. From the survey findings, it is recommended that ClubGolf Scotland Limited (CSL) focuses on engaging with two of the most under-represented groups which are females and young people.

The second part of this study used semi-structured focus group interviews involving forty eight participants from golf clubs throughout Scotland. The findings showed a high awareness of the ClubGolf programme among participants; however it also found that knowing how to get into coaching and what it involved could be improved. Primary motivations to coach were; a desire to "help others", "give something back" or for a "love of their sport". The main reasons for dissatisfaction with coaching were; "bad behaviour", "lack of children signing up from the schools", "lack of enjoyment" and if there was a "lack of appreciation or support from the club and parents". Non volunteers revealed that "not being asked", perceived "lack of ability" and "lack of time" as the main reasons they had not

become involved. Notably, all participants were satisfied with the level of support they received to get started, and many specifically credited the club's volunteer co-ordinator, the Professional Golfer's Association (PGA) Tutors and CSL staff. Suggestions to support coaches were centred on continuous personal development and sharing best practice among clubs and coaches.

Future research in this area should consider expanding the use of the large scale multi-part survey across more sports to enhance knowledge and understanding in the areas of volunteering and motivation. Focus group interviews should be conducted periodically by CSL to increase volunteer engagement and inform future workforce planning and development.

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CHAPTER 1

INTRODUCTION

1.1 OVERVIEW

Volunteers are often described as "the lifeblood of sport", and the reliance on volunteers to manage and develop sports clubs and National Governing Bodies (NGBs) in the UK is well documented (Allison, 2001, Taylor, Nichols, Holmes, James, Gratton, Garrett, & Kokolakakis, 2003, **sport**scotland, 2011, Downer & Talbot, 2011). From the coaches and officials, to the administrators, committee members and fundraisers, sport in the UK is heavily reliant on volunteers to fulfil a range of specialised and multi-purpose roles (Gratton, Nichols, Shibli & Taylor, 1996).

sportscotland, the national agency for sport recognises the diversity and significance of volunteers involved in Scottish sport, by stating that *"if sport is really to be accessible to all, it will always be dependent upon volunteers to run clubs, to provide coaching and leadership, to organise competitions and to manage development"* (Scottish Executive, 2007, p.30). The agency's latest framework for volunteering reinforces this view by stating that *"the success of sport depends on volunteering at many levels with the right people doing the right kind of activities in the right places"* (**sport**scotland, 2011, p.4). In order to support its volunteering agenda, **sport**scotland is committed to investing in this area by providing strategic direction and ensuring access to quality and affordable education, training and support (**sport**scotland, 2011). It is also **sport**scotland's belief that National Governing Bodies of Sport (NGBs) should take responsibility for prioritising volunteering (**sport**scotland, 2007). They should make it attractive and ensure that people's time is well used. They should ensure that their

volunteers feel valued and appropriately rewarded for giving their time and effort. They should explore innovative ways of recruiting and developing new local and regional partnerships. According to **sport**scotland,*"it is no longer acceptable to expect them (the volunteers) to operate effectively or stay motivated without access to quality and affordable education, training and support"* (Scottish Executive, 2007, p.30).

ClubGolf Scotland Ltd (CSL) is a national junior golf initiative founded in 2003 as part of Scotland's successful Ryder Cup bid. It is a programme delivered in partnership between the Governing Bodies of golf (Scottish Golf Union, Scottish Ladies Golfing Association, the Professional Golfers' Association and the Golf Foundation) and aims to introduce every nine year old in Scotland to golf by 2014. CSL highlights the development of a qualified volunteer coach workforce as a key priority within their National Strategy (ClubGolf Scotland Ltd, 2010). To date, almost one thousand five hundred volunteers have gained a United Kingdom Coaching Certificate (UKCC) Level 1 qualification in golf and are actively coaching children the introductory stages (1 and 2) of the ClubGolf programme in golf clubs and facilities throughout Scotland. In order to become a PGA qualified Level 1 golf coach, candidates are required to complete a two day training course and obtain certificates from sports coach UK in "Safeguarding and Protecting Children" and Disclosure Scotland (Criminal Records check). With such an emphasis placed on the need for qualified volunteer coaches, it is important that CSL begins to understand the nature of their volunteers and why so many people donate substantial amounts of time and effort to coaching children within the ClubGolf programme. In addition to this, at the time of undertaking this study, the researcher was employed by CSL as a Regional Development Manager, and it was during this time that she became acutely aware of the need for the organisation to have a greater understanding of the nature and motivations of their volunteer coaching workforce.

1.2 PURPOSE OF THE STUDY

The purpose of this study is to examine two fundamental questions 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching, and 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers. By investigating these key questions, it is hoped that CSL will have a greater understanding of their volunteer coaches, and subsequently be in a better position to plan for, engage with, support and recognise their volunteer coach workforce. In order to answer these research questions, there are three main objectives which are to 1) provide an understanding of the concepts of volunteering and motivation in relation to sports coaching and more specifically to ClubGolf volunteer golf coaches; 2) undertake a large-scale survey underpinned by Clary, Snyder & Ridge's (1992) Volunteer Functions Inventory (VFI) to identify key themes relating to motivation and satisfaction, and their level of importance to respondents; 3) conduct focus group interviews with a cross section of Scotland's golfing community (volunteer coaches and non volunteers) to provide an understanding of people's experiences and motives around volunteering.

This study also aims to address the reported lack of research on volunteering and motivation of sports coaches in the UK and more specifically in Scotland. For example, although volunteers are regarded as essential to the development and sustainability of sport, both the Scottish Sports Council (SSC) (1995) and Lyle, Allison & Taylor (1997) report that there is a considerable lack of research literature on motivations of sports coaches in the UK and Scottish context. The SSC also state that the provision of coaching relies substantially on the commitment and expertise of a voluntary workforce. They go on to say that *"both the time invested and the high standards maintained by these volunteer coaches are of exceptional importance for sport in Scotland. In order to maintain and*

increase this valuable contribution, a clear understanding of the factors influencing the motivations of coaches in undertaking this work is needed" (cited in Lyle *et al.*, 1997, p.3). Lyle (1996) also commented that in Scotland, *"coaching and coaches have been treated as a non problematic issue and have received little attention in the research literature"* (cited in Lyle *et al.*, 1997, p.3). Furthermore, Lyle *et al.* (1997) go on to suggest that there are few reliable empirical data from UK and especially Scottish sources other than some basic biographical data, and it is their belief that the diversity of research contexts and the lack of commonality in sample populations demonstrate the need for a focused study which acknowledges the voluntary and part-time nature of the majority of coaches and the range of coaches' client groups.

1.3 Understanding the Concepts

The concepts of volunteering and motivation, in general and within the context of sports coaching are explored in detail within the literature review. However both are now defined and discussed in an attempt to set the scene and to appreciate that the concept of motivation within the context of volunteering is complex.

1.3.1 Volunteering

The UK does not actually have one common national definition of volunteering (Volunteering England, 2008). This alone suggests that defining volunteering can be problematic. For the purpose of this study, volunteering is defined as *"the giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary"* (Scottish Executive, 2004, p.7).

The reason why volunteering is so hard to define may be because volunteering opportunities are so diverse and people volunteer for so many different reasons. For example, they may have a desire to learn new skills or gain experience, to socialise or to give something back to society. They may also feel a moral duty or have a compelling reason to volunteer in a specific area or to support a particular cause. However, the key element is that whatever the motive, the act is freely undertaken (Volunteering England, 2008).

The contributions that volunteers make to society are widely recognised throughout the public, private and voluntary sector. And for that reason, government and policy makers have recognised the need to invest in this area in order to capitalise on the wealth of experience, knowledge and dedication of the volunteering community. By channelling their skills and providing clear direction and support it is acknowledged that volunteers can help to grow the economy, deliver excellence in public service and support strong communities (Scottish Executive, 2004).

The most common areas of interest for volunteers in the UK are found to be within education, religion, sport and exercise and health and disability (Low, Butt, Ellis Paine & Davis Smith, 2007). According to the national population surveys of 2001 and 2007, 14.8% of the adult population (16+) volunteered for sport in the UK in 2002 (Lynn & Davis Smith, 1991, Davis Smith, 1998; Low *et al.*, 2007). More specifically, recent figures showed that there were approximately 96,000 sports coaches in Scotland, of which 84,000 were volunteers (sports coach UK, 2011).

From the initial review of literature, it is evident that volunteering is beneficial to both the individual themselves, and to the person or organisation they are volunteering with. It is also clear that volunteers make a significant contribution to the delivery and sustainability of sport in the UK. However, in spite of all this, it is well documented that

we still know very little about what motivates an individual to give up their time of their own free will to help with a cause that they care about.

1.3.2 MOTIVATION

Motivation has been derived from the root word 'motive' and can be defined as the direction and intensity of one's effort (Sage 1977, cited in Weinberg & Gould, 2011, p.51). Maehr (1984, cited in Weinberg & Gould, 2011) further suggests that motivation is characterised by three elements: direction (choice of alternatives), intensity (extent activate) and persistence (continuance of activity).

According to Weinberg & Gould (2011), the best way to understand motivation and how these three elements intertwine is to consider both the person and the situation and how the two interact. One general theory of motivation supporting this definition is Deci & Ryan's (1985, 2000) self determination theory (SDT). This theory is based on the understanding that people are motivated to satisfy three fundamental needs; competence, relatedness and autonomy. The need for competence suggests that an individual is concerned with their capabilities and skills. Successful completion of a task enhances feelings of competence and mastery of the skill (e.g. learning and developing through coach education and putting it into practice during regular coaching sessions). Relatedness is the need to connect with others and is perhaps the need most easily identifiable with volunteering. SDT suggests that we have a need for reciprocal care, meaning we have a need to care for others but also to be cared for by others. This can perhaps be equated to citizenship or a sense of belonging to a community (e.g. giving something back to the sport or the club or organisation that you are a member of). The need for autonomy relates to the individual's perception of personal control over their own actions (e.g. choosing the duration and intensity of voluntary involvement). Motivational processes are future orientated rather than past or present. They help the

individual to anticipate and predict future events and the consequences that are meaningful to them. These processes form the basis for decisions about the amount of personal resources an individual is prepared to invest in his or her chosen activity, in order to achieve their personally valued goal. Finally, motivational processes are evaluative. These evaluations may be self-referenced or may involve significant others such as the participants and their parents, a fellow coach, friends or family. Motivation involves the individual assessing whether to increase or decrease behaviour which may affect their desired achievement goal (Maslow, 1987, Roberts, 2001).

The work of Clary & Snyder (1999) further develops the concept of SDT within the volunteering domain. Understanding the role of motivation in the processes of volunteering can be described in a 3-stage process: initiation of volunteer service; satisfaction with the volunteer experience and sustained volunteer service. In other words, sustained volunteerism depends on the person-situation fit, suggesting that volunteer satisfaction and ultimately retention will be enhanced if the roles of volunteers are in-line with their motives. Clary *et al.*, (1992) originally developed a functional model called the Volunteer Functions Inventory (VFI) to examine the six psychological and social functions served by involvement in volunteer work (Values, Understanding, Enhancement, Career, Social and Protective). Since then, Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Miene (1998) have found considerable support for the use of the functional approach as a predictive model within the volunteerism domain (Okun, Barr & Herzog, 1998, Greenslade & White 2005).

1.4 SUMMARY

This chapter has highlighted the significant contribution that volunteers make to the development and sustainability of sport in the UK. It has also addressed the issues surrounding defining volunteering and motivation, and drawn attention to some of the

key motivational theories associated with this area of research. Although it is clear that motivation in relation to sports coaching has long been the focus of sport and exercise psychologists, it is evident that there is a need for enhanced research in this area (Lyle *et al.*, 1997). Furthermore, a number of theories have been developed and used to try to predict behaviour, but it is the work of Deci & Ryan (1985, 2000) and Clary *et al.* (1992) that is most relevant to this study and will be explored in more detail.

As previously outlined, the purpose of this study is to examine two fundamental questions which are 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching. Secondly, 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers. The following chapter outline will explain how the researcher intends to examine these questions. Chapter 2 reviews the literature on volunteering and motivation which are directly related to this study. Chapter 3 describes the methodologies and methods that were used to undertake the study and how the researcher carried out each part of the research. Chapter 4 presents the findings of the large scale multi-part survey and the focus groups interviews respectively. Chapter 5 draws together these findings in a discussion and provides recommendations for practice and for future research. Chapter 6 concludes on the main issues which arose as a result of the research. By investigating these key questions, it is hoped that CSL will have a greater understanding of their volunteer coaches, and subsequently be in a better position to plan for, engage with, support and recognise their volunteer coach workforce.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides an in depth review of literature on the areas of volunteering and motivation in general and in relation to sports coaching. It focuses on the complex nature of volunteering by exploring the various definitional issues. It then discusses the extent and nature of volunteers in an attempt to build a profile of who typically volunteers. The focus of discussion is then narrowed around volunteer motivations to examine the reasons why some people volunteer and others do not, and why some remain involved for a long time whereas others become dissatisfied and disengaged.

2.2 DEFINITIONAL ISSUES

Providing a concise definition of volunteering has often been considered problematic (Salamon & Anheier, 1997, Lukka & Ellis, 2002, Volunteering England, 2008). Firstly, research shows that not all volunteers are the same, they come from all age groups, educational backgrounds, income levels, genders and types of employment (Low *et al.*, 2007). Secondly, motivation to volunteer largely depends upon the goals and needs of the individuals themselves and the cause they are considering. This idea can be further supported by Clary & Snyder's (1999) description of volunteering as a form of planned helping, where the individual's decision to help and continue to help are influenced by whether the particular activity fits with their own goals and needs.

Motivations to volunteer are far reaching and can include a desire to help others, to acquire new skills and experience or to contribute to community life (Low *et al.*, 2007). People may also volunteer because they feel a moral duty or compelling reasons

to take part in voluntary action or support a particular cause. These motivations can change over time and be inter-linked, and as such the concept of volunteering is diverse.

The National Survey of Volunteering (Lynn & Davis Smith, 1997), the Volunteering Compact Code of Good Practice (Commission for the Compact, 2005) and latterly, Helping Out: A national survey of volunteering and charitable giving defined volunteering as *"any activity which involves spending time, unpaid, doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives, or to benefit the environment"* (Low *et al.*, 2007, p.10). As discussed earlier, and for the purpose of this study, volunteering is defined in more detail as *"the giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary"* (Scottish Executive, 2004, p.7)

The sporting sector has relied on volunteers for a long time. In Scotland, for example, 43% of voluntary sports clubs have been in existence for fifty years or more (Allison, 2001). In addition the National Surveys of Volunteering in the UK in 1991 and 1997 both recorded that sport was one of the most popular volunteering activities, and the sporting sector makes the biggest single contribution to total volunteering in England (Taylor *et al.*, 2003). However, the recent Survey of Sports Clubs (2011) also highlights the critical need for more volunteers within clubs, so much so that over half (53%) of sports clubs in the UK have cited volunteer recruitment and retention as a major concern (Downer & Talbot, p.7). Despite its popularity, volunteering in the context of sport remains a challenge to define due to the diverse roles that volunteers fulfil in sport. Sport in the UK utilises the expertise of volunteers to provide opportunities to participate, develop sustainable clubs and to contribute to the work of National Governing Bodies

(NGBs). As such, volunteers often undertake a variety of multi-purpose and specific roles such as coaching, officiating, administration and leadership. The Leisure Industry Research Centre (1996, p.3) defines volunteering in sport as *"individual volunteers helping others in sport, in formal organisations, such as clubs and governing bodies, and receiving either no remuneration or only expenses"*

Volunteer coaches within the ClubGolf programme undoubtedly fit into the above definition of sports volunteers. This is because their role is to help children to learn and improve in golf, they do so in a club setting on behalf of their club and the governing body, and they receive no remuneration for their efforts. However, the question still remains as to why they want to help out with this particular cause. From the evidence which will be discussed in more depth later, a desire to improve things or help others has been identified as the main motivational drivers for volunteers in the UK (Low *et al.*, 2007). In order to find out if this is the case for ClubGolf volunteer coaches, and to further understand motives to volunteer, the findings from in-depth focus group interviews with a cross section of ClubGolf's volunteer coaching workforce will be analysed and discussed in chapter 5 of this study.

2.3 Formal and Informal Volunteering

Volunteering is often categorised as either formal or informal (Scottish Executive, 2004, Commission for the Compact, 2005). Formal or 'organised' volunteering is referred to when the recruitment and deployment of volunteers is led by an organisation, be it a small community group consisting entirely of volunteers or through large organisations such as national voluntary organisations i.e. Barnardos. Informal volunteering, on the other hand, refers to a wide range of different kinds of mutual help and co-operation between individuals within communities, for example helping at a neighbourhood event or visiting an elderly neighbour on a regular basis. While research

indicates that formal volunteering impacts positively on informal volunteering, there is not yet a clear consensus on the extent of its influence in relation to other factors, or how this process occurs (Scottish Executive, 2004, p.33).

This study focuses on formal or 'organised' volunteering, because the participants involved were all recruited as coaches and deployed by golf clubs or local authorities. However, there are some challenges when attempting to define formal volunteering within the context of sport. For example, Allison (2001) found that many people running voluntary sector sports clubs did not regard themselves as volunteers, and that volunteers were generally thought of as a broader pool of people undertaking more casual activities such as driving and helping at events. Similarly, Shibli, Nichols, Taylor, Gratton & Kokolakakis (1999) found that club members who volunteered formally often undertook a variety of tasks, from coaching and officiating, to roles in administration, committees and fundraising, meaning that a few volunteers often contributed the majority of volunteer time in any one club. The distinction between volunteering and paid work in formal sports volunteering is not always clear either. Volunteering is generally defined as unpaid activity, yet many paid officers of smaller NGBs may work more hours over and above their salaried position meaning that a proportion of their work is effectively unpaid. Nor can one equate formal or informal volunteering with club membership i.e. many members of voluntary sports clubs may not themselves volunteer and may perceive their club as a service delivery organisation, an alternative to those in the private or public sector (Nichols *et al.,* 2004).

Defining volunteering and indeed sports volunteering is an important first step in this study. It provides the context for which to begin to understand who volunteers (nature) and why people volunteer (motives). These areas will now be discussed in relation to volunteering and sports volunteers.

2.4 UNDERSTANDING WHO VOLUNTEERS

This section discusses the current extent and nature of volunteers within the context of general society and the sporting sector in the UK.

2.4.1 EXTENT OF VOLUNTEERING

The current extent and trends in formal volunteering amongst the adult population in the UK is well documented (Scottish Government, 2009, Volunteering England, 2008). In 2009, 28% of adults in Scotland had volunteered formally at least once in the last 12 months, which equates to around 1.3 million adults. Whereas in England 43% of the population had volunteered formally, equating to approximately 17.9 million adults during the same time period. In England, volunteers in the sporting sector makes the single biggest contribution to all volunteering, with 26% of volunteers citing "sport" as their main area of interest (Taylor, *et al.*, 2003).

One of the most comprehensive studies recently undertaken by the UK's home countries was Coaching Workforce 2009-2016 (North, 2009). This piece of work aimed to help sports organisations to understand and develop coaching supply. North wanted to find out the demand for coaching and coaches among children and adults across the UK and whether or not they have the coaches available to meet that demand. Importantly, this document highlighted the implications for the coaching workforce in order to achieve planned home country targets and to achieve realistic growth up to 2016.

In terms of extent of sports coaching, the research found that the UK's sports coaching workforce consists around 1,109,019 adults, of which 76% were found to be volunteers (North, 2009). More specifically, **sport**scotland reports that there are approximately 96,000 sports coaches in Scotland of which 84,000 are volunteers (North, 2009). Whereas in ClubGolf, the coaching workforce at the introductory level is almost exclusively made up of UKCC Level 1 qualified volunteers. It has steadily risen from a

starting point of nil in 2004 to almost one thousand five hundred volunteers qualified and actively coaching the introductory stages of the ClubGolf programme (ClubGolf, 2010).

2.4.2 NATURE OF VOLUNTEERS

The National Survey of Volunteering *(*Lynn & Davis Smith, 1997) and more recently Helping Out (Low *et al.*, 2007), reinforces findings from previous studies that certain types of people were more likely to volunteer than others. Moreover, these national population surveys highlight that there are some major differences when comparing the key characteristics of gender and age of general volunteers to those of sport volunteers and these are now discussed in more depth.

GENDER

National population surveys in volunteering (Davis Smith, 1991, Low *et al.*, 2007) and the Scottish Household Survey (Scottish Government, 2009) have consistently found levels of general volunteering in society to be significantly higher among females than males. Furthermore, the Volunteer Development Scotland (VDS) Research Team (2007) reported that women (62%) were more likely than men (38%) to engage in volunteering. In contrast, levels of volunteering in sport are significantly different between males (who make up 62% of the workforce) and females (VDS, 2007). Findings from the ClubGolf Evaluation Report also reported that two thirds of ClubGolf's volunteer coach workforce were male (66%) (MW Associates and TNS Travel and Tourism, 2008).

One reason for the gender imbalance in sports volunteering and more specifically in ClubGolf volunteer coaching may be a consequence of sports club and golf club membership figures. For example, according to Reid (2012), 17% of the Scottish population that participate in sport and are members of a club, 64% are male. In addition, 45% of male sports participants and 33% of female sports participants are club members.

This shows that the gender balance towards males in sports participation in general is heightened in sports participation in clubs. In relation to golf, latest figures show that of 236,072 people recorded as members of golf clubs in Scotland, 76% are adult male (180,677), 13% adult female (34,406), 10% junior male (26,083) and 1% junior female (2,731) (Scottish Golf, 2012).

Gender makes a difference not only to how much people volunteer but also to what kind of volunteer work they do. Women volunteers typically undertake caring, person to person tasks and fewer of the public, political activities and they are less likely to be found in leadership roles (Cnann & Goldberg-Glen, 1991, Cable, 1992). Men are also more likely to hold senior administrative positions such as chair, treasurer and committee member (LIRC, 2006).

AGE

The extent of formal volunteering also varies significantly with age. VDS (2007) reported that volunteers in Scotland are more likely to volunteer formally between the ages of 25-34. This varies significantly from the age profile of golf coaches in Scotland which was much higher, with just over half aged 51 or above (52%) (MW Associates and TNS Travel and Tourism, 2008). In England, the proportion of formal volunteers was highest among people in the 34-44 and 55-64 age brackets, and on the other hand, the lowest participation rates reported throughout the UK are among 16-24 year olds and over 65s (VDS, 2007, Low *et al.*, 2007).

Although young people have the lowest participation rates in volunteering in the UK, previous research shows that they view volunteering as a worthwhile activity (Gaskin, 1998, Davis Smith, 2000, Youth Link Scotland, 2009). The main motivational drivers for young people engaged in volunteering were: personal feelings (e.g. satisfaction, feel good), personal needs (e.g. pastime, relationships), altruism, experience

(e.g. skills and work prospects) and personal inducements (e.g. qualifications) (Ellis, 2004 cited in Hill, Russell & Brewis, 2009). Furthermore, according to VDS (2005), young people are likely to be involved in the same types of volunteering activities as older people, although they are twice as likely to be involved in sporting activities. Similar to gender, age also seems to make a difference in terms of certain types of volunteering activities in sport i.e. administrative roles are more likely to be held by those aged 45–60 years, whereas operative roles, such as team captain, are mostly held by 25-34 year olds, and coach by those aged 25-44 years (LIRC, 1996).

It is evident from the review of literature that people from a range of different backgrounds are engaged in voluntary activity and that there are distinct differences between sports volunteers and general volunteers, particularly in relation to gender and age. Although this information is important in helping to build a picture of who volunteers in general and in sport (nature), it does not answer the more pertinent questions of why people volunteer (motives).

2.5 Understanding Why People Volunteer

Research within the area of volunteering has traditionally focused on collecting a descriptive picture of 'who volunteers', rather than people's motivations and experiences of volunteering (Heidrich, 1990, Manzo & Weinstein 1987, Pearce 1993, Smith 1994). Although understanding who volunteers will undoubtedly raise awareness around levels of participation, it fails to address more meaningful issues for volunteer managers around the motives of an individual to initiate volunteer service and why they continue to do so over a prolonged period of time. It also fails to expose the barriers that prevent involvement or why some people become dissatisfied often withdrawing their services altogether.

Much of the early research on motivation was initiated by Abraham H. Maslow (1954) who described it as a complex concept which emphasised the *"need to consider the whole person, the effects of culture, environment, multiple motivation, non-motivated behaviour, healthy motivation"* (cited in Weinberg & Gould 2011, p.1). According to Maslow, it is only after all these aspects are considered can we begin to understand what it is that motivates an individual to give substantial amounts of their time and effort to a cause that they care about. However, there is agreement that motivation is a social-cognitive process, and from this perspective motivation can be defined as *"the organised patterning of one or more of the constructs to energise, regulate, and direct achievement behaviour"* (Roberts, 2001, p.9).

According to original functional theorists such as Katz (1960) and Smith, Bruner and White (1956), the functional approach seeks to understand the psychological and social needs, and goals, plans and motives that individuals are attempting to satisfy through their beliefs and behaviours. Moreover, this approach shows that similar beliefs or similar behaviours may well serve different psychological functions for different people. In the case of volunteering, this means that people engage in volunteer work to achieve important psychological goals and that different individuals will be seeking to satisfy different motivations through volunteer activity (Clary, Snyder & Stukas, 1996).

Clary *et al.* (1992) originally developed a functional model called the Volunteer Functions Inventory (VFI) to examine the six psychological and social functions served by involvement in volunteer work (Values, Understanding, Enhancement, Career, Social and Protective). These psychological and social functions relate to other material reviewed for purpose of this study. For example, some people may feel the need to satisfy a Values function, whereby they volunteer in order to express and act on values important to themselves (for example in humanitarian values or altruistic concerns). Other people view volunteer work as an opportunity to increase their knowledge and

develop and practice skills, thus serving an Understanding function. For others, volunteer work enables the individual to engage in psychological development and enhance his or her esteem, thereby satisfying the enhancement function. In the case of the Career function, some people engage in volunteer work to gain experiences and knowledge that will benefit their careers. For still others, volunteering helps individuals to integrate into social groups that are important to them, thus satisfying a Social function. Finally, some people attempt to satisfy a Protective function and engage in volunteer work to cope with inner anxieties and conflicts, thus affording some protection for themselves (e.g. to relieve feelings of guilt or to reduce feelings of inferiority).

By utilising the VFI, Clary *et al.* (1998) have found considerable support for the use of the functional approach as a predictive model within the volunteerism domain (Okun, Barr & Herzog, 1998, Greenslade & White 2005). For example, the VFI was found to be informative about the motivations themselves and their importance to respondents. Most typically respondents reported that values, understanding and enhancement are the most important functions, and that career, social and protective are the less important functions. However, it must be noted that this varies among groups and the functions clearly point to the multi-motivational nature of volunteering.

2.5.1 MOTIVATIONAL DRIVERS

Volunteers report a range of pragmatic and altruistic reasons for starting out in volunteering activities. In the UK, just over half of all current formal volunteers (53%) report that they got involved because they wanted to improve things or help people. For two-fifths (41%) it was because the cause was important to them that they got involved, while having spare time on their hands was a motivating factor for two-fifths (41%). Social aspects of volunteering were also important, with 30% getting involved to meet

new people or to make new friends. Wanting to give something back was the least common motivator (1%) (Low *et al*., 2007).

Although there is a perceived lack of research literature on motivations of sports coaches in the UK context (Lyle *et al.,* 1997), research on motivations of sports coaches can be drawn from elsewhere in the world. For example, Bratton (1978) surveyed 397 school and community sports coaches in North America and found their motives to be somewhat child-centred. Some responses to questions around motives were; *'I love the sport'*, *'to help develop the character of youngsters'* and *'a challenge to help others improve'* (cited in Lyle *et al.,* 1997, p.9). Recent New Zealand research suggests similar motivational drivers for New Zealanders. SPARC (2006) found the key motivational drivers to be; giving something back to the sport or club (28%), a family member starting to play the sport (27%), and love of the sport (21%).

UK data collated as part of a four-country comparative survey of training for coaches (Tamura *et al.,* 1993) found when asked to identify three reasons for coaching, 65-85% said 'enjoyment', 50-60% 'to continue involvement in sport' and 50-60% 'pride, achievement and fame' (cited in Lyle *et al.,* 1997, p.8). A further study commissioned by the English Sports Council found motives for continuing to coach were 'helping others improve' (36%), 'enjoyment' (29%), 'making a contribution to the sport' (19%) and a desire for 'achievement/success' (8%). High proportions of parents were found to be involved in coaching athletics, swimming and rugby union (Gratton *et al.,* 1996).

The headline findings from the ClubGolf Evaluation Report identified that volunteer coaches were motivated by a wish to encourage children and to give something back to golf, and their reward was to see children enjoying themselves and benefiting from the coaching. In addition, coaches wanted to coach children who were genuinely interested, keen to make progress, practised between sessions, behaved well, and were

potential members of the clubs where the coaches are members (MW Associates and TNS Travel and Tourism, 2008).

In contrast, Hoggart and Bishop (1986) describe sports volunteers as typical of a *"self help group organised around enthusiasms"* (p.3) and that they are far more likely to be motivated to volunteer for their own benefit, or for the benefit of family and friends. They go on to say that male volunteers want to drive matters more than female volunteers, who are more motivated by the social aspects of sports volunteering. Irrespective of gender, sports volunteers are more likely to offer help than wait to be asked and they are also more likely to volunteer so they can learn new skills, or gain coaching qualifications, rather than because they have time to spare (LIRC, 1996). In addition, Daly (1991) identified the notion of feeling obliged to volunteer as a common motive for some sports volunteers, and most prevalent among parents of junior sport participants. He also found that volunteers reported feeling obliged to 'repay' to others what sport has given to them as players and competitors.

2.6 Benefits of Volunteering

Volunteering can generate benefits for three sets of people: the individual volunteer, the organisation they are involved with and the wider community in which they operate.

2.6.1 Individual Benefits

People volunteer for an endless variety of reasons and receive a range of personal benefits. It can provide a real sense of personal fulfilment and achievement, the opportunity to make friends and to establish new contacts, and the reward of developing new skills (Low *et al.,* 2007). Volunteering can help provide a route into employment,

education or training, and is particularly beneficial in developing softer skills, such as communication and teamwork. It can help those experiencing difficulties in their lives such as addiction, homelessness and mental health problems, to get back on their feet and become fully integrated into communities (Scottish Executive, 2004). Additional benefits of volunteering in relation to older people are that it can improve physical health and mental well-being, provide a means to keep active and contribute to communities (Herzog, Franks, Markus & Holmberg, 1998, Thoits & Hewitt, 2001).

Although statistics show a decrease in levels of young volunteers, research carried out across the UK indicates that young people see volunteering as a worthy activity; a way of helping out, gaining skills and experience while being a good citizen (Gaskin, 2004). In fact young volunteers rated gaining and valuing new skills and qualifications much more highly than any other age groups (Davis Smith, 1998, Gaskin, 2004). In a survey conducted in 2009 by Youth Link Scotland, volunteering was identified as one of the most important things that make someone a good citizen by 28% of school pupils. This compares to 21% in 2003 and 13% in 2007, suggesting that volunteering has become more important for this age group. The majority of both school pupils and 17-25 year olds also believed that volunteering was important for gaining skills and identified gaining 'soft' core skills, such as working with others and communication would help them become more employable (Hirst, 2001).

2.6.2 Organisational Benefits

As previously stated, volunteers bring a range of benefits to sports clubs and NGBs; their individual skills, knowledge and experience, along with enthusiasm, commitment and vision all helps to create a positive culture in sport (Allison, 2001). **sport**scotland, the National Agency for Sport recognises the development of *'people'* as a core area of focus for the organisation between 2011-2015, and performance in this

area will be measured by the growth of sustainable levels of competent and skilled coaches, officials, administrators and specialists (paid and voluntary) that meets and encourages the demand for sport in Scotland (**sport**scotland, 2011).

Focussing solely on the economic value of deploying volunteers as ClubGolf coaches, MW Associates and TNS Travel and Tourism (2008, p.59) calculated that in 2007, *"ClubGolf's 945 volunteer coaches spent about 19,000 hours delivering training and, in many cases, there were ClubGolf volunteer organisers at golf clubs who spend a lot of time managing the whole process. If a total of 20,000 hours of annual voluntary input was valued at even a very basic £5 an hour, ClubGolf volunteer coaches make an input worth £100,000 a year – excluding any travel and other costs".*

2.6.3 SOCIETAL BENEFITS

Government has become increasingly involved in volunteering since the mid-1990s (Commission on the Future of Volunteering, 2008). One reason behind this may be because they recognise that many aspects of everyday life can benefit from the input of volunteers. For instance, the Morgan Inquiry found that young volunteers can contribute significantly to the success of organisations that work specifically with and for children and young people (Morgan Inquiry, 2008, cited in Hill *et al.*, 2009). The Commission on the Future of Volunteering (2008) has also championed the benefits of inter-generational volunteering as a key way of combating ageism and improving community cohesion. VDS (2007) also suggests that volunteers can play a key role in helping to support growth in economy, deliver excellence in public service and support strong communities. For instance, in 2006, formal volunteering contributed to the equivalent of £1.8 billion to the Scottish economy. This equates to 3.8 million 35 hour weeks and represents over 79,000 full time employed jobs (VDS, 2007).

2.7 Issues and Barriers in Volunteering

Most of the research and findings in this study are targeted towards understanding why people engage in volunteering. In order to find this out, it may also be helpful to examine reasons why some people do not participate and others become dissatisfied with the volunteering experience altogether.

2.7.1 Dissatisfaction and Disengagement

There are several recognised barriers that prevent people from volunteering. Low *et al.* (1997) and Davis Smith (1998) have found that many people would like to become more actively involved in volunteering but cite lack of time, not knowing any other volunteers and not having the necessary skills and experience as the main deterrents. Verba, Scholzman & Brady (1995) also reported a lack of capacity, motivation, and simply not being asked as the main deterrents.

For those who do volunteer or have done so in the past, poor organisation is seen as by far the most perceived disadvantage of volunteering (Davis Smith, 1998). Similarly, the National Survey of Volunteering (1997) acknowledges that, whilst organisational practice has improved, there is still considerable dissatisfaction with the way voluntary work is managed. Other main drawbacks experienced were boredom and not being able to cope with volunteer tasks, lack of advice and support, time constraints, lack of appreciation and being out-of-pocket (Davis Smith, 1998).

Lyle *et al.* (1997) identified the main factors affecting dissatisfaction and disengagement from coaching were related to external considerations; pressure of work, development of other interests, family commitments and job changes, and that coaching as a part-time, primarily voluntary activity will be subject to pressure from other more central life interests. There were also a number of coaching-related factors, although in the non-career coach context those were far less important: conflicting goals,

dissatisfaction with the commitment of athletes, boredom and staleness, and lack of help from administrators. Outwith the UK, over half of sports volunteers in New Zealand reported that most people do not recognise the value of the volunteer's time. Some volunteers also felt that parents and other people who come to watch sport can be quite abusive of coaches and referees. Over one third of all volunteers considered quitting their main role in the last twelve months. Most frequently their reasons included time and work commitments, personality clashes and club politics, and feeling that it is time to move on (SPARC, 2006). The Survey of Sports Clubs (2011) found that recruiting and retaining coaches and volunteers was a major concern for sports clubs. Reasons cited for this ranged from increased costs of training coaches, carrying out CRB checks and lack of help from others such as local councils and National Governing Bodies (NGBs) (Downer & Talbot, p.47)

Another aspect of volunteer dissatisfaction has been discussed in terms of the 'psychological contract' (Rouseau, 1989). A psychological contract refers to a particular agreement or contract that an individual believes is the basis of the terms, conditions and obligations of a reciprocal exchange between themselves and another party (Rouseau & Parks, 1993, Robinson & Rouseau, 1994). Psychological contracts are based on expectations and trust that these expectations will be met. When instances of compromise or violation of these expectations occur, it may result in the undermining of trust and consequently the relationship. Violation is often felt more extremely where the contract is volitional and relational, as in the case of volunteers, rather than transactional. Minor issues may be tolerated but major or ongoing issues can result in feelings of anger, betrayal, resentment, and psychological distress. These feelings translate into attitudes and actions which often result in lower contributions, such as performance, reduced satisfaction and commitment, and attendance (Rouseau, 1989).

Farmer & Fedor (1999) argue that the general psychological contract processes are present in volunteers and that it is important for volunteer managers to recognise this and to develop a truly supportive, two-way relationship. Their study shows the significance of the extent to which volunteers' early expectations were met in relation to volunteer attitude, participation and intention to withdraw. These early expectations included the extent to which volunteers felt valued, appreciated, that the organisation genuinely cared about their efforts and well-being and provided resources, training and support.

Although being a volunteer may contribute greatly to a person's sense of self worth, volunteers have to juggle the demands of their extra role, in addition to being an employee and family member, within finite time constraints. This requires good time management skills and increases the opportunity for inter-role conflict, where it is often the volunteer role that suffers. Consequently, volunteers may psychologically and physically withdraw and choose to limit their involvement or stop volunteering altogether (Pearce, 1993, Farmer & Fedor, 2001). While Unger (1991) found that dedicated volunteers often seem to 'find the time' regardless, Pearce (1993) recognises this as a well-known problem of volunteer management.

Wardell *et al's* (2000) study also showed that although some volunteers were dissatisfied, they did not consider this sufficient reason to leave principally because of their commitment to the organisation, the other volunteers or the recipients of their service. They acknowledged, however, that this would not always be the case and that volunteers are not prepared to continue indefinitely if they are not happy or satisfied. The literature on dissatisfaction and disengagement suggests that people stop volunteering for a variety of reasons, and studies have shown these to include personal (family, personal, relocation); over-commitment (time constraints, competing demands,

increasing requirements by the voluntary organisation) and disenchantment (continued relevance, not achieving expectations) (Thomas & Finch, 1990, Davis Smith, 1998).

2.7.2 Overcoming the Barriers

In an attempt to address dissatisfaction and disengagement, Lyle *et al.* (1997) recommend a bilateral approach. Firstly, organisations and clubs need to recognise that coaching has a life-cycle and that therefore there are changing expectations about an individual's involvement (i.e., not necessarily continuous). Secondly there is a need to provide services such as grants for education, local coach education opportunities, social networks, incentive opportunities with senior coaches and technical update opportunities to ease the transition back into coaching. These recommendations are echoed by Davis Smith (1998) who suggests that there are a number of ways in which people can be encouraged to volunteer which can be applied to all types of volunteering: being asked; help to get started; family and friends' involvement and support; opportunity for skills and qualification improvement; and being able to engage in volunteering from home or close to home. The Survey of Sports Clubs (2011) found that 48% of sports clubs in the UK highlight the development of technical skills such as coaching and training for volunteers as a major opportunity over the coming two years (Downer and Talbot, p. 45).

As part of the ClubGolf Evaluation Report (MW Associates and TNS Travel and Tourism, 2008), volunteer coaches were asked to suggest ideas on how others could be encouraged to get involved and to provide ideas for reducing dissatisfaction and potential drop out. Ideas for attracting new coaches included allowing prospective coaches to attend taster sessions, and publicising ClubGolf coaching opportunities through newsletters and websites. Many of the current coaches indicated that they intended to teach the following year anyway, but suggestions given to encourage them were to run refresher courses for coaches, provide updates on ClubGolf progress through newsletters,

and give coaches the opportunity to meet and share best practice or discuss issues. Further comments for encouraging coaches to get involved and continue teaching included providing incentives, reducing the cost of training, removing the cost of licencing and less of or help with administration work.

2.8 SUMMARY

This chapter provided an in-depth review of literature on the areas of volunteering and motivation. It first of all highlighted volunteering as a diverse and complex subject, that was difficult to define, and further complicated when the views of the volunteers themselves were different depending on what they did and how often they did it (Allison, 2001, Shibli *et al.*, 1999). Secondly, it provided an understanding of the role of motivation in relation to volunteering, and in particular sports coaching. Although the research found that volunteers are integral to the development of sport and sports coaching, it is apparent that there is limited research available on motivations of volunteer sports coaches, particularly within the UK context. However, previous studies reinforced the notion that sport and sports coaching are extremely popular volunteering activities and that people from all walks of life tend to get involved for a variety of different reasons. Thirdly, by understanding motivation in relation to volunteering, it is clear that motives are directly linked to volunteer behaviour.

The review of literature has increased knowledge and understanding on motivation in relation to volunteer sports coaches, and provided new information specifically on the motives of ClubGolf volunteer coaches. However, it has not addressed the more pertinent issues regarding understanding who CSL's volunteers are (nature), or why they volunteer as a ClubGolf coach (motives). In order to achieve these objectives, a quantitative study was undertaken involving the use of a large scale multi-part survey which includes Clary *et al's* (1992) Volunteer Functions Inventory. This

method provided a statistical description of who CSL's volunteer coaches are, and investigated the relationships among variables to identify potential differences in motives. In addition, a deeper understanding of motives and experiences was sought by a qualitative study involving in-depth focus group interviews. This method aimed to further understand the meaning of the volunteering experience in relation to the motives of ClubGolf volunteer coaches.

CHAPTER 3

METHODOLOGIES AND METHODS

3.1 INTRODUCTION

Every science has its own ontology, epistemology and consequently its own methodologies. The beginning of this chapter seeks to explain the relationships between these concepts, before describing the methodologies and methods employed for the purposes of this study.

3.1.1 UNDERSTANDING ONTOLOGY AND EPISTEMOLOGY

Ontology defines the fundamental categories of reality i.e. the study of what there is in the world (objects, properties, relations etc). In order to understand this reality, ontology is concerned with what we know or think we know (truth) but also asks us to consider how we know what we think we know (epistemology). A central question in epistemology is: what must be added to true beliefs to convert them into knowledge. For example, in golfing terms, we think we know that a golf ball is made perfectly round, but how do we know that this is true? We need to back up what we think is true with knowledge that supports our belief i.e. we know that the appearance of a golf ball is round like a tennis ball or a football and we also know that for it to balance on a tee or travel in a straight line it needs to be perfectly round. Fundamentally, understanding the relationships between these concepts helps the researcher to decide the methodologies best suited to the needs of the research questions.

3.2 METHODOLOGY

The purpose of this study was to examine two fundamental questions 1) who volunteers as a ClubGolf coach (nature), and 2) why do they volunteer their time,

knowledge and expertise (motives). By answering these pertinent questions, it is hoped that this research will contribute to an increased knowledge and understanding on motivation in relation to volunteer sports coaches, in addition to providing new information specifically on the motives of ClubGolf volunteer coaches. In order to answer these research questions, there were three main objectives which were to 1) provide an understanding of the concepts of volunteering and motivation in relation to sports coaching and more specifically to ClubGolf volunteer golf coaches. 2) undertake a large-scale survey underpinned by Clary *et al*'s (1992) Volunteer Functions Inventory (VFI) to identify key themes relating to motivation and satisfaction, and their level of importance to respondents. 3) conduct focus group interviews with a cross section of Scotland's golfing community (volunteer coaches and non volunteers) to provide an understanding of people's experiences and motives around volunteering. The nature of this research therefore merited both a quantitative and qualitative approach to the gathering of robust data and the interpretation of knowledge.

3.3 QUANTITATIVE METHODS

In the social sciences quantitative research methods are normally about hypothesis testing and the systematic empirical investigation of quantitative properties and how they may relate to one another (Hammersly, 1996, Hayes, 1997). Fundamentally, the issues of reliability and validity lie at the heart of quantitative research analysis. When considering issues of reliability, the researcher is primarily concerned with whether measures used are consistent and trustworthy (Connolly, 2007, p.20).

This study required the development and implementation of an audit tool to establish who volunteers (demographic data, the nature of commitment (hours given, length of involvement other volunteering) and why (motivations). It also required the

researcher to identify potential differences in the volunteering experience according to length of involvement. It was for these reasons that a large scale multi-part survey incorporating Clary *et al*'s (1992) VFI was developed as an appropriate audit tool.

Despite recent advances in research on volunteer motivations, there is still considerable debate about the underlying structure of volunteer motivations. However, a review of literature showed support for the use of the VFI as a predictive model within the volunteerism domain (Clary & Snyder, 1998, Greenslade & White 2005). According to Okun, Barr & Herzog (1998), the VFI was found to possess a high degree of internal consistency i.e. the items of each scale relate to one another and it was found superior to models that posited either single motivational dimension or a two factor solution. Clary *et al.,* have identified six personal functions served by volunteering to form the VFI framework. This functional approach incorporates both perceived social benefits and perceived norms of others. The items of the VFI have been derived from conceptualisations of the six psychological and social functions served by involvement in volunteer work (Values, Understanding, Enhancement, Career, Social and Protective).

The development of the VFI has been informed by previous research on volunteerism, which has used both quantitative and qualitative means for identifying motivations and can be applied to currently active volunteers, previous volunteers and even non-volunteers. For example, the interaction between motivation and the satisfaction provided by volunteering could predict a volunteer's continued involvement. Additionally, the VFI was found to be informative about the motivations themselves and their importance to respondents. Most typically respondents reported that values, understanding and enhancement were the most important functions, and that career, social and protective were the less important functions. However, it must be noted that this varies among groups and the functions clearly point to the multi-motivational nature of volunteering.

3.3.1 PURPOSE

The purpose of the quantitative research was to extend current knowledge about the association between motivation and volunteer coaches involved in the ClubGolf programme by 1) developing and implementing an audit tool that identified who volunteered (demographic data), the nature of commitment (hours given, length of involvement, other volunteering) and why (motivations), and 2) identifying potential differences in the volunteering experience according to length of involvement.

3.3.2 PARTICIPANTS

Nine hundred and forty five volunteer coaches who were registered on CSLs databases at the time of the study were surveyed. A response was received from two hundred and thirteen participants (67% male and 33% female). The key characteristics of the sample were the same as the wider population i.e. all coaches were volunteers, aged eighteen years and over, held a PGA Level 1 coaching qualification and were actively coaching in the ClubGolf programme within a golf club or facility in Scotland. However, it should be noted at this stage, that because the sample was relatively small, the findings cannot be inferred to the wider population. This means that the findings will not be representative of the entire population of CSL's volunteer coaches, only the sample participating in the study.

3.3.3 PROCEDURE

In order to find out whether the survey was appropriate for the study, the researcher carried out a pilot study. Five volunteers were asked to undertake a mock survey and report back to the researcher on key areas such as clarity of instructions on how to complete the survey, understanding and interpretation of survey questions and time it took to complete. This pilot was useful as it helped the researcher to refine the

survey design. It also familiarised the researcher with some of the practical aspects of planning and conducting the survey i.e. ensuring the purpose of the survey and instructions on how to complete it were concise.

Following the pilot, a pack containing the large scale multi-part survey, cover letter, participant 'opt-out' form and information sheet was posted to every volunteer co-ordinator at two hundred clubs or facilities delivering ClubGolf programmes throughout Scotland. Volunteer co-ordinators were asked to distribute the information to their volunteer coaches (appendix 1). A return date for surveys was set at twelve weeks after the mailing of the information was completed. Potential participants were also directed to the ClubGolf website where they could complete the survey online.

The survey took on average ten minutes to complete and a stamped addressed envelope was included to encourage a return. Issues relating to confidentiality, anonymity, risks to the participants and any ethical considerations were outlined in the participant information sheet. Volunteers were also entitled to contact the researcher or her supervisor should they have any questions relating to the study. Ethical approval was obtained from the Faculty of Humanities and Social Sciences Ethics Committee, University of Strathclyde. All information gathered was totally confidential and the participants were made aware of the people and organisations that would have access to the findings.

3.3.4 INSTRUMENT

The study involved the use of a large scale multi-part survey to establish descriptive data on the characteristics of the participants i.e. demographic data, the nature of commitment and motives in order to find out who volunteers. The first part of the survey (referred to as study 1 part 1) used closed questions to gather demographic data and the nature of commitment i.e. hours given, length of involvement, other volunteering

(appendix 1). The second part of the survey (referred to as study 1 part 2) involved the use of the VFI to establish volunteer motives. The VFI is a 30 item questionnaire that measures six dimensions of self enhancement, career development, concerns for others, understanding and learning, social interaction and values. Scores can range between 1 and 7, with a score of 1 meaning "Not at all important" and a score of 7 denoting "Extremely important". Development of the VFI has been informed by previous research on volunteerism, which has used both quantitative and qualitative means for identifying motivations and can be applied to currently active volunteers, previous volunteers and non volunteers (Clary *et al.,* 1998). Research has found that the individual scales of the VFI possess a high degree of internal consistency i.e. the items of each scale relate to one another and it was found superior to models that posited either single motivational dimension or a two factor solution (Okun, Barr & Herzog, 1998, Greenslade & White 2005).

3.3.5 DATA HANDLING AND ANALYSIS

A systematic scheme for data acquisition, recording and coding was developed. The raw data gathered from the large scale multi-part survey was first of all inputted manually into an excel spreadsheet. A coding system was then devised to convert the information from each participant into a format suitable for SPSS. Each question or item in the multi-part survey was given a unique variable name and each response was assigned a numerical number i.e. 1 = female and 2 = male. Before commencing data analysis, the data set was checked for errors, of which there were none.

The first phase of data analysis (study 1 part 1) involved providing a descriptive picture of the participants. These statistics describe the key characteristics of the participants and identified any major themes which could be further explored by asking specific research questions. The second phase of data analysis (study 1 part 2) involved

using various statistical techniques to answer the identified research questions. The two techniques used for this analysis of data were an independent sample t-test and a one-way analysis of variance (ANOVA). The independent sample t-test was found to be an appropriate technique for this study because it is commonly used to evaluate not only the extent to which groups are different, but also how they are different (Vincent, 1995, Romano, Kromrey, Coraggio, Skowronek & Devine, 2006, Connolly, P. 2007). Although this parametric technique relies on certain assumptions being met, Vincent (1995) goes on to argues that the t-test is robust and it produces reasonably reliable results even if the assumptions are not totally met. An ANOVA involves one independent variable (referred to as a factor) which has a number of different levels (Thomas, Nelson & Silverman, 2005). For example, in this study, one of the ANOVA tests performed determined whether there was a difference in scores for different age groups (factors) within each of the volunteer functions (levels). Post-hoc comparisons were also conducted to find out which groups were significantly different from one another. Whilst ordinal data does not typically meet criteria for parametric testing, a number of researchers i.e. Clary et *al.*, 1993 and Houle, Sagarin & Kaplin, 2005 have gained support for the use of this technique specifically when using the VFI to measure a functional approach to volunteering. As a result of the similarities identified with Clary et *al's* (1993) study, the researcher has chosen to use the same methodology for the purposes of this study. The results of both phases of data analysis (study 1 parts 1 and 2) will be presented and discussed further in chapters 4 and 5.

3.4 QUALITATIVE METHODS

Qualitative research methods offer a detailed understanding of an individual's experience. They allow the researcher to identify the meaning in people's lived experiences which is not always achievable through the use of numbers or quantitative

research methods. Qualitative research has many definitions but is primarily the process of understanding the meaning of an experience to an individual in a specific setting, and how their perceptions of a situation combine to form a detailed picture. The researcher's employment at the time as a ClubGolf Regional Development Manager has benefited this study as she has first hand understanding of the environment and the participants involved. Qualitative research in this study can therefore offer an additional method where the researcher can use her experience to suit the focus of the study. This supports Krane, Anderson & Strean's view that, *"it is unrealistic to expect a researcher to begin a study without the requisite knowledge to understand the phenomena under consideration"* (1997, p.216).

The grounded theory approach has been adopted as the main method of data analysis for this part of the study because an important aspect of this research was to understand and highlight the participant's thoughts and feelings of a particular phenomenon (Strauss & Corbin, 1990). Qualitative interviewing in the form of semi structured focus groups was used for this part of the study. Semi-structured interviews combine open and closed questions enabling the researcher to find out the thoughts and feelings of the participants and to identify common threads/themes that may have led to those feelings based on grounded theory. This method facilitated open ended in-depth explorations of a topic about which the participant had substantial experience, and from which the researcher can explore the participant's thoughts and feelings. Charmaz (2000) (cited in Denzin & Lincoln, 2011) states that this type of interviewing fits in with grounded theory methods particularly well because it is an emergent and flexible technique where ideas and issues emerge which the interviewer can explore. Qualitative interviewing uses three kinds of questions: main questions that introduce the topic and guide the conversation, probing questions to clarify answers or request further information, and follow up questions that pursue implications of answers to main

questions. Interviews are commonly used in qualitative research as the purpose is to gain as much information from the participant as possible. Furthermore, focus group interviewing can be an efficient technique because information is gathered about several people at the same time. This technique may also help to check and challenge the participants and serve as a quality control technique (Thomas *et al.*, 2005).

For this type of research, pre-interview planning is paramount for being able to react appropriately to the information that emerges as the interview proceeds. Without a carefully considered structure to the interview process, there is an increased risk of the researcher distorting the information they receive from the participant. Kahn & Cannell (1957) cited in Marshall & Rossman, (2006, p.101) described interviewing as *"a conversation with a purpose"* First and foremost, the researcher needs to be clear about what they want to achieve from the discussion.

3.4.1 PURPOSE

The purpose of the second part of this investigation was to explore in greater depth basic psychological needs in relation to volunteering experience, and to provide more in-depth qualitative data to help explore in greater detail the key themes that emerged from the results of the first part of this investigation. The main objective for the second part of this investigation was to engage particular groups of volunteers in discussions centred around motivation relating to volunteering in the ClubGolf programme. To achieve, this, the researcher decided that conducting semi-structured focus group interviews with a cross section of Scotland's golfing community (volunteer coaches and non volunteers) would be the most effective method to provide a broad understanding of people's experiences and motives around volunteering.

3.4.2 PARTICIPANTS

The selection of participants in qualitative research involved consideration of who to observe, where to observe, when to observer and what to observe (Burgess, 1982, cited in Thomas *et al.,* 2005). In essence, the participants in this study were selected because they had certain characteristics. A total of forty eight participants (12 groups each with 4 participants) from golf clubs throughout Scotland were invited to take part in focus group interviews. Groups of participants comprised of four volunteers each with the same distinct characteristics: new volunteers who had been coaching for 6 months or less, existing volunteers who had been coaching for more than 6 months, non-active volunteers who had stopped coaching altogether and non volunteers, those who had never coached. Each group consisted of the same characteristics i.e. four volunteers we . An additional layer of geographical area was included to reflect the views of individuals deemed to be in remote, rural-accessible and suburban-urban locations.

Initial contact with the potential participants was made by CSL's Regional Development Managers (RDMs) across six geographical regions spanning Scotland. It was felt that this was a more personal approach which would perhaps encourage volunteers to take part in the study, and that the data collected would take into account the views of volunteer coaches from varying geographical backgrounds. RDMs were briefed during a team meeting and provided with a cover letter and an information sheet detailing the format of the study and the expectations of the participants and the researcher. RDMs were asked to use their existing knowledge of the volunteer coaches in their region to select participants for each focus group and co-ordinate a suitable venue and time which caused the least inconvenience to the participants.

3.4.3 PROCEDURE

In order to find out whether the research structure was appropriate for the study, the researcher carried out a pilot interview. This involved a mock focus group interview situation with a small group of volunteers. This practice-run proved invaluable as it helped the researcher to gain an insight into how the real interviews might unfold. It also familiarised the researcher with some of the practical aspects of planning and conducting the focus group interview. As a result of this process, the researcher became more aware of some of the unanticipated issues that could arise during the interviewing process. For example a clear interview schedule with some room for flexibility is essential to keep participants on task and discussion relevant. It was also difficult to predict how long an interview would last as some people needed longer than others to answer certain questions. The researcher found that active listening was the most important aspect of interviewing in order to gather a full and honest account of information.

3.4.4 INSTRUMENT

The interview schedule was developed in collaboration with CSL staff using previous knowledge of research findings in the area of motivation and the investigator's experience of working with the volunteer coaches involved in the ClubGolf programme (appendix 2). It also allowed for some variations in questions for each focus group depending on the participant's length of involvement in coaching. The interview schedule was split into five areas of questioning (awareness, motivation, expectation, experience and feedback) starting with relatively un-demanding questions designed to put the participants at ease and assist the interviewer to set the tone of the discussion. As the interview schedule progressed, more detailed and specific questions were asked to probe deeper where necessary. Ethical approval was obtained from the Faculty of Humanities and Social Sciences Ethics Committee, University of Strathclyde.

Focus group interviews were carried out over a six week period at the golf club or facility where participants either coached or were members. All participants completed a consent form prior to the start of the interview and issues relating to confidentiality, anonymity, risks to the participants and any other ethical considerations were discussed at this point. The participants were given the opportunity at the end of the interview to expand on any issues that they had already discussed or to add any information they thought was relevant to the study. At times this was enlightening and often provided the researcher with valuable information over and above the confines of the interview schedule. All information gathered was confidential and the participants were made aware of the people and organisations that would have access to the findings.

3.4.5 DATA HANDLING AND ANALYSIS

Data collection primarily involved the use of audio taping using two devices simultaneously. In addition, the researcher took notes at the time of the focus group interviews and wrote up more in-depth notes immediately after the event to help begin the process of analysis. The analytical categories were defined by the four participant groups: new volunteers (6 months or less), existing volunteers (more than 6 months), non-active volunteers (stopped) and non-volunteers (never) and the five areas of questioning (awareness, motivation, expectation, experience and feedback). Categorising the data in this way enabled the researcher to transcribe verbatim and store and organise data into the NVIVO software package. Analysis of the data involved examining the information and identifying the key findings within the categories. This data was then extracted from NVIVO and collated in word documents corresponding with the analytical categories.

3.5 SUMMARY

This study required both a quantitative and qualitative approach to the gathering of robust data and the interpretation of knowledge. Firstly, the quantitative element of this study required the collection of statistical data to describe data, determine relationships among variables and to test differences among groups, in order to answer the fundamental research questions which were 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching, and 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers. Secondly, the qualitative element aimed to understand the meaning of the volunteering experience in relation to motivation to participants within the ClubGolf programme. The key findings, limitations and analysis of this data will now be presented in chapter 4 and discussed in detail in chapter 5.

CHAPTER 4

FINDINGS

4.1 INTRODUCTION

This chapter will first of all describe the purpose, the participants, and some of the strengths and limitations to the approaches used for the quantitative study and the qualitative study. The findings from the large scale multi-part survey and the focus group interviews will then be presented and will be referred to as study 1 and study 2 respectively. The main aim of study 1 was to find out 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching, and 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers. This was achieved by developing and administering a large scale multi-part survey which served two purposes 1) to identify the key characteristics of the participants (study 1 part 1), and 2) to use Clary *et al*'s (1992) VFI to identify key themes relating to motivation and satisfaction and their level of importance to respondents (study 1 part 2). The main aim of study 2 was to provide a greater understanding of people's experiences and motives around volunteering. This was achieved by conducting semi-structured focus group interviews with a cross section of Scotland's golfing community (new, existing, non active and non volunteer coaches).

By providing enhanced research in this area, it is hoped that CSL will have a greater understanding of their volunteer coaches, and subsequently be in a better position to plan for, engage with, support and recognise their volunteer coach workforce. It is also well documented that increased knowledge and understanding on motivation in relation to volunteer sports coaches in the UK is vital for policy makers and organisations working with the voluntary sector. For example, although volunteers are regarded as

essential to the development and sustainability of sport, both the SSC (1995) and Lyle *et al.* (1997) report that there is a considerable lack of research literature on motivations of sports coaches in the UK and Scottish context. The SSC also state that the provision of coaching relies substantially on the commitment and expertise of a voluntary workforce. They go on to say that *"both the time invested and the high standards maintained by these volunteer coaches are of exceptional importance for sport in Scotland. In order to maintain and increase this valuable contribution, a clear understanding of the factors influencing the motivations of coaches in undertaking this work is needed"* (SSC, 1995 cited in Lyle *et al.*, 1997, p.3).

4.2 PARTICIPANTS

Two hundred and thirteen (23%) out of a possible nine hundred and forty five participants took part in study 1 by completing and returning the large scale multi-part survey. Although the response rate for the survey was quite small, it should be noted that the key characteristics of the sample were the exactly the same as the larger group i.e. all coaches were volunteers, aged eighteen years and over, held a PGA Level 1 coaching qualification and were actively coaching in the ClubGolf programme within a golf club or facility in Scotland. However, it should also be noted at this stage that the high non response rate may affect results, for example, findings cannot be representative of the entire population of CSL's volunteer coaches, only the sample participating in the study.

4.3 FINDINGS FROM STUDY 1 - PART 1

The preliminary analysis involved inspecting the data file and exploring the nature of the variables. These descriptive statistics identified the key characteristics or nature of the participants and helped to answer the first research question (who volunteers as a ClubGolf coach). The results showed that CSL's volunteer coach

workforce were predominantly male, and fell largely within two age groups (25-39 and 60+). Most volunteers were married and had two or more children, the majority of whom were over 18 years old. They were educated to diploma or degree level and in full time employment. Volunteers typically became involved because they were asked and had been coaching on average for 1-2 years. Their level of involvement was around 16-29 weeks per year and for 1-2 hours per week. The findings from study 1 part 1 are shown in Table 1.

Table 1. Key characteristics and nature of ClubGolf volunteer coaches

Characteristics		% of Participants
Gender	Female	33%
	Male	67%
Age	18-24	16%
	25-39	32%
	40-59	21%
	60+	31%
Education	None after school	30%
	College Diploma	35%
	Bachelors	24%
	Masters	10%
	Doctorate	1.%
Employment	Full time permanent	54%
	Part time permanent	13%
	Part time temporary	1%
	Retired	32%
Home life	Live with partner	79%
	Live with parents/family	10%
	Live on own	10%
	Rent with others	1%
Relationship	Married	78%
	Long term partner (>2 yrs)	8%
	Partner (0-2yrs)	1%
	Dating	3%
	Not dating	10%
Number of children	None	23%
	One	9%
	Two	47%
	Three	19%
	Four	2%
	Five	1%
Age of dependent children	0-11	39%
	12-18	17%
	18 +	44%
Routes into coaching	Personally asked	53%
	Replied to advert	18%
	Initiated contact with club	20%
	Other	9%
Number of months involved	0-6	8%
	7-12	32%
	13-24	29%
	25-36	16%
	37+	15%
Number of weeks coaching per year	1-15	41%
	16-29	50%
	30+	9%
Number of hours coaching per week	1-2	74%
	3-4	19%
	5+	7%

4.5 FINDINGS FROM STUDY 1 - PART 2

The second phase of data analysis involved using various statistical techniques to implement the Volunteer Functions Inventory (VFI). The findings from the VFI helped to answer the second research question which aimed to find out if there was a difference in motives to volunteer based on key variables such as gender, age, employment status, recruitment methods and length of involvement. The findings showed that there was no difference between gender or length of involvement in weeks per year in the volunteer functions. On the other hand, findings showed that there were very small or small differences between age, employment status, recruitment methods and length of involvement in months per year and hours per week in the volunteer functions. The findings from study 1 part 2 are explained and illustrated in tables 2 through to 14.

4.5.1 Are there any differences between gender in the volunteer functions?

To determine if there were differences between gender in the six volunteer functions an independent-samples t-test was conducted to compare the volunteer functions scores for males and females. There was no significant difference in scores for males and females. The results are shown in Table 2.

Table 2. Volunteer functions and gender differences

	Gender	Mean	Standard Deviation	Significance Level from T-Test
Enhancement	Females	3.3265	1.56259	
	Males	3.3000	1.24323	0.903
Understanding	Females	4.4686	1.46570	
	Males	4.5155	1.18341	0.803
Social	Females	3.0986	1.21931	
	Males	3.1574	1.24130	0.743
Career	Females	2.1239	1.48261	
	Males	2.1944	1.45100	0.741
Values	Females	4.8824	1.17206	
	Males	5.0993	.91681	0.141
Protective	Females	2.5183	1.34401	
	Males	2.3194	1.16725	0.267

4.5.2 Are there any differences between age groups in the volunteer functions?

To determine if there were differences between age groups in the six volunteer functions, a one-way between-groups analysis of variance was conducted. Participants were divided into four different groups according to their age. There was a statistically significant difference at the $p < .05$ level in VFI scores between the age groups: $F (3, 209) = 10.865$, $p < 0.001$. The results are shown in Table 3.

When the results from the dependent variables were considered separately, the only difference to reach statistical significance, using a Bonferonni adjusted alpha level of $0.05/4 = 0.0125$ was the Career function. Volunteers aged between 18-24 year olds were found to place more importance on the career function as a motive compared to the other three age groups. The actual difference in mean scores between the groups would be considered as a small effect Cohen, 1988 (cited in Pallant, 2010; p.210). The results are shown in Table 4.

Table 3. Volunteer functions and age group differences

	Age	Mean	Standard Deviation	Significance
Enhancement	18-24	3.2743	1.22969	
	25-39	3.3940	1.40726	
	40-59	3.2714	1.44951	
	60+	3.2625	1.23408	0.942
Understanding	18-24	4.5257	1.29713	
	25-39	4.6551	1.23901	
	40-59	4.1955	1.50193	
	60+	4.5281	1.13662	0.316
Social	18-24	3.1086	1.31359	
	25-39	3.2645	1.08747	
	40-59	2.9568	1.37357	
	60+	3.1415	1.24183	0.640
***Career**	***18-24**	***3.2643**	***1.60347**	
	***25-39**	***2.1935**	***1.45622**	
	***40-59**	***2.0500**	***1.31971**	
	***60+**	***1.6400**	***1.14302**	***0.001**
Values	18-24	4.9657	.93492	
	25-39	5.0000	1.06605	
	40-59	4.9477	1.14937	
	60+	5.1423	.89945	0.734
Protective	18-24	2.4914	1.08827	
	25-39	2.3493	1.12924	
	40-59	2.4784	1.36528	
	60+	2.3046	1.32293	0.839

Table 4. Career function and differences between 18-24 year olds compared with 25-39, 40-59 and 60+ age groups

		Age	Mean Difference	Standard Error	Significance	95% Confidence Interval	
						Lower Bound	Upper Bound
Career	18-24	*25-39	*1.07081	*0.28352	*0.001	*.3156	*1.8260
		*40-59	*1.21429	*0.30944	*0.001	*.3901	*2.0385
		*60+	*1.62429	*0.28644	*0.001	*.8613	*2.3873

4.5.3 Are there any differences between employment status groups in the volunteer functions?

To determine if there were differences between employment status groups in the six volunteer functions, a one-way between-groups analysis of variance was conducted. Participants were divided into four groups according to employment status. There was a statistically significantly difference at the $p < .05$ level in scores for the Understanding function between the different groups: $F (3, 208) = 4.600$, $p = 0.004$ and for the Career function between the groups: $F (3, 209) = 11.048$, $p = <0.001$. The results are shown in Table 5.

When the results from the dependent variables were considered separately the only difference to reach statistical significance in the Understanding function, using a Bonferonni adjusted alpha level of $0.05 / 4 = 0.0125$ was P/T Permanent ($p <0.0125$). F/T Permanent was approaching significance ($p = 0.028$). Retired volunteers were found to place more importance on the Understanding function as a motive compared to those who were in either P/T permanent or F/T permanent employment. The actual difference in mean scores between the groups was small. The results are shown in Table 6. In the Career function the only difference to reach statistical significance, using a Bonferonni adjusted alpha level of $0.05/4 = 0.0125$ was F/T Permanent ($p <0.0125$) and P/T Permanent ($p <0.0125$). Retired volunteers were found to place less importance on the Career function as a motive compared to those who were in either P/T permanent or F/T permanent employment. The actual difference in mean scores between the groups was also small. The results are show in Table 7.

Table 5. Volunteer functions and employment status differences

	Employment	Mean	Standard Deviation	Significance
Enhancement	F/T Perm	3.4383	1.26544	
	P/T Perm	3.4880	1.63817	
	P/T Temp	4.2667	.61101	
	Retired	2.9662	1.35581	0.065
***Understanding**	***F/T Perm**	***4.6191**	***1.18794**	
	***P/T Perm**	***5.0143**	***1.18375**	
	***P/T Temp**	***4.6667**	***.80829**	
	***Retired**	***4.0667**	***1.38268**	***0.004**
Social	F/T Perm	3.3026	1.20885	
	P/T Perm	2.9054	1.12746	
	P/T Temp	2.8667	1.61658	
	Retired	2.9642	1.28201	0.210
***Career**	***F/T Perm**	***2.5065**	***1.48329**	
	***P/T Perm**	***2.6268**	***1.72114**	
	***P/T Temp**	***2.7333**	***2.66333**	
	***Retired**	***1.3791**	***.81882**	***0.001**
Values	F/T Perm	5.0735	.89424	
	P/T Perm	5.1018	1.44289	
	P/T Temp	5.2667	.11547	
	Retired	4.9052	1.01452	0.677
Protective	F/T Perm	2.4835	.11155	
	P/T Perm	2.6196	.22420	
	P/T Temp	3.2667	1.13920	
	Retired	2.0806	.15062	0.059

Table 6. Understanding function and differences between the retired group compared with F/T and P/T employed

		Employment Status	Mean Difference	Standard Error	Significance	95% Confidence Intervals	
						Lower Bound	Upper Bound
Under-standing	Retired	*F/T Perm	*-.55246	*.19282	*.028	*-1.066	*-.0388
		*P/T Perm	*-.94762	*.28161	*.005	*-1.6977	*-.1975
		P/T Temp	-.60000	.73710	1.000	-2.5634	1.3634

Table 7. Career function and differences between the retired group compared with F/T and P/T employed

		Employment Status	Mean Difference	Standard Error	Significance	95% Confidence Intervals	
						Lower Bound	Upper Bound
Career	Retired	*F/T Perm	*-1.12742	*.20974	*0.001	*-1.6861	*-.5687
		*P/T Perm	*-1.24768	*.30710	*0.001	*-2.0657	*-.4297
		P/T Temp	-1.35423	.80535	0.565	-3.4994	.7909

4.5.4 Are there any differences between groups of volunteers who had been recruited through various methods in the volunteer functions?

To determine if there were differences between groups of volunteers who had been recruited through various methods in the six volunteer functions, a one-way between-groups analysis of variance was conducted. Participants were divided into four groups according to how they were recruited. There was a statistically significantly difference at the $p < .05$ level in scores between the groups: $F(3, 209) = 2.619$, $p = 0.05$. The results are shown in Table 8.

When the results from the dependent variables were considered separately, the only difference to almost statistical significance, using a Bonferonni adjusted alpha level of $0.05/4 = 0.0125$ was the Career function. Volunteers who were personally asked were found to place less importance on Career function as a motive compared to those who replied to an advert. The actual difference in mean scores between the groups was considered as a medium effect. The results are shown in Table 9.

Table 8. Volunteering functions and methods of recruitment differences

	Recruitment Method	Mean	Standard Deviation	Significance
Enhancement	Personally asked	3.1909	1.36332	
	Replied to advert	3.5684	1.40388	
	Initiated contact	3.4350	1.39368	
	Other	3.2100	1.08283	0.444
Understanding	Personally asked	4.5071	1.26774	
	Replied to advert	4.5211	1.21303	
	Initiated contact	4.6905	1.27199	
	Other	4.0200	1.45949	0.29
Social	Personally asked	3.2128	1.28259	
	Replied to advert	2.9211	1.31152	
	Initiated contact	3.2071	.98783	
	Other	2.9800	1.26641	0.563
***Career**	***Personally asked**	***1.9451**	***1.30796**	
	***Replied to advert**	***2.6789**	***1.65025**	
	***Initiated contact**	***2.3048**	***1.39703**	
	***Other**	***2.2000**	***1.80991**	***.052**
Values	Personally asked	5.0783	.92290	
	Replied to advert	4.8474	.92114	
	Initiated contact	5.0952	1.18465	
	Other	4.9350	1.27084	0.608
Protective	Personally asked	2.3071	1.22020	
	Replied to advert	2.7895	1.27847	
	Initiated contact	2.3917	1.18094	
	Other	2.0500	1.18921	0.108

Table 9. Career function and differences between the group who were personally asked compared to those who replied to an advert, initiated contact or were recruited in another way

		Recruit-ment	Mean Difference	Standard Error	Significance	95% Confidence Intervals	
						Lower Bound	Upper Bound
Career	Personally asked	*Replied to advert	*-.73381	*.27042	*.043	*-1.4541	*-.0135
		Initiated contact	-.35963	.26061	1.000	-1.0538	.3345
		Other	-.25487	.34983	1.000	-1.1867	.6769

4.5.4 Are there any differences between groups of volunteers who had been involved for different lengths of time in the volunteer functions?

To determine if there were differences between groups of volunteers who had been involved for different lengths of time in the volunteer functions a one-way between-groups analysis of variance was conducted. Participants were divided into five groups according to number of months involved. There was a statistically significantly difference at the $p < .05$ level in scores between groups: $F (4, 208) = 3.575$, $p = 0.08$. The results are shown in Table 10.

When the results from the dependent variables were considered separately, using a Bonferonni adjusted alpha level of $0.05 / 5 = 0.01$ no differences reached statistical significance. However, the differences between 0-6 months and 7-12, 13-24 and 37+ months were approaching significance. The actual difference in mean scores between the groups was quite small. The results are presented in Table 11.

Table 10. Volunteer functions and length of time differences

	Involvement in Months	Mean	Standard Deviation	Significance
Enhancement	0-6 months	3.9059	1.24322	
	7-12 months	3.2061	1.34643	
	13-24 months	3.3443	1.38281	
	25-36 months	2.9563	1.32834	
	37+ months	3.4875	1.32756	0.166
Understanding	0-6 months	5.1412	.69557	
	7-12 months	4.4647	1.27030	
	13-24 months	4.4820	1.35222	
	25-36 months	4.2588	1.16985	
	37+ months	4.5250	1.45890	0.236
Social	0-6 months	3.2941	1.42674	
	7-12 months	3.0391	1.12056	
	13-24 months	3.3148	1.24657	
	25-36 months	2.8544	1.24805	
	37+ months	3.2313	1.30617	0.414
Career	***0-6 months**	***3.3059**	***2.05075**	
	***7-12 months**	***2.1630**	***1.37952**	
	***13-24 months**	***1.8426**	***1.21167**	
	***25-36 months**	***2.2750**	***1.58985**	
	***37+ months**	***2.1000**	***1.31689**	***.008**
Values	0-6 months	5.2529	.65966	
	7-12 months	4.8754	1.11888	
	13-24 months	4.9689	.94786	
	25-36 months	5.0279	1.03127	
	37+ months	5.3438	.98273	0.22
Protective	0-6 months	2.9529	1.32388	
	7-12 months	2.2123	1.16058	
	13-24 months	2.3803	1.14758	
	25-36 months	2.2147	1.07932	
	37+ months	2.6500	1.52992	0.128

Table 11. Career function and differences between the group who were involved for between 0-6 months compared to 7-12, 13-24 and 37+ months

		Months	Mean Difference	Standard Error	Significance	95% Confidence interval	
						Lower Bound	Upper Bound
Career	0-6 months	*7-12 months	*1.14284	*.38566	*.034	*.0486	*2.2371
		*13-24 months	*1.46326	*.39063	*.002	*.3549	*2.5716
		25-36 months	1.03088	.42308	.157	-1.695	2.2313
		*37+ months	*1.20588	*.42747	*.053	*-0.070	*2.4187

4.5.5 Are there any differences between groups of volunteers who spent low, medium and high numbers of hours per week coaching in the volunteer functions?

To determine if there were differences between groups of volunteers who spent low, medium and high numbers of hours per week coaching in the six volunteer functions, a one-way between-groups analysis of variance was conducted. Participants were divided into three groups according to number of hours involved. There was a statistically significantly difference at the $p < .05$ level in scores between groups: $F (2, 210) = 6.309$, $p = 0.002$. The results are shown in Table 12.

When the results from the dependent variables were considered separately, the only difference to reach statistical significance, using a Bonferonni adjusted alpha level of $0.05 / 3 = 0.02$ was between 1-2 hours and 5+ hours. Volunteers who coached between 1-2 hours per week were found to place less importance on the Values function as a motive compared to those volunteered for 5+ hours. The actual difference in mean scores between the groups would be considered as small. The results are shown in Table 13.

Table 12. Volunteer functions and number of hours per week differences

	Involvement in hours per week	Mean	Standard Deviation	Significance
Enhancement	1-2 hours	3.2167	1.39065	
	3-4 hours	3.6789	1.00220	
	5 hours +	3.3286	1.64103	0.168
Understanding	1-2 hours	4.3886	1.30247	
	3-4 hours	4.8900	.89780	
	5 hours +	4.6429	1.74740	0.78
Social	1-2 hours	3.1297	1.27132	
	3-4 hours	3.0513	1.08388	
	5 hours +	3.4533	1.19873	.554
Career	1-2 hours	2.2041	1.50646	
	3-4 hours	2.1138	1.29639	
	5 hours +	1.9733	1.41999	.813
***Values**	***1-2 hours**	***4.8968**	***1.01603**	
	***3-4 hours**	***5.2863**	***.76703**	
	***5 hours +**	***5.7067**	***1.18289**	***0.002**
Protective	1-2 hours	2.3104	1.21947	
	3-4 hours	2.6675	1.18265	
	5 hours +	2.4267	1.42200	0.259

Table 13. Values function and differences between the group coaching for 1-2 hours compared to those coaching for 3-4 or 5+ hours

		Hrs Per Week	Mean Difference	Standard Error	Significance	95% Confidence Interval	
						Lower Bound	Upper Bound
Values	1-2 hours	3-4 hours	-.38941	.17471	.081	-.8111	.0322
		*5 hours +	*-.80983	*.26669	*.008	*-.14534	*-.1662

4.5.6 Are there any differences between groups of volunteers who spent low, medium and high numbers of weeks per year coaching in the volunteer functions?

To determine if there were differences between groups of volunteers who spent low, medium and high numbers of weeks per year coaching in the six volunteer functions, a one-way between-groups analysis of variance was conducted. Participants

were divided into three groups according to number of weeks per year involved. There was no significant difference in scores. The results are shown in Table 14.

Table 14. Volunteer functions and length of involvement in weeks per year differences

	Involvement in weeks per year	Mean	Standard Deviation	Significance
Enhancement	1-15 weeks	3.3186	1.30749	
	16-29 weeks	3.2781	1.37043	
	30+ weeks	3.4471	1.52894	0.889
Understanding	1-15 weeks	4.4605	1.36892	
	16-29 weeks	4.5252	1.24644	
	30+ weeks	4.5368	1.09555	0.933
Social	1-15 weeks	3.1609	1.23621	
	16-29 weeks	3.1425	1.22947	
	30+ weeks	3.0053	1.27909	.882
Career	1-15 weeks	2.4121	1.59924	
	16-29 weeks	1.9771	1.29573	
	30+ weeks	2.1579	1.56287	.118
Values	1-15 weeks	5.0695	.85801	
	16-29 weeks	4.9673	1.06226	
	30+ weeks	5.1684	1.35526	0.64
Protective	1-15 weeks	2.4575	1.25824	
	16-29 weeks	2.3374	1.17421	
	30+ weeks	2.3289	1.44081	0.78

4.6 FINDINGS FROM STUDY 2

The main objective for the second part of this investigation was to engage particular groups of volunteers in discussions centred around motivation relating to volunteering in the ClubGolf programme. By doing so, it is hoped that this will increase knowledge and understanding on motivation in relation to volunteer sports coaches, and provide new information specifically on the motives of ClubGolf volunteer coaches. This information will also assist the researcher to explore in greater detail the key themes that emerged from the results of the first part of this investigation, and to provide more in-depth qualitative data depth on people's experiences and motives around volunteering.

To achieve the stated aims and objectives, semi-structured focus group interviews were conducted with a cross section of Scotland's golfing community. The interview schedule and areas of questioning were developed in collaboration with CSL staff, using previous knowledge of research findings in the area of motivation and the investigator's experience of working with the volunteer coaches involved in the ClubGolf programme. The findings from the focus group interviews have been presented under the headings of Awareness, Motivation, Expectation, Experience and Feedback, and on the relevant data provided by new volunteers who had been coaching for 6 months or less, existing volunteers who had been coaching for more than 6 months, non-active volunteers who had stopped coaching altogether and non-volunteers, those who had never coached. These headings are the same as the five areas of questioning contained within the interview schedule (appendix 2).

4.6.1 AWARENESS

This area of questioning aimed to find out how aware individuals were of ClubGolf and the opportunities they had to become a volunteer coach. Questions were asked around how volunteers first heard about ClubGolf, how they found out about

becoming a coach and how well they felt ClubGolf was promoted at their club/facility. All volunteers, regardless of their length of involvement answered that they first heard about ClubGolf through the national media or through information available at their golf club or facility. Those who were involved in coaching felt that the ClubGolf RDM or an individual within the club or facility i.e. the junior convenor or club professional had done a good job in informing them of the opportunities to become a coach. For example, new volunteers said:

"I first heard about it when I saw the advert for coaching. I read up a lot from the website and online before the interview" (new volunteer).

*"Through the media. Our junior convenor also told us about it" (*new volunteer*).*

"I'd spoken to volunteers but also the junior convenor put a note on the website urgently requiring volunteers so I thought I could do something to help out. I did the training course for firstclubgolf before level 1 so I can do that aswell" (new volunteer).

Similarly, four existing volunteers said:

"Our junior convenor went round asking people if they'd be interested in coaching. He put up posters explaining what was involved and invited anyone interested to attend a meeting where it was explained further. It was quite good really. We were well informed" (existing volunteer).

"Probably though the Golf Foundation we first became aware of clubgolf. We started off coaching throught the Golf Foundation scheme, it then came to our attention that there was another group being established called clubgolf. So we invited the

cluboglf area manager to meet with us to find out what they were offering that the Golf Foundation wasn't" (existing volunteer).

"Mine was in two ways. Initially I was a volunteer helper with junior golf on a friday night because of my son and through myself being a parent vol. But also through my counterpart in the Junior schools as a clubgolf element in the primary schools" (existing volunteer).

"Through a presentation at the club. I recall a lady from ClubGolf management came to the club to do a presentation on ClubGolf and the junior convenor asked for as many members to attend as possible. I went to that and that's where I first heard" (existing volunteer).

Two respondents who were no longer actively coaching reported:

"I'm on the club committee and the junior convenor mentioned it during a meeting. I had seen it in a Scottish Golf newsletter and thought that it looked like a good idea" (non-active volunteer).

"I think it was first through the club. The pro also mentioned it. And the media, it is quite high profile which must be good for the game. The government have put money into it for the Ryder Cup (non-active volunteer).

Non volunteers also reported that they were aware of ClubGolf and who was involved at their club or facility. However, almost all non volunteers felt they did not know enough about becoming a coach and could be more aware of what it would involve. For example, some respondents said:

"Yes it's something I know about by name because the club is involved but I know very little about it. I've heard that it's a junior coaching programme and it's to get more youngsters playing the game. I think it is a good idea, anything to get more people involved but I'm not sure I need to know anything else" (non volunteer).

"Yes, I heard about it in the media when it was launched a few years back. I heard about it when my grandson came home from school one day and he told me all about the golf classes he was having in school" (non volunteer).

"I see it happening and I know what it's about, but maybe if I knew more about it I'd be able to help. I'm not saying coach but maybe there's something else I could do" (non volunteer).

Participants were also asked how well they thought ClubGolf coaching was publicised at their club or facility. Some said "very well" whereas others thought it was "quite poor". Almost all said "it could be better". Whilst it was acknowledged that those involved i.e. the coaches, the children and their parents were well informed, some volunteers felt that their club could do more to inform members and others about the coaching programme. Volunteers reported feelings of isolation and often felt that their coaching was not regarded as part of the club's normal business. The following responses from participants illustrate these issues:

"I think ClubGolf for the children is synonymous with the coaching. I think the children view the coaching and ClubGolf as integral" (new volunteer).

"I think this could be better. I kind of feel that the coaches and the ClubGolf coaching is seen as a stand-alone project. They [the club] are very supportive and happy for the coaches to do it but that's about it" (non volunteer).

4.6.2 MOTIVATION

This area of questioning aimed to find out why some people engaged in volunteering, why others become dissatisfied with the volunteering experience and why some people did not participate at all. New, existing and non-active volunteers were asked a set of questions with slight variations depending on whether they were actively coaching or not, whereas non volunteers were asked different questions around their motivations to initiate volunteer service (appendix 2).

Motivations for deciding to coach or not were found to be very similar among those who were new, existing or non-active. Regardless of length of involvement, the overwhelming principal motivations respondent gave were, "to help others", "desire to give something back", "a love of their sport" and "own children/grandchildren were involved". For example, respondents said:

"I've been a member here my whole life and we never had anything like this when I was growing up. My son's eight and he's the main reason I wanted to get involved cos he's really interested in golf and a lot of his friends are too" (existing volunteer).

"I love coaching. I'm doing a sports course at uni and thinking about going into sports development when I graduate so this might help build up my experience" (new volunteer).

"I just really fancied it. I'm a PE teacher and I really enjoy working with kids. So when this came up I thought great, I can combine golf which I love with giving something back to the club. I'm not interested in the committees or anything like that so I thought this was something practical I could do to help" (non-active volunteer).

When asked what would cause them to stop coaching, volunteers felt strongly that they would "have to enjoy it", "if the kids lost interest" and if there was a "lack of appreciation or support from the club and parents". The following quotes from respondents illustrate these issues:

"We put a lot of effort into the coaching and preparation, if the children didn't appreciate it or misbehaved constantly, I'd have to question why I was doing it" (new volunteer).

"I think my loyalty would maybe be tested once my kids have gone up thorough it. Maybe there'd be a bit of I've done my bit sort of thing" (new volunteer).

"I suppose if I stopped enjoying it or if I needed help and wasn't getting it" (existing volunteer).

"Being used as a crèche or babysitting service" (existing volunteer).

Those who had stopped volunteering gave a variety of reasons. Some reported "lack of time" whilst others said that for one reason or another they "didn't enjoy it". The most common answers were "de-motivated" and "lack of support from others". For example, some participants stated:

"It was really very de-motivating especially after the twelve weeks you'd never see them again. So it was as if you were ploughing all this time in knowing that the club wouldn't benefit in the long run" (non-active volunteer).

"I wasn't enjoying it, not because of the kids or the coaching, but I felt that it was all a bit disorganised at times" (non-active volunteer).

"I stopped really because I was finding I didn't have the time. I work full time. It takes me quite a while to get to the club so by the time you factor in all the coaching and preparation it was a lot more than I expected" (non-active volunteer).

When asked what would encourage them to start coaching again the most common answers were "more free time" and "if it [the programme] was going to suffer due to lack of volunteers". For example, respondents said:

"I think if we were short of coaches I'd do it again" (non-active volunteer).

"Probably when my other commitments stop or when I retire. I did enjoy the coaching and loved seeing the young ones coming through" (non-active volunteer).

Volunteers were asked to identify what things were important to keep them coaching. The main drivers appeared to be "children having fun and improving", "own enjoyment and coaching progression" and "support and appreciation from parents and the club". The following quotes from participants illustrate these motivational factors:

"I have to enjoy it. I'd also like to see the kids improving" (new volunteer).

"I don't really know what happens after level one but if there were more courses for me to go on to get better and improve as a golf coach that would be brilliant" (new volunteer).

"If it all got a bit stagnant it might be hard to stay motivated" (existing volunteer).

"We need the commitment from the club to allow us to develop the training programmes, otherwise things will get repetitive, the kids get bored, the coaches get bored and you need the variety" (existing volunteer).

And finally, volunteers were asked what kind of extrinsic rewards would make a difference to their decision to keep coaching. None of the volunteers interviewed felt that extrinsic rewards would make a difference to their decision to take up or continue coaching. However, it is important to highlight that all placed an importance on being recognised for what they do, be it by the club or facility, the parent, the child or CSL. Volunteer golf days with opportunities to share best practice and network; a verbal or written thanks from the club and the parents in club publications or at club events; CSL branded clothing to help create a professional image; and tickets to Scottish golfing competitions were all suggested by volunteers as ways to reward and recognise them. For example, respondents said:

"You meet so many coaches who have the same troubles as you and it's a good to meet up to share ideas and things. You forget you are not in your own wee coaching world and someone just round the corner is doing the same thing and facing the same problems." (new volunteer).

"We got a ClubGolf windcheater when we started and that was really good. We were all quite tickled when we walked out to the practice area in our uniforms. It was actually really positive because it helped identify us to the children and their parents. It also showed that we were trying to offer a professional service even though we were volunteers. I think the best thing though is when people say thanks." (non-active volunteer).

"It's not why I do it, but maybe a thanks or mention in club communications would be nice, more to promote the work that we do and the ClubGolf juniors" (new volunteer).

Non-volunteers were asked whether they had ever considered becoming a ClubGolf coach, what their reasons were for deciding not to become a coach and what would encourage them to start coaching. All stated that they had considered coaching at some point but for one reason or another hadn't actually initiated volunteer service. The most common reasons cited for not getting involved were "not being asked", "lack of ability" and "lack of time". For example, respondents said:

"I started golf late so I feel I haven't much to offer, I've not got a lot of confidence anyway, never did have. But I've never actually been asked so I've not really thought about it" (non volunteer).

"I haven't actually been asked, it's just something that's never really cropped up" (non volunteer).

"I think one of the reasons is that because of the new regulations for child safety and all the rest of it. So unless you've already got through that form you can't just come out here and help" (non volunteer).

4.6.3 EXPECTATIONS

Lyle *et al.* (2007) suggest that organisations and clubs need to recognise that coaching has a life-cycle and that there are changing expectations about an individual's involvement (i.e. not necessarily continuous). This area of questioning therefore aimed to establish the expectations that volunteer coaches had before they commenced their

coaching and whether or not these expectations had been met. Expectations before commencing coaching varied among volunteers. Some stated that they had "no expectations" whilst others hoped they would be able to "see more juniors join the club", "learn something new" and even "improve their own golf". Many said they didn't know what to expect and were worried that because they weren't very good golfers they "wouldn't be good enough to coach". The following quotes from participants illustrate these different expectations:

"I kind of felt that my expectation was to further my own knowledge of the game as well. Obviously the expectation comes back to seeing the kids improving, seeing the junior section improving and having a strong junior penant team" (new volunteer).

"I expected to become a better golf coach and I hoped to be able to help the children learn golf, I thought it would be good that somewhere like Edinburgh Leisure was doing ClubGolf because children who maybe wouldn't go to a private club can come here" (new volunteer).

"I expected all the kids to be, every single kid to really want to be there. But I come from not having kids, this ideal world in my mind is that they're there because they really want to be and I should realise that there's one or two that come to it and I've thought I'm a babysitter here" (existing volunteer).

"I was worried before I did the course that my golf wasn't going to be good enough obviously. I was quite a high handicapper at the time. But having gone down to the course and taking part over two days it made it a lot easier to think well maybe I can do this, It was about how to coach rather than my own golf. It was good" (existing volunteer).

"I thought I'd see more juniors join the club, I think out of the fourteen we had two joined in the first year, that was a bit disappointing" (non-active volunteer).

"I didn't really expect anything. I wanted the club to get more junior members and maybe even their parents as adult members. I knew it was going to be my time and commitment and that the more I put in the more I'd get out of it. I did start to get frustrated though when the organisation was a bit chaotic" (non-active volunteer).

4.6.4 EXPERIENCE

This section aimed to find out the volunteer's experience of becoming a coach, what they liked and disliked most about being a coach and how difficult or easy it was for them to coach. Volunteers' experiences of getting started in coaching varied. It appeared that for some it was a smooth process with plenty of support, whilst for others, factors such as courses being cancelled, a long gap between the training and starting coaching contributed to coaches being less satisfied with their experience of becoming a coach. Those already involved in coaching other sports or working with children also questioned the necessity of attending a Child Protection course and undergoing a Disclosure Scotland check when they had already done this as part of other employment or volunteering activities. The following quotes from participants illustrate these issues:

"Really easy, I went on the course and joined the rest of the coaches" (new volunteer).

"It was quite a long process really, we got through it obviously, but I think it put a few of us off a little. We had to go through the child protection legislation which was important but this was new to me, I thought it was the two day course and even then it was going to be quite a challenge." (non-active volunteer).

"We didn't start our coaching for a few months after I'd done the training because the school hadn't done the first ClubGolf bit. I was worried I'd have forgotten everything" (existing volunteer).

All coaches stated that they were satisfied with the level of support received to help them get started in coaching. Many specifically credited the club's junior convenor or volunteer co-ordinator for helping make the application process easy and the PGA Tutors and CSL for the training element. For example, respondents said:

"It was made really easy because they were looking for volunteers. In fact the head of coaching here actually came to my door to ask me. We basically got the forms and our child protection officer helped us though them then got told when the level 1 course was and went on that" (existing volunteer).

"The club paid for me to go on it and everything, but I had to commit to delivering one full block as kind of pay back" (new volunteer).

When asked what they enjoyed most as a ClubGolf coach, the most common answers volunteers gave were "when the session I've planned goes well", and when you can see that "the kids are having fun and improving" For example, respondents said:

"I liked when I'd planned my lessons well and the games I played were fun. I enjoyed when the kids in the group mastered something new. They'd be so excited and run back to their parents to tell them what they'd done" (non-active volunteer).

"Seeing the look in the kid's face when you've told them how to do something, they've done it and they've hit a shot that they've never hit before" (existing volunteer).

I think it's the feedback you get from the kids. The parents too. Even out with the coaching, you meet them on the street and they wave at you and ask how you're doing" (new volunteer).

The most common experiences that volunteers reported as least enjoyable were "constant bad behaviour" "groups too big" "lack of kids signing up to the coaching from the schools". The following quotes from participants illustrate these issues:

"Bad behaviour. Definitely, when you have one or two trouble makers disturbing the rest of the group it can make life hell, Sometimes there's no way to rescue a session and you have to just stop" (new volunteer).

"At one point I was there on my own with eighteen kids and really didn't know what to do. It just made me nervous before every lesson in case it happened again" (non- active volunteer).

"Bad attendance. There's a lot of people putting a lot of work in. That's beginning to get to me a bit. We don't have the infrastructure to support it at the moment. Right now, I don't think the active schools co-ordinators and the schools are supporting it. When our figures were healthiest, we were going into the schools ourselves. We had one hundred kids this year through the schools in P5 and we only picked up four – so it's not working" (existing volunteer).

Coaches generally found that the times and days that the coaching was on suited them which in turn made it easy for them to coach. Many would schedule their own playing either after or before their coaching to make the most of their time at the club. It should be noted some coaches were prepared to travel a thirty to forty mile round trip to deliver their coaching whilst others are fortunate to schedule their work around their

coaching commitments. From this, it is evident that volunteers are willing to find ways to incorporate coaching into their lifestyles.

4.6.5 FEEDBACK

This area of questioning aimed to find out from the volunteers what they thought could be improved about the coach education course and what they felt CSL could do to help retain coaches. All volunteers rated the quality of the coach education course, the resources and the PGA tutors very highly and stated that it prepared them well for coaching. For example, respondents said:

"The training was very good indeed. It was well delivered and I think the tutors did everything they could to help us through the course. It was very full on and I don't think I quite expected it to be so demanding" (non-active volunteer).

"It's the best training I'd been on to be honest. The DVD is really good, it's got everything in it and I use it all the time to plan. It was a lot to take in and was very intense, you were constantly being assessed and then had a big assessment on the Sunday so it was quite nerve wracking. I'd say I benefitted from being a coach in other sports. I just wanted to get out there and start coaching straight away" (new volunteer).

"I think the PGA Tutors were excellent. They made the two days fly by and I think I learned a lot, not just about coaching but about my own golf. It was almost like a clinic to help improve aspects of your game as well as learning about how to coach" (existing volunteer).

"Nothing prepares you more than just starting coaching and that was really when the things we learned at the training came to life" (non-active volunteer).

Suggestions made by volunteers to improve the training were to "better inform coaches of the level of the intensity of the course", "consider making it longer" and to "use children to bring the practical element to life rather than role playing with fellow coaches". The following quotes from participants illustrate these issues:

"The two day course is very intensive, I would say it could be done over three" (new volunteer).

"I think maybe getting some kids in as guinea pigs. Or, could the tutors come out to the club and watch us coaching our kids and give us extra feedback after that. Yes, I think that would be best, see us delivering say a month or two after starting coaching" (non-active volunteer).

When asked what they thought CSL could do to retain coaches, volunteers responded by saying that they felt it was the responsibility of the club or facility to retain their own coaches rather than CSL. They felt there needed to be a realisation that people are always going to drop out and there is a life-cycle to coaches. For example, respondents said:

"I think it's up to the club to retain their coaches and I think if there are plenty of coaches and they are not overstretched. People are always going to drop out for various reasons so I think they will always need to be looking at ways of attracting new volunteers" (non-active volunteer).

"I think there has to be reality that coaches will come and go. It doesn't matter whether its swimming, football or whatever, the big test for me will be when my kids go out of that look will I still be able to have the same involvement" (new volunteer).

"I think members have to take more awareness and more awareness has to be given by the club. I mean we hear about it but our knowledge is quite scant. I think it depends too on the parents. How enthusiastic they are at encouraging their children and I think the feedback they get from the parents and the children is what encourages them to carry on (non volunteer).

However, there were a number of suggestions as to what CSL could do to support the retention of volunteer coaches, all of which centred around further training or coach support and sharing best practice among coaches and clubs. For example, respondents said:

"Probably do some kind of refresher would be good. There is a bunker session that the others got last year and they all thought it was great. It was like the PGA tutor came back out to do a mini course with them and they managed to ask him all the questions about their coaching that they wanted. I think that was good because it was after they'd been coaching while and they had more questions to ask because they'd experienced more" (non-active volunteer).

I think we miss continuation training, that refresher. You know, you could do your course a few years before anybody even comes back and has a look and you could be away teaching your own thing, through the best will in the world you could maybe have forgotten something and maybe not referring to the technical manual" (existing volunteer).

"An online coaches' forum. Somewhere we can all go to wherever we live for advice, best practice and to feel part of the bigger picture" (new volunteer).

"I think more training would be good. How do the kids progress from stage one? I'd like to do the level two but I think it's quite expensive and I'm not sure I can afford it or if Edinburgh Leisure would help fund me" (new volunteer).

4.7 SUMMARY

The findings from study 1 have provided data that will help to discuss and answer the two fundamental research questions which were 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching, and 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers. In addition, the findings from study 2 have provided data that will enhance knowledge on people's experiences and motives around volunteering. The benefits of finding out this kind of information were two-fold, firstly, to give CSL a greater understanding of their volunteer coaches, enabling them to plan for, engage with, support and recognise their volunteer coach workforce more effectively, and secondly, to contribute to research in the area of volunteering and motivation and provide new information specifically on ClubGolf volunteer coaches. The following chapter will now discuss the main findings of each study and make comparisons to literature relating to volunteering and sports coaching in an attempt to answer the fundamental research questions and make recommendations for future research.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

5.1 THE NATURE OF CLUBGOLF VOLUNTEER COACHES – STUDY 1 PART 1

The findings from study 1 part 1 will be discussed in relation to the sample of two hundred and thirteen participants who completed and returned the large-scale multi part survey. The key themes identified in study 1 part 1 were gender, age, employment status, recruitment methods and time spent volunteering. These themes will now be discussed in more detail and in relation to the review of literature. Specific recommendations will be made in relation to each theme followed by overall recommendations to support the enhancement of further research in the area.

5.1.1 GENDER

ClubGolf volunteer coaching is dominated by males, making up two-thirds of the volunteer workforce (67%). Findings from the ClubGolf Evaluation Report (2008) also identified that two thirds of CSL's volunteer coach workforce were male (66%) (MW Associates and TNS Travel and Tourism, 2008). These findings relating to golf coaches are consistent with reported general volunteering levels in sport, with almost twice as many males (69%) involved in sports volunteering compared to females (31%) (sportscoach UK, 2011). One explanation for the gender imbalance in sports volunteering and more specifically in golf may be the result of sports club and golf club membership. For example, according to Reid (2012), of the 17% of the Scottish population that participate in sport and are members of a club, 64% are male. This shows that the gender balance towards males in sports participation in general is intensified in

sports participation in clubs. In relation to golf, latest figures show that of 236,072 people recorded as members of golf clubs in Scotland, 76% are adult male (180,677), 13% adult female (34,406), 10% junior male (26,083) and 1% junior female (2,731) (Scottish Golf, 2011). From these findings, it is fair to say that gender inequality is present in all sports volunteering and indeed golf. It is therefore recommended that CSL considers ways to help clubs address this equity issue when engaging and recruiting new volunteer coaches.

5.1.2 AGE

The majority of CSL's volunteer coaches fall clearly within two age groups (25-39 and 60+), the latter of which is similar to findings from the ClubGolf Evaluation Report (2008) in that just over half of CSL's workforce were aged 51 or above (52%) (MW Associates and TNS Travel and Tourism, 2008). The findings from this study are also consistent with general volunteering data which reports that volunteers in Scotland are more likely to volunteer formally between the ages of 25-34 (VDS, 2007). On the other hand, the lowest levels of volunteering in the UK are found in the over 65s (VDS, 2007, Low *et al.,* 2007), which varies significantly from the characteristics of CSL's volunteer coaches, where 30% of respondents were 60 years old or over and the lowest levels of volunteering in CSL was among 18-24 year olds. An explanation for this may be that the average age of golf club members in Scotland is between 42 and 44 years, this figure is likely to rise in line with the demographic trend in Scotland (CSL, 2005).

Although CSL should continue to focus efforts on recruiting volunteers from these prevalent groups within golf, it is important to remember that under-represented groups such as young volunteers have a lot to offer and feel that volunteering has a lot to offer them (Gaskin, 2004, Youth Link, 2009). Previous research conducted in the UK identified five broad categories for motivation among young people: personal feelings

(e.g. satisfaction, feel good), personal needs (e.g. past-time, relationships), altruism, experience (e.g. skills and work prospects) and personal inducements (e.g. qualifications) (Ellis, 2004 cited in Hill *et al.*, 2009). Furthermore, according to VDS (2005), young people are likely to be involved in the same types of volunteering activities as older people and twice as likely as the general population to want to be involved in volunteering in sporting activities. CSL should consider ways to help clubs to promote the benefits of ClubGolf coaching by focussing recruitment messages for young volunteers around the documented motives of young people i.e. they will have the opportunity to gain a recognised PGA Level 1 coaching qualification and can use it to help children learn how to play golf.

5.1.3 EMPLOYMENT STATUS

Clubs and facilities delivering ClubGolf programmes rely heavily on volunteer coaches who have paid jobs (69%), followed by volunteers who are retired. This figure is no different from national statistics on sports volunteering which show that 70% of volunteers within the sports sector have paid jobs and the proportion of volunteers who are retired rises sharply (Taylor *et al*., 2003). Although the majority of ClubGolf volunteer coaches have paid jobs, it is important to recognise that the pressure of work and job changes were rated among the main factors affecting dissatisfaction and disengagement from coaching (Lyle *et al.*, 1997, Davis Smith, 1998, Verba, Scholzman & Brady, 1995, Low *et al.*, 2007). Volunteer managers and organisations should pay attention to this potential issue. Furthermore, it is recommended that volunteer managers within golf clubs and facilities are sensitive to volunteers' working commitments and consider ways to minimise the risk of volunteers becoming disengaged due to over commitment.

5.1.4 DEPENDENT CHILDREN

Most volunteers were married and had two or more children, the majority of whom were over 18 years old. This is consistent with national population survey results which show that for sports volunteers the proportion with no dependent children is high, at 68% (Taylor *et al.,* 2007). This suggests that the parental motivation for volunteering in sport only affects a minority of volunteers. Although most ClubGolf volunteer coaches do not have dependent children, for those that do, 39% of their children were between the ages of 0-11. One explanation for their involvement as a volunteer may therefore be that their child is participating in a ClubGolf coaching programme which typically starts at age nine. Research from Daly (1991) identifies the notion of feeling obliged to volunteer as a common motive for parents of junior sport participants. It is recommended that clubs continue to engage parents of ClubGolf participants as volunteer coaches but should be aware of the possibility that their motivation may diminish if their child stops participating in the sport.

5.1.5 RECRUITMENT METHOD

The most common route into coaching for ClubGolf volunteers was by being personally asked (53%). Being personally asked suggests that these people may have been already known to the club or the individual responsible for recruiting volunteer coaches. For example, they may have been club members or parents of children involved in coaching. This relates to Daly's (1991) notion of feeling obliged to volunteer as a common motive for some sports volunteers which may further explain the effectiveness of personally asking. He goes on to state that this is particularly prevalent amongst parents of junior sport participants, and volunteers who feel obliged to 'repay' to others what sport has given to them as players and competitors. Similarly, SPARC (2006)

found the key motivational drivers to be; giving something back to the sport or club (28%), a family member starting to play the sport (27%), and love of the sport (21%).

Although word of mouth has often been regarded as the most preferable and effective method of recruitment (VDS, 2004, Low *et al.,* 2007), it may also have its weaknesses. For example, Verba, Scholzman & Brady (1995) identified that not being asked was one of the main deterrents for people getting involved in volunteering. VDS (2004, 2007) also reported that the main reasons people gave for not volunteering are that they haven't been asked or that they don't have enough information. This suggests that if the recruitment of ClubGolf volunteer coaches relies solely on word of mouth there could be a large number of people who miss out on the opportunity to volunteer altogether. Volunteer managers within clubs and facilities have a key role to play in recruiting new volunteer coaches and should be given the support and guidance to ensure that the word of mouth approach reaches all potential volunteers, and that other methods of recruitment are considered where possible.

5.1.6 TIME SPENT COACHING

The majority of volunteers had been involved for between 7-12 months and 13-24 months, and delivered between 1 and 29 weeks of coaching per year. The largest percentage of coaches (74.2%) contributed 1-2 hours per week. This reflects Taylor *et al's* (2003) findings that a large proportion of sports volunteers (43%) contributed less than 50 hours a year and around 40% of volunteers contributed an average of one hour per week or less. Although the time spent coaching is not perceived to be arduous, volunteer co-ordinators should be aware that external considerations such as pressures of work, development of other interests, family commitments and job changes can all lead to disengagement from coaching (Thomas & Finch, 1990, Lyle *et al.,* 1997, SPARC, 2006).

5.2 THE MOTIVES OF CLUBGOLF VOLUNTEER COACHES – STUDY 1 PART 2 AND STUDY 2

The purpose of study 1 part 2 of the large scale multi-part survey was to explore in greater depth the key themes identified in study 1 part 1 and to find out whether there were any differences between them in relation to the six volunteering functions (motives) as defined by Clary *et al.* (1992). The pertinent findings from the focus group interviews (study 2) will be discussed in parallel to the findings from study 1 part 2 in order to add further depth to the discussion and demonstrate support for the use of the VFI in determining motivation in the volunteering domain. Specific recommendations will be made in relation to each theme followed by overall recommendations to support the enhancement of further research in the area.

5.2.1 VALUES

According to the functional approach to volunteering, some people may feel the need to satisfy a Values function, whereby they volunteer in order to express and act on values important to themselves (e.g., in humanitarian values or altruistic concerns). The VFI conducted as part of this study found that volunteers who coached between 1-2 hours per week placed less importance on the Values function as a motive compared to those volunteered for 5+ hours. This suggests that people who contributed more hours per week to volunteering placed more importance on satisfying their humanitarian or altruistic needs than those who contributed less. Although research shows that organisations in the voluntary sector should avoid overburdening volunteers, (Davis Smith, 1998) it is evident from the findings of this study that the more time volunteers gave to coaching, the more they felt their humanitarian or altruistic concerns were satisfied. Findings from recent research on ClubGolf volunteer coaches and the focus group interviews also demonstrated a clear link between motivation and the Values

function. For example, almost all participants cited a desire to help others or see things improve as their main reasons for volunteering in the ClubGolf programme.

The Values function has also been identified as a key motivational factor in recent volunteering literature. For example Low *et al.* (2007) reported that a desire to improve things or help others has been identified as the main motivational drivers for volunteers in the UK. Although there is a perceived lack of research literature on motivations of sports coaches in the UK context, a study commissioned by the English Sports Council found motives for continuing to coach were 'helping others improve' (Gratton *et al.*, 1996). However, there is also evidence to suggest that if the Values function is not satisfied, i.e. the organisation or participants do not appreciate the efforts of volunteers, or if the volunteers do not see the transition from the schools programme to the club it may lead to dissatisfaction or even disengagement from voluntary service altogether. The negative effect that perceived lack of appreciation has on the Values function is also reported in other areas of sports research. For example, over half of sports volunteers in New Zealand reported that most people do not recognise the value of the volunteer's time. Furthermore, some volunteers also felt that parents and other people who come to watch sport can be quite abusive of coaches and referees (SPARC, 2006). Farmer & Fedor (1999) also reported that volunteers who felt valued and that the organisation genuinely cared about their efforts and well-being were less likely to be dissatisfied or become disengaged than those who did not feel their valued or supported.

The findings from both the VFI and the focus group interviews show support for the Values function as a motive for ClubGolf volunteer coaches. Furthermore, evidence would suggest that if the Values function is not satisfied, it could lead to dissatisfaction and potentially disengagement from volunteering altogether. It is therefore important that humanitarian and altruistic values are considered by CSL and other voluntary sector

organisations when they are planning for the engagement, support and recognition of their volunteer coach workforce.

5.2.2 UNDERSTANDING

Clary *et al's* (1992) functional approach to volunteering found that some people view volunteer work as an opportunity to increase their knowledge and develop and practice skills, thus serving an Understanding function. The VFI conducted as part of this study found that retired volunteers placed more importance on the Understanding function as a motive compared to those who were in either part-time permanent or full-time permanent employment. One reason for this may be that retired volunteers have more time to dedicate to training and ongoing development. On the other hand, irrespective of age, the Understanding function has been identified as a key motivational factor in recent volunteering literature. For example, research conducted by the LIRC (1996) found that sports volunteers were more likely to volunteer in order to learn new skills, such as coaching qualifications, rather than because they have time to spare. In addition, Low *et al.* (2007) found that one of the main reasons people volunteer is the reward of developing new skills. Furthermore, findings from the focus group interviews proved that ClubGolf coaches placed a high level of importance on the Understanding function as a motive to volunteer. These findings contribute to the view that volunteers are concerned that they don't have enough knowledge or skills to coach and that they are keen to learn new skills and gain qualifications. The Understanding function also appears to be a prevalent motive beyond initial training. For example, focus group participants expressed a strong desire to continue developing their skills and knowledge through ongoing training and support.

The findings from both the VFI and the focus group interviews show support for the Understanding function as a motive for ClubGolf volunteer coaches. The provision

of accessible and ongoing education and training opportunities should be considered by CSL and other voluntary sector organisations when they are planning for the engagement, support and recognition of their volunteer coach workforce.

5.2.3 ENHANCEMENT

According to the functional approach to volunteering, volunteer work enables the individual to engage in psychological development and enhance his or her esteem, thereby satisfying the Enhancement function. The VFI conducted as part of this study found no significant differences among the variables and the Enhancement function. However, according to the review of literature and the findings from the focus group interviews, it is clear that there is a strong relationship between the Enhancement function and motivation to volunteer. Low *et al.* (2007) found that volunteering provided people with a real sense of personal fulfilment and achievement. In addition to this, one of the main motivational drivers for young people engaged in volunteering was found to be the personal feeling of satisfaction and feeling good (Ellis, 2004 cited in Hill *et al.*, 2009). The Enhancement function was also prevalent in the focus group findings. For example, several volunteers reported feelings of satisfaction and high esteem as a direct result of their involvement in ClubGolf coaching. They enjoyed coaching when their lessons were well planned and when the participants and parents gave them positive feedback. In contrast, a lack of satisfaction within the Enhancement function i.e. feelings of low esteem as a result of the volunteering activity could be considered a reason for volunteer dissatisfaction and disengagement. One example of this comes from SPARC's (2006) research findings that over one third of all volunteers in New Zealand considered quitting their main role in the last 12 months, due in part, to feelings of low esteem and people not recognising the value of the volunteer's time. Other examples given by the focus group participants were if coaching was no longer enjoyable or if support was

lacking from the club, other volunteers or the parents. Low esteem is one of several recognised barriers that prevent people from volunteering altogether. Low *et al*. (2007) and Davis Smith, (1998) state that many people would like to become more actively involved in volunteering but cite not having the necessary skills and experience as one of the main deterrents i.e. they don't feel confident or good enough. Low self esteem as a potential barrier to volunteering is also echoed in the focus group interviews by non-volunteers who perceived their lack of golfing skills or experience working with children as a reason for not getting involved. This evidence therefore suggests that satisfying the Enhancement function is an important motive for volunteers, and boosting esteem is one strategy that can help to satisfy this function. One way to achieve this may be through the development of rewards and recognition appropriate to the volunteers in question. When asked what kinds of rewards would appeal to them, focus group participants stated that rewards were not why they volunteered, however they do appreciate a thank you from those involved by way of recognition for their efforts.

The VFI conducted as part of this study did not show any significant differences among variables and the Enhancement function. However, the review of literature and the findings from the focus group interviews do show support for the Enhancement function as a motive for ClubGolf volunteer coaches. CSL and other voluntary sector organisations should focus on the Enhancement function by promoting the benefits of volunteering in raising esteem when engaging, supporting and recognising their volunteer coach workforce.

5.2.4 CAREER

According to the functional approach, some people engage in volunteer work to gain experience and knowledge that will benefit their careers. The VFI conducted as part of this study found that volunteer coaches aged between 18-24 years old placed more

importance on the Career function as a motive compared to the other three age groups. This is consistent with literature in the field of young volunteers i.e. the majority of both school pupils and 17-25 year olds believed that volunteering was important for gaining skills, and identified that gaining 'soft' core skills such as working with others and communication would help them become more employable Hirst, (2001). Furthermore, Gaskin (2004), Davis Smith (1998) and Ellis (2004) cited in Hill *et al.* (2009) found that young volunteers rated gaining and valuing new skills and qualifications much more highly than any other age groups and that two of the main motivational drivers for young people engaged in volunteering were to satisfy altruistic experiential values (e.g. skills and work prospects) and personal inducements (e.g. qualifications) (Ellis, 2004 cited in Hill *et al.,* 2009).

The VFI also found that volunteer coaches who were personally asked were found to place less importance on the Career function as a motive compared to those who replied to an advert. One reason why Career may not be important to people who have been personally asked is because of the nature in which they have been asked. For example, many volunteers are asked because they have a connection to the sport or the club as a participant or through their own child's involvement. They are often asked by a trusted or authoritative source or via a friendly conversation (VDS, 2007). This relates to Daly's (1991) findings that "feeling obliged" is a common motive for some sports volunteers. This is particularly prevalent amongst parents of junior sport participants, and volunteers who feel obliged to 'repay' to others what sport has given to them as players and competitors. Volunteers who replied to an advert may generally have preferred a more self-referenced approach by seeking out the volunteering opportunity rather than making a decision based on significant others such as the participants, a fellow coach, their friends or family.

Being personally asked is still the most common method for recruitment and regarded by volunteers themselves as "preferable" (VDS, 2007, p.4.) Findings from the focus group interviews showed a range of different methods of recruitment, however it seems that the majority of ClubGolf volunteer coaches also became involved following encouragement from a key figure at the club i.e. the PGA pro, a committee member or the junior convenor.

The findings from both the VFI and the focus group interviews show support for the Career function as a motive for CSL's young volunteer coaches. Findings also showed that those who were personally asked placed less importance on the Career function as a motive compared to those who replied to an advert. The provision of accessible and ongoing education and training opportunities should be considered by CSL and other voluntary sector organisations when they are planning for the engagement, support and recognition of their volunteer coaching workforce.

5.2.5 SOCIAL

According to the functional approach, volunteering helps individuals to integrate in to social groups that are important to them, thus satisfying a Social function. The VFI conducted as part of this study did not find any significant differences in the Social function among the key variables. However, with 30% of adults getting involved in volunteering activities in the UK to meet new people or to make new friends (Low *et al*., 2007) and responses from focus group participants echoing this claim, it is apparent that the Social function is an important motivational factor for volunteers. Focus group participants placed a high level of importance the Social function and particularly valued interacting with other coaches and the feeling of being part of something. Some suggested ways to increase social opportunities were online coaches' forums, sharing practice with others and feeling part of a team. Although there were no significant

differences among the key variables and the Social function, there is evidence from the review of literature and focus group interviews to suggest that it is a motivating factor for volunteers. Therefore, it is suggested that CSL and other voluntary sector organisation should find ways to encourage opportunities for volunteers to work together, meet other coaches and share best practice.

5.2.6 PROTECTIVE

Clary *et al*'s (1992) functional approach argues that some people attempt to satisfy a Protective function and engage in volunteer work to cope with inner anxieties and conflicts, thus affording some protection for themselves (e.g. to relieve feelings of guilt or to reduce feelings of inferiority). The VFI conducted as part of this study did not find any significant differences among variables and the Protective function. However, research shows that feelings of obligation i.e. relating to guilt, is a common motive for some people to get involved in volunteering (Daly, 1991). Daly goes on to say that these feelings are particularly prevalent amongst parents of junior sports participants. The feeling of obligation among ClubGolf volunteer coaches is prevalent. For example, some focus group participants reflected on their loyalty once their own children had progressed beyond ClubGolf coaching.

Although there were no significant differences among the key variables and the Protective function, there is evidence from the review of literature and focus group interviews to suggest that feelings guilt i.e. obligation to volunteer is a motivating factor for volunteers. Clubs and organisations should allow for the inevitability that volunteering is like a life-cycle and that they need to consider succession planning in order to be able to meet the supply and demand within the sport.

5.3 LIMITATIONS OF BOTH STUDIES

In study 1, the return rate of the large scale multi-part survey was relatively small (23%). This small sample size poses a limitation to the findings in that they cannot be inferred to the larger group. In other words, the findings are not representative of the wider population, only the sample participating in the study. One reason for the low return rate may be that surveys were distributed via volunteer co-ordinators at golf clubs and facilities and not sent directly to the individual coach. Distribution via a third party was the only option available to the researcher, because at the time of the study, CSL did not hold a comprehensive volunteer coach database and in many cases only knew the name of the person and the facility they coached at. The PGA on the other hand, who are the awarding body for golf qualifications did hold personal contact details of all PGA qualified Level 1 volunteer coaches, although were unable to share this information as they required express permission from the individual themselves.

A total of forty eight focus group participants were identified and selected by CSL RDMs to take part in study 2. The reason behind this was to ensure that all of the criteria for this part of the investigation was met i.e. volunteers had to fall in the categories of the four distinct groups and meet geographical requirements. It is important to note that the views of these participants are not representative of the wider population of ClubGolf volunteer coaches, only the sample participating in the study. In addition to this, although all participants were encouraged to provide an answer to every question, in certain cases, where participants did not feel they were providing any new information, they tended to agree with the previous answer and move on. However, on the whole, the potential information gathered from the first-hand experiences of these participants was considered extremely valuable by the researcher and CSL in developing a greater understanding of the ClubGolf volunteer coaching workforce.

5.4 RECOMMENDATIONS

These recommendations are two-fold, firstly they aim to inform and enhance further research in the areas of volunteering and motivation in sports coaching, and secondly it is hoped they will assist CSL in planning, engaging, supporting and recognising their volunteer coaching workforce.

The first part of this study involved the use of a large-scale multi part survey which was completed by only 23% percent of CSL's volunteer coach workforce. This in turn meant that the sample size from which to base the findings was fairly low. Establishing the reasons for this low number would be beneficial for future studies. In this study, it was felt that the reason for the low return rate may have been due to fact that the communication and distribution of the survey was done via a third party i.e. volunteer co-ordinators within golf clubs and facilities. This made it difficult to know how many people actually received the survey and whether potential participants understood what was expected of them. If the survey was to be conducted again, it is recommended the PGA allow CSL access to their volunteer coach database information to ensure that participants are communicated with directly rather than relying on a third party. This will also ensure that they receive the relevant information and follow up can be targeted if necessary. The use of the VFI as a measurement tool for motivation was effective, even although the statistical differences were found to be small in most cases. A future recommendation is to implement the VFI across more sports and possibly to focus on the areas that have shown some interesting findings such as values, enhancement and career. From the survey findings, it is recommended that CSL focuses on targeting and engaging with two of the most under-represented groups which are females and young people. By identifying the main motivational drivers for these groups, i.e. values and enhancement in the case of most participants and career in the case of young people this should assist

CSL to target their recruitment strategies and hopefully increase the number of female and young volunteers involved in coaching.

The focus group interviews were an important aspect of the study. They provided rich qualitative data which enhanced the findings of the VFI. The grounded theory approach was adopted as the main method of data analysis for this part of the study because an important aspect of this research was to understand and highlight the participant's thoughts and feelings of a particular phenomenon (Strauss & Corbin, 1990). The use of semi-structured interviewing techniques and the application of open and closed questions enabled the researcher to find out the thoughts and feelings of the participants and to identify common threads/themes that may have led to those feelings based on grounded theory. Focus group interviews were found to be a particularly efficient method of data collection because information was gathered about several people at the same time. This approach also helped to check and challenge the participants and serve as a quality control technique. For this type of research, pre-interview planning was vitally important. The researcher needed to be clear about what she wanted to achieve from the discussion and prepared to react appropriately to the information that emerged as the interview proceeded. Interviews were recorded using audio, and notes were taken as best as possible by the researcher at the time of the interview. However, if this study was to be undertaken again, it is recommended that an additional person is present who has the sole responsibility of taking accurate notes during the discussions. Although a broad spectrum of people were interviewed, and they were selected carefully to meet the needs of the study, the sample size compared to the entire population of CSL's volunteer coach workforce was relatively small. This meant that findings could only be discussed in relation to each participant's personal viewpoint and could not be discussed in relation to the wider population. There is clearly a limit to the number of people that can be interviewed within the context and timescales

of one study, however it is recommended that ongoing focus group work could take place with CSL's volunteer coach workforce to involve volunteer coaches more in the planning and development process. The face to face interaction with the volunteers was invaluable and very enjoyable for both the interviewer and the volunteers involved. It is recommended that should SGBs or other voluntary organisations wish to engage more with a specific audience, be it volunteers or otherwise, then focus group interviews are an effective and worthwhile method.

From the focus group interview findings, it is recommended that CSL focuses efforts on improving communication with clubs and volunteers. Volunteer co-ordinators at clubs should be given guidance on recruitment methods and succession planning as well as information on further training and support for volunteers. Potential new volunteers need a clearer understanding of what it takes to become a volunteer coach to reduce the perception that they do not have the right skills. Clubs should be given more guidance on how to develop strong school to club links and how to manage and run safe and effective coaching sessions to reduce the risk of volunteer coaches becoming de-motivated. The findings showed a strong interest among coaches in their own continuous personal development. Further training, learning from more experienced coaches, opportunities to network with peers and coaching forums have all been suggested by the volunteers themselves as ways to support their development. Finally, although volunteers said they did not seek rewards, they did value recognition for their efforts, particularly from the parents, participants and their club. Clubs should ensure that volunteer coaches have regular formal and informal opportunities to raise their concerns and make suggestions for development i.e. reporting at club committee meetings and the club committee encouraging an open-door policy for discussion and sharing ideas. Parents, participants and the club should be encouraged and supported to

recognise and thank volunteer coaches for their dedication and expertise i.e. at the end of the coaching term, junior prize-giving and at the club's annual general meeting.

These recommendations are intended to guide CSL and other voluntary sector organisation on future research needs and considerations. They also aim to support CSL in the development of strategies for engaging, supporting and recognising their volunteer coach workforce based on the motives and needs identified through this study.

CHAPTER 6

CONCLUSION

The success and long term sustainability of the Scottish national junior golf programme relies heavily on the dedication and experience of qualified volunteer coaches. At present there are almost one thousand five hundred volunteers actively coaching in ClubGolf programmes throughout Scotland, with a target of reaching two thousand four hundred by 2014. As such an emphasis is placed on volunteers, it is imperative that CSL has a clear understanding of the nature and motives of their volunteer coaches, in order to develop strategies for effective planning, engagement, support and recognition of their volunteer coach workforce.

This thesis examined two fundamental questions 1) who volunteers as a ClubGolf coach (nature), and specifically whether gender and age issues are prevalent within golf coaching, and 2) why do they volunteer their time and expertise (motives) and whether there are similarities in motives to volunteer between golf coaches and other volunteers. The first part of this study required the design and implementation of a large scale multi-part survey. The survey was completed by 23% of ClubGolf's volunteer coaching workforce and gathered robust quantitative data on the nature and motives of participants. They were found to be predominantly male, and fell clearly within two age groups (25-39 and 60+). Most were married and had two or more children, the majority of whom were over 18 years old. They were educated to diploma or degree level and in full time employment. Volunteers typically became involved because they were personally asked, and had been coaching on average for 1-2 years. Their level of involvement was around 16-29 weeks per year and for 1-2 hours per week. By comparing this data to general volunteering and sports volunteering statistics, these

findings have contributed to an increased understanding and knowledge of the nature of CSL's volunteer coach workforce compared to volunteers in general and in sports coaching sports coaching. From the findings, it is recommended that CSL focuses on targeting and engaging with two of the most under-represented groups which are females and young people. By identifying the main motivational drivers for these groups, i.e. values and enhancement in the case of most participants and career in the case of young people this should assist CSL to target their recruitment strategies and hopefully increase the number of female and young volunteers involved in coaching.

The second part of the survey utilised Clary, Snyder and Ridge's (1992) Volunteer Functions Inventory (VFI) to determine whether there was a difference in motives to volunteer based on the identified themes. The findings from the VFI helped to answer the second research question which aimed to find out if there was a difference in motives to volunteer based on key variables such as gender, age, employment status, recruitment methods and length of involvement. The findings showed that there was no difference between gender or length of involvement in weeks per year in the six volunteer functions. On the other hand, findings showed that there were very small or small differences between groups based on age, employment status, recruitment methods and length of involvement in months per year and hours per week in the volunteer functions. The main differences were: volunteers aged between 18-24 years old placed more importance on the Career function as a motive compared to the other three age groups; retired volunteers placed more importance on the Understanding function as a motive compared to those who were in either part-time permanent or full-time permanent employment; retired volunteers placed less importance on the Career function as a motive compared to those who were in either part-time permanent or full-time permanent employment; volunteers who were personally asked placed less importance on Career function as a motive compared to those who replied to an advert; and lastly, volunteers

who coached between 1-2 hours per week placed less importance on the Values function as a motive compared to those volunteered for 5+ hours. Although there were few significant differences to be found and the differences that were identified were regarded as very small or small, this in itself is an important finding because it showed that the motives of these participants were very similar regardless of their demographics.

The second part of this study used semi-structured focus group interviews involving forty eight participants from golf clubs throughout Scotland. This method provided a broad understanding of participant's experiences and motives around volunteering and was used to enhance discussion and strengthen the validity of the VFI as a functional approach to determining motivation in volunteering. The interview findings showed that awareness of the ClubGolf programme and what it entailed was high among participants; however it also found that knowing how to get into coaching and what it involved could be improved. Primary motivations to get involved were a desire to "help others", "give something back" or for a "love of their sport" and the main drivers to continue in coaching appeared to be "children having fun and improving", "own enjoyment and coaching progression" and "support and appreciation from parents and the club". The main reasons for dissatisfaction and disengagement among participants were "bad behaviour", "group sizes too big", "lack of children signing up from the schools", "lack of enjoyment", "if the kids lost interest" and if there was a "lack of appreciation or support from the club and parents". Non volunteers revealed that "not being asked", perceived "lack of ability" and "lack of time" were the main reasons they hadn't become involved. Expectations of becoming a coach varied, some thought they would "learn something new", "improve their own golf" and "see more juniors join the club", whereas others didn't know what to expect and were worried that they "weren't good enough to coach". Experiences of becoming a coach and coaching varied, some felt it was straightforward whilst others felt they had to wait a long time to receive

training and get started. Notably, all stated they were satisfied with that the level of support they received to get started, and many specifically credited the club's junior convenor or volunteer co-ordinator, the PGA Tutors and CSL staff. In terms of feedback, coach education, the resources and the PGA tutors were rated very highly and participants felt well prepared for training. Suggestions to improve the training were to have more information prior to the course, making it longer and bringing in children to make the practical element more realistic. When asked what CSL could do to retain coaches, participants felt strongly that it was more the job of the club to retain their coaches and that there had to be a realisation that coach recruitment is an ongoing process. Suggestions to support retention of coaches were focused on further training and sharing best practice among coaches and clubs.

The following recommendations from the focus group interview findings are intended to assist CSL to develop their strategies for engaging, supporting and recognising their volunteer coach workforce based on the motives and needs identified through this study. It is recommended that CSL focuses efforts on improving communication with clubs and volunteers. Volunteer co-ordinators at clubs should be given guidance on recruitment methods and succession planning as well as information on further training and support for volunteers. Potential new volunteers need a clearer understanding of what it takes to become a volunteer coach to reduce the perception that they don't have the right skills. Clubs should be given more guidance on how to develop strong school to club links and how to manage and run safe and effective coaching sessions to reduce the risk of volunteer coaches becoming dissatisfied and de-motivated. The findings showed a strong interest among coaches in their own continuous personal development. Further training, learning from more experienced coaches, opportunities to network with peers and coaching forums have all been suggested by the volunteers themselves as ways to support their development. Finally, although volunteers said they

did not seek rewards, they did value recognition for their efforts, particularly from the parents, participants and their club. Clubs should ensure that volunteer coaches have regular formal and informal opportunities to raise their concerns and make suggestions for development i.e. reporting at club committee meetings and the club committee encouraging an open-door policy for discussion and sharing ideas. Parents, participants and the club should be encouraged and supported to recognise and thank volunteer coaches for their dedication and expertise i.e. at the end of the coaching term, junior prize-giving and at the club's annual general meeting.

Previously CSL had no documented evidence on the motives of their volunteer coaches. This study used both quantitative and qualitative methods to establish the nature and motives of the participants. The incorporation of the VFI into the large scale multi-part survey enabled the researcher to determine relationships among variables and to test differences among groups. By implementing the VFI as part of this study, it has helped to grow support for its reliability and effectiveness as a predictive model within the volunteering domain. The qualitative element of the study aimed to understand the meaning of the volunteering experience to participants within the ClubGolf Programme in relation to motivation. These findings provided a valuable insight into participant's basic psychological needs in relation to volunteering experience.

Future research in this area should consider the use of the large scale multi-part survey across more sports to enhance knowledge and understanding of the nature and motives of volunteer coaches. Implementation of the survey tool should be direct to participants in order to increase the potential for a higher return rate thus maximising the sample size. Focus group interviews provided rich qualitative data which enhanced the findings of the VFI. Further research in this area should consider engaging volunteer coaches in focus groups interviews on an ongoing basis to increase volunteer involvement in the organisation's planning and development process.

Although much of CSL's work is around developing strong relationships and supporting partners i.e. the volunteer coaches and clubs or facilities delivering ClubGolf coaching programmes, there has never before been the opportunity to evidence this information. As a result of this study, CSL now has a greater understanding of the nature and motives of their volunteer coaches and is undoubtedly in a better position to plan for, engage with, support and recognise their volunteer coaching workforce.

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APPENDIX 1

LARGE SCALE MULTI PART SURVEY PARTICIPANT PACK

01 March 2008

Dear PGA Level 1 Coach

THE NATURE AND MOTIVATIONS OF CLUBGOLF VOLUNTEER COACHES

I am writing to ask for your assistance by participating in a study that is currently being undertaken by Katie Oman. Katie is a Regional Manager with ClubGolf Scotland Limited and is undertaking a part-time research MPhil at the University of Strathclyde.

Currently there is very little research examining volunteer motivation within the context of sport. The aim of this study is to extend knowledge about the association between motivation and volunteers involved with ClubGolf.

Results from this study will provide data and recommendations that could be adopted at an organisational and societal level. By understanding who volunteers and why they do so, ClubGolf will be able to put in place strategies to successfully recruit, support and retain volunteers within the programme. In addition, feedback from the study can hopefully be used in comparative analysis with other sporting organisations and governing bodies in the future.

May I take this opportunity to thank you most sincerely for taking the time participate in this study. It should only take around 10 minutes of your time to complete the simple survey and you can return it to Katie in the stamped addressed envelope. Alternatively you can complete and submit the survey on-line by going to www.clubgolfscotland.com. Upon receipt of your survey, your name will be entered into a prize draw where you have the chance of winning one of two rounds of golf at Gleneagles.

Further information regarding the nature of the study, what you would be expected to do and what will happen to the information you provide is contained within the attached **volunteer information form**. However, if you have any questions please do not hesitate to contact Katie on 07956 540 587 or omank@sportcentral.org.uk

If for any reason you feel that you would rather not take part, please return the 'opt-out' form to Katie (you can also do this online or let Katie know by phone or email) to ensure that you are not contacted again in conjunction with this piece of research.

Yours sincerely,

ClubGolf Regional Manager

University of Strathclyde Education	**DEPARTMENT OF SPORT, CULTURE AND THE ARTS** **RESEARCH VOLUNTEER** **INFORMATION FORM** PLEASE READ THE FOLLOWING CAREFULLY

Title: The Nature and Motivations of ClubGolf Volunteer Coaches

What is the study about? There are currently 200 golf clubs and facilities in Scotland working in partnership with ClubGolf. Together, our aim is to create opportunities for children to access and develop in the game of golf, by establishing strong junior sections within clubs and delivering a sustainable long-term player development pathway. The success of the delivery of the first two stages of this player development pathway relies heavily on recruiting and retaining a robust workforce of volunteer coaches. To date, there are 945 licensed PGA Level 1 volunteer coaches registered in Scotland but there is very little research examining who they are and what motivates them to volunteer. The overall objective of this study is to extend current knowledge about the association between motivation and volunteer coaches involved in the ClubGolf programme.

You have been selected because you are licensed PGA Level 1 volunteer coach and are therefore actively involved in coaching at a golf club or facility in Scotland. All licensed PGA level 1 volunteer coaches will be asked to participate in the study.

What will you be expected to do? Participation involves completing a multi-part survey relating to reasons for volunteering. The survey should take no longer than 10 minutes to complete and can be completed in your own time. A pre-paid return envelope will be enclosed for your convenience. At the end of the study a copy of the report and findings will be made available to clubgolf.

What are the potential risks to you of taking part? There are no potential risks envisaged with participation in this study.

Do you have to take part? Involvement in this study is voluntary and no financial compensation is offered. As a volunteer you are under no obligation to participate or to continue with the study if you do not wish and can therefore withdraw at anytime.

Will your participation in the research project be kept confidential? All responses and associated data will be summarised in the final report and so individual responses will be anonymous. Upon completion of the study, all records will be retained and stored by the Department of Sport, Culture and the Arts. All signed consent forms will be stored separately to maintain confidentiality. After completion of the study all data will be destroyed.

Who can you contact if you have any questions about the project?	**Who can you contact if you have a complaint about the project?**
Katie Oman ClubGolf 3rd Floor, Wolfcraig 1 Dumbarton Road Stirling FK8 2LQ Phone: 07956 540587 Fax: 01786 432394 Email: omank@sportcentral.org.uk	Dr. David Rowe Department of Sport, Culture and the Arts University of Strathclyde 76 Southbrae Drive Glasgow G13 1PP Phone: 0141 950 **3712** Fax: 0141 950 3132 Email: david.rowe@strath.ac.uk

What next? If after reading this information you do not wish to take part in the process we would ask you to sign the 'opt-out' form and return it to the researcher in the stamped addressed envelope. If you are happy to be involved in the process, please complete the enclosed multi-part survey and return it to the researcher. Alternatively you can complete and submit the survey online by going to **www.clubgolfscotland.com**

University of Strathclyde Education	**DEPARTMENT OF SPORT, CULTURE AND THE ARTS** **RESEARCH VOLUNTEER** **Participant 'Opt-Out' Form** PLEASE READ THE FOLLOWING CAREFULLY

Participant 'Opt-Out' Form

Project Title

The Nature and Motivations of ClubGolf Volunteer Coaches

I confirm that I have read and understand the information sheet for the above project and the researcher has answered any queries to my satisfaction. I understand that by returning this opt-out form I have chosen not to participate and I will not be contacted again in conjunction with the study.

I ……(PRINT NAME)

do not wish to take part in the above project.

Signature of Participant: ……..…Date:..……..

Signature of Investigator: ……Date:…….....

PRINT NAME OF INVESTIGATOR: …….....

Definition of Volunteering:

"the giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary" (Scottish Executive, 2004a; p.7).

This survey is aimed at understanding who volunteers and why. The information that you give will be summarised and therefore individuals will not be identified with responses. A certain amount of personal information is required to assist the researcher in matching information that may be obtained from a future follow up study.

When answering the questions, be truthful (remember there are no right or wrong answers, only what is true for you) provide your immediate response to the item rather than spending time considering possible responses.

Thank you for your time and co-operation

NAME: ……

HOME POSTCODE: ……

CLUB/FACILITY YOU COACH AT: ……

PART 1 - WHO VOLUNTEERS?

The following questions are based on previous studies and findings regarding 'who volunteers'. The results will show trends that should determine the key areas to be researched further.

Question	Enter your details				
Sex		Male		Female	
Age (years)					
Post Secondary Education	None	College Diploma	Bachelors	Masters	Doctorate
Job title					
Employment	Full Time - Permanent	Full Time - Temporary	Part Time - Permanent	Part Time - Temporary	Retired
Home Life	Live with partner	Live with parents / family	Live on own	Rent with others	
Relationship	Married	Long term partner (2 or more years)	Partner (0-2 years)	Dating	Not dating
Children		Number		Ages	
Religion	Never	Special Occasions	Less than once a month	More than once a month	Weekly

RECORD OF VOLUNTARY ACTIVITY

Research has found that people often volunteer in more than one activity. Please detail all volunteering activity you are CURRENTLY involved in. Continue on a separate sheet if necessary.

Name Activity 1	**Clubgolf Coaching**	
How long have you been involved (answer in months and/or years)?		
On average how many weeks per year?		
On average how many hours per week?		
How did you become involved? **(Please tick most appropriate response or provide detail in 'Other')**	You were personally asked	
	You replied to a poster/advert	
	You approached the Club/facility yourself	
	Other	

Name Activity 2		
How long have you been involved (answer in months and/or years)?		
On average how many weeks per year?		
On average how many hours per week?		
How did you become involved? **(Please tick most appropriate response or provide detail in 'Other')**	You were personally asked	
	You replied to a poster/advert	
	You approached the Club/facility yourself	
	Other	

Name Activity 3		
How long have you been involved (answer in months and/or years)?		
On average how many weeks per year?		
On average how many hours per week?		
How did you become involved? **(Please tick most appropriate response or provide detail in 'Other')**	You were personally asked	
	You replied to a poster/advert	
	You approached the Club/facility yourself	
	Other	

Name Activity 4		
How long have you been involved (answer in months and/or years)?		
On average how many weeks per year?		
On average how many hours per week?		
How did you become involved? **(Please tick most appropriate response or provide detail in 'Other')**	You were personally asked	
	You replied to a poster/advert	
	You approached the Club/facility yourself	
	Other	

PART 2 - VOLUNTEER FUNCTIONS INVENTORY

Please indicate how important or accurate each of the 30 possible reasons for volunteering are for you in doing voluntary work. Use the following response scale ranging from 1 to 7.

1	2	3	4	5	6	7
Extremely unimportant/ inaccurate	**Very unimportant/ inaccurate**	**Somewhat unimportant/ inaccurate**	**neither**	**Somewhat important/ accurate**	**Very important/ accurate**	**Extremely important/ accurate**

	1	2	3	4	5	6	7
Volunteering can help me to get a foot in the door at a place where I would like to work							
My friends volunteer							
I am concerned about those less fortunate than myself							
People I'm close to want me to volunteer							
Volunteering makes me feel important							
People I know share an interest in community service							
No matter how bad I've been feeling, volunteering helps me to forget about it							
I am genuinely concerned about the particular group I am serving							
By volunteering I feel less lonely							
I can make new contacts that might help my business or career							
Doing volunteer work relieves me of some of the guilt over being more fortunate than others							
I can learn more about the cause for which I am volunteering							
Volunteering increases my self-esteem							
Volunteering allows me to gain a new perspective on things							
Volunteering allows me to explore different career options							
I feel compassion toward people in need							
Others with whom I am close place a high value on community service							
Volunteering lets me learn things through direst, hands on experience							
I feel it is important to help others							
Volunteering helps me work through my own personal problems							
Volunteering will help me to succeed in my chosen profession							
I can do something for a cause that is important to me							
Volunteering is an important activity to the people I know best							

Volunteering is a good escape from my own troubles							
I can learn how to deal with a variety of people							
Volunteering makes me feel needed							
Volunteering makes me feel better about myself							
Volunteering experience will look good on my résume / CV							
Volunteering is a way to make new friends							
I can explore my own strengths							

APPENDIX 2

FOCUS GROUPS INTERVIEW SCHEDULE

FOCUS GROUPS INTERVIEW SCHEDULE

Focus Groups

N = New Volunteers

E = Existing Volunteers

S = Stopped Volunteering

X = Never Volunteered

Geographical Split

Suburban / Urban

Rural / Accessible

Remote

Areas of Questioning

1. Awareness
2. Motivation
3. Expectations
4. Experience
5. Feedback

N	E	S	X	
Awareness of clubgolf and the opportunity to be a volunteer coach				
✔	✔	✔	✔	How did you first hear about clubgolf? Have you heard about clubgolf?
✔	✔	✔		How did you first hear about the opportunity to become a clubgolf coach at [club name]?
		✔	✔	Do you know who the key people involved in clubgolf are (coaches, coordinator, clubgolf RM)?
✔	✔	✔	✔	How well is clubgolf promoted at your golf club?
✔	✔	✔	✔	How well are junior activities generally publicised at your club?
Motivation – reasons for deciding to coach or not				
			✔	Have you ever considered becoming a clubgolf coach? Have you ever been asked?
✔	✔	✔		What were your reasons for deciding to become a volunteer coach?
✔	✔			What would cause you to stop coaching?
		✔		What were your reasons for deciding to stop coaching?
			✔	What were your reasons for deciding NOT to become a volunteer coach?
			✔	What would encourage you to start coaching?
		✔		What would encourage you to start coaching again?
✔	✔			What things are important for you to keep coaching?
✔	✔	✔		What kind of extrinsic rewards would make a difference to your decision to keep coaching (e.g. golfing opportunities, coach development opportunities, financial reward, opportunities for children at my club, etc)
Expectations of being a volunteer coach				
✔	✔	✔		What do / did you expect to get out of coaching in this programme?
Experience of coaching				

✔	✔	✔		How easy or difficult was it for you to get involved in coaching?
✔	✔	✔		Have you received the level of support you expected as a clubgolf coach?
✔	✔	✔		How would you describe your experience as a clubgolf coach? What do / did you enjoy most? What do / did you enjoy least? Has your experience met your expectations?
✔	✔	✔		How easy or difficult is / was it for you to coach? Do courses run at a time suitable to you? Do you have suitable flexibility in your job or other commitments?
	✔	✔		Think about the expectations you had when you started coaching. Were these fulfilled?
	✔	✔		Think about the level of support you have received as a coach (a) from fellow coaches, (b) from your club, (c) from clubgolf. Has this support met your expectations?
Feedback – suggested areas for improvement				
✔	✔	✔		Did your training prepare you adequately for coaching?
✔	✔	✔		What improvements (if any) do you think should be made to the training process?
✔	✔	✔	✔	What can clubgolf do to help retain coaches?
Personal Circumstances & Change				
	✔	✔		Have there been any changes in your personal circumstances which have impacted your ability or desire to be a clubgolf coach?
	✔	✔		Has there been any change in your motives for coaching since you started?