

Research **5**

Disability Sports Instructors

I. Overview

1. Purpose

The purpose of this study is to investigate the current situations of para-sports instructors, and to provide an evidence-based data to the government and relevant sectors for future policy development.

2. Data collection method

Secondary analysis -1

(1) Method

Japanese Para-Sports Association (JPSA)'s "JPSA Certified Sports Instructor System (2012)" and "JPSA-JPC Educational Programmes (2015)" were used for secondary analysis to obtain the latest number of registered para-sports instructors (as of December 2014).

Secondary analysis -2 (written questionnaire)

(1) Method

Secondary data analysis of JPSA's "Survey on Para-Sports Instructors 2012)".

(2) Sample size

"Survey on Para-Sports Instructors (2012)" targeted at 21,924 registered para-sports instructors (beginners, intermediate, and advanced). 3,803 instructors responded (the response rate was 17.3%). In this report, 12 instructors were removed from the analysis due to a low sample in a specific age category, and a total of 3,791 samples were used for the analysis.

(3) Questions

- Respondents attributes (gender, age)
- Acquisition of instructor qualifications (purpose, frequency of activities etc)
- Activity as an instructor (frequency, activity location, main role, anxiety factors, problems experienced)

(4) Data Analysis

Grand total, cross-Sectional Analysis

II. Results (secondary analysis-1)

1. Japanese Para-Sports Association's Educational Programs

(1) Overview of Japanese Para-Sports Association's educational Programs

Japanese Para-Sports Association (JPSA) authorized by the Ministry of Health and Welfare (currently Ministry of Health, Labour and Welfare:MHLW) was established in 1965 as the celebration of the Tokyo 1964 Paralympic Games. With the first National Sports Festival for People with Disabilities held in 1964, MHLW authorized JPSA to develop para-sports instructors, and since 1966 JPSA has been responsible for conducting the following educational programs; Para-Sports Instructors (Beginners, Intermediate, Advanced), Para-Sports Coaches, Para-Sports Doctors and Para-Sports Trainers (Table 5-1).

Table 5-1 Overview of JPSA's Para-Sports Instructors

	Para-Sports Instructors (FY2011)		
	Beginners Level	Intermediate Level	Advanced Level
Number of Instructors	18,841	2,395	688
Role	Providing instructions for beginners in sports at the community level.	Working as a leading instructor at the community level with extensive knowledge and experience in instructing	Working as a leader at the prefectural level with highly sophisticated knowledge and experience in instructing

JPSA Certified Sports Instructor System (2012)

(2) Certification school system for obtaining qualifications

In 1993, JPSA established a system that designates certification schools for obtaining the JPSA-certified instructor qualification and committed itself to maintaining instructors. As of FY 2012, there are 170 certification schools in Japan; 148 of these allow individuals to obtain the beginners certification, while 22 schools offer the intermediate certification.

When viewed according to school type, 78 of the schools were four-year universities (of these, 56 offered beginners certification and 22 offered intermediate certification), 17 were junior colleges, and 75 were vocational schools. Among these were 13 sports-related universities or departments (including junior colleges) and 20 welfare or health-related (including health/social welfare) junior colleges and universities.

III. Results (secondary analysis-2)

1. Respondents Attributes

There were proportionally more female respondents than male respondents, and a comparison with the gender ratio of registered instructors (46.2% male, 53.8% female) reveals an almost identical ratio (Table 5-2 and 5-3).

When viewed according to age group, a proportionately high number of respondents to this survey were in their 50s or 60s, even though 40% of all registered instructors are in their 20s.

Table 5-2 Number of registered Para-Sports instructors in FY2011

	Overall		Beginners		Intermediate		Advanced	
	Number	%	Number	%	Number	%	Number	%
Overall	21,924	100.0	18,841	85.9	2,395	10.9	688	3.1
Gender								
Male	10,138	46.2	8565	45.5	1,156	48.3	417	60.6
Female	11,786	53.8	10,276	54.5	1,239	51.7	271	39.4
Age								
10s	112	0.5	111	0.6	1	0.0	0	0.0
20s	9,611	43.8	9,085	48.2	511	21.3	15	2.2
30s	4,047	18.5	3,491	18.5	412	17.2	144	20.9
40s	2,881	13.1	2,286	12.1	420	17.5	175	25.4
50s	2,736	12.5	2,057	10.9	504	21.0	175	25.4
60s	1,902	8.7	1,368	7.3	413	17.2	121	17.6
70+	635	2.9	443	2.4	134	5.6	58	8.4

Information provided by JPSA

**Table 5-3 Respondents Attributes
(overall · gender · age · genderxage)**

	N	%
Overall	3,791	100.0
Gender		
Male	1,845	48.6
Female	1,945	51.4
Age		
20s	613	16.2
30s	712	18.8
40s	676	17.8
50s	791	20.9
60s	737	19.4
70+	261	6.9
GenderxAge		
Male		
20s	206	11.2
30s	315	17.1
40s	326	17.7
50s	390	21.1
60s	411	22.3
70+	197	10.7
Female		
20s	407	20.9
30s	397	20.4
40s	350	18.0
50s	401	20.6
60s	326	16.8
70+	64	3.3

2. Acquisition of instructor qualifications

(1) Breakdown of instructors by qualification - overall / by age group

When viewing the qualification categories according to age group, 90.0% of instructors in their 20s held the beginners certification, 10.0% held the intermediate certification, and none were found to hold the advanced certification (Figure 5-1). A total of 28.1% of instructors in their 60s held the intermediate certification, which was higher than in other age groups; instructors in their 40s and those 70+ showed the highest percentages for the advanced certification, with 10.1% and 11.5% respectively.

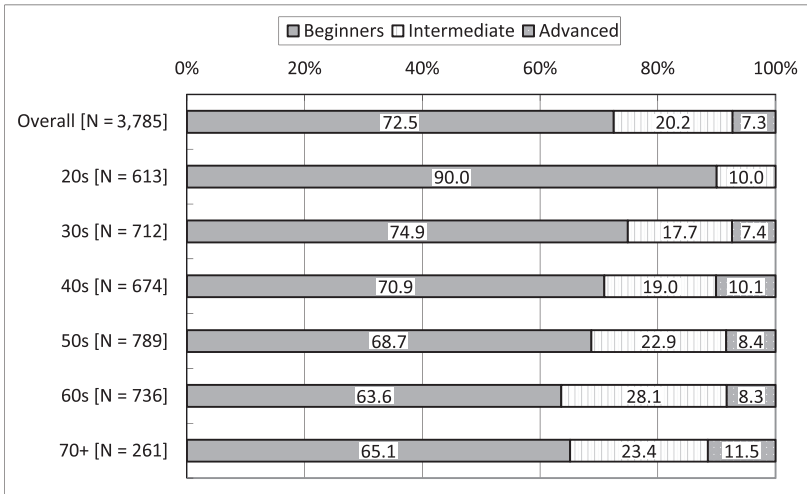


Figure 5-1 Instructors by qualification type (overall / by age group)

(2) Purpose of obtaining a qualification

The most common overall response was “I was interested in the high-performance sports of people with disabilities” (53.3%) followed by “I wanted to increase my disability sports knowledge and skills” (52.7%), and “I was interested in the everyday sports of people with disabilities” (46.2%) (Figure 5-2).

When viewed according to qualification type, intermediate instructors gave a proportionally higher number of “I was interested in the high-performance sports of people with disabilities” responses (61.4%), while a large number of advanced instructors answered “I wanted to increase my disability sports knowledge and skills” (70.0%).

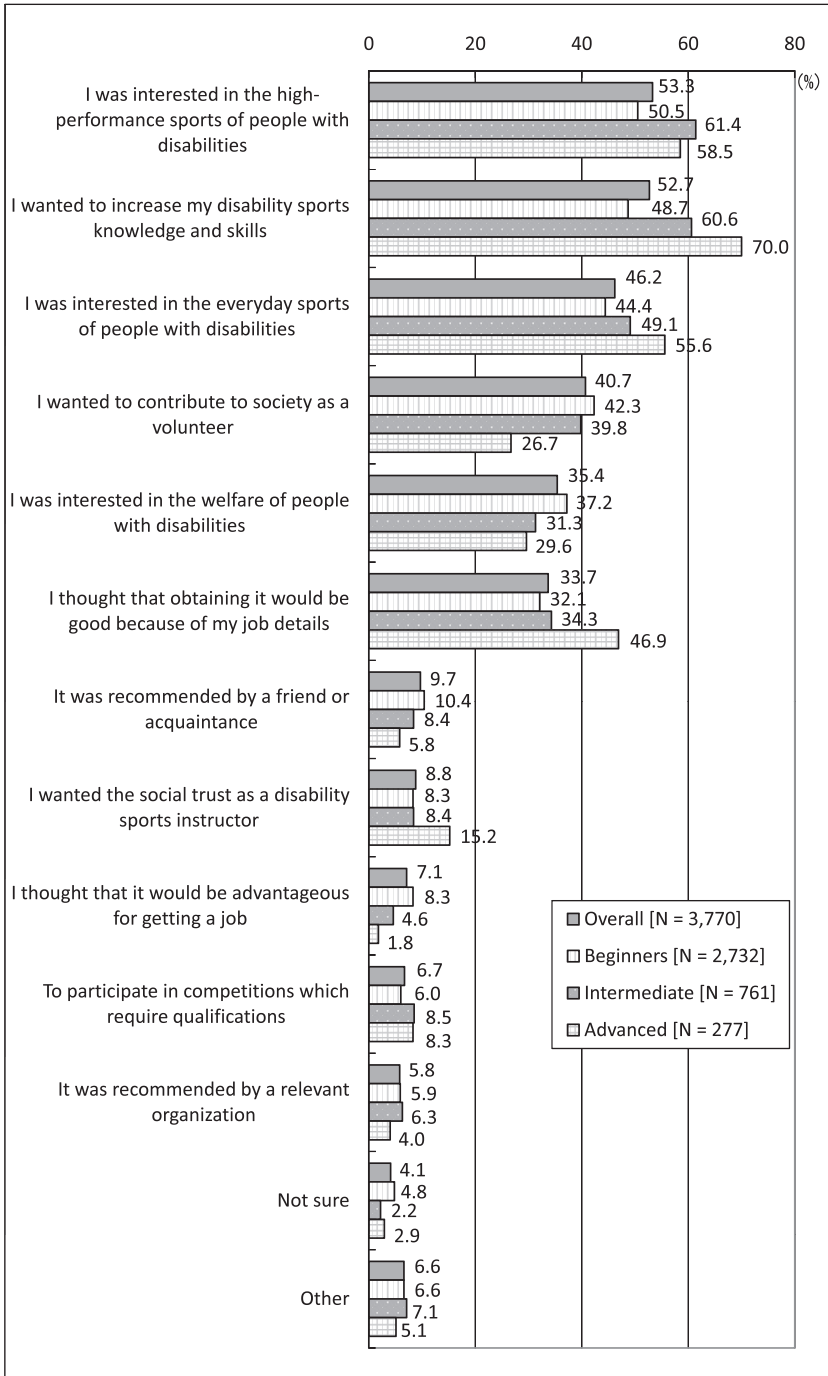


Figure 5-2 Purpose of obtaining a qualification (overall / by qualification type; multiple response)

(3) Benefits of obtaining qualifications

The respondents overall felt that obtaining qualifications had benefited them, with over half responding “It increased the opportunities for meeting a wide variety of people” (56.4%) followed by “I saw the smiling faces of many people with disabilities” (43.4%), and “Acquiring information related to disability sports instruction became easier” (42.3%) (Figure 5-3).

When viewed according to qualification type, intermediate instructors had the highest percentage of “I increased my opportunities to be involved in disability sports” (46.9%), indicating that obtaining the qualifications allowed them to feel the benefits of increased participation in activities.

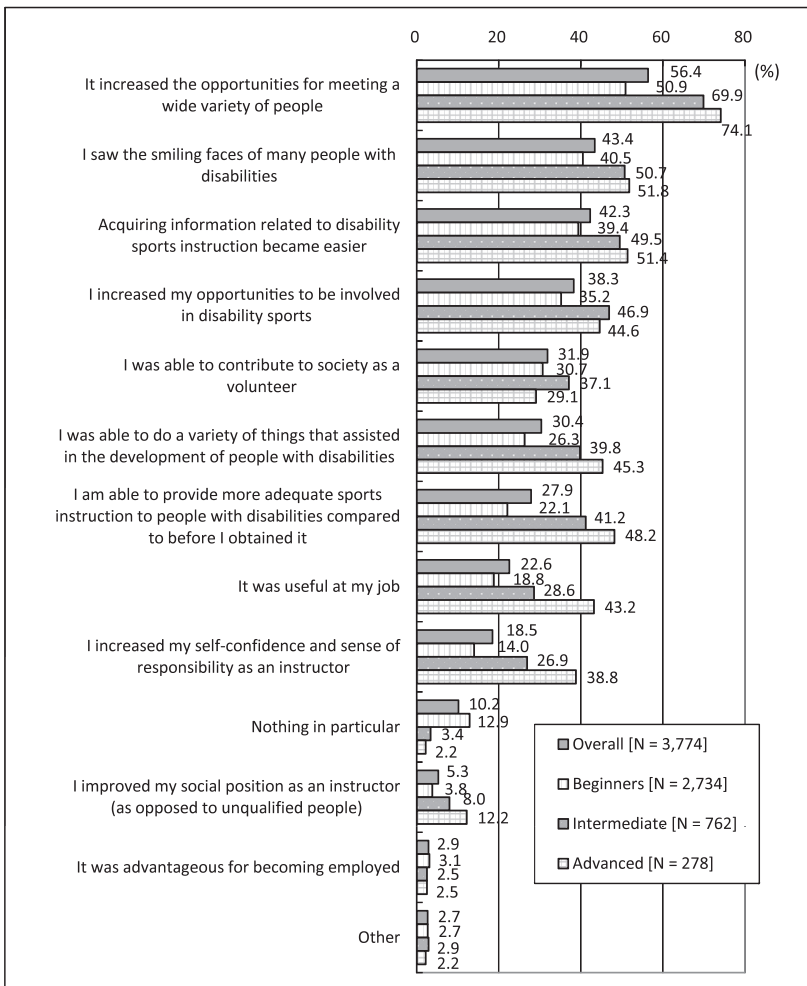


Figure 5-3 Benefits of obtaining a qualification (overall / by qualification type; multiple responses)

3. Activities as instructors

(1) Frequency of activities as instructors

Regarding the frequency of activities as instructors, the most common response was “Not at all” at 33.8%. A similar percentage of instructors (34.3%) participated at least once a month, while 13.5% participated at least once a week (Figure 5-4).

By gender, 42.0% of women answered “Not at all” compared to only 25.2% of men. On the other hand, no gender difference was observed among individuals who participate in activities at least once a week (14.4% of men and 12.5% of women).

By qualification type, approximately 40% of beginners instructors responded “Not at all” while 9.0% of them routinely participated in activities at least once a week. “Almost every day” was the most common response (16.4%) among advanced instructors, with over 40% of them routinely participating in activities at least once a week.

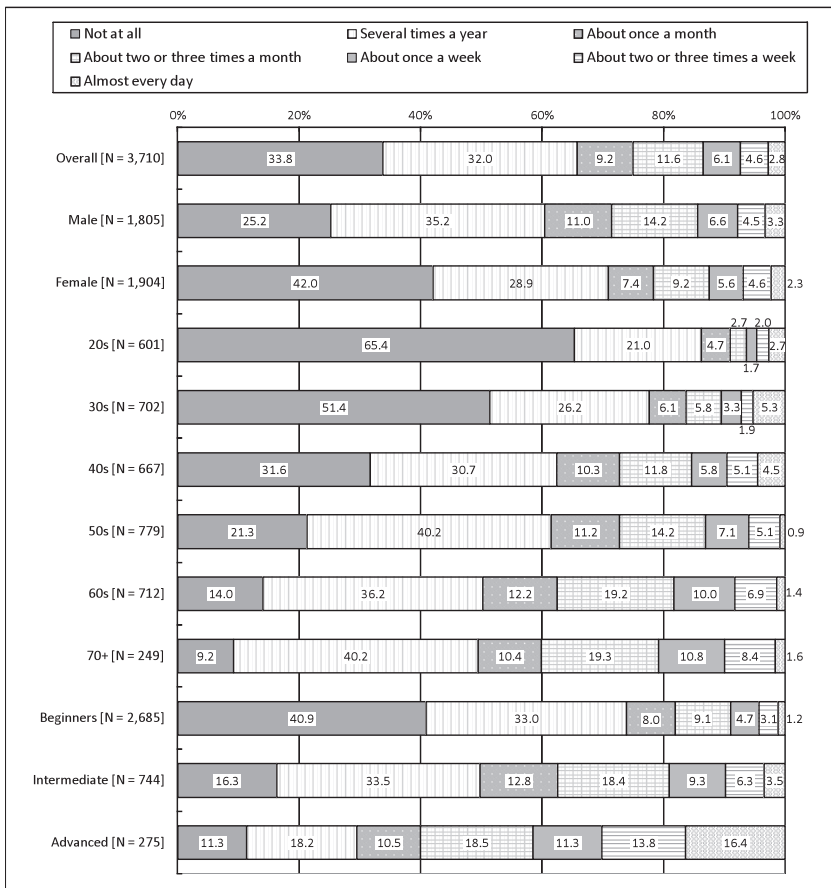


Figure 5-4 Frequency of activities in FY2011

(2) Main activity locations as instructors

Overall the most common response was “Competitions or other events” (47.6%), meaning the activities were irregular (not routine) events (Figure 5-5). The next most common was “Various leagues or organizations related to disability sports” (35.2%) followed by “Local clubs or circles” (23.2%).

When viewed according to qualification type, the higher the level of qualification is, the higher the percentage of participation in all activity locations.

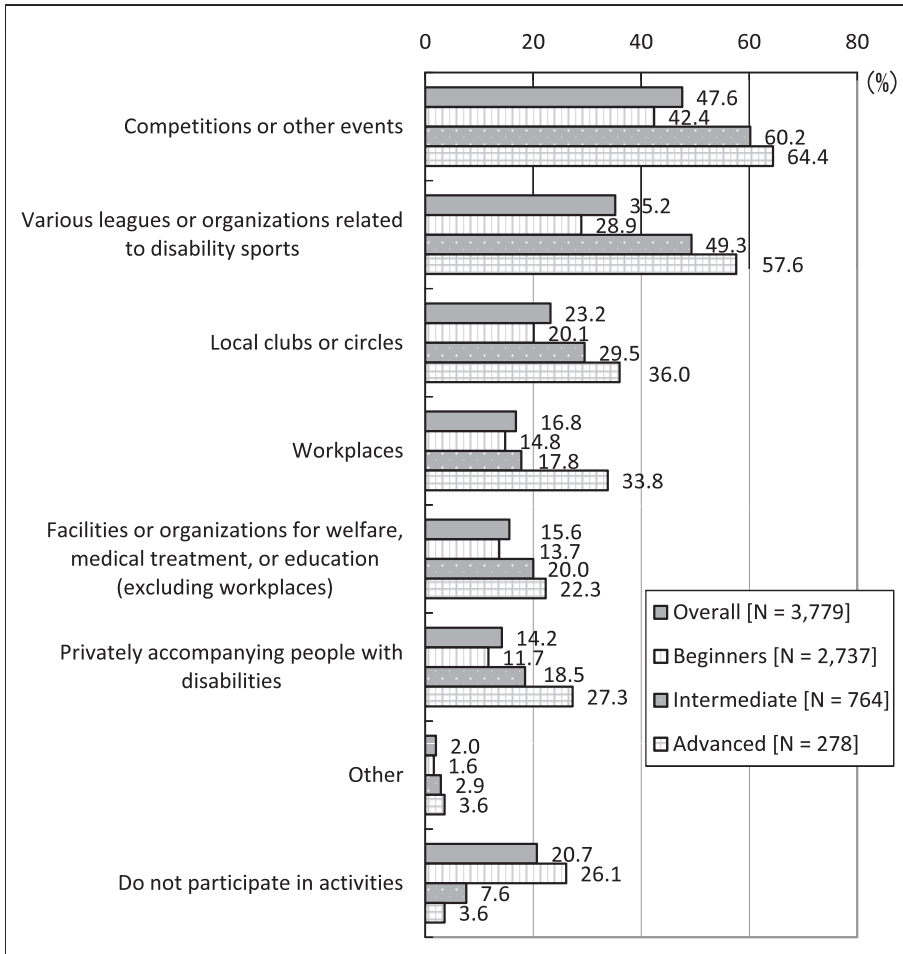


Figure 5-5 Main activity locations (overall / by qualification type; multiple responses)

(3) Main role at activities

Overall the most common response was “Referee, official, or assistant for a competition” (44.3%) followed by “Assisting with instruction at an exercise or sports class” (33.6%) and “Exercising or playing together” (33.5%) (Figure 5-6).

When viewed by qualification type, the proportions of “Referee, official, or assistant for a competition”, “Primary instructor at an exercise or sports class”, and “Management staff for an athletic or disability sports organization” responses increased as the level of qualification increased. The data revealed that instructors with higher qualifications assume a large number of different roles.

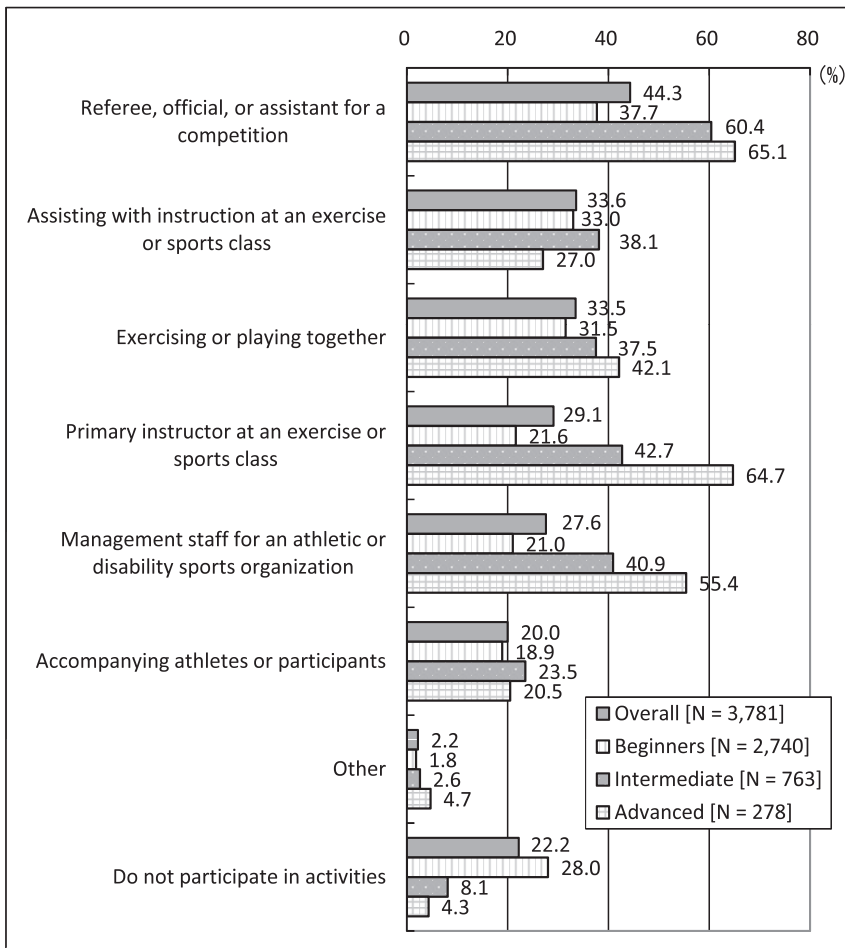


Figure 5-6 Main role at activities
(overall / by qualification type; multiple responses)

(4) Anxiety factors when instructing

The most common response was “Things that must be considered due to the disabilities” (62.5%) followed by “Lack of experience” (47.9%), “Knowledge of sports rules” (42.5%), and “Designing the instruction program” (33.9%) (Figure 5-7).

We also divided the activity frequency into three groups; “No activity”, “Several times a year”, and “At least once a month”. “No activity” group had the highest proportion of individuals who felt anxiety, with seven out of ten (72.4%) responding that the biggest anxiety factor was “Lack of experience” followed by “Things that must be considered due to the disabilities” (59.6%) and “Knowledge of sports rules” (50.7%).

The “At least once a month” group had the highest percentage of “Things that must be considered due to the disabilities” responses (66.5%) of all the activity frequency groups, followed by “Creating a safe environment” (41.1%) and “Designing the instruction program” (32.7%).

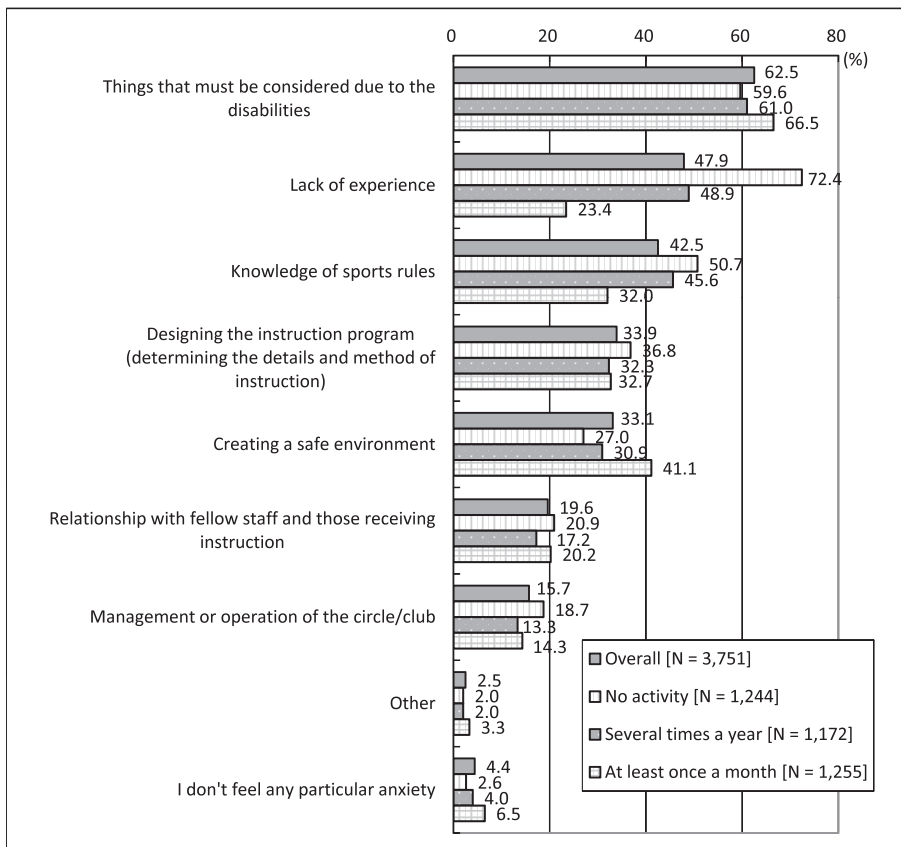


Figure 5-7 Anxiety factors when instructing (overall / by activity frequency group; multiple responses)

(5) Problems when instructing

The most common response was “They often overlap with work or school” (46.6%) followed by “I feel anxious about instructing” (22.0%), and “Lack of information about the activity locations (occasions)” (20.8%) (Figure 5-8).

We also divided the activity frequency data into three groups; “No activity”, “Several times a year”, and “At least once a month”. For “No activity” group, the most common response was “They often overlap with work or school” (51.9%) followed by “I feel anxious about instructing” (25.5%), and “I feel obligated to do household chores such as childcare or nursing a priority” (24.9%). Over half of the “Several times a year” group responded “They often overlap with work or school” (53.2%) followed by “Lack of information about the activity locations (occasions)” (23.9%), and “I feel anxious about instructing” (22.7%).

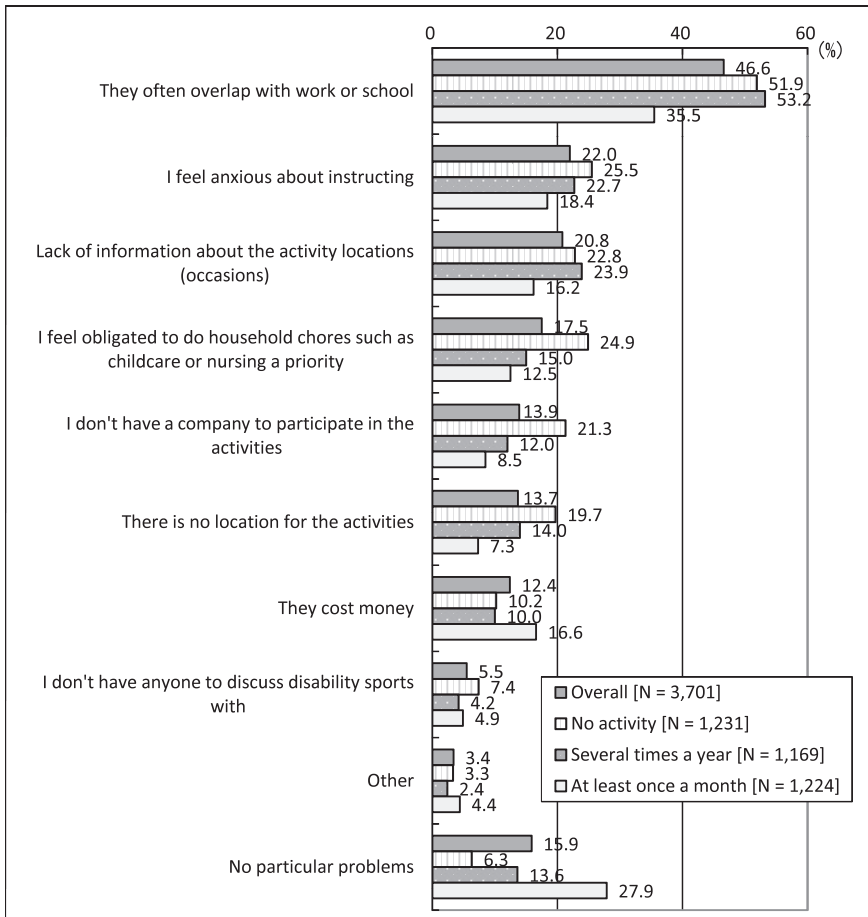


Figure 5-8 Problems when instructing (overall / by activity frequency group; multiple responses)