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RISK-BEHAVIOR OF GERMAN BASKETBALL COACHES: COMPARING THE WILLINGNESS TO TAKE RISKS ON DIFFERENT COACHING LICENSE LEVELS WITH THE GENERAL POPULATION AND DIFFERENT PROFESSIONAL SUBGROUPS

OPEN ACCESS

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ABSTRACT

This research examines the risk behavior of German basketball coaches to understand how risk propensity varies across coaching license levels. Addressing gaps in previous studies on coaches' psychological traits, the study compares basketball coaches with teachers, managers, and the general population. Data from 360 coaches and the German Socio-Economic Panel (SOEP) were analyzed. Results show that A-license coaches exhibit higher risk-taking, similar to managers, while C-license coaches align more with teachers and the general population. These findings reveal a link between risk preferences and coaching license level, emphasizing the value of large-scale surveys in exploring professional personality traits and the need for further research across sports.

Keywords: *coaching, risk, teacher, manager, personality, basketball*

INTRODUCTION

Success in sports often hinges on a coach's ability to take calculated risks. In basketball, the dynamic and fast-paced nature of the game demands decision-making that inherently involves risk-taking, whether it is choosing a strategy, making substitutions, or determining in-game tactics. As Geno Auriemma, an influential figure in women's basketball, highlights, success often pivots on a willingness to embrace risks (Auriemma, 2012). This concept of risk-taking is particularly relevant in the context of basketball coaching, where the ability to assess and manage risks can determine the outcome of a game or even a season. However, risk-taking in sports coaching, especially basketball, remains an underexplored area, both theoretically and empirically. Understanding how coaches navigate risk in competitive environments can enhance coaching practices and contribute to more effective decision-making.

As a more general psychological concept, taking risks is a part of daily existence. People regularly run the danger of injury when they travel or participate in leisure activities. People's inclination to take risks varies greatly depending on a variety of characteristics, such as personality, life experiences, and situational settings. These risks range in degree and impact. Some people show a propensity to take significant risks in their personal or professional lives, which can occasionally have fatal consequences. Examples of this include occurrences involving extreme sports athletes like climbers and deep-sea divers, as well as

individual risk-taking behaviors like drug usage (Branch & Berman, 2023).

Risk-taking is not only confined to extreme situations but is also prevalent in various professional domains. For example, studies have shown that individuals in managerial roles are more inclined to take risks (Glenn et al., 2011; Babiak et al., 2010; Benischke et al., 2018). Similarly, research into German politicians reveals a higher propensity for risk-taking compared to the general population, often linked to factors such as authority and a desire for novel experiences (Hess et al., 2013). Moreover, the risk behavior of economists was focused on by Wagner et al. (2018), concluding that based on self-questioning, only chairpersons of the board of listed companies are more willing to take risks. Finally, Schmidt et al. (2023) examined the risk behavior of journalists compared to the general population based on the German Socio-Economic Panel Study (SOEP), pointing out that journalists do not represent the general population in general. Interestingly, based on the SOEP dataset, a relationship between an individual's willingness to take risks and their level of life satisfaction was also discovered (Dohmen et al., 2011).

These findings underscore the importance of understanding risk propensity across different professional groups, including sports coaches, whose decisions often involve risk management.

Risk propensity is increasingly understood as a flexible psychological trait (Soane & Chmiel, 2005; Nicholson et al., 2005; Soane et al., 2010; Frey et al., 2017; Pedroni et al., 2017; Highhouse et al., 2022), influenced by personality characteristics such as extraversion and openness to new experiences (Josef et al., 2016). Moreover, life events like marriage, retirement, or age-related cognitive changes can affect an individual's risk tolerance. For instance, risk propensity generally declines with age but shows greater variability in early adulthood and after age 65 (Josef et al., 2016). Furthermore, new studies show that millionaires exhibit higher emotional stability, openness, extraversion, risk behavior, and conscientiousness than the general population (Leckelt et al., 2022). This trait is crucial in decision-making processes in professional settings, particularly sports, where sometimes split-second decisions can impact game outcomes. The professional context, including roles like coaching, tends to exhibit higher levels of risk propensity than leisure activities.

Coaches, especially in high-stakes environments like basketball, regularly make decisions that involve balancing risk and reward. Research on risk-taking in sports has primarily focused on athletes, but studies exploring risk behavior in coaching are limited. For example, Urschel and Zhuang (2011) examined risk inclinations among NFL coaches concerning kickoff strategies, illustrating the diverse risk orientations within coaching. Furthermore, Gray and McKinstrey (1994) investigated the risk management behaviors of NCAA Division III head football coaches. Factors such as job security and external pressures also influence coaches' risk behavior (Slade & Tolhurst, 2018). Sports science delves into decision-making processes related to athletic activities concerning risk (Raithel, 2013). Moreover, Boeheim et al. (2016) explored the risk behavior and gender differences in professional basketball players. We can see a wide spectrum of risk-related studies in the context of adventure sports and extreme sports (Brymer, 2010; Castanier et al., 2010; Collins & Collins, 2013; Woodman et al., 2013).

In basketball, risk-taking seems evident in strategic decisions, from defensive plays to high-pressure offensive tactics. However,

a gap exists in understanding how basketball coaches' risk behaviors compare to other professional groups.

Recent studies highlight personality differences between basketball coaches and the general population. For instance, Wunder et al. (2024) found that basketball coaches score differently on certain Big Five personality traits, including higher levels of openness and extraversion, traits often linked to greater risk behavior. Additionally, basketball coaches tend to have higher education levels, which economic studies suggest correlates with increased risk tolerance (Wagner et al., 2018). Furthermore, Mallett and Lara-Bercial (2016) investigated the personality profiles of serial-winning coaches, to understand more about what makes coaches at these levels. However, comprehensive research on the risk behavior of basketball coaches, particularly in Germany, remains scarce.

Neuroticism, openness, extraversion, agreeableness, and conscientiousness are the five variables that comprise the Big Five model, often used in personality research (Lang et al., 2011; Masood et al., 2018). Moreover, risk-related research suggests that the so-called "Prospect Theory" or variations of it should be considered while analyzing risk behavior. Overall, the possible "gains" and "losses" resulting from a decision can have a significant effect on the process of decision-making and, therefore, affect the risk behavior (Schmidt et al., 2008). Understanding how these findings relate to risk-taking in sports coaching, particularly basketball, can provide valuable insights into coaching practices. Coaches' decisions often mirror the risk behaviors observed in other professions, yet little research has explored these parallels systematically.

While research on risk behaviors in specific professional groups has gained traction, there is still a limited understanding of how basketball coaches' risk behaviors compare to those of other subgroups like teachers or managers. Studies focusing on coaches, particularly basketball coaches, are lacking. However, comparing different subgroups with the general population seems to be a valuable tool for getting more detailed insights into specific behaviors that can be highly relevant to practical conclusions.

The study draws upon data from the SOEP, an extensive national survey of the German general population (Wagner et al., 2008; Goebel et al., 2018). Due to its widespread recognition as a vital source of representative data on various German demographic groups, SOEP is often utilized in research (Siegers et al., 2022). Numerous studies that look at particular groups or ones with limited sample sizes have used the SOEP as their foundation (Schroeder et al., 2020; Heß et al., 2013; Deter & Van Hoorn, 2023). The SOEP has proven particularly useful in investigating subgroups and aspects like the Big Five personality characteristics (Caliendo et al., 2013; Schmidt et al., 2023).

This study seeks to fill this gap by examining the risk propensity of basketball coaches in relation to their licensure levels. Licensing in sports coaching serves as an indicator of professionalization, with higher licensure levels implying greater involvement and responsibility within the sport. Lower licensure often corresponds to coaching as a leisure activity, where livelihood does not depend on the sport. Therefore, understanding how licensure correlates with risk behaviors could provide practical implications for coaching development and training programs.

Given the existing literature, we propose the following hypotheses:

- H1: Basketball coaches with higher licensure levels will exhibit a greater propensity for risk-taking than those with lower licensure levels.

- H2: There will be significant differences in risk behavior between basketball coaches and the general population.
- H3a: Basketball coaches with C-licenses will show no significant differences in risk behavior compared to teachers.
- H3b: Basketball coaches with A-licenses will exhibit risk behaviors similar to those of managers.

METHODS

Sample

The base of this study is a sample of 360 basketball coaches (289 male, 70 female, 1 unspecified) aged 18 to 85, with varying experience levels. Potential participants were randomly selected from the entire pool of active basketball coaches via several methods, including mailing lists and newsletters. At the beginning of the online questionnaire, consent to voluntary participation was obtained. The possibility of stopping participation at any time was pointed out. According to Wunder et al. (2024), this sample constituted 4.7% of the coach population. However, A-license coaches had a 14.2% response rate, which may affect comparisons. To correct this overrepresentation and ensure population-representative data, weighting adjustments were applied.

According to Wunder et al. (2024), German B-license coaches work in various settings, including youth and adult coaching, professional sports, and recreational sports. Due to this variability, the analyses and comparisons with teachers or managers were limited to C-license and A-license coaches.

The focus on C-license and A-license coaches stems from their professional environments and training differences. C-license coaches often operate in amateur settings and may coach as a part-time endeavor. In contrast, A-license coaches have received more extensive training to obtain the license level, which in German basketball focuses on aspects of competitive or high-performance sport. These distinctions justify the comparison between the two groups, as risk behavior may differ based on professionalization levels and the pressure associated with the level of competition.

Tools

Data for this study were gathered using an anonymous cross-sectional survey, employing a random sampling technique consistent with methods used in previous research (Wunder et al., 2024). The survey incorporated SOEP items, including questions on personality, risk behavior, life satisfaction, and socio-demographic data (Richter et al., 2017). The SOEP's single-item measure of risk-taking, which has been used since 2004, served as the primary focus of this study. The risk item asks respondents to rate their general willingness to take risks on a scale from 0 to 10.

Although single-item measures of complex behaviors like risk-taking can be limited, the validity of this specific measure has been supported by previous studies, which found it to be a robust predictor of general risk tendencies (Dohmen et al., 2011; Arslan et al., 2020).

Additionally, the coaches survey gathered coach-specific data (e.g., sex, license level, coaching experience, league participation). The complete questionnaire is available in Online Resource 1, ensuring transparency and replicability.

Compliance with Ethical Standards

Ethical approval was deemed unnecessary for our research since the study's data were independently acquired and anonymized. Furthermore, the survey's data only included conventional psychological and demographic fac-

tors, e.g., gender, age, education level, and a common risk item, none of which are expected to have a negative impact on participants. This assessment was conducted in accordance with Wunder et al. (2024), the six RatSWD criteria for social sciences and economics (RatSWD, 2017), and the Helsinki Declaration. This also conforms to earlier decisions about the use of SOEP data in related research (e.g., Grochtdreis et al., 2021), wherein it was decided that ethical approval was not required.

Procedure

This study employs a primarily descriptive methodological approach, drawing on the approaches used by Wunder et al. (2024) and supported by similar research (Dodt et al., 2021; Dodt et al., 2022). Analogous, the focus is on describing basketball coaches' personality profiles and risk behavior rather than emphasizing socio-demographic variables like age, gender, or education. This approach allows for a holistic assessment showing coaches' characteristics in the context of their profession, decision-making, and risk management in competitive sports. This descriptive approach allows us to add specific information to current research on coaches' traits and behaviors.

By comparing coaches to other professional groups, including teachers and managers, we aim to identify whether the risk profiles of basketball coaches differ from those of other professions. Teachers and managers were selected as comparison groups because they represent professions with high levels of responsibility and decision-making under uncertainty, making them ideal for understanding risk behaviors professionally.

Statistical Analysis

The data collected from basketball coaches were categorized based on license levels, and the data set was merged with the larger SOEP dataset to facilitate comparisons. Two subgroups - managers and teachers - were selected from the SOEP dataset as comparison groups, aligned with the study's hypotheses. In the first step, descriptive statistics, such as mean values, were calculated for each group. This provided a baseline understanding of the data, with risk behaviors and personality traits compared across C-license and A-license coaches and between coaches, managers, and teachers.

For inferential analysis, independent *t*-tests were conducted to test for significant differences in risk behavior across groups, following the hypotheses outlined earlier. Cohen's d was calculated to assess the effect size, providing a measure of the magnitude of any observed differences. These statistical methods are consistent with previous studies on various aspects of coaches´ personalities and allow for rigorous hypothesis testing (Wunder et al., 2024).

SPSS version 28, a commonly used program for statistical analysis in social science research, was used to analyze the data. Further theoretical elaboration on the appropriateness of the t-test and effect size measures in the context of psychological and behavioral research could enhance this section, ensuring the robustness of the methodological framework.

RESULTS

The following section presents the statistical results, aligning them with the hypotheses outlined earlier.

As displayed in Table 1, C-license coaches exhibit an average risk-taking score of 4.91, closely mirroring that of teachers (4.89). In contrast, A-license coaches have a notably higher score of 5.60, above both the general population (5.04) and C-license coaches. For the sake of completeness and supporting the focus of testing A- and C-license coaches only, means of B-license coaches are displayed here, too.

Table 1. *Summary of the weighted attributes for the following groups: adult population in Germany (SOEP), German basketball coaches overall and A-, B-, and C-licenses, managers, and teachers*

		General population	Coaches all	*A-license*	*B-license*	*C-license*	*Managers*	*Teachers*
General population	M	5.04	5.04	5.60	5.33	4.91	5.69	4.89
	N	16157	360	70	120	170	770	568
	SD	2.27	2.35	2.40	2.45	2.31	2.00	2.10

Item: "Are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? (Sind Sie im Allgemeinen ein risikobereiter Mensch oder versuchen Sie, Risiken zu vermeiden?)" - Scale: 0 (Risk averse / Gar nicht risikobereit) to 10 (Fully prepared to take risks / Sehr risikobereit)

H1: Basketball coaches with higher licensure levels will exhibit a greater propensity for risk-taking than those with lower licensure levels.

Statistical analysis in Table 2 confirms a significant difference between A-license and C-license coaches (p = .039), with a small effect size (d = –0.30), supporting H1.

Table 2. *Statistical testing of the mean differences between different groups*

	***t*-test for equality of means**							
	C-license				**A-license**			
Predictors	***p***	***MD***	**SE_D**	***d***	***p***	***MD***	**SE_D**	***d***
General population	.256	-.20	.18	-.09	.087	.49	.28	**.22**
C-license	-	-	-	-	**.039**	-.69	.33	**-.30**
A-license	**.039**	-.69	.33	**-.30**	-	-	-	-
Managers	-	-	-	-	.106	-.48	.29	**-.23**
Teachers	.626	-.10	.20	-.05	-	-	-	-

MD=Mean Difference, SE_D=Standard Error Difference, d = Cohen´s *d*

For descriptive reasons, survey data was weighted to match population ratios to balance this mismatch; however, subgroup analyses were carried out without weighting. Significant p-values and relevant d-values are marked bolt.

H2: There will be significant differences in risk behavior between basketball coaches and the general population.

When comparing basketball coaches with the general population, neither A-license coaches nor C-license coaches show a statistically significant higher propensity for risk-taking, rejecting H2.

H3a: Basketball coaches with C-licenses will show no significant differences in risk behavior compared to teachers.

H3b: Basketball coaches with A-licenses will exhibit risk behaviors similar to those of managers.

The analysis shows that C-license coaches exhibit risk behavior nearly identical to that of teachers (p = .626), confirming H3a. Similarly, while A-license coaches do not significantly differ from managers (p = .106), a small effect size is noted (d = –0.23), confirming H3b.

Additional exploratory analyses revealed no significant differences in risk-taking between C-license coaches and managers or between A-license coaches and teachers. This reinforces the consistency of risk-taking patterns within each group, emphasizing the importance of license level in predicting risk behavior among coaches. Figures 1 and 2 visualize the effect sizes of the previously made comparisons, illustrating the relative

risk-taking tendencies of C-license and A-license coaches against other subgroups. Due to individual rounding and weighting effects, the effect sizes differ slightly from the *t*-test. The example of Figures 1 and 2 shows how the individual subgroups differ. These results support the findings from Table 2 for C- and A-license coaches.

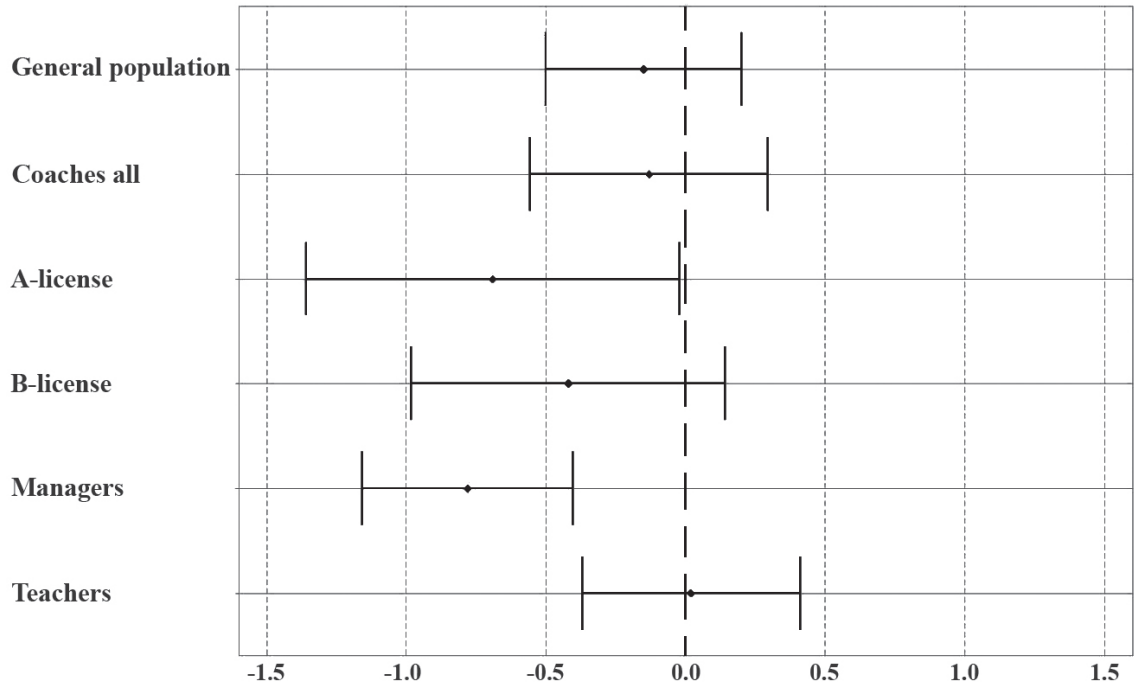

Figure 1. *Results of C-license coaches compared to other subgroups and the general population. The closer the effect size is to the dashed center line (0.0), the smaller the effect found*

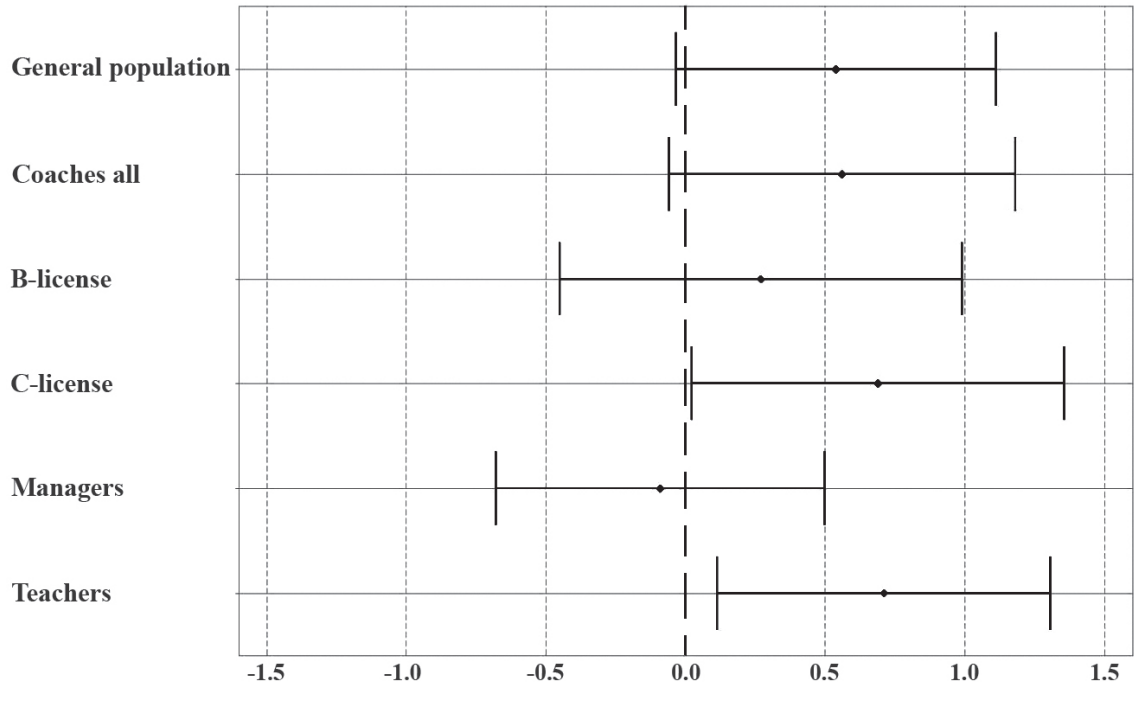

Figure 2. *Results of A-license coaches compared to other subgroups and the general population. The closer the effect size is to the dotted center line (0.0), the smaller the effect found*

DISCUSSION

The findings of this study contribute valuable insights into the risk behaviors of German basketball coaches across different licensure levels. By comparing coaches with the general population and selected professional subgroups, we can understand the complex relationship between personality, professional training, licensure level, and risk propensity.

The study confirms that A-license coaches demonstrate significantly higher risk-taking tendencies than C-license coaches and, by looking at the effect sizes, show a tendency to be significant compared to the general population. This finding aligns with prior research in other domains, suggesting that individuals in high-performance or competitive settings tend to be more willing to take risks. For example, studies in business and management show that executives who face constant decision-making under pressure display higher risk tolerance than individuals in lower-level positions (e.g., Wagner et al., 2018). Similarly, politicians and high-level public officials have demonstrated above-average risk-taking tendencies, as their roles often involve high-stakes decision-making (Thomas et al., 2017; Hess et al., 2018). In the context of coaching, A-license coaches may be more accustomed to making critical decisions in competitive environments, which likely explains their higher propensity for risk.

In contrast, C-license coaches closely resemble teachers in their risk behaviors, with no difference between the two groups. This suggests that C-license coaches face fewer high-stakes decisions and, therefore, do not exhibit the same risk profile as their A-license counterparts. This finding mirrors research in education, where risk behaviors are generally lower due to the structured, low-risk nature of teaching roles (Schmidt et al., 2023). Therefore, risk-taking seems closely tied to professional demands and the pressure of decision-making in the workplace.

Interestingly, while A-license coaches exhibit similar risk behaviors to managers, the effect size was small, and the difference did not reach statistical significance. This could be due to subtle differences in the nature of decision-making between coaching and management roles, where managers may deal with higher financial risks while coaches confront performance-based risks. These results further emphasize the similarity in risk behaviors between these two high-stakes professions.

For a more in-depth classification of the values, a comparison with existing values seems to be helpful:

In an analysis from 2023, journalists showed an average value of 5.07 (Schmidt et al., 2023). A survey in 2014 of ministerial officials showed a risk value of 5.7 (Thomas et al., 2017) and a value of 6.4 was measured for members of the Lower House of German Parliament in 2011 (Hess et al., 2018). Wagner et al. (2018) postulate that, in general, male academics show a higher willingness to take risks with 5.3 (in 2016). However, by looking at the SOEP data, the risk appetite of the general population seems to be changing over the years (in 2015: 4.86; in 2021: 5.06), and different subgroup studies must be interpreted with caution. However, an interesting picture appears of the risk propensity of different population groups by opposing the collected data.

Moreover, this study contributes to the ongoing discussion regarding using single-item measures for complex behaviors like risk-taking. While single-item measures, like those employed in the SOEP, have been validated and found to be reliable indicators of general risk preferences (Dohmen et al., 2011), it is important to consider the limitations of using such a measure in the context of sports coaching. Risk-taking in sports is often domain-specific and can vary depending on situational factors such as the level of compe-

tition, the importance of a game, or external pressures. Future research could benefit from utilizing context-specific risk-taking measures to capture the nuances of decision-making in coaching environments more accurately.

The results have implications for coaching behavior and the professional development of coaches. A-license coaches operating in high-performance contexts may need to leverage their risk-taking tendencies to make bold decisions that can lead to competitive advantages. However, excessive risk-taking could also lead to poor decision-making under pressure, suggesting a need for risk management training as part of coach development programs. Conversely, C-license coaches may benefit from training encouraging more calculated risk-taking, especially when transitioning to more competitive coaching roles.

Overall, the study suggests that coaching licensure levels are closely tied to risk behavior, likely due to the increasing demands and decision-making pressure faced by coaches as they advance in their careers. Understanding these risk profiles can help inform better training programs and support systems for coaches, ensuring they can effectively manage their roles' demands.

Further research should explore the longitudinal impact of coaching experience on risk behavior. As coaches gain experience and move between different licensure levels, their risk profiles may shift. In addition, expanding this research to include coaches from different sports or cultural contexts could provide broader insights into how risk-taking varies across sporting environments.

Theoretical considerations on how decision-making under pressure influences performance and the potential trade-offs of risk-taking in coaching would also deepen our understanding of the connection between personality and professional behavior in sports contexts. Studies from fields such as psychology and behavioral economics could offer valuable frameworks for understanding these phenomena in greater depth.

Limitations

Even with the valuable insights provided by this study, several limitations must be acknowledged that could impact the generalizability and interpretation of the findings. The reliance on self-reported data presents a key limitation. Self-report surveys can lead to biases such as social desirability bias, where respondents may overestimate or underestimate certain behaviors, including risk-taking, to align with socially accepted norms. Overall, the described survey method of the SOEP may balance possible biases throughout the large number of participants and a comparatively long period of constant survey. In contrast, coaches, particularly those in competitive settings, may feel compelled to portray themselves as more risk-tolerant due to the expectations associated with their role. This limitation raises concerns about the accuracy of the data collected as a snapshot, especially when comparing risk behavior across professions and subgroups. Future studies might benefit from incorporating objective behavioral assessments or longitudinal designs to capture actual risk behavior in real-life coaching scenarios.

As previously mentioned, the study utilized a single-item measure from the SOEP to assess risk-taking. However, using a single-item scale introduces potential limitations in capturing the complexity of risk behavior, especially with a focus on sport-specific risk. Future research could benefit from using multi-item scales or domain-specific risk measures to provide a more nuanced understanding of coaches' risk behaviors.

Although large for sports science norms, the sample used in this study presents some lim-

itations that may influence the generalizability of the findings. For instance, the study focuses solely on German basketball coaches, limiting the applicability of the findings to other sports or contexts. Coaches in different sports or countries may exhibit different risk behaviors due to variations in coaching practices, competitive environments, and cultural attitudes toward risk. Expanding the sample to include coaches from various sports and regions would enhance the external validity of the findings and allow for broader comparisons.

Additionally, the sample is disproportionately weighted toward A-license coaches, who were overrepresented in the survey. While weighting was applied to account for population representation, this overrepresentation could still influence the comparisons between different licensure levels. Moreover, differences in sociodemographic factors, such as age, gender, and educational background, may also have impacted the results. Although this study controlled for some sociodemographic variables, unmeasured factors such as athletic background could have influenced the coaches' risk-taking tendencies, complicating the interpretation of the findings.

The survey was conducted during the COVID-19 pandemic - a period marked by unprecedented social and economic disruptions. For example, data suggests a notable impact on well-being and life satisfaction (Entringer & Kroeger, 2021). Therefore, the pandemic may have influenced the coaches' responses, particularly regarding their perceptions of risk. For example, individuals might have been more cautious or risk-averse due to the uncertainty and stress caused by the pandemic. Although measuring the precise impact of this unique period on the data is impossible, this contextual factor should be considered when interpreting the results. Future studies should attempt to collect data in more stable conditions to reduce potential confounding effects.

Finally, the similarities observed between teachers and C-license coaches and managers and A-license coaches may not solely reflect direct correlations between profession and risk behavior. Education level and other background factors could serve as mediating variables influencing both professional choice and risk-taking tendencies. Prior research (Wagner et al., 2018; Wunder et al., 2022) has highlighted the role of educational attainment in shaping both personality traits and risk behavior, suggesting that these factors may play a significant role in the patterns observed in this study. Therefore, the conclusions drawn from this study should be approached cautiously, with further research needed to disentangle these complex relationships.

CONCLUSION

This study addresses a notable gap in the research on the personality traits of sports coaches, mainly focusing on the risk behavior of basketball coaches, which has been largely overlooked in previous literature. By drawing upon an extensive national survey - the SOEP - and incorporating a substantial sample of basketball coaches, this study offers unique insights into their risk behavior, contributing to both the academic community and practical applications within the sport. The comparisons between basketball coaches, teachers, and managers offer valuable perspectives, not only for coach training but also for personnel development strategies in sports more broadly.

The findings underscore the relevance of personality traits, such as risk tolerance, in shaping coaching behaviors. Similarities between C-license coaches and teachers and A-license coaches and managers suggest that coaches, like professionals in other fields, exhibit job-specific personality traits that align with the demands of their profession. This

alignment could inform future coach education and development programs, potentially adapting successful strategies from education and business to enhance coaching practices.

Moreover, the study presents implications beyond coaching, extending to players and referees whose risk behaviors may also influence performance and decision-making in sports. Future research should explore these connections and examine coaches from different sports to draw more comprehensive comparisons between individual and team sports. Expanding the sample beyond basketball and considering other variables like competitive level and cultural factors would provide a broader understanding of how risk-taking influences coaching behavior across different contexts.

Additionally, this study highlights an interesting phenomenon regarding the COVID-19 pandemic, which saw a 2.2% decline in basketball coaches during the survey period (Breuer et al., 2021). This observation raises important questions about the relationship between life satisfaction, volunteer work, and the willingness to continue in such roles during crises. Previous research has linked volunteerism with increased life satisfaction (Behrens et al., 2017), and SOEP data has suggested a connection between risk-taking and life satisfaction (Dohmen et al., 2011). These relationships deserve further scientific investigation, particularly in the context of sports, where volunteer coaches play a critical role.

Statements and Declarations

The study the authors presented was not supported by any organizations, and the authors have disclosed no pertinent financial or non-financial interests. To improve readability, artificial intelligence was used during the final editorial process, for example, paraphrasing individual text passages. The article had never before been published in another journal.

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