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Relationship between Types of Marine Sports Instructor's Leadership and Sports Confidence

Yeong-Gwon Jo[1], Lim Jong-Sik[2] and Yang Chun-Ho[3*]

[1]Department of Physical Education, Gwangju University of Education, Gwangju, Korea; jo3309@gnue.ac.kr
[2]Department of Physical Education, Kunsan University, Kunsan, Korea; sik1009@daum.net
[3]Department of Marine Sports, Hanseo University, Seosan, Korea; healthyang@hanseo.ac.kr

Abstract

Background/Objectives: This research was conducted to investigate the relationship between leadership types of marine sports instructors and sports confidence. The target of the research is 239 club members who were participating in marine sports in 2015. **Methods/Statistical Analysis:** For the data processing, exploratory factor analysis, reliability analysis, correlation analysis and multiple regression analysis were used and the results of the research are as follows. **Findings:** First, the result of examining the relationship between leadership types of marine sports instructors and sports confidence shows that the training instruction type and social support type showed positive correlations with the coach leadership. The democratic type and the positive reward type had positive correlations with coach leadership. Authoritative leadership showed a negative correlation with coach leadership and a positive correlation with body mental preparation. Second, in the relationship between the leadership types and coach leadership, the training instruction type and the democratic type showed significantly positive effects. Also, in the relationship between the leadership types and body mental preparation, the authoritative type showed a significantly positive effect. Third, the relationship between the leadership types and social support and proven ability did not show statistical significance. **Application/Improvement:** Therefore, the leadership types of marine sports instructors have a positive significant relationship only with coach leadership and body mental preparation of sports confidence. Marine sports instructors need to demonstrate the training instruction type leadership to exert coach preparation when instructing members of the marine sports clubs leadership while demonstrating the authoritative type of leadership for body mental.

Keywords: Achievement, Confidence, Instructor, Leadership, Marine Sports, Relationship

1. Introduction

Marine sports are voluntary sports activities using equipment in natural environments such as rivers and the sea. And it is rapidly emerging as a leisure activity of contemporary society, which brings fun and happiness between family members, coworkers and people who are dating as well as individuals[1]. Most of all, marine sports are well recognized by people in modern times as a nature-friendly type of sports activity that helps to maintain a harmonious relationship between humans and nature. With the spread of new leisure culture, marine sports is rapidly emerging as a strategic power industry of the nation and is developing a geographical, economic, cultural and environmental infrastructure, in addition to its function as a sport[2].

The development of science makes human life more abundant but inevitably causes socio-pathological problems such as alienation and stress in our society. This phenomenon is also one of the factors that increases the demand for nature-friendly sports activities such as marine sports, which is regarded as the most humane activity that people have pursued. This means that sports activities that involve nature are affected by the

* *Author for correspondence*

belief systems, age, class and race of the participants[3]. Furthermore, it includes the meaning of nature, physical experience, mutual relationships of competition and cooperation that the participants have.

Combined with the phenomenon of wellbeing where modern people try to stay healthy through experiencing the natural environment, there is a growing tendency to enjoy nature-friendly sports like marine sports. In[4] argues that the leisure sports industry is shifting from hiking to skiing, skiing to golf, golf to marine sports and the pursuit of dynamic marine sports such as water skiing, windsurfing and yachting are increasing drastically compared to the traditional marine tourism such as sea-bathing and fishing. Marine sports are water-related activities that can be done only outdoors, including swimming, skin and scuba diving, water skiing, yachting, rowing, water sledding, water polo and rafting.

The participants in marine sports feel happier by improving their technique, invest more effort, time and money in sports activities and show higher participation as their level of capability becomes higher[5]. To enhance the technique level of the individuals, the role of instructors is important. Competent instructors are the ones who can elicit the best athletic performance by elevating the ability of the members to achieve the goal of the organization[6].

The essential virtue that these leaders must have is leadership. Early leadership theories were based on the traditional ones such as trait theory, behavior theory and situation theory. However, with the rapidly changing external environment and the emphasis on individual originality, there is a general social atmosphere that tries to maximize autonomous participation. It is natural to see the increased academic interest in the role of leadership in the rapidly changing socio-economic system. At the business level, a leader who can beautifully lead the organization to strengthen its survival, growth and competitiveness are constantly needed[7].

With sports, leadership by the leaders is a behavioral process with which the leaders exert their influence over the individual athletes or the whole team to achieve the goal of the team, which is a very important element in managing a sports team effectively[8]. According to[9], leadership of a sports team needs to integrate the team and create an emotional atmosphere of trust in which athletes can sacrifice and volunteer for the team and can be satisfied with themselves and their colleagues. In this atmosphere, not only the ability of the individual athlete but also the team performance can be maximized.

As a factor that decides the athletic performance of the athletes in sports, psychological factors in addition to the physical and technical factors are being emphasized more[10]. The most basic factor in building a sports team is teamwork[11] and the factor with the biggest influence on sports performance is confidence[12].

The confidence that happens during sports activity is sports confidence. The importance of sports confidence is emphasized not only with the elite sports athletes. Sports confidence brings good results by improving the performance of people in any achievement situation. Also, athletes have many potential factors that can lead them to succeed and sports confidence of the athletes that they have at normal times is one of the important factors through which we can predict the outcome of the competition[13].

Sports confidence refers to the trust of athletes in the ability of themselves in their belief that they can get the results they want by controlling the events that affect their lives. It is a very important motivating factor that decides what activity they will choose and how much effort they will put in[14]. People with high confidence achieve the results they want because they think and act while actively believing in their abilities. However, people who lack confidence doubt their abilities and stick to their defects and tend to give up on tasks easily. Strong confidence about physical and mental ability decides how much a person can develop his or her potential[15]. Sports confidence can be defined as trust and self-assurance, believing that they can successfully perform the sports activity[16,17]. Sports confidence is becoming an important mediator in setting up and achieving the goals that participants aim at, such as improving the level of their technique or breaking a record.

Recently, there has been a lot of empirical research on leadership related to sports confidence[14,18,19]. However, this is mostly limited to elite athletes. Especially research targeting marine sports club members are missing. Therefore, this research aims to conduct empirical research on how the types of marine sports instructor leadership are related to sports confidence.

2. Research Methods

2.1 Target of the Research

The target of this research is marine sports club members in 2015 and the sample was selected using stratified

cluster random sampling. We distributed a total of 250 questionnaires to the people who were selected through sampling. To minimize the occurrence of error, the researcher conducted the survey in person and collected the data. Among them, questionnaires that are insufficiently answered or show low reliability were excluded and 239 were used for the final analysis. The general characteristics of the participants are as shown in Table 1.

Table 1. Characteristics of subject frequency (%)

variable	groups	frequency	%
sex	male	148	61.9
	female	91	38.1
year	20 years	71	29.7
	30 years	99	41.4
	40 years	42	17.6
	Over 40 years	27	11.3
academic	Graduated from high school	22	9.3
	Studying in college	78	32.6
	Graduated from college	95	39.7
	Graduated school degree of above	44	18.4
career	Less 3 years	66	27.6
	3 to 4 years	83	34.8
	4 to 5 years	55	23.0
	More 5 years	35	14.6
total	239		100

2.2 Measurement Tool

To achieve the research goal, we used structured questionnaires composed of mentoring, achievement goal orientation and sports performance satisfaction. To examine the adequacy of the data, we conducted the exploratory factor analysis using Varimax rotation. The scale of the questionnaire was a 5-point scale Likert scale, ranging from 1 "Not at all 1 point" to "Very much so 5 points".

2.2.1 Types of Leadership

In measuring the types of leadership, to suit the objective and target of this research, we revised and supplemented the measurement items of the Multifactor Leadership Questionnaire (MLQ) that was developed by[20] and used for the research[21,22] before using them. The leadership types were composed of a total of 23 questions including 7 for the training instruction type, 6 for the democratic type, 4 for the social support type, 3 for the authoritative type and 3 for the positive reward type.

Table 2. Factor analysis of leadership type

item	A	B	C	D	E	h^2
Item 1	**.684**	.018	.355	-.090	.086	.609
Item 2	**.715**	.163	.123	-.092	.262	.630
Item 4	**.506**	.190	.344	-.198	.144	.549
Item 6	**.655**	.158	.083	.063	-.327	.572
Item 7	**.660.**	.228	170	.081	.104	.534
Item 8	**.675**	.127	.174	-.195	.228	.592
Item 9	**.494**	.247	.282	-.104	.132	.412
Item 10	.256	**.792**	.032	.001	.075	.699
Item 11	.256	**.688**	-.111	-.020	.130	.568
Item 12	.285	**.525**	.063	.092	-.226	.574
Item 13	.184	**.423**	.249	.289	-.065	.462
Item 14	.069	**.686**	.261	-.192	-.026	.581
Item 15	.081	**.627**	.150	.212	-.048	.470
Item 16	.145	.106	**.463**	-.012	.314	.445
Item 17	.096	.185	**.783**	.006	.063	.661
Item 18	.171	.296	**.626**	.092	-.137	.536
Item 20	.286	.262	**.454**	-.172	.108	.553
Item 21	.075	.298	.025	**.581**	-.132	.450
Item 22	.364	-.177	.173	**.485**	.280	.507
Item 25	.174	.028	.271	**.588**	.298	.539
Item 28	-.015	-.146	.055	-.192	**.567**	.483
Item 29	-.122	-.054	-.292	.052	**.629**	.502
Item 30	-.062	-.213	-.176	.314	**.658**	.612
eigenvalue	6.585	1.847	1.434	1.256	**1.118**	
variance%	28.628	8.030	6.234	5.463	**4.860**	
cumu%	28.628	36.659	42.893	48.356	**53.216**	
reliability	.715	.692	.712	.690	**.700**	

Bartlett test of sphericity (χ^2 = 1717.645, df = 253, p = .000), Kaiser-Meyer-Olkin = .860 A: Training instruction type, B: Democratic type, C: Social support type, D: Positive reward type, E: Authoritative type.

The result of exploratory factor analysis showed KMO = .860, Bartlett's sphericity test, χ^2 = 1717.645, p<.000. After analyzing the main components, we deleted

questions 3 and 5 from the training instruction type and question 19 from the social support type and questions 23 and 24 from the positive reward type since we considered that they were overlapping with other factors or short of factor loading. The loading for each factor showed the level of .423～.792 and the total variance of the 5 factors was 53.2%. The reliabilities of the scale (Cronbach's a) were the training instruction type .715, democratic type .692, social support type .712, authoritative type .690 and positive reward type .700, showing that it was a relatively reliable tool (Table 2).

2.2.2 Sports Confidence

In measuring sports confidence, to suit the objective and target of this research, we revised and supplemented the measurement items of the State Sport-Confidence Inventory (SSCI) that was developed by[23] and used for research by[24,25] before using them. The sports confidence was composed of a total of 16 questions including 4 for coach leadership, 4 for body mental preparation, 4 for social support and 4 for proven ability.

The result of an exploratory factor analysis showed KMO = .732, Bartlett's sphericity test, χ^2 = 1297.936, p<.000. The loading for each factor showed the level of .506～.856 and the total variance of the 4 factors was 59.5%. The reliabilities of the scale (Cronbach's a) were coach leadership .621, body mental preparation .657, social support .693 and proven ability .675, showing that it was a relatively reliable tool (Table 3).

Table 3. Factor analysis of sports confidence

item	A	B	C	D	h^2
Item 1	.528	-.026	.020	-.265	
Item 2	.850	.046	-.037	-.008	
Item 3	.856	.002	.010	.042	.350
Item 4	.506	-.073	.210	.383	.726
Item 5	-.049	.192	.557	.114	.735
Item 6	-.079	.354	.656	.046	.453
Item 7	-.040	.012	.797	.175	.462
Item 8	.142	-.118	.633	-.131	.565
Item 9	.385	.670	-.054	.029	.668
Item 10	.140	.850	-.029	-.014	.452
Item 11	.107	.815	-.003	.092	.601
Item 12	.269	.670	.088	.064	.744
Item 13	.016	.300	.050	.657	.685
Item 14	.020	.146	-.020	.775	.534
Item 15	.011	.126	-.003	.824	.595
Item 16	.041	.244	.022	.822	.623
eigenvalue	3.995	2.603	1.551	1.375	.695
variance%	24.969	16.270	9.693	8.595	.738
cumu%	24.969	41.239	50.931	59.527	
reliabilty	.621	.657	.693	.675	

Bartlett test of sphericity (χ^2 = 1297.936, df = 120, p = .000), Kaiser-Meyer-Olkin = .732 A: Coach Leadership. B: Body Mental preparation. C: Social support. D: Proven ability.

2.3 Data Collection

For the research, 3 surveyors, who were educated on

Table 4. Correlation of leadership type and sport-confidence

variable	Training instruction type	Democratic type.	Social support type	Positive reward type	Authoritative type	Coach Leadership	Body Mental preparation.	Social support	Proven ability.
	-								
B	.585***	-							
C	.640***	.566***	-						
D	-.316***	-.066	-.219***	-					
E	.612***	.592***	.627***	.-.203**	-				
F	.504***	.437***	.381***	-.196**	.382***	-			
G	.104	.158*	.071	.175**	.141*	.238***	-		
H	-.047	-.037	-.049	.012	-.024	.025	.114	-	
I	.026	.031	.072	-.005	.033	.061	.064	.523***	-

*p<.05,**p<.01,***p<.001

the questionnaires, after literature review and data examination visited the targets of the research and did sampling. After explaining the matters to be attended to, they gave out the questionnaires and had them reply through a self-administered method. Completed questionnaires were instantly collected.

2.4. Data Processing

Among the questionnaires completed, insufficient data were excluded and the analyzable data were computerized and went through data processing. For the data, exploratory factor analysis, reliability analysis (Cronbach's α), descriptive statistical analysis, correlation analysis and multiple regression analysis were used with the SPSS 18.0 statistics program. The level of significance was α = .05.

3. Research Results

3.1 The Correlation between the Leadership Types and Sports Confidence

Correlation analysis has been conducted to examine the relationship between the leadership types of the marine sports instructors and sports confidence (Table 4).

The result of examining the relationship between the leadership types of the marine sports instructors and sports confidence shows that the training instruction type had a positive correlation with coach leadership (.504). The democratic type showed positive correlations with coach leadership (.437) and body mental preparation (.158). The social support type had positive correlation with coach leadership (.381). The authoritative type showed a negative correlation with coach leadership (-.196), but had a positive correlation with body mental preparation (.175). The positive reward type showed a positive correlation with coach leadership (.382) and body mental preparation (.141).

3.2 The Relationship between the Leadership Types of Marine Sports Instructors and Sports Confidence

3.2.1 The Relationship between the Leadership Types of Instructors and Coach Leadership

Table 5 shows the result of regression analysis to examine the relationship between the leadership types of instructors and coach leadership. The effect of leadership types on coach leadership showed statistical significance (F = 19.027, p<.001). The total explanatory power of this was about 29.0% (R^2 = .290) in the total variable. The Beta value, the relative effect of leadership types on coach leadership, showed that the training instruction type (β = .330, p<.001) and democratic type (β = .212, p<.01) had an effect.

Table 5. Relationship between leadership types and the leadership of the coach

	B	SE	β	t	Tolerance
Constant	1.589	.339		4.689***	
Training instruction type	.381	.095	.330	4.013***	2.216
Democratic type	.223	.080	.212	2.802**	1.833
Social support type	.017	.088	.016	.199	2.074
Positive reward type	-.051	.044	-.068	-1.155	1.148
Authoritative type	.029	.077	.030	.382	2.048
R^2 = .290, F = 19.027, p = .001					

**p<.01, ***p<.001

3.2.2 The Relationship between the Leadership Types of Instructors and Body Mental Preparation

Table 6 shows the result of regression analysis to examine the relationship between the leadership types of instructors and body mental preparation. The effect of leadership types on body and mental preparation showed statistical significance (F = 3.702, p<.01). The total explanatory power of this was about 7.4% (R^2 = .074) in the total variable. The Beta value, the relative effect of leadership types on body mental preparation, showed that the authoritative type (β = .220, p<.001) had an effect.

Table 6. Relationship between leadership types and the Body mental preparation

	B	SE	β	t	Tolerance
Constant	1.752	.449		3.899***	
Training instruction type	.122	.126	.091	.972	2.216
Democratic type	.101	.106	.083	.955	1.833
Social support type	-.078	.117	-.061	-.669	2.074
Positive reward type	.191	.059	.220	3.259***	1.148
Authoritative type	.135	.102	.119	1.322	2.048
R^2 = .074, F = 3.702, p = .01					

**p<.01, ***p<.001

3.2.3 The Relationship between the Leadership Types of Instructors and Social Support

Table 7 shows the result of regression analysis to examine the relationship between the leadership types of instructors and social support. The effect of leadership types on social support didn't have statistical significance.

Table 7. Relationship between leadership types and the social support

	B	SE	β	t	Tolerance
Constant	4.090	.480		8.528***	
Training instruction type	-.045	.134	-.032	-.332	2.216
Democratic type	-.015	.113	-.012	-.131	1.833
Social support type	-.053	.125	-.040	-.426	2.074
Positive reward type	-.002	.062	-.002	-.035	1.148
Authoritative type	.032	.109	.028	.298	2.048
R^2 = .003, F = .152, p = .979					

***p<.001

3.2.4 The Relationship between the Leadership types of Instructors and Proven Ability

Table 8 shows the result of regression analysis to examine the relationship between the leadership types of instructors and proven ability. The effect of leadership types on proven ability didn't have statistical significance.

Table 8. Relationship between leadership type and the Proven ability

	B	SE	β	t	Tolerance
Constant	3.322	.481		6.909***	
Training instruction type	-.041	.135	-.029	-.301	2.216
Democratic type	-.004	.113	-.003	-.039	1.833
Social support type	.131	.125	.099	1.050	2.074
Positive reward type	.005	.063	.006	.080	1.148
Authoritative type	-.009	.109	-.007	-.079	2.048
R^2 = .006, F = .282, p = .923					

***p<.001

This research is to examine the relationship between the leadership types of marine sports instructors and sports confidence.

The circumstantial behavior theory of[26] claims that a specific behavior of an instructor is very effective in a specific circumstance. According to this theory, the factors are generated through interactions and the circumstantial characteristics are the factors of the size and types of the group and sports categories while member characteristics are the factors of the experience of the athletes, the experience of the instructors, their ages, characteristic of the instructors, gender and careers.

Leadership in sports is the essential element in predicting the successful performance of the athletes or in establishing an effective strategy. In sports, for successful performance, individuals and the team need confidence. Sports confidence is the cognitive concept that is gained in the special condition of sports. [23]Defined sports confidence as the degree of personal certainty or belief in the ability that they can conduct sports performance successfully.

[27]Argue that if people expect their sports performance to be good and have confidence in their ability, their actual performance will be improved, but in the opposite case, actual performance will be poor. [28]Claims that people with confidence are adventurous and try to take challenges. They put more effort if their performance results do not measure up to the goal, showing inherent interest and pride. Therefore, effort with confidence will result in positive performance.

This research shows that in the leadership types of marine sports instructors, training instruction type, social support type, democratic type and positive reward type had positive correlations with coach leadership while authoritative leadership showed negative correlations. What is noticeable here is that the authoritative type showed a negative relationship with coach leadership, meaning that when an instructor is an authoritative type decision making and conducting is done by the instructor in a dogmatic way. Therefore, the authoritative type is the instruction type that focuses on the authority and emphasizes the opinions of the instructors rather than the marine sports club members. Instructors address things in a unilateral way rather than interacting with other marine sports participants. [29]Argues that in the analysis of the leadership types of Taekwondo instructors, authoritative behaviors showed a significant difference. It is because athletes are more likely to accept and adjust to the authoritative type when they are at a higher level.

We assume that since the target of this research is not the athletes, we had the opposite result. The authoritative type can make the atmosphere rigid since people have fear toward the instructor, which resulted in the negative relationship with the club members. They can improve their skills when instructors suggest the practice methods

that suit individuals and have them perform their task through enough communication between the marine sports instructors and the members.

And in the relationship between the leadership types and coach leadership, the training instruction type and the democratic type showed a significantly positive effect. In the relationship between the leadership types and body mental preparation, the authoritative type showed a significantly positive effect.

The importance of sports confidence is not just emphasized for the elite sports athletes. Sports confidence brings good results by enhancing the performances of people in any achievement circumstance. Believing in their ability, people with sports confidence believe that they have knowledge and skills that they need to be successful and that they can use it successfully[30]. Enhancing confidence to improve sports performance is a strategy more aggressive than any other method.

The research by[31] supports this research by claiming that circumstantial factors such as the leadership of the coach, social support and relationships with colleagues play a role in forming confidence. What is notable here is that the authoritative type has a positive effect on the body mental preparation. It is hard to perform marine sports without constant practice and regular practice management.

Especially, practicing with damaged pride or confidence can lead to a big accident. Therefore, safety and mental education before practice is a necessary thing. Therefore, the fact that instructors have the members perform ground training and give safety education a bit forcefully showed a rather positive effect on the members who enjoy the marine sports. The authoritative type of the instructors in an area of injury and safety eventually affects the commitment to sports and contributes to enhancing abilities.

5. Conclusion

This research was conducted to investigate the relationship between leadership types of marine sports instructors and sports confidence. The target of the research is 239 club members who were participating in marine sports in 2015. For the data processing, exploratory factor analysis, reliability analysis, correlation analysis and multiple regression analysis were used and the results of the research are as follows.

First, the result of examining the relationship between leadership types of marine sports instructors and sports confidence shows that the training instruction type and social support type showed positive correlations with the coach leadership. The democratic type and the positive reward type had positive correlations with coach leadership. Authoritative leadership showed a negative correlation with coach leadership and a positive correlation with body mental preparation.

Second, in the relationship between the leadership types and coach leadership, the training instruction type and the democratic type showed significantly positive effects. Also, in the relationship between the leadership types and body mental preparation, the authoritative type showed a significantly positive effect.

Third, the relationship between the leadership types and social support and proven ability did not show statistical significance. Therefore, the leadership types of marine sports instructors have a positive significant relationship only with coach leadership and body mental preparation of sports confidence. Marine sports instructors need to demonstrate the training instruction type leadership to exert coach leadership while demonstrating the authoritative type of leadership for body mental preparation when instructing members of the marine sports clubs.

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