

Publication state: Japan
ISSN: 2423-8287

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

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Peer reviewer
E-mail: editor@j-institute.jp

<http://dx.doi.org/10.22471/sport.2018.3.1.24>

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The Effects of Mentoring on College Golf Major Instructors on Empowerment and SPORTS Confidence

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Abstract

The purpose of this study is to clarify the effect of mentoring of college golf major instructors on empowerment factor and sports confidence and provide useful data for them to set up clear target goals and improve their performance. In order to achieve this goal, this study selected golf college students in Seoul, Gyeonggi, Daegu, and Gyeongbuk between March and May, 2018 for three months by using a stratified cluster random sampling method. The researcher visited each university and requested explanation and cooperation in the questionnaire. 265 copies of the collected questionnaires were used as the data of this study. For data analysis, the SPSS 22.0 program was used in this study and the hypothesis was verified by frequency analysis, factor analysis, reliability analysis, correlation analysis, and multiple regression analysis.

As a result of analyzing the effects of mentoring on an empowerment factor, the value of explaining power was .237. The effect of independence variables was positively influenced by career factors($\beta=.163$), psychosocial factors($\beta=.344$), and role model factors($\beta=.226$) on empowerment.

Second, the analysis of the effect of mentoring on the factors of sports confidence showed R^2 , the value of coefficient of determination was found to be .198. The effect of independence variables was positively related to the sport confidence($\beta=.157$), psychosocial factor($\beta=.344$) and role model factor($\beta=.243$).

[Keywords] Golf, College Golf Majors, Mentoring, Empowerment, Sport Confidence

1. Introduction

Modern sports focus on the mental strength of athletes such as autonomous control of potential anxiety factors during the game, or control of arousal level, improvement of confidence, and attention concentration so that athletes can maximize their abilities.

With the greater importance of mentoring in the area consisting of different members, more attention is paid to mentoring as a way to improve the efficiency of organization operation and the performance of organizational learning and guidance.

Mentoring can originate from the perception of the importance of mentoring roles that positively influence the attitudes, values, beliefs, individual members, human development, organizational development, and goals as well as the behaviors of sports organization members. It can be concluded that trust is formed through interaction between athletes and instructors, and it is an important factor that can positively cope with any situations confronting within a sports organization[1].

In addition, the performance of college athletes is influenced by various factors, and the instructor factor is recognized as an important factor affecting the performance of

athletes because interaction based on mutual trust between athletes and leaders greatly affects the performance of athletes[2].

In this regard, the increasing interest of researchers along with recent studies on mentoring is empowerment. Empowerment refers to an action and a process that promotes the voluntary behavior of members by empowering or motivating the members of the organization to participate in decision making[3]. In addition, empowerment for golf major students is an overall process that acts with positively thinking and active fulfillment of their lives and duties. It forms a positive perception of the surrounding environment so that it is suggested as an important factor influencing positive emotions in the game, training, and overall life of athletes, athletic satisfaction, and sports confidence[4].

The importance of sports psychology has been extensively studied for improving the performance and skills of college golf majors. However, there is insufficient research to analyze the partial effects or impacts of the variables. The purpose of this study is to provide useful data for them to set up clear target goals and improve their performance.

2. Theoretical Background

2.1. Mentoring

Mentoring refers to an action where mentor and mentee mutually discuss and agree, and share experience and knowledge. In other words, it means a process to support each other interactively and dynamically by sharing education, guidance and ideas within the given time, in short- and long-term or both officially and in unofficially[5].

2.2. Empowerment

Empowerment is the process by which people achieve greater control over their lives. It is a psychological process that promotes the intrinsic motivation of members by perceiving meaning, ability, self-determination, and influence on their duty[6].

2.3. Sports confidence

Sports confidence refers to the belief that a person can perform a desired behavior successfully, which is the degree of certainty of an individual's ability to perform successfully in a sport field. In other words, it is an important factor for predicting what kind of results can be obtained when playing the game.

3. Research Method

3.1. Study subjects

The subjects of this study were college golf majors in Seoul, Gyeonggi, Daegu, and Gyeongbuk. They were selected by means of a stratified cluster random sampling method. The researcher visited each university from March to May, 2018 for three months to ask for explanation and cooperation in the survey. 265 questionnaires among the collected ones were used as the data of this study except 10 questionnaires with no or unsincere answers. The results of the analysis on socio-demographic characteristics of the study subjects are as follows: male(n:198) and female(n:67) in terms of gender, first grade(n: 76), second grade(n:85), third grade(n:55), 4th grade(n: 49) in terms of school grade, and less than 3 years(n:22), 3 to 5 years(n:75), and 5 to 10 years(n:36) in terms of athletic career.

3.2. Survey tools

All the questions were constructed on the basis of previous studies and theories to fit the purpose of the study and the Likert 5-point scale was used. The survey on mentoring of college golf majors was composed of a total of 24 questions based on the questionnaires developed by Noe(1988)[5] and modified according to the purpose of this study based on the questionnaire used by Lee Seung-hee(2008)[7] and Lee Joo-ho(2014)[8]. The survey on empowerment was composed of a total of 16 questions in accordance with the purpose of this study based on the questionnaire used by Woo Soo-in(2006)[9] and Kwon Woo-moon(2009)[10] in Korea as a Thomas & Velthouse(1990)[6] model. The survey on sport confidence consisted of a total of 15 questions modified to fit the purpose

of this study based on the questionnaire developed by Vealey(1986)[11] and used by Lee Jeong-ho(2017)[12].

This questionnaire was verified through a specialist conference composed of three persons with a Ph.D. degree in physical education to secure the validity of the questionnaire. After conducting the preliminary survey, the expert meeting was organized once again to review and complete the structure of this questionnaire.

3.3. Reliability and validity analysis of measurement tools

Exploratory factor analysis was conducted and Cronbach's α was derived to ensure the reliability and validity of measurement tools. The exploratory factor analysis was based on factor loading ± 0.6 , excluding the questions that were overlapped or had low common elements. The reliability analysis evaluated the internal consistency through Cronbach's α .

As a result of the reliability and validity analysis, the factor loadings of mentoring were .678~.867, Cronbach's α was .832, the factor loadings of empowerment were .822~.845, Cronbach's α was .885, the factor loadings of sports confidence were .644~.902, and Cronbach's α was .853, satisfying the reliability and validity criteria of the questionnaire.

3.4. Data processing method

SPSS 22.0 was used for data processing. Cronbach's α of Exploratory Factor Analysis and Internal Consistency Method were derived for the reliability and validity of the questionnaire used in the analysis. Frequency analysis was conducted to analyze the socio-demographic characteristics of the sample. Correlation analysis was carried out to derive the correlation between measured variables, and multiple regression analysis was performed to measure the influence relationship between variables.

4. Research Results

4.1. Correlations between variables

As a result of the factor analysis, the correlation analysis based on the derived factors showed that career factors, psycho-social factors and role model factors which are the sub-factors of mentoring; influence, self-determination, semanticity and competence which are the sub-factors of empowerment; and ability demonstration, physical and mental, coach leadership and social support which are the sub-factors of sports confidence are all correlated.

4.2. Relationship between mentoring and empowerment

<Table 1> shows the results of regression analysis to find out the relationship between mentoring and empowerment. As a result of analyzing the effects of mentoring on the factors of empowerment, R^2 , the value of coefficient of determination was .237. The effect of independence variables was positively influenced by career factors($\beta=.163$), psycho-social factors($\beta=.344$), and role model factors($\beta=.226$) on empowerment.

Table 1. Relationship between mentoring and empowerment.

Dependent variable	Independent variable	B	SE	Beta	t	Sig
Empowerment	(Constant)	1.711	.160	-	9.733	.000
	Career factor	.132	.053	.163	2.332	.001
	Psycho-social factor	.223	.042	.344	5.321	.000
	Role model factor	.197	.060	.226	3.334	.001
$R^2=.237, F\text{-value}=33.274(\text{sig}=.001)$						

4.3. Relationship between mentoring and sport confidence

<Table 2> shows the results of regression analysis to find out the relationship between mentoring and sport confidence. As a result of analyzing the effect of mentoring on sports confidence, R^2 , the value of coefficient of determination was .198. The effect of independence variables was positively related to sport confidence($\beta=.157$), psychosocial factor($\beta=.344$) and role model factor($\beta=.243$).

Table 2. Relationship between mentoring and sport confidence.

Dependent variable	Independent variable	B	SE	Beta	t	Sig
Sport confidence	(Constant)	1.841	.185	-	8.513	.000
	Career factor	.146	.033	.157	2.422	.032
	Psychosocial factor	.140	.058	.344	2.465	.011
	Role model factor	.210	.053	.243	3.754	.000
R ² =.198, F-value=33.274(sig=.001)						

5. Conclusion

The purpose of this study is to clarify the effect of mentoring of college golf major instructors on empowerment factor and sports confidence and provide useful data for them to set up clear target goals and improve their performance. In order to achieve this goal, this study selected golf college students in Seoul, Gyeonggi, Daegu, and Gyeongbuk between March and May, 2018 for three months by using a stratified cluster random sampling method. The researcher visited each university and requested explanation and cooperation in the questionnaire. 265 copies of the collected questionnaires were used as the data of this study. For data analysis, the SPSS 22.0 program was used in this study and the hypothesis was verified by frequency analysis, factor analysis, reliability analysis, correlation analysis, and multiple regression analysis.

As a result of analyzing the effects of mentoring on an empowerment factor, the value of explaining power was .237. The effect of independence variables was positively influenced by career factors($\beta=.163$), psychosocial factors($\beta=.344$), and role model factors($\beta=.226$) on empowerment.

These results indicate that golf college major students are more likely to increase self-determination and influence in their organizations, and also have an impact on the ability to exert their experience and athletic performance. It suggests that empowerment will be higher through mentoring if not only proper

feedback but also exact criteria and methods are given for them to evaluate individual ability and goal-setting process by themselves in a more autonomous way.

Second, the analysis of the effect of mentoring on the factors of sports confidence showed R², the value of coefficient of determination was found to be .198. The effect of independence variables was positively related to the sport confidence($\beta=.157$), psychosocial factor($\beta=.344$) and role model factor($\beta=.243$).

The results of this study are as follows. First, instructor mentoring perceived by golf college majors is effective to improve performance and confidence, and it needs to make efforts to improve the communication and relationship among college golf majors by creating a better environment and training atmosphere.

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