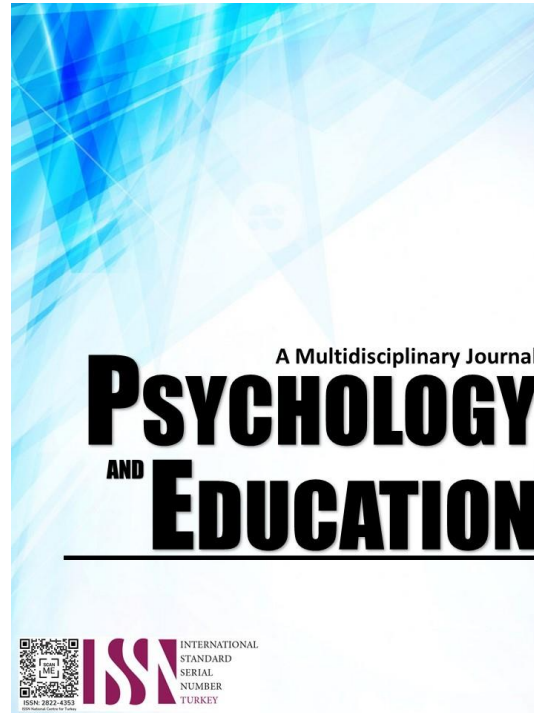


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IN COACH-ATHLETE RELATIONSHIP AND
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The Mediating Role of Sports Emotions in Coach-Athlete Relationship and Athletes' Sports Engagement

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Abstract

An increasing number of studies have shown the salient effect of pleasant emotions in sports and its association with sports performance. However, little is known about how the coach and athlete relationship affects athletes' engagement through pleasant emotions. This study scrutinized the mediating role of positive emotions on the relationship between the coach-athlete relationship and the sports engagement of athletes. A total sample of 227 consisting of 60.8% male (N=138) and female (39.2%; N=89) tertiary athletes of diverse sports completed an online questionnaire assessing the coach-athlete relationship, sports engagement, and sports emotions. The results revealed that pleasant emotions mediate the link between the coach-athlete relationship and the sports engagement of athletes. These findings show that athletes with strong connections with their coaches are more likely to experience greater levels of pleasant emotions, resulting in increased sports engagement of athletes.

Keywords: *coach-athlete relationship, sports management, sports emotions*

Introduction

In this contemporary world, participation in sports offers many advantages and has played a significant role in athletes (Wilson & Khoo, 2013). Particularly, youth sports serve as an instrumental drive in the development of young athletes. However, youth sports experiences are not always guaranteed to be positive as it is well-documented that disinterest paves high levels of decline in participation beyond adolescence (Curran et al., 2015). Youth sports experience includes athletes, parents, and coaches, of which each stakeholder has the power to influence the social and environmental contexts. In particular, the coach, who is acknowledged as a stakeholder who engages and cultivates connections with young athletes, can influence an athlete's sporting experience through their coaching behavior style (Wekesser et al., 2021).

Consequently, psychologists seek a prioritized perspective in viewing positive psychology (Hodge et al., 2009). In connection, experts have examined the engagement construct, its nature, antecedents, and outcomes across different life spheres since athlete engagement is recognized as a positive psychosocial construct (DeFreese & Smith, 2013; Eklund & DeFreese, 2015; Podlog et al., 2015). Athlete Engagement, a concept that was primarily derived from the work/employee engagement construct, is defined as the "persistent, positive, cognitive-affective experience in sport, characterized by confidence, dedication and vigor" (Valbuena et al., 2014).

Most recently, extant literature has shown that coach-athlete relationships have a salient effect on sports engagement and lead to a decreased level of burnout (McGee & DeFresse 2019). As the coach takes on the role of being the athlete's parent and significant other during training and competition, they are pivotal agents in nurturing the athlete's development that consequentially paves the way for athlete engagement to happen (Valbuena et al., 2014). Within the sport context, the most powerful, influential, and impactful is driven by having a purposeful coach-athlete relationship that establishes positive intent. This intent aims to tweak salient physical features like skills, techniques, and fitness and social features like communication and engagements through energizing, motivating, assuring, encouraging, satisfying, accommodating, and providing comfort and support. Thus, the coach-athlete relationship is placed at the heart of coaching practice for it is argued that having a positive relationship between a coach and an athlete could result in the amplification of social features such as engagement (Jowett & Carpenter, 2015).

Further, numerous studies have indicated that regular and longer participation in recreational sports is associated with enjoyment, happiness, and satisfaction (Stenseng et al., 2014). This can be seen through the lens of broaden-and-build theory, where emotions (i.e., pleasant) are justified by the facilitation of continued action. This implies that an experience of positive emotions triggers individuals to seize their environments and participate in activities (Fredrickson, 2013). Since positive emotions and positive affect are interrelated, they function as internal signals to

approach or continue. This also goes for other positive affective states. On this note, the concept of “broadening” one mindset is a definition of “positive finding of meaning.” This term is in reference to coping with a phenomenon leading to reinterpretation in a more positive manner (Garland et al., 2011; Samios et al., 2013). For instance, sensory pleasure motivates people to approach or continue consuming stimuli that are biologically useful to them. In the same manner, having free-floating positive moods drives people to continue any line of thinking or action that they have initiated. This emphasizes that tendencies to approach or continue across all affective states share a baseline and that is having a pleasant subjective feel (Fredrickson, 2013). Notably, a state of positive consciousness and happiness (i.e., pleasant emotion) is experienced by individuals who are in a high level of engagement (Doyle et al., 2016). This corroborates the idea that engagement is also associated with having a positive emotion. After all, emotions not only color our lives and provide sense (Scott, 2009), but also impart significant effects on human ability (Eccles et al., 2011).

However, despite the growing body of literature pertaining to coach-athlete relationships, few grains of research have been conducted to shed light on the contribution and role of coach-athlete relationships in sport engagement, particularly in the context of athletes in the southern Philippines, the locale of this study. On the account of fulfilling this research gap, this study scrutinizes the influence of the coach-athlete relationship on the athletes' sports engagement. Grounded on the broaden-and-build theory of pleasant emotion (i.e., broadening effect), this study employs pleasant emotion as a mediator to better explain the athletes' sports engagement. The broaden-and-build theory of positive emotions provides an explanation as to how pleasant emotions encourage sports engagement among athletes. The result of this study provides a pivotal knowledge of how coach-athlete relationships play a crucial contribution in increasing sports engagement among athletes, as well as an important insight for coaches and athletes in promoting pleasant emotions which can lead to positive effects on athletes' engagement in sports.

Research Questions

The purpose of this study was to examine the coach-athlete relationship and sports engagement among tertiary athletes and investigate the extent to which sports emotions (i.e., pleasant emotions) mediated the relationship between the aforementioned variables. Specifically, it sought to answer the following

questions:

1. Is there a significant intercorrelation among coach-athlete relationships (i.e., commitment, complementarity, and closeness), sports emotions (i.e., pleasant emotion), and sports engagement (i.e., confidence, vigor, dedication, and enthusiasm)?
2. Is sports emotion (i.e., pleasant emotion) a significant mediator in the relationship among coach-athlete relationships (i.e., commitment, complementarity, and closeness) and sports engagement (i.e., confidence, vigor, dedication, and enthusiasm)?

Literature Review

Coach-Athlete Relationship

Generally, the coach-athlete relationship is defined as a relationship that is framed by the coach and the athlete's shared thoughts, feelings, and behaviors (Jowett, 2017). This implies that coach and athlete share a special connection that is bound to a situation characterized by their social function. This is also regarded as one of the most essential relationships in the context of sports to achieve effective sport coaching and have a better chance of achieving success through both coach and athletes' influences and modification of each other's behaviors (Kerr-Cumbo, 2011). Further, one qualitative research indicated that youth sports coaches use coach-athlete relationships as a tool in facilitating the buildout of life skills (Vella et al., 2013). The communication between coaches and players has been a key study issue in the United States, where research on the use of communication in sports has been extensively researched (Sullivan et al., 2011). The findings of earlier studies highlight the need for coaches to set up settings that would allow athletes to effectively achieve their goals. In particular, Choi et al. (2020) suggested that it is essential for coaches not to actively adhere to their viewpoints, insist on their opinions or rights, or voice their thoughts strongly, but rather to strive to conduct themselves in a manner that can be viewed as respectful of the players. As a result, the coach's autonomy-supportive coaching should come first before efficient communication between the athlete and coach.

Literature supports that the coach-athlete relationship also determines emotional response (Choi et al., 2020; Nicholls et al., 2016). Choi et al. (2020) further explained that, in the context of sports, the emotional responses of an individual are also regulated by



environmental factors, such that, when an individual receives higher social support from his coach, he experiences significantly higher positive emotions. Additionally, Avci et al. (2018) enumerated personality, collective competence, passion, empathic accuracy, satisfaction, psychological being, and well-being as factors that are correlated with coach-athlete relationships (Avci et al., 2018). This infers that establishing a positive relationship will socially, individually, and physically positively contribute to the athletes while negative relationships will result in stress, burnout, and dropouts among athletes (Gullu et al., 2020). Moreover, given the information mentioned in this section, it props up the assumption on the association of coach-athlete relationship, positive emotion, and sports engagement.

Pleasant Emotions and Sports Engagement

Patterns in the interest of emotions in the parlance of research tremendously increased, including its properties associated with sports performance before and during across various measures. Emotions are utilized as the gist of the phenomenon to generate human alertness upon engaging in the endeavors of their environment (Friesen et al., 2013) where athletes terms as strategize to ascend performance in the competition (Lane et al., 2012; Wagstaff, 2014). Eccles et al., (2011) expressed that regulation and levels of emotions experienced by athletes influence their performance and well-being. Further, individuals who experience pleasant emotions (i.e., enjoyment, happiness, and satisfaction) participate in sports more on a regular basis and longer (Adie et al., 2012; Annesi, 2010). A predictive validity emerged that harmonious passion (adaptive behavior) develops and ascends vitality, life satisfaction, enhanced enjoyment, and happiness which is critical in advocating positive emotional outcomes in sports (Stenseng & Phelps, 2013); certain findings also imply that a passionate behavior as a characteristic of athletes in sports is positively linked to a high level of positive outcomes in emotions which turns out a propelling force in sports commitment (Stenseng et al., 2014).

Thus, sports engagement among athletes contrasts with fatigue, prevents exhaustion, and encourages a positive sporting environment (Martin et al., 2014; De Francisco et al., 2017). As conveyed by Krueger (2012), the sports engagement term is with reference to the full absorption state. In the area of leisure, scholars distinguish sports participation in leisure with positive outcomes. Consistently, it influences social interactions and is believed to enhance the well-being of athletes (Berdychevsky et al., 2013; Broughton et

al., 2016). Alluding to the findings of Mirehie & Gibson (2019), negative emotions have been lowered through sports engagement and increased subjective well-being (SWB) and satisfaction rate whereas positive emotions manifested among elite sports athletes as realized in a competitive state. In consonance with the aforementioned effects, 53 youths including their families in Los Angeles California engaged in a virtual sport-based (i.e., personality youth development) which yielded enjoyable and challenging (Bates et al., 2021). Conceptually, these explored ideas support the assumption of the association of pleasant emotions and sports engagement.

Broaden and Build Theory

The primary characteristic of this theory adheres to the tenet of fostering positive or pleasant emotions that craft individuals to cope and magnify learning opportunities (Johnson et al., 2021). Thompson et al. (2021) investigated further extension of broaden and build in two studies. Their results revealed that pleasant emotions have the capability to undo persisting cognitive losses that occur from past unpleasant phenomena. Equally important literature indicates that pleasant emotions have the ability to transform individuals for the better by broadening and building effect over time, making them healthier and more socially integrated, knowledgeable, effective, and resilient (Fredrickson, 2004; Stenseng & Phelps, 2013). Another compelling piece of evidence emphasizes the role of pleasant emotion widening/broadening through-action procedures and building reserves (i.e., social, intellectual, and physical) and eventually a developmental foundation of advantages (Stifter et al., 2019). This ideates the crucial importance of a coach-athlete relationship and participation in sports by broadening people's mentality and building their resources. Consistent with this viewpoint, research has demonstrated that individuals who experience positive emotions while participating in sports are more likely to pursue their objectives and goals (Doyle et al., 2016; Stenseng et al., 2014). Taken together, this study supports the utilization of this theory that can possibly influence the relationship between coach-athlete and their engagement in sports that is empirical in flourishing interventions in sports science and industry.



Methodology

Design, Respondents, Procedures

Two descriptive quantitative designs, i.e., correlation and mediation methods, were employed in this study which was composed of 227 tertiary athletes. Most of the respondents were male (60.8%; N=138) while females constituted 39.2% (N=89) coming from private and public higher education institutions in the southern part of the Philippines. Using purposive sampling, the respondents were recruited on the basis that they participated in any competitive events (e.g., intramurals, inter-collegiate games). The rosters were provided by their respective sports directors/coordinators and validated through their entry forms submitted upon the conducted event. Prior to data collection, permission was sought from the respective sports coordinators and directors with proper coordination among different higher educational institutions. The questionnaire was administered online and informed consent forms were delivered through google forms. The nature and purpose of the study, respondents' rights, and data confidentiality were emphasized in the said form. Also, the participants were not restrained nor assigned a limitation to ask pertaining to the study where lines were constantly available for clarification to aid and enrich answering the items. Thus, the respondents' availability, time preference, and comfort were highly considered.

Measures

The coach-athlete relationship questionnaire (CART-Q) by Jowett and Ntoumanis (2004) is composed of 23 items designed to measure the nature of the coach-athlete relationship. On a 7-point range, from 1 (strongly agree) to 7 (strongly disagree), respondents were asked to fill out the frequency of their relationship with their coach in the scheme. Sample items include: "I feel close to my athlete/coach," "I feel that my sports career is promising with my coach/athlete," and "I feel appreciation for the sacrifices my athlete/coach has experienced to improve his/her performance. CART-Q indicated adequate reliability and validity (Jowett, 2017). For this study, the CART-Q obtained ($\alpha=.96$) for closeness, ($\alpha=.97$) for commitment, and ($\alpha=.97$) for complementarity respectively.

Meanwhile, the respondents' pleasant emotions were measured through the sports emotions questionnaire (SEQ) of Jones et al. (2005) to describe the experiences and challenges of the athletes' specific emotions in sports. A 22-item questionnaire with factors indicating assessments among various emotions, like pleasant emotions ($\alpha=.84$) (i.e., excitement and happiness) and unpleasant emotions

($\alpha=.91$) (i.e., dejection, anxiety, and anger). On a range of 0 (not at all) to 4 (extremely), SEQ intends to quantify the intensity of an athlete's positive emotions in a competitive event. This scale has been proven to have good psychometric properties (Arnold & Fletcher, 2014; Laborde et al., 2014).

Lastly, the level of engagement was measured and quantified using the athlete engagement questionnaire (AEQ). This is a 16-item questionnaire assessing the engagement level of athletes in terms of their confidence, dedication, vigor, and enthusiasm with sample items such as: "I believe I am capable of accomplishing my goals in sports," "I am dedicated to achieving my goals in sports," and "I feel excited about my sport" to be filled out on a point ranging from 1 (strongly disagree) to 5 (strongly agree). AEQ obtained a Cronbach's alpha of .99. The psychometric properties of the measure are well-established (De Francisco et al., 2018).

Results

Correlation Analyses

The mean scores, standard deviations, and bivariate correlations between coach-athlete relationship factors (commitment, closeness, complementarity), pleasant emotions, and athletic engagement factors (confidence, dedication, vigor, enthusiasm) are shown in Table 1 (*see appendix*). Results indicate that all Pearson correlations between factors produced positive and significant values ($r= 0.258 -0.978, p <0.001$). The table shows there is a positive correlation between the coach-athlete relationship with pleasant emotions, $r(227) = .318, p <.001$; pleasant emotions with athletic engagement, $r(227) = .283, p <.001$; and coach-athlete relationship with athletic engagement, $r(227) = .377, p <.001$.

Mediation Analyses

The results of mediation analyses of positive emotions in coach-athlete relationships and athletes' engagement in sports are shown in Table 2 (*see appendix*). The results indicate an overall significant indirect effect of the coach-athlete relationship on athletes' engagement through positive emotions ($\beta = .0509$; 95% CI= .0148 to .1063, $p <.001$). The results also reveal that through positive emotions, there is a positive and significant indirect effect of commitment on athletes' engagement ($\beta = .1787$; 95% CI= .0535 to .3735, $p <.001$), closeness on athletes' engagement (β

= .1403; 95% CI= .0403 to .2900, $p < .001$), and complementarity on athletes' engagement ($\beta = .1365$; 95% CI= .0420 to .2835, $p < .001$). Considering the results of the indirect effect of positive emotions in Table 2, the confidence interval for the indirect effect using 10,000 bootstraps samples was entirely above zero ([.0148, .1063]), which shows that positive emotions partially mediate the relationship between coach-athlete relationship on athletes' sports engagement.

Discussion

This study aimed at assessing the coach-athlete relationship and sports engagement among tertiary athletes and investigating the extent to which sports emotions (i.e., pleasant emotions) mediated the relationship between the aforementioned variables. Specifically, it sought to determine whether there is a significant intercorrelation among coach-athlete relationships (i.e., commitment, complementarity, and closeness), sports emotions (i.e., pleasant emotion), and sports engagement (i.e., confidence, vigor, dedication, and enthusiasm) and whether sports emotion (i.e., pleasant emotion) is a significant mediator in the relationship among coach-athlete relationships (i.e., commitment, complementarity, and closeness) and sports engagement (i.e., confidence, vigor, dedication, and enthusiasm). To achieve these research objectives, the study made use of descriptive correlational and mediation approaches.

Results shown in Table 1 showcase the bivariate correlation of the coach-athlete factors, pleasant emotions, and athlete engagement factors. This implies that the more the relationship between coaches and athletes increases, the more they engage in sports as depicted by the significant correlation. To be more specific, as coaches establish more closeness to the athletes, the more enthusiastic the athletes are in their sports; the complementarity of coaches to athletes as they supplement them one way or another makes athletes more vigorous, for they can depend on them openly and see them as a significant drive in their life in sports. This issues the coach's commitment to their athletes toward training and wellbeing. In the same way, the athlete reciprocates in being faithful, dedicating to the pursuit they set together such as training and dietary aspects. Pleasant emotions are previously linked to both factors of coach-athlete relationship and athlete sports engagement as it has a positive significant correlation to both. According to Fredrickson (2013), people who express and experience pleasant emotions have greater personal

resources and relationships and are more likely to function at their best and display excellent performance. This goes on to argue that the rise of pleasant emotions raises the athlete's engagement in sports on a more regular basis and longer as they feel satisfaction (Adie et al., 2012; Annesi, 2010). Likewise, this implies that pleasant emotion is a drive for athletes to be more confident, dedicated, vigorous, and enthusiastic. The study's result also affirms the study of Doyle et. al. (2016) which states that individuals who are experiencing pleasant emotions are more likely to pursue their goals as they engage in sports. This means that athletes are more goal-oriented and focused in their sports engagement if they are exposed to pleasant emotions. This is especially important in the atmosphere of training for it ascends performance in competitions (Lane et al., 2012; Wagstaff, 2014).

Moreover, the result of the mediation analysis in Table 2 presents an overall significant indirect effect of coach-athlete relationships and athletes' engagement in sports through pleasant emotions. This implies that as the coach-athlete relationship increases, pleasant emotions increase, and as pleasant emotions increase, athletes' sports engagement increases. Moreover, this furthers that the coach-athlete relationship is a very important key that propels the athlete's engagement in sports through pleasant emotions. In the context of the broaden and build theory, pleasant emotions broaden people's momentary thought-action repertoires which is a key to building psychological capacities such as optimism and perseverance (Fredrickson, 2013; Vella et al., 2011). Hence, coaches needed to rule over their relationship with their athletes to promote the discovery of novel actions and ideas in getting them closer to one another and establishing a rapport that will cause them to strengthen social bonds and commit to their sports endeavors (Fredrickson, 2013). As they become more socially integrated, they are being transformed for the better and it is easier to supplement one another through the intervention of pleasant emotions (Choi et al., 2013; Fredrickson, 2004; Stenseng & Phelps, 2013). This will lead to the athlete's feeling of enthusiasm that will produce a range of change-oriented behaviors like being vigorous for the sport, engaged in action planning, and cognitively flexible for goal striving and team performance (Kauffman & Hodgetts, 2016).

Conclusion

Most research tried to draw attention to factors that may have an impact on the participation of student-

athletes in sports, including sports performance, burnout, and coaching style. However, student-athletes have not yet been examined in connection to the role of the coach-athlete relationship and its impact on sports engagement through sports emotions. This study offers of the essence data on the significance of the coach-athlete connection to student-athlete engagement in sports. Based on the data, the study concludes that coaches' good emotions then increase athletes' sports engagement. This finding adds to the enormous corpus of knowledge about sports emotions (i.e., positive emotions). Moreover, this study applied the environmental psychology model to a sports setting, in contrast to most research, which focuses on applying the environmental psychology model in the service-related research field. This work thus adds to the growing corpus of research on the environmental psychology model that is relevant to the discipline of sports psychology. With the data, the current study has found a significant link between positive emotions and student-athlete sports engagement as well as between positive emotions and coach-athlete relationships, adding to the body of research on the broaden-and-build theory. In other words, by describing the interaction between constructs, this study expands the application of the environmental psychology model and the broaden-and-build theory, and the results improve theory in the field of sports psychology.

Practically speaking, the results indicated that it is crucial to take into account how student-athletes see their coach-athlete relationship in order to comprehend sports engagement on university campuses. Student athletes' participation in sports has been linked to a variety of academic and athletic outcomes, including performance in sports, grades, behavior, the training environment, administrative support, and even dropouts. Hence, having a great coach who is competent at building relationships with athletes helps produce a conducive psychological environment for them. As a result, all sports teams must emphasize the value of dedication to the team and camaraderie among teammates by implementing cooperative practice and planning team-building social events in order to guarantee the sports engagement of student-athletes. A teambuilding gathering may encourage bonds to form between individuals that go beyond athletics by supporting them in other facets of their lives, such as academics, friendships, and families. Continuous tune-ups with other teams might also increase their engagement because it would highlight their strengths and faults. In order to improve mental toughness and address any psychological issues that can impair their ability to communicate with the coach and their teammates, the coaches should also offer

workshops with experts in sports psychology. This will boost their self-assurance and that of their coach, teammates, and rivals, leading to more sporting engagement.

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Appendix

Table 1. Means, Standard Deviation, and Bivariate Correlations of variables

	M	SD	1	2	3	4	5	6	7	8	9
1. Commitment	16.66	5.08	---								
2. Closeness	23.67	6.66	.941***	---							
3. Complementarity	23.20	6.61	.901***	.946***	---						
4. CAR Total	63.52	17.93	.965***	.987***	.976***	---					
5. PE	20.67	6.77	.311***	.322***	.298***	.318***	---				
6. Confidence	16.75	4.04	.365***	.342***	.339***	.356***	.295***	---			
7. Dedication	17.14	3.93	.373***	.374***	.375***	.383***	.267***	.918***	---		
8. Vigor	17.33	4.16	.365***	.360***	.356***	.368***	.258***	.893***	.932***	---	
9. Enthusiasm	17.48	4.15	.350***	.353***	.347***	.359***	.280***	.890***	.931***	.969***	---
10. AE Total	68.70	15.79	.374***	.368***	.365***	.377***	.283***	.953***	.973***	.978***	.977** *

Note: A total of 227 tertiary athletes participated in this study. CAR- Coach-athlete relationship; PE- Pleasant emotions; AE- Athletic Engagement. Correlation is significant at $p < .001$ *** level (2-tailed)

Table 2: Results of Mediation Analyses

IV	M	DV	Effect of IV on M (a)	Effect of M on DV (b)	Total Effect	Direct Effect	Indirect Effect	BOOT SE	BC 95% CI	
									BOOT LL	BOOT UL
CAR→	PE→	AE	.1200***	.4240**	.3324***	.2816***	.0509***	.0226	.0148	.1063
CO→	PE→	AE	.4143***	.4313**	1.1629***	.9843***	.1787***	.0793	.0535	.3735
CL→	PE→	AE	.3274***	.4286**	.8726***	.7322***	.1403***	.0622	.0403	.2900
CMP→	PE→	AE	.3054***	.4469**	.8723***	.7358***	.1365***	.0597	.0420	.2835
CO→	PE→	CON	.4143***	.1201**	.2899***	.0509***	.0497***	.0202	.0172	.0980
CO→	PE→	DED	.4143***	.0971**	.2883***	.0497***	.0402***	.0194	.0095	.0877
CO→	PE→	VIG	.4143***	.0980*	.2987***	.0528***	.0406***	.0205	.0079	.0908
CO→	PE→	EN	.4143***	.1162**	.2861***	.0528***	.0481***	.0211	.0145	.0955
CL→	PE→	CON	.3274***	.1231**	.2074***	.0393***	.0403***	.0161	.0142	.0787
CL→	PE→	DED	.3274***	.0949*	.2203***	.0381***	.0311***	.0151	.0068	.0674
CL→	PE→	VIG	.3274***	.0969*	.2247***	.0405***	.0317***	.0162	.0058	.0710
CL→	PE→	EN	.3274***	.1137**	.2202***	.0404***	.0372***	.0165	.0107	.0771
CMP→	PE→	CON	.3054***	.1271**	.2072***	.0393***	.0388***	.0154	.0141	.0763
CMP→	PE→	DED	.3054***	.0988**	.2230***	.0380***	.0302***	.0144	.0075	.0653
CMP→	PE→	VIG	.3054***	.1022**	.2237***	.0406***	.0312***	.0154	.0070	.0698
CMP→	PE→	EN	.3054***	.1188**	.2183***	.0404***	.0363***	.0158	.0114	.0755

Note: A total of 227 tertiary athletes participated in the study. Data were bootstrapped to 10,000 resamples. All coefficients are standardized. IV= independent variable, DV= dependent variable, M = mediator, BC= bias-corrected, SE = standard error, CI= confidence interval, LL = lower limit, UL = upper limit, CAR= Coach-athlete relationship, PE = positive emotions, AE = athletic engagement, CO = commitment, CL = closeness, CMP = complementarity, CON = confidence, DED = dedication, VIG = vigor, EN = engagement, * $p < .05$, ** $p < .01$, *** $p < .001$.