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Why Coaches Stay in the Game: Job-Demand-Resource Model Insights on the Role of Coaches' Positive Emotions and Effectiveness in Sustaining Engagement

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Sports coaching demands sustained engagement, yet the underlying psychological factors that stimulate this engagement remain insufficiently understood. While positive emotions have been widely linked to increased work engagement in various professional settings, limited studies have examined how these emotions influence work engagement through effectiveness in sports coaching. This study explored the mediating role of coaches' effectiveness in the relationship between coaches' positive emotions and work engagement. A cross-sectional design was employed, involving 220 teacher-coaches (118 females and 102 males; $M = 42.99$, $SD = 8.65$) from various sports disciplines. Positive emotions were assessed using the Achievement Emotions Questionnaire-Teachers (AEQ-T), engagement using the Utrecht Work Engagement Scale (UWES-9), and coaching effectiveness through the Coaching Efficacy Scale II for High School Teams (CES II-HST). Mediation analysis revealed that coaching effectiveness significantly mediates the relationship between positive emotions and engagement of coaches. Coaches who experience higher levels of enjoyment and pride tend to perceive themselves as more effective across key coaching dimensions which subsequently contributes to increased engagement in their professional roles. By integrating effective and performance-based constructs within the Job-Demand Resources (JD-R) model, this study offers valuable insights for coach development programs aimed at promoting sustainable engagement in high-demand coaching environments.

Authors: Mr AMESOLA, Joshua (MSU- Iligan Institute of Technology); LONGAKIT, Jet (MSU- Iligan Institute of Technology); Mr REVALES, Rey Jemuel

Presenters: Mr AMESOLA, Joshua (MSU- Iligan Institute of Technology); LONGAKIT, Jet (MSU- Iligan Institute of Technology)

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