

Perceived Motivational Climate and Sport Emotions as Predictors of Resilience Among Collegiate Athletes in Region X: A Convergent Design

Yasmina S. Alag¹, Porferia S. Poralan²

¹Graduate Student, School of Graduate Studies, University of Immaculate Conception

²Professor, Graduate School, University of Immaculate Conception

Abstract

Resilience applied in sport is a multidimensional construct that plays an integral role in the realm of sport. It was reported that low resiliency among athletes remains prevalent and remains as a main concern in sports. Although there is a growing interest in investigating resilience, there is still an existing scarcity of studies that investigated the interplay of perceived motivational climate, sports emotions and resilience using a mixed method approach. This study will utilize a mixed method approach specifically a convergent design, to determine the influence of perceived motivational climate and sport emotion on resilience among collegiate athletes in Region X. A sample of 353 respondents, 10 in-depth-interview and 7 FGD participants were involved in the study. A series of questionnaires and interview guide were used to collect the needed data. Multiple regression analysis was used to analyze the influence of the two independent variables to the dependent variable. The results showed that in singular capacity, only sport emotions showed a significant influence to resilience. There were five essential themes that emerged from the lived experiences of the participants. Further, the merging of quantitative and qualitative findings produced a merging-converging nature regarding resilience and a merging-diverging nature on the roles of experiences in shaping the commitment of the athletes towards resilience.

Keywords: Physical education, perceived motivational climate, sport emotions, resilience, convergent design, Philippines

Introduction

Resilience is described as a multidimensional construct that yields on propagation of personal assets and protective factors to withstand, overcome adversity and stressors. [1, 2]. The sporting realm is an avenue where athletes constantly battle with arduous circumstances which require them to continuously utilize and optimize their psychological prowess to hold out with pressure and stress. [3]. [4] it was mentioned that low resiliency among athletes remains one of the main concerns in sports events. This is because athletes who are not able to manage sports-related stress tend to result in a high probability of acquiring sport injuries. A low resiliency score was also found among athletes in Iran caused by emotional instability, distress, depression and anxiety. [5]

In Laos, the low resiliency of athletes has been ignored. [6] and in Brazil revealed the lack of resiliency among athletes which may either due to athlete's not being able to regard training or they do not perceive the competition challenging enough. [7]. In Turkey, resilience was neglected and may continue to reduce that resulted in failed sporting endeavors. [8]. Further studies have revealed low and decreasing resilience level among elite athletes. [9]. Similarly, in the Philippines, the level of resilience in relation to how successful Filipinos are able to bounce back in adversity through coping is low and concerning. [10] Consequently, [11] it was claimed that resilience flourish when it interacts with different factors. In connection, in the context of sport, a construct of motivation called perceived motivational climate that is described as the universal embodiment of the feedback given by the coach to the athlete [12] in a form of task- involving and ego-involving climate [13], and the achievement cues that mirrors the behaviors, structures, decision-making and perception of the athletes on the motivating climate given by the coach, is believed to have an impact on their achievement behavior, cognition and affective response [14]. In fact, a study stated that motivational climate created by coaches, specifically task-involving one correlated positively with resilience. [15] Similarly, it was revealed that coaches who fosters a task-oriented motivational climate leads to the increase of achievement level and resilience level among athletes. [16] On one hand, investigation of the role of internal factors such as sport emotions have been one of the focus of research investigation. [17] Specifically, Positive emotions is considered to have a conjunctive effect on resilience through the positive relationship of emotion and coping strategies. [18] Adding to that, recognition of one's emotion helps a person in a greater degree of stress resilience and psychological resilience. [19] In fact, it was mentioned that positive emotion was linked positively in promoting athlete's team cohesion and release tension which then results in fostering resilience. [20] For instance, the construct of positive emotion such as vigor and joy is believed to have a crucial role conducive in promoting team resilience and buffer against stressors especially in times of crisis. [21] Further, positive emotion is always associated on the athlete's resilience on an individual and team level through sharing positive feelings like sharing of positive emotions. [22]

With that, there is no doubt that there is a growing interest in investigating resilience. However, even with this, it cannot be denied that resilience remains a mystery especially when it is applied in the sporting realm. Despite the support for the noteworthiness of studying it, many gaps on this construct are yet to be discovered. [23] For instance, most of the studies mentioned above were using quantitative measures [24] specifically employed correlational design in teaching and learning context and a structural equation analysis. [16] The researcher has not come across studies combining perceived motivational climate, sports emotion and resilience. There is still an existing scarcity of studies who have investigated the interplay of these variables, hence the need to investigate their relationship and further deepening the results as this study will be implying mixed methods design specifically, convergent design.

Objective

This study aimed to determine the influence of perceived motivational climate and sport emotions to the resilience of collegiate athletes using a mixed-method approach, specifically a convergent design.

Methods

Respondents

The primary consideration of this study were college athletes who represented their school. Both male and female participants were considered in the selection of respondents. Athletes must have undergone proper

and rigorous training under a coach. Most especially, athletes must have competed on at least a Regional meet since this level usually enables an athlete to encounter adversities and challenges in their sport. There were 353 respondents who participated in the quantitative phase which were selected using stratified random sampling. Additionally, there were 10 participants in the in-depth-interview and 7 participants in the focus-group discussion were involved in the qualitative phase who are college athletes.

Data Gathering Procedure

Prior to the conduct of the study, ethical clearance was sought and complied with the UIC Research Ethics Committee (REC) to ensure that protocols and proper procedures were followed. Letters of request to conduct study were sent to the different institutions. The institution issued clearance approving the data gathering. Written informed consent stipulating the nature, purpose and objective of the study. Instruction on how the participants will answer the questionnaires were also be provided. They are also encouraged to ask questions to avoid confusion. Further, participants were given enough time to finish answering the questionnaire. The same manner were also followed during the qualitative phase.

Measures

In this study, two sets of instruments were used; one for the quantitative strand and one for the qualitative strand. Open-ended questions which was validated by experts was used in the qualitative phase. For the quantitative strand, three adapted survey questionnaires was utilized. Perceived motivational climate was measured using the Perceived Motivational Climate in Sports Questionnaire. [25] It is composed of 33 items divided into two subscales namely task-involving climate and ego-involving climate. It was rated using a 5-point likert scale which are as follows: 5 (strongly agree) to 1 (strongly disagree). The scale obtained an adequate Cronbach coefficient value of 0.87 for task-involving climate and 0.89 Cronbach coefficient value for ego-involving climate.

Sport Emotions was measures using the Sport Emotions Questionnaire. [26] This scale is composed of 22 items which are categorized into five subscales namely anxiety, dejection, anger, excitement and happiness. This was rated using a 5-point likert scale which are as follows: 1 (not at all) to 5 (extremely). SEQ obtained an adequate Cronbach alpha reliability coefficients of 0.87 for anxiety, 0.84 for anger, 0.81 for excitement and 0.88 for happiness with an overall value of 0.82.

Resilience was measured using the Resilience for Athletes Scales, [27] which was composed of 27 items. It is a valid measure of resilience that is divided into three factors namely self-determination, physical toughness and emotional control and maturity. The questionnaire is rated using a 5-point likert scale with responses varying from 1-very inaccurate to 5-very accurate.

Data Analysis

Validation of survey questionnaire and open-ended questions was done to ensure validity and reliability in the result of the study. Survey questionnaire were subjected to pilot-testing involving respondents who met the set criteria in selecting the respondents. Statistical tools were used in analyzing the quantitative data. Also, thematic analysis were utilized in analyzing the qualitative data.

Results and Discussion

Table 1. Significance of the Influence of Perceived Motivational Climate, and Sport Emotions on Resilience among College Students

		Resilience			
Individual Influence of Predictors		Standardized Coefficient	t	p-value	Remarks
Coach-related Motivational Climate		-.08	-1.48	.14	Not Significant
Sport Emotion		.36	7.18	.00	Significant
Combined Influence of Predictors					
R	.38				
R ²	.15				
F	30.22				
P	.00				Significant

It is shown in Table 1 the results of the multiple regression analysis which is set at level of significance ($\alpha = 0.05$ (two-tailed)). In singular capacity, only sport emotions revealed a significant influence on resilience among collegiate athletes while perceived motivational climate reflected a p-value of .14 which is greater than .05 supporting a not significant influence on resilience among collegiate athletes.

Specifically, the standardized beta coefficient of sports emotion is .36, with a p-value of .00. The result indicates that in individual capacity, sports emotion has a significant positive influence on resilience of college athletes. It means that for every unit increase in the level anger sport emotions corresponds to .36 decrease in the level of resilience of college athletes.

Further, the *F*-ratio indicates whether the overall regression model, which is the combined effect of perceived motivational climate, and sport emotion as predictors of resilience among college athletes, is a good fit for the empirical data in this study. The results reveal that combined influence of the factors of the two independent variables significantly influence the resilience of college athletes as shown in the result of $F(2, 350) = 30.22$, $p = .00$. Therefore, the regression model is a good fit of the empirical data of this study.

Furthermore, the R-square value reflects the proportion of variance on the resilience among college athletes that can be explained by the factors of perceived motivational climate, and sports emotion. The R-square value is reported at .15 indicating that 15 percent in the variability of resilience among college athletes can be explained by the combined influence of the factors of the two independent variables. The remaining 85 percent is attributable to the unexplained variance, or other factors not included in this study. The result showed a significant influence on resilience, indicating that the sport emotions of collegiate athletes predicts their resilience. This is supported in a study that pleasant emotions widens an individual's capacity to think and analyze situations which in return gives them the hand to conceptualize various

strategies to overcome adversity. [28] Furthermore, as explained in the broaden-and-build theory of positive emotions, pleasant emotions increase an individual’s cognitive capacity which results in a more flexible and stronger mental, behavioral and affective functioning. [29] Further, the result of the study corroborates on the findings that happiness, enjoyment and hopefulness was seen as great help in building social resources like resilience as stated in the broaden-and-build theory of positive emotion that positive emotion that positive emotion boost resilience to adversities. [30]

Additionally, it was revealed in their study that emotional intelligence is positively correlated with adolescent mental resilience, wherein emotional intelligence is perceived as having emotional control especially when placed in tight situations. [31] It was also cited in a study that emotional flexibility may result into a positive result to resilience through having a psychological mechanism of establishing balance between negative and positive emotional experiences. [32] For instance, when faced in tough situations, positive emotion counterbalance negative emotion, this may technique helps to main emotional equilibrium or resilience which helps buffer against the impact of adversity. Similarly, a study demonstrated in their result that athletes who models appropriate emotion regulation positively correlated resilience among adolescent athletes. [33]

However, contrary to the result of a study that pointed out several important notes including factors that improves resilience, it claimed that negative emotion such as anger does not function as a tool that helps build resilience among athletes. [1] In fact, when athletes are placed on situations that stimulates anger emotion, it will result to demeaning words or action from the athletes, which then affects affective, cognitive ad behavioral capacity. [34] Although this particular study was limited to the negative construct of sport emotions. Further, it was mentioned that when a person who experiences and suffers from unpleasant emotion like distress, helplessness and hopelessness, his metacognition capacity to resolve unfavorable situations which eventually leads to weak resilience. [35]

On one hand, perceived-motivational climate reflected no significant influence towards resilience. This implies that the motivational climate received by collegiate athletes from their coaches did not particularly predict their resilience. This contradicts to the claim that perceived mastery involving climate that particularly emphasizes on improvement and team collaboration enhances athletes’ sense of self-determination. [15] Correspondingly, it was also showed that perceived motivational climate correlates resilience through sharing unique relationship that allows coach’s behavior to either function or dysfunction motivational patterns that may result into sporting experience. [36] In addition, it was reported that a major contributor to resilience among athletes is the perceived social support provided by the coach especially during times of stress and adversity. [37] It was also mentioned that strengthening motivation like social support to engage in a specific behavior facilitates resilience particularly on challenging tasks. [38]

Table 2. Experiences of the Participants as regards their Resilience

Essential Themes	Core Ideas
Understanding Resilience	Resilience as overcoming adversities Resilience as dedication and passion Resilience as bouncing back Resilience as a lifelong skill Resilience as humility

Coping Mechanisms	Importance of willpower and motivation Coping with physical injuries Relying on peer and family support Obtaining emotional resilience Embracing adaptability and flexibility
Balancing Roles	Balancing academics and sports Committing to continual improvement Perseverance through discouragement Prioritizing and organizing time Managing time and energy
Mental Resilience	Facing pressure and performance stress Mindset and self-discipline Transformation through resilience High tolerance for setbacks Bouncing back after failure Persisting through criticism

There were several themes that emerged during the interview to the participants regarding their lived experiences on resilience. There were four themes that emerged specifically understanding resilience which pertains to how they perceived, conceptualize or understand resilience in its application in their sports; coping mechanism, which embodies their way of withstanding and overcoming adversities and challenges particularly in their sport; balancing roles which summarizes their take on being an athlete and a student all at once; and mental resilience which basically embodies their mindset on how to overcome criticism, stress, failures and setbacks.

Understanding Resilience. The result of the in-depth-interview and focus group discussion that the participants perceived resilience through being able to overcome adversities as this is a situation normally encountered given that they are athletes who are constantly exposed to adversities. The participants also mentioned that being a dedicated and passionate athlete is attributed to resilience. Since being a student athlete requires sacrifices and effort in order to establish a balance between being a diligent student and a responsible athlete to be able to juggle between their studies and sports. Similarly, their understanding of resilience also includes being able to bounce back especially when faced with adversities considering that losing is part of the sporting realm while at the same time to remain humble when winning is on their side. This result follows that athletes utilized protective factors such as having positive personality, optimism, and confidence to withstand variety of stressors encountered in their sporting career including major life events. [39]

This corroborates to the core ideas that athletes understanding of resilience as being dedicated and passionate athlete to overcome adversities. Further, a qualitative research revealed that athletes encounters both positive and negative events in their sporting career which serves as a foundation reaffirming their values of achievement in their sport. [40] This fits the idea that adversities encountered by the athletes and overcoming this adversities is considered a reflection of being resilient athlete. In addition, systematic review of literature that was conducted made mention that most studies described resilience as a dynamic process that is confined on the ability to maintain normal functioning in the midst of adversities or to be able to bounce back from it using facilitative resources. [23] The result of this conform to this study as it

was part of the understanding of the participants of resilience involves being able to bounce back and overcome adversities.

Coping Mechanisms. The participants of the study shared during the interview regarding their lived experiences on resilience that as they encountered adversities in their sporting career, they were able to identify different ways to overcome and bounce from those setbacks. The participants shared that having a strong willpower and a source of motivation is an important factor of being resilient. Additionally, they also shared that they relied on the support provided by their peers and family. It was also mentioned that being resilient emotionally is good way to overcome adversities, cope up with physical injuries which commonly happen during training and competitions and that in the occurrence of such event, they find alternatives to be able to continue on harnessing their skills. Moreover their lived experiences regarding resilience also involves being able to adapt from situations which are perceived to be challenging and being able to come with flexible solutions and actions to overcome it.

This result was similarly mentioned in a study that in relation to motivation and resilience that world's best athletes are extremely driven that at some point their motivation goes beyond simply having joy and satisfaction in competition and training. [41] That adversities was viewed as a significant happening, a life changing one that is also considered as a motivational triggers to them. As a matter of fact, it was stated that motivated individuals are the most resilient ones and can develop themselves over time [38] and it was further supported that individuals who have the drive to push themselves in achieving their goals is an attribute that can develop resilience. [42] This studies corroborates to the claims of the participants of the importance of having motivation in overcoming setbacks.

Further, a study revealed that social support was proven to have an essential role in resilience such as having positive relationship will help an athlete overcome challenges. [43] It was also reported that a major contributor to resilience among athletes is the perceived social support they received from other people. This social support also includes support from their coaches. [37] As implied by Atkins et al. (2015) that psychologically pleasing and nurturing environment for the athletes such as giving motivating support, constructive and encouraging criticism, nourishing an athlete's self-esteem and reduction of negative climate is a way. This implies that establishing a nourishing climate for the athletes helps them build a resilient character which help them overcome setbacks. It can also be noted that the participants made mention of the role of emotional resilience in their experiences.

It was specifically mentioned that obtaining emotional resilience is an essential experience for them. Was also revealed in a study that emotional intelligence is positively correlated with adolescent mental resilience, wherein emotional intelligence is perceived as having emotional control especially when placed in tight situations. [31] Furthermore, emotional flexibility may result into a positive result to resilience through having a psychological mechanism of establishing balance between negative and positive emotional experiences. [32]

Balancing Roles. One of the lived experiences of the participants shared during the interview as regards to resilience were their roles as an athlete and a student. It was highlighted during the interview that participants shared sentiments on their struggle of having balance between their studies and sport career. They pointed out that both have importance in their life but there are circumstances of which the demands from the school and sports are both taking its toll in them at the same time. In addition, in general viewpoint, establishing balance between their academics and sports, being committed to continual improvement through trainings and attending competitions is their way of showing resilience in their sport. This also includes properly managing their time through setting their priorities and planning their schedule

ahead of time. Through this, they were able to meet the demand from their academics and sports. Further, it was mentioned that student-athletes are exposed to an environment that is intertwined by sport and school where in one domain is likely to affect the other. [44] This outcome is also consistent with the literature that student athletes are bound to face situations that will require them to test their capacity of personal achievements such as striving to establish a balance of having good performance along with academic scores. It was also noted that this balance is achieved through being ahead of planning events such as familiarizing oneself of details concerning events in their sports. [43] Through this, athletes are able to manage and organize their time efficiently. This is similar to what the participants have highlighted that is to establishing balance in juggling their studies and their sports. Additionally, it was revealed in the result of their study that providing support to athletes through training and use of adaptive coping strategies equip athletes with needed skills to respond efficiently in times of stressful experiences. [45]

Mental Resilience. In the interview the participants shared that one of their experiences as regards to resilience includes mental resilience. This embodies their experiences on how they face pressure and stress relating to their sport performance, having the right mindset and self-discipline especially when faced with adversities, tolerance to criticism and setbacks be able to bounce back from it and ultimately transforming through resilience along the way. This finding supported in a study that resilience involves a process called positive adaptation to adverse situations of which psychological resilience has an important role in coping with stress and recovery. [7] More importantly, it was claimed that psychological resilience benefits athletes through making athletes positively adapt to stressors experienced within sport context as this enable them to respond to mishaps, challenges and defeat and transform adverse situations into an avenue and opportunity to learn and grow. [46]

Table 3. Data Integration of the Salient Qualitative and Quantitative Findings

Aspects of Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration
<i>On Coach Created Motivational Climate</i>	task-involving climate with a mean of 4.52 rated as high with SD of .59. In particular, the item <i>ensuring players improve on skills they are not good at</i> with a mean of 4.52 rated as high with SD of .71	The theme balancing roles, the core idea <i>committing to continual improvement</i>	Merging-converging
	On ego-involving climate with a mean of 2.93 rated as high with SD of 1.05. In particular, the item <i>getting mad when a player makes a mistake</i> with a mean of 3.07 rated as high with SD of 1.21	The theme balancing roles, the core idea <i>committing to continual improvement</i>	Merging-converging

<p><i>On Sports Emotions</i></p>	<p>On <i>sports emotions</i> in terms of excitement a mean 3.58 and SD of .98 rated are high In particular item <i>feeling enthusiastic</i> with a mean of 3.43 rated as high with SD of 1.33</p>	<p>The theme <i>enjoyment in practice and play</i> and the core idea <i>finding excitement in challenging oneself</i></p>	<p>Merging-converging</p>
	<p>On <i>sports emotions</i> in terms of happiness a mean 3.58 and SD of 1.21 rated are high In particular item <i>feeling joyful</i> with a mean of 3.84 rated as high with SD of 1.17</p>	<p>The theme <i>passion for the sport</i>. The core ideas <i>joyful in engaging in the sport</i></p>	<p>Merging-converging</p>
<p><i>On Resilience</i></p>	<p>On <i>resilience in terms of emotional control</i> with a mean 3.34 and SD of 1.23 rated high In particular item <i>overcoming their anger during the game</i> with a mean of 3.33 rated as high with SD of 1.30</p>	<p>The theme <i>commitment to improvement</i>. The core ideas <i>maintaining discipline and focus</i></p>	<p>Merging-converging</p>
	<p>On <i>resilience in terms of self determination</i> with a mean 3.55 and SD of 1.12 rated high In particular item focusing on their positives in face of difficulty in a game with a mean of 3.55 rated as high with SD of 1.12</p>	<p>The theme <i>gaining positive mindset</i>. The core idea <i>building confidence through challenges</i></p>	<p>Merging-converging</p>
<p><i>On the Role of Experiences in Shaping Attitude</i></p>	<p>On resilience terms task-involving climate with 4.52 rated as high with SD of .59 In particular the item, <i>making players feel as if they are an important team member with a mean of 3.43,</i></p>	<p>The theme obtaining support and encouragement ,the core idea <i>building bonds within the team</i></p>	<p>Merging-converging</p>

	<i>rated as moderate with SD of .76</i>		
<i>Role of Experiences in Shaping the Belief Participants as regards resilience</i>	On the <i>resilience in terms of self-determination</i> d as moderate with a mean of 3.55 with SD of 1.12 In particular the item focusing on their positives in face of difficulty in a game with a mean of 3.59, rated as high with SD of 1.26	The theme gaining positive mindset, the core idea <i>building confidence through challenges</i> .	Merging-converging
<i>Role of Experiences Shape the Commitment of Participants as regards resilience</i>	On status of resilience in terms of task-involving climate with a mean 4.52 rated as high with SD of .59 In particular the item, ensuring players improve on skills they are not good at <i>mean of 4.42, rated as high with SD of .71</i>	The theme enjoyment in practice and play the core <i>pride in small improvements</i>	Merging-Diverging

Data Integration of the Salient Qualitative and Quantitative Findings

Merging-Converging. On the focal point of perceived motivational climate, the quantitative results corroborate with the qualitative results. In terms of task involving climate, it reflected a high mean rating, which reflects that the athletes ensures to improve the skills that they are not good at and receives a motivational climate that promotes development. When this quantitative finding about perceived motivational is combined with the qualitative findings, it will result to convergence of data, as shown by the main theme of being committed to continuous improvement.

Supporting evidence stated that perceived motivational climates specifically the task-involving climates highlights how improvement and mastery of one’s skills is emphasized and promoted. [47] In fact, in this motivational climate, advantageous and disadvantageous situations is considered as a good avenue to learn and improve athlete. [48] As reflected in the qualitative data, the participants expressed their intention to seek continuous improvement of strengths and skills. This demonstrates a significance on how task-involving climate provided by coaches amplify this intentions of the athletes.

Further, it was noted that establishing a psychologically pleasing and nurturing environment for the athletes such as giving motivating support, constructive and encouraging criticism, nourishing an athlete’s self-esteem and reduction of negative climate improves the level of athlete’s resilience. [49] Since,

resilience is a construct that can be objectively learned. [50] Hence, task-involving climate positively foster factors including competence. [51] Thus, motivational climate where personal growth is perceived as highly value like task-involving climate, helps foster the development of resilience of the athletes.

This is explained in the Achievement goal theory that specifies that the task-involved goals is associated with an adaptive motivational outcome include adaption of strategies. [14] It is also emphasized in this theory that task-involving climate encourages development in overcoming adversities [15], and fostering a healthy habit [16]. Furthermore, the self-determination theory states that motivational behaviors across life domains describes individuals as a dynamic and self-motivated who constantly seek optimized challenges which foster new experiences to learn. [52] This, supports the result of the quantitative and qualitative data that athletes aims to seek continuous improvement through their sport.

Likewise, the ego-involving motivational climate, athletes are treated by their coaches according to their capabilities and rivalry among team members is encouraged. [53] This supports the result of the quantitative and qualitative data that their coaches instills fear to them to avoid committing mistakes hence, it will result to them valuing continuous improvement in their sports highly.

In the same way, the second focal point sport emotions, the quantitative results corroborate with the qualitative results. In terms of sport emotion excitement, it reflected a high mean rating, which implies that the athletes enjoyed engaging in training and practice and play as they find excitement in challenging their selves. When this quantitative finding about sport emotion is combined with the qualitative findings, it will result to convergence of data, as shown by the main theme of enjoyment in practice.

Proof of this is found in the findings of a study that pleasant emotion excitement usually felt when a person is anticipating to overcome a certain challenge, or is able to overcome and conquer a goal that seems so hard to accomplish. [54] The same manner, It was also mentioned in a study that emotion excitement commonly occurs when a person perceived his capabilities positively like being able to cope and achieve goals during challenging situations. [55]

It was also mentioned that pleasant emotion like excitement provides a resources that specifically nullify stress which then results to having greater resilience. [30] It also allows a person to venture on new skills, try new activities and allows engage in social discussion which then promotes additional positive emotion. In addition, emotion excitement commonly occurs when a person perceived his capabilities positively like being able to cope and achieve goals during challenging situations. [55] Further, it was explained in the broaden-and-build theory of positive emotions that when an individual experiences an increase of positive emotions like joy and hope will result to an increase of cognitive capacity which will then result in a more flexible and stronger mental, behavioral and affective functioning. [29] This implies that when athletes feel positive emotion such as excitement whether during practice or game, it will result to a more positive function including withstanding challenges and adversities.

Likewise, the second focal point sport emotions, the quantitative results corroborate with the qualitative results. In terms of sport emotion happiness, it reflected a high mean rating, which implies that the athletes feel happy when a competition is approaching. When this quantitative finding about sport emotion is combined with the qualitative findings, it will result to convergence of data, as shown by the main theme of passion for the sport. It was stated that happiness as a sport emotion construct helps in increasing an individual's capacity in performing sports activity. [22] This also includes resilience since this cultivates the physical, social, psychological and mental resources of the athletes. It was also revealed by Ozdemir (2019) that an athlete's emotion like happiness helps in nurturing their resilience as this is an emotion that foster capabilities. A study stated that the benefits of sport psychology in sports consumption also

mentioned that positive emotion specifically happiness is a valence that highly develops physical, social and psychological resources which then results to broadening and building resilience, as athletes are able to bounce back from adversities by making meaningful means to recover from negative circumstances. [56] This supports the result of the quantitative and qualitative data that athletes found pleasure in their sport despite the presence of adversities.

Moreover, the third focal point is the resilience of athletes, the quantitative results corroborate with the qualitative results. In terms of emotional control, it reflected a high mean rating, which means that the athletes are able to overcome challenges and adversities particularly overcoming anger during competition. The quantitative findings about resilience combined with the qualitative findings, it will result to convergence of data, as shown by the main theme of being committed to improvement.

Supporting evidence is a study that examines the relationship of anger management to psychological resilience which was participated by nurses, revealed that anger management positively affects psychological resilience. [57] This implies that when applied in sports, managing negative emotions like anger will highly improve the resilience of the athlete particularly on the psychological aspect. Through its practical application, when an athlete feels like he is in a dire situation that stimulates his anger emotion, this may result in demeaning words or action. In connection, when words and action is acted upon an athletes emotion, specifically anger, it influences factors such as his affective, cognitive and behavioral capacity. [37]

However, it can be noted that the broaden-and-build theory of positive emotion explains that personal resources are built through the influence of having positive emotion thus enabling an individual to survive and thrive through acquiring positive assets and resources. [58] Thus, the experiences of the athletes as shared during the interview, that through properly regulating their negative emotion and fostering positive emotion, they are able to withstand and overcome setbacks and difficulties experienced in their sport.

In terms of emotional control applied in sport, it is regarded as a construct that enables an individual to respond effectively in unfavorable situations rather than focusing on directly eliminating negative emotions. [59] A study identified three core features that have unique features in regulating emotions, namely emotion regulation goal, emotion regulation strategies, and the outcome. [60] In connection, functional emotion applied in sport will procure beneficial consequences applicable in adverse situations and will result to being resourceful in dealing with situations such that that it influences effort, attention, making decision, memory, response to stimuli, socializations. [61]

In the same manner, the third focal point resilience in terms of self-determination showed a quantitative result that corroborates with the qualitative results. The factor self-determination under resilience reflected a high mean rating, which implies that athletes showed resilience through self-determination through focusing on their positives especially when they experience difficulties in games. The quantitative findings about resilience combined with the qualitative findings resulted to convergence of data as shown by the main theme gaining positive mindset. This corroborates to the statement that being able to stay organized, focused, give optimal performance to achieve goal and able to endure despite being in a difficult situations are characteristic of a determined person. [62]As shared by the participants, they believed that being determined will help them become resilient.

It was also mentioned that self-determination is needed in order to be successful even with the presence of adversities as it help athletes to be able to connect socially and emotionally to other people. [63] Additionally, athlete's confidence of their skills observed through having a constructive perception of self, having good values, being in control of the environment, knowing and accepting oneself, helps a perform

successfully despite being caught up in adversity as they are able to successfully cope using varied methods. [64] Participants also mentioned on the importance of having positive mindset in order to overcome setbacks. This is supported in a study that having an optimistic perspective that the future will always hold a satisfying outcome is also part of being determined. [65] Further, it was explained that athletes who have a strong optimistic mindset tend to look for the positive side in every situation which then translates to experiencing a higher positive emotional response. [66]

As to the focal point on the role of experiences of the participants in shaping their attitude as regards to resilience, it was revealed that in terms of task-involving climate it obtained a high mean rating. This implies that athletes feels that they are an important member of their team. The quantitative findings about task-involving climate combined with the qualitative findings resulted to convergence of data as shown by the main theme obtaining support and encouragement. This corroborates a study that stated that task-involving motivational climate ensures that coaches emphasizes on valuing efforts of each athletes. [47] Similarly. A study revealed that coaches who also emphasizes on individual and team progress and skills improvement results to athlete's being more intrinsically motivated which then results in positive climates and resources. [67] This supports the converging result that athletes progresses in terms of resilience if they feel that they are valued by their coach.

This also mirror a study that examines basketball and volleyball athletes. It was revealed that motivational climate created by coaches, specifically task-involving one correlated positively with resilience. [15] In contrast, ego-involving encourages competition within team members, since outperforming members is highly encouraged. [68] This type of motivational climate deprive the athletes of having a sense of belongingness once they are perceived weak and irrelevant in the team. As a study that a psychologically pleasing and nurturing environment for the athletes such as giving motivating support, constructive and encouraging criticism, nourishing an athlete's self-esteem and reduction of negative climate is a way to improve the level of resilience. [49]

As to the focal point on the role of experiences of the participants in shaping their beliefs as regards to resilience, it was revealed that in terms of self-determination, it obtained a high mean rating. This implies that athletes believed on focusing on their positive especially in times of difficulties. The quantitative findings about resilience in terms of self-determination factors combined with the qualitative findings resulted to convergence of data as shown by the main theme gaining positive mindset. This agrees a study that revealed that athletes who have a strong optimistic mindset tend to look for the positive side in every situation which then translates to experiencing a higher positive emotional response. [66] This is also includes athletes having confidence of their skills observed through having a constructive perception of self, having good values, being in control of the environment, knowing and accepting oneself, helps a perform successfully despite being caught up in adversity as they are able to successfully cope using varied methods. [64]

Merging-Diverging. On the other hand, the merging of the quantitative data findings specifically on the focal point role of experiences of the athletes that shaped their commitment as regards to resilience which was rated as high and the qualitative data with the main theme enjoyment in practice with code having pride in small improvement resulted to a diverging nature. The participant believed that the motivational climate specifically a task-involving one helps them appreciate and value their improvements even those that are considered small one. Furthermore, the findings conform a study that state that task-involving climate is a motivational climate that is psychologically pleasing and nurturing for the athletes since it gives them motivational support, constructive [53] and encouraging criticism, nourishes self-esteem,

reduce negative climate, [49] and instill personal growth and mastery. [53] Moreover, it was also revealed in a study that when coaching gives emphasis on individual and team progress and skills improvement it results to athlete's being more intrinsically motivated which then results in positive climates and resources [67] including athletes' resilience. [49]

Conclusion

The following conclusions were drawn from the result of the study. The overall perceived motivational climates of collegiate in state universities and college is high which means that it is oftentimes observed. In particular, the athletes have a very high level of task-involving climate and a moderate level of ego-involving climate. The overall sport emotions of the athletes is high indicating that this is oftentimes manifested. To be specific, the athletes showed a moderate level of anxiety, a low level of dejection, a very low level of anger and a high level of happiness and excitement. Further, the overall resilience of athletes is high which means that it is oftentimes evident. Specifically, athletes showed a high level of self-determination, physical toughness, and emotional control and maturity. Furthermore, the combined of the two predictors-perceived motivational climate and sport emotion showed a significant influence to athletes' resilience. However, in singular capacity, only sport emotions revealed a significant influence on resilience among college athletes while perceived motivational climate did not influence to resilience. This explained in the broaden-and-build theory of positive emotions that pleasant emotions increase an individual's cognitive capacity which results in a more flexible and stronger mental, behavioral and affective function in and that sport emotions such as happiness and enjoyment seen as great help in building social resources

Consequently, four essential themes emerged from the lived experiences of the participants. These themes are understanding resilience, coping mechanism, balancing roles, and mental resilience. Also, there were three emerging themes relating to the role of the experiences of the participants in shaping their belief as regards to resilience namely growing through setbacks, gaining positive mindset, and lifelong value of resilience. In addition, three themes also emerges on the role of experiences in shaping the attitude of the participants as regards their resilience which are commitment to improvement, enhancing teamwork, and obtaining support and encouragement. Moreover, persevere through challenges, passion for the sport, and enjoyment in practice and play were the themes that emerged on the role of the experiences of the participants in shaping their commitment as regards resilience. Furthermore, when the quantitative results merged with the qualitative results, a merging-converging nature existed regarding resilience. However, a merging-diverging nature was also found in the roles of experiences in shaping the commitment of the athletes towards resilience. This connotes that the relationship between experiences and forming beliefs, attitudes and commitment was convergent and divergent. This indicates that some experiences of the participants as regards to resilience may have aligned, while others may have diverged, resulting in diverse viewpoints. This highlights the complexity and diversity of how individual's experiences influences their perceptions on resilience.

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