

The dark side of coaching: the negative affect of athletes as a mediator in the impact of abusive supervision on their performance and turnover

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Drawing from the affective events theory, this study investigated the impact of abusive supervision by coaches on athletes' practice performance and turnover intention, with a focus on the mediating role of negative affect. A total of 302 student-athletes in Taiwan were recruited via convenience sampling. The data were analyzed by running partial least squares structural equation modeling to test the hypothesized relationships. The results indicated that abusive supervision had a significant negative impact on practice performance and a significant positive impact on turnover intention. These relationships were partially mediated by negative affect, suggesting that the adverse effects of abusive supervision on athletes' performance and turnover intention are, in part, due to the negative emotional states elicited by such supervisory behaviors. This study underscores the need for interventions aimed at promoting supportive coaching practices and addressing athletes' emotional well-being to mitigate the unfavorable effects of abusive supervision.

KEY WORDS: Abusive Supervision, Negative affect, Practice performance, Turnover intention, Affective events theory.

Introduction

Coaches play a critical role in shaping the performance and well-being of athletes. The literature emphasizes the significance of the coaching environment and the impact of coaches' behaviors on athletes' psychological needs, emotional states, and performance outcomes (Harris-Reeves et al., 2013; Hu et al., 2023; Peng et al., 2020). In particular, the focus on leadership in the

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coaching context has predominantly centered on positive leadership styles, such as transformational leadership, paternalistic leadership, servant leadership, and autonomy-supportive coaching, which have been linked to favorable athlete outcomes, including enhanced performance, commitment, and well-being (Arthur et al., 2017; Chiu et al., 2016; Kao et al., 2020; Occhino et al., 2014; Stebbings et al., 2011; Stenling & Tafvelin, 2014). However, less attention has been devoted to the impact of harmful leadership behaviors, such as abusive supervision, which can have detrimental effects on athlete-related outcomes (Lopez et al., 2020; Yukhymenko-Lescroart et al., 2015).

Abusive supervision, as defined by Tepper (2000), refers to subordinates' perceptions of the extent to which their supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact. Research has consistently demonstrated that abusive supervision can lead to a range of adverse outcomes for employees, including reduced job satisfaction, decreased job performance, and increased turnover intention (Bravo et al., 2019; Fischer et al., 2021; Mackey et al., 2017; Martinko et al., 2013). Despite its significance in organizational settings, however, the implications of such behavior for sport teams, particularly for influencing athletes' practice performance and intention to leave, have been inadequately examined (Lopez et al., 2020). In the coaching context, abusive supervision can manifest through behaviors such as publicly ridiculing athletes, withholding important information, or making unreasonable demands, which may adversely affect athletes' emotional states as well as their subsequent performance and turnover intention (Kim et al., 2020; Lopez et al., 2020; Yukhymenko-Lescroart et al., 2015).

In the context of collegiate sport, the negative impact of abusive supervision by coaches may be particularly concerning, as student-athletes often have limited options to leave the team or seek alternative coaching environments compared to professional athletes (Kim et al., 2020). Meanwhile, student-athletes are often in a developmental stage where they are more vulnerable to the impacts of abusive supervision. Additionally, the close personal nature of the coach-athlete relationship and the high emotional investment in sport participation can heighten the detrimental effects of abusive supervision on athletes' emotions, behavior, and well-being (Kerr et al., 2016; Stirling & Kerr, 2013). Previous studies have found that abusive coaching behaviors can lead to various negative emotional responses, including anger, fear, and anxiety, which may subsequently impact athletes' motivation, effort, and performance (Gervis et al., 2016; Kavanagh et al., 2017; Stirling & Kerr, 2013). However, the specific mechanisms through which abusive supervision influences student-athletes' practice performance and turnover intentions remain underexplored.

In Asian regions, particularly Taiwan, cultural, societal, and organizational dynamics considerably influence the prevalence and impact of abusive coaching practices. Taiwan's deeply rooted culture of hierarchical relationships and respect for authority figures can create a challenging environment for athletes to report abusive supervision (Chen & Wei, 2011; Ko et al., 2011). The cultural emphasis on hierarchy and the social expectation to respect and obey authority figures may lead athletes to tolerate abusive behaviors rather than confront or report them. This cultural backdrop can lead to athletes experiencing higher levels of stress and negative emotions, as they may feel powerless to challenge their coaches' authority (Hwang, 2012; Zhang et al., 2005).

Additionally, the societal norms in Taiwan, which prioritize group harmony and collective well-being over individual interests, can further discourage athletes from speaking out against abusive coaching. The fear of repercussions, such as being ostracized by teammates or facing negative consequences from the coaching staff, can deter athletes from seeking help or voicing their concerns (Hwang, 2012; Zhang et al., 2005). This cultural context can exacerbate the negative impact of abusive supervision on athletes' emotional well-being and performance. Given this cultural backdrop and the need to expand the literature on the implications of abusive supervision for coaching, a crucial task is to investigate the mechanisms through which such abuse affects athletes' behavioral outcomes in the sport coaching context of Taiwan.

Accordingly, this study examined the impact of coaches' abusive supervision on practice performance and turnover intention among collegiate student-athletes in Taiwan. Specifically, it explored whether negative moods mediate the effects of abusive supervision on practice performance and the intention to leave among athletes. In organizational settings, negative affect, characterized by unpleasant emotional states, such as anger, anxiety, and depression (Watson & Clark, 1984), has been shown to play a crucial role in explaining the link between abusive supervision and various employee outcomes (Harvey et al., 2007; Martinko et al., 2013). Thus, this study established the assertion that coaches' abusive supervision contributes to athletes' negative affect, which in turn may diminish practice performance and increase the intention to leave a team.

Affective events theory (AET, Weiss & Cropanzano, 1996) was used as the theoretical framework through which to understand the mechanisms of mediation between abusive supervision and the outcomes of interest. AET suggests that individuals' negative emotional responses to significant work events, such as experiencing abusive supervision, can shape their subsequent attitudes and behaviors toward their work and organization (Ashton-James & Ashkanasy, 2008). Therefore, understanding how abusive supervision

evokes emotional reactions among athletes and the downstream consequences of such reactions can provide important insights into coaching practices and athlete development. Additionally, the implications of abusive supervision in sport teams can go beyond individual athletes, affecting overall team dynamics and cohesion. This study contributes to a better understanding of an overlooked aspect of coaching behaviors (i.e., abusive supervision) and its consequences, with the potential to inform the development of interventions to promote more positive and supportive coaching environments (Farh & Chen, 2014)0021-9010(Print).

Literature Review And Hypothesis Development

AFFECTIVE EVENTS THEORY

AET posits that workplace events, including positive and negative interactions with supervisors, can trigger emotional reactions in individuals, which subsequently influence their attitudes and behaviors (Ashton-James & Ashkanasy, 2008; Weiss & Cropanzano, 1996). These emotions can shape individuals' perceptions, judgments, and decision-making processes, ultimately affecting their work-related outcomes, such as satisfaction, performance, and turnover intention (Hsieh et al., 2011; Wan et al., 2022; Wang et al., 2023). AET emphasizes the role of affective experiences at work, maintaining that these experiences are crucial in understanding the causes and consequences of emotions in the workplace (Wegge et al., 2006).

AET has been used to explain various workplace phenomena, such as workplace bullying, with emotional experiences mediating the relationship between exposure to bullying and job satisfaction (Glasø et al., 2011). While abusive supervision has been extensively studied in organizational contexts, its application to sport coaching contexts, particularly regarding its impact on athletes' practice performance and turnover intention, warrants further investigation. AET provides a robust framework for understanding this impact. AET posits that workplace events, including negative interactions with supervisors, can trigger emotional reactions in individuals, which subsequently influence their attitudes and behaviors (Ashton-James & Ashkanasy, 2008; Weiss & Cropanzano, 1996). These emotions can shape individuals' perceptions, judgments, and decision-making processes, ultimately affecting their performance and turnover intentions (Itzkovich et al., 2021; Tiwari et al., 2021; Zeng et al., 2021).

In the organizational literature, abusive supervision is considered a negative emotional event that elicits unpleasant emotional states, such as anger,

anxiety, and depression (Harvey et al., 2007; Martinko et al., 2013). These negative emotions can mediate the relationship between abusive supervision and adverse outcomes, such as decreased job performance and increased turnover intention (Fischer et al., 2021; Mackey et al., 2017). Applying this concept to the sport coaching context, we argue that abusive supervision by coaches can similarly elicit negative emotional responses in athletes, which in turn affect their practice performance and intention to leave the team.

IMPACT OF ABUSIVE SUPERVISION ON PRACTICE PERFORMANCE AND TURNOVER INTENTION

Abusive supervision is a form of destructive leadership behavior prevalent in organizational settings. It is characterized by hostile behaviors that a supervisor directs toward their subordinates on a sustained basis. It includes verbal abuse, public humiliation, and the withholding of important information or resources but excludes physical contact. This behavior is not limited to a one-time occurrence and instead represents an ongoing pattern of mistreatment of subordinates (Kim et al., 2021; Simon et al., 2015). Abusive supervision is distinct from physical abuse in that it is primarily characterized by hostile communication and behaviors (Breevaart et al., 2022; Hobman et al., 2009).

In the sport coaching context, destructive leadership behaviors encompass a range of hostile and harmful actions by coaches toward their athletes (Einarsen et al., 2007). For example, authoritarian coaching involves exerting excessive control, making unilateral decisions without considering athletes' input, and enforcing strict discipline (Hagerty & Felizzi, 2023). Moreover, bullying includes repeated aggressive behaviors intended to cause psychological, emotional, or physical harm to athletes (Swigonski et al., 2014). In addition, abusive supervision encompasses coaches' demeaning, disrespectful, or unreasonable behaviors toward athletes, such as publicly criticizing their performance, yelling at them, or denying them access to important resources or opportunities (Gervis et al., 2016; Piper et al., 2013).

Extant research in organizational settings has shown that abusive supervision exerts deleterious effects on subordinate outcomes, including workplace behaviors and performance (Zhang & Liao, 2015). It is associated with unfavorable workplace conduct, such as concealing knowledge, withholding input or feedback, and decreased engagement, which can impede performance (Aryee et al., 2008; Khalid et al., 2018; Mahmood et al., 2020). In the sport coaching context, abusive supervision by coaches can create a hostile environment that undermines athletes' motivation, engagement, and focus, ultimately hampering their ability to perform optimally during prac-

tice. Practice performance refers to the level of effort, intensity, and skill execution displayed by athletes during training sessions—elements that are vital for developing and refining the technical, tactical, and physical abilities required for competitive performance (Baker & Cobley, 2007). Practice performance is also a crucial determinant of athletes' overall success in sport (Ericsson, 2020; Grunberg et al., 2024). Given the importance of this variable, an essential task is to understand how abusive supervision by coaches can influence it. Correspondingly, the following hypothesis was established:

H1: Abusive Supervision Negatively Impacts Practice Performance Among Athletes

Extensive evidence in the organizational literature suggests that abusive supervision is a principal predictor of turnover intention among employees (Özkan, 2022; Zhang & Liao, 2015). Such supervision creates a toxic work environment that can erode trust and social exchange between subordinates and supervisors, leading the former to develop a strong intention to leave an organization and seek a more supportive work environment (Liu et al., 2019; Peng et al., 2019). Employees who endure persistent abusive supervision may feel devalued, disrespected, disempowered, and emotionally exhausted, which can further exacerbate their turnover intention (Lyu et al., 2019; Oliveira & Najnudel, 2023; Zhang & Yu, 2022).

In the realm of sport coaching, turnover intention refers to athletes' desire to leave a team or end their participation in sport (Sager et al., 1998; Zhao et al., 2007). It is typically a precursor to actual turnover behavior, and high rates of athlete turnover can have tremendous consequences for a team's overall performance, cohesion, and long-term sustainability (Chiu et al., 2022; Hui et al., 2023; Jowett & Lavallee, 2007). Abusive supervision by coaches may lead to feelings of distress, dissatisfaction, and disempowerment among athletes, driving them to consider leaving a team. Its impact on turnover intention can be exacerbated by factors such as lack of support, low organizational commitment, and emotional exhaustion (Carleton et al., 2016; Stirling & Kerr, 2008; Won et al., 2023). On these bases, this study formulated the hypothesis below:

H2: Abusive Supervision Positively Affects Turnover Intention Among Athletes

Negative affect as a mediator

Negative affect covers the broad range of unpleasant emotional experiences, including anger, fear, disgust, sadness, and guilt, that individuals may

experience in response to environmental stimuli or internal states (Shallcross et al., 2013; Weiss & Cropanzano, 1996). Negative affectivity is characterized by a tendency to frequently and intensely experience unwanted emotions (Weiss & Cropanzano, 1996). It plays an important role in various workplace outcomes, including workplace deviance, stress, bullying, and incivility (Homayuni et al., 2021; Loi et al., 2021; Pletzer et al., 2022). For instance, negative affectivity has been linked to deviant behaviors in the workplace, such as evasion, work sabotage, and intimidation (Alias et al., 2013). Negative affect can also mediate the relationship between unfavorable workplace experiences and counterproductive work behaviors (Daljeet et al., 2022). In the context of sport coaching, negative affect among athletes can arise from various factors, such as a coach's leadership behaviors, competitive pressure, and personal stressors.

In this study, negative affect was proposed as a mechanism through which abusive supervision by coaches influences both practice performance and turnover intention among athletes. As previously mentioned, abusive supervision by coaches can elicit intense, destructive emotional responses, such as anger, fear, and frustration, among athletes (Aryee et al., 2008; Hagerty & Felizzi, 2023). They may also exhibit elevated levels of negative affect, which can subsequently impact their practice performance. Negative affect potentially functions as a psychological mechanism through which abusive supervision influences athletes' emotional states and, consequently, their performance during practice sessions. Correspondingly, Hypothesis 3 was established.

H3: Negative Affect Mediates The Relationship Between Abusive Supervision And Practice Performance

In a similar vein, the experience of negative emotions stemming from abusive supervision may exacerbate athletes' turnover intention. The organizational literature has demonstrated that negative affect plays a key role in the relationship between abusive supervision and employee turnover intention (Peng et al., 2019). For example, emotional exhaustion mediates the association between abusive supervision and turnover intention (Khorakian et al., 2023). Such intention is also linked to the psychological distress and undesirable emotions experienced by subordinates exposed to abusive supervision (Saleem et al., 2018). In the context of coaching, abusive supervision can also elicit negative affective reactions from athletes, which may then increase their intention to leave their teams. Accordingly, the following hypothesis was put forward:

H4: Negative Affect Mediates The Relationship Between Abusive Supervision And Turnover Intention Among Athletes

In summary, this study was aimed at inquiring into the impact of abusive supervision by coaches on practice performance and turnover intention among athletes, with negative affect as a mediating mechanism. The research model and hypotheses are shown in Figure 1.

Methods

PARTICIPANTS AND PROCEDURES

Basketball players from collegiate sport teams in Taiwan were recruited. To ensure a comprehensive understanding of abusive supervision across different levels of experience, we included athletes irrespective of their tenure with the team. After obtaining approval from team administrators, we invited student-athletes to voluntarily participate. To address concerns related to the sensitive nature of the research topic and the potential influence of coaches, we implemented several measures to ensure the confidentiality and comfort of participants. Online surveys were administered in a private setting without the presence of coaches or team personnel, allowing athletes to express their thoughts freely. The privacy and anonymity of responses were emphasized to the participants, reassuring them that their responses would

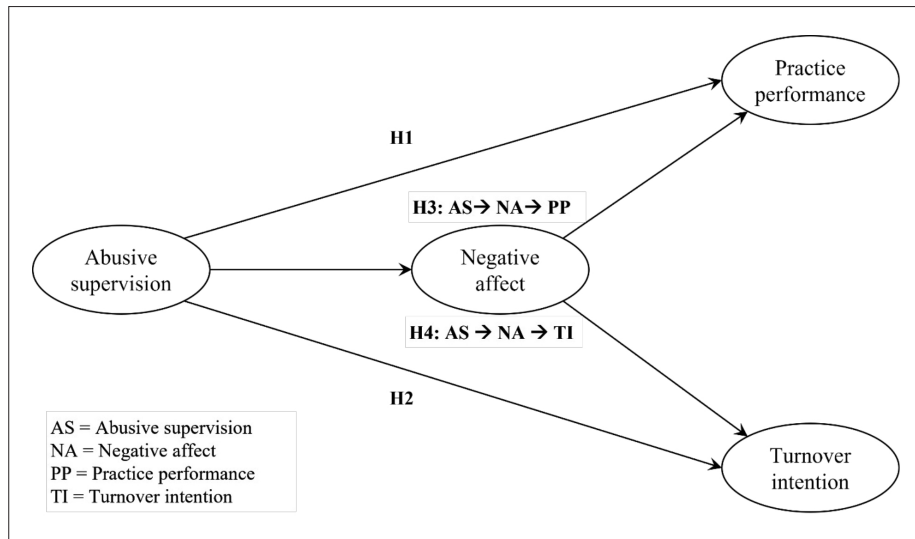


Figure 1. Research model with hypotheses.

not be shared with coaches or any other team members. This approach aimed to minimize any bias or reluctance that could arise due to the presence of authority figures during data collection.

Out of 330 distributed questionnaires, 302 valid responses were received, achieving a response rate of 91.5%. The majority of the student-athletes were male ($n = 193$, 63.9%), and most had less than one year of experience playing for the case team ($n = 105$, 34.8%). The rest had experiences spanning one to two years ($n = 87$, 28.8%), more than three years ($n = 61$, 20.2%), and two to three years ($n = 49$, 16.2%). Regardless of their length of experience, all participants were deemed capable of accurately identifying and reporting instances of abusive supervision due to the explicit nature of the behaviors in question and the structured format of the survey instrument.

MEASURES

The survey instrument comprised scales focusing on abusive supervision, negative affect, practice performance, and turnover intention, which were used to assess the key constructs of interest. Specifically, abusive supervision was measured using the five-item scale developed by Mitchell and Ambrose (2007) to capture the extent to which athletes perceive their coaches as engaging in hostile verbal and nonverbal behaviors. The athletes' negative emotional states were measured using the five-item scale of negative affect derived from Watson et al. (1988). Practice performance, or the perceived competence and skill levels that athletes perceive during training sessions, was determined using a four-item scale adapted from Wayne et al. (1997). Finally, turnover intention was measured using the three-item scale developed by Mobley (1977).

The abovementioned items were slightly amended to fit the context of the current study. Because this study was conducted in Taiwan, the survey items were first translated into Chinese and then back-translated into English to ensure equivalence (Brislin, 1970). The Chinese versions were further reviewed by academic experts and coaches to ensure their cultural appropriateness and clarity. All the items were rated on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

DATA ANALYSIS

Data normality was first examined using skewness and kurtosis statistics. The results showed skewness values ranging from -0.388 to 1.456 and kurtosis values ranging from -1.016 to 1.635 , indicating that the data were nonnormally distributed (Byrne, 2016). Common method bias was evaluated using Kock's (2017) full collinearity assessment approach. The variance inflation factors of the items and constructs were lower than the recommended threshold of 3.3, suggesting that such bias was not a significant issue in this research.

Next, partial least squares structural equation modeling (PLS-SEM) was run in Smart-PLS 4 to analyze the data. This approach was adopted because of its effectiveness in handling nonnormally distributed data and simultaneously evaluating measurement and structural models (Hair et al., 2019). The data analysis was performed in two stages, following the guidelines of Hair et al. (2022). First, a measurement model was assessed to determine the reliability and validity of the measures. Second, a structural model was evaluated to test the hypothe-

sized relationships. The PLS algorithm was run to obtain path coefficients, whose significance was ascertained through a bootstrapping procedure with 5,000 subsamples.

Results

MEASUREMENT MODEL ASSESSMENT

The measurement model was assessed to determine the reliability and validity of the measures. Reliability was evaluated through Cronbach's alpha coefficients and composite reliability (CR), while validity was examined through factor loading, convergent validity, and discriminant validity (Hair et al., 2022). The results showed that all the measures had adequate reliability, with Cronbach's alphas ranging from 0.744 to 0.879 and CR values ranging from 0.843 to 0.904. All factor loadings were significant and exceeded 0.70, pointing to the validity of the measures. Convergent validity was supported by satisfactory average variance extracted (AVE) values, which exceeded 0.50. Finally, discriminant validity was established, as the square root of the AVE of each construct was greater than the coefficients of correlation between that construct and other constructs in the model (Fornell & Larcker, 1981). The heterotrait–monotrait (HTMT) ratio of correlations fell below the suggested value of 0.85 (Henseler et al., 2015). These results indicated that the measurement model exhibited adequate reliability and validity, suggesting that the measures used in the study were reliable and valid indicators of their respective constructs.

STRUCTURAL MODEL

following the recommendations of (Sarstedt et al., 2020), the present study tested the hypothesized relationships using the bootstrapping algorithm with 5,000 subsamples to determine the significance of the path coefficients. The results showed that abusive supervision had a significant and negative impact on practice performance ($\beta = -0.158$, $t = 2.128$, $p = 0.017$) and a significant and positive impact on turnover intention ($\beta = 0.271$, $t = 4.150$, $p < 0.001$). These findings translate to support for H1 and H2.

To examine the mediating role of negative affect, the two-step procedure proposed by Nitzl et al. (2016) was carried out. The first step was to identify the existence of mediation by testing the significance of indirect effects ($a \times b$). The second step involved determining the type of mediation by examining the significance of direct effects (c'). As shown in Table 3, the

TABLE I
Assessment of the Measurement Model

Constructs/Items	Factor loading
Abusive supervision (Mean = 1.845, SD = 0.853, α = 0.904, CR = 0.929, AVE = 0.724)	
My coach ridicules me.	0.868
My coach tells me my thoughts or feelings are stupid.	0.864
My coach puts me down in front of others.	0.916
My coach makes negative comments about me to others.	0.786
My coach tells me I am incompetent.	0.815
Negative affect (M = 1.842, SD = 0.824, α = 0.879, CR = 0.916, AVE = 0.733)	
I feel irritable.	0.811
I feel afraid.	0.876
I feel nervous.	0.886
I feel upset.	0.849
I feel ashamed.	0.811
Practice performance (M = 3.519, SD = 0.744, α = 0.752, CR = 0.843, AVE = 0.643)	
My regular practice performance meets my own requirements.	0.768
I can efficiently complete the training courses given by the coach.	0.877
I am satisfied with the overall practice performance.	0.755
Turnover intention (M = 1.837, SD = 0.829, α = 0.836, CR = 0.901, AVE = 0.753)	
I often consider leaving the current team.	0.829
I often want to find another team.	0.874
I plan to leave this team as soon as possible.	0.899

TABLE II
Discriminant Validity (Fornell-Larcker Criterion and HTMT)

	(1)	(2)	(3)	(4)
(1) Abusive supervision	0.851	0.428	0.224	0.367
(2) Negative affect	0.383	0.856	0.253	0.281
(3) Practice performance	-0.223	-0.229	0.802	0.194
(4) Turnover intention	0.325	0.245	-0.163	0.868

Notes. Bold values refer to the squared root of the AVE. Values below the diagonal refer to correlation coefficients. Values above the diagonal refer to HTMT coefficients.

indirect effects of abusive supervision on practice performance and turnover intention through negative affect were statistically significant, indicating the mediating role of negative affect. The direct effects of abusive supervision on practice performance and turnover intention were significant, suggesting

TABLE III
Summary Of The Structural Model Assessment

Path	β	SE	90% CI	t-value	Effect size (f^2)
Direct effects					
Abusive supervision \rightarrow Practice performance	-0.158	0.074	[-0.276, -0.030]	2.128*	0.023
Abusive supervision \rightarrow Turnover intention	0.271	0.065	[0.162, 0.378]	4.15***	0.071
Abusive supervision \rightarrow Negative affect	0.383	0.06	[0.287, 0.487]	6.341***	0.172
Negative affect \rightarrow Practice performance	-0.169	0.069	[-0.282, -0.057]	2.435**	0.026
Negative affect \rightarrow Turnover intention	0.141	0.068	[0.034, 0.258]	2.059*	0.020
Indirect effects					
Abusive supervision \rightarrow Negative affect \rightarrow Practice performance	-0.065	0.032	[-0.125, -0.020]	2.023*	0.021
Abusive supervision \rightarrow Negative affect \rightarrow Turnover intention	0.054	0.028	[0.013, 0.104]	1.957*	0.022

that negative affect partially mediated (i.e., complementary mediation) the relationships between abusive supervision and practice performance and between abusive supervision and turnover intention (Hair et al., 2022; Zhao et al., 2010). The results are consistent with H3 and H4.

Discussion

This study explored the impact of abusive supervision by coaches on athletes' practice performance and turnover intention, and it specifically examined the mediating role of negative affect in these relationships. Our findings revealed essential insights into the role of coaches' abusive supervision in athletes' practice performance and turnover intention, with negative affect acting as a mediating mechanism. First, the results indicated that abusive supervision negatively affected the athletes' practice performance (Kim et al., 2020; Lopez et al., 2020). The hostile behaviors of coaches, such as public humiliation and unreasonable demands, diminished the athletes' motivation and focus, leading to suboptimal performance during training sessions.

These findings align with previous research in organizational settings, where abusive supervision detracts from employees' job performance (Fischer et al., 2021; Mackey et al., 2017).

Second, this study found that abusive supervision positively influenced the athletes' turnover intention (Lyu et al., 2019; Oliveira & Najnudel, 2023). Their exposure to abusive behaviors by their coaches tended to foster the intention to leave the team. This outcome is consistent with the literature on the organizational context, in which abusive supervision is linked to increased turnover intention among employees (Özkan, 2022; Zhang & Liao, 2015). The toxic environment created by abusive supervision erodes trust and social exchange between athletes and their coaches, stimulating a desire to seek a more supportive environment (Liu et al., 2019; Won et al., 2021).

Finally, the mediation analysis revealed that negative affect partially mediated the relationships between abusive supervision and both practice performance and turnover intention (Harvey et al., 2007; Martinko et al., 2013). The athletes reported high levels of negative affect, which in turn adversely influenced their practice performance and increased their intention to leave the team (Peng et al., 2019). This finding supports the application of AET in the sport coaching context, highlighting the critical role of emotional responses in shaping athletes' behavioral outcomes (Weiss & Cropanzano, 1996).

THEORETICAL IMPLICATIONS

Our study provides important insights into the dynamics of abusive supervision in sport coaching, specifically focusing on its impact on athletes' practice performance and turnover intention through the lens of AET (Ashton-James & Ashkanasy, 2008; Weiss & Cropanzano, 1996). While the relationships between abusive supervision and negative outcomes are well-documented in organizational settings, our research extends this understanding to the sports domain, highlighting how negative affect serves as a critical mediator in these relationships. The findings confirm that abusive coaching behaviors significantly diminish athletes' practice performance and increase their intention to leave the team. However, by applying AET, we elucidate the emotional mechanisms underlying these effects, offering a nuanced perspective that underscores the role of athletes' emotional states in shaping their responses to coaching. This study uniquely positions AET as a valuable framework for exploring emotional processes in sports, paving the way for future research to investigate the diverse emotional responses elicited by dif-

ferent coaching behaviors across varying athletic contexts. By focusing on collegiate basketball players in Taiwan, our research also sheds light on cultural dynamics influencing the prevalence and impact of abusive supervision, providing a culturally informed understanding that contributes to the broader discourse on leadership in sports.

This research also broadens the understanding of abusive supervision beyond organizational settings, highlighting its relevance and detrimental effects on sport teams (Lopez et al., 2020; Yukhymenko-Lescroart et al., 2015). The findings add to the growing body of literature on destructive leadership by illustrating how abusive supervision by coaches can cause adverse outcomes for athletes, similar to the effects observed in traditional workplaces (Mackey et al., 2017; Martinko et al., 2013). This cross-contextual application enriches the theoretical discourse on abusive supervision and its pervasive impact across different domains.

In addition, this study's focus on the mediating role of negative affect offers new insights into the mechanisms through which abusive supervision influences athletes (Harvey et al., 2007; Martinko et al., 2013). By identifying negative affect as a key mediator, this research emphasizes the need to consider emotional responses when examining the effects of leadership behaviors. This perspective invites further theoretical exploration into other potential mediators and moderators that can elucidate the complex dynamics between coaching behaviors and athlete outcomes (Peng et al., 2019).

PRACTICAL IMPLICATIONS

This study presents several practical implications for sport organizations and coaches. The negative impact of abusive supervision on practice performance and turnover intention punctuates the urgent need for interventions aimed at promoting positive and supportive coaching behaviors (Carleton et al., 2016; Stirling & Kerr, 2008). Sport organizations should invest in training programs that equip coaches with the skills to foster a constructive and respectful environment to enhance athletes' performance and retention (Harris-Reeves et al., 2013). Moreover, given the cultural context of Taiwanese athletes, it is essential to develop culturally sensitive strategies that empower athletes to report abusive behaviors without fear of repercussions. Organizations should promote an inclusive environment where athletes feel safe and supported to voice concerns (Markus & Kitayama, 2014; Zhang et al., 2005).

The identification of negative affect as a mediator suggests that addressing athletes' emotional well-being is crucial in mitigating the adverse effects

of abusive supervision (Harvey et al., 2007). Sport organizations should establish robust support systems that include accessible counseling services and mental health resources. These services can help athletes manage the negative emotions elicited by abusive supervision and provide them with strategies to cope effectively (Farh & Chen, 2014). Implementing regular mental health check-ins and creating a safe space for athletes to express their concerns can further enhance the supportive environment and buffer the impact of negative leadership.

Finally, the findings underscore the importance of monitoring and addressing abusive supervision in sport teams. Organizations should establish clear policies and procedures for reporting and addressing abusive behaviors by coaches (Gervis et al., 2016; Piper et al., 2013). Regular assessments of coaching practices and athlete feedback can help identify problematic behaviors early and facilitate timely interventions. By proactively addressing abusive supervision, sport organizations can improve overall team dynamics and athlete satisfaction (Lopez et al., 2020).

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Despite its contributions, this study has a number of limitations that warrant consideration. To begin with, the cross-sectional design restricted the researchers' ability to draw causal inferences from the findings. Future research can employ longitudinal designs to examine the temporal relationships between abusive supervision, negative affect, practice performance, and turnover intention. Second, the study's focus on college basketball players in Taiwan may limit the generalizability of the findings to other sport or cultural contexts. It should be noted that Western cultures, particularly those in North America and Europe, tend to emphasize individualism, autonomy, and egalitarianism, which may influence the dynamics of abusive supervision differently compared to more collectivist societies (e.g., Taiwan) (Hofstede, 1984; Markus & Kitayama, 2014). Therefore, other researchers can explore these relationships in diverse sport settings and across different cultural backgrounds.

Moreover, while we took measures to ensure anonymity and minimize potential biases during data collection, the influence of social desirability bias cannot be entirely ruled out (Nederhof, 1985). Future studies might incorporate alternative data collection methods, such as anonymous online surveys, to further enhance response authenticity. Finally, while negative affect was identified as a key mediator, other potential mediators and modera-

tors, such as coping strategies, team cohesion, and social support (Decoster et al., 2013; Hobman et al., 2009; Yagil et al., 2011), should also be investigated to cultivate a more comprehensive understanding of the mechanisms underlying the impact of abusive supervision on athlete outcomes.

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