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Research Article

Aggression in Sports: Experiences of Male College Basketball Student-Athletes in Tagbilaran City

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ABSTRACT

This research study aims to document the experiences of male college basketball student-athletes with sports-related aggression among selected private colleges and universities in Tagbilaran City, Bohol, namely Holy Name University, Philippine Maritime Institute, Bohol Institute of Technology International College, and University of Bohol. A qualitative research method was employed, with purposive sampling used to select the respondents. A total of eight (8) male college basketball student-athletes, two (2) coming from each of the four (4) selected private colleges and universities in Tagbilaran City, Bohol, met the criteria and participated in the study. The most common forms of aggression the student-athletes have experienced are physical and verbal attacks. They take these experiences as motivation to improve their performance and develop resilience. Male college basketball student-athletes tend to be composed, as it is the best way to promote positivity in themselves. The results of this research study will be valuable in designing interventions and support systems that can promote academic success and well-being among male college basketball student-athletes and help them manage their academic and athletic demands while maintaining their physical and mental health.

Keywords: *Experiences of Male College Basketball Student-Athletes, Interventions, Sports-Related Aggression, Support Systems*

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Introduction

Sports are a phenomenon that has been around for centuries and that people of all ages and backgrounds enjoy. This physical activity promotes physical fitness, builds relationships, and fosters a sense of community; its primary goal is to encourage competition. When players are competing for a win, they may become more aggressive and physical to gain an advantage. The competitive nature of sports and athletes' aggression in sports have turned into violence, which has become an essential social problem (Özen et al., 2013). Thus, the promotion of the "winning at all costs" atmosphere has eroded the traditional features of sports, such as fun and fair play, to a great extent.

According to Guhman (1998, as cited by Koroma, 2018), violence is not new to physical activities and sports. Sports history has shown that the so-called blood sports were popular among the Ancient Greeks and were also common in the Roman Empire. As sports became formally organized, official rules prohibited certain forms of violence that had been common in many folk games. The emotions of individuals and social groups, such as aggressiveness, aggression, and violence, are brought under control through specific rules and traditions (Aslan & Ugras, 2018). However, the prevalence of aggression in sports has become a significant concern for athletes, coaches, and spectators alike, as the rate of sports violence has not decreased over time. Aggression in sports occurs in various forms: physical, emotional, social aggression, punishment, and overtraining.

While sports are generally intended to promote healthy competition and physical activity, aggression can occur both on and off the field (Eraslan et al., 2019). Sports aggression has become severe. Some violence has become entertaining for the spectators, who then start their acts of violence with other spectators that support opposing teams to win. Sports-related violence can cause severe injuries, including concussions and collisions, that may result in long-term mental or physical repercussions. This atmosphere has generally led to unethical and aggressive behavior and has had harmful and destructive effects on the development and well-being of young athletes and society. According to Danilewicz (2012), pressure from the athlete's coach or family to perform better is a significant cause of violence in sports. Other factors include disappointment or frustration, sledging the opponent's players, too much expectation that is almost impossible to meet or reach, and, at worst, the failure of coaches to control players or encourage players to break laws.

Given those scenarios, the researchers are motivated to conduct this study to document the experiences of male college basketball student-athletes ages 18 years old and above among the private colleges and universities in Tagbilaran City with sport-related aggression and its potential causes. The male college basketball student-athletes are exposed to various physical and emotional pressures, including the pressure to perform and the influence of coaches and other adults. These pressures can lead to aggression, and understanding its causes is essential for creating a safe and supportive environment for the student-athletes. The results of this research will be valuable in designing interventions and support systems that can promote academic success and well-being among the male college basketball student-athletes and help them manage their academic and athletic demands while maintaining their physical and mental health.

Theoretical Background

This study is qualitative research which concerns the experiences of the participants and understands its deeper thoughts and insights about aggression in sports. It also focuses on how they respond and react to the situation they are in. This aims to document the male student-athletes' experiences on aggression in sports among the private colleges and universities in Tagbilaran City. Through the years, experts have developed different varieties of ideas, theories, and concepts that are used as a strong basis for the research studies of everybody. As a solid foundation for this

study, the researchers utilized credible and applicable theories. Furthermore, resources for learning and the legal foundation of the system have been regarded in the research as being provided by government rules. Gill (2017) displayed this theory called Instinct Theory. Aggression demonstrated by athletes during different types of sports activities is not unusual because of the specifics of competition and individuals' reactions to the loss and failures. The problem is that aggressive behaviors negatively affect athletes' performance through their possible disqualification or the consequences of an unstable psychological state (Gill et al., 2017). Therefore, coaches, sport psychologists, and athletes need to know how to effectively manage aggression to be able to prevent its negative outcomes on performance. Many recently developed approaches, practices, and techniques for coping with aggressive behavior in the context of sport psychology that should be studied in detail. The purpose of this paper is to analyze the specifics and causes of aggression in athletes with reference to the theories behind the issue, evaluate modern approaches to managing aggression, and provide effective solutions.

In relation to this study, the Instinct Theory provides a basis for understanding how the male college basketball student -athletes from the selected private colleges and universities in Tagbilaran City, Bohol, interpret and respond to their experiences of sports-related aggression. Their experiences of physical and verbal aggression may reflect emotional reactions arising from the competitive nature of basketball. However, the participants' responses, particularly their ability to remain composed, use these experiences as motivation to improve their performance, and develop resilience, demonstrate how athletes may manage their aggressive tendencies and respond positively to challenging situations. Thus, the theory helps explain the relationship between competitive experiences, aggressive behavior, and the ways student-athletes regulate their emotions and maintain their composure during sports activities.

This study is anchored on Republic Act 6847, "An Act Creating And Establishing The Philippine Sports Commission, Defining Its Powers, Functions And Responsibilities, Appropriating Funds Therefor, And For Other Purposes" which include the "power to perform all acts and things necessary for or in connection with the performance of its functions including the imposition of sanctions upon any national sports association, institution, association, body, entity, team, athlete and sports official for violation of its policies, rules and regulations." The provisions of this Act support the objectives of the present study because it emphasizes the importance of implementing and maintaining rules and regulations in sports to promote discipline, accountability, and proper conduct among athletes and sports officials. In relation to the experiences of the male college basketball student-athletes, the physical and verbal aggression they encountered highlight the importance of establishing a sports environment where respect, discipline, and sportsmanship are upheld. The provision on sanctions further emphasizes the need for appropriate accountability when established sports policies and regulations are violated. Coaches, trainers, and sports organizers also have important roles in promoting emotional control, respect for opponents, and fair play among student-athletes. Therefore, Republic Act No. 6847 provides a legal foundation for understanding the importance of responsible sports governance and the promotion of a safe and disciplined sporting environment. In the context of this study, this law is relevant for the student athletes, which the law can save and protect from any aggression in sports events. Organizers of the sports events should have clear rules and regulations to be followed. Coaches and trainers should not consider any aggression in the team and teach them patience and being able to control their temper in or on the field. Sportsmanship or fair play means playing by the rules, increasing confidence, mental alertness, self-esteem, and most importantly, avoiding aggression. These are the traits a student athlete in every school must possess.

Over time, youth sports have become increasingly competitive (Widdicks, 2016). With athletes expected to meet higher performance standards at earlier ages. This can promote an unhealthy level of competition that can initiate outbreaks of violence. At the same time, the tacit acceptance of violence in youth sports can enable bullying behaviors in parents, coaches, and young athletes, who may justify the behavior by saying that violence is an inevitable part of the game.

According to (Grecic & Grundy, 2016), Numerous studies have been done on the philosophy of sports coaching, including its development and functioning. The influence of a coach's own values on their professional activity is nevertheless an confirm study topic. In this research, eight top-level performance sport coaches from various disciplines provide qualitative data that shows how their personal values have affected and continue to influence their teaching. Then, a values-based coaching approach is illustrated using a value chain. This focuses on two coaching archetypes and provides a framework for practicing coaches to consider their own beliefs and how they influence their performance and the performance of their players, both directly and indirectly. Furthermore, (Vertommen et al., 2019), understanding this behavior is essential given that warning indicators of sexual violence in sports are frequently ignored or disregarded without being addressed. This article tries to uncover the factors that lead to coach-bystander conduct about sexual assault in accordance with the Intervention Understanding Protocol because the literature does not give these insights in this situation. This framework defines the actions, duties, and procedures that may be used to create useful health promotion and education programs that encourage healthy behavior.

In 2020, "Wichita State University men's basketball coach Gregg Marshall resigned after players accused him of physical and verbal abuse that included punching a former player in the back". Throughout the season, coaches frequently experience pressure to succeed, and occasionally they unintentionally transfer their concern to their players. In any case, this can cause a player's physical and mental collapse. This can make the team feel down, scared, and unable to focus on the game.

Verbal abuse can be one of the main causes of psychological and mental health issues. In 2020, Texas Tech University fired women's basketball coach Marlene Stollings after players accused her and other coaches of creating a culture of abuse that left players feeling "fear, anxiety, and depression." This has an emotional impact on the person. It imprints on the one who is verbally abused. In sports, it is common to talk trash to your opponent, teammates, coaches, and the spectator, with or without the intention of causing verbal harm.

Girls who engaged in individual sports received increased psychological abuse from the coach the more they committed to the ideal of self-sacrifice. On the other hand, boys who played team sports reported less of this type of aggression the more they followed this norm. Moreover (Parent & Paradis, 2022) Additionally, regardless of gender, competitors in individual sports tended to be subjected to less psychological abuse by their coach the more they adhered to the refusal to accept their limits norm.

According to (Verhelle et al., 2022) coaches have an essential task in establishing safe sporting conditions, particularly when it comes to avoiding sexual assault, but little is known about bystander behaviors, making it difficult to establish bystander programs that are effective in the sporting environment. Coaches' desire to interfere was positively correlated with experiential attitude anticipation, instrumental attitude appraisal, perceived referee behavior and approbation, and subskill presence. Programs addressing sexual abuse in adolescent sports have found that attitudes and perceived norms are important components of the factors that determine effective coach-bystander conduct. Of the determinants of positive coach-bystander behavior, attitude and perceived norms proved key constituents for programs addressing sexual violence in youth

sports. Those that increase positive emotional outcomes, boost a person's sense of belonging to a group, and reinforce the societal norm of acting when there are indicators of sexual assault.

A 14-year-old child who had just been added to the high school football team's varsity roster was attacked by several of his peers in a locker room hazing incident in April 2017. The victim suffered injuries to the ground during the incident as two teammates swarmed on him, and several teammates hit him with closed fists. The victim of the attack sustained a broken arm that needed to be surgically fixed. The incident was captured on a mobile device, and the video was extensively shared online afterwards. At the time this article was published, the victim's family was pursuing legal action against the school, the school district, the coaches, and the 20 athletes who were engaged. (Jeckell, 2018).

Moreover, Mountjoy (2019) said when competing as a team, one team member's rudeness might hurt the performance of the entire squad. The self-conscious players' personal reputation is threatened by their fear of losing and undesirable performance, which spurs them to utilize anger and violence as a tool.

Furthermore, Glass (2014) said in youth sports, the significance of the issue of violence in sports revolves around the effect that it can have on a young person's quality of life and future outcomes. Violence in youth sports may be an indication of learned behaviors of aggression among young athletes, but it may also foster aggressive behaviors in young people by exposing them to violence—or even encouraging it.

According to (Fortier et al., 2020) discovered that harming, hurting, or encouraging an opponent in the regular course of the activity is disrupted with physical action called aggression. The flawed and unlawful state of mind intended to alter circumstances to work in one's favor is the ultimate outcome of violence. Because it is present in the world of sports, it may have a negative consequence and may cause danger to the safety of every player as well as the spectator. In addition, (Parent et al., 2019) contend that anger is a phenomenon that should be considered while examining the topic of aggressiveness because it serves as a foundation for aggressive behavior.

It has been observed repeatedly that players on the weaker team who are performing poorly become angrier, aggressive, and violent as the game approaches its conclusion because of reasons like jealousy, ego, frustration, etc. Additionally, it is established that during the final minutes of the game, players on the losing team believe that their opponents' regular behavior is intended to hurt or harm them, so they start to act aggressively and intensely in response, injuring their opponents. (Kerr et al., 2019).

One way to observe violence in sports is through competitions such as boxing matches, basketball tournaments, or any competitions, especially those that involve money and the ego of the team. Aggression outside the competition or violence that comes from the spectators sometimes becomes a social problem. People who love sports so much that their emotions, attitudes, and behaviors are attached to their particular sports event are sports fans who sometimes become the reason for violence. These people are known for a variety of behaviors, such as attending games, watching games on television, talking frequently about games, having fan theories, having a connection to the team, and betting when the club loses. Fans ought to be differentiated from regular game viewers because of their lower level of emotional involvement.

Spectator behavior is one of the external factors that can affect an athlete's performance. (Palou et al., 2020) argue that they could leave a negative mark through derogatory comments. The number of incidents involving parents being reported for violent conduct during competitive matches is increasing due to the win at all costs mentality (Baldwin, 2013). Spectators who possess negative behaviors and aggression such as shouting, fanatical cheering, arguing, blaming, and disrupting can greatly influence athletes.

In the environment of sports, which has been seen as an important socio-cultural phenomenon, its potential to serve as the antithesis of the killing myth of "predictability of life" is what interests so many people. According to Sekot (2016), there are sometimes when violence and bad behavior in sports are understandable as a strategy to win games or competitions. Thus, elite sports that are popular with spectators are viewed as potential outlets for human aggressiveness since they offer a suspenseful experience rather than a chance to relax. Sports are viewed as a relevant indicator of the representation of societal ideals in the modern world. Fans of the team, trainers of the athletes, or even the parents of the children are doing sports; they utilize it as a means of expressing emotions that reflect the significance of sport.

According to Kerr (2002), the overt physical actions that take place in sports can be described as both aggression and violence These actions take place for many reasons and can become dangerous to those participating in the sport as well as spectators of the competition. Aggression and violence can be defined as an uncommon and uncalled-for action by an individual or group intended to impose their own improvised situation using illegal means. Based on studies on the psychology of violence in sports on the field and in the stands, violence between spectators is more likely to happen when there is perceived unfairness in the sport's violence. Strong team proof of identity, underlying racial and ethnic conflicts, a lack of social interaction, alcohol use, and the predominance of young men in the spectator all contribute to fan violence. A recent and severe example is the violent attack on Bryan Stow, a Mets supporter, in 2011 by two Dodger fans. Most of them look to the entertainment of the game to escape the battles and banality of everyday life; they want to see extraordinary displays of skill, strategy, teamwork, character, and yes, aggression, but within the rules of the game, what researcher Jennings Bryant termed "sanctioned violence." And that's why penalties are there: to restrain aggression. George Orwell notably observed, "Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules, and sadistic pleasure in violence. In other words, it is war without shooting."

A regular feature in the world of sports, especially in the area of spectators, is crowd violence. Although current studies acknowledge the complicated nature and variety of this violence, there is still an absence of meaningful interdisciplinary research on the subject. With the use of the socio-ecological model, the display of fan violence arises from the constantly changing relationships involving social structural, interpersonal, situational, social and environmental factors. In a recent incident, during a youth soccer tournament in the Netherlands in November 2012, a teenage player fatally attacked a linesman. The condition made the Dutch government implement a zero-tolerance policy for misconduct between the player and the spectator. "A victim of the three passions that football provokes and of the anger that this form of entertainment can generate," wrote The Times (Evans, 2012, p. 9). This phenomenon could be included as "sports crowd violence that results from violence on the field of play, where seeing players reduces limitations towards expressing hostility and violence. Also, celebrations or defeat riots are examples of violence that is caused by spectators away from the sports arena and would cause a great disaster for every participant.

The statement discusses how the experiences of male student-athletes in sports-related aggression can be analyzed through Gill's (2017) instinct theory. This theory suggests that aggression in sports may be driven by primal instincts related to competition, dominance, and self-preservation. Male student-athletes, in their pursuit of success, may exhibit behaviors shaped by evolutionary forces, such as asserting dominance and defending team pride. However, the synthesis emphasizes the nuanced nature of this relationship, acknowledging that socio-cultural factors, team dynamics, and individual personalities also play significant roles. The experiences of male student-

athletes in sports-related aggression are portrayed as a dynamic interplay between instinctual responses and the complex fabric of their sporting environment, requiring an interdisciplinary approach for a comprehensive understanding.

Methodology

This study employed a descriptive qualitative research design to explore the experiences of male college student-athletes with sports-related aggression. The study was conducted in four private higher education institutions in Tagbilaran City, Bohol: Holy Name University, Philippine Maritime Institute, Bohol Institute of Technology International College, and University of Bohol.

Using purposive sampling, eight male basketball student-athletes, with two participants from each institution, were selected. Participants were at least 18 years old, officially enrolled during Academic Year 2023–2024, members of their institution's basketball varsity team, recipients of a sports scholarship for at least two years, and had experienced sports-related aggression during their athletic participation.

Data were collected through individual face-to-face interviews using a researcher-developed interview guide consisting of open-ended questions concerning participants' experiences of aggression from coaches or trainers, teammates, opponents, and spectators; their responses to these experiences; and the effects of aggression on their athletic performance, daily life, studies, and relationships. The interview guide was reviewed by research advisers for clarity and relevance.

Prior to data collection, permission was secured from the appropriate institutional authorities and clearance was obtained from the Ethics Review Board. Participants provided informed consent and were informed of the voluntary and confidential nature of their participation. Interviews were audio-recorded with permission, lasted approximately 15 minutes, and were conducted in locations considered safe and convenient for the participants.

The recorded interviews were transcribed and analyzed using thematic analysis following Braun and Clarke's (2013) six-phase process: familiarization with the data, generation of initial codes, development of themes, review of themes, definition and naming of themes, and preparation of the final analysis. Participant anonymity and confidentiality were maintained throughout the study, and collected data were used solely for research and educational purposes.

Results and Discussion

Distribution of Respondents According to Sex

This study primarily aimed to document the experiences of male college basketball student-athletes regarding sports-related aggression in private colleges and universities in Tagbilaran City, Bohol. This chapter discusses the results and findings of the study, providing a basis for understanding the experiences of aggression related to sports among male college student-athletes. The results of this study are as follows:

Table 1. The Sports-Related Aggression as Experienced by the Male College Basketball Student-Athletes

	Themes	**Specific Expression**
Coach	Indirect Physical Attack	Excessive Disciplinary actions
		Physical Aggression
		Overtraining as a form of punishment
		Escalated to physical and verbal conflicts (pushing, shouting, or even throwing chairs.)
		Hard training
		Physical Experience

	Themes	Specific Expression
	Verbal Attack	Scolding
		Verbal Degradation
		Coercion or intimidation
Teammate	Team Conflicts	Teammates accusation
		Harming someone's image
		Quarrels within the team
	Aggressive Play	Play aggressively and physically.
		Get heated and rougher
Opponent	Aggressive Behavior	Overboard with their actions
		Dirty, acting aggressively
		Chaos and fights.
		Fighting for their pride
		Start arguments
		To intimidate
	Verbal Attack	Insulting comments
	Direct Physical Attack	Engage in harmful physical activities.
		Physical contact
		Hurting each other that causes injuries
Spectator	Verbal Attack	Booing to intimidate
		Verbal criticism
		Racial Target
		Mocking or teasing
	Negative Fan Behavior	Disagreement with the official's decision.
		Engaged with illegal gambling.
		Throwing of objects

Experiences of aggression can have a profound impact on the life of an average individual. This section focuses on experiences of aggression related to sports for male college student-athletes. Some examples of aggression experienced by these student-athletes include:

1. Coach

Indirect Physical Attack. One of the aggressions experienced by the male student-athletes is indirect physical abuse coming from the coach. The coach employed hard training or over-training as a form of punishment to the athletes. This involves subjecting athletes to excessively intense or prolonged training sessions as a disciplinary measure. The abuse is considered indirect because the intended training itself is a legitimate part of sports. Although training is a normal part of athletic development, using it excessively as punishment can negatively affect the physical well-being of student-athletes. This finding is supported by Pope (2017), who explained that coaches commonly associate overtraining with excessive fatigue and reduced athletic performance. This suggests that while rigorous training is essential in developing athletes' abilities, it should be implemented appropriately and should not be used as a means of punishment that may compromise their physical condition.

Verbal Attack. Student-athletes' experience of aggression related to sports, particularly from their coach, involves verbal abuse. This kind of abuse they receive comes from scolding, verbal degradation, and identification of mistakes as the coach's mode of correcting, and teaching techniques during training and games. As mentioned by one of the respondents that the most painful form of abuse one can receive is through verbal. Being downgraded or criticized by their coach in any way can linger in one's mind and have a significant impact on the mental state of the student-athlete. This finding is consistent with the study of (Yabe et al., 2019), which examined the relationship

between verbal and physical abuse from coaches and the loss of motivation among young athletes toward their sport. Their findings highlight the possible negative consequences of abusive coaching behavior on athletes. This indicates that coaches must be mindful of how they communicate with their athletes, as criticism and correction should encourage improvement rather than create emotional distress.

2. Teammate

Team Conflicts. Team Conflicts is one of the common aggressions the student-athletes experience in relation to their teammates. It is a violent action that happened within the team. Due to the comfort level, they share, individuals feel at ease expressing their thoughts openly. However, this sometimes leads to common team conflicts. The researchers identified, through participants' responses, that conflicts among teammates often arise from accusations regarding mistakes during games and practices that can harm someone's reputation. Additionally, the diverse personalities of the student-athletes contribute to situations where minor conflicts, such as quarrels within the team, may occur.

Aggressive Play. Regarding the aggression that occurs among teammates experienced by the student-athletes, most of it results in physical play and aggression because of the fierce competition. This aggression occurs when both student-athletes wants to carry on the intensity of the game, they don't want to see that one of their teammates don't show the same effort they exert even during practice sessions and especially during games, student-athletes always bring the same energy they exhibit in actual games into practice, and from practice into actual games. The desire to showcase themselves as intimidating figures in front of their team sometimes translates into physical confrontations among teammates. According to (Fortier et al., 2020), aggression is defined as a physical act intended to interfere with an activity's regular flow by hurting, injuring, or persuading the opponent. The outcome of a flawed and illegal psychological state with the intention to influence events in one's favor is aggression.

3. Opponent

Aggressive Behavior. The main causes of aggressive behavior in opponents arise when their actions become excessive. This behavior is a significant factor contributing to aggression experienced by student-athletes from their opponents. Aggressive behavior includes various actions aimed at causing harm, playing dirty, or acting aggressively towards opposing players, often resulting in chaos, fights, and arguments. According to a respondent based on their experience, aggressive behavior tends to escalate when arguments begin and when someone initiates actions to intimidate their opponent. It has been observed repeatedly that players on the weaker team who are performing poorly become angrier, aggressive, and violent as the game approaches its conclusion because of reasons like jealousy, ego, frustration, etc. Additionally, it is established that during the final minutes of the game, players on the losing team believe that their opponents' regular behavior is intended to hurt or harm them, so they start to act aggressively and intensely in response, injuring their opponents (Kerr et al., 2019).

Verbal Attack. Verbal abuse in sports is a concerning issue that can harm athletes, coaches, and the sports environment. Insulting comments during a game are one example of verbal abuse caused by an opponent. This aggression can result in anxiety, low self-esteem, and stress among athletes, impacting their performance and general well-being. Dealing with this kind of abuse is challenging, as the impact of receiving such words can significantly affect student-athletes. This is a large part of why bullying in athletics is so hard to quantify: A clear definition of bullying is somewhat elusive. Even if we can define it, as above, it's highly difficult to measure. Bullying is partly defined by the athlete's subjective experience. In other words, if the athlete feels shamed, frightened, or anxious around the coach due to his or her constant shouting, name-calling or threatening,

then the label "emotional abuse" is warranted (Schinnerer, 2016)

Direct Physical Attack. One of the aggressions the student-athletes experience while they're in sports is direct physical abuse. This type of abuse is initiated by an opponent. This aggression is considered direct because it involves physical contact, actions such as elbow blows, punching, or any fights that include physical contact. As both teams or players are determined to win, they will do everything they can to achieve victory, even if it means causing harm and injuries to each other. As experienced by the student-athletes that they are willing to engage in harmful activities just to win games because they are fighting for pride and rewards.

4. Spectators

Verbal Attack. One of the student-athletes' experiences of aggression related to sports, particularly is from the spectators. Many student-athletes face verbal abuse from fans, who create disturbances to intimidate their game through actions like booing, mocking, teasing, and racial targeting. These behaviors can significantly impact their gameplay, causing a loss of focus and providing an advantage to the opponents. The researchers also observed as what the respondents mentioned that they find it extremely challenging to endure manipulation, degradation, and mockery during the game because it could get into their head, losing focus to the game.

Negative Fan Behavior. Student-athletes in sports experience negative actions from fan behavior. This means that the aggressions initiated are coming from the unpleasant behavior being shown by the fans. Spectators, mostly supporters of either team, engage in unlawful actions, such as gambling during gameplay and disagreeing with the officials' decisions, leading to trouble. Student-athletes find their games affected even if they do not react and just ignore certain actions from spectators. Spectator behavior is one of the external factors that can affect an athlete's performance. Palou et al. (2020) argue that they could leave a negative mark through derogatory comments. The number of incidents involving parents being reported for violent conduct during competitive matches is increasing (Baldwin, 2013) due to the win at all costs mentality. Spectators who possess negative behaviors and aggression such as shouting, fanatical cheering, arguing, blaming, and disrupting can greatly influence athletes.

Table 2. Male College Basketball Student-Athletes Response to Aggression

	Themes	**Specific Expression**
Coach	Composed	Unaffected
		Calm
		Understanding
		Does not resent
		Avoids potential conflict
	Accountable and Conscientious	Aware
		Managed
		Takes responsibility
		Cooperates
		Obedient
		Emphatic
		Take it as disciplinary purposes
		Reflect in their mistakes
		Adheres to instructions
	Resilient/ Goal Driven	Motivated
Teammate	Easygoing	Acceptance
		Persevering
		Flexible

	Themes	Specific Expression
		Takes it as a motivation
		Strive to be better
		Unbothered
		Does not let Negative things Bother him.
		Keeps Cool
		Chill
		No conflict
		Not taking it seriously
	Collaborative	Understanding
		Cooperating
		Team player
		Acknowledged/ recognized conflicts
	Proactive Mindset	Self-Motivated
		View criticism as an opportunity to grow.
		Takes it as motivation
		Accepts criticism
Opponent	Composed	Calm
		Unbothered
		Focus
		Developed resilience
		Acknowledge potential conflicts
	Exemplary Sportsmanship	Choose to understand
		Show understanding
		Humble
		Show respect
		Kind
		Stay humble
		During the game
		Honor
		Sportsmanship
		Respond with kindness
Spectators	Concentration Amidst Distractions	Ignoring spectators
		Developed resilience
		Don't mind the audience
		Focus on the game
	Unbothered or Unaffected	Let them be
		Unbothered
		Unaffected
	Exhibit Confidence	Let the skills talk

How individuals respond to the experiences of aggression related to sports is something that could make them resilient throughout the journey of their lives. This section focuses on the responses to aggression related to sports experienced by male college student-athletes. It includes examples of how student-athletes respond to their experiences of sports-related aggression:

1. Coach

Composed. Being composed is calm and controls their emotions well. According to the data gathered by the researchers, student-athletes respond to coaches' acts of aggression by choosing composure in every situation. They remain calm and unaffected despite the aggression directed at them by their coaches. The student-athletes opt for understanding and

consistently strive to avoid potential conflicts, believing that maintaining composure is the most effective way to respond to the violent experiences they encounter.

*Accountable and Conscientious***.** Accountability is someone who takes responsibility, and conscientious is also committed and culpable or their actions. The researchers found that student-athletes, in response to sports-related aggression initiated by their coach, perceive it as a responsibility. The respondents choose to address the situation by being aware, cooperative, and obedient to instructions (Grecic & Grundy, 2016). Numerous studies have been done on the philosophy of sports coaching, including its development and functioning. The influence of a coach's own values on their professional activity is nevertheless a confirmed study topic. In this research, eight top-level performance sport coaches from various disciplines provide qualitative data that shows how their personal values have affected and continue to influence their teaching. Then, a values-based coaching approach is illustrated using a value chain. This focuses on two coaching archetypes and provides a framework for practicing coaches to consider their own beliefs and how they influence their performance and the performance of their players, both directly and indirectly. After experiencing violent actions, they manage themselves well and reflect on why they had to endure such actions. If they determine that they deserved the consequences, they consider it a disciplinary action that can serve as an instrument in molding themselves into better individuals. Now that they are aware of their actions and the reasons for the aggression they received, student-athletes can better discern what to avoid in their future interactions with their coach.

*Resilient/ Goal Driven***.** Most of the respondents were motivated by the aggression they've experienced. They are quick to recover from difficult condition and that what makes a person resilient. The researchers also found that the more violations student-athletes receive from their coach, the more eager they become to demonstrate and achieve their goals. Despite experiencing aggression from their coach, student-athletes are inclined to push themselves toward better results. They view these experiences as motivation to pursue larger objectives. Due to the variety of violent actions, they have encountered, they have become more flexible and can easily adapt to various challenging circumstances.

2. Teammate

Easygoing. A person who is chill and adapts to situations is a person who is flexible. The researchers have found that, with the sports related aggression produced by their teammates towards them. One thing that comes to the student-athletes' mind is to accept it and keep themselves cool despite the situation. According to them, they are not bothered with the negative things that were given to them by their teammates. They're not taking everything seriously because they do not want to let their teammates bother them, to avoid conflicts that may happen. Player-specific performance patterns suggested a diversity of player mentalities at the elite level, with subgroups of players responding effectively to pressure, score history, and other match situations. One of the patterns found on the men's tour included four of the most decorated players in the current game, the 'Big Four', suggesting a champion's mentality that was characterized by cool headedness on serve and adaptability on return. Accounting for player mentalities improved predicted outcomes of matches, substantiating the importance of the mental game for success (Kovalchik & Stephanie, 2016).

*Collaborative***.** To collaborate is to understand others to attain one common goal. Collaborative means to be cooperative and coordinated. According to the respondents of the research, they stated that despite the violent actions they receive from their teammates, they choose to understand each other and turn themselves into more cooperative individuals. They now see themselves as players who prioritize the team over themselves, acknowledge their past actions, and recognize potential sources of conflict. The importance of creating and maintaining a working order and solidarity

among sports teams is one of the more taken-for-granted assumptions among participants and observers. Even so, delineating the dynamics of its importance. show how the prosocial aspects of teamwork, secrecy, and backstage behavior keep teammates bonded to each other and to the culture in which they become embedded (Halldorsson, 2017).

*Proactive mindset***.** In a broader context, student-athletes not only perceive negative experiences arising from sports-related aggression as motivation but also harness this increased drive to attain greater success. This heightened motivation serves as a powerful force, propelling them toward personal achievement. These athletes maintain a keen awareness that criticism is an inevitable aspect of their journey, especially from teammates. Instead of resisting it, they adopt a mindset that embraces criticism as an invaluable opportunity for personal and athletic growth. In doing so, they transform challenging experiences into steppingstones for continuous improvement, resilience, and ultimate success.

3. Opponents

*Composed***.** Physicality is a prevalent aspect of sports, evolving from intensity to occasional outbursts of aggression. However, many athletes opt for a composed response, choosing not to let the aggression exhibited by their opponents disrupt their focus. One respondent highlighted the importance of maintaining composure, emphasizing the need to keep emotions under control during such situations. For them, staying calm serves as a strategic advantage. Other athletes express a similar sentiment, stating that they purposefully choose not to dwell on the aggression. Their rationale lies in the understanding that being obsessed with these aggressive incidents may endanger their concentration and, consequently, impact their overall performance. By adopting this mindset, athletes aim to navigate the physicality of the game with resilience and a steadfast focus on their objectives.

*Exemplary Sportsmanship***.** In Sports, fair and respectful behavior must be demonstrated. Sportsmanship is a code of ethics where athletes conduct respect to each other to promote a clean healthy game environment. According to one of the respondents that They just chose to understand and be humble on the experienced aggression from the opponents. It is better to Respond with Kindness., In the gathered data, the most common being humble and understanding. It is known that as an athlete they must show decency in the form of sportsmanship. “Sportsmanship is the inherent quality in playing a game in which one is honor-bound to follow the spirit and letter of the rules.” (Helfer, 2021) Sportsmanship helps coaches and athletes to prevent unethical decisions, which could relate to cheating, lying or even violent acts. “Coaching children is an honor and a privilege that carries with it a moral responsibility to contribute to the healthy character development of young players. Coaches who equate ‘trying your best’ as the definition of success, and who value, expect, and demand good sportsmanship from their players help shape the moral, ethical and spiritual character of children” (Helfer, 2021).

4. Spectators

*Concentration Amidst Distractions***.** Concentration amidst distractions involves awareness of potential distractions, mindfulness, task prioritization, time management, a conducive work environment, technological discipline, healthy habits, clear goals, and resilience. Integrating these strategies enhances productivity and accomplishment in personal and professional pursuits. With the data gathered by the researchers during their data collection, they found that when student-athletes experience sports-related aggression from the spectators they just ignore it and don't pay attention because it is the way the opponent's supporters take advantage and lose their focus in their game. Rather than arguing they said they just don’t mind them and rather focus on their play. Fan abuse continues to be a serious problem in American college athletics. However, despite the magnitude of this problem, fan abuse has not received the same level of concern as "win-

ning-at-all-costs" perpetrated by athletic participants. As a result, the purpose of this study was to explore the types of spectator abuse inflicted upon college athletes as well as assessing the emotional impact. The results of this study showed that college athletes do indeed experience a variety of insults and harassment. However, findings also indicated that athletes are generally emotionally unaffected by the abuse (Rudd & Andy, 2017).

*Unbothered or Unaffected***.** Tranquility is a state of calm and peace, influenced by various factors. It includes a serene physical environment, mindfulness, meditation, emotional well-being, effective time management, healthy lifestyle, stress management techniques, spiritual practices, and hobbies. A holistic approach addressing both external and internal factors fosters a sense of calm amidst life's challenges. The researchers also found that while the spectators had lapses like taking advantage of them like discriminating, and other kinds of mocking they received, the respondents just ignored them feeling unaffected and unbothered. According to Sekot (2016), there are times when aggression and bad behavior in sports are understandable as a strategy to win games or competitions. Thus, elite sports that are popular with spectators are viewed as potential outlets for human aggressiveness since they offer a suspenseful experience rather than a chance to relax. Sports are viewed as a relevant indicator of the representation of societal ideals in the modern world. Fans of the team, trainers of the athletes, or even the parents of the children are doing sports; they utilize it as a means of expressing emotions that reflect the significance of sport.

*Exhibit Confidence***.** Skillful expression is the effective communication of thoughts, ideas, and emotions, involving both verbal and non-verbal elements, promoting understanding, positive relationships, and minimizing misunderstandings, rooted in self-awareness, empathy, and adaptability. According to the respondents in the data gathering on spectators creating sports-related aggression, they stated that one's style of play should be defined by the flow of the game. They added that their skills should speak for themselves.

Table 3. The Effects of the Sports-Related Aggression Experiences on the Male College Basketball Student-Athletes

	Themes	**Specific Expression**
Affects play performance	Mental and Emotional Impact	Can get into your head
		Can ruin the performance
		Affecting mentally
		Mental Battle
		Emotionally Bothered
		Get Carried Away
		Concerned / worried about performance
	Motivates Athletes	Focus on the roles
		Helped in many ways
		Motivated players
		Keep Motivated
Affects day-to-day life	Time management and Focus	Difficulty on managing the time
		Losing of focus
		No time for socialization
		Weigh on mind
		Affect socialization
		Physically drained
	Focus on Goal	Declines the pressure
		Living with your passion
		Unbothered

	Themes	Specific Expression
		Letting the negative comments go
		Uplifted
Affects study	Distracted	Distracting
		Exhausting
		Divided
		Proper time management
	Embracing Adversity with Grace	It serves as a challenge
		Challenging
		Unaffected
		Challenging to focus
Affects relationship with family, friends, and teammates	Pursuit of Passion	Unaffected
		Part of the game
		Passion
	Stronger Support	Family support
		Open communication
		Support
		Guidance from peers
	Struggling to Balance Time	Challenging
		Struggling to balance time
		Affecting and tiring
		Challenge
		Challenged to manage time

Sports-related aggression significantly impacts male college student-athletes across multiple aspects of their lives. Physically and psychologically affected, these athletes may face challenges in optimal game performance, influencing both skills and team contribution. The effects extend beyond sports, causing emotional strain and concentration difficulties compromise performance that spread throughout the daily activities. Furthermore, relationships with family, friends, and teammates suffer, resulting in communication challenges and trust issues.

1. Affects Play Performance

*Mental and Emotional Impact***.** The mental and emotional impact relates to how different factors, experiences or situations can affect someone's emotional well-being. This impact can be positive or negative on how someone plays a role. In playing performance or participating in sports offers numerous benefits for student athletes. Performance -wise, it enhances physical fitness, coordination, and skill development. Mentally, it fosters discipline, goal setting, and resilience. Emotionally, it promotes teamwork, confidence, and stress relief. Overall, it contributes to a well-rounded and healthy development for students and can be influenced by various factors. The effects of abusive and verbal behavior of coaches on sports training of players. Verbally aggressive coaches are less competent, trustworthy, and caring than a coach who used an affirming style. Coach behavior identified psychological anxiety to affect the performance of players in sports. Moreover, it is recommended that greater attention be paid to examining the holistic effect of an athlete's experience of abusive and verbal behavior in sport, including emotional abuse and social and educational and spiritual well-being of the athletes. Finally, the experience coaching behavior and such coaches is required (Noreen, 2022).

*Motivates Athletes***.** The dynamics of roles play a role in influencing the performance of both individuals and teams when faced with high pressure in everyday situations. The way people interact, and work together has an impact on their performance when faced with pressure. Everyone has roles to play in

improving performance in certain situations. The researchers have found that the respondents can do things under pressure. Instead of arguing they give some perspective and help in good to be better in the gameplay, and they keep motivated and focus on their specific roles. They can also handle pressure games easily because they are humble.

2. Affects Your Day to Day Life

*Time management and Focus***.** Dealing with difficulties in managing time and staying focused can be quite stressful. It can have an impact on areas of your life, such as work, relationships, and your overall personal well-being. The key to making things is acknowledging the issue in place is time management and challenges to focus. Many individuals often struggle with time management.

Maintaining focus. It is important to remember that achieving habits and finding strategies that work best is a process which may require some time to develop. The researchers have found that the student-athletes have difficulties managing their time as a student-athlete and a student. It affects their day-to-day lives, and it leads to losing their focus because of the hectic schedule they are confused about what is the first thing they prioritize, and it also gives them no time for socialization. Being patient with yourself and acknowledging achievements is crucial. If you notice that your difficulties persist, it can be helpful to seek assistance as a step towards making improvements.

*Focus on Goal***.** The push from our passions and the daily obstacles we face in everyday life are complex elements of being human, molding the shape of our lives in many ways. As we chase after our desires, we frequently find ourselves with the realities of life, carefully navigating the line between inspiration and the difficulties that come with everyday existence. Also, the researchers discovered that student-athletes fight for their passion. They have daily tasks to do and pressure from their passion, but they still manage and focus. They think positively, decline pressure, unbothered, let the comments go, and live with their passion. Dedicated athletes, coaches, and exercisers are often referred to as being passionate toward their sport or activity. This chapter reviews the available literature in sport and physical activity to describe the role of passion for sport and physical activity in adaptive and less adaptive outcomes, as well as look at the determinants of passion. Passion can also influence the quality of the self-regulating processes at play in sport and exercise and their resulting consequences (Vallerand & Robert, 2020).

3. Affects Study

*Distracted***.** Amid distractions, exhaustion, and fragmented time, the respondents highlighted the importance of implementing strategies to avoid adverse impacts. This includes acknowledging risks and taking proactive measures to protect the well-being of individuals, organizations, and communities. Despite the challenges faced, student-athletes demonstrated exceptional time management skills, ensuring minimal disruption to their studies amidst the chaos. *Embracing Adversities with Grace***.** Throughout the course of our lives, we regularly encounter obstacles and hardships that test our resolve, fortitude, and strength. It's important to approach these circumstances with a mindset that fosters growth, learning, and eventual triumph rather than conceding to resentment or despair. The researchers have found that student-athletes experienced a challenging one because of their responsibilities as a student and student-athletes. Instead of thinking of being affected because of a hectic schedule, they make it a challenge to stay motivated.

4. Affects Family, Friends, and Teammates' Relationships

Pursuit of Passion. Sports aggression is inevitable, most of the respondents' answer were unaffected to the said aggression. They are passionate about the sport they play and the aggression experienced was just part of the game. It does not affect them as passion is the one that drives them to excel. Athletes can respond to positive experiences in sport by engaging in savoring—that is, by attempting to prolong or amplify their positive feelings. In this research, the authors tested if savoring was predicted by

levels of harmonious or obsessive passion for sport and if savoring was associated with symptoms of burnout (Schellenberg, 2021).

*Stronger Support***.** One of the important factors that affect an athlete is emotional support. Some of the respondents said that without the support from family, friends and even peers it would greatly affect their athleticism. They needed someone to talk about the aggression they experienced to help them cope and not dwell on it.

*Struggling to Balance Time***.** Effective time management is a skill that has an impact on an individual's success and effectiveness in different areas of life. Being able to allocate time, prioritize tasks, and stay focused on activities that reach personal and professional objectives. The researchers have found that being student-athletes, they experience challenges in managing their time. It affects the relationship between their families and friends, and they struggle to balance their own time. It leads to being tired and unproductive.

Conclusion

The findings revealed that male college basketball student-athletes in selected private colleges and universities in Tagbilaran City, Bohol, experienced physical and verbal aggression from coaches, teammates, opponents, and spectators. These included excessive training as punishment, aggressive physical contact, scolding, insults, mockery, and team conflicts. Despite these experiences, the student-athletes remained composed, practiced sportsmanship, and used aggression as motivation to improve their performance and develop resilience. However, these experiences also affected their athletic performance, academic responsibilities, daily activities, and relationships. Overall, the study highlights the importance of promoting respect, discipline, and a safe sporting environment to protect student-athletes' well-being and support their personal, academic, and athletic development.

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