

**EMOTION AND BEHAVIOR ISSUES OF STUDENT-ATHLETES OF RAMON
MAGSAYSAY TECHNOLOGICAL UNIVERSITY (RMTU), ZAMBALES,
PHILIPPINES**

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Abstract

A sport is a competition in peace, brotherhood and friendship and appropriate behavior and state of emotion of all involved are highly solicited. This research study conducted during the academic year 2017-2018 determined the emotion and behavior issues and problems of collegiate athletes of RMTU, Zambales, Philippines. Student-athletes' emotion issues manifested as anxiety and stress and behavior issues displayed as aggressiveness and violent activity were investigated among eighty-four (84) student-athletes through the use of survey questionnaire. Descriptive and inferential statistics were employed for the statistical tools and analysis. The study found that the student athlete-respondents perceived moderately agreed that they manifested anxiety and stress when they feel the pressure of winning the game/competition and when they worry about their performance. They moderately agreed that they showed aggressive behavior and violent activity by expressing anger that may trigger physically harming an opponent. To address the student-athletes' emotion and behavior issues and problems, emphasis on team work and unity and psychological preparation throughout the competition are frequently sought. Moreover, student-athletes always sought for coaches' friendly and supportive relations and confident building. The t-test result showed a no statistical significant difference in the perceptions between male and female student-athletes on the manifestations of emotion and behavior problems and issues.

KEYWORDS: Behaviors, Emotions, Issues, Student Athletes, Interventions

I. INTRODUCTION

The benefit of sports is the character-building element. "Sports builds character", is an acceptable slogan for many sports advocates. Aside from positive physical effect of sports, Cakir & Acet (2015) claimed that sports can yield desirable psychological effect. For Bloom,

et al. (2005), sports changes individuals with regard to their well-being, social networks, sense of social connection and skills. According to Yetim (2011), sporting activities help people to be mentally vigilant, disciplined and conscious. Brooks (2012) acknowledged that athletic participation helps develop basic values such as self-confidence, self-respect, self-esteem and competitive spirit.

Sports help the athletes to make decisions that they feel is right and to believe in these decisions. Participation in athletics takes a considerable amount of dedication by athletes, especially to make choices regarding athletic, academic and personal commitments. As student-athletes often must follow a code of conduct. This code of conduct includes following appropriate behaviors and maintaining minimum grades in order to maintain eligibility.

University student-athletes as a special population whose university experience is different from those of non-athletes. Student-athletes' college life are faced with new social and academic pressures and are introduced to a new environment where they must navigate many unfamiliar social situations and deal with other student athletes and non-student athlete's varied attitudes and behaviors. Each student-athletes reacts to sports in different way. They, unlike other students, are influenced by various stressors acting together (Surujlal, Nolan & Ubane, 2012). Many researchers have identified the detrimental impact of behavior problems (anxiety, aggression and violent activities) of student athletes has on individuals, teammates, and performance. Many student athletes experience anxiety in many ways, such as being sad, shy, nervous, and unhappy about certain aspects of their life (Green & Gabbard, 2014). For Brooks (2012), the highest cited stressor according to student-athletes is excessive pressure and stress related to balancing the demands of being both a student and an athlete. Pressures associated with sports can promote excessive anxiety and aggressive behavior. Those that engage in highly competitive contact sports may promote violence among participants (Jones-Palm & Palm, 2014). Cakir & Acet (2015) revealed that student athletes participating in team sport are more aggressive due to the fact that those athletes are much more affected by spectators and they have to encourage team mates to win the game. Negative consequences and psychosocial problems were found to be associated with collegiate athletic participation (Chen, Synder & Magner, 2010) like violence on and off the court and depression and burnout to mention some.

The ability to cope with pressure and anxiety is an integral part of sports, particularly among elite athlete (Humara, 2010). Moreover, it is important for athletes to mentally focus on the game, allocating the majority of their mental resources to thinking about the

competition and how they will perform well than engaging in anti-social behaviors and conducts. It is common knowledge that if these acts and feelings will not be addressed will constitute a distraction and result in a poor game and sports performance. These particular topic and condition of athletes are in dire need of attention. This is a strong motivation for the researchers to investigate behavior issues and emotional problems of student athletes and interventions to lead them to more proper conduct. Including this concern in the management agenda would greatly help the university to improve its standing in the intercollegiate, regional and national sports competition. It will shed light on the stigmata attached to athletes.

With the findings of the present study, the university administrators and sports official would implement effective measures based from the information found and develop programs and policies that may reduce the college students' behavior problems and adverse effects. Coaches and trainers on the other hand would better understand how to tailor coaching strategies, training tactics and communication messages to improve student-athletes' behavior and attitudes as well as performances. The coaches and trainers' goals now will be more on creating a healthy social environment, in which appropriate and acceptable behaviors of athletes prevail. On the other hand, with the present study, importance of the parental role in helping children's cope with behavior problems and supporting and facilitating children's athletic and physical activity would now be given attention. Results of the present study hope to shed light on the behavioral intention, issues and problems of student-athletes and intervention tactics that the university may put to use. Lastly, future study can re-examine the relationship of behavior and emotional problems of student athletes and coaches' characteristics and leadership behaviors

II. OBJECTIVES OF THE STUDY

The research study investigated the emotion and behavior issues/problems of collegiate athletes of RMTU, Zambales, Philippines and determined the ways to address and resolve the issues/problems.

Specifically, the intention of the study is to determine the profile of the student-athletes as to sex; to describe the student-athletes' emotional issues manifested as excessive anxiety and stress; to determine the student-athletes' behavior problems such as aggressive behavior and other violent activity; to identify ways to address and overcome emotion and

behavior issues/problems; and to test the difference on the perception between male and female student-athletes on the manifestations of behavior and emotion issues.

III. MATERIALS AND METHODS

This research employed descriptive quantitative research design and analysis. The survey questionnaire was used as the main instrument to gather data regarding the emotion and behavior issues/problems of collegiate athlete-respondents of RMTU, Zambales, Philippines who were enrolled during the academic year of 2017-2018. A population of eighty-four (84) student-athletes from different year levels and colleges of the university were identified as respondents.

Most of the indicator in the survey checklist were modelled and lifted from the questionnaires of the studies Athlete Aggression by Papas (2014), Anxiety and Performance of Athletes by Humara (2010), and Psychological Factors Affecting Sports Performance by Bali (2015). This survey checklist contains twenty (20) items that assessed the manifestations of emotion and behavior issues/problems of the athletes categorized into excessive anxiety and stress (10 items) and aggressive behavior and other violent activity (10 items). The athletes responded on a 5-point Likert type scale where 5 (Strongly Agree), 4 (Agree), 3 (Moderately Agree), 2 (Disagree) and 1 (Strongly Disagree). The athletes accomplished the ten (10) items/indicators of intervention strategies/techniques that has the potential to resolve the emotion and behavior problems of the athletes. The constructs were scored on a 5-point Likert-type scale where 5 (Always), 4 (Frequent), 3 (Occasionally), 2 (Seldom) and 1 (Never).

The two major criteria of measuring quality of tests and research instruments known as validity and reliability were considered in this research study. These tests were done to ensure that the right instrument was used and the correct measurement was taken. In an effort to improve the content validity of the questionnaire, it was designed and finalized considering all the corrections and suggestions of the experts from the Sports Department (e.g., coaches, trainers, sports officials and sports psychologists) and the Physical Education Department of the College of Teacher Education of RMTU. The survey questionnaire was also pilot tested for reliability purpose. After these processes were undertaken, adjustments were made to the questionnaire before it was administered to the student athlete-respondents. The objectives and significance of the study were explained to the student-athletes. The confidentiality of their responses was emphasized to ensure the complete retrieval of the instrument.

Descriptive and inferential statistics such as percentage, frequency rank, means and t-test were utilized. Data were analyzed using the Statistical Package for Social Sciences (SPSS).

IV. RESULTS AND DISCUSSION

Table 1 shows the frequency and percentage distribution of the student athlete-respondents with regards to sex.

Table 1
Frequency and Percentage Distribution of the Student Athlete-Respondents as to Sex

Sex	Frequency	Percentage
Male	57	67.86%
Female	27	32.14%
Total	84	100.00

Out of 84 respondents, 27 or 32.24% are female and 57 or 67.86% are male. Results show that majority of the collegiate athlete respondents of RMTU, Zambales are male which constitute 67.86% of the total population. This is consistent with the study of Ganaden, Bantolo & de Guzman (2017) on the sex profile result indicating that an overwhelming majority (more than 66.00%) of the collegiate athlete-participants are male.

Perceived Emotion Issues of Student Athletes

Table 2 shows the perceived Emotion Issues of the student athlete-respondents in terms of Excessive Anxiety and Stress.

Table 2
Perceived Excessive Anxiety and Stress by Student Athlete - Respondents

Excessive Anxiety and Stress	AWM	D.E.	Rank
1. Student-athletes feel worries about performance	3.49	MA	2
2. Student-athletes feel images of failure	3.25	MA	9
3. Student-athletes feel inability to concentrate	3.31	MA	5.5
4. Student-athletes feel disrupted attention	3.31	MA	5.5
5. Student-athletes feel nervous and uneasy	3.26	MA	8
6. Student-athletes feel overwhelming emotion that causes a decline in the performance	3.07	MA	10
7. Student-athletes feel unmanageable emotion that causes a decline in the productivity	3.39	MA	3
8. Student-athletes experience burnout and exhaustion	3.36	MA	4
9. Student-athletes experience pressure of winning the game/competition	3.61	A	1
10. Student-athletes experience illogical perceptions and fears	3.30	MA	7
Overall Weighted Mean	3.33	Moderately Agree (MA)	

Indicator 9 stated as “Student-athletes experience pressure of winning the game/competition” gained an average weighted mean of 3.61, ranked 1 and with descriptive equivalent of Agree. The feeling of complete and heavy pressure of winning the game was perceived by the student athletes as the most serious anxiety and stress they have felt. These results signify that the athletes really have emotional issues especially the feeling of uneasiness and stress associated with their task and goal to be victorious and successful in sporting competition. The research of Humara (2010) indicates that anxiety has a considerable impact on performance. The hardest stressor for student-athletes to address is the pressure to perform well which was expected from them by their coaches, the media and peers (Conner & Sparks, 2015).

Indicator 1 stated as “Student-athletes feel worries about performance” gained an average weighted mean of 3.49 and rank 2. Indicator 7, “Student-athletes feel unmanageable emotion that causes a decline in the productivity” gained an average weighted mean of 3.39 and rank 3. Indicator 8, “Student-athletes experience burnout and exhaustion” gained an average weighted mean of 3.36 and ranked. Indicator 3, “Student-athletes feel inability to concentrate” and indicator 4, “Student-athletes feel disrupted attention” gained an average weighted mean of 3.31 and ranked rank 5.5 respectively. The computed average weighted mean of indicators 1, 7, 8, 3 and 4 obtained a descriptive equivalent of moderately agree respectively.

Other moderately agreed student athletes’ manifestations of excessive anxiety and stress before and during the competition were worries as regard to performance, unmanageable emotion, burnout and exhaustion, inability to concentrate and disrupted attention. It is revealed that student-athletes are prone to manifest and feel anxiety and stress and indicative to these were their manifested feelings of uncertainties, uncontrollable emotions, tiredness, not able to focus and disturbed. These felt anxiety and stresses have impact to performance and productivity in sports competition. Anxiety may produce a positive or a negative effect, including drive, fear, motivation, pressure and excitement. This form of anxiety according to Craft (2010) is also known as cognitive (mental) anxiety and caused by negative expectations about success or by negative self-evaluation. Negative psychological well-being among student-athletes occurs most when the demands to perform are outweighing their support group (Conner & Sparks, 2015). Stresses result from non-fulfillment of needs and its negative effects are perceived as uncontrollable and unmanageable (Bali, 2015).

The indicators that gained the least average weighted means were indicator 2, “Student-athletes feel images of failure” with average weighted mean of 3.55 (rank 9) and indicator 6, “Student-athletes feel overwhelming emotion that causes a decline in the performance” both with average weighted mean of 3.07(rank 10) with descriptive equivalent of moderately agree. The least the student-athletes felt were images of failure and uncontrollable emotion that may result to low performance in sports competition. The student-athletes are still optimistic on winning and tries to contain their emotion and be focused on task. The overall weighted mean was 3.33 with descriptive equivalent of Moderately Agree. The student athlete-respondents moderately felt, manifest and encounter excessive anxiety and stress before and during sports competition.

Perceived Behavior Issues of Student Athletes

Table 3 shows the perceived Behavior Issues of the student athlete-respondents in terms of Aggressive Behavior and Violent Activity.

Table 3
Perceived Aggressive Behavior and Violent Activity of the Student Athlete - Respondents

Aggressive Behavior and Violent Activity	AWM	D.E.	Rank
1. Student-athletes behavior is forceful and unfriendly	3.03	MA	10
2. Student-athletes intention is to increase relative social dominance	3.21	MA	3
3. Student-athletes create gossips, rumors and murmuring	3.19	MA	6.5
4. Student-athletes show hostility because of frustration	3.20	MA	4.5
5. Student-athletes show resentment because of low goal orientation	3.20	MA	4.5
6. Student-athletes display intimidations when there is big difference in scores	3.13	MA	9
7. Student-athletes engage in rough contacts during games	3.19	MA	6.5
8. Student-athletes incite verbal assaults with opponents	3.35	A	2
9. Student-athletes provoke physical assaults with opponents	3.18	MA	8
10. Student-athletes show anger and bent on physically harming an opponent	3.36	A	1
Overall Weighted Mean	3.15	Moderately Agree (MA)	

Indicator 10 stated as “Student-athletes show anger and bent on physically harming an opponent” gained an average weighted mean of 3.36, rank 1 and indicator 8 stated as “Student athletes incite verbal assaults with opponents” gained an average weighted mean of 3.35 and ranked 2. The computed average weighted mean of indicators 10 and 8 obtained a

descriptive equivalent of Agree respectively. Showing some anger and tendencies to physically harm an opponent and provocative verbal attacks with opponents were agreed upon by the student-athletes as their aggressive behavior and committed undesirable acts. The results signify that the student-athletes have issues on anger, propensity to physical violence and verbal aggression. With these issues and problems combined, the athletes have great chances to a low performance. Aggression is an overt verbal or physical act that can psychologically or physically injure another person or oneself' (Brooks, 2012). Aggression can vary verbally, physically and economically among individuals and organizations (Benard 2013). Aggression are reported as incidents of actual fighting and involvement in fighting which is higher contact than for no contact athletes (Lemieux, McKelvie & Stout, 2012). On the other hand, Bekiari (2014) reported that aggression, like verbal, appears to be a discouraging force in the sports setting and as a result leads to an increased anxiety.

Indicator 2 stated as "Student-athletes' intention is to increase relative social dominance gained an average weighted mean of 3.21 and ranked 3. Indicator 4, "Student-athletes show hostility because of frustration" and indicator 5, "Student-athletes show resentment because of low goal orientation" gained an average weighted mean of 3.20 and ranked 4.5 respectively. Indicator 3, "Student-athletes create gossips, rumors and murmuring" and indicator 7, "Student athletes engage in rough contacts during games" gained an average weighted mean of 3.19 and ranked 6.5 respectively. Indicator 9, "Student-athletes provoke physical assaults with opponents" gained an average weighted mean of 3.18 and ranked 8. The computed average weighted mean of indicators 4,5,3,7 and 9 obtained a descriptive equivalent of moderately agree respectively. Other moderately agreed student athletes' aggressiveness of behavior and violent activities during competition were the intention to increase dominance to opponent; the tendency to feel some resentment, frustration and decreased determination; creating rumors; and the propensity to be hostile. It is revealed that student-athletes are susceptible to aggressive behaviors if they are frustrated and felt low morale. Creating gossips, engaging to rough contacts and provoking physical assaults were the violent acts showed. Konter (2014) stressed that aggression in a game are specified through intention and purpose of the action in line with the related sport types. Krishnaveni & Shahin (2014) revealed that aggression is caused by reduced goal orientation which is manifested if the ego state of the athlete increases and shows general lack of respect and esteem. Uncontrolled anger according to Birinci, et al. (2013) may have negative results on sportsmen. Accordingly, this leads to increase in aggressive and violent events.

The indicators that gained the least average weighted means were indicator 1, stated as “Student athletes display intimidations when there is big difference in scores” with average weighted mean of 3.13 (rank 9) and indicator 1, stated as “Student-athletes’ behavior is forceful and unfriendly” with average weighted mean of 3.03 (rank 10), both with descriptive equivalent of moderately agree. The least the student-athletes do is to display intimidations and/or pressures when opponent has bigger scores than their team’s score and to show intimidation and unfriendly behaviors. The student-athletes apparently are still tolerant and are also willing to accept defeats and/or losses and seemingly avoid forceful actions and unfriendliness with the opponent. In modern day sporting events (Krishnaveni & Shahin, 2014), aggression happens especially games that have high emotional content and where there is a big difference between scores.

The overall weighted mean was 3.15 with descriptive equivalent of Moderately Agree. The student athlete-respondents moderately agreed that they have showed and manifested behavior issues specifically aggressiveness and violent activity during sports competition.

Perceived Interventions on Behavior and Emotion Issues of Student-Athletes

Table 4 shows the intervention to address the excessive anxiety and stress as emotion issue of student-athletes.

Table 4
Intervention on the Perceived Excessive Anxiety and Stress Issues

Excessive Anxiety and Stress	AWM	D.E.	Rank
1. Psychologically prepare the athletes for what they will face during the competition.	4.18	F	2
2. Student-athletes should understand that problems and challenges are not within themselves only	3.45	F	4
3. Stay positive and acknowledge the importance of confidence in one’s abilities	3.48	F	3
4. Encourages athletes to unite and emphasize the importance of working together as a team throughout the competition	4.22	A	1
Overall Weighted Mean	3.83	Frequent (F)	

Indicator 4 stated as “Encourages athletes to unite and emphasize the importance of working together as a team throughout the competition” gained an average weighted mean of 4.22, ranked 1st and interpreted as always. To address the issue on excessive anxiety and stress, student athletes perceived always that a strong encouragement to unite and focus on the value of a team working and functioning together throughout the competition. This result conveys that student-athletes acknowledge that they feel emotional issues specially anxiety

and stress but are receptive on ways how to control the feeling. Encouraging, inspiring and uniting them towards the competition and showing them the value of unity and teamwork can greatly help overcome anxiety and stress. Wann, et al. (2012) concludes that athletes must rationalize his thinking about the importance of competition and overcome stress by increasing the chances of success and minimize failure.

Indicator 1 stated as “Psychologically prepare the athletes for what they will face during the competition” gained an average weighted mean of 4.18 and ranked 2nd, Indicator 3 stated as “Stay positive and acknowledge the importance of confidence in one’s abilities” gained an average weighted mean of 3.48 and ranked 3rd, and indicator 2 stated as “Student-athletes should understand that problems and challenges are not within themselves only” gained an average weighted mean of 3.45 and ranked 4th. The computed average weighted mean of indicators 1, 3 and 2 gained a descriptive equivalent of Frequent. Other frequently perceived ways to address excessive anxiety and stress by the student-athletes were the psychological preparation of what they will encounter during the competition; recognition and confidence of teammates’ abilities and skills; and orientation and understanding that problems and issues have different sources and factors. Therefore, athletes coping skills should focus on behavioral adjustment, confidence and goal-setting. Wann, et al. (2012) found that the common coping strategies for effectively managing emotional responses like anxiety, stress and tension would include requiring the athlete to learn to feel the demands of the situation and making efforts on the part of the coach to help athletes to avoid thinking irrational fears. Bali (2015) concludes that athletes should focus on what can be controlled and be constantly reminded that they are better trained and have acquired and developed better techniques in their sport. Moreover, Bali (2015) the level of confidence and anxiety is closely related. The athletes’ feeling of anxiety is lesser because of athletes’ high level of confidence.

The overall weighted mean was 3.83 with descriptive equivalent of Frequent. The student-athletes perceived frequently that excessive anxiety and stress can be addressed and regulated through working together, psychologically preparing them in the competition and acknowledging teammates abilities and contribution.

Table 5 shows the Intervention to address perceived Aggressive Behavior and Violent Activity.

Table 5
Intervention on the Perceived Aggressive Behavior and Violent Activity Issues

Aggressive Behaviour and Violent Activity	AWM	D.E.	Rank
1. Student-athletes must be taught to have non-aggressive and assertive behaviour	4.26	A	2
2. Regulate Student-athletes' anger feelings through proper role play	3.72	F	3
3. Tolerance and patience on the part of the coach to help reduce delinquency among athletes	3.61	F	4
4. Coach or leader should establish a friendly and supportive relation and atmosphere	4.30	A	1
Overall Weighted Mean	3.97	Frequent (F)	

Indicator 4 stated as “Coach or leader should establish a friendly and supportive relation and atmosphere” gained an average weighted mean of 4.30, ranked 1st and indicator 1 stated as “Student-athletes must be taught to have non-aggressive and assertive behavior” gained an average weighted mean of 4.26, ranked 2nd. The computed average weighted mean of indicators 4 and 2 gained a descriptive equivalent of Always. To address the issue of aggressiveness of behavior and occurrence of violent activities, the student athlete-respondents perceived always that friendly relation and supportive atmosphere initiated by their coach and sports leader be established. This also signifies that the student athletes favored a sports team where coaches, trainers, officials and teammates are in good with each other and maintain positive and understanding environment. Moreover, the student athletes at all times wanted orientation focused on developing non-hostile behaviors. Whatever the degree of aggression, according to Krishnaveni & Shahin (2014), it can be minimized by adopting a systematic approach at the psychological and sociological level. The findings of the investigation conducted by Bekiari (2014) suggest that if the goal of coaching is to increase enjoyment, ability and efforts of athletes to pursue their goals, then coaches must consider the types of communicative messages that the student athletes are motivated by and respond positively. Krishnaveni & Shahin (2014) concludes that sustaining a friendly, tolerant and emphatic atmosphere by the coach and the organizer can control aggression and violence by athletes.

Indicator 2 stated as “Regulate student-athletes’ anger feelings through proper role play” gained an average weighted mean of 3.72 and ranked 3rd, and indicator 3 stated as “3. Tolerance and patience on the part of the coach to help reduce delinquency among athletes” gained an average weighted mean of 3.61 and ranked 4th. The computed average weighted mean of indicators 2 and 3 gained a descriptive equivalent of Frequent. Other strategies in which the student athlete-respondents perceived frequently to control the occurrence of

aggressive behavior and violent activity were orientation focused on control anger feelings and appropriate role play. Moreover, they often preferred their coaches to be considerate and understanding on their feelings, emotions and behaviors. Controlling aggression and violence by athletes according to Kerr (2015) can be done through proper counseling and rehabilitation; regulating anger through proper role play; patience of coach or leader; and rewarding athletes for appropriate conduct.

The overall weighted mean was 3.97 with descriptive equivalent of Frequent. The student-athletes perceived frequently that their aggressive behavior and violent activity be regulated through positive relations, tolerance, appropriate role play and showing more self-assured behavior.

Table 6
Test of Difference on the Perceived Behavior and Emotion Issues as to Sex

Behavior and Emotion Issues	Sex	N	Mean	Std. Dev	df	t	Sig. (2-tailed)	Decision/ Interpretation
Excessive Anxiety and Stress	Male	57	3.3175	0.4150	82	-0.604	0.55	Accept Not Significant
	Female	27	3.3704	0.2658				
Aggressive Behavior and Violent Activity	Male	57	3.1211	0.6782	82	-0.591	0.56	Accept Not Significant
	Female	27	3.2111	0.5925				

Table 6 shows that the significant values for Excessive Anxiety and Stress (0.55) and Aggressive Behavior and Violent Activity (0.56) were higher than the (0.05) alpha level of significance. In this respect the null hypothesis is accepted and the result was not significant. There is no significant difference on the perceptions between male and female student-athletes on the manifestations of excessive anxiety and stress and aggressive behavior and violent activity. The male and female student-athletes have similar understanding, manifestations and expressed sports-related emotion and behavior issues.

V. CONCLUSIONS AND RECOMMENDATIONS

Emotional and behavior issues in sport such as anxiety, stress, aggression and violent activities are caused by a number of social factors and can occur in many different circumstances, hence, making these topics important to analyze and examine. Based from the findings obtained in the study, it was concluded that the student-athlete respondents perceived moderately agreed that they manifest anxiety and stress when they feel the pressure of winning the game/competition and when they worry about their performance. They

moderately greed that they showed aggressive behavior and violent activity by expressing anger that may trigger physically harming an opponent.

The student athlete-respondents reported that to address the anxiety and stress issues, emphasis on team work and unity throughout the competition and psychologically preparing them for what they will face during the competition are frequently sought. To overcome aggressive behavior and violent activity, student athletes preferred that their coaches at all times establish a friendly and supportive relation and be taught of non-aggressive but assertive behavior. Moreover, a no significant difference in the perceptions between male and female student-athletes on the manifestations of excessive anxiety and stress and aggressive behavior and violent activity was revealed.

Addressing the emotional and behavioral problems and issues of student-athletes requires coordinated efforts from university administrators, sports officials, coaches and trainers, parents and the student athletes themselves. In an effort to enhance student-athletes' well-being and sports performances, institutionalization of effective and efficient behavioral health programs is highly suggested. It is also proposed that issues on violence and aggressiveness should be integrated in different subjects of physical education and sports classes so that student-athletes be informed well enough. Moreover, the parents of student-athletes should be briefed about anxiety, stress, aggressiveness and violence which will eventually contribute to healthy and skilled future generations of athletes. Lastly, carry out similar studies in other universities and colleges of the country for validation purpose.

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