

Sports Aggression and Basketball Performance of Filipino Employees towards Social Skills Enhancement

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ABSTRACT--- This study aimed to determine the perceptions of the 140 male employees in a State University in Cavite, Philippines on sports aggression and its relationship to their level of performance in basketball. A descriptive research design was used through survey questionnaires on the perceptions of the respondents on sports aggression and their level of performance in basketball. The data were obtained using both primary and secondary sources through observation and survey method. The statistical tools used to analyze the data were frequency and percentage, composite mean, standard deviation, *t*-test, Analysis of variance (ANOVA), and Pearson product moment correlation (Pearson *r*). Results of this research study shows that the male employees are dominated by young people with age 21 to 30. More than half of the respondents are faculty members of the State University. Among the four (4) factors of sports aggression, physical aggression, anger and hostility were found significant of the respondents when grouped according to age, while verbal aggression was found not significant. As for the nature of employment, the respondents' perceptions on sports aggression was found not significant. When the differences between the respondents' perceptions on sports aggression and their performance in basketball was tested, it resulted to a significant relationship. The level of performance in playing basketball resulted to below average performance after the conduct of this study. The researchers recommend for an employee basketball clinic that will help them develop their basketball skills since they are teaching the sport to their students as part of their curriculum. Since there is significant difference between the respondents' perceptions on sport aggression and their performance in basketball, the researchers recommend for further studies to help understand how sports aggression affect the performance in playing basketball.

Keywords--- Basketball performance, physical aggression, social skills, sports aggression

I. INTRODUCTION

If there is one sport that Filipinos love the most, it is indeed "Basketball". It is said that in every corner of the streets in the country, you will find a basketball court, whether it is a full court or a half court. Nonetheless, it is the most popular sport played in the country by all walks of life. Since the time Basketball was created until now, it has proven to be both beneficial to health and is exciting to play. Hence, the propensity of interest and delight of the Filipinos in participating in it, both as player or spectator.

Just like other sports, basketball involves physical confrontation between the players and it may have been a good platform for the emergence of an aggressive act. Aggression is said to be an integral part of contemporary

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sports. It is a characteristic which may have many negative and positive effects on one's performance. It is defined as anything in the form of behavioral directed toward the goal of harming or injuring other person who is motivated to avoid such treatment, (Baron and Richardson as cited by Singh and Dubey, 2015). Most people view aggression as a negative psychological characteristic; however, some sports psychologists agree that aggression may also improve performance, (Widmeyer and Birch as cited by Singh and Dubey, 2015).

Aggression is called an assertive behavior when a player plays within the rules of the sport at a very high intensity, but have no intention to harm his opponent. Berkowitz as cited by Singh and Dubey (2015), summarized the two (2) factors present to classify a behavior as showing aggression: (1) the behavior must be directed at another human being with the goal of causing some form of physical harm; and (2) the behavior must show a reasonable expectation that the attempt to inflict harm will be successful.

Aggression in a sporting environment falls within the area of social psychology, Hallam (2018). It is seen throughout sport as such as it is shown in real life situations. Sometimes aggressions are seen through reactions to field activities and sometimes merely as part of the sport. The word "aggressive" is often used, while "assertive" is said to be more appropriate. Example given is when coaches describe strong physical play as aggressive, but this type of play is assertive. Thus, the difference between aggression and assertion is the intention to harm others. So, if there is no intention to harm the opponent, the behavior is assertive. This means that when a person is assertive, his intention is to create dominance rather than to harm his opponent.

The notion of intent, which is part of most definitions of aggression, created difficulties in the measurement of aggression. Thus, many studies have operationally defined and measured aggression without considering intent, or the reasons for the behavior exhibited. In sport context, aggression has been measured in a variety of ways such as: number of fouls, coach ratings, penalty records (including self-reports), and behavioral observation (Kavassanu, 2008).

Gill as cited by Kumar (2015), set the criteria for aggression in sports namely: (1) aggression is a behavior; (2) aggression involves causing harm or injury to another person; (3) aggression is directed towards a human being or living organism; and (4) aggression involves intent. Aggression in basketball could fall in any of the criteria set above. Aggression on a basketball court acts as a funnel for the player's energy to rise up and take the center stage. This happens only when aggression comes from the right source like the objective of winning the game. However, several factors are being related to aggression such as environment (like rise in temperature/heat,), crowd and the person's intent.

Thus, aggression can be provoked or unprovoked, Zilman as cited by Safraoui (2014). It may be a requirement of the sport or highly avoidable. But the level of aggression varies in the sport presented. Along with this, one can find athletes who take advantage of aggression. There have been many instances throughout the history of sport where it was clearly evident that one player means to emotionally or physically harm another player, (Guilbert, 2006).

Keeler (2007), studied "sport aggression" as how he addressed it and "life aggression". He stated that sport aggression is both sanctioned and unsanctioned violent tactics in athletic events. He compared numerous competitive levels of the same sport as well as gender and overall sport differences in displayed aggression. 161 athletes were involved in a collision, contact, or non-contact sport that completed a questionnaire. Rugby was used as the collision sport, soccer for the contact sport and volleyball as the non-contact sport. It was found that sport

aggression and life aggression were constant across various levels of play for each particular sport. It was also seen that the sports varied in aggressiveness and that male athletes are found to be significantly more aggressive than female athletes.

In the study of Maxwell and Moores (2007), they developed a measurement tool for athlete aggression and anger, and succeeded in finding a reliable way to assess the said qualitative variables. They created the Competitive Aggressiveness and Anger Scale (CAAS) that aimed to measure anger and aggression levels in athletes.

The early studies on aggression led to the formulation of theories concerning this field. The most famous are the Dollard's Frustration-Aggression Theory, Bandura's Social Learning Theory, and Berkowitz's Reformulated Frustration Aggression Theory. The Frustration-Aggression Theory implies aggression being a direct result of goal blockage or any failure to achieve a specific goal. Psychologists observed that most aggressive acts occur when people exhibit feelings of frustration. However, the Frustration-Aggression Theory carries little weight due to its insistence that frustration causes aggression. The adaptation of the Frustration-Aggression Theory shows that aggressive behavior may not be obvious and through sport, the feelings can be channeled through socially acceptable outlets in the form of catharsis (Hallam, 2018).

The Social Learning Theory (Bandura as cited by Archer, 2009), discusses the role of learning in aggressive behavior. Bandura corroborated the role of physiologic, genetic and motivational factors and at the same time stressed the importance of learned behavior in social interaction for expressing aggression. He believed that aggression is learned by the observation or direct experience of aggressive actions along with perceived or actual approval of aggressive behaviors. As humans, we consider the relationship between our actions and subsequent consequences through a procedure of information processing. Thus, observational learning can only occur when cognitive processes are exhibited.

Just like any other sports, basketball can be described as an outlet for natural human aggression where certain actions are sanctioned so as to eliminate the chances of acting out in society, (Shields as cited by Safraoui, 2014). Certain physically and emotionally aggressive behaviors related to a competitive nature and desire to win are permitted and accepted in today's athletic environment that would otherwise be disapproved of in civilized society. Indeed, many athletes have come forward indicating that they accept a certain degree of abuse while playing their respective sport (Grange and Kerr, 2011).

In the Philippines, basketball is considered as a full contact sport because of how we play it. The Filipinos brings so much more in the table. The passion that Filipinos possess in playing basketball are a quick trigger for aggression. Basketball is considerably the number one sport in terms of patronage in the Philippines. It is played by all walks of life: male, female, youth, adults, students and employees alike who are very fond of the sport. The passion that Filipinos possess in playing basketball are a quick trigger for aggression. Because of this predisposition, aggression is a common scenario in basketball games which in occasion leads to fights and misunderstandings.

Basketball was introduced in the Philippines by the first American teachers who teach sports during the American colonial period, along with other sports such baseball and softball through the YMCA and the school system (Henson, 2016). It was first introduced to the public schools in the country as women's sport in the year 1910. After sometime, it was played in interscholastic meets in 1911 to 1913. Eventually, softball and volleyball were the most preferred sports for Filipino women.

On the other hand, the first Filipino basketball national men team was organized in 1910 which won the first Far Eastern Championship Games in 1913 in Tokyo, Japan (Henson, 2016). In 1924, the National Collegiate Athletic Association was established. It has basketball as the main sport. From then on, different basketball leagues were established including Philippine Basketball Association and UAAP to name a few. Today, the country has a Philippine team that play internationally and it can be said that our team can stand along with basketball players in Asia.

Passion on the other hand can be very intense. Passion turns into aggression so easily, either intentionally or not. And in this case since we Filipinos are very much passionate about basketball, understanding about how it is played plays a vital part in this study. In America, it is only considered only as just a semi-contact sport because they have Football which requires players to be on collision course with each other, thus the term full contact sport (Ztek and Jordan, 2011).

This kind of situations have been a common picture in the just concluded employees' basketball league which the researchers conducted for the whole month of April of 2018 in a State University in Cavite, Philippines. The researchers are curious if aggression has played a part in both the positive and negative effects in the performance of the selected employees who participated in the said league. Another case that the researchers observed is that how aggression and premeditated retaliation has been an effective tool for motivation. Lastly, the researchers wanted to assess if losing composure for another team when faced with a tremendous amount of aggression coming from the opposing team has resulted for them to crumble, given the amount of talent that they have and the huge potential for them winning it all.

The researchers believe that if not properly studied, one may be lead to believe that aggression might somewhat be a strategy that one of the teams have implemented or it may also just be their type of personality.

1.1 Theoretical Framework

Over the years, there are four (4) key theories of aggression that have been used that explain why players lose control during a performance that causes madness and frustration. These are the Instinct Theory, Frustration Aggression Theory, Social Learning Theory (Bandura), and Berkowitz's Reformulated Frustration Aggression Theory.

This research study is anchored to Berkowitz's Reformulated Frustration Aggression Theory. This theory pays consideration that frustration does not assuredly lead on to aggressive behavior and proposed that frustration creates a readiness for aggression. To lead to aggression, certain stimuli are required for the behavior to occur, Hallam (2018).

According to Berkowitz as cited by Singh and Dubey (2015), a large number of factors and events can influence the strength of impulse to commit acts of aggression. Examples of these instigating factors are: events having aggressive meaning to the athlete; objects having an aggression meaning to the athlete; lowered restraints towards aggression as a result of instances; negative effect; an aggressive disposition; high levels of arousals; and association with previous gratifications from aggression such as positive coach response towards previous aggressive behaviors.

Sport psychologists have stated that there is a need for us to understand what aggressive act means to an individual. Others consider aggression can be such calculated action and that it is not a product of frustrations to the wide variety of motivational factors that can lead to aggressive behaviors.

1.2 Research Paradigm

The research paradigm of this study is shown below. The basis of the research is the basic information of the respondents such as: Age and Nature of employment. The researchers used the Buss-Perry Aggression Questionnaire (BPAQ) developed by Arnold Buss and Mark Perry, professors from the University of Texas and Austin. The questionnaire shows the four (4) dimensions of aggression namely: physical aggression, verbal aggression, anger and hostility. The respondents will fill-up the said questionnaire, then will be analyzed by the researchers. The data collected shall be the basis for the evaluation of the performance in basketball of the respondents. Then, all the data collected shall be the source of the Development of Social Skills Program to be done by the researcher.

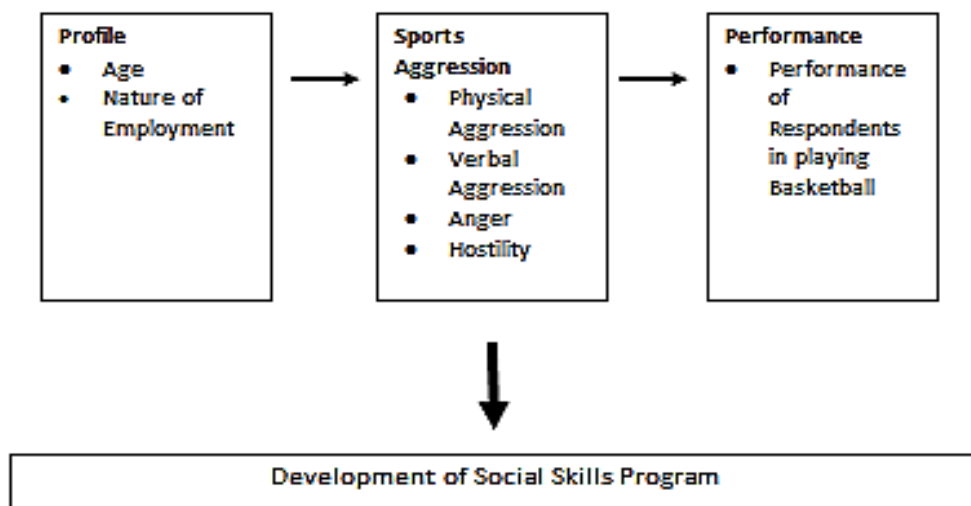


Figure 1: Research Paradigm

1.3 Objectives of the Study

This study aimed to determine the respondents' perceptions on sports aggression and basketball performance. Specifically, the paper sought the answers on the following questions: (1) Determine the perception level of employees on sports aggression in terms of physical aggression (PA), verbal aggression (VA), Anger (A), and hostility (H); (2) Determine the level of performance of the employees in playing basketball; (3) Is there a significant difference between the respondents' demographic profile and their perceptions on sport aggression? (4) Is there a significant difference between the respondents' perceptions on sport aggression and their performance on basketball? (5) Is there a significant relationship on the level of sports aggression and the sports performance of selected respondents? (6) Devise a program towards developing social skills among basketball players in Cavite, Philippines.

II. METHODS

2.1 Research Design

This study used the descriptive-correlational research design to gather the necessary data and information regarding the effects of aggression to the performance of selected respondents in a State University in Cavite, Philippines. This study is descriptive in nature as it presents an account of the current situation of the respondent in terms of their age and nature of employment. Descriptive studies tend to play an important part in developing an understanding where we are at present, where we will be and how to get where we wish to be. It provides an accurate description of a situation from which the researcher can present the findings of the study.

Correlational research is comprised of collecting data in order to determine whether and to what extent, a relationship exists between two or more quantifiable variables. It uses numerical data to explore relationships between two or more variables. It is aimed at determining the nature as well as the degree and direction of the relationships between these variables to make predictions (Brewer, 2000).

2.2 Population and Sampling Technique

The population size of this study is 140 male employees of a State University in Cavite, Philippines who used to participate in the basketball league. Using the Slovin's formula, that is computed through $n = N / (1 + Ne^2)$, confidence level of 95% and 5% margin of error, the computed sample size of the respondents shall be 105. The sampling technique used in this study was the heterogeneous purposive sampling which is also known as the maximum variation. According to Crossman (2017), this purposive sampling provides a diverse range of cases relevant to a particular phenomenon or event.

2.3 Research Instrument

The instrument used in this study is the Buss-Perry Aggression Questionnaire (BPAQ) that will measure a quartet of aggression tendencies including physical aggression, verbal aggression, anger and hostility aggression. The statements in the survey questionnaire are assigned to the four (4) dimensions of aggression such as: Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H). These dimensions will identify the factor of aggression that affect the behavior of the respondents.

The BPAQ is a standardized instrument which was used in various researches locally and internationally. Its validity and reliability were already tested through various studies. In the study of Samani (2008), the BPAQ was tested and administered to 492 respondents from which 248 are male and 244 are female who were selected through the random-cluster sampling method. The respondents are all from Shiraz University. The data gathered were analyzed using correlation coefficient, factor analysis and t-test. The test-retest reliability of the BPAQ was 0.78. thus, the BPAQ gained the indication and the practicality to be used by the researchers, professionals and psychologists in Iran.

A study of Faris et. al. (2016) focused on the validity and reliability of the aggression questionnaire of Buss and Perry. The respondents of the study are 30 respondents, composed of 15 males and 15 females. The researchers used Cronbach's Alpha value to investigate the reliability and validity of the research measurement. The findings of their study implies that the reliability of the variables assessed to identify aggressive behavior got an average of

0.848. The physical aggression variables got a value of 0.808, the verbal aggression is 0.822, the emotional aggression is 0.725 and the hostile aggression is 0.868. According to Cronbach’s Alpha, the value of 0.7 and above is a good value if the instrument has ten or more items. Since BPAQ has 29 items, this indicates that the reliability of the aggressive behavior measurement tool or the BPAQ is high and acceptable. The researchers localized the BPAQ instrument to be applicable on Philippine setting.

III. RESULTS AND DISCUSSION

Results if this study revealed that the respondents’ perceptions and understanding about aggression is related to their performance in basketball. From Berkowitz’s Reformulated Aggression Theory, the researchers found out that frustration is the main factor of the respondents’ aggression in playing basketball.

Table 1: Respondents’ perceptions on sports aggression

Factors of Sports Aggression	Mean	Interpretation
1. Physical Aggression	2.57	Agree
2. Verbal Aggression	2.67	Agree
3. Anger	2.51	Agree
4. Hostility	2.45	Disagree
Over-all Mean	2.55	Agree

Legend: 3.51-4.00 Strongly Agree; 2.51-3.50 Agree; 1.51-2.50 Disagree; 1.00-1.50 Strongly Disagree

Physical Aggression is an act done by the basketball players in the basketball league that harm others physically while playing the sport. It can be caused by frustration, anger and influences of teammates. With a mean of 2.57, results show that respondents agreed that they felt physical aggression when they played during their basketball leagues. This could also mean that in general, the players could still hold their temper even when physically provoked. The findings is similar to the study of Guilbert (2006) where he conducted a study on aggression in athletics that focused on the differences in violent behavior between sportsmen (athletes in archery or rifle) and sports competitors (athletes in basketball or swimming). Factors included in his study are physical violence, verbal violence, psychological violence, and cheating. He found out that sportsmen do not show the same type, level or frequency of sport violence than those of sports competitors.

On the other hand, Verbal Aggression is an assault to other Basketball players who participated in the league. With a mean of 2.67, results show that shows that the respondents use verbal aggression while playing basketball. Most likely, the respondents tend to talk back when provoked during the game. This is similar to the study of Channon & Matthews (2015), that athletes and spectators do “trash talk” all the time in sports at every level.

Anger is an emotion of action of the basketball player in the league which is considered as the physiological surge of the sympathetic nervous system that can lead itself to an increase in strength, stamina, speed and a decrease in perception of pain in playing Basketball. With a mean of 2.51, results show that the respondents have the tendency to show anger and could lash out when they become irritated and cannot control their temper during the game. This was similar to the study of Rascle (2006), where he stated that some studies found that lower

competitive levels tend to show higher levels of anger. This could mean that when provoked during the games, the players exhibit anger than other types of aggression.

Hostility a behavior of the basketball players in the league that shows unfriendliness or opposition while playing Basketball. This is the only factor on sports aggression having a composite mean of 2.45 and got verbal interpretation of “disagree”. This could mean that the respondents still show some friendliness during the basketball games. Generally, even if the respondents are physical y threatened, they do not retaliate. The findings is similar to the study of Coulomb and Pfister as cited by Singh and Dubey (2015), stating that hostile aggression was used less frequently.

Table 2: Respondents’ level of performance in playing basketball

Performance Indicators	Mean	Interpretation
1. Scoring	3.84	Average Performance
2. Playing time inside the court	4.56	Good Performance
3. Rebounds	2.59	Below Average Performance
4. Shots attempt	3.77	Average Performance
5. Shots converted	3.39	Below Average Performance
6. Assists	2.96	Below Average Performance
7. Free-throws	2.88	Below Average Performance
8. Steals	2.49	Poor Performance
9. Blocks	2.30	Poor Performance
10. Two-point shots	3.16	Below Average Performance
11. Three-point shots	2.86	Below Average Performance
Average Mean	3.16	Below Average Performance

Legend: 6.51-7.00 Excellent Performance; 5.51-6.50 Very Good Performance; 4.51-5.50 Good Performance; 3.51-4.50 Average; 2.51-3.50 Below Average Performance; 1.51-2.50 Poor Performance; 1.00-1.50 Non-Performing

The level of performance in basketball was categorized into seven: Excellent performance means showing utmost and tremendous skills in playing basketball; Very good performance means having above average skills in playing basketball; Good performance means having a descent skills in playing basketball; Average performance means normal or common set of skills while playing basketball; Below average performance means being not at par with the norms in terms of playing basketball; Poor performance means short-skilled in terms of basketball performance; and Non-performing means having non-evident skills in playing basketball.

Results show that the performance indicator “playing time inside the court” with a mean result of 4.56 was interpreted “good performance”. This could mean that the employee-respondents have descent records in staying inside the court while playing basketball. This could mean that the employee-respondents are not at par from the norms of the average skills in playing basketball.

In general, the average mean of the employee-respondents’ level of performance in playing basketball got a mean result of 3.16 and was interpreted as “below average performance”. This could mean that having aggression doesn’t necessarily translate into good performance in basketball. Common knowledge states that having high

levels of aggression in playing basketball makes an athlete have high performance but the data of this study clearly shows that in this scenario that is not the case.

Table 3: Difference in the respondents' perceptions on sports aggression when grouped according to age

Sports Aggression	Age	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Physical Aggression	21-30 years old	2.67	0.50	6.14	0.00	Rejected	Significant
	31-40 years old	2.44	0.38				
	41-50 years old	2.29	0.43				
2. Verbal Aggression	21-30 years old	2.70	0.46	0.65	0.52	Accepted	Not Significant
	31-40 years old	2.59	0.54				
	41-50 years old	2.63	0.41				
3. Anger	21-30 years old	2.62	0.59	5.15	0.01	Rejected	Significant
	31-40 years old	2.34	0.47				
	41-50 years old	2.24	0.58				
4. Hostility	21-30 years old	2.53	0.56	3.22	0.04	Rejected	Significant
	31-40 years old	2.31	0.48				
	41-50 years old	2.24	0.57				
Over-all	21-30 years old	2.63	0.45	4.81	0.01	Rejected	Significant
	31-40 years old	2.42	0.38				
	41-50 years old	2.35	0.43				

Legend: Significance at alpha 0.05

Based on the gathered data, respondents with age 21 to 30 got the highest mean result of 2.53. It was followed by the group with age 31 to 40 with a mean result of 2.31. The last is the group with age 41 to 50 with a mean

result of 2.24. This could mean that the age level from 21 to 30 has the most levels of aggression in terms of physical aggression, anger and hostility, rejecting the null hypothesis of the research problem stated above. Thus, there is a significant difference on the respondents' perceptions on sports aggression when grouped according to age.

The results is similar to the study of Visek and Watson (2005), that perceived legitimacy of aggression and attitudes of professionalization increased with age. This shows that as the respondents grow in age, so does their level of maturity and thus, and does having lesser levels of aggression.

Table 4: Difference in the respondents' perceptions on sports aggression when grouped according to nature of employment

Sports Aggression	Nature of Employment	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Physical Aggression	Faculty	2.53	0.48	0.91	0.77	Accepted	Not Significant
	Staff	2.62	0.49				
2. Verbal Aggression	Faculty	2.59	0.48	0.06	0.80	Accepted	Not Significant
	Staff	2.74	0.48				
3. Anger	Faculty	2.45	0.49	3.48	0.06	Accepted	Not Significant
	Staff	2.58	0.66				
4. Hostility	Faculty	2.41	0.56	0.40	0.53	Accepted	Not Significant
	Staff	2.48	0.55				
Over-all	Faculty	2.50	0.43	0.19	0.67	Accepted	Not Significant
	Staff	2.61	0.45				

Legend: Significance at alpha 0.05

Results show the four (4) factors of sports aggression namely physical aggression, verbal aggression, anger and hostility got an over-all mean value for faculty of 2.50 and for the staff 2.61 with t-value of 0.19 and a verbal interpretation of not significant.

Thus, that there is no significant difference between the employee-respondents' demographic profile in terms of nature of employment with and their perceptions on sport aggression, although the results show that there is a higher mean for the staff-respondents than those who are in the academic sector.

Table 5: Difference between the respondents' perceptions on sports aggression and their performance in playing basketball

		Mean	SD	t-value	Sig	Decision on Ho	Interpretation
Pair 1	Physical Aggression	3.57	0.48	6.60	0.00	Rejected	Significant
	Over-all	3.16	0.97				

	Performance						
Pair 2	Verbal Aggression	2.67	0.48	5.71	0.00	Rejected	Significant
	Over-all Performance	3.16	0.97				
Pair 3	Anger	2.51	0.58	6.81	0.00	Rejected	Significant
	Over-all Performance	3.16	0.97				
Pair 4	Hostility	2.45	0.55	7.52	0.00	Rejected	Significant
	Over-all Performance	3.16	0.97				
Over-all	Over-all Perceptions	2.55	0.44	6.93	0.00	Rejected	Significant
	Over-all Performance	3.16	0.97				

Legend: Significance at alpha 0.05

Results show that the respondents' over-all perceptions on sports aggression, with a mean result of 2.55 and their over-all performance in basketball, with a mean result of 3.16 has a t-value of 6.93, thus, there is a significant difference between the employee-respondents' perceptions on sports aggression and their performance in basketball. This could mean that having sports aggression is different from having a good basketball performance.

The results is similar to the study of Gill as cited by Kumar (2015), that aggression on a basketball court acts as a funnel for the player's energy to rise up and take the center stage. This happens only when aggression comes from the right source like the objective of winning the game. This study states that the intention of winning is the catalyst for aggression that enables an athlete to have a good performance, but this is not the stimulus that the researcher's study is pertaining to. The sports aggression which is the result of other stimuli like provocation and violent intentions tend to make the opposite reaction which is a poor performance for the athletes involved.

Table 6: Difference between the respondents' level of basketball performance and sports aggression

Respondents' level of basketball performance in relation to:	Computed r	Significance	Decision	Interpretation
1. Physical aggression	0.07	0.03	Rejected	Significant
2. Verbal aggression	0.13	0.14	Accepted	Not significant
3. Anger	0.01	0.04	Rejected	Significant
4. Hostility	0.02	0.85	Accepted	Not significant
Over-all	0.05	0.58	Accepted	Not significant

Legend: Significance at alpha 0.05

Table 6 shows the results of the respondents' level of performance in relation to aggression. Having a computed r value of 0.07 and a significance value of 0.03, physical aggression is a strong barometer of stimulus that makes an athlete lose control of his aggression that leads to poor performance in basketball. Having enough stimuli for provocation in terms of physicality makes an athlete lose his cool and translates to inadequacy in terms of showing his skills needed to win the basketball game.

Verbal aggression on the other hand got a computed r value of 0.13 and a significance value of 0.14, makes it the most common among the factors of aggression. Because of this, it could be quiet easier for athletes to handle this type of aggression from others during the basketball game. Thus, they also participate in such type of aggression towards other athletes without necessarily having to lose control and self-destruct. Of all the other factors, verbal aggression seems to be manageable and familiar which in any case doesn't seem to be minded all that much by athletes most of the time.

Anger with a computed r value of 0.01 and a significance value of 0.04 could mean that in general, anger is a strong indication of aggression among athletes. It is quietly easily manifested when provoked during basketball games. Anger could be both transparent and non-transparent, but it would still be evident because this could be the first sign of aggression that occurs during basketball games. It could be said that anger may lead to other factors of aggression. Thus, the other factors could be an offshoot of anger which if done during basketball games may lead to poor performance of the athletes that could also lead to losing the basketball game. This scenarios could create frustration not only to one member of the team but could be to everyone in the team.

The last factor of aggression, hostility got a computed r value of 0.02 and a significance value of 0.85, could mean that hostility is a grave sign of aggression. It pertains to being unfriendly or at war with another athlete. Having this kind of mindset can cause an over asserted aggression towards another which could be violent because of the wrong intentions behind it. Hostility or having a mind-set of being a nemesist doesn't relate to having a good performance in basketball because the focus turns its direction to having an intention of harming another. This is clearly beyond the sport already and is translatable in a negative predicament on and off the court.

The over-all computed r value of the respondents' level of sports performance in basketball in relation to level of aggression is 0.05 with a significant value of 0.58 giving an over-all interpretation of not significant. Thus, there is no significant relationship between the employee-respondents' level of sports aggression and the sports performance in basketball. This could mean that being aggressive during basketball does give the player the guarantee to have a good performance in basketball and win the game. The researcher inferred that aggression lead to frustration and that on the way of doing so, aggression also triggered unacceptable behavior of players that may harm other players during the game.

The results is similar to the study of Gill as cited by Kumar (2015), that aggression on a basketball court acts as a funnel for the player's energy to rise up and take the center stage. This shows that having aggression particularly on physical aggression and anger does not equate to having a good basketball performance.

The level of performance in playing basketball resulted to below average performance after the conduct of this study. Thus, the researchers recommend for an employee basketball clinic that will help them develop their basketball skills. The researchers believe that this will help the employees a lot since there are teaching the sport to their students as part of their curriculum.

Since there is significant difference between the respondents' perceptions on sport aggression and their performance in basketball, the researcher recommends further studies regarding this matter in order to investigate more on the perceptions of the respondents. This may help in understanding how sports aggression affect the performance in playing basketball.

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