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Hegemonic Masculinity, Motivation and Aggression Among Collegiate Male Athletes: A Quantitative Correlational Study

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ABSTRACT: This study examined the relationship among hegemonic masculinity, sports motivation, and aggression among collegiate male athletes in the satellite campuses of Bukidnon State University. Specifically, it determined the level of adherence to hegemonic masculinity in terms of emotional control, self-reliance, risk-taking, winning, and heterosexual self-presentation; assessed sports motivation based on intrinsic motivation, extrinsic motivation, and amotivation; and identified aggression in sports through behavioral and emotional aggression. The study employed a quantitative correlational research design involving 53 male collegiate athletes selected through purposive sampling. Data were gathered using adopted and validated survey instruments, including measures of masculine norms, sports motivation, and aggression. Descriptive statistics and correlational analysis were utilized to analyze the data and determine the relationships among variables. The findings revealed that masculine identity, motivational factors, and aggressive tendencies are interconnected aspects of athletes' experiences. The study highlighted that competitive orientations and certain masculine expectations may influence athletes' emotional regulation and behavioral responses during sports participation. The results provided empirical evidence for developing a gender-sensitive intervention program focused on promoting healthy masculinity, self-determined motivation, emotional regulation, sportsmanship, and responsible athletic behavior. The study contributes to understanding the psychological and social factors shaping male collegiate athletes within a local sports context.

KEYWORDS: aggression in sports, correlational study, emotional regulation, gender-sensitive intervention program, hegemonic masculinity, male collegiate athletes, quantitative, sports motivation.

I. INTRODUCTION

Sports remain a powerful social environment where identity, discipline, competition, and character formation are developed among young people. For collegiate male athletes, sports participation does not only involve physical performance but also the shaping of attitudes, emotions, motivation, and interpersonal behavior. In many athletic settings, expectations associated with masculinity such as toughness, emotional control, competitiveness, self-reliance, risk-taking, and dominance may influence how male athletes respond to pressure, success, failure, conflict, and team expectations. Recent studies on motivation emphasize that supportive environments strengthen intrinsic motivation, autonomy, competence, and relatedness, while controlling environments may weaken self-determined forms of motivation and psychological wellness (Ryan & Deci, 2021). Similarly, research on masculinity and help-seeking shows that internalized masculine norms may discourage emotional openness and support-seeking behavior among men (Staiger et al., 2021). In the context of sports, these concerns are important because aggressive behavior, emotional suppression, and externally driven motivation may affect not only athletic performance but also the well-being, discipline, and social development of student-athletes.

This study is also relevant to global and national development priorities. At the global level, sports can contribute to the Sustainable Development Goals, particularly SDG 3 on good health and well-being, SDG 4 on quality education, SDG 5 on gender equality, SDG 10 on reduced inequalities, and SDG 16 on peaceful and inclusive societies (United Nations Department of Economic and Social Affairs [UNDESA], 2022). UNESCO recognizes sport as a platform that can support youth well-being, education, gender equality, social inclusion, and peace-building. At the national level, the study supports Ambisyon Natin 2040, which envisions Filipinos living a matatag, maginhawa, at panatag na buhay through a society where people live long and healthy lives, become smart and innovative, and participate in high-trust communities (National Economic and Development Authority, 2023). The Philippine Development Plan 2023–2028 also emphasizes inclusive human and social development, equal opportunities, and the

development of capabilities among Filipinos. Likewise, this study responds to the education reform direction emphasized by EDCOM II, particularly the need to improve learner development, institutional support systems, and education outcomes through evidence-based reforms (Congressional Commission on Education [EDCOM II], 2025).

The legal foundation of this research is anchored on policies that protect student-athletes and promote gender equality. Republic Act No. 10676, also known as the Student-Athletes Protection Act, recognizes that the student-athlete is first and foremost a student and affirms the need to protect the rights, education, skills, abilities, and general well-being of student-athletes (Republic Act No. 10676, 2015). In addition, Republic Act No. 9710, or the Magna Carta of Women, provides a national framework for eliminating discrimination, promoting equal opportunities, and ensuring substantive equality between women and men (Philippine Commission on Women, 2025). Although these laws do not directly regulate masculine expression in sports, they support the development of safe, inclusive, gender-sensitive, and learner-centered athletic environments. Thus, examining hegemonic masculinity among collegiate male athletes can help institutions understand how gender norms influence motivation and aggression and how school-based sports programs may promote healthier forms of masculinity, respect, fairness, and emotional responsibility.

Despite the growing body of literature on masculinity, motivation, and aggression in sports, most existing studies have been conducted in Western or highly urbanized settings, where expressions of masculinity are often examined through individual achievement, dominance, competitiveness, emotional restriction, and personal autonomy. Limited attention has been given to how these concepts operate within the Filipino collegiate sports context, particularly among male athletes in Mindanao and in satellite campus environments. Filipino male athletes may experience and negotiate masculinity through the interaction between competitive sports culture and deeply embedded cultural values such as pakikisama (maintaining harmonious relationships), hiya (sense of propriety and social sensitivity), respect for authority, family responsibility, and amor propio (sense of dignity and self-respect). These values may influence how athletes express traditionally masculine behaviors. For instance, while competitive sports may encourage assertiveness, toughness, and dominance, pakikisama may encourage cooperation and restraint to preserve team harmony. Similarly, hiya and respect for authority may shape how athletes manage emotions, respond to coaches, and express disagreement, potentially moderating more aggressive or confrontational expressions of masculinity. On the other hand, amor propio and expectations of family honor may strengthen the desire to achieve, protect one's reputation, and demonstrate competence through athletic success. Therefore, hegemonic masculinity among Filipino male athletes may not simply reflect Western patterns of dominance and aggression but may represent a culturally negotiated form of masculinity shaped by both competitive expectations and relational Filipino values.

Therefore, this study aimed to examine the relationship between hegemonic masculinity, sports motivation, and aggression among collegiate male athletes in the satellite campuses of Bukidnon State University. Specifically, it sought to determine the degree of adherence to hegemonic masculinity in terms of emotional control, self-reliance, risk-taking, winning, and heterosexual self-presentation; assess the levels of sports motivation and aggression; and determine whether significant relationships exist among these variables. By producing localized empirical evidence, this thesis contributes to the goals of SDG 3, SDG 4, SDG 5, Ambisyon Natin 2040, EDCOM II, and relevant Philippine laws on student-athlete welfare and gender equality. Ultimately, the findings served as the basis for a proposed gender-sensitive intervention program designed to promote healthy masculinity, strengthen self-determined motivation, improve emotional regulation, reduce maladaptive aggression, and create safer, more inclusive, and development-oriented athletic environments for collegiate male athletes.

Research Question

This study aimed to examine the relationship between hegemonic masculinity, motivation, and aggression among collegiate male athletes in the satellite campuses of Bukidnon State University. Specifically, it sought to answer the following questions:

1. What is the degree of adherence to hegemonic masculinity of male college athletes in terms of:
    1.1 emotional control;
    1.2 self-reliance;
    1.3 risk-taking;
    1.4 winning; and
    1.5 heterosexual self-presentation?
2. What are the levels of sports motivation among male college athletes in terms of:
    2.1 intrinsic motivation;
    2.2 extrinsic motivation; and

2.3 amotivation?

3. What are the levels of aggression in sports among male college athletes in terms of:
    3.1 behavioral aggression; and
    3.2 emotional aggression?
4. Is there a significant relationship between adherence to hegemonic masculinity and sports motivation among male college athletes?
5. Is there a significant relationship between adherence to hegemonic masculinity and aggression levels in sports among male college athletes?
6. Is there a significant relationship between sports motivation and aggression in sports among male college athletes?
7. Based on the findings of the study, what gender-sensitive intervention program may be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on examining the relationship among hegemonic masculinity, sports motivation, and aggression in sports among male collegiate athletes officially enrolled in the satellite campuses of Bukidnon State University during the academic year 2025–2026. Specifically, it investigated the degree of adherence to hegemonic masculinity in terms of emotional control, self-reliance, risk-taking, winning, and heterosexual self-presentation. It also determined the level of sports motivation in terms of intrinsic motivation, extrinsic motivation, and amotivation, and the level of aggression in sports in terms of behavioral aggression and emotional aggression. The study further examined whether significant relationships exist among these variables and uses the findings as basis for proposing a gender-sensitive intervention program for male college athletes.

The population of the study consists of 61 male collegiate athletes from the satellite campuses of Bukidnon State University. Using Slovin's formula with a 5% margin of error, the computed sample size is 53 respondents. The respondents were selected from the total population of officially recognized male athletes who are actively enrolled and participating in sports during the academic year 2025–2026. Only male athletes from the satellite campuses are included in the study; therefore, athletes from the main campus are excluded. This delimitation allows the study to focus on the specific experiences of athletes in satellite campus settings.

The study used adopted and validated self-report questionnaires to gather data on the three major variables: hegemonic masculinity, sports motivation, and aggression in sports. Demographic information such as age, year level, type of sport, years of playing experience, and campus of origin may have also been collected to describe the respondents. The data were analyzed using descriptive statistics to determine the levels of the variables and correlational analysis to examine the relationships among hegemonic masculinity, sports motivation, and aggression in sports.

Aside from that, several other limitations are acknowledged. This study uses purposive sampling, which ensures that participants meet specific criteria but limits the generalizability of results beyond the chosen group. It also relies on self-report questionnaires, which may be affected by social desirability bias or inaccurate self-perception. Despite efforts to culturally adapt the instruments, some aspects of Filipino or Mindanaoan expressions of masculinity might not be fully captured. Furthermore, the study uses a cross-sectional design, meaning data is collected at one point in time, which restricts the ability to determine cause-and-effect relationships between variables.

Furthermore, although the study focuses on hegemonic masculinity, sports motivation, and aggression in sports, it does not include other possible influencing factors such as coaching style, family background, mental health condition, academic pressure, peer influence, team culture, or type of sport as major variables. These factors may still affect the behavior, motivation, and emotional responses of male athletes. Thus, future researchers may consider including these variables or expanding the study to other campuses, institutions, and athlete groups for a broader understanding of masculinity, motivation, and aggression in collegiate sports.

FRAMEWORK

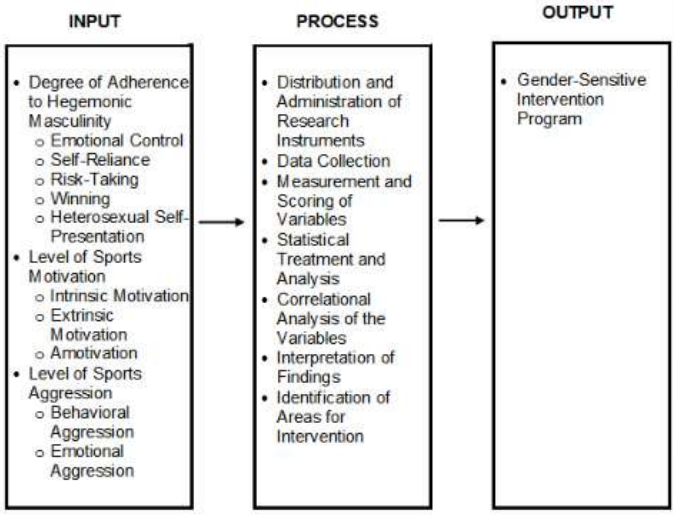


Figure 1

Research Paradigm Showing the Relationship Among Adherence to Hegemonic Masculinity, Sports Motivation, and Aggression in Sports Among Male College Athletes

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship among hegemonic masculinity, sports motivation, and aggression in sports among collegiate male athletes in the satellite campuses of Bukidnon State University. A quantitative design is appropriate because the study gathered numerical data through structured survey questionnaires and analyzed the results using statistical procedures. Specifically, the descriptive component determined the degree of adherence to hegemonic masculinity, the level of sports motivation, and the level of aggression in sports, while the correlational component determined whether significant relationships exist among the major variables. According to Creswell & Creswell (2023), correlational research is suitable when the goal is to measure the degree and direction of association among variables without manipulating them.

The study also used a non-experimental and cross-sectional survey approach because the variables were measured as they naturally exist among the respondents, without treatment, intervention, or random assignment. The data were collected at one point during the academic year 2025–2026, making the design appropriate for obtaining a current profile of the respondents' masculine norm adherence, motivation, and aggression in sports. Cross-sectional research is useful for identifying existing patterns and associations among variables, but it does not establish cause-and-effect relationships because all data are gathered at one specific time (Wang & Cheng, 2021). Thus, this design provides an appropriate framework for generating empirical findings that may serve as the basis for a proposed gender-sensitive intervention program.

Research Instruments

The study used a structured self-report survey questionnaire composed of four sections: respondent profile, adherence to hegemonic masculinity, sports motivation, and aggression in sports. The first section gathered the respondents' demographic and sports-related information, including age, year level, sport participated in, campus of origin, and years of playing experience. The remaining sections were based on established and standardized instruments that measured the three major variables of the study. The use of structured self-report questionnaires was appropriate for the quantitative correlational design because it enabled the researcher to obtain numerical and comparable responses from the participants and subsequently analyze the data using descriptive and correlational statistical procedures (Creswell & Creswell, 2023).

The second section measured the respondents' degree of adherence to hegemonic masculinity using selected dimensions from the Conformity to Masculine Norms Inventory–46 (CMNI-46) developed by Parent and Moradi (2009). The CMNI-46 was an abbreviated form of the original Conformity to Masculine Norms Inventory and was designed to assess the extent to which individuals conformed to culturally prescribed masculine gender-role norms. In the present study, five dimensions that corresponded directly with the Statement of the Problem were utilized: emotional control, self-reliance, risk-taking, winning, and heterosexual self-presentation. Dimensions of the CMNI-46 that were not included in the research objectives were excluded from

the analysis. The items were answered using a 4-point Likert-type response format, and higher scores indicated a greater degree of adherence to the corresponding masculine norm. The selection of these dimensions was also consistent with subsequent research demonstrating the continued usefulness of CMNI-based measures in assessing conformity to masculine norms among men (Levant et al., 2021). Because the study focused on particular dimensions rather than the entire construct measured by the CMNI-46, the interpretation of scores was limited to the five masculine norms specified in the study.

The third section assessed sports motivation using the Sport Motivation Scale (SMS-28) developed by Pelletier et al. (1995). The SMS-28 consisted of 28 items that assessed different motivational regulations associated with participation in sport. For purposes of the present study, the dimensions were organized into three major categories corresponding to the Statement of the Problem: intrinsic motivation, extrinsic motivation, and amotivation. The three intrinsic motivation subscales were combined to represent the respondents' overall intrinsic motivation, while the three extrinsic motivation subscales were combined to represent overall extrinsic motivation. The amotivation subscale was retained as the measure of the respondents' lack of intention or meaningful motivation to participate in sport. Participants responded using a 7-point Likert-type scale ranging from 1 (does not correspond at all) to 7 (corresponds exactly). Higher scores within a category indicated a stronger level of that particular form of sports motivation. The use of the SMS-28 was consistent with Self-Determination Theory because the instrument assessed motivation across different levels of self-determination, ranging from internally driven participation to externally regulated participation and amotivation (Pelletier et al., 1995; Ryan & Deci, 2020).

The fourth section measured aggression using the Buss-Perry Aggression Questionnaire (BPAQ) developed by Buss and Perry (1992). The original BPAQ consisted of 29 items distributed across four dimensions: physical aggression, verbal aggression, anger, and hostility. To correspond with the variables identified in the Statement of the Problem, these four original dimensions were organized into two broader categories for the present study. Physical aggression and verbal aggression were grouped under behavioral aggression because they represented more observable manifestations of aggressive behavior, whereas anger and hostility were grouped under emotional aggression because they represented affective and internal components associated with aggression. Respondents answered the items using a 5-point Likert-type scale ranging from 1 (extremely uncharacteristic of me) to 5 (extremely characteristic of me). Higher scores indicated higher levels of aggression within the corresponding category. The BPAQ was selected because it treated aggression as a multidimensional construct and distinguished observable aggressive actions from affective responses such as anger and hostility (Buss & Perry, 1992). Its continued application in contemporary athlete and sport-related research further supported its relevance for examining aggressive tendencies in athletic populations (Conway et al., 2024; Mazzanti et al., 2025).

The three instruments enabled the researcher to obtain quantitative measures corresponding directly to the variables and dimensions specified in the research questions. Scores derived from the selected CMNI-46 dimensions represented adherence to hegemonic masculinity; scores from the SMS-28 represented intrinsic motivation, extrinsic motivation, and amotivation; and scores from the BPAQ represented behavioral and emotional aggression. The resulting data were used to describe the respondents' levels on each variable and to determine the relationships among adherence to hegemonic masculinity, sports motivation, and aggression among male collegiate athletes in the satellite campuses of Bukidnon State University.

Data Collection Procedures

The researcher first secured approval from the thesis adviser and obtain ethical clearance from the institution's Ethics Review Committee before the conduct of the study. After approval, the researcher sent formal letters of permission to the concerned campus directors and sports coordinators of the Bukidnon State University satellite campuses to request access to the officially recognized male collegiate athletes for the academic year 2025–2026. The sports coordinators assisted in identifying the total population of 61 eligible male athletes based on the inclusion criteria of the study. From this population, 53 respondents were selected based on the computed sample size using Slovin's formula. The data gathering procedure followed ethical research principles, particularly voluntary participation, informed consent, confidentiality, anonymity, and the protection of participants' personal information (Creswell & Creswell, 2023; National Privacy Commission, 2021).

Before administering the questionnaire, the researcher oriented the respondents regarding the purpose of the study, the nature of their participation, the expected time needed to complete the questionnaire, and their right to refuse or withdraw from the study at any time without penalty. Informed consent was secured from all respondents, while assent and parental or guardian consent will be obtained for participants below 18 years old. The questionnaire was administered either through printed copies in designated areas such as classrooms, libraries, or sports offices, or through an online form when face-to-face administration is not possible. The questionnaire will include the respondent profile, the selected dimensions of the Conformity to Masculine Norms Inventory, the Sport Motivation Scale, and the Buss-Perry Aggression Questionnaire. Respondents were given sufficient time to

answer the questionnaire independently, and the researcher was available only to clarify instructions without influencing their responses.

After the questionnaires are completed, the researcher checked the responses for completeness and consistency. Printed questionnaires were collected and kept in a secure location, while online responses were stored in a password-protected digital file accessible only to the researcher and thesis adviser. Each respondent was assigned a code to ensure anonymity, and no personal identifying information will be disclosed in the presentation of results. The gathered data were then encoded, verified, tabulated, and prepared for statistical analysis. All data were handled with strict confidentiality and used solely for the purpose of this study, consistent with ethical standards for research involving human participants and data privacy protection (Creswell & Creswell, 2023; National Privacy Commission, 2021).

III. RESULTS

This chapter presents and discusses the findings of the study on hegemonic masculinity, sports motivation, and aggression among collegiate male athletes from the satellite campuses of Bukidnon State University. It provides an overview of the respondents' demographic and athletic profile and explains how their characteristics relate to the study's main variables. The chapter further examines the athletes' adherence to hegemonic masculinity, their levels of sports motivation, and their aggression in sports, while also determining the relationships among these variables. These findings serve as the empirical basis for developing a gender-sensitive intervention program that promotes healthier masculinity, positive motivation, and better emotional and behavioral regulation among male collegiate athletes.

Table 1
Frequency and Percentage Distribution of Respondents by Age

Age	Frequency	Percent
18	6	11.3%
19	6	11.3%
20	12	22.6%
21	11	20.8%
22	5	9.4%
23	3	5.7%
24	4	7.5%
25	3	5.7%
28	2	3.8%
29	1	1.9%
Total	**53**	**100%**

Table 1 presents the frequency and percentage distribution of respondents according to age. The data show that the largest group of respondents were 20 years old, with 12 athletes or 22.6% of the total sample. This was followed by respondents who were 21 years old, with 11 athletes or 20.8%. The ages 18 and 19 each had 6 respondents, equivalent to 11.3% per group. Meanwhile, smaller groups were observed among athletes aged 22, 23, 24, 25, 28, and 29. The least represented age group was 29 years old, with only 1 respondent or 1.9% of the sample. Overall, the respondents were mostly within the traditional college-age range, particularly between 18 and 21 years old.

This finding indicates that most of the male athletes in the study were young adults who were likely in the early to middle years of their college education. This age range is important because young adulthood is a period when identity, independence, emotional regulation, peer relationships, and personal values continue to develop. In the context of this study, the age of the respondents is relevant because beliefs about masculinity, motivation, and aggression may still be shaped by peer expectations, team culture, coaching practices, and school environment. Connell and Messerschmidt (2025) explained that masculinity is not fixed but socially constructed and performed within specific settings. Therefore, the respondents' age group suggests that their views and behaviors as male athletes may still be influenced by the athletic and social environment of the university.

The concentration of respondents aged 20 and 21 may also suggest that many participants had already gained enough college and sports exposure to form clearer attitudes toward competition, teamwork, discipline, and masculine expectations. At this stage, athletes may have already experienced training demands, inter-campus or school-based competitions, pressure from coaches, and expectations from teammates. These experiences may influence how they respond to emotional control, self-reliance, risk-taking, winning, and aggression in sports. From the perspective of Self-Determination Theory, athletes' motivation may also be shaped by whether their sports participation supports their need for autonomy, competence, and relatedness (Ryan & Deci, 2020). Thus, the age distribution provides an important background for understanding the later findings on sports motivation and aggression.

Table 2
Frequency and Percentage Distribution of Respondents by Year Level

Year Level	Frequency	Percent
1st Year	16	30.2%
2nd Year	15	28.3%
3rd Year	10	18.9%
4th Year	12	22.6%
Total	**53**	**100%**

Table 2 shows the distribution of respondents according to year level. The results reveal that the highest number of respondents came from the 1st year level, with 16 athletes or 30.2% of the total sample. This was followed closely by 2nd year students, with 15 athletes or 28.3%. Fourth-year students accounted for 12 respondents or 22.6%, while third-year students had the lowest number, with 10 respondents or 18.9%. These findings show that the sample was composed of athletes from all year levels, although first-year and second-year students made up the majority of the respondents.

The strong representation of lower-year students may indicate that sports participation in the satellite campuses is highly active among newer college students. First-year and second-year athletes may still be in the process of adjusting to college life, developing their athletic identity, and building relationships with teammates and coaches. This is important because motivation in sports is often strengthened when athletes experience belongingness, competence, and support within their team or institution (Ryan & Deci, 2020). Therefore, the year-level profile suggests that many respondents may still be forming their long-term commitment to sports participation.

The presence of fourth-year respondents is also significant because these athletes may have longer exposure to college sports, team expectations, and institutional athletic culture. Their experiences may differ from those of first-year students because they may have already encountered more training routines, competition pressures, leadership roles, and challenges in balancing academics and athletics. In relation to hegemonic masculinity, upper-year athletes may also have had more opportunities to internalize or question masculine norms within sports. Levant et al. (2020) emphasized that masculine norm conformity may be examined through dimensions such as emotional control, self-reliance, risk-taking, winning, and heterosexual self-presentation. Thus, the inclusion of respondents from all year levels helps provide a broader view of how male athletes across different stages of college life experience masculinity, motivation, and aggression.

Table 3
Frequency and Percentage Distribution of Respondents by Campus of Origin

Campus	Frequency	Percent
Alubijid	2	3.8%
Baungon	5	9.4%
Cabanglasan	3	5.7%
Damulog	4	7.5%
Impasug-ong	3	5.7%
Kadingilan	5	9.4%
Kalilangan	2	3.8%
Kitaotao	2	3.8%
Lantapan	2	3.8%
Libona	4	7.5%
Malitbog	6	11.3%
Medina	5	9.4%
Quezon	4	7.5%
San Fernando	5	9.4%
Talakag	1	1.9%
Total	**53**	**100%**

Table 3 presents the distribution of respondents according to campus of origin. The results show that the respondents came from several satellite campuses of Bukidnon State University. The highest number of respondents came from Malitbog, with 6 athletes or 11.3% of the total sample. Baungon, Kadingilan, Medina, and San Fernando each had 5 respondents, equivalent to 9.4% per campus. Damulog, Libona, and Quezon each had 4 respondents or 7.5%. Cabanglasan and Impasug-ong each had 3 respondents or 5.7%, while Alubijid, Kalilangan, Kitaotao, and Lantapan each had 2 respondents or 3.8%. Talakag had the lowest representation, with 1 respondent or 1.9%.

This distribution indicates that the study successfully included athletes from different satellite campuses, although the number of respondents per campus varied. The participation of athletes from multiple campuses strengthens the contextual value of the study because it reflects the experiences of male athletes from different local settings within the Bukidnon State University system. Since the study focuses specifically on satellite campuses, this distribution is important because satellite campus athletes

may experience sports differently from athletes in main or urban campuses. They may have different access to facilities, coaching support, training opportunities, peer networks, and competition exposure.

The varied campus representation also supports the importance of interpreting the findings within a local and institutional context. According to Creswell and Creswell (2023), describing the research setting and participants is necessary in quantitative studies because it helps readers understand the scope and boundaries of the findings. In this study, the campus-of-origin profile shows that the results represent a multi-campus sample rather than a single-campus group. However, the uneven distribution should also be considered when interpreting the findings. For example, campuses with higher respondent numbers may have slightly stronger influence on the overall results than campuses with only one or two respondents. Therefore, while the study provides useful evidence about BukSU satellite campus athletes, the findings should still be interpreted based on the actual sample distribution.

Table 4
Frequency and Percentage Distribution of Respondents by Type of Sport

Type of Sport	Frequency	Percent
Badminton	3	5.7%
Basketball	28	52.8%
Chess	1	1.9%
Runner	1	1.9%
Sepak Takraw	3	5.7%
Swimming	1	1.9%
Table Tennis	1	1.9%
Taekwondo	2	3.8%
Volleyball	13	24.5%
Total	**53**	**100.0**

Table 4 shows the distribution of respondents according to type of sport. The data reveal that basketball had the highest number of respondents, with 28 athletes or 52.8% of the total sample. Volleyball followed with 13 athletes or 24.5%. Badminton and sepak takraw each had 3 athletes or 5.7%, while taekwondo had 2 athletes or 3.8%. Chess, running, swimming, and table tennis each had 1 respondent or 1.9%. These results show that more than half of the respondents were basketball players, making basketball the most represented sport in the study.

The dominance of basketball athletes is important in interpreting the findings because basketball is a competitive team sport that involves physical contact, fast decision-making, teamwork, and direct interaction with opponents. These features may influence how athletes experience motivation, aggression, and masculine norms. Mazzanti et al. (2025) emphasized that aggression in sport may vary depending on athlete characteristics and sport context, including the nature of the sport and its level of physical contact. Since basketball requires both physical intensity and emotional control, the high number of basketball players in the sample may be relevant to later findings on aggression and competitiveness.

The presence of volleyball players as the second-largest group also suggests that the sample includes athletes from another team-based sport. Team sports may strengthen social relatedness and peer connection, which are important components of motivation under Self-Determination Theory (Ryan & Deci, 2020). However, team sports may also expose athletes to pressure from teammates, coaches, and competition outcomes. This may influence both extrinsic motivation and emotional responses during sports participation.

Meanwhile, the smaller number of respondents from badminton, sepak takraw, taekwondo, chess, running, swimming, and table tennis shows that the sample also included athletes from individual and less represented sports. This diversity is useful because different sports may involve different levels of physical contact, emotional pressure, performance expectations, and aggression. However, because basketball and volleyball composed most of the sample, the overall findings may reflect the experiences of team-sport athletes more strongly than those of individual-sport athletes. Therefore, the interpretation of the later results on masculinity, motivation, and aggression should consider that the sample was not evenly distributed across sport types.

Table 5
Degree of Adherence to Hegemonic Masculinity in Terms of Emotional Control

Indicator	Mean	Std. Deviation	Interpretation
I bring up my feelings when talking to others.	1.92	0.703	Low Adherence
I never share my feelings.	2.62	0.882	High Adherence
I like to talk about my feelings.	2.32	0.779	Low Adherence
I tend to keep my feelings to myself.	2.89	0.776	High Adherence
I tend to share my feelings.	2.25	0.806	Low Adherence
I hate it when people ask me to talk about my feelings.	2.53	0.723	High Adherence
Overall	**2.42**	**0.412**	**Low Adherence**

Legend: 1.00–1.74 (Very Low Adherence); 1.75–2.49 (Low Adherence); 2.50–3.24 (High Adherence); 3.254.00 (Very High Adherence).

Table 5 presents the degree of adherence to hegemonic masculinity in terms of emotional control. The overall mean is 2.42, with a standard deviation of 0.412, interpreted as Low Adherence. This means that, as a whole, the male collegiate athletes showed limited adherence to the masculine norm of emotional control. In other words, the respondents did not strongly conform to the belief that men should always hide, suppress, or avoid expressing their emotions. However, the individual indicators show mixed results. The statement "I tend to keep my feelings to myself" obtained the highest mean of 2.89, interpreted as High Adherence, while "I bring up my feelings when talking to others" obtained the lowest mean of 1.92, interpreted as Low Adherence.

This result indicates that the male collegiate athletes generally did not strongly conform to the traditional masculine expectation that men should always hide or suppress their emotions. However, the highest-rated indicator suggests that many respondents still have a tendency to keep their feelings private. This means that although they may not fully reject emotional expression, they may still be selective or cautious in sharing personal feelings with others. The other indicators support this pattern because the respondents also showed some hesitation in sharing feelings and some discomfort when asked to talk about emotions. Thus, emotional control among the respondents appears to be moderate in practice: they are not completely emotionally closed, but they are also not highly expressive.

This finding implies that emotional control should be addressed carefully in the proposed gender-sensitive intervention program. The goal should not be to remove emotional discipline, since composure is important in sports, but to help athletes distinguish healthy emotional regulation from harmful emotional suppression. Coaches and sports coordinators may encourage athletes to express frustration, pressure, fear, or disappointment in appropriate ways. Team reflection sessions, peer-support activities, and emotional regulation workshops may help normalize emotional communication. In this way, male athletes can learn that expressing emotions responsibly does not reduce masculinity or athletic strength; instead, it supports mental well-being, teamwork, and better performance.

Table 6

Indicator	Mean	Std. Deviation	Interpretation
I hate asking for help.	2.72	0.885	High Adherence
I ask for help when I need it.	1.74	0.738	Very Low Adherence
I never ask for help.	2.30	0.723	Low Adherence
I am not ashamed to ask for help.	2.15	0.794	Low Adherence
It bothers me when I have to ask for help.	2.40	0.793	Low Adherence
Overall	**2.26**	**0.447**	**Low Adherence**

Degree of Adherence to Hegemonic Masculinity in Terms of Self-Reliance

Legend: 1.00–1.74 (Very Low Adherence); 1.75–2.49 (Low Adherence); 2.50–3.24 (High Adherence); 3.254.00 (Very High Adherence).

Table 6 presents the degree of adherence to hegemonic masculinity in terms of self-reliance. The overall mean is 2.26, with a standard deviation of 0.447, interpreted as Low Adherence. This means that, as a whole, the male collegiate athletes showed limited adherence to the masculine norm of self-reliance. In other words, the respondents did not strongly conform to the belief that men should always solve their problems alone or avoid seeking help from others. However, the individual indicators show mixed results. The statement "I hate asking for help" obtained the highest mean of 2.72, interpreted as High Adherence, while "I ask for help when I need it" obtained the lowest mean of 1.74, interpreted as Very Low Adherence.

This result suggests that the respondents generally did not strongly conform to the masculine belief that men should always solve problems alone. However, the highest and lowest indicators reveal an important concern: although the overall result is low, some athletes still appear uncomfortable with asking for help. The supporting indicators show that the respondents did not strongly agree with extreme forms of independence, such as never asking for help or feeling deeply bothered when help is needed. However, their responses still suggest hesitation in actively seeking assistance. This means that the athletes may recognize the value of support, but they may not always feel comfortable initiating help-seeking behavior.

The result also connects with the findings of Haji Mukhti and Ibrahim (2025), who explained that traditional masculinity norms may reduce perceived social support among men in demanding environments. Although the present study showed low overall adherence to self-reliance, the discomfort reflected in the highest-rated indicator suggests that help-seeking is still a sensitive issue for some athletes. In the Filipino context, this may also be influenced by values related to pride, self-control, and the expectation that men should endure problems silently. Among athletes, this may be intensified by the desire to appear strong before teammates and coaches.

Table 7

Indicator	Mean	Std. Deviation	Interpretation
In general, I do not like risky situations.	2.21	0.793	Low Adherence
I enjoy taking risks.	3.06	0.770	High Adherence
I take risks.	2.81	0.709	High Adherence
I frequently put myself in risky situations.	2.75	0.705	High Adherence
I am happiest when I'm risking danger.	2.57	0.866	High Adherence
Overall	**2.67**	**0.463**	**High Adherence**

Degree of Adherence to Hegemonic Masculinity in Terms of Risk-Taking

Legend: 1.00–1.74 (Very Low Adherence); 1.75–2.49 (Low Adherence); 2.50–3.24 (High Adherence); 3.25-4.00 (Very High Adherence).

Table 7 presents the degree of a*d*herence to hegemonic masculinity in terms of risk-taking. The overall mean is 2.67, with a standard deviation of 0.463, interpreted as High Adherence. This means that, as a whole, the male collegiate athletes showed substantial adherence to the masculine norm of risk-taking. In other words, the respondents tended to associate masculinity with courage, daring behavior, and willingness to face risky situations. However, the individual indicators show varied results. The statement “I enjoy taking risks” obtained the highest mean of 3.06, interpreted as High Adherence, while “In general, I do not like risky situations” obtained the lowest mean of 2.21, interpreted as Low Adherence.

This result indicates that the respondents substantially adhere to risk-taking as a masculine norm. The highest-rated indicator suggests that many athletes associate risk with excitement, courage, or athletic confidence. The lowest-rated indicator further supports this interpretation because the respondents did not strongly express avoidance of risky situations. Other indicators also show that they tend to accept risk as part of their behavior, including placing themselves in challenging situations and finding satisfaction in danger-related experiences. This suggests that risk-taking may be one of the more visible forms of hegemonic masculinity among the respondents.

This finding is strongly consistent with previous studies which risk-taking is commonly linked with hegemonic masculinity because it presents bravery, fearlessness, and toughness as proof of manhood. Connell and Messerschmidt (2025) explained that hegemonic masculinity privileges behaviors associated with dominance and toughness. In sports, this may be expressed through willingness to play aggressively, ignore discomfort, take dangerous chances, or continue despite possible injury. Tredinnick (2023) also noted that masculine norms such as dominance, risk-taking, and violence may be connected with problematic attitudes and behaviors among college students involved in sports.

The result also supports Tremblay et al. (2023), who explained that male athletes may experience pressure to follow masculine expectations such as risk-taking, stoicism, and self-reliance. In the present study, the high adherence to risk-taking may reflect the nature of sports participation itself. Athletes are often encouraged to push limits, take decisive actions, and show courage during competition. However, the issue lies in whether risk-taking is controlled and strategic or reckless and harmful. In the Philippine collegiate sports context, taking risks may also be interpreted as dedication to the team, protection of pride, or proof of commitment.

Table 8

Indicator	Mean	Std. Deviation	Interpretation
In general, I will do anything to win.	3.60	0.660	Very High Adherence
Winning is not my first priority	2.49	0.933	Low Adherence
I don't mind losing.	2.42	0.908	Low Adherence
It is important for me to win.	3.28	0.662	Very High Adherence
More often than not, losing does not bother me.	2.51	0.846	High Adherence
Winning is not important to me.	2.81	0.921	High Adherence
Overall	**2.85**	**0.578**	**High Adherence**

Degree of Adherence to Hegemonic Masculinity in Terms of Winning

Legend: 1.00–1.74 (Very Low Adherence); 1.75–2.49 (Low Adherence); 2.50–3.24 (High Adherence); 3.254.00 (Very High Adherence).

Table 8 presents the degree of adherence to hegemonic masculinity in terms of winning. The overall mean is 2.85, with a standard deviation of 0.578, interpreted as High Adherence. This means that, as a whole, the male collegiate athletes showed substantial adherence to the masculine norm of winning. In other words, the respondents tended to view competitiveness, achievement, and victory as important aspects of their identity as athletes. However, the individual indicators show mixed results. The statement "In general, I will do anything to win" obtained the highest mean of 3.60, interpreted as Very High Adherence, while "I don't mind losing" obtained the lowest mean of 2.42, interpreted as Low Adherence.

This result means that the respondents strongly value winning and competitive success. The highest-rated indicator suggests that many athletes see victory as highly important, while the lowest-rated indicator shows that losing is not easily accepted by some respondents. Other indicators support this interpretation because the respondents also showed strong agreement that winning is important to them and weaker agreement with statements that reduce the importance of victory. This pattern suggests that winning is one of the strongest masculine norms among the male collegiate athletes in the study.

This finding is directly consistent with previous studies which explains that winning reflects the belief that men should strive for success, superiority, and achievement. Connell and Messerschmidt (2025) argued that hegemonic masculinity is often associated with dominance, status, and power. In sports, these ideas are often expressed through competition and victory. Levant et al. (2020) also identified winning as one of the relevant dimensions in measuring conformity to masculine norms. The present result supports this literature because the respondents showed strong adherence to competitiveness and the importance of victory.

The finding also relates to Rubrico et al. (2023), who included winning as a masculine norm dimension among Filipino college students. In the athletic context, winning may have stronger meaning because athletes are often judged through performance outcomes, medals, rankings, and team success. For male athletes, winning may become connected not only to sports performance but also to pride, identity, respect, and recognition. This may encourage discipline and persistence, but it may also increase pressure when athletes experience defeats or underperformance. If winning becomes the main measure of worth, athletes may become more vulnerable to frustration, conflict, and aggressive reactions.

This implies that coaches and sports coordinators should help athletes develop a balanced view of winning. The intervention program should not discourage competitiveness because it is an important part of sports. Instead, it should teach athletes that winning must be connected with fairness, discipline, teamwork, and respect. Sportsmanship workshops, values formation sessions, and reflective activities after games may help athletes process both victory and defeat in healthier ways. A gender-sensitive approach should help male athletes understand that their worth is not limited to winning and that true athletic strength includes humility, resilience, ethical behavior, and respect for others.

Table 9
Degree of Adherence to Hegemonic Masculinity in Terms of Heterosexual Self-Presentation

Indicator	Mean	Std. Deviation	Interpretation
Being perceived as gay would not bother me.	2.26	0.944	Low Adherence
I would be furious if someone thought I was gay.	2.51	0.800	High Adherence
It would not bother me if someone thought I was gay.	2.36	0.811	Low Adherence
It would be awful if people thought I was gay.	2.62	0.765	High Adherence
I would feel uncomfortable if someone thought I was gay.	2.57	0.971	High Adherence
I try to avoid being perceived as gay.	2.64	0.787	High Adherence
Overall	**2.49**	**0.502**	**Low Adherence**

Legend: 1.00–1.74 (Very Low Adherence); 1.75–2.49 (Low Adherence); 2.50–3.24 (High Adherence); 3.254.00 (Very High Adherence).

Table 9 presents the degree of adherence to hegemonic masculinity in terms of heterosexual self-presentation. The overall mean is 2.49, with a standard deviation of 0.502, interpreted as Low Adherence. This means that, as a whole, the male collegiate athletes showed limited adherence to the masculine norm of heterosexual self-presentation. In other words, the respondents did not strongly conform to the belief that men must always present themselves in traditionally masculine or strictly heterosexual ways. However, the individual indicators show mixed results. The statement “I try to avoid being perceived as gay” obtained the highest mean of 2.64, interpreted as High Adherence, while “Being perceived as gay would not bother me” obtained the lowest mean of 2.26, interpreted as Low Adherence.

This result suggests that the respondents generally showed limited adherence to the pressure of presenting themselves in strictly traditional heterosexual masculine ways. However, the highest-rated indicator reveals that some respondents still try to avoid being perceived in a way that may challenge conventional masculine identity. Other supporting indicators also show discomfort, anger, or negative feelings when being perceived as gay is mentioned. This means that although the overall result is low, concern about social perception remains present among the athletes. The result is important because it shows that gender-related judgment may still influence how some male athletes act, speak, or present themselves in sports settings.

This finding is consistent with previous studies on heterosexual self-presentation. Connell and Messerschmidt (2025) explained that hegemonic masculinity often privileges heterosexual and traditionally masculine identities while marginalizing behaviors perceived as feminine or nonconforming. Anghel et al. (2023) also emphasized that heterosexual self-presentation is a relevant dimension of the Conformity to Masculine Norms Inventory because it captures how men manage their identity in relation to social expectations. In sports, this may appear when male athletes feel the need to act tough, avoid emotional expression, or reject behaviors that may be judged as unmanly.

The result also relates to Pasno (2025), who emphasized the relevance of sexual prejudice and masculine gender role stress in Filipino sports-related contexts. The present finding suggests that even if overall adherence is low, some athletes may still experience pressure to protect their masculine image. This pressure may affect team relationships and emotional expression. For example, athletes may avoid certain behaviors, conversations, or forms of support because they fear being judged by teammates. This can limit openness, inclusion, and psychological safety within the team.

Table 10

Indicator	Mean	Std. Deviation	Interpretation
For the pleasure I feel from exciting experiences in my sport.	6.11	1.235	Very High Motivation
For the pleasure it gives me to know more about the sport that I practice.	6.15	1.215	Very High Motivation
For the pleasure of discovering new training techniques.	6.13	1.316	Very High Motivation
Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.	6.13	1.177	Very High Motivation
For the pleasure I feel while improving some of my weak points.	6.08	1.207	Very High Motivation
For the excitement I feel when I am really involved in the activity.	6.06	1.117	Very High Motivation
For the satisfaction I experience while I am perfecting my abilities.	6.04	1.192	Very High Motivation
For the intense emotions I feel doing a sport that I like.	5.98	1.185	Very High Motivation
For the pleasure that I feel while executing certain difficult movements.	5.79	1.378	Very High Motivation
For the pleasure that I feel while learning training techniques that I have never tried before.	5.87	1.345	Very High Motivation
Because I like the feeling of being totally immersed in the activity.	5.89	1.187	Very High Motivation
For the pleasure of discovering new performance strategies.	6.02	1.168	Very High Motivation
Overall	**6.02**	**1.094**	**Very High Motivation**

Level of Sports Motivation in Terms of Intrinsic Motivation

Legend: 1.00–2.49 (Very Low Motivation); 2.50–3.99 (Low Motivation); 4.00–5.49 (High Motivation); 5.50–7.00 (Very High Motivation)

Table 10 presents the level of sports motivation of male college athletes in terms of intrinsic motivation. The overall mean is 6.02, interpreted as Very High Motivation. The highest mean was obtained by the statement “For the pleasure it gives me to know more about the sport that I practice” with a mean of 6.15, interpreted as Very High Motivation. Meanwhile, the lowest mean was obtained by the statement “For the pleasure that I feel while executing certain difficult movements” with a mean of 5.79, also interpreted as Very High Motivation.

This finding indicates that the respondents are strongly motivated by internal satisfaction, enjoyment, curiosity, and personal fulfillment in sports. Their motivation does not appear to depend mainly on rewards, recognition, or pressure from others; rather, they participate because they find meaning and pleasure in the sport itself. The supporting indicators show that the athletes enjoy exciting experiences, discovering new training techniques, improving weak points, mastering difficult training skills, perfecting abilities, and becoming fully immersed in the activity. These responses suggest that the respondents view sports as an avenue for learning, self-improvement, and personal growth.

The result is strongly supported by Self-Determination Theory, which explains that intrinsic motivation occurs when individuals engage in an activity because it is enjoyable, meaningful, and personally satisfying (Ryan & Deci, 2020). In this study, the athletes’ very high intrinsic motivation suggests that their participation is largely self-driven. They are not merely playing to comply with expectations but are actively drawn to the experience of learning, improving, and performing. This is important because intrinsically motivated athletes are more likely to show persistence, discipline, and long-term commitment, especially when their need for autonomy, competence, and relatedness is supported.

This finding is also consistent with the previous studies stating that intrinsic motivation is one of the strongest predictors of sustained sports engagement. Alkasasbeh and Akroush (2025) emphasized that motivation rooted in enjoyment, self-determination, and personal goals has a more lasting influence on athletic performance and commitment than motivation based only on external rewards. Similarly, De Francisco et al. (2020) explained that when athletes experience satisfaction of their basic psychological needs, they become more engaged and less vulnerable to burnout. Thus, the respondents’ high enjoyment of learning, training, and skill improvement may help explain their continued participation in sports.

Table 11

Indicator	Mean	Std. Deviation	Interpretation
Because it allows me to be well regarded by people that I know.	5.92	1.158	Very High Motivation
Because, in my opinion, it is one of the best ways to meet people.	6.19	1.128	Very High Motivation
Because it is absolutely necessary to do sports if one wants to be in shape.	5.96	1.176	Very High Motivation
For the prestige of being an athlete.	5.81	1.442	Very High Motivation
Because it is one of the best ways I have chosen to develop other aspects of myself.	6.06	1.231	Very High Motivation
Because I must do sports to feel good myself.	5.89	1.340	Very High Motivation
Because people around me think it is important to be in shape.	5.58	1.434	Very High Motivation
Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	6.11	1.219	Very High Motivation
Because I would feel bad if I was not taking time to do it.	5.55	1.338	Very High Motivation
To show others how good I am at my sport.	5.68	1.411	Very High Motivation
Because it is one of the best ways to maintain good relationships with my friends.	5.91	1.305	Very High Motivation
Because I must do sports regularly.	5.77	1.235	Very High Motivation
Overall	**5.87**	**1.057**	**Very High Motivation**

Level of Sports Motivation in Terms of Extrinsic Motivation

Legend: 1.00–2.49 (Very Low Motivation); 2.50–3.99 (Low Motivation); 4.00–5.49 (High Motivation); 5.50–7.00 (Very High Motivation).

Table 11 presents the level of sports motivation of male college athletes in terms of extrinsic motivation. The overall mean is 5.87, interpreted as Very High Motivation. The highest mean was obtained by the statement “Because, in my opinion, it is one of the best ways to meet people” with a mean of 6.19, interpreted as Very High Motivation. Meanwhile, the lowest mean was obtained by the statement “Because I would feel bad if I was not taking time to do it” with a mean of 5.55, also interpreted as Very High Motivation.

This finding shows that the respondents are also highly motivated by external and social reasons for participating in sports. The highest-rated indicator suggests that the athletes consider sports as an important way to meet people, build friendships, and strengthen social connections. The other indicators support this interpretation because the respondents also value sports for gaining respect from others, maintaining good relationships with friends, staying in shape, developing other aspects of themselves, learning useful life skills, and experiencing the prestige of being an athlete. This means that their sports participation is not only personal but also social and relational.

This result is consistent with Self-Determination Theory, which explains that extrinsic motivation may vary in quality depending on whether the athlete experiences it as personally meaningful or externally controlling (Ryan & Deci, 2020). In the case of the respondents, extrinsic motivation appears to include positive social and developmental benefits. They are motivated by recognition, belongingness, fitness, relationships, and personal development. These are not necessarily harmful forms of motivation, especially when athletes internalize them as part of their identity and values. However, extrinsic motivation may become less adaptive when participation is driven mainly by pressure, guilt, fear of criticism, or the need to prove oneself to others.

The finding supports previous study stating that extrinsic motivation plays an important role in sports participation, especially in structured athletic environments. Alkasasbeh and Akroush (2025) noted that external motivation may encourage athletes to train and perform, but it should be balanced with intrinsic motivation to support long-term commitment. In this sense, recognition, prestige, team membership, physical fitness, and social approval may help sustain participation when they are connected with positive values. However, if these external factors become excessive or controlling, they may create pressure and reduce the athlete’s sense of autonomy.

Table 12

Indicator	Mean	Std. Deviation	Interpretation
I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.	5.42	1.802	Very High Amotivation
I do not know anymore; I feel incapable of succeeding in this sport.	4.83	1.868	High Amotivation
It is not clear to me anymore; I don't really think my place is in sport.	4.45	2.090	High Amotivation
I often ask myself if I can achieve the goals that I set for myself.	5.47	1.761	Very High Amotivation
Overall	**5.04**	**1.576**	**High Amotivation**

Level of Sports Motivation in Terms of Amotivation

Legend: 1.00–2.49 (Very Low Amotivation); 2.50–3.99 (Low Amotivation); 4.00–5.49 (High Amotivation); 5.50–7.00 (Very High Amotivation).

Table 12 presents the level of sports motivation of male college athletes in terms of amotivation. The overall mean is 5.04. Based on the legend, this falls under High Motivation; however, since the dimension being measured is amotivation, it is more appropriate to interpret this as High Amotivation. The highest mean was obtained by the statement "I often ask myself if I can achieve the goals that I set for myself" with a mean of 5.47, interpreted as High Amotivation based on the legend. Meanwhile, the lowest mean was obtained by the statement "It is not clear to me anymore; I don't really think my place is in sport" with a mean of 4.45, also interpreted as High Amotivation.

This finding should be interpreted carefully because amotivation is different from positive motivation. While intrinsic and extrinsic motivation show the reasons why athletes continue participating in sports, amotivation reflects doubt, uncertainty, lack of purpose, or reduced confidence in one's sports participation. The supporting indicators show that some athletes question whether they should continue doing sports, doubt their ability to succeed, feel uncertain about their place in sports, and ask themselves whether they can achieve their goals. This means that although the respondents are highly motivated by enjoyment and external benefits, they may still experience internal doubts and uncertainty as athletes.

Table 13

Indicator	Mean	Std. Deviation	Interpretation
During sports, I may use physical force to defend myself or my position.	3.77	1.203	Very High Aggression
During sports, I express disagreement openly even if it leads to conflict.	3.47	1.339	Very High Aggression
During sports, I have become so mad that I broke something.	3.06	1.350	High Aggression
During sports, I get into arguments when others disagree with me.	3.17	1.282	High Aggression
During sports, I sometimes cannot control the urge to hit someone.	3.17	1.341	High Aggression
During sports, I have threatened another person.	3.25	1.299	Very High Aggression
During sports, if provoked enough, I may hit an opponent.	3.25	1.371	Very High Aggression
During sports, when annoyed, I may say hurtful things.	3.36	1.442	Very High Aggression
I can think of no-good reason for hitting another person during sports.	3.28	1.336	Very High Aggression
During sports, I often get into disagreements with others.	3.42	1.216	Very High Aggression
During sports, if someone hits me, I hit back.	3.17	1.297	High Aggression
During sports, I have been pushed so far that I got into a physical fight.	3.06	1.328	High Aggression
During sports, others describe me as argumentative.	3.30	1.381	Very High Aggression
During sports, I get into fights more than most athletes.	2.92	1.426	High Aggression
Overall	**3.26**	**1.129**	**Very High Aggression**

Level of Aggression in Sports in Terms of Behavioral Aggression

Legend: 1.00–1.74 (Very Low Aggression); 1.75–2.49 (Low Aggression); 2.50–3.24 (High Aggression); 3.25–5.00 (Very High Aggression).

Table 13 presents the level of aggression in sports of the respondents in terms of behavioral aggression. The overall mean is 3.26, interpreted as Very High Aggression. The highest mean was obtained by the statement "During sports, I may use physical force to defend myself or my position" with a mean of 3.77, interpreted as Very High Aggression. Meanwhile, the lowest mean

was obtained by the statement "During sports, I get into fights more than most athletes" with a mean of 2.92, interpreted as High Aggression.

This finding indicates that the respondents demonstrate a very high level of observable aggressive behavior during sports participation. The highest-rated indicator suggests that many athletes may justify the use of physical force when they feel the need to defend themselves, their position, or their role in the game. This does not necessarily mean that they always intend to harm others, but it suggests that physical assertiveness and confrontation may be seen as acceptable responses in competitive situations. Other indicators support this result because the respondents also showed tendencies to express disagreement openly, get into arguments, threaten others, say hurtful words when annoyed, hit back when provoked, and become involved in physical conflict. These responses show that aggression among the athletes may appear through both verbal and physical actions during sports.

This result is related to the General Aggression Model, which explains that aggression may develop from the interaction of personal factors, situational triggers, emotional arousal, and appraisal processes (Allen et al., 2018). In the context of sports, situations such as provocation, unfair play, physical contact, pressure to win, and conflict with opponents may influence how athletes interpret and respond to events. When athletes perceive a situation as threatening or unfair, they may respond through confrontation, verbal hostility, or physical force. This supports the idea that behavioral aggression in sports is not only a personal trait but also a reaction shaped by the competitive environment.

The finding also supports related studies which explains that aggression in sports may vary depending on sport context, contact level, competitive pressure, and athlete characteristics. Mazzanti et al. (2025) emphasized that athletes in more physically demanding or contact-based sports may show higher levels of physical aggression than those in non-contact sports. This is relevant to the present study because many of the respondents were involved in team sports where physical contact, fast movement, defensive actions, and direct competition are common. Conway et al. (2024) also noted that athlete aggression should be examined using multidimensional measures because aggressive behavior may appear in different forms, including verbal confrontation, physical action, and hostile conduct during competition.

Table 14

Indicator	Mean	Std. Deviation	Interpretation
During sports activities, others describe me as hotheaded.	3.38	1.348	Very High Aggression
During competitions, I become suspicious when others act unusually friendly.	3.70	1.265	Very High Aggression
During sports, I sometimes feel intense bitterness or resentment.	3.64	1.257	Very High Aggression
During sports, I remain even-tempered.	3.49	1.137	Very High Aggression
During sports, I flare up quickly but calm down quickly.	3.83	1.189	Very High Aggression
During sports, I feel intense jealousy that affects my behavior.	3.26	1.430	Very High Aggression
During sports, I sometimes feel I am treated unfairly.	3.43	1.264	Very High Aggression
During sports, I have trouble controlling my temper.	3.40	1.276	Very High Aggression
During sports, when frustrated, I show my irritation.	3.34	1.285	Very High Aggression
During sports, I sometimes think others are mocking me.	3.42	1.307	Very High Aggression
During sports, I feel like a powder keg ready to explode.	3.43	1.294	Very High Aggression
During sports, I often feel others get unfair advantages.	3.55	1.218	Very High Aggression
During sports, I suspect teammates or others talk about me behind my back.	3.38	1.348	Very High Aggression
During sports, I sometimes lose my temper for no clear reason.	3.19	1.429	High Aggression
Overall	3.46	1.120	Very High Aggression

Level of Aggression in Sports in Terms of Emotional Aggression

Legend: 1.00–1.74 (Very Low Aggression); 1.75–2.49 (Low Aggression); 2.50–3.24 (High Aggression); 3.25–5.00 (Very High Aggression).

Table 14 presents the level of aggression in sports of the respondents in terms of emotional aggression. The overall mean is 3.46, interpreted as Very High Aggression. The highest mean was obtained by the statement "During sports, I flare up quickly but calm down quickly" with a mean of 3.83, interpreted as Very High Aggression. Meanwhile, the lowest mean was obtained by the statement "During sports, I sometimes lose my temper for no clear reason" with a mean of 3.19, interpreted as High Aggression. This finding indicates that the respondents experience a very high level of emotional aggression during sports participation. The highest-rated indicator suggests that many athletes may react quickly when emotionally triggered, although they may also recover or calm down afterward. This shows that emotional aggression among the respondents may not always be long-lasting, but it can still affect their immediate reactions during games or training. Other indicators support this result because the athletes also reported feelings of suspicion, resentment, jealousy, unfair treatment, irritation, and difficulty controlling temper. These responses suggest that emotional aggression is strongly present in the way athletes process pressure, conflict, and competition.

This result is aligned with the General Aggression Model, which explains that internal states such as anger, hostility, irritation, and emotional arousal can influence aggressive responses (Allen et al., 2018). Emotional aggression is important because it often comes before behavioral aggression. When athletes feel mocked, treated unfairly, provoked, or disadvantaged, their emotional state may influence how they speak, decide, and act during competition. Even if the aggression is not immediately expressed physically, emotional hostility can affect judgment, teamwork, sportsmanship, and self-control. Therefore, the high emotional aggression shown in the table suggests a need to address the internal emotional processes of athletes, not only their outward behavior.

The finding is supported by previous studies which emphasizes that anger and hostility are important components of aggression in sports. Wang et al. (2025) explained that sports interventions may help reduce hostility, although aggression and anger may still depend on how the sports environment is structured. Yazıcı and Bostancı (2026) also found that competitive aggression and anger may be negatively related to athletic character and sportsmanship, suggesting that unmanaged emotional aggression can weaken fairness, respect, and ethical conduct in sports. In this study, the respondents' emotional aggression may be influenced by pressure to perform, desire to win, conflict with opponents, team expectations, or perceived unfairness during games.

male college athletes?

Table 15

Correlation Between Hegemonic Masculinity Dimensions and Intrinsic Motivation

Domain	r	p-value	Interpretation
Emotional Control & Intrinsic Motivation	-0.284	0.039*	Significant negative relationship
Self-reliance & Intrinsic Motivation	-0.129	0.356	Not significant
Risk Taking & Intrinsic Motivation	0.151	0.280	Not significant
Winning & Intrinsic Motivation	0.386**	0.004	Significant positive relationship
Heterosexual Self Presentation & Intrinsic Motivation	0.150	0.285	Not significant

Table 15 presents the relationship between the dimensions of hegemonic masculinity and intrinsic motivation among male collegiate athletes. The results show that emotional control has a significant negative relationship with intrinsic motivation, r = -0.284, p = 0.039. This means that athletes who reported stronger adherence to emotional control tended to report lower intrinsic motivation. In practical terms, when male athletes strongly believe that they should hide emotions, avoid vulnerability, and remain unaffected by pressure, their enjoyment, personal satisfaction, and inner interest in sports may decrease. This finding is meaningful because intrinsic motivation is rooted in enjoyment, curiosity, learning, and personal fulfillment. Therefore, rigid emotional control may weaken the athlete's natural love for the sport because participation may become more about maintaining toughness than experiencing joy, growth, and self-expression.

On the other hand, winning showed a significant positive relationship with intrinsic motivation, r = 0.386, p = 0.004, while self-reliance, risk-taking, and heterosexual self-presentation were not significantly related to intrinsic motivation. This suggests that among the dimensions of hegemonic masculinity, winning may function differently from emotional control. For these athletes, the desire to win may not necessarily reduce enjoyment; instead, it may strengthen personal drive, challenge, mastery, and satisfaction in sports. This supports the idea that masculine norms are multidimensional and should not be interpreted as

entirely harmful or entirely beneficial. Connell and Messerschmidt (2005) explained that hegemonic masculinity operates differently across contexts, while Levant et al. (2020) emphasized that masculine norms include several dimensions that may influence men's behavior in distinct ways. Therefore, Table 18 implies that emotional suppression may weaken intrinsic motivation, but competitive striving may strengthen it when winning is connected to achievement, mastery, and personal fulfillment rather than unhealthy pressure.

Table 16
Correlation Between Hegemonic Masculinity Dimensions and Extrinsic Motivation

Domain	r	p-value	Interpretation
Emotional Control & Extrinsic Motivation	-0.335*	0.014	Significant negative relationship
Self-reliance & Extrinsic Motivation	-0.141	0.313	Not significant
Risk Taking & Extrinsic Motivation	0.263	0.058	Not significant
Winning & Extrinsic Motivation	0.286*	0.038	Significant positive relationship
Heterosexual Self Presentation & Extrinsic Motivation	0.211	0.130	Not significant

Table 16 presents the relationship between hegemonic masculinity dimensions and extrinsic motivation. The findings show that emotional control has a significant negative relationship with extrinsic motivation, r = -0.335, p = 0.014. This means that athletes who strongly adhere to emotional control tend to have lower extrinsic motivation. This result may initially appear unexpected because extrinsic motivation is often associated with external expectations, recognition, rewards, and approval. However, the finding suggests that athletes who suppress emotions may also become less responsive to external encouragement, praise, or social rewards. They may distance themselves from external support systems because emotional restraint can make them appear self-contained, detached, or unwilling to depend on others for validation.

This finding may be understood through the literature on masculine norms and support-seeking. Nordin et al. (2024) explained that masculine expectations related to independence, emotional stoicism, and invulnerability may limit meaningful social connection and support-seeking. In the same way, athletes who highly value emotional control may not be strongly moved by external rewards or recognition because acknowledging these external influences may feel inconsistent with the image of being independent, tough, and emotionally unaffected. From the perspective of Self-Determination Theory, extrinsic motivation can be adaptive when athletes personally value external goals, but it can become less effective when athletes feel pressured, disconnected, or emotionally restricted (Ryan & Deci, 2020). Therefore, the negative relationship between emotional control and extrinsic motivation suggests that emotional suppression may not only reduce inner enjoyment but may also weaken the motivational influence of external support, recognition, and encouragement.

Meanwhile, winning has a significant positive relationship with extrinsic motivation, r = 0.286, p = 0.038. This means that athletes who place higher value on winning also tend to report higher extrinsic motivation. This result is understandable in sports because winning is often associated with medals, recognition, school pride, coach approval, team status, and social validation. This explains that extrinsic motivation may be shaped by rewards, recognition, pressure, and external expectations (Ryan & Deci, 2020). In the Philippine context, student-athletes may also be motivated by school recognition, family pride, team expectations, and approval from coaches or peers. However, self-reliance, risk-taking, and heterosexual self-presentation were not significantly related to extrinsic motivation, although risk-taking approached significance, r = 0.263, p = 0.058. This suggests that the need to win is the clearest masculine dimension connected to external motivation, while the other masculine norms may not strongly explain externally driven reasons for sports participation in this sample.

Table 17
Correlation Between Hegemonic Masculinity Dimensions and Amotivation

Domain	r	p-value	Interpretation
Emotional Control & Amotivation	-0.122	0.386	Not significant
Self-reliance & Amotivation	0.039	0.784	Not significant
Risk Taking & Amotivation	-0.094	0.502	Not significant
Winning & Amotivation	-0.377**	0.005	Significant negative relationship
Heterosexual Self Presentation & Amotivation	-0.169	0.227	Not significant

Table 17 presents the relationship between hegemonic masculinity dimensions and amotivation. The results show that emotional control, self-reliance, risk-taking, and heterosexual self-presentation were not significantly related to amotivation. Specifically, emotional control had r = -0.122, p = 0.386; self-reliance had r = 0.039, p = 0.784; risk-taking had r = -0.094, p = 0.502; and heterosexual self-presentation had r = -0.169, p = 0.227. These results indicate that most masculine dimensions did not meaningfully explain the athletes' lack of motivation. In other words, simply adhering to emotional control, independence, risk-taking, or traditional masculine presentation does not automatically mean that an athlete will lose interest, purpose, or direction in sports.

The only significant result in these findings is the relationship between winning and amotivation, r = -0.377, p = 0.005. This is a significant negative relationship, meaning that athletes who placed stronger value on winning tended to have lower amotivation. This finding is important because it shows that the competitive value of winning may protect athletes from motivational disengagement. Athletes who see winning as important may have clearer goals, stronger direction, and greater purpose in sports participation. This aligns with the previous study, which describes amotivation as the absence of purpose, interest, or perceived value in sports participation. Ryan and Deci (2020) explained that amotivation may emerge when athletes lack autonomy, competence, or relatedness. Therefore, when athletes strongly value winning, they may feel more goal-oriented and purposeful, reducing the likelihood of amotivation.

Table 18

Factors	1	2
Hegemonic Masculinity	–	-.057
Sports Motivation	-.057	–

Correlation Between Hegemonic Masculinity and Sports Motivation

Table 18 presents the overall relationship between adherence to hegemonic masculinity and sports motivation. The result shows a very weak negative correlation, r = -0.057. This means that when hegemonic masculinity and sports motivation are treated as overall variables, their relationship is almost zero. Since the correlation is very close to zero, the result suggests that general adherence to hegemonic masculinity does not meaningfully correspond with the overall level of sports motivation among the male collegiate athletes. At the 0.05 level of significance, this result does not provide sufficient evidence to reject the null hypothesis. Therefore, the null hypothesis is not rejected at the overall level.

The dimension-level findings show that some aspects of hegemonic masculinity were significantly related to specific types of motivation. Emotional control was negatively related to both intrinsic and extrinsic motivation, while winning was positively related to intrinsic and extrinsic motivation and negatively related to amotivation. However, when all masculinity dimensions and all sports motivation dimensions were combined into overall scores, the relationship became very weak. This suggests that the effects of different masculine norms may have cancelled each other out. Emotional control appears to reduce motivation, while winning appears to strengthen motivation. Because these dimensions move in different directions, the overall correlation becomes weak.

This supports the theoretical claim that hegemonic masculinity is not a single, uniform construct. Connell and Messerschmidt (2025) explained that masculinity is socially constructed and may operate differently depending on context. Levant et al. (2020) also emphasized that conformity to masculine norms is composed of several dimensions, including emotional control, self-reliance, risk-taking, winning, and heterosexual self-presentation. In this study, the results show that these dimensions do not

influence sports motivation in the same way. Emotional control may be problematic because it limits emotional openness, help-seeking, and social connection. Winning, however, may become motivational when it is connected with achievement, discipline, competence, and team goals.

From the perspective of Self-Determination Theory, the weak overall relationship also suggests that sports motivation among male collegiate athletes is shaped by more than masculinity alone. Ryan and Deci (2020) explained that motivation is strengthened when athletes experience autonomy, competence, and relatedness. This means that athletes may remain motivated not only because of masculine norms but also because they enjoy the sport, feel skilled, experience belongingness, receive support from coaches, and value their role in the team. This is consistent with local studies showing that Filipino and Mindanaoan athletes may be influenced by coach-athlete relationships, team commitment, school recognition, and supportive coaching environments (Adolfo, 2025; Longakit et al., 2024; Rosario, 2023). Thus, hegemonic masculinity may be one factor, but it is not the only factor shaping sports motivation.

Table 19
Correlation Between Hegemonic Masculinity Dimensions and Behavioral Aggression

Domain	r	p-value	Interpretation
Emotional Control & Behavioral Aggression	-0.183	0.190	Not significant
Self-reliance & Behavioral Aggression	0.043	0.761	Not significant
Risk Taking & Behavioral Aggression	0.310*	0.024	Significant positive relationship
Winning & Behavioral Aggression	0.007	0.960	Not significant
Heterosexual Self Presentation & Behavioral Aggression	0.328*	0.017	Significant positive relationship

Table 19 shows the relationship between the dimensions of hegemonic masculinity and behavioral aggression among male collegiate athletes. The findings indicate that risk-taking has a significant positive relationship with behavioral aggression, r = 0.310, p = 0.024, while heterosexual self-presentation also has a significant positive relationship with behavioral aggression, r = 0.328, p = 0.017. These results suggest that athletes who reported stronger adherence to risk-taking and heterosexual self-presentation also tended to report higher behavioral aggression. In practical terms, male athletes who view risk-taking as a marker of toughness or masculinity may be more likely to engage in observable aggressive behaviors, such as rough actions, intimidating conduct, or hostile responses during sports participation. This supports the idea that some masculine norms may become behavioral when athletes feel the need to prove courage, dominance, or toughness in competitive situations.

This finding is consistent with the previous studies, which explains that risk-taking is commonly associated with hegemonic masculinity because it frames fearlessness, daring behavior, and disregard for safety as signs of being masculine. Connell and Messerschmidt (2005) explained that hegemonic masculinity is often connected with dominance, toughness, and the rejection of weakness, while Levant et al. (2020) emphasized that masculine norms include dimensions such as risk-taking, winning, self-reliance, emotional control, and heterosexual self-presentation. In sports, risk-taking may be reinforced by peer approval, competitive pressure, or the belief that aggressive behavior shows commitment to the team. This is also supported by the General Aggression Model, which explains that personal beliefs and situational triggers may influence aggressive responses through cognition, emotion, and arousal (Allen et al., 2018). Thus, when risk-taking becomes part of the athlete's masculine identity, behavioral aggression may be more likely to appear in actual sports situations.

However, not all dimensions of hegemonic masculinity were significantly related to behavioral aggression. Emotional control, r = -0.183, p = 0.190; self-reliance, r = 0.043, p = 0.761; and winning, r = 0.007, p = 0.960, showed no significant relationship with behavioral aggression. This means that suppressing emotions, depending on oneself, or valuing winning did not necessarily translate into observable aggressive behavior among the respondents. This is important because it shows that hegemonic masculinity should not be treated as a single uniform construct. Rather, specific dimensions such as risk-taking and heterosexual self-presentation appear to be more closely connected with behavioral aggression than other masculine norms. Therefore, intervention programs should focus not only on reducing aggression but also on helping athletes distinguish healthy competitiveness from risky, intimidating, or harmful behavior.

Table 20
Correlation Between Hegemonic Masculinity Dimensions and Emotional Aggression

Domain	r	p-value	Interpretation
Emotional Control & Emotional Aggression	-0.228	0.101	Not significant
Self-reliance & Emotional Aggression	-0.014	0.920	Not significant
Risk Taking & Emotional Aggression	0.314*	0.022	Significant positive relationship
Winning & Emotional Aggression	0.218	0.116	Not significant
Heterosexual Self Presentation & Emotional Aggression	0.362**	0.008	Significant positive relationship

Table 23 presents the relationship between hegemonic masculinity dimensions and emotional aggression. The results show that risk-taking has a significant positive relationship with emotional aggression, r = 0.314, p = 0.022, and heterosexual self-presentation has a stronger significant positive relationship with emotional aggression, r = 0.362, p = 0.008. This means that athletes who more strongly adhere to risk-taking and heterosexual self-presentation also tend to experience higher levels of internal aggressive emotions, such as anger, irritation, hostility, resentment, or frustration. Compared with behavioral aggression, emotional aggression focuses more on what the athlete feels internally rather than what the athlete outwardly does. Therefore, these results suggest that certain masculine expectations may not only influence visible conduct but may also shape the emotional reactions of male athletes during competition.

The significant relationship between heterosexual self-presentation and emotional aggression is especially meaningful. Heterosexual self-presentation involves the pressure to appear traditionally masculine and to avoid behaviors that may be judged as weak, feminine, or inconsistent with conventional masculinity. Anghel et al. (2023) explained that heterosexual self-presentation is a relevant dimension in measuring conformity to masculine norms, while Pasno (2025), as cited in the RRL, emphasized that gender role stress and gender bias remain relevant in sports-related settings. In the context of this study, male athletes who feel strong pressure to present themselves as traditionally masculine may become more emotionally reactive when their competence, toughness, or identity is challenged. This may explain why heterosexual self-presentation had the strongest significant relationship with emotional aggression among the dimensions examined in Table 23.

On the other hand, emotional control, r = -0.228, p = 0.101; self-reliance, r = -0.014, p = 0.920; and winning, r = 0.218, p = 0.116, were not significantly related to emotional aggression. Although winning showed a positive direction, it did not reach statistical significance, which means that valuing victory alone does not necessarily lead to anger or hostility among the athletes. This result suggests that emotional aggression is more closely associated with masculine norms that involve proving toughness, defending masculine image, or taking risks rather than simply wanting to win. This finding supports the need for emotional regulation training among male athletes because emotional aggression may remain hidden until it affects decision-making, sportsmanship, or behavior during competition. As noted in aggression literature, anger and hostility are important components of athlete aggression and may affect fairness, respect, and self-control if not properly managed (Buss & Perry, 1992; Yazıcı & Bostancı, 2026).

Table 21
Correlation Between Hegemonic Masculinity and Aggression Levels in Sports

Factors	1	2
Hegemonic Masculinity	1	.291*
Aggression	.291*	1

*. Correlation is significant at the 0.05 level (2-tailed).

Table 21 presents the overall relationship between adherence to hegemonic masculinity and aggression levels in sports. The result shows a significant positive correlation between the two variables, r = 0.291, p < 0.05. This means that male collegiate athletes who reported higher adherence to hegemonic masculinity also tended to report higher aggression levels in sports. Although the relationship is not strong, it is statistically significant, indicating that the association is meaningful within the sample. Therefore, the null hypothesis for is rejected at the 0.05 level of significance.

The findings indicates that adherence to hegemonic masculinity has a significant positive relationship with aggression levels in sports. However, the relationship should be interpreted carefully because the correlation is weak and the study is correlational.

The result does not prove that hegemonic masculinity causes aggression, but it shows that the two variables are meaningfully associated in the sample. The practical implication is that the proposed gender-sensitive intervention program should address the specific masculine norms most related to aggression, especially risk-taking and heterosexual self-presentation. The program should help athletes redefine toughness as self-control, discipline, respect, emotional responsibility, and fair play rather than intimidation, harmful risk-taking, or hostility. This approach supports the goal of promoting healthy masculinity while reducing maladaptive aggression in sports.

Table 22
Correlation Between Sports Motivation Dimensions and Behavioral Aggression

Domain	r	p-value	Interpretation
Intrinsic Motivation & Behavioral Aggression	0.346*	0.011	Significant positive relationship
Extrinsic Motivation & Behavioral Aggression	0.418**	0.002	Significant positive relationship
Amotivation & Behavioral Aggression	0.228	0.100	Not significant

Table 22 presents the relationship between sports motivation dimensions and behavioral aggression. The findings reveal that intrinsic motivation has a significant positive relationship with behavioral aggression, r = 0.346, p = 0.011. This means that male collegiate athletes who reported higher intrinsic motivation also tended to report higher behavioral aggression. This result may appear unusual at first because intrinsic motivation is commonly associated with enjoyment, personal satisfaction, and love for the sport. However, in the context of competitive athletics, athletes who are highly intrinsically motivated may also become deeply invested in the game, more emotionally engaged, and more intense during play. Their enjoyment and commitment may increase their competitive energy, which may sometimes be expressed through assertive, forceful, or confrontational behavior during sports participation.

This finding may be understood through Self-Determination Theory, which explains that intrinsic motivation develops when athletes experience enjoyment, competence, autonomy, and personal fulfillment in their sport (Ryan & Deci, 2020). In this study, the positive correlation suggests that athletes who enjoy the sport and feel personally satisfied by participation may also be more active, more involved, and more competitive during games. This does not necessarily mean that intrinsic motivation causes harmful aggression. Rather, it suggests that motivated athletes may play with greater intensity, and in highly competitive situations, this intensity may sometimes appear as behavioral aggression. This interpretation is supported by aggression literature which explains that sports aggression must be viewed within the competitive context because aggressive actions may be shaped by physical contact, pressure, game situations, and athlete characteristics (Conway et al., 2024; Mazzanti et al., 2025).

Table 23
Correlation Between Sports Motivation Dimensions and Emotional Aggression

Domain	r	p-value	Interpretation
Intrinsic Motivation & Emotional Aggression	0.460**	0.001	Significant positive relationship
Extrinsic Motivation & Emotional Aggression	0.495**	0.000	Significant positive relationship
Amotivation & Emotional Aggression	0.064	0.648	Not significant

Table 23 shows the relationship between sports motivation dimensions and emotional aggression. The results indicate that intrinsic motivation has a significant positive relationship with emotional aggression, r = 0.460, p = 0.001. This means that athletes with higher intrinsic motivation also tended to report higher emotional aggression, such as anger, irritation, resentment, frustration, or hostility during sports participation. This finding suggests that athletes who are highly invested in their sport may also experience stronger emotional reactions when they face pressure, mistakes, unfair calls, conflict, or defeat. Since intrinsic motivation involves deep personal enjoyment and commitment, athletes may become emotionally affected when their performance, goals, or sense of competence is challenged.

This result is consistent with the idea that motivation and emotion are closely connected in sports. Self-Determination Theory explains that motivated athletes are driven by needs for autonomy, competence, and relatedness (Ryan & Deci, 2020). When these needs are supported, motivation may lead to persistence and engagement; however, when they are threatened during competition, athletes may experience frustration or emotional tension. For example, an athlete who loves improving his skills may become irritated when he commits repeated mistakes, receives criticism, or feels that his effort is not producing the desired

outcome. The General Aggression Model also helps explain this result because aggression may emerge from internal states such as anger, arousal, and hostile thoughts when athletes are exposed to pressure or provocation (Allen et al., 2018). Thus, the positive relationship does not mean that intrinsic motivation is harmful; rather, it shows that highly motivated athletes may also experience stronger emotional intensity during competition.

Table 24

Factors	1	2
Sports Motivation	1	.385**
Aggression	.385**	1

Correlation Between Sports Motivation and Aggression Levels in Sports

**. Correlation is significant at the 0.01 level (2-tailed).

Table 24 presents the overall relationship between sports motivation and aggression levels in sports. The result shows a significant positive relationship between the two variables, r = 0.385, significant at the 0.01 level. This means that male collegiate athletes with higher overall sports motivation also tended to report higher overall aggression in sports. Since the relationship is positive and statistically significant, the null hypothesis for Problem 6 is rejected. Therefore, there is a significant relationship between sports motivation and aggression in sports among male collegiate athletes. However, the relationship is moderate-to-weak in practical strength, so the result should be interpreted as an association, not as evidence that sports motivation directly causes aggression.

The findings revealed that the respondents demonstrated varying degrees of adherence to the different dimensions of hegemonic masculinity. They showed relatively low adherence to emotional control, indicating that they did not strongly conform to the expectation that men should always suppress or hide their emotions. They also demonstrated low adherence to self-reliance, suggesting that they did not generally believe that athletes should solve all problems independently or avoid seeking help. In contrast, risk-taking and winning emerged as more strongly expressed masculine expectations among the respondents. Heterosexual self-presentation was generally less strongly adhered to, although some respondents still showed concern about how their masculine identity was perceived by others. Overall, the findings indicate that masculinity among the athletes is multidimensional, with some traditional expectations remaining more influential than others.

The findings showed that the respondents possessed strong sports motivation across both intrinsic and extrinsic forms of motivation. Intrinsic motivation was evident through enjoyment of sports, learning new skills, improving weaknesses, developing abilities, experiencing excitement, and gaining satisfaction from participation. Extrinsic motivation was also strongly present through recognition, social relationships, fitness, achievement, prestige, and other valued outcomes associated with sports participation. At the same time, the respondents also demonstrated a considerable level of amotivation. This indicates that some athletes may experience uncertainty, self-doubt, questions about their competence, or uncertainty about their continued participation despite being highly motivated overall. Therefore, the findings show that motivation among the respondents is complex because strong enjoyment and commitment to sports may coexist with moments of uncertainty and lack of direction.

The findings revealed that the respondents experienced substantial levels of both behavioral and emotional aggression in sports. Behavioral aggression was reflected through physical force, confrontation, arguments, threats, retaliation, and the use of hurtful or hostile actions during competitive situations. Emotional aggression was manifested through anger, irritation, resentment, suspicion, jealousy, perceived unfairness, and difficulty managing emotional reactions. The findings therefore show that aggression among the athletes is not limited to visible physical or verbal actions. Internal emotional reactions may also contribute to how athletes respond to competition, conflict, pressure, and perceived provocation. This indicates the importance of addressing both emotional regulation and behavioral self-control when developing interventions for collegiate athletes.

The findings showed that overall adherence to hegemonic masculinity was not significantly associated with overall sports motivation among the respondents. However, the dimension-level results revealed that masculine norms did not operate in the same manner across all forms of motivation. Emotional control was associated with lower motivational patterns, while winning was associated with stronger motivation and lower amotivation. This suggests that some masculine expectations may restrict motivation, while others may support achievement, persistence, and competitive engagement. The findings therefore indicate that hegemonic masculinity should not be treated as a single uniform factor when examining sports motivation. Instead, its individual dimensions should be considered because different masculine expectations may have different relationships with athletes' motivation.

The findings revealed a significant positive relationship between adherence to hegemonic masculinity and aggression in sports. However, the relationship was relatively weak, indicating that the two variables were associated but that hegemonic masculinity alone does not explain aggressive behavior among the athletes. At the dimension level, risk-taking and heterosexual self-presentation were the masculine norms most consistently associated with behavioral and emotional aggression. Emotional control, self-reliance, and winning did not demonstrate significant relationships with the aggression dimensions. This pattern indicates that certain masculine expectations involving proving toughness, accepting danger, and protecting masculine identity may be more relevant to aggression than masculinity as a whole. The findings therefore support the need to address specific harmful masculine expectations rather than treating all forms of masculinity as problematic.

The findings showed a significant positive relationship between sports motivation and aggression among the respondents. Intrinsic motivation was associated with behavioral aggression, suggesting that athletes who strongly enjoy and value their sport may also become highly emotionally invested during competition. Extrinsic motivation was likewise associated with behavioral aggression, indicating that recognition, achievement, social approval, and other external outcomes may contribute to competitive intensity. The motivational dimensions were also examined in relation to emotional aggression, showing that active motivational involvement may coexist with stronger emotional reactions during sports participation. In contrast, amotivation did not demonstrate a significant relationship with aggression. Overall, the findings suggest that aggression may occur alongside strong athletic involvement and competitive investment rather than being explained simply by a lack of motivation.

The findings provided a basis for developing the L.A.K.A.S. Gender-Sensitive Sports Development Program for collegiate male athletes. The program responds to the identified concerns involving restrictive masculine expectations, emotional regulation, help-seeking, risk-taking, aggression, motivation, conflict, and sportsmanship. It is designed to preserve positive qualities such as competitiveness, commitment, courage, and motivation while helping athletes express these qualities in healthier and more responsible ways. The program incorporates activities related to healthy masculinity, emotion regulation, responsible risk management, goal-setting, aggression management, conflict resolution, help-seeking, and sportsmanship. It also recognizes that individual behavior is influenced by the wider athletic environment, including coaches, teammates, peer leaders, and institutional support systems. Overall, the proposed intervention seeks to promote a safer, more inclusive, emotionally responsible, and development-oriented sports culture within the university's satellite campuses.

It is concluded that the respondents did not uniformly conform to traditional masculine norms. Their responses indicate that some dimensions of hegemonic masculinity were less strongly expressed, particularly emotional control, self-reliance, and heterosexual self-presentation. However, risk-taking and winning appeared to be more prominent masculine expectations within the athletic context. This suggests that competitiveness, achievement, courage, and willingness to take risks remain important aspects of masculine identity among the athletes. The findings also demonstrate that masculinity should not be understood as a single or uniform construct because different dimensions may be expressed differently by athletes. Therefore, interventions should focus on transforming potentially harmful masculine expectations while preserving positive qualities such as discipline, confidence, determination, and healthy competitiveness.

It is concluded that the respondents possess strong motivational resources that support their continued participation in sports. Their motivation is reflected in enjoyment, learning, skill development, personal satisfaction, social relationships, recognition, fitness, and achievement. However, the presence of amotivation indicates that strong motivation does not completely eliminate uncertainty or self-doubt among collegiate athletes. Some athletes may remain committed to sports while simultaneously questioning their abilities, direction, or future participation. Thus, motivation should not be viewed only in terms of winning or external recognition but should also be supported through competence, belongingness, personal growth, and meaningful goals. Coaches and sports personnel should therefore strengthen healthy forms of motivation while providing support for athletes who experience uncertainty about their athletic development.

It is concluded that aggression is an important concern among the male collegiate athletes included in the study. The presence of both behavioral and emotional aggression demonstrates that aggressive responses may occur through observable actions as well as through internal emotional experiences. Physical confrontation, verbal hostility, retaliation, anger, irritation, resentment, and perceived unfairness may affect athletes' relationships and responses during competition. The findings indicate that managing aggression requires more than simply discouraging physical or verbal misconduct. Athletes also need opportunities to recognize emotional triggers and develop appropriate strategies for regulating anger and frustration. Therefore, emotional regulation, self-control, conflict management, and sportsmanship should form important components of athlete development and intervention programs.

It is concluded that overall adherence to hegemonic masculinity does not significantly determine the overall sports motivation of the respondents. Nevertheless, the dimension-level findings demonstrate that particular masculine expectations

may have different relationships with motivation. Emotional control may restrict motivational experiences by encouraging emotional restraint and limiting openness, whereas winning may strengthen achievement-oriented motivation when connected with competence and healthy competition. These contrasting patterns help explain why the overall relationship between masculinity and motivation was not significant. The findings therefore suggest that masculinity should not automatically be considered either harmful or beneficial to sports motivation. Instead, athletic programs should reduce restrictive expectations while redirecting positive competitive values toward mastery, teamwork, discipline, fair play, and personal development.

It is concluded that adherence to hegemonic masculinity is significantly associated with aggression among the respondents. However, the relatively weak relationship indicates that hegemonic masculinity is only one factor associated with aggression and should not be interpreted as its direct cause. The findings particularly identify risk-taking and heterosexual self-presentation as masculine dimensions that are associated with both behavioral and emotional aggression. This suggests that aggressive responses may become more likely when athletes feel pressure to demonstrate toughness, accept danger, defend masculine identity, or avoid appearing weak. Consequently, gender-sensitive interventions should challenge the idea that toughness must be demonstrated through intimidation, retaliation, reckless behavior, or hostility. Instead, athletic strength should be reframed around discipline, emotional responsibility, respect, self-control, courage, and fair competition.

It is concluded that sports motivation is significantly associated with aggression among the respondents. Strong intrinsic and extrinsic motivation may be accompanied by greater competitive involvement, emotional investment, and intensity during sports participation. However, motivation itself should not be interpreted as inherently harmful because enjoyment, commitment, achievement, and recognition remain important components of positive athletic development. The findings instead suggest that strong motivation needs to be accompanied by emotional regulation and responsible behavioral control. Amotivation does not appear to explain aggressive tendencies in the same manner as active forms of sports motivation. Therefore, the goal of intervention should be to preserve athletes' strong motivation while teaching them to direct competitive energy toward disciplined performance, teamwork, sportsmanship, and respectful competition.

It is concluded that the findings provide an empirical basis for the proposed L.A.K.A.S. Gender-Sensitive Sports Development Program. The program responds directly to the identified concerns involving masculine expectations, motivation, emotional regulation, aggression, risk-taking, help-seeking, conflict, and sportsmanship. It does not seek to eliminate masculinity, competitiveness, or motivation from the athletic environment. Instead, it seeks to promote healthier expressions of these qualities by connecting strength with self-control, courage with responsible decision-making, and competitiveness with fair play. The program should involve athletes together with coaches, sports coordinators, guidance personnel, peer leaders, and other relevant stakeholders so that changes are reinforced at both individual and team levels. As a proposed intervention, its effectiveness should be determined through appropriate pilot implementation, evaluation, and follow-up before wider institutional adoption.

Overall, the study concludes that the experiences of male collegiate athletes involve a complex interaction among masculine expectations, sports motivation, and aggression. The respondents showed strong motivational resources while also demonstrating substantial aggression and stronger adherence to particular masculine expectations such as risk-taking and winning. The findings further show that not every dimension of masculinity operates in the same way, particularly in relation to motivation and aggression. Strong motivation may coexist with aggression, while certain masculine expectations may be associated with aggressive emotional and behavioral responses. These findings emphasize the need for an athletic environment that develops competitiveness and commitment without reinforcing harmful expectations concerning toughness, risk, dominance, or emotional expression. The proposed L.A.K.A.S. program therefore provides a findings-based framework for promoting healthy masculinity, responsible motivation, emotional regulation, sportsmanship, and safer athletic participation.

The following recommendations are proposed to promote healthy masculinity, positive sports motivation, emotional regulation, reduced aggression, and a safer athletic environment for collegiate male athletes in the satellite campuses of Bukidnon State University. These recommendations are practical in nature and are grounded on the study's findings that the respondents showed strong adherence to risk-taking and winning, very high sports motivation, notable amotivation, very high behavioral and emotional aggression, and significant relationships among specific masculine norms, motivation, and aggression.

Student-Athletes. Male collegiate athletes are encouraged to participate actively in the proposed L.A.K.A.S. Program and other activities that strengthen emotional regulation, responsible risk-taking, help-seeking, sportsmanship, and self-awareness. They should maintain their motivation and competitiveness while redefining athletic strength in terms of discipline, accountability, respect, self-control, and ethical performance rather than aggression or the need to prove toughness.

Coaches and Sports Coordinators. Coaches and sports coordinators should integrate gender-sensitive and motivation-supportive practices into regular training by reinforcing mastery, teamwork, emotional control, responsible competition, and

respectful communication. They should also monitor early signs of aggression and create opportunities for athletes to discuss pressure, frustration, injury, self-doubt, and conflict without portraying emotional openness or help-seeking as weakness.

School Administrators and Policy Makers. Bukidnon State University satellite campuses may consider piloting and evaluating the L.A.K.A.S. Gender-Sensitive Sports Development Program as part of the institution's student-athlete development initiatives. Policies and support systems should also strengthen access to guidance services, aggression-management procedures, gender-sensitive sports education, athlete mentoring, and coordinated support among administrators, coaches, sports coordinators, and student-services personnel.

Mental Health Professionals and Guidance Advocates. Guidance personnel and mental health professionals should provide athlete-responsive interventions addressing anger management, emotional literacy, motivational uncertainty, confidence, help-seeking, conflict resolution, and coping with performance pressure. Individual referral and small-group support may be particularly useful for athletes who demonstrate persistent aggression, motivational difficulty, emotional distress, or difficulty managing competitive pressures.

For the Local Community and Society. Parents, peers, alumni, sports organizations, and community stakeholders should promote definitions of masculine strength that value respect, responsibility, emotional maturity, cooperation, and nonviolent conflict management. Community sporting activities should likewise reinforce fair play and discourage the normalization of harmful risk-taking, intimidation, discriminatory behavior, or aggression as necessary demonstrations of masculinity.

Future Researchers. Future studies may include larger and more diverse samples, other universities, main-campus athletes, female athletes, different sport classifications, and additional variables such as coaching style, team culture, peer influence, academic pressure, mental health, injury history, and family expectations. Researchers may also use longitudinal, qualitative, mixed-method, or quasi-experimental designs to determine how the identified relationships develop over time and to evaluate the effectiveness of the proposed L.A.K.A.S. Program through pretest-posttest and follow-up assessments.

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