

ACADEMIC Resilience, Physical Education Attitude, and Sports Engagement of LGBT+ Students: An Explanatory Sequential DESIGN

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ABSTRACT

This study determined the influence of Academic Resilience, Physical Education Attitude, and Sports Engagement of Lesbian, Gay, Bisexual, and Transgender (LGBT+) students. A mixed-methods approach, specifically an explanatory sequential design, was employed to understand the academic resilience, physical education attitude, and sports engagement of LGBT+ students in Region XII using quantitative and qualitative data, which was the primary purpose of this study. The researcher surveyed purposely chosen LGBT+ students using adapted and validated survey questionnaires to obtain quantitative data. To get qualitative data, IDI and FGD with LGBT+ students of Region XII schools were chosen using snowball sampling. Results show that the levels of academic resilience, attitudes to physical education, and sports engagement were rated high among LGBT+ students. Moreover, there was a significant relationship between academic resilience and sports engagement and between physical education attitude and sports engagement among LGBT+ students in Region XII. In an individual capacity, physical education attitude is an essential predictor of sports engagement. The combined influence of academic resilience and physical education attitudes as predictors of sports engagement was a good fit for the data in this study. The standpoint of the participants revealed their agreement to the relationship between academic resilience, physical education attitude, and sports engagement of LGBT+ students, the participants. The joint display revealed the confirming-merging nature of data integration.

KEYWORDS: *physical education, academic resilience, physical education attitude, sports engagement, LGBT+ students, explanatory sequential design, Philippines*

INTRODUCTION

Students' participation in sports is essential to supporting their development and preparing them for a successful, well-rounded future (Eime et al., 2013). However, studies show that obstacles prevent teenagers who identify as LGBT+—that is, lesbian, gay, bisexual, transgender, and other diverse gender identities—from participating in sports. These difficulties might be caused by a variety of things, such as limited acceptability, discriminating behaviors, concerns about abuse, and institutional barriers present in the school environment (Greenspan et al., 2019; Hartman-Tews et al., 2021; Pocaan, 2023).

LGBT+ students in South Africa find it difficult to participate in sports because of peer segregation during sporting events, pressure to adhere to heterosexual ideals, and limitations on their capacity to compete (Mavhandu-Mudzusi, 2014). Stated differently, kids are not allowed to participate in extracurricular activities with other students, are forced to adopt heterosexual views, and are not allowed to play sports. Similar findings were made by Hartman-Tews et al. (2021) in Germany, where they found that LGBT+ athletes regularly confront homo- or trans-negative discourses during particular sporting events. Nonetheless, laws are being passed in Spain to promote tolerance and equality for LGBT+ people in sports and physical activities. However, in engaging in physical and sports, there is still rejection among LGBT+ students (Ubada-Colomer, 2022).

It is challenging for LGBT+ people, especially students, to participate in sports in the Philippines due to the low level of social acceptance of sexual minorities in that nation. According to Human Rights Watch (2017), LGBT+ kids in the Philippines face discrimination and even violence in their schools, which discourages them from participating in sports. Compared to their heterosexual counterparts, LGBT+ college athletes endure more excellent rates of harassment, unpleasant environments, and exclusion from team activities. These experiences indicate this hostile environment (Rankin & Weber, 2014). Also, LGBT+ students in the Philippines experience disparities and feel unsafe in engaging in physical activity and sports (Aguilar, 2023).

Furthermore, Pocaan (2023) discloses that LGBT+ collegiate athletes often face sexism and verbal abuse, primarily from the spectators, creating a complex and hostile sporting atmosphere. When taken as a whole, these elements highlight the significant obstacles that LGBT+ students face, making it more difficult for them to participate fully in athletics and adding to the general environment of exclusion in educational settings.

As was previously said, research continually illustrates the significant obstacles that LGBT+ people face while attempting to participate in sports. Despite the weight of these obstacles, an intriguing revelation can be put forward: LGBT+ individuals persist in participating in sports and physical activities because of their resilience (Herrick, 2022). One type of resilience is academic resilience, which applies to LGBT+ individuals pursuing their studies. According to Sartika and Nirbita (2023), strong academic resilience can significantly improve student engagement. In addition, engaging in sports can significantly benefit students in terms of physical fitness and academic journey. Therefore, students should consider participating in sports to improve their academic performance and well-being (Carratalá-Bellod & Guzmán-Luján, 2022).

The current body of research predominantly comprises quantitative or qualitative studies exploring the relationship between academic resilience, physical education attitudes, and sports engagement among students in general educational settings. However, these studies have often omitted a specific examination of the experiences encountered by LGBT+ students, particularly concerning their expressions of identity within academic settings and sports. Hwang and Shin (2018) found that academic resilience predicts academic achievement for university students and that high academic resilience is connected with students' sports engagement capability. In general, LGBT+ youth who participate in sports are observed to have better well-being, academic resilience, and school belongingness (Clark & Kosciw, 2021). Furthermore, Moreno (2022) revealed a significant relationship between the extent of involvement and students' attitudes towards sports engagement or competition. Ahmad and Sajid (2020) also claimed that students have a positive attitude towards sports engagement. Participation in sports makes them emotionally strong and develops a balanced personality. It was proposed that participation in sports is essential for each person's healthy physical development.

Furthermore, a lot of the research that does discuss the experiences of LGBT+ students tends to focus just on one facet of the connection, such as attitudes toward physical education, academic resilience, or participation in sports. Because of this fragmented approach, we do not fully understand how these aspects interact, especially when it comes to how academic resilience and physical education attitudes impact sports activity among LGBT+ kids who are facing hurdles because of their identities. More thorough and inclusive research is required to develop personalized programs that address the unique needs of

LGBT+ individuals in academic and sports settings.

This study focused on LGBT+ students in Region XII, the Philippines. It used an explanatory sequential mixed methods research design to close this knowledge gap by offering a nuanced understanding of the intricate relationships between academic resilience, physical education attitude, and sports engagement. This study is significant because it sheds light on how attitudes regarding academic resilience and physical education affect the sports engagement of LGBT+ individuals. Because the research findings encourage the development of environments that are more inclusive, empowering, and supportive of LGBT+ students and explicitly address their needs in educational settings, they have the potential to have a considerable impact on educational paradigms, interventions, and policy frameworks.

When the study is finished, it will be strategically disseminated by reaching out to various stakeholders and sharing the results with academic institutions in the region (and beyond). This thorough study report outlining the results, methods, and consequences will primarily be published in an academic publication focusing on education, sociology, or LGBT+ studies. Additionally, direct interaction with academics, practitioners, politicians, and advocacy groups will be made possible by presentations at national and international conferences centered around education, LGBT+ issues, and sports sciences. The study's impact will be increased by collaborating with advocacy groups or associations that support LGBT+ rights and education. This will guarantee that the research reaches the target communities, benefits them, and impacts practice and policy.

Theoretical Lens

As a pragmatic researcher, I firmly believe that employing a blend of quantitative and qualitative methods offers a more comprehensive understanding of research inquiries than relying solely on one method (Creswell, 2014; Molina-Azorin, 2016). The synergy between quantitative and qualitative approaches not only enriches data but also enhances the depth of comprehension regarding the researched phenomenon (Maarouf, 2019). Integrating these methodologies allows for a more robust exploration, enabling a nuanced and holistic interpretation of the complexities inherent in the subject under investigation.

As for the theoretical lens for this study, the self-determination theory of Richard Ryan and Edward Deci, psychologists at the University of Rochester,

served as the study's pillar. This theory, which originates from the humanistic perspective, focuses on fulfilling needs and realizing human potential and is thus a comprehensive and evolving theory of human personality motivation (Ryan & Deci, 2002). The self-determination theory is utilized to understand motivational processes in achieving outcomes such as educational institutions and work settings (Ryan & Deci, 2000). Furthermore, this theory posits that humans have three basic needs that they should satisfy. In the current study context, LGBT+ students need motivation to be engaged in sports activities, participate in physical education, and demonstrate academic resilience – all of which fulfill their personal needs or realize their potential. According to the theory, these needs are autonomy, relatedness, and competence. The academic resilience of the LGBT+ students may reflect their autonomy in participating in sports activities. On the other hand, the attitude of LGBT+ students towards physical education can be regarded as fundamental to their motivation to participate in sports. When they have a positive attitude towards physical education, they become confident and competent in participating in specific sports events. The theoretical framework addresses the philosophical orientation about the world and the nature of research the researcher brings to a study. This includes inquiry-based worldviews, subjective statements, and substantive content theories. The inquiry worldview is anchored on the principle of pragmatism.

METHODS

Research Design

This research used a mixed-methods methodology, with an explanatory sequential technique being specifically used. According to Creswell and Tashakkori (2007), a mixed-methods research design offers a more comprehensive viewpoint than depending only on quantitative or qualitative techniques by integrating elements of both quantitative and qualitative research procedures to solve research inquiries. The explanatory sequential design was chosen for this investigation. In an explanatory sequential design, the researcher begins with the quantitative phase and moves on to the qualitative phase, as Wisdom and Creswell (2013) and Subedi (2016) elucidated. During the quantitative phase, the researcher employed descriptive and correlational designs to examine the data that was gathered through a survey questionnaire. Numerical data is methodically gathered and analyzed in a descriptive research approach to characterize traits, actions, or phenomena. This method seeks to quantify findings without exploring causes or interpretations (Tobi & Kampen, 2018). The present investigation employed a descriptive approach to ascertain the extent of academic resilience, physical education attitude, and sports

involvement of LGBT+ adolescents residing in Region XII. Moreover, a correlational design examines the relationship between academic resilience and sports engagement and physical education attitude and sports engagement among the respondents and if their academic resilience and physical education attitude influenced their sports engagement. The quantitative results then become the basis for the qualitative phase.

Research Locale

This study was conducted at higher education institutions (HEIs) offering physical education courses in Region XII. Region XII, or SOCCSKSARGEN, is a region of the Philippines located in Central Mindanao. Participants. The researcher particularly identified these HEIs as his active involvement in various region-wide competitions, such as the Private Schools Athletic Association of Region 12, solidified his professional connections within these HEIs in the said region, where LGBT+ students are enrolled and pursuing their studies. Celebrations of the region's pride parades, pageants, and sports competitions highlight the acceptance and support extended to the LGBT+ community. This inclusive environment aligns with the study's objectives and provides a conducive setting to gather meaningful insights and data from LGBT+ students.

Research Participants

In this study, the quantitative phase involved selecting respondents through purposive stratified and snowball sampling techniques. In this instance, the criteria were specifically aimed at first- and second-year students who identify as LGBT+ and were enrolled in physical education courses during the 2023-2024 academic year. The focus on first- and second-year students was deliberate since, in higher academic years, physical education courses are commonly phased out as minor subjects. Nonetheless, this selective criterion was purposive, as the researcher aimed to engage individuals who precisely fit these criteria for the study. Furthermore, the sampling was stratified due to the identification of five distinct locales or geographical areas. Sharma (2017) states that stratified sampling involves dividing the population into distinct subgroups or strata based on certain characteristics—in this case, the different locales. Thirty students were selected from each locale, resulting in a total of 150 respondents. Additionally, snowball sampling was employed to augment the participant pool within each locale. In this study, administrators, teachers, and participants were asked to suggest additional individuals for sampling, helping expand the pool of potential respondents within each locale. Moreover, there

were 11 Lesbians, 45 Gay, 68 Bisexuals, 4 Transgender, 5 Queer, 6 Asexual, and 11 Plus who responded the survey questionnaire. Most of the respondents were first year students with 83 respondents and 67 respondents in the second-year level. The range of their age was from 18 years old to 22 years old who participated in the study.

During the qualitative phase, a total of 13 participants were involved in interviews—five for individual in-depth interviews (IDI) and eight for focus group discussions (FGD). Eight respondents responded positively and thus became eligible for FGD participation, regardless of gender identity or geographic location/locale. There were five IDI participants, which are composed of one lesbian, one gay, two bisexuals, and one transgender. In addition, a total of eight FGD participants were also purposefully selected, composed of one lesbian, one gay, four bisexuals, and two transgenders. The study explicitly targeted LGBT+ students enrolled in physical education courses and demonstrated an interest in discussing their sports engagement. Exclusion criteria involved individuals not enrolled in physical education subjects or those who did not identify as LGBT+, or first-year and second-year LGBT+ students who were not taking up P.E. classes due to some reasons. The study focused on a specific demographic to gather insights into their experiences and perspectives on sports engagement within the specified regional context.

Similarly, in the FGD, after involving eight participants, the discussions consistently reiterated the same viewpoints, experiences, or themes without introducing novel information, and data saturation was achieved. The discussions reached a point where adding more participants would not significantly contribute to a deeper understanding or new insights related to the research topic.

Data Analysis

Descriptive statistics were used to describe the levels of academic resilience, physical education attitude, and sports engagement of LGBT+ students in this study. Specifically, the mean was used to determine the level of sports engagement, academic resilience, and physical education attitude among LGBT+ students. In addition, the standard deviation (SD) measured the spread of the data distribution and was used to determine how varied the participants' responses were. Also, the Pearson r coefficient was used to determine the relationship between sports engagement and physical education attitude; and sports engagement and academic resilience among LGBT+ students. Regression

analysis was used to determine whether academic resilience and physical education attitude significantly influence sports engagement of LGBT+ students in Region XII.

In the qualitative data, the thematic analysis method using Creswell's (2015) framework was employed as the primary analytical approach in this study to examine and interpret the qualitative data obtained from both individual in-depth interviews (IDI) and focus group discussion (FGD) involving LGBT+ students.

Ethical Statement

The study adhered to the ethical guidelines established by the University of the Immaculate Conception's Research Ethics Committee (UIC-REC) as a result the respondents' involvement was entirely voluntary, and they were shown the highest level of respect. Concerns were handled almost away, and whatever personal information they provided was handled with the greatest confidentiality, and they were granted complete discretion to decline taking the survey at the event of any annoyance. Furthermore, the researcher ensured that the questionnaire for the survey was free of any profane, discriminatory, or demeaning language; cautious data collection to prevent collecting unnecessary data; and additional measures to protect the respondents' health. Further, the researcher rigorously upholds the values of confidentiality and confidentiality of the data covered by the Philippine Republic Act 10173, also known as the Data Privacy Act of 2012 this gave the respondents the assurance that the study's conclusions would only be applied to scholarly and academic purposes.

RESULTS

Quantitative Results

The Level of Academic Resilience among LGBT+ Students in Region XII

Table 1.1

The Level of Academic Resilience among LGBT+ Students in Region XII

Indicators	Mean	SD	Descriptive Level
Perseverance	4.18	.50	High
Reflecting and Adaptive-Help Seeking	4.33	.55	Very High
Negative Effect and Emotional Response	3.45	.65	High
Overall	3.94	.45	High

The level of academic resilience among LGBT+ students in Region XII, as reflected in Table 1.1 has an overall mean of 3.94, which is described as high, which means that the academic resilience of the LGBT+ students is observed most of the time. In addition, its minimal standard deviation of .70 shows that the responses of the teachers are clustered close to the mean. The highest mean is garnered by reflecting and adaptive-help seeking with 4.33 while negative effect and emotional response recorded with the lowest mean of 3.45.

The Level of Physical Education Attitude among LGBT+ Students

Table 1.2

The Level of Physical Education Attitude among LGBT+ Students

Indicators	Mean	SD	Descriptive Level
Satisfaction	4.10	.68	High
Comfort	4.08	.56	High
Activity	4.10	.68	High
Teacher	4.49	.52	Very High
Overall	4.19	.52	High

Displayed in table 1.2 is the level of physical attitude among LGBT+ students with an overall mean of 4.19, which is described as high, which means that the physical education attitude among LGBT+ students is oftentimes favorable. Considering the degrees of dispersion in this variable, the standard deviation is .52, indicating that the responses are relatively clustered around the mean. The highest mean is obtained by teacher with 4.49 while the lowest mean is recorded by comfort.

The Level of Sports Engagement among the LGBT+ Students

Table 1.3

The Level of Sports Engagement among the LGBT+ Students

Indicators	Mean	SD	Descriptive Level
Vigor	3.74	.81	High
Dedication	4.22	.91	Very High
Absorption	3.84	.73	High
Overall	3.93	.69	High

It is shown in Table 1.3 that the level of sports engagement among the

LGBT+ students has an overall mean rating of 3.93, which is described as high. It means that the sports engagement of LGBT+ students is often exhibited. Considering the degrees of dispersion in this variable, the standard deviation is .69, indicating that the responses are clustered near the mean. Meanwhile, the highest mean is garnered by dedication with 4.22 while vigor obtained a mean of 3.74.

Significance of the Relationship of Academic Resilience, Physical Education Attitudes, and Sports Engagement

Table 2

Significance of the Relationship of Academic Resilience, Physical Education Attitudes, and Sports Engagement

Sports Engagement			
Indicators	r	p-value	Remarks
Academic Resilience	.32	.00	Significant
Physical Education Attitudes	.62	.00	Significant

Table 2 shows that academic resilience has a positive, weak relationship to sports engagement with an R-value of .32. Also, it reflects a p-value of .00, which is less than the alpha set at .05 (two-tailed), supporting a significant relationship between academic resilience and sports engagement. It means that as the level of academic resilience increases, the level of sports engagement among LGBT+ students in Region XII also significantly increases.

In a similar manner, the independent variable, physical education attitudes, reveals a significant positive and strong relationship with sports engagement ($r = .62, p < .05$). It means that as the level of physical education attitudes increases, the level of sports engagement among LGBT+ students in Region XII significantly increases.

Significance of the Influence of Academic Resilience and Physical Education Attitudes towards Sports Engagement

Table 3 shows the results of the multiple regression analysis, which is set at a level of significance of $\alpha = 0.05$ (two-tailed). On the one hand, the standardized beta coefficient of academic resilience is .11, with t-statistics of 1.66 and $p = .10$, which is greater than the .05 level of significance. This indicates that in terms of individual capacity, academic resilience is not a significant

predictor of the sports engagement of LGBT+ students in Region XII. It means that for every unit increase in the level of academic resilience, there is no correspondingly significant increase in the level of sports engagement.

Table 3

Significance of the Influence of Academic Resilience, Physical Education Attitudes, towards Sports Engagement

Individual Influence of Predictors	Sports Engagement			Remarks
	Standardized Coefficient	t	p-value	
Academic Resilience	.11	1.66	.10	Not Significant
Physical Education Attitudes	.57	8.33	.00	Significant
Combined Influence of Predictors				
R	.62			
R ²	.39			
F	46.998			
P	.00			Significant

On the other hand, the standardized beta coefficient of physical education attitudes is .57, with a t-statistic of 8.33 and $p = .00$, which is less than .05 level of significance. This result indicates that physical education attitudes are a significant predictor of sports engagement. It means that for every unit increase in the status of physical education attitudes, there is a .57 increase in the level of sports engagement of LGBT+ students in Region XII. Also, the F-ratio in Table 3 shows if the overall regression model is a good fit for the data in this study. This model is made up of the effects of academic resilience and physical education attitudes as predictors of sports participation. The results reveal that academic resilience and physical education attitudes significantly predict the sports engagement of LGBT+ students in Region XII, as shown in the result of $F(2, 147) = 46.998, p < .05$. Therefore, the regression model is a good fit for the empirical data in this study.

Additionally, the R-square value depicts the percentage of variance in LGBT+ students' participation in sports that is explicable by academic resiliency and attitudes toward physical education. According to the report, the R-square value is .39, which means that the predictors, academic resilience, and physical

education attitudes can explain 39% of the variation in how involved LGBT+ students are in sports. The remaining 61 percent is attributable to the unexplained variance or other factors not included in this study.

Qualitative Results

Table 4.1

Profile of the Participants

Participant Code	Gender	Study Group	Locale
# 01	Lesbian	IDI	General Santos City
# 02	Gay	IDI	Kidapawan City
# 03	Bisexual	IDI	South Cotabato
# 04	Bisexual	IDI	Sultan Kudarat
# 05	Transgender	IDI	Glan Saranggani
# 06	Lesbian	FGD	South Cotabato
# 07	Gay	FGD	Kidapawan City
# 08	Bisexual	FGD	South Cotabato
# 09	Bisexual	FGD	South Cotabato
# 10	Bisexual	FGD	Kidapawan City
# 11	Bisexual	FGD	Sultan Kudarat
# 12	Transgender	FGD	Glan Saranggani
# 13	Transgender	FGD	General Santos City

Table 4.1 reveals the participants' profile in the second strand of this study. The data disclose certain characteristics like the participant's number, IDI number, sex, the study group mode of online communication, and the location. As shown in Table 4.1, the researcher purposefully chose 13 participants to provide clarifications for the qualitative component of this mixed-methods study. There were five IDI participants, which are composed of one lesbian, one gay, two bisexuals, and one transgender. In addition, a total of eight FGD participants were also purposefully selected, composed of one lesbian, one gay, four bisexuals, and two transgenders.

Standpoint of the Participants with the Quantitative Results on Academic Resilience

Table 4.2

The Level of Academic Resilience among LGBT+ Students

Level	Essential Themes	Typical Reasons
<p>On Academic Resilience (Independent Variable)</p> <p>Overall Mean: 3.94</p> <p>High</p>	<p>Confirmed the high level of academic resilience of LGBT+</p>	<p>LGBT+ are achievers despite discriminations and stereotyping.</p> <p>LGBT+ excels in performance tasks.</p> <p>LGBT+ manages academic and extracurricular effectively.</p> <p>LGBT+</p>
<p>Perseverance On changing career plans</p> <p>Mean: 3.32</p> <p>High</p> <p>SD 1.07</p>	<p>Confirmed that LGBT+ change career plans but not long-term goals and ambitions</p>	<p>LGBT+ excel in any field.</p> <p>LGBT+ face circumstances in life</p> <p>LGBT+ allows family and peer pressure.</p> <p>LGBT+ choose what they prefer to work, like teach dance</p>
<p>Negative effect and emotional response On dispersed responses on “being not easily annoyed”</p> <p>Mean: 3.03</p> <p>Moderate</p> <p>SD: 1.10</p>	<p>Confirmed the dispersed answer on being annoyed and not easily depressed</p>	<p>Not all LGBT+ learned to regulate their emotions, although some have inability to do so.</p> <p>Not all LGBT+ see the good side of circumstances.</p> <p>Not all can focus on the goal and avoid getting annoyed or depressed.</p> <p>Not all LGBT+ can accept criticism.</p>

The information in Table 4.2 shows how the participants felt about the most important findings from the quantitative research. These findings were

rated as high by the participants and emphasized by the researcher as needing more explanation. By implementing the IDI and FGD, the researcher elicited the reasons for the salient findings. Corresponding essential themes and codes are formulated to cluster the testimonies, and, finally, the nature of the data integration is posted to provide the specific connection between these two sets of data—the quantitative and the qualitative.

Confirmed the high level of academic resilience of LGBT+ students. While participants shared their experiences towards academic resilience, some participants claimed that they are achievers despite discrimination and stereotyping, excel in performance tasks, and manage academic and extracurricular activities effectively.

IDI 4 said that...

The LGBT students are focused on their academics. And with that, it only shows in their grades as well as how they manage their time and their academics, as well as in their extracurriculars as well. (IDI 4)

I am friends with many LGBTQ+ members who are academic achievers, so it's no surprise that academic resilience is observed as high. (IDI 1)

Confirmed the High Level of Change Career Plans but not Long-term Goals and Ambitions of LGBT+ students This theme pertains to the synthesized sets of reasons shared by the participants when asked about the high level of change in career plans but not long-term goals and ambitions of LGBTQ+ students. The LGBT+ students excel in any field, face circumstances in life, allow family and peer pressure, and choose what they prefer to work on, like teaching dance.

IDI 1 said that...

I would say the reason is because of how versatile the members of the community can be. (IDI 1)

I think the reasons are, for me, first is peer pressure kasi we tend to be pressured by the people around us specially the family, the friends, or the society that we are in. (IDI 3)

So that's one of the reasons why LGBTQ change their career plans because they experienced criticism from other people and because of that they feel that they are down to themselves so that's the reason for me. (FGD 3)

Confirmed the dispersed answer on being annoyed and not easily depressed of LGBT+ students. This theme pertains to the synthesized sets of reasons shared by the participants when asked about the moderate level of being annoyed and not easily depressed by LGBT+ students. Not all LGBT+ students learned to regulate their emotions, although some have the inability to do so; not all LGBT+ see the good side of circumstances; and not all can focus on the goal and avoid getting annoyed or depressed.

IDI 1 said that...

I would say that after years of dealing with annoyances these students have learned how to deal with these emotions and now, they can regulate themselves whenever they want to. (IDI 1)

....because we simply focus on our goal, we focus on ourselves. (IDI 2)

Standpoint of the Participants on the Quantitative Results as Regards the Level of Physical Education Attitude of LGBT+ students

Table 4.3

The Level of Physical Education Attitude among LGBT+ Students

Level	Essential Themes	Typical Reasons
On the Attitude to Physical Education (Independent Variable)	Confirmed the high level of attitude towards Physical Education	LGBT+ look forward for PE classes LGBT+ love PE subject LGBT+ take PE as an avenue where they can express themselves.
Overall Mean: 4.19 High		LGBT+ think PE is not a waste of time.

		<p>LGBT+ said PE classes they are treated well regardless of sexual orientation.</p> <p>LGBT+ said in PE is where they can showcase their talent</p>
<p>On Satisfaction Preferring not to skip class.</p> <p>Mean: 4.10 High SD.68</p>	<p>Confirmed how satisfied they are in their PE classes</p>	<p>LGBT+ think that PE is not just physical, its holistic</p> <p>LGBT+ said PE is always exciting.</p> <p>LGBT+ express that PE is avenue to showcase their talent and skills</p> <p>LGBT+ does not like to skip PE classes</p>
<p>Comfort On changing clothes in front of others</p> <p>Mean: 4.08 Very High SD.56</p>	<p>Confirmed that they are comfortable changing clothes in front of others</p>	<p>LGBT+ do change clothes comfortably with others because they need to catch up on time</p> <p>LGBT+ don't mind changing clothes with others around</p> <p>LGBT+ thinks they are accepted by society, hence don't mind changing clothes with others.</p> <p>LGBT+ care less about being seeing dressing up in public</p>

The table 4.3 reveals the standpoints of the participants regarding the salient findings extracted from the quantitative findings on the physical education attitude of LGBT+ students. A further explanation of the results gleaned from the quantitative data is shown in this table.

Confirmed how satisfied they are in their PE classes. This theme pertains to the synthesized sets of reasons shared by the participants when asked about their satisfaction in PE class. The LGBT+ students think the PE is not just physical but rather holistic. PE is always exciting; they can express that PE is an avenue to showcase their talent and skills, and they don't like to skip PE classes.

In PE class we are not just physically improve... we are holistically improved. So, when we talk about holistically improving it encompasses our physical, emotional, mental, and spiritual health. (IDI 2)

LGBT students prefer not to skip class for the reason... express their creativity in it. They can express their creativity... creating choreography or dancing in general... in sports, capable of playing different types of sports. (IDI 4)

Confirmed that they are comfortable changing clothes in-front of others.

When participants were asked about changing their clothes in front of others, they do so comfortably with others because they needed to catch up on time, they don't mind changing clothes with others because they thought they are accepted by the society, hence don't mind changing clothes with others, and care less about being seen dressing up in public. IDI 1 said that...

Now, with the way nga how the LGBTQ+ is accepted, *wala ng negative stigma about it*. It's now accepted in the community that's one of the reasons why *hindi na mahuya sila ang members sang community nga mag-ilis in front of otherst*. (IDI 1)

Now, with the way the LGBTQ+ are accepted, there's no longer a negative stigma about it. It's now accepted in the community. That's one of the reasons why members of the community are no longer shy about changing their clothes in front of others.

Standpoint of the Participants on the Quantitative Results as Regards the Level of Sports Engagement of LGBT+ students

The table 4.4 reveals the standpoints of the participants regarding the salient findings extracted from the quantitative findings on the sports engagement of LGBT+ students. A further explanation of the results gleaned from the quantitative data is shown in this table.

Table 4.4

The Level of Sports Engagement among LGBT+ Students

Level	Essential Themes	Typical Reasons
Sports Engagement (Dependent Variable) Overall Mean: 3.93 High SD: .69	Confirmed the high level of sports engagement among LGBT+	LGBT+ are seen in anywhere in sports. Many LGBT+ are athletes. LGBT+ wants to be fit too. LGBT+ see's sports as fun Young LGBT+ are already engaged in sports. LGBT+ thinks the stigma about them is fading
Absorption On being unaware of everything that is happening around when are in sports Mean: 3.48 High SD: 1.05	Confirmed that they are unaware of everything that is happening around them when they are in sports	LGBT+ are focus on the goal of sports. LGBT+ do not mind the bashing anymore. LGBT+ are focused on the training
On feeling joyful when engage in sports Mean: 4.27 Very High SD: .84	Confirmed the very high level of joy when engage in sports	LGBT+ can showcase their talents and skills in sports. LGBT+ use sports to express themselves. LGBT+ feels sports is fulfilling. LGBT+ acquire knowledge and skills in sports. LGBT+ are satisfied in their participation in sports.

Confirmed the high level of sports engagement among LGBT+ students.

The participants confirmed the high level of sports engagement among LGBT+ students. They shared that LGBT+ students are seen anywhere in sports, many LGBT+ are athletes, want to be fit too, see sports as fun, young LGBT+ are

already engaged in sports, and LGBT+ thinks the stigma about them is fading. IDI 1 said that...

Most definitely, I would agree because I personally have seen many members of the LGBT community engage in sports compared to before. (IDI 1)

I really do agree with the finding because there are athletes who are members of the LGBTQ community. If I do the other way around by saying no to that specific finding. (IDI 2)

Confirmed that they are unaware of everything that is happening around them when they are in sports. This theme pertains to the synthesized sets of reasons shared by the participants when asked about their absorption in sports. The LGBT+ students are focused on the goal of sports, do not mind the bashing anymore, and LGBT+ students are focused on the training. IDI 1 said that...

They are too immersed and focused, and they tend to disregard what is happening around them. They are very in the zone because they love what they are doing. (IDI 1)

They tend to forget the backlash, bashing, or underrating just to be able to focus on sports training. (IDI 2)

Confirmed the very high level of joy when engaging in sports. This theme pertains to the synthesized sets of reasons shared by the participants when asked about their level of joy in sports. The LGBT+ students can showcase their talents and skills in sports, use sports to express themselves, feel sports is fulfilling, acquire knowledge and skills in sports, and be satisfied in their participation in sports. IDI 1 said that...

LGBT students when engaging in sports now it's how they can express themselves aside from wearing things they want. It's nice that they can act the way they want to in sports. (IDI 1)

First is that iyong mga gusto natin or crush natin ay nandoon sa sports kaya why we are joyful and second is the self-fulfillment or it gives us the boost of morale as to why we are doing this and the reason why we are doing that. (IDI 2)

Standpoints of the Participants on the Quantitative Results as Regards the Relationship between Academic Resilience, Physical Education Attitude, and Sports Engagement of LGBT+ students

Table 4.5

Significance of the Influence of Academic Resilience, Physical Education Attitudes, towards Sports Engagement

Relationship	Essential Themes	Typical Reasons
Significant Combined: R ² .39	Confirmed the combined significant influence of two independent variables to sports engagement	LGBT+ are hardworking, and being hardworking is needed academics, physical education, and sports. LGBT+ knows how to balance their life. LGBT+ knows how to manage their time. LGBT+ don't take academics for granted, even if they are <u>engaging in sports</u>
On academic resilience and sports engagement Not Significant Standardized coefficient: .11	Confirmed the not significant influence of academic resilience to sports engagement	LGBT+ academics sometimes falter because of pressure. LGBT+ sometimes are affected with personal issues. Some LGBT+ still feel the stigma about their identity affecting their academics

<p>On attitudes to physical education and sports engagement</p> <p>Significant</p> <p>Standardized coefficient: .57</p>	<p>Confirmed the significant influence of attitudes to physical education to that sports engagement</p>	<p>LGBT+ can juggle things very well.</p> <p>LGBT+ confident personality</p> <p>LGBT+ displays positive attitude.</p> <p>LGBT+ things both PE and sports are interesting avenue for self-expression.</p> <p>LGBT+ PE and sports provides safe spaces.</p> <p>LGBT+ things PE and sports have nurturing environment .</p>
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The table 4.5 reveals the participants' standpoints regarding the relationship between academic resilience, physical education attitude, and sports engagement of LGBT+ students. The participants agreed that the relationship between physical education attitude and sports engagement that resulted was significant. However, in the relationship between academic resilience and sports engagement is not significant.

Confirmed the combined significant influence of two independent variables on sports engagement. This theme pertains to the synthesized sets of reasons shared by the participants when asked about the relationship between academic resilience, physical education attitude, and sports engagement. LGBT+ students are hardworking, and being hardworking is needed in academics, physical education, and sports. They know how to balance their lives, know how to manage their time, and do not take academics for granted, even if they are engaging in sports.

IDI 4 said that...

Hard work, in academics kailangan natin ng hard work as well as in sports. In academics diba kailangan natin.. mag study while in sports... mag practice.. (IDI 4)

Hard work. In academics, we need hard work as well as in sports. In academics, we need to study, while in sports, we need practice..

Hindi nila pinapabayaan iyong classes nila and they tend to have their time management po talaga na papasok ko talaga sila sa classes. (IDI 3)

They do not neglect their classes. They tend to have enough time management to really attend their classes.

Confirmed no significant influence of academic resilience on sports engagement. The relationship between academic resilience and sports engagement is not significant. The participants excelling in academics sometimes falter because of pressure; their academics are sometimes affected by personal issues; Hence, it does not at all influence their high engagement to sports

We need to prove something talaga as LGBT students and proving ourselves that we are capable of doing those sports and that we are smart enough to learn how to do the sport. (IDI 4)

As LGBT students, we need to prove that we can do those sports and that we are smart enough to learn how to do the sport.

Confirmed significant influence of attitudes to physical education to that sports engagement. The relationship between physical education attitude and sports engagement is significant. The participants can juggle things very well, confident personally, and display a positive attitude, both PE and sports are interesting avenues for self-expressing, PE and sports provide safe spaces, and PE and sports have nurturing environments.

Mabalance na ko siya kaya nako majuggle ang pressure, ang responsibilities as a sarimanok officer or member. (IDI 5)

I can balance and juggle the pressure and responsibilities of a sarimanok dancer.

I think the relationship between physical education and sports engagement among LGBT+ students may have a positive impact on sports participation or their attitude on overall being such as socialization and building confidence (FGD 1)

Joint Display of Quantitative and Qualitative Results

Table 5

Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Level of Academic resilience	The descriptive level of resilience is high, with an overall mean of 3.94, indicating that academic resilience is oftentimes observed among LGBT+ (refer to Table 1.1)	Informants/participants confirmed a high level of academic resilience. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of academic resilience. (Refer to Table 4.2)	Connecting-Merging (Confirmation)
Perseverance On changing career plans	The descriptive level of perseverance on changing career plans is high, with a category mean of 3.32, indicating that perseverance on changing career plans is oftentimes observed among	Informants/participants confirmed a high level of perseverance on changing career plans. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of perseverance	Connecting-Merging (Confirmation)

	LGBT+ students (Refer to Table 1.1)	on changing career plans (Refer to table 4.2)	
Negative effect and emotional response On dispersed responses on “being not easily annoyed”	The descriptive level of negative effect and emotional response on dispersed responses on "being not easily annoyed." is moderate, with a category mean of 3.03, indicating that negative effect and emotionally response on dispersed responses on “being not easily annoyed” is sometimes observed among LGBT+ students (Refer to Table 1.1)	Informants/participants confirmed a moderate level of negative effect and emotionally response on dispersed responses on “being not easily annoyed” . Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the moderate level of negative effect and emotionally response on dispersed responses on “being not easily annoyed” (Refer to table 4.2)	Connecting-Merging (Confirmation)
Level of attitude to physical education	The descriptive level of physical education attitude is high, with an overall mean of 4.19, indicating that the physical education attitude among LGBT+ students is oftentimes favorable. (Refer to Table 1.2	Informants/participants confirmed that oftentimes LGBT+ has a favorable attitude towards PE. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high	Connecting-Merging (Confirmation)

		level of physical education attitude (Refer to table 4.3)	
Satisfaction On preferring not to skip class.	The descriptive level of satisfaction on preferring not to skip class is high, with a category mean of 4.10, indicating that satisfaction on preferring not to skip class is oftentimes favorable among LGBT+ students (Refer to Table 1.2)	Informants/participants confirmed that oftentimes LGBT+ has favorable satisfaction on preferring not to skip class. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of satisfaction on preferring not to skip class (Refer to table 4.3)	Connecting-Merging (Confirmation)
Comfort On changing clothes in front of others	The descriptive level of comfort on changing clothes in front of others is high, with a category mean of 4.08, indicating that comfort on changing clothes in front of others is oftentimes favorable among LGBT+ students (Refer to Table 1.2)	Informants/participants confirmed that oftentimes LGBT+ has favorable comfort on changing clothes in front of others. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of comfort on changing clothes in front of others (Refer to table 4.3)	Connecting-Merging (Confirmation)

<p>Level of Sports Engagement</p>	<p>The descriptive level of sports engagement is high, with an overall mean of 3.93, indicating that sports engagement among LGBT+ students is often exhibited. (Refer to Table 1.3)</p>	<p>Informants/participants confirmed that oftentimes LGBT+ has exhibited on sports engagement. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of sports engagement. (Refer to Table 4.4)</p>	<p>Connecting-Merging (Confirmation)</p>
<p>Absorption On being unaware of everything that is happening around when are in sports</p>	<p>The descriptive level of absorption on being unaware of everything that is happening around when are in sports is high, with a category mean of 3.48, indicating that absorption on being unaware of everything that is happening around when are in sports is oftentimes favorable among LGBT+ students (Refer to Table 1.3)</p>	<p>Informants/participants confirmed that oftentimes LGBT+ has favorable absorption on being unaware of everything that is happening around when are in sports. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of absorption on being unaware of everything that is happening around us when we are in sports (Refer to table 4.4)</p>	<p>Connecting-Merging (Confirmation)</p>

<p>On feeling joyful when engage in sports</p>	<p>The descriptive level of absorption on feeling joyful when engage in sports is very high, with a category mean of 4.27, indicating that absorption on feeling joyful when engage in sports is always exhibited among LGBT+ students (Refer to Table 1.3)</p>	<p>Informants/participants confirmed that always LGBT+ has exhibited absorption on feeling joyful when engage in sports. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the very high level of absorption on feeling joyful when engage in sports (Refer to table 4.4)</p>	<p>Connecting-Merging (Confirmation)</p>
<p>Significant Relationship</p>	<p>There is a significant influence of academic resilience and physical education attitude to sports engagement among LGBT+ students. (Refer to table 3)</p>	<p>Informants/participants confirmed the results. Based on the interviews, there is an assertion that academic resilience and physical education attitude influence sports engagement (Refer to table 4.5)</p>	<p>Connecting, merging (Confirming)</p>
<p>On academic resilience and sports engagement</p>	<p>There is no significant influence of academic resilience to sports engagement among LGBT+ students. (Refer to table 3)</p>	<p>Informants/participants confirmed the results. Based on the interviews, there is no significant influence of academic resilience to sports engagement (Refer to table 4.5)</p>	<p>Connecting, merging (Confirming)</p>

<p>On physical education attitude and sports engagement</p>	<p>There is a significant influence of physical education attitude to sports engagement among LGBT+ students. (Refer to table 3)</p>	<p>Informants/participants confirmed the results. Based on the interviews, there is a significant influence of physical education attitude to sports engagement (Refer to table 4.5)</p>	<p>Connecting, merging (Confirming)</p>
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Table 5 shows the joint display of quantitative and qualitative results. As regards the status of the level of academic resilience, the descriptive level of resilience is high, indicating that academic resilience is oftentimes observed among LGBT+. In the qualitative results, the informants/participants confirmed a high level of academic resilience. Based on the interviews and FGD, it could be inferred that the general assertions confirm the high level of academic resilience. Hence, the two natures are connecting-merging (confirmation). As regards the status of perseverance on changing career plans, the descriptive level is high, indicating that perseverance on changing career plans is oftentimes observed among LGBT+ students. In the qualitative phase results, the informants/participants confirmed a high level of perseverance on changing career plans. based on the interviews and FGD, it could be concluded that the general assertions confirm the high level of perseverance on changing career plans among LGBT+ students. hence, the two natures are connecting-merging (confirmation).

On the other hand, the descriptive level of physical education attitude is high, indicating that the physical education attitude among LGBT+ students is oftentimes favorable. In the qualitative results, the informants/participants confirmed that oftentimes, LGBT+ people have a favorable attitude towards PE. Based on the interviews and FGD, it could be concluded that the general assertions confirm the high level of physical education attitude. Hence, the two natures are connecting and merging (confirmation).

Furthermore, the descriptive level of sports engagement is high, and sports engagement among LGBT+ students is often exhibited. In the qualitative results, the informants/participants confirmed that oftentimes, LGBT+ people exhibit sports engagement. Based on the interviews and FGD, it could be

gathered that the general assertions are confirming the high level of sports engagement. Hence, the two natures are connecting-merging (confirmation).

Moreover, there is a significant influence of academic resilience and physical education attitude to sports engagement among LGBT+ students. The informants/participants confirmed the results. Based on the interviews, there is an assertion that academic resilience and physical education attitude influence sports engagement among LGBT+ students. Hence, the two natures are connecting-merging (confirmation). However, there is no significant influence of academic resilience to sports engagement among LGBT+ students. The informants/participants confirmed the results. Based on the interviews, there is no significant influence of academic resilience to sports engagement. Hence, the two natures are connecting-merging (confirmation). Lastly, there is a significant influence of physical education attitude to sports engagement among LGT+ students. The informants/participants confirmed the results. Based on the interviews, there is a significant influence of physical education attitude to sports engagement. Hence, the two natures are connecting-merging (confirmation).

DISCUSSION

The study found that LGBT+ students show high academic resilience, which suggests they often display a strong ability to handle challenges. The finding also indicates that the intellectual strength of these students is positive, implying that they generally do well in dealing with academic difficulties. The result above affirms Rhoades's (2020) idea that increasing academic resilience through school-wide policies and practices can foster healthy growth and development of LGBT+ students. This indicates that schools may develop policies for LGBT to enhance and nurture their capabilities to withstand difficulties and sustain their academic resiliency.

The result of this study reveals that the level of physical education attitude is high, which means it is often favorable. This implies that the physical education attitude of LGBT+ students was positive and active in the class. This shows that LGBT+ students have positive satisfaction, are comfortable in PE classes, have a positive attitude toward physical activity, and have a positive attitude towards their PE teachers. The result agrees with the findings of Cruz et al. (2021) that Filipino students have a highly favorable attitude toward physical education when the teacher influences student comfort in the classroom regardless of gender. Also, Pereira et al. (2020) have found female students to

have more favorable attitudes toward PE than male students.

The level of sports engagement among LGBT+ students is high. It means that their engagement in sports is often exhibited. This shows that LGBT+ students are vigorous in sports activities, have dedication and determination in engaging in sports activities, and absorb as they engage in sports. The finding aligns with the ideas of Müller et al. (2022) that homo and bisexual individuals in Germany experienced high sport activity levels. It suggests that increasing the sports participation of LGBT+ students should be a sufficient opportunity. In this context, engaging in sports regularly promotes physical fitness and overall health. Participation in sports helps individuals improve cardiovascular endurance, muscular strength, flexibility, and coordination.

The data revealed a significant relationship between academic resilience, physical education attitude, and sports engagement among LGBT+ students. Since the value is less than the significant threshold, the correlation between academic resilience and sports engagement is statistically significant. It means that as the level of academic resilience increases, the level of sports engagement among LGBT+ students in Region XII also significantly increases. Similarly, physical education attitudes reveal a significant positive and robust relationship with sports engagement. It means that as physical education attitudes increase, the level of sports engagement among LGBT+ students in Region XII significantly increases. The result aligns with Sartika and Nirbita's (2023) findings; it implies that strong academic resilience can significantly improve student sports engagement. In addition, engaging in sports can have significant benefits for students in terms of physical fitness and their academic journey.

Further, in the relationship between physical education attitude and sports engagement of LGBT+ students, the results of the study supported by Back (2015) show that students with high participation and have a positive attitude towards physical education can improve their sports competence, appearance, physical activity, self-esteem, skilled and health-related fitness.

The study's results revealed that the influence of academic resilience is not a significant predictor of the sports engagement of LGBT+ students in Region XII. It means that for every unit increase in the level of academic resilience, there is no correspondingly significant increase in the level of sports engagement. A higher level of academic resilience may have a more significant

impact on sports engagement. Ultimately, the results suggest that a certain threshold of physical activity engagement needs to be crossed to achieve the desired effect of academic resilience on sports engagement (Tubic et al., 2015).

The group confirms a high level of academic resilience. LGBT+ students are achievers despite discrimination and stereotypes, excel in performance tasks, and effectively manage theoretical and extracurricular activities. It implies that when faced with academic challenges, participants mainly preferred monitoring their academic endeavors, pondering their strengths and weaknesses, changing their study methods, requesting help and support, and implementing rewards and punishments (Cassidy, 2016). Also, the participants confirm a high-level physical education attitude. The LGBT+ students are looking forward to PE classes. They love PE subjects as an avenue to express themselves, think PE is not a waste of time, are treated well regardless of their sexual orientation, and can showcase their talent. The study by Greenspan et al. (2019) is a thorough content analysis focusing on the experiences and involvement of LGBT+ students in physical activity. Both studies emphasize the significant impact that PE can have on the well-being of LGBT+ students.

The participants' standpoints on the relationship between sports engagement, physical education attitude, and academic resilience provide fascinating new insights from the viewpoints of LGBT+ people. In connection, Müller and Böhlke's (2021) systematic review of qualitative studies on physical education from LGBT+ students' perspectives also revealed that the participants' positive attitudes toward physical education in this study echo broader research findings. The participants' descriptions of a welcoming and encouraging environment are consistent with the significant elements found in Müller and Böhlke's review.

The data integration of quantitative and qualitative results reveals a complex understanding of the experiences of LGBT+ individuals in academic resilience: attitudes toward physical education and sports engagement. According to the quantitative findings, the qualitative insights from interviews and focus groups support the high mean ratings for academic resilience (3.94) and attitude toward PE (4.19). His convergence highlights that LGBT+ people frequently demonstrate strength in the classroom and have favorable attitudes toward physical education based on both quantitative evaluations and participant narratives. The qualitative data validates and confirms the patterns found in the quantitative results, demonstrating integration's connecting and merging

character. The participants' affirmations of their high academic resilience and positive attitudes toward physical education, which match the statistical data, confirmed the observed tendencies. The qualitative component enhances the quantitative findings by providing depth and context to the numerical scores and illuminating the lived experiences and viewpoints of LGBT+ individuals.

Implication for Educational Practices

The high rate of participation in sports among LGBT+ students may have a number of effects on educational approaches, including the opportunity it presents for social interaction, leadership development, and teamwork. LGBT+ students who play sports can gain critical social and emotional competencies including collaboration, communication, and resilience, all of which are beneficial to their overall academic growth. Furthermore, LGBT+ students who exhibit strong academic resilience are more likely to succeed academically even in the face of obstacles relating to their gender identity or sexual orientation. Their ability to cope well, find support networks, and persevere in the face of difficulty may boost their academic performance. Additionally, LGBT+ students who view physical education positively are more likely to actively participate in physical activity, which improves physical health outcomes. Frequent exercise can improve cardiovascular health, lower the risk of chronic illnesses, and improve LGBT+ students' general well-being.

CONCLUSION

From the findings of the study, the following conclusions were drawn. The level of academic resilience among LGBT+ students is high, which means that the academic resilience of LGBT+ students is mainly observed. The level of physical education attitude among LGBT+ students is high, which means that the physical education attitude among LGBT+ students is often favorable. Moreover, the level of sports engagement of LGBT+ students is high, which means that the sports engagement of LGBT+ students is often exhibited. This shows that LGBT+ students are vigorous in sports activities, have dedication and determination in engaging in sports activities, and absorb as they engage in sports. Additionally, a significant relationship exists between academic resilience, physical education attitude, and sports engagement among LGBT+ students in Region XII. Similarly, physical education attitudes reveal a significant positive and strong relationship with sports engagement. Further, academic resilience and sports engagement among LGBT+ students indicate that, in an individual capacity, academic resilience is not a significant predictor of sports engagement for LGBT+ students in Region XII. On the other hand,

physical education attitude is an essential predictor of sports engagement. Moreover, the combined effect of academic resilience and physical education attitudes as predictors of sports engagement is a good fit for the data in this study. The results reveal that academic resilience and physical education attitudes significantly predict the sports engagement of LGBT+ students in Region XII. The participants agreed that the relationship between physical education attitudes and sports engagement that resulted was significant. However, the relationship between academic resilience and sports engagement is not significant. Integrating quantitative and qualitative data provided an in-depth understanding of academic resilience, physical education attitude, and sports engagement. The quantitative and qualitative results in academic resilience, physical education attitude, and sports engagement confirm.

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