

The Relationship of Self-Esteem and Self-Efficacy to Student Engagement among Gay and Lesbian Students: A Case Study

MARIA GRACIA JURIAL

ORCID No. 0000-0003-1865-7126

grace_jurial@yahoo.com

VERGIE S. OTIG

ORCID No. 0000-0002-6062-5569

mavbs06@yahoo.com

WINSTON B. GALLINERO

ORCID No. 0000-0002-2229-1262

wgallinero@yahoo.com

Liceo de Cagayan University

Cagayan de Oro City, Philippines

ABSTRACT

This study was conducted to determine the self-esteem, self-efficacy, and student engagement among gay and lesbian students in the University. It is specifically aimed to associate the level of self-esteem and self-efficacy of the respondents with their affective and cognitive engagement. A purposive sampling procedure was used in gathering the data from the 85 respondents. Adapted survey questionnaires by Rosenberg Self-esteem Scale and General Self-efficacy Scale and a modified Student Engagement Instrument were utilized as guide in gathering the necessary information. Results show that the students' level of self-esteem was high (3.06) and self-efficacy was also high (3.04). The findings suggest that they have a positive attitude about themselves, and they believe they can surpass almost all the challenges that come their way. In terms of engagement, the level of affective engagement was all high in all indicators while in cognitive engagement, relevance of school work was high (3.39), future aspirations and goals revealed as very high (3.68), however, extrinsic motivation was interpreted as moderate in cognitive engagement (2.32). On the other hand, self-esteem and

affective and cognitive engagement were not significantly correlated with each other. It can be gleaned that self-esteem has no bearing on how they engage in affective and cognitive aspects. Hence, it was found out that their level of self-efficacy yielded with a 0.410 Pearson-correlation and a p-value of 0.000 which revealed a strong positive relationship which was significantly associated with their affective and cognitive engagement. It can be deduced that their positive beliefs that they can surpass their problems can be strongly associated with how much they engage affectively and cognitively.

Keywords: Self-esteem, self-efficacy, affective and cognitive engagement, gays and lesbians

INTRODUCTION

It is important to study the self-esteem and self-efficacy levels of gay and lesbian college students because while their intellectual, emotional, and social development evolve in varied ways, students belonging to the sexual minority groups have the additional burden of fighting off negative self-image caused by a hostile environment. There are evidences that gay and lesbian students with low self-esteem, low sense of self-efficacy, and disaffection may view their school experiences negatively. As a result, their tendency to drop out of school is high or, if and when they graduate, may become intellectually and emotionally underprepared graduates who will have a hard time becoming productive, holistic, healthy professionals (Henning-Stout *et al.*, 2000; Blake *et al.*, 2001; Stout and Wright, 2007; Pace, 2009; American Psychological Association, 2012). This presents a great challenge to Liceo de Cagayan University's philosophy of instilling in the students "the commitment to academic excellence through a genuine interest in learning, self-discipline, and personal growth in order to realize their own potentials and to develop into fully integrated persons as they pursue their professional careers to become productive members of society." (LDCU Manual).

As an administrative body, schools need to emphasize the importance of self-regulation and investing in learning. Academic institutions also need to foster connection and acceptance of a person's uniqueness including one's sexual orientation, as this is important to the student's total human development. One example of current best practices for creating LGBT-inclusive school climate is drawing up explicit guidelines on safeguarding gay, lesbian, and other sexual minority students against any kind of harassment because of perceived or actual

gender, gender expression, and/or sexual orientation (Sullivan, 2000; Girl's Best Friend Foundation and Advocates for Youth, 2005; Russell *et al.*, 2010; DeWitt, 2012). Another best LGBT-inclusive school practice is putting up gender-neutral restrooms (Beemyn *et al.*, 2005; Schoellkopf, 2012; Lorber, 2012). A heterosexual male and a homosexual male student sharing an exclusively male restroom or a heterosexual female sharing an exclusively female restroom with homosexual female students can become unsafe (or at the very least uncomfortable/awkward) places. There could be instances inside the male restrooms when gay students may be harassed (or feel they were harassed) by male students and male students could be harassed (or feel harassed) by gay students as well. This same situation can be applied to female and lesbian students in the female restrooms.

These are just examples of the need for educational institutions to exert extra effort in understanding and addressing the physical, emotional, and intellectual needs of sexual minority students because the onus in reaching out; in providing safe and accepting school environment; and in making learning activities personally significant to gay and lesbian students is on the school's community members.

There have been some researches on self-esteem, self-efficacy, and engagement of gay and lesbian students. However, no research has explored how self-esteem and self-efficacy correlates with the gay and lesbian student's desire to be more engaged affectively and cognitively. This study sought to fill this gap with special focus on self-identified gay and lesbian LDCU students. The aim is to provide qualitative information to LDCU policy making bodies. This research could provide data to help establish better school practices promoting gay and lesbian students' personal development, sense of belongingness, and the desire to be actively involved any school activities.

OBJECTIVES OF THE STUDY

The goal of this study was to determine whether the levels of self-esteem and self-efficacy of LDCU gay and lesbian students affect their affective and cognitive engagement. Through self-report, this paper sought to: 1) determine their self-esteem level; 2) determine their self-efficacy level; 3) establish their affective and cognitive engagement; and 4) find out if self-esteem and self-efficacy is significantly associated with affective and cognitive engagement.

FRAMEWORK

Marcum's Engagement Theory claimed that engagement occurs when a person takes on competence-relevant tasks (2011). The underlying basis is that collaborative and significant activities provide meaning in involvement. The Engagement theory is reinforced by Appleton, Christenson, and Reschly's (2006) Student Engagement Instrument (SEI). Appleton, et al. proposed four student engagement subtypes. These subtypes are academic, behavioral, cognitive, and affective. A student's academic and behavioral engagements are observable, and documents of these are easy enough to find. Cognitive and affective development on the other hand are internal, hence the need to obtain student self-reports to measure their level of engagement. The Student Engagement Instrument (SEI) focused on the cognitive and affective aspects.

What are some signs of cognitive and affective engagement? Appleton et al. outlined the variables, where under the cognitive aspects are: the student's perceived control and competence in school tasks; behaviors motivated by outside factors such as external rewards in the form of money, fame, or praise; the student's goals; and the importance of school to his/her future. The variables under affective engagement include: an excellent relationship of open communication as well as reciprocal relationship of emotional and academic support between the teacher and the student; students are exchanging ideas, learning from, and learning with their peers; and active involvement of the family members in the student's education and school life. Schlecty (1994) outlined student engagement patterns as the personal value that the student invests in any learning task; how the student value the significance of learning to his or her future; how persevering the student is to any learning activity; and the meaning as well as value that the student place on his or her school relationships (e.g. with teachers, peers, and even parent support for learning).

According to the National Survey of Student Engagement reports, engagement is the principal determining factor that college students will persevere and complete their education (NSSE, 2003; Kuh, 2004; Pascarella and Terenzini, 2005; Halm, 2015). These studies affirmed an earlier literature, "Good Practices for Undergraduate Education" by Chickering and Gamson (1987) noting that engagements directly influence quality learning and educational experiences. These findings make the current study on gay and lesbian students' self-esteem, self-efficacy, and affective and cognitive engagement levels significant as it is in accordance with "the call to create innovative ways to measure and monitor the

quality of learning in higher education” (Education Commission of the States 1995), to improve LGBT students’ view of their learning experiences (Kim, 2009; National Union of Students, 2014), become committed to learning (Longerbeam *et al.*, 2007; Kosciw *et al.*, 2012), realize their potential (Rankin, 2005; Barber and Krane, 2007), and develop into fully integrated professionals (Wells and Tsutsumi, 2005; Human Rights Campaign Foundation, 2009; Biegel and Kuehl, 2010). Engagement is a continuous personal activity, not mere observation or voicing of opinion. The goal of engagement therefore is more about the pleasure reaped from the activity. This makes an open-ended collaborative situation in schools critical because the delicate balance between competence and interest should be continuously maintained if student engagement is to be unremittingly sustained.

Sexual minority groups are made up of gays, lesbians, bisexuals, and transgender but the current study focused on the openly gay and lesbian students of Liceo de Cagayan University because there were no openly identified bisexual and transgender Licean; while the gay and lesbian students were well represented. Nevertheless, the learning engagement issues and concerns that this research covered are focused on issues and concerns experienced by LGBT students as a whole. Literature that examined LGBT student engagement showed that LGBT students reported higher incidences of social exclusion, discrimination, and victimization in the school setting compared to their heterosexual counterparts (Rankin and Reason, 2005; Worthington, 2008). Yet, research on the needs of gay and lesbian students is still inadequate (GLSEN, 2013). According to Human Rights Watch (2013) this lack of information in academic communities resulted to insufficient resources (such as gender neutral facilities), services (e.g. safeguarding students against in-school victimization), and support (having LGBT organizations and clubs that can serve as a unified voice when airing concerns). These problems make continuous identification of factors that affect learning engagement for sexual minority students absolutely imperative.

There are two characteristics that have been known to influence student engagement; these are self-esteem and self-efficacy (Ford, 1992; Greene *et al.*, 2004; Ouweneel *et al.*, 2013; Brooks and Noy, 2014). These two internal variables interact with external factors and produce behavioral outcome such as student engagement (Shernoff, 2013).

Rosenberg’s self-efficacy theory provided valuable descriptions in determining the relationship between self-esteem and affective and cognitive engagement. Much of Rosenberg’s work scrutinized how a person’s statuses within social

structures correlate with self-esteem (Rosenberg and Kaplan, 1982). One of these social structures seen to have interrelation with self-esteem are those found within institutional contexts such as schools or families. These well-organized social forces provide a distinct set of experiences. These experiences are actively interpreted by the individual, and these interpretations become part of the developed self-concept. Upon further research, a study that looked into LGBT students found that schools with policies ensuring the safety of their LGBT students and those that included a positive representation of LGBT people in their curriculum improved school relationships. This warm campus climate enhanced LGBT students' self-esteem which in turn made them more participative in the learning process. However, even though the value of self-esteem on behavioral outcome was revealed in Rosenberg's theory as it is correlated with social structures it remains to be known how the level of self-esteem by itself translates to affective and cognitive engagement particularly among LDCU gay and lesbian students.

Bandura's self-efficacy theory (1997) assisted in determining the variables used to measure the relationship between self-efficacy and affective and cognitive engagement among LDCU gay and lesbian students. As Bandura asserted, self-efficacy beliefs play a role on a person's reason, emotions, understanding, behaviour, and performance. A strong sense of efficacy improves the quality of accomplishment (Bandura, 1994). This means an individual who is assured of his capacity to complete tasks with acceptable results also tends to approach duties and/or responsibilities as welcome encounters. The self-efficacy beliefs-student engagement feedback process was described by Linnenbrink and Pintrich asserting that students' self-efficacy beliefs are related to student's behavioral, cognitive, and motivational engagement where students with high levels of self-efficacy beliefs are willing to persevere more, are capable of using critical thinking skills, take personal interest in learning activities, and complete learning tasks (2003, 2010). Just as there is a need to know how self-esteem levels of LDCU gay and lesbian students translate to engagement, the question as to what extent self-efficacy beliefs affect the desire of LDCU gay and lesbian students to affectively and cognitively engage need to be addressed as well.

Aquinas (2006) revealed that self-efficacy and self-esteem were correlated; asserting that when self-efficacy is high self-esteem tends to be high and when self-efficacy is low self-esteem tends to be low as well. This correlation between self-efficacy and self-esteem is supported by a study exploring the experiences of gay and lesbian student leaders (Renn and Bilodeau, 2005). This research looked at how gay and lesbian student leaders' gave meaning of their self-efficacy

development. The literature showed that when a gay and lesbian student leader received proper support, their self-esteem was also reinforced. With higher levels of self-esteem, these student leaders also viewed themselves as more capable in fulfilling their leadership responsibilities which in turn had positive impact on their engagement.

The correlation between self-esteem and engagement, on the other hand, can be drawn from the Symbolic Interaction Theory. This theory's core tenets contend that a person act towards others based on personal interpretations and meaning that the person attached to those he or she interacts with; and these "meaning-making" and interpretations are continuous processes that may stay the same or undergo either slight or drastic changes (Blumer, 1969). This theory was evidenced by Kosciw *et al.* (2012) describing gay and lesbian students' high self-esteem as positively associated with decreased number of school absences, better school relationships, and better learning performances. Subsequently, the effect of engagement on self-esteem was also observed by Phan and Ngu (2014) noting that dynamic, interactive learning experiences and positive verbal communication positively impacted their 12th grade student-participants' self-esteem.

The correlation between self-efficacy beliefs and engagement can be traced from Bandura's Social Cognitive Theory that claimed "a person gains knowledge by observing others through personal experiences, social interactions, and from collective communication tools" (1986); and from these observation process the person would then employ the learned behavior (Bandura, 1986). Social Cognition Theory postulated that a person observes what a model does, relates the consequences experienced by the model to the displayed behavior, then take the model's experience(s) as personally significant through which the observer-learner's personal behavior will be guided by (Bandura, 2001). This feedback process is supported by Meyer and Nulty who observed the correlation of using an appropriate assessment design with high self-efficacy beliefs consequently improved student engagement and produce better assessment results (2002). Since students take performance results as evidence of learning efficacy this description completes the feedback cycle (Warwick, 2008). With sufficient literature providing evidence of the link between self-esteem, self-efficacy, and engagement this study posits that the affective and cognitive engagement of gay and lesbian students particularly the LDCU students-respondents are significantly related to their self-esteem and self-efficacy.

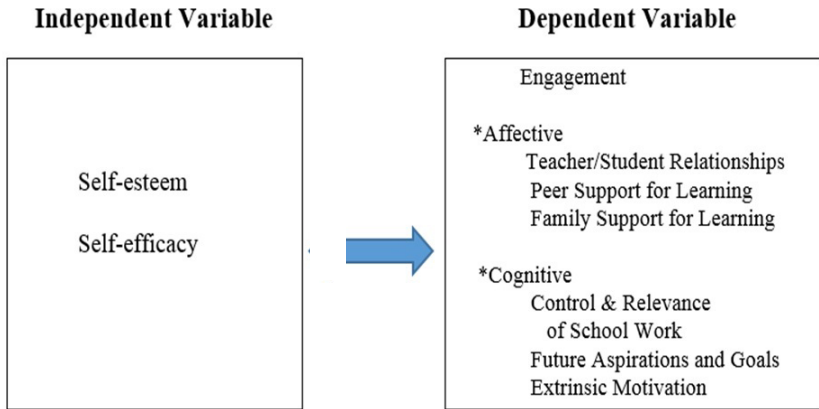


Figure 1. Schematic Diagram of the Relationship Between the Independent and the Dependent Variables.

METHODOLOGY

Three vital research instruments were used in data gathering. The Rosenberg Self-Esteem Scale (RSES) by Rosenberg (1965), used to measure the LDCU student-participants' self-esteem level, is considered a trustworthy and valid quantitative self-esteem assessment tool (Blascovich and Tomaka, 1993). The General Self-Efficacy Scale originally developed by Jerusalem and Schwarzer (1995) used to measure the participants' self-efficacy beliefs has been proven in various studies and cultures to be reliable and valid (Schwarzer *et al.*, 1997; Romppel, 2013). The Student Engagement Instrument (SEI) that measured their affective and cognitive engagement levels, is a recognized and widely used instrument centered on affective and cognitive engagement.

Standardized self-completion questionnaires were utilized because the researchers deemed these to be the least intrusive way in having the students participate in the study. The questionnaires followed the prevailing format of having pre-coded questions and a list of responses that the respondent will choose from to answer the given question. These were specifically designed to be completed by the respondent alone, at his/her own pace, and without intervention from the researchers. The length was at a minimum, making it easy for the respondent to complete and submit at an agreed date. The open invitation was announced during school days in various classrooms at LDCU for at least two weeks. A total of 85 students voluntarily participated in the survey.

A consent letter was written and signed by the participants then submitted to the researchers before answering the instruments. Every participant joined out of their own free will.

The Rosenberg Self-Esteem Scale (RSES), adapted from The Morris Rosenberg Foundation, Department of Sociology University of Maryland (Web), is a ten-item self-administered Likert-type measure. The answers were on a four-point scale ranging from strongly agreed to strongly disagree. To score the items, each was assigned a value scale ranging from 0 to 30, with 30 indicating the highest level of self-esteem. The General Self-Efficacy Scale, available at the General Self-Efficacy Scale homepage by Prof. Dr. Ralf Schwarzer of the Freie Universitat, Berlin, Germany, is a ten-item self-administered psychometric scale.

Moreover, student engagement specifically affective and cognitive engagement will be measured if it would be correlated with the respondents' self-esteem and self-efficacy. Affective engagement includes variables such as teacher/student relations, peer support for learning and family support for learning. While cognitive engagement comprises of control and relevance of school work, future aspirations and goals, and extrinsic motivation.

The respondents indicated the extent to which a statement personally applied to their current state ranging from "Not true at all" to "Exactly true". The choice responses were assigned a value of "Not true at all" scoring 1 and "Exactly true" scoring 4.

The responses were then added up. The higher the score, the greater the student's generalized sense of self-efficacy. The Student Engagement Instrument is a student self-report questionnaire used with permission from the Check & Connect Student Engagement Intervention, Institute on Community Integration of the University of Minnesota (Web). The SEI consisted of 35 items and was in the form of a four-point Likert scales ranging from strongly agree to strongly disagree. Each response was given a value with 4 "Strongly Agree" as the highest and 1 "Strongly Disagree" as the lowest. However, for content validity, two items were omitted from the original SEI instrument ("Going to college after high school is important" and "I plan to continue my education following high school") as these only apply to high school students while the respondents for this study are college students.

Purposive sampling was employed in selecting the respondents of this study. Self-proclaimed gays and lesbians were chosen since they were college students in this University. The researchers were all faculty members of this University so as to easily access those gays and lesbians who happened also to be in their

classes since they were handling general education subjects such as humanities, logic, philosophy, psychology, and the like. The researchers did not include those gays and lesbians who were not from the University. Gays and lesbians in this University were purposely chosen since it was assumed that gays and lesbians are targets of prejudice or discrimination in our society. Thus, they may develop low self-esteem or may feel that they are not worthy to be respected which may in turn affecting their self-efficacy or belief that they could solve their problems that come their way. Gays and lesbians in school met the criterion for purposive sampling. Additionally, their perspectives may change since they were enrolled and have learned about gender issues in school especially in Soc. Sci. 10 (Philippine Social Contemporary Problems) subject. They may engage affectively or cognitively in school since this is a good avenue for them to show their potentials and rights as gays and lesbians. Other students may also develop sensitivity towards these individuals thus understand and accept them even if there is diversity in culture, policy and belief system. Through this, they may not be frightened or threatened to be more open or expressive of their feelings, thoughts, and beliefs while in school. Since they were in college, the instruments were appropriate for them to answer since it was all about their engagement and personality traits being the concern of this study.

Scoring Guide

The following scoring guide adopted from Connelly and Powers (2005) was used in the study:

Scale	Range	Verbal Description		
		Self-esteem	Self-efficacy	SEI
4	3.50 – 4.00	Very high	Very high	Very high
3	2.50 – 3.49	High	High	High
2	1.50 – 2.49	Moderate	Moderate	Moderate
1	1.00 – 1.49	Low	Low	Low

RESULTS AND DISCUSSION

This presents the analysis and interpretation of the data gathered. The presentation of the data follows the logical arrangement of the statement of the

problems of the study. Table 1 shows the distribution of the respondents' self-esteem to address this research first objective which is to determine the level of self-esteem of LDCU gay and lesbian students.

Table 1. Distribution of the Respondents' Level of Self-Esteem as Measured by the Rosenberg's Self Esteem Scale (N=85)

Indicators	Mean	Verbal Description
1. I feel that I am a person of worth, or at least on an equal plane with others.	3.56	Very High Self-esteem
2. I feel that I have a number of good qualities.	3.46	High Self-esteem
*3. All in all, I'm inclined to feel that I am a failure.	2.82	High Self-esteem
4. I am able to do things as well.	3.33	High Self-esteem
*5. I feel I do not have much to be proud of.	2.85	High Self-esteem
6. I take a positive attitude toward myself.	3.55	Very High Self-esteem
7. On the whole, I am satisfied with myself.	3.45	High Self-esteem
*8. I certainly feel useless at times.	2.78	High Self-esteem
*9. I wish I could have more respect for myself.	1.94	Moderate Self-esteem
*10. At times, I think I am no good at all.	2.85	High Self-esteem
Grand Mean	3.06	High Self-esteem

Table 1 shows the mean rating of the respondents' self-esteem. As shown in the table, the highest mean (3.56) falls on the item "I feel that I am a person of worth, or at least on an equal plane with others" and (3.55) "I take a positive attitude toward myself" verbally described as very high self-esteem. This reveals that the respondents' self-esteem is very high. It can be gleaned that the respondents in general have developed a good sense of self. Mansbacher (2010) who said that when children have a good sense of self, they are more likely to be resilient and achieve in

school. In general, the respondents rated their self-esteem as high because of their feelings of belonging and acceptance of who they are. This finding suggests that the respondents are more likely to achieve in school. O'Shaughnessy *et al.* (2004) on the other hand said that acceptance in the family and feelings of belongingness at school increased students' level of self-esteem. The gay and lesbian students in this study felt that they have good qualities to be proud of and are optimistic that they can do things well and are satisfied with themselves. These allow them to be more inclined to participate in the learning process.

Table 2 statistically described the respondents' self-efficacy. This will address research objective number two, which is to determine the level of self-efficacy of LDCU gay and lesbian students.

Table 2. Distribution of the Respondents' Level of Self-Efficacy as Measured By the Self-Efficacy Scale (N=85)

Indicators	Mean	Verbal Description
1. I can always manage to solve difficult problems if I try hard enough.	3.29	High Self-efficacy
2. If someone opposes me, I can find the means and ways to get what I want.	2.99	High Self-efficacy
3. It is easy for me to stick to my aims and accomplish my goals.	2.86	High Self-efficacy
4. I am confident that I could deal efficiently with unexpected events.	2.89	High Self-efficacy
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.95	High Self-efficacy
6. I can solve most problems if I invest the necessary effort.	3.31	High Self-efficacy
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	3.02	High Self-efficacy
8. When I am confronted with a problem, I can usually find several solutions.	3.02	High Self-efficacy
9. If I am in trouble, I can usually think of a solution.	3.00	High Self-efficacy
10. I can usually handle whatever comes my way.	3.11	High Self-efficacy
Overall Mean	3.04	High Self-efficacy

Table 2 reveals the mean rating of the respondents' self-efficacy. As shown, all the items show a high sense of self-efficacy with an Overall Mean (3.04). This implies that amidst the problems that come their way unexpectedly, they believe they can solve their problems as supported by their response of item number one, "I can always manage to solve difficult problems if I try hard

enough.” (M=3.29, High Self-efficacy). This findings is in consonance with Bandura’s (1994) contention that a strong sense of efficacy improved the quality of accomplishment. This implies that if one is assured of his capacity to complete the tasks with acceptable results also approaches duties and responsibilities as a welcome encounter. The gathered data resolved the first two objectives of this study that sought to determine the self-esteem and self-efficacy levels of LDCU gay and lesbian students. This showed that LDCU gay and lesbian student-participants have high level self-esteem (M=3.06) and high-self efficacy beliefs (M=3.04). Research objective three sought to determine the level of affective engagement of LDCU gay and lesbian students. Table 4 shows the distribution of descriptive statistics among the respondents’ affective engagement.

Table 3. Distribution of Respondents’ Affective Engagement (n=85)

Indicators	Mean	Verbal Description
I. Affective Engagement		
A. Teacher/Student Relations		
1. My teachers are there for me when I need them.	3.11	High Affective Engagement
2. Adults at my school listen to the students.	2.98	High Affective Engagement
3. The school rules are fair.	2.87	High Affective Engagement
4. Most teachers at my school are interested in me as a person, not just as a student.	3.01	High Affective Engagement
5. Overall, my teachers are open and honest with me.	3.08	High Affective Engagement
6. Overall, adults at my school treat students fairly.	2.71	High Affective Engagement
7. I enjoy talking to the teachers here.	3.19	High Affective Engagement
8. I feel safe at school.	3.15	High Affective Engagement
9. At my school, teachers care about students.	3.12	High Affective Engagement
Grand Mean	0.302	High Affective Engagement
B. Peer Support for Learning		
1. Other students here like me the way I am.	3.08	High Affective Engagement
2. Other students at school care about me.	3.02	High Affective Engagement
3. Students at my school are there for me when I need them.	3.00	High Affective Engagement
4. Students here respect what I have to say.	3.15	High Affective Engagement
5. I enjoy talking to the students here.	3.26	High Affective Engagement
6. I have some friends at school.	3.45	High Affective Engagement
Grand Mean	3.16	High Affective Engagement
C. Family Support for Learning		
1. My family/guardian(s) are there for me when I need them.	3.53	Very High Affective Engagement
2. When something good happens at school, my family/guardian(s) want to know about it.	3.41	High Affective Engagement
3. When I have problems at school, my family/guardian(s) are willing to help me.	3.38	High Affective Engagement
4. My family/guardian(s) want me to keep trying when things are tough at school.	3.52	Very High Affective Engagement
Grand Mean	3.46	High Affective Engagement

Table 3 shows mean rating of the respondents' affective engagement. In terms of Teacher/Student Relations, all the items reveal high affective engagement which indicate a wholesome relationship between teachers and students regardless of their sexual orientation. This finding also confirmed the literature that when a gay and lesbian student leader received proper support, their self-esteem was also reinforced; and with higher self-esteem, they are also capable of fulfilling their responsibilities which in turn had positive impact on their engagement. In this study, high affective engagement of the respondents may also mean high self-esteem. While in the Peer Support for Learning, most of the items rated as high while only one (1) item "I have friends at school" was rated with the highest mean (3.45). This shows that the respondents have friends at school. O'Shaughnessy, *et al.* 2004 said that the result that feelings of belongingness increased their level of self-esteem which highly encouraged them to participate in the learning process. This study shows that Peer Support for Learning contributed to the respondents' high level of self-esteem.

With regard to Family Support for Learning, the respondents rated their family/guardian are there for them when they need them (3.53) and they are there when things got tough at school (3.52) as high affective engagement. The present study validates the contention of Gaytan (2010) that educational and emotional support from adults affects sense of academic self-efficacy and engagement. Moreover, family support and acceptance increase the students' self-esteem. It can be inferred from the result that academic self-efficacy which has been known to be closely linked with social support resulted to positive academic behavior or academic engagement. However, for the present study, social support has been related to affective and cognitive engagement, not more on academic engagement.

Table 4 shows the statistical presentation of the respondents' cognitive engagement. This is still in consonance with objective three that sought to determine the level of cognitive engagement among LDCU gay and lesbian students. This is to rate themselves whether they engage cognitively in school and give relevance to education to achieve their goals with or without extrinsic motivation.

Table 4. Distribution of Respondents' Cognitive Engagement (n=85)

Indicators	Mean	Verbal Description
II. Cognitive Engagement		
A. Control and Relevance of School Work		
1. After finishing my schoolwork, I check it over to see if it is correct.	3.26	High Cognitive Engagement
2. Most of what is important to know you learn in school.	3.34	High Cognitive Engagement
3. When I do schoolwork, I check to see whether I understand what I am doing.	3.32	Very High Cognitive Engagement
4. When I do well in school it is because I work hard.	3.55	High Cognitive Engagement
5. The tests in my classes do a good job of measuring what I am able to do.	3.24	High Cognitive Engagement
6. I feel like I have a say about what happens to me at school.	3.51	Very High Cognitive Engagement
7. Learning is fun because I get better at something.	3.53	Very High Cognitive Engagement
8. What I'm learning in my classes will be important in my future.	3.39	High Cognitive Engagement
9. The grades in my classes do a good job of measuring what I am able to do.		
Grand Mean	3.39	High Cognitive Engagement
B. Future Aspirations and Goals		
1. My education will create many future opportunities for me.	3.72	Very High Cognitive Engagement
2. School is important for achieving my future goals.	3.66	Very High Cognitive Engagement
3. I am hopeful about my future.	3.67	Very High Cognitive Engagement
Grand Mean	3.68	Very High Cognitive Engagement
C. Extrinsic Motivation		
1. I'll learn, but only if the teachers give me a reward.	2.33	Moderate Cognitive Engagement
2. I'll learn, but only if my family/guardian(s) give me a reward.	2.31	Moderate Cognitive Engagement
Grand Mean	2.32	Moderate Cognitive Engagement

Table 4 shows the rating of the respondents in terms of their cognitive engagement. As shown, Control and Relevance of School Work was generally rated as high (3.39). It can be gleaned that the respondents put relevance in

learning that is why they work hard for it. This finding confirmed the contention of Schaufeli (2013) that engagement is being involved, committed, positive, enthusiastic, and dedicated to a particular task. The said task can be school work.

In terms of Future Aspiration and Goals, all the items were rated as very high (3.68) by the respondents. The result is attributed to the fact that school is a good avenue for them to achieve their goals in the future. A research confirms to this result because it was found that when gay and lesbian students feel safe against any violence, their level of self-esteem increased along with attendance and school performance. This is actually true as revealed in the result of the present study.

However, Extrinsic Motivation was rated by the respondents as moderate (2.32) which suggests that regardless whether a reward or no reward is given either by the teacher(s) or guardian(s) their thirst for knowledge do not necessarily depend on those rewards or tokens. What is more important for them is the acceptance of their sexual orientation and feel that they belong; then it may turn positive for them to participate in the learning process (Tharinger and Wells, 2000; Langhout and Mitchell, 2008). This paper's third objective was realized as it was established that the LDCU gay and lesbian student-respondents have high affective engagement ($M=3.46$) and moderate cognitive engagement ($M=2.32$).

Table 5 reveals the relationship between the respondents' self-esteem, self-efficacy and affective and cognitive engagement. This is to address the fourth objective that sought to determine whether self-esteem and self-efficacy are correlated with respondents' cognitive and affective engagement.

Table 5. Relationship between Respondents' Self-esteem, Self-efficacy, and Affective and Cognitive Engagement

Variables		Pearson-Correlation	P-value	Interpretation
Affective and Cognitive Engagement	Self-esteem	-0.184	0.093	Not Significant
	Self-efficacy	0.410	0.000	Significant

As shown in Table 5, it yielded a -0.84 Pearson Correlation with a p-value of 0.093 which interpreted as not significant. It reveals that self-esteem was not significantly associated with affective and cognitive engagement. This finding however, contradicted to other studies that gay and lesbian students with high self-esteem were also more inclined to participate in the learning process and have better school relationships (Blascovich and Tomaka, 1993; Grossman and Kerner,

1998; Coopersmith, 2002; Morrow, 2004; Dugan and Yurman, 2011; Quaye and Harper, 2014). This implies that their academic engagement specifically affective aspect does not necessarily affect how they perceive themselves. However, when the Affective and Cognitive Engagement was correlated with self-efficacy, it yielded a 0.410 Pearson Correlation with a p-value of 0.000 which was interpreted as significant which resulted to strong positive relationship. It can be deduced that their general self-efficacy was high which has a significant bearing on their Affective and Cognitive Engagement. This finding was also supported by Afari (2012) that academic achievement was associated with having high academic self-efficacy.

Table 6 shows the relationship between respondents’ self-esteem and affective and cognitive engagement. This is to determine whether the self-esteem of LDCU’s gay and lesbian students have significant bearing on Teacher/Student relations, Peer Support, Family Support, Control and Relevance of School Work, Future Aspirations and Goals, ad Extrinsic Motivation.

Table 6. Relationship between Respondents’ Self-Esteem and Affective and Cognitive Engagement

Variables		Pearson Correlation	P-value	Interpretation	
Self-esteem	Affective	Teacher/Student Relations	0.147	0.179	Not Significant
		Peer Support for Learning	0.204	0.061	Not Significant
	Cognitive	Family Support for Learning	0.189	0.083	Not Significant
		Control and Relevance of School Work	0.218	0.045	Significant
		Future Aspirations and Goals	0.294	0.006	Significant
		Extrinsic Motivation	-0.175	0.110	Not Significant

As shown in Table 6, self-esteem has no significant association with Affective Engagement. However, self-esteem can be associated with Cognitive Engagement, specifically in the Control and Relevance of School Work and Future Aspirations and Goals; except for Extrinsic Motivation. Perhaps, the students value education since they believe that to make their dreams come true; they have to focus on their studies regardless of the rewards given by the teacher like extra points or other incentives. This finding supported a study conducted among 205 post-graduate students. It indicated significant relationship between self-efficacy and self-esteem. Results indicated that self-efficacy mediated the relationship between performance and academic performance in accomplishments. However, students

with high academic performance also showed higher self-esteem. A study investigated the relationship between self-esteem and self-beliefs about decision-making ability and the differences linked to academic performance among 100 students. It can be inferred from the results of the present study that self-esteem is an influential factor that students actively involve/engage in school.

Table 7 presents the correlation between respondents' self-efficacy and affective and cognitive engagement. This is to determine whether the self-efficacy of LDCU's gay and lesbian students have a significant bearing on Teacher/Student relations, Peer Support, Family Support, Control and Relevance of School Work, Future Aspirations and Goals, ad Extrinsic Motivation.

Table 7. Relationship between Respondents' Self-efficacy and Affective and Cognitive Engagement

		Interactive	Pearson Correlative	P-value	Interpretation
Self-efficacy	Affective	Teacher/Student Relations	0.360	0.001	Significant
		Peer Support for Learning	0.421	0.000	Significant
	Cognitive	Family Support for Learning	0.212	0.051	Not Significant
		Control and Relevance of School Work	0.445	0.000	Significant
		Future Aspirations and Goals	0.449	0.000	Significant
		Extrinsic Motivation	-0.110	0.318	Not Significant

As shown in the table, Teacher/Student Relation, Peer Support for Learning, Control and Relevance of School Work, and Future Aspirations and Goals have a significant association with self-efficacy.

However, only Family Support for Learning and Extrinsic Motivation have no significant bearing on their self-efficacy. The finding suggests that when self-efficacy is high, their affective and cognitive engagement is also high. Since most of the respondents were positive and had good attitude that they could solve their problems; these might lead them to think that they were also accepted by their peers and teachers in school. Thus, they give importance to school work since education is the right avenue for them to fulfil their dreams. The result of the study confirmed that a strong sense of efficacy improves the quality of accomplishment (Bandura, 1994); which is to fulfil their dreams/goals in the future. The finding of the present study also confirmed that student engagement manifests how the students value learning and school relationships (Schleety, 1994).

In general, objective four of this research that aimed to find significant association with self-esteem and self-efficacy to affective and cognitive engagement was met. Data results showed no significant relationship between self-esteem and affective engagement; but self-esteem was significantly related with cognitive engagement in terms of control and relevance of school work and future aspiration and goals; although not significantly associated in terms family support for learning and intrinsic motivation. On the other hand, the respondents' self-efficacy levels were not significantly related with affective engagement. Their self-efficacy level was also not significant in relation to cognitive engagement in terms of family support for learning and extrinsic motivation. However, self-efficacy was found to be significantly associated with cognitive engagement in terms of control and relevance of school work and future aspirations and goals.

CONCLUSIONS

From the findings of the study, it can be deduced that the LDCU gay and lesbian students' possess high self-esteem and self-efficacy given their affective and cognitive engagement. However, the findings revealed that the respondents' self-esteem was not associated with other variables in their affective engagement such as teacher/student relations, peer support and family support for learning and extrinsic motivation respectively. Hence, self-esteem was only associated with control and relevance of school work and future aspirations and goals. With regard to their self-efficacy, it was found that family support for learning and extrinsic motivations were not significantly associated with it. Consequently, teacher/student relations, peer support for learning, control and relevance of school work and future aspirations and goals were significantly associated with their self-efficacy. Thus, findings of this study implicate that self-esteem and self-efficacy were associated with control and relevance of school work, and future aspirations and goals. This suggests that they feel they are worthy and satisfied, they also have positive attitudes, possess good qualities, ability to do things and proud of themselves. They also believe that they can solve difficult problems, can accomplish their goals, confident to handle unforeseen situations, and know how to cope with stressful situations because they believe that they can think of a solution to any problems that come their way. With the help of the school, the respondents have a good chance to finish their respective courses considering that school is a good avenue for them to show their potentials because of the gained knowledge from all their subjects with regard to gender issues, cultural

differences, sexism and the like which make them uphold on their rights and values to be understood by other people without discrimination or prejudice.

RECOMMENDATION

It is highly recommended that another study be conducted with randomly sampled gay and lesbians on a wider scale to include other factors that may influence student engagement.

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