



Inclusive sports in Philippine higher education: Determining attitudes towards transgender students' participation

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ARTICLE INFO	ABSTRACT
<p>Keywords: transgender in sports gender identity and diversity Philippine academia university sports competitions attitudes towards transgender</p>	<p>With the increasing global awareness and recognition of transgender rights and inclusion in various fields, including sports, it is crucial to examine what sports stakeholders think about the participation of transgender people in sports competitions, especially in the Philippines where there is a lack of studies on the topic. This motivated the researcher to conduct this study. Guided by a descriptive research design and using a quantitative-qualitative research approach, this study aims to determine the attitudes towards the participation of transgender athletes in sports, starting with randomly selected athletes from Philippine Higher Education Institutions (HEIs). Data were collected through a survey and structured interviews, with questions validated by experts. Findings indicate that the future of sports in Philippine colleges is likely to be inclusive, with student-athletes having positive attitudes towards the idea of allowing trans women and trans men to compete in women's and men's sports categories, respectively, and towards the creation of separate sports categories for trans individuals only. This study can help higher education institutions develop more inclusive and respectful athletic practices that promote diversity and equal opportunity for all students who wish to participate on athletic teams and represent their colleges or universities, regardless of gender.</p>

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Introduction

Gender equality is when individuals have equal opportunities in life regardless of their gender. According to Gopinath (2022), ensuring equal opportunities and the ability to participate in the economy can be a catalyst for faster recovery from the COVID-19 pandemic and a powerful driver for more resilient, sustainable and inclusive economies in the future. Gender equality is closely linked to macroeconomic and financial stability and can promote economic growth, improve the performance of the private and public sectors, and reduce income inequality. Despite these benefits, gender equality remains a challenge due to issues such as the underrepresentation of women, patriarchy in families, the gender pay gap, the existence of matriarchal societies, and the acceptance of the LGBTQIA+ community. According to a study by Cerrato and Cifre (2018), women tend to be more involved in domestic work than men, and they perceive their partners' involvement to be lower than men. This unequal involvement is related to the different ways in which men and women interact with work and family.

However, Gerstel and Sarkisian (2006) argue that this unequal division of housework is influenced by gender ideology, which refers to beliefs and values about what is considered appropriate for men and women in a given society. This ideology is often reflected in social discourse, where couples tend to reproduce the dominant discourse that emphasizes essential differences between men and women, ignoring the socio-political context. This discourse suggests that differences in men's and women's abilities and preferences for housework and work outside the home are the result of individual choices. Kuo et al. (2018) also note that this discourse portrays women's preference for home

over work as a free choice, and that women are naturally inclined toward certain jobs. The traditional gender role model is based on this ideology, which suggests that men value the work domain and instrumentality, while women value the home domain and expressiveness, resulting in gender roles. However, gender differences are not only based on individual choices, but also on how individuals are perceived and treated. For example, women's biological ability to give birth often leads them to be perceived as vulnerable and in need of protection, while men are seen as strong and responsible (Hollander, 2001; Koenig, 2018). Dahal et al. (2022) highlights that gender inequality and violence are also intertwined and not mutually exclusive. Women face multiple forms of inequality and violence as a result of their socially constructed lower position in society. This is caused by practices based on gender differences, limited opportunities and the internalization of constructed differences among women. Socio-cultural and interpersonal violence can result from established gender differences, such as in cases of sex trafficking.

Inequality and violence occur because of women's disadvantaged position, which is exacerbated by poverty and lack of education. Another persistent example of gender inequality is the gender pay gap, which, according to Andresen, Biemann, and Pattie (2015), persists despite significant increases in the number of women participating in the economy. In Europe, for example, the gender gap in employment is a persistent problem, with women having a full-time equivalent employment rate of 40 percent, compared to 56 percent for men. Although the income gap has narrowed, women still earn 20% less than men on average, although this figure masks significant differences across the European Union (Boffey, 2017). Eurostat (2017) also found that the average

European gender pay gap in 2015 was 16.3%, with the highest gap in Estonia at 26.9%. One factor contributing to this inequality is the persistence of stereotypical gender roles that women have sought to break out of, resulting in women being more likely to work in emotional labor service occupations, such as domestic and childcare work (Scambor et al., 2014). Furthermore, gender issues have historically focused on women’s perspectives in public debates and official policies, resulting in numerous studies focusing on women’s discrimination and disadvantages in the workplace (Burke, 2000; Connell & Messerschmidt, 2005; Evans et al., 2013).

While women are discriminated against, it’s important to recognize that men face the same discrimination in society. In particular, the legal definition of rape in England and Wales is gendered, only recognizing men as perpetrators and only recognizing rape victims as those who have been penetrated by a penis, which excludes cases where male victims are “forced to penetrate” female perpetrators (Weare, 2018). This is despite the fact that an average of 12,000 men report being raped each year in England and Wales alone, and 757,000 men reported abuses in the UK in 2020 (Ministry of Justice et al., 2013; Broberg, 2022). Similarly, in the Philippines, women are given special treatment with laws such as the Anti-Violence Against Women and Their Children Act of 2004, while men have no similar legal recourse for violence against them. This puts men at a disadvantage when it comes to crimes committed against them, despite the fact that there are cases of such violence. For example, a study by Casibua (2018) found that one in five men in the Philippines between the ages of 15 and 49 have experienced domestic violence, and police statistics show that 1,078 cases of violence against men were reported in 2015, down from 2,224

the previous year. The issue of inequality also affects the lesbian, gay, bisexual, transgender, transsexual, queer, intersex, asexual, and pansexual communities, among others. A 2022 report by the University of California, Los Angeles - School of Law Williams Institute found that out of 175 countries, 57 have experienced a decline in acceptance of LGBTQIA+ people, which has been linked to bullying, violence, physical and mental health problems, employment discrimination, and underrepresentation in leadership positions. In the Philippines, a study by the Philippine LGBTQIA+ Chamber of Commerce and research firm Cogencia, cited by Casal (2018), found that none of the 100 Philippine-based companies surveyed had implemented policies to protect their employees from discrimination based on sexual orientation, gender identity, and expression (SOGIE). This corroborates the study by Patricia Angela Luzano Enriquez, which found that 25% of employees who do not identify as strictly male or female experienced harassment from their employers or supervisors, 33% experienced harassment from coworkers, and 60% were subjected to slurs and jokes at work.

In response to these issues, various efforts have been made to promote gender equality. According to Tappe (2020), many American companies are hiring more women, resulting in women holding 50.04% of American jobs as of December 2019. Major airlines are also making efforts to be more inclusive of diverse passengers, including adding non-binary options to their booking process, which are labeled as “unspecified” and “undisclosed” (Jackson, 2018). In the Philippines, ride-hailing company Grab actively recruits women and members of the LGBTQIA+ community to apply as entrepreneur drivers, recognizing their underrepresentation on the country’s male-dominated roads (Cabrera, 2023). Additionally, some malls

have designated bathrooms as “all-gender bathrooms” (Rodriguez, 2019), and airlines are now considering hiring transgender flight attendants (Arcadio, 2019). Despite efforts to promote gender equality, some people remain resistant to accepting the LGBTQIA+ community and their identities, citing concerns about access to gender-specific spaces, including sports. People argue that acknowledging their identity will have far-reaching implications that will negatively affect other gender groups. This has led institutions such as the World Athletics Council to vote to ban transgender women from elite women’s competitions if they have undergone male puberty in order to protect the integrity of the female category (Ingle, 2023; Kim, 2023). The decision was based on emerging science suggesting that transgender women may retain physical advantages in certain areas even after suppressing testosterone levels. However, some argue that this exclusionary approach hurts all women by inviting gender policing and accusations of not being a “real” woman. They also believe that promoting inclusion and non-discrimination by including trans athletes would benefit all athletes (Stranglio & Arkless, 2020). The recognition of Trans individuals to compete in sports categories where they feel their current identity fits has been a major topic of discussion around the world.

Although the inclusion of trans individuals in sports has been a hot topic in various countries, it remains less discussed in the Philippines. In fact, after a careful search for studies that have delved into this topic, the researcher came to the conclusion that there is a lack of studies in this area of research in the Philippine context, leading to the idea of considering it for a study. In addition, with its perceived impact on society in relation to all the information presented, it was considered highly important, motivating the

researcher to conduct this study. Specifically, the purpose of this study was to determine the level of attitudes of student-athletes towards the idea of trans women and trans men competing in women’s and men’s sports categories, respectively, and towards the creation of separate sports categories for trans women and trans men only. It was also the purpose of this study to determine if there were significant differences in the attitudes of student-athletes when grouped by sexuality and years in sports. In addition, the researcher attempted to determine if there were significant differences in the attitudes of student-athletes toward the idea of trans women and trans men competing in women’s and men’s sports categories, respectively, and the creation of separate sports categories for them when grouped as a whole.

Method

Guided by a descriptive research design and employing a quantitative-qualitative research approach, the researcher has utilized a survey questionnaire and conducted interviews with 200 respondents who were randomly selected. These respondents were limited to student-athletes in 5 Higher Education Institutions (HEIs) in Region IV-A, Philippines, being a preliminary study, however, due to the random selection, only student-athletes who play basketball, volleyball, swimming, and badminton were reached, which is a limitation of this study. For the number of respondents, the original plan was to calculate using Slovin’s formula, but with no data available to tell exactly how many active student-athletes are in colleges, the researcher settled on 200 as the minimum number of respondents needed that is generally agreed upon by statisticians to ensure results are reliable, as suggested by Fox (2022). To interpret the

Table 1. Likert Scale Interpretations

Scale	Descriptive Meaning	Interpretation
3.26-4.00	Strongly Agree	Very Positive Attitude
2.51-3.25	Agree	Positive Attitude
1.76-2.50	Disagree	Negative Attitude
1.00-1.75	Strongly Disagree	Very Negative Attitude

data, frequencies, percentages, and mean scores were calculated to measure the level of attitudes guided by a 4-point Likert scale where 4-strongly agree (very positive attitude), 3-agree (positive attitude), 2-agree (negative attitude), and 1-strongly disagree (very negative attitude). Analysis of Variance (ANOVA) was performed to determine significant differences, and interview responses were analyzed thematically.

Results and Discussion

Perspectives on the participation of trans individuals in sports vary from person to person; some believe that trans individuals, especially trans women, should be allowed to compete with women in sports, while there are also those who reject the idea (McCarthy, 2021). The following are the views of Filipino student-athletes:

Table 2 shows that student-athletes generally have a positive attitude toward the idea that trans women and trans men should be allowed to compete in women's and men's sports, respectively, with mean scores of 2.79 and 2.74. Specifically, the results indicate that 6 out of 10 student-athletes believe that trans women are women. In the case of trans men being assigned to play in men's sports, the results indicate the same; 6 out of 10 student-

athletes believe that trans men are men, which would make it acceptable for them to compete with men in sports. Meanwhile, respondents also have a positive attitude towards the creation of separate categories in sports for trans women and trans men, with mean scores of 3.02 in both cases, indicating their support towards having two other categories in sports to welcome the participation of other gender groups and show their recognition of their right to play. These results make Filipinos more trans individual friendly than Americans, provided that McCarthy (2021) has found that the majority of Americans expressed that people should only be allowed to play in the sports category that fits their birth sex, which is supported by Bahrapour et al. (2022) who found the same, especially in reference to college and professional sports. However, it is different in relation to the findings of Waselewski et al (2023) who has involved adolescents and young adults as it was found that most of them felt that transsexuals should be allowed to compete in categories where their current gender identity fits in.

The student-athletes who strongly agreed and agreed with the notion of allowing trans women to compete with women in sports argued that sexually transitioning

Table 2. Levels of Attitude towards Trans individuals competing in sports

Statement	Mean	Descriptive Meaning	Interpretation
Transwomen competing in women's category in sports	2.79	Agree	Positive Attitude
Transmen competing in men's category in sports	2.74	Agree	Positive Attitude
Transwomen having their own category in sports	3.02	Agree	Positive Attitude
Transmen having their own category in sports	3.02	Agree	Positive Attitude

Table 3. Reasons of student-athletes for agreeing on the idea of Transwomen competing in women’s sports categories

Themes	Excerpts from the Responses
Sexually transitioned should be identified with current state	“They already have a vagina”, “they don’t have penises anymore, so they are not men anymore”, “if a man transitioned to having a woman’s genital, then that makes the man a woman already”, “there will be no malice since they don’t have male sex organ anymore”, “unlike other LGBTQI+, transwomen should be allowed to compete in women’s sports because they have already changed their male parts”.
Testosterone level to women’s level	“I will only agree if transwomen testosterone levels will be checked and make sure that it is as low as of women’s before they will allow to compete with women”, “transwomen’s testosterone levels are lower than men’s, decreasing their physical strength”, the people do not have the same levels of testosterone compared to men, hence, they are not as strong as we think”.
Eradication of Discrimination	“We should respect their gender identity, so they will feel welcome in society”, “they are victims of discrimination, it is due time we recognize them, and allowing them to compete in sports based on their gender identity is one way to do that”, “not allowing them is a form of discrimination”, “we need to stop discriminating them, all they want is to be given a chance to show their talents”, “I just don’t want to judge them”.
Implementation of defined guidelines to qualify	“Why not allow them as long as they will follow the sports rules and regulations”, “I will agree only if we can set weight and body size requirements for them to qualify, so that they won’t be of advantage over women”, “If their body built is not as big as other men, then they should be allowed”, “As long as only women looking people will be allowed, then I am okay with it”.

individuals are defined based on what sexual organ they have now, not what they had before, that trans women should be allowed to compete in women’s sports as long as their testosterone levels have dropped to the level of women, which would make them less physically strong, and that there is nothing wrong with allowing them to do so as long as officials can set weight and height requirements, among other things, for them to qualify without risking an advantage over women born as women. Some also expressed that allowing trans women in the women’s sports category is a way to eliminate discrimination against them. Tanimoto and Miwa (2020) provide further support for the idea that allowing transgender women in sports will lead to a less discriminatory world. They found that student-athletes who held stronger beliefs in a just world were more likely to have positive attitudes toward the idea of allowing transgender athletes to compete with women.

The reasons of student-athletes who disagreed with the idea of allowing trans

women to compete with women in sports can be attributed to their beliefs and experiences, while those who have played against trans women have observed that trans women are significantly stronger than women born as women, while those who have experienced playing with them share the same belief and argue that transwomen are usually taller than women, making the competition unfair, which is synonymous with Hilton and Lundberg’s (2021) argument that transwomen have a significant biological advantage in sports that rely heavily on muscle mass and strength, and this advantage is only slightly diminished by the use of testosterone suppressants. A number of student-athletes have argued, based on their traditional belief that a person’s identity is based on the genitalia he/she was born with, that trans women, men, should therefore not be allowed to compete in the women’s sports category.

Those who agree with the idea of trans women competing in women’s sports generally have the same reasons for agreeing

Table 4. Reasons of student-athletes for disagreeing on the idea of Transwomen competing in women’s sports categories

Themes	Excerpts from the Responses
Advantageous physique	“I have experienced playing with a transwoman, and he/she is significantly stronger than all women I have played against with, giving him/she an advantage over me”, “Based on my experience as well as friends’ experiences, transwomen are stronger than women, which makes the game unfair”, “They are usually bigger than us (women)”, “They should not be allowed because they were born with bigger muscles and bones, which makes them stronger than the usual woman”, “Competition will be unfair as they are usually stronger than the average woman”.
Belief that transwomen who were born with penises are men	“I think that we should identify based on what we have when we were born, making transwomen as men”, “they are still men because their vaginas are fake, so it is not right to allow them to compete with women”, “transwomen are still men for me, they may have changed their genitals, but still on their identification documents, they are still men as they were born men”.

with the idea that trans men should be allowed to compete with men in sports. They argue that people should be identified based on the genitals they currently have, and since transmen have penises, they should be considered men. While others also believe that not giving transmen access to the men’s sports category is a form of discrimination and disrespect to who they are that should not be tolerated.

Similar to the negative attitude of some student athletes towards the idea of transwomen competing with women in sports, a number of student athletes have reasoned based on their traditional belief that a person’s identity is based on the genital he/she was born with, making transmen, women, therefore, should not be allowed to compete in men’s sports category. Meanwhile, it is worth noting that

35% of those who agreed with the idea that trans women should be allowed to compete in women’s sports category disagreed that trans men should compete with men in sports, arguing that men are generally stronger than trans men, which indicates that 2 out of 10 student-athletes are trans biased as their views on trans men and trans women in sports are contradictory.

Student-athletes who agreed that separate sports categories should be created just for trans women and trans men believe that this is a better option because they feel it is fairer to all gender groups. They believe that there will be fewer problems if this is done, as women and men won’t have to worry about possible advantages or disadvantages that other gender groups may have over them, while transgender people won’t have to worry about the

Table 5. Reasons of student-athletes for agreeing on the idea of Transmen competing in men’s sports categories

Themes	Excerpts from the Responses
Sexually transitioned should be identified with current state	“Same with my answer on why transwomen should be allowed to compete in women’s sports categories, I believe that what matters most is what genitals they have currently”, “if they already have penises, then they are men, hence, should be allowed to compete in men’s category”, “similar to my answer earlier, because they have male genitals already”.
Eradication of Discrimination	“Who are we to discriminate them? they just want to play, so let us let them”, “No to discrimination”, “my opinion to this is the same with transwomen competing with women, we should not discriminate them, let us make them feel welcome”, “I agree because I respect them based on what they feel”.

Table 6. Reasons of student-athletes for disagreeing on the idea of Transmen competing in men’s sports categories

Themes	Excerpts from the Responses
Belief that transmen who were born with vaginas are women	“Still the same answer as to the case of transwomen, people born with vaginas are women”, “men sports are men, transmen I believe are still women as their genitals are fake”, “I think that we should identify based on what we have when we were born, making transmen as women”.
Disadvantageous physique	“Transmen should not compete with men in sports because their body is physically weaker than men”, “it will be unfair if transmen will compete with men as men is of advantage over transmen physically”, “generally speaking, men have bigger body built compared with transmen who were born as women”, “transmen are weaker than men, it is unfair”, “I am concerned about their safety”.

same, as they will be competing against their fellow transwomen or transmen. This is tantamount to the solution proposed by Banuelos (2022), which is to have a separate team for those who do not identify as male or female, assuming there is a legal third gender in some countries. In addition, the student-athletes in this study perceive the idea to result in less risk in terms of safety for all gender groups. Transmen do not have to worry about being overpowered by men, while women do not have to think about being overpowered by trans women, which could lead to accidents.

More than 30% of the student athletes disagreed with the idea of creating separate

sports categories for trans individuals, while about 20% believe that it is better to allow trans women in women’s sports and trans men in men’s sports, as they believe that creating new categories will only show that they are indeed different and invalidate the idea that trans women are women and trans men are men, which would create more opportunities for discrimination. This is supported by the argument of Banuelos (2022) that the creation of new categories for trans people could be harmful for young people in social transition, as the idea could lead to division and exclusion. However, 10% of those who disagreed with this idea have a different view, while they disagreed

Table 7. Reasons of student-athletes for agreeing on the idea of creating separate sports categories for transwomen and transmen

Themes	Excerpts from the Responses
Perceived fairness to all gender	“This is better, giving them their own categories will ensure that they are recognized and be given a chance to showcase their skills without affecting other gender groups”, “I think this will lead to less issues as having their own category will allow them to play sports without worrying about others sports categories”, “we don’t need to worry about unfair competition anymore, since all of them competing are either transwomen or transmen, who have undergone transition process unlike cisgendered individuals”, “it will be fair to them as they will play against their fellow transwomen or transmen, and it will fair also with naturally born women and men who will stay competing with their fellow women and men”.
No further risks for the safety of all gender groups	“With creating their own categories, we don’t need to worry about the safety of transmen against men, and the safety of women against transwomen who are perceived to be of advantaged physically”, “since they all experienced the same process generally, they have almost the same physical attributes, which would make them competing with each other less risky to them, as well as to those other gender if they will be competing against them”, “we don’t need to worry about the safety of women in competing with stronger transwomen while we recognize the rights of transwomen to play sports”.

Table 8. Reasons of student-athletes for disagreeing on the idea of creating separate sports categories for transwomen and transmen

Themes	Excerpts from the Responses
Belief that separation will lead to increased discriminations incidences	“Separating them from others is a form of discrimination”, “I believe this will create many altercations and sections, eventually leading to chaos one day”, “I feel like it would be a discrimination for them”, “Being separated will only indicate that we really see them as different and as people who don’t belong with us in sports”, “this is depriving them of their choice”.
Belief that people should compete in the categories where their genders when they were born with fits	“They should play in sports categories based on their biological sex”, “if a person is born with vagina, then she is a she, and if a person is born with penis, then he is a he”, “people should stick with their inborn identity”, “no need for separate categories, transmen who are women should compete in women, while transwomen who are men should compete against men”.

Table 9. Significant Difference in the Attitudes of Student-Athletes towards Trans individuals’ participation in sports when grouped according to sexuality

Statement	t	df	Sig.
Transwomen competing in women’s category in sports	3.527	98	.001
Transmen competing in men’s category in sports	3.329	98	.001
Transwomen having their own category in sports	-3.042	98	.003
Transmen having their own category in sports	-3.042	98	.003

because they believe that people should play in the categories where their gender fits from the moment they were born.

Table 9 shows that gender significantly influences attitudes toward trans women and trans men competing in women’s and men’s sports categories, respectively. The results indicate that women have more positive attitudes than men; therefore, men are less likely to support the ideas that trans women are women and trans men are men. This also means that trans women competing in the women’s sports category are significantly more likely to be socially accepted than trans men competing in the men’s sports category, as women are more accepting of this idea. It was also found that there is a significant difference in attitudes towards the creation of separate sports categories for trans people when grouped by gender; the data shows that males are likely to have more positive attitudes towards these ideas compared to females, indicating that males prefer the creation of separate sports categories for trans people more than the idea of putting

trans women and trans men in women’s and men’s categories.

The results also show that when grouped in terms of number of years in playing sports, there is a significant difference in the attitudes of student-athletes towards trans women and trans men competing in women’s and men’s sports categories, respectively. The data shows that those who have been playing for less than a year and 2–5 years have significantly more positive attitudes compared to those who have been playing for 6–9 years and more than 10 years, which means that the future of sports in Philippine colleges is more likely to be inclusive, provided that the newcomers who are the future of sports are more welcoming than their counterparts. For their attitudes towards the creation of separate sports categories for trans women and trans men, the numbers also show a significant difference when grouped based on their years of playing sports; Still, those who have been playing for 2–5 years have a significantly more positive attitude, but it was observed that the attitude

Table 10. Significant Difference in the Attitudes of Student-Athletes towards Trans individuals' participation in sports when grouped according to their number of years in playing sports

Statement	t	df	Sig.
Transwomen competing in women's category in sports	4.715	5.004	.003
Transmen competing in men's category in sports	5.473	5.541	.001
Transwomen having their own category in sports	3.693	4.383	.006
Transmen having their own category in sports	3.693	4.383	.006

Table 11. Significant differences in the attitudes of student-athletes towards the idea of transwomen and transmen competing in women's and men's sports categories, and the creation of separate sports categories for them when grouped as a whole

Statement	t	df	Sig.
Between Attitudes on Transwomen competing in women's category in sports and Transwomen having their own category in sports	.877	.826	.483
Between Attitudes on Transmen competing in men's category in sports and Transmen having their own category in sports	1.253	1.119	.345

level of those who have been playing for 6–9 years had significantly increased from being the lowest towards the first two ideas to being the second most positive towards the creation of separate sports categories for trans individuals, which indicates that they recognize the rights of trans women but at the same time they are concerned about the welfare of women should trans women compete against them in their categories, as well as the welfare of trans men should they compete with men in sports.

Table 11 shows that there is no significant difference between the attitudes of student-athletes on the idea of trans women competing in the women's category in sports and trans women having their own category, the same case applies to the attitudes on the idea of trans men competing in the men's category in sports and trans men having their own category. This means that the level of acceptance of student-athletes of colleges in Region IV-A, Philippines to all ideas is statistically equal, indicating that the future of sports in colleges in the country, as far as Region IV-A is concerned, is more likely to be inclusive and less discriminatory.

Conclusion

This study sheds light on the attitudes of student-athletes towards the participation of transgender individuals in sports, which has been a highly debated topic in recent years. The novelty of the study lies in its focus on the perspective of Filipino student-athletes, as previous studies have largely been conducted in Western countries. The results show that, in general, Filipino student-athletes have positive attitudes towards allowing trans women and men to compete in sports consistent with their gender identity, as well as the creation of separate categories for trans individuals. Interestingly, the results of this study show a stark contrast to the attitudes expressed by Americans as presented by McCarthy (2021) and Bahrapour et al. (2022). While the majority of Americans expressed that people should only be allowed to compete in sports categories based on their birth sex, Filipino student-athletes showed more support for the inclusion of trans individuals in sports. In addition, this study provides valuable insights into the reasoning behind student-

athletes' attitudes toward transgender participation in sports. It highlights the different beliefs and experiences that inform their opinions, such as the traditional belief that a person's identity is based on the genitalia they were born with, or the observation that trans women may have a significant biological advantage in certain sports that rely on muscle mass and strength. Overall, this study contributes to the growing body of literature on transgender inclusion in sport and provides important insights into the attitudes of Filipino student-athletes toward this issue. It highlights the need for continued research on this topic in different cultural contexts, as attitudes toward transgender inclusion in sport may vary widely across regions and countries.

In light of the findings, the researcher hereby argues for the need to develop policies and guidelines that allow trans women to compete in women's sports, which will address the concerns of student-athletes who believe that trans women should be allowed to compete, but only if they meet certain criteria that make it less likely that they will have an advantage over women born as women. The creation of separate sports categories in which trans women and trans men can compete is also recommended if attempts to include them in women's and men's sports categories continue to fail. This will address the concerns of student-athletes who believe that trans women and trans men should not compete in women's or men's categories, but should instead compete with their fellow trans women and trans men. However, policies should also be in place to ensure that these separate categories are not seen as invalidating the gender identity of trans women and trans men. Finally, it is recommended that institutions implement awareness and education programs that promote inclusivity and respect for gender identity in sports to address the concerns of

student-athletes who do not believe in the concept of the LGBTQI+ community and those who have negative attitudes toward transwomen and transmen competing in sports. These programs can help educate and raise awareness about the importance of inclusivity and respect for gender identity, and ultimately help reduce incidents of discrimination.

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Declaration of Ownership

This article is the author's original work.

Conflict of Interest

There is no conflict of interest to declare in this article.

Ethical Clearance

This study followed all ethical considerations in research.

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