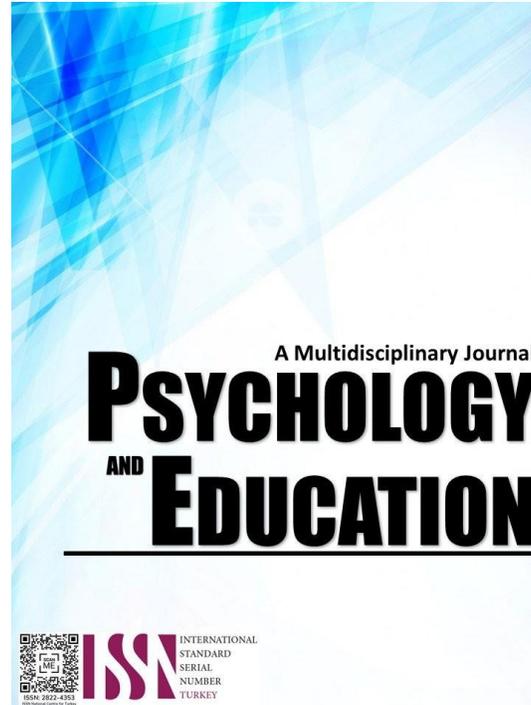


AN ANALYSIS OF SCHOOL CLIMATE TOWARDS HOMOSEXUALITY: BASIS FOR CREATING SAFE AND GENDER-INCLUSIVE SCHOOL



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 18

Issue 3

Pages: 255-263

Document ID: 2024PEMJ1659

DOI: 10.5281/zenodo.10875435

Manuscript Accepted: 03-02-2024

An Analysis of School Climate Towards Homosexuality: Basis for Creating Safe and Gender-Inclusive School

Vincent R. Cailing *

[For affiliations and correspondence, see the last page.](#)

Abstract

School plays a crucial role in shaping adolescent identity, but despite today's perception of being more accepting, LGBT students still face challenges. This study explored student attitudes toward homosexuality and its correlations with age, gender, religious involvement, exposure to LGBT communities, and preferences for LGBT-themed media. Data was collected from 312 students aged 12-16 in a Claveria West District school during the 2022-2023 academic year using a Likert scale survey. The analysis involved frequency counts, percentages, weighted means, and Pearson correlations in IBM SPSS Statistics. Results showed that 55.40% of respondents were male and 44.60% were female, with an average age of 14. Overall, attitudes towards homosexuality in school were generally liberal and accepting across various contexts. Participants were open to working with homosexual peers, joining organizations with LGBT members, and having homosexual teachers. The study found significant associations between attitudes and age, gender, church attendance, personal LGBT experiences, and media preferences, while religion and exposure to LGBT communities showed no significant correlation. The study recommends mechanisms for creating safe and inclusive schools for LGBT students.

Keywords: *attitudes, homosexuality, safe, inclusive, LGBTQ*

Introduction

In recent years, the Philippines has become more committed under laws to integrating gender equality into its educational system's principles, objectives, and provisions. In line with the opening of classes for School Year 2022-2023, the Department of Education reiterated the strict implementation of DepEd Order No. 32, s: 2017 or the "Gender Responsive Basic Education Policy" in all elementary and high schools nationwide.

Through Order No. 40, s. 2012, DepEd issued policy and guidelines on Protecting Children in Schools from abuse, violence, discrimination, bullying and other forms of abuse, which emphasize sexual orientation as one of the grounds for discrimination (Department of Education, 2012). In 2013, Philippine Congress passed Republic Act (RA) No. 10533, or the Enhanced Basic Education Act of 2013, setting the K to 12 Basic Education Curriculum program in motion. Under this act's Implementing Rules and Regulations (Rule II, Section 10.2), the Department of Education is mandated to ensure that the basic education curriculum is gender and culture-sensitive. In the same year, Congress passed the Republic Act No. 10627, known as the Anti-Bullying Law of 2013, prohibiting sexual orientation and gender identity as grounds for bullying and harassment.

The adoption of these policies sends a strong signal that bullying and discrimination are unacceptable and should not be tolerated in educational institutions. However, while strong on paper, these policies have yet to be adequately enforced in schools. For one, DepEd needed to articulate specific mechanisms to implement DepEd Order No. 32, s. 2017 or the "Gender Responsive Basic Education Policy" in the schools (De La Fuente, undated). Competente (2020) states in his article that the adverse treatment that the LGBT (Lesbian, gay, Bisexual and Transgender) experience from peers and teachers is compounded by discriminatory policies that stigmatize and disadvantage these students and by the lack of available information and resources about LGBTQ issues in schools.

Little to no data could define the actual school climate on homosexuality among schools in the Philippines. Much of the existing research on LGBT (lesbian, gay, bisexual, and transgender) students has come from foreign countries and has focused mainly on the experiences of LGBT discrimination, victimization, and its consequences, less on the contexts and characteristics of schools that may support negative attitudes and behaviours toward LGBT youth. What the students and the school feel about these people is still questioned. Hence, this study underscores the significance of examining the attitudes toward homosexuality in a school setting. Cimene et al. (2020) state that it is essential to investigate the school climate toward homosexuality because initiatives to minimize prejudices will likely succeed if it is research-based.

We credit this gap to the high level of sensitivity of conversations on sexuality, especially in a school context. As the LGBTQ population has become prevalent among schools in the country, the need for a deeper understanding of them and the people's attitudes towards them arises. This step is one great quest of every school – public or private - to provide for their needs, mainly since discrimination can be detrimental to the well-being of these people. This could shed light on how this population is served in different social contexts and educational systems and, in turn, point to best practices and possibilities.

When students encounter these problems, the school can become unfriendly. Exclusion, alongside bullying and discrimination, can make them lose focus, skip classes, or want to change schools, which affects their right to education. To ensure that all students, including LGBTQ ones, can genuinely enjoy their right to education, teachers, administrators, and DepEd should team up with LGBTQ

advocates to create safer, more inclusive schools for LGBTQ children. (Competente, 2020).

This study aims to examine the attitudes towards homosexuality in a school context. By understanding the attitudes and actions of general heterosexuals toward the homosexual population in schools, the Department of Education can better determine the climate that LGBTQ students experience. This understanding can also contribute to developing educational programs that address negative heterosexual attitudes that influence adverse physical, psychological, and academic outcomes. More excellent education, tolerance, and acceptance of others come with increased understanding. Consequently, after the culmination of this research pursuit, the study also aims to suggest mechanisms for educators and school administrators to strengthen policies to address what needs to be addressed in developing gender-inclusive learning environments.

Research Questions

This study sought to determine the attitudes toward homosexuality and their relationship to the profiles of the students in one of the schools of Claveria West District, Division of Misamis Oriental. Specifically, this research aimed to answer the following questions:

1. How are the respondents characterized in their demographics considering their:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 religion;
 - 1.4 frequency of going to church;
 - 1.5 exposure to the LGBT community;
 - 1.6 odd experiences with an LGBT, and
 - 1.7 preference for movies/shows with LGBT as main characters?
2. What are the participants' attitudes toward homosexuality in school?
3. Is there a significant relationship between the participants' attitudes towards homosexuality and their profiles, such as:
 - 3.1 age;
 - 3.2 sex;
 - 3.3 religion;
 - 3.4 frequency of going to church;
 - 3.5 exposure to the LGBT community;
 - 3.6 odd experiences with an LGBT; and
 - 3.7 preference for movies/shows with LGBT as main characters?

Literature Review

A crucial aspect of adolescent development is identity formation, in which youth explore and come to define their identity as individuals and members of different social groups. School is among the essential contexts within which adolescent identity formation unfolds. Regarding LGBT youth, an educational institution can support them by encouraging respect for all students and developing and implementing non-discrimination and anti-bullying policies that include actual or perceived sexual orientation and gender identity and expression. Gutierrez (2021), however, states that while the common perception of today's schools is relatively accepting and supportive of gays and lesbians, the school experience of LGBT students is still challenging.

On this note, it is necessary to understand the school climate toward homosexuality. Schweig et al. (2019) define school climate as the qualities of the school environment experienced by teachers, administrators, students, and other members of the school community. It is seen as a school improvement strategy that promotes a safer, more supportive, and more inclusive learning environment. The National School Climate Council (NSCC), as stated by Osher and Berg (2017), defines school climate as patterns of school life experiences that reflect norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures.

The 2019 National School Climate Survey, conducted among the 16 713 students between the ages of 13 and 21 from all 50 states of America, revealed that schools nationwide are hostile environments for a distressing number of LGBTQ students, the overwhelming majority of whom routinely hear the anti-LGBTQ language and experience victimization and discrimination at school. As a result, many LGBTQ students avoid school activities or miss school entirely. The survey results showed that 59.1% of LGBTQ students felt unsafe at school because of their sexual orientation, 42.5% because of their gender expression, and 37.4% because of their gender. Most reported avoiding school functions (77.6%) and extracurricular activities (71.8%) because they felt unsafe or uncomfortable.

In 2017, the Philippine Human Rights Watch conducted in-depth interviews and discussions with 98 students and 46 parents, teachers, counsellors, administrators, service providers, and experts on education in 10 cities in Luzon and the Visayas. LGBT students said existing protections are irregularly or incompletely implemented, and secondary school policies and practices often facilitate discrimination and fail to provide LGBT students with information and support. The mistreatment students faced in schools was exacerbated by discriminatory policies and procedures that excluded them from fully participating in the school environment (Human Rights Watch, 2017).

Regarding the educational climate towards homosexuality, Garvey et al. (2017) examined campus climate perceptions from more than

3,000 LGBT undergraduate students who graduated from 1944 through 2013 and found differences in campus climate perceptions across generations of LGBT students. Their results highlighted essential academic experiences, co-curricular experiences, and institutional environments as influential to LGBT student climate perceptions and empirical evidence demonstrating generational progress and improved perceptions of campus climate for LGBT students.

To fully understand the school climate about homosexuality, one must understand the attitudes of the people inside the learning environment towards the homosexual population. Duhaylungsod et al. (2018) state that in the case of heterosexual-homosexual dynamics, perspectives of the school community may also serve as a safety mechanism to enforce group superiority and normalcy. That means that society still exhibits ambivalence toward the inclusive acceptance of homosexuality today. The same study concluded that support and admiration were the top attitudes that the respondents showed toward LGBT people. The perceptions of people differ from how they see the LGBT community. Therefore, negative attitudes remain, such as pity, tolerance, and repulsion, but most are positive. Thus, their views shape their attitudes towards LGBT people.

Similarly, Gutierrez (2021) investigates the attitudes toward the LGBT community at Tamkang University's Lanyang Campus to determine which factors were correlated with a negative LGBT attitude. The results indicated that LGBT prejudice was relatively low, and most participants had high LGBT acceptance. Even though bias was shared, various factors correlated with a negative attitude towards the LGBT community, such as having a conservative political perception and being Christian. Gutierrez then recommended that to ensure a more tolerant LGBT learning environment, it must foster a better understanding of the LGBT population on campus and improve its climate.

Relative to this, Cimene et al. (2020) conclude that attitudes toward homosexuality in a school setting are complex and could span from tolerant to conservative, depending on the situation and conceptualization. The participants tend to tolerate working with homosexuals in team projects and being members of an organization with homosexual members. They do not mind having homosexuals as friends but tend to be neutral about forming friendships with gay individuals. They tend to be liberal in associating with homosexuals as friends or acquaintances but not as roommates. However, they could agree that the same sex holding hands or displaying affection in public is intolerable, and the love between two males or two females is quite different from the love between two persons of the opposite sex. Alongside this, they strongly disagree with keeping homosexuals separate from the rest of society, such as independent housing and local employment. They also dispute that homosexuality is a mental sickness and should be forced to have psychological treatment. The education system is central to the issue as an environment featuring endemic bullying, abuse, and bias and an opportunity for innovation and alliance-building related to sexual orientation and gender identity or expression (SOGIE).

Methodology

Research Design

this study used the descriptive correlational design with a survey questionnaire as the technique for data collection to determine the attitudes of Junior High School students toward homosexuality in a school context and to assess their relationship to the respondents' demographics.

Participants

This study employed a non-probability sampling through the total-enumeration method. The study's sample was 312 students who are 12-16 years old and were enrolled in the selected school during the School Year 2022-2023.

Statistical Treatment

For question number 1, the frequency count and percentage measured the profile of the respondents in terms of their age, sex, religion, frequency of going to church, exposure to the LGBT community, and preference for movies/shows with LGBT as main characters.

For question number 2, the Weighted Mean (WM) of the participants' responses from the survey determined their attitudes towards homosexuality in a school context. The Weighted Mean was scaled as follows: 1.00 – 1.89 = Strongly Agree; 1.90-2.69 = Agree; 2.70-3.49 = Neutral; 3.50-4.29 = Disagree; 4.30 and above = Strongly Disagree.

For question number 3, Pearson Product Moment Correlation (Pearson r) determined whether each of the said attitudes has a significant relationship with the participants' demographics. The researcher utilized the IBM SPSS Statistics Tool to analyze the correlation of the variables. All the inferential statistics were set at a 0.5 level of significance.

Results and Discussion

This part presents the data gathered among 312 respondents. The discussions of the results of this study are arranged in the same order as they are presented in the statement of the problem.

Demographic Profile of the Respondents

Table 1 presents the profile of the respondents, and data shows that more than half are male students (55.40%), with female students comprising 44.60% and with a mean age of 14 (27.2%). Also, the participants are predominantly Catholic (74.70%), followed distantly by the Born-Again Christians (16%), while a minimal percentage from the following religions: Iglesia ni Cristo (1.30%), Latter Day Saints (0.30%), Protestant (0.30%), Seventh Day Adventist (1.60%) and others (5.80%). None of the students was Islam (0.00%).

Table 1. Demographic Profile of the Respondents

Profile	Frequency	Percentage
Age: Mean – 14 years old (27.2%)		
Sex		
Male	173	55.4
Female	139	44.6
Total	312	100
Religion		
Roman Catholic	233	74.7
Islam	0	0
Born Again Christian	50	16
Iglesia ni Cristo	4	1.3
Latter Day Saints	1	0.3
Protestants	1	0.3
Seventh Day Adventist	4	1.6
Others	18	5.8
Total	312	100
Frequency of Going to Church		
2-3 times a week	68	21.8
Every Sunday	135	43.
Once a Month	84	26.9
Never	25	8
Total	312	100
LGBT Siblings/Relative		
Yes	99	31.7
No	213	68.3
Total	312	100
Preference for Movies/shows with LGBT main Characters		
Yes	171	54.8
No	141	45.2
Have any odd experiences with an LGBT		
Yes	74	23.7
No	190	60.9
No Response	48	15.4
Total	312	100
Who can help address LGBT Bullying		
Classmates/Friends	73	23.4
Faculty/Teachers	124	39.7
SSG Officers	42	13.5
Guidance Councilor	51	16.3
No Response	22	7.1
Total	312	100

As to the frequency of going to church, a large percentage are Sunday goers only (43.30%), followed by those who go to church once a month (26.90%), while 21.80% frequent the church 2-3 times a week and 8% who never go to church. With all participants affiliated with a particular religion, it can be safely inferred that they are religious, with almost half of them going to church every Sunday. Janssen and Scheepers (2019) found in their research that a higher frequency of individuals' religious attendance is related to a more decisive rejection of homosexuality. So, individuals who are more integrated into a religious community and, therefore, are more frequently exposed to traditional norms and values by attending religious services more strongly reject homosexuality.

Furthermore, 31.70% have siblings or relatives who are homosexuals, while 68.30% have none, and only 23.70% claimed to have odd experiences with homosexuals. Most prefer movies/shows with LGBT main characters (54.80%). Zhang et al. (2019) concluded that media exposure has the most decisive influence on children's opinions toward gays and lesbians.

When asked who can help address the issue of LGBT bullying, 39.70% said the teachers/faculty, 23.40% classmates/friends, 16.30% Guidance Counselor, 13.50% said the SSG Officers, while 7.10% gave no response. The results of the study by Cimene et al. (2020) revealed that Guidance Counselors can be sources of support for LGBTQ (lesbian, gay, bisexual, transgender, queer) students.

Cardinal (2021) states that creating positive school climates is crucial. Educators are critical in transforming schools into safe and inclusive environments that all students deserve. Cardinal then concluded in her research that mandatory professional development allows educators to build awareness, knowledge, and skills necessary to support LGBTQ students.

The Participants' Attitudes toward Homosexuality in School

Table 2. *Attitudes Toward Homosexuality*

<i>Attitude</i>	<i>WM</i>	<i>Description</i>
I would not mind having a homosexual friend.	2.28	Agree
Finding out that an artist was gay would not affect my appreciation of his/her work.	2.23	Agree
I won't associate with known homosexuals if I can help it.	3.31	Neutral
I would look for a new place to live if I found out my roommate is gay.	3.61	Disagree
Homosexuality is a mental sickness.	3.61	Disagree
I would not be afraid to have a homosexual teacher.	2.00	Agree
Gays dislike members of the opposite sex.	2.93	Neutral
I do not really find the thought of homosexual acts horrible.	2.36	Agree
Homosexuals are more likely to commit deviant sexual acts, such as child molestation, rape, and "voyeurism" than heterosexuals.	3.16	Neutral
Homosexuals should be kept separate from the rest of society	3.50	Disagree
Two individuals of the same sex holding hands or displaying affection in public is disgusting.	3.30	Neutral
Love between two males or two females is quite different from love the between two persons of the opposite sex.	2.52	Agree
I see the "gay movement" as a positive thing.	2.69	Agree
Homosexuality, as far as I'm concerned, is not sinful.	2.59	Agree
I would not mind doing projects with homosexuals in a team though it involves working outside the campus.	2.32	Agree
Homosexuals should be forced to have psychological treatment.	3.54	Disagree
The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals.	3.17	Neutral
I would not decline membership in an organization just because it has homosexual members.	2.46	Agree
I would vote for a homosexual in an election for the student council.	2.60	Agree
If I knew someone was gay, I would still go ahead and form a friendship with that individual.	2.08	Agree
If I were the eldest child, I could accept my brother or sister as LGBT.	2.19	Agree

WM = Weighted: 1.00 – 1.89 = Strongly Agree; 1.90-2.69 = Agree; 2.70-3.49 = Neutral; 3.50-4.29 = Disagree; 4.30 - 5.00 = Strongly Disagree.

Table 2 presents the students' attitudes toward homosexuality and data shows that on average the students agree that they would not mind having a homosexual friend (WM=2.28) and that they would still form a friendship with an LGBT individual (WM=2.08) they have a neutral response if they help themselves in not associating with the known homosexuals (WM=3.31). In terms of their activities in school, they would not mind doing projects with homosexuals in a team even though it involves working outside the school (WM=2.32). The data also show that they would not decline membership in an organization just because it has homosexual members (WM=2.46) and that they would vote for a homosexual in an election for the student council (WM=2.60). The data also reveal that the respondents agree that they would not mind having a homosexual teacher. These indicate the participants' positive and liberal attitudes toward homosexuality in school.

A positive school climate is linked with significant measures of school success, such as academic achievement, high morale, staff productivity, and overall better social-emotional well-being (Day et al., 2019). All students have the right to feel included, respected, and safe in a school environment. However, schools can be hostile and lonely environments for students who identify as LGBT (Colvin et al., 2019).

A 2019 study from New York University published in the Journal of School Violence found that in-school victimization predicted decreased self-esteem and worse educational outcomes, specifically lower grades and increased absences. Self-esteem was positively associated with GPA and negatively associated with missed school. Therefore, in-school victimization is both directly and indirectly related to diminished educational outcomes. However, LGBT students are more likely to achieve at school if they feel a sense of belonging, regardless of whether they report being bullied.

Moreover, the participants do not find the thought of homosexual acts horrible (WM=2.36); in fact, as far as they are concerned, they do not consider homosexuality sinful (WM=2.59). They even agree that the sexual preference of an artist would not affect their appreciation of his or her work (WM=2.23). Surprisingly, the data also reveal that, on average, the respondents find "Gay Movements" as positive things (WM=2.69) and that if they were the eldest child, they could accept their younger siblings who are gay or lesbian (WM=2.19).

Furthermore, the respondents disagree that homosexuality is a mental sickness (WM=3.61) and that they should not be kept separate from the rest of society (WM=3.50) nor be forced to have psychological treatment (WM=3.54). The data also show that they would not look for a new place to live if they found out their roommate is gay (WM=3.61). However, they express that the love between two males and two females is quite different from that of the opposite sex (WM=2.52).

The respondents are tentative when it comes to their thoughts on whether two individuals of the same sex displaying public affection



is disgusting (WM=3.30), and they are not sure if gays dislike members of the opposite sex (WM=2.93). Based on the data, they stand neutral on the idea that homosexuals are more likely to commit deviant sexual acts (WM=3.16) and whether the increasing acceptance of homosexuality in our society is aiding in the deterioration of morals (WM=3.17).

The Significant Relationship Between The Participants’ Attitudes Towards Homosexuality And Their Demographic Profiles

Table 3. *Correlates Matrix between the Respondents’ Age and their Attitudes Toward Homosexuality*

	Variable	r	p-value	Remarks
Age	The love between two males or two females is quite different from the love between two persons of the opposite sex.	-.130	.022	Significant
	If I were an eldest child, I could accept my brother or sister as an LGBT.	-.113	.047	Significant

Notes: Correlation is significant at the 0.05 level ($p < .05$) $n=312$

Table 3 presents the correlation between the respondents’ age and some of the attitudes toward homosexuality. The table reveals that there was a negative correlation between participants’ age and their attitude toward homosexuality, which was statistically significant to the attitude “The love between two males or two females is quite different from the love between two persons of the opposite sex” ($r = -.130, p = .022$) and “If I were the eldest child, I could accept my brother or sister as an LGBT” ($r = -.113, p = .047$). Since the correlation is negative, it is safe to say that the older a person gets, the more agreeable and accepting he/she becomes toward homosexuality in the same manner that the younger the person, the higher the disagreeable attitude gets toward homosexuality. In this case, as a person ages, he/she can agree that the love between two males or two females is quite different from the love between two persons of the opposite sex. Similarly, a person becomes more accepting of one’s LGBT younger siblings as that person gets older.

This result is consistent with what Zhang, Feng, and Shen (2019) concluded in their study that in early childhood, children are constantly searching for gender cues and absorbing information to categorize different gender groups to distinguish and make sense of the world. Like gender cognition, if more heterosexual people surround children, heterosexual relationships are social norms for them. Any ambiguity in gender categorization or sexuality norms, in this case, could serve against children’s categorization, thus resulting in a higher rigidity of beliefs and a higher prejudice toward lesbians and gays in this early stage. However, as children keep learning about different groups and their characteristics, they gain more understanding of the different groups (heterosexual and homosexual), which allows more ambiguity in terms of categorization, followed by a decrease in prejudice toward lesbians and gays.

Table 4. *Correlates Matrix between the Respondents’ Sex and their Attitudes Toward Homosexuality*

	Variable	r	p-value	Remarks
Sex	I would not be afraid to have a homosexual teacher.	-.142	.012	significant
	I would not mind doing projects with homosexuals in a team, though it involves working outside the campus.	-.132	.019	significant

Notes: Correlation is significant at the 0.05 level ($p < .05$) $n=312$

Table 4 indicates the correlation between the respondents’ sex and their attitudes toward homosexuality. It can be gleaned from the data that the respondents’ sex has a negative correlation with their attitude towards homosexuality, which was significant to their attitudes “I would not be afraid to have a homosexual teacher” ($r = -.142, p = .012$) and “I would not mind doing projects with homosexuals in a team though it involves working outside the campus” ($r = -.132, p = .019$).

Since the correlation is negative, given that females are coded as number "1" on the variable, it can be interpreted that females responded to lower numbers on the questionnaire. In this case, the attitude “I would not be afraid to have a homosexual teacher”, can mean that females would likely agree on having a homosexual teacher. On the other hand, males responded more to this attitude. Therefore, males would likely disagree with having homosexual teachers. Similarly, the responses of the females to the attitude “I would not mind doing projects with homosexuals in a team though it involves working outside the campus” are lower, meaning that, contrary to males, they would work on projects with homosexuals in a team even if it is outside the school.

These results are consistent with the findings of the previous study by Gutierrez (2021). The study found that there was an attitude difference between males and females at the Lanyang Campus, with females having a higher LGBT acceptance than males. The study indicated that the attitude difference between men and women was statistically significant, and female college students are generally more LGBT-friendly than male college students.

Table 5. *Correlates Matrix between the Respondents’ Attendance to Church and their Attitudes Toward Homosexuality*

	Variable	r	p-value	Remarks
Frequency of going to church	The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals.	.130	.022	Significant
	Homosexuals should be kept separate from the rest of society	.113	.035	Significant

Notes: Correlation is significant at the 0.05 level ($p < .05$) $n=312$

Table 5 presents the correlation between the respondents’ frequency of going to church and their attitudes toward homosexuality. The table indicates that the respondents’ religion has a positive correlation with their attitudes toward homosexuality and is statistically



significant to the attitude “The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals ($r=.130$, $p=.022$), and “Homosexuals should be kept separate from the rest of society” ($r=.113$, $p=.035$). This means that the more frequently a student goes to church, the higher the negative attitude toward homosexuality they hold. The respondents tend to agree that the acceptance of homosexuality aids the deterioration of morals and that homosexuals should be kept from the rest of society.

Zhang et al. (2021) state that the more frequently one participates in religious events, the more opportunity the child has to get exposed to the values of the religious people around them. The religious people that they contact are likely to hold strong beliefs in their religion, thus holding negative opinions toward lesbians and gays.

Table 6. Correlates Matrix between the Respondents’ odd experiences with LGBT Members and their Attitudes Toward Homosexuality

Variable		r	p-value	Sig. level
Odd experiences with LGBT Members	Homosexuals should be kept separate from the rest of society (separate housing, restricted employment).	.117	.039	Significant
	Two individuals of the same sex holding hands or displaying affection in public is disgusting.	.135	.017	Significant
	The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals.	.143	.011	significant

Notes: Correlation is significant at the 0.05 level ($p<.05$) $n=312$

Table 6 presents the correlation between the respondents’ odd experiences with their attitude toward homosexuality. The data imply that there is a correlation between the respondents’ odd experiences with homosexuals and their attitudes toward homosexuality which was significant to the attitudes that “Homosexuals should be kept separate from the rest of society (separate housing, restricted employment)” ($r=.117$, $p=.039$), “Two individuals of the same sex holding hands or displaying affection in public is disgusting” ($r=.143$, $p=.011$) and “The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals” ($r=.143$, $p=.011$).

This means that when a person has odd experiences with homosexuals, he/she tends to impose a negative attitude towards homosexuality. In this case, the students who had odd experiences with homosexuals can agree that homosexuals should be kept separate from the rest of society and that the acceptance of homosexuality helps in the deterioration of morals. The data also reveal that students with odd experiences with members of the LGBT think that two individuals of the same sex holding hands or displaying affection in public is disgusting.

The study by Rivas et al. (2019) states that the consequences of physical and verbal abuse directed at LGBT students include truancy, dropping out of school, poor grades, and having to repeat a grade. This phenomenon has made the researchers curious about how discrimination affects the academic performance of homosexual Junior High School students. LGTBQ students are at a higher risk of academic failure with alarmingly high dropout rates, which is associated with chronic stress from verbal and physical victimization at school (Perry, 2018).

Table 7. Correlates Matrix between the Respondents’ Preferences for Movies/shows with LGBT Main Characters and their Attitudes Toward Homosexuality

Variable		r	p-value	Sig. level
Preferences for movies/shows with LGBT main characters	I would not mind having a homosexual friend.	-.145	.010	significant
	I would look for a new place to live if I found out my roommate is gay.	.135	.017	significant
	Homosexuality is a mental sickness	.111	.049	significant
	I do not really find the thought of homosexual acts horrible	-.138	.015	significant
	Homosexuals are more likely to commit deviant sexual acts, such as child molestation, rape, and “voyeurism” than heterosexuals.	.116	.040	significant
	I see the “gay movement” as a positive thing	-.142	.012	significant
	Homosexuals should be forced have psychological treatment	.137	.016	significant

Notes: Correlation is significant at the 0.05 level ($p<.05$) $n=312$

Table 7 presents the correlation between the respondents’ preference for movies/shows with LGBT main characters. The table suggests that the students’ preference for movies/shows correlates with the student’s attitude toward homosexuality which was significant to the attitudes “I would not mind having a homosexual friend” ($r=-.145$, $p=.010$), “I would look for a new place to live if I found out my roommate is gay” ($r=.135$, $p=.017$), “Homosexuality is a mental sickness” ($r=.111$, $p=.049$), “I do not really find the thought of homosexual acts horrible” ($r=-.138$, $p=.015$), “Homosexuals are more likely to commit deviant sexual acts, such as child molestation, rape, and “voyeurism” than heterosexuals” ($r=.116$, $p=.040$), “I see the “gay movement” as a positive thing” ($r=-.142$, $p=.012$), and “Homosexuals should be forced o have a psychological treatment” ($r=.137$, $p=.016$). The result would mean that the mainstreaming of LGBT artists as main characters in movies/shows can affect the attitude of students toward homosexuality.

According to Gonta et al. (2017), mainstream media has an important role as an information provider and social model. As a primary source of information, the media strongly influences individuals’ beliefs, attitudes, and behaviors, especially for those who don’t have wide access to other information or are just beginning to shape and form their identities and opinions.

Minority groups, including homosexuals, have historically been underrepresented and stereotyped in television shows and films. Traditionally, homosexual characters have been shown in stereotypical, negative roles solely for the audience's humor. These stereotypes include characters lacking stable relationships, being preoccupied with their sexuality, and being laughable. However, throughout years of growth of the media as a platform of social expression, there has been a notable progression in representations of homosexuality.

Conclusion

This study concludes that the attitudes toward homosexuality in a school setting are generally positive and liberal in different situations and conceptualizations. The participants tend to be liberal on working with homosexuals in team projects and being members of an organization with homosexual members. They do not mind having homosexuals as friends and homosexuals as teachers. They do not find the thought of homosexual acts horrible; as far as they are concerned, they do not consider homosexuality sinful. They even agree that the sexual preference of an artist would have no effect on their appreciation of his or her work and that if they were the eldest child, they could accept their younger siblings who are gay or lesbian. The student participants also affirm that the "gay movement" is positive. Based on the findings, it is safe to conclude that the school climate is positive and accepting of homosexuality.

In general, for both males and females, the greater the age, the more positive attitudes toward homosexuality. Compared to females, males show overall more negative attitudes toward lesbians and gays. The more religious the children are, the more negative attitude they hold towards lesbians and gays. Sex, Gender, frequency of Going to church, having odd experiences with LGBT, and preferences of Movies/shows with LGBT main characters are factors that were found to be significantly related to the attitude of participants toward homosexuality. Overall, the participants' preference for movies/shows with LGBT main characters influenced several attitudes toward homosexuality. This study also concludes that goals for inclusivity and equal treatment of all students are yet to be realized. Nevertheless, it presupposes that education and personal experience are still important factors in changing attitudes and eliminating stereotypes necessary to help create more inclusive campus communities.

Moreover, the study recommends that: (1) Regardless of the subject, teachers should start incorporating LGBTQ and gender-inclusive material across the curriculum to promote a more positive school climate toward homosexuality. (2) Schools must consider establishing other enabling mechanisms to support the integration of gender expressions and gender-related perspectives. (3) Teachers must be capacitated for further competency development to capacitate them in gender mainstreaming. (4) School administrators, curriculum planners, and implementers should continue to keep the issue of homophobia on the campus at the forefront of their school agenda.

References

- Cardinal, H. (2021). Creating Safe and Inclusive Schools for LGTBQ Students. *BU Journal of Graduate Studies in Education*, 13 (2)
- Cimene, F.T., Siwagan, M., Laniton J. , and Nacua., I (2020). "Attitudes toward Homosexuality in a School Context," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 2, Issue 11, pp. 41-46.
- Colvin, S., Egan, J. E., & Coulter, R. W. S. (2019). School climate & sexual and gender minority adolescent mental health. *Journal of Youth and Adolescence*, p. 48, 1938-1951. <https://doi.org/10.1007/s10964-019-01108-w>
- Competente, R. J. T. (2020). [OPINION] The need for our schools to be homonormative. *RAPPLER*. <https://www.rappler.com/voices/ispeak/251721-opinion-need-schools-homonormative-lgbtq/>
- Day, J. K., Fish, J. N., Grossman, A. H., & Russell, S. T. (2019). Gay-straight alliances, inclusive policy, and school climate: LGBTQ youths' experiences of social support and bullying. *Journal of Research on Adolescence*, 30(2), 418-430. <https://doi.org/10.1111/jora.12487>
- De La Fuente, J. (undated). Bullying and School-Related Gender-Based Violence in the Philippines. <https://www.teacherph.com/bullying-school-related-gender-based-violence-philippines/>
- Department of Education (2017). DepEd Order No. 32, s. 2017 – Gender-Responsive Basic Education Policy.
- Department of Education (2022). Regional Memorandum No. NCR - 358, s. 2022 - Reiteration of DepEd Order No. 32, s. 2017
- Department of Education, (2012). Deped Order No. 40, s. 2012 DEPED CHILD PROTECTION POLICY.
- Duhaylungsod ST, Madrid CGY, Lapiz MLM, Pongasi CS, Tan LMP (2018). Attitudes Toward the LGBT: A Research Paper Presented to the Faculty of the Senior High School Department Iligan City National High School. *Arts Social Sci J* 9: 356. doi: 10.4172/2151-6200.1000356
- Ferrer, A., Maranan, L., Luntaga, J., Rosario, A., & Tus, J. (2021). The Exploration on the Lived Experiences and Challenges Faced of the Gay College Students Amidst COVID 19. *International Journal Of Advance Research And Innovative Ideas In Education*. 7(1) DOI:10.6084/m9.figshare.13724512.v1.
- Garvey, J. C., Sanders, L. A., & Flint, M. A. (2017). Generational perceptions of campus climate among LGBTQ undergraduates.



Journal of College Student Development, 58(6), 795–817. <http://dx.doi.org/10.1353/csd.2017.0065>

Gonta G., Hanson S., Fagin C., & Fong J. (2017). Changing Media and Changing Minds: Media Exposure and Viewer Attitudes Homosexuality. *Pepperdine Journal of Communication Research*, 5(5)

Gutierrez, J. W. (2021). Campus Climate: College Students' Attitude towards Homosexuality in Taiwan. Takmang University.

Human Rights Watch (2017). Philippines: LGBT Students Face Bullying, Abuse Discrimination and Lack of Support Undermine Right to Education

Illinois State Board of Education (undated). Gender Inclusive Schools Framework. www.genderspectrum.org

Kite, M.E., & Deaux, K. (1986). Attitudes toward homosexuality: Assessment and behavioural consequences. *Basic and Applied Social Psychology*, 7, 137-162.

Manitoba Education. (2013, September). Safe and caring schools – A resource for equity and inclusion in Manitoba schools. https://www.edu.gov.mb.ca/k12/safe_schools/mygsa/full_doc.pdf

Osher, D. & Berg, J. (2017). School Climate and Social and Emotional Learning. University Park, PA: Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University.

Republic Act (RA) No. 10533 - Enhanced Basic Education Act of 2013

Republic Act (RA) No. 10627 – Anti-Bullying Law of 2013

Schweig, J., Hamilton & Baker, G. (2019). Understanding and Cultivating a Positive School Climate. The 2019 National School Climate Survey. (n.d.). GLSEN. <https://www.glsen.org/research/2019-national-school-climate-survey>

Zhang, S. Q., Feng, S. H., & Shen, Z. M. (2019). How Do Background Factors Influence Children's Attitudes toward Gays and Lesbians? *Psychology*, 10, 1572-1594. <https://doi.org/10.4236/psych.2019.1012103>

Affiliations and Corresponding Information

Vincent R. Cailing

Patrocinio National High School

Department of Education– Philippines