

Exploring The Impact of Gender Orientation on Teaching Performance: A Focus on Gay Teachers

Luisito P. Muncada

University of Eastern Philippines Laoang Campus

Laoang, Northern Samar

luisitopmuncada@gmail.com

Abstract

The growing number of gay teachers (GyTs) in the educational system of the country calls for assessment of their teaching performance. In this study, the teaching performance of the GyTs in selected secondary schools in the second district of Northern Samar was assessed. The respondents were 20 teachers who acknowledged that they are gays, 1,060 students, 16 administrators and 151 co-teachers. Questionnaires were used to gather data, and a personal unstructured survey was also used to cross check the responses. The data were analyzed using frequency counts, percentages and means, and the relationship and effects of personal profile, educational attainment, teacher's factors and emotional quotient on the teaching performance were determined using multiple regression analysis. Generally, their weak points were diction, inability to discipline, and punctuality on reporting to class and returning corrected quizzes. In terms of relationship of the independent and dependent variables, age, number of siblings, leisure time activities, and teaching loads did not affect teaching performance, but the degree earned, honors received in school, teaching experience, training and seminars attended, involvement in extra-curricular activities, and emotional quotient were found to have significant effects. The teaching performance or effectiveness of GyTs cannot be attributed to their sexual preference or orientation.

Keywords: gay teachers; teacher; secondary school; teaching performance

INTRODUCTION

The cry for equality for homosexuals in society has been a constantly debated upon issue but has remained unresolved and neglected. At this

period in history, homosexuality is viewed cynically from the cultural and social viewpoints.

Gay teachers (GyTs) have become an integral part in the educational system and even in our way of life. Seemingly, they are respected breed of gays, but these teachers show common mannerisms and traits with the ordinary gay, thus they are also subjected to cynicism and fall victim to the speculation and ignorance of society. Though not ridiculed as the common “sward”, GyTs regardless of how elite or educated they are, are viewed similarly as any homosexual - obsessed with sex with fellow males (Field 1976). The community link them constantly to the common “bayot”, ridiculed as socially discriminated individuals.

Although homosexual teachers often find difficulty gaining the respect and confidence of students, they have become confidantes, friends and even second parents of their students, as they have a unique way of dealing with people. They are fun to be with and are good advisers, creative, resourceful, innovative, nature lovers and culturally oriented.

Although they appear to have some weaknesses, the growing number of GyTs in school calls for their acceptance as members of society. Acceptance of the reality of homosexuality is a challenge that everyone should face, in order for them to be effective partners in nation building.

This study was conducted to assess the teaching performance of GyTs in selected secondary schools of the second district of Northern Samar, to generate information that will be useful to understand them better, and to develop re-tooling and values orientation strategies and plans if education is to be inclusive.

MATERIALS AND METHODS

Design and subjects of the study

The respondents of this study were 20 identified GyTs, 1,060 students, 16 administrators and 151 co-teachers. Purposive sampling was done to select the respondents from those showing traits of being gay (i.e. manner of speaking, gestures, use of language and effeminate ways) and those who self- acknowledged that they are such. The administrators, peers and students were chosen from schools with identified GyTs.

Collection and analysis of data

The descriptive normative survey at the same time correlational design was used in this study patterned after Lim (1992) who also investigated and described the performance of GyTs in their profession. A teacher's evaluation form adapted from the Office of the Director for Instruction

(ODFI) of the University of Eastern Philippines (UEP) was distributed among the student respondents, co-teachers and administrators.

Five sets of questionnaires were used in data gathering. These were: Questionnaire on Profile of GyTs, Evaluation of Teacher's performance (for administrators and students), Questionnaires for Peers, Questionnaire to determine Emotional quotient of GyTs and Questionnaire to identify problems met by GyTs related to teaching.

The questionnaire on the profile of GyTs patterned from Lim (1992), included the age, number of siblings, leisure time activities, educational attainment, degree earned, honors received, training and seminars attended, length of teaching experience, other factors such as teaching load, subjects taught and extracurricular activities. An unstructured interview was also conducted to cross-check the answers of the GyTs and students.

The performance evaluation questionnaire included the teacher's attributes or behaviors which are readily observable in class. Questionnaire for peer evaluation included human relations, leaderships and attitudes which indicate the capability of the GyTs to assume a more responsible position in the school..

The EQ questionnaire which included work satisfaction, work pressures, emotional self-awareness and creativity was patterned after Cooper and Sayaf Ayman (1996) . Another questionnaire was crafted to identify the problems met by GTs related to teaching.

Frequencies and percentages were used in analyzing the data . Multiple regression analysis. was used to test the relationship between the teaching performances of GyTs and the variables. The corresponding weights or values were patterned from the study of Gudio (2001).

RESULTS

Profile of GyTs

The profile of respondents are briefly described as follows.

Age. Age of GyTs ranged from 30-40 revealed that 55% (11) of the GyTs belong to the age bracket 31 to 40, while only 10% (2) are in the 41 and below bracket. This means that the GyTs are still in their youth, per NEDA (2000) classification.

No. of brothers and sisters. The data indicate that 44% (9) of the respondents or had three to four brothers while 39% (7) had one to two sisters. While the researcher started with the haunch that the more

sisters the GyTs have, the greater the tendency to be gay, the data do not bear out, because the gay respondents had more brothers than sisters.

Leisure time activities of gay teachers. Most (57%) of the GyTs spend their leisure time by watching television and movies. Only one of them says that he spends leisure time by playing tennis. It seems that GTs avoid strenuous activities.

Degrees earned. According to data gathered, 33% (12) of GTys finished a Bachelor of Science course, while 22% (8) graduated from a Bachelor of Secondary Education course, 39% (14) of them have already earned master's units while 3% (1), 3% (1) finished Master's degree and 3% (1) has doctoral units. The data indicate that the majority of them were not really trained for teaching in high school but were upgrading academically and professionally by pursuing graduate studies.

Honors received. As to honors received by most gay teachers, 30% (6) of the GyTs graduated second honors while 5% (1) graduated first honors and third honors in the elementary. During their high school; days, 15% (3) of the respondents graduated with special awards while 5% (1) graduated as second and fourth honors and 55% (11) graduated with no honors. During their college days, 10% graduated Cum Laude and got other special awards, while 5% (1) graduates Magna Cum Laude, and 75% (15) graduated with no honors. It appears that not all GyTs performed well during their elementary, high school and college days.

Training/seminars attended. All the respondents have attended seminars or trainings. Thirty percent of respondents attended at least 5-9 seminars, while 30% (4) from 1 to 4 times.

Length of teaching experience. Nine or 40% of the GyTs have been in the service between one or three years while 10% (2) of them have been in the service between four to six years. The majority of them were still young in the service.

Number of the subjects taught. The data gathered also showed the number of subjects taught by the GyTs, wherein 80% (16) have teaching loads between 4-6 subjects while 5% (1) of them had 7-9 subjects taught. It appears that the majority of them have been given more teaching loads.

Subjects taught. It also revealed that 36% (16) were assigned to teach values education while one 2% (1) was teaching Science Technology. It could be inferred that the majority of them were given the trust and confidence of their administrators to handle values formation subjects because per findings, the majority of them are not BSEd graduates so in the absence of specialization they are made to teach values education.

Extra co-curricular activities. The data disclosed that 36% (19) were designated class and club advisers, while 2%(1) was made a member of a religious organization. Majority of the respondents prefer to engage in school activities than in activities outside the school.

Performance of GyTs as observed by administrators and students

(pls see attached table 8)

All administrator-respondents rated their GyTs “very good” in 16 items on performance. Rated highest were items 10 (delivery of lecture, stimulating) and 13 (effective managers, runs class with the minimum disruptions from the student) with mean of 4.25, while the lowest rating was on the item “students well-behaved, show respect to the teacher” with a 2.75 mean. The administrator-respondents rated an overall average mean of 4.00 to GyTs indicating a “very good” performance.

On the other hand, 1,060 students also rated the GyTs “very good” in 15 items, with item 11 (explanation easily understood by students) as the highest 4.21 mean. This further means that they possess characteristics of a good teacher, giving out clear explanations which could be easily grasped by the students, while the lowest was item 14 (come to class on time, is regular in attendance) with 2.45 mean interpreted as “fair”. On the other hand, the average mean obtained by GyTs as rated by their students was 3.99 which was also interpreted as “very good”.

It could be inferred that teachers have teaching competency as per evaluation of the students and the administrators. These findings is consistent with the findings of Lustico (1983) where the performance of master teachers and elementary teachers were very satisfactory.

Table 11. shows the strengths and weaknesses of the GyTs. The researcher found out that 20.5% (218) of the student-respondents indicated that the GyTs were found to be well groomed, and 19.2% (204) discussed the lessons well. As to their weaknesses 20% (213) of the student-respondents indicated that the GyTs come to class late, soft-hearted, had drinking sprees with other people in the community, and were found to have fun with other gay friends during nighttime. It can be implied that their weak points were more than compensated by their teaching strengths. Not all of the students indicated the strengths and weaknesses of the gay teachers.

Table 1. Profile of Gay Teachers

PROFILE	PREQU ENCY	PERCE NTAGE
---------	---------------	----------------

Age bracket		
20-30	7	35.00
31-40	11	55.00
41 - ABOVE	2	10.00
TOTAL	20	100.00
No. of brothers		
1-2	7	38.89
3-4	8	44.44
5-6	3	16.67
TOTAL	18	100.00
No. of sisters		
1-2	7	36.84
3-4	6	31.58
5-6	6	31.58
TOTAL	19	100.00
Leisure time activities		
Playing tennis	1	3.33
Playing piano	2	6.67
Watching TV/movies	17	56.67
Crocheting/Needlework	3	10.00
Others	7	23.33
TOTAL	30	100.00
Educational Attainment		
Degree earned		
BSEd	8	22.22

Other BS course	12	33.33
With MA Units	14	36.69
MA	1	2.78
With doctoral Units	1	2.78
Ph D./ Ed. D	0	36
TOTAL	36	100
Honors received		
Elementary		
1 st Honor	1	5.00
2 nd Honor	6	30.00
3 rd Honor	1	25.00
Others	5	25.00
No Honors	7	100.00
TOTAL	20	100.00
Secondary		
1 ST Honor	2	10.00
2 nd Honor	1	5.00
3 rd Honor	2	10.00
4 th Honor	1	5.00
Others	3	15.00
No Honors	11	55.00
TOTAL	20	100.00
Tertiary		
Magna Cum Laude	1	5.00
Cum Laude	2	10.00
Others	2	10.00
Others	2	10.00

No Honors	20	100.00
TOTAL	20	100.00
Training/Seminars attended by Gay Teachers		
15-20	5	25.00
10-14	5	25.00
5-9	6	30.00
1-4	4	20.00
TOTAL	20	100.00
Length of teaching experience		
1-3	8	40.00
4-6	2	10.00
	4	20.00
10- Above	6	30.00
TOTAL	20	100.00
Other Factors		
Subject Taught		
Filipino	2	4.55
Social studies	5	11.36
English	5	11.36
Math	3	6.82
Science	1	2.27
P E H M	6	13.64
Values Education	16	36.66
T H E	6	13.64

TOTAL	44	100.00
Extra / Co-Curricular Activities		
Class adviser	19	35.85
Club adviser	19	35.85
Religious Organization	1	1.89
Fraternity	2	3.77
Teaching and Employees Club	12	22.64
TOTAL	53	100.00

*- Multiple Response

Table 11. Strengths and weaknesses of gay teachers in selected schools in second district of Northern Samar.

	N	Rank
Strengths		
Well groomed	218	1
Discussed the lessons well	204	2
Teaching Techniques effective	188	3
Had a good relation with his students	106	4
Weaknesses		
Comes to class late	213	1
Soft-hearted	116	2
Often drinking with sprees with people in the community	108	3
Had fun with the other gay friends during nigh-time	98	4

The findings on their effectivity as teachers is consistent with that of the study of Mante (1999) which showed that the job performance of vocational agricultural teachers in Northern Samar was very satisfactory.

Performance of GyTs as Observed by Co-teachers.

All parameters under human relations category were rated “good” with item 1.1 as the highest (able to adjust to the variety of personalities, rank and informal groups present in the organization) with a 4.23 mean. This means that they can easily adjust to varied personalities in any organization. The lowest was item 1.2 (internalize work change with ease and vigor) with a mean of 4.15.

In the case of stress tolerance of GyTs, Part B of the **table 9** reveals that all items were rated “good” with item three (accept criticism objectively whether from subordinates, peers or superiors) Rated as the highest with 4.16 mean, and the lowest was the item one (have a high degree of tolerance for tension resulting from increasing volume of work, organization, change environmental conflict etc.) with a 3.76 mean. This means that they can accept whatever criticisms or suggestions from his subordinates of superiors and fellow teachers.

Moreover the degree of decisiveness of GyTs revealed that all four items were also rated: “good” by their peers with item 1 as the highest (when you seek help in solving problems does s/he submit consider analysis of alternatives and recommend suggestions for solutions for solutions?) with a mean of 4.09, while the lowest was item two (when his/her need to make a decision is immediate, is he able to act quickly and make the best decision possible?) with a 3.94 mean. It means that they consider or accept suggestions and recommendations for the solution of problems.

As to professionalism, all three items were rated “good” with item two as the highest (display devotion and dedication to duty) with 4.27 mean, while the lowest as item three (display a desirable image of public servant) with 4.05 mean,. it means that as teachers, they are devoted and dedicated to their duties. The weighted mean obtained from all items indicated parts A to D of the table (?) was 4.07 interpreted as “good”.

Emotional Quotient

This variable has four indicators, namely work satisfaction, work, pressure, emotional self-awareness and creativity. Data gathered are described per indicator. Results are presented in **Table 2. Work Satisfaction**. In general the work satisfaction of the gay teachers had a weighted mean of 2.9 with the equivalent of the “very satisfied”. This means that GyTs are contented regarding the nature of their work, the harmonious relationship existing among teachers in the organization and the nature of the workplace itself. The findings parallel with the study of

Tubog (1997) where job satisfaction among school teachers and school managers were relatively high.

Table3. Work Pressure. On work pressure of GyTs the respondent rated ten items as having only “moderate” pressure while two were rated as exerting “title” pressure. Among then indicators, item 6 (Too much work) got the highest with 2.0 mean with equivalent rating of “moderate” while item 13 (fertility or reproductive issues) was the lowest mean of 0.65, interpreted as “didn’t occur”.

Table 4. Emotional Self-Awareness. As to the degree of emotional self-awareness of the GyTs the data presented nine of the eleven indicators of their emotional self-awareness which were rated “moderately well”.

Table 5. Creativity. Table 2 shows that the creativity degree of the GyTs was the mean of 2.26 (moderate). It could be inferred that the GyTs had the ability to make, create, imagine, and initiate activities and ideas that could make the transfer of learning meaningful and effective. This supports Tubog’s study (1997) that creative teachers are effective.

Table 6. Summary table on the emotional quotient of gay teachers in selected schools in the 2nd district of Northern Samar.

Variables	Average Mean	Interpretation
Work satisfaction	2.09	Very satisfied
Work Pressure	1.58	Moderate
Emotional self-awareness	2.07	Moderately well
Creativity	2.26	Moderately creative

Teaching Problems Met by GTs

Table 7 shows the teaching problems met by the GyTs. Among the 10 teaching problems listed, eight were rated by 20 GyTs as “less serious”. The highest rated problem was item six (being softhearted) with a mean of 2.35 interpreted as “serious” while the lowest was item 2 (sexist jokes of students) with a 1.10 mean interpreted as “less serious”. The table further indicates that based on the weighted mean 1.41, the teaching problems met by GyTs were “less serious”.

Table 7. Teaching problem experiences by gay teachers.in selected schools in Northern Samar.

Problem	Most serious 3	Serious 2	Less serious 1	Weigh- ted Mean	Interpretation
abuses of students	1	2	16	1.15	Less serious
sexist jokes of students	0	2	18	1.10	Less serious
underestimation by the students	0	3	17	1.15	Less serious
subject overload	6	8	6	2.00	Less serious
unruly students	0	6	14	1.30	Less serious
being softhearted	10	7	3	2.35	Serious
Too many requirements / reports by administration	1	6	13	1.40	Less serious
seduction of male students	1	5	14	1.35	Less serious

discrimination by supervisor	1	2	17	1.20	Less serious
object of jokes among peers	0	3	17	1.15	Less serious
WEIGHTED MEAN				1.41	Less serious
Weighted mean = number of responses divided by 20					

It could be inferred that the GyTs can easily adjust to the problems they encountered in the teaching and learning situation. This negates the study of Diaz (1999) that there is still a deep-rooted but ill-founded prejudice existing in society against gays

Tests of Relationship. Table 12 presents the relationship between the dependent and independent variables. To test the null hypothesis that there were no significant relationships between the dependent variable (teaching performance of GyTs) and the independent variables (age, number of brothers, number of sisters, leisure time activities, degree earned, honors received in elementary, honors received in college, teaching experience, seminars/trainings attended, teaching load in terms of number of subject, subject taught, involvement in extra co-curricular activities and emotional quotient) based the multiple regression analysis.

The regression printout revealed that six variables were not significantly related to the teaching performance of gay teachers. As shown in the table computed F ratio was lesser than the probability level, thus the null hypothesis that GyTs' characteristics do not affect the teaching performance was confirmed. This shows that there is no significant relationship of those six independent variables to the teaching performance of the GyTs.

Table 12 Test of relationship between the dependent and independent variables.

Variable	N	F Ratio	Level	Coefficient of Determination	Interpretation
1. Age	20	0.00259	0.9599	0.014	Not Significant
2. Number of Brothers	20	0.26471	0.6132	1.449	Not Significant

3. Number of Sisters	20	0.06809	0.7971	0.377	Not Significant
4. Leisure Time Activities	20	0.02182	0.8842	0.121	Not Significant
5. Degree Earned	20	1.58668	0.2239	8.101	Significant
6. Honors Received in Elementary	20	0.57389	0.4585	3.090	Significant
7. Honors Received in High School	20	1.37177	0.2568	7.081	Significant
8. Honors Received in College	20	0.64582	0.4321	3.464	Significant
9. Teaching Experience	20	0.72641	0.4052	3.879	Significant
10. Training/Seminars Attended	20	1.66146	0.2137	8.450	Significant
11. Teaching Load in Terms of Number of Subjects	20	0.16379	0.6905	0.902	Not Significant
12. Subjects Taught	20	0.19952	0.6604	1.096	Not Significant
13. Involvement in Extra Co-Curricular Activities	20	12.22942	0.0026	40.455	Significant
14. Emotional Quotient	20	2.33945	1.435	11.502	Significant

DISCUSSION

The findings revealed that most of the GyTs in the selected schools of the second district of Northern Samar belong to the youthful group ranging from 31 – 40 years old; have 3 – 4 number of brothers and 1 – 2 sisters, spend most of their leisure time by watching television and movies; graduated with BS degree; graduated with honors in the elementary, secondary and a few were cum laude.

The factors age, number of brothers, number of sisters, leisure time activities, teaching loads in terms of number of subjects and subject taught were found not to affect the teaching performance of gay teachers because these factors were not significantly related with their teaching performance. The factors such as degree earned, honors received in elementary, high school and college, teaching experience, training/seminars attended, involvement in extra co-curricular activities

and emotional quotient were significantly related with the teaching performance of GyTs. This means that these factors influence their teaching performance

As to the profile of gay teachers in terms of the emotional quotient, the majority of them enjoyed their job and used their abilities and talents on the job. The gay teachers indicated that work pressure has a moderate effect on them. The majority of them said they have a modicum of self-awareness and moderate creativity.

The GyTs respondents in this study are conscious about upgrading themselves educationally because they take up graduate studies and attended seminars. They were honor students while studying and were relatively new in the service. Watching television and movies for leisure gave them also the latest information which could be tapped as point of discussion in the class.

The gay teachers are satisfied with their work, not so much pressured by their work environment, are aware of themselves and creative. The GyTs are creative because they appear to be full of ideas which they always share with other people

As to the teaching problems, majority of them rated as serious where subject overload and being softhearted. The rest, the respondents said were less serious. Overall, the teaching problems met by gay teachers are not serious, except for their being soft-hearted or their inability to discipline students at times and their being overloaded.

The administrators and students observed the GyTs to have a very good performance. Among the list of indicators, the highest, was in the item which states that the gay teachers' delivery of lecture is stimulating and that they were effective managers because they run the class with minimum disruptions from students. They were rated highest on "explanation easily understood by students".

The students disclosed that GyTs were well groomed, relate well with students and discussed the lessons well. But their weakness lay on their drinking sprees often with other people in the community, having fun with other gay friends during nighttime which results to tardiness and being softhearted. Generally, the survey revealed that their weak points were on diction, punctuality, and inability to return corrected quizzes on time and closeness with students that sometimes they cannot call the attention of misbehaving students.

.
.

The peers of the GyTs rated them good. The implication here is that they perform well in school. They can also adjust to a variety of personalities, rank and people in the organization. These gay teachers are well adjusted, they can accept criticism objectively from people around them and they can also accept change in their environment.

GyTs are decisive, they are good decision-makers. And they were found to be professional.,

They are GyTs as good as the non-GyTs. They are part of educational pursuit to come up with creative leadership in an educational institution anchored on professional and intellectual improvement.

The GyTs need improvement in the areas of diction; ability to discipline students; promptness in reporting to school; and returning corrected quizzes. That they have been found by students to be engaged in drinking sprees with other members of the community and fun with other gay friends during nighttime because of their inability to decline invitations affect their promptness in work. These weaknesses though more than compensated by their strong points have to be improved on.

The overall evaluation indicated that the characteristics of GyTs in this study do not affect their teaching performance. These findings lead to better understanding of GyTs as prelude to their acceptance in educational system and partners in development.

ACKOWLEGDMENT

To the teachers who accepted and who denied that they are gays, the administrators, gay and non-gay students of the respondent schools, and to my fellow gay teachers, may you continuously live to be an inspiration. Thank you very much.

CONFLICT OF INTEREST

The authors declare no conflicts of interest.

REFERENCES

1. Acuna, Jasmine a. "Gay Male Children, Strictly Between Us" Malaya, January 8, 1993.
2. Bandilla, Remegio" Work Values and Leadership Styles of Elementary School Principals and teaching Performance of Elementary Grades Teachers in Northern Samar". University of Eastern Philippines, 2001.
3. Barrera, Carmelina E. "The Homosexual College Students of Manila, Their demographic Profile, Personality, Career preference, problems and Opinions Regarding Issues on Homosexuality". Philippine Normal University, Manila, 1993.

4. Carpio, Gilda F. "Intellective and Non Intellective Factors Associated with the Performance of Midwifery Students in the San Lorenzo De Ruiz of Manila School of Midwifery. University of Eastern Philippines, 1995.
5. Catipon, Eric. "The Homosexual Life, Manila Times, October 22, 1993.
6. Cerenado, Patricia A. "Profile and Teaching Performance of NSTA-IPSED Elementary Science and Mathematics Grantees in the Division of Northern Samar, University of Eastern Philippines, 19893.
7. Cooper, Robert and Sayaf Ayman, Emotional Intelligence in Business AIF and ESS system, 1996.
8. Diaz, Edwin L "A Historical study and Content analysis on the treatment of Homosexuals in Local magazines". University of the Philippines, 1999.
9. Field, Allen B. "A Study of the Male Homosexual Couturier of the Greater Manila Area: Personal Characteristics, Attitudes, Sexual Behavior and Mass Media". University of the Philippines, 1976.
10. Gudio, Roberto C. "Campus Journalism in the Secondary Schools of Northern Samar": An Evaluation, 2001.
11. Herbeck, Karen Marie. "Personal Freedom public constraints: An analysis of controversy Over the Employment of Homosexuals as School Teachers", Dissertation Abstract International, (vol 48 no. 7, 1997.
12. Infante Fritz. "The homosexual life", Manila Times, October 22, 1993.
13. Holmes, Margarita Go Sinco. A Different Love, Being Gay in the Philippines, Manila, Anvil Publishing Inc.. 1993.
14. Lardizabal, Amparo. et. al. Principle and Methods of Teaching, Third Edition, Phoenix Publishing House Inc., 1991.
15. Lim, Vicente, Jr. "Influence of Gay Jargons on the Acceptability of Male Homosexuals in Urban Settings". Pamantasan ng Lungsod ng Maynila, 1992.
16. Lucas, Cora N. "Philippine Gay Manifested Homosexuality", Sunday Times Magazine, March 27, 1994.
17. Lustico, Maria A. "An Evaluation of the Status, Educational Qualifications and Pperformance of Masters Teachers in the Division of Northern Samar, University of Eastern Philippines . 1993.
18. Madus, John Chikwe."Teachers Competency Testing and Teaching Performance"Dissertation Abstract international, Texas Southern University, 1997..
19. Mante, Leovegildo B. Jr "Job performance on Vocational agricultural Teachers in Northern Samar under the Secondary Education Development Program: An Evaluation". University of Eastern Philippines, 1999.
20. Newman, Bernie Sue, Development of heterosexuals attitudes Toward Lesbian", dissertation abstract international, Vol 47 No. 5, 1987.
21. National Economic Development Authority (NEDA), 2000.
22. Palabrica, R "Legal Trends on Homosexuality in You and the Law", Philippine Daily inquirer, 1989.l
23. Tan, Merlita. "Work Values and Emotional Quotient of Teachers and Parents and their Influence on Teaching Efficiency and NEAT Performance of Grades Six Pupils in Northern Samar". University of Eastern Philippines, 1999.

24. Tubog, Lourdes V., "Work Values and Job Satisfaction Among School Teachers and School Managers District of Binangonan I & II, Division of Rizal" Eulogio Amang Rodriguez Institute of Science and Technology, 1997.
25. Walter, Daniel Neil. : The Relationship Between Teaching Methodology Gender and Religiosity on the Positive Modification of Attitudes Towards Homosexuality Among Heterosexuals in college Population', Dissertation Abstract International, Vol. 47, 1988.