




SOGIE and Perceptions about LGBTQIA+ Workplace Climate of Science Teachers in the Secondary Schools of Dasmariñas City, Cavite

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SOGIE AND PERCEPTIONS ABOUT LGBTQIA+ WORKPLACE CLIMATE OF SCIENCE TEACHERS IN THE SECONDARY SCHOOLS OF DASMARIÑAS CITY, CAVITE

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ABSTRACT

The purpose of the study was to determine the demographic profiles in terms of age, sex, years in teaching, type of school and ethnicity, SOGIE, perception about the workplace climate in terms of the different gender prejudices faced by secondary science teachers at City of Dasmariñas, Cavite; the study aims to identify if there is a significant difference between perceptions of the participants about the gender prejudices when grouped according to demographic profile; determine if there is a substantial relationship between SOGIE and perceptions about the gender prejudices. This study developed an action plan to promote awareness and make schools SOGIE-sensitive; the research design was quantitative, and an online questionnaire was the data-gathering tool. Descriptive statistics used were mean, median, and standard error; the second level was for relational statistics using Chi-square statistics, Mann-Whitney statistics, and Kruskal-Wallis's statistics. The study revealed that most science teachers in Dasmariñas City, Cavite, were female and young professionals. Science teachers at the secondary level have a diverse SOGIE; in addition, there is zero visibility for transgender people and intersex people. Generally, the secondary schools in the City of Dasmariñas, Cavite, are unsafe for people with diverse SOGIE, especially for transgender and intersex people. The study suggests that the action plan proposed in this study should be adopted by schools to address the issues of gender prejudices and to promote awareness of SOGIE.

Keywords: SOGIE, gender-based violence, workplace climate, transphobia, intersexism

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INTRODUCTION

SOGIESC stands for Sexual Orientation, Gender Identity, Expressions, and Sex Characteristics; everyone has one. We should start knowing and embracing who we are. Sexual Orientation pertains to whom a person is sexually attracted to. With this term, a person can be classified as Gay, Lesbian, Asexual, Bisexual, Pansexual, Androsexual, Gynosexual, or Heterosexual. Gender Identity pertains to how a person sees themselves and can be classified as Cisgender, Transgender, Agender, or Gender Fluid. Gender Expressions pertain to the way someone expresses themselves. It can be Masculine, Feminine, Androgynous, or Gender Neutral. Sex Characteristics pertain to the sex assigned at birth, as male, female, or intersex (United Nations, 2020). We should stop viewing gender as binary because if we consider the perspective of SOGIESC towards gender and sex, it should be viewed as a spectrum, and it should be diverse (Waters, 2017).



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Educational institutions are built to serve learners who believe education is the way to improve and change their lives. In order to help learners attain all their goals in life, every educational institution must prepare all the aspects of the teaching-learning process, especially in terms of empowering the school's teaching force. Educators must feel safe and accepted to provide the best quality education for learners. Sayfulloevna (2023) proved that teachers who felt safe had a higher level of professional efficacy, contributing to increased student achievement. Over the years, LGBTQ people have experienced much mistreatment from different sectors of society; even the church contributes to this inequality, which intensifies the stigma and discrimination. Aside from religious sectors, a well-known "child-friendly" environment is also part of the list where gender stigma and discrimination were seen despite educational reforms over the years. Presently, gay, lesbian, bisexual, and transgender students and staff have felt unsafe in many school environments due to their sexual and gender orientations (Gray, 2018).

Research Questions

Generally, the study aimed to determine the SOGIE and perceptions towards different gender prejudices present in the workplace climate of the participants. Specifically, it sought answers to the following questions:

1. What is the demographic profile of the participants in terms of age, sex, years in teaching, type of school, and ethnicity?
2. What is the Sexual Orientation, Gender Identity, and Expression (SOGIE) of the participants?
3. What is the participants' perception of the workplace climate regarding homophobia, outness, and workplace support?
4. Is there a significant difference in the Sexual Orientation, Gender Identity, and Expression (SOGIE) of the participants when grouped according to demographic profile?
5. Is there a significant difference in perceptions of the participants about the workplace climate when grouped according to demographic profile?
6. What is the relationship between Sexual Orientation, Gender Identity, and Expression (SOGIE) and perceptions about the workplace climate of the participants?
7. Based on the findings, what action plan can be made on the possible gender-based violence inside the school?

RESEARCH METHODOLOGY

Research Design

Research on sexualities has been closely linked with qualitative research as a research paradigm and related practices (Browne & Nash, 2016). This research study focused more on the inquiry process than the methodology because of the implication of Post-structuralism, Queer Theory, and Feminism which is actually about a form of refusal and disloyalty to the norm in society regarding sex and gender. This study focuses on one locality, which is the City of Dasmariñas, Cavite; the result might be different from the results of other similar studies in other cities or locations due to the respondents, institutions the study is conducted, and the aim of the researcher, focusing on quantitative data in the form of the design of a descriptive method provided a general picture on the current situation faced by the teachers with diverse SOGIE in their workplace.



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Research Respondents

The participants of this study were the 134 science teachers in the secondary level at City Schools Division of Dasmariñas, Cavite, regardless of their SOGIE. The teachers contributed to enriching data on sexual orientation, gender identity, and expressions in the 21st century and in the age where education promotes gender and development inside the schools. Study participants are considered the first teachers to be aware of SOGIE. Since SOGIE is a scientific concept, every science teacher must know and advocate SOGIE inside the school (LGBTQ Psychology, 2019). Teachers who were interested in the present study answered the questionnaire about their demographic profile, Sexual Orientation, Gender Identity, and Expression (SOGIE), and also their perceptions about the LGBTQ workplace climate in their respective schools; the researcher invited the teachers regardless of their SOGIE and who experienced any gender prejudices in their classes before (purposive sampling).

When social researchers began discovering and investigating homosexual lives in the early part of this century, they faced obvious pragmatic obstacles to finding research participants. Thus, the researcher encountered challenges in choosing and looking for participants for this research.

Research Instrument

The instrument used in this study was 5 item questionnaire for demographic profile, 6 item questionnaire for SOGIE, and there were two different questionnaires in determining the perceptions towards gender prejudices: a 40-item questionnaire for teachers with diverse SOGIE and 38 38-item questionnaire for cis-men and cis-women. A questionnaire was posted online for the participants to participate.

This survey aimed to help the participants explore their Sexual Orientation, Gender Identity, and Expression (SOGIE), as well as the possible presence of different gender prejudices such as homophobia, issues related to being out, and the support from the administrators towards being SOGIE-sensitive school, the questionnaire is composed of three parts, Part I – Demographic profile of the participants which included Age, Sex, Years in Teaching, Type of School and Ethnicity; Part II – Sexual Orientation, Gender Identity, Expressions (SOGIE); Part III – has two different sets of questions for Cis-men and cis-women, and teacher with diverse SOGIE which is about identifying the gender prejudices present in the workplace in terms of homophobia and workplace support, data was verbally interpreted with the use of the following range and interpretation.

Data Analysis

The quantitative data was analyzed using statistical software through the following steps: prepare the data for analysis, explore the data, analyze the data using tests, and present and interpret the analysis. Afterward, data are then analyzed and summarized; the data gathering for the demographic profile, Sexual Orientation, Gender Identity and Expressions (SOGIE), and the perceptions about LGBTQ workplace climate towards gender prejudices were through the online survey, the comparison of data for demographic profiles with Sexual Orientation, Gender Identity, and Expression (SOGIE) is also part of the data analysis in this study, the data from demographic profile was compared with the perceptions on workplace climate towards different gender prejudices and finally, the relationship was identified from SOGIE and Perceptions about LGBTQ workplace climate.

In representing the findings, forms of statements and visual forms such as tables are used, the Frequency Count, Weighted Mean, Median, Percentage, and Standard Deviation; these descriptive statistical measures were used in presenting the demographic profile and sexual orientation, gender identity, and expression (SOGIE) of the participants. For the perceived gender prejudices in the workplace on homophobia, outness, and workplace support, the obtained overall median was computed and verbally interpreted.



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The Chi-squared Test was used to determine the significant difference between Sexual Orientation, Gender Identity, and Expression (SOGIE) when grouped according to the demographic profile of the participants.

The Mann-Whitney U-test was used to determine the significant difference between the perceived gender prejudices present in the workplace when grouped according to the demographic profile of the participants using the Mann-Whitney U test for two independent samples; the same test was used to determine the significant relationship of Sexual Orientation, Gender identity, and Expression (SOGIE) to the perceived gender prejudices in the workplace, for more than two independent samples Kruskal-Wallis Statistics was used to compute for the significant difference between the perceived gender prejudices present in the workplace when grouped according to the demographic profile of the participants.

RESULTS AND DISCUSSION

Perceptions of Science Teachers towards different gender prejudices such as homophobia, outness, and workplace support.

In this section, the data presented are the collected and summarized perceptions of science teachers towards an LGBTQ workplace climate regarding gender prejudices such as homophobia, workplace support, and outness.

As shown in Table 15, the perceived homophobia by teachers who were identified as cismen and ciswoman got 2.24 as the overall median, which is interpreted as Low; there are no gender prejudices present or faced by any person with diverse SOGIE who are teaching in the different secondary schools. Contrary to the findings of the study of Gray (2016), the workplace climate of teachers in schools that gender-based violence is present and makes teaching challenging and problematic to the teachers with diverse SOGIE; the LGBTQ workplace climate, according to cismen and ciswomen are inclusive and safe because they never felt the struggle of being mistreated. Cismen and ciswomen think that raising concerns regarding gender prejudices is not that important the cismen and ciswomen are quiet and unresponsive about the issues; this can be seen in the responses, which it is interpreted as neutral, where participants are asked regarding having visibility of homosexual activities inside the school, such as same-sex relationship.

Another issue the participant was asked about is the all-gender CR inside the school. Participants are not willing to answer this question. This proves that this issue might still be in a discourse inside their school, and decisions on having all-gender CR still need to be finalized and approved.

The participants who are cismen and ciswomen also asked regarding the uniform of the teachers with diverse SOGIE, and it is noticeable that they are unresponsive and tolerant about the issue. This is proof that these participants are not yet seeing teachers who transition inside the school; this is proof of homotolerance for the trans community (Cui, 2023), a form of homophobia.

Cismen and ciswomen have the freedom to be themselves, to wear the clothes they want, have their desired haircut, and do not have any problem showing their SOGIE inside the school.

According to the Philippine Commission on Women (2022), everyone is affected by any form of gender-based violence. Even cisgender individuals can experience gender-based violence faced by the LGBTQ community, like the toxic masculinity and femininity culture; the data also supported the claim that poisonous masculinity and femininity are no longer present, this strengthens the presence of hetero privilege, with the culture of heteroprivilidge, less cisgender joins the movement along with the teachers with diverse SOGIE the level of homotolerance will continuously increase, hetero privilege and homotolerance are the causes of homophobia in many workplaces in secondary schools, which is a form of macroaggression (Francis & Reygan, 2016) making the gender-based violence faced by people with diverse SOGIE unseen in the workplace.



The perceived homophobia by teachers with diverse SOGIE has an overall median of 2.44 with an interpretation as Low, teachers with diverse SOGIE felt that sense of safety in expressing or making certain forms of visibility of their SOGIE in the workplace, which is the effect of the movement initiated by the Gender and Development (GAD), the continuous movement of SOGIE advocates and LGBTQ organizations through Pride Celebrations, social media campaign and supporting the passing of the SOGIE Bill which can be seen in the news, DepEd order No. 32, s 2017, known as the Gender Responsive Basic Education Policy in ending all forms of gender-based violence in all public places in all schools, also shows its relevance and implications in the schools these days, homotolerance (Cui, 2023) are shown in the issues regarding the visibility of homosexual activities, such as same-sex relationships inside the school, freedom in using and disclosing gender pronouns inside the school; matters related to uniform most especially for the transgender, this is due to the lack of visibility of transgender inside the school, and discussions on all-gender CR inside the school; this is an implication that the reason why the teacher with diverse SOGIE felt safe is by being silent, tolerant and unresponsive towards issues related with gender-based violence.

There is a consideration in the general interpretations of the data; this exclude any member of the transgender community there is no participant who discloses being transgender, making the transgender in this study with zero visibility since there is no identified transgender teaching in any school in Dasmariñas City, Cavite, the general picture is still not complete, one reason for the possible absence of transgender in the study is the stigma they faced which is known as transphobia, which keeps many of the transgender teachers from moving to another profession or job due to the conservative culture towards SOGIE, which is present in many schools (National Center for Transgender Equality, 2018), transitioning to one gender to the correct gender identity is considered in schools as immoral and not acceptable makes the trans-community with zero visibility and remain to be mistreated among all the people with diverse SOGIE, the data can also support the claim that the transgenders are now the most discriminated members of the LGBTQ community.

Another explanation that supports the low level of homophobia as perceived by the teachers with diverse SOGIE is a lack of awareness of SOGIE, which can lead to internalized homophobia (Bryan & Mayock, 2017). People expect all people with diverse SOGIE to have an understanding of concepts related to SOGIE, but in reality, not every person with diverse SOGIE is aware of this concept; there are also members of the LGBTQ community who lack awareness towards SOGIE; this result to lacking in understanding oneself and sometimes has been harmful to the well-being, in other words, you prohibit yourself to be free, majority of the teachers with diverse SOGIE are androgynous and stay in the safest way possible to present themselves in the workplace, they are not dressing fully as a man or a woman they are combination of both.

There is acceptance now for the people with diverse SOGIE, but the acceptance will be given if a gay person is presenting as a man and a lesbian as a woman, from the clothes they wear and haircut.

The safe place shown by the data is not a real safe space for all people with diverse SOGIE, especially for the trans community. Heteroprivilege is now the basis for accepting a teacher with diverse SOGIE; it creates limitations and is against the goal of SOGIE and inclusivity (Cui, 2023).

The median score is 90, with an interpretation as Very High; cismen and ciswomen do not need to disclose their sexual orientation, gender identity, and expression (SOGIE), and this is the reason why there is no need to come out; this is also an example of the hetero privilege of cismen and ciswomen teachers (De Leon & Brunner, 2013).

The teachers with diverse SOGIE perceived that they are out in the workplace with a median score of 80 and an interpretation of high; the teachers with diverse SOGIE have no issues with whom in their workplace know their SOGIE, not having a problem being out is part of the heteroprivilege of cisgender since there is no transgender teacher identified, teachers with diverse SOGIE have no the problem of



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coming out, other people with diverse SOGIE may or may not value the coming out process because coming out is not a solution for being accepted, being out can be defined as no need to talk about your SOGIE to others, simply not lying, or contentment, this is another reason why most of the teachers with diverse SOGIE do not have problems to being out in their workplace because, on the first place, no one asks; they know to themselves they are not lying which made them feel out already (De Leon & Brunner, 2013).

The workplace support towards SOGIE and addressing issues related to gender prejudices have a median score of 3.13 with an interpretation of Average, as perceived by the cismen and ciswomen; the participants are not into answering the questions. Participants are silent and unresponsive; with the mandated laws on Gender and Development (GAD), it is the responsibility of all public schools to become SOGIE-sensitive (DepEd, 2017); the culture of hetero privilege and homotolerance present in the workplace contributed to the decision of the participants not to answer the questions. Cisgender men and women think that it is okay not to have conversations on SOGIE, and the existing laws on Gender and Development, Spaces Acts, and anti-discrimination ordinances and activities already address the issues of the marginalized group. There is no need for further enhancements and innovations; not reacting to any related LGBTQ gender-based violence is an example of homotolerance inside the school. Every time gender-based violence is reported, no one wants to talk about it, and everyone chooses to be silent (Cui, 2023).

The workplace support towards SOGIE and addressing issues related to gender prejudices have a median score of 3.13 with an interpretation of Average, as perceived by the teachers with diverse SOGIE, the participants are not into answering the questions, with the mandated laws on Gender and Development (GAD), it is the responsibility of all public schools to be SOGIE-sensitive (DepEd, 2017), the heteroprivilege and homotolerance present in the workplace contributes to the unresponsiveness on gender-based violence, even teachers with diverse SOGIE think, that it is okay not to have conversations on SOGIE, and since the internalized homophobia in the form of self-hate and not fully expressing themselves inside the school is present in the workplace, members of the teachers with diverse SOGIE tend to ignore and become unresponsive towards gender-based violence, because in history people with diverse SOGIE is remain silent and never engage in any discussion about their SOGIE, which assumed by the marginalized group as an effective way in dealing with gender-based violence, this is not good for their mental health and might trigger stress and ineffectiveness in the work, this old belief in silencing and tolerance towards gender-based violence contributes to internalized homophobia, which is still a form of homophobia (Cui, 2023).

Significant differences in science teachers' perceptions towards different gender prejudices when grouped according to the demographic profile.

As shown in the Kruskal-Wallis Statistics in Table 26, there are no significant differences between the age of the participants and the perceived gender prejudices in the workplace; hetero privilege is considered to be acquired by someone by birth and will never be taken away from someone. This is why age is not a factor that affects the perceived gender prejudices in the workplace; regardless of age, teachers will be tolerant, silent, and unresponsive towards the LGBTQ workplace climate (De Leon & Brunner, 2013).



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Table 26. The significant differences in science teachers' perceptions when grouped according to age.

PERCEPTION	AGE	MEDIAN	MEAN RANK	KRUSKAL-WALLIS STATISTICS	P VALUE	REMARKS
Homophobia	Young (35 and below)	2.24	66.41	0.644	0.725	Accept Ho
	Middle Age (36 to 49)	2.29	67.53			
	Old (50 and above)	2.55	79.67			
Outness	Young (35 and below)	100.00	73.18	3.436	0.179	Accept Ho
	Middle Age (36 to 49)	80.00	61.25			
	Old (50 and above)	80.00	63.67			
Workplace Support	Young (35 and below)	3.25	65.47	0.800	0.670	Accept Ho
	Middle Age (36 to 49)	3.00	59.83			
	Old (50 and above)	3.25	66.67			

As shown in the Mann-Whitney U statistics in Table 27, there is a significant difference between the sex of the participants and the perceived homophobia; the sex of the participants affects the way they view homophobia in the workplace; females are also victims of gender-based violence (Philippine Commission on Women, 2021), they tend to stay quiet and to not initiate conversation towards gender-based violence due to the existing challenge of feminism they face in the workplace. This is also seen in the way people with diverse SOGIE deal with gender-based violence and remains tolerant and silent; males are more heteroprivileged and tend to tolerate gender-based violence more among all gender, sex, and sexuality.

Moreover, there are no significant differences between sex and perceived outness of the participants; the sex assigned at birth is not a manufactured knowledge (American Psychological Association, 2015) and the doctor present commonly decides it birth; there is no need to come out with the sex assigned at birth for cisgender and transgender people. The absence of intersex individuals in the study contributes to this decision.

Usually, members of the intersex community are discriminated against based on their sex characteristics. This is a form of gender-based violence known as intersexism. The presence of intersex might have an impact on the data. Intersex people have a hard time coming out due to the notion of being abnormal by people who lack awareness towards SOGIE (Montella Doble J.L, 2019).

Based on the data in Table 27, there is no significant difference between the sex and perceived workplace support of the participants towards the LGBTQ movement; the sex of the participants does not influence the decision supporting any LGBTQ movement, teachers in the school, regardless of their sex assigned at birth, are all tolerant with any LGBTQ related issues, a proof of homotolerance and the lack of awareness towards SOGIE and human rights (Cui, 2023).



Table 27. There are significant differences in science teachers' perceptions when grouped according to sex.

PERCEPTION	SEX	MEDIAN	MEAN RANK	MANN-WHITNEY U STATISTICS	P VALUE	REMARKS
Homophobia	Male	2.52	81.24	1233.000	0.017	Reject Ho
	Female	2.18	62.83			
Outness	Male	80.00	67.28	1692.500	0.968	Accept Ho
	Female	90.00	67.58			
Workplace Support	Male	3.50	68.79	1327.000	0.279	Accept Ho
	Female	3.00	60.92			

As shown in the Kruskal-Wallis Statistics in Table 28, there are no significant differences between the years of teaching and perceived gender prejudices of the participants; the years of teaching do not affect the perception towards gender prejudices, the hetero privilege of teachers is not based on the year or when did they start teaching, the moment they started working in a school, if they are cisgender they are hetero privilege (De Leon & Brunner, 2013).

Table 28. There are significant differences in science teachers' perceptions when grouped according to years of teaching.

PERCEPTION	YEARS TEACHING	IN MEDIAN	MEAN RANK	KRUSKAL-WALLIS STATISTICS	P VALUE	REMARKS
Homophobia	Less Experienced	2.24	66.38	3.092	0.378	Accept Ho
	More Experienced	2.20	64.03			
	Much Experienced	2.38	64.54			
	Very Much Experienced	2.53	82.22			
Outness	Less Experienced	100.00	70.51	1.184	0.757	Accept Ho
	More Experienced	90.00	67.61			
	Much Experienced	60.00	59.75			
	Very Much Experienced	85.00	63.00			
	Very Much Experienced	85.00	63.00			
Workplace Support	Less Experienced	3.25	69.05	4.330	0.228	Accept Ho
	More Experienced	3.13	62.31			
	Much Experienced	3.38	62.59			
	Very Much Experienced	3.00	48.58			

Table # 28 Continued.



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As shown in the Mann-Whitney U statistics in Table 29, there are no significant differences between the type of school and the perceived gender prejudices in the workplace of science teachers; regardless of the kind of school, teachers of both private and public schools are hetero-privileged, teachers in both private schools and public schools are tolerant towards LGBTQ related issues (De Leon & Brunner, 2013).

Table 29. There are significant differences in science teachers' perceptions when grouped according to the type of school.

PERCEPTION	TYPE OF SCHOOL	MEDIAN	MEAN RANK	MANN-WHITNEY U STATISTICS	P VALUE	REMARKS
Homophobia	Public	2.29	66.86	1205.000	0.673	Accept Ho
	Private	2.24	70.61			
Outness	Public	90.00	68.61	1153.000	0.441	Accept Ho
	Private	90.00	62.13			
Workplace Support	Public	3.13	63.19	1113.000	0.896	Accept Ho
	Private	3.19	62.09			

As shown in the Mann-Whitney U Statistics in Table 30, there is a significant difference between Ethnicity and the perceived homophobia of the participants; aside from feminism, being a member of a minority or ethnic group adds to the risk of being discriminated against in the workplace. This intensifies the homophobia that a person with diverse SOGIE can experience in the workplace (Committee on Women, Children, Family Relations, Gender Equality, 2020).

On the other hand, there is no significant difference between Ethnicity and perceived outness; the data shows that being part of a minority, they still do not have issues with outness, and the struggle for outness is no longer seen in many schools.

In terms of the perceived workplace support and Ethnicity, the results show no significant difference. The participants decided not to react or reveal any level of support for the LGBTQ community because of the homotolerance present in the workplace and not due to the ethnic group they belong to; regardless of the ethnicity, the teachers will remain silent (Cui, 2023).

Table 30. There are significant differences in science teachers' perceptions when grouped according to ethnicity.

PERCEPTION	ETHNICITY	MEDIA N	MEAN RANK	MANN-WHITNEY U STATISTICS	P VALUE	REMARKS
Homophobia	No	2.39	73.37	1708.500	0.036	Reject Ho
	Yes	2.14	59.06			
Outness	No	90.00	68.29	2110.000	0.765	Accept Ho
	Yes	90.00	66.36			
Workplace Support	No	3.25	64.99	1764.500	0.469	Accept Ho
	Yes	3.00	60.29			



The relationship of Sexual Orientation, Gender Identity, and Expressions (SOGIE) to the perceptions of science teachers towards different gender prejudices.

As shown in Mann-Whitney U Statistics in Table 31, there is no significant relationship between Sexual Orientation, Gender Identity, and Expressions (SOGIE) with the perceived gender prejudices of the participants; the data shows that regardless of SOGIE, the majority of the science teachers are homotolerant towards different gender prejudices in the workplace such as homophobia, outness, and workplace support.

Since most of the participants are cisgender teachers, they rarely experience problems in being out, which contributes to the unresponsiveness towards gender-based violence. These schools are homophobic and not safe for people with diverse SOGIE.

There is now an increase in the acceptance of people with diverse SOGIE (Poushter & Kent, 2020). This claim can support that our country is part of the leading accepting country towards the LGBTQ community

Table 31. The relationship of Sexual Orientation, Gender Identity, and Expressions (SOGIE) to the perceptions of science teachers towards different gender prejudices

PERCEPTION	GROUPS	MEDIAN	MEAN RANK	MANN-WHITNEY STATISTICS	P VALUE	BISERIAL RANK COEFFICIENT	REMARKS
Homophobia	Cisman/woman teacher	2.24	66.00	1017.50	0.30	-0.142	Accept Ho
	Teacher with diverse SOGIE	2.44	75.55	0	1		
Outness	Cisman/woman teacher	90.00	67.48	1184.00	0.98	-0.002	Accept Ho
	Teacher with diverse SOGIE	80.00	67.62	0	7		
Workplace Support	Cisman/woman teacher	3.25	64.34	952.500	0.35	0.128	Accept Ho
	Teacher with diverse SOGIE	3.00	56.36		2		

The study shows that schools are Homotolerant towards issues related to gender-based violence. This study suggests the implementation of the action plan, which is shown in Table 32, which was developed according to the result of this study; the action plan is to address the gender-based violence inside the school, the action plan proposed to have a program known as the SOGIESC Fellowship which will be led by the Division Superintendent and the Coordinator from the Division office, the SOGIESC Fellowship may provide Leadership training to look and help other school heads, and representatives in making their school SOGIE-sensitive. Once the school heads and representatives know SOGIESC and gender-based violence faced by People with diverse SOGIE, they can conduct school-based SOGIESC training; the school may establish its own Pride Alliances. This will be the official organization of the school that will promote SOGIE and fight for the rights of the people who are victims of gender-based violence inside the school; the organization will focus on the homeroom guidance program to make sure that all policies and SOGIE concepts will be integrated into the teaching-learning process and as well as to create visibility for people with diverse SOGIE.



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CONCLUSION

In light of the findings, the following conclusions are drawn: There is female dominance in the teaching profession; many science teachers are millennials and consider young professionals to make them more aware and interested in SOGIE.

Another result is that public school teaching is still more popular than private school teaching. In addition, there are science teachers from an ethnic group, proving that the science teachers are diverse. This study revealed that science teachers are comfortable disclosing and using their gender pronouns for their SOGIE. This means that science teachers are starting to be inclusive and SOGIE sensitive; the result of the study shows that the sexual orientations of the science teachers are bisexuals, pansexuals, heterosexuals, gays, lesbians, androsexual, gynosexual, and asexual. There are science teachers who are assigned at birth as male and form sexual and meaningful attractions with other males; aside from that, there is a participant who is assigned female at birth who prefers to have sexual and significant attractions with another female. The study also shows that cisman, ciswoman, cis gay, cislesbian, and agender are the gender identities of science teachers. In terms of expression, the study shows that science teachers are masculine, feminine, and androgynous. The study shows zero visibility for transgender and intersex people. The data implies that the gender, sex, and sexuality of the science teachers are diverse and not binary. The study revealed gender prejudices present in the workplace of teachers. Gay teachers they are still dressing and presenting themselves as males, while lesbians present themselves as females so that they will be accepted. This study shows that the cisgender community is composed of cismen, ciswomen, cis gay, and cislesbian, and all of them are hetero-privileged. This is the reason why the participants perceived that there are no gender prejudices such as homophobia, outness, and the workplace. The study shows that the science teachers are homotolerant when it comes to issues on allowing teachers to transition for transgender people, having all-gender CR inside the school, visibility of homosexual activities such as same-sex relationships, and terms of workplace support from the administrators regarding the support towards SOGIE and addressing gender-based violence inside the school. The study revealed that there is a significant difference between the demographic profiles with Sexual orientation, Gender Identity, and Expressions (SOGIE) but only based on sex assigned at birth. This implies that sex is an essential knowledge that medical professionals determine before birth. In addition, understanding sex is vital in knowing one is SOGIE. The study also revealed that the ethnic group of the person highly influences gender pronouns due to the diversity of dialects and language used by different ethnic groups; this implies that freedom in using the language that a person is more comfortable operating in choosing the gender pronouns or labels on their SOGIE is important in disclosing labels of SOGIE and expression of one's self. The study also shows that science teachers considered the young more accessible and explorers in expressing themselves, while science teachers thought the old were conservative. The study revealed no significant difference between the demographic profile and the perceived gender prejudices of the participants. In addition, the perceived gender prejudices of the participants are highly influenced by the sex assigned at their birth. The study shows that the sex assigned at birth affects the type of gender-based violence; people who are designated as male at birth are affected by stereotypes of masculinity, while people who are assigned female at birth are affected by stereotypes of femininity. The study shows that stereotypes of gender roles, which are gender-based violence, are based on the sex assigned at birth. In addition, the study indicates that ethnicity contributes to and intensifies the gender-based violence faced by science teachers in the workplace, most especially for those with diverse SOGIE. The participants are more unresponsive and tolerant if they are members of an ethnic group. There is no significant relationship between Sexual orientation, Gender Identity and Expression (SOGIE), and perceived gender prejudices such as homophobia, outness, and workplace support. This implies that regardless of the SOGIE of the participants, they choose to be tolerant and unresponsive to the gender-based violence inside the school's workplace climate. The policies and activities of Gender and Development show positive effects towards the visibility for some teachers with diverse SOGIE, which can be seen by the



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data presented in this study; with the lack of visibility of transgender and intersex, there is still a need to initiate the conversation in making sure that schools are inclusive and safe for these people with diverse SOGIE. Providing activities and platforms where SOGIE-related issues and LGBTQ gender violence can be discussed in every corner of the school will help schools become SOGIE-sensitive.

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