

TEACHERS' PERCEPTIONS AND PRACTICES ON MANAGING JUNIOR HIGH SCHOOL PHYSICAL EDUCATION CLASS WITH STUDENTS PERCEIVED TO BE LGBT

SHARLET Q. BALACUIT

Researcher

*Master of Arts in Education
Major in Physical Education*

Abstract

This is a sequential explanatory mixed method study that is aimed at deriving inputs for enhancing the classroom management skills of Junior High School Physical Education (PE) teachers, specifically in handling classes with perceived-to-be LGBT students. Respondents in the quantitative phase consisted of 76 PE teachers from 13 public schools who have been teaching for five years and above; five (5) of them who have been teaching high school students for more than 10 years were the participants in the qualitative phase (interview).

Survey results show that the majority of the respondents expressed awareness of the government education policies and guidelines on Gender and Development (GAD), and that almost all of them articulated ensuring fair division of responsibilities among students regardless of gender in order to prevent occurrences of gender discrimination. On the contrary, interview data reveal that while most teachers expressed general awareness of the GAD policies, greater knowledge of the specifics is wanting among them. Such insufficient knowledge was deemed a major factor for their candid unanimous response of failing to fully implement GAD policies and guidelines. Nonetheless, they resort to taking measures drawn from their years of experiences to personally handle cases involving gender issues among their respective students. These findings led the study to recommend in promoting greater awareness of the GAD policies and guidelines to guide teachers in implementing the policies and in enhancing their classroom management skills that would appropriately address gender issues.

Keywords: *LGBT, gender sensitivity, sexual orientation, sequential explanatory mixed method, physical education.*

INTRODUCTION

The school has been the foremost venue for the total development of the children as they grow into adults. According to Russell et al. (2011) it is a place for

developing not only the students' academic skills but also their personal and social skills. For this reason, it is imperative for schools to pay attention on building a positive school climate for all. Birkett, Espelage and Koenig (2009) stated that positive school climate is a place where individuals acquire knowledge and develop holistically which lessen or totally prevent untoward incidents. Therefore, safety within the educational institutions is a primary starting point of a good school climate (Thapa et al., 2013).

It is also in the school where most individuals would learn to discern about their choices and preferences and how to make decisions about what to believe and how to stand for what they believe. As individual learners are exposed to various perspectives in school, their preferences and perspectives also tend to evolve with the changes in the environment. One of these perspectives and preferences could be their gender affiliation and choices of their stance about where they want to belong in terms of gender preferences that may lead to identifying themselves as part of the Lesbian, Gay, Bisexual, Transgender (LGBT) community.

McGuire et al. (2010) stated that the LGBT youth are at risk for some of the greatest difficulties experienced by adolescents. Some of these problems are pertaining mainly to education and schooling. For many LGBT youth, intolerance and prejudice make school a hostile and dangerous place. This is primarily because the people in their environment, that is, student or teachers in general, are lacking sensitivity with regard to understanding them as individuals. Therefore, teachers play an important role in exercising values pertaining to the matter of gender sensitivity in an educational institution.

Based on the survey of Ellis (2009) on the expressions of the LGBT students in UK, he found that despite the fact that there is an increased implementation of an equality agenda in UK Higher Education, there is still an existing problem concerning homophobia, which is discrimination against homosexuality or homosexual, that is having irrational fear of homosexuals. Hence, universities are not even perceived by LGBT students as safe spaces where they could openly experience equality about sexual orientation or gender.

According to Burns (2011), with respect to the teachers' sensitivity, it is important that they create a safe environment for the perceived-to-be LGBT students, whether they are aware or not of those individuals in the schools. This would basically enable questioning students to explore their gender and therefore send a message of acceptance to all students inside the class. Burns also contends that there should be school wide anti-discrimination policy/guidelines and the teachers should act as advocates, or simply make a safe person to talk to. This, in one way or another, will make a difference on a student who is struggling.

There are a lot of cases and issues that the individual faces, according to Gomillion and Giuliano, (2011) some research indicate that the number of people distributed by the LGBT issue, including student, family, and educators, is far

greater yet most school offers virtually lack of information, support or visible role models, and silence and ignorance are allowed to prevail. According to Mavhandu-Mudzusi, (2014) harmful attitude regarding LGBT was already existing in South Africa. In 2011, a memorandum on International Initiative to advance Human Rights of LGBT person was issued by the President Barrack Obama which has something to do with the work of maintaining a good relationship between the government of the different country to help and defend the rights of the LGBT people. Ki-Moon (2012) stressed that the time has come to take an action to the unfortunate LGBT people to protect and promote their rights.

It is reflected in the mission of the Department of Education, to protect and promote the rights of every Filipino to quality, equitable, culture-based, and complete basic education, where the students learn in a child-friendly, gender sensitive, safe and motivating environment. It also includes that the teachers facilitate learning and constantly nurture every learner to ensure an enabling and supportive environment for learning to happen (Department of Education Vision and Mission). As stated in the RA. 9710 section 36-b, the provision of Magna Carta for Women, all government agencies are mandated to establish and institutionalize the Gender and Development (GAD). Likewise, the Commission on Higher Education (CHED) approved the special order on July 02, 2010, which issued the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse.

Based on the DepEd. Order No.27, s.2013, GAD refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence and process human rights, supportive of self-determination and actualization of human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices, transform society's social, economic, and political structures and question the validity of the roles ascribed to women and men; contends that women are active agents of development and not just passive recipients of the development assistance; and stresses the need of the women to organize themselves and participate in political processes to strengthen their legal rights (MCW). There are a lot of cases and issues that the LGBT faces. According to Kosciw (2015) as cited in the study of Hunt and Jensen (2007), the code of behavior operates in the school along the students support and the code of behavior is a requirement of all schools under the Department of Education (welfare) Act 2000.

In this regard, Congress passed the Anti-Bullying Law of 2013, with implementing rules and regulations that enumerate sexual orientation and gender identity as prohibited grounds for bullying and harassment. In line with this, the public educational institution should not accept and tolerate the policies on bullying and discrimination to the students.

All of these should start with knowledge and awareness. Often, teachers are unsure on how to support the LGBT students in a meaningful way. The best practices should be compiled to give school leaders the knowledge they need to create a climate in which their most vulnerable students will feel safe and valued as well. Through various policies and practices, school administrators, together with counselors and educators will be able to build an environment that is truly welcoming to all.

The purpose of the study is to describe the extent of the teachers' gender sensitivity in Junior High School Physical Education class with students perceived to be LGBT. Likewise, it aims to gather information on the perceptions and practices of the teachers in managing PE classes with students perceived to be LGBT as bases for recommending possible actions to take to turn the learning environment into a setting that promotes students' physical, mental, emotional, social, and moral-spiritual health and well-being regardless of their gender affiliation.

Specifically, it sought to describe the (1) participant-teachers' awareness of the Department of Education's policies and guidelines on Gender and Development (GAD); (2) observations and practices on gender sensitivity; (3) views about the presence of the students perceived-to-be LGBT in their classes in the light of gender sensitivity.

This study is hoped to be beneficial to the teachers and other readers in realizing the importance of understanding the policies and guidelines regarding GAD. To the school administrators, may this paper serve as a key material in becoming aware of the necessity of being fully oriented about GAD. For the future researchers, further studies related to this topic may be conducted. For the school policy makers, may this paper serve as a suggestion for the crafting of updated implementing rules and regulations as regards GAD mandates.

This study also hopes to offer pointers that PE teachers may use to enhance their classroom management skills that would appropriately address gender issues such as bullying and discrimination of students perceived to be LGBT. Also, it is hoped that findings and conclusions of the present study would be instrumental in encouraging education authorities, curriculum developers, policy-makers, researchers and the rest of those in-charge in guiding the youth, to be more actively involved in promoting greater awareness on the GAD programs and policies of the government.

For the purpose of consistency and clarity, the following terms were used in this study as defined accordingly:

Bisexual. This refers to a person attracted to both men and women, which is involving two sexes. For example, a man also attracted to another man, and also attracted with a woman at the same time (Tan, Umbac, & Fabriga 2016).

Gay. A person who is sexually attracted with the same sex. For instance, a man attracted to the same man exclusively, who consider themselves homosexual between male (Elias 2014).

Gender identity. Someone with internal sense of being male or female who has the quality and beliefs. It is not necessarily similar with the biological sex assigned at birth (Tan, Umbac, & Fabriga 2016).

Lesbian. A female homosexual who is sexually attracted to another female. For example, a female dating another female exclusively (Tan, Umbac, & Fabriga, 2016).

LGBT. This is a group of individuals that are perceived to have gender orientation which deviates to the norm (Elias 2014).

Physical Education. A optimum development that affects individuals feminism and masculinity through selected various physical activity (Azzarito & Solomon 2010).

Sequential explanatory mixed-method. A method focuses on the philosophical premises, generating research questions, data gathering and analysis process, potential ethical issues, quality of interference and teaching mixed methodology. (Duriau, Reger & Pfarrer 2007).

Sexual orientation. Describe a person's physical, romantic and/or emotional attraction to another person which does not affect one's gender expression. For example, if a man is attracted to the same man, it does not mean that he is considered as female (Tan, Umbac & Fabriga, 2016).

Transgender. A person who has sexual identity which is not clear either he/she is a male or female. For example, a male dressing, acting, and behaving as a female, vice-versa with a female (Tan, Umbac & Fabriga, 2016).

METHOD

This study used the sequential explanatory mixed-method design which is defined in Wankova et al. (2006) as a collection of data by means of succession of quantitative and qualitative approach in gathering data which collect and interpret results. The study of Subedi (2016) showed a combination style of qualitative and quantitative research which directs the totality of the ideas focusing on collecting data, issues and generating issues.

In this study, quantitative data were gathered first. It is then followed by the collection of qualitative data that is aimed at explaining in a more in-depth manner the subject under study which is the perceptions and practices of the teachers in managing Physical Education (P.E) classes with students perceived to be LGBT.

The main instrument used was adopted from the study of Bhattacharya (2017). The questionnaire was composed of 19 items that intended to obtain the perceptions and practices of the teachers as regards gender sensitivity. To describe the awareness of the teachers about the DepEd's Gender and Development policies, the first item in this questionnaire was utilized. The content of the questionnaire was validated by three expert researchers to ensure that it will elicit the intended data. Minimal revisions (grammatical) were made as a result of the content validation (see Appendix C for the finalized copy of the instrument).

The participants of the study were the P.E Teachers who handle Physical Education classes with students perceived to be LGBT. Respondents in the quantitative phase consisted of 76 PE teachers from 13 public schools who have been teaching for five years and above; five (5) of them who have been teaching high school students for 10 or more years consented to be the participants in the qualitative phase (interview).

It is to be noted here that teachers handling courses or subjects, other than Physical Education (P.E) were not included in this study. Given the objectives of the study, and the sensitivity behind the topic on GAD, participants were not asked about experiences, lifestyles, family background, academic studies and behaviors of the students perceived to be LGBT.

Prior to the distribution of the survey questionnaires, permission was sought from the authorities. When permitted, questionnaires were distributed to the target respondents and retrieved the next day.

Data gathered were organized for analysis. Frequency counts and percentage were computed using the available SPSS software. In the qualitative phase, data were obtained through a semi-structured interview with the Physical Education (PE) teachers who are already in the field of teaching for a minimum of 10 years. Interview data were transcribed accordingly and content analyzed by using the following steps: (1) identifying the key point drawn from transcriptions of the interview results with the assigned codes MTa, MTb, MTc, MTd and MTe, corresponding to MAPEH Teacher a, b, c, d, and e respectively; (2) classifying the common concepts and similar concepts; and (3) categorizing concepts into themes. Creswell (2003) implies that the emergence of themes in a qualitative study can be efficiently drawn by iterating key point and categories in the context of the objective. Duriau, Reger and Pfarrer (2007) further described that the content analysis is the organization and benefits of the study.

FINDINGS

The Quantitative Phase

Respondents' Awareness on the Policies and Guidelines on GAD

Table 1 presents the estimates of the Physical Education (PE) teachers' awareness on Gender and Development (GAD). As shown in the table, a bigger number of the respondent-teachers' (60.5%) are aware on the Department of Education (DepEd) guidelines regarding the Gender and Development (GAD) while the remaining 30 respondents or 39.5 % are not aware that there are GAD policies and guidelines.

Table 1

Respondents' awareness on the Department of Education's (DepEd's) policies and guidelines regarding Gender and Development (GAD)

Awareness	Number of Respondents	Percent
Aware	46	60.5
Not aware	30	39.5
Total	76	100.0

Teachers' Observation and Practices on Gender Sensitivity

Table 2 presents a summary of the respondent-teachers' observation and practices about gender sensitivity in their classes as well as inside the school campus. Almost all of them believe that students are given adequate support to participate in classroom interactions without prejudice on their gender. Likewise, most of them observe that there is no gender bias toward teachers' choice and use of instructional strategies and techniques ranging from use of characters, assigning roles, the overall language applied, to the actual performance of learning outcomes.

However, a considerable number of these teachers observed that there are not enough opportunities for them to get more informed and oriented about gender sensitivity based on the data. Some of them responded 'NO' when it comes to getting oriented and trained on the rudiments of gender sensitivity in the school. These include training on gender-sensitive instructional methodology, planning lessons, stating learning outcomes, and conduct of learning activities.

In terms of teachers' gender sensitivity practices, despite their lack of training on gender issues, all respondent-teachers do provide examples and activities in class that promote gender equality and ensure a class setting supportive toward all genders.

Most of the respondent-teachers' practice fair division of responsibilities among students in either gender to be able to stress the values of respect and responsibility to them. It is also noteworthy that they largely encourage male interests in normally female-pursued tasks and vice-versa.

Data likewise revealed that a good number of the respondent-teachers provide guidance and encouragement to students against stereotyping the gender roles more specifically in accomplishing their tasks in Physical Education.

On the other hand, a number of PE teachers tend to be unenthusiastic to evaluate teaching and learning materials that may suggest gender discrimination. Likewise, some of them would likely be unaware in using clichés on branding and tagging roles discriminatory among genders and sexual orientation.

Table 2
Teachers' observation and practices on gender sensitivity

Items Observation	f	YES %	f	NO %
2. Is there any bias reflected on the part of teachers towards instructional strategies in the classroom?	15	19.7	61	80.3
3. Does the teacher take note of gender sensitivity in the use of language?	60	78.9	16	21.1
4. Are there any guidelines or suggestions to the teachers in developing their lesson plans keeping gender issue in mind?	41	53.9	35	46.1
5. Do the teaching aids inclusive charts; visuals or e – materials indicate any bias to a specific gender?	22	28.9	54	71.1
6. Are the Physical Education teachers adequately oriented towards the methodologies to be adopted for instruction to different genders?	53	69.7	23	30.3
7. Do the Physical Education and other learning programs involving bodily movements take care of the issues of gender needs and requirements?	63	82.9	13	17.1
8. Are students of both genders given adequate support to participate in classroom interactions?	74	97.4	2	2.6
9. Are you conscious of the number of questions being asked to either gender <u>and</u> of quality in responses received?	53	69.7	23	30.3
Practices				
10. Do you provide examples and activities in class which reflect experiences and interests of both gender?	76	100	0	0
11. Do you ensure a class setting supportive towards both the genders?	76	100	0	0
12. Do you ensure fair division of responsibilities among students in either gender?	74	97.4	2	2.6
13. Do you stress upon the values of respect and responsibility to be practiced by both genders?	71	93.4	5	6.6
14. Do you avoid the use of clichés – like 'boys don't cry' or 'a tomboy' consciously?	51	67.1	25	32.9
15. Do you openly question the teaching and learning materials (such as textbooks) which do not include or reflect gender sensitivity?	35	46.1	41	53.9
16. Do you modify and/or develop pedagogical materials that concern gender sensitivity?	50	65.8	26	34.2
17. Do you provide guidance and encouragement to students of both the genders in subjects like MAPEH without supporting stereotyping?	68	89.5	8	10.5
18. Do you encourage male interest in normally female – pursued task and vice – versa?	73	96.1	3	3.9
19. Do you promote and provide guidance towards physical education to students of both the genders?	67	88.2	9	11.8

Qualitative Phase

Gender and Development Awareness

Findings shows that there were two (2) out of five (5) expressed the awareness about the policies and guidelines on GAD which includes the gender sensitivity. One of them stated that there was putting of emphasis on gender equality but there are no instances that GAD is included in Physical Education.

Non-discrimination of LGBT

Based on the findings, four (4) out five (5) teachers who were interviewed stated that there are no guidelines, and they are not implementing the policy regarding GAD in their class. As teachers they have their own way to observe gender equality.

Education for All

The study revealed that most of the participants practice and apply the importance of education for all. One of the participants stated that there are no guidelines regarding gender and development but still applied fairness in teaching.

Maximizing the Potentials of the LGBT

Most of the participants had a minimal understanding about the GAD, but they had traits/qualities that support gender equality. Teachers had their own way of expressing equal treatment of the students.

Positive Observable Behavior

All of the participant-teachers have a deep understanding about the characteristics or identity of the students who the perceived to belong LGBT group. Teachers are flexible they had their different way on how to handle and guide students.

Counseling at its Best

The majority of the participants endorse guidance and counseling activities to the guidance counselor of the school. Few teachers would personally take matters to their own hands with encouragement.

Productive Activities for All

Based on the findings, two (2) out of five (5) participants believe on gender equality and sensitivity but the subject matter may hinder equality for there are

assigned tasks specifically for males only or for females only. They also accepted that there are more complex gender issues on discrimination. Teachers lead students to participate in different of activities which express gender equality.

Teaching and Learning Process

From the data gathered, two (2) out of five (5) participant-teachers agreed on the non-universality of the gender but for the subject matter like MAPEH there are limitations on LGBT integration. Teachers observe gender equality in their own different way.

DISCUSSION

The present study has for its main rationale to draw inputs that may be offered to policy-makers and implementers of the GAD in schools. In particular, it seeks to contribute to the promotion of awareness of GAD and in identifying steps that would aid Junior High School P.E teachers in managing classes with students perceived to be LGBT. The pursuance of the study was anchored on the desire of the researcher through the study to take part in addressing pressing issues on gender sensitivity particularly in P.E classes. The study also intends to recommend points for the promotion of greater awareness and implementation of the GAD policies and guidelines to enhance teachers' classroom management skills that would address gender issues among students.

The 60.5% rate of knowledge about GAD implies the low degree of implementation in the public schools of the DepEd's Gender and Development thrust. Based on the analysis of the results of the study, it appears that the GAD policies and guidelines of the Department of Education (DepEd) were not fully disseminated in public schools. This is reflected by the number of teachers who expressed the lack of awareness in the existing policies and guidelines. Among the possible causes of this lack of awareness could be the weak mechanism in disseminating information about GAD and the traditional atmosphere that envelopes most schools. There may be an orientation and re-orientation of the teachers on the policies and guidelines regarding GAD.

According to McGuire et al. (2010) the LGBT youth are at risk for some of the greatest difficulties experienced by adolescents. Some of these problems pertain mainly on education and schooling. For many LGBT youth, intolerance and prejudice make school a hostile and dangerous place. This is primarily because the people in their environment, students or teachers in general, are lacking in terms of sensitivity with regard to understanding them as individuals. Therefore, teachers play an important role in exercising values pertaining to the matter of gender sensitivity in an educational institution.

Another concern of the study is to describe the teachers' observations and practices on Gender Sensitivity. Most of the respondent-teachers and participants ensured fair division of all class activities by providing examples which reflect the experiences and interests of both gender. Also, all of them ensure a class setting that will support students belonging to both genders. Moreover, teachers are generally exercising fair treatment of their students across gender.

According to Burns (2011), with the issue on the teacher's sensitivity being involved in this matter, it is important that teachers create a safe environment for the students perceived to be LGBT, whether they are aware or not in the schools. This would basically enable students with queries to explore their gender and therefore send a message of acceptance to all students inside the class.

Respondent-teachers may provide class activities which may be performed by the students regardless of gender preferences. Teachers, being the second parent of the students, may extend assistance to students even to the extent of getting into personal matters, and promote education in all areas where students may improve. Personal biases are avoided as much as possible in giving instructions to students in class. Teachers may continue giving appropriate activities to students without biases to support them in developing their potential.

As stated in the study of Arrieta and Palladino (2015), the LGBT students think of Special Education identity to be more disgraceful than their identity as LGBT. It was also found that these individuals have little knowledge on the approach with LGBT students. According to Avramidis and Norwich (2002), special needs in a way that an individual has a difficulty in particular aspect hinders someone's growth which requires special attention. Special need has something to do with the physical and human support with positive attitude.

Teaching strategies can be more adaptive to learning, which transforms the students from passive receptors of information to collaborator in the educational process by means of giving different activities that suit the level of both gender and students' learning needs, as indicated by their responses to questions, tasks and experiences, specifically, with students perceived to be LGBT. Teachers may adapt to the "millennial" way of dealing with students and they need to be equipped with additional background in dealing with the students who are perceived to belong to the LGBT group. Furthermore, teachers have to promote leadership abilities of students who are perceived to be LGBT into class activities. Also, teachers may develop the students' attitude towards the issue on sexual orientation. A seminar training or workshop may be necessary to further enhance the ability of the teachers in creating resources fit for their students' needs particularly to those who are perceived to be LGBT.

Teachers may have their own way in observing gender equality. According to Kolbert et al. (2015), teachers who were not aware of the LGBT and with their schools not implementing an anti-bullying policy, had significantly higher rates of victim of physical bullying among students as compared to situations where teachers were aware of their school policies on anti-bullying and that schools do implement such policies and guidelines. In addition, Bae (2016) compared the involvement of Germany and Korea in bullying. Based on the findings, the implementation of the guidelines is highly recommended.

Teachers had their own way of manifesting fair treatment of different gender affiliation among students. In the study conducted by Steinmetz (2017), it came out that the youngsters of today were already leaving the item that the gender identity refers only to male and female. It may help teachers to understand gender issues better if they become more aware of some technical terms such as the concepts of *sexual orientation* and *gender identity*. In Tan, Umbac, and Fabriga (2016), *sexual orientation* is defined as a person's physical, romantic, and/or emotional attraction to another person. It means that if a person is a gay, it does not mean that he is outrightly classified to the female group, or if she is a "lesbian" it does not mean that she automatically belongs to the boys group. This just means that their sexual orientation depends on one's gender expression. Meanwhile, their *gender identity* means that the individual is either being male or female, feminine or masculine.

In the study conducted by Peltzer and Pengpid (2016), it was confirmed that the LGBT students in universities needed to be given priority concerning their mental health and addiction behavior prevention and intervention. It is because such students were found addictive with alcoholic beverages, engaged in the use of illicit drugs, while some were severely depressed, and others had suicidal attempts. According to Matarazzo et al. (2014), it was found that social support and victimization were relevant in LGBT identities and suicidal risks. Social support can be classified as interpersonal or intrapersonal relationship in a sense of belongingness and sense of socialization. The participant-teachers were found to be somehow providers of this needed social support as they strive to integrate LGBT topics in their lessons, and the presence of students perceived to be LGBT in their PE classes does not in any way make their teaching less effective.

To make education true to its essence, learning opportunities may not be limited to cognitive development but should also consider other important aspects such as the promotion of student leadership in different class activities. There may be seminars, training, or workshops to further enhance the ability of the teachers in creating resources fit for their students' needs particularly to those who are perceived to be LGBT.

Teacher-interviewees observed about the presence of the students perceived-to-be LGBT in their classes in the light of gender sensitivity. Most of the participant-teachers expressed that instead of endorsing students with concern to

the guidance office for counseling, they address matters within their level using their own guiding strategies. The study of Jackson (2017) talked about the boundary of tomorrow's path and possible future effect or result of the school counseling. Few teachers would personally take matters to their own hands.

Teachers led students to participate in different activities which promote gender equality. They believe that gender equality and sensitivity is a very significant issue which may be discussed to the teacher to be emphasized to the students, but the subject matter may hinder equality for there are assigned tasks specifically for males and females. They also accepted that there are more complex gender issues that can be addressed without discrimination. According to Gibbon and Cobb (2017), productive activities need to be introduced by the teachers to improve the students' learning capability.

Based on the survey of Ellis (2009) on the expressions of the LGBT students in UK, he found that even though there is an increased implementation of an equality agenda in UK Higher Education, there is still an existing problem concerning homophobia, which is discrimination against homosexuality or homosexuals, that is having irrational fear of homosexuals. Hence, universities are not even perceived by LGBT students as safe spaces where they could openly experience equality about sexual orientation or gender.

Most of the respondent-teachers practice and apply the importance of education for all (EFA). One of them stated that there are no guidelines regarding gender instead applied other policies and guidelines. In the Philippines, education is for all, and it is for free, so everybody is entitled to avail and experience it. Education is one of the rights of every individual. According to Liston, Borko, and Whitcomb (2008) the effects of teacher education are on the personal strategy of the teacher and on how the students will learn in the respective area. It is on how the teachers impart his/her skills in the teaching and learning process. Ki-Moon (2012) stressed that the time has come to take an action to the unfortunate LGBT people to protect and promote their rights.

In 2011, a memorandum on International Initiative to Advance Human Rights of LGBT person was issued by President Barack Obama which has something to do with the work of maintaining a good relationship between the government of the different countries to help and defend the rights of the LGBT people. According to Avalos (2011), teachers need to help the students to acquire knowledge in working with others to achieve learning effectively.

The teaching and learning process takes place in a form of informal mentoring that can build and develop the character of students perceived to be LGBT (Mulcahy et al. 2016). In the study of Orlov and Allen (2014), teachers give the students freedom to express their identity as LGBT in the classroom if students

desire as much. It is an indication of showing student support and having freedom. Seminars and trainings are valuable aids to the teachers to boost their positive ways of teaching. Through these, they acquire new learning which they can impart to their students (MacFarlane and Woolfson 2013).

The respondent-teachers had their own way of understanding and expressing sexual orientation, encouraged the students to act accordingly and hone their potentials in their field of interest. The importance of participation and the performance of the student in their class that boost their potential were also emphasized. Intervention can be applied to integrate a lesson exemplar which can motivate students in understanding issues on GAD. Role playing may be an effective strategy in the classroom to help students realize their individual worth and value their significant roles in the community even as they are perceived to be LGBT. Such activity may help to further lessen the stigma or stereotyping being experienced by the students who belong to the LGBT group. Furthermore, making the students perceived to be LGBT get engaged in activities and enabling them to express themselves freely without being judged could help boost their morale and protect their mental health.

Overall Conclusion

In conclusion, the present study was able to point out the significant role of the PE teachers in particular, and all teachers in general, in upholding the well-being of all students including those who are perceived to be LGBT. The interviewed seasoned PE teachers were found to have attained a certain degree of maturity in handling students who are perceived to be LGBT, leading to the realization that the teachers' competence in managing their classes fairly is honed as they get exposed to different students with different gender affiliations, but that needs to be coupled with positive mindset and increased awareness of gender equality and gender sensitivity in order to holistically form their students, and live up to the expectations and policies of "Education for All".

Summary of Recommendations

The study recommends the strengthening of the teachers' and school staff and administrators' awareness of gender sensitivity and equality. Lessons on gender awareness may be integrated in appropriate lessons so that students, as well as their parents, may acquire greater understanding of the phenomenon of gender diversity and would be able to participate in making every classroom and every school a safe place for every learner, regardless of gender affiliation. Teachers and other school personnel in-charge of students may endeavor to identify students' diversity during the teaching and learning process in order to address appropriately any emerging concern related to gender. Research and experience show that one of the most powerful elements in the teaching-learning

process is a good relationship between the teachers and students. According to Hughes and Chen 2011, stated that the major factor which affects the development of the student academic outcome and behavior comes from the supportive and positive relationship that promotes a "sense of school belongingness" and "participate cooperatively in the classroom activities" takes place. The present study concurs with the previous studies in supporting the value of harmonious teacher-student relationship as key to meaningful and joyful learning experience among students regardless of their gender affiliation. Harmony in the classroom, in all aspects, is the target of effective classroom management.

REFERENCES

- Arrieta, S.A. & Palladino, J. M. (2015). *A multiple-case study of special education teachers' approaches to LGBT students with emotional-behavior*. From <https://eric.ed.gov/?id=ED548031>.
- Avalos, B. (2011). *Teacher professional development in teaching and teacher education over ten years*. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.4.66.6330&rep=rep1&type>.
- Avramidis, E., & Norwich, B. (2002). *Teachers' attitudes towards integration/inclusion: are review of the literature*. <https://www.tandfonline.com/doi/abs/10.1080/08856250210129056>.
- Azzarito, L., & Solomon, M.A. (2010). *A reconceptualization of physical education: The intersection of gender/race/social class*. <https://www.tandfonline.com/doi/abs/10.1080/135733205200028794>.
- Bae, H. (2016). *Bullying Involvement of Korean Children in Germany and in Korea*. From journals.sagepub.com/doi/full/10.1177/0143034315605421.
- Bhattacharya, S. (2017). *Gender representations in English Textbooks used ingrade eight under National and State Boards, India*. <http://www.languageinindia.com/june2017/shristigendertextbooks1.pdf>.
- Birkett M., Espelage D.L, & Koenig B. (2009). *LGB and questioning students in schools: the moderating effects of homophobic bullying and school climate on negative outcomes*. <https://www.ncbi.nlm.nih.gov/pubmed/19636741>.

- Burns, J. (2011). *Insurers move toward more equitable care for LGBT population. Discrimination persists in many areas, but slow progress is being made.* <https://www.ncbi.nlm.nih.gov/pubmed/22175105>
- Caitlin, R., & Rivers, I. (2010). *Lesbian, gay, bisexual and transgender youth: Victimization and its correlates in the USA and UK.* <https://www.tandfonline.com/doi/abs/10.1080/1369105011000012883>.
- Chung, B.Y. (2001). *Work discrimination and coping strategies: conceptual frameworks for counseling lesbian, gay, and bisexual clients.* From onlinelibrary.wiley.com/doi/10.1002/j.21610045.2001.tb00887.x/abstract.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd edition).* Thousand Oaks, CA: <http://journals.sagepub.com/doi/abs/10.1177/1468794106058877>.
- Duriau, V.J., Reger, R. K., & Pfarrer, M.D. (2007). *A content analysis of the content analysis literature in organization studies: Research themes, data sources, and methodological refinements.* <http://journals.sagepub.com/doi/abs/10.1177/1094428106289252>
- Elias, S.K (2014). *GLAAD Media References.* http://www.glaad.org/sites/default/files/GLAAD%20MRG_9th.pdf.
- Ellis, S.J.(2009). *Diversity and inclusivity at university: a survey of the experiences of lesbian, gay, bisexual and transgender (LGBT) students in the UK.* <https://www.jstor.org/stable/40269155>.
- Gibbon, L.K. & Cobb P. (2017). *Focusing on teacher learning opportunities to identify potentially productive coaching activities.* <http://web.b.ebscohost.com/ehost/detail/detail?vid=3&sid=2e5e34fa-ab74-4085-8ae2-.47c01ce56fd2%40sessionmgr103&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=124576140&db=afh>.
- Gomillion S.C. & Giuliano T.A. (2011). *The influence of Media Role Models on gay, lesbian, and bisexual identity.* <https://www.tandfonline.com/doi/abs/10.1080/00918369.2011.546729>.
- Gonzales, M. (2017). *Advocacy for and with LGBT student: An examination of High School Counselor experiences.* <http://professionalschoolcounseling.org/doi/abs/10.5330/1096-2409-20.1a.38?code=asca-site>.

- Hughes, J.N. & Chen, Q. (2011). *The importance of teacher–student relationships, as explored through the lens of the NSW Quality*<https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1008&context=jseem>.
- Hunt, R. & Jensen, J. (2007). *Social Work with Lesbian, Gay, Bisexual and Trans People: Making a difference*.<https://books.google.com.ph/books?isbn=1847428037>.
- Ivankova, N.V., Creswell, J.W., & Stick, S.L. (2006). *Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice*.
<http://journal.sagepub.com/doi/abs/10.177/1525822X05282260>.
- Jackson, K. (2017). *Supporting LGBTQ students in High School for the College transition: The Role of School Counselors*.<http://professionalschoolcounseling.org/doi/abs/10.5330/1096-2409-20.1a.21>.
- Ki-Moon (2012). *Lesbian and Gay Rights Are Human Rights: Multiple Globalizations and LGBTI Activism*.
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=ki+moon+lgbt+rights&btnG=.
- Kolbert, J.B. et.al (2015). *Teachers' perceptions of bullying of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students in a Southwestern Pennsylvania Sample*. <https://www.ncbi.nlm.nih.gov/pubmed/26030341>.
- Kosciw, J. et.al (2015). *The 2009 National school climate survey: The experiences of the lesbian, gay, bisexual and transgender youth in our nation's school*. New York, NY: gay, lesbian and straight education network.
<https://eric.ed.gov/?id=ED574780>.
- Leeuwa A. Valoisb, P., Ajzen, I., & Schmidt, P. (2015). *Using the theory of planned behavior to identify key beliefs underlying pro-environmental behavior in high-school students: Implications for educational intervention*.
<https://www.sciencedirect.com/science/article/abs/pii/S0272494415000298>
- Liston, D., Borko, H., J & Whitcomb J. (2008). *The teacher educator's role in enhancing Teacher quality*.
<https://journals.sagepub.com/doi/pdf/10.1177/0022487108315581>.
- Matarazzo, B. B. (2014). *Suicide risk among lesbian, gay, bisexual and transgender military personnel and veterans: What does literature tell us?*<https://guilfordjournals.com/doi/abs/10.1521/suli.32.3.272.22171>.

- Mavhandu-Mudzusi, A.H. (2014). *Experience of lesbian, gay, bisexual, transgender and intersex students regarding sports participation in a South African rural based university*. *African Journal for Physical, Health Education, Recreation, and Dance*.
<https://www.tandfonline.com/doi/abs/10.1080/13691058.2015.1015614?src=recsys&journalCode=tchs20>.
- McGuire, J. K. (2010). *School climate for transgender youth: A mixed-method investigation of student experiences and school responses*.
<https://www.ncbi.nlm.nih.gov/pubmed/20428933>.
- Mulcahy, M., et. al. (2016). *Informal mentoring for lesbial, gay, bisexual, and transgender (LGBT) students*.
<https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.979907>.
- Munoz-Plaza,R., Quinn S.C, & Rounds K.A. (2002). *Lesbian, gay, bisexual and transgender students: Perceived social support in the High School environment*. <https://muse.jhu.edu/article/13903/summary>.
- Orlov J.M., & Allen K.R., (2014). *Being who I am: Effective teaching, learning, student support, and societal change through LGBQ faculty freedom*.
<https://www.ncbi.nlm.nih.gov/pubmed/24325330>.
- Peltzer, K., & Pengpid, S. (2016). *Minority stress among lesbian, gay, bisexual, and transgender (LGBT) University students in ASEAN Countries: Associations poor mental health and addictive behavior*.<https://www.ajol.info/index.php/gab/article/view/153119>.
- Rivers, B. & Swank, J.M. (2017). *LGBT Ally training and counselor competency: A mixed-methods study*.
<https://www.tandfonline.com/doi/abs/10.1080/15538605.2017.1273162>.
- Russell, S.T. (2011). *Lesbian, gay, bisexual, and transgender adolescent school victimization: Implications for young adult health and adjustment*.
<https://eric.ed.gov/?id=EJ936039>.
- Robinson, J.P. & Espelage, D.T. (2011). *Inequities in educational and psychological outcomes between LGBTQ and straight students in middle and High School*.
<https://journals.sagepub.com/doi/abs/10.3102/0013189X11422112>.
- Simons, J.D., Hutchison, B., & Bahr, M.W. (2017). *School counselor advocacy for lesbian, gay, and bisexual students: Interventions and practices*.
<http://professionalschoolcounseling.org/doi/pdf/10.5330/1096-2409-20.1a.29>.

Steinmetz, K. (2017). *Infinite Identities*.<http://time.com/4703309/gender-sexuality-changing/>.

Subedi Dhanapati (2016) *Explanatory Sequential Mixed Method Design as the Third Research Community of Knowledge Claim*.Http://www.researchgate.net/profile/Dhanapati_Subedi/publication/316546967_.

Tan, M., Umbac, A. & Fabriga, M. (2016). *Media Reference Guide*.
<https://www.rainbowhealthontario.ca/wp-content/uploads/2016/01/Media-Referencing-Guide-Trans-and-Gender-Diverse-People1.pdf>.

Thapa A. (2013). *A review of school climate research*.
<http://journals.sagepub.com/doi/abs/10.3102/0034654313483907>.