

Gender Identity and Orientation of Pangasinan State University Students

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***Abstract** – Lesbian, gays, bisexuals and transgender Filipino often confront social pressures to hide, suppress or even attempt to change their identities and expression as conditions for their social acceptance and enjoyment of rights. These pressures can cause psychological distress, including immediate consequences such as fear, sadness, alienation, anger and internalized stigma. In order to help people who feel that they are different, this study identified if their number is significant. The survey questionnaire was used in this study with the first-year to third year students enrolled in First Semester, SY 2016-2017 in Pangasinan State University Lingayen Campus as respondents. For gender identity, male students are more male as revealed in their gender identity indicators wherein most of the indicators score very high. However, the small number of male students is stereotyped. Some never cried, very loud, acted as leader, and thinks men are superior to women. This might be the result of the traditional and patriarchal culture of the Filipino family. And in general, the gender orientation of male students are straight male. For female students, they have female gender identity. On gender orientation, though their number is small, there are indicators revealing that these students have feelings of lesbians and gays. Respect on the individuality of the member of this group is needed in the campus and identification of comfort room.*

***Keywords** – gender identity, gender orientation, lesbian, gay*

INTRODUCTION

Administrators and teaching personnel in higher educational institutions are expected to produce quality outputs for the good of society. In order to do this, standard teaching and evaluation process and evaluation, as well as facilities, are provided to the students. These are called resources. However, there are times that administrators and the teaching personnel are confronted with some issues and consider the distribution and utilization of these resources so as to equally benefit even the minorities – or the lesbians and gays.

The common term used for male homosexuals is gay while lesbian is for female homosexuals. In 2006, a study revealed that 20% of the population in Western culture anonymously reported some homosexual feelings. In Thailand, homosexuals are called kathoey or ladyboys. They are described as either a kind of man or a kind of woman. In 2004, Chiang Mai Tech School provided a separate restroom for kathoey with intertwined male/female symbols on the door. In Italy, homosexuals are called femminielli which resembles the hijras of India. The hijras in the Indian continent is

considered the most populous and well-known third sex type in the 20th century. It is estimated that there are 5 to 6 million hijras in India. They consider themselves are neither men or women and are born intersex. Males dress in feminine clothes [1].

Some research results concretize gender bias in school. Boys are rewarded for being assertive but surely teachers disapprove of boys who are shy and fearful [2]. Teachers tend to devote more time and attention to boys than girls and women are often stereotyped in several books used in schools. Also, teachers influence how students treat each other in school and female students suffer sexual harassments from male peers [1].

It was reported that about Filipino men ages 15 to 24, Filipino gay and bisexual men have higher levels of suicide ideation. The odd for suicide ideation was more than two times greater among young same-sex attracted Filipino men compared to heterosexuals. These effects were partly accounted for by depression, recent suicide attempt of a friend, and experiences of threat and victimization. Similar to the findings of global LGBT psychology, sexual orientation appears to be significantly associated with suicide risk [3].

In the Philippines, students who are lesbian, gay, bisexual, and transgender (LGBT) too often find that their schooling experience is marred by bullying, discrimination, lack of access to LGBT-related information, and in some cases, physical or sexual assault. Problems of hate crimes or bias crimes against homosexuals continue to pervade some societies. As a consequence, several homosexuals conceal their true gender identity for fear of ostracism and religious persecution especially in societies that are ignorant and hostile to the concept of a third gender [1].

In recent years, lawmakers and school administrators in the Philippines have recognized that bullying of LGBT youth is a serious problem, and designed interventions to address it. In 2012, the Department of Education (DepEd), which oversees primary and secondary schools, enacted a Child Protection Policy designed to address bullying and discrimination in schools, including on the basis of sexual orientation and gender identity.

The following year, 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. The adoption of these policies sends a strong signal that bullying and discrimination are unacceptable and should not be tolerated in educational institutions.

Aside from the Anti-Bullying Law, another milestone in the Philippine legislature is the promulgation of the Mental Health Act. It aims to develop and establish a comprehensive, integrated and effective mental health care system responsive to the psychiatric, neurologic and psychosocial needs of the Filipino who suffers from drug dependency, depression, and discrimination.

These legislative initiatives are just the start of the long journey of public policy related to human rights. Ordinances against discrimination and gender-based violence and code of ethics are positive policies. According to an article published online by the Psychological Association of the Philippines in 2011, LGBT Filipino often confront social pressures to hide, suppress or even attempt to change their identities and expression as conditions for their social acceptance and enjoyment of rights. Although many LGBTs learn to cope with this stigma, these experiences can cause serious psychological distress, including immediate

consequences such as fear, sadness, alienation, anger and internalized stigma.

In order to prevent concerned students in Pangasinan State University Lingayen Campus (PSULC) to suffer this stigma, this study about gender identity and orientation was conducted. Gender describes the characteristics of a person on the basis of masculinity or femininity delineated by the society or culture. It consists of whatever behaviors and attitudes a group considers proper for its males and females [4]. Nowadays, gender role is not limited to female and male, there is also a group that is gaining visibility in the news and information media – the LGBT. Gender identity is the sense of being male or female, which most children acquire by the time they are three years old [5]. It is the individual's self-perception as a male or female. However, an individual's gender identity may or may not match the assigned sex that is recorded on the birth certificate [6].

It is believed that standard instructional delivery, classroom and community activities, social communication and facilities in PSULC are nurturing and caring to all gender types. With this study, it is expected that policy formulation and infrastructure development will be considered if alleged cases of lesbians and gays are significant.

OBJECTIVES OF THE STUDY

The primary purpose of this study is to determine the number of students who could be presumed as lesbians and gays. Since there could be some students who keep secrets regarding their gender orientation, this study was conducted. If the number is significant, policy and infrastructure review can be considered. In a meeting held in PSULC organized by the Gender and Development Office in 2016, an incidence was brought out that there were male and female students who felt awkward or uncomfortable when gays and lesbians used a comfort room. Also, gays and lesbians are cross-dressing or wearing the school uniform of the opposite sex. There was the recommendation regarding the construction of a separate comfort room for lesbians and gays. However, the demand for construction of a separate comfort room needs a study on gender identity and orientation. Hence, the design and completion of this study.

MATERIALS AND METHODS

The enrolment size of the first year to third-year students in PSU Lingayen Main Campus during the first semester of SY 2016-2017 is 4082. The breakdown of population and sample of student-respondents by course is shown below.

Courses	First year				Second year				Third year			
	Male		Female		Male		Female		Male		Female	
	N	n	N	n	N	N	N	n	N	n	N	n
AB Econ	-	-	-	-	21	3	9	1	27	4	6	1
ABEL	23	3	8	1	53	8	15	2	54	8	8	1
BPA	26	4	12	2	85	13	14	2	67	10	10	1
BS Bio	-	-	-	-	31	5	8	1	21	3	9	1
BSND	-	-	-	-	17	2	4	1	2	1	31	5
BSSW	-	-	-	-	14	2	42	6	83	12	20	3
BSBA	128	19	64	10	302	45	92	14	170	25	64	10
BSHM	63	10	53	8	146	22	99	15	105	16	59	9
BSCS	-	-	-	-	60	9	65	10	57	8	32	5
BSIT	68	10	128	19	182	27	219	33	123	19	109	17
BS Math	-	-	-	-	55	8	27	4	78	12	29	4
BSE	51	8	17	2	332	50	69	10	244	37	74	11
Total	359	54	282	42	1296	194	663	99	1031	155	451	68

The sample size is 15 percent of the total population or 612. Descriptive researches with a large population often used a sample size of 10% to 20% of the target population [7]. The stratified sampling was used with year level as a stratum. Respondents were selected using random sampling. The breakdown of population and sample of student-respondents by year level is presented below.

Year level	Male		Female	
	Population	Sample	Population	Sample
First	359	54	282	42
Second	1296	194	663	99
Third	1031	155	451	68
Total	2686	403	1396	209

The research instrument used in this study is the survey questionnaire. On gender identity, the indicators are based on their competency and warmth-expressiveness. These were adopted from the book *Lifespan Human Development* by Joseph M. Fitzgerald. The instrument in the form of a checklist was answerable with yes or no. In this form, the more “Yes” answers a male student has, the more he is grouped in

the male gender identity. This is the same with as female students.

On gender orientation, the indicators were adopted from the book *Taking Sides: Clashing Views on Controversial Issues in Abnormal Psychology*. 2nd Edition by Richard P. Halgin. The indicators for gender orientation manifested in the behavior of students are pre-coded. In the actual survey, respondents do not know which items correspond for male and which are consistent with the female. In this manner, the respondents will answer this part based on their personal thoughts. The following items for competency are grouped accordingly. The number beside each item is the placement/order in the actual survey questionnaire. This is also a checklist that the researcher needs as a guide during the analysis. The more “Yes” answers the male student has, the more he is grouped in straight male gender orientation. If not, he will be grouped in gay gender orientation. In case of a female, she will be grouped into lesbian gender orientation. The list of indicators (and their corresponding number as shown in the research instrument) under straight female, lesbian, straight male and gay are shown below:

Straight female

- (4) Play my mother's shoes, dresses during childhood days
- (6) Like to engage in more feminine play during childhood days
- (8) Participate in social situations that dictate wearing feminine clothing
- (9) Show habits typical of the same sex
- (10) Never crossed dress
- (11) Never withdrew from social interaction
- (12) Find female more attractive than male

Lesbian

- (1) Feel different
 - (2) Feel comfortable with the same-sex group
 - (3) Like to play with boys during childhood days
 - (5) Imitate father's masculine behaviors during childhood days
 - (7) Involve in activities in which gender has no bearing
 - (13) Felt sexually attracted to a member of the same sex
- Straight male
- (4) Play my father's shoes, shirts during childhood days

- (6) Like to engage in more masculine play during childhood days
- (8) Never insist to play the role of a female in a play house
- (10) Participate in social situations that dictate wearing male clothing
- (11) Show habits typical of the opposite sex
- (12) Never crossdress
- (13) Never withdraw from social interaction
- (14) Find female more attractive than male

Gay

- (1) Feel different
- (2) Feel comfortable with the same-sex group
- (3) Like to play with girls during childhood days
- (5) Imitate mother's feminine behaviors during childhood days
- (7) Prefer to play house with other children during childhood days
- (9) Involve in activities in which gender has no bearing
- (15) Felt sexually attracted to a member of the same sex

RESULTS AND DISCUSSION

The results of this study are presented in six tables. These are the responses of 290 female and male students of Pangasinan State University Lingayen Campus.

Table 1. Gender identity of female students in terms of competency cluster, n=209

Gender identity	Yes		No	
	f	%	f	%
I/I am...	146	0.70	63	0.30
1.Not at all aggressive				
2.Not at all independent	138	0.66	71	0.34
3.Very emotional	98	0.47	111	0.53
4.Do not hide emotions at all	84	0.40	125	0.60
5.Very subjective	102	0.49	107	0.51
6.Very easily influenced	61	0.29	148	0.71
7.Very submissive	67	0.32	142	0.68
8.Dislike math and science very much	84	0.40	125	0.60
9.Very excitable in a minor crisis	65	0.31	144	0.69
10.Very passive	100	0.48	109	0.52
11.Not at all competitive	109	0.52	100	0.48
12.Very illogical	65	0.31	144	0.69
13.Very home-oriented	163	0.78	46	0.22
14.Not at all skilled in business	92	0.44	117	0.56
15.Very sneaky	38	0.18	171	0.82
16.Do not know the way of the world	56	0.27	153	0.73
17.Feel easily hurt	130	0.62	79	0.38
18.Not at all adventurous	90	0.43	119	0.57
19.Have difficulty making decisions	136	0.65	73	0.35
20.Cry very easily	136	0.65	73	0.35
21.Almost never act as a leader	88	0.42	105	0.50
22.Not at all self-confident	102	0.49	107	0.51
23.Very uncomfortable about being aggressive	105	0.50	105	0.50
24.Not at all ambitious	59	0.28	150	0.72
25.Unable to separate feelings from ideas	98	0.47	111	0.53
26.Very dependent	73	0.35	136	0.65
27.Very conceited about appearance	94	0.45	115	0.55
28.Think women as always superior to men	105	0.50	105	0.50
29.Does not talk freely with men about sex	136	0.65	73	0.35

There are 29 gender identity indicators in terms of competency cluster for female. Under the affirmative response, there are 10 indicators that scored 50 percent of the total number of respondents and above. This means that there are more competencies that show the masculine-like type of the respondents and these competencies could land them jobs later on that are commonly regarded as for males.

Indicators with affirmative answers and high frequency includes very home oriented (f=163, 78%), not at all aggressive (146, 70%) and not at all independent (138, 66%) while those with low frequencies are very sneaky (38, 18%), not at all ambitious (59, 28%) and very easily influenced (61, 29%). Majority of the respondents in this study were home-oriented and dependent. In most cultures, mothers

socialize their daughters to become more obedient. They also place more restrictions on daughter's autonomy [5].

Table 2. Gender identity of female students in terms of the warmth-expressive cluster, n=209

Gender identity	Yes		No	
	f	%	f	%
I/I am...	127	0.61	82	0.39
1.Do not use harsh language at all				
2.Very talkative	98	0.47	111	0.53
3.Very tactful	100	0.48	109	0.52
4.Very gentle	161	0.77	48	0.23
5.Very aware of the feelings of others	173	0.83	36	0.17
6.Very religious	159	0.76	50	0.24
7.Very interested in own appearance	150	0.72	59	0.28
8.Very neat in habits	165	0.79	44	0.21
9.Very quiet	79	0.38	130	0.62
10.Very strong need for security	144	0.69	65	0.31
11.Enjoy art and literature	136	0.65	73	0.35
12.Easily express tender feelings	155	0.74	54	0.26

For gender identity of the female respondents in terms of warmth-expressive cluster, there are nine indicators under the “yes” response that garnered 50 percent of the total number of respondents and above. This shows that more female students in this study have warmth and expression that are typical of a female.

Very aware of feelings of others (173, 83%), very neat in habits (165, 79%) and very gentle (161, 77%) are indicators with “yes” answers and high frequency while those with low frequency are very quiet (79, 38%), very talkative (98, 47%) and very tactful (100, 48%). Gender norms powerfully influence development; they affect emotions, behaviors, opportunities, and choices. In most societies, females are expected to be more passive, dependent, quiet, sensitive, [8], soft, fine-featured and neat [9]. They are also trained to be cooperative, nurturing and loving [1]. Thus, females are less likely to express disappointment that might hurt others’ feelings. Verbal aggression is more pronounced in females. That is why they show as much or more verbal aggression, such as yelling than boys [5].

Table 3. Gender orientation of female students, n=209

Gender orientation	Yes		No	
	f	%	f	%
Straight female				
Play my mother’s shoes, dresses during childhood days	140	0.67	69	0.33
Like to engage in more feminine play during childhood days	113	0.54	96	0.46
Participate in social situations that dictate wearing feminine clothing	130	0.62	79	0.38
Show habits typical of the same sex	94	0.45	115	0.55
Never crossdress	86	0.41	123	0.59
Never withdraw from social interaction	94	0.45	115	0.55
Find male more attractive than female	100	0.48	109	0.52
Lesbian				
Feel different	98	0.47	111	0.53
Feel comfortable with the same-sex group	148	0.71	61	0.29
Like to play with boys during childhood days	159	0.76	50	0.24
Imitate father’s masculine behaviors during childhood days	75	0.36	134	0.64
Involve in activities in which gender has no bearing	130	0.62	79	0.38
Felt sexually attracted to a member of the same sex	42	0.20	167	0.80
Average for Lesbian	38	0.18		

On straight female indicators with an affirmative response, three indicators have high frequencies. These are playing their mother’s shoes (140, 67%), participation in social activities that dictate wearing feminine clothing (130, 62%) and engage in more feminine play during childhood days (113, 54%).

This suggests that the respondents in this particular study were nurtured to be socially relevant through their involvement at home or domestic activities.

For lesbian indicators with an affirmative response, three indicators have high frequencies and these are playing with boys during childhood days (159,

76%), feel comfortable with the same-sex group (148, 71%), and involvement in activities in which gender has no bearing (130, 62%). The presumed number of lesbians is very low since the indicator on attraction to a member of the same sex (42, 20%) has the lowest score. Though the female respondents played feminine games, they were also playing games with boys. The result also revealed that less than half have a gay orientation. Distress over the assigned sex of children who are different is usually evident before reaching their fourth birthday. For many of these children, the overt cross-gender behaviors become less evident as they grow into adolescence, but the disorder persists as the individual

struggles with an ongoing feeling of inappropriateness about being male or female along with recurrent fantasies or cross-dressing behavior. In times, they find themselves feeling deeply depressed or isolated and may involve themselves only in activities in which gender has no bearing [6].

Assumptions of sexist women, stated at their most extreme and stereotypical include activities normally associated with women are demeaning for men to engage in [10] and that boys are engage in rough plays while girls like to engage in collaborative discourse [5]. Gay men are failed men [10].

Table 4. Gender identity of male students in terms of competency cluster, n=403

Gender identity	Yes		No	
	f	%	f	%
I/I am...	218	0.54	185	0.46
1.Very aggressive				
2.Very independent	197	0.49	206	0.51
3.Not at all emotional	234	0.58	169	0.42
4.Almost always hide emotions	230	0.57	173	0.43
5.Very objective	270	0.67	133	0.33
6.Not at all easily influenced	282	0.70	121	0.30
7.Very dominant	185	0.46	214	0.53
8.Like math and science very much	161	0.40	242	0.60
9.Not at all excitable in a minor crisis	189	0.47	214	0.53
10.Very active	310	0.77	93	0.23
11.Very competitive	262	0.65	141	0.35
12.Very logical	266	0.66	137	0.34
13.Very worldly	222	0.55	181	0.45
14.Very skilled in business	214	0.53	189	0.47
15.Very direct	266	0.66	137	0.34
16.Know the way of the world	242	0.60	161	0.40
17.Feel not easily hurt	262	0.65	141	0.35
18.Very adventurous	310	0.77	93	0.23
19.Can make a decision easily	222	0.55	181	0.45
20.Never cry	64	0.16	339	0.84
21.Almost always act as a leader	169	0.42	234	0.58
22.Very self-confident	234	0.58	169	0.42
23.Not at all uncomfortable about being aggressive	250	0.62	153	0.38
24.Very ambitious	254	0.63	149	0.37
25.Easily able to separate feelings from ideas	290	0.72	113	0.28
26.Not at all dependent	218	0.54	185	0.46
27.Never conceited about appearance	234	0.58	169	0.42
28.Think men always superior to women	177	0.44	226	0.56
29.Talk freely with men about sex	214	0.53	189	0.47

Under the affirmative response, there are 22 indicators that scored 50 percent of the total number of respondents and above. This means that the gender identity of the male students in this particular study is more of a male. Indicators with affirmative answers and high frequency include very active (310, 77%), very adventurous (310, 77%) and able to separate feelings from ideas (290, 72%) while those with low frequencies include never cry (64, 16%), like math and science (161, 40%), and always act as a leader (169, 42%).

Boys are consistently more physically aggressive than girls. From about five years of age onward, boys are more likely to associate together in a larger cluster than girls are. Boys are also more likely to participate in organized group games than girls are [5]. They have better math and visuospatial skills, which are the kinds an architect need to design a building's angles and dimensions. A research review provided that fathers show more attention to sons than daughters and put forth more effort to promote son's intellectual development [5]. Culture also trained them not to cry. Boys are more likely to hide their negative emotions, such as sadness [1] [5] and should not feel or express vulnerable or sensitive emotions [10].

The traditional role of bearing children and housekeeping is assigned to females while the role of being productive and providing for the needs of the group is assigned to males [9]. Toughness and the domination of others are central to men's identity [10]. A theory explains leadership and male dominance. The major theory of the origin of patriarchy points to the social consequences of human reproduction. In early human history, life was short. Thus, women had to give birth to many children while men took over the hunting of large animals, made contact with other tribes, became warriors and controlled the instruments for hunting and warfare. These tasks require both greater speed and long absences from their base camp [1] [4]. The functionalist theory also explains the division of labor of husband and wife. Women take expressive roles while men take the instrumental roles [2].

Table 5. Gender identity of male students in terms of the warmth-expressiveness cluster, n=403

Gender identity	Yes		No	
	f	%	f	%
I/I am...	109	0.27	294	0.73
1.Use very harsh language				
2.Not at all talkative	238	0.59	165	0.41
3.Very tactful	202	0.50	202	0.50
4.Very rough	101	0.25	302	0.75
5.Not at all aware of feelings of others	177	0.44	226	0.56
6.Not at all religious	121	0.30	282	0.70
7.Not at all interested in own appearance	197	0.49	206	0.51
8.Very sloppy in habits	165	0.41	238	0.59
9.Very loud	145	0.36	258	0.64
10.Have very little need for security	226	0.56	177	0.44
11.Do not enjoy art and literature at all	109	0.27	294	0.73
12.Do not express tender feelings at all easily	238	0.59	165	0.41

For gender identity of the male students in terms of the warmth-expressive cluster, there are four indicators under the "yes" response that garnered 50 percent of the total number of respondents and above. This means that there are more male students with feminine-like behavior.

Not at all talkative (238, 59%), do not express tender feelings at all easily (238, 59%), and have very little need for security (226, 56%) are indicators with "yes" answers and high frequency while those with low frequency are very rough (101, 25%), use very harsh language (109, 27%), and do not enjoy art and literature at all (109, 27%).

Males are supposed to be rough, naturally brave [2], clever, strong, aggressive, fearless, assertive and independent [9]. They are more likely than girls to engage in rough-and-tumble play, competition, and conflict [5]. They usually show less self-regulation of emotion than females and this low self-control can translate into behavioral problems like greater aggression, the teasing of others, overreaction to frustration, low cooperation and inability to delay gratification. For being rough, the society expects men not to cry. There are literatures stating that men are encouraged not to feel or express vulnerable or sensitive emotions [5] [10]. They usually show less self-

regulation of emotion than females and this low self-control can translate into behavioral problems like greater aggression, the teasing of others, overreaction to

frustration, low cooperation and inability to delay gratification [5].

Table 6. Gender orientation of male students in terms of the warmth-expressiveness cluster, n=403

Gender orientation	Yes		No	
	f	%	f	%
Straight male				
Play my father’s shoes, shirts during childhood days	226	0.56	177	0.44
Like to engage in more masculine play during childhood days	222	0.55	181	0.45
Participate in social situations that dictate wearing male clothing	282	0.70	121	0.30
Show habits typical of the opposite sex	169	0.42	234	0.58
Never crossdress	214	0.53	189	0.47
Never withdraw from social interaction	189	0.47	214	0.53
Find female more attractive than male	250	0.62	153	0.38
Gay				
Feel different	177	0.44	226	0.56
Feel comfortable with the same-sex group	238	0.59	165	0.41
Like to play with girls during childhood days	193	0.48	210	0.52
Imitate mother’s feminine behaviors during childhood days	145	0.36	258	0.64
Prefer to play house with other children during childhood days	258	0.64	145	0.36
Never insist to play the role of a female in playhouses	185	0.46	218	0.54
Involve in activities in which gender has no bearing	250	0.62	153	0.38
Felt sexually attracted to a member of the same sex	81	0.20	322	0.80
Average for Gays	69	0.17		

On straight male indicators with an affirmative response, five indicators have high frequencies. Among them are participating in a social situation that dictates wearing male clothing (282, 70%), find female more attractive than male (250 (62%), and play father’s shoes (226, 56%). Almost a quarter of respondents have straight male behaviors. Assumptions of sexist men, stated at their most extreme and stereotypical, include activities normally associated with women are demeaning for men to engage in [10].

For gay indicators with an affirmative response, three indicators have high frequencies and these are playing house during childhood days (258, 64%), involvement in activities in which gender has no bearing (260, 62%), and feel comfortable with the same-sex group (238, 59%). The presumed number of

gays is very low since the indicator on attraction to member of the same sex (81, 20%) has the lowest score. More than half of the respondents played house when they were young and almost one-fourth were attracted to the same sex. Doing activities done typical of the opposite sex might be an indication of being different. A boy playing house with other children and insisting to play the role of a female manifests a female behavior [5]. For homosexual males, clothing is important. Distress over the assigned sex of children who are different is usually evident before they reach their fourth birthday. In times, they find themselves feeling deeply depressed or isolated and may involve themselves only in activities in which gender has no bearing [6].

works. For male students, they have masculine competency and slight feminine warmth. The domination of men on trade, math and science courses, and professions will remain but their generation will surely understand the role of women in the family because of their knowledge on playing house.

Though small or less than one-fourth of the total number of respondents covered in this study have feelings of that of lesbians and gays, the identification

CONCLUSION AND RECOMMENDATION

Female students possessed male competencies like being a leader and independent but their behavior is still that of a female. This is a good indication of more number of female students in Pangasinan State University Lingayen Campus who will pursue careers and professions needing decision making and leadership skills like those of administrative and managerial

of toilet or comfort room can be pushed through. As long as there are reports of discomfort among straight male and female students and at the same time there are really students who believe that they are really sexually attracted to their same sex, the idea of identifying a comfort room for students who feel that there are different is very necessary. The location of this proposed comfort room will be beside the library resource center in Pangasinan State University Lingayen Campus.

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