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Pygmalion Effect and the Process of Coming –out: An Exploratory Case Study on the Identity Development of Student Homosexuals

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Abstract: This exploratory case study employed Appreciative Inquiry Framework in answering the following questions: 1) What are the expectations set by the following to the student homosexuals; a) Self, b) Parents and c) Teachers; 2. What are the positive and negative effects of these expectations to the student homosexuals? and 3) How do these expectations affect the process of identity development of the student homosexuals?. The participants are five college students who identified themselves as homosexual. Written consent was secured to ensure that the research abides to the ethical standards. The data was triangulated through analysing the point of view of the student participants, their parents and their teachers. Results revealed that expectations set by the student homosexuals, their parent and teachers are all contributory factors that affect the identity development of student homosexuals. Moreover, it was revealed that those who have problems in their identity development experienced difficulties in their performance in school. Positive and negative effects of expectations were also noted as the participants shared their stories. With the results, it was recommended that teachers must treat all their students equally regardless of their gender preferences in life. Activities that support the holistic personalities of students must be given emphasis. The parents must support their children in whatever endeavour they take and provide them guidance to be successful in their academic pursuits. Lastly, a model of counselling procedure for student homosexuals was proposed.

Keywords: Pygmalion Effect, Student Homosexuals, Identity Development

I. Introduction

Labels become a defining term attached to a person who makes an image of projection through his or her individual expression. These labels can be attributed to the perspectives, standpoint, opinions, beliefs, and behavior upheld by a person, thus making the process highly personalized and individualistic. Part of this is gender labeling where a person is caught in gender identification that enables him or her to identify his or her gender orientation based on the perceptions that he or she projects. Gender groupings such as lesbians, gays, bisexuals, transgender, and queers were created based on how these people project themselves to others. These sub-groupings of gender are categorized based on the attraction felt and experienced by the persons of their same sex. This phenomenon is encapsulated in the term homosexuality.

Homosexuality is a constant and superior sexual attraction towards a person of the same gender – men being sexually attracted to men and women being sexually attracted to women (Bayer, 1987). In a society where many live to label everything, the sexual identity label has become a tool to embrace identity and build a sense of purpose upon it. According to Freud (1920), homosexuality is assuredly no advantage, but it is nothing to be ashamed of, no vice, no degradation, it cannot be classified as an illness; it is considered to be a variation of the sexual function produced by a certain arrest of sexual development. This phenomenon drives homosexuals to reveal their true sexual identity which is connected to their coming out process.

The coming-out is a developmental process in which homosexuals acknowledge their sexual preferences and choose to integrate this understanding into their personal and social lives. The process is not just personal but is also related to the social aspect of an individual's life for it begins with the discovery of ones' sexual preference which leads to acceptance and later to the very process of coming out and letting other people know about it (Tamashiro 2015). The process of coming out is considered as the focal and essential process in the development of one's identity, it is a representation of the change in the individual's view on his sexual identity. It is a gradual and lifelong process in which a homosexual would integrate his personal identity to what the way the public look at him.

However, expectations set by the homosexuals to themselves and by their immediate circles play a vital role in their process of coming out. Pygmalion or Rosenthal effect refers to internalization of expectations from a perceived authority figure by the recipient (Spiegel, 2012). It can be observed in the process when human beings adjust their behaviors to what they perceived are expected from them by the people in authority or seniority. In the context of coming out of a homosexual, authority and seniority can come from two immediate people a homosexual normally interacts, his/her parents and teachers. According to Pew Research Center

(2013), An important part of coming-out for homosexuals is telling their parents about their identity or sexual orientation. Miscommunication between the individual who identifies himself/herself as a homosexual usually affects his/her relationship with the family members. Despite a rapid expansion of research on gay and lesbian family issues, a comprehensive account of intergenerational family relationships for a population-based sample of adult homosexual children is still lacking. They found indications of modestly lower levels of emotional closeness to both parents as well as evidence for less frequent contacts of homosexual children with their fathers (Hank and Salzburger, 2015). Moreover, Graham (2012) pointed that lesbian, gay, and bisexual youth have increased rates of physical and mental health problems primarily due to the chronic stress incurred by the levels of prejudice and isolation experienced in their environment. He asserted that in cases like this, teachers are the most available and sought after adults by sexual minority students, helping them to mitigate such toxic environments.

The Philippines, as one of the countries that is open to homosexuality, ranked 10 among 17 countries that accepts the idea of homosexuality. According to a study, 73% of the Filipinos agreed that homosexuality should be accepted in the society and 26% disagreed with this concept (Pew Research Center Global Attitudes and Trends, 2013). However, amidst this positive statistical result, prejudices and discriminations among homosexuals are still prevalent. Recent surveys show that eight out of ten LGBT students report experiencing harassment at their school within the past year based on their sexual orientation. Discrimination against LGBT and gender nonconforming students has a direct and negative impact on the students' education. Nearly a third of LGBT students reported skipping a class at least once and three in ten reported missing at least one entire day of school in the past month because of safety concerns. Worse still, a nationally representative study of students grades 7-12 found that LGBT students are more than twice as likely to attempt suicide as their peers – oftentimes citing persistent bullying and harassment as a reason (Morris, 2014). Whereas in higher education institutions (HEI), it was found that LGBT people are subject to discrimination, bullying, and abuse under the guise of “academic freedom” which allows educational institutions to create their own policies (United Nations Development Programme, 2014)

With the foregoing, the study aims to determine the connection of the expectations set by the homosexuals to themselves, by their parents and by their teachers in process of their coming-out and its possible effects in their academic pursuits.

II. Objectives

The study delved in drawing connections between the expectations set by the student homosexuals to themselves, by their parents and by their teachers in the process of student homosexuals' coming-out and its effects in their academic pursuits. Consequently, the study dealt in determining the positive and negative effects of these expectations to the student homosexual and how these expectations affect the process of their identity development. In essence, the results of this study may specifically guide the homosexuals, teachers, and parents in how homosexuality among students might be treated which might lead to openness and acceptance.

III. Materials and Method

A. Research Design

This exploratory case study employed Appreciative Inquiry Framework in answering the following questions: 1) What are the expectations set by the following to the student homosexuals; a) Self, b) Parents and c) Teachers; 2. What are the positive and negative effects of these expectations to the student homosexuals? and 3) How do these expectations affect the process of identity development of the student homosexuals? Written consent was secured to ensure that the research abides by the ethical standards. As an exploratory case study, this research explores the expectations set to student homosexuals and its effect on their process of coming out. Yin (1984) defines exploratory case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Moreover, Appreciative Inquiry was used by the researcher as a framework to have an in-depth investigation into the personal lives of the participants. As defined by Anicas (2016), Appreciative Inquiry is a co-evolutionary search of the best to highlight the life-giving forces of respondents/subject of the study. Storytelling and personal narratives coming from the participants were the primary sources of data. A semi-structured interview was also used to gather data coming from the teachers and parents who served also as informants. These were all triangulated to maximize the aim of the study. The data were analyzed using template analysis style and the basic approach of comprehending, synthesizing, theorizing and re-contextualizing to identify common themes and integrating thematic pieces.

B. Research Participants

The participants of the study were the college students of Central Bicol State University of Agriculture-Sipocot who identified themselves as part of LGBTQ Community (Lesbian, Gay, Bisexual, Transgender, and Queer). Five students were purposively selected based on their willingness to share their experiences and journey of coming-out as part of LGBTQ group. Three students identified themselves as openly gay; one student identified herself as a lesbian; while the other one identified himself as bi-sexual. They were all under the College of Education, one of the four colleges in the university. A written consent was secured both to the college dean who served as the gatekeeper and the participants appertaining to their involvement to ensure that the research abides by the ethical standards.

Participant	Characteristics
P1, James***	Openly Gay, 18 years old
P2, John***	Openly Gay, 28 years old
P3, Mike***	Openly Gay, 22 years old
P4, Maica***	Lesbian, 21 years old
P5, Lance***	Bisexual, 20 years old

(P-Participant, *** Pseudonym)

C. Research Instruments

The research instruments primarily include the semi-structured interview and focus group discussion. A semi-structured interview was used to solicit an in-depth information coming from the participants. Doyle (2017) defined semi-structured interview as a form of conversation in which the interviewer does not strictly follow a formalized list of questions. Interviewers ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format. Moreover, the semi-structured interview allowed the participants to share their personal narratives about the process of coming-out that they encountered. It was also used to gather information from the parents of participants. Meanwhile, the focus group discussion was used to gather information about the perspectives of the teachers regarding the coming-out of their students. The data gathered were all triangulated and analyzed to avoid biases with regards to the information.

D. Research Procedure

Foremost, the researcher sought approval from the college dean who served as the gatekeeper for the conduct of the study. Consequently, informed consent letters for the participants were accomplished by the respondents to ensure compliance with ethical standards. Then the researcher conducted the interview to the participants and to their parents, while the teachers of the students were involved in a focus group discussion. The five students were asked to share their personal narratives about their journey and experiences in coming-out through storytelling. The researcher documented the data through recordings. Appreciative inquiry was observed with the questions raised by the interviewer. These questions were all crafted for the purpose of excavating information on the story of the participants regarding their expectations to themselves and their experiences in coming-out as homosexuals. The same procedure was applied to the parents and teachers who served as informants. The parents were asked about their expectations and perspectives to their children after finding that they are homosexuals. Also, the teachers who underwent focus group discussion were asked the same questions. After gathering all the necessary information, analysis and interpretation of the data followed.

E. Data Analysis

With the qualitative nature of this study, the data were analyzed using in-depth analysis grounded by Appreciative Inquiry Framework. The tenets of Appreciative Inquiry (AI) 4-D Cycle was observed in the analysis of the data wherein 4-D stands for Discovery, Dream, Design, and Destiny. It built the foundation for framing questions and soliciting answers from the participants and the gathered data were coded. Likewise, the interview results from the parents and teachers were coded. These three data sources were triangulated. Then it was analyzed using template analysis style and the basic approach of comprehending, synthesizing, theorizing and re-contextualizing to identify common themes and integrating thematic pieces.

IV. Results and Discussions

The Pygmalion Effect is a tendency named after Pygmalion, the protagonist of a Greek myth. Pygmalion was a gifted sculptor who created a statue of a woman so perfect that he fell in love with his creation. After Pygmalion desperately prayed to Aphrodite, the goddess of love, she took pity on him by bringing the statue to life. The word was brought into terms and used in psychological studies. The phenomenon where higher expectations lead to an increase in performance has been labelled the Pygmalion Effect or the Rosenthal

effect after a study by Robert Rosenthal (<http://www.theworldcounts.com>). With its psychological application, it pertains to people's tendency to perform up to the level that others expect them to perform. If you do not expect much from the people you work with, it's likely you won't inspire them to perform to the limits of their capabilities (Kaufman, 2005). These expectations could be a driving force to an individual to perform well to whatever endeavour he is involved with. However, these expectations can either be positive or negative and has its effects to its recipient. This principle is what transcribed in the study. The expectations set by the student homosexuals to themselves, by their parents and teachers were viewed as driving forces that affect the identity development of the student homosexuals. Applying the tenets of Appreciative Inquiry (AI) 4-D Cycle to analyze the data, results were as follow:

A. Expectations set to the Student Homosexuals

1. Discovery

Sexual identity develops over time. Most adolescent boys are intensely sexual during the years around puberty between 11 and 15 years old, when the body starts changing and hormones are flowing. The sexual feelings may be so strong that they are not directed toward particular people or situations but seem to emerge without cause. As they get older, they will figure out who really attracts them. Boys with truly gay feelings find that, over time, their attraction to boys and men gets more and more clearly focused. They may find themselves falling in love with a classmate or developing a crush on a particular adult man. These experiences might be pleasurable, troubling, or a mix of the two. Nonetheless, it is a journey and an experience inevitable to homosexuals. Integrating the idea of Pygmalion effect which is based on baseless or uncertain expectations of people towards one another, these expectations can either be positive or negative depending on their own perspectives and personal views. Those can greatly trigger and affect a person assessment of oneself. Since those expectations are of great impacts and believed to be true by the individual. Furthermore, the theory holds true essence that it can influence the behavioral change and predict whether exactly or not that cause them to become true. Thus, homosexuals' process of coming out is affected by what the society expects them to be (Etherington, 2011).

Student homosexuals have high expectations to themselves.

"...hindi ko sya actually nalaman, naramadaman ko nalang. I think I was six years old noon. Walo kami sa magkapatid and ako yung bunso. Anim kamina babae, syempre ako yung pang anim, at dalawa lang ang lalaki, I mean tunay na lalaki. I was growing up that time playing toys which are meant for girls only. I like playing dolls and we usually do bahay-bahayan with my older siblings. When I felt that I was different, that's the time that I already deviated from the norms. Yun bang iba na ako and I know that already even when I was just six. Yes, I was six and I know that I am different. After learning that I was about to live a life different from my two older brothers, that was the time that I told myself that I want to become a super model. Natatandaan ko pa noon, mahilig kami nila ate magsusuot ng kung anu-ano. Yung kurtina sa bahay, those with neon colors embroidered with lots or raffles ang lagi kong ginagawang gown. My sisters were very happy and applauding then seeing me doing my catwalk...." (James: Gay, age 18)

"..I am the eldest in the family. We are five including my parents. I have two younger sisters and yes I am the only man who happened to be a woman. Mahigpit si papa, kaya I was too afraid to come out. It was during elementary days when I knew that I was different. I prefer to sit in the row where girls were because I love playing chinese garter and paper dolls with them. Nagtuloy tuloy yun hanggang high school. Yun, talagang out na ako. We even have a group name with my beki friends and I served as the fashion guru in the class. Pero pag dating sa bahay, kailang si "John" ulit ako kasi kung hindi, lagot ako kay Tatay. Si nanay, feeling ko ever since pa alam niya na. Closed kami nun e. But talking about tatay, I was too afraid to come-out with him. Siguro isa na ring dahilan kung bakit hindi kami masyadong closed ni tatay. When I found na I was different, life continues. Pag bakla ka, bakla ka. Pero that doesn't mean na wala ka nang pag-asa sa life. As a matter of fact, yun pa nga yung nagging isa sa mga motivations ko to strive hard. Bakal ka nga, wala ka pang mararating sa buhay? Hindi pwede yun, and yun din yung gusto kong ipakita at ipagmalaki kay tatay.Oo, hanggang ngayon, hindi nya parin tanggap kung sino ako kahit na nga pinagsasabay ko ang pag-aaral at paghahanap trabaho. Parlorista din kasi ako, ikung hindi ako magsisideline, tengga ako, wala akong pam-paaral sa sarili ko. Mahirap ang walang tinapusan, lalo sa isang baklang walang pinga-aral. Ayoko ng ganun." (John: Gay, age 28)

"...Tomboy...tibo..Jake Zyrus...ilan lang yan sa mga tawag sa akin ng mga kabarkada ko. Noong una, masakit, pero nakasanayan ko narin. Kuminsan nga pinagtatawanan ko na lang and sinasakyan ang trip nila. Noong elementary ako, babae pa ako. Paborito ko ngang color is pink. Peron g mag high school na ako, parang nabaduyan ako sa buhay babae. Ayoko sa maarte. Nag pagupit ako noon ng panlalaki, siguro 4th year high school ako kaso kailangan sa ROTC. Hanggang nagdirertso nay un hanggang college. Lalaki na ako. Nag ka boyfriend din naman ako ng high

school, pero wala. Trip lang yun. Pag katapos ko mag-aral, gusto ko lang matulungan sila mama at papa. Alam na nila na ganito ako, at pakiramdam ko wala naman sa kanilang problema. (Maica: Lesbian, age 21) “

With the statements of the three participants, one could infer that all of them have high expectations regarding themselves, especially on the aspect of achieving a better future. These expectations were not affected even though they came out as homosexuals. Moreover, the expectations set by the student homosexuals are not only for themselves, but with great consideration for the welfare of their families. This is in consonance with the study of Quinn (2014) wherein it was revealed that homosexuals are the ones who uphold high values in terms of giving importance to the family. Surprisingly, in her survey about gender identity and valuing, it was found out that gays and lesbians are deeply connected to their parents as they grow old. Moreover, the survey conducted by Perfetti (2016) showed that a high percentage of bread-winners in the family members belong to the third sex or considered homosexuals. This only proves that amidst the problems encountered by the homosexuals in their act of coming-out, especially to their parents, still their expectations and aspirations for themselves and for their families never changed. This is also what transpired in what the parents said about the coming of their children.

“Wala naman akong magagawa kung ganon na talaga sya. Maliit palang alam ko ng bakla sya. Sa pagkilos, sa pagsasalita at kahit sa hilig sa laruan. Pero tanggap namin kung ano sya. Sa akin lang lang bilang ina, gusto ko hindi nya pabayaang ang pag-aaral niya, makatapos sya at maging isang mabuting tao. (Mother of James, age 49)”

“Ok lang kung bakla siya or ano paman gusto niya, basta sa akin hindi lang sya mantatapak ng ibang tao....Syempre bilang nanay, gusto ko makita na magkapamilya parin sya at matupad nya pangarap nya sa buhay...” (Mother of John, age 58)

“Syempre masakit malaman na ang anak mong babae ay iba. Yung tatay niya, kahit hindi kumikibo, syempre nasasaktan din yun. Pero wala na kaming magagawa kung ganun siya. Ang sa amin lang, mag tapos sya ng pag-aaral. Yun lang. (Mother of Maica, age 42) “

2. Dream

Aspiring is a sentient and emotive process. An individual is able to identify one or more aspirations that they hold, revealed or concealed, this offers evidence of the capability to aspire. Most individuals will be able to demonstrate the functioning of aspiring through the expression of one or more aspirations (Hart 2012). However, this tells little about the full range of the individual's capability to aspire and constraints or oppressive roots of aspiration may not be readily explicit. Aspirations are often born out of unequal power relations that constrain humans to mold themselves in ways that suit perceived expectations of normality and acceptability. (Nussbaum, 2005). The student homosexuals shared their dreams and aspirations and it was found out that all of them, amidst individual differences made by their preferences, share the same dreams: to become successful and help their families.

“...Ang gusto ko makatapos ng pag-aaral tapos makapasa kaagad sa LET. Gusto ko magturo sa public school malapit sa amin para malaip lang ako sa family ko. Gusto ko rin tulungan sila mama and papa kasi medyo matanda na sila...Gusto ko rin magkapamilya and ayoko na ang magiging anak ko, maghihirap din paglaki nila” (Lance: Bisexual, age 22)

“...Mahirap lang kami pero hindi ibig sabihin wala na akong pangarap para sa sarili ko at para sa pamilya ko. Kaya nga ako nag-aaral ng mabuti e..the good thing is scholar ako at meron akong nakukuhang suporta mula sa CHED. Yun yung nakakatulong sa pang gastos ko sa school. Hindi na ako nag hihinge ng allowance kila mama. Pag nakatapos ako, gusto ko ako naman tumulong sa kanila. (James, age 18)

“...labas ang pagkatombay ko sa pangarap ko para sa Family ko. Kahit ganito ako, tutuparin koparin ang pangako ko para kila mama. Magtatapos ako and magiging teacher at ako naman ang mag-papaaral sa mga kapatid ko. (Maica: Lesbian, age 21)

“Naranasan ko na ang huminto sa pag-aaral. Mahirap ang buhay kapag walakang tinapos na kurso. Lalo sa katulad ko na bread winner, kailang talagang magsumikap. Life was never easy for me. Maraming struggles, but I guess those troubles made me become a stronger person. Yun din siguro yung motivation ko para mag tapos. ...hindi lang naman to para sa akin, para rin ito kila sa pamilya ko.” (John: Gay, 28)

Hart (2012) asserted that an individual might set their aspirations in relation to what they know they can achieve or they might set aspirations more ambitiously to strive for ways of being and doing they are not

sure of realizing. While some individuals might aspire in a non-specified way in terms of wanting “a better life” not only for themselves but for their family as well. Amidst coming-out with their real identities, the student homosexuals were still motivated to pursue their dreams and it was revealed that their greatest motivation is their family.

Moreover, it can be observed that these students are high-spirited and focused to what they want in life. This coalesces with the assertion made by Droit (2015) in her study about homosexuals. In her survey, she revealed that those who are in the third sex are highly family-oriented and that they value the importance of family. She further stated that most of the children left in the house when parents experienced the so-called “empty-nest” are the children who are gays and lesbians.

Meanwhile, the strong contentions of the students with regards to their dreams were affirmed by the statements made by their parents and teachers.

*“...Masipag talaga si James mag-aral. Actually, he is one of the performing students in the class. I can really see a good future ahead of him. He will be a good teacher someday.” (Ma’am Julie)****

*“...Maasahan sya, kasi pag may event sa school, sya lagi ang kinukuha naming make-up artist. Magaling sya mag-ayos. Nakakatuwa nga kasi sabi nya, yun daw ang sideline nya pag wala syang projects sa school. The good thing is, yun narin ang tumutulong sa kany pantustos sa gastos nya sa school. He is very an independent student.” (Ma’am Marie)****

*“ ...Nakikita ko andg perseverance ng batang yan. Kasi player namin sya saVolleyball, National qualifier din sya. Pero hindi ko nakita na nagpabaya sya sa pag-aaral nya. Ngayon na mag fofourth year na sya sa college, talagang pinatunayan nya lang na nasa estudyante kung gusto talaga nitong makatapos ng pag-aaral kahit hati ang atensyon sa extracurricular at academics.” (Sir Leo)****

“...masaya ako para sa kanya kasi kahit na ganyan pa sya, pag dating naman sa pag-aaral, di sya ngapapabaya. (Mother of Maica ,age 42) “

“...wala naman problem sa akin kung ano pa sya, tanggap naming sya. Basta ang gusto ko lang tapusin nya pag-aaral nya and magi syang teacher.” (Mother of John, age 58)

In achieving the dreams or aspirations of an individual, the people who surround them are of vital importance. Hodkinson (2012) said that in pursuing what an individual want to do, the likely responses and positive expectations set by others to their choices help shape them achieve their dreams. Markus (2014) affirmed with this when he concluded from his empirical studies that individuals imagine not only the future they want for themselves (aspirations) but also the “possible selves” expected from them by other people. He argued that positive views and affirmation regarding a person’s dream is an important impetus for action alongside motivations to achieve desired “possible selves”. Moreover, Taylor (2011) stated that an individual’s agency with regard to their aspirations may vary from high to low depending on whether their aspirations are in conflict with significant others such as parents, teachers and other persons related to the individual.

3. Design

The process of coming –out is not a journey that happens overnight. The experiences by the student homosexuals are usually neglected and not heard by those in the authorities, same thing that goes along with other forms of discrimination (Gonzales, 2013). Thoreson (2014) said that LGBT students in the Philippines are often the targets of ridicule and even violence and in many instances, teachers and administrators are participating in this mistreatment instead of speaking out against discrimination and creating classrooms where everybody can learn. Because of this, student homosexuals are left in vastness of a jungle full of wild beast. It is therefore important to know how these students survive and thrive in their academic and personal lives amidst the struggles they are encountering. Part of this survival is the kind of framework and attitude they possessed.

“...Pag may activitiesna binibigay ang Prof. namin, lagi akong nakikigrupo sa mga girls. Ang awkward kasi makisama sa grupo ng mga lalaki. Usually, ako lang gumagawa ng project ang ka grupo ko ang mga lalaki. In a way, mas nakakatulong makigrupo sa mga girls kasi lahat kami nag wowork-out sa mga projects.” (Mike: Gay, 22)

“...Hindi naman problem ang preference ko in life to do the usual routines ko sa school. Actually, kapag honor student ka, mas grabe pa nga ang pressure sa iyo. Sa part ako, ako usually ang leader sa grupo. I can easily get along naman sa mga classmates and my Professors trust me naman in other endeavours concerning class works.” (James:Gay, 18)

“...Mahirap yung naging process ng pag come-out ko. Feeling ko nga, galit parin si papa sa akin kasi when he knew it, nag iba yung treatment nya sa aki...pero inside sa school, wala naman something new. The usualna pambully and name-calling, pero I was used tp it nanaman. (Maica :Lesbian, age 21)”

With the statements of the student homosexuals, one could infer that a strong personality spawned out from the struggles they experienced in life. According to Psychologist Angela Duckworth (2007), the ability to recover after failure is one of the most common traits of successful people. The student homosexuals where not totally failure persons, but the struggles they went through are enough evidence that they almost failed in life. However, these struggles they experienced and still experiencing because of their gender identities does not hinder them to continue their usual routines and dealings with life and as students who thrive in their academic performance. Duckworth (2007) calls this resilience as "grit" wherein it pertains to unyielding courage in the face of hardship or danger. In the study made by Ericson (2010), he said that homosexuals who went through tremendous experiences in life can develop coveted characteristic, these are traits like determination and resilience which serve as the building blocks of grit. He stressed out that these characteristics possessed by said homosexuals are even more crucial than talent when it comes to achieving a goal.

4. Destiny

Building up one's own career is difficult thing to do especially if you are a newbie in the field. But what can be even tougher is to create a successful career for oneself in the face of discrimination and social stigma (Mendez, 2010). When the studenthomosexuals were asked as to how they will become successful in life amidst their gender preferences, their answers were:

“..Gusto ko rin naman magkaroon ng family someday. I don't know pero I'm attracted to both sexes, yet of course I love the idea of having my own family in the end. Pero nakakatwa lang, but I don't know kung wife or husband din ang gusto ko. But one thing is for sure, I want to have my own children...I think I will be able to achieve my dreams if mag-aral ako ng mabuti and keep my focus and myself composed. I want to have a family, yet ayoko ma-stress later if wala akong trabaho kasi ano naman papakain ko sa magiging family ko di ba?” (Lance: Bisexual, age 22)

“...Hindi naman problema ang pagiging tomboy sa pag apply ng work. Though I know na uso parin ang discrimination sa atin, I guess in applying for a teaching job, fair and equal naman and process.” (Maica: Lesbian, age 21)

“...Sa tingin ko, para maging successful sa buhay, dapat determinado kalang at focus ka sa mga bagay na gusto mo. Di ba nga, when you really want something to happen, you should stick to it to let it happen. Huwag mong bibitawan ang gusto ko until na marating mo ito. After all, yung inspiration mo ang kakapitan mo para di sumuko, And gaya nga po ng sabi ko, family ko ang inspiration ko to succeed in life. (James:Gay, 18)

The parents and teachers of the student homosexuals were also asked if what they think are their contributions and roles in the fulfilment of the students' success:

*“ As a teacher, syempre dapat gawin ko yung role ko na turuan ng tama ang mga estudyante, regardless ng preferences nila sa buhay. In most cases, ang pinaka kailangan ng mga estudyante ngayon is guidance and moral support coming from their parents and teachers (Ma'am Julie)****

*“Nagiging successful ang mga bata both in academics and their personal lives kung tama ang binibigay na suporta ng magulang at tama rin ang itinuturong values ng teachers sa mga estudyante. Yes, the students are in College pero it does not mean that they don't need guidance. Sila nga mas lalo ang nangangailang ng guidance kasi ang mga batang yan ang confused pa sa buhay. They are searching themselves and in that aspect, dapat may suporta at gumagabay din sa kanila. (Ma'am Marie)****

“Nanay ako kaya kahit pa ano ang anak ko, tanggap ko yan and susuportahan ko yan. “ (Mother of John, age 58)

“Sabi nga, kung anong sakit ang maramdaman ng anak ay mas doble sa magulang, higit lalo para sa nanay. Kung hindi makatapos ang anak ko, syempre sasakit talaga ang loob ko hindi dahil hindi nakatapos ang ankk ko kundi dahil hindi nya narrating ang kanyang gusto. Sa huli, ang magulang ay magulang lang. taga-gabay lang kami, kaya kung saan masay ang anak ko, ok lang sa akin. Basta gusto ko lang na makatapos sya ng pag-aaral at maging teacher. (Mother of James, age 49)”

Wilson (2006) contends that in process of developing successful goals in life, the roles of expectations to self and other persons are all salient factors that contribute in the realization of such goals. The roles of teachers and parents, as part of the immediate circle of the student homosexuals are vital in providing them support to achieve their dreams in life and become the persons they want to be, amidst their gender preferences. The study of Bilodeau(2003) is consonance with this as it showed that the parents, teachers and the community where homosexuals are dealing with are important factors that helped shape their predispositions needed as they face the challenges in life.

B. Positive and Negative Effects of Expectations to the Student Homosexuals

Expectations can lead to behavioral change and predictions can directly or indirectly cause it to become true (Etherington, 2011). These expectations can pose either positive or negative depending on the perspectives and personal views of the person. Consequently, it can greatly trigger and affect a person assessment of oneself (Meyers, 2010). In the process of coming out and building up the identity development of student homosexuals, these expectations are deemed necessary as it contributes to the behavioural change of the individuals. The answers of the students, teachers and parents regarding the were gathered and coded; then the themes were developed from the occurrences of similar codes. The themes were divided into two major categories which are the positive and negative expectations.

Table1. Positive and Negative Effects of Expectations to Student Homosexuals

Positive Effects	Negative Effects
<p>1. Source of Motivation</p> <p><i>“...kahit bakla ako, di ko pinapabayaan ang academics ko kasi para to sa pangrap ko and family ko”</i></p> <p><i>“...tanggap ko kung ano paman sya, akin lang matapos nya ang pag-aaral nya”</i></p> <p><i>“...kahit iba ang gender preference niya, nag eexcel sya sa klase”</i></p>	<p>1. Pressure to Accomplish Things</p> <p><i>“...nakakapressure kuminsan kasi kailangan ko patunayan sa iba na may “say” ako...”</i></p> <p><i>“...dapat matapos nya ang pag-aaral nya at maging teacher sya...”</i></p> <p><i>“...high-spirited kasi sila, kaya alam ko na magiging successful sila no matter what”</i></p>
<p>2. Sense of Challenge</p> <p><i>“...ng nag come-out ako...it gives me thrill after”</i></p> <p><i>“...proud ako sa anak ko... kahit ganyan sya alam nya kung papaano dadalhin ang sarili sa maraming tao »</i></p> <p><i>“...mas magagaling nga minsan ang mga baklang estudyante... focus sila”</i></p>	<p>2. Fear of the Unknown</p> <p><i>“...pag iba ka, mas doble and takot na maging failure”</i></p> <p><i>“...ayaw ko lang makita na mawala nya ang sarili nya...”</i></p> <p><i>“...mag bago sya totally ng pagkatao, both physical and ways of thinking...”</i></p>
<p>3. Building Self-Image</p> <p><i>“...mahirap maging iba, pero masaya kung totoo ka ...nagagawa mo ang gusto mo.”</i></p> <p><i>“...wala naman problema, kung saan sya masaya, susuportahan naming sya...huwag nya lang bastusin sarili nya”</i></p> <p><i>“...masiyahin sila, kaya lagging masaya ang klase”</i></p>	<p>3. Psychological Tensions</p> <p><i>“...magkaibang personalidad ang pinapakita ko sa bahay at paaralan...”</i></p> <p><i>“...ayos lang sa akin na ganyan sya...hindi ko lang matatanggap kapag binago nya kung ano sya sa akin...”</i></p> <p><i>“...tanggap naman sya sa klase...may mga bagay na hindi sya pi-pwedeng gawin...”</i></p>

Table 1 shows the positive and negative effects of expectations to student homosexuals. Based on the answers of the students, parents and teachers, themes were created. Three themes were created for the positive effects of the expectations. These are: source of motivation, source of challenge, and building of self-image. The expectations set by the student homosexuals to themselves, by their parents and teachers served as a motivation for them to achieve the things that they want. Also, it served as a challenge to them to prove themselves as individuals, especially when they finally came out as homosexuals. Moreover, the expectations served as a way for them to build up their self-image and on how they will project themselves to other people. The findings

agree with the study of Merin (2012) wherein she said that the expectations of people surrounding a person served as a strong influencer for the individual to achieve his/ her goals in life. This was also affirmed by San Antonio (2014) when he said that expectations are forms of affirmation to make an individual feels a high regard about himself.

However, there are also negative effects of the expectations to student homosexuals. The findings show that these negative effects are pressure to accomplish things, fear of the unknown, and psychological tensions. The caveat of expectations, according to Kilmer (2009) is that it also the sores of disappointments. Kremer (2015) said that when expectations are set to a person, it may cause a negative effect that may affect the way a person view things. It may heighten the person's anxiety that may lead to depression once these expectations will not be met. Moreover, in the study conducted by Grumer (2016), he pointed that the students who are pressured by the parents to excel in academics and are viewed by their teachers as high performers in the class are prone to stress and depression. He further said that these were brought by the expectations set by the people surrounding the students who are basically the parents and the teachers.

C. Effects of Expectations to the Process of Identity Development

The term "gender identity" describes an individual's internal sense of maleness/ masculinity or femaleness/femininity. This sense may include an understanding of self as "woman" or "man" or a self-concept in between or outside traditional notions of gender construction (Wilchins, 2002). In the aspect of identity development of homosexuals, the immediate circle of people surrounding them plays a vital role. D'Augelli (2009) contends that identity development occurs within a context—the simultaneous development of a person's self-concepts, relationships with family, connections to peer groups, and community. The findings of the study revealed that the student homosexuals have high expectations to themselves. These expectations may bring positive or negative effects to the identity development of the student homosexuals. If these expectations will be met, it may bring positive effect on how the student homosexuals view themselves as a person vis-à-vis their gender preference. On the contrary, if these expectations will not be achieved, the identity development of the student homosexuals will be detrimental and may cause trouble in their predisposition and general outlook in life. The findings affirmed with the study of Cane (2011) where he revealed that the expectations that a person put to himself may bring two end results: positive or negative, depending whether the expectations will be met or not. Moreover, the study by Lompero (2013) showed that the identity development of homosexuals, with its fluidity is a crucial phenomenon because it can be easily affected by internal and external factors. The internal factors can cause greater damage to identity development and one example of these internal factors is motivation.

In the same way, expectations set by the immediate circle of the students homosexuals can also affect their identity development. This circle includes the parents and the teachers. According to Brophy (2007) teachers' perceptions and expectations of students may have a significant impact on the quality of teaching that each student receives. Among the five students, there are only two students who experience difficulty in their identity development. These were John (Gay, age 28) and Lance (Bisexual, 20). The struggles in identity development by John was brought by seeking of acceptance from his parents while for Lance was brought by personal tension due to denial stage. These struggles in their identity development caused problem in coping up with their studies, especially during their earlier age. The academic performance of the student homosexual comes with the interplay of struggles between proving themselves in the class and the context of identifying themselves. The two students shared that they learned to overcome it as time passed by. Nevertheless, the expectations set by the teachers to their students were all positive. One teacher even said that she is treating her students equally, without looking to their gender preferences. According to her, what matters is on how the students perform inside her class. Another teacher said that those students who are homosexuals are usually the ones who excel. Meanwhile, a teacher said that the student homosexuals are expected to observe the University policy and that they are expected to abide with the rules as it also applied to all the students. The general acceptance of the teachers and their openness with the student homosexuals showed a positive effect on the part of the student homosexuals. Because of a welcoming atmosphere set by the teachers, the student homosexuals are free to be who they are and they can do what they want. In return, these student homosexuals were all academic achievers and Dean's listers. The finding coalesced with the study of Belous et al., (2014) where it revealed that if homosexual students will be in a space where they can show their real identity without contempt from the other people, they can do and excel well in their academic pursuit. Furthermore, they emphasized that the teachers have the biggest role in setting this kind of atmosphere. In addition, Feinstein (2011) said that homosexual students who possess lower self-esteem, self-concept, and higher sexual identity confusion reported to have higher self-stigma; he emphasized that teachers should boost the confidence of these students by allowing them to join activities that will show their real personalities.

Lastly, the other important persons crucial in the identity development of student homosexuals are their family, particularly their parents. According to Maranao (2015), coming-out is a major part of identity development for homosexuals because it is the process of disclosing one's sexual orientation that begins with self-acknowledgment and expands outward to others. It involves taking all the negative things coming from the self or even from other people. Tamashiro (2013) said that it is a means of opening up the door and letting out all the internalized hatred, fear, self-doubt, and self-worthlessness. Part of opening oneself to the world is the search for a person who will be there ready to listen. These persons, according to Mohr (2012) should be the immediate people connected to the homosexuals. These are their parents and other family members. In the data gathered, it revealed that the parents of the homosexuals openly accepted the gender preferences of their children. The expectations they set to their children are the usual expectations that parents would ask from their children: to finish one's studies and become successful in life. Amidst the coming out of their children, it did not affect the way they view their children. With this, the student homosexuals can be seen as individuals who have a profound value of the idea of family. It can be observed in their answers where one said that though he is gay, he is doing his best to finish his studies and become successful in order to help his parents. With the findings, it shows that acceptance of the homosexuals should start within the family and the support of the parents is crucial in the identity development of homosexual children once they open their closet to the world. The finding is in consonance with the study of Gary (2012) wherein he mentioned that the parents are the key-persons that will determine or stop the coming out of the homosexuals, thereby dictate also if what will be their fate.

V. Conclusion

In the process of coming out and building up the identity development of student homosexuals, expectations are deemed necessary as it shapes and contributes to the behaviour and changes of the individuals. The results of the study showed the identified expectations set by the student homosexuals to themselves, by their teachers and by their parents. These expectations have positive and negative results to the student homosexuals. Moreover, it was revealed that those who have problems in their identity development experienced difficulty in their performance in school. Parents and teachers, aside from oneself, as the immediate circle of the student homosexuals were considered as the key-persons for the student homosexuals to open their closets to the world and be accepted by others. With the results, it was recommended that teachers must treat all their students equally regardless of their gender preferences in life. Activities that support the holistic personalities of students must be given emphasis. The parents, as the key-persons that will determine or stop the coming out of the homosexuals, thereby dictate their fate must support their children in whatever endeavour they take and provide them proper guidance to become successful in their academic pursuits and later, in life.

VI. Recommendations

Based on the findings, it is strongly suggested that the student homosexuals should have an access to teachers or counselors who are trained to provide support for LGBT students as they grow and develop. The University should take steps to promote student safety, equality, and access to education free from discrimination among genders. The University should revisit its operating policies to ensure that protections and equal rights among the students are being fully implemented. Teachers must be responsive as well to the needs of LGBT students, incorporate LGBT issues into curricular modules, and promulgate model policies prohibiting discrimination in the University. Activities that help promote the rights of the LGBT students must be organized and supported as well, provided that it adheres to the moral standards upheld by the University. Moreover, the Administrator should strengthen anti-bullying and anti-discrimination policies to ensure LGBT youth are safe and respected. Lastly, the Guidance Office and the Gender Development Unit may adopt the model of counseling proposed by the researcher to the student homosexuals who are troubled with their identity development.

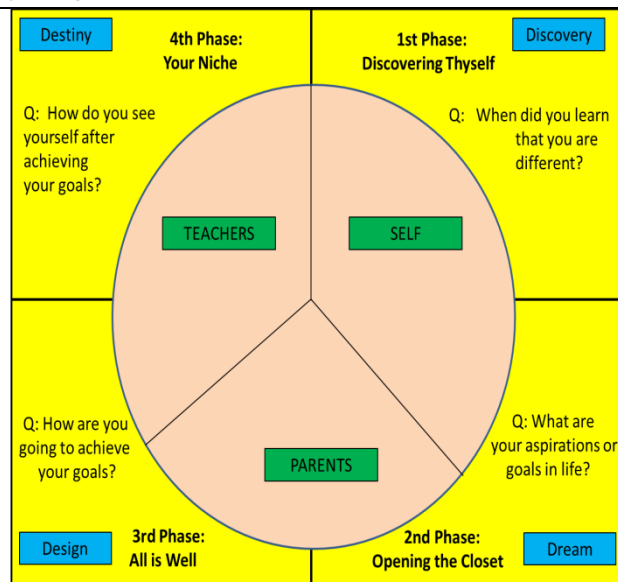


Figure 1. Model of Counseling Procedure for Student Homosexuals proposed by D.M.Ocampo (2018)

Brief Explanation: The model has four phases and these are the four D's in Anicas framework of Appreciative Inquiry. In this model, the 4D's represent the stages of understanding and knowing more about the student homosexuals. Phase 1 is initial stage where the teacher or counselor allows the student to narrate his/her story and open up something about himself/herself. Questions that will reveal the student's identity should be raised in this stage. There is an example of question provided above. The second phase is opening the closet wherein the student will be asked to tell his/her aspirations or goals in life. In this stage, the student is expected to tell more about himself/herself, unfolding his/her real identity as he/she opens up the things he/she wants in life. The third phase is all is well wherein the student will be asked with regards on how he/she will achieve his/her dreams. The purpose of this type of question is to solicit the unique characteristics and predispositions of the student in life as reflected on his/her ways of achieving his/her dreams. The last phase will be your niche, which refers to the destination that the student homosexual would like to be. Here, question like how do you see yourself after achieving your goals try to elicit information from the child whether he/she sees himself/herself happy or not in the life that he/she has. In the core of the 4D's is a circle divided into three: these are Self, which pertains to the student homosexuals themselves, parents and teachers. These three were put inside the 4D's because they serve as the most important persons in the process of identity development of student homosexual. This model of counselling procedure was made by the researcher in response to the findings of the study. To determine its use and applicability, the researcher consulted a registered psychologist who is finishing her Doctorate degree in educational psychology.

VII. References

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