SHOULD I GO OR SHOULD I STAY? EXPLORING THE MINDS OF GAY SCHOOL HEADS

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ABSTRACT

The purpose of this case study was to give light to the experiences of gay school heads and raise awareness on gender sensitivity and equality in the school community. This study may inspire gay school heads to strive more in their careers in the academe and for the community to understand gay school heads on the bases of their performance and achievement regardless of sexual orientation. Five informants were picked to undergo in-depth interview. For triangulation, people who knew the informants were carefully interviewed. They were also made to sign informed consents with the assurance of anonymity and confidentiality. The results of the interview were transcribed, translated and coded to produce themes. Several issues escalated. As regards to gay school heads' experiences in their workplaces, the following were the themes: recognition, harmony and accord, exuberance, prudence, confidence, and prejudice. As to their insights they can share to their colleagues in the academe, disputing chauvinism, outlook on work, tenets on leadership and gender distinctions.

Key Words: *educational management, exploring the minds, Gay School Heads, Philippines*

CHAPTER 1

INTRODUCTION

"*I went into my classroom one morning, first thing... and when I went in my heart was stopped in my mouth. The blackboard was covered with writing. Awful, awful things, saying "Mr X is a faggot. Mr X is bent." I nearly died...*" (Barry)

This quote, along with others throughout an article, is taken from a study conducted almost ten years ago in which seven gay and lesbian educators were interviewed about their experiences of working in Irish schools (O'Fathaigh, 2003). Unfortunately, Barry's experience was not unique, and the research revealed the challenges experienced by these men and women as they endeavored to negotiate a safe space between their professional and personal lives. The overarching theme which emerged throughout these interviews was that of fear. Interviewees were fearful that, should their sexual orientation be revealed, personal and professional relationships with parents, colleagues, school management and, in some cases, family, would be irredeemably and fundamentally compromised. The result of such a disclosure could make it problematic for many of them to continue in their chosen careers as teachers.

As gay school head, there are lots of upsetting experiences happening in every workplace, as reflected in the above quotation I am one of the sufferers of this kind of issues in my own locality. One of the reasons was that, being a gay is not decent enough in the community's standards to create harmonious relationship with the members of the community especially in the male group; a lot of malicious people are there like a magnifying glass, eager to see all my faults. Sometimes because of sexual orientation, some are bullied and discriminated. I have considered leaving from the

service. Not only that the community magnifies the issue of homosexuality but also the religious sectors intervene in terms of morality and sexual orientation. Again, the line above speaks on the present dilemma that gay educators are facing. This study explored some of the experiences of participants from a population to which I am acquainted with and on a topic some consider contentious. It is also a question whether a gay teacher intolerant of homosexuality or alternative lifestyles could enforce anti-bullying law (Goldstein, 2010).

In United States, Gay K-12 teachers experience prejudice and discrimination at work; however, not enough research has been done to determine why this occurs. Furthermore, cultural differences between the two countries may affect LGBT teachers' experiences and may challenge any assumption of similarity or uniformity. The present research examines the question of if and how LGBT teachers in Ontario, Canada experience oppression, prejudice, and discrimination in their work environments (Duke, 2007; Hooker, 2010; Singer, 1997).

The Philippines has been ranked as one of the countries in the world considered to be gay-friendly. Out of the thirty-nine countries, the Philippines owned the tenth spot. Despite its religiosity, the Philippines is one of the countries in the world where public acceptance or tolerance of homosexuality is definitely high, based on the results of the survey titled "The Global Divide on Homosexuality" by the US-based Pew Research Center. The survey affirmed that seventy-three percent of adult Filipinos agreed that homosexuality should be accepted by society. Brazilians and Filipinos are more tolerant of homosexuality than other countries, the same research confirmed. Despite the fact that eighty percent of Filipinos are Catholic Christians and believed to be one of the most religious countries in the world (Tubeza, 2013).

However, the LGBT (Lesbian, Gay, Bisexual, Transgender) community in the Philippines was not very much impressed with the survey's results. There are lots of conservative and religious Filipinos who still condemn homosexuality as historically, the Philippines has been colonized by devoted Catholic Spaniards for three hundred and thirty-three years. But nonetheless the Filipino masses enjoy gays as entertainers, comedians and actors but aside from entertainment, the so-called conservative Filipinos abhor the acts of homosexuals, to include man to man or woman to woman sexual act. Enough with overrated family values. Enough with Christian morality. Enough with the old religious concepts of righteousness. We have to grow as a community and as a nation and not as discrete packets of supposedly Christian families. We have to learn how to respect individual differences and accept the idea that we can be a solid community that encourages a beautiful diversity (Dela Cruz, 2015).

This is quite intriguing and interesting in the sense that just recently the Filipino boxing icon, celebrity and lawmaker Emmanuel "Manny" Pacquiao in an interview on February 2016 openly compared the homosexuals as worse than animals. This then created a stir in the social media and tri-media. Foreign and local celebrities also cried foul on Pacquiao's statement. The brouhaha revived the biggest dilemma of the LGBT community –discrimination. Another misconception in homosexuality in our country is the belief that gays are the reasons for the increasing cases of Human Immune Deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) in the country. In HIV/AIDS forums a lot of arrogant and discriminating anti-gay people believe that HIV is a disease of homosexuals, a sort of plague designed to wipe out gay men because their choices are immoral thus gays deserve punishments such as HIV/AIDS. Even the Catholic Bishops Conference in the Philippines (CBCP) propagates wrong notions about sexually transmitted diseases and gay men (Dela Cruz, 2015).

Much was also written about gay and questioning students, their coming out processes, and the challenges they face in today's public schools (Edwards, 2007; Eisen and Hall, 2006; Griffin, 2009; Rofes, 2004; Talyor, 2010; Unks, 2011; Munoz-Plaza,Quin & Rounds, 2012). This growing body of literature includes data related to educational institutions, community-based programs, and structures of support found within schools for gay and questioning youth (Grossman, 2005; Lee, 2012; MacGillivray, 2010; Rofes, 2004; Uribe, 2009). While there is still much more to learn about the experiences of gay and lesbian students, far less has been written about the group of adults at school who often feel obligated, and yet powerless, to help them: gay teachers.

Moreover, a group of gay teachers in northeast Florida was crippled by fear and lived in a culture of silence. As a direct result of the fear felt by these teachers, they experienced strained relationships with the groups of people that most of them hoped to embrace. The teachers described "self-imposed distance from their students and deep anxiety about answering questions students normally ask all teachers about their private lives (Sanlo, 2009).

The teachers discussed their reluctance to reach out to anyone in the public school system in northeast Florida, and none of them perceived their students' parents as allies. They described their gay students as an at-risk population in need of assistance and wished to help them, but expressed an unwillingness to be available to them for fear of discovery and ultimate job loss. Like most school districts in Florida, the counties located in the northeastern part of the state do not include sexual orientation as part of their non-discrimination policy for teachers. This lack of protection exacerbates the gay teachers' feelings of fear and powerlessness, making it impossible for them to act (Edwards, 2007; Eisen and Hall, 2006).

The fear felt by gay teachers in northeast Florida is not unique to that region of the country. Gay teachers from many areas across the United States had similar fears and concerns, although these concerns varied in intensity from place to place and depended heavily upon the degree to which the teachers were open about their sexual orientation (Kissen, 2006).

Using the Lesbian and Gay Educators Identity Management Strategies Model developed by Griffin (2005), Kissen (2006) found that all the teachers in her study ranged from being totally closeted, hoping to be viewed by others as heterosexual, to "explicitly out," actively affirming their gay and lesbian identities and feeling comfortable knowing that others knew about their sexual orientation. Notably, the teachers less comfortable with their degree of openness at school expressed higher levels of anxiety about losing their jobs and being an ineffective educator and role model, particularly for students who are questioning their sexual orientation.

As a matter of fact, no qualitative research was done specifically on the exploration of minds of gay school heads if they want to stay in their profession.   The fact that gay school heads do not always be acquainted with their bittersweet journey suggests that more research is necessary in order to better inform people about the predicament.

Purpose of the Study

The main focus of this case study was to describe and deeply understand the experiences of gay school heads in their school and environment. This study included five gay school heads in public schools with the intent of gathering data information and established a vivid outlook of their exploration in the workplace as a leader and educator in their schools. This study aimed to document the experiences of gay school heads as

they experience less respect and less confident with their educational leadership in their respective workplace from the different schools in Region XI.

In this study, an interview guide questions and in-depth interview among informants were employed as tools in gathering bits of information where all answers and discussions were transcribed as sort of evidences. This case study determined the insights of gay school heads that encourage other gay educators to be resilient against discrimination, social stigma and gender inequality. It also described how gay school heads either positively or negatively faces the challenges and how they found ways in which gay teacher identity enactment at school interrupts heteronormativity practices and strategies that can be translated to the teacher education and preparation field. This emphasized the reasons why gay school heads stay or go away from their profession on the bases of discrimination and gender inequality in the workplace and community, and how gay teacher identity can provide avenue for gay teachers to interrupt heteronarmativity (Oysterman & Destin, 2010).

Research Questions

This study sought to answer the following questions:

1. What are the experiences by gay school heads in their workplaces?

2. What insights can the participants share to their colleagues and to the academe in general?

Theoretical Lens

The study is viewed from the Law of Maslow Theory (1943), the Hierarchy of Needs which is presented in the pyramid showing in order the five (5) basic needs of man arranged from the bottom (most basic needs of man, more advanced need to the

top) namely: physiological needs, the needs for safety and security, the needs for the love and belongings, the needs for esteem and the need to actualize the self.

According to Maslow, there are two versions of esteem needs, the lower needs and the higher needs respectively. The lower needs include respect of the others, respect of status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. While on the other hand, the higher needs include self-respect, confidence, competence, achievement, mastery of independence and freedom. Furthermore, Maslow over-emphasized that self-respect is the highest form esteem needs of man. Once you have self-respect it is deeply rooted in the minds forever. Founded by this theory, gay school heads are not excluded from these hierarchy of needs as they too are human persons with emotions and clamor for respect, recognition, dignity and above all, liberty.

Additionally, the study was also framed within an interpretivist view of the world. Society, from this perspective, cannot exist outside of human understandings of it, and social life is based on socially constructed meaning systems. Therefore, facts are fluid, partial, and subjective depending upon people's understanding of their lived experiences (Denzin & Lincoln, 2000). The framework within which this study fell was also informed by the transformative-emancipatory paradigm in that the teachers' diversity described in this study, their homosexuality, was portrayed as a dimension of human difference and not a defect (Mertens, 2003; Tashakkori & Teddlie, 2003, p. 144). The teachers selected for this study discussed their lived experiences at school, which were based upon their personal perceptions and understandings.

Moreover, heterosexuality is always already there within all mental categories (Warner, 1993). In other words, heterosexuality is the assumed normal in all aspects of

life. Contrary to heterosexuality, anything queer is therefore seen as not normal, as deviant, wrong and even immoral. Coining the term "heteronormativity" in the nineties, Warner explains that heteronormativity includes those punitive rules—social, familial, and legal—that force members of society to conform to heterosexual standards for identity (Warner, 1993 & 1999). In this study it includes the insights of gay educators on how to stand up against stigmatization and discrimination from colleagues and other members of school community.

Lastly, every person who comes to a queer self understanding knows in one way or another that his or her stigmatization is connected with gender, the family, notion of individual freedom, the state, public speech, consumption and desire, nature and culture, maturation, reproductive politics, racial and national fantasy, class identity, truth and trust, censorship, intimate life and social display, terror and violence, health care, and deep cultural norms about the bearing of the body, being queer means fighting about these issues all the time, locally and globally but always with consequences (Warner, 1993).

Significance of the Study

The results of this study would benefit the Department of Education officials as this would serve as their guide in devising intervention programs, campaigns, advocacies and strategies to put into practice for the gay school heads to stay in their profession and be able to come up with best experience in their journey towards exploration process in themselves. This study would also help gay school heads in enhancing their profession for them to stay more under the umbrella of their career. First, it is significant because it would attempt to unravel the various issues that gays are facing nowadays. These problems, issues and conquests on the day-to-day experiences

of gay school heads were also pointed out and would be addressed well. Second, in an attempt to create a companion piece for other studies of gay school heads in their experiences, the researcher also hoped that this study would open the minds of gay individuals to stand up for their equal rights, giving them inspiration to strive for the betterment of their careers and improvement of their personal lives. This would help the community and every family of gay school heads to support them to be responsible citizens and professional individuals with high morals and creativity. Lastly, this study would somehow help future researchers and other regional studies like it, to create a coherent and cogent research agenda centered on the issues discussed in this study.

Definition of Terms

To provide a clearer understanding of the contents of this paper, the terms are defined operationally in this study:

AIDS. Acquired immune deficiency syndrome or acquired immunodeficiency syndrome is a syndrome caused by a virus called **HIV** (Human Immunodeficiency Virus). The illness alters the immune system, making people much more vulnerable to infections and diseases.

Community. A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

Discrimination. The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Gay. The term "gay" is used in this study to describe predominantly men who are sexually and romantically interested in men, but also includes women who sexually and romantically prefer women. The term "lesbian" refers exclusively to women who sexually

and romantically prefer other women. Finally, the last term relating to homosexuals in this study is "bisexual," which pertains to both men and women who have sexual and romantic interests in both sexes. When using the term "homosexual" in this study, the person described can be gay, lesbian, or bisexual.

Gay school heads. This term is collectively used to refer to those persons who are true in their sexual identity. They are the type of teachers who are projecting to everybody their male sexuality and they're true identity, that is, they prefer male over female as partner.

Heterosexuals. In this study are people who are sexually and/or romantically attracted to people of the opposite sex. This is true for both cisgender (relating to someone who identifies with the sex which they were assigned at birth) and transgender (relating to someone whose self-identity does not conform to their biological sex) males and females. The words "heterosexual" and "straight" will be used interchangeably throughout the study.

Heteronormativity. In this study, it is the phenomenon in which society believes people to be straight unless they are told otherwise. While existing stereotypes may "out" someone as gay, most people are assumed to be straight until they actively choose to opt out. This perception has, in essence, allowed heterosexuality to become the "dominant" sexual orientation, or the "norm." These attitudes may contribute to the presence of homophobia, or a feeling of distaste toward, or prejudice against homosexuals, in certain groups.

HIV. A virus that attacks the immune system, the body's natural defense system.

Homophobia. Dislike of or prejudice against homosexual people.

Homosexual. A person who is sexually attracted to people of their own sex.

LGBT. It is an initial that stands for Lesbian, Gay, Bisexual and Transgender, they are often called a community.

Transgender. Denoting or relating to a person whose self-identity does not conform unambiguously to conventional notions of male or female gender.

Workplace. It is a facility where teachers work, which particularly refers to schools and universities in this study.

Delimitations and Limitations of the Study

The study involved five gay school heads from public schools in Region XI, particularly in Davao del Sur. The data were gathered from gay school heads through in-depth interviews. The study was dependent on the ability of the five participants to describe their experiences and answer the interview questions. Informants had varying degrees of knowledge and traumatic experiences, and therefore subjective. Since administrative permission was necessary to gain access to informants, principals and superintendents were informed of the study and its purpose. This might have affected the school heads responses because of the concerns that administration would find out what gay school heads stated in the interviews. To avoid a negative public perception of their teaching and as gay school heads, pseudonyms were used to protect their identities.

The study was based upon open-ended questions through one-on-one in-depth interviews. Due to the fact that there were only five informants for the in-depth interviews, the results of the investigation may not be generalizable to other regions of the country. This study was descriptive in its investigation.Given the personal

connection between the chosen topics on the experiences of gay male teachers who taught in a suburban school district in Central Virginia, there are many threats to internal and external validity. The greatest threat to the former was researcher bias, which occurs when the researcher has personal biases or a priori assumptions that he/she is unable to separate from what he/she hears from the informants (Onwuegbuzie, 2002, p. 19). Consequently, I may have been completely unaware of certain held beliefs and their influence on my perspective. Based upon my own experiences in the classroom from the recent past and memories of those experiences, I may have heard what I hoped to hear from my informants and interpreted their words in such a way as to obtain the results I want to have. Because I was the only person collecting data for this study, there is no question that my personal bias was present to some degree at every stage of this project, from data collection to data interpretation to data analysis to final explanation of results (Onwuegbuzie, 2002). That being said, however, I believe that any inherent bias constituted another possible reality. Just as each individual participant had a voice, so too did the author, but my voice did not dominate the conversation. The informants' thoughts and ideas were far more significant than mine and their voices spoke out more loudly.

Organization of the Study

In presenting the flow of the study, the ideas and different concepts were organized. Each chapter has its corresponding views to be discussed. Details were properly organized in order to achieve understanding among the readers. This study is organized into eleven (11) chapters.

Chapter 1 introduced the problem and phenomenon to be studied. In this chapter, it emphasized the importance of the study.   It explained what has been

researched in the past and recent times and showed the gaps identified in existing researches. It was followed by the discussion of the researcher's purpose of the study which aimed to describe the traumatic experiences of gay school heads in the workplace. It intended to unfold the horrible experiences of gay school heads, how they managed to survive and the insights they learned from the experience that could shed light to the prevailing problem on workplace. Next was the presentation of the research questions which were utilized for the in-depth interview of the informants. Another portion of this chapter is the presentation of the theoretical lens which was associated with the research study. Following were the significance of the study and the people that would benefit from this research. It was also important to have a clear understanding of the terms, thus, important words in the study were operationally defined. The last part of this chapter was the delimitation and limitation of the study and the presentation of who were the potential participants of the study. The weaknesses and validity of the study were also presented in this chapter.

In Chapter 2, the literature and other research studies were enclosed as they were related to the main problem which supported the need for the study. It was divided into three themes: The Experiences of Gay Administrators, Gay Experiences in the Philippine Setting, and Insights and Coping Mechanisms of Gay School Administrators.

Chapter 3 discussed the design and methodology used in the study including: research design, role of the researcher, research participants, data collection, data analysis, trustworthiness which explains the four criteria such as: credibility, transferability, dependability and confirmability and lastly, the ethical considerations of the study.

Chapter 4 presented the results of the interviews and collected information from the informants.

Chapters 5 to 9 deliberately presented the description of each case with the use of pseudonyms.

Chapter 10 outlined the cross-case analysis and in Chapter 11, the summary and conclusion, implication for practice, implication for future research and my concluding remarks of the study were presented.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

This section deals with the literature and readings related to the subject of the study. Sources of information were books, journals and internet on "gay experiences". These readings helped me in seeing the impact of the study as seen by other researchers and the community as a whole. The different facts, opinions and materials as shown by the different researchers could help in solving the different issues surrounding this study.

The Experiences of Gay School Administrators

In its most general form, recent stress discourse has been concerned with external events or conditions that are taxing to individuals and exceed their capacity to endure, therefore having potential to induce mental or somatic illness (Dohrenwend, 2010). Stress can be described as any condition having the potential to arouse the adaptive machinery of the individual (Pearlin, 2009). This general form also reflects the phenomenological meaning of *stress*, which refers to physical, mental, or emotional pressure, strain, or tension (Random House Webster's Dictionary, 2012). Some have used an engineering analogy, explaining that stress can be assessed as a load relative to a supportive surface (DiPlacido, 2009; Meyer, 2010; Wheaton, 2009).

Stress researchers have identified both individual and social stressors. In psychological literature, stressors are defined as events and conditions (e.g., losing a job, death of an intimate) that cause change and that require that the

individual adapt to the new situation or life circumstance. Stress researchers have studied traumatic events, eventful life stressors, chronic stress, and role strains, as well as daily hassles and even nonevents as varied components of stress (Dohrenwend, 2010; Pearlin, 2009; Wheaton, 2009).

Social stress is a condition in the social environment that may lead to mental and physical negative effects (Allison, 2008; Pearlin, 2009; Selve, 2012). Social stress might therefore be expected to have a strong impact in the lives of people belonging to stigmatized social categories related to socioeconomic status, race/ethnicity, gender, or sexuality (Clark, Anderson, Clark, & Williams, 2009; Meyer, 2010; Mirowsky & Ross, 2009). According to these formulations, prejudice and discrimination related to low socioeconomic status, racism, sexism, or homophobia can therefore be conceptualized as stressful (Allison, 2008; Barnett, Biener, & Baruch, 2009;Clark, Anderson, Clark, & Williams, 2009; Meyer, 2010; Mirowsky & Ross, 2009; Pearlin, 2009).

The notion that stress is related to social structures and conditions is at once intuitively appealing and conceptually difficult. It is appealing because it recalls the commonplace experience that environmental and social conditions can be stressful (Lazarus & Folkman, 2011; Pearlin, 2009) Also, it rests on rich foundations of psychological and sociological theory that suggest the person must be seen in his or her interactions with the social environment (Allport, 2010). It is conceptually difficult because the notion of stress, in particular as conceived of by Lazarus and Folkman (2011), has focused on personal rather than social elements (Hobfoll, 2009; Meyer, 2010).

Beyond theoretical variations, a unifying concept may emerge from stress theory. Lazarus and Folkman (2011) described a conflict or "mismatch" between the individual and his or her experience of society as the essence of all social stress, and Pearlin (2009) described ambient stressors as those that are associated with position in society. More generally, Selye (2012) described a sense of harmony with one's environment as the basis of healthy living; deprivation of such a sense of harmony may be considered the source of minority stress. Certainly, when the individual is a member of a stigmatized minority group, the disharmony between the individual and the dominant culture can be onerous and the resultant stress significant (Allison, 2008; Clark et al., 2009).

Reviewing the literature on stress and identity, Thoits (2009) called the investigation of stressors related to minority identities a crucial next step (p. 361) in the study of identity and stress. Applied to lesbians, gay men, and bisexuals, a minority stress model posits that sexual prejudice (Herek, 2010) is stressful and may lead to adverse mental health outcomes (Brooks, 2011; Cochran, 2011; DiPlacido, 2008; Krieger & Sidney, 2007; Mays & Cochran, 2011; Meyer, 2010).

There is no consensus about specific stress processes that affect LGBT people, but psychological theory, stress literature, and research on the health of LGBT populations provide some ideas for articulating a minority stress model. Lazarus and Folkman (2011) described social structures as "distal concepts whose effects on an individual depend on how they are manifested in the

immediate context of thought, feeling, and action—the proximal social experiences of a person's life. Distal social attitudes gain psychological importance through cognitive appraisal and become proximal concepts with psychological importance to the individual (Hobfoll, 2009; Selve, 2012). Crocker et al. (2008) made a similar distinction between objective reality, which includes prejudice and discrimination, and states of mind that the experience of stigma may create in the stigmatized.

They noted that "states of mind have their grounding in the realities of stereotypes, prejudice, and discrimination" (Crocker et al., 2008), again echoing Lazarus and Folkman's conceptualization of the proximal, subjective appraisal as a manifestation of distal, objective environmental conditions. Many LGBT elders have faced a lifetime of discrimination that has disrupted their work and personal lives, their connections to their families of origin, and their ability to save for retirement. Ongoing stigma also prevents many LGBT elders from seeking critical services from potentially hostile aging and health care providers; or, if they do seek services, they may feel the need to hide their sexual orientations or gender identities.

In addition, our society's ageism means that some LGBT older people can feel unwelcome even within the broader LGBT community. LGBT older people are also resilient, creating families of choice and other support networks. Despite this, they are twice as likely to be single and to live alone, and three to four times as likely to be childless, as their heterosexual peers. They are also less likely to feel welcome in places where many older people socialize, such as senior

centers or places of worship. Research and SAGE's experience show that the harmful effects of such social isolation include depression, delayed care-seeking, poor nutrition and premature mortality (Shephard, 2012).

Mazer, Murphy, and Simonds (2007) confirmed that when students know more about their teachers, they often express greater course motivation and view the classroom climate more positively. Cayanus, Martin, and Weber (2008) provide evidence that higher amounts of teacher self-disclosure are positively related to student participation, out-of-class participation, and student motives for communication. For gay teachers, these claims can be problematic. Should the school context be identity-congruent (Oyserman & Destin, 2010) then it is likely they will be able to see similar outcomes, however, if the school context is one where the expectations are heteronormative, then identity-congruence will not be possible and for gay teachers the benefits of self-disclosure will not be fully realized.

One thinks that there's a bigger sense of trust and realness. That what one's saying is from the heart they can believe it. And I think that goes into what one teaching. One thinks that it helps that they know that I'm going to be truthful with them no matter what one's talking about (DeJean, 2007). In examining the shared experiences of gay teachers, there is a significant emphasis on the relief, authenticity, and richness of the teachers' experiences with the curriculum and with their students as a result of being "out" in the classroom.

Kissen (2006) referred to gay and lesbian teachers as living in a glass closet, in a comparative case study of ten self-identified gay and lesbian teachers from Maine, Louisiana, and Ohio. The first involved the teachers' self-definition as lesbians or gay men, their self-concept as teachers, and the intersection of those two identities. The second major focus was the damaging effect of homophobia on their daily lives in and out of the classroom. A final theme was the need to develop strategies to avoid being fired and to nurture themselves in the face of tremendous pressure and stress (Knox, 2010)

There are identified five major domains impacting participant's process of constructing themselves as gay and lesbian teachers: personal characteristics, family status, gender conformity, professional experiences, and community atmosphere. Explaining that each of these characteristics motivates and informs a teacher's decision as to when and how much he or she will disclose about his/her sexual orientation and home life. For example, in discussing age as a personal characteristic, Carolyn, referencing marriage and having children as a milestone in a straight life, explains that as one hit those ages where those happen and it's not happening, you realize that one can't deceive yourself into thinking that nobody notices anymore (Jackson, 2006).

Jackson indicated that studies about openly gay teachers, including this one, found that coming out at school has the potential to enrich teaching. He explained that teachers who come out at school feel empowered and that in turn they empower their students. Analyzing the literature and responses from the participants, Jackson concludes that the process of coming out at school is

redundant, complex, and influenced by many factors. Ultimately, however, Jackson concludes that coming out as gay or lesbian to ones students makes teaching more authentic and enriched. He supported this notion by explaining that once a teacher "comes out" she/he is a more authentic version of his/herself.

Ultimately, he stated that of the teachers surveyed, those who are out at school are the teachers who believed their "outness" enriched their classroom experiences. Jackson clearly nodded with this idea and believed that this has a potential for transforming teaching, schools and communities. His study is relevant and meaningful when discussing personal characteristics. He noted that none of the participants listed race as factor influencing their decisions to come out. A possible extension of this research would be to identify more participants of various racial backgrounds to truly get a sense of the degree to which one's race or ethnicity has impacted the degree of outness at school (Jackson, 2006).

In a similar styled study, DeJean (2007) studied ten K12 gay and lesbian teachers from across the state of California in hopes of ascertaining the degree to which being out at school contributes to a teacher's pedagogical beliefs and pedagogical practices. Five themes emerged which helped [the author] address the three main research questions. The author argues that participating in social justice is part of teaching' then these teachers' experiences as well as these five themes offer and important contribution to those working to ensure that schools are locations which model democratic ideals and guarantee social justice for all.

Rudoe (2010) initiated a study to examine the ways in which lesbian teachers in London secondary schools negotiate their identity within the public/private boundaries of the school. She found four major themes in her study. First, the participants all discussed the ways in which they negotiate their sexuality in the school setting. The extent of the teachers' openness about their sexual orientation in the school varied considerably, although overall most were only out to selected members of the staff. Next, the author discusses issues of identity and power. The interviews definitely point out the impact that a school's climate and administration can have on the lesbian teacher. Also, the teachers explained that they generally did not face the same kinds of power struggles that very camp men (flamboyant) may have.

Moreover, the participants all agreed that issues of identity and power relied heavily on the degree of respect that the teacher commands in the school building. The author also brings up the notion that GLBT teachers must prove themselves acceptable in the face of fear of prejudice should their sexual orientation become known. The author then discussed the theme of homophobia in the school and student's pejorative use of the word gay. Finally, the author delved into the issue of the cost of silence. The teachers in my study all emphasized the importance of representation of sexual diversity in the school, and the personal and psychological costs of being closeted (Rudoe, 2010).

Mayo (2008) scrutinized two sets of complex relationships at school: one between gay teachers and their students and another between the same gay teachers and their colleagues at school. The study focused on seven gay male

teachers with varied years of experience and expertise. Through a series of interviews, data workshops with the participants and his colleagues, the author found that the gay teachers in this study responded to gay students' needs and demonstrated support in a variety of ways, despite working in school environments that were often hostile toward the LGBT community. The author also examined an array of relationships found between gay teachers and their heterosexual colleagues at school. While the data pointed to no particular patterns, the data did reinforce the idea that gay teachers must negotiate each faculty interaction and make decisions about revealing their sexual orientation accordingly.

The energy consumed by the daily negotiations described this study can be immense and potentially inhibits gay teachers' primary roles at school teaching the curriculum and managing student behaviors. Pointing out the heteronormative nature of the school context and the imperative to work toward creating inclusive work environments for all teachers, Mayo (2008) concluded with recommendations for school administrators and teacher educators, and strongly suggest that all faculty members take responsibility for the well being of gay and questioning

Taken together with the historical context and current societal shifts in opinions regarding the gay experience, this research definitely points to one clear direction in society: the need to create an environment where teachers can be who they are without fear of retribution, without having to hide in a glass closet, free of heteronormative constrictions. This is where this study contributes to the

knowledge base. Where previous work has examined what it is like to be a gay teacher, this study seeks to explore how to become a gay teacher by identifying mechanisms that gay teachers utilize to interrupt heteronormativity and by examining the relationship teachers have with their school contexts in seeking relational justice and identity-oriented justice (Poole, 2008). The ultimate implication being that "gay teacher identity" is realized when a gay teacher is able to use his identity as a gay person and as a teacher in an effort to interrupt heteronormativity.

Gay Experiences in the Philippine Setting

The Philippines being tagged as "gay friendly" has propelled some sectors to dismiss the urgent need for an anti-discrimination law. Some of the famous, influential and opulent entertainment stars are admittedly gay, but behind that positive "gay-friendly" tag are tales of woe, ranging from human resource officers fearing that gays as bad influence, to daily teasing and joking, and to worst, direct violence. The most sensational case was the hate murder of a Filipino transgender Jennifer Laude by US Marine Private First Class Joseph Scott Pemberton in 2015. Ladlad Partylist cried too much foul that even initial investigations of Filipino authorities seemed to blame Laude for being a transgender, implying the transgender had tried to deceive and seduce the American soldier. In a study titled "Being LGBT in Asia" backed by the United Nations Development Programme (UNDP) and The United States Agency for International Development (USAID) confirmed that in the Philippines, twenty-eight persons were killed because of their sexual identities. Women's group Isis

International in 2010 stated that transgender Filipino women are especially vulnerable to discrimination at work. Many corporations cease the employment of gays and transgender people following traditional dress codes. Education, sports and military institutions also created obstacles for young Filipino men attracted to the same sex, based on 2013 Philippine Journal of Psychology study by Eric Julian Manalastas, he found that young gays, between the ages of 15 and 24, contemplate suicide more than their heterosexual peers.

Threat and discrimination were cited as factors why gay teens afraid to come out in the open. They are also victimized by bullying and contempt of family male members. The Psychological Association of the Philippines called for an end to discrimination based on sexual orientation, gender identity and expression. The association cited global findings that lesbian, gay and bisexual orientations are normal aspects of human sexuality, it also emphasized that LGBT Filipinos suffer from stigma, prejudice and discrimination. Aside from bullying and harassment, the LGBT are often have limited roles and occupations in the society. The association also clamors for the LGBT to curb their identities and expressions as signs of social acceptance and the beginning of the enjoyment of their rights (Varona, 2015).

Ninety-three percent of Filipinos are Christians or adhere to the teachings of Jesus Christ anchored in the study conducted by Pew Research Center. The Philippines is also the leading Christian country in Asia and is ranked fifth in the world. From ninety-three percent, eighty-one percent is Catholic and eleven percent is Protestant (De Guzman, 2011). In another article published by Rappler

Philippines in 2015, the Catholic Bishops Conference in the Philippines (CBCP) urged Catholic believers to be against same-sex marriage.

They issued a statement that Filipino Catholics must not take part in ceremonies of same-sex relationships and politicians must stay away from making laws which encourage marriage of homosexual couples. Gay rights have been in the limelight around the world following the Supreme Court of United State of America's landmark decision in favour of gay marriage in June 2015.

The International Gay and Lesbian Commission (2012) submitted a report to the Human Rights Committee containing a recommendation to expedite non-discrimination law between sexes in the country. They further urged the government to escalate the passage of comprehensive anti-discrimination law which is still pending at the lower house of representatives. It is significant to see that the Philippines Catholic Church is blatant in campaigning against LGBT and it contributes to the rampant discrimination and violence experienced by LGBT community in the country.

The committee also suggested that the State should also take all necessary legislative and administrative measures to eliminate and prohibit discrimination on the basis of sexual orientation and gender identity, including with respect to access to employment opportunities, housing, education and health care, and to ensure that individuals of different sexual orientation or gender identity are protected from violence, social exclusion and discrimination within the community.

Insights and Coping Mechanisms of Gay School Administrators

Social values include beliefs about gay and lesbian people and it develops at an early age. But a common assumption in most school communities is that gay and lesbian issues must not be revealed to children. It is thought that there is no appropriate age to bring up the subject without discussing sexual acts. Although the literature with respect to gay and lesbian youth in general has grown rapidly, the literature concerning gay and lesbian within educational settings is limited (Mallon, 1996). Many would agree that education and sharing of information are the basic steps to eliminating homophobia (Bennett, 1997; Boyd, 1999; Marcus, 1999; Raymond, 1996).

Unfortunately, when it comes to how one might include education to eliminate homophobia in the classroom, the agreement dwindles. Some may even contend that sexuality of any kind is a sensitive issue not suitable for children (Bullough, 1979). Boyd (1999) examines teachers' anonymous reasons for and against the inclusion of this topic in their classroom. Their responses are paraphrased in the following sections.

Educators feel it is their responsibility to provide accurate information and clarify misunderstandings. They need to open up the classroom to discuss topics freely and allow the children to form their own opinions. Teachers need to educate their students to respect and accept all people and show compassion to everyone. Teachers feel it is important to explore understanding of all lifestyles openly in the classroom. Here they can teach not to discriminate but respect

differences in the world. Another thing, most literary works and printed materials used in schools contain heterosexual characters, homosexuals not included.

Moreover, according to Griffin and Harro (1997), even if there was not great reluctance, most schools are not prepared to address the needs of lesbian, gay, and bisexual students, or lesbian, gay and bisexual parents with school-aged children. It is important also to remember these recommendations: never make assumptions on someone's sexuality, always use neutral language, support and normalize students' feelings, let students know that you'll be there to support them and have some gay or equal rights-related discussion at school or classroom. Prejudice exists when some members of a group are disregarded (Hoffman, 2001).

We can only be truly gay friendly when everyone stops harassing, bullying, hurting, and discriminating gay people. When no one has to keep their true identity in the closet out of fear from embarrassment, contempt and humiliation, that's the only time we can say this country is truly gay friendly (Dela Cruz, 2012). The most important issue in a gay man's life is not 'coming out,' but coming to terms with the people who surround them. Only within that higher level of awareness and acceptance of the majority can we face the shame and its insidious influence over the lives of LGBT community. In certainty, the most damaging part of social oppression has never been the act of oppression itself, but the oppression that begins inside us (Downs, 2015).

We build empowerment at work by accepting, celebrating, and supporting men and women with different sexualities, choices and sexual identities. We aren't empowering anybody at all if we think only on issues concerning straight men and women. We must be equally committed to put an end in all kinds of prejudice and harassment that women, lesbian, gay, bisexual and transgender face. To ignore those realities is to ignore discrimination against many men and women.

We believe in empowerment for all, not in empowerment for some. Homophobia isn't only about sexuality; it's also about sexism. When a student uses gay insults to a male friend, it's more likely that he isn't actually teasing his friend as gay, but he's measuring up the level of masculinity of that person. When kids tease a girl that she's a lesbian because of her short hair and acts like a boy, they're making fun of her because she isn't feminine enough in their level of perception.

Homophobia isn't just about sexual discrimination. It's also about eradicating gender stereotypes and ostracizing anyone who doesn't conform to what is "norm" in the eyes of the majority. Fighting for gender equality means that we believe everyone shouldn't be restricted or limited by traditional gender roles. We don't want our children be confined by prejudices that limit who they can and who they want to be. LGBT movements are our women's allies in stepping forward against gender discrimination and LGBT rights are vital to that mission (Lam, 2014).

Lam (2014) emphasized that If we don't fully support men and women who identify themselves as lesbian, gay, bisexual, or transgender, what message would we be conveying to the next generation? Despite whatever else we say about gender equity, gender should matter deeply. We must aim for wider scope of freedom. Reproductive organs with which you were born should not determine your destiny, dictate the partners you choose, and define you above all else. And that is exactly the message we strongly stand for but the majority tirelessly rejects.

The related readings provided an overview of the sources I explored, scanned and read while researching on a particular topic. They served as my guide when I conducted my research in such a way that would suit into the larger scope of the study. They helped me establish what theories already existed, the relationships between them and the degree these existing theories have been explored. It helped me stay in the right path by clearly demarcating what was and what was not within the scope of the study. It explained what was known about my research study and produced a rationale for this study.

Chapter 3

METHODOLOGY

Presented in this chapter are the nature of the study, the research design used with regard to presentation, analysis and interpretation, the philosophical assumptions, role of the researcher, research participants, the data collection process, data analysis, trustworthiness which includes the following: credibility, confirmability, transferability and dependability of the study and all individuals involved and the ethical considerations in the process.

Research Design

In this research study, I employed descriptive qualitative method particularly case study. Case study provides a means for emphasizing and extracting practical principles and methods for creating and expediting progress in solving real problems in the community. They inform sprouting theories associated with complexity be conceived, developed, fielded, and applied for improvement and upgrades of a system in the community (White et al., 2013).

Accordingly, case study is also concerned with the study of human perception of events or phenomena from the actual happenings in the real world. It is reliving the experiences of the participants involved in the study and going deeper into their thoughts, identifying the essence of the experience as described by the participants, through lengthy discussions (Campbell, 2011; Creswell, 2007; Speziale and Carpenter, 2007;Willis, 2007).

I used the case study approach because it is an effective tool in getting a clear understanding of human experiences, penetrating into their thoughts, feelings and actions in order to gain insights from their experiences. It clearly illustrated the specific details of the experience and how they are seen by the subjects in the situation. It was an appropriate instrument in my study wherein I needed to envision and explore the actual experiences of gay school heads in their respective schools. A case study describes the meaning of the lived experiences for several individuals about a concept or a phenomenon.

As noted by Polkinghorne (2000), phenomenology explores the structures of consciousness in human experiences. This involved procedures which the qualitative researchers should follow. First, the researcher formulated research questions that would explore the meaning of life experiences for individuals, and asked individuals to describe their experiences.   Second, the researcher collected the data, typically via in-depth interviews from individuals who have experienced the investigated phenomenon. Next, the data analysis involved horizontalization, significant statements from transcribed interviews were extracted. The significant statements are transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations are tied up together for a general description of the experience – both the textural description (of what was experienced) and the structural description (of how it was experienced). The researcher incorporated his/her personal meaning of the experience here. Finally, the report was written such that readers will understand

better the essential, invariant structure of the experience or essence of the experience.

Giorgi (2000) stated that case study, in the most comprehensive sense, refers to the lived experiences that belong to a single person. Patton (2000) identified three steps to phenomenological study that includes epoché, phenomenological reduction, and structural synthesis. Epoché refers to the period of examination when a researcher identifies bias and removes all traces of personal involvement in the phenomena being studied to achieve clarity of perception (Marshall & Rossman, 2005).

In this study, qualitative research was applied to minimize presuppositions to prevent potential harmful effects of presumptions that may affect the research process, thereby improving the precision of the research study. The researcher must be vigilant at all times, aware of his/her own views and the pre-existing beliefs on the study, must learn to set aside his/her own a-priori knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks and Trinidad, 2007; Taylor, 2012; Taylor and Francis, 2012; Tufford and Newman, 2010). In this qualitative study, I intended to know how things happened and how people interpreted their experiences and how they found meaning to these experiences (Merriam, 2009).

Nonetheless, sources of qualitative data included interviews, observations, and documents (Creswell, 2007; Giorgi, 2009; Locke et al, 2010; Suter, 2012;), emphasizing two ways of collecting data if one wanted information about the lived experience of a phenomenon from another person, the traditional face to

face interview and the written account of the experience, both could not be broken down easily by a statistical software. In this study, I used specific methodologies such as in-depth interviews and note-taking, giving much attention to details and importance of the emotional content which opened up an array of human experiences of the subjects involved in the study. What one seeks from a research interview in phenomenological research is as complete a description as possible of the experience that a participant has lived through (Giorgi, 2009).

Role of the Researcher

As an enthusiastic advocate for gender equality and anti-discrimination in this country, I believe that it is high time that studies like this multiply to raise awareness on the very negative and agonizing effects of discrimination not only in the workplace but in the community as a whole. Being also a gay school head, I value the duties and responsibilities entrusted unto me, these opportunities must be available for all who are qualified regardless of gender, race and ethnicity. Gay school heads go through painful discrimination and undermining of their abilities and capacities in their respective workplaces. As a school head and empathic to the LGBT community I was motivated to dig deeper in their experiences and insights. I pondered that homosexuality is not just a personal issue but a very vital topic that needs to be prioritized not only in the policy-making bodies but also in the academe. Educators are eye-openers for students then what if these educators are blinded by false belief and information that they can't be who they want to be because of stigma, discrimination and prejudice.

This endeavor explored some of the challenges and experiences of participants that they faced in their workplace and community. This topic ignited my interest since I am a member of this group.

Since this study has a personal bearing for me, being a member of Lesbian, Gays, Bisexual and Transgender (LGBT) community, and a newly appointed school head, I personally gathered the data by conducting the in-depth interviews using the interview guide questions among five informants. I also conducted in-depth interviews among the five informants with the assistance of a colleague who transcribed the answers and discussions during the interviews. Moreover, I sought the assistance of an independent reader and analyst. The three of us analyzed the data gathered from the audio recordings of the in-depth interviews. After coming up with the same findings, I employed the expertise of a professional data analyst for data analysis and interpretation and thereafter and formed my personal insights.

Research Participants

Prior to the conduct of my study, I identified the informants of the study. The identified informants are five gay school heads teaching in public schools particularly in the Division of Davao del Sur, whom I have chosen through purposive sampling based on pre-selected criteria relevant to the research study (Richards and Morse, 2006; Saunders, 2012; Speziale and Carpenter, 2007). Purposive sampling is judgmental or subjective sampling, it is a type of non-probability sampling technique which focuses on the participants who are investigated. It is based on the judgment of the researcher (Patton, 1990, 2002;

Kuzel, 1999). I also solicited a friendship approach to my respondents of the study with the following criteria: availability for a specific time of interview, willing to sign consent, having ten years teaching experience or more in public school, five years or more in managing school and personally and admittedly gay school heads. Thus this fell under homogenous sampling, the process of selecting a small homogeneous group of participants for examination and analysis (Cohen, 2006).

To obtain a good quality of qualitative research, I opted to get just a considerable number of participants for my research with five informants for the in-depth interviews. I believe that this is already adequate number of participants to give credible information and significant results and findings. Moreover, Creswell (2006) recommended that researchers could adopt 5-25 individuals who had experienced the same phenomenon for in-depth interviews. Relative to this, (Englander, 2012) stated that, in qualitative research, the researcher pursues knowledge by deeply entering into the core of the experience, to seek the essence of a phenomenon and not how many people who have experienced such phenomena. Furthermore, central figures in the development of psychology such as Freud, Piaget and Skinner developed their theories based on research, involving only a minimal number of subjects and without depending on statistical analysis (Giorgi, 2009; Kvale andBrinkmann, 2009; Quellet et al, 2009).

Data Collection

Sapsford (2006) stressed that a formal data collection process is essential as it validates that data gathered are both defined and accurate and that subsequent decisions based on arguments embodied in the findings are reliable. The process provides both a benchmark from which to measure and in certain cases a target on what to improve. In this case the three simple suggestions of Mellor (2014) will be useful as he suggested that the simple steps for acquisition of valid data are: planning, acquisition and future-proof. Certainly, planning is significant in every study. In this stage, identifying, knowing and understanding the aims or a certain study are identified. In the acquisition of data, it is of equal importance that the researcher has structured format for the gathered data such as questionnaires and guide questions.

Significantly, in a research data must be future-proof, which means there are consistency, privacy and security of the gathered data. In the collection of data of the study, I went through the following steps namely: interviewing in-depth with the study-informants and note-taking. Before conducting the actual in-depth interviews with the participants of the study, I made sure that ethical considerations are properly observed. I employed the key principles of ethical issues (Bloom and Crabtree, 2006; Bricki and Green, 2007;Kaiser, 2009; Mack et al 2005) that should be considered in any research study which are consent and confidentiality.

Since establishing rapport is an essential component of an interview (Bloom and Crabtree, 2006), I initiated a preliminary meeting with the informants and explained the details of the study that made them understand that everything

would be done with utmost confidentiality. I also identified gay school heads with the help of my friends in teaching field. After identifying the five gay school heads, I sent text messages through mobile phone to inform them the purpose and venue for our interview and personally met them in their respective schools. With their voluntary and initial agreement, I asked them to sign a written consent.

I personally went to the each of the participant's place and verified from the people in their community the information provided to me by the informants and from the data I gathered. In my visit in their locality, I learned that the five gay school heads were considered good leaders, having no issues with community leaders, parents and students. In fact, they are consistent in their leadership skills. The informants were also respected, esteemed and praised by their colleagues for their diligence, hard work and good leadership.

Furthermore, all gay school heads were assured that this is for research purposes and all processes undertaken during the interviews were properly documented. There were two open-ended research questions employed for this study. Each research question had sub-questions that served as guide during the personal interview with each gay school head. I have also jotted down notes during the whole course of interview. All important documents gathered after the course of interview were placed in a large archival plastic envelope correctly labeled for safekeeping. The notes I have taken were also transcribed and translated and saved as softcopy for retrieval. Interviews were conducted in an interval of days, depending on the informant's availability. Artifacts including the profile of the gay school heads were also collected from the schools they were

employed. These gathered data were summarized in Tables 1 and 2 in Chapter 10. These then backed the results of in-depth interview.

In-depth interview is one approach that was undertaken in order to gather information from the study informants. The in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic (Mack et al, 2005). It is more than just an approach to understand the participant's experiences but it is going deeper into their thoughts and behavior, listening to their inner voice to explore new issues. Through the interview process, the researcher listened to the participants' descriptions and then repeatedly reviewed and studied the data as they were transcribed (Penner and McClement, 2008). This strategy required time and space so that I could draw out portions of experiences and insights from the informants. First, I had to make my participants feel comfortable and conveyed the message that I am interested in what they were saying.   It is important to closely internalize what the informants would share, particularly on the details of their experiences.

Additionally, in-depth interviews should be done in the most rigorous ways to ensure *reliability and validity* (Bashir et al, 2008; Bricki and Green, 2007) which are important concepts in qualitative researches. In order to do this, I avoided drawing conclusions from the interview but based everything on factual data as described by the participants during the interview, to remove any bias or misconceptions on the results. I was able to classify themes of the phenomena with 5 informants for in-depth interviews. According to Creswell (2006), Giorgi (2009), Kvale and Brinkmann (2009), in qualitative research such as case study

it is recommended that for in-depth interviews, researchers could interview 5 participants who had experienced the same phenomenon, if one would want to achieve the goal of representativeness and generalizability as a criterion, from a small number of research participants.

In the process of in-depth interviews, I asked the help of a colleague to do the note-taking while I facilitated the interviews. During the interviews, there might have been instances that certain details were not adequately expressed or even missed out because the informants were not that articulate or well-equipped in communicating with people. This might have created misconception and ambiguity. To avoid this, I have always repeated the question, if necessary (Bloom and Crabtree, 2006) and confirmed with my informants their answers to the questions, to ensure that I was able to grasp correctly the information they provided. In every instance, I needed to be flexible and be able to adjust to the moods of my interviewees. In ensuring that all information was documented thoroughly, making sure that no important detail was missed out, note-taking was applied (Mack et al, 2005; Penner and McClement, 2008).

Data were collected through audio recordings of interviews since audio or video recording improves the accuracy of the content shared in the focus group or in-depth interview, as well as the speaker's intonations (InSites, 2007) with the participants in a private setting either in their respective homes or private offices or another neutral site such as a quiet coffee shop or private room. This audio recording of the interview were transcribed verbatim and checked by the participants for confirmation if everything was taken as it is.

Confidentiality was observed in all sessions and with all informants (Bricki and Green, 2007), consistently addressing them by their pseudonyms to conceal their real identity. To have a continuous flow during the in-depth interview, I prepared my open ended research questions as indicated in the interview guide but also informed them that there could be additional questions not in the interview guide that I might think necessary in providing helpful insights to the study. This also promoted trust and openness with my participants.

Analysis of data

Analysis of data in this research study involved summarizing the data collected and presenting the results in a way that communicates the most important features (Hancock et al, 2007). Data were analyzed using data reduction method, data display, conclusion drawing and verification (Zhang and Wildemuth, 2007). Analysis refers to breaking a whole into its separate components for individual examination. Data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. Data is collected and analyzed to answer questions, test hypotheses or disprove theories (Judd & McCleland, 1989).

However, Davis (1996) cautioned that in data analysis there are varied cognitive biases that can adversely affect the analysis. For instance, confirmation bias is the tendency to interpret information in a way that fits the researcher's pre-conceptions and perceptions. Adding to this, individuals may discredit or reject information that does not support their views. The analysts may be specifically trained to be conscious of these biases and how disregard them.

Analysts must also their assumptions and inference. They must specify the level of uncertainty involved in the conclusions.

This study employed data reduction which is the abstraction of data from transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al., 2007;Paul, 2006; Suter; 2012). Data display on the other hand is the organization of data and showing it in the form of graphic organizers such as: matrices, charts, graphs, that would enable the viewer to draw his conclusion (Suter, 2012). Conclusion drawing and verification is the last step of qualitative analysis. It involves going back to consider what the analyzed data mean and to assess their aftermaths for the questions at hand while verification, integrally linked to conclusion drawing, required revisiting the data as many times as necessary to cross-check or verify these emergent conclusions (Paul, 2006).The conceptual framework was also interpreted with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied.

Trustworthiness

To establish the trustworthiness of the study, I observed its four components namely: credibility, confirmability, transferability and dependability.

Credibility was established through peer debriefing and member checking. Peer debriefing was done though a collaborative discussion among my co-researchers where we discussed matters pertinent to the research and how the research is done.

This was supported by Suter (2012) that *credibility* refers to the confidence of the believability of the findings which is enhanced by evidence such as confirming evaluation of conclusions by research participants, convergence of multiple sources of evidence such as interview transcripts, reflective field notes and investigator triangulation (De Wet, 2010) are used. These strengthened the study.

Confirmability was addressed through ensuring that the work's findings are the result of the experiences and ideas drawn out from the in-depth interview rather than my personal characteristics and preferences as researcher.

Confirmability was also established through data triangulation. It is attained through cross-checking the data with several persons, to search for irregularities in the research data. Moreover, confirmability is ascertained through external audits, who are not involved in the research process. They examined both the process and product of the research study in order to evaluate the accuracy and evaluate whether or not the findings, interpretations and conclusions are supported by the data.

This was further substantiated by Ramsey (2010) that *confirmability* refers to how well the results are confirmed by others. Corroborating this statement is stressing that it is the application of objectivity (neutrality) and the control of researcher bias in a research study.

Transferability was applied by the readers of research. It does not involve broad claims, but invites readers of research to make connections between elements of a study and their own experience. To address transferability, the

researcher performed some aspects of data management as indicated in the archival log. Included in the archive are the complete sets of interview protocols. Transcripts and the translated versions are on the file and available upon request. This access to the inquiry's paper trail gives the readers and other researchers the ability to transfer conclusion of this inquiry to other cases, or to repeat, as closely as possible the procedures of this study (Suter, 2012).

Ramsey (2010) confirmed that *transferability* refers to how well the findings apply to other school settings and depends upon the similarities between the two compared settings. Rich and thick descriptions allow readers to make judgment and decisions regarding transferability. The detailed descriptions in this article may enable the readers to transfer information to other settings and thus determine whether the findings can be transferred (De Wet, 2010).

Dependability is ascertained by following the correct processes that should be reported in detail, thus, future researchers may repeat the work. It is also achieve through the use of accurate and precise research design and implementation by describing what had been planned and executed. Operational details of data gathering are also accomplished. Dependability emphasizes the need for the researcher to account for the changing context within the study. The researcher is responsible for describing the changes that occur in the setting and how these changes affected the approach of the study.

Dependability is a criterion which is considered equivalent to reliability and similarly concerned with the stability of the results over time (Ramsey, 2010; Sinkovics et al, 2008). Moreover, Suter (2012) cited that *dependability* is

improved by common qualitative strategies such as audit trails, rich documentation, triangulation, and also by traditional methods such as inter-coder or inter-observer agreement and code-recode consistency using the same "human instrument". The more consistent the researcher has been in this research process, the more dependable and valid are the results.

Ethical Consideration

Since my research study involved gay teachers and educators, they were hesitant to disclose information out of fear and withheld some data. However, as part of research rigor and prevent desire to explore this study, several safeguards were employed assuring the informants its secrecy and non-disclosure measure, wiping out their fears and to establish trust and confidence. I ensured that my study was guided by ethical principles as described by (Mack et al, 2005), namely: respect for persons, beneficence, justice, consent and confidentiality.

Respect for persons requires a commitment to ensure the autonomy of research participants and where autonomy may be decreased, to protect people from exploitation of their weakness. Prior to conduct a study, it was necessary to secure permission from the Division Heads and Superintendents or the school where they were assigned for the data collection involved in the study and permissions to gather data from school heads as research participants, were obtained at an early stage in the research (Creswell, 2012). I went through all these process as a symbol of my respect for the persons involved in the study.

Informed and voluntary consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. Informed consent is one of the most important instruments for ensuring respect for persons during research (Mack et al, 2005). Before I conducted the in-depth interviews, I explained verbally and in writing the objectives and purpose of this research study and made clear that the proceedings would be audio-taped. After getting their approval, I asked them to sign a written consent. The informants were also informed of the findings and results of the study since I believed that they have the right to know because they are the ones involved in the first place and to give them due recognition as well.

Beneficence requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that are due to research participants (Mack et al, 2005). To minimize the risks or harm that may come to the participants, anonymity of the interviewee in relation to the information shared is maintained (Bloom and Crabtree, 2006). Participants are protected at all times so data or files of information are not left lying around in notebooks or un-protected computer files (Bricki and Green, 2007).

Confidentiality of the findings and protection of the identities of the informants by using a coding system to hide their true identities, are explained to them (Maree and Van der Westhuizen, 2007).Teachers were beforehand informed, as recommended by Maree and Van der Westhuizen (2007), that the

entire database (i.e. digital voice recorders, typed transcripts, field notes, and other related materials) would be destroyed upon completion of the analysis.

Justice requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. It is important to build into the research plan a method of acknowledging the contributions that participants make to the success of the research process and to reimburse them in various ways for their efforts (Bloom and Crabtree, 2006).

In-depth interview involves intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. We might ask the participants about their experiences, expectations, thoughts and perceptions (Boyce, 2006). The success of an in-depth interview depends largely on the personal and professional qualities of the interviewer and researcher.

The researcher must also have the ability to listen carefully, digest and comprehend the participants' answers. It is also of equal importance that a researcher and interviewer have clear and logical mind and think quickly to the key points of the participants' answers (Legard, 1999). Thompson (2000) elaborated that we need curiosity, interest and respect for people as individuals. Each gay school head was secured that their experiences and personal accounts will be kept and no one can access to the information they have entrusted unto me during the interview. In this basis I have distinguished my personal outlook and did not make personal comments on the participants' answers during the interviews.

Chapter 4

INTERVIEW RESULTS

The focus of this qualitative study was to gather information from gay school heads based on their experiences and to provide awareness on gender sensitivity and equality among school heads and school community. This study also presents the interview results of five cases. Each case was guised in a pseudonym to provide anonymity and privacy for the chosen cases. I opted to have a name codes based on the characters from Marvel's X-Men story. The X-Men are mutants who dwell among normal people and have superhuman abilities. They are different in physical appearance and have special powers that can be used either for good or bad. Language is dynamic, so as the gay lingo. The focus of this study deals on gay school heads. X-Men in gay language mean "homosexuals" or gays who were once real men. X-Men may also refer to bisexuals. Case 1 is Cyclops, a fictional superhero and can emit powerful beams of energy from his eyes. Case 2 is Wolverine, possesses sharp senses, great physical capabilities, and powerful regenerative ability or healing power. Case 3 is Professor X, he has exceptionally powerful telepath who can read and control minds of others. Professor X knows a lot through his mind-reading ability but he cannot walk thus he sits on a wheelchair, despite his disability he contributes for the betterment of the world. Case 4 is Deadpool, he has an accelerated healing factor and physical prowess. He is talkative in nature. Case 5 is Nightcrawler,

who possesses superhuman agility, ability to teleport, and adhesive hands and feet. His physical mutations include indigo-colored skin which makes him nearly invisible in shadows. All the names signify the mutants, they might be different and way beyond normal in the eyes of the majority but they can contribute a lot for peace, education and growth of the society.

There were two research questions and each question has sub-questions as a guide for the in-depth interview. The first question posited was about the experiences of gay school heads in their workplaces and as sub-questions, what are their happy and sad experiences as school heads and their relationships with their colleagues and teachers. The second question dealt with the insights they can share to their colleagues and to the academe in general and the advice they can give to their colleagues in their profession that composed of sub-questions. The interview process was well documented and audio-recorded. Each of the five informants was assured by the researchers with confidentiality and non-disclosure. As a result, there is a consistency in the revelations from five cases in the study.

The five participants involved in the case study were Cyclops, Wolverine, Professor X, Deadpool and Nightcrawler (all pseudonyms). The following chapters present the detailed description of the five cases.

Chapter 5

CASE 1- CYCLOPS

Cyclops (not his real name) is a school administrator for twenty-two years. He openly and admittedly considers himself as gay. Despite the criticisms and discriminations, he continued to be an effective educator and offered the best services to the students and creates a wholesome school community.

Good and Bad Experiences of Gay School heads in their Workplaces

When asked as a gay school head what are the happy and sad experiences he has been through, he answered gaily and openly:

> Of course, people are happy when they reach the success of their endeavours. For me, I am happy when all of the stakeholders, like teachers, parents, pupils, barangay officials and even the whole community respect, appreciate and recognize of all the things I've done for the good of our clients with legal bases. If there is happy moment, there is also a sad moment. There are times that I am sad when I encounter some failures in the programs and projects implemented. But all of that I take it as a challenge for me to become a competent school head (DDSIDIGSH#1).

When asked how is the relationship between him and his colleagues and teachers in school, he straightforwardly responded:

> Talent, skills, stored knowledge and even money are useless if you don't have the right attitude towards your work. Talking of relationship, I am very proud that I was able to establish rapport or good relationship toward all the people behind my leadership. Especially in my present school, I, the teachers and all the stakeholders run smoothly and harmoniously. Because I do believe that our attitudes control our lives, attitudes are secret power

working twenty-four hours a day for good or bad. It is of paramount importance that we know how to harness and control this great force. Regardless of our sexuality we must be able to possess good and positive attitude towards our profession and towards life (DDSIDIGSH#1).

Insights that the participants can share to their colleagues and to the academe in general

When Cyclops was asked to share his insights to his colleagues being a

gay school head, he enthusiastically stated that:

> Just work and love your work and other people. Because I do believe that "hard work" spotlight the character of people, some turn up their sleeves, some turn up their noses, and some don't turn up at all. It is when you do good that matters, even if you're a boy or girl and even if you're gay (DDSIDIGSH#1).

Cyclops openly regarded his being gay does not distinct his performance

as school head and what is important is that he delivered service to his fellow

teachers and to the students with excitement, respect and positivity. He offered

his suggestions on how to deal with choice of sexuality in the academe especially

in dealing with gay school heads:

> For me, gender is not the true measure of success. Being a gay school head is not a big issue but it is a gift to all the clients. What is important is you have the self-esteem, selflessness, self-discipline, self-respect and above all service to others. We can serve everyone with a pure heart. Everybody deserves equal opportunity and respect. It is impossible for any organization or group to grow without mutual respect and service for each other. "Service" we must speak to them with our open hands, before we try to speak to them with our lips (DDSIDIGSH#1).

Cyclops was asked if his sad experiences outweigh his happy experiences as a gay school head:

> Sad experiences and happy experiences are correlated with each other. But for me, these are challenges and trials. What is important at the end of the day is that you've got of what you want to happen for the betterment of the people who needs your real services (DDSIDIGSH#1).

When Cyclops was asked if his being gay a big deal being a school head, he without a hesitation answered that:

> Being a gay school head for me is not a big deal as long as you do what is supposed to do for the betterment of our stakeholders and for the better quality of life to our learners as future leader in our country. What is a big deal for me is to those who are not doing their duties and responsibilities and they don't even know their "AURA"- Authority, Responsibility and Accountability (DDSIDIGSH#1).

Cyclops was asked how he handles negative issues as a school head. His response was:

> In my twenty-two years in service as school head and being rendered quality services to our stakeholders "not to boast", I considered it as a precious gift to me by our Almighty Father. At this point of time, I have decided to stay longer if God permits me until I will retire. Negative issues only happen when you have negative mind. Be always positive all the time. Let us think the 90% positively and even 10% negatively and good things will happen for the rest of the day. Of course, I handle the negativity with the guidance of God (DDSIDIGSH#1).

When asked if he plans to stay longer in his job, he answered affirmatively:

> If I were to ask if I would stay longer in my job, well, for me, it's yes. I decided to be with my present job until I will retire or until I reach my retirement age. But, I do believe that "There is no future in any job, the future lies in the man who holds the job". Always take your job seriously and with dedication (DDSIDIGSH#1).

Chapter 6

CASE 2- WOLVERINE

He is an active and school administrator for ten years. He is vocal in his opinion that gay school heads must be given equal opportunities and treatment not only inside the school premises but also in the country. Being a gay school head has nothing to worry because we have equal rights to express our individuality.

Good and Bad Experiences of Gay School heads in their Workplaces

When Wolverine was asked to share his happy and sad experiences in the workplace, he had ample time to reminisce the bittersweet thirteen years and recollected his experiences:

> I have started working as a school head for almost thirteen years, I must say that I am surrounded with happy and challenging experiences and I would rather say that I had worries rather than sad experiences. Right at this very moment, my life as school head is filled with more happy and challenging activities because It's obvious, I am a not completely perfect in this career and for me every action is not certain. I don't know their responses after every activity that I'm going to have. As I have said to my teachers, "we may not have a perfect beginning, but we can have a merry and happy working moments and it did happen. The only worry that I had when I was installed as a school head is the community. I knew that they already have an idea of who I am and being in this very judgmental society I know that they have reservations or questions as to my personality and thanks God I was wrong. They gave much respect despite of my weakness (DDSIDIGSH#2).

When Wolverine was asked on the relationship among his colleagues and teachers in school, momentary he paused for a moment and then he replied:

> Generally, I would say that, I'm having good times with my colleagues and teachers. With regards to my relationship with my colleagues (as school head), I'm a bit careful and watchful in my words. Gay people are known to be merrier and gay that we have that way and power of turning those sad and dull moments into a livelier one, but I must admit that not at all people can go into our level, that is why there are times that I reflect for a while and come back to think whether I will say this or not. To my teachers, despite of my personal orientation, I still have their respect maybe because I am still their school head or maybe they are just so kind and open-minded people. With regards to our daily works or whatever small gatherings that we have, I craft some jokes, share funny experiences (like what I did and said last night about my past experiences and then we laughed together), so far, so good (DDSIDIGSH#2).

Insights that the participants can share to their colleagues and to the academe in general

When Wolverine was asked to share his insights to his colleagues being a gay school head, he smiled with promising eyes and eagerly shared:

> We are in this kind of profession wherein we need to project an image of perfection because we mold lives embedded with good values. And as we all know, "gay," has its negative connotation. For me, there's nothing wrong with being gay whether you are a teacher or whoever you are in this community. The only advice that I can give to my colleagues in the profession is that we are given with wisdom, use it appropriately. It's up to us whether we do things in a nice way or the other way around. For as long as you do all things that the department demands from us, so go on. Continue to be who you are, let no one hinder you from doing what you want to do (DDSIDIGSH#2).

Wolverine desperately commented his concerns being a gay school head to the academe as he expressed:

> Honestly, I cannot give concrete suggestions but only activities concerning gay school heads. I am thinking of more social activities and these activities would give confidence to the gay school heads like me, that we are very much welcome in this department. Other people may not regard gay individuals equally though they must let us feel that we are humans too, capable of thinking and feeling (DDSIDIGSH#2).

Wolverine was asked to share if his sad experiences outweigh the happy experiences as a school head, well with glaring look, he said:

> Well, I must admit that those sad or worries that I have really bothered me a lot, but I don't hold on to it for so long. For dwelling much into it, will just give me stress and as much as I could, I do away from it. The beauty of life is much appreciated by building happy thoughts and memories, so why to worry, and more than that being happy could make you productive and more creative (DDSIDIGSH#2).

He was asked if his being gay school head give a big deal to him. He responded with full assurance:

> Definitely not. My job as a school head is never measured by gay or not. It's not about being who you are but being what you can do and what you can give to the school and community. Anyone in this community can do great things without considering your sexual preference but I personally think that being a gay is an edge only in some areas of concern like innovations and community linkages, because gays are creative and magical (DDSIDIGSH#2).

Wolverine was asked how he handles negative issues as a school head, he expressed a long breath and sighed:

> Well, I haven't encountered negative issues in my thirteen years reign as school head, but if that time would come, maybe the best thing that I could do is to deal with it. Face the issue with courage. Explain to them why such things happen, tell the real story and if you find yourself guilty, don't get mad, instead calm down and ask for an apology for after explaining your side, they can understand. Everybody deserves a second chance and explanation. Any school head or administrator can commit mistakes and face negative issue, but still the best way is to face the issue and always be truthful to yourself and to everybody. Acceptance is also an attribute of a good leader (DDSIDIGSH#2).

When Wolverine was asked if he plans to stay longer in his job, he instantaneously replied without getting a single doubt of line:

> Without any reservations, YES, I love my job and I love serving the community. Being a teacher or a school head is a laborious job especially if one is a gay person we are more susceptible to stress and discrimination, but if you love your job and if you are committed, then that stressful notion won't matter at all (DDSIDIGSH#2).

Chapter 7

CASE 3- PROFESSOR X

Professor X is proud that in his thirteen years as school head, he stood still even if faced with criticisms on his personal choices, physical attributes and other concerns regarding his sexual orientation. He firmly believes that being a leader, it encompasses one's gender. Prejudice, stereotyping and the judgement of other people cannot hinder and paralyze a good school head.

Good and Bad Experiences of Gay School heads in their Workplaces

Professor X was asked about his happy and sad experiences in the workplace being a gay school head, with happy face portraying great fulfilment, he said:

> My happy experiences since I became a school head for thirteen years, I gained more respect being a leader in the school community, trust for all the expectations that promote development and support from the people who surround me and who really believe in my capacity, skills and wit to lead and accept ones responsibility that creates change and innovations towards work. My sad experiences as school head, I am exposed in criticism especially when it comes to my personal attributes and professional outlook in life I can't deviate some people despised and overlooked my personality but I Ignore everything that I've heard about their prejudices/judgments or opinions as long as it cannot destroy my integrity and paralyzed my creativity being a committed leader (DDSIDIGSH#3).

When asked how the relationship between him and his colleagues and teachers in school. Full of confidence and sincerity, Professor X replied:

Displaying positive attitude creates a good relationship with my teachers in school. Being also an instructional leader, commitment and responsibility rely on my shoulder that keeps me complete and comfortable in assisting my teachers in terms of instructional supervision and quality monitoring their progress in their targeted work. I always encourage them to work hard, manage their time and money, open for innovations and do more exploration that can harness their skills and creativity in teaching. Sometimes, I encountered having an argument about teachers' behavior towards their pupils and the management issues to those who are intellectually challenged pupils. All of a sudden problems happened in my school, but I resolved them in a peaceful and professional manner and in democratic strategies that never discriminate one's ability/capacity, for them to become responsible enough to hold such work that needs dedication, perseverance and commitment (DDSIDIGSH#3).

Insights that the participants can share to their colleagues and to the academe in general

Professor X was asked to share his insights to his colleagues being a gay school head, inspired in his work and full of aspirations, he replied:

The only advice that I can give to my teachers/colleagues is to act professionally no matter how pressured the work is, maintain their integrity, responsibility, respect and dedication towards their job. As long as they promote effective teaching and foster learning to their children there would be no problem at all regardless of gender, being a school head is a tough job and even gay school head can promote quality education and execute good leadership skills (DDSIDIGSH#3).

When asked about his suggestions for the academe with regards to the concerns of gay school heads, Professor X is very much certain and gives his comments / suggestions in a straightforward manner:

> There should be gender equality in all work/job to offer. There is no problem of being gay school head because it is not your personality will be the main focus to be a good leader but how you promote learning and radiate values to the society. There should be no rooms for discrimination in all kinds of jobs. Enrich gender sensitivity and discourage bullying or abuse of authority that can deteriorate the essence of being a leader and manager as well of a certain position/work (DDSIDIGSH#3).

Professor X was asked if his sad experiences outweigh the happy ones, he said with all his sincerity:

> No, if you often think your job is easy or simple and it makes you comfortable in doing it then happy experiences will prevail amidst the pressure and challenges you face everyday especially in setting of standards to make all of your concerns effectively met and done. Do not think of some things that you can't do it, but the most important thing is to let your mind work and achieve your goal. To make/look young in the service, I always think positive things even if it is hard for others. I really enjoy my job because I let things work one by one. I don't push myself into a situation that I can't fathom, but I struggle for achievement and time consciousness. However, sad experiences are the detractors that obstruct me to grow and create failure. It is a challenge that you control your emotions and harness your decisions in coping trials and difficulties (DDSIDIGSH#3).

Professor X was asked if being gay is a big deal being a school head, courageously and much assured, he replied:

Being a gay school head is not a big deal in my job because it is not your identity or personality is the main issue but how I exercise my job efficiently. I should show my credibility and trustworthiness as a servant leader and being an instructional leader as well, no matter what other people judge my personality, but the significant is, I am true to myself and expect my work would become proficient and productive (DDSIDIGSH#3).

When asked how he handles negative issues as a school head, he is thinking for a while then he replied confidently:

Confront people who inflict or create negative issues, whether it's a parent, teacher or student. I always ignore everything when I heard some issues that are not true. You know, criticism leads you to work hard and place you in a success because it makes you more challenged and deaf of unproductive things that really distract your reputations. Sometimes, I can't hold my emotions, but I always think what is really the important thing to do with my job is to make everything in order. I set my mind into my objective to carry my responsibility and create necessary adjustments. If there are certain problems with my leadership, I am definitely open for changes, trainings, and innovations. Resolve conflict with my jurisdiction, foster smooth relationship and inject support to realize the vision, mission and goal in education especially my stakeholders (DDSIDIGSH#3).

Professor X was asked if he plans to stay longer in his job, he nodded with assurance and positively shared his plans of staying:

Yes, the bottom line of my existence is in the field where I am happy to exercise my rights and passion to lead people in general. The objective is what I really share and do to the children who are disadvantaged and really needs care. Showing efficiency and dedication towards work are the main ingredients or formula to be successful. Focus on creativity and innovations against criticism. Manage your

colleagues with good intentions and support that encourage them to work hard and display effectiveness. Accept challenges and pressures in work because they are part and parcel of my growing up into maturity. Lead my stakeholders with a big heart that shows responsibility and honesty with my aim to create strong partnership to progress and development (DDSIDIGSH#3).

IJOART

Chapter 8

CASE 4- DEADPOOL

He is a school head for thirteen years. He admitted that being a gay school head connotes unusual impression especially to people who can't see the capabilities of gay school heads in leading teachers and serving the community. He believes that being gay is much more to his advantage rather than the opposite.

Good and Bad Experiences of Gay School heads in their Workplaces

When asked as a gay school head, what are the happy and sad experiences he has been through. Deadpool smile, contented, fulfilled in his responses:

> I was very happy when my stakeholders, parents and teachers support my programs. I was sad when my co-teachers questioned my function despite of my honest doing (DDSIDIGSH#4).

When asked how is the relationship between him and his colleagues and teachers in school, he quickly responded:

> My relationship with my teachers and colleagues is just like a circle of friends. But I learned later, a reservation between us should still be observed to gain authority (DDSIDIGSH#4).

Insights that the participants can share to their colleagues and to the academe in general

Deadpool was asked to share his insights to his colleagues in the profession being a gay school head. He stopped for a moment, then recollected that:

> Be transparent, be fair, and always wear a smile, be from
> with your decisions (DDSIDIGSH#4).

When asked about his suggestions for the academe with regards to the concerns of gay school heads, he expressed his sincere sentiments:

> Gay school heads should always use common sense,
> meaning to say, act and plan accordingly. Respect for gay
> school heads should be emanated from teachers
> (DDSIDIGSH#4).

Deadpool was asked if his sad experiences outweigh the happy ones, he paused and then responded:

> My sad experiences propel me to evaluate my capacity as
> school administrator; it helps me correct what needs to be
> corrected in the school. It equates my happy experiences
> at the moment of harvesting the outputs of realignment as
> I overcome my sad experiences (DDSIDIGSH#4).

When asked if being gay is a big deal being a school head, he automatically shook his head and replied:

> Being gay in the profession is not a big deal as long as
> you are true and honest but the big deal is in my personal

aspect, no stable family, no moral support system in my work (DDSIDIGSH#4).

Deadpool was asked if how he handles negative issues, if there are any in his school, he once again shook his head and replied:

> I do not mind personal issues as long as I believe that I am doing my job religiously and with an open heart and mind (DDSIDIGSH#4).

Deadpool stands in his principle that being a gay school head is not a question in his profession so long as he is professional in his approach and honest in his attitude that is why when he was asked if he plans to stay in his job, undoubtedly he said that:

> At the moment, I have no plan to quit, I'm satisfied with what I'm doing in the community and they gradually accepted me as I am. There is no reason for me to quit (DDSIDIGSH#4).

Chapter 9

CASE 5- NIGHTCRAWLER

He stands that in every profession there must be equality whether one is an educator or not, everybody experiences pressure and struggles. In his fifteen years being a school head, he believes that performance is always more significant than gender or sexual orientation.

Good and Bad Experiences of Gay School heads in their Workplaces

When asked as a gay school head, what are the happy and sad experiences he experienced, happy and smiling, he replied enthusiastically:

> As gay school head, for me, I have the same experiences with that of a straight man or women. For me, acting naturally while performing the duty of a school head is factor that will give me best results. I am happy in my workplace when my associates, I share time with them and they also enjoy time with me. I am sad when too much pressure will come brought about by lots of load works (DDSIDIGSH#5).

When asked how is the relationship between him and his colleagues and teachers in school, recollecting first the school activity, then he shared:

> I and my colleagues share common goal to achieve higher performance. The working atmosphere with my colleagues is smooth. We perform well in our respective tasks as it is evident in our school accomplishments and achieved goals every school year (DDSIDIGSH#5).

Insights that the participants can share to their colleagues and to the academe in general

Nigthcrawler was asked to share his insights to his colleagues in the profession being a gay school head. Certain in his answers, he said eagerly:

> First thing you must do is to establish good rapport to have a smooth and sound atmosphere among colleagues in the organization or in the school or any workplaces in the academe. Reach them out and be humble for whatever achievement comes along the way (DDSIDIGSH#5).

When asked about his suggestions for the academe with regards to the concerns of gay school heads, he stopped for a moment and bravely pointed out:

> As gay school head, my advice is that - be yourself. Be humble and be generous in any victorious situation (DDSIDIGSH#5).

When asked if his sad experiences outweigh the happy ones, sighing first, remembering experiences, then replied:

> All experiences in life either happy or sad, these give me an important meaning in life. They serve as lessons in life to make us strong and successful in our chosen profession (DDSIDIGSH#5).

He was asked if being gay school head a big for him, he raised his eyebrow then proudly replied:

> Of course not! Being gay is not a big deal in the performance of my duties as long as I perform my daily job with conviction, conscience and honesty. I was able to

achieve a higher performance level in different aspects (DDSIDIGSH#5).

Nigthcrawler was asked if how he handles negative issues if there are any as a school head, he confidently stated:

Negative issues are something that will pull you down as school administrator. I treated them positively by doing what I believe is right and proper (DDSIDIGSH#5).

He was asked if he plans to stay longer in his job, he replied forevermore:

Yes, I will stay longer in this present position that I have, as purveyor of truth and light. I am happy working with my colleagues. Their appreciation to me has lightened my daily job and daily task and many routinely activities, even if we are not perfect but I am very much open for learning to achieve perfection so that everything will be perfected in God's time (DDSIDIGSH#5).

Chapter 10

CROSS-CASE ANALYSIS

This chapter presents the result of the qualitative research questions which served as the purveyor of data from the informants. These research questions are as follows:

1. What are the experiences by gay school heads in their workplaces?

2. What insights can the participants share to their colleagues and to the academe in general?

After conducting the in-depth interviews with my informants which resulted in many pages of transcribed texts, formal analysis of data began. It started with understanding and becoming familiar with the transcribed data from recorded audio of the interviews. Some of the interviewees responded in English language and the others answered in Cebuano language. Transcripts and responses which are vernacular were translated into English language making sure that the thoughts are still preserved in the same context to uphold the concepts the same with the transcript. In addition, the process also involved decision-making about which data would suit the study and deemed to be useful and related to the two research questions. The aims of research and study are: knowledge, truth, and avoidance of error. It is significant to understand the prohibitions against fabricating, falsifying, or misrepresenting research data. The focus must always be the truth with an effort to minimize error.

Research involves a tremendous deal of cooperation and coordination among different people in varied disciplines and ethical standards to promote the values that are useful to collaborative work, such as trust, accountability, mutual respect, and fairness (Resnik, 2015).

Case studies are custom-made for exploring new behaviours that are little understood (Hartley, 1994). Hence, the approach is particularly useful for responding to how and why questions about a set of events (Leonard-Barton, 1990). Moreover, researchers have argued that certain kinds of information can be difficult or even to discuss other than qualitative approaches such as the case study (Sykes, 1990). Gummesson (1988) insists that an important advantage of case study research is the opportunity for a holistic paradigm of the process which is the detailed observations involved in the case study method that allow us to study various issues, scrutinize the relations to each other, and view the totality within its environment. Case study is open to the use of theory or concepts that guide the research and within-case analysis (Meyer, 2001).

This section also presents the comparison of similarities and differences among the participants. The comparison is attained with two research questions. The data gathered are summarized into themes and core ideas in a tabulated format. Hill et al (2005) created comprehensive qualitative research data analysis. In this step, the researcher classified three domains or categories: general (all or almost all but one), typical (cutoff for general), and variant (at least two cases).

Good and Bad Experiences of Gay School heads in their Workplaces

To answer this research question an in-depth interview was conducted to five informants. There are several sub-questions were asked to draw out their insights and experiences either good or bad, in their workplaces.

Several essential themes were identified as the informants' good and bad experiences in their workplaces, to include: recognition, harmony and accord, exuberance, prudence, confidence, and prejudice.

Most of the participants experienced exuberance and happy experiences in their respective schools. It is also found that most of them have been recognized for their untiring effort for the improvement of the school in partnership with the community.

However, some of the participants experienced prejudice because of their sexual orientation. This includes discrimination, negative criticism and the Filipinos' negative connotation on gay men. Widespread and systematic human rights violations on the basis of sexual orientation, gender identity, and homosexuality still persist in the Philippines. The arrests, harassment, and discrimination faced by lesbian, gay, bisexual, and transgender (LGBT) people in

Table 1

Essential Themes and Thematic Statements on the Experiences

of Gay School Heads in their Workplaces

Essential Themes	Thematic Statements
Recognition	I was appreciated for the good things I've done.
	I was respected despite my weakness.
	I gained respect as a leader of the community.
	People believed in my capacity, skills and wit.
	The community gradually accepted me.
	Their acknowledgement has lightened my daily job.
Harmony and Accord	Have good rapport with the people under my leadership
	Relationship is smooth and harmonious.
	The working atmosphere is pleasant.
	I am happy in my workplace.
	Me and my colleagues share common performance goal.
	I share my funny experiences with my friends and teachers.
	I can make light of any challenging situation.
	We have the power of turning bad and sad moments into a lively encounter.
	I display positive attitude.
	I don't mind negative issues.

Exuberance	I do not dwell so much on my sad experiences.
	I do not hold on to worries for long.
	I would rather be productive and creative than dwell on sad experiences.
	I do not mind personal issues as long as I believe that I am doing my job well.
	I don't mind being surrounded by h challenging experiences.
Prudence	I always reflect before acting/doing.
	I am cautious of my words and actions.
	I am apprehensive that the community may judge me because of my gender preference.
	Not all people can get into our level or "ride on" with us.

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Continuation of Table 1

Essential Themes and Thematic Statements on the Experiences

of Gay School Heads in their Workplaces

Essential Themes	Thematic Statements
Confidence	There's nothing wrong with being gay whatever the profession.
	Being gay is sometimes an edge.
	Gays are more creative and magical.
	I will continue to be who I am; just be myself.
	Let no one hinder you from becoming the person you want to become regardless of gender.
	Being gay is not an issue as a school head.
	Being gay is not a measure of one's work.
Prejudice	Being gay has negative connotation.
	I had been criticized for my personal attributes.
	Was judged for my divergent outlook and viewpoints
	Criticism made me less confident.
	Teachers despise/question me in spite of earnest endeavour in my job.
	Sometimes there is bias/discrimination because of our being gay.

the Philippines demonstrate the urgent need for the Government of the Philippines to act. Though an Anti-Discrimination bill was first introduced to Congress twelve years, the Philippines does not have Anti-Discrimination legislation. The State also fails to address the overwhelming amount of hate crimes and murders of LGBT individuals in the Philippines and the number of hate crimes against LGBT people in the Philippines is increasing (International Gay and Lesbian Human Rights Commission, 2012).

Confidence in their ability to lead also plays a pivotal role in how they lead in their schools as gays are notable in their creativity and somehow it is being viewed as an edge because of their capacity to be the school head regardless of gender or sexual preference.

Another notable result is the harmony and accord enjoyed by the participants with their colleagues. Being gay, does not hinder them to establish happy relationships with their teachers.

Also significant variant result is that the participants are prudent in decision-making. Being gay, they are subject to criticisms in their appearance, choice of words and even personality. This notion makes them more careful in their decision-making at school.

Insights that the participants can share to their colleagues and to the academe in general

In order to deal with this topic, in-depth interview was conducted to the five informants. Several sub-questions were asked to elicit their insights as regards to the concepts and ideas they can share to the academe to help support and understand the real situations of gay school heads. Several themes emerged such as: Disputing Chauvinism, Outlook on Work, Tenets on Leadership, and gender distinctions.

Generally, the participants have leadership skills as evident in their views in decision-making, use of common sense, good rapport and they ask for the support of their colleagues in the community. They also exercise fairness and objectivity in handling a school. They believe that leadership does not depend on gender issues but on the ability of a person to reach out and courage to lead.

Some of the participants have positive outlooks in their work that despite being a school head they manage to handle stress in a light way. They also know how to personally assess their performance to reconsider some important changes to be done or improved in the school community. They prefer to ignore prejudice and focus only on the call of duty and exercise leadership at its best form.

Table 2

Essential Themes and Thematic Statements on Insights that Gay School Heads can Share to Colleagues and the Academe in General

Essential Themes	Thematic Statements
Disputing Chauvinism	One's gender is not a measure of success.
	Being a gay school head is not big issue
	Being gay in this profession is not a big deal as long as you are true to yourself
	As gay school head, my experiences is the same as that of a straight person.
	Hard work, not gender, highlights the character of people.
Outlook on Work	Just do your work and love what you do.
	Always take your job seriously
	Being a teacher is hard, laborious and stressful
	Ignore prejudices/judgments/biases
	Value self-esteem, self-discipline, self-respect
	Evaluate performance to correct mistakes
Tenets on Leadership	We must speak with open hearts before we try to speak with our lips
	School heads should use common sense, plan then act accordingly.
	Win the support of stakeholders.
	Establish good rapport with colleagues and subordinates.
	Be firm with decisions and lead with an open heart and mind.

	Maintain boundaries with subordinates to gain authority.
	Be transparent, fair and pleasant.
	Reach out and remain humble in the midst of achievements.
Gender Distinctions	Our attitudes (as gay) control our lives – a secret power.
	Gay school heads are more creative and innovative.
	Gay leaders are high-spirited, cheerful and witty
	Gays have no stable family support system but are highly resilient.

However, the participants try to ward off chauvinism in particular as they strongly believe that being a gay is not an issue. Hard work and being true to one's self is the key to be a successful school head.

Another essential variant response is gender distinctions, as in the case of Professor X that he believes that being gay is not a big deal because one's identity or personality is not an issue at all, instead any school head, man, woman or gay must have credibility, trustworthiness, proficiency and productivity in work.

On a less serious side, most of the participants enjoy their work and the support of their colleagues. They can have bonding, cracking of jokes and other funny moments simply because they are in the truest sense of being gay.

Another note-worthy thing is one of the participants was not bothered by his profession and relationship with his colleagues but Deadpool is rather afraid

of the future because he doesn't have his own family, no moral support from a family and he feels aside from his colleagues, nobody shows moral support for him to excel in his field of profession.

Chapter Summary

Based from the result of the in-depth interview conducted, I have explored the themes which were taken up. Themes are presented according to each research questions:

Research question number 1 deals with the experiences of gay school heads in their workplaces and their relationships with their colleagues, the following are the themes that emerged: Recognition, Harmony and Accord, Exuberance, Prudence, Confidence, and Prejudice.

Research question number 2 discusses about the insights they can share to their colleagues and to the academe in general. In the light of the informants' suggestions as regards to the concerns of gay school heads and if they plan in staying longer in their job, the following themes surfaced: Disputing Chauvinism, Outlook on Work, Tenets on Leadership and Gender Distinctions.

The themes arose from a careful review of the interviews. With my best ability and skills, I have trailed to brace my own experiences and disable my prejudices. Part of this purposeful process was to stay away from the questions and look for the themes the participants were expressing. The themes reflected in this chapter emerged from their texts.

Chapter 11

SUMMARY AND CONCLUSION

This chapter describes the summary and conclusions from the themes that surfaced from data analysis. The purpose of this qualitative case study is to give light to the experiences of gay school heads and raise awareness on gender sensitivity and equality in the school community and within the community.

The five gay school heads who participated in this qualitative case study were Cyclops, Wolverine, Professor X, Deadpool and Nigthcrawler (all were pseudonyms). All of them were school heads for more than ten years in elementary from the Department of Education.

Generally, the five informants have their similar experiences of joy as school heads. Most of them have been recognized as leaders in their schools but they still enjoy their gay personality and happy outlook in life that is why there is harmony as regards to their relationships with their colleagues.

In terms of their sad experiences, they were able to persevere and win over the challenges and pressure that school heads go through. Cyclops mentioned that for twenty-two years being a school head only ten percent can be considered as negative and the rest is positive. It's just a matter of being an optimistic leader.

In view of their insights for the academe in general, they all agreed that being gay is not a big deal only if there is professionalism, dedication and

honesty. Most of them suggested that gender equality must be observed in the academe. Some of them expressed that sad experiences are part of their job and life. But for Professor X, in handling negative issues at school, as a head, he must confront the people who inflict negativity and ignore false accusations. The more he is being criticised, the more he strives for success.

Furthermore, in terms of happy versus sad experiences, most of the participants view the sad experiences as propeller to be a better school head. Some of them were apprehensive of the sad experiences. However, Wolverine admitted that he is bothered by worries and sad experiences.

Participants were also asked if they plan to stay in their job and all of them affirmed that they plan to stay until retirement. Some of them are happily working with their colleagues and are satisfied with the acceptance and respect they receive from the community. But for Wolverine, despite the known fact that being a school head is a stressful and laborious job, he believes that love and commitment are essential to stay in their profession.

Implications for Practice

Based from the experiences and insights from the five informants of this study, I have sought to seek the realities of being a gay school head. I personally believe that this undertaking would be a significant source of information not only for gay school heads but for the academe in general.

School administrators may create activities which will develop and enhance the skills of gay school heads and teachers, in order that gay educators

and leaders may enjoy their personality and sexual orientation without discrimination, contempt and prejudice.

Gay school heads may schedule team-building activities for their colleagues to strengthen their relationship, accept and respect the individuality of each person. It could be in form of outing and out of town trips.

School administration may intensify their campaign for information dissemination of gender equality and anti-discrimination policies so as to avoid future conflicts and issues on the bases of sexual orientation and preference.

Implication for Future Research

Future research on gay school heads may be an edge when the number of participants is increased. From the beginning, I distinguish that research like this needs generalizability that other scholars aim to see and with that, a bigger picture will be presented. I believe that there are other issues and concerns from gay school heads that need to be addressed.

Other researchers may also explore the moral issues between the religious sectors and gay men and women from both public and private schools. This may also include lesbians or gay women who are educators and school heads for comparison since this require separate studies.

Another study maybe utilized on the personal experiences of gay school heads not only limited within their workplaces but also within their homes and community. There are gay school heads who come out from their shells early in

life or teenage years and there are those who are called "late bloomers" or who confirmed their sexual preference in their adulthood.

Concluding Remarks

The result of this study aims to be an eye-opener for the academe in general regarding the issues and concerns of gay teachers and school heads. It is a wake-up call for school administrators to intensify the campaign against discrimination, prejudice and chauvinist mentality in the school community.

I also believe that regardless of gender, everybody deserves equal opportunities and treatment with their male, female and gay counterparts. The role of educators is basically to draw the pupils out from the cave of ignorance thus; respect is basically the most pivotal aspect in learning, respect for a person's physical appearance, religious belief, race, and ethnicity and above all, respect for gender equality is the most valuable lesson a teacher can purvey to his students.

I also hope as well that gay teachers and school heads continue to serve the stakeholders' best interest guided with values, virtues and discipline. Gay persons are entitled to their full rights as stated in the International Convention on Civil and Political Rights (ICCPR.) In order to protect these rights, the Government of the Philippines must take positive actions to repel discriminatory laws and ward off violence and discrimination targeted at gay individuals (whether in the academe or not) and to ensure that gay people can enjoy their rights within their workplace and community.

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