

Research Article

PROTECTION AND WORK PERFORMANCE OF THE LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER (LGBTQ) ON PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTION'S (HEIS) IN ORIENTAL MINDORO, PHILIPPINES

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ABSTRACT

The Lesbian, Gay, Bisexual and Transgender and Queer (LGBTQ) community are now recognized by the different sectors that composed the society. They are accepted in schools, religious group and workplaces. However, there are some aspects that they were seem to be deprived. In order to verify written accounts regarding the destitute these people are experiencing. The study focused in LGBTQ individuals in workplaces. The LGBTQ working in the Higher Academic Institutions (HEIs) as faculty in the Province of Oriental Mindoro, Philippines are the respondents of the study. They were interviewed, and asked to provide their answer for the survey questionnaire based on their opinion. The questions were in relation to the kind of challenges they encountered in academic institution as their workplace. After data collection, analyses and discussion were done to identify the aspects where this group of people are being neglected; thus, the study also reflects the good side where these individuals proved their potentials and worth. In terms of protection for the LGBTQ as faculty members in terms of health, involvement in school affairs and promotion the results show that they have Very Low responses. This means that they were deprived in some degree regarding the indicators used to describe the protection provided for them in this variable. On the other hand, performance to mobilize curriculum content and pedagogy, learning environment, diversity of learners, the participants in the study provided a Very High response. This shows that like other normal group of faculty members within the school where they worked, their performance is remarkable. The study summarizes that LGBTQ faculty members are deprived when it comes to receiving benefits; thus, efficiently accomplished their tasks despite of the abovementioned irregularities.

Keywords: LGBTQ; Workplace; Higher Education Institutions; Protection; Work Performance.

INTRODUCTION

The current work environment changed rapidly due to the increase of population, concentration in urban areas, globalization and cultural change. Creating new challenges in workplaces, and workers in terms of equality among Lesbian, Gay, Bisexual and Transgender and Queer (LGBTQ) people. This group of people exist, and claim for their protection in terms of health, school affairs and promotion regardless of sexual identity and orientation. This observation holds true for LGBTQ college faculty. They were no longer advocating the traditional view that workers are the same, and should be treated as plain labor force. They want to be treated in a way that educational institution will put premium on human dignity, allowing evolved and unconventional group of LGBTQ to be part of the school's teaching force like non-LGBTQ faculty members. When such aspiration of this particular group of faculty materialize, it is perceived they will contribute better work performance. These concepts were observed in the LGBTQ faculty on the higher learning institutions as organizational research has taken steps toward addressing challenges for this group of individuals (Manalastas & Torre, 2016). In addition, Benjamin *et al.*, (2015) contended that individuals must be networked, involved, and be a part of the decision-making process in order to experience inclusion. In the light of this research, it is important to understand the LGBTQ protection in terms of health, school affairs and promotion. This can serve as cues for educational institutions to exceed what is expected of them in their work performance in terms of content knowledge and pedagogy, learning

environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and professional growth and development. However, higher education institution needs to catch up with the noble intentions of these numerous laws and international agreements regarding their prejudicial practices and policies based on sexual orientation, gender and cultural identity that limits the exercise and enjoyment of basic human rights. Different programs were launched by the government, and different sectors such as information dissemination and awareness symposium for the rights of women, children and LGBTQ (Brown & Scott, 2019). Studies regarding the protection and performance of the LGBTQ faculty are very limited. It is from this reason that the author has been motivated to venture into a study that will determine the protection and work performance of the LGBTQ faculty of public and private HEIs in Oriental Mindoro.

METHODOLOGY

Research Design

This study will employ descriptive statistics research design. This intends to provide a verbal portrayal or picture of a person, thing, event, group, or situations. It is a type of research design that is fact-finding method that involves reflective thinking in which the data gathered could be reported from the point based on the objectives, and basic assumptions of the study under investigation.

Respondents of the Study

The respondents of the study were the twenty-eight (28) faculty from the selected HEIs in Oriental Mindoro. They were selected on the

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basis that they are out LGBTQs who expressed their willingness to become the respondents of this study in addition for the approval of the college president that they were allowed to engage themselves in research work.

Research Instrument

The instrument to be used in this study were two sets of self-made questionnaires with items formulated based on credible literature relative to the variables of the study. Part I of the said self-made questionnaire deals on the level of protection of the LGBTQ faculty in terms of health, school affairs, and promotion. Part II of the questionnaire contains items on the level of work performance of LGBTQ faculty from HEIs in terms of curriculum content and pedagogy, learning environment, diversity of learners.

Results

Based on the survey the result shown in Table 1 describes that the LGBTQ Faculty have a Very Low description regarding their protection in terms of Health, School affairs and Promotion.

Table 1. Extent of protection of the LGBTQ faculty of the public and private HEIs Variables

Variables	Overall Response	Description
1. Extent of Protection of the LGBTQ Faculty of the Public and Private HEIs in terms of Health	1.05	Very Low
2. Extent of Protection of the LGBTQ Faculty of the Public and Private HEIs in terms of School Affairs	1.02	Very Low
3. Extent of Protection of the LGBTQ Faculty of the Public and Private HEIs in terms of Promotion	1.01	Very Low

The result shows that LGBTQ Faculty have Very High responses in terms of their work performance as shown in Table 2.

Table 2. Extent of work performance of the respondents in different variables

Variables	Overall Response	Description
1. Extent of Work Performance of the LGBTQ Faculty of the Public and Private HEIs in terms of Curriculum Content and Pedagogy	3.31	Very High
2. Extent of Work Performance of the LGBTQ Faculty of the Public and Private HEIs in terms of Learning Environment	3.58	Very High
3. Extent of Work Performance of the LGBTQ Faculty of the Public and Private HEIs in terms of Diversity of Learners	3.41	Very High

DISCUSSION

Extent of protection of the LGBTQ Faculty of the Public and Private HEIs Responses

The respondents (35 or 100%) assessed that medical check-up were not required for them every semester. They lack health insurance/benefits for health and wellness, and medical records/results are not used as basis to avail paid sick leave. Most of the respondents also perceived that there was unavailability of doctor or medical personnel for the well-being of teachers. In addition, referral to accredited hospitals when the sick employees need hospitalization, assistance in securing financial support from

government and non-government agencies for hospitalization, and job security regardless of health issues were at a very low extent. These results show that the LGBTQ faculty do not enjoy healthcare equality. This means that they face disparities in terms of health protection. Many of them experience challenges in healthcare. This discloses that participants reported negative healthcare experiences for being identified as queer or those questioning their sexual orientation identity, and further effort is needed to bring the principle of healthcare equality closer to reality for a number of groups that face disparities in health, especially the LGBTQ. The results show that the items were perceived by the respondents to be Very Low extent. These indicate that the gender and sexual orientation of the faculty can hamper their participation in school activities. This clearly shows that there is no guarantee that everyone will be selected as participants. This is a manifestation that school affairs do not encourage celebration of diversity among faculty. This is because the LGBTQ faculty has low chance of taking part in school activities with consideration to their willingness and ability to contribute for the success of the school affairs (Hebl *et al.*, 2016). Gender identity and sexual orientations prevent LGBTQ members to experience and enjoy the benefits of promotion. This shows that the LGBTQ faculty are deprived of the opportunity for career advancement and professional development because of their gender identity, 47% of LGBTQ teacher's experiences discrimination in terms of promotion.

Extent of Work Performance of the Respondents

The results for the Curriculum Content and Pedagogy is at Very High extent. The faculty shows content knowledge and its application within and across curriculum areas, uses research-based knowledge and principles of teaching and learning, uses ICT to facilitate the teaching and learning process, enhances learner achievement in literacy and numeracy skills by employing a range of teaching strategies, and develops critical and creative thinking, as well as other higher-order thinking skills. It gives clarity and focus on the pedagogical aspect imbibed by LGBTQ faculty in their respective field of specialization (Hewlett & Sumberg, 2011). Furthermore, pedagogy and curriculum signifies the commitment and versatility of the LGBTQ faculty in the aspect of teaching-learning ability. This reflects their enduring abilities to enhance their mastery on their specific field of specializations to bring out efficient and effective learning. Apparently, LGBTQ faculty implicates the value of the transformation within curriculum which takes learner out of their comfort zones, as a result of which they form new frames of understandings, ways of meaning, capacities to act and express their very own identity in more integrative learning's. Such result compliments Cunningham (2011) study which found out that organizations with more sexual orientation diversity are likely to perform better. This means that even when the school failed to provide equal opportunities for all, including the LGBTQ, better work performance can be expected from them. On the other hand, the LGBTQ faculty establishes safe and secure learning environment, maintains the promotion of fairness, respect and care to encourage learning, manages classroom structure to engage learners in discovery and hands-on activities, and maintains supportive environment. The faculty also manages learner behavior constructively. This only indicates that the LGBTQ faculty provides a favorable learning environment for the students. This means that aside from the physical set up of the classroom, a favorable climate for the students' learning is also given consideration.

CONCLUSION

The extents of protection in terms of health, school affairs and promotion of the LGBTQ faculty in Higher Education Institutions are overlooked, and less prioritized. The respondents' performance in

curriculum content and pedagogy, learning environment, diversity of learners, curriculum and planning are very high. This is an implication that they are efficient in providing contributions for the betterment of academic operations.

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Author Contribution:

NJUM: crafting of research concept and data collection, and analysis, RAQ: provides critiquing for the paper.

Conflicts of Interest

The authors declare no conflict of interest

Ethics Approval

The authors asked permission through a dialogue and request letter on the management office where the respondents are working.

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