

EXISTING CULTURE OF THE THIRD-GENDER AS INFLUENCED BY THE SOCIAL MEDIA

Paul Gence I. Ocampo

Cherry D. Sumabat

Gilbert G. Joyosa

ABSTRACT

Newly invented technologies and social media have become increasingly popular components of our everyday lives in today's modern society. The vast effects of social media are widely seen even in the school setting. Filipinos were known to be conservative in nature and value native culture though some of it was influenced by different invaders of our country that manifested in different aspects of life of a Filipino. The research is designed to find the existing culture of the third-gender as influenced by the social media and how it was affecting their academic performance in school. The research instrument employed a descriptive study design and utilized survey-questionnaire and interview to respondents' parents and teachers. The study revealed that social media today were the most influential in terms of the third gender culture expansion specifically on their language, beliefs and their perception in life. However, despite of these influences, they still manage to perform well in school.

KEYWORDS: *Culture, Third Gender, Social Media, Filipino Students, Davao City, Philippines*

INTRODUCTION

Newly invented technologies and media have become increasingly popular components of our everyday lives in today's modern society. The generations of learners today are widely exposed to different media which influence not only the behavior but also the interactions among other members of society forming a unique culture which may enhance or endanger the learning habits and Filipino culture and traditions which were transmitted from generation to generation. The importance of preserving the Filipino culture was express by the government through the creation of R.A. 10066 or the "National Cultural Heritage Act of 2009". This law protects and promotes the nation's cultural heritage, its property and histories, and the ethnicity of local communities; establish and strengthen cultural institutions; and protect cultural workers and ensure their professional development and well-being.

Magno and Silova (2007, p. 649) argue that there is a difference: 'gender equality' for them means the same, i.e. 'the assumption that all students should receive the same interventions, at the same time, in the same way' while their preferred option 'gender equity' implies the 'guarantee of fair educational outcomes, regardless of sex differences'. Among the emerging popular media today are televisions, cell phones and social networking sites such as Facebook and twitter which greatly affects culture. Due to gestures and words adopted from the popular media popularized by gay characters in popular media, the culture of acceptance of the Third Gender Society in local setup is fast diffusing.

This study focused on the multidimensional cause and effect of rising numbers of third gender students and its implications to different aspects of their personality. It will scrutinize whether homosexuality may negate or improve the learning process that in turn produced a program of activities that would be beneficial to the school policy and student development.

Statement of the Problem

The study aimed to assess the existing culture of third-gender as influenced by the social media on students. Specifically, this sought to answer the following questions:

1. What are the patterns of use of popular media by the third gender students?
2. What popular media are influential to their realization that they were third gender?
3. Who are the media figures participants named as influential to their realization that they were third gender?
4. What are the major sources of popular phrase among the third gender students?
5. What are the samples of popular phrases which affects the socialization and behavior of the respondents?
6. What are the implications of popular media to the third gender students?

FRAMEWORK

This study is based on Hofstede's five dimensions and the Diffusion of Innovation Theory. Hofstede's cultural dimensions theory is a framework for cross-cultural communication, developed by Hofstede (1983). It describes the effects of a society's culture on the values of its members, and how these values relate to behavior, using a structure derived from factor analysis. The variables are the

utilization of popular media such as televisions, cell phones, social networking sites and as well as the identity and the coming-out process among third gender students.

METHODS

Research Design

This study utilized the descriptive research design. This design is used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact finding study that allowed the researcher to examine characteristics, behaviors, and experiences of study participants (Calmorin, 2007). In this study, it assess the existing culture of third-gender as influenced by the social media on students

Research Respondents

The respondents of the study were 22 students, 14 parents and 28 teachers in selected National High School in Davao City. A purposive sampling was utilized in selecting the respondents.

Research Instrument

The data for the analysis of existing culture of third gender students as influenced by the social media on students was taken using a validated researcher made questionnaire checklists. The questionnaire checklist established the relationship between the media about how the media relates to different aspects of third gender students life, including identity and the coming-out process. An interview was also administered to the teachers, students and parents. After the data gathering, the data were screened, analyzed and treated statistically.

Statistical Tools

Mean, Frequency, and Ranking were employed to analyze the data.

RESULTS AND DISCUSSION

It can be gleaned in the Table 1 that the top 5 mostly used social media as revealed by the student respondents are Cell phone, Television, Facebook, YouTube and Radio with an average weekly usage of 30.75, 17.7, 9.1, 3.33 and 2hrs respectively. It can be gleaned on the table that media is a really

part of daily life of third gender students to the extent that they are using it regularly with different weekly average usage in hours.

Table 1. Patterns use of Social Media by the Third Gender Students that are Influential to their Realization that they were Third Gender.

POPULAR MEDIA	AVERAGE USAGE WITHIN A WEEK (Hrs.)	RANK
Cell phone	30.75	1
Television	17.5	2
Facebook	9.1	3
Youtube	3.33	4
Radio	2	5

As revealed in Table 2, all the respondents perceived television, Facebook and cell phone as the top 3 most influential media affecting the realization of students as third gender. Students and teacher respondents has the same sequence of ranking television, Facebook and cellphone as 1,2, and 3 respectively while parents perceived cell phone as the most influential followed by television and Facebook.

Table 2. Popular Media which are Influential to the Realization of Students as Third Gender

Popular Media	Students (Frequency)	Rank	Teachers (Frequency)	Rank	Parents (Frequency)	Rank
Television	36	1	34	1	14	2
Facebook	31	2	25	2	7	3
Cell phone	27	3	19	3	18	1

It can be observed in Table 3 that the most influential personality to the third gender students is Vice Ganda with an overwhelming frequency of 35 followed by Marian Rivera with a frequency of 11 .Paolo Balesteros, Carla Avellana with 8 and Enrique Gill with 5. It can be gleaned that the two personality (Vice Ganda and Paolo Balesteros) idolized by the third gender students projected a gay personality while among the 2 are female Marian Rivera and Carla Avellana). On the interview conducted they idolized Vice Ganda because of his jokes and humorous personality while Paolo Ballesteros because of his skills in

make-up transformation. Both Marian and Carla are the figures and faces they dreamed of to become what they have while Enrique Gill is their crush.

Table 3. Media Figures Participants Named as Influential to their Realization that they were Third Gender

Media Figure	Frequency	Rank
Vice Ganda	35	1
Marian Rivera	11	2
Paolo Balesteros	9	3
Carla Avellana	8	4
Enrique Gill	5	5

It can be gleaned in Table 4 that the top 3 major source of the popular phrase use by the third gender students for the student and parent respondents originated from television, Facebook and cell phone. On the other hand, teacher respondents identified television, Facebook and Youtube as the top 3 major source of popular phrase among third gender students. The disparity may be attributed to the fact that parents know best their son because of the time spent is longer in home as compare to school.

Table 4. Major Sources of Popular Phrase Among the Third Gender Students

Popular Media	Students (Frequency)	Rank	Teachers (Frequency)	Rank	Parents (Frequency)	Rank
Television	26	2	25	1	37	1
Facebook	36	1	23	2	11	2
Cell phone	22	3	14	4	9	3
Youtube	9	5	17	3	6	4
Radio	11	4	9	5	4	5

The data in Table 5 shows that all the respondents agreed with the phrase "e di wow" as the most popular followed by other phrases which are rank diversely by the three group of respondents. This is interconnected with table number 2 because the phrase was popularized by Vice Ganda. The result

implies that TV and media personality really has an influence on the oral culture of third gender students.

Table 5. Samples of Popular Phrase Which Affects the Socialization and Behavior of the Students

POPULAR PHRASE	Students (Frequency)	Rank	Teachers (Frequency)	Rank	Parents (Frequency)	Rank
E di wow	34	1	37	1	24	1
Walang forever	17	4	32	2	11	4
Kami angPabebe						
Girls	21	3	21	4.5	18	3
Maliitnabagay	28	2	21	4.5	7	5
Kilig pa more	11	5	29	3	19	2

As shown in Table 6, the popular media has effect on the technology usage like cellphone. It has also influence the used of time on social networking sites like Facebook and media like TV. Third gender students spent a lot of time on watching television, using social networking sites like Facebook and watching television but they still manage to do their assignment and score high on quizzes and examination.

Moreover, the third gender students are expressive of what they are and they are not ashamed to reveal their personality. Furthermore, the popular media affects the social dimensions of the third gender students particularly in dealing with friends. Another influence which may be treated negatively is the lousiness of the third gender students which can cause unwanted events in class. On the other hand, most of them experience bullying in the class. Meanwhile, the popular phrase as influence by media does not bring any good effect on image, dignity and personality as revealed by the frequency made by the three groups of respondents. Another findings from the interview conducted is that the phrases obtained from media which becomes a culture frequently causes disruption of classes.

Table 6: Implications of social media to the third gender students

Implications of Social Media	Frequency	Rank
Study Habit and Academic Achievement		

Always watch T.V. and used gadgets like cell phone	112	1
Always get high score on quizzes and examinations.	97	2
Always does assignment	25	3
Always used computer for Facebook purpose.	23	4
Social Activities		
Not ashamed of being third gender / Revealed personality.	46	1
Tend to have more female friends than male friends.	39	2
Tend to be lousy on class.	33	3
Experience being bullied in school	27	4
Dignity and Personality		
The usage of popular phrase which becomes a culture expressed through behavior brings down dignity of third gender students.	44	1
The usage of popular phrase by third gender students which they get from media that becomes a culture does not bring any good effect on my/their image on school.	39	2
The usage of popular phrase by third gender students which comes from media that becomes a culture expressed through behavior causes negative effect on their personality.	28	3

CONCLUSIONS

Based on the findings presented, the researcher concludes that the most popular social media utilized by the student are Cell phone, Television, Facebook, Youtube and Radio with frequent usage. Furthermore, these popular media are believed to be influential to the realization of students as third gender. Media figures that influenced their being third gender are actors and actresses in the Television. The major source of the popular language /phrase use by the third gender students for the student and parent respondents are television, facebook and cell phone. Third gender students spent a lot of time on watching television, using social networking sites like Facebook and watching television but they still manage to do their assignment and score high on quizzes and examination. Third gender students are not ashamed

to reveal their personality, lousy in school, experienced being bullied and most of their friends are female.

REFERENCES

Descriptive Research retrieved June 10, 2015 from <http://study.com/academy/lesson/descriptive-research-design-definition-examples-types.html>

Georgetown University. (2010). *Bridging Babel: New social media and interreligious and intercultural understanding*. Retrieved 4 November 2010 from source:

<http://repository.berkleycenter.georgetown.edu//UGFNewSocialMedia.pdf>.

Giuliano, T. A., Turner, K. L., Lundquist, J. C., & Knight, J. L. (2007). Gender and the selection of public athletic role models. *Journal of Sport Behavior*, 30, 161–198.

Hammack, P. L. (2005). The life course development of human sexual orientation: An integrative paradigm. *Human Development*, 48, 267–290.

Hofstede's five dimensions and the Diffusion of Innovation Theory retrieved June 10, 2015 from https://en.wikipedia.org/wiki/Hofstede%27s_cultural_dimensions_theory

Lockwood, P. (2006). "Someone like me can be successful": Do college students need same-gender role models? *Psychology of Women Quarterly*, 30, 36–46.

Magno, C. & Silova, I., 2007. Teaching in transition; Examining school-based inequities in central/south-eastern Europe and the former Soviet Union. *International Journal of Educational Development*. 27, pp. 647-660.

Newbigging, A., 2002. *How can education advisors help to achieve the PSA Gender Equality Targets? Guidance sheets for promoting equal benefits for females and males in the education sector*. DFID Education Department. London: DFID.

Howard, R. & Amanat. O, (2006) Research Base for the High-level Group Report Analysis on Media Alliance of Civilizations Secretariat United Nations, New York

UNESCO (United Nations Educational, Scientific and Cultural Organization), 2000. *Gender equality and equity: A summary review of UNESCO's accomplishments since the Fourth World Conference on Women (Beijing 1995)*. [pdf] Unit for the Promotion of the Status of Women and Gender Equality, UNESCO. Available at: <http://unesdoc.unesco.org/images/0012/001211/121145e.pdf> [Accessed 26 October 2009].