



November 2020

Social Dominance Orientation, Sex-Related Values and Attitude Among Filipino Youth

Charlene Joyce S. Panillos

Philippine Normal University

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Social Dominance Orientation, Sex-Related Values and Attitude Among Filipino Youth

(Master's Thesis, Philippine Normal University)

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**SOCIAL DOMINANCE ORIENTATION, SEX-RELATED VALUES
AND ATTITUDE AMONG FILIPINO YOUTH**

A Thesis Presented to the
College of Graduate Studies and Teacher Research
Philippine Normal University
Taft Avenue, Manila

In partial fulfillment of the requirements for the
Degree Bachelor of Science-Master of Arts in Psychology and Counseling

CHARLENE JOYCE S. PANILLOS

November 2020

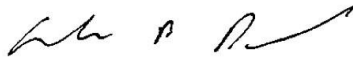
APPROVAL SHEET

This thesis entitled “**SOCIAL DOMINANCE ORIENTATION, SEX-RELATED VALUES AND ATTITUDE AMONG FILIPINO YOUTH**” prepared and submitted by **CHARLENE JOYCE SADIE PANILLOS** in partial fulfillment of the requirements for the degree of **BACHELOR OF SCIENCE-MASTER OF ARTS IN PSYCHOLOGY AND COUNSELING**, is hereby recommended for approval and acceptance.

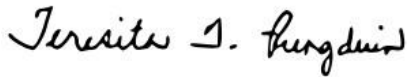


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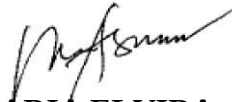
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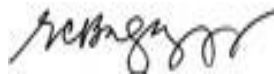
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Acknowledgement

First and foremost, I would like to thank the College of Graduate Studies Teacher Education Research (CGSTER) for helping me develop and enhance my capabilities through this academic exercise. I am sending my gratitude to my adviser, Dr. Peter Howard Obias, for sharing his expertise and guidance, and for his unwavering support in all aspects of our academic endeavor. I deeply appreciate my panel members, Drs. Rungduin, Asuan, David, Abulon, and Bagaporo, who shared their thoughts for the improvement of my study. I would like to thank the developers of the instruments for giving me their permission to use their scales, the institutions for allowing me to conduct my data collection, and the teachers and officials for assisting me.

I am very grateful to my parents for their moral, emotional, and practical support for the success of this study. I appreciate the effort of my cousin for her assistance in my data collection. Also, I am grateful to Ate Cheeska for helping and supporting me despite her busy schedule, and for guiding me from entering BSMA up to graduating in this program. Lastly, I praise our Almighty God for giving me the courage, wisdom, resilience, and strength all throughout this journey. Special thanks to everyone who directly and indirectly helped and influenced me through this journey.

Congratulations Charlene! You've made it!

Maraming salamat po!

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Abstract

Name: Charlene Joyce S. Panillos

Title: Social Dominance Orientation, and Sex-Related Values and Attitude of Filipino Youth

Key Concepts: Social Dominance Orientation, Sexual Values, Attitude towards Premarital Sex, and Attitude towards Same Sex

Degree: Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program

Specialization: Guidance and Counseling

Adviser: Dr. Peter Howard Obias

The study aims to determine the relationship of the social dominance orientation, sexual values, and attitude towards sex and same sex. It also intends to ascertain if social dominance orientation predicts the sex-related values and attitude of the Filipino youth. The purpose of the study was to identify the values and attitude of the Filipino youth regarding sexual engagements. The study hypothesized that there will be significant relationship between the variables, and SDO is a predictor of sexual values, attitude towards premarital sex, and same sex of the Filipino youth.

The study was quantitative in nature, specifically a descriptive-correlational study. It made use of a survey method for data collection. It involved 585 participants composed of 307 high school and 278 college students. Four instruments to measure the constructs plus the profile sheet were the main instruments of the study. Findings revealed that the Filipino youth have an average level of social dominance orientation. They have dominant

absolutist sexual values, average intention, permissive attitude, and societal pressure but with an average to high self-efficacy regarding sexual engagements. In terms of attitude towards the same sex, most respondents have an average level of rejection of proximity, pathologizing homosexuality, and support with low level of modern heterosexism. Based on the result of the Pearson correlation, several variables have a significant relationship. Relativism and hedonism have the highest correlation of $r=.662$. Results of regression analysis indicated that SDO predicts the perceived societal and peer pressure of the Filipino youth to engage in sex. In addition, hedonistic sexual values predicts the intention, permissive attitude, and perceived social norm of the participants towards sex. In response to the findings, a framework has been developed to address the issues related to the outcomes of the study. Educational and guidance related interventions and recommendations are stated and proposed.

CHAPTER I

The Problem and Literature Review

Background of the Study

The coexistence of deep and persistent inequalities and increasing prosperity is a paradox of our time (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2016). Despite the existence of disparities between individuals, many researchers continuously scrutinize and try to explain the phenomenon to alleviate the negative outcomes and behavior brought by it to promote a more harmonious relationship with each other. The social dominance orientation (SDO) is normally viewed as a personality variable, but SDO involved the endorsement of status difference and hierarchical difference as normal and legitimate.

The Social Dominance Orientation (SDO) is a social attitudinal orientation that reflects the extent to which one endorses the idea of hierarchy between groups in the society or dominance of certain groups over the others (La Macchia & Radke, 2017; Pratto, Sidanius, Stallworth, & Malle, 1994). It has two dimensions such as the SDO–Dominance and SDO–Egalitarian. SDO–D is the individual’s preference for group-based dominance hierarchies in which dominant groups actively oppress lower status groups, while SDO–E is the opposition to equality between groups through interrelated network of subtle hierarchy-enhancing beliefs and social policies (Ho, Sidanius, Kteily, Sheehy-Skeffington, Pratto, Henkel, Foels, & Stewart, 2015). All these two can bring negative outcomes and

oppression towards the unfortunates. Alleviating these variables will promote equality and good relationship between groups despite differences.

In this study, Social dominance orientation was utilized to predict the sex-related attitude and values of Filipino youth. Sexual values have been defined as moral convictions regarding what has been right and wrong concerning sex and typically thought to be more stable than attitudes. One idea that comes in mind with the thought of sexual values is the preservation of virginity until marriage and abstinence among others. This construct has been narrowed down into three categories namely absolutism, relativism, and hedonism (Knox, Cooper, & Zusman, 2001; Richey, Knox, & Zusman, 2009). These three dimensions of sexual values are anchored on the philosophy of ethics on what has been considered to be permissible and impermissible regarding one's actions and decisions.

Attitude towards premarital sex has been defined as the extent of individual's permissiveness and intention in performing sexual behaviors (Muhammad, Shamsuddin, Mohd Amin, Omar, Thurasamy, 2017). It is measured based on the given four components particularly intention to perform sex, permissive attitude, perceived social norm and self-efficacy. Early engagement and premarital sex have been a common activity among adolescents, so their predictability through social dominance orientation will be a great help to diminish the arising concerns related to them. The attitude towards same sex is the extent of acceptance or prejudice toward homosexual individuals (gays and lesbians). It will be measured based on the following: rejection of proximity, pathologizing of homosexuality, modern heterosexism, and support (Gato, Fontaine, & Carneiro, 2012).

Sexual and mental health have been a fundamental part of the health of all beings (Directorate for Health Information and Research – Malta, 2012). Within the Philippine context, sexuality is not a prioritized issue to talk about, perhaps, which has result in the increasing problems associated with the said topic such as Human Immunodeficiency Virus (HIV), teen-age pregnancy, and prejudice.

According to the 2017 National Demographic and Health Survey (NDHS), nine percent of teen-age women have begun pregnancy; seven percent have delivered with their first child; and two percent have sexual intercourse before the age of fifteen. Along with the realizations of pregnant students, one study have identified that regrets and remorse always came to the fore, early pregnancy is a momentary setback (Galabo & Gempes, 2017). Furthermore, the cases of HIV in the country are getting alarming from 9,264 in 2016 to 11,103 in 2017 alone. People Living With HIV (PLHIV) belong to the age bracket of fifteen to twenty-four (Junio, 2018). As for homosexuals, Filipina lesbian youth have higher odds of having thought about suicide and having attempted suicide, compared to heterosexual peers (Manalastas, 2016). While Filipino gay and bisexual men are reported to have higher levels of suicide ideation, but not suicide attempts. Compared with the other parts of the world, being gay or bisexual is related to the elevated suicide risk in the Philippines (Manalastas, 2013).

One of the main interests in the initiation of the study is the stated issues above. It is timely and relevant to the current situation. It is alarming that there are huge amount of people who have engaged in non-marital sex, victims of sexually transmitted diseases and prejudices. Thus, there is a felt need to determine if the social dominance orientation can

be a helpful construct to predict the sex-related values and attitudes of the Filipino youth. Thus, this study is an attempt to propose necessary actions and interventions to reduce the problems related with sexuality and prejudice.

The study intends to contribute to the existing body of knowledge. It will provide implications to the field of social and educational psychology. It will be of help in the promotion of sexual and mental health to the youth, not only to the majority, but also to the minority groups (lesbians and gays). The study will determine how the variables are associated with one another, and identify if there is an existing relationship between the social dominance orientation and sex-related values and attitude of the participants. It aims to generate a significant result that will be useful for the current and future psychologists, counselors, educators, and researchers. The findings could be an avenue and reference to create a change, and establish new approaches. Through understanding the phenomenon using the said constructs, Filipino psychologists and counselors could take the lead in development of evidence-based, sensitive, and LGBT-affirmative interventions and programs, which foster mental health and well-being of LGBT Filipinos, such as the gay and bisexual youth (Manalastas, 2013). Educators can integrate the findings on the subjects in the secondary and higher education institutions in the Philippines such as understanding the self, social psychology, social sciences, edukasyon sa pagpapakatao, and health.

The study involved Filipino youth who are in secondary and tertiary education. There have been a lot of research on social dominance orientation, sexual values, attitude towards same sex, and attitude towards premarital sex, but none of these in particular have utilized the four variables in one study. The variable of sexual values which have been

narrowed down into three dimensions makes the study unique than others. Only few research explored this dimension of sexual values. There have been a number of definition of sexual values but the definition of Richey, Knox, and Zusman (2009) is considered to be more specific and concise, thus is appropriate for the purpose of this study. There have been few studies that use the categorization of sexual values as a variable. If there is, most of them are done long time ago. Due to time constraints and differing contexts, it should be studied again to determine if the results are still the same or it already varied.

In addition, the Philippines is well known for being a conservative country. All forms of non-marital sex are considered wrong and unacceptable (De Jose, 2013; Widmer, Treas & Newcomb, 1998). Despite having a conservative culture, there are rising issues about sex and unremitting increase in sexual engagements among the adolescents. Combined with the influence of the media and peers, these factors are shaping the adolescents towards greater sexual freedom (Bayley, 2003).

The study ensures to follow complex and appropriate process of conducting a research. From identifying the problem, reviewing the literature, lucidly defining the terms and participants, preparing the instruments, collecting the data, and analyzing the results. It was assured that proper test statistics was used to secure the reliability of the test results.

Review of Literature

The review of related literature is important to give the researcher a broader background about the nature of the study. It tries to identify the similarities and differences of the current study from the previous studies. It is of great help in determining the gaps

and the aspects that were unfulfilled by the previous researchers. It supports the claims and justifies the novelty of the study. Review of literature assists the researcher to find relevant instruments, questionnaires, and research methods to be used. It helps to fully establish the topic based on the given recommendations and limitations from the other researches. It also proves to the readers that the study is something significant and important. In addition, it will substantiate the discussion of the results and justify the empirical outcomes of the study.

Social Dominance Orientation

Social Dominance Orientation (SDO) is defined as the extent of individual's desire in which one in-group dominates the out-group (Pratto, Sidanius, Stallworth & Malle, 1994). It is the generalized orientation towards the desire for unequal and dominant relations among salient social groups, regardless of whether this implies in-group domination or subordination (Pratto, Sidanius, & Levin, 2006). Based on its definition, SDO was a negative construct that promotes inequality in the society. A high level of SDO among Filipino youth might be unideal for it can cause havoc and lack of empathy for others.

There were misconceptions about authoritarianism and social dominance orientation. Authoritarianism focuses on submission to in-group authorities independent of whether they advocate inter-group dominance, whereas social dominance orientation focused on dominance over outgroups independent of the views of in-group authority figures. Therefore, authoritarianism is an intragroup phenomenon and social dominance orientation is an intergroup phenomenon (Pratto et al., 1994). Individuals with high

authoritarianism possesses with high degree of deference to establish authority, aggression towards outgroups and support for traditional values when those values were endorsed by the authorities. Furthermore, they had the tendency to organize their worldviews in terms of outgroups and in-groups. This division of world into “us” and “them” led people with high authoritarianism to express prejudice against the members of outgroups (Whitley & Ægisdóttir, 2000).

Men in the society are privileged than women because men exhibit higher level of social dominance orientation relative to women. Social dominance orientation should mediate gender differences in legitimization of myths and prejudice (Sidanius, Pratto & Mitchell, 1994). Although women have lower SDO, they have a higher dispositional empathy than men (McFarland, 2010). In patriarchal countries, it is not surprising that they have higher SDO for they are more privileged than females. They are in power and the authority. Some countries have a view that women should only stay at home and take care of the household.

The desire to stay in superior position of their in-groups motivated the people with high social dominance orientation to vilify members of outgroups, oppose the programs that promoted equality such as affirmative action, and if possible, they discriminate the members of outgroups to maintain the status quo (Whitley & Ægisdóttir, 2000). Research showed that social dominance orientation and prejudice was stronger for those members of the advantaged groups (Pratto, Sidanius & Levin, 2006). Hence, people with high social dominance orientation tended to promote intergroup hierarchies and rank social groups into inferior and superior (Ekehammar, Akrami, Gylje, Zakrisson, 2004).

Individuals with high social dominance orientation prefer ideologies that will keep the status hierarchies, while those with low social dominance orientation preferred ideologies that will weaken social hierarchies. Social dominance orientation is therefore an individual difference variable that predicts one's attitude toward several ideologies and social policies regarding intergroup relations (Pratto et al, 1994). People high in social dominance orientation believe that it is natural and functional that certain groups in the society have more power and resources than other groups. They have an attitude and ideologies that support the goodness of high status groups while deploring low status groups and acting in ways that keep them in their place. On the one hand, people with high social dominance orientation support policies that will reinforce group based hierarchies (La Macchia & Radke, 2017).

Ho et al. (2015) developed a new measure of social dominance orientation with two sub dimensions, the SDO-Dominance and SDO-Egalitarian. SDO – Dominance (SDO-D) represented the preference for group-based dominance hierarchies in which dominant groups actively oppress subordinate groups. The SDO-D better predicted support for aggressive behaviors directed toward subordinate groups (e.g., immigrant persecution), endorsement of beliefs that would justify oppression (e.g., “old-fashioned” racism), and a strong focus on group competition and threat. SDO – Egalitarian (SDO-E) represented the opposition to equality between groups, as supported by an interrelated network of subtle hierarchy-enhancing beliefs and social policies. It manifested itself in an affinity for ideologies and policies that maintain inequality, especially those that had ostensibly different purposes such as economic efficiency and meritocracy.

People high on SDO-D and SDO-E preferred different types of inequalities and different processes to achieve and maintain inequality. Individuals with high SDO-D prefer dominance hierarchies in which high power groups oppress and subjugate low power groups, and were willing to achieve this form of inequality by use of very aggressive measures. While individuals with high SDO-E preferred hierarchies in which resources were inequitably distributed, which could be defended by anti-egalitarian ideologies. It supported ideologies that would subtly justify inequality (e.g., the Protestant Work Ethic), and opposition to policies that would bring more intergroup equality (e.g., affirmative action). Put simply, it manifested itself in an affinity for ideologies and policies that maintain inequality, especially those that had ostensibly different purposes (such as economic efficiency and meritocracy). SDO-E does not involve domination and oppression. In this sense, SDO-D might appear to be more “severe” than SDO-E (Ho et al, 2015).

Study showed that the social dominance orientation of individuals from higher socioeconomic group were positively associated with negative attitude towards poor, and negatively associated with positive attitude towards poor (Bernardo, 2013). SDO7 was found to be related to the personality traits, which were previously associated with social dominance orientation. One important finding was determined that “dark triad” traits such as Machiavellianism and psychopathy were more related to SDO-D than –E (Ho et al, 2015). It was found out that SDO was a better predictor of intergroup attitudes of members from high-status groups than for the members of low-status groups (Jost & Thompson, 2000 as cited in Snellman, Ekehammar, & Akrami, 2009). SDO was negatively correlated with emphatic concern (Sidanius et al., 2013 as cited in La Macchia & Radke, 2017) and

endorsement of harm and fairness moral foundations (Graham et al., 2011 as cited in La Macchia & Radke, 2017). In relation to the undesirable traits, SDO was positively correlated with “dark triad” traits: Machiavellianism, narcissism, and psychopathy (Hodson et al., 2009 as cited in La Macchia & Radke, 2017).

Among the Filipinos with high socioeconomic status, the social group motive was associated with the belief that poor people were lazy, unmotivated, and undisciplined, and the poor were not hardworking, incapable, unhappy, and not friendly. The group dominance motive of the Filipinos from higher socioeconomic groups was associated with feeling of less empathy for the poor, and less favorable attitude towards the poor relative to individuals from middle class and wealthy, and blame poor people for their poverty (Bernardo, 2013). Based on the result of Bernardo’s (2013) study, individuals from higher socioeconomic groups who were likely to be in power, social dominance orientation might be one of psychological orientations that predispose the decision makers to be little concerned about chronic poverty and less willing to find ways to make Philippine society equal.

Despite the progress regarding the civil and human rights within the broader segments around the world, the problem of intergroup discrimination and oppression of women and sexual minorities remain prevalent even to date. Regardless of the form of the government in the society, the contents of the fundamental system, or the complexity of its social and economic arrangements and human societies show the tendency to organize as a group-based hierarchies, in which at least one group enjoyed greater social power than others (Pratto, Sidanius & Levin, 2006). Pratto et al. (1994) maintained that social

hierarchies were rather ordinary in most societies, where individuals acquired general psychological orientations towards such hierarchies. They suggested that some people would reject such hierarchies and inequalities, but some people would accept and endorse the same as part of the natural and appropriate order of things.

Such research seeks to understand how to moderate the harmful implications of social dominance orientation. One example was related to the exposure to specific courses in university that made the students more sensitive to the issues of inequality, which could result in the decrease of social dominance orientation (Dambrun, Kamiejski, Haddadi, & Duarte, 2008 as cited in Bernardo, 2013). The result of the study of Bernardo (2013) suggested that schools can be an important agent in influencing the way individual Filipinos think about the hierarchies in the society.

Attitude towards Pre-marital Sex

Premarital sex also known as ‘casual sex’ is defined as a sexual activity practiced by people before marriage (Santhosh & Zinna, 2018). The study of Adhikari and Adhikari (2017) found out that the respondents who had discussed sexual matters with friends had a 2.62 times higher chance of having premarital sex than those who had not. On the one hand, the study reported that males were 1.64 times more likely to be involved in premarital sex compared to their female counterparts.

According to the 2017 National Demographic and Health Survey (NDHS), nine percent of teen-age women had begun pregnancy; seven percent had delivered with their first child; and two percent had sexual intercourse before the age of fifteen. What this

means is that the cases of teen-age pregnancy has been closely related with such lack of education, specifically sex education, and teenagers' initiative to do sexual activity. Adolescents considered parents, teachers and friends as primary sources of sexual health and sexuality information, whilst secondary sources included health professionals for females and internet for males. Adolescents gathered information about relationship through friends and partners while males gathered information from pornography (Macyn tyre, Vega, & Sagbakken, 2015). Despite females had more reliable sources of information, they are still the victim of teenage pregnancy. This means that the information and guidance that they acquire is not enough. In the study of Galabo and Gempes (2017), it was found out that along with the realizations of pregnant students, it was identified that regrets and remorse always came to fore, early pregnancy is a momentary setback, young girls should be educated better about life, love and sex, and that love and acceptance prevail in the end.

Moreover, males were reported to had less favorable behavioral intentions for safe sex than females, and participants younger than 16 years old were reported to had more favorable intentions than those 17 and older (Frankel, 2012). In fact, Santhosh and Zinna (2018) share that majority of male and female participants disagree that premarital sex should be a punishable act. During the focus group discussion, the participants reasoned out that the partners knew that premarital sex was only punishable if it was not consensual. Nevertheless, indulging in premarital sex generally occurs as a mutual agreement between partners. Van de Bongardt (2014) also reported that boys, older adolescents and adolescents, who believed that their friends and peers had more positive attitudes toward having sex, tend to had a stronger intention to have sex.

In relation with family structure, Cruz, Laguna, and Raymundo (2001) shared that parents who were perceived to held a liberal attitude increased the odds for adolescents to engage in risky social behaviors. The family interaction effect was positive with those who discussed sex at home associated with higher odds of drinking and having PMS. This positive effect of sexual discussion was presumably due to the nature of the discussion which were largely done with their brother/sisters, thus were less likely to be helpful in terms of providing the necessary sex information that will help them deal with their sexuality and other sex related concerns. Family structure indices indicated that individuals who grew up under the supervision of their father alone or their father with another partner was associated with greater propensity towards some risk behaviors such drug use, commercial sex and premarital sex.

Engaging in premarital sex was considered to be an advancement in the physical bond, hence can strengthen the relationship. Majority of the female agreed that premarital sex emerged because of emotional connection. Love was a strong feeling and when a person was in a position, for instance, having the chance that they indulged in premarital sex in hopes to intensify the feeling of love between them (Santhosh & Zinna, 2018).

Seal, Minichiello and Omodei (1997) identified that safe sexual engagements were influenced by higher level of self-efficacy because it suggested that they felt in control of their sexual encounters. Adolescents were relatively confident with their ability to engage in sexual behavior. However, one's confidence to carry out certain behavior does not account for the occurrence of these behaviors (Rosenthal, Moore & Flynn, 1991). For young women, having the confidence to assert control in their sexual relationship with their

partners may lead to increased sexual activities. The perception of greater control, however, was not translated into preventive measures against STDs (Seal, Minichiello & Omodei, 1997).

Regular exposure to newspapers and videos were associated with greater inclination towards commercial sex and PMS which proved the possible liberating effect of mass media (Cruz et al., 2001). Males exposure to pornography increased the risk of aggressiveness, rape myths and gender stereotypes – all of which might be indirectly harmful for women and equally between males and females. In the study of De Irala, Osorio, Del Burgo, Belen, De Guzman, Calatrava, Del, Torralba (2009), it was observed that while sexism was rejected by majority of girls, it was accepted by most boys. Most males do not seem to find anything wrong with the misuse of men or women as sexual objects, or associating masculinity or femininity to having more sexual relationships. These aforementioned opinions and perceptions were likewise associated with a higher incidence of sexual experience. Women generally were not amused by media content, Instead, they preferred real emotions to indulge in premarital sex. Males, on the other hand, learned from media contents, thereby urging them to experiment more (Santhosh & Zinna, 2018).

The Philippines has an extremely conservative attitude towards non-marital sex. All forms of non-marital sex are wrong and unacceptable (Widmer, Treas & Newcomb, 1998). The study of De Jose (2013) explicates that despite having conservative attitude towards sex, findings reported that there was a higher percentage of sexual engagement among the Filipino adolescents compared to other Asian counterparts. Findings revealed that Filipino adolescents still held a conservative attitude towards sex. They had the belief

that sex is sacred and should only be done by married couples. They held in a notion that man and woman should be a virgin at the time of her marriage. They also reported disagreement on premarital sex, multiple sex, casual sex, pornography, cohabitation, same-sex relationship, petting, and female masturbation. This attitude of Filipinos was influenced by their deep rooted religious and cultural beliefs. As a predominantly Christian country, the Philippines considers sex as an act that is exclusive only to married couples. The Church remains influential in legal, political and religious views regarding sexuality. Premarital sex, pornography, prostitution, nudity, cohabitation and similar options are considered illegal and taboo. Unmarried adolescents have dating and heterosexual relationships in varying context, which includes physical intimacies such as penile-vaginal penetration. Young women are perceived to experience unwanted pregnancies and get sexually-transmitted infections. In addition, adolescents who are bisexual tend to engage in sexual behavior more than the homosexuals, while both genders have more liberal sexual practices than the heterosexuals.

The attitudes of undergraduate students on one's own sexual behavior were more conservative, whereas their attitudes toward others sexual behavior were more liberal (Guerra, Gouveia, Sousa, Lima, & Freires, 2012). These patterns manifested that there was an incongruence with the attitude of the undergraduate students regarding sexual practices. Mak and Martin (2014) found a significant difference between male and female students in their sexual attitude. Female students had a more progressive/open minded attitude than males. Given that adolescents' sexuality was often affected by hormonal influence, the role of psychological factors was significant. The main reasons claimed by the adolescents for

the start of first sex sexual was desire, followed by chance, curiosity, fun, and love (Adhikari & Adhikari, 2017).

Having a better understanding of what teenagers feel and think about relationships, love and sexuality seems to be an important consideration when planning public health strategies in addressing common reproductive health problems in teen populations (Irala et al., 2009). The study of Irala et al. (2009) highlighted that Filipino students do not communicate with their parents, as much as they would want on these issues. It seemed that more could be done to improve parent-child communication as friends and Internet was not the best information channels. Aside from improving the information sources, more aspects had to be done to improve the content and quality of the information delivered to the teens.

Sexual Values

Values is defined as a set of conceptions of the desirable that guides the way individuals select actions, evaluate people and events, and explain their actions and evaluations. Values expresses what people believe to be good or bad, and what they thought should or should not be done (Roccas, 2005). In the study, sexual values has been operationally defined as the moral standards that is considered on what is permissible and impermissible when making decisions concerning sexual behavior. Sexual Values has narrowed down into three specific dimensions particularly absolutism, relativism, and hedonism. Absolutism is a value system that believes intercourse should be done after marriage, whereas, relativism is a belief that sexual activity should depend on the nature of the activity like if the couples are in a loving relationship then it is okay to engage in

premarital sex. On the one hand, hedonism is a value that focuses on gaining pleasure and avoiding discomfort, like if it feels good, do it - being in love or being married does not matter anymore (Knox, Cooper, & Zusman, 2001; Richey, Knox, & Zusman, 2009).

The study of Abraham and Raharjo (2015) stated that urban life brought adolescents to be more facilitated in expressing their hedonistic and relativistic sexual values. Knox, Cooper, and Zusman (2001) support that both men and women had a dominant relativistic sexual value, men were more likely to be hedonistic and women tend to held more on absolutist value. Richey et al. (2009) found out tthat male college students were more likely than female college students to self-identify as “hedonistic,” indicating more permissive values. In terms of race, the Blacks were more absolutist than the Whites, in contrast the Whites were more hedonistic than the Blacks. It shows that sex and race play a role in developing sexual values.

The results of the study from Rowatt and Schmitt (2003) showed that intrinsically religious people had a less desire for sexual variety, whereas extrinsically religious persons viewed themselves as less sexually restricted. However, the direction of causality between religion and sexual behavior cannot be determined. In the study of Kaing and Oo, (2018), the participants reported that familial and religious controls were important in preventing such behavior among youths. In addition, religious control seemed to be lacking in youths because of the changing situations economically and culturally. On the other hand, the findings of the study of Deardoff, Tschann, Flores, and Ozer (2010) supported the idea that the beliefs of young Latinas on the preservation of virginity until marriage evoked an ambivalent reactions or contradictory behavior because they believe that chastity is

important, but they engaged in premarital sex. The result of this study shows that the Latinas possess an absolutist sexual value, but do engage in fornication.

The National Sexual Health Survey conducted in the Maltese population determined the participants' reasons of first sexual intercourse. Results showed that 47.5% of the respondents stated that they were in love; 44.7% reported that it was a natural follow; and 30.4% reported that they felt that they were at the right age (Directorate for Health Information and Research (Malta), 2012). From here, it could be inferred that the Maltese population considered the nature of the relationship, which conveyed a relativist sexual values.

Attitude towards Same Sex

Homosexual orientation is defined as an exclusive or nearly exclusive primary sexual attraction to person of the same sex (Whitam, 1989). Homonegativity is a term used to define the negative attitudes, beliefs, feelings, and behaviors toward lesbians, gay men, and same-sex sexualities (McDermott & Blair, 2012 as cited in Manalastas et al, 2017). Social attitudes might range from affirmation and acceptance (homopositivity) to disapproval, denial, and denigration (homonegativity). Public opinions provided relevant basic descriptive information about how LGBT citizens were viewed and accepted (or rejected) at a particular point in a society's history (Manalastas et al, 2017).

The Philippines is a conservative Roman Catholic nation in Asia, where same-sex marriage, gender identity recognition, sex work, abortion, and even heterosexual divorce remain illegal (Manalastas & Torre, 2016). Despite the social and sexual conservatism in

Filipino culture (Widmer, Treas & Newcomb, 1998), the Philippines is often considered one of the more LGBT-friendly countries in South-East Asia. Same sex sexual behavior has never been criminalized in the country. The most homonegative attitudes are found in Indonesia and Malaysia, while the less rejecting nations are Thailand, Singapore, Vietnam, and the Philippines. The findings have provided some evidence for the popular notion that the Philippines and Thailand are indeed some of the most “gay-friendly” countries in Southeast Asia, while Indonesia and Malaysia are much less so (Manalastas et al, 2017). Respondents from Metro Manila had the least negative attitudes toward lesbians and gay men, followed by respondents from Luzon and Visayas. Respondents from Mindanao had the most negative attitudes (Manalastas & Del Pilar, 2005).

A country’s cultural orientation moderated the relationship between religious importance and homosexual attitudes. It also found some interesting effects of religious affiliation. While Muslims appear are less likely to approve homosexuality than the Catholics, Orthodox Christians, Jews, Hindus, Buddhists and people with no religion, they did not differ significantly from Protestants in their attitudes about homosexuality. One reason for Protestants and Muslims similar attitudes may be the “brand” of Protestantism that was growing. While the Catholic Church and mainline Protestant denominations had been losing members, conservative Protestant religious groups such as Pentecostals, had been steadily increasing, not just within the United States and Europe, but across the globe (Adamczyk & Pitt, 2009).

Positive attitudes toward homosexuality and gay rights were greater among younger adults, better educated, those who were less likely to attend religious services, and

women (Smith, Son, & Kim, 2014). Individuals who said that religion is important were more likely to disapprove homosexuality (Adamczyk & Pitt, 2009). The Blacks and Whites religion and educational differences might have also contributed to attitudinal differences. Beliefs about homosexuality and support for gay rights vary substantially by religion (with Jews the most accepting and born-again Protestants the most disapproving) and by intensity of religious feeling (disapproval was highest among those who attend religious services frequently Blacks disapproved homosexuality stronger than whites). Even in most recent survey years, nearly three-quarters of the Blacks said that homosexual relationships were always wrong, and over one-third said that AIDS might be God's punishment for immoral sexual behavior (Lewis, 2003).

Individuals who were college educated were more accepting to homosexuals (Smith et al., 2014). However, in the study of Lim (2002), he stated that majority of college students with mean age of 20 years old were reported that they would be disappointed if they realized that their child was homosexual. A figure of 71% of them reported that they would feel that they had failed as a parent if they learned that their child was homosexual.

Men initially seemed to had more negative judgement to same-sex marriage. Men were also likely to discriminate between the two sorts of marriage, favoring the lesbian group (Moskowitz, Rieger & Roloff, 2010). Individuals who believed that homosexuals were "born that way" tended to be significantly more tolerant of homosexuals than people who believed that they "choose to be that way" or "learn to be that way" (Whitam, 1989). People who had homosexual friends were more positive toward homosexuality and homosexuals than those who did not had any homosexual friends. Having a homosexual

friend might lead people to recognize that cultural stereotypes of homosexuals do not seem to fit. People who were exposed to friendship with homosexuals might perceived that outside of the difference in sexual preference, homosexual people were still similar to heterosexuals (Sakalh & Ugurlu, 2002).

The study of Sakalh and Ugurlu (2002) showed that subjects' negative attitudes toward homosexuality increased when the items indicated kinship, attraction to homosexuals, or any same sex advance toward them. Participants had clearly indicated that if someone with whom they might had formal social relationship (such as a colleague, or a boss) was a homosexual, they were somewhat comfortable. However, whenever they perceived that there was a chance of having a homosexual child or sibling, or a chance of receiving sexual attention from a homosexual, they were very uncomfortable. Thus, they were homophobic if they focused on the ideas that they could have a homosexual child or sibling or that they could be attractive to a homosexual. Males were more likely to show traditional heterosexism than female participants, yet the effect was small (Massey, 2009). Men initially seemed to have more negative judgement to same-sex marriage (Moskowitz, Rieger & Roloff, 2010).

Compared with the individuals above 65 years old, adults under 30 years old were more likely say same-gender sex was not wrong at all (Smith et al., 2014). People generally liked individuals who hold similar attitudes, opinions, and characteristics as themselves (Byrne, 1971 as cited in Lim, 2002). Thus, since male homosexuals would share more similar characteristics with heterosexual women than men, it was not surprising that women were more comfortable working closely with them. The same reasoning could also

be applied to the finding that, compared to women, men reported that they would feel more comfortable working closely with a female homosexual (Lim, 2002).

Education appeared to lead greater acceptance of difference in others, more liberal sexual attitudes, greater interaction with gay men and lesbians, and heightened commitment to democratic values and civil liberties (Lewis, 2003). If one were brave enough to had social contact (friendship) with homosexuals that means they were ready to conflict with the social norms for being friend with them, accepting them and their sexual preference (Sakalh & Ugurlu, 2002).

Homophobia appears to be the most influential variables with respect to attitudes towards gay male and lesbian marriage. But the contributions of gender towards these attitudes should not be devalued, especially during the discussion of differentiation between types of marriage (Moskowitz et al., 2010). One could argue that racism and homophobia exist in the perpetrator and not on the victim. It was paradoxical that victims of racism and homophobia were viewed as psychologically worse than others. They were encouraged to seek help while racists and homophobes were not. Others might look for professional help, while others might join helpful groups to educate themselves and to empower the community (Rodriguez, 1996).

SDO and Attitude towards Same Sex

Negative attitudes towards gay men and lesbians were studied as a form of sexual prejudice, or negative attitudes towards a person or a group based on sexual orientation (Herek, 2000 as cited in Bernardo, 2013). Social dominance orientation (SDO) is normally

viewed as a personality variable, but SDO also involves the endorsement of the belief that status differences and hierarchical relationships among groups were normal and legitimate (Bernardo, 2013).

Within the tenets of social dominance theory to sexual prejudice, individuals who held strong group dominance motives were likely to accept the lower social status of gay men and lesbians compared to heterosexuals, and held less positive attitudes towards sexual minorities. Previous studies suggest that gay men and lesbians were treated as a minority social group that deserved their lower social status, and thus, attitudes towards gay men and lesbians reflected the prejudice against similar low status groups (Pratto et al., 1994; Whitley, 2000; Whitley & Ægisdóttir, 2000). However, these conditions do not apply to the Philippine context. In fact, it is noted that there was some evidence of group-dominance motivation in relation to other low status groups in the Philippines (Bernardo, 2013), but it does not seem to be an important component of attitudes towards gay men and lesbians in the Philippines. The results might indicate that gay and lesbian people in the Philippines are not considered as a low status social group in the Philippines (Bernardo, 2013).

In the study of Massey (2009), participants expressed pro-gay egalitarian beliefs while also expressing unawareness to ongoing anti-gay discrimination. The Philippines is known for its tolerance for homosexuals. They do not criminalize these forms of sexuality and considered it as part of everyday life. However, hostility towards lesbian was rare but provoked when heterosexual woman decided to pair with a lesbian. The family tended to

interfere with this situation to keep their daughter away from the lesbian in hopes of preserving her for a proper heterosexual relationship (Whitam, 1998).

The application of the social dominance perspective to attitudes towards homosexuality has suggested that high social dominance orientation would lead people to the endorsement of traditional gender beliefs and the adherence to traditional gender beliefs would lead to negative attitudes toward homosexuality (Whitley & Ægisdóttir, 2000). Psychological adjustment to sexual inequality and the presence of sexist ideologies might help to promote higher social dominance orientation among men compared with women (Pratto et al., 2000).

Synthesis

The sets of literature and previous studies are some evidence that there might be possible association between the variables. These are good backgrounds and bases for the current study, which focuses on the social dominance orientation, sexual values, attitude towards same sex, and attitude towards premarital sex of the Filipino Youth. With these, we could further scrutinize the topic and determine the gaps that will be helpful in the present study.

Previous studies shows that men possess a higher social dominance orientation than women (Pratto et al, 1994). Individuals under high status have shown to dominate those under low status (Ekehammar, Akrami, Gylje, Zakrisson, 2004; Pratto, Sidanius & Levin, 2006; Whitley & Ægisdóttir, 2000). People with high SDO prefer to keep the status hierarchies and inequalities, while individuals with low SDO prefer ideologies that will

weaken or diminish the social hierarchies (La Macchia & Radke, 2017; Pratto et al, 1994). There have been consistencies on the results of the studies in terms of the level of social dominance orientation and the maintenance of status hierarchies.

People from high socioeconomic status with high SDO have a negative attitude towards the poor (Bernardo, 2013). Thus, SDO is related to undesirable traits particularly the “dark triad” traits: Machiavellianism, narcissism, and psychopathy (Hodson et al., 2009 as cited in La Macchia & Radke, 2017). This implies that being rich or poor affects one’s social dominance orientation and attitude towards others. It may be implied that the social dominance orientation of individuals from high socioeconomic group should be diminished.

According to the previous studies about sexual values, there are factors that affect the values of the participants such as sex, religion, culture, and location. Religion portrays a significant role on the beliefs and practices of the participants towards sex (Kaing & Oo, 2018; Rowatt & Schmitt, 2003). However, causality between religion and sexual values cannot be further determined (Rowatt & Schmitt, 2003). Men tend to have more hedonistic sexual values, while females are more likely to develop absolutist sexual values. Nonetheless, both sex have a dominant relativistic sexual values (Knox et al., 2001). Religion both affects the social dominance orientation and sexual values of the individuals. Hence, the current inquiry aims to determine if social dominance orientation is a predictor of the sexual values of the new sets of participants – Filipino youth.

Moving on, Adhikari and Adhikari (2017) divulged that the respondents who had discussed sexual matters with friends had a 2.62 times higher chance of having premarital

sex than those who had not. Males were more likely to engage in premarital sex than females. However, men were reported to be less favorable for safe sex (Frankel, 2012). It was alarming that sexual behavior commence at a very young age yet minimal safety precautionary were considered.

The Philippines had an extremely conservative attitude towards non-marital sex. All forms of non-marital sex were wrong and unacceptable (Widmer, Treas & Newcomb, 1998). Despite having conservative attitude towards sex, findings reported that there was a higher percentage of sexual engagement among the Filipino adolescent compared to their Asian counterpart (De Jose, 2013).

The findings of the study of Manalastas et al. (2017) provided some evidence for the popular notion that the Philippines and Thailand are indeed some of the most “gay-friendly” countries in Southeast Asia, while Indonesia and Malaysia much less so. Positive attitudes toward homosexuality and gay rights were greater among younger adults, better educated, those who are less likely to attend religious services, and women (Smith, Son, & Kim, 2014). Education leads a greater acceptance and interaction with gay men and lesbians (Lewis, 2003), while religiosity is more likely to disapprove homosexuality in the society (Adamczyk & Pitt, 2009). The Philippines dominant religious group is Christianity, yet it is found to be a gay friendly country. It is interesting to scrutinize if Filipino youth are whether accepting or rejecting towards homosexuals. In addition, the study also an attempt to validate if education helps increase the level of acceptance among the individuals in the academe towards gay men and lesbians.

To answer the problem based on the existing literature, men tend to have a greater social dominance orientation than women, same with the attitude towards same sex and premarital sex. For sexual values, men tend to have more hedonistic sexual values, while females are more likely to develop absolutist sexual values. Nonetheless, both sex have dominant relativistic sexual values. Individuals with high social dominance orientation will be less accepting or would possess a greater negative attitude towards gay men and lesbians.

Because it has been stated that cultural difference should be considered, it is better to further scrutinize the topic to the new set of participants in which result may be more accurate and appropriate to the context.

Theoretical Perspectives

Social Dominance Theory

Social dominance theory is a multi-level theory the maintenance group based dominance in the societies. It was established as an attempt to understand how a group-based social hierarchy was formed and maintained (Pratto, Siddanius, & Levein, 2006). Group dominance societies feature an intersecting kind of group oppression such as sexism; men having more power and freedom than women; and heterosexism being privileged over other kinds of sexuality. Social dominance theory describes the processes at different levels of social organization, from cultural ideologies and institutional discrimination to gender roles and prejudice that work together to produce a stable group-based inequality. Social dominance theory states that stable inequality among the groups

is maintained through the use of force against the subordinate groups. Another way in which dominance is maintained is through institutional discrimination in the allocation of desirable resources. For example, public and private institutions typically provide better education, financial services, healthcare, and jobs for members of dominant groups rather than the members of subordinate groups (Pratto & Stewart, 2012).

Social dominance theory believes that the members of privileged groups in a given society have a higher social dominance orientation than the members of less privileged groups because social dominance orientation justifies their privileged status (Sidanius, 1993 as cited in Whitley & Ægisdóttir, 2000). The theory also posits three types of social hierarchy classifications: arbitrary set, age, and gender. Arbitrary set groups are groupings and status position that are socially constructed. For example, the same individual could be considered Black, Biracial, or White depending upon time and culture, and could be treated differently based on the said social distinctions. The arbitrary set categories are theorized to exist due to the status differences and power between groups within any category. Consequently, social dominance theory suggests that dominant group members within an arbitrary set have higher levels of SDO than the subordinate group members because it has nothing to do with any evolved and relatively stable psychological differences between the arbitrary groups, but rather with the specific set of status difference and power between the groups. The other two classifications are hypothesized to be fixed across cultures. Age showed a consistent pattern worldwide—increased age leads to increased status. Therefore, age was given a separate classification in SDT (Foels & Pappas, 2004).

The application of the social dominance perspective to attitudes towards homosexuality suggests that high social dominance orientation would lead people to the endorsement of traditional gender beliefs and the adherence to traditional gender beliefs would lead to negative attitudes toward homosexuality (Whitley & Ægisdóttir, 2000). Social dominance theory offers a possible explanation of why men and women hold a similar attitude toward lesbians. The theory also postulates that prejudicial beliefs are used to justify dominance over outgroups. Because lesbians are subject to prejudicial beliefs by men-sexist beliefs, those beliefs might be sufficient to justify dominance over lesbians; further evidence based on sexual orientation is therefore necessary (Whitley & Lee, 2000). However, the study of Bernardo (2013) has indicated that gay and lesbian people in the Philippines are not considered as a low status social group in the Philippines. These inconsistencies between the theory and related studies justifies the need for empirical evidence whether social dominance orientation predicts the attitude towards gays and lesbians among the Filipino youth.

In relation to the attitude towards premarital sex, women's sexual self-efficacy could potentially be influenced by social dominance orientation through the mechanisms of endorsement of the belief that men should dominate sexually. This belief could be because having less power in heterosexual relationships might made it difficult for women to refuse sex from male partners, to be assertive in sexual encounters, and to have control over taking precautions such as using condoms (Rosenthal, Levy & Earnshaw, 2012).

Theory of Moral Relativism

Moral relativism claims that there is no single true morality (Harman, n.d.). What is good for one person may not be good for another; what is good in one age may not be good in another; and what is good in one culture may actually be considered bad in another (Lombardo, 2009). Simply put, there is a variety of moralities or moral frames of reference. Whether something is right or wrong, permissible and impermissible, it is relative to one or another frame of reference. It is a view that although there is no absolute right and wrong, it can make do with relative right and wrong. What have been right or good for one individual or society may not be right or good for another, even the situations are similar (Harman, 1978).

One example of relativism is football relativism. There are many and possible versions of football with differing rules and regulations. Whether someone deserves a penalty or not, it is relative to the version of football that is being played. In some ways, morality is like a particular language with a particular syntax and vocabulary. Morality reflects something about the way an individual acts and reacts to the actions of others. Individual may accept some aspect of the morality of a group member (our principles), may accept some aspect of themselves (my principles), and may accept some aspects simply as what is right.

Another example is the statement “abortion is impermissible.” This may be right for one person’s moral framework, but false for another person’s moral reference in relation to the variable, relativistic sexual values, the act of sex depends on the context, and one’s moral reference. What one does sexually depends on the person he or she is with,

how he/she feels about each other, and the nature of the relationship (Knox, Cooper, & Zusman, 2001). The individual's standards of practicing sex may be appropriate or inappropriate for others. Meaning, the wrongness or correctness of sexual activity depends on every individual, culture, and norms as long as it is consensual.

Divine Command Theory

The Divine Command Theory of Morality states that “given that God exists, an act is good only because God commands it.” There are moral acts but these acts depend on what god has said. This means that there is god. He commands people to do some things as well as not do other things. If an act is considered wrong, it is wrong because god forbids it. If god exists, then it is wrong to do what he forbids because it is forbidden. God is the absolute creator of everything as well as the reality, thus all things literally depend on him (Quinn, 1990).

One example of God's commandment is “murder is wrong.” In divine command theory, murder is wrong because god forbids it. It is not a divine command theory if god forbids murder, because he sees it wrong. In relation with the sexual values, specifically absolutism, god forbids adultery as well as committing sexual intercourse before marriage; therefore, individuals who are not married should not commit sex. Abstinence until marriage is a must for absolutist. All forms of sexual activity is considered a taboo. This value is strictly anchored with religion that dictates what is morally acceptable and unacceptable regarding sex.

Theory of Prudential Hedonism

The term Hedonism was from the Greek word ἡδονή (hēdonē) for pleasure. All hedonistic theories claim that pleasure and pain are the only important elements of whatever phenomena. This theory claims that pleasure and pain are the only thing of ultimate importance are what makes hedonism interesting and distinctive.

Hedonism is a way of life, which is embodied by openness to pleasurable experience. In the philosophy of morality, it denotes that a good life corresponds with a pleasurable life. In psychology, it represents the theory of pleasure seeking as a main motivator of human behavior. Hedonism is also defined as a way of life in which pleasure plays an important role. The reverse of hedonism is asceticism, which includes the moral rejection of pleasure and abstinent behavior (Veenhoven, 2003).

Hedonism is associated with good taste and the art of living well. On the other hand, it is also associated with addiction, irresponsible behavior, superficiality, and shortsighted egoism. On a more positive perspective, advocates of hedonism argue that pleasure is a natural signal that we should not ignore. There is an assumption that evolution implanted people the need to do what is good for them, hence the pursuit of pleasure is something natural to Homo sapiens (Veenhoven, 2003).

Prudential Hedonists believe and define happiness as a kind of preponderance of pleasure over pain, in which both pleasure and pain are defined broadly as everything that ultimately makes our lives go well (Weijers, 2012). Hedonism as a theory of well-being (prudential hedonism) stipulates what the value is for. Prudential hedonism holds that all

and only pleasure intrinsically makes people's lives better, and all and only intrinsically pain makes their lives worst. When prudential hedonists state that happiness is what is valued the most, they intend happiness to be understood as a preponderance of pleasure over pain. An important dissimilarity of prudential hedonist and folk hedonist is that prudential hedonist believes that pursuing pleasure and avoiding pain in the very short term is not the best tactic to achieve long-term balance of pleasure over pain.

One example is drinking water. Prudential hedonists have no stake in the claim that drinking when thirsty is good rather maximizing the experience of drinking when thirsty, over the course of lifetime, is good (Rudebusch, 1992). In relation to the variable sexual values, specifically hedonistic values, the individuals' standard for doing sexual behavior is the attainment of pleasure and avoidance of pain. For the attainment of happiness towards sexual relationship, it must be balance against the short term and the long-term effects towards a lifetime.

Conceptual Framework

The researcher came up with a framework represented in figure 1. It describes the analytical process and the relationship between the variables specifically social dominance orientation, sexual values, attitude towards premarital sex, and attitude towards same sex. With the help of the previous studies and literature, a clearer direction of the study has been created. The first box from the left represents the independent variable – social dominance orientation. It is the extent to which one endorses the idea of hierarchy between groups in the society or dominance of certain groups over the others (Pratto et al., 1994; La Macchia & Radke, 2017). The second column consists of three boxes, which contain the dependent

variables such as the sexual values, attitude towards same sex, and attitude towards premarital sex. Sexual values are divided into three components such as absolutism, relativism, and hedonism. Absolutism is the value that adheres that sexual intercourse should be done after marriage. Relativism is a value that considers the context and nature of the relationship when practicing sex, while hedonism is a value that focuses on the achievement of pleasure and avoidance of pain (Knox, Cooper, & Zusman, 2001; Richey, Knox, & Zusman, 2009). The attitude towards premarital sex is divided into four components. The intention is determined through one's attitude to the behavior in question, and by his or her subjective norm. Attitude towards sex is the individual's evaluation and belief in performing the sexual behavior. Perceived social norm in the context of sexual activity includes societal pressure to practice premarital sex, approval from significant others such as parents, and common sexual activity practiced or beliefs held by their peers. Self-efficacy means having the belief in one's ability to perform a particular sexual behavior (Muhammad et al., 2017). The last variable is the attitude towards same sex. It is the acceptance or prejudice toward homosexual individuals (gays and lesbians) (Gato et al., 2012). It has four components. Rejection of proximity is the rejection or avoidance of interaction with lesbians and gay men. The pathologizing of homosexuality is the traditional attitude of medicalization and moral condemnation of homosexuality. The modern heterosexism is the expression of negative attitudes toward homosexual parenting and same-sex marriage. And the support refers to the support for visibility, admiration, and rights of lesbians and gay men (Gato et al., 2012).

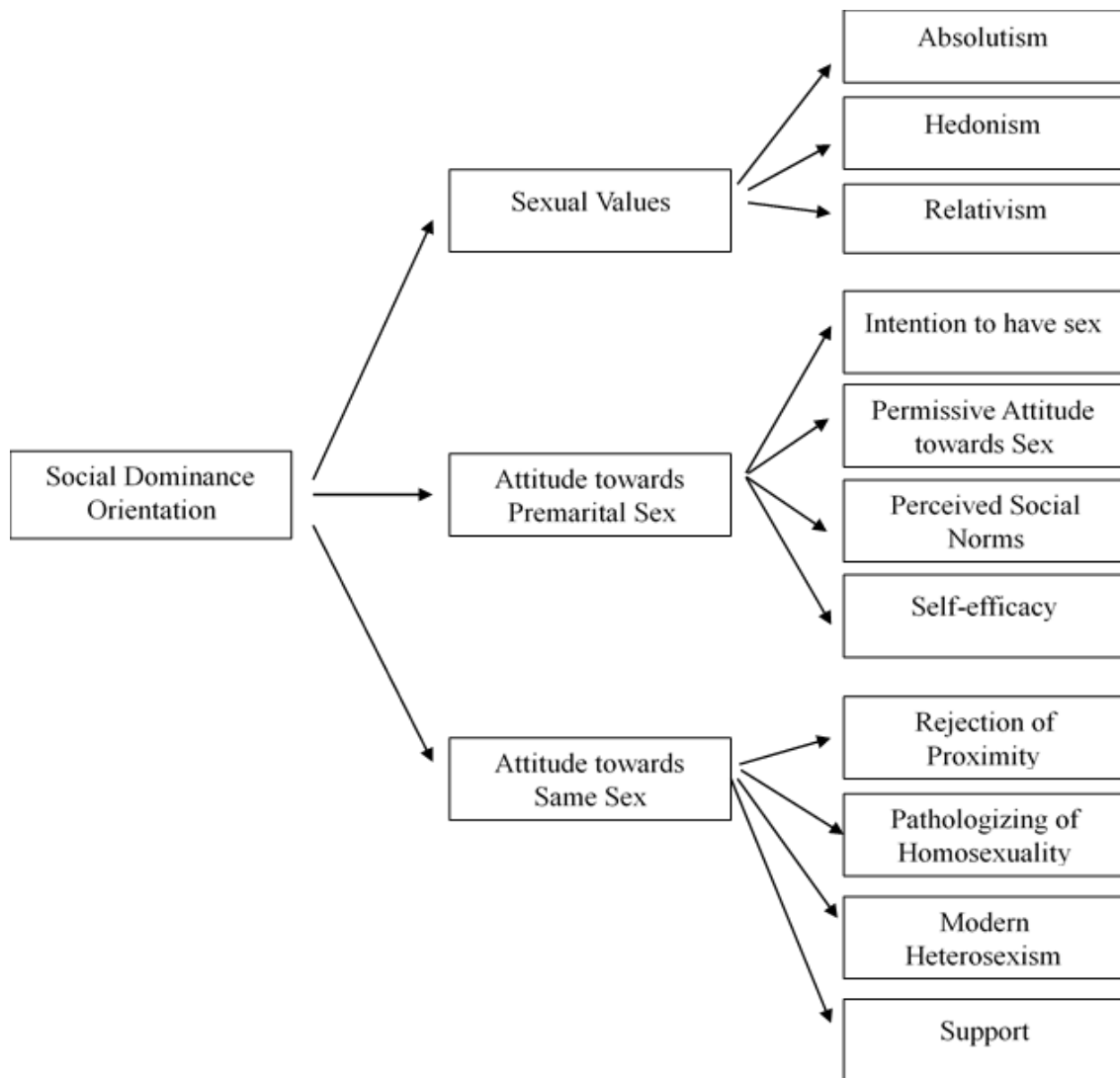


Figure 1: Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Youth

The Figure 1 shows the framework and the flow of the whole study. This intends to determine if there is an existing relationship between the variables. The current inquiry aims to identify if the independent variable (social dominance orientation) is a predictor of the dependent variables (sexual values, attitude towards premarital sex, and attitude towards same sex).

Statement of the Problem

The study aims to examine the effect of social dominance orientation on the attitude towards same sex, attitude towards premarital sex, and sexual values of Filipino youth. To achieve this purpose, this study is an attempt to:

- 1) Describe the profile of the participants in terms of the following variables:
 - a) Social Dominance Orientation
 - b) Attitude towards Same Sex
 - c) Attitude/Intention towards Premarital Sex
 - d) Sexual Values.
- 2) Establish the relationship between the variables.
- 3) Identify if Social Dominance Orientation predicts the Sexual Values and Attitude of the Filipino youth towards Premarital Sex and Same Sex.
- 4) Develop a framework based on the findings of the study.

Hypothesis

The alternative hypothesis is presented to predict if social dominance orientation has an effect to the sex-related values and attitude. With the support of the literature and previous studies, the expectation stated below is established. The researcher determined if the statement below corresponds with the specified purposes above. The assumption is:

H₁ #1: There is a significant relationship between the variables social dominance orientation, attitude towards premarital sex, attitude towards same sex, and sexual values.

H₁ #2: Social dominance orientation predicts the sexual values and attitude of the Filipino youth towards premarital sex and same sex.

Significance of the Study

The study aims to determine if the social dominance orientation predicts the sex-related values and attitudes of the Filipino adolescents. This study aspires to benefit the society by taking into consideration that sexual issues and prejudices are continuously arising and spreading. The unremitting increase in the cases of teenage pregnancy and HIV justifies the need for actions and further researches to understand the phenomena. This study intends to help the current and future psychologists, counselors, researchers, educators, students, parents, institutions, and legislators.

The *students* will be the ones to benefit the most. They will experience the change and improvement on the instructional methods, guidance programs, and approaches. Here, they can maximize the services and meet their demands. They will be educated as regards the emerging trend, and changing values and attitude towards sexuality. They can also have an additional future reference for their study.

The study will benefit the *psychologists* by providing them the results that could be helpful in understanding the values and attitude of the youth towards sexuality especially those who face some problems related to it. They can have basis for generating new approaches that will be appropriate and fitting for the clients to increase the efficiency of the intervention. In addition, the findings of the study can help in developing evidence-based, sensitive, and affirmative interventions about sexuality and related problems.

The *counselors* will have a basis for their guidance programs. Because sexuality issues are very prominent to the youth especially in high school to college levels, the counselors could integrate the findings of the study in their guidance programs to alleviate the problems regarding sexuality and inequalities. Thus, they could focus on the prevention of the social problems related to the said topic. They could supplement tips and strategies on the proper and responsible behavior toward sex, and the accompanied responsibilities for their actions. Consequently, the students can increase their knowledge and generate insights related with the said topic. The Guidance Counselors should look for strategies in which the attitudes of the adolescents towards premarital sex and homosexuality can best be changed or amended.

The *researchers* will have an additional reference for their study in the future. Hence, this present study can invite more studies in the future, and scrutinize the aspects that have been neglected. Other researchers may fill the gaps in the field and generate more studies about the topic. They can also utilize the same participants but with different distinct characteristics for new and relevant researches. A qualitative approach will also be an interesting for the topic.

The current and future *educators* will be given insights in order to generate more teaching strategies that could be more effective in delivering sufficient knowledge for the students. They can integrate the findings of the study in an existing course such as social science, Understanding the Self, personality development, among others. In addition, they can generate insights in maintaining equality inside the classroom, and the outcomes that accompany sexuality.

Overall, the study can benefit others, and thus can contribute to the field of psychology. This may be a small study but can make a great impact on the society and for the future studies.

Definition of Terms

To expound the study, the conceptual and operational definitions of the following terms are given based on how they are used in the context of the study.

Social Dominance Orientation – A social attitudinal orientation which reflects the extent of individual's desire to dominate the outgroup (Pratto et al., 1994; Sidanius et al., 1994).

SDO – Dominance (SDO-D) – the preference for group-based dominance hierarchies in which the dominant groups actively oppress the lower status groups.

SDO – Egalitarian (SDO-E) – the opposition to equality between groups, as supported by an interrelated network of subtle hierarchy-enhancing beliefs and social policies.

Sexual values – the moral standards that are based on what is permissible and impermissible when making decisions concerning sexual behavior ((Knox, Cooper, & Zusman, 2001; Richey, Knox, & Zusman, 2009).

Absolutism – A value system that believes that sexual intercourse should be done after marriage. It is based on strict codes such as law and religion, in which it dictates what is right and wrong.

Relativism – A value system that believes that sexual activity should depend on the nature of the relationship, like if the couple is in a loving relationship then it is okay to engage in premarital sex.

Hedonism – A value system that believes that if the sexual intercourse results in gaining pleasure and avoiding discomfort, then it is permissible, like if it feels good, then one has to do it - being in love or being married does not matter anymore as long as it does not hurt anybody in the process.

Attitude towards Premarital Sex - the extent of individual's permissiveness and intention in performing sexual behaviors (Muhammad et al., 2017).

Intention to have Sex - one's attitude to the behavior in question, and by his or her subjective norm.

Permissive Attitude towards Sex – the individual's evaluation and belief in performing the sexual behavior.

Perceived Social Norm –societal pressure to practice premarital sex, approval from significant others such as parents, and common sexual activity practiced or beliefs held by their peers.

Self-efficacy – the belief in one's ability to perform a particular sexual behavior

Attitude towards Same Sex - the extent of acceptance or prejudice toward homosexual individuals (gays and lesbians) (Gato et al., 2012).

Rejection of proximity – the rejection or avoidance of being with lesbians and gay men in any social circumstances and with manifestation of negative emotions.

Pathologizing of homosexuality – the traditional attitude of medicalization and moral condemnation of homosexuality.

Modern heterosexism – expression of negative attitudes toward homosexual parenting and same-sex marriage, and also discomfort with expressions of lesbian and gay identity.

Support – refer to the support for visibility, admiration, and rights of lesbians and gay men.

Filipino youth – individuals aging from 15 to 30 years old. They are composed of high school and college students who were enrolled in academic year 2019-2020.

CHAPTER II

Methodology

This chapter contains the detailed process and methods of the study. It includes the research design, research settings, participants, sampling procedures, instruments, data gathering procedures and data analysis used in the study. The chapter also contains the rationale for choosing the steps and how it was operationally used in the study.

Research Design

The study was quantitative in nature. Quantitative research explains phenomena through the use of collected numerical data that were analyzed using mathematically based methods or statistics (Muijs, 2004). Using appropriate statistics, the significant relationship between the results of the psychological tests and demographic data were identified. It mainly deal with numbers for it utilized a survey type of method. It is particularly a sample survey of intangibles. These surveys and questionnaires were used to measure the constructs and yield data that was used to support the claims and determine if there was an existing connection between the variables.

As a descriptive correlational study, the study describes and interpret the status of individuals, settings, condition, and events (Mertler, 2016). The study particularly defined the extent of social dominance orientation and Sex-Related Values and Attitudes of the participants as well as the relationship of the variables with each other. It described the subjects based on the result of the psychological test given to them. Eventually as it explain the subjects; it depicts the phenomenon using the collective results of the tests, and findings

of the data with the help of proper statistical treatment. It was also a correlational study which describes the relationship between the variables without manipulating any of them.

Overall, the study utilized a quantitative approach. It is a descriptive correlational research that used a survey method in data gathering procedures. Aside from enabling the researcher to identify the participants' beliefs, attitude, and values about the given constructs, it also draw conclusions based on the gathered data with the support of statistical procedures performed in the study.

Sampling and Participants

The data collection was conducted in four chosen institutions in San Jose Del Monte, Bulacan. The educational institutions were chosen due comprehensivity, distance difference, and cost efficiency. The variation of the data was ensured. Since it is located in Bulacan where the researcher resides, it increased the feasibility of the study. Follow-up and sending of essential requirements were faster and efficient. Any difficulties and concern that arise were solved immediately.

A research sample is group of people or object that is taken from the population for a purpose of measurement. With this, the results and findings can be generalized and therefore draw conclusions on the given population. A sample of participants was for a reason of practicality and feasibility of the study.

The study was composed of five hundred eighty five (585) participants from the four target schools. The respondents were comprised of junior high school and college

students from public and private institutions. The distribution of the participants is 307 high school and 278 college students.

The college students were chosen because cognitively, they are already capable to accommodate concepts about sex-related values and attitudes. Developmentally, they are mature enough to tackle these topics. The second group of participants is junior high school students. Based on the theory of Jean Piaget, they are now above thirteen years old which means that they can now accommodate abstract concepts related to sex, similar to the college students. With this, the study aims to determine if the social dominance orientation of the participants predicts their sex-related values and attitudes.

Participants were assigned and selected with the use of two sampling methods, specifically purposive and random sampling. The participants were chosen purposively because only the high school and college students had the opportunity to participate in the study. Then they were randomly selected based on a section because not all sections would be chosen but everyone had an equal chance to be selected.

Table 1

Frequency Distribution of Participants According to Sex and Educational Level

Educational Level	Sex		Number of Respondents
	Male	Female	
High School	122	185	307
College	96	182	278
Total	218	367	585

Sex and Educational Difference of the Participants per Variable

Social dominance orientation does not differ based on sex. Both overall and its subscales had a very close means. This is contrary to the study of Sidanius, Pratto & Mitchell (1994) in which men exhibited a higher level of social dominance orientation relative to women. Time constraints and differences possibly affect the results of the study. The SDO is negatively correlated with empathy because highly empathic people are less prejudiced and discriminating against the out-groups (Pratto et al., 1994). Women have higher dispositional empathy than men (McFarland, 2010). The findings are alarming because instead of having lower SDO, females had almost the same as males. This could be a focus for intervention on how to mitigate the social dominance of both sexes.

On sexual values, both sexes scored highest in absolutism and lowest in hedonism. Males were more relativist and hedonist than females at a low difference while female were more absolutist than males. Knox, Cooper, & Zusman (2001) determined that while both men and women had dominant relativistic sexual values, men were more likely to be hedonistic and women tend to hold more on absolutist values. Dissimilar with the result of their study, both male and female Filipino youth have absolutism as dominant sexual values. Males are more relativist and hedonist than females while females are more absolutist than males. The Filipino youth had a dominant values of absolutism because of its deep-rooted inclination towards religion. The Philippines being a Christian country has a belief that sex is only for married couples and all sexual behavior outside the sanctity of marriage is prohibited (De Jose, 2013). Adolescents considered parents, teachers, and friends as primary sources of sexual health and sexuality information, whilst secondary sources included health professionals for females and the internet for males. Adolescents

gathered information about relationships through friends and partners while males gathered information from pornography (Macynntyre, Vega, & Sagbakken, 2015). The sources of information could affect the values of the respondents. Males learning from pornography and other internet sources explain the reason why they have more hedonistic sexual values, and it is alarming because they are not accompanied by the proper guidance of reliable individuals.

Based on the mean scores, males had the highest score overall and all of the subscales in attitude towards sex. Males had a higher intention, more permissive attitude, more sexually pressured, and had a higher self-efficacy to perform sexual engagements than females. This is congruent to the study of Adhikari and Adhikari (2017), where males were 1.64 times more likely to be involved in premarital sex compared to their female counterparts. Van de Bongardt (2014) reported that boys, older adolescents, and adolescents who believed that their friends and peers had more positive attitudes toward having sex tend to have a stronger intention to have sex. Based on the result of the study, this is similar with male participants for they had a higher rate of intention to have sex, societal pressure to have sex, and common sexual beliefs held by their peers than female participants did. The study of Kreager and Staff (2009) found out that greater numbers of sexual partners are positively correlated with boys' peer acceptance and negatively correlated with girls' peer acceptance. The environment and the acceptance of significant others influence their sexual initiation and attitudes. In addition, the double standards could affect the attitude and intention of both sexes. Women and men are evaluated differently for their sexual engagements. Male sexual permissiveness would be tolerated, or even

praised, while female permissiveness would lead to broken reputations and flawed identities (Goffman, 1963).

In terms of attitude towards the same sex, the score of both sexes does not fall at the extremes, but at a small difference, males have a more negative attitude towards lesbians and gays while female shows more positive attitude and higher support for homosexuals. This finding was consistent with the study of Massey (2009) that males were more likely to show traditional heterosexism than female participants, yet the effect was small. In addition, men initially seemed to have more negative judgement towards same-sex marriage (Moskowitz, Rieger & Roloff, 2010). Individuals liked persons who share similar attitudes, opinions, and characteristics as themselves. Since male homosexuals share more similar characteristics with heterosexual women, it was not surprising that they work better and comfortably with them (Lim, 2002).

Table 2

Mean of Respondents' Response on the Variables based on Sex

Variable	Highest Possible Score	Male	Female
SDO-D	7	3.85	3.88
SDO-E	7	3.76	3.86
SDO (overall)	7	3.81	3.87
Sexual Values			
Absolutism	6	4.12	4.21
Relativism	6	3.28	3.09
Hedonism	6	2.82	2.53
Attitude towards premarital sex (overall)			
Intention	20	2.37	1.75
Attitude	20	2.17	1.80
Social norms	24	2.25	1.90
Self-efficacy	20	3.02	2.91

Table 2 (continued)

Variable	Highest Possible Score	Male	Female
Attitude towards same sex (overall)			
Rejection of proximity	6	2.99	2.63
Pathologizing Homosexuality	6	3.69	3.52
Modern heterosexism	6	3.58	3.30
Support	6	3.97	4.43

n = 585

Table three presents the mean scores of the respondents on each variable based on their educational level. It was apparent that high school students have a higher social dominance orientation than college students. Overall and on its subscales, high school students favor societal inequalities more than college students do.

The sexual values of the respondents on both educational levels do not have much difference based on their means. High school and college students are more absolutist than a hedonist. Richey et al. (2009) found that male college students were more likely than female college students to self-identify as “hedonistic,” indicating more permissive values which were congruent with the result. Both high school and college students have a dominant sexual value of absolutism at a moderate level.

Same with the sexual values, there is not much difference in the means on all of the subscales of the attitude towards sex. However, the perceived social norms of the college students were slightly higher. This implies that college students experience more societal pressure to practice premarital sex. This is contrary to the study of Frankel (2012) for younger participants were reported to have more favorable intentions than those 17 and

older. Despite the age gap, high school students have almost the same rate of intention and permissive attitude towards sex. It was disturbing because it might be an indication of early sexual initiation.

In terms of their attitude towards the same sex, respondents from both educational levels scored highest in support and lowest in rejection of proximity. They do not avoid socialization and interaction with homosexuals. They also manifest acceptance for gay rights and visibility. This is explained by the study of Manalastas (2017) in which the Philippines and Thailand are some of the most gay-friendly countries in Southeast Asia.

Table 3

Mean and SD of Respondents' Response on the Variables based on Educational Level

Variable	Highest Possible Score	High School	College
SDO-D	7	4.03	3.60
SDO-E	7	4.11	3.31
SDO (overall)	7	4.19	3.46
Sexual Values			
Absolutism	6	4.12	4.19
Relativism	6	3.35	3.23
Hedonism	6	2.96	2.69
Attitude towards premarital sex (overall)			
Intention	20	1.99	1.96
Attitude	20	1.95	1.93
Social norms	24	1.91	2.16
Self-efficacy	20	2.96	2.95
Attitude towards same sex (overall)			
Rejection of proximity	6	2.74	2.79
Pathologizing Homosexuality	6	3.59	3.58
Modern heterosexism	6	3.42	3.39
Support	6	4.32	4.18

n = 585

Instruments

Social Dominance Orientation

Ho et.al. (2015) developed the new SDO₇ Scale to measure the individual's extent of support for inequality between social groups. It might be a predictor of prejudice towards certain groups such as women, homosexuals, poor, indigenous etc. The test is a sixteen-item seven-point Likert type scale. It embedded the two theoretically-grounded sub dimensions of Social Dominance Orientation – SDO-Dominance and SDO-Egalitarian. Each dimension was composed of 8 items – 4 pro-trait and 4 con-trait. Example of SDO-Dominance items were 'Some groups of people must be kept in their place' (*pro-trait*) and 'Groups at the bottom should not have to stay in their place' (*con-trait*). Example of SDO-Egalitarian items were 'We should not push for group equality' (*pro-trait*) and 'Group equality should be our ideal' (*con-trait*).

The test was originally given to adult sample. As for the test administration, the participants were given the survey form, and asked to read the instruction and items carefully before answering it. There were no deemed right or wrong answers. Participants were told to answer it honestly and the best as they can. They were instructed to check the box that corresponds to the extent of their agreement or disagreement, with number seven which corresponds to strongly favor and one for strongly oppose. No time limit was implemented when answering the tests but it can be finished within two minutes. All the participants' questions related with the test and the topic were entertained by the test administrator through raising their hands.

The SDO₇ Scale was scored and interpreted by getting the mean of each subscale. The con-trait was reversely scored before computing the composite scale mean. The score closest to seven indicates a higher dominance or egalitarianism.

The SDO₇ Scale was tested with 2,897 individuals. They are divided into six groups: sample 1 (528 participants), sample 2 (483 participants), sample 3 (458), sample 4 (762 participants), sample 5 (214 participants), and sample 6 (452 participants). The reliability analysis yielded with a Cronbach's alpha of: sample 1 ($\alpha = 0.93$), sample 2 ($\alpha = 0.94$), sample 3 ($\alpha = 0.95$), sample 4 ($\alpha = 0.89$), sample 5 ($\alpha = 0.89$), sample 6 ($\alpha = 0.94$).

Sexual Values Scale

Abraham and Raharjo (2015) developed the sexual values scale that were used to determine the standards of participants when making decisions about sexual behavior. It was a six-point Likert type scale comprised of fifteen (15) indicators. It has three (3) components, with five (5) indicators each, namely relativism, absolutism, and hedonism. Examples of absolutism items were 'Contraception is religiously unlawful' and 'Homosexual relation is not something that is forbidden in the world' (reversely scored). Example items of relativist value were 'Sexual intercourse can be done merely in the name of love and affection' and 'Though not married, sexual intercourse is feasible if there is a strong commitment between the two'. Lastly, sample items for hedonistic sexual value were 'There is nothing wrong if one views sex as a source or worldly pleasures' and 'Sexual intercourse in dating is normal'.

Similar with the first scale, it was also given to adult sample particularly students with an average age of 21.5 years old. The participants were given the survey form, and asked to answer it. There were no right or wrong answers. The participants were instructed to check the box that corresponds to the extent of their agreement or disagreement, with number six that corresponds to strongly agree and one for strongly disagree. No time limit was implemented when answering the tests, and should the participants have any questions regarding the test they were told to raise their hand to call the attention of the researcher.

The scale was scored and interpreted by adding all the responses and dividing it to the total number of items per subscale. Item number two and three is an unfavorable item so it should be reversely scored. The values that is closest to six will be interpreted to be the dominant sexual value.

The instrument was considered to be reliable with a Cronbach's alpha of: absolutism ($\alpha = 0.64$), relativism ($\alpha = 0.7$), and hedonism ($\alpha = 0.92$). The test was anchored with the categorization of Knox, Cooper, & Zusman, 2001; Richey, Knox, & Zusman, 2009.

Youth Sexual Intention Questionnaire (YSI-Q)

The Youth Sexual Intention Questionnaire (YSI-Q) was developed by Muhammad et.al. (2017). It was a twenty-item four point Likert type scale from 1 (strongly disagree) to 4 (strongly agree). The item construction was based on the review of literature, opinions from experts, and in-depth discussion with youths. The YSI-Q was developed to measure the following constructs: perceived social norms, permissive attitude towards sexual activity, perceived self-efficacy and sexual intention. Sample items were 'I believe youths

who have never been involved in sexual intercourse before marriage are old-fashioned’, ‘I would like to have sex to see what it is like’, and ‘Most of my friends think that you can have sex before marriage if you are in love’. The scale was tested with 1,026 unmarried youths aged 18 to 22 years who were studying in colleges around Klang Valley, Malaysia.

The researcher administered the test and participants were provided with the survey forms. They were asked to read the instruction and the items carefully before answering it. There were no right or wrong answers. The participants were instructed to check the box that corresponds to the extent of their agreement or disagreement, the number four corresponds to strongly agree and one for strongly disagree. No time limit was implemented when answering the tests but it can be finished within 3-5 minutes, and if participants have questions or unfamiliar terms they were told that they can raise their hand to call the attention of the test administrator.

The test was scored and interpreted by adding the score of the items per construct. A high score in item one to five indicates a high intention to have sex, a high score in item six to ten shows a high permissive attitude towards premarital sex, a high score in item eleven to sixteen denotes a high perception of social norms on premarital sex, and a high score on item seventeen to twenty signifies a high perception of self-efficacy on performing sexual activity. No item was reversely scored.

The test has an overall Cronbach’s alpha of 0.93 for all twenty items. Based on the reliability analysis the following internal reliability was yielded: sexual intention construct ($\alpha=0.93$), attitude construct ($\alpha=0.89$), social norms construct ($\alpha=0.94$), and self-efficacy construct ($\alpha=0.90$). All the values are higher than $\alpha=0.70$ which indicates that the test is

reliable and acceptable. The confirmatory factor analysis verified the construct, convergent and discriminant validity of the Youth Sexual Intention Questionnaire (YSI-Q) with $\chi^2 = 392.43$, $df = 164$, $p < 0.001$, $\chi^2 / df = 2.40$, CFI = 0.93 and TLI = 0.92 and RMSEA = 0.08.

Multidimensional Scale of Attitudes toward Lesbians and Gay Men

Gato, Fontaine, and Carneiro (2012) developed the Multidimensional Scale of Attitudes toward Lesbians and Gay Men. It has four dimensions namely the rejection of proximity, pathologizing of homosexuality, modern heterosexism, and support. It was a twenty-seven item, six point Likert type scale from one (strongly disagree) to six (strongly agree). Example of item for rejection of proximity is 'It does not matter to me whether my friends are gay or straight' (*reversely scored*). Example of item in pathologizing of homosexuality was 'The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals'. Example of item in modern heterosexism was 'I believe homosexual parents are as capable of being good parents as heterosexual parents'. Lastly, for support 'A sexual education curriculum should include all sexual orientations'. The test was tested with 380 College Students with the mean age of 21.53.

Same procedure was done with the other tests. The participants were given the survey form, and asked to read the instruction and the items carefully before answering it. They were highly encouraged to answer the tests honestly and legibly. There were no right or wrong answers. The participants were instructed to check the box that corresponds to the extent of their agreement or disagreement, the number six corresponds with their highest agreement and one for their disagreement. No time limit was implemented when answering the tests but it can be finished within 3-5 minutes. If they have any inquiries,

they were told to raise their hand to call the attention of the test administrator. Snacks and gadgets were strictly prohibited during the test administration.

The test was scored and interpreted by getting the mean score per subscale. The score that is closest with six indicates an inclination with the construct (ex. Pathologizing of homosexuality). Item number one, three, seven, thirteen, fifteen, and sixteen are reversely scored.

In terms of the test's reliability, all dimensions showed good internal consistency. The Cronbach's alpha for every dimensions are as follows: rejection of proximity ($\alpha=0.91$), support ($\alpha=0.83$), modern heterosexism ($\alpha=0.79$), pathologizing of homosexuality ($\alpha=0.86$).

Reliability

The table 4 represents the reliability index specifically internal consistency of the utilized instruments based on the responses gathered from the participants. The reliability of the test was varied. Some test got a high, moderate, and low reliability coefficient. The SDO scale had an overall reliability of .785 which is considered to be acceptable. In the sexual values scale it was very prominent that the absolutism dimension had the lowest reliability coefficient however, it was retained because it doesn't seem to affect the overall reliability of the test. The result might be due to few numbers of items or inconsistent responses. The Youth Sexual Intention Questionnaire gets the highest overall alpha coefficient of .909. Subscales of YSIQ also had a high reliability of no lower than 0.8. High Cronbach's alpha shows that the responses of the students on the test are consistent. The Multidimensional Scale of Attitude towards Lesbian and Gay had an alpha coefficient of

moderate to low. The subscale pathologizing homosexuality and modern heterosexism had a coefficient lower than 0.5. Nonetheless, no items were deleted because it was believed to be important and relevant to the scale as a whole.

Table 4

Cronbach's Alpha of the Tests Used to Measure the Variables

Variables	Cronbach's Alpha
SDO	.785
SDO-D	.560
SDO-E	.771
Sexual Values	.692
Absolutism	.172
Relativism	.726
Hedonism	.809
Attitude towards sex	.909
Intention	.928
Attitude	.815
Norms	.902
Efficacy	.899
Attitude towards Same Sex	.660
Rejection of Proximity	.677
Pathologizing Homosexuality	.459
Modern heterosexism	.367
Support	.740

Data Analysis

The data gathered from the participants were analyzed through Microsoft Excel and Statistical Package for the Social Sciences (SPSS). Microsoft excel was used for basic operations such as means, frequency and standard deviation while SPSS was used for more

complex analysis such as regression and correlation. Frequency was used to count the number of participants specifically the ratio of girls and boys. It was also helpful in determining how many participant fall in a certain categories. Mean and standard deviation (SD) was obtained to describe the respondents' profile and interpret the results of the tests. The respondents' scores were distributed based on standardized distribution (*see table 5*). Percentage was presented along with the frequency. It was easier to understand because it was presented as a portion of a hundred or a whole. Pearson correlation was calculated to determine if there was an existing relationship between the variables. The main statistics was regression. Multiple linear regression was performed to determine if the independent variable was a predictor of the dependent variables.

Table 5

Distribution of Respondents' Scores per Variable

Variable		Distribution
SDO Sexual Values Attitude towards Same Sex	Very High	Greater than 2 SD above the mean
	High	Greater than 1 SD above the mean
	Average	Between 1 SD above and below the mean
	Low	less than 1 SD below the mean
	Very Low	less than 2 SD below the mean
Attitude towards Sex	High	Greater than 1 SD above the mean
	Average	Between 1 SD above and below the mean
	Low	less than 1 SD below the mean

Data Gathering Procedure

Upon passing the colloquium, the proposal was edited and submitted to the Research Ethics Committee of the Philippine Normal University to verify if the proper ethical practices were intended to be performed during data collection. With the approval of the PNU Research Ethics Committee, data gathering have already commenced. The researcher gave letters to the target institutions to allow the data collection in their respective school (*see appendix L*). When the requests were approved, the researcher gave

letters of permission to the involved individuals such as teachers to allow the test administration to their classes (*see appendix M*).

The researcher prepared consent for the participants (*see appendix A*). Parental consent was also given to minor participants for their legal *participation* (*see appendix B*). The parental consent was given two days before the administration of the test so that the parents will be informed ahead of time. All the forms were distributed and retrieved only by the researcher itself. On the time of administration, the participants were oriented about the nature of the study. Then, they were asked to read and sign the informed consent if they agreed to participate, and if not, they are free to withdraw or discontinue from answering the tests without any due consequences. However, they should stay inside the classroom and keep their silence while the others were still answering. The researcher itself supervised the test. The tests do not have any time limit however; it could be finished within ten to twenty minutes. Participants were free to ask questions if they have any inquiries about the study through raising their hands. Use of gadgets, eating, and talking with seatmates were strictly prohibited during the test administration. They were allowed to go to the restroom for a while but they have to come back at the testing venue immediately. After answering the tests, if they are all done, they were asked to pass their papers on the aisle and pass it forward. Participants were given debriefing after answering the tests as to formally end the data gathering procedures. After answering the tests, the participants were given a small token as a sign of appreciation for their participation.

All forms answered by the participants were secured and kept in a safe place. In encoding the responses, the anonymity of the participants was secured by replacing their

real names with codes especially for those minor students. No other than the researcher and have the access to the data unless permission was provided by the participant. Once the study was done, the results of the test might be given to the participants through personal messages and e-mail. It was also available for the institution upon request.

Ethical Considerations

The researcher guarantee that ethical considerations were properly performed. Adherence to the proper ethical practices in research was indeed necessary for several reasons. First, it promotes truth and reduces error through avoidance of fabrication and falsification of research data. Second, it put high accountability on the researcher in terms of the confidentiality and privacy rights of the respondents. Lastly, it promote social responsibility, safety, human rights, and welfare of both the researcher and participants. The ethical practices followed in the study was anchored on the Code of Ethics Framework of the Philippine Normal University. High ethical conduct was ensured by practicing:

Respect

There were no foreseeable and apparent risks present in the study. It was cleared that there should be no intentional harm involved. The researcher gave informed and parental consent to the participants before administering the tests. They were oriented about the nature and background of the study as well as the advantages and disadvantages that might be obtained upon answering the tests. Participants were free to withdraw or discontinue from the study if they felt uncomfortable about the questions without any due consequence. It was assured that they undergone debriefing procedures after the test administrations. In terms of safety during data collection, the participants were not allowed

to go anywhere during the test administration except if they were going to the restroom. Those who choose not to participate were asked to keep silent and stay on their respective places until everyone was done answering. Privacy rights and confidentiality were secured by keeping the participants anonymity. The test results were only accessible by the researcher and the respondents. Security of the data was assured by storing it to a safe laptop whereas the researcher was the only one who had the ability to access. All the answered test papers were stored in a cabinet with padlock in a span of five years in case that some participants want to get the result of their test. Same with the laptop, only the researcher was able to hold the key to access the papers. In some instances, that the data should be given to someone such as to a statistician, the anonymity of the participants was secured by using codenames on the files. In addition, the researchers may provide the test results to the respondents through e-mail or personal messages, while findings may also be given to the institution upon requests.

Beneficence

There was an accompanied compensation in answering the tests but a small token was given as a sign of gratitude and appreciation for their participation in the study. Once it was published it will be shared to the authors of the instruments who gave their permission to use their work, and will be uploaded in some research sites for the consumption of other researcher. It will be an additional reference to the students/professional with similar topics in the future. With this, some constructs will be furtherly explored and flourished in the future.

Justice

The study used high school and college students as participants. It was guaranteed that there was no cultural, gender, and economic biases present. They were assigned and selected using two sampling methods. The researcher ensured the complete avoidance of conflict of interest by following the appropriate steps of collecting the data. Fair and reasonable judgement was done on the data during research analysis. The interpretation was solely based on the responses gathered from the participants. Also, it was ensured that proper statistical treatment was applied to guarantee that the findings yielded are true, correct and reliable.

CHAPTER III

Results and Discussion

This chapter contains the results generated based on the statistical treatment performed from the data collected. The profile of the respondents based on sex and educational level was described. The relationship and predictability of the variables were also established and explained.

Problem #1: Describe the profile of the participants in terms of the following variables: social dominance orientation, sexual values, attitude towards sex, and attitude towards the same sex.

Social Dominance Orientation

Based on table 3, it is shown that the respondents' resulting mean scores mostly fall under the average category. On the Social Dominance Orientation (SDO) Scale, participants have a consistent score on the overall and both subscales. Overall, most of them have an average level of social dominance (72.48%). Most students do not score low and do not score high. This shows that they are not absolutely against inequalities.

The majority of the respondents (76.07%) scored average in SDO-Dominance. It implies that students do not totally reject the idea of group-based dominance in which the lower status groups are being oppressed. At some levels, the Filipino youth consider the existence of inferior and superior groups in the society yet do not actively oppress the lower status groups. In terms of SDO-Egalitarianism, most respondents scored average. It means that they are not very into the achievement of equality towards social policies and

resources. Not all Filipino youth would exert much effort to ensure that all groups would have the same chance in life. They viewed that it was unjust to make all groups equal.

The Filipino youth mostly had an average level of social dominance. It shows that they do not consider inequalities as a very negative matter for they favor it at some level. This can be explained by their idea that being poor (economically, intellectually, etc.) was associated with laziness and incapability. Some people think that to be able to get on the top, they must strive hard. So advocating for total equality may be a poor principle for some people for there are some who do not actually deserve it. Also, the long existence of competition is getting stronger.

The study of Pratto et al. (1994) validates the result that social hierarchies were rather ordinary in most societies; individuals acquired general psychological orientations towards such hierarchies. They suggested that some people would reject such hierarchies and inequalities, but some people would accept and endorse the same as part of the natural and appropriate order of things.

In the Philippines, among Filipinos with high socioeconomic status, the social group motive was associated with the belief that poor people were lazy, unmotivated, and undisciplined, and the poor were not hardworking, incapable, unhappy, and not friendly. The group dominance motive of Filipinos from higher socioeconomic groups was associated with a feeling of less empathy for the poor and less favorable attitude towards the poor relative to individuals from the middle class and wealthy, and blame poor people for their poverty (Bernardo, 2013). Since lack of empathy is associated with SDO, it is disturbing because the Filipino youth had an average rate of social dominance, and the

number of high scorers is not negligible. Between SDO-D and SDO-E, most Filipino youth are dominating than anti-egalitarian. The SDO-E does not involve domination and oppression; in this sense, SDO-D is more severe than the SDO-E.

One example of the adverse effect of high social dominance orientation in school settings is bullying. The findings of Volk, Provenzano, and Farrell (2019) is an elucidation of bullying as a potentially adaptive, short-term, exploitative solution to the challenge of obtaining social dominance. The intensity of bullying depends on the level of social dominance orientation. The higher the SDO, the more intense bullying is. Bullying is a fine way to achieve a high level of social dominance (Reijntjes Vermande, Goossens, Olthof, Van de Schoot, Aleva, & Van der Meulen, 2013). Based on the findings of the study, Filipino youth have an average rate of social dominance; it insinuates that they have the tendency to bully their schoolmates. The number of high scorers in SDO is not negligible which justifies the need for intervention that could alleviate the social dominance of the Filipino youth.

Sexual Values

Based on the obtained means, the Filipino youth scored highest in absolutism and lowest in hedonism. It implies that absolutism is the dominant sexual value of the respondents but at an average level. Most students showed an average level of absolutism, relativism, and hedonism. It only indicates that there are no single values considered by the Filipino youth. Despite having absolutism as a dominant sexual values, they tend to account for a combination of beliefs for their sexual engagements. They may consider a part of absolutist, a portion of relativism, and some of the hedonist beliefs. It only goes to show

that Filipino youth do not only consider the law and religion for their sexual relationships but also the pleasure, fun, and love accompanied by it. They are also more open-minded for different reasons to engage in sexual intercourse. The youth nowadays are not strict and bonded with traditional customs.

Cultural factors can affect why absolutism is the dominant sexual values of the students. The Philippines as a Christian country has a deep-rooted inclination towards religion in which all sexual actions before marriage are prohibited. In the study of De Jose (2013), findings revealed that Filipino adolescents still held a conservative attitude towards sex. They had the belief that sex was sacred and should only be done by married couples. They held to a notion that man and woman should be a virgin at the time of their marriage. This attitude of Filipinos was influenced by their firm religious and cultural beliefs. However, unmarried adolescents had dating and heterosexual relationships in varying contexts which include physical intimacies such as penile-vaginal penetration. Similar to the result of the study, the Filipino youth consider the conservative belief of the nation, yet they are also guided by more liberal considerations. Engaging in premarital sex generally occurred on each other's consent (Santhosh & Zinna, 2018). This supports the findings that students have a moderate level of relativism where they believe that sexual activity depends on the nature of the relationship, like if the couple is in a loving relationship then it is okay to engage in premarital sex.

In relation to the participants' hedonistic values, technological advancement greatly affects the students. Despite having a conservative culture, the influence of media and peers are factors shaping the adolescent period towards greater sexual freedom (Bayley, 2003).

Attitude towards Premarital Sex

Based on the mean scores of the subscale of the test, students scored highest in self-efficacy and lowest in permissive attitude towards sex. Most students had an average rate of intention, permissive attitude, and societal pressure to perform sexual behaviors. The self-efficacy has a high mean score; it only indicates that it was normal for the students to have a high self-efficacy regarding their sexual engagements. Although most respondents scored average in the test components, the number of high and low scorers are not negligible. It only indicates that there were a growing open-mindedness and idea towards sexual behaviors among the students.

The students' high self-efficacy to perform a particular behavior denotes that they know when and where to have sex. The belief of whether or not to engage in premarital sex is entirely up to their hands. The fast phasing of urbanization and increased accessibility of sex-related materials can influence the attitude of the Filipino youth towards premarital sex. Regular exposure to newspapers and videos is associated with a greater inclination towards premarital sex which proved the possible liberating effect of mass media (Cruz et al., 2001).

In the study of Seal, Minichiello & Omodei (1997), it was anticipated that safe sexual engagements were influenced by a higher level of self-efficacy because it suggested that they felt in control of their sexual encounters. In addition, in the study of Rosenthal, Moore, and Flynn (1991), it was found out that adolescents were relatively confident with their ability to engage in sexual behavior. But their confidence to carry out certain behavior does not account for the occurrence of these behaviors. Despite the large interval of the

previous study to the present, this pattern is relative to the findings of the study where respondents had a high self-efficacy but average level of intention and permissive attitude to perform the sexual behaviors.

Attitude towards the Same Sex

Based on the mean scores, the Filipino youth scored highest in support and lowest in rejection of proximity. It means that students have an accepting attitude towards working and socializing with lesbians and gay men. They show support for their rights.

Most students scored average in rejection of proximity. It denotes that they do not mind working with homosexuals. They do not mind whether their friends are homosexual or not. 71.79% of the students scored average in pathologizing homosexuality. It illustrates that, at some point, there was still a traditional belief and moral condemnation of homosexuality. They view that homosexuality can be aided by therapy to change their sexual orientation and they can be heterosexual if they really wanted to. The high frequency of participants scored low in modern heterosexism (68.38%). This shows that they are in favor of homosexual parenting and same-sex marriage. On the other hand, the respondents show an average to high level of support for homosexuals. This is a visible depiction of acceptance and support for the rights of lesbians and gay men by the Filipino youth.

The current generation starts to become more accepting of homosexuals. In fact, despite the social and sexual conservatism in Filipino culture (Widmer, Treas & Newcomb, 1998), the Philippines was often considered as one of the more LGBT-friendly countries

in Southeast Asia. Same-sex sexual behavior had never been criminalized in the country. This explains why Filipino youth score high at support for homosexuals.

Despite the existence of the separation of church and state, various legal and political issues were debated based on religion and morality. It can be accounted to the Filipinos' high respect for religion (Manalastas, 2016). Although same-sex marriage is not implemented in the Philippines, Filipino youth displayed a positive expression towards homosexual parenting and relationship. In the study of Massey (2009), participants expressed pro-gay egalitarian beliefs while also expressing unawareness of ongoing anti-gay discrimination. This is congruent to the result where Filipino youth support gay and lesbian rights, but also tend to pathologize homosexuality.

Positive attitudes toward homosexuality and gay rights are greater among younger adults, better educated, those who were less likely to attend religious services, and women while individuals who were college educated were more accepting to homosexuals (Smith et al., 2014). Since all the respondents are students, the results are congruent to the previous studies.

In the study of Lim (2002), it was stated that the majority of college students with a mean age of 20 years old were reported that they would be disappointed if they realized that their child was homosexual. A percentage of 71% reported that they would feel that they had failed as a parent if they learned that their child was homosexual. The findings of Lim (2002) are contrary to findings for the Filipino youth are more accepting of the idea of homosexual parenting. The time constraints could be a factor since the previous study was done 16 years ago. The Filipino youth evolved towards acceptance of homosexuals.

Although there are still people who condemn homosexuality, the number of LGBT affirming individuals is not outnumbered.

The Philippines is known for its tolerance for homosexuals (Massey, 2009). Hostility towards lesbians is rare but provoked when a heterosexual woman decides to pair with a lesbian. The family tends to interfere with this situation to keep their daughter away from the lesbian in hopes of preserving her for a proper heterosexual relationship (Whitam, 1998). The generation gap can be a factor for the incongruent findings to the study. After decades, it was found that Filipino youth are now open to the idea of same-sex relationship and parenting. In addition, compared with individuals aged 65 and above, adults under 30 years old are more likely to say that same-gender sex is not wrong (Smith et al., 2014). This explains why students are more accepting of same sex marriage and homosexual parenting.

Table 6

Participants' Profile with its Corresponding Mean and Standard Deviation per Variable

Variable	Highest possible score	Mean	SD	Level	Frequency	Percentage
SDO-D	7	3.87	0.89	Very High	19	3.25%
				High	39	6.67%
				Average	445	76.07%
				Low	60	10.26%
				Very Low	22	3.36%
SDO-E	7	3.83	1.27	Very High	16	2.74%
				High	81	13.85%
				Average	397	67.86%
				Low	78	13.33%
				Very Low	13	2.22%
SDO (overall)	7	3.85	0.94	Very High	11	1.88%
				High	60	10.26%
				Average	424	72.48%
				Low	72	12.31%
				Very Low	18	3.08%

Table 6 (Continued)

Variable	Highest possible score	Mean	SD	Level	Frequency	Percentage
Sexual Values						
Absolutism	6	4.15	0.77	Very High	9	1.54%
				High	87	14.87%
				Average	415	70.94%
				Low	65	11.11%
				Very Low	9	1.54%
Relativism	6	3.29	1.18	Very High	9	1.54%
				High	92	15.73%
				Average	383	65.47%
				Low	101	17.26%
				Very Low	0	0 %
Hedonism	6	2.84	1.18	Very High	13	2.22%
				High	84	14.36%
				Average	372	63.59%
				Low	116	19.83%
				Very Low	0	0%
Attitude towards premarital sex						
Intention	20	9.89	4.33	High	85	14.53%
				Average	340	58.12%
				Low	160	27.35%
Attitude	20	9.71	3.61	High	99	16.92%
				Average	349	59.66%
				Low	137	23.42%
Social norms	24	12.17	4.83	High	98	16.75%
				Average	348	59.49%
				Low	139	23.76%
Self-efficacy	20	11.81	3.61	High	139	23.76%
				Average	332	56.75%
				Low	114	19.49%
Attitude towards same sex						
Rejection of Proximity	6	2.76	0.81	Very High	10	1.71%
				High	81	13.85%
				Average	392	67.01%
				Low	91	15.56%
				Very Low	11	1.88%
Pathologizing Homosexuality	6	3.59	0.84	Very High	9	1.54%
				High	75	12.82%
				Average	420	71.79%
				Low	67	11.45%
				Very Low	14	2.39%

Table 6 (Continued)

Variable	Highest possible score	Mean	SD	Level	Frequency	Percentage
Modern Heterosexism	6	3.40	0.68	Very High	14	2.39%
				High	67	11.45%
				Average	83	14.19%
				Low	400	68.38%
				Very Low	21	3.59%
Support	6	4.26	0.92	Very High	0	0%
				High	120	20.51%
				Average	383	65.47%
				Low	82	14.02%
				Very Low	0	0%

n = 585

Problem #2: Establish the relationship between the variables.

Table 7 presents the data generated after performing the Pearson correlation. There were several significant linear relationships between the variables but most of them are very weak. The relativism and hedonism dimensions of sexual values have the highest correlation among the variables ($r=.662$, $p < 0.01$). There was a strong positive relationship between the said variables. This means that an increase in relativism is accompanied by an increase in hedonism. It implies that considering the nature of the relationship is also accounted with gaining of pleasure and avoidance of pain. Both values believe that it is not necessary to be married in order to perform premarital sex. Individuals with hedonistic and relativistic sexual values engage in premarital sex even without the sanctity of marriage.

SDO-D has a moderate level of relationship with SDO-E ($r=.489$, $p < 0.01$). SDO-D and SDO-E are correlated because they are both types of social dominance orientation. It depicts that if one prefers to dominate a certain lower status group, he/she also tends to favor inequalities in resources and social policies. In the study of Ho et al. (2015), people

high on SDO-D and SDO-E preferred different types of inequalities and different processes to achieve and maintain inequality.

Intention and permissive attitude to engage in sex ($r=.630$, $p < 0.01$) have a moderate positive relationship. This means that one's positive evaluation and belief in performing the behavior influence his/her intention of performing it. The study of Chia (2006) is similar to the findings of the study that the permissive attitude of adolescents predicts their possibility to engage in premarital sex.

Hedonism has a moderate correlation with intention to have sex ($r=.518$, $p < 0.01$) and permissive attitude towards sex ($r=.512$, $p < 0.01$). It implies that an individual with hedonistic sexual values tends to have a higher intention and permissive attitude towards sex. Hedonism is a value that believes sexual intercourse should result in gaining pleasure. An individual who has hedonistic values is not strict and bounded by any law and codes. To achieve pleasure, one will have more intention and will be more permissive towards sexual engagements. This result is relative to the study of Abraham & Raharjo (2015) that higher the hedonistic sexual values is, the higher the degree of premarital sexual behavior will be. Among the reasons for engaging in sex, females choose love while males choose reasons such as social pressure and being carried away by arousal, fun, and curiosity (Osorio et al., 2012). Males have hedonistic reasons for their sexual engagements which are disturbing. This should be a focus on some areas of education.

Perceived social norm has a moderate positive relationship with intention ($r=.517$, $p < 0.01$) and permissive attitude to have sex ($r=.581$, $p < 0.01$). The societal and peer pressure to perform sex influenced the intention and attitude of Filipino youth in

performing sexual engagements. The study of Adhikari and Adhikari (2017) found out that respondents who had discussed sexual matters with friends had a 2.62 times higher chance of having premarital sex than those who had not. It supports the result of the study that perceived societal norms affect the intention and permissive attitude of the Filipino youth towards sex. In the study of Cornwell and Behler (2015), social networks can be a factor in facilitating or suppressing sexual behaviors ranging from adolescent sexual initiation to survival sex. Studies agreed that adolescents who perceive disapproval of their friends and parents regarding early initiation of adolescents to sex are likely to remain abstinent or delay the sexual initiation (Miranda-Diaz & Corcoran, 2012). With this, we can infer that the norm is an influential aspect of individuality. If everyone is disciplined and well-educated about sexuality and healthy relationships, and that ideal becomes the norm, then the social problems will be alleviated.

Hedonism has a weak relationship with the perceived social norm ($r = .319$, $p < 0.01$). It points out that having hedonistic sexual values is associated with the societal and peer pressure experienced by the Filipino youth. The study of Macyntyre et al. (2015), stated that adolescents gathered information about relationships through friends and partners. Friends are part of the norms which influence the individual. If the perceived social norm is liberated and becomes sexually active then it might intensify the hedonistic sexual values of the individual. On the other hand, the norm could also alleviate the hedonistic values of a person if they are not involved in any impulsive sexual behavior.

Relativism has a weak relationship with intention ($r = .395$, $p < 0.01$) and permissive attitude towards sex ($r = .437$, $p < 0.01$). Relativism is a value system that considers the nature of the relationship and the existence of love between the couple. With this, being in

love with someone can influence the intention and permissiveness of someone towards sex. In the study of Abraham & Raharjo (2015), the higher the relativistic sexual values is, the higher the degree of premarital sexual behavior will be. Based on the findings, hedonism has a stronger relationship with intention and permissive attitude towards sex than relativism. It was incongruent to the findings of Abraham & Raharjo (2015) where relativism is a better predictor of sexual behavior than hedonistic sexual values. Moreover, love was a strong feeling, and when a person is in a position like that there is a chance that they indulge in premarital sex in hopes of intensifying the feeling of love between them (Santhosh & Zinna, 2018).

The rejection of proximity has a weak relationship with pathologizing homosexuality ($r=.308$, $p < .01$), and a moderate relationship with modern heterosexism ($r=.415$, $p < 0.01$). Modern heterosexism, rejection of proximity, and pathologizing homosexuality are all negative attitudes towards homosexuals. If individuals believe that homosexuals do not deserve to be a parent and a partner, then they tend to avoid socializing or interacting with gay men and lesbians in any circumstances. Same with modern heterosexism, if one is morally condemning and medicalizes homosexuality, he/she also tends to avoid working with them in very close proximity. The study of Sakalh & Ugurlu (2002) showed that the subjects' negative attitudes toward homosexuality increased when the items indicated kinship, attraction to homosexuals, or any same-sex advance toward them. Participants had clearly indicated that if someone with whom they might have a formal social relationship (such as a colleague or a boss) was a homosexual, they were somewhat comfortable. However, whenever they perceived that there was a chance of having a homosexual child or sibling, or a chance of receiving sexual attention from a

homosexual, they were very uncomfortable. Thus, they were homophobic if they focused on the idea that they could have a homosexual child or sibling or that they could be attractive to a homosexual. Similar to the findings of the study, when there was an involvement of the idea of same sex relationship/marriage, and homosexual parenting, the tendency to avoid interaction with homosexual increases.

Modern heterosexism has a moderate relationship with pathologizing homosexuality ($r = .420$, $p < 0.01$). The result indicates that if one is condemning homosexuality or viewing it as a deterioration of morals, then he/she has the tendency to be against same-sex marriage and homosexual parenting. It is not surprising that these two are correlated because moral condemnation is associated with religion. And religion does actually believe that marriage and parenting are only for heterosexuals. In the study of Ochoa, Sio, Quiñones, and Manalastas (2016), marriage in the Philippines is church-based than secular. The message of church leaders greatly affects the attitude of the Filipinos towards the sanctity of marriage. As expected, religion influences the religious behaviors in predicting same-sex marriage attitudes. Thus, it is plausible that reading sacred texts has an impact on homosexual attitudes through two possible paths: the homonegativity and essentialist view of marriage.

Lastly, the rejection of proximity has a moderate negative relationship with support ($r = -.411$, $p < 0.01$). It only means that an individual with low support for homosexual rights tends to avoid interacting with them in any social circumstances. The majority of Filipinos expressed that homosexuals should be accepted in society (Reyes, Davis, David, Del Rosario, Dizon, Fernandez & Viquiera, 2017). However, acceptance is not universal; there

are still Filipino youth who show disagreement for homosexual rights and visibility as depicted in Table 6. And these individuals are likely to avoid interactions with gay men and lesbians.

Table 7

Correlation Coefficient of the Variables

	SDO-D	SDO-E	ABS	REL	HED	INT	ATT	NOR	EFF	RP	PH	MH	SUP
SDO-D	1	.489**	.005	.012	.001	.084*	.087*	.002	.024	.019	.031	-.037	.029
SDO-E		1	.024	-.014	.012	.002	-.012	-.126**	-.028	.018	.006	-.018	.010
ABS			1	-.182**	-.228**	-.076	-.130**	-.072	.059	-.027	.130**	.008	.111*
REL				1	.662**	.395**	.437**	.222**	-.008	-.033	.027	.008	.081
HED					1	.518**	.512**	.319*	.031	-.051	.041	-.005	.092*
INT						1	.630**	.517**	.179**	-.094*	.033	-.076	.200**
ATT							1	.581**	.073	-.100*	.017	-.028	.161**
NOR								1	.150**	-.127**	.029	-.065	.174**
EFF									1	-.053	-.014	-.021	0.62
RP										1	.308**	.415**	-.411**
PH											1	.420**	.248**
MH												1	-.136**
S													1

n = 585; *p < .05, **p < .01

Problem #3: Identify if Social Dominance Orientation Predicts the Sexual Values and Attitude of the Filipino Youth towards Premarital Sex and Same Sex

Regression analysis is done to determine the variables that are best predicted by the SDO. Results revealed that only the perceived social norm has a significant impact on the model. The perceived social norm has an R squared of .007 and significant at p < 0.05. It only denotes that 0.7% of the variability of social norms is predicted by the SDO. It also has the highest R square value among the subscales of all the variables.

Based on Table 8, it is apparent that the SDO has no significant impact on variables under sexual values and attitude towards the same sex. The significance level and low R square values account for no variation when being predicted by SDO. SDO does not exhibit significance with the subscales of the attitude towards premarital sex except with the perceived social norm. The regression model is statistically significant to predict the variable at a low rate. The regression equation is: predicted perceived social norm = $2.308 + -.073$ (SDO). Hence, for every unit increase in SDO, there is an expected .073 decrease in perceived societal pressure to perform sex. The result is confusing for the problem solvers because both are negative constructs. Increasing or decreasing the SDO would still end up in unwanted results. If SDO is reduced the perceived societal pressure of the individual will increase. And based on empirical studies, if the societal pressure to do sex increases the tendency of the individual to perform the behavior also increases (see Adhikari & Adhikari, 2017; Cornwell & Behler, 2015; Miranda-Diaz & Corcoran, 2012). On the other hand, if the SDO increased, the perceived social norm will decrease. With the enhancement of the social dominance orientation, the negative outcomes of the SDO will emerge, such as oppression, aggression, inequalities, war, etc. How to deal with the findings is a challenge for the counselors, teachers, and other people involved.

SDO does not predict the attitude towards the same sex and sexual values. From this, we can infer that social dominance orientation, sexual values, and attitude towards the same sex are unrelated constructs. The level of dominance does not predicted nor is associated with one's moral considerations, intention, and attitude towards the same sex.

The sexual values of the respondents are not predicted by SDO. It insinuates that the moral considerations of the Filipino youth for their sexual encounters are not associated with their level of social dominance orientation. High social dominance does not predict whether an individual will consider religion, love, fun, or pleasure in their sexual encounters.

In terms of predictability of attitude towards the same sex, the application of the social dominance orientation to attitudes towards homosexuality suggested that high social dominance orientation would lead people to the endorsement of traditional gender beliefs and the adherence to traditional gender beliefs would lead to negative attitudes toward homosexuality (Whitley & Ægisdóttir, 2000). This is contrary to the results of the study in which SDO does not predict the negative attitude towards the same sex. Applying social dominance theory to sexual prejudice assumed that individuals who held strong group dominance motives were likely to accept the lower social status of gay men and lesbians compared to heterosexuals, and held less positive attitudes towards sexual minorities. However, these do not apply to the Philippine context. Note that there was an evidence of group-dominance motivation in relations to other low-status groups in the Philippines (Bernardo, 2013), but it does not seem to be an important component of attitudes towards gay men and lesbians in the Philippines. The results might indicate that gay and lesbian people in the Philippines are not considered as a low-status social group in the Philippines (Bernardo, 2013). This explains why SDO is not associated with the attitude of the Filipino youth towards gay men and lesbians.

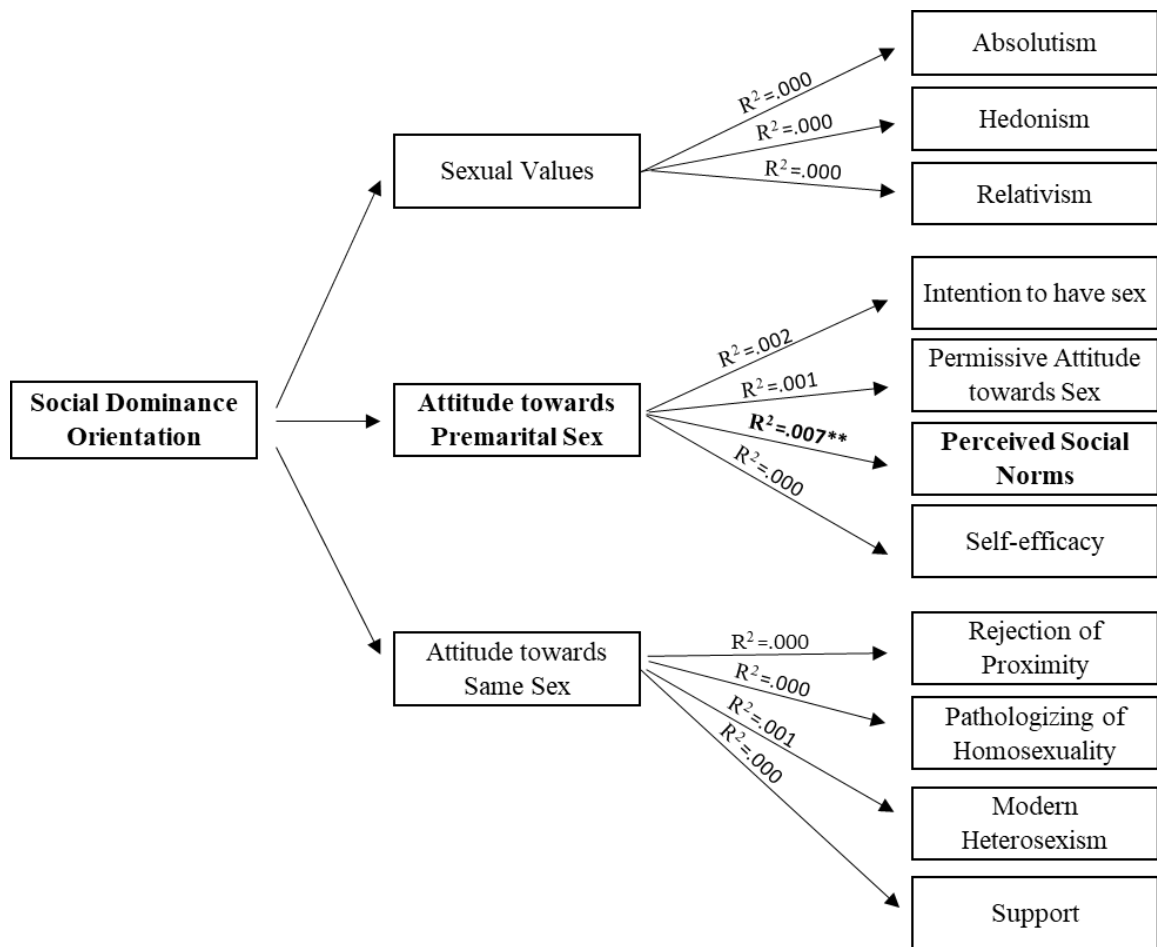


Figure 2: Resulting R-Squared using SDO as Independent Variable

Table 8

Summary of Regression Analysis of the Variables Using SDO as Independent Variable

Variable	R	R ²	R ² Change	B	BETA	T	Sig
Sexual Values							
Absolutism	.018	.000	.000	.014	.018	.439	.661
Relativism	.004	.000	.000	-.005	-.004	-.092	.927
Hedonism	.008	.000	.000	.011	.008	.202	.840

Table 8 (continued)

Variable	R	R ²	R ² Change	B	BETA	T	Sig
Attitude towards sex							
Intention	.041	.002	.002	.038	.041	.994	.321
Attitude	.033	.001	.001	.025	.033	.790	.430
Norms	.085	.007	.007	-.073	-.085	-2.051	.041
Self-Efficacy	.007	.000	.000	-.007	-.007	-.174	.862
Attitude towards Same Sex							
Rejection of Proximity	.021	.000	.000	.018	.021	.507	.613
Pathologizing Homosexuality	.019	.000	.000	.017	.019	.450	.653
Modern heterosexism	.030	.001	.001	-.022	-.030	-.727	.476
Support	.021	.000	.000	.022	.021	.496	.620

n = 585

Determine if hedonism predicts the attitude towards premarital sex.

Linear regression analysis is performed to determine the component of the attitude towards premarital sex that is best predicted by the hedonistic sexual values. The result shows that only self-efficacy ($R^2 = .001$, $p > 0.05$) is not predicted by hedonism. Intention ($R^2 = .268$, $p < 0.01$) and permissive attitude ($R^2 = .262$, $p < 0.01$) are best predicted by hedonism followed by perceived social norms ($R^2 = .102$, $p < 0.01$).

Hedonism predicts 26.8% of the variability of intention and 26.8% of permissiveness towards sex. The regression equation will be: predicted intention = $0.901 + 0.380$ (hedonism) and; predicted permissive attitude towards sex = $1.054 + 0.313$

(hedonism). For every unit increase in hedonism, there will be a .380 increase in intention and a .313 increase in permissive attitude.

In the study of Taris and Semin (1999), teenagers who intend to engage in all kinds of sexual behavior if they meet an attractive partner are more likely to be non-virgins. This indicates hedonistic sexual values because there is no love and relationship involved, the only requirement is to meet a sexually attractive man. The study of Taris and Semin was investigated almost two decades ago and is still congruent with the findings despite the time differences. This could be reinforced more by technological advancement brought by industrial developments in which explicit material and websites are easily accessible. In addition, the study of Adhikari and Adhikari (2017) found out that the main reason claimed by the adolescents for the first sexual initiation was desire, followed by chance, curiosity, fun, and love. The findings of the study indicates how likely hedonistic sexual values facilitate the intention and sexual permissiveness of the Filipino youth. This is alarming because if not accompanied by guidance, the cases of sex-related issues such as HIV and teenage pregnancy will increase. In the study of Galabo and Gempes (2017), it was found out that along with the realizations of pregnant students, it was identified that regrets and remorse always came to fore, early pregnancy is a momentary setback, young girls should be educated better about life, love and sex, and that love and acceptance prevail in the end. Before regrets occur, a precautionary action to prevent the increase of the cases in the country is indeed necessary.

Hedonism also predicts the 10.2% of the variability of the perceived social norm. The regression equation is: $\text{predicted social norm} = 1.411 + .217 (\text{hedonism})$. It implies that for every increase in hedonism there will be an additional .217 on the perceived societal

pressure to perform sex. As one morally considers the pleasure and fun accompanied by sexual intercourse, he/she also tends to feel pressured to perform sexual intercourse because the peers and other influential people are affirming the behavior.

Chia and Gunther (2006) found out that students tend to overestimate how comfortable their friends and peers are towards the idea of sex. Only a small number of students correctly perceive the actual norms of their peers which is moderately conservative. This perception of an individual toward their friends expresses hedonistic values, because there is no consideration of the situation and the nature of the relationship of the peers. They think that their peers are very open to sexual encounters. Through the contributions of media, when students thought of their peers as more susceptible, the more likely they think that their peers are sexually active. As they overrate the liberalism of their peers towards sex, they feel a higher pressure to perform the behavior. Media portray a role in their perception of the norms and their liberal attitude towards sex. As they got more liberated and hedonistic, the higher the societal pressure they assume for themselves. With this, there shall be help for teens to resist impulsiveness and negative peer pressure and induce a positive influence with each other through reduced hedonism.

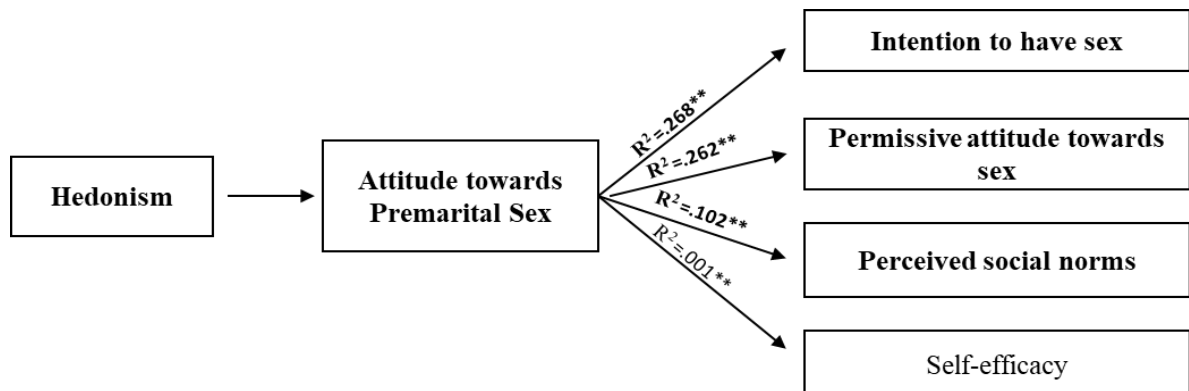


Figure 3: Resulting R-squared using Hedonism (IV) and Components of Attitude towards Premarital Sex (DV)

Table 9

Summary of Regression Analysis of the Variables Using Hedonism as Independent Variable and Attitude towards Sex as Dependent Variable

Variable	R	R ²	R ² Change	B	BETA	T	Sig
Attitude towards sex							
Intention	.518	.268	.268	.380	.518	14.624	.000
Attitude	.512	.262	.262	.313	.512	14.387	.000
Norms	.319	.102	.102	.217	.319	9.127	.000
Self-Efficacy	.031	.001	.001	.023	.031	.741	.459

n = 585

Problem #4: Develop a framework based on the findings of the study.

The framework depicted in Figure 4 is developed based on the result of the regression analysis performed on the variables sexual values, attitude towards sex, and attitude towards the same sex using SDO as an independent variable. The result shows that only the perceived social norm is significantly predicted by SDO. An increase in social dominance orientation accounts for a decrease in perceived societal and peer pressure to perform sex. Both constructs are problematic because they would result in unwanted outcomes. Increasing or decreasing the social dominance orientation of an individual could still cause a problem. The challenge to the counselors and teachers is to diminish both variables, while the challenge for the researchers is to determine the mediating and moderating variable for SDO and perceived social norms to balance the negative effect of the variables.

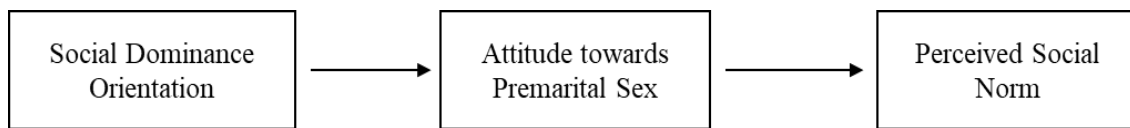


Figure 4: Framework Developed from the Result of the Performed Linear Regression to the Variables using SDO as Independent Variable

The framework illustrated in Figure 5 represents the result of the regression analysis using hedonism as a predictor and attitude towards sex as a dependent variables. The components' intention to have sex, permissive attitude, and perceived social norm were significantly predicted by hedonism. The desire for pleasure to engage in sex reinforces the intention towards sex, permissive attitude, and social norm of the individual. Strategies and intervention to decrease hedonism are indeed necessary for they could decrease the cases of teenage pregnancy, STDs, early initiation, etc.

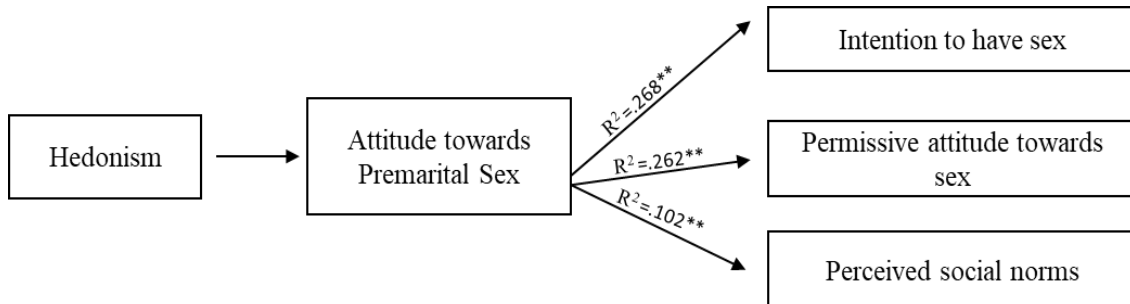


Figure 5: Framework Developed based on the Performed Linear Regression using Hedonism as Predictor of Attitude towards Sex.

Figure 6 is developed based on the findings of the whole study. The first box at the top contains the participants who are the Filipino youth. It is divided into three clusters: SDO, sexual values and attitude towards sex, and attitude towards homosexuals. Each cluster is connected to the box that contains the related trends and social issues using downward arrows. It emphasizes problematic points and relates them with the existing

social problems. It also contains implications to the field of guidance and counseling and education.

Based on the findings, high school students have higher social dominance than college students. This could be emphasized in high school lessons in *Edukasyon sa Pagpapakatao* (EsP) for SDO is associated with the cases of bullying. If the SDO level of the students is addressed and reduced, other related concerns to social dominance can also be resolved. Based on the study of Sidanius et al. (2013) as cited in La Macchia & Radke (2017), SDO is correlated to empathic concern. This implies that as social dominance decreases, the care and empathy for others increases. Thus, creating a more harmonious relationship with others is important especially in the classroom where students spend most of their time.

Another problematic result is hedonism being a predictor of intention, premarital sex, and perceived social norms. This could be a huge problem if some of the Filipino youth only consider pleasure and fun for their sexual encounters. These values can be an avenue for the spread of teenage pregnancy, early sexual initiation, and sexually transmitted diseases. They should be well-educated about sexuality and the possible outcomes of their action. Also, they have to know their limitations and be equipped with essential skills on healthy and unhealthy sexual and social relationships. In addition, teenagers becoming pregnant is associated with school dropout rates. In the study of Canayong-Ruta (2019), teenage mothers have a low possibility of succeeding to acquire a bachelor's degree after pregnancy. The study of Salvador, et.al. (2016) found out that as early as possible, sex education should be integrated in the curriculum of primary and secondary school to properly educate them on the effects and disadvantages of early

pregnancy. This finding supports the need for extensive sex education especially that there are high cases of teenage pregnancy, STDs, and early sexual initiation in the country.

One important factor that influences the sexual intention and permissiveness of the students is the social norms. The peer pressure and approval of the significant others greatly affect their sexual behavior. In the study of Miranda-Diaz and Corcoran (2012), adolescents' intentions and desires to have sex are associated with the belief that most of their peers at the same age have had sex. On the other hand, adolescents who perceive disapproval among their friends and/or parents regarding early sexual engagements are more likely to remain abstinent or to delay sexual initiation (Buhi and Goodson, 2007). From these findings, social norms can be a focus or an avenue to reduce sexual issues such as teenage pregnancy and STDs.

The Filipino youth have an average to high level of self-efficacy. This means that they know when and where they are going to have sex. They believe that they are totally in control of their sexual encounters. Moore and Flynn (1991) found out that adolescents were confident with their ability to engage in sexual behavior. But their confidence to carry out certain behavior does not account for the occurrence of these behaviors. From this, it could be inferred that the high self-efficacy of the students can be utilized to mitigate early sexual initiation to prevent teenage pregnancy and STDs. If they are accompanied by sufficient and right information and they are trained to be assertive with their sexual engagements, social and sexual issues in the community will be soon alleviated.

As for attitude towards homosexuals, the Filipino youth have an average rate of pathologizing homosexuality in which they morally condemn and consider homosexuality

as a disease that can be treated through therapies. It was also found out that rejection of proximity is correlated with pathologizing homosexuality and modern heterosexism. This denotes that having negative attitudes towards gay men and lesbians will lead people to avoidance of interaction with them. On the other hand, rejection of proximity is negatively correlated with support. This insinuates that the support and respect of homosexuals should be enhanced to decrease the negative attitude of the youth towards homosexuals. According to the Psychological Association of the Philippines (PAP), sexual minorities still experience stigma, prejudice, and discrimination. Although the majority of the Filipinos agreed that homosexuals should be accepted, the acceptance is not universal. There is still a number of Filipinos who disagree with the gay/lesbian rights and expression. In addition, lesbians are shown to exhibit greater suicidal behavior than gays (Reyes et al., 2017). It was alarming because there are lives that are at stake because of prejudice and discrimination.

Implications to Education

Education is one of the effective ways to address dominance and sex-related issues. The study of Malek, Shafiee-Kandjani, Safaiyan & Abbasi-Shokoohi (2012) posits that adolescents should be trained and educated about the different aspects of sexual issues. The schools, especially secondary schools, needed an educational program in different grade levels according to the cognitive, emotional, and social development of students. Teachers should be provided better training and support to reduce their anxiety in delivering sex education, and it should be tailored according to the needs of the students (Charco, Rohleder, & Finlay, 2016).

The findings can be integrated in the current curriculum in EsP and Health. In the curriculum of EsP, sexuality can be found in Grade 8, fourth quarter. It is only composed of one topic with four learning competencies. The competencies are good and indeed essential. In relation to the findings, educators can emphasize responsible and healthy relationships, assertiveness when insisted by a partner, and proper discipline towards sexual encounters. It is also suggested to debunk hedonism in which teachers could accentuate that it is not pleasure that should lead the sexual intercourse. Debunking hedonism could delay sexual initiation, decrease intention, permissive attitude, and perceived societal pressure to perform sex. In the fourth quarter of the Grade 10 curriculum, one of the topics is conviction against child sexual abuse. One good addition to this topic is skill building of the students such as educating them when, where, and who to call when they experience sexual abuse. It is suggested that even at the younger level, they have to know what they should do when they face situations related to improper sexual treatment.

In terms of health education, only the grade 8 curriculum has gender and sexuality education. The first and second quarter contain more comprehensive information than EsP. Nonetheless, both are important for they can tackle the topic from a different perspective. The contents include sexuality, teenage concerns, dating, courtship, and marriage. Teachers should also stress the influence of the norms or environment on the sexual decisions of the youth. The topics are fine and well-structured. In response, educators should be well-prepared and knowledgeable in delivering these lessons. The topics should be explained well and very carefully to the students so that the contents will be ingrained in the students' minds.

In terms of the students' social dominance orientation, there are topics taught in the curriculum of EsP related to the said topic. In the grade 9 curriculum, the first and third quarter contain topics that could reduce social dominance such as *kabutihang panlahat*, *pagkakaisa*, *katarungang panlipunan*, *dignidad*, and *karapatan at tungkulin*. These lessons help in reducing social dominance as well as bullying cases in the classroom. It is suggested to the teachers to cite concrete examples such as real-life situations when teaching this lesson so that students will grasp the content effectively. They can also integrate current issues of inequalities in the topic discussion.

It was mentioned in the study of Malek et al. (2012) that sex education should be according to grade level and based on their cognitive, emotional, and social development. As discussed, the curriculum is not progressive according to its development. The topics are compressed in the eighth grade specifically in EsP and health education. Curriculum developers can consider inserting sex-related topics in grades 9 and 10 for it is the stage crucial for the students. They are starting to explore and build relationships with the opposite sex.

In addition, teachers' perspective is a factor in delivering information regarding sexuality and sex education. Teachers should be trained on being professional and objective in teaching these subjects. Filipino youth have different considerations or sexual values for their sexual engagements; it is not enough to discuss only abstinence and contraception to the students to avoid pregnancy. There should be honest and age-appropriate information and skill-building to help them develop personal responsibility for their sexual health and well-being. Personal responsibility should be emphasized for them to be accountable for their actions, and realize its accompanied pros and cons before executing it.

Implication to Guidance and Counseling

Guidance counselors and advocates portray a significant role in the overall welfare of the students, faculties, and staff. The guidance programs should be comprehensive and include dominance and sex-related topics. In terms of issues related to sex such as teenage pregnancy and STDs, guidance counselors have to disseminate information or conduct seminars/talk related to sex. It should be something that is beyond what has been discussed inside the classroom for it to be more substantial and relevant to the students. They could focus on skill-building and decision making towards their sexual encounters. They should be taught about healthy and unhealthy relationships and personal responsibility for their sexual engagements. Counselors could utilize events such as women's month, Valentines celebration, etc. For negative attitudes towards homosexuals, counselors could utilize pride month to spread awareness and induce acceptance to everyone. They could involve the parents and teachers so that they will understand where homosexuals are coming from and what they are going through.

Disseminating information related to social dominance is also suggested. Topics such as bullying, violence, prejudice, and the likes are a good deal to increase empathic concern and care for others.

For counseling, the findings of the study can be useful in understanding the values of the students and the other variables related to it. Counseling should always be available not only for students but also for everyone who needs it. Guidance counselors should not only spread awareness on sexuality but also reduce the stigma on mental health so that students who have problems will be able to reach out for help. They should provide

information on the bulletin board about the counseling services for students who do not know that there are people who are willing to listen and help them with their problems.

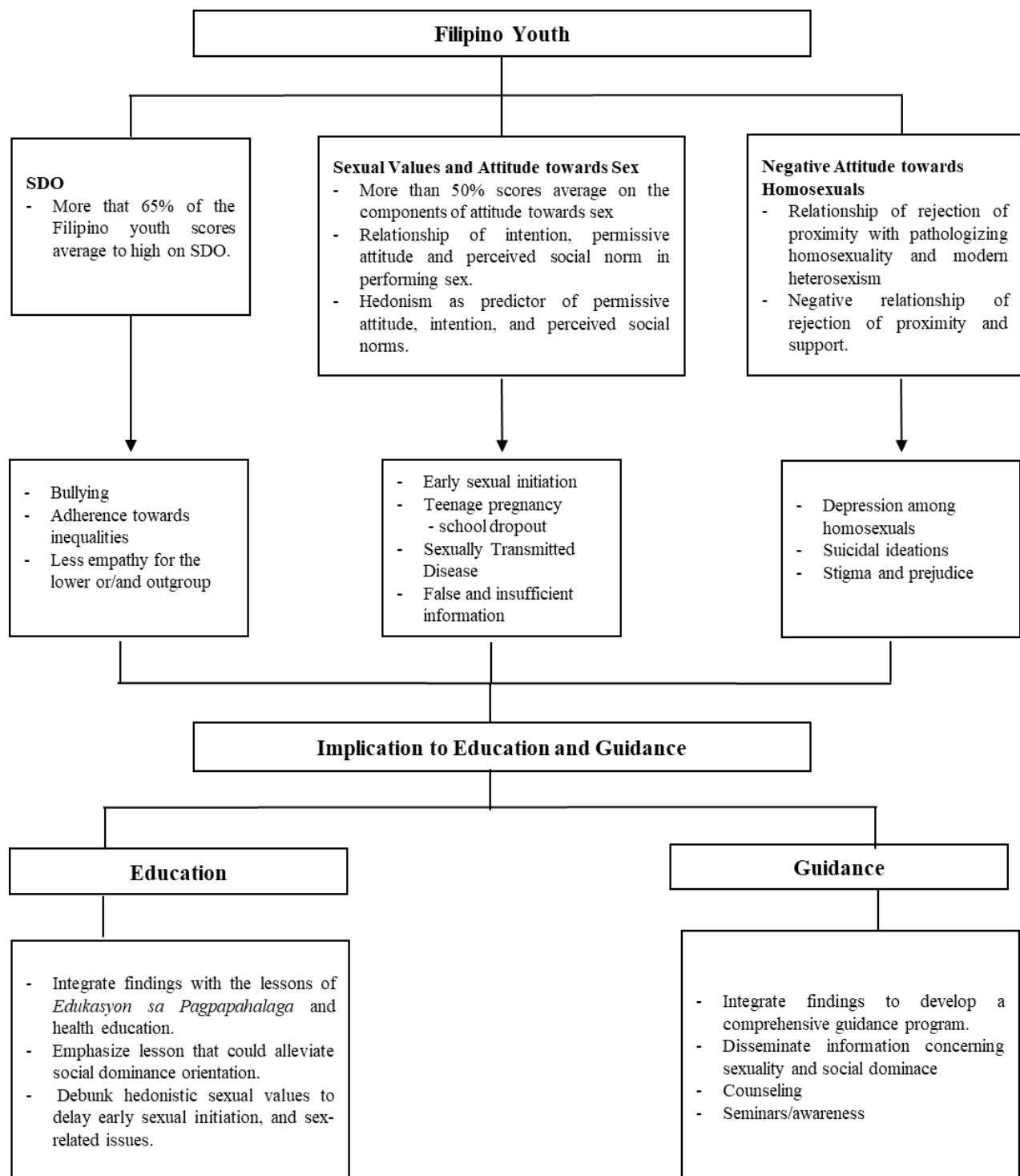


Figure 6: Proposed Framework for Education, and Guidance and Counseling

CHAPTER IV

Summary, Conclusion, and Recommendation

This chapter contains the summary of the study and its results, limitations, conclusions, and recommendations for future researchers. Everything that is written in this chapter is solely based on the results generated from the responses of the participants.

Summary of Study

The study intends to determine the relationship of the variables and if social dominance orientation predicts the sex-related values and attitude of the Filipino youth. The purpose of the study was to identify the values and attitude of the Filipino youth regarding sexual engagements. The study hypothesized that there will be a significant relationship between the variables, and SDO is a predictor of sexual values, attitude towards premarital sex, and same sex of the Filipino youth.

The study was quantitative in nature, specifically a descriptive-correlational study. It made use of the survey method for data collection. It made use of 585 participants composed of 307 high school and 278 college students. It utilized four instruments to measure the constructs plus the profile sheet. First was the SDO7 Scale developed by Ho et al. (2015). It is a 16-item seven-point Likert-type scale with two components namely SDO-Dominance and SDO-Egalitarianism. The second was the Sexual Values Scale developed by Abraham and Raharjo (2015). It was composed of a 15-item six-point Likert-type scale with three components particularly absolutism, relativism, and hedonism. The third was The Youth Sexual Intention Questionnaire (YSI-Q) developed by Muhammad et al. (2017). It was comprised of 20-item four-point Likert-type scale with four components

namely the intention, permissive attitude, perceived social norm, and self-efficacy to engage in premarital sex. The last was the Multidimensional Scale of Attitudes toward Lesbians and Gay Men developed by Gato, Fontaine, and Carneiro (2012). It was a 27-item Likert-type scale with four components specifically the rejection of proximity, pathologizing homosexuality, modern heterosexism, and support. The main statistical analyses used were linear regression analysis and Pearson correlation but the frequency, mean, percentage, and Cronbach's alpha was also utilized. Lastly, the researcher guaranteed that appropriate ethical considerations would be appropriately practiced before, during, and after the data gathering procedure.

Summary of Results

The following results are obtained after conducting proper statistical treatment and interpreting the data gathered from the participants.

1. Sex and Educational Difference of the Filipino Youth per Variable.

1.1. Sex

- 1.1.1. Social dominance orientation does not differ based on sex. Both overall and its subscale had a very close means.
- 1.1.2. On sexual values, both sexes scored highest in absolutism and lowest in hedonism. Males were more relativist and hedonist than females at a low difference.
- 1.1.3. With regards to attitude towards premarital sex, males had a higher intention, more permissive attitude, were more sexually pressured, and had a higher self-efficacy to perform sexual engagements than females.

1.1.4. In terms of attitude towards the same sex, the score of both sexes does not fall at the extremes, but at a small difference, males have a more negative attitude towards lesbians and gays while females show a more positive attitude and higher support for homosexuals.

1.2.Educational Level

1.2.1. High school students have a higher social dominance orientation than college students. Overall and on its subscales, high school students favor societal inequalities more than college students do.

1.2.2. The sexual values of the respondents on both educational levels do not have much difference based on their means. High school and college students are more absolutist than hedonist.

1.2.3. There is no big difference in the means on all of the subscales of the attitude towards sex. However, the perceived social norms or societal pressure of the college students were slightly higher.

1.2.4. In terms of their attitude towards the same sex, respondents from both educational levels show support for homosexuals and do not mind socializing and working with gay men and lesbians.

2. Respondents' Profile

2.1. Social Dominance Orientation

2.1.1. On the Social Dominance Orientation (SDO) Scale, participants had a consistent score on the overall and both subscales. Overall, most of them had an average level of social dominance. Between SDO-D and SDO-E, most Filipino youth are dominating than anti-egalitarian. It shows

that the Filipino youth do not consider inequalities as a very negative matter for they favor it at some level.

2.2. Sexual Values

2.2.1. The Filipino youth scored highest in absolutism and lowest in hedonism.

It implies that absolutism is the dominant sexual value of the respondents but at an average level. Most students showed an average level of absolutism, relativism, and hedonism. It only indicates that there are no single values considered by the Filipino youth. Despite having absolutism as dominant sexual values, they tend to account for a combination of beliefs for their sexual engagements.

2.3. Attitude towards Premarital Sex

2.3.1. Students scored highest in self-efficacy and lowest in permissive attitude towards sex. Most students had an average rate of intention, permissive attitude, and societal pressure to perform sexual behaviors. The self-efficacy has a high mean score; it only indicates that it was normal for the students to have a high self-efficacy regarding their sexual engagements. The students' high self-efficacy to perform a particular behavior denotes that they know when and where to have sex. Their belief whether or not to engage in premarital sex is entirely up to their hands.

2.4. Attitude towards the Same Sex

2.4.1. The Filipino youth scored highest in support and lowest in rejection of proximity. It means that students are fine working and socializing with lesbians and gay men. They show support for their rights and visibility.

3. Relationship of the Variables

3.1. There was a strong positive relationship between relativism and hedonism. It implies that considering the nature of the relationship is also accounted with gaining of pleasure and avoidance of pain. Both values believe that it is not necessary to be married in order to perform premarital sex.

3.2. SDO-D has a moderate level of relationship with SDO-E. It indicates that if one prefers to dominate a certain lower status group, he/she also tends to favor inequalities in resources and social policies.

3.3. Intention and permissive attitude to have sex have a moderate positive relationship. This means that one's positive evaluation and belief in performing the behavior influence his/her intention of performing it.

3.4. Hedonism has a moderate correlation with intention and permissive attitude towards sex. This means that an individual with hedonistic sexual values tends to have a higher intention and permissive attitude towards sex.

3.5. Perceived social norm has a moderate positive relationship with intention and permissive attitude to have sex. The societal and peer pressure to perform sex influenced the intention and attitude of Filipino youth in performing sexual engagements.

3.6. Hedonism has a weak correlation with the perceived social norm. It points out that having hedonistic sexual values is associated with the societal and peer pressure experienced by the Filipino youth.

3.7. Relativism has a weak relationship with intention and permissive attitude towards sex. With this, being in love with someone can influence the intention and permissiveness of someone towards sex.

3.8. Rejection of proximity has a weak relationship with pathologizing homosexuality and modern heterosexism. Modern heterosexism, rejection of proximity, and pathologizing homosexuality are all negative attitudes towards homosexuals. If an individual is condemning and medicalizing homosexuality, or against same-sex marriage and homosexual parenting, then they are likely to avoid interacting with gay men and lesbians in any social circumstances.

3.9. Modern heterosexism has a moderate relationship with pathologizing homosexuality. Results indicate that if one is condemning homosexuality or viewing it as a deterioration of morals, then he/she has the tendency to be against same-sex marriage and homosexual parenting.

3.10. Rejection of proximity has a moderate negative relationship with support. It only means that an individual with low support for homosexual rights tends to avoid interacting with them in any social circumstances.

4. Predictability of the Variables (Sexual Values, Attitude towards Premarital Sex, and Same Sex) using Social Dominance Orientation

4.1. SDO does not predict the attitude towards the same sex and sexual values. The level of dominance does not predict nor is related to their moral considerations

towards sex, and attitude towards lesbians and gay men. SDO did not exhibit significance with the subscales of the attitude towards sex except for perceived social norm however at low size effect.

4.2. Predictability of variable attitude towards sex using hedonism as an independent variable

4.2.1. Hedonism predicts all the components of the attitude towards sex, specifically the intention, permissive attitude, and perceived social norm, except self-efficacy.

Limitations of the Study

The study was conducted in a way that was suitable for the respondents and the topic. It utilized a survey method in which the participants were asked to answer four scales. The scales and questionnaires were developed and validated by foreign researchers. Language may be considered as one of the limitations for there are terms that some respondents did not understand. However, the researcher/test administrator made sure to clarify confusions and inquiries. On the other hand, it was not guaranteed that all students asked for clarifications of the terms which might have led to guessing. As a result, low Cronbach's alpha was obtained on some of the tests. Aside from the aforementioned reasons, the culture fit of the tests is also a factor.

Another limitation to the generalization of the results was the location of the study. The researcher was living in Bulacan which is also the site of data collection. Hence, the results best fit the youth of Bulacan. In addition, the topic was quite sensitive; some students laughed/talked silently with their seatmates while answering the survey

questionnaire. Thus, there was a tendency to influence each other's answers. Regardless of the said limitations, the results were treated and interpreted with caution. Bias and conflict of interest were avoided as much as possible to arrive at a more reliable result.

Conclusion

After scrutinizing the gathered data, it has been concluded that males have more inclination towards sexual engagements and negative attitude towards homosexuals while females are more reserved and less permissive towards sex. Also, they are more supportive and accepting of gay men and lesbians. Both sexes do not differ in social dominance orientation. In terms of educational attainment, high school students favor equality more than college students do. However, college students experience more societal pressure to perform sexual intercourse than high school students. Students from both educational levels support and work well with lesbian and gay men.

Based on the findings of the study from the results of the psychological tests, not all Filipino youth would exert effort to assure that everyone will have the same chance in life. Group-based equalities is not a matter that everyone will fight for. As for sexual values, Filipino youth dominantly consider laws and religion on what is permissible and impermissible concerning their sexual behavior. Nonetheless, love, nature of relationship, pleasure, and fun are considered secondarily. Regarding students' attitude towards sex, most of them have an average rate of intention, permissive attitude, and perceived societal pressure to engage in sex while they have a higher self-efficacy regarding their sexual engagements. As for their attitude towards sex, the Filipino youth do not mind working and socializing with homosexuals. They show support for the rights of lesbians and gay

men. They are in favor of homosexual parenting and same-sex marriage. However, there are still some ideas of moral condemnation of homosexuality in their minds.

With reference to the relationship of the variables, the study accepts the first hypothesis that there is a significant relationship between the variables social dominance orientation, sexual values, and attitude towards premarital sex and same sex. An individual who actively exploits or dominates other groups tends to favor inequalities towards social policies and uneven distribution of resources. For the sex-related values and attitude of the Filipino youth, considering the nature of the relationship is accounted with pleasure and avoidance of pain. The Filipino youth tend to believe that it is not necessary to be married in order to perform premarital sex. Hedonistic sexual values have a stronger relationship with intention and permissive attitude towards sex than relativism. It implies that a greater desire to seek pleasure tends to lead more to sexual engagements than the existing love in the relationship. In addition, the presence of the significant person and friends affects the attitude and intention of the Filipino youth towards sexual engagements.

An individual who morally condemns and medicalizes homosexuality, and views homosexuals as undeserving to be parents and romantic partner tends to avoid having social interactions with gay men and lesbians. Whereas, individuals who avoid working and interacting with homosexuals have lower support for gay men and lesbian rights.

The study rejects the second hypothesis that social dominance orientation predicts the sexual values and attitude of the Filipino youth towards premarital sex and same sex. Nonetheless, only the perceived social norm is predicted by SDO at a low rate. Favoring inequalities in the society against other groups tend to increase one's perceived societal

and peer pressure to engage in sex while individuals with hedonistic sexual values tend to have a higher intention, more permissive attitude, and felt to be socially pressured to perform sexual intercourse. On top of the aforementioned conclusions, the field of education and guidance counseling portrays a significant role in establishing and shaping social dominance orientation, sexual values, and attitude towards sex and same sex of Filipino youth.

Recommendations

1. It is alarming that despite the age gap, the intention and attitude of high school and college students to perform sex are almost the same. It is suggested for guidance counselors in junior and senior high school level to include in their guidance programs the strengthening of students' cognitive, emotional, and social aspects of sexuality. It is important that they are equipped with essential knowledge and skills in developing healthy social and sexual relationships.
2. Since high school students have a higher social dominance orientation, programs in junior and senior high school that could decrease or alleviate their social dominance are suggested. This may be emphasized in subjects related to personality development and conduct such as *Edukasyon the Pagpapakatao* (EsP).
3. Teachers and guidance counselors could provide interventions and disseminate information that could promote pregnancy and STD prevention among students. In addition, programs that focus on the influence of perceived social and peer pressure on the tendency of the students to engage in sexual intercourse are proposed. Students' high self-efficacy regarding their sexual engagement should be utilized and accompanied by proper and sufficient information.

4. It is suggested to the teachers to debunk hedonism in topics related to sex because it could delay the sexual initiation, and decrease intention, permissive attitude, and perceived societal pressure to perform sexual intercourse.
5. Psychoeducational interventions are suggested for students and even parents to further understand where homosexuals are coming from and what they are going through. Spreading awareness is a way to promote acceptance and develop a harmonious relationship with each other despite gender differences.
6. Since the Filipino youth have different considerations or sexual values for their sexual engagements, it is not enough to discuss only abstinence and contraception with the students to avoid pregnancy. There should be honest and age-appropriate information and skill-building to help them develop personal responsibility for their sexual health and well-being.
7. Teachers should be trained on being professional and objective in teaching subjects related to sex and sexuality. Educators should be well prepared and knowledgeable in delivering the lessons. The topics should be explained well and carefully so that the contents will be ingrained in the students' minds.
8. It is recommended to scrutinize the topic in a qualitative manner. It is interesting to determine the reason behind the high cases of teenage pregnancy and HIV/AIDS despite the domination of absolutism and high self-efficacy of the Filipino youth.
9. The findings show that SDO predicts the perceived societal pressure of Filipino youth to engage in sex. It is suggested to the counselors and teachers to reduce the level of both variables to the students, while it is recommended for the researchers

to determine the mediating and moderating variable of SDO and perceived social norms to balance the negative effect of the variables.

10. It is recommended to pilot test and validate again the tests which get low reliability, for better result of future studies related to the topic. Culture fit of the instruments is also suggested. consideration of the length, terminologies, and language appropriation of the test to the participants is highly proposed to other researchers.

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APPENDIX A



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES TEACHER
EDUCATION AND RESEARCH
Taft Avenue, Manila

CONSENT FORM

Instructions: Please read this form carefully before you decide to participate in the study.

Purpose of the research study:

The purpose of the study is to determine if Social Dominance Orientation predicts the Sexual Attitude towards Premarital Sex, Sexual Values, and Attitude towards Same Sex of High school and College Students.

Procedures:

The researchers will administer four types of scale particularly SDO7 Scale, Sexual Values Scale, Youth Sexual Intention Questionnaire (YSI-Q), and Multidimensional Scale of Attitudes Toward Lesbians and Gay Men. The overall tests is six pages long. There will be no right or wrong answer but answer it as best as you can. No time limit will be given but it can be finished within ten to twenty minutes.

Risk and benefits:

There are no foreseeable and apparent risks present in the study. The potential benefit of participation includes awareness and self-assessment of the individual's behavior by answering the questions in the survey.

Incentive or compensation:

There is no compensation for answering the survey. The potential benefit of participation includes awareness of their social dominance orientation and sex-related values and attitudes.

Confidentiality:

Testing will be done in a group and in a secured environment. The test will be retrieved only by the test administrators and not anybody connected with the institution. Confidentiality is assured by protecting the anonymity of the respondents, including combining the data of respondents with other schools / universities / institutions.

Right to withdraw from the study:

Respondents have the right to refuse or discontinue from the study at any time, without any due consequence. The respondents may address their concerns and inquiries through e-mail and personal messages to the undersigned, Charlene Joyce S. Panillos at contact no. 09155442928 / panillos.cjs@pnu.edu.ph

Charlene Joyce S. Panillos
5-1 BSMA Psychology
Philippine Normal University

CONFORME:

I understand the conditions of the Informed Consent and agree to participate in the survey.

Signature over printed name

Date

APPENDIX B



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES TEACHER
EDUCATION AND RESEARCH
Taft Avenue, Manila

PARENTAL CONSENT

Dear Parents / Guardians:

Good day!

I am Charlene Joyce S. Panillos, a fifth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program would like to respectfully ask your permission to allow your son/daughter to be one of the respondents of my study entitled, **Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Youth**

Please read the following for your complete knowledge about my study:

Purpose of the Study: This research aims to determine if Social Dominance Orientation predicts the Sexual Attitude towards Premarital Sex, Sexual Values, and Attitude towards Same Sex of High school and College Students.

Procedures: If you permit your son/daughter to participate in this research, he/she will answer Five (5) sets of data:

Demographic Questionnaire which includes information about the students' name, age, gender, year level, course and monthly income

Quantitative Questionnaire:

- SDO₇ Scale
- Sexual Values Scale
- Youth Sexual Intention Questionnaire (YSI-Q)
- Multidimensional Scale of Attitudes Toward Lesbians and Gay Men.

Informed Assent: Your child is free to choose whether or not to participate in the study. If they are going to participate, the parent(s)/guardian must agreed first to the procedures. However, if the student do not wish to take part in the study, they do not have to, even if the parents/guardian have agreed.

Risks and Benefits: There are no foreseeable and apparent risks present in the study. The potential benefit of participation includes awareness and self-assessment of the individual's behavior by answering the questions in the survey.

Compensation: There will be no payment for their participation in this study. But a token will be given as appreciation for answering the tests.

Confidentiality: The test will be retrieved only by the test administrators and not anybody connected with the institution. Confidentiality is assured by protecting the anonymity

of the respondents, including combining the data of respondents with other schools / universities / institutions.

Participation and Withdrawal: You can choose whether your son/daughter will participate in the trial process. He/she may withdraw any time, without any due consequences, if he/she decides.

Identification of the researcher: You may address your concerns and inquiries through e-mail and personal messages to the undersigned, Charlene Joyce S. Panillos at contact no. 09151145357/ panillos.cjs@pnu.edu.ph

Respectfully,

Charlene Joyce S. Panillos
5-1 BSMA Psychology
Philippine Normal University

CONFORME:

I understand the conditions of the given Parental Consent and agree to allow my son/daughter _____ to participate in the study.

Signature over printed name of the parent

Date

Signature over printed name of the student

APPENDIX C

Profile Sheet

Name: _____

Date: _____

Sex: _____

Age: _____

Name of the School: _____

☐ High School

○ Year level: _____

☐ College

○ Year/Program: _____

○ Department: _____

○ Strand taken in senior high: _____

Signature over Printed Name

APPENDIX D

Permission from the Author (SDO7 Scale)



PANILLOS, CHARLENE JOYCE <panillos.cjs@pnu.edu.ph>
to felicia.pratto ▾

Thu, Nov 7, 8:39 PM (2 days ago) ★ ↩ ⋮

Dear Ms. Pratto

Greetings!

I am Charlene Joyce Panillos, a fifth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program, would like to respectfully ask your permission to have a full copy of your Social Dominance Scale (16 items) and its interpretation. I am currently working on my master's thesis entitled "Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Adolescents", as part of my methodology, your assessment tool would be a great help to assess the extent of their social dominance. It would be rest assured that the scale would be responsibly utilized according to its sole academic purpose.

I am earnestly looking forward for your thoughtful consideration and cooperation, for your outstanding development of the scale will be a great help for the accomplishment of my study. I am hoping for your positive response regarding this matter, and such will be deeply appreciated.

I hope this letter merits your kindest approval. Thank you and God bless!

Respectfully yours,

PANILLOS, CHARLENE JOYCE S.
Philippine Normal University



Pratto, Felicia
to me ▾

Nov 8, 2019, 5:32 AM (1 day ago) ☆ ↩ ⋮

Dear Charlene,

Please look under the Resources tab on my webpage for scales.

https://socialpsych.uconn.edu/felicia_pratto/

From: PANILLOS, CHARLENE JOYCE <panillos.cjs@pnu.edu.ph>

Sent: Thursday, November 7, 2019 7:39 AM

To: Pratto, Felicia <felicia.pratto@uconn.edu>

Subject: request for the permission and copy of the scale

...

...

[Message clipped] [View entire message](#)

APPENDIX E

Permission from the Author

(Sexual Values Scale)

RE: request for a title and author of the scale Inbox x

Oct 26, 2018, 2:09 PM

Juneman Abraham <juneman@binus.ac.id>
to me

Dear PANILLOS, CHARLENE JOYCE S.,
As mentioned in the article, <https://www.sciencedirect.com/science/article/pii/S1877042814067378>

Sexual values scales in this study were developed from the categorization of sexual values, i.e. Absolutism, Relativism, and Hedonism (Knox *et al.*; 2001; McCammon *et al.*, 1998).

In other words, we construct the scale.

Juneman Abraham

From: PANILLOS, CHARLENE JOYCE <panillos.cjs@pnu.edu.ph>
Sent: Wednesday, October 24, 2018 7:58 AM
To: Juneman Abraham <juneman@binus.edu>
Subject: request for a title and author of the scale

Dear Mr. Abraham,

Greetings!

I am Charlene Joyce S. Panillos, a fourth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program. I am currently working on my master's thesis entitled "The Role of Conservatism and Sexual Values on General Sexual Knowledge of Filipino Senior High School Students". I have your article entitled "Psychopathy, Sexual Values Dimensions, and Premarital Sexual Behaviour among Urban Unmarried Adolescents" I would like to respectfully ask what scale have you used to measure the sexual values of your participants.

I am earnestly looking forward for your thoughtful consideration and cooperation for it will be a great help for me to successfully accomplish my study. I am hoping for your positive response regarding this matter, and such will be deeply appreciated.

Thank you and God bless!

Respectfully yours,

PANILLOS, CHARLENE JOYCE S.
Philippine Normal University

Nov 28, 2018, 10:29 PM

PANILLOS, CHARLENE JOYCE <panillos.cjs@pnu.edu.ph>
to Juneman

Thank you for your prompt response sir.
I'm sorry for the late reply due to some things.
I appreciate your consideration to notice my email.
By any chance sir, may I have the copy of the scale that you have developed for it to be used on my study?

Thank you very much!

Nov 29, 2018, 1:06 AM

Juneman Abraham <juneman@binus.ac.id>
to me

Dear Charlene:

Yes, you can. Here is the scale:

Absolutism

- Husband or wife must not have sex with someone else other than their committed partner
- Sexual relation before marriage is permissive to do (unfavorable item; reversely scored)
- Homosexual relation is not something that is forbidden in the world (unfavorable item).

- Everyone should be married.
- Masturbation is prohibited by religion. [aborted item, corrected item-total correlation < 0.250] → you could re-test it in your samples
- Contraception is religiously unlawful. [aborted item, corrected item-total correlation < 0.250] → you could re-test it in your samples

Relativism

- Sexual intercourse with unsteady partner is feasible as long as promoting safe sexual behaviour
- Though not married, sexual intercourse is feasible if there is a strong commitment between the two
- As long as it is not committed during initial meetings, sexual intercourse in dating relationships may be done
- Sexual intercourse can be done merely in the name of love and affection.
- It is understandable if sexual intercourse occurs when someone is in high sexual drive. [aborted item, corrected item-total correlation < 0.250] → you could re-test it in your samples
- Doing masturbation is better than having sex. [aborted item, corrected item-total correlation < 0.250] → you could re-test it in your samples

Hedonism

- Dating is one of the simple ways to satisfy sexual needs
- There is nothing wrong if one views sex as a source of worldly pleasures
- It is legitimate if someone has sex for fun
- As long as two people like each other, sexual intercourse can be done.
- Sexual intercourse in dating is normal.
- We don't need love to have sex. [aborted item, corrected item-total correlation < 0.250] → you could re-test it in your samples

For the **References** for this scale construction and validation, you can cite:

Abraham, J., & Rahardjo, W. (2015). Psychopathy, Sexual Values Dimensions, and Premarital Sexual Behaviour among Urban Unmarried Adolescents. *Procedia - Social and Behavioral Sciences*, 165, 2–11. <https://doi.org/10.1016/j.sbspro.2014.12.598>

Juneman, & Rahardjo, W. (2013). The influence of sexual values on perceived risk of interfaith marriage among unmarried urban students in Jakarta. *Humaniora*, 25(1), 3-13. Retrieved from <https://jurnal.uqm.ac.id/jurnal-humaniora/article/view/1808/1625>

Best,
Juneman Abraham

APPENDIX F

Permission from the Author

(Multidimensional Scale of Attitudes toward Lesbians and Gays)

request for the permission and copy of the scale Inbox x



PANILLOS, CHARLENE JOYCE <panillos.cjs@pnu.edu.ph>
to jorgegato ▾

Thu, Nov 7, 8:38 PM (2 days ago)



Dear Mr. Gato,

Greetings!

I am Charlene Joyce Panillos, a fifth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program, would like to respectfully ask your permission to have a full copy of Multidimensional Scale of Attitudes toward Lesbians and Gays, and its scoring and interpretation. I am currently working on my master's thesis entitled "Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Adolescents "; as part of my methodology, your assessment tool would be a great help to assess their attitudes toward Homosexuals. It would be rest assured that the scale would be responsibly utilized according to its sole academic purpose.

I am earnestly looking forward for your thoughtful consideration and cooperation, for your outstanding development of the scale will be a great help for the accomplishment of my study. I am hoping for your positive response regarding this matter, and such will be deeply appreciated.

I hope this letter merits your kindest approval. Thank you and God bless!

Respectfully yours,

PANILLOS, CHARLENE JOYCE S.
Philippine Normal University

Jorge Gato

to me ▾

Thu, Nov 7, 8:43 PM (2 days ago)



Dear Charlene,

Tanks for your contact. I grant you permission to use the instrument. Attached pelase find the instructions.

With best wishes,

Jorge Gato, PhD

Researcher

Center for Psychology at University of Porto

De: PANILLOS, CHARLENE JOYCE [panillos.cjs@pnu.edu.ph]

Enviado: quinta-feira, 7 de Novembro de 2019 12:38

Para: Jorge Gato

Assunto: request for the permission and copy of the scale

APPENDIX G

Permission from the Author

(Youth Sexual Intention Questionnaire (YSI-Q))

Request for the permission and copy of the scale Inbox x



PANILLOS, CHARLENE JOYCE <panillos.cjs@pnu.edu.ph>
to drazimah, drazimah ▾

Thu, Nov 7, 9:09 PM (2 days ago)



Greetings!

I am Charlene Joyce Panillos, a fifth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program, would like to respectfully ask your permission to have a full copy of your Adolescents Attitude towards Premarital Sex and its scoring and interpretation. I am currently working on my master's thesis entitled "Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Adolescents" as part of my methodology, your assessment tool would be a great help to assess their attitude towards premarital sex. It would be rest assured that the scale would be responsibly utilized according to its sole academic purpose.

I am earnestly looking forward for your thoughtful consideration and cooperation, for your outstanding development of the scale will be a great help for the accomplishment of my study. I am hoping for your positive response regarding this matter, and such will be deeply appreciated.

I hope this letter merits your kindest approval. Thank you and God bless!

Respectfully yours,

PANILLOS, CHARLENE JOYCE S.
Philippine Normal University



Noor Azimah Muhammad
to me ▾

Nov 8, 2019, 4:30 AM (1 day ago)



Dear Charlene

I acknowledge your research interest in youth sexual behavior and I appreciate your interest in using the Youth Sexual Intention Questionnaire (YSI-Q).

You have my permission to use the Youth Sexual Intention Questionnaire (YSI-Q) under these following conditions:

- The YSI-Q is to be use solely for research and you will not sell or use it for any other means.
- You will include the copyright statement on all copies of the instrument.
- You will share the results of your research study upon completion of the study
- You will share any publication originating from this research

If these are acceptable terms and conditions, please indicate so by sending a letter of agreement through my e-mail: drazimah@gmail.com

Best wishes,

Associate Professor Dr Noor Azimah Muhammad
MBBS, MMed (Family Medicine), PhD (Community Health)
Family Medicine Consultant
Department of Family Medicine
Faculty of Medicine
UKM Medical Centre
56000 Cheras
Kuala Lumpur, Malaysia

APPENDIX H

SDO₇ Scale

This questionnaire is designed determine your Social Dominance Orientation. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by **checking the box that corresponds to the extent that you agree or disagree**. You can work quickly; your first feeling is generally best.

7	6	5	4	3	2	1
Strongly Oppose	Somewhat Oppose	Slightly Oppose	Neutral	Slightly Favor	Somewhat Favor	Strongly Favor

	7	6	5	4	3	2	1
1. Some groups of people must be kept in their place.							
2. It's probably a good thing that certain groups are at the top and other groups are at the bottom.							
3. An ideal society requires some groups to be on top and others to be on the bottom.							
4. Some groups of people are simply inferior to other groups							
5. Groups at the bottom are just as deserving as groups at the top.							
6. No one group should dominate in society.							
7. Groups at the bottom should not have to stay in their place.							
8. Group dominance is a poor principle.							
9. We should not push for group equality.							
10. We shouldn't try to guarantee that every group has the same quality of life.							
11. It is unjust to try to make groups equal.							
12. Group equality should not be our primary goal.							
13. We should work to give all groups an equal chance to succeed.							
14. We should do what we can to equalize conditions for different groups.							
15. No matter how much effort it takes, we ought to strive to ensure that all groups have the same chance in life							
16. Group equality should be our ideal.							

APPENDIX I

Sexual Values Scale

This questionnaire is designed determine your considerations when having sex. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by **checking the box that corresponds to the extent that you agree or disagree.**

6	5	4	3	2	1
Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree

	6	5	4	3	2	1
1. Husband and wife must not have sex with someone else other than their committed partner.						
2. Sexual relation before marriage is permissive to do.						
3. Homosexual relation is not something that is forbidden in the world.						
4. Everyone should be married.						
5. Contraception is religiously unlawful.						
6. Sexual intercourse with unsteady partner is feasible as long as promoting safe sexual behavior.						
7. Though not married, sexual intercourse is feasible if there is a strong commitment between the two.						
8. As long as it is not committed during initial meetings, sexual intercourse in dating relationships may be done.						
9. Sexual intercourse can be done merely in the name of love and affection.						
10. It is understandable if sexual intercourse occurs when someone is in high sexual drive.						
11. Dating is one of the simple way to satisfy sexual needs.						
12. There is nothing wrong if one views sex as a source or worldly pleasures.						
13. It is legitimate if someone have sex for fun.						
14. As long as two people like each other, sexual intercourse can be done.						
15. Sexual intercourse in dating is normal.						

APPENDIX J

YOUTH SEXUAL INTENTION QUESTIONNAIRE (YSI-Q)

The following statements are about sexual activities among unmarried youths. Please read each statement carefully and **circle a number 1, 2, 3, or 4** which indicates how much you agree or disagree with the statement. There is no right or wrong answer. Please give your honest response for all the items.

	4	3	2	1
	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
1. I expect to have sex with my partner				
2. I want to have sex with my partner				
3. I intend to have sex with my partner				
4. I would like to have sex to see what it is like.				
5. I would have sex now if I could find a partner who would do it with me				
6. I believe a sexual encounter that lasts only once is all right.				
7. I believe youths who have never been involved in sexual intercourse before marriage are old-fashioned.				
8. Youths should have sex before their marriage to see whether they are suited to each other.				
9. Youths can have sex provided they use methods to stop pregnancy.				
10. Youths can have sex if they are unable to control their sexual desire.				
11. Most of my friends are practicing sex before marriage.				
12. Most of my friends think it is mature to practice sex at my age.				
13. Most of my friends think female youths do not have to maintain their virginity.				
14. Most of my friends think male youths are allowed to practice sex before marriage				
15. Most of my friends think that you can have sex before marriage if you are in love.				
16. Most of my friends think youths who have never been involved in sexual intercourse before marriage are old-fashioned.				
17. I know when I can have sex.				
18. I know where I can have sex.				
19. I can decide on my sexual activity.				
20. Whether I have sex or not is entirely up to me.				

APPENDIX K

Multidimensional Scale of Attitudes Toward Lesbians and Gay Men

This questionnaire is designed determine your attitude towards homosexuals. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by **checking the box that corresponds to the extent that you agree or disagree.**

6	5	4	3	2	1
I totally agree	I quite agree	I slightly agree	I slightly disagree	I quite disagree	I totally disagree

	6	5	4	3	2	1
1. It does not matter to me whether my friends are straight or gay.						
2. Homosexuality is a psychological disease.						
3. I believe homosexual parents are as capable of being good parents as heterosexual parents.						
4. Gays and lesbians make me nervous.						
5. Legalization of same-sex marriages dismantles the fundamental foundations of society						
6. Homosexuality is an inferior form of sexuality						
7. If I were a father or a mother, I could accept my son or daughter being gay.						
8. Being raised in a homosexual home is quite different from being raised in a heterosexual home.						
9. A sexual education curriculum should include all sexual orientations.						
10. The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals.						
11. Organizations who promote gay rights are necessary.						
12. I would be hesitant to support homosexual persons for fear of being perceived as one.						
13. Same-sex couples should be allowed to adopt children the same as heterosexual couples.						
14. Lesbians and gay men who are "out of the closet" should be admired for their courage.						
15. I don't mind companies using an openly lesbian/gay celebrity to advertise their products.						
16. I would not mind working with a lesbian/gay man.						
17. Lesbians and gay men still need to protest for equal rights.						

18. I would feel uncomfortable knowing my son's or daughter's teacher was homosexual.						
19. Celebrations such as "gay pride day" are ridiculous because they assume an individual's sexual orientation should constitute a source of pride.						
20. Lesbians and gay men could be heterosexual if they really wanted to.						
21. I would feel uneasy if I found out that my doctor was not heterosexual.						
22. Lesbians and gay men should undergo therapy to change their sexual orientation.						
23. I feel that you cannot trust a person who is homosexual.						
24. I would not vote for a homosexual in an election for public office.						
25. When I hear about a romantic relationship, I tend to assume that partners are of the opposite sex.						
26. Gay men and lesbians should stop shoving their lifestyle down other people's throats.						
27. I see the gay movement as a positive thing.						

APPENDIX L

Letter for the Institution



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES TEACHER
EDUCATION AND RESEARCH
Taft Avenue, Manila

Greetings!

I, Charlene Joyce S. Panillos, a fifth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program, would like to respectfully ask your permission to conduct my data collection in your respective intuition. I am currently working on my master's thesis titled, '*Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino youth.*

I would like to request/excuse some sections to serve as the target participants for my study. In particular, I would be needing **two hundred participants** from your institution. Any course and year would be fine as long as they are college students. In line with this, I would be duly respectful and cooperative to the person/teacher that would be disturbed during the test administration. I assure that all of the responses of the participants will be kept confidential. I am also willing to comply with the requirements asked by your school to make this possible. Furthermore, I am eager to share the findings of the study with your respective institution.

The undersigned, Charlene Joyce S. Panillos, can be contacted at 09155442928/Panillos.cjs@pnu.edu.ph for any inquiries, which you might have. I hope this letter merits your kindest approval. Thank you and God bless.

Respectfully yours,

Charlene Joyce S. Panillos
V-1 BSMA Psychology



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES TEACHER
EDUCATION AND RESEARCH
Taft Avenue, Manila

Greetings!

I, Charlene Joyce S. Panillos, a fifth-year student of Philippine Normal University – Manila currently taking up Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program, would like to respectfully ask your permission to conduct my data collection in your respective intuition. I am currently working on my master's thesis titled, '*Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Adolescents*'.

I would like to request/excuse some sections to serve as the target participants for my study. In particular, I would be needing **one hundred fifty participants** (grade 9 or 10) from your institution. In line with this, I would be duly respectful and cooperative to the person/teacher that would be disturbed during the test administration. I assure that all of the responses of the participants will be kept confidential. I am also willing to comply with the requirements asked by your school to make this possible. Furthermore, I am eager to share the findings of the study with your respective institution.

The undersigned, Charlene Joyce S. Panillos, can be contacted at 09155442928/ Panillos.cjs@pnu.edu.ph for any inquiries, which you might have. I hope this letter merits your kindest approval. Thank you and God bless.

Respectfully yours,

Charlene Joyce S. Panillos
V-1 BSMA Psychology

APPENDIX M



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES TEACHER
EDUCATION AND RESEARCH
Taft Avenue, Manila

EXCUSE LETTER

January 28, 2020

Professors/Teachers
School

Dear Ma'am/Sir,

Greetings!

I, Charlene Joyce S. Panillos, a student from Philippine Normal University – Manila is currently working on my master's thesis titled, 'Social Dominance Orientation, and Sex-Related Values and Attitudes among Filipino Youth'. In this regard, I would like to excuse the students of your class to serve as participants for my study. The test administration usually takes for around 15-20 minutes. It is assured that there will be no intentional harm inflicted to the students in the whole duration of the data gathering. In addition, I assure that all of the responses of the participants will be kept confidential.

I hope this letter merits your kind approval. Thank you and God bless.

Respectfully yours,

Charlene Joyce S. Panillos
V-1 BSMA Psychology

APPENDIX N

Analysis of Reliability of the Tests

Social Dominance Orientation

SDO Overall

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.785	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SDO_1	57.1990	223.140	-.037	.799
SDO_2	57.7872	192.808	.514	.763
SDO_3	57.5826	194.499	.509	.764
SDO_4	57.4895	214.475	.153	.788
SDO_5	57.9652	202.823	.326	.778
SDO_6	58.0433	198.795	.402	.772
SDO_7	57.9204	198.079	.393	.773
SDO_8	57.8952	221.435	-.001	.797
SDO_9	57.4881	194.516	.477	.766
SDO_10	57.3168	222.209	-.033	.803
SDO_11	57.3770	212.846	.167	.788
SDO_12	57.5002	199.615	.393	.773
SDO_13	58.1280	178.914	.639	.749
SDO_14	58.0964	181.186	.666	.748
SDO_15	58.1455	180.220	.647	.749
SDO_16	58.1667	178.167	.673	.746

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
61.6068	223.897	14.96319	16

SDO-Dominance

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.560	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	
SDO_D_1	26.5638	46.822	.038	.592	Do
SDO_D_2	27.1520	35.972	.456	.457	
SDO_D_3	26.9474	36.461	.465	.456	
SDO_D_4	26.8543	44.924	.133	.566	
SDO_D_5	27.3300	40.856	.237	.538	
SDO_D_6	27.4081	38.218	.355	.496	
SDO_D_7	27.2852	38.150	.330	.505	
SDO_D_8	27.2601	44.998	.125	.569	

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.9716	50.139	7.08091	8

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.771	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SDO_E_9	26.5166	82.884	.476	.746
SDO_E_10	26.3453	101.158	-.036	.820
SDO_E_11	26.4055	95.851	.142	.792
SDO_E_12	26.5287	86.738	.377	.762
SDO_E_13	27.1564	71.381	.679	.705
SDO_E_14	27.1249	72.947	.712	.702
SDO_E_15	27.1739	72.247	.690	.704
SDO_E_16	27.1951	70.484	.731	.695

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.6352	103.348	10.16602	8

Sexual Values

Sexual Values Overall

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.692	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ABS_1	46.1030	112.729	-.065	.716
ABS_2	47.6658	121.522	-.300	.752
ABS_3	48.0046	113.024	-.095	.732
ABS_4	46.8517	107.491	.103	.699
ABS_5	47.6603	108.736	.080	.700
REL_6	48.1190	96.828	.455	.658
REL_7	48.1222	94.261	.536	.648
REL_8	48.4850	89.465	.436	.656
REL_9	47.4799	97.472	.414	.663
REL_10	48.3836	93.664	.580	.644
HED_11	48.3625	95.344	.491	.653
HED_12	48.3559	95.526	.518	.651
HED_13	48.9268	95.805	.472	.656
HED_14	48.5858	92.395	.586	.641
HED_15	48.6496	92.837	.564	.643

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
51.4111	112.856	10.62339	15

Absolutism

Reliability Statistics

Cronbach's Alpha	N of Items
.173	5

Item Statistics

	Mean	Std. Deviation	N
VAR000001	5.3081	1.46293	585
VAR000002	3.7453	1.80505	585
VAR000003	3.3552	1.48819	585
VAR000004	4.5594	1.48347	585
VAR000005	3.7509	1.36280	585

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR000001	15.4107	10.575	.088	.132
VAR000002	16.9735	9.571	.065	.161
VAR000003	17.3636	10.885	.046	.175
VAR000004	16.1595	9.909	.154	.059
VAR000005	16.9680	11.382	.034	.184

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.7188	13.550	3.68105	5

Relativism

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.726	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
REL_6	13.1738	24.688	.498	.676
REL_7	13.1770	23.150	.602	.637
REL_8	13.5398	20.515	.449	.715
REL_9	12.5347	25.504	.413	.705
REL_10	13.4384	24.403	.532	.665

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.4659	34.586	5.88097	5

Hedonism

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.809	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Double act
HED_11	11.1264	24.092	.537	.790	
HED_12	11.1199	23.889	.598	.772	
HED_13	11.6908	23.568	.574	.779	
HED_14	11.3497	22.686	.635	.760	
HED_15	11.4135	22.558	.636	.759	

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.1751	34.835	5.90210	5

Attitude towards Sex

Attitude towards Sex Overall

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.909	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
INTENT_1	41.4143	125.750	.660	.902
INTENT_2	41.4882	125.606	.695	.901
INTENT_3	41.5772	126.454	.693	.901
INTENT_4	41.6638	126.732	.693	.901
INTENT_5	41.8599	128.341	.643	.903
ATTITUDE_6	41.5564	130.371	.542	.905
ATTITUDE_7	41.6047	131.582	.421	.908
ATTITUDE_8	41.8393	130.322	.545	.905
ATTITUDE_9	41.5323	128.592	.586	.904
ATTITUDE_10	41.6496	128.087	.628	.903
NORMS_11	41.5652	126.764	.653	.902
NORMS_12	41.5738	126.433	.674	.902
NORMS_13	41.6407	128.849	.589	.904
NORMS_14	41.5102	128.692	.587	.904
NORMS_15	41.5288	127.578	.643	.903
NORMS_16	41.4894	128.653	.556	.905
EFFICACY_17	40.6269	133.883	.313	.911
EFFICACY_18	40.6645	133.367	.337	.910
EFFICACY_19	40.6336	133.515	.349	.910
EFFICACY_20	40.5806	134.563	.278	.912

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
43.5789	142.485	11.93669	20

Intention to have sex

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.928	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
INTENT_1	7.7266	11.605	.836	.907
INTENT_2	7.8005	11.572	.884	.897
INTENT_3	7.8895	11.908	.881	.898
INTENT_4	7.9761	12.516	.788	.916
INTENT_5	8.1723	13.404	.671	.936

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.8912	18.727	4.32744	5

Permissive attitude to have sex

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.815	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ATTITUDE_6	7.6898	9.344	.519	.803
ATTITUDE_7	7.7381	8.767	.538	.800
ATTITUDE_8	7.9726	8.637	.673	.759
ATTITUDE_9	7.6657	8.477	.641	.767
ATTITUDE_10	7.7829	8.512	.659	.762

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.7123	13.063	3.61426	5

Perceived social norms

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.902	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
NORMS_11	10.1517	16.101	.771	.878
NORMS_12	10.1603	15.887	.809	.872
NORMS_13	10.2272	16.912	.700	.889
NORMS_14	10.0967	16.572	.737	.884
NORMS_15	10.1153	16.399	.766	.879
NORMS_16	10.0759	17.107	.615	.902

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.1654	23.300	4.82698	6

Self-efficacy

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.899	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EFFICACY_17	8.8580	7.344	.822	.853
EFFICACY_18	8.8956	7.282	.841	.845
EFFICACY_19	8.8647	7.748	.783	.868
EFFICACY_20	8.8117	7.979	.664	.911

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11.8100	13.052	3.61276	4

Attitude towards Same Sex

Attitude towards Same Sex Overall

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.660	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RP_1	88.89518	166.996	.030	.666
PH_2	87.36745	149.584	.427	.630
MH_3	87.96773	166.614	.027	.667
RP_4	87.77043	150.979	.285	.644
MH_5	87.12027	156.015	.310	.643
PH_6	87.21836	156.085	.329	.642
RP_7	88.19877	164.458	.060	.666
MH_8	86.53390	160.563	.206	.652
S_9	86.12458	165.071	.078	.663
PH_10	86.64096	159.419	.248	.649
S_11	86.43856	168.646	-.022	.670
RP_12	86.88362	155.485	.234	.650
MH_13	87.78438	167.725	-.013	.672
S_14	86.48369	170.567	-.078	.675
RP_15	87.87152	166.968	.015	.669
RP_16	87.96629	166.957	.004	.671
S_17	86.28858	166.165	.037	.667
RP_18	87.50321	151.066	.418	.632
MH_19	87.27525	152.228	.397	.634
PH_20	86.35891	164.419	.082	.663
RP_21	87.38636	150.607	.485	.627
PH_22	87.49462	147.457	.535	.621
RP_23	88.04103	149.718	.508	.625
RP_24	87.88779	148.610	.524	.623
MH_25	86.74400	157.607	.242	.649
MH_26	86.96773	155.147	.359	.639
S_27	86.46150	168.278	-.019	.671

Rejection of Proximity

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.677	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RP_1	25.91682	56.707	.351	.653
RP_4	24.79207	50.172	.367	.649
RP_7	25.22041	53.789	.362	.648
RP_12	23.90526	59.829	.068	.710
RP_15	24.89316	56.113	.315	.657
RP_16	24.98793	55.089	.317	.657
RP_18	24.52485	54.589	.349	.651
RP_21	24.40800	56.166	.325	.656
RP_23	25.06267	51.903	.540	.618
RP_24	24.90944	52.460	.492	.625

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.62451	65.168	8.072655	10

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.459	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PH_2	14.6986	11.391	.295	.363
PH_6	14.5496	12.733	.269	.386
PH_10	13.9722	13.060	.264	.391
PH_20	13.6901	14.509	.070	.517
PH_22	14.8258	11.664	.329	.338

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.9341	17.439	4.17602	5

Modern Heterosexism

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.367	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MH_3	21.1917	19.908	.044	.394
MH_5	20.3443	18.586	.137	.345
MH_8	19.7579	19.422	.099	.364
MH_13	21.0084	20.031	.002	.423
MH_19	20.4992	16.712	.273	.262
MH_25	19.9680	16.890	.243	.280
MH_26	20.1917	16.502	.356	.221

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.8269	22.523	4.74586	7

Support

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	585	100.0
	Excluded ^a	0	.0
	Total	585	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.740	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S_9	16.7391	18.190	.347	.749
S_11	17.0531	15.907	.604	.658
S_14	17.0983	16.006	.543	.679
S_17	16.9031	15.787	.537	.681
S_27	17.0761	16.253	.493	.699

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.2174	24.103	4.90950	5

APPENDIX O

Regression Values

SDO and absolutism

Descriptive Statistics

	Mean	Std. Deviation	N
ABS	4.143768	.7362109	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		ABS	SDO_OVERALL
Pearson Correlation	ABS	1.000	.018
	SDO_OVERALL	.018	1.000
Sig. (1-tailed)	ABS	.	.330
	SDO_OVERALL	.330	.
N	ABS	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: ABS

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.018 ^a	.000	-.001	.7367200	.000	.193	1	583	.661

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: ABS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.105	1	.105	.193	.661 ^b
	Residual	316.427	583	.543		
	Total	316.532	584			

a. Dependent Variable: ABS

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.089	.129		31.656	.000	3.835	4.342					
	SDO_OVERALL	.014	.033	.018	.439	.661	-.050	.078	.018	.018	.018	1.000	1.000

a. Dependent Variable: ABS

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: ABS

Casewise Diagnostics^a

Case Number	Std. Residual	ABS	Predicted Value	Residual
125	-4.281	1.0000	4.153967	-3.1539669
164	-3.207	1.8000	4.162615	-2.3626146
269	-3.463	1.6000	4.151389	-2.5513887
388	-3.151	1.8000	4.121739	-2.3217393

a. Dependent Variable: ABS

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.105626	4.187090	4.143768	.0133952	585
Residual	-3.1539669	1.8719943	0E-7	.7360890	585
Std. Predicted Value	-2.847	3.234	.000	1.000	585
Std. Residual	-4.281	2.541	.000	.999	585

a. Dependent Variable: ABS

SDO and Relativism

Descriptive Statistics

	Mean	Std. Deviation	N
REL	3.279853	1.1249608	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		REL	SDO_OVERALL
Pearson Correlation	REL	1.000	-.004
	SDO_OVERALL	-.004	1.000
Sig. (1-tailed)	REL	.	.463
	SDO_OVERALL	.463	.
N	REL	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: REL

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.004 ^a	.000	-.002	1.1259170	.000	.008	1	583	.927

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: REL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.011	1	.011	.008	.927 ^b
	Residual	739.063	583	1.268		
	Total	739.073	584			

a. Dependent Variable: REL

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.297	.197		16.705	.000	2.910	3.685					
	SDO_OVERALL	-.005	.050	-.004	-.092	.927	-.102	.093	-.004	-.004	-.004	1.000	1.000

a. Dependent Variable: REL

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: REL

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.266016	3.292036	3.279853	.0042784	585
Residual	-2.2891762	2.7238507	0E-7	1.1249526	585
Std. Predicted Value	-3.234	2.847	.000	1.000	585
Std. Residual	-2.033	2.419	.000	.999	585

a. Dependent Variable: REL

SDO and Hedonism

Descriptive Statistics

	Mean	Std. Deviation	N
HEDO	2.835015	1.1804192	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		HEDO	SDO_OVERALL
Pearson Correlation	HEDO	1.000	.008
	SDO_OVERALL	.008	1.000
Sig. (1-tailed)	HEDO	.	.420
	SDO_OVERALL	.420	.
N	HEDO	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: HEDO

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.008 ^a	.000	-.002	1.1813900	.000	.041	1	583	.840

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: HEDO

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.057	1	.057	.041	.840 ^b
	Residual	813.683	583	1.396		
	Total	813.739	584			

a. Dependent Variable: HEDO

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.794	.207		13.492	.000	2.388	3.201					
	SDO_OVERALL	.011	.052	.008	.202	.840	-.092	.113	.008	.008	.008	1.000	1.000

a. Dependent Variable: HEDO

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: HEDO

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.806949	2.866894	2.835015	.0098568	585
Residual	-1.8550366	3.1759241	.0E-7	1.1803781	585
Std. Predicted Value	-2.847	3.234	.000	1.000	585
Std. Residual	-1.570	2.688	.000	.999	585

a. Dependent Variable: HEDO

SDO and Intention to have sex

Descriptive Statistics

	Mean	Std. Deviation	N
INTENTION	1.978246	.8654883	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		INTENTION	SDO_OVERALL
Pearson Correlation	INTENTION	1.000	.041
	SDO_OVERALL	.041	1.000
Sig. (1-tailed)	INTENTION	.	.160
	SDO_OVERALL	.160	.
N	INTENTION	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: INTENTION

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.041 ^a	.002	.000	.8654977	.002	.987	1	583	.321

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: INTENTION

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.740	1	.740	.987	.321 ^b
	Residual	436.717	583	.749		
	Total	437.457	584			

a. Dependent Variable: INTENTION

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.832	.152		12.072	.000	1.534	2.130					
	SDO_OVERALL	.038	.038	.041	.994	.321	-.037	.113	.041	.041	.041	1.000	1.000

a. Dependent Variable: INTENTION

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: INTENTION

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.876919	2.093335	1.978246	.0355855	585
Residual	-1.0624185	2.0683827	.0E-7	.8647564	585
Std. Predicted Value	-2.847	3.234	.000	1.000	585
Std. Residual	-1.228	2.390	.000	.999	585

a. Dependent Variable: INTENTION

SDO and Permissive attitude towards sex

Descriptive Statistics

	Mean	Std. Deviation	N
ATTITUDE	1.942451	.7228527	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		ATTITUDE	SDO_OVERALL
Pearson Correlation	ATTITUDE	1.000	.033
	SDO_OVERALL	.033	1.000
Sig. (1-tailed)	ATTITUDE	.	.215
	SDO_OVERALL	.215	.
N	ATTITUDE	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: ATTITUDE

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.033 ^a	.001	-.001	7230851	.001	.625	1	583	.430

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: ATTITUDE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.327	1	.327	.625	.430 ^b
	Residual	304.823	583	.523		
	Total	305.149	584			

a. Dependent Variable: ATTITUDE

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.845	.127		14.555	.000	1.596	2.094				1.000	1.000
	SDO_OVERALL	.025	.032	.033	.790	.430	-.038	.088	.033	.033	.033	1.000	1.000

a. Dependent Variable: ATTITUDE

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: ATTITUDE

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.875114	2.018934	1.942451	.0236485	585
Residual	-1.0173537	2.0790534	0E-7	.7224657	585
Std. Predicted Value	-2.847	3.234	.000	1.000	585
Std. Residual	-1.407	2.875	.000	.999	585

a. Dependent Variable: ATTITUDE

SDO and Social Norms

Descriptive Statistics

	Mean	Std. Deviation	N
NORMS	2.027570	.8044966	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		NORMS	SDO_OVERALL
Pearson Correlation	NORMS	1.000	-.085
	SDO_OVERALL	-.085	1.000
Sig. (1-tailed)	NORMS	.	.020
	SDO_OVERALL	.020	.
N	NORMS	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: NORMS

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.085 ^a	.007	.005	.8022964	.007	4.207	1	583	.041

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: NORMS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.708	1	2.708	4.207	.041 ^b
	Residual	375.265	583	.644		
	Total	377.973	584			

a. Dependent Variable: NORMS

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.308	.141		16.408	.000	2.032	2.584					
	SDO_OVERALL	-.073	.035	-.085	-2.051	.041	-.143	-.003	-.085	-.085	-.085	1.000	1.000

a. Dependent Variable: NORMS

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: NORMS

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.807327	2.221477	2.027570	.0680989	585
Residual	-1.2123752	2.1126189	0E-7	.8016092	585
Std. Predicted Value	-3.234	2.847	.000	1.000	585
Std. Residual	-1.511	2.633	.000	.999	585

a. Dependent Variable: NORMS

SDO and Self-efficacy

Descriptive Statistics

	Mean	Std. Deviation	N
SELF_EFFICACY	2.952504	.9031893	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		SELF_EFFICA CY	SDO_OVERA LL
Pearson Correlation	SELF_EFFICACY	1.000	-.007
	SDO_OVERALL	-.007	1.000
Sig. (1-tailed)	SELF_EFFICACY	.	.431
	SDO_OVERALL	.431	.
N	SELF_EFFICACY	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: SELF_EFFICACY

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.007 ^a	.000	-.002	.9039402	.000	.030	1	583	.862

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: SELF_EFFICACY

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.025	1	.025	.030	.862 ^b
	Residual	476.374	583	.817		
	Total	476.398	584			

a. Dependent Variable: SELF_EFFICACY

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.979	.158		18.799	.000	2.668	3.290					
	SDO_OVERALL	-.007	.040	-.007	-.174	.862	-.085	.072	-.007	-.007	-.007	1.000	1.000

a. Dependent Variable: SELF_EFFICACY

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: SELF_EFFICACY

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.931507	2.970991	2.952504	.0064924	585
Residual	-1.9701233	1.0684932	0E-7	.9031659	585
Std. Predicted Value	-3.234	2.847	.000	1.000	585
Std. Residual	-2.179	1.182	.000	.999	585

a. Dependent Variable: SELF_EFFICACY

SDO and Rejection of Proximity

Descriptive Statistics

	Mean	Std. Deviation	N
RP	2.762451	.8072655	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		RP	SDO_OVERALL
Pearson Correlation	RP	1.000	.021
	SDO_OVERALL	.021	1.000
Sig. (1-tailed)	RP	.	.306
	SDO_OVERALL	.306	.
N	RP	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: RP

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.021 ^a	.000	-.001	.8077798	.000	.257	1	583	.613

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: RP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.167	1	.167	.257	.613 ^b
	Residual	380.412	583	.653		
	Total	380.580	584			

a. Dependent Variable: RP

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B			Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound		Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.693	.142		19.014	.000	2.415	2.971						
	SDO_OVERALL	.018	.036	.021	.507	.613	-.052	.088		.021	.021	.021	1.000	1.000

a. Dependent Variable: RP

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: RP

Casewise Diagnostics^a

Case Number	Std. Residual	RP	Predicted Value	Residual
91	4.622	6.5000	2.766291	3.7337090
164	4.721	6.6000	2.786275	3.8137253

a. Dependent Variable: RP

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.714238	2.817212	2.762451	.0169320	585
Residual	-1.7719489	3.8137252	0E-7	.8070879	585
Std. Predicted Value	-2.847	3.234	.000	1.000	585
Std. Residual	-2.194	4.721	.000	.999	585

a. Dependent Variable: RP

SDO and Pathologizing Homosexuality

Descriptive Statistics

	Mean	Std. Deviation	N
PH	3.586814	.8352037	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		PH	SDO_OVERALL
Pearson Correlation	PH	1.000	.019
	SDO_OVERALL	.019	1.000
Sig. (1-tailed)	PH	.	.327
	SDO_OVERALL	.327	.
N	PH	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: PH

b. All requested variables entered.

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.019 ^a	.000	-.001	.8357747	.000	.202	1	583	.653

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: PH

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.141	1	.141	.202	.653 ^b
	Residual	407.237	583	.699		
	Total	407.378	584			

a. Dependent Variable: PH

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.523	.147		24.042	.000	3.235	3.811					
	SDO_OVERALL	.017	.037	.019	.450	.653	-.056	.089	.019	.019	.019	1.000	1.000

a. Dependent Variable: PH

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: PH

Caseswise Diagnostics^a

Case Number	Std. Residual	PH	Predicted Value	Residual
187	-3.141	1.0000	3.625186	-2.6251859
357	-3.086	1.0000	3.578792	-2.5787919

a. Dependent Variable: PH

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.542523	3.637120	3.586814	.0155546	585
Residual	-2.6251860	2.2075799	0E-7	.8350589	585
Std. Predicted Value	-2.847	3.234	.000	1.000	585
Std. Residual	-3.141	2.641	.000	.999	585

a. Dependent Variable: PH

SDO and Modern Heterosexism

Descriptive Statistics

	Mean	Std. Deviation	N
MH	3.403836	.6779796	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		MH	SDO_OVERALL
Pearson Correlation	MH	1.000	-.030
	SDO_OVERALL	-.030	1.000
Sig. (1-tailed)	MH	.	.234
	SDO_OVERALL	.234	.
N	MH	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: MH

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2
1	.030 ^a	.001	-.001	.6782531	.001	.529	1	583

a. Predictors: (Constant), SDO_OVERALL

b. Dependent Variable: MH

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.243	1	.243	.529	.467 ^b
	Residual	268.196	583	.460		
	Total	268.439	584			

a. Dependent Variable: MH

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.488	.119		29.332	.000	3.254	3.721					
	SDO_OVERALL	-.022	.030	-.030	-.727	.467	-.081	.037	-.030	-.030	-.030	1.000	1.000

a. Dependent Variable: MH

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: MH

Caseswise Diagnostics^a

Case Number	Std. Residual	MH	Predicted Value	Residual
184	3.877	6.0000	3.370551	2.6294491
278	-3.106	1.2857	3.392383	-2.1066692
357	-3.349	1.1429	3.414366	-2.2715090

a. Dependent Variable: MH

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.337802	3.461975	3.403836	.0204178	585
Residual	-2.2715089	2.6294491	0E-7	.6776721	585
Std. Predicted Value	-3.234	2.847	.000	1.000	585
Std. Residual	-3.349	3.877	.000	.999	585

a. Dependent Variable: MH

SDO and Support

Descriptive Statistics

	Mean	Std. Deviation	N
SUPPORT	4.243487	.9819001	585
SDO_OVERALL	3.850422	.9351991	585

Correlations

		SUPPORT	SDO_OVERALL
Pearson Correlation	SUPPORT	1.000	.021
	SDO_OVERALL	.021	1.000
Sig. (1-tailed)	SUPPORT	.	.310
	SDO_OVERALL	.310	.
N	SUPPORT	585	585
	SDO_OVERALL	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SDO_OVERALL ^b	.	Enter

a. Dependent Variable: SUPPORT

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.021 ^a	.000	-.001	.9825342	.000	.246	1	583	.620

a. Predictors: (Constant), SDO_OVERALL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.238	1	.238	.246	.620 ^b
	Residual	562.813	583	.965		
	Total	563.051	584			

a. Dependent Variable: SUPPORT

b. Predictors: (Constant), SDO_OVERALL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.160	.172		24.152	.000	3.822	4.499					
	SDO_OVERALL	.022	.043	.021	.496	.620	-.064	.107	.021	.021	.021	1.000	1.000

a. Dependent Variable: SUPPORT

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SDO_OVERALL
1	1	1.972	1.000	.01	.01
	2	.028	8.361	.99	.99

a. Dependent Variable: SUPPORT

Hedonism and Intention to have sex

Descriptive Statistics

	Mean	Std. Deviation	N
INTENTION	1.978246	.8654883	585
HEDO	2.835015	1.1804192	585

Correlations

		INTENTION	HEDO
Pearson Correlation	INTENTION	1.000	.518
	HEDO	.518	1.000
Sig. (1-tailed)	INTENTION	.	.000
	HEDO	.000	.
N	INTENTION	585	585
	HEDO	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	HEDO ^b	.	Enter

a. Dependent Variable: INTENTION

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.518 ^a	.268	.267	.7409221	.268	213.875	1	583	.000

a. Predictors: (Constant), HEDO

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	117.410	1	117.410	213.875	.000 ^b
	Residual	320.047	583	.549		
	Total	437.457	584			

a. Dependent Variable: INTENTION

b. Predictors: (Constant), HEDO

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.901	.080		11.302	.000	.745	1.058					
	HEDO	.380	.026	.518	14.624	.000	.329	.431	.518	.518	.518	1.000	1.000

a. Dependent Variable: INTENTION

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	HEDO
1	1	1.923	1.000	.04	.04
	2	.077	5.007	.96	.96

a. Dependent Variable: INTENTION

Hedonism and Permissive attitude towards sex

Descriptive Statistics

	Mean	Std. Deviation	N
ATTITUDE	1.942451	.7228527	585
HEDO	2.835015	1.1804192	585

Correlations

		ATTITUDE	HEDO
Pearson Correlation	ATTITUDE	1.000	.512
	HEDO	.512	1.000
Sig. (1-tailed)	ATTITUDE	.	.000
	HEDO	.000	.
N	ATTITUDE	585	585
	HEDO	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	HEDO ^b	.	Enter

a. Dependent Variable: ATTITUDE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.512 ^a	.262	.261	.6215071	.262	206.988	1	583	.000

a. Predictors: (Constant), HEDO

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.953	1	79.953	206.988	.000 ^b
	Residual	225.196	583	.386		
	Total	305.149	584			

a. Dependent Variable: ATTITUDE

b. Predictors: (Constant), HEDO

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.054	.067		15.752	.000	.922	1.185					
	HEDO	.313	.022	.512	14.387	.000	.271	.356	.512	.512	.512	1.000	1.000

a. Dependent Variable: ATTITUDE

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	HEDO
1	1	1.923	1.000	.04	.04
	2	.077	5.007	.96	.96

a. Dependent Variable: ATTITUDE

Hedonism and Percieved Social Norm

Descriptive Statistics

	Mean	Std. Deviation	N
NORMS	2.027570	.8044966	585
HEDO	2.835015	1.1804192	585

Correlations

		NORMS	HEDO
Pearson Correlation	NORMS	1.000	.319
	HEDO	.319	1.000
Sig. (1-tailed)	NORMS	.	.000
	HEDO	.000	.
N	NORMS	585	585
	HEDO	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	HEDO ^b	.	Enter

a. Dependent Variable: NORMS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.319 ^a	.102	.100	.7631235	.102	66.040	1	583	.000

a. Predictors: (Constant), HEDO

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.459	1	38.459	66.040	.000 ^b
	Residual	339.514	583	.582		
	Total	377.973	584			

a. Dependent Variable: NORMS

b. Predictors: (Constant), HEDO

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.411	.082		17.180	.000	1.250	1.573					
	HEDO	.217	.027	.319	8.127	.000	.165	.270	.319	.319	.319	1.000	1.000

a. Dependent Variable: NORMS

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	HEDO
1	1	1.923	1.000	.04	.04
	2	.077	5.007	.96	.96

a. Dependent Variable: NORMS

Hedonism and Self-efficacy

Descriptive Statistics

	Mean	Std. Deviation	N
SELF_EFFICACY	2.952504	.9031893	585
HEDO	2.835015	1.1804192	585

Correlations

		SELF_EFFICA CY	HEDO
Pearson Correlation	SELF_EFFICACY	1.000	.031
	HEDO	.031	1.000
Sig. (1-tailed)	SELF_EFFICACY	.	.230
	HEDO	.230	.
N	SELF_EFFICACY	585	585
	HEDO	585	585

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	HEDO ^b	.	Enter

a. Dependent Variable: SELF_EFFICACY

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.031 ^a	.001	-.001	.9035385	.001	.549	1	583	.459

a. Predictors: (Constant), HEDO

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.448	1	.448	.549	.459 ^b
	Residual	475.951	583	.816		
	Total	476.398	584			

a. Dependent Variable: SELF_EFFICACY

b. Predictors: (Constant), HEDO

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.886	.097		29.674	.000	2.695	3.077					
	HEDO	.023	.032	.031	.741	.459	-.039	.086	.031	.031	.031	1.000	1.000

a. Dependent Variable: SELF_EFFICACY

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	HEDO
1	1	1.923	1.000	.04	.04
	2	.077	5.007	.96	.96

a. Dependent Variable: SELF_EFFICACY

APPENDIX P

Pearson Correlation Coefficient

Correlations														
		SDO_D	SDO_E	ABS	REL	HEDO	INTENTION	ATTITUDE	NORMS	SELF_EFFICA CY	RP	PH	MH	SUPPORT
SDO_D	Pearson Correlation	1	.489**	.005	.012	.001	.084	.087	.002	.024	.019	.031	-.037	.029
	Sig. (2-tailed)		.000	.913	.780	.980	.043	.036	.967	.556	.652	.459	.368	.489
	Sum of Squares and Cross-products	457.521	321.244	1.713	6.735	.647	37.383	32.390	.702	11.383	7.808	13.251	-13.063	14.546
	Covariance	.783	.550	.003	.012	.001	.064	.055	.001	.019	.013	.023	-.022	.025
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
SDO_E	Pearson Correlation	.489**	1	.024	-.014	.012	.002	-.012	-.126*	-.028	.018	.006	-.018	.010
	Sig. (2-tailed)	.000		.568	.742	.780	.955	.768	.002	.506	.667	.884	.658	.804
	Sum of Squares and Cross-products	321.244	943.051	12.919	-11.409	10.119	1.487	-6.558	-75.087	-18.475	10.687	3.739	-9.240	7.504
	Covariance	.550	1.615	.022	-.020	.017	.003	-.011	-.129	-.032	.018	.006	-.016	.013
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
ABS	Pearson Correlation	.005	.024	1	-.182**	-.228*	-.076	-.130*	-.072	.059	-.027	.130*	.008	.111*
	Sig. (2-tailed)	.913	.568		.000	.000	.067	.002	.081	.152	.514	.002	.847	.007
	Sum of Squares and Cross-products	1.713	12.919	316.532	-87.972	-115.588	-28.194	-40.456	-24.965	23.027	-9.393	46.746	2.325	46.817
	Covariance	.003	.022	.542	-.151	-.198	-.048	-.069	-.043	.039	-.016	.080	.004	.080
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
REL	Pearson Correlation	.012	-.014	-.182**	1	.662**	.395**	.437**	.222**	-.008	-.033	.027	.008	.081**
	Sig. (2-tailed)	.780	.742	.000		.000	.000	.000	.000	.840	.423	.516	.854	.049
	Sum of Squares and Cross-products	6.735	-11.409	-87.972	739.073	513.763	224.516	207.441	117.277	-4.953	-17.594	14.749	3.385	52.535
	Covariance	.012	-.020	-.151	1.266	.880	.384	.355	.201	-.008	-.030	.025	.006	.090
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
HEDO	Pearson Correlation	.001	.012	-.228*	.662**	1	.518**	.512**	.319**	.031	-.051	.041	-.005	.092**
	Sig. (2-tailed)	.980	.780	.000	.000		.000	.000	.000	.459	.219	.323	.902	.026
	Sum of Squares and Cross-products	.647	10.119	-115.588	513.763	813.739	309.097	255.071	176.906	19.092	-28.320	23.583	-2.395	62.216
	Covariance	.001	.017	-.198	.880	1.393	.529	.437	.303	.033	-.048	.040	-.004	.107
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
INTENTION	Pearson Correlation	.084	.002	-.076	.395**	.518**	1	.630**	.517**	.179*	-.094	.033	-.076	.200*
	Sig. (2-tailed)	.043	.955	.067	.000	.000		.000	.000	.000	.023	.420	.066	.000
	Sum of Squares and Cross-products	37.383	1.487	-28.194	224.516	309.097	437.457	230.084	210.310	81.818	-38.279	14.095	-26.072	99.358
	Covariance	.064	.003	-.048	.384	.529	.749	.394	.360	.140	-.066	.024	-.045	.170
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
ATTITUDE	Pearson Correlation	.087	-.012	-.130*	.437**	.512**	.630**	1	.581**	.073	-.100	.017	-.028	.161**
	Sig. (2-tailed)	.036	.768	.002	.000	.000	.000		.000	.077	.015	.678	.495	.000
	Sum of Squares and Cross-products	32.390	-6.558	-40.456	207.441	255.071	230.084	305.149	197.402	27.917	-34.107	6.057	-8.084	66.661
	Covariance	.055	-.011	-.069	.355	.437	.394	.523	.338	.048	-.058	.010	-.014	.114
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
NORMS	Pearson Correlation	.002	-.126*	-.072	.222**	.319**	.517**	.581**	1	.150*	-.127*	.029	-.065	.174**
	Sig. (2-tailed)	.967	.002	.081	.000	.000	.000	.000		.000	.002	.477	.118	.000
	Sum of Squares and Cross-products	.702	-75.087	-24.965	117.277	176.906	210.310	197.402	377.973	63.752	-48.189	11.559	-20.602	80.092
	Covariance	.001	-.129	-.043	.201	.303	.360	.338	.647	.109	-.083	.020	-.035	.137
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
SELF_EFFICACY	Pearson Correlation	.024	-.028	.059	-.008	.031	.179*	.073	.150*	1	-.053	-.014	-.021	.062
	Sig. (2-tailed)	.556	.506	.152	.840	.459	.000	.077	.000		.203	.739	.606	.136
	Sum of Squares and Cross-products	11.383	-18.475	23.027	-4.953	19.092	81.818	27.917	63.752	476.398	-22.446	-6.090	-7.633	31.990
	Covariance	.019	-.032	.039	-.008	.033	.140	.048	.109	.816	-.038	-.010	-.013	.055
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
RP	Pearson Correlation	.019	.018	-.027	-.033	-.051	-.094	-.100	-.127*	-.053	1	.308*	.415*	-.411*
	Sig. (2-tailed)	.652	.667	.514	.423	.219	.023	.015	.002	.203		.000	.000	.000
	Sum of Squares and Cross-products	7.808	10.687	-9.393	-17.594	-28.320	-38.279	-34.107	-48.189	-22.446	380.580	121.080	132.759	-190.393
	Covariance	.013	.018	-.016	-.030	-.048	-.066	-.058	-.083	-.038	.652	.207	.227	-.326
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
PH	Pearson Correlation	.031	.006	.130*	.027	.041	.033	.017	.029	-.014	.308*	1	.420*	.248*
	Sig. (2-tailed)	.459	.884	.002	.516	.323	.420	.678	.477	.739	.000		.000	.000
	Sum of Squares and Cross-products	13.251	3.739	46.746	14.749	23.583	14.095	6.057	11.559	-6.090	121.080	407.378	138.856	118.555
	Covariance	.023	.006	.080	.025	.040	.024	.010	.020	-.010	.207	.698	.238	.203
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
MH	Pearson Correlation	-.037	-.018	.008	.008	-.005	-.076	-.028	-.065	-.021	.415*	.420*	1	-.136**
	Sig. (2-tailed)	.368	.658	.847	.854	.902	.066	.495	.118	.606	.000	.000		.001
	Sum of Squares and Cross-products	-13.063	-9.240	2.325	3.385	-2.395	-26.072	-8.084	-20.602	-7.633	132.759	138.856	268.439	-52.713
	Covariance	-.022	-.016	.004	.006	-.004	-.045	-.014	-.035	-.013	.227	.238	.460	-.090
	N	585	585	585	585	585	585	585	585	585	585	585	585	585
SUPPORT	Pearson Correlation	.029	.010	.111*	.081*	.092*	.200*	.161**	.174**	.062	-.411*	.248*	-.136**	1
	Sig. (2-tailed)	.489	.804	.007	.049	.026	.000	.000	.000	.136	.000	.000	.001	
	Sum of Squares and Cross-products	14.546	7.504	46.817	52.535	62.216	99.358	66.661	80.092	31.990	-190.393	118.555	-52.713	563.051
	Covariance	.025	.013	.080	.090	.107	.170	.114	.137	.055	-.326	.203	-.090	.964
	N	585	585	585	585	585	585	585	585	585	585	585	585	585

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).