

LGBTQIA+ FILMS: REVIEWING AND ANALYSIS THEORY OF FEMINISM

CECILE B. HUBAHIB, LPT
 hubahibces03@gmail.com
 Laguna State Polytechnic University,
 Philippines

ABSTRACT

The researcher identified the respondents' demographic profile such as age, sex, gender, family income and viewing device. This study is entitled "LGBTQIA+ Film: Analyzing and Exploring Post-Feminism Theory". The purpose of this study is to determine the significant impact LGBTQIA+ films: analysis and analysis of Post-Feminism Theory on the performance of selected students. This descriptive study used one hundred and ten (110) students from the College of Teacher Education of Laguna State Polytechnic University Santa Cruz Main Campus. The respondents involved were drawn from BSED, BPED, BEED, BTVTED, BTLED courses with SINESOS subject.

Based on the analyzed data, the level of students' perception and agreement in the evaluation of films that deal with the issue of LGBTQIA+ specific characters, dialogues, content and context has a verbal interpretation that is Very High. In relation to the level of post-feminism perspective and theory in the analysis and examination of LGBTQIA+ film regarding knowledge and Influence there is a descriptive equivalent of Very High and High. The conclusion is formed from the results of the study in which the hypothesis that says "there is no significant effect of the review of films dealing with the issue of LGBTQIA+ on the grade or mark of students in the first semester" is welcome. accepted. And the hypothesis that says "Post-Feminism Theory does not have a significant effect on the evaluation and viewing of the LGBTQIA+ film on the grade or mark of students in the first semester" is also welcome.

This study recommends teachers to make sure that students can learn the stage of film analysis, in this way the students' thoughts become more aware of social issues, especially gender issues. The scope of the research will be expanded to determine the indicators or predictors that can provide influence and knowledge to the students regarding the evaluation. Be able to conduct related studies that will emphasize the situation of LGBTQIA+ so that it will be clear to every viewer that the situation faced by each member of LGBTQIA+ in society is not a joke and be a bridge to everyone that the other gender is facing a lot when it comes to they live. In addition to the grade, conduct a pre-test and post-test to ensure a high level of students' understanding of the SINESOS subject.

Keywords:

LGBTQIA+, SINESOS, Pagsusuri, Pagsipat at Post-feminismo

INTRODUCTION

In our society today, there is no denying the blatant and open discussion of the topic of homosexuality aimed at gays/beki/baklush from high-quality films that reap a lot of recognition, printed books and works that even discuss homosexuality cleverly created by their artistic hands and various other walks of life that they become successful from in front of the parlor mirror to the stage of laughter, to the shelter of books and schools and to all our salamisim and dreams – they are images that cannot be erased.

When ordering the change of the college curriculum by virtue of CHED MEMO no. 57 series of 2017 suggested new lessons in General Education are the following lessons: 1. KOMFIL (Contextualized Communication in Filipino); 2. FILDIS (Filipino in Different Disciplines); 3) DALUMATFIL (Dalumat of/in Filipino); 4) SOSLIT (Society and Literature/Social Literature) and 5) SINESOS (Cinema Society/Social Film). The SINESOS used in the College of Teacher Education is described as a "Literature course that focuses on cultivating skills in critical viewing and comparative analysis of films that are significant in the Philippine context. Through the thematic approach, the course is expected to cover topics that are significant in the understanding of contemporary local, national and international society, in accordance with the view of literature as a transformative force." Walter Dempster Jr. can be watched and analyzed from camera lenses and silver curtains. in Marcova and still in the eyes of some of the stigma in society as he said, "You are telling the truth but what they see is hypocrisy!" This is a good way to make students aware of social issues, especially in the matter of the LGBTQIA+ Community that is fighting the spirit of inclusivity and even in school.

Everyone's awareness is being awakened that if some gay words such as mudang, pudang, lopez, Tom Jones etc. is already accepted by the majority and used in common communication, this is a clear testimony that there is a space in society to discuss this topic.

They can no longer be labeled as salon workers, manicurists, masseurs, etc., because now more gay intellectuals are emerging from academia. And discussing their lives through films is respecting their contributions and capacity in the society they paint.

Through this study, the following statements or problems will be answered and clarified:

1. What is the level of perception and agreement of the students in the evaluation of films that deal with the issue of LGBTQIA+ specifically in:

- 1.1. Character;
- 1.2. Dialogue
- 1.3. Content; and
- 1.4. Sequence?

2. What is the level of students' perspective and agreement with the Post-Feminism Theory in analyzing and observing the LGBTQIA+ film regarding;

- 2.1 Knowledge; and
- 2.2 Influence?

3. What is the level of students' perception and agreement with respect to their performance and the student's grades or marks in the first semester?

4. Is there a significant relationship between students' demographic profiles to their performance and the student's grades or marks in the first semester?

5. Is there a significant relationship between reviewing films that deals with LGBTQIA+ issues to the performance and the student's grades or marks in the first semester?

6. Is there a significant relationship between Post-Feminism Theory impact the analysis and interpretation of the LGBTQIA+ film on the grade or mark of students in the first semester?

REVIEW OF RELATED LITERATURE

Feminism as equality that men and women should be given equal rights. However, it is unequal since the term given is being stereotype that feminism is only for empowering women that is why most of the senior high do not identify themselves as a feminist and doesn't really support the movement thoroughly. The respondents believe that everyone have the rights but does not consider as a feminist specifically the term given for the reason of the students prefer the term equal. Considering everyone should be treated equally and of the same quality. In addition, agreed to the statement that all people are entitled to have the same civil rights, liberties, and opportunities regardless of gender.

The feminism communities are equality and fairness in the society and in the work place, and empowering females all around the world to achieve their visions and aspirations in life.

According to Caroline, the positive effects of feminism is the objective of the movement is promoting gender equality especially to women. It is attained when women and men appreciate the same privileges and chances over all parts of the society. Equality including economic support and decision-making, and the separate behaviors, yearning and necessities for both genders are equally valued and favored. For instance, women and men are given the chance to be hired equally. It eliminates discrimination and ensuring fairness at work.

Feminism that advocates for the rights of one gender over another is unequal by society. In addition, if the movement aims to support gender equality it would not be "feminism". That is just one of deductive reasoning of feminism.

Feminism has evolved over the past years. It has brought positive and negative effects in the society. People have different opinions and comments on it. Feminists are still fighting and growing up until now. "I'm a feminist, a 21st century feminist – which means choice and freedom. One has the right to be glamorous and ethically structured." (**Arielle Dombasle**).

METHODOLOGY

This research was conducted through the use of Descriptive Methodology, which aimed to determine the effect of the level of performance of students who took the subject SINESOS on LGBTQIA+ Film: Analysis and Analysis of Post-Feminism Theory, in the College of Education Teacher at Laguna State Polytechnic University.

According to the research of Lo (2015), "The research conducted is an effective way to determine something in its group or can be called Descriptive Method (Descriptive Method).

The main purpose of this study was to determine the effect of students' grades on the evaluation and perception of LGBTQIA+ films.

RESULT AND DISCUSSION

Figure 1. Demographic Profile of Respondents by Age

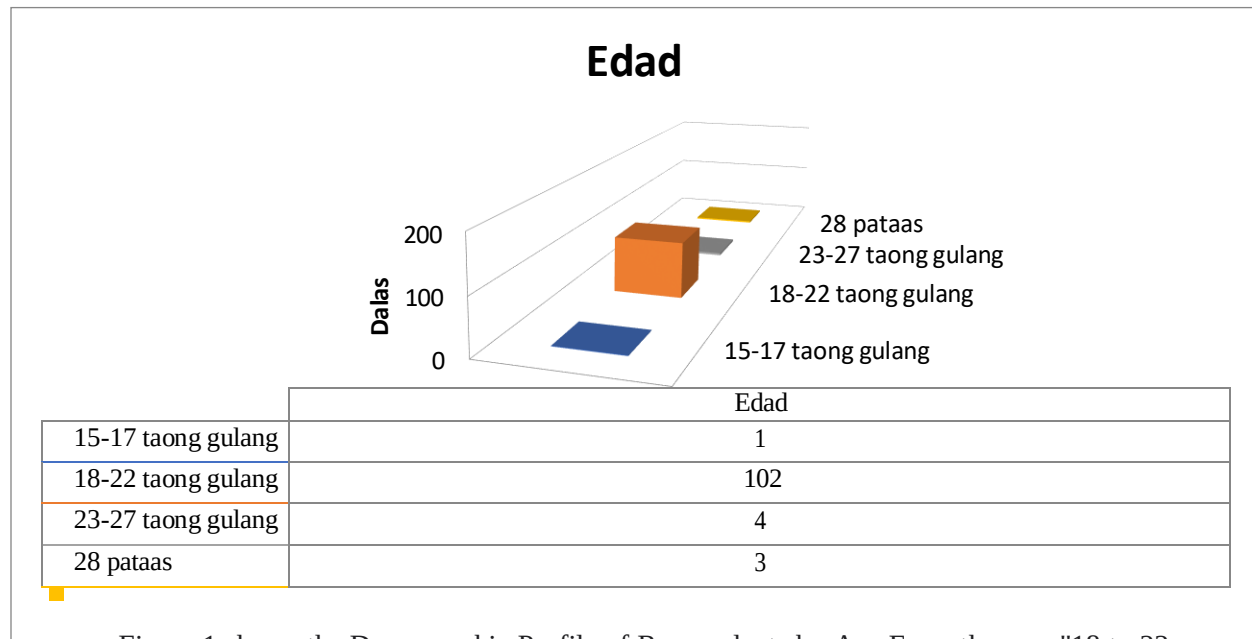


Figure 1 shows the Demographic Profile of Respondents by Age. From the age, "18 to 22 years old" got the highest number of one hundred and two (102) of the total respondent population. Then, "23 to 27 years old" followed by four (4) of the total sample population. But "15 to 17 years old" has a lower number from the whole respondent which is one number (1).

This means that the Demographic Profile of the Respondents according to Age is high

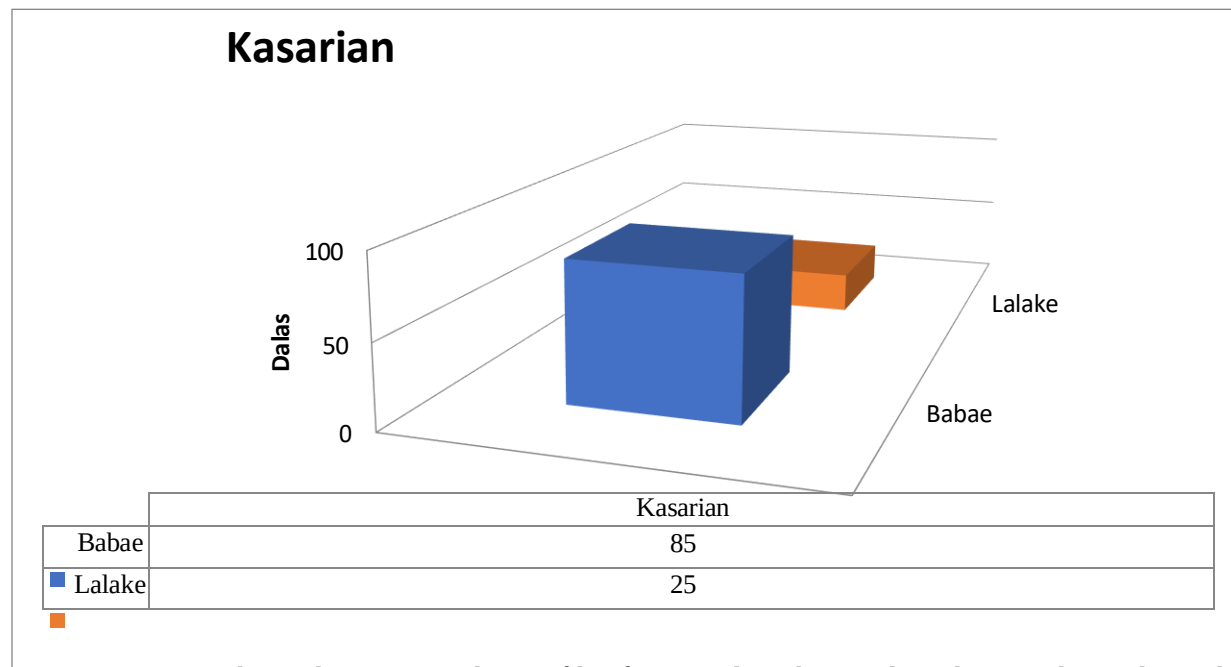
Figure 2. Demographic Profile of Respondents by Gender

Figure 2 shows the Demographic Profile of Respondents by Gender. Chart number 1 shows that out of a total of 85 of 110 respondents, 85 respondents have the highest number of “women”. While 25 respondents have the lowest number of “male”. The above data shows that the level of demographic profile of the respondents based on gender is more female than other gender.

From the study conducted by De Guzman (2013), gender is one of the factors that show the difference in the way of thinking, acting, and socializing, when it comes to men and women. Their perception of the environment is shaped based on their gender preference.

Figure 3. Demographic Profile of Respondents by Family Income

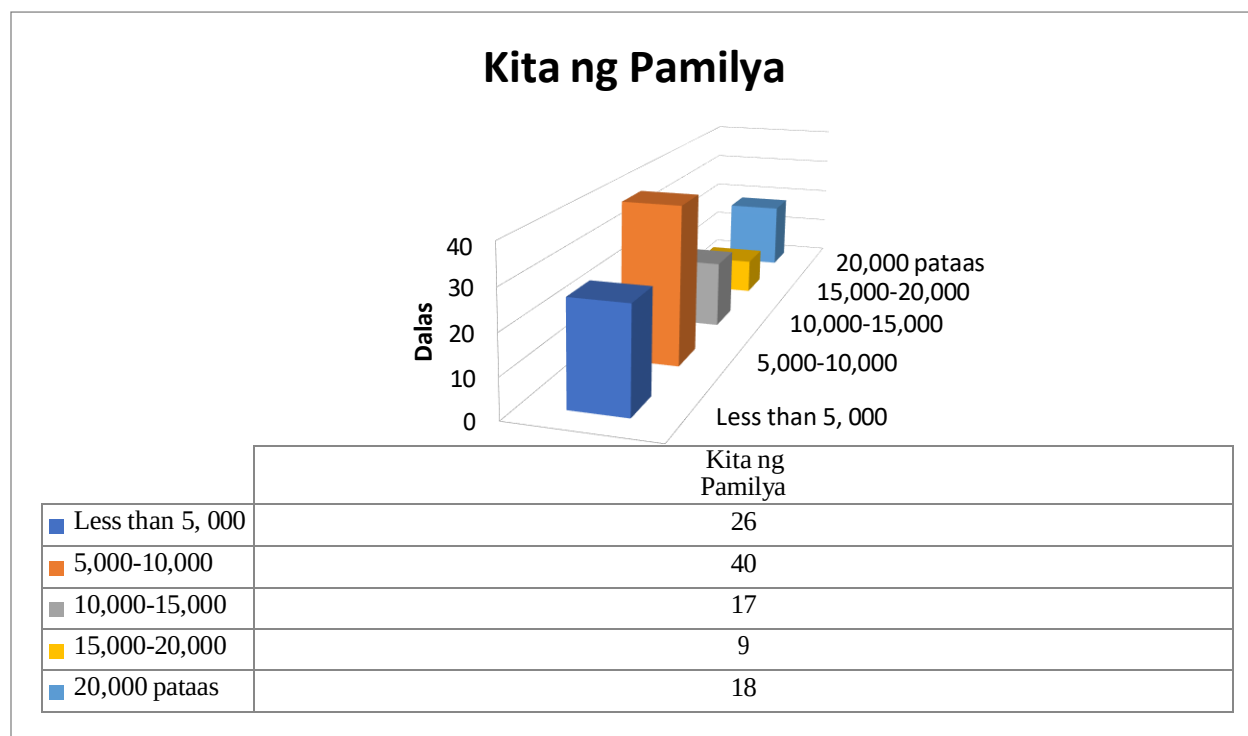


Figure 1 shows the Demographic Profile of Respondents according to Family Income. From family income, "5.000-10,000" obtained the highest number of forty (40) of the total respondent population. Then, "Less than 5,000" with a subsequent number of twenty-six (26) of the total sample population. But "15,000-20,000 " has a lower number from the entire respondent number nine (9). This means that the Demographic Profile of the Respondents according to family income was high during the research period.

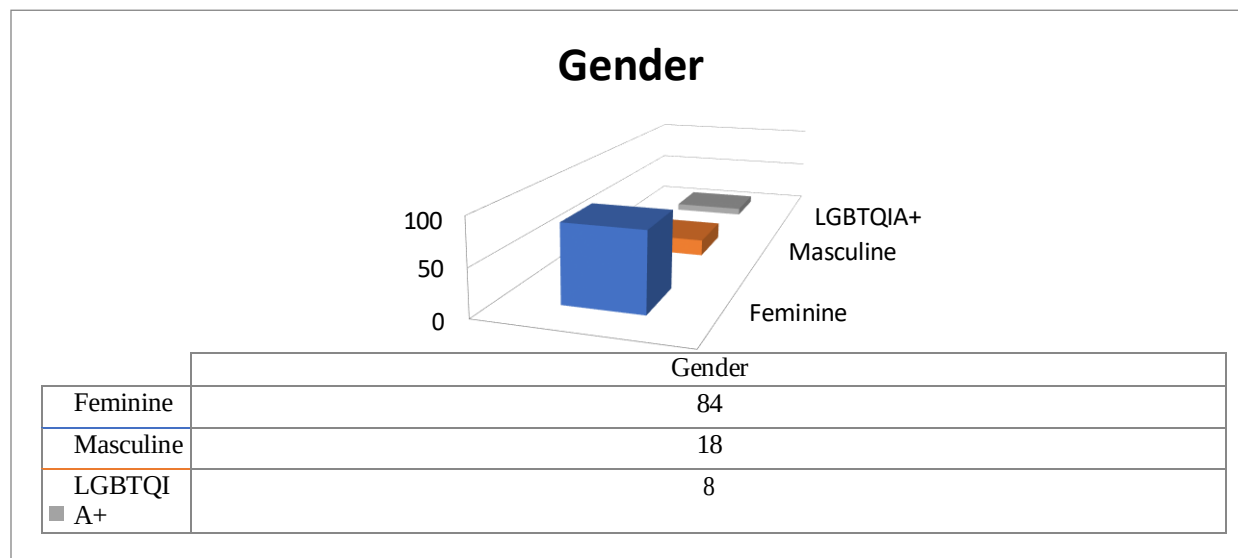
Figure 4. Demographic Profile of Respondents by Gender

Figure 4 shows the Demographic Profile of Respondents by Gender. Out of a total of 84 of 110 respondents, 84 respondents have the highest number of “feminine”. “Masculine” responds 18 out of 110. While 8 respondents have the lowest number of “LGBTQIA+”. The above data shows that the level of demographic profile of the respondents based on gender is more feminine than other gender.

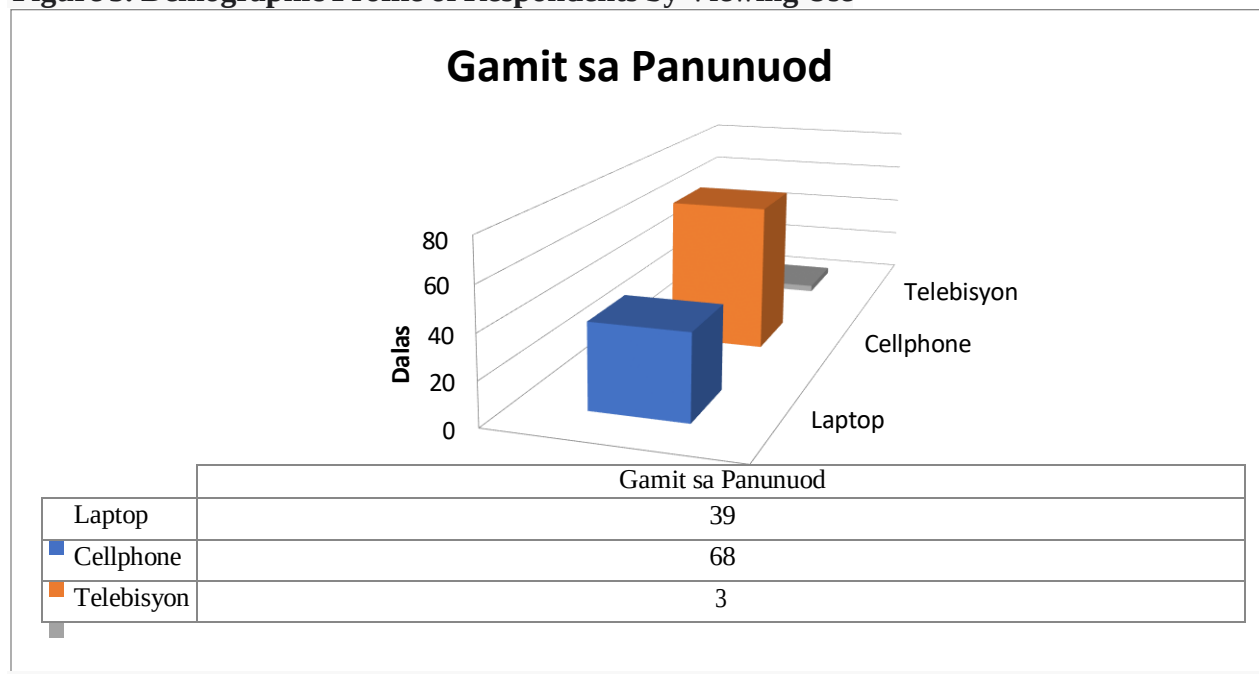
Figure 5. Demographic Profile of Respondents by Viewing Use

Figure 1 shows the Demographic Profile of the Respondents according to Viewing

From the tracking device, "Cellphone" got the highest number of sixty-eight (68) of the total respondent population. Then, "Laptop" with the following number of thirty-nine (36) of the total population of the sample. But "Television" has a lower number from the whole respondent which is number three (3).

This means that the Demographic Profile of the Respondents agreeing to Watch was high during the research period.

Figure 5. Demographic Profile of Respondents by Viewing Use

Demograpikong Profayl	Pagganap ng mga Mag-aaral	Beta Coefficient	T-Stat	p-value	Analisis
<i>Edad</i>	<i>Grado o Marka</i>	-0.04518	-0.76	0.448	Walang Makabuluhan
<i>Kasarian</i>		-0.1875	-1.47	0.145	Walang Makabuluhan
<i>Gender</i>		0.09811	2.22	0.028	Makabuluhan
<i>Kita ng Pamilya</i>		0.25413	3.43	0.001	Makabuluhan
<i>Gamit sa Panunuod</i>		-0.05669	-0.74	0.463	Walang Makabuluhan

Table 5 shows the Significant Effect of Demographic Profile on Students' Grade or Grade Performance in the first Semester. It appears that Gender and family income have a significant effect on students' performance. Thus, the null hypothesis that reveals that the profile of the respondents has no relationship with their performance in evaluating and perceiving LGBTQIA+ films in modern post feminism theory is rejected.

It only means that gender and family income have a significant impact on the performance of students in the analysis and evaluation of films dealing with LGBTQIA+ in the theory of modern post feminism, this is due to the extent of the SINESOS subject. Because if it specifically refers to the gender aspects of movies, it will be easy for them to do this.

No relationship was found between age, gender and viewing device performance in the analysis and interpretation of LGBTQIA+ films in modern post feminism theory is accepted. It is very important that not only in reading students have exposure to analysis but also in what they watch so that they can expand their knowledge of things more intensively.

From the above results, we can write that at the 0.05 level of characteristic, the null hypothesis "There is no significant effect of demographic profile on the performance of students in the grade or mark in the first semester" is accepted. Thus, the alternative hypothesis must be declared rejected.

Table 6. Level of perception and agreement of students in the evaluation of films that deal with the issue of LGBTQIA+ specifically in the Character

Mga Pahayag	Mean	SD	Puna
<i>Natutukoy ang mga pangunahing karakter at ang kanilang karakterisasyon.</i>	4.65	0.51	Lubos na sumasang-ayon
<i>Nababatid kung sino ang tauhang bilog at tauhang lapad sa pelikulang pumapaksa sa LGBTQIA+.</i>	4.60	0.59	Lubos na sumasang-ayon
<i>Nagkakaroon ng ideya kung sino-sino ang mga protagonista at antagonist sa pelikulang pumapaksa sa LGBTQIA+.</i>	4.71	0.49	Lubos na sumasang-ayon
<i>Nakakayang maglapat ng naangkop na dulong upang mas mapalutang ang katangian ng pangunahing karakter.</i>	4.50	0.55	Lubos na sumasang-ayon
<i>Sa pamamagitan nang mga tauhan sa pelikula malikhaing nilang naipapamalas sa manunuod ang mensahe nang pelikula.</i>	4.67	0.51	Lubos na sumasang-ayon
Overall Mean: 4.63			
Standard Deviation: 0.53			
Literal na paliwanag: Lubhang Mataas			

As shown in table 6, With a very high level of perception and agreement of the students in the analysis of the films that deal with LGBTQIA+ issues specifically in the Character and in the perspective of the respondents, through the characters in the film they can creatively show the viewer the movie message of (M=4.67, SD=0.51) and identify the main characters and their characterization has (M=4.65, SD=0.51).

Although it was observed that very high level of perception and agreement of the students in the evaluation of the films dealing with the issue of LGBTQIA+ especially the Character, the statement with the lowest score was able to apply an appropriate approach to further float the characteristic of the main character has (M = 4.50, SD = 0.55).

There is a total mean of 4.63, a standard deviation of 0.53 and it shows that the students' level of opinion and agreement in the evaluation of films that deal with the issue of LGBTQIA+, especially the characters have a comment that strongly agrees and literal explanation very high.

Table 7. Level of perception and agreement of students with the issue of LGBTQIA+ specifically in Dialogue

	Mean	SD	Puna
Mga Pahayag			
<i>Nalalaman ang tamang salita na angkopsa mga manunuod.</i>	4.44	0.60	Lubos na sumasang-ayon
<i>Naipamamalas ang husay ng mga gumagaganap sa paraan ng kanilang pagbibitaw ng mga linya.</i>	4.67	0.58	Lubos na sumasang-ayon
<i>Natutukoy ang kaibahan ng mga linya sa tipikal o pangkaraniwan lamang na pelikula.</i>	4.47	0.63	Lubos na sumasang-ayon
<i>Nabibigyang buhay nito ang tingkad at ganda ng isang pelikula gamit ang dayalogo.</i>	4.66	0.49	Lubos na sumasang-ayon
<i>Sa pamamagitan ng dayalogo napapalutang ang mensahe o aral ng palabas.</i>	4.81	0.42	Lubos na sumasang-ayon
Overall Mean: 4.61			
Standard Deviation: 0.54			
Literal na paliwanag: Lubhang Mataas			

As shown in table 7, With a very high level of students' views and agreement in the analysis of films that deal with the issue of LGBTQIA+ specifically in the Dialogue and in the perspective of the respondents, Through the dialogue the message or lesson of the show is floated by (M=4.81, SD=0.41) and can identify the main characters and show the skill of the actors in the way they deliver the lines has (M=4.67, SD=0.58). Although it was noticed that very high level of perception and agreement of the students in the evaluation of the films dealing with the issue of LGBTQIA+ especially in Dialogue, the statement with the lowest score knows the right word suitable for the viewers is there is (M = 4.44, SD = 0.60).

There is a total mean of 4.61, a standard deviation of 0.54 and it shows that the students' level of perception and agreement in the evaluation of films that deal with the issue of LGBTQIA+, particularly in Dialogue, has a comment that strongly agrees and literal explanation very high.

Table 8. Level of perception and agreement of students in the evaluation of films dealing with LGBTQIA+ issues specifically in Content

Mga Pahayag	Mean	SD	Puna	
<i>Nababatid ng mag-aaral ang nilalaman sa iba't-ibang lebel depende kung paano ito nilikha.</i>	4.46	0.54	Lubos	na sumasang-ayon
<i>Natutukoy kung ano ang gustong iparating ng pelikula sa pamamagitan nang nilalaman.</i>	4.73	0.51	Lubos	na sumasang-ayon
<i>Nabibigyang halaga ang bawat detalyeng nilalaman ng mga pelikula.</i>	4.60	0.53	Lubos	na sumasang-ayon
<i>Naipapakita sa pelikula ang mga tunayna karanasan ng tao sa lipunan.</i>	4.73	0.49	Lubos	na sumasang-ayon
<i>Nakaiimpluwensiya nang nilalaman ang pelikula upang mailahad angnakapaloob dito.</i>	4.65	0.60	Lubos	na sumasang-ayon
Overall Mean: 4.63				
Standard Deviation: 0.53				
Literal na paliwanag: Lubhang Mataas				

As shown in table 8, With extremely high levels of student perception and agreement in the analysis of films dealing with LGBTQIA+ issues specifically in Content and respondents'. Although a very high level of students' perception and agreement was observed in the evaluation of films dealing with LGBTQIA+ issues specifically in the Content, the statement with the lowest score was that the student was aware of the content in others' t- different levels depending on how it was created are there ($M = 4.46$, $SD = 0.54$).

There is a total mean of 4.63 standard deviation of 0.53 and it shows that the level of perception and agreement of the students in the evaluation of films that deal with the issue of LGBTQIA+ specifically in the Content has a comment that strongly agrees and literally which explanation is very high.

Table 9. Level of perception and agreement of students with the issue of LGBTQIA+ specifically in

Banghay	Mean	SD	Puna
Mga Pahayag			
<i>Nauunawaan ang pagkakasunod-sunod ng pelikula</i>	4.56	0.55	Lubos na sumasang-ayon
<i>Nailalarawan ang mga suliraning kinakaharap ng mga tauhan.</i>	4.64	0.52	Lubos na sumasang-ayon
<i>Naisusulat ang wastong balangkas na naaayon sa elemento ng pagsusuri ng pelikula.</i>	4.45	0.57	Lubos na sumasang-ayon
<i>Nailalahad ang wastong daloy ng pelikula sa iba.</i>	4.59	0.51	Lubos na sumasang-ayon
<i>Nasusuri ang bawat mahahalagang pangyayari sa pelikula.</i>	4.62	0.54	Lubos na sumasang-ayon
Overall Mean: 4.57			
Standard Deviation: 0.54			
Literal na paliwanag: Lubhang Mataas			

As shown in table 9, With a very high level of students' views and agreement in the analysis of films that deal with the issue of LGBTQIA+ specifically in Banghay and in the view of the respondents, the problems faced by the staff of (M=4.64, SD=0.52) and analyzed every important event in the film has (M=4.62, SD=0.54). Although it was observed that very high level of perception and agreement of the students in the analysis of films dealing with the issue of LGBTQIA+ specifically in Banghay, the statement with the lowest score was able to write the correct framework corresponding to the element of analysis of the film there is (M = 4.45, SD = 0.57).

There is a total mean of 4.57 standard deviation of 0.54 and it shows that the level of perception and agreement of the students in the evaluation of films that deal with the issue of LGBTQIA+ specifically in Banghay has a comment that is very agreeable and literal which explanation is very high.

Table 10. Level of students' perception and agreement viewing the LGBTQIA+ film regarding Knowledge	t with Po	st-Fem	inism Theory in analyzing
Mga Pahayag	Mean	SD	Puna
<i>Nalalaman kung mayroon koneksyon ang Teoryang Post-Feminismo sa pelikulang napanuod.</i>	4.49	0.59	Lubos na Sumasang-ayon
<i>Naipapahayag ang saloobin sa pelikula napanuod batay sa teoryang nakapaloobdito.</i>	4.61	0.61	Lubos na Sumasang-ayon
<i>Naisasaad nang wasto ang Teoryang Post-Feminismo sa pelikula.</i>	4.52	0.55	Lubos na Sumasang-ayon
<i>Naipapakita ang kahalagahan ng teoryasa pagsusuri ng pelikula.</i>	4.66	0.53	Lubos na Sumasang-ayon
<i>Napatutunayan na ang Teoryang Post-Feminismo ay nagpapakita ng mgakasarian ng mga tauhan</i>	4.60	0.56	Lubos na Sumasang-ayon
Overall Mean: 4.58			
Standard Deviation: 0.57			
Literal na paliwanag: Lubhang Mataas			

As shown in table 10, With the extremely high level of students' views and agreement with the theory of post-feminism in the analysis and examination of the LGBTQIA+ film regarding the knowledge and the views of the respondents, the importance of the theory in the analysis of the film of (M =4.66, SD=0.53) and can express the attitude towards the movie watched based on the theory contained in it there is (M=4.61, SD=0.61). Although it was observed that the students' views and agreement with the theory of post-feminism were extremely high in the analysis and examination of the LGBTQIA+ film regarding knowledge, the statement with the lowest score knew if the theory of Post- Feminism had a connection in the movie watched there was (M = 4.49, SD = 0.59).

There is a total mean of 4.58 standard deviation of 0.57 and it is shown that the level of students' perspective and agreement with post-feminism theory in the analysis and observation of the LGBTQIA+ film regarding knowledge has a comment that strongly agrees and literal explanation very high.

Table 11. Level of students' perception and agree men analyzing and viewing the LGBTQIA+ film about Influence	t with Po nce	st-Fem SD	inism Theory in Puna
Mga Pahayag	Mean	SD	
<i>Ang mga kaibigan na nakapanunuod ng pelikula na pumapaksa sa LGBTQIA+ ang nagiging dahilan upang ito rin ay aking panoorin.</i>	4.07	0.93	sumasang-ayon
<i>Sa mga sumubok na sumipat ng ganitong klase ng mga pelikula ay bunga ng kanilang mga kuryosidad.</i>	4.38	0.77	Lubos na sumasang-ayon
<i>Sa tuwing nagsasama ang aking barkadahan at mga kaibigan, karaniwang ito ay aming madalas na gawin ang panood ng mga pelikulang pumapaksa sa LGBTQIA+.</i>	3.53	1.10	sumasang-ayon
<i>Ang pelikulang may mataas na ratings ang karaniwang kong sinusuri at sinisipat na panoorin.</i>	4.35	0.85	Lubos na sumasang-ayon
<i>Kapag ako ay manunuod, ang mga kamag-aral ko ang aking kasama, kung kaya't ako ay may dahilan upang panoorin ang pelikulang pumapaksa sa LGBTQIA+ kahit abutin pa kami ng dis- oras na nang gabi.</i>	3.62	1.13	sumasang-ayon
Overall Mean: 3.99 Standard Deviation: 0.95 Literal na paliwanag: Mataas			

As shown in table 11, With the extremely high level of students' views and agreement with the theory of post-feminism in the analysis and observation of the LGBTQIA+ film regarding the Influence and the viewpoint of the respondents, among those who tried to observe this type of films are as a result of their curiosities of (M=4.38, SD=0.77) and the movie with high ratings I usually review and look forward to watching has (M=4.35, SD=0.85). Although a high level of students' views and agreement with the theory of post-feminism was observed in the analysis and examination of the lgbtqia+ film regarding Influence, the statement with the lowest score is when I watch, my classmates I'm with my partner, so I have a reason to watch the movie that deals with LGBTQIA+ even if it takes us two hours that night there is (M = 3.62, SD = 1.13).

There is a total mean of 3.99 standard deviation of 0.95 and it shows that the level of students' perspective and agreement with post-feminism theory in analyzing and viewing the film LGBTQIA+ about Influence has a comment that agrees and literally which explanation is high.

Table 12. Level of student grades perception and greement of s udents on aspects of their performance and

orMarka	firstSaklaw	Kabuoan	Bahagdan	Mapaglarawang Katumbas
1.00	99.00-100.00	11	10.00	Mahusay
1.25	96.00-98.99	54	49.09	Mahusay
1.50	93.00-95.99	12	10.91	Lubos na Kasiya-siya
1.75	90.00-92.99	23	20.91	Lubos na Kasiya-siya
2.00	87.00-89.99	4	3.64	Kasiya-siya
2.25	84.00-86.99	0	0.00	Kasiya-siya
2.5	81.00-83.99	0	0.00	Medyo kasiya-siya
2.75	78.00-80.99	0	0.00	Medyo kasiya-siya
3.00	75.00-77.99	0	0.00	Pumasa
4.00	70.00-74.99	0	0.00	Kondisyon na Kabiguan
5.00	0.00-69.99	0	0.00	Nabigo
Total		110	100	
Weighted Mean	35.83			
Pinakamababang	2.00			
Marka				
Pinakamataas na	1.00			Katangi-tangi
marka				
Standard	16.56			
Deviation				

Table 12 above shows, the level of performance and the grades or scores of students in the first semester, out of a total of one hundred and ten respondents, the score “1.25(96.00-98.99)” scored the highest number of fifty four (54) or 49.09% of the total respondents have descriptive equivalents of Excellent. And the score “1.75(90.00-92.99)” has a number of twenty-three (23) or 20.91% of the total respondents and has a descriptive equivalent of Very Satisfactory. While the score “5.00-2.25(0.00- 86.99)” got the lowest number of zero or 0.00% of the total response and has corresponding descriptions of Satisfactory, Somewhat Satisfactory, Pass, Conditional Failure and Fail.

There is a total (Weighted Mean=35.83, SD=16.56) and (lowest score = 5(0.00-69.99%), highest score = 1(99.00-100.00%) shows that the level of performance and the grades or scores of the -students in the first semester have a descriptive equivalent of Excellent and a literal explanation of Outstanding.

Table 13. Significant Effects of Examining Films Addressing LGBTQIA+ Issues on Students' FirstSemester Grades

Pagsusuri ng Pelikulang Pumapaksa sa usaping LGBTQIA+	Pagganap ng mga mag-aaral	Beta Coefficient	t-stat	p-value	Analysis
Tauhan		-0.0897	-1.01	0.314	Hindi Makabuluhan
Dayalogo	Grado/Marka sa unang Semestre	-0.0151	-0.15	0.884	Hindi Makabuluhan
Nilalaman		0.09644	0.96	0.337	Hindi Makabuluhan
Banghay		0.0048	0.05	0.960	Hindi Makabuluhan

Table 13 above shows, the significant impact analysis of films dealing with the issue of LGBTQIA+ on the grade or mark of students in the first semester

The character, dialogue, content and analysis of films dealing with LGBTQIA+ issues on grades or grades were not observed to have a significant effect on students' grades or grades. Data were calculated using the t-test with a lower critical t value. In general, the p-values obtained are greater than the 0.05 level of significance.

And it also shows that the null hypothesis that "There is no significant effect of reviewing films dealing with LGBTQIA+ issues on students' grades or marks in the first semester" is not accepted, it shows that there is "no significant" effect between them.

Table 14. Significant Effects of Post-Feminism Theory on LGBTQIA+ Film Analysis and Evaluation on Students' Grade s or Marks in the first Semester

Teoryang Post-Feminismo	Pagganap ng mga mag-aaral	Beta Coefficient	t-stat	p-value	Analysis
Kaalaman	Grado/Marka sa unang Semestre	0.0861	1.47	0.145	Hindi Makabuluhan
Impluwensya		-0.0086	-0.23	0.822	Hindi Makabuluhan

Table 14 above shows, the significant impact of post-feminism theory on the analysis and viewing of LGBTQIA+ film on the grade marks of students in the first semester.

The knowledge and influence of post-feminism theory in the analysis and examination of the LGBTQIA+ film on the grade or mark was not noticed to have a significant effect on the grade or mark of the students. Data were calculated using the t-test with a lower critical t value. In general, the p-values obtained are greater than the 0.05 level of significance.

And it also shows that the null hypothesis that "There is no significant effect of post-feminism theory on LGBTQIA+ film analysis and viewing on first semester students' grades or scores" should not be accepted, it shows that "there is no significant" effect between them.

CONCLUSION

The hypothesis that says "there is no significant effect of the review of films dealing with LGBTQIA+ issues on students' grades or marks in the first semester" is no correlations.

The hypothesis that says "Post-Feminism Theory does not have a significant effect on the analysis and viewing of LGBTQIA+ film on the grade or mark of students in the first semester" is no correlations..

RECOMMENDATIONS

1. This study can only be considered a preliminary step. Teachers should make sure that the students can learn about the film analysis stage, in this way the students' thoughts are more aware of social issues, especially the gender issue.
2. Expand the scope of the research that will determine the indicators or predictors that can provide influence and knowledge to the students regarding the evaluation.
3. Continue to conduct related studies that emphasize the situation of LGBTQIA+ so that it becomes more clear to every viewer that the situation faced by every member of LGBTQIA+ in society is not a joke and to be a bridge to everyone that the other gender has severe facing when it comes to what they live in.
4. Discover films that dominate the Post-feminism approach because the film indicates the different conditions that other sexes have in society.
5. In addition to the grade, conduct a pre-test and post-test to ensure a high level of students' understanding of the SINESOS subject.

ACKNOWLEDGEMENTS

The researcher wishes to express his sincere gratitude to the following people without whom this study would never be possible:

Laguna State Polytechnic University, his Alma Mater, for serving as guide to his success in facing all the challenges to attain his goal;

HON. MARIO R. BRIONES EdD, President of LSPU and Chairman of the Panel of Examiners, whose genuine concern for the University knows no bound, that serves the motivation for the researcher to complete this very vital professional endeavor;

ROSARIO G. CATAPANG, PhD, Associate Dean of Graduate Studies and Applied Research, for the support, untiring guidance, patience and for her dedication to share knowledge in the field of research and for her valuable support.

TERESITA C. ELAYBA, EdD, his thesis adviser, for the expertise, scholarly insights, outstanding guidance, professional assistance and encouragement to keep his going, pushing him towards the realization of this endeavor and most of all his patience and immense support through every step of the way without which, the researcher would not be able to complete this study;

HER PARENTS AND SIBLINGS, whose love and guidance are with me in whatever I pursue.

JAYAR BALBEMECA, for his untiring support, understanding, motivation, and exerting efforts ingiving pieces of advice to finish this study.

STUDENT-RESPONDENTS, for their willingness to be part of the study and for their cooperationin answering the survey questionnaire;

REFERENCES

- Caroline Dorey- Stein (2015). "A Brief History: The Three Waves of Feminism." Retrieved from <https://www.progressivewomensleadership.com/a-brief-history-the-three-waves-of-feminism/>
- Chloe Kerr (2015). "Here is what student feminists achieved in 2015." Retrieved from http://www.huffingtonpost.co.uk/2015/12/27/2015-a-big-year-for-studentfeminism_n_8825004.html
- Hannah Dessoy (2017). "11 Simple Reasons Why Every Student Still Needs Feminism." Retrieved from <https://www.thedailytouch.com/hannah-dessoy/11-simple-reasons-why-every-student-still-needs-feminism/>
- <https://www.studocu.com/ph/document/university-of-southern-mindanao/panunuring-pampanitikan/fil-ed-223-gabay-sa-pagsusuri-ng-pelikula/29155528>
- <https://www.coursehero.com/file/pj9ealf/Pagsusuri-Ang-mga-diyalogong-ginamit-sa-pelikula-ay-masasabi-na-talagang/>
- <https://www.slideshare.net/vangiea/mga-sangkap-ng-pelikula>
- <https://mrpeneyra19.wordpress.com/2016/09/22/modernong-peminismo/>
- https://www.academia.edu/37826017/Kakayahan_sa_Pagsusuri_ng_indie_film_ng_2_docx
- Martinez, G (2015), *Effective Teaching Third Edition*, Quad Alpha Centrum Bldg. 125Pioneer Street Mandaluyong City 1150, Natinal Bookstore
- Leithwood, L., & Levin, B. (2010). Academic performance measure. *Student Learning*. In *International Encyclopedia of Education (Third Edition)*, 2010.Retrieved From <https://usa.ingrammicro.com/Documents/vendors/c/citrix/Achieve-Learning-Continuity-and-Keep-Students-Productive.pdf>