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These four frameworks attributes the higher prevalence of anxiety, depression, and substance use found among LGBT as compared with heterosexual populations to the additive stress resulting from nonconformity with prevailing sexual orientation and gender norms. In addition to the framework context, we, researchers, believed it was important to consider the multiple social identities of LGBT individuals, including their identities as members of various racial/ethnic groups, and the intersections of these identities with dimensions of inequality such as poverty. These four contexts is very useful because it acknowledges simultaneous dimensions of inequality and focuses on understanding how they are interrelated and how they shape and influence one another. This framework also challenges one to look at the points of cohesion and fracture within racial/ethnic sexual- and gender-minority groups, as well as those between these groups and the dominant group culture (Brooks et al., 2009; Gamson and Mohr, 2004)

According to an article entitled **“Bisexuality in Psychoanalytic Theory: Interpreting the Resistance”**, “Bisexual and bisexuality may strike contemporary readers as anything but commonsensical. Because of the conceptual chaos that surrounds the use of this term, it is easier to say what it does not mean to psychoanalytic thinkers than what it does. Only tenuously related to the currently popular understandings of bisexuality as a type of sexual orientation or identity associated with the attraction to both (or multiple) genders – in short, the B in “LGBT” – bisexuality as a psychoanalytic concept remains steeped in assumptions about human sexuality that were dominant in Western Cultures in the early 20th century.”

(associating heterosexual stimuli with masturbation). Other, more extreme, treatments included the use of hormones such as oestrogens (to decrease 'abnormal' sex drive) or androgens (to increase 'normal' sex drive), castration and clitoridectomy, and even lobotomies.

One of the first psychologists to challenge the view that homosexuals were mentally ill was Evelyn Hooker (1907-1996). The publication of Hooker's research prompted other similar studies and gay activists used this research in their campaigns for the removal of homosexuality from the DSM. Gay activists began a series of protests and demonstrations in 1968 and the American Psychiatric Association voted to remove homosexuality five years later in 1973. However, homosexuality was replaced by a new diagnosis 'ego-dystonic homosexuality', to be applied to people who fail to accept their homosexuality, experience persistent distress and wish to become heterosexual (unsurprisingly a parallel category of 'ego-dystonic heterosexuality' was not incorporated into the DSM!). This condition remained in the DSM until 1987 (homosexuality also remained in the World Health Organisation's International Classification of Diseases, a diagnostic manual used widely outside of North America, until 1993). Two years after the removal of homosexuality from the DSM, the American Psychological Association (APA) adopted the official policy that 'homosexuality, per se, implies no impairment in judgement, stability, reliability, or general social or vocational capabilities'. The APA also urged 'all mental health professionals to take the lead in removing the stigma of mental illness that has long been associated with homosexual

DEFINITION OF TERMS

Terms here are conceptually and operationally defined for better understanding of the readers.

Bisexual- is mainly used in the context of human attraction to denote romantic or sexual feelings toward both men and women.

‘Come Out’ – a literal interpretation of expressing or revealing of an individual to another, physically or mentally.

Gay - is a term that primarily refers to a homosexual person or the trait of being homosexual.

Lesbian – Is a female homosexual.

Millennials - a person reaching young adulthood around the year 2000; a New Generation Era.

Religious Convictions - is a term that describes one’s strong belief or opinion.

Sexual Association - a particular group occupied by Bisexuals, homosexuals, that conducts civil rights movement discuss class and gender tension in the society.

Sexual Introduction - is the capacity of humans to have erotic experiences and responses.

‘Sexually Pulled’ - a deeper interpretation of conveying feelings into a same sex male or female.

TEXT	MEANING	EMERGEMENT THEME
R1.) Yes, I do my duties. Responsible sila, maybe so, because if they're not responsible they won't be you know .ang mga kilala ko mga smart-ass people.	The respondent admits that bisexual people are responsible because he himself a bisexual person does his own duties and responsibilities.	Responsibilities and duties of an individual
R2.) Yes, kay they're considered bisexual because hindi sila patas sa iban nga bakla nga lalad. May mga bisexual nga lalaki gyapon sila pero kung makilala mo sila or ma-deeper mo ang relationship mo sa ila mahambal mo nga ay bisexual ngai sila lang ma-explain nila kung ngaa hindi sila bakla.	The respondent thinks that they are responsible. They still act the ways they should and in that way you will see that they are responsible enough of their own actions.	Responsibilities and duties of an individual
R3.) That depends sa tao. Kay may iba nga naga upod-upod sa mga bisexual friends nila kung hindi responsible friends nila sila man. Pero may iba man nga bright.	The respondent thinks that it depends upon the person. Some people think that if your friends are not responsible then it reflects your personality as well, but that does not justify it. Some people who happened to have friends who are bisexual but is responsible enough of their actions.	Responsibilities and duties of an individual

R4.)No, hindi tanan kay may kilala ko nga confident lang sa una pero hindi ma nila kaya ang ila ubra.	The respondent believes that not all bisexuals are responsible for others are just confident at first but leaves their work later on.	Responsibilities and duties of an individual
R5.)Yes, but not all kay there are people who takes responsibility for their actions while others do not.	The respondent thinks that bisexual people are responsible but not all of them.	Responsibilities and duties of an individual

Table X.

The table below shows the response of the researcher's respondents with the regard to the question:

Question # 10: Do you consider yourself as a bisexual?

TEXT	MEANING	EMERGEMENT THEME
R1.) No, I'm gay.	The respondent admits that he is not a bisexual but a gay.	Self - Assessment
R2.) No.	The respondent admits that she is not bisexual.	Self - Assessment
R3.) No.	The respondent admits that he is not bisexual.	Self - Assessment
R4.) Yes.	The respondent admits that he is bisexual.	Self - Assessment
R5.) No.	The respondent admits that he is bisexual.	Self - Assessment

The respondents have different responses to this question. Many are not against bisexuality but on the other hand, there are also students who chose to be against it. With the given results we can also conclude that there are also students who are unsure if they are against or they support people who are engaged with this matter.

“I have friends who are considered bisexual”

Many respondents admit that they have friends who are bisexual but there are also students whose friends are not engaged with this.

“I like hanging out with bisexual people”

Most of the respondents felt uneasy to be with bisexual people. Based on the results it indicates how they feel when hanging out with bisexual people. Most of them are uncomfortable hanging out or when surrounded by people who are bisexual but there are also students who like hanging out with them because they consider themselves as one of them.

“I do find bisexual people wiser/smarter than a normally-gendered human”

There is a clear conclusion with regard to this statement. The respondents clearly disagree with this matter. Based on the respondent's answers we can conclude that the respondents think that a normally-gendered human being and a duo-gendered individual have the same capacity of thinking but in a unique and different way such that Bisexuals have a more creative thinking compared to others.

“I enjoy talking with bisexual people”

4. Most Bisexuals are good in academic performances based on the survey taken.
5. Most Bisexual students doesn't know what triggered them to be "Bi". Most of them just naturally noticed that they are attracted to members of their own sex at an early age, as young as 6 or 7-8 years old.
6. Students that is Bisexual are very accommodating and actively participating. When it comes to communicating, the answer is may result positive or negative. Some of them are good by maintaining a long communication process, but some are just rude, and remains undisturbed.
7. Between a normal-gendered and a Bisexual student, there is nothing really much to consider when it comes to excellence. But, students that is bisexual, are fond to be much more creative and idealistic than a normal-gendered individual.
8. Bisexual students in KNCHS are well observed and bounded by the rules of the administration. With the help of the teachers, administrators, faculty and staffs, bisexuals promotes peace and harmony within and outside the campus.

Conclusions

1. Many individuals who are bisexual encounters discrimination. The research established the effects of bisexuality to an individual, the social effect of beliefs to a human, and the word "gay" as the superior terminology for a duo-gendered, are observed in this specific study.
2. This study is somehow accurate as the results shows complexity. By this, we can conclude that is it very beneficial not only for the school, but because of its capacity to sum up the ideas that is applicable to a bigger society.

Based on the findings and conclusions of the study, our research further work to:

1. Alleviative social comprehension maybe provided to Bisexual Students in order for us to deepen the understanding about them.
2. Participation of all students maybe established to cover up more wide range area of study and analyzation.
3. Different forms of media must regulate their programs, and promote a standard junction for dessiminating controversial information.
4. Bisexual students must be acknowledged, freely and respectfully by the school.
We researchers believe that in order to fight the factors that triggers an individual to be bisexual, one must be appreciated and respected by starting from a small part of community.
5. Design a form of study about Sexual Orientation as a part of the education curriculum.
6. Establishing a supreme organization that supports Bisexualism in every highschool level. Rules and regulations are well managed by this organization.
7. Design a form of study about Sexual Orientation as a part of the education curriculum. Through this, one must will be aware not only millenials, but each individual also.
8. Establishing the validity of this claim will impact each individual in the society and the productivity of their performance. We researchers believe that the implementation will not only improve but also to create a better understanding the bisexuals inside and outside the school.

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