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RESEARCH ARTICLE

THE EFFECTS OF ETHNICITY AND PHYSICAL ATTRACTIVENESS ON RATINGS ON SELECTED TRAITS AMONG MSU-MARAWI STUDENTS

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Abstract

The study aimed to determine whether ethnicity and facial attractiveness affect students' ratings on selected traits, which may then imply stereotypes. The study was conducted in Mindanao State University – Main campus, Marawi City, where students from different ethnic groups are taking up different degree programs. An experimental design was employed to examine whether participants would give different ratings to stimulus persons representing different ethnicities (Cebuano and Meranao) and at different attractiveness level. This is to test the assumption of physical attractiveness stereotype that states: Attractive individuals are believed and stereotyped to have positive traits than Unattractive counterparts, and the cognitive theory on Categorization that posits that people categorizes and formulate different stereotypes to different ethnic groups, in line with ethnic stereotyping. 80 students were gathered and selected to different treatment conditions. Data were analyzed using mixed factorial analysis of variance to examine the significant main and interaction effects of the variables to people's ratings and stereotypes. Findings revealed that Ethnicity has a significant main effect to people's ratings and stereotypes ($F(1,77) = 6.914$, $p = 0.002$, $\eta^2 = .152$), which imply ethnic stereotyping and ethnocentrism. Meanwhile, physical/facial attractiveness also found to have significant and large main effect to people's ratings and stereotypes ($F(1,77) = 78.239$, $p = .000$, $\eta^2 = .504$), and that attractive stimulus person ($M = 4.558$) indeed got higher trait ratings than unattractive stimulus person ($M = 3.529$) in all treatment conditions. Furthermore, results also suggest that there was a significant interaction effect between these variables to people's ratings and stereotyping ($F(1,77) = 31.172$, $p = .000$, $\eta^2 = .447$).

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Introduction:-

Background and Rationale of the Study

Stereotyping is a term that is not new to the society, in fact it exists and ubiquitous as long as there are divisions between groups. Stereotype was defined as —widely shared and simplified evaluative image of a social group and its member (Hogg & Vaughan, 2010), as well as —a belief about personal attributes of a group of people. Stereotypes are sometimes overgeneralized, inaccurate, and resistant to new information (Myers, 2010). People have own understanding of stereotypes, and it is commonly perceived to be negative, usually if a certain group of people tend

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to generalize or stigmatize other group's characteristics and traits. Yet, there are also stereotypes that can be positive (Tan et.al, 2010), especially if the stereotyped group, such as own group, is favored than the other (Hooghe, 2008). Stereotypes could also be based on the groups' characteristics to which it categorized, it can be a groups' gender, sex, nationality, physical attractiveness, ethnicity and religion. Studies indicated that among these categories, there is a "Bigthree", and these are the race, gender, and age, primarily because these are prototypic stereotype magnets (Schneider, 2005), the reason was that these categories are prevalent and an easy bases to stereotype groups in most countries, and many studies have already conducted regarding stereotypes in relation to these categories. The present study only focused on the effect of ethnicity and the physical attractiveness to stereotyping. While, there were only few studies conducted that consider the effect of both variables – ethnicity and physical attractiveness – to the people's stereotyping (e.g. Karst, nd; Langlois & Stephan, 1977).

Ethnicity of the person was reported to have affected stereotypes of a particular group to the stereotyped group in academe and workplace. Researches suggest that stereotyped groups were perceived less likely to succeed in academic performances and future success (Adam, 1978; Wong, Derlega and Colson, 1988; Pigott & Cowen, 2000; as cited by Chen & Weseley, 1993) and less likely to hire in a certain job (Bennett, 1976 as cited by Chen & Weseley, 1993). There was also a study conducted in the Philippines regarding stereotyping that found out that Filipino children have different stereotypes to different race and ethnic groups, and as children grows older, stereotypes were becoming more negative, and these stereotypes was affected and influenced by their parents, teachers, and mass media (Pablo & Gardner, 1987).

Stereotyping is prevalent in the Philippine setting, in fact, the Philippine Congress – both Senate and House of Representatives – have already passed a bill regarding prohibiting stereotyping against minority, ethnic, and religious groups. Anti-religious and ethnic stereotyping act of 2013 penalizes individuals or institutions who found to have committed discriminatory treatment and religious and ethnic stereotyping or profiling in relation to offended party's religion and ethnic background (An act prohibiting stereotyped based on religion or ethnic origin, 2013; An act prohibiting against persons on account of ethnic origin and/or religious belief, n.d.). This action provides support to reduce and avoid further impact of ethnic and religious stereotyping, such as abovementioned, in the state.

Moreover, there are people often categorized based on physical and facial attractiveness. People from different race and ethnicity have different standard of beauty, and there are other people that ostracized unattractive individuals from attractive individuals. The theory on physical attractiveness stereotyping postulated that attractive people perceived to have more positive traits than unattractive people, but there were handful researches have already studied the presence and the effect of stereotyping based on individual's physical attractiveness. Studies suggest that physical attractiveness affects salary, promotion, and the probability to be hired in a job (Bell & McLaughlin, 2006; as cited by Allard, nd), and also reported to affect people's perceived judgment of guilty of crimes such as sexual harassment (Wuensch & Moore, 2004), while students' physical attractiveness also found to have effect onto teacher's perception on students' intelligence, and future academic success. These suggest that mere presence of physical attractiveness stereotyping indicates drastic effects to an individual's lives.

Nevertheless, there were no significant reports regarding the interaction effect of ethnicity and physical attractiveness to people's ratings and stereotyping (e.g. Karst, nd; Langlois & Stephan, 1977). Yet, the present study aimed to come up with the same results with previous studies that have been conducted regarding the effect of physical attractiveness and ethnicity to people's person-perception and stereotype, but this time, the present study involved ethnicity labels different from previous literatures, which in this instance, Meranao and Cebuano, and aimed to determine whether ethnicity and physical attractiveness have interaction effect onto trait ratings of students from different ethnic groups in MSU, Marawi, and whether these results imply stereotyping.

Statement of the Problem

1. What is the demographic profile of the participants in terms of age, sex, academic year, and course, and ethnicity?
2. What are the ratings given by participant-raters to the stimulus persons?
3. Does the ethnicity of the stimulus persons affect the participants' ratings on the selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful- helpful, dishonest-honest, and disrespectful-respectful?

4. Does the physical/facial attractiveness of the stimulus persons affect the participants' ratings on the selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful?
5. Is there any interaction between ethnicity and physical/facial attractiveness of the stimulus persons that affect participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful?

Hypotheses

HO1: The ethnicity of the stimulus persons does not affect the participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful.

HA1: The ethnicity of the stimulus persons does affect the participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful.

HO2: The facial/physical attractiveness of the stimulus persons does not affect the participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful.

HA2: the facial/physical attractiveness of the stimulus persons does affect the participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful.

HO3: There is no interaction between ethnicity and facial/physical attractiveness that affect participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful.

HA3: There is an interaction between ethnicity and facial/physical attractiveness that affect participants' ratings on selected traits namely: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful.

Scope and Limitation

The research sample were students from different ethnic groups, and these were categorized as the "tri-people" of MSU – Main campus, Marawi City, Philippines, which consist of three ethnic and religious groups of students studying in the said university. These are the Christians, Muslims, and the Lumads. But due to time constraints and the number and availability of Lumad people, this research only focused on the Cebuano and Meranao ethnic groups. Furthermore, researcher did not draw the research sample from all colleges due to time and monetary constraints, which resulted to unequal number of students coming from different colleges. Nevertheless, the sample still represented the diversity since participants came from 10 different colleges of the university.

Responses of the participants were based on their person-perception about the particular ethnic group or about the individual/stimulus person from that particular ethnic group. The images that were presented to the participants were composed of female pictures. These images were randomly chosen from individuals living outside of the campus and outside of Marawi city. The purpose of doing this was to avoid halo effect in case a participant knows the person in the image presented.

Furthermore, stimuli were pictures of randomly chosen individuals taken from the internet. This study is aware of the ethical implication of labeling one's picture of face as either attractive or unattractive. For the sake of the confidentiality of the pictures and its owners, pictures included in the pretesting were no longer considered. However, results from the survey conducted regarding whose pictures got the highest and lowest mean scores in physical attractiveness scale were the ones presented.

The traits included in the study were taken from the survey conducted, the respondents were asked what are the traits they believe Meranaos and Cebuanos possess. Survey rendered eight "common" traits, in which believed to be

possessed by both Meranaos and Cebuanos. The purposes of choosing common traits is to ensure the fair treatment of traits used in describing Meranaos and Cebuanos in the experiment proper, to establish a stable and fair ground for unbiased comparison between Cebuano and Meranao after the manipulation, and also to know if there are changes in describing Cebuano and Meranao stimulus persons with these traits after the manipulation. Moreover, this study is aware that there may be other and more traits that can be used in describing the stimulus persons. But these traits were selected only to clearly identify and draw conclusion whether Cebuanos and Meranaos are being stereotyped positively or negatively.

In addition, traits having neutral meaning such as Conservative, Influential, Sensitive, may be perceived as having positive or negative meaning depending on the situation, which may raise a question on the validity of the description in the ratings of the participants. In order to reduce confusion, traits that literally have positive and negative meaning, such as Inhospitable, Honest, Disrespectful, Helpful, and others were instead considered to establish a clear definition whether the participants are describing the stimulus person either in a positive or in a negative way.

In research sampling, the study was supposed to use random sampling to choose participants, but due to the time of research and the availability of students, convenient sampling was utilized. The reason was that the research design was approved and the experiment was conducted after the last day of classes, with only a having limited number of students around the colleges.

Theoretical framework

There are two theories that are tested in this research, the theory on Physical Attractiveness stereotype with the assumption “what is beauty is good”, and the cognitive theory on Categorization which explains group difference and stereotype formation.

The assumption of “Physical attractiveness stereotype” is that physically attractive people possess socially desirable traits, or what has been coined from the study of Dion, et.al. (1979), “what is beauty is good”. One of the studies of Dion, Berscheid and Walster as cited by Griffin and Langlois (2006) stated that attractive people are preferred over and believed to possess more positive characteristics than unattractive ones. Dion et.al. labeled this phenomenon as “beauty-is-good stereotype”. Many studies have been verified such assumptions, such as cited by Griffin and Langlois (2006), which showed that adults, children and even infants prefer attractive individuals than unattractive counterparts (Eagly, Ashmore, Makhijani, & Longo, 1991; Langlois et.al., 2000).

The cognitive approach on explaining stereotype was introduced in 1970s and 1980s, Categorization posits that stereotypes were natural outgrowths of unavoidable and adaptive processes of social categorization. Literatures such as those of Brewer, Dull, and Lui (1981); Hamilton (1980), Hamilton and Troler (1986), Krueger and Rothbart (1988), Taylor, Fiske, Etcoff, and Ruderman (1978) (as cited by Williams & Spencer-Rodgers, 2010), indicated that people organize, simplify, and make sense of their social world by grouping individuals according to their shared properties. Stable traits and characteristics applied to these groups— i.e., stereotypes – inevitably follow. Social categories play an important role on the study of stereotyping that essentialism or the belief that group members share a deep, underlying, even biologically based ‘essence’ that accounts for group differences in appearance and behavior (Prentice & Miller, 2006, 2007; Rothbart & Taylor, 1992 as cited in Williams & Spencer-Rodgers, 2010). Such beliefs have been associated with the use of stereotypes, the perception of stronger intergroup boundaries, and negative interpersonal outcomes (Bastian & Haslam, 2006; Miller & Prentice, 1999; Williams & Eberhardt, 2008; Yzerbyt, Corneille, & Estrada, 2001 as cited by Williams & Spencer-Rodgers, 2010). Literatures also suggest that not all cultures around the world form categories in the same way. In fact, the process of grouping objects after a search for deep, stable, non-obvious properties that they share appears to be most common in European and North American cultures influenced by Aristotelian thought. While in East Asian cultures, objects are most likely to be grouped according to the relationships among them or by phenotypic, relatively superficial similarities (Williams & Spencer-Rodgers, 2010). Categorization also provides one possible explanation why should people have different categorization, stereotypes, and trait ratings between ethnic groups presently being studied.

From the theories cited, the study intended to determine whether participants would rate attractive individuals more positively than unattractive individuals, and if ethnicity will affect these trait ratings if the individuals represent a particular ethnic group – for this instance, Cebuano and Meranao, and also to test whether participants would give

different ratings in selected traits describing the persons from different ethnic groups at different physical attractiveness level.

Conceptual framework

As discussed, stereotypes can be in different context, depending on which aspect of a group's characteristic is being stereotyped. It can be age, gender, religion, race, nationality, ethnicity, or attractiveness.

As illustrated in the diagram, the study focused on the changes and differences of people's ratings to selected traits that describe an individual from particular group, and thus suggests stereotyping. The likelihood that this phenomenon would occur may be caused by various independent variables, which in this study, are the ethnicity and physical attractiveness of the person.

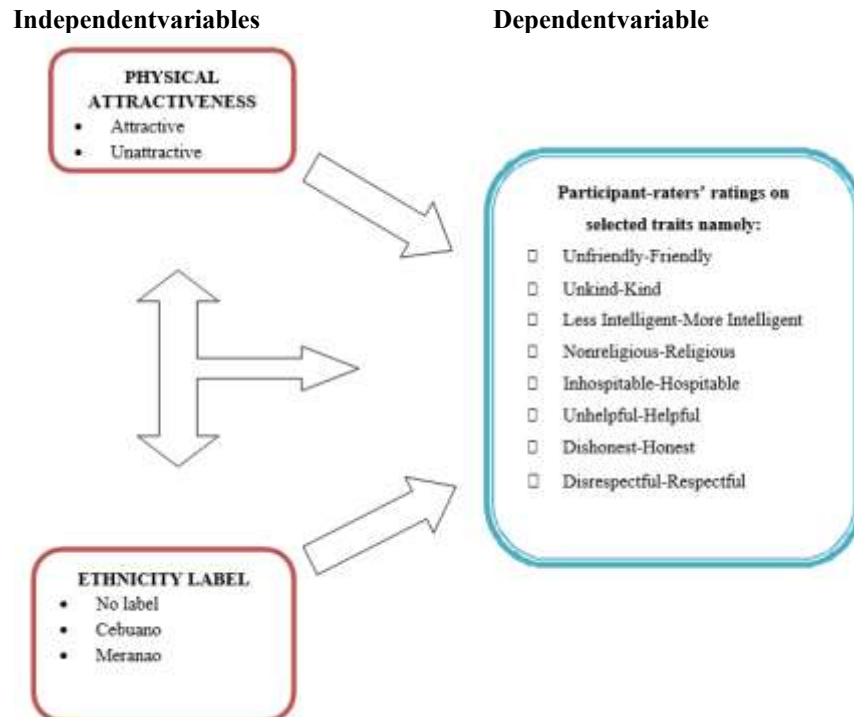


Figure 1:- Schematic diagram of Conceptual framework.

One of the independent variables was the ethnicity of the person. Studies found that the difference between groups yielded different categories and stereotypes. It is assumed that ethnic groups have differences in terms of norms, religious and superstitious beliefs, phonetics, and cultures. Thus, it is expected that people may perceive ethnic groups significantly different based from these categories.

Moreover, physical attractiveness was also found to have significant effect on people's stereotypes. The assumption of the theory was that attractive individuals are perceived to have positive traits than Unattractive individuals. The study would test this theory and assumed that people would rate and perceive attractive stimulus person more positively in selected traits, than unattractive stimulus person.

Each variable may play vital role on the differences of people's trait ratings and stereotyping. In addition, the present study also considered the interaction effect of these variables that may contribute to significant results.

Moreover, the dependent variable involved traits that are common among Cebuanos and Meranaos and were made to have positive and negative counterparts in a form of semantic differential scale. And these are: unfriendly-friendly, unkind-kind, less intelligent-more intelligent, nonreligious-religious, inhospitable-hospitable, unhelpful-helpful, dishonest-honest, and disrespectful-respectful. Through these traits, the study was able to determine whether the independent variables – which are the ethnicity and facial attractiveness of the stimulus persons, have

significant effects to the differences in the ratings in these traits, and whether these differences are significant enough to imply stereotyping. The purpose of the commonalities of the traits was to eliminate confounding factors such as in case the traits only describe one ethnicity and not the other, to have a fair basis of comparing the two ethnicity labels after manipulation, and to determine whether participant-raters described Cebuano and Meranao stimulus persons positively or negatively.

The study focused to determine whether the ethnicity, physical attractiveness and the interaction of both variables would affect people's ratings in selected traits after the manipulation, which in turn, describes the stimulus persons based on ethnicity and physical attractiveness level, and thus could be imply ethnic and physical attractiveness stereotyping.

Definition of terms

To provide a better understanding on the contents and discussion of the study, the following terms are conceptually and operationally defined.

1. Ethnicity is the fact or state of belonging to a social group that has a common national or cultural tradition (Google, nd). In this study, this refers to one of the independent variables, which are Cebuano and Meranao ethnicities that were used to label stimulus persons.
2. Ethnic stereotyping is the consensus among members of one ethnic group concerning attitudes which characterized another ethnic group (Katz & Bradley, 1933; as cited by Pablo & Gardner, 1987). In this study, it is the generalizing of traits by a particular group of individuals to a certain ethnic group, through their ratings on selected traits.
3. Physical/Facial attractiveness refers to the degree to which a person's physical traits are considered aesthetically pleasing or beautiful (Garg, nd). In this study, it refers to the extent of people's description to a person's physical appearance through their ratings, either from very unattractive to very attractive.
4. Physical attractiveness stereotyping is defined as the belief that attractive persons were perceived to have socially desirable personalities in general than those who were unattractive (Dion, Berscheid, & Walster, 1972; as cited by Dion & Dion, 1987). In this study, it is how people would positively or negatively describe individuals based on physical attractiveness through their ratings on selected traits.
5. Stereotype is a belief about the personal attributes of a group of people. Stereotypes are sometimes overgeneralized, inaccurate, and resistant to new information (Myers, 2010). Stereotype is also a widely shared and simplified evaluative image of a social group and its member (Hogg & Vaughan, 2010). In this study, it is the people's general description to individuals based on its ethnicity and physical attractiveness through their ratings on selected traits.
6. Stimulus person. In this study, it refers to the picture of a female with a particular attractiveness level, in which its ethnicity label was manipulated into either Cebuano or Meranao, and these pictures were presented to the participant-raters in different treatment conditions. And used as an instrument to determine whether participant-raters have different trait ratings that corresponds to the stimulus persons' attractiveness levels and ethnicity labels.
7. Trait is a distinguishing character or quality, especially of one's personal nature, of a person's character (Random house Kernerman Webster College Dictionary, 2010). In this study, it refers to the traits selected, in which participant-raters used to rate and describe a particular stimulus person labeled with ethnicity and has a particular physical attractiveness level.

Review of Related Literature:-

There has been many studies conducted on stereotyping, wherein different categories has been studied that contribute to stereotyping, such as age, race, ethnicity, gender, sex, etc., the present study focused on the stereotyping based on individuals' ethnicity and physical/facial attractiveness.

Ethnicity

Several studies have been conducted on stereotyping based on individuals' ethnicity, and there were several theories proposed that provide explanation into the formation of ethnic stereotyping. Ethnic stereotyping has been defined as the consensus among members of one ethnic group concerning attitudes which characterized another ethnic group (Katz & Bradley, 1933; as cited by Pablo & Gardner, 1987). Accordingly, and in line with the definition of Stereotypes – a belief about the personal attributes of a group of people are sometimes overgeneralized and inaccurate (Myers, 2010), an ethnic group that overgeneralized other ethnic group's traits. Theories have been cited in few other studies, while the present study focused onto the cognitive approach on the explanation of the formation of ethnic stereotyping. Categorization theory argued that people organize, simplify, and make sense of their social world by grouping individuals according to their shared properties, stable traits and characteristics are applied to these groups – i.e. stereotypes – inevitably follows (Williams & Spencer-Rodgers, 2010). Categorization also play vital role on the explanation onto the belief that group members share a deep, underlying, even biologically based 'essence' that account for group difference in appearance and behavior (Prentice & Miller, 2006, 2007; Rothbart & Taylor, 1992; as cited by Williams & Spencer-Rodgers, 2010), and these beliefs accounts have been associated with stereotyping and perception that strengthen intergroup boundaries and negative interpersonal outcomes (Prentice & Miller, 2006, 2007; Rothbart & Taylor, 1992; as cited by Williams & Spencer-Rodgers, 2010). Thus, individuals were categorized into groups, and between these groups have differences in characteristics to which it categorizes, take into consideration the sex, people differentiate and categorizes people into male and female groups, and between these groups, people formulate a generalized description – stereotypes – about a certain group, which is in contrast to other groups', the idea was that groupings were made due to individuals' differences, which in turn, leading to stereotyping. However, people do not categorized into cultural or ethnic groups in a same way, there are other cultures that categorized groups according on shared relationship or phonetic, religious or superstitious similarities (Nisbett, 2003; Nisbett & Norenzayan, 2001; Nisbett, Peng, Choi, & Norenzayan, 2001; Norenzayan, Smith, Kim, & Nisbett, 2002; as cited by Williams & Spencer-Rodgers, 2010).

In the study conducted that examines categorization, Experiments expose the spontaneous categorization of people by race. Researchers labeled people of widely varying ancestry as simply "Black" or "White", as if such categories were black and white. When individuals view different people making statements, they often forget who said what, yet they remember the race of the person who made each statement (Hewstone & others, 1991; Stroessner & others, 1990; Taylor & others, 1978; as cited by Myers, 2011). Meanwhile, Myers (2011) suggests that such categorization is not prejudice, but it does provide foundation and necessary for prejudice. Once we assign people to groups—athletes, drama majors, math professors, and etc.—we are likely to exaggerate the similarities within these groups and the differences between them (S. E. Taylor, 1981; Wilder, 1978; as cited by Myers, 2011).

Stereotypes also served as different functions, one of this is affective function. It argued that stereotypes encompass beliefs about the behavior of others that can affect us, and in that sense they facilitate prejudices. From this, it is not surprising that stereotypes between ethnic groups often lead to preconceived negative judgment or prejudice.

A study conducted in Academe that is interested on the effects of ethnic and race stereotypes from different ethnicity and race by Chen & Weseley (2011) test the effects of students' ethnicities on teachers' perception in their students' intelligence, GPA (grade point average), future academic and career success by comparing undergraduate and graduate students from different ethnic groups namely African-American, Asian-American and European-American, in a university in suburban New York. The result showed that there was a significant main effect of ethnicity on perceived intelligence and that it was also revealed that the perceived intelligence on the Asian-American was higher than those Authors whose ethnicity did not indicated. Other results indicated that ethnicity has no significant main effect on perceived GPA, future and career success to students. Thus, Chen & Weseley, (2011) found no significant difference in perceived intelligence between the Asian American, European American, or African American students.

Nevertheless, other related studies regarding teachers' perception on students' performances was the study conducted by Adam (1978) as cited by Chen & Weseley (1993), the study found out that the teachers often hold more negative perceptions of African American students' intelligence and academic ability compared to European American students. Another experimental study conducted by Bennett (1976) cited by Chen & Weseley (1993) revealed that American students in several universities majoring in education believed that a European American student hired by the researcher would be better able to learn words than an African American student hired by the researcher, also teachers believed that the European American students would be able to spell more words correctly

than the African American students (Bennett, 1976). Similar results obtained by Pigott & Cowen (2000) as cited by Chen & Weseley (2011), it was found that the teachers perceived African-American as less likely to graduate from high school and have difficulty on future school work than randomly selected European-American, and believed and perceived by the undergraduate students and teachers in psychology classes that African-American would do worse in future academic performance than with European-American students (Wong, Derlega, and Colson, 1988). Other similar studies investigated the stereotypes to African Americans resulted almost the same, that such African-American ethnic group would do and perceived to do worse academically. Such researches are some examples of how stereotype been work on ethnicities, but these researches are said (Chen & Weseley, 2011) performed in the 1970s, and it is unclear whether contemporary teachers still have the same stereotypes. In contrary, Chen & Weseley cited most recent studies (Allis, 1991; Lee, 1994; Lee & Ying, 2001) resulted that Asian-American was lauded as "model minority" and perceived as well-academically hard working, and research (Wong, Lai, Nagasawa, and Lin, 1998) investigated that, university students interviewed via telephone reported that Asian Americans are better performer academically, are more motivated to do well in college and are more likely to succeed in their careers than Caucasian and African American students. Moreover, there other researches that suggest that implicit activation of sociocultural stereotypes could have a significant impact especially into scholastic quantitative performance of adults and children (Ambady, Shih, Kim & Pattinsky, 2000). It was found that the activation of negative stereotype regarding individual's group membership can substantially impede performance (Aronson, Quinn, & Spencer, 1998; Croizet & Claire, 1998; Spencer, Steele, & Quinn, 1997; Steele, 1997; as cited by Ambady, Shih, Kim & Pattinsky, 2000), while other activation of stereotype can boost performance (Shih, Pattinsky & Ambady, 1999; as cited by Ambady, Shih, Kim & Pattinsky, 2000). Furthermore, Asian-American pupils from lower elementary years to middle school ages did significantly better in quantitative domain than Caucasian when their ethnic identity was activated (Ambady, Shih, Kim & Pattinsky, 2000).

Another study conducted in the Philippines by Pablo and Gardner (1987) that also discuss the stereotype of school children and their parents. In their study, different stereotypes of Filipino children were investigated, they also take into consideration the cross-cultural orientation and the generalization given by children-participants' parents and assumed in their study the significant effects of it on children's assimilation of information as they grow. 120 school children and their parents were situated in Manila city were included. The children were at fourth grade, sixth grade and fourth year high school, ages varied from nine to sixteen. Checklist identified by Katz and Braley was used by Pablo & Gardner in their study, traits from the checklists was translated into Filipino by National Language instructors. The checklists then distributed into children from three different academic year level and to also their parents. They were instructed to complete the checklist by identifying 10 traits that correspondents to 4 national group and 2 ethnic groups in the Philippines, then asked to mark out other 5 traits out of 10. National groups were Russians, Americans, Japanese and Chinese, and the ethnic groups were Tagalogs and Ilocanos. Results revealed that stereotype to Tagalog were remained positive. Yet some negative stereotypes were attributed by older pupils from sixth grade. It was also found out that positive traits such as courteous, religious, superstitious and industrious seemed to be consistence in all grade levels, this may be evident that Tagalogs hold stereotypes to their kin as more favorable. This may also imply that in the present study, a particular ethnic group may rate traits, qualities and characteristics as more in positive content than the other. Stereotyping of the children to the Ilocanos were more consistent with the textbooks they used in the classroom, also to magazine and mass media. The stereotypes of the children to their ethnic group have less difference to their stereotypes to the Ilocanos. While the stereotypes of the children to the Chinese were businesslikes, slit-eyed and etc., some of these traits were consistent to business. But some negative traits such as dirty, noisy, deceitful and stupid, were somehow associated to the well-known Chinatown in Manila. Japanese stereotype were somehow negative, this may be associated to Japanese's cruelty to the Filipinos during World War II. The American stereotypes were lighted-skin and most of it was positive, such as intelligent, well- educated, and civilized. While Russians were stereotyped as inventive, more associated with the technologies. As a conclusion, as the child grew, likelihood of the similarity of the child and their parents increases, the data suggested that stereotypes developed from their parents, school textbooks and even from mass medias. These findings concluded that indeed the parents' information regarding other ethnic and national groups were influential to the children.

Meanwhile, prejudice was also reported to have caused by further stereotyping, and that, prejudice and stereotypes are so interlocked that they play off one another in supportive ways (Allport, 1954; as cited by Schneider, 2005). It was concluded that in previous studies, stereotyping based on individuals' ethnicity might bring about an adverse impact. Due to this, the Philippine government took an action to reduce probable negative effects of ethnic and even religious stereotyping in workplace and academe. The Philippine Congress assembly have approved the "Anti-

Religious and ethnic stereotyping and profiling act of 2013”, that strictly prohibits and penalizes individuals, groups, or institution or organization who will find guilty of committing discriminatory treatment and religious and ethnic stereotyping and profiling against a person or class of persons from particular religion and ethnic background in media, employment, education, delivery of basic goods and service and other analogous circumstances, with a fine of not less than Thirty thousand but not exceeding One hundred thousand pesos at the discretion of the court in first offense, in the succeeding violation in the other hand, the guilty party is either penalized with a fine of not less than Two Hundred thousand pesos but not exceeding Five Hundred thousand pesos, or an imprisonment of at least Thirty day but not more than Six months, or both at the discretion of the court (An act prohibiting stereotyped based on religion or ethnic origin, 2013; An act prohibiting against persons on account of ethnic origin and/or religious belief, n.d.).

Physical attractiveness

Physical attractiveness was also reported to have significant effect on people’s stereotypes. A study of Clifford and Walster (1973) conducted was to investigate whether physical attractiveness of the students has an impact on teacher’s perception. They believe that teacher develop their first impression to a student by his/her academic records and his/her appearance. Then they hypothesize that —the more attractive the child, the more bias they expected the teacher would be. In their study, teachers were simply shown with report cards that indicate child’s academic performance and general social behavior with child’s photograph on it. The teachers indeed perceived attractive students to have higher IQ, to have parents who are interested in academic achievement and to have a future education than unattractive students. Moreover, Teachers expected the attractive students far better relationships with peers than with the unattractive ones. It is shown indeed from these finding that extent of attractiveness is one contributed factor to the expectations formulated by the teachers on their students. Findings offers an evidence not just the effects of physical attractiveness stereotypes on the teachers’ expectation, but also the effect to the performance of students that were reinforced by their teachers’ expectation to them.

Previous studies have revealed that there were discrepancies in treatment and advantages between physically attractive and physically unattractive employees in the workplace. Findings revealed that having good looks are generally an asset in hiring, performance ratings, securing plum assignments, promotion and long-term salary growth. Thus, favoritism towards attractive persons and prejudice against homeliness and unattractive persons were found pervasive in most jobs and within occupations (Bell & McLaughlin, 2006; Carr- Ruffino, n.d.; as cited by Allard, n.d.). Furthermore, attractive workers were found to earn Five percent more than averagely attractive workers, while Unattractive workers earn less than Seven percent than averagely attractive workers (Harvard Law review 2035, 1987; as cited by Allard, n.d.). The results indicated that the gap in physical attractiveness of workers might bring about drastic impact into workers occupational standing and earnings.

Physical attractiveness was also reported to affect guilty-decision on a certain crimes. Mock-jury decision according to litigants’ physical attractiveness was examined by Wuensch and Moore (2004), and results revealed that Jurors were more certain of the guilt of the defendant when the plaintiff or the complainant was attractive than when the plaintiff was unattractive. Study also found out that physically attractive litigants were treated more favorably than Unattractive litigants (Castellow, Wuensch & Moore, 1990; as cited by Wuensch & Moore, 2004) in simulated sexual harassment case trial. While in simulated rape trials, attractive defendants were sentenced more leniently than Unattractive defendant, and defendant who have been accused of raping an Unattractive victim were less likely to be charged as guilty than those who accused of raping attractive victim (Jacobson, 1981; Jacobson & Popovich, 1983; as cited by Wuensch & Moore, 2004). Moreover, previous study by Catellow et. al. (1990) as cited by Wuensch & Moore (2004) found that unattractive defendants were 2.5 times more likely to be found guilty of crimes by individual jurors in mock-jury decision than the attractive defendants. Aside from this, jurors also surmised Attractive litigants to have socially desirable traits, rating them higher than physically unattractive litigants on attributes such as sincerity, kindness, and intelligence (Castellow et.al., 1990; as cited by Wuensch & Moore, 2004). These findings suggest that even in perceived justice and criminality, people discriminate unattractive persons and favored attractive individuals, which is not an objective action to exercise justice.

In addition, the result of the study of Curkovic and Franc (2009) also showed the existence of physical attractiveness stereotypes in the context of Big Five Personality theory. Participants judged personality traits of target faces in the photo. Results revealed that the judgments were affected by the attractiveness and the sex of the target. Surprisingly, averagely attractive were judged as the most agreeable, emotionally stable and extraverted, regardless of their sex. Unattractive targets were assessed as the most introverted, emotionally unstable and low on openness dimension.

Interactive effects of targets' physical attractiveness and gender were confirmed on the judgments of extraversion, emotional stability, conscientiousness and openness.

Ethnicity and Physical Attractiveness

Other related researches conducted also investigate the effect of physical attractiveness, but this time, they include the race and ethnicity as a contributing factor. A study conducted by Aaron Karst (nd) was intended to investigate the effects of physical attractiveness to the students of MSU (Michigan State University) and to test whether race and ethnicity will alter their perception and stereotype towards physical attractiveness. Participants were told that the purpose of the experiment was to examine how well one can draw conclusions about someone's personality with only minimal visual cues provided prior to the start of the study (Karst, undated). The results suggested that there was a significant effect on the physical attractiveness stereotype, $F(1,11)=7.33$, $p<.05$. However, no significant differences were seen due to race (ns, $p>.05$). This indeed a promising result, but readers were reminded that the number of respondents were too low, and that might contributed to non-significance of some results.

Regardless, some related researches cited by Karst (nd) found that race alone can affect the possibility of calling back of an applicant for a job (e.g. Perina, 2003). Further finding revealed that Caucasians were likely to be called back for a job than other ethnic and racial groups, which emphasized the racial discrimination among job applicants in job hiring.

Researches also compared the stereotypes of physical attractiveness and ethnicity. A study conducted by Judith Langlois and Cookie Stephan (1977) tested and investigated the generality of stereotypes based on physical attractiveness and also the contribution of physical attractiveness and ethnicity on behavioral attribution and peer preferences of children of different ethnicity, namely Black, Anglo and Mexican-American from kindergarten to fourth-grade. The children were shown photographs of attractive and unattractive stimulus child from 3 different ethnic groups and asked to rate the stimulus in different dimensions such as physical attractiveness, liking preference and behavioral characteristics. It was found out that attractive stimulus child was perceived as more intelligent, more friendly, and less mean to other children, therefore, attractive stimulus child rated more preferably. Lastly, it was found that the children from 3 different ethnic group responded primarily on the attractiveness and thus it was suggested that stereotype associated with attractiveness were said to be strong determinant of behavioral attribution and peer preference than ethnicity.

Findings from related studies in aforementioned suggest the implications of physical attractiveness and ethnicity on people's stereotyping. The aim of the present study is to determine if there are differences in people's trait ratings, and whether these differences correspond or imply stereotyping based on stimulus persons' physical attractiveness and ethnicity label.

Methodology:-

This section presents the research design employed, the locale, the instruments used, the process of obtaining the research sample, the data collection procedure and the statistical treatment utilized in the analysis of data.

Research Design

The study employed experimental research design to determine the effects of Ethnicity and Physical attractiveness to participants' ratings on selected traits.

The study employed a 3 X 2 mixed factorial design, in which the stimulus persons' ethnicities and physical attractiveness as independent variables were varied across treatment conditions. Stimulus persons' ethnicity as the between-subject variable was either Cebuano or Meranao and Control – without ethnicity label. While the stimulus persons' level of facial attractiveness as the within-subject or repeated measure variables, in which in all treatment conditions, attractive and unattractive stimulus persons were presented. There were 6 treatment conditions overall.

Locale of the Study

The locale of the study is the Mindanao State University – Main campus, Marawi City, Philippines, the flagship of MSU System which is situated in the Islamic city of Marawi. It is considered as the —Melting pot of the south for it is culturally diverse placed. Many students coming from different ethnic groups in MINSUPALA (Mindanao, Sulu, and Palawan) and other regions in the country are studying in this academic institution.

The Mindanao State University (commonly referred to as MSU Main) is a public coeducational institution of higher learning and research. Founded on September 1, 1961 through Republic Act 1387 and Republic Act 1893, it is the flagship and the largest campus of the Mindanao State University System, and has evolved over the years in keeping with national and local developments. The brain-child of late Senator Domocao Alonto, it grows from its main campus Marawi City to a University System that now comprises several campuses located in major centers in Mindanao and Sulu. Its first president was Dr. Antonio Isidro who came in from his position as the Vice President for Academic Affairs of the University of the Philippines.

As of the 2nd semester of the Academic year 2014 – 2015, the student population of MSU – Main reached to 13,745. The university offers degree programs from different fields of learning such as Agriculture (COA), Business administration and Accountancy (CBAA), Education (CED), Engineering (COE), Fisheries (COF), Health Sciences (CHS), Hotel and Restaurant Management (CHARM), Information Technology (CIT), International and Islamic Relations and Asian Studies (KFCIAS), Natural Sciences and Mathematics (CNSM), Public Affairs (CPA), Social Sciences and Humanities (CSSH), and Sports and Physical education (CSPEAR). (Information System Department, 2014 - 2015)

Instruments

The rating scale is composed of “common” or “general traits” between Cebuano and Meranao people, gathered from the survey conducted. Traits with high frequency describing Cebuano and Meranao were selected, and from these traits, eight traits that commonly described both Cebuanos and Meranaos were selected. Each trait was dichotomized and has its positive and negative counterparts. These are Unfriendly–Friendly; Unkind–Kind; Less intelligent–More intelligent; Nonreligious–Religious; Inhospitable–Hospitable; Unhelpful–Helpful; Dishonest–Honest; Disrespectful–Respectful, with an additional trait Unattractive–Attractive as a manipulation check. Participants’ perception to each trait is measured through a 6–point semantic differential scale, wherein, ratings of 3 – 1 refers to a more negative perception of the trait used, while ratings of 4 – 6 refers to a more positive perception of the trait used, depending on how the participants would describe the stimulus person. “Common” or “general” traits then were utilized to determine if there is indeed a difference on how participants would rate a Cebuano, Meranao, or a person with no ethnicity label (Control) if the facial attractiveness is varied, and also to establish an unbiased comparison of traits ratings between Cebuano and Meranao stimulus persons.

The pictures used in the experiment as stimulus persons were composed of female images. Only two (2) pictures, out of 20 pictures, were selected to be included in the actual conduct of experiment. Prior to the experiment proper, survey conducted to ask which picture is the most attractive and least attractive among 20 pictures presented. Respondents were then asked to rate each pictures’ facial attractiveness from 1 to 6, 1 – very unattractive to 6 – very attractive. These pictures were edited into black- and-white images to reduce and neutralize the confounding effects of colored pictures that may enhance or inhibit perception of physical or facial attractiveness, which in turn may also confound the participants’ ratings towards that stimulus person, this is because research suggests that color red enhances the attraction of men and women (Elliot & Niets, 2008).

Research Sample

The participants of the study were college students from different colleges of Mindanao State University – Main campus. The students were from different ethnic groups in MINSUPALA (Mindanao, Sulu, and Palawan) region. However, for the purpose of the experiment, only two ethnic groups, namely Cebuanos and Meranaos were considered. The students who participated in the study were currently enrolled during 2nd semester 2014 – 2015 in the said university.

Some participants in the actual experiment were gathered after their classes in Psych 1 and Psych 20. Then, participants in the experiment were assigned to different treatment conditions through random assignment process.

Each of the two experimental groups consisted of 29 participants, while the control group consisted only of 22 participants. There were a total of 80 participants in the actual experiment. A total of 74 respondents participated in the survey conducted prior to the experiment proper.

Data Gathering Procedure

In pre-testing, respondents were gathered and were asked what are the traits they believed Cebuano and Meranao possessed. They were also asked to rate the facial attractiveness of twenty female images, 1 – very unattractive to 6

– very attractive. After the survey, eight traits with the highest frequency describing Cebuano and Meranao were selected as the final items for the actual experiment. After the images were rated, two female images with the highest and lowest mean score of facial attractiveness were determined and were used as the Attractive and Unattractive stimulus persons respectively in the experiment proper.

After being selected, participants were assigned into different experimental conditions and into control conditions through simple random assignment. They were given rating sheet and had given the time to fill up the demographic profile. Right after, they were instructed and informed by the researcher verbally regarding the procedure of the experiment. In the presentation, participants were asked to rate each picture based on selected traits on the rating sheet provided. Pictures of stimulus persons were presented and projected in an Attractive-Unattractive and Unattractive-Attractive order in each treatment condition since all conditions were treated with physical/facial attractiveness. This was to reduce the chance of order effect and contrast effect in participants' ratings. There were four experimental conditions and two control conditions, but there were only 2 experimental groups and one control group. The first two experimental conditions included one attractive and unattractive stimulus persons both labeled as Cebuanos, this were presented to the first experimental group. While the other two experimental conditions also included the same two stimulus persons but the ethnicity label had been changed to Meranao, this were presented to the second experimental group. And the two control conditions also included the same attractive and unattractive stimulus persons but both stimuli have no ethnicity label, and this was presented to the control group.

Statistical Treatment and Analysis of Data

The data collected were tabulated and analyzed using the following methods:

1. Frequency and Percentages. Frequency and percentages were utilized to determine the profile of the participants according to their demographic characteristics, such as age, sex, ethnicity, and Course/degree & year level, and also to determine the trait ratings of the participants towards stimulus persons.

A single participant have to rate eight traits – which describe a particular stimulus person that represents a particular ethnic group and with particular physical/facial attractiveness level –, these trait ratings were averaged per participants, and the averaged score per participants were inputted into SPSS to calculate the main effects and interaction effect of independent variables using the following statistical treatment:

2. Mixed Factorial ANOVA. Mixed factorial ANOVA was used to determine the main effect and interaction effect of the independent variables that involve between-subject (Control, Cebuano, Meranao) and within-subject (Attractive, Unattractive) variables. This was obtained through the use of Repeated measure General linear model in SPSS (Statistical Package for Social Science) software.

3. Bonferroni post hoc test. Bonferroni post hoc test was used to compare the means of each between-subject condition to the other (Control, Cebuano, Meranao). Accordingly, Bonferroni procedure is a multiple procedure in which the total alpha percentage is divided among the set of comparisons so that each is tested at a more stringent significant level (Aron, Aron, Coups, 2013).

4. Levene's test of homogeneity of variances. Levene's test was used to determine whether the variances of assumed normal distribution among between- subject conditions are equal or homogenous. Such test was utilized to determine if the significant results obtained was due the independent variables and not to the unequal variances in between-subject conditions

5. Mauchly's test of Sphericity. Sphericity is required in a repeated- measures or within-subject ANOVA. Sphericity determines whether the variances of differences between all pairs of repeated-measures or within-subject conditions are equal or homogenous, and since there were only 2 within-in conditions in the present study, Levene's test was instead used to determine the homogeneity of variances between conditions.

Results:-

Tables are presented for the frequency and percentage distribution of data, and repeated measure ANOVA tables for the significant effects of independent variables and hypotheses testing. Results are presented in order of the statement of the problems.

A. Demographic Profile of Participants

The demographic profiles of the participants are presented in this section. These include their age, sex, course & academic year level, and their Ethnicity.

Table 1:- Distribution of participants' demographic profile across age and sex.

Age in year	<i>f</i>	%	Sex	<i>f</i>	%
16	12	15	Female	45	56.25
17	14	17.5	Male	34	42.5
18	14	17.5	Did not indicate	1	1.25
19	14	17.5			
20	11	13.75			
21	5	6.25			
22	1	1.25			
24	1	1.25			
Did not indicated	8	10			
Total	80	100	Total	80	100

Table 1 presents the distribution demographic profile of participants in terms of age and sex. Many of the participants (17.5 %) were aged 17, 18 and 19 years old, other 15 % aged 16 years old, 13.75% aged 20 years old, and 1.25 % each were aged 22 and 24 years old. Most of them (56.25%) were females, the other 42.5% were males, and there is about 1.25% did not indicate their sex.

Table 2:- Distribution of participants' demographic profile across Colleges and Academic year level.

Colleges	<i>f</i>	%	Academic Year level	<i>f</i>	%
College of Social Science and Humanities	22	22.5	1 st	21	26.25
College of Business Administration and Accountancy	6	7.5	2nd	23	28.75
College of King Faisal and Asian Studies	6	7.5	3rd	10	12.5
College of Public Affairs	6	7.5	4th	3	3.75
College of Agriculture	5	6.3	Did not indicated	23	28.75
College of Education	5	6.3			
College of Natural sciences and Mathematics	5	6.3			
College of Engineering	4	5			
College of Hotel and Restaurant Management	1	1.3			
College of Information Technology	1	1.3			
Did not indicate	19	23.8			
Total	80	100	Total	80	100

Table 2 presents the distribution of participants' demographic profile in terms of College academic year level. It is shown in the table that most of the participants (27.5%) were taking up courses and degree program in the College of Social Sciences and Humanities (CSSH), other 7.5% of participants were taking up courses and degree program in the College of the Business Administration and Accountancy, in the College of King Faisal Islamic and Asian Studies, and in the College of Public affairs, while 6.3% of the participants were from the College of Agriculture, the College of Natural Sciences and Mathematics, and in the College of Education, 5% in the College of Engineering, 1.3% in the College of Hotel and Restaurant Management and College of Information Technology, and the remaining 23.8 % of the participants did not indicate their Courses and Degree programs.

Table 3:- Distribution of participants' demographic profile across ethnic groups.

<i>Ethnicity</i>	<i>f</i>	<i>%</i>
Cebuano	36	45
Meranao	44	55
Total	80	100

Table 3 presents the distribution of participants' demographic profile in terms of Ethnicity. Many of the participants, about 55% were Meranaos, while 45% of the participants were Cebuanos,

B. Descriptive Statistics

This section shows and discusses the ratings given by the participants to stimulus persons in different treatment conditions and sought to answers the Statement of the problem no. 2.

Table 4:- Descriptive statistics of participants' ratings per treatment condition.

	Control		Cebuano		Meranao	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Attractive	5.01	0.77	4.14	0.68	4.52	0.78
Unattractive	2.63	0.77	3.83	0.71	4.14	0.63

Descriptive statistics showed in Table 4, indicates that participants' trait ratings to Attractive stimulus person in all ethnicity labels were relatively higher than Unattractive stimulus persons ($M_{Attractive\ Control} = 5.01$ vs. $M_{Unattractive\ Control} = 2.63$; $M_{Attractive\ Cebuano} = 4.14$ vs. $M_{Unattractive\ Cebuano} = 3.83$; $M_{Attractive\ Meranao} = 4.52$ vs. $M_{Unattractive\ Meranao} = 4.14$). These suggest an evidence for Physical attractiveness stereotype, thus attractive persons are believed to have more positive traits than unattractive individuals, since means of trait ratings to attractive stimulus person were above the median score of 3.55 (referring to the 6- point semantic differential scale, wherein the median score is the boundary between positive and negative trait scores), which only indicates that overall traits describing attractive stimulus person perceived to be more positive. Yet, there are mean scores to unattractive stimulus person fall above median score ($M_{Unattractive\ Cebuano} = 3.83$; $M_{Unattractive\ Meranao} = 4.14$), which could also suggest that traits describing unattractive stimulus person perceived and rated to be positive, but this is observable only in unattractive stimulus person that was labeled either Cebuano or Meranao, and that could suggest that this result may be affected by these ethnicity labels.

Trait ratings between no label (Control), Cebuano and Meranao ethnicity labels also indicate differences. Stimulus person in Control condition was rated higher, and thus more positive than Cebuano and Meranao stimulus persons in attractive treatment conditions in selected traits. In contrast, Meranao stimulus person was rated higher and thus more positive than Cebuano and Control stimulus persons in unattractive treatment conditions in selected traits.

Table 5:- Descriptive statistics of participants' ratings per traits in between-subject conditions.

	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Unfriendly - Friendly	3.89	1.43	3.81	1.37	4.55	1.21
Unkind - Kind	3.77	1.12	3.90	1.12	4.56	1.01

Less -More Intelligent	3.73	1.10	4.09	1.23	4.26	0.95
Nonreligious - Religious	3.73	0.97	3.50	0.99	3.00	1.47
Inhosptable - Hospitable	3.66	1.33	4.26	0.97	4.52	1.17
Unhelpful - Helpful	3.98	1.03	4.11	1.11	4.56	1.10
Dishonest - Honest	3.82	1.17	3.92	1.09	4.33	1.09
Disrespectful - Respectful	3.95	1.18	4.28	1.18	4.62	1.06
Total	3.82	1.17	3.98	1.13	4.30	1.13

In Table 5, mean scores of participants' rating in each trait were highest in the Meranao condition, except in the trait "nonreligious-religious", wherein stimulus person without ethnicity label (control) got the highest trait ratings ($M = 3.73$, $SD = 0.97$), while Cebuano ethnicity label ($M = 3.50$, $SD = 0.99$) got higher traits ratings than Meranao ethnicity label ($M = 3.00$, $SD = 1.47$). This descriptive indicates that in most of the traits, Meranao stimulus persons were rated more higher and favorably than Cebuano stimulus persons and stimulus persons without ethnicity label. This might be because mostly of the participants were Meranaos, and that the number and ethnicity of the participants might have a contributing factor to this result. Further discussion on underlying causes of this result and the differences in between-subject condition are further discussed in the following subtopic in this section.

Table 6:- Descriptive statistics of participants' ratings per traits in within-subject conditions.

	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Unfriendly - Friendly	4.41	1.40	3.76	1.27
Unkind - Kind	4.47	1.09	3.68	1.07
Less -More Intelligent	5.02	1.09	3.03	1.10
Nonreligious - Religious	3.95	1.19	2.86	1.09
Inhosptable - Hospitable	4.50	1.12	3.79	1.18
Unhelpful - Helpful	4.58	1.01	3.84	1.15
Dishonest - Honest	4.69	1.11	3.35	1.12
Disrespectful - Respectful	4.83	1.09	3.74	1.19
Total	4.56	1.14	3.51	1.15

As it can be observed in Table 6, all mean scores in each trait were significantly higher in Attractive condition than in Unattractive condition. This result suggests that participants rated attractive stimulus person higher and more favorably than unattractive person in all selected traits. Further discussion on the difference of within-subject conditions are explained in the succeeding subtopics.

C. Interaction and Main effects of facial attractiveness and ethnicity labels

In order to answer the problem raised in this study regarding the effects and interaction of ethnicity label and physical attractiveness of the stimulus persons, a mixed factorial analysis of variance (Mixed ANOVA) using SPSS was conducted. Such analysis was chosen since the design of the study involved variables that are within-subjects or repeated measures – Attractiveness – and a between-subjects or independent measures – Ethnicity label.

A Mauchly's test of Sphericity is necessary for a repeated measure analysis to satisfy the homogeneity of variance across within-subject variables. However, since Mauchly's test is not applicable in the two-level within-subject variables – Attractiveness level, a Levene's test of homogeneity of variance was instead used. It was found that there was no significant result in the Levene's test for both Attractive ($F(2, 77) = 0.607$, $p = 0.548$), and unattractive ($F(2, 77) = 0.117$, $p = 0.889$) conditions, thus, the variances for the two between-subject conditions can be assumed equal and homogenous (see table 7), this result could give a stable basis that whatever results the study obtained, it is confident that significant result was due to the effect of the independent variables and not because to the unequal variances in between-subject and within subject conditions.

Table 7:- Levene's Test of Equality of Error Variances.

	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Attractive	.607	2	77	.548
Unattractive	.117	2	77	.889

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Ethnicity

Within Subjects Design: Attractiveness

C.1 The Effect of Physical/Facial Attractiveness

Table 8 indicate the significance and F value of the effect of attractiveness to the ratings given by the participants. It also shows the interaction of attractiveness and ethnicity labels. However, for this particular section, only the effect of attractiveness will be discussed. The other portion of Table 8 will be discussed in the interaction effect section later on this chapter. Based on the table, there was a significant main effect of physical attractiveness to participants' trait ratings, $F(1, 77) = 78.239$, $p = .000$. Thus, the research hypothesis which states that; The physical/facial attractiveness of the stimulus persons does affect the participants' ratings on selected traits, was supported. This effect indicates that regardless of the ethnicity labels, the ratings given by the participants to the attractive stimulus person ($M = 4.558$) was significantly different from the ratings given to the unattractive stimulus person ($M = 3.529$). As it is, the attractive stimulus person was rated higher, thus more favorably than the unattractive stimulus person in all selected traits

Table 8:- Repeated measures ANOVA for Test of Within-subject effects.

		Sum of Squares	df	Mean square	F	Sig.	Partial Eta Square
Attractiveness level	Sphericity assumed	41.613	1	78.239	78.239	.000**	0.504
Attractiveness level x Ethnicity	Sphericity assumed	33.158	2	16.579	31.172	.000**	0.447
Error(AttractivenessLevel)	Sphericity assumed	40.954	77	532			

a. Computed using alpha = 0.05

Note:**significant at $p < .01$

As shown in Table 9, the Estimated marginal means for the attractiveness levels suggest that the marginal means – that is the mean scores of all trait ratings, including the overall trait ratings of each between-subject conditions involved in Attractive and Unattractive treatment conditions – of the attractive treatment conditions ($M = 4.558$) is much higher than unattractive treatment conditions ($M = 3.529$). As such, this could only mean that the Attractive stimulus person, no matter what its ethnicity label was, was still rated higher and thus more favorably than the unattractive counterpart. This finding provide further evidence on the assumption of —physical attractiveness stereotype and on the results obtained through Repeated measures Analyses of Variances.

Table 9:- Estimated Marginal means for the Main effect of Physical/Facial.

			95% Confidence Interval	
Attractiveness	Mean	Std. error	Lower Bound	Upper Bound
Attractive	4.558	0.084	4.391	4.725
Unattractive	3.523	0.079	3.372	3.686

C2. The Effect of Ethnicity Labels

Table 10 revealed that ethnicity label of the stimulus persons have a significant effect to the participants' trait ratings, $F(2, 77) = 6.914$, $p = .002$. This suggests that the research hypothesis regarding effect of ethnicity label

which states that; the Ethnicity of the stimulus persons does affect the participants' ratings on selected traits, was supported. This effect suggest that if we ignore the attractiveness of the stimulus persons and consider only the ethnicity labels, the participant-raters gave significantly different ratings when the stimulus persons bear different labels of ethnicity.

Table 10:- Repeated measures ANOVA table for Test of Between-subject effect.

	<i>Sumof</i>	<i>Mean</i>		<i>Partialeta</i>			<i>Observed</i>
	<i>Squares</i>	<i>df</i>	<i>squares</i>	<i>F</i>	<i>Sig.</i>	<i>square</i>	<i>power</i>
Intercept	2572.211	1	2572.211	5070.39	0	0.985	1.000
Ethnicity	7.015	2	3.508	6.914	0.002**	0.152	.914
Error	39.062	7 7	0.507				

Note: ** significant at $p < .01$

To further examine where the significant difference lies, a Bonferroni post hoc test was carried out. Table 11 shows the pairwise comparison using Bonferroni procedure – that is, the comparison of the mean of one ethnicity label against the means of each of the other labels. The Bonferroni corrected post hoc test shows that participants' trait ratings to the stimulus persons with no ethnicity label (Control) ($M = 3.820$) and to the stimulus persons with Cebuano label ($M = 3.983$) did not significantly differ, $p = .772$, but, trait ratings to the stimulus persons with Meranao label were significantly higher ($M = 4.327$) than bothControl ($p = .002$), and Cebuano ($p = .033$), respectively. Therefore, the effect of ethnicity label is observed significantly in the ratings given to the stimulus persons with a Meranao label. Table 12 provides further explanations on these findings.

Table 11:- Pairwise Comparison of Mean scores between treatment conditions (Ethnicity).

<i>Ethnicity labels</i>	<i>Ethnicity labels</i>	<i>Mean Difference</i>	<i>Std.</i>	<i>Sig.^c</i>
<i>A</i>	<i>B</i>	<i>(A-B)</i>	<i>Error</i>	
Control	Cebuano	-.162	.142	.772
	Meranao	-.507*	.142	.002**
Cebuano	Control	.162	.142	.772
	Meranao	-.344*	.132	.033*
Meranao	Control	.507*	.142	.002**
	Cebuano	.344*	.132	.033*

Note: Based on estimated marginal means

*. The mean difference is significant at the .05 level.

**.. The mean difference is significant at the .01level

c. Adjustment for multiple comparisons:Bonferroni.

On Table 12, estimated marginal means – that is, the mean score of all trait ratings involved including the overall trait ratings of each within-subject conditions (attractive and unattractive treatment conditions) involved in each of control, Cebuano, and Meranao treatment condition – displayed that in all between-subject conditions, Meranao treatment conditions got the highest estimated marginal means than control and Cebuano treatment conditions. This finding suggests that the Meranao stimulus person, whether it was attractive or unattractive, was still rated higher and thus more favorably than the other ethnicity label.

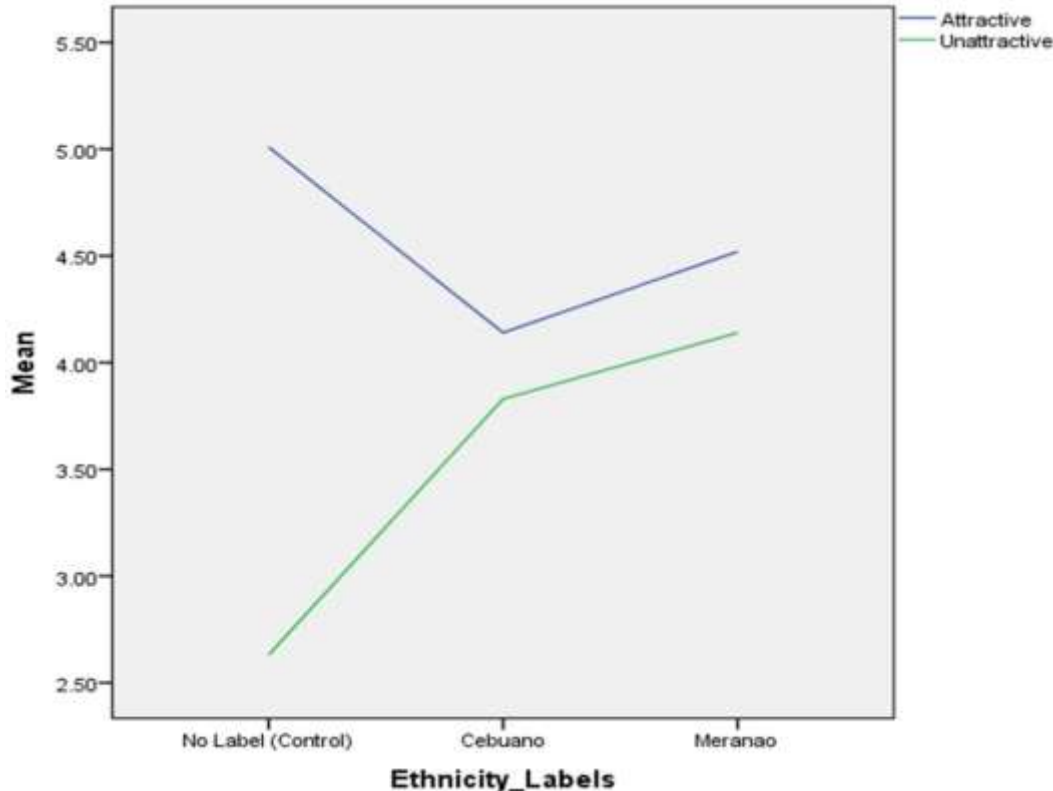
Table 12:- Estimated marginal means for the effect of Ethnicity label.

Ethnicity Labels	Mean	Std. error	95% Confidence Interval	
			Lower Bound	Upper Bound
No Label (Control)	3.82	0.107	3.607	4.034
Cebuano	3.983	0.94	3.797	4.169
Meranao	4.327	0.094	4.141	4.514

C3. The Physical/Facial Attractiveness and Ethnicity Interactioneffect

As shown in Table 8, the hypothesis regarding the interaction of physical attractiveness and ethnicity labels was supported. There was a significant interaction between the attractiveness of the stimulus persons and its ethnicity label, $F(2, 77) = 31.172$, $p = .000$. This effect indicates that the trait ratings given to both attractive and unattractive stimulus persons significantly differ when it has no ethnicity label and when it is labeled with ethnicity such as Cebuano and Meranao.

Figure 2:- Graphic plot.



Graphic plot in Figure 2 provides the direction of these results. Interpretation of the plot indicates that generally, in all three ethnicity label groups, the attractive stimulus person gets higher trait ratings and thus, more positive compared to the unattractive stimulus person. However, the trait ratings for the attractive stimulus persons gets lower when it is labeled Meranao and lowest when labeled Cebuano. This result may be due to unequal number of participants from Meranao and Cebuano ethnic groups, and that the ethnicity of the participants may have affected the distribution of scores.

Moreover, the opposite is also true for the unattractive stimulus person, the trait ratings gets higher when it is labeled Cebuano and highest when labeled Meranao. Thus, trait ratings for attractive stimulus person are pulled down, or unfavorably rated when it has ethnicity labels while ratings for unattractive stimulus person were instead boosted up, or favorably rated when it has ethnicity labels. These results suggest that the trait ratings to stimulus persons were greatly affected and influenced by ethnicity labels. To verify this interpretation, the test of within-subject contrast is presented in Table 13.

Table 13:- Pairwise comparison of Within-subject contrast.

	Ethnicity labels A	Ethnicity labels B	Mean Difference	Std. Error	Sig. ^c
Attractiveness	Control	Cebuano	.87409*	0.20989	.000**
		Meranao	0.49444	0.20989	0.063

	Cebuano	Control	-0.87409*	0.20989	0.000**
		Meranao	-0.37966	0.19495	0.165
	Meranao	Control	-0.49444	0.20989	0.063
		Cebuano	0.37966	0.19495	0.165
Unattractive	Control	Cebuano	-1.19904*	0.19753	.000**
		Meranao	-1.50835*	0.19753	.000**
	Cebuano	Control	1.19904*	0.19753	.000**
		Meranao	-0.30931	0.18347	0.288
	Meranao	Control	1.50835*	0.19753	.000**
		Cebuano	0.30931	0.18347	0.288

Note: Based on estimated marginal means

*. The mean difference is significant at the $p < .05$

** . The mean difference is significant at the $p < .01$

c. Adjustment for multiple comparisons: Benferonni.

Pairwise comparison displayed in Table 13 utilized Bonferroni corrected post hoc test to identify the mean differences between ethnicity labels in each within-subject conditions (Attractive and Unattractive treatment conditions), while assuming that Attractive and Unattractive treatment conditions are significantly different. Attractive stimulus person with no ethnicity label was significantly different with Cebuano label ($p = .000$), but not with Meranao label ($p = .063$). As reflected in the Figure 3, trait ratings to stimulus person with no ethnicity label (Control) differs the most with Cebuano in attractive treatment condition, since Control got the highest trait ratings and Cebuano got the lowest. Meanwhile, unattractive stimulus person with no ethnicity label was found to have high significant difference both with Cebuano ($p = .000$) and Meranao labels ($p = .000$). Moreover, in contrast with Attractive treatment condition, unattractive stimulus person with no ethnicity label got the lowest trait ratings than Cebuano, and Meranao label – which got the highest. Therefore, trait ratings between attractive and unattractive stimulus person was significantly different, yet this difference was affected by the presence of the ethnicity labels. It can be said that both Attractiveness levels and Ethnicity labels interactively affect the participant-raters' ratings on selected traits.

Discussion of Findings:-

In line of the theory of Physical attractiveness stereotype that was cited, the hypothesis “what is beautiful is good” of Dion et. al. (1979) were true among participants and to their ratings, it was found out that the more attractive the person is, the higher the chance that he/she is perceived to have positive traits.

This finding was true especially in stimulus persons without ethnicity label, and it showed in mean differences and in plot of trait ratings that Attractive stimulus persons were rated higher and thus more positive than Unattractive stimulus person in all treatment conditions. Moreover, attractiveness levels were found to have high significant main effect to the participants' ratings, and thus indicate that there was a significant difference in participants' trait ratings due to facial attractiveness of the stimulus persons. Therefore, the notion of Physical attractiveness stereotype was strengthened by the result of the study, which could then imply that attractive individuals have a higher tendency to be perceived as having more positive traits and to be favored than unattractive individuals.

Similar studies in different setting such as in job hiring (Perina 2003; as cited by Karst, nd; Bell & McLaughlin, 2006; Carr-Ruffino, n.d.; as cited by Allard, n.d.) in Teachers' student evaluation (Clifford & Walster, 1973) (Landy & Sigall, 1974; as cited by Hogg and Vaughan, nd) and in Jurors' perception of criminality (Castellow, Wuensch & Moore, 1990; as cited by Wuensch & Moore, 2004; Jacobson, 1981; Jacobson & Popovich, 1983; as cited by Wuensch & Moore, 2004; Castellow et.al., 1990; as cited by Wuensch & Moore, 2004) landed with the same conclusions that attractive individuals are more favored than the unattractive counterpart. And from these results, physical attractiveness is seen to have its advantages and disadvantages to individuals in different setting.

Due to differences of ethnic groups, it was assumed that there is a significant difference on how people would perceive ethnicities differently in lieu with the cited theory on Categorization, and that the present study

hypothesized that the ethnicity of a person affects the people's ratings on selected traits. The findings revealed that the ethnicity of the stimulus persons have high significant effect on participants' ratings on selected traits, thus would suggest and imply a stereotyping based on the individuals' ethnicity. Further analysis showed that mean differences of trait ratings between no label (Control), Cebuano and Meranao treatment conditions yielded significant results. Specifically, trait ratings between Cebuano and Meranao have significant difference, and thus suggest that people may have different perception between these ethnic groups, which in turn may provide additional supporting validation to the proposition of categorization theory on stereotype formation and group differences. In addition, estimated marginal means suggested that Meranao person, whether attractive or unattractive, was still rated more favorably than Cebuano person and person with unknown ethnicity on selected traits. Other related studies also resulted into concluding the existence of ethnic stereotype and its effect to different settings, in teachers' perception to their students (Adam, 1978; Pigott & Cowen, 2000; Wong, Derlega and Colson, 1988 as cited by Chen & Weseley, 1993), and in job hiring among negatively stereotyped groups (Bennett, 1976 as cited by Chen & Weseley, 1993). Meanwhile, the Philippine government realized the adverse effect of ethnic stereotyping such as the results of researches discussed, which is why the Congress have already passed a bill that penalizes individuals, groups or institutions whom it find guilty of committing stereotyping or profiling based on individuals' ethnicity and religion (An act prohibiting stereotyped based on religion or ethnic origin, 2013; An act prohibiting against persons on account of ethnic origin and/or religious belief, n.d.).

These findings could only be generalized if the ethnicities being studied are Cebuanos and Meranaos, and since different ethnicities have different traits, the result of the present study may not be true to other ethnic groups. Other factor that contributed to the significant findings might be the ethnicities of the participant-raters in each experimental group, although Levene's test suggest that there is a homogeneity of variance in all treatment condition despite of unequal number of research sample, there still is a small gap in the number of Cebuano and Meranao participant-raters rating stimulus persons in each treatment condition, and this gap may not significantly affect the result but could explain why Meranao stimulus persons have higher trait ratings than Cebuano stimulus persons in both attractive and unattractive condition.

The results suggest an evidence of the effect of ethnicity and facial attractiveness to the participants' ratings on selected traits, thus would suggest stereotyping, same as other related studies were conducted. Yet, the main purpose of the present study was to determine whether ethnicity and facial attractiveness would interactively affect people's ratings on selected traits. Unlike other similar studies (e.g. Karst, n.d.; Langlois & Stephan, 1977) conducted before, the present study revealed significant result on the interaction between physical attractiveness and ethnicity, and that it was found that there was a high interaction effect between these variables on participants' trait ratings. This finding supports the study's third hypothesis and suggest that people give different ratings to persons from different ethnic groups at different level of physical/facial attractiveness.

The findings also revealed that trait ratings between stimulus persons with Cebuano, Meranao and no ethnicity label (Control) yielded significant differences to each other in attractive and unattractive treatment conditions, as well as the trait ratings between attractive and unattractive stimulus person in all ethnicity labels. Furthermore, trait ratings in attractive stimulus person were dragged down with the influence of ethnicity labels, while trait ratings in unattractive stimulus person were instead boosted up. Trait ratings are seen to be extremely high and low among stimulus persons without ethnicity label, specifically in attractive and unattractive stimulus person respectively, but these ratings were significantly changed when the stimulus persons were labeled either Cebuano or Meranaos.

These results suggest that perception to attractive and unattractive persons may change if their ethnicity is known. Such phenomena may be explained by the ethnocentric factor such as the ethnicity of the participant-raters or the perceiver and of the stereotyped individuals or group involved which explained by ethnocentrism theory. That is, the ethnicity of the perceiver might have the effect on their trait ratings towards stimulus persons with different ethnicity label. For this instance, Meranao participants dominate the present study's research sample, and that might be the possible reason why in all treatment conditions, Meranao stimulus persons got the highest trait ratings and estimated marginal means than stimulus persons in Control and Cebuano treatment conditions. It is possible that the result of the study was affected partly by the unequal number of participants coming from different ethnic groups.

Conclusion:-

The study validated the notion of Physical attractiveness stereotype “what is beauty is good” – that people are stereotyped based on their Physical attractiveness – in most of participants’ ratings. It was revealed that Attractive person was perceived and rated to have more positive traits than Unattractive person in all traits.

Findings also provided evidence that there were significant differences between ethnic groups, and that, Ethnicity was found to have high significant effect into people’s ratings on selected traits. Result also showed that trait ratings drastically changed between persons without ethnicity label and when the persons were labeled and represented a particular ethnic group.

Moreover, Ethnicity and Physical/Facial attractiveness was found to have interaction effect onto people’s ratings on selected traits, and would suggest that people would give different trait ratings or stereotypes to persons from different ethnicity at different level of physical/facial attractiveness. And based on the findings, the trait ratings in attractive and unattractive person were affected by the ethnicity labels. Trait ratings to attractive stimulus person were pulled down, while trait ratings to unattractive stimulus person were boosted up when both stimulus persons were labeled as Cebuanos and Meranaos.

Implications

The present study focused onto the differences of participants’ ratings on selected traits, to which corresponds to the stimulus persons’ ethnicity label and physical attractiveness level. The result of the study could imply an ethnic stereotyping, since the trait ratings was differed between ethnicity labels – which represent certain ethnic group, especially between stimulus person with no ethnicity label and with ethnicity labels, this would suggest that there were significant changes and differences in trait ratings when the person represented a particular ethnic group, and that could imply that there are indeed difference between ethnic groups and how would people discriminate them as what categorization theory explained about stereotype formation and group difference.

Selected traits were common among Cebuanos and Meranaos, as what were gathered from the survey conducted. If the ethnicity was a contributing factor to the significant results, the differences of ratings in these traits may be attributed to the number of participants coming from a particular ethnic group. Majority of the participants were Meranaos, and if it focused onto the Meranao participants’ point-of-view, they most probably rate the meranao stimulus persons to be more positive than stimulus person coming from other ethnic groups, such assumption could be explained by ethnocentrism theory. The theory of ethnocentrism was defined as “a basic attitude expressing the belief that one’s own ethnic group or one’s own culture is superior to other ethnic groups or cultures” (Hooghe, 2008), which also could explain the difference in trait ratings between Cebuano and Meranaos as what the findings showed, since majority of participants were Meranaos, in over-all trait ratings, Meranao stimulus persons were rated higher than Cebuano stimulus persons both in attractive and unattractive treatment condition.

Physical attractiveness also play as a contributing factor onto the differences of trait ratings since the selected traits were common among Cebuanos and Meranaos, the differences of ratings may now depend onto how people would perceive, rate, and describe attractive and unattractive persons differently on these traits. Furthermore, since the findings indicate that attractive stimulus person was rated higher and thus more positive than unattractive stimulus person, the differences of trait ratings between these stimulus persons could imply a stereotyping based on the persons’ physical attractiveness, and a further validation to the theory on physical attractiveness stereotype which states that —attractive people are preferred over and believed to possess more positive characteristics than unattractive ones (Dion et.al., 1979; as cited by Griffin & Langlois, 2006), or as what was labeled as “Beauty-is-good-stereotype”.

The results on the effect of attractiveness may be interpreted discretely and limitedly, one reason is that, stimulus persons used in the study were female images, therefore, results obtained are true to female individuals but may not be reliable and true among male individuals, and that same results may not be obtained if stimulus persons were males. Moreover, the sex of the participants and the number of female and male participant-raters rating the stimulus persons may be a contributing factor to the results obtained, since majority of the participants were females, this may not be true if males dominate the research sample. Lastly, attractiveness level of an individual may be vary from one culture to another having different standard and definition of beauty, and that, attractiveness could also be subjective, wherein the stimulus persons presented in the present study may be not as attractive and unattractive to

other culture or to other ethnic groups. As such, pretesting is strongly recommended for researchers who are interested in replicating the study in order to establish reliable bases for studying physical attractiveness stereotype.

It was confirmed in this study that, people tend to perceive and stereotype individuals' characteristics and traits differently based on their physical attractiveness and on their ethnicity, which may highly suggest a physical attractiveness stereotype and ethnic stereotype between individuals or persons from different groups. These stereotypes are affecting people in different settings, in fact, other related studies found that that ethnic stereotyping and physical attractiveness stereotyping was affecting teachers' evaluation to their students in schools and learning institutions, hiring procedures, salary incomes, performance evaluations between employees in workplaces, and even perceived criminality and guiltiness of crimes especially in sexual assaults and related crimes. The present study concluded the existence of stereotyping based on individuals' ethnicity and physical attractiveness, thus there is also a high probability that its effect, as what previous related studies conducted concluded, might also happen into schools, workplaces, and even to the community holistically in the Philippines, and that immediate action must be taken to reduce, avoid, and eradicate these adversities, especially that other related studies suggest that in schools, the activation of stereotypes especially based on ethnic identity and gender identity, even implicitly, can substantially affect academic performance among children especially in quantitative domain even in lower school years.

Moreover, the study concluded the there is an interaction between ethnicity and physical attractiveness to peoples' trait ratings and thus stereotyping and how people discriminate individuals or groups from different ethnic groups at different physical attractiveness level, and that related studies also illustrated the effects of these variable to the individuals' lives in different setting. Findings bear both advantages and disadvantages. This finding could be most advantageous to individuals who are attractive, and whose ethnicity is the same with the raters' (e.g. teachers, or hiring official of a company), but could be most disadvantageous to individuals who are consensually unattractive and whose ethnicity is different from that of the raters'. It may seem to be bias, but individuals could use this information to gain advantages and avoid disadvantages especially in applying for a specific job.

There may other variables that might consider affecting people's trait ratings but was not included into the study, such as the sex of the participant-raters and of the stimulus persons. Nevertheless, the present study intended to make all stimulus persons as females, in order not to confound the participant-raters trait ratings that might be affected by the stimulus persons' sex, and that this could also imply that there might be different result if stimulus persons are males, yet this variable could be suggested for further study.

The significant result on the interaction effect between the variables being studied was not the same with other similar studies already conducted, and that could mean that this might also not be true with other future studies dealing with different ethnic groups and levels of attractiveness.

Recommendations:-

Based on the results, conclusions and implications of the study, the following are recommended.

For Community

The community, especially to those in culturally-diverse places, should be aware that stereotypes can be developed and be led into prejudice, and that local community officials are suggested to conduct symposiums or any activities to widen the knowledge and understanding about group differences in the community, which may promote positive interpersonal boundaries between groups of different ethnicity or religion. Communities are suggested to have interacting activities so that peaceful relationship and understanding can be established between groups of different cultures, or even create peace-building laws that protects minority groups in different community entity from negative effects of stereotyping

For School administrator, faculties, professors/instructor and staffs

The school administrator, faculties, professors, instructors, and staffs must take necessary awareness of the tendency of non-objectivity of their evaluation to their students as a result of Physical attractiveness stereotype, and ethnic stereotype.

Teachers themselves must not be stereotypical and prejudice, as for they are one the role models that may influence students, and that also not to confound their students' performance due to their stereotypes, perception, and expectations.

Administrators should accept students especially from minorities, for the reason that most of them are disadvantaged. Schools and University must not be affected by the effects of this stereotyping, instead, help disadvantaged group to succeed especially in academics by giving them opportunities.

School administrators are suggested symposium, seminars to teachers and staffs regarding stereotypes based on students' physical attractiveness, ethnicity or even other characteristics such as the gender or sex, and guide them on what ways to eradicate and avoid these adversities.

For hiring personnel, managers, or to any employee of public/private companies, agencies, organizations and Corporations.

The hiring personnel, managers of public or private agencies should be aware of the stereotypes that they may hold against to their job applicants with different ethnic/cultural background and different physical appearance. Also, they should realize that the effect of these stereotypes might drastically affect their judgment and evaluation in the performance of their applicants, incumbent workers and employees in their workplaces. The company must evaluate job applicants' and incumbent workers performance based only on objectivity, by administering test and by conducting seminars regarding the issues, or implementing multiple evaluation of performance to reduce stereotype based on ethnicity and physical attractiveness, and further prejudice.

It is suggested that in companies and industries, minorities should be prioritized first when applying for the job, if and only if, minority and a non-minority individuals are both to be considered in a certain job position. In USA setting, federal law have protected class in which individuals from these class were protected from discriminatory treatment in employment decision based on individuals' sex, race, national origin, color age, religion and disability (Aamodt, 2010). While the Philippine also has the same law that prohibits and penalizes discriminatory treatment and stereotyping against individuals' religion and ethnic backgrounds. The purpose of this is to reduce any legal consequences if it finds out that there was no fair treatment in hiring procedure.

For Government Officials

As for the government officials, law makers, senators, congressmen who already passed a bill of anti-religious and ethnic stereotyping and profiling, that they should promote, regulate, and strengthen the law against negative ethnic and even religious stereotyping.

Law makers and government officials are also encouraged to create laws for protected class, such groups of different gender, sex, or even physical attractiveness, to widen the law forces against negative stereotyping and profiling and its effects.

For Future Researchers

Future researchers who are interested to study stereotyping, not just based on ethnicity and physical attractiveness, are encouraged to dwell on the effects of sex and gender. These variables must be given emphasis on its effects and interaction effect together with ethnicity and physical attractiveness towards peoples' stereotyping. It also recommended to interested researchers to study also in various ethnic groups, not just Meranao and Cebuano in order to widen the reliability of the results. Interested researcher might as well dwell into the role of ethnocentrism and what could have its substantial effect to the differences of stereotypes between ethnic groups. In addition, enthusiast researcher, are suggested to study about the attitudes and behavior that the stereotypical individuals may exhibit towards stereotyped groups.

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