

Lgbtqi+: Level of Awareness and Inclusivity Among College Students

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Abstract

The primary purpose of this study was to determine the level LGBTQI+: Level of Awareness and Inclusivity among BSED and BEED students of Altavas College. The researchers collected the data by using an electronic web-based questionnaire through the use of survey tool using questions modified from level of awareness and level of inclusivity. The survey comprised 2 subsections according to the participant's level of awareness and a question corresponding to each respondent's level of inclusivity. The analysis was perceived using the frequency count, percentage, and mean. Descriptive analyses were computed. The result showed that on the level of awareness, the respondents were "Very Highly Aware." This signifies that the respondents have a very high level of awareness towards LGBTQI+. The level of inclusivity among Altavas College students was described as "Very High Inclusive". It indicates that the respondents are much willing to accept LGBTQI+ as a part of the society.

Keywords: Awareness, Inclusivity, LGBTQI+.

Introduction

The acronym LGBTQI+ refers to sexual orientations and gender identities defined as lesbian, gay, bisexual, transgender, queer, questioning, and their allies (traditionally heterosexual allies to the aforementioned groups). We acknowledge that this is not an exhaustive list of sexual or gender identities which we consider included in the Knowledge & Practice Community (K&P) charge. Sexual orientation and gender identity/expression are important aspects of a young person's identity. Understanding and expressing sexual orientation and gender and developing related identities are typical development tasks that vary across children and youth. For example, some youth may be unsure of their sexual orientation, whereas others have been clear about it since childhood and have expressed it since a young age. Expressing and exploring gender identity and roles is a part of normal development. The process of understanding and expressing one's sexual orientation and gender identity is unique to each individual. It is not a one-time event and personal, cultural, and social factors may influence how one expresses their sexual orientation and gender identity.

Research on LGBTQI+ youth has focused on the risk factors and disparities these young people experience compared with youth who are not LGBTQI+. However, more recently there has been research on resiliency and protective factors, which offers a strength-based focus on LGBTQI+ youth well-being. For instance, LGBTQI+ youth who have access to spaces that affirm their sexual orientation and gender identity report lower rates of attempting suicide and experiencing supportive environments. Bullying, harassment and exclusion of LGBT people in educational institutions is a worldwide problem faced by a significant proportion of LGBT students. It is often driven by stigma and prejudice; rooted in deep cultural beliefs about gender



roles, masculinity and femininity. LGBT students face teasing, name calling and public ridicule, rumours, intimidation, pushing and hitting, stealing or damaging belongings, obscene notes and graffiti, social isolation, cyber bullying, physical and sexual assault, and even death threats. This occurs in classes, playgrounds, toilets and changing rooms, on the way to and from school, as well as online. Implicit violence also takes place through discriminatory education policies, regulations, curricula, teaching materials and teaching practices. A lack of comprehensive sex education puts the health of students at risk. Tran students face additional obstacles with gendered uniforms, official documents/records that don't reflect their gender identity, and single sex facilities such as toilets and changing rooms in educational institutions. Bullying and discrimination in schools based on sexual orientation and gender identity and expression adversely affects LGBT and gender non-conforming students' physical and psychological health. Documented effects include depression, anxiety, fear, stress, loss of confidence, low self-esteem, withdrawal, social isolation, loneliness, guilt, sleep disturbance, alcohol and drug abuse, homelessness, self-harm, and even suicide.

Additionally, these unwelcome environments affect LGBT people's overall education and employment prospects. They are more likely to feel unsafe at school, avoid school activities, miss classes, skip school or dropout, and achieve lower academic results than their peers, setting them to an economic disadvantage in life.

Statement of the Problem

The primary purpose of this study is to determine the hypothesis and the Level of Awareness and Inclusivity among College Students for the academic year 2022 - 2023.

Specifically, the study sought to answer the following questions:

1. What is the level of awareness among college students on LGBTQI+?
2. What is the level of inclusivity among college students on LGBTQI+?

Methodology

Research Design

The research design that was used in the study was Research and Development (R & D) design.

Participants and Validators

The respondents of the study were 50 college students from the Altavas College in Altavas, Aklan. The population of Education department students in Altavas College for the academic year 2022-2023 summed up to 140. Using Slovin's formula and 0.10 or 10% error margin, the respondents of the study resulted in a sample size of 50. Stratified random sampling and stratified proportion sampling were applied to choose those final 50 respondents and to give all the elements an opportunity to be included in the sample.

Data-Gathering Instrument

The data for the study were collected by combining researcher-made and adapted and modified questionnaire that were self-administered. The questionnaire was composed of three (3) parts. Part I, was able to determine the demographic profile of the respondents. Part II, was the Level of Awareness Checklist. Part III, was the Level of Inclusivity Checklist. Demographic Profile



Questionnaire. This was used to determine the personal information and characteristics of the respondents in terms of gender, age, and course level.

Level of Awareness Checklist. This was a 10-item checklist questionnaire which was adapted from the survey instrument on the level of awareness by Gardner (1960). It determined and measured the level of awareness and inclusivity among college students. The questionnaire was responded using Likert Scale where 5 was described as strongly agree, 4 as agree, 3 as neutral, 2 as disagree, and 1 as strongly disagree.

Weight	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The mean was arbitrarily categorized as follows:

Mean Score	Scaling
4.21-5.00	Very Highly Aware
3.41-4.20	Highly Aware
2.61-3.40	Moderately Aware
1.81-2.60	Somewhat Aware
1.00-1.80	Aware

Level of Inclusivity Checklist. This was a 10-item checklist questionnaire from the survey instrument on the level of inclusivity developed by Farmana (2020). It determined and measured the level of effect of LGBTQI+ in the community. The questionnaire was responded using Likert Scale where 5 was described as strongly agree, 4 as agree, 3 as neutral, 2 as disagree, and 1 as strongly disagree.

Weight	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The mean was arbitrarily categorized as follows:

Mean Score	Scaling
4.21-5.00	Very Highly Inclusive
3.41-4.20	Highly Inclusive
2.61-3.40	Moderately Inclusive
1.81-2.60	Somewhat Inclusive
1.00-1.80	Inclusive



Results and Discussion**Level of Awareness on LGBTQI+ in Altavas, Aklan**

Table 1 shows the level of awareness among BSED and BEED students of Altavas College in Altavas, Aklan. In the table, it shows that, overall, the level of awareness is very highly aware (M=4.81).

The results shown in Table 1 presents that the level of awareness that Altavas students Altavas, Aklan which corresponds to the mean of 4.81 taken from the responses.

Table 1

Mean Result of the Level of Awareness of college students in Altavas, Aklan

Variable	Mean	Description
Level of Awareness among college students on LGBTQI+	4.81	Very Highly Aware
Mean Score	Scaling	
4.21-5.00	Very Highly Aware	
3.41-4.20	Highly Aware	
2.61-3.40	Moderately Aware	
1.81-2.60	Somewhat Aware	
1.00-1.80	Aware	

The results in Table 1 indicated that the respondents' level of awareness motivation was described as "Very Highly Aware" having a M=4.86 for Major in English students and "Very Highly Aware" having a M=4.83 for Major in Math students, and "Very Higly Aware" having a M=4.75 for BEED students. Overall, the results emphasized that the respondents' level of awareness was described as "Very Highly Aware" with a M=4.81.

The results highlighted a "very highly aware" in the level of awareness which signifies that the respondents has a average awareness in LGBTQI+ indicated that the respondents has a high level of awareness about LGBTQI+.

The results of this study are similar to the survey study by Elevate Education (2020) in which it showed that 81% of the surveyed students stating that they felt moderately awared of LGBTQI+. Similarly, study of Triyono et.al. (2020) showed the same results, showing that college students moderately has a high level of awareness because of their peers or friends who are belong to LGBTQI+ society.

Level of Inclusivity among college students on LGBTQI+ in Altavas, Aklan

Table 2 presents the level of inclusivity among college student on LGBTQI+ in Altavas, Aklan.

The results shown in Table 2 indicate that overall, the level of college students in Altavas, Aklan is very highly inclusive with a mean of M= 4.85.

Table 2 Level of Inclusivity among college students on LGBTQI+ in Altavas, Aklan

Variable	Mean	Description
Level of Inclusivity among college students on LGBTQI+	4.85	Very Highly inclusive



Mean Score	Scaling
4.21-5.00	Very Highly Inclusive
3.41-4.20	Highly Inclusive
2.61-3.40	Moderately Inclusive
1.81-2.60	Somewhat Inclusive
1.00-1.80	Inclusive

Table 2 on the next page showed the level of inclusivity of BSED and BEED students of Altavas College. The result in Table 4 indicated that the level of inclusivity of the Major in English students was determined as “Very Highly inclusive” with a $M=4.92$ and “Very Highly inclusive” for Major in Math students having a $M=4.88$, and “Very Highly inclusive” for BEED students having a $M=4.85$. All in all, the respondents’ level of inclusivity was described as “Very Highly Inclusive” with a $M=4.88$.

Based on the overall level of inclusivity score, it indicated a “very highly inclusive” where almost of the participants were much more willing to accept LGBTQI+ person. It indicated their belief that people had a freedom to choice what he/she wants and we are all equal and deserved to be accepted and respect even you are belong in LGBTQI+ community.

In addition, another reason could also be the fact that we are all as people. Whether Major in English or Math, BEED, the respondents should accept the LGBTQA person.

The current study’s findings were nearly similar to the study conducted by Noviana et. al. (2022) in which it revealed that 69.8% of the participants experienced a high inclusive in accepting LGBTQI+. Likewise, the results of the study of Maaruf N. & Marani L. (2015) showed similar results. Both studies suggested that almost half of the respondents showed willingness towards acceptance of LGBTQI+.

Conclusions

Based on the findings of the study stated above, the following conclusions were drawn:

1. The level of awareness in terms of LGBTQI+ among college students of Altavas College was “very highly aware” based on their average of awareness score. The result signified how the respondents’ aware of LGBTQI+ people. Therefore, the outcome of the study supported that the respondents has a very high level of awareness about the LGBTQI+.
2. A result of “very highly inclusive” was shown on the level of inclusivity among college students of Altavas College as based on the general inclusivity score. It signifies that the respondents are willing to accept LGBTQI+ person. It owes the fact that despite of difference the respondents were still much more willing to accept LGBTQI+ people as a part of the community. Therefore, the result showed a positive response of the respondents.

Recommendations

Based on the findings and conclusions, the following recommendations were suggested by the researchers:

1. It is recommended for the BSED and BEED students to stay aware towards LGBTQA. In addition, BSED and BEED students should find some way to be more aware about LGBTQA to achieve success in awareness about LGBTQI+ individuals



2. For the parents, it is suggested to show their children some support to be more aware about LGBTQI+ individuals as a part of the community. Additionally, it is recommended to give their children some inspirational advices to increase their level of awareness when it comes to LGBTQI+ individuals.

3. For the college students, it is suggested to just continue their willingness to accept LGBTQI+ individuals. In addition, it is recommended to maintain their respect for everyone.

4. For the School Administrator, we recommend that the school should continue accepting students who are belong to LGBTQI+ community and give them a freedom to choice what kind of school uniform they want to wear and also promotes the gender equality in school.

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