



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Inclusivity of the LGBTQ+ Community in the Learning Environment as Perceived by the Students and Teachers

Dr. Jeson J. Galgo^{1*}, Michael B. Galan², Larina S. Subsuban³, Kyla Shaneen H. Tinaja⁴, Abbess Roulette B. Fuertes⁵, Giselle R. Cadenas⁶, Annajene C. Ayento⁷, Christian E. Bero⁸, Jomel T. Biongocog⁹, Yna Mae. Buslon¹⁰, Jane A. Cuaresma¹¹, Leah D. Enoc¹², Janel A. Legaspi¹³, Collen C. Mendaña¹⁴,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Dagohoy National High School, Dagohoy, Bohol, Philippines
*Corresponding Author email: galgo.jeson123@gmail.com

Received: 20 April 2023

Revised: 16 May 2023

Accepted: 17 May 2023

Available Online: 18 May 2023

Volume II (2023), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: The main thrust of the study was to assess the inclusivity of the LGBTQ+ community in the learning environment as perceived by students and teachers at Dagohoy National High School, Dagohoy, Bohol, School Year 2022-2023.

Methodology: To achieve the purpose of this study, the researchers have utilized a descriptive research design to evaluate the inclusivity of the LGBTQ+ community at Dagohoy National High School. A simple random sampling method was used in the selection of the respondents. A modified-descriptive questionnaire was used to evaluate how students and teachers perceive the inclusivity of the LGBTQ+ community in the learning environment.

Results: The null hypothesis of the study is accepted which means that there is no significant difference between the teachers' and students' perception of LGBTQ+ community inclusivity in the learning environment ($p > 0.05$, $p = 0.4612$). With the insignificant result, the data signifies that students and teachers have an equal extent of perception of LGBTQ+ community inclusivity in the learning environment with means of 3.2 and 3.12, respectively.

Conclusion: It was concluded that both students and teachers share a similar level of awareness and understanding of LGBTQ+ issues and the need for inclusivity in educational settings. Both students and teachers are likely to be supportive of LGBTQ+ individuals and to be aware of the challenges that they may face in the classroom and in broader society. Future studies must explore the factors that influence students' and teachers' attitudes toward LGBTQ+ inclusivity in educational settings through a qualitative approach and examine the impact of LGBTQ+ inclusive policies and practices on academic achievement and student well-being.

Keywords: LGBTQ+ community, inclusivity, learning environment, students, teachers, descriptive design

INTRODUCTION

Each person has a different way of discovering and expressing their sexual orientation and gender identity. Gender identity and expression are significant components of a young person's identity, and they can be influenced by a variety of personal, cultural, and social variables. The inclusion of the lesbian, gay, bisexual, and queer (LGBTQ+) community in the learning environment has been a topic of discussion for years. Despite the various efforts to promote diversity and inclusivity in schools, members of the LGBTQ+ community still experience discrimination and marginalization in educational institutions. It is important to take into account how both educators and students feel about the LGBTQ+ community's inclusiveness in the learning environment. It is the education sector's responsibility to promote inclusivity at all levels as it is a symbol of progress in the modern world (Amihan & De Jesus, 2016; Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023; Salendab & Cogo, 2022).

Dagohoy National High School is one of the largest public high schools in the province of Bohol, Philippines. Despite its efforts to promote diversity and inclusivity, reports of discrimination against members of the LGBTQ+ community have been documented. As such, this study investigated the current state of inclusivity for the LGBTQ+ community in the school.

Several studies have shown that members of the LGBTQ+ community experience discrimination and marginalization in various aspects of their lives, including education (Brown, 2017; Amihan, 2020; Salendab & Dapitan, 2020; Sanchez, 2023a). Educational institutions play a crucial role in promoting inclusivity and diversity (Amihan, 2020;



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Buntalilio, 2022; Salendab, 2021; Sanchez, 2020a; Sanchez & Sarmiento, 2020), and failure to do so can lead to negative consequences for LGBTQ+ individuals (Kosciw et al., 2018). However, research on the perceptions of educators and students regarding the inclusivity of the LGBTQ+ community in the learning environment in Philippine schools is limited.

Discrimination against LGBTQ+ individuals in Philippine schools is a pervasive issue that warrants attention. Numerous studies and reports have shed light on the prevalence of this problem, revealing distressing realities. Research indicates that a significant number of LGBTQ+ students in the Philippines experience various forms of discrimination, including verbal abuse, bullying, exclusion, and even physical violence.

Young people who are identified as LGBTQ+ can experience various challenges because of how others respond to their sexual orientation or gender identity/expression. This is also true for some youth who are questioning their sexual orientation or gender identity or may be perceived as LGBTQ+ or gender variant by others. In a 2021 survey called "National Survey on LGBTQ Youth Mental Health", of nearly 35,000 LGBTQ+ youth, 75% reported to be having experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime. These negative experiences include high rates of physical and emotional bias and violence; rejection by schools, employment, and communities because of their sexual orientation and/or gender identity/expression (Cox, 2021).

The consequences of such discrimination can be profound and far-reaching. Firstly, LGBTQ+ students often face psychological distress and emotional harm as a result of the discrimination they encounter. This can lead to increased rates of anxiety, depression, and other mental health challenges, ultimately affecting their overall well-being and academic performance. According to Kosciw et al. (2018), discrimination against members of the LGBTQ+ community in educational institutions can lead to negative outcomes, such as an increased risk of mental health issues and decreased academic performance. It is crucial to address this problem to ensure that all students feel safe and supported in the learning environment (Buntalilio & Lombrio, 2022; Salendab, 2023; Sanchez, 2022; Sanchez, et al., 2022).

According to Cox (2021), being straight, homosexual, or bisexual is not a choice that can be made or changed. In actuality, neither people's height nor eye color is a choice. Gay persons can be found in all spheres of life, in all nations and ethnic groups, as well as in all social and economic classes. Sexual orientation is part of someone's nature, and being homosexual is not seen as a mental condition or aberration. No one entirely understands what causes a person's sexual orientation, but it is likely explained by a number of biological and genetic variables.

In the context of education, discrimination in schools can result in a hostile learning environment, hindering LGBTQ+ students' educational experiences (Salendab & Dapitan, 2021a). The fear of discrimination and victimization can contribute to higher absenteeism rates, lower classroom participation, and reduced engagement in extracurricular activities (Sanchez, Sanchez & Sanchez, 2023). Consequently, their academic achievements may suffer, limiting their potential for personal growth and future opportunities (Suryo, et al., 2020). Furthermore, the discrimination LGBTQ+ students face in schools can have long-term effects on their social development and sense of self. It can lead to feelings of isolation, low self-esteem, and a lack of belonging within the school community. These negative experiences can also contribute to difficulties in forming healthy relationships, both within and outside the school setting.

One study by Santos and Torres (2017) examined the attitudes of educators toward LGBTQ+ inclusivity in Philippine schools. The researchers found that while some educators expressed positive attitudes and demonstrated support for LGBTQ+ students, others held negative or ambivalent attitudes. Factors such as religious beliefs, lack of knowledge, and fear of controversy were identified as barriers to creating inclusive environments. In a global context, a study by Jones and Hillier (2018) focused on the experiences of LGBTQ+ students in educational settings across multiple countries. The researchers found that these students faced various forms of discrimination, bullying, and exclusion. Additionally, the study highlighted the importance of supportive educators and inclusive policies in creating safer and more accepting environments for LGBTQ+ students.

Another study by Espedido and Manalastas (2019) specifically examined the perceptions of Filipino college students toward LGBTQ+ inclusivity. The findings revealed a mix of positive and negative attitudes among the participants, with some expressing acceptance and support, while others demonstrated prejudice and discrimination. The study emphasized the need for educational interventions and awareness campaigns to promote inclusivity and reduce stigma. Furthermore, a study by Meyer and Pullen (2020) explored the experiences of LGBTQ+ educators in various countries. The research indicated that these educators faced unique challenges related to identity disclosure, discrimination, and professional support. The study emphasized the importance of creating inclusive policies and fostering supportive environments for LGBTQ+ educators.

These studies collectively highlight the complex landscape of perceptions regarding LGBTQ+ inclusivity in educational settings. They underscore the need for awareness, education, and policy changes to create more inclusive



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

and accepting environments for LGBTQ+ students and educators. By addressing negative attitudes, promoting understanding, and implementing inclusive policies, educational institutions can contribute to a more equitable and supportive educational experience for all students, regardless of their sexual orientation or gender identity (Galgo, 2020; Galgo & Balbague, 2022; Amihan, 2021; Sanchez, 2020b).

The Gender-Responsive Basic Education Policy, also known as DepEd Order No 32, s. 2017, aims to empower the Department of Education to implement gender-mainstreaming in education to address both long-standing and new gender and sexuality-related issues in basic education, to advance the protection of children from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying, and to advance gender equality and non-discrimination in the workplace.

Additionally, DepEd Order No. 40, s. 2012 establishes the policy and instructions for safeguarding students against abuse, violence, exploitation, discrimination, bullying, and other forms of abuse (Sanchez, 2023b). DepEd has adopted the policy to offer extra protection to children who are badly threatened or endangered by events that impede their normal development and over which they have no control, as well as to support the relevant agencies in their rehabilitation. The Department also aims to provide the child with the special protection from all forms of abuse and exploitation and care that is required for the child's wellbeing, while also respecting the primary rights and obligations of the parent, legal guardian, or other people who have legal custody of the child (Salendab & Dapitan, 2021b).

Objectives

The main thrust of the study was to assess the inclusivity of the LGBTQ+ community in the learning environment as perceived by the students and teachers at Dagohoy National High School, School Year 2022-2023.

Specifically, this study sought answers to the following:

1. What is the extent of the inclusivity of the LGBTQ+ community in the learning environment as perceived by:
 - 1.1. students; and
 - 1.2. teachers?
2. Is there a significant difference between the perceptions of teachers and students regarding the inclusivity of the LGBTQ+ community in the learning environment?

METHODS

Research Design

To achieve the purpose of this study, the researchers have utilized a descriptive research design to evaluate the inclusivity of the LGBTQ+ community at Dagohoy National High School. The inclusivity of the LGBTQ+ community was determined through the pre-identified perceptions of the educators and students.

Research Environment and Respondents

The research was conducted at Dagohoy National High School during the first semester of the academic year 2022-2023. To ensure a representative sample, a simple random sampling method was employed to select respondents, given the study's specific focus on the perceptions of LGBTQ+ students affiliated with the aforementioned community. Consequently, a total of 30 students and 30 teachers were randomly chosen to participate in the research.

Research Instrument

This research utilized a modified-descriptive questionnaire to evaluate the profile of the respondents and how they perceive the inclusivity of the LGBTQ+ community. A four-point Likert Scale was adapted from the U.S. Department of Health and Human Services (2018) to determine the perception of the students and teachers towards the inclusivity of the LGBTQ+ community across various grade levels. The study utilized a survey instrument consisting of 10-item statements to assess students' perceptions of LGBTQ+ Community Inclusivity.

The said instrument underwent a rigorous validity testing process, which involved the assessment of face and content validity by three field experts, comprising a school principal, a master teacher, and a guidance counselor. Subsequently, a pilot testing phase was conducted, involving 15 students and 15 teachers who were not part of the main data-gathering respondents. The data collected during the pilot testing phase was then subjected to Cronbach's alpha computation to evaluate the internal consistency of the data.

The instrument demonstrated an acceptable level of internal consistency, as evidenced by a Cronbach's alpha coefficient of 0.72. Similarly, the teachers' perceptions of LGBTQ+ community inclusivity were assessed using a survey



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

instrument composed of 7-item statements, which demonstrated an acceptable level of internal consistency, with a Cronbach's alpha coefficient of 0.71.

Ethical Consideration

To ensure the integrity and reliability of the study's findings, the researchers strictly followed research protocol guidelines. Prior to conducting the study, the school principal was consulted to obtain permission for the research to take place. To obtain the participants' consent, they were presented with consent letters and given the opportunity to sign should they agree to take part in the study. The researchers personally administered the survey questionnaire to the respondents, thus conducting the study themselves. To protect the privacy and confidentiality of the respondents, the data collected during the study was kept confidential and anonymous, with only the researchers having access to the survey responses. After the data had served its intended purpose, it was disposed of properly, ensuring that no personal information was accessible to anyone other than the researchers. The researchers' adherence to these ethical practices serves to maintain the credibility of the study's findings and ensures that the respondents' rights and safety are protected.

RESULTS and DISCUSSION

Extent of the inclusivity of the LGBTQ+ community in the learning environment as perceived by the students

Table 1 presents students' perceptions on LGBTQ+ community inclusivity. It can be seen from the table that item no. 2 got the highest weighted mean of 3.63, which means students strongly agree that they are aware of how their own and others' attitudes toward LGBTQ+ students can impact their interactions. This statement indicates a recognition of the influence that personal attitudes and beliefs can have on interactions with LGBTQ+ students. This awareness suggests a commitment to understanding and addressing potential biases, fostering a more inclusive environment, and ensuring respectful and supportive interactions with LGBTQ+ students. On the other hand, item no. 10 got the lowest weighted mean of 2.57, which means students agree that they participate in their schools' Gay Straight Alliance/Genders and Sexualities Alliance (GSA). The result signifies active involvement in a student-led organization dedicated to fostering LGBTQ+ inclusivity. By participating in such alliances, individuals contribute to creating safe spaces, promoting acceptance, and advocating for the rights and well-being of LGBTQ+ students within the school community.

In general, the students agree that they positively perceive the inclusivity of the LGBTQ+ community in the school, which garnered a composite mean of 3.20. The result further implies that students who believe their school promotes the inclusion of LGBTQ+ individuals are more likely to have a positive attitude toward them, and those who are conscious of how their attitudes and behaviors can affect interactions with LGBTQ+ students are more likely to interact positively and step in to stop bullying or harassment.

The result coincides with the study of Poteat and Espelage (2017) where they found that students who reported more positive attitudes toward LGBTQ+ individuals were more likely to intervene in situations where they witnessed bullying or harassment based on sexual orientation or gender identity. Additionally, students who reported more positive attitudes were also more likely to engage in positive interactions with LGBTQ+ individuals and were less likely to participate in or condone negative interactions. Furthermore, according to Kosciw et al. (2018) that LGBTQ+ students who attended schools with inclusive policies reported higher levels of safety and support, as well as lower levels of victimization and harassment.

Table 1. Students' Perception on LGBTQ+ Community Inclusivity (n=30)

Statements	Weighted Mean	Descriptive Interpretation	Rank
1. I recognize that gender, gender identity, and sexual orientation can be complex, are unique to an individual, and can be experienced on a continuum.	3.37	Strongly Agree	3
2. I am aware of how my own and other's attitudes toward LGBTQ+ students can impact our interactions.	3.63	Strongly Agree	1
3. I cannot assume a student's gender identity, or sexual orientation.	3.07	Agree	8



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

4. I use neutral terms (e.g., “partner” instead of “boyfriend or “girlfriend”) to describe students’ romantic relationships instead of making assumptions	3.23	Agree	4.5
5. I use inclusive terminology (e.g., using individuals’ chosen names/pronouns, not assuming genders of individuals’ friends, family members, or romantic partners) in conversations with students, peers, and community members.	3.47	Strongly Agree	2
6. I use students’ chosen name(s) in all school environments, including abbreviations and pronouns [e.g., Jim vs. James; Natalie (she, her) vs. Nathan (he, him)].	3.23	Agree	4.5
7. I correct those around me if I hear them using incorrect, outdated, derogatory, or harmful language or terminology.	3.03	Agree	9
8. I advocate for LGBTQ+ inclusive and affirming materials in all school and classroom environments.	3.20	Agree	6.5
9. If I see or hear harmful situations or comments (e.g., bullying, harassment, or physical/emotional violence). I intervene whenever possible.	3.20	Agree	6.5
10. I participate in my schools’ Gay Straight Alliance/Genders and sexualities Alliance (GSA)	2.57	Agree	10
COMPOSITE MEAN	3.20	Agree	

Legend: 3.26 - 4.00 - Strongly Agree (SA)
 2.51 - 3.25 - Agree (A)
 1.76 - 2.50 - Disagree (D)
 1.00 - 1.75 - Strongly Disagree (SD)

Extent of the inclusivity of the LGBTQ+ community in the learning environment as perceived by the teachers

Table 2 presents teachers’ perceptions on LGBTQ+ community inclusivity. It can be seen from the table that item no. 2 got the highest weighted mean of 3.97, which means teachers strongly agree that they do not allow bullying, harassment, or stigmatizing language and behaviors, from either students or other adults, in the classroom or learning space. The result indicates that teachers strongly support a zero-tolerance approach to bullying, harassment, and stigmatizing language and behaviors within the classroom or learning environment. On the other hand, item no. 3 got the lowest weighted mean of 2.53, which means teachers agree that their classroom or learning space includes visual labels (e.g., rainbow flags, pink triangles, unisex bathroom signs) marketing it as a safe space for LGBTQ+ students. This practice directly relates to the broader concept of LGBTQ+ inclusivity by creating a visible representation of support and acceptance. These visual markers communicate to LGBTQ+ students that their identities are respected, valued, and protected within the educational setting. It helps foster a sense of belonging, reduces stigma, and promotes an inclusive atmosphere where LGBTQ+ students can express themselves authentically and feel secure in their identities. In general, the teachers agree that they positively perceive the inclusivity of the LGBTQ+ community in the school, which garnered a composite mean of 3.12. The result further implies that the positive attitudes of teachers towards LGBTQ+ inclusivity in the learning environment and their strong stance against bullying and harassment can serve as role models for students. This can help create a culture of acceptance and respect, where all students feel valued and supported regardless of their backgrounds.

Teachers play a critical role in creating safe and inclusive learning environments (Amihan, 2022; Salendab & Dapitan, 2021b), and it is important that they do not allow any form of bullying, harassment, or stigmatizing language or behaviors (Espelage & Swearer, 2023). For instance, a study by Sinclair et al. (2017) found that teachers strongly agree that they have a responsibility to address bullying and harassment in their schools. Similarly, a study by Habib et al. (2019) found that teachers are aware of the negative impact of bullying on students and are committed to preventing it in their classrooms.



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 2. Teachers' Perception on LGBTQ+ Community Inclusivity (n=30)

Statements	Weighted Mean	Descriptive Interpretation	Rank
1. I use a behavioral management plan (e.g., establishing classroom routines and procedures, increasing individualized student support) that uses inclusive practices to support LGBTQ+ students.	3.27	Strongly Agree	2
2. I do not allow bullying, harassment, or stigmatizing language and behaviors, from either students or other adults, in my classroom or learning space.	3.97	Strongly Agree	1
3. My classroom or learning space includes visual labels (e.g., rainbow flags, pink triangles, unisex bathroom signs) marketing it as a safe space for LGBTQ+ students.	2.53	Agree	7
4. My classroom or learning space includes inclusive group norms/rules and behavioral expectations (e.g., stigmatizing remarks based on gender identity or sexual orientation are not tolerated).	3.23	Agree	3
5. I ensure content and supporting materials are LGBTQ+ inclusive (e.g., ensure LGBTQ+ people, history, events, and resources are presented).	2.93	Agree	5
6. I work to improve my knowledge and skills by attending training and professional development focused on LGBTQ+ inclusive teaching practices.	3.03	Agree	4
7. I attend training and professional development focused on creating safe and supportive environments for LGBTQ+ students.	2.87	Agree	6
COMPOSITE MEAN	3.12	Agree	

Legend: 3.26 - 4.00 - Strongly Agree (SA)
 2.51 - 3.25 - Agree (A)
 1.76 - 2.50 - Disagree (D)
 1.00 - 1.75 - Strongly Disagree (SD)

Significant difference between the students’ and teachers’ perceptions of LGBTQ+ community inclusivity in the learning environment

Table 3 presents the analysis of the significant difference between the students’ and teachers’ perceptions of LGBTQ+ community inclusivity in the learning environment. Since the computed t value of 0.742 is lesser than the critical value of 2.002 using a 0.05 level of significance at 58 degrees of freedom ($p > 0.05$, $p = 0.4612$), the null hypothesis of the study is accepted which means that there is no significant difference between the teachers’ and students’ perception on LGBTQ+ community inclusivity in the learning environment. With the insignificant result, the data signifies that students and teachers have an equal extent of perception on LGBTQ+ community inclusivity in the learning environment with means of 3.2 and 3.12 respectively. This further implies that both students and teachers share a similar level of awareness and understanding of LGBTQ+ issues and the need for inclusivity in educational settings. This suggests that both students and teachers are likely to be supportive of LGBTQ+ individuals and to be aware of the challenges that they may face in the classroom and in broader society. The convergence of perceptions between teachers and students could be attributed to the broader societal awareness surrounding LGBTQ+ issues. Society as a whole has witnessed a significant increase in awareness and understanding of LGBTQ+ issues in recent years. This broader societal conversation has permeated educational settings, leading to a shared awareness among students and teachers alike. Another reason could be access to information and resources, since with the proliferation of the internet and advancements in technology, information about LGBTQ+ topics and inclusivity is more accessible than ever before. Moreover, educational institutions and governing bodies have increasingly recognized the importance of LGBTQ+ inclusivity in schools. Implementation of inclusive policies, curriculum enhancements, and professional development opportunities for teachers can contribute to shared awareness and understanding among both students and educators.



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

The result above coincides with the study of Kosciw et al. (2018) concluding that schools with inclusive policies and practices related to sexual orientation and gender identity had lower levels of victimization and higher levels of academic achievement among LGBTQ+ students. Furthermore, Poteat et al. (2018) found that LGBTQ+ students who reported higher levels of teacher support had better academic outcomes, including higher GPAs and lower levels of school absenteeism. More so, in a study by Ryan et al. (2018), it was found that LGBTQ+ students who experienced more inclusive and accepting school climates had higher levels of self-esteem and resilience, which can lead to improved academic outcomes and overall well-being.

Table 3. Significant difference between the Students' and Teachers' perceptions of LGBTQ+ Community Inclusivity in the Learning Environment (n=30)

Source of Difference	Mean	df	t-value	p-value	critical value	Remarks
Students	3.20	58	0.742*	0.4612	2.002	Insignificant (Accept H ₀)
Teachers	3.12					

* insignificant at 0.05 level of significance

While the study reveals interesting findings about the convergence of teachers' and students' perspectives of LGBTQ+ community inclusivity in the learning environment, there are several limitations that should be considered: First, the study's findings are limited to the specific sample of participants and the educational setting in which the research was conducted. The results may not be applicable to other populations or contexts, as cultural, geographic, and demographic factors could influence perceptions and attitudes toward LGBTQ+ inclusivity. Second, the study relies on self-reported data, which may be subject to response biases such as social desirability bias or memory recall issues. Participants may provide responses they believe are more socially acceptable or may not accurately recall their perceptions or experiences. Third, the study focuses solely on the comparison between teachers and students and their perceptions of LGBTQ+ inclusivity. It does not explore other potential factors that may influence these perceptions, such as personal experiences, educational background, or cultural attitudes, which could provide a more comprehensive understanding of the topic. Finally, the study's findings may not hold true in the future, as societal perspectives and levels of inclusivity are subject to ongoing evolution.

Conclusions

It was concluded that both students and teachers share a similar level of awareness and understanding of LGBTQ+ issues and the need for inclusivity in educational settings. This finding is consistent with several other studies conducted in different educational contexts. For instance, a study by Swanson and Gettinger (2016) in a large urban high school reported comparable levels of LGBTQ+ awareness among students and teachers. Similarly, Page (2017) conducted a survey across multiple schools in a specific region and found a similar pattern of support for LGBTQ+ individuals among students and educators.

These consistent findings across various studies suggest that the level of LGBTQ+ awareness and inclusivity among students and teachers is not limited to Dagohoy National High School alone but represents a broader trend within educational environments. They indicate that students and teachers in Dagohoy National High School are likely to be supportive of LGBTQ+ individuals and aware of the challenges they may face both in the classroom and in broader society. While each study might have slight variations in methodology and sample characteristics, the overall convergence of findings strengthens the validity and generalizability of the results. Moreover, this collective evidence underscores the positive trajectory of LGBTQ+ awareness and inclusivity efforts within educational settings, indicating a broader societal shift towards fostering supportive and inclusive environments for LGBTQ+ individuals.

The result has further implied positive implications for the learning environment, thus, the researchers further conclude that it can create a more supportive and inclusive classroom culture where all students feel valued and respected, regardless of their sexual orientation or gender identity. This can lead to increased engagement and motivation among all students. It can help to reduce bullying and discrimination against LGBTQ+ students, which can have a significant negative impact on their mental health and academic performance. When students and teachers are aware of and committed to creating a safe and inclusive learning environment for all, it can help to prevent such negative behaviors and attitudes from occurring. Finally, it can help to prepare students for the diverse and inclusive workplaces that they are likely to encounter after graduation.



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

In today's globalized and interconnected world, the ability to work effectively with people from diverse backgrounds is becoming increasingly important. By promoting LGBTQ+ inclusivity in the classroom, teachers can help students develop the skills and attitudes needed to succeed in a diverse and inclusive society.

Recommendations

1. Students should continue taking an active role in creating a positive and inclusive school environment by being aware of how their attitudes and behaviors can impact interactions with LGBTQ+ students.
2. Students should also participate in diversity and inclusion training to increase awareness and understanding of LGBTQ+ issues such as LGBTQ+ Sensitivity Training that focuses on providing students with a comprehensive understanding of LGBTQ+ identities, terminology, and experiences.
3. Teachers should continue to serve as role models for students by constantly demonstrating a positive attitude towards LGBTQ+ individuals and taking a stronger stance against bullying and harassment.
4. Teachers should participate in professional development opportunities to increase knowledge and understanding of LGBTQ+ issues and inclusive teaching practices. This may consider LGBTQ+ Inclusive Curriculum Workshops that provide teachers with guidance on how to incorporate LGBTQ+ perspectives and histories into their curriculum across different subjects.
5. School administrators should develop and implement policies that promote LGBTQ+ inclusion and create a safe and supportive learning environment for all students. One specific policy that may be strengthened is the LGBTQ+ Inclusive Non-Discrimination Policy which explicitly includes sexual orientation, gender identity, and gender expression as protected characteristics.
6. Resources and training opportunities must be provided for teachers and staff to increase knowledge and understanding of LGBTQ+ issues and inclusive practices.
7. School administrators should always encourage and support student-led initiatives that promote LGBTQ+ inclusion and advocacy.
8. Future studies must further explore the factors that influence students' and teachers' attitudes toward LGBTQ+ inclusivity in educational settings through a more thorough qualitative approach and examine the impact of LGBTQ+ inclusive policies and practices on academic achievement and student well-being.

Acknowledgment

The researchers express their heartfelt and sincerest words of thanks to the Almighty Father for giving them enough strength and encouragement. Also, they wish to express their gratitude to the following persons who have helped them with the completion of this study: Dr. Evangel M. Luminarias, CESO V, Schools Division Superintendent, for the support of enriching research culture to the students; Mrs. Amelia L. Cortidor, SEPS/ Division Research Coordinator, for her unyielding encouragement and guidance, and for instilling the value of research in education; Dr. Juvy D. Ayenza, Dagohoy District Public Schools District Supervisor, for her untiring support, expert pieces of advice and encouragement; Dr. Ryan C. Balbaguio, SMES School Principal II, for providing researchers with his unwavering support by establishing a link between the Local Government Unit and the DepEd-district of Dagohoy in order to secure funding from the Special Education Fund (SEF) to finance this publication; Mrs. Richel L. Arañes, SHS teacher, for selflessly extend her support by personally providing financial assistance to support this publication; Mr. Rodrigo C. Buñao, DNHS Principal, for his approval to conduct the study in Dagohoy NHS; to DNHS-SHS teachers and students, for their active participation in the study; and to all those whose names that are not mentioned here, but in one way or another contributed much time and assistance in accomplishing this study.

REFERENCES

- Amihan, S. R. (2020). Delivering fourth industrial revolution-ready graduates through quality assurance: An impact study. *Journal of Critical Reviews*, 7(15), 1151-1162.
- Amihan, S. R. (2020). Relevant and Responsive Education in the Global Age. In PROCEEDING ICTESS (International Conference on Technology, Education and Social Sciences).
- Amihan, S. R. (2021, January). The Qa Vaccine For Resilience In The New Normal: Sel Teaching Practices+ E-



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Services. In *ICONS 2020: Proceedings of the 1st International Conference on Social Science, Humanities, Education and Society Development*, ICONS 2020, 30 November, Tegal, Indonesia (p. 157). European Alliance for Innovation.
- Amihan, S. R. (2022). Impact of Quality Assurance in Delivering Fourth Industrial Revolution-ready Graduates. *Current Overview on Science and Technology Research*, 6, 98-116.
- Amihan, S. R., & De Jesus, E. (2016). Scholastic Ability and Achievement as Predictors of College Performance Among 2nd Yr Students at UPHSD-Calamba. 20th Annual International Conference of the American Society of Business and Behavioral Sciences, ISSN 1934-0583, 20(13).
- Brown, J. (2017). LGBTQ+ inclusion in K-12 schools: A review of research from 2008 to 2016. *Review of Educational Research*, 87(4), 591-626. <https://doi.org/10.3102/0034654317715593>
- Buntalilio, R. (2022). Status of 4.0 Industrial Revolution (IR) Technology Adopted and its Influence on the Operational Performance of Hospitality Industry in Region 8. *Instabright e-Gazette*, 3(4), 1-57.
- Buntalilio, R., & Lombrio, C. (2022). Industrial Revolution Technology Adopted and Its Influence on the Operational Performance of Hospitality Industry in Guiuan Eastern Samar. *Psychology and Education: A Multidisciplinary Journal*, 4(7), 699-703.
- Cox, M. (2021). Ever-Expansive Care: Supporting LGBTQ Patients and Families. *Pediatric Nursing*, 47(6), 305-308. <https://bit.ly/3ZK0fSS>
- DepEd Order No. 32, s. 2017. *Gender-Responsive Basic Education Policy*. <https://bit.ly/3ftcgK6>
- DepEd Order No. 40, s 2012. *DepEd Child Protection Policy*. <https://bit.ly/3FJD4R4>
- Dizon, E. C., & Sanchez, R. D. (2020). Improving select grade 7 Filipino students' reading performance using the eclectic model. *Journal of World Englishes and Educational Practices*, 2(2), 216-221.
- Espedido, M. P., & Manalastas, E. J. (2019). Perceptions of college students on the LGBTQ community in a conservative society. *Sexuality Research & Social Policy Journal of NSRC*, 16(3), 345-355. <https://doi.org/10.1007/s13178-018-0332-4>
- Espelage, D. L., & Swearer, S. M. (2023). Updated perspectives on linking school bullying and related youth violence research to effective prevention strategies. *School Violence and Primary Prevention*, 1(2), 199-216. https://doi.org/10.1007/978-3-031-13134-9_7
- Galgo, J. J. (2020). Efficacy of Scan Attendance Manager Application Using Quick Response Code in Dagohoy National High School, Bohol, Philippines. *International Journal of English Language Studies*, 2(4), 1-12. <https://doi.org/10.32996/ijes.2020.2.4.1>
- Galgo, J. J., & Balbaguio, R. C. (2022). Utilization of EvalBee Application in Improving Learners' Performance Assessment Recording. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(30), 124-129. [https://etcor.org/storage/iJOINED/Vol.%20I\(3\),%20124-129.pdf](https://etcor.org/storage/iJOINED/Vol.%20I(3),%20124-129.pdf)
- Habib, M., Parveen, A., & Hanif, R. (2019). Impact of bullying on students' academic performance in Pakistani schools. *Journal of Education and Educational Development*, 6(1), 74-89. <https://doi.org/10.22555/joeeed.v6i1.2560>



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Jones, T., & Hillier, L. (2018). Comparing LGBTQ-inclusive policies and support in schools across countries: A call for global change. *Journal of Homosexuality*, 65(6), 781-807. <https://doi.org/10.1080/00918369.2017.1339610>
- Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. <https://doi.org/10.1002/pits.22171>
- Kupermintz, H., Levy, O., & Carmeli, M. (2017). Teachers' attitudes toward LGBT students: The role of professional development, school culture, and Israeli policies. *Journal of LGBT Youth*, 14(2), 109-124. <https://doi.org/10.1080/19361653.2016.1276112>
- Meyer, E. J., & Pullen, E. (2020). Queering education: LGBTQ+ teachers and classroom inclusivity. *Journal of Homosexuality*, 67(3), 311-330. <https://doi.org/10.1080/00918369.2019.1579541>
- Muñoz, M. C., & Sanchez, R. D. (2023). Exploring Fernandino Teens TV as a supplementary learning delivery modality: Opportunities and challenges from the lens of select learners. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 358-374.
- Page, M. L. (2017). From awareness to action: Teacher attitude and implementation of LGBT-inclusive curriculum in the English language arts classroom. *Sage Open*, 7(4), 2158244017739949. <https://doi.org/10.1177/2158244017739949>
- Poteat, V. P., & Espelage, D. L. (2017). Current issues and controversies in bullying and peer victimization prevention. *The Praeger Handbook of Social Justice and Psychology*, 2, 47-68. <https://doi.org/10.3138/cjccj.47.2.173>
- Poteat, V. P., Espelage, D. L., & Koenig, B. W. (2018). Higher academic and behavioral expectations among LGBTQ-supportive educators: A mixed-methods examination. *Psychology of Sexual Orientation and Gender Diversity*, 5(4), 460-471. <https://doi.org/10.1037/sgd0000295>
- Ryan, C., Russell, S. T., Huebner, D., Diaz, R., & Sanchez, J. (2018). Family acceptance in adolescence and the health of LGBT young adults. *Journal of Child and Adolescent Psychiatric Nursing*, 31(3), 111-118. <https://doi.org/10.1111/jcap.12231>
- Salendab, F. A., & Dapitan, Y. C. (2021). School Heads' Administrative Supervision: Its Relation to the Program Accreditation of Private Higher Education Institutions (PHEIs) in Region XII. *Turkish Journal of Computer and Mathematics Education*, 12(13), 194-202.
- Salendab, F. A., & Dapitan, Y. C. (2021). Performance of Private Higher Education Institutions and the School Heads' Supervision in South Central Min-danao. *Psychology and Education*, 58(3), 3980-3997.
- Salendab, F. A. (2021). Effectiveness of Performance-Based Assessment Tools (PBATs) and the Students' Academic Performance. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(10), 6919-6928.
- Salendab, F. A., & Cogo, D. A. (2022). Implementation of Alternative Learning System: Basis for Policy Review and Recommendation. *Journal of Positive School Psychology*, 5457-5467.
- Salendab, F. A., & Dapitan, Y. C. (2020). Accuracy of Use of Alternative Language Assessment (ALA) Tools and the Students' Performance. *Psychology And Education*, 57(9), 6679-6688.
- Salendab, F. A. (2023). Proposed Instructional Scheme in the New Normal Education: Basis for Pedagogical



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Strategies/Practices. *Psychology and Education: A Multidisciplinary Journal*, 6(8), 712-719.
<https://doi.org/10.5281/zenodo.7502764>

- Sanchez, A. M. P. (2022). HR practitioners' perceptions on boosting employees' loyalty and commitment: Inputs for a 21st century-responsive human resource system. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(4), 89-102.
- Sanchez, R. (2023). Utilization of the daily lesson logs: An evaluation employing the CIPP model. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 199-215.
- Sanchez, R. D. (2020, December 27). "Preserving the Honor of the 'Honoris Causa': Revisiting the Guidelines on the Conferment of Honorary Degrees". SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201227/281608128045257>
- Sanchez, R. D. (2020, December 28). Parent-Teacher Collaboration in the Time of Pandemic. SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201228/281608128046465>
- Sanchez, R. D. (2020, December 29). Three Qualities of a Successful Leader. SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201229>
- Sanchez, R. D. (2023). Unveiling the moral-theological foundations of the nullity of marriage due to psychological incapacity. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 397-404.
- Sanchez, R., & Sarmiento, P. J. (2020). Learning together hand-in-hand: An assessment of students' immersion program in a schools division. *International Journal of Research Studies in Education*, 9(1), 85-97.
- Sanchez, R., Sarmiento, P. J., Pangilinan, A., Guinto, N., Sanchez, A. M., & Sanchez, J. J. (2022). In the name of authentic public service: A descriptive phenomenological study on the lives of Filipino teachers in select coastal villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(1), 35-44.
- Sanchez, R. D., Sanchez, A. M. P., & Sanchez, J. J. D. (2023). Delving into the Integration of Research Subjects in the Junior High School Curriculum from the Learners' Point of View. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 432-442.
- Santos, E. M., & Torres, V. J. (2017). Educators' attitudes towards lesbian, gay, bisexual, and transgender (LGBT) inclusivity in the Philippines. *Asian Journal of Social Science Studies*, 2(1), 1-11. <https://doi.org/10.20849/ajsss.v2i1.135>
- Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (2017). Teacher attitudes about bullying and effective practices for prevention and intervention. *Psychology in the Schools*, 54(8), 838-854. <https://doi.org/10.1002/pits.22053>
- Suryo, H., Damayanti, K. D. C., Widhiyoga, G., Wijayati, S. H., SIP, M., Suhita, B. D. D., ... & Wibisono, I. (2020). The 3rd International Conference on Technology, Education and Social Science (Ictess) Universitas Slamet Riyadi 10 December 2020.
- Swanson, K., & Gettinger, M. (2016). Teachers' knowledge, attitudes, and supportive behaviors toward LGBT students: Relationship to Gay-Straight Alliances, antibullying policy, and teacher training. *Journal of LGBT youth*, 13(4), 326-351. <https://doi.org/10.1080/19361653.2016.1185765>



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

U.S. Department of Health and Human Services (2018). *LGBTQ Inclusivity in Schools: A Self-Assessment Tool*.
<https://bit.ly/3GH3Ppb>