

Understanding the LGBTQ Bullying among Criminology Students at University of Eastern Pangasinan

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ABSTRACT

Bullying experienced by Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) criminology students is a significant issue that can have profound impacts on their academic performance, mental health, and overall well-being. This study assessed the LGBTQ bullying among criminology students at University of Eastern Pangasinan made used a qualitative research design and used of a semi structured interview guide questions to gather information on forms of LGBTQ bullying, the psychological and academic effects of bullying among 14 criminology students. The results of the study revealed the common forms of bullying experienced by LGBTQ criminology students at the University of Eastern Pangasinan are verbal bullying and discrimination. Verbal bullying involves the use of derogatory language and hurtful remarks, while discrimination encompasses exclusion and differential treatment based on sexual orientation or gender identity. The psychological consequences of bullying experienced by these students include anxiety and depression, lowered self-confidence, and feelings of shame about their gender identity. These emotional challenges can significantly impact their mental well-being and overall quality of life. In terms of academic consequences, LGBTQ criminology students may experience concentration issues, making it difficult to focus on their studies and academic tasks. However, for some students, bullying may not have a significant impact on their academic performance, indicating variability in how individuals respond to bullying. These students face various forms of bullying, including verbal harassment, physical intimidation, social exclusion, and discrimination based on their sexual orientation or gender identity. Such experiences can create hostile environments within educational settings, hindering students' ability to thrive academically and engage fully in their studies.

Keywords: LGBTQ, Bullying, Criminology, Students, Psychological effect, Academic effect.

INTRODUCTION

The concept of gender identity has transformed over time to reflect social and cultural distinctions rather than solely biological attributes. This inclusive framework encompasses various identities such as lesbian, gay, bisexual, transgender, transsexual, queer, and questioning, often referred to collectively as alternate genders or gender variance. The acronym LGBT is widely recognized and utilized to represent lesbian, gay, bisexual, and transgender individuals within academic and non-academic settings. (Taragua, A. T. R. 2020)

Often, we think of bullying as being just about verbal or physical altercations, but the overall atmosphere of a school can also impact how safe and comfortable students feel. That's why, when we look at the experiences of LGBT youth in schools, it's crucial to think about not just direct bullying, but also the biased comments that students may make in general." Kosciw, J. G., Bartkiewicz, M., & Greytak, E. A. (2012). Lesbian, gay, bisexual, and queer (LGBQ) youth experience more heterosexist bullying victimization than their straight peers, which contributes to mental health disparities. However, LGBQ youth may simultaneously experience other types of bias-based bullying (e.g., racist, cis-sexist, and able-ist bullying). Shramko, M., Gower, A. L., McMorris, B. J., Eisenberg, M. E., & Rider, G. N. (2019).

In the Philippines, CHED Memorandum No. 1 aims to address the concerns of the LGBT community by promoting acceptance and inclusion within academic institutions. This memorandum, titled "Establishing the

Policies and Guidelines on Gender and Development in the Commission on Higher Education and Higher Educational Institutions (HEIs)", seeks to promote gender equality, responsiveness, and sensitivity within Philippine higher education. Transitioning into academia can be a challenging and stressful experience for all students, particularly for those who identify as LGBT. The well-being of students in the academic setting can be influenced by various factors. Academic well-being encompasses aspects such as mental health, life satisfaction, and a sense of purpose, and is often linked to academic performance.

The Philippines is considered as a gay-friendly country. However, it is reported that Filipino Lesbian, Gay, Transgender and Bisexual (LGBT) community, especially LGBT students are struggling with bullying and discrimination from families, communities and schools. This paper aims to explore the works conducted by the first Filipino student LGBT organization (UP Babaylan), major barriers experienced by the organization, the challenges and problems faced by LGBT Filipino students, and the possible solutions to address these issues. Tang, X., & Poudel, A. N. (2018)

LITERATURE REVIEW

In the study by Amistad (2022), the negative experiences of the participants revealed themes of discrimination, bullying, gender conflicts with beliefs, isolation, and identity crisis. Conversely, the positive experiences generated the theme of acceptance. Consequently, the study recommends educating society on gender and sexual orientation, advocating for the enactment of the SOGIE Equality Bill, providing support for the rights of the LGBT community, offering mental health aid to LGBT youth victims of bullying and discrimination, enforcing the Anti-Bullying and Anti-Discrimination Law in schools, and conducting further research based on the study's findings.

Similarly, Santos and De Jesus (2020) concluded that verbal/written bullying was the most prevalent type of bullying experienced by LGBT students in their schools, causing negative impacts on their emotions and feelings. The study suggested that involving the school community, establishing firm anti-bullying rules, encouraging LGBT students to speak out, and advocating respect and open discussions can help minimize bullying.

According to Earnshaw et. al., (2020) transgender students reported bullying related to their gender identity, including verbal, physical, and sexual harassment, deadnaming (referred to by their birth name), and misgendering (called an incorrect pronoun). LGBTQ students of color reported bullying based on their race/ethnicity and pronounced social isolation. LGBTQ students reported mixed experiences with reporting bullying to SHPs. Intervention efforts are needed to enhance communication between LGBTQ students and SHPs, and to strengthen SHPs' skills to respond to LGBTQ bullying.

Furthermore, Gorse et al. (2021) found that certain Asian LGBTQ+ students experienced more negative school climate and victimization compared to their peers and highlighted mental health differences between LGBTQ+ AA and LGBTQ+ white students.

Likewise, Shramko et al. (2019) indicated the high levels of bias-based bullying and recommended leveraging an intersectional lens to prevent bias-based bullying within school systems. In addition, Convocar and Pios (2019) emphasized the importance of creating a safe and supportive learning environment for all students, regardless of their sexual orientations. The study highlighted the various individual needs of students and suggested that higher education institutions provide a supportive environment responsive to students' well-being.

Moreover, Ridings (2020) stated students who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ) continue to experience bullying and harassment from their peers in K-12 education. LGBTQ students experience discrimination based on their sexual orientation and gender identity, as well as intersecting identities that encompass race, disability status, ethnicity, religion, color, national origin, among other categories.

Theoretical/Conceptual Framework

The theoretical/conceptual framework for understanding LGBTQ bullying among criminology students

integrates several key theories and concepts from the fields of criminology, psychology, and education.

At the foundation of this framework lies social learning theory (Bandura, 1977), which posits that individuals learn behavior through observation, imitation, and modeling of others. Within the context of LGBTQ bullying, criminology students may observe and internalize discriminatory attitudes and behaviors towards LGBTQ individuals from societal norms, media representations, and peer interactions.

Building upon social learning theory, minority stress theory (Meyer, 2003) provides insight into the unique stressors experienced by LGBTQ individuals due to their minority status. Criminology students who identify as LGBTQ may face heightened levels of stress and stigma within their academic environment, contributing to feelings of alienation and vulnerability to bullying behaviors.

Moreover, the social ecological model (Bronfenbrenner, 1979) offers a multi-level framework for understanding LGBTQ bullying among criminology students. This model emphasizes the interplay between individual, interpersonal, institutional, and societal factors in shaping behavior. At the individual level, factors such as personal attitudes, coping strategies, and self-esteem influence students' susceptibility to bullying. Interpersonal dynamics, including peer relationships and faculty support, play a crucial role in either exacerbating or mitigating bullying experiences. Institutional factors, such as school policies and campus climate, contribute to the overall culture of inclusion or discrimination within criminology programs. Finally, societal norms, cultural attitudes, and legal frameworks shape broader perceptions of LGBTQ individuals and inform the prevalence and acceptance of bullying behaviors.

By integrating these theoretical perspectives, this framework provides a comprehensive understanding of the complex dynamics underlying LGBTQ bullying among criminology students, thereby guiding future research and intervention efforts in addressing this pressing issue.

Significance of the Study

This study is essential because it addresses a critical gap in research on LGBTQ bullying within criminology education. The lack of studies examining the unique experiences of LGBTQ individuals within criminology programs is unacceptable, and this study sheds light on this understudied phenomenon. It offers a better understanding of LGBTQ issues in education and provides insights into the intersecting dynamics of sexuality, gender, and criminal justice education.

The findings of this study have far-reaching implications for policy development and institutional practices aimed at creating safer and more inclusive learning environments. Policymakers and educators must take immediate action to develop targeted interventions and support mechanisms to address this issue effectively. They need to implement anti-bullying policies, provide diversity training for faculty and staff, establish LGBTQ-affirming support groups, and foster a culture of respect and acceptance within criminology programs.

Furthermore, understanding LGBTQ bullying among criminology students is crucial for promoting the well-being and academic success of LGBTQ individuals within the criminal justice field. Addressing bullying and discrimination within this discipline is a matter of moral imperative and professional responsibility. Criminology programs must create an inclusive and supportive learning environment to cultivate the next generation of justice practitioners who can advocate for equality and social justice in their professional endeavors.

Objectives of the Study

The major purpose of this study was to assess the LGBTQ bullying among criminology students at University of Eastern Pangasinan. Specifically, it sought to answer the following:

1. What are the forms in which LGBTQ bullying occurs within criminology students at University of Eastern Pangasinan.
2. What are the psychological and academic consequences of LGBTQ bullying on within criminology students at University of Eastern Pangasinan.

METHODOLOGY

Study Design

The study used a qualitative research design to gather information on LGBTQ bullying among criminology students at the University of Eastern Pangasinan.

Population of the Study

The researcher employed purposive sampling to specifically select 14 LGBTQ Criminology students of University of Eastern Pangasinan as the primary participants for the study. These individuals were chosen due to their personal experiences with different forms of bullying, making them particularly relevant to the research focus.

Data Gathering Tools

The researcher utilized a semi-structured interview guide to collect data on the various forms and the psychological and academic impact of LGBTQ bullying among criminology students at the University of Eastern Pangasinan. The interview guide questions were validated by a tool validator. The interview process was reciprocal, involving a dialogue between the researcher and the research subjects. The researcher also took field notes (memoing) during the interviews, with the participants' consent. Audio recording was used with the interviewees' permission, and all information collected in this study was treated as confidential.

Data Gathering Procedures

The researcher meticulously prepared a formal request letter addressed to the School Administrator, seeking approval to conduct in-depth interviews with the Key Informants. Prior to the interviews, an extensive interview guide, thoughtfully crafted questions, and comprehensive consent forms were meticulously assembled. The participants were fully briefed and provided with informed consent, granting them the flexibility to arrange interview schedules at their convenience, thus empowering them to propose suitable locations and suggest potential candidates. The researcher underscored the confidential nature of the conversations, emphasizing that all insights would be used exclusively for research purposes. To ensure accuracy, all interviews were digitally recorded to capture every nuance of the participants' language and inflections. Subsequently, the researcher committed to transcribing the recordings meticulously to maintain fidelity. Each participant was afforded exclusive access to their interview transcripts and was encouraged to review them thoroughly, ensuring absolute clarity and accuracy. Additionally, they were invited to offer further insights and information. Following each interview, the researcher meticulously analyzed and interpreted the findings in English, thereby fortifying the study.

Treatment of Data

Thematic analysis was used to treat the data collected from the key informants. is a powerful qualitative research approach that involves identifying, analyzing, and reporting patterns or themes within qualitative data. using thematic analysis to explore LGBTQ bullying among criminology students, the process of handling the data encompasses several essential stages. Initially, the researcher immerses themselves in the qualitative data, which can include interviews, focus group transcripts, or open-ended survey responses, through a process known as data familiarization. This step requires the repeated reading and deep examination of the data to develop a comprehensive understanding of its content. Following data familiarization, the next step is initial coding – systematically labeling the data to capture its most significant features or concepts. These initial codes are descriptive and encapsulate the essence of the data. The subsequent stage involves recognizing potential themes or patterns that arise from the coded data, leading to the development of broader concepts that encapsulate the main ideas or topics present in the data. It is crucial to review and refine these identified themes, ensuring their accurate reflection of the data's content and distinctiveness from each other. This may entail merging or splitting themes and revisiting the original data to guarantee alignment. Each theme is then defined and named to succinctly communicate its meaning and relevance to the research question, often complemented by quotes or

excerpts from the data to provide context. The interpretation stage involves placing the findings within the broader context of the research question and relevant literature, considering the implications of the identified themes and their significance for understanding LGBTQ bullying among criminology students. Finally, the researcher reports the thematic analysis findings, typically in the form of a narrative or descriptive summary, presenting quotes or excerpts from the data to support each theme and providing a comprehensive discussion of their implications.

Ethical Considerations

The investigation into LGBTQ bullying among criminology students necessitates ethical considerations, including obtaining informed consent, ensuring confidentiality and anonymity, respecting participants' autonomy and privacy, recognizing diversity and intersectionality, minimizing harm, ensuring beneficence and non-maleficence, and obtaining ethical review and oversight from institutional review boards or ethics committees.

Before the researcher conducted interviews, the respondents were adequately informed about the study's purpose, as stated in the informed consent. They were also assured that they would be informed of the study's results. Additionally, the information obtained during their interviews was kept private to ensure confidentiality. The interview procedures also guaranteed the participants' anonymity. Participation in the interview was voluntary, and the respondents were reassured that they would not suffer long-term physical, emotional, or psychological harm as a result of participating in the research, regardless of whether they chose to participate. Furthermore, participants were informed that they had the right to withdraw from the study at any time.

RESULTS AND DISCUSSIONS

Verbal Bullying

LGBTQ criminology students frequently face multiple forms of bullying, each with distinct and severe implications for their educational and personal lives. Verbal bullying is a significant form for bullying experiences by the criminology students in University of Eastern Pangasinan. This form encompasses derogatory remarks, threats, and demeaning comments aimed at their sexual orientation or gender identity. This constant verbal assault can severely damage their self-esteem and mental health, leading to heightened levels of anxiety, depression, and a sense of isolation. The verbal bullying, often occurring in the presence of peers and authority figures, exacerbates the feeling of helplessness and marginalization among LGBTQ students. This includes Discrimination which includes exclusion from group activities, biased treatment by educators, and institutional barriers that prevent equal participation. Such discrimination not only hinders their academic progress but also reinforces a sense of being unwelcome and undervalued in the educational environment. It led to lower academic achievement, reduced their participation in school activities, among LGBTQ students.

This is supported by the statements of the key informants:

Key Informant 2: *"I experienced na mainsult and sabihan na "tomboy ka, nagkakagusto ka sa babae eh babae ka rin". Naalala ko, mayron din yung isang instructor na nagpapataas ng kamay ng lahat ng babae, tapos sinabihan niya ako na hindi kasali kasi daw hindi naman daw ako babae. Lalaki daw ako sabi niya.(I experienced being insulted and told, "You're a lesbian, you like girls but you're also a girl." I remember there was also an instructor who asked all the girls to raise their hands, and then told me I wasn't included because I wasn't a girl. He said I was a boy).*

Key informant 8, 10 and 14: *"The most frequent bullying I experience is being told bad words and being insulted all the time".*

Key informant 9: *"I experienced kapag may nag tatanong saakin kung bisexual ba ako or straight sinasabi ko na bi tas bigla nalang sinabi saakin na "ah tomboy" ganun". (I experienced situations where when someone asks me if I'm bisexual or straight, I say I'm bi, and then they suddenly say to me, "Ah, so you're a lesbian.")*

Constant insults are a particularly relentless form of verbal bullying, where LGBTQ criminology students are

subjected to continuous negative comments about their identity. This persistent harassment created an environment of chronic stress and emotional turmoil. Accordingly, to the key informants, it led to psychological issues such as depression, anxiety, and even suicidal thoughts. The relentless nature of these insults makes it difficult for students to find respite, further exacerbating their distress.

Discrimination

Discrimination against LGBTQ criminology students represent a prevalent and distressing form of bullying within academic setting, profoundly impacting their educational experience and overall well-being. This form of bullying encompasses various acts of exclusion, marginalization, and differential treatment based solely on the student's sexual orientation or gender identity. It manifests in both overt and covert ways, ranging from verbal harassment and social exclusion to subtle biases and microaggressions.

The consequences of discrimination on LGBTQ criminology students are far-reaching, often resulting in feelings of isolation, alienation, and inadequacy. These students face challenges in fully participating in academic activities, engaging in class discussions, and accessing educational resources and opportunities. Moreover, discrimination undermine their academic confidence and hinder their overall academic performance.

All these forms of Bullying of LGBTQ criminology students primarily occurs within school environments, with classrooms being a significant location for these incidents. Within the classroom, LGBTQ students are often targeted due to the visibility and relatively confined setting, which allows bullies to exploit opportunities for verbal harassment, discrimination, and other forms of bullying. The general school environment, including hallways, cafeterias, and other common areas, also serves as a backdrop for frequent bullying, as these are spaces where students interact outside the structured oversight of classroom activities.

The frequency and severity of bullying incidents faced by LGBTQ criminology students are alarmingly high. According to the key informants, the bullying almost every day, which indicates a pervasive and persistent problem. Others encounter bullying two to three times a week, suggesting that even if not daily, the harassment is frequent enough to significantly impact their mental health and academic performance. The severity of these incidents' ranges from verbal taunts and insults to more severe forms of discrimination and physical harassment, creating an ongoing and stressful environment for LGBTQ students.

Several underlying factors contribute to the bullying of LGBTQ criminology students. One primary motivation is the fear and misunderstanding of differences. Some individuals feel threatened by those who do not conform to their perceptions of normalcy, leading them to bully LGBTQ students. This fear is often rooted in societal teachings that portray LGBTQ identities as wrong or abnormal. Another factor is competition in traditionally masculine activities and academics. LGBTQ students who excel in these areas can provoke jealousy and insecurity among their peers, leading to bullying as a misguided form of asserting dominance or superiority. Appearance and identity also play crucial roles in motivating bullying. LGBTQ students whose appearances visibly reflect their sexual orientation or gender identity are more likely to be targeted. This visibility makes them easy targets for those looking to assert power or reinforce societal norms about gender and sexuality.

Lack of education on sexual orientation and gender identity significantly contributes to bullying. Individuals who are uneducated about these topics are more likely to discriminate against LGBTQ individuals. This ignorance manifests as a lack of understanding and empathy, perpetuating stereotypes and prejudices that fuel bullying behaviors. Ignorance about bisexuality and other non-heteronormative identities further exacerbates the issue. Many people lack a basic understanding of these identities, leading to harmful assumptions and behaviors towards bisexual and other LGBTQ individuals. This ignorance is often perpetuated by a lack of comprehensive sexual education that includes discussions of diverse sexual orientations and gender identities.

The implications of these findings are significant for educational institutions. There is a pressing need for schools to implement comprehensive anti-bullying policies that specifically address the needs and vulnerabilities of LGBTQ students. These policies should be backed by regular training programs for teachers, staff, and students to foster a culture of understanding and inclusivity.

Creating safe spaces within schools is also crucial. These spaces provide LGBTQ students with environments

where they can feel secure and supported. Peer support groups and counseling services can offer much-needed emotional support and coping strategies for those affected by bullying. Educational initiatives aimed at increasing awareness and understanding of LGBTQ issues are vital. Curriculum that includes discussions on sexual orientation, gender identity, and the challenges faced by LGBTQ individuals can help reduce ignorance and foster a more inclusive school environment.

What are the Psychological and Academic Consequences of Bullying Experienced by LGBTQ Criminology Students at the University of Eastern Pangasinan.

The bullying experienced by LGBTQ criminology students at the University of Eastern Pangasinan has profound psychological and academic consequences, affecting both their mental health and educational performance. Understanding these impacts is essential for developing effective interventions and support systems within the academic environment.

Psychological Consequences

Anxiety and Depression

Many LGBTQ students report experiencing heightened levels of anxiety and depression due to bullying. The constant harassment and negative attention create a persistently stressful environment, leading to chronic worry, sadness, and feelings of hopelessness. Bullying of LGBTQ criminology students at the University of Eastern Pangasinan has significant psychological consequences that impact their mental health and academic performance. One of the most prevalent effects is increased anxiety and depression. Continuous exposure to bullying creates a hostile environment that heightens stress levels, leading to chronic anxiety.

This is supported by the statements of the Key Informants:

Key Informant 1: “minsan po naiisip ako na himdi ako belong sa standard ng society so minsan hindi po talaga maiwasan yung anxiety and depression” (I feel so down. Sometimes I have mental breakdowns, I always overthink what's wrong with me. Is it wrong that I'm like this? Is it wrong that I'm different? It's weakening and it diminishes my self-confidence.)

Key Informant 4: “suffering from anxiety attack”

Key Informant 6: “It hurts my feelings that I am not accepted, they hate me, drive me away, and say hurtful words”

Key Informant 10: “Emotional and mental damage.”

This can manifest as excessive worrying, difficulty concentrating, and physical symptoms such as headaches or stomach issues. Depression often accompanies anxiety, characterized by persistent sadness, loss of interest in activities, and feelings of hopelessness. These conditions not only affect students' mental health but also their ability to perform academically and engage socially.

Lowered Self-Confidence

Another critical consequence of bullying is the significant decrease in self-confidence, self-esteem, and the emergence of self-doubt. LGBTQ students subjected to constant derogatory remarks and discrimination often internalize these negative messages, leading to a diminished sense of self-worth. Low self-esteem can result in students doubting their abilities and potential, which adversely affects their academic performance and participation in school activities. This self-doubt is further compounded by feelings of insecurity, which undermine their confidence in making decisions and expressing themselves freely.

This is supported by the statements of the Key Informants:

Key Informant 2: I feel so down.

Key Informant 5: When this happened, I started doubting myself and my worth, and it also led to being ashamed of my gender identity.

Key Informant 9: Binubully nila ako through words, na sstress ako dahil sa mga naririnig ko then na i-insecure ako ganun.

Key Informant 14: It can lead to feelings of shame, low self-esteem, and self-doubt.

The impact of bullying extends to the cognitive domain, affecting students' critical thinking abilities. Insecure students may second-guess their ideas and contributions in academic discussions, leading to reduced participation and academic performance. The pervasive sense of being judged or ridiculed for their identity can create a mental barrier, making it difficult for them to engage fully in intellectual pursuits and critical thinking exercises. Continuous bullying fosters low self-esteem and self-doubt among LGBTQ students. They begin to internalize the negative messages, questioning their abilities and worth. This self-doubt further hinders their academic performance and social interactions.

Shame About Gender Identity

Bullying also instills a sense of shame about their gender identity. Students who face constant harassment and discrimination may start to internalize the negative perceptions of their peers, leading to feelings of shame and embarrassment about their true selves. This shame can cause them to hide their identity, avoid social interactions, and withdraw from activities that they previously enjoyed. This concealment and withdrawal further isolate them, exacerbating feelings of loneliness and depression.

However, not all LGBTQ criminology students at the University of Eastern Pangasinan report experiencing psychological effects from bullying. Some individuals may possess resilient coping mechanisms or supportive social networks that help mitigate the impact of bullying. It is essential to recognize these differences and understand that the psychological consequences of bullying can vary widely among individuals.

Bullying can instill a deep sense of shame about their gender identity. Feeling ashamed and embarrassed, students may hide their true selves, leading to social withdrawal and isolation, which exacerbates feelings of loneliness and depression.

Academic Consequences

Concentration Issues

A significant number of LGBTQ students report being unable to pay proper attention in class due to the constant stress and anxiety caused by bullying. They find it challenging to concentrate on lectures and assignments, leading to a decline in academic performance. The preoccupation with bullying and the fear of not being accepted disrupt their focus. Many students spend considerable mental energy worrying about others' perceptions, which detracts from their ability to concentrate on their studies.

This is supported by the statements of the Key Informants:

Key Informant 2: "Minsan i was unable to pay proper attention. I was unable to follow simple instruction kasi nadidistract ako". Hindi rin ako masyadong makapagconcentrate sa klase. ("Sometimes I was unable to pay proper attention. I couldn't follow simple instructions because I was distracted. I also couldn't concentrate well in class)

Key Informant 7: "Concentration issues mahirap po magfocus lalo iniisip mo yong sinasabi nila sa'yo kasi hindi sila ganun ka knowledge about sa pagiging isang bisexual" (Concentration issues are challenging, especially when you're constantly thinking about what they're saying to you because they don't have much knowledge about being bisexual.)

Key Informant 9: Hindi ako maka-focus ng maayos dahil sa kakaisip na parang hindi nila ako tanggap kung

sino ako. (I can't focus properly because I keep thinking that they don't accept me for who I am)

Key Informant 10: I can't focus to my study because of the bullies.

Key Informant 14: It can make it difficult to focus on schoolwork and academic tasks. The stress and anxiety associated with bullying can disrupt concentration and attention in the classroom.

No Impact on Academic Performance

A subset of LGBTQ criminology students report that bullying did not affect their academic performance. These students were able to compartmentalize their experiences and maintain their focus on academic tasks. This suggests that, for some individuals, the stress and harassment associated with bullying do not necessarily translate into academic decline.

This is supported by the statements of the Key Informants:

Key Informant 1: well in terms of academics naman po is hindi naman naka apekto saakin lalo na yung ibang kaibigan ko naman po ay talagang ginaguide rin ako so wala po akong problema dito. (Well, in terms of academics, it hasn't really affected me, especially since my friends are always there to guide me, so I don't have any issues in this area.)

Key Informant 3: Well, I am even more hopeful to see that they are doing that to me and that I am progressing even more in the chosen field, while they are left with the wrong thinking and belief that they think they will grow.

Key Informant 5: It really doesn't affect my academic performance because I know how to separate my personal feeling from my studies. (It doesn't really impact my academic performance because I know how to separate my personal feelings from my studies)

Key Informant 8: The bullying I've experienced did not significantly hinder my academic performance. My strong personality and resilience enabled me to concentrate on my studies, maintaining good academic standing.

This is greatly attributed to their Resilience and Strong Personality. Some students attribute their unaffected academic performance to their strong personality and resilience. These individuals have developed effective coping strategies that enable them to concentrate on their studies despite the negative social interactions they face. Their ability to remain focused and perform well academically indicates that personal resilience can mitigate the academic impacts of bullying.

Other students acknowledge the presence of bullying but state that it did not significantly hinder their academic performance. This group may have access to supportive networks, employ effective stress management techniques, or possess intrinsic motivation that helps them stay on track academically. While bullying is an unpleasant experience, their ability to maintain good academic standing suggests that they can buffer its negative effects.

Though there are few who responded that that there was a Decreased in their Academic Performance. The cumulative effect of these psychological and concentration issues is reflected in students' academic outcomes. The stress and anxiety associated with bullying can significantly disrupt their ability to complete schoolwork and academic tasks, resulting in lower grades and academic achievement. The loss of confidence due to bullying makes it difficult for students to participate actively in class. They may avoid speaking up or sharing their thoughts, missing out on valuable learning experiences and contributions to classroom discussions.

CONCLUSION AND RECCOMENDATIONS

Conclusion

The LGBTQ criminology students at the University of Eastern Pangasinan face verbal bullying and discrimination. Verbal bullying involves hurtful remarks and derogatory language, while discrimination includes exclusion and differential treatment based on sexual orientation or gender identity.

The psychological impact of bullying on these students includes anxiety, depression, lowered self-confidence, and feelings of shame about their gender identity. These emotional challenges significantly affect their mental well-being and overall quality of life.

Academically, LGBTQ criminology students may have trouble concentrating on their studies and academic tasks due to bullying. However, the impact on academic performance varies among individuals, with some students being less affected than others.

RECOMMENDATIONS

Considering the research findings regarding the prevalent forms of bullying experienced by LGBTQ criminology students at the University of Eastern Pangasinan and the associated psychological and academic repercussions, the following recommendations are proposed:

1. **Implementation of Comprehensive Anti-Bullying Policies:** It is recommended that the university develops and enforces comprehensive anti-bullying policies explicitly prohibiting verbal bullying and discrimination based on sexual orientation or gender identity. These policies should outline clear reporting procedures and consequences for the perpetrators to foster a secure and inclusive environment for all students.
2. **Provision of Education and Awareness Programs:** Educational initiatives aimed at raising awareness about LGBTQ issues, promoting empathy and understanding, and combating stereotypes and discrimination should be implemented. Mandatory workshops, seminars, and training sessions for faculty, staff, and students can effectively help in recognizing and addressing bullying behaviors.
3. **Provision of Mental Health Support Services:** The university should provide accessible and confidential mental health support services tailored to the needs of LGBTQ criminology students. Counseling, therapy, and support groups can assist students in coping with the psychological consequences of bullying.
4. **Cultivation of Inclusive Campus Culture:** Efforts should be directed towards fostering a culture of inclusivity and acceptance on campus. LGBTQ-affirming events, student organizations, and resources can create a sense of belonging and support for LGBTQ students, thereby reducing feelings of isolation and shame associated with gender identity.
5. **Addressing Academic Challenges:** Recognizing the concentration issues faced by LGBTQ criminology students, academic support services should be provided to assist students in managing their workload and staying focused on their studies.
6. **Evaluation and Monitoring of Interventions:** Regular evaluation and monitoring of anti-bullying interventions and support services are necessary to assess their effectiveness and identify areas for improvement. It is imperative to solicit feedback from LGBTQ students to ensure that their voices and experiences are heard and addressed.

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APPENDICES

Appendix “A”

Letter to the Respondents



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DR. ALDRIN R. TARANGCO
Dean, College of Criminal Justice Education
University of Eastern Pangasinan

Dear **DR. TARANGCO**:

Greetings of peace and justice!

I hope this message finds you well. I am currently pursuing a Master of Science in Criminal Justice with a specialization in Criminology at the University of Baguio-Graduate School. As part of the requirements for my degree, I am conducting research for my publishable article on "Understanding the LGBTQ bullying among criminology students at University of Eastern Pangasinan."

I am writing to request permission to conduct my study among the LGBTQ criminology students. Upon completion, I will provide you with a copy of the manuscript for your review. I assure you that I will adhere to all research protocols throughout the study.

Thank you in advance for your kind consideration of this request.

Respectfully yours,

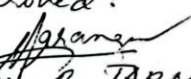

MS. SAMILYN M. CASTILLO
Researcher

Noted by:


DR. FILIBERT PATRICK F. TAD-AWAN
Research Adviser


Date: 2024.06.06
15:42:28 +08'00'


DR. CHARESMA GRACE K. LUD-AYEN
Dean

Approved:

DR. ALDRIN R. TARANGCO
06/06/2024

Appendix “B”

Informed Consent

 UNIVERSITY OF Baguio	Research and Development Center	UBRDC- RCR Doc No. 21	Version Number: 01	Version Date: 08-01-2019
	RESPONSIBLE CONDUCT OF RESEARCH	Effectivity Date: 08-01-19		Page 1 of 2
INFORMED CONSENT FORM				

CERTIFICATE OF CONSENT

I have been invited to participate in a study about the *Understanding the LGBTQ bullying among criminology students at University of Eastern Pangasinan*. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions. I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant: _____

Signature of Participant: _____

Date: 07 / 06 / 24
Day/Month/Year

STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT

I have accurately read out the information sheet to the potential participants, and to the best of my ability made sure that the participant fully understands what s/he is being asked to do in the research project.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participants.

Print Name of Researcher taking the consent: MS. SAMILYN CASTILLO

Signature of Researcher taking the consent: _____

Date: 07 / 06 / 24
Day/Month/Year

Appendix “c”

Questionnaire

The following questions are about the Understanding the LGBTQ bullying among criminology students at University of Eastern Pangasinan

Interview Guide Questions

Note: remember that these are only guide questions you can add more questions during your actual interview

OBJECTIVE 1: Forms of bullying experienced by LGBTQI criminology students

1. What is/are the form/s of bullying that you experienced?
2. Can you describe the frequency and severity of the bullying incidents you have encountered as an LGBTQI criminology student?
3. Are there any specific locations or settings where the bullying tends to occur more frequently?

- In your opinion, what are the underlying factors or motivations that you think contributes to you being bullied?

OBJECTIVE 2: to determine the psychological and academic consequences of bullying experienced by LGBTQ criminology students at the University of Eastern Pangasinan.

- How do these form/s of bullying affected you psychologically?
- How do these form/s of bullying affected your mental health and wellbeing?
- How do these form/s of bullying affected your academic performance?
- How did you cope with these experiences?
- What measures or strategies do you recommend being implemented to prevent bullying of LGBTQI criminology students?
- What measures or strategies do you recommend being implemented to address bullying of LGBTQI criminology students?

Appendix “D”

Tool Validation Certificate

 UNIVERSITY OF Baguio	Research and Development Center	UBRDC-RM No. _____	Version Number: 02	Version Date: 01.10.2017
	TOOL VALIDATION	Effectivity Date: 01-10-17	SCORE: _____	
Certification				

C E R T I F I C A T I O N

This is to certify that I have validated the questionnaire / checklist / test question / survey / interview guide of the study titled:

Understanding the LGBTQ bullying among criminology ...

The proponent/s may proceed to data gathering.

VALIDATOR	DATE	SIGNATURE
MARIE JOY M. CAPDOS	04/30/2024	