

**TREATMENT OF LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER (LGBTQ)
STUDENTS AND THEIR SELF-ESTEEM**

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ABSTRACT

LGBTQ stands for lesbian, gay, bisexual, transgender, and queer. Treatment is the manner in which the non- LGBTQ students deals with the LGBTQ students. Self-esteem is the confidence in which the LGBTQ students are treated by the non- LGBTQ students. This study was a descriptive correlation that determined the relationship between treatment and self- esteem of LGBTQ students. The study conducted in Jagobiao National High School. The respondents were all the LGBTQ students of Jagobiao National High School and a total of 152 respondents. The instrument used in the study was checklist. There are ten indicators in variable one and ten indicators for variable two. The statistical treatment of the study was weighted mean and chi- square. The extent of treatment of LGBTQ students by the non- LGBTQ students is that they often treated good. The level of self- esteem of the LGBTQ students is high. There is a significant relationship between treatment and self- esteem of LGBTQ students. The LGBTQ students are treated good by the non- LGBTQ students with respect. The LGBTQ students have higher self- esteem and they are proud of their gender.

Keywords: Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ), Self-esteem, and Treatment

CHAPTER I

Introduction

Rationale

A people who are LGBTQ faced discrimination (Subhrajit, 2014). An LGBTQ person who engage in any organization that talks about self-esteem would help them develop and improve their social interaction. (Wilkerson, Schick, Romijinders, Butame, and Bauldry, 2016).

As what the researchers had observed, many students are discriminating the lesbian, gay, bisexual, transgender, and queer (LGBTQ) students. They verbally abused and physically abused. They hate LGBTQ students. They look down LGBTQ students. Some LGBTQ students are losing confidence in facing and socializing with other people Some LGBTQ students not able to attend to school because they experience to be bullied and discriminated in school. There are some LGBTQ students who are willing to attend to school despite of the discrimination and bullying that they received. Some LGBTQ students are blessed and happy of what they are. They are happy because they have a lot of friends who accepted them. Some LGBTQ students are ignoring the abuses and the bully. They focused on their studies. Some LGBTQ students are brave enough to face all the challenges that they encountered just to finish their studies.

According to Hughes-Hassell, Overberg, and Harris (2013), LGBTQ teenagers are discriminated and bullied every day. According to Samaroo (2017), LGBTQ youth need support from community and personal to reduce the risk of depression and suicidal attempts. According to Luigi-Hernandez, Laborde, Gonzalez, Carrasquillo, Pinero, Castro, and Gonzalez (2015), LGBT people experienced negative comments, being sexually harassed, and physically assaulted because of their sexual orientation.

Students who are perceived to be lesbian, gay, bisexual, transgender, and queer (LGBTQ) often experienced harassment, bullying, and discrimination in school. The issues facing LGBTQ students often remain unnoticed or ignored. The Non-LGBTQ students treated LGBTQ students as low. There are also non-LGBTQ students treated LGBTQ students as their friends.

The researchers would like to assess the level of self-esteem of LGBTQ students and the treatment felt from LGBTQ students.

THEORETICAL BACKGROUND

Gender Schema Theory

The theoretical foundation of the study Treatment of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Students and their Self-esteem was based on the Gender Schema Theory conceptualized by Sandra Lipsitz Bem in 1981.

Gender schema theory describes how people process information related to gender. The theory serves as the cognitive filter that categorizes into masculine and feminine. Gender schema theory proposes that children begin to form gender as soon as they noticed that people are categorize into male and female. The gender developed through their interactions with other people.

Gender schema theory has been used to determined why children engaged in stereotyped behaviors. Children developed ideas about masculine and feminine called gender schemas (Starr and Zurbriggen, 2016).

In relation to the theory of Sandra Lipsitz Bem, talks about how people become gendered and the impacts in relating to their gender throughout the lifetime and decades to come. The study Treatment of LGBTQ students and their Self-esteem talks about gender, discrimination, and self-esteem.

Statement of Purpose

The study aims to assess the correlation between treatment of LGBTQ students and their self-esteem.

In particular, the study seeks to answer the following questions:

1. To what extent do non- LGBTQ treat the LGBTQ students?
2. What is the level of self-esteem among LGBTQ students?
3. Is there a correlation between treatment and self-esteem among LGBTQ students?

Hypothesis

Ho: There is no significant relationship between treatment and self-esteem of LGBTQ students.

H1: There is a significant relationship between treatment and self-esteem of LGBTQ students.

Significance of the Study

The result of the study will benefit the following:

The study will benefit the LGBTQ students. The LGBTQ students of Jagobiao National High School will know the correlation between treatment and self-esteem of LGBTQ students. The LGBTQ students will learn how to face the treatment of other students.

The non-LGBTQ students will benefit of this study. They will know the correlation between treatment and self-esteem of LGBTQ students. The non-LGBTQ students will avoid treating badly the LGBTQ students and they will learn how to deal with LGBTQ students.

The teachers of Jagobiao National High School will benefit of this study to guide their students. The teachers will able to teach students on how to face the treatment of other students. The teachers will gain knowledge about treatment and self-esteem, of LGBTQ students, they may gain ideas on how to guide and observe their students.

The parents or guardians of LGBTQ students will also benefit of this study. It will help them encourage and motivate their LGBTQ children to do better and to participate in school activities.

The community will benefit of this study because they will know the treatment of LGBTQ students by the non-LGBTQ students. They will not be able to criticize the LGBTQ students.

The future researchers will also benefit of this study. They will gain new ideas and information about the treatment and self-esteem of LGBTQ students. And they will use this as their reference in making their own research.

Definition of Terms

To have a clearer understanding of the study, the researcher defined the following terms:

Treatment is the manner in which the non-LGBTQ students deals with the LGBTQ students and how they treat the LGBTQ students.

Self-esteem is the confidence in which the LGBTQ students are treated by the non-LGBTQ students.

Lesbian is used to describe a woman whose physically and emotionally attracted to women.

Gay is used to describe a woman whose physically and emotionally attracted to man.

Bisexual is used to describe a woman whose physically and emotionally attracted to both men and women.

Transgender is used to describe a person who does not correspond with their birth sex.

Queer is used to describe a person who is questioning about their gender.

Non-LGBTQ is used to describe a person who is straight man and straight woman.

CHAPTER II

Review of Related Literature

The review of related literature is supported by 30 articles from the two variables of the study which are treatment and self-esteem.

LGBTQ teenagers are discriminated on a day-to-day basis (Hughes-Hassell, Overberg, & Harris, 2012). When LGBT people perceive discrimination, it is possible that it can affect their psychological well-being (Luigi-Hernandez, et.al, 2015). Stigmatization, discrimination and rejection are some of the problems faced by the LGBT youth (Hafeez, Zeshan, Tahir, Jahan, & Naveed, 2017). LGBT youth are discriminated against others base on their sexual orientation (Almeida, Johnson, Corliss, Molmar, & Azrael, 2009). LGBT individuals faced discrimination from the society (Subharajit, 2014). LGBT participants reported that they are more likely to

experienced sexual harassment (Smith, Cunningham, & Freyd, 2016). Lesbians may experience internalized homophobia than gays (Herek, Cogan, Gillis, & Glunt, 1997). LGBTQ participants experienced being harassed, discriminated, and physical violence because of their sexual orientation (Huebner, Rebchook, & Kegeles, 2003).

LGBT bullying is widespread in school (Russell, Ryan, Toomey, Diaz, & Sanchez, 2011). LGBTQ bullying is widespread and who experienced bullying have low self-esteem (Blais, Gervais, & Hebert, 2014). The most frequent forms of bullying are being called gay, lesbian, or queer, and being hit or kicked (Evans & Chapman, 2014).

The male homosexual students have high level of self-esteem (Isarapreeda, 2015). LGBT youth who have high levels of self-stigma have negative conditions such as loss of self-esteem and self-efficacy, and they may view themselves as less competent than others (Reyes, Victorino, Chua, Oquendo, Puti, & Reglos, 2015). Self-esteem is higher in men and women in adolescence and middle adulthood (Bleidorn, Denissen, Gebauer, Arslan, Rentfrow, & Potter, 2016). The self-esteem of Heterosexual students are not too positive (Osmanaga, 2017). Self-esteem has been studied and considered as an important indicator of mental health of homosexuals (Canali, Soares de Oliveira, Reduit, Vinholes, & Feldens, 2013).

LGBT youth need support from personal and community to reduce the risk of depression and suicidal attempts (Samaroo, 2017). The five development of self-concept of gay and lesbian youth can often influence their type of insight of self-concept (Hossasin & Ferreira, 2019). The interaction between mother and children may have a stronger effect to LGBT individual's suicidality than those fathers and children (Reyes, Lanic, Lavadia, Tactay, Tiongson, & Tuazon, 2015). Hatch Youth has provided services to LGBTQ youth to reduce subsequent behavioral risks (Wilkerson, Schick, Romijnders, Bauldry, & Butame, 2016). It is possible that there are always a need for the LGBT to have health services no matter what level of social acceptance becomes (Martos, Wilson, & Meyer, 2017). Filipino LGBT students are slow progressive students that suffers from mental health issues and so on (Tang & Poudel, 2018). Hostile school climate is not safe for LGBT youth and it can have some negative consequences on well-being and achievement (Kosciw, Palmer, Kull, & Greytak, 2014). Young lesbian and bisexual had higher rate of suicide attempts

(Manalastas, 2016). Struggles within LGBT individuals arise and not as a consequence of individual dysfunction (Hoe & Hassan, 2017). feelings associated with childhood warmth and safeness, and self-comparison predict by LGBTQ (Greene & Britton, 2015). The LGBTQ people are treated good by the non-LGBTQ people (Duhaylungsod, Madrid, Lapiz, Pongasi, & Tan, 2018).

Some LGBTQ students are likely to experience being bullied and discriminated because of their sexual orientation. There are some LGBTQ students who are accepted by the non-LGBTQ students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research design, environment, respondents, research instrument, and data gathering used by the researcher in order to have a worthwhile and meaningful study.

Design

This study was a descriptive correlation that determined the significant relationship between treatment and self-esteem among LGBTQ students.

Environment

The study conducted in Jagobiao National High School which located in Jagobiao, Mandaue City. Jagobiao National High School have different facilities that will enhances students' abilities. The school have Science Laboratory, Computer Laboratory which is founded by Aboitiz Foundation. The school has a Senior High. They offered Academic Track which are Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), Accountancy and Business Management (ABM), and Sciences, Technology, Engineering, and Mathematics (STEM). they also offered TVL which is Drafting. The study conducted in Jagobiao National High School because the school have LGBTQ students and some of the LGBTQ students are bullied and discriminated.

Respondents

The respondents were all the lesbian, gay, bisexual, transgender, and queer (LGBTQ) students of Jagobiao National High School. Out of 1,722 students of

Jagobiao National High School including senior high school students, there only 152 students who are identified and claimed their gender. There were 95 lesbians, 45 gays, 12 bisexuals, and there were no transgender and queer.

Instrument

The researchers used checklist scaling questionnaire in gathering data and getting information from the respondents. Checklist is a type of questionnaire composed of two variables first is treatment and second is self-esteem. In scoring for the part I and part II used 1- Never, 2- Seldom, 3- Sometimes, 4- Often, and 5- Always. In scaling for table 1 and 2, 1.00-1.80 (Never), 1.81-2.60 (Seldom), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), and 4.21-5.00 (Always). The classification of students according to extent of treatment by the non-LGBTQ students is scaled 1.00-1.80 (Not at all), 1.81-2.60 (Slightly), 2.61-3.40 (Fairly), 3.41-4.20 (Moderately), and 4.21-5.00 (Always). The classification of students according to the level of self-esteem of LGBTQ students is scaled 1.00-1.80 (Not at all), 1.81-2.60 (Slightly), 2.61-3.40 (Fairly), 3.41-4.20 (Moderately), and 4.21-5.00 (Always).

Data Gathering

The researchers asked permission from the school head of Jagobiao National High School. The permission was approved. The researchers went to every classroom to give the letter to the adviser for the permission of conducting research. The school head further reviewed the process of the conduct of research to ascertain that the ethical standard of conducting research was followed. The researchers came up with the consent of students first before answering the checklist.

The researchers were allowed to conduct research, the researchers distributed the checklist to the respondents and given time for 10 minutes. After answering, the researchers collected the data. That data served as the basis in analysis, interpretation, conclusion, findings, and recommendation of the study.

Statistical Treatment

The statistical treatment of the study was weighted mean, percentage frequency, and chi-square used by the researchers to treat the gathered data and to determine the correlation between the treatment and self-esteem of LGBTQ students. Weighted mean is calculated by multiplying the weight (or probability) associated with an

outcome with its associated quantitative outcome and then summing off the products together. The use of weighted mean is to get the average central value. Percentage frequency is a display of the data that specifies the percentage of observations that exist for each data and it is useful method of expressing the relative frequency of survey responses and other data. Chi-square is commonly used for testing relationships between variables.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Table 1

Level of attitude towards treatment of LGBTQ

| Indicators | WM | Interpretation |
|---|-------------|----------------|
| 1 The non-LGBTQ students are respecting me | 3.54 | Often |
| 2 My non-LGBTQ friends inspire me to be positive in life | 3.82 | Often |
| 3 The non-LGBTQ students are accepting me for who I am. | 3.24 | Sometimes |
| 4 I wasn't discriminated in school | 3.37 | Sometimes |
| 5 I gain more friends | 3.82 | Often |
| 6 The non-LGBTQ students treated me fairly as how they treat others | 3.58 | Often |
| 7 My non-LGBTQ friends defend from those people who are non-sensitive towards my gender | 3.76 | Often |
| 8 I didn't heard negative comments. | 3.54 | Often |
| 9 The non-LGBTQ students are gender sensitive when interacting towards me | 3.52 | Often |
| 10 I didn't experience being abused of my gender | 3.37 | Often |
| OVERALL WEIGHTED MEAN | 3.56 | Often |

Scale: 1.00- 1.80 (Never), 1.81- 2.60 (Seldom), 2.61- 3.40 (Seldom), 3.41- 4.20 (Often), and 4.21- 5.00 (Always).

Table 1 shows that the first highest weighted mean is indicator number 2 (My non-LGBTQ friends inspire me to be positive in life) with 3.82 weighted mean and it is interpreted as often. The LGBTQ students are inspired by the non-LGBTQ students to be positive in life. The researchers observed that non-LGBTQ students making the LGBTQ students to be more positive and they told the LGBTQ students to ignore all the judgement that they received. The strongest positive influence for LGBTQ individuals was having a supportive student (Kosciw, Palmer, Kull, and Greytak, 2012). The second highest weighted mean is indicator number 7 (My non-LGBTQ friends defend from those people who are non-sensitive towards my gender) with 3.76 weighted mean and it interpreted as often. The non-LGBTQ students are protecting the

LGBTQ students from the bullying of other people. Non LGBTQ students didn't want the LGBTQ students to be hurt or suffer instead, they are making friends with the LGBTQ students because they are funny. School should practice their students in giving respect to all LGBTQ students, stop the discrimination and accept the non LGBTQ students (Subhrajit, 2014).The third highest weighted mean is indicator number 6 (The non-LGBTQ students treated me fairly as how they treat others) with 3.58 weighted mean and it interpreted as often. The researchers observed that some of the LGBTQ students are treated well the non-LGBTQ students. Non LGBTQ students treat the LGBTQ students as how they treat other students. The lowest weighted mean is indicator number 3 (The non-LGBTQ students are accepting me for who I am) with 3.24 weighted mean and it interpret as sometimes. The LGBTQ students are accepted by the non-LGBTQ students. The researchers observed that the non-LGBTQ students didn't reject the LGBTQ students instead, the non-LGBTQ students have a strong relationship with the LGBTQ students. The acceptance of LGBTQ people is increasing (Martos, Wilson, and Meyer, 2017). The LGBTQ students are respected by the non-LGBTQ students. The LGBTQ students are treated well. The researchers observed that the LGBTQ students have a good relationship with the non-LGBTQ students, Some didn't experience being bullied and discriminated. Few of the LGBTQ students are discriminated by the non-LGBTQ students. The researchers observed that some of the LGBTQ students were discriminated and most of the LGBTQ students didn't experienced being discriminated because they have friends who are non-LGBTQ. The LGBTQ students gain more friends. Rarely, LGBTQ students experienced verbal abuse and physical abuse because of their gender.

Table 2

Frequency level towards treatment of LGBTQ

| Valid | Frequency | Percent | ValidPercent | CumulativePercent |
|-------------------------|-----------|---------|--------------|-------------------|
| Not Treated Well | 1 | 0.7 | 0.7 | 0.7 |
| Slightly Treated Well | 6 | 3.9 | 3.9 | 4.6 |
| Fairly Treated Well | 39 | 25.7 | 25.7 | 30.3 |
| Moderately Treated Well | 50 | 32.9 | 32.9 | 63.2 |
| Treated Well | 56 | 36.8 | 36.8 | 100 |
| Total | 152 | 100 | 100 | |

SCALE: 1-10(Not treated well) 11-20(Slightly treated well) 21-30(Fairly treated well) 31-40(Moderately treated well), and 41-50 (Treated well).

The result shows that some of the LGBTQ students are treated well by the non-LGBTQ students with a frequency of 56, some LGBTQ students are moderately treated

wellby the non- LGBTQ students with a frequency of 50, some LGBTQ students are fairly treated well by the non- LGBTQ students with a frequency of 39, few of the LGBTQ students are slightly treated wellby the non- LGBTQ students with a frequency of 6, and one of the LGBTQ students has not treated wellby the non- LGBTQ students. Not all LGBTQ students are discriminated with the non-LGBTQ students because some of the LGBTQ are selecting the person that they want to be friends. Non LGBTQ students treated fairly the LGBTQ students to others because they are concerned of the feelings. The treatment of the non LGBTQ are very important to the LGBTQ students so that they can feel that they are belong to the group.

Table 3

Level of attitude towards self-esteem of an LGBTQ

| Indicators | WM | Interpretation |
|--|-------------|----------------|
| 1 I like the way I look | 4.05 | Often |
| 2 I am proud of my gender | 4.16 | Often |
| 3 I have confident to collaborate with others | 4.00 | Often |
| 4 I am satisfied with myself | 4.09 | Often |
| 5 I can show the real me in front of many people | 4.04 | Often |
| 6 I am able to stand up for myself | 4.10 | Often |
| 7 I didn't hide my gender | 4.01 | Often |
| 8 I take positive attitude towards myself | 3.97 | Often |
| 9 I am confident in talking to other people | 4.14 | Often |
| 10. I am able to do things as well as others | 4.05 | Often |
| OVERALL WEIGHTED MEAN | 4.06 | Often |

Scale: 1.00- 1.80 (Never), 1.81- 2.60 (Seldom), 2.61- 3.40 (Seldom), 3.41- 4.20 (Often), and 4.21- 5.00 (Always).

Table 3 shows that the first highest weighted mean is indicator number 2 (I am proud of my gender) with 4.16 weighted mean and it is interpreted as often. The LGBTQ students are proud of their gender. The LGBTQ people are proud of their sexual identities (Charles, Wadia, Ferres-Fons, and Alleste, 2018).The second highest weighted mean is indicator number 9 (I am confident in talking to other people) with 4.14 weighted mean and it interpreted as often. Through there are few judgmental non LGBTQ students. Some of the non LGBTQ are not discriminating the LGBTQ students. The third highest weighted mean is indicator number 6 (I am able to stand up for myself) 4.10 weighted mean and it interpreted as often. The LGBTQ students are independent they are able to stand up on their own when they faced negative situations. Some of the LGBTQ students are independent enough to stand up for their own. Self-proud, self-respect, and self-efficacy are the factors that enhance the

self-esteem of LGBTQ people and to have a higher confidence and self-trust when they face negative situations (Luigi-Hernandez, Laborde, Gonzalez, Carrasquillo, Pinero, Castro, and Gonzalez, 2015). The lowest weighted mean is indicator number 8 (I take positive attitude towards myself) with 3.97 weighted mean and it interpreted as often. The LGBTQ students take positive attitudes towards themselves when they encountered negative situations so that they will be able to do the things that they like and not to criticize other people. When taking negative attitude towards oneself it can affect their self-esteem (Walters and Simoni, 1993).The LGBTQ students like and feel comfortable with the way they look. The researchers observed that the LGBTQ students are comfortable the way they look. The LGBTQ students are satisfied with their gender. The researchers observed that the LGBTQ students are satisfied of how they are. The LGBTQ students can show their real selves with other people. The LGBTQ students didn't hide their gender through criticized by some non-LGBTQ students. The LGBTQ students are able to do things like other people. The researchers observed that the LGBTQ students can compete with the non-LGBTQ students.

Table 4
Frequency level towards self-esteem

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Not confident | 1 | .7 | .7 | .7 |
| Slightly confident | 1 | .7 | .7 | 1.3 |
| Fairly confident | 21 | 13.8 | 13.8 | 15.1 |
| Moderately confident | 36 | 23.7 | 23.7 | 38.8 |
| Confident | 93 | 61.2 | 61.2 | 100.0 |
| Total | 152 | 100.0 | 100.0 | |

SCALE: 1-10(Not confident) 11-20(Slightly confident) 21-30(Fairly confident) 31-40(Moderately confident) 41-50 (Confident).

The result shows that the majority of the LGBTQ students are well confident with a frequency of 93, some of the LGBTQ students are moderately confident with a frequency of 36, some of the LGBTQ students have fairly confident with a frequency of 21, one of the LGBTQ students has slightly confident, and one of the LGBTQ students has no confidence. The LGBTQ students have confidence with their gender identity and they have confidence in dealing with the non-LGBTQ students.

Table 5
TREATMENT AND SELF-ESTEEM

| | Value | df | Asymp. Sig. (2-sided) |
|--------------------|---------|----|-----------------------|
| Pearson Chi-Square | 2.476E2 | 16 | .000 |
| N of Valid Cases | 152 | | |

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .01.

The p-value is (.000) smaller than the standard alpha value (.05) so the null hypothesis will be rejected and they are significant associated. Thus, the result of this study supported by the study of Stroebe, Ellemers, and Barreto (2010), men, women, and LGBTQ's who received negative treatment have higher self-esteem. It also supports the study of Smith and Cunningham (2016), LGBTQ students have lower self-esteem based on their gender identity. It also supports the study of Kosciw, Palmer, Kull, and Greytak (2014), LGBTQ students who are victims of discrimination have negatively disrupted self-esteem. When the LGBTQ students received discrimination, they have a lower self-esteem or it can affect their self-esteem. The researchers observed that when LGBTQ students have higher self-esteem, nobody wanted to discriminate them instead, they will gain more friends and they will be accepted.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

FINDINGS

The extent of treatment of the LGBTQ students by the non- LGBTQ students is that they often treated good by the non- LGBTQ students. The result in table 1 presents that the LGBTQ students often inspired by the non- LGBTQ students to be positive in life. The LGBTQ students the LGBTQ students are often defended by their non- LGBTQ friends from those people who are non- sensitive towards LGBTQ. The LGBTQ students are often treated fairly by the non- LGBTQ students. The LGBTQ students are often gain more friends. The LGBTQ students are often respected by the non- LGBTQ students. The LGBTQ students are often didn't heard negative comments. The non- LGBTQ students are often gender- sensitive when interacting towards LGBTQ students. The LGBTQ students sometimes discriminated in school. The LGBTQ students are often experienced being abused because of their gender identity. The LGBTQ students are accepted by the non- LGBTQ students.

The level of LGBTQ students self-esteem is that they often have confidence towards their gender. The result in table 3 presents that the LGBTQ students are often proud of their gender. The LGBTQ students often have confidence in talking to other people. The LGBTQ students are often able to stand up for their selves. The LGBTQ students are often satisfied with their selves. The LGBTQ students are often like the way they look. The LGBTQ students are often able to do things as well as others. The LGBTQ students are often show their real self in front of many people. The LGBTQ students are often didn't hide their gender. The LGBTQ students often have confidence to collaborate with others. The LGBTQ students are often able to take positive attitude towards themselves.

The p-value is smaller than the standard alpha which means that the null hypothesis is rejected. There is a significant relationship between treatment and self-esteem of LGBTQ students.

CONCLUSION

The LGBTQ students are often treated well the non-LGBTQ students. The LGBTQ students are inspired by the non-LGBTQ students to be positive in life and to do better as an LGBTQ. The LGBTQ students are defended by their non-LGBTQ friends from people who are non-sensitive towards their gender. The LGBTQ students are treated good by the non-LGBTQ students they didn't bullied, discriminated, abused, and they didn't reject by the non-LGBTQ students. The LGBTQ students have higher self-esteem, they are proud of their gender, and they are able to talk to other people. They have a higher self-esteem to face other people who are sensitive and non-sensitive towards their gender. When the LGBTQ students have a higher self-esteem, they are brave enough to face and handle circumstances towards LGBTQ and they will also grow better as an LGBTQ. The LGBTQ people often received negative comments about their gender identity (Luigi-Hernandez, Laborde, Gonzalez, Carrasquillio, Pinero, Castro, and Gonzalez, 2015). The LGBTQ people are being rejected from their homes because of their gender identity (Ryan, Huebner, Diaz, and Sanchez, 2019). The LGBTQ people experienced bullying (Evans and Chapman, 2014). The LGBTQ people experienced verbal harassment because of their gender identity (Huebner, Rebhook. and Kegeles, 2004). The LGBTQ youth were discriminated by other people (Almeida, Johnson, Corliss, Molnar, and Azrael, 2009). The LGBTQ people faced sexual violence (Smith, Cunningham, and Freyd, 2016).

RECOMMENDATION

The LGBTQ students have to be more positive in life and have to be more confidence in dealing with the non-LGBTQ students and other people so that they will gain more friends and have a strong relationship with the non-LGBTQ students. The non-LGBTQ students have to continue respecting and supporting the LGBTQ students and have to be more sensitive towards LGBTQ people. The teachers have to help students to be active in class. The parents have to guide, monitor, and support their students.

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