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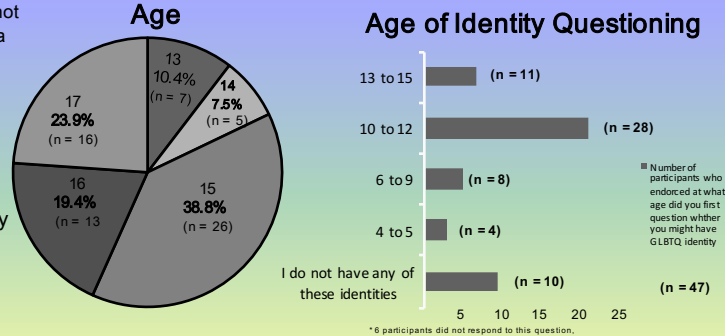
The Implications of Teachers' Perceptions of LGBTQIA+ Youth



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Introduction

- A growing body of literature suggests that adolescents who do not conform to heteronormative, binary gender expectations are at a higher risk for discrimination and victimization (Grossman & D'Augelli, 2006; Toomey, Ryan, Diaz, Card, & Russell, 2010; D'Augelli, Grossman, & Starks, 2006).
- Approximately 85% of LGBT students have reported being verbally harassed, in which 73% of those students have heard derogatory remarks being used regularly at school.
- LGBT youth compared to the general population are drastically more likely to miss school due to personal safety concerns. Victimized LGBT students are being pushed further into isolation, due to the fact that school personnel are infrequently intervening during instances of heterosexist or homophobic bullying and harassment (Greytak, Kosciw, & Diaz, 2009).
- This project examined the role of teachers' perceptions of LGBTQIA+ students, and the correlational outcomes of these opinions on students' self-identity.



Analytic Strategy

Data Analysis:
Pearson's product-moment correlation coefficients were computed to assess the relationships between the teachers' perceptions of students and 8 LGBTQIA+ specific survey questions addressing different dimensions of identity status, identity reassurance, and sense of self.

- Measures:**
Survey questions:
- If teachers know that I am LGBTQIA+ and ally, I do not worry that they will see me as bad
 - Whenever I think about being LGBTQIA+/an ally, I feel depressed
 - It sometimes feels important for me to hide that I am LGBTQIA+/an ally
 - I feel I do not have much to be proud of
 - If my non-queer friends know that I am LGBTQIA+/ an ally, I would be uncomfortable
 - I am afraid many of my peers would not want to be friends with me if they knew I was LGBTQIA+/ an ally
 - I do not think I will have a long term romantic relationship
 - The first time I thought about coming out (with any queer or allied identity) to many of my peers, I was afraid they would pay more attention to the way I dressed
 - My parent(s)/guardian(s) were supportive of me

Results

Teachers' perceptions:
Statistically significant correlations ($p < .01$) were found in three measures in relation to feelings of depression, feeling uncomfortable with identity, and the need to hide one's identity, ranging between $r = -.318$ and $r = -.404$. Statistically significant correlations ($p < .05$) were found in two measures in relation to how one dresses, and sees themselves in long term relationships, ranging between $r = -.252$ and $r = -.285$.

		Pearson Correlation Coefficients								
		1	2	3	4	5	6	7	8	9
1	If teachers know that I am LGBTQIA+/an ally, I do not worry that they will see me as bad	1.00								
2	Whenever I think about being LGBTQIA+/an ally, I feel depressed	-.364**	1.00							
3	It sometimes feels important for me to hide that I am LGBTQIA+/an ally	-.404**	-.398**	1.00						
4	I feel I do not have much to be proud of	-.015	.251*	-.127	1.00					
5	If my non-queer friends know that I am LGBTQIA+/an ally, I would be uncomfortable	-.318**	.165	.248*	-.017	1.00				
6	I am afraid many of my peers would not want to be friends with me if they knew I was LGBTQIA+/an ally	-.125	.215	.232	-.006	.512**	1.00			
7	I do not think I will have a long term romantic relationship	-.252*	.238	.100	.076	-.019	.015	1.00		
8	The first time I thought about coming out (with any queer or allied identity) to many of my peers, I was afraid they would pay more attention to the way I dressed	-.285*	.338**	.282*	.110	.049	.212	.111	1.00	
9	My parent(s)/guardian(s) were supportive of me	.070	-.102	-.242*	-.069	-.073	-.145	.070	-.084	1.00

Conclusions

- Teachers' perceptions of LGBTQIA+ students is strongly correlated to their overall sense of self.
- This study narrows down the focus on the implications of school personnel's perception of LGBTQIA+ identity and how it directly affects students and their notions of self-esteem (e.g., competence, worthiness, affect, etc.), and feeling of belonging among cohorts and faculty.
- These results can be used in schools to influence the implementation of anti-discrimination policies in regard to sexual and gender minority youth, as well as sensitivity/ cultural competence training among school staff.

Research Question

Do teachers' perceptions of students' LGBTQIA+ identity correlate with their overall sense of identity?

Methods

Participants:

Participants were 67 LGBTQIA+ identified youth who completed a survey examining correlates among different dimensions of identity status, identity reassurance, and sense of self.

Participants Demographics:

- 38.1% (n = 24) identified as female
- 31.7% (n = 20) identified as male
- 30.2% (n = 19) identified as non-binary
- 91.8% (n = 45) identified as White