

The background of the journal cover features a top-down view of a desk. On the left, a pair of black leather brogue shoes is partially visible. In the center, an open notebook with lined pages and a silver pen lies on a light-colored wooden surface. To the right, a black leather bag with a zipper and a black leather watch with a silver face are also visible. A large, semi-transparent white rectangular box is centered over the image, containing the journal's title and ISSN information.

INTERNATIONAL LAW
JOURNAL

**WHITE BLACK
LEGAL LAW
JOURNAL**
**ISSN: 2581-
8503**

Peer - Reviewed & Refereed Journal

The Law Journal strives to provide a platform for discussion of International as well as National Developments in the Field of Law.

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A STUDY ON ATTITUDE TOWARDS EDUCATION PERTAINING TO ACCEPTANCE AND TOLERANCE OF LGBT INDIVIDUALS

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ABSTRACT

This paper deals with the concept of education pertaining to acceptance and tolerance with of Lesbian, Gay, Bisexual and Transgender community. LGBT Education should be part of the educational system because it not only would teach everyone acceptance it would also help those who identify as LGBT, accept themselves and know that they are not alone and that there are people out there . The primary objective is study on attitude towards education pertaining to acceptance and tolerance of lgbt individual. The secondary objective is to study the impact of the respondents age group and their social acceptance of the LGBT people and take necessary measures to implement a special education to accept LGBT people and to create awareness. There is significant association between gender and agreement pertaining to the need to educate the society regarding the acceptance or tolerance of LGBT individuals. LGBT Education would be good to help stop hate and teach tolerance and acceptance. Education to general people should be given about the acceptance of those LGBT individual in which they should be treated equally and should be given all the fundamental rights. Only through educating the people to accept those individual may help them to overcome all the issues. The sample size is 774. The researcher has used frequency, chi-square and correlation technique to find the results of the survey. To conclude attitude towards education pertaining to acceptance and tolerance of lgbt individual is that general public should be given awareness and special education to treat lgbt equally.

KEYWORDS- LGBT- Education- Acceptance- Society- Employment.

INTRODUCTION

The 'LGBT' meaning stands for lesbian, gay, bisexual, and transgender. A lesbian is a woman attracted to another woman. Gay is used to denote men who are attracted to other men. Bisexual means that a person is attracted to more than one gender. A transgender person is someone whose gender identity differs from the one they were assigned at birth. The general public about sexual diversity and discrimination of LGBT people. Teaching students in formal schools could be one way. In Western Europe, gay and lesbian volunteers from grassroots organizations who offer awareness sessions to high school students is the dominant model. Training teachers is a logical next step, which has been taken in several European Union. There may be two reasons for the lack of information and literature specifically relating to education about LGBT issues. One is the lack of attention for sexual diversity by mainstream schools and training institutes in most countries. The other is probably the lack of access of LGBT grassroots organizations to mainstream organizations. The goals of education about LGBT issues to (1) diminishing social distance and (2) increasing social support towards people who express LGBT feelings of behaviours. One of the goals of the needs assessment was to explore how educational organizations and LGBT organizations set their objectives, how they intend to reach their educational objectives and how they monitor effects of their interventions. There is a variety of reasons why mainstream institutes like schools do not want to give attention to discrimination on the grounds of sexual orientation and gender expression and don't offer access to LGBT grassroots organizations. Another goal of the needs assessment was to explore which opportunities they may be, if they are good practices and what we can learn from pitfalls that have been overcome by organizations. Education relating to LGBT issues should be provided in all schools and college level because students are backbone of our nation. Though LGBT people are accepted under law they are not given proper rights. Legally India has been making strides with respect to recognizing the rights of the LGBT. The century old law, Section 377, was recently repealed to de-criminalize sexual orientation or relationship between two consenting adults of the same gender. The fundamental right to live and work with dignity was upheld (Naik 2016). This landmark judgment is believed to have long-term impact, especially with companies which were worried about LGBT inclusion due to regulation issues. Equal opportunity and recognition of the fact that this preference is the right of the individual and within his or her personal space are the principles that the judgment was based on.

The primary objective is study on attitude towards education pertaining to acceptance and tolerance of lgbt individual. The secondary objective is to study the impact of the respondents

age group and their social acceptance of the LGBT people and take necessary measures to implement a special education to accept LGBT people and to create awareness.

HYPOTHESIS

H1: There is significant association between gender and agreement pertaining to the need to educate the society regarding the acceptance or tolerance of LGBT individuals

H0: There is no significant association between gender and agreement pertaining to the need to educate the society regarding the acceptance or tolerance of LGBT individual.

REVIEW OF LITERATURE

1. In general, education has been shown to be inversely related to homophobia. Those who have more education tend to have more positive views towards gays, lesbians, and gay-related issues.(Adam 1998)
2. LGBT should be in schools Everyone in education at some point goes through sex-ed. With sex-ed we learn about the body parts, STD's et cetera. We also learn strait sex. To a school board that deems to be important. So what is so wrong with a little unit on LGBT, and how that works. Even if there was a course strictly on LGBT, it won't be mandatory, therefore it won't effect people who don't support it. It will be there for people who want to learn. Simple as that.
3. Sex education has been provided to children for a long time. Proving LGBT education along those lines would be beneficial. It would potentially relieve some hate crimes in the United States. It would also let students understand that sexually transmitted diseases can be transmitted through partners of the same sex.
4. LGBT Education a Necessity: The LGBT is a growing community in the world with increasing recognition by various nations. With that in mind, LGBT education should be required in schools because it's just as important as the Civil Rights Movement. Many people realize this fact and would be open to such an educational topic in schools.
5. LGBT Education should be part of the educational system because it not only would teach everyone acceptance it would also help ,those who identify as LGBT, accept themselves and know that they are not alone and that there are people out there who care and love them. LGBT Education would be good to help stop hate and teach tolerance and acceptance.

6. LGBT education should be provided in all schools, When someone doesn't understand LGBT, they come off kind of rude and homophobic. And the suicide rates are higher in the LGBT community; especially the transgenders. We are ruining society with suicide because of OTHER people not knowing and teaching the LGBT that they are nothing and a mistake.
7. LGBT rights should be taught in schools there are way too many incidents where lgbt people are in some form of danger because it is not deemed 'acceptable'. One of the main reasons for this is that there is an unclear image of what this actually is. Besides this, there are also homophobes, like many of the people who voted no.
8. To those who say that LGBT topics are not "child friendly", Then I guess straight people are not "child friendly", And kids should never watch a Disney movie with a kiss at the end. Gay rights are a topic that should be talked about, And in the same way that black rights or women's rights are talked about. Students need to learn about other types of people, Especially if parents are not teaching them so. The school has a duty to teach, Not to filter through and only show what parents want their kids to see.
9. The manner in which schools refuse to acknowledge LGBT students their right not to be discriminated against, enhances the "hidden curriculum" with a message that it is wrong to have a different sexual orientation than the "privileged" gender stereotypes.
10. Most educators do not state concrete objectives for their education about LGBT issues. They seem to think this is not necessary, because general aims like “combating discrimination” are obvious to them. In reality, these are not obvious at all. Not defining objectives or monitoring the effect makes it impossible to enhance educational interventions.

RESEARCH METHODOLOGY

Empirical approach is adopted for the study. Empirical research is based on observed and measured phenomena and hence provides the scientific framework for research. Review of literature revealed the research problem and the research design adopted for this study was descriptive design. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. Specific research objectives were defined and hypotheses were formulated. Data collection included both primary and secondary resources. Sampling technique used was convenience sampling method which is part of non-probability sampling. The data collected was coded and tabulated and was

analysed using statistical computations. The sample size is 744. Primary data was collected using questionnaires and published information from journals, reports and newsletters were the secondary sources. The analysis was done by using SPSS 21 version. The analysis was carried out for demographic statistics such as gender, age, educational qualification, employment status, income levels and religion and hypothesis testing was done using cross tabulation.

ANALYSIS

TABLE 1.1 FREQUENCY TABLE FOR AGE

Demographic Statistics

Age					
Age Group		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 26	415	53.6	53.6	53.6
	24 - 35	140	18.1	18.1	71.7
	36 - 49	173	22.4	22.4	94.1
	50 - 60	34	4.4	4.4	98.4
	Over 60	12	1.6	1.6	100.0
	Total	774	100.0	100.0	

Majority (415) of the respondents belonged to the age group of 18-26 years, followed by 173 respondents in the age group 36-49 years.

TABLE 1.2 FREQUENCY TABLE FOR GENDER

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	382	49.4	49.4	49.4
	Male	385	49.7	49.7	99.1

	Others	7	.9	.9	100.0
	Total	774	100.0	100.0	

There was almost equal participation of male (382) and female (385) respondents in the survey while 7 respondents belonged to the LGBT category.

TABLE 1.3 FREQUENCY TABLE FOR EDUCATIONAL QUALIFICATION

Educational Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Higher Secondary School Certificate	108	14.0	14.0	14.0
	Diploma	175	22.6	22.6	36.6
	Bachelor's degree	427	55.2	55.2	91.7
	Master's degree	64	8.3	8.3	100.0
	Total	774	100.0	100.0	

Majority of the respondents (427) were graduates holding Bachelor's degree while 175 respondents were diploma holders. 108 respondents completed Higher Secondary School Certificate.

TABLE 1.4 FREQUENCY TABLE FOR MONTHLY INCOME

Your monthly income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than Rs. 25,000	419	54.1	54.1	54.1

Rs. 25,000 to Rs. 34,999	137	17.7	17.7	71.8
Rs. 35,000 to Rs. 49,999	108	14.0	14.0	85.8
Rs. 50,000 or more	110	14.2	14.2	100.0
Total	774	100.0	100.0	

Majority of the respondents drew less than Rs. 25,000 as salary while 137 were drawing Rs. 25000 – Rs. 34999.

CROSS TABULATION

Crosstab							
Count							
		35. Do you feel there is a need to educate the society regarding the acceptance or tolerance of LGBT individuals?					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
3. Your Gender	Female	63	89	147	57	26	382
	Male	52	85	103	114	31	385
	Others	1	1	3	1	1	7
Total		116	175	253	172	58	774

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.561 ^a	8	.000
Likelihood Ratio	29.858	8	.000
Linear-by-Linear Association	8.707	1	.003
N of Valid Cases	774		

The value of the test statistic is 29.561. Because the test statistic is based on a 3x5 cross tabulation table, the degrees of freedom (df) for the test statistic is $df=(R-1) * (C-1) = (3-1) * (5-1) = 2*4=8$. The corresponding p-value of the test statistic is $p < 0.05$.

Since the p-value is smaller than our chosen significance level ($\alpha < 0.05$), reject the null hypothesis. Rather, we conclude that there is enough evidence to suggest the association between gender and agreement pertaining to the need to educate the society regarding the acceptance or tolerance of LGBT individuals.

It can be inferred from the results that there is association between gender and agreement pertaining to the need to educate the society regarding the acceptance or tolerance of LGBT individuals ($X^2(8) = 29.561, p < 0.05$). Male respondents are in agreement to the statement that there is need to educate the society regarding the acceptance or tolerance of LGBT individuals.

Hypothesis

H1: There is significant association between educational qualification and agreement towards inclusion of education in educational institutions pertaining to acceptance of LGBT individuals.

H0: There is no significant association between educational qualification and agreement towards inclusion of education in educational institutions pertaining to acceptance of LGBT individuals.

Crosstab							
Count							
		36. Indicate your level of agreement to the statement “Education pertaining to acceptance or tolerance of LGBT individuals should be included at educational institutions such as schools and colleges.”					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
4. Educational Qualification	Higher Secondary School Certificate	29	22	17	33	7	108
	Diploma	22	68	54	22	9	175
	Bachelor's degree	85	98	98	108	38	427
	Master's degree	12	9	24	13	6	64
Total		148	197	193	176	60	774

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.043 ^a	12	.003
Likelihood Ratio	52.491	12	.000
Linear-by-Linear Association	3.277	1	.070
N of Valid Cases	774		

The value of the test statistic is 52.043. Because the test statistic is based on a 4x5 cross tabulation table, the degrees of freedom (df) for the test statistic is $df=(R-1) * (C-1) = (4-1) * (5-1) = 3*4=12$. The corresponding p-value of the test statistic is $p < 0.05$.

Since the p-value is smaller than our chosen significance level ($\alpha < 0.05$), the null hypothesis is rejected. Rather, we conclude that there is enough evidence to suggest the association between educational qualification and agreement towards inclusion of education in educational institutions pertaining to acceptance of LGBT individuals.

It can be inferred from the results that there is association educational qualification and agreement towards inclusion of education in educational institutions pertaining to acceptance of LGBT individuals. ($X^2(12) > = 52.043, p < 0.05$). Among the respondents with different educational qualification, those who hold Bachelor's degree disagree more towards inclusion of education in educational institutions pertaining to acceptance of LGBT individuals.

DISCUSSION

The present study was an attempt to focus on the attitude of the respondents towards education pertaining to acceptance and tolerance of LGBT individuals based on educational qualification and income level. The results obtained from the survey were put through statistical analysis and presented. Most important outcomes of the research is there is an significance association between educational qualification and education pertaining to acceptance and tolerance of LGBT individual .Although the review of literature provided reference to a number of research studies, which identified the broader view of the educated people in the society accepts the LGBT individuals and level of awareness about the violation of the basic human rights of the LGBT Individuals are much more extent. Thus, all hypothesis is tested and the results clearly

stated here.

Inclusion of LGBT content into the curriculum can benefit LGBT students by sending the message that as a minority, their existence and identity does not have to be invisible, marginalised, or subjugated. The absence of the phenomenon of sexual orientation in schools' Life Orientation curricula denies students the right to be informed and taught on this topic and therefore violates LGBT students' rights to freedom of expression in terms of section 16(1)(b) which states that everyone has the right to freedom of expression which includes freedom to receive or impart information or ideas. This also violates the right to freedom of expression of heterosexual students as they are deprived of the right to be informed and to instil an attitudinal change. Even in sex education, the topic of homosexuality is totally ignored as something that deserves to be stigmatised. Young LGBT students have been denied their right to receive information to deal with aspects like safe homosexual sex, and experience an absence of support. A study was conducted and exposed 190 psychology students to a 50-minute panel presentation by two gay male students and two lesbian students and found a significant increase in gay acceptance at post-test as compared to pre-test as measured by the Attitude Towards Homosexuality Scale. Schools should therefore not overlook the opportunity to impact on students' tolerance and acceptance to sexual orientation and gender identity diversity. The manner in which schools refuse to acknowledge LGBT students their right not to be discriminated against, enhances the "hidden curriculum" with a message that it is wrong to have a different sexual orientation than the "privileged" gender stereotypes. Inclusion of LGBT content into the curriculum could also be an opportunity to influence the collegiate environment for LGBT students. Inclusive content sends a clear message to LGBT students that their existence, experience, and presence are valued. Inclusion in the pedagogy makes a statement to all students, gay and straight, that the learning environment considers LGBT issues as legitimate and valid. Content on the contributions made to society by LGBT people can shed a positive light on a minority group that still experiences discrimination, oppression, and marginalisation.

RECOMMENDATION

Awareness should be provided to the general public regarding the LGBT and acceptance of LGBT. In every school there should a special topic regarding the LGBT because they should be treated equally and should be given equal rights. Not only schools even education program should be conducted every year.

CONCLUSION

Most educators do not state concrete objectives for their education about LGBT issues. They seem to think this is not necessary, because general aims like “combating discrimination” are obvious to them. In reality, these are not obvious at all. Not defining objectives or monitoring the effect makes it impossible to enhance educational interventions. LGBT rights should be taught in schools there are way too many incidents where lgbt people are in some form of danger because it is not deemed 'acceptable'. One of the main reasons for this is that there is an unclear image of what this actually is. Besides this, there are also homophobes, like many of the people who voted no.

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