

Exploring Gender Nonconforming Inclusive Practices on Students' Social Identity Perspective

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Abstract— This study examined the impact of gender nonconforming inclusive practices on the social identity perspectives of first-year college students at Dalubhasaang Politekniko ng Lungsod ng Baliwag for AY 2023-2024. Using a mixed-methods approach, the research integrated quantitative surveys and qualitative tools, to explore how factors like age, gender, sexual orientation, spirituality, abilities, and socio-economic status shape students' identities. Stratified proportional random sampling ensured diverse representation across gender groups (man, woman, gay, lesbian, and non-binary) and academic programs (Elementary Education, Secondary Education, and Information Technology). The findings revealed that inclusive practices, such as pronoun respect and confidentiality, reduced gender-based discrimination and normalized acceptance. However, gaps persist, including inconsistent institutional changes, limited anti-bullying measures, and underdeveloped affinity groups, which hinder comprehensive support for gender-diverse students. Social identity factors influence students to varying extents: age is valued but non-contentious, spirituality shapes morality but minimally affects life choices, emotional and physical abilities contribute variably, and socioeconomic status significantly affects perceptions and opportunities. A strong positive correlation emerged between students' social identity perspectives and engagement in gender-inclusive practices, suggesting that strengthened identity perspectives foster inclusive behaviors. The study established a strong positive correlation between students' social identity perspectives and their engagement in gender-inclusive practices. Findings revealed that as the social identity perspective strengthens, so does the inclusive behavior regarding gender nonconformity. Recommendations include institutionalizing gender-neutral restrooms and enhancing support systems to address socio-economic disparities and foster a more inclusive environment.

Keywords—gender; nonconforming; inclusive practices; social identity perspective

I. INTRODUCTION

Educational institutions have increasingly focused on promoting gender inclusivity, particularly for LGBTQ+ students and those with gender nonconforming identities. Inclusive practices such as providing gender-neutral restrooms, allowing freedom of gender expression in attire and pronoun usage, and implementing anti-discrimination policies have demonstrated positive impacts on LGBTQ+ students' well-being. However, questions remain about how these practices influence the social identity perspectives of both LGBTQ+ and cisgender students. The Philippines has made significant strides in this area, including Senate Bill No. 689, which seeks to protect individuals from discrimination based on gender identity and expression. Policies like CHED's CMO No. 1, Series of 2015, emphasize gender sensitivity training and the integration of gender-responsive curricula in higher education institutions (HEIs). Locally, Dalubhasaang Politekniko ng Lungsod ng Baliwag exemplifies this commitment by implementing anti-discrimination measures and fostering an environment of respect and support for all students.

Research on gender nonconforming inclusive practices in educational settings remains limited, particularly regarding their effects on students' social identity perspectives. Social identity, shaped by factors like gender, age, sexual orientation, and socioeconomic status, influences how students perceive themselves and interact within learning environments. A study at Dalubhasaang Politekniko ng Lungsod ng Baliwag explored the impact of inclusive practices on both LGBTQ+ and cisgender students' social identities, examining various policies, behaviors, and support systems. The findings aimed to highlight positive outcomes and inspire the development of further inclusive initiatives to benefit all students. Despite progress, continued collaboration among governments, educational institutions, and communities remains essential to achieving full gender inclusivity and addressing social identity challenges within education.

A. Gender

Gender is a complex social construct that encompasses a range of identities and roles associated with being male, female, or non-binary. Unlike biological sex, which refers to physical attributes like chromosomes, hormones, and

reproductive anatomy, gender is shaped by societal expectations of behaviors, roles, and characteristics deemed appropriate for men and women (Johnson, 2021) [1].

Gender includes psychological and cultural factors, and for transgender individuals, their gender identity may differ from the sex assigned at birth. Scientific research into transgender identity incorporates both biological and psychological perspectives. Studies by Dick Swaab, a scientist at the Netherlands Institute for Neuroscience, suggest that differences in brain and genital development may influence transgender identity. Some studies indicate that the brain characteristics of transgender individuals align more closely with their identified gender. However, these studies have limitations, such as small sample sizes and the effects of hormone therapy.

B. Gender Nonconforming

The term "gender nonconforming" refers to individuals who do not adhere to traditional gender norms, manifesting in various ways, such as deviations from the gender binary in appearance, attire, and behavior (Riley, 2019) [2]. Gender nonconformity reflects a range of gender expressions, including how individuals dress, present themselves, and behave in ways that differ from conventional gender expectations (Xu et al., 2024) [3]. The American Psychological Association (APA) defines gender nonconformity as actions, dress, and beliefs that challenge established gender norms (APA, 2019) [4]. Importantly, gender nonconformity does not necessarily indicate that a person is transgender or nonbinary, though some may identify as both.

Gender nonconformity intersects with race, class, and sexuality, making it essential to understand how these overlapping identities can amplify the challenges faced by gender nonconforming individuals (Hidalgo & Moreira, 2020) [5]. By considering these factors, scholars offer a more nuanced perspective on the lived experiences of gender nonconforming individuals and emphasize the need for a broader approach to supporting diverse gender expressions.

Gender nonconforming individuals navigate the rigid boundaries of traditional gender norms (Ferguson, 2024) [6]. Through qualitative research, Ferguson explored the lived experiences of those who challenge conventional gender expectations, revealing the obstacles and resilience of gender nonconforming individuals as they navigate societal norms. These personal accounts offer valuable insights into the strategies these individuals employ to assert their identities.

C. Gender-Inclusive Practices

Gender-Inclusive Practices involve specific actions and policies designed to include and accommodate all gender identities and expressions. These practices go beyond equality by actively removing barriers faced by marginalized or non-normative gender groups. They promote respect for diverse gender identities,

ensuring that systems and structures are flexible and responsive to the needs of all individuals (Okpokwasili, 2023) [7]. Gender-inclusive practices also help dismantle systemic biases that hinder gender equality. For example, policies that support parental leave for all genders challenge traditional gender roles and promote a more equitable distribution of caregiving responsibilities. By addressing these structural issues, gender-inclusive practices advance gender equality (Al Atiyat, 2024) [8].

Gender-inclusive practices positively impact social identity by validating diverse gender identities, which enhances self-esteem and belonging (Tenia et al, 2023) [9]. When individuals are respected for their gender identity, it affirms their experiences and self-perceptions, contributing positively to their social identity.

D. Social Identity

Identity is shaped by individual characteristics, family dynamics, historical factors, and the social and political context. Nau (2023) [10] explained that identity perspective involves how individuals perceive and experience their identities, influenced by personal reflections and societal factors. This understanding includes one's roles and attributes within cultural backgrounds and personal goals. Social identity, as described by Henri Tajfel and John Turner's Social Identity Theory, involves categorizing individuals into social groups based on attributes like ethnicity, gender, age, or profession. This process helps simplify social environments and facilitates understanding of complex social interactions (Grosfeld et al., 2022) [11].

Once individuals categorize themselves into a group, they develop a social identity associated with that group, adopting its norms, values, and behaviors as integral to their self-concept.

E. Research Problem and Hypothesis

The study explored the gender nonconforming inclusive practices on the social identity perspectives of the first-year college students of Dalubhasaang Politekniko ng Lungsod ng Baliwag for AY. 2023-2024.

Specifically, it sought answers to the following questions.

- 1) How may the respondents' demographic profile be described in terms of:
 - a) gender; and
 - b) program enrolled?
- 2) How may the gender nonconforming inclusive practices be described in terms of:
 - a) actions taken;
 - b) policies implemented; and,
 - c) behaviors exhibited?
- 3) How may the students' social identity perspectives be described in terms of:
 - a) age;
 - b) gender;

- c) sexual orientation;
- d) religious or spiritual orientation;
- e) physical and emotional developmental ability; and
- f) socioeconomic class (SES)?
- 4) Is there a significant difference between students' gender nonconforming inclusive practices when grouped according to their demographic profile?
- 5) Is there a significant difference between student's social identity perspectives when grouped according to their profile?
- 6) Is there a significant relationship between gender nonconforming inclusive practices and students' social identity perspectives?
- 7) Based on the results of the study, what program of activities may be devised?

Based on the objectives of the study, the following hypotheses have been formulated.

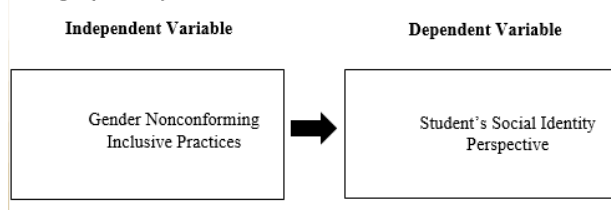
H1: There is no significant difference between students' gender nonconforming inclusive practices when grouped according to their demographic profile.

H2: There is no significant difference between students' social identity perspectives when grouped according to their demographic profile.

H3: There is no significant relationship between students' gender nonconforming inclusive practices and students' social identity perspective.

F. Conceptual Framework

Figure 1.
Paradigm of the Study



In today's educational environments, promoting gender inclusivity has become essential (Echesony, 2024) [12]. Recognizing diverse gender identities and ensuring equitable, supportive spaces for all students has sparked growing interest in inclusive practices for gender nonconforming individuals within educational institutions. Furthermore, the importance of these inclusive practices extends beyond local contexts, playing a crucial role in fostering respect and inclusivity for individuals with diverse gender identities globally (Leising et al., 2019) [13]. Such practices include a variety of strategies aimed at creating more equitable and welcoming learning environments for all students (Flores and Bazner, 2024) [14].

As students strive for academic success, some are also navigating the process of self-discovery and

identity development, including coming out to society (Bacud & Pedro, 2021) [15]. Although many institutions are working to create safe environments where students can express themselves, challenges persist. Issues such as bullying, stress endurance, and prevention remain significant concerns for many students (Zhang & Deng, 2024) [16].

Research has shown that LGBTQ+ youth are at a heightened risk for bullying, violence, poor mental health, substance use, and even academic underperformance. A study by Schuitema et al. (2019) [17] found that LGBTQ+ youth received less social support from teachers and peers compared to their non-LGBTQ+ peers, highlighting the need for action to ensure that schools provide safe, supportive, and affirming environments. The lack of such support contributes to disparities in mental health, school engagement, and academic performance.

These findings have led to the conceptualization of the study, "Exploring Gender Nonconforming Inclusive Practices on the Students' Social Identity Perspective," which aimed to investigate how such inclusive practices shape the social identity perspectives of both LGBTQ+ and cisgender students in an educational context. By examining this dynamics, the study sought to contribute to a deeper understanding of how inclusive environments could positively influence the social interactions and self-perception of all students within the school community.

II. RESEARCH METHOD

A. Research Design

This study employed a mixed-methods approach, integrating both quantitative and qualitative data collection and analysis techniques. The combination of these methods allowed for a comprehensive understanding of the research problem, offering both numerical data for statistical analysis and narrative data for in-depth insights. The quantitative aspect involved a structured survey that was distributed to a sample population, enabling the collection of numerical data to test the hypotheses. Conversely, the qualitative aspect involved semi-structured interviews with key respondents to gain nuanced perspectives and explore deeper insights. By triangulating these methods, the study ensured robust and reliable findings that contributed to the field's existing body of knowledge.

B. Sampling and Respondents

To ensure comprehensive representation and meaningful insights for this study, the researcher employed a stratified proportional simple random sampling method in selecting the respondents. The researcher first categorized the population into distinct strata based on academic programs. This stratification allowed for a proportional allocation of sample sizes, ensuring larger programs contributed more respondents while maintaining fairness across all strata. Subsequently, within each program stratum, respondents were randomly selected using simple random sampling techniques. This method not only minimized bias but also guaranteed that every student

had an equal opportunity to be chosen. This rigorous approach ensured that the findings reflected the breadth and depth of insights sought from the student population across various academic disciplines. Furthermore, this sampling approach was well-suited to this study because the respondents were exclusively comprised of first-year college students from Dalubhasaang Politekniko ng Lungsod ng Baliwag.

For the qualitative phase of the research, the researcher selected 5 respondents per program, facilitating in-depth exploration of diverse perspectives and experiences within each academic cohort. Respondents were provided enough time to answer the presented questions and express their views and experiences, making the data rich and useful.

Table 1.
Distribution of Respondents of the Study

Program	Population	Sample Size
Secondary Education	116	42
Elementary Education	176	64
Information Technology	392	142
Total	684	248

C. Instrument

The quantitative questionnaire aimed to explore different factors that contributed to the social identity perspective of first-year college students and how they related to specific actions, policies, and behaviors within Dalubhasaang Politekniko ng Lungsod ng Baliwag. The categories included in the questionnaire were Age, Gender, Sexual Orientation, Religious or Spiritual Orientation, Physical and Emotional Developmental Ability, and Socio-economic Class.

For each category, specific item numbers were assigned to represent different questions or statements in the questionnaire: Age was assessed through items 1, 7, 13, 19, and 25; Gender was evaluated using items 2, 8, 14, 20, and 26; Sexual Orientation was measured by items 3, 9, 15, 21, and 27; Religious or Spiritual Orientation was covered by items 4, 10, 16, 22, and 28; Physical and Emotional Developmental Ability was examined through items 5, 11, 17, 23, and 29; Socio-economic Class was considered with items 6, 12, 18, 24, and 30.

The second part of the table related these items to specific actions taken, policies implemented, and behaviors exhibited: Actions Taken were linked to items 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28; Policies Implemented were connected to items 2, 5, 8, 11, 14, 17, 20, 23, 26, and 29; Behaviors Exhibited were associated with items 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30.

The items under each category and corresponding action, policy, or behavior were intended to gather specific data that reflected how individuals perceived or experienced diversity-related factors within the environment being studied. The goal of this questionnaire was to capture a comprehensive understanding of how diversity was acknowledged and addressed through actions, policies, and behaviors.

On the other hand, in order to collect qualitative data, respondents were presented with a graphic organizer, the Social Identity Wheel, along with a set of statements. They were asked to match the statements to the aspects of their identity by writing the corresponding numbers in the appropriate sections of the wheel. The exercise involved reflecting on key aspects of their identity; respondents thought about which identities were most and least prominent in their minds, how these identities defined them, and how these identities shaped how others saw them. The exercise also involved recording their reflections by placing the numbers in the relevant sections of the wheel, enabling participants to visualize which aspects of their identity were most salient to them.

Finally, the exercise also involved personal reflection, where, after completing the wheel, respondents answered a set of journal prompts that guided them in deeper reflection on how their social identities impacted their self-perception and interactions with others.

D. Data Gathering Procedures

The researcher adhered to mandatory steps prior to administering the survey questionnaire and personal reflection questions. Initially, a formal request was submitted to the President and Vice-President for Academic Affairs and Research of Dalubhasaang Politekniko ng Lungsod ng Baliwag to seek approval for conducting the study. Upon obtaining permission, the approved request was forwarded to the Deans and Program Directors of the relevant institutes, who were then informed about the study's scope and objectives.

Subsequently, the researcher prepared a letter of consent for the selected respondents and key informants from each participating institute. The survey questionnaire was administered face-to-face, ensuring clarity and completeness in data collection. In the qualitative phase, respondents were provided with personal reflection questions, allowing ample time to articulate their perspectives and experiences, thereby enriching the data.

Conversely, the survey instrument was handed out in person, ensuring respondents' anonymity in line with Memorandum No. 9, Section 2022. Their personal information was securely protected and used solely for the study's purposes.

The collected responses were summarized, tallied, tabulated, and analyzed using rigorous statistical techniques under the guidance of a qualified statistician. This comprehensive approach ensured that the gathered data was robust and insightful, facilitating meaningful interpretations and conclusions.

E. Data Analysis

In this study, several statistical techniques were employed to interpret the collected quantitative data, which was crucial for effectively utilizing the data. To describe the students' social identity perspective, calculations for the range, mean, and standard deviation were executed. The specific formula used to

compute the mean and standard deviation helped provide insights into the data.

The mean served as a mathematical average for a set of numerical data, while the standard deviation quantified the level of variation or dispersion among the data values. This computation was conducted to determine both the average value or mean and the extent of deviation between individual results. A low standard deviation suggested that the data points were closely clustered around the mean (also known as the expected value), whereas a high standard deviation indicated that the data points were dispersed across a wider range of values.

Concurrently, T-tests were applied to examine various relationships. Initially, a correlation analysis was employed to assess the difference between students' gender nonconforming inclusive practices when grouped to the students' demographic profile and the difference between students' social identity perspective when grouped according to their demographic profile. Subsequently, a correlation matrix was constructed to explore significant relationship between students' social identity perspectives and gender nonconforming inclusive practices.

Regarding the qualitative data gathered, a content analysis narrated the data taken from the interview.

III. RESULTS

1) *How may the respondents' demographic profile be described in terms of:*

- a) *gender; and*
- b) *program enrolled?*

A. Gender

Gender refers to the socially constructed roles, behaviors, expressions, and identities of people. It is distinct from biological sex, which refers to physical attributes, and encompasses how individuals identify themselves and are recognized by society (World Health Organization, 2024).

Table 2.
Description of Demographic Profile of the Respondents in terms of Gender

	Man	Woman	Gay
Man	92		37%
Woman	131		53%
Gay	13		5%
Lesbian	11		4%
Non-Binary	1		0%
Total	248		100%

For this study, respondents were categorized into five primary gender groups based on their self-identification: man, woman, gay, lesbian, and non-binary. This grouping recognized the diversity of gender identities and ensures inclusivity in understanding the perspectives and experiences of participants.

B. Program Enrolled

Program Enrolled refers to the specific academic program or field of study in which respondents are officially registered.

Table 3.
Description of Demographic Profile of the Respondents in terms of Program Enrolled

	Man	Woman	Gay
Elementary Education		42	17%
Secondary Education		64	26%
Information Technology		142	57%
Total		248	100%

For this study, respondents were enrolled in the Elementary Education, Secondary Education, and Information Technology programs of Dalubhasaang Politekniko ng Lungsod ng Baliwag. This categorization ensured the study captures insights from students across different academic disciplines, reflecting diverse educational perspectives and experiences.

- 2) *How may the gender nonconforming inclusive practices be described in terms of:*
- a) *actions taken;*
 - b) *policies implemented; and,*
 - c) *behaviors exhibited?*

A. Action Taken

Action Taken refers to the deliberate steps or initiatives an institution implements to foster inclusivity and address the diverse needs of its members, particularly in relation to gender identity and expression.

Table 4.
Description of Gender Nonconforming Inclusive Practices in terms of Action Taken

	Item Statement	Mean	Verbal Interpretation
1	<i>As a College student, I can say that...</i> in order to support and promote gender inclusivity, our school works closely with local LGBTQ+ organizations.	4.30	Strongly Agree
4	our school makes sure that our enrollment processes are gender-inclusive.	3.84	Agree
7	our school offers various training sessions and educational programs aimed at increasing awareness and understanding of gender diversity and inclusivity.	4.25	Strongly Agree
10	our school teams up with local LGBTQ+ support groups to host workshops and events that focus on promoting inclusivity for nonconforming genders.	4.15	Agree
13	in our school, official forms and documents now include non-binary and "X" gender marker options.	3.00	Neutral
16	our school has gender-neutral restrooms and facilities available to accommodate everyone.	3.21	Neutral
19	our school has created spaces where students who need privacy for gender-affirming practices or discussions can feel comfortable.	4.17	Agree
22	around our school, you will notice gender-neutral signs and symbols to show that we're an inclusive environment for all gender identities.	3.19	Neutral
25	our school has implemented a mentorship or support program specifically designed to help non-binary and gender-diverse students.	3.70	Agree
28	our school provides ongoing training and resources so students can better understand and respect those who do not conform to traditional gender identities.	4.09	Agree
	Standard Deviation		0.47
	Grand Mean	3.79	Neutral

Legend: Strongly Agree (SA) 4.21-5.00; Agree (A) 3.41-4.20; Neutral (N) 2.61-3.40; Disagree (DA) 1.81-2.60; Strongly Disagree (SD) 1.00-1.80

The highest mean (4.30, Strongly Agree) is attributed to the statement, "As a College student, I can say that in order to support and promote gender inclusivity, our school works closely with local LGBTQ+ organizations." This reflects a high level of recognition and approval for institutional efforts in fostering collaboration with LGBTQ+ groups.

The lowest mean (3.00, Neutral) corresponds to the statement, "As a College student, I can say that in our school, official forms and documents now include non-binary and 'X' gender marker options," indicating less progress or awareness in this area.

Standard deviation of 0.47 suggests moderate variability, indicating some differences in how students perceive the inclusivity measures implemented by the school.

The results highlight that while schools are perceived as taking significant steps toward inclusivity through partnerships and workshops, foundational institutional changes like integrating non-binary markers in official documents have been less consistent. This suggests a need for schools to prioritize structural inclusivity measures to match their advocacy efforts.

B. Policies Implemented

Policies Implemented refer to formal rules, guidelines, and frameworks adopted by an institution to promote inclusivity and equality. These policies aim to institutionalize practices that protect and empower individuals of diverse gender identities, ensuring fairness, respect, and safety within the school community.

Table 5.
Description of Gender Nonconforming Inclusive Practices in terms of Policies Implemented

Item Statement <i>As a College student, I can say that...</i>	Mean	Verbal Interpretation
2 us, students, are well-informed about our school's gender-inclusive policies.	3.92	Agree
5 our school has a strong non-discrimination policy that clearly protects gender identity and expression.	4.29	Strongly Agree
8 the dress code in our school is carefully designed to support gender diversity, allowing everyone to express themselves comfortably.	4.04	Agree
11 our school has a clear policy on using preferred names and pronouns, which ensures that everyone's identity is respected.	3.98	Agree
14 specific measures are in place in the vicinity of our school to address and prevent bullying and harassment based on gender identity.	3.50	Agree
17 our school is committed to protecting the privacy and confidentiality of gender-diverse students.	4.31	Strongly Agree
20 our school curriculum is inclusive, making sure it reflects and respects gender diversity.	4.06	Agree
23 our school has clear procedures for reporting any incidents of gender-based discrimination or harassment.	3.93	Agree
26 our school policies ensure that all events and activities are inclusive and welcoming to students of all gender identities.	4.29	Strongly Agree
29 there are policies in our school that actively involve parents in fostering and supporting gender-inclusive practices, ensuring a supportive environment both at school and at home.	3.67	Agree
Standard Deviation	0.25	
Grand Mean	4.00	Agree

Legend: Strongly Agree (SA) 4.21-5.00; Agree (A) 3.41-4.20; Neutral (N) 2.61-3.40; Disagree (DA) 1.81-2.60; Strongly Disagree (SD) 1.00-1.80

The highest means (4.31, Strongly Agree) pertain to the statement, "As a College student, I can say that our school is committed to protecting the privacy and confidentiality of gender-diverse

students," and "As a College student, I can say that our school policies ensure that all events and activities are inclusive and welcoming to students of all gender identities." This indicates that students acknowledge strong institutional safeguards and inclusivity in events.

The lowest mean (3.50, Agree) is for the statement, "As a College student, I can say that specific measures are in place in the vicinity of our school to address and prevent bullying and harassment based on gender identity." This implies room for improvement in anti-bullying policies.

Standard deviation of 0.25 indicates high consistency in responses, reflecting a shared understanding of the policies implemented.

The results suggest that, while institutions were perceived to uphold confidentiality and inclusivity, measures to address gender-based bullying need to be enhanced. A more robust and visible approach to anti-bullying measures could have solidified trust and safety for all students.

C. Behaviors Exhibited

Behaviors Exhibited refers to the actions, attitudes, and practices display by individuals or groups within an institution that demonstrate commitment to inclusivity. These behaviors reflect the active application of inclusive principles in daily interactions and decision-making processes.

Table 6.
Description of Gender Nonconforming Inclusive Practices in terms of Behavior Exhibited

Item Statement <i>As a College student, I can say that...</i>	Mean	Verbal Interpretation
3 our school actively promotes and respects the use of gender-neutral language and pronouns like "they/them" in all our communication and documents.	4.14	Agree
6 in our school, students are encouraged to share their preferred pronouns openly, and it is made sure to be consistently used and respected.	4.32	Strongly Agree
9 our school supports and encourages non-binary and gender-diverse individuals to take on leadership roles within the school.	4.27	Strongly Agree
12 our school has respondent up affinity groups specifically for LGBTQ+ students, and non-binary.	3.70	Agree
15 in our school, gender-diverse students are actively involved in decision-making processes.	4.22	Strongly Agree
18 our school encourages everyone, including cisgender students, to share their preferred pronouns, fostering an environment where everyone's identity is respected.	4.04	Agree
21 our school dress codes and appearance policies are designed to avoid enforcing traditional gender stereotypes, allowing students to express themselves freely.	4.01	Agree
24 in our school, students of all gender identities feel comfortable discussing their gender-related concerns with their peers.	4.26	Strongly Agree
27 our school regularly seeks feedback from non-binary and gender-diverse students to continually improve our gender-inclusive practices.	3.73	Agree
30 our school is actively involved in LGBTQ+ advocacy events and initiatives, showing our commitment to inclusivity.	4.12	Agree
Standard Deviation	0.21	
Grand Mean	4.07	Agree

Legend: Strongly Agree (SA) 4.21-5.00; Agree (A) 3.41-4.20; Neutral (N) 2.61-3.40; Disagree (DA) 1.81-2.60; Strongly Disagree (SD) 1.00-1.80

The highest mean (4.32, Strongly Agree) is associated with the statement, "As a College student, I can say that in our school, students are encouraged to share their preferred pronouns openly, and it is

made sure to be consistently used and respected." This reflects strong behavioral support for inclusivity.

The lowest mean (3.70, Agree) is attributed to the statement, "As a College student, I can say that our school has respondent affinity groups specifically for LGBTQ+ students and non-binary." This implies that while support exists, more effort may be needed to enhance these groups.

Standard deviation of 0.21 reflects minimal variability, indicating consistency in how students perceive behaviors promoting inclusivity.

The findings highlight a positive cultural shift where respecting pronouns has been normalized. However, the lower mean for affinity groups signals the need for strengthening these support systems to provide a more robust platform for gender-diverse individuals.

3) *How may the students' social identity perspectives be described in terms of:*

- a) *age;*
- b) *gender;*
- c) *sexual orientation;*
- d) *religious or spiritual orientation;*
- e) *physical and emotional developmental ability; and*
- f) *socioeconomic class (SES)?*

A. Age

Age as a social identity relates to how societal norms and expectations are tied to different life stages, such as childhood, adolescence, adulthood, and old age.

Table 7.
Description of Students' Social Identity Perspective in terms of Age

	Item Statement	Mean	Verbal Interpretation
<i>As a College student, I feel like...</i>			
1	my age is an important part of my identity.	4.40	Always
7	my age has a significant impact on how others perceive me.	3.79	Often
13	my age has influenced the choices I've made in life, such as my career or relationships.	4.16	Often
19	it is important to connect with people of similar age to share experiences.	3.60	Often
25	I get stereotyped or judged based on my age.	2.88	Sometimes
Standard Deviation		0.52	
Grand Mean		3.76	Often

Legend: Always (A) 4.21-5.00; Often (O) 3.41-4.20; Sometimes (S) 2.61-3.40; Seldom (SD) 1.81-2.60; Never (N) 1.00-1.80

The highest mean (4.40, Always) corresponds to the statement, "As a College student, I feel like my age is an important part of my identity." This underscores how students view age as central to their self-concept.

The lowest mean (2.88, Sometimes) pertains to the statement, "As a College student, I feel like I get stereotyped or judged based on my age," indicating that age-based stereotyping is not a significant issue for most students.

Standard deviation of 0.52 reflects moderate variability, suggesting diverse experiences related to age perception.

Students perceive age as integral to their identity but experience minimal stereotyping, indicating that age is a valued yet non-contentious aspect of their social identity.

B. Gender

Gender refers to the social and cultural roles, behaviors, and attributes that a society considers appropriate for men, women, and other gender identities.

Table 8.
Description of Students' Social Identity Perspective in terms of Gender

	Item Statement	Mean	Verbal Interpretation
<i>As a College student, I feel like...</i>			
2	my gender is a core element of the identity that defines me.	4.64	Always
8	the way I see myself is deeply intertwined with my gender.	3.77	Often
14	others often shape their perceptions of me through the lens of my gender.	3.86	Often
20	I have experienced discrimination or bias due to my gender.	2.73	Sometimes
26	there are times when my gender seems to put me into unfair stereotypes.	3.05	Sometimes
Standard Deviation		0.67	
Grand Mean		3.61	Often

Legend: Always (A) 4.21-5.00; Often (O) 3.41-4.20; Sometimes (S) 2.61-3.40; Seldom (SD) 1.81-2.60; Never (N) 1.00-1.80

The highest mean (4.64, Always) is associated with the statement, "As a College student, I feel like my gender is a core element of the identity that defines me." This reflects how strongly students identify with their gender.

The lowest mean (2.73, Sometimes) is linked to the statement, "As a College student, I feel like I have experienced discrimination or bias due to my gender." This suggests that while gender identity is significant, discrimination is not pervasive.

Standard deviation of 0.67 indicates considerable variability, reflecting diverse gender-related experiences.

The data highlights the importance of gender in self-identity while suggesting that inclusive practices may have minimized gender-based discrimination.

C. Sexual Orientation

Sexual orientation describes a person's emotional, romantic, or sexual attraction to others, such as being heterosexual, homosexual, bisexual, or asexual.

Table 9.
Description of Students' Social Identity Perspective in terms of Sexual Orientation

	Item Statement	Mean	Verbal Interpretation
<i>As a College student, I feel like...</i>			
3	my sexual orientation is a key factor in shaping who I am.	4.35	Always
9	I am comfortable discussing my sexual orientation with others.	3.84	Often
15	I feel accepted and supported in my social circles regarding my sexual orientation.	4.42	Always
21	my sexual orientation has influenced my choice of friends and social activities.	3.13	Sometimes
27	I actively seek out resources and support networks related to my sexual orientation.	2.86	Sometimes
Standard Deviation		0.63	
Grand Mean		3.72	Often

Legend: Always (A) 4.21-5.00; Often (O) 3.41-4.20; Sometimes (S) 2.61-3.40; Seldom (SD) 1.81-2.60; Never (N) 1.00-1.80

The highest mean (4.42, Always) pertains to the statement, "As a College student, I feel like I feel accepted and supported in my social circles regarding my sexual orientation," indicating positive social experiences.

The lowest mean (2.86, Sometimes) is for the statement, "As a College student, I feel like I actively

seek out resources and support networks related to my sexual orientation." This suggests limited engagement with external support systems.

Standard deviation of 0.63 reflects moderate variability, indicating diverse experiences regarding sexual orientation.

This implies that while social acceptance is high, the low engagement with support systems suggests a need for institutions to actively promote and make these resources more accessible.

D. Religious or Spiritual Orientation

This refers to an individual's faith, beliefs, or practices related to religion or spirituality, ranging from specific organized religions to personal spiritual practices.

Table 10.
Description of Students' Social Identity Perspective in terms of Religious or Spiritual Orientation

Item Statement	Mean	Verbal Interpretation
<i>As a College student, I feel like...</i>		
4 my sense of self is deeply rooted in my religious or spiritual beliefs.	3.78	Often
10 my moral compass and ethical decisions are guided by my spiritual or religious convictions.	3.92	Often
16 engaging in religious or spiritual practices is my way of staying connected to my beliefs.	3.87	Often
22 my choices in life, from career to relationships, are shaped by my spiritual or religious orientation.	3.17	Sometimes
28 I find a strong sense of community and belonging within my religious or spiritual group.	3.48	Often
Standard Deviation	0.28	
Grand Mean	3.64	Often

Legend: Always (A) 4.21-5.00; Often (O) 3.41-4.20; Sometimes (S) 2.61-3.40; Seldom (SD) 1.81-2.60; Never (N) 1.00-1.80

The highest mean (3.92, Often) pertains to the statement, "As a College student, I feel like my moral compass and ethical decisions are guided by my spiritual or religious convictions," highlighting the strong influence of spirituality or religion on ethical decision-making.

The lowest mean (3.17, Sometimes) is associated with the statement, "As a College student, I feel like my choices in life, from career to relationships, are shaped by my spiritual or religious orientation," indicating less frequent integration of spirituality into life decisions.

Standard deviation of 0.28 suggests low variability, indicating consistency in students' perspectives on their religious or spiritual orientation.

This implies that students often find their spirituality or religious beliefs as integral to their self-identity, morality, and practices. However, the relatively lower mean on life choices shaped by religious beliefs points to areas where spiritual orientation might be less directly influential.

E. Physical and Emotional Developmental Ability

This refers to an individual's physical and emotional functioning, including abilities, disabilities, and neurodiversity.

Table 11.
Description of Students' Social Identity Perspective in terms of Physical and Emotional Developmental Ability

Item Statement	Mean	Verbal Interpretation
<i>As a College student, I feel like...</i>		
5 my physical and emotional abilities are an integral part of my identity.	4.48	Always
11 my physical abilities or disabilities have shaped my self-perception and identity.	3.59	Often
17 I actively pursue opportunities to learn from those with diverse physical abilities.	3.78	Often
23 my emotional growth and experiences play a vital role in how I understand myself and relate to others.	3.27	Sometimes
29 I have felt both included and excluded by society based on my physical or emotional development.	4.22	Always
Standard Deviation	0.43	
Grand Mean	3.87	Often

Legend: Always (A) 4.21-5.00; Often (O) 3.41-4.20; Sometimes (S) 2.61-3.40; Seldom (SD) 1.81-2.60; Never (N) 1.00-1.80

The highest mean (4.48, Always) is for the statement, "As a College student, I feel like my physical and emotional abilities are an integral part of my identity," reflecting a strong recognition of the importance of these aspects in self-identity.

The lowest mean (3.27, Sometimes) pertains to the statement, "As a College student, I feel like my emotional growth and experiences play a vital role in how I understand myself and relate to others," suggesting variability in how students perceive the role of emotional development in their self-understanding.

The standard deviation of 0.43 indicates moderate consistency in students' perspectives regarding physical and emotional developmental abilities.

This suggests that while students often acknowledge the role of physical and emotional abilities in shaping their identity, there is some variability in how emotional growth is perceived and its impact on their social and personal understanding.

F. Socio-Economic Class

Socio-economic class reflects an individual's position in society based on income, education, occupation, and access to resources.

Table 12.
Description of Students' Social Identity Perspective in terms of Socio-Economic Class

Item Statement	Mean	Verbal Interpretation
<i>As a College student, I feel like...</i>		
6 my socio-economic class has a substantial impact on how I perceive myself.	4.20	Often
12 my socio-economic class has influenced the educational opportunities I have had.	4.20	Often
18 I have encountered both privileges and challenges tied to my socio-economic background.	4.24	Always
24 my socio-economic class has shaped the academic opportunities available to me.	4.08	Often
30 the way I view myself is strongly affected by the socio-economic class I belong to.	3.87	Often
Standard Deviation	0.14	
Grand Mean	4.12	Often

Legend: Always (A) 4.21-5.00; Often (O) 3.41-4.20; Sometimes (S) 2.61-3.40; Seldom (SD) 1.81-2.60; Never (N) 1.00-1.80

The highest mean (4.24, Always) is associated with the statement, "As a College student, I feel like I have encountered both privileges and challenges tied to my socio-economic background," emphasizing the dual impact of socio-economic status on students' experiences.

The lowest mean (3.87, Often) is tied to the statement, "As a College student, I feel like the way I

view myself is strongly affected by the socio-economic class I belong to," indicating that while socio-economic class often influences self-perception, it is less pronounced compared to other aspects.

Standard deviation of 0.14 suggests very low variability, indicating a high level of agreement among students regarding the role of socio-economic class in shaping their identity and experiences.

This highlights the significant influence of socio-economic status on students' perceptions, opportunities, and challenges, underscoring the need for institutions to address disparities and support students across diverse socio-economic backgrounds.

The findings highlight a positive cultural shift where respecting pronouns has been normalized. However, the lower mean for affinity groups signals the need for strengthening these support systems to provide a more robust platform for gender-diverse individuals.

G. Is there a significant difference between students' gender nonconforming inclusive practices when grouped according to their demographic profile?

Table 13.
Description of the Difference between Students' Gender Nonconforming Inclusive Practices when grouped according to their Demographic Profile

Variables		t-value	p-value	Decision	Verbal Interpretation
Gender	Gender	0.199	0.002	Reject H_0	significant
Program Enrolled	Nonconforming Inclusive Practices	0.196	0.002	Reject H_0	significant

Table 13 shows the results of the test that examined whether there was a significant difference between students' demographic profile and their gender nonconforming inclusive practices. The demographic factors considered were Gender and Program Enrolled. Gender had a t-value of 0.199 and a p-value of 0.002, which was less than 0.01. This indicates that there was a statistically significant difference between gender and gender nonconforming inclusive practices. The null hypothesis (H_0) was rejected. Program Enrolled also had a t-value of 0.196 and a p-value of 0.002, suggesting that the program Students were enrolled in also significantly impacted their gender nonconforming inclusive practices, leading to the rejection of the null hypothesis. The results suggest that both gender and the program enrolled were significantly related to the students' gender nonconforming inclusive practices.

In essence, these findings highlight the need for educational institutions to consider both gender and academic program characteristics when designing and implementing gender-inclusive policies and practices, as both factors significantly contribute to how students perceive and engage with gender inclusivity.

H. Is there a significant difference between student's social identity perspectives when grouped according to their profile?

Table 14.
Description of the Difference between Student's Social Identity Perspectives when grouped according to their Demographic Profile

Variables		t-value	p-value	Decision	Verbal Interpretation
Gender	Learner's Social Identity	-0.233	0.000	Reject H_0	Significant
Program Enrolled	Social Identity Perspective	0.300	0.000	Reject H_0	Significant

Table 14 shows the results for the test examining whether Students' demographic profiles affected their social identity perspective. Gender had a t-value of -0.233 and a p-value of 0.000, which was less than 0.01. This suggests that gender significantly affected the students' social identity perspective, leading to the rejection of the null hypothesis. Program Enrolled had a t-value of 0.300 and a p-value of 0.000, which also indicated that the program the students were enrolled in had a significant impact on their social identity perspective. The result suggests that both gender and program enrollment were significantly related to the students' social identity perspective, with clear differences observed across gender and program types.

These results highlight the importance of considering both gender and academic programs when examining how students develop and express their social identity perspectives. The findings suggest that students' views on their social identity are not just shaped by personal characteristics like gender, but also by the academic environments in which they participate. Educational institutions may need to tailor their approaches to social identity development based on these factors to foster more inclusive and supportive learning environments.

I. Is there a significant relationship between gender-nonconforming inclusive practices and students' social identity perspectives?

Table 15.
Description of the Relationship between Students' Gender Nonconforming Inclusive Practices and Students' Social Identity Perspective

Variable	r-value	p-value	Decision	Verbal Interpretation	
Learner's Social Identity Perspective	Gender Nonconforming Inclusive Practices	0.756	0.000	Reject H_0	Significant

Table 15 examines the relationship between the students' social identity perspective and their gender nonconforming inclusive practices. The r-value of 0.756 and the p-value of 0.000 indicates a strong, positive, and statistically significant relationship between the students' social identity perspective and their gender nonconforming inclusive practices. The null hypothesis was rejected. The results suggest that students with a more developed social identity perspective were more likely to engage in gender

nonconforming inclusive practices. The strong positive relationship showed that as the social identity perspective strengthened, so did the inclusive behavior regarding gender nonconformity.

The results suggest the importance of social identity development in promoting inclusive practices, particularly regarding gender nonconformity. Educational institutions and programs might consider integrating social identity education into curricula to support gender inclusivity.

DISCUSSION

This study explored the gender nonconforming inclusive practices on social identity perspective of first-year college students of Dalubhasaang Politekniko ng Lungsod ng Baliwag, City of Baliwag, Bulacan.

For this study, respondents were categorized into five primary gender groups based on their self-identification: man, woman, gay, lesbian, and non-binary. This grouping recognized the diversity of gender identities and ensures inclusivity in understanding the perspectives and experiences of participants. In addition, respondents were enrolled in the Elementary Education, Secondary Education, and Information Technology programs of Dalubhasaang Politekniko ng Lungsod ng Baliwag. This categorization ensured the study captures insights from students across different academic disciplines, reflecting diverse educational perspectives and experiences.

Results revealed that Actions taken to promote gender inclusivity was perceived "Neutral". The results highlight that while schools are perceived as taking significant steps toward inclusivity through partnerships and workshops, foundational institutional changes like integrating non-binary markers in official documents have been less consistent. This suggests a need for schools to prioritize structural inclusivity measures to match their advocacy efforts.

In line with the result of the study, schools have made significant strides by partnering with local organizations and conducting workshops. According to Santos et al. (2020) [18], such collaborations enhance inclusivity and awareness, fostering a more accepting environment for gender-diverse individuals.

Moreover, Policies Implemented to promote gender inclusivity was perceived "Agree". The results suggest that, while institutions were perceived to uphold confidentiality and inclusivity, measures to address gender-based bullying need to be enhanced. A more robust and visible approach to anti-bullying measures could have solidified trust and safety for all students.

In support of these efforts, Sil and Lenka (2024) [19] noted that schools in the Philippines had increasingly adopted gender-inclusive policies, signaling progress toward greater inclusivity. Similarly, Miller (2019) [20] underscored that privacy protection was fundamental for creating a safe educational environment for LGBTQ+ students, particularly for

those who were gender-diverse. These measures reflected a commitment to fostering a supportive and secure environment.

Likewise, Behaviors Exhibited to promote gender inclusivity was perceived "Agree". The findings highlight a positive cultural shift where respecting pronouns has been normalized. However, the lower mean for affinity groups signals the need for strengthening these support systems to provide a more robust platform for gender-diverse individuals.

In support of the cultural shift, Loukkola & Peterbauer (2019) [21] emphasized that the use of inclusive language and preferred pronouns significantly boosted the self-esteem and academic participation of gender-diverse students. Eason (2023) [22] further highlighted that pronoun recognition not only allowed trans students to express their identities but also reduced discrimination and fostered a more inclusive environment. Similarly, Brown et al. (2020) [23] underlined the importance of understanding youth perspectives on pronouns to create culturally sensitive care, noting that such actions cultivated an environment where students felt safe and valued.

Affinity groups also contributed positively to this shift, providing spaces for dialogue, learning, and empowerment. Beasley et al. (2024) [24] noted that these groups created supportive environments, while Coley et al. (2020) [25] described them as safe spaces where marginalized students could express themselves and foster a sense of belonging. For gender-diverse students, affinity groups played a critical role in validation and resilience.

Meanwhile, Students' social identity, including age, gender, sexual orientation, religious beliefs, physical and emotional abilities, and socio-economic status, was generally perceived as significant in shaping their self-identity. Age was valued but minimally contentious, with Douglas (2012) [26] emphasizing its role in shaping aspirations and peer interactions among Filipino students. Gender remained central to self-identity, though unconscious biases persist, as noted by Lund et al (2023) [27] and Hentschel et al. (2019) [28], who highlighted the reinforcement of stereotypes due to rigid gender beliefs. Despite high social acceptance, limited engagement with support systems suggests a need for better institutional promotion of these resources, aligning with Galupo et al. (2018) [29] and İncekara & Ulaş (2023) [30], who examined the effects of sexual orientation on career choices and professional challenges among LGBTIQ individuals. Religious beliefs were integral to morality but less influential in life choices, supported by Naily (2023) [31] and Fowler's theory on faith development. Physical and emotional abilities significantly influenced identity, aligning with Erikson's Psychosocial Development Theory, which emphasized self-perception during adolescence and early adulthood, as echoed by Manuel and Reyes (2020) [32] and Coleman (2019) [33] in their studies on emotional growth and athletic competence. Socio-economic status also shaped students' perceptions, opportunities, and challenges,

with Arzbach (n.d.) [34], and Gootjes et al. (2021) [35] emphasizing the impact of lower socio-economic class on dissatisfaction with societal systems and social discontent.

Moreover, there is a significant difference between students' gender nonconforming inclusive practices when grouped according to their demographic profile. The findings emphasize the importance of educational institutions considering both gender and academic program characteristics when designing gender-inclusive policies, as these factors influence students' perceptions and engagement with gender inclusivity. Broussard and Warner (2019) [36] highlighted that gender nonconformity, whether in cisgender or transgender individuals, often challenges traditional gender norms, leading to negative perceptions. They noted that transgender individuals conforming to traditional gender roles could be perceived as even more threatening than cisgender counterparts, emphasizing the need to address gender essentialist beliefs to reduce biases. Schmader (2023) [37] further explored gender inclusion in STEM fields, showing how persistent stereotypes hinder women's sense of belonging, career aspirations, and self-concept, particularly in male-dominated areas like computer science and engineering. Schmader advocated for systemic cultural changes in educational and organizational contexts to break down these barriers, aligning with the call for comprehensive gender-inclusive strategies in academic institutions.

In addition, there is a significant difference between the students' gender nonconforming inclusive practices and students' social identity perspective. The findings emphasize that both gender and academic programs significantly influence how students develop and express their social identities, with educational environments shaping these perspectives alongside personal characteristics. Blair-Loy et al. (2024) [38] noted that college cultures often guide students toward choosing majors based on personal fulfillment, with women frequently avoiding male-dominated fields due to societal norms. Similarly, Kavatsyuk et al. (2022) [39] highlighted how stereotypes contribute to women's underrepresentation in STEM, though persistence rates between genders remain similar once enrolled. In contrast, Erdmann et al. (2023) [40] argued that despite higher educational attainment among women, persistent gendered career expectations lead to lower labor market participation and earnings, emphasizing the continued influence of structural barriers even when educational opportunities are more balanced.

Furthermore, there is a significant relationship between students' social identity perspective and their gender nonconforming inclusive practices. The results emphasize the importance of social identity development in fostering inclusive practices, particularly regarding gender nonconformity. Social identity theory suggests that individuals' behaviors are shaped by their identification with social groups, and adopting an inclusive social identity can promote

supportive attitudes toward gender nonconformity. Sanatkar et al. (2018) [41] found that as individuals developed more complex and inclusive identities, they were more likely to demonstrate accepting behaviors toward gender nonconforming individuals, highlighting a positive correlation between inclusivity and supportive actions. Olsen et al. (2022) [42] similarly noted that a broader sense of belonging encourages acceptance of diverse identities. These findings suggest that educational institutions should consider integrating social identity education into curricula to further promote gender inclusivity and reduce bias.

CONCLUSION

According to the study's findings, the following conclusions were drawn: There is a significant difference between students' gender nonconforming inclusive practices when grouped according to their demographic profile which suggest that both gender and the program enrolled are significantly related to the students' gender nonconforming inclusive practices.

Additionally, there is a significant difference between the students' gender nonconforming inclusive practices and students' social identity perspective which suggests that both gender and program enrolled are significantly related to the students' social identity perspective, with clear differences observed across gender and program types.

Finally, there is a significant relationship between students' social identity perspective and their gender nonconforming inclusive practices. This indicates that students with a more developed social identity perspective are more likely to engage in gender nonconforming inclusive practices. The strong positive relationship shows that as the social identity perspective strengthens, so does the inclusive behavior regarding gender nonconformity.

RECOMMENDATION

According to the study's findings, the following conclusions were drawn: There is a significant difference between students' gender nonconforming inclusive practices

- 1) Dalubhasaang Politekniko ng Lungsod ng Baliwag may adapt the program of activities proposed by the researcher to enhance gender-inclusive practices in terms of actions, policies, and behaviors.
- 2) The school may strengthen its gender-inclusive policies and practices to foster an environment that values education and awareness about gender diversity.
- 3) Future researchers may use the results of the study to explore the impact of tailored gender inclusivity interventions across different demographic groups to further understand and address the barriers to gender nonconformity in educational settings

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