



# LGBT BULLYING IN SCHOOL: PERSPECTIVES AND RESOLUTION APPROACH (A PHENOMENOLOGICAL STUDY)

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DEPARTMENT OF EDUCATION  
DIVISION OF LANA O DEL NORTE

**LGBT BULLYING IN SCHOOL: PERSPECTIVES AND RESOLUTION  
APPROACH (A PHENOMENOLOGICAL STUDY)**

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# **LGBT BULLYING IN SCHOOL: PERSPECTIVES AND RESOLUTION APPROACH**

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## **ABSTRACT**

LGBT and those who are questioning their sexual orientation in school have higher levels of victimization leading to truancy, depression, and suicidal feelings. Bullying is complex; solving the problem requires multiple, varied strategies. In addition to those approaches we have addressed thus far focusing on teacher training and facilitating, other methods can also make a substantial difference. A lot of researchers from graduate studies had been investigating towards LGBT bullying in school, but little is done with grounded theory research with regard to a clear and coherent theoretical framework that underpins the community's perspective and resolution approach that educating and sensitizing more people, and organizing and engaging LGBT individuals were suggested by the study. A developed grounded theory was designed to find out the LGBT Bullying its Perspective and Resolution Practices of selected high school in the division of Lanao del Norte. LGBT&Q both Junior and Senior high school students were interviewed over a period of 45 minutes. Interviews were analyzed using the Pandit's and Tan's grounded theory methodology and the cross-analysis method. "Shielding Self through Life Skills" was the central concern that emerged. Two main perspective of bullying: **Social Bullying and Gender-Based Bullying**. These have been identified and discussed that enveloped an emerging substantive theory of "**Shielding Self through Life Skills in the school bullying resolution approach**". There were multi-distinct yet related categories and processes that served as a grounded frame of reference in which respondents do in resolving bullying at school. The following related categories namely: 1.) *Recognize and Respond*, 2.) *Create Dialogue*, 3.) *Encourage Bystanders to Become "Upstanders"*, 4.) *Foster Safety and Inclusion*, 5.) *Educate Your Community*. Shielding Self Through Life Skills in the school bullying resolution approach was neither unimaginative nor just cyclical in nature, it is experience and undergone by the respondents with varying degree of bullying management skills, principles depending on the challenges and problems at hand, Self-esteem, talents, skills and some other factors. The theory proposes that respondents can be classified as independent resolvers and a process of change according to how they solve bullying at school and in community using their life skills. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and threatened one's life. This is particularly the

case where the wrong approaches to bullying resolution are used. To calm these situations down, the use of life skills, provides with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take actions in situations where they can deal bullying, insecurities and fears. If this is done, then, as long as they can make good decisions and solve problems in their academic and personal lives, life skill properly, school bullying can often be resolved effectively. Over-all, the present study gives a clearer picture on the processes junior and senior high school students undergo, the school bullying resolution approach, respecting diversity allows creativity and imagination to flourish developing more tolerant society where there is greater sense of self-awareness and appreciation for others.

*Keywords: LGBT, Bullying, perspectives and resolution approach, Lanao del Norte*

## **ACKNOWLEDGEMENT**

*“Trust in the LORD....in all your ways, acknowledges Him, and He shall direct your paths.”*

*-Proverbs 3:5-6*

With heartfelt and most humble gratitude, I thank the **Almighty God the Father**, first for giving me this wonderful life, second for sending us His Most Beloved Son **Jesus Christ** who redeemed us from our transgressions with His most precious blood.

Third, I thank God as He promises in His Word, *“But seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you”*. He never failed in providing me strength, courage, guidance, wisdom and abundant blessings.

And finally, I want to thank Him for providing me the following people who had served as my inspiration and strength throughout this undertaking. They are:

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To you Abba Father, I owe the highest glory, praises and thanks for the fulfillment of this paper!

## INTRODUCTION

*"You are not alone. You didn't do anything wrong. You didn't do anything to deserve being bullied. And there is a whole world waiting for you, filled with possibilities. There are people out there who love you and care about you just the way you are. And so, if you ever feel like because of bullying, because of what people are saying, that you're getting down on yourself, you've got to make sure to reach out to people you trust. Whether it's your parents, teachers, folks that you know care about you just the way you are. You've got to reach out to them; don't feel like you're in this by yourself".*

—Barack Obama

The Philippines is considered as a gay-friendly country. However, it is reported that Filipino Lesbian, Gay, Transgender, Bisexual and Questioning (LGBTQ) community, especially LGBTQ students are struggling with bullying and discrimination from families, communities and schools (WHO, 2015).

Bullying is a display of social dominance orientation and an expression of intolerant schemas (Goodboy, 2016). Likewise, students experiences of bullying in high school had difficult in the adjustment and motivation during the first semester of school and may result into higher in sexism, classism, and sexual prejudice. This traits and motivations for bullying behavior and it is unfortunate consequences: to students who believe inequality should exist between groups are more likely to bully.

Similarly, LGBTQ students in school, and those who are questioning their sexual orientation, report higher levels of victimization leading to truancy, depression, and suicidal feelings (Birkett, 2009). The moderating effects of homophobic bullying and school climate on negative outcomes among students with disabilities and receive teasing and verbal aggression, neither identifies as gay, bisexual, or transgender, and do not remember being bullied on a regular basis. Given that we could not respond from an experiential lens on bullying across a variety of contexts due to our belief that it is perhaps the single most destructive, yet avoidable, communication problem facing in schools.

According to Jimerson (2012), LGBTQ bullying is complex; solving the problem requires multiple, varied strategies. In addition to those approaches we have addressed thus far focusing on teacher training and facilitating, other methods can also make a substantial difference. The possible solutions such as separating church from the government's work, educating and sensitizing more people, and organizing and engaging LGBTQ individuals were suggested by the study. The findings have significant mental, emotional and even behavioral health implication because it could draw people's attention of the wellbeing of LGBTQ students not only in conservative countries but also in 'gay-friendly' nations like Philippines. The

emotional, mental and physical health of LGBTQ community, especially students should be paid much attention.

Therefore, it is worthy to explore the challenges they are facing and figure out the causes of those issues and their possible solutions. Besides, to understand why this phenomena has been strongly impacted by a religion profoundly against LGBTQ issues. Likewise, 30% of the total population of the respondents schools used in this study belongs to LGBTQ community experienced bullying in school in different degree of experiencing on it. Thus, it is empirical that the sensitivity of the topic in this study was conducted in an indirect way. This means, instead of interviewing all LGBTQ junior high school students of selected National High School in the Division of Lanao del Norte, we interviewed higher grade levels (Grade 10-12) of an LGBT high school students to understand experiences of LGBT students as well as their own problems and challenges experienced as an LGBT, understand and explore possible solutions to those issues.

## **TECHNICAL LITERATURE REVIEW**

This study is guided by Saycon's (2012) creation of a theory methodology which draws concepts from Strauss and Corbin's (2008; Glaser, 1998) theory building approach and Charmaz (2002) the point of theory saturation. In this section, the procedures of grounded theory building are discussed followed by explanations of the procedures that will be employed in this study. The continual validation of progressive analysis of Corbin and Strauss (1998) which is also employed in this study will be presented in Part IX of this paper.

The methodology of Saycon (2012) grounded theory consists of classic techniques namely: (1) research design, (2) data collection, (3) data ordering, (4) data analysis and (5) literature comparison. She stressed that these phases are not strictly sequential. Moreover, there were nine identified steps or procedures inherent in the said phase. The details of the phases are discussed in the following sections:

### **Research Design Phase**

The research design phase in accordance with Pandit's grounded theory methodology consists of two steps namely the review of the technical literature and selecting cases.

#### **Step 1: Review of Technical Literature**

A preliminary review of related literature guides in the definition of **LGBT bullying: The perspective and resolution approach.**

**Definition of Research Question:** LGBT bullying and resolution approach involves the School-wide approaches to bullying prevention (i.e., student-led anti-bullying programs, campaigns throughout the year, and collaborations across schools) are useful strategies to employ, and are an important aspect of improving the school's culture of acceptance toward LGBT youth, and sending a message that bullying is not prohibited in the school, but these programs cannot serve as a substitute for effective training of all staff, and making sure that everyone is aware of the language in their school and district anti-bullying policies (Cooper, 2012). On the other hand, styles in managing bullying refer to role of anti-bullying policy implementation in the prevention of harassment based on perceived sexual orientation and gender identity in secondary schools (Russell, 2013). Thus, this study initially adapted the description on resolving the LGBT Bullying be grounded with theories, research, and practice. It needs a variety of resolving the LGBT bullying approaches.

**Definitions of LGBT bullying resolution approach.** The approach of (Russell, 2013) involves the reduction, elimination, or termination of all forms and types of LGBT bullying which helps to identify which style that tends towards when LGBT bullying arises are as follows: Step One: *recognize and respond*, Step Two: *create dialogue*, Step Three: *encourage Bystanders to become "Upstanders"*, Step Four: *foster safety and inclusion*, and Step five: *educate your community*. Indeed, positive approach to LGBT bullying resolution is courteous and non-confrontational, and the focus is on the issues rather than on individuals. If this is done, people listen carefully and explore facts, issues and possible solutions properly, LGBT bullying can often be resolved effectively.

The definition of the five steps of resolving the LGBT bullying under the approach of (Russell, 2013) was as follows:

- **Step One: Recognize and Respond:** Educate students, parents and staff about taking bullying seriously and how to recognize it, make an action plan to respond swiftly to incidents and daily teasing, identify and monitor places where most bullying happens (e.g., on the way to and from school, in the cafeteria, and on the school yard.)
- **Step Two: Create Dialogue:** Create opportunities for open dialogue with youth about bullying and intolerance, let students lead through peer-to-peer action, provides opportunities for students to share their feelings, problems or ideas, and get students involved in organizing anti-bullying forums where they resolve problems.
- **Step Three: Encourage Bystanders to Become "Upstanders":** Upstanders are people who stand up for themselves and others, model ways for young people to intervene and speak up, practice with role-playing, help youth develop effective phrases to reject negative comments or social media posts, and have older students help younger students learn to speak up.

- **Step Four: Foster Safety and Inclusion:** Foster identify safe and welcoming environments that promote inclusion and acceptance, places where students feel everyone is respected and their identity is valued, connect with young people and create the trust that will help them come forward if they are being bullied, and listen to them, pay attention and offer support when students are upset or sad.
- **Step Five: Educate Your Community:** Partner with others to take joint action in educating students, teachers and parents about bullying in your school and community, create a coalition of elected, school and civic community leaders to sign a school-wide pledge to say No Bullying: Not In Our School/Not In Our Town, and Sponsor a "Not In Our Schools" Week with buttons, banners, slogans, t-shirts and school-wide activities (Russell, 2013).

## **Step 2: Selecting Cases**

The researcher in this study used one of the different types of purposive sampling techniques in determining the cases for investigation. This sampling technique is theoretical sampling.

A component of the research design phase in Saycon (2012) is the selection of cases which characterized by the use of theoretical sampling instead of random sampling. Under a grounded theory approach, researcher's assumption could not have been made at the start of the research simply because at that stage it was unknown if the case would allow pattern detection and saturation. The sampling is driven by conceptual emergence and limited by theoretical saturation, not by design. Theoretical sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyses his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges (Glaser & Strauss, 2002).

In the initial sampling, the researcher is interested in the core pattern which is 'resolving LGBT Bullying in school', a basic process that engaged students, teachers and community in high schools of the division of Lanao del Norte (Russell, 2013). The above statement is the basis of the type of LGBT Bullying resolver that the researcher interviewed first.

From the aforementioned statement, the first key respondents of this study would select based on the results of their *personality and emotional intelligence test*.

The identification of the first respondents is through random sampling of the LGBTQ students both junior and senior high schools in determining the cases for

investigation. This is to ensure that the first case is in the position to be a respondent as mentioned earlier as sampling technique is theoretical sampling.

### **Data Collection Phase**

Data collection phase includes the use of multiple data sources thus enhancing construct validity and reliability. The synergy (or 'data triangulation') referred to works as follows: the data are directly observable relationships. This can help understand the rationale of the theory and underlying relationships (Yin, 2004).

**Step 3:** It develops a rigorous data collection protocol by employing multiple data collection methods using both qualitative and quantitative data and systematically establishing a case study.

In this study, the case study will be created and the multiple data collection methods like semi- structured interview, campus meetings observations, and recording will be applied. Moreover, the use of actual conflict task outputs is deemed useful especially in the triangulation of data.

### ***Step 4: Entering the field***

To ensure that the data be collected and analyzed simultaneously, flexibility is maintained. This also allows overlap to adjust the data collection process in the light of the emerging findings.

### **Data Ordering Phase**

This is the third phase of the grounded theory-building process. Data ordering phase facilitates easier data analysis and permits examination of processes.

### ***Step 5: Data Ordering***

This includes arranging data chronologically for the two 'empirical' cases. The arraying of events into a chronology permits the investigator to determine causal events over time, because the basic sequence of a cause and its effect cannot be temporarily inverted.

Data in this study are organized according to selective and specified set of characteristics and style in managing conflict because they will not undergo a statistical procedure of interpreting to discover concepts and relationships in the raw data.

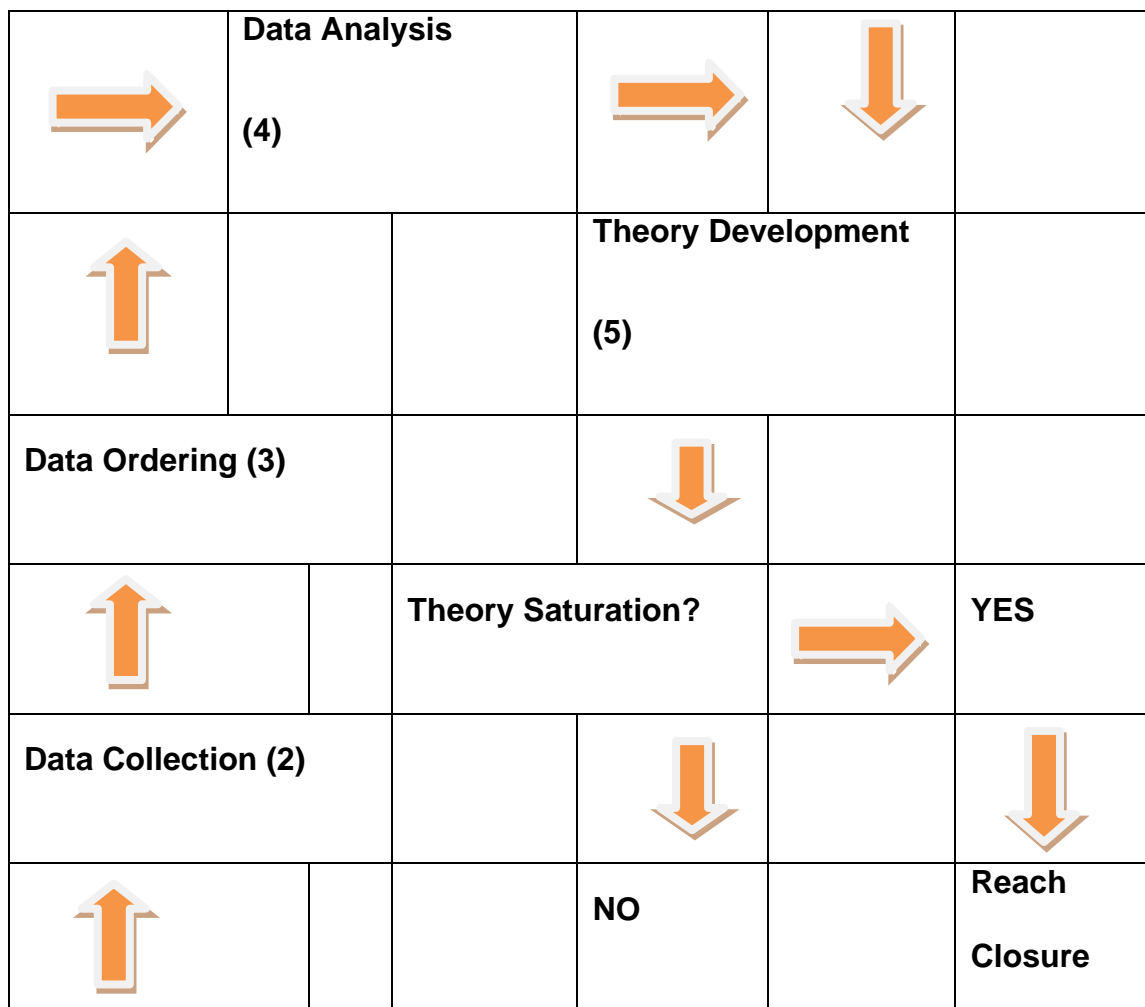
## **Data Analysis Phase**

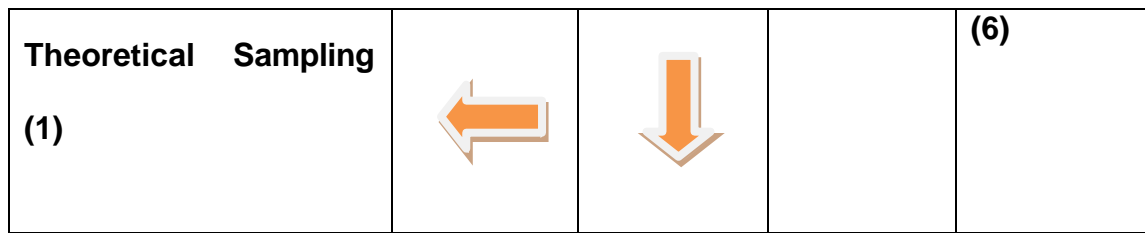
Data analysis is central to grounded theory building research (Charmaz, 2002). Within this general framework, data analysis for each case involves serves as the generating concept through the process of coding which represents the operations by which data are broken down, conceptualized, and put back together in new ways. It is the central process by which theories are built from data (Strauss & Corbin, 2000).

### ***Step 6: Analyzing Data to the first Case***

In this study data collection, data ordering, and data analysis will be interrelated as depicted in Figure 1 (the attached numbers indicated the activities analytic sequence).

**Figure 1: The Interrelated Process of Data Collection, Data Ordering, and Data Analysis to Build Grounded Theory (Pandit and Saycon)**



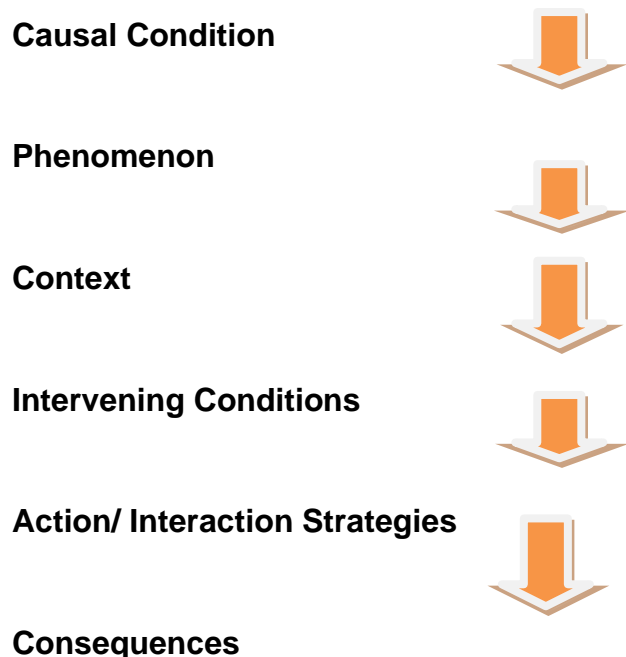


This study includes three types of coding: open coding, axial coding, and selective coding. These are analytic and not necessarily follow that the researcher moves from open through axial to selective coding in a strict, consecutive manner. **Open Coding** refers to that part of analysis that deals with the labeling and categorizing of phenomena as indicated by the data. The product of labeling and categorizing are concepts – the basic building blocks in grounded theory construction, (Strauss & Corbin, 2000).

This study uses open coding which requires application of what is referred to as ‘the comparative method’ that is, the asking questions and the marking of comparisons. Data are initially broken down by asking simple questions such as what, where, how, when, how much, and others. Subsequently, data are compared and similar incidents are grouped together and given the same conceptual label. The process of grouping concepts at a higher, more abstract level is termed as categorizing.

Pandit (2006) asserted that **axial coding** refers to the process of developing main categories and their subcategories. This study uses axial coding which puts those data back together in new ways by making connections between a category and its subcategories (i.e., not between discrete categories which is done in selective coding). Selective coding involves the integration of the categories that have been developed to form the initial theoretical framework. Firstly, a story line is either generated or made explicit. A story is simply a descriptive narrative about the central phenomenon of study and the story line is the conceptualization of this story (abstracting). When analyzed, the story line becomes the core category (Strauss and Corbin, 1990). Subsidiary categories are related to the core category according to the paradigm model, the basic purpose of which is to enable the researcher to think systematically about data and relate them in complex ways. The basic idea is to propose linkages and look at the data for validation (move between asking question. Generating propositions, and making comparisons). The basic features of this model are depicted in Figure 2 below on the next page.

**Figure 2: The Paradigm Model**



The core category (i.e., the central idea, event or happening) is defined as the phenomenon. Other categories are then related to this core category according to the schema. Causal conditions are the events that lead to the development of the phenomenon. Context refer to the particular set of conditions and intervening conditions, the broader set of conditions, in which the phenomenon is couched. Action/interaction strategies refers to the actions and responses that occur as the result of the phenomenon and finally, the outcomes, both intended and unintended, of these actions and responses are referred to as consequences (Pandit, 2006).

An important activity during coding is the writing of theoretical memos. Writing theoretical memos is an integral part of doing grounded theory. In this study researcher feels that the use of memos constitutes such a system. Wherein, memos are not simply “ideas”. It must be a system for doing so. They are involved in the formulation and revision of theory during the research process (Corbin & Strauss, 1998).

### ***Step 7: Theoretical Sampling***

Yin (2004) stressed the principle of theoretical sampling that each additional case should serve specific purposes within the overall scope of inquiring. In this study, three options are identified as follows: it chooses a case to fill theoretical categories, to extend, replicate previous case(s) to test the emerging theory. The

analysis of the three cases serves as the marginal improvement to the theoretical framework by selecting additional cases according to the principle of theoretical sampling. This aims to extend and sharpen the emerging theory by filling in categories that may need further refinement and/or development.

### ***Step 8: Reaching Closure***

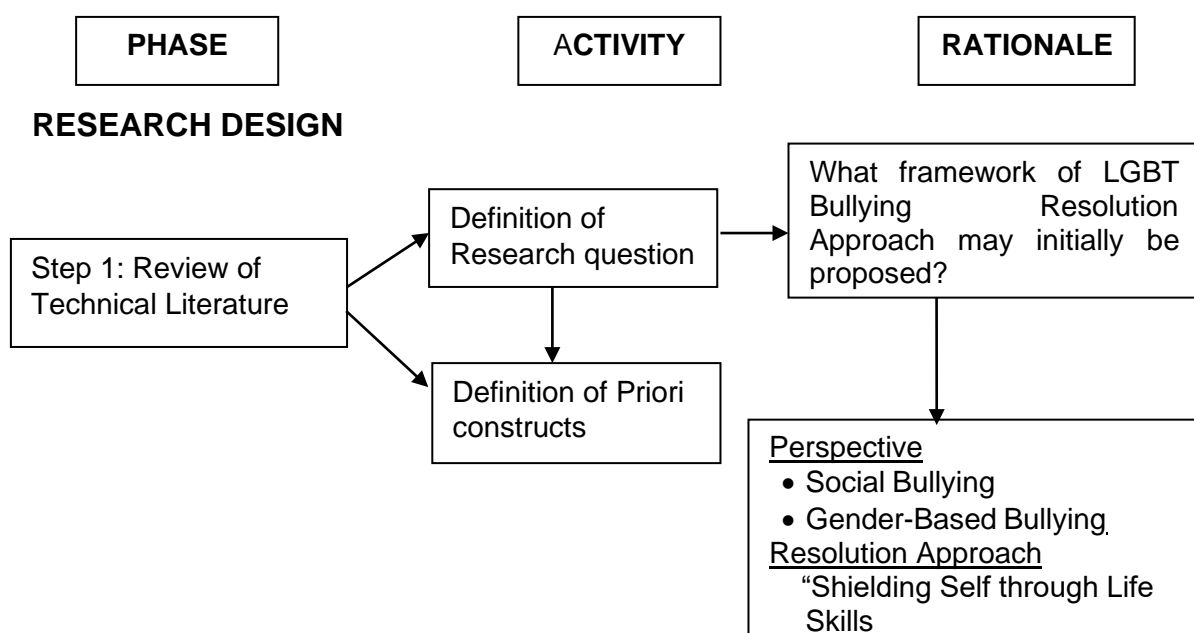
According to the principle of theoretical saturation, that is, when the marginal value of the new data is minimal this then serves as the basis for deciding when to discontinue adding cases and when to stop iterating between theory and data.

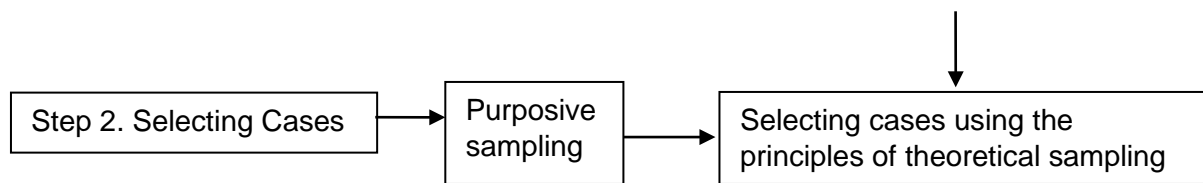
### **Literature Comparison Phase**

To compare the merged theory with the existing literature, it is important to examine what is similar and what is different, and why (Eisenhardt, 2009). Moreover, grounded theorist asserted that tying the emergent theory to existing literature enhances the *internal validity, generalisability, and theoretical* level of the theory building from case study research. After the analysis, the researcher will compare the emergent paradigm with the existing literature about the conflict resolution style for the theoretical development.

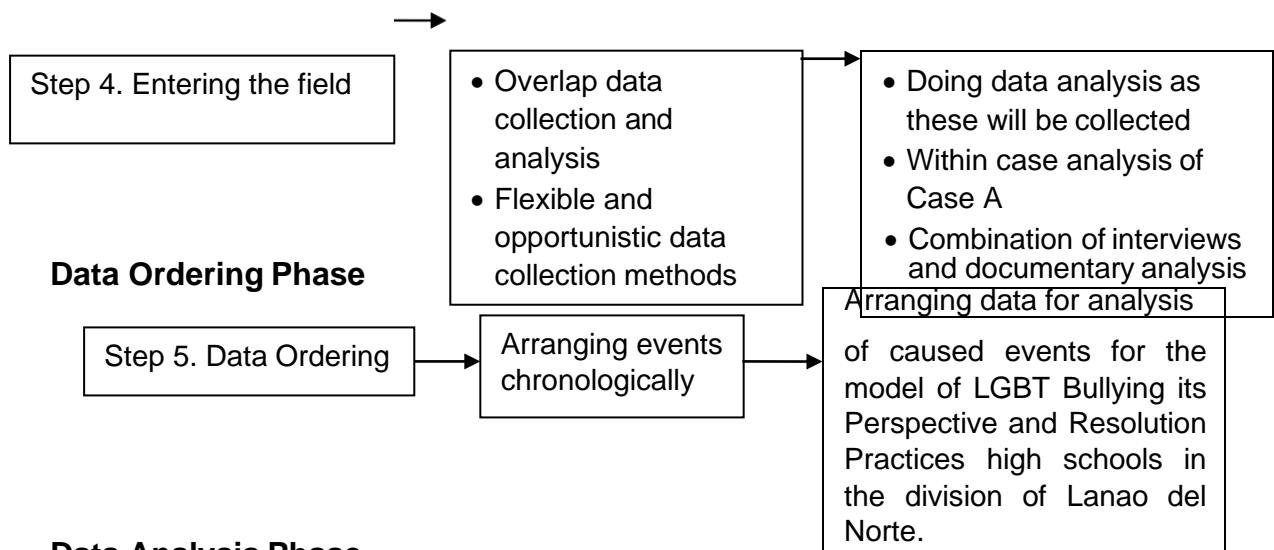
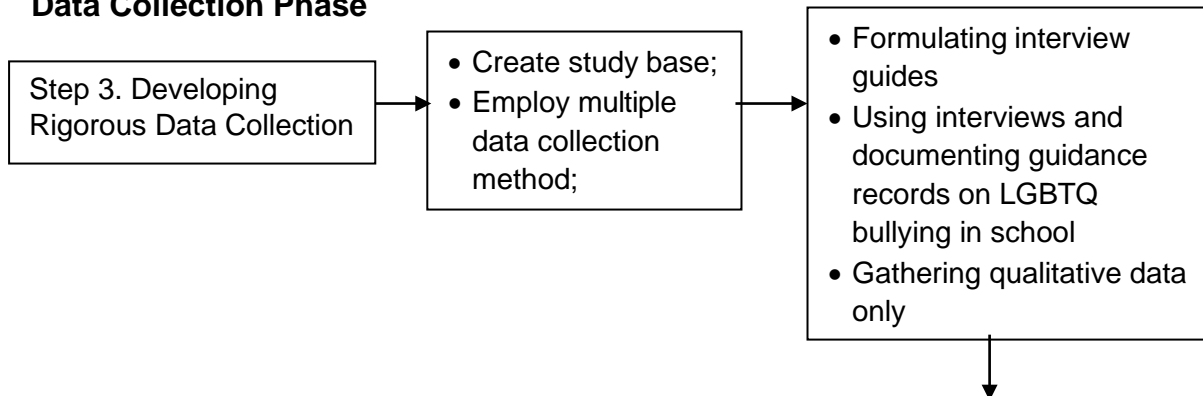
Figure 3 provides an overview of these phases, steps and tests and forms the template for the subsequent discussion which moves from a normative or perspective account of recommended activities to a descriptive account of how these prescriptions will be applied in this study.

**Figure 3. Paradigm of the Process Employed in this study Based on Pandit's and Saycon's Grounded Theory Methodology**

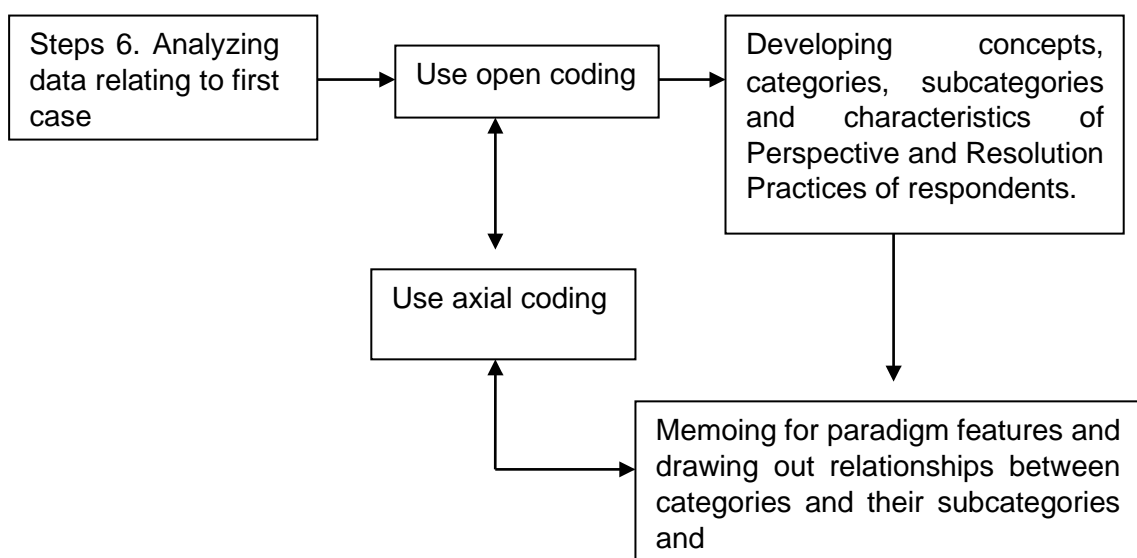


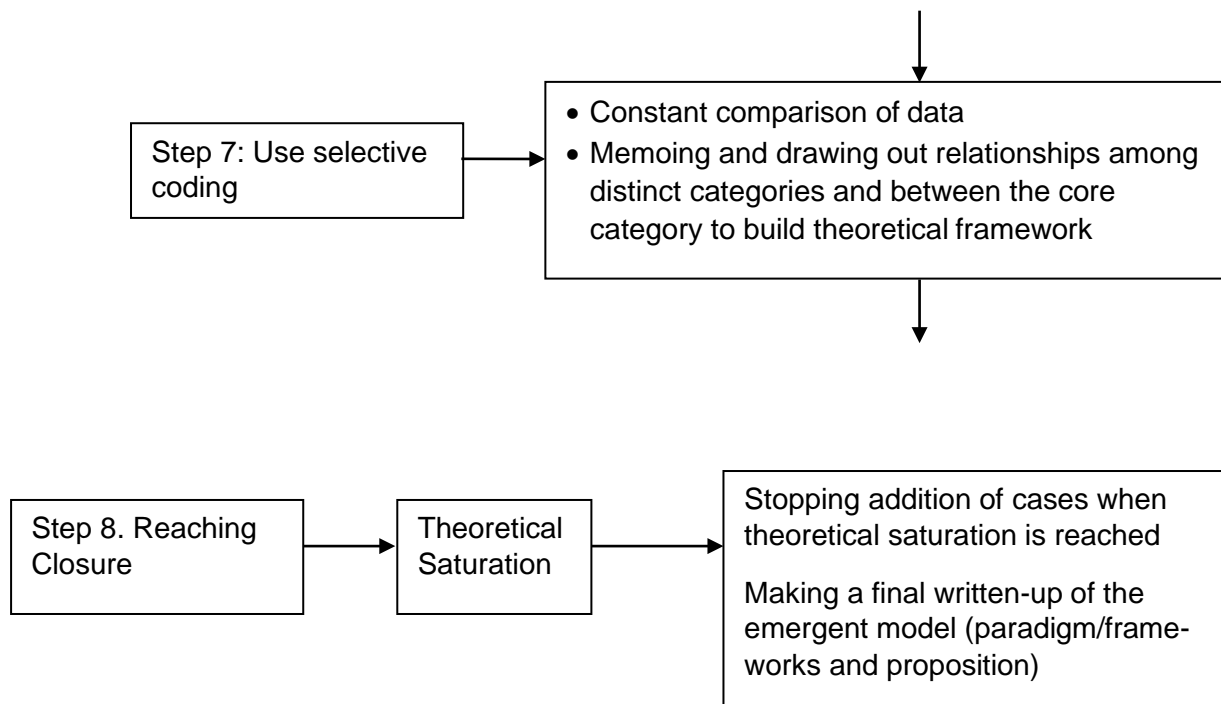


### Data Collection Phase

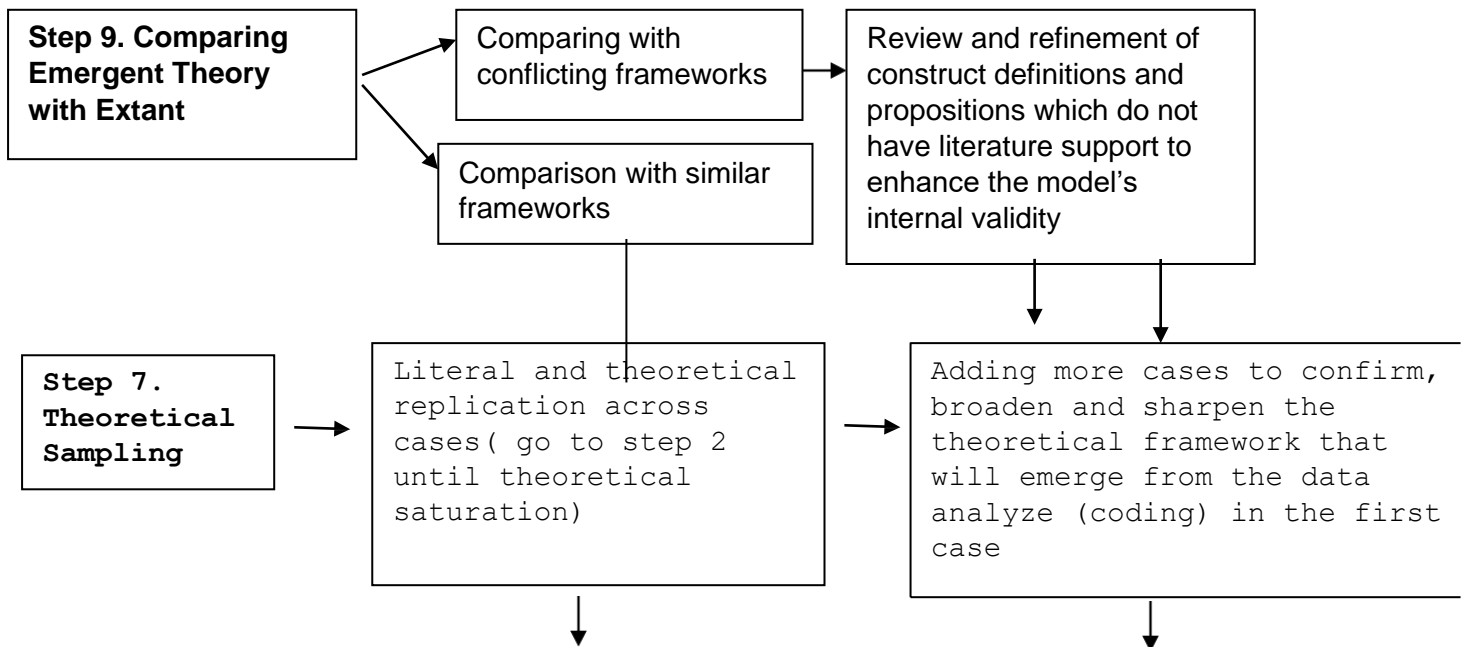


### Data Analysis Phase





### Literature Comparison Phase



## **V. RESEARCH QUESTIONS**

This study sought to find the LGBT Bullying its Perspective and Resolution Practices of selected high school in the division of Lanao del Norte. Specifically, this study was designed to answer the following questions:

1. What are the challenges and problems faced by LGBT students in selected High School?
2. How they figure out possible solutions or resolve to the challenges and problems?
3. Based on the data analysis of the first participants, what framework of LGBT Bullying Resolution Approach may initially be proposed?
4. After theoretical saturation of the resulting emergent characteristics of respondents' conflict resolution approaches across the cases, what framework may finally be proposed?

## **VI. SCOPE AND LIMITATION OF THE STUDY**

These are several obvious limitations of the study. Then sampling size, work experience, educational attainment, and religion of the respondents does not permit generalizability to any population unless proven and tested by research. The development of the framework for each type of bullying solver is impossible since this typology serves a frame of reference in which respondents use their personality and emotional intelligence in solving LGBT Bullying Resolution Approach that will be hypothesized by the researcher based on the data gathered from the participants.

The framework for successful LGBT bullying solver presented in this paper does not actually describe all their possible characteristics because its development does not follow the principles and guidelines of making phenomenological research and theoretical saturation will not be achieved because it is not one of the problems of this investigation. The framework only depicted the attributes of the participants in this investigation. This framework simply shows the characteristics of the successful LGBT bullying resolver in this investigation based on their bullying resolution practices in the school and in the community. The research was intrinsically motivated to do the in-depth investigation and ready to face the challenges that she may encounter along the process of data-gathering.

## **VII. METHODOLOGY**

This chapter presents the set of procedures and techniques employed in gathering and analyzing data in the study. It includes the research design, participants, data sources, instrument procedures, and data analysis utilized in this study. Also, it includes important procedures and techniques to be employed by the

researcher to maintain the balance between objectivity and sensitivity in the data analysis.

### **Research Design**

This study is mainly descriptive and qualitative. Methods of grounded theory would be applied. The main purpose of this in-depth study was to understand the problems, challenges experienced as an LGBTQ, understand and explore possible solutions to those issues of LGBTQ both junior and senior high school students in the Division of Lanao del Norte

### **Research Setting**

This study was conducted on selected high school students of Lanao Del Norte Division, who are officially teaching and enrolled on the school year 2019-2020 are the respondents of this present study.

Table 1

#### **Distribution of Respondents**

<b>Schools</b>	<b>Location</b>	<b>No. of Participants</b>
1. Lala National High School	Maranding, Lala, Lanao del Norte	13
2. Lanao del Norte Comprehensive High School	Baroy, Lanao del Norte	21
3. Kapatagan National High	Kapatagan, Lanao del Norte	17
4. Sultan Naga Dimaporo Integrated School	SND, Lanao del Norte	6
<b>Total</b>		<b>57</b>

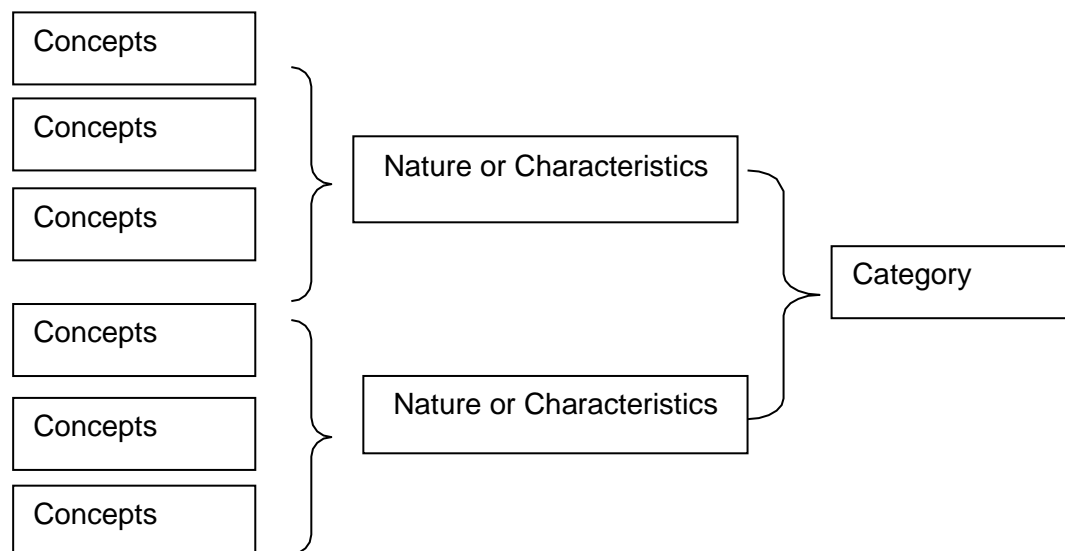
## Data Analysis

Open Coding, axial coding and selective coding was used in the analysis of the data gathered.

First, data gathered from the first case were analyzed using open coding. This started by drawing out concepts from the raw data. Concepts derived from the data were analyzed further and related concepts were grouped together to form categories using the axial coding. Microanalysis of the data was done in word-to-word, line-by-line or sentence-by-sentence through the constant comparison method to generate categories with their characteristics and natures that suggest a relationship among categories. Microanalysis is actually a combination of open and axial coding. Conceptualization or labeling of the data was done while doing the microanalysis. Ideas will emerge from these as they are categorized. The researcher wrote memos in a sentence or two but these could possibly run on to a paragraph.

After determining the concepts from the raw data, these were analyzed and related concepts were grouped together. And for each subcategory of concepts which the researcher called categories, she draws out common characteristics. Common characteristics were labeled as subcategories. The resulting referred to as characteristics or nature of participants' conflict resolution approach. Figure 4 below illustrates the coding process used in this study.

**Figure 4. Illustration of Coding Process Employed in this study.**



After the open coding, axial coding will be done to draw out relationships among categories, characteristics and concept. This coding will be made to draw comparison from events and situations where these concepts will be drawn.

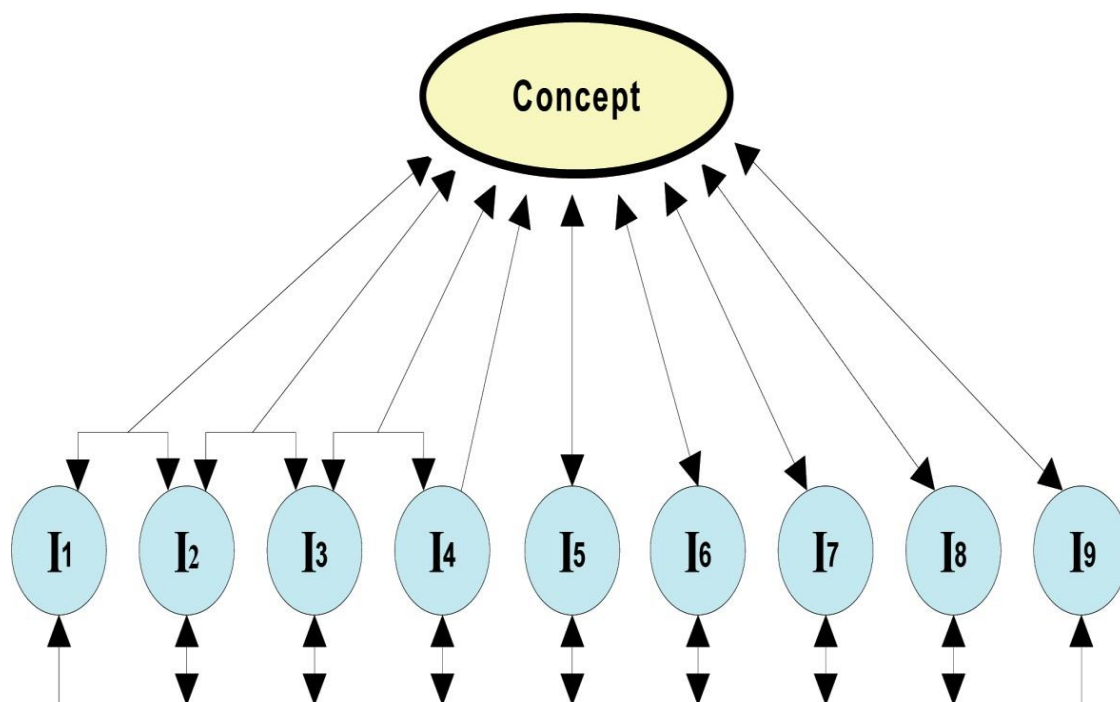
When categories will emerge, then selective coding will be done to determine the core category out of the categories formed from the axial coding. The core category is known by analyzing the categories and characteristics together. The core category will function as a theme, or a principle that will compose the interaction of categories and characteristics towards a common path or purpose.

Axial coding follows after open coding, raw data that will be gathered from the first case, a model or framework showing relationships of concepts that will emerge. This is an initial, tentative model for Perspective and Resolution Practices LGBTQ Bullying in high schools in the division of Lanao del Norte which are presented in the form of proposition.

The result that will come out from the open coding of the first case will guide the researcher in data collection and analysis in the other case. Data gathering is guided by the intention, on the part of the researcher; to determine whether the same characteristics and additional one will emerge as cases will be added.

The final pattern contains all the similarities and differences of the characteristics and as a result of constant comparison method by Strauss and Corbin (1990) and Saycon (2012). Figure 5 illustrates the constant method employed in this study.

**Figure 5. Constant Comparison Methods**



**Raw Data (e.g. observations, documents, videotaping, and interviews).**

## **Maintaining the Balance between Objectivity and Sensitivity**

Strauss and Corbin (1990, in Saycon, 2012) stressed that there are some important things to remember and follow in order to maintain the balance between objectivity and sensitivity.

Objectivity is necessary to arrive at an impartial and accurate interpretation of events while sensitivity is required to perceive the pleasantly delicate nuances and meanings in data and to recognize the connections between concepts.

### **Maintaining an Objective Stance**

In qualitative research, objectivity does not mean controlling the variables. Rather, it means openness, a willingness to listen and to “give voice” to respondents, whether individual or organizations. It means hearing what others have to say, seeing what others do, and representing these as accurately as possible (Saycon, 2012).

Strauss and Corbin (1990) enumerated techniques to increase awareness and to help control intrusion of bias into analysis while retaining sensitivity to what is being said in the data. These are as follows:

1. *Think comparatively.* This is comparing incidents to incident in the data; the researcher is able to stay grounded on them.
2. *Obtain multiple viewpoints of an event.* This means that, the researcher will attempt to determine how various actors in a situation view it. Another is to gather the same event or phenomenon in different ways such as interviews, observations, and written reports.
3. *Periodically step back and ask* “what is going on here? And “does what I think I see fit the reality of the data?” The data themselves do not lie.
4. *Maintaining an attitude of skepticism.* It includes that all theoretical explanations, categories, hypothesis and questions about the data arrived at through analysis should be regarded as temporary. These should be validated against data in subsequent interviews or observations. This validation process is especially important for researchers who used categories derived in literature.
5. *Follow the research procedures.* Even though this study picks and chooses among some of the analytic techniques that Saycon (2012) used the procedure of making comparisons, asking questions, and sampling based on evolving theoretical concepts are essential features of the methodologies that will be followed rigorously.

### **Developing Sensitivity to the Meanings in the Data**

Having sensitivity means having insights into, and being able to give meaning to the events and happenings in the data. It means being able to see beneath the obvious to discover the new.

Through the alternating process of data collection and analysis, meanings that often are erroneous at first become clearer. Immersion in the analysis leads to those

sudden insights, “aha” experience so familiar to those who do qualitative research (Saycon, 2012).

On the other hand, insights do not just occur haphazardly; rather, they happen to prepare minds during interplay with the data. Whether it will be admitted or not, one cannot completely separate oneself from who one they are or from what one knows. The theories that will be carried within their minds will inform the researcher in multiple ways, even if it is used quite un-self-consciously (Sandelowski, 1993 and Saycon, 2012).

There are two important things to remember to be sensitive to the data:

1. Compare what one thinks one sees at the property or dimension level. This enables researcher to use experience without putting the experience itself into the data.
2. It is not the researcher's perception or perspective that matters but rather how research participants see events and happenings.

It is remarkable how insights spark more insights and how discovery builds. Sometimes the researcher comes up with a piece of data and will be trapped, unable to discover its meaning. What the researcher will discover is similar to what Strauss and Corbin (1990) emphasized in their book that “researchers often carry their daily activities.”

Technically, insights emerged from the data, even though understandings are stimulated through other experiences. In the end, the essential process to keep in mind is maintaining the balance between objectivity and sensitivity.

### **Measures of Good Grounded Theory**

Glasser and Strauss (2002 as cited in Saycon, 2012) on their evaluation guide on the empirical grounded of a grounded theory. They summarized them as follows:

- **Fit.** It has to do with how closely concepts fit with incidents they are representing, and this is related to how thoroughly the constant comparison of incidents to concepts was done.
- **Relevance.** A relevant study deals with the real concern of participants, evokes “grab” (captures the attention) and is not only of academic interest.
- **Workability.** The theory works when it explains how the problem is being solved with much variation depending on the context.
- **Modifiability.** A modifiable theory can be altered when new relevant data is compared to existing data. A good Grounded theory is never right or wrong, it just has more or less fit, relevance, workability, and modifiability.

In terms of credibility, validity and rigor, it should be observed that grounded theory is based on a systematic and formal process of data collection, analysis and theory generation. Inaccuracies and misleading interpretation are guarded against by various means including comparative analysis, investigations of different slices of data, integration of theoretical concepts (Strauss & Corbin 1990).

However, Saycon (2012) asserted that the main threats can be summarized as observer-caused effects on the phenomenon under study, observer bias in interpretation, limitation to data access, and the complexities and limitations of the human mind that may prevent the statements of participants being taken at face value. Strategies available to deal with these threats include the researcher spending a substantial length of time in the fields, the employment of multiple data sources and observation methods, and care with respect to researcher's social behavior in the field.

Yin (2004) suggested that the key characteristic of difficult case study research includes comprehensive data collection and examination of alternative explanatory hypotheses or interpretations. These characteristics can clearly be delivered by a grounded theory approach. Rahim & Mager (2005) stressed cross-site qualitative data analysis methodologies that include theoretical perspectives. This study would enhance and strengthened by combining grounded theory research principles with exhaustive data collection and analysis.

## **Participants**

The respondents of this study were selected from the all the respondents were junior and senior high students in the division of Lanao del Norte. Since senior high school students in the selected High Schools are mostly older than 15, we set the age range as 15 years and older to recruit all the potential participants. The criteria for recruitment were: The inclusion criteria: • The school students who self- identified as LGBTQ, and • They should be in both sound physical and mental conditions, being able to talk with other for 30-45 min. The exclusion criteria: • Students who are not LGBTQ or who self-defined themselves as LGBTQ but not reaching the age of 16 years below, • LGBTQ who are Junior and Senior high teachers but younger than 20 years old; and heterogeneous in nature with diverse characteristics of senior high students who are officially enrolled on the school year 2019-2020 are the respondents of this present study.

## **Data Sources**

Triangulation of data sources was observed in this study. Thus, aside from semi-structured interviews, data gathered through observation and semi-structured interview videotaping.

**Videotaping.** This is to capture gestures of the participants during the semi-structured interviews in order to determine the sincerity of their answer during the actual interview and to make sure they will not just be bluffing and kidding.

## **Research Instrument**

The exclusive instrument used in the proposed study is the semi-structured interview protocol.

**Semi-structured Interview Protocol.** This study will made use of semi-structured interview task protocol to elicit participants' conflict resolution practices.

This composed of thirty (30) questions. The formulations of questions were based on the priori construct of this study.

### **Developing Sensitivity to the Meanings in the Data**

Having sensitivity means having insights into, and being able to give meaning to the events and happenings in the data. It means being able to see beneath the obvious to discover the new.

Through the alternating process of data collection and analysis, meanings that often are erroneous at first become clearer. Immersion in the analysis leads to those sudden insights, “aha” experience so familiar to those who do qualitative research (Saycon, 2012).

On the other hand, insights do not just occur haphazardly; rather, they happen to prepare minds during interplay with the data. Whether it will be admitted or not, one cannot completely separate oneself from who one they are or from what one knows. The theories that will be carried within their minds will inform the researcher in multiple ways, even if it is used quite un-self-consciously (Sandelowski, 1993 and Saycon, 2012).

There are two important things to remember to be sensitive to the data:

3. Compare what one thinks one sees at the property or dimension level. This enables researcher to use experience without putting the experience itself into the data.
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It is remarkable how insights spark more insights and how discovery builds. Sometimes the researcher comes up with a piece of data and will be trapped, unable to discover its meaning. What the researcher will discover is similar to what Strauss and Corbin (1990) emphasized in their book that “researchers often carry their daily activities.”

Technically, insights emerged from the data, even though understandings are stimulated through other experiences. In the end, the essential process to keep in mind is maintaining the balance between objectivity and sensitivity.

### **Ethical Considerations**

All data will be treated and protected with interest the confidentiality and anonymity of the participants involved in this study. Coding was used during the data gathering and processing of interview notes, and transcripts. The identity of the participants remains confidential. Their identities will not be disclosed in publication based on the study.

## **IX. RESULTS AND DISCUSSION**

This chapter presents the results and discussions of the study as well as the details in the coding process of the data. The arrangement of each section of this chapter is based on the sequence of answering the statement of the issues of conflict on this study.

### **LGBT BULLYING IN SCHOOL: PERSPECTIVES AND RESOLUTION APPROACH**

The ability to successfully minimize and resolve LGBTQ bullying in school is an important skill for school administrators to develop. A major reason for this is that schools are directed to adopt policies, which are to be regularly updated, to address the existence of bullying in their respective institutions. These policies are to be reported to the appropriate school division superintendent of the Department of Education ("Department") during the first week of every academic year. During this period, the School shall also submit a report of relevant information and statistics on bullying and retaliation culled from the previous academic year. Schools must likewise define the range of administrative disciplinary actions that may be taken against a bully, or a person who commits retaliation. These actions must be commensurate with the nature and gravity of the offense committed. Such actions may include written reprimands, community service, suspension, exclusion or expulsion, as the case may be. In addition to any action taken against a perpetrator of bullying or retaliation must necessarily include the requirement that the perpetrator enter into a rehabilitation program administered by the School. That is, responding promptly to and investigating reports of bullying or retaliation; restoring a sense of safety for a victim and assessing the student's need for protection.

There were two main perspective of LGBTQ bullying experienced by the high school students in the division of Lanao Del Norte as emerged during the analysis of data. By coding process the data revealed that Social Bullying, and Gender-Based Bullying were experienced by the respondents. They claimed that the experienced slanderous statement that causes them undue emotional distress like directing foul language or profanity, name-calling, tormenting and commenting negatively on their looks, clothes and body. Likewise, Gender-based bullying, humiliates or excludes themselves on the basis of perceiving on actual sexual orientation and gender identity. Most of the time respondents do not directly solve the bullying issues on their own way. Some of the Social Bullying, and Gender-Based Bullying enumerated here were mentioned by the respondents during the interview. So, the researcher transcribed their answers for presentation and triangulation purposes.

#### **1. Social Bullying**

The respondents resort to this type of bullying when they received a repetitive and aggressive social behavior intended to hurt and belittle them. This act causes damage to the respondent's psyche and/or emotional well-

being. Such slanderous statement or accusation like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body causing them an undue emotional distress.

These were claimed by most of the respondents during the interview.

*Researcher: What are the challenges and problems faced you in LGBT bullying in school?*

*Interviewee: In elementary, a lot of bullying most are verbal discrimination. And one of classmate of mine bullied my gender identity; he punched me.*

Moreover, most of the respondents believed that bullying in school is an aggressive social behavior intended to hurt others or to belittle another individual or group. They believed that there should be strict policies that must prohibit bullying as already defined not only in school but also educate parents and guardians about bullying, and collaborate with parents or guardians to support in imparting anti-bullying in order to reinforce the policies of the School.

This was evident in the following transcripts.

*Researcher: What do you think why people like to bully you as a Gay for example?*

*Interviewee: I think, it is like an stereotype, people feel happy if they can say us bad words. I felt belittle and hurt, even the community, my neighbor for example they condemn my identity. I hope this will be stopped by providing strict policy in school. Parents also will help the school to implement the policy, since we are all equal.*

However, few of the respondents believed that bullying in school and even in the community is natural phenomena. They accept that bullying is inevitable or cannot be avoided, since its difficult pleases everybody gender preferences. This was evident in the following transcripts.

*Researcher: Have you encountered any bullying in school?*

*Interviewee: Yes! It is normal. We cannot avoid bullying in school and even in the community because we cannot please everybody especially like me that I am a Gay.*

*Researcher: How do you handle the bullying in school?*

*Interviewee: Sometimes with my teacher, there's a kind of gender discrimination in school activities. I just pray to God that she will touch her hearts. That's it I submit all to God.*

The above transcript exposed the very reason why respondents naturally believe that bullying in school is inevitable. Hence, people within the school have diverse gender preferences, values, attitudes and personalities. They come together in

school organizational structure, and it is difficult to escape the conclusion that bullying is inevitable.

## **2. Gender-Based Bullying**

This perspective revealed that the respondents received any act that humiliates and retaliation against on the basis on actual sexual orientation and gender identity. It is the most common form of violence that LGBTQ students encounter in the public schools. It can be suggestive comments or jokes, insults or taunts, pictures or texts sent by the bully and intrusive questions about a student's private life. It can even be use of language such as another student saying. "That's so gay" (Higgins, 2016). An important aspect of gender-based bullying is to consider

(a) Humiliates Acts that Retaliates, (b) Sexual Orientation and Gender identity, (c) Name-calling/ assault, (d) stalking.

Gender-based bullying, on the other hand can have serious and sometimes devastating short and long term consequences for LGBTQ young people. Specific examples include physical violence such as hitting, slapping, or kicking and psychological or emotional abuse such as name-calling, shaming and isolating someone from their school activities, friends and families.

This process is used by all respondents in the study but with varying frequency..Dowd (2018) reported that LGBTQ youth regularly experience discrimination and harassment because of their sexual orientation and gender identity such as verbal harassment, physically harassed because of their gender identity, and name-calling "Bayot, bayot" bullying while on school grounds and cyber bullying. Moreover, many transgender LGBTQ high school students experienced harassment at school when they are were young. Such as gender- based bullying, like verbally harassed, physically attacked, and even leaving a school because mistreatment was so bad.

This was the answer of the respondents during the interview.

*Researcher: What type of bullying did you experienced in school?*

*Interviewee: In elementary, a lot of bullying both verbal and non-verbal ma'am. Actually, one of classmate bullied my gender identity; he was going to punch me. The bullsh is more male. Yes Ma' am, there are teachers also who bullied me during my junior class. Most are verbal discrimination.*

The interviewee confirmed that LGBTQ bullying in school can have wide spectrum of effects on a student including anger, depression, stress and emotional bad disturbance. Additionally, LGBTQ bullying can develop different social disorders or have higher chance of detrimental to student's well-being and personality development. This was evident in the following transcript.

*Researcher: Do you experienced bad effects on your par when you bullied in school?*

*Interviewee: Yes Ma'am, I experienced bullying in school both from the students and teachers. I have bad emotions, anger and depressed on it. I hate that, sometimes I asked myself, why people treated badly to us? (Cried out).....*

*Researcher: In terms of discrimination in school activities, How did you experienced on it?*

*Interviewee: Last year, I try out to be in choir contest in Cagayan de Oro city but sad to say, the in-charge teacher in choir, did not allow me to enter because of my long hair. I felt so much disappointed on it.*

The interviewees emphasized that LGBTQ students deserve to be treated with tolerance, respect and dignity because the reality is, it should never matter what your sexual orientation or identity is. LGBTQ deserve dignity because like anyone else an LGBTQ student is a person just like you are. The ONLY difference is their sexual orientation. The transcript below will give a clearer view on when and why LGBTQ students claimed equal treatment.

*Researcher: Why did you claim gender equality?*

*Interviewee: I think if the school cannot accept us even if just only tolerance on our Gender differences and respect to our gender identity because we are also human being.*

*Researcher: How they figure out possible solutions or resolve to the challenges and problems?*

*Interviewee: Our socio-cultural process has changed. This will give a chance for the school to adjust the school policy. For me Ma'am, the possible solution to minimize LGBT bullying For me Ma'am, the best approach to minimize LGBT bullying is RESPECT. How can we give our respect to others if they will not respect us well.. No problem with other LGBTQ community. We have mutual understanding. d is RESPECT. How can we give our respect to others if they will not respect us well.. No problem with other LGBTQ community. We have mutual understanding.*

Indeed, social and gender-based bullying to LBGTQ students in school and elsewhere can have potentially serious consequences for many young people. It is clear that many children and young people will encounter bullying and unfortunately for a minority it will have a very negative impact on their lives. It is crucially important to the wellbeing of a young person that his or her gender identity is treated with dignity, respect and fairness ( Jimerson, 2012).Hence, LGBTQ students need a stable, secure learning environment to achieve their maximum potential.

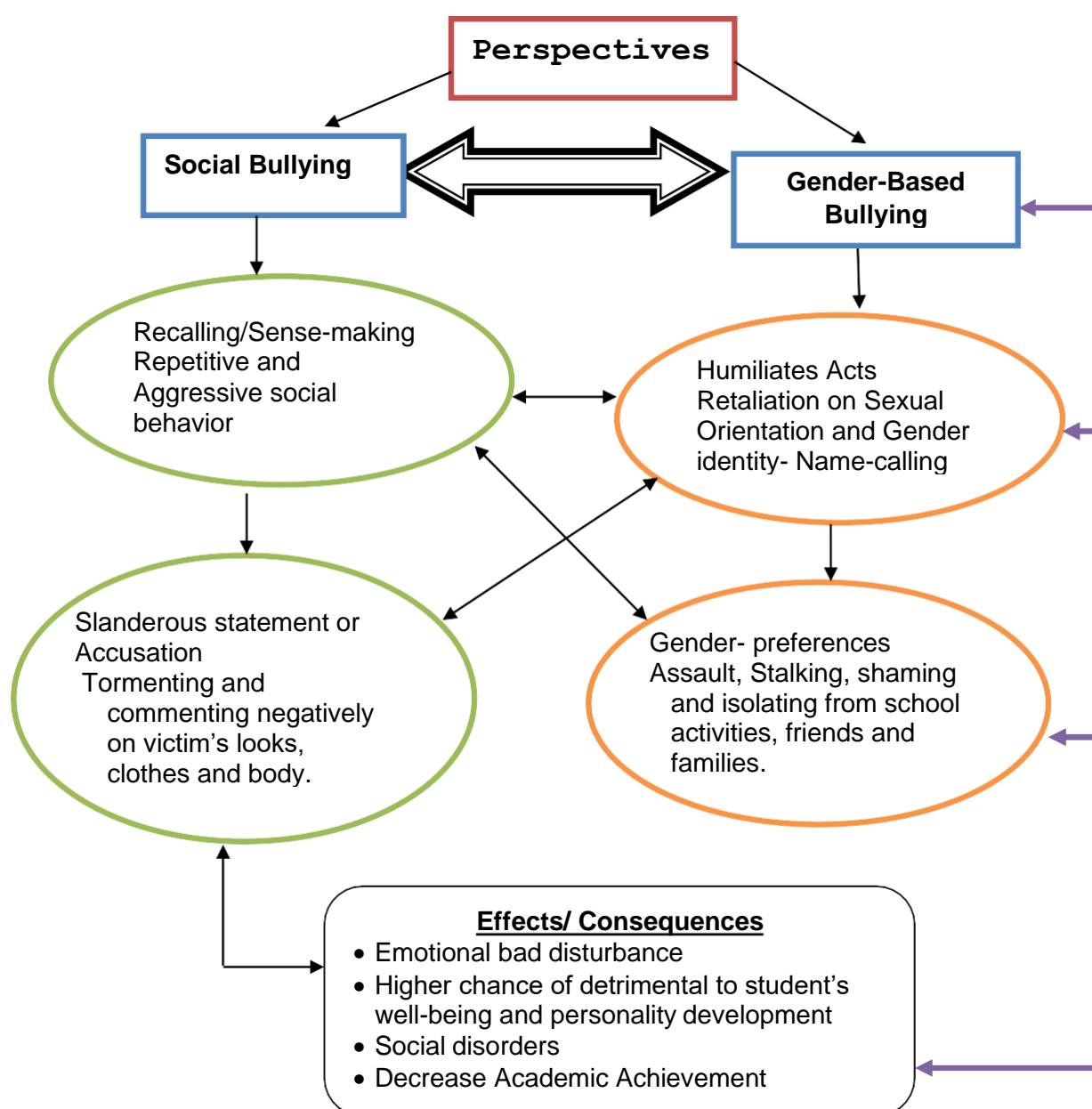
### **Developing the Initial Framework from the Analysis of the First Case**

In this portion, the initial framework from the analysis of the first case is presented. The most important of the presentation of the analysis, a description of

the Social Bullying, and Gender-Based Bullying perspectives in LGBTQ bullying in school of the first case, an overview of how the analysis is done and the literature in which the analysis are anchored are discussed and presented.

### **Describing the Social Bullying, and Gender-Based Bullying perspectives in LGBTQ bullying in school of the First Case**

The diagram below illustrates the social bullying, and gender-based bullying perspectives of LGBTQ bullying in school of the first case.



**Figure 6. Social, and Gender-based Bullying Perspectives of LGBTQ bullying in school of the first case.**

Case one's social and gender –based bullying in LGBTQ bullying in school are greatly influenced by the types of experiential lens on bullying across a variety of contexts of bullying-caused. The respondent emphasizes the use of teasing and verbal aggression, neither identifies as gay, bisexual, or transgender is perhaps the single most destructive, yet avoidable, communication problem facing in schools. He revealed that both social and gender-based bullying may caused higher levels of victimization leading to truancy, depression.

Case One perspective of bullying in school is somewhat similar to (Birkett, 2009) study on *LGBT and questioning students in schools*. He concluded, homophobic bullying in school has negative climate outcomes among students. It has negative impact on school safety, school climate and student. The consequences for victims can include depression, loss of appetite, nightmares, disturbed sleep, low self-esteem and feelings of being sad, afraid, scared or embarrassed.

In an interview, the respondents reported that in terms of learning, it can caused a loss of interest in school activities, increased absenteeism, decreased quality of school work, poor grades, increases in skipping classes, tardiness and truancy. All incidents of those bullying should therefore be taken seriously by the teachers and school administrators he added.

On the other hand, Case One also stressed that Gender-based bullying. He believes that these type of bullying, it limits a student's ability to participate in or benefit from an education programmed and creates an educational environment that is hostile and threatening. He further says that students who are gender non- conforming is often thought to be gay, bisexual or lesbian or even if they do not identify as any of these, which increases the harassment and/ or discrimination that they experience. This is because gender discrimination and harassment is often rooted in homophobia, as gender and sexual orientation are seen as interconnected. According to Jukka ( 2003), LGBT bullying in school early happened in primary and secondary school and the respondents were often targeted not necessarily because they were known to be a gay or lesbian but because of appearance and behavior that transgressed strict gender norms. Due to this reason, Case One's gender-based bullying perspective in LGBTQ bullying in school is also similar to Jukka ( 2003).

Indeed, LGBTQ bullying in school emerged as the predominant form of harassment and discrimination experienced in the area of education with a majority of those interviewed having to deal with one or more incidents at some point of their schooling (Kotecha & Creegan, 2008).

### ***Constant Comparative Method in Four Stages***

Saycon (2012) presented in her dissertation, a very systematic way of the constant comparative method in four stages based on the extant literature. The researcher adapted this systematized constant comparison method presented by the aforementioned author in the first case as well as the rest of the cases.

In this study, the researcher used the constant comparative method to discover emergent themes and categories. This method advocates a cyclical process that serves as a key to all qualitative research (Tan, 2009 & Saycon, 2012). This four-stage method as a strategy for developing grounded theory was developed by Glaser and Strauss (2002).

The first stage of constant comparison began by comparing data with a group of incident in a single interview to form categories or what is usually called open coding. Categories were defined, expanded and created as new information emerged. Categories were labeled according to the most appropriate codes. From the categories, it was possible to formulate the core message from a single incident (Tan, 2009; Saycon, 2012).

The second stage of constant comparison involved analyzing a group of incidents in various interviews and comparing them with each other. Categories were continually defined, expanded and created as new information emerged. A code or inventory of characteristics of each category was created. Finally, categories were polled and examined to see if they could be combined, integrated, or eliminated (Saycon, 2012).

The third stage consisted of comparing property one with property two and so on and forth. Categories were refined, short-listed, and developed through selective coding and sorting memos until they become saturated or “so well defined that there was no point in adding further exemplars to them” (Lauffer, 2002, p.101). From this, an emerging story line could emerge.

The fourth stage involved analysis where explanatory and predictive patterns emerge and the writing begins. Its importance existed in numerous incidents. Despite the existence of more than one pattern, however, one overall pattern remains dominant. The dominant pattern in each incident was easily identified by the number of times characteristics of that pattern were present in a given incident. Saycon (2012) stressed that in this stage characteristics of the other non-dominant pattern occurred often, but not as often as those of the dominant pattern.

### **First Stage: Comparing incidents to Form Categories (Open Coding)**

The first stage began with open coding. Based on Saycon’s (2012) statement, the researcher was tested to trust herself and in the grounded method, and the skill to use the method and the ability to generate codes and find relevance as much as possible without preconceived hypothesis. According to Glaser (1998), this process began with a line-by-line open coding of the data in every way possible. The researcher asked set of questions like- “What is this data a study of?,” “What category does this incident indicate?,” “What is actually happening in the data?,” “What is the main concern being faced by the participants?,” and “What accounts for the continual resolving of this concern?” The questions above kept the researcher became theoretically sensitive when analyzing, collecting and coding the data.

The focus of the researcher was on the pattern among incidents that rise above specified description of incidents and yield that code. From the raw data per se, this is the first level of abstraction. Memos were being written while incidents were analyzed. These were done to describe what was happening to the method and the data. The memos themselves captured the relationship between an incident, a coded concept and category.

In this study, the researcher wrote memos in detailed during the early conduct of the research and this went on into a sentence or two and at other times as the research progresses. In order to validate the emerged concepts and categories at the first open coding and analysis, these memos were also coded in the later part of the research process. This memoing allowed the researcher to move to the second level of abstraction by constantly comparing incident-to-incident, incident to concept, and concept-to-concept. These were also useful in identifying key points, rather than individual words, and to letting the concepts emerge. The selection of points, in order to address the main concern of the participants, is in line with the grounded theory coding analysis and is a protection against data overload (Tan, 2009: Saycon, 2012). Thus, the researcher began to develop theoretical sensitivity, which involves being able to think in theoretical terms as opposed to quantifying data being done in quantitative data analysis (QDA) research (Saycon, 2012).

Table 1 illustrates open coding of an interview transcript as it appears in the open coding of an interview of the First Case.

**Table 1**  
***Open Coding of interview Transcripts of Case 1***

<b>Incidents</b>	<b>English Translation</b>	<b>Category/ Dimensions</b>
<i>Yes, I m sure I am transgender at the very young age particularly grade three. Based on history since some of my cousins were also belongs to LGBT and by attraction, I was with my sister growing up, we always see carton in TV. Like watching Barbie Princess . May be I am influenced me. But I think it is ascribed.</i>	<i>Yes, I m sure I am transgender at the very young age particularly grade three. Based on history since some of my cousins were also belongs to LGBT and by attraction, I was with my sister growing up, we always see carton in TV. Like watching Barbie Princess . May be I am influenced me. But I think it is ascribed.</i>	Recalling/ Tracing
<i>In elementary, a lot of bullying both verbal ug non-verbal ma'am. Actually, one of classmate bullied my gender, he was going to punch me. The bullist is more</i>	<i>In elementary, a lot of bullying both verbal and non-verbal ma'am. Actually, one of classmate bullied my gender,</i>	-Verbal and non-verbal bullying - Repetitive and Aggressive social

<p>male. Yes Ma' am, there are teachers also who bullied me both junior and senior teachers. Most are verbal discrimination for example giingnan ko dili ka puwede mamolbos, magfoundation mangkilay kay dili ganahan ang mga teachers gilibak ka over kaayo. Naa juy silay ikasulti sa ako bisan katong nagputol nakog buhok. Tanan nilang Makita sa ako iingon nila nga dili puwede. Istrikto kayo sila sa mga bayot. Makita nako dri sa school makaiingon ko nganong ingon ana man nah sila nga nay mga lalaki mga bulaw, pula ug mga buhok, naa pa gani bolitas ang mga dalunggan, nga dili man nila iimplement? Ug nagnong ang mga Lesbian, puwede magsuot ug nillaki, mag pamubo ug buhok. Katong recognition nato last march, gidagan gyud kog maestro ug giingnan nganong ga earrings ko, lain kaayong tan awon masuko daw ang principal. Daun pagpaso nako, nakita gani ang principal mikatawa ra man siya sa ako.</p>	<p>he was going to punch me. The bullist is more male. Yes Ma' am, there are teachers also who bullied me both junior and senior teachers. Most are verbal discrimination for example putting powder, foundation in my face is not allowed since teachers did not like on it. Even hair cut is not allowed. They were strict to the Gay people but to the Lesbian having low hair cut is not. A lot of boys colored their hair but the tolerate it, they did not questioned about it. The worst was last March where my teacher questioned me Why I am wore earring, he said the principal will got angry on it. But, when I'm walked along the aisle going to stage, my principal saw me and he smiled.</p>	<p>behavior -Slanderous statement or Accusation; tormenting and commenting negatively on victim's looks, clothes and body.</p>
<p>When I was in grade 9 grabe akong confusion. One week ko atoh wala miiskwela, nakahilak ko ato grabe kayo. Kanang dili daw ko patuo, gahi daw kog ulo dili daw ko paputol ug buhok dapat 1 inch lang gyud daw. Nakahuna huna kog undang pero sayang sad lay Im belong to special science curriculum, I am pioneering. Sakit sa akng buot nga motransfer ko tongod lang mao to mibalik kog skwela, what man ko miingon mga moandang nah sa akong pagkabayot tongod lang ana. Me mealow lang ko but still ang mga storya naa lang gihapon</p>	<p>When I was in grade 9, I experienced I felt very hurt that I was absent for 1 week because of verbal discrimination. That, I am hard-headed, I should not cut my hair, it should be 1 inch long only. I planned to stop but later I felt sorry if I will do since I am belong to Special Science class. When I go back to school, still bullying is the same.</p>	<p>-Undue emotional distress -Slanderous statement or Accusation -increased absenteeism, skipping classes, tardiness and truancy.</p>
<p>About sa akong family, they accept me as what I am kay</p>	<p>About my Family, they accept me because it is an</p>	<p>-Understanding ones' diverse</p>

<p><i>history man pud namo. Kato lang akong elder brother naglisod siya. Siyempre at first nadiscourage pero naprove man pud nko sa ila kay lam academic achiever since elementary daun active in Journalism at school, from the division level up to National level. For me there is no question that I am belong to the LGBT community kay matter most is your contribution to the community</i></p>	<p><i>inheritance. Only brother felt discourage when he knew that I am gay. I promised to him, I will maintain myself as an academic achiever and be active in journalism at school, from the division level up to National level. For me there is no question that I am belong to the LGBT community kay matter most is your contribution to the community</i></p>	<p>gender. -Used of Potentials and skills</p>
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## Second Stage: Integrating Categories and Their Properties (Axial Coding)

Understanding the relationship among the categories is the characteristics of this stage. The researcher is like an investigative reporter asking the questions, what, when, where, why and how and with what result of consequences (Strauss & Corbin, 1990; Saycon, 2012). By answering these questions the researcher intertwined the loose array of concepts and categories. The constant comparative nature of the questions ensures that patterns are of merely woven into two-dimensional pictures of reality, but rather woven into much more complex, three-dimensional constructivist ecology of the participant.

Saycon (2012) pointed out that understanding those relationships is not intuitive. In fact, one of the grounded theorists, McCaslin (2003) suggested developing a Reflective Coding Matrix that would be explained in the third stage. This stage allowed the researcher to be more engaged in effectively understanding the relational dynamics of the categories, and formulate a matrix called a Conditional Relationship Guide (Scott, 2002).

The Conditional Relational Guide format is designed to ask and answer each relational question about the category named in the far-left column.

- What is (the category)? (Using a participant's words/memos helps avoid bias).
- When does (the category) occur? (Using "during...." Helps form the answer.
- Where does (the category) occur? (Using "in..." helps form the answer.)
- Why does (the category) occur? (Using "because..." helps form the answer.)
- How does (the category) occur? Using "by..." helps form the answer.)?

Other questions were not used in the Conditional Relational Guide of this study, because they found to be inappropriate to be used. The questions of what, how and with what consequences were only used and presented in the Conditional Relation Guide in the next page.

Table 2 illustrates a Conditional Relational Guide

**Table 2. Extract from the Sample Conditional Matrix Guide**

Phenomenon	What	How	Consequences
Social Bullying	-What is social bullying all about?	<ul style="list-style-type: none"> <li>- Repetitive and Aggressive social behavior</li> <li>-Slanderous statement or Accusation</li> <li>-Tormenting and commenting negatively on victim's looks, clothes and body.</li> </ul>	<ul style="list-style-type: none"> <li>-leading to truancy, depression.</li> <li>-negative climate outcomes among students.</li> <li>-negative impact on school safety.</li> <li>-increased absenteeism, decreased quality of school work, poor grades, increases in skipping classes, tardiness.</li> </ul>
Gender-Based Bullying	-What are the underlying issues and concerns?	<ul style="list-style-type: none"> <li>- Humiliates Acts - Retaliation on Sexual Orientation and Gender identity</li> <li>-Name-calling, Assault, Stalking, shaming and isolating from school activities, friends and families.</li> </ul>	<ul style="list-style-type: none"> <li>• - Emotional bad disturbance</li> <li>• Higher chance of detrimental to student's well-being and personality development</li> <li>• Social disorders</li> <li>• Decrease Academic Achievement</li> </ul>

The Conditional Relationship Guide attempts to relate the structure to the process. The Consequences developed with the Guide, further contextualized the central phenomenon on the selective coding in the third stage. The consequences were then selected to become substantive categories, i.e., higher level of concepts that emerged from further abstraction of the previous open coding and analysis. Those categories on the guide in the Conditional Matrix Guide that were not consequences are likely to be dimensions of consequences, and became dimensions on the next page.

**Third Stage: Delimiting the Theory through Selective Coding and Sorting Categories**

The third stage consisted of selective coding and sorting categories. Also, in this stage, a storyline was developed and formulated. This process involves writing a general descriptive, or story line, and verifying it with the data at hand.

The Conditional Relationship Guide identified the relationships and interactions of the categories one with the others, and described how the consequences of each category were understood. It was at this stage that the researcher primarily focused on the emergence of these key properties and models of understanding the consequences as indicator that the study was theoretical saturation (Glaser, 1998). This was also the beginning of weaving a story line of the many patterns discovered in the Conditional Relational Guide.

To contextualize the Core Category, the central phenomenon about which all other major and minor categories relate is the primary objective on this stage. Once a Core Category is determined, all other categories become sub-categories. The sub-categories in the relational hierarchy become the Core Category descriptors: the properties, processes and dimensions.

### **Development of Story Line for the First Case**

The remainder of the selective coding process entailed relating relevant phenomena to the Core Category or the central phenomena/central concern, always maintaining the central phenomena at the heart, as an ever widening tapestry as threads of lesser phenomena were tied to and woven around it. The properties and dimensions of the Core Category were more fully developed at this time and the threads of the properties and dimensions of related phenomena, categories and concepts were interlaced and woven tightly together (Saycon, 2012).

For the first case of this study, the story line was:

*.....how does Case One resolve LGBTQ bullying in schooling and what are the perspectives that affect his life skills way of resolving bullying at school. Case One's Bullying Resolution approach are influenced by his potentials, talents, skills and academic achievements. The degree of bullying-caused and the type of the perspectives determine the (LGBTQ bullying resolution approach) he used. Case One's LGBTQ bullying resolution approach is composed of two cyclical and multi-dimensional perspectives namely: (1) Social Bullying which includes: (a) Repetitive and Aggressive social behavior, (b) Slandorous statement or Accusation, (c) Name-calling, tormenting and commenting negatively on victim's looks, clothes and body: (2) Gender-based Bullying which includes (a) Humiliates Acts, (b) Retaliation on Sexual Orientation, (c) Gender identity, and effects or consequences. If the conditions cannot be stop, then the cycle continues until the bullying process becomes worst. . Throughout the process, Shielding Self Through Life Skills in the school bullying resolution approach was neither unimaginative nor just cyclical in nature, it is experience and undergone by the respondents with varying degree of bullying management skills, principles depending on the challenges and problems at hand, Self-esteem, talents, skills and some other factors. The theory proposes that respondents can be classified as independent resolvers and a process of change according to how they solve bullying at school and in community using their life skills.*

*Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and threatened one's life. This is particularly the case where the wrong approaches to bullying resolution are used. To calm these situations down, the use of life skills, provides with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take actions in situations where they can deal bullying, insecurities and fears. If this is done, then, as long as they can make good decisions and solve problems in their academic and personal lives, life skill properly, school bullying can often be resolved effectively. Over-all, the present study gives a clearer picture on the processes junior and senior high school students undergo, the school bullying resolution approach, respecting diversity allows creativity and imagination to flourish developing more tolerant society where there is greater sense of self-awareness and appreciation for others.*

Using the story line for the first case as guide, the researcher stepped back again to weave a version of the story at a higher level of abstraction, integrating structure and process in a single statement. Thus, the theory of *Shielding Self Through Life Skills in the school bullying resolution approach of junior and senior high school students in the division of Lanao del Norte* was neither unimaginative nor just cyclical in nature, it is experience and undergone by the respondents with varying degree of bullying management skills, principles depending on the challenges and problems at hand, Self-esteem, talents, skills and some other factors.

The above reality makes the researcher asks questions regarding the development of one's **Life Skills** approach. Is **Life Skills** approach innate, inherited or learned? When and how? Is this approach actually part of the development of a person as he/she grows older? These and a lot of questions are still unanswerable and the researcher intends to put them as recommendations for further research in her paper.

Table 3 illustrates the delimiting stage of the theory of the first case through the selective coding process.

**Table 3**  
**Selective Coding for Core Categories for the First Case**

*“Shielding Self through Life Skills in the school bullying resolution approach” is a theory that has emerged from the two multi-distinct yet related perspectives:*

*Social Bullying*

*Gender-Based Bullying,*

*\*\* Some of the categories consisted of dimensions and sub-dimensions.*

*For Case One, his bullying resolution approach has two multi-distinct yet related processes. In each process he frequently asks thinks and reflects throughout the bullying resolution. He usually does own potentials, skills and academic achievement by the used of think-loud or self-talk.*

*First, he solve problems in their academic life as well as their potentials. Through these, he could easily manage and plans for possible solution to resolve the bullying. He makes connections in order to know the bullying-caused. He usually build confidence both in spoken skills, focus, self-control, taking on challenges, self-Directed, and Engaged Learning. This means that if students are having life skills, he/she has the ability to builds blocks or framework that allows applying knowledge they acquire in school. This is where a technique is useful to find bullying- solution. Having life skills is an essential part of being able to meet the challenges of everyday life. It provides important tools for development, such as independent thinking, how to be socialized, and make friends to the person bully us, and how to take actions in situations where there are difficult challenges like bullying at school since bullying is inevitable.*

*Through their expression like their facial and verbal expressions those are the elements of LGBTQ bullying resolution. Then, life skills develop respect diversity that allows creativity and imagination to flourish developing more tolerant society. If this is done, having carefully and explore facts, issues and possible solutions properly, then there is greater sense of self-awareness, appreciation for others, LGBTQ bullying in school can often be resolved effectively.*

### **Initial Framework of “Shielding Self through Life Skills in the School Bullying Resolution Approach” from case 1**

At this point of the grounded theory process, the researcher had reached a higher level of theoretical sensitivity in terms of the ability to identify and select only those variables that are related to the core variable. This process is accounted for the variations in resolving the main concern of the first participant in the LGBTQ bullying resolution approach.

### **Fourth Stage: Writing the Theory**

This is the concluding stage that attempted to explain in writing how the core categories have been developed in elaborating the story line and generating the theory “Shielding self through life skills in school bullying resolution approach”. In writing the theory, the researcher included the rest of the participants in the coding process and she utilized existing literatures or theories in each category to

strengthen the theory's explanatory power. In grounded theory research, this is called supplementation" (Tan, 2009: Saycon, 2012).

As cited by Saycon (2012), Tan (2009) stated that supplementation is a way of constructing new categories for possible inclusion in developing theory. Conceptually, it lies between coding (which names categories and specifies the properties associated with them), and theoretical sampling (which tells one what kinds of site or situation one wants to look at next. Supplementation starts with existing category, and systematically elaborates contrasting categories in order to provide "raw material" for theoretical sampling, cross, analysis and dignifying theories, and testing hypotheses. The focus of supplementation is on categories not on data; on "might be" rather than "is". The result of supplementation and elaboration is the condition halfway between the beginnings of an inquiry in a situation that is being studied, and its conclusion in a new situation.

The succeeding paragraphs which answer the statement of the problem number three of this study utilized "supplementation and elaboration" to develop the theory "Shielding self through life skills in school bullying resolution approach".

### **The Meaning of "Shielding Self through Life Skills in LGBTQ Bullying in School Resolution Approach"**

*"In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. Life skills go well beyond choosing career or using person's potential for the life future. It provides LGBTQ students with important tools for development, such as independent thinking, how to socialize, making new friends, and how to take action in situations dealing with a bully or personal insecurities and fears. Unlike motor skills and basic intelligence, life skills are not innate but learned".*

#### **Macmillan Education-**

This study was based on a main emergent concern of the participants in the study, which asked what approach of school bullying resolution does LGBTQ junior and senior high school students of Lanao del Norte Division. Qualitative method of Pandit (2006), a grounded theorist, and the cross analysis method of Glaser and Strauss (1997) were employed in this study.

Kuhlmann (2014) stressed that the role of life skills is to equip students to thrive in the classroom and in the world beyond. The 21<sup>st</sup> century skills are flexible, initiative, social skills, productive in terms of academic achievement, and leadership skills. The use of Life skills can be acquired through learning and/ or direct life experience that enable individuals to effectively handle issues and problems commonly encountered in daily life. These skills such as creativity, ability to communicate, interpersonal skills, leadership skills, and social responsibility that

contribute to good citizenship are all essential skills for successful in the 21<sup>st</sup> century, both for healthy societies and for successful and employable individuals.

However, teaching life skills to the students is important because we need to be active and responsible citizens, who are willing and able to take responsibility for themselves and their community and contribute to the political process. While certain life skills may be acquired through everyday experience in the home, at school, they are sufficient to adequately equip citizens for the active role required of them in today's complex and diverse gender identity.

Moreover, Unicef, (2017) in Georgetown University conducted study on The role of life skills towards LGBTQ bullying resolution approach in universities, asserted that life skills are psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life of LGBTQ community. They are loosely grouped into three broad categories of skills: Interpersonal Skills and communicating skills for communicating and interacting effectively with others, Personal skills or life potentials for developing personal abilities like talents and abilities in life, and managing oneself, and leadership skills for take initiative , have strong social skills, flexible, identify and setting life goals, conflict resolver and organize a group so that all members can contribute according to their abilities.

Using life skills in resolving LGBTQ bullying in school may be likened personal values to one's conscience or sense of what is right or wrong. life skills refers to the skills that we need to make the most out of life. A system of values permits a person to endure any skill that is useful in life can be considered a life skill. And we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal live. It enables him to impose order on his experiences, so that life is not so confused. It determines the goals define who he is. In addition, Smith (2002) has identified five specific functions served by life skills in which it includes: 1) Supplies the individual with a sense of purpose and directions; 2) Supplies the basis of individual action, and of unified, collective action; 3) Serves as the basis of judging the behavior of individuals; 4) Enables the individual to know what to expect of others as well as how to conduct himself; 5) Establishes a sense of right and wrong. It is obvious that life skills is from the foundation of a person's common modes of operation and are so basic in daily interaction. As such they can influence one's decision making, goal setting and actions including challenge sin life like bullying.

The theory is now presented in two parts. The first part is the presentation of the coding process of the rest of the respondents; second is the outline of what is meant by "Shielding Self Through Life Skills Bullying Resolution Approach".

Table 4 illustrates the open coding of the interview transcripts as it appears in the open coding of the interview of all cases.

Table 4

**Extract From Open Coding of Interview Transcripts of All Cases**

<b>Incidents</b>	<b>English Translation</b>	<b>Category/ Dimensions</b>
<p><i>About sa akong family, they accept me as what I am kay history man pud namo. Kato lang akong elder brother naglisod siya.</i></p> <p><i>Siyempre at first nadiscourage pero naprove man pud nko sa ila kay lam academic achiever since elementary daun active in Journalism at school, from the division level up to National level. For me there is no question that I am belong to the LGBT community kay matter most is your contribution to the community</i></p>	<p><i>About my Family, they accept me because it is an inheritance. Only brother felt discourage when he knew that I am gay. I promised to him, I will maintain myself as an academic achiever and be active in journalism at school, from the division level up to National level. For me there is no question that I am belong to the LGBT community what matter most is your contribution to the community</i></p>	<p>-Understanding ones' diverse gender.</p> <p>-Used of Potentials and skills in journalism.</p> <p>-academic achiever</p> <p>-Community Contribution to improve life skills</p>
<p><i>I promise to myself that I will show them nga unsa akong worth ug akong ikacontribute sa skwelahan . nga dili lang pagkabayot ilang makita sa ako. Avoidance dili ko anang confrontation sa teachers. Kung nay activities sa school, akng ipakita akong best mao nang makagain kog respect sa ila. I show them best in any activities in school, sa community. Mao ang mga student moiingon mao nang nang siyang bayot sa school, makagain kog respect sa ila. That way, respect and uplift my status.</i></p>	<p><i>I promise to myself that I will show them that I am worthy , I can contribute good things to school that they were not seen me that I am just a mere Gay. Avoidance for me is good rather than to confront the teachers, I will show to them in order to gain respect, I will show that I can participate best to any of the school activities, in community as well. In that way, I can gain respect out of it and my genders status will uplift.</i></p>	<p>-Self – Worthy</p> <p>_Self-esteem/ Empathy</p> <p>-Personal Effectiveness</p> <p>-Self-directed\</p> <p>-Interpersonal Skills</p>
<p><i>Para sako Ma'am , education bahin sa LGBT community ang best approach nga maminimise ang bullying sa school, I have been doing that in my Pageantry kay miaapil man ko and for so many times, daghan kog mga</i></p>	<p><i>For me, Gender education towards LGBTQ community plays important role as one of the best approach to minimize bullying in school. I had been participated in pageantry many times, received awards</i></p>	<p>-Gender education</p> <p>-Communication skills</p> <p>-Interpersonal Skills</p> <p>-Effective Communication</p>

<i>awards, even sa facebook , I share my advocacy sa LGBT community, daghan pud kog teachers nga friend nko.</i>	<i>out of it. I share that to the social media like facebook as my advocacy. And because of that, I have many friends-teachers.</i>	
<i>Akong skills ma'am make-up, magdecorate kog birthday, kasal.</i>	<i>My skills are make-up artist and stage-decoration during birthdays, and wedding occasion.</i>	<ul style="list-style-type: none"> <li>-Life skills</li> <li>-Life potentials</li> <li>-Creative thinking</li> </ul>
<i>Atong last year ma'am kay moapil unta kog Choir sa Cagayan.Dili puwede ang taas ug buhok, paputlan jud. Para sa akoa. Unfair kayo kay dili ko kuhaon kay taas kog Buhok. Miback out na lang ko, grabe jud akong kahiubos.</i>	<i>Last year, I try to be in choir contest in Cagayan de Oro city but sad to say, the in- charge teacher in choir, did not allow me to enter because of my long hair. I felt so much disappointed on it.</i>	<ul style="list-style-type: none"> <li>Life skills</li> <li>-Life potentials</li> <li>-Empathy</li> </ul>
<i>Para sa ako ang importante how can I interact the world, sa mga tawo makikipaghalubilo ug tarong.</i>	<i>For me, most important is how can I interact the world, to the people around me and have good interaction with them.</i>	<ul style="list-style-type: none"> <li>-Interpersonal relationship</li> <li>-Coping with stress</li> <li>-Motivation</li> </ul>
<i>Gigamit nako katong gibully sa ako as an Inspiration sa pagbuhat ug insakto kay nothing is wrong bya basta insakto lang atong buhaton.</i>	<i>I used those bullies as an inspiration making good things exactly.</i>	<ul style="list-style-type: none"> <li>-Interpersonal relationship</li> <li>-Coping with stress</li> <li>-Decision making</li> </ul>
<i>As what I experience, I can conclude that trusting yourself is the best way to fight against the problem although they always bully you, just keep on smiling..Just show the world of what who you are and what you can do to the world and always think positive that you are a special creation of GOD.</i>	<i>As what I experience, I can conclude that trusting yourself is the best way to fight against the problem although they always bully you, just keep on smiling..Just show the world of what who you are and what you can do to the world and always think positive that you are a special creation of GOD.</i>	<ul style="list-style-type: none"> <li>-Interpersonal relationship</li> <li>-Positive outlook</li> </ul>
<i>Ang akong gihimo maam kay nagtarong ra kog eskwela aron modako akng grades.</i>	<i>What I did Ma'am is I study very hard to make my grades better.</i>	<ul style="list-style-type: none"> <li>-Interpersonal relationship</li> <li>-Decision making to improve academic achievement</li> </ul>

<i>Nag involve ko sa church activity aron maka gain sad kog respect sa mga tawo</i>	<i>I involved myself in church activities to gain respect from others.</i>	-Interpersonal relationship -Self engagement in church activities
<i>Naghimo kog maayong mga buhat aron dili ko nila ibully pareha sa pagrespeto nako sa akong isigkatawo aron sad ko respetuhan.</i>	<i>I did good things so that I can gain respects from others.</i>	-Interpersonal relationship -trusting others
<i>Angay buhaton nato, kay be positive in our life. Dili lang nato tagdon unsay ikasulti nila nato kay dili man na to sala nganong naingon ani tah. Just smile to them and make friends to them</i>	<i>Positive outlook in life is the best things we do. We will not entertain those bad criticism from other people because it is not our fault why we become like this.</i>	-Interpersonal relationship -Using emotional intelligence -Motivation
<i>Since, I belong the Sports, performing class or SPA class, gigamit nako akong skills sa pagsayaw aron maka gain kog respect sa school ug sa akong family.</i>	<i>Since, I belong the Sports, performing class or SPA class, I used my skills in dancing to gain respect from other from school and in my family.</i>	-Using Dancing skills -Interpersonal relationships
<i>Moeskwela sako Maam aron ko mahimong successful sa life. Pasagdahan lang mga tawo mo bully usaon man maoy ilaa. Magtarong lang kosa akong pag-eskwela.</i>	<i>I will study first in order to become successful. I don't mind what others say to me as long as I study well.</i>	-Identify life goals -Interpersonal skills
<i>Yes, of course mas tarong pako nila maam. Mas bright pako nila (charr)... bitaw maam, maningkamot jud ko sa pag-eskwela aron ma successful ko. Di ba Maam, kabalo ko mosayaw, mokanta unya katong mibully sa ako? Wala!</i>	<i>Yes of course, I do much better and know better to them . I will study very hard to become successful. I can dance and sing well than them.</i>	-Life skills -Life potentials -Attitudes - Goal setting - Motivation
<i>Isa sa mga skills nako maam kay painting ug mayo sad ko sa oral speaking. Dili ko maulaw mostorya basta naa sa katarungan.</i>	<i>Aside from painting, I am good also in oral speaking. I am not ashamed to stand in front of many.</i>	-Communication skills -Interpersonal Skills
<i>Active ko Maam sa Student government. Mao nang isa sa akong task mobadlong sa mga</i>	<i>I am active in student government, and I did my study very well in my</i>	-Leadership Skills -Bullying resolver

<i>estudyante kon magbully sila sa kapwa estudyante.</i>	<i>academic subject since I am an honors student.</i>	
<i>Dili nako ibutang sa akong mind ang mga pangbully. Basta wala ko gahimo ug dautan Maam ug gaeskwela ko ug tarong labi na sa mga academic subjects nako since I belong to the Honors class.</i>	<i>I don't put it in my mind those bullies as long as I study well in my academic subjects since I belong to the honors class.</i>	-Positive outlook -academic achiever
<i>Kon dunay classroom program Maam akoy mag lead sa pagpractice sa mga sayaw for example, maghimo ug mga script sa role play ug choreography sa dance presentation.</i>	<i>If there were classroom program, I lead the practice in dancing, making scripts in role play and making choreography in dance presentation</i>	-Leadership Skills -Creative thinking
<i>Diri sa among school Maam kay Band Major ko. Akoy maglead sa Band presentation sa mga Araw, Fiesta ug uban pa.</i>	<i>In our school, I am a Band Major. I lead the band presentation like during Araw and fiestas.</i>	-Leadership Skills -Creative thinking
<i>Hantud karon Maam kay aktibo ko sa Students Government sa school. Since, I am a consistent honors student, dah..... dili ko mopansin anang mga bullier. Hmmp..... mas kabalo pa ko nila sa academic ug co-curricular activities.</i>	<i>Until now, I am very active in student government since I am a consistent honors student. Hmmpppp, I don't mind them, I know better than them both academic and co-curricular activities.</i>	-Leadership Skills - Active both academic Achiever and co-curricular activities
<i>Kasagara man Maam sa mga LGBTQ students duna juy talent ug skills. Di ba Maam kasagara sa mga participants sa contest mga Bayot. Mao nang ako dili maulaw kon I bully ko kay naa koy talent ug skills nga ikabuga.</i>	<i>Usually, LGBTQ students have personal talents, skills. In fact most participants in the contest are Gay students, that is why I am not ashamed that I am belong to the community.</i>	-Life skills -Life potentials -Interpersonal skills -Positive outlook

From open coding, memos were made by the researcher and also coded to determine if the coding made was accurate.

Table 5 illustrates the coding of the memos done by the researcher.

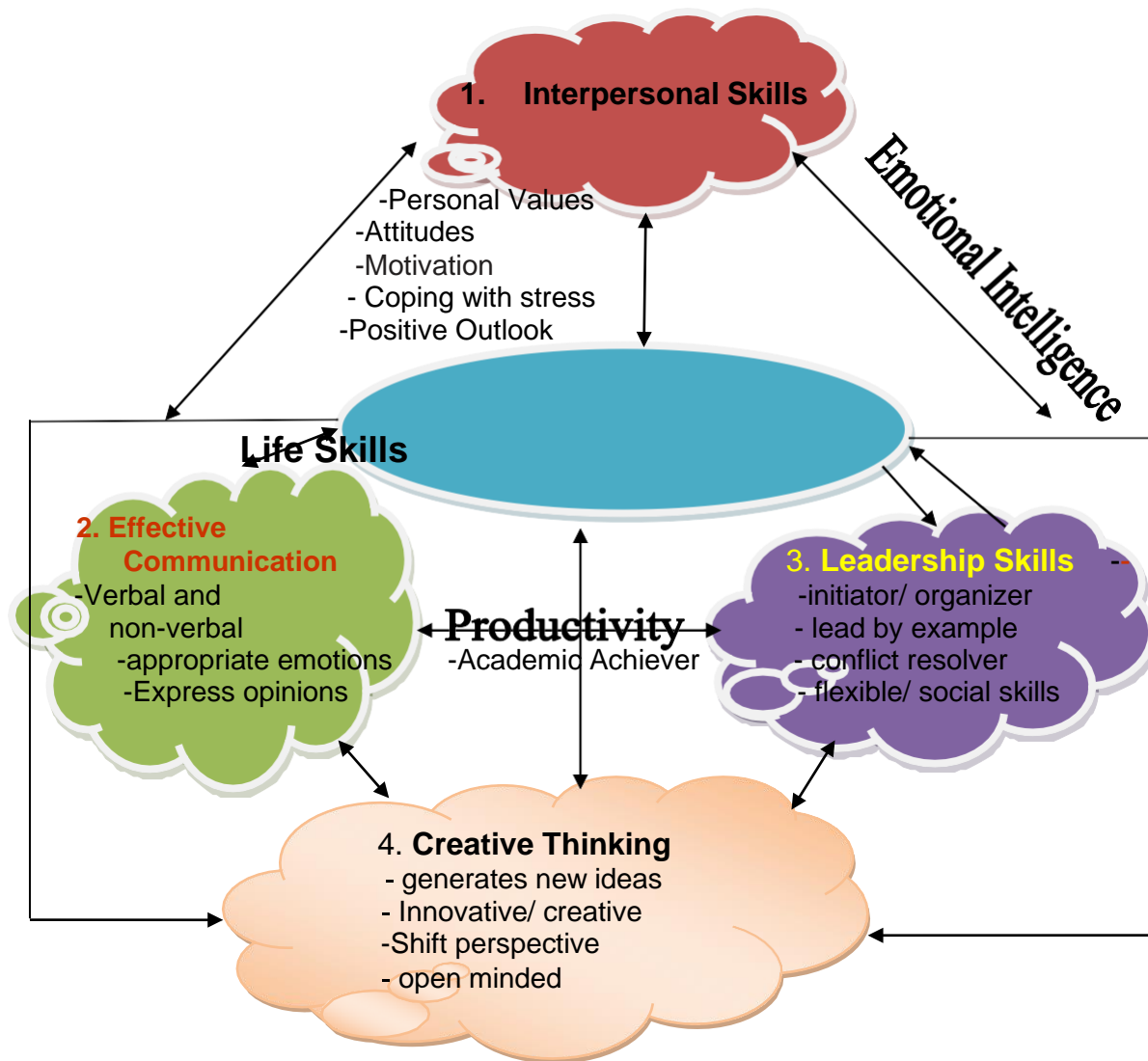
**Table 5**  
**Extract from the First Open Coded Memos**

<b>Memos</b>	<b>Code Categories/Subcategories/Properties</b>
1. Skills that that can be said to be life skills improved self-image, self-awareness, social and emotional adjustment , make use of life potentials like skills, abilities in life and talents, gains in self control and handling interpersonal problems and improved constructive conflict resolution like bullying school.	Life skills
2. Relate positive outlook or ways with the people interact with. Keeping good relationship with family and other people.	Interpersonal Relationship/ Skills
3. Generating new ideas, shifting perspective easily, conceiving of something new, and building new ideas.	Creative Thinking
4. Take initiative , have strong social skills, flexible, identify and setting life goals, conflict resolver and organize a group so that all members can contribute according to their abilities.	Leadership Skills
5. Able to express both verbal and non-verbal situations express opinions and desires. Coping with emotions with others and able to respond to emotions appropriately.	Effective Communication
6. Able to maintain scholastic records despite challenges. Sets goals, has planning technique, able to manage time, and apply what he/she has learned.	Productivity or Academic Achiever

After the coding process of all the cases in the investigation, the data indicated that the LGBTQ high school students in the division of Lanao del Norte “Use Life skills to shield from bullying in school”. It involves multi-distinct yet related categories and processes, namely: 1) life potentials, 2) interpersonal relationship or skills, 3) creative thinking, 4) effective communication, 5) leadership skills, and 6) productivity or academic achiever. The success or failure of the life skills approach seems to be influenced by some intervening factors such as emotional intelligence, motivation, attitude, positive outlook, self-trust, self-esteem, and goal setting. The role of life skills in LGBTQ bullying resolution approach as emerged from the data is of mixed- nature of different roles to play in making decisions within the personal skills. The

strength of the life skills is affected by a number of factors including communication orientation, values, and the adaptability of the school to major positive and negative occurrences to one or more citizens in the community (Lee, 2002).

Figure 7 illustrates the emerged integrative construct of the core categories of life skills in the LGBTQ bullying in school among junior and senior high schools in the division of Lanao del Norte.



**Figure 7 Emerged Integrative Construct of Core Categories**

In this study, productivity or consistent academic achiever means understanding how to organize oneself to study in order to produce desirable study outcomes. The property of productivity involves, goal setting, able to manage time, plan ahead activities for the betterment of their studies, and apply knowledge to develop further abilities. They agree that, when you're productive in terms of academic achievement, it gives voice at school and even in the society at large. It enables to make a positive contribution by developing the expertise and experience

they need to assert their right and understand responsibilities, while preparing for the challenges and opportunities in life.

Table 6 illustrates how junior and senior students initially used life skills bullying resolution approach through productivity and/ or academic achievement.

**Table 6 Extract from the Coding of Showing How Junior and Senior Students Initially used Life Skills in Bullying Resolution Approach through Productivity and/ or Academic Achievement.**

Incidents	English Translation	Category/ Dimensions	Memo
<i>About sa akong family, they accept me as what I am kay history man pud namo. Kato lang akong elder brother naglisod siya. Siyempre at first nadiscourage pero naprove man pud nko sa ila kay lam academic achiever since elementary daun active in Journalism at school, from the division level up to National level. For me there is no question that I am belong to the LGBT community kay matter most is your contribution to the community</i>	<i>About my Family, they accept me because it is an inheritance. Only brother felt discourage when he knew that I am gay. I promised to him, I will maintain myself as an academic achiever and be active in journalism at school, from the division level up to National level. For me there is no question that I am belong to the LGBT community what matter most is your contribution to the community</i>	-Understanding ones' diverse gender. -Used of Potentials and skills in journalism. -academic achiever -Community Contribution to improve life skills	It helps to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination
<i>Ang akong gihimo maam kay nagtarong ra kog eskwela aron modako akng grades.</i>	<i>What I did Ma'am is I study very hard to make my grades better.</i>	-Interpersonal relationship -setting goals -academic achiever	Promotion of lifelong learning; quality of life by using experiential learning example doing well in studies.
<i>Dili nako ibutang sa akong mind ang mga pangbully. Basta wala ko gahimo ug dautan Maam ug gaeskwela ko ug tarong labi na sa mga academic subjects nako since I belong to the Honors class.</i>	<i>I don't put it in my mind those bullies as long as I study well in my academic subjects since I belong to the honors class.</i>	-Positive outlook -academic achiever	Using positive outlook in life, instead of entertaining negativity serves as a tool for academic achievement.

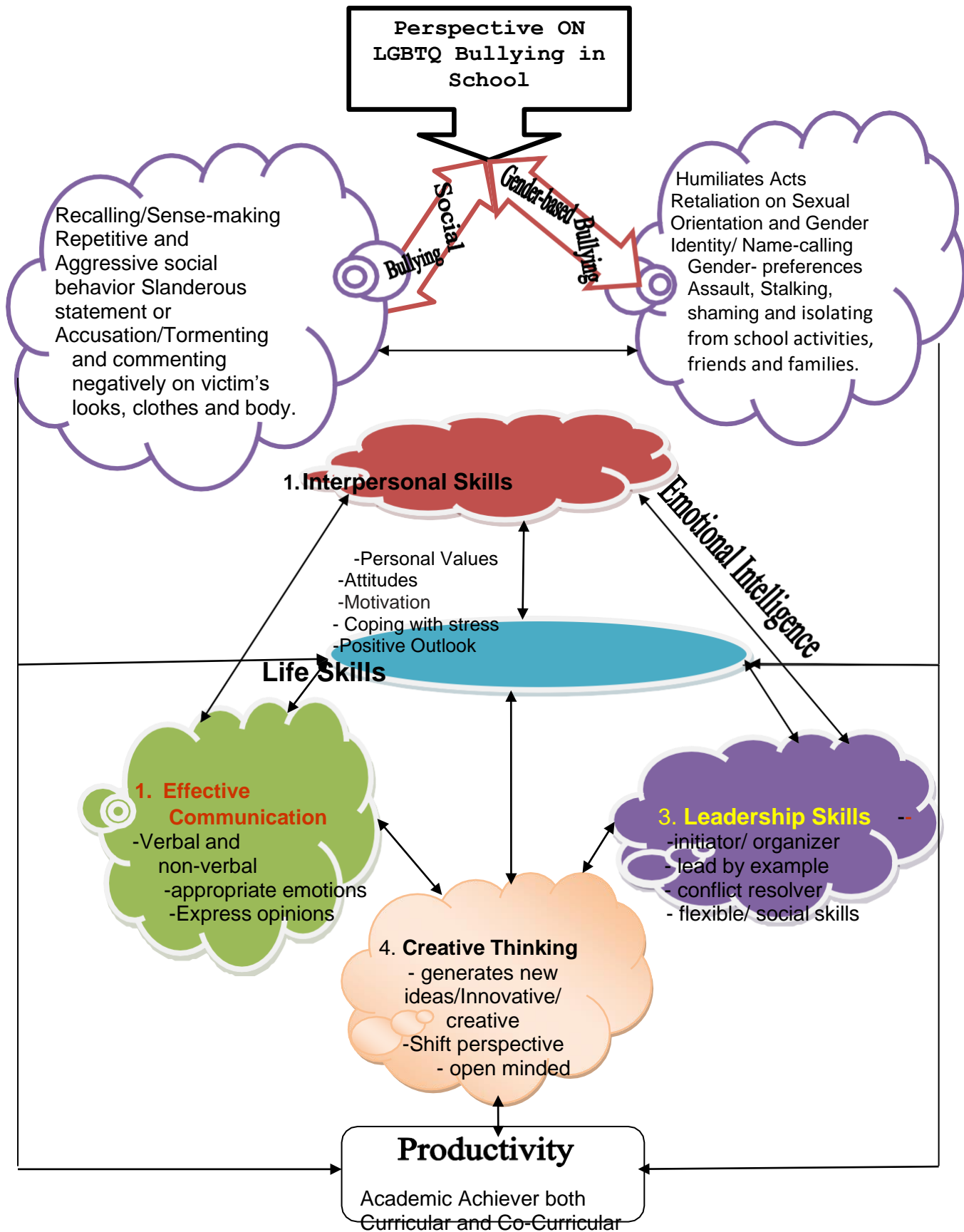
<i>Hantud karon Maam kay aktibo ko sa Students Government sa school. Since, I am a consistent honors student, dah..... dili ko mopansin anang mga bullier. Hmmp..... mas kabalo pa ko nila sa academic ug co-curricular activities.</i>	<i>Until now, I am very active in student government since I am a consistent honors student. Hmmmppp, I don't mind them, I know better than them both academic and co-curricular activities.</i>	-Leadership Skills - Active both academic Achiever and co-curricular activities	This involves modeling of life skills like leadership skills to obtain better academic learning outcomes.
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The use of life skills in the LGBTQ bullying in school resolution approach among junior and senior students in the division of Lanao del Norte is supported by Denton and Dreman (2007) who stressed that the role of life skills is changing at present and is even faster than in the past. The used of interpersonal skills, effective communication skills, creative thinking, leadership skills and productivity or better academic achievement have caused school learning values of LGBTQ students.

However, there were multi-distinct yet related categories and processes that served as a grounded frame of reference in which respondents do in resolving bullying at school. The following related categories namely:1.) *Recognize and Respond*, 2.)*Create Dialogue*, 3.) *Encourage Bystanders to Become "Upstanders"*, 4.) *Foster Safety and Inclusion*, 5.) *Educate Your Community*. Shielding Self Through Life Skills in the school bullying resolution approach was neither unimaginative nor just cyclical in nature, it is experience and undergone by the respondents with varying degree of bullying management skills, principles depending on the challenges and problems at hand, Self-esteem, talents, skills and some other factors. The theory proposes that respondents can be classified as independent resolvers and a process of change according to how they solve bullying at school and in community using their life skills. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and threatened one's life. This is particularly the case where the wrong approaches to bullying resolution are used. To calm these situations down, the to use of life skills, provides with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take actions in situations where they can deal bullying, insecurities and fears. If this is done, then, as long as they can make good decisions and solve problems in their academic and personal lives, life skill properly, school bullying can often be resolved effectively (Russell, 2013).

### **Development of the Story Line for All Cases**

To illustrate the bigger scene of the meaning of "Shielding Self through life Skills in the LGBTQ Bullying Resolution Approach in school among junior and senior students, Figure 8 emerged integrative construct of the theory.



**Figure 8. Emmerged Framework on “Shielding Self through life Skills in the LGBTQ Bullying Resolution Approach in school among junior and senior students**

## **Developing an Initial Framework for an Effective Conflict Resolution Approach**

Based from the emerged framework of “Shielding Self through life Skills in the LGBTQ Bullying Resolution Approach in school among junior and senior students in the division of Lanao del Norte” a cross-analysis was made by the researches to develop a framework for an effective bullying resolvers based from the responses of the among junior and senior students during the interview.

The framework presented here is nevertheless based on majority of the respondents; (41) out of fifty-seven (57) respondents (71.93.%) were found to be effective bullying in school resolvers. They were actually the successful bullying solvers as identified by their life skills prior to the selection of the respondents. As described by their life skills, they were equipped with all of these categories of life skills are considered as the key issues and concerns of adolescent students especially LGBTQ students. As a part of growing up, adolescents redefine their relationships with parents, peer and members of the opposite sex. Hence, adolescent need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every individual despite of diversity in gender. Over-all, the present study gives a clearer picture on the processes junior and senior high school students undergo, the school bullying resolution approach, respecting diversity allows creativity and imagination to flourish developing more tolerant society where there is greater sense of self-awareness and appreciation for others.

After the cross-analysis, the framework emerged is just exactly the same as the emerged framework in this study but with specific depth and level of influences brought by their life skills (interpersonal, leadership, creative thinking, effective communication and productivity skills) and the intervening factors besides from their emotional intelligence (i.e. coping with stress, self control , and self trust).

### **Recommendations**

The theory of ““Shielding Self through life Skills in the LGBTQ Bullying Resolution Approach in school among junior and senior students in the division of Lanao del Norte” therefore provides a procedure for getting solution or frame of reference in which individuals (particularly in the school and community) can have a helpful procedure for arriving at a better bullying solution. For the school administrators should communicate a message to all students that diversity is welcomed and respected. LGBT young people and other minority groups should be clear that they are valued, and that the school leadership will ensure their safety and support. It is critical that a young LGBT person discovering their sexual orientation or gender identity feels supported and valued, regardless of whether or not they come out.

The findings of this present study could also be generalized in all other context which entails resolving bullying in schools fairly can improve the quality of life with LGBTQ students. Moreover, the findings of this study can also be used as basis for School guidance counselor may feel that they should respond immediately with

practical supports like positive school climate and culture that is supportive of difference and diversity and that prevents LGBTQ bullying. In sum, the finding can be generalized for those readers who have experienced bullying to be resolved, may it be in school, family and with friends, and for those who judge that this theory has an implication for their own life skills bullying resolution approach.

However, further research may be done on the applicability of the theory in resolving the bullying in school experienced, either students or professionals. What if the use of life skills is actually a hope to help people solve some of their unsolved bullying or problems in all aspects of life? What if we have to solve our own life problem, could this theory in the study certainly explain what we are experiencing and had experienced? If this theory reaches to the level where it can discuss the common perspective social and gender-based bullying in which LGBTQ students affects in their lives, then that is the time that this theory is really a grounded shielded self through life skills in the LGBTQ bullying resolution approach in school. But as of this moment, this theory cannot be more relevant or recognizable if not explored by further study research.

The theory “shielded self through life skills in the LGBTQ bullying resolution approach” has implications for practice in the area for practice in the area of its beneficiaries, the teachers themselves. The theory can help them to develop their communication skills, interpersonal skills, creative thinking, leadership skills in resolving bullying in the classroom and it helps to encourage discover bullying solutions for themselves and a framework in which teachers can better understand the role of individual life skills plays importantly in the LGBT bullying resolution approach and their teaching performance as well. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, bullying can often be resolved effectively.

This further implies that Peaceable Classroom (Anti-bullying Classroom Management Technique) Anti-bullying Classroom management can also be part of a teachers’ classroom management style. The effective resolution of many classroom bullying conflicts does not require the active involvement of teachers. In these situations, students can solve their own disputes provided that they have been taught basic gender education intentionally (through the curriculum) and unintentionally, through values promoted by teachers, administration, boards and parents, a taken-for-granted normative sexuality and concomitant expectations of gender behavior. Its purpose is to create a safe learning environment along with integrating LGBTQ topics in the classroom. Having safe learning environment could be achieved through professional development from elementary education on LGBTQ topics, education of parents on LGBTQ issues, and the inclusion of LGBTQ bullying and harassment in school plans and anti-bullying policies.

Lastly, any person experienced bullying to solve can use this theory as his/her frame of reference on how he/she could do about the bullying. After all, LGBTQ bullying in school is inevitable. Importantly, respecting gender diversity allows

creativity and imagination to flourish developing more tolerant society where there is greater sense of self-awareness and appreciation for others.

## **X. PLANS FOR DISSEMINATION AND ADVOCACY**

After the final presentation of complete study, the researcher aims to disseminate during the following school activities:

- ❖ Learning Action Cells (LAC Section)
  - ❖ In-Service Training (INSET)
  - ❖ School Governing Council
- ❖ Enhanced School Improvement Plan(ESIP)
  - ❖ Annual Improvement Plan (AIP)

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## **Semi-Structured Interview Protocol**

Foreword!

Good Day!

I am Rosalie P. Saycon, Ph.D.. I am glad you have decided to participate in this study. I will be recording your LGBT Bullying resolution approach through the “think loud” technique that I had explained earlier. Then, I will be asking you some questions regarding bullying resolution. And I want you to feel free in using the dialect (Bisaya) or (Tagalog) in answering each question. All answers that you will give in this interview will help a lot in my research, so please do not hesitate to answer them as honestly as you can. If I stop you to ask question, I am not actually disagreeing but only trying to gain better understanding of the way you think about some things.

I'll be taping and videotaping this interview and transcribing it, but the information you share with me will be strictly confidential and won't be given to anyone. All answer you give during this interview will not affect your teaching evaluation.

If there are questions that are not clear to you, feel free to ask me. Do you have any question?

(There will be pre-interview questions to be asked to established rapport with the respondents and let them feel comfortable with the researcher).

### **Interview Questions:**

1. What are the challenges and problems faced by LGBT students in Lala National High School
2. How they figure out possible solutions or resolve to the challenges and problems?
3. Do you have something to say about the best approach in resolving LGBT bullying?
4. How do you find the best approach in resolving LGBT Bullying?
5. Any concluding statements regarding experienced in LGBT resolution approach?

Note : Probing questions will vary depending on the respondents' responses on each question.