

The Impact of Educational Intervention on the Attitudes of Korea International School High School Students towards the LGBT Community

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Abstract: This research analyzes the impacts of an educational intervention, a tool utilized to reduce homophobia within schools, on the attitudes of Korea International School (KIS) high school students towards the LGBT community. Within the context of previous literature, there has been a paucity of research based on the South Korean high school demographic specifically to isolate which elements of an educational intervention are particularly impactful on student attitudes. In order to address these gaps, this research utilized a mixed method approach involving both a quantitative survey on the general high school population and qualitative interviews on 9 students following the educational intervention. The semi-structured in-depth interview responses were transcribed and analyzed through a modified process of pattern analysis.

Ultimately, the findings suggest that educational intervention may not have a significant impact on changing the attitudes of KIS high school students, but may effectively reinforce original student attitudes towards the LGBT community. Furthermore, an educational intervention may become more impactful by featuring the elements of a video to demonstrate LGBT-related issues in real life, statistics to portray the magnitude and prevalence of such issues in society, and direct engagement with LGBT individuals to reconcile stereotypes. However, it is necessary to qualify these conclusions as the participant sample was overwhelmingly non-homophobic. This study poses significant limitations and implications for future research and for schools considering the integration of educational interventions within the curriculum as part of the effort to reduce homophobic attitudes within the school setting.

Keywords: Educational Intervention, Homophobia, Attitudes, Students, High School.

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Introduction

As of February 2015, the South Korea Ministry of Education passed the new *National-Level School Sex Education Standards* in which they prohibited discussing LGBT-related issues in school (The Korean Society of Law and Policy on Sexual Orientation and Gender Identity, 2016). This is despite a June 2014 study by the National Human Rights Commission of Korea

which found that out of the 200 LGBT teenagers surveyed, 80% stated that they had been subject to hate speech by their teachers and 92% by other students (Rainbow Action against Sexual Minority Discrimination, 2018). This issue is widespread and highly pertinent in South Korea today.

Different strategies have been employed to combat LGBT discrimination in schools, including the use of educational interventions. This method utilizes education—commonly in the form of an LGBT-inclusive curriculum, human sexuality courses, or units on homosexuality—as a tool to reduce homophobia within a population (Elia, 1993). However, there is a general paucity of research that evaluates the effectiveness of educational interventions to counter homophobia in school. There is an especial lack of research conducted with high school students from the South Korean demographic.

This research will analyze the impacts of educational intervention on the attitudes of Korea International School (KIS) high school students towards the LGBT community. I chose to research about the KIS community in particular because I attend this school, and am therefore passionate about analyzing student responses to this type of intervention which KIS currently does not implement. This study seeks to contribute a meaningful perspective to the discussion regarding the implications of utilizing education to reduce homophobia in schools.

Literature Review

It is first necessary to examine the existing body of literature on the topic of employing educational intervention to counter homophobia within schools. Though research has continued to investigate this subject in more recent years, most of the existing literature originates from the 1970s-1990s, proving the need for more research to be conducted within the field. After reviewing approximately 17 studies on this topic, I identified three which were the most relevant to my research.

The first study that was conducted by Cerny and Polyson, researchers from Indiana State University, analyzed the effects of a human sexuality course on the homonegative attitudes of 662 university students over one semester. In order to measure changes in homonegative attitudes, they administered the Heterosexual Attitudes Towards Homosexuals (HATH) test to the students before and after the course. The researchers found that the students who participated in the human sexuality course displayed a significant decrease in homonegative attitudes whereas those in the control group did not. From this, they concluded that homonegativism is “a prejudicial attitude that can be modified through education” (Cerny and Polyson, 1984, p. 371). However, a limitation of the study is that the researchers were unable to determine “which component(s) of the course contributed” specifically to reduce homonegativism among the students (Cerny and Polyson, 1984, p. 371).

The second study corroborated the findings from the first. Serdahely and Ziemba, professors from Montana State University, examined the effects of a human sexuality course on the levels of homophobia among 41 university students over one quarter. They administered a modified version of the Index of Homophobia (IHP) to the students before and after the course to track changes in their homophobia levels. They found that among the 41 students, those whose “pretest scores are above the median” experienced a “statistically significant” decrease in their homophobia scores whereas those whose “pretest scores are below the median” did not (Serdahely and Ziemba, 1984, p. 114). Essentially, the students who initially held more homophobic attitudes than the median experienced a greater decrease in their homophobia levels after participating in the course (Serdahely and Ziemba, 1984). These

findings suggest that a student's initial homophobia level may impact the degree to which an educational intervention may change their attitudes.

However, the third paper presented a less optimistic view of the impact of educational interventions on student attitudes. Greenberg, a professor at the State University of New York, studied the effects of a unit on homosexuality on the measures of faith in people, acceptance of others, and levels of masculinity and femininity among 68 high school students over an unspecified duration of time. He administered the Faith in People Scale, the Acceptance of Others scale, and the Omnibus Personality Inventory to the students before and after the unit in order to gather his quantitative data. He found that the students experienced "no significant changes on any of these...variables" following the homosexuality unit (Greenberg, 1975, p. 398). Although this study did not measure specifically the change in student homophobia levels (like the two previous studies), it did contest, to a degree, whether an educational intervention can fundamentally positively change general student attitudes towards others, especially sexual minorities.

Taken together, there are a number of key gaps in the existing body of literature on this topic. First, studies have reached different conclusions on whether educational interventions are able to induce a statistically significant change in student attitudes towards the LGBT community, suggesting that this is still an area of ongoing debate. Second, no research has been conducted specifically to isolate which elements of an educational intervention are particularly impactful in changing student attitudes. Last but not least, existing research on the subject of anti-homophobia educational interventions have been conducted mainly in the United States and abroad, but there has been no research on this based in South Korea. Additionally, the majority of previous research has utilized university student samples, and only a few have targeted specifically the high school population.

I attempted to address these research gaps by answering the question: *in what ways, if any, does educational intervention impact the attitudes of Korea International School high school students towards the LGBT community?*

Hypothesis

I hypothesized that the majority of KIS high school students will experience a positive attitude change towards the LGBT community after participating in the educational intervention. Specifically, I postulated that students whose initial homophobia scores are higher than the median homophobia score of the general student population will experience positive attitude change. This was mainly based off of the conclusions reached by Serdahely and Ziemba in my literature review (Serdahely and Ziemba, 1984).

Methods and Materials

In order to confirm my hypothesis, I decided to utilize a mixed method approach. I collected my data through two stages involving a quantitative survey and a qualitative interview. The survey was first released to all KIS high school students, and based on the 149 responses to my survey, I isolated the 70 highest scoring respondents (their scores were above the median score of the entire sample, which was 18) and sent out an email requesting further participation in my research. The nine students who confirmed their interest were asked to come in during separate dates to experience the educational intervention then conduct a qualitative interview immediately afterwards. After transcribing each of the interviews, I analyzed their responses through a modified process of thematic analysis to ultimately produce an answer to the research question.

I was able to receive approval from the Institutional Review Board at KIS to proceed with my research.

Data Collection 1: Quantitative Survey

The quantitative survey was modeled off of the Homophobia Scale (HS), an instrument developed by the researchers Wright Jr., Adams, and Bernat in 1999 in order to measure the level of homophobia in individuals (Wright Jr., Adams, and Bernat, 1999). Previous studies within the field have utilized standardized homophobia tests such as the 1980 HATH test and the 1980 IHP in order to gauge the level of homophobia among the sample population prior to the educational intervention (Cerny and Polyson, 1984; Serdahely and Ziemba, 1984). These studies have served as a precedent for my research—I specifically chose to use the HS because this is a more modern and modified version of previously developed homophobia tests. Additionally, this tool has become widely accepted and validated for its credibility and accuracy through the existing literature (Grey *et al.*, 2013).

The test is comprised of 25 statements where respondents are asked to rate the degree to which they agree or disagree with each statement on a Likert scale from one (strongly agree) to five (strongly disagree). Examples of these statements include: “homosexuality is acceptable to me” or “homosexual behavior should not be against the law.”

I decided to adapt the HS onto a survey platform because my aim was to gather a high number of responses to the HS within a short amount of time from my target population, a wide demographic encompassing approximately 500 high school students at KIS. To fulfill this purpose, a survey would allow me to “obtain information describing characteristics of a large sample of individuals relatively quickly” (Ponto, 2015, p. 168-171). Students were asked to sign a digital consent form before beginning the process. The quantitative findings are based on the 149 responses that I received in total to the survey.

Educational Intervention

The nine students who agreed to participate in my study experienced an educational intervention in the form of a 15 minute presentation divided into four parts—the first section defined basic terminology relating to the LGBT community. Second, the statistics section presented figures on the prevalence of anti-LGBT discrimination in South Korea, especially within schools. Third, a video portrayed teachers at a Korean high school calling for teacher training on LGBT issues to reduce discrimination against LGBT students. Lastly, I provided advice on how students may act at school to foster a more inclusive environment for LGBT students.

I chose these four elements based on a human sexuality course examined in Cerny and Polyson’s study. The conditions for this course were most aligned to my research because it did not include an additional element of directly interacting with LGBT individuals, as did other studies that utilized human sexuality courses to research the given topic (Cerny and Polyson, 1984). However, I had to tailor this course in order to meet the requirements of my study through the presentation. First, because my school does not currently offer a separate course on human sexuality and also because of the time constraints for my study, I had to compile the four key components of the course from my literature review into a short presentation that I developed. Furthermore, because the majority of previous literature was based in the United States or abroad, I had to research and include information within my presentation that was context-specific to South Korea to ensure that it was relevant to my research.

Before beginning the presentation, students were asked to sign a written letter of consent to the terms of this study. I delivered the same presentation to all nine participants to ensure that all students would be exposed to the same amount and content of information.

Data Collection 2: Qualitative Interview

While most previous literature administered the same homophobia test before and after the intervention, I specifically chose to utilize a semi-structured in-depth interview post-intervention because I was not interested in studying simply the *kind* of impact students experienced due to the educational presentation but also possible connections between *specific elements* in the presentation and their impact on student attitudes towards the LGBT community. A semi-structured interview “enables the researcher to address a defined topic” at the same time as allowing the interviewee “to answer in their own terms” (Evans, 2017, p. 2). This method was most optimal because students were asked to answer roughly the same series of questions, which allowed me to identify common patterns among their responses but also allowed them to elaborate upon their distinctly individual educational experience throughout the presentation.

The interview questions were drafted with these specific aims: the first question revealed to students their initial homophobia scores, then the second question intended to understand exactly *how* student attitudes towards the LGBT community were impacted by the educational intervention. The third and fourth questions sought to identify specific elements that students felt were most impactful from the presentation or missing that could have strengthened the presentation, respectively. In order to maintain the questions as open and unbiased as possible, I left the broader definition of “strengthening the presentation” open to students to interpret. Throughout the interview, I posed follow-up questions when necessary to clarify or request elaboration on their responses. See the basic structure for the interview questions below:

Table 1. Interview Questions

- | |
|---|
| <ol style="list-style-type: none"> 1) The survey from a couple weeks ago was intended to measure the level of homophobia in individuals on a scale from 0-100 from the least to the most homophobic. (Here I would explain to the student what their HS score was, and what that indicated about their attitudes toward the LGBT community). Do you agree with these initial results? 2) Having experienced the educational presentation, has your attitude towards the LGBT community changed at all? If yes, then how? 3) Which element of the presentation did you personally feel was most impactful on your attitudes towards the LGBT community? 4) Was there any specific element that you felt was missing that could have strengthened the presentation? |
|---|

Data Analysis 1: Quantitative Survey

Following the guidelines established by the developers of the HS, I computed the individual scores for each of the students and the mean score for the entire sample population. Also in accordance with the guidelines, I proceeded to classify the students into four categories that indicate differing levels of homophobia based on their scores. Students with scores between 0-25 were identified as high-grade non-homophobic, 26-50 as low-grade non-homophobic, 51-75 as low-grade homophobic, and 76-100 as high-grade homophobic. The terms high-grade or low-grade signify whether an individual experiences homophobic or non-homophobic attitudes to a greater or lesser degree, respectively.

Data Analysis 2: Qualitative Interview

After transcribing each of the individual interviews, I analyzed their responses through a modified process of thematic analysis. I split my data into two separate questions and used only the data pertaining to these questions, disregarding superfluous information. The first question focused solely on what *kind* of impact, if at all, the students experienced on their attitudes towards the LGBT community following the educational intervention in order to answer my original research question most directly. The thematic analysis method “can highlight similarities and differences across the data [and] generate unanticipated insights” (Braun and Clarke, 2006, p. 97), allowing me to identify common, unanticipated student reactions to the educational intervention through their interviews. Rather than identify multiple, overarching thematics among student responses, I modified this standard thematic analysis procedure to instead identify patterns among the singular outcomes of the intervention on individual student attitudes. This was because my research aimed to isolate specific impacts rather than a broad array of effects of the intervention. Furthermore, all nine participants seemed to fall into a pattern of identifying one singular impact rather than multiple, general effects that the intervention had on their attitudes.

The second question focused on *which elements* the students found most impactful from the presentation or missing that could have strengthened the presentation. This question specifically intended to address the research gap of understanding which elements of an educational intervention have the most impact on student attitudes towards the LGBT community. Because the process of thematic analysis “can summarize key features of...data” (Braun and Clarke, 2006, p. 97), this method was most appropriate. However, I modified the traditional thematic analysis process to instead search for patterns—specific elements that students mentioned in common through their responses—but not necessarily overarching thematics.

Results and Analysis

Quantitative: Based on the 149 responses to the survey, the mean HS score of the students was 21.71. There were no outliers in my final data sample. Interestingly, the mean pre-intervention score of the students in my sample was significantly lower than that of the students in Cerny and Polyson’s sample, which was 58.14, and in Serdahely and Ziemba’s sample, which was 72.68 (Cerny and Polyson, 1984; Serdahely and Ziemba, 1984). Furthermore, utilizing the cutoff scores established by the HS developers, I classified each student into one of the four categories under the HS. See Figure 2.

Out of the nine students who agreed to participate in the interview process of my study, two were identified as high-grade non-homophobic, six were low-grade non-homophobic, one was low-grade homophobic, and none were high-grade homophobic.

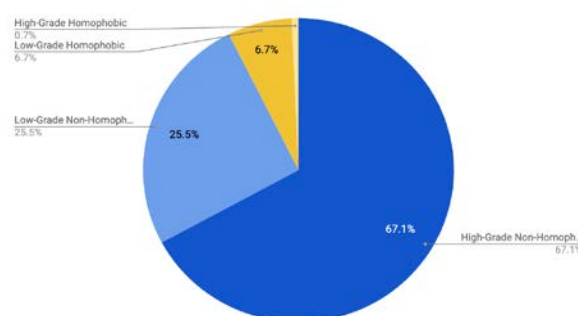


Figure 1. Breakdown of HS Scores

Qualitative—Question 1

From the nine interviews, there were three recurring patterns identified under Question 1. These patterns were selected because they were the most frequently repeated among the student responses. The three patterns were: reinforced original attitude, added knowledge, and positively changed attitude. In the table below, the patterns are organized in the first column with their corresponding definitions in the second column. I determined these definitions by examining overarching patterns of behavior among the student interview responses, then relating these patterns back to the context of my research question.

Table 2. Pattern Definitions

Pattern	Definition
Reinforced Original Attitude	The student's attitude towards the LGBT community remained the same after the presentation. The presentation corroborated the student's previous beliefs on LGBT-related issues.
Added Knowledge	The student's attitude towards the LGBT community remained the same, but the student feels more informed about LGBT-related issues after the presentation.
Positively Changed Attitude	The student's attitude towards the LGBT community has, to some degree, positively changed after the presentation. The student feels more accepting of LGBT persons and/or content.

In the table below, I organized a summary of student responses pertaining to each pattern. The first column labels the three identified patterns. The second column displays student responses verbatim that demonstrate the respective pattern. The parentheses signify which student delivered those responses, as each student was assigned a different letter. The third column shows the number of students that identified with each pattern.

Table 3. Interview Responses Summary

Patterns	Verbatim	# of Students
Reinforced Original Attitude	<p>"I think it remained the same because I'm already not against the LGBT community or how they express themselves." (A)</p> <p>"The hardships they've gone through hasn't changed my logical side...I didn't really see why I should support [them]..." (C)</p> <p>"There were a lot of things I already knew...so my initial standing point stays the same." (D)</p> <p>"It probably remained the same mainly because my stance towards gay people was already kind of disinterested. If they want to be gay people, they can be gay people." (G)</p> <p>"I think it's remained the same...the presentation was pretty much aligned with what I thought about the LGBT community." (H)</p>	5
Added Knowledge	"I think my opinion on them remains relatively	2

	similar but I just feel more informed.” (E) “I didn’t know that in Korea it was this oppressive towards gay people...so that changed my level of information [but] I wasn’t uncomfortable around them anyways.” (I)	
Positively Changed Attitude	“I feel more comfortable accepting the LGBT community...that feeling of having a weird attitude towards them went away after learning.” (B) “I slightly changed towards the more positive view of the homosexual community...[I will] now actually try to implement actions in real life that encourage equality between homosexual and heterosexual persons.” (F)	2

Pattern 1: Reinforced Original Attitude

Of the three patterns, this was the most common among student responses. Five of the nine students who experienced the educational intervention identified with this pattern. I extracted specific factors from the responses of these five students that may have potentially brought about this result.

Students A and H felt that their attitudes remained largely the same post-presentation because they were initially non-homophobic and/or in support of LGBT persons, and therefore the presentation reinstated their original beliefs about the LGBT community. Student D expressed that the presentation did not alter their views towards the LGBT community because they were already knowledgeable about much of the content. Student G stated that because they were initially disinterested with LGBT-related issues, the presentation posed minimal significance to their beliefs.

Student C, the one low-grade homophobic participant in my study, felt that the presentation was not convincing enough to positively change their attitude. C explained that they personally weigh logic over emotion; because the presentation lacked a logical backing as to why ordinary individuals should support the LGBT community, their attitude remained unchanged post-presentation.

Thus, because five constitute the majority of nine students, these findings suggest that an educational intervention may most likely reinforce the attitudes of KIS high school students towards the LGBT community. However, while the five students all demonstrated the same pattern, each of the students experienced distinctly different reactions to the presentation and consequently posed unique reasons why their attitudes remained unchanged. From this, it can be inferred that it may be difficult to develop an intervention to elicit a singular, universal reaction from the students who experience it.

Pattern 2: Added Knowledge

Two of the nine students identified with this pattern. Students E and I specifically expressed that the presentation helped bring awareness about the prevalence of LGBT discrimination in South Korea. They were previously unaware of this information or incorrectly believed that LGBT discrimination was much less prevalent, both of which were addressed by the presentation. Thus, these responses suggest that another plausible impact of an educational intervention is to inform KIS high school students about LGBT-related issues, although this may not change their attitudes towards the LGBT community. However, because this was

only exhibited through two of the nine students who experienced the educational intervention, this pattern may perhaps only be relevant to a small portion of KIS high school students. Future research regarding this pattern is necessary to reach a more accurate and definitive conclusion.

Pattern 3: Positively Changed Attitude

Two of the nine students identified with this pattern. Student B stated that they felt more comfortable accepting LGBT individuals after the presentation. Student F expressed post-presentation that they would now try to promote equality between heterosexual and homosexual persons in society.

Thus, these responses indicate that an educational intervention may potentially cause some KIS high school students to experience a positive attitude change towards the LGBT community. However, because only two of the nine students indicated this pattern, it can reasonably be assumed that this kind of impact may only reach a minority of the KIS high school population. Future research must also be conducted with this pattern to reach a more accurate and definitive conclusion.

Qualitative—Question 2

From the qualitative data, I identified three main patterns pertaining to Question 2. This question sought to isolate both which elements students found most impactful from the presentation as well as elements students felt were missing that could have strengthened the presentation.

Pattern 1: Video

The first recurring pattern under Question 2 was that the video was the most impactful element of the educational presentation for five of the nine students. Student D stated that the video helped contextualize the issue of LGBT discrimination in South Korean schools, whereas most of the information that they had previously been exposed to on this topic were based in foreign settings. For example, D stated through the interview:

I never thought about the LGBT community in Korea specifically. I always attached it to Europe and America. But watching that video made me realize that in Korea, there's the same LGBT community but it's not as widespread or [welcomed]. (D)

Students B, C, E, and H all expressed that the video was the most impactful element because it provided a real life demonstration of how South Korean educational personnel are beginning to demand measures to reduce LGBT discrimination in schools. See excerpts from B and D's interviews:

Especially the video really changed the way I felt about [this topic], because I could see more teachers actually becoming more open towards the LGBT community and calling for education reform. (B)

The video...takes a deeper look into an actual Korean public school. Words from the students and teachers. (D)

Thus, these responses suggest that an educational intervention may be more impactful when it includes a video element to graphically illustrate LGBT issues in a real life, context-specific setting.

Pattern 2: Statistics

The second recurring pattern under Question 2 was that the statistics section was the most impactful element of the presentation for four of the nine students. Students A and F stated that the statistics uniquely helped portray the prevalence of LGBT discrimination in South Korea, which was much higher than what they had previously believed. For example, these students stated:

The numbers presented were [higher] than I thought- I was thinking more of the low thousands or couple hundreds, but it was more like 8,000 who were being discriminated. (A)

The statistics had really high rates of people who received hatred and hate speech from other individuals and that helped me feel how the LGBT community is being treated in society. (F)

Students G and I both expressed that the statistics was the most impactful element of the presentation because it presented figures on LGBT self-harm in South Korea that they had previously been unaware about or believed were much less frequent. For example, these students stated through the interview:

The statistics part said 46% attempted suicide...I thought it would be [a lower] percentage, but I was shocked that the numbers were so high. (G)

Before, I thought [LGBT persons] would be more open about it and respected, but from the statistics on self-harming and committing suicide, I saw that they live in very harsh conditions. (I)

Thus, these responses indicate that an educational intervention may be more impactful when it includes statistics that portray the magnitude of issues such as LGBT discrimination and self-harm.

Pattern 3: Direct Interaction with LGBT Individuals

The last recurring pattern under Question 2 was that direct interaction with LGBT individuals was a necessary missing element that could have strengthened the presentation for five of the nine students. Students B and H stated that this type of exposure could specifically have helped them visualize many LGBT-related issues in society from the perspective of LGBT persons, which is an infrequent experience for them in everyday life. For example, these students stated:

It would be helpful if an actual person from the LGBT community could explain their story too. So we could know the other side. (B)

I think something that really helps is someone in the LGBT community having a conversation with someone who is not and trying to understand each other's beliefs. (H)

Students G and I stated that directly engaging with LGBT individuals could provide the unique opportunity to break stereotypes on both ends, but especially the current societal stigmatization against LGBT individuals. For example, these students stated through the interview:

I think interacting with these individuals and giving questions back and forth could really show that gay people are everyday, normal people. (G)

I think conversing with an LGBT person, instead of straight up lectures, can make you realize how there's not much difference. (I)

Student D expressed that adding this element of directly interacting with LGBT persons would be uniquely beneficial because it would help students to feel less distant from the LGBT community. For example, this student stated:

A big thing that could help is actual people from the gay community talking, especially Koreans. I don't think I know anybody that is Korean and part of the gay community. So their experience still feels a bit distant. (D)

Thus, these responses suggest that an educational intervention may be strengthened when it includes the additional element of directly interacting with LGBT individuals in order to help heterosexual students see LGBT issues from an LGBT perspective, reduce stereotypes against LGBT individuals, and help LGBT issues seem more pertinent to daily life.

Discussion

Conclusions

Returning back to the original research question, it can be concluded that educational intervention may not have a significant impact on changing the attitudes of KIS high school students, but may effectively reinforce original student attitudes towards the LGBT community. Furthermore, the findings suggest that an educational intervention may be more impactful when it includes the elements of a video to demonstrate LGBT-related issues in real life and statistics to portray the magnitude and prevalence of such issues in society. An element of direct engagement with LGBT individuals may serve to further strengthen and enhance the educational intervention.

Essentially, the findings disprove my original hypothesis. Whereas I had predicted that the majority of students with initial homophobia scores above the median would experience a degree of positive attitude change towards the LGBT community following the educational intervention, the majority experienced no attitude change and only a minority of the interview respondents (two students) expressed this positive attitude change.

However, it is necessary to *qualify* the conclusions reached as my participant sample was overwhelmingly non-homophobic to begin with. This means that although these conclusions may potentially be applicable to initially non-homophobic high school students at KIS, the impact of an educational intervention on the attitudes of initially homophobic students towards the LGBT community merits further research.

Therefore, I am able to reasonably conclude that educational intervention may not have a significant impact on changing the attitudes of *initially non-homophobic* KIS high school students towards the LGBT community. This is similar to the findings of Serdahely and Ziemba's study that I examined through my literature review (Serdahely and Ziemba, 1984).

Limitations

I was able to identify a number of other possible limitations to my research. First and foremost, my sample size for qualitative analysis was limited to nine participants, meaning that I only had nine datasets after the interview from which to draw my qualitative findings and analysis. Additionally, the participants within my study were limited to a certain demographic region in South Korea because they all attend the same school (KIS).

Furthermore, the fact that my data was based on nine students who self-selected to participate in this study (out of the 70 I emailed) rather than a random sample may mean that my conclusions reflect a degree of voluntary response bias, where participants are more likely to be strongly opinionated about a controversial topic of research. All of the aforementioned conditions mean that the conclusions of my research cannot necessarily be overgeneralized to apply to the entirety of the school population and/or especially the Korean population as a whole, given that this study was conducted at an international school.

Additionally, I was only able to analyze the immediate responses of KIS high school students to the educational intervention, as opposed to any long-term impact the intervention may have on their attitudes. Taking into consideration the fact that most of the studies cited through my literature review were conducted over a time interval spanning three to six months, it is reasonable to expect that student attitudes may shift over time. Therefore, although my research has concluded that educational intervention may not have a significant impact on changing the attitudes of initially non-homophobic KIS high school students towards the LGBT community in the short-term, the impact that education may have on their attitudes in the long-term merits further research.

Implications and Recommendations

Taking into account the limitations specified above, there are a number of potential implications for future research on this topic. First, future researchers can attempt to conduct a case study over the duration of four years on a group of students who attend a high school with an institutionalized human sexuality course. Researchers should administer a standardized test such as the HS at various points in between in order to track the changes in student attitudes towards the LGBT community over the long-term.

Additionally, researchers may initially select a participant sample comprised of a significant number of students in each of the four categories under the HS (high-grade non-homophobic, low-grade non-homophobic, low-grade homophobic, and high-grade homophobic). This would allow for an effective and viable comparison to be drawn between students' initial levels of homophobia and the degree of attitude change they experience towards the LGBT community as a result of the educational intervention.

Furthermore, the conclusions reached by this study may pose implications for schools considering the adoption of an LGBT-inclusive curriculum, or a system that utilizes institutionalized educational intervention by explicitly and/or implicitly integrating LGBT-related content. International schools in Korea may anticipate that the initially non-homophobic population of students most likely may not be significantly impacted by the introduction of this curriculum. It is also worthy to note that none of the students within my research expressed negative attitude changes following the intervention. Based on the conclusions that my research seems to suggest, schools may also consider incorporating the elements of a video, statistics, and direct interaction with LGBT individuals in order to perhaps bolster the curriculum's impact on student attitudes towards the LGBT community.

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