



IMPACT OF EXPERIENCES OF MARGINALIZATION AND DEVALUATION ON HEALTH AND WELLNESS OF LGBTQ'S STUDENTS IN VIETNAM

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Abstract: Today, issues related to the LGBTQ community are becoming more and more popular and widely debated. In the educational context, several issues can have a serious impact on the quality of life of LGBTQ individuals. This study was conducted to determine the impact of experiences of marginalization and devaluation on health and wellness of LGBTQ's students in universities in Vietnam. Through qualitative and quantitative methods, the research was conducted. Qualitative research was conducted through closed interviews with 95 students at universities. The quantitative study was based on data including 774 observations collected from students identified as belonging to the LGBTQ community from faculty and university administration. Research results show that the more experiences of marginalization and devaluation, the more the health and wellness of LGBTQ students declines. In addition, the degree of declining health and wellness depends on both the age and LGBTQ status of the students. For students of lower age, the greater the decline in health and wellness caused by experiences of marginalization and devaluation. The same is true for students who self-identify as being in the LGBTQ community. Finally, several recommendations were made for universities in Vietnam. Universities need to implement improved policies to limit marginalization and devaluation from occurring, especially among younger students.

Keywords: marginalization and devaluation, health and wellness, LGBTQ students.

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1. Introduction

Along with the development of science and technology, people have successfully explored

gender diversity platforms over the years, especially in new sexual identities. The issues concern people who identify as nonheterosexuality or have gender differences



from those assigned at birth. Despite cultural and legal advances, discrimination and discrimination against LGBTQ individuals remain an unresolved issue (Ragins, 2008). LGBTQ is The concept of LGBTQ is similar to LGBT but more general. LGBTQ refers to people who have a particular sexual orientation, do not identify themselves as of any gender, or are in the process of seeking their own sexual orientation. The study of issues relating to LGBTQ individuals helps parties better understand the existence of discrimination in order to provide precise directions to improve the quality of life of the LGBTQ community.

Surveys exploring issues related to discrimination against LGBTQ individuals have been conducted relatively extensively in the context of employees or workers in organizations (Tilcsik, 2011) and the results have contributed a major scientific basis to the field of human resource management in general. These studies have explained why LGBTQ individuals struggle in relationships and social situations (Carrigan, 2011), and are sometimes skeptical or deny their gender status (MacNeela & Murphy, 2014). In addition, a small number of qualitative studies have explored how LGBTQ individuals work to recognize the expressions and relationship status of these individuals. However, not much research has been conducted in the context of education in general and students in particular. In fact, bias against LGBTQ individuals remains prevalent in academic institutions (Bilimoria & Stewart, 2009; Patridge et al. , 2014), especially higher education (Ohland et al., 2011; Cech et al., 2011; Brown et al. , 2005). In fact, anti-LGBTQ sentiment has also emerged in the education sector, particularly at universities. This trend is strongly driven by personal biases coming from

both students, faculty, and staff in schools (Yoder & Mattheis, 2016; Hughes, 2017).

The study of LGBTQ individuals does not stop at issues of discrimination but is also developed with a variety of trends. One of these trends is to understand the consequences of being stigmatized and discriminated against. LGBTQ students may face negative experiences, including alienation from classmates. Subsequent studies have shown that being marginalized leads to negative experiences and degrades the health of LGBTQ students. As a result, many students chose to mask their LGBTQ status to limit the negativity they faced (Cech & Waidzunas, 2011; Yoder & Mattheis, 2016). In order to hide their LGBTQ status, students are forced to separate their school lives and personal lives. While these strategies may help avoid discrimination, they do not alleviate the mental burdens LGBTQ students face. LGBTQ students may even become more depressed and exhibit more negative emotions, such as fear of alienation and isolation (Cech & Waidzunas, 2011).

Overall, a better understanding of the relationship between inequality and student health will enable university administration and administration to develop strategies to improve the health and lives of LGBTQ students. Previous studies have mainly been conducted through qualitative interviews, so there is no solid basis for conclusions. This research will overcome this problem by combining both qualitative and quantitative methods to understand the impact of marginalization and devaluation on the health and wellness of LGBTQ students in Vietnam. This paper is implemented into six parts including an introduction, theoretical background, methodology, qualitative results, quantitative results, and conclusion.



2. Theoretical background

2.1. LGBTQ

LGBT refers to those who identify as lesbian, gay, bisexual, or transgender. Since the 1990s, the initialism and several of its common variations have functioned as a catch-all term for sexual orientation and gender identity (Parent et al., 2013). According to Acronyms, Initialisms & Abbreviations Dictionary (1985), LGBT is an adaptation of the initialism LGB, which began to replace the term homosexual in reference to the LGBT community as a whole in the mid-to late-1980s. When transgender individuals are excluded, LGB is still used instead of LGBT. LGBT may refer to anybody who is non-heterosexual or non-cisgender, not only lesbians, gays, bisexuals, and transgenders. To recognize this inclusiveness, a frequent variation of LGBT, LGBTQ includes the letter Q for those who identify as queer and question their sexual or gender identity. Consequently, the acronym LGBTQ may be described as follows:

- Lesbian refers to a woman who is emotionally, romantically, and sexually attracted to other women.
- A gay person refers to a person who is emotionally, romantically, and sexually attracted to people of the same gender. On occasion, it may be used only to refer to gay men and boys.
- Bisexuality is the attraction to both men and women and the ability to have sexual and romantic relationships with both sexes.
- Transgender may be used as an umbrella term for any person whose gender identity or gender expression does not fit with social expectations of

how a person of that gender should behave in relation to their gender. Transgender refers to both people who self-identify as transgender and those who are recognized as transgender for the purposes of discrimination and harassment protection. Transgender individuals may identify as heterosexual, lesbian, gay, bisexual, or questioning.

- Queer is an umbrella term for those who are neither heterosexual nor cisgender.
- Questioning refers to an individual, often a teenager, who investigates or questions his or her sexual orientation, gender identity, and/or gender expression. Some persons who are unsure of their sexual orientation may ultimately identify as lesbian, gay, bisexual, or transgender, while others may identify as heterosexual and not as transgender.

Children and adolescents from sexual and gender minority groups face stigma and discrimination at home and in school in Vietnam. The Vietnamese government has made significant efforts in recent years to protect the rights of lesbian, gay, bisexual, and transgender (LGBT) persons. Nevertheless, real progress has lagged behind these pledges, and young people are acutely aware of these policy gaps. Sexual orientation and gender identity misunderstanding are widespread in Vietnam. Some of this is generated by schools. Vietnam's sexual education legislation and practices fall short of international standards and do not compel conversations on sexual orientation and gender identity. In schools, LGBT issues are not covered in the main curriculum. While some teachers and institutions have taken it upon



themselves to educate pupils about sexual orientation and gender identity, the lack of inclusion at the national level leaves the bulk of Vietnamese students unaware of the essentials. Therefore, experiences of exclusion and devaluation have a direct influence on the health and well-being of LGBTQ students in Vietnam, a subject that demands prompt attention in schools.

2.2. Experiences of marginalization and devaluation

Minorities, in general, which can be referred to as transgender or natural male/female non-binary people, may be undervalued in relation to their self-worth due to a variety of factors. First, there is a theory called heterosexuality, which is a prejudice against LGBTQ at a macro level; it includes many regulations, laws or concepts, and cultures that support conventional male-female sentiment but at the same time create social prejudice against other gender groups, such as LGBTQ (Kitzinger, 2005). Accordingly, at the school level, it may include different student restrictions. For example, students are forbidden to change the personal pronoun they want to use to match their sexual orientation. Accordingly, this view that heterosexuality is the most acceptable sexual orientation and that there are two biologically defined sexes (Herek, 2007) and is widely accepted. This inadvertently makes other sexual orientations belittled and derided. Indeed, heterosexuality is expressed in individuals in the form of sexual prejudice or transphobia or discriminatory attitudes and behaviors based on sexual orientation (Herek, 2007). As a result, the underestimation of LGBTQ people may be amplified in Vietnamese schools, where the majority of students lack an adequate understanding of gender. Early research suggests that heterosexuality,

heterosexuality, sexism, and transphobia may be prevalent in educational settings (Cech & Pham, 2017; Cech & Waidzunus, 2011; Hughes, 2017; Yoder & Mattheis, 2016). There is also evidence that LGBTQ students in Vietnam face heterosexuality, transphobia, and sexism, as well as openly anti-LGBTQ attitudes. This common anomaly in educational programs seems to foster a culture of education in which LGBTQ individuals may have more difficulty developing their identity (Hughes, 2017) and feel they must work harder to compensate for their gender identity to be seen as capable students (Cech & Waidzunus, 2011). To move to places where they believe their LGBTQ identity is belittled or stigmatized, LGBTQ students may use strategies to overcome this influence or conceal their sexual orientation (Cech & Waidzunus, 2011; Yoder & Mattheis, 2016). Overcoming is a strategy in which people hide their stigmatized identity, such as LGBT people wanting to be seen as heterosexual by others (Yoshino, 2006). Others, although transgender, feel satisfied after a successful sex change but do not openly identify as transgender (Schilt, 2010). While these strategies can assist LGBTQ students to avoid stigma and prejudice in their educational programs, they pose more emotional and health challenges for these students than other non-LGBTQ peers do not face and can exacerbate feelings of social and academic isolation (Cech & Waidzunus 2011).

According to Elmer et al. (2022), LGBTQ persons are more prone to suffer loneliness than their heterosexual counterparts. Sexual minorities are more likely to be unmarried, childless, live alone, have less regular contact with their families of origin, and are generally at a higher risk for social isolation due to demographic factors. Minority stress, the detrimental effect of living with a stigmatized



identity, is an additional cause of the difference. Despite advancements in LGBTQ human rights, social rejection and stigma persist, which may be called marginalization. This relates to several types of marginalization, such as harassment, bullying, discrimination, microaggressions, and familial rejection. These unpleasant experiences may lead to proximal minority stress, which includes self-stigma, rejection sensitivity, and concealment of sexual orientation, all of which can impede the creation and maintenance of secure, fulfilling relationships. Some prior researchers have examined the relationship between marginalization and loneliness, but it wasn't until a 2017 piece in The Huffington Post that the subject garnered broad public attention.

Thus, the following hypothesis of this study can be stated:

Q1: Experiences of marginalization and devaluation positively impact on declining health and wellness of LGBTQ students

2.3. Moderating role of age

According to Van Beusekom et al. (2018), Older adults in the LGBTQ community are often more strongly affected by experiences of marginalization and devaluation of health and wellness. However, in the context of research on Vietnamese students, the opposite may be true. Indeed, younger, new students tend to be more vulnerable and affected both physically and mentally in the face of marginalization and devaluation. However, older students, after a period of study, were able to face this problem somewhat more confidently. Furthermore, over time, they can also find their own ways to avoid the negative effects of marginalization and devaluation on their health and wellness. Thus, the following hypothesis of this study can be stated:

H2: Age moderates the impact of experiences of marginalization and devaluation on the declining health and wellness of LGBTQ students

2.4. Difference between the LGBTQ status

Based on the facts, it can be seen that people with LGBTQ tendencies are subject to marginalization and devaluation at school, whether or not they actually belong to the LGBTQ community. Indeed, it can be seen that for non-LGBTQ students, the effects of experiences of marginalization and devaluation on declining health and wellness will become softer. This is because they themselves are not LGBTQ, so discriminatory effects are less likely to affect them strongly. However, among students who have recognized themselves as LGBTQ, the impact on their health and wellness will be much more severe when subjected to marginalization and devaluation. When these things happen at school, they are more offended by the lack of respect and equality, which leads to negative long-term health and mental health effects. Thus, the following hypothesis of this study can be stated:

H3: the impact of experiences of marginalization and devaluation on the declining health and wellness of LGBTQ students is different between the LGBTQ status

2.5. Quantitative research model

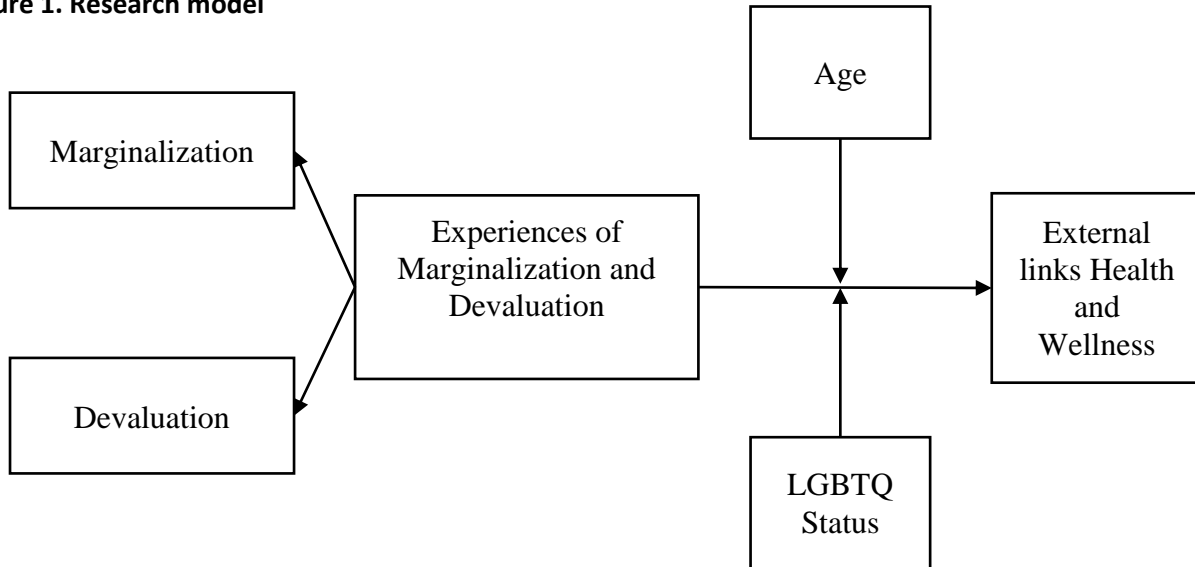
Based on the hypotheses proposed above, the research model has been established (Figure 1). This model is developed based on the model of Cech & Rothwell (2018). Experiences of marginalization and devaluation is a second-order variable, structured based on two aspects: (1) Experiences of marginalization and (2) Feelings of devaluation. Experiences of marginalization and devaluation is expected to have a strong correlation with the declining health and wellness of LGBTQ students under



the adjustment of student age. In addition, differences in the impact of experiences of marginalization and devaluation on declining

health and wellness will also be examined according to students' LGBTQ status.

Figure 1. Research model



3. Methodology

3.1. Research design

This study is designed in two parts based on qualitative research and quantitative research. For the qualitative study, interviews were held to interview 95 students, including 35 students from the LGBTQ community and 60 students (non-LGBTQ) who had been in contact with other LGBTQ students. The criteria for the 35 LGBTQ students interviewed were (1) studying at universities in Vietnam and (2) identifying as LGBTQ based on information provided by university administration and faculty. Interviews are conducted live and confidential, ensuring the privacy and security of the interviewee's information. Questions that use many terms unfamiliar to students, such as asexual or semi-sexual, etc., will be restricted from being used in the interview so as not to create difficulties for students. In case it is

mandatory to use specialized terms, the students will all be explained in detail the meaning of the terms.

For quantitative research, scales for variables will be developed from previous studies. After that, the questionnaire will be developed and edited through the advice and support of experts in the field. The completed questionnaire will be sent to LGBTQ students, with the support of university administration and faculty. The data collected will be cleaned through pre-designed island questions. As a result, there were 774 valid answer sheets used in the quantitative study. In the questionnaire, students will be asked to self-assess their LGBTQ status through the question, "are you in the LGBTQ community?". Of these, 147 (18.84%) students affirmed that they belonged to the LGBTQ community, while 628 (81.14%) students denied this. The students who responded were mostly between the ages of 19 and 20, meaning



they had been at the university for one year to two years. The number of students aged 19 was 237 (30.62%) and the number of students aged 20 was 280 (36.18%). The number of students over the age of 20 was 182 (23.51%) while the number of students aged 18 was the lowest with 75 (9.69%) students. The collected data will be examined and evaluated based on the PLS – SEM method.

3.2. Measures

Experiences of Marginalization. The scales used to measure Experiences of Marginalization were developed from research by Cech & Rothwell (2018), in which 5 items were evaluated based on a 5-point Likert scale. Two examples are "How accepted do you feel by your classmates?" and "How often in the past year have you avoided a social event?"

Feelings of Devaluation. The scales used to measure Feelings of Devaluation were developed from research by Cech & Rothwell (2018), in which three items were evaluated based on a 5-point Likert scale. The items are "My peers respect me for the work that I do", "How often in the past year have you avoided a social event?", and "Thinking about the past 12 months, have you avoided working on a certain school project or team?"

Declining Health and Wellness. The scales used to measure Declining Health and Wellness were developed from research by Cech & Rothwell (2018), in which four items were evaluated on a 5-point Likert scale. Two examples are "Over the past 12 months, have you experienced feeling exhausted from keeping your personal and professional life separate?" and "Over the past 12 months, have you felt nervous or stressed?"

3.3. PLS-SEM method

The PLS–SEM method was used to analyze the data in this study. This is the right approach to conducting exploratory studies in the context of unified, related theories (Hair et al., 2019). Quantitative studies on the impact of Experiences of Marginalization and Devaluation on the health and wellness of LGBT students in Vietnam are a new topic that scientists have not yet popularized and agreed upon. Therefore, the choice of the PLS–SEM method is appropriate (Hair et al., 2019). In addition, PLS–SEM is also considered a suitable method for processing survey data and processing models with quadratic structural variables (Hair et al., 2017). The PLS-SEM methodology in this study will be implemented in the following sequence:

(1) Measurement model: perform quality assessment of variables through 4 criteria: convergence (Outer loading, AVE), reliability (Cronbach's Alpha, rho_A, Composite Reliability), differentiation value (HTMT), and multilinear (VIF) as proposed by Hair et al. (2019).

(2) Structural model: performs an evaluation of linear structure model estimates and tests, including R-square assessment, correlation, and statistical significance assessment, regulatory role assessment, and impact differentiation testing.

4. Qualitative results

4.1. College Students' Views on LGBTQ

The results of the study show that LGBTQ is not a new concept among Vietnamese students. More than 85% of students interviewed (51 people) confirmed that they had friends or had been in contact with people from the LGBTQ community. The majority of



students have an open and supportive view of individuals belonging to this community. Others understand LGBTQ culture quite well and show admiration for brave people who are determined to stay true to their egos. Mostly, the students expressed support and sympathy for the difficulties in the lives of their gay friends. Some students have stood up to call for the rights of those in the LBGT community, to be with their friends, to listen and comfort them instead of fear or discrimination.

"Homosexuality is essentially an expression of sexual orientation, not metamorphosis or moral decay." - Male student, 3rd year.

"Gender is not only regulated by the body, but it is also a union with the soul, even if the soul and body cannot be reconciled, they are still an integral part of society." - Male student, 1st year.

"No one can choose their gender from the moment they fall in love with their mother. Sexual orientation is just a natural part of every human being." - Female student, 2nd year.

"LGBTQ is a natural issue, no one can choose their gender at birth, but they have the right to be true to their gender and sexual orientation." - Male student, 1st year.

Not only accepting homosexuality as one of the gender orientations, but many students also understand the difficulties the LGBTQ community is suffering. This group has a deeper awareness and empathy for LGBTQ people. They feel disgruntled by the hardships, disadvantages, and prejudices that homosexuals suffer. Some have expressed strong support for protecting individuals in the LGBTQ community from unfair treatment and discrimination.

"People of the same sex make me happy. Many times, I think a lot and don't know how to express myself when I see close friends struggling with coming out. At those times, I can only express that no one has the right to stop you." - Male student, 3rd year.

"The whole society, starting with individuals like us, needs to speak up to help gay people have a better chance of living with the people they love. I've had friends who have suffered the mental tragedy of going public with a homosexual or their sexual orientation. I want to fight for them and say they deserve to be happy." - Male student, 4th year.

"Gay people need to be treated like everyone else. They're human, know how to love, and need to be loved. We need to give them equality and fairness like the other genders." - Female student, 3rd year.

"Gay in general, gay and lesbian, are just very normal people like us, standing in the same sky, breathing the same air. So why should we stigmatize and disparage them with bitter words?" - Male student, 4th year.

"We must embrace female and male sympathizers, love sympathizes, and share with them. Whether gay or lesbian, it's just normal people who are stigmatized by society. Therefore, we educated, well-informed people, should bravely stand up for them." - Female student, 1st year.

"Les, gays are people who stay true to their sexuality, don't hide or deceive themselves." - Female student, 4th year.

"Although I can't fully understand the world of gay people, I firmly believe that I will always support them because they deserve to be protected." - Female student, 1st year.



"LGBTQ deserves a full, equal, and authentic life." – Male Student, 3rd year.

Support for the LGBTQ community is also reflected in how students value and think reasonably for this community. That is not because the other person is gay but because students have a stricter view of them. Not only do students respect their sexual orientation, but they also appreciate the personality and talents of homosexuals, like other ordinary people in society. Even some individuals in the LGBTQ community have become role models of courage to be honest and a symbol of talent in students' minds.

"When I meet an LGBTQ friend, I never see them as unusual, just as people who are different from me." - Male student, 2nd year.

"I have many friends who are gay. To me, they're great friends. They are adorable, talented, and highly creative. If they could live more comfortably and have the freedom to love, maybe those talents would be promoted even more. We should give back to gay people what they deserve from birth as a human being." - Female student, 4th year.

However, besides individuals with positive views and open perspectives, some students still misrepresent LGBTQ issues. Some students confuse LGBTQ as a disease and can (or should) be eliminated. Because these students see homosexuality as a social issue, they are uncomfortable discussing it even if they don't oppose it harshly. In general, the students' prejudice against homosexuality is at different levels or does not show apparent attitudes such as ignoring or disinterested. "Homosexuality is a disease and can be cured," so to speak, this is a common misunderstanding that students think about homosexuals. From

this skewed perspective, students are unlikely to accept homosexuality as a natural sexual orientation. It is the root of unintentional attitudes, words, and actions that hurt others, trying to change homosexuals or ignoring and rejecting them.

"Being gay goes against the nature of gender. People say that their hormones work differently. But aren't physiological mutations indicative of a disease?" - Male student, 2nd year.

"I'm not saying it's bad. I don't feel any differently when dealing with LGBTQ people. I think at some point, and their bodies will return to normal." – Male student, 4th year.

Only a few (3 views) have a non-positive idea of this gender orientation. They feel uncomfortable interacting with LGBTQ friends, even fearful or disgusted when they see gay people expressing their orientation. Some argue that opposition to this sexual orientation suggests that homosexuality will create social regression. Others say that homosexuality creates a negative trend when many people are influenced by western lifestyles or follow the "trend" to feel like a unique individual.

"I got old skin when I met a boyfriend who wore lipstick and high heels. I don't have the idea of hating anything; I'm just always uncomfortable with such cases." – Female student, 1st year.

"Same-sex marriage and homosexuals depopulate the population." – Male student, 4th year.

"They only act on the shallowness of youth..." – Male Student, 4th year.

In summary, it can be seen that Vietnamese youth now have an open view, and they support and agree with gay people, calling



for a more equal and better life for the LGBTQ community. However, there are still a few misconceptions about homosexuality and, therefore, quite prejudiced attitudes toward people in the LGBTQ community. It is these stereotypes that have severe consequences for homosexuals themselves that will be further analyzed in the following section.

4.2. Feelings of LGBTQ students

The results of the interview showed that all LGBTQ students had experienced psychological problems in the process of trying to be true to themselves. Most of them admit they are not allowed to live normally like most other people. If you want to be true to yourself, you have to live stealthily, be afraid of being discovered by others, and not have the full rights of others. Some students used to think of themselves as meaningless and marginalized in society. In their inner lives, with the "old" norms and prejudices of society, students have had to go through a long and complex psychological journey to learn, identify and accept their true gender. This was followed by the courage to come out in front of relatives and friends.

"Around the time I was in 8th grade, when I found out I was gay, I was in a crisis because the information on the subject was so scant. In grade 12, despite being supported by close friends, negative thoughts and feeling lonely always clinging to me, causing me to have suicidal thoughts once. At that time, I felt guilty; I did not deserve to be born, to exist. I have often thought of running away from home." – Male student, 2nd year.

Many students sometimes pretend to live contrary to their true selves to mingle with friends, family, or the surrounding community. Sometimes they feel like they are denying

themselves or hiding part of who they are. Worries about "fear of being *stigmatized by friends,*" "fear of not being accepted," "fear of being teased," and "bullying" have led LGBTQ students to keep their sexual orientation a secret, not even telling friends or relatives about it.

"I once met a girlfriend trying to have a normal life and hid my friends my tendencies. But I felt out of place and didn't care about her. We broke up." - Female student, 3rd year.

"Most of my best friends in middle school were gay. My best friends in college were also gay. I feel safe and understood when I'm around them. For ordinary people, it's tough to open up." – Male student, 2nd year.

"You have to pretend to live contrary to your true feelings to get along with your friends. Sometimes I feel like I'm denying myself, or hiding a part of who I am." - Male student, 2nd year.

"I still remember when I expressed my ego and sexual orientation, my parents tried to straighten me up by taking me to the hospital for treatment. So I always hide my tendencies from my friends. I'm afraid I'll be disparaged, seen as a psychopath." – Female student, 1st year.

"I'm just trying to be like everyone else, trying to forget that I'm different. However, just because I couldn't express my wishes, I gradually closed the door, locked myself in the world of reflection, and did not share anything with my friends anymore." – Female student, 2nd year.

"Growing up, I was like many people, falling in love and breaking up. Most of the reason we broke up was out of fear of society because the love of the LGBTQ community was



different. I've always been at a standstill and in crisis. The thought of meeting so many people like me... as it turns out, they still walk because society can't recognize differences on the part of others." – Male student, 4th year.

Some students reported that (15 out of 35 students surveyed), when entering the learning environment, encountered dilemmas, such as uniform regulations, discriminatory attitudes, and discrimination from friends, teachers, and school staff. Not stopping there, entering society, they have to endure many harsh words to disparaging attitudes from those around them. Acts of ridicule and gossip inadvertently become a binding rope that leads to homosexuals hiding their true gender, living in retreat, not daring to cross the lines of prejudice, and causing them incurable mental wounds that cannot be healed.

"My friends have dragged me out to gossip... And then the rumors reached my parents' ears." - Female student, 1st year.

"I used to be teased by my friends when I found out I was LGBTQ. If it has not been detected, it will be suspected by the person looking at me when my hair and gestures." – Male student, 3rd year.

"When I express my tendencies to my best friend, she always wants me to do unwanted activities such as changing my hair, clothes, and gestures to the right gender. " – Female student, 1st year.

"Now that I think about it, that was the time I felt the most terrible. I'm scared with whispers behind my back and people's scrutinizing eyes." – Male student, 3rd year.

However, nearly 40% of LGBTQ students surveyed remained optimistic in life. Some students may share their tendencies with close

friends and family and receive complete acceptance and support. As a result, they feel very comfortable being attracted to people of the same sex.

"When I came out with my friends and got support, I felt better, got through a tough time, and knew how to love myself." - Female student, 3rd year.

"We (the couple) have met twice, the time he went to Hanoi, we held hands and walked together, and I felt thrilled. On the way, I caught everyone's curious eyes, but I was still thrilled and thought that in the future, more people would have an open view of gay people in Vietnam." - Male student, 4th year.

"I've always felt uncomfortable in myself. Scent, body hair, masculinity. It wasn't until I realized I was a girl who liked other girls that I felt excited and a little nervous when I finally knew which community I belonged to." – Female student, 4th year.

"I'm glad the universe has finally put me in a place I've always wanted to be in." – Male student, 2nd year.

"After days of calming down, I resolved to be myself instead of throwing myself into a corner and crying. Immediately, she cut her hair, chose what she wanted to wear, and talked to her friends about her wishes but not publicly. Although I was a little confused initially, people understood me a lot." - Female student, 3rd year.

In summary, interviews with non-LGBTQ students showed that support and approval prevailed, but all students with a third-gender orientation experienced more or less psychological obstacles. In other words, despite the student community's positive and pro-gay views, LGBTQ individuals still fear rejection and



discrimination. This shows that communication and interaction between LGBTQ individuals and the surrounding community are still very divided and ineffective. In addition, not only from the learning environment, but LGBTQ

students also face many prejudices from other people in society, especially parents and relatives, who strongly influence their spiritual life.

5. Quantitative results

Measurement model

Degree of convergence values:

(1) Outer loading: as proposed by Henseler et al. (2009), two items, DHW2 and MARG4, were removed from the model because of the Outer loading coefficient < 0.7.

Table 1: Outer loading

	Devaluation	Health and Wellness	Marginalization
DEV1	0.818		
DEV2	0.825		
DEV3	0.831		
DHW1		0.836	
DHW2		0.637	
DHW3		0.819	
DHW4		0.820	
MARG1			0.736
MARG2			0.755
MARG3			0.743
MARG4			0.494
MARG5			0.728

(2) Average Variance Extracted: The variables all meet the AVE criterion > 0.5 (figure 2) as suggested by Hair et al. (2019), so no modifications are required in the model.

Reliability:

According to Hair et al. (2019), Cronbach's Alpha, rho_A, Composite Reliability values need to be less than 0.95 and greater than 0.7 to ensure reliability. The results show that the variables all meet these criteria, so no modifications are needed in the model.

Table 2: Cronbach's Alpha, rho_A, Composite Reliability, AVE

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Devaluation	0.765	0.767	0.864	0.680
Declining Health and Wellness	0.823	0.823	0.895	0.739
Marginalization	0.747	0.747	0.840	0.568



Distinguishing values:

According to Henseler et al. (2015), the HTMT value needs to be less than 0.85 to ensure differentiation. The results in Table 3 show that the HTMT values are all less than 0.85, ensuring the degree of differentiation values according to the standards of Henseler et al. (2015).

Table 3: HTMT

	Devaluation	Declining Health and Wellness	Marginalization
Devaluation			
Declining Health and Wellness	0.578		
Marginalization	0.717	0.661	

Multilinear:

According to Hair et al. (2019), VIF values less than 3 will ensure the multilinear problem in the model. The results in table 4 show that the VIF values are all less than 3, which guarantees the multilinear problem.

Table 4: VIF

	DEV1	DEV2	DEV3	DHW1	DHW3	HDW4	MARG1	MARG2	MARG3	MARG5
VIF	1.581	1.498	1.596	1.981	1.934	1.714	1.431	1.442	1.400	1.401

Structural model evaluation

R-square: the study model explained 37.8% of the volatility of Declining Health and Wellness due to the R-square coefficient = 0.378. This result is decent because it is still greater than 0.33 and is acceptable for exploratory studies (Hair et al., 2019).

In terms of impact factor, the results showed that marginalization and devaluation had a positive impact on Declining Health and Wellness at a significant 5% level due to the P-value < 0.05 and path-coefficient = 0.485 > 0. This result supports the H1 hypothesis outlined in the rationale section. As such, the negative emotions that come from alienation and feelings of abandonment due to LGBTQ discrimination will cause students to become exhausted and impaired. This is an important aspect that needs to be addressed in order to improve the lives of LGBTQ people.

Table 5: Model estimation results

	Path-coefficients	P-values	Statistical significance
AGE → Declining Health and Wellness	-0.222	0.000	yes
Experiences of Marginalization and Devaluation → Declining Health and Wellness	0.485	0.000	yes
Moderating Effect → Health and Wellness	-0.172	0.000	yes

AGE's regulatory role in the impact of marginalization and devaluation on Declining Health and Wellness is also supported by a P-value = 0.000 < 0.05 and path-coefficient of -0.172. As such, the H2 hypothesis is supported. This result suggests that further analyses are needed to understand the differences in impact between different ages. Specific analyses will be presented below.



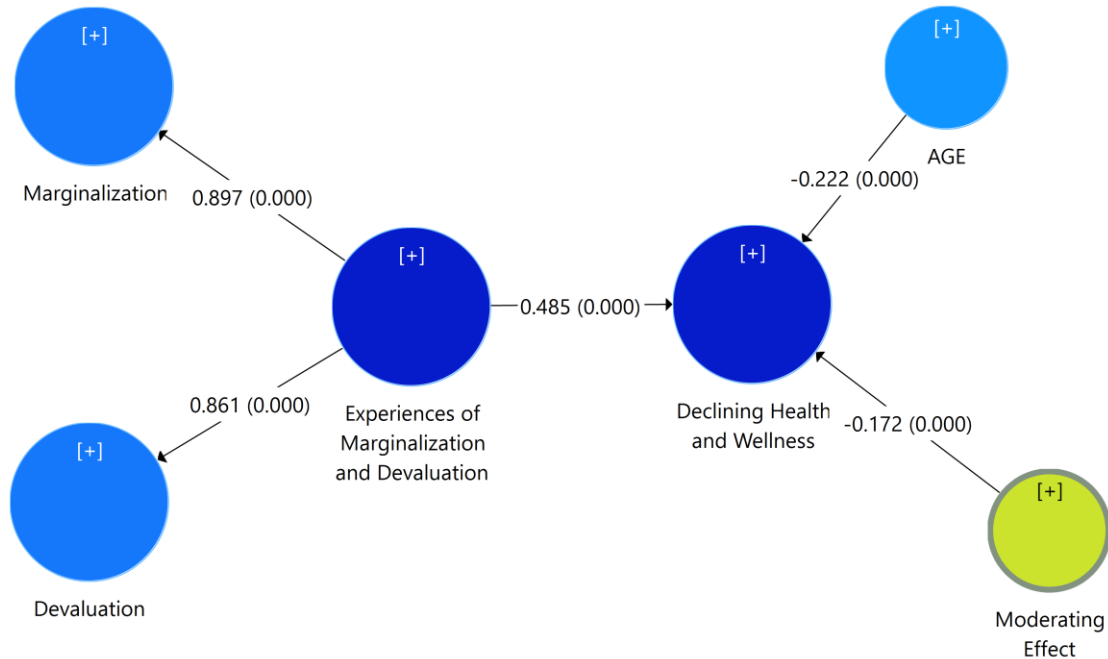


Figure 2: Model estimation results in Smart PLS

For a closer analysis of the regulatory role of age, this study conducted a two-dimensional interaction analysis (figure 3). This result demonstrates that there are differences in the impact of marginalization and devaluation on Declining Health and Wellness by age. For younger students (shown as the low AGE line in Figure 2), increasing experiences in two dimensions, marginalization and devaluation, will cause students to seriously decline in health. For older students, experiences of marginalization and devaluation still have a favorable impact on Declining Health and Wellness, but to a lesser extent. This is relatively plausible because younger students are often less experienced and more vulnerable. When exposed to negativity such as alienation, sexism, they will feel very stressed and tired. This result implies that the university and its stakeholders need to have policies that support community inclusion for LGBTQ students.

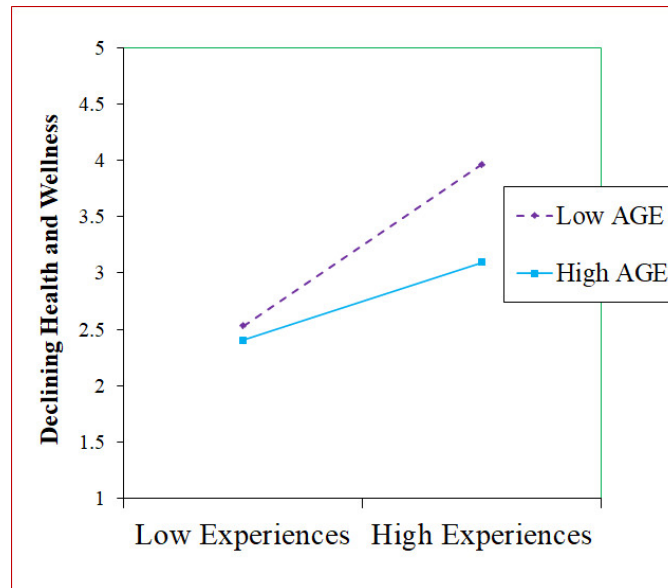


Figure 3: The regulatory role of age

In terms of impact differences, multigroup analysis (MGA) was applied to LGBTQ status variables (1 – LGBTQ people, 0 – non-LGBTQ people). The results of the difference in the impact test are shown in table 6.

Table 6: Results of LGBTQ status differential assessment

	Experiences of Marginalization and Devaluation → Declining Health and Wellness	P-value
Impact factor when STATUS = 0	0.592	0.000
Impact factor when STATUS = 1	0.803	0.000
Uneven	0.211	0.000

Thus, for non-LGBTQ people (coefficient = 0.592), the impact of Experiences of Marginalization and Devaluation on Declining Health and Wellness is weaker than that of LGBTQ people (coefficient = 0.803). In addition, this difference is statistically significant at 5% due to the p-value < 0.05. Thus, the H3 hypothesis is supported. This result implies that more attention should be paid to issues of discrimination against LGBTQ students.

6. Conclusion

The study aims to study the impact of Experiences of Marginalization and Devaluation on the health and wellness of LGBTQ students in Vietnam. From there, it seeks to develop a strategy to support LGBTQ students at universities in Vietnam. The study is conducted based on qualitative methods and quantitative

methods. Qualitative results have shown that most non-LGBTQ students interviewed showed an open attitude toward LGBTQ students. Some students have demonstrated a spirit of equality by addressing LGBTQ student rights. Some have expressed support for listening to and helping LGBTQ students integrate into society. Students tend to respect the gender of LGBT students and argue that LGBTQ students represent

strength and dare to be true to their sexuality. However, there are still a small number of students who feel unwilling to interact with LGBTQ students. These students often feel uncomfortable when LGBTQ students express their sexual orientation.

As for how LGBTQ students feel about studying at the university, some students have the mindset of hiding and denying that they belong to the LGBTQ community for a more comfortable life. Besides, some LGBTQ students are not in denial but are still skeptical about their true gender. While studying and living in college, some LGBTQ students agree that they have encountered dilemmas, including bad attitudes toward people in the LGBTQ community. Despite not facing them directly, LGBTQ students sometimes endure gossip and disparaging comments from those around them. On the other hand, some LGBTQ students say they are relatively comfortable sharing their particular gender orientation because they have the acceptance and support of their friends and teachers at the university.

In summary, assessments by non-LGBTQ students tend to be sympathetic and supportive of LGBTQ students and are willing to remove psychological barriers for LGBTQ students. But LGBTQ students don't feel it and often have negative thoughts. They fear rejection from teachers and friends, so they tend to hide from their other genders.

Quantitative research findings have also supported that being shunned, belittled, and neglected negatively impacts the health and lives of LGBTQ students. In particular, this negative influence is powerful for new students. Due to the inability to promptly absorb the disdain and alienation of those around them,

LGBTQ students of lower age often suffer from solid mental breakdowns. The lack of experiences in the university's new learning and living environment has made LGBTQ students of lower age more vulnerable. On the other hand, the more strongly students are aware of their LGBTQ status; the more vulnerable they are to negative attitudes from those around them. While LGBTQ students tend to be confident and comfortable sharing their true sexuality, they also have high expectations for the response of those around them. This is very risky because they will also suffer heavy disappointment when the attitudes of friends and teachers are not in line with their expectations. As a result, the decline in health and life becomes even stronger and more damaging.

Overall, based on these results, administrators and faculty at Vietnam universities should soon develop policies to improve the health and well-being of LGBTQ students. One of the sensible options is to offer programs/workshops on inclusive and supportive attitudes toward LGBTQ students on campus. In addition, the university should take strong disciplinary measures against the discriminatory and offensive behavior of LGBTQ students by any individual in the school. If possible, the university must design more infrastructure to support LGBTQ students further. The university must promote activities that engage LGBTQ and non-LGBTQ students through extracurricular activities, companion events, and more. Finally, there needs to be special attention from the school for low-age and newly enrolled



LGBTQ students. These will be solutions that will help the university achieve outstanding achievements in improving the health of LGBTQ students and contributing to building an equitable and united learning environment in the university.

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