

Sexual Stigma Among Transgender Students in Thai Textbooks

การตีตราทางเพศที่เกิดขึ้นกับนักเรียนข้ามเพศในแบบเรียนไทย

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Abstract

This article is part of a dissertation study of the sexual stigma that occurs with transgender students in Chiang Mai, it is a qualitative study. The purpose of the research is to study the gender stigma situation of transgender students in schools and to understand the nature of sexual stigma in schools, as well as to know the challenges and consequences of transgender students, faced with being stigmatized. The samples used in the study were transgender students, currently studying in senior high school grade 10-12, semesters 1-2 of the academic year 2018, a school in Chiang Mai, consisting of 15 people, divided into 3 groups of transgendered students each year to study according to research objectives and 2 male/female students of each year to study the attitude towards transgender students. Researchers use observations and interviews as the main way to collect data, to analyze the data to manage all of the information acquired above from the documents, interviews, and observation. The researchers opted for an Excel ready-made program because it has the features to help manage and integrate different types of data. The researcher's retrieved data from documents removed interview tapes and compiled data from observations. All data is published in the program so that the information is organized into a collective mindset and identified by the distinguished category. The findings are made in this article, it is a reflection of gender bias towards transgender people, which is a lesson used in some teaching subjects to continue to present sexually harassing and harassing content of transgender students. This is a new kind of social problem that Thailand has never said before. The content shown in such classes is considered to be a significant bias for transgender students.

Keywords: Stigmatization; Transgender Students; Gender; Thai textbooks

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บทคัดย่อ

บทความนี้เป็นส่วนหนึ่งของงานวิจัยที่ศึกษาการตีตราทางเพศที่เกิดขึ้นกับนักเรียนข้ามเพศในจังหวัดเชียงใหม่ โดยเป็นการศึกษาเชิงคุณภาพ ซึ่งมีวัตถุประสงค์ของการวิจัยคือ เพื่อศึกษาถึงสถานการณ์การตีตราทางเพศของนักเรียนข้ามเพศในโรงเรียน และทำความเข้าใจถึงลักษณะการเกิดการตีตราทางเพศภาวะในโรงเรียน รวมถึงทราบถึงความท้าทายและผลกระทบที่กลุ่มนักเรียนข้ามเพศ ต้องเผชิญกับการถูกตีตรา กลุ่มตัวอย่างที่ใช้ในการศึกษาเป็นกลุ่มนักเรียนข้ามเพศ ในระดับชั้นมัธยมศึกษาปีที่ 4-6 ภาคเรียนที่ 1-2 ปีการศึกษา 2561 โรงเรียนแห่งหนึ่งในจังหวัดเชียงใหม่ จำนวน 15 คน โดยแบ่งเป็นกลุ่มนักเรียนข้ามเพศ ชั้นปีละ 3 คน เพื่อศึกษาตามวัตถุประสงค์ของการวิจัย และนักเรียนที่มีเพศสภาพเป็นชาย/หญิง ชั้นปีละ 2 คน เพื่อศึกษาถึงทัศนคติที่มีต่อเพื่อนนักเรียนข้ามเพศ ผู้วิจัยใช้การสังเกตและการสัมภาษณ์เป็นวิธีหลักในการเก็บรวบรวมข้อมูล ในการวิเคราะห์ข้อมูลเพื่อที่จะได้จัดการข้อมูลที่ได้มาทั้งหมดที่ได้กล่าวมาข้างต้น จากเอกสาร การสัมภาษณ์ การสังเกต ผู้วิจัยเลือกใช้โปรแกรมสำเร็จรูป Excel เนื่องจากโปรแกรมนี้นี้มีคุณสมบัติในการช่วยจัดการและบูรณาการชนิดของข้อมูลที่มีความแตกต่างกันได้เป็นอย่างดี ผู้วิจัยได้ดึงข้อมูลจากเอกสาร ถอดเทปการสัมภาษณ์ และเรียบเรียงข้อมูลจากการสังเกต ข้อมูลทั้งหมดจะได้จัดพิมพ์อยู่ในโปรแกรม เพื่อให้ข้อมูลถูกจัดเข้าในเชิงความคิดรวบยอด และถูกระบุประเภทที่มีความโดดเด่นชัดเจนออกมา ข้อค้นพบที่ได้ในบทความชิ้นนี้ ทำให้เห็นภาพสะท้อนของอคติทางเพศที่มีต่อคนข้ามเพศ ซึ่งที่เห็นได้อย่างชัดเจนคือบทเรียนที่ใช้ในการเรียนการสอนบางกลุ่มสาระวิชายังคงนำเสนอเนื้อหาที่เป็นการเหยียดและล่วงละเมิดเพศภาวะของนักเรียนกลุ่มที่มีความหลากหลายทางเพศอีกด้วย ซึ่งถือว่าเป็นปัญหาสังคมรูปแบบใหม่ ที่ประเทศไทยไม่เคยพบเรื่องนี้มาก่อน โดยเนื้อหาที่แสดงในแบบเรียนดังกล่าวถือว่ามีความเป็นอคตินักเรียนข้ามเพศอย่างมาก

คำสำคัญ: การตีตรา, นักเรียนข้ามเพศ, เพศภาวะ, แบบเรียนไทย

Introduction

When discussing, “sexual norm” in the school, which we cannot deny that the school is the primary institution of the students in learning about various social norms, especially in the school, which it is the place for children to learn how to socialize the values and relationships between individuals, including sex stories, but nowadays the school still teaches only one side of sex. The teaching of sex in the school continues to be taught in the matter of “masculinity and femininity” in the manner of men and women as the result of the creation of a sex casting system, for example, speech, like being a leader, like challenges and risks, having a single, strong, violent, aggressive, often used violence to solve, and to remove itself as a hub. These traits are seen as males. The part is a good listener, is the following, is gentle, attentive, caring for others, is delicate, and peaceful. These traits are seen as female (Learning community gender education, 2014), and in the textbook, amount 538 books, which Tansawatwong (2015) has randomly chosen to analyze the data in the subject “Gender in Thai schools: do we grow in the way we have been preaching in school?”. Such findings have been found to offer males in a number that is more than female;

females are presented at lower levels of males, such as roles, duties, responsibilities, and activities. Men will have a picture of the leaders and in various career roles. While women are limited by the duties of wives and other inferior roles in society, all of which is the question of whether the school has the most ideal environment to cultivate sexual equality or not, because of the bias, gender in various angles has been formed through school courses and social values that regard the “man” and “woman”, is transmitted and can be seen from the classes and teachers.

Where to manage school gender teaching teachers should teach them as holistic, not just to teach males and females alone. It is taught to understand a wide variety of sexual lifestyles. It is not to guide students in the direction of what we teach, but teach them to know. Understand and accept other people with different sexual lifestyles. Teachers are considered to be an important person to effectively manage their sexuality in education. The ministry of education recognizes the necessity and sees the importance of sex teaching on campus. Therefore, the company has set up a budget for the management of students in all classes of education. The Public Health Technology Development Organization (PATH) is a management company that accelerates the management of education in schools around the field to the youth of the school in a continuous and thorough system. The emphasis is on learning about sexuality in education, as part of the school curriculum, following the learning standards of the basic education curriculum, to develop the youth to understand sexuality. It has material about the development of ergonomics and covers the main concepts of sexual behavior that refers to sexual expression under the framework of society, culture, biology, and personal nature, with a purpose that allows learners to express their sexual way by respecting other people's rights. Distinguish sexual acts that make life happy with actions that are harmful to themselves and others (Sureeporn Nantapanit, 2009).

When considering the context of a school in Thailand, we will see a reflection of sexual prejudice to transgender. Which is seen some of the lessons used in the course of teaching are still present in the content that is racist and sexually infringing students of gender-rich groups, such as group learning, health, and physical education, grade 1 with content "gender discrimination in textbooks" by giving the meaning of sexual deviation "is an abnormality in people with sexual feelings, attitudes, as well as inappropriate sexual behaviors, unlike most people in society, are often caused by abnormal mental conditions, making it not possible to control themselves, but do not mean that psychosis or insane is only a psychiatric disorder, unusual personality."



Figure 1 Show the textbook for learning about health and physical education secondary school level according to the core curriculum of basic education, 2008 B.E.

The content displayed in such a class is considered a bias that is found to describe the group of people strangely. It is also important to remind women and males to be aware of interactions with this group of people. The researcher's subsequent question is what the scholars and the authorities need to think of so much is to leave the children's class. How is it packed with “sexual bias” and “stretching” like this? Many children with sexual diversity time meet this content in the classroom. He feels abnormal, feeling pressured, stressed, as a result of the study. He had to open the book, read the content that was the same as the heart of the knife itself. The bias that is stuffed into all classes is also a factor that contributes to the family's violence.

Most of the problems associated with transgender situations, especially those that occur with transgender students, are considered to be at an age of life. Therefore, the researchers were interested in studying the situation with a diverse group of students to understand the context of stigma, as well as problems and challenges. Because academics are the place where transgender students spend the most time and the general environment of academics, teachers and school personnel, and students who study together, influence stigma, as well as issues and challenges for transgender students. Therefore, the information is made to understand the situation of transgender students in schools, and understand the nature of sexual stigma in schools, as well as to know the challenges and problems that transgender students face.

Literature review

The cross-gender situation in school

Guadamuz (2013), a senior researcher states that a place that should be safe like schools, classrooms, and restrooms becomes hell for some cross-gender students. It is a reason that some cross-gender students have to hold their urinary bladder for more than 4 years. It may not be a serious issue for others but it is a serious issue for cross-gender students who are bullied every day as it causes stress. A research team conducted qualitative research and found that cross-gender students who were bullied every day would have mental health issues such as depression disorder, suicide, unprotected sex, and drugs. These problems can lead to other forms of social problems which people have never talked about in Thailand. (Mahidol University, 2013) Thai people often talk about fighting between students, teasing, and using weapons, however, they have never talked about bullying or abuse. People who are abused or bullied every day can accumulate stress and lead to other problems (BangkokBusiness, 2013). These causes make the cross-gender students feel unsafe in their school. It is similar to research by Plan International Thailand, UNESCO, Bangkok Metropolitan Administration, and Mahidol University (2013, p. 83). These studies have proved that there is an increasing number of people who are intensively abused in all regions in the world due to their sexuality or their gender identity. It can happen to the young generation in many forms such as physical, verbal, social, and sexual abuses.

Besides the mentioned bullying, it is found that gay students or kathoey encounter another bullying in the form of “rape prank” or sexual forcing that makes them embarrassed. While lesbian students, or tomboys, are a group that other students liked the least. Some schools have organized a hate-tomboys group. These students are often bullied by male students in front of the school restrooms. This bullying makes those students do not want to use the restrooms all day. It is also found that the students who study in their middle school are abused by verbal more than in high school. However, in other aspects, there are not many differences.

The concept of stigma

The concept of stigma or Stigmatization can translate into the Thai language can be described in many words include stigma (Pariwutti, 2010). Stigma is the feeling that means feeling that is stamped or sin that is embedded in your mind forever. Stigma is what society is created means that the person is seen as a social disorder are very different looks from other people in society, or seen someone with a badge that people completely. This unusual characteristic will be stamped with the party was the social stigma, resulting in a society looking as if that person is a slave or a criminal offense, a study of Feagin's (1963) classification of stigma can win the 3 following categories.

1. The consignor or the stigma caused by physical appearance, physical characteristics, which means different from the usual norms, physical characteristics, such as incomplete the gender of chronic disease, etc. Stigma in this manner it can be changed according to the perception of a person or patient or any other person.

2. The stigma or the stigma arising from personality, spotted refers to the appearance of abnormal personality deviations from the standard of society, such as the HIV drug. Those are habits that do not match the sex self, chronic alcohol user's mental disease patients, patients with sexually transmitted diseases, etc.

3. The stigma or the stigma arising from ethnic or prejudices this stigma occurs when groups of people then discovered that another group, the comparison is faulty in the norms of their own created group. This occurs when a group of people aware of race or ethnicity of the self, etc.

The stigma has been developed by researchers associated with the characteristics of a person that is different from others. In a society so this means, including external features and internal features, resulting in the person being valuable in situations (Crocker, Major, & Steele, 1998) and, in other words, Mote is the relationship between negative quality and feature that someone, or something, or the image many people have of a particular type of person or group often is true in reality.

Sexual Stigma in Thai Textbooks

Health and Physical Education at Mathayomsuksa level 1-6 according to the curriculum at the Office of Academic and Educational Standards, Office of the Board of Basic Education, Ministry of Education. This contains material that incorrectly conveys information about people, whose genders differ from the gender of origin, causing prejudice, disgust discrimination, and violence against students of gender, different genders of origin.

In 2018, those affected by the class have filed a petition to the Committee on Discrimination, Unfairness of Gender, under the Gender Equality Act 2015, to ask the Committee to consider the decision to the Office of the Basic Education Commission, Ministry of Education, to amend the Core Curriculum for Basic Education, B.E. 2008. In such classes, the term is used on behalf of people whose gender condition differs from the sex of birth as sexually deviant. Even the introduction in the book suggests that it should not be associated or intimate because it's a person who doesn't have a future. It is a term that undermines the dignity of humanity and promotes prejudice. If the learner grows up in the future, these students have encountered people with such gender conditions who may understand that they are unusual, this can result in violence. The petition sees that this kind of content should not be used as an academic book. Information is distorted by academic principles and reality.

However, those affected want the Office of the Basic Education Commission to amend the Core Curriculum for Basic Education, B.E. 2008. This is a guide to compiling the contents of the Book of Health Studies Mathayomsuksa level 1-6 and canceling the contents of the study book about all sexual deviance, the knowledge that is correct according to world health organization standards is used as knowledge to correct.

Methodology

This study is a study focusing on education, using the principles of qualitative research to collect information related to the stigma situation. Transgender students in a textbook and understand the characteristics of sexual stigma in the school including the challenges and problems transgender students face in getting sigma from the textbook. Researchers used observation and interviews as the primary method for collecting data. The researcher would like to explain the characteristics of observation and interview used as research tools as follows;

The observation is a technique gathering the research data that the observers use visually watching or studying events, the phenomenon during the teaching of the teacher to understand the nature and relevance between the elements of the event or phenomenon of the classroom management session. The researchers choose two types of observations: direct observation, which is observed to the sexual stigma of student's transgender in the study book, the nature of sexual stigma in the textbook, as well as the challenges and effects that the student group transgender to face the stigma. Indirect observation is an observation of the teacher's teaching method to transgender students. In principle, the observation of the researchers must have a certain goal, to examine the observation, make observation notes try to observe a lot of information. Study the theory that will help to study the relationship between events and information, and to determine the duration of the observation and place them neutral.

In the interview section for data collection, the researcher has compiled a variety of experiences with relationships. Some of the information has been obtained from documents which are curriculum, learning management plans, policies, school regulations including key informant groups that need to be interviewed for information by being a teacher in the subject of health and physical education and social studies learning religion and culture, the number of interviews is 3 people.

Results

Racism in textbooks for health education and Buddhism

Learning and teaching management in health education it was found that the textbooks on health education at the level of grade 6 we're not found to have the sexual stigma. But found in the textbook of health education in grade 4 that contains the content of “racism in the textbook”, by talking about sexual values that “Women should not show sexual desire even though they are married, and about dating friends if dating a friend who has wrong behavior such as going out at night, having sexual orientation will cause trouble and no future” and in the textbook of health education at grade 5, With the content of “stretching in class” by discussing sexual deviations, “it can be found in both females and males, which the person will demonstrate inappropriate sexual behavior such as gay and lesbians make the society feel wrong, according to the defined norms of society”, it can be seen that the class in such sexuality is too much of a sex story. The content displayed in such a class is considered a bias that is found to describe the group of people strangely. It is also important to remind women and males to be aware of interactions with this group of people.

The presentation of such content is stigma and makes it possible for people who do not meet their role expectations. Behavior and sex trajectory become sick, mental disorders have not yet helped learners with sex, trajectory, and expression differ from mainstream, well-being, good sexual health, or confidence and self-esteem. As a result of subjects in sexuality, it may also be a cause of a bully of students with various behaviors identified as sexual deviations.



Figure 2 Racism in textbooks, speaking of transgender groups as “sex-obsessed group”

As for the teaching and learning of Buddhism social studies learning group religion and culture in grades 4-6, no stigma transgender students were observed. But found on online media that teachers use in teaching, stating that a man called “ladyboy” is not allowed to become a monk. Still talking about ladyboys in Buddhism, it is stated that “Buddhism calls ladyboy the “sexless man” in the discipline. Using this term means a man who is happy to have sex with a man with a feeling of being a woman. In the past, ladyboys were ordained as monks, then invited the monks to have sex, but being driven away by those monks who are ladyboys, therefore, inviting them to have sex with elephants and horses. When the elephant shepherds had sex with a ladyboy monk, they announced that This Buddhist monk, if not a ladyboy having had sex with a ladyboy. The monks heard the story and told the Lord Buddha, his highness, therefore, ordered not to ordain a ladyboy, and the ordained ladyboy then immediately left the ordination ladyboy is, therefore, the first person in the 11 people who do not allow ordination”.

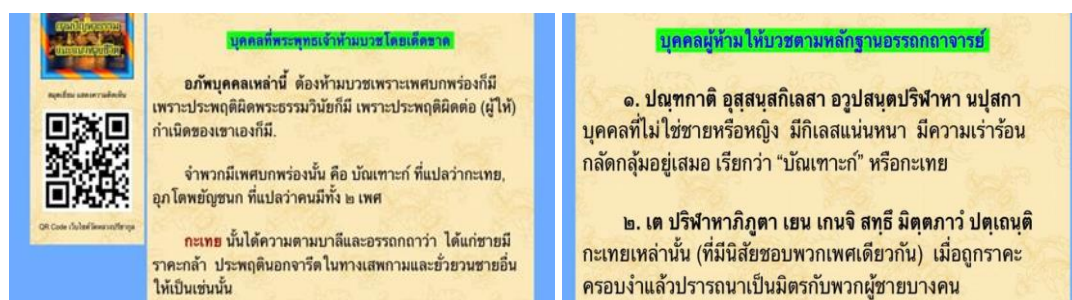


Figure 3 Racism in textbooks on online media

The problem of the past, gender, and sex is the condition of the former society because of the way of thinking about sexuality. It has not happened because, in the old society, gender with sex condition is a difficult and sexuality concept, it is a modern concept that challenges science techniques in the classification of religions, laid based on belief and modern society, based on the base of knowledge that requires accuracy. And is based on a universal knowledge of truth and is available in all situations. The idea of modern sexuality has given the role of the people's duty, unlike the concept of sexuality in religion, that is, the role and duty of the people in society are still directed by gender and sex, these conditions and concepts, which result in people outside the definition of men and women are punished, stigma, discrimination and leads to being expelled from society. Above all, it is the interpretation of the word "sexless" in the Buddhist past, which gives a broader understanding that the group of sexual diversity is the same as the group that prohibits the ordination. A group of people who have been sexually ordained, as a source of the

last religious association, that no Buddhist monks expressed their behavior following their origin sex, the more it is to emphasize understanding and clarify that a diverse group of sexual behavior is a deviation of gender.

Discussion

The findings are following the research of Vichit Wongwareatip (2016, pp. 2-3), which studied the class of gender and hygiene at early secondary school, which found that the content of the textbook is also full of sexual bias and bias regarding sexual diversity. Learning about any publisher this is because the world has only two sexes (female and male) and these two sexes are the only normal and natural sex way acceptable only to love a different one, same-sex love or expression (a dress gesture verb) that does not match the gender stem. For example, the transgender is identified as a sexual deviation and is classified as a group of other sexual deviations, such as to show that they prefer to use sexual violence by making others or themselves painful, in which the “sexual deviation” will be judged as a psychological disorder. Content in the “characteristics of sexual deviations” section of the various publisher classes identify the different items. Some publishers are written with 10 or more behaviors, you can see that understanding of each publisher is different, or do not check with modern knowledge internationally, such as the world health organization or the American psychiatric association, classify various behaviors. However, every publisher will choose the portrait of the dress as a ladyboy. Presented as examples of sexual deviations and continued use of the call with bias, such as “homosexuality”, “sexual delusion” content in the section of “sexual problems”, attempted to provide information in two linked threads, “causes of sexual deviations” and “prevention of sexual deviations”, however, the descriptions in these two topics are laid out on old-fashioned knowledge, such as the role, behavior, and relationship of parents, even claiming to be caused by imitation or as a result of the media. Also, the content of violence is not a dimension of violence, which is done based on prejudice to transgender and same-sex lovers.

Conclusions

From the findings, the content displayed on such a class is considered a bias that is found to describe the group of people strangely. It is also important to remind women and males to be aware of interactions with this group of people. The researcher's subsequent question is what the scholars and the authorities need to think of so much is to leave the children's class. How is it packed with “sexual bias” and “stretching” like this? many children with sexual diversity time meet this content in the classroom. He feels abnormal, feeling pressured, stressed, as a result of the

study. He had to open the book, read the content that was the same as the heart of the knife itself. The bias that is stuffed into all classes is also a factor that contributes to the family's violence.

Currently, there is no denying that the problem of textbooks that bias about gender diversity is the cause of bullying in class. That's when it's about school gender teaching, one of the most important findings is that teaching gender in teachers' schools often has different opinions between the teachers. In the course of a gender teacher, the child must learn so that the children will be able to know the same thing. As for the guidance teachers, it looks like teaching gender education is like two options, instead of being good, things may turn out to be bad. Solving the problem of gender teaching teachers are required to understand the subject of gender-rich individuals who can provide assistance and consultation with this group of students. This is considered an issue in which teachers should focus more and try to make it more important. Teaching the sexual diversity of individuals in the school may not be directly taught. However, it is important to teach all sexes for love, gender, and transgender.

Therefore, for the content that appears in the textbook should be subject to gender enhancement, the role of relationship, gender, and gender diversity, for example, the term of sexual diversity in the course is divided into three groups: a diverse group of sexual identity, diverse groups of sexual orientation, and a diverse group of sexual expression. Also, sexual health issues should be added, such as sexually infectious diseases, to know the anti-HIV/AIDS drugs, and unwanted pregnancies. As well as the knowledge of all-around human life, it is a good thing to pack into the course, because it must be content based on the age range. The suitability of the readiness to recognize and understand the things, therefore, the knowledge of sexual diversity is appropriate, must make the child understand that this is normal in society to respect and honor.

Examples from the UK teach to accept diversity from children in the UK and also focus on sexual diversity. In the past, the Kingdom approved the use of picture books to be used as teaching materials to elementary school students throughout the country on relationships and gender education (RSE), and equality of the group gender or LGBT. This is a comic book that teaches children to learn about accepting differences in society and respecting the equality of social partners. The story of a variety of lifestyles, such as the stories of the gay penguin pair, helps to feed the baby, the story of a boy who wants to dress as a mermaid, as well as the story of a lesbian couple with their children. Although these books are resisted by a conservative parent, the educator suggests that children have to be educated in the equality of the sexual diversity group, which is part of the United Kingdom law today. If Thailand has done such a class, the learner will be able to see sexual diversity to become common in Thai society. When everyone

considers each other without a different sex story and is involved, people will be able to truly look at the potential of their abilities, and the people of the Thai society do not have to struggle with this sexual diversity campaign.

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