

# Research actions carried out in universities in relation to the homosexual and transgender community

Acciones investigativas realizadas en universidades con relación a la comunidad homosexual y transgénero  
Ações de pesquisa realizadas nas universidades em relação à comunidade homossexual e transgênero  
comunidade

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## Abstract

**Introduction:** The homosexual and transgender community face attitudes of rejection by society, and specifically, situations of homophobia and transphobia in the university context. **Objective:** To analyze investigative actions in the international context carried out in universities in relation to people with homosexual sexual orientation and transgender gender identity. **Methodology:** Systematic review of scientific research, in which 63 articles were identified for analysis by applying the PRISMA statement. In this way, a total of 56 articles were obtained that met the required inclusion criteria. **Conclusions and discussions:** Most of the articles found report on research carried out with the heterosexual population, inquiring about social support, attitudes and construction of meanings towards homosexual sexual orientation and transgender gender identity in the university context. For their part, those studies that take the homosexual and transgender population as main actors address the process of recognition of sexual orientation and the difficulties to which the community is exposed in the different contexts of interaction.

**Key words:** Sexual orientation; Gender identity; University.

## Abstract

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**Key words:** Sexual orientation; Gender identity; University.

## Resumo

**Introdução:** A comunidade homossexual e transgênero enfrenta atitudes de rejeição da sociedade e, especificamente, situações de homofobia e transfobia no contexto universitário. **Objetivo:** Analisar as ações de pesquisa no contexto internacional realizadas nas universidades em relação a às pessoas com orientação sexual homossexual e identidade de gênero transgênero. **Metodologia:** Revisão sistemática da pesquisa científica, na qual foram identificados 63 artigos para análise através da aplicação da declaração PRISMA. De no total, foram obtidos 56 artigos que preenchem os critérios de inclusão exigidos. **Conclusões e discussões:** A maioria dos artigos encontrados pesquisa realizada com populações heterossexuais, investigando o apoio social, atitudes e construção de significados de sentido em relação à orientação sexual homossexual e identidade de gênero transgênero no contexto universitário. Por outro lado, aqueles estudos que e a população transgênero como principais atores, abordam o processo de reconhecimento da orientação sexual e das dificuldades a que a comunidade está exposta em diferentes contextos de interação.

**Palavras-chave:** Orientação sexual; Identidade de gênero; Universidade.

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## Introduction

Sexual diversity is understood as a set of emotional, affective and sexual expressions that involves: (a) sexual orientation, taking into account the erotic-affective direction of the love object (heterosexual, bisexual, homosexual); (b) gender identity, which consists of the identification that each individual constructs in coherence with gender (cisgender, transgender); and (c) the expression of said sexuality, in which individual behaviors and preferences are shown (Careaga, 2000; Moral, 2009; United Nations Population Fund, 2016).

Therefore, according to the patriarchal system in which certain societies are inscribed, sexual diversity is not recognized, accepted and respected. Thus, a single sexual orientation (heterosexual) and gender identity (cisgender) is legitimized, where all those expressions that deviate from this norm are considered unnatural. In this sense, Zambrano, Ceballos and Ojeda (2017), Braga et al., (2017) and Ceballos et al., (2021), refer that many times people generate prejudices, stereotypes and discrimination (homo-phobia and transphobia) that violate the physical and psychological integrity of homosexuals, bisexuals and transgender people, based on socialization, habits and daily behaviors among individuals.

According to Colombia Diversa reports made in recent years, Lesbian, Gay, Bisexual and Transgender (LGBT) people were murdered in clear cases of intolerance. As of the last reported information, in 2020 there were 75 homicides, 14 threats and 20 events of police violence against this population. While in 2019 there were 106 cases of murdered people (Colombia Diversa, 2018; Colombia Diversa, 2020). In addition, it is found that between 2018 and the end of 2019 numerous violent displacements were generated in the country because of sexual orientation and diverse gender identity (Rodríguez, 2020).

Consequently, the LGBT population must face personal, family and social conflicts, being susceptible to find themselves in situations of economic and educational instability, related to low social support, prejudice, stereotypes, discrimination and expulsion at an early age from their homes. This scenario increases the possibility of mental health affectation, identifying cases of: anxiety, stress, low self-esteem, depression, suicidal ideation and behavior, victimization and risks in sexual and reproductive health, among others (Piña and Aguayo, 2015; Luján and García, 2017; Williams, 2017; Okanlawon, 2017; Ferreira, 2018; Galindo, Gómez and Manosalva, 2018; Wilson, Asbridge and Langille, 2018; Shin, 2019; Zanata et al., 2019; Batten et al., 2020; Ceballos et al., 2021), which hinder the process of recognition of homosexual orientation and transgender gender identity on a personal and social level (Zambrano, Hernández, & Guerrero, 2019).

In addition to the problems presented, there are situations of violation of rights related to the current situation of the Covid-19 pandemic, which, among other things, increases the possibility of dropping out of school, difficulties in guaranteeing economic support and a number of scenarios that worsen the quality of life of the diverse population (Paván, 2016, cited by Di Toro, 2020).

For this reason, it should be taken into account that the above problems are observed in different contexts of interaction, thus, the educational sector and in this case the university sector is no exception, finding attitudes of rejection towards the homosexual population, homophobic and transphobic language and practices of students, teachers and managers (Velásquez, Gutiérrez and Quijano, 2013; Zambrano, Pe-rugache and Figueroa, 2017; Zambrano, et al, 2019).

Therefore, in universities, aspects such as the limited participation of women in management levels, curricula without a gender approach, discrimination and gender-based violence are recognized (Fuentes, 2016). Similarly, aspects related to the lack of training on issues of inclusion, lack of equalized attention, use of inappropriate language, using incorrect names or pronouns (Fernández, Tristán and Heras, 2020); which evidences the limited contextualized work to the LGBT sector.

In sum, the present study starts with the objective of analyzing research actions in the international context carried out in universities in relation to people with homosexual sexual orientation and transgender gender identity. This will allow a way of verifying whether the different university academic units continue with their pending task of generating action strategies to intervene the diverse population and train the educational community on issues related to diversity (Barrón, Salín, & Guadarrama, 2014; Londoño, 2015; Mesa & Carvajal, 2016). Thus, this systematic review is developed taking into account the studies published in different databases between 2010 and 2020, showing an international overview of the trend of research in this field, allowing reflection and inviting those interested in the topic, to continue working on its study and intervention, to improve the welfare and quality of life of the LGBT community.

## II. OBJECTIVE

To analyze research actions in the international context carried out in universities in relation to people with homosexual sexual orientation and transgender gender identity.

## III. METHODOLOGY

### Design.

The study is recognized as a systematic review of scientific research, understood as an observational and retrospective research, which focuses on the methodology, results and conclusions of each study consulted (Ferreira, Urrutia and Coello, 2011).

### Participants.

For the process of collecting articles, criteria were taken into account that allowed finding a total of 63 studies that present in their introduction, objectives, methodology and results, research actions carried out in universities on issues related to homosexual sexual orientation and transgender gender identity in the international context. The studies were retrieved from the following databases: ScienceDirect, one of the specialized indexes in medical and health sciences; Ebsco, which has a variety of academic texts and publications in the sciences and humanities; Dialnet, a portal for the dissemination of Hispanic production in the human sciences; Scielo, an electronic library that includes different sources of knowledge; Doaj, an online directory of scientific and academic journals; and finally, Redalyc, which integrates different journals and allows access to the full texts found in them.

### Instruments.

The PRISMA criteria were used for the elaboration of systematic reviews, ensuring that the selected articles had the necessary quality and rigor (Hutton, Catalá-López, & Moher, 2016),



The following control items: Introduction section: (1) Justification and (2) Objectives; Methods section: (3) Eligibility criteria, (4) Sources of information, (5) Population, only studies conducted with university students are taken into account, (6) Data collection process; Results section: (7) Data collection process; and (8) Data collection process.

(7) Synthesis of results. A spreadsheet created for the study was implemented for data collection, considering the following information: title, database, reference, country, language, type of article, year of publication, objective, population, methodology and results.

### **Procedure.**

The search in the databases included keywords such as: homosexual sexual orientation, transgender gender identity, research actions and university; with the following Boolean operators: "homosexual sexual orientation and research actions", "homosexual sexual orientation and university", "transgender gender identity and research actions", "transgender gender identity and university". Articles published during the years 2010 to 2020 were considered, and we worked with documents in Spanish, English and Portuguese.

The inclusion criteria were: 1) completed research article; 2) published between 2010 - 2020; 3) studies present in the indicated databases; 4) articles in Spanish, English and Portuguese language; 5) studies in Spanish, English and Portuguese language.

5) that the articles mention (in the abstract, introduction, objectives, methodology, results or discussion) research actions carried out in universities concerning homosexual sexual orientation and transgender gender identity, and 6) that access to the full text was available. Non-citable articles, reflection articles, news, short survey, conference abstracts, letters to the editor, and research that did not correspond to the study objective were excluded. The information and data were analyzed through categories in an Excel matrix and with the statistical program IBM SPSS Statics (version 24.0). The research did not receive any type of funding.

## **IV.RESULTS**

The search yielded a total of 63 articles containing the keywords: transgender gender identity and homosexual sexual orientation in universities; moreover, 7 documents were excluded because the working population did not belong to a university. During the analysis, it was observed that most of the studies were conducted with heterosexual population and in careers related to health areas, such as medicine, nursing and psychology.

Next, descriptive data will be presented regarding the year, country of publication and databases used. Subsequently, the research found in the following categories will be presented: research actions from heterosexual population to homosexual - transgender population, and research actions from homosexual - transgender population to homosexual - transgender population.

### **Year of publication.**

According to the systematic review the year with the highest number of publications was 2014, followed by the years 2016, 2018 and 2020; while in the years 2010 and 2011 there was a lower number of publications related to the topics addressed (see Table 1).

**Table 1.**  
*Frequency of publication per year*

Year of publication	Frequency	Year of publication	Frequency
2010	2	2013	3
2011	1	2014	11
2012	3	2015	4
2016	8	2019	5
2017	4	2020	7
2018	8		

Note: Prepared by the authors based on search results.

### Country of publication.

Most of the articles come from Mexico and Colombia. The predominant language is Spanish (70%), followed by English (20%) and Portuguese (10%) (see Table 2).

**Table 2.**  
*Frequency of publication by country*

Country of publication	Frequency	Country of publication	Frequency
Mexico	14	Peru	2
Colombia	12	Puerto Rico	2
Brazil	4	U.S.A.	2
Ecuador	3	Portugal	1
Cuba	4	Spain	5
Venezuela	3	South Africa	1
Chile	1	Paraguay	2

Note: Prepared by the authors based on search results.

### Database.

Dialnet, Redalyc and Ebsco contain most of the articles that were part of this review (see Table 3).

**Table 3.**  
*Databases that have the largest number of publications*

Databases	Frequency	Databases	Frequency
Dialnet	19	Scielo	8
Redalyc	12	Doaj	3
Ebsco	11	Science Direct	3

Note: Prepared by the authors based on search results.

### Investigative actions.

It was identified that a large number of research studies provide a theoretical contribution by investigating social support, attitudes and construction of meanings in relation to the homosexual and transgender community. They are very



There are few studies aimed at the creation or validation of instruments and almost no fundamental intervention actions to generate recognition and awareness.

Most of the studies were developed with heterosexual people, and a smaller number with the homosexual and transgender population. Thus, two major categories were created, classifying the studies carried out with heterosexual persons on the homosexual and transgender population, in relation to social support, attitudes, construction of meanings and action strategies; and later, those studies with homosexual - transgender persons on the same population, taking into account social support, attitudes, construction of meanings and action strategies.

*Research actions from heterosexual population to homosexual - transgender population.*

49 articles correspond to research conducted with heterosexual population, which aimed to analyze, determine, describe and identify social support and attitudes towards homosexual sexual orientation and transgender gender identity in the university context, as well as the construction of meanings in this regard.

*Social support from heterosexual people to the homosexual - transgender population.*

Social support is investigated taking into account the existing difference between hetero-sexual men and women regarding the acceptance or rejection of homosexual sexual orientation and transgender gender identity in a university context. The importance of this support in interpersonal relationships and appropriate coexistence in university environments is highlighted, in addition to identifying those characteristics that strengthen and generate support networks and allow the creation of protective spaces.

Estrada and Pérez (2009) found that psychology students have a tendency to provide more support to the LGBT population than engineering students, where gender stereotypes are found. The authors associate this difference with the percentage of women in the psychology major. On the other hand, De La Rubia and Valle De La O (2014), found that participants show greater support for lesbian women, as well as the fact of knowing someone from the LGBT community, largely predicts acceptance attitudes; however, the level of rejection found is quite significant.

*Attitudes of heterosexual people to the homosexual - transgender population.*

In relation to attitudes, it was identified that the subject of homophobia is addressed by several researchers, especially in terms of rejection and its dimensions, the associated factors, the degree or level at which it is presented in the university context, the relationship it has with other types of discrimination and the difference between genders when it comes to externalizing attitudes of this type. In this sense, Moral, Valle and Martínez (2013) found that direct homophobia is low in Mexican students, both in medicine and psychology, since they express to be against open discrimination.

In relation to the psychology career, Coppari et al. (2014) argue that the low levels of homophobia are linked to the acquisition of knowledge of the implications of their profession, in turn, of responsibility and ethical aspects at a personal, professional and social level. However, in other areas there is considerable non-direct rejection related to homosexual desire, mostly in heterosexual men (Piña, Aguayo and García, 2019).

On the other hand, Mavhandu and Sandy (2015) evidenced that homosexual students are labeled, stigmatized and discriminated against by heterosexual students and university employees.

Within this category, prejudice is also found, from which we inquire about the configuration and establishment of interpersonal relationships and the relationship it has with social distance and symbolic violence. In this sense, Martínez and Íñiguez (2017), found that there are discursive forms that contribute to the maintenance of segregation, prejudice and stigma, related to socially accepted expressions. Likewise, Fernández and Calderón (2014), showed that university students have moderate prejudice and social distance; however, women presented less prejudice and social distance. Some studies refer how prejudice towards sexual diversity has been positively transformed in recent years, although there is dissonance between what people think and act (Pérez et al., 2019).

Regarding stereotypes, we analyze those beliefs that are part of the different interaction texts of future professionals, thus, Franco et al. (2016) show that attitudes about the sexuality of people with diverse sexual orientation are neither positive nor negative, however, it is found that they do not consider such sexuality as a natural expression. For their part, Hernández and Fernández (2020) highlight that university students manifest a sexist profile, attributing traditional stereotypical characteristics to each gender.

Pereira and Pinheiro (2018), investigated about the existence of dysfunctional beliefs about homosexuality, mostly based on ignorance of the subject. Among the areas with the greatest lack of information and stereotyping stand out the conceptual domain on identity, gender expression and sexual orientation, the classification of homosexuals as people at risk in the transmission of HIV/AIDS, the belief of the influence of the homoparental family on the sexual orientation of children, the idea of sexual option and choice.

*Heterosexual people's construction of meanings about sexual orientation and gender identity.*

Héctor (2015) identified that in Mexico the perception that social work students have about homosexuality is mostly positive, although there are stereotypical and stigmatizing thoughts, in which religion plays a negative role, since in many cases those who practice any religion define homosexuality as a psychopathology or gender dysphoria (Rodríguez and Peixoto, 2016). In other research, it is evident that homosexuality and heterosexuality represent for undergraduate students, a series of social dynamics, especially in the first levels of teacher training, are described, interpreted and analyzed to better understand the LGBT community. Thus, the heterosexual community accepts homosexual people as long as they maintain discreet behaviors, which fluctuate according to openness-tolerance and acceptance-respect (Espejo, 2010).

Liscano and Jurado (2016) found that, from the student perspective, these representations are based on the formation and deformation of the reality that has been collectively assimilated and generalized, generating little knowledge in relation to lifestyles of the LGBT population. In addition, it is evident that students express homophobic behaviors, through linguistic and symbolic violence, these levels of discrimination are less evident in women than in men (Lizana, 2009).



*Strategies for action on sexual orientation and gender identity.*

The article developed by Camejo et al. (2019), is the only one that is raised from the intervention and sought to raise awareness of respect for sexual diversity, showing that more actions are needed to promote it, taking into account that often the topics discussed do not represent the real interests and needs of students, it is also described that more plurality is needed in terms of the strategies used in the learning process.

Other research is aimed at the validation of scales for measuring homophobia and attitudes towards the LGBT population, as Pascual et al. (2017) and Barragán et al. (2016) reported adequate psychometric properties of the scales used, allowing the measurement of students' attitudes towards homoparentality. Campo et al. (2012), for their part, established that the scale designed to measure levels of homophobia in medical students presents high levels of validity and reliability, proving its applicability in studies related to the topic. Finally, Castro, López and Riveros (2020) designed a valid and reliable scale to measure attitudes towards people with homosexual orientation in the Colombian university population.

*Research actions from homosexual - transgender population to homosexual - transgender population.*

Seven articles were found with homosexual and transgender population aimed at exploring their recognition process and the way they interact in the university context.

*Social support of homosexual - transgender persons to homosexual - transgender population*

Ríos and Eaton (2016) were able to identify four types of support related to: shared experiences, emotional and physical support, verbal acts and gestures, and finally the gradual support that refers to time. The analysis shows that, although prejudice and segregation exist, recognizing oneself as non-heterosexual represents support factors that allow for adequate development.

Other research highlights the role of peers and support received in the school context as a protective entity against depression for gay and bisexual students (Morán, Chan, & Tryon, 2018).

*Attitudes of homosexual - transgender people to homosexual - transgender population.*

In terms of attitudes, there was evidence of a greater focus on internalized homophobia and auto-homophobia, emphasizing those attitudes of rejection that are generated among those who identify themselves as part of the LGBT community. Thus, those who identify with a diverse sexual orientation and gender identity, acquire negative attitudes towards their sexuality, discomfort and may even discriminate and reject others (Orcasita et al., 2020).

Granados et al. (2009) found that those investigated were marked by homophobia in their adolescence or childhood, in family and school environments, through different types of aggressions. In another study, participants related feelings of sadness and isolation with homophobia due to the negative evaluation of their homosexuality, fear of physical attacks, suicidal ideation and attempt because of the internalization of homophobia (Terán et al., 2015). In addition, it is found that university students



identified as homosexuals tend to feel stressed, anxious and depressed, this in relation to situations in their life history (Ruiz et al., 2020).

For their part, Rodríguez and Treviño (2016) report the existence of rejection or sexist attitudes towards homosexual and transgender people with respect to sexual diversity, and a lesser rejection of bisexuality. In this sense, it is evident that LGBT university students experience daily hostile, adverse or at least stressful environments in the school space and the main causes of harassment are related to gender and sexual orientation (Vergel et al., 2016).

Campo et al. (2014), show that the difficulties faced by the LGBT population are often naturalized and incorporated by them as normal facts associated with their difference. However, for this type of students, the expression of their sexuality is far from being free or natural, despite the discourses on tolerance that university students handle (Rincón, 2018).

Regarding prejudice, Revilla and Carrillo (2014), analyzed the belief that young homosexuals in the presence of others enter into competition and visibly change their behavior. The results show how most prejudices and stereotypes come from the audiovisual media and stereotyping.

With regard to identity, culture and homosexuality, it is evident how stereotypes and pre-judgments about gender and its diversity are part of cultural and historical processes in universities; in these contexts, prejudices about ethnic minorities and people from the LGBT community are still maintained (Martens, 2012).

With regard to the affirmation of sexual orientation, a series of stages are analyzed from different perspectives, the interpretation of their practices, experiences and reflection on the access or denial of their fundamental rights. In this way, Zambrano et al., (2019), managed to identify that in the recognition process there are different nuances in which contextual, cultural and historical factors interact, in this process there are difficulties related to homophobia, stereotypes and prejudices, both at social and family level, being evident the existence of rejection and social prejudices. It should be noted that such behaviors also occur among people of the same LGBT community (internalized discrimination), especially through covert behaviors, affecting the acceptance and consolidation of their sexual orientation and gender identity.

## VI. DISCUSSION

A development of research actions from universities with the homosexual and transgender community was evidenced during the last 10 years, taking into account the excessive growth of discriminatory and violent behaviors in several countries for these people (Inter-American Commission on Human Rights, 2015). The largest number of articles found (49) are related to research actions from heterosexual population to homosexual and transgender population, which worked on social support, attitudes and construction of meanings towards homosexual sexual orientation and transgender gender identity in the university context, and action strategies with this population.

It should be noted that social support implies continuous social ties that contribute greatly to the development and sustenance of the integrity of individuals, since it generates contributions to emotional mastery, cognitive reorganization, perception of support, perceived resources and reconfiguration of self-identity.



(Ríos and Eaton, 2016). Estrada and Pérez (2009) and De La Rubia and Valle De La O (2014), refer how social support is investigated taking into account the difference presented according to the gender (male - female - male) of the person against transgender gender identity and homosexual sexual orientation, in which significant differences are shown in these categories of acceptance and rejection of the LGBT community, which allows assuming that sex and gender variables significantly affect the relationships established with the homosexual and transgender population (Moral and Valle, 2014).

It is important to mention, that social support towards the LGBT population increases, if there are greater links and interaction between hetero, homo and trans students; thus reducing, for the diverse community the consumption of psychoactive substances, sexual risk behaviors, sexual harassment, suicidal ideation, among others (Braga et al., 2017; Zambrano et al., 2019; Ceballos, et al., 2021).

Fernández and Calderón, 2014; Mavhandu and Sandy, 2015; Nieto et al., 2018; addressed the degree or level at which homophobia is presented in the university context, the relationship it has with other types of discrimination and the difference that exists between genders when externalizing attitudes of this type. Such attitudes allude to the permanent configuration of cognitions and beliefs, supported by relevant affective aspects that may or may not be against a given social object (Festinger, 1964, cited by Escalante et al., 2012).

For Padua (1979) attitudes are a lasting configuration of emotional, cognitive, motivational and perceptual aspects, with three components: Cognitive: thoughts, beliefs and conceptions (Villa and Jaimes, 2009) that allow the construction of stereotypes (Gonzales, 1999); Affective: expressions of feelings and emotions of acceptance or rejection towards the object (Villa and Jaimes, 2009), which consolidate prejudices taking into account the emotions and expressions that are evoked (Ungaretti et al., 2016); and finally, Behavioral: actions, intentions, dispositions or tendencies towards an object (Villa and Jaimes, 2009), in which homophobia and transphobia are found (Nieves, 2012), which is expressed in varied forms of verbal or physical aggression (Pulido et al., 2013).

Currently, negative attitudes towards the homosexual and transgender population are reported (Granados et al., 2009), in addition to discursive practices and symbolic violence (Martínez and Íñiguez, 2017), associated with cases of intolerance and violence (Colombia Diversa, 2019). Similarly, Arboleda et al. (2020), allude that exclusion also limits on numerous occasions the role of women in social and labor matters, compared to the male role. Thus, research such as Franco et al. (2016) and Pereira and Pinheiro (2018) show the possibility of transforming attitudes towards the LGBT population, and for this transformation to be positive, it is necessary to increase research on identity, gender expression and sexual orientation.

Regarding the construction of meanings about sexual orientation and gender identity, the following concepts are examined: a) Social representations understood as a cognitive system that has its own language and logic, as well as an interpretation of reality (Moscovici, 1973 cited by Benítez et al., 2017); b) Social imaginaries, as socially constructed representations (D'Agostino, 2014; Saeteros et al., 2014), and c) Perception, characterization and conceptions, as cognitive processes with which the determination, definition and transcendence of particular attributes can be recognized (Vargas, 1994; Pineda, 2008; Teixeira et al., 2018).

For the above mentioned reasons, in the search carried out, the perception, characterization and conceptions

are concepts that are taken up more frequently, however, in general, the construction of meanings about gender identity and sexual orientation vary among the heterosexual population with levels of openness - tolerance, acceptance - respect (Espejo, 2010).

For their part, social representations around sexual diversity are constructed from expressions of symbolic and linguistic violence (Liscano and Jurado, 2016), and are manifested from confusion among university students when differentiating between terms such as sexual orientation or gender identity and ignorance of the way of life of LGBT people (Héctor, 2015; Rodríguez and Peixoto, 2016; Basterrechea et al., 2017; Oliveira et al., 2019).

Regarding the possibilities for action, Contreras (2013) mentions that interventions focused on generating some kind of process of change and transformation, and the construction or adaptation of instruments to measure new human attributes that can establish relevant and contextualized diagnoses and evaluation and intervention processes, can be included. In this sense, there is research that implemented communication campaigns to promote unconditional respect for sexual diversity (Camejo et al., 2019), in addition to the validation of scales for measuring homophobia and attitudes towards the LGBT population, such as those of Barragán et al. (2016) and Campo et al. (2012).

On the other hand, the proper recognition of sexual orientation and how the homo-sexual and transgender population relates to the university context is addressed in 7 articles in which the research is directed from and towards the homosexual - transgender population, providing answers from the main actors. It is found for example that the homosexual person faces different stages ranging from emergence to self-evaluation according to their subjective characteristics and interaction with the other (Zambrano, et al., 2019; Zanata et al., 2019). That is, in principle, homosexual and transgender people must understand themselves in favor of well-being and comfort, this from the experience of their own bodies and emotions or feelings towards others; discovering that the cultural and family context have a determining role in two aspects: the first, may be expressing itself as an obstacle in subjectivation, and the second, by becoming in a certain way a strength to assume and understand their own sexual difference freely (Huertas et al., 2018).

Thus, countless experiences can contribute positively or negatively to self-acceptance and relationships with the people around them (Granados et al., 2009). According to Luján and García (2017), frequent exposure to denigrating actions generates that some people who are part of communities with sexual diversity experience tension and wear due to the constant fear of becoming victims of discriminatory situations or acts or rejection, leading to the need for concealment or shame and the appearance of internalized homophobia (Zambrano et al., 2019).

In the university context, non-heterosexual students may experience hostile, adverse and stressful environments every day; difficulties that often tend to be naturalized and incorporated into the actions of individuals (Penna and Mateos, 2014; Soto, 2014). Undoubtedly, the emotional burden involved in the processes of recognition, self-acceptance and social acceptance is very great and requires constant accompaniment and the identification of a support network (Paredes and Polanski, 2016).

In the studies found, it is constantly mentioned how the arrival to the university context marks the beginning of a new process that is mostly characterized by negative situations, reducing the perception of appropriate ways of coping with risk situations (Granados et al., 2009).



In this sense, it is taken into account that cognitive well-being is not always directed by belonging to a sex, but is more related to the characteristics of both expression and instrumental, in addition to the development of different potentialities as a human being (Barra, 2010). Therefore, social support is understood as the means available at the psychological level and that are important for the person when re-solving problems, and becomes very important at the time of recognizing sexual orientation and gender identity (Ríos and Eaton, 2016; Zambrano, et al., 2019).

Likewise, it is taken into account that the proximity or contact with people with diverse sexual orientations and gender identities positively influences heterosexual people's evaluation of the LGBT community (Zambrano and Escalante, 2013; Chávez et al., 2018).

It should be noted that the sources of the perceived support may vary, but the emotional value it provides will always have a positive impact on the person's life and will allow the strengthening of his or her abilities, capacities and self-confidence. Finally, it should be noted that there are currently many groups fighting for the respect and recognition of human rights without any distinction; and this is perhaps the way to make visible the difficulties, burdens and costs generated by recognizing oneself as different.

It is important to recognize that the work carried out with heterosexuals on the homosexual and transgender population in universities is mainly related to categories of analysis such as social support, attitudes, construction of meanings on gender identity, sexual orientation and intervention action strategies focused on generating some kind of process of change and transformation in the heterosexual population, and the construction or adaptation of psychological instruments. This allows inferring that gender becomes a category of analysis that facilitates the understanding of the differences present between men and women, as well as gender identity and sexual orientation, which according to Segato (2003), gender is considered "a structure of relations between positions marked by a hierarchical differential and paradigmatic instance of all other orders of status - racial, class, between nations or regions" (p.13).

On the other hand, it is emphasized that the substantive axis of universities is teaching and research and through them real changes can be achieved in terms of gender violence and sexual differences, taking into account that the LGBTI community itself can sometimes present levels of internalized homophobia and transphobia that directly affect their physical and psychological health (Zambrano et al., 2017; Ceballos, et al., 2021), despite the fact that direct relationships persist between expressions of religious and conservative political prejudice towards LGBT people (Campo and Lafaurie, 2011; Rottenbacher de Rojas, 2012; Coppari et al., 2014).

The approach given from universities to issues related to sexual diversity tends to be more theoretical; seeking an understanding of phenomena such as discrimination, however, it is not possible to appreciate sufficient strategies for students, teachers and managers to appropriate the different realities and generate spaces for the acceptance of differences. In this sense, it is very relevant to recognize that hostile environments based on asymmetrical gender relations can be generated in different educational spaces, affecting the community in general and especially the LGBT population (Zambrano and Rodriguez, 2021). Therefore, it is the responsibility of universities to promote curricula and spaces for interaction framed in inclusion and equity. However, it is noteworthy that in many studies there is a positive result that confirms that the new generations seek to manage tolerant societies, eliminating prejudices and discrimination (Verdejo, 2020).

Finally, the importance of continuing to work and strengthen the different strategies of action and activities determined to generate some kind of process of change and transformation in attitudes and manifestations of violence such as homophobia and transphobia in heterosexual, homosexual and transgender people is recognized, as a scientific and social commitment to ensure better conditions of welfare and quality of life for all subjects with and in diversity.

## VII. CONCLUSIONS

The studies analyzed show the interest in identifying how the heterosexual population understands sexual diversity, finding attitudes, prejudices and negative stereotypes characteristic of parochial societies that judge everything that departs from heteronormativity. In this way, there are discourses biased by discrimination that continue to be part of the daily life of the university context according to different factors such as the academic program to which the students are attached, as well as their gender (female or male).

It is highlighted that, in the studies conducted with the homosexual or transgender population on their sexual orientation and gender identity, the presence of categories similar to the studies with the heterosexual population, such as: social support, attitudes, improvement strategies, construction of meanings; this, in relation to the affiliation to the same educational, cultural and political system. Likewise, there is evidence of internalized homophobia and transphobia in the LGBT community itself, which affect their processes of acceptance, wellbeing and mental health.

Considering that universities are an important context of interaction between people that facilitate their teaching-learning processes inside and outside the classroom, this research suggests the importance of generating methodological, pedagogical, curricular and extracurricular alternatives related to human sexual diversity, ensuring that all actors such as students, teachers and administrators, contribute from their experiences in the construction of institutional and curricular policies based on equity.

Finally, the importance of continuing to work and strengthen the different action strategies and activities determined to generate changes and transformations in attitudes and manifestations of violence (homophobia and transphobia) in heterosexual, homosexual and transgender people is recognized, as a scientific, academic, personal and social commitment that guarantees the best conditions for the quality of life of the academic community.



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