

LGBTQIA+ Inclusive Initiatives on the Learners' Psychological Wellbeing and Achievement: Basis for Developing an Intervention Program

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Abstract— The primary thrust of this study was to identify the profile of the respondents of LGBTQIA+. Also, to find LGBTQIA+ inclusive initiatives, psychological wellbeing and their level of achievement in academic institutions as perceived by the learners who are members of the third sex. Furthermore, to measure significant difference between LGBTQIA+ psychological wellbeing according to profile, and to find significant relationship between LGBTQIA+ inclusive initiative psychological wellbeing and their achievement. The researcher used a descriptive design and purposive random sampling technique to study the 150 students that were members of the LGBTQIA+ from Paaralang Sekundarya ng Lucban Integrated School in Lucban, Quezon. Data was collected via a self-made questionnaire which was validated by three (3) Master teachers with specialization in Social Sciences and analyzed using mean, standard deviation, and Pearson R correlation. Analysis revealed that the terms of profile of the respondents in terms of age the majority fall within the 16-17 age group, which is a critical period for identity formation. In terms of gender preferences, 75% of the participants are bisexual. In terms of Grade level 38% Grade 11 students are Senior High School. In addition, the level of LGBTQIA+ Inclusive Initiative, the Political and Civic Participation are “Very high” in the school while Educational Opportunities and Personal Security showed “High”. The level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing in terms of Emotional resilient, Interpersonal relationship showed “Very high” and self-esteem and coping mechanism showed a “High”. Furthermore, the level of Achievement among LGBTQIA+ students in terms of extracurricular participations manifest a “Low. In terms of academic awards 75% of the total respondents garnering citation of “With Honors”. It also revealed that there is no significant difference between LGBTQIA+ Psychological Wellbeing as group according to profile. A positive significant relationship was found between LGBTQIA+ Inclusive Initiative and their psychological wellbeing and achievement. The profile of the respondent shows no significant difference on LGBTQIA+ psychological wellbeing leading to acceptance of hypothesis. This means that psychological wellbeing factors are relatively stable regardless of age or gender identity. On the other hand, there is a significant relationship between LGBTQIA+ psychological wellbeing and their achievement leading to acceptance of both hypotheses. This means that those who feel secure tend to have higher self-esteem and better at managing challenges in life. Furthermore, LGBTQIA+ students encourage them to engage more in extracurricular activities. Based on these findings, the study recommends intensifying the policies, strengthening the protection for the LGBTQIA+ members and sought assistance of mental health professionals. Additionally, integration of extracurricular activities that will express talent and skills of the LGBTQIA+ members. Future researchers may explore additional variables regarding psychological wellbeing.

Keywords— LGBTQIA+ Inclusive Initiatives, Psychological Wellbeing, Academic Awards, Extracurricular Participation, Correlational Study.

I. INTRODUCTION

The global community has been currently exposed and is starting to internalize the presence of various gender preferences. Such is the connotation to the abbreviation LGBTQIA+, which stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and the symbol + which signifies other gender identities that are still unexplored. LGBTQIA+ has been the umbrella term for all the genders that do not conform to what the social norms have set. As promulgated by the DepEd Memorandum No. 32, series of 2017 (Gender-Responsive Basic Education Policy) which aims to: “Address gender-based barriers and the different forms of discrimination as a result of being exposed to gender inequality suffered by vulnerable and marginalized groups.”

The educational sector must propagate a gender-responsive culture to promote gender equality and recognition among individuals within the academe. Gender and Development (GAD) programs are conducted by various institutions under Department of Education to abide and advocate the policy (Department of Education, 2017). The LGBTQIA+ community is composed of individuals whose gender cannot be classified heterosexually.

A perennial issue that the LGBTQIA+ community is burdened with is their inclusion in the community. The concept of gender preferences has been one of the most prominent issues that need to be addressed, especially within the school community. Despite the continuous acceptance of the LGBTQIA+ community in society, other people have little to no idea about the newly emerged gender identities. Moreover, the rights and policies in consonance with gender-related issues (i.e. discrimination, harassment, and the like) must be re-aligned with the current perception of the aforesaid concept. Although observations can say that the members of LGBTQIA+ community particularly in Lucban, Quezon is accepted, a thorough academic and scholastic approach regarding to its level and effect on their psychological wellbeing.

The aim of this study is to determine the level of LGBTQIA+ inclusive initiatives within the Lucban community and its effect towards the psychological wellbeing of the members of the third sex. Using a quantitative approach

in research, the study will tackle the impact of inclusive initiative practices done towards the LGBTQIA+ community in the well-being of its members.

The study may add input towards policy improvement of the school that later can be used as a benchmark for other communities or schools relevant to gender and development. This research is promising since it may add implications on how the community accepts and understands the members of LGBTQIA+ through compassion, education, and advocacy. We can foster a world where LGBTQIA+ individuals are thriving mentally, emotionally, and spiritually to uphold gender equality.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of this study is to determine the level of perception of the third sex community members regarding LGBTQIA+ inclusion in Lucban, Quezon and speculate if there is a relationship between the said variable and the individuals' psychological wellbeing. Specifically, it aims to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender Preferences; and
 - 1.3 Grade level?
2. What is the level of LGBTQIA+ Inclusive Initiative in terms of:
 - 2.1 Education opportunities;
 - 2.2 Personal security;
 - 2.3 Political participation; and
 - 2.4 Civic participation?
3. What is the level of the respondent's psychological wellbeing in terms of:
 - 3.1 Emotional resilient;
 - 3.2 Interpersonal relationship;
 - 3.3 Self Esteem; and
 - 3.4 Coping mechanism?
4. What is the level of achievement among LGBTQIA+ students in terms of:
 - 4.1 Academic award; and
 - 4.2 Extracurricular participation?
5. Is there a significant difference in LGBTQIA+ psychological wellbeing when group according to profile?
6. Is there a significant relationship between LGBTQIA+ inclusive initiative and their psychological wellbeing?
7. Is there a significant relationship between LGBTQIA+ inclusive initiative and their achievement?

II. METHODOLOGY

The researcher used a descriptive design and purposive random sampling technique to study the 150 students that were members of the LGBTQIA+ from Paaralang Sekundarya ng Lucban Integrated School in Lucban, Quezon. Data was collected via a self-made questionnaire which was validated by three (3) Master teachers with specialization in Social Sciences and analyzed using mean, standard deviation, and Pearson R correlation.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets data on the significant differences in LGBTQIA+ well-being based on demographic profiles and the significant relationships between LGBTQIA+ inclusion initiatives, psychological well-being, and academic achievement.

Using quantitative methods, including Pearson correlation and significance testing, the study explores how inclusive initiatives such as educational opportunities, personal security, political participation, and civic engagement are associated with student outcomes. Specifically, this chapter evaluates whether these initiatives contribute to improved psychological well-being and academic success, as reflected in academic awards and extracurricular participation. The data is interpreted to explain what it means, showing that more education leads to greater acceptance. This study helps raise awareness and support for the LGBT community.

The analysis begins with an examination of the demographic data to determine whether LGBTQIA+ students' well-being significantly varies across different groups. Following this, the chapter presents the results of correlational analyses, identifying which aspects of LGBTQIA+ inclusive initiatives have a meaningful impact on students' academic and co-curricular performance.

The interpretations provided in this chapter served to bridge the gap between theoretical perspectives on inclusivity and the lived experiences of LGBTQIA+ students in academic settings.

Profile of the Respondents

In this study the profile of the respondents includes age, gender and grade level and was measured using frequency and percentage.

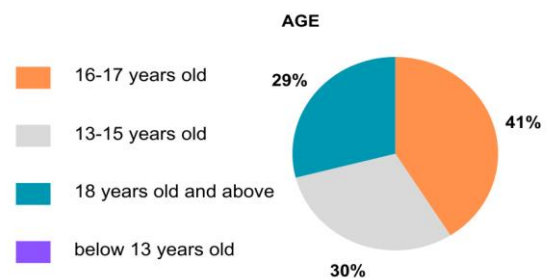


Figure 1. Demographic Profile of the respondents in terms of Age

Figure 1 shows the demographic profile of the respondents in terms of age the majority fall within the 16-17 age group, comprising 40.67% (n = 61) of the total participants. This indicates that most respondents are in their mid to late teenage years, which is a critical period for identity formation, social interactions, and emotional development. The 13-15 age group accounts for 30.00% (n = 45) of the sample, showing that a

significant portion of respondents are in early adolescence. Meanwhile, 18 and above respondents make up 29.33% (n = 44), representing older adolescents or young adults who may have more developed perspectives on LGBTQIA+ experiences.

Notably, there are no respondents below the age of 13 (0.00%), meaning that all participants are at least in their teenage years. This age distribution indicates that the study focuses on adolescents and young adults, an important population for examining LGBTQIA+ well-being, as they are at a stage where social inclusion, identity exploration is crucial.

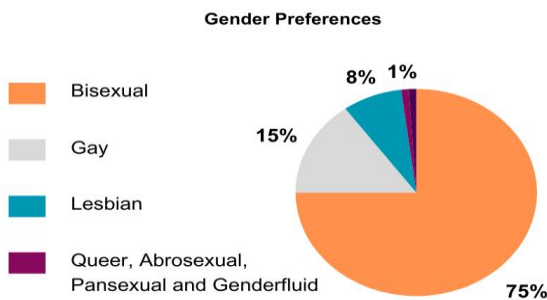


Figure 2. Demographic Profile of the respondents in terms of Gender Preference

Figure 2 displays the demographic profile of the respondents in terms of gender preference. Based on the figure, it could be gleaned that 75% (n = 112) of the participants are bisexual. It could be explicit in the data that most of the respondents have the possibility to be attracted by both sexes. Interestingly, this data contradicts the assumption of most of the people regarding the dominance of gays (which consist only 15 or 10% of the total respondents) in the LGBTQIA+ community. Lesbians ranked third in the frequency of LGBTQIA+ in terms of gender preferences with 8% (n=12) while queers account for only 4% (n=6) of the sample.

This reflects the complexity of the preferences among their members, showing that most LGBTQIA+ members have a deeper interest in terms of sexuality, thus eliminating the notion that most of them are only attached to one preference. This approach not only fosters acceptance but also strengthens the sense of belonging for all members of the LGBTQIA+ community.

Figure 3 shows the distribution of the respondents in terms of grade level as part of analyzing the demographics of the study. Based on the data, majority of the respondents are Senior High School students, accounting for 38% (n=57) Grade 11 students and 28% (n=42) Grade 12 students. On the other hand, the remaining 34% are still under Junior High School, which consists of 15% (n=23) Grade 9 students and 19% (n=28) Grade 10 students. The data indicates that most of the respondents show a clearer sign of self-identification and knowledge as they grow older. Due to the access of

information on the internet and the influence of various media readily accessible because of modern technology, the youth members of the community tend to internalize the knowledge that they absorb and identify themselves as such.

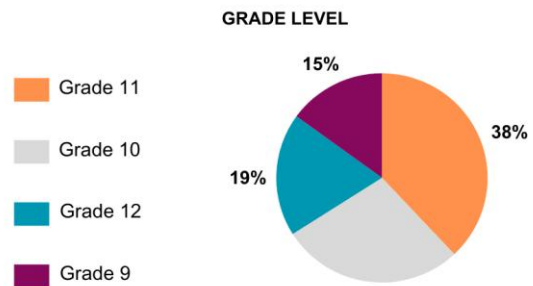


Figure 3. Demographic Profile of the respondents in terms of Grade Level

Level of LGBTQIA+ Inclusive Initiative

LGBTQIA+ Inclusive Initiatives aim to foster inclusion, respect and equal opportunities for all, regardless of gender identity or sexual orientation. In this study LGBTQIA+ Initiatives includes variables such as educational opportunities, personal security, political participation and civic participation and were statistically treated using mean and standard deviation.

Table 1

| STATEMENT | MEAN | SD | REMARKS |
|------------------------------------------------------------------------------------------|------|------|---------|
| Members of LGBTQIA+ are admitted to the school without any discrimination. | 3.28 | 0.88 | Always |
| LGBTQIA+ members are not discriminated against by the teachers. | 2.85 | 1.16 | Often |
| The school actively supports LGBTQIA+ diversity and inclusion initiatives. | 3.30 | 0.78 | Always |
| The school has clear policies that promote inclusion for LGBTQIA+ members. | 3.11 | 0.88 | Often |
| LGBTQIA+ members are free to participate in any curricular or non-curricular activities. | 3.35 | 0.87 | Always |

Level of LGBTQIA+ Inclusive Initiative in terms of Education Opportunities

| | |
|-----------------------|------|
| Weighted Mean | 2.98 |
| SD | 0.89 |
| Verbal Interpretation | High |

Table 1 provides an assessment of the Level of LGBTQIA+ inclusive initiative in terms of Educational Opportunities, as measured by various indicators of inclusivity within the school environment. The results show a high level of inclusivity, with a weighted mean of 3.18 and a standard deviation of 0.94, indicating that LGBTQIA+ individuals generally experience equitable opportunities within the institution. LGBTQIA+ members are always free to participate in curricular and non-curricular activities, emphasizing an inclusive environment that encourages full engagement.

Additionally, the school’s active support for LGBTQIA+ diversity and inclusion initiatives reinforced its commitment to fostering an accepting atmosphere. However, there are areas that require further improvement. Indicating that while discrimination is not widespread, there are still instances where LGBTQIA+ individuals may encounter challenges in teacher-student interactions. In terms implies that the school demonstrates a high level of inclusivity regarding educational opportunities for LGBTQIA+ members, particularly in terms of participation in activities and institutional support for diversity. However, further efforts may be necessary to ensure that teachers consistently uphold non-discriminatory practices. This mirrors the findings of UNESCO (2016), which showcase the challenges of the LGBTQIA+ members in educational institutions. Despite this, organization noted that continuous efforts were made to empower the rights of the third sex in education.

In conclusion, the data supports the view that the school is making meaningful strides in promoting LGBTQIA+ inclusive in education. The consistent support across most indicators shows a positive and welcoming environment. Yet, the variation in experiences, especially concerning teacher interactions, suggests room for growth. Continued efforts to educate staff, reinforce inclusive policies, and provide safe spaces for dialogue will be essential in moving from a “High” level of inclusivity to a truly comprehensive and unwavering commitment to equality and diversity. While the foundation is clearly strong, there are still areas that require attention. Teacher-related concerns highlight a potential gap between institutional values and individual practices. Schools are increasingly working to make education more inclusive for LGBTQIA+ students by adding topics about LGBTQIA+ people and issues into lessons, creating safe and supportive environments.

Table 2 shows the results of the survey pertaining to the perception of the LGBTQIA+ community members in terms of personal security as seen from the indicators that are present in their surroundings.

TABLE 2. Level of LGBTQIA+ Inclusive Initiative in terms of Personal Security.

| STATEMENT | MEAN | SD | REMARKS |
|-----------------------------------------------------------------------------|------|------|---------|
| LGBTQIA+ members are safe from any forms of crime within their homes. | 3.25 | 0.82 | Often |
| LGBTQIA+ members are safe from any forms of crime in their community. | 3.05 | 0.83 | Often |
| LGBTQIA+ members are safe from any physical, mental, or emotional bullying. | 2.89 | 0.96 | Often |
| LGBTQIA+ members are safe from any acts of cyberbullying. | 2.75 | 0.94 | Often |
| LGBTQIA+ members’ privacy and information are safe. | 2.95 | 0.86 | Often |
| Weighted Mean | 2.98 | | |
| SD | 0.89 | | |
| Verbal Interpretation | High | | |

According to the data, it could be speculated that unanimously, the respondents perceive a high level of inclusivity in terms of the presence of personal security. This is evident from the weighted mean of 2.98 and standard deviation of 0.89. This means that the members of the

LGBTQIA+ community are safe in their homes as well as in their community. It could also indicate that they feel that their privacy and information are safeguarded in line with the present laws regarding the said matter. In terms of bullying, the members of LGBTQIA+ often feel safe physically, mentally, and emotionally. Despite this, the standard deviation for this indicator is the highest if compared to others, therefore implying that some respondents experienced incidents of bullying due to their gender. But the most prominent indicator for this dimension was the perception of the respondents regarding the most common bullying today: cyberbullying. Due to the advent of social media, members of the LGBTQIA+ community are more prone to being bullied online. Nevertheless, the general perception of the respondents regarding personal violence outweighs the said hindrances. Leaders of the community as well as social media moderators may improve their policies regarding bullying to further protect the LGBTQIA+ community and create a more inclusive ecosystem.

The findings are like what Gutierrez (2015) posited, stating that anti-bullying campaigns, especially the importance of data privacy must be implemented thoroughly to protect the LGBTQIA+ community. This may hinder the bullying among the LGBTQIA+ community. The home is typically expected to be a place of refuge and support, and this result reflects a generally positive outlook in this regard. Efforts to address bullying, especially cyberbullying, and to enhance community-level safety and privacy protections would be beneficial in ensuring a more secure environment for LGBTQIA+ members. By strengthening support systems and ensuring consistent application of protective measures, both at home and in the broader social context.

LGBTQIA+ individuals often face discrimination and safety concerns in public spaces. To address this, initiatives like Queer Safe Spaces PH in the Philippines provide support and safe environments for LGBTQIA+ people. These programs aim to educate communities, promote acceptance, and ensure that LGBTQIA+ individuals feel secure and respected in their daily lives.

The results of the survey regarding the perception of the LGBTQIA+ regarding their inclusivity in terms of political participation in their community are shown in Table 4.

TABLE 3. Level of LGBTQIA+ Inclusive Initiative in terms of Political Participation

| STATEMENT | MEAN | SD | REMARKS |
|---------------------------------------------------------------------------------|-----------|------|---------|
| LGBTQIA+ members can vote. | 3.62 | 0.71 | Always |
| LGBTQIA+ members can hold political positions in the government. | 3.38 | 0.85 | Always |
| LGBTQIA+ members can become candidates for election. | 3.47 | 0.78 | Always |
| LGBTQIA+ members can express their political views to other people. | 3.48 | 0.72 | Always |
| LGBTQIA+ members have the right to campaign their preferred government official | 3.49 | 0.82 | Always |
| Weighted Mean | 3.49 | | |
| SD | 0.78 | | |
| Verbal Interpretation | Very High | | |

Based on the results of the survey, the respondents' perception regarding their inclusivity in the community in relation to the political participation of LGBTQIA+ members is very high with a weighted mean of 3.49. The standard deviation of 0.78 also suggests that the perception is common among the respondents. Therefore, it is safe to say that the respondents view that LGBTQIA+ members are very welcome in reaching their political endeavors. It is noteworthy that although all indicators under this dimension have very high meaning, the statements concerning the inclusivity of the members to hold political positions garnered the lowest score. This may imply that some members, although they agree to the fact that LGBTQIA+ members could take a position in the government, have slightly different views about the manner as seen from the standard deviation. This reflects the notion of Ayoub (2022), stating that in the global community, LGBTQIA+ political movements have made important strides in achieving equal rights and continue to play a critical role in shaping inclusive policies. The political participation of LGBTQIA+ people has grown considerably in recent decades, driven by increased visibility, legal reforms, and advocacy movements.

TABLE 4. Level of LGBTQIA+ Inclusive Initiative in terms of Civic Participation

| STATEMENT | MEAN | SD | REMARKS |
|------------------------------------------------------------------------------------------|-----------|------|---------|
| LGBTQIA+ members are welcome to initiate and facilitate any activities in the community. | 3.45 | 0.74 | Always |
| LGBTQIA+ members are welcome to participate in any events within the community. | 3.50 | 0.65 | Always |
| The community is open when it comes to the role of LGBTQIA+ members in the society. | 3.24 | 0.86 | Often |
| LGBTQIA+ can perform charitable acts in the community. | 3.33 | 0.76 | Always |
| LGBTQIA+ can establish any business ventures in the community. | 3.45 | 0.73 | Always |
| Weighted Mean | 3.40 | | |
| SD | 0.75 | | |
| Verbal Interpretation | Very High | | |

Table 4 shows the level of LGBTQIA+ inclusive initiative based on the perception of the respondents in terms of civic participation, including their initiatives and attendance in community-based activities and establishing organizations.

Based on the perception of the student-respondents, the level of inclusive initiative of the LGBTQIA+ community regarding the aforesaid factor is very high, as indicated by the weighted mean of 3.40. Furthermore, the level of perception is general across the respondents as seen from the standard deviation of 0.75.

The data implies that the members of the LGBTQIA+ community are welcome to participate in the activities linked within their respective society. Furthermore, the environment is open in any activities that LGBTQIA+ can initiate and manage. The members of the third sex community also can provide charitable acts in the community and establish enterprises. With this, it could be gleaned that the community is not inhibitory when it comes to the participation of

LGBTQIA+ people as evident from the data provided by the students. One indicator garnered the lowest means, and that is the capacity of the community to be open in terms of the roles of the LGBTQIA+ members. Based on the data, the respondents note that they only often perceive that the community is welcoming in terms of their roles. The standard deviation testifies that some of the respondents feel a lower level of this indicator, implying that a number of members may experience hurdles in reclaiming their role in the community due to the view of the other people.

Level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing

These initiatives focus on creating safe, supportive, and affirming environments where LGBTQIA+ individuals can express their identities without fear of discrimination. In this study LGBTQIA+ psychological wellbeing includes variables such as emotional resilience, interpersonal relationship, self-esteem and coping mechanism and was statistically measured using mean and standard deviation.

TABLE 5. Level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing in terms of Emotional Resilient

| STATEMENT | MEAN | SD | REMARKS |
|-----------------------------------------------------------------------------------------------------------------------|-----------|------|---------|
| LGBTQIA+ members do not show any aggressive reactions when they encounter conflicts. | 2.95 | 0.77 | Often |
| LGBTQIA+ members have a sturdy mindset. | 3.39 | 0.67 | Always |
| LGBTQIA+ members have courage to face challenges. | 3.43 | 0.75 | Always |
| LGBTQIA+ members should be able to help other people of the same gender preference in becoming emotionally resilient. | 3.45 | 0.74 | Always |
| Weighted Mean | 3.30 | | |
| SD | 0.76 | | |
| Verbal Interpretation | Very High | | |

Table 5 provides an assessment of the Level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing in terms of Emotional Resilience, as measured by various indicators related to the emotional strength and adaptability of LGBTQIA+ individuals.

The results indicate a very high level of emotional resilience, with a weighted mean of 3.30 and a standard deviation of 0.76, showing that LGBTQIA+ members generally exhibit strong emotional adaptability and coping mechanisms. The findings indicate that LGBTQIA+ individuals are consistently able to face challenges with courage and maintain a sturdy mindset, reinforcing their capacity to navigate difficult situations with emotional strength. Additionally, the ability of LGBTQIA+ individuals to support others within the community in building emotional resilience was also highly rated, emphasizing a sense of solidarity and mutual empowerment. The very high ratings in this category suggest that LGBTQIA+ individuals are perceived as mentally strong, courageous, and capable of uplifting others.

However, the response regarding managing conflicts without aggressive reactions received a slightly lower rating,

indicating that while emotional resilience is strong, there may still be instances where individuals struggle with conflict resolution. Resilience also carries a nuanced burden for LGBTQIA+ individuals who may feel forced to be resilient simply to survive in hostile or unwelcoming environments. While resilience is crucial, some argue that the focus should also be on changing societal norms to reduce the need for constant resilience in the first place (Lock & Silver, 2023).

TABLE 6. Level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing in terms of Interpersonal Relationship

| STATEMENT | MEAN | SD | REMARKS |
|----------------------------------------------------------------|------|------|-----------|
| LGBTQIA+ members have ease in communicating with other people. | 3.25 | 0.74 | Often |
| LGBTQIA+ members are peace-loving people. | 3.49 | 0.68 | Always |
| LGBTQIA+ members are trustworthy. | 3.39 | 0.76 | Always |
| LGBTQIA+ members can adapt to other individual differences. | 3.37 | 0.75 | Always |
| LGBTQIA+ members have the capacity to nurture relationships. | 3.31 | 0.80 | Always |
| Weighted Mean | 3.36 | | |
| SD | 0.75 | | |
| Verbal Interpretation | | | Very High |

Table 6 shows the results of the survey among the students regarding the psychological wellbeing of the LGBTQIA+ members in terms of interpersonal relationships. The set of data pertains to the level of capabilities of the third sex individuals to establish bonds with other people.

According to the data, it could be analyzed that there is a very high capacity of producing interpersonal relationship among the respondents of the study as seen from the weighted mean of 3.36. The standard deviation (SD= 0.75) also renders the perception agreed upon by most of the respondents. This means that LGBTQIA+ members have ease of establishing relationships with other people because they are caring, trustworthy, peace-loving, and open-minded. One indicator stood out among others, and that is the ability of LGBTQIA+ members to communicate with other people. Compared to other indicators, the meaning for this statement is the lowest. This could imply that the inclusivity of the third sex members in today's society, they may still fear the discrimination that they may receive from other people due to their gender identity. Initiatives that promote inclusive interpersonal relationships and provide accessible mental health resources. By fostering supportive environments, these programs help individuals feel valued and connected.

Regardless, the respondents highly agree that they have a satisfactory level of interpersonal relationship building with other people. Studies suggest that LGBTQIA+ individuals with strong family support or access to affirming social environments tend to have higher levels of self-esteem, which acts as a protective factor against depression and other mental health challenges. (Koziara et al., 2022).

Table 7 evaluates the level of LGBTQIA+ members regarding their psychological wellbeing in terms of self-esteem. This includes their confidence, how they express their identity to other people, and self-respect.

TABLE 7. Level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing in terms of Self-esteem

| STATEMENT | MEAN | SD | REMARKS |
|-------------------------------------------------------------------------------------------------------|------|------|---------|
| LGBTQIA+ members are at ease when going out with other people. | 3.14 | 0.74 | Often |
| LGBTQIA+ members are composed of when they are with other people. | 3.12 | 0.78 | Often |
| LGBTQIA+ members are confident. | 3.23 | 0.80 | Often |
| LGBTQIA+ members often make their first move to meet new people. | 3.08 | 0.81 | Often |
| LGBTQIA+ members have no difficulty in making friends regardless of the latter's identity or culture. | 3.06 | 0.80 | Often |
| Weighted Mean | | | 3.13 |
| SD | | | 0.78 |
| Verbal Interpretation | | | High |

Based on the data presented in the table, it could be noted that there is a high level of perception in terms of self-esteem among the members of the third sex as indicated by the weighted mean of 3.13. Aside from that, the standard deviation for this factor is 0.78, indicating that there is a commonality among the views of the respondents. It could be gleaned from the data that they only often possess or experience the indicators included for this dimension. This may be the result of the third sex' dread of rejection among the society because of their identities linked with their gender preference. This could be further reflected in the last indicator that LGBTQIA+ members oftentimes feel that the culture of the community may not be appropriate for their chosen identity. Confidence, composure, and the ability to form connections are strong attributes within the school. Nevertheless, continued efforts to promote inclusivity, representation, and open social spaces can further enhance self-esteem and ensure that all LGBTQIA+ individuals feel fully empowered to engage, connect, and thrive.

Therefore, there can be an improvement that may be practiced among the LGBTQIA+ community in terms of self-esteem such as modulating policies for gender equality. The self-esteem of LGBTQIA+ individuals is complex and highly sensitive to external factors such as societal acceptance, stigma, and personal relationships. Positive, affirming environments contribute significantly to higher self-esteem and improved mental health outcomes (Cherry, 2023).

TABLE 8. Level of LGBTQIA+ Inclusive Initiative regarding Psychological Wellbeing in terms of Coping Mechanism

| STATEMENT | MEAN | SD | REMARKS |
|------------------------------------------------------------------------------------------------------------------|------|------|---------|
| LGBTQIA+ members cope with challenges. | 3.34 | 0.74 | Always |
| LGBTQIA+ members tend to practice positive forms of coping mechanisms. | 3.30 | 0.76 | Always |
| LGBTQIA+ members do not hurt themselves when facing challenges. | 2.99 | 0.87 | Often |
| LGBTQIA+ members help other people cope with their problems positively. | 3.29 | 0.75 | Always |
| LGBTQIA+ members do not influence nor affect other people badly when they do things to cope with their problems. | 3.15 | 0.81 | Often |
| Weighted Mean | | | 3.21 |
| SD | | | 0.80 |
| Verbal Interpretation | | | High |

Lastly, in terms of the psychological health of the participants, table 9 shows the level of psychological wellbeing of the respondents in terms of their ability to cope with the challenges that they faced.

Based on the data, it could be speculated that the LGBTQIA+ respondents have a high level of coping mechanism in accordance with the weighted mean of 3.21. Their view of this matter is somewhat general as statistically pertained by the standard deviation of 0.80. The data posits that the LGBTQIA+ members have the capacity to survive from the problems that they face, even though the quantified assessment implies that there can be room for improvement for this dimension. It could be emphasized that LGBTQIA+ members somewhat practice a positive way of coping not only from their respective hurdles in life but aside from that, they could also support their peers in doing so. Unfortunately, there are some who rated lower scores in terms of inflicting damages in themselves as seen from the lowest score among the indicators. Self-harm may be evident from few individuals, and it might range from reliance towards substance abuse such as smoking and drinking to a more lethal way like hurting themselves to alleviate the pain. Nevertheless, the data suggests that the level of the said indicator is still high. Authorities and advocates may propagate information on the different coping mechanisms individuals can practice, and it may not only be beneficial among the respondents of this study but also among all people who are hampered with problems in life. Coping strategies that foster resilience include finding a community, engaging in self-care, and cultivating supportive relationships. Some LGBTQIA+ individuals also build resilience through artistic expression, gaming, or using technology to connect with others, especially when in-person support is limited (Princing, 2021).

Level of Achievement among LGBTQIA+ Students

Achievement among LGBTQIA+ students refers to their academic, personal, social, and professional accomplishments within educational settings. In this study achievement among LGBTQIA+ students includes variables such as academic award and extracurricular participation and was statistically measured using mean and standard deviation.

Table 9 presents the level of academic achievement of LGBTQIA+ students in terms of their participation in extracurricular activities in school. This indicator connotes the involvement of the students identified under LGBTQIA+ from various non-academic endeavors such as in sports, performing arts, student leadership, journalism, and other school-related activities.

Based on the data presented, the respondents manifest low level of participation among the said activities as seen from the weighted mean of 2.30, and the standard deviation of 1.10 further speculates that there was a diverse experience from the respondents.

As responded by the LGBTQIA+ students, they were only involved in sports, performing arts, student leadership, and other school-related activities sometimes. The most notable statistical data for this was the standard deviation. It could be implied that they have diverse responses based on the matter.

It could mean that some of them experienced participating in the said activities while others were not immersed in the idea of entering extracurricular endeavors.

TABLE 9. Level of Achievement among LGBTQIA+ Students in terms of Extracurricular Participation

| STATEMENT | MEAN | SD | REMARKS |
|------------------------------------------------------------------------------------|------|------|-----------|
| I participate in the following extracurricular activities like... | | | |
| Sports (i.e. Intramurals, Athletic Meets such as Town Meet and higher) | 2.40 | 1.14 | Sometimes |
| Performing Arts (i.e. Competitions such as Singing, Acting, Dancing and the like) | 2.43 | 1.08 | Sometimes |
| Student Leadership (i.e. Classroom Officer and Student Supreme Government or SSLG) | 2.20 | 1.12 | Sometimes |
| Journalism | 2.06 | 1.06 | Sometimes |
| Other School-related Activities (Club Activities, Fun-Runs, etc.) | 2.42 | 1.08 | Sometimes |
| Weighted Mean | 2.30 | | |
| SD | 1.10 | | |
| Verbal Interpretation | Low | | |

The lowest level was garnered by journalism, and the standard deviation further explains that the said field requires a higher talent in writing regardless of their gender preferences. One implication of the data is the individual differences of the respondents in terms of their potential and talents. LGBTQIA+ have also a wide spectrum of capabilities like heterosexual students. This lack of participation can affect their sense of belonging and academic success.

To address this, schools should consider implementing inclusive policies, mentorship programs, and visibility campaigns that affirm LGBTQIA+ identities within all aspects of student life. By cultivating safe and affirming spaces across all extracurricular platforms, educational institutions can help ensure that LGBTQIA+ students feel empowered to explore their interests, express their talents, and contribute meaningfully to the school community.

Table 10 shows the scholastic achievements among LGBTQIA+ students in terms of academic awards. The data displays the frequency of LGBTQIA+ students per academic award as categorically established by the Department of Education.

TABLE 10. Achievement among LGBTQIA+ Students in terms of Academic Award

| Honors | Frequency | Percentage |
|---------------------|------------|----------------|
| With Highest Honors | 3 | 2.00% |
| With High Honors | 30 | 20.00% |
| With Honors | 75 | 50.00% |
| None | 42 | 28.00% |
| Total | 150 | 100.00% |

Based on the data, 72.00% of the students (n=108) received an academic award, with 50% (75 out of 150) of the total respondents garnering citation of “With Honors”. 20% (30 out of 150) of the respondents experienced to be awarded with the distinction “With High Honors” and three (3) even crowned the highest scholastic award in Department of Education: “With Highest Honors”. The information posits that despite the negative assumptions of some individuals regarding the LGBTQIA+ members, it could be elucidated

that most of them display a drive in their academic journey. It could showcase that regardless of their gender preference, they were able to attain accolades from the educational institutions. 28.00% (n=42) of the LGBTQIA+ students were not able to receive any scholastic awards. There may be a wide range of reasons why they did not achieve such distinctions such as socioeconomic status, peer influence, or other personal issues. Nevertheless, these data can be crucial in speculating the influence of LGBTQIA+ inclusive initiatives for the third sex as well as their well-being.

TABLE 11. Test of difference on LGBTQIA+ Psychological Well-being as group According to Profile

| Source | Dependent Variable | Type III Sum of Squares | Mean Square | F | p |
|--------------------|----------------------------|-------------------------|-------------|-------|-------|
| Age | Emotional Resilience | 0.148 | 0.074 | 0.273 | 0.761 |
| | Interpersonal relationship | 0.040 | 0.020 | 0.078 | 0.925 |
| | Self esteem | 0.514 | 0.257 | 0.716 | 0.491 |
| | Coping mechanism | 0.916 | 0.458 | 1.580 | 0.210 |
| Gender preferences | Emotional Resilience | 1.173 | 0.168 | 0.617 | 0.741 |
| | Interpersonal relationship | 2.791 | 0.399 | 1.565 | 0.152 |
| | Self esteem | 0.363 | 0.052 | 0.144 | 0.994 |
| | Coping mechanism | 1.731 | 0.247 | 0.852 | 0.546 |
| Grade level | Emotional Resilience | 1.042 | 0.260 | 0.959 | 0.433 |
| | Interpersonal relationship | 0.727 | 0.182 | 0.714 | 0.584 |
| | Self esteem | 0.391 | 0.098 | 0.272 | 0.895 |
| | Coping mechanism | 1.013 | 0.253 | 0.874 | 0.482 |

Note: *p<0.05

Table 11 examines whether there is a significant difference in LGBTQIA+ well-being based on age, gender preferences,

and grade level, using emotional resilience, interpersonal relationships, self-esteem, and coping mechanisms as dependent variables. The results indicate that none of these demographic factors show a statistically significant difference in well-being across the measured dimensions, as all (p>0.05).

Age does not play a crucial role in shaping the psychological well-being of LGBTQIA+ individuals in this study. Similarly, gender preferences do not significantly affect emotional resilience, interpersonal relationships, self-esteem and or coping mechanisms. This suggests that regardless of age, students share relatively similar levels of emotional strength, interpersonal skills, self-perception, and coping ability.

The lack of significant differences emphasize that well-being factors are relatively stable regardless of gender identity or sexual orientation. Likewise, grade level does not show a significant influence on emotional resilience, interpersonal relationships, self-esteem, or coping mechanisms. This indicates that students at different educational levels experience similar levels of psychological well-being. While the lack of significant differences may be interpreted positively, indicating equitable support and inclusion it also raises the possibility that targeted interventions or differentiated support based on demographic needs might not be currently in place or may not be needed. The analysis reveals that there are no statistically significant differences in Emotional Resilience, Interpersonal Relationships, Self-Esteem, or Coping Mechanisms when considering Age, Gender Preferences, or Grade Level. This suggests that these factors do not have a measurable impact on the psychological well-being aspects assessed in this study. It's important to note that while the results are not statistically significant, this does not necessarily mean there are no differences at all.

TABLE 12. Significant relationship between LGBTQIA+ inclusive initiative and their psychological well-being

| LGBTQIA+ Inclusive Initiative | | Psychological well-being | | | |
|-------------------------------|---------------------|--------------------------|----------------------------|-------------|------------------|
| | | Emotional resilience | Interpersonal relationship | Self esteem | Coping mechanism |
| Educational Opportunities | Pearson Correlation | 0.063 | 0.124 | 0.06 | 0.019 |
| | Sig. (2-tailed) | 0.442 | 0.130 | 0.469 | 0.817 |
| | N | 150 | 150 | 150 | 150 |
| Personal Security | Pearson Correlation | .185* | .325** | .354** | .350** |
| | Sig. (2-tailed) | <.05 | <.001 | <.001 | <.001 |
| | N | 150 | 150 | 150 | 150 |
| Political Participation | Pearson Correlation | .381** | .464** | .350** | .331** |
| | Sig. (2-tailed) | <.001 | <.001 | <.001 | <.001 |
| | N | 150 | 150 | 150 | 150 |
| Civic participation | Pearson Correlation | .460** | .527** | .445** | .439** |
| | Sig. (2-tailed) | <.001 | <.001 | <.001 | <.001 |
| | N | 150 | 150 | 150 | 150 |

Note: *p<0.05, **p<.01, ***p<.001

Table 12 presents the significant relationship between LGBTQIA+ inclusive initiatives and psychological well-being, focusing on emotional resilience, interpersonal relationships, self-esteem, and coping mechanisms.

The findings indicate that educational opportunities show no significant relationship with any of the psychological well-being aspects, (p>0.05) Likewise, personal security is significantly correlated with emotional resilience (p<0.05). This means that feeling secure in one's personal environment

is associated with greater emotional resilience. Likewise, the correlation between personal security and interpersonal relationships is stronger ($p < .001$), indicating that when individuals feel more personally secure, they are more likely to have better relationships with others. Similarly, personal security shows even stronger correlations with self-esteem and coping mechanisms ($p < .001$). This means that those who feel personally secure tend to have higher self-esteem and are better at managing stress or challenges in life. Moving forward, schools and institutions aiming to support LGBTQIA+ individuals should prioritize initiatives that foster safety, empowerment, and active community engagement. These are the areas with the most meaningful psychological returns. These findings align with broader research indicating that civic engagement and a sense of security contribute positively to mental health and well-being. For instance, studies have shown that civic participation is linked to improved mental health outcomes among youth.

Similarly, political participation exhibits a significant positive relationship with all psychological well-being components ($p < .001$). This means that individuals who actively engage in political matters tend to experience better psychological well-being, higher self-esteem, and improved coping strategies. With the aforesaid results, it could be implied that the governments not only in the Philippines but across the globe must strengthen their policies in reassuring that the LGBTQIA+ individuals are safe as aspired by one of the goals of Sustainable Development Goals 2030: to acquire gender equality (United Nation, 2015).

TABLE 13. Significant relationship between LGBTQIA+ inclusive initiative and their achievement

| LGBTQIA+ Inclusive Initiative | | Students' achievement | |
|-------------------------------|---------------------|-----------------------|----------------------------|
| | | Academic award | Extracurricular activities |
| Educational Opportunities | Pearson Correlation | -0.076 | .205* |
| | Sig. (2-tailed) | 0.358 | <.05 |
| | N | 150 | 150 |
| Personal Security | Pearson Correlation | 0.001 | 0.041 |
| | Sig. (2-tailed) | 0.990 | 0.620 |
| | N | 150 | 150 |
| Political Participation | Pearson Correlation | 0.056 | 0.057 |
| | Sig. (2-tailed) | 0.495 | 0.487 |
| | N | 150 | 150 |
| Civic participation | Pearson Correlation | -0.072 | 0.066 |
| | Sig. (2-tailed) | 0.379 | 0.421 |
| | N | 150 | 150 |

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 13 presents the relationship between LGBTQIA+ inclusive initiatives and students' achievement, measured in terms of academic awards and extracurricular activities.

The findings indicate that educational opportunities have a significant positive correlation with extracurricular activities ($p < .05$), this means that access to inclusive educational opportunities encourages LGBTQIA+ students to engage more in extracurricular involvement. However, educational opportunities do not show a significant relationship with

academic awards ($p > 0.05$), implying that while inclusivity in education may foster participation in non-academic activities, it does not directly translate into formal academic recognition.

Other inclusive initiatives, including personal security, political participation, and civic participation, do not exhibit significant relationships with either academic awards or extracurricular activities, indicating that feelings of safety alone do not necessarily influence student achievement. Similarly, political participation and civic participation have non-significant correlations with both achievement indicators showing that political engagement does not strongly correlate student success in these areas. The study of Tang and Pudol (2018) reaffirms the results, citing that despite of the non-significance of some variables, there must still be a call for comprehensive policies to create a more inclusive and supportive environment for LGBTQ+ students in educational institutions.

Overall, the findings highlight the potential of inclusive educational opportunities as a meaningful avenue for improving student engagement in school activities outside the classroom. These results support the notion that inclusivity in education when operationalized through programs.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn;

The study reveals that there is no significant difference on LGBTQIA+ psychological wellbeing according to profile. None of these demographic factors show a statistically significant difference in well-being across the measured dimensions, as all. Hence, the hypothesis is accepted. This implies that students at different educational levels experience similar levels of psychological well-being.

The results on significant relationship between LGBTQIA+ inclusive initiative and their psychological wellbeing reveal that there is a significant relationship. Hence, the hypothesis is rejected. These implies that individuals who actively engage in political matters tend to experience better psychological wellbeing, higher self-esteem, and improved coping strategies.

Lastly, the significant relationship between LGBTQIA+ inclusive initiative and their achievement have a significant positive correlation with extracurricular activities. Hence the hypothesis is rejected. That implies that the potential of inclusive educational opportunities is a meaningful avenue for improving student engagement in school activities outside the classroom.

Considering the conclusions presented, the following recommendations were formulated:

School Heads and Teachers may intensify the implemented policies or integrate lessons to strengthen the protection for LGBTQIA+ members.

School Heads, Guidance Counselor and class adviser may seek assistance of mental health professionals that specifically address identity-based stress that will enable them to be more resilient to cope with the challenges in life and to unleash their self-esteem.

Teachers may strategize to input extracurricular activities regarding the LGBTQIA+ that will help the members of the third sex to express their talents and skills in different ways or activities.

Future researchers may utilize the findings of this study to serve as a reference if ever they aspire to indulge in the effect of various factors in the inclusiveness of LGBTQIA+ members. Similarly, they may add other variables regarding psychological wellbeing.

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