

A Comparative Investigation of Family Acceptance on LGBTQ+ Level of Confidence

Jezca Desales¹, Jenne Bee Magalso¹, Angel Kesiah Sarcena¹, Niña Chreisha Espiritu¹, Marcc Andrew Mahusay¹, Jay Louie Masan¹, Marian Joy Batiancila^{1*}

¹Department of Arts and Sciences, University of Mindanao Digos College, Digos, Davao del Sur, Philippines

*Correspondence: Jezca.Desales1

ABSTRACT: Family acceptance plays a crucial role in shaping the self-esteem of LGBTQ+ individuals. However, despite growing awareness of the challenges faced by LGBTQ+ individuals, there is a notable lack of studies investigating the comparative impact of family acceptance on their self-esteem. This study comparatively investigated the family acceptance of the 300 College and Secondary Highschool students who are part of the LGBTQ+ community. The data Collected through purposive sampling method using traditional survey questionnaire and google form. The result revealed that there is a significance differences between level of self-esteem on LGBTQ+ students who are accepted and not accepted by their family. The study affirmed that both accepted ($M= 1.97$; $SD= 0.44$) and not accepted ($M=1.73$; $SD= 0.43$) had a result of low self-esteem. However, despite that both have low self-esteem, using the Mann Whitney U test, there is still a significant difference between their level of self-esteem ($U= 0.89$, $Z\text{-score}= -3.34$, $p= .000$). In conclusion this study provides valuable insights of the importance of family acceptance and other factors that affects the self-esteem of LGBTQ+ individuals. This study underscores the critical role of family acceptance and societal attitudes to promote the well-established self-esteem of LGBTQ+ individuals as well as their overall well-being. The importance of this of this study will support future researchers in exploring further Goal number five of the SDG is very helpful for human rights defenders and supporters because it has the most connections with LGBTQ+ rights. It has been shown that

areas related to LGBTQ+ issues including self-esteem and other wider societal adverse effects

Keywords: college students, secondary high school students, family acceptance, LGBTQ+, self-esteem

I. INTRODUCTION

Members of the LGBTQ+ community are constantly criticized, yet they are fighting for acceptance and equal rights. Discrimination against LGBTQ+ population is widespread, making it a serve issue (Malviya, 2019). Some Teenagers who identify as LGBTQ are more likely to suffer from sadness, hopelessness, thoughts of killing themselves, criminal conduct, academic failure, a lack of relationship and protection, and lack of determination to complete their education than their heterosexual peers. According to Chan et al., (2022) when there where variations depending on gender and sexual orientation, LGBTQ youth experienced more abuse.

Family acceptance is among the best indicators of LGBTQ+ young people's wellness, mental health, and overall well-being. In addition, it takes time to become accepted, and the process of becoming so is often challenging and depends on parents having the support they require to deal with the stress of knowing that their child identifies as gay or lesbian (Ghosh, 2020). According to Alibudbud (2024), there is also proof of violence and discrimination towards Filipinos which identify as queer, Bisexual, or transgender. According to a 2018 Human Rights Campaign survey, 70% of LGTQIA+ young people reported feeling hopeless or useless in the previous week, even though 91% of them take pride in their identification. Furthermore, 67% of participants said they had heard family members make anti- LGTQIA+ criticism reasons that lead to low self-esteem among LGTQIA+ youth (Bhardan, 2021).

Negative reaction frequently leads to emotional distress parent-child disputes, and negative psychological outcomes like substance abuse, depression, and, in the worst situations, a higher risk of suicidal thoughts with low self-esteem. A study by Tripathiet et al., (2022), looks at the difficulties and mental health problems LGBTQ youth encounter as well as the importance of parental acceptance following coming out. Moreover, bullying and rejection from family were linked to lower LGBTQ identity pride, which in turn was linked to higher levels of depression and low self-esteem, according to the findings (Chang et al., 2021)

violence against persons because of their perceived or actual sexual orientation, gender identity, gender expression, or sexual characteristics is common throughout

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the world. Hence, we can take advantage of this chance to promote the inclusion and rights of LGBTQ+ when states develop program or policies with the goal of fulfilling SDG #5 in order to guarantee that no one is left behind.

A. Research Questions

Determining out whether LGBTQ+ students' self-esteem affects between those who are accepted by their families and those who are not is the primary objective of this study, following question among college and senior high school students:

1. What is the measured level of self-esteem among LGBTQ+ young people who have family acceptance?
2. What is the measured level of self-esteem among LGBTQ+ students whose families did not accept them?
3. Does the level of self-esteem of LGBTQ+ students who have family acceptance differ significantly from among those who do not?

B. Hypotheses

The following hypothesis are formulated based on the statement of problem.

H0: The confidence level of LGBTQ+ students who had their family accept them and those who did not does not differ significantly

H1: Students who felt accepted by their families and those who were not have significantly different levels of self-esteem.

C. Conceptual Framework

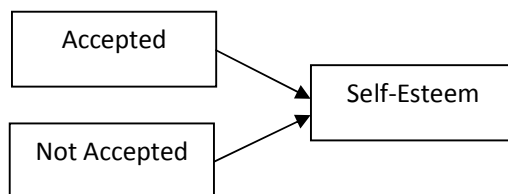


Figure 1. Schematic Diagram of the Conceptual Framework

This study revolves around two variables level of self-esteem, which is the dependent variable and accepted and not accepted is the independent variable.

II. METHODS

This section shows the methods that are used in this study in gathering data and analysis that are relevant to the research. The methodology area presents the research design, research respondents, research sampling, data

collection, research instrument, statistical treatment, and ethical consideration

A. Research Respondents

This study involved 300 participants currently enrolled at the University of Mindanao Digos College and Digos Central Adventist Academy Inc., all of whom are members of the LGBTQ+ community. The participants were purposively selected based on their relevance to the research topic to provide valuable insights through the research questionnaire. The gender distribution among the respondents revealed that the majority identified as Bisexual (f=151, 50%), followed by those identifying as Gay (f=50, 17%), Others (including Pansexual, Polysexual, Androsexual, etc.) (f=49, 14%), lesbian (f=30, 10%), and Transgender (f=13, 7%). Most participants were Senior High School students (91 respondents, 34%), followed by 1st-year students (73 respondents, 25%), 2nd-year students (55 respondents, 19%), and 4th-year students (20 respondents, 6%). The total number of respondents was 300, ensuring comprehensive representation of the LGBTQ+ community.

B. Research Sampling

The researchers used purposive sampling to ensure that the participants are Lesbian, Gay, Transgender, Queer, and others (Pan-sexual, Adro-sexual, Agender etc.) and the participants enrolled from University of Mindanao Digos College and Digos Central Adventist Academy Inc. are part of this LGBTQ+ Community. This diverse population of students are well-suited to investigate then significant difference between accepted and not accepted to the students' level of self-esteem. According to Andrade (2020) purposive sampling method has the characteristics that are defined for a specific purpose that is relevant to the study. The findings of a study that used convenience and purposive sampling can only be applied to the subpopulation from which the sample is taken from, not to the population as a whole. Each sampling methods clearly identifies each study's reliability for data collecting and analysis (Campbell et al., 2020).

C. Data Collection

The researchers identified one questionnaire and gathered relevant literature of the study. It is structured into 2 dimensions: first dimensions consist of one question that can be answered yes or no about family acceptance; second dimension is related to overall feelings of self-esteem acceptance through Rosenberg's self-esteem scale with 10 items, to identify their level of self-esteem. By using the traditional data gathering questionnaire and Google Form,

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the questionnaire was administered to the 300 chosen LGBTQ+ students from the two school which in UMD C and DCAA.

D. Research Instrument

The researchers collected data to accomplish the research objectives through survey questionnaires. The researchers used Rosenberg self-esteem scale (RSES) as an instrument to measure self-esteem. According to Morris Rosenberg (1975), the purpose of the RSE scale is to measure self-esteem. Originally the scale was specialized to measure the self-esteem of the college and senior high school students. However, since its development, the scale has been utilized with a wide range of population including adults, with norms available for many of those groups. The questionnaire consists of a 10-item Likert scale. Using a 5-point Likert scale, items 3,5,8,9, and 10 that ranges from 3= Strongly Disagree, 2= Disagree, 1= Agree, 0= Strongly Agree. For items 1,2,4,6, and 7 that ranges from 3= Strongly Agree, 2= Agree, 1= Disagree, 0= Strongly Disagree.

Subsequently, the researcher conducted a reliability and validity test on Rosenberg's Self-esteem scale, conducted at the University of Mindanao Digos College, specifically among the 50 LGBTQ+ students from the Bachelor of Science in Psychology using the traditional survey questionnaires. After collecting the data, the researchers utilized the "IBM SPSS Statistics 25" application to assess the questionnaires' reliability. The researcher also used Pearson Correlation Coefficient to assess the validity of the questionnaires.

The researchers found an overall value of $\alpha = 0.802$, indicating a good reliability. This is supported by a study conducted by Monuth (2022), where the Cronbach's Alpha value was 0.91 in self-esteem, social contentedness and equality of life among the LGBTQ+ community in South India.

Using the Rosenberg's Self-esteem Scale during their pilot testing, the researchers found out the an overall result on their validity which indicates an overall valid remark, this is supported by an article that published by Gupta (2024), that states that the Rosenberg's Self-esteem Scale has a construct validity, which means it only measures what it is intended to measure and nothing more, Dr. Daramus (2024) added, that Rosenberg's Self-esteem Scale also has a concurrent validity, which means that your scores will be consistent with the scores of another valid self-esteem scale if you compare it.

E. Statistical Treatment

The researchers used Kolmogorov-Smirnov Test to determine whether the data was normally distributed and whether the null hypotheses would be rejected. The test result ($D = 0.064$, $P\text{-value} = 0.05$) did not show if the continuous variables have a normal distribution by assumption. The data were evaluated using IBM SPSS 25.0 and significance level was considered as $p < 0.05$. Yidirim (2022). To investigate the family acceptance on LGBTQ+ level confidence, the researcher utilized the Mann Whitney U Test. According to Foster (2024), the Mann Whitney U test was used to determine the differences between primary groups.

TABLE 1: Range of Means and Interpretation

Range of Means Score	Meaning	Qualitative Description
1.00 – 1.80	Very Low	The students have very low self-esteem
1.81 – 2.60	Low	The students have low self-esteem
2.61 – 3.20	Moderate	The students have moderate self-esteem
3.21 – 4.20	High	The students have high self-esteem
4.21 – 5.00	Very High	The students have very high self-esteem

F. Ethical Considerations

For ethical research consideration, before the study will be conducted the researcher firstly ask the respondents about their gender identity and will receive briefing and key information about the purposed of the study. The researchers ensure that the information will be kept confidential and will not force them to answer the questionnaire. The benefits of survey participation could include feeling good about helping to increase understanding to the LGBTQ+ people. To acknowledge the participation of the respondents, the researchers provide a token as a give thanks to their participation.

III. RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the study. It deals with the difference, between LGBTQ+ students who are accepted and not accepted by their family. It also provides the analysis and interpretation of the data that has been gathered according to the research question enumerated.

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TABLE 2: Level of Self-Esteem on Accepted and Not Accepted

	Self-Esteem		Interpretation
	<i>M</i>	<i>SD</i>	
Accepted	1.97	0.44	Low
Not Accepted	1.71	0.43	Very Low

The table 2 shows that students who are accepted by their family have a higher self-esteem score ($M=1.97$) than those who are not accepted by their family. However, the data revealed that even the LGBTQ+ students are accepted by their families, they still have low self-esteem. A study by Nguyen et al., (2019) discovered that students' poor self-esteem had a substantial impact to their quality of life. Nguyen et al., (2019) also found that poor self-esteem was associated with anxiety, sadness, academic stress, and suicidal ideation. The researchers concluded that there may be other variables contributing to these LGBTQ+ students' poor self-esteem.

According to Taylor et al., (2019), their study adds significant knowledge to the literature regarding LGBTQIA+ people are victims of violent hates crimes every year, including rape, burglary, severe beatings, emotional abuse and more (Bardhan, 2020). Being a victim or at danger of becoming one can led to low self-esteem and poor mental health and wellness. Those who experience prejudice may suffer from stress, anxiety, sadness, suicidal thoughts, and social motivation, among other detrimental effects on their psychological health (Chaw, 2023).

Low self-esteem and insecurity can also result from living in a condition of perpetual anxiety and upset. According to Ridings (2020), LGBTQ+ youth have not only experience discrimination based on their sexual identity and gender orientation but also face prejudice on the identities, which include national origin, race, ethnicity, religion, color and disability status. Religion can also be one factors of why they have low self-esteem according to Brandon (2020) previous literature addresses the ways that religion has attempted to understand the stigma surrounding LGBTQ+ individuals. Many faith-based universities that sexual and gender monitory (SGM) identities (e.g. LGBTQ+) are sinful (i.e. morally wrong) and substandard to heterosexual and cisgender identities (Kay, 2022). And in the school setting according to Russel (2021) students may experience dangerous school situations, such as bullying and discrimination that roots from their sexual identity and gender orientation. Unfavorable school environments and discriminatory interactions may jeopardize the well-being of the LGBTQ+ teenagers. And according to Bridge et al., (2022), young individuals who were a member of the LGBTQ+ community are prone to face mental health problems than

their heterosexual classmates. On average, they have lower self-esteem, which may contribute to the development have a complex viewpoint on self-esteem, underscoring the need for mor research for LGBTQ+ and the affecting variable which is self-esteem.

On the other hand, LGBTQ+ students who are not accepted by their family scores ($M=1.73$) a very low self-esteem. According to Wilson (2024), people who lack confidence and have low self-esteem may have an imbalanced perception of themselves and question their skills or abilities. Social interaction, building careers, and academic pursuits can all be affected by having low self-esteem and lack of confidence. In the absence of remedies, it might also negatively impact their physical and emotional well-being. According to Grant (2018), people who identify as LGBTQ+ are known to be especially vulnerable to poor self-esteem. And parental support was a key protective factor for LGBTQ+ people since it allowed them to build their own identities, peer and romantic relationships, and views without relying in their parents. Positive parental attitudes toward their children may assist young people avoid acquiring mental health problems (Enverga University, 2023) and such as having low self-esteem. Findings from a study by Meanly et al., (2021), family support is positively connected with self-esteem, while family rejection is negatively associated with it. Family rejection was statistically a significant moderator that reduces the relationship between familial bond and self-esteem. According to research, LGBTQ+ young people who have positive relationship with their parents come out sooner and have more positive sexual identities than LGBTQ+ children who have negative relationship with their parents (Mills-Koonce et al., (2023). In addition, according to Amory et., (2022) LGBTQ+ individuals who reported higher level of family acceptance are less likely to commit suicide, experience symptoms of depression, and to contract HIV.

Family rejections can take many forms, including complete removal of the child from the house and family and physical or psychological abuse, one should not undervalue the detrimental effects of rejection from family members (Grubss, 2023). According to Ryan et al., (2009), LGBTQ+ young adults who are reported to experienced higher levels of family rejections during their teenage years were 5.9 times more likely to report higher level of depressive symptoms, 3.4 times more likely to use illegal drugs, and 8.4 times more likely to have engaged in unsafe sex than their peers from families that reported no or low level of family rejections. Young LGBTQ+ identity can have a huge impact on how their peers and family react to them, and it can directly lead to self-harming thoughts and experiences (Williams, 2023) and such as low self-esteem. The result shot the family rejection has a greater impact

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towards LGBTQ+ self-esteem indicating that there are risks that can affect not just their self-esteem but as well as their mental health well-being. According to study by Huand (2021), there is a higher likelihood of depression among LGBTQ+ people. Among LGBTQ+ people, social pressure and family acceptance may be risk factors for depression. These existing factors can help future researchers on the other existing variables affecting the low self-esteem of LGBTQ+ individuals.

esteem compared to those youth who receives moderately positive or very positive reactions. A study by Gattamorta et al. (2022) shows that the more individuals experience parental rejection based on their sexual identity the more they most likely to have a moderate to severe psychological distress, with social isolation and LGBTQ+ identity concealment as the two significant predictors in the model. The results show whether they are accepted and not accepted the participants exhibit a lower level of self-esteem. However, both of them still have a significant difference which can help future researcher to dig deeper of what affects the self-esteem of the LGBTQ+ aside from family acceptance.

TABLE 3: Mann Whitney U Test

Null Hypothesis	U	Z-score	Sig.	Decision
The distribution of self-esteem is the same across categories of Family Acceptance (1- Yes, 2- No)	0.89	-3.48	.000	Reject the Null Hypothesis

Significance level is .05

A Mann-Whitney U test was utilized to compare scores of self-esteems between LGBTQ+ students who are accepted and not accepted by their family. The result indicated (U= 0.89, Z-scores= -3.34, p= .000). Despite both of them has a low self-esteem, still LGBTQ+ students who are accepted by their family has a higher scores of self-esteem than those who are not accepted by their family, indicating a (p= .000) result that suggests to reject the null hypothesis, meaning, there us still a significance difference between the level of self-esteem of the LGBTQ+ students who are accepted and who are not accepted by their family. This statement was supportive by Price (2019) which he stated that individual parental rejection who are facing mental health issues (lower self-esteem), whereas individuals who were supported by their parents report higher self-esteem and improved well-being. McCurdy et al., (2023) also added that young people who live in a household who receives negative reactions from their family had higher depressive symptoms and lower self-

IV. CONCLUSION AND RECOMMENDATION

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

The results for LGBTQ+ who are accepted by their family indicates a total mean and a standard deviation of (M= 1.97; SD= 0.44) which indicates a low self-esteem for LGBTQ+ who are accepted by their family. On the other hand, the result of LGBTQ+ who are not accepted by their family indicates a total mean of and standard deviation of (M=1.73; SD= 0.43) which indicates a very low self-esteem. Lastly, the result from the Mann Whitney U test (U= 8979.00, Z-scores= -3.34, p= .000). The Mann Whitney U test suggests rejecting the null hypothesis with a (p= .000) indicates that there is a significant difference between the two groups, family accepted and not accepted. Based on the findings of this study, the researchers indicated that establishing self-esteem should begin at home, as family plays an important role in developing an LGBTQ+ individual's self-worth and self-esteem. By offering supportive and caring relationships, an individual can create a strong foundation of self-esteem. As parent's acceptance a positive outcome on the LGBTQ+ self-esteem, the researchers also recommended that parents should give a widely understanding and acceptance to their children that are part of the LGBTQ+ community as they are prone to have a low self-esteem and struggles with mental health well-being, the support from the family already had a significant impact on each LGBTQ+ people's lives as they face discrimination outside the family. And, because every LGBTQ+ person faces discrimination outside their family, the researchers recommended that people should learn about what it means to be Lesbian, Gay, Bisexual, Transgender, or Queer and other, in order to better comprehend their experiences. To end this prejudice and victimization, and to encourage people to engage in open discourse in order to minimize stigma and develop empathy, understanding, respect, and acceptance, all of which contribute to high levels of positive self-esteem. By

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implementing these principles, society can create an environment in which LGBTQ+ people feel valued, respected, and empowered to live. Finally, the researchers suggested that future researchers should investigate more areas connected to LGBTQ+ concerns, self-esteem, and broader societal implications. These recommendations can assist future studies and get vital insights to promote and improve the lives of LGBTQ+ people by encouraging social acceptance, mental well-being and long-term empowerment.

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