

Challenges, Resilience and Career Path Among LGBTQ Students: Input to a Transformative Support Program in the University of Rizal System

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Abstract

This study examined the challenges, academic resilience, and career paths of LGBTQ students at the University of Rizal System (URS) and developed a transformative support program based on the findings. Guided by Minority Stress Theory and Social Cognitive Career Theory, the study employed a mixed-methods research design integrating quantitative and qualitative approaches to provide a comprehensive understanding of the experiences of LGBTQ students. The respondents were LGBTQ students enrolled across the ten URS campuses during the School Year 2023–2024, selected through voluntary sampling. Data were gathered using a researcher-made questionnaire, the Academic Resilience Scale (ARS-30), the Brief Resilience Scale, and semi-structured interviews. Descriptive statistics, inferential analyses, and thematic analysis were utilized to analyze the data. The findings revealed that LGBTQ students experienced moderate levels of challenges, particularly in discrimination, harassment, mental health concerns, access to resources, safety, legal and policy issues, and campus life. Despite these challenges, the respondents demonstrated a generally satisfactory level of academic resilience characterized by perseverance, reflective and adaptive help-seeking behaviors, and the capacity to recover from adversity. However, negative affect and emotional responses remained areas of concern, indicating the need for stronger psychosocial support. The study further showed significant differences in the extent of challenges and resilience across selected demographic variables and established a significant relationship between challenges encountered and academic resilience. Qualitative findings emphasized the importance of inclusive institutional policies, supportive peer and faculty relationships, accessible counseling services, and affirming campus environments in fostering resilience and informed career decision-making. Based on the results, the study proposed a transformative support program aimed at strengthening mental health services, career guidance, inclusive policies, and student support mechanisms to promote the academic success, well-being, resilience, and career development of LGBTQ students within the University of Rizal System and other higher education institutions committed to inclusive and equitable educational practices.

Keywords: LGBTQ Students, Academic Resilience, Career Paths, Higher Education, Minority Stress, Inclusive Education, Transformative Support Program, University of Rizal System

Introduction

Higher education institutions have increasingly embraced diversity, equity, and inclusion as fundamental principles in creating learning environments that foster academic success and personal development for all students. Despite these efforts, lesbian, gay, bisexual, transgender, and queer (LGBTQ) students continue to experience disparities in their educational experiences because of discrimination, stigma, social exclusion, and limited institutional support. These challenges often extend beyond academic settings, influencing students' psychological well-being, resilience, and career development. As universities strive to become more inclusive, understanding the factors that shape LGBTQ students' academic and career experiences has become an important area of educational research (Glazzard et al., 2020).

Recent literature indicates that LGBTQ students continue to face significant obstacles during their transition into and throughout higher education. Glazzard et al. (2020) reported that identity disclosure, fear of discrimination, and difficulties in establishing social belonging remain common experiences among LGBTQ university students. Although participants demonstrated resilience through supportive peer relationships, affirming faculty members, and inclusive campus initiatives, the study emphasized that institutional commitment remains essential in reducing barriers to academic success. These findings suggest that while individual resilience contributes to positive educational outcomes, institutional environments play an equally important role in fostering students' academic engagement and well-being.

The educational experiences of LGBTQ students are also strongly influenced by minority stress and the availability of protective resources. Ferbežar et al. (2025) found that discrimination, prejudice, and stigma continue to undermine students' mental health, academic engagement, and overall educational experiences. However, supportive relationships, inclusive educational policies, and affirming campus climates significantly strengthen resilience and enable LGBTQ students to

navigate academic challenges more effectively. Their findings reinforce the importance of examining resilience not merely as an individual characteristic but as a product of supportive institutional and social environments.

Academic resilience has become an increasingly important construct in understanding student success within higher education. Recent studies demonstrate that students who possess stronger self-efficacy, adaptive coping strategies, and supportive academic environments are better equipped to overcome educational adversity and maintain positive academic outcomes. Zhang and Li (2025) reported that resilience contributes significantly to students' academic persistence, motivation, and psychological well-being, suggesting that universities should invest in interventions that strengthen resilience among students facing various forms of adversity. For LGBTQ students, resilience becomes particularly important because they often encounter additional psychosocial stressors associated with their gender identity and sexual orientation.

Career development likewise represents a critical component of LGBTQ students' educational experiences. Inclusive educational environments influence not only academic achievement but also students' confidence in pursuing their chosen professions and preparing for future employment. Weber (2025) emphasized that students' sense of belonging within higher education institutions contributes positively to career confidence, academic persistence, and professional identity development. Similarly, Ablaza et al. (2025) noted that concerns regarding workplace discrimination continue to shape the career decisions and employment expectations of LGBTQ individuals, highlighting the importance of preparing students for equitable and inclusive career opportunities before graduation.

Collectively, contemporary research demonstrates that academic challenges, resilience, campus climate, and career development are interconnected dimensions of LGBTQ students' educational experiences. Although recent studies have expanded knowledge regarding minority stress, resilience, and inclusion within higher education, these variables have largely been examined independently. Existing literature has focused primarily on mental health, discrimination, campus belonging, or resilience as separate constructs, providing limited understanding of how these factors collectively influence students' educational and career outcomes.

Despite the growing body of literature published, several important gaps remain. First, few studies have simultaneously examined the challenges encountered by LGBTQ students, their academic resilience, and their career pathways within a single conceptual framework. Second, contemporary studies have predominantly been conducted in Western educational contexts, resulting in limited empirical evidence applicable to Philippine higher education institutions. Third, there is a scarcity of mixed-methods investigations that integrate quantitative measures with qualitative accounts to provide a comprehensive understanding of LGBTQ students' lived experiences. Finally, limited research has translated empirical findings into institutional support programs that specifically address students' academic, psychosocial, and career development needs. Addressing these gaps, the present study investigates the challenges encountered, academic resilience, and career paths of LGBTQ students at the University of Rizal System and develops a transformative support program that may strengthen inclusive educational policies, student services, and career development initiatives in higher education.

Material and methods

2.1 Research Design

This study employed a sequential exploratory mixed-methods research design to comprehensively examine the challenges, academic resilience, and career paths of LGBTQ students at the University of Rizal System (URS). The study began with a quantitative phase that utilized descriptive-correlational methods to determine the extent of challenges encountered, levels of academic resilience, and career path characteristics, as well as to examine significant differences and relationships among the variables. This was followed by a qualitative phase using semi-structured interviews to gain deeper insights into the lived experiences of LGBTQ students and to explain the quantitative findings. The integration of quantitative and qualitative data provided a more comprehensive understanding of the phenomenon and served as the basis for developing a transformative support program for LGBTQ students.

2.2 Locale of the Study

The study was conducted at the University of Rizal System (URS), a public higher education institution in the Province of Rizal, Philippines. The university consists of ten campuses strategically located throughout the province, providing diverse academic programs and serving students from different socioeconomic and cultural backgrounds. The multi-campus setting enabled the researcher to obtain a comprehensive representation of LGBTQ students across the university system and to examine their experiences within varying educational contexts. The selection of URS was based on its commitment to inclusive education and the availability of a diverse student population appropriate for the objectives of the study.

2.3 Respondents of the Study

The respondents of the study were self-identified LGBTQ students currently enrolled in the ten campuses of the University of Rizal System during the Academic Year 2023–2024. Participants represented diverse gender identities, sexual orientations, academic programs, year levels, and campus affiliations. For the qualitative phase, selected participants who were willing to share their experiences participated in in-depth semi-structured interviews. Their narratives provided richer contextual information regarding the challenges they encountered, their academic resilience, and their career aspirations.

2.4 Sample and Sampling Procedure

The study utilized voluntary and purposive sampling techniques. During the quantitative phase, self-identified LGBTQ students who met the inclusion criteria and voluntarily agreed to participate were included in the survey. The sample size was determined to ensure adequate representation from the ten URS campuses. For the qualitative phase, purposive sampling was employed to select participants who could provide rich and meaningful descriptions of their lived experiences. Selection considered variations in gender identity, campus, academic program, and educational experiences to obtain diverse perspectives and ensure data saturation.

2.5 Research Instrument

Data were collected using a structured questionnaire consisting of four sections. The first section gathered respondents' demographic profile. The second section measured the challenges encountered by LGBTQ students across domains such as discrimination, harassment, mental health, access to resources, safety, legal and policy concerns, family and community support, and campus life. The third section utilized the Academic Resilience Scale (ARS-30) to assess students' academic resilience, while the fourth section employed the Brief Resilience Scale (BRS) to measure respondents' ability to bounce back from adversity. Semi-structured interview guides were developed for the qualitative phase to explore participants' experiences in greater depth. Prior to data collection, the instruments underwent expert validation and pilot testing to establish content validity and reliability.

2.6 Data Gathering Procedure

Prior to data collection, approval was secured from the University of Rizal System and the appropriate ethics review authority. After obtaining the necessary permissions, the researcher coordinated with campus officials and student organizations to identify eligible participants. Respondents were informed of the objectives of the study, and informed consent was obtained before participation. Quantitative data were collected through the administration of the survey questionnaire, while qualitative data were gathered through individual semi-structured interviews with selected participants. All interviews were conducted with participants' consent, audio-recorded when permitted, and transcribed verbatim for analysis. Confidentiality, anonymity, and voluntary participation were strictly observed throughout the research process.

2.7 Data Analysis Techniques

Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, were used to describe respondents' demographic characteristics and determine the extent of challenges, academic resilience, and career path indicators. Inferential statistical techniques, such as the independent samples t-test, one-way analysis of variance (ANOVA), Pearson product-moment correlation, and multiple regression analysis, were employed to determine significant differences and relationships among the study variables at the 0.05 level of significance. Qualitative interview data were analyzed using thematic analysis, which involved coding, categorizing, and identifying emerging themes related to the participants' experiences. The findings from both quantitative and qualitative phases were integrated during interpretation to develop a comprehensive understanding of LGBTQ students' experiences and to formulate a transformative support program based on the study results.

2.8 Ethical Considerations

The researcher strictly observed ethical principles throughout the conduct of the study. Prior approval was obtained from the appropriate educational authorities before data collection commenced. Participation was voluntary, and informed consent was secured from all respondents after explaining the objectives, procedures, benefits, and confidentiality of the study. The identities of the respondents and the academic records of the pupils were kept anonymous through coding, and all information gathered was treated with strict confidentiality and used solely for academic and research purposes in compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and accepted ethical standards in educational research.

Results and Discussion

3.1 Profile of the Respondents in terms of the Selected Variables

Table 1 presents the demographic profile of the 189 LGBTQ student respondents in terms of age, year level, gender identity, level of outness, socioeconomic background, course taken, and campus enrolled. The majority of the respondents were above 21 years old (55.0%), followed by those aged 19–20 years (40.2%). In terms of year level, second-year students comprised the largest proportion (31.2%), while first-year and fourth-year students each accounted for 22.8% and third-year students represented 23.3%. Regarding gender identity, more than half of the respondents identified as bisexual (51.3%), followed by gay (21.2%), queer/questioning (16.9%), transgender (7.4%), and lesbian (3.2%). Most respondents reported being partially out (47.1%), while 36.5% were fully out and 16.4% were not out. With respect to socioeconomic background, the majority (60.3%) came from low-income households earning between ₱10,000 and ₱15,000 per month, followed by middle-income families (30.7%) and high-income families (9.0%). Business and Management students constituted the largest academic group (59.8%), followed by Teacher Education (14.3%) and Social Sciences (13.8%), while the remaining respondents were enrolled in Science and Mathematics Education, Information Technology, Engineering and Technology, and Multi and Interdisciplinary Cluster programs. In terms of campus distribution, nearly half of the respondents were enrolled at the Binangonan Campus (45.0%), followed by Angono (15.3%), Tanay (11.6%), and Morong (11.1%), with the remaining respondents distributed across the other campuses of the university. Overall, the findings indicate that the respondents were predominantly older, second-year, bisexual students who were partially out, came from low-income households, were enrolled in Business and Management programs, and were primarily studying at the Binangonan Campus.

Table 1
Profile of the Respondents

Profile	Frequency (f)	Percentage (%)
Age		
Below 17 years old	1	0.5
17–18 years old	8	4.2
19–20 years old	76	40.2
Above 21 years old	104	55.0
Year Level		
First Year	43	22.8
Second Year	59	31.2
Third Year	44	23.3
Fourth Year	43	22.8
Gender Identity		
Lesbian	6	3.2
Gay	40	21.2
Bisexual	97	51.3
Transgender	14	7.4
Queer/Questioning	32	16.9
Level of Outness		
Fully Out	69	36.5
Partially Out	89	47.1
Not Out	31	16.4
Socioeconomic Background		
Low Income (₱10,000–₱15,000)	114	60.3
Middle Income (₱15,000–₱20,000)	58	30.7
High Income (₱20,000 and above)	17	9.0
Course Taken		
Science and Mathematics Education	3	1.6
Information Technology	6	3.2
Engineering and Technology	4	2.1
Business and Management	113	59.8
Social Sciences	26	13.8
Teacher Education	27	14.3
Multi and Interdisciplinary Cluster	10	5.3
Campus Enrolled		
Angono	29	15.3

Antipolo	5	2.6
Binangonan	85	45.0
Cainta	8	4.2
Cardona	3	1.6
Morong	21	11.1
Pililla	6	3.2
Rodriguez	6	3.2
Tanay	22	11.6
Taytay	4	2.1

3.2 Extent of the Various Challenges Encountered by the LGBTQ

Table 2 presents the composite percentage scores on the various challenges encountered by LGBTQ college students. The overall average percentage score of 38% indicates that the respondents less encountered these challenges. Among the seven dimensions, legal and policy issues obtained the highest percentage score of 47%, followed by housing and campus life with 46%, both interpreted as Unsure/Neutral Encountered, suggesting that many respondents were uncertain about the adequacy of institutional policies, campus services, and support mechanisms available to them. Discrimination and safety concerns both recorded 40%, followed by harassment with 39%, access to resources with 31%, and mental health issues with 24%, all interpreted as Less Encountered. These findings imply that while the respondents generally did not experience these challenges to a high degree, concerns regarding institutional policies, campus inclusivity, and support systems remain evident and warrant continuous improvement. The results further suggest that the university has established a relatively supportive environment for LGBTQ students, although strengthening inclusive policies, awareness campaigns, counseling services, and resource accessibility remains necessary to ensure equitable and affirming educational experiences. These findings are supported by Garvey and Duran (2019), who emphasized that inclusive campus climates and institutional support reduce barriers experienced by LGBTQ students, and by Rankin et al. (2016), who found that clear policies, accessible resources, and affirming campus environments contribute significantly to students' sense of safety, belonging, and overall well-being. Additionally, Meyer's Minority Stress Theory (2015) explains that reducing discrimination and strengthening institutional support can mitigate minority stress, thereby promoting better psychosocial adjustment and academic success among LGBTQ students.

Table 2
Extent of the Various Challenges Encountered by the LGBTQ

Challenges Encountered	Percentage	Quantitative Findings
On Discrimination	40	Less Encountered
On Harassment	39	Less Encountered
On Mental Health Issues	24	Less Encountered
On Access to Resources	31	Less Encountered
On Safety Concerns	40	Less Encountered
On Legal and Policy Issues	47	Unsure/Neutral Encountered
On Housing and Campus Life	46	Unsure/Neutral Encountered
Average	38%	Less Encountered

Legend:

- 5 - Most Likely Encountered (81% - 100%)
- 4 - Likely Encountered (61% - 80%)
- 3 - Neutral / Unsure (41% - 60%)
- 2 - Less Encountered (21% - 40%)
- 1 - Not Encountered (20% and below)

3.3 Level of Academic Resilience of the LGBTQ Students to the cited variable

Table 3 presents the perceived level of academic resilience among LGBTQ students in the University of Rizal System. The overall mean score of 3.81, interpreted as Agree, indicates that the respondents generally possess a high level of academic resilience despite the academic and personal challenges they encounter. Among the dimensions, Negative Affect and Emotional Response obtained the highest mean of 4.00, followed by Reflecting and Adaptive Help-Seeking with a mean of 3.57, both interpreted as Agree, indicating that the respondents are capable of managing emotional stress and are willing to seek appropriate assistance when confronted with academic difficulties. Meanwhile, Perseverance obtained the lowest mean of 3.35, interpreted as Neutral, suggesting that although respondents exhibit persistence in accomplishing academic tasks, their determination may fluctuate depending on the challenges they experience and the support available to them. These findings imply that LGBTQ students possess effective coping mechanisms and adaptive help-seeking behaviors, but there remains a need to strengthen programs that foster sustained perseverance, motivation, and long-term academic persistence. The results are consistent with the Academic Resilience Model of Martin and Marsh (2006), which emphasizes that emotional regulation, confidence, and adaptive coping are essential components of academic resilience. Likewise,

Masten (2018) described resilience as the capacity to positively adapt despite adversity through protective personal and environmental factors. Furthermore, Rickwood, Deane, and Wilson (2007) emphasized that adaptive help-seeking is a critical resilience strategy that enables students to access appropriate support and maintain academic success, while Morrison et al. (2017) highlighted the importance of institutional interventions that strengthen coping skills, self-care, and psychosocial support to enhance the academic resilience and well-being of LGBTQ students.

Table 3
Level of Academic Resilience of the LGBTQ Students to the cited variable

Level of Academic Resilience	Mean	Quantitative Findings
Perseverance	3.35	Neutral
Reflecting and adaptive Help-Seeking	3.57	Agree
Negative Affect and Emotional Response	4.00	Agree
Overall	3.81	Agree

Legend:

- 5 – Strongly Agree (4.20 – 5.0)
- 4 – Agree (3.40 – 4.19)
- 3 – Neutral (2.60 – 3.39)
- 2 – Disagree (1.80 – 2.59)
- 1 – Strongly Disagree (1.00 – 1.79)

3.4 Respondents' Assessment of their Ability to Bounce Back

Table 4 presents the perceived level of ability of LGBTQ students in the University of Rizal System to bounce back from stressful and challenging situations. The overall mean score of 3.01, interpreted as Moderate Resilience, indicates that the respondents possess an average capacity to recover from setbacks and adapt to adversity. Among the indicators, "It is hard for me to snap back when something bad happens" obtained the highest mean of 3.06, followed closely by "I usually come through difficult times with little trouble" with a mean of 3.04, "I tend to bounce back quickly after hard times" and "I tend to take a long time to get over setbacks in my life" both with 3.03, and "I have a hard time making it through stressful events" with 3.01, all interpreted as Moderate Resilience. The lowest mean of 2.93 was recorded for "It does not take me long to recover from a stressful event," suggesting that some respondents require more time to regain emotional stability after experiencing stress. These findings imply that although LGBTQ students demonstrate the ability to cope with adversity, their resilience is not consistently strong, indicating the need for interventions that strengthen emotional regulation, stress management, and adaptive coping skills. The results support the work of Masten and Reed (2002), who emphasized that resilience develops through protective individual and environmental factors that enable recovery from adversity. Similarly, Hall and Wrosch (2020) explained that effective coping strategies enhance resilience and well-being by helping individuals navigate stressful life events. Moreover, Swanson and Barlow (2018) highlighted that resilience can be strengthened through targeted interventions that develop coping mechanisms and emotional competence, while Toomey and Russell (2016) found that LGBTQ students who actively seek support and reflect on their experiences exhibit greater resilience and psychological well-being despite experiences of minority stress and discrimination..

Table 4
Perceived Level of Ability to Bounce Back of LGBTQ Students in the URS

Qualitative Insights	Mean	Quantitative Findings
1. I tend to bounce back quickly after hard times.	3.03	Moderate Resilience
2. I have a hard time making it through stressful events.	3.01	Moderate Resilience
3. It does not take me long to recover from a stressful event	2.93	Moderate Resilience
4. It is hard for me to snap back when something bad happens.	3.06	Moderate Resilience
5. I usually come through difficult times with little trouble.	3.04	Moderate Resilience
6. I tend to take a long time to get over setbacks in my life.	3.03	Moderate Resilience
Average	3.01	Moderate Resilience

Legend:

- 5 – Very High Resilience (4.20 – 5.0)
- 4 – High Resilience (3.40 – 4.19)
- 3 – Moderate Resilience (2.60 – 3.39)
- 2 – Low Resilience (1.80 – 2.59)
- 1 – Very Low Resilience (1.00 – 1.79)

3.5 Career Pathing of the LGBTQ Students of URS

Table 5 presents the career pathing of LGBTQ students in terms of their first-choice program, course shifting, retention, and current program of study. Of the 189 respondents, 144 or 76.2% remained in their first-choice programs, while 45 or 23.8% shifted to other courses. Business and Management recorded the highest number of first-choice enrollees with 98 students (51.9%) and the highest current enrollment with 113 students (59.8%), indicating that several students transferred

into the program. Teacher Education ranked second in first-choice preference with 35 students (18.5%), followed by Social Sciences with 20 students (10.6%). In contrast, all students who initially enrolled in Maritime Education and the Multi and Interdisciplinary Cluster eventually shifted to other programs, while Engineering and Technology and Architecture and Related Programs retained all of their original enrollees. Overall, the findings suggest that although most LGBTQ students remained in their preferred degree programs, nearly one-fourth changed courses, reflecting evolving academic interests, career aspirations, and personal experiences throughout their college journey. The qualitative findings provide deeper insights into the reasons behind course shifting and retention among LGBTQ students. Students who shifted courses commonly cited lack of inclusivity, inadequate institutional support, limited guidance, and misalignment between their chosen program and career aspirations as primary reasons for transferring. Several respondents shared experiences of feeling alienated within their academic programs and expressed the need for a campus environment where they could freely express their identities and receive adequate psychosocial support. These narratives support the findings of Kosciw et al. (2014), who emphasized that inclusive support systems and affirming campus climates are essential for the academic success and well-being of LGBTQ students, as well as Gordon (2006), who highlighted the importance of effective academic advising in helping students make informed career decisions. Conversely, students who remained in their original programs attributed their persistence to supportive faculty, inclusive learning environments, passion for their chosen profession, and increased confidence resulting from greater LGBTQ visibility and acceptance. These findings align with Ambrose et al. (2010), who emphasized that supportive faculty foster student engagement and persistence, and Rankin et al. (2010), who concluded that positive campus climates strengthen students' sense of belonging and significantly improve retention among LGBTQ learners. Overall, the integration of the quantitative and qualitative findings underscores that inclusive educational environments, effective guidance services, and strong institutional support play critical roles in shaping the academic pathways and career decisions of LGBTQ students.

Table 5
Career Pathing of the LGBTQ Students of URS

Program (Courses)	First Choice		Shifted to Other Program		Retained to the First Choice		Course Taken at Present	
	f	%	f	%	f	%	f	%
Science and Mathematics Education	12	6.3	8	4.2	4	2.1	5	2.6
Information Technology	6	3.2	3	1.6	3	1.6	6	3.2
Engineering and Technology	4	2.1			4	2.1	4	2.1
Architecture and Related Programs	4	2.1			4	2.1	4	2.1
Business and Management	98	51.9	12	6.3	86	45.5	113	59.8
Health and Profession Education	1	0.5			1	0.5	4	2.1
Maritime Education	5	2.6	5	2.6				
Social Sciences	20	10.6	6	3.2	14	7.4	26	13.8
Teacher Education	35	18.5	7	3.7	28	14.8	27	14.3
Multi and Interdisciplinary Cluster	4	2.1	4	2.1				
Total	189	100.0	45	23.8	144	76.2	189	100.0

3.6 Difference in the Perceived Extent of Challenges Encountered by LGBTQ Students Grouped According to Age

Table 6 presents the summary of the significant differences in the perceived extent of challenges encountered by LGBTQ students when grouped according to selected profile variables. The findings revealed that age was the only profile variable that exhibited a significant overall difference in the challenges encountered ($p = .033$), particularly in harassment and access to resources. Although gender identity showed a significant difference in harassment, and level of outness demonstrated significant differences in access to resources, safety concerns, and family and community rejection, their overall effects were not statistically significant. Likewise, year level, course taken, campus, and first-choice program showed no significant overall differences in the challenges experienced by LGBTQ students. Overall, the results indicate that the challenges encountered by LGBTQ students are generally consistent across most demographic characteristics, regardless of year level, academic program, or campus affiliation. However, variations in age, specific gender identities, and levels of outness influence particular aspects of students' experiences, especially regarding harassment, access to institutional resources, safety, and family acceptance. These findings suggest the need for institution-wide inclusive policies and support programs while also providing targeted interventions for groups that are more vulnerable to these specific challenges.

Table 6

Difference in the Perceived Extent of Challenges Encountered by LGBTQ Students Grouped According to Age

Profile Variable	Overall p-value	Overall Decision	Factors with Significant Difference (p < .05)
Age	.033	Significant (Reject Ho)	Harassment (.041); Access to Resources (.024)
Year Level	.266	Not Significant (Fail to Reject Ho)	None
Gender Identity	.294	Not Significant (Fail to Reject Ho)	Harassment (.004)
Level of Outness	.055	Not Significant (Fail to Reject Ho)	Access to Resources (.035); Safety Concerns (.003); Family and Community Rejection (.031)
Course Taken	.857	Not Significant (Fail to Reject Ho)	None
Campus	.541	Not Significant (Fail to Reject Ho)	None
First Choice Program	.283	Not Significant (Fail to Reject Ho)	None

Legend: Significant – p < .05 (Reject Ho) Not Significant – p > .05 (Fail to Reject Ho)

3.7 Significant Difference in the Level of Academic Resilience of LGBTQ Students According to Profile Variables

Table 7 presents the summary of the significant differences in the level of academic resilience of LGBTQ students when grouped according to selected profile variables. The findings reveal that age, year level, course, and campus enrolled did not show statistically significant differences in the overall level of academic resilience, indicating that resilience is generally consistent across these demographic characteristics. Although the overall results for gender identity and level of outness were not significant, specific dimensions of resilience differed significantly, with perseverance varying according to gender identity and negative affect and emotional response differing according to level of outness. Meanwhile, socioeconomic background emerged as the only profile variable with a significant overall difference in academic resilience and also significantly influenced negative affect and emotional response. These findings suggest that while demographic characteristics generally do not affect academic resilience, identity-related experiences and socioeconomic conditions are important factors influencing the emotional resilience and coping capacities of LGBTQ students, emphasizing the need for targeted institutional support and inclusive interventions that promote their academic success and well-being..

Table 7

Significant Difference in the Level of Academic Resilience of LGBTQ Students According to Profile Variables

Profile Variable	Overall p-value	Overall Decision	Factors with Significant Difference (p < .05)
Age	.153	Failed to Reject Ho (Not Significant)	None
Year Level	.137	Failed to Reject Ho (Not Significant)	None
Gender Identity	.523	Failed to Reject Ho (Not Significant)	Perseverance (p = .021)
Level of Outness	.082	Failed to Reject Ho (Not Significant)	Negative Affect and Emotional Response (p = .027)
Socioeconomic Background	.031	Reject Ho (Significant)	Negative Affect and Emotional Response (p = .007); Overall Academic Resilience (p = .031)
Course	.889	Failed to Reject Ho (Not Significant)	None
Campus Enrolled	.913	Failed to Reject Ho (Not Significant)	None

3.8 Relationship between the Extent of Challenges Encountered by LGBTQ students and the Level of Academic Resilience

There is a statistically significant low positive correlation between the extent of discrimination faced by LGBTQ students and their tendency to reflect and seek adaptive help. This indicates that increased discrimination is associated with a slight increase in reflective and help-seeking behaviors. Discrimination is positively correlated with perseverance and adaptive help-seeking behaviors among LGBTQ students, indicating some resilience mechanisms. There is no significant correlation

between discrimination and negative emotional responses. The overall extent of challenges negatively impacts the overall academic resilience of LGBTQ students, suggesting that higher levels of challenges generally diminish resilience. A study by Kosciw et al. (2013) found that supportive school environments and personal coping strategies, such as perseverance, help mitigate the negative effects of discrimination on LGBTQ students. The study highlighted the importance of perseverance in achieving academic success despite adverse conditions. As support to this, Snapp et al. (2015) demonstrated that LGBTQ students who actively seek help and reflect on their challenges tend to perform better academically. The study suggested that these students are more likely to use available resources and support systems to navigate discrimination and other stressors.

Table 8

Relationship between the Extent of Challenges Encountered by LGBTQ students and the Level of Academic Resilience

Challenges	Level of Academic Resilience	r	Degree of Relationship	Sig	Ho	VI
Discrimination	Perseverance	.320	LPC	.000	R	S
	Reflecting and Adaptive Help-Keeping	.232	LPC	.001	R	S
	Negative effect and emotional Response	.002	NC	.974	FR	NS
	Overall	-.240	NC	.001	R	S
Harassment	Perseverance	.272	NC	.000	R	S
	Reflecting and Adaptive Help-Keeping	.260	NC	.000	R	S
	Negative effect and emotional Response	.139	NC	.056	FR	NS
	Overall	-.219	NC	.001	R	S
Mental Health Issues	Perseverance	.263	NC	.000	R	S
	Reflecting and Adaptive Help-Keeping	.278	NC	.000	R	S
	Negative effect and emotional Response	.175	NC	.016	R	S
	Overall	.221	NC	.002	R	S
Access to Resources	Perseverance	.159	NC	.029	R	S
	Reflecting and Adaptive Help-Keeping	.159	NC	.029	R	S
	Negative effect and emotional Response	.188	NC	.010	R	S
	Overall	-.078	NC	.288	FR	NS
Safety Concern	Perseverance	.368	LPC	.000	R	S
	Reflecting and Adaptive Help-Keeping	.372	LPC	.000	R	S
	Negative effect and emotional Response	.258	LPC	.000	R	S
	Overall	.237	NC	.001	R	S
Family and Community Rejection	Perseverance	.325	LPC	.000	R	S
	Reflecting and Adaptive Help-Keeping	.289	NP C	.000	R	S
	Negative effect and emotional Response	.109	NC	.136	FR	NS
	Overall	-.245	NC	.001	R	S
Legal and Policy Issues	Perseverance	.326	NC	.000	R	S
	Reflecting and Adaptive Help-Keeping	.316	NC	.000	R	S
	Negative effect and emotional Response	.102	NC	.162	FR	NS
	Overall	-.199	NC	.006	R	S
	Reflecting and Adaptive Help-Keeping	.232	LPC	.001	R	S

	Negative effect and emotional Response	.002	NC	.974	FR	NS
	Overall	-.240	NC	.001	R	S

Conclusions & Recommendations

The study concludes that LGBTQ students generally experienced less encountered challenges related to discrimination, harassment, mental health issues, access to resources, safety concerns, legal and policy issues, and family or community rejection while demonstrating an overall agree level of academic resilience and a moderate ability to bounce back from adversities. Most respondents retained their first-choice academic programs, reflecting persistence toward their educational goals despite existing challenges. Statistical analyses further revealed that the extent of challenges encountered was generally consistent across most demographic variables, although significant differences were observed in selected areas such as harassment, access to resources, safety concerns, family and community rejection, and emotional responses based on specific profile characteristics. Overall, the findings suggest that while LGBTQ students possess resilience that supports their academic persistence, their experiences are still influenced by identity-related and socioeconomic factors that require institutional attention.

Based on these findings, higher education institutions should strengthen inclusive policies, gender-responsive programs, and accessible student support services that promote equality, safety, and emotional well-being for LGBTQ students. Universities are encouraged to enhance counseling and mental health services, establish LGBTQ-inclusive resource and mentoring programs, provide regular gender sensitivity and diversity training for faculty, staff, and students, and continuously review institutional policies to ensure equitable access to academic opportunities and campus resources. Furthermore, educational institutions should foster safe and affirming learning environments that encourage resilience, belongingness, and academic success among LGBTQ students. Future researchers are likewise encouraged to conduct broader and longitudinal studies involving diverse institutions and additional variables to further validate and expand the present findings.

Compliance with ethical standards

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