

Lived Experiences of Gay and Lesbian Adolescents on their Way to Achieving Self-actualization: Basis for the Development of U-Bahaghari: A University-Based LGBT Advocacy Program

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Abstract

As part of the marginalized and minority group, members of the LGBTQ++ community have a lot of different experiences compared to heterosexual males and females. Being in the stage of identity formation, adolescent gays and lesbians have conflicting and complicated experiences. Their motivation to achieve self-actualization is affected by societal expectations and peer influences. This study aimed to explore how adolescent gays and lesbians try to achieve self-actualization and how the school environment could assist them since they spend most of their time inside the walls of educational institutions. This is done by using thematic analysis. The results indicate that self-worth, gender, coming-out, and motivation are the dominant themes related to the self-actualization of gay and lesbian adolescents. The results also indicated that an inclusive campus climate could promote self-actualization. The role of peers, family members, and the school community is very important in the process. A program that includes a proposed school policy for members of the LGBTQ++ community had been developed in response to the results of the current study. It is recommended that schools should take into consideration the LGBTQ++ students in formulating policies for the entire student body. Schools should also promote the creation of groups and facilitation of activities for LGBTQ++ students.

Keywords: advocacy program; LGBT; self-actualization

1. Introduction

Self-actualization is on top of the hierarchy of needs proposed in the holistic-dynamic theory. It involves the realization of a human's full potential and the achievement of fulfillment. It was discussed in the theory that human beings have varied ways of achieving self-actualization but most of us could disregard our other needs just to reach them. This process of achieving self-actualization is influenced by many things including having peak experiences. Age also affects self-actualization as it could differ depending on where a person is in the stages of development. In connecting the psychosocial stages of development written by Erik Erikson, it is stated that adolescents experience identity versus identity confusion. It is in the ability to establish an

identity that one develops the positive value of fidelity (Engler, 2012). Adolescent self-actualization could be realized with the establishment of identity.

In this essence, it is possible that giving birth could be a women's peak experience, and becoming a mother leads to self-actualization. For men, being promoted could be a peak experience, and leading an organization could be their self-actualization. For adolescents, finishing high school or graduating from college may be their self-actualization. But could this be the case in achieving self-actualization for the gay and lesbian adolescents who are affected by discrimination and different social expectations?

All of us need to achieve our needs hierarchically due to the prepotency of some needs over others. If all the lower-level needs are met, then self-actualization is easier to achieve. For gay and lesbian adolescents, love and belongingness, as well as self-esteem, had been a problem due to the discrimination and marginalization that they receive from society. Culture, tradition, and family are important aspects that determine if they would succeed in life. All these three elements are also reflected in the school or university that they would attend or go to. Schools function to aid in the development of the students alongside the family. It has a large influence on the lives of every student since they would spend the majority of their waking hours in the school premises. It is the function of the school to educate the students not only through books but also by inculcating values and encouraging the expression of talents. This being said, it is important to revisit the role that the school plays in the development of gay and lesbian students. It would be beneficial to review the elements of the school that either promote or hinder the achievement of self-actualization.

Self-actualization within the LGBT community involves an integration of the various aspects of themselves. It means they know who they are and they know their place in society. Coming out and knowing your place in society then is the way to achieve self-actualization (Anderson, 2019).

According to Erik Erickson (cited in Feist and Feist, 2008), the adolescent stage is part of human development that comes in between the stages of childhood and adulthood. Adolescents between ages 12 to 20 experience psychosocial crisis of identity versus role confusion. The stage identity versus identity or role confusion is most clearly related to Abraham Maslow's Self-Actualization where adolescents make judgments or decisions about academic, personal/social, and career goals. Adolescents explore the self and try to establish an identity by also setting or choosing certain beliefs, personal values, and goals. Adolescents are becoming more independent about their academics (*academic exploration*), personal/social (*forming of a strong identity and having a sense of direction in life and establishing healthy interpersonal relationships*), and career (*having plans for the direction of future career*). Their self-actualization is then connected to whether they could feel a sense of identity, decide to choose a course related to their identity in college, and make plans for their future based on personal preferences.

Heterosexual males and females experience stereotyping in different settings, so do the LGBTQ++ community members. Some, for example, even experience double stereotyping which leads to a more complicated development such as the case that follows. Courtney (2019) narrated in an online article about his teenage life as a gay. He expressed how television shows made his decision to come out difficult. He said that gay people always have the same roles to play on the television, making it a strong imposition of how gay men should look or act or feel. They play as the exaggerated, stylistic, and highly emotional best friends of female characters who should not be taken seriously. Watching the gay men in television shows and movies made the author feel that for him to be gay; he needs to fit in that description as well. This caused conflict inside. Even if he knew that he was gay, he felt unsure of himself because he is not like

the image on the television. Only in recent TV shows are gay characters portrayed differently and live different storylines. Stigmatization makes youth members of the LGBTQ++ community think and feel that their gender and sexual preference should dictate the way they portray themselves in society.

The current research aims to understand how gay and lesbian adolescents try to achieve self-actualization while in college. This aims to provide readers with a better understanding of the different factors that contribute to or hinder gay and lesbian adolescents to achieve self-actualization. This will provide a clear insight into the journey of gay and lesbian college students as they traverse to establish themselves and their role in society to achieve self-actualization.

This section presents the systematic review of related literature and research which are reviewed and summarized to provide the readers with the necessity of doing the research and a clearer understanding of the different concepts related to the self-actualization goals of LGBTQ++ adolescents. This focuses on the explanation of the development of adolescent homosexuals compared to the development of adolescent heterosexuals. Insights about the process of coming out and the factors that affect the general well-being of LGBTQ++ students that prevent them from achieving self-actualization are discussed in the different articles and research. This section will also present the varied researchers that highlight the role of the school in the development of homosexual adolescents and how the academic climate could lead them to achieve their full potentials or experience prejudices and mismatches in life.

In the Holistic Dynamic theory, Maslow categorized self-actualization as a conative need found on top of the hierarchy of needs (cited in Feist and Feist, 2008). Conative needs are defined as having strong motivational power compared to other needs, thus they motivate people to answer the need. The theory also defined self-actualization as achieving one's full potential and attaining self-fulfillment. Kaufman (2018) tried to connect a theory that was proposed and published in the 1970s to the present in his blog. According to Kaufman, Maslow wrote that a self-actualized human being possesses 10 characteristics: the continued freshness of appreciation, acceptance, authenticity, equanimity, purpose, efficient understanding of reality humanitarianism, peak experiences, good moral intuition, and creative spirit. Some needs such as the basic ones are common for all people from different walks of life. The means for achieving these needs may vary. The need for love and belongingness as well as the need for self-esteem and self-actualization may be different for members of the LGBTQ++ community.

Troiden's Homosexual Identity Development Model suggested that gays and lesbians advance through four concise stages namely; *Sensitization, Identity Confusion, Identity Assumption, and Commitment*. Homosexual self-actualization was supposed to be achieved during the Commitment stage where gays and lesbians are comfortable with their sexuality and there is self-acceptance. At this stage, identity becomes their way of life and not just sets of behaviors (Nadal, 2011). The stages in this model are not the same as the stages of development discussed in other theories which are based on the lives of heterosexuals. This is why the researchers believe that gays and lesbians also have a different journey in achieving self-actualization. This theory suggests that understanding and expressing their identity is a great factor in achieving self-actualization.

Prepotent needs come before self-actualization is achieved according to the theory of Maslow. This is also evident in the case of LGBTQ++ adolescents. Before achieving self-actualization, the most challenging part of their lives is coming out. Rockman in 2013, conducted a qualitative study that explored how coming out affects the self-actualization of gay, lesbian, and bisexual students attending a community college. Campus experiences are factors that affect the experience of coming out and achieving self-actualization. Positive experiences lead to a reported

higher possibility that a teenager would come out about his gender or sexual preference and gain self-actualization. The study was limited, like the current study since qualitative studies focus on a few participants and so it was also suggested that quantitative research should be employed in different areas. However, the best way to describe the experiences of students from a marginalized class is still through qualitative data gathering.

Being able to come out or express one's gender and sexuality encompasses esteem needs, love and belonging needs, and even safety needs for LGBTQ++ adolescents. Forming and expressing their true identity is a normal part of the adolescent years as well to form stable interpersonal relationships in the future. But because of the difficulty of coming out and accepting one's identity, this could be part of the self-actualizing needs of the LGBTQ++ adolescents.

In an article published online in ScienceDaily (2015), it was stated that students who admitted and accepted their true identity had higher life satisfaction and self-esteem than young adults who were not able to come out. Despite having more experiences of bullying, being able to act based on one's gender in school contributes to overall well-being, particularly feeling happy, finding their purpose in life, being at ease, as well as being healthy. The atmosphere in which these students grow could greatly affect the probability that they will thrive or remain closeted and miss the chance to achieve self-actualization. Maddux (2006) had written in his book how schools should function as an agency that provides equal rights to students no matter where they come from or no matter who they are. These institutions should be a venue where students develop and enrich aspects of their identity and personality including intellect, emotional quotient, psychological wellness, and physical skills. This goal should apply to all genders. Schools should also assist in developing and honing the identity and personality of the LGBTQ++ community members so that they may become adults that will contribute to the improvement of society.

Earlier in 2015, Mediana and Hassan facilitated a review on the emotional intelligence of members of the LGBT. Emotional intelligence, which is our ability to know and understand our emotions and is a big part of our self is partly composed of self-actualization. Self-actualization is a dynamic process that aims to develop our skills and talents to their full potential. Results of the review suggest that gays and lesbians are expected to approach issues with wise use of their natural positive emotions and then they should actualize themselves in society. They should broaden the development of their potentials and employ creativity in constructing the environment for better mental health and overall living. They also have to understand the norms in the society where they belong including those that are socially acceptable and unacceptable. These suggestions may be easier said than done.

Being the highest need in the hierarchy, there are a lot of factors that could hinder the achievement of self-actualization. In the case of LGBTQ++ adolescents, there could be more factors to consider to obtain self-actualization. Stehle (2018), had written that self-expression can lead someone to achieve change, personal growth, self-actualization, happiness, and joy. Acceptance of family, friends, and colleagues may also be considered as a factor that affects being true, contended, and comfortable with oneself. According to Garnets and Kimmel (2003), the geographic setting could be a hindrance in the identity development of gay and lesbian. Homosexuals from urban settings could easily come out and embrace their identity while gay and lesbian from rural settings have higher risks of experiencing isolation and tumultuous interpersonal relationships that affects their identity acceptance and self-actualization.

Based on the two studies, it is evident that society is a great factor that influences the way LGBTQ++ adolescents achieve self-actualization. The physical location or place of residence of these teens as well as the community where they belong may promote or hinder their ability to come out and to achieve self-actualization. A great part of the development of adolescents is their relationship with their peers. Much of these interactions happen in the school setting. This is why the school plays a greater role in the journey to self-actualization compared to the immediate family.

Youth.gov (n.d.) conducted a review about LGBT Schools. They were able to find out that LGBT students may experience unwelcoming, unsafe, and unsupportive conditions in schools. Research results pointed out that LGBT youth are more prone to experience stress and fear in school than are non-LGBT youth. These experiences come in the form of verbal harassment (e.g., being subject to name-calling), physical harassment (e.g., being pushed or shoved), and physical assault (e.g., being punched or kicked) because of the way they express their gender and sexuality.

It was stated in the same study that some LGBT youth also experience supportive, welcoming school environments where they feel physically and emotionally safe because their LGBT identity is respected, or even embraced. Regardless of sexual orientation and gender identity or expression (SOGIE), all students in an institution have the right to a safe, supportive learning environment. The students who experience being harassed, assaulted, or bullied due to SOGIE may benefit by speaking to caring, supportive teachers or other school staff, including the guidance counselors.

Gormley's 2017 qualitative study is about the self-actualization of gay, lesbian, and bisexual students enrolled in a sectarian, private college. He investigated if the school climate affects the self-actualization of the participants by using interviews. His results based on the description of the lives lived by the participants showed that support from different school personnel including teachers, campus staff, peers, and especially those who are members of religious organizations help them to gain self-actualization. In addition to that, factors including family support, the presence of LGBT clubs, and self-identification can influence self-actualization. The researcher also employed thematic analysis in analyzing the results that were gathered.

The following year, Tang and Poudel (2018) published a study where they identified the problems and challenges experienced by students who are members of the LGBT community in the Philippines. Their participants were students from the University of the Philippines and members of the first Filipino LGBT student organization, the Babaylan. They were able to find out that problems arise due to lack of government support resulting in low funding and a low workforce. Other results indicated include not having legal protection, mental health problems, and discrimination. It was also evident that religion was not supportive of the community and further influenced other agencies, including education and politics, to show little support.

In another qualitative research that dealt with the challenges experienced by the gay and lesbian students, results were analyzed using Thematic Content Analysis (TCA) (Letsoalo, 2016). The researcher found out that homosexual students face a great number of problems in the campus environment which include bullying, discrimination, victimization, abuse, academic disruption, and derogatory remarks from their heterosexual peers and academic staff. These challenges affect their psychological disposition and well-being, academic work, emotional aspect, and even their everyday interactions.

Hanımoğlu (2018) highlighted the role of peers, teachers, school staff, and members of the administration in LGBT-school-related problems. The study pointed out how LGBT bullying and discrimination were rampant in some schools. These negative behaviors are not only committed by students but also by teachers, staff, and school officials. Some teachers show discrimination among their students and may have double or strict standards for LGBT students. This should prompt schools to take into consideration the review of their curriculum and services.

Based on the gathered literature and related researches, it could be deduced that just like heterosexuals, gay and lesbian adolescents also experience identity confusion and also struggle to achieve self-actualization. However, it is also evident that they experience more conflicts due to double standards when it comes to their identity. Fear of coming out due to societal pressure, bullying, and lack of acceptance from their own family prevent them from achieving the higher level of needs that lead to self-actualization. It was also presented in several studies mentioned above how the schools play an important role in the development of gay and lesbian adolescents. It is with this notion that the researchers sought to explore the role of the academic institutions in fostering holistic development through a healthy environment to help gay and lesbian students to achieve self-actualization.

LGBT community members fought for many years to achieve equality and gain treatment just like normal humans in society. It has been a very long journey since the times when everyone thought and treated them as if they have a psychological disorder. Today their gender expression and sexual preference are acknowledged as normal. This research project may help researchers, readers, and society to have better insight into the experiences and needs of adolescent gays and lesbians. This could serve as a basis for redesigning an inclusive surrounding and for revising theories and concepts to include the experiences of the special population.

Specifically, the results may be utilized by the Guidance Counseling and Health Office (GCHO) and other mental health experts in the university in developing or implementing a program that is fit for the needs of gay and lesbian students.

For the students, the results of the study could provide a better understanding of the unique needs of each other to achieve self-actualization. This could reduce incidences of bullying, stereotyping, and discrimination among members of the LGBTQ++ community.

For LGBTQ++ students, this could encourage them to create or start support groups and other academic or non-academic groups in their respective universities that would cater to their needs and showcase their talents and abilities. This could help them and lead them to achieve self-actualization.

For the institution, this may serve as a reference when planning to redesign and implement an inclusive environment to answer the needs of the special population. This may also help in aligning the programs of the University to the Gender and Development program of the government. This study could lead to the revision of the student manual and all related policies that could help promote an inclusive educational system.

The conduct of this study and the possible implementation of its output could help gay and lesbian students to express themselves and find help to achieve self-actualization.

The researchers were guided by the objectives listed below:

1. To describe the self-actualization experiences of gay and lesbian adolescents
2. To identify campus experiences that hinder the achievement of self-actualization of gay and lesbian adolescents
3. To identify campus experiences that promote the achievement of self-actualization of gay and lesbian adolescents
4. To propose an output based on the results that would help the gay and lesbian students to achieve self-actualization.

2. Method

Participants

Five to seven self-identified or those who volunteered knowing their gender preference and sexual orientation gay and lesbian adolescents who are aged 13-19 years old enrolled at the specific university are the chosen respondents of this study. Purposive sampling was the method used to gather the participants. This is done to make sure that all the participants are self-identified members of the LGBT community and are either gay or lesbian. Participation in the study was voluntary and is indicated in the informed consent. Self-identified gay and lesbian students are those who consider themselves as either gay or lesbian, had already accepted themselves, and had come out.

Design

The researchers used a phenomenological research design to gain an understanding of the experiences of gay and lesbian students while trying to achieve self-actualization. The research design aimed to present a comprehensive summarization of specific events experienced by individuals or groups. Since the LGBTQ++ community is considered a marginalized group, having a clear understanding of their unique experiences through phenomenological study is beneficial.

Materials

The researchers used a self-made interview in gathering data. The constructed questions were reviewed and validated by several experts including mental health practitioners like psychologists, guidance counselors, psychometricians, and representatives who are members of the gay and lesbian community. A self-made interview is an appropriate tool for gathering data as it provides the researchers with the freedom to explore the experiences of the participants with a lot of follow-up questions.

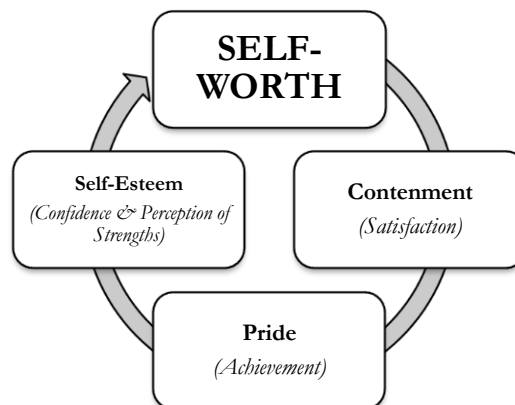
Procedure

Gathering data started by inviting the volunteer participants to the Psychology Laboratory Counseling room. The objectives of the study were presented and explained to the participants including the risks and benefits of participating. The volunteers underwent screening and were pre-interviewed to make sure they are self-identified gays and lesbians. The Informed Consent was explained along with the clause for privacy and confidentiality as well as their rights to withdraw from the study without any consequence. They were also informed about the debriefing process and how they could contact the researchers if they have further concerns or questions regarding their participation in the study. Their responsibility as participants was also part of the informed consent. After they have signed the consent form, the interview follows. Data gathered were recorded through mobile phone devices with the consent of the participants and later transcribed. Further protection of the participants' anonymity and confidentiality was ensured through the use of aliases or pseudonyms. There were a series of interviews conducted to explore the life experiences of the participants about their campus experiences that may or may have not influenced their ability to achieve self-actualization.

Several interviews were conducted to achieve reliability on the answers of the respondents. The answers from the five participants were then coded. Significant statements of answers which are consistent with the five participants were then grouped to form the emerging concepts, sub-categories, categories, and themes. The derived themes were used to describe the phenomenology of trying to achieve self-actualization as gay and lesbian students of a university.

3. Results

This section presents the results of the interview conducted among the participants. This pertains to the gay and lesbian students' campus experiences that may affect the achievement of their self-actualization. This part of the paper presents the thematic analysis of the data from the participants through thematic tables and frameworks.

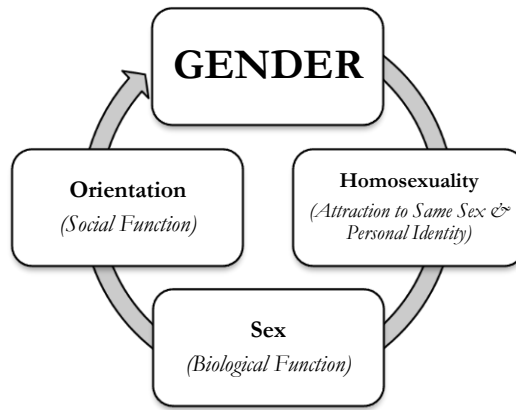


Framework 1. Emergence of Self-Worth

Framework 1 presents the emergence of the concept of self-worth from the experiences of gay and lesbian adolescents on their way to self-actualization. Psychalive (2021) defines self-worth as knowing one's value or worth, therefore referring to who a person is rather than what a person does. The participants' self-worth is affected by whether they are contented in life, proud of their personality, and have self-esteem.

Participants of the current study reflected that their self-worth is affected by self-esteem, pride, and contentment. When asked the question about how they would define self-actualization or how they can say that one had reached self-actualization, their answers led to the stated categories. Contentment is felt when there is the satisfaction of when you would want nothing more in life. Pride is felt when they feel that they achieved something in life or as the participants said when they have succeeded or when they can provide financially for their family. And self-esteem, according to the answers, is achieved when they have confidence and they know their strength.

These subcategories were rooted in the emerging concepts and were traced from the raw answers. The participants answered that self-actualization is related to or composed of being happy, knowing that they can grow, being able to help and give back to their families, and not wanting anything more in life.



Framework 2. Emergence of Gender

Framework 2 displays the emergence of the concept of gender from the experiences of gay and lesbian adolescents on their way to self-actualization. PsychLogic (2018) defined gender to be the sense and expression of a human being's maleness and femaleness. Different factors could affect gender expression, including culture and varying societal norms. This theme was derived from the categories of homosexuality, sex, and orientation.

Homosexuality was traced from subcategories of sexual orientation and attraction to the opposite sex. The participants know that they have feelings or prefer to engage in a relationship with the opposite sex. However, the category sex came from the subcategory of biological function. The participants of the study admitted that they also desire to have biological children. Despite wanting children that would carry their genes, they also know that they are happy with their homosexual relationship and are not planning to have a heterosexual relationship or partner.

Being aware of their personal sexual preferences, the participants also know that they have a social function to fill. Aware of being stigmatized as members of the LGBT community, They opt to be role models for other gay and lesbian students as well as to heterosexuals. Since they are often seen and treated as a lesser person, they also desire equal treatment from society. Looking for a sense of equality against heterosexuals is often encountered in topics and research about gender because it exists even in heterosexuals, particularly in females.



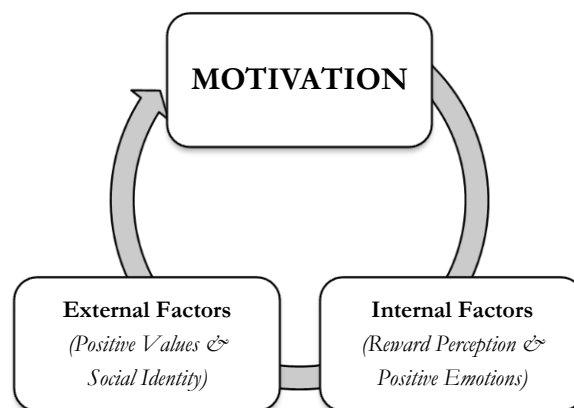
Framework 3. Emergence of Coming-Out

Framework 3 shows the emergence of the concept coming out from the experiences of gay and lesbian adolescents on their way to self-actualization. All adolescents go through the process of getting to know their identity based on the psychosocial stages of development. When they come

to the end of this stage, they are expected to have gained a sense of who they are to be able to establish a fruitful and long-lasting adult relationship (Feist and Feist, 2008).

The participants of the study enjoy their chosen courses and the organizations they are part of in school because it is through these that they discover and express themselves. Their answers showed that they already have a sense of their identity. This is evident when they chose their courses as well as when they chose the organizations and activities that they would be part of. Through the activities of their organization, they felt that they can be who they truly are and that they are appreciated by others. They cherish the rare organizational activities because these are events that allow them to express who they are. Most of them often feel confined and pressured inside the classroom so they act in a different way to avoid confusing their classmates and instructors who may not understand their actions and personality. Simple things like hosting a Christmas party or joining a contest where they can be themselves are considered highly. They can see that the University accepts them and treats them equally. Cultural groups related to acting and dancing are the ones that they see to be most helpful in allowing self-expression.

The participants also know that as part of the overall community, they want to help others so that they may be seen and regarded as important members or citizens. Although it is not evident if they are engaging in denial or are acting up as heterosexuals, what is evident is that they are putting in their best foot forward to become productive in their chosen fields for a highly regarded social identity. One of them expressed that their chosen course had been their childhood dream and that she will work hard to finish the course and achieve the dream job. Another one stated that his current course led him to have a better understanding of himself thus, he also wants to help others with their mental health. In follow-up questions, he stated that by studying behavior, he would be able to help others to understand the LGBTQ++ community members.



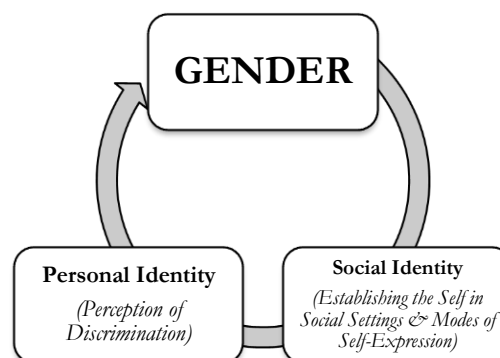
Framework 4. Emergence of Motivation

Framework 4 displays the emergence of the concept of motivation as a theme from the experiences of gay and lesbian adolescents on their way to achieving self-actualization. Motivation is an integral part of achieving self-actualization as this is known as an internal process that drives humans to act or behave in a way that would answer a need (Souders, 2020).

The participants of the study showed that they are motivated by the need to establish a social identity. Specifically, the participants mentioned the desire to have equal status among other genders, particularly heterosexuals because they can also accomplish the things that others are doing. Another desire is to establish a good reputation or image by helping others through their future careers. Most of the participants took on people's work or those that are considered to be helping professions such as criminal justice, psychology, and tourism. According to them, they

feel motivated when there are rewarding experiences that come from their interaction with other people.

Aside from the mentioned experiences, other internal factors motivate the participants towards self-actualization. These factors are traced as a perception of rewards, positive emotions, and positive values. They also want to reward themselves for achieving things and doing a great job that brought them closer to their goals in life. Happiness is also a common answer among them and they want to feel it in the future including their working and personal life. This could be the reason why they want a job where they would be accepted and have a culture and values that are aligned with their own. This means they do not have to change who they are or pretend to be someone else.



Framework 5. Emergence of Gender

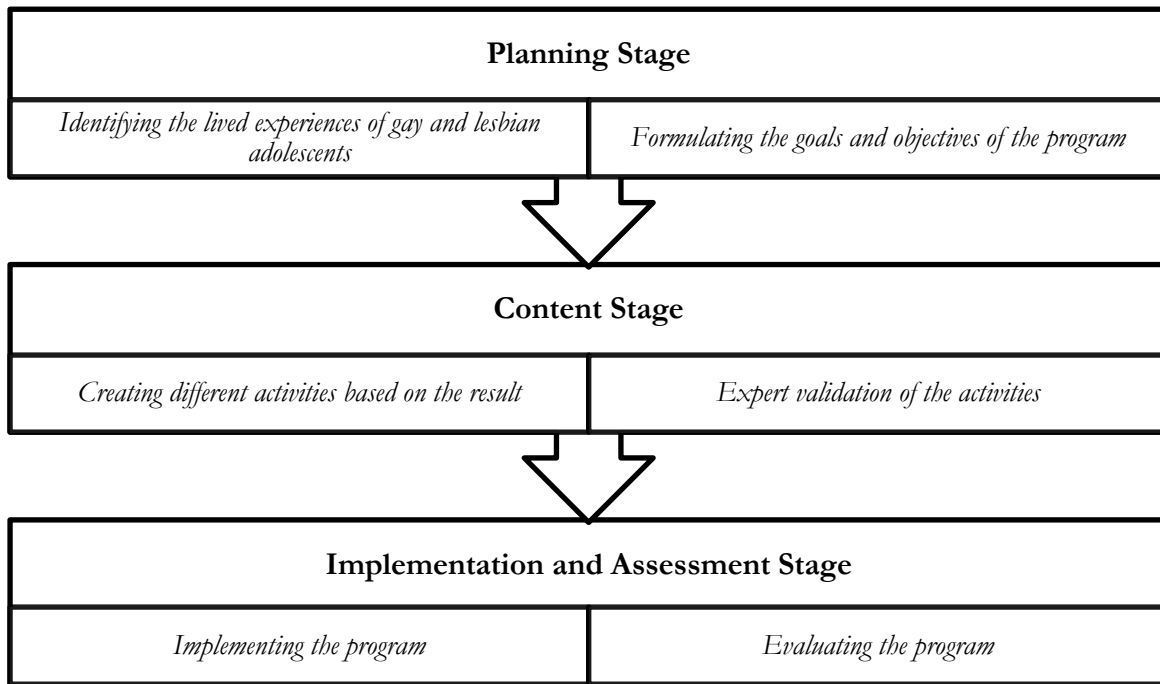
Framework 5 presents the emergence of the concept of gender from the experiences of gay and lesbian adolescents on their way to achieving self-actualization. The expression of one's gender is influenced by established personal and social identity. The personal identity of the participants is influenced by perceptions of discrimination from others. The participants sometimes feel confused or detached from others due to being misunderstood as members of the LGBTQ++ community.

Based on the raw answers of the participants, they could not understand why people perceive that being a homosexual is a waste. This is because they are aware that they can still achieve and do the things that all others can. They think others see them as less due to their sexual orientation. These are the reasons why they simply avoid those who ask as they tend to brush off the comments by joking and staying positive. Although there are also times when these situations make them feel bad. This is the reason why they are motivated to build a social identity that would reflect their true sexual orientation but also show that they are an important part of society without offending others.

Due to the stage of development, they are in right now, they are still trying to fit in with their peers and they appreciate the organization, course, and university for being supportive. Whenever they are given tasks by these agents, they feel acknowledged as part of the circle and appreciated for their talents and abilities. They are also still looking for additional programs and groups that would focus only on the LGBTQ++ community members.

A program entitled **U-Bahaghari: A University-Based LGBT Advocacy Program** had been developed for the benefit of the gay and lesbian students for them to achieve self-actualization. The main objective of the program is to create and facilitate activities with measurable and

attainable outcomes based on the themes derived from the study. This will ensure that the program will answer the actual needs of the students who are trying to achieve self-actualization.



Framework 6. Framework as basis for program development

Framework 6 displays the framework as the basis for program development. The process of creating the program for gay and lesbian adolescents has three equally important stages; *the planning stage, the content stage, and the implementation and assessment stage.*

The planning stage includes identifying the school or university experiences of gay and lesbian adolescents with help of the data gathered by interview and thru the analysis of the significant responses, emerging concepts, subcategories, categories, and themes presented in the thematic analysis table. Following the analysis of the results of the qualitative analysis, the researchers formulated the goals and objectives of the program for gay and lesbian adolescents. The developed goals and objectives were anchored on the University's vision, mission, goals, objectives, and philosophy.

After the planning stage, the researchers created the actual content of the program by identifying different activities based on *self-worth, motivation, coming-out, and gender* – which are the identified factors that lead to self-actualization for gay and lesbian adolescents. To establish the validity of the developed activities, the researchers sought the assistance of some experts in the field of Psychology which includes Psychologists and Guidance Counselors. Some necessary revisions were made based on the comments and suggestions of the panel of experts.

The final stage of the process is the implementation and assessment stage. During this stage, the process owner can have the program facilitated by a psychology faculty, psychologist, and/or guidance counselor. In determining the efficiency of the activities, as well as its strengths and weaknesses, the researchers, psychology faculty, psychologists, guidance counselors and representatives from the gay and lesbian students will evaluate the finished activities during the assessment stage. Through this stage, the process owner of the program can enhance or modify the activities based on the evaluation and needs of the participants. The complete could be found in Appendices.

4. Discussion

The themes that were derived from the data gathered include Self-worth, gender, coming-out, and motivation. These themes were also seen in the related studies conducted among members of the LGBTQ++ communities and their self-actualization.

The results of the study suggest that based on the experiences of the gay and lesbian students of the university, self-actualization is true, the highest need in the hierarchy. It is achieved only when other lower-level needs are answered. Specific in the population is the importance of safety, esteem, and love, and belongingness. Holistic dynamic theory (Feist & Feist, 2008) postulated that self-actualization is said to be the highest need in the hierarchy which could only be achieved when lower-level needs including self-esteem, love and belongingness, security, and physiological needs are answered. Again, self-worth is defined as possessing self-esteem and confidence. In the hierarchy, achieving one needs before moving to a higher level of need is essential to achieving self-actualization. This could mean that gay and lesbian students closely associate self-actualization with self-worth because their way of accepting themselves is also affected and colored by different factors from society and their interpersonal relationships.

Feist and Feist (2008) also wrote about the human psychosocial stages that during adolescence people are in an ongoing search for their identity as they also try to establish their values, beliefs, and goals in life. This is the reason why a sense of identity, which is also part of self-worth, is correlated to self-actualization in the adolescent years. Maddux (2006) wrote in his book how self-worth is part of developing individuality and gaining the feeling of belongingness in the world as LGBT community members. He also said that self-esteem and self-worth go hand-in-hand and healthy self-confidence is a must to develop self-worth. In addition to this, Stehle's study (2018) indicated how self-expression could lead to self-actualization. A person who can express their true identity is also someone who knows their self-worth. He also said that self-expression could lead to personal growth, change, happiness, and joy which are among the emerging concepts gathered from the answers of the participants. The current research and the related research utilized both qualitative approaches in understanding the experiences of LGBTQ++ members.

Aside from self-worth, the theme of gender and the answers of the participants in the current study validates the Human Identity Development Model as well as the related studies mentioned above that indicate how gender and gender preference and expression are affected by several factors. In the Homosexual Identity Development Model (Nadal, 2011) it was discussed that homosexuals often achieve self-actualization in the final stage which is commitment. This is the time where those who have already accepted themselves include gender preference as a way of their life rather than a small part of it. The author expressed that what homosexuals go through in these stages is different from the developmental milestones of heterosexuals. The participants of the study are greatly aware of their gender preference however, societal and cultural norms are still affecting their thoughts and behavior. Other factors affecting the expression of gender among LGBTQ++ members, particularly those in the adolescent stage should also be investigated in future studies.

While gender expression and other gender-related concepts are broad, an important task that gay and lesbian adolescents need to accomplish in this stage is the ability to come out. Doing so could be both scary and liberating due to the many factors and consequences tied to it. Garnets and Kimmel (2003) concluded in their study that the location of the house or home of a gay or lesbian adolescent lives affects their identity and gender development. This agrees with the results of the study where the researcher was able to trace that biological and social functions contribute to the acceptance and expressions of the gender of the participants. Those who live in

rural homes showed to be more isolated and had experienced difficulty building and maintaining relationships due to the inability to come out. Being from small rural places increases the tendency of being the talk of the town where everyone knows a person and also increases the likelihood that a gay or lesbian adolescent would inhibit their true identity due to the pressure of the society and fear of being excluded and judged negatively. This prevents a person from following the right stages of the development of their gender, gender identity, and their self-actualization.

The answers of the participants resonate with the results of the research conducted by Rockman in 2013 he found out that gay and lesbian students' probability of coming out is affected by the school climate, including their positive and negative experiences. Positive experiences enabled them to possess the courage needed for coming out and lead them to achieve self-actualization. This is also seen from the participants of the current study who enjoy the positive environment of the University that allows them freedom of expressing themselves. In addition, Stehle (2018) had written that different modes of self-expression can lead people to achieve growth and self-actualization. Next, people who have other people accept them for expressing themselves leads to contentment and feeling comfortable about oneself. The current study as well as these related research focused on qualitative data and looking at the experiences of coming out and how it is related with self-actualization using a qualitative approach could have added to the external validity of the results.

Reflecting on the answers of the participants, coming out is affected by their personality. This personality is further divided into personal and social identities. Troiden's Homosexual Identity Development Model (Nadal, 2011) suggested that gay and lesbian teenagers have a different search for identity than their heterosexual counterparts. The model includes stages of development called sensitization, identity confusion, identity assumption, and commitment. Identity confusion, however, remains the most difficult part of development even for homosexuals since this is when they often get the label as members of the LGBTQ++ community and get aware of their feelings and preferences which are different from their peers. Because of the challenges brought by this stage, they may experience or may engage in denial, avoidance, and compartmentalization. Only a few of them may start to accept their gender and sexuality.

The different factors related to gender and the act of coming out may serve as motivation as to what gay and lesbian students should do. Motivation may come from the inside or internal or from the outside or external. In person-centered theory (Feist and Feist, 2008) self-actualization was included as a subset of the concept known as actualizing tendency. It is a strong drive that all humans have for completion. In our innate need for completion as individuals, we also need to achieve self-actualization. This is an example of internal motivation. However, during the path to achieving both self-actualization and actualizing tendency, other needs which are external such as physiological and safety needs also have to be answered.

The participants of the current study are self-identified gay and lesbian students who are motivated to build a career where they can feel happy and contented. This is the same reason why they took on their chosen courses. They feel like engaging in a helping profession would show others how they could be important parts of society. Just like in the study of Hanımoğlu (2018), where it was concluded that positive school environments are important for homosexuals. The results of his study showed that when homosexual students encounter school difficulties, they have a higher probability of dropping out and becoming financially challenged. This brings them further from achieving self-actualization.

In addition to that, the study of Tang and Poudel (2018) in the Philippines highlighted external factors that affect the motivation and overall lives of LGBT students. They pointed out that government projects for their communities lack funding and manpower. This leads to lower levels of support for members of their community, thus they are often still bullied and discriminated against by society. The long-term impact of whether or not an LGBTQ++ would come out or not is suggested in the mixed-method study conducted by Maranan (2020). The study discussed how career mismatch among gay, lesbian, and bisexual students is related to career undecidedness. As students, gay, lesbian, and bisexual students may experience stereotyping that leads them to choose programs that they do not like to take or study. This could lead to either shifting from one program to another as a student or the inability to find a job that matches one's true interests in the future.

The same gender-related experiences of the participants in the current research could be seen in other studies. Letsaolo (2016) highlighted how negative experiences drive LGBT teens to end up doing poorly in school and suffer from lower emotional and social functioning. In a broader setting, Tang and Poudel (2018) concluded in their study that lack of support from the government results in legal and mental health issues and problems for the LGBTQ++ community. They highlighted that discrimination is still rampant in schools and even in the communities. It is thus important to have a safe environment within the school that would allow the students to come out about their gender preference and sexual orientation and would strengthen their mental health to help achieve self-actualization. Since the school is a place where students develop whom they are for many years in their lives, having a great environment would prepare them for what is outside.

These studies suggest that schools play a significant role in the development and achievement of self-actualization among gay and lesbian students. Although the study delimits other members of the community and is only focused on gay and lesbian students, the pattern and consistency of the answers of the participants led to the themes which are also reflected in other studies of the same nature. A quantitative study may be conducted in the future to re-evaluate what the educational institutions are doing for LGBTQ++ students. Meanwhile, the results of the current study led to the formulation of a program and proposed student policy for the welfare of the students in the selected university.

5. Conclusion

Based on the results of the study, the researchers have come to the following conclusions:

Self-actualization of gay and lesbian adolescents may easily be achieved if they are motivated to be self-actualized, achieved self-worth, have a clear understanding and acceptance of their gender, can come out and express themselves based on the themes derived from the analysis of the participants' answers. The similarity and condensed value of these answers allow the researchers to conclude that these experiences are relatively true for the general population of gay and lesbian university students. These results may vary if other members of the LGBTQ++ community are included as participants of the study.

Campus activities that allow the gay and lesbian students to express their gender and show that they can do what heterosexuals can do can promote ways to achieve self-actualization. This leads the researcher to promote the creation of support groups, academic groups, and psychosocial groups that could cater to the needs of the gay and lesbian students of the universities. Furthermore, evaluation of existing groups may be necessary to evaluate if gender and development factors are taken into consideration in the planning of activities and implementation of policies for the students.

Forms of discrimination from peers, teachers, and even family members could hinder ways to achieve self-actualization and lack equality and recognition of their existence and rights. As this study is conducted to focus on the campus life of gay and lesbian students, the researchers conclude that academic institutions should ensure inclusivity be it in the formal or hidden curriculum.

Programs, such as *U-Babaghari* must be created to prevent adverse impact and make sure all the students, including the members of the LGBT community, who are considered part of the minority, are provided with an enriched environment that will allow them to grow. The implementation and evaluation of this program could further lead to the development of enhanced services for students who are members of the LGBTQ++ community.

A quantitative study or mixed-method approach may be employed by future researchers to achieve the external validity of this research. Quantitative research could be used to evaluate existing policies as well as the efficiency of school organizations in catering to the needs of the LGBTQ++ students.

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Appendix 1

Interview Questions

Topics	Questions
● DESCRIPTION OF SELF-ACTUALIZATION EXPERIENCES	1. <i>Self-actualization means achieving self-fulfillment and realizing a person's full potentials. How would you describe a self-actualized person?</i>
	2. <i>When can you say that you are already self-actualized?</i>
Personal/Social	3. <i>Can you tell me who you are? Can you describe yourself?</i>
Personal/Social	4. <i>Would you identify yourself are more male or more female? How would you say so?</i>
Personal/Social	5. <i>Can you describe your future family life?</i>
Personal/Social	6. <i>Can you describe your role in school as a member of the LGBT community?</i>
Academic	7. <i>Why did you choose the course you are enrolled in right now?</i>
Academic	8. <i>Why do you like/ not like your course?</i>
Academic	9. <i>Which aspect of your course does excite you? Why?</i>
Academic	10. <i>Can you relate which part of being a student helps you express your identity as a member of the LGBT community?</i>
Career	11. <i>Where do you see yourself five years from now?</i>
Career	12. <i>How would you describe your career path as a gay or lesbian professional?</i>
Career	13. <i>How would you describe the career that you want to have in the future?</i>
Career	14. <i>Describe the work you want to do in your life.</i>
● FACTORS THAT PROMOTE OR HINDER ACHIEVEMENT OF SELF-ACTUALIZATION	1. <i>Are there any LGBT groups or activities in the school? How does it help your life as a student?</i>
	2. <i>Is there anything that you think can help the LGBT community to thrive and become self-actualized students on campus?</i>
	3. <i>Are you part of any non-LBGT group in the University? Can you describe your relationship with other members of the group?</i>
	4. <i>Have you ever held a position in any group within the University? How did this contribute to your self-actualization?</i>
	5. <i>Can you describe a specific event in campus when you felt that you were fully valued and respected for who you are?</i>
	6. <i>Do your teachers/instructors recognize you as gay/ lesbian? How would you describe the treatment you are receiving from them?</i>
	7. <i>How would you describe the treatment you are receiving from the University staff?</i>
	8. <i>Can you describe the campus climate in terms of its acceptance of LGBT students?</i>
	9. <i>How would you describe your being self-identified or non-closeted member of the LGBT community in the school campus?</i>
	10. <i>Can you describe or relate any experience in the campus when you felt like you have to explain that you are gay or lesbian? What have you felt?</i>

Appendix 2

U-Bahaghari: A University-Based LGBT Advocacy Program

About the Program:

The U-Bahaghari (*rainbow which represents LGBT pride and social movements*) is a university-based LGBT program for gay and lesbian adolescents of the chosen university which focuses on gender equity and LGBT rights inside the campus. The program was divided into four main activities namely: *gender, self-worth, coming-out* and *motivation*. Teachers, guidance counselors, psychologists, other mental health professionals, administrators and ally or the supporter of LGBT play an important role in supporting and advocating for the LGBT students in creating a safe, welcoming and supportive school environment.

Goals:

The main goal of the program is to support the gay and lesbian students of the university. It also aims to implement some activities that will help them grow as an individual and to create positive change in school climate through the help of teachers, guidance counselors, mental health professionals and administrators of the school.

Objectives:

This University-Based LGBT Advocacy Program students aims to:

- raise awareness about LGBT issues and the challenges faced by LGBT students (*gender*);
- establish an LGBT-friendly environment, practices, events and activities inside the campus (*self-worth*);
- create a nondiscrimination policy especially for LGBT students (*coming-out*); and
- provide a safe, nonjudgmental and accepting support for LGBT students (*motivation*).

Activity	Objective	Target Date, Venue, Persons Involved	Expected Outcome
(Gender) Broadening of LGBT-related topics in the Sexual Self of Understanding the Self Curricula	<ul style="list-style-type: none"> ● To increase the awareness and understanding about LGBT issues and to reduce levels of stigma, misconception and discrimination against LGBT community members. 	1 st Semester & 2 nd Semester <i>(August-December & January-May)</i> Classroom Students, Understanding the Self Teachers, Guidance Counselors	<ul style="list-style-type: none"> ● Reduced cases of bullying and less psychological stressors experienced by students who are members of the LGBT community evidenced by reduced referrals to the GCHO
(Gender) Gender and Development: Promoting Diversity and Respect – A Focus Group Discussion	<ul style="list-style-type: none"> ● To provide a broader understanding of gender and development concepts and core messages and to address students' level of awareness on gender and development concepts and issues. 	October <i>(as part of World Mental Health Day Celebration)</i> Multi-Media Center or Classroom LGBT Students, Ally (Students who are supporter of LGBT), Psychology Faculty, Guidance Counselors	<ul style="list-style-type: none"> ● More school and organizational activities that is includes and recognizes LGBT members

<p>(Self-Worth) Creating of Support Group and Safe Spaces for LGBT Students</p>	<ul style="list-style-type: none"> To establish a support group intended for LGBT students to address their needs inside and outside the campus for the creation of a safe, welcoming, and supportive environment for them. 	<p>November</p> <p>Multi-Media Center or Classroom</p> <p>LGBT Students, Ally (Students who are supporter of LGBT), Student Government, Psychology Faculty, Guidance Counselors, Student Affairs and External Program Director</p>	<ul style="list-style-type: none"> Addition of LGBT organization as a recognized group of students in the university with an action plan
<p>(Coming-Out) Crafting of Safe Schools Policy for LGBT Students</p>	<ul style="list-style-type: none"> To create or propose a policy that will promote safety, equality and well-being for LGBT students which include school nondiscrimination, anti-bullying, harassment, presence of school-based LGBT programs and the like. 	<p>Year-Round <i>(as the need arises)</i></p> <p>Conference Room</p> <p>LGBT Students, Ally (Students who are supporter of LGBT), , Psychology and Political Science/Legal Management, Faculty, Guidance Counselors, Student Affairs and External Program Director</p>	<ul style="list-style-type: none"> Inclusion of a policy in the student handbook after revision A draft of the policy is in APPENDIX C.
<p>(Motivation) Consultation and Counseling Session for LGBT Students</p>	<ul style="list-style-type: none"> To provide help to LGBT students in their academic, personal, social and career development areas thru consultation and counseling session 	<p>Year-Round <i>(as the need arises)</i></p> <p>Counseling Room</p> <p>LGBT Students, Psychologists, Guidance Counselors</p>	<ul style="list-style-type: none"> Continued and additional activities of the GCHO and psychology department for the students who are members of the LGBT community

Appendix 3

Draft policy on LGBTQ:

In observing and promoting gender equality, specifically in a school premises wherein discrimination on this aspect generally starts, a definitive policy, specifically on the aspect of SAFETY and SUPPORT, shall be formed and implemented to help gay and lesbians achieve self-actualization:

1. Safety. Numerous LGBTQ adolescents, or those only perceived to be LGBT, have negative experiences in schools due to bullying and harassment, which affects their life chances, and even sometimes has negative mental health impacts. Bullying on the actual or perceived sexual orientation of another may be in any form (ranging from name-calling, cyber-bullying, isolation and exclusion, verbal assault, damage to property, extortion, and even physical aggression). All of these are detrimental to a student's safety inside the school premises which needs to be addressed, in addition to being hindrances to self-actualization of these concerned individuals.
 - a. Strict observance of the requirements of the Anti-Bullying Act to address the existence of bullying within the school premises which are both applicable to all kinds of bullying including related to one's sexual orientation.
 - b. Specifically for LGBTQ-related bullying and discrimination, formation of a school *ad hoc* body (or board akin to a College Discipline Board- composition to be determined by the concerned school administrative office). It may be that of the existing CDB or mixed with other reliable persons in settling LGBT issues within the school.
 - This board would tackle specific issues/ complaints relating to LGBTQ's to be filed by an affected gay/lesbian, etc. student.
2. Support. It is not only that the constitution promotes equality. It is the states' obligation to protect its citizens, not minding any gender, in any form of harm. This is in pursuance of the cardinal doctrine of "paren's patrae". Through this, government had in several instances, formed support laws that is applicable to all, including the LGBTQ sector. However, considering that most abuses to gays and lesbians rights, specifically those adolescents is happening in school premises, educational institutions should have the mechanism to help the state in this distinct obligation of affording LGBT sector support and protection they needed.
 - a. Dress Code- To feel the schools LGTBQ-friendliness, for the latter to feel they completely belong to the society and to receive positive affirmation of their identity, dress code, in *accordance with their choice* (as it is being observed already by other schools) shall be allowed.
 1. Gays- can use uniforms require by the school worn by female students
 2. Lesbians- can use uniforms worn by male students and *vice versa*.

Note: It is still in accordance with their own choice and perception. Nothing shall compel them to wear anything against their will, provided, *usual norm on decency is observed*.

- b. Organizations- LGBTQ community shall be allowed to form student's organizations within the campus in furtherance of a valid objective. Proposal to form and put a student organization of this sector shall not be disallowed or denied solely on the basis of gender. Organizations like this shall have all the rights and privileges within the campus pertaining to other groups.
- c. Holding of activities- Accordingly, LGBTQ community, with or without student organization, shall be allowed to hold activities, subject to approval of concerned offices, to show or promote their ideas and ideologies within school premises.

Appendix 4

Table 1
Emergence of the Concept Self-worth from the Experiences of Gay and Lesbian
Adolescents on their way to achieving Self-actualization

Significant Responses	Translation	Emerging concepts	Subcategories	Categories	Themes
<i>Sa tingin ko po parang wala ng hinahanap o hinahangad na mapa-sakanya yung parang kontento ka na sa sarili mo kung ano ka, yun ka.</i>	I think it's like you are no longer seeking or wanting something to be yours you already contented with yourself, what you are, then that's it.	Wanting nothing more in life and feeling contented	Satisfaction	Contentment	
<i>Ang isa kong gusto kong maachieve ay mapatunayan sa magulang ko, na dahil tumigil po ako, na kayo ko kagaya ng mga kapatid ko makapagtapos po tsaka gusto ko po na ako ang nakakapag-provide or nakakatulong naman sa kanila.</i>	One thing that I want to accomplish is to prove my parents that even if I stopped like my siblings, I can still finish my studies, I want provided for them and help them.	Wanting to prove to family that one can succeed Having the ability to provide for the family	Achievement	Pride	Self-worth
I describe it as being just myself and owning my personality.		Knowing and acknowledging the self	Confidence		
<i>Para saken pag self-actualization na lang is kapag may nakikita sayong pagbabago, kapag naggrow</i>	For me, self-actualization is when one experiences growth and change	Experiencing growth	Perception of strengths	Self-esteem	

<p><i>ka.</i></p> <p><i>yung</i> genuine <i>na</i> <i>happy</i>, <i>Yung</i> next one <i>naman</i> <i>is kapag hindi</i> <i>ka lang basta</i> <i>masaya</i> but you feel <i>na</i> <i>na</i>appreciate <i>ka</i>, you are worth it <i>at saka</i> you feel loved, <i>so yun.</i></p>	<p>really happy, and then in addition to being happy you feel appreciated, you are worth something and you feel loved</p>	<p>Feeling happy, appreciated, and worthy of other people's love</p>			
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Appendix 5

Table 2
Emergence of the Concept Gender from the Experiences of Gay and Lesbian Adolescents on their way to achieving Self-actualization

Significant Responses	Translation	Emerging concepts	Subcategories	Categories	Themes
<p><i>Sa sarili ko po alam ko I love girls rather than boys.</i></p> <p>I'm physically female but emotionally male.</p>	<p>I know I love girls rather than boys.</p>	<p>Perceived desire for girls rather than boys.</p>	<p>Attraction to opposite sex</p>	<p>Homosexuality</p>	<p>Gender</p>
<p><i>Ako kasi, ako ano nasa gitna kasi ano sige sabihin na lagpala natin na ano 60/40. 60 girl tapos 40% yung pagiging sa boy kasi sa 40 muna sa pagiging lalaki, hindi talaga ako cross dresser.</i></p>	<p>I find myself half-hearted about it, 60/40. 60 for girl then the 40% boy, because I'm not a cross dresser.</p>	<p>Perception of becoming the opposite gender</p>	<p>Sexual orientation</p>		
<p><i>Ako ko pa ay in a relationship with a girl po. Sabi niya po okay lang po na hindi magkababy para pong i-enjoy na lang po ang life na kasama ang partner ko. Pero gusto ko po magka-anak.</i></p>	<p>I'm in a relationship with a girl. She said it's okay for us not to have a baby, like we can enjoy our life together. But for me, I want a baby.</p>				
<p>I would describe my future family life as a</p>	<p>I would describe my future family life as a</p>				

<p>hardworking parent for my children or child <i>pero ang gusto ko po ay yung galing po talaga saakin.</i></p> <p><i>Ang nakikita ko lang kasi hindi ko nakikita na para gang magkakaroon ako ng asawa.</i></p> <p><i>Nagseset po ako as a role model sa aking mga classmates na ang sexual orientation is not an hindrance in achieving my goals in life.</i></p> <p><i>Sa tingin ko po ay kaya ko pong gawin ang kayang gawin ng babae at kayang gawin ang ginagawa ng lalaki.</i></p>	<p>hardworking parent for my children or child but I also want a child coming from me.</p> <p>I know that I cannot see myself having wife.</p> <p>I serve as a role model among my classmates whose sexual orientation is not a hindrance in achieving my goals in life.</p> <p>I think I can also do what a woman and a man does.</p>	<p>Personal desire for biological children despite gender preference</p> <p>Desire to become a good example to others</p> <p>Perceived equality among genders</p>	<p>Biological function</p> <p>Social function</p>	<p>Sex</p> <p>Orientation</p>	
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Appendix 6

Table 3
Emergence of the Concept Coming-out from the Experiences of Gay and Lesbian Adolescents on their way to achieving Self-actualization

Significant Responses	Translation	Emerging concepts	Subcategories	Categories	Themes
<p><i>Una po ay gusto ko po mas makilala ang sarili kung ano po ba talaga ako.</i></p> <p>Since <i>member po ako ng isang cultural group dito sa school</i>, through my performance, <i>mas lalo ko pong naexpress kung sino at kung ano ako talaga.</i></p> <p>Ng Christmas party, <i>pinaghost kami ni ____</i>. <i>Maliit lang siyang bagay pero naappreciate ko kasi ay nabibigyan ako ng highlight, exposure na parang nabibigyan kami ng opportunity to showcase what we are and what we have.</i></p> <p><i>Nagustuhan ko po sa course na ito ay sobrang open po sila sa kagaya ko.</i></p>	<p>The first thing is, I want to know my real self.</p> <p>Since I'm a cultural group member here in school through my performance, I can express who really am I.</p> <p>At the Christmas party, __ and I were assigned to be the host. It may seem small, but I appreciated it because it provided a highlight, exposure as if we were given the opportunity to show what we are and what we have.</p> <p>I liked that this course is very open about homosexuality</p>	<p>Desire to know self</p> <p>Feeling of freedom of expression about one's real gender orientation and self</p>	<p>Personal identity</p>	<p>Personality</p>	<p>Coming- out</p>

<p>When I was a kid I dreamt of catching and punishing all the bad people until I grew up and my mind didn't change at all.</p> <p><i>Hindi po dahil gusto kong magkapera pero para makatulong po ako sa ibang tao</i></p> <p><i>Gusto ko po ang course ko dahil ito ang stepping stone ko po na makatulong sa ibang tao na nangangailangan ng tulong lalong lalo na po sa aspeto ng mental health.</i></p>	<p>.</p> <p>It is not because I want to make money but to help other people</p> <p>I like my course because this served as my stepping stone in helping other people who are in need of mental health support.</p>	<p>Following childhood dreams</p> <p>Desire to help other people through career</p>	<p>Social identity</p>		
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Appendix 7

Table 4
Emergence of the Concept Motivation from the Experiences of Gay and Lesbian
Adolescents on their way to achieving Self-actualization

Significant Responses	Translation	Emerging concepts	Subcategories	Categories	Themes
I will reward myself <i>dabil po medyo nabirapan ako</i> during my college days, it's my time <i>para ilibre ang sarili ko.</i>	I will reward myself since I had a hard time during my college days, it's time to treat myself.	Desire for self-reward	Reward perception		
My career is simple but happy to do. <i>gusto ko po sana ay yung career na tanggap ako, tapos hindi strict ang policy like sa hair policy etc.</i>	I am wishing for a career that can accept me and one that does not have a strict policy like as hair policy etc.	Desire to have a simple and happy career Desire for acceptance in the future career	Positive emotions	Internal factors	
I would like to work as a self-identified gay <i>na kung saan walang discrimination at walang judgment.</i> <i>Ang sarap po sa pakiramdam na tumulong ng walang hinibintay na kapalit na something po sa kanila.</i>	I would like to work as a self-identified gay with no discrimination and no judgment. It feels so good to help without expecting anything in return.	Desire to engage in a helping profession	Positive values		Motivation
I want to help the poor people by					

<p>giving them justice.</p> <p>I will be good regardless of my sexual preference.</p> <p>Regardless of my sexual orientation, <i>kung ano yung mga pinag aralan nila ay napag aralan ko rin.</i></p>	<p>Regardless of my sexual orientation, I have also learned what they studied.</p>	<p>Desire to gain equality among genders in desired career</p>	<p>Social identity</p>	<p>External factors</p>	
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Appendix 8

Table 5
Emergence of the Concept Gender from the Experiences of Gay and Lesbian
Adolescents on their way to achieving Self-actualization

Significant Responses	Translation	Emerging concepts	Subcategories	Categories	Themes
<p><i>Sobrang okay po ang member ko sa cultural group kasi open po sila sa mga beki, no discrimination and no judgment po.</i></p> <p>Very open po ang org sa akin kasi binibigyan po nila ako ng opportunity or chance na maghandle ng isang program or activity na kung saan tanggap ako.</p> <p>I'm a member of the Fellowship of God. We are all in good terms.</p> <p><i>Nakakatwa po kasi very open po sila about LGBT. Wala pong policy dito about sa hair tapos po inaallowed nila na magcross dress ng uniform basta magpapaalam</i></p>	<p>My co-members are very okay because they are accepting towards gays, no discrimination and no judgment.</p> <p>The organization is very open to me because they provide opportunity or chance to host a program or activity where I feel accepted.</p> <p>It's good that they are very open about LGBT. There is no hair policy and they are allowed to cross dress for the uniform provided that they inform the</p>	<p>Being a happy member of school organizations where they can express their gender</p> <p>Feeling of being heard by the school administration as member of LGBT when</p>	<p>Establishing self in social settings</p>	<p>Social identity</p>	<p>Gender</p>

<p><i>lang sa may authority</i></p> <p>I hope more organizations plus activities <i>po</i> for LGBT <i>para mas lalo po naming maipakita yung talent po namin</i> and at the same time <i>maipakita namin na normal din kami like straight individuals.</i></p> <p><i>Ang negative lang siguro yung iimik sila na 'ala bakla ka, sayang.' Tao pa din naman sila, may magagawa pa din naman sila kahit paano. So pag bakla tapos pogi sayang agad.</i></p> <p><i>Ako po ano siguro pag napapagusapan lang, kasi pag napagusapan ang LGBT andun yung bakit ka ganyan, bakit ka naging ganyan.</i></p>	<p>authorities.</p> <p>I hope for more organizations and activities that include LGBT students so that we will be able to show our talent and show that we are also like straight individuals.</p> <p>The only downside is when they say 'you are a gay'. Gays are still human, and they can do anything.</p> <p>In my case, maybe if it's just being talked about, since when you talk about LGBT, automatically you'll be asked why are you like that or why did you become one.</p>	<p>it comes to physical presentation</p> <p>Seeking for more organization or activities where they can freely express their talents.</p> <p>Negative perception of others' opinion that is it a waste being a member of the LGBT community</p> <p>Being asked why they are like that</p>	<p>Modes of self-expression</p> <p>Perception of discrimination</p>	<p>Personal identity</p>	
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