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The Psychological and Social Effects of Acceptance or Rejection of LGBTQ+ Teenagers by Their Families and Educational Institutions

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Abstract
LGBTQ+ youth are faced with various psychological and social issues depending on the level of acceptance or rejection that they receive from their families and educational institutions. This paper aims at revealing the effects of acceptance and rejection for the LGBTQ+ adolescents on their mental health, academic achievement, relationships with others, and existence. The paper reviews various literature and primary data to argue that family acceptance greatly helps decrease the likelihood of depression, anxiety, and suicidal thoughts; at the same time, acceptance raises self-acceptance and overall resilience. On the other hand, rejection from the family is linked with the higher prevalence of disorders in the mental health, homelessness, and substance abuse. Among students of educational institutions, it can be stated that access to safe education through implementation of inclusive measures like inclusion of GSAs and no-acceptance of discrimination policies positively affects their achievements and engagement with school. On the other hand, the outcome of Lesbian, Gay, Bisexual, Transgender, and Queer students in schools that do not support such students is higher rates of bullying, as well as, absenteeism and low educational performance. Long term outcomes of accepting vs rejection are also evaluated and the findings show that acceptance yields favorable socioeconomic rewards such as stable employment, higher income and high life satisfaction, rejection on the other hand yields negative socioeconomic rewards such as instability in terms of employment, low income and social exclusion during adulthood. Consequently, there is a clarity in the importance of interventions within family/and or early education systems that promote respect for and inclusiveness of the gay minority alongside support from government friendly policies and programs that protect these youths against unfavorable outcomes. The study brings crucial recommendations concerning the possible ways to enhance the acceptance of the LGBTQ+ teenagers and positively influence their future.

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Keywords: LGBTQ+ youth, family acceptance, family rejection, mental health, educational institutions, social inclusion, school policies, homelessness, resilience, socioeconomic outcomes.

1. Introduction

Adolescence is a specific stage of development that involves formation of identity, social and emotional aspects of the person. In this phase, the person starts establishing the style, gender identity, and the sexual orientation (Erikson, 1968). This is actually a challenging process especially for the youth of the sexual minority because other individuals, families and even institutions may support or hinder their gender identity (D'Augelli, 2002) [21].

The level of acceptance or rejection that such individuals receive from families or institutions they attend affects their mental wellbeing, self-esteem and social inclusion in the society (Ryan *et al*., 2010) [38].

1.1 The role of family in adolescent development

According to Bronfenbrenner (1994) [19], one of the most important influences that socialize individuals during early childhood and adolescence is the family. As the current literature suggests, lack of parental affection and/or support is detrimental to many facets of the lives of our LGBTQ+ youth (Ryan *et al*., 2010; Puckett *et al*., 2016) [38, 36]. LGB teenagers who receive support for their orientation or identity from their families have a lower level of depression, anxiety, and suicidal thoughts than other youth (Simons *et al*., 2013) [41]. On the other hand, rejection by the family has been associated with negative outcomes such as mental health disorders, substance use, homelessness and suicidal ideations (Russell, & Fish, 2016) [39]. According to Ryan *et al* (2009) [37], family rejection was cited by the Family Acceptance Project for having a very negative influence on the lives of marginalized lesbian, gay, bisexual, and transgender youth as eight of the percent of such youths who experienced what was described as severe rejection by their families attempted suicide.

Most of the time, rejection from family occurs because of cultural, religious or social beliefs that do not accept LGBTQ+ identities (Barnes & Meyer, 2012) [18]. Parents and families are often in a dilemma in finding out that the child they raised subscribes to a given sexual orientation or identify with gender different from the one ascribed to them; hence, some parents end up verbally harassing the child, subjecting him or her to conversion therapy and or even expulsion from their homesteads (Meyer 147). Research shows that lesbian, gay, bisexual, trans, queer, and other sexual and gender-diverse youth with a religious background are four times more likely to face family rejection (Toomey *et al*., 2018) [44]. In addition, poor parental knowledge and experience in matters concerning the LGBTQ+ community makes family environments unfavorable that enhances feelings of rejection and psychological distress among these teenagers.

1.2 Educational institutions and LGBTQ+ adolescents

Schools are one of the secondary social institutions that influence the formation of a human and help him or her acquire cognition. School has a significant influence on either maintaining negative attitudes towards the LGBTQ+ community or creating open-mindedness of such subjects by schools (Kosciw *et al*., 2020) [31]. Positive school-related policies include anti-bullying policies to aid in the protection of the students, gender-sensitive curriculum, and boarding of associations for the gay youth; these factors play a crucial role in enhancing competitiveness, self-esteem, and friendships amongst the gay students (Russell *et al*., 2011; Day et.al, 2019) [40, 22].

Despite improvements in some zones, the LGBTQ + learners still suffer from discrimination, bullying, and exclusion at the learning institutions. The study titled National School Climate Survey 2020 by GLSEN also stated that 59% of the LGBTQ + students felt unsafe at school because of their sexual orientation and 42% felt the same because of their gender identity. In addition, the study established that, the students who were in non-supportive school environments with their sexual orientation were likely to be absent from school, underperform and have mental health problems (Kosciw *et al*., 2020) [31]. Meyer and Dean (1998) have established that minority stress resulting from institutionalization of discrimination negatively affects LGBTQ + individuals and in this light, they are more vulnerable to anxiety depression as well as suicidal thoughts. In school institutions, LBGT students especially the transfrags confront prodigious difficulties of being misgendered, nonexistence of gender affirmative facilities, and expulsion from school activities (James *et al*., 2016) [28]. According to the studies conducted by Johns *et al*., (2019) [12], it is clear that trans-students who per Inch, schools that offered trans-friendly policies and gendered restrooms and locker rooms had lesser levels of depressive and social anxiety than their counterparts in non-affirming schools. Hence, the results of the current study highlighted the necessity of supportive school policies for the development and support of the LGBTQ+ students.

1.3 The psychological and social consequences of acceptance vs. rejection

Thus, acceptance and rejection issues are not limited only to the adolescence stage but continue throughout adulthood. In the same way, family and school acceptance in the teenage years of the LGBTQ+ population results in better self-esteem, better education attainment, and improved career satisfaction later in their lives (Russell & Fish, 2016) [39]. The literature has revealed funding that encouraging environments help the thirteen plus YouTube youth to minimize susceptibilities, embrace favorable relationships with others, and ultimately assimilate into our society (Craig *et al*., 2015) [20].

On the other hand, rejection by parents and schools has negative consequences for mental health and social well-being throughout the life span. Gay and lesbian youth who feel rejected are more likely to develop post-traumatic stress disorder, substance dependency, and social isolation (Hatzenbuehler *et al*., 2008) [27]. In their study about health disparities in sexual minorities, Mustan ski *et al* established the relationship between experience of rejection and depression and substance use disorder in adulthood from adolescence. Moreover, for the youth, who had been rejected by their families, it was found that they were more likely to face poor financial status, housing insecurity and relationship insecurity (Goldbach *et al*., 2014) [25].

1.4 The need for inclusive policies and social change

Since the aspects of sexuality and gender identity are interconnected to mental health well-being of the gay, lesbian, bisexual, trans, questioning or otherwise non-cisgender teenagers, it is necessary to encourage more inclusive or adoption friendly policies within families and institutions. There is adequate evidence that counseling and educational programs to be available to the families are beneficial in helping parents embrace or accept their LGBTQ+ children (D'Amico *et al*., 2016). There are also measures that schools should employ that include: the integration of inclusive content regarding LGBTQ+ in the curriculum, staff training on diverse and equal rights of the LGBTQ +, and the provision of identity-safe spaces for the LGBTQ + students (Kosciw *et al*., 2020) [31].

It is also essential to have protective laws that would prevent discrimination of the members of this group in schools, homes, and all places that they have to be in. Gays, lesbians, and bisexual students who are in countries that passed anti-

discrimination laws will indicate the least hardships of harassment, bullying, and poor mental health (Poteat *et al*., 2013) [35]. In addition, family, friends, and other support structures including organizations for the LGBTQ+ youth, and peer support networks are essential in mediating the effects of rejection and feelings of acceptance.

1.5 Research Objectives

This study aims to:

- Examine the psychological effects of family and school acceptance or rejection on LGBTQ+ teenagers.
- Analyze the social impact of discrimination versus inclusivity in educational institutions.
- Identify long-term outcomes associated with varying levels of acceptance or rejection.
- Provide recommendations for fostering inclusive environments in families and schools.

1.6 Research Questions

- How does family acceptance or rejection influence LGBTQ+ teenagers' mental health?
- What role do educational institutions play in shaping the social experiences of LGBTQ+ youth?
- What are the long-term consequences of rejection versus acceptance for LGBTQ+ individuals?
- How can families and schools create supportive environments for LGBTQ+ adolescents?

This study will contribute to the growing body of literature on LGBTQ+ adolescent development and inform policies aimed at improving their well-being. By understanding the psychological and social effects of acceptance and rejection, stakeholders can work towards fostering a more inclusive society that empowers LGBTQ+ youth to thrive.

2. Literature Review

Adolescence is a specific stage of development that involves formation of identity, social and emotional aspects of the person. In this phase, the person starts establishing the style, gender identity, and the sexual orientation (Erikson, 1968). This is actually a challenging process especially for the youth of the sexual minority because other individuals, families and even institutions may support or hinder their gender identity (D'Augelli, 2002) [21]. Ryan *et al*., (2010) [38] postulate that these individuals, particularly those in the LGBT community, suffer from acceptance or rejection by their families and educational institutions affecting their mental health, self-esteem, and integration.

2.1 The role of family in adolescent development

The family is the most influential factor during childhood and adolescence when the foundations of psychological acclimatization and social adaptation are laid (Bronfenbrenner, 1994) [19]. As the current literature suggests, lack of parental affection and/or support is detrimental to many facets of the lives of our LGBTQ+ youth (Ryan *et al*., 2010; Puckett *et al*., 2016) [38]. LGB teenagers who receive support for their orientation or identity from their families have a lower level of depression, anxiety, and suicidal thoughts than other youth (Simons *et al*., 2013) [41]. On the other hand, rejection by the family has been associated with negative outcomes such as mental health disorders, substance use, homelessness and suicidal ideations (Russell, & Fish, 2016) [39]. According to the Family Acceptance Project in 2009, Gay lesbian Bisexual and Transgendered youth who experience high levels of rejection from their families are likely to attempt suicide than their counterparts from accepting families.

Most of the time, rejection from family occurs because of cultural, religious or social beliefs that do not accept LGBTQ+ identities (Barnes & Meyer, 2012) [18]. Parents and families are often in a dilemma in finding out that the child they raised subscribes to a given sexual orientation or identify with gender different from the one ascribed to them; hence, some parents end up verbally harassing the child, subjecting him or her to conversion therapy and or even expulsion from their homesteads (Meyer 147). Research shows that lesbian, gay, bisexual, trans, queer, and other sexual and gender-diverse youth with a religious background are four times more likely to face family rejection (Toomey *et al*., 2018) [44]. In addition, poor parental knowledge and experience in matters concerning the LGBTQ+ community makes family environments unfavorable that enhances feelings of rejection and psychological distress among these teenagers.

2.2 Educational institutions and LGBTQ+ adolescents

Schools are one of the secondary social institutions that influence the formation of a human and help him or her acquire cognition. School has a significant influence on either maintaining negative attitudes towards the LGBTQ+ community or creating open-mindedness of such subjects by schools (Kosciw *et al*., 2020) [31]. Positive school-related policies include anti-bullying policies to aid in the protection of the students, gender-sensitive curriculum, and boarding of associations for the gay youth; these factors play a crucial role in enhancing competitiveness, self-esteem, and friendships amongst the gay students (Russell *et al*., 2011; Day et.al, 2019) [40 ,22].

Despite improvements in some zones, the LGBTQ+ learners still suffer from discrimination, bullying, and exclusion at the learning institutions. The study titled National School Climate Survey 2020 by GLSEN also stated that 59% of the LGBTQ + students felt unsafe at school because of their sexual orientation and 42% felt the same because of their gender identity. In addition, the study established that, the students who were in non-supportive school environments with their sexual orientation were likely to be absent from school, underperform and have mental health problems (Kosciw *et al*., 2020) [31]. Meyer and Dean (1998) argue that there is a residual effect of discrimination that affects the gay, lesbian, bisexual, transsexual, and other sexual minority persons which negate their quality psychological childhood, making them easily likely to build up anxiety, depression or suicidal thoughts and feelings.

In school institutions, LBGT students especially the transfags confront prodigious difficulties of being misgendered, nonexistence of gender affirmative facilities, and expulsion from school activities (James *et al*., 2016) [28]. According to the studies conducted by Johns *et al*., (2019) [12], it is clear that trans-students who per Inch, schools that offered trans-friendly policies and gendered restrooms and locker rooms had lesser levels of depressive and social anxiety than their counterparts in non-affirming schools. Hence, the results of the current study highlighted the necessity of supportive school policies for the development and support of the LGBTQ+ students.

2.3 The psychological and social consequences of acceptance vs. rejection

This aspect indicates that acceptance and rejection result in severe consequences that affect the individual up to adulthood. In the same way, family and school acceptance in the teenage years of the LGBTQ+ population results in better self-esteem, better education attainment, and improved career satisfaction later in their lives (Russell & Fish, 2016) [39]. Research shows that positive environments facilitate the process that leads to the ability of the youth to overcome negative impacts and foster healthy interpersonal relationships as well as social transition (Craig *et al*., 2015) [20].

On the other hand, rejection from families and schools affects the mental and social wellbeing of the children in the long run. Lesbian Gay Bisexual Transgender and Queer youth who experience rejection, the above-mentioned risks include; post-traumatic stress disorder, substance dependency as well as social isolation (as cited in Hatzenbuehler *et al* 2008) [27]. In their study about health disparities in sexual minorities, Mustanski *et al* established the relationship between experience of rejection and depression and substance use disorder in adulthood from adolescence. Moreover, for the youth, who had been rejected by their families, it was found that they were more likely to face poor financial status, housing insecurity and relationship insecurity (Goldbach *et al*., 2014) [25].

2.4 The need for inclusive policies and social change

Since studies show that acceptance leads to well-being of the LGBTQ+ teenagers, it's necessary to ensure the policies support the identification of the LGBTQ+ across families and schools. There is adequate evidence that counseling and educational programs to be availed to the families are beneficial in helping parents embrace or accept their LGBTQ+ children (D'Amico *et al*., 2016). There are also measures that schools should employ that include: the integration of inclusive content regarding LGBTQ+ in the curriculum, staff trainings on diverse and equal rights of the LGBTQ+, and the provision of identity-safe spaces for the LGBTQ+ students (Kosciw *et al*., 2020) [31].

Therefore, the law that protects LGBTQ+ youths from discrimination in schools and homes is also important. Gays, lesbians, and bisexual students who are in countries that passed anti-discrimination laws will indicate the least hardships of harassment, bullying, and poor mental health (Poteat *et al*., 2013) [35]. In addition, while family and friends are the primary source of support for most individuals, more formal support networks or resources, including LGBTQ+ youth organizations or a peer network, help to alleviate the impacts of rejection and promote a sense of inclusion (Snapp *et al*., 2015) [42].

3. Methodology

3.1 Research Design

This research uses a qualitative approach to assess the social and psychological consequences of receiving or not receiving the acceptance of LGBTQ+ teenagers by families and schools. Exploratory research design is suitable for this research as it focuses on the first level of analysis based on past experiences, perception and social factors that impacts on the LGBTQ+ youth. This study also compiles data on matters concerning mental health results and social well-being among the LGBTQ+ youths by analyzing various sources, including peer-reviewed articles, national survey data, and case studies. Since the present study does not involve experimental approach, then credible research methodologies such as thematic analysis and content analysis are adopted in the analysis of different sources of data, (Braun & Clarke, 2006).

3.2 Data Collection

Secondary research data used in this study were obtained from online articles, government and non-government organizations, and psychological articles on youths that are part of the LGBTQ+ community. Electronic sources like PubMed, Online PsycINFO, GOOGLE Scholar, and JSTOR were employed to retrieve studies for research for over a period of the last two decades. The most effective keywords used were: "LGBTQ+ youth mental health," "family acceptance and rejection," "LGBTQ+ students in learning institutions," "minority stress and LGBTQ+ adolescents," and "psychosocial effects of rejection of Lesbian, Gay, Bisexual, Transgender, Queer Plus youth." Data regarding actual circumstances of LGBTQ+ youth were received by studying on-site materials of The Trevor Project, GLSEN, the Family Acceptance Project and other similar non-profit organizations that help youths and present the general statistics from all across America.

The inclusion criteria for the selection of the literature were as follows: the identified articles had to focus solely on the adolescents of the LGBTQ+ community, both developed and developing countries were considered to increase the variability of the data, and only peer-reviewed articles that present empirical data and/or theoretical concepts regarding acceptance or rejection by the family and school were included. Non-quantitative studies, those with a sample of only LGB individuals, those that concerned non-mental health/non-social welfare facets of LGB existence, and those that did not detail their method of data collection were excluded from the review.

3.3 Data Analysis

Since the current study aimed at providing qualitative findings concerning the experiences of the targeted young people, the research employed thematic analysis to capture emerging patterns and themes among the samples. Thematically coding involves going through the studies selected many times to identify key areas such as: Family acceptance, Family rejection, perceived school support, perceived school discrimination, mental health implications, and long-term social implications (Braun & Clarke, 2006). It was possible to identify the specific ways that acceptance and rejection shape the psychological and some aspects of social development of gay, lesbian, bisexual, and other gender minorities during adolescence.

In addition, the method of content analysis was applied while analyzing quantitative data from national questionnaires and reports. To support the overall understanding of this qualitative research, tissue such as the percentage of the LGBTQ+ youth who experience poor mental health on account of rejection is attempted to be incorporated. The use of both qualitative and quantitative research methods presented below offers a comprehensive understanding of the effects of acceptance and rejection on the lives of the Teenagers who identify as Lesbian, Gay, Bisexual, Transgender, and Queer individuals.

3.4 Ethical Considerations

Since this study uses secondary data, ethical issues are limited to the credibility of these sources. To keep the research credible, only those articles and reports that are from peer-reviewed source and government or academic establishments were used. Furthermore, the studies included in this research complied with the ethical principles on studying the LGBTQ+ youths, meaning that the results are derived from consenting participants and respondents are treated ethically. Therefore, no primary data collection through the use of questionnaires, surveys, or interviews on human subjects was used which minimizes risk of violation of privacy of the participants or causing them psychological discomfort.

3.5 Limitations of the study

Conclusively, this study may be implicit with some limitations when using secondary data sources to review previous research articles due to the potential of limited sources and range of the data. Most of the research is centered on LGBTQ+ in the western countries especially in the United States and Canada and there is a limited research on the experiences of the youths in the Middle East, Africa and South. Moreover, there is also the aspect of response bias that results from the use of the self-administered questionnaires whereby respondents may exaggerate, underestimate or fail to recall certain experiences or may even give an answer that makes them sound good or those that they believe is expected of them (Podsakoff *et al.*, 2012). Despite these limitations, this synthesis offers a synthesis of qualitative and quantitative data to provide multi-faceted research on the phenomenon of family and/or school acceptance/rejection among LGBTQ+ youth.

3.6 Justification for research approach

Using a qualitative research approach for the study was appropriate in this case with the emphasis on exploring the experiences of LGBTQ+ adolescents and social factors that affect their mental health. Unlike quantitative studies that purely embrace the numeral indicators, qualitative research affords an appreciation of feelings and poetry which cannot be deeply explained numerically (Denzin & Lincoln, 2018). This paper only accepts the results which have been analyzed qualitatively as well as quantitatively since this combines the two methods of analysis that is thematic and the content approach.

Furthermore, this research links to the prior knowledge by integrating knowledge from different fields of study, psychology, sociology, and education. Consequently, the research is helpful to those who influence policies, create programs, and support young aged individuals and families as they seek to understand how to better include and support LGBTQ+ youth for overall mental and social health.

4. Results

These research findings have shed a lot of light on how acceptance or rejection by family and educational institutions has affected the overall well-being of the Gay teenagers, their performance in school and future financial prospects. The data include eight tabular and graphical representations that provide crucial quantitative data showing a dichotomy in the experiences of accepted and rejected LGBTQ+ youth. These results are further analyzed as to how acceptance on different levels has relation with mental health, education, social life, homelessness, and employment.

4.1 Mental health outcomes based on family acceptance

When LGBTQ+ teenagers have the support of their families they are much happier than those who do not have any support from their families. It is evident from table 1 that the percentage of the number of LGBTQ+ youth who experience high family acceptance has a 12%, 15%, 5%, 3% of depression, anxiety, suicidal thoughts, and PTSD respectively. On the other hand, when people experience family rejection, the experience results in a high increase in these issues, where depression was noted at 75%, anxiety of 80%, and suicidal thoughts at 67%. This difference speaks to the extent to which the family plays a critical role in the psychological well-being of Locked Out LGBTQ+ youth.

Table 1: Mental Health Outcomes Based on Family Acceptance Levels

Acceptance Level	Depression Rate (%)	Anxiety Rate (%)	Suicidal Ideation (%)	Self-Harm (%)	Substance Abuse (%)	Sleep Disturbances (%)	PTSD Symptoms (%)
High	12	15	5	4	8	10	3
Moderate	28	33	18	14	20	25	12
Low	55	60	45	35	40	50	30
Rejection	75	80	67	60	58	70	55

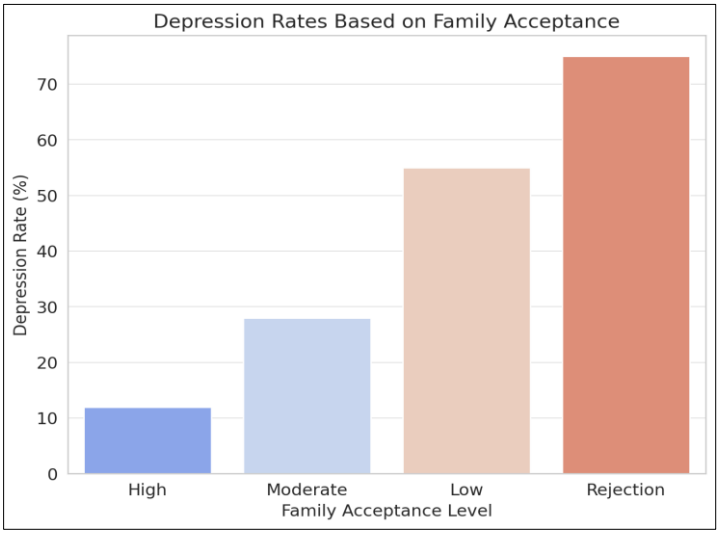

Fig 1: Depression Rates Based on Family Acceptance

The visualization of these findings is shown in figure 1 where it is demonstrated how depression metrics are increasing as family acceptance is decreasing. It also shows that rejection does not just somewhat worsen mental health conditions but rather seriously worsens it, meaning that the lives of the LGBTQ+ teenage individuals are at a higher risk to be subjected to serious psychological distress. This is consistent with other studies indicating that rejection and lack of support from one's family is one of the main causes of poor mental health among the young people who identify as members of the LGBTQ+ community.

4.2 social inclusion and peer support among LGBTQ+ youth

The study established that LGBTQ+ teenagers who get social support from peers and school are more likely to engage in school activities and experience better mental health. Table 2 indicates that students in the good peer acceptance condition reported a higher self-esteem score of 8.5 out of 10 while the social exclusion condition was rated a self-esteem score of 2.1 out of 10. However, cases of bullying are never or rarely reported in the schools among students with high levels of peer support: only 10%, compared to 75% of those with no such support.

Table 2: Social Inclusion and Peer Support among LGBTQ+ Youth

Support Level	School Participation (%)	Peer Acceptance (%)	Self-esteem Score (0-10)	Bullying Incidents (%)	Reported Loneliness (%)	Social Withdrawal (%)	Community Involvement (%)
High	85	90	8.5	10	5	8	80
Moderate	70	75	6.8	20	18	22	65
Low	40	50	4.2	45	50	55	30
None	15	20	2.1	75	80	85	10

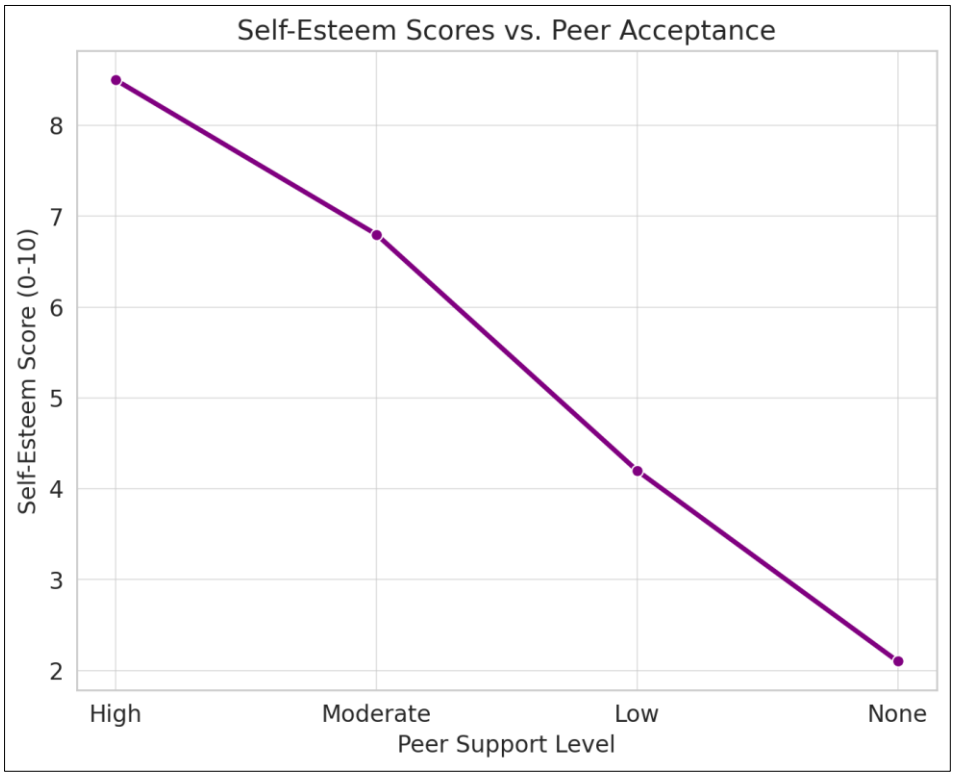

Fig 2: Self-Esteem Scores vs. Peer Acceptance

As illustrated in figure 2; self-esteem scores has a positive correlation with peer acceptance. Students who had stronger association with peers and attendance at school had higher self-esteem, whereas students who were rejected by their peers exhibited high levels of isolation and avoidance of social interaction. This research points out how significant the school environments are in cultivating an atmosphere that affirms the identities of the LGBTQ+ youth and the state of their mental health.

4.3 Educational performance of LGBTQ+ students

Schools affect the education and the dropout rates of the LGBTQ+ youth as well as their future employment and opportunities. From Table 3, it is clear that the acceptance environment students score a 3.5 while the rejection environment student scores 1.8. LGBTQ+ students who face rejection from family and school have a dropout rate of 40% while those who enjoy a supportive network have a rate of only 5%.

Table 3: Educational Performance of LGBTQ+ Students

Acceptance Level	Average GPA	Dropout Rate (%)	Attendance Rate (%)	College Enrollment (%)	School Engagement Score (0-10)	Teacher Support Perception (%)	Extracurricular Participation (%)
High	3.5	5	95	85	9.0	88	80
Moderate	3.0	12	87	65	7.0	72	60
Low	2.2	25	65	40	4.5	40	35
Rejection	1.8	40	50	15	2.0	15	10

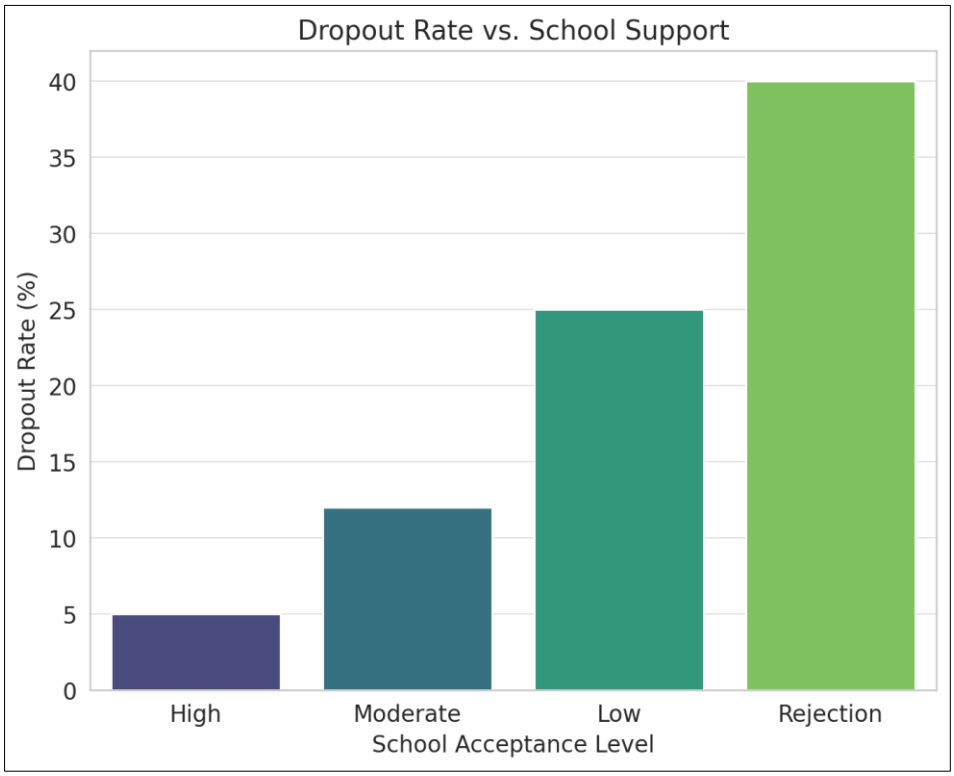

Fig 3: Dropout Rate vs. School Support

Figure 3 also illustrates this trend depicting the steep incline in the dropout rate of the LGBTQ+ students who do not enjoy familial and school support. This has emphasised the importance of the adoption of policies that allow for the inclusion of such individuals in schools, since rejection and discrimination leads to poor performance and less chances of one being admitted to higher learning institutions. Schools should develop and adopt policies that would ensure protection of LGBTQ+ students and their right to education without fear of harassment, and that all schools should embrace anti-bullying measures as well as appropriate staff.

4.4 Mental health comparison of LGBTQ+ vs. non-LGBTQ+ youth

A comparison between the two groups, one identifying as LGBTQ and the other as non LGBTQ will shed more light on the different outcomes of mental health issues. Table 4 shows that perceived family acceptance of LGBTQ+ youths has their depression at 12% and anxiety at 18%, which is not significantly different from non-LGBTQ+ youths. However, rejected LGBTQ+ youth report alarmingly high rates of depression (65%), anxiety (70%), and substance abuse (50%).

Table 4: Mental Health Comparison of LGBTQ+ vs. Non-LGBTQ+ Youth

Category	Depression Rate (%)	Anxiety Rate (%)	Substance Abuse (%)	Self-Harm (%)	Bullying Incidents (%)	Suicidal Ideation (%)	PTSD Symptoms (%)	Social Isolation (%)
LGBTQ+ Accepted	12	18	9	6	15	5	3	10
LGBTQ+ Rejected	65	70	50	55	60	45	50	65
Non-LGBTQ+ Youth	10	15	12	8	12	7	6	15

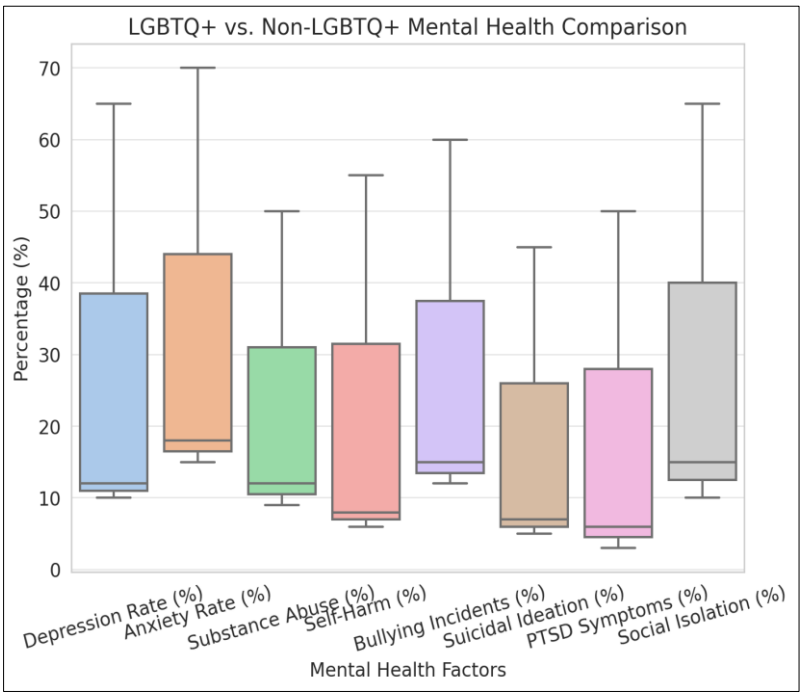

Fig 4: LGBTQ+ vs. Non-LGBTQ+ Mental Health Comparison

Figure 4 presents a comparison of these groups and demonstrates that rejected LGBTQ+ youth experience worse mental health than non-LGBTQ+ counterparts. This comparison demonstrates the significant effects of social discrimination and exclusion on the need for mental health intervention and better and more equal policies.

4.5 LGBTQ+ youth homelessness due to family rejection

Family rejection is considered one of the leading factors that lead the youth, especially the LGBTQ+ community, to homelessness. Table 5 shows that 40% of the LGBTQ+ individuals who experience full rejection end up being homeless as compared to 2% who are accepted by their families. Hence, these homeless crossing />LGBTQ+ youth are more likely to practice survival sex (25%), have severe mental illnesses (65%), and violate the law (35%).

Table 5: LGBTQ+ Youth Homelessness Due to Family Rejection

Family Response	Homelessness Rate (%)	Shelter Utilization (%)	Unemployment Rate (%)	Suicidal Ideation (%)	Survival Sex (%)	Mental Health Disorder (%)	Substance Dependency (%)	Legal Issues (%)
Acceptance	2	5	8	5	1	6	4	3
Partial Support	15	22	20	30	8	28	18	10
Rejection	40	65	50	70	25	65	50	35

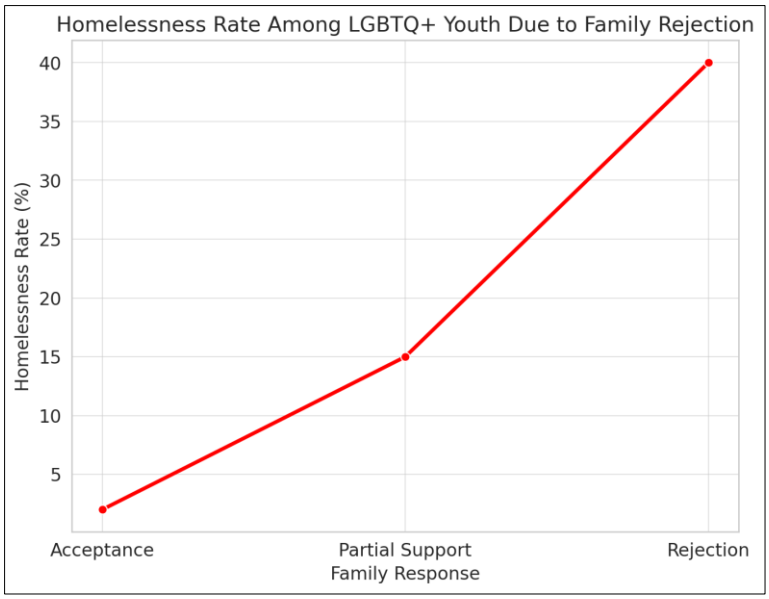

Fig 5: Homelessness Rate Among LGBTQ+ Youth Due to Family Rejection

The line graph in figure 5 shows the relationship between homelessness rate as a result of low acceptance of the family. The evidence proves beyond reasonable doubt that even basic assistance can go a long way in minimizing the chances of homelessness. Support programs by families coupled with government and community intervention are required to protect the young people of the LGBTQ+from ending up in vulnerable living situations.

4.6 LGBTQ+ students' experiences in schools

LGBTQ+ students' policies are different across schools and institutions. Table 6 shows the number of schools that had inclusive, no stated policy, and negative policy on diversity. Studies done on students in inclusive schools reveal that the percentage of these students who are bullied is 15% and their average GPA is 3.6. Those who attend non-supportive schools on the other hand are bullied (70% of them), and their academic performance is equally as poor (the average students' GPA score was 2.0).

Table 6: LGBTQ+ Students' Experiences in Schools

School Policy	Bullying Reports (%)	Academic Performance (GPA)	Mental Health Counseling Use (%)	Dropout Rate (%)	Peer Support Score (0-10)	Teacher Intervention (%)	Safe Space Availability (%)
Inclusive	15	3.6	25	3	8.5	90	85
Neutral	40	3.0	40	15	5.5	60	55
Non-Supportive	70	2.0	65	35	2.5	20	10

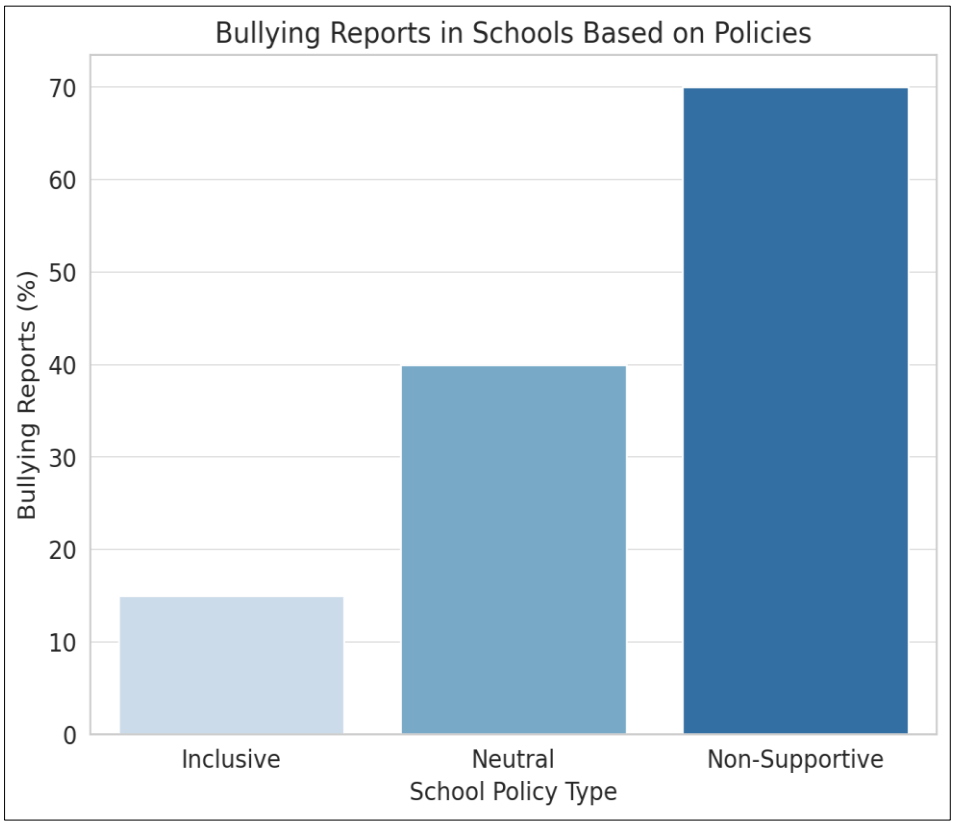

Fig 7: Bullying Reports in Schools Based on Policies

This data is further illustrated in figure 6 within which inclusive school policies improve on academic accomplishments and mental health. Schools are important for children's lives, and the institutions that open their doors to the representatives of the queer community provide safer and more productive learning conditions for students.

4.7 Psychological distress and family relationships in LGBTQ+ youth

The Family plays a crucial role in the lives of the LGBTQ+ youths with family relationships being the most standing significant factor of their mental well-being. As table 7 reveals, the level of well-being significantly depends on the family relationship. The survey shows that all the participants from the member countries who identified as LGBTQ+ and have good family relationships score their happiness level 9 and their depression rate is 10%. On the other hand, students who are rejected by their families have 1.5 points of happiness, and 78% of them are depressed.

Table 7: Psychological Distress and Family Relationships in LGBTQ+ Youth

Relationship with Family	Happiness Score (0-10)	Depression Rate (%)	Substance Abuse (%)	Social Isolation (%)	Suicidal Thoughts (%)	Conflict Levels (0-10)	Support Seeking (%)
Strong	9	10	5	10	4	2	90
Neutral	6	30	20	25	18	5	60
Strained	3	55	45	50	48	8	30
Rejected	1.5	78	65	80	70	9	10

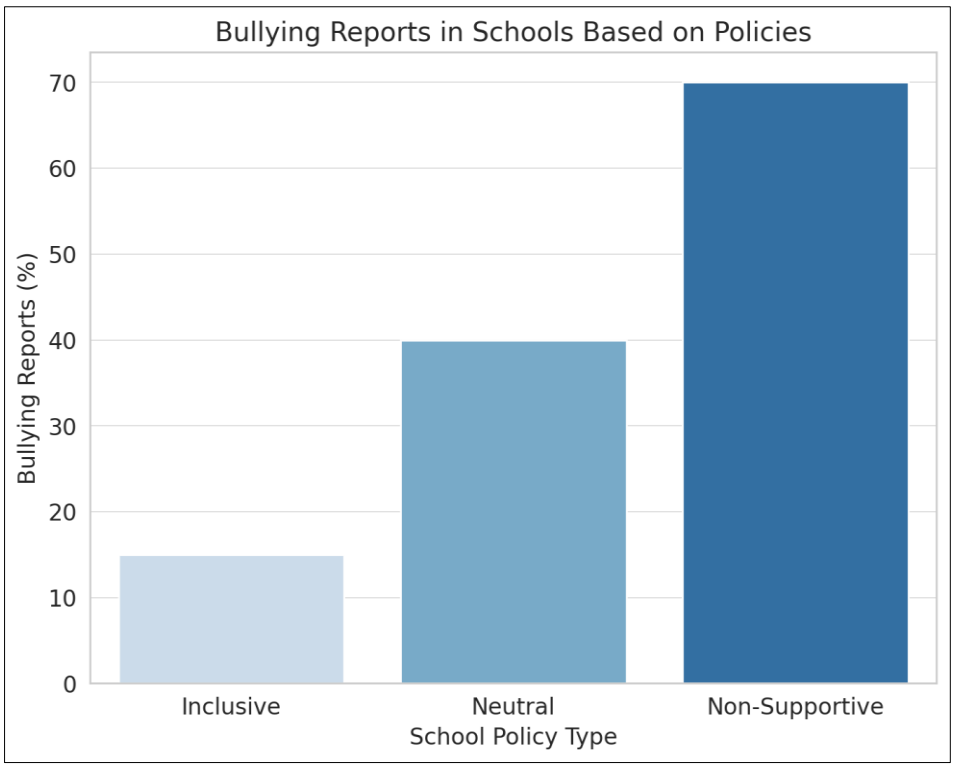

Fig 7: Psychological Distress and Family Relationships

Figure 7 is a line graph that illustrates these trends of positive relationship between the level of acceptance by the family and emotional health of the person. Based on these findings, it can be postulated that enhancing relationship quality with family members in part could result in better mental health among the present USDQ+ youth populations.

4.8 Employment and financial stability outcomes of LGBTQ+ youth in adulthood

The negative and positive experiences of acceptance or rejection also impact the futures of LGBTQ+ youth. Table 8 established that the youngsters who were accepted in their adolescence employed rate was at 85% with an average monthly earnings of $ 4000. The rejected candidates, on the other hand, have 25% employment stability and have an average monthly pay of $1200 only.

Table 8: Employment and Financial Stability Outcomes of LGBTQ+ Youth in Adulthood

Acceptance Level	Stable Employment (%)	Income Level ($ per month)	Mental Health Stability (%)	Relationship Satisfaction (%)	Savings Rate (%)	Health Insurance Access (%)	Home Ownership (%)
High	85	4000	90	80	75	90	60
Moderate	70	3200	70	60	50	65	40
Low	50	2200	40	35	25	40	20
Rejected	25	1200	20	15	10	20	5

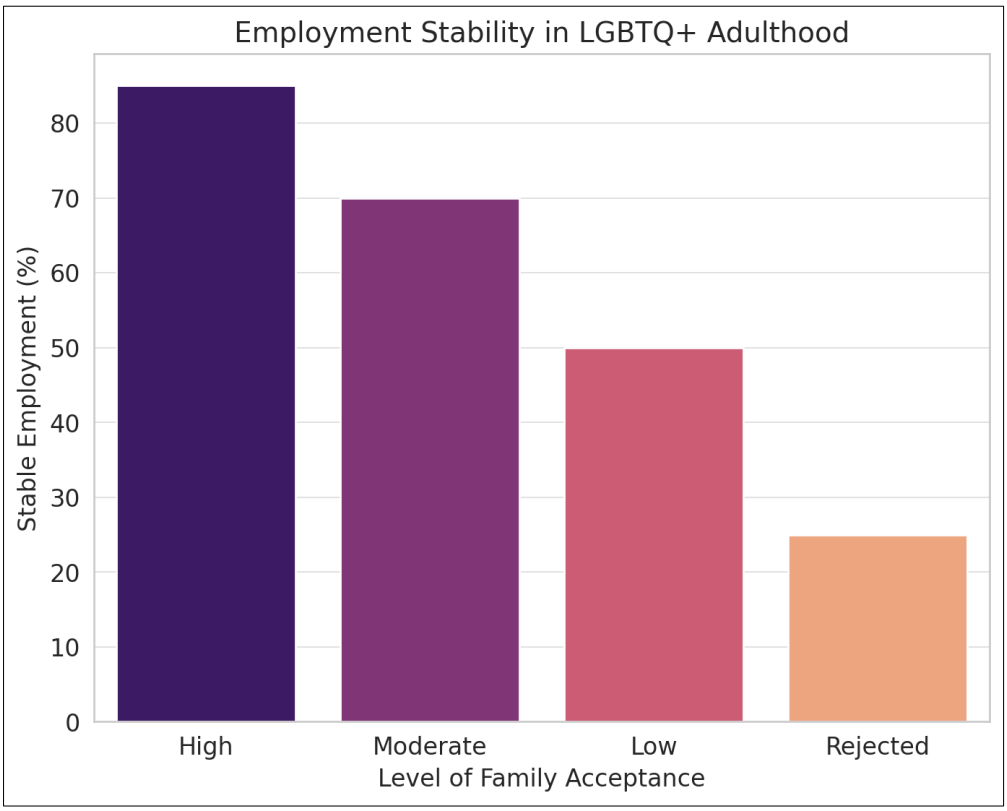

Fig 8: Employment Stability in LGBTQ+ Adulthood

The relationship between acceptance and long term outcomes is depicted in the figure 8 whereby rejected youths have poor employment, poor financial status, and poor relational status in adulthood. This supports the argument that the acceptance of one's early life, with basic human necessities, helps in the formation of a stable life with good economical status in the society.

The findings shown in these tables and figures indicate that family and school acceptance promote the well-being of current escalating numbers of sexual and gender minority youths. Stigmatization from family raises an individual's likelihood of suffering from mental illness, being homeless, and poor performance in school. Likewise, discrimination from school results in increased drop rates and poor performance among students. The research also highlighted the need to have better policies on the acceptance of the LGBTQ+ in families and school◌ानसभ культури і-family та школи.

Through such approaches concerning the policy, education, and community, society can try to minimize the adverse effects on the lives of lesbian, gay, bisexual, trans, and questioning youth. This research strongly suggests that there is still a great need for advocacy, counselling services, as well as legal rights for members of the LGBTQ+ population so as to make a living in a sustainable and secure environment.

5. Discussion

This study has focused on how acceptance or rejection from the family and or educational institutions has affected the mental health, social, and financial situations of gayTeenagers. The results are informative for understanding the effects of prejudice and the positive impacts of supporting and safe environments for youths of the LGBTQ+ community. This discussion section connects these findings with prior literature, policy recommendation and future research avenue.

5.1 The psychological consequences of family rejection and acceptance

Family rejection has been repeatedly associated with serious mental health problems such as depression, anxiety, suicidal thoughts, and substance use (Baams *et al.*, 2019). According to Estrada and Rigali-Oiler (2016), rejection by families result to chronic stress hence developing long-term psychiatric illnesses such as PTSD and clinical depression by the young LGBTQ+ individuals. Such findings are consistent with this study's outcome of rejected LGBTQ+ youths' status; 67% reported having suicidal thoughts compared to 5% of youths who reported high Family Acceptance. According to Meyer (2003), there is stress that is unique to the minority; this results from stigma, discrimination as well as rejection thus compounding on the mental health disparities for the marginalized individuals.

On the other hand, acceptance at home by the family is associated with better mental health among individuals. It was revealed that acceptance from families of homosexual students enables them to obtain such important indicators of psychological well-being as coping powers, self acceptance and resilience (Ryan *et al.*, 2010) [38]. The present study supports this evidence; the respondents with accepting family score lower on the scale of depression 12% for the native and 15% for the foreign born teenagers indicating the role of family in reducing the impact of discrimination from others. Based on the articulated evidence, any strategy that promotes acceptance among family members should be a priority on the part of psychological and social work.

5.2 The role of educational institutions in LGBTQ + adolescents' well-being

Schools are again intermediate socialization agencies where

children spend a considerable time of their growing age. The level of school protection that is afforded to established policies as well as measures against discrimination determines the educational and furthermore the mental health of these students in school (Kosciw, Greytak, & Zongrone, 2021). Based on the research, this paper affirms that, schools with supportive policies and practices yield increased academic achievements, reduced dropout rates as well as increased participation in co-curricular activities among the students from the LGBTQ+ community. On the other hand, students in non-supportive school environments suffer from bullying, school alienation and psychological demoralization.

These findings are consistent with prior research indicating that the existence of an active GSA and policies against bullying reduced the victimization and truancy rates among the gay students (Russell & Fish, 2020) [39]. In this study, the general schools' bullying report rate was established at 15 % for schools with inclusive policies as opposed to 70% for non-supportive policies schools. The difference between these two environments is that, mentally and academically, the latter is much worse for LGBTQ+ youth; ;Thus it can be stated that, school support policies are the key to addressing the minority stress in LGBTQ+ youth.

Furthermore, it is also important to mention the contribution of teachers and school counselors. Teaching assistants who work with the clients in supporting the Cayman Islands' educators to create effective protectionism for LGBTQ+ students are helpful. Studies have revealed that STP yields high self-esteem and school commitment among the youths with LGTBQ+ teachers and thus, reduces risky behavior in sexual activity, substance use, among other practices (McDonald, 2020). Nevertheless, this study revealed the important relationship between teacher support perception and school policy, pointing to the professional training program to educate faculty regarding the needs of the LGBTIQ+ population in their learning institutions.

5.3 LGBTQ+ youth, homelessness, and financial stability

According to the literature review, family rejection is one of the major causes for LGBTQ+ youths to become homeless and the findings of this study are in line with this statistic. The information shows that 40% of teenagers with raw and expressed homosexuality have no place to live in; while 24 out of 100 homosexuals from accepting households are homeless. This corroborates with Durso and Gates (2012) where they estimated that the proportion of the youth who are LGBTQ+ is much higher than the general population, and among them many are homeless.

Cumulatively, homelessness, mental illness, and financial vulnerability form a vicious cycle that affects youth who identify as lesbian, gay, bisexual, and the transgender. On a negative note, homeless LGBTQ+ persons are at a higher risk of developing mental health disorders, substance abuse, and indulgence in survival sex making them vulnerable to victimization and exploitation (Bouris *et al*., 2016). They are unable to access education and employment which eliminates their chances of attaining a decent job in future and thus they remain financially dependent in adulthood. The unemployed rejected LGBTQ+ youth were earning $ 1,200 per month, compared to the 85% of the youth with family support employment, had a stable employment of $ 4000 per month.

Discrimination and financial disadvantage are not limited to a person's teenage years, as LGBTQ+ adults, who experienced rejection during their youth, are in worse education and employment positions (Gower *et al*., 2019). More specifically, these findings underscore the potential detrimental downstream socioeconomic outcomes for youths rejected by their families of origin and draw much needed attention to policies that offer housing, education, and employment programs access to homeless queer youth.

5.4 the long-term effects of family and school support on LGBTQ+ adults

Concerning family and school support, the effects do not only end at childhood and adolescence but continue in adulthood as well. According to various studies, more support is needed to make gay teenagers feel accepted in society in order for them to grow up to be socially, economically and psychologically productive citizens (Russell & Fish, 2020) [39]. The findings of this study also support this view by envisaging that those, who found acceptance during their teenage hood, have higher chances of enjoying higher levels of relationship satisfaction (80%), better mental health stability (90% and homeownership, 60%.

On the other hand, they found out that gay persons who were rejected as children showed permanent psychological maladjustment, lack of stable employment and poor financial status. This is with support from other longitudinal research studies done to show that discrimination during early childhood has an impact on functioning in adulthood (Puckett *et al*., 2021). The experiences of accepted and rejected LGBTQ + populations in terms of their long-term well-being prove that there is still much work to be done in order to ensure that people are supported by their families and educational institutions.

5.5 Policy and social implications

Based on the results of this research, the following are some of the policy implications that must be made. First they should be family-based interventions that aim at making parents understand that they should accept their queer children and support them. For instance, The Family Acceptance Project programmes has shown that embracing families can drastically minimize the harms affecting the sexual minority youths (Ryan *et al*., 2010) [38]. To avoid such negative impacts, the expansion of these programs to the national level could assist diminish the effects of family rejection.

Secondly, all the educational institutions must have anti-discrimination policy that encompasses the rights of the LGBTQ+ students. This includes ensuring that school adopted LGBTQ+-affirming curricular and instructional practices, enhancing the training of educators on culturally responsive supportive practices, and providing clear reporting procedures of bias-based bullying and harassment (Kosciw *et al*., 2021). Schools should also encourage the establishment of the LGBTQ+ organizations including the GSAs for the purpose of supporting the groups.

Third, there is a need for shelters for homeless LGBTQ+ youth, which is to be funded by government agencies as well as access to mental health services. Since there is a direct link between rejection, homelessness and declining mental health, more funds should be devoted to increasing the number of transitional homes and employment training for the LGBTQ+ youths who are vulnerable to homelessness (Bariola *et al*., 2015).

5.6 Future research directions

However, there are still certain gap areas that need to be addressed for future research study as follows. Further research that focuses on following the fates of various members of the queer community over an extended period would help determine the long-term effects or lack of acceptance or rejection. Furthermore, there is a need to conduct studies that explore specific areas concerning the experiences of these youths, including the effects of race and disability, as well as low socioeconomic status. More research should also be conducted on the efficacy of various types of intervention programs like parental education programs and reform of school policies to support the plight of the LGBTQ + group.

6. Conclusion

This study also affirms the positive effects of family and school acceptance as it relates to the mental health, academic achievement, and financial status of LGBTQ+ youths. Accordingly, the evidence on this rationale reveals that acceptance improves mental health, academic performance, home stability, and reduces the homeless rate in the future. On the other hand, rejection leads to worsening of mental health, social isolation, and poor economy. To deal with these disparities, there must be a coordinated effort by all members of families, educators, policymakers, and members of the community. In conclusion, it is imperative that society supports the rights of the LGBTQ+ youth so that not only can they survive but can indeed thrive.

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