

IMPACT OF MINORITY STRESSOR ON TRANSGENDER MENTAL HEALTH AND ACADEMIC PERFORMANCE: AN ASSESSMENT

ABSTRACT

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Transgender individuals often encounter minority stressors such as social stigma, discrimination, and marginalization. These experiences—ranging from overt bullying to subtle microaggressions—can lead to significant psychological distress and negatively affect academic performance. This study seeks to explore the impact of these minority stressors on the mental health and academic achievement of transgender students. The researchers employed purposive sampling to select 14 transgender transferee students from Bestlink College of the Philippines. A structured survey questionnaire was used to collect data on participants' demographic profiles, stress levels, mental health status, academic performance, and challenges related to minority stressors. Data were analyzed using descriptive statistics, Pearson correlation, and Spearman's rank correlation to identify significant patterns and relationships among the variables. Most respondents (42.86%) were aged 16–21, enrolled in the College of Computer Studies (CCS), and had previously attended private schools (78.57%). Half of the participants were first-year students. Stress levels were rated as “high” (mean = 2.61), with a notable tendency toward self-doubt when facing personal challenges (mean = 2.93). Despite elevated stress, respondents reported generally positive mental health (mean = 3.67), including frequent feelings of happiness (mean = 4.07) and active engagement in daily activities (mean = 4.00). Regarding academic performance, 42.86% reported grades between 1.51 and 2.00, while 21.43% had grades ranging from 1.26 to 1.50. However, 28.57% chose not to disclose their academic performance, possibly indicating stress-related concerns. Statistical analysis revealed a weak, negative, and non-significant correlation between minority stressors and mental health ($r = -0.25$, $p = 0.39$). Similarly, the correlation between minority stressors and academic performance was weak and statistically insignificant ($r_s = 0.06$, $p = 0.85$). Identified challenges included personal struggles (40.91%), such as mental health issues and difficulties with self-acceptance, followed by social challenges (36.36%), including bullying and exclusion. Institutional barriers (13.63%) and financial difficulties (9.09%) were also reported, though to a lesser extent. While minority stressors are evident in the experiences of transgender students, their statistical impact on mental health and academic performance was found to be insignificant in this study. However, qualitative insights reveal ongoing personal and social challenges, highlighting the critical need for inclusive and supportive academic environments that promote psychological well-being and equitable educational access.

RECOMMENDED CITATION

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