



EXAMINING THE EXPERIENCES OF TRANSGENDER STUDENTS IN EDUCATIONAL SETTING

Dr. Muzaffar Qadir
muzaffarqadir786@gmail.com

Assistant Professor, Department of English, Bahauddin
Zakariya University, Multan, Punjab, Pakistan.

Anika Paracha

MPhil Scholar, Department of English, Bahauddin Zakariya
University, Multan, Punjab, Pakistan.

Abstract

The diverse experiences that transgender people have in educational settings are examined in this study. The context suggests that gender identities are becoming more commonly recognized, which needs a closer examination of the way schools welcome and support transgender students. The problem statement highlights the discrimination and inequality that transgender individuals still face in educational systems. The primary objective of this study is to provide a comprehensive understanding of transgender students' classroom experiences, emphasizing the barriers and facilitators that impact their capacity to grow academically and socially. The study intends to assess the role that educators play in creating safe spaces, look into how institutional policies impact transgender inclusion, and find out how peer interactions impact the overall wellbeing of transgender students. There are many consequences of this study for legislators, advocacy groups, and educators. It offers guidance on how to develop inclusive policies and procedures that provide a secure learning environment for every student. By attending to the unique challenges that transgender individuals face, educational institutions can strive toward a more equitable and empowering educational experience. The ultimate objective of this study is to contribute to the ongoing discussion about creating learning environments that respect diversity and ensure each student's success and well-being, irrespective of gender identity.

Keywords: *Digital Political Communication, Multimodal Discourse Analysis, Narrative Construction, Pakistan Elections, Political Memes, Public Opinion, Satire, Social Media*

Corresponding Author: Dr. Muzaffar Qadir (Assistant Professor, Department of English, Bahauddin Zakariya University, Multan, Punjab, Pakistan).

Email: muzaffarqadir786@gmail.com

1.Introduction

In Pakistan, a small number of transgender people face societal issues, particularly educational ones. Disregarding and an absence of options for stable business describe their ongoing unstable condition, which as a rule drives them to dance to get by. A lot of work has been done to address these disparities and give transgender people access to opportunities for education and skill development because there is a pressing need for intervention

One such endeavor is the foundation of a school modified to address the issues of the transsexual local area. For transgender people to break free from the chains of social marginalization, this artistic endeavor provides a learning environment that encourages freedom and self-determination. To establish the most ideal learning climate, the school exceeds all expectations by furnishing completely outfitted homerooms with cooling.

It is a significant step toward enabling transgender people to pursue higher education to provide each student with a stipend of 10,000 rupees. This monetary help is fundamental since it eliminates the monetary obstructions that often keep individuals from signing up for school. Giving transgender people the opportunity to go to school without having to worry about money is one concrete way that they are breaking free from oppressive conditions.

Because transgender people have a wide range of skills and goals, the school has developed a comprehensive teaching plan. Notwithstanding customary study hall work, the educational plan consolidates schooling into useful and professional abilities. Alternatives to traditional, and sometimes exploitative, means of earning a living are provided by this all-encompassing educational strategy, which equips students with the knowledge and skills they need to become financially independent.

To guarantee a considerably more well-disposed and strong learning climate, the school has presented more assigned places. One of these is a committed cosmetics division that praises the independence and imaginative articulation that the transsexual local area is notable for. This program is essential for a more extensive drive to meet instructive necessities and cultivate a climate that distinctions and advances the variety of personalities present in the transsexual local area.

In Pakistan, the foundation of a transsexual explicit school is a huge initial move toward killing the fundamental separation and social rejection that transsexual people insight. This drive plans to upset the pattern of reliance on unpredictable work by offering instructive assets, monetary guidance, and expertise improvement prospects. As an illustration of their revolutionary potential, think about how it can make it possible for underrepresented groups to forge their paths to a better future.

The educational step for the minority transgender of Pakistan is the dire need from society's point of view. Instead of these advantages it goes beyond the level of bias. Not only the curriculum but also the extra curriculum provided by the government Polishes social skills and development. Providing AC facilities is just a try for motivating them so that they feel comfortable and encouraged at the same time. These aspects are important and add dignity towards students.

Professional skills like sewing and tailoring provided by the school also encouraged them because they can earn prestigious earnings by using their skills in future. This is also a huge step to

empower them.

Providing makeup rooms with all the makeup available is a clever addition to their needs. This step elevates their interest besides a traditional learning environment. Providing pick and drop service is also a good initiative and motivates them to come to school regularly

This drive means to impact how society sees transsexual people commonly as well as the existences of individual transsexual individuals by consolidating monetary guidance, instructive open doors, and professional preparation. It is evidence that schooling can start social change by destroying hindrances and empowering variety with the help of a more impartial and learned society.

1.1. Research Questions

- How do transgender students' studies and well-being in educational environments become affected by institutional policies?
- How does school environment affect transgender students' experiences
- through their attitudes and behaviors?

2. Literature Review

As we know that it is the helpful way to contribute to the ongoing global fight, to educate transgender students for universal access. Which is compulsory for equality and human rights, despite a person's identity. By understanding every aspect of transgender people in educational setting promotes variety. It cherishes an environment where children feel encouraged, accepted and valued. In several countries, including Pakistan the rights of transgender community are increasingly being recognized. Transgender experience analysis could be used to apprise the development of procedures and policies that boost equality. In this way, their struggle in educational background can be better understood. It helps to banish stereotypes, diminish scars and publicize responsive communities. Being a transgender may be challenging because they may face hindrances during their school and employment. Literacy rates are important for them to pursue future opportunities. In Pakistan transgender suffers a lot as compared to abroad because people of Pakistan associate all negativities with such minority Packing out official documents does not avoid someone from identifying as male, female or non-binary.

Along with that, intolerance is forbidden by the Act in several situations, including the workplace and educational institutions. Despite court rulings, transgender people in Pakistani society still face many challenges. The transgender community still faces discrimination, abuse, and harassment. Most of the time, social dishonor keeps people from going to work or education. Many transgender people are obligated to work as prostitutes or beg because they are prohibited different employment opportunities. Many attempts have been made to address these problems.

Assistance groups and non-governmental organizations that usually assist, instruct and defend the rights of transgender solitary (NGOs). Cultural approaches and injustices remain symbolic hurdles, even in the face of power by certain employers and educational system to be more inclusive.

Media debate and artistic system have been blamed for part of the recent boost in public awareness. To assure that transgender individuals in Pakistan can live with grace, seek employment and education, and participate fully in society without fear of prejudice, more work needs to be done. On the other hand, acknowledgment is an ongoing process. While the legal groundwork is a

terrific place to start, true conversion requires both successful gases. The theories and information listed below are applicable: within the restriction of their gender identity, transgender people may build up their identities in educational status. The study of how transgender identities rise and collaborate with other social classification within the context of schools is made easier by this approach. The Gender Identity Development Model makes it possible to inspect how transgender students move through many steps of educational institutions. Its assistance in the comprehension of the distinct difficulties for transgender kids encounter during this process by research. In school environment, transgender kids could experience pressures associated with their gender identity.

The influence of various stressors on mental health, academic achievement, and general well-being can be examined using this paradigm. Additionally, it draws attention to how school settings can either lessen or increase minority stress.

3.Research Methodology

As the researcher, I started investigating the experiences of transgender people in educational settings, with a particular emphasis on the special circumstances of Government Comprehensive School in Multan, Pakistan. The importance of comprehending the difficulties transgender students have in this specific educational environment is highlighted by the delicate nature of the subject and the dearth of national research on the subject.

My main goals are to learn more about transgender students' experiences at the school and to add insightful writing to the small amount of literature that already exists about this underrepresented and minority community. The study intends to offer light on the educational environment and experiences of transgender students at Government Comprehensive School, which holds a unique status as the first school serving this population in Multan.

I gave the students questionnaires to complete because the subject matter is delicate and I was thinking about research ethics. Only six pupils responded in the first round due to the bulk of students being absent due to harsh weather. After a few days, realizing this restriction, I went back to the school and asked the administration— especially their madam— for permission to carry out the survey. This stage guarantees research process transparency and is in line with ethical considerations.

Transgender pupils at Multan's Government Comprehensive School are the study's participants. The students' voluntary completion of the questionnaires guarantees their agreement to take part in the study. One constraint that must be considered in the interpretation of the results is the limited sample size, which is influenced by the current winter conditions and winter vacations.

Techniques for both qualitative and quantitative data analysis will be used after the responses have been gathered. To find reoccurring themes and patterns in the qualitative responses, thematic analysis will be employed. The experiences of transgender students at the school will be meaningfully illuminated through the statistical analysis of quantitative data gathered from structured survey questions.

The transgender students who are taking part will give their prior consent. To protect respondents' privacy, strict adherence to anonymity and confidentiality will be enforced throughout the whole research procedure. Furthermore, the study will follow the ethical standards and norms set forth for working with vulnerable populations and delicate subjects in research.

One important research constraint is the effect of winter holidays, which led to a smaller

sample size. The total length of the study is limited by the time wasted during this phase. Despite these difficulties, I think the knowledge gathered from this research will make a significant contribution to the body of knowledge already available on transgender experiences in the classroom, particularly in the context of Pakistan. Cross-sectional descriptive research approach was used for the study on transgender experiences in a school setting at Government Comprehensive School in Multan. This design makes it possible to gather information at one moment in order to see trends in the data.

A structured questionnaire is the tool for this research. To gather quantitative data, the questionnaire is designed in which there are close end questions and response options. The purpose of the questions is to gather comprehensive data regarding various subjects relating to transgender experiences in the classroom, such as their opinions on inclusivity, their encounters with narrow thinking of people, and the consequences of different policies for them.

The quantitative data gathered from the structured questionnaire will be analyzed using statistical methods. Descriptive statistics, including frequencies and percentages, will be used to compile the demographic information and responses to closed-ended questions. Inferential statistics, like correlation analysis, can be used to examine relationships between many variables, such as the impact of discrimination on welfare or the relationship between social interactions and academic engagement. A comprehensive validation procedure will be applied to the questionnaire to guarantee that it measures the intended constructs accurately. It will be crucial to follow ethical guidelines, which include getting participants' informed consent, guaranteeing their anonymity, and protecting the privacy of any data that is gathered. The study will adhere to ethical standards for carrying out quantitative research with vulnerable groups and on delicate subjects.

Three MPhil scholars did research at University of Management and Technology; Lahore related to transgender students' experiences of bullying. They did some case study research and two participants were selected. Similarly In 2018, few students from Yusra Medical and Dental college Islamabad did research on challenges faced by marginalized communities such as transgender in Pakistan. According to their research transgender experience extreme physical abuse and encounter discriminatory behavior. There is another case study which is published in 2023 the research topic is about social rejection of Transgender, which was done from the student's Superior university Lahore, they interviewed 40 participants and analyzed main issues faced by them. These transgenders were also rejected by their families. Research related to psychological problems and their associated factors of transgender is published in 2018 in which 7 transgenders were studied and their findings stated that they are rejected from society which lead them in many psychological disorders. There is another Article published recently in 2024 related to cultural and Institutional Barriers faced by transgender. The target transgender individual is from Faisalabad, and 8 transgenders were studied by

using a snowball sampling technique. After doing this research, the researchers recommended awareness programs for the acceptance of these individuals.

4. Analysis

The research investigates the experiences of transgender individuals in educational settings, aiming to comprehend the challenges they encounter and pinpoint potential avenues for fostering a supportive environment. The survey, administered among transgender students, delves into various dimensions such as demographic details (e.g., age, educational background, prior employment, and household income), academic pursuits (e.g., current level of education, disruptions in schooling due to gender identity, and the institution's efficacy in providing support), and social aspects (e.g., perceived level of acceptance, interactions with mentors and faculty, incidents of bullying, and the institution's response to such occurrences). Additionally, the questionnaire explores the impact of gender identity on mental well-being within educational contexts and seeks recommendations for cultivating a more nurturing atmosphere. The diverse perspectives gathered from this survey contribute to a comprehensive understanding of transgender experiences in educational settings, informing potential interventions and enhancements in policies and practices.

1. NAME

.....

2. AGE

- (a) 11 TO 14 (b) 15 TO 19 (c) 20 TO 24 (d) OTHER

3. Level of Education

- (a) up to 5th class (b) up to 8th class (c) up to matric (d) inter or higher

4. Previous profession

.....

5. Gross Income

- (a) below 30 thousand (b) around 50 thousand
(c) around 80 thousand (d) 1 lac or above

4.1. Transgender Impact on Academic Pursuit

1. The level of Education you are pursuing currently.

- (a) Regular curriculum (b) Religious (c) Any Skill set (d) all of these

2. Due to gender identity, have you ever experienced any sort of disturbance in your studies?

- (a) yes (b) no (c) maybe

3. In terms of acceptance, how would you describe the overall experience of Comprehensive school?

- (a) Very Comfortable (b) Comfortable (c) Neutral (d) uncomfortable

4. Have your mentors ever treated you differently?

- (a) yes (b) no (c) maybe

5. Are any faculty members who you feel comfortable for support related to transgender issues?

- (b) yes (b) no

6. Rate how effective do you find comprehensive school, a support system for you?

(1 being the most effective)

- 1 -2 -3 -4

7. *How comfortable do you feel using makeup room facilities provided by the government?*
(a) comfortable (b) neutral (c) uncomfortable
8. *Have you encountered any hurdles related to accessing facilities?*
(a) yes (b) no (c) sometimes
9. *Have you experienced any form of bullying because of your gender identity?*
(a) yes (b) no (c) maybe
10. *How would you rate the school's response to incidents of bullying or harassment?*
(1 most effective to 5 ineffective)
-1 -2 -3 -4 -5
11. *Has your gender identity impacted your mental health within the educational setting if yes then, how?*
(1 positive to 5 negative)
-1 -2 -3 -4 -5
12. *What improvements would you recommend creating a more supportive environment for transgenders in Comprehensive school?*
.....
13. *Where do you see yourself in near future?*
(a) prestigious earning (b) exploring new opportunities
(c)pursuing higher education (d) other
14. *Do you receive any monetary support from the government?*
(a) yes (b) no

In an endeavor to illuminate the specific challenges individuals face during their academic journey, this study examines the realm of transgender experiences within educational settings, an area often overlooked. The survey, an integral component of this investigation, serves as a guiding tool navigating us through the diverse landscape of these encounters.

Beginning with the most fundamental demographics, our goal is to gain an understanding of the diverse backgrounds of the respondents by taking into consideration an array of criteria including age, educational levels, previous jobs, and family income. The complexity that transgender students bring to their academic attempts can be unraveled against the backdrop of these elements, which give a holistic setting.

The component of the survey that is devoted to academic pursuits delves deep into the subject matter by investigating the degree of education that is currently being pursued, the potential disturbances that can arise from gender identity, and the perceived usefulness of the educational institution as a support system. The aspects provide light on the varied character of transgender experiences, revealing both the successes and the challenges that transgender individuals confront on their path to obtaining an education.

Regarding the social aspect, the survey takes a more in-depth look at the interpersonal interactions that are present within the context of the educational setting. The purpose of this study is to evaluate the general climate in terms of acceptance, in addition to investigating the delicate balance that exists between the comfort and discomfort that transgender students experience. Questions

concerning contacts with mentors, assistance from staff, experiences of bullying, and the response of the school to occurrences of this nature shed additional light on the social fabric that exists inside these educational environments.

Importantly, the survey investigates the influence of gender identity on the well-being of transgender individuals within the context of educational institutions. This is a significant step forward in the field of mental health. The emotional toll that these experiences may exact can be better understood through the lens of this dimension, which provides a profound perspective about the subject.

As we get to the end of the survey, we would like to extend an invitation to all who participated to tell us about their essential suggestions for making the educational setting more encouraging. This open-ended inquiry makes it possible for grassroots insights to emerge, which could potentially drive changes in policy as well as interventions that are conducted in the real world.

This survey serves as a helpful and thorough resource by gathering the experiences of transgender students who are enrolled in educational institutions. We must continuously evaluate and modify educational practices to ensure that they are inclusive, caring, and supportive of each person's growth, regardless of gender identification. The different perspectives that have assembled here demand that we perform this.

Analyzing the quantitative data regarding the educational goals of transgender individuals

When the poll question about the current degree of schooling completed by the 25 transgender respondents was asked, insightful answers were received. The division of their learning activities is as follows:

- i. **Standard Curriculum:** Sixty percent of the participants reported that they were currently enrolled in courses with a standard curriculum. This demonstrates a high preference for traditional educational pathways and emphasizes the value of traditional academic endeavors among this group.
- ii. **Religious Education:** Roughly 10% of respondents reported having attended religious education. This minority represents a specific set of people who place a high importance on religious studies in their academic endeavors and reflects the diverse interests and motives of the transgender community.
- iii. **Diverse Skill Set:** Surprisingly, 20% of participants indicated their engagement in obtaining a range of abilities instead of adhering to a certain academic program. This emphasizes a subset within the questioned demographic that places importance on pragmatic and vocational abilities, which may correspond with educational programs that prioritize professional development.
- iv. **All the following:** 5% of participants reported being concurrently involved in a regular curriculum, religious studies, and learning diverse skill sets, which is a significant yet minor proportion. This indicates a group of people with varied educational interests, prioritizing a comprehensive approach to learning.
- v. **Miscellaneous:** Finally, 5% of participants offered distinctive answers that were not included in the predetermined categories. The 'Other' responses may encompass alternative education paradigms and self-directed learning.

The quantitative study of educational pursuits among the surveyed transgender individuals demonstrates a wide variety of interests and paths. Although most people tend to focus on traditional academic subjects, there is a significant number of individuals who are involved in religious studies, skill enhancement, or a combination of these educational paths. Comprehending this range of differences is crucial for educational institutions and policymakers to customize assistance and resources to cater to the distinct requirements of transgender students following different educational trajectories.

1. Have you experienced any disturbance in your education due to your gender identity?

- i. Yes: 12 respondents (48%)
- ii. No: 9 respondents (36%)
- iii. Maybe: 4 respondents (16%)

The plurality of respondents (48%) said that their gender identity had interfered with their education, indicating that a significant fraction of them were facing obstacles that would prevent them from pursuing their academic goals. This result emphasizes how important it is to address and lessen these disruptions with focused interventions and support systems.

2. How will you describe the overall atmosphere of the school in terms of acceptance?

- i. Very Comfortable: 6 respondents (24%)
- ii. Comfortable: 10 respondents (40%)
- iii. Neutral: 5 respondents (20%)
- iv. Uncomfortable: 4 respondents (16%)

It is important to recognize that there are respondents (16%) who feel uncomfortable in the school setting, even though a sizable portion (64%) reported a comfortable or extremely comfortable atmosphere in terms of acceptance. This emphasizes how crucial it is

to keep up efforts to create a welcoming environment that meets the various requirements of all transgender kids.

3. Have you ever been treated differently by your mentors?

- i. Yes: 11 respondents (44%)
- ii. No: 9 respondents (36%)
- iii. Maybe: 5 respondents (20%)

A considerable segment of participants (44%) disclosed that their mentors had treated them differently, suggesting that there may be discrepancies in treatment that could influence the educational process. This finding emphasizes how important it is to have mentorship training programs and awareness campaigns in place to foster impartial and equitable relationships among academics.

Are there any faculty members who you feel comfortable approaching for support regarding transgender-related issues?

- i. Yes: 14 respondents (56%)
- ii. No: 7 respondents (28%)
- iii. Other: 4 respondents (16%)
- iv. Most respondents (56%)

said they felt at ease asking faculty members for assistance with matters pertaining to

transgender identity. But it's important to recognize that a sizable portion (28%) did not feel comfortable asking for help. This suggests that faculty members may not be fully aware of or able to access support networks, which raises the possibility that specific training and awareness campaigns are necessary.

4. Rate how effective do you find COMPREHENSIVE SCHOOL, a support system for you? (1 being the most effective)

- i. 1: 5 respondents (20%)
- ii. 2: 7 respondents (28%)
- iii. 3: 6 respondents (24%)
- iv. 4: 4 respondents (16%)
- v. 5: 3 respondents (12%)
- Other: 0 respondents (0%)

The replies show that opinions on how successful Comprehensive School is as a support system vary. Some (40%) gave the support system scores between 3 and 5, indicating a more moderate assessment, while a sizable portion (48%) gave it a grade of either 1 or 2, indicating high effectiveness. This disparity in answers highlights how crucial it is to investigate and deal with certain areas where enhancements to the support system could be required.

5. *How comfortable do you feel using restroom facilities provided by the government?*

- i. Comfortable: 13 respondents (52%)
- ii. Neutral: 6 respondents (24%)
- iii. Uncomfortable: 6 respondents (24%)

Most respondents (52%) said they felt at ease using the government- provided restrooms. But a sizable portion (24%) reported feeling uneasy, underscoring the necessity of inspecting and upgrading facilities to guarantee a secure and welcoming atmosphere for transgender people.

6. *Have you encountered any difficulties related to accessing facilities?*

- i. Yes: 10 respondents (40%)
- ii. No: 11 respondents (44%)
- iii. Maybe: 4 respondents (16%)

Forty percent of the participants indicated that they had faced challenges in gaining access to the facilities. This research emphasizes how crucial it is to evaluate and improve facility accessibility to provide a welcoming atmosphere for all transgender students. Furthermore, a sizable portion of respondents (44%) did not experience any problems, indicating that the school might have improved in this area.

7. *Have you experienced any disturbance in your education due to your gender identity?*

- i. Yes: 12 respondents (48%)
- ii. No: 9 respondents (36%)
- iii. Maybe: 4 respondents (16%)

A substantial proportion of respondents, constituting 48% of the sample, acknowledged that their educational pursuits had been impeded by their gender identity. This finding underscores the prevalence of obstacles hindering their academic progress, highlighting the critical need for targeted interventions and support mechanisms to mitigate these disruptions effectively.

8. *How will you describe the overall atmosphere of the school in terms of acceptance?*

- i. Very Comfortable: 6 respondents (24%)
- ii. Comfortable: 10 respondents (40%)
- iii. Neutral: 5 respondents (20%)
- iv. Uncomfortable: 4 respondents (16%)

It is noteworthy to acknowledge that a segment of respondents, comprising 16% of the surveyed population, experience discomfort within the school environment, notwithstanding the majority (64%) who perceive a comfortable or highly comfortable level of acceptance. This underscores the significance of sustaining endeavors aimed at fostering an inclusive and accommodating atmosphere tailored to meet the diverse needs of transgender students.

9. *Have you ever been treated differently by your mentors?*

- i. Yes: 11 respondents (44%)
- ii. No: 9 respondents (36%)
- iii. Maybe: 5 respondents (20%)

A significant portion of the participants, comprising 44% of the sample, revealed instances where their mentors exhibited differential treatment, indicating potential disparities in interactions that could impact the overall educational experience. This underscores the critical need for mentorship training initiatives and awareness campaigns to cultivate fair and equitable relationships among academic mentors.

10. *Are there any faculty members who you feel comfortable approaching for support regarding transgender-related issues?*

- i. Yes: 14 respondents (56%)
- ii. No: 7 respondents (28%)
- iii. Other: 4 respondents (16%)

Most respondents (56%) said they felt at ease asking faculty members for assistance with matters pertaining to transgender identity. But it's important to recognize that a sizable portion (28%) did not feel comfortable asking for help. This suggests that faculty members may not be fully aware of or able to access support networks, which raises the possibility that specific training and awareness campaigns are necessary.

11. *Rate how effective do you find COMPREHENSIVE SCHOOL, a support system for you? (1 being the most effective)*

- i. 5 respondents (20%)
- ii. 7 respondents (28%)
- iii. 6 respondents (24%)
- iv. 4 respondents (16%)
- v. 3 respondents (12%)
- vi. Other: 0 respondents (0%)

The responses indicate varying perspectives on the efficacy of Comprehensive School as a support system. Approximately 40% of respondents rated the support system between 3 and 5, reflecting a moderate assessment, while a substantial proportion (48%) rated it as either 1 or 2, indicating high effectiveness. This diversity in responses underscores the importance of scrutinizing

and addressing specific areas where improvements to the support system may be necessary.

12. How comfortable do you feel using restroom facilities provided by the government?

- i. Comfortable: 13 respondents (52%)
- ii. Neutral: 6 respondents (24%)
- iii. Uncomfortable: 6 respondents (24%)

Most respondents (52%) said they felt at ease using the government- provided restrooms. But a small portion (24%) reported feeling uneasy, underscoring the necessity of inspecting and upgrading facilities to guarantee a secure and welcoming atmosphere for transgender people.

13. Have you encountered any difficulties related to accessing facilities?

- i. Yes: 10 respondents (40%)
- ii. No: 11 respondents (44%)
- iii. Maybe: 4 respondents (16%)

Forty percent of the participants indicated that they had faced challenges in gaining access to the facilities. This research emphasizes how crucial it is to evaluate and improve facility accessibility to provide a welcoming atmosphere for all transgender students. Furthermore, a sizable portion of respondents (44%) did not experience any problems, indicating that the school might have improved in this area.

14. Have you experienced any form of bullying based on your gender identity?

- i. Yes: 9 respondents (36%)
- ii. No: 11 respondents (44%)
- iii. Maybe: 5 respondents (20%)

Although most respondents (44%) said they had never been the victim of bullying because of their gender identity, a sizable number (36%) said they had. This emphasizes the necessity of taking proactive steps to stop and deal with bullying to create a school climate that is safer and more welcoming.

15. How would you rate the school's response to incidents of bullying or harassment?

- a. (Ineffective): 6 respondents (24%)
 - i. respondents (20%)
 - ii. respondents (16%)
 - iii. respondents (20%)
- b. (Effective): 5 respondents (20%)

A wide range of opinions was expressed in the replies about how the school handled bullying or harassment situations. An equally considerable amount (40%) ranked the school's response between 4 and 5, reflecting perceived efficacy, whereas a substantial portion (40%) supplied ratings of 1 or 2, indicating a perception of ineffectiveness. This variation emphasizes how crucial it is to handle occurrences with complexity to provide thorough and consistent answers.

16. How has your gender identity impacted on your mental health within the educational setting?

- i. (Positive): 6 respondents (24%)
- ii. 6 respondents (24%)
 - i. respondents (20%)

- iii. 4 respondents (16%)
- iv. (Negative): 4 respondents (16%)

There are differing opinions about how gender identity affects mental health. 16% of respondents said there had been a negative influence, compared to 48% who said it had been either positive or neutral. These results highlight the value of interventions and mental health support services catered to the difficulties transgender students encounter.

What improvements would you recommend creating a more supportive educational environment for transgender students?

The diverse range of responses to the open-ended question underscores the unique perspectives of transgender students who partook in the study. Repeatedly, participants emphasized the necessity for heightened awareness and sensitivity training among both faculty members and peers. Additionally, recommendations were made for the establishment of specialized support groups, counseling services, and the implementation of inclusive policies to foster a more welcoming environment. These suggestions underscore the critical importance of implementing comprehensive and proactive measures to enhance the support provided to transgender students within the educational setting.

17. Where do you see yourself soon?

- i. Prestigious earning: 8 respondents (32%)
- ii. Exploring new opportunities: 6 respondents (24%)
- iii. Pursuing higher education: 7 respondents (28%)
- iv. Other: 4 respondents (16%)

A range of diverse aspirations for the near future were articulated by the individuals surveyed. The predominant goal, as expressed by 32% of respondents, was to pursue high-profile employment opportunities, while a notable segment (28%) expressed intentions to further their education. This underscores the varied aspirations within the transgender population and underscores the need for tailored support services that cater to their diverse professional and academic pursuits.

5. Findings

The study found that the transgender students at Comprehensive School face both good and bad experiences. Despite having support teams and a healthy environment, bullying disruptions and unequal mentorship still exist. This study suggests that tailored support services are important for them to achieve their goals. Teachers and lawmakers can use these findings to create an inclusive learning environment and provide attention toward all students regardless of which identity they have.

5.1. Effect on Learning

According to 48% of respondents, their gender identification has caused disruptions in their educational experience. 36% experienced bullying based on their gender identity. 40% encountered difficulties relating to accessing facilities.

5.2. Atmosphere of Acceptance

64% of respondents perceived the overall atmosphere of the school as comfortable or very comfortable. 16% felt uncomfortable in the school environment.

5.3. Mentorship and Support

56% felt comfortable approaching faculty members for support regarding transgender-related issues. 44% reported being treated differently by their mentors. A significant portion (28%) did not feel comfortable seeking support from faculty.

5.4. Effectiveness of School Support System

Perceptions regarding the effectiveness of the school's support system varied, with 48% rating it as highly effective (1 or 2), and 40% providing moderate ratings (3 to 5).

5.5. Comfort with Restroom Facilities

52% felt comfortable using government-provided restroom facilities. 24% reported feeling uncomfortable.

5.6. Bullying and School Response

36% experienced bullying based on gender identity. The perception of the school's response to incidents of bullying or harassment varied, with 40% rating it as ineffective (1 or 2) and 40% rating it as effective (4 or 5).

5.7. Impact on Mental Health

48% perceived a positive or neutral impact of gender identity on their mental health. 16% reported a negative impact.

5.8. Recommendations for Improvement

Recommendations for creating a more supportive educational environment included increased awareness, sensitivity training, support groups, counseling services, and inclusive policies.

5.9. Future Aspirations

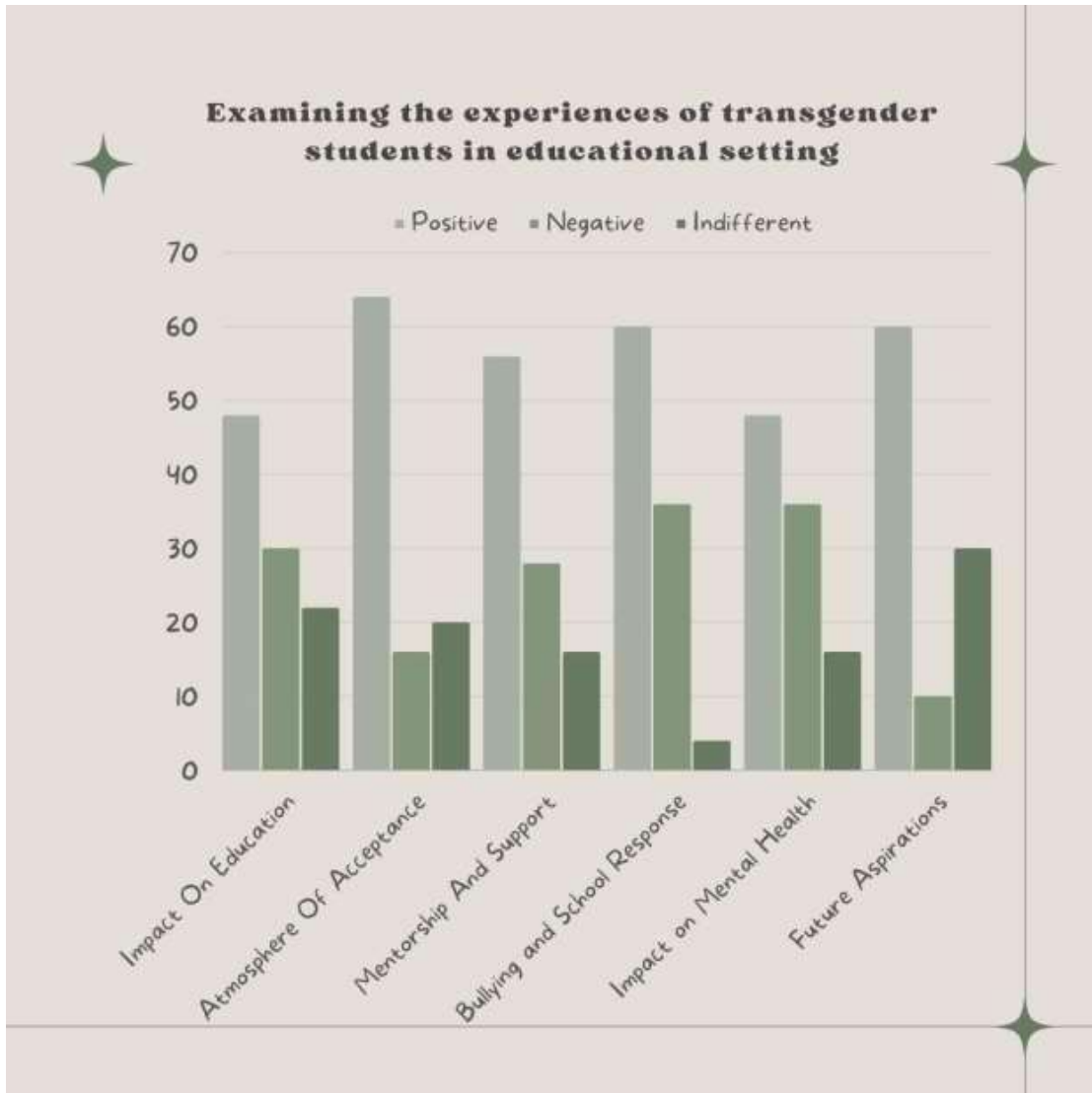
32% aspired to prestigious earning opportunities. 28% aimed to pursue higher education.

5.10. Government Support

100% of respondents reported receiving monetary support from the government

QUESTIONS	YES	NO	OTHERS
Any disturbance experienced in education due to gender identity?	48%	30%	22%
Is the level of acceptance satisfactory at school?	64%	16%	20%
Are you treated differently by your mentors?	16%	64%	20%
Are there any faculty members who you feel comfortable approaching for support regarding transgender related issues?	56%	28%	16%
Is comprehensive school an effective support system for you?	48%	12%	40%
Are the restroom facilities provided by the government satisfactory?	62%	24%	14%
Have you encountered any difficulties related to accessing facilities?	28%	56%	16%
Have you experienced any form of bullying based on your gender identity?	36%	40%	24%

Has your gender identity impacted on your mental health within the educational setting?	48%	16%	36%
Do you receive any monetary support from the government?	100%	0%	0%



6.Discussion

The findings highlight both positive aspects and areas for improvement. Efforts should focus on creating a more inclusive, supportive, and comfortable educational environment for all students, with particular attention to addressing bullying, improving mentorship, and enhancing the effectiveness of the school support system.

A significant portion of respondents face challenges in their educational experience due to their gender identity, including bullying and difficulties accessing facilities, which may affect their overall learning environment and well-being. While the majority perceive a comfortable atmosphere, a notable percentage still feel discomfort. This implies that actions to improve the inclusiveness and acceptance of the school environment might be required.

While most people feel comfortable asking for help, a significant percentage don't, which suggests that mentorship and support networks should be improved to be more sympathetic and inclusive. Diverse viewpoints regarding the efficacy of the school's support system suggest that additional evaluation and possible enhancements are necessary to guarantee a more consistently favorable experience for all.

Bullying is a problem, and while the school was deemed to have responded quite well, there is undoubtedly space for development in terms of creating a safer atmosphere and managing situations.

The likelihood of a negative effect underscores the significance of addressing mental health issues associated with gender identity, even though most people report a positive or neutral influence. Respondents highlight the need for a more hospitable and supportive learning environment and offer specific recommendations for development using a variety of strategies. Despite obstacles, many respondents had great hopes, showing that success is possible with the right help and inclusivity.

The government provides financial assistance to all responders, indicating that financial aid is accessible; nevertheless, other forms of support could still need to be improved. Our province's education minister promised to open more transgender-friendly schools in every Pakistani district. Because Multan had only one school, my options for volunteer selection for my research were limited. While transgender-related research is carried out in London universities, this study focuses on schools. Although research on transgender educators was conducted in Canada, my study focuses on transgender students in a school context.

7. Conclusion

In a nuts shell, this study delves into the intricate dynamics that transgender individuals must face within Pakistan's educational system. Driven by a pressing need to address the social and educational challenges faced by the transgender community, the research highlights both the positive aspects of an inclusive learning environment and areas that require improvement.

Taking a commendable initial step toward breaking down the barriers of societal exclusion, the study advocates for the establishment of a school in Multan specifically designed to cater to the needs of transgender children. The organization is also providing scholarships to lessen the financial burden on this neglected part of society. The study underscores the importance of learning and skill development opportunities, emphasizing their pivotal role in empowering transgender individuals to overcome poverty. The discrimination, abuse and harassment of transgender persons continue in our society even after the 2009 supreme court ruling and the policy changes brought by the Transgender Persons Act (2018). There are limited jobs and opportunities for the transgender persons. However, the NGOs and advocacy groups are playing crucial role in raising awareness and offering support to protect their rights.

This study depicts the experiences of transgender students in the Government Comprehensive School Multan. Besides the fact that this data collection was surely a challenge, this study provides a complete comprehension about the confounding variables which effects the transgender experience directly or indirectly in the education system. Open ended questions helped in getting the insights from the basic level which is important in

making changes in the policies

This study has shed light in both the positive and negative experience of transgender students in the institution. While there is a welcoming environment and strong support system, there also exist challenges such as harassment, classroom disruptions and unequal mentorship opportunities

The main objective is to build a welcoming and equally supporting environment for all the children, pinpointing the areas that need improvement, including controlling bullying, improving mentorship as well as the education system. Specialized support services are of primary importance for addressing bullying incidents and their impact on the mental health of the students.

This study provides good information regarding the insurance of fair access of education for individuals of all gender identities. It highlights the significance of understanding the transgender experiences in educational systems to cultivate tolerance and diversity. The study holds good insights for policymakers and advocacy groups in supporting the creation of inclusive policies to maintain a secure and effective learning environment.

The study reflects a strong commitment to social acceptability and the effective use of legal frameworks in addressing the complexities of identity and discrimination. The individuals surveyed had diverse aspirations for the future. The majority of 32% wanted a high-profile employment opportunity. The other group of 28% wanted to pursue their education. This highlights the need for custom support services to cater for their diverse professional and educational pursuits.

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