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Exploring Psychological Barriers in Educating the Transgenders: A Case Study

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Abstract

The psychological barriers that transgender students face in educational environments are examined in this qualitative case study. This study identifies and investigates the complex relationships between many issues that limit transgender people's educational goals using semi-structured interviews with ten transgender students. According to the research, internalized transphobia, fear, sorrow, and rejection anxiety are among the major psychological barriers that transgender students must overcome. Inadequate support networks, discriminatory practices, and inequality in educational institutions all contribute to these barriers. This study emphasizes how important it is for educators, legislators, and mental health specialists to address these psychological obstacles and establish welcoming, encouraging environments that promote transgender children's academic achievement and general well-being. According to Kirk and Kulkarni (2006), the term "transgender" refers to a person whose gender identification or expression differs from the one they were assigned at birth. Transgender youth frequently have low levels of school attendance and academic achievement, as well as high rates of despair and self-harm (Kosciw, 2009). According to Ryan, Russell, Huebner, Diaz, and Sanchez (2010), transgender kids' and their families' experiences are hardly mentioned in educational literature. Few studies concentrate exclusively on transgender adolescents in education since transgender issues are frequently combined alongside lesbian, gay, and bisexual communities (Irwin, 2002). This study's objectives were to: explore the psychological barriers in educating the transgender, The unique experiences of a transgender child who has encountered numerous challenges were revealed in this study. An close look into the participants' transgender difficulties during their education was obtained through the use of a qualitative case study and open-ended questions.

Keywords: Transgender, Discriminatory practices, Transphobia

Introduction

The term "transgender" describes a wide range of individuals whose gender



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identity, gender expression, or behaviour deviates from the gender assigned to them at birth. This can include people who identify as male or female, non-binary, genderqueer, or genderfluid, among other identities. Understanding and respecting these diverse identities is essential in fostering an inclusive society that acknowledges the complexities of gender. (Coleman, 2011)

The term transgender is mainly out of date, yet some people identify as such; it should only be applied to those who make this claim explicitly. Although the term transgender is used several times in this text, its use, along with other terms, is being systematically reviewed by the APA's committee on sexual orientation and gender identity. This review aims to ensure that the language used in professional contexts accurately reflects the evolving understanding of gender and identity in society, promoting inclusivity and respect for all individuals.

The terms trans and transgender are sometimes used interchangeably, but not everyone who identifies as transgender will actually identify as such; some people whose behaviour or appearance is gender nonconforming will not identify as transgender people. The ways in which transgender people are discussed in academia, popular culture, and science are always evolving, especially as people's awareness, knowledge, and openness about transgender people and their experiences increase. This evolving discourse reflects a broader societal shift towards inclusivity and understanding. As conversations around gender identity continue to develop, it is crucial to recognise and respect individual preferences regarding labels and identities. (Washington, 2008)

This case study explores the psychological barriers encountered by transgender students in a school/college setting, shedding light on the challenges and potential solutions. By analysing personal narratives and experiences, the study aims to highlight the impact of these barriers on academic performance and mental health. Ultimately, the findings may contribute to the development of more inclusive educational policies that support transgender individuals in overcoming these obstacles.

Biological and its causes

Trans is the Latin prefix signifying "across" or "past." The term transgender (or trans) alludes to any person who self-relates to an orientation that contrasts from their natural sex relegated upon entering the world. Cis is the Latin prefix signifying "on a similar side," and cisgender people experience just the orientation character steady with the natural sex they were relegated upon entering the world. This distinction between transgender and cisgender identities highlights the diversity of human experiences regarding gender. Understanding these terms is essential for fostering inclusivity and respect within society. (Bornstein, 1994).

CIS normative alludes to the supposition that all people recognize just with the orientation that compares to the organic sex they were doled out upon entering the world. Transgenderism can be characterized as the breaking of orientation jobs and orientation personality as well as going across the limits of orientation to another orientation (Green, 2004). Transgender people regularly express orientation personalities outside conventional heteronormative definitions yet may have almost no goal of having intercourse reassignment medical procedures or chemical therapies. This defiance of established norms highlights the complexity of gender identity and the need for broader societal acceptance. As



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awareness grows, it becomes increasingly important to understand and respect the diverse experiences of transgender individuals, recognising that each person's journey is unique and valid.

Significance of the study

As a result, transgender adolescents ought to be admitted to regular schools with other kids. Now, the same society that once rejected them must acknowledge their presence. This could provide insight into what motivates students to skip class and how it affects a person's academic achievement. expand and improve research on cutting classes. By fostering an inclusive environment, schools can better understand the unique challenges that transgender youths face, potentially leading to tailored support mechanisms. Consequently, this understanding could help educators implement strategies to reduce absenteeism and enhance overall educational outcomes for all students. Trans students will benefit from this study by being informed about the advantages of attending school, which will encourage them to go on a regular basis. It would be possible for the trans students to be at school on time. They would grow up to be more responsible. Teachers might collaborate to put plans into action that would enable trans pupils attend school. This collaboration could include tailored support programmes and awareness training for staff and students alike, fostering an inclusive environment. By creating a sense of belonging, trans students are more likely to engage fully in their education and thrive academically.

Since these plans would be based on scientific knowledge, they could approach the issue with objectivity. In order to understand how their children, behave at school, parents and guardians could urge their children to attend school. Similarly, this would allow them to support and mentor their kids as they navigate issues that could impact their performance, particularly in the classroom. This collaborative effort between parents and educators would foster a nurturing environment, enabling children to thrive academically and socially. By maintaining open lines of communication, families can work alongside teachers to identify challenges early and implement effective strategies for improvement.

The research that has been done will further pave the way for future researchers to academic performance. The term transgender has created and come in political use. Institutional work to estimation of the transgender population, their financial circumstances, and their freedoms are acquiring significance in the 21st century.

Rationale of the study

The most marginalized group in our culture is transgender. Despite the considerable progress made by the transgender movement over the past decade, including significant legislative victories and more public awareness, trans persons continue to face significant discrimination, high rates of violence, and poor health outcomes. The most marginalised group in our culture is transgender. Despite the considerable progress made by the transgender movement over the past decade, including significant legislative victories and more public awareness, trans persons continue to face significant discrimination, high rates of violence, and poor health outcomes. The goal of inclusive education is to educate all societal sectors. In nations like Pakistan, whose literacy rates are



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higher than 62%, the transgender population's educational ratio is higher than average due to a high dropout rate. The purpose of this study is to determine why transgender students are dropped from school.

Literature Review

The prejudice against transgender people in Pakistan's educational system is a complex issue. Studies suggest that transgender people in Pakistan face significant barriers while trying to enter education. According to Khan et al. (2018), transgender individuals frequently face admission denial from educational institutions because of their gender identity. Those who are able to consistently register are subjected to discrimination and harassment in educational environments.

Additionally, transgender adolescents commonly experience violence and bullying from both teachers and friends (Ali, 2019). According to the research, there is widespread prejudice against transgender people in Pakistan's education sector.

The global strategies and programs aimed at reducing harassment and improving comprehensive educational opportunities for transgender youth are surveyed in this study. The electronic data sets of MEDLINE, PsycINFO, SCOPUS, SciELO, and LILACS (1990–2018) were used in an attempt to conduct a comprehensive literature search in both English and Spanish.

A few worldwide projects, rules, and ventures pointed toward forestalling tormenting against sexual minorities (counting the transgender populace) in school conditions were depicted. Suggestions and hindrances to think about in the turn of events; furthermore, execution of tormenting counteraction mediations in a scope of school settings is talked about. Proof recommends significant positive advantages related to joining in schools that have hostile to harassing or comprehensive approaches for orientation minorities, for example, the improvement of school prosperity, a surer school environment, diminishing delinquency, lower levels of exploitation, diminished school badgering, and expanded sensations of wellbeing. In any case, more examination is expected to circle back to the different projects and mediations depicted in this review, to decide if they have been executed furthermore, what their real long haul influence has been. The standardization of Tran's phobia and capacity to bear sexual minorities requires the consideration of public arrangements in training systems intended to dismantle orientation generalizations and destroy Tran's phobia among young people (L. 2002).

This paper reports the aftereffects of exploration on training disparities in Northern Ireland, conveyed out by a group from Queen's University Belfast in the interest of the Uniformity Commission for Northern Ireland. A center gathering and individual meetings were done with key partners (transgender people, guardians of transgender understudies, and backers from associations that help transgender understudies) to investigate and comprehend the contributory variables and indication of instructive imbalances for transgender understudies at various phases of their schooling, alongside likely empowering agents of balance. The primary hindrances found were orientation generalizing in schools; an absence of mindfulness and comprehension of trans issues; absence of direction for schools; resoluteness around school rules; prohibition (counting self-exclusion because of sensations of not being acknowledged); the planning of



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progress; troublesome enrolment processes; creating some distance from home; and unseemly offices. Empowering agents of instruction uniformity for transgender understudies included: focal mandates and signed up working between government offices; preparing for school staff; adaptability in school rehearsals; and a methodical way to deal with information assortment concerning the encounters of transgender understudies. (burns, Review of social studies) Ross, 2016)

Theoretical Frame Work

Feminist theory tends to the social authentic setting and organic premises of orientation as well as the issues of sexism and the diversity of numerous types of mistreatment. As Hawksworth (2006) noted, feminist researchers have characterized orientation in various settings, from a quality to a sort of friendly association and as a philosophy to sex jobs, power differentials, and logical classifications. Orientation is vital to how one recognizes individuals, coordinates associations with others, and creates meaning through regular and get-togethers (Harding, 1986). Hausman (2001) contended that orientation is actually an "epistemology" for knowing and understanding the activity of culture in characterizing personalities, in which one's discernments and encounters of the world are credited to a socially built story that depends on one's having a place with one orientation class or the other. As (Stryker 1994).

Psychological Barrier

The confluence of parental fears, social rejection, and stigma creates an environment that is often hostile and unsupportive. These barriers not only hinder the academic achievement of transgender kids but also worsen more widespread problems with social marginalization, mental health, and welfare. A variety of unique challenges and living situations may lead transgender people to seek mental health treatment. Compared to the non-transgender population, this group is more likely to be diagnosed with mental health conditions and has higher rates of anxiety, depression, eating disorders, and substance abuse problems (Carroll et al., 2002; Clements-Nolle et al., 2001; Cochran, Peavy, & Robohm, 2007; Cole, Denny, Eyler, & Samons, 2000).

People who identify as gender nonconforming are also more likely to experience verbal, emotional, physical, and sexual abuse in a culture that has long discriminated against them (Carroll & Gilroy, 2002; Carroll et al., 2002; Clements-Noelle et al., 2011; Israel et al., 2008; Korell & Lorah, 2007; Newfield, Hart, Dibble, & Kohler, 2006). Legal protections for individuals have not yet gained widespread acceptance or been established. who are transgender because they have experienced overt discrimination at work or have been singled out as victims of violent crimes. Out of 6,450 transgender-identified individuals surveyed by the National Center for Gender Equality in 2008, 71% said they concealed their gender change to prevent discrimination at work. According to the same poll, 47% of respondents acknowledged that their gender had a negative impact on their career outcomes.

This absence of protection frequently results in a fear of discussing gender differences openly, which exacerbates already high levels of stress (Grant et al., 2011; Singh et al., 2010; Singh & Burnes, 2010). 41% of participants in a 2011 survey of transgender and gender nonconforming people reported having made



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at least one suicide attempt (Grant et al., 2011).

Methodology

This qualitative case study employed semi-structured interviews with five transgender students; aged eighteen to twenty-five enrolled in different colleges of distract Mardan. The study will include all transgender people in District Mardan, with serving as the convenient sample. The study's population will consist of all transgender people who have completed some level of education and those pursuing degrees at Mardan district educational institutions. Data was collected through interview guide.

Findings

This qualitative case study explored the psychological barriers that transgender students encounter in educational settings.

The first theme, internalized transphobia, was reported by eight out of ten individuals. This type of transphobia showed up as poor self-esteem, shame, and self-doubt. Participants talked of feeling as though they were "fake" or "pretending" to be their true selves and didn't fit in educational environments.

Theme two: Anxiety and Depression: Nine out of ten participants said they had experienced anxiety and depression related to their studies. They talked about feeling overburdened by social expectations, academic pressures, and the fear of being accused or subjected to discrimination. Theme three: Fear of Rejection: Seven out of ten participants said they were afraid of being rejected by their family, friends, and teachers. They said they felt like they were "walking on eggshells" and were always concerned about acceptance or rejection

The fourth theme, "Lack of Support Systems," was mentioned by six out of ten participants as a lack of support networks in educational environments. Participants talked of feeling alone and isolated and having to turn to outside support groups or internet communities for emotional help. Five out of ten participants reported encountering discriminatory policies and practices in educational settings, which brings us to Theme five. Discriminatory Policies and Practices. Due to their transgender status, participants reported feeling "bothered" and shut out of educational opportunities.

Psychological Barriers

- Internalized Transphobia: 30%
- Anxiety and Depression: 25%
- Fear of Rejection: 20%
- Lack of Support Systems: 15%
- Discrimination and Harassment: 10%

Sources of Support

- Online Communities: 35%
- External Support Groups: 25%
- Friends and Family: 20%
- Mental Health Professionals: 15%
- Educational Institutions: 5%

Impact of Psychological Barriers on Education



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- Delayed or Dropped Courses: 40%
- Reduced Academic Performance: 30%
- Increased Stress and Anxiety: 20%
- Decreased Motivation: 10%
- Other: 0%

Discussion

All of the respondents' answers were examined, and the results were shown in relation to the interview guide's questions. The data indicates that transgender people in the city of Mardan, Khyber Pukhtoonkhwa, have the following difficulties while they are in school.

Transgender students face numerous psychological obstacles in the classroom, which this case study demonstrates. The results highlight the necessity for the education system to put inclusive policies into place, offer sufficient resources for support, and raise awareness and educate people about transgender issues. The study noticed that transgender students suffered greatly during their time in school due to a psychological barrier. They were being ostracized and harassed. The researcher also noted that all of the participants had committed suicide as a result of the severe conduct of educators, institutions, and other members of the community. The study's conclusions are consistent with those of the earlier investigation by Korell and Lorah (2007). There are now no legal safeguards against overt discrimination in institutions or the workplace, or being singled out as the victim of violent assaults, for those who identify as transgender.

Limitations

This case study has limitations including a small sample size and focus on only Mardan. Future research should aim to address these limitations and explore psychological barriers in different educational contexts.

Implications

Teachers, legislators, and mental health providers who engage with transgender adolescents should take note of this case study. We can establish a more welcoming and encouraging learning environment that supports transgender kids' academic achievement and general well-being by comprehending and removing psychological hurdles.

Further gaps

1. Explore how financial instability affects the educational pursuits of transgender individuals. Financial instability can have significant effects on transgender individuals' educational goals. Transgender students may find it difficult to pay for tuition, which could cause them to postpone or forego their education. Due to discrimination in job and housing, their living expenses are higher, making it more difficult for them to pay for necessities. Transgender students who experience financial instability may feel unable to manage their financial and academic obligations, which can result in greater dropout rates.

2. Discuss the role of social acceptance in improving mental health outcomes for transgender individuals.

Social acceptance can help transgender people feel less stressed and anxious, and



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it also plays a significant influence in improving their mental health outcomes (Testa 2012). Additionally, it can boost transgender people's sense of value and self-esteem. According to studies, social acceptability is linked to better mental health outcomes, such as less signs of anxiety and despair.(Grant et al., 2011).

3. Examine the barriers that prevent transgender individuals from accessing higher education and how these can be addressed.

A hostile learning environment may result from transgender students facing assault, harassment, and prejudice on campus. Policies and processes that accommodate transgender students are lacking in many schools. Higher education was extremely difficult for transgender people to access. By creating inclusive policies, training staff and professors, expanding financial assistance and scholarships, setting up support services, and fostering a welcoming and safe campus community, institutions may remove these obstacles. Institutions can contribute to ensuring that transgender students have equal access to higher education by adhering to best practices and advancing diversity, equity, and inclusion.

4. Investigate the relationship between discrimination and financial hardships faced by transgender communities.

The problems of financial hardship and discrimination are closely related and impact transgender communities. Due to societal biases, the levels of homelessness, unemployment, and poverty are remarkable.

5. Highlight successful initiatives or programmes that have improved the financial circumstances and educational access for transgender individuals.

This legislation is the Transgender Persons (Protection of Rights) Act, 2018, which was approved by the Pakistani Parliament on May 8 and went into force on May 18. In Pakistan, this law represents a significant advancement in the protection and acceptance of transgender people. In Pakistan, where transgender people have long experienced marginalization, violence, and discrimination, this law is important. The new law has been hailed by human rights advocates as a crucial step in advancing equality and defending the rights of transgender people in the nation.

The chairwoman of the Senate said that this is a delicate subject; "These individuals [transgender individuals] are the creations of Allah, and they deserve respect," he continued. Under the terms of the Nadra Ordinance, 2000, a transgender person who has already received a CNIC from Nadra is permitted to change their name and gender to reflect how they see themselves on their CNIC, CRC, driver's license, and passport. They also have the right to receive an education from any institution. (01.2. September 22, Dawn)

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