



PROBLEMS FACED BY TRANSGENDERS DURING THEIR SCHOOLING

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Abstract

This research study examines Problems of Transgenders during their schooling. Transgenders play a vital role in India. The main problem is the stigma and rejection of the transgenders face in society. Lack of access to education and non-availability of jobs often forces them to take prostitution. But still, apart from these views there are some transgenders persons who are brave enough to make their way to the mainstream, achieve their goals and prove that trans people are as capable and deserving as any other Indian, thus breaking the stereotype. The sample of the study comprise of 30 transgenders from Chidambaram, Thanjavur Districts in Tamilnadu. The survey method was employed for collecting the data and was analyzed using descriptive and inferential statistical techniques. It was found that there is no relationship between problems of transgenders during their schooling.

Key words: *transgender, problems, stigma, school*

Introduction

The term transgender is "used to describe a broad range of people who experience and express their gender somewhat differently from what most people expect (HRC) 2004. Bilodeau (2005) gives a sample of terms that describe transgender identities: transsexuals (preoperative, postoperative) transvestites drug queens, drag kings, male to female (MTF), female to male (FTM), cross dressers, and gender benders. Transgender is an umbrella term that encompasses all these gender variant identities.

Nuttbrock, Roseblum and Blumenstein (2002) presented four processes that are crucial to mental health in transgender people. The first process, identity awareness, entails the person making others aware of her on his transgender identity. The second process, identity performer, is the act of a transgender person acting on cross-gender desires. The third process identity congruence, refers to the establishment of relationships with others surrounding, the transgender identity. The final process, identity, support, concentrates on feedback the individual receives from relationships with others focusing on the transgender identity. The creation of positive identity support crucial to negate many mental health issues that are associated with being transgender (Nuttbrock, Rosenblum, and Blumenstein) (2002).

Many trans people feel depressed when they are figuring out how to deal with gender misalignment or dysphoria. Trying to achieve their dreams in a country where people routinely mock and harass them makes their even more difficult. This ignorance and lack of understanding about transgender persons in Indian society needs to be changed soon. Transgenders are feel depressed due to their situation on of educational background. They expect more support and benefits from society to complete their educational carrier.

Transgenders people are become increasingly visible at secondary and post secondary schools across the country and expecting institutions to meet their needs. School officials thus can no longer ignore this population; They must quickly learn the appropriate language to describe trans people, educate themselves on transgender histories and seek to understand their lives and experiences. (Brett, 2009).

The transgender face two pronged problem within healthcare settings - one is the element of fear and the other is lack of knowledge. Because there is no education there is no awareness so there is lack of knowledge in transgender about their rights. On sometime they fear to come in

front to gain knowledge or to be aware because they feel themselves different from the others (Sharma&pal. N, 2014)

By supporting transgender students and integrating them into the student population, schools can help transgender students feel like the normal and valued members of society that they deserve to be. Since success in school has a strong influence over success later in life, supporting transgender students in schools through policies emphasizing equality and diversity can help transgender individuals close the gap between them and their peers.

As one of the first large social environments all children experience, schools have the potential to promote diversity of gender expression rather than propagate socially constructed and sometimes harmful stereotypes. Educating students on the diversity of gender expression and promoting acceptance of diversity can encourage all students to be tolerant of gender nonconformity and to even accept their own nonconforming characteristics. This would help lead to more accepting future in which individuals of all gender identities are viewed as equal and valuable members of society.

Objectives of the study

1. To find out the level of problems of transgenders during their schooling
2. To find out the level of problems of transgenders during their schooling with regard to Personal Variables.
3. To find out the significant of differences, if any, problems faced by transgenders during their schooling with regard to Personal Variables namely age, locality of residence.

Hypotheses framed

1. There is no significance of difference in problems faced by transgenders during their schooling with regard to gender.
2. There is no significance of difference in problems faced by transgenders during their schooling with regard to their age group.
3. There is no significance of difference in problems faced by transgenders during their schooling with regard to locality of residence.

Method of the study

The survey method was adopted for this study This survey method was chosen to analyse the problems of transgenders during their schooling with regard to personal variables.

Population and Sample

A sample of 30 transgenders from Chidambaram, Thanjavur Districts from Tamilnadu was selected by simple random sampling technique and snow ball technique.

Tool used

SAAV three point scale on problems of transgenders, developed by Arumugakani. S (2019) was used to collect the data. Content validity of SAAV was established with the help of five judges. SAAV consists of 48 items. The reliability of this tool was established by Cronbach Alpha method was found to be 0.941

Statistical Techniques used

The statistical techniques applied for the study are Percentage analysis, Independent sample t-test, F-test

Data Analysis

To find out level of problems of transgenders during their schooling.

Table 1

Level of problems faced by transgenders during their schooling

| Level of Problems faced by trasgenders | | | | | |
|--|-------|----------|-------|------|----|
| Low | | Moderate | | High | |
| N | % | N | % | N | % |
| 16 | 53.33 | 11 | 36.66 | 3 | 10 |

This above table shows that more than two-fourth of the transgenders (53.33%) have low level of problems during their schooling.

To find out the level of problems of transgenders during their schooling with regard to Personal Variables.

Table 2

Level of Problems faced by transgenders during their schooling with regard to personal variables

| <i>Personal Variable</i> | <i>Category</i> | <i>Low</i> | | <i>Moderate</i> | | <i>High</i> | |
|--------------------------|-----------------|------------|----------|-----------------|----------|-------------|----------|
| | | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> |
| Age | 18-23 | 6 | 60 | 2 | 20 | 2 | 20 |
| | 24-30 | 9 | 47.36 | 9 | 47.36 | 1 | 5.2 |
| | 31-40 | 1 | 100 | 0 | 0 | 0 | 0 |
| Locality | Rural | 8 | 44.44 | 7 | 38.88 | 3 | 16.66 |
| | Urban | 8 | 66.66 | 4 | 33.33 | 0 | 0 |

In the above table shows that the two-fourth of the transgenders have low - level in problem faced during their schooling with regard to age and locality.

H₀₁ : There is no significance of difference in problems faced by transgenders during their schooling with regard to Personal Variables

Table 3

Significance of Difference in Problems faced by transgenders during their schooling with regard to Age

| <i>Dimensions</i> | <i>Source of Variation</i> | <i>Sum of Squares</i> | <i>of Df</i> | <i>Mean Square</i> | <i>F-value</i> | <i>p-value</i> |
|-----------------------|----------------------------|-----------------------|--------------|--------------------|----------------|---------------------|
| Social Factor | Between group | 52.811 | 2 | 26.405 | 0.170 | 0.845 ^{NS} |
| | Within group | 4195.889 | 27 | 155.403 | | |
| Emotional Factor | Between group | 59.477 | 2 | 192.715 | 1.469 | 0.236 ^{NS} |
| | Within group | 3805.889 | 27 | 131.166 | | |
| Relational Factor | Between group | 61.336 | 2 | 641.336 | 1.006 | 0.311 ^{NS} |
| | Within group | 16843.464 | 27 | 601.552 | | |
| Mental Ability Factor | Between group | 0.000 | 2 | 0.000 | 0.000 | 1.000 ^{NS} |
| | Within group | 4088.000 | 27 | 146.000 | | |
| In Total | Between group | 90.536 | 2 | 90.536 | 0.865 | 0.360 ^{NS} |

| | | | |
|--------------|----------|----|---------|
| Within group | 2929.464 | 27 | 104.624 |
|--------------|----------|----|---------|

NS= Not significant

In the above table, since the p-value (=0.986) is greater than 0.05, the null hypothesis is ACCEPTED at 5% level of significance. It means that there is no significant difference in problem faced by transgenders with regard to age.

H₀2: There is no significant difference in problem faced by transgenders with regard to age.

Table 4

Significance of difference between rural and urban in Problem faced by transgenders during their schooling with regard to Locality of Residence.

| <i>Dimension</i> | <i>Locality</i> | <i>N</i> | <i>Mean</i> | <i>Standard Deviation</i> | <i>calculated t-value</i> | <i>p-value</i> |
|-------------------|-----------------|----------|-------------|---------------------------|---------------------------|---------------------|
| Social Factor | Rural | 18 | 47.83 | 13.483 | 0.541 | 0.593 ^{NS} |
| | Urban | 12 | 45.50 | 10.086 | | |
| Emotional Factor | Rural | 18 | 67.83 | 13.156 | 0.790 | 0.436 ^{NS} |
| | Urban | 12 | 64.67 | 8.794 | | |
| Relational Factor | Rural | 18 | 49.17 | 26.545 | 0.666 | 0.511 ^{NS} |

| | | | | | | |
|-------------------|-------|----|-------|--------|-------|---------|
| | Urban | 12 | 43.25 | 21.855 | | |
| Mental ability | Rural | 18 | 65.56 | 11.174 | | |
| | | | | | 2.965 | 0.006** |
| | Urban | 12 | 54.17 | 9.684 | | |

*** Significant at 1% level NS- Not significant*

In the above table, since the p value (=0.094) is greater than 0.05 the null hypothesis is ACCEPTED at 5% level of significance. It means that there is no significant difference in social factor, emotional factor, relational factor and problems faced by transgenders in schooling with regard to Locality of Residence.

In the dimension 'Mental ability', there is significant difference at 1% level . On comparing the mean scores, it is understood that the transgenders of rural area have more problems in schooling than those of Urban area.

Ho3: There is no significant of difference between rural and urban in Problems faced by transgenders during their schooling with regard to Locality of Residence.

Findings

1. More than two-fourth of the transgenders (53.33%) have low level of problems during their schooling.
2. More two-fourth of the transgenders have low - level in problem faced during their schooling with regard to age and locality.

Recommendations

Awareness program such as poster presentation, Group discussion, Special Lecture and Internship could be conducted for the Probems faced by Transgenders in their Schooling. Mass

media can be created awareness through websites to get the knowledge about the Problems faced by Transgenders during their schooling. Teachers should understand the situation of the students family background and their mentality. Teachers should encourage transgenders students for all the activities conducted in the school. Schools can offer many higher education campus programming and support for transgender individuals, providing better physical facilities, encouraging greater inclusivity and recruitment of diverse groups. These recommendations for institutional actions and policy changes for educational administrations and other committed NGOs to improve better campuses for transgender.

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