



ATTITUDE OF COLLEGE AND UNIVERSITY STUDENTS TOWARDS THE INCLUSION OF TRANSGENDER STUDENTS IN HIGHER EDUCATION

Md Mahasin Ali, Assistant Professor, Department of Teacher Education, Surendra Lal Das Teachers' Training College, WBUTTEPA

ABSTRACT :

The subject of my research is to investigate the attitude of college and university students towards the inclusion of transgender students in higher education. The three purposes for which I have studied are – to explore the attitude of college and university students towards the inclusion of transgender students' in higher education, to compare attitude of rural and urban college and university students towards the inclusion of transgender students' in higher education, to compare attitude of male and female college and university students towards the inclusion of transgender students' in higher education. The quantitative research method has been used for the study. The results I obtained through the self-constructed attitude scale are - there is no difference between the attitudes of male and female students in the inclusion of transgender students in colleges and universities. But there is a difference in the attitudes of rural and urban students towards the inclusion of transgender students in colleges and universities. And 27.5% of students think Strongly Agree, 61.7% of students think Agree in the need of admitting transgender students to general colleges and universities. And 25.8% of students think Strongly Agree, 60% of students think Agree with the thoughts that the respect and love for transgender students will be increased if they study together with other students in a normal college or university. And most of the students think there should be no distinction between transgender students and other students. Transgender people are just like other ordinary people --this attitude is need to be awoken to all the people.

Keywords : Transgender Student, Inclusion and Higher Education.

INTRODUCTION :

“ Every child has the right to quality education and learning”.

(UNICEF)

Education is most important for the overall development of any country. The spirit of the Indian Constitution is to provide equal opportunity to every citizen to grow and attain their potential, irrespective of cast, religion and gender. Everyone has a gender identity. In India there are three genders -Male, Female and Transgender. Transgender people are at risk for homelessness, unemployment, physical assault, mental illness, and sexually transmitted diseases related to being on the periphery of society (Conron, 2012 & Mass.gov, 2011). Transgender people are not separate people, they are normal people like Men and Women. Transgender people are also our human resources, so they need to be included in general college and university education. The first International Transgender Day of Visibility is celebrated on 31 March, 2009 to provide respect, awareness of discrimination and equal opportunities to transgender people. The day was founded by transgender activist Rachel Crandall. Every year Transgender Day is being celebrated on 31st March. There is 4,87,803 transgender people in India (According to the Census of 2011). Of these, 54,854 are children between the ages of 0- 6 (According to the Census of 2011). The literacy rate of transgender people in India is 56.07% (According to the Census of 2011). The total number of transgender people in West Bengal is 30,349 (According to the Census of 2011). Of these, 2,376 are children between the ages of 0- 6 (According to the Census of 2011). And the total literacy rate of transgender people in West Bengal is 58.83% (According to the Census of 2011).

RESEARCH OBJECTIVES OF THE STUDY:

The objectives of the present study are :

1. To explore the attitude of college and university students towards the inclusion of transgender students' in higher education.
2. To compare attitude of rural and urban college and university students towards the inclusion of transgender students' in higher education.
3. To compare attitude of male and female college and university students towards the inclusion of transgender students' in higher education.

HYPOTHESIS :

In order to test the objectives, the following hypothesis were formulated:

Ho1: There is no significant difference in attitude towards Transgender students' inclusion in higher education among rural and urban college and university students in West Bengal.

Ho2: There is no significant difference in attitude of male and female college and university students towards Transgender students' inclusion in higher education in West-Bengal.

METHODOLOGY :

A brief description of the methodology of the study has been presented below :

Research Design:

Quantitative research method has been used for the study of attitude of college and university students towards the inclusion of transgender students' in higher education.

Tools:

A self-constructed attitude scale was developed and applied for collecting the relevant data. Content validity is done during initial stages of tool development. The main method to assess content validity is through expert judgment. For content validity researcher requested two experts to review the questionnaire and assess each item based on 4 criteria including relevancy, clarity, simplicity and necessity. Students were supposed to rate the agree level by using the four level Likert Scale (1 – strongly disagree; 2 – disagree; 3 – agree, 4 – strongly agree).

Population :

The population of the study is among all college and university students in State of West Bengal.

Sample :

The total number of sample is 120 college and university students.

Sampling Techniques :

The study can be followed by Probability sampling- Simple Random Sampling Technique.

Variables :

- **Independent Variable** : Selection of sample on the basis of **Gender & Locality**.
- **Dependent Variable** : **Attitude** of college and university students regarding Transgender students' inclusion in higher education.
- **Categorical Variable** : Gender: **Male & Female**, Locality : **Urban & Rural**.

DELIMITATION OF THE STUDY :

The major limitations of the study are :

1. This research will be conducted with 120 numbers of college and university students.
2. This research is delimited with in the area in the State of West Bengal.
3. This research will be conducted with these variables Attitude, Gender and Area.

SIGNIFICANCE OF THE STUDY :

1. This research can be applied to know the attitude of college and university students in the inclusion of transgender students' in higher education.
2. This study can be applied to know the attitude of rural college and university students in the inclusion of transgender students' in higher education.
3. This study can be applied to know the attitude of urban college and university students in the inclusion of transgender students' in higher education.
4. This study can be applied to know the attitude of male college and university students in the inclusion of transgender students' in higher education.
5. This study can be applied to know the attitude of female college and university students in the inclusion of transgender students' in higher education.

DATA ANALYSIS :

Figure -1: Distribution of samples : Geographical area basis –

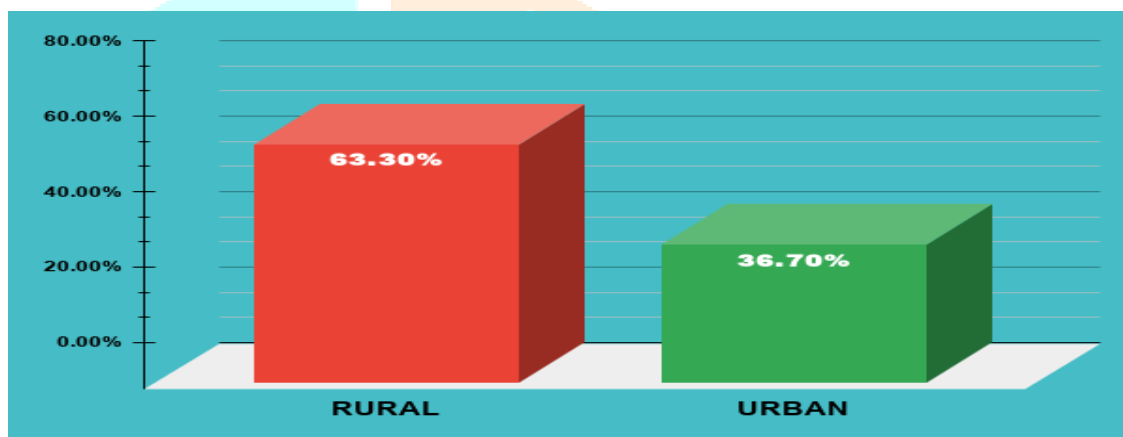


Figure-2. Distribution of samples : Gender basis -

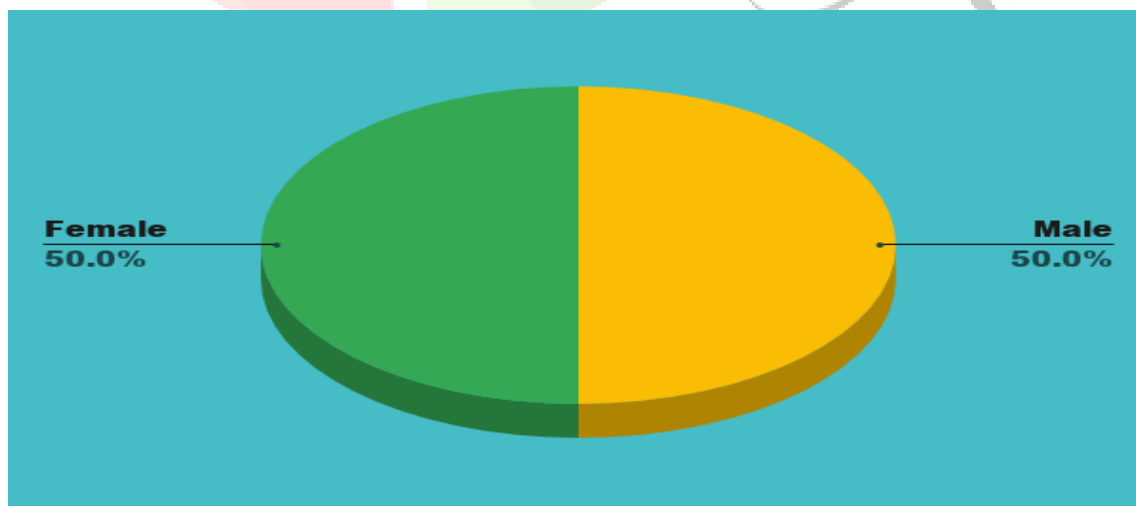


Table -1. Data analysis for Ho1:• **Scoring Procedure :**

	Strongly Agree	Agree	Disagree	Strongly Disagree
For positive direction question	4	3	2	1
For negative direction question	1	2	3	4

Table-1. 1: Descriptive statistics of score obtained from rural and urban students :

Rural	Urban
Mean = 60.04	Mean = 63.16
Standard Error = 0.72	Standard Error = 0.8614
Median = 59.88	Median = 62.85
Mode = 59.56	Mode = 62.23
Standard Deviation = 6.21	Standard Deviation = 5.78
Kurtosis = 0.2620241622	Kurtosis = 0.2588283582
Skewness = 0.0772946859	Skewness = 0.1608996539
Range = 29	Range = 24
Minimum = 45	Minimum = 52
Maximum = 74	Maximum = 76
Sum = 4503	Sum = 2842
Count = 75	Count = 45

Table1. 2: Analysis of the result by using t-test in MS Excel :

t- Test : Two – Sample Assuming Equal Variances		
	Rural	Urban
Mean	60.04	63.16
N	75	45
S. D	6.21	5.78
t Stat	2.79	
df	118	
0.05 Critical Value (Two-tail)	1.98	
0.01 Critical value (Two-tail)	2.63	
Ho1: Result - Null Hypothesis is Rejected at the 5% and 1% levels.		

Table 1.2 show that at 5% level of significance the t-statistical value 2.79 is higher than the t-critical value 1.98 and 1% level of significance the t-statistical value 2.79 is higher than the critical value 2.63 with mean score 60.04 for rural students and 63.16 for urban students at df 118 . Thus **There is a significant difference in attitude towards Transgender students' inclusion in higher education among rural and urban college and university students in West Bengal.** i.e. null hypothesis is rejected.

Table-2: Data analysis for Ho2:

• Scoring procedure was same as done in table 1.

• **Table 2.1: Descriptive statistics of score obtained from male and female students :**

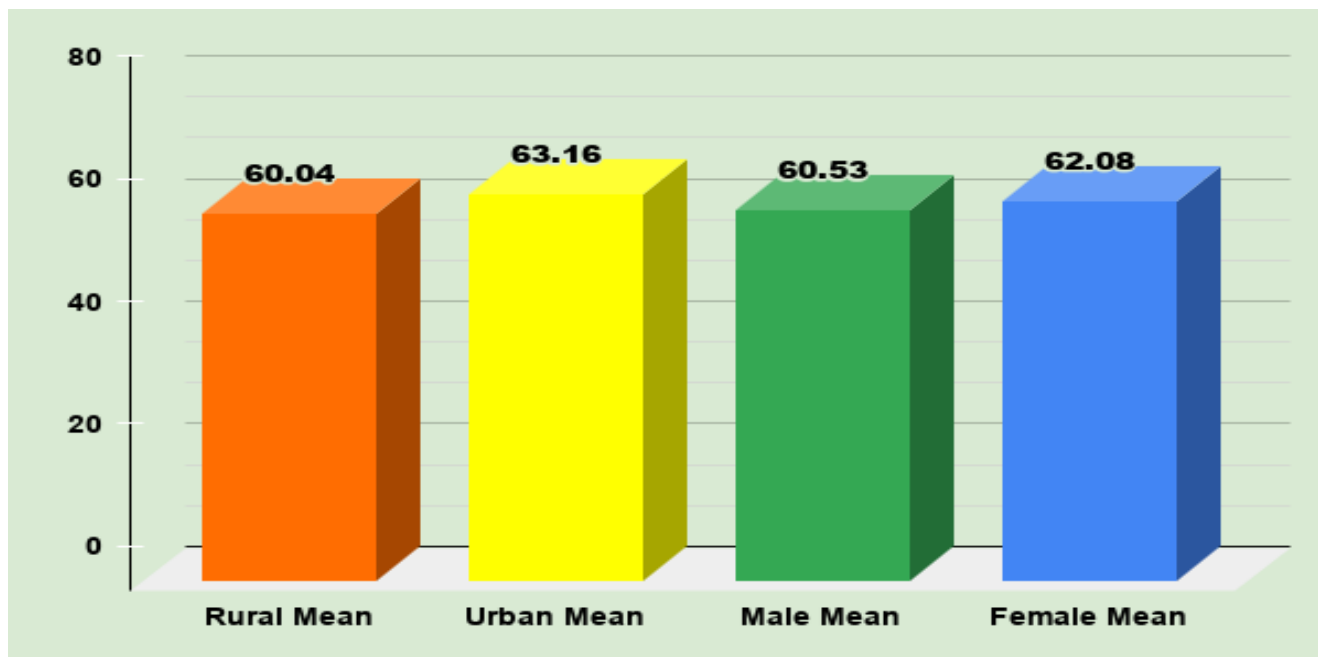
Male	Female
Mean = 60.53	Mean = 62.08
Standard Error = 0.8129	Standard Error = 0.7729
Median = 60.38	Median = 61.72
Mode = 60.08	Mode = 61
Standard Deviation= 6.30	Standard Deviation= 5.99
Kurtosis =0.26844631	Kurtosis = 0.2880606443
Skewness = 0.07142857	Skewness = 0.1803005008
Range = 30	Range = 31
Minimum = 45	Minimum = 45
Maximum= 75	Maximum = 76
Sum = 3632	Sum = 3718
Count = 60	Count = 60

Table 2.2: Analysis of the result by using t-test in MS Excel :

t-Test : Two – Sample Assuming Equal Variances		
	Male	Female
Mean	60.53	62.08
N	60	60
S. D	6.30	5.99
t-Stat	1.38	
df	118	
0.05 Critical Value (Two-tail)	1.98	
0.01 Critical Value (Two-tail)	2.63	
Ho2: Result – Null Hypothesis is Accepted at the 5% and 1% levels.		

The 't' value is 1.38 . The table values should be $t_{0.05} = 1.98$ and $t_{0.01} = 2.63$ with $df= 118$ as per table 2.2. Whereas, the present t-value is 1.38, which does not exceed the table value of 't' at both levels of the significance. The hypothesis “ **Ho2: There is no significant difference in attitude of male and female college and university students towards Transgender students' inclusion in higher education in West Bengal.**” is accepted.

Figure -3: Graphical representation of mean score of rural and urban students & male and female students.



DISCUSSION :

The important information that we got after doing this study is mentioned in the following graphical presentation-

Chart -1: Do you think transgender students will face problems when they will be admitted to general college or university ?

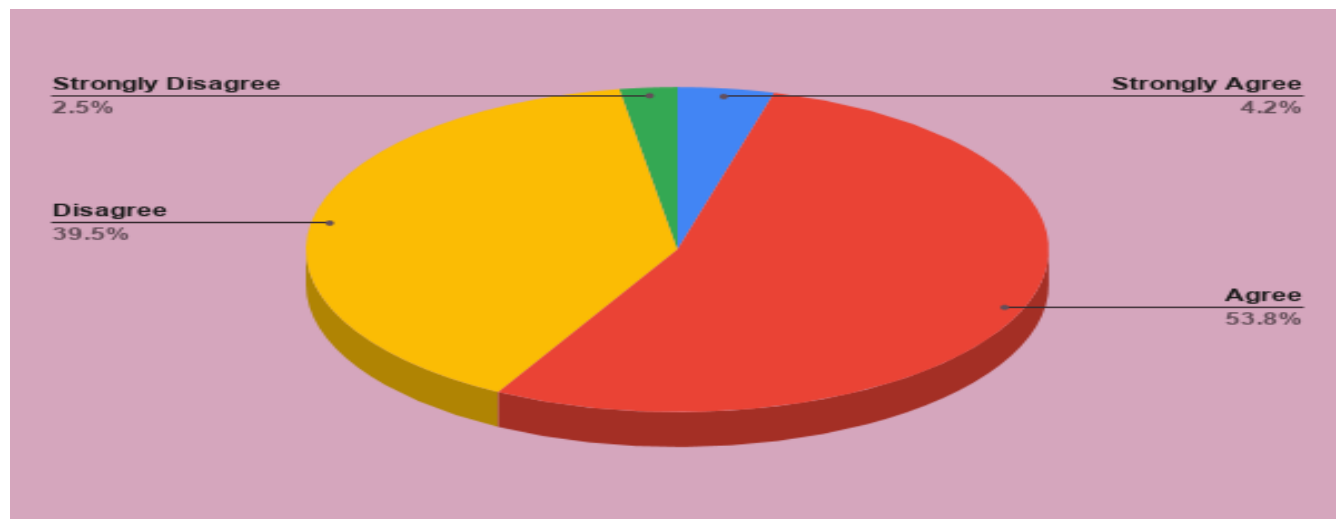


Chart-2: Do you think transgender students need to be admitted to general college or university?

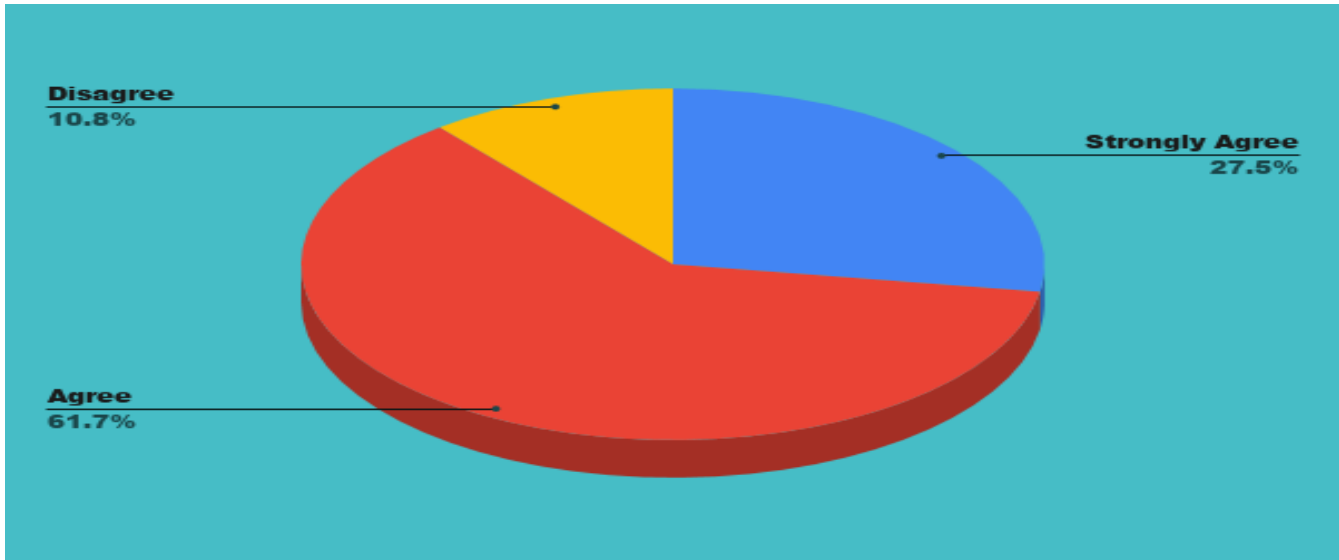


Chart-3: Do you think that if transgender students are admitted in general college or university, the study of others students may be hampered ?

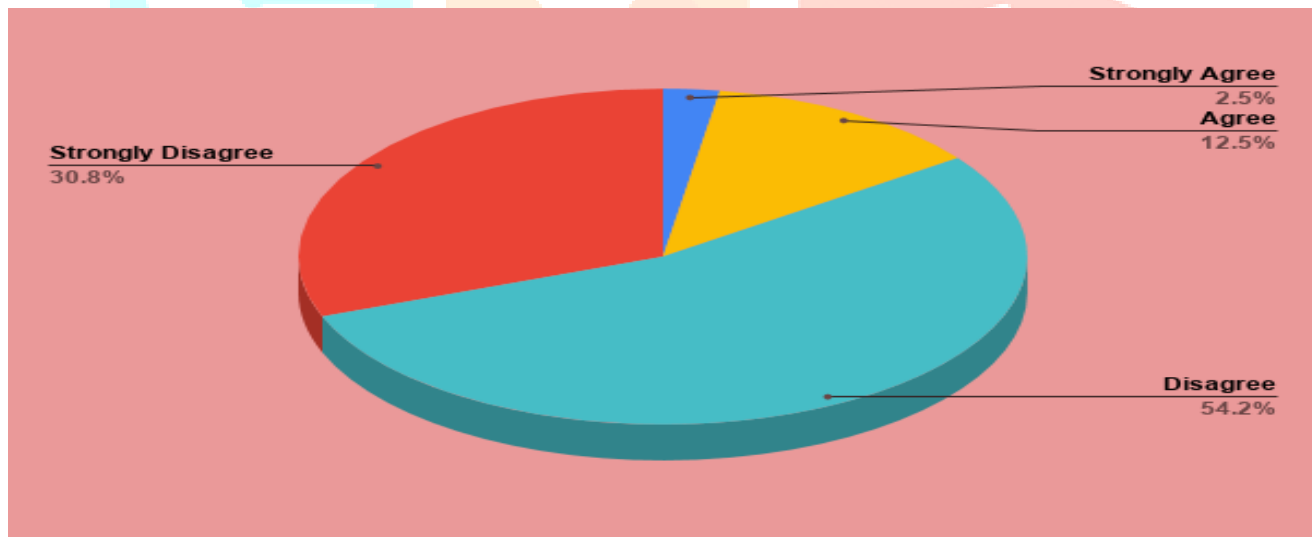


Chart-4: Do you want transgender students to be admitted in general college or university ?

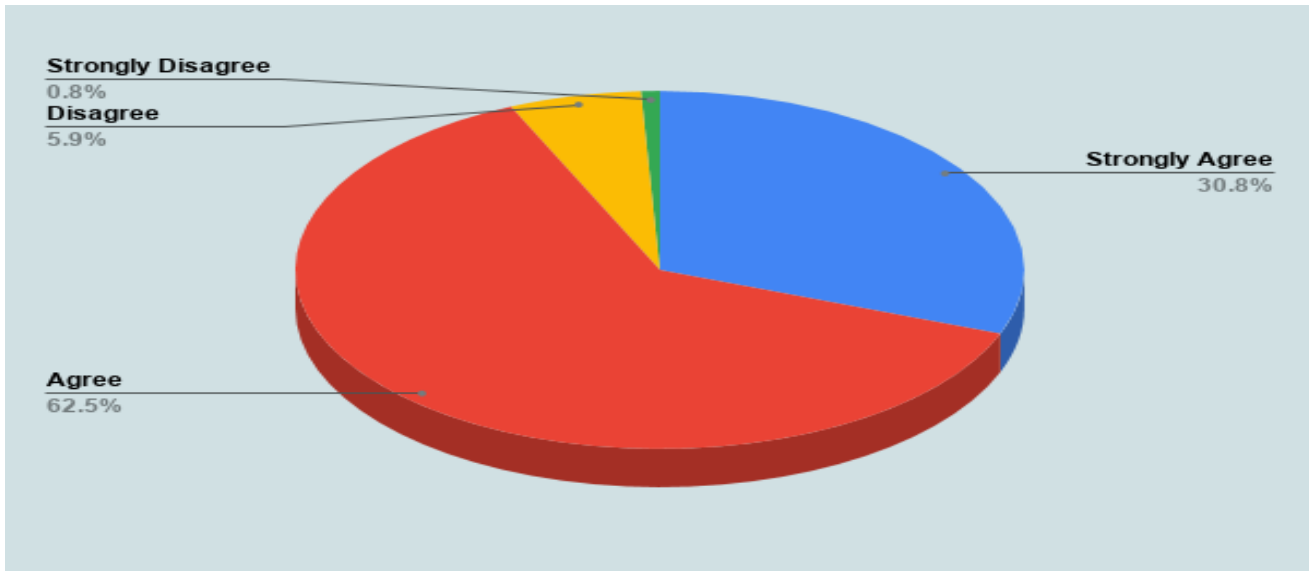


Chart-5: Do you think transgender students should be taught separately in general college or university?

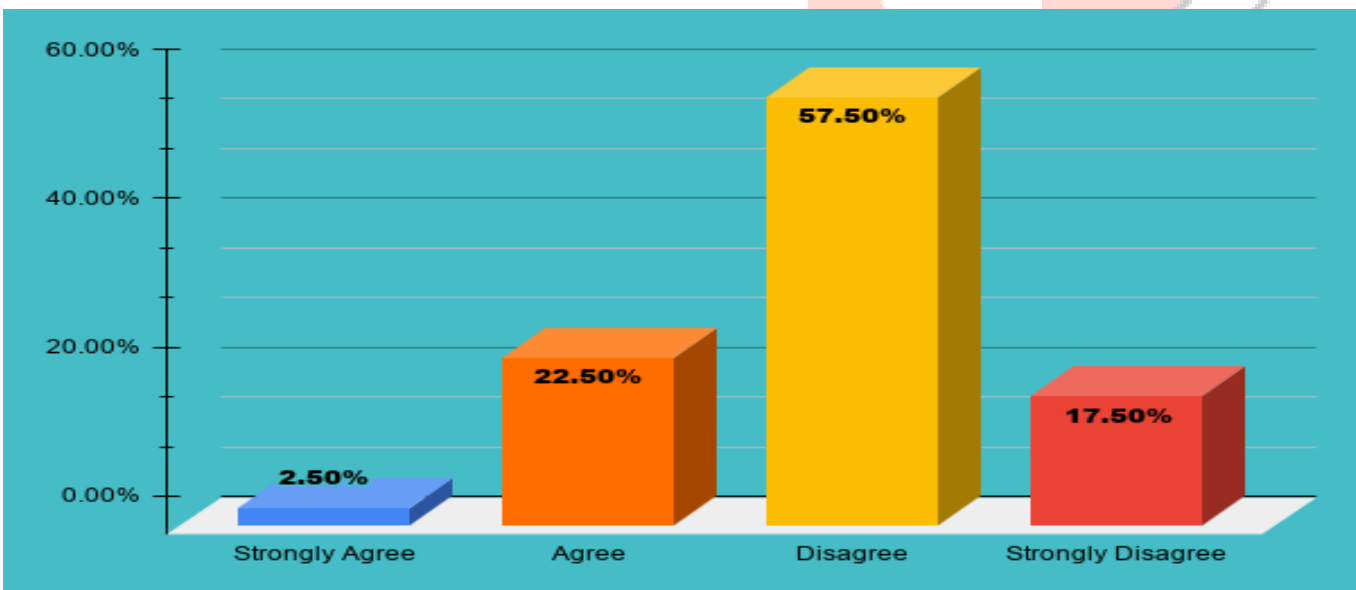


Chart-6: Do you think transgender students should be taught in special college or university ?

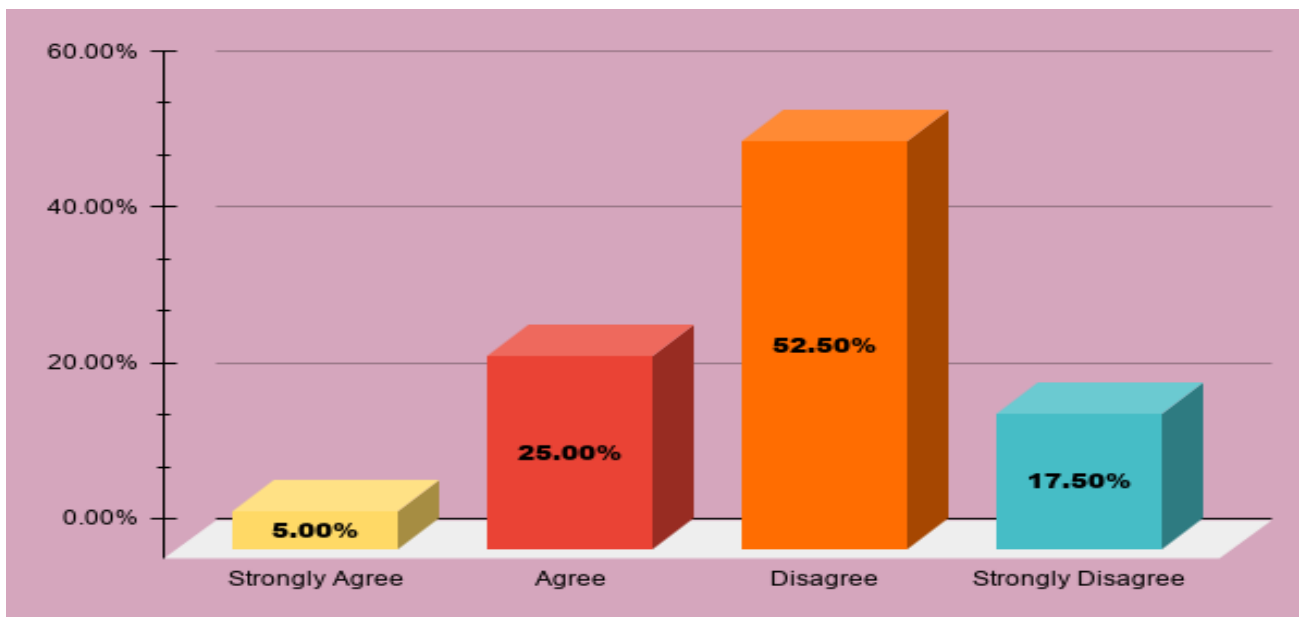


Chart-7: Do you think there should be no difference between a transgender student and other students?

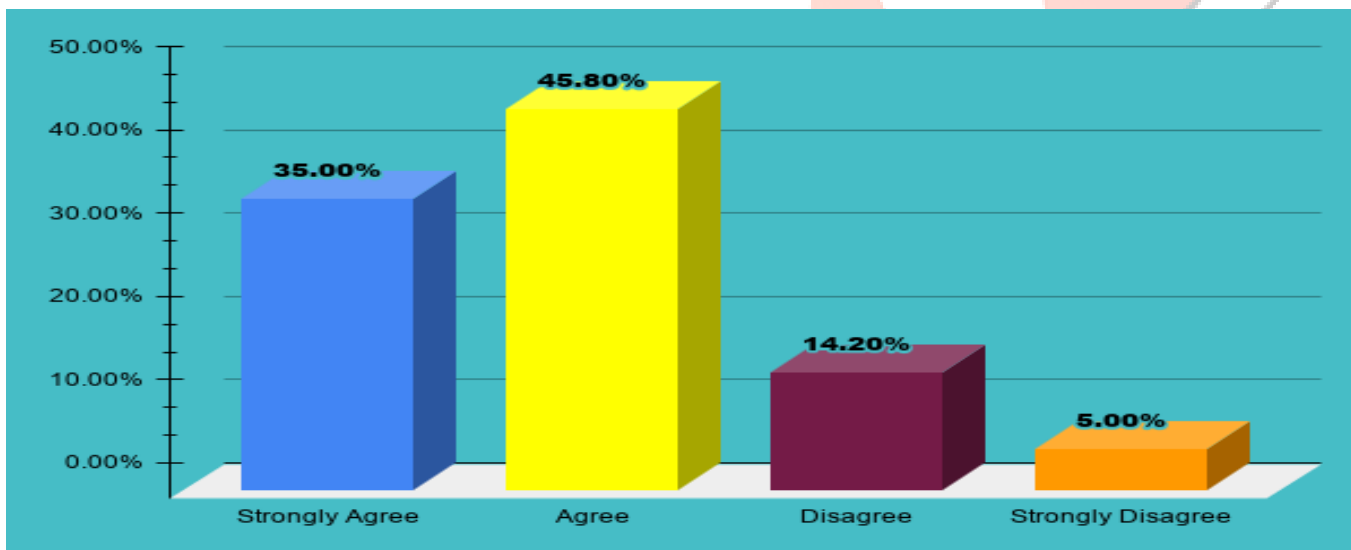


Chart-8: Do you find it difficult to accept transgender students ?

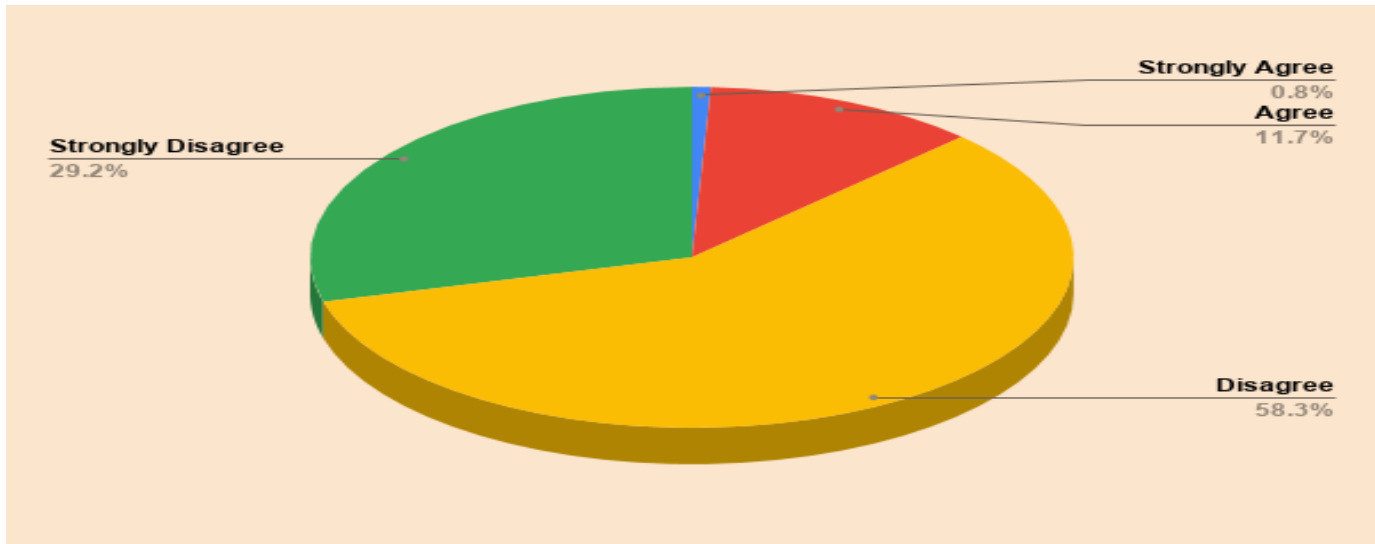


Chart-9: Do you think transgender students in general college or university will find it difficult to study with other children?

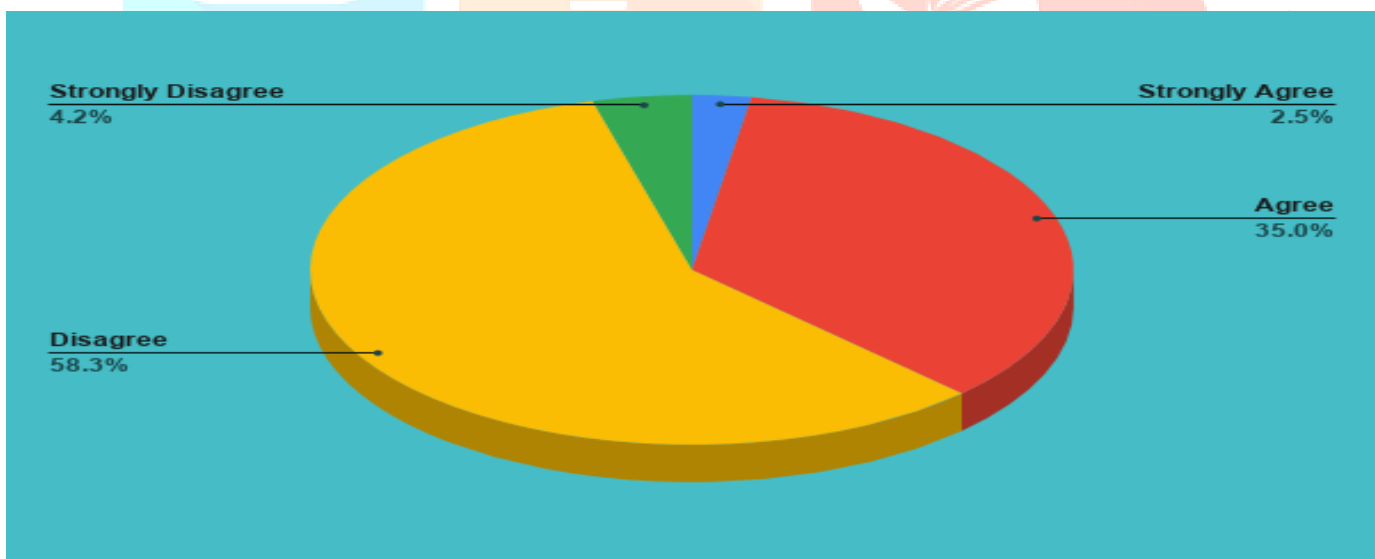


Chart-10: Do you think respect and love for transgender students will be increase if transgender students and other students study together in a normal college or university ?

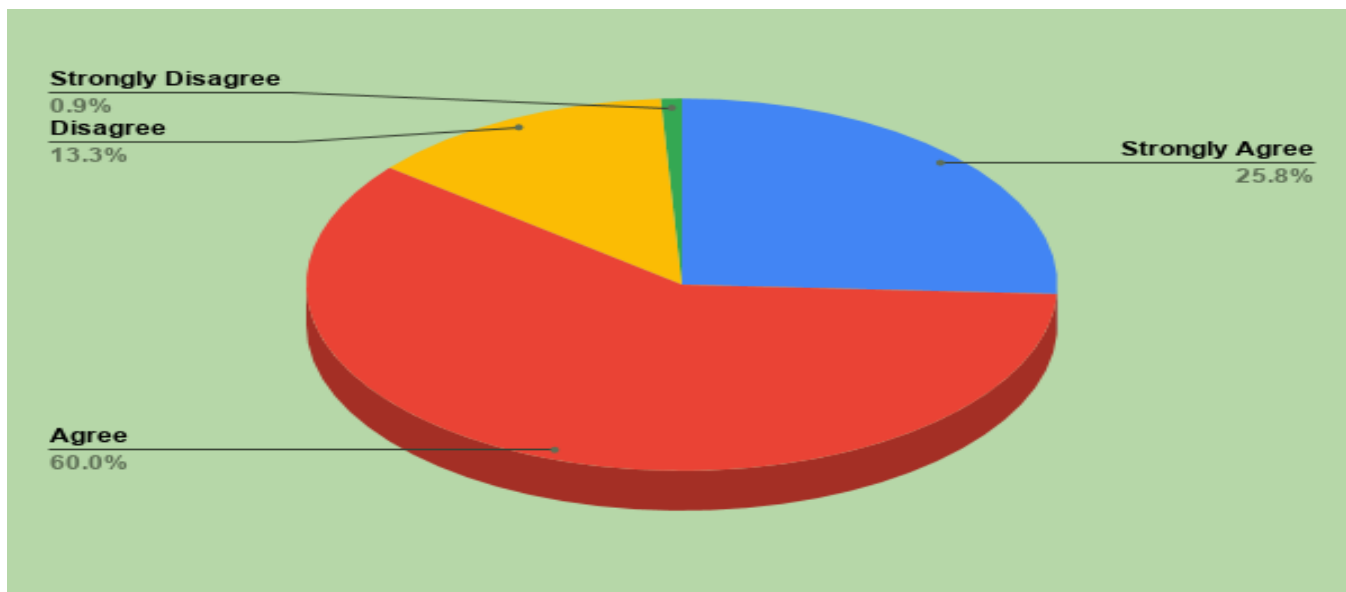


Chart-11: Do you think transgender students should be taught with separate curriculum?

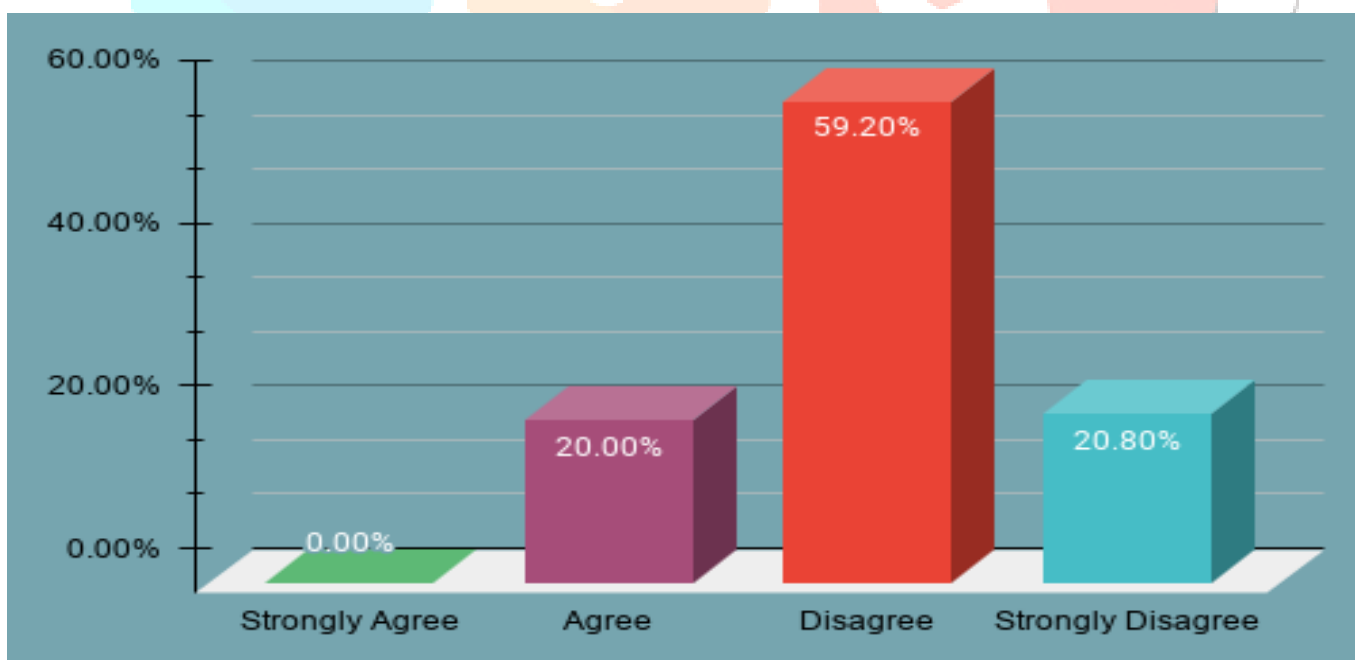


Chart-12: Do you think transgender students are not interested in studying?

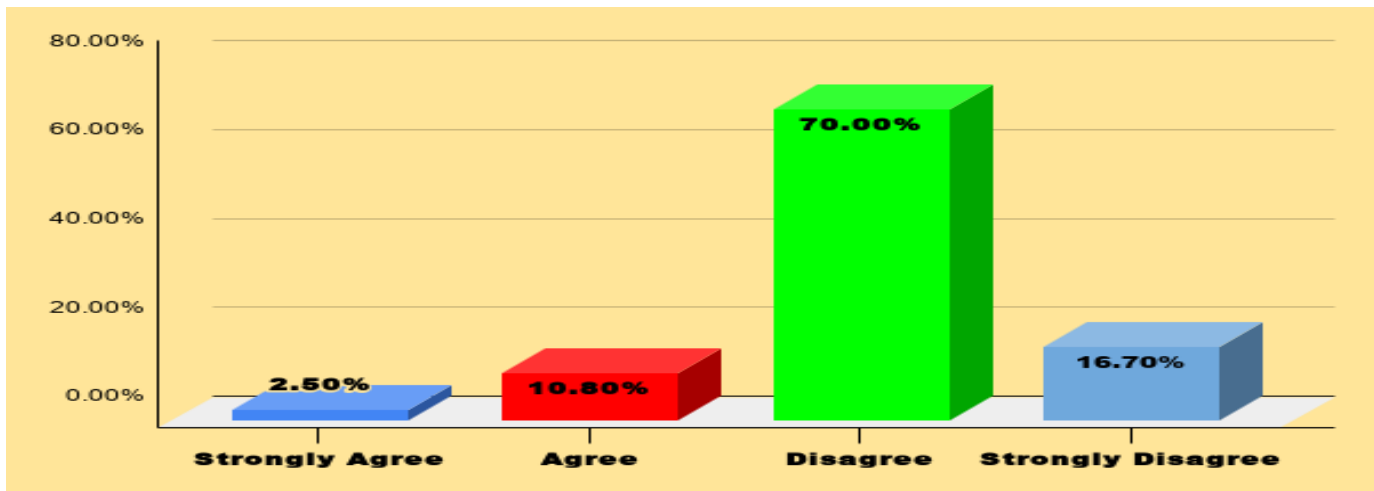


Chart-13: Do you think transgender students in general college or university are deprived?

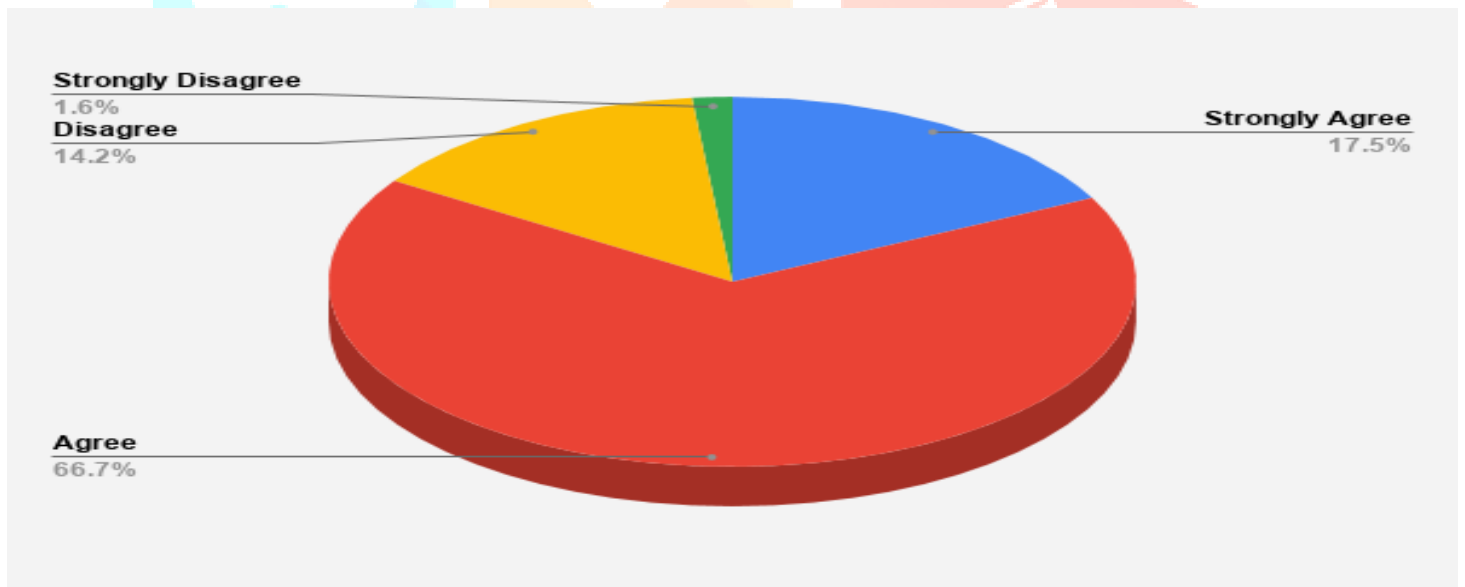


Chart-14: Do you think transgender students are deprived in society?

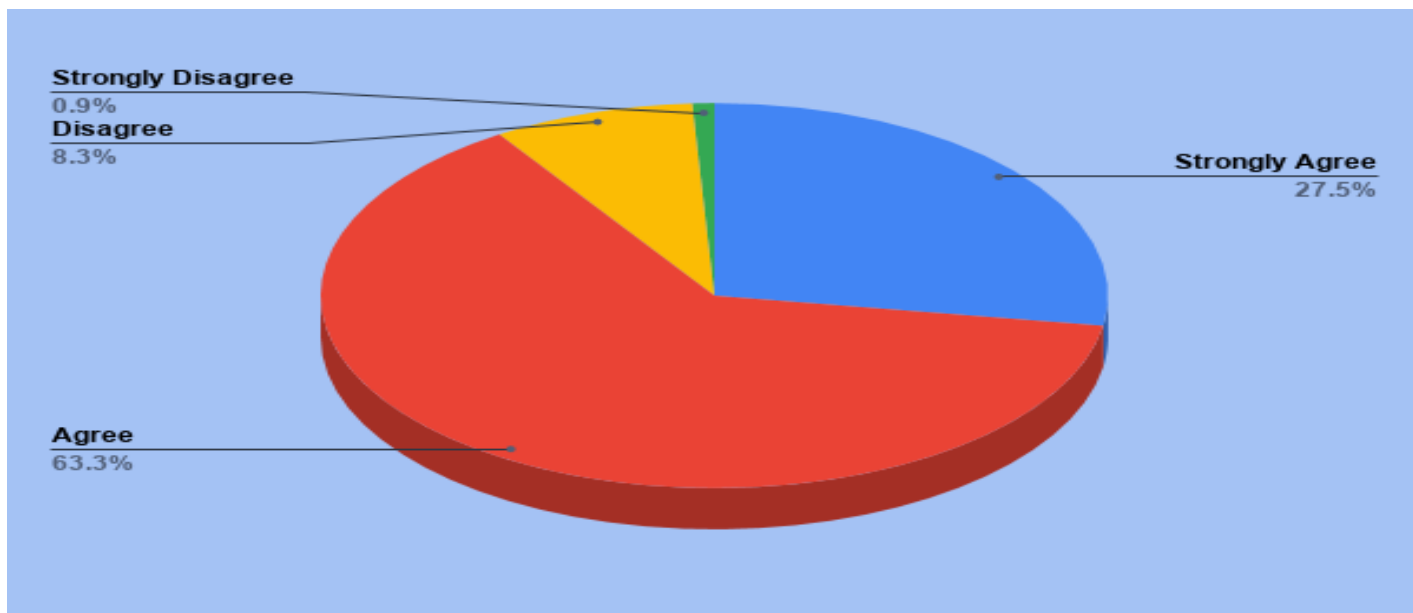


Chart-15: Do you think it is not right to have Gender Option in the college or university admission form?

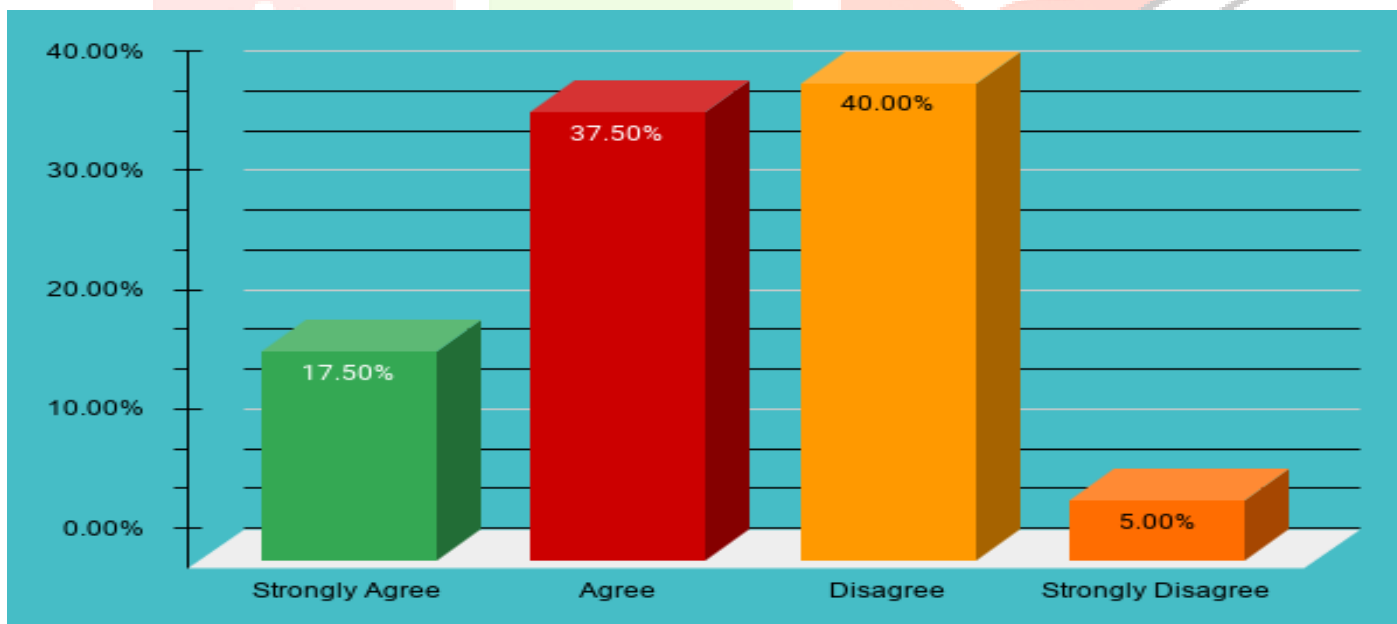


Chart-16: Do you think the cooperation of classmates is very much needed for the inclusion of transgender children in general college or university ?

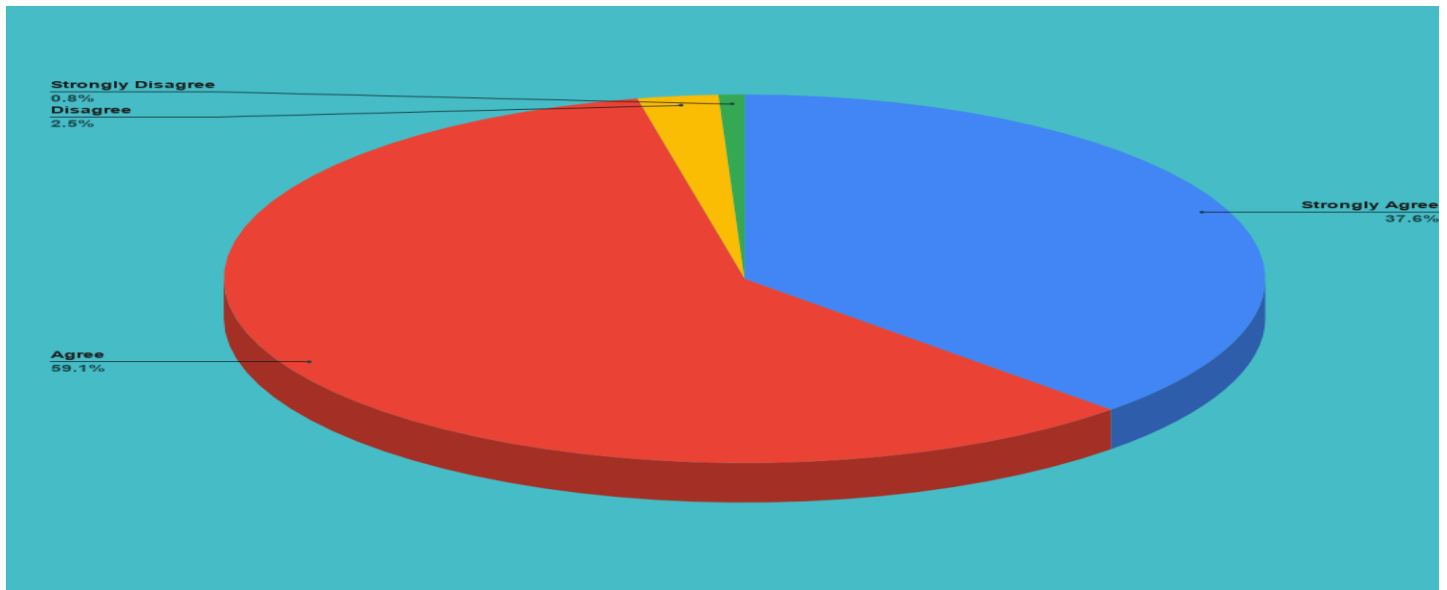


Chart-17: Do you think it can not be right to enroll transgender children in general college or university ?

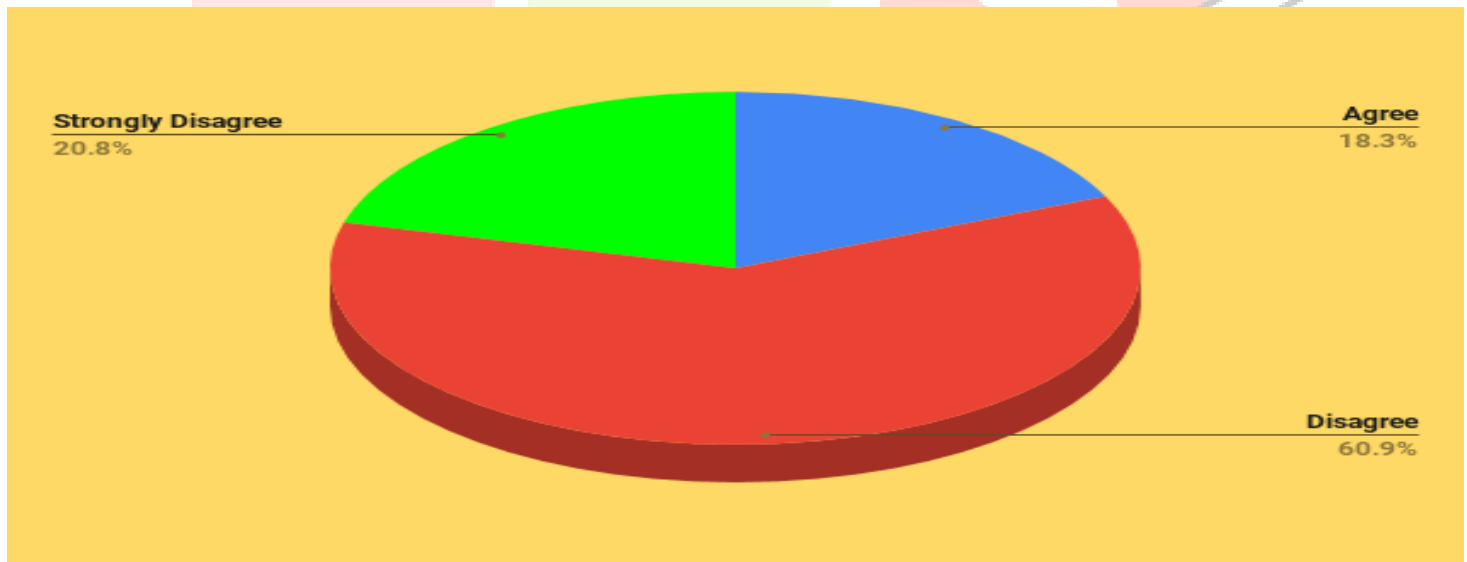
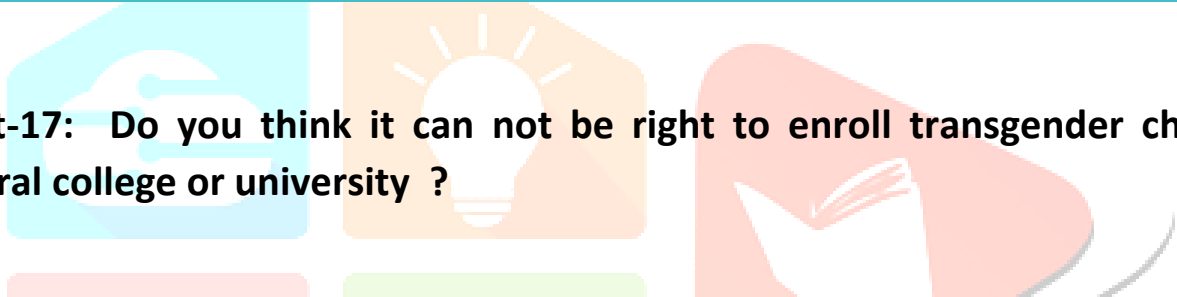


Chart -18: Do you think the society should be made aware about the admission of transgender children in general college or university ?

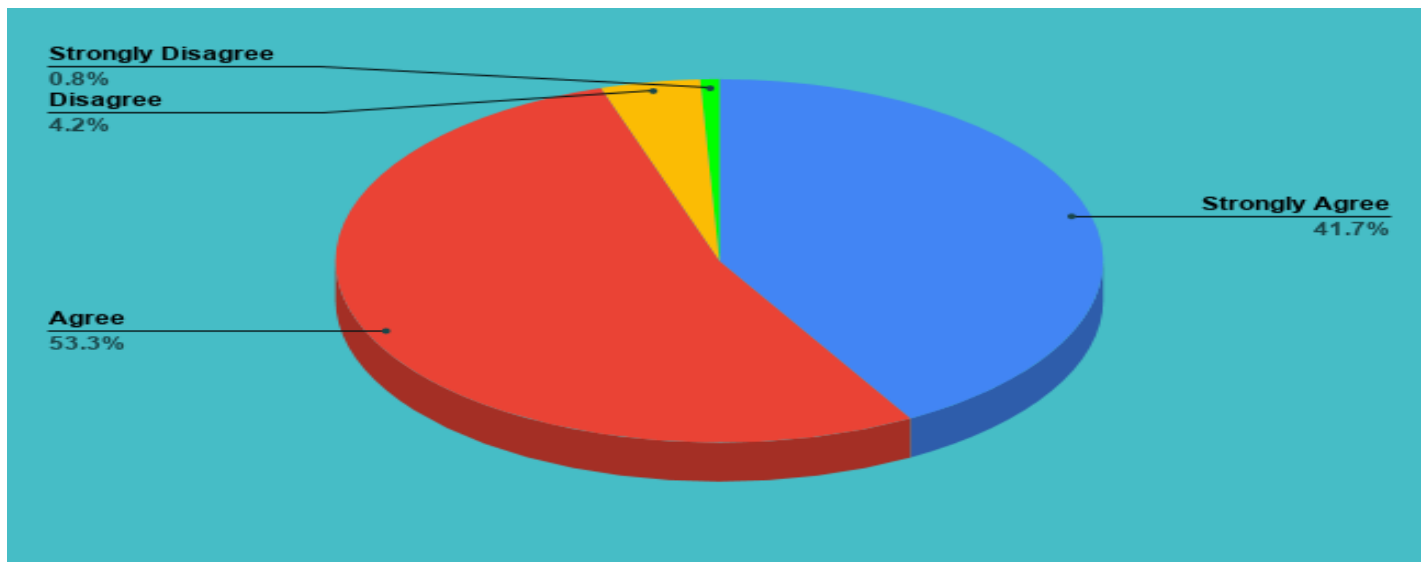


Chart-19: Do you think an awareness should be developed among the transgender citizens for the education of transgender students?

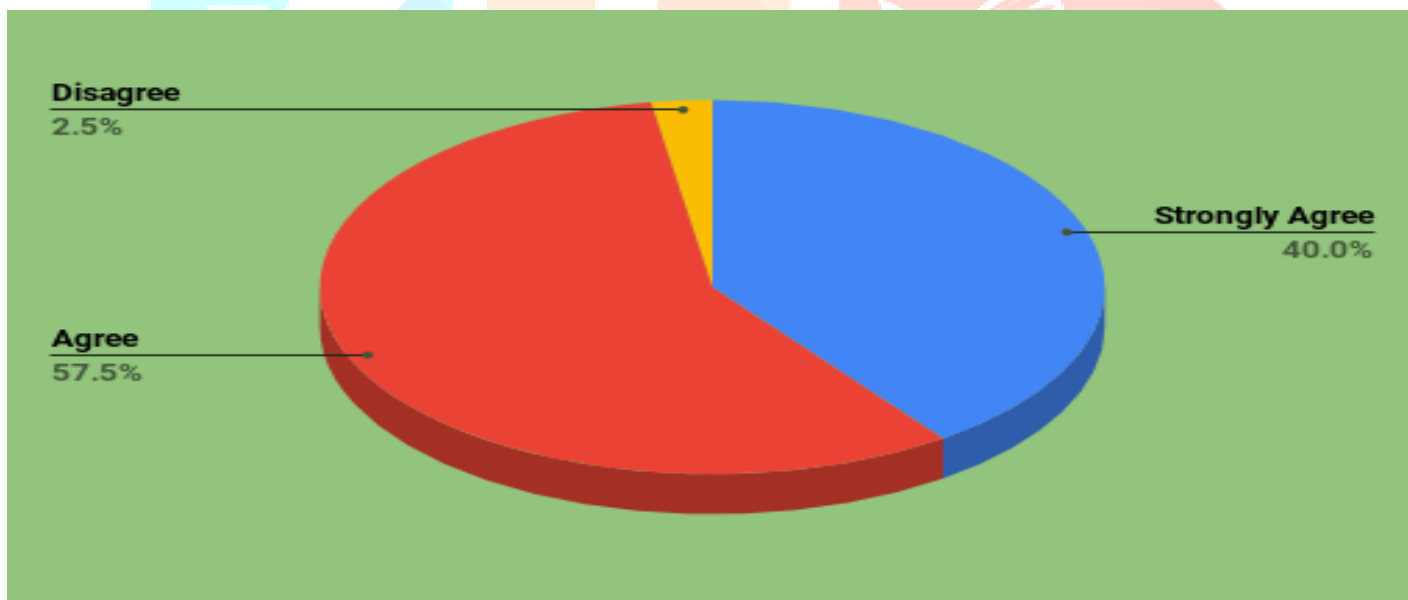
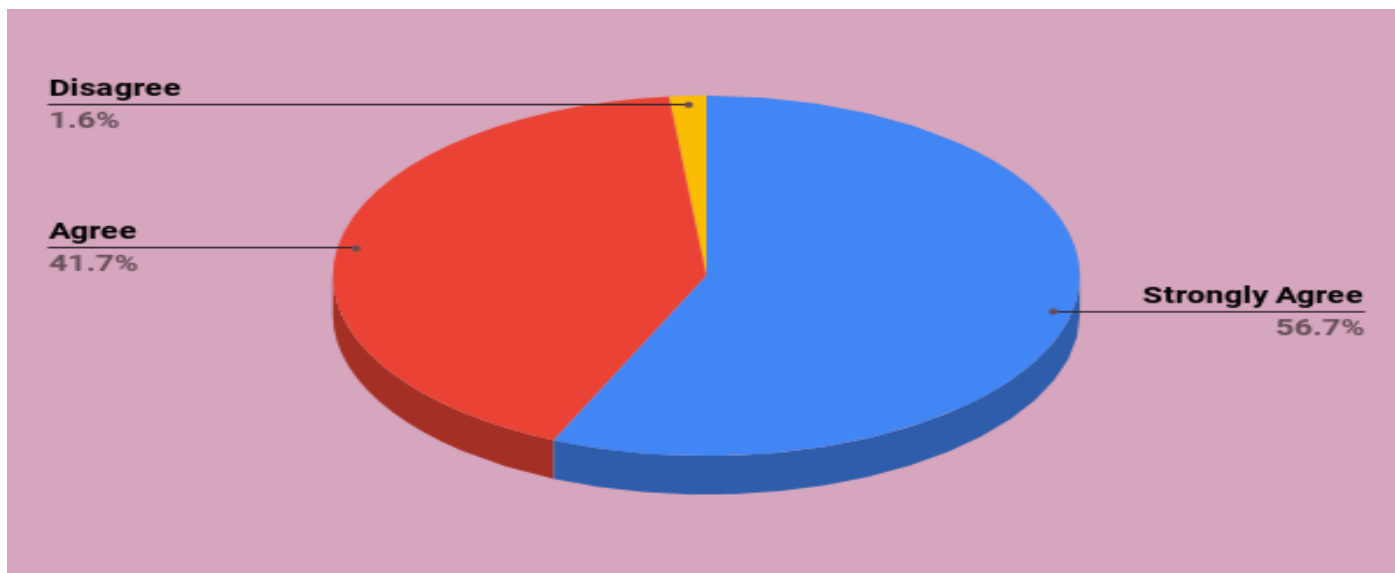


Chart-20: Do you think the government should take special steps to enroll transgender children in general college or university ?



CONCLUSION :

Judging from all aspects, there is no difference between the attitudes of male and female students in the inclusion of transgender students' in colleges and universities. But there is a difference in the attitudes of rural and urban students towards the inclusion of transgender students' in colleges and universities. And 27.5% of students think Strongly Agree, 61.7% of students think Agree in the need of admitting transgender students to general colleges and universities. And most of the students think there should be no distinction between transgender students and other students. And 25.8% of students think Strongly Agree, 60% of students think Agree with the thoughts that the respect and love for transgender students will be increased if they study together with other students in a normal college or university. Therefore it can be said, transgender students should be included in general colleges and universities. Parents, transgender citizens, society, teachers and students need to be made aware of the inclusion of transgender students in higher education. Transgender people are just like other ordinary people --this attitude is need to be awoken to all the people.

REFERENCES :

- Rajkumar. (2016). Education of Transgenders in India: Status and Challenges. International Journal of Research in Economics & Social Sciences. ISSN(o) : 2249-7382 .
- Roop, N, P. (2014). TRANSGENDER STUDENTS IN HIGHER EDUCATION: AN IPA STUDY OF EXPERIENCES AND ACCESS OF TRANSGENDER STUDENTS. College of Professional Studies Northeastern University , Boston, Massachusetts.
- Lewis, R, K and Sembiante, S, F. Research and Practice in Transition: Improving Support and Advocacy of Transgender Middle School Students. Middle Grades Review, Volume 5 , Issue 1.
- Kooy, R, E. (2010). KNOWLEDGE AND ATTITUDES TOWARD TRANS PERSONS HUMBOLDT STATE UNIVERSITY. Humboldt State University.

- Dirks, D, A. (2011). Transgender People on University Campuses: A Policy Discourse Analysis. Western Michigan University.
- Marsh, T, G. (2018). Supporting Transgender Students in Higher Education: Opportunities for Mental Health Professionals. Journal of Social, Behavioral, and Health Sciences , Volume 12, Issue 1, Pages 201–209 DOI:10.5590/JSBHS.2018.12.1.14.
- Duggins, K, L. (2016). Student Attitudes Toward the Transgender Community Following Restroom Reassignment. Old Dominion University ODU Digital Commons.

