



**International Journal of Biology, Pharmacy  
and Allied Sciences (IJBPAS)**

*'A Bridge Between Laboratory and Reader'*

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**ASSESSING THE EDUCATIONAL ALIENATION OF TRANSGENDER: WITH  
REFERENCE TO DISTRICT SWAT, PAKISTAN**

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Received 29<sup>th</sup> July 2019; Revised 26<sup>th</sup> Aug. 2019; Accepted 28<sup>th</sup> Sept. 2019; Available online 1<sup>st</sup> Jan. 2020

<https://doi.org/10.31032/IJBPAS/2020/9.1.4914>

**ABSTRACT**

To find out the educational alienation of transgender, the present study was cross-sectional and perception based in district swat Pakistan. A sample size selected of 210 transgenders was selected; where the data was collected through structured interview schedule. The conceptual frame work comprises of dependent variable *transgender* was indexed and cross tabulated through the application of chi square test statistics with independent variable *educational alienation*. The study concluded that, the prevalence of illiteracy amongst transgender resultantly get insight into the barbaric ways of life, indulged in ignorance and far flung from social development is the cry of the day. The government should ensure to make such policies at macro

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national and micro provincial level regarding transgender getting education particularly along with awareness programs through print and social media are the order of the day may further provoke transgender at national building process and growth were put forwarded some of the recommendations in the light of present study.

**Keywords: Alienation, Education, Transgender, District Swat, Khyber Pakhtunkhwa, Pakistan**

## INTRODUCTION

In English language the word Eunuchs used for “Tran’s” which is derived from Greek word “Eune’ which means bed and ‘Ekhein’ which means to keep, the combining means is “Bed Keeper’ [1]. Tran’s is “Vast” word which indicates those people who are different by sexual characters as well behaviorally from other members of the society by birth or socially, physically converted [2]. Transgender is a person who’s personal and gender identity is not confirmed and contradicting with female or male gender [3].

Transgender actually means an individual who is not completely female or male. It means that this specific type of people belongs to a third gender which is known as transgender [4]. Traditionally gender classification is based on sex; the person can be male or female while transgender or third gender is umbrella term used for those who are not consider male nether female [5]. The transgender umbrella is explained as Male-to female (MTF),

female-to-male (FTM), intersex, cross dressers, transsexual, and gender queer [6].

Majority of the third gender dwell with enjoying a full-time or could be a part-time member of opposite gender. For instance, if a female is transgendered it means that they desire to live life like a male and if a male is transgendered so he desires to dwell like a female. Similarly, people who live their lives with conventional or traditional gender fall out of identity, behaviors and appearances may be entitled as transgender. Nonetheless, every individual whose performance or getup is gender-atypical can’t be categorized as transgender [2].

Moreover, according to international legal standard every human has basic human rights while for Trans these rights are present in documentation form. There is no practical implementation of the policies. Third gender is alienated from basic human rights such as family, education, health, politics and security for their life survival. This social alienation of transgender leads to lack of

jobs, security, gender inequality and politics. Interventions to address suppression and exploitation of human rights of the third gender are important and make sure to provide them socio-economic, education and political right. Furthermore, as concern with transgender education alienation, mostly they are dropout from school in early stages, few of them having access to education participation [7].

Tran's have been denied of the provision of not only their basic rights to dignity, equality, political, family acceptance, health and security, but their mere personhood. Tran's experience profound discrimination, marginalization and violence [8].

Furthermore, In Pakistan people from every category facing educational impediments while particularly third gender having severe problem, like dropout from schools, lack of money for fees as well security threats etc. Trans facing first security threat when they are starting school while from begging of education to top, they facing different problem in different shapes. These problems like sexual harassment, passing comments even facing physical violence in his daily routine at educational institutions. These things make them to switch off schools or collages. Third genders are treated harshly

with in class by his class fellows and teachers while due to their feminine behaviors [9, 10].

Transgender mentioned in his/her interview that, lack of protective environment is hurdle to him/her during attained education. He elaborated that, I have experienced bullying and bothering in my all education career but I keep my education continues. There are financial hurdles to Trans in college and university level educations as well as various kinds of harassment and physical violence are facing by third genders in boys schools while such kinds of awkward and inhumane actions compel them to get private home based education instead of other regular education [11].

Tran's are not taking interest in education due to lack of secure environment in institutions while they're trying to go safe place for gathering and learning. This thing makes them more oriented towards Guru Dera as compared to educational institution. During an interview with transgender two of them are mentioned that when they are meeting with other third gender on the way to school and were capturing away [12].

According to the study 45% Tran's are living independently, 35% with their Guru's and 19% living with their families while lack of support may further enhance

problems in education. In Lahore, researchers noticed in field that, two programs were lunched for third genders and they show their interest in learning likewise, making cloths, Music composition, chorography skills but mostly Tran's are neglecting by concern departments and organizations in vocational trainings. Transgender are mostly illiterate and there is no valid data regards their education, some of them have completed their matriculation and intermediate while few of them have completed their graduations. Currently, the enrollment of transgender in institutions shows their interest in education and due to sexual and physical harassment, they're demanding for alternative ways of education, like academy based instead of regular classes. According to United Nation Aids survey that 42% of the transgenders are illiterate, particularly, in field of prostitution. In Khyber Pukhtunkhawa and Punjab, there're 30% Tran's got primary level education and 23% having secondary level education while 7% Tran's were attained the college and then left, 40% transgenders have no access to education while joining the company of Guru leads to the end of formal education [13] (UNAIDS, 2014).

Moreover, the motivating factor which can increase the possibilities of third

gender in graduate and post-graduate institutions is they can allow to institutions in any getup, what he/she like being, in female getup or male getup. According to transgender activists that, we want to learn skills like beautification and cloths designing. Further, he/she mentioned that, there should need to give opportunities to Tran's community and give them open environment and space where they can be a part of these programs [7].

#### MATERIAL AND METHODS

The area of the study was *Atharabad Barn*, Mingora city, District Swat, Khyber Pukhtunkhwa, Pakistan. The populations of the study were 400 (pilot survey, 2018). The sample size was 210 out of total (Sakran, 2003) was selected purposively. The study was cross sectional design as well as five percent confidence interval was used to test error. Structural interview Schedule (close ended questionnaire) was used for data collection because most of the respondents of the study were illiterate. The data was encoded in the SPSS (20.0 version). Where Uni-Variate and Bi-Variate analysis were used for test the association between independent <sup>Education alienation</sup> variable and dependent variable <sup>Transgender</sup>. Chi-Square ( $\chi^2$ ) test was used while adopting the procedure outlined by **McCall and Robert (1975)**.

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(O_{ij} - e_{ij})^2}{e_{ij}}$$

Where, “ $O_{jk}$ ” was the observed frequency in the cell corresponding to the intersection of the  $J$ -<sup>th</sup> row and  $K$ -<sup>th</sup> column, “ $r$ ” the number of rows “ $c$ ” the number of columns.

**Table 1: Conceptual Frame Work**

Independent Variables	Dependent Variable
Education alienation	Transgender

**RESULTS AND DISCUSSIONS**

**Frequency distribution and percentage of the respondents on the basis of Education Alienation of Transgender**

**Table 2** disclosed the perceptions of the respondents regarding educational attainment of transgender with reference to district swat KPK Pakistan. **Table 2** further illustrates that (24.8%) of the respondents were opined that they had access to education while (65.2%) of the respondents were disagreed and (10.0%) of the respondent have no understanding of the scenario. Education makes Trans are more competitive and able to face their challenges in every sphere of life but even these transgender have no access to education. Trans are mostly kept away from education. As a result, mostly Trans are illiterate to negative attitudes of teachers and other colleague [2]. In addition (23.8%) of the respondents were in the favor

that Strict cultural norms and values are not depriving third genders from education and the Majority (70.0%) of the respondents were not in favor and (6.2%) of the respondents have no idea while due to strict cultural norms, there are no possibilities for transgender to have easy access to education; such kinds of cultural values lead to drop out of transgender from educations [14].

Furthermore, (76.7%) of the respondents claimed security threats during going to schools while (10.0%) of the respondents were not facing such kind of threats during school time and (13.3%) have no concepts. Trans are facing so many threats when they started education and due to unsecure environment make them compel to leave education. Often, these threats come within education institution as well from community side [12]. The result shows that, majority (65.2%) of the respondents were faced sexual, verbal and physical abuse in schools and (29.1%) of the respondents were not able to understand the issues. Right to education report explained that, the transgender are harass and humiliating by their teachers and students in education institutions; these actions lead to Trans drop out from education. Further, abusing of Trans in education sector is mostly found in the form of sexual, physical and psychological.

Their classmates and other colleagues bullying and passing comments; in case of reaction from third gender side it is also leads to physical violence [15].

Moreover, the majority (56.2%) of the respondents were alienated from education due to lack of financial resources and (35.7%) respondents were disagreed while (8.1%) of the respondents were not aware. In the support of above statement, third genders have no money to get education in schools, colleges and particularly for university expenses [11]. Further. The table shows that, (34.8%) of the respondents were having the facilities of vocational trainings while (65.7%) respondents don't have accesses to vocational centers and (8.5%) of the respondent had no idea. According to UNAIDs, third genders are deprived from vocational trainings and other programs [13].

Moreover, (60.0%) of the respondents opined that education can reduce social prejudice towards transgender. Whereas, (23.3%) were disagreed and (16.7%) of the respondents were uncertain. Thus Transis a group of human which are deprived from their rights and respect due to unsocial and negative minded people in Pakistani society. Even, transgender are not considered as a human and no one wants to accept them as a

part of our society; they're facing discriminations in every field of life due to negative attitudes of people [16]. The **Table 2** further discloses that, majority (61.9%) of the respondents were in the view that, education can increase job opportunities for transgender, (26.7%) of the respondents were not agreed and (11.4%) of the respondent were unaware. Education is the productive source for transgender where they can improve their skills, confidence and develop their personalities bitterly. As a result they can avail and get many job opportunities in market in every field [17].

The **Table 2** further shows that, majority of the respondents (69.0%) agreed with, education can bring confidence to face social challenges to move in the society as normal members. Whereas, (5.2%) of the respondents were not in the favor and (25.8%) of the respondents were unable to give answer. According to Atif Amin, director General, Pakistan Nation literacy programme (PNLP) that "Most of the transgender are uneducated which make them more alienated from society, he mentioned that, due to lake of education trans are having low level of confidence to face their life challenges and survive normally like others members of the society" [18].

**Table 2: Frequency distribution and percentage of the respondents on the basis of Education alienation and Transgender**

S#	Statements	Yes	No	Uncertain	Total
01	Do you have access to education?	52(24.8)	137(65.2)	21(10.0)	210(100.0)
02	Strict cultural norms and values aren't depriving transgenders from Education.	50(23.8)	147(70.0)	13(6.2)	210(100.0)
03	Transgender faced security threats when they start schooling.	161(76.7)	21(10.0)	28(13.3)	210(100.0)
04	Transgender may face sexual, verbal and physical abuse in school.	137(65.2)	12(5.7)	61(29.1)	210(100.0)
05	Lack of financial resources may results transgender alienated from education.	118(56.2)	75(35.7)	17(8.1)	210(100.0)
06	Do you have accesses to vocational trainings centers?	73(34.8)	119(56.7)	18(8.5)	210(100.0)
07	Education can reduce social prejudice towards transgender.	126(60.0)	49(23.3)	35(16.7)	210(100.0)
08	Education can increase job opportunities for transgender.	130(61.9)	56(26.7)	24(11.4)	210(100.0)
09	Education can bring confidence to face social attitude to move in the society as normal members.	145(69.0)	11(5.2)	54(25.8)	210(100.0)

Note: Values in the table present frequency while in the parenthesis represents percentage (% age) of the respondents.

Source: Field Survey, 2018

### The Association between Education Alienation and Transgender

The results of **Table 3** show the association between access to educational alienation and transgender. A highly level of significant ( $P=0.000$ ) association was found between these two variables. Transgender have no access and abilities to get education while due to negative attitudes of his/her colleagues and teachers felt them suffocation in class, which may further provoked dropout from schools [19]. A highly significant ( $P=0.000$ ) level of association was found between Strict cultural norms and values aren't depriving from education alienation and Transgender. Culture norms and values is one of dominant hurdle for transgender which take them away from education. Culture values are not encouraging people like third gender to live like other member of

the society. In last, these types of factors further leading to dropout of transgender from any sort of education while lack of education among third gender makes them marginalized in a society and live their life in barbaric situation [14].

Moreover, the data showed the association between transgender faced security threats when they start schooling and transgender. A significant ( $P=0.015$ ) level of association was found between both variables. Transgender's genders are facing security threats during going to schools. They're harassed on the way to schools and in case of resistance they're facing beating and other physical aggression from their own community people while particularly from public affairs [12].

Likewise, a strong and highly significant ( $P=0.000$ ) level of association was

found between Transgender may face sexual, verbal and physical abuse in school and Tran's. Right to Education concluded from the report that, third gender facing sexually abusing in their schools from there classmate and teachers. Further, verbally abusing is occurring with transgender in the shape of harassment, sexual and bullying while there are no proper preventions to stop third gender humiliation and abuse [13].

Additionally, a highly significant ( $P=0.000$ ) level of association was found between lack of financial resources for education and transgender. Tran's have no economic support to get education. They have no proper amount of money to buy their books and pay their tuitions fees as well as lack of economic resource is prominent factor which make them more alienated from all types (Formally, informally and non-formally) education [11].

The table further disclosed the association the accesses of third gender to vocational trainings centers and alienation of transgender. A highly significant ( $P=0.000$ ) level of association was found between both variable. Vocational trainings are very important for their betterment of their survival. Furthermore, in these trainings they can learn cooking, music composition, beautification, chorography, driving, making

cloths and starting new small business, but unluckily Tran's are fully excluded from skills base learning opportunities and they're away from private and government vocational centers [13].

The data further revealed that association between education can reduce social prejudice towards transgender and third gender was found highly significant ( $P=0.000$ ). In Pakistani society people are conservative and fundamentalists mind setup. The mentality of the people are narrow minded while due to these factors transgender having no respect and considered them a cause of sin and shame. Pakistani population consist 2% of the people who are affected by Trans-phobia. They're not accepting third gender is a human being as well as a member of the society. The negative perspective of the people of society makes Tran's more alienated [16].

The level of association between educations can increase job opportunities and transgender was found highly significant ( $P=0.000$ ). Education is a creative and innovative source for third gender which can bring improvement and increasing potential for facing their challenges, further, education polishing and strengthen their skills and developing courage and charming in personality of tarns' people. Such kinds of

betterment may leads to good personality development which are increasing the opportunities for them in attaining every type of jobs [17].

A highly significant (P=0.000) level of association was found between education can bring confidence to face social attitude to move in the society as normal members and

Tran's. Atif dismantled that transgender are mostly illiterate which make them more excluded in the race of life. Further, he narrated that, lack of education among transgender leads to lack of skills, potential and confidence and courage to compete and attain better life in the society as like other member of society [18].

Table 3: The Association between Education and Transgender Alienation

Education		Transgender alienation				Statistics	
S#	Statements	Attitudes	Yes	No	Uncertain		Total
01	Do you have access to education	Yes	52(24.8)	0(0.0)	0(0.0)	52(24.8)	$\chi^2=179.166$ P=(.000)
		No	77(36.7)	55(26.2)	5(2.4)	137(65.2)	
		Uncertain	0(0.0)	2(1.0)	19(9.0)	21(10.0)	
02	Strict cultural norms and values aren't depriving transgenders from Education.	Yes	50(23.8)	0(0.0)	0(0.0)	50(23.8)	$\chi^2=142.890$ P=(.000)
		No	79(37.6)	57(27.1)	11(5.2)	147(70.0)	
		Uncertain	0(0.0)	0(0.0)	13(6.2)	13(6.2)	
03	Transgender faced security threats when they start schooling.	Yes	105(50.0)	44(21.0)	12(5.7)	161(76.7)	$\chi^2=12.333$ P=(.015)
		No	12(5.7)	4(1.9)	5(2.4)	21(10.0)	
		Uncertain	12(5.7)	9(4.3)	7(3.3)	28(13.3)	
04	Transgender may face sexual, verbal and physical abuse in school	Yes	109(51.9)	28(13.3)	0(0.0)	137(65.2)	$\chi^2=78.262$ P=(.000)
		No	0(0.0)	8(3.8)	4(1.9)	12(5.7)	
		Uncertain	20(9.5)	21(10.0)	20(9.5)	61(29.0)	
05	Lack of financial resources may results transgender alienated from education.	Yes	90(42.9)	16(7.6)	12(5.7)	118(56.2)	$\chi^2=96.630$ P=(.000)
		No	39(18.6)	36(17.1)	0(0.0)	75(35.7)	
		Uncertain	0(0.0)	5(2.4)	12(5.7)	17(8.1)	
06	Do you have access to vocational trainings centers	Yes	67(31.9)	6(2.9)	0(0.0)	73(34.8)	$\chi^2=50.758$ P=(.000)
		No	49(23.3)	48(22.9)	22(10.5)	119(56.7)	
		Uncertain	13(6.2)	3(1.4)	2(1.0)	18(8.6)	
07	Education can reduce social prejudice towards transgender	Yes	100(47.6)	26(12.4)	0(0.0)	126(60.0)	$\chi^2=153.717$ P=(.000)
		No	29(13.8)	20(9.5)	0(0.0)	49(23.3)	
		Uncertain	0(0.0)	11(5.2)	24(11.4)	35(16.7)	
08	Education can increase job opportunities for transgender	Yes	100(47.6)	28(13.3)	2(1.0)	130(61.9)	$\chi^2=123.113$ P=(.000)
		No	29(13.8)	23(11.0)	4(1.9)	56(26.7)	
		Uncertain	0(0.0)	6(2.9)	18(8.6)	24(11.4)	
09	Education can bring confidence in transgender to faced their social challenges	Yes	113(53.8)	32(15.2)	0(0.0)	145(69.0)	$\chi^2=88.345$ P=(.000)
		No	0(0.0)	4(1.9)	7(3.3)	11(5.2)	
		Uncertain	16(7.6)	21(10.0)	17(8.1)	54(25.7)	

Note: Number in table represent frequencies & number in parenthesis represent percentage proportion of the respondents.

Source: Field Survey, 2018

### CONCLUSION/ RECOMMENDATIONS

Lack of education is the cry of the day for other members of the society generally while particularly for third gender. Their illiteracy rate amongst transgender families were for imidably low, this emanating into a barbaric treatment based on

ignorance regarding formal and religious education. Schools were unsafe for them as they were exposed to sexual, psychological and physical abuses. The attainment of getting higher education can reduce social prejudice generally from public, while in case of Transgender particularly. Further,

special campaign/programs through social and print media are the order of the day. This may further provokes the importance of Transgender in national building process and growth by treating them ad per to the rest of the masses.

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