



Critical Evaluation of the Role of Inclusive Education in Developing Resilience, Courage and Coping Strategies in Transgender Population

Pradeep Sundaresan, Ph.D. Research Scholar, Faculty of Management Studies, WISDOM,
Banasthali Vidyapith, Rajasthan - 304022 (India), Email: pradeepuae@gmail.com,

Abstract

The marginalization and stigmatization faced by transgender individuals have resulted in their continued exclusion from mainstream society, particularly in educational settings. To address this issue, this research aims to comprehensively explore the role of inclusive education in fostering resilience, courage, and coping strategies among transgender population.

The rationale for doing this research arises from the widespread biases and discrimination encountered by transgender individuals, which impedes their ability to get education and pursue personal development. Transgender people encounter substantial obstacles in educational settings, which adversely affect their mental well-being and general growth, despite ongoing endeavors to promote inclusion. The research employed a mixed-methods methodology, including qualitative interviews and quantitative surveys, to gather data from transgender people, interviewing 6 individuals and surveying about 50 participants from the transgender community, as well as secondary data obtained from credible scholarly sources. The variables include the importance of inclusive education for transgender individuals, opportunities provided by inclusive education, development of confidence, resilience, positive mindset, courage, coping strategies, and ability to deal with stigma among transgender individuals. The data analysis has been conducted using the Z-test method to test the two hypotheses that the inclusive education is not important for transgender population (H1) and that inclusive education has no role in developing resilience, courage, and coping strategies in transgender population (H2).

The research findings highlight the crucial role of inclusive education in promoting perception, empowerment, and acceptance among transgender individuals. By facilitating contact with diverse peers and instructors, inclusive education fosters self-awareness and positive perspectives of gender diversity. Additionally, it cultivates resilience by exposing transgender individuals to various experiences within a nurturing environment.

Furthermore, the study emphasizes the importance of inclusive education in equipping transgender individuals with courage and coping strategies to navigate challenging circumstances effectively. Through supportive frameworks and compassionate assistance, transgender individuals are empowered to address problems and advocate for their rights within educational institutions.

The research underscores the significance of holistic development and social inclusion for transgender people through inclusive education. It has the potential to initiate profound shifts in attitudes towards transgender individuals, both within educational settings and beyond, by fostering inclusive environments and cultivating empathy among peers and instructors.

Keywords: Discrimination, empowerment, inclusive education, resilience, transgender.

Introduction

Marginalization and stigmatization of the gender diverse individuals like the transgender population has kept them from getting in to the main stream. This could cause severe hardships to the transgender community as a whole as they are given very less or no opportunities to nurture as well as showcase their skills and capabilities. Such circumstances that prevails even in this modern world have forced them to do stigmatized and very odd jobs to survive (Ruff et al., 2019). Lucassen et al, (2022) opined that the discrimination and biased treatments affects



their wellbeing considerably and they ultimately lose their capability to remain normal. Transgender community is also denied opportunity and access to quality education, even at primary educational levels. The bias can be partly due to the system and also largely due to the prejudice and discrimination they face at societal as well as at familial levels. Though the education policies recognize inclusivity, it is seldom implemented or practiced by the educational institution across India. According to Horton (2020, p. 70) "there is a long history of pathologisation, misgendering and invalidation of trans children that cuts across all spheres of society" world over and this discrimination is very much evident in the educational sector. It is high time that the authorities need to consider this pathetic state of the transgender community and take conscious and active steps to empower as well as provide opportunities for them to develop skills and competencies. The current scenario calls for more attention and awareness among the authorities as well among the general public to be more compassionate in their attitude, approaches and treatment at all levels, which forms key to practicing inclusivity. Based on the need to gain insights on the transgender community and their self-developmental requirements, the research was designed to identify and investigate on the role of inclusive education in developing resilience, courage and coping strategies in transgender population.

Literature Review

Relevance of inclusive education for transgender

The implementation of inclusive education has a crucial role in fostering social inclusion and mitigating the marginalization experienced by transgender persons in educational environments.

Emerging studies indicate that the implementation of inclusive education has the potential to provide favourable effects on the mental well-being of transgender persons.

Johnson & Mughal (2024) claims that there is need to remove discriminatory attitudes and approaches and practice inclusivity at all levels in order to create a level fielding ground for the transgender youth and adults. This can be done through opening the doors of the educational institutions through strict policies and practices. Education is also considered as basic for an individual's growth and development. Creating a supportive environment at educational institutions is an important task for practicing inclusivity in the education sector. According to Drury et al. (2023), despite recognizing the importance of inclusive education for transgender, educators consider it as a major challenge in implementing it. The tutors has to be given special trainings to equip them to deal with students with diverse capabilities and differences at various levels. The attitude of fellow students makes the situation even more complicated and make it less inclusive (Drury et al., 2023). Education is an important medium to create awareness among the people and could influence the mental and physical wellbeing of individuals, especially the marginalized categories of people (Kumar & Roy, 2023). So inclusive education is expected to be more fruitful for the transgender individuals as this type of education could develop more tolerance, awareness, compassion and empathy among the fellow students.

According to Martino et al. (2022) inclusive education has a major role in creating awareness among fellow students about the transgender and it could provide greater opportunity to include them in the mainstream itself. As the students and teachers gets opportunity to interact with the transgender individuals they would develop compassion and empathy towards them, which in turn could lead to the reduction of discriminatory approaches in the society. Inclusivity in education if practiced rightly, the transgender individuals would get more equitable treatment and consideration from fellow individuals. Such levels of inclusivity is important for the mental wellbeing of the transgender individuals (Sarmah & Nehru, 2023) and it opens up wide range of opportunities for the transgender to at least earn a decent living. At the same time, Sarmah



& Nehru (2023) reiterated the need for proper mandatory roles for developing inclusive classrooms or else there would be negative consequences.

Inclusive education serves as a potent mechanism for promoting the rights and welfare of transgender persons. Through the cultivation of inclusive educational environments, educators and policymakers have the ability to establish settings in which every student experiences a sense of worth, esteem, and assistance in relation to their own identities. Nevertheless, further investigation is required to delve into the intricate mechanisms via which inclusive education may foster resilience, bravery, and adaptive mechanisms, particularly within transgender communities.

Influence of inclusive education in developing resilience in transgender population

Kelly et al (2022) considers that inclusive education is sure to have impact on the way fellow individuals treat and respond to gender diverse individuals, who form the minority. Instead of considering gender diverse individuals to be different, education can pave way to higher levels of understanding. This can be viewed as a positive approach in dealing with the transgender population who are facing greater levels of discrimination at societal and familial levels. At the same time, the transgender individuals would get to know more about their diversity, which in turn could lead to self-acceptance and could lead to developing more resilience to the societal indifferences and discriminations (Kelley et al., 2022). Cerna et al (2021) assert that scholars place significant emphasis on the notion that inclusive educational approaches yield immediate benefits for transgender kids, while also playing a role in fostering a more tolerant and accepting school atmosphere for all students. Schools may cultivate a culture of diversity and tolerance by integrating transgender-inclusive curricula and offering training to instructors on transgender matters (Markland, 2021). *Work... Never Ended...*

According to Chan et al. (2022), research has indicated that transgender kids who attend schools with inclusive policies exhibit reduced levels of depression, anxiety, and suicide ideation in comparison to their counterparts in less inclusive educational settings. This underscores the capacity of inclusive education to not only foster scholastic achievement but also to protect the psychological welfare of transgender children.

Furthermore, research has demonstrated that inclusive education yields enduring advantages for transgender persons that extend beyond their academic years. According to Martin (2020), empirical evidence suggests that transgender persons who were provided with support and affirmation throughout their educational journeys tend to exhibit elevated levels of self-esteem and life satisfaction in comparison to individuals who encountered instances of prejudice and exclusion. This statement highlights the enduring influence of inclusive educational approaches on the holistic well-being of transgender persons.

Moreover, inclusive education may assume a crucial role in questioning established society norms and advancing the cause of social justice. Schools may equip students to become champions for transgender rights and equality by offering chances for critical thinking and conversation on matters of gender identity and expression (Martin, 2020). This implies that the implementation of inclusive education not only yields personal advantages for transgender persons, but also plays a significant role in fostering wider societal transformation and advancement.

Transgender individuals get opportunity to know how other people consider them through interacting among fellow students. Through interactions, both gender diverse and other students would get to know their similarities and differences. This would become a learning experience for both categories of people. Both healthy and unhealthy exchanges could happen, which can turn out to be good learning experiences to the transgender individuals through proper support from peers and tutors (Kia et al., 2023). Such interfaces is expected to support the transgender individuals in developing resilience. In disagreement with the views of Kia et



al. (2023), Domínguez-Martínez & Robles (2019) claims that there is increased possibility that the transgender individuals would get exposed to severed bullying and discrimination at the educational institutions. Such negative experiences could adversely affect the mental and physical wellbeing of transgender individuals.

According to Domínguez-Martínez & Robles (2019) in the recent times verbal abuses, bullying, violence and discrimination of the transgender community has gained much attention among the public and it has led to the development of legislatures for protecting the rights of the gender diverse individuals. The implementation and enforcement of these legislative pieces would be very tricky. Omercajic & Martino (2020) opined that inclusive education has a major role in bringing the transgender community to the mainstream. Legislations alone might not protect these gender diverse individuals from violent experiences in their educational institutions. But if the gender diverse individuals get proper support and help from educators and fellow students they can develop more resilience and could contribute to their mental wellbeing.

Gorman et al. (2020) is of the opinion that though transgender individuals are sure to encounter negative experiences from educational institutions despite the many protective and supportive frameworks that exist. But these negative experiences could translate in to positive attributes in these individuals if they get proper supportive systems. That is, interactions with peers and educators who are empathetic and companionate can help them build the needed resilience in them.

Inclusive education and its role in building courage and coping strategies in transgender

Lucassen et al. (2022) claims that the possibility for gender diverse individuals to face adverse conditions at the educational institutions appear to be high. But if the educators and peers become more supportive, the chances for developing courage and for adopting appropriate coping strategies to deal with the mental stress and discrimination are more. It needs to be noted that educational institutions has to build a supportive framework for transgender or other gender diverse individuals in order to add value to inclusive education to a large extent. Smith et al. (2022) claims that through inclusive education the transgender people have greater scope for interacting with other people who hold diverse perceptions on transgender individuals. Exposure to environments where minor stress factors exist in fact would prompt them to develop appropriate coping strategies to deal with it. Since educational institutions have a support structure for the transgender people, such exposures could mostly likely lead to positive outcome (Smith et al., 2022).

On the other hand, Glazzard et al. (2020) opined that there would be multiple factors in the educational institutions that can give stress to gender diverse individuals. Such situations could adversely affect the mental wellbeing of transgender individuals if the educational institutions do not have a supportive structure to deal with gender diverse individuals (Glazzard et al., 2020). These studies points out to the need to design and develop appropriate legislatures and supportive framework for making inclusive education a boon for transgender individuals. It also needs to be noted that such exposure to reality in a supportive environment could also create more self-awareness among transgender individuals. These factors could foster courage in gender diverse people even if they face a few negative incidents during the process.

Research Gap

Review of the literature related to the research context revealed that there is considerable research gaps in areas associated with inclusive education and its influence on transgender individuals. Though the need for inclusive education has been mentioned by lot of researchers, there were only very researches that directly connected inclusive education with developing resilience, courage and coping strategies in transgender community. There is dearth in information related to the influence of inclusive education on the transgender people and their



wellbeing. This research gap has been identified and the current research was designed to address this gap to a certain extent.

Developing understanding and gaining valuable insights on the impact and role of inclusive education on the transgender people is important for designing the policy frameworks in the education sector. Inclusive education is expected to create awareness and empathy for the transgender people. It is considered as an important and bold step to empower fellow students, peers and educators about transgender community, in view to make the people more informed and supportive towards the transgender community.

Research Aim

The main aim of the research is to investigate on the role of inclusive education in developing resilience, courage and coping strategies in transgender population.

Research Question

Does inclusive education have any role in developing resilience, courage and coping strategies in transgender population?

Research Objectives

The main objectives of the research are,

- To identify the importance of inclusive education among transgender population
- To assess the influence of inclusive education in developing resilience in transgender population
- To analyze the role of inclusive education in developing courage and coping strategies in transgender population

Research Hypothesis

H1. Inclusive education is not important for transgender population

H2. Inclusive education has no role in developing resilience, courage and coping strategies in transgender population

Research Methodology

Principles of pragmatic philosophy which considers that there are diverse ways through which reality can be interpreted or investigated is applied for the research (Kaushik & Walsh, 2019). Pragmatism philosophy combines the philosophical principles of positivism and interpretivism and so it offers greater scope for investigating complex subjects. This philosophical approach provides greater flexibility in using multiple research methods that are compatible with each other (Creswell and Clarke, 2011). A combination of qualitative and quantitative research methods were used to investigate the role of inclusive education on transgender population. The use of mixed methods in fact gives the researcher greater opportunity to investigate the research problem from diverse perspectives (Hampson & McKinley, 2023). Data from primary and secondary sources were used for the research. Quantifiable primary data was collected using survey method from the transgender population. Non probability sampling technique called convenience sampling was used for selecting the sample population for the research as it was easier and convenient for the researcher based on his or her accessibility (Creswell and Clarke, 2011). About 50 transgender individuals were surveyed using semi structured questionnaire which were processed and analyzed using mathematical and statistical tools. The questions of the survey instrument was framed in alignment with the research objectives. Z test was used for testing the two hypotheses. Statistical analysis using z test was done to assess primary data that is quantifiable. Six transgender individuals were interviewed to gather qualitative primary data. Thematic analysis of the interview responses were done to identify the patterns, trends and themes. Secondary data was collected from both offline and online articles, journals, books, periodicals and other research publications from credible sources that were found to be relevant to the research. The research was designed to confine to the ethical

standards of research. Informed consent was sought from the respondents prior to the survey and the sample selection was based on consent.

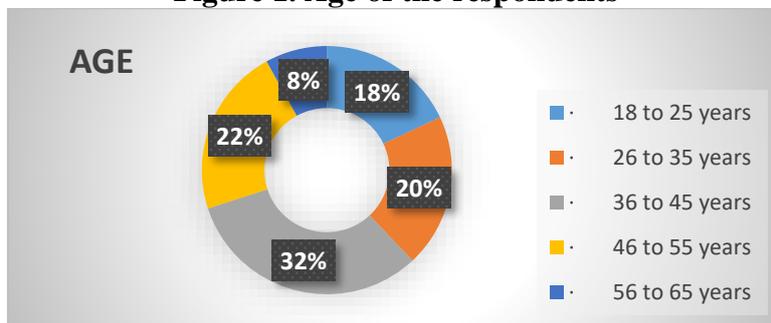
Data analysis

Quantitative analysis is based on the data collected from 50 transgender people using questionnaire survey. The interview questions were thematically analyzed to identify the patterns and themes that emerge.

Analysis of the demographic data

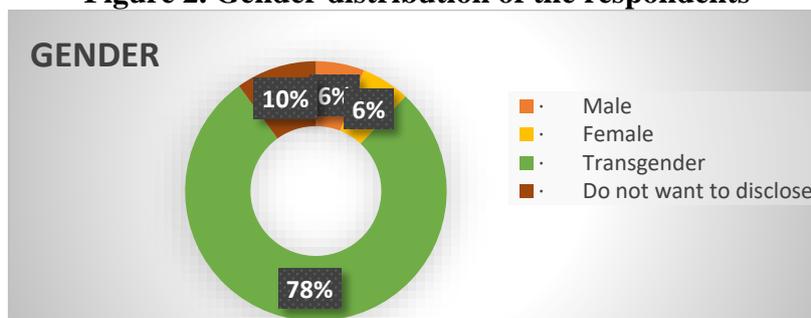
Understanding the demographics of the sample population is important for make close to real interpretations and inferences. Details with regard to age, gender and educational background were collected and is analyzed.

Figure 1. Age of the respondents



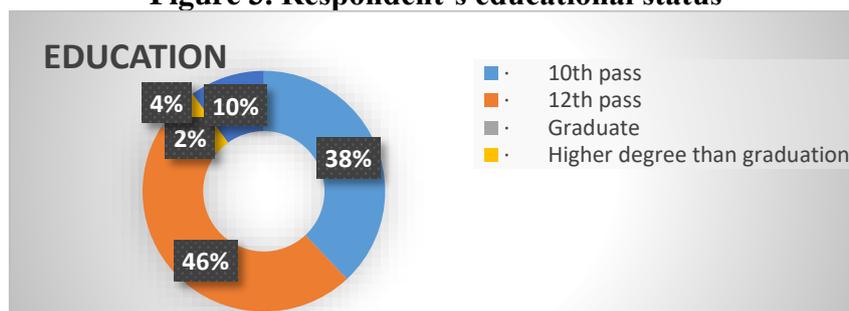
Analysis on the age distribution of the surveyed individuals showed that 32 % of the respondents belonged to the age group 36 to 45 years; about 22 % belonged to the age group 46 to 55 years; 20 % of the respondents were between 26 to 35; 18 % of the respondents belonged to 18 to 25 years group and the rest (8 %) were in the age group 56 to 65 years (Fig 1).

Figure 2. Gender distribution of the respondents



For the research, about 78 % of the respondents identified themselves as transgender; 10 % of survey individuals did not want to disclose their gender identity; about 6 % each identified themselves as males and females (Fig 2).

Figure 3. Respondent's educational status

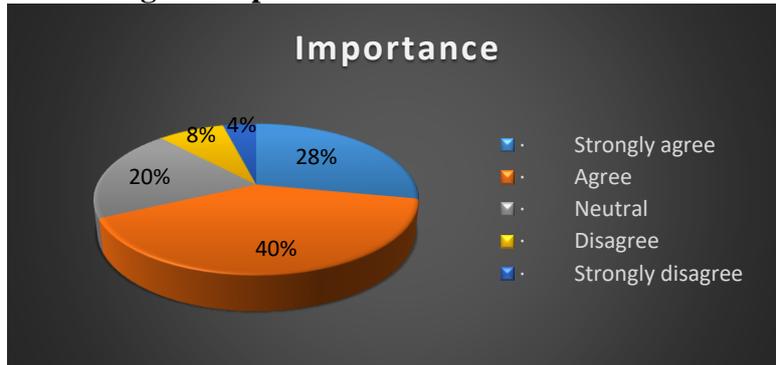


Based on the assessment it was seen that about 46 % of the respondents were 12th pass; about 38 % were 10th pass, 10 % were others; 4 % of the respondents had higher degree than graduation and the 2 % were graduates (Fig 3).

Variable data analysis

Importance of inclusive education for transgender people

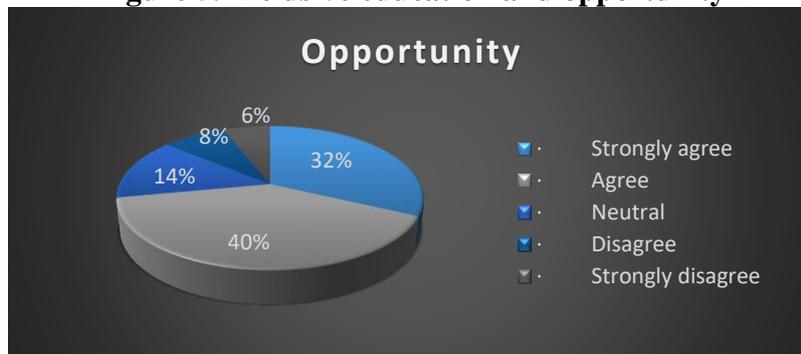
Figure 4. Assessing the importance of inclusive education for transgender



The analysis on the importance of inclusive education for transgender community showed that majority (about 40 % agree and 28 % strongly agree) of the respondents gave positive responses; about 20 % remained neutral and about 12 % of the surveyed individual gave negative responses (Fig 4).

Inclusive education and opportunity for transgender

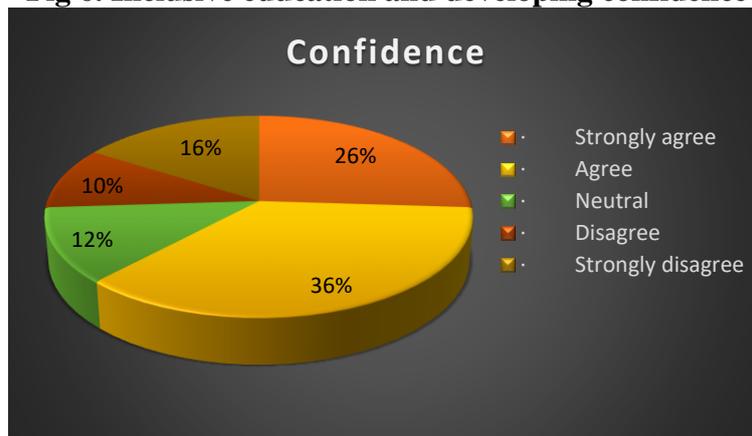
Figure 5. Inclusive education and opportunity



The analysis showed that about 72 % of the surveyed individuals claimed that inclusive education provides opportunity for transgender people; while 14 % remained neutral and the rest (14 %) gave negative responses (Fig 5).

Inclusive education and its support in developing confidence

Fig 6. Inclusive education and developing confidence

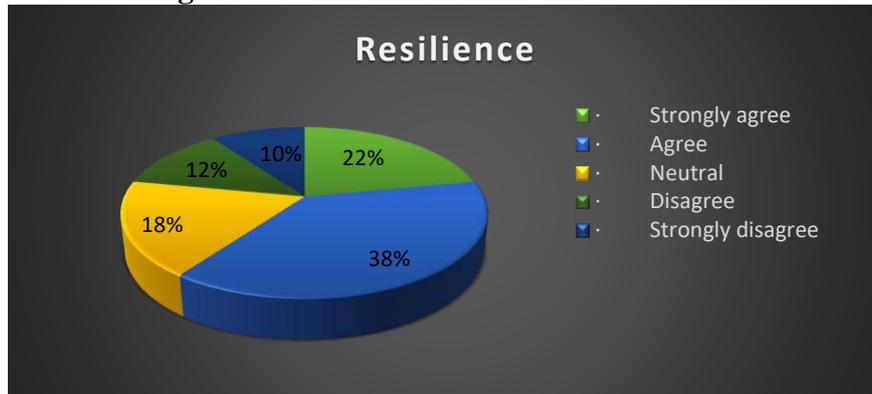




Evaluations on the role of inclusive education to attain confidence in transgender showed that about 62 % gave positive responses; about 26 % gave negative responses and 12 % remained neutral (Fig 6).

Inclusive education and resilience in transgender

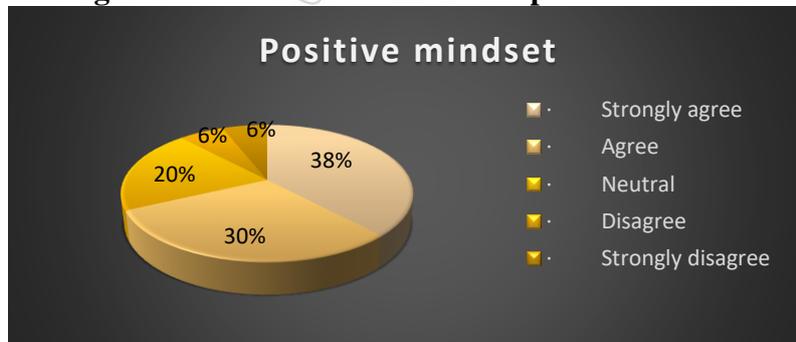
Figure 7. Inclusive education and resilience



Based on the assessment on whether inclusive education was helpful for transgender people in becoming resilient, indicated that a fair majority (about 38 % agreed and 22 % strongly agreed) of the surveyed individuals gave positive responses, about 18 % remained neutral, 12 % disagreed and the remaining 10 % strongly disagreed to the statement (Fig 7).

Inclusive education and developing positive mindset in transgender

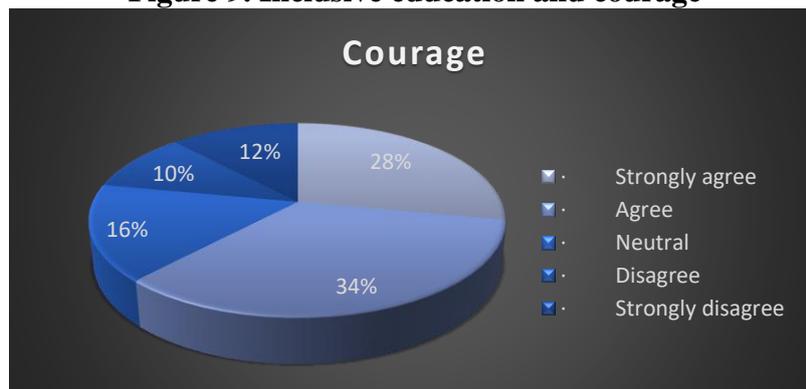
Figure 8. Inclusive education and positive mindset



Evaluations on the role of inclusive education in developing positive mindset in transgender individuals showed that about 38 % strongly agreed, 30 % agreed, 20 % remained neutral, 6 % strongly disagreed and remaining 6 % of the respondents also disagreed to the statement (Fig 8).

Inclusive education and developing courage in transgender

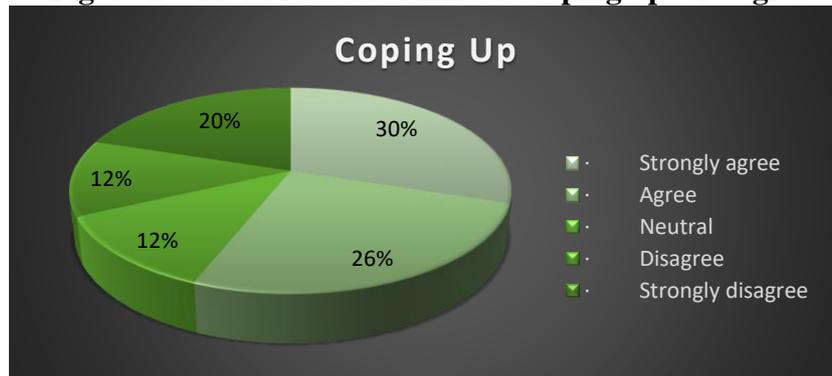
Figure 9. Inclusive education and courage



The analysis on whether inclusive education is helpful in developing courage in transgender showed that majority (about 62 %) of the respondents gave positive responses, while 16 % remained neutral and about 22 % (10 % disagree and 12 % strongly disagree) gave negative responses to the statement (Fig 9).

Inclusive education and developing suitable cope up strategies in transgender

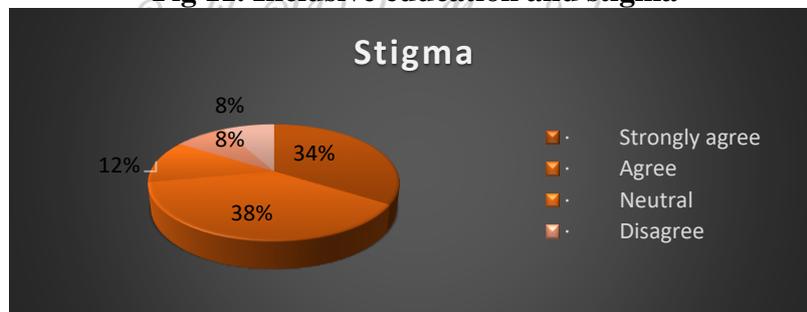
Figure 10. Inclusive education and coping up strategies



Majority (about 56 %) of the respondents gave positive responses to the statement whether inclusive education was useful in developing appropriate coping up strategies in transgender, while about 32 % (20 % strongly disagree; 12 % disagree) gave negative responses and the remaining 12 % remained neutral (Fig 10).

Inclusive education and its usefulness in dealing with the stigma in transgender

Fig 11. Inclusive education and stigma



Analysis on the capability of inclusive education in dealing with the stigma in transgender showed that about 38 % of the respondents agree; 34 % strongly agree; 12 % were neutral, 8 % strongly disagree and 8 % disagree to the statement (Fig 11). This indicates that inclusive education could support them to deal effectively with the stigma associated with transgender to a certain extent.

Thematic analysis of the interviews

The interview responses of the six transgender individuals were processed and analyzed to identify the themes, patterns and trends (Table 1).

Table 1. Thematic analysis of the interviews

Interview Questions	Patterns / Trends identified	Themes
What is the importance of inclusive education for transgender community?	<ul style="list-style-type: none"> - Create awareness - Empowerment - Helps in understanding 	Create awareness and empowers individuals



<p>How can inclusive education support the transgender in building resilience?</p>	<ul style="list-style-type: none"> - Prepares the transgender to be more tolerant - Provide insights about transgender people - More chances to know how other people treat them - Interact with different individuals and learn more about their perceptions - Gets opportunity to know more about themselves and create self-awareness 	<p>Develop self-awareness and become more resilient to the discrimination or biased treatment</p>
<p>Do you think inclusive education prepare the transgender people to be more courageous in facing the challenges as it comes? Why?</p>	<ul style="list-style-type: none"> - Provides a supportive framework - Opportunity to interact with peers and tutors who are supportive as well as discriminatory - Legislations will be in place to deal with bullying and other discriminatory activities - Recognises their differences from others 	<p>Supportive framework; recognition and legislatures</p>
<p>Is there any relation between inclusive education and the capability developed in transgender to cope with the discrimination? Please explain.</p>	<ul style="list-style-type: none"> - Supportive authorities - Create empathy and compassion towards transgender - Awareness on how others consider and treat transgender people 	<p>Support and love from peers. Develop empathy and compassion</p>

Results and Findings

Importance of inclusive education for transgender

H1. Inclusive education is not important for transgender population

This hypothesis was tested using z test to understand the importance of transgender people and the results are given in the table (2).

Table 2. z test for hypothesis testing of the first hypothesis

	<i>Q 2</i>	<i>Q 4</i>
Mean	3.84	3.28
Known Variance	1.29	1.04
Observations	50	50
Hypothesized Mean Difference	0.00001	
z	2.594103582	
P(Z<=z) one-tail	0.004741895	
z Critical one-tail	1.644853627	



The z -value is higher than the z-critical value. Based on this result the researcher rejects the null hypothesis. As the Z critical value is 1.644 and the calculated z value is 2.59, it can be inferred that inclusive education is important for transgender (Table 2).

Role of inclusive education in developing resilience, courage and coping strategies in transgender

H2. Inclusive education has no role in developing resilience, courage and coping strategies in transgender population

Second hypothesis was tested using z test and the results of which are given in the table. (table 3)

Table 3. z test for hypothesis two

	<i>Q8</i>	<i>Q7</i>
Mean	3.8	3.3
Known Variance	1.76	2.17
Observations	50	50
Hypothesized Mean Difference	0.00001	
<i>z</i>	1.783405269	
P(Z<=z) one-tail	0.037260178	
z Critical one-tail	1.644853627	

The z -value is higher than the z-critical value. Based on this result the researcher rejects the null hypothesis. As the Z critical value is 1.644 and the calculated z value is 1.78, it is found that inclusive education has a role in developing resilience, courage and coping strategies in transgender population (Table 3).

The research shows that inclusive education is very important for the transgender individuals as it has the capability to inculcate lots of positive traits among transgender with the support of empathetic and compassionate educators and fellow students. It also enable them to develop greater levels of tolerance and create self-awareness, which is found to be very important in developing resilience, courage and coping strategies in transgender population.

It was found that inclusive education could influence the transgender in developing resilience. Through inclusive education they get more opportunity to interact with diverse people and understand how others perceive about transgender people. Interactions with people who are empathetic as well as discriminatory in fact provides the transgender people more chances to develop awareness about themselves and to be more mindful of the possible responses from the society. These findings are in alignment with the observations made by Kia et al (2023). According to Kia et al. (2023) healthy and unhealthy exchanges could happen, which can turn out to be good learning experiences to the transgender individuals and thereby form supportive frameworks in building resilience.

The research indicated that inclusive education has appreciable role in developing courage and coping strategies in transgender population. In educational institutions they could get exposed to both negative and positive incidents as people are diverse and have different perceptions about transgender individuals. So exposure to reality in a supportive environment is considered as a means to create self-awareness, which in turn could encourage and prepare them to be bold and courageous to face the reality. It would also be useful in developing appropriate strategies to cope up with the stress factors that exist in educational institutions. In addition to that, there is need for empowering the educators, tutors and fellow students to be more empathetic and compassionate towards gender diverse individuals. Such efforts could result in developing an appropriate supportive framework for transgender people in educational institutions. At the same time, other individuals also would get to know more about the transgender people and



the difficulties they face from these interactions. Such interfaces form integral to creating empathy and other positive perceptions among fellow students.

Conclusion

Assessments revealed that inclusive education has definite role in developing resilience, courage and coping strategies in transgender population. It was noticed that inclusivity in education is important for their holistic development. Through inclusivity they get opportunity for interacting with diverse individuals who hold different perceptions about gender diverse individuals. Transgender people could get exposed to both positive and negative incidences at these institutions, which can add to the stress factors. Transitions could occur in these stress filled environments as well, if they get good support from empathetic and compassionate peers and tutors. Transgender individuals become more aware of the reality through their interactions and they get to know more about how other people perceive them. Insights on the reality in fact could encourage transgender individuals to develop positive traits that supports them to remain resilient and to adopt appropriate strategies to cope up with the stressful environment. On the other hand, constant interface with transgender people could even transform the mindset of peers, educators and others, which in turn can create a more supportive and inclusive environment at educational institutions.

References

- Creswell, J. W. & Plano Clark, V. L. (2011). Designing and conducting mixed method research. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Domínguez-Martínez, T. & Robles, R. (2019). Preventing transphobic bullying and promoting inclusive educational environments: Literature review and implementing recommendations. *Archives of Medical Research*, 50 (8), pp. 543-555. <https://doi.org/10.1016/j.arcmed.2019.10.009>.
- Drury, S., Stride, A., Firth, O. & Fitzgerald, H. (2023). The transformative potential of trans inclusive PE: The experiences of PE teachers. *Sport, Education and Society*, 28 (9), pp. 1118-1131. DOI: [10.1080/13573322.2022.2034142](https://doi.org/10.1080/13573322.2022.2034142)
- Glazzard, J., Jindal-Snape, D. & Stones, S. (2020). Transitions into, and through, higher education: The lived experiences of students who identify as LGBTQ+. *Front. Educ.* <https://doi.org/10.3389/educ.2020.00081>
- Gorman, K., Shipherd, J., Collins, K., Gunn, H., Rubin, R., Rood, B. & Pantalone, D. (2020). Coping, resilience, and social support among transgender and gender diverse individuals experiencing gender-related stress. *Psychology of Sexual Orientation and Gender Diversity*. 9. [10.1037/sgd0000455](https://doi.org/10.1037/sgd0000455).
- Hampson, T., & McKinley, J. (2023). Problems posing as solutions: Criticising pragmatism as a paradigm for mixed research. *Research in Education*, 116 (1), pp.124-138. <https://doi.org/10.1177/00345237231160085>
- Horton, C. (2020). Thriving or surviving? Raising our ambition for trans children in primary and secondary schools. *Front Sociol.*, 5, p. 67. doi: [10.3389/fsoc.2020.00067](https://doi.org/10.3389/fsoc.2020.00067).
- Johnson, B. & Mughal, R. (2024). Towards a critical pedagogy of trans-inclusive education in UK secondary schools. *International Journal of Inclusive Education*, DOI: [10.1080/13603116.2024.2326612](https://doi.org/10.1080/13603116.2024.2326612)
- Kaushik, V. & Walsh, C.A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Soc. Sci.*, 8, 255. <https://doi.org/10.3390/socsci8090255>
- Kelley, J., Pullen, S. A., Gelly, M. A., Chiniara, L. & Chadi, N. (2022). School factors strongly impact transgender and non-binary youths' well-being. *Children (Basel)*, 9 (10), p.1520. doi: [10.3390/children9101520](https://doi.org/10.3390/children9101520).



- Kia, H., Kenney, K., MacKinnon, K. R., Abramovich, A., Salway, T., Ferlatte, O., Knight, R., Charles, G. & Marshall, S. K. (2023). It saves lives: Peer support and resilience in transgender and gender diverse communities. *SSM - Qualitative Research in Health*, 3, 100264. <https://doi.org/10.1016/j.ssmqr.2023.100264>.
- Kumar, G. & Roy, N. (2023). Awareness on transgender and their inclusion in higher education, 13 (5), pp. 184 – 190. https://www.researchgate.net/publication/371137969_awareness_on_transgender_and_their_inclusion_in_higher_education
- Lucassen, M. F. G., Núñez-García, A., Rimes, K. A., Wallace, L. M., Brown, K. E. & Samra, R. (2022). Coping strategies to enhance the mental wellbeing of sexual and gender minority youths: A scoping review. *Int J Environ Res Public Health*, 19 (14), p.8738. doi: 10.3390/ijerph19148738.
- Martino, W., Kassen, J. & Omercajic, K. (2022). Supporting transgender students in schools: Beyond an individualist approach to trans inclusion in the education system. *Educational Review*, 74 (4), pp. 753-772, DOI: [10.1080/00131911.2020.1829559](https://doi.org/10.1080/00131911.2020.1829559)
- Omercajic, K. & Martino, W. (2020). Supporting transgender inclusion and gender diversity in schools: A critical policy analysis. *Front. Sociol.*, 5 (27). doi: 10.3389/fsoc.2020.00027
- Ruff, N., Smoyer, A. B. & Breny, J. (2019). Hope, courage, and resilience in the lives of transgender women of color. *The Qualitative Report*, 24 (8), pp. 1990-2008. <https://doi.org/10.46743/2160-3715/2019.3729>
- Sarmah, B. & Nehru, Dr. (2023). Educational equity and equality of (LGBT) transgender in India: Special reference to National educational Policy (NEP-2020). *Research and Reflections on Education*, 20 (4).
- Smith, G., Robertson, N. & Cotton, S. (2022). Transgender and gender non-conforming people's adaptive coping responses to minority stress: A framework synthesis. *Nordic Psychology*, 74 (3), pp. 222-242. DOI: [10.1080/19012276.2021.1989708](https://doi.org/10.1080/19012276.2021.1989708)

Appendix 1. Survey questionnaire and interview questions

Survey questions for collecting data on “The role of inclusive education in developing resilience, courage and coping strategies in transgender population”

Thank you for showing your willingness to be a participant in the research survey. The research work aims to investigate on the “The role of inclusive education in developing resilience, courage and coping strategies in transgender population”. The survey will hardly take 10 to 15 minutes of your time and the interview will take a maximum of about 15 to 20 minutes to complete.

The researcher has approached you based on your signed consent letter and you are allowed to withdraw your participation at any part of the research survey or interview. Your identity will be kept confidential throughout and after the completion of the research.

Thanking you.

Demographic Questions

1. Please mention your age category?
 - 18 to 25 years
 - 26 to 35 years
 - 36 to 45 years
 - 46 to 55 years
 - 56 to 65 years
2. How do you identify?
 - Male
 - Female
 - Transgender
 - Do not want to disclose
3. Education you possess?



- 10th pass
- 12th pass
- Graduate
- Higher degree than graduation
- Others

Variable Based Questions

1. Inclusive education is important for transgender wellbeing.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

Inclusive education provides more opportunity for transgender community.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Inclusive education support transgender to be more confident.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. Inclusive education is helpful for the transgender in becoming more resilient.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. Inclusive education is helpful for transgender in developing positive mindset.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. Inclusive education is helpful in developing courage in transgender.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Inclusive education is helpful in developing appropriate strategies to cope up with societal discrimination.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5. Inclusive education is helpful in dealing with the stigma attached to transgender.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Interview Questions

1. In your opinion, what is the importance of inclusive education for transgender community?
2. How can inclusive education support the transgender in building resilience?
3. Do you think inclusive education prepare the transgender people to be more courageous in facing the challenges as it comes? Why?
4. Is there any relation between inclusive education and the capability developed in transgender to cope with the discrimination? Please explain.