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KEYWORDS	ABSTRACT
Gender Variant Students, Bullying, Hostility, Educational Impact, School Education	The study sets out to explore comprehensive sides where gender identity can cause bullying among students in the arena of education. This study aims to quantify prevalence of bullying, assess psychological effects, rate the impact of bullying on the academic performance, and establishment of correlation to dropout rates. The data were collected through qualitative method. that included interviews with gender variant student's inception from everywhere. The results indicate the extremely high rates of bullying, which lead to serious mental health complications, the subsequent drop-in educational performance, and more frequent school exits that occur in the gender nonconforming students in comparison with their classmates. The proposal provided should be carried out such as anti-bullying policies that are complete in nature being created, implementation of school settings, which are nurturing and including in nature, mental health services being offered, and participation of parents & the community in the fight against bullying. These provisions are seen as essential amid various strategies and tactics that need to be put in place in provision of a safe and empowering the learning environment for gender nonconforming students to be taught (well) and achieve.
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INTRODUCTION

The gender variant people are those who have different gender identity from the gender they were assigned to at birth. Such students are often exposed to discrimination and hostility in educational environments, where they might face bias from peers and teachers and sometimes even institutional policies. According to research, gender variant students are bullied and harassed more than their

other fellows (Kosciw, Palmer & Kull, 2018). These detrimental events can be severe on their mental health by enhancing depression, anxiety, and stress symptoms (Greytak, Kosciw & Diaz, 2016). According to National Center for Transgender Equality (2015) report, bullying or harassment was suffered by 77% of the gender variant students in America. Not only their academic performance and engagement are affected but they also experience the psychological imbalances and negative attitudes from people who fit no part. The combination of multiple effects of bullying can be seen by the fact that gender variant students, for example, find it easier to miss school, do not partake in the activities of or the classroom, and can be observed as not being able to do academic achievements (GLSEN, 2019).

The educational setting is the stage where students develop personally and academically. Still, for gender variant students, this environment becomes place of bullying, harassment & discrimination. These occurring adversities can make them experience the acute mental conflicts and prevent them from succeeding at school, and thereby, be the major cause of their dropout. Bullying in educational environments has always been viewed as a worrying issue that is detrimental to the mental sanctity and academic achievement of the students. They, in particular, those students who belong to gender variant come across provisions that are unique in schools. The underlying stress of a lack of identity reform is unique, but discrimination and marginalization they face related to their gender identity are also specific types of the discrimination (Kosciw, Greytak, Palmer & Boesen, 2014). The mental well-being of gender variant students is not only affected by bullying but also has a strong effective influence upon their academic performance. The students who are being bullied have difficulty in concentrating, low grades, and higher rates of absenteeism. For gender variant students, unfriendly school environment seen through bullying can lead to a non-interest in school activities and hence poor grades, and finally, school dropping out for this specific minority group (Birkett, Espelage, & Koenig, 2009).

Objectives of Study

1. To quantify prevalence of bullying experienced by gender variant students in educational institutions in particular context.
2. To examine the psychological impacts of bullying on gender variant students in educational institutions in particular context.
3. To assess relationship amid bullying and educational outcomes, particularly dropout rates, among gender variant students.

LITERATURE REVIEW

Studies showed that their gender variant schoolmates are more likely to be bullied and harassed (Kosciw et al., 2018). It has been found that such events are related to the effectiveness of the mental disorders like depression and anxiety (Greytak et al., 2016). On other hand, the said circumstances mostly result in academic failure and attendance rates, leading to dropout with high rates (Toomey et al., 2013). The studies that have been done on this show that gender variant students are mostly affected by bullying. According to National Center for transgender Equality (2015), overwhelming majority of gender variant students undergo verbal harassment (77%), physical attacks (54%), and sexual assault (24%) at school. In similar manner, the Gay, Lesbian & Straight Education Network

(GLSEN) noted that around 75.1% of gender variant students felt really unsafe in school due to their gender identity. This percentage was the same for about 70% of students who were avoiding school events and extracurricular activities since these activities were considered unsafe by them (Kosciw, Palmer, & Kull, 2018). There is no doubt that the impact of bullying on gender variant students is tremendous and it mainly has negative consequences. In this connection, the study emphasized that bullying has a direct correlation with the depression, anxiety, and thoughts of being suicidal in the gender variant youth.

Through a study led by Grossman and Augelli (2006), it was found that gender variant teenagers who are regularly exposed to heavy bullying tend to have several depressive episodes and even think about committing suicide. This argument has also been upheld by subsequent study directed by McGuire, Anderson, Toomey, and Russell (2010), which shows that student innocent to bullying is not at the same high risk of the mental problems as the ones who are bullied. However, the effect of bullying on gender variant students is very severe and deserves special attention. Meyer's (2003) minority stress theory which is about negative psychological effects on the gender variant students allows a correct understanding of this problem. According to theory, chronic stress faced by gender variant people for being diverse in their social environment as result of social stigma, discrimination, and thw harassment dramatically triggers the person's mental health to be in a negative direction. Hatzenbuehler's (2009) study which indicates the fact that minority stress leads to violent distress as it was witnessed among LGBT members including gender variant students. Among bisexual and questioning (unsure of their sexual orientation) students, the academic consequences of bullying are equally disturbing.

Bullying diminishes school attendance, academic performance, and involvement of gender variant learners. According to the National Center for transgender Equality (2015), 15% of gender variant students have quit school as they were severely mistreated. The fact that the rate of school dropout is so high definitely means that gender variant students have to face constant oppression in school. Kosciw et al. (2018) argued that bullying is the main reason for gender variant students' increased absenteeism. Specifically, gender variant students are more likely to cut classes or whole school days to not expose themselves to the misbehavior. Such absenteeism, in turn turning into problem adopts much lower academic achievement and deprived opportunities to learn and participate in school activities. Birkett, Espelage, and Koenig (2009) data showed that the adverse school climate generated by aggression against gender variant students strongly determines the school outcomes of them. The long-term effects of bullying on education are also severe. Forced to leave the school to some extent, the gender variant students lose their chance to pursue the higher education and have permanent jobs, thus continuing cycle of economic instability and marginalization (Russell, Kosciw, Horn, & Saewyc, 2010).

This is very important in ensuring the academic success of students to build supporting environment in school for all gender. One of most intensifying results of bullying is its serious effect on the school dropout rates. The school dropout rate of gender variant students is relatively high, especially those who are often victims of bullying. Dropping out of school has number of long-term adverse outcome for these students, such as the insufficient job opportunities, lower income, and a greater chance of

poverty (Russell et al., 2011). The hostile environment can damage relationships with peers, making it difficult for the gender variant students to build supportive friendships. Choosing to leave school is common in cases where students feel unsafe and deserted in the school environment. Thus, many educational institutions lack adequate policies and support systems to protect and support gender variant students. Insufficient training for teachers and staff on how to handle bullying and support gender variant students exacerbates the problem. Seelman's (2016) study indicated that the gender variant adults who had been victims of the bullying and harassment in their school careers were far more likely to report having dropped out of high school in comparison to those who had not been subjected to such abuse.

RESEARCH METHODOLOGY

Research design for present study was qualitative and researcher used the case studies as a research technique allowed us to explore lived experiences of transgender students who had been bullied. Data was collected from six gender variant students, who are firmly identified to be representatives of some stories.

Table 1 Thematic Framework

Theme	Sub-Themes	Description
Prevalence of Bullying	Frequency and Forms	"Analyses the frequency of intimidation against gender-variant students and how it develops in some cases (verbal harassment, physical attacks, cyberbullying)."
	Settings of Bullying	"Reveals classroom bullying, where it happens most (classrooms, hallways, online platforms)."
Psychological Impacts	Mental Health Issues	"Discusses the possibilities of depression, anxiety, and annoyance besides side effects on the bullied gender people."
	Self-Esteem and Identity Issues	"Stresses the connection between bullying and gender variant students' self-assurance loss and also to their gender identity development."
Academic Consequences	Attendance and Engagement	"Examines impact of bullying on school attendance, interaction during lessons, and involvement in school activities."
	Academic Performance	"Determinates how much bullying sounds as much negative grades, or test scores, and the overall academic achievement of gender-variant students."
Social Implications	Peer Relationships	"Inspects the influence of bullying on the ability of the gender-variant students to create and sustain friendships."
	Isolation and Exclusion	"Writes up issues of bullying and its impact on social exclusion & peer group identities, even going to extent of school activities."

Theme 1: Prevalence & Forms of Bullying

The respondents argued that because of their gender identity they frequently experience bullying. Moreover, it is in different form like abusive slangs, unwanted physical touch, and many of the time they receive on their mobile phones' porn movies, nude photos of their male fellows and adult messages as well just because of their gender identity. In this linking, respondents argued that "It felt like every day there was something new to worry about; either someone calling me names or pushing me around". According to Kosciw, Greytak, Palmer, and Boesen, (2014), these manners of

the bullying are common and significantly contribute to the gender variant students' disrespectful school climate.

Theme 2: Psychological Impacts of Bullying

The respondents argued that "The bullying made me feel like I was constantly on edge, and I started having panic attacks regularly". Moreover, they shared the experience and responded that "I felt worthless and began doubting my identity because of the constant negative feedback from others". The bullying of gender variant students leads to severe psychological problems, such as heightened anxiety, depression, and thoughts of self-slaughter (Greytak, Kosciw, & Diaz, 2016). In this regard, the Grossman and D'Augelli (2006), as well as McGuire et al. (2010) have shown that these students have a greater chance of suffering from the mental health issues as a consequence of their constant bullying and harassment.

Theme 3: Academic Consequences

The respondents argued that "I couldn't focus in class because I was always worried about the next bullying incident". Moreover, they shared the experience and responded that "My grades dropped significantly because I was too scared to go to school regularly". Thus, the academic performance of gender variant students is affected by bullying, with bullying, which increases the absenteeism and lowers grades, decreasing result. As a consequence of the existing blockage of schools, students will not participate in functions to escape bullying incidents (Taylor, 2019). The research study points out that the students who take gender non-conforming dress into consideration are the ones who are generally disassociate themselves from the school activities for the sake of avoiding bullying (Kosciw et al., 2018).

Theme 4: Social Implications

The respondents argued that "No one wanted to be friends with me because they were afraid, they'd get bullied too". Moreover, they shared experience and responded that "I stopped going to school events because I felt so isolated and unsafe". Bullying, on the other hand, leads to segregation and exclusion from community for those students who are gender variant, thus impeding their formation of real mutual relation (Seelman, 2016). Therefore, safety matters, including their gender expression, are the reason why many students keep away from school functions and extracurricular activities (GLSEN, 2019).

DISCUSSION

Bullying has become a necessary hassle in educational institutions and it has a huge influence on the health and academic performance of the gender variant students that requires a comprehensive approach that includes policy changes, increased awareness, and targeted interventions to cater to the diverse situations.

Prevalence & Forms of Bullying

Sub-themes: Verbal Harassment, Physical Harassment, Cyberbullying

Gender variant students are the victims of bullying at school in great numbers than their peers are. According to Kosciw et al. (2018), safety has become a concern for 75.1% of gender variant students

due to their gender expressions at school, and 70.0% of them have not participated in school events and extracurricular activities only because of safety reasons. In this linking, verbal maltreatment, which includes name-calling and the using of derogatory language, is seen as the most typical form of bullying experienced by these students. An example involves one student being constant object of jokes. The student, as an illustration, was constantly derided by others because of their looks and many choices of the clothing, which they did not select in compliance with the traditional gender norms can help mitigate the adverse effects of bullying and promote the well-being and academic success of all students.

Physical harassment, the most frequent type of violence, but least frequently reported, nevertheless has a detrimental effect on the health and psychological, mental development of the pupils with a disordered sexual identity. According to National Center for Transgender Equality (2015), 54% of gender variant students stated that they had been attacked physically during their schooling in the diverse circumstances. Thus, one student narrated an occurrence of being pushed and shoved in the corridor by his/her schoolmates, which led to his/her physical injury and later the feeling of the anxiety of being around them. In addition to this cyberbullying, it is noteworthy that it is not only confined within the school premises but also extends to the children's private spaces. Along with the upward movement of the social media use, often, the gender variant school scholars get the hazing challenge online, though not only offensive remarks but also the error of gossip, and the exchange of threatening messages.

Psychological Impacts

Sub-themes: Depression, Anxiety, Suicidal Ideation

Bullying of transgender students and the problem is deep and complicated. According to [Greytak, Kosciw, and Diaz \(2016\)](#), bullying results in a higher degree of depression, anxiety, and stress among them. The possibility of depression is quite high due to the large percentage of students saying that they are feeling sad, hopeless, and uninterested in activities that they used to like. One interviewee asserted that the persistent bullying resulted in them feeling invaluable and exceedingly unhappy, thus affecting their entire mental health. This psychological issue, anxiety, is a serious consequence of bullying. The frequent fear of being harassed or attacked creates a pervasive worry and anxiety. This prolonged stress can stop the students from concentrating on their academics and from social activities. A student told of her anxiety where she often dreaded and suffered from going to school while facing their tormentors. It can be said that suicidal ideation is the most perilous consequence of bullying. A study found that gender variant students who are subject to severe bullying are twice more likely to consider suicide ([Grossman & Augelli, 2006](#)). One answer stated that bullying they suffered affected them and they considered ending their own life since they felt there was no way to escape the harassment.

Academic Consequences

Sub-themes: Absenteeism, Lower Academic Achievement, Disengagement

The academic performance of the gender variant students is ultimately affected by bullying. The unsympathetic school environment practically always has this as a result more of the time than the

other ways, different students skip classes or even entire school days to avoid harassment (Birkett, Espelage, & Koenig, 2009). One of respondents suggested that they were frequently absent from school as they couldn't stand idea of encountering their bullies, leading to gaps in their education are the consequences. A low performance in the academics is set off by absenteeism and the stress of bullying. Students with gender variance themselves frequently find it hard to pay attention in class, not finish homework, and do well in tests because they are too much bothered by power of a bully over their emotions.

According to Kosciw et al. (2018), bullying has a negative impact on the academic performance of these students, that results in lower grades and reduced educational outcomes. One of participants reported that their grades dropped and it was harder for them to concentrate on the lessons as they were often harassment. Disengagement from the school activities is another critical academic value. Bullying creates a tense environment where gender variant students feel like they do not fit and are in danger, thus the need to escape from the constant harassment by avoiding class participation, extra-curricular events, & interaction with others. This indifference is causing significant decrease in their learning and growth in all areas thus, it deprives them of prospects for their personal and social development. One of the students, in particular, narrated how he/she refrained from taking part in school clubs and events, and he/she voluntarily chose route of isolation in order to escape subsequent harassment.

Social Implications

Sub-themes: Unsafe School Environment, Lack of Support, Long-term Consequences

The cumulative consequences associated with bullying, can eventually result in a situation where more gender variant students are forced to drop out of school. According to the National Center for Transgender Equality's report (2015), as many as 15% of the gender variant students abstain from school due to the fact that they are subjected to flattery. The environment at school is neither safe nor secure, and this is the primary reason why it is difficult for an individual to develop. In the event of always being threatened and unshielded the oppressive behavior, they will inevitably feel so stressed and frightened that they quit continuing education. A particular person mentioned in the study that they made the decision to let bygones be bygones and calls it quits after routinely facing years of assault due to the thought of it being the only way to hang on to their inner peace. In this connection, the bullying at school becomes more intense due to the negligence of the school staff or the administration.

Consequently, the gender variant students are abandoned and desolate when bullying incidents are not addressed properly and when the school system is unsupportive towards the victims. Out of all abusive behavior and assaults that were mentioned, one student told how bullying was reported to school officials' multiple times but they did almost nothing to help this student and this student had no other option but to leave school. The problems caused by leaving school early are many and impact a person's life for a long period of time. Gender variant students who leave school because of bullying have a few job chances, and their income is lower, these students are also more likely to be poor people as said in Russell et al. (2011). This only continues a cycle of poverty and raises question

as to importance of schools that must be safe and open to all students and to cooperate with students for their any query.

CONCLUSION

The outcome of the research reveals the far-reaching and complicated the bullying has on students of gender spectrum. In research that makes literature, objectives and methodological approaches. A study has been carried out to reveal that the rate of bullying is drastically higher in gender variant students than it is in their peers. This is manifested through many strategies like verbal harassment, physical attacks, and online bullying. A big number of gender variant people feel unsafe in schools and they often avoid functions and activities related to schools because of fear. Bullying activities bring on the severe mental health consequences like depression, anxiety, and suicidal tendencies to gender variant children. The bullying faced by these children is conveyed by such severe problems. Added anxiety is caused by long-term problem of bullying and it results in frequent distress among transgender students. They become absent, have lower grades, and lose interest in school. Bullying creates a hostile school environment that negatively impacts learning of those students who are being bullied. The outcome of bullying is psychological problem that causes them poor academic results and little chances for learning. The different pressures that bullying could cause them to withdraw from school in combination lead to a lower attendance rate for gender-related students. Significant percent of gender variant students fails to survive at school owing to lot of pressure. The unsafe school environment and lack of support from school staff are primary factors causing these high dropout rates.

Recommendations

1. The schools should apply and enforce inclusive anti-bullying policies that take into account the specificity of the problems that gender variant students face. These policies are primarily their clear definitions of the bullying, procedures for marking occasions and also means of punishing individuals. Staff and students learning how to recognize and stop bullying is the training for them.
2. The parents' participation together with community support in the fight against bullying is a must. Schools ought to devise training workshops and informative meetings to let the parents and the community in on the troubles gender variant students go through and significance of supportive climates in education as well as at home.
3. The point is that flinging along and examining are vital so as to understand the transforming adversities that such kids are up against and to gauge the success of planned interventions. Schools have to take records of bullying acts and of the lives of transgender students to be the ones that frame the policy and the standard.

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