

# Prevalence of Gender Dysphoria and its Association with Subjective Wellbeing and Academic Performance among Adults

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## Abstract

Despite its seriousness, gender dysphoria has been a relatively under-researched area. Literature has convincingly demonstrated that the individual experiencing the gender dysphoria are usually low in subjective well-being and so with academic performance. The primary objective was to examine the prevalence of gender identity dissatisfaction and its association with subjective well-being and academic performance. A cross-sectional survey design was used with a sample of 607 university students (300 males, 307 females) aged 18 to 37. Data were collected using the Gender Identity Questionnaire, Subjective Well-Being Scale, and Academic Self-Efficacy Scale. Statistical analysis using SPSS revealed an inverse relationship between gender identity dissatisfaction, subjective well-being, and academic performance. Results depicted the positive relation between gender dysphoria and subjective well-being as well as gender dysphoria and academic performance. The prevalence of gender identity dissatisfaction was 12%, with 3.29% of participants reporting extreme dissatisfaction. These findings highlight the need for further exploration of gender identity issues in educational settings.

**Keywords:** gender dysphoria, academic self-efficacy, subjective-well-being, prevalence

## Introduction

**M**ost of the psychological disorders are still poorly understood by the common population of this era despite the rapid knowledge advancements. Noteworthy is that different symptoms can occur without perceiving these symptoms as an associate of an explicit disorder. Additionally, the behavior

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associated with these experiences could be interpreted as normative variations instead. Another such condition that is often left unrecognized is gender dysphoria, especially in Eastern cultures. It is a distress state due to incongruence between an individual's sex at birth and gender identity. Persons with gender dysphoria may be dissatisfied with the gender assigned at birth, desire to transition sex, and desire to have the characteristics of the other gender.

The beginning of the word orientation came from the Old French "gendre" (presently named "classification"), which signified "kind, sort, family." By and large, kids are doled out to their orientation upon entering the world in light of their life systems and chromosomes. For most youngsters, this orientation task compares to their orientation character, a natural feeling of recognizing oneself as male or female. A few youngsters could encounter disjointedness and develop into transsexual grown-ups (Hauskeller, 2022).

Some adolescent and children do not have the ability to identify the gender identity in conformity with traditional masculine or feminine roles of the society resulting into cultural clashes. People who are suffering from gender dysphoria, experience a very large disparity between the gender to which they were born and the gender identity that they believe they are. They might undergo with an inclination to get free of their naturally assigned gender characteristics and a strong desire to have the characteristics of opposite gender; a striking inconsistency between sex characteristics and gender identity; a sturdy inclination to be the other gender or to have the sex characteristics of other gender; an impulse to be treated as being the opposite gender (DSM 5).

This feeling of anxiety or disappointment might be so extreme it can prompt wretchedness and uneasiness and destructively affect everyday life. Gender personality alludes to our feeling of what our identity is and the way in which we see and portray ourselves. A great many people distinguish as "male" or "female". These are once in a while called "paired" identities. There are also those away from birth sexuality who have their respective orientations different from their biological sex. Some might have female privates and bosoms however don't distinguish as a female or feel feminine. Some individuals don't characterize themselves as having a "double" personality. For them the idea of orientation isn't applicable to their identity. They might utilize various terms, for example, a gender, orientation

assorted, orientation non-adjusting, to depict their character. Be that as it may, collectively, they are frequently called "non-paired".

Gender schema theory postulates that a person's gender identification (their feeling that they are male, female or neither) is often referred to as their gender identity. The terms gender identity dissatisfaction and gender dysphoria are related. Gender dysphoria is the psychological suffering of someone whose assigned sex at birth is not concurrent with the person's gender identity (Bem, 1981). Whereas, Minority Stress Theory explains why the members of stigmatized minority groups experience more chronically high levels of stress. It is this stress of social structure, discriminatory events and a chronic experience of prejudice. The oppression is not just in the form of major discrimination, but also the interference of everyday hassles and watching out for potential bias (Frost & Meyer, 2023).

Reasons and causes behind gender dysphoric personalities may vary from culture to culture and are still unclear. Recent studies have pointed out towards hormonal imbalances to be the cause of gender dysphoria (Jarín et al., 2017). Also, research suggests a biological foundation incorporating genetic, neurological, and endocrine elements (Boucher & Chinnah, 2020). Increased prevalence of gender dysphoria arises from unusual prenatal androgen exposure in utero during the prenatal period due to congenital adrenal hyperplasia (Boucher et al:2020). Other reasons may include gender discriminations and gender preferences. The following signs indicate that you are not happy with your biological gender.

However, recent studies show that the gender identity dissatisfaction can make a person to feel unhappy with their psychological well-being and academic performance (Ahmad et al., 2023). Many investigations have analyzed how self-perception disappointment changes with age in spite of the fact that there is some proof that self-perception disappointment is amazingly steady across the grown-up life length, essentially until they are very more established (Tiggemann, 2004). Self-perception is an individual subjective evaluation about one's physique and anatomical functionality while self-perception dissatisfaction means an adverse stance towards the body.

The central aspect of disquiet of people with Gender dysphoria is body disappointment, which is basic feature of negative assessment of their appearance. According to the Indicative and Measurable Manual of Mental Problems (DSM), the

community of GD is a checked incongruence between apparent personality and the orientation that a person enters the world with. The progressions in more seasoned grown-ups may speed up self-perception disappointment, which might bring about a lessening in general confidence and once in a while even outcome in significant illnesses like sorrow (Palenzuela-Luis et al., 2022).

In addition, clinically huge pain or weakness in major areas of working is also associated with such incongruence. In the last rendition of the DSM, this definition was taken on to decrease shame, like restricting access to mind. Likewise, some examination discoveries show that appearance appears to turn out to be less significant as we age, and certain individuals might come to acknowledge their maturing appearance as a characteristic condition of life.

The distinctions in the importance of family backing and companion support in more established grown-ups as well as that social help might direct the impact of self-perception disappointment, it is sensible to expect that family backing and companion backing will direct the connection between self-perception disappointment and feeling of control as well as the connection between self-perception disappointment and emotional prosperity. Moreover, family backing and companion backing might work in various ways.

The expression "orientation incongruence" to characterize people who see an inconsistency between their relegated orientation upon entering the world and their orientation personality. Up to this point, a few examinations investigated body discernment and body disappointment in people with, taking into account it as connected with optional sexual qualities as well as related with neuter body highlights, shape of body, and actual looks (Cabral et al., 2016).

Besides, research tending to self-hurting in two distinct examples (one taken from everyone and the other alluded to an orientation center) of orientation non-adjusting people has shown that body uneasiness and weight concerns imply danger factors for self-mischief and self-destruction endeavors in transsexual people. Taking into account its different degrees of examination, body distress in people with GI is calculate that needs more profundity understanding. Up to this point, the trouble of seeing a delightful self-perception for people with GI has been evaluated for the most part through self-report instruments (Stangor et al., 2020).

Subjective wellbeing can be defined as how pleasant [life] feels, how effectively it fulfils expectations, how deemed attractive it is, etc. Moore (2019). SWB spans a wide range of ideas, from transient encounters in our daily lives to far more general assessments of our life as a whole. The lack of negative affect and the presence of good affect, as well as depressive symptoms, appear to be the most widely used indicators of subjective well-being. In the broadest sense, negative affect encompasses a variety of unpleasant mood states like anxiety, dread, hostility, disgust, and scorn and predicts subjective distress.

Positive affect, on the other hand, encompasses zeal, energy, mental alertness, interest, delight, and resolve and represents people's level of joyful interaction with the environment. (Desmet 2012). The degree to which people value themselves and how they view themselves are reflected in subjective wellbeing. Self-esteem comprises emotional states including triumph, despair, pride, and humiliation in addition to views about oneself. It had a positive correlation with life satisfaction and pleasant effects in this line.

Gender is frequently included as a demographic background variable in studies about children's SWB (Cummins, 2014). Feminist theory, however, asserts that gender is a potent social construct that has an impact on both the lives of men and women as well as those of boys and girls (Baker-Miller, 1986). Adopting this viewpoint urges us to consider gender as an important social construct that requires closer consideration rather than just a background variable. It is quite challenging to distinguish between biological and cultural causes for the apparent differences between boys and girls. While the sociology of gender has examined how boys and girls are socially produced, research on sex differences has traditionally concentrated on traits thought to be biological and innate differences (Frawley et al., 2014).

There is evidence of greater pervasiveness of GD in people with scholastic execution and prosperity. However, there was building proof that the medically introverted populace had an increased possibility of GD. Nonetheless, some studies aim against this theory. GD is likewise developing proof that youth misuse, disregard, abuse, and physical or sexual maltreatment may be related with GD. In this case, there are people who have a worse prognosis regarding emotional well-being when expressing higher body dissatisfaction and GD. Additionally, individuals with GD have excessively high paces of despondency, self-destructive ideations, and substance use

regardless of whether founded on by the study of disease transmission. Gender dysphoria (GD) portrays a gathering of people with trouble coming about because of the feeling of confusion between one's orientation character and birth sex (Singh, et al., 2021).

The aim of current study was to check the prevalence of gender identity dissatisfaction among adults. The research focused on to check the relationship of gender identity dissatisfaction with subjective well-being among adults and to check the association of gender identity dissatisfaction with academic performance among adults.

Although, many investigations are completed to investigate predominance of gender identity dissatisfaction, personality disappointment and its association with scholarly execution and prosperity. Research on gender identity dissatisfaction character disappointment is still restricted yet it is advantageous to inspect the connection between orientation personality and abstract well-being. Unfortunately, gender identity dissatisfaction personality disappointment and its relationship with scholarly performance is as yet a new idea in our way of life and there is an absence of exploration in Pakistan on linking this variable with different elements. As far we know, no past exploration has examined it; therefore, this examination was intended to fill these gaps.

## Methodology

### ❖ Research Design

The proposed study was conducted through a cross sectional research design to record the prevalence of dissatisfaction in gender identity and in relation to subjective wellbeing and academic performance. Quantitative method was used to collect the data and a survey technique was used.

### Sample - Table 1 - Sociodemographic Characteristics of participants

Characteristics	<i>n</i>	%
Gender		
Male	300	49.4

	Female	307	50.6
Age of the participants			
	18-22	510	84.0
	23-27	94	15.5
	28-32	3	0.5
Marital status			
	Unmarried	578	95.2
	Married	29	4.8
Socioeconomic status			
	Lower	8	1.3
	Middle	581	95.7
	Upper	18	3.0

A sample of 607 adult (n=607) participated in the current study among which 300 adults were male (n=300) and 307 adults were female (n=307). The participants selected for the study were university students enrolled in different degrees with age ranges from 18-32, belonging from both rural and urban areas with different socioeconomic status.

#### ❖ Sampling Technique

This study used the Random sampling technique for collecting the data.

#### ❖ Inclusion Criteria

The adults with an age group of 18-32 enrolled in the university as a student were included in the current study.

#### ❖ Exclusion Criteria

The adults with an age group of 18-32 but not enrolled in the university as a student and adults of all other age groups were excluded from the current study.

#### ❖ **Research Instruments**

Three questionnaires Gender Dysphoria/ Gender Identity questionnaire, Subjective Wellbeing and Academic Self-Efficacy Scale were used. Instruments basically consists of some sort of questions to check the Prevalence of Gender Identity Dissatisfaction and its Association with Subjective Wellbeing and Academic Performance.

#### ❖ **Gender Dysphoria / Gender Identity Questionnaire**

Gender Identity/ Gender Dysphoria Questionnaire for adolescents and adults was developed by Deogracias et al., 2007. The GIDYQ-AA consisted of 27 items pertaining to gender identity and gender dysphoria. Each item was rated on a 5 point response scale, with the past 12 months as the time frame. The response options were Always (coded as 1), Often (2), Sometimes (3), rarely (4), or Never (5). Items 1, 13, and 27 were reversed scored. The Cronbach's alpha value of this scale was 0.97.

#### ❖ **Subjective Well-Being Scale**

BBC Subjective Wellbeing was developed by Pontin et al., 2013. The BBC SWB is comprised of 24 items hypothesized to reflect three underlying dimensions; 'psychological well-being'; 'physical health and well-being'; and 'relationships'. These comprised the three subscales of the measure (Table 1). Participants completing the scale were instructed that the questionnaire 'attempts to measure how happy you feel generally in most parts of your life'. In contrast to the previous version of the scale, where participants were required to select one of four options, in the revised version, respondents were required to select their answer from one of five options that best describes their experience. These were; 'not at all' (1); 'a little' (2); 'moderately' (3); 'very much' (4); and 'extremely' (5). All items except one were scored positively from one to five, with five reflecting greater well-being. One item, asking about anxiety and depression, was reversed scored. The Cronbach's alpha of this scale was .944.

#### ❖ **Academic Self-efficacy Scale**

The General Academic Self Efficacy was developed by Nielsen et al., 2018. The General Academic Self-Efficacy scale was used to measure academic self-efficacy. This five-item self-report scale measures academic self-efficacy on a five-point Likert

scale ranging from 1 (strongly disagree) to 5 (strongly agree). Akanniand Oduaran (2018) reported acceptable levels of internal consistency with a Cronbach's alpha of 0.81.

#### ❖ **Procedure**

The study was conducted according to the departmental committee ethical review committee regulations. In this research three questionnaires were administered. Students were asked to provide information and along with varying their participation, their consent was guaranteed by their assurance that the given data will not be revealed and can be used for research purpose. The average conclusion took about 10 to 15 min, and each member had a chance to provide reactions on the surveys.

#### ❖ **Ethical Consideration**

All authors reviewed the manuscript and took complete responsibility for the accuracy, handling, and interpretation of the data. The study was conducted under the ethical standards of institution and national as well as Helsinki Declaration including basic principles of informed consent; of voluntary participation; and of protection of their privacy and integrity. All participants were fully informed about the work and agreed to it willingly, which implied that they could withdraw from the study at any time without penalty. They were protected from the privacy and integrity and their consent was documented in writing or formally witnessed if it was not obtained in writing. After ensuring that the subject had understood the information; the researchers obtained the subjects freely-given informed consent; preferably in written. Confidentiality of the participant was maintained by not revealing the data to others.

#### ❖ **Statistical Analysis**

Statistical Package for the Social Sciences (SPSS version.25.0) was used for this purpose. SPSS is software of analyzing quantitative data. It is usually used for analyzing the complex statistical data to create various tables and graphs through tests to interpret the results.

❖ **Results**

**Table 1 - Psychometric Properties for Scales**

Scale	<i>M</i>	<i>SD</i>	Range	Cronbach's $\alpha$
Gender identity dissatisfaction	116.49	20.37	46-135	.938
Subjective well-being	99.14	18.20	38-120	.937
Academic Performance	20.13	3.73	5-25	.807

Table 1 showed that the psychometric properties for the scales used in the present study.

**Table 2 - Descriptive Statistics and Correlations for Study Variables**

Variable	1	2	3
1. GID	1		
2. SWB	.666**	1	
3. ASE	.648**	.651**	1

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

The table 2 showed that relationship between gender identity dissatisfaction and subjective wellbeing was positive and significant at 0.01 level ( $p = .666^{**}$ ). The relationship between GID and Academic performance was positive and significant at 0.01 level ( $p = .648^{**}$ ) and the relationship between SWB and Academic performance was also positive and significantly correlated with 0.01 level ( $p = .651^{**}$ ).

**Table 3 - Prevalence of Gender Identity Dissatisfaction among Adults by Frequency and Percentage**

Variable	<i>n</i>	%
Gender identity dissatisfaction		
Extremely unsatisfied	20	3.29
Unsatisfied	53	8.73
Satisfied	42	6.91
Extremely satisfied	492	81.05

The above table showed that 20 participants (3.29%) were extremely dissatisfied from their gender identity, 53 participants (8.73%) were unsatisfied from gender identity, 42 participants (6.91%) were satisfied from their gender identity and 492 participants (81.05%) were extremely satisfied from their gender identity. Overall the table showed that the 12% participants from overall population were unsatisfied from their gender identity.

**Table 4 - Regression Coefficients of Gender Identity and Subjective Well-Being**

Variable	<i>B</i>	$\beta$	<i>SE</i>
Constant	29.93***		3.2
GID	.594***	.666	0.27
R <sup>2</sup>	.443		

Note N = 607, \*\*\*p<.001

Above Table showed the impact of gender identity dissatisfaction on subjective wellbeing. The R square value of .443 revealed that the predictors explained 44.3% variance in the outcome variable with F (1, 603) = 479.61, p<. 001. The findings

revealed that gender identity dissatisfaction positively influences the subjective wellbeing ( $\beta=.666$ ,  $p<.001$ ).

**Table 5 - Regression coefficient of Gender Identity on Academic Performance**

Variable	B	$\beta$	SE
Constant	7.103***		.671
GID	.119***	.648	.006
R <sup>2</sup>	.42		

Note N = 607, \*\*\* $p<.001$

Above Table showed the impact of gender identity dissatisfaction on Academic performance. The R square value of .42 revealed that the predictors explained 42% variance in the outcome variable with  $F(1, 605) = 438.19$ ,  $p<.001$ . The findings revealed that gender identity dissatisfaction positively influences the Academic performance ( $\beta=.648$ ,  $p<.001$ ).

**Table 6 - The comparison of gender identity dissatisfaction between male and female using T-test**

Gender	N	Mean	Std. Deviation	T-Test Comparison	
				T-Score	P-value
Male	300	120.38	15.32	4.731	0.00
Female	307	112.69	23.74		

The above table showed comparison of gender identity dissatisfaction according to gender either the males and females' choice same or different to check the significance of difference using T-test. From the analysis of collected data from the

respondents the researcher found male respondents having mean 120.38 with standard deviation 15.32 and the average score of female respondents was 112.69 with standard deviation was 23.74. The comparison showed that male respondents having higher level of gender identity dissatisfaction as compared to female respondents. T-test was used to check the significance of difference and t-score was 4.731 with p-value is 0.00 showing the test was significant at 5% level of significance.

**Table 7 - The comparison of Gender Identity dissatisfaction in case of Socio-economic status**

Socio economic status	N	Mean	S.D	95% Confidence Interval	
				Lower Bound	Upper Bound
Lower class	8	109.51	33.27	81.68	137.17
Middle class	581	116.88	19.58	115.28	118.48
Upper class	18	107.05	33.74	90.27	123.83
Total	607	116.49	20.37	118.87	118.12

**Table 8 - ANOVA showing significance regarding socio economic status**

Source of Variation	Sum of Squares	d.f	Mean Square	F	Sig.
Between Groups	2083.52	2	1041.761	2.521	0.81
Within Groups	249566.21	604	413.189		
Total	251649.74	606			

The above table showed the comparison of gender identity dissatisfaction level of the respondents according to socio economic status. From the analysis it was

observed that a lower-class people having average score 109.51 with standard deviation 33.27, average score of middle-class respondents was 116.88 with standard deviation was 19.58, the average score of upper-class people was 107.05 with standard deviation 33.74. The comparison showed that the middle-class people having higher gender identity dissatisfaction. ANOVA test was used to discuss the significance and value of test and F-score value was 2.521 with p-value 0.81 showing the test was significant at 5% level of significance.

## **Discussion**

The first hypothesis was “The overall prevalence of gender identity dissatisfaction would be higher”. The study's finding of a 12% overall prevalence of individuals experiencing gender dysphoria, with 3.29% reporting extreme dissatisfaction with their assigned gender, necessitates a nuanced interpretation. While a 12% prevalence might initially appear low, particularly if compared to rates of other mental health conditions, such a comparison can be misleading. The prevalence of gender identity dissatisfaction is highly sensitive to the criteria used for its assessment, the specific population under study, and the socio-cultural context in which the research is conducted.

One example of this is that prevalence rates for studies using more inclusive definitions of gender variance or using measures that encompass greater ranges of gender related distress are invariably higher than the rates reported in studies using the narrower measures. On the other hand, research that only examines individuals looking for clinical treatment of gender dysphoria produces lower numbers because it excludes those who are dissatisfied but not seeking medical or psychological treatment.

Additionally, the context of the current study is in the university setting which brings with it a distinct range of variables. As an environment of a university, you tend to get more aware of and accepting of diverse gender identities. However, the age range of university students under 37 years could be a developmental time when it is easy to explore human identity, like gender. This study is equally important because of the cultural context. In the case of gender identity dissatisfaction, cultural norms and values on gender roles, gender expressions, and gender identities vary dramatically across societies with huge implications in both the reporting and experience of gender identity dissatisfaction.

The less likely people would be to report feeling gender identity dissatisfactions would be in cultures with rigid gender binaries and strong social sanctions against gender nonconformity, fear of stigma, or discrimination or rejection. However, in more 'forgiving' and inclusive cultural environments, people might be safer to manifest themselves out of uniform, which allows for greater number of self-reported dissatisfaction as they edge their identification. This makes the 12 % prevalence of this study to be interpreted with caution and within the context of the sample and culture setting.

Hila Zitelny (2015) oversaw a study to look into the relationship between orientation character and wellbeing. Contradictory findings have been made on the relationship between wealth and how central a group is to an individual's psyche (centrality), particularly among impeded groups (such as women). In Examinations 1 through 10 (all out N = 5,955), we controlled for common difference between unmistakable orientation personality angles to explain these connections. A variety of prosperity characteristics were mistakenly linked with recognition and a sense of belonging. Well-being was negatively correlated with centrality. Both sexes may have predicted these results. Concentrates on 11 to 14 (all out N = 2,380) indicated that orientation imbalance and felt adjustment stress to the manly job among men may interfere with the unfavorable relationship between orientation centrality and prosperity.

This Social Learning theory states that people use their role models as they mold both their gender. SLT confirm that learning is in fact through observation reinforced indirectly (Akers & Jennings, 2015). According to this theory gender identity dissatisfaction were more in middle class participants (Bandura, 1997). As the middle class have more moral values and they have more restriction towards respective gender identity. They cannot allow doing whatever they want just because of their social values also. So, upper and lower class were not going through such things so middle class have more gender identity dissatisfaction.

The second hypothesis "There would be a significant relationship of gender identity dissatisfaction with subjective well-being among adults". This finding of a significant positive relationship for gender identity dissatisfaction, subjective well-being, and academic performance creates a compelling paradox which needs more in-depth exploration. It is based on the intuition that greater gender identity dissatisfaction invariably leads to less subjective well-being and better academic

performance because of the psychological distress and social challenges that often accompany this condition.

Thus, there are several potential explanations, not mutually exclusive, that can explain this apparently counterintuitive result. Individuals of gender identity dissatisfaction may find means to cope better and be more resilient as a way of coping with such experiences. Some of these might include variety of behaviors and attitudes, such as: Attempting to build and develop strong social support networks consisting of understanding friends, family or community groups (Matsumoto et al., 2009)

Engaging in self-care practices such as mindful, exercising or creative expression that help one to be more emotionally regulated and stress reduced. Having a good self-efficacy and agency in the face of adversity can make him or her have good outlook and increase motivation. By actively participating in gender affirmation processes, such as investigating gender expression or taking medical transition, this can be stressful but in the longer-term results in increased authenticity and well-being (Hosseini et al., 2024).

Wen Kokkonen (2001) directed a study to look at emotional health, orientation, and personality. This study investigates the relationship between orientation personality and abstract prosperity using data from Taiwan, involving one's own detailed degree of delight as a proportion of emotional prosperity. The findings suggest that a person's perceptions of women's orientation roles in the family, the workplace, and legislative issues are inextricably linked to their relegated social category, the characteristics associated with that social class, and the actions taken to conform to the standards of orientation personality. It is also discovered that an individual's advantages or disadvantages in orientation personality cause increases or decreases in the degree of happiness, which is consistent with Akerlof and Kranton's (2005) identity model.

The third hypotheses "There would be a significant relationship of gender identity dissatisfaction with academic performance among adults". The results showed that there was a positive and significant relationship between gender identity dissatisfaction and academic performance ( $p=.6518^{**}$ ). If the gender identity dissatisfaction increases, then academic performance decrease and if gender identity dissatisfaction decreases, then academic performance increases.

The regression finding revealed in table 4 gender identity dissatisfaction positively influenced on academic performance ( $B=.648, p<.01$ ). Walberg's theory of academic accomplishment argues that, factors of psychological traits of certain students, and the psychological settings in which they are found affect the rate of learning outcomes (cognitive, behavioral and attitudinal) (Reynolds & Walberg, 1992).

## Conclusion

This research explored the prevalence of gender identity dissatisfaction and explored its association with subjective well-being and academic performance among adults. This study offers new findings in the field of the gender identity and the associated psychological and social factors. Results support that gender identity dissatisfaction is significantly associated with subjective well-being and academic performance in adults. In particular, the study illustrates the intricate nature of the gender identity dissatisfaction with regard to these very elements of the life of people. Furthermore, the study also shows that not only do gender identity dissatisfaction affect individuals on an emotional level, but it also affects their academic engagement and success. These results emphasize the need to deal with the problems that result from the dissatisfaction in their gender identity. In conclusion, this research offers great insights into gender identity dissatisfaction as a prevalence and its effect on subjective well-being and academic performance. The results highlight the importance of further research and assistance for men and women dealing with gender identity issues.

## Limitations of the Study

There are some limitations to our study.

- The sample size selected for the current research was quite small. As the data was collected from 607 students of a University, so the results may not be generalized to a larger population or to the students of the overall Universities.
- As data was collected only from adult population of a single University, so the research does not cover the educational settings of students from different regions of Pakistan. i.e. of schools and colleges.
- Moreover, cross-sectional research design has implemented by the researchers, hence it does not constitute the predictive power of longitudinal study.

- Further, only quantitative method has used for data collection, and participants have filled the data through questionnaires so, the results cannot be supposed true as whole.

### **Recommendation for future research**

Finally, in view of the study's findings and limitations, following recommendations may be taken into consideration as a literature for future research subject. Since, current study has a small sample size. Future studies could not only be conducted among different educational institutes but also among the youth present in low key areas which are usually neglected while considering the research sample and can have large number of sample participants so the results can be generalized to a large population of interest. Current findings are entirely computed using quantitative data collection approach, so that the questionnaire is only available proof for the devastation, and we have to prevalence of gender dissatisfaction and its association with subjective well-being and academic performance among adults except the participant's assessment, 100% correct, as it is the sole source of data available. Future research can utilize different data collection techniques i.e. qualitative method can be used to capture participant's perception regarding prevalence of gender dissatisfaction and its association with subjective well-being and academic performance among adults, or observational methods can be effective in cross checking of participant's behavior, effectively.

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