

Pampati, S., Andrzejewski, J., Sheremenko, G., Johns, M., Lesesne, C. A., & Rasberry, C. N. (2019). School Climate Among Transgender High School Students: An Exploration of School Connectedness, Perceived Safety, Bullying, and Absenteeism. *Journal of School Health, 89(3), 190-198.*

(Sanjana Pampati, 2019) examines the school climate experienced by transgender high school students in relation to four factors: school connectedness, perceived safety, bullying, and absenteeism. The study collected data through an online survey of 113 transgender high school students in the United States. The study contributes to the growing body of research on the experiences of transgender students in schools, highlighting the negative impact of a hostile school climate on their well-being and academic success. The authors provide recommendations for educators, administrators, and policymakers to create a more supportive school climate for transgender students, and implementing anti-bullying policies that specifically address discrimination based on gender identity. Overall, this article provides valuable insights into the challenges faced by transgender students in schools and highlights the importance of creating inclusive and supportive environments for all students.

Maqsood, A., Sahar, N. u., & Malik, N. I. (2020). Counseling needs of high school students: exploring teachers' perspective. *Journal of Education and Educational Development, 8(1), 142-158.*

(Aneela Maqsood, 2020) focuses on exploring high school teachers' perspectives regarding the counseling needs of their students. The authors used a qualitative research design and conducted interviews with 20 high school teachers from three private schools in Lahore, Pakistan. The article aims to identify the counseling needs of high school students, as well as the role that teachers play in addressing these needs. Teachers believed that these needs often go unnoticed, and many students are hesitant to seek help. Teachers suggested that they need more training and resources to support their students better. The article highlights the critical role of teachers in addressing the counseling needs of high school students. The authors argue that teachers can play a significant role in identifying students' needs and providing them with appropriate support. The study suggests that there

is a need to improve counseling services in high schools, and teachers should be trained to provide basic counseling services to their students.

Machimbarrena, J. M., & Garaigordobil, M. (2017). Bullying/Cyberbullying in 5th and 6th grade: differences between public and private schools. *Frontiers in Psychology*, 9, 2396.

(Juan M. Machimbarrena, 2017) investigates the prevalence of bullying and cyberbullying in public and private schools among 5th and 6th-grade students. The authors conducted a cross-sectional study with a sample of 1699 students, consisting of 840 students from public schools and 859 students from private schools. The students completed self-report questionnaires that measured bullying and cyberbullying victimization and perpetration. The results showed that bullying and cyberbullying victimization and perpetration were significantly higher among public school students than private school students. The authors suggest that the differences may be due to the different school climates and resources available in public and private schools. The authors suggest that gender differences may be related to the different forms of bullying and cyberbullying that are more prevalent among boys and girls.