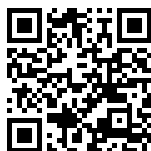


Sociological Research and Innovation (SRI)

Volume 2 Issue 1, Spring 2024

ISSN(P): 3007-3251, ISSN(E): 3007-326X

Homepage: <https://journals.umt.edu.pk/index.php/SRI>



Article QR



Title: Perceptions of Undergraduate Students with Hearing Impairments (HI) Pertaining to their Job Placement

Author (s): Tayyaba Shamas


Affiliation (s): Government Secondary School of Special Education for HIC, Sialkot, Pakistan

DOI: <https://doi.org/10.32350/sri.21.04>

History: Received: January 12, 2024, Revised: March 24, 2024, Accepted: April 05, 2024, Published: June 12, 2024

Citation: Shams, T. (2024). Perceptions of undergraduate students with hearing impairments (HI) pertaining to their job placement. *Sociological Research and Innovation*, 2(1), 69–86. <https://doi.org/10.32350/sri.21.04>

Copyright: © The Authors

Licensing:  This article is open access and is distributed under the terms of [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Conflict of Interest: Author(s) declared no conflict of interest



UMT

A publication of

Department of Sociology, School of Social Sciences and Humanities
University of Management and Technology Lahore, Pakistan

Perceptions of Undergraduate Students with Hearing Impairments (HI) Pertaining to their Job Placement

Tayyaba Shamas*

Government Secondary School of Special Education for HIC, Sialkot, Pakistan

Abstract

This research aims to investigate the perceptions of undergraduate students with hearing impairments regarding their job placement. The study is descriptive in nature and conducted through questionnaires. The main objective of this study is to compare the problems that male and female undergraduate students with impaired hearing face regarding their job placement. For this purpose, data was collected from 78 students of private and public sector universities in Lahore through convenient sampling. The variables related to students' perceptions were mainly demanded, job readiness, employment, and barriers. The collected data is then tabulated and analyzed through SPSS. The findings revealed that the pupils with Hearing Impairments (HI) faced difficulties in getting a job, as they considered their impairments to be a great barrier.

Keywords: hearing impairments, inclusion, inclusive education, job placement, job readiness, perceptions

Introduction

The perceptions of undergraduate students with hearing impairments regarding job placement are critical for understanding the barriers and facilitators they encounter in entering the work environment. Investigating these perceptions helps to provide valuable insights into the effectiveness of current support systems and identify areas that need improvement. This research aims to explore the complex realities that hinder employment for people with HI, offering insights for employers to create more inclusive work environments (Porter-Vaughn, [2022](#)).

The current educational statistics for Pakistan reveal significant challenges. As of the latest reports, around 22.8 million children aged between 5-16 are out of school, making Pakistan the country with the second-highest number of out-of-school children globally (United Nations Childrens Fund [UNICEF], [2019](#)). The situation is particularly severe for

*Corresponding Author: tayyabashamas700@gmail.com



girls and children from poorer households, with substantial regional disparities exacerbating the issue (UNICEF, [2023](#)). Consequently, Pakistan in the domain of academics is far behind in the ranking of South Asian region. According to a study conducted by UNESCO during the years 2015 to 2016, the officially declared rate of literate population from different South Asian neighboring countries, such as Bangladesh, Sri Lanka, and India were very high as compared to Pakistan. The over-all allocated official budgetary amount for the academia sector in Pakistan was 2.83pc (2.83 per-capita).

The United Nations (UN) declared the decade from 1983 to 1992 as the "Decade of Disabled Persons" to promote the rights and well-being of people with disabilities and to increase awareness regarding the benefits of their integration in terms of all the aspects of political, social, economic, and cultural life. During this period, persons with disabilities were grouped into four major categories, namely Hearing Impairments (HI), Visual Impairments (VI), Mental Retardation (MR), and Physically Handicapped (PH) (United Nations, [n.d.](#)).

The official meaning of HI is clarified through the report presented by the Individuals with Disabilities Education Act (IDEA), hearing impairment is defined as an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. This includes children who are deaf or have difficulty in hearing but excludes those whose educational performance is adversely affected primarily by other conditions not classified as hearing impairments (Bleak & Abernathy, [2022](#)).

In the research conducted by Bashir ([2005](#)), it was found that hearing impaired (HI) individuals in Pakistan have been educated in isolated schools since the inception of Special Needs Education (SNE). They are placed in a segregated system, which keeps them separated from their hearing peers. Physical isolation has diminished all conceivable outcomes of social interaction and so segregates them from the day-to-day instructive and socially enthusiastic encounters with hearing children (McArdle & Acevedo-Garcia, [2017](#)). It may be due to the occurrence of changes globally that the thought of "education for all" in Pakistan has taken a step toward a more inclusive environment. The ignorance toward educational policies is the major obstruction to comprehensive instruction in Pakistan (Malik et al., [2014](#)).

As stated in the National Policy for Persons with Disabilities (Government of Pakistan, [2002](#)), in order to achieve the objective, it is important to focus on utilizing data-driven technology and promoting self-employment. It intended to offer motivation to supervisors for the arrangement of work related to crippled/exceptional individuals for vocational preparation, business, and restoration of impaired people. Multiple studies have clarified that the joblessness pace of crippled individuals is higher than that the average individuals (Martin & Honig, [2020](#)).

It has been very obvious that there is a need for a competent management system that can plan, implement, and monitor such innovative strategies which play a key role in finding a way to improve essential instructional areas. This approach will guide professionals in aligning their efforts with updated official benchmarks, significantly enhancing the implementation of a system that parallels current global advancements in academia (Glover, [2014](#)).

Based on the foundation of worldwide research, the current research analyzes and reports that the management is dealing with overcoming workplace issues of such people. In the same line of direction with already stated research findings, similar gaps have also been observed in the context of current study. The research intends to investigate such types of issues that the community of hearing impaired students usually face in Pakistan, as very few researches were available on the Pakistani normative culture and job environment.

The research aims to attain the following objectives.

1. To find out the problems faced by undergraduate students with hearing impairments for their job placement.
2. To compare the problems faced by HI girls and boys about their job placement at the undergraduate level.
3. To compare the perceptions of private and public sector students with hearing impairments about their job placement at the undergraduate level.

Significance of the Study

The current study mainly concerns with exploring the perceptions of such hearing impaired students who are undergraduates. This study helps to

find out their perceptions towards their job-seeking and employment outcomes after accomplishing their graduation.

It also aims to discover the barriers and challenges of students with HI in acquiring job-related skills and subsequent employment. Furthermore, it anticipates that the knowledge generated from this investigation would bring new insights into the employment of HI people and would inform both higher education practices and career guidance at local and national levels.

By understanding the perceptions and needs of students with special needs, educators can design tailored interventions to enhance their job readiness skills and facilitate successful transitions to employment. The study brings attention to the attitudes and practices of employers regarding the recruitment and retention of individuals with HI. By raising awareness about the perspectives of these students, employers can better understand the accommodations and support mechanisms that are necessary to create inclusive work environments.

By 2030, efforts were made to ensure full and productive employment and decent work for all women and men, including individuals with disabilities, with equal pay for work of equal value. Promoting inclusive employment practices, vocational training, and entrepreneurship opportunities is crucial for achieving economic empowerment and social inclusion for persons with disabilities (United Nations, [2015](#)).

To empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status has become the necessity of time. Addressing discrimination and promoting equal opportunities for persons with disabilities in the labor market is essential for reducing inequalities and fostering inclusive societies (United Nations, [2015](#)).

Literature Review

The literature reveals significant challenges faced by undergraduate students with hearing impairments in securing job placements, highlighting barriers, such as inadequate support services, communication issues, and discriminatory hiring practices. Previous studies have emphasized the need for inclusive education and employment policies to ensure equal opportunities for special persons. Despite advancements in educational attainment among HI individuals, their employment rates remain significantly lower compared to hearing peers, underscoring persistent

biases and the necessity for better vocational training and inclusive hiring practices.

Hearing Impairment

Individual with disabilities Education Act (IDEA) defines hearing impairment as an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance (Bleak & Abernathy, [2022](#)).

As reported by Duarte et al. ([2016](#)), facilities are provided to hearing impaired families at the state level. The spectrum of services is not only for homes but also provided at schools, playgroups, and nurseries. They also observed that among all kinds of requirements, there are some services provided to those children in multiple setups. Those services based on the structure and spectrum of facilities are also for the parents and guardians of the children who are affected by hearing impairments.

Duarte et al. ([2016](#)) highlighted that at times the variety and levels of educational problems faced by hearing impaired children are very serious issues. The purpose of academic quality services should be in the direction of its philosophical, sociological, and political options. There are so many differences among the methodological aspects of goal accomplishment. The right to publicly funded education for all students is crucial not only because it effectively provides quality education, but also because it ensures that the financial burden of specialized schools is shared across society. This collective responsibility reflects the values and hopes of parents who want their children to receive the best possible education. Moreover, by guaranteeing access to education, this approach upholds the dignity of every child as a person with equal rights, ensuring that no child is excluded from opportunities due to their circumstances. Ultimately, it reinforces the principle that everyone should have a fair chance to succeed in life, regardless of their background or abilities. Thus, education ought to contribute to the complete development of the individual and every person becomes capable of independent and significant thinking, shaping his or her own judgment. Today, education provides everyone with the liberty of thought, judgment, emotion, and imagination needed to develop the outreach talent with the maximum amount as a doable, autonomous, and participative person (United States



Congress, [1975](#)) (Education for All Handicapped Children Act of 1975, Pub. L. No. 94-142).

Felman ([2023](#)) shared that hearing impairment is a broader term that is used for the reported level of loss in hearing senses that fluctuates in severity from mild to profound loss. The real challenges faced by hearing impaired (HI) students, particularly in social and written communication, have also been revealed. The factors that affect the communication development of individuals with hearing impairments include their personality, cognitive abilities, environment, the degree and type of hearing loss, the amount of residual hearing, the effectiveness of amplification from hearing aids, family support, and the age at which the hearing loss began. HI is a shelter term that is used for loss of hearing at different levels as a result of abnormality in hearing ability. Moreover, communication is a significant issue that understudies with HI are managing, which is actually the issue of connecting or conversing with other individuals. There was a great difference in the social communication development among people with prelingual Hearing Loss (HL) (present during childbirth or happening before the securing of language and the advancement of language) who are more practically incapacitated as compared to those individuals who lost hearing to some degree or range at the end of improvement in language and speech.

Professions, such as medicinal services, copywriting, PC-based employment, and others would be performed efficiently without the capacity to hear, if only the people with HI are given the chance to. A few of the workplace opportunities have been shared below, which listed down the prospects and elements (Abbas et al., [2019](#)).

Education is a fundamental right of all the individuals, including those who have disabilities or are differently abled people. Inclusive education policies and practices are essential for ensuring equal access to education and promoting lifelong learning opportunities while reducing inequality within and among countries (United Nations Educational, Scientific and Cultural Organization [UNESCO], [2019](#)).

To create inclusive, safe, resilient, and sustainable cities and human settlements, it is crucial to have accessible infrastructure, transportation, and public spaces that allow persons with disabilities to participate fully in life. Promoting inclusive planning and design helps to establish barrier-free

environments and fosters social inclusion (United Nations Human Settlements Programme, [2020](#)). Ensuring universal design in educational facilities and making buildings accessible to everyone guarantees that no one feels neglected. Furthermore, promoting sustained, inclusive, and sustainable economic growth, along with full and productive employment and decent work for all, is essential for inclusive development (Runde et al., [2019](#)).

According to Yorke and Knight ([2004](#)), the interpretation of the term 'employment' lies in its meaning that it is a condition which is related to having and or maintaining a paid work as a job. He also stressed that the term 'employability' means 'a set of accomplishments, abilities, information, considerations, and the traits of the students that make them capable of doing work more efficiently and make them more productive and determinant as far as their selected careers are concerned.

In terms of US, the work gap between HI and hearing people is wide and significantly noteworthy. As indicated in the report, "Hearing Impairment and Employment in US: 2016", composed by Carrie Lou Garberoglio, Stephanir Cawthom, and Mark Bond at the National HI Center on postsecondary outcomes in 2014, about 48% of HI individuals were at the workplace when weighed with 72% of hearing individuals. In expansion, around 47% of HI were not the part of workplace as compared to the 23% of the hearing ones. More than 28 million individuals with hearing impairments live in the United States, and nearly one million of them use American Sign Language (ASL) to communicate (Tucci, [2023](#)). The term "hearing impairment" (HI) encompasses a wide range of hearing loss and communication preferences, reflecting the diversity within this community. Studies showed that HI individuals confront infrequent challenges in securing and holding occupations (Tucci, [2023](#)). Despite the mandates of the Americans with Disabilities Act (ADA) of 1990, which aims to strengthen hiring practices and ensure reasonable accommodations for individuals with disabilities, several studies have found that even with training, laws, and increasing awareness of the needs of employees with hearing impairments, challenges persist. However, the work rate of HI population keeps on lowering than the hearing workers. The reason behind the higher joblessness rate in the HI network can frequently be credited to managers contracting practices, misinterpretations, and mentalities.



HI students are gaining degrees from schools and colleges and it has been expanded about four times since early 1970, whereas the rate of HI people participating in the workplace has been on a persistent decrease, as Gerand Walter and Richard Dirmyers examined in 2012 titled, *The Effect of Education on the Occupational Status of Deaf and HI 26-64 Years Old*. In a similar report, over 80% of HI individuals were participating in the workplace during the early 1970s (verses 48% in 2014) (Walter & Dirmyer, [2013](#)). The relentless decrease in business rates in the HI network is due to the biased contracting rehearses by various organizations. Generally, job applicants with hearing impairments often hesitate to disclose their hearing loss and accommodation needs to potential employers. They fear that employers might view them as an extra burden and be reluctant to invite them for an interview.

The current research investigates the attitudes of employers, colleagues and the specific workplace practices that hinder the employment of HI individuals. By identifying these factors, research highlights the areas where employer's education, such as Pakistan Sign Language (PSL) and policy implementations are needed.

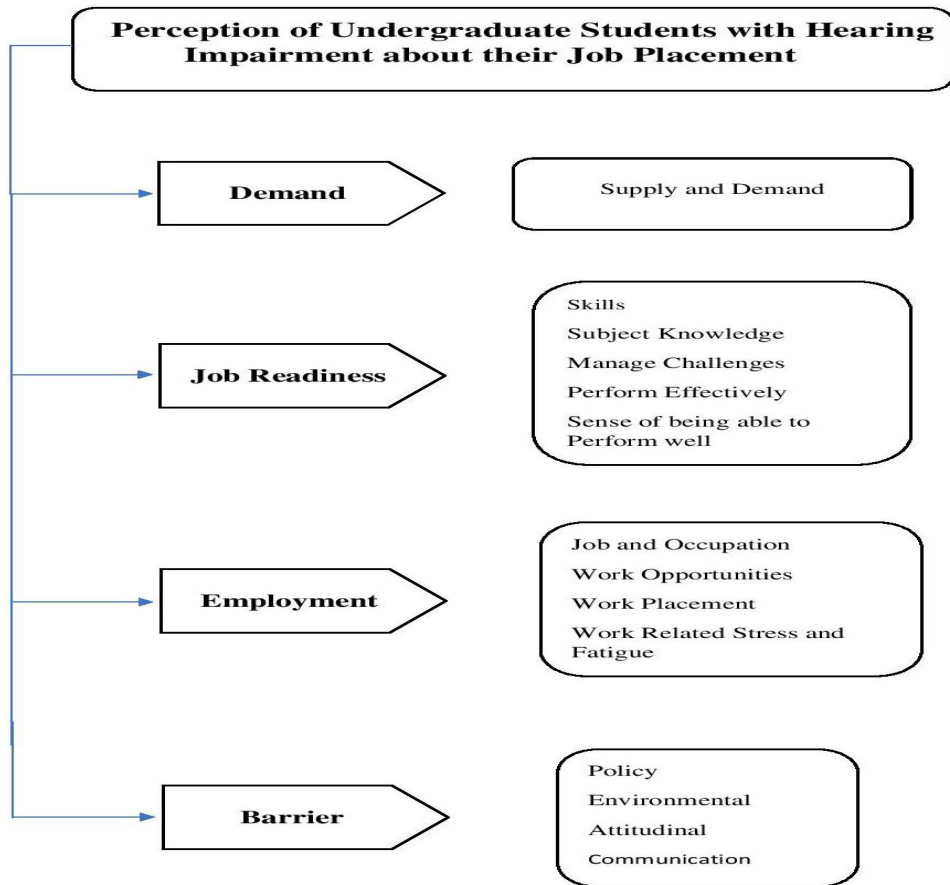
Furthermore, this study explores the support systems available to HI students during their transition from academia to the workforce. This includes evaluating the effectiveness of career counseling, mentorship programs, and workplace accommodations, offering recommendations for enhancing these support mechanisms. This will ultimately inform better policies, practices, and support systems to enhance their career outcomes. This focus will not only highlight areas for improvement but also offer practical recommendations for creating more inclusive work environment.

Conceptual Framework

The theoretical framework for understanding the perceptions of undergraduate students with hearing impairments about their job placement is structured around four key areas, including demand, job readiness, employment, and barriers. Demand explores the relationship between the supply of job opportunities and the demand for them, which significantly influences the employment prospects for students with HI. Job readiness addresses the essential skills and subject knowledge these students need, along with their ability to manage challenges and perform effectively in their roles, contributing to a sense of confidence in their job performance. Employment considers the broader aspects of job placement, including the

nature of the job, work opportunities available, the process of securing a position, and the stress and fatigue associated with work. Furthermore, barriers identify the obstacles that hinder job placement, such as policy related issues, environmental factors, attitudinal biases, and communication difficulties. This framework provides a comprehensive view of the various factors that affect the job placement experiences of HI undergraduate students.

Figure 1
Factors Influencing Job Placement for Hearing-Impaired Undergrads



Methodology

This research is quantitative and descriptive in nature and data was collected through a questionnaire.



The research population was based on 78 undergraduate HI students, both males (75.6%) and females (24.4%) from private and public sector universities in Lahore. Among the respondents, 71.8% were from private sector universities and 28.2% from public sector universities in Lahore.

The convenient sampling technique was used to collect the data from respondents. Pilot testing and expert opinion were used to ensure the validity and reliability of the research tool. The value of Cronbach's alpha for 48 items is 0.838 based on 20 responses, which shows that the number of items from the questionnaire are consistent and reliable. SPSS (Statistical Package for Social Sciences) 21.0 version was utilized to examine the data. T-test Pearson correlation coefficient was used to analyze the data. The data analysis deals with the interpretation and analysis of the data.

Ethical Consideration

Informed consent must be obtained from all the participants, ensuring that they fully understand the study's purpose, procedures, and any potential risks (Halai, [2006](#)). Maintaining confidentiality is important, with personal data anonymous to protect participant privacy (Sinclair, [2020](#)). The research design should aim to minimize any harm, both psychological and emotional, to participants (World Health Organization, [2023](#)). Additionally, it ensures that all of the study's materials and processes are accessible to students with hearing impairments and are provided written materials and sign language interpreters. These considerations will help to ensure that the research is conducted ethically. Through the consent form, the participants were informed that their personal information would not be misused and their identity would not be revealed.

Results

Table 1

Study of Opinion on Job Access, Government Policy and Workplace Barriers

Items	SA	A	N	D	SD
The availability of an interpreter during the job is necessary.	35	22	13	5	3
There should be a clear government policy of employment for the hearing impaired individuals.	23	27	23	4	1

Items	SA	A	N	D	SD
The ability to not have a conversation is a hurdle in getting a job.	16	30	17	13	2
Employers think that disability becomes a barrier in hiring the hearing impaired candidate for the job.	18	22	21	7	10
I feel it's harder to get a job because of my hearing impairment.	26	20	22	5	5

Note. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, and SD- Strongly Disagree

The survey results showed that 44.9% of the respondents strongly agreed that the availability of an interpreter during the job is necessary, 28.2% of the respondents agreed, 16.7% of the respondents remained neutral, 6.7% of the respondents disagreed, and 3.8% of the respondents strongly disagreed with the statement. Moreover 34.6% of the respondents agreed that there should be a clear government policy of employment for the hearing impaired, 29.5% of the respondents strongly agreed, 29.5% of the respondents remained neutral, 5.1% of the respondents disagreed, and 1.3% of the respondents strongly disagreed with the statement.

Furthermore, the findings indicated that 38.5% of the respondents agreed that the ability to have a conversation is a hurdle in getting a job, 21.8% of the respondents remained neutral, 20.5% of the respondents strongly agreed, 16.7% of the respondents disagreed, and 2.6% of the respondents strongly disagreed with the statement. The survey results indicated that disability becomes a barrier in hiring the hearing impaired candidates for the job as 28.2% of the respondents agreed with this statement, 26.9% of the respondents remained neutral, 23.1% of the respondent's agreed, 12.8% of the respondents strongly disagreed, and 9.0% of the respondents disagreed. The above table indicates that 33.3% of the respondents strongly agreed that they feel it's harder to get a job because of hearing impairment, 28.2% of the respondents remained neutral, 25.6% of the respondents agreed, 6.4% of the respondents disagreed and 6.4% of the respondents strongly disagreed with the statement.



Table 2

Independent Sample t-test Comparing the Perceptions of Respondents about Job Placement Based on Gender

	Male		Female		<i>t</i>	<i>df</i>	<i>p</i>
	<i>(n = 59)</i>		<i>(n = 18)</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Job placement	156.25	22.74	178.28	77.85	-1.185	17.893	.252

The above table indicates that there was no significant difference ($t = -1.185$, $df = 17.893$, $p = .252$) between the perceptions of male and female undergraduate students about their job placement after the completion of their degrees.

Table 3

Independent Sample t-test Comparing the Perceptions of Respondents about Job Placement Based on university Sector

	Government		Private		<i>t</i>	<i>df</i>	<i>p</i>
	<i>(n = 22)</i>		<i>(n = 55)</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Job placement	162.50	14.95	160.96	50.00	.141	75	.888

The above table indicates that there was no significant difference ($t = 0.141$, $df = 75$, $p = 0.888$) between the perceptions of students belonging to public and private sector universities.

Discussion

The findings highlighted the significant challenges faced by hearing impaired individuals in the workplace, particularly the need for interpreters during job activities. A substantial majority of respondents (35%) indicated that the availability of an interpreter is essential, as it helps mitigate the anxiety and communication barriers they experience when interacting with hearing individuals. This underscores the importance of accessible communication resources in creating an inclusive work environment for hearing impaired individuals (Dong et al., [2023](#)).

Expanding on the challenges faced by hearing-impaired individuals at the workplace, it is significant to consider the broader implications of these barriers on both employee well-being and organizational productivity. The

lack of accessible communication resources not only heightens anxiety for hearing-impaired individuals but also affects their overall job satisfaction and engagement. According to a study by Santuzzi et al. (2022), employees who do not have access to necessary accommodations, such as interpreters, are more likely to experience workplace stress and lower levels of job satisfaction.

Another key finding is the demand for a clear government policy regarding the employment of hearing impaired individuals, with 27% of respondents emphasizing its importance. This suggests that there is a perceived gap in the current policy framework that needs to be addressed to support equal employment opportunities. The absence of such policies may contribute to the hesitancy of employers in hiring hearing impaired candidates, as 18% of respondents reported that employers view disability as a barrier to employment. This perception likely stems from concerns about communication difficulties and the additional resources required to accommodate hearing impaired individuals (Lee et al., 2023).

Furthermore, the findings revealed that the inability to engage in conversation is seen as a significant obstacle to securing employment, as indicated by 30% of respondents. This challenge is closely linked to the broader issue of employers' attitudes toward disability, with 26% of individuals expressing that their hearing impairment makes it harder to obtain a job. These insights suggest that both societal attitudes and practical barriers, such as communication challenges, contribute to the difficulties that hearing impaired individuals face in the job market. Addressing these issues through targeted policies, awareness campaigns, and workplace accommodations could help improve employment prospects for this marginalized group (Davies et al., 2023).

Conclusion

Research has been conducted to investigate the perceptions of undergraduate students with HI regarding their job placement. The findings of the study showed that HI people have full command on their subject knowledge. They have skills and enough knowledge to get a job related to their field of study and are competent to face professional challenges. It also showed that the availability of interpreters during the job is necessary because they feel nervous while communicating with hearing individuals.

Data revealed that the government policies limit the job opportunities for HI people.

Recommendations

Based on the findings, several recommendations can be made to policymakers and officials in the special education department. Few of them are discussed here.

1. It should be necessary to train the regular students to effectively communicate with HI peers.
2. There is a need to help hearing individuals understand the challenges that hearing impaired (HI) students face in a mainstream academic environment.
3. Professional development for teachers should be mandatory and include training on educating, teaching, and assessing students with hearing impairments. It should also provide guidance on how to enhance employment opportunities for HI students.
4. Teachers should learn how to adapt and integrate the course into a work placement, making workplace accommodation a key element of the development process.
5. There is a need to hire an interpreter at workplace to avoid inconvenience.
6. Substantially HI mindfulness preparation is required for staff in career services and in job centers and other business organizations. This preparation needs to go past the nuts and bolts of correspondence prerequisites and spotlight the genuine difficulties that HI individuals face.
7. The government should make policies and allow a quota system for HI people so that they can get jobs easily.

Conflict of Interest

The authors of the manuscript have no financial or non-financial conflict of interest in the subject matter or materials discussed in this manuscript.

Data Availability Statement

Data availability is not applicable as no new data was created.

References

- Abbas, F., Anis, F., & Ayaz, M. (2019). Employment barriers for persons with hearing impairment in the job market: Employers' perspectives. *Global Social Sciences Review*, 4(3), 421–432.
- Bashir, R. (2005, October 18–19). *Students with hearing impairment in inclusive classrooms* [Paper presentation]. Proceedings of the 2nd International Conference on Inclusive Education: Innovations in Inclusive School Development. Hong Kong, China.
- Bleak, K. W., & Abernathy, T. (2022). *Individuals with disabilities education act (IDEA)*. Routledge. <https://doi.org/10.4324/9780367198459-REPRW196-1>
- Davies, J., Heasman, B., Livesey, A., Walker, A., Pellicano, E., & Remington, A. (2023). Access to employment: A comparison of autistic, neurodivergent and neurotypical adults' experiences of hiring processes in the United Kingdom. *Autism*, 27(6), 1746–1763. <https://doi.org/10.1177/13623613221145377>
- Dong, S., Meros, T., & Seenath, S. (2023). Workplace accommodation requests: Experiences of barriers and facilitators among deaf and hard-of-hearing. *Work*, 76(4), 1565–1578. <https://doi.org/10.3233/WOR-220632>
- Duarte, I., Santos, C. C., Rego, G., & Nunes, R. (2016). School failure in students who are normal-hearing or deaf: With or without cochlear implants. *Springer Plus*, 5, 1–8. <https://doi.org/10.1186/s40064-016-1927-9>
- Felman, A. (2023, April 11). *Whats to know about deafness and hearing loss?* Medical News Today. <https://www.medicalnewstoday.com/articles/249285.php>
- Glover, N. (2014, May 23). *What is competency management? Benefits and best practices*. Quantanite. <https://www.quantanite.com/blog/what-is-competency-management-benefits-and-best-practices/>
- Government of Pakistan. (2002). *National policy for persons with disabilities*. <https://dgse.gov.pk/SiteImage/Downloads/National%20Policy%20for%20Persons%20with%20Disability.pdf>
- Halai, A. (2006). *Ethics in qualitative research: Issues and challenges* (EdQual Working Paper No. 4). The Aga Khan University, Pakistan.



https://www.edqual.org/publications/workingpaper/edqualwp4.pdf/at_download/file.pdf

- Lee, D., Ramírez, M., Castruita-Rios, Y., Chen, X., & Tansey, T. (2023). Effective secondary services in transition-age youth with disabilities: A systematic review of the literature. *Rehabilitation Research, Policy & Education*, 37(1), 80–92. <http://dx.doi.org/10.1891/RE-22-12>
- Malik, A. B., Amin, N., Ahmad K., Mukhtar, E. M., Saleem, M., & Kakli, M. B. (2014). *Pakistan Education for All: Review Report, 2015*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000229718>
- Martin, B. C., & Honig, B. (2020). Inclusive management research: Persons with disabilities and self-employment activity as an exemplar. *Journal of Business Ethics*, 166(3), 553–575. <https://doi.org/10.1007/s10551-019-04122-x>
- McArdle, N., & Acevedo-Garcia, D. (2022). Consequences of segregation for childrens opportunity and wellbeing: Joint center for housing studies, 2017. In E. Mueller & J. R. Tighe (Eds.), *The affordable housing reader* (pp. 113–122). Routledge.
- Porter-Vaughn, L. M. (2022). *Perceptions of deaf and hard-of-hearing college students' work readiness and preparation* (Publication No. 29212204) [Doctoral dissertation, University of Arizona Global Campus]. ProQuest Dissertations & Theses
- Runde, D. F., Erol, Y. K., & Sundar, R. R. (2019). *The new missing middle in development finance*. Center for Strategic and International Studies. <https://www.jstor.org/stable/resrep53705>
- Santuzzi, A. M., Martinez, J. J., & Keating, R. T. (2022). The benefits of inclusion for disability measurement in the workplace. *Equality, Diversity and Inclusion: An International Journal*, 41(3), 474–490. <https://doi.org/10.1108/EDI-06-2020-0167>
- Sinclair, C. (2020). Developing and revising the Canadian code of ethics for psychologists: Key differences from the American psychological association code. *Ethics & Behavior*, 30(4), 249–263. <https://doi.org/10.1080/10508422.2019.1711094>
- Tucci, D. L. (2023). NIDCD's 5-year strategic plan describes scientific priorities and commitment to diversity, equity, inclusion, and accessibility. *Ear and Hearing*, 44(3), 437–439. <https://doi.org/10.1097/AUD.0000000000001363>

- United Nations Children's Fund. (2023). *Global annual results report 2022: Gender equality*. <https://www.unicef.org/reports/global-annual-results-report-2022-gender-equality>
- United Nations Educational, Scientific and Cultural Organization. (2020, June 23). *Global education monitoring report 2020: Inclusion and education*. <https://www.unesco.org/gem-report/en/inclusion>
- United Nations Children's Fund. (2023). *Global annual results report 2022: Gender equality*. <https://www.unicef.org/reports/global-annual-results-report-2022-gender-equality>
- United Nations Children's Fund. (2019). *Education: Giving every child the right to education*. <https://www.unicef.org/pakistan/education>
- United Nations Human Settlements Programme. (2020). *The new urban agenda illustrated handbook*. <https://unhabitat.org/the-new-urban-agenda-illustrated>
- United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- United Nations. (n.d.). *History of United Nations and persons with disabilities – United Nations decade of disabled persons: 1983 – 1992*. <https://tinyurl.com/2vjefa34>
- United States Congress. (1975). *Education for All Handicapped Children Act of 1975*. <https://www.govinfo.gov/content/pkg/STATUTE-89/pdf/STATUTE-89-Pg773.pdf>
- Walter, G. G., & Dirmyer, R. (2013). The effect of education on the occupational status of deaf and hard of hearing 26-to-64-year-olds. *American Annals of the Deaf*, 158(1), 41–49.
- World Health Organization. (2023, September 25). *WHO tool for benchmarking ethics oversight of health-related research involving human participants*. <https://www.who.int/publications/i/item/9789240076426>
- Yorke, M., & Knight, P. (2004). *Employability in higher education: What it is-what it is not*. LTSN Generic Centre. https://www.qualityresearchinternational.com/esectools/esectpubs/Em_ployability%20in%20HE.pdf

