

BUILDING RESILIENT COMMUNITY BY LEAVING NO ONE BEHIND: SOCIAL INCLUSION OF DEAF PEOPLE AT WORKPLACE IN KARACHI

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ABSTRACT

People with disabilities make up approximately 15% of the world's population; they are, therefore, a significant focus of the 'leave no one behind' agenda (WHO, 2021). According to different sources, approximately 3.50 percent of the total population is disabled in Pakistan, of which 7.43 percent are deaf/mute (PBS). Disability is a development issue because of its elevated risk in low-income countries and the fact that disability and poverty reinforce and perpetuate one another. It is a general impression that people with disabilities face many violations of their rights, including acts of aggression, abuse, prejudice, and rejection due to their disability, which connects with other types of discrimination based on age and gender, among other criteria, including workplace. The research attempts to investigate the issues of deaf people in Pakistan and their solutions. Primary data has been collected through the purposive sampling method, and interviews will be taken with participants, assuming that deaf people have been resilient in their academic and career achievements. This research studies challenges deaf individuals face in Pakistan, focusing on their resilience in academics and careers. It advocates for Sign Language adoption as a societal norm to enhance inclusion, accessibility, and participation, promoting an inclusive society that offers equal opportunities for the hearing-challenged population.

Keywords: Resilient, Inclusion, Deaf and Dumb, Disability, Workplace.

INTRODUCTION:

Deafness refers to individuals with a wide range of hearing losses with medical and cultural implications. Medically, deafness can be mild, moderate, severe, or profound, depending on sound response. Culturally, there are two distinct terms: "deaf" and "hard of hearing," which refer to those who are deaf community members and use sign language as a primary language. This research uses "deaf" as an all-encompassing term, including both "deaf" and "hard of hearing," as much literature does not tell apart the above two groups.

Resilience is the ability to face the adverse pull through and be strong despite life's challenges". (Hurley, 2020). Resilience is the positive element of a person's life when deciding to fight back rather than suffer in pain—moving forward and making

their way. It is essential because it strengthens individuals to overcome challenges and hardships. If a person is not resilient, he will suffer from emotional and mental stress. A resilient community has an inclusive society, is socially connected, and has accessible opportunities. The community works together to promote inclusive societies and make living comfortable for everyone.

According to Schalick, Communication is a human means of engaging with one's surroundings. According to the American Speech-Language-Hearing Association (ASHA), communication is any activity made by a person to deliver or receive information for or from another person to convey their wants, wishes, views, knowledge, or assertions. (W. O. Schalick, 2012).

According to WHO, deaf is defined as somebody who has hearing thresholds of 20 dB in one or both ears and is considered to have hearing loss. Hearing loss can be intense, light, or completely mute. It can influence one or both ears and lead to difficulty hearing loud sounds and conversational speech. Hearing-challenged people and 'Hard of hearing' refers to people with hearing loss ranging from mild to severe. Hard-of-hearing people communicate and talk through sign language and can benefit from hearing aids, cochlear implants, other assistive devices, and captioning. 'Deaf' people mostly have intense hearing loss, which implies very little or no hearing. They often use sign language for communication (WHO, 2021).

People with disabilities are an important part of society. Inclusion in all aspects will help disabled people to live everyday life. In Pakistan, educational institutes are separate for people with disabilities. There are several institutes for deaf and mute people; most are in urban areas. Different NGOs are working for deaf people and helping them live better lives.

The word resilience or bouncing back, as a concept, has huge and highlighted issues from researchers in various fields due to its relevance in understanding how individuals persist and thrive in the face of adversity. Resilience has been proven to be beneficial in the development of good long-term outcomes such as health, well-being, achievement, sustaining healthy relationships, and financial independence “ (Paige Johnson S. C., 2018)

Deaf people have historically been characterized as at-risk by researchers (Luckner, 2011); similarly, some scholars have consistently made futile efforts to understand that people who are deaf or hard of hearing are going through resilience and facing stigma in the society of getting equal access to the education system, getting and spending quality life (Cawthon, 2017). Even though clinical practices and recent research attempt to explore the possible roles in the life of teenage deaf children coming from diversified backgrounds managing their livelihood as they enter the age of 20 and above (Moore & Mertens, 2015), more studies on the specific characteristics of these jobs are required in the future. This study focuses on the variables that influence and affect the cultivation of resilience in deaf persons who have experienced trauma.

BACKGROUND OF RESEARCH:

According to the Pakistan Bureau of Statistics, there are 241.49 million people across Pakistan, with a growth rate of 2.25%. (Statistics, 2023) . Due to this very high population growth rate in Pakistan, there are several issues, and health is one of the most important areas of concern (Wasim, 2013), (Waqar, 2014). Another fact published in the R&D report is the high number of deaf and hard-of-hearing individuals in urban and rural areas of Pakistan (Sami, 2014) as mentioned in Table I. According to published data, the province of Punjab has a larger number of deaf persons than other provinces. (PAD, 2017)

Karachi is host to people coming from every part of Pakistan. Deaf people working in Karachi coming from different provinces and earning a livelihood in Karachi are frustrated and socially isolated because colleagues feel disconnected from peers because of the non-usage of sign language, limiting the deaf employee's access to socializing and, as a result, socially disconnected from colleagues and staff members. This trauma will deepen over time and will continue to cause mental health issues and loneliness. Deaf persons frequently feel alienated in mainstream culture.

Resilience happens when an individual is confronted with hardship or a bad experience and can "bounce back" and adjust without troublemaking their mental health, behavior, and performance. Resilience is subjective by effective protective factors (internal and external resources) that counter risk factors. Within the workplace, resilience has been connected with positive work-related outcomes. So, there must be proper structure and training to welcome deaf people at work, such as learning sign language and including all workers in a social network.

Some deaf people may have low resilience before adulthood, as most grow up in hearing households and often do not have optimal access to communication, which negatively impacts their language acquisition. The same goes for work setup. Deaf employees do not have access to an understanding of information and are always left behind.

LITERATURE REVIEW

PHONO CENTRIC SOCIETY:

Deaf people, particularly those who use sign language, generally live within phono-centric societies and, as such, are subject to institutional and structural discrimination. (Paige Johnson S. C., 2018) Deaf individuals need to fit in a society where all other normal-hearing people's dominancy prevails. It is a huge trauma and stress for deaf people than the other general population. They face trauma twice as normal people, and it causes mental illness and isolation. (Melissa L. Anderson, 2016).

ENVIRONMENTAL AND PROTECTIVE RISK FACTORS:

The purpose of resilience research is to understand better different factors affecting personal growth development, among two important factors: environmental risk and protective factors. (Masten, 2018). Resilience is when a person faces trauma or suffering and gets back and adapts to the situation. It is a mental process where a person comes back, copes with the difficult situation, and finds a way around it.

DEVELOPMENTAL SYSTEMS THEORY:

In developmental systems theory, human resilience is described as an individual's potential or realized capacity to effectively adjust to situations that jeopardize performance, survival, or growth through many mechanisms. Resilience in deaf people is to fit in the normal world, the ability to navigate in society, adapt to differences and disabilities, and make themselves more useful for themselves and society. (Ann S. Masten, 2016).

This phono-centric dominance usually restricts hard-of-hearing individuals' capacity to participate in routine activities naturally granted to hearing people. As a result, deaf persons face general, behavioral, and communication difficulties throughout their lives, and these barriers may be painful for many. (Paige Johnson S. C., 2018).

THE SOCIO-CULTURAL ASPECT OF COMMUNICATION:

Deaf individuals experience worse and differently than their normal counterparts. The fundamental challenge for a Deaf person is day-to-day communication and understanding. It takes time for deaf people to understand the situation around them. The sociocultural aspect of communication and

making social relationships is challenging for hearing-challenged people. They must be with their group; otherwise, the interpreter must be there to make them understand. (Toe, 2018).

RESILIENCE IN DEAF PEOPLE:

The environmental factor is highly significant in recognizing the phenomenon of resilience in deaf people. Family environment is the first experience of life; resilience happens when mostly deaf children are born into hearing families and likely experience limited access to communication and language. This language gap and communication will create long-lasting trauma for deaf children. Gradually, after some time, they adapt to environmental changes; thus, the resilience process starts. Parents pass on cultural awareness, knowledge, skills, and survival tools. Parents' involvement and attention to the child are very important in taking the first step towards resilience. (Humphries, 2016).

THE DEAF EMPLOYEE'S ACCESS TO LANGUAGE:

When colleagues at work lack sufficient understanding of language and communication possibilities, they limit the deaf employee's accessibility to language and, as a result, social interaction with colleagues and staff members. (Anderson, 2016). Over some time, this trauma will develop and continuously create mental health problems and isolation. Usually, deaf people feel alienated in normal society.

INFORMATION DEPRIVATION TRAUMA:

Information Deprivation Trauma (IDT) is an emerging concept presently, but as in the past, researchers also put emphasis on this concept, and it is recognized that due to the non-availability of information and knowledge, it will create trauma and devastating experiences for a deaf person. (Sven Schild, 2016).

DINNER TABLE SYNDROME:

Dinner Table Syndrome, in which Deaf individuals observe their family speaking and exchanging knowledge but are unable to comprehend and participate in the conversation, is a major communication obstacle that deaf children face. (Hall W. C., 2018). Getting information about issues related to family and home significantly bounds incidental learning possibilities about issues such as stress management and health, as well as what family

members have learned that day. Incidental learning barriers can be the greatest environmental dangers that deaf children experience daily, particularly within the home where speech is severely limited.

DEAF AND EXPERIENCING SUBOPTIMAL OUTCOMES:

Throughout their life, deaf persons are at risk for a variety of negative effects. Several studies have found a correlation between being deaf and having poor educational achievements. (Boutin, 2010), chances of getting a job (Kim, 2018), knowledge about health issues (Hall W. C., 2018), and mental health (Fellinger, 2012). Although many studies report that deaf people are at risk on many levels, deaf studies scholars who study the psychology of deaf people argue that being deaf itself does not create a risk factor for suboptimal outcomes; rather, it is the environmental risk factors that put deaf people at risk. The hazards are influenced by contextual circumstances at school and home, mainly in situations where children who are deaf cannot get access to communication and information. (Levin, 2017).

ABLEISM:

According to the Hearing, Speech & Deaf Center (HSDC) in Seattle, it is an everyday challenge for deaf people to face discrimination that normal people are superior to deaf people. It is called Audism in the form of communication barriers, discrimination, or hostile attitudes. Like other forms of oppression, audism prevents deaf and hard of hearing people from achieving their true potential." (Manciagli, 2020) Manciagli has discussed the term ableism as a not widely known but widely organized and negative prejudice affecting persons with disabilities. Sadly, other disability-specific discriminations are hanging under ableism. Audism is a form of discriminatory thinking or prejudice against individuals who are deaf or hard of hearing.

TRAUMA FROM CHILDHOOD:

Insufficient school communication hinders deaf children's development, as 85% attend public schools with non-deaf peers. These barriers, including stigmas, prejudice, and discrimination, can hinder their knowledge acquisition and cause feelings of isolation and low self-esteem. Environmental risks and cultural and social exclusion can bring trauma. (Johnson, 2018). From a young age until adulthood,

deaf people face stigma and challenges. Environmental, cultural, and social factors all impact the lifestyle of a deaf person.

DEAF PEOPLE LIVING IN PAKISTAN:

In Pakistan, people usually label deaf people as deaf and dumb. It is perceived that this word means "unable to hear and speak," but misuse of the phrase contributes to unfavorable preconceptions regarding deaf individuals. In general, there is a lack of awareness about the nature of disability among the Pakistani people. Individuals with disabilities are regarded as unfortunate ones who cannot perform their roles correctly or effectively. Usually, the parents and relatives viewed their children with disabilities as an economic burden and the result of family sins.

Non-governmental organizations and the provincial government work together to make an inclusive society for deaf people. To ensure this, they have set up many projects that make inclusive society easy for hearing-challenged people. Deaf Reach Schools colleges and PSL have collaborated to make PSL apps that help a normal-hearing person to understand and learn sign language easily. (Centers, 2021).

DISABLED PERSONS (EMPLOYMENT AND REHABILITATION) ORDINANCE:

The Pakistani government has passed legislation to provide for the country's employment, rehabilitation, and care of disabled people. 1981 the President signed the "Disabled Persons (Employment and Rehabilitation) Ordinance." This legislation was passed in 1981 during the "International Year for Handicapped Personnas" to assist disabled people in obtaining work in government, commercial, and industrial institutions.

A 2% quota was set aside for impaired individuals (special persons) in all public and private sector establishments under Section 10 of the Ordinance mentioned above. An administrative order was issued by Establishment Division in 1998, and the quota was increased to 2%.

This means an employer may hire more than two percent of its workforce from among people with disabilities but never less than that limit. The current relevant quota for disabled people in public and private sectors in all provinces is 2%, except for Punjab, which increased to 3% in 2015.

GOVERNMENT OF SINDH ACT 2014:

Sindh Differently Able Persons (Employment, Rehabilitation, and Welfare) Act, 2014 (Sindh et al., XVI of 2015). The Act provides for differently able persons' employment, rehabilitation, and welfare. The definition of "differently able" is any person who, on account of injury, disease, or congenital deformity, is challenged for undertaking any gainful profession or employment to earn his livelihood and includes a person who is blind, deaf, physically challenged, or mentally challenged. (International Labour Organization, 2015).

Pakistan's 2017 census, conducted by the Pakistan Bureau of Statistics, does not have accurate data, and the number of disabled people in the country is creating more problems for disabled people when there is no accurate data. Hence, number of vacancies is not accurate either. This causes problems for deaf people in earning a livelihood. (Jamal, 2017).

UNIQUE PERSPECTIVE OF DEAF PEOPLE:

Deaf professionals offer a unique perspective on resilience development in Deaf adults, as they have experienced numerous little achievements in life; the experiences can reveal risks and protective causes that influence resilience. The research focuses on how Deaf individuals overcome adversity and thrive in childhood, particularly in home and school contexts. (Listman, 2020)

The real-life experiences of successful Deaf individuals provide vital data to back up these notions. However, there is a paucity of documentation on Deaf professionals' resilience-building experiences, and this research is interested in researching Deaf professionals because it believes they have a unique viewpoint as Deaf adults who have achieved key milestones in their lives. We seek to learn about the protective factors and risk variables that may affect the development of resilience by evaluating their experiences. The main goal of the research is to know how Deaf people can prosper and overcome suffering against all odds. (Jason D Listman, April 2020).

METHODOLOGY :

It is the best method when we look into a person's daily life struggle; for this intention, we asked the deaf participant to tell us about day-to-day life struggles and how they manage and deal with such

issues. For that purpose, we will use the Purposive and Phenom logical sampling methods; we conducted the purposive sampling method in different parts of Karachi. This method is used because we will filter out individuals who can easily give us valuable time and experience in their lifetime. Deaf professionals working in different setups and organizations will be interviewed. A structured questionnaire will be formatted for the participant. Assuming that deaf people have gone through some resilience in their academic and career achievements, they will provide different experiences and share their resilience journey with us. It is believed that participants have gone through some degree of resilience based on their academic and professional accomplishments. The researchers did not purposefully separate the participants into those with and without resilience traits.

The following criteria were set up to classify individuals for inclusion in the specific research: members of the population group should use and understand Pakistan Sign Language, have a master's degree or a graduated at least, be presently doing the job, have attended either normal or deaf school, and come from a diversified background with different racial/ethnic backgrounds. The purpose is to develop varied opinions on what causes Deaf individuals to be resilient and what might help in their resilience and challenging/smooth developmental journey. The participants were approached via WhatsApp and email and were told about the study. Later, participants who satisfied the requirements were invited to participate in the study.

About 20 women and 30 men took part in the study; the participants were between 25 and 45 years old. Of the participants, 10% have a master's degree, 80% have a bachelor's degree, and 10% have taken courses leading to a certificate. 90% of the participants attended a special school for deaf students, and the remaining 10% attended a mainstream or family school. Out of 50 participants, three do not have a deaf person in their family. 90% of the participants chose to converse mainly in PSL in everyday life, and 20% communicated in both PSL and spoken English. All participants were fluent in PSL and participated in PSL interviews. It was essential to give assumed names to the participants,

and a few participants who were willing to reveal their names were also given consent.

After completing all interviews, one hearing-qualified interpreter was engaged and paid for transcription of the responses from PSL to write down in English. A neutral translator who is proficient in using PSL and English language evaluated the full recordings and then transcribed them properly and accurately to avoid mistakes and misinterpretation; participants were in touch if something was corrected and any items were not understood properly, so participants the interviews were approached for correction in data collection and transcription accuracy checking.

FINDINGS / RESULTS:

The research has identified different themes of the research. The interviews taken by the participants were thoroughly checked and compared with the theme. After analyzing and detecting common themes, the researchers related the participants' experiences logically with the context of their descriptions. The discussion of each subject will make it evident if based on the participants' life challenge or their perceptions.

Thematic Distribution of Different Categories,

Individual Upbringings	Protective Or environmental factors Affecting the upbringing Of A Deaf Individual In The Family, Usually The Way Family Members Socially And Emotionally Support Each Other To Shape a child's Self-Esteem, Socialization, And Cultural Identity.
Communication Barrier	Communication Issues Can Lead To Misunderstanding And Result In Miscommunication Of Information.
Access Information. (Incidental Learning)	Information Shared Is Limited And Incidental Learning Is Not Possible Because Of The Communication Barrier.

Access To Language And Communication	Accessible communication happens when the two ways of sharing ideas and feelings can be done for positive development.
Supportive Networks At Work	Regular support is getting from the network, like from peers, family, and other house staff (From school and Teachers).

DISCUSSION / ANALYSIS:

This study discovered patterns in deaf employees' replies. It explained their challenges, views, and feelings about resilience, specifically the protective and risk factors in the school, family, and workplace. It is important to emphasize that everyone in this research faced early and ongoing language and social advancement issues throughout their lives. This is supported by the fact that they both identified Incidental Learning Barriers. The idea of "Incidental Learning Barriers" is an important element. These weaknesses are characterized as ongoing problems to Deaf people's language and social development that they confront throughout their lifetimes. This idea emphasizes the structural challenges that Deaf people face, influencing their overall progress and possibilities. It serves as a reminder of the importance of removing structural obstacles to create a more inclusive society.

The study suggested that people who are hard of hearing cannot develop analytical minds because they do not have a deaf or inclusive family setup where the family knows an accessible interpreter. In this way, they are more isolated. This issue has narrowed down their world to their own limited life, thoughts, and attitudes; they have a hard time understanding the reasons or philosophy behind some of the people's actions around them. That is why they lacked feeling and, hence, enough sympathy for their family problems. The participants with access to communication and interaction but without deaf or signing family members showed they could not develop an analytical mind. The issues encountered by Deaf people in a culture affected by "phono centrism" and "audism" notions. This critical perspective is centered on the experiences of Deaf professionals and the elements that contribute to their

resilience in the face of considerable challenges. This viewpoint emphasizes the need to develop accessible communication and support networks for Deaf people from a young age to enhance analytical thinking and reduce loneliness.

The Dinner Table Syndrome was a significant limitation for people who are deaf or hard of hearing at home and school. Therefore, thoughts on the challenges that confronted them, as well as the things that aided their own and other Deaf community members' perseverance and success, obviously originate from actual lived experiences coping with adversity. The theoretical work describes that the deaf face obstacles in the community and suffer from the dinner table syndrome; dinner table conversations are often marked by reciprocal and dependent turn-taking. This setting often involves several exchanges between family members, which allows for interesting talks and inadvertent learning. Deaf people who live in hearing, non-signing families sometimes lose out on these discussions because hearing people have different turn-taking norms than deaf people. Turn-taking principles for hearing people include using auditory signals to get a turn and to alert others when a new speaker begins a turn. Because of these techniques, people regularly interrupt one another, even when signing. When deaf people try to get a turn, they are usually forgotten in the continuing conversation. In this situation, in which deaf people are disconnected from the flow of information (David.R.Meek, 2020), less evidence is present to back up the claim from the context of Deaf professionals. (Hall W. C., 2018) The dinner table syndrome refers to talks at meals. This study looks back at deaf adults' childhood experiences with dinner table syndrome. The above examples show how a supportive family can enforce confidence, resilience, and determination in individuals who are hearing impaired.

It enables the collection of accounts from Deaf professionals, many of whom shared a lack of incidental learning that happened at the dining table and how it affected them as well as others.

This conclusion is consistent with previous research that has shown that children who face cultural obstacles at school, such as prejudices related to being Deaf, bias, and discrimination, typically report feeling alone.

Participants agreed upon correct upbringing when an interviewer asked the participant questions about early childhood experiences and parental support. The data provided highlights the immense role of upbringing in shaping one's life, particularly regarding deaf individuals.

Participants stated that communication and behavioral obstacles at school and home put Deaf children in jeopardy of poor outcomes in some areas, including social, emotional, logical, and physical well-being. Family interaction was found to be a factor of safety, which is in line with previous studies on deaf people's resilience. (Johnson, 2018). The data presented demonstrates the profound influence of individual upbringing on one's life journey. Supportive family environments, access to education, and inclusive societal attitudes contribute to individuals with hearing impairments' personal growth, educational achievements, and professional opportunities. Within all employment domains, deaf people recruitment, retention, and career progression must be important for a positive workplace environment. It is necessary to encourage deaf leaders to guide the organization in a new way to promote deaf understanding culture. (Duncan, 2022). The Deaf Community can assist in developing resilience since it has information, wisdom, methods, and similar experiences that can support others through difficult times. Deaf people can benefit from access to the Deaf community.

Language socialization is the process by which a person acquires information and practices that allow them to easily get along with another member. Such knowledge and practices might consist of how to negotiate phono-centric culture as a Deaf person and to be resilient in the face of structural, attitudinal, and communicative challenges. The findings of the current study are aligned with previous experts' beliefs regarding the relevance of the Deaf community in resilience building.

Information accessibility promotes inclusivity and equal chances for persons with hearing impairments. For instance, Sadaf Marvi's access to written communication and visual aids enables her to effectively communicate with her colleagues and perform her duties as an art teacher. The availability of information in accessible formats creates an inclusive environment where individuals with

hearing impairments can participate fully and have equal opportunities.

Access to information and incidental learning significantly impact the lives of individuals with hearing impairments. It is vital to their education, professional opportunities, personal growth, and overall inclusion in society. By ensuring equal access to information and providing resources in accessible formats, society can empower individuals with hearing impairments to thrive and reach their full potential.

Supportive networks at work can provide career growth opportunities for individuals with hearing impairments. Yasir Hussain Shaikh's supportive boss recognized his talents and provided opportunities for growth and recognition. This support contributed to Yasir's professional development and opened doors to new employment opportunities. Abdul Haseeb's workplace also recognizes the importance of inclusivity by providing him with an interpreter, facilitating effective communication, and enhancing his ability to navigate workplace challenges.

The lived experiences of Aslam, Zehra Dhanjee, Abdul Haseeb, Sadaf Marvi, Yasir Hussain Shaikh, and M. Abrar impersonate the impacts of upbringing effects on individual development as well as educational success and professional ability.

Most obviously, in each narrative, a family environment that figuratively depicts reassuring feeling sustains along with nourishing, helped qualities emerges to be at the core.

Aslam proudly expresses his admiration for his father's devotion coupled with caution and guidance; despite financial deprivation from learning valuable skills, he takes it upon himself to learn skills apart from different organizations, which helps him boost his advancement.

The importance of family participation and the Deaf community as a second family in promoting resilience is emphasized. A crucial protective element is strong family participation, which includes efficient communication between parents and Deaf children.

This viewpoint challenges society's conventions and prejudices and emphasizes the significance of assisting families in efficiently parenting Deaf children.

Cultural and race-based socialization help youngsters build good ethnic identities while also training them to deal with institutional racism; both are considered protective features. (Else-Quest, 2015). A deaf child's exposure to linguistic and conventional socialization may be limited in the home of a hearing parent. However, a recent study on children adopted internationally discovered that white parents with lower levels of racial prejudice were more likely to actively engage their adopted children in cultural socialization practices than white parents with higher levels of racial prejudice.

As a result, hearing parents should make a clear and unmistakable effort to participate in cultural and linguistic interactions with others. One way to do this is by bringing their Deaf children to Deaf social circumstances so that the kids may see and learn about cultural expectations from Deaf people. Deaf community members may impart resilience-building strategies to Deaf youngsters navigating a phono-centric and autistic culture. Previous research has demonstrated that not all unfortunate consequences are attributable to deafness. The new study adds to the body of evidence demonstrating that living and navigating in a phono-centric and autistic society puts people at risk for a range of negative outcomes rather than being deaf per se.

Despite the difficulties of optimizing access to communication at home and school, many Deaf individuals flourish and demonstrate resilience, owing to their families' and colleagues' efforts to include them at home and work setup.

CONCLUSION

The lived experiences of Deaf people are frequently overlooked in the research study and professional life. This research has documented Deaf professionals' stories of thriving in a culture largely impacted by phono-centrism and audism ideas. This research emphasizes using Sign Language at work and making the learning of Sign Language a necessity to aid challenged people and be accepted as a norm in today's society. This study identified the common goals of replies from Deaf participants told us about daily life and experiences they face, about opinions and views about resilience, including both risk and protective variables at home and work.

Organizations may employ best practices, including inclusive policies, accommodations, supportive leadership, education and training, and career progression opportunities to improve deaf people's inclusion and resilience in the workplace. Organizations may promote the success and well-being of deaf people in the workplace by fostering a healthy workplace culture that embraces diversity and inclusion.

LIMITATION AND STUDY FORWARD

A significant limitation is the researchers' primary emphasis on developing resilience within workplace and social life constraints. However, resilience development may be influenced by several interconnected systems, including individual traits, spiritual convictions, outside-the-Deaf-community support, personality traits, gender-based discrimination, especially among females, people who are deaf or hard of hearing are underrepresented, and structural components like institutional and governmental policies and services. Future research should broaden our understanding of Deaf people's resilience from various perspectives.

ETHICAL CONSIDERATION:

All participants will be given full information about the research, and consent will be taken from deaf participants; it is a free option for them to withdraw from the study at anytime without any negative repercussions.

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