Pakistan Social Sciences Review
www.pssr.org.pk

RESEARCH PAPER

Employers Demand from Transgender regarding Job Accommodation

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ABSTRACT

This study aimed to develop skills for adult transgender people in Pakistan. For this purpose, the researcher, under the typology of pragmatism, adopted the qualitative research method. Employers represented the accessible population of the present study as stakeholders. Ten participants (C.O.O.) from different fields, including industry, IT, Business, Saloons, Social media directors, School owners, Owners of shopping malls, Property dealers, etc., were interviewees. A focus group interview was conducted for data collection. A questionnaire was developed for interviewees to get relevant and particular information from the interviewees. Thematic analysis techniques were used for qualitative data analysis. The experts validated the questionnaire. The data revealed the complex challenges faced by transgender individuals in obtaining and maintaining employment. The study emphasises the need for a comprehensive and supportive approach to facilitate the integration of transgender individuals into the workforce. The recommendations include providing opportunities for education and skill, offering jobs that align with their preferences, providing training tailored to their needs, and implementing non-discrimination policies during hiring.

| **KEYWORDS** | Hiring, Non-Discrimination, Stakeholder, Transgender |

Introduction

According to the census results for 2023, Pakistan's population is estimated at 241.4 million, making it the fifth most populous country in the world. In South Asia, Pakistan has the highest growth rate at 2.55 percent. Normally, the population comprises male and female genders; the third is the neglected gender, i.e. transgender. The reason behind negligence towards this gender is that transgender individuals are constrained to be sex workers, entertainers, dancers on different occasions, and beggars to make ends meet (Farah et al., 2021). Because of society's repulsion, they drift towards "Gurus" for protection, peace and a secure life (Pepper & Brill, 2008).

To become transgender is to enter into a profession like begging, dancing, and sex work. Some people contend that the almighty acceded to their prayers most often. Some seek soothing effects by touching their body parts, and some feel that sitting with them is more soothing and of comfort (Khan et al., 2024). These are the varied reasons to opt for the getup of a transgender person to earn money, as it is one of the easiest ways to collect money from the general masses (Saria, 2019).

The question arises of whether any practical and conscious effort is ever made to enable transgender people to pass through the rut of education (Amjad et al., 2020, 2021; Amjad & Malik, 2024). The answer is that never ever. We are wasting the human potential scattered around us in the form of the third gender. On human grounds and as a need of the time, it is necessary to educate, train and accommodate these people in different

jobs. Equipping them with the required skills, education, and experience is necessary to facilitate and lead them on a track to grow and develop by getting respectable jobs. How we should follow through is a point to ponder. Initially, we are constrained to develop and follow the objectives specifically designed for transgender education, skill and training, resulting in a respectable job.

Literature Review

The existing literature on transgender education predominantly focuses on experiences in Western contexts, with limited attention given to the specific challenges faced by transgender individuals in developing countries like Pakistan (Amjad et al., 2022, a, b). However, studies from different regions shed light on some common barriers encountered by transgender people, such as discrimination, exclusion, and violence. These obstacles are often perpetuated by deeply ingrained societal norms, cultural prejudices, and legal frameworks that fail to protect transgender rights effectively. As a result, transgender individuals in Pakistan face significant educational disparities, leading to lower literacy rates, reduced employment prospects, and limited access to socioeconomic opportunities.

Under Articles 4 and 9 of the Pakistani Constitution of 1973, transgender people in Pakistan have equal rights as other citizens. The Islamic Republic of Pakistan claims it and the Supreme Court of Pakistan as well under Articles 4 and 9 of the Pakistani Constitution of 1973 (Amjad et al., 2023, a, b, c). In 2013, they were granted equal rights to all Pakistani citizens. Basic rights like employment, education, and health care were provided to transgender by federal and provincial governments. Over time, they were also given opportunities to serve in various government offices on different jobs (Qureshi et al., 2023). The Supreme Court of Pakistan also took steps against their socioeconomic alienation from the population, ordering the federal and provincial administrations to address their concerns on a priority basis and integrate them into Pakistani society through their welfare programs. For the first time, transgender people were allowed a distinct identity and were taken as a heritor in property, whether it is movable or immovable. The rights of transgender people are protected thoroughly and holistically in this bill enacted by Pakistan's legislature. Many chapters are relevant to transgender people's rights in many aspects of life. There is a chapter dedicated to anti-discrimination laws for transgender people. Another part of the law deals with their basic rights, one of which is to provide opportunities to get an education, their share in inheritance, the ability to vote and work, the facility for health and treatment, and access to public posts (Ramay, 2017).

Regarding their economic participation, they belong to the unprivileged, disadvantaged, and vulnerable category (Shafqat & Amjad, 2024). They strive to make ends meet by begging, dancing, and engaging in prostitution. People stigmatise them and perceive them through different glasses depending on their orientations because of their poor circumstances. They are viewed as deprived by some, cursed by others, and burdened on society by others. It is a struggle for them to stay alive. They were never permitted to participate in mainstream business activity (Tabassum et al., 2024).

To eliminate bias from society, Pakistan must strengthen the position of transgender people. Instead of just creating legislation, Pakistan must ensure that the executive branch follows the laws in letter and spirit (Tabbasam et al., 2023). Our state laws are made, but we do not know how to implement them. As a result, we must reevaluate our alternatives and strategies to deal with such critical problems. The transgender community has endured for a long time, and it is time to struggle to alleviate

their pains. One way to protect them against injustice is to incorporate them into our whole socio-political structure through specific measures such as special quotas in assemblies, educational institutions, and jobs, among other things. Secondly, our criminal justice system must ensure that the transgender population is treated fairly. Third, law enforcement agencies should take extra precautions to protect the most vulnerable members of society. Transgender people must be protected across the country. Finally, we must modify public views in order to accommodate transgender people in our society on an equal footing. We must change direction and accept transgender people as equal partners and shareholders in our society (Waheed, 2019).

By the time social, economic, and political discrimination against transgender exists and continues, the state cannot proclaim meritocracy (Amjad et al., 2024, a, b, c). Despite Transgender Persons Act prohibiting discrimination, it makes little to any positive measures are not mentioned that could be adopted by the state for the sake of transgender, like fixed quotas for transgender in jobs. As a result, affirmative action by the state is necessary to integrate transgender people with the rest of the population. Recently, transgender people were permitted to work as police officers on regular duty in Sindh province. This wonderful effort must be replicated at the federal level and in other provinces (Ong et al., 2024).

Since transgender people are now viewed as a distinct third gender, they should also be represented separately in the legislative bodies. Only this is the way that their concerns can be fully heard. They are permitted to participate as candidates in elections under the Act; practically, it is incredibly difficult for transgender to gain a public seat. There is no doubt that the Transgender Persons Act was a notable and unique step in the sense that it gave the transgender community national recognition and caused them to develop a feeling of ownership among the transgender as they select their representatives; a thorough analysis of this Act exposed that this act had many flaws and is generally unsatisfactory. Further changes to the Act are required to address these and other issues adequately. Additionally, the provinces must create copies of the Act, the government must develop an appropriate strategy for its implementation, and finances must be provided. This is the only way for a comprehensive approach to the transgender community's right to equality in Pakistan.

In Pakistan, transgender individuals are deprived of basic rights in their lives like money, self-respect in society, education, jobs, and medical facilities, face sex abuse, are not allowed to pray in the mosques, are not accepted in politics, and are taken as censurable and corrupt, have no freedom to move or of choice, encounter the problem of shelter, and even are underprivileged about self-protection (Safety of their lives).

Material and Methods

The paradigm of the present study is constructivism.

Constructivists believe that all knowledge comes from our experiences and reflections on those experiences. This paradigm focuses on experiences and subjectivity, mostly associated with qualitative research approaches. The researcher focuses on participants' experiences as well as their own.

Research Design

The paper focuses on exploring barriers to transgender job accommodation in Pakistan. Ethnography describes and interprets beliefs, conventions, social dynamics,

etc. It also focuses on the cultural study of a specific group or community. Data is collected through interviews or close observations. So, the researcher used an ethnography research design to conduct different study processes.

Participants

Stakeholders of transgender regarding job accommodation were large in number. It was not easy to select people from all fields of life. So, based on the interest of transgender in different fields regarding job accommodation and the best-suited fields for the third gender in the present scenario in Pakistan, C.O.s from different fields were selected using a purposive sampling method. This method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives. So, 20 people from the industry, business, IT, shopping malls, tour companies, social media, drama directors, property dealers, schools, technical colleges, saloons, and fashion designers were selected for the interview.

Instrument

Observation and interviews are the best tools for data collection using ethnographic research. The researcher collected the relevant information by conducting a focus group interview to collect the data. A questionnaire consisting of structured questions was developed for the interview to ensure the participation of all respondents. It saved time and resources by focusing on specific and relevant questions and conducting them promptly. It also increased the research validity as questions were carefully crafted to measure the specific concept and irrelevant answers.

Data Collection

The data were collected through focus group interviews using face-to-face interaction with respondents. They were interviewed at the chosen venue after receiving informed consent. The researcher met in private after getting an appointment from all of them. After getting their permission, the day, time and venue were shared with them. Interviews were recorded in writing and using the audio function of an Android mobile phone with the due permission of respondents. The questionnaire prepared for an interview is Appendix B. The interview time they were ranged between 10-15 minutes per question. All the respondents were encouraged to give their opinion.

Data Analysis

After transcribing the interview data, the researcher analysed them using the thematic data analysis technique to identify themes related to providing job opportunities to the third-gender community. Before finalising the data, the first researcher transcribed it, and the second researcher validated it with audio recordings. For the analysis, the researcher followed the six-step guide of Braun and Clarke (2006) for the thematic analysis.

Research Ethics

The respondents were C.O.O from industry, business, and different organisations and institutions targeted for data collection, so protocol for their consent and availability according to their schedule was ethically the main concern. So, they were ensured informed consent, wherein participants possess comprehensive knowledge of the

research's objectives, methodologies, and potential ramifications. They were ensured of privacy and confidentiality regarding their opinion.

Results and Discussion

Employers Response

- It is paramount to prioritise education and skill development for transgender individuals. Often deprived of a dignified life not solely due to their gender identity but also owing to the lack of educational and vocational opportunities, transgender individuals face significant hurdles in societal acceptance. Remarkable figures like Sara Gill, Pakistan's first transgender doctor, Nisha Rao, a transgender lawyer, and Marvia Malik, the country's pioneering transgender news anchor, serve as shining examples. Through their pursuit of education and professional and vocational skill acquisition, they have not only earned respect but have also challenged negative perceptions surrounding the transgender community.

- Education stands as a fundamental right for all members of society. However, in Pakistan, a substantial portion of the population consisting of all genders remains illiterate and third-gender, transgender individuals are disproportionately affected by this educational gap. Social biases and prejudices often lead to violence and discrimination against transgender individuals, both within society and through governmental policies. Consequently, they are frequently denied access to education in selected fields of study that interest them, perpetuating a cycle of marginalisation. They should be provided the right to select their future in education.

- Yet, education and skills are undeniably indispensable for personal development and access to better employment opportunities. Without these foundational elements, transgender individuals struggle to meet job requirements and fulfil their potential. Therefore, it is imperative to provide equal educational opportunities to transgender individuals, empowering them to pursue their aspirations and contribute meaningfully to society.

Themes Extracted

- **Empowerment through education, professional and vocational training**: This theme emphasises the transformative power of education and skill acquisition, either in the form of professional or technical training, in empowering transgender individuals.

- **Right to choose the field of education:** Transgender people should not be limited or forced into a special field of education. They should be given the right to choose their field of study according to their interests.

- **Discourage educational Inequality:** To remove Social marginalisation and educational inequality or to force the third gender in selecting education programs should be discouraged. The theme underscores the existing educational disparities faced by transgender individuals in Pakistan.

- **Discourage bias for third gender in education and skill learning:** Despite education being a fundamental right for all members of society, transgender individuals are

disproportionately affected by illiteracy due to social biases, prejudices, violence, and discrimination. This interpretation sheds light on the systemic barriers that hinder their access to education, perpetuating their marginalisation.

- **Education the best tool to overcome societal barriers:** Here, the interpretation emphasises the role of education and skills in breaking the cycle of marginalisation experienced by transgender individuals. Access to education and skill development programs is portrayed as essential for personal growth, enhancing employment opportunities, and fostering meaningful contributions to society. By providing equal educational opportunities, transgender individuals can overcome societal barriers and fulfil their potential.

- **Art, literature, media, music, and Fashion Design:** Considering the interests and instincts of the third gender, education programs and professional training in fashion design, art, music, show business, and fashion design may be preferred.

Interpretation of Themes

- Transgender individuals should be provided education and skill opportunities aligned with their preferences, where they feel shielded from unwanted physical contact and verbal harassment from the public and fellows.

- Tailored education and training programs should be designed to prepare transgender individuals for their desired roles, equipping them with the necessary skills and competencies required for their chosen career paths.
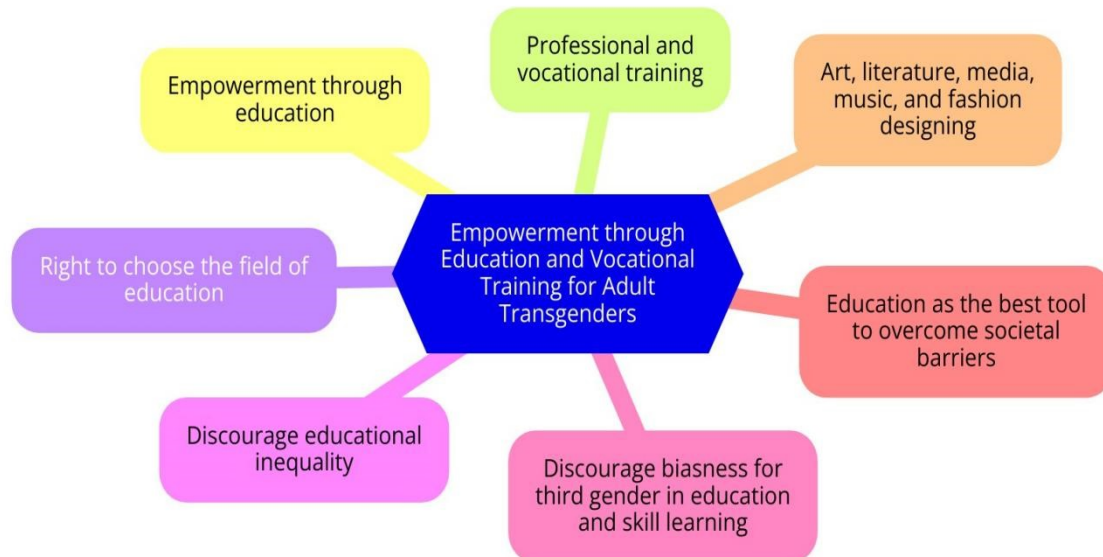

Figure 1 Detail of Themes and Sub-themes

This diagram and its interpretation provided a comprehensive understanding of how education and vocational training can serve as powerful tools for empowering adult transgender people in Pakistan. It highlighted the need for an inclusive, bias-free educational system that offers diverse learning and professional growth opportunities.

Employers Response

- The employers expressed different opinions regarding their relevant field and organisation.
- Those from software houses suggested every job according to their education, ability, and skill. They thought that transgender people had no fear of facing or dealing with the public while working in such places.
- They can be offered both off-the-desk and front-desk jobs. They can also be assigned work-from-home assignments and timings according to feasibility and availability.
- Others suggested jobs like caretakers, room-keeping service, chefs, and servers, who may be trained as beauticians. They are best suited for jobs in sales in stores against transgender people because they can work in charge of storekeeping and the packing and delivery department without any fear.
- It was also suggested that they should be free to apply and go through the hiring process for jobs of their interest, whatever field they may be in and whatever kind of job they want. The only condition is that they meet the required criteria. Transgender people should be evaluated on their ability, not identity, for any job.
- Transgender people constantly face structural prejudice and discrimination in all sectors of society for not fitting into dominant gender discourses, which are more preferably male and female afterwards. Because of that, they have to do informal employment, though they have the same qualifications as applicants of other genders.

Themes Extracted

- **All kinds of jobs meet the required criteria:** Transgender people may be offered on- and off-the-desk jobs without fear of being teased or touched.
- **Transgender and IT jobs**: IT jobs are the best suited to this gender as they have no fear of facing the public and no complex gestures, getting up or body language. Training may be provided related to IT coordinators, computer programmers, technical data analysts, application analysts, web developers, system analysts, IT analysts, etc., according to the transgender interest.
- **Hotel jobs and transgender:** Hotel management, roomkeeping service, chefs, and server jobs are suitable for transgender, and they may be trained for these jobs.
- **Makeup artist and fashion designer:** Transgender individuals interested in these fields may be trained as beauticians, makeup artists, or fashion designers.
- **Other jobs:** They are best suited for sales jobs in stores as accountants; they can also work as the ones in charge of storekeeping or the packing and delivery department.
- **Caretakers and nurses:** They must be kind, loving, caring, and soft-hearted to perform the roles of nurses, caretakers, and home service providers.
- **Right to choose the job of their interest:** Transgender individuals should choose their field of life and jobs according to their interests. They should not be forced to perform specific jobs only.
- **Best performers in showbiz and social media:** They can serve as the best singers, actors, artists, photographers, producers, etc., in showbiz and can be the best bloggers or ticktockers.

Interpretation of Themes

- Efforts should be made to ensure that applicants for all kinds of jobs are treated without gender discrimination and have no fear of being teased or touched.

- Transgender can perform the best in the IT field as they have no fear of facing the public and are not complex.
- In a social context, they can perform well as nurses, caretakers, room-keeping services, chefs, servers, beauticians, salespeople, accountants, storekeepers, packers, delivery service, etc.
- Based on their interests and instincts, they may be the best actors, dancers, photographers, directors, bloggers, etc.

Figure 2 Detail of Themes and Sub-themes

Diagram 2 and its interpretation provided a comprehensive overview of the diverse job opportunities available now and those that could be offered to transgender individuals in the future. They emphasised the importance of non-discrimination, freedom of choice, and the recognition of transgender talent in various professional fields. The overarching message is inclusion, empowerment, and support for transgender individuals in the workforce.

Employers Response

- The common reservations from the employer's side were the social acceptability of transgender, the realisation of transgender as human beings, the realisation of the innate potential of transgender, the realisation of the educability of transgender, hindrances in the setting up of socialisation among transgender and general mobs.
- Resistance may be faced from the side of family and friends. They will receive negative remarks like, "If there was a lack of people that, they started to hire "there" (transgender)? " Why did you hire these characterless and evil people?" "These people will cause vulgarity in your workplace as they are sex workers, etc."
- Discrimination is one of the major reasons for distress among employees in an organisation. When employees learn that their peers are neither men nor women, they fall prey to interpersonal stress.
- Pressure from society will force employers to select candidates of other genders, not transgender. We will be forced to biases and gender discrimination.

Themes Extracted Social pressure

- Transgender may be prey to social acceptability, the realisation of transgender as a human being, failure of realisation of the potential of transgender, which as a social pressure will affect the employer's decisions as well/

- **Resistance from family and friends:** Employers may encounter resistance from family and friends if they provide job opportunities to transgender as people take them as a symbol of evilness.
- I**nterpersonal stress among co-workers:** Transgender may face a discrete attitude from co-workers as fellows for belonging to a third gender, which will affect their performance. There may be interpersonal threats which the transgender may come across and, as a result, will create problems for employers to decide if they can face this situation or will give up providing job opportunities to them.
- **Gender discrimination:** Employers will be forced towards gender bias and discrimination due to social pressure even if transgender meet the required criteria. They prefer candidates of other genders to avoid odd situations or opposition from the public.
- **Form and implement strict policies:** Employers must reform the rules and regulations due to a third gender in the workplace, which may be annoying for other genders. They would also have to implement and follow up on these rules, which may be hectic.

 Interpretation of Themes

- Employers will face swear reactions from family, friends, and the public for hiring third-gender individuals. Coworkers of other genders will not feel comfortable with third-gender individuals in the workplace.
- Employers will be forced to gender discrimination while hiring as they will have pressure from society not to select transgender people for social taboos and for being a symbol of evil.
- Employers will have to handle social pressure and threats if they provide jobs to transgender.

Figure 3 Detail of Themes and Sub-themes

Employers may encounter strong backlash from family, friends, and the public for hiring third-gender individuals. Co-workers of other genders may feel uncomfortable with third-gender individuals in the workplace. Employers could face societal pressure leading to gender discrimination during the hiring process, as they may be urged not to select transgender individuals due to social taboos and negative stereotypes. Employers

will need to manage these challenges and threats if they choose to provide employment opportunities to transgender individuals.

Employers Response

- In words, we express the same sense as its global agenda, but in real practice, we refrain from doing what we say about transgender. Their acceptability in social scenarios is still a problem that may persist for a long.
- Certain persons in the community did pluck up the courage and earn degrees, but they could not break the ice to enable transgender to enter and join the available opportunities. Transgender are an exception and cannot find a soft edge to be treated like the other two genders.
- Population explosion has already made the offering of opportunities uneven, but enjoying equal opportunities for transgender is a time-consuming task. However, the openings have been made possible for transgender by certain universities like Government College University Lahore, Allama Iqbal Open University, etc.
- The researches show that employers discriminate against transgender because they have a high risk of mental problems and HIV, which lead to suicide attempts. They are considered mentally sick and physically unfit to work like a normal person.

Themes Extracted

- **Time-taking Task: T**hough the government has offered them a quota for jobs. Universities have also offered them seats in higher education. Even then, social acceptance for this gender is a time-consuming task.
- **Mentally and physically sick:** Transgender are found vulnerable to HIV aids and mental ailments and hence cannot be treated with the other two genders.
- **Lack of exposure:** Transgender lack mastery, exposure and confidence, have insufficient education, skills and experience, and lack social acceptance. Due to all the reasons mentioned, the global agenda of equality cannot be implemented.
- **Gender biases:** Gender biases stop providing this gender job opportunities equal to other genders despite being a part of the international agenda.
- **Personal biases:** The employer's personal biases can also hinder the job accommodation of the third gender. People who do not like this gender will never prefer this gender to another.
- **Not competent as other genders:** Transgender people have to compete with two genders, male and female. In Pakistani society, females compete with the dominant gender, males, to some extent after a long time. So, lack of competence will be a big component of accepting and getting equal job opportunities.

Interpretation of Themes

- The global agenda of the millennium supports equal job opportunities for all genders, but lack of social acceptance, insufficient education and skill, and lack of exposure refrain from doing so.
- It is against transgender because they have so, but in future, it could be applicable.

Figure 4 Detail of Themes and Sub-themes

The millennium global agenda advocates for equal job opportunities for all genders. However, the lack of social acceptance, insufficient education and skills, and limited exposure currently hinder this goal. While it may not be feasible in the present scenario, it could become achievable.

Findings Regarding Qualitative Data Analysis

Based on analysis of qualitative data, the following findings were made:

- The main idea of inclusivity and diversity in society, stressing the importance of fostering a nurturing environment for adult transgender people. The components of this model encompass Meeting Criteria, which pertain to the prerequisites for educational programs, and Communication Skills, which emphasise effective interpersonal abilities. Additionally, Training Opportunities focus on accessible and relevant programs tailored to the needs of transgender individuals, while Freedom of Choice ensures autonomy in educational decisions. The model also recognises Varied Responsibilities, which acknowledges the diverse roles that transgender individuals can assume, and Misconceptions, which aims to address and rectify societal misunderstandings. Ultimately, Inclusivity and Diversity in Society aims to create a comprehensive educational framework that promotes the integration and success of adult transgender people in Pakistan, highlighting the broader goal of fostering an accepting educational environment.

- The primary themes extracted from the thematic analysis of interviews conducted for the thesis "Development of an Education Model for Adult Transgenders in Pakistan." At the model's core is "Empowerment through Education and Skill Development", emphasising the importance of education and training to foster self-reliance and self-confidence among transgender individuals. The theme of "Educational Inequality and Social Marginalization" highlights the disparities in educational access and the social marginalisation that impede their educational and professional progress. Lastly, Breaking the Cycle of Marginalization focuses on initiatives aimed at integrating transgender individuals into society, thereby enabling them to realise their full potential. These interconnected themes serve as the foundation for a comprehensive educational model specifically designed to address the unique needs and challenges faced by adult transgender people in Pakistan.

- The main themes derived from the thematic analysis for developing an education model for adult transgender people in Pakistan. The "Types of Jobs" theme is central to the model, emphasising the significance of pinpointing suitable occupations. This involves providing IT training to equip them with necessary tech skills, promoting Desk Jobs for stable employment, and advocating for IT-related Jobs to leverage their training for career advancement in the tech industry. These themes collectively aim to enhance employment prospects and foster economic independence for adult transgender people in Pakistan.

The diagram below outlines the key themes from a thematic analysis of developing an education model for adult transgender people in Pakistan. The model focuses on creating suitable office-based job opportunities for transgender people, ensuring safe working environments free from discrimination, providing equitable educational opportunities, and safeguarding transgender individuals from sexual harassment in educational and workplace

The mind map emphasises the important elements of an educational model designed to assist adult transgender people in Pakistan. The model focuses on establishing safer employment opportunities, guaranteeing equal access to education, and providing protection from harassment. By addressing these key themes, the model aims to enhance the quality of life and promote societal integration for transgender people in Pakistan.

The primary theme is "Safety and Confidence through Training", which emphasises the significance of providing transgender individuals with essential skills and knowledge to ensure their safety and confidence. "Attentive Support and Medical Care" highlights the necessity of accessible healthcare tailored to their unique needs. "Equal Employment Opportunities and Facilities" stresses the importance of fairness and inclusivity by providing equal opportunities and facilities to transgender employees. "Personal Well-being and Mental Satisfaction" focuses on the importance of personal care and mental health to ensure that transgender individuals feel supported and fulfilled. Lastly, "Inclusive Workplaces" underscores the need to create a supportive work environment where transgender individuals can thrive and feel valued. These themes collectively form a comprehensive approach to developing an effective education model for adult transgender people in Pakistan.

The following sentence presents a thematic analysis-based education model for adult transgender people in Pakistan. This model emphasises training and skill levels, focusing on semi-skilled labour roles and excluding those requiring extensive time management and decision-making skills. Additionally, the model identifies appealing occupations for transgender individuals, such as interior decorator, event designer, waiter, cook, beautician, product advocate, room service, maintenance worker, dancer, actor, makeup artist, designer, housekeeper, caretaker, and nurse. By focusing on these themes, the education and employment of adult transgender people can be supported, ensuring access to jobs that align with their interests and skills.

The theme "Social Acceptability and Humanization" highlights the struggle for societal acceptance and recognition of human potential. Family and Social Resistance is another theme that reflects resistance from family members and friends, which complicates the process of social integration. Workplace Discrimination is a theme that emphasises the discriminatory attitudes of co-workers. The theme of Interpersonal Threats captures the various threats that transgender individuals face in their

interpersonal interactions. Finally, the theme of Undervalued Opinions reflects the disregard for their opinions, which undermines their voice and agency. These themes collectively highlight the multifaceted obstacles that transgender individuals face in their personal, social, and professional lives.

The theme, "Potential for Managerial Roles," posits that transgender individuals possess the aptitude for making decisions and managing tasks and the ability to organise and execute assignments under supervision. The second theme, "Challenges in Decision-Making Roles," brings to light impediments such as inadequate education, competencies, and social acceptance, resulting in a dearth of mastery, exposure, and self-assurance, making it difficult to entrust them with decision-making responsibilities. These themes demonstrate the equilibrium between acknowledging transgender individuals' potential for managerial positions and tackling the obstacles that impede their complete participation.

The primary challenges faced by adult transgender individuals in Pakistan. Although there are government quotas for employment and education, they still experience social unacceptability (Theme 1). Transgender people are also disproportionately susceptible to HIV/AIDS and mental health issues, leading to unequal treatment (Theme 2). Their lack of education, skills, and experience also stifles their social acceptance and equality (Theme 3). These interrelated themes emphasise the complex obstacles to transgender individuals' full integration into society and the workforce.

The first theme suggests that offering low-level jobs, though potentially discriminatory, is essential for future job prospects. The second theme highlights that transgender people' limited education and skills restrict their immediate job options. The third theme emphasises the global gender discrimination transgender people face, depriving them of jobs and benefits due to societal biases. These themes collectively emphasise the intricate challenges and necessary actions to enhance the social and professional integration of transgender individuals.

Conclusion

This study successfully highlighted the challenges transgender adults face in Pakistan when it comes to employment and skills development. The qualitative analysis revealed that transgender individuals experience significant barriers in obtaining and retaining employment, largely due to social stigma and lack of adequate training opportunities. The findings underscore the importance of addressing these challenges through tailored educational and employment programs that foster inclusivity. A comprehensive strategy that focuses on skill development, alongside the implementation of non-discrimination policies, can facilitate the integration of transgender individuals into various workforce sectors.

Recommendations

Here are the recommendations of the study.

- Develop and implement specialized education and training programs that cater to the specific skill development needs of transgender individuals.
- Introduce non-discriminatory hiring practices in workplaces across various sectors to ensure equal opportunities for transgender individuals.

- Provide job placements that align with the preferences and skill sets of transgender individuals to enhance job satisfaction and retention.
- Establish mentorship and support networks to guide transgender employees in professional growth and overcoming workplace challenges.
- Encourage businesses and industries to adopt inclusive policies and diversity training programs to create a more supportive work environment.
- Engage policymakers in drafting laws that promote equality and protect the rights of transgender individuals in employment settings

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