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DEPARTMENT OF SOCIOLOGY

SOCIO-ECONOMIC PROBLEMS OF PEOPLE WITH PHYSICAL DISABILITY: A CASE OF GUBRE SUB-CITY.

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Acronyms

PWDs –People with Disability

CBR-Community Based Rehabilitation

UN – United Nation

UNDP- United Nation Development Program

FGD- Focus Group Discussion

PHCE- Population Housing Census Ethiopia

WHO- World Health Organization

NDA- National Disability Authority

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Abstract

People with disability face socioeconomic problems compared to general population. Most of them have lower education, occupation and income. This study aims to assess the socio-economic problems of people with disabilities face in Gubre sub city. Our research finding was fill the gap of those, the main focus of which was only on the attitudinal aspect of people with disability, economic aspect and academic performance of students with physical. Our research was assess overall socio-economic aspects of physical disabilities Both quantitative and qualitative research methods applied. The data collection instruments employed in this research were questionnaire, in-depth interview guide, and focus group discussion guide. Our research finding indicate that the economic problem of physically disabled people is not only related with their disability. But also, it related with their family background and lack of financial and material support, the attitude of community towards physically disabled people previously was not good. In somehow recently there is attitudinal change and also the educational level of physically disabled students was low. The socio-economic problems were negative perceptions of disabled people by non-disabled people, insufficient income for living and accommodation, problems of basic needs, and limited social network. Therefore, the local government should create links with NGOs for financial, material, other support for disabled people; Local government should improve the economic status of People with physical disabilities and engagement in different income generating activities; Local government should take the responsibility to allocate financial out flows.

Key words: disability, economic problem, social problem, income level, job opportunity and education

CHAPTER ONE

1. INTRODUCTION

1.1. Background of study

Disability is related to impairment of certain organs of the body that affects normal functioning of the individual concerned. It is a long-term physical, mental, intellectual or sensory impairment which is combined with negative attitudes or environmental barriers prevent a person from taking a full or active role in societal activities. According to this source, people with disabilities are, hence, those who have certain kind of impairment and require special services and facilities to fulfill their basic needs and to attend school or to lead independent life (WHO, 2015).

Physical disability is any restriction or lack of ability to perform any activity considered normal for human being resulting from impairment. On the other hand, impairment includes any loss or abnormality of hearing, visual, walking, mental or other body organs. Majority disabled person is unable to fulfill their basic needs by themselves as a result of deficiency in their physical or mental capability. The distribution of disabilities in the world in terms of age category worlds older adults is estimated to double from about 11% to 22% this figure an expected to increase from 60 million to 120 million peoples over the age 60 older people face especial physical challenges (WHO, 2015).

According to UN Statistics (2015), 15% of the world population has disability of which 80% lives in developing countries because of lack of resource and poor access to rehabilitation services. For instance, a census conducted on the prevalence of disability in Africa (2008) indicated that 300 million people (40%) of population is disabled. In case of Ethiopia, according to national population and housing census conducted in 2007, there are more than 17.6% people with disability. Such high prevalence of disability is also related to pre- and post-natal disabling factors like infectious diseases, difficulties contingent to delivery, under nutrition and /or malnutrition, harmful cultural practices, poor child care and management, civil war, periodic drought and famine, and absence of early primary and secondary preventive care (UN Statistics, 2015).

People with disability face various problems like social exclusion, discrimination, lack of access to health services, lack of job opportunities and famine. The effect of disability on people's lives

is likely to be worse in lower class families. Lower class families are typically marginalized because they are deemed incapable of contributing to the community or society (NDA, 2016).

The above ideas identify that people with disability face socioeconomic problems compared to general population. Most of them have lower education, occupation and income. Thus, this study aims to assess the socio-economic problems in which people with disabilities face in Gubre sub city.

1.2. Statement of the problem

The distribution of disability is not homogenous across countries, age and sex. For instance, among the disabled people in the world 91% of children with disability in developing countries do not attend school, 33% of street youths are disabled; while the global literacy rate for adults with disability is as low as 3.5% for men and 2% for women (UNDP, 2016).

According to UN statistics (2015), persons with disabilities constitute 20% of all people living on less than one US dollar worldwide. Disability is described to have strong vicious circle association with poverty. Disabled person is a member of the family could affect the job opportunities of other family members due to caring activities. As the 2011 joint report of world bank and WHO revealed, across the world, people with disabilities have poorer health outcomes, lower educational achievements, less economic participation and higher rates of poverty than people without disabilities. This is partly because people with disabilities experience barriers in accessing services that many of us have long taken for granted including health, employment, education and occupation. In case of Ethiopia, 17.6% of the total populations are estimated to have disability it is also estimated that 9% of the populations have South nation nationalities and Peoples regional state are persons living with disability. In case of Gubre sub city there 116 people with physical disability (Gubre Administrative office, 2021).

There are many researches work (like Tirussew, 2005; Tsige, 2004) in Ethiopia conducted focusing on the attitudes of people with disability. Those studies focused on the feeling of people towards people with disability and those studies had been conducted at national and their finding indicate that there was better attitudinal change towards physically disabled people within the community. They did not use representative sample. (Asmare, 2019) he conducted research on the economic condition of people with physical disability. His finding on economic condition of

physically disabled people indicate that the economic problem was related with their physical disability, i.e those physically disabled have not economic problem before. (Hiwot, 2016) she conducted research on the academic performance of students with physical disabilities. Thus, her finding indicate that there was different material supports and special treatments for those physical disabled students. But physically disabled students have less academic performance than non-disabled. The cause for their low performance was related with themselves, because they were not interested to attend school.

Thus, our research finding was fill this gap of those, the main focus of which was only on the attitudinal aspect of people with disability, economic aspect and academic performance of students with physical disabilities because, this research is not restricted on the attitudinal and economic aspects of people with physical disabilities. Furthermore, when we try to get any other research conducted in our study area in the level of our capacity, we didn't find any scientific research conducted in Gubre sub city. By focusing on the socio-economic aspects of people with disabilities, this research was fill the gap of previous studies. Our research finding indicate that the economic problem of physically disabled people is not only related with their disability. But also, it related with their family background and lack of financial and material support, the attitude of community towards physically disabled people previously was not good. Recently there is change in somehow but, this change is not better enough. And also, our research finding on the educational condition indicate that the educational level is low because those physically disabled students haven't the same treatment with non-disabled students and there was no better special material provision and tutorial education given to them. Generally, our research was more inclusive.

1.3. Objectives of the study

1.3.1. General objective

The general objective of this study is to assess the socio-economic problems of people with physical disability in Gubre sub city.

1.3.2. Specific objectives

- To assess educational access of people with physical disability in the study area.
- To assess the economic situation of people with physical disabilities in the study area.

- To identify the job opportunities of people with physical disabilities in the study area.

1.4. Research question

- Does the physical disability have implications on educational access of disabled people?
- Are job opportunities available are open for physical disabled people?
- What seems the economic situation of people with physical disability?

1.5. Scope of the study

Geographically, this study was conducted in Gubre sub city. This study is delimited to the concept of socio-economic aspects of people with physical disabilities. Regarding the study participants of this study all people with physical disabilities who were living in Gubre sub city.

1.6. Significance of the study

The study helps community to understand socio-economic problems that affect life style of peoples with disabilities. It helps us to understand the socio-economic problems of people with physical disabilities. It will also serve as a reference for other students who want to conduct research in Gubre sub city in the future. Finally, it provides knowledge for us or increase our ability to do research independently for the future

1.7. Limitation of the study

when we conducting the study, there were limitations that we faced from this study. Those are the time given to do the research was not enough to conduct comprehensive investigation, and reluctance of respondents to give information and also the other limitation of this study was lack of financial constraints to pay for the necessary expenditure to conduct the research .In addition to this lack of material and other services when the researchers conduct the research

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Concept of physical disability

Physical disability is a physical condition that affect a person's mobility, physical capacity, stamina or dexterity. Physical disability is substantial and long-term condition affecting part of a person's body that impairs and limits their physical functioning, mobility. A physical disability does not necessarily stop you from performing specific tasks, but makes them more challenging.

Physical disability can include brain or spinal cord injuries, multiple sclerosis, cerebral palsy, respiratory disorders, epilepsy, hearing and visual impairments and it has created the socio-economic problem on disabled people throughout the world. A person may be born with a physical disability or acquire it later in life through accident, injury, illness or side effects of medical treatment (Richard, 2018).

Physical and occupational therapies provide education and techniques for minimizing a variety of physical disabilities that if not corrected could result in significant change in appearance and in modification of activities of daily living. Physical and educational technique can promote a sense of control and wellness correlated with improved function and cosmesis. People may have experienced barriers to learning that relate to negative perceptions of their disability and low expectations. They may also have missed out on vital stages of learning during their schooling, affecting their language acquisition and the development of literacy (Richard, 2018).

2.2. Causes of physical disability

There are many different kinds of disability and a wide variety of situations which people experience. Each person will have different causes, symptoms and management strategies making it difficult to generalize physical disabilities (WHO, 2015).

According to (Population and Housing Census of Ethiopia,2007) The cause of disabilities are categorized in one of the following stated groups:

- **Vehicle accident:** - accidents caused by car, train, rail way, bicycle, Motor Cycle, horse pulled wheeled vehicle ...etc.
- **Polio:** - virus causing disability of body paralysis.
- **Leprosy:** - chronic infectious disease caused by micro- bacterium leprous primarily affecting nerves and causes disability if not treated early.
- **Intra-uterine (in the uterus) prenatal and during delivery:** - disability caused before birth and during delivery.
- **War/mines:** - disability caused in the battle field by fire arms, bullet, explosives, mines, bombs piercing objects, and sharp objects...etc. and disabilities caused by exploding mines be it in the battle field or not.

- **Other accidents:** - accidents caused due to falling, accidents caused by cattle, falling from animals back or stroke, accidents caused on job, accidents due to electric shocks, accidents caused by fire arms, bullet, bomb, sharp objects, piercing objects, hand grenades ...etc.

2.3. Types of physical disability

- **Seeing difficulty:** - persons who were unable to do their work without the help of others because of weakness in seeing was considered as persons who have seeing difficulty.
- **Hearing difficulty:** - Persons who totally lost hearing in one ear and partially hear by one or those who were able to hear partially by both ears were considered as persons with hearing difficulty.
- **Speaking difficulty:** - Persons who were not able to speak as a healthy person could speak or persons whose speech couldn't be understood clearly to others were considered as having speaking difficulties.
- **Disability in hands:** - (Nonfunctional upper limbs) Loss of one hand or both hands, paralysis of one hand or both hands or any other disability in one hand or both hands were taken as disability in hands.
- **Disability in legs:** - (Nonfunctional lower limbs) Loss of one leg or both legs, paralysis of one leg or both legs, or any other disability in one leg or both legs were taken as disability in legs.
- **Physical organs movement difficulty:** - Any other specific physical organ movement difficulties (such as difficulties in seating, keeping balance, sever shaking, coordinated organs' movement... etc.
- **Other:** - Persons identified as disabled and not classified in any of the above mentioned categories were considered in this group(Population and Housing Census of Ethiopia,2007).

2.4. Models of disability

1. **Economic model:** - according to this modal the economic productivity potential of the majority of disable persons is refused to be acknowledging, because disabled are perceived as an

economic burden on society. Persons with disabilities should be provided by charities see to fulfilling their special need i.e. Mobility aid, Braille, equipment hearing aid rather than being rights provided by governments (Diana et al, 2001).

2. social model: - the social model arose in the 1970`s but became more prevalent in the 1990`s in response to criticisms of disabled people`s organization (DPOs) against the medical model. This model of disability concentrated on requirement of social action so as to manage the existing problem of disability. This is to mean that collective responsibility is needed to make the essential impairment for the full involvement of PWDs. In all areas of social life, the reason behind social action is disability is seeing not only individual`s problem but also society`s failure. Since disability seen as a part of human diversity, the social modal focuses on the strengths, value and potential of PWDs. in order to ensure full participation of PWDs in society an individual is required to change their perception of attitudes that is resulted from fear ignorance and prejudice created busyness and caused discrimination which increase handicapped (WHO, 2004).

The right approach is one aspect of social modal that people with disabilities have right to enjoy health and wellbeing and to participate fully in education, social, cultural, religious economic and political activities as any other citizens within the community. It considers that the principal response to existing discrimination is the reformation of economic, political and social rules to reduce inequality in terms of rights and to provide access to full citizen ship (Diana et al 2001).

The world health organization (WHO) now states one can bath disabled and healthy. There is no inherent reason why an individual`s disability should keep than from attending school finding a job, getting married, voting or participating in religious ceremonies or recreation and sport activates. What limits individuals with disabilities from participating as fully as possible in the lives of their families, communities and socialites are the limitations and stigmas placed up on them by others, not their specific physical, psychological or intellectual impairment (Grocer E, 2006)

2.5. Disability and socio-economic status

Socio-economic status encompasses not just income but, also educational attainment, financial security, and objective perception of social status and social class. Socio-economic status can

encompass quality of life attributes as well as opportunities and privileges afforded to people within society. Poverty specifically is not a single factor but, rather is characterized by multiple physical and psychological stressors. Socio-economic status is relevant to all realms of behavioral and social science including research, practice, education, and advocacy. Socio-economic status affects overall human functioning including our physical and mental health. Low socio-economic status and its correlates such as low educational achievement, poverty, and poor health ultimately affect our society. Inequalities in health distribution, and quality of life are increasing in United State and globally (U.S Department of Labor, 2017).

2.5.1. Health and wellbeing

Low level of socio-economic status has consistently been correlated with poor health and low quality of life. The existence of disability can contribute to emotional instability for individuals and the families responsible for their care. Individuals with a disability and their families are at increased risk for poor health and quality of life outcomes when their disability status affects their socio-economic standing (. U.S Census Bureau, 2015)

2.5.2. Educational barriers for people with a disability

Disparity in education have been ongoing for generation in a large study of individual 65 years and older, 20.9 percent of those without disability failed to complete high school. Great disparities exist when comparing the attainment of higher degree. According to 2015 census bureau about 15.1 percent of population age 25 and over with disability have obtained a bachelor's degree or higher while 33 percent of individual in the same age category with no disability have attained the same educational status (U.S Census Bureau, 2015).

2.6. Social security for disabled peoples in Ethiopia

According to FDRE constitution article 41(5) of the constitution states that “the state shall, with in its available means allocate resources to provide rehabilitation and assistance to physical and mental disable.” In contrast to previous constitution, the constitution of the federal democratic republic of Ethiopia has made an attempt to address the issues of PWDs. Its significance also lies in its being the supreme law of the county and hence, all international human rights instruments that Ethiopia accepted and ratified are part of the same. None the less, the term within its available means has a restrictive effect what is more, it does not contain provisions that ensure equal employment opportunities for PWDs and protect them against discrimination. Tsige

argues that the constitution emphasis on rehabilitation and assistance is based on the assumption that PWDs are not able to exercise the same right as non-disabled ones (Tsige, 2004).

2.7. Current situation of people with physical disability in Ethiopia

The state of persons with disabilities in Ethiopia is even more tragic and severe due to the presence of diversified pre and post-natal disabling factors (like infectious diseases, difficulties contingent to delivery, under-nutrition, malnutrition, harmful cultural practices, and lack of proper Child care and management, civil war and periodic drought and famine) and the absence of early primary and secondary preventive actions (human disability and development). In Ethiopia, some associate disability (handicap) with spiritual evil and do not let disabled persons to go out in public. This leads to families hiding disabled family members which lead to inaccurate information and statistics on disabilities (Tirussew, 2005).

To alleviate the problems of disability, the Ethiopian Federal Democratic Government has organized a Rehabilitation Department under the Ministry of Labor and Social Affairs (MOLSA). The main activities of the department are to realize rehabilitation, capacity building, and awareness rising. Government administration has been decentralized from the central to regional levels with structures extending from the zones to the “Woreda” districts (FDRE, 2002).

2.8. Socio-economic problem of people with physical disability

Disabled are large minority groups, starved of services and mostly ignored by society, live in isolation, segregation, poverty and charity. Due to discrimination they don't go to public place and not free to get those rights which a non-disabled person gets. They are deprived of education and employment. Persons with disabilities face barriers that prevent them from enjoying their full social, economic, cultural, civil and developmental right. This is largely due to lack of awareness, ignorance and prejudice in our society. Mainstreaming and universal access for persons with physical disabilities are the ultimate goal of the disability movement. This means the removal of social, economic, cultural, physical and other barriers that prevent persons with disabilities from equally accessing opportunities and participating fully in all aspects of life. A person with disabilities lacks access to employment opportunities and even if they are able to get employment, they face problems such as reasonable accommodation at work, accessible public

transportation to get them to work and back and discrimination and ignorance about their potential at work (Masango, 2018)

2.9. Theories of physical disability

Functionalist theory

Under current welfare arrangements, more than 70% of spending goes on the salaries of professionals working with disabled people. Functionalism confuses impairment and disability with the sick role. By failing to recognize that disabled people do not necessarily have “something wrong with them,” it simply reproduces discriminatory norms and values instead of addressing the cultural and economic forces that precipitate them. The crucial problem is that disabled people, regardless of the type or severity of their impairment, are not a homogeneous group that can be accommodated easily within a society that takes little account of their individual or collective needs. As with the whole population, disabled people differ widely in terms of ethnic background, sexual orientation, age, abilities, religious beliefs, wealth, access to work, and so on. Clearly, their situation cannot be understood or, indeed, transformed by any policy based on narrow theories of conventional normality or uniformity (Oliver, 1998).

Social constructionist theory

This theoretical approach is centrally concerned with meaning. It shows the crucial importance of learning from disabled people’s experience to understand meanings of disability. For example, blindness differs according to the economic and cultural contexts. Anthropologists and historians show how different societies produce certain types of disease, impairment, and disability. Disability can be produced by the disability business. Consequently, disabled people tend to be treated as an abstract, somehow distinct from the rest of the human race, and the crucial question of the causes of disability is fudged rather than clarified. For example, how disability is physically based but socially constructed by the disabling environment (Thomas ,2007).

Critical theory

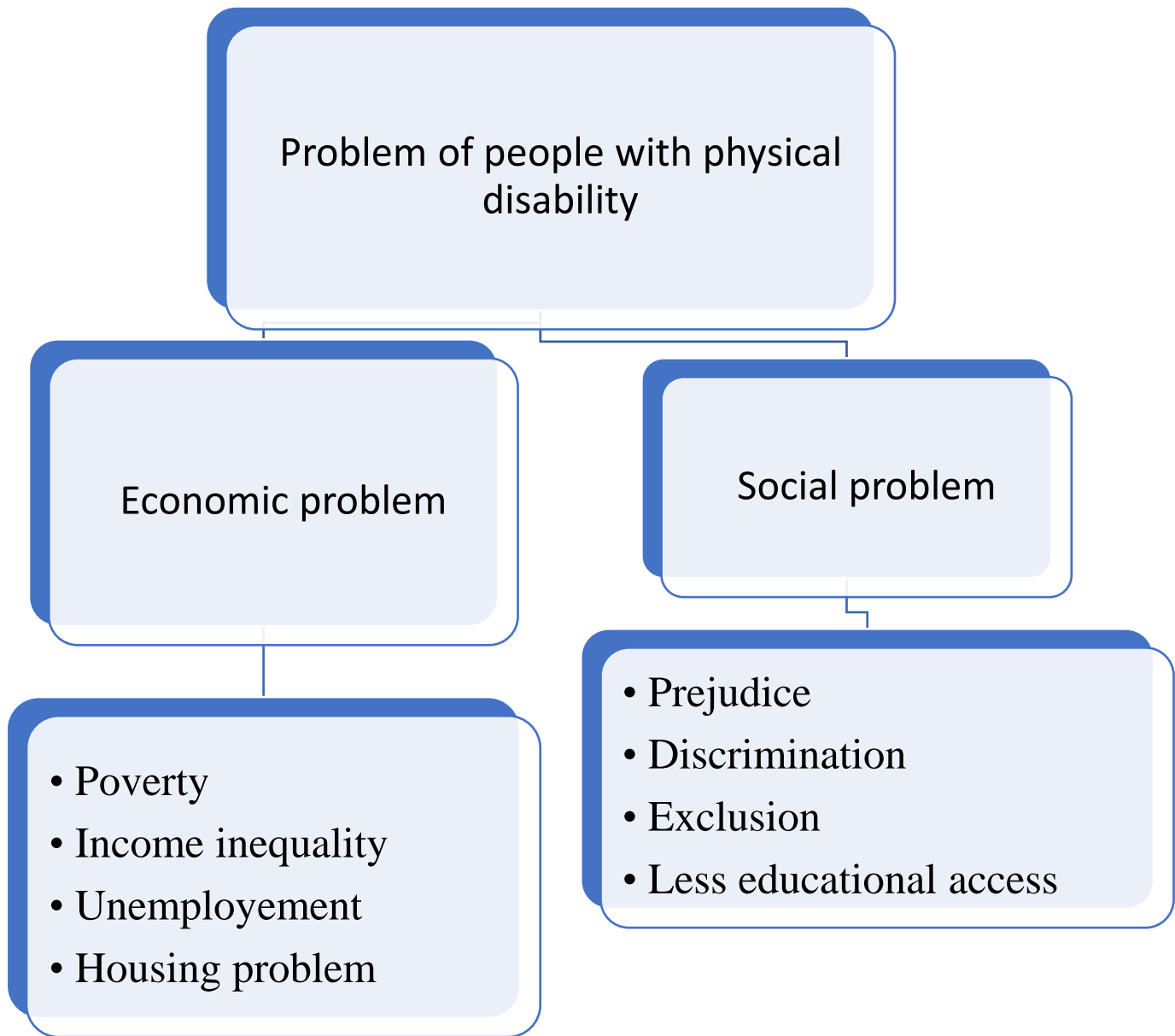
Critical theory covers similar ground to the other theories discussed here, but it sees disabled people’s problems explicitly as the product of an unequal society. It ties the solutions to social

action and change. Notions of disability as social oppression mean that prejudice and discrimination disable and restrict people's lives much more than impairments do. So, for example, the problem with public transport is not the inability of some people to walk but that buses are not designed to take wheelchairs. Such a problem can be cured by spending money, not by surgical intervention, assistive computer technology, or rehabilitation (Devlin, 2007).

Ideologies perpetuate practical barriers and exclusions. As long as disability is assumed to be an individual matter of personal tragedy or heroic triumph over difficulty, disabled people are excluded from society. Ordinary education, employment, buildings, public transport, and other things which most people can take for granted remain largely closed to disabled people, or at least they present obstacles which each person has to tackle individually. By emphasizing deficiency and dependency, doctors tend to reinforce these ideologies (Pothier, 2007).

From those theories of physical disability that are mentioned above the critical theory of physical disability is much more importantly support or employ with our research, because such theory sees the notion of disability as a social problem and the societies ignorance and discriminatory factor on physically disabled person from education. Employment, economic, transportation, and other things that peoples can take largely closed to physically disabled (Parker, 2007).

2.10. Conceptual Framework



Source (Own source,2021)

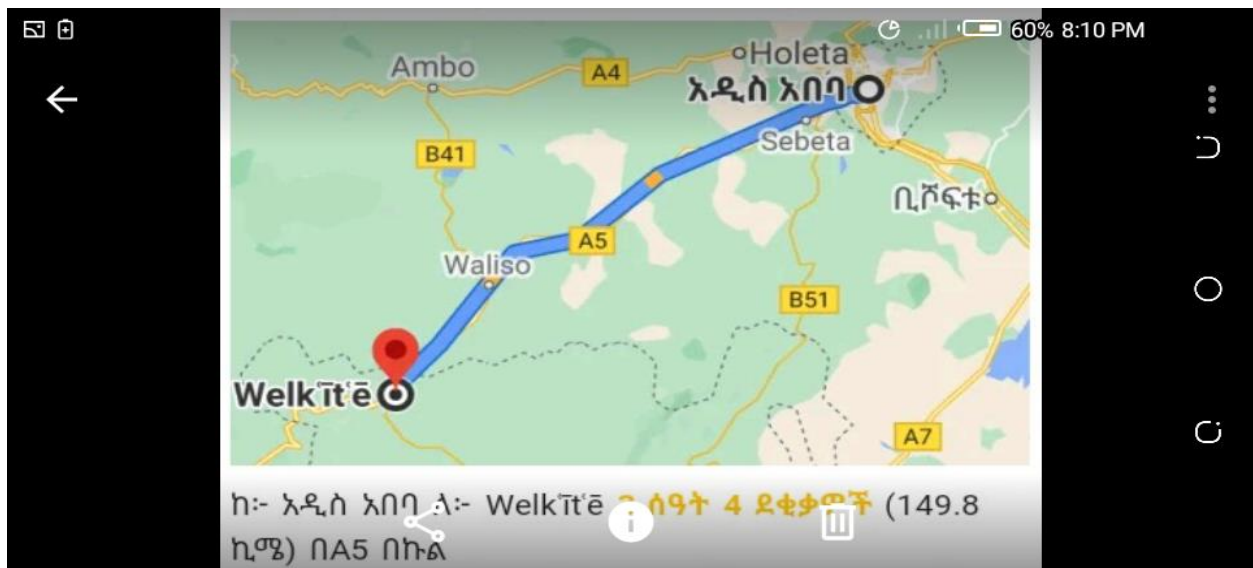
Figure 2:1 Diagram of conceptual Framework

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Description of the study area

This study was conducted in Gubre sub city. Because Gubre is near, we are familiar with it and for cost saving for us. Gubre is founded in the South Western part of Ethiopia which is 159.8 kilometers far away from the capital city – Addis Ababa of Ethiopia and 10 kilometers from Wolkite. The majority of the population is Amharic and Guragna language speaker and the followers of Orthodox Christianity and Muslims but there also Protestant Christianity residents



in Gubre sub city.

Figure 3;1 Map

Source; Ethiopian distance calculator, 2017

3.2. Research design

To conduct this study cross sectional study design was implemented. Because the data was collected in one place and at one time. We used qualitative and quantitative research approach data collection method.

3.3. Sources of data collection

We employed both primary and secondary sources of data collection;

1.The primary data: - through interview and questionnaires, FGD to gather information about the subject matter of the research.

2. The secondary data: - from related literature including both published and unpublished materials i.e. annual report from administration and website.

3.4. Research approach

The study was a mixture of both qualitative and quantitative approach. In qualitative method we used an interview, focus group discussion, and in a quantitative method survey method was used with questionnaire distributed for the respondents to collect data.

3.5. Method of data collection and instruments

In order to generate comprehensive information about the topic we were employed the following major data collection methods.

1. Survey: -survey method was employed to generate quantitative data about the socio-economic problem of people with physical disability in our study area. We used questionnaire as tool for the survey. Questionnaire was distributed to 25 selected sample respondents of people with physical disabilities. We prepared both close ended and open-ended questions. Open ended questions give freedom to structure a response and use words of their own choice.

2. In-depth interview: - in this method we employed in-depth interview guide as an instrument. Actually, we conducted in-depth interview with 12 respondents one time through considering comfortable situations to get reliable data from participants and what implications did thus perception has on physical disability.

3. Focus Group Discussion [FGD]: - In this method we employed focus group discussion guide as a tool. Group discussion was arranged and employed in this study. We conducted one Focus Group Discussion with 8 discussants.

3.6. Sample size and sampling techniques

We used probability sampling technique from those probability sampling techniques we selected simple random probability sampling technique and, in this technique, we used commonly applicable method in simple random techniques that is tossing a coin. Because already we have a

list of our target population and simple random sampling technique is well known probability sampling technique and in which each element in the target population have equal probability to being selected as a part of the sample. According to (Gubre Administrative office 2021); there are 116 peoples who are physically disabled in study area. We determine 25 participants for questionnaire by considering and discussing on the situation to get reliable data within how many numbers of participants. We selected 25 peoples with disability for questionnaire to collect the necessary data through tossing coins 25 times for our target populations still we get 25 respondents for questionnaire from 116 target populations, 12 physical disabled people for in-depth interview through tossing coins 12 times for the rest of 91 target population still we get 12 respondents for interview and 8 for FGD through tossing coins 8 times for the rest of 79 target populations still we get 8 discussants for FGD. The reason why for the selection of 45 samples from the target populations are cost constraints that limit our questionnaire preparation for more than 25 respondents, time limitation and also 45 respondents are representative for the total target populations.

3.7. Method of data analysis, Presentation and interpretation

The data collected through questionnaires, in-depth interviews and focus group discussion was analyzed by using descriptive statistics like percentage, frequencies. The data obtained through questionnaire, was presented in the form of frequency and table. The data gathered through interview and FGD was interpreted by word explanation in the form of sentences and paragraph.

3.8. Data quality control Mechanisms

To enhance the reliability and validity of data the researchers were taken data quality assurance in order to apply reliable data. The researchers were taken cross check the data which was collected not be stored type and the validity of method was improved by actual behavior of respondents, when the data was collected.

3.9. Ethical consideration

The researchers took in to consideration to protection of the privacy, anonymity and confidentiality of the respondents by voluntary consent and informing participants about over all purpose of the research. And also the researchers were taken care not rival the identity of individual implicated in research without their permission and treat research participants fairly

and show them respect. And the security permission was given for us from the department that help to gather data and to work accordingly.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter is classified in to two main parts. The first part consists of the socio –demographic features of respondents involved. The second part is about the socio-economic conditions of people with disabilities included in this study. The data gathered through different data collection tools have been analyzed using descriptive analysis and presented in a frequency table.

In our study we used 45 participants to collect relevant data, among these 25 by distributing questionnaire and 12 in depth interview, and the 8 respondents were selected for FGD as we expected in questionnaire distributing and in-depth interview (100%) was already collected or success.

Results

The data collected through questionnaires and in-depth interview had been analyzed using statistical and thematic analysis respectively. Quantitative data obtained from questionnaire were analyzed using descriptive statistics like percentage and frequency. On the other hand, qualitative data obtained from in-depth interview and focus group discussion had been transcribed and sorted out into theme categories and then analyzed using thematically.

4.2. Socio –demographic characteristics of respondents

Table 4.1: sex distributions of respondents

From the below frequency table shows that the majority of respondents were males which account 18(72%) and the remaining 7(28%) were females disabled persons. From this distribution one can understand that males took the lion share of participation in this study.

Sex	frequency	Percentage
Male	18	72%
Female	7	28%
Total	25	100%

Source: (survey, 2021)

Table 4.2: Age distribution of the respondents

From the below table the age distribution of participants indicated that 3 (12%) were within the age category of 35 years and above, 6 (24%) were in the category of 21-25 years, 7(28%) were between 26-30 years, 5(20%) were category of age 31-35 years and 4(16%) were between the age of 15-20 years. This frequency distribution indicates that the large majority of our respondents fall in the age category of above 30 years of age.

Age group	Frequency	Percentage
15-20	4	16%
21-25	6	24%
26- 30	7	28%
31- 35	5	20%
Above 35	3	12%
Total	25	100%

Source: (survey, 2021)

Table 4.3: the marital status of the respondents

In the below table the marital status of participants majority of the respondents were married which shares the highest percentage that accounts 10(40%) out of the total number of 25 respondents, 9(36%) were never married , 4(16%) were divorced and the percentage of participant widowed accounts 2(8%) of out of the total number of the respondents

marital status,	Frequency	Percentage
Never Married	9	36%
Married	10	40%
Divorced	4	16%
Widowed	2	8%
Total	25	100%

Source: (survey, 2021)

Table 4.4: Types of Disability of the respondents

The type of disability that our respondents faces in the study area can be mentioned as follow blinded, deaf, lame paralytic and others. The table below shows all of this as follow. From the above table indicates 4(16%) of the respondents were blind, 7(28%) of the respondents lame, 4(16%) of the respondents were deaf, 8(32%) of respondents paralytic and 2(8%) respondents were others types of disability. Among those types of disability, the respondents paralytic shares the highest percentage of which accounts (32%) out of the total number of 25 participants.

Types of disability	Frequency	Percentage
Blindness	4	16%
Deafness	4	16%
Lame	7	28%
Paralytic	8	32%
Others	2	8%
Total	25	100%

Source; (survey, 2021)

4.3. The data obtained on socio-economic condition of respondents

4.3.1. The data obtained on educational condition of respondents

Table 4.5: Education level of the respondents

The data gathered to assess the educational level of disabled peoples, in above table 12(48) of the respondents were not complete yet, 6(24%) respondents twelve complete, 5(20%) of respondents were diploma and 2(8%) of respondents were certificate. This frequency distribution indicates that the majority of respondents were not complete yet. As the below table indicate that there were no physically disabled people who graduated by degree. Therefore, it indicates that the disability has an impact on their educational attainment

Level of education	Frequency	percentage

Not complete yet	12	48%
Twelve complete	6	24%
Certificate	5	20%
Diploma	2	8%
Degree and above	0	0%
Total	25	100%

Source: (survey,2021)

Table 4.6: the educational achievements of the respondents

From the below table the data gathered to see the educational achievement of the respondents indicated that 11(44%) of respondents were lower scorer, 8(32%) of respondents were medium scorer, 4(16%) of respondents were high achiever and 2(8%) respondents were too low scorers. Therefore, the above stated information indicated that the majority 11(44%) of respondents were lower scorer.

Educational achievement	Frequency	Percentage
High achiever	4	16%
Medium achiever	8	32%
Lower scorer	11	44%
Too low scorer	2	8%
Total	25	100%

Source: (survey, 2021)

For students different kinds of materials supports were provided to those physically disabled students in order to avoid the sense of inferiority from their mind and it serve as moral appreciation for them. Based on our finding regarding to the educational level of discussants most of them responded as not attending school efficiently for different problems such as disability related health problems, discomfort feeling to attend school, lack of transportation, shortage of educational material (like books printed in brail) and fear of negative perception from non-disabled people.

For example; the accessibility of education is low because of more of disabled people is lower class, lower educational and occupational status, so, they do not attend school. Therefore,

poverty and disability according to FGD has great relation or strong vicious circle. In most case of disability is poverty and reverse the cause of poverty is disabled, poor people cannot an opportunity to get adequate educational service.

The data obtained from FGD also supported these findings. For instance, one respondent described his condition as follows:

“Most of the school individual and same teachers are hurting me deliberately. This school personnel and teachers did not treat me appropriately as our non-disabled students. Example, non-disabled students will be punished and told to correct when they come to school late or deviate from the school norm, but I left without punishment or warring to the same mistake I commit as non-disabled students. Hence these indicate me those teachers and the school personnel give low or unequal expectation to me compared with non-disabled student”.

4.3.2. The data obtained that related job opportunities

Table 4.7: The occupation of the respondents

The data indicate from above table 11(44%) of the respondents were unemployed, 5(20%) of the respondents were Student and 9(36%) of the respondents were employed. This occupational distribution shows that majority of respondents were unemployed because of their health problem related with disability and lack of educational opportunities.

Occupation	frequency		Percentage
Student	5		20%
Unemployed	11		44%
Employed	9		36%
Total	25		100%

Source: (survey, 2021)

Have you ever received any type of life skill training?

The data obtained through questionnaire on life skill training 9(36%) of respondents were take life skill training and the remaining 16(64%) of respondents were not take life skill training. This

information indicate majority from total number 25 respondents 16(64%) of respondents have not received any types of life skill training and while those who are take life skill training shares the lowest percent and which accounts 9(36%) out of 100% participants (survey, 2021).

Do you have job opportunity same as non-disabled peoples?

The data obtained from the through questionnaire on the sameness of job opportunities indicate that 7(28%) of respondents have job opportunities the same as non-disabled peoples and the remaining 18(72%) of respondents have no same job opportunities with non-disabled peoples because of their physical disability. From our study participants who have no the same job opportunity with non-disabled peoples shares the highest percentage and where as those who have job opportunity same as non-disabled peoples shares the lowest percentage (survey, 2021).

Table 4.8: who facilitate your job opportunity?

The below table indicates that, 2(8%) of respondents facilitate their job opportunity by their family, 6(24%) of respondents facilitated their job opportunity by employee officer, 1(4%) of respondents facilitated their job opportunity by charity organization and the remaining 16(64%) of respondents were no facilitator of job opportunity. This Frequency distribution indicates majority of our participants their job opportunity was not facilitated.

who facilitate your job opportunity		
	Frequency	Percentage
May family	2	8%
Employee officer	6	24%
Charity organization	1	4%
No job opportunity	16	64%
Total	25	100%

Source :(survey 2021)

“From the qualitative data the researchers collected from twelve interviewer as to the participants’ job opportunity status: from twelve interviewed persons, three out of them has his own job position and they earn their income from trade in a single “container” –market center, and they earn moderate income level, but they live with in rental house, and also they do not gaining any supportive service from any helping organizations, four of participants have not their

own job positions, they are living within rental house, and receiving some sort of service from supportive agency, but not adequately serve themselves and still they are under poverty. The remaining five persons from twelve interviewees also have not job opportunities rather they leading their living in begging and they are earning low from begging. As far as such problems are concerned, they are nothing to gain supportive service from the helping agency, and also, they have not their own house rather they are living with their families/ relatives”.

In our finding data gathered to assess job opportunity of participants most of them have not the same job opportunity compared with non-disabled peoples due to low educational status, wrong attitude towards disabled people in community, low income level and lack of government intervention

4.3.3. The data obtained economic situation of respondents

Table 4.9: How much do you earn per month from your employment

The data gathered to assess the income earn per month majority of participants 11(44%) were earn below 600, 5(20%) of respondents were earn 600-1200, 4(16%) of respondents were earn 1200-1800 and 2(8%) earn above 1800

How much do you earn per month from your employment	Frequency	Percentage
Below 600	11	44%
600-1200	5	20%
1200-1800	4	16%
Above 1800	2	8%
Total	25	100%

Source: (survey.2021)

Table 4.10: The living condition of the respondents

In the above table 12(48%) of respondents were live with their parents, 8(32%) of respondents were living independently and 4(16%) were others. This data shows that the majority of participants live with their parents.

living condition	Frequency	Percentage
With their parent	12	48%
Independent	8	32%
Others	4	16%
Total	25	100%

Source :(survey, 2021)

Do you have per time work?

The data obtained through questionnaire on per-time work indicate that out of the total respondents 23(92%) of respondents were did not have per time work and remaining 2(8%) of respondents were have per time work, the income level that they obtain from their per time work was 800-1300 this date shows that the majority participant did not have per time work due to; low educational level, and health problem related to disability (survey, 2021).

Do you have any additional income from any source?

For the question raised on additional income source respondents responded 22(88%) of respondents were no additional source of income and remaining 3(12%) of the respondents have additional income source. This frequency distribution indicates that the large majority of our respondents have no additional source of income.

Economic problems are often measured as a combination of education, income and job of most respondents have lower educational, income and job accessibility. Disabled people more affected by economic problem

“As they told disability by itself is poverty because of an individual is disabled they become depend on other or even they may come out in to the street as beggar, if they do not have one support for them”.

The study revealed that many disabled peoples were not able to cope with the economic hardship they had confronted. The living standards and quality of disabled people had been negatively affected by economic problem caused by disability.

The data gathered to assess economic status or income level of respondents most of participants in our finding indicate they were earning low payment per month. In addition to this most of our study participants have not per time work and additional sources of income because of lower educational achievement, disability related health problem, lack of work motivation, community perception towards disabled people by this problem disabled people lower income for their living condition or under poverty line. The cause of their economic problem was not merely associated with their disability. In addition to this low economic status of their family background and lack of any other income and material supports are another cause. Beside to this as we get information from the respondent through interview, they responded us disabled people often financial suffer as a result of disability due to their lower earning potential.

In connection with the economic problem that disabled people experiences, in interview someone expressed his feeling as follow:

“Disabled people face lock of basic need problem such as clothes, food and home and most of them did not gate financial support. These problems directly affect their living condition.”

Based on our finding from FGD things to be corrected and facilitated to reduce the adverse socio-economic problem of physical disability people as follow; there was negative attitude towards physically disabled peoples from community and physically disabled peoples were assume the us do not able to do and make anything, but recently this kinds of attitudes are in somehow minimized in the community through awareness creation by the government organizations, mass medias, and others. Different kinds of services and financial supports provided particularly for those physically disabled peoples who need support from governments, private individuals and communities’ in order to appreciate them and to survive the life of physically disabled people

There are many researches work (like Tirussew, 2005; Tsige, 2004) in Ethiopia conducted focusing on the attitudes of people with disability. Those studies focused on the feeling of people towards people with disability and those studies had been conducted at national and their finding indicate that there was better attitudinal change towards physically disabled people within the community. Their sample was crude sample they did not use representative sample. (Asmare, 2019) he conducted research on the economic condition of people with physical disability. His

finding on economic condition of physically disabled people indicate that the economic problem was related with their physical disability, i.e those physically disabled have not economic problem before they become physically disabled. (Hiwot, 2016) she conducted research on the academic performance of students with physical disabilities. Her research conducted include only students and it focus on the performance of students with physical disability. Thus, her finding indicate that there was different material supports and special treatments for those physical disabled students. But physically disabled students have less academic performance than non-disabled. The cause for their low performance was related with themselves, because they were not interested to attend school.

Thus, our research finding was fill this gap of those, the main focus of which was only on the attitudinal aspect of people with disability, economic aspect and academic performance of students with physical disabilities because, this research is not restricted on the attitudinal and economic aspects of people with physical disabilities but, this research was assess overall socio-economic aspects of physical disabilities. Furthermore, when we try to get any other research conducted in our study area in the level of our capacity, we didn't find any scientific research conducted in Gubre sub city. By focusing on the socio-economic aspects of people with disabilities, this research was fill the gap of previous studies. Our research finding indicate that the economic problem of physically disabled people is not only related with their disability. But, also it related with their family background and lack of financial and material support, the attitude of community towards physically disabled people previously was not good. Recently there is change in somehow but, this change is not better enough. And also, our research finding on the educational condition indicate that the educational level is low because those physically disabled students haven't the same treatment with non-disabled students and there was no better special material provision and tutorial education given to them. Generally, our research was more inclusive.

From those theories of physical disability that are mentioned above the critical theory of physical disability is more importantly much with our research, because such theory sees the notion of disability as a social problem and the societies ignorance and discriminatory factor on physically disabled person from education. Employment, economic, transportation, and other things that peoples can take largely closed to physically disabled. Therefore, our finding was more match

with critical theory i.e critical theory directly touch that the physical disability problem was the product of social inequality. And critical theory emphasis on the social and economic problems that physically disabled people face when they live within the society in addition to this critical theory forwards the solution to the problem. And also, our research finding indicate that the physically disabled people face social and economic problems such as negative attitude towards them, economic hardship, loss of the same treatment and participation with non-disabled people and low level of educational achievement.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

5.1. Conclusion

People with disabilities face multitude of social, cultural, psychological, attitudinal, and economic problems in their life. This study attempted to assess the socio-economic problems those disabled people were experiencing in Gubre sub-city. The data were collected using both quantitative and qualitative data collection instruments such as questionnaire, in depth interview and focus group discussion (FGD). The collected data were presented in frequency tables and analyzed using thematic analysis method. Based on the analysis the study identified the actual socio-economic problems: People with physical disability were faced with the problems of economic condition; most of them were under poverty line, People with physical disability were faced many social stigma and discrimination, People with physical disability were getting low level of supportive service / accessibility from the helping institutions, since the majority of the people with physical disability were not getting such support or service accessibility, People with physical disability were negative perceptions of non-disabled people, thus majority of People with physical disability were under lower living condition and accommodation, problems of basic needs, and limited social network.

5.2. Recommendations

Based up on the research out comes the following recommendations are given in order to reduce the adverse socio-economic problems that affect disabled people and promoting their socio-economic problems in Gubre sub-city.

Measures to be taken by local government regarding job

- The local government should create links with local NGOs for financial, material, other support for disabled people.
- Local government should improve the economic status of PWDs and engagement in different income generating activities
- Local government should take the responsibility to allocate financial flows to support activities from different bodies to help PWDs in getting out of their problems.

- Local government should give guiding lines to people with physical disability to improve their lives and can lead themselves by themselves.

Measures to be taken by community

- Community should be encouraging the integration of disabled peoples in community and other sectors by appropriate preparation of community, and parents of both disabled people and non-disabled people.
- Community should be empowering and engage community to participate the education as children with disability and overall emotional social and intellectual wellbeing.
- The community should wisely work to integrate PWDs with their environment and create social network with non-disabled peoples.
- Community should be promoting peer integration in the neighborhood through creating an inclusive enjoyable and friendly learning environment in the community.

Measures to be taken by disabled people

- Disabled people should be accepting their disability and build up self-esteems.
- Disabled people should participate in any activity with their peer and community.

APPENDIX
WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

Appendix I: Questionnaire prepared for the Respondents

Preamble

Dear Respondents: -

The purpose of this questionnaire is to collect data on the Socio-economic problems of people with physical disabilities in Gubre sub-city. The researchers want to know what are the socio-economic problems of people with physical disabilities. Therefore, we assure your response will be not used for other purpose however your honest and genuine answers to this question will have a great value to the outcome of this assessment. Any of your answer will not be released for anyone and will remain anonymous. Your name will not be written on the questionnaire. Please tick a “✓” mark in the box provided among the given alternatives that you consider the best alternative and give brief answer for the question that required your explanation. Thank you very much for your valuable time and honest answer.

General Information

Interviewer's Name: _____

Signature _____

Date Western (DD-MM-YYYY): _____

Respondent's Woreda Name: _____

Respondent's Kebele Name: _____

Questionnaire ID Number: _____

Part I: Questions related with Socio-demographic features of respondents

1. Sex: 1. Male 2. Female
2. Age: _____
3. What is your marital status? 1. Never married 2. Divorced
3. Married 4. Widowed
4. Occupation: 1. Student 2. Unemployed 3. Employed
5. Living condition 1. Independent 2. With their parents
3. Other
6. Types of disability? 1. Blindness 2. Deafness 3. Lame
4. Paralytic 5. Others

Part II: Questions related to Educational level

7. If your answer for question number 4, under part I, is secondary and above, what is your actual level of education? 1. Not complete yet
2. Twelve complete 3. Diploma 4. Degree and above
8. If your answer for question number 4, under part I, is unable to write and read, what do you think is the main reason for not doing so? 1. Financial problem
2. Health problem related to disability 3. Fear of stigma
4. Other problem

9. What is your history of educational achievement: 1. Low scorer 2. Medium 3. High achiever

10. What is your personal justification for the answer you gave above: -----

11. Have you ever received any type of life skill training? 1. Yes 2. No

12. If your answer for the above question is yes, give your own justification-----

Part III: question related to occupation, job opportunities and level of income

13. Do you have job opportunity same as non-disabled peoples? 1. Yes 2. No

14. If your answer for question 16 is yes, who facilitated your job opportunity?

1. May family 2. Employee officer 3. Charity organization
4. No job opportunity

15. How much do you earn per month from your employment?

1. Below 600 2. 600-1200 3. 1200- 1800 4. above 1800

16. Do you have part time work? 1. Yes 2. No

17. If your answer for the above question is yes, how much do you receive from it? ---

22. Do you have any additional income from any source? 1. Yes 2. No

23. If yes, please specify it including the amount you gain-----

Appendix II: Interview guide

Thank, you very much for willing to answer the interview questions

The objective of this interview is to gather information about the socio-economic problems in people with disability are living in Gubre sub-city. All the points raised during the interview will be kept in confidentiality.

1. Do you think that there are job opportunity problems that disabled peoples face? 1. Yes
2. No

2. If your answer is yes, what are those problems? -----

3. Do you think that there are income problems that disabled people face? 1. Yes
2. No

4. If your answer is yes, what are they? -----

5. Do you think that there are educational access problems that disabled people face? 1. Yes

2. No

6. If your answer is yes, what are they? -----

Appendix III: Focus group discussion guide

Thank, you very much for focus group discussion

Checklist for focus group discussion (FGD) among peoples with disability in Gubre sub city.

1. What are those things that you think to be corrected and facilitated to reduce the adverse socio-economic problems of disabled peoples?

- Things to be corrected? -----

- Things to be facilitated? -----

2. Do you think that there are challenging economic problems that disabled peoples face?

1. Yes

2. No

If your answer is yes, what are those challenges? -----

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