

Problems that Women with Disabilities Encounter Compared to non – Disabled Ones in Kingdom of Saudi Arabia

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Abstract: This study aimed to reveal the problems faced by the disabled women in Saudi Arabia and the relationship of these problems with a number of variables such as: type of disability, severity and history of disability, in addition investigating the differences in the level of the problems faced by the disabled woman and non - disabled ones, as well as differences between the minor problems between them. As the null hypothesis of the study was formulated with the purpose of verifying its validity according to such variables. In order to investigate the problems of the disabled women and non - disabled ones, a questionnaire prepared by the researchers was applied on (297) disabled women and girls and (297) non - disabled ones. The study tool was standardized depending on the validity of the arbitrators. its reliability was verified by computing the coefficient of the internal consistency of the items which amounted to (0.93). After extracting repetitions and percentages of the extent of the prevalence of these problems on the disabled as well as checking of the null hypothesis of the study by using the Statistical Packages for Social Sciences (SPSS). The study findings showed statistically significant differences in the problems of the disabled women pursuant to the whole variables of the study. They also showed statistically significant differences between the problems faced by the disabled woman and non - disabled ones. Based on the study results the researchers presented a number of recommendations the most important of which are as follows: the right of the disabled woman in education, labor and social participation as well as community outreach for the family of the women with disabilities, and provision of community and educational programs for the disabled woman.

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1.Introduction:

It has been noticed in the recent decades that there is apparent attention of the women issues across the world, where there are centers and institutions that deal with their affairs and protection. Such institutions have increased considerably. But despite such considerable progress, there is very little attention to the issue of the disabled woman. In reviewing the educational literature we notice a lack of consideration particularly to the issues of disabled women assuming that such problems differ from the problems of the ordinary women. This means that there is a kind of discrimination against disabled women especially in the developing countries (The Supreme Council for Family Affairs – Executive Office 2008). The 4th conference held in Beijing (1995), as well as the establishment of the international leadership for disabled women in Washington in (1997) serve as a turning point in the attention of the disabled women's issues (Abu Khalil, 2001).

Determining the proportion of women with disabilities is a difficult process, it is usually estimated as less than it actually is due to lack of adequate information. It is even worse in conservative societies where males assume the task of answering questions

related to women with disabilities. Most of the available studies on the disabled may exclude women with disabilities or do not give sufficient information which affects the level of care and services which can be delivered to them. According to the World Health Organization (WHO), the percentage of women with disabilities is (10%) out of the number of women in the world. There are about (300) million women and girls around the world suffering from mental retardation and/or motor impairment. Women make up three-quarters of people with disabilities in countries with low or middle-income: and between (56%) and (70%) of these women live in remote rural areas (AL-laquis 2005).

Many programs have ignored women with disabilities, and focused on the disability in general without investigating the reality of the disability and the social, economic and psychological problems resulting from it.

This matter is more evident in the Arab world, where there are very few studies that have tackled the reality of women with disabilities, who suffer from discrimination twice: once because they are handicapped and again because they are women.

Women with disabilities face all of the problems that women face in general as well as facing particular difficulties that non - disabled ones would not face, the most important of which are as follows:

Denial of access to education, rehabilitation, counseling, training, work, fewer opportunities in terms of marriage and social integration, health services, and the largest possible difficulties represented in poverty, malnutrition and ill-treatment.

According to the available information about women with disabilities in developing countries, they have fewer chances to receive care, health services, rehabilitation, education and access to jobs. They also have fewer chances of marriage compared with disabled men (DFID, 2000), and they are more vulnerable to physical abuse. This is confirmed by the International Rehabilitation Organization in the sense that women with disabilities in the Arab region and the developing countries are certainly one of the most marginalized groups in the world, due to the lack of access to schools, fear for the safety of women or simply neglect.

The suffering of women with disabilities in the Arab world is multiplied by reasons of their disabilities on the one hand, and the negative perception of the society on another, and above all they increasingly suffer from social exclusion and isolation imposed on them by the systems and social customs (Al-Thani, 2009). Many women and girls with disabilities do not go to school or vocational training centers, making them unable to fend for themselves. There is also discrimination against them in the case of marriage or work (IRO, 2009). Women with disabilities in the Arab world constitute the majority of the poor and illiterate, they work longer hours than men, take lower wages, and are subjected to physical violence and harassment inside and outside the home as well as in the work environment (Maliki, 2009).

Problem statement:

The suffering of women with disabilities in the Arab world multiplies for reasons of their disability, as they suffer from social norms imposed on women in general, as well as more suffering for being handicapped in terms of exclusion and social isolation (Al-Thani, 2009). Although there is a lot of suffering experienced by women with disabilities in the Arab Gulf states, especially with regard to practicing their rights (Matrooshi, 2005), there is a lack of studies that dealt with the reality of women with disabilities in Saudi Arabia, .

Given the importance of this topic and the scarcity of studies that address it in the Arab world, especially in Saudi society, this study has come as a new scientific addition to identify the problems faced by disabled women in Saudi society. The study

summarized the problem by answering the following question:

"What are the problems faced by disabled women in Saudi Arabia?"

Objectives of the Study:

This study sought to achieve the following objectives:

- 1 - To identify the problems faced by disabled women in Saudi society, and the relationship of these problems with a set of variables.
- 2 - To identify the differences between the problems faced by the disabled women and non-disabled.
- 3 - Get to know the sub-problems facing women with disabilities and the non-disabled.

Questions of the Study:

Question 1: Are there differences in sub-problems faced by women with disabilities and non-disabled?

Question 2: Are there differences in the problems faced by women with disabilities pursuant to the type of disability?

Question 3: Are there differences in the problems faced by women with disabilities pursuant to the severity of disability?

Question 4: Are there any differences in the problems faced by women with disabilities depending on age?

Limitations:

This study has been applied on girls and women with disabilities enrolled in rehabilitation centers of the disabled, some clubs for the disabled in Saudi Arabia, and a group of guardians during the academic year 2012/2013, and on women without disabilities employed in these institutions and the other during the school year itself.

The problems of Women with Disabilities:

The researchers procedurally categorizes the problems into education, rehabilitation, health problems and social participation measured by the standardized tool for the purpose of this study.

Physical and Motor Disabilities:

They represent cases of individuals who suffer from some deficiency in the nervous system, or in their motor activity so that it affects the manifestations of their mental, social and emotional development and calls for special education. Many aspects of neuromuscular-bony disorders or motor disability fall under this definition, including cases of cerebral palsy, spinal disorders, weakness and muscular dystrophy, multiple sclerosis, epilepsy, etc., which require special education services (Rousan, 2011).

Previous Studies:

Studies and research, which touched on the reality of women with disabilities in the Arab world, refer to a decline in their access to education, health services and labor, besides poor social participation. For instance, the Second National Conference for Women in Yemen, 2003 concluded that the health problems of women with disabilities have not been

taken into consideration or paid attention to when designing facilities or personnel training or providing the service, which contributed to the deteriorating health of women with disabilities in particular and the disabled in general. Therefore, causes a lack of focus and attention to health care for women with disabilities till they have become so powerless to understand the details of the disease and its complications and methods of prevention, in the absence of specialized medical staff in disability disease. These are many diseases and nothing is known about them and should inevitably be treated and the only disease that can be cured is the one that conditions help in the provision of its services, in addition to the difficulties in the field of education which hinder them from the completion of their study, including:

1. Engineering obstacles which block access to school buildings.
2. The school management will not accept them and consider them a burden on the teaching staff and colleagues.
3. Students comments and ridicule of the disabled.
4. Lack of chairs and crutches or assistive devices.
5. Lack of specialized centers for categories of the disabled compared to the population.
6. Services have been provided only in the provinces and some urban centers.
7. The difficulty of transportation and lack of family interest to help the disabled to get to school.

The study of Al-Thani (2008) showed that disabled women are more exposed to sexual violence than ordinary ones and there are studies, which showed that exposure of disabled women to sexual abuse may range from 4-10 times women in general. Also a study of the University of Albert showed that the volume of violence against individuals with disabilities equal 4-fold the violence in general.

Violence against women imprints its mark on every continent, country and culture, and causes severe damage on women's lives, their families and the society as a whole. There are a lot of communities that prohibit this form of violence, but in fact it is often hidden or condoned.

In a study prepared by (Haider, 2008) about the marriage of women with disabilities, it is indicated that the suffering of women with disabilities is double because of the perception of inferiority towards them by the family and society. Women with disabilities experience more challenges than men with disabilities, because the community has a different regard for them than for men. Many of the women with disabilities are marginalized and living in conditions that do not live up to the minimum limits of human dignity. It is not only required from disabled women to serve themselves but also they have to care for those around

them, and sometimes do all the burdens of the house and serve all members of the family, in addition to the denial of their presence by their loved ones so as not to affect the rest of the family.

The researcher adds that the perception of the disabled male is completely different from the perception of the disabled female. He has the right to marry a healthy woman who can sustain him, care about him, and undertake his service, whatever the degree of his disability. Even if he is mentally disabled he will get married to a woman who assumes his service. Women with disabilities, on the other hand, do not find those to serve them. Therefore, the disabled woman has a much less opportunity to get married, with an increasing rate of divorce, as the shape of the woman and her body determine her chances of marriage.

In her study conducted on women with disabilities in Bahrain, (Ahmad, 2007) has confirmed the need of technical qualification for women with disabilities to empower them economically to gain some community rights. She also confirmed the need for policies and ways of providing services as well as the need for the society itself to allow for disabled women to integrate in society compared to peers of men with disabilities or those of non-disabled women. She also pointed out that women with disabilities are more socially isolated than non-disabled. The isolation results from residue of some family practices associated with some general societal habits towards oriental women in general, and especially towards the disabled. The researcher proposes a number of influences that will better improve the opportunity for some disabled women than others, such as the understanding and encouraging of the family, its economic level besides the educational level of the handicapped, as well as the type and degree of disability.

Matrooshi (2005) summarizes the reality of women with disabilities in the Gulf States and in the UAE in particular as follows:

- The rights of women with disabilities are marred by a lack of understanding which prevents giving them the rightful place.
- Women with disabilities suffer from verbal abuse and beatings.
- Disabled women are subjected to exploitation in multiple forms including begging and harassment, because They are disabled first and women second.
- The issue of women with disabilities is frequently discussed within their own representative institutions even though it is supposed to transfer this case to a wider setting such as public meetings taking into account her particularity as a handicapped woman.

- The limited education provided to women with disabilities stops at certain stages relating to family awareness and acceptance of the idea of education.

Arab Deaf Week (35) in the United Arab Emirates, found out a range of difficulties faced by deaf girls in the UAE, the most important of which are : the difficulty of communicating with others in emergencies and in cases that may lead to damage of the lives of deaf women, the lack of a sign interpreter in many facilities, the lack of suitable employment opportunities , and the lack of promotional opportunities in work situations, in addition to society's negative perception. Deaf girls and women demanded equality between the deaf and the rest of the members of the community in terms of rights and duties, and provision of appropriate education, employment, and access to culture in its various forms (Week Organizing Committee, 2010).

At the international level, the Supreme Council for Family Affairs in Qatar (2008) summarizes the situation of women with disabilities as that the proportion of workers of them is around 20%. In developing countries, the ratio is much lower than the industrialized countries and their wages are significantly less than those of the non-disabled. The proportion of their vulnerability to abuse in the family, the institution and the community is higher than non-disabled women, and also their cultural and social status is low, and they are more likely subjected to suffer and bear enormous responsibilities in terms of the care of persons with disabilities as compared with disabled men.

Al-Attayah, (2006) indicated that the main problems faced by women with disabilities are as follows: all types of physical and verbal violence, psychological abuse that is represented in isolation, lack of communication, economic exploitation, which refers to acts that would reduce the ability to control the property, the funds and to have a share in inheritance, and the illegal use of her funds, in addition to the neglect of her health, nutrition and personal care.

It is clear from Boylan study (1991) that women with disabilities in developing countries are more likely subjected to divorce, isolation and violence by their husbands when compared with non-disabled. In some areas, a woman is to blame because she gave birth to a child with a disability, and elsewhere a girl with disabilities is hidden from society and socially isolated.

In terms of labor problems, **Trustadotere** (2005) believes that there is a disproportionate representation in the labor market for the benefit of disabled males compared with women with disabilities, and that 66% of disabled people have been employed through employment programs while such programs employed

only 32% of women with disabilities. It is shown through available statistics in Canada that the unemployment rate among women with disabilities is significantly higher than men with disabilities (Barile, 2002).

Traustadottir & Harris study (1997), focused on highlighting the educational reality of women with disabilities, and showed a distinction between males and females with disabilities in receiving education. The percentage of disabled males accounted for 75 percent of special education programs, even though they make up only 51% of the public education programs. In the higher education, girls with disabilities face problems of adequate physical environment as it is created for the rest of the disabled, as well as problems related to choosing specialization. They are often subjected to pressure to join particular specializations. In the area of work 42 % of disabled men are employed, compared to 24% of women with disabilities.

In the United States, the study of Emmet and Alant, (2006) showed that women with disabilities face significant problems in the educational field, and the equal representation of males and females in general education schools was a history, as in the schools of special education, males constitute three-quarters of the females in these centers and schools. In addition to discrimination in the provision of social security, housing, health insurance and benefit from vocational rehabilitation programs and medical expenses, all of which is for the benefit of males.

The study of Hannah and Rogovsky (1991) which has reviewed a range of previous studies, found out that the participation of women with disabilities in the United States is low in social relations, education and the labor force. They are more likely to remain single, and their opportunities for marriage are less than non-disabled women. If they get married they are more likely subjected to divorce or separation, and less likely to give birth to children. It also shows that 73% of physically disabled men who are of working age and capable of it, are employed, vis-à-vis 43% of disabled females who have the same disability because the majority of employers do not want to employ women with disabilities because they do not know much about the disabled. The disabled women's monthly income is much less than others.

In Canada, a study of (Odette et al., 2003) which was conducted on 45 physically handicapped women, showed that women with disabilities face obstacles in receiving health services due to special circumstances, such as: physical ability, fatigue and energy , and to external factors such as: lack of financial capacity, the surrounding environment and social policies. Women with disabilities suffer from problems in education as they are seen at the university as negative and socially

isolated. Young boys see that it is difficult for her to be a mother or a wife that satisfies the needs of her husband and children and undertakes the work of the house. In addition to the lack of child-bearing since they do not enjoy the beautiful elements available in women in general, but they are seen as ugly and unhappy, and this is reflected negatively on her perception of herself and her self-esteem.

Nosek & Hughes study (2003) found out that women with disabilities are more likely to have psychological problems compared with men with disabilities, as well as they are more susceptible to depression and stress compared with non-disabled women. According to a report of NGOs in Bosnia and Herzegovina, addressed to the Committee on the Elimination of Discrimination against Women - CEDAW, (Goralija, 2004), women with mental disabilities are more prone to different kinds of abuse than other disabilities because they cannot inform about this abuse and understand the violence that they are exposed to, in addition to the lack of capabilities of those working with disabled women to demonstrate their cause and the problems that they are exposed to. Handicapped women lack the facilities to reach places that provide services. There is a failure in the medical specialty directed to women with disabilities, which contributes to the high percentage of non-fertility, and there is a shortage in the medical tests directed to them, as well as they face rejection and negative impressions by medical personnel as they fear to treat them. There are also problems facing a disabled mother in rearing her child and care for him, as other people look at her as she does not give birth to children and there is no strategy to care for her health needs.

So, we clearly notice the size of the problems faced by women at the level of developed and developing countries through what has been shown in previous studies, which underlines the seriousness of the situation experienced by women with disabilities since birth and through the course of the various life stages. Therefore, this program will have a major role in the detection and status of women in Saudi society by touching on the main problems that reflect their needs and requirements. What increases the importance of this program is the lack of studies in the Saudi educational literature. It has been common practice to develop programs for people with disabilities in general without considering the privacy of women in the light of this reality. The researchers also aspire that this program will contribute to the development of the perception of women and girls with disabilities. On the basis of the trend towards the integration of persons with disabilities in society, their involvement in the development process, confirmation of their right to practice life as normal, in order to

improve the reality of women in Saudi society, humanistic, socially, economically and culturally, we must recognize the reality, and the problems they face in their daily lives, and therefore work to develop mechanisms to overcome these problems, or to reduce them.

2.Method and Procedures

This section deals with a description of the study population and sample. In addition to the description of the study tools and how to verify the validity and reliability, as well as the procedures followed in the application of the study and the applied statistical processing.

Methodology:

The study used a descriptive approach because of its relevance to the objectives and the nature of the study as the descriptive search describes and interprets an object, and it is also interested in identifying relationships and circumstances that exist between the facts.

The Study Population and Sample:

The current study population consists of all women with disabilities in Saudi Arabia. The study was conducted on a sample of a randomly selected (297) disabled women (stratified random sample) and they were considered as a sample of the current study. It was also taken into account the inclusion of the sample of various levels of disability, and disability categories: mental, auditory, visual, physical, and how the sample covers all study variables.

Validity and Reliability of the Tool:

Ten members of the faculty staff, Department of Special Education and the Department of Psychology at King Abdul Aziz University were asked to verify the language of the study tool in the initial form and the coverage of all necessary variables in such studies. Later the responses of arbitrators were summarized and analyzed, and some items of the study tool were modified according to their opinions in case of unanimity of five of them on a specific opinion. With regard to the tool reliability, internal consistency coefficient has been used to determine the reliability, which amounted to (0.91).

Procedures of the Study:

After confirming the validity and reliability of the study tools, the researchers made the necessary procedures to be applied to the study sample. So, in this context the following actions have been implemented:

- Research assistants (female because of the privacy of Saudi society) have been trained well on interview skills, and how to obtain the data from the women and girls with disabilities and non-disabled.

- The study tool has been applied during a personal interview with the girls and women with

disabilities and non-disabled, so as to ensure that they understand the items and give the real answers, especially for girls with hearing disabilities. Bearing in mind that the guardian of a mentally handicapped girl was given the chance to answer the questionnaire on behalf of his mentally disabled daughter.

- With the help of research assistants, the researchers applied the study tool individually, and committed to follow-up girls with disabilities during the completion of the tool for the purpose of providing any queries they may require.

- Sign language interpreters working at disabled clubs were asked for assistance in explaining any questions or comments for girls with hearing disabilities.

- Researchers were keen to ensure that respondents understand the questions directed to them, whether written or orally presented, by means of examining the feedback.

- Emphasis was placed on the confidentiality of information that was given.

- A complete listening to the guardian when he talks about the problems of his disabled daughter.

- Researchers were keen to include in the sample, disabled girls from various physical disabilities: visual, auditory, and mental and from different age groups and different levels of disability.

- Data has been classified and coded and entered into the computer, and then statistically treated by using (the software of) Statistical Packages for Social Sciences (SPSS).

3.Results and Discussion:

Question 1: Are there differences in the problems of the disabled and non-disabled?

To answer the first question of the study, the Chi-square test was used. Table (1) shows these results:

Table (1) Chi-square differences in problems of (disabled, non-disabled), and the level of statistical significance.

Problems	Observed value		Expected value		Residual difference		Pearson Chi-square	Degree of Freedom	Function level
	disabled	Non-disabled	disabled	Non-disabled	disabled	Non-disabled			
None	21	55	40.4	35.6	-19.4	19.4	64.644	14	*0.000
Education opportunities	26	18	23.4	20.6	2.6	-2.6			
Vocational rehabilitation	21	6	14.4	12.6	6.6	-6.6			
Different kinds of exploitation	7	1	4.3	3.7	2.7	-2.7			
psychological	0	2	1.1	0.9	-1.1	1.1			
Marriage chances	27	8	18.6	16.4	8.4	-8.4			
Violence & abuse	4	2	3.2	2.8	0.8	-0.8			
Appropriate training environment	12	8	10.6	9.4	1.4	-1.4			
Job opportunities	7	11	9.6	8.4	-2.6	2.6			
Transportation accessibility	6	21	14.4	12.6	-8.4	8.4			
Appropriate salaries	19	6	13.3	11.7	5.7	-5.7			
Community relationships	1	0	0.5	0.5	0.5	-0.5			
Negative inferior perception	3	1	1.6	1.4	1.4	-1.4			
Health care	2	1	1.6	1.4	0.4	-0.4			
family	2	0	1.1	0.9	0.9	-0.9			
Total	297	297							

- Function at the level of (0.05)

It is evident from the results of table (2) that there are statistically significant differences between the problems faced by women with disabilities according to age, in favor of groups with disabilities who have attained the age of 23 years and older, compared with those with disabilities who are under the age of 22 years and who do not show to have problems of statistical significance. The value of the difference between the observed and expected values in the absence of problems was (20.5).

The previous table also shows that more prevalent problems among the age group of 31 years and older are the chances of education where the difference between the observed and expected values was (12.4). While it is shown that the most prevalent problems among age groups (23-30 years) are educational opportunities, followed by vocational rehabilitation, then the chances of marriage, the differences between the observed and expected values are (19.1, 10.3, 9.8) respectively. It has also been shown that the most

prevalent problems for women with disabilities, whose ages lie between (16_22) years, are the provision of transportation and adequate environment training. The difference between the observed and expected values, was (7.4, 7.3) respectively.

The researchers attribute this reason to the fact that women with disabilities face problems and difficulties in all stages of age, as soon as they get rid of the education problems, they face vocational rehabilitation problems, employment and the lack of work opportunity, until they reach marriageable age to

face the social problems of another kind. So the problems exist and are inherent to girls and women with disabilities, but they differ in terms of the kind from one stage to the other.

Results of the Third Question: Are there differences in the problems attributed to the type of disability?

To answer the third question of the study, the Pearson Chi-square test was used. Results of table (3) show this, as well as results of tables (5, 6, 7, and 8), respectively, show these results in detail:

Table (2): Chi-square for differences in the problems according to the age of the disabled woman and level of statistical function

Behavioral Problems	Observed value			Expected value			Residual difference			Pearson Chi-square	Degree of Freedom	Function level
	-16 22	23- 30	Above 31	-16 22	23- 30	Above 31	-16 22	23- 30	Above 31			
none	42	22	12	21.5	33	21.5	20.5	-11	-9.5			
Education opportunities	0	8	36	12.4	19.1	12.4	-12.4	19.1	12.4			
Vocational rehabilitation	2	22	3	6.7	11.7	7.7	-5.6	10.3	-4.6			
Different kinds of exploitation	0	1	7	2.3	3.5	2.3	-2.3	-2.5	4.7	211.74	28	*0.000
Psychological	0	0	2	0.6	0.9	0.6	-0.6	-0.9	1.4			
Marriage chances	3	25	7	9.9	15.2	9.9	-6.9	9.8	-2.9			
Violence & abuse	0	0	6	1.7	2.6	1.7	-1.7	-2.6	4.3			
Appropriate training environment	13	6	1	5.7	8.7	5.7	7.3	-2.7	-4.7			
Job opportunities	0	16	2	5.1	7.8	5.1	-5.1	8.2	-3.1			
Transportation accessibility	15	9	3	7.6	11.7	7.6	7.4	-2.7	-4.6			
Appropriate salaries	5	16	4	7.1	10.9	7.1	-2.1	5.1	-3.1			
Community relationships	0	0	1	0.3	0.4	0.3	-0.3	-0.4	0.7			
Negative inferior perception	2	1	0	0.8	1.3	0.8	1.2	-0.3	-0.8			
Health care	0	3	0	0.8	1.3	0.8	-0.8	1.7	-0.8			
family	2	0	0	0.6	0.9	0.6	1.4	-0.9	-0.6			
Total	84	129	84									

- Function at the level of (0.05)

Results of table (3) show statistically significant differences in the problems due to the type of disability. In order to ensure which differences between disabilities are in favor of and the extent of

the prevalence of the problems for each type of disability; Chi-square test has been used. The results of table (4) show this:

Table (3): Pearson Chi-square test to verify how problems correlate with the type of disability

	value	Degrees of freedom	Function level
Pearson Chi-square	72.446	42	*0.002

*Function at the level (0.05)

It is clear from the above table that there were statistically significant differences in the prevalence of problems for the mentally disabled women, depending on the type of problem. It is clear that the majority of mentally disabled face problems amounted to (78.2%). Table (4) also shows that about (21.8%) of them did not appear to have problems. It

can also be seen from the same table that education is the most common prevalent problem among the mentally disabled, with (16.3%), followed by the problem of marriage opportunities (13.9%), and then rehabilitation (11.4%), all of which are proportions of statistical significance.

Table (4): Chi-square for differences in the problems of individuals with mental disability and level of statistical function

Behavioral Problems	Percentage	observed value	Expected value	Residual difference	Pearson Chi-square	Degree of Freedom	Function level
none	%21.8	44	14.4	29.6	158.257	13	*0.000
Education opportunities	%16.3	33	14.4	18.6			
Vocational rehabilitation	%11.4	23	14.4	8.6			
All kinds of exploitation	%4.0	8	14.4	-6.4			
psychological	%1.0	2	14.4	-12.4			
Marriage chances	%13.9	28	14.4	13.6			
Violence & abuse	%2.5	5	14.4	-9.4			
Appropriate training environment	%5.9	12	14.4	-2.4			
Job opportunities	%5.0	10	14.4	-4.4			
Transportation accessibility	%7.4	15	14.4	0.6			
Appropriate salaries	%8.4	17	14.4	2.6			
Community relationships	%0.5	1	14.4	-13.4			
Negative inferior perception	%1.0	2	14.4	-12.4			
Health care	%1.0	2	14.4	-12.4			
Total	%100	202					

- Function at the level of (0.05)

Table (5) shows statistically significant differences in the extent of the problems among women with hearing disability, where (64.3%) of the women with hearing disability whom the study was carried out on suffer from problems, while it appears that most of these prevalent problems are social relations by (14.3%), different kinds of exploitation by (14.3%) and provision of educational opportunities amounting to (10.7%).

It is clear from table (6) that there is a lack of statistically significant differences in the problems of the visually impaired women, as the percentage of visually disabled who do not suffer from behavioral problems reached (18.2%). While we note that the problem of mobility and transportation is the most prominent problem (36.4%) of the visually impaired women.

Table (7) shows statistically significant differences in the prevalence of problems among the disabled. It was found that the proportion of physically disabled women who don't have behavioral problems amounted to (35.7%) and this means that (64.3%) of physically disabled women suffer from problems. It is clear also that the more prevalent problem among physically disabled women is the provision of transportation which amounted to (14.3%). There were problems in each of the negative perception and health care by (10.7%), but these percentages are not statistically significant because the difference between the observed value and the expected value is negative (-0.1).

The results of tables (5, 6, 7, 8) show that the proportion of women with visual impairment who do not suffer from problems amounted to (18.2%), while the ratio of mentally disabled women was (21.8%), the

physically disabled women was (35.7%), and visually impaired disabled was (35.7%).

The researchers explain that these results are due to the attitudes in the society towards the mentally handicapped girl. She is not allowed social participation, and the extra protection imposed by the family, besides her mental health do not help her to compete with the rest of the women with disabilities in the areas of education, employment and even social interaction. This forces her to face a great deal of problems compared to girls and women of other disabilities. CEDAW report (Goralija, 2004) confirms that the mentally disabled women are more subjected to abuse from the community than other disabilities.

For women with hearing and visual disabilities, it has been found that they suffer more from problems compared with women with physical disabilities, given that women with physical disabilities do not face learning problems concerning curriculum and teaching methods such as those faced by sensory disability, besides they have more opportunities for university education, as well as more areas of work. Although women with physical disabilities experience problems in movement, these problems are not comparable to the problems of women with hearing disability since in many situations they need a sign language interpreter. Women with visual disabilities need specific curriculum as well needing audio devices and programs in their working environment which confines them to certain jobs. These problems were indicated in the recommendations of the Organizing Committee of the (2010) Week in the United Arab Emirates.

Results of the Fourth Question:

Are there differences in the problems of the disabled women due to the severity of disability?

To answer the fourth question of the study, the Chi-square test was used; table (8) shows these results:

Table (5): Chi-square for differences in the problems of individuals with hearing disability and level of statistical function

Behavioral Problems	Percentage	observed value	Expected value	Residual difference	Pearson Chi-square	Degree of Freedom	Function level
none	%35.7	20	6.2	13.8	43.00	8	*0.000
Education opportunities	%10.7	6	6.2	-0.2			
Job opportunities	%5.4	3	6.2	-3.2			
Appropriate salaries	%8.9	5	6.2	-1.2			
Marriage chances	%1.8	1	6.2	-5.2			
Health care	%7.1	4	6.2	-2.2			
social relationships	%14.3	8	6.2	1.8			
All kinds of exploitation	%14.3	8	6.2	1.8			
Negative perception	%1.8	1	6.2	-5.2			
Total	%100	56					

- Function at the level of (0.05)

Table (6): Chi-square for differences in the problems of individuals with visual impairment and level of statistical function

Problems	Percentage	observed value	Expected value	Residual difference	Pearson Chi-square	Degree of Freedom	Function level
none	%18.2	2	1.8	0.2	3.727	5	0.589
Education opportunities	%18.2	2	1.8	0.2			
Job opportunities	%9.1	1	1.8	-0.8			
Marriage chances	%9.1	1	1.8	0.8			
Transportation accessibility	%36.4	4	1.8	2.2			
Negative perception	%9.1	1	1.8	-0.8			
Total	%100	11					

- Function at the level of (0.05)

Table (7): Chi-square for differences in the problems of individuals with motor disability and level of statistical function

Problems	Percentage	observed value	Expected value	Residual difference	Pearson Chi-square	Degree of Freedom	Function level
none	%35.7	10	3.1	6.9	20.214	8	*0.010
Job opportunities	%10.7	3	3.1	-0.1			
Marriage chances	%3.6	1	3.1	-2.1			
Violence & abuse	%3.6	1	3.1	-2.1			
Negative perception	%10.7	3	3.1	-0.1			
Transportation accessibility	%14.3	4	3.1	-0.9			
Health Care	%10.7	3	3.1	-0.1			
Vocational rehabilitation	%3.6	1	3.1	-2.1			
Community relationships	%7.1	2	3.1	-1.1			
Total	%100	28					

- Function at the level of (0.05)

It is clear from table (8) that there were statistically significant differences in the extent of the prevalence of problems among women with minor disability depending on the severity of disability, where the greater the severity of the disability, the more increased the problems. This result is consistent with the study of (Saliha, 2007) which was conducted on people with visual impairment. It is clear that violence and abuse are more prevalent problems of persons with minor disabilities by a statistical margin of (4.7) between the observed value and the expected value, while the education opportunities appeared to be the most prevalent problems of persons with medium disabilities by a difference of (3.0) between the observed value and the expected value. The table also shows that the more prevalent behavioral problems of people with severe disability are the different kinds of exploitation with a difference of

(9.5) between the observed value and the expected value and the marriage opportunities with a margin of (7.6).

The researchers attribute the reason for this to the many requirements for girls and women with severe disabilities such as devices and support equipment, as well as supervision and follow-up from time to time. They also suffer from bigger problems represented in the movement and mobility, and women with severe hearing disabilities depend on sign language as the only way to communicate instead of oral communication practiced by many women with minor disabilities, which makes their social contact and integration easier. Women with severe visual disabilities need a lot of assistance and supervision unlike those with minor disabilities who depend on themselves in many things at home, school and work.

Table (8): Chi-square for differences in the problems according to severity of the disability and level of statistical function

Problems	observed value			Expected value			Residual difference			Pearson Chi-square	Degree of Freedom	Function level
	minor	medium	severe	minor	medium	severe	minor	Medium	severe			
none	40	24	12	16.1	22	37.9	23.9	2	-25.9	133.37	28	*0.000
Education opportunities	5	14	25	9.3	12.7	21.9	-4.3	3.0	3.1			
Vocational rehabilitation	4	8	15	5.7	7.8	13.5	-1.7	0.2	1.5			
Job opportunities	2	4	2	1.7	2.3	4	0.3	1.7	-2			
psychological	1	0	1	0.4	0.6	1	0.6	-0.6	0			
Marriage chances	3	7	25	7.4	10.1	17.4	-4.4	-3.1	7.6			
Violence & abuse	6	0	0	1.3	1.7	3	4.7	-1.7	-3.0			
Adequate training environment	0	5	15	4.2	5.8	10	-4.2	-0.8	5			
Accessible transportation	1	8	9	3.8	5.2	9	-2.8	2.8	0			
Different kind of exploitation	0	11	16	5.7	7.8	13.5	-5.7	-4.2	9.5			
Appropriate salaries	1	0	0	0.2	0.3	0.5	0.8	-0.3	-0.5			
Community relations	1	0	0	0.2	0.3	0.5	0.8	-0.3	-0.5			
Negative perception	0	0	3	0.6	0.9	1.5	-0.6	-0.9	1.5			
Health care	0	2	1	0.6	0.9	1.5	-0.6	1.1	-0.5			
family	0	0	2	0.4	0.6	1	-0.4	-0.6	1			
Total												

- Function at the level of (0.05)

Recommendations

Based on the results of the study the researchers recommend the following :

- Support the education of disabled girls, whether public or private, similar to other girls and women without disabilities.

- Development of vocational rehabilitation programs targeted to girls with disabilities, to suit the careers available to them at the labor market.

- Provide an opportunity for women with disabilities to work, and compete with their non-disabled colleagues pursuant to the principle of equal opportunities.

- Community outreach for a families of girls and women with disabilities, including ensuring access to social and cultural rights like their non-disabled peers.

- Reaffirm the right of women with disabilities in community participation, and the right to be a mother and wife, and support their individual needs in rearing their children as well as her family stability.

- Provide educational and community programs that ensure the participation of the mentally handicapped girls in public life, and guarantee their right to live without discrimination.

- Provision of cultural, social and sports clubs that enable handicapped girls to develop their capabilities and inclinations in various fields, so as to ensure their integration into the aspects of community life.

- Activate the media role in highlighting the role of women with disabilities in the community, and support their capabilities, and show the successful models of women with disabilities for dissemination in the community.

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