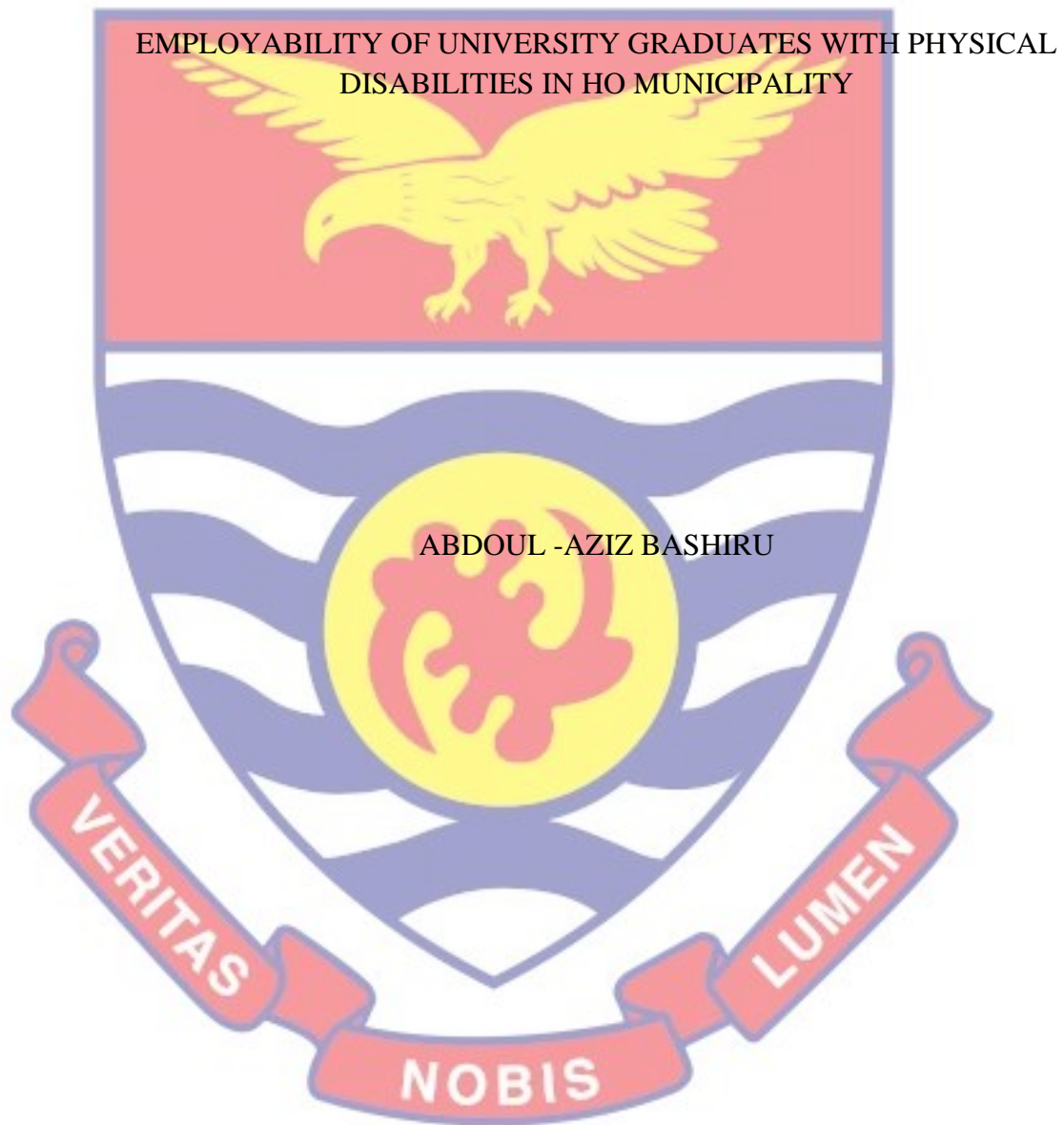


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2022

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EMPLOYABILITY OF UNIVERSITY GRADUATES WITH PHYSICAL
DISABILITIES IN HO MUNICIPALITY

BY

ABDOUL -AZIZ BASHIRU

A thesis submitted to the Department of Education and Psychology of the
Faculty of Educational Foundations of the Colleges of Education Studies,
University of Cape Coast in partial fulfilment of the requirements for the
award of the Master of Philosophy degree in Special Education

MARCH 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this university or elsewhere

Candidate's signature Date.....

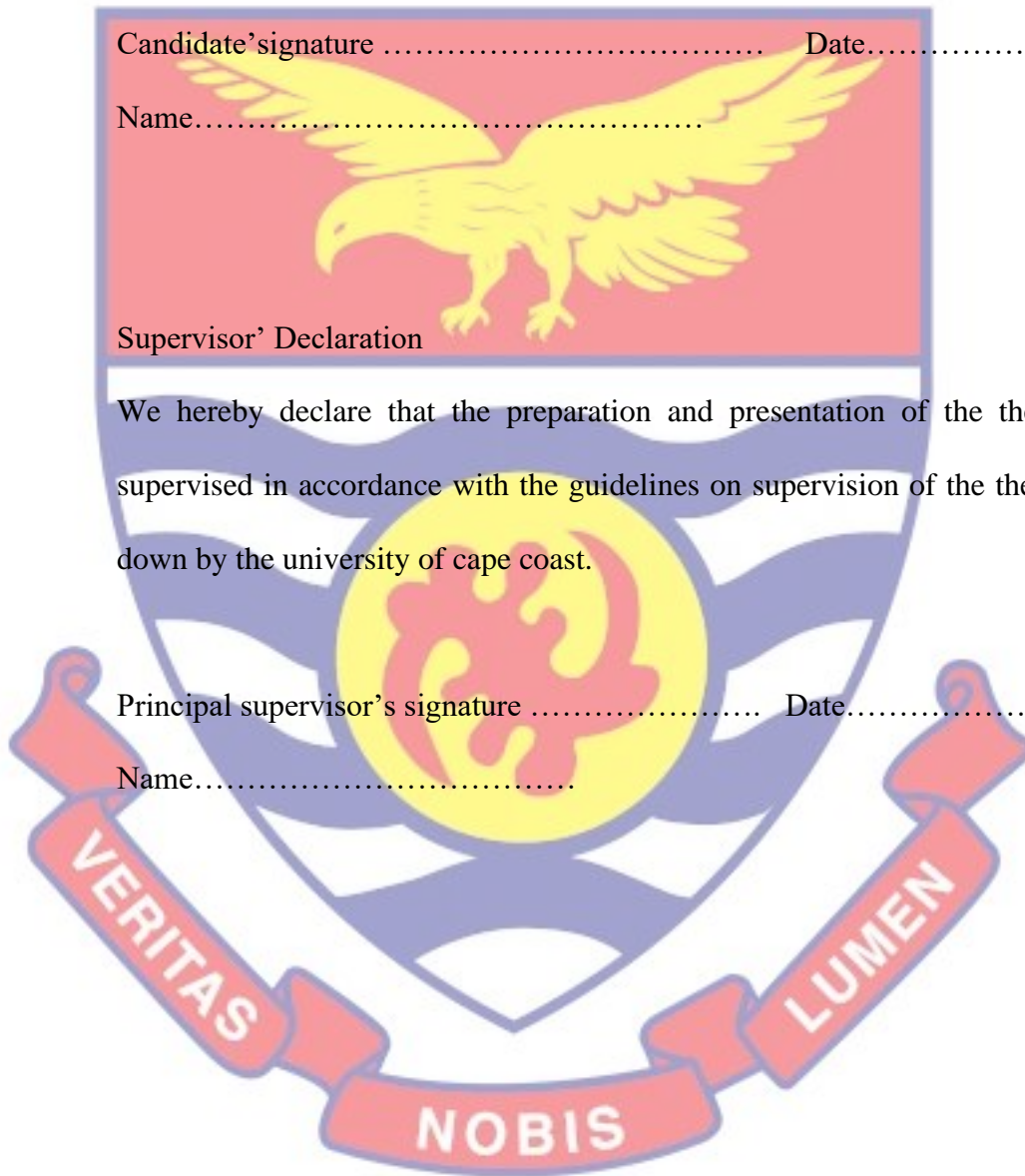
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Supervisor' Declaration

We hereby declare that the preparation and presentation of the thesis are supervised in accordance with the guidelines on supervision of the thesis laid down by the university of cape coast.

Principal supervisor's signature Date.....

Name.....



ABSTRACT

The purpose of the research was to explore the employability of university graduates with physical disabilities in Ho municipality. Specifically, the study was conducted to explore the lived employment experiences of university graduates with physical disabilities, examined the challenges encountered by university graduates with physical disabilities at their workplaces and identified the measures that can be put in place to improve the working conditions for graduates with physical disabilities. For the study, a qualitative research approach focusing on the phenomenological design was used. And a purposive sampling technique was used to obtain a maximum of 10 participants. An interview guide was used for the data collection. The data from the respondents was transcribed, labeled, and interpreted thematically. The study revealed that in searching for employment, the participants were faced with challenges of moving from one workplace to another, physical abuses from some employers, personal limitations due to their disabilities and unfriendly infrastructure prevented them from entry some places of work. The study further revealed that negative working environment, infrastructure challenges, personal limitations, attitudinal barriers were problems faced at the workplace. Recommendations were made to the Ministry of Employment and Labour Relations based on the findings to implement the quota system in Ghana's law to absorb more if not all persons with disabilities into the labour market especially those who have been able to complete higher education.

KEYWORDS

Disability

Physical

Graduates

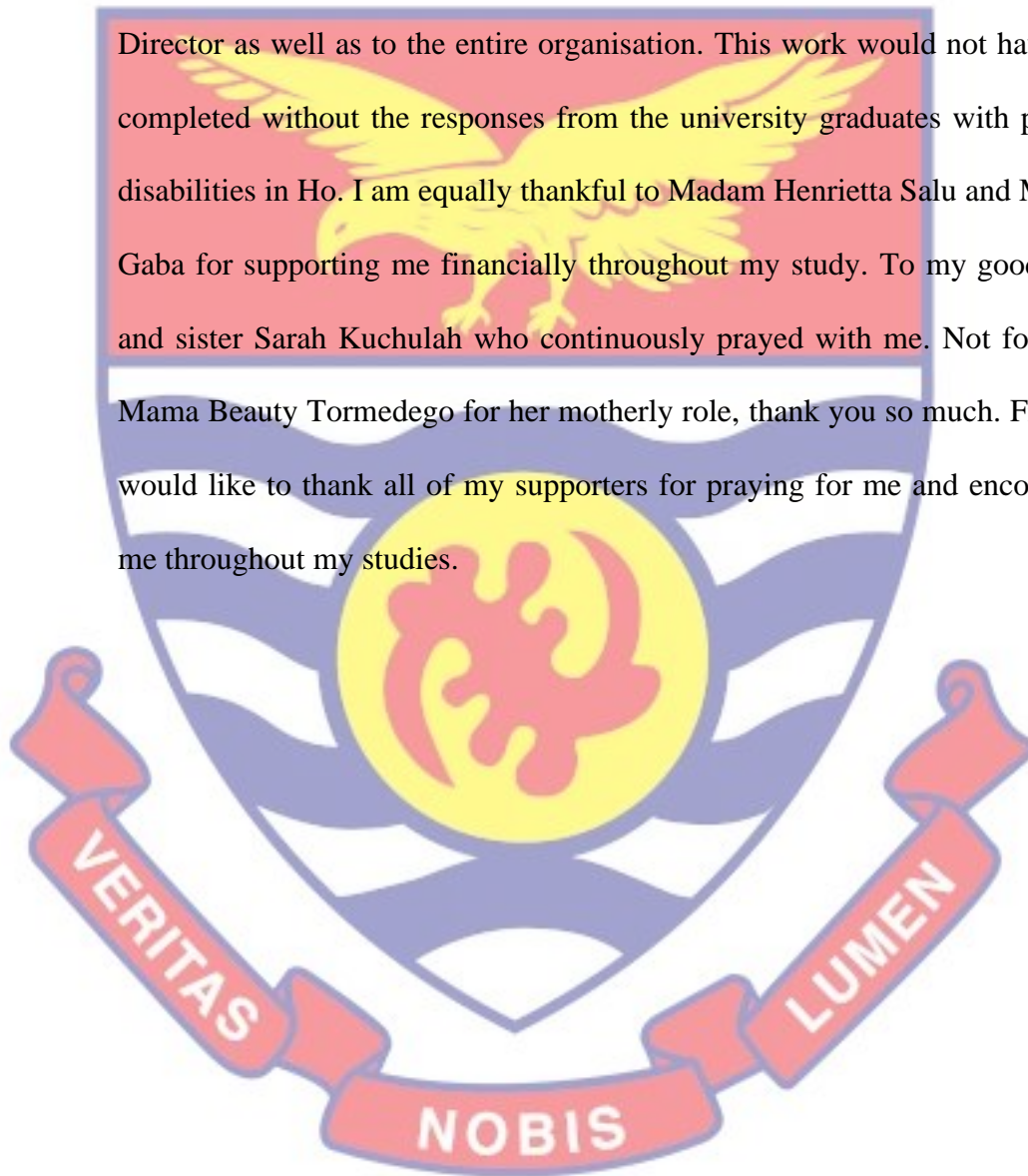
Employability

Municipality



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DEDICATION

Amazing family, Mafe, Eyram, Ayo, Japhet, and Faithful.



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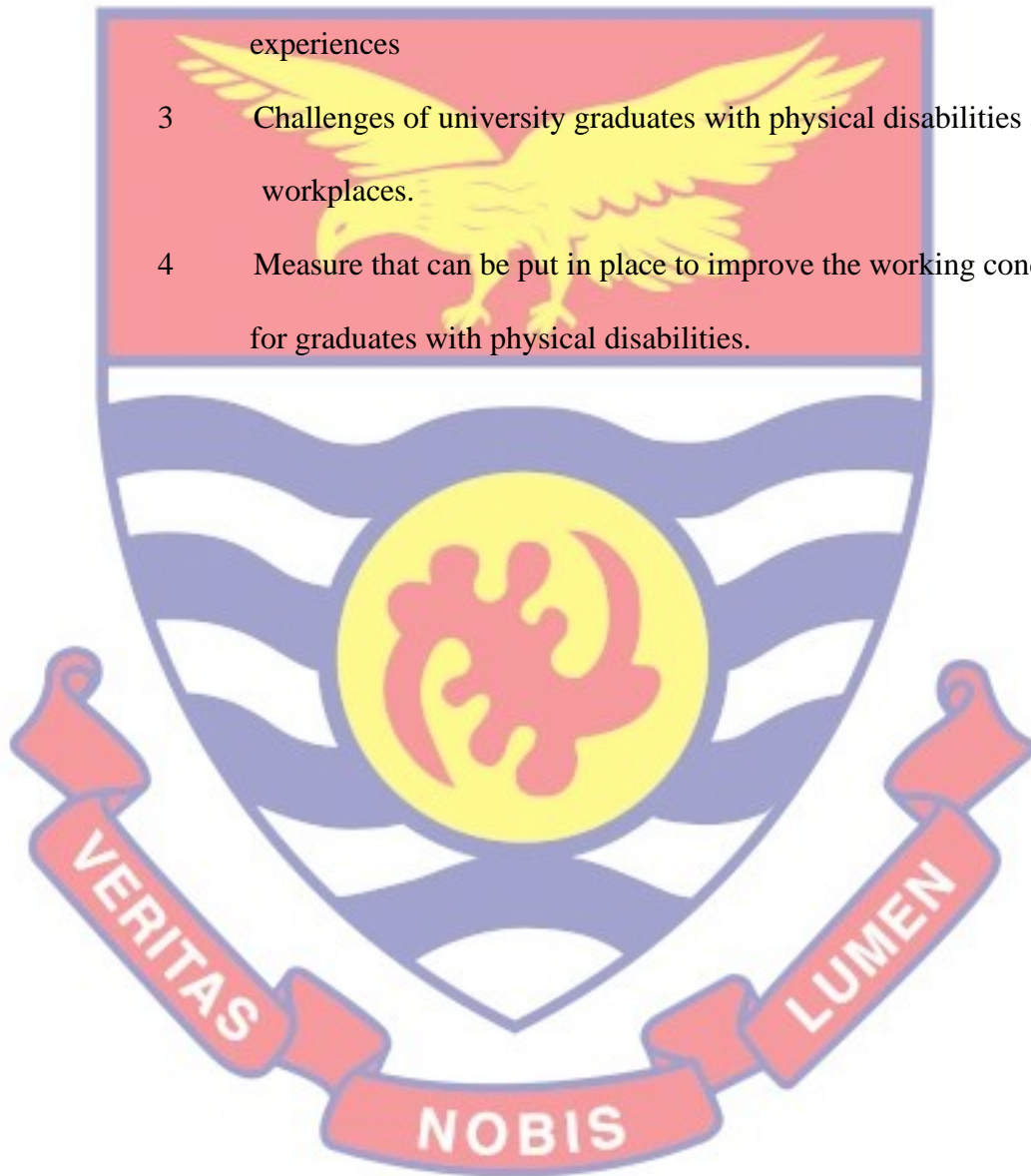
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CHAPTER ONE

INTRODUCTION

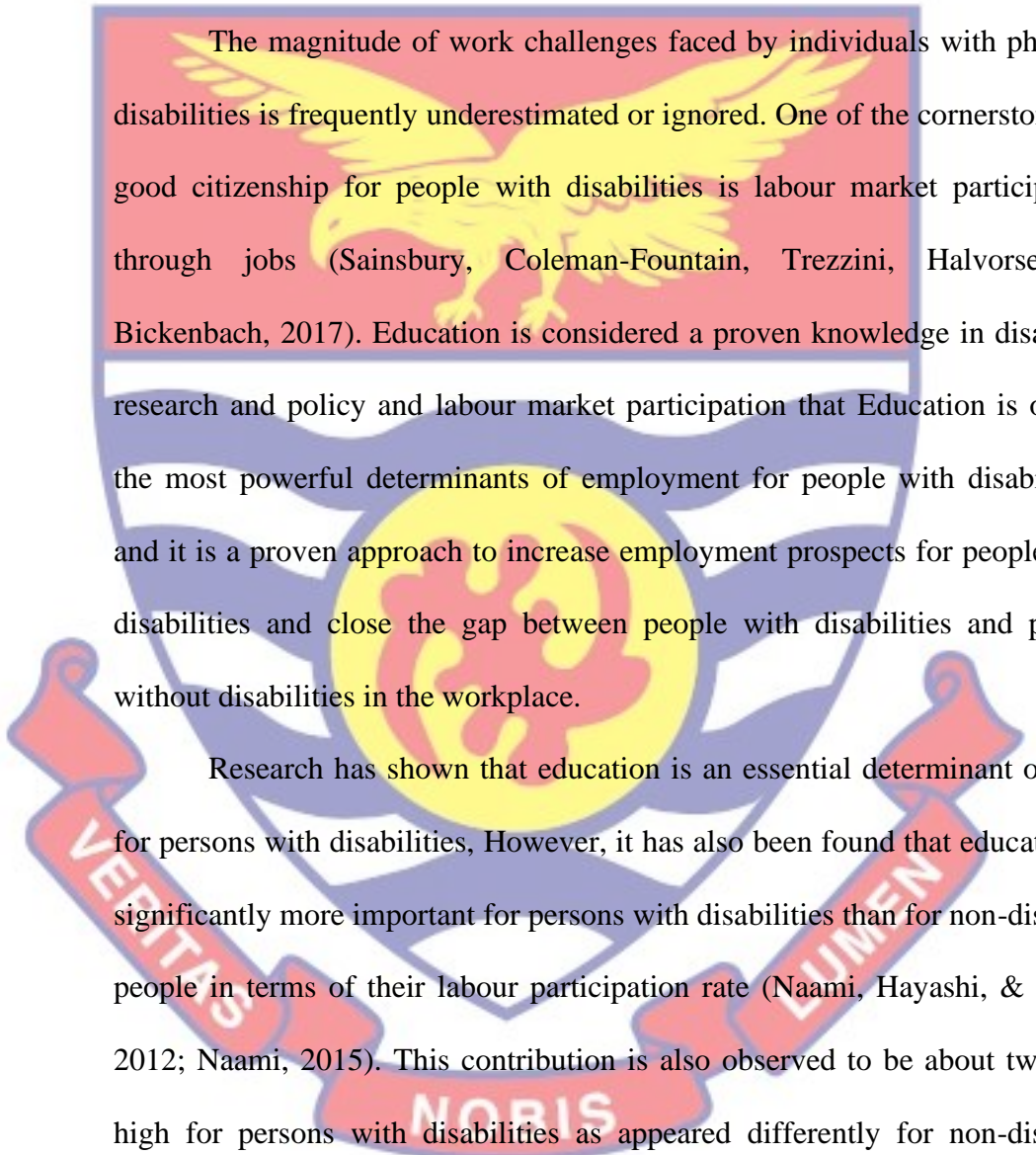
Background to the study

Persons with disabilities frequently experience worldwide discrimination and social exclusion, as well as access to medical care, education, friendships, work, and social participation, which are detrimental to important areas of their lives. Around 15% of the global population is estimated to have more disabilities, many of which reside in underdeveloped nations (World Health Organisation, 2011).

Chiteraka (2010) described physical disability as any physiological disease or illness or anatomical condition that affects one or even more body systems, such as neurological, lymphatic, musculoskeletal, physical body, and bone marrow. Fractures, stiffness, lumping and dumbness, malformation, and hunched back were a few examples. The second most prevalent type of impairment found in Ghana is physical disability, according to the Ghana Statistical Service (GSS) (GSS, 2013).

Integrated job security is a fundamental human right and people with physical disabilities have equal rights to work, as recommended by the United Nations Convention on the Rights of Persons with Disabilities (CRPD). Regard for human rights legislation requires the government and business owners to provide individuals with physical disabilities with equal job opportunities, shielded from discrimination due to disability (Heymann, Stein & Moreno, 2014). While the World Health Organisation (WHO) promotes long-term employment opportunities for people with severe disabilities

through Individual Placement and Assistance (IPS), these services are still inaccessible in low-income societies. However, persons with physical disabilities appear to lack that kind of support obtained by high-income states, where socioeconomic care is almost non-existent in low- and middle-income states. (WHO, 2017).



The magnitude of work challenges faced by individuals with physical disabilities is frequently underestimated or ignored. One of the cornerstones of good citizenship for people with disabilities is labour market participation through jobs (Sainsbury, Coleman-Fountain, Trezzini, Halvorsen & Bickenbach, 2017). Education is considered a proven knowledge in disability research and policy and labour market participation that Education is one of the most powerful determinants of employment for people with disabilities, and it is a proven approach to increase employment prospects for people with disabilities and close the gap between people with disabilities and people without disabilities in the workplace.

Research has shown that education is an essential determinant of jobs for persons with disabilities. However, it has also been found that education is significantly more important for persons with disabilities than for non-disabled people in terms of their labour participation rate (Naami, Hayashi, & Liese, 2012; Naami, 2015). This contribution is also observed to be about twice as high for persons with disabilities as appeared differently for non-disabled persons. (Mitra & Kruse, 2016). There is a recognition that only a strong commitment to promoting economic growth among persons with disabilities is feasible, through the goals of sustainable development, will succeed in the global strategy to reduce poverty. (Holden, Linnerud & Banister, 2017).

Despite increased campaigning for the inclusion of persons with disabilities in international and domestic legislation and programmes, individuals with disabilities still face job insecurity and other unequal treatment (Kassah, Kassah, & Agbota, 2014; Opoku, Mprah, Dogbe, Moitui, & Badu 2017). Are those who have received tertiary certificates affected? Are

they going to face an unemployment situation?

The World Health Organisation (WHO, 2011) stated how job statistics vary from country to country, "the bottom line is that a person with a disability is less likely to work worldwide than a person with no disability, often far less so" (Heymann et al, 2014, p.4). Once working, persons with disabilities are more likely to suffer falling wages, compulsory part-time or contingencies than their handicap-free counterparts (Baldrige, Beatty, Konrad, & Moore, 2016). Despite laws explicitly designed to support and protect the rights of people with disabilities (e.g. Ghana's 2006 Persons with Disabilities Act, Act 715), the engagement in jobs of persons with disabilities continues to lag compared to their qualifying and relatively qualified peers (WHO, 2011; Colella & Bruyere, 2011). The obligation of persons with disabilities to work without prejudice was therefore recognised by Article 27 of the UNCRPD. and to provide appropriate accommodation for their working environment. The UNCRPD also expresses this approach to disability "understanding that disability is an evolving phenomenon and that disability results from the relationship between people with disabilities and attitudinal barriers and from environmental barriers that impede their complete and successful involvement on an equal footing with others in society " (UN, 2006).

Statement of the Problem

Global and international laws, as well as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), require organizations to provide appropriate accommodation and promote the well-being of persons with disabilities (UN, 2006).

In Ghana, persons with disabilities (PWDs), including individuals with physical disabilities, seem to have difficulties accessing higher education and continue to face poverty, and are mostly unemployed and socially dependent (Kassah et al, 2014; Opoku et al, 2017). Physically challenged persons, who are generally uneducated, suffer the most in today's labour market due to the high demand. Through education and training, the capacity of the physically disabled needs to be improved. Such measures at the institutional level also need to be placed to ensure equality for people with physical impairments on the job market (GSS, 2013).

An emerging research organization shows that many Ghanaians with disabilities seem to be weak, lacking academic achievement, and jobless (Naami et al., 2012; Naami, 2015). Ghanaians with physical disabilities see inadequate academic achievement as the contributing factor of their joblessness due to the physical needs of some workers and see additional training as their most significant need for assistance (Naami et al, 2012; Naami, 2015). One way to improve work results such as earnings is to gain education beyond high school (Belfield & Bailey, 2011). Many persons with physical disabilities are without a work, begging for food on the streets. Even though the Ghanaian government and non-governmental organizations (NGOs) attempted to reduce or abolish begging, their efforts were fruitless or

ineffective. (Ghana federation of the disabled). But in the literature, job challenges faced by physically disabled persons are not well established (Naami et al., 2012).

There is a lot of research on the confluence of gender and disability in the workplace, and it shows how people with physical disabilities face distinct challenges (Pettinicchio & Maroto, 2017; Vick & Lightman, 2010).

According to Foley, Marrone, and Simon (2002), a complex array of policies and programmes, such as welfare benefits and policies, health insurance eligibility, training opportunities, childcare subsidies, and employment and rehabilitation services, all of which have the potential to create incentives or barriers for persons with physical disabilities to access employment. Timmons, Foley, Whitney-Thomas, and Green (2001) revealed that welfare recipients with physical disabilities required many of the same assistance as those without disabilities, such as transportation, childcare, and training. Additional disability-related resources, such as job accommodations, accessible transportation, rehabilitation programmes, peer support, caseworker disability awareness training, and individual empowerment tactics to boost self-confidence, were also requested by people with physical disabilities.

It seems that university graduates with physical disabilities encounter serious challenges in searching for a job in Ghana, despite pursuing higher education. Though some studies have been done in Ghana regarding physical disability, they focused on the interplay between social and personal variables from the perspective of individuals with physical disabilities (Naomi et al., 2012) and physically challenged women's unemployment (Naomi, 2015). This creates a knowledge gap that is unique to the experience of people with

physical disabilities looking for jobs in Ghana. As a result, the employability experiences of university graduates with physical disabilities were explored in this study.

Purpose of the Study

The primary aim of the research was to investigate the employability of university graduates with physical disabilities in Ho Municipality in Ghana.

The basic goals of the research were to:

1. Examine the lived employment experiences of university graduates with physical disabilities in Ho municipality.
2. Examine the challenges encountered by university graduates with physical disabilities at their workplace in Ho municipality.
3. Identify the measures that can be put in place to improve the working conditions for graduates with physical disabilities in Ho municipality.

Research Questions

1. What are the lived employment experiences of university graduates with physical disabilities in search of employment in Ho municipality?
2. What are the challenges encountered at workplaces by persons with physical disabilities in Ho municipality?
3. What are the measures that can be put in place to improve the working conditions of persons with physical disabilities in Ho municipality?

Significance of the Study

This study is important because it presents real-world experiences from university graduates with physical constraints. In this regard, the study's findings may be useful to businesses and government agencies in developing policies and initiatives to strengthen career opportunities for persons with disabilities.

The government and the Ministry of Labour and Employment will also be encouraged in supporting the incorporation of people with disabilities into the job market. This may be achieved through acting on the nation's disability provisions.

The outcome of the study will encourage persons with physical disabilities to develop an interest in attending higher education institutions knowing well that after higher education institutions they will be gainfully employed.

The findings of the study would help organisations and the government to see the need to promote disability-friendly infrastructure at workplaces for inclusiveness. Given the 2016 - 2030 Plan for Sustainable Development Goals (SDGs) and the Incheon Strategy for achieving complete and efficient jobs and decent work for all, including PWDs, the study also assumes significance.

Delimitation

The research focused on the life experience of persons with physical disabilities who had graduated from an accredited university. It included only the persons with physical disabilities graduates employed both in the private and public sectors in the Ho Municipality. The emphasis was on job

acquisition and whether a job is readily obtained or attained by persons with physical disabilities who have graduated from a university.

Limitation of Study

Due to the timeframe for the submission of the thesis and the long period needed to obtain ethical approval, the first limitation of this research was to one municipality. Moreover, the participants of the study should have included the other types of disabilities as well since physical disability formed only one part of disabilities. This research aimed to present from the experiences of the respondents a vivid encounter of the problem under investigation. There is always a possibility of interviewees hiding some vital information. Should this happen, it can impose a limit to generalisation. Due to COVID-19, it was difficult to meet participants one-on-one for the interview which delayed the process for data collection.

Operational Definition of Terms

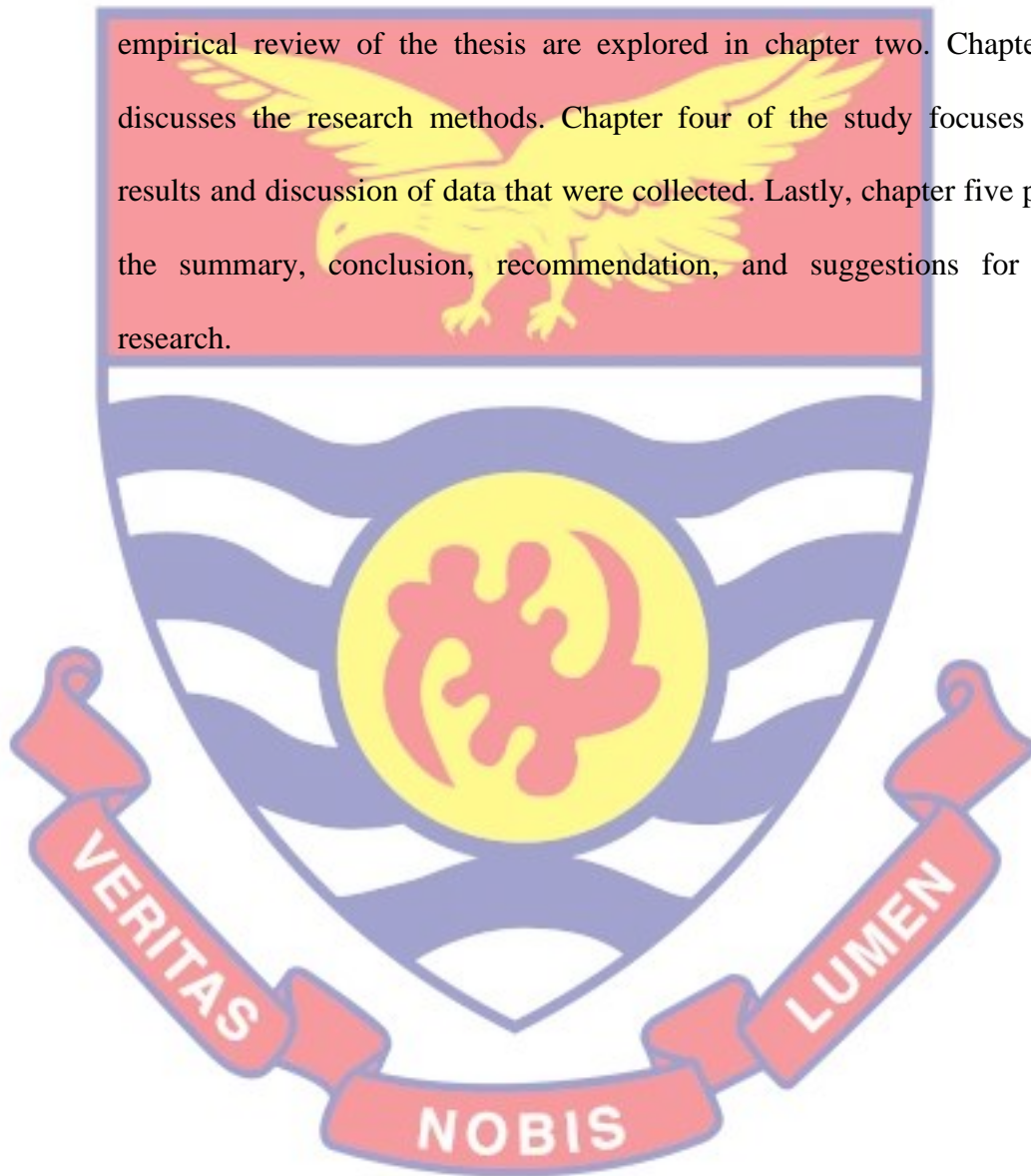
Disability- is the product of physiological, intellectual, behavioural, tactile, sentimental, developmental, or a combination of any of these impairments. As a result of a disease or accident one condition may result from pregnancy complications or may progress over a life period.

Physical disability- it is a constraint on people's body function, the inability of motion, or stamina.

Graduates with disabilities are graduates of a university with physiological, intellectual, behavioural, tactile, sentimental, developmental, or a combination of any of these impairments that may hinder their active participation in the routine of work.

Organisation of the Study

This study consists of five chapters. Chapter one deals with the background to the study, problem statement, purpose of the study, research questions, significance of the study, delimitation, and limitation, operationalisation, or definition of terms. The theoretical framework, conceptual framework, and empirical review of the thesis are explored in chapter two. Chapter three discusses the research methods. Chapter four of the study focuses on the results and discussion of data that were collected. Lastly, chapter five presents the summary, conclusion, recommendation, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the review of the related literature. It includes the conceptual review/framework, theoretical framework and empirical review. .

Conceptual Review

Employability as a concept has relevance in the area of disability due to the extremely higher probability that people with disabilities are less active and treated unfairly in the labour market (Bertrand, Caradec, & Eideliman, 2014).

Employability is a trend that guides employee relationships with jobs (Bertrand et al., 2014). Understanding employability characteristics can help to recognize supporting factors for access to jobs for people with disabilities.

Bertrand et al. (2014) suggested that the concepts attractive to employers and unemployable define the employability degrees and are at the two opposite sides of the dynamic process of employability. Kirsh, Stergiou-Kita, Gewurtz, Dawson, Krupa, Lysaght, and Shaw (2009) indicated that taking into consideration the work climate, work inclusion, and career appropriate to foster work incorporation, focusing on the results of employability and employment is expected. The results of the work may include the development of individual and collective resources, as well as enhanced personal qualities (Pivodá, 2012). Occupational involvement may enhance the participation of people with disabilities and the performance of recognised responsibilities, but most of these are not sufficient to preserve employability and ensure the living standards of people with disabilities.

Employability skills

In the literary works on employability skills, researchers have recognized different skills in the classifications of fundamental skills, significantly higher thought, and interpersonal skills that relate to personal qualities, intelligence, and hereditary qualities (Andrews & Russell, 2012; Ju, Pacha, Moore, & Zhang, 2014). Jobs require more productive skills, such as transparency, a constructive attitude towards the job, awareness, self-confidence or innovation, and autonomy when recruiting workers (Andrews & Russell, 2012). Employability skills can not be seen only as traits of workers but as requirements for effective entry into the labour market.

Employability is operationalised in recruitment practices. The process of obtaining a permanent position is a significant factor of being employable and one integral part of employability, due to high skills required by employers, is the readiness to advertise oneself, communicate and demonstrate to a hiring manager the appropriate types of individual skills, personal capacity, social power and cultural influence (Smith, 2010).

Olivier, Freeman, Young, Yu, and Verma (2014) have broken down the skills required for the job into six large clusters: essential skills, including formal and informal communication, problem-solving, and thoughtful evaluation; flexible capacity, including the possibility of changing to new situations and international organizations, to think creatively, to come up with innovative ideas and to adapt. Finch, Hamilton, Baldwin, and Zehner (2013) suggest that firms are also most concerned with five basic attributes of employability: Interpersonal skills, real concern abilities (such as strong communication and interpersonal skills), critical thinking post knowledge

(such as internships and work experience), practical skills (such as job-specific knowledge) and academic integrity (such as job-specific knowledge)

Concept of Physical Disability

As noted by WHO (2011), the definition of physical disability is wide and encompasses certain disabilities and medical conditions, including both genetic and acquired disorders. Impairments of coordination vary depending on the severity from diminished endurance to dysfunction. Many mobility disorders are caused by factors that are present from birth, while others are affected by illness or physical damage. It depends on what region of the backbone is impaired, injuries affect various types of mobility impairments. People with physical disabilities also referred to as persons with disabilities, have a body posture that has a noticeable and lengthy impact on the capacity to conduct daily activities. Someone with a moderate physical disability, such as being unable to navigate stairs and needing walking aids or assistance, can have mobility difficulties. Individuals with significant physical injury will not be able to walk and will be reliant on mobility care.

Causes of Physical Impairment

Siebers (2008) has argued that mobility and movement could be influenced by many possible factors and conditions. Due to paralysis, exhaustion, pain, or other impairments, the inability to use the human body, legs, arms, or trunk effectively is common. This could result in congenital malformations, disorder, age, or wounds. Those impairments, bit by bit, could start changing. Other conditions, such as defective speech, loss of memory, poor posture, and deafness, can also relate to them. When confronting social and personal obstacles, people with coordination and mobility disabilities may

find it hard to function. They are most often persons with bravery and uniqueness who can perform to the maximum capacity of their potential. Many are completely independent, while others require portion or additional support (Johnstone, 2012).

Types of Physical Disabilities

Whether as congenital or acquired physical disabilities and medical conditions are identified. Physical limitations are either diagnosed or emerge soon after birth in people with congenital disorders. Accidents or illnesses during the infant's natural growth are considered acquired ailments.

Lombardi and Murray (2011) defined physical impairment types as follows: For missing limb / diminished limb development, paraplegia, Quadriplegia, Multiple Sclerosis (MS), Hemiplegia, Cerebral Palsy, Dystrophy, and Polio. Paraplegia and Quadriplegia are what is noticed first by individuals with a physical disability. Paraplegia stems from spinal cord injury that happens underneath the region of the neck, while quadriplegia applies to spinal cord damage in the neck. The real impact of any such condition may be various forms of limb loss as well as other postures. Other types of physical handicap, such as polio (acquired sickness), cerebral paralysis (injuries to brain tissue during development), and some genetic defects, can result in a lower level of living.

Theoretical Framework

The Medical Model

The model is related to the disability medicalisation process. This model recognises disability as an individual problem that is mainly influenced by diseases, fatalities, or some other chronic condition requiring medical

attention and rehabilitation (Mitra, 2006). Following this model, a disabled person is incapable to behave as a sensible person, and this involves rehabilitation to get the person back or closer to normal (Ibid). On numerous grounds, including its normative power, the medical model was criticised (Amundson, 2000). Barron and Amerena (2007) suggest that the medical

paradigm is related to negative principles of permanence, dependence, and passivity, concentrating not on ability but on a deficit. It also disregards foundational rights and responsibilities, such as job positions, literacy, accommodation, and the role of culture in isolating individuals. The model illustrates how rehabilitating disabled people can allow disabled people to strengthen their mobility and secure their jobs, such as having prostheses and other support devices. With these support devices most persons with physical disabilities on the university campuses attend lectures and also graduate from the programmes they were enrolled. In this case persons with physical disabilities having the qualification for job can be employed and become independent and contribute their quota to society.

The Social Model

The approach of the social model is connected to the civil liberties / humanitarian revolution of the 1960s. In 1975, the United Kingdom organization's Union of the Physically Impaired Against Apartheid (UPIAS) stated: "It is, in our interpretation, a tradition that disadvantaged individuals with physical impairment." Disability is a state of mind brought on by the way we are unfairly alienated and excluded from public life (Hodkinson & Vickerman 2009). In 1983, the disadvantaged scholar Mike Oliver came up with the term "social model of disability" in reaction to these philosophical

phenomena He based on the foundation of the human model (from which the medical model was part) against a social model, directly from the source distinction between the chronic disease of the UPIAS (Shakespeare, 2006). Possibly, as Watermeger, Swartz, Lorenzo, Schreito, and Priestly (2006) stated that disability must no longer be viewed as an individuals personal fixed position, but as a complex and developing situation determined by the changing nature of the society.

According to Hodkinson, and Vickerman (2009), the social model starts migrating from acknowledging people with disabilities to understanding and fixing societal barriers that hinder their fair treatment in everyday life. Disability can also be viewed from this point of view by reflecting on the association between individuals with disabilities and the community or group of individuals they are part of. Therefore, the disability remedy is to change society so that it can cope properly with people with disabilities. The pervasive use of the social model was considered in this observation with its understanding of how society disables people with physical disabilities in a manner in which they are unlawfully segregated from common labour force participation.

Disability is not a fixed condition, as Mwaura (2009) observes, and changes are thus intended to provide people with physical disabilities with equal opportunities and even reveal the multiple types of Inequality and isolation, stigmatisation, and exemption. The social model sees people with disabilities as competent, not impaired, and sees the views of impairment by society as the problem. Individuals with disabilities, if provided with the appropriate policies and infrastructure, will contribute to the profession and

achieve success. Sometimes the limitation is the issue of opportunities for education and initiatives, and this competent and potentially efficient community has had to suffer from insufficiencies created by society. Individuals with disabilities are to be empowered through the social model of disability. People with disabilities are marginalized, exploited, and discriminated against by society's systems, according to the social model of disability (Berghs, Atkin, Graham, Hatton & Thomas, 2016).

“Impairment is the lacking part or all of a limb, or having a defective limb, organ or mechanism of the body. Disability is the disadvantage or restriction of activity caused by a contemporary social organization which takes no or little account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities” (Berghs, et al 2016).

In reality, the social model of disability is nothing more than a focus on the economic, environmental, and cultural limits faced by persons who are seen by others to have a physical, mental, or intellectual handicap. With this social model approach, the traditional causal relationship between impairment and disability is broken. Although impairment as a reality is not denied, it is insufficient to describe disability. Rather of determining how much and in what ways society restricts economic and social chances and makes persons with physical disabilities more or less dependent, it is vital to determine how much and in what ways society restricts possibilities (Berghs, et al 2016). Individual-based interventions in the lives of persons with physical disabilities, whether medical, rehabilitation, education, or employment, are

crucial, however, they are limited in their ability to improve their empowerment and engagement in society.

Empirical Review

This section of the literature review is devoted to empirically reviewing the works of others that are connected to or impact this study. I wanted to figure out the connections and, more importantly, the differences between this study and earlier research.. Centered on their purpose of study, methodology, results, recommendations, and conclusions, I reviewed the study of many other previous studies.

Employment experiences of persons with physical disabilities

Kim and Williams (2012) investigated the experiences of college students and graduates in the United States with physical disabilities. Their research aimed to examine the professional experience in the United States of college students and graduates with physical disabilities. They employed phenomenological insights and interviews for data collection in their research. The sample size consisted of six freshmen and two seniors. The conditions for participation were a physically disabled college student, a senior, or a recent graduate. Graduates who were eligible to participate had to have completed their studies within the previous three years.

The results of Kim and Williams (2012) found that people see their physical disability as the most significant hurdle in their lives, limiting their work options and possibilities. Many respondents stated that availability and facilities in the workplace were serious issues when they applied for a job. Their views and opinions or actions range from suffering to humiliation to denied accommodation meetings to encourage. Their testimonials also showed

that, in pursuit of jobs, there was significant dissatisfaction and rage. Complications, magnitude, and the individual's expectations differed even among responders with the same type of physical disability. The following statements demonstrate some bad feelings about the impairment exposure that the respondents articulated:

I'm still unsure how to bring up the fact that I'm disabled, especially while applying for a job. I haven't figured out how to do that yet, but you don't want to be unable to enter.

The primary thing I was always scared about before even applying for these roles and going in to meet these folks was... I always felt like it was personal and necessary for me to do because I felt like I wanted them to know ahead of time. People were embarrassed when I went to an interview in my wheelchair a few times.

The study found that three participants with disabilities had a worse time adapting to their new environment and identity than those who were born with them, and that they looked to be angrier as a result. Despite their difficulties, animosity, and anguish, all participants expressed excitement when discussing job searches and career prospects. They said that they would like to contribute to society. To increase their job prospects, some participants decided that an advanced degree is very necessary. Rather of looking for work, they continued their studies as the next obvious step in their preparedness. There was no full-time employment for female participants, despite the fact that all male graduates with master's degrees were employed full-time.

Kim and Williams (2012), concluded that phenomenological research found that stereotypes are accepted as fact, and that information about job

experiences for people without disabilities is ineffective; in fact, students and graduates with physical disabilities, are frequently ill-served or trigger further frustrations. Collaborative activities between career services centres, disability support centres, and academic units may also be proposed to facilitate career preparation and as well as lucrative careers for students with disabilities.

College campuses, including those that serve disadvantaged populations with physical disabilities, should be encouraged to collaborate in order to enable each of our undergraduate and graduate students reach their full potential in terms of skills and abilities.

In their research, Nolan and Gleeson (2016) examined the pathway to full-time work: the views of disabled students and graduates. Taking on the needs and goals of disabled students and graduates as they transition from college to work in Ireland. They employed a qualitative descriptive approach for the study, and data was collected through a semi-structured interview, consisting of 13 students and nine graduates as the sample size. Their results revealed that, relative to any hurdles such as entrances and exits, stairs, or instructional facilities cultural limitations such as perceptions and discrimination, and physical conditions such as one's impairment, creating interpersonal approaches and gaining technical knowledge. Another finding was that work practice was recognized as one of the most persuasive factors for alumni to get careers, with a large majority of alumni advising potential learners to join in certain kind of profession to boost their resume, whether it acquires knowledge and skills, contract employment or charity work. The respondents highlighted the need for task development and application of other meaningful recreational activities to support their quality of life and

wellness and to cope with the consequences of their disabilities in the workplace. The key results indicate that disabled students and graduates face difficulties in moving into the job world, There is a need to enhance career knowledge and talents on their educational route are emphasized from both parties. Nolan and Gleeson (2016) outlined the obstacles and direction for product developers and customers to promote the transition of graduates to the workplace And established a factual basis for the production inside one enterprise of development programs. Business owners have had to reconsider workplace ideas and habits, taking into consideration disability services and creating a socially honest and inviting atmosphere for all employees, including internship programs.

Nolan and Gleeson (2016) suggested that another process in disability training opportunities was to promote better assistance to allow a seamless process to the working world, It thus ensures that alumni add to current societal financial development Their research reported that participants and professionals with disabilities need support to listen to the needs of students in the migration to the field of jobs and universities and colleges, in the implementation and upgrading of professional life resources.

Naami (2015) investigated disability, gender, and employment relationships in Africa: The case of Ghana. The goal was to examine the job situation of persons with disabilities in Northern Ghana and to make suggestions on ways of advancing their jobs for the government and other disability stakeholders. An exploratory descriptive quantitative design was used in the analysis. The study included one hundred and ten (110) disabled working classes mostly from three regional capitals of Ghana's Northern

Sector: Tamale, Wa, and Bolgatanga. The results revealed that many individuals with disabilities are jobless, most of them being women. Prejudice is cited as the greatest barrier to hiring people with disabilities, especially women. Many people with disabilities, usually women, struggle to make ends meet, some of whom are jobless and most of whom are working in temporary, casual, and unskilled jobs.

There were also many issues facing people with disabilities at work, including negative views of their skills, prejudice, and exclusion, regardless of the job sector and the type of disability. The results of Naami's study indicated Approximately one-quarter of the respondents were jobless. Unemployment rates were greater for women with impairments than for males with disabilities in all three interview locations: Bolgatanga (9; 34.6 percent), Tamale (9; 34.6 percent), and Wa (9; 34.6 percent) (8; 30.8 percent). However, compared with those with hearing difficulties and those with physical disabilities, more people with visual disabilities were unemployed. A Chi-square independence test was performed to determine the statistical disparity between males and females in terms of unemployment duration categories. The outcome of the test suggesting that in the joblessness period categories, there was a variation in the percentage of men and women. A follow-up test found that the proportion of women with disabilities varies substantially from the proportion of men in unemployment period category. However, for the different forms of disability, there was no difference in the unemployment period category.

Unemployed respondents were requested to show if they had difficulty finding job positions. In the active voice, they all agreed. Prejudice, inadequate setup capital, and skills have also been identified as challenges to

their employment. However, discrimination was cited as the main obstacle to their jobs, which is described in Naami's (2015) research into the discriminatory practices of people with disabilities due to their condition. Although some women than their male colleagues faced discrimination and other challenges, the impact was not statistically meaningful. It is notable that

the employment of people with disabilities in the study was not substantially affected by formal education. To meet their job needs, participants proposed more education and awareness-raising of their government employment capabilities. Educational measures such as seminars, recording, and displaying success stories of people with disabilities may be effective in minimizing, as well as prejudice against, negative beliefs about their skills. Government action is also advocated to empower individuals with disabilities with commencement funds and proper education support, since these two elements have been recognized as impediments to self-employment and careers in the government service, respectively. Government plans to establish educational opportunities for people with disabilities are necessary because poorer academic attainment harms their careers.

Naami (2015) suggested that the government should formulate measures to facilitate equal opportunities in the hiring, mentoring, retention, advancement, and other job security of persons with disabilities. It is also necessary to maintain a work environment that is inclusive and open, including fair accommodation. The educational environment must be free of physical obstacles that might affect disabled people's educational outcomes. It is difficult to overemphasize the need to fix walkways and lifts for apartments, as well as pavements, mitigate reductions, and pedestrian crossings. The

government should therefore formulate appropriate initiatives to maintain that Ghana's bus service is accessible to people with disabilities., as open transportation is more likely to be a significant component of positive educational outcomes. Welfare policies and services for the children of disabled people should be established by the government. This is important because, due to their poverty condition, More than half of respondents have kids they are incapable of supporting. The wellbeing, educational results, and overall health of children with disabilities and people with disabilities as a whole are more expected to be enhanced by such interventions.

Naami (2015) concluded that, as stated in Article 31 of the CRPD, The government also needs to establish measures to obtain data on people with disabilities. The absence of disability data, which is the present situation, has an impact on successful policies and practices that may positively impact people with disabilities. To better solve concerns unique to disability classes, disaggregated data is recommended.

Bualar (2014) explored job obstacles: the voices of rural women who are physically challenged in Thailand. The goal of the study was to look into the hurdles that local women with physical disabilities face when looking for job in Thailand. A qualitative approach and semi-structured spreadsheets of face-to-face interviews were utilised to gather information and data. Respondents with disabilities were chosen to (1) (2) be a woman of legal working age (18-60 years), (3) not have any emotional or intellectual impairments, and (4) not be a woman with physical infirmities that interfere with daily life routines., (4) be capable of communicating orally and (5) be used for everyday routines. A sample size of 20 physically handicapped

females promised to grant their responses during face-to-face interviews. According to the study's findings, people with physical disabilities face a variety of physical obstacles. and that their involvement in the work market was limited due to their disabilities. In the research, their confidence as well as personality are adversely influenced by two forms of physical challenges and thus deter them from working within the group in the physical world and from unavailing work knowledge.

Another result suggests that the transition to the workplace continues to remain one of the many major problems for female employees with physical disabilities. In the job market, employment is generally associated with high physical strength and good wellbeing. Although people with disabilities issues were enacted in government policy, in taking into account the reality of disabilities among these staff, organisations do not want to modify the workspace, particularly in the case of adults over age with disabilities, who, in the end, will require significantly more assistance and accommodations in order to do their jobs. Some answers were sought to demonstrate the effects of inadequate job adaptation for local women with physical disabilities who used to work. Women with physical impairments' well-being is harmed by the amount of personal handicap in terms of employment. This is a link between the consequences of disabilities and isolation from work. Unforeseen discomfort or medical conditions can reduce their fitness by limiting their mobility capacities in assigned tasks. When they grow older, physically impaired rural women become increasingly emotionally dysfunctional. Although their anxiety increases, their physical strength decreases. There are several disorders and social exclusions that are likely to impact elderly rural

women with physical disabilities. Aged women with disabilities seem to be unable to travel on their own, despite a deep desire to take part in the job market.

Gender stereotypes for physically disabled women in Thailand play an essential component in the advancement of outdated concepts, in relation to physical limitations and personal constraints. These women have to deal with the behavioural barriers which affect their participation in the labour market and their continued employment. The attitudes placed on physically disabled women were based on cultural factors. In the newspapers, literature, and other cultural institutions, inaccurate perceptions of these women could be seen. As such, inaccurate interpretation results in social stigma against working women with physical disabilities. Two suggested attitudinal obstacles to jobs in the study were workers' preconceptions regarding impairments and family over-protection.

Physically disabled women felt that their restricted body roles and appearance were concentrated on by non-disabled employers. Non-disabled managers often stigmatise disabled employees, according to comments from the interviews. Whenever it got to interviewing physically challenged workers during the recruitment procedure some employers felt weird. Members with physical disabilities reported that employers' opinions towards their physical limitations were the reason why they should become less engaged in the labour market. Non-disabled executives may have believed that women's infirmities limited their ability to earn a reasonable livelihood. In their viewpoint, recruiting a disabled employee can be expensive since they now have to repair facilities as well as provide lifts.

Bualar (2014) concluded that study participants wanted to be involved in interesting occupations, specifically jobs since they needed to be financially successful in their communities, despite unpleasant public spaces limited their career opportunities, lack of workplace adaptation, and attitudinal barriers. Unique, targeted strategies were recommended for policymakers in Thailand to enhance access to jobs and the preservation of jobs for women with disabilities. To support employers, especially smaller employers, a tax rebate should be implemented. Besides, to allow employers to hire disabled workers, workplace adjustment may be financially assisted. Job instruction, personally tailored monitoring, transportation, and assistive technologies must be included in assisted employment schemes. More specifically, in hiring workers with disabilities into the government service, the Thai government needs to take a proactive position. However, to improve the lives of disabled people in Thailand, In addition to government grants, wider employment prospects for disabled people include joint work from NGOs, disability groups, and foreign agencies. They should therefore present formal claims and educate the public through education, open communication, and policy reform to correct inaccurate perceptions of disabilities.

Ruhindwa, Randall, and Cartmel (2016) reviewed research on the issues facing disabled people in Australia's job market. Campaigning for integrated work "The purpose of this literature review was to analyse the research questions" What are the issues that persons with disabilities face in the workplace (including paid and volunteer labor) in Australia? "What interventions are effective from the perspective of people with disabilities?" and "What interventions are effective from the perspective of people with

disabilities?" A variety of search algorithms were applied, which did not limit information to peer-reviewed journals, but instead prioritised blogs, novels, and academic research..

Results from Ruhindwa, et al (2016) indicated that, because of climate change, behavioural, cultural, and institutional barriers and not issues related to the repercussions of their disabilities, disabled people were often exempted from conventional employment. Another result was that stigma, racism, prejudices, and discrimination were correlated with obstacles to jobs for people with disabilities. Also, Physically disabled job searchers confronted problems related to the natural, rural, and built surroundings and systems. Furthermore, mobility issues and the inability to perform everyday chores successfully were physical barriers that could prevent people with disabilities from participating in work activities. In addition, the challenges of low educational levels and insufficient psychosocial skills made it difficult for people with disabilities to flourish in the accessible labour market.

The results again showed that negative perceptions and assumptions from employers who assumed that disabled workers could impede the development of their companies were some of the key obstacles to hiring this consumer group to solve the problems and improve the livelihoods of disabled people as well as their relatives. Employers were also worried about the possible consequences of hiring a disabled individual, the cost of recruiting and retaining a disabled person, as well as the lack of information and access to government and adequate resources to assist employers. Small organisations raised concerns about the lack of awareness and sufficient resources for hiring

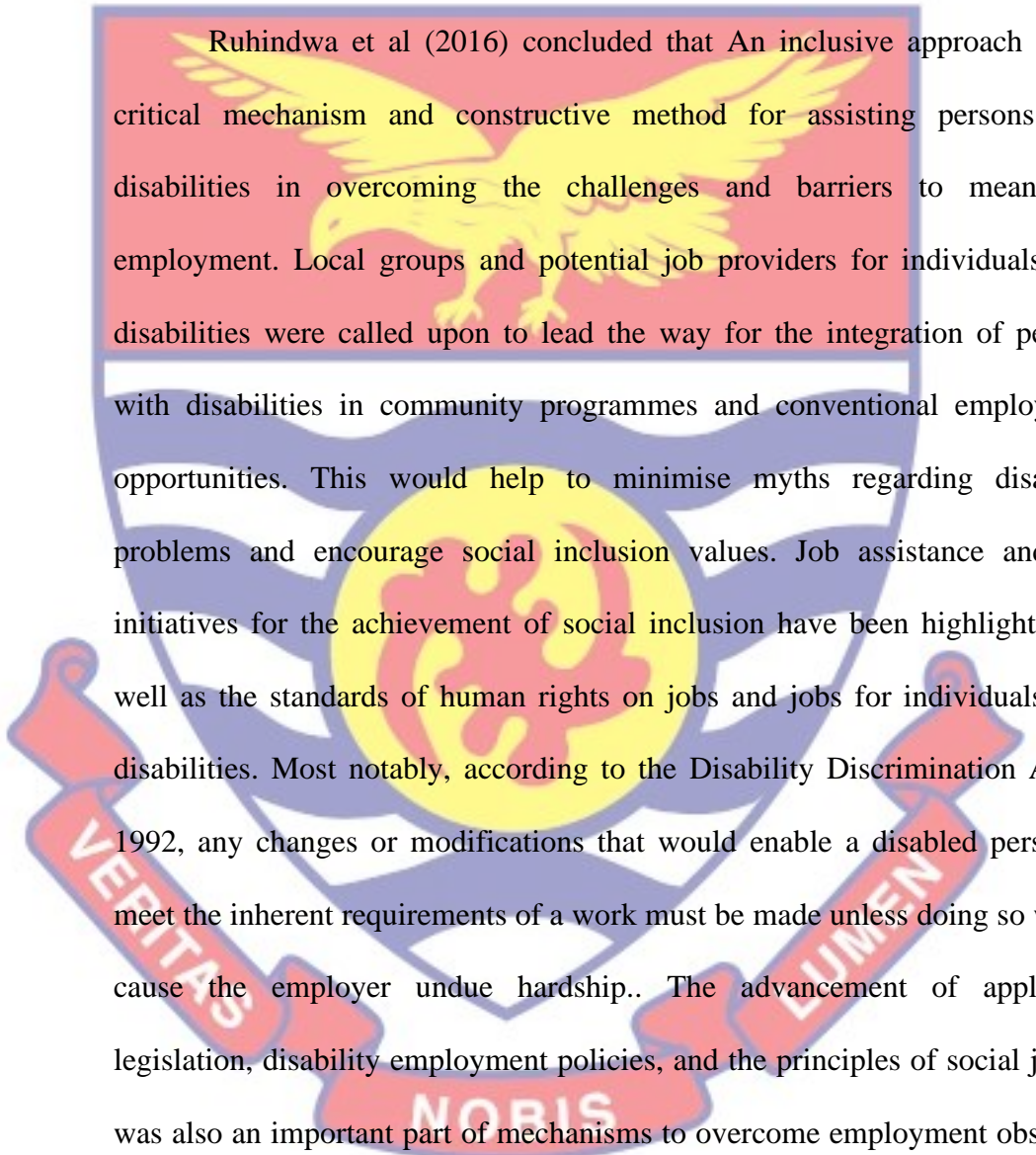
people with disabilities; and as such, they appear to be unable to hire a person who experiences debilitating conditions in their reference system.

Research of Graffam, Shinkfield, Smith, and Polzin (2002) has shown that disabled apprentices and workers are safer on the job, despite the fears of employers restricting people with disabilities from accessing conventional employment opportunities, and Job habits, timeliness, and participation reports were rated as equivalent and, in some situations, stronger than non-disabled employees. As a result, companies with prior experience in recruiting job seekers with disabilities have built a deep dedication and successful working relationship with this community of customers and were interested in hiring them in the future. Besides, the advantages of hiring persons with disabilities greatly outweigh the costs. Graffam et al (2002) found that there were reduced costs associated with hiring workers with a disability and that the productivity was equal to or even better than hiring non-disabled workers.

Ruhindwa et al (2016) suggested that public organisations and hiring managers in the hiring of persons with disabilities should pursue a positive and expected process, and recommended that established plans be issued to overcome the challenge of people with disabilities jobs. They also suggested that community organisations and potential employers conduct in-depth research into the physical and social aspects of businesses to uncover the real barriers to hiring people with disabilities. When it comes to analysing the physical environment, companies can either do research internally or hire outside specialists to conduct workplace evaluations.

Employers needed to be encouraged to recruit individuals with disabilities, and persons with disabilities needed to be able to tell potential

employers about their handicap so that they could get the aid they needed (Ruhindwa et al 2016). Finally, people with disabilities should aspire to obtain appropriate skills and educational qualifications given the competitive nature of the labour market. This would help to boost their work performance and increase employment opportunities, irrespective of their disabilities.



Ruhindwa et al (2016) concluded that An inclusive approach was a critical mechanism and constructive method for assisting persons with disabilities in overcoming the challenges and barriers to meaningful employment. Local groups and potential job providers for individuals with disabilities were called upon to lead the way for the integration of persons with disabilities in community programmes and conventional employment opportunities. This would help to minimise myths regarding disability problems and encourage social inclusion values. Job assistance and key initiatives for the achievement of social inclusion have been highlighted, as well as the standards of human rights on jobs and jobs for individuals with disabilities. Most notably, according to the Disability Discrimination Act of 1992, any changes or modifications that would enable a disabled person to meet the inherent requirements of a work must be made unless doing so would cause the employer undue hardship.. The advancement of applicable legislation, disability employment policies, and the principles of social justice was also an important part of mechanisms to overcome employment obstacles for people with disabilities.

Naz, Anwar and Ullah (2020) discussed the challenges of finding career opportunities for people with disabilities. The goal of the study was to figure out why people with impairments are included in society and what

hurdles they face when looking for work. From the three zones (Northern, Central, and Southern) of Punjab, Pakistan, the study sample was proportionately selected. The respondents were chosen from a list collected from each district's DHQ hospital. A sample of 400 respondents was obtained (120 Rawalpindi respondents, 180 Faisalabad respondents, and 100 Multan respondents). With the assistance of a well-designed interview plan, the data was gathered.

The outcome of Naz et al (2020) showed that the thoughts on the work or career opportunities of disabled persons were explained by five different meanings.

Naz et al (2020) concluded that it marginalized the job positions of persons with disabilities. Family and employee members played a crucial role in eliminating obstacles and developing constructive and active engagement in the economic field. These people with disabilities have been neglected and exploited, owing to the discriminatory mindset of households and economic sector authorities. For persons with disabilities, there should be a broader economic adjustment as the experience and educational level of participants could keep increasing.

Graham, Ingea, Wehman, Seward and Bogenschutz (2018) conducted a study on Job barriers and enablers as identified by individuals with physical disabilities: An examination of the entire type of disabilities. The researchers wanted to examine if people with physical disabilities like cerebral palsy (CP), multiple sclerosis (MS), and spinal cord injuries (SCI) had similar job experiences. In homogeneous focus groups, people with CP, MS, and SCI were asked about their work histories.

A selective recruitment technique was employed for the study in order to classify participants. The World Institute on Disability (WID), the United Spinal Cord Injury Association of the National Multiple Sclerosis Society, United Cerebral Palsy (UCP), and the National Council for Independent Living (NCIL) were among the five national organisations that participated in the recruitment process for people with disabilities (NCIL). These groups sent out a well-organised email detailing the study's goals. Participants were also recruited through their organisations' websites and other online methods like social media. The recruitment materials stated that prospective candidates must be physically impaired and live in the United States (e.g. CP, MS, SCI, or other physical disability). Besides, participants had to be able to engage in an hour-long telephone focus group (a) in the age range of 18-65; (b) working or unemployed, and (c). In the report, a total of 152 people participated.

Results from Graham et al (2018) showed that the participants were worried about their health about jobs in the three disability classes. Participants with MS, on the other hand, were atypical in that they were more concerned about prospective deterioration and capacity to function at work, whereas those with CP and SCI were more concerned with how to maintain their health while working. Another result was that participants in both categories of impairment forms spoke about the need for accommodation to function, such as assistive technology. Laptops, trackballs, e-books, Dragon Naturally Speaking software, special keyboards, SIRI, note-taking devices, and other goods were all included under this assistive technology (AT) specification.

Also, AT was not only discussed by SCI participants, but some participants stated the need for accessible offices or workstations. SCI participants reported requiring accommodation that included changing the width of wheelchair cubicles, accessible doorways and toilets, automatic doors, adapted desks, and chairs for evacuation. One SCI participant reported that he had brought his desk with a collection of wheels. Besides, the majority of SCI participants addressed their experience of discrimination. Just one of SCI's respondents listed persisting in the search before he was recruited. There were participants in both classes who were either discriminated against because the next move was not strategized or not understood. The last finding highlighted was that transportation and travel limit career chances and promotion among CP, MS, and SCI participants. The location of the employment or potential job is taken into account by CP or SCI participants since it must fit into the public transportation route (i.e. by paratransit, bus, or subway train).

Graham et al (2018) concluded that although the analysis is constrained by qualitative research constraints, the results give "voice" to the experiences related to seeking or maintaining jobs for these people. Specifically, the results provide data on the similarities and disparities encountered by people with different physical conditions while working. One of the goals of the study was to offer recovery practitioners with information on the job experiences of people with physical limitations. VR counselors have to be aware of the disability's potential impact on the person's work outcomes. Because they are aware of these challenges, they may provide

assistance and services to persons who are having difficulty keeping or returning to work due to the impact of a disability on the job.

McKinney and Swartz (2019) researched the challenges to work integration: the perspectives of persons with disabilities. The purpose of this research was to explore the perceptions of persons with disabilities in respect of forms and advertisement of job applications, observations, the privacy of impairment, and transparency, as well as clinical and personality psychology research. Semi-structured interviews were used in South Africa with 72 people with different disabilities to gather qualitative data on the issues facing them. To identify respondents who agreed only with the Employment Equity Act (EEA) meaning of the term as having and being substantially restrictive, purposeful sampling was used. a physical or mental disability, long-term or recurrent. Furthermore, participants also had to be working and live in one of the nine provinces of South Africa. Respondents were chosen to be as representative as appropriate depending on their condition or problem, maturity, sex, nationality, region, and academic environment. As a result, even those with a combination of the above, hearing, tactile, intellectual, developmental, and physical limitations were among the difficulties experienced by respondents. The study was conducted using an exploratory qualitative methodology.

Results from McKinney and Swartz (2019) showed that participants had trouble with work advertisement since most of them were in an inaccessible format. Many respondents were unable to use computers, despite the fact that numerous organisations were releasing positions in more accessible ways, such as through online technologies (e-mail and Internet).

And even if they did, the majority of them lack the necessary screen reading software and programming skills to make use of this medium. When declaring their disability on application forms, it was also discovered that some participants thought that they were ignored and realised that they were then asked to attend interviews when they stopped reporting. However, due to their impairment, they found that they were then ignored and dismissed during the interview process.

The result again showed that Participants experienced many issues surrounding Members of the selection committee are ill-equipped to deal with disabilities and discriminate against potential employees with disabilities. Other concerns were detected as a result of a lack of communication about interview results and inaccessible places where interviews were supposed to take place. Employers were also accused of not treating disabled applicants fairly during the hiring process. After disclosure, to confirm their conditions, some participants were invited to be assessed by health personnel. Participants believed this process was racist, and sometimes stressful since these tests did not apply to the work they were applying for.

McKinney and Swartz (2019) concluded that it was necessary for human resources staff responsible for hiring and selecting individuals with disabilities to have disability-related expertise, skills, and understanding. Findings from this study, during the implementation stage of employment, the main locations need consideration to overcome barriers faced by people: contract agreement and advertising: a close review of the wording and usability of advertising and application forms; usability of interview locations, sufficient accommodation and sensitivity to The application process should be

guaranteed; emphasis must be paid to the job qualifications used to determine the emphasis is exclusively on the role's intrinsic standards and that clinical and observational evaluation: a careful analysis of these tests should not prejudice and exclude persons with disabilities adversely.

In conclusion, the literature of the above empirical review identified issues related to the work experiences of individuals with physical disabilities. Most of the studies in my literature review, such as Kim and William (2012) and Nolan and Gleeson (2016) used a qualitative descriptive approach. Bualar (2014) used a qualitative approach. McKinney and Swartz (2019) used an exploratory qualitative approach for their research design, except Naami (2015) which used a quantitative approach for the study and was conducted in Ghana. I have used the phenomenological approach of the qualitative study design and used interviews to collect data. This could help to better understand what their perspectives were when it came to finding jobs from the study participants.

Bualar (2014) used a semi-structured checklist of face-to-face interviews. Naami (2015) used a questionnaire to collect data. But in my study, I employed interviews for my data collection. I believe that via conducting interviews, I was able to gain a deeper understanding of the research issue.

Ruhindwa et al. (2016) only conducted a comprehensive assessment of published papers in order to investigate the obstacles faced by persons with disabilities in the Australian workforce.

Graham et al (2018) used an across disability type analysis Their study used three categories of disabilities. My research, on the other hand, relied on

in-depth interviews to gather participants' perspectives on the job hunt and I concentrated only on physical disability in my study.

Challenges encountered by persons with physical disabilities at their workplaces

Maziriri and Madinga (2016) examined the challenges faced by entrepreneurs living with physical disabilities in South Africa's Sebokeng Township, and the study aimed to explore the challenges that impede the success of physically disabled entrepreneurs in South Africa's Sebokeng Township. The researchers collected qualitative data using semistructured interviews, focus groups, and observations. The respondents were selected using the convenience sampling technique. According to their findings, entrepreneurs with physical limitations have a harder time getting funding for their businesses. Access to capital was cited as one of the most significant challenges faced by the disabled entrepreneurs interviewed, and as a result, they are forced to use their limited resources to start their businesses. Others believed that commercial banks were hesitant to provide them with loans because they were not secure in their ability to operate the companies. Study results also indicate that individuals were unaware of government service centers or programs to support companies owned and operated by disabled entrepreneurs. Just 55% suggested that they had earned government support once and went on to point out that the government support they got was not adequate to support them in running their entrepreneurial projects. The results of the study also showed that the lack of education and training in the Sebokeng Township of South Africa was also a problem that hampers the success of entrepreneurs living with disabilities. Many entrepreneurs living

with physical disabilities have shown that they lack confidence because they were discriminated against a lot.

Besides, these findings also contradicted the research conducted by Uromi and Mazangwa (2014) who examined the problems facing people with disabilities in Tanzania and potential solutions. The findings revealed that

community members had an attitude towards people with disabilities that was racist, inconsiderate, and non-caring. Finally, Entrepreneurs with physical disabilities, particularly those working in carpentry, painting, and welding, have expressed frustration with a lack of equipment as a barrier to their success. A qualitative technique was employed, which included semi-

structured face-to-face interviews, focus groups, and observations. The majority of respondents stressed that the obstacles they faced impede their ventures' survival and growth. Entrepreneurs with physical limitations should master skills that will help them break down biases and value frameworks that prevent them from participating in daily activities with their capable peers.

Entrepreneurs with physical limitations could develop partnerships with people with a variety of backgrounds and skills to learn from one another.

Entrepreneurs with physical disabilities can gain confidence and motivation by participating in entrepreneurial education, which is one of the programs that can be established to help them build entrepreneurship skills and awareness.

The South African government must devise some structures that are most important for their development and development in their lives to support entrepreneurs living with physical disabilities. Focusing on providing equipment and improving facilities to help entrepreneurs living with disabilities was the best thing for the South African government. By extending

and improving tertiary education, the South African government should aim to boost the intellectual capacity of entrepreneurs living with physical disabilities for entrepreneurship education (Maziriri & Madinga (2016).

Yu and Ennion (2019) analysed the constraints on involvement and vocational rehabilitation (VR) needs facing in Western Cape (WC), South Africa (SA), by individuals with unilateral lower limb amputation (LLA). The goal of the study was to define and explore the constraints on participation and VR criteria of individuals with a unilateral WC LLA. The research was carried out in the district of Cape Metropolis in the province of SA WC. A mixed-method technique and a sequential explanatory model were used. 50 participants were conveniently sampled from a tertiary government hospital (n = 35), a private sub-acute hospital (n = 3), and snowball sampling (n = 12) for the quantitative process. The research included male and female participants over 18 years of age and at least 3 months of post-major unilateral LLA. Eight participants from the initial sample of 23 out of 50 participants who consented to participate in an in-depth telephone interview were conveniently chosen for the qualitative phase of the analysis. To collect data about participation limitations (WHO 2001), The instrument used was the Health Organization Judged Based Schedule 2.0 (WHODAS 2.0). WHODAS 2.0 is a tested and organized Likert-scale survey. Schedule 2.0 of the Health Organization Judged Based Plan 2.0 includes eight parts of the questionnaire focused on different disciplines., including understanding and communication, ambulation, self-care, socializing, life activities, health-related challenges, and social engagement (WHO, 2001). To gather data from 50 people with an LLA, a mixed-methods approach and a sequential exploratory design were used.

Within the WC, SA area of Cape Metropole, participants were easily sampled. For qualitative data collection, the World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0) tool was employed, as well as telephone interviews..

According to Yu and Ennion (2019), 28% of the study participants were unemployed, and only 14% ($n = 7$) of the participants had or used a prosthesis. In addition, 50% of the respondents received a disability payment or were on a pension. The study indicated that 74 percent of participants ($n = 37$) had serious mobility difficulties in general, 92 percent ($n = 46$) had walking distances longer than 1 km, and 80 percent ($n = 40$) had extreme difficulty swiftly completing home duties. Inadequate recovery services that target ambulation (standing and walking) to encourage jobs were the primary VR needs found in the report. They concluded that individuals with unilateral LLA still face major mobility difficulties after 3 months of amputation, which has a detrimental effect on their involvement in society and their professional activities.

Yu and Ennion (2019) concluded that in seeking to advance into the labour market, there were many obstacles affecting people with disabilities. In two studies performed by the Job Research Institute and the Norwegian Institute for Social Welfare and Aging Research respectively, two separate places were found where Norwegians with disabilities faced various obstacles or obstacles. The biggest challenges in the welfare administration were the meeting with caseworkers, restrictive and passive labour market policies, and self-understanding / awareness of young people with disabilities. The key challenges they tackled when dealing with working life were the lack of

housing, requirements in the workplace, low qualifications, lack of adequate skills, tolerance to a disability, and the attitudes and actions of the employer.

Research on employers as well as co-workers' behaviours toward the employment of persons with disabilities in Zimbabwe was conducted by Mapuranga and Mutswanga (2014). This research was a systematic investigation of the attitudes of employers and co-workers in the Chitungwiza culture in Zimbabwe towards employees with disabilities. To carry out the research, a qualitative case study technique was used 30 participants in the study were chosen using the purposeful sampling process. The subjects selected were a sample of ten employers, ten co-workers, and ten staff with disabilities. Knowledge was developed using the interview and observation.

Mapuranga and Mutswanga (2014) found that workers with disabilities in the workplace were discriminated against in the report. Co-workers viewed persons with disabilities (PWDs) as inherently incompetent as they would require the support of fellow employees to perform tasks, while employers claimed that some of these PWDS frighten clients away, while some rely on fellow employees to perform tasks. Most PWDS were viewed by the same employers as lacking expertise and having bad qualifications that made them unemployed. Co-workers felt that staff with disabilities needed full supervision and specific duties appropriate to their needs had to be allocated.

Mapuranga and Mutswanga (2014) indicated that co-workers ought to change their attitude towards disabled employees. To promote the recruitment of more people with disabilities, the Ministry of Labour needs to set up compensation programs for businesses that hire people with disabilities. Such incentive packages could take the form of an exemption for such companies

from paying taxes. Programmes such as the quota system and the levy and grant system could be enforced by the Ministry, as is the case in developing countries. The Ministry may also reinforce and implement legislation to address discrimination and the marginalization of people with disabilities. All facets of the economy promote activism by disability movements. This will facilitate the adoption of the reforms implemented by the ministry or ministries responsible.

Mapuranga and Mutswanga (2014) concluded that, despite the Disabled Persons Act, there were no laws on the employment of PWDs, which stressed the need to prevent discrimination based on one's disability in employment and at work. There had been a lack of clarification in Zimbabwe's new labour laws about the employment of PWDs. In offices, only a few PWDs were used and that was because some of the disabilities go unnoticed since they were not mostly physical. Many PWDs did not hold positions of power, especially those with visible or physical disabilities. There were no special facilities in most workplaces to appeal to PWDs. Female co-workers did not want to have disabled co-workers because they view disabilities as contagious. PWDs were viewed by co-workers as inherently inept as they would require the help of fellow staff to execute tasks.

In workplaces, more PWDs should be working. To hold positions of authority, more PWDs should be encouraged. To appeal to PWDs, all workplaces should provide unique facilities. Among woman co-workers who should be made to want to have colleagues with disabilities, there was a need for a change of attitude. There was a need to shift attitudes among employers who claim that some of these PWDS scare consumers away, while some rely

on fellow employees to perform tasks. To upgrade their existing educational levels to become employable, PWDS could obtain staff development and in-service courses. Despite this coming at an added expense, employers could pay for assistive devices. Despite the feeling that they required maximum supervision and were given special roles appropriate to their needs, co-workers needed to change their attitude towards staff with disabilities. To promote the recruitment of more people with disabilities, the Ministry of Labour needed to set up compensation programs for companies hiring people with disabilities. Such incentive packages may take the form of a tax exemption for such businesses. Programmes such as the quota system and the levy and grant system could be enforced by the Ministry, as is the case in developed countries. The same Ministry may also enhance and implement legislation to address discrimination and marginalization of people with disabilities. All facets of the economy were promoting activism by disability movements. This would facilitate the adoption of the reforms implemented by the ministry or ministries responsible.

Fevre, Robinson, Lewis and Jones (2013) investigated the unhealthiness of British workplace disabled workers. Workers with impairments and long-term diseases were more likely to be subjected to workplace abuse and suffered a greater range of ill-treatment, according to findings from the British Workplace Behaviour study. Various types of ill-treatment have been linked to a wide range of disabilities. The survey also revealed who was to blame for their ill-treatment of disabled personnel and why they believed it happened. Four possible ill-treatment justifications were considered based on the current literary works: Ill-treatment results from bias

or marginalization; ill-treatment is a byproduct of workplace intimate relations. While some of these arguments were more difficult to accept than others, the interview revealed that further research was required to distinguish between them. The British Workplace Behaviour Survey (BWBS) was used for information gathering. The BWBS looked into the incidence of workplace

bullying in the general public and whether the nature and frequency of such encounters differed widely in terms of the social and demographic background of the employees and the jobs and work environment qualities of the employees. It also attempted to discover employees' views of those accountable for ill-treatment in the work environment and why it occurred.

The BWBS was the quantitative data collection stage in a larger research study that included a qualitative process in different organisational settings including case studies of ill-treatment. In Britain (England, Wales, and Scotland), A random sample of around 2000 adults per week was included in the Omnibus interviews. It is administered using an allocation survey to identify individual points using a random place technique.

Khoo, Tiun and Lee (2013) conducted a report on hidden obstacles, unheard voices, unexplained desires: Malaysians with physical disabilities' job experiences. The study aimed to examine and explain the job situations of people with physical disabilities in the Northern Regions of Peninsular Malaysia. The study used a mixed methodological approach to explore the expectations of Malaysians with physical disabilities in employment using both quantitative as well as qualitative analysis approaches. To gather quantitative data, a poll was undertaken in four northern regions of Peninsular Malaysia (i.e., Perlis, Kedah, Penang, and Perak).

Khoo et al (2013) interviewed 287 physically disabled Malaysians, of whom (189) were male and (98) female. Despite the fact that some respondents acquired a tertiary education, the proportion was quite tiny in terms of educational accomplishment. The most frequent levels of education were the Sijil Pelajaran Malaysia (SPM) (equal to O-levels) and primary school education., with never having obtained any sort of formal education

Results from Khoo et al (2013) showed that (212) of respondents were gainfully working, while (55) were unemployed. A large number of unemployed people said that it was their disability that hindered their chances of work. The hindrance proposed their first discrimination account. Their working hours typically vary from five to nine hours a day for those employed, although a small proportion work for more than 10 hours per day. Another result showed that there was no distinctive association between the degree of education of the employee and their likelihood of being in work. As previously mentioned, a high percentage of those unemployed revealed that their work prospects were hampered by their disability. A respondent who had the highest degree of educational attainment, a Ph.D., revealed the rejection and embarrassment they got during work interviews. He was genuinely angry that his interviewers were viewed with ridicule when he was first shortlisted for a government interview in 1983. During the interview, the following transpired: different questions were posed to mock me only because I'm a disabled individual. "Are you disabled?" they said as soon as I opened the door. They also inquired if I wanted to go swimming or hiking... non-work-related questions.

Khoo et al (2013) results also revealed cases of occupational social and attitudinal obstacles, the issue was not serious. In addition to the above obstacles, Malaysians with physical disabilities have faced secret and "unseen" obstacles. One of these "unseen barriers" was attributed to factors such as "places." The study showed that participants living in developing states such as Kedah and Perlis, given the gap in the growth of the various northern states, were more deprived in respect of the lack of physical infrastructure like disabled-friendly transit systems.

Khoo et al (2013) noted that the 'site' factor generated a group of winners and losers among Malaysians with physical disabilities, provided that there was a difference between respondents in Kedah and Perlis (less developed states) against the availability of physical facilities and services compared to Penang and Kuala Lumpur (more advanced large cities). People living in Kedah and Perlis with disabilities may be identified to be less lucky and more disadvantaged than those residing in Penang and Kuala Lumpur. The problem was simply described by a female Malay clerk living in Perlis: Many disabled-friendly amenities and assistance systems are located in Kuala Lumpur but not in other lesser developed states. Penang, too, has these facilities, but Kedah and Perlis do not. In my state, transport for persons with disabilities is a major hurdle (referring to Perlis). Standardized facilities should be accessible for all states in Malaysia, and not only in highly developed states like Kuala Lumpur and Penang. There are individuals with disabilities here who wish to leave their homes, but they are hindered by the unfriendly transportation network.

In addition to fleshing out the "unseen barriers" and "unheard voices," the group discussion session also tried to draw out some of the "unspoken desires" of the respondents. While new policies supporting the rights of people with disabilities have been implemented in Malaysia, unfortunately, these policies frequently remain mere 'policy declarations' that do not manifest into reality. The following quote demonstrates the frustration, discontent, and resentment of a respondent who has "great hopes" to seek better work, but her hopes are crushed because of the haphazard attitude of the government. The response below suggests that the government did not take into account the welfare and rights of people with disabilities to be the prime concern when asked if the government is getting involved enough to improve the living standard of people with disabilities and integrate them into general society.

Not much is done by the government, either. At the present, there are many jobless graduates. People with disabilities are marginalized because the government is more worried about discussing the issue of graduate unemployment. Since the priority is now on unemployed graduates, people with disabilities are disregarded from the government's overall priorities. The preference for jobs is granted to them, not us. Persons with disabilities only get untrained, part-time, and close to the bottom jobs in stores or grocery stores. We all want to serve in places with better rewards. Except for my slower demeanor in moving, my other capabilities (i.e. mental, vision, voice, etc.) are in great condition and comparable to my able colleagues. I believe I merit the same consideration given to unemployed graduates.

Khoo et al (2013) concluded that it was of utmost importance that Malaysians with physical disabilities should collectively take care of the

"unseen obstacles, unheard voices and unspoken wishes" of the government and all stakeholders such that current Malaysian legislation was drawn up to help Disabled individuals stay faithful to their pledge and capacity. There are presently no anti-discrimination laws in Malaysia to cover people with disabilities. Therefore, the Malaysian government should create an anti-discrimination policy to protect the rights of persons with disabilities.

Malaysians with physical disabilities were no longer intended to be charitable or sympathetic. Like their competent peers, as fully-fledged Malaysian people, they also wish to experience and enjoy their rights. It was now time to participate and act on them, after assimilating their "unseen, unheard and unspoken" job interactions. The time has come to change irresponsibility into intervention so that Malaysians with physical disabilities can establish and maintain their membership in Malaysian society and exercise their rights to equal career opportunities as their professional counterparts.

In summary, the works of Maziriri and Madinga (2016), semi-structured interviews, focus groups, and observations, were used to gathered qualitative data. Yu and Ennion's (2019) mixed-method approach was used as a design. Khoo, Tiun, and Lee (2013) used a mixed research process as a design. In my study, I employed qualitative approach drawing on a phenomenological design and collected data via a semi-structured interview guide.

Improved working conditions of persons with physical disabilities

As an initiative of corporate social responsibility, Miethlich and Šlahor (2013) reviewed the jobs of people with disabilities: need and implementation variants. As part of a Corporate Social Responsibility (CSR) plan, the paper

explored the need to resolve the use of PWD, outlining different implementation steps and variants. They established that the elimination of mental and physical challenges within the organization was the key element in PWD's constructive involvement. The important prerequisite for incorporating PWD into the workforce was an organizational diversity environment. It was

important to eliminate biases and perceptions, which could be done by raising the consciousness of all workers, to build a community that was open to the disabled. In particular, because many workplace changes and the help of other employees are required, continuous signals from top management demonstrating the intention of incorporating PWD into the business are essential. Companies should illustrate the value of hiring a diverse workforce and their positive attitude towards it. A company's dedication to hiring PWD greatly lowers the barriers. Individual changes to the workplace and work environment were also required or assistive technology could be needed according to disability. In theory, the introduction of universal workplace design policies and the use of accessible technology could be made accessible to a significant number of disabled people by barrier-free workplaces.

In addition to offices, PWD should have access to all of the company's resources, thus freeing the world from access discrimination. The need for individual changes or assistive technology in the workplace does not produce any or just marginal costs in most cases. Also, the corporate website should be barrier-free and easy formats should be available. This also refers to the processes of web applications and written materials (such as large print, Braille, or audio recordings). Besides, changes may be needed to the work profile or the general conditions. For example, the need for an irregular

schedule of work, shifts in shift schedules, flexible working hours, or remote work (telecommuting) options.

Miethlich and Šlahor (2013) indicated that businesses should also help and facilitate their career entry to the PWD's constructive jobs, which could be accomplished through PWD training and placement programs in entry-level positions. Using a temporary job or internship, PWDs may be made ready for work and return to the labor market after a long period of unemployment or disability. Internships and other career opportunities were also necessary to get started quickly for graduates with disabilities. Collaboration with groups of disabled people, recovery centers, and local educational institutions was an interesting way to establish PWD roles within the business and then place them with PWD. Disabled people face many obstacles to recruitment and employment. Therefore, impairment also needs to be addressed while hiring. It should be easy to find the right person for the right work-regardless of disability. Companies should maintain the barrier-free existence of interviews, assessments, and other components of the application process.

Besides, consideration should be taken when recruiting executives and managers to ensure that they can embrace PWD within the organization. Also, opportunities for leadership growth for PWDs should be provided. It is also important to be able to provide role models within the organization to explain what is achievable to other PWDs. PWD should also be enabled within the business to create their networks or interest groups. Besides, requirements for the handling of PWD and opportunities and rewards for workers to mentor and educate the PWD or to participate in the adaptation of the working

environment should be included in the appraisal and reward model of managers.

Miethlich and Šlahor (2013) concluded that the challenges faced by PWD in the labour market, as well as the failure of public policies to encourage PWD jobs, indicate the need for businesses to resolve the problem as a CSR initiative. To eliminate physical and mental barriers within the business, it is crucial for the employment of PWD. Nevertheless, in the sense of a complex corporate society, pure confession is not enough to employ PWD. In their CSR plans, businesses must specifically formulate how and in what manner this issue is dealt with. A corresponding CSR initiative can be effectively enforced only in this way. At the same time, it is important to express the dedication and make evident its positive benefits both within the organization and for the outside world. To encourage and facilitate the jobs of PWDs in businesses, numerous initiatives are available. As part of a CSR programme, these initiatives may be enforced individually or in combination. By adapting the work atmosphere, sensitizing workers and supervisors, adapting the application processes, and creating rewards within the company, the focus should be on overcoming physical and mental barriers.

Pruettikomom and Louhapensang (2018) researched the improvement of workplace facilities and work environment to enhance the work performance of people with disabilities was explored in a case study of major retail and wholesale businesses in Bangkok. The objective of this research is to enhance the job performance of individuals with physical disabilities in Bangkok's shopping malls, supermarket and distribution businesses. To collect the data, questionnaires, observations and interviews were used. There were

120 workers employed in the three main retail and wholesale firms in the study. A mixed research methodology was used (questionnaires, interviews, and observations).

The findings were extended to a psychological sense focused on the interests of people with physical disabilities and discussed the resolution of their job issues, strengthening their work efficiency, and taking the results of the design to a community discussion. The community consisted of 15 managers, delegates of people with each form of physical disability, teachers, and university workers who were knowledgeable of the universal design of people with disabilities. Design professionals have helped to formulate designs and create prototypes that have led to the development and process improvement. The study compared pre-test and post-test outcomes to determine the work performance of people with physical limitations using statistical analysis (paired t-tests). The average post-test score of the products generated was higher than the pre-test score. This implied statistically higher work efficiency ($\alpha=0.05$) and backs up the analysis' hypothesis..

A review of studies and results found that persons with physical disabilities are very committed to jobs. In Step 1, the study gathered data through questionnaires, assessments, and discussions with three groups of people with disabilities in Bangkok's major manufacturing and distribution companies). They seem, however, to want to manage their operating and leaving times more as well to a higher extend.

Pruettikomom and Louhapensang's (2018) findings have shown that individuals with physical disabilities live near to their worksite and try to stay in a unit where the risk associated is not very high. They seem to provide an

education from lower to upper secondary education. Individuals with physical disabilities do not like making decisions. After they know what is expected, they enjoy the assigned job and obey directions well. As a result of a lack of cooperation between co-workers, lower pay raises than other workers, and little prospects for job development, those who resign from their jobs do so.

Their basic pay is less than that of regular workers. Some people with physical disabilities have poor self-esteem and sulk.

They are responsive to their task, though. Device and services that can support people with disabilities are necessary. These include career counseling or enhanced work methods, more machines to save labor, and device repair.

Also, light fixtures or bookcases should be adapted to the specifications of the disabled. Occasionally, rooms are required for people with physical disabilities to relax because they have long periods of trouble balancing or moving. There is, however, a problem with stairs and lifts. Floor tiles can be slippery, so footwear should be designed to avoid sliding by the disabled.

Many people with physical disabilities like to serve in a profession that they love and can manage their limitations in their selected location within businesses. Others wish to own a business and are self-employed. They work to accumulate adequate resources. The need for human strength is the most troublesome field in the workplace. Individuals with physical disabilities have less strength, make it challenging to move up or collect items from heights, or move big baskets. A low-sloped ramp is required by wheelchair users and they must sit at a desk. The use of trays and storage boxes may be problematic. Failing to reach high materials, incapability to carry or transfer heavy items, and lack of ability to operate quickly and cope with slippery surfaces, were

environmental workplace obstacles. There is no guest room for wheelchair users and they have to display their things on their wheelchairs. The tables are untidy because there is no space available and things can fall or be misplaced. There are environmental risks and issues associated with heavy lifting and inappropriate use of lifting or towing equipment. In the use of hand tools, there should be gripping tools or instructions. Low grip strength and finger numbness are found in people with physical disabilities. They want to have the equipment to alleviate this numbness (Pruettikomom & Louhapensang 2018).

Pruettikomom and Louhapensang (2018) recommended that with more shelf space, the atmosphere could be enhanced. The height of the shelf and cabinet should be detachable. Also, wheeled carts need to be kept clean. Education for the use and maintenance of machinery should be given. Office equipment and cabinets are too strongly positioned. Labor-saving equipment, flexible storage spaces, and better access to pathways are required for people with physical disabilities. They even think that lavatories should have a lift. The lifts are also situated far from the department at present. Since they have no muscular fitness, the physically disabled can not do a job that involves heavy lifting and exertion.

Pruettikomom and Louhapensang (2018) concluded that in offices, the physically impaired also function. In a warehouse, they will check products to fulfill orders. Their main concerns included using tables and file cabinets. People with disabilities have trouble commuting to work and passing the doorway threshold. Eating lunch at a cafeteria is not easy for them. Most of their food is stored on their wheelchairs but may spill unintentionally. Since they cannot get their wheelchairs under the desk, they have trouble using

desks. They need to switch from their wheelchair to a chair in the workplace. It is difficult to use a low-mounted voter plug. Objects can fall from tables and cannot be recovered.

Bento and Kuznetsova (2018) researched workplace adjustment that promotes the participation of people with disabilities in conventional job positions. A case study on business owners. In Norway, The purpose of the case study was to look into employers' reactions to policy changes made between 2006 and 2015 that aimed to make it easier for people with disabilities (PWDs) to work in mainstream jobs by developing occupational modifications. A multi-method approach was used to undertake quantitative shift-share study on the Norwegian Disabled People data, which included in-depth qualitative interviews with managers from two major Norwegian private firms.

The shift-share study, according to Bento and Kuznetsova (2018), has demonstrated beneficial results on the jobs of PWDs at the national level and in the supply of workplace adjustments during 2011-2015 for 'job time changes,' The need for one or more improvements and 'adjustments in job position' and 'physical adjustments' appear problematic. The qualitative interviews revealed that the main workplace modification provided to their workers by administrators in both companies who returned to work after a disability or a long-term sickness was characterised by "flexibility" or "career duration enhancements." However, considering the disability legal recommendations in Norway during that time period and the dedication of enterprises to incorporation, the availability of workplace adjustments to PWDs without prior work experience appears limited or non-existent. Bento,

and Kuznetsova (2018) concluded that it can be argued that, considering the duties of anti-discrimination laws and the 'equal occupancy obligation' designed to promote the integration of PWDs in conventional employment provided changes may depend more on the behaviour and judgments of the HR managers or supervisors and the regulations of the corporations than on associated expenses. Although managers have not forgotten the importance of the corporate policy values of non-discrimination, equitable rights, and transparency, this has not contributed to the successful inclusion of PWDs among the workforce since then. While proactive managers may associate the development of workplace modification mainly with employees with mobility or physical impairments, as was also shown in the case study by the two firms, the provision of more concrete adjustments to individuals with other forms of disabilities was still restricted. Consequently, the obtained results indicated a distinction between the work changes in PWD, switch data and the interview responses that demonstrate the organisation's operations in this respect.

In summary, the work of Miethlich and Šlahor (2013) reviewed the jobs of people with disabilities; the paper explored the need to resolve the use of PWD, outlining different implementation steps and variants. Pruettikomom and Louhapensang (2018) used a mixed-method approach, questionnaires, observations and interviews were used to gather the data. In my work, I employed a qualitative research design using interviews to collect data from the respondents to ascertain their views on what is their working conditions.

In the work of Bento, and Kuznetsova (2018) they used a mixed-method design by using employers as participants for the study. I have used a qualitative research design using employees as participants of my study.

CHAPTER THREE

RESEARCH METHODS

This chapter provides a summary of the techniques used in the analysis. Covered areas include research design, population, research tools, data collection and data analysis procedures, pilot testing, and ethical consideration of data collection tools.

Research design

For the study, the researcher used a qualitative research approach, drawing on phenomenology as a model of design. The phenomenological analysis seeks to explain the nature of the interest phenomenon and guarantees that questions are fully understood (Creswell, 2007).

The nature of a lived experience is supposed to be defined in phenomenology (Creswell, 2012; Creswell, Hanson, Clark Plano, & Morales, 2007). In the current study, the phenomenological method was considered the best choice for evaluating the research objectives. The most important approach for this study was phenomenological research since it helped the researcher to explore the significance of a phenomenon through a variety of people's interactions (Creswell, 2012; Van Manen, 2016). The primary principle of phenomenology is to describe the commonality of the interactions of participants concerning a central phenomenon (Creswell, 2012; Creswell et al., 2007). Phenomenologists start from the explicit statements and experiences of participants to explain the core phenomenon (Creswell et al., 2007). Therefore, to objectively investigate how persons with physical disabilities get work, the researcher used a qualitative approach for this

research. To understand how difficult it is from their point of view when considering work after higher education.

Setting

Burns, Grove, and Gray (2011) noted that the location where the research took place in the area of study. The study was conducted in the Ho Municipality of the Volta Region. This area was chosen because the majority of physically disabled university graduates in the Volta region were found there. The municipality of Ho seems to have the largest total population, and according to Ghana Statistical Service in 2010. (12.8 percent) in the Volta region. At the time of the study, the highest occupation category in the Ho Municipality is service and sales workers (26.8 percent) followed by craft and related trade workers (22.6 percent) and skilled agricultural forestry and fishery workers (21.4 percent). The least occupation engaged in the Municipality is another occupation (0.3 percent) technicians and associates professionals (2.7 percent) and managers (3.4 percent) (GSS 2013).

Population

The population is described by Burns et al (2011) as the whole collection of individuals who meet the study sampling criteria. The population represents all of the individuals to be considered for the research (Amedahe, 2002). The study was conducted with all persons with physical disabilities who were university graduates living in the Ho Municipal. The Executive Director of voice Ghana (a non-government organization managed for and by PWDs) in Ho helped me to recruit participants to request approval and the appropriate days and time for the interviews to take place. A total of 13 persons with physical disabilities were contacted for the study.

Sampling Procedure

The sample scale focuses on what is to be evaluated in exploratory studies, the intent of the study, how the results could be utilised, and what support is provided, such as space (Polit & Beck, 2010). Carpenter and Speziale (2007) indicated that it is possible for a qualitative investigation to consider two to 10 participants or until saturation is required. The total number of participants used was determined by purposeful selection since the analysis was qualitative. From the research population, a total sample size of 10 was selected in this study. A total of 10 university graduates with physical disabilities were identified to be working. These were five males and five females.

The purposive sampling method was used to allow the investigator to choose specific physically disabled people who were qualified and willing to participate in the study. For this research, purposive sampling was appropriate because only graduates with physical disabilities who had experiences related to the phenomenon to be studied were selected to respond to the problems presented to meet the objectives set (Burn et al, 2011; Polit & Beck, 2010; Creswell, 2007). Participants were chosen purposefully to ensure that rich knowledge was gathered about the employability challenges faced by PWDs in obtaining employment and to gain a deeper understanding of the phenomenon.

Inclusion Criteria

In selecting the research participants, the study required that participants:

had a physical disability, had completed a university at least first degree from an accredited university, were employed in either private or public sector lived in the Ho municipal, and had expressed interest in participating in the study.

1. Persons with physical disabilities who had graduated from an accredited university.
2. University graduates with physical disabilities who were in employment.

Exclusion Criteria

1. Persons with physical disabilities who did not attend a university.
2. University graduates with physical disabilities who were not in employment.

Limited numbers of participants (i.e. 1-10) are appropriate to provide a detailed and comprehensive interpretation of their interactions for this preliminary investigation (Creswell, 2012). The first ten participants who met the requirements for study inclusion were invited at a suitable time to take part in a telephone interview. This became necessary because it was impossible to have a face-to-face interview with them due to the COVID-19.

Data Collection Instrument

Several ways of data collection are used in qualitative research. These include observations, interviews and questionnaires, reports, and audio-visual materials (Creswell, 2014; Denzin & Lincoln, 2011). The use of interviews was considered the most important tool for this analysis in the collection of

data because this method allows an exploration of the concepts, situation meanings, and reality creation of each person (Creswell, 2012; Punch & Oancea, 2014).

There are many types of interviews, such as one-on-one interviews, interviews with focus groups, telephone interviews, and e-mail interviews (Creswell, 2014, p. 218). A semi-structured interview guide was used. The telephone interview is the most suitable choice for gathering most of the details when there is no chance for the researcher to perform a face-to-face interview (Creswell, 2014). According to Creswell (2014), an interview enables participants to narrate in-depth experiences and also enables the interviewer, when out of context, to redirect the response of participants. The interview guide was split into two sections: section A and section B. Section A included demographic information of participants, such as gender, the highest level of education, name of institution, the field of study, length of work experience, the position of work, type of physical disability, current function in the organisation. Section B included questions focused on the study's objectives (See Appendix C).

Pilot-Testing

To ensure the appropriateness of the interview guide, pilot-testing or piloting the interview guide is the method of interviewing a few participants who share similar characteristics as participants in the study area (Hennink, Hutter & Bailey 2011). Research indicates that before applying it to the actual sample, it is advisable to test a validated procedure for adjusting possible errors on a smaller sample (Burn et al 2011). As a consequence, a pilot test was carried out in the Hohoe municipality using two physically impaired

university graduates to ensure the interview guide was clear. This municipality was selected because it had characteristics similar to those of the Ho municipality (Burn et al, 2011). Although Creswell (2007) noted that, because of its versatility, qualitative studies do not normally require pre-test, I found it to be very important in this research. The result of the pilot test helped me refine the interview guide and decide the time for each interview. For instance, there were no clues in the preliminary interview guide, but after the pre-test, I was able to incorporate relevant probes that helped identify the respondents' wealthy in-depth views during the interview. I have had the opportunity to practice and improve my interview skills through the pilot test. Apart from the pilot exercise, I gave the supervisors the interview guide. To correct the mistakes in the interview guide and ensure that it measured what it was meant to measure in the final results, the comments and suggestions of the supervisors were used.

The Trustworthiness of the Study

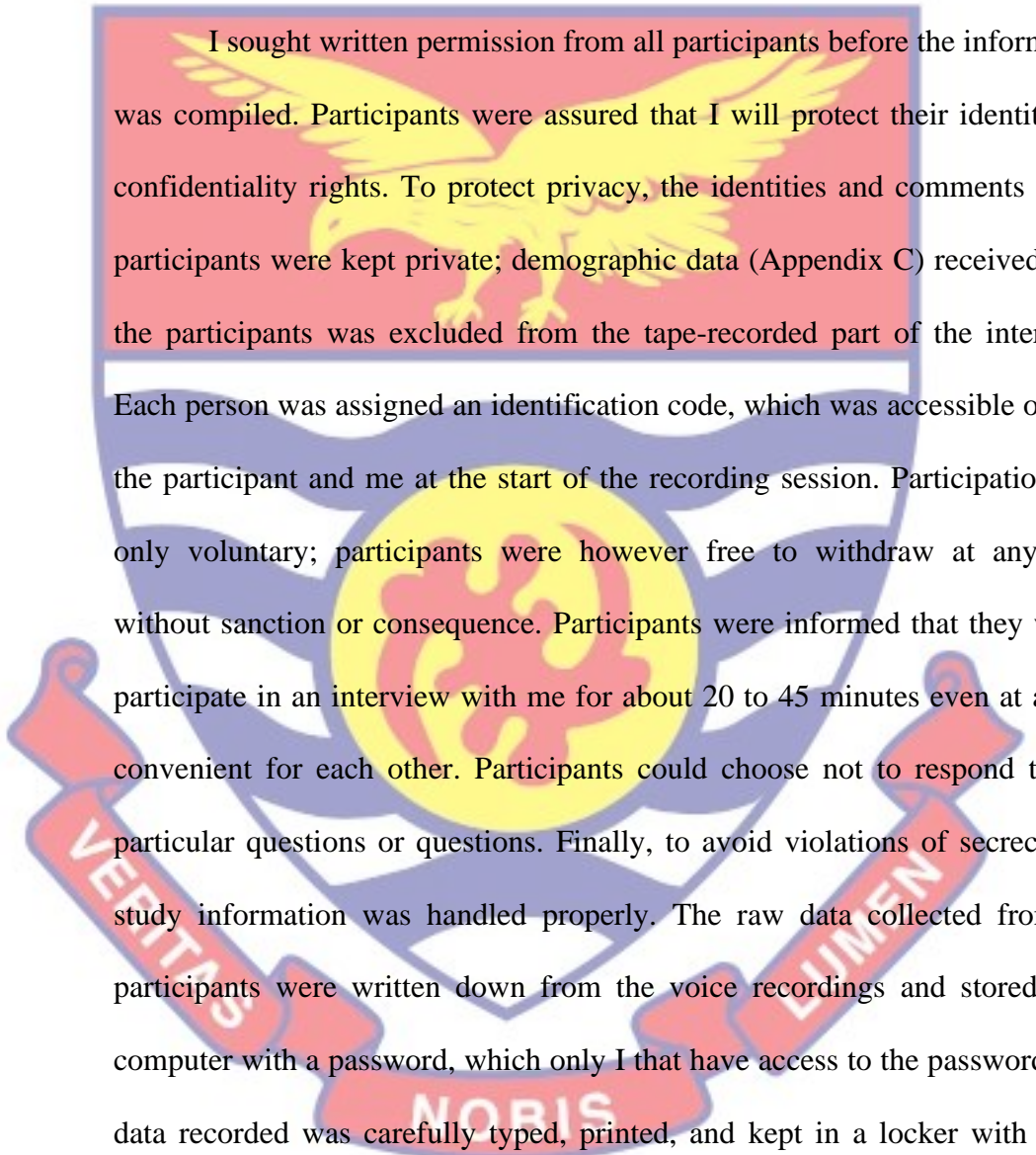
Creswell (2007) describes trustworthiness in the qualitative analysis as a way to make sure the research is reliable. Several approaches were used in this study to improve trustworthiness. First, a comprehensive interpretation of the sampling procedure, data collection methods, and review was written to obtain credibility. Study participants were deliberately chosen to ensure that they could provide in-depth knowledge on their experience of employability. For a researcher's reputation to be established, he or she must assure reflexivity, which is a thorough self-evaluation by the researcher throughout the study process. To accomplish this, I kept a notebook throughout the research project to track my thoughts, responses, and prejudices (Cohen,

Manion, & Morrison, 2000). I also employed a member checking technique, which involves sending information to participants and having them fix any factual inaccuracies as well as adding extra information and verifying the consistency of the material (Cohen et al., 2000). I used peer briefing once more, in which I reviewed the analytical process with colleagues and received constructive feedback to ensure that the data analysis was more accurate (Cohen et al., 2000). The qualitative study's dependability allowed me to provide a full description of the research procedures, as well as the use of triangulation to further verify the findings (Krefting, 1991). Again, member checks and a detailed description of the study methodologies were used to ensure dependability. Data was continuously coded and recorded in order to derive patterns from the research, and this also assisted to accurately assess the coded data. Better understandings were gained by checking responses and interpretations with the participants at the end of each interview until the data was completed. The input received from the participants ensured that the participants' perspectives were portrayed accurately and clearly. Polit and Beck (2010) and Creswell (2007) argued that to maximize confirmability and transferability, the study sample must be sufficiently broad and sufficiently representative. In this study, the appropriateness of the sample size was enhanced by choosing 10 participants from the municipality. There was a wide variety of views and perspectives captured. More than one participant listed the majority of themes.

Ethical Clearance

After I had approval from the University of Cape Coast Review Board (IRB), the study began (see Appendix A). An introductory note was given by

the Head of the Department of Education and Psychology at Cape Coast University (see Appendix B). This I gave to the Executive Director of voice Ghana (a non-government organization managed for and by PWDs) in Ho who helped me to recruit participants to request approval and the appropriate days and time for the interviews to take place.



I sought written permission from all participants before the information was compiled. Participants were assured that I will protect their identity and confidentiality rights. To protect privacy, the identities and comments of the participants were kept private; demographic data (Appendix C) received from the participants was excluded from the tape-recorded part of the interview. Each person was assigned an identification code, which was accessible only to the participant and me at the start of the recording session. Participation was only voluntary; participants were however free to withdraw at any time without sanction or consequence. Participants were informed that they would participate in an interview with me for about 20 to 45 minutes even at a time convenient for each other. Participants could choose not to respond to any particular questions or questions. Finally, to avoid violations of secrecy, the study information was handled properly. The raw data collected from the participants were written down from the voice recordings and stored on a computer with a password, which only I that have access to the password. The data recorded was carefully typed, printed, and kept in a locker with a key available to me alone. By storing the data on a pen drive after the completion of the data interpretation, I backed up the data and anonymously locked it in a locker with a key.

Data Collection Procedures

An introductory letter that was demanded from the Head of the Department of Education and Psychology, University of Cape Coast, preceded the data collection (see Appendix B). The Executive Director of Voice Ghana (a non-governmental organization run by and for PWDs) contacted the study participants and requested their permission to contact them, and invited them to participate in the study. I contacted them and sought their consent for the study. I asked the participants to choose a time convenient for them for the interview to be carried out. At the start of the interview, all of the participants were also provided with codes. At a convenient and comfortable time for the participants, I interviewed them alone. In the afternoon, three of the interviews were done and during the evening the other seven were conducted. I clarified to the participants the purpose of the research and assured them of confidentiality after both the participants and I had endorsed the written consent forms (Appendix D) before the interview had begun. Both the participants and I have kept prints of the informed consent documents. The interviews conducted were recorded and verbatim transcribed. Each of the participants was asked for authorization to record the information. The interviews lasted from 20 to 45 minutes duration. Conversely, the demographic information obtained from the participants during the interview was not reported. This was to protect the participants' confidentiality; this strategy was necessary.

Data Processing Analysis

The interpretation of data took place simultaneously with the processing of data. In subsequent interviews, this allowed me to examine emerging problems more thoroughly. In analyzing the collected information, thematic analysis was used. This is the way to create significant or interesting trends/themes and to use these themes to answer research questions (Braun & Clarke 2006). Braun and Clarke's (2006) thematic interpretation has six stages that have been defined and presented.

1. Familiarisation with the data

I listened to the voice recordings of the interviews multiple times to familiarize myself with the specific facts (Gay, Mills & Airasian 2009). For easy reference, each participant was assigned a numerical code (Sommers & Sommers 2002). Codes were assigned based on the interviews with the individuals. With the same words, meaningful transcripts were created, and hesitations and pauses were also recorded (McLellan, Macqueen & Neidig 2003). Everything was meticulously planned to ensure originality and prevent misinterpretation or information loss. The transcribed data was looked over while listening to the obtained audio to ensure there were no omissions. Following that, I summarized each interview. This made it easier to understand what the participants were saying and to spot parallels and contradictions in their statements (Vanderpuye 2013).

2. Generating Initial Codes

Coding is a way of analyzing data for patterns, ideas, and categories, and then labeling linked text sections with a code label so that further comparisons and interpretations are simple (Taylor & Gibbs 2010). Braun and

Clarke (2006) also concur that the coding process entails assigning terms to textual data phrases, quotes, and chunks, which aids in the sorting, reduction, and distillation of interview information. Participants' sentences used during the interview created the first codes. The codes aided my capacity to locate data later in the process. Inductively, a coding frame with codes and sub-codes

was generated from the interview transcripts.

3. Searching for themes

According to Braun and Clarke (2006), finding themes entails sorting the various codes into probable themes and obtaining all of the appropriate coded extracts inside the theme discovered. The study of the codes, as well as the combining of several codes to build an overall subject, begins here. Themes are words or phrases that express what knowledge entails. For analytic reflection, they establish a coding outcome. I created a list of topics and began focusing on larger data trends, combining coded data with the themes proposed (Braun & Clarke 2006).

4. Reviewing themes

This process entails testing the themes' compatibility with the coded extracts (phase 1) and the entire data set (phase 2), as well as creating a 'map' research theme (Braun & Clarke 2006). I went over each relevant theme and added the primary themes and sub-themes to guarantee that the themes that could not be dealt alone were collapsed. The data was made apparent, and identifiable contrasts across themes were discovered as a result of this procedure.

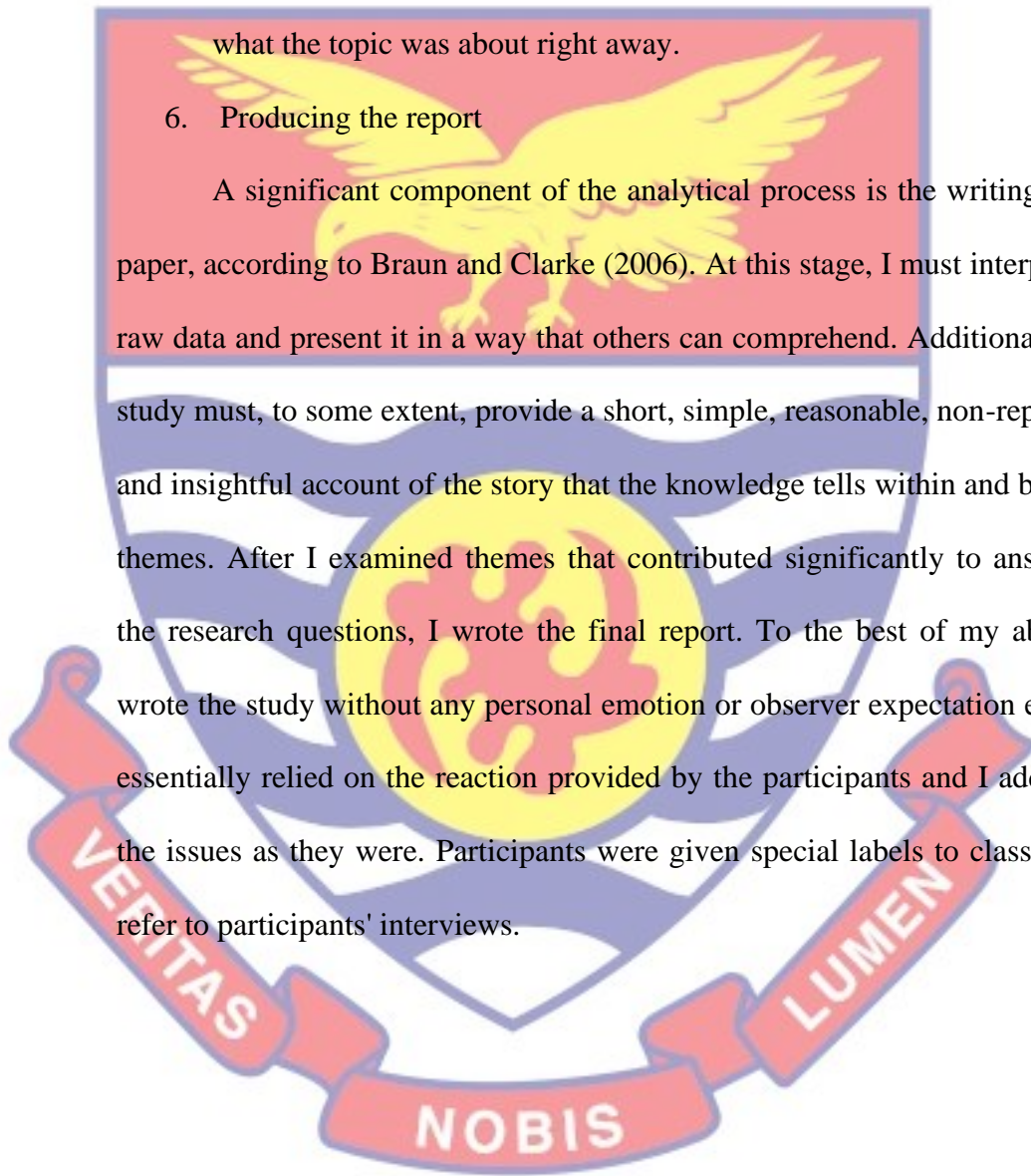
5. Defining and naming themes

This step of analysis is used to fine-tune the details of each topic as well as the overall story told by the study, resulting in basic meanings and titles for each theme (Braun & Clarke 2006). I made sure the names of the sub-themes were memorable and gave the reader a feel of

what the topic was about right away.

6. Producing the report

A significant component of the analytical process is the writing of the paper, according to Braun and Clarke (2006). At this stage, I must interpret the raw data and present it in a way that others can comprehend. Additionally, the study must, to some extent, provide a short, simple, reasonable, non-repetitive, and insightful account of the story that the knowledge tells within and between themes. After I examined themes that contributed significantly to answering the research questions, I wrote the final report. To the best of my ability, I wrote the study without any personal emotion or observer expectation effect. I essentially relied on the reaction provided by the participants and I addressed the issues as they were. Participants were given special labels to classify and refer to participants' interviews.



CHAPTER FOUR

RESULT AND DISCUSSIONS

Introduction

The chapter presents the results and discussion of the study. The study is to explore the employability experiences of university graduates with physical disabilities. The specific objectives guiding this study were to:

1. Examine the lived employment experiences of university graduates with physical disabilities.
2. Examine the challenges encountered by university graduates with physical disabilities at their workplaces.
3. Identify the measures that can be put in place to improve the working conditions for graduates with physical disabilities.

The participants in the research are identified in this section of the chapter, followed by a thorough overview of the results of this study based on the study objectives.

Study Results

Description of Participants in the Study

The key features of the physically disabled individuals who participated in this study should be understood. However, as regards confidentiality, in common, instead of in unique ways the individual details of participants with physical disabilities are represented. First, the physically disabled persons who chose to respond to the interview did this willingly, but none of them were financially compensated for taking part in the study. Second, these people with physical disabilities were full-time workers in both

private and public sectors in the Ho municipality where the study was conducted. Most of the participants had had the opportunity to experience employment after higher institution. The individuals with physical disabilities decided to participate because they thought it was significant and timely research that could communicate their plight when seeking employment and promote inclusiveness in the labour market.

Table 1. presents a summary of the demographic data of the participants.

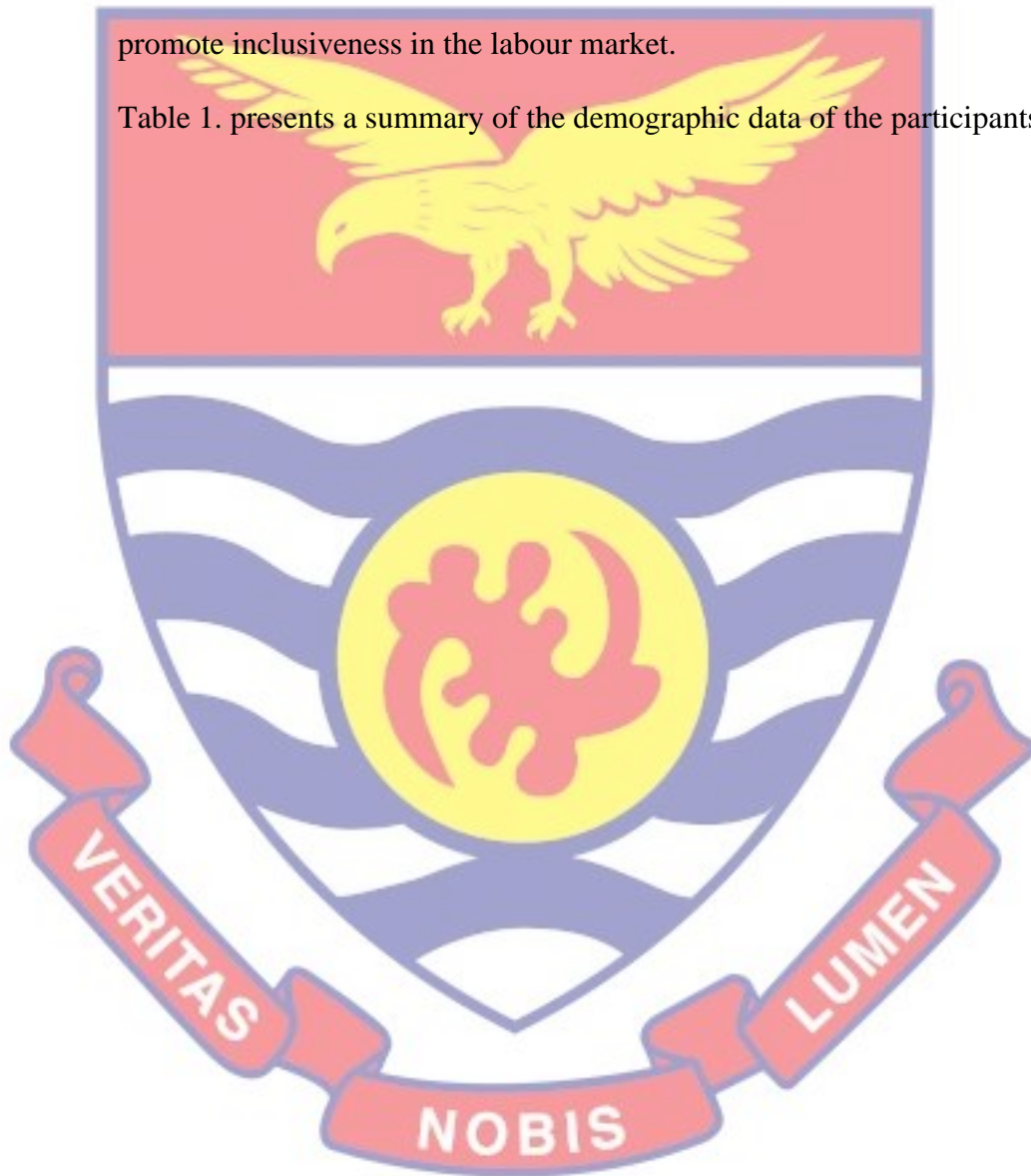


Table 1: Participants' Demographic Characteristics

Characteristics	Frequency
Sex	
• Male	5
• Female	5
Highest Level of Education	
• 1 st Degree	8
• Masters	2
Field of Study	
• Integrated Development Studies	1
• Office and Administrative Management	1
• BSc. Accounting and Finance	3
• Governance and Leadership	1
• Business and Commerce	1
• Accounting	1
• Risk Management	1
• Basic education	1
Sector of Employment	
• Public	6
• Private	4
Length of Working Experience	
• 1-5 years	4
• 6-10 years	1
• 11-15 years	3
• 16 years and above	2
Current Position in the Organization	1
• District Coordinator	1
• Field Coordinator	1
• Director	3
• Accountant	1
• Head of Internal Audit	1
• Teacher	1
• Community Development Officer	1
• Director of Audit	
Physical Disability	10

Source: Field data, (2020)

A total of ten university graduates with physical disabilities comprising five males and five females working within various sectors in the Ho municipality participated in the study. The participants worked in both public and private sectors where six out of ten worked in the public sector and the remaining four worked in the private sectors. The participants' years of work experience as physically disabled also varied from each other. Out of the ten participants, four physically disabled persons had worked between 1 and 5 years, one physically disabled person ranged from 6 to 10, three had 11 to 15 work experience while the remaining two confirmed their years of work to 16 years and above. All the participants were university graduates. Eight of them were first degree holders and the other two had a master's degree. They read programmes such as Integrated Development Studies, Office and Administrative Management, BSc. Accounting and Finance, Governance and Leadership, Business and Commerce, Accounting, Risk Management, and Basic Education. They also held different positions at their workplaces such as District Coordinator, Field Coordinator, Director, Accountant, Head of Internal Audit, Teacher, Community Development Officer, and Director of Audit. All the participants were physically disabled.

Research Question 1: What are the lived employment experiences of university graduates with physical disabilities in search of employment in Ho municipality?

The first objective of this study was to examine the lived employment experiences of university graduates with physical disabilities. To achieve this objective, in the process of finding jobs, participants were asked to explain

their experiences. Based on the participants' answers, six main themes revealing the participants' perspectives were established as shown in Table 2.

Table 2: University graduates with physical disabilities' employment experiences

Statement	Sub-Themes	Themes
<ul style="list-style-type: none"> Disability was a hindrance to being employed in the public sector. Refusal of employers to employ you when they later get to see that the applicant whose CV they read and were impressed with has a disability 	Deformity	Disability
<ul style="list-style-type: none"> Difficult locating and accessing employers' offices (infrastructure) 	Unfriendly environment	Nature of the physical environment
<ul style="list-style-type: none"> Difficulty in getting a job Not easy getting a job Hectic 	Difficulty in getting a job	Difficulty in getting a job
<ul style="list-style-type: none"> Bullying Verbal assault 	Abuses	Physical abuses
<ul style="list-style-type: none"> Difficulty in walking or mobility problem 	Movement problem	Personal limitation
<ul style="list-style-type: none"> I did not face any challenge in getting a job 	Fair opportunity	Equal opportunity

Source: Field data, (2020)

Disability being a hindrance to employment

The participants' employment experiences were considered problematic due to disability. They thought that when compared to their colleagues without a disability, all persons with disabilities are vulnerable and limited to gaining employment. According to them, disability appears to deter some of their employers from employing them because they have the erroneous idea that the disabled are incapable of doing the job and burden to the work. Therefore, some of them received negative reactions while seeking employment. Below are direct statements of some participants:

They look at you and your condition after which they think you can't do anything...participant 2

...I have applied to one private company and they looked at my curriculum vitae (cv) and they called for an interview and we went for the interview.

Three (3) days after the interview, I was called to their office and the manager specifically told me I did very well at the interview but because I am physically challenged, they can't pick me...participant 6.

The nature of the physical environment

A second theme that emerged was the nature of the physical environment which was a major concern to the participants in searching for employment. The participants revealed that due to the disability unfriendly infrastructure of some organizations, they are not able to seek employment from such places. Their concern was about how to cope when employed at such places. The following were statements of some participants:

When you go to some departments where the human resource manager is on a storey building and for you to move from the ground to their office...it is difficult and frustrating. Participant 6

...the staircase was giving me a tough time. It got to a time even workshop I have decided to absent myself from the workshop because of mobility...

participant 5.

I teach in a school which has a storey building. Whenever I have a lesson, I have to climb the staircase and I get tired...The only challenge I have is the staircase which is too high...participant 3.

Difficulty in getting a job

This was another theme used by participants for their experiences in looking for employment. This theme covered the challenges of moving from place to place with their curriculum vitae (CV) to no avail, financial challenges of transportation for their movement. The participants made the following comments:

...I have to move from one office to another putting in my letters here and there before getting an offer.... participant 1

...I have to go from department to department as far as Akosombo, Accra and Adidome and a whole lot, all these places sending my application...participant 7

In the course of seeking employment it has been very hectic for me, it took me five (5) years to get a job after my completion.... Participant 8

A participant was of the view that it was the grace of God Almighty that helped him to secure a job. The participant expressed that:

.... Before I got this job in the process of looking for a job was not an easy task it's through the grace of God for me to be given the job... after university, it took me three (3) years before I got a job.... participant 3

Some of the participants also experienced abuse from places where they were looking for employment. They revealed that they were verbally abused and emotionally frustrated and in some places, they wanted to extort them financially. The following statements, for example, were made by two participants:

.... The first time I sent my application letter, without knowing that the resource manager was taking money from people, so he was expecting me also to give him the money. Instead of posting me, He told me that I should be coming to be checking, so I continued going to remind Him about the posting letter... participant 5

.... they insulted me even when I got my appointment letter to be sent to the Roman Catholic (R.C) unit office and when I got there, they were insulting me, saying all sorts of words... Participant 9.

Personal limitation

A personal limitation was also another theme. Most participants stated their limitations as difficulty in walking or mobility problems. For example, some comments from participants were: ...When you go to some departments where the human resource manager is on a storey building and for you to move from the ground to their office...it is difficult and frustrating.... Participant 6.

Equal opportunity

Equal opportunity was also experienced by some participants in searching for employment which they expressed that they had fair treatment from employers and did not face any challenges. The following were the participants' comments:

...As for me, I didn't seek employment as such. My place of work was the daycare centre where I completed Senior High School. The employer did not see any problem with me. So, I got employed and worked there for two (2) years from there I applied to VOICE Ghana and I was given the job...

Participant 4

Research question 2: What are the challenges encountered by university graduates with physical disabilities at their workplaces?

Table 3 presents an analysis of the answers of the participants to the workplace question as to what their experiences were. Five themes were generated by responses obtained from participants. The themes are negative working environment, infrastructure challenges, personal limitations, attitudinal barrier.



Table 3: Challenges of university graduates with physical disabilities at their workplaces.

Statements	Sub-Themes	Themes
<ul style="list-style-type: none"> • Sabotage from colleagues • Frustration from colleagues 	Negative interpersonal relationship at the workplace	Negative working environment
<ul style="list-style-type: none"> • Extortion of money • Bad human relationship • The unwillingness of some to work with me. 		
<ul style="list-style-type: none"> • Infrastructural challenge • Absence of disability-friendly washrooms at the workplace 	Infrastructure challenge	Infrastructure challenge
<ul style="list-style-type: none"> • Inaccessibility to an assigned place of duty 	Mobility problem	Personal limitations
<ul style="list-style-type: none"> • Accessibility and mobility-related issues 	Attitudinal challenge	Attitudinal barrier
<ul style="list-style-type: none"> • Mobility challenge due to nature of the landscape • Attitudinal barrier • People pleasing 		

Source: Field data, (2020)

The participants noted four main experiences at their various workplaces. These are negative working environments, infrastructure, personal limitations, and attitudinal barriers.

Negative working environment

Some participants revealed that they struggled at their workplace due to a negative working environment. They suffer from sabotage from colleagues, frustration from colleagues, financial extortion, and bad human relationship. These are some of their comments:

.... When I went to the field, they were so many problems, people will be sabotaging that there were certain things they have to do for me....

Participant 4

.... Some are helpful while some are not but I am somebody who studies and knows who you are and know how to relate with you, I managed the frustration.... Participant 7

.... Some will even take advantage of you to take your money because you are physically challenged.... Participant 10

Even some stated that their colleagues were not willing to work with them: For instance,

... When I was given the employment, I realized that it was not everybody was ready to work with me. Some were ready to work with me and some were not.... Participant 1

Infrastructure

Infrastructure has been noted as a major challenge to many of the participants. The concern raised was the absence of a disability-friendly washroom, due to this they needed to discipline themselves from using the

washrooms whenever they were at work. They mentioned that inaccessibility to an assigned place of duty was also a challenge. The following were some of the statements of some of the participants:

.... the staircase was giving me a tough time. It got to a time that, even workshop, I decided to absent myself from the workshop because of mobility.... Participant 2

.... In the case of using the washroom and the urinal, I don't go because of my condition. I have trained myself in such a way that when I am not at home, I don't go to those public places.... Participant 5

.... Sometimes when I want to urinate, I have to go out and find someplace and do it and as for the washroom, it is not there at all.... Participant 6

.... For instance, where I am working currently it's a storey building, you need to go up and down the staircase, even though my office is located at the down floor. If you need something, you need to climb the staircase....

Participant 8

Personal limitations

Some of the participants had personal limitations including mobility challenges whereby they could not move from one department to another within their workplace easily. They mentioned accessibility to facilities was a problem due to their limitations. Such participants had these to say:

.... I teach in a school which has a storey building whenever I have a lesson, I have to climb the staircase and I get tired...The only challenge I have is the staircase, the staircase is too high.... Participant 3

.... I couldn't perform my duties as I wished to because such places have not been made disability friendly, so the difficulty in walking has prevented me from doing a lot of things.... Participant 1

Attitudinal barrier

The issue of attitudinal barriers was also revealed as one of their challenges at the workplace. They said they were just disliked by their colleagues. This caused them to be pleasing people just for them to have their peace of mind. The exact comments were the following:

.... people see you as you cannot do this work not the whole work but some of the work, they think because of your disability you cannot do it. You have to prove to them that it is not what they are seeing so I have been trying my best to please them... Participant 6

Transportation

Others had a problem with transportation. Some of the responses were the following:

.... coming to school and going back I need to walk for some miles, when I get down from a car I have to walk to campus, luck comes if the taxi driver decides to take me to the campus but if not, I have to walk down to the campus.... Participant 3

.... sometimes it's transportation aspect, sometimes you feel like coming to work early but where you are coming from is far from the roadside and you need to walk to the roadside before getting a car or you have to be where you are waiting for a car to come and pick you.... Participant 7

Research Question 3: What are the measures that can be put in place to improve the working conditions for graduates with physical disabilities.

The third objective of this study was to examine the steps that could be taken to improve the working conditions of graduates with physical disabilities. To accomplish this goal, participants have been asked to tell me some of the steps that can be taken to improve their working environments as graduates with physical disabilities.

Analysis of data yielded the following: Improvement of infrastructure; Promote positive working environment; Implementation of government policies; Continuous public education on disability-related issues; Provision of transport means for the disabled workers; Discourage unnecessary transfer; Provide free education at all levels; Managers should understand disability issues; and Promotion of inclusiveness at workplaces as presented in Table 4.

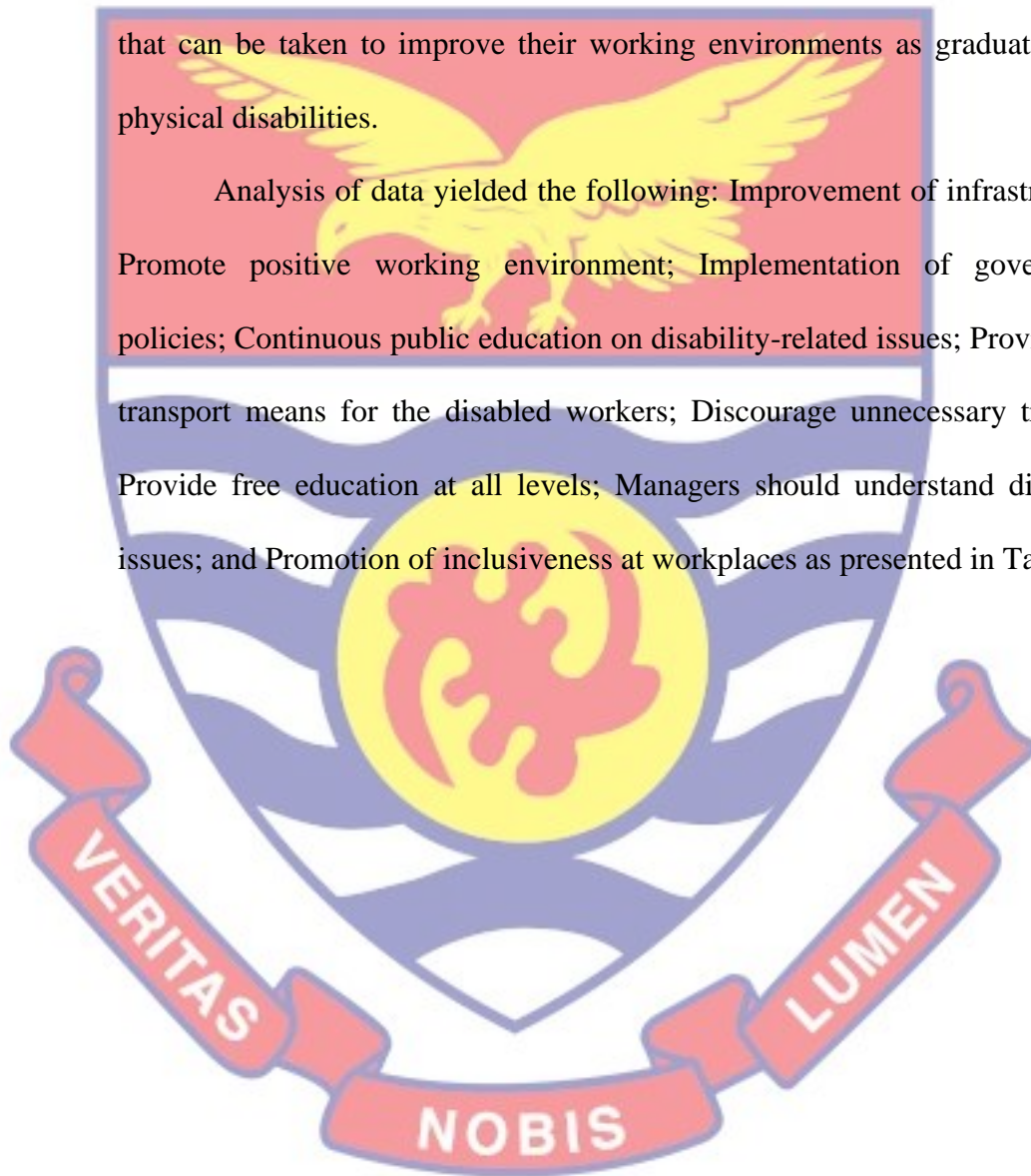


Table 4: Measure that can be put in place to improve the working conditions for graduates with physical disabilities.

Statement	Sub-Themes	Themes
<ul style="list-style-type: none"> Disability-friendly infrastructure. Creation of disability accessible infrastructure 	Improvement of infrastructure	Improvement of infrastructure
<ul style="list-style-type: none"> Disability-friendly workplace The relationship at the workplace should be cordial 	Promotion of the positive working environment	Promotion of the positive working environment
<ul style="list-style-type: none"> Implementation of Government policies on employment of disables Government policies for PWDs should be implemented Implement the disability ACT 	Implementation of government policies	Implementation of government policies
<ul style="list-style-type: none"> Public Education on disability Disability awareness creation Public awareness creation on the rights of persons with disabilities Continuous public education on disability 	Public education on disability	Continuous public education on disability-related issues
<ul style="list-style-type: none"> Disability-friendly transport services should be provided at workplaces. 	Provision of transportation	Provision of transport means for the disabled workers
<ul style="list-style-type: none"> Government policies for transportation, the stimulus package, and incentives for PWDs Transportation initiative for PWDs Transportation allowance for PWDs 	Discourage unnecessary transfer	Discourage unnecessary transfer
<ul style="list-style-type: none"> Consideration of disability condition in posting and transferring related issues. 	Provision of free education at all levels	Provision of free education at all levels
<ul style="list-style-type: none"> Free Education for PWDs Better Human Resource Manager 	Managers' understanding of disability issues	Managers should understand disability issues
<ul style="list-style-type: none"> Inclusivity at the workplace should be encouraged Promote inclusiveness 	Promotion of inclusiveness at workplaces	Promotion of inclusiveness at workplaces

Source: Field data, (2020)

Improvement of infrastructure

The first measure identified was the need for the improvement of infrastructure at the workplace. The participants noted that most buildings are not accessible for persons with disabilities. The direct speeches of participants are:

.... So, I may say Ninety percent (90%) of most of the buildings in the municipality are not accessible for persons with disabilities (PWDs)....

Participant 6

.... When you go to the developed countries, you will see that disability isn't a barrier because you have a supportive environment and you can climb the storey buildings without any assistance because there is a lift available. I can now say that they should make the facilities disability-friendly.... Participant 1

.... it's a problem even not for me alone, most of my colleagues who are working now have a problem with that, some have to climb up the storey buildings and they are difficult in that.... Participant 5

.... I think the places have to be accessible, offices and there should be basic facilities at where those persons with disabilities are posted.... Participant 10

.... I think across the board most of the offices are not very accessible, I think that has been the problem that they were not able to employ persons with disabilities because they realized that their places are not accessible for them to get employed there because the infrastructure has become a barrier....

Participant 4

..... If you want to visit the regional minister, he is at the top of the storey building, you have to climb before going there. During one of the meetings our CEO's from the head office from Accra came and we have to hold the meeting with them, that was where we had the meeting on the top of the storey

building, and since I am not yet employed I just have to put up my best even though I was very tired but I just have to go there, who are am I to complain.

They are the top officials they need to do something about it.... Participant 8

..... I may say in terms of infrastructure, there is the need for whoever, let us say the government or the employer, any type of facility they want to put in place should be disability-friendly to the disabled people to get access to....

Participant 3

..... I can give you a practical example; one of our board members is working at the Ministry of Agriculture in Ho here but his office is on the third floor. It is a storey building so when he brings his wheelchair to the workplace, he has to leave it and crawl to his very bad office, so I will suggest that the infrastructure they will put up should be disability-friendly.... Participant 9

Implementation of Government policies

Most participants were of the view that conditions at the workplace should be favourable to accommodate everybody irrespective of his or her status. They were of the view that Government policies on disabilities should be implemented and not just be on paper.

.... I think they should put in place in our locality or municipality you see the government gave a percentage or a quota where every department is to employ physically challenged people... Participant 6

.... If the government enforces the law, he has no alternative but to comply....

Participant 9

Continuous public education on disability

There should be continuous public education on disability-related issues to educate the employers as well as the employees and even the general public about disability issues to promote inclusivity.

.... So, they don't understand what disability is actually. It's only a few people that will honour you, that is what we are facing currently here in Ho....

Participant 4

.... I think there should be continuous educations, radio programs, community engagements, and other things I think that will also do... Participant 7

.... I think employers need to once in a while run sections or workshops for employers on disability what they should know and the dos and don'ts about working with persons with disability... Participant 10

Provision of transportation

Another finding was the provision of transport means for disabled workers. The transportation is including disability-friendly transport services, Government policies for transportation, transportation initiatives for PWDs, transportation allowances for PWDs. The participants' statement was as follows:

.... If the government can put in place definite policies to make it easier for persons with disabilities to acquire their cars like how they have been doing to other professional bodies I think that one will help. The government can come in with possible policies maybe give tax relief organizations that have to employ some persons with disabilities or maybe if there is a job opportunity that comes, they reserve one or two for persons with disabilities regardless of whatever, it will help and other allowances because the needs of persons with

disabilities are limitless." "Also, in terms of further studies they can absorb some portions of fees for persons who are willing to further and grants automatic or study leave with pay to them I think with those things people with disabilities can make education their most priority." Participant 8

In terms of transportation, they should provide buses to the workplace and it's should be in some way that persons with disability can also join those buses at ease." Participant 3

Discouragement of unnecessary transfer

The participants wished transfers of PWDs could be discouraged. They remarked that whenever they are transferred it destabilises them and their families.

.... those who are responsible for my transfer that is the only place I will have some reservation with because I was thinking at least they will post me to schools around Ho because that will make my condition a bit manageable for me but they haven't been taking those things into considerations

Participant 8

Provision of free education

Participants also mentioned the provision of free education at all levels of education for PWDs. They said this could encourage other PWDs to be educated and avoid begging for alms on the streets. *They can make tertiary education free for persons with disabilities....* Participant 5

Managers understanding of disability-related issues

Participants also revealed that most managers are not abreast with disability-related issues. Given this, they suggested that Managers need some

information on disability issues. According to the participants, if this is done it could promote good relations between them and their managers.

... the one that understands what employment is all about, a person that understands when he/she employ PWDs, there are other things the person might need to perform his/her duty... Participant 1

... I think employers need to once in a while run section or workshops for employers on disability what they should know and the dos and don'ts about working with persons with disability... Participant 10

Promotion of inclusiveness

Finally, the participants mentioned the promotion of inclusiveness at the workplace. They were of the view that workplaces should engage PWDs.

.... what the abled people can do, the person with a disability can also do it...

Participant 10

Discussion

This study was designed to explore the employability experiences of university graduates with physical disabilities, and specifically, examine the lived employment experiences of university graduates with physical disabilities. Additionally, examine the challenges encountered by university graduates with physical disabilities at their workplaces, and identify the measures that can be put in place to improve the working conditions for graduates with physical disabilities in the Ho municipality. In this part of the chapter, The findings are provided by the theoretical context of this analysis comparing them with past findings and the updated publication The discourse is structured according to the goals and other themes that have arisen during the interpretation of data.

Description of Participants in the Study

Without any financial compensation, the university graduates with physical disabilities who took part in this study did so willingly. Secondly, in the Ho municipality where the study was carried out, they were all full-time workers in both the private and public sectors. They expressed their experiences freely because they thought that it was a very valuable study that could speak for their plight while searching for jobs. It was also going to promote their chances at the labour market in the Ghanaian community. The background of the study participants suggested that physically impaired university graduates would most probably reveal actual memories that represent the realities of the situation.

Employment experiences of university graduates with physical disabilities.

The employment experiences of the participants were similar to the ones previously identified in the literature. Several literary works have represented the diverse practices and attitudes taken against them while seeking employment as individuals with physical disabilities. The participants of this study believed that persons with disabilities are vulnerable and limited in gaining employment compared to their colleagues without a disability. According to them, disability seems to be the problem, and that they were seen by the employers as incapable of working, unable to do the job, and burden to the work. It was also noticed that when reporting their disabilities on application forms, some participants thought that they were ignored and realized that they were then asked to attend interviews when they stopped reporting. However, due to their impairment, they found that they were then

ignored and dismissed during the interview process. This finding implies that persons with physical disabilities are incompetent and need not be considered for employment. A related study by Kim and William (2012) found College graduates often consider their physical limitations to be the greatest challenge in their lives and a limitation on their career selections and aspirations This was also confirmed in the study of Mapuranga and Mutswanga (2014) by revealing that employers claimed that most of these PWDS frighten customers away, whilst others depend on co-workers to perform their roles.

Besides, this study data revealed infrastructure as being another employment experience. Most participants stated that when they apply for a job, workplace accessibility and accommodation are major concerns. This outcome seems to be consistent with Ruhindwa et al. (2016), who indicated that disabled people are often exempted from conventional jobs because of geographical, attitudinal, interpersonal, and institutional challenges and not concerns about the effects of having disabilities. Physically impaired work-seekers also face employment challenges that are connected to the frameworks of natural, rural, and constructed environments and systems.

Further employment experienced by the study participants included difficulty in getting a job, hectic, not easy getting job. This implies looking for employment after being qualified becomes a tug of war. The participants said it took them several years to be employed and it was through the grace of God that got them employed.

Moreover, some participants reported that in process of searching for employment they were bullied and verbally assaulted. They claimed that their application letters were deliberately kept and were asked to be checking for

their posting until a higher authority has to step in before they got posted. So, this brought the wrath of those in charge to verbally insult them. These assertions reflect the views of Bualar (2014), who revealed that physically disabled women felt that their restricted body roles and appearance were concentrated on by non-disabled employers. Answers from the interactive discussion revealed that they were typically stigmatized by non-disabled bosses. When it came to questioning physically challenged employees during the recruitment process, some managers felt reluctant.

The result revealed that personal limitation was the experience of participants. Inclusion in the labour market is dependent largely on significantly high strength and good wellbeing. The view articulated here is consistent with Nolan and Gleeson (2016), revealing that, as related to any physical obstacles such as gates, stairs, or assistive devices, social limitations such as behaviours and prejudice, and physical conditions such as one's disability, designing personal initiatives and gaining work experience. However, not all participants spoke about negative experiences while searching for employment. Some participants revealed that they were fairly treated as other colleagues without disabilities. equal opportunity

Finally, the participants' employment experience was in agreement with the theory underpinning this study that is the social model that sees people with disabilities as competent, not impaired, and sees the views of impairment by society as the problem. Individuals with disabilities can participate and excel in the workplace, provided the appropriate services and programs are provided. (Mwaura, 2009).

In this study, university graduates with physical disabilities were also asked to share their experiences concerning the difficulties faced in their workplaces. A discussion of the findings is discussed in the next section.

Challenges encountered by university graduates with physical disabilities at their workplaces.

Table 3 presents an analysis of the responses of participants to the challenges encountered by university graduates with physical disabilities in their workplaces. The following themes were generated from the findings: positive working environment, negative working environment, infrastructure challenges, personal limitations, and attitudinal barrier. Similar results were found in other works of literature (Uromi & Mazangwa 2014; Yu & Ennion 2019; Mapuranga & Mutswanga, 2014; Khoo et al. 2013).

Barriers related to a negative working environment which were identified were the following: sabotage from colleagues, frustration from colleagues, extortion of money, bad human relationship, the unwillingness of some colleagues to work with. The participants revealed that these challenges give them sleepless nights and most often have an effect on the performance of their duty. Similarly, Mapuranga and Mutswanga (2014) noted female co-workers don't want to have disabled co-workers because they view disabilities as contagious. This finding supports Uromi and Mazangwa (2014) revealing that when they argued that most community members and work colleagues have an attitude towards people with disabilities that is racist, inconsiderate, and non-caring. As a result of a lack of understanding among colleagues, most of them resign from their jobs (Pruettikomom & Louhapensang 2018).

Bualar (2014) also identified the negative working condition as a major challenge. The problem of infrastructure challenge described in the study agreed with the results of Khoo, Tiun and Lee (2013) who identified that the designed conditions were not disability-friendly in the workplaces, which in turn hampered the movement of disabled workers. Participants complain that they couldn't perform their duties as they wished to because such places have not been made disability friendly, so the difficulty in walking has prevented them from doing a lot of things.

Additional barriers identified by participants included transportation. Participants stated that during the rainy season when they closed from work and it is raining, you see people moving through the rain to get taxis and others with their private cars also moving home but being physically challenged you have to stay there for the rain to stop before you move so I think providing transport service will go a long way to help. Sometimes you feel like coming to work early but where you are coming from is far from the roadside and you need to walk to the roadside before getting a car or you have to be where you are waiting for a car to come and pick you. The study finding supports Khoo et al (2013) report that the absence of physical infrastructure such as disabled-friendly transportation systems.

In this study, the participants reported challenges of personal limitations. Yu and Ennion's (2019) participants had extreme mobility difficulties in general, Inadequate rehabilitation programmes that target ambulation (standing and walking) to support jobs. (1) poor balance, (2) inability to stand for long periods, (3) poor cardiovascular stamina that restricted their walking distance, and (4) fear of falling were the results that

underline the reasons for mobility problems that emerged. Yu and Ennion (2019) concluded that the obstacle of mobilising effectively hurts individuals with disabilities in society and on personal practices including a job. Pruettkomon and Louhapensang (2018) recommended that with more shelf space, the atmosphere could be enhanced. The heights of shelves and cabinets should be adjustable. Also, wheeled carts should be correctly maintained. Education on the use and working of equipment should be given.

Despite the difficulties, the responses of the participants showed that there was a positive working environment that some of them were enjoying at their workplaces. Participants reported that at their working places their relationship with their co-workers is excellent because anything they will do to support them also to fit among them and not to look as if they are different from them the support is there. Some places that their boss needs to send people without disabilities sometimes they are rather sent to go to and experience somethings and come back. This revelation agrees with the recommendation made by Mapuranga and Mutswanga (2014) that there is a need to prevent discrimination based on one's disability in employment and at work.

The measures that can be put in place to improve the working conditions for graduates with physical disabilities.

The third objective of this study was to explore steps that could be introduced to improve working conditions for graduates with physical disabilities. Nine themes were identified. The participants explained that the right of persons living with disabilities is in contravention of Ghana's Disability Act 715 and Article 9 of the United Nations Convention on the

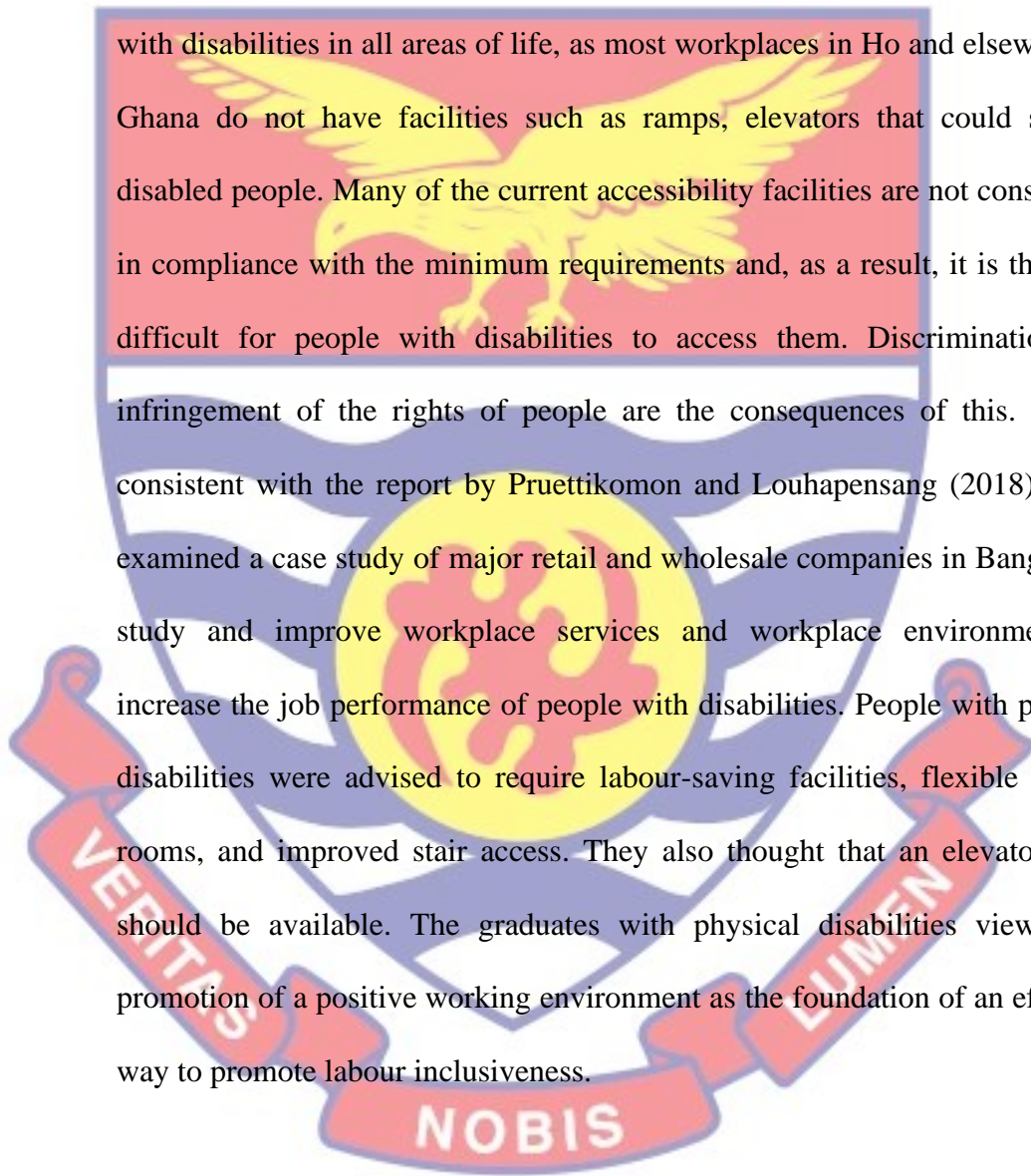
Right of Persons with Disability. Therefore, they requested for the following measures should be put in place: improvement of infrastructure, promotion of positive working environment, implementation of government policies, continuous public education on disability-related issues, provision of transport means for the disabled workers, discouragement of unnecessary transfer, provision of free education at all levels, managers should understand disability issues, promotion of inclusiveness at workplaces.

These results of steps that could be put in place to strengthen working conditions are in line with the study of Miethlich and Šlahor (2013) that reviewed the jobs of people with disabilities: need and implementation variants. They established that the elimination of mental and physical challenges within the organization was the key element in PWD's constructive involvement. It was important to eliminate biases and perceptions, which could be done by raising the consciousness of all workers, to build a community that was open to the disabled. Changes in the workplace and the assistance of other workers are crucial, continuous signals from top management indicating the purpose of integrating PWD into the organisation are important.

The finding that managers should understand disability issues. Participants stated managers seem not to understand persons with disabilities as far their disabilities are concerned. They requested that consideration should be taken when recruiting executives and managers to ensure that they can embrace PWD within the organization (Miethlich & Šlahor 2013). McKinney and Swartz (2019) concluded that it was necessary for human

resource staff responsible for hiring and selecting individuals with disabilities to have disability-related expertise, skills, and understanding.

Participants of this study revealed that improvement of infrastructure is very necessary. There are still difficulties in accessing physical infrastructure despite the government's efforts to create a favourable atmosphere for people with disabilities in all areas of life, as most workplaces in Ho and elsewhere in Ghana do not have facilities such as ramps, elevators that could support disabled people. Many of the current accessibility facilities are not constructed in compliance with the minimum requirements and, as a result, it is therefore difficult for people with disabilities to access them. Discrimination and infringement of the rights of people are the consequences of this. This is consistent with the report by Pruettikomom and Louhapensang (2018) which examined a case study of major retail and wholesale companies in Bangkok to study and improve workplace services and workplace environments to increase the job performance of people with disabilities. People with physical disabilities were advised to require labour-saving facilities, flexible storage rooms, and improved stair access. They also thought that an elevator ramp should be available. The graduates with physical disabilities viewed the promotion of a positive working environment as the foundation of an effective way to promote labour inclusiveness.



CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

Introduction

The chapter outlines the overview, the summation, and suggestions. The chapter also contains the conclusions and recommendations focused on the outcomes of the report. Areas proposed for additional study

Summary

The research investigated and presented in-depth lived experiences of university graduates with physical disabilities' employability within the Ho municipality in Ghana. The specific objectives guiding the research are (1) examine the lived employment experiences of university graduates with physical disabilities (2) examine the challenges encountered by university graduates with physical disabilities at the workplace. (3) identify the measures that can be put in place to improve the working conditions for graduates with physical disabilities. A qualitative approach with a conceptual survey structure was used to accomplish the set goals. A purposeful random sampling during the recruitment stage was used to choose the respondents for the analysis. Data was gathered from 10 participants via a semi-structured interview. The data from the interview were transcribed, coded, and thematically analysed. To better understand the data, Braun and Clark's (2006) six stages of qualitative information interpretation were used. Depending on the three main objectives of the research, the study discussion of findings was organized, followed by an assessment of the problems that occurred during data interpretation. The

important research outcomes were outlined below depending on the objectives of the study and emerging problems from the views of the participants.

Summary of key findings

The results on university graduates with physical disabilities' job experiences were:

1. Disability was seen as a problem why they were not getting employed.
2. Infrastructure was the major experience where most workplaces were not disability friendly.
3. Difficulty in getting a job which participants revealed that it took them God's intervention for them to get employed.
4. Physical abuses were some experiences for participants such as being insulted and unduly delayed for their posting letters.
5. Personal limitation where participants revealed that due to their movement and health, they could not go from place to place in search of a job.
6. Regarding Equal opportunity, the study identified that only a few participants were fairly treated in their search for a job.

The findings on the challenges encountered by university graduates with physical disabilities at their workplaces revealed that there was a negative working environment; Infrastructure challenge where most facilities such as washrooms, doors were not accessible; Personal limitations due to disability they were not able to use facilities at work and even move within the working environment; Attitudinal barrier which was shown by some colleagues and supervisors.

The finding on the measures that can be put in place to improve the working conditions for graduates with physical disabilities shows that there should be an improvement of infrastructure, promotion of positive working environment, implementation of government policies, continuous public education on disability-related issues, provision of transport means for the disabled workers, discouragement of unnecessary transfer, provision of free education at all levels, managers should understand disability issues and promotion of inclusiveness at workplaces.

Conclusions

Depending on the results of the study, the following conclusions were made.

The university graduates with physical disabilities had the required credentials and were willing to work. The employable experiences of participants were largely following the theory of the social model, medical models, and current literary works.

Yet, practically, entering the labour market for university graduates with physical disabilities, due to many existing barriers, including, but not limited to, disability, infrastructure, difficulty in getting a job, physical abuses, personal limitation, as revealed by the study.

Considering the challenges at the workplace, the study concluded that without some form of intervention in the improvement of infrastructure, implementation of government policies, and continuous public education on disability-related issues. Regardless of the call for inclusion in the job market, the impossibility of recruiting individuals with physical disabilities will most probably remain.

Recommendations

The necessary suggestions were made based on the outcome of the study :

1. The Ministry of Employment and Labour Relations should enforce the implementation of the quota system in Ghana's law to absorb more if not all persons with disabilities into the labour market especially those who have been able to complete higher institutions. This will reduce the negative experiences in search of employment among persons with disabilities. If possible, there should be automatic employment for persons with disabilities who have completed higher institutions to encourage all PWDs to strive to be educated.
2. In collaboration with the Ministry of Education, the Ministry of Information should prioritize the promotion of continuing education on disability-related issues in higher institutions and society as a whole. This will help promote disability awareness in society.
3. To ensure that more disability-friendly infrastructure is available, the Ministry of Works and Housing needs to revisit existing building regulations and rebuilding policies. This allows people with disabilities (PWDs) in the workplace to have reduced infrastructure problems. The government must fully enforce existing building laws and policies.
4. Employers/ managers should be more receptive and patient towards PWDs who seek or are employed in the various organisations.

Areas for further study

Related research in other places within the country should be conducted. These studies would provide a platform to make a comparison

of the results of Ho's research and could even assist to make generalisations to the research findings in the nation.

One of the university graduates' employment experience was due to disability and attitudes of employers. There is, therefore, the need to research into employers' perspectives on employing PWDs.



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APPENDIX A

ETHICAL REVIEW BOARD

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CES-ERB/ucc.edu/V4/20-53
Your Ref:

Date: 20th August, 2020

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786630

The bearer, Abdoul A. Bashiru, Reg. No. EF/SDP/18/0004 is an M.Phil. / ~~Ph.D.~~ student in the Department of ... Education and Psychology ... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Employability experiences of university graduates with physical disabilities in Ho Municipality.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email: dep@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

10th September 2020

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MR. ABDOUL- AZIZ BASHIRU

We introduce to you Mr Aziz Bashiru, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy Degree in Special Education and he is currently at the thesis stage.

Mr Aziz Bashiru is researching on the topic: **“EMPLOYABILITY EXPERIENCES OF UNIVERSITY GRADUATES WITH PHYSICAL DISABILITY IN HO MUNICIPALITY.”**

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him with the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

Theophilus A. Fiadzomor (Mr.)
Principal Administrative Assistant
For: **Head**

APPENDIX C

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATIONAL FOUNDATIONS

Employability of university graduates with a physical disability

INTERVIEW GUIDE

Thank you so much for taking the time to read this and for your interest in this research. The purpose of this interview schedule is to gather opinions on the employability of university graduates with physical disabilities. You will be asked to respond to several questions in order for us to learn about your perspectives on the issues. The study is for academic purposes only, and any information you contribute will be kept private.

SECTION A

BIOGRAPHIC DATA

1. Gender Male Female
2. Highest level of your education
3. Name of the Organisation
4. Field of your Study
5. Length of Working experience: Less than 5yrs 6-10 yrs more than 10 yrs
6. Type of disability
7. Current position in this organization

SECTION B:

Research question 1. In the course of seeking employment what were your experiences?

Research question 2. At the workplace, what have been your experiences?

Research question 3. What measures should be put in place to improve the working condition of persons with physical disabilities in the Ho municipality?

Thank you



APPENDIX D

INFORMED CONSENT FORM

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD

INFORMED CONSENT FORM (INFORMATION FOR PARTICIPANTS)

Study Title: Employability experiences of University Graduates with Physical Disabilities in Ho Municipality

Principal Investigator: Mr. Abdoul-Aziz Bashiru

General information about the research

I am a Master of Philosophy (Special Education) student at the University of Cape Coast. In partial fulfillment of the requirements for the award of a Master of Philosophy Special Education Degree, I am currently conducting the above study. The purpose of this research is to explore the employability experiences of university graduates with physical disabilities in Ho Municipality. Participants will engage with the researcher alone in an interview in a place suitable for both.

The interview is going to be recorded on tape and will take 20-45 minutes. Issues to be discussed during the interview would include the perspectives of lived employment experiences in the search for jobs, the difficulties faced in the workplace, the steps that can be placed in place to strengthen the working conditions of people with physical disabilities in Ho. There is no direct benefit to participants, but the findings of the research are intended to add to the body of information on special education. It will also help to recognise and

strengthen the issues related to physically disabled people's jobs and contribute to programs aimed at ensuring workplace inclusion and fairness

Procedure and Invitation

I invite you to take part in this research project to help me find some of the responses to the set objective. If you agree, you are required to participate in

an interview with me.

Why is this project we are doing?

I want to know your thoughts on your work and your experiences. The researcher will write down this project for a research degree. In the future, I hope that study will lead individuals to know more about this dynamic phenomenon of employability of university graduates with a physical disability.

Why was I chosen?

You were invited to participate in this interview because I think your experiences as a physically disabled graduate would contribute a great deal to the achievement of the study objectives.

Do I have to participate?

You can choose to say yes or no. You are not permitted to offer explanations. Without giving any reason for withdrawal, you can withdraw at any moment.

Will my taking part be confidential?

Yes. Without using your name, everything that you tell me will be included.

All information given will be kept confidential to the best of our capacity, and the transcribed interviews, conversations, and study report will not contain any names.

Who checked this study or analyzed it?

The Institutional Review Board of the University of Cape Coast has reviewed and approved this research (IRB-UCC).

Thanks for deciding to participate in the research.

