
Nature of Prejudice and Discrimination of People Without Disabilities Towards People with Different Disabilities in Addis Ababa City, Ethiopia

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Abstract: People with disabilities are prevented from accessing health care, and other services, going to school or learning skills, engaging in work or employment, and participating in family and community life due to the inaccessible environment, as well as traditional beliefs, prejudice and discrimination. The main aim of this study was to examine the nature and difference of prejudice and discrimination towards various types of people with disability by preparatory school (grade 11th and 12th) students. The research method used was survey. Two hundred and ninety-three students without disability, who were drawn using multi stage cluster sampling technique, participated in the study. Data were collected using Feeling & Thinking towards People with Disability Scale and Behavior towards People with Disability Scale. The instruments were administered individually. Descriptive statistics, t-test, one way analysis of variance & repeated measurement of analysis of variance were the specific statistical procedures employed to analyze data. As a major outcome of the study; the nature of prejudice towards all four groups of people with disability layed under the range of medium magnitude. Nature of discrimination towards people with physical and intellectual disability falls under the range of moderate. However, discrimination nature was mild towards people with hearing and visual disability. Therefore, nature of prejudice and discrimination vary between different types of people with disability. Consequently based on the findings of the study recommendation were forwarded.

Keywords: People with Disabilities, Prejudice, Discrimination

1. Introduction

Prejudice is an attitude directed towards people because they are members of a specific social group [2, 3]. Which means, once an individual join such group he/ she will be generalized by the assumption of the out group people towards the group. While discrimination is treating people differently from others based primarily on membership in a social group [2, 3]. Discrimination is something which is practical rather than feeling. As prejudice, people also tend to think of discrimination in negative terms, it also can result in someone's is being treated more positively than he or she otherwise would be based on group membership [9].

History tells us that people in minority groups including people with disabilities (PWDs) experience and also experiencing prejudice and discrimination by their parents, neighbors, age mates, society and by the community at large

in different manner and settings. It is true that people with disability have been present in any society. Despite the presence of disability all over the world, people with disability experience a greater degree of prejudice and discrimination than any other groups [6, 8]. The study [6], also states that prejudice towards people with disability emerge from different factors and all those factors are not sources of prejudice for other minority groups. Therefore, experiencing prejudice does not make PWDs different from other minority groups, but the difference comes at the degree and sources of prejudice towards PWDs. When the research [7] describes the extreme practices towards PWDs "It was common practice for babies with impairments to be killed" (p. 3). Hence people with disabilities encounter different physical, social and psychological abuses. In this regard the research [12] states that, in ancient Greek individuals were expected to have complete physical, mental and aesthetic

perfection. If the newborn children were deemed to be 'weakly' or impaired while they are inspected by the city elders; they were taken and left exposed to the elements to die.

Mostly people without disability perceived that PWDs are unable to do anything & they are in need of others support. In supporting this, the research [10] stated that, "disability is socially constructed through the failure or unwillingness to create ability among people who do not fit the physical & mental profile standard of citizens" (p. 107). It reveals that the meanings given for PWDs by the society is, as incapable of doing anything so that PWDs perceived as unable to participate equally because of the disability he/she with. Congruently it also guides their interaction towards people with disabilities. Because interactions are also determined by the attitude developed towards people with disabilities.

Beyond this, individuals with disabilities face different forms of discrimination. the research [5] describes the form of discrimination faced by people with disabilities: it is *unique for their situation*. This implies that the way people discriminate people with disability vary as they differ in the disability that they have.

In Ethiopia also poverty and poor health status is a characteristic of people with disability as perceived by the community [11]. In general the negative attitude towards PWDs had a complete impact on the life of individuals with disability. Is it mainly because disability still perceived mistakenly by the society. In Ethiopia, lack of public information about disabilities has led to negative societal attitudes about PWDs [11]. Hence negative descriptions of PWDs amplify rejection and marginalization of people with disabilities [1, 4].

In general, it's not arguable that people without disability knowingly or unknowingly prejudice and discriminate people with disability at all. Also different researches have been done studies on attitudes of people against PWDs. Holding in mind that attitude is situational and contextual, in unequal or biased society children can grow up and adjust themselves with opinions and attitudes about disabilities which is familiar in their culture. Therefore, it's mandatory to examine their attitude in order to generate practices and modify wrong attitudes.

2. Methods

2.1. Background of the Study Institution

The study was conducted in Addis Ababa Yekatit 12 public preparatory school, which is located in Arada sub city behind Addis Ababa University (Sidist Kilo Campus). The school was founded by the wife of Emperor Haile Silasie, Etege Menen in 1923 E.C. It was a boarding school only for female students & named "Girmawi Etege Menen Female School". Until 1972 E.C the school only enrolls female students. But during that year the school began to accept both female and male students in the regular. The name of the school also changed to "Yekatit 12 Higher Secondary School". In 1994 E.C based on the new education curriculum, the school

changed to preparatory school and it was named "Yekatit 12 Preparatory School". Currently, the school administers its own kindergarten and accepts only grade 11 & 12 students in the preparatory level. Beside the regular education students are beneficiaries by preparing females sanitary pad with low cost for the society and free for their female students. The school also participates in different social activities like supporting orphans.

2.2. Research Method

This study was aimed to examine the nature and difference of prejudice and discrimination exhibited by students without disability towards people with certain types of disability. The research method used was survey. The preference of the method is due to its better fit to the objective of the research to examine the strength of the relationships of the variables (prejudice between different disability categories as well as discrimination between different disability categories). In addition to this, the study intends to identify the nature of prejudice and discrimination against people with disability in general.

2.3. Sample Size and Sampling Technique

In order to know the approximate number of students and decide about the number of samples necessary information were gathered from Yekatit 12 preparatory school Addis Ababa. According to the school there are 43 classes in preparatory level, of them 21 classrooms are grade 11 (6 social science classes and 15 natural science classes) and 22 class rooms are grade 12 (6 social science classes and 16 natural science classes). The approximate average number of students in a classroom is 34. Based on that samples were drawn in the following way:

- (1) Samples of students in grade 11 were selected using multistage cluster sampling and the samples frame was 21 classrooms (6 social science classes and 15 natural science classes), of them 2 classes (1 social science class and 1 natural science class), were drawn in stage 1 by using simple random sampling technique. In stage 2 all the available (69) students in the selected classrooms were used as a sample,
- (2) Multistage cluster sampling method also used to select classes from grade 12. There were 22 classes (6 social science classes and 16 natural science classes), 6 classes (2 social science classes and 4 natural science classes) were drawn in stage 1 by using simple random sampling technique. In stage 2 all the available (224) students in the selected classrooms were used as a sample.

2.4. Methods of Data Collection

The data for this study were collected by using the research instrument, in this case close ended questionnaire with two parts. The first part was regarding prejudice and it has five levels of agreement. The second part was regarding discrimination and for each item students can choose any type/s of disability. To generate the items of the

questionnaires ideas are taken from reviewed related literatures regarding prejudice and discrimination against people with disability and discussion with university lecturers in the department of Special Needs Education.

After the generation of the items, to select refined and valid items it was given for 30 students in each grade levels (grade 11 & grade 12) and 3 professionals (1 from the Department of Special Needs Education, 1 from the Department of psychology & 1 from the Department of Sign Language) for expertise check and comment. As a result some items were improved.

- a Students feeling & thinking towards PWDs scale (Prejudice scale): - under this scale 20 items were included and all the students were expected to respond to them. For each types of disability category the minimum possible score of this scale was 20 and the maximum possible score was 100.
- b Student’s behavior towards PWDs scale (Discrimination scale): - under this scale 12 items were included. For each types of disability category the minimum possible score of this scale was 0 and the maximum possible score was 12.

2.5. Method of Data Analysis

Data were analyzed quantitatively by using both descriptive and inferential data analyzing techniques. Nature

of prejudice and discrimination were analyzed using descriptive statistics, mean & standard deviation for each types of disability against the median. Due to absence of standards, the researcher tries to categorize the nature of both prejudice and discrimination by three ranges (low, medium & high magnitude for prejudice and mild, moderate & severe for discrimination) by dividing the maximum scores by 3 (which was 100/3 & 20/3). Therefore, if the mean score was fallen under the range of 20 to 46.66, the nature of prejudice was considered as low magnitude. If the mean score was fallen under the range of 46.67 to 73.33, the nature of prejudice was considered as medium magnitude. If the mean score was fallen under the range of 73.34 to 100, the nature of prejudice was considered as high magnitude.

Likewise on the nature of discrimination, if the mean score was fallen under the range of 0 to 4, the nature of discrimination was considered as mild. If the mean score was fallen under the range of 5 to 8, the nature of discrimination was considered as moderate. If the mean score was fallen under the range of 9 to 12, the nature of discrimination was considered as severe.

The statistical significant difference in prejudice and discrimination towards different types of PWDs was analyzed using a paired sample t-test at alpha 0.05 level of significance.

3. Results

3.1. Students Experience with PWDs

Table 1. Students’ experience with PWDs.

Variables		Frequency	Percentage
Did you have any experience/contact with PWDs	1) Yes	81	27.6
	2) No	212	72.4
	Total	293	100%
If you had experience with PWDs how often?	1) Daily	35	27.2
	2) Weekly	11	11.1
	3) At least monthly	13	23.5
	4) Occasionally	22	8.6
	Total	81	100%
Contact with different types of PWDs	1) Visual disability	22	27.2
	2) Hearing disability	9	11.1
	3) Physical disability	19	23.5
	4) Intellectual disability	7	8.6
	5) Both 1 & 2	11	13.6
	6) Both 1 & 3	4	4.9
	7) 1, 2 & 3	3	3.7
	8) All four	6	7.4
Total	81	100%	
Type of relation with PWDs	1) Close family member	21	25.9
	2) Friend	33	40.7
	3) Classmate	16	19.8
	4) Someone seen occasionally	11	13.6
	Total	81	100%
Unpleasant experience with PWDs	1) Yes	34	42
	2) No	47	58
	Total	81	100%
Pleasant experience with PWDs	1) yes	43	53.1
	2) No	38	46.9
	Total	81	100%

In relation to experience/ contact with PWDs, 81 (27.6%) students did not have any contact/experience with PWDs and 212 (72.4%) students had contact/experience with PWDs. Of them 35 (43.2%) students had daily contact with PWDs, 11 (13.6%) students had weekly contact, 13 (16%) students had a contact at least once in a month and the remaining 22 (27.2%) of the student had contact only occasionally.

Based on the relation with specific type of PWDs, 22 (27.2%) students had relation with people with visual disability, 9 (11.1%) students had relation with people with hearing disability, 19 (23.5%) students had relation with people with physical disability, 7 (8.6%) students had relation with people with intellectual disability, 11 (13.6%) students had relation with both people with visual & hearing disability, 4 (4.9%) students had relation with both people with visual & physical disability, 3 (3.7%) students had relation with people with hearing, physical & visual disability. The remaining 6 (7.4%) students had contact with all four groups of PWDs.

Regarding the type of relation with PWDs, 21 (25.9%) students had close family member with disability, 33 (40.7%) students had friend with disability, 16 (19.8%) students had classmates with disability and the rest (11 or 13.6%) students were occasionally seeing PWDs.

In relation to unpleasant experience with PWDs 34 (42%) students had unpleasant experience with PWDs and 47 (58%) students never had any unpleasant experience with PWDs. On the other hand, 43 (53.1%) students had pleasant experience and 38 (46.9%) students never had any pleasant experience with PWDs.

3.2. Nature of Prejudice Towards the Four Types of PWDs

The table below indicates about the nature of prejudice

Table 3. Result of paired sample t-test: Differences on prejudice among the four types of PWDs.

Paired variables	Mean difference	SD	T	Df	Sig (2-tailed)
Pair 1 PWPDs - PWHDs	6.88	9.28	12.69**	292	.00
Pair 2 PWPDs - PWVDs	.79	5.08	2.66**	292	.008
Pair 3 PWPDs - PWIDs	-1.05	8.48	-21.25**	292	.00
Pair 4 PWHDs - PWVDs	-6.09	8.23	12.67**	292	.00
Pair 5 PWHDs - PWIDs	-1.74	11.98	-24.88**	292	.00
Pair 6 PWVDs - PWIDs	-1.13	8.67	-22.34**	292	.00

** P < .01

The comparisons indicated significant mean differences between PWPDs & PWHDs at an $\alpha = .00$ level. Also the comparison between PWPDs & PWVDs reveals that there is a significant mean difference at $\alpha = .008$ level. The comparison between PWPDs & PWIDs had significant mean differences at an $\alpha = .00$ level.

The same was true on the comparison between PWHDs & PWVDs mean, which is significant at $\alpha = .00$. The mean difference between PWHDs & PWIDs also shows significant differences at $\alpha = .00$. Finally, significant mean differences between PWVDs & PWIDs seen at an $\alpha = .00$ level. Therefore, a type of disability has an effect on the students

towards the four types of PWDs. Which indicates, the magnitude of prejudice towards people with physical disability (PWPDs), people with visual disability (PWVDs), People with hearing disability (PWHDs) & people with intellectual disability (PWIDs).

Table 2. Descriptive data on the nature of prejudice towards the four types of PWDs.

Group	N	No. of Items	Mean (SD)
PWPDs	293	20	59.69 (11.2)
PWHDs	293	20	52.81 (10.42)
PWVDs	293	20	58.9 (11.29)
PWIDs	293	20	70.23 (9.82)

Possible minimum score = 20, Possible maximum score = 100 & Median = 60

As it can be seen from table 2, the mean score given for PWPDs & PWVDs was around the median, 59.69 & 58.9 respectively with the standard deviation of 11.2 & 11.29 respectively. The mean score towards PWHDs (52.81) was below the median, with the standard deviation of 10.42. On the other hand, the mean score which was greater than the median was seen towards PWIDs (70.23), with the standard deviation of 9.82.

3.3. Comparison of Prejudice Towards People with Different Types of Disability

It was one of the objectives of the present study to look whether there is a considerable disparity on prejudice towards PWPDs, PWHDs, PWVDs & PWIDs by students without disability. The paired sample t-test was performed to examine the difference on prejudice towards PWPDs, PWHDs, PWVDs & PWIDs. The summarized result presents in Table 3 below.

prejudice.

3.4. Nature of Discrimination Towards Four Types of PWDs

One of the concerns of the present study was to check whether there is a considerable difference on the nature of discrimination towards four types of PWDs. Therefore, descriptive statistic was computed to examine the difference on the magnitude of discrimination towards PWPDs, PWVDs, PWHDs & PWIDs.

Table 4. Descriptive data on the nature of discrimination towards four types of PWDs.

Group	N	No. of Items	Mean (SD)
PWPDs	293	12	5.92 (2.98)
PWHDs	293	12	3.11 (2.65)
PWVDs	293	12	3.96 (2.49)
PWIDs	293	12	7.88 (3.12)

Possible minimum score = 0, possible maximum score = 12 & median = 6

As indicated in the above table, the mean score given for PWPDs was around the median, 5.92 with the standard deviation of 2.98. The mean score towards PWHDs & PWVDs (3.11 & 3.96 respectively) was below the median, with the standard deviation of 2.65 & 2.49 respectively. On

Table 5. Result of paired sample t-test: Differences on discrimination among four types of PWDs.

Paired variable	Mean difference	SD	T	Df	Sig (2-tailed)
Pair 1 PWPDs - PWHDs	2.80	2.95	16.25**	292	.00
Pair 2 PWPDs - PWVDs	1.95	2.57	12.98**	292	.00
Pair 3 PWPDs - PWIDs	-1.96	3.94	-8.54**	292	.00
Pair 4 PWHDs - PWVDs	-.85	2.84	-5.13**	292	.00
Pair 5 PWHDs - PWIDs	-4.77	3.64	-22.46**	292	.00
Pair 6 PWVDs - PWIDs	-3.92	3.63	-18.49**	292	.00

** p < .01

In the table above, the comparison indicates that significant mean differences between PWPDs & PWHDs at an $\alpha = .00$ level. Also the comparison between PWPDs & PWVDs reveals that there is a significant mean difference at $\alpha = .00$ level. The comparison between PWPDs & PWIDs had significant mean differences at an $\alpha = .00$ level.

The same was true on the comparison between PWHDs & PWVDs mean, which is significant at $\alpha = .00$. The mean difference between PWHDs & PWIDs also shows significant differences at $\alpha = .00$. Finally, significant mean differences between PWVDs & PWIDs seen at an $\alpha = .00$ level. Therefore, types of disability have an effect on the student's discrimination.

4. Conclusion

Nearly everyone faces hardships and difficulties at one time or another. But for people with disabilities, barriers can be more frequent and have greater impact. The World Health Organization (WHO) describes barriers as being more than just physical obstacles [13]. Like other Ethiopians, Persons with disabilities aspire a better life. However, they face many barriers to achieve such a life. Society is organized in a way which assumes that everyone can see signs, hear announcements, climb stairs, and understand things. PWDs are prevented from accessing health care, and other services, going to school or learning skills, engaging in work or employment, and participating in family and community life due to the inaccessible environment, as well as traditional beliefs, prejudice and discrimination [10].

Consequently, the findings and discussion above are strong indicators of the nature of prejudices and discriminations toward PWDs. Grounded on the study result, the following

the other hand, the mean score which was greater than the median was seen towards PWIDs (7.88), with the standard deviation of 3.12.

3.5. Comparison of Discrimination Towards People with Different Types of Disability

It was one of the objectives of the present study was to look whether there is a considerable disparity on discrimination towards PWPDs, PWHDs, PWVDs & PWIDs by students without disability. Paired sample t-test was performed to examine the difference on discrimination towards PWPDs, PWHDs, PWVDs & PWIDs. The summarized result presents in Table 5 below.

conclusions are drawn. By looking on the mean score given for compared groups, it is possible to conclude that, nature of prejudice towards all groups of PWDs was similar which was in medium magnitude. While nature of discrimination towards PWPDs & PWIDs was moderate and towards PWHDs & PWVDs was mild. Thus, it is possible to conclude nature of prejudice towards the groups of PWDs were similar and there was difference in the nature of discrimination among groups of PWDs.

As per the findings of the study, there is difference in both prejudice and discrimination among the different groups of PWDs. The hierarchy of prejudice & discrimination in its descending order as; towards PWIDs then towards PWPDs, PWVDs follows & PWHDs were the least group.

5. Recommendations

Based on the results obtained and the conclusions drawn from the study, the following recommendations are suggested:

1. Using both students feeling and behavior scale, it is found out that, students prejudice and discrimination towards most groups of PWDs were moderate but it does not mean that the students developed good knowledge about PWDs. It has also impact on the life situations of PWDs. Therefore, it should be tackled to the extent of students develop respectable knowledge and not to create adverse impact on the life of PWDs using strategies like developing awareness through different children & youth associations & school clubs to promote inclusion of PWDs.
2. Based on the result found out, both prejudice and discrimination towards PWIDs were stronger than any

other groups of PWDs. which means the restriction, social isolation and misperception towards PWIDs were strong. Therefore, it would be very helpful if the concerned bodies like government & NGOs working on disability to work strongly on the training & rehabilitating PWIDs besides creating awareness.

3. All people with disabilities also need to struggle for their right, advance their participation in different aspect and take part in creating awareness in their community.

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