

SOCIO-ECONOMIC AND CULTURAL ISSUES FACED BY DISABLED POPULATION: A CASE STUDY OF CHAKWAL CITY

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ABSTRACT

Disability is the outcome of an impairment, which can be physical, cognitive, intellectual, sensory, developmental, or a combination of these, that limits an individual's capacity to participate in usual social activities. People with disabilities make up a large proportion of Pakistan's population. This greater minority is subject to discrimination in social life. Different governmental and private sector projects are being designed for people with disabilities. However, there is an urgent obligation to speak on the issues experienced by people with impairments. The study focuses on the socio-economic, cultural and behavioral challenges faced by marginalized population in Chakwal, Pakistan. The study is qualitative in nature. By using purposive sampling method, in-depth interviews have been conducted with disabled persons. Thematic analysis was used to analyze the data. The findings demonstrate that people with disabilities face severe socioeconomic and cultural barriers. They also confront behavioral challenges from society, as well as disability-related discrimination. Children with disabilities experience troubles in school, and their parents also confront issues as their children attend school. Owing to their disability and attitudinal problems from society, very few of them complete their education, and most of them drop out in the early levels of education. The study concluded that marginalized populations face socio-economic and cultural discrimination in our society. There is a need to give importance and keen attention towards this issue at the governmental level and by the general public.

Keywords: Marginalized Section, Disabled person, Disability, Socio-economic and Cultural Challenges, Behavioral Problems, Discrimination.

INTRODUCTION

Disability is a vital component of the human experience. It is caused by the interaction of health disorders such as dementia, blindness, or spinal cord damage and an array of environmental and personal circumstances (World Health Organization, 2023). According to UNCRPD (2021) persons with disabilities are those who have long-term physical, mental, intellectual, or sensory impairments that, when combined with other barriers, prevent them from participating fully and effectively in society on an equal basis with others. Today, an estimated 1.3 billion individuals, or 16% of the global population, suffer from a significant impairment, with a higher proportion of disabled people living in developing nations. (World Health Organization, 2023; Braithwaite & Mont, 2009). Poverty, malnutrition, insufficient healthcare, and a lack of access to

essential amenities all contribute to an increased prevalence of disability in developing nations (Banks et al., 2017). These people with disabilities (PWDs) come from diverse socioeconomic and cultural backgrounds (World Health Organization, 2011). Pakistan, a developing country with over 220 million people, is not immune to these global tendencies (Khan et al., 2023). Pakistan has the fifth largest population in the world (The World Counts, 2024). The country suffers numerous socioeconomic hurdles, with disability standing out as one of the most serious. According to statistics, 6.2 percent of the Pakistani population has some kind of disability (The Nation, 2023). However, the percentage could be much higher, given that the primary issue for inclusivity activism is that data collection for the national census is structurally flawed, with thousands

of disabled people in Pakistan who are not registered and do not have a disability card (Arsh & Darain, 2019).

Disabled people face a wide range of socioeconomic issues. These problems include limited access to education, employment, healthcare, and social services, all of which impede their capacity to live independent and productive lives (Appleton-Dyer & Field, 2014). The combination of disability, gender, age, and socioeconomic status exacerbates these issues, resulting in a complicated web of disadvantages that are difficult to overcome without specific interventions (Emmett & Alant, 2006).

Education is a fundamental human right and an important aspect of individuals' socioeconomic development. However, disabled people frequently face significant obstacles to receiving a quality education. Physical impediments, such as accessibility to school buildings and transportation, are exacerbated by psychological hurdles, such as unfavorable preconceptions and low expectations of teachers and students (Ontario Human Rights Commission, 2018). Children with disabilities are less likely to begin school and have worse rates of retention and advancement in education than their non-disabled classmates. The absence of inclusive education institutions, skilled teachers, and adequate learning materials further marginalizes disabled students, limiting their prospects for personal and professional growth (Hayes & Bulat, 2019).

Employment is another critical area in which disabled people suffer significant barriers. According to global data, people with disabilities have a 44% employment rate, which is much lower than the 75% rate for people without disabilities (Saleh & Bruyère, 2018). This exceptionally low employment rate among impaired people has a negative impact on both their well-being and on society as a whole (Turcotte, 2014). People with disabilities frequently encounter unfavorable perceptions and labels, such as being unqualified, unproductive, or costly to recruit. Common barriers include discriminatory employment practices, a lack of workplace concessions, and inaccessible work settings. Even when employed, disabled people sometimes face salary discrepancies and limited prospects for career growth. The economic ramifications are significant, as unemployment and underemployment contribute to increased poverty rates among the disabled, creating a cycle of economic disadvantage (Qiu et al., 2023).

Historically, people with disabilities have faced not only physical and mental limitations due to their impairment but also social stigma and negative views. There are many unfavorable attitudes, cultural misconceptions, and superstitions about people with disabilities in Pakistan. In Pakistan, disabled people are frequently humiliated and rarely serve as productive members of society (Ilyas, 2012). PWDs are seldom accepted in society and are often neglected and mistreated. The majority of people with disabilities live a dependent life due to a lack of educational and work options (Arsh & Darain, 2019). In terms of the challenges that these vulnerable groups face in Pakistan, precise information on their life is unavailable. This weaker element of society has been overlooked by both citizens and government officials in every aspect of life. The voices of these marginalized people are unheard, and their issues are unseen (Hussain et al., 2022).

These people have less opportunity for education, health, employment, and social benefits. According to the census of 2017, the total population of Chakwal city was 112,344. The number of people with disabilities cannot be accurately determined because many people are not registered. Therefore, it is a very important issue regarding the identification, registration, and social stability of disabled persons. Many welfare departments are working and facilitating this marginalized section of society. Still, there is a need to give attention to the government to support and help Disabled persons.

People having disability face many challenges in our society. The matter is not just to be kept silent. It should be noticeable to the society and other responsible section that their participation is as much important as other people are contributing in society and the economy. They should not be kept on the edge of society but giving importance to their lives and rights is a main purpose of the study.

1. To discover the social and cultural barriers faced by disabled persons.
2. To explore the areas of discrimination faced by the disabled community/group.
3. To provide some interventions or policy mechanisms to combat the issues and challenges faced by disabled people.

Research Questions:

The following are the research questions in this qualitative research study:

1. what kind of cultural problems are faced by the Marginalized person in our society?
2. The difference faced by Disabled persons in education and employment opportunities?
3. Are they already taking any facility from the government or any other source?

Literature Review:

Disability is a complex and multifaceted issue that affects individuals globally, with significant socio-economic and cultural implications. People with disabilities possess a low socio-economic and political status the world over (Ahmad et al., 2022). Hosseinpoor et al. (2013) found that disability was prevalent in both poor and wealthy nations, but the prevalence was higher in low and lower-medium-income countries than in upper-middle and high-income countries. Queirós et al., (2015) explained in their study that individuals with impairments had different socio-economic measures than people without disabilities. Young adults with physical disabilities were less likely to have a college degree and be currently employed than those without disabilities. Their average yearly working income and wage rate were similarly lower than their non-disabled counterparts.

Education is essential for all children, particularly for those with impairments, whose social and economic potential may be limited. According to UNESCO (2019), people with disabilities are more likely to drop out of school or leave before completing their compulsory primary or secondary education. Singal (2016) discovered that, in comparison to India, Pakistan has failed to improve the lives of children with disabilities, with a substantial number of them dropping out of school. These obstacles primarily affect children with disabilities in terms of school enrollment and access to a decent education. These negative effects are more pronounced in girls. Similarly, women with impairments have limited access to education and employment opportunities. Hussain et al., (2022) evaluated data from significant resources and discovered that cultural norms make it harder for girls without impairments in Pakistan to obtain an education. Girls with impairments are particularly susceptible to these limitations. Families believe that because men want to marry girls without disabilities, they will spend less on girls with

disabilities (GWDs). Furthermore, disability is viewed as a stigma, so such girls are hidden and denied access to education. Another restraint on females' education is the distance between the school and their homes, which causes girls to either not attend school or drop out at an early stage since their parents do not allow their daughters to attend a far-away school.

Difficulties obtaining a job contribute substantially to socioeconomic poverty among people with impairments. The study conducted by Qiu et al., (2023) reveals the primary impact of deprivation on the employment of people with disabilities. Disabled people confront a poverty trap as a result of the interaction between deprivation and work. On the one hand, the study demonstrates that unemployment among disabled people represents a loss of chances for economic, social, and human development. As a result, people with disabilities face higher rates of poverty and hardship, as well as increased costs associated with their infirmities. These costs include health-related fees, daily care support, and transportation, all of which add to their poverty. However, when disabled people endure extreme deprivation, such as social and cultural isolation and stigma, they are more likely to be unemployed due to limited access to the labor market. These interrelated processes produce a vicious cycle of poverty and discrimination for people with disabilities.

However, the government of Pakistan fixed a 3% quota for persons with a disability, but there is a need to improve the enforcement of this policy. Arsh et al. (2019a) examined the employment status of people with disabilities in government departments and discovered that practically all provincial agencies do not implement the policy of establishing a 2% work quota for PWDs. The low employment rate of people with disabilities is attributed not only to government departments' carelessness but also to the fact that the majority of PWDs are unaware of their legal rights. This demonstrates society's and the educational system's irresponsibility in not guiding students about their legal rights.

Cultural attitudes about disability vary significantly, but in many countries, disability is regarded through a prism of pity or fear, reinforcing negative stereotypes and prejudice. Leahy & Ferri, (2023) pointed out that many participants reported attitudinal impediments, such as negative views or ableism. The study reveals the presence of attitudinal barriers within cultural sectors. For numerous

interviewees, negative attitudes were the 'greatest hurdle' to cultural involvement. Sidikie & Foday, (2022) stated in their survey that stigmas, prejudices, and negative views toward them are a problem for the majority of respondents. The majority of healthy people (able-bodied) continue to see people with impairments negatively. A substantial number of respondents claimed they do this daily. Others see them as frail, and they are always eager to help. Even unintentionally, the respondents, the majority of whom use wheelchairs, are the most affected by the social barrier due to their visible disability.

Method and Procedure

The data were acquired using a qualitative method based on the interpretative school of thought. The qualitative technique is ideal for investigating the socioeconomic and cultural difficulties that disabled people experience. In-depth interviews with impaired people were done as key data collection methods. Interviews were done with 12 disabled individuals residing in Chakwal. The researcher conducts in-depth interviews using the purposive sampling technique. The inclusion criteria stated that only those with physical disabilities were eligible since they could interact with non-disabled people and easily express their difficulties.

To carry out the primary data collection, the researcher used an interview guide. The guide consisted of 15 open-ended questions related to the socio-economic and cultural issues faced by the marginalized population in Chakwal City. Because it was an open-ended interview method, the researcher could choose the language and change the order of the questions. All interviews were conducted face-to-face. The interviews lasted for 40 to 50 minutes. The researcher collected demographic data by asking participants about their age, gender, marital status, number of children, and kind of impairment. Data processing becomes feasible when observations are valid for hypotheses and findings are available. The data or information is then evaluated to discover the reasons and results based on the collected information.

Data Analysis

The researcher analyzed the data manually using a theme analysis. All original codes relevant to the research topics were combined and organized into a theme. As the researcher continued to analyze data, inductive themes emerged, allowing the researcher to

apply analytical induction and continual comparison of categories. The themes developed mostly while taking notes, transcribing data, translating, and analyzing it (Cresswell & Poth, 2016). The study's findings and conclusion were based on the data obtained.

Ethical Consideration

Participants provided informed consent before the interviews proceeded. They were given a clear explanation of the research goal. Participants were not asked questions that would make them uncomfortable, and they were invited to notify the researcher if they felt anxious at any time throughout the interview. They were not required to answer any questions that made them uncomfortable, and their data was safely preserved.

RESULTS

Demographic of the Respondents:

The survey included a total of 12 respondents. Of the 12 responses, eight were male and four were female. The respondents' ages ranged from 12 to 35 years old. Some of the respondents were married; others were single. Two of the 12 respondents were retired and receiving a pension; two were working full-time; two were working online; and two were reliant on their parents. One was a tailor, one was a rickshaw driver, and two were shopkeepers. The participants reported having between one and two children.

Nature/Type of Disability and Inability to Receive Appropriate Treatment

Data was obtained from 12 physically challenged people in Chakwal City. Five of the twelve participants were born disabled, while the others became disabled as a result of accidents. Most individuals did not obtain adequate therapy for their disability, as treating birth abnormalities is very difficult. Although certain cases may have been treated, a lack of resources hampered effective management. Disability is more widespread in developing countries than in developed ones. Disability affects billions of individuals around the world. The vast majority of people with disabilities come from middle-class backgrounds. This study discovered a lack of specific knowledge regarding medical issues, such as the risk of polio. Furthermore, the widespread practice of cousin weddings in our society is a substantial contributor to the rise in impairments. Accidents also cause

disability, and in our society, people typically have limited treatment options.

As one of the respondent said,

"My parents tried hard to get me treated so that I could recover and lead a good life, but this disability was not curable."

Other respondents said:

"The doctor said you would never be able to walk again after an accidental disability. I could not do any work by myself; I needed the help of others in every task, and my husband also divorced me."

"It can be treated, but my parents did not have the resources to fulfill home expenses because I belonged to a poor family, so it was very difficult to get me treated under these circumstances."

"There is no treatment for my disability, but my parents couldn't even get me a doctor's checkup because I belong to a very poor family."

According to the statistics, the majority of disabilities are the result of birth abnormalities or accidents. Limited financial means and a lack of knowledge about medical therapy pose significant obstacles to appropriate health and disability treatment. These people experience significant problems in their daily lives when compared to non-disabled people.

Behavioral problems faced by Disabled persons

Our society adheres to many traditional and rigid cultural norms, which contribute to negative behaviors and stereotypes about disability. The societal treatment of marginalized individuals is well known. People often display superficial sympathy to project kindness and create a positive public image. Disability is not a choice; it is a natural condition that can happen to anyone. As one of the respondents stated:

"I would be grateful to my parents and teachers for teaching me that a disability is not a weakness but a test from Allah Almighty. Alhamdulillah, with their guidance over time, I have not only attained my aims but also dealt with a variety of behaviors in society with courage."

People often behave improperly toward people with impairments, using insulting language and criticizing their physical limitations. Disabled people endure substantial discrimination in many areas of life. They are repeatedly told, "You are not capable of doing this," eroding their confidence and potential contributions to society. Disabled people are not considered normal or valued members of the community. This inflexible and insensitive behavior

hinders individuals with disabilities from fully participating in societal activities, often driving them to isolate themselves in their houses. Responding to this issue, one participant commented:

"Some people shared my grief with genuine love and compassion, while others pierced my heart with jokes and insincere sympathy. Even today, I cannot forget these painful experiences."

As a result, this study is critical to boosting public awareness about the necessity of showing kindness and respect to people with impairments. It emphasizes the need to recognize and affirm their rights as valued members of society. This increased awareness can lead to significant changes in societal attitudes and legislation, ultimately enhancing the lives of people with disabilities.

Disability based Discrimination faced by Respondents

According to the study's findings, people with disabilities are treated differently than people who do not have disabilities. They frequently experience racism and prejudice as a result of society's culture and negative behaviors in a variety of circumstances, including family gatherings, school functions, and employment. They experience hatred in the eyes of others for being disabled. Some Respondent addressed this issue and stated:

"People's negative attitudes toward me were the result of stigma, and I tried to ignore everything. However, I was led to believe that my life served no purpose."

"I have had numerous horrible experiences in my life. My family, like the rest of society, has a different perspective on me. A few days ago, my cousin married, and he stopped me from being present at a wedding, saying, 'What would people think of us when they see you?'"

"I couldn't face people due to my disability and divorce, and people were saying different things about me. However, I engage with others for the sake of my child, suffering unpleasant situations so that my kid does not have to go through them."

As a result, it is clear that negative behavior toward disabled people causes great agony for them. They, like everyone else, have the right to live a happy and healthy life. However, an unhealthy and unfair atmosphere lowers their morale and marginalizes them in society. Furthermore, the report emphasizes

the regrettable prevalence of discriminatory behavior between men and women.

Problems faced by disabled kids at school

Education is a fundamental right for every citizen. Persons with disabilities are also members of society and have the basic right to get an education. Disabled people are human beings and have the right to live like everyone else. Disabled girls, in particular, experience problems accessing education due to cultural restrictions. As one of the responses said:

“Studying has been my passion since childhood, but it was extremely challenging to get into school because the girls in our tribe did not go to school.”

Another constraint to disabled persons' education is the distance of the school from home, due to which children either do not continue their schooling or drop out at early levels. As one of the respondents said:

“The biggest problem during my schooling was the distance between the school and my home. I come from a poor family, so it was difficult for my parents to drop me off at school in the morning and pick me up in the afternoon every day. As a result, I had to leave school.”

Another barrier to disabled individuals' education is the behavior of other students and teachers, which can be hurtful to disabled people. Teachers play an important role because they chose this job to build strong youth and educate children. Unfortunately, due to abusive language used by professors and peers, one respondent had to drop out of school. As one of the responses stated:

“I used to enjoy going to school, but the behavior of both the students and the professors caused me anguish. Everyone made fun of me, calling me 'lame' and 'Lola.' These statements greatly affected me, and as a result, I was only able to study for four years under these circumstances,”

As a result, the study demonstrates a truly disappointing scenario that exists in our society. Individuals had to restrict their education based on their available resources, and disability became a laughing stock due to societal pressure and negative behavior. Bullying must be eliminated, and there is an urgent need for kindness toward our society's marginalized populations.

Difficulties faced by parents during their children schooling

This study discovered that in addition to the obstacles that impaired people endure throughout their lives, their parents confront numerous challenges in raising their children. Children's schooling is a challenging time for managing their educational expenses as well as societal behavior. Most people come from middle-class families, and their finances are limited to meet all of their children's educational needs. The institute was far from their home, making it extremely difficult for parents to pick up and drop off their children.

As one of the respondent said:

“I come from a lower-middle-class family, and because of our financial restraints, it was difficult for my parents to afford daily transportation to and from school, let alone manage my scholastic expenses. As a result of my failure to organize constant transportation, I was forced to drop out of school.”

In certain cases, parents cannot simply entrust their child's responsibilities to others. They may have to stay with the kid during school hours to fulfill his requirements. Regarding this issue, a participant said

“My school was quite a distance from our home, and my parents were hesitant to entrust my care to anybody else because they were concerned about my safety and well-being. As a result, my mother, in particular, suffered the brunt of this burden, as she had to balance the challenges of providing my transportation to and from school with her own daily commitments.”

Social behavior has a significant impact on parental emotions as they attempt to raise their children to be self-confident and healthy members of society. The support and positive attitudes of society encourage parents' decisions for their children's well-being. Conversely, negative and conservative cultural beliefs have a huge impact on parental decision-making over their children's lives. One participant raised this concern, saying:

“My tribal community openly declared that if I continued my education, none of our family members would have any contact with me, severing ties based on societal norms.” Faced with this ultimatum, my father, bound by tradition and community expectations, made the difficult decision to end my education.” (Interview excerpt from a Pashtun individual).

The study illustrates the significant problems that parents experience when raising disadvantaged children as a result of society's attitudes and actions. It emphasizes the need to create an inclusive environment that welcomes all individuals. Fundamental human rights must be respected universally, regardless of one's ability. The current cultural standards in Pakistan regarding people with disabilities require modification. There is a noticeable dearth of information among parents and society as a whole about suitable attitudes and practices toward this demographic. Supportive familial and societal dynamics are critical in promoting the empowerment and integration of this excluded group in society.

Involvement of disabled persons in socio-cultural activities

Human beings cannot thrive in isolation; they require the support and cooperation of fellow members of society, as interdependence is inherent in communal living. As Aristotle famously stated, "Man is a social animal." Daily interactions and communal engagements are integral aspects of human existence, spanning various life events. However, individuals with disabilities often encounter significant hurdles in participating fully in socio-cultural activities. In a survey conducted, 10 out of 12 participants reported abstaining from school or social engagements. As stated by one respondent,

"I did not participate in school or social activities during my childhood."

Two participants reported participating in school-related activities. However, many of these children felt inadequate as they watched their peers participate in sports and other activities. As stated by one respondent,

"I felt disheartened during certain moments in school, particularly during physical activities."

Many disabled individuals typically do not engage in school events, social gatherings, or family functions, where they are frequently disregarded. According to one response,

"The groom's in-laws prevented me from attending a cousin's wedding due to concerns about what others might say about me. My brother opposed, declaring that if his sister was not permitted to attend, the entire family would boycott the wedding."

The data show that most people with impairments do not participate in social or cultural activities. It is

time to break down these barriers because they are also human beings and valuable members of society. Ignoring someone who is a member of our community and plays an important role as a human being is not only unjust but also harmful to the fabric of society as a whole. It is critical to create an inclusive environment in which all individuals can contribute and participate fully.

Discussion

The data gathered from respondents reveals considerable problems experienced by people with disabilities in Pakistan, notably in social, cultural, and educational contexts. This debate will integrate the important results, address the various barriers that these individuals and their families confront, and provide strategies for establishing a more inclusive society. Within a relatively small sample size of 12 people, respondents come from a wide variety of backgrounds. The demographic data show a gender imbalance, with twice as many male respondents as females. This gender imbalance may reflect broader socioeconomic trends or challenges that disabled women confront while accessing or participating in surveys (Emmett & Alant, 2006). The participant's employment status reflects a range of economic engagements, from full-time employment to reliance on family, reflecting the diverse socioeconomic origins and support systems available to people with disabilities in Chakwal City. According to the survey, respondents' disabilities are caused by both congenital disorders and accidents, which is consistent with typical causes of disability globally (Olusanya et al., 2022). The findings also shed light on the lack of medical support for those with disabilities. Many respondents said they did not receive proper therapy owing to a lack of resources and awareness. Birth and accident-related disabilities are common, yet the healthcare system fails to provide critical interventions (McCull et al., 2008). Respondents' stories underscore the emotional and physical problems they encounter as a result of inadequate medical care, which exacerbates their disability and reduces their quality of life. Furthermore, the practice of cousin marriages, which contributes to genetic impairments, demonstrates cultural practices that must be addressed through education and healthcare interventions (Jameel et al., 2024). The study demonstrates the widespread prejudice and negative actions directed toward people with impairments. Respondents report that

negative actions and societal attitudes aggravate the difficulties of living with a disability. Respondents reported being mocked, subjected to insulting language, and excluded, all of which hurt their mental health. These cultural views are not only harmful, but they also undermine the potential contributions of disabled people to society (Babik & Gardner, 2021). The negative conduct toward disabled people, as seen by one respondent being called insulting names, emphasizes the critical need for cultural and behavioral change. The study focuses on the discriminatory behaviors experienced by disabled people in a variety of social settings, including family gatherings and jobs (Daley et al., 2018). This discrimination is entrenched in cultural stigma and frequently results in isolation and low self-esteem. Respondents' experiences with being excluded from family gatherings, criticized by peers, and undervalued in academic and professional contexts demonstrate the wide range of social exclusion individuals' face (Koschorke et al., 2017). These experiences are particularly relevant in the context of the respondents' daily lives, influencing their ability to develop meaningful connections and engage fully in society. The educational challenges encountered by disabled people are particularly problematic. According to the research, many disabled children face barriers to education because of physical distance, financial restraints, and hostile educational environments (Kifah Bani Odeh & Lach, 2024). The experiences of respondents being teased and ridiculed by their peers and teachers highlight the harsh realities that discourage disabled youngsters from seeking an education. Furthermore, cultural constraints, particularly for disabled girls, add another layer of hardship, as demonstrated by a respondent who was barred from attending school owing to tribal conventions. This demonstrates the interconnectedness of gender and disability, which exacerbates the educational marginalization of disabled females (Emmett & Alant, 2006). The study also sheds insight on the difficulties encountered by parents of disabled children. These problems range from financial limits to social disgrace, limiting their ability to support their children's education and overall well-being (Kifah Bani Odeh & Lach, 2024). Parents frequently have to manage several responsibilities, such as childcare and making a living, while navigating cultural stereotypes. The experiences of parents sacrificing their own needs and suffering social pressure to cease their children's

education illustrate the larger societal reforms required to support impaired families. The results show that disabled people are often excluded from sociocultural activities, further separating them from the community. Families and communities' reluctance to include disabled people in social gatherings reflects long-held biases and misconceptions about disability (Babik & Gardner, 2021). This exclusion denies disabled people the right to fully engage in society while also depriving the community of the tremendous contributions they may make.

Conclusion

The study emphasizes the tremendous problems that people with disabilities confront in Pakistan, particularly in social, cultural, and educational settings. The study uncovers widespread gender disparities, insufficient medical treatment, and deeply ingrained cultural prejudices that increase the challenges of living with a disability. Respondents describe social exclusion, prejudice, and negative views as having a detrimental influence on their mental health and ability to participate in society. Educational hurdles, combined with financial constraints and cultural norms, disproportionately affect disabled children and their families. To promote a more inclusive society, it is critical to address these concerns through comprehensive healthcare, educational reforms, and societal attitude shifts that ensure disabled people may fully contribute and participate in their communities.

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