

南華大學管理學院企業管理學系管理科學碩士班

碩士論文

Master Program in Management Sciences

Department of Business Administration

College of Management

Nanhua University

Master Thesis

殘疾人的平等就業機會：蒙古的案例研究

Factors Influencing on Equal Employment Opportunities for
Persons with a Disability: Case Study in Mongolia



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中華民國 109 年 6 月

June 2020

南 華 大 學
企業管理學系管理科學碩士班
碩士學位論文

殘疾人的平等就業機會：蒙古的案例研究
Factors Influencing on Equal Employment Opportunities for Persons with
a Disability: Case Study in Mongolia

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Letter of Recommendation for ABT Masters

亞佳, a student of NHU Master Program for Business Administration for _____ years, has completed all of the courses and theses required for graduation.

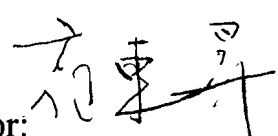
1. In terms of studies, 亞佳 has acquired 36 credits, passed all of the obligatory subjects such as Managerial Economics, Market Analysis, Business Ethics, Applied Statics, Marketing management etc. (Please refer to transcript.)

2. In terms of theses, _____ has completed the following:

- i. Master thesis : Factors influencing on Equal Employment Opportunit
- ii. Journal : for person with a Disability. Case study in Mongolia

I believe that 亞佳 has already received full formative education of NHU Master Program for Business Management and is qualified to apply for Master's Degree Examination. Therefore, I hereby recommend his/her preliminary paper,

_____, for the oral defense.

Academic Advisor: 

Date: 2020/06/18

ACKNOWLEDGEMENT

Studying abroad has been always in my dream. One day, it came true when I received a scholarship from Nanhua University. My name is Uyanga Purevnyam, 2 years ago I came from Mongolia. I consider myself a lucky person who has received tremendous support from my supervisors, review panels, friends, and international classmates. Without their great help, I would not make amazing progress during my Master's journey. It was a so wonderful, freshly also different lifestyle than Mongolia.

Thank you very much for giving me the opportunity to express my feelings regarding my higher studies in Taiwan and studying for my further education. I love Taiwan also I like an equal education system of Nanhua for everyone. At that point, I might want to thanks all professors who showed me at Business Administration department, I have taken a great deal from them.

Especially, I would like to show my deepest gratitude to my research supervisor professor Tung-Sheng Kuo who is supportive, valuable critiques. His valuable guidance and encouragement help me finish my research paper. This result won't exist without his contributions. And lastly, I would like to take this opportunity to thanks all the respectful faculty members and staffs of International Business Administration Department for their help in this ventures.

南華大學管理學院企業管理學系管理科學碩士班

108 學年度第 2 學期碩士論文摘要

論文題目：殘疾人的平等就業機會：蒙古的案例研究

研究生：亞佳

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論文摘要內容：

蒙古族人的就業障礙是多方面的，與獲取資金，態度和政策有關。現在，由於在蒙古缺乏對殘疾人的了解和知識，殘疾人仍然被認為是無能的。這項定量研究的目的是研究影響殘疾人平等就業機會的因素。該概念解決了諸如歧視，環境准入，平等就業機會和司法領導等問題。通過使用蒙古 203 名殘疾人的樣本，使用 SPSS 20.0 統計軟件包對數據進行了分析。與促進公平選擇，調整殘障工人的技能和健康狀況有關的關鍵問題是提供員工溝通和平等的就業機會。希望這項研究將為蒙古社會工作和態度的積極變化做出貢獻，從而促成包容性社會，殘疾人可以行使其工作權。殘疾不應成為成功的障礙。

關鍵詞：殘疾、平等就業機會、組織氛圍、員工溝通、歧視、環境可及性

Title of Thesis: Factors Influencing on Equal Employment Opportunities for Persons with a Disability: Case Study in Mongolia

Department: Master Program in Management Sciences, Department of Business Administration, Nanhua University

Graduate Date: June 2020

Degree Conferred: M.B.A

Name of Student: Uyanga Purevnyam

Advisor: Tung-Sheng Kuo, Ph.D.

Abstract

Barriers to employment for a person with disabilities in Mongolian multifaceted and related to access funding, attitudes, and policies. Now, a person with disabilities is still considered incompetent due to a lack of understanding and knowledge about a person with disabilities in Mongolia. The purpose of this quantitative study is to examine the factors influencing equal employment opportunities for people with disabilities. The concept addresses issues such as social attitude, discrimination, and environment accessibility, education level of person with disability, justice leadership, and self-determination skill. Using a sample of 203 people who have disabilities in Mongolia, the data were analyzed using the SPSS 20.0 statistical package. The key issue related to promoting fair selection, adjusting the skills and health status of workers with disabilities, are providing employee communication and equal employment opportunities. It is hoped this study will contribute to positive change in jobs and attitudes in Mongolian society, which can lead to inclusive societies where people with disabilities can exercise their right to work. Disability should not be an obstacle to success.

Keywords: Disability, Equal employment opportunity, Social Attitude, Self-determination, Discrimination, Accessibility

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CHAPTER ONE

INTRODUCTION

In chapter one, research background and motivations, research objectives, subject and research scope, the procedure and research structures are represented.

1.1 Research Background

The employability of persons with disabilities remains a challenge in Mongolia. Disabled people are also labor resources.

Countries around the world have begun collecting data on disability since 1800, and the number of countries in which this kind of information has been collected over the last 60 years has been increasing. Countries such as the United States, Japan, India, and Portugal have historically studied the question of disability in their population census during the 19th century. At present, 198 countries are producing disability data for over 700 census and household-based sample surveys. Leaders and managers should be concerned in the empowerment and transformational change of persons with disabilities (Kensbock & Boehm, 2016; Shogren & Shaw, 2016). Organizational leaders and company managers are responsible for making a climate of inclusion for persons with disabilities to alleviate their impairments and to promote their employability skills (Theodorakopoulos & Budhwar, 2015). The United Nations (2017a, 2017b) claimed that disabled people are expected to enjoy their fundamental rights to work, equally as others.

According to World Health Organization (2011), disabilities are part of human condition. Disabilities are complicated, dynamic, multidimensional, and opposed. Quoting from (Eko Riyadi et al., 2012), a person with disabilities is a complex social group; some person with disabilities has physical disabilities, mental disabilities, or both mental and physical disabilities. The term of a

person with disabilities are very diverse, Ministry of Social Affairs address the person with disabilities as a disabled person, Ministry of National Education address a person with special needs, Ministry of National Health address as people with disabilities. The International Classification of Functioning (2011) classifies the problem that occurs in 3 related areas:

- Impairment, like a problem at body functionality/body structure such as paralysis and blindness.
- Activity limitations, as difficulty in doing an activity such as difficulty in walking or eating.
- Participation restrictions, as a problem in social areas such as discrimination in employment or transportation.

Quoted from Argyo Demartoto (2005), classifying a person with disabilities based on the type of disabilities or disabled as below:

- Physical disability is a disability that caused impaired body function. This type of disability consists of impaired body movement, vision, hearing, and speaking ability.
- Mental disability, are mentally impaired and behavior either by default or due to a specific illness. This type of disability is mental retardation, psychiatric disorder, alcoholism, also organic mental disorder, and epilepsy.
- Physical and mental disability is a condition where a person has both disabilities.

The World Health Organization proposes the subsequent definition of disabilities: - "Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. Associate in nursing impairment is a

problem in body function or structure; Associate in nursing activity limitation is an issue encountered by a person in execution a task or action; whereas a participation restriction is a problem experienced by a person in involvement in life things. Disability is therefore not simply a health problem. It's a complex phenomenon, reflecting the interaction between features of a person's body and options of the society within which he or she lives."

The 159th "Vocational Rehabilitation and Employment (Disabled Persons) Convention" of the International Labor Organization stipulates the common grounds for persons with disabilities to be provided with equal opportunities to find and retain jobs and advance in career and that the jobs that disabled persons do must be in compliance with their preferences and the potential or skills of individuals.

In addition to this, the Convention has provided the member countries with recommendations to implement following interventions such as involving persons with disabilities in professional rehabilitation and for ensuring their open participation in the labor market, creating an infrastructure for employment and professional rehabilitation, reducing working hours for persons with disabilities, exempting special needs equipment and devices from taxes and duties; delivery of information and maximizing local predication for supporting persons with disabilities and training pre-service and in-service teachers.

The UN Convention on The Right of Persons in Disabilities (UNCRPD) stated that disability could be a developmental conception that resulted from social interaction with impairment and attitudes and constraints in an environment that prevents them to fully and effectively participate in society regarding equality with others. The impact of prevention and constraint caused

families, government, and many non-disabilities people to become responsible for aiding the person with disabilities to keep on living.

Equality in an employment opportunity or normally better known Equal Employment opportunity (EEO) is still not entirely applicable to a person with disabilities. World Report on disability record 15.3 percent of the global population is that the person with disabilities in 2015.

1.1.1 The employment situation of disability in Mongolia

Despite a considerable effort that the government of Mongolia has placed in social protection and taken relevant measures, the number of persons with disabilities that occupy certain percent of the population in need of social welfare and protection has not decreased substantially.

As of 2016, the number of insured citizens who have applied for determining the degree of disability or loss of employment capacity is 112,023, which takes 3.6 % of the total population. Out of this, mental impairment, neurological disorder, household accident, blood circulation system diseases, vision impairments are the leading causes of loss of working abilities and became a cause of loss of employment capacity of 60% of the total persons with disabilities.

According to statistics released by 2017, 107.0 thousand people with disabilities in Mongolia (3.3 percent of the total population) have 55.8 thousand men (3.7 percent for males) and 45.2 thousand for women (2.9% for females). 42.7 percent of people with disabilities are congenital and 57.3 percent are persons with disabilities. It shows that there is a high incidence of acquired disability in the population.

In Ulaanbaatar, there are 33.7 thousand people with disabilities in Ulaanbaatar (2.4 percent of the total population of Ulaanbaatar), of which 17.8

thousand are male (2.7 percent of the total population of Ulaanbaatar) and 15.9 thousand are female (2.2 percent of women in Ulaanbaatar).

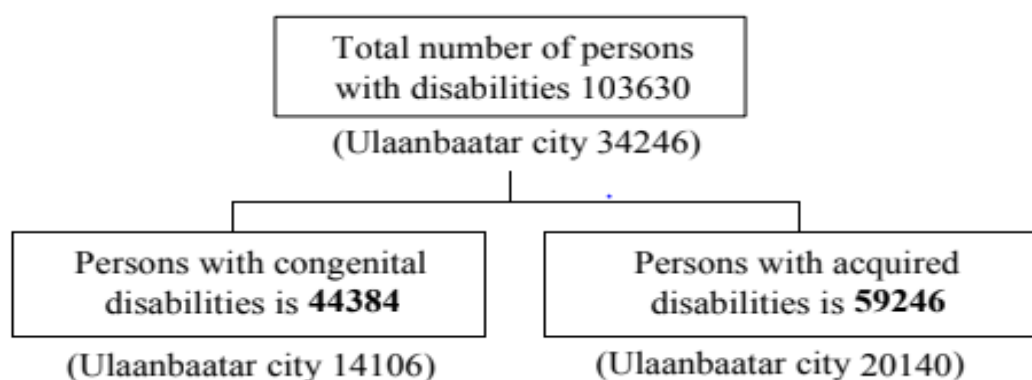


Figure 1.1 Total number of person with disabilities

Source: Mongolian Statistical information 2017

Poverty rates are also considerably higher for individuals with disabilities on a world-wide basis (WHO, 2011). The evidence is based on hunger indicators, traditional poverty indicators (income, household expenditures, and asset ownership) and multidimensional poverty, that is, the experience of multiple deprivations by the same households or individuals. Regarding the traditional poverty indicators, data from 2011–2016 for six countries and areas, showed that a higher percentage of persons with disabilities was living under the national poverty line in some countries, the difference reached 22 percentage points (Figure 1.2).

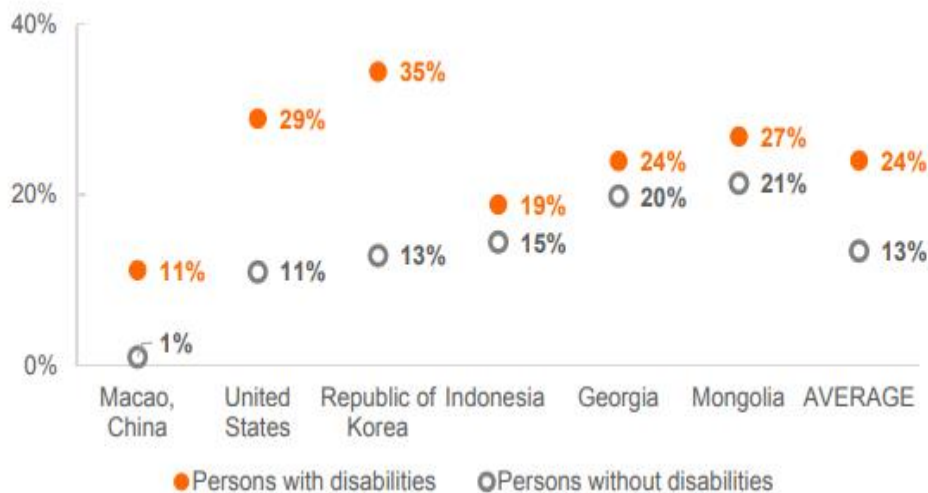


Figure 1.2 Percentage of persons living under the national poverty line, by disability status, in 6 countries, in 2011-2016.

Source: ESCAP and Brucker et al (2014).

Measures implemented activities that the government of Mongolia implemented since the ratification of the United Nations Convention on Persons with Disabilities:

- The government of Mongolia delivered its first report to the Human Rights Committee of the United Nations in December 2012.
- The government of Mongolia approved and enforced the Action plan for the implementation of the UN Convention on Persons with Disabilities from 2013 through 2016.
- The government of Mongolia arranged a discussion of the Report at the UN Human Rights Commission in April 2005.
- The Second and the Third reports on the enforcement of the UN Convention for Persons with Disabilities delivered to the UN Human Rights Commission in 2019.

1.1.2 Legalization of Mongolia

Mongolia has been committed to its obligations under international law and has been taking a number of steps towards ensuring the human rights of persons with disabilities, promoting their participation, and improving social protection through enhancing the legislative environment and increasing accessibility of public services to persons with disabilities.

The Law on the Rights of Persons with Disabilities (2016) adopted a progressive definition of disability, however in Mongolian society, the practical understanding of disability is continuing to be hampered by stereotypes and stigma. The Law of Mongolia on Human Rights of Persons with Disabilities was enacted in 2016 by the State Great Khural of Mongolia to ensure the rights of persons with disabilities to education, health, employment, socio-psychological services.

Acceptance of rights of persons with disabilities to live on an equal basis with others, promoting their full participation in social life, ensuring that persons with disabilities participate in cultural, sports activities on an equal basis and increasing accessibility of cultural work to persons with disabilities are the other priority areas of the Law.

The 2016 Law on the Rights of Persons with Disabilities introduced articles to create a barrier-free environment. To assess the current situation, the PWD Living Conditions Survey (PWDLCS) reviewed legislation and policies relating to access to the physical environment, transport, and information, and also consulted with disabled people's organizations (DPOs), government representatives, PWD, and parents of children with disabilities (CWD).

Legislation regarding the physical environment, transport, information, and assistive devices for PWD includes

- The Law on Urban Planning (2008), which contains a provision for accessible infrastructure;
- The Law on Construction (2008), which contains a provision that addresses the needs of PWD in the design and construction of buildings;
- Some building standards on accessibility;
- The Law on Auto Transportation (1999),⁴³ which requires that 10% of public transport vehicles shall be accessible for PWD; and
- The Law on Social Welfare (2012) and the Law on Social Insurance (1994), which have provisions regarding reimbursement for assistive devices and equipment.

However, legislative implementation is not systematic, and enforcement is weak.

1.2 Research Objectives

The general objective of the study is to examine the factors influencing equal employment opportunities for people with disabilities in Ulaanbaatar, Mongolia. The main objectives are:

- How to increase the social participation of people with disabilities?
- How to changing discrimination and social attitude?
- How to expand the understanding and information about people with disabilities?
- Identify new areas for further research.

1.2.1 Research questions

This study sought to analyze the following research questions in order to achieve the objectives of the study.

- (a) What factors determine equal employment opportunities for people with disabilities?
- (b) What is the level of equal employment opportunities for people with disabilities in Mongolia?
- (c) What is the employment motivation of people with disabilities?

1.3 Subject and Research Scope

The majority of the population lives in the Mongolian capital city; it's named by Ulaanbaatar. Therefore, there will be a survey involving unemployed and employed disabled people living in Ulaanbaatar.

Table 1.1. The scope of this study

Items	Scope of The Study
Types of the research	The study conducts literature reviews to build up the research hypotheses and framework. Collecting data by using questionnaires to test hypotheses and figure out the results and conclusions
Key Issue	Key findings related to promoting fair selection, adjusting the skills and health status of workers with disabilities, environment accessibility, discrimination, social attitude, and equal employment opportunity.
Independent Variables	Environment accessibility, Discrimination, Justice leadership, Social attitude, Education level of person with disabilities, Self-determination skill
Dependent Variable	Equal Employment Opportunities for Persons with a Disability
Research Study Location	Ulaanbaatar City, Mongolia
Analyzed Unit	Individual Persons with a disability
Research Method	Using SPSS version 20 to run and analyze the data.

Source: Original Study

1.4 The Procedure and Research Structure

The research will be divided into five chapters which based on the different characters and are mentioned below:

Chapter I: Introduction

The chapter includes a general understanding of main idea, objectives and problems of this research. The content starts the research background and motivation as well as it continues until research scopes and objectives. The last section of this chapter presents the procedure and research structure.

Chapter II: Literature reviews

This chapter is the same as previous chapter one however it gives a detailed understanding of theoretical background related to a topic. Every subsection of chapter 2 explained about disability, equal employment opportunity, environment accessibility, discrimination, transformational leadership, social attitude and self-determination skill.

Chapter III: Research methodology

This part based on previous chapter or literature reviews and introduces a theoretical framework, hypothesis, analyzing methods, questionnaire design to implement the study objectives.

Chapter IV: Data analysis

The chapter includes data analyzing procedures based on collected quantitative data by survey and each produced results was attached.

Chapter V: Conclusions

The last chapter presents the conclusion of the study. The results of this study is summarized in the first section. Academic contributions and managerial implications are then presented. Research limitation is presented in the last section as a reference for future scholars. The whole structures of research are recapitulated in Figure 1 below:

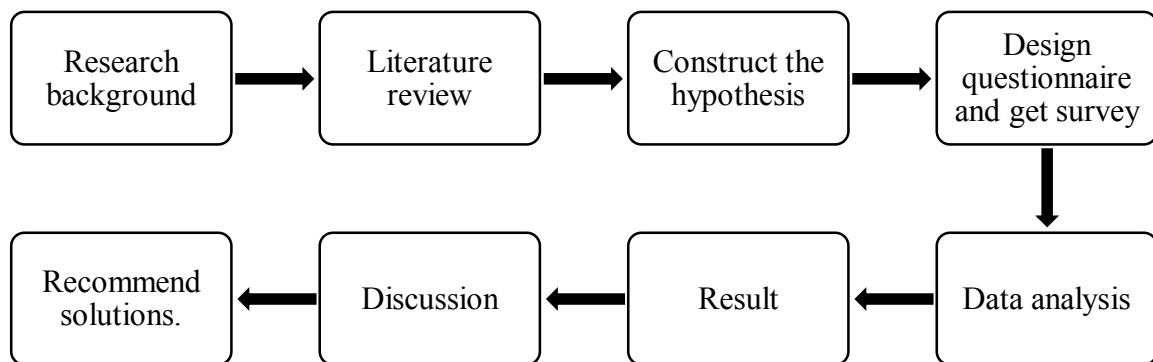


Figure 1.3 Research Process

Source: Original Study

CHAPTER TWO

LITERATURE REVIEW

2.1 Definitions of Research Constructs

The structural definitions for the study are listed below.

Disability: Activity limitations and participation restrictions of an individual with physical, sensory, intellectual, learning, or other impairments, due to environmental and personal factors that hinder his or her contribution in the community life at an equal basis with others (Hashim & Wok, 2014; Sing, 2012; World Health Organization, 2011). Disability mainstreaming is the way of incorporating disability-related strategies within the mainstream, policies to address obstacles to disabled people's rights, and inclusion in society (United Nations Relief and Works Agency, 2013).

Equal employment opportunity: It is done by the government to make sure that all individual has the same opportunity for employment without differentiation in the race, age, sex, religion or ethnic group (Wilson, 2012). EEO first sparked by US government in form of 14th Amendment (ratified on 1868) that declare it is illegal for any states to establish or enforce any law that would limit privileges of US citizens and in common, courts would see this law to prevent discriminations based on sex, origin, nationality or race (Dessler, 2003).

Employability: The process, policy, or circumstances that facilitate access to employment, including better health conditions, equal chances, and wellbeing in the workplace, increased retention, accountability, and skills development (Rule, 2013). It included employability skills, the meaning is Personal competencies, knowledge, and attributes enabling a person to reach career success in all kinds and levels of work (Andrews & Russell, 2012; Ju, Zhang, & Pacha, 2014, p. 204).

Accessibility: It consists of ensuring persons with disabilities' access to the physical environment, to transportation, to communication technology, and information (Christoffel Blinden Mission, 2018). Accessibility and communication barriers, health issues, and family rejection are challenges that are exacerbated by cultural and poverty pressures (Christoffel Blinden Mission, 2016a; Khan et al., 2015; Kleynhans & Kotze, 2014; Owen et al., 2015)

Discrimination: All type of diversification, exclusion, or preference made based on race, skin color, sex, religion, political views, national extraction or origin, which impacted in abolishing or preventing equal opportunity or treatment in employment or position.

Self-determination: Ability to act freely and autonomously to identify and achieve goals according to a person's choice, competences, and interests independently from outer influences and based on self-realization, awareness of an individual's strengths, and support needs (Al-Zboon & Smadi, 2015; Gragoudas, 2014; Shogren & Shaw, 2016). Full participation of a person in all aspects of life, including access to social and economic services, the recovery of status, and the limited effects of disability (Davey & Gordon, 2017).

Social justice leadership: A leadership based on the alteration of inequitable policies and procedures affecting marginalized groups through advocacy engagement toward sustaining human rights and fairness in personal, social, and developmental aspects (DeMatthews & Mawhinney, 2014). And **transformational leadership:** An interaction-oriented leadership theory grounded on leaders' transformational influence on followers that yields trust and loyalty, motivation, and commitment (Mwambazambi & Banza, 2014; Tyssen, Wald, & Spieth, 2013).

2.2 Disabled Employees

The 159th “Vocational Rehabilitation and Employment (Disabled Persons) Convention” of the International Labor Organization stipulates the common grounds for persons with disabilities to be provided with equal opportunities to find and retain jobs and advance in career and that the jobs that disabled persons do must be in compliance with their preferences and the potential or skills of individuals.

In addition to this, the Convention has provided the member countries with recommendations to implement following interventions such as involving persons with disabilities in professional rehabilitation and for ensuring their open participation in labor market, creating infrastructure for employment and professional rehabilitation, reducing working hours for persons with disabilities, Exempting special needs equipment and devices from taxes and duties; delivery of information and maximizing local predication for supporting persons with disabilities and training pre-service and in-service teachers.

Many workplaces hardly accept any form of deviating behavior especially related to performance. Therefore, illness-related participation disorders are specifically relevant in the domain of work (Muschalla, Markova, & Linden, 2010).

According to Domzal (2008) most of the worldwide person with disabilities employee as entrepreneurs, stock farmers, factory workers, teachers, drivers, store clerk, artist and computer technician. A person with disabilities can do almost all occupation along with a supportive environment; a person with disabilities can be productive workers. In Houtenville studies, Andrew, David, Robert, and Richard (2009) working level for a person with disabilities seems to decrease in the 21st century.

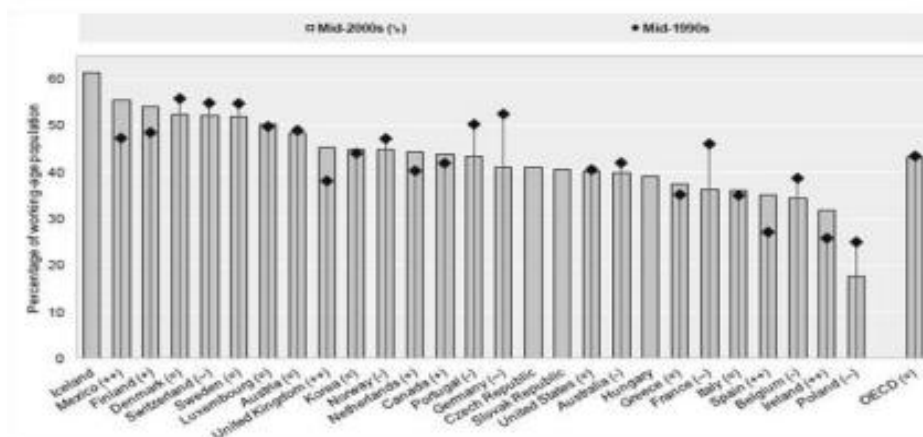


Figure 2.1 Employment Rate for Disabilities

Source: Houtenville et al. 2009

2.3 Factors influencing on Equal Employment Opportunities

2.3.1 Environment Accessibility

We are all physically disabled at some time in our lives. A child, a person with a broken leg, a parent with a pram, an elderly person, etc. are all disabled in one way or another. Those who remain healthy and able-bodied all their lives are few. As far as the built-up environment is concerned, it is important that it should be barrier-free and adapted to fulfill the needs of all people equally. As a matter of fact, the needs of the disabled coincide with the needs of the majority, and all people are at ease with them. As such, planning for the majority implies planning for people with varying abilities and disabilities. Accessibility in the sense considered here refers to the design of products, devices, services, or environments so as to be usable by people with disabilities Henry, Shawn Lawton; Abou-Zahra, Shadi; Brewer, Judy (2014).

The social aim of this study is to integrate disabled people into society in order for them to take an active part in society and lead a normal life. To be active, a disabled person should be able to commute between home, work and

other destinations. The technical aim of the study is to provide barrier-free environment accessibility for the independence, convenience, and safety of all people with disabilities. The target group is composed of five major categories:

- (a) Wheelchair user;
- (b) People with limited walking abilities;
- (c) The sightless;
- (d) The partially sighted; and
- (e) The hearing impaired.

Other categories that may benefit to some extent from the proposed measures include the mentally disabled, people susceptible to physical fits, people with extreme physical proportions, and people with functional disabilities of the arm or hand. As for the composition and size of the target group, no dependable statistics currently exist to define the extent of disability in Lebanese society. However, taking into consideration the duration of the war, one can deduce that the disabled form a significant percentage of the population. A good database on disability in Lebanon is essential for any future development in this field.

In Mongolia, three basic standards on disability accessibility are available. Key informants report that there are contradictions across the legislation and standards. For example, Accessibility Standard MNS6055:2009 states that door thresholds should not be higher than 2.5 centimeters (cm), but Fire Safety Standards require thresholds to be no lower than 4 cm. DPOs actively monitor and campaign for accessibility issues. Accessibility evaluations conducted in 2014 and 2015 by the Wheelchair Users' Association of Mongolia, together with the National Human Rights Council and WHO on public service organizations, found that less than one-third of facilities are satisfactorily accessible and 2% were completely inaccessible in Ulaanbaatar.

The Ministry of Roads and Transportation reports that 3% of public transport operating in Ulaanbaatar is accessible, well below the 10% prescribed in the Law on Auto Transportation.

2.3.2 Social attitude

Literature about disability identity is limited. Scholars have associated disabilities with exclusive status and have isolated it from identity (Peña et al., 2016). From increased knowledge in the field of disability, critical conceptions of disability identity emerged. Scholars agreed that the concept of disability identity is a complex dynamic featuring social structures and attitudes, persons with disabilities' experiences of impairment, as well as their ways of mirroring themselves and of interacting with others (Forber-Pratt, Lyew, Mueller, & Sample, 2017; Santuzzi & Waltz, 2016).

Prior to the twentieth century, social attitudes reflected the view that persons with disabilities were unhealthy, defective, and deviant. For centuries, society as a whole treated these people as objects of fear and pity. The prevailing attitude was that such individuals were incapable of participating in or contributing to society and that they must rely on welfare or charitable organizations.

2.3.3 Justice Leadership

Social justice aligns with the social-constructionist perspective of disability and could be used to explore the occurrence of oppression and human rights issues (Rule, 2013). According to De Matthews and Mawhinney (2014), a social justice leader is action-oriented and draws from the leader's communication and learning skills, emotional awareness, and ability to make decision and sustain relationships. When entering the workplace, individuals with disabilities are usually employed with the minimum salary, and they are hardly promoted if compared to individuals without disabilities (Luria, Kalish,

& Weinstein, 2014). Social justice leaders may provide the answer to disabled employees' discriminatory treatments. Implementing social justice leadership, however, requires lobbying and advocacy, particularly from disabled people groups.

2.3.4 Discrimination

ILO Convention No. 111 summarizes all form of discrimination. Discrimination that occurs worldwide in employment can happen directly or indirectly. Direct discrimination occurs when someone is unfairly treated, due to various reasons, and acquire disadvantage due to unfair treatment. Discrimination is all type of diversification, exclusion, or preference made based on race, skin color, sex, religion, political views, national extraction or origin, that impacted in abolishing or preventing equal opportunity or treatment in employment or position.

ILO declares that discrimination happens when there is no equality, and equality will happen when there is no discrimination. Fair opportunity in in developing their potential as much as possible and allocating time and energy to obtain the highest recognition. Fair treatment in work aims to make sure society performance is given according to their productivity and merit. This is related to employment and working condition, such as the right for wage and safety.

Inequality and discrimination in employment remain, however, a hindrance to the inclusion of persons with disabilities in societal and community life (Nyombi & Kibandama, 2014). Persons with disabilities are still marginalized from mainstream services and economic activities, essentially because of societal attitudes, discrimination and stereotypes, family rejection, health issues, accessibility, and communication barriers (Christoffel Blinden Mission, 2016a; Kleynhans & Kotze, 2014; Khan, Amatya, Mannan,

Burkle, & Galea, 2015; Lorenzo & Van Rensburg, 2016; Owen et al., 2015). Synergized efforts should be on translating global engagements into concrete actions at the country level.

2.3.5 Education Level of Person with Disabilities

According to the data from the World Health Organization (WHO), 650 million people – i.e. approximately 10 percent of the world’s population – live with a disability, so they should be considered as the world’s largest minority. The WHO highlighted that this number may increase through population growth, medical advances, and the aging process. Eighty percent of persons with disabilities live in developing countries (United Nations, 2006; United Nations, 2015; Mitra, Posarac, and Vick, 2011). Disability rates are higher in groups of lower educated people, according to OECD data, on average 19 percent of less-educated people have disabilities, compared to 11 percent among the better educated (OECD, 2010; WHO, 2011)

Several studies have shown that education improves the opportunities of getting a job (e.g., Boman & Nilsson, 1998; Göransson, 2002; Lindqvist, 2007; Sjö Dahl Holmlid, 1996; Statistics Sweden, 2005b, 2009). These studies also show that, on average, people with disabilities have a lower education level compared with the general population and that students with disabilities face more obstacles than do students without disabilities.

2.3.6 Self-Determination Skill

Disability identity is viewed as facilitating disabled people with self-determination and inclusion in society (Dunn & Burcaw, 2013; Santuzzi & Waltz, 2016; Sharma & Dunay, 2016). Scholars have also focused on empowerment as a means to improve individuals’ self-esteem and self-determination (Al-Zboon & Smadi, 2015, Niesz, Koch, & Rumrill, 2008; Rule,

2013). Self-determination requires autonomy and independence of living that could be reached through employment and extended social network, as well as inclusion in the community (Shogren & Shaw, 2016). Empowered individuals with disabilities can reach their self-determination and enhance their employability skills, thus enabling greater quality of life outcomes.

Scholars have stressed factors conducive to persons with disabilities' employability, such as the participation in decision making, leadership programs, enabling workplace environments, self-help groups, rehabilitation community centers, sustained public funding, and grants (Koza, 2015; Lorenzo & Van Rensburg, 2016; Rule, 2013; Sing, 2012). Owen et al. (2015) identified a correlation between self-determination, social participation, wellbeing, and employability of persons with disabilities. Kirsh et al. (2009) focused on facilitating people with disabilities' work integration and occupational fit.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Model

Based on the above research hypotheses development, this study develops a research framework as shown in Figure 3.1. Using the SPSS Statistic 20.0 program that is use in statistical analysis, analyze the results.

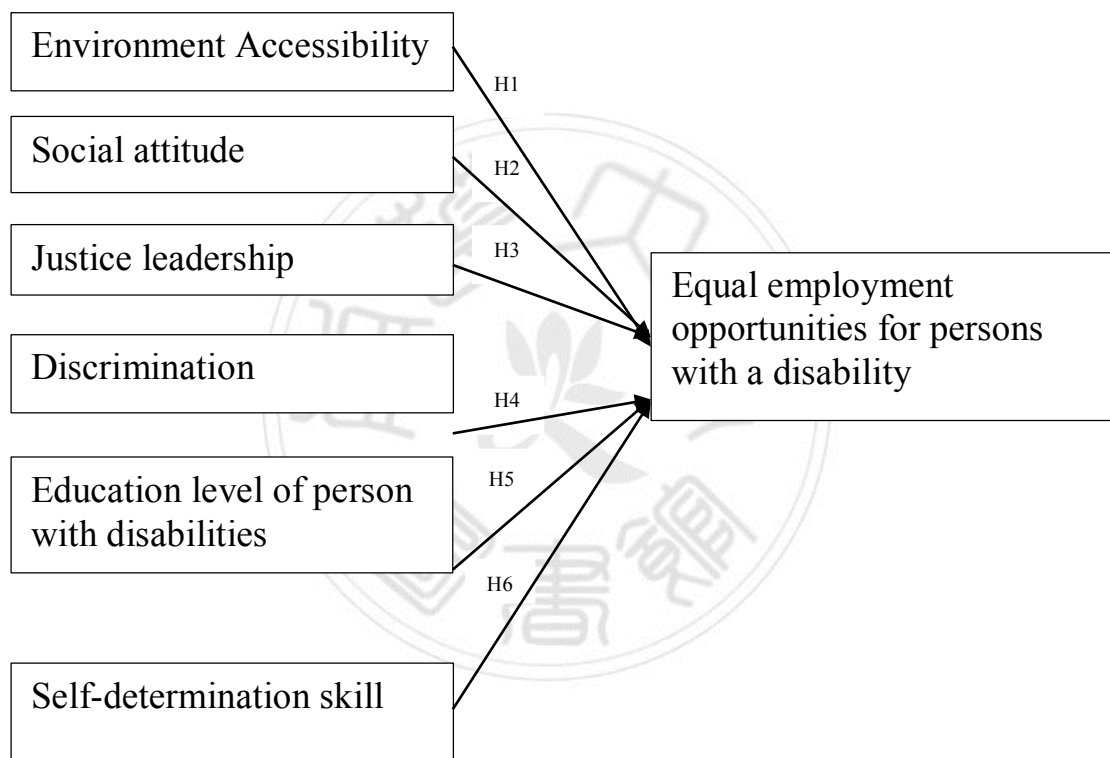


Figure 3.1 Research Model

Source: Original Study

3.2 Hypothesis development

- H1: Environment accessibility has a significantly positive influence on equal employment opportunities for person with disability. Accessibility in the sense considered here refers to the design of products, devices, services, or environments so as to be usable by people with disabilities Henry, Shawn Lawton; Abou-Zahra, Shadi; Brewer, Judy (2014).
- H2: Social attitude has a significantly positive influence on equal employment opportunities for person with disability. Several factors influence the exclusion of persons with disabilities from mainstream services and economic activities. Scholars cite societal attitudes, discrimination, and stereotypes as factors that contribute to the exclusion of persons with disabilities (Christoffel Blinden Mission, 2016a; Khan et al., 2015; Kleynhans & Kotze, 2014; Owen et al., 2015).
- H3: Justice Leadership has a significantly positive influence on equal employment opportunities for person with disability. A leadership based on the alteration of inequitable policies and procedures affecting marginalized groups through advocacy engagement toward sustaining human rights and fairness in personal, social, and developmental aspects (DeMatthews & Mawhinney, 2014).
- H4: Discrimination has a significantly positive influence on equal employment opportunities for person with disability. Two critical issues strongly relate in employment, one of it relates to Equal Employment Opportunity (EEO) and Labor Discrimination. Disability is still one of the characteristics distinguishing persons and groups from each other, exposing them simultaneously to social, economic and political exclusion and discrimination (Klimczuk, 2013).

- H5: Education level of person with disability has a significantly positive influence on equal employment opportunities for person with disability. Several studies have shown that education improves the opportunities of getting a job (e.g., Boman&Nilsson, 1998; Göransson, 2002; Lindqvist, 2007; Sjö Dahl Holmlid, 1996; Statistics Sweden, 2009). These studies also show that, on average, people with disabilities have a lower education level compared with the general population and that students with disabilities face more obstacles than do students without disabilities.
- H6: Self-determination skill has a significantly positive influence on equal employment opportunities for person with disability. Ability to act freely and autonomously to identify and achieve goals according to a person's choice, competences, and interests independently from outer influences and based on self-realization, awareness of an individual's strengths, and support needs (Al-Zboon & Smadi, 2015; Gragoudas, 2014; Shogren & Shaw, 2016).

3.3 Measurement

This research questionnaire based on the model disability survey of World health organization sample. As a research, I examined 203 Mongolian people with disability. To collect this research questionnaire's designed on Google survey forms which has two sections and overall 33 questions.

According to the theoretical framework, in first section has 10 background questions, second section has 23 questions which grounded by six general factors such as environment accessibility, social attitude, justice leadership, discrimination, educational level of person with disabilities, and self-determination skill.

1. Environment accessibility

1	Environment accessibility affects equal employment opportunities for persons with a disability.
2	Environment accessibility is part of social impact on equal employment opportunities?
3	The environment accessibility is very good in Ulaanbaatar city.

2. Social attitude

1	Do you find it difficult to participate in community activities, such as festivals, religious, and other activities?
2	Is living with dignity a problem for you because of the attitudes and actions of others?
3	Do you have problems getting involved in society because of the attitudes of people around you?

3. Justice leadership

1	Is justice leadership a part of an employer's impact on equal employment opportunities for persons with a disability?
2	Is justice leadership a factor affecting on equal employment opportunities for people with disabilities?
3	Justice leadership is fully implemented in our country.

4. Discrimination

1	Discrimination affects equal employment opportunities for disabled.
2	Discrimination is part of social impacts on Equal employment opportunities.

3	There is no attitude to discriminate against people with disabilities in Ulaanbaatar city.
---	--

5. Education level of person with disabilities

1	The level of education of people with disabilities is one of the most important factors in employment.
2	The level of education of people with disabilities is related to individual participation.
3	Everyone has the same right to education as a person with a disability.

6. Self-determination skill

1	Self-determination skill affects equal employment opportunities for people with a disability.
2	Does your workplace make it easy for you to work?
3	Do you feel that some people treat you unfairly?
4	Do you have problems getting involved in society because of the attitudes of people around you? /

7. Equal employment opportunities for

1	Equal employment opportunities for people with disabilities are fully provided in our country.
2	When you have an equal opportunity to work, are you ready to express your abilities?
3	Every citizen has the right to equal opportunities in employment relations.

3.4. Methods and Data Analysis

The data were analyzed using the IBM SPSS 20.0 statistical package. To chronicle the motivation behind the research and test the speculations, SPSS 20.0 was utilized to break down the gathered pieces of information. This study has conducted the following data analysis:

3.4.1 Descriptive Statistical Analysis

First, in order to better understand the characteristics of each variable, descriptive statistical analysis was used to illustrate the mean and standard deviation of each research variable. Respondents' information was also demonstrated in term of means and frequency using descriptive statistic techniques. Descriptive statistical analyses were presented in terms of means, standard deviation, frequency, percentage, etc.

3.4.2 Factor analysis

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. For example, it is possible that variations in six observed variables mainly reflect the variations in two unobserved (underlying) variables. Factor analysis searches for such joint variations in response to unobserved latent variables. The observed variables are modelled as linear combinations of the potential factors, plus "error" terms. Factor analysis aims to find independent latent variables. (Child. D, 2006)

Acceptance is greater than 0.5 if the factor loading is acceptable and the value of the KMO exceeds 0.6. From the factor analysis, the KMO value is greater than 0.6, and the quantity of Factor loading for each quantity is above 0.5, indicating that the analysis is significant and acceptable.

3.4.3 Regression analysis (hypothesis test)

Regression analysis is a set of statistical processes to estimate the correlation between variables. It involves various methods of modeling and analyzing variables when it relates to dependent variables. In particular, the regression analysis helps you to understand how the relative value of a dependent variable (or “variable indicator”) changes to one of the independent variables.

3.4.4 Correlation analysis

Correlation analysis is a method of statistical evaluation used to study the strength of a relationship between two, numerically measured, continuous variables (e.g. height and weight). This particular type of analysis is useful when a researcher wants to establish if there are possible connections between variables. It is often misunderstood that correlation analysis determines cause and effect; however, this is not the case because other variables that are not present in the research may have impacted on the results.

CHAPTER FOUR

ANALYSIS AND RESULTS

4.1 Data analysis and results

4.1.1 Descriptive Statistical Analysis

Table 4.1 shows demographic information of respondents, including disabled person, condition/disability, gender, status, age, education, occupation, reason (not work), reason (to work) and looking for work. In the survey, 91.1% of them are disabled person and 30.0% of total respondents are people who have physical impairment. Also, 51.7% of them are female and 47.8% of total respondents are people who have 21-30 ages. Further, 59.6% of total respondents are not married, 33.5% of the respondents are no school or never completed any grade and 64.0% of the respondents are not working. However, 62.6% of total respondents are looking for work. Finally, 32.5% of the total respondents are not currently working that reason is a health condition/disability and 32.5% of the total respondents are wanting to work that reason is help to my family.

Table 4.1 Characteristics of respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	98	48.3
	Female	105	51.7
Are you a disabled person?	Yes	185	91.1
	No	18	8.9
Marital status	Married	82	40.4
	Single	121	59.6
Age	Less than 20	24	11.8
	21-30	97	47.8

	31-40	57	28.1
	41-50	20	9.9
	More than 51	5	2.5
Education	No school or never completed any grade	68	33.5
	Elementary school	24	11.8
	Secondary school	24	11.8
	High school	22	10.8
	University	41	20.2
	Vocational	24	11.8
What is describes the type of impairment (condition/disability) you have?	Physical	61	30.0
	Hearing	29	14.3
	Learning difficulty	18	8.9
	Mental/emotional health	35	17.2
	Speech	27	13.3
	Visual	33	16.3
	Other	0	0.0
What is the main reason you are not currently working?	A health condition or disability	66	32.5
	Could not find suitable work	40	19.7
	Still engaged in training	25	12.3
	Personal family responsibilities	17	8.4
	Do not know how or where to seek work	54	26.6
Occupation	Not working	130	64.0
	Working	12	5.9
	High school	33	16.3
	Self-employer	23	11.3

	Retired because of the health condition	5	2.5
	Retired due to age	0	0.0
Are you currently actively looking for work?	Yes	127	62.6
	No	76	37.4
What is the main reason you would like to work at present?	Need the income	50	24.6
	Want to/need to be active	40	19.7
	Help my family	66	32.5
	Other	47	23.2

Source: Original Study

4.1.2 Measurement Results for Relevant Research Variables

This section shows the descriptive statistics of questionnaire variables including of Environment accessibility; Social Attitude; Justice Leadership; Discrimination; Education Level of Person with Disabilities; Self-Determination; Equal Employment Opportunities of 23 items.

Table 4.2 Descriptive analysis of questionnaire items

Factor	Research	Item	M	SD
EA	EA1	Environment accessibility affects equal employment opportunities for persons with a disability.	3.82	1.535
	EA2	Environment accessibility is part of social impact on equal employment opportunities	3.82	1.490
	EA3	The environment accessibility is very good in Ulaanbaatar city	2.34	1.129

SA	SA1	Do you find it difficult to participate in community activities, such as festivals, religious, and other activities.	3.67	1.439
	SA2	Do you have problems getting involved in society because of the attitudes of people around you	3.62	1.449
	SA3	Is living with dignity a problem for you because of the attitudes and actions of others	3.87	1.498
JL	JL1	Is justice leadership a part of an employer's impact on equal employment opportunities for persons with a disability.	3.65	1.483
	JL2	Is justice leadership a factor affecting on equal employment opportunities for people with disabilities	3.70	1.494
	JL3	Justice leadership is fully implemented in our country	2.35	1.231
	JL4	Is the implementation of justice leadership necessary	3.81	1.433
D	D1	Discrimination affects equal employment opportunities for disabled.	3.70	1.480
	D2	Discrimination is part of social impacts on Equal employment opportunities	3.77	1.424
	D3	There is no attitude to discriminate against people with disabilities in Ulaanbaatar city	2.23	1.274
ELDP	ELPD1	The level of education of people with disabilities is one of the most important factors in employment.	3.76	1.450
	ELPD2	The level of education of people with disabilities is related to individual participation.	3.87	1.401
	ELPD3	Everyone has the same right to education as a person with a disability	2.74	1.392
SDS	SDS1	Self-determination skill affects equal employment opportunities for people with a disability.	3.86	1.362
	SDS2	Does your workplace make it easy for you to work?	3.15	1.408
	SDS3	Do you feel that some people treat you unfairly	3.78	1.447
	SDS4	Do you have problems getting involved in society because of the attitudes of people around you	3.93	1.437

EEO	EEO1	Equal employment opportunities for people with disabilities are fully provided in our country.	3.70	1.494
	EEO2	When you have an equal opportunity to work, are you ready to express your abilities?	3.87	1.401
	EEO3	Every citizen has the right to equal opportunities in employment relations.	3.70	1.480

Note: EA= Environment accessibility; SA= Social Attitude; JL= Justice Leadership; D= Discrimination; ELPD= Education Level of Person with Disabilities; SDS= Self-Determination Skill; EEO= Equal Employment Opportunities; M= mean; SD= standard deviation

Source: Original Study

4.2 Factor Analysis and Reliability Tests

To verify the dimensionality and reliability of constructs of this study, factor analysis, Cronbach's α analysis, and correlation analysis were conducted in this study. Here, Bartlett's test of sphericity and KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) are used to assess the adequacy of their correlation matrices for factor analysis. The Bartlett test forms something of a bottom-line test for large samples but is less reliable for small samples. Very small values of significance (below 0.05) indicate a high probability that there are significant relationships between the variables, whereas higher values (0.1 or above) indicate the data is inappropriate for factor analysis.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy provides an index (between 0 and 1) of the proportion of variance among the variables. KMO near 1.0 supports a factor analysis and that anything less than 0.5 is probably not amenable to useful factor analysis.

Table 4.3 Results of Factor Analysis and Reliability

Research Items	Bartlett's Test of Sphericity	KMO	Cronbach's Alpha (α)
Environment accessibility.	576.720	.550	.798
Social Attitude	734.848	.740	.962

Justice Leadership	635.339	.792	.868
Discrimination	362.566	.553	.777
Education level of person with disabilities.	282.379	.540	.771
Self-Determination Skill	867.600	.838	.934
Equal employment opportunities	436.136	.740	.914

Source: Original Study

Environment accessibility

Five items are selected to measure Environment accessibility. Also, with similar procedures as described in the previous section, factor analysis was undertaken to identify a set of underlying dimensions of the construct.

The result is shown in Table 4.3, Bartlett's Test of Sphericity is 576.720, and the significance is .000 (below .05). Besides, KMO is .505 (higher than .50). That shows the data is appropriate for factor analysis. The entire three items, the cumulative explained variance of 72.85% (over than 50%), Cronbach's α is .798, have been taken into account for further analysis.

Social Attitude

Four items are selected to measure social attitude. According to the Table 4.3, Bartlett's Test of Sphericity is 317.859, and the significance is .000 (below .05). Besides, KMO is .736 (higher than .50). That shows the data is appropriate for factor analysis. The entire three items, the cumulative explained variance of 74.21% (over than 50%), Cronbach's α is .784, have been taken into account for further analysis.

Justice Leadership

The result is shown in Table 4.3, Bartlett's Test of Sphericity is 635.339, and the significance is .000 (below .05). Besides, KMO is .792 (higher than .50). That shows the data is appropriate for factor analysis. The entire three items, the cumulative explained variance of 79.21% (over than 50%), Cronbach's α is .868, have been taken into account for further analysis.

Discrimination

The result is shown in Table 4.3, Bartlett's Test of Sphericity is 362.566, and the significance is .000 (below .05). Besides, KMO is .553 (higher than .50). That shows the data is appropriate for factor analysis. The entire three items, the cumulative explained variance of 70.86% (over than 50%), Cronbach's α is .777, have been taken into account for further analysis.

Education level

The result is shown in Table 4.3, Bartlett's Test of Sphericity is 282.379, and the significance is .000 (below .05). Besides, KMO is .540 (higher than .50). That shows the data is appropriate for factor analysis. The entire three items, the cumulative explained variance of 68.94% (over than 50%), Cronbach's α is .771, have been taken into account for further analysis.

Self-Determination Skill

The result is shown in Table 4.3, Bartlett's Test of Sphericity is 867.600, and the significance is .000 (below .05). Besides, KMO is .838 (higher than .50). That shows the data is appropriate for factor analysis. The entire three items, the cumulative explained variance of 82.03% (over than 50%), Cronbach's α is .934, have been taken into account for further analysis.

Equal employment opportunities

The result is shown in Table 4.3, Bartlett's Test of Sphericity is 436.146, and the significance is .000 (below .05). Besides, KMO is .740s (higher than .50). That shows the data is appropriate for factor analysis. The entire three

items, the cumulative explained variance of 89.14% (over than 50%), Cronbach's α is .914, have been taken into account for further analysis.

4.3 Regression Analysis

Regression analysis is used to test the relationships and the significance level among Environment Accessibility (EA), Social Attitude (SA), Justice Leadership (JL), Discrimination (D), and Education Level of Person with Disabilities (ELPD), Self-Determination Skill (SDS) and Equal Employment Opportunities (EEO).

1. Relationship between EA and EEO. With the end goal of observationally researching the impact Environment Accessibility (EA) on Equal Employment Opportunities (EEO), progressive relapse was led in this examination (see Table 4.4). According to the analyses mentioned above, the results can imply that EA has a significantly positive influence on EEO so that Hypothesis 1 is supported.
2. Relationship between SA and EEO. With the end goal of observationally researching the impact Social Attitude (SA) on Equal Employment Opportunities (EEO), progressive relapse was led in this examination (see Table 4.4). According to the analyses mentioned above, the results can imply that SA has a significantly positive influence on EEO so that Hypothesis 2 is supported.
3. Relationship between JL and EEO. With the end goal of observationally researching the impact Justice Leadership (JL) on Equal Employment Opportunities (EEO), progressive relapse was led in this examination (see Table 4.4). According to the analyses

mentioned above, the results can imply that JL has a significantly positive influence on EEO so that Hypothesis 3 is supported.

4. Relationship between D and EEO. With the end goal of observationally researching the impact Discrimination (D) on Equal Employment Opportunities (EEO), progressive relapse was led in this examination (see Table 4.4). According to the analyses mentioned above, the results can imply that D has a significantly positive influence on EEO so that Hypothesis 4 is full supported.
5. Relationship between ELPD and EEO. With the end goal of observationally researching the impact Education Level of Person with Disabilities (ELPD) on Employment Opportunities (EEO), progressive relapse was led in this examination (see Table 4.4). According to the analyses mentioned above, the results can imply that ELPD has a significantly positive influence on EEO so that Hypothesis 5 is fully supported.
6. Relationship between SDS and EEO. With the end goal of observationally researching the impact Self-Determination Skill (SDS) on Equal Employment Opportunities (EEO), progressive relapse was led in this examination (see Table 4.4). According to the analyses mentioned above, the results can imply that ELPD has a significantly positive influence on EEO so that Hypothesis 6 is supported.

Table 4.4 Results of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.073	.136		.534	.594
	EEO	.962	.033	.898	28.967	.000
2	(Constant)	.070	.098		.712	.477
	EEO	.947	.024	.942	39.624	.000
3	(Constant)	.000	.084		-.006	.995
	EEO	.939	.021	.955	45.743	.000
4	(Constant)	.260	.137		1.898	.059
	EEO	.880	.033	.880	26.261	.000
5	(Constant)	.195	.129		1.513	.132
	EEO	.922	.032	.900	29.274	.000
6	(Constant)	.314	.100		3.141	.002
	EEO	.922	.024	.936	37.761	.000

Source: Original Study

4.4 Correlation Analysis

The results of means, standard deviations, and correlation coefficients for all measures are reported in Table 4.10. The most widely used type of correlation coefficient is Pearson's coefficient correlation that represents the relationship between two variables that are measured on the same interval or ratio scale. Thus, the method will be used in this study. The value for Pearson's can fall from 0.00 (no correlation) to 1.00 (perfect correlation). The results of a Pearson correlation analysis are depicted in Table 4.10.

EA has a significantly positive correlation with SA, D, JL, ELPD, SDS and EEO ($r = .846^{**}$, $p < .01$; $r = .911^{**}$, $p < .01$; $r = .876^{**}$, $p < .01$; $r = .836^{**}$,

$p < .01$; $r = .888^{**}$, $p < .01$; $r = .898^{**}$, $p < .01$ separately). For the correlations of the control variable of status, reason (not work), reason (to work) and looking for work have a significant positive correlation with the EA ($r = .138^*$, $p < .05$; $r = .048$, $p < .05$; $r = .327^{**}$, $p < .05$; $r = .058$, $p < .05$; separately), and the control variables disabled, condition/disability, age, education and occupation have a significant negative correlation with the EA ($r = -.113$, $p < .05$; $r = -.048$, $p < .05$; $r = -.109$, $p < .05$; $r = -.113$, $p < .05$; $r = -.006$, $p < .05$; $r = -.027$, $p < .05$ separately).

SA has a significantly positive correlation with EA, D, JL, ELPD, SDS and EEO ($r = .846^{**}$, $p < .01$; $r = .880^{**}$, $p < .01$; $r = .935^{**}$, $p < .01$; $r = .878^{**}$, $p < .01$; $r = .854^{**}$, $p < .01$; $r = .942^{**}$, $p < .01$ separately). For the correlations of the control variable of gender, age, occupation, reason (to work) and looking for work have a significant positive correlation with the SA ($r = .113$, $p < .05$; $r = .001$, $p < .05$; $r = .010$, $p < .05$; $r = .266^{**}$, $p < .01$; $r = .130$, $p < .05$; separately), and the control variables disabled, condition/disability, status, education and reason (not work) have a significant negative correlation with the SA ($r = -.083$, $p < .05$; $r = -.071$, $p < .05$; $r = -.059$, $p < .05$; $r = -.012$, $p < .05$; $r = -.006$, $p < .05$; $r = -.027$, $p < .05$ separately).

D has a significantly positive correlation with EA, SA, JL, ELPD, SDS and EEO ($r = .911^{**}$, $p < .01$; $r = .880^{**}$, $p < .01$; $r = .935^{**}$, $p < .01$; $r = .913^{**}$, $p < .01$; $r = .918^{**}$, $p < .01$; $r = .955^{**}$, $p < .01$ separately). For the correlations of the control variable of gender, education, occupation, reason (to work) and looking for work have a significant positive correlation with the D ($r = .060$, $p < .05$; $r = .015$, $p < .05$; $r = .010$, $p < .05$; $r = .116$, $p < .05$; $r = .321^{**}$, $p < .01$; $r = .039$, $p < .05$; separately), and the control variables disabled, condition/disability, status, and reason (not work) have a significant negative correlation with the D

($r = -.031$, $p < .05$; $r = -.149$, $p < .05$; $r = -.086$, $p < .05$; $r = -.003$, $p < .05$; $r = -.027$, $p < .05$; separately).

JL has a significantly positive correlation with EA, SA, D, ELPD, SDS and EEO ($r = .872^{**}$, $p < .01$; $r = .797^{**}$, $p < .01$; $r = .837^{**}$, $p < .01$; $r = .880^{**}$, $p < .01$; $r = .876^{**}$, $p < .01$; $r = .935^{**}$, $p < .01$ separately). For the correlations of the control variable of condition/disability, occupation, reason (to work) and looking for work have a significant positive correlation with the JL ($r = .036$, $p < .05$; $r = .102$, $p < .05$; $r = .028$, $p < .05$; $r = .321^{**}$, $p < .01$; $r = .039$, $p < .05$; separately), and the control variables disabled, status, age, education and reason (not work) have a significant negative correlation with the JL ($r = -.062$, $p < .05$; $r = -.028$, $p < .05$; $r = -.044$, $p < .05$; $r = -.041$, $p < .05$; $r = -.013$, $p < .05$; separately).

ELPD has a significantly positive correlation with EA, SA, D, JL, SDS and EEO ($r = .889^{**}$, $p < .01$; $r = .900^{**}$, $p < .01$; $r = .888^{**}$, $p < .01$; $r = .854^{**}$, $p < .01$; $r = .837^{**}$, $p < .01$; $r = .918^{**}$, $p < .01$ separately). For the correlations of the control variable of condition/disability, gender, status, education, occupation, reason (not work), reason (to work) and looking for work have a significant positive correlation with the ELPD ($r = .100$, $p < .05$; $r = .139$, $p < .05$; $r = .010$, $p < .05$; $r = .035$, $p < .05$; $r = .010$, $p < .05$; $r = .060$, $p < .05$; $r = .279^{**}$, $p < .01$; $r = .112$, $p < .01$ separately), and the control variables disabled and age have a significant negative correlation with the ELPD ($r = -.064$, $p < .05$; $r = -.024$, $p < .05$; separately).

SDS has a significantly positive correlation with EA, SA, D, JL, ELPD and EEO ($r = .888^{**}$, $p < .01$; $r = .854^{**}$, $p < .01$; $r = .837^{**}$, $p < .01$; $r = .918^{**}$, $p < .01$; $r = .889^{**}$, $p < .01$; $r = .936^{**}$, $p < .01$ separately). For the correlations of

the control variable of condition/disability, gender, education, occupation, reason (not work), reason (to work) and looking for work have a significant positive correlation with the SDS ($r = .046, p < .05$; $r = .159^*, p < .05$; $r = .069, p < .05$; $r = .306^{**}, p < .01$; $r = .254^{**}, p < .01$; $r = .070, p < .05$; separately), and the control variables disabled, status, and education have a significant negative correlation with the SDS ($r = -.061, p < .05$; $r = -.048, p < .05$; $r = -.050, p < .05$; $r = -.019, p < .05$; $r = -.027, p < .05$; separately).

EEO has a significantly positive correlation with EA, SA, D, JL, ELPD and SDS ($r = .898^{**}, p < .01$; $r = .942^{**}, p < .01$; $r = .880^{**}, p < .01$; $r = .955^{**}, p < .01$; $r = .900^{**}, p < .01$; $r = .936^{**}, p < .01$ separately). For the correlations of the control variable of gender, occupation, reason (to work) and looking for work have a significant positive correlation with the EEO ($r = .149^*, p < .05$; $r = .033, p < .05$; $r = .304^{**}, p < .01$; $r = .152^*, p < .05$; separately), and the control variables disabled, condition/disability, status, age, education, and reason (not work) have a significant negative correlation with the EEO ($r = -.014, p < .05$; $r = -.076, p < .05$; $r = -.006, p < .05$; $r = -.129, p < .05$; $r = -.028, p < .05$; $r = -.004, p < .05$; separately).

Table 4.5 Means, Standard Deviations and Correlations among All Variable

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	EA	SA	JL	D	ELPD	SDS	EEO
Disabled Person	1.09	.285																	
Condition/Disability	3.18	1.870	.007																
Gender	2.43	.912	-.244**	-.049															
Status	1.52	.501	-.045	-.069	-.103														
Age	1.60	.492	.080	.118	-.303**	.149**													
Education	3.08	1.857	.136	-.194**	-.064	-.012	-.458**												
Occupation	1.82	1.206	-.040	-.137	.359**	-.011	-.163*	.300**											
Reason (not work)	2.77	1.618	.131	-.085	.042	.099	-.318**	.392**	.252**										
Reason (to work)	2.54	1.100	.004	.106	.253**	-.116	-.271**	.124	.207**	.056									
Looking for work	1.37	.485	.009	.028	.213**	-.373**	-.214**	0.17	.241*	.118	.193								
EA	3.7685	1.51252	-.113	-.048	.138*	-.109	-.113	-.006	.048	-.027	.347**	.058							
SA	3.7094	1.42094	-.083	-.071	.113	-.059	.001	-.012	.010	-.026	.266**	.130	.846**						
D	3.6404	1.41202	-.031	-.149*	.060	-.086	-.003	.015	.116	-.027	.321**	.039	.911**	.880**					
JL	3.6084	1.38881	-.062	.036	.102	-.028	-.044	-.041	.028	-.013	.321**	.064	.876**	.935**	.872**				
ELPD	3.7389	1.44736	-.064	.100	.139*	.010	-.024	.035	.010	.060	.297**	.112	.836**	.878**	.797**	.913**			
SDS	3.8547	1.39032	-.061	.046	.159*	-.048	-.050	-.019	.069	.306**	.254**	.070	.888**	.854**	.837**	.918**	.889**		
EEO	3.8424	1.41238	-.076	-.006	.149*	-.129	-.028	-.014	.033	-.004	.304**	.152*	.898**	.942**	.880**	.955**	.900**	.936**	

CHAPTER FIVE

CONCLUSION AND LIMITATION

5.1 Research conclusion

This study focuses on the equal employment opportunities for persons with disability. A disability is any condition that produces it harder for someone to try and do bound activities or act with the world around them. We knew about these conditions, or impairments, could also be cognitive, developmental, intellectual, mental, physical, sensory, or a mix of multiple factors. Impairments inflicting disability could also be present from birth or occur throughout a personality's time period.

In Mongolia, the employment rate of disabilities workforce in enterprises is still low. This research discovers that the main factor that caused it is environment accessibility and education level. Most enterprises do not have specially design job system for disabilities workforce that causes disabilities workforce employment still low. Not only from accessibility, but the educational level also affects. Many assume that disabilities that graduate from a particular school not equal to students from the regular school, so many people with disabilities that wanted to continue to college/university have problem and difficulty to search for a work opportunity although not specified for university graduate students.

The educational system also needs to be modified to prepare disabilities for working and adjusted with their abilities. Current education in extraordinary school cannot fulfill disabilities readiness to work, so will be the required development of curriculum design that prepares disabilities to be ready for work.

The effect of both factors can be concluded in this research, where enterprises have fear and doubts about constraints in person with disabilities and performance that not meet their requirement, also inadequate facility from government and job design to accommodate a person with disabilities necessities. Amendment needs to be started from the educational level for disabilities so enterprises may be ensured that they have the readiness to work and could perform as expected. The government also needs to provide adequate support for disabilities to sustain their welfare. The enterprises that have been ensured of all of those supports would dare to develop a working system specified for a person with disabilities, so the employment of a person with disabilities in Mongolia will increase.

The study used Statistical Packages for Social Scientists (SPSS Version 20.0) and analyzed using descriptive statistics. The study concluded demographic, knowledge, and personality effect, justice leadership, influence equal employment opportunities for disabled persons in the employment market.

Given investigations talked about in section 4, the outcome theory testing is summed up in Table 5.1, speculation H1, H2, H3, H4, H5, and H6 are upheld.

Table5.1 Summarize of hypohthesis

Research hypothesis		Results
H1	Environment accessibility positively affect equal employment opportunities for person with disability.	Supported
H2	Social attitude positively affect equal employment opportunities for person with disability.	Supported
H3	Justice leadership positively affect equal employment opportunities for person with disability.	Supported

H4	Discrimination positively affect equal employment opportunities for person with disability.	Supported
H5	Education level of person with disabilities positively affect equal employment opportunities for person with disability.	Supported
H6	Self-determination skill positively affect equal employment opportunities for person with disability.	Supported

For H2, H4, and H5 each demographic variable (age, gender, education, etc.) given that differences, that means H2, H4 and H5 supported.

5.2 Research limitation

This research survey can't use base on paper and interview. An online survey has high risk and respondents are possible to fill fake. Therefore, the future study will focus to use multiple delivery channels (Paper questionnaire, telephone interviews, in-person interviews, etc.) for the survey to enhance data quality. It means feels like them, try to fit on their real situation. It is really important for disabled person.

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APPENDIX QUESTIONNAIRE

Dear Respondents,

This academic questionnaire is to investigate the relationship between the influencing factors that contribute to equal employment opportunities for people with disabilities. The concept addresses issues such as accessibility, social attitude, discrimination, justice leadership, education level of the person with a disability, and self-determinations. These questions were assessed with a five-level Scale Measurement between the two poles "strongly disagree" and "strongly agree".

Thank you for helping.

Section 1: Respondent Information /Please tick/

1. Are you a disabled person? /Та хөгжилийн бэрхшээлтэй хүн үү/

A. Yes /Тийм/

B. No /Үгүй/

If you answered no, please skip the move to question number 3. This section questionnaire has been designed to find out the views of disabled people, their disability type, and ability at the workplace. /Хэрэв та үгүй гэж хариулсан бол асуултын 3-р алхам руу шилжинэ үү. Энэ хэсгийн санал асуулга нь хөгжлийн бэрхшээлтэй хүмүүсийн үзэл бодол, хөгжлийн бэрхшээлийн төрөл, ажлын байрны чадвар зэргийг олж мэдэх зорилгоор боловсруулагдсан болно./

2. What is describes the type of impairment (condition/disability) you have?

/Таны үнэ цэнийн бууралтын төрлийг (нөхцөл / хөгжлийн бэрхшээл) юу гэж тодорхойлдог вэ?/

A. Physical /Бие мах бодийн эмгэг/

- B. Hearing /Сонсголын эмгэг/
 - C. Learning difficulty /Сурах бэрхшээлтэй/
 - D. Mental or emotional health /Сэтгэцийн эсвэл сэтгэл хөдлөлийн/
 - E. Speech / Communication /Ярих, харидцах/
 - F. Visual /Харааны бэрхшээл/
 - G. Other /Бусад/
3. How old are you? /Та хэдэн настай вэ/
- A. Less than 20 /20-оос доош/
 - B. 21-30
 - C. 31-40
 - D. 41-50
 - E. More than 51 /51-ээс дээш/
4. Select your gender? /Хүйсээ сонгоно уу/
- A. Male /Эрэгтэй/
 - B. Female /Эмэгтэй/
5. What is your marital status? /Таны гэрлэлтийн байдал ямар байна вэ/
- A. Married /Гэрлэсэн
 - B. Not married /Гэрлээгүй
6. What is your education level that you have completed? /Таны боловсролын түвшин ямар байна вэ/
- A. No school or never completed any grade /Сургуульд сураагүй
 - B. Elementary education /Бага сургууль
 - C. Secondary school /Дунд сургууль
 - D. High school /Ахлах сургууль
 - E. University /Дээд сургууль
 - F. Vocational education /Мэргэжилийн сургууль
 - G. Other /Бусад

7. What is your current working situation? /Таны одоогийн хөдөлмөр эрхлэлтийн нөхцөл байдал ямар байна вэ? /
- A. Not working /Ажиллаагүй/
 - B. Working for salary with an employer /Ажилтай/
 - C. Self-employer /Хувиараа хөдөлмөр эрхэлдэг/
 - D. Retired because of the health condition /Эрүүл мэндийн шалгаанаас болоод халагдсан/
 - E. Retired due to age /Наснаас шалтгаалан тэтгэвэрт гарсан/
8. What is the main reason you are not currently working? /Таны одоо ажиллаагүй байгаа гол шалтгаан юу вэ/
- A. A health condition or disability /Эрүүл мэндийн байдал эсвэл хөгжлийн бэрхшээл/
 - B. Could not find suitable work /Тохиромжтой ажилаа олж чадаагүй/
 - C. Still engaged in training /Өөрийгөө бэлдсээр л байна/
 - D. Personal family responsibilities /Гэр бүлийн хувийн хариуцлага/
 - E. Do not know how or where to seek work? /Хэрхэн, хаана ажил хайхаа мэдэхгүй байна/
9. What is the main reason you would like to work at present? /Таны хөдөлмөр эрхлэх гол шалгаан юу вэ/
- A. Need the income /Орлого хэрэгтэй/
 - B. Want to or need to be active /Идэвхитэй байхыг хүсэх/
 - C. Help my family /Гэр бүлийхэндээ туслах/
 - D. Other /Бусад/
10. Are you currently actively looking for work? /Та одоо идэвхитэй ажил хайж байгаа юу/
- A. Yes /Тийм/
 - B. No /Үгүй/

Section 2: Disabled Person

Please answer carefully as this section will determine your job satisfaction.		Level of Agreements				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		←-----→				
1.	Environment accessibility affects equal employment opportunities for persons with a disability. /Хүрээлэн буй орчны хүртээмжийн асуудал нь хөгжлийн бэрхшээлтэй хүмүүсийн хөдөлмөр эрхлэх тэгш боломжид нөлөөлдөг/	1	2	3	4	5
2.	Environment accessibility is part of social impact on equal employment opportunities? /Хүрээлэн буй орчны хүртээмж нь тэгш хөдөлмөр эрхлэхэд нөлөөлөх нийгмийн нөлөөлөлийн хэсэг юм/	1	2	3	4	5
3.	The environment accessibility is very good in Ulaanbaatar city /Уланбаатар хот дахь хүрээлэн буй орчны хүртээмжийн асуудал маш сайн/	1	2	3	4	5
4.	Discrimination affects equal employment opportunities for disabled. /Ялгаварлан гадуурхах байдал нь хөгжлийн бэрхшээлтэй хүмүүсийн хөдөлмөр эрхлэх тэгш боломжид нөлөөлдөг/	1	2	3	4	5
5.	Discrimination is part of social impacts on Equal employment opportunities. /Ялгаварлан гадуурхалт бол ажил эрхлэх тэгш байдалд үзүүлэх нийгмийн нөлөөллийн нэг хэсэг юм/	1	2	3	4	5
6.	There is no attitude to discriminate against people with disabilities in Ulaanbaatar city. /Улаанбаатар хотод хөгжилийн бэрхшээлтэй хүнийг ялгаварлан гадуурхдаггүй/	1	2	3	4	5
7.	Do you find it difficult to participate in community activities, such as festivals, religious, and other activities? /Баяр ёслол, шашны болон бусад үйл ажиллагаа гэх мэт нийтийн ажилд оролцоход хэцүү байдаг уу/	1	2	3	4	5
8.	Do you have problems getting involved in society because of the attitudes of people around you? /Таны эргэн тойрон дахь хүмүүсийн хандлагаас болж нийгэмд оролцоход бэрхшээл тулгардаг уу/	1	2	3	4	5

9.	Is living with dignity a problem for you because of the attitudes and actions of others? /Бусдын хандлага, үйлдэлээс болж нэр төртэй амьдрах нь танд бэрхшээл учруулж байна уу/	1	2	3	4	5
10.	Is justice leadership a part of an employer's impact on equal employment opportunities for persons with a disability? /Шудрага ёсны манлайлал нь хөгжилийн бэрхшээлтэй иргэдийн тэгш хөдөлмөрлөх эрхэд ажил олгогчийн зүгээс нөлөөлөх нөлөөлөл мөн үү/	1	2	3	4	5
11.	Is justice leadership a factor affecting on equal employment opportunities for people with disabilities? Шудрага ёсны манлайлал нь тэгш хөдөлмөрлөх боломжид нөлөө үзүүлэж чадах уу/	1	2	3	4	5
12.	Justice leadership is fully implemented in our country. /Шудрага манлайлал манай оронд маш сайн хэрэгждэг	1	2	3	4	5
13.	Is the implementation of justice leadership necessary? /Шурдага удирдлага хэрэгтэй байна уу/	1	2	3	4	5
14.	The level of education of people with disabilities is one of the most important factors in employment. /Хөгжилийн бэрхшээлтэй иргэний боловсролын түвшин нь хөдөлмөр эрхлэхэд хамгийн их хамааралтай зүйлсийн нэг мөн/	1	2	3	4	5
15.	The level of education of people with disabilities is related to individual participation. /Хөгжилийн бэрхшээлтэй иргэний боловсролын түвшин ямар байх нь хувь хүний өөрийн оролцоотой холбоотой/	1	2	3	4	5
16.	Everyone has the same right to education as a person with a disability /Боловсрол эзэмших бүрт ижил/	1	2	3	4	5
17.	Self-determination skill affects equal employment opportunities for people with a disability. /Өөрийгөө илэрхийлэж чадвар нь хөгжилийн бэрхшээлтэй иргэдийн тэгш хөдөлмөрлөх боломжид эсрэгээр нөлөөлж чадна/	1	2	3	4	5
18.	Does your workplace make it easy for you to work? /Таны ажлын байр ажиллахад амар байдаг уу/	1	2	3	4	5
19.	Do you feel that some people treat you unfairly? /Зарим хүмүүс таньд шудрага бус ханддаг юм шиг санагддаг уу?	1	2	3	4	5
20.	Do you have problems getting involved in society because of the attitudes of people around you? /Таны эргэн тойрон дахь хүмүүсийн хандлагаас болж нийгэмд оролцоход асуудал гардаг уу?	1	2	3	4	5

21.	Equal employment opportunities for people with disabilities are fully provided in our country? /Хөгжлийн бэрхшээлтэй хүмүүсийн хөдөлмөр эрхлэх тэгш боломж манай улсад бүрэн хангагдсан байдаг/	1	2	3	4	5
22.	When you have an equal opportunity to work, are you ready to express your abilities? /Ажиллах эрх тэгш байхад та чадвараа илэрхийлэхэд бэлэн байна уу?/	1	2	3	4	5
23.	Every citizen has the right to equal opportunities in employment relations. /Иргэн бүр хөдөлмөрийн харилцаанд тэгш боломжийг эдлэх эрхтэй. /	1	2	3	4	5

