



Demands of People with Disabilities and Empowerment of Resilient Strategies



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Abstract

The objective of the research is to identify the resilient strategies in people with disabilities of the Technical University of Manabí. The paper presents a conceptual analysis associated with disability in university students. Some points of view related to the strategies of attention to diversity are exposed. A conceptual analysis related to resilience is provided. The situation of disabled students who are enrolled in the different careers of the Technical University of Manabí is addressed, specifying the type of disability they have. An analysis of the population is made for the study and the selection of the sample. The data related to the measurement of resilience is exposed to disabled students, for which the method developed by (Saavedra & Villalta, 2008) was used, consisting of 60 items, divided into 12 specific factors of resilience. Finally, a vision related to the resilience strategy demanded by disabled students of the Technical University of Manabí is offered.

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1. Introduction

Addressing the disabled implies taking care of diversity as a conception and practice of knowing, respecting and assessing the individual and cultural differences of students and avoiding any type of discrimination; Hence, education is an essential part of the formation of the person, by facilitating the integration of social life into its context, it is interpreted that diversity guides actions towards seeing and attending to the whole group under the

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principle of integration, normalization, and equity, in which individual differences are accepted, valued and respected with justice and equity [1].

It is considered that attention to diversity is similar to worrying about measures that can compensate inequalities and mitigate in some way the disadvantages that students experience in relation to access, permanence and prosecution within the education system; Likewise, it serves as a means to eliminate barriers that limit learning and participatory integration in equal opportunities to the curriculum, physical facilities and educational life [2].

Integral training for the disabled in university classrooms implies integration considered as a continuous and progressive process, whose purpose is to incorporate the disabled into the community and constitutes one of the most important phenomena in education; at the same time it refers to the possibility that people with disabilities have access to the same rights, opportunities and experiences that the rest of the community life, in order to achieve active participation in different areas: family, social, educational and labor [3].

People with disabilities increasingly access higher education. However, there is still a situation of inequality when it comes to training or entering the labor market [4], [5]. However, a social investigation aimed at analyzing the degree of inclusion of people with disabilities in the Spanish university system, which has been carried out by the PricewaterhouseCoopers (PwC) consultant in 2013 [6], shows that the number of students With disabilities, they are decreasing in Spanish universities as they continue with the completion of higher education. That is, of the 1.2% of students with disabilities in undergraduate, first and second cycle studies (11,866) we reach 0.5% of students with disabilities who do postgraduate and master studies (765), and at 0, 3% of students with disabilities who do Ph.D. studies (124).

2. Research Methods

Suggest a change In accordance with the problem raised towards the attention to diversity, students with disabilities in university education, to the objectives formulated, the methodology of qualitative research is considered for purposes of this study, which according to [7], "it is a systematic activity aimed at the in-depth understanding of educational and social phenomena [...] in decision-making and also towards the discovery and development of an organized body of knowledge", that is, it is a meticulous process carried out by the researcher on a fact or situation that is occurring in a certain context and requires to be valued, analyzed, interpreted and understood in depth, with respect to the subjectivity of those involved as subjects of study.

On the other hand, the design used is descriptive, because it seeks to specify a situation, phenomenon or group, in order to establish its structure or behavior. In this regard, [8] report that descriptive research explains, describes, analyzes and interprets what concerns a situation, that is, the dimensions that are part of the variables included in the study. To do this, the pertinent information will be selected and each of them will be assessed independently, in order to compare the various perceptions that will be investigated with the support of the ethnographic approach. In this regard [9] explains that the ethnographic approach allows to create a real and faithful image of the group studied and contributes to the understanding of broader population groups that have the same characteristics; that is, this approach would place the path to follow in the research for obtaining information and would allow a more precise description of reality in relation to attention to diversity for the integration of students with disabilities in university centers.

The research is also supported by the field study because the data were obtained directly from the objective reality in direct work with disabled students who are studying at the Technical University of Manabí. In this regard, [10] explains that "it consists of collecting data directly from the subjects under investigation, or of the reality where the events take place [...], without manipulating them or controlling any variable".

The studied population is constituted by 88 students of the Technical University of Manabí who present some type of disability. For the selection of the sample, equation (1) was applied.

$$n = \frac{(Z)^2 \cdot (P) \cdot (Q) \cdot (N)}{(Z)^2 \cdot (P) \cdot (Q) + ((n \cdot e))^2} \quad (1)$$

Where:

n→Sample size

Z→Confidence level

P→Probability of occurrence (0,5)

Q→Probability of occurrence (0,5)

N→Population or universe

e→Margen de error (0,12)

The technique used corresponds to the resilience test SV-RES (Saavedra & Villalta, 2008) to a group of 46 university students with some type of disability, which allowed estimating the resilience of the same and this allowed estimating the demand of these students in function of strengthening the resilience strategy.

The study is quantitative, descriptive-comparative, of primary data sources, transactional in the collection of information, micro-sociological in its sample coverage. The fields of study are psychology and higher education. The sample is intentional, looking for the necessary attributes for the study. Composed of 46 students of both sexes and ages between 18 and 27 years, all enrolled in different careers of the Technical University of Manabí.

The instrument used is the SV-RES scale (Chile) of the authors (Saavedra & Villalta, 2008), which consists of 60 items, divided into 12 specific resilience factors

3. Results and Analysis

3.1 Attention to diversity strategy

The definition of strategies for attention to diversity leads to reconceptualizing the term disability, which is described as a restriction or absence related to a deficiency in the ability to perform any activity in what is known as normal for anyone [11]. The situation stated above may indicate that the term is used to refer to those people who, due to their sensory, motor, intellectual or emotional conditions, have disabilities and are limited to perform normally, like any other person; so it requires, according to their condition, to be integrated into the educational context and thus achieve training with equal conditions and opportunities as the rest of the group.

From the above, it can be deduced that the issue of integration has been discussed by various world organizations, among which is the United Nations Educational, Scientific and Cultural Organization [13] that within the framework of the "Education for all" programs carried out in Dakar-Senegal, the World Education Forum, where the concern of different nations is ratified on the right of people with disabilities to have access, achieve permanence and graduation from education university, with equity, solidarity and equal opportunities as a fundamental right.

Likewise, the United Nations Organization [14]; the Organization of Ibero-American States for Education, Science and Culture [12]; the Declaration of Salamanca, in the World Conference on Special Educational Needs, held in Salamanca-Spain by the United Nations Educational, Scientific and Cultural Organization [15]; and the International Institute for Higher Education in Latin America and the Caribbean [16] in the I Regional Seminar on the Inclusion of Persons with Disabilities in Higher Education in Latin America and the Caribbean, make precise reference on education as essential right of all human beings; They also promulgate the principle of equal opportunities for people with disabilities.

The declarations and reports signed by the international organizations indicated above must be considered in all sectors of society, especially educational institutions in all countries of the world; since they reaffirm the commitment to education for children, youth and adults with disabilities in regular or common education; and consider that diversity, appreciation of difference, respect for the dignity and equality of all human beings, are inseparable principles of university education, because they are conceived as human rights.

That is why the greatest challenge for universities lies in generating strategies to attend to diversity. As explained in the World Declaration on Higher Education in the 21st Century: Vision and Action [17], university institutions should consider equal access in all aspects involved in the professional training of people, the diversification as a means to reinforce equal opportunities, that is, to diversify the models that allow access to different forms of education and allow the entry of increasingly diverse students, with the guarantee of satisfactorily graduating from university education.

In correspondence with the provisions of the United Nations Document inherent to the Millennium Development Goals for people with disabilities [18], where the following lines are configured: poverty and hunger, education, equality between the sexes, empowerment of women, health and environmental sustainability.

These lines have been widely handled by Unesco, in the follow-up report on Education for All in the World [19], in Paris. This document publishes the guidelines on inclusion policies in education, with the aim of helping countries to promote equal opportunities through their strategies and plans in the field of education.

With the premises outlined above, it is convenient that universities, without exception, guarantee the inclusion and integration of people with disabilities who wish to continue their university education studies. Therefore, the purpose of this research is to investigate the demand for students with different disabilities in order to strengthen resilient strategies at the Universidad Técnica de Manabí.

3.2 The concept of resilience

Resilience is understood as the human capacity of individuals or groups of these, to overcome great difficulties and grow from them. The diversity of obstacles that can interfere in the path of a subject can range from permanent and structural situations, such as poverty, to specific and personal situations such as suffering a visual weakness [20]. In this way, it is very likely that examples of resilient capacity can be located in each of the human beings. Apparently, the situations of people who succeed, after overcoming the obstacles, are present in different cultures and different countries.

The development of resilience is usually discontinuous or go through certain fluctuations. In the same way that it will be a capacity that goes beyond the resistance, but it implies projecting from the difficulty, sometimes even transforming a negative situation into something positive that facilitates growth. Nor is it an absolute condition, whether one has it or not. It is always dynamic and in constant construction, which develops in the interaction with others and the environment that surrounds the subjects [20].

Resilience should not be seen as a simple intervention technique that helps to repair a damaged, but rather it is a different global perspective that seeks from the problem, generate resources to rebuild and reinvent life from an adverse situation [20].

Social work and resilience are, therefore, two interconnected and complementary realities. The concept and models of resilience do not constitute a panacea or a simplifying recipe for the complex processes of social intervention, but they can be an approach that, in a transversal sense, guides the interventions of social workers. Resilience is emerging as a research line with great potential for development in the future for its application to the social field, in general, and in social work in particular [21], [22].

3.3 Situation of disabled students of the Universidad Técnica de Manabí

Since the foundation of the Technical University of Manabí on October 29, 1952, it has full powers to organize within the provisions of the Constitution of the Republic of Ecuador, the Organic Law of Higher Education, its Regulations, other related laws, the Statute Organic of the Technical University of Manabí and the regulations issued to structure the organization of the institution. Currently, it is accredited within the Higher Education System of Ecuador, being placed in category B, according to the Resolution of the Council of Evaluation, Accreditation and Quality Assurance of Higher Education (CEAACES), issued on May 9, 2016, based on the request for recategorization and respective evaluation process.

The Technical University of Manabí is organized from the teaching and research point of view in 10 faculties and 33 university courses are taught, covering a broad field of science and engineering. Since its foundation it has been projected as an inclusive higher education center facing Manabí society, distinguishing itself by putting into practice a strategy to fight against social exclusion, facing this process multidimensionally from the economic and politico-legal aspects (income, access to the labor market and assets, fundamental rights), and symbolic and subjective factors associated with specific actions that undermine the identity of the person (rejection, indifference, invisibility). Table 1 shows the distribution by careers and by type of disability of the 88 disabled students who are enrolled in the institution of higher education.

Table 1
Distribution by careers and by type of student disability

No	Career	Type of disability					Total
		Physical	Visual	Auditory	Psychology	Intellectual	
1	Business Administration	3					3
2	Librarianship		2		1		4
3	Accounting and auditing	1	2		1		4
4	Economy	3					3
5	Physical education		1				1
6	Nursing	3	1				4
7	Languages and Linguistics	1					1
8	Civil Engineering	1	1	3		1	6
9	Electric engineering		1				1
10	Engineering in InduNo	2		1			3
11	Industrial engineer			1			1
12	Computer Systems	2	2				4

13	Mechanical Engineering	1	1	1				3
14	Chemical engineering	4	1					5
15	Zootechnical Engineering	2	1					3
16	Clinical laboratory	1		5				6
17	Medicine		1	1		1		3
18	Veterinary Medicine	1	1					2
19	Nutrition and diet	1	1					2
20	Optometry	2	1	2				5
21	Clinical psychology	2	6					8
22	Social work	5	4	7				16
23	Total	35	27	21	2	2	1	88

In order to determine the demand of disabled students based on the strengthening of resilient strategies, the study was carried out on 46 of them, who constitute the sample selected for the work. Table 2 shows the distribution of the sample selected for the study by careers and disability.

Table 2
Sample of disabled students selected for the study

No	Career	Type of disability			Total
		Physical	Visual	Auditory	
1	Mechanical Engineering	1	1	1	3
2	Chemical engineering	4	1		5
3	Zootechnical Engineering	2	1		3
4	Clinical laboratory	1		5	6
5	Optometry	2	1	2	5
6	Clinical psychology	2	6		8
7	Social work	5	4	7	16
8	Total	17	14	15	46

The study focused on investigating how students with disabilities manage resilience in the face of the adversities of their lives, especially where the disadvantage of the disability they present is present.

On November 21, 2017, on the premises of the Technical University of Manabí, work began under the direction of a teacher from the institution of higher education and the participation of students with different types of disabilities. During the works the SV-RES Resilience test was applied to the participants, then three blocks of resilience represented in three categories were explained: I have, I am, I can.

Table 3
Shows the results of the measurement of resilience in disabled students that make up the sample selected for the study.

Nivel de resilience	Before	
	Frequency	Percentile
High	5	9.37
Average	17	34.37
Low	24	46.87
Total	46	

3.4 Analysis of the taking of the resilience test of Saavedra

The analysis of the results of the Saavedra test applied to the 46 disabled students that make up the sample allowed to verify the following results: 5 students presented a high level of resilience; 17 students presented an average level of resilience; 24 students presented a low resilience score.

According to the qualification and following the parameters of the Saavedra test, it can be concluded that the majority of disabled students are within a low level of resilience.

The analysis by the 12 dimensions that conform this test, allowed to verify the situation according to three scales: high, average and low, where the following results could be verified:

- 1) The identity dimension showed that 18 students score with an average score, while 23 showed a low score;
- 2) In the autonomy dimension it showed that there are 19 students with an average score, while 22 scores with a low score;
- 3) In the satisfaction dimension it was found that 25 students qualified with an average score, while 16 obtained a low score;
- 4) In terms of pragmatism, 26 students qualified with an average score and 17 students with a low score;
- 5) In relation to link the result was similar to that of pragmatism, that is to say: 26 students with average grade and 17 students with low score;
- 6) In the dimension of networks 16 students qualified with average score, while 25 scores with low score;
- 7) In terms of models, 14 students qualified with an average score and 27 with a low score;
- 8) In the goal dimension, 15 students rated average, while 26 scored low;
- 9) In the dimension of affectivity, 12 students get a low grade, while 28 scores with a low score;
- 10) In the dimension of self-efficacy, 18 students qualify with an average score, while 23 students qualify under;
- 11) In the learning dimension, 21 students score with an average score and 20 obtained a low score;
- 12) In the dimension of generativity 19 students rated average, while 23 qualified under.

In general, it can be seen that most of the dimensions experienced average and low results, making it possible to identify that the demand of students with disabilities is relevant, in order to strengthen insurance and training strategies that ensure resilience. Figure 1 shows the graphic relationship of the results of the study on the taking of the test.

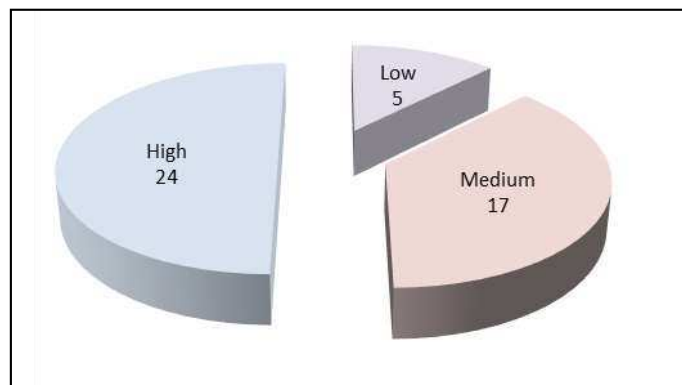


Figure 1. Graphical relationship of the results of the study on the taking of the test

3.5 Strengthening resilience strategies

The results of the work show the need to strengthen the design of strategies that respond to the demand for the empowerment of training activities in resilience, depending on the students who suffer disabilities studying at the Technical University of Manabí. To this end, the approach of plans and programs for permanent teacher training and the development of counseling and personal guidance programs for students with disabilities and their families must be carried out. Among the activities that must be planned are the following:

- 1) Strengthen the design of permanent special teacher training programs for the disabled.
- 2) Increase the layout of teacher training plans for the integration of disabled students in the use of information and communication techniques (ICT).
- 3) Encourage the development of policies to address diversity in the university.
- 4) Redouble the development of self-esteem and self-concept programs for disabled students and teachers.

- 5) Pay special attention to the integration of families of disabled students in the social life of the university and its students.
- 6) Formulate plans and programs that integrate the assessment of diversity and the objective of inclusion in its mission, vision, and institutional plans, remembering that this commits all of its substantive processes.
- 7) Formulate and apply affirmative rules in favor of access and permanence of persons with disabilities to full university social life.
- 8) Promote permanent actions and specific commitments for the inclusion of people with disabilities, establishing deadlines for achievements in terms of adaptations in the admission systems, curricular adjustments, installation of support services, elimination of architectural and communication barriers, training and personal training.
- 9) Keep track, monitoring, control and permanent evaluation of students, teachers and non-teaching staff with disabilities and their follow-up.
- 10) To materialize curricular adaptations and in the essential evaluation systems to maintain equal opportunities for people with disabilities.
- 11) Comply with universal accessibility standards in the institutional production of educational materials and software; and in the immediate term, point out the adequacy of the internet portals to such standards.
- 12) Create physical, recreational, educational, cultural and student development spaces, transport, dining room, library, internet, among others.
- 13) Maintain a permanent activity of information and awareness of the university community, as well as national and international dissemination, and guaranteeing updated and accessible information on the support services available for people with disabilities.
- 14) Document and disseminate institutional experiences and individual cases as key to the construction of positive references that contribute to overcoming prejudices and attitudinal barriers.

Through the results of the psychological tests SV-RES 2008 developed by the researchers Saavedra and Villalta, it was possible to verify that the level of resilience of disabled students is low, with an average tendency, which justifies the pertinence of the demand in function of strength training activities in resilience.

4. Conclusion

The main problems focus on the following protective factors: self-esteem; confidence, optimism and a sense of hope; autonomy and sense of belonging; sociability; emotional capacity; positive imitation skills; empathy; positive mood; motivation to overcome difficulties and; competition.

The university can encourage and foster a climate conducive to the development of an inclusive environment, conducive to the strengthening of student resilience, where a conscious commitment of professors and researchers for the development of work and motivated to achieve a solid climate of inclusion is forged and equity of rights.

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