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RESILIENCE STRATEGIES ADOPTED BY STUDENTS WITH PHYSICAL DISABILITIES IN TERTIARY INSTITUTIONS IN IBADAN, NIGERIA

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Abstract

Physical disability is a measurable limitation that interferes with a person's physical or mental impairment that is long term or recurring and limits substantially their potentials of entry into and advancement in employment. The degree of the limitation is often dependent on the form of impairment, as well as the resilience of both the individual and society. These variances in forms and adaptation modes constitute major problems faced by physically challenged students. Study examined resilience strategies adopted by students with physical disabilities in tertiary institutions in Ibadan. Data collected using in-depth interviews from fifty students with physical disabilities, selected using purposive and snowballing sampling techniques and analysed thematically. Result indicated that institutional facilities or support put in place for students with physical disabilities in tertiary institutions are often inadequate, and at other times, entirely non-existent, forcing them to depend on the good will of non-disabled peers to get by.

Keywords: Resilience, Strategies, Physical Disabilities, Students, Nigeria

Introduction

Besides the obvious challenges that every student faces, students with physical disabilities are further faced with more complex challenges depending on the (Bruce, 2010, Swart and Greyling, 2011, Ndlovu and Walton, 2016). The educational system in Nigeria recognises the specific requirements of students with disabilities in its curriculum (FGN, 2004). The government invests few resources the needs of the students with physical disabilities. Little provision is made by the government to take persons with disability into consideration when schools and public buildings are designed, and disability access is a rarity in most public buildings. The non-commitment of the government to the education of people with is discernible in the absence of the will on the part of the relevant authorities to domesticate the United Nations (UN, 2006) Convention on the Rights of Persons with Disabilities that Nigeria became a signatory to on the 28th of May, 2005 and the failure to pass the Nigerian Disability Bills into law. The bill is supposed to provide for the creation of a National

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Commission for persons with disabilities and serve as the platform for the implementation and enforcement of all provisions of the Disability Act.

Every human being desires a healthy life; a life free of sickness, diseases or any form of disability (Scheffers *et al.*, 2020). However, in the course of human life, several circumstances may occur which might bring otherwise. Such circumstances might be as result of one's doing or external factors such as natural disasters or accident which one does not have control over and might invariably lead to a form of disability. The World Health Organization (WHO) has defined disability as: a form of impairment or forms of abnormality that is of psychological or anatomical structures or functions; a disability is can be described as any form of restriction or lack of it that is as a result of any form of impairment or ability that limits an individual to perform an activity in a manner or within the range considered to be normal for a human being. The organisation further described handicap as a disadvantage for a given individual, resulting from an impairment or a disability, that prevents the fulfilment of a role that is considered normal (depending on age, sex and social and cultural factors) for that individual (WHO, 2001).

Disability is seen to be part of human physical condition. The Report on disability released by the World health Organisation made it clear that it is believed that at some point in life, almost everyone will be temporarily or permanently impaired. While, those who survive to old age will experience increasing difficulties in functioning. This position shows the inevitability of the phenomena. Disability can be seen as a situation which impairs an individual from performing certain activities as expected of him or her by the society. It is a situation that permeates every human society (World Health Organisation, 2016, Krishan and Deepalatha, 2019, Singh and Wani, 2020). Disability could be physical, psychological or sensory in some cases. In any of these cases, it impedes an individual from performing activities expected of him in the society (Joyce *et al.*, 2018, Stuntzner *et al.*, 2018).

Dell Orto and Power (2007) explained that in present time and in most parts of the world, the disabled include individuals with intellectual, developmental, sensory, physical or other dysfunctions, which may be acquired, congenital, or even hereditary. From this position, it could be inferred that an individual who is suffering from any kind of this disability might find it difficult to function properly without effective education and rehabilitation or special supports both from his or her immediate family and from different structures in the society. It might impede an individual's full participation in social activities and from discharging his or her social roles effectively. This might also affect efforts that might have been put in place either by the government or Non Governmental Organisations to cater for such people. This position also points to the fact disability could be hereditary. A critically look at this position raised the question on whether all disability are hereditary in nature. Does it mean that a child could be born blind or later go blind in his life for the fact that his father is blind?

Disability is complex, dynamic, multidimensional and contested (World Health Organisation, 2015). Being disability involves experiencing discrimination, vulnerability and abusive assaults upon ones self-identity and self-esteem (Jemtå *et al.*, 2007, Lovell and Twigg, 2019). With this definition hinging on discrimination and abusive assault as the description of what disability is, can we then say that a military Officer who has sustained an injury at the war front and he is being regarded as an hero in his community without being discriminated is not suffering from disability? Or an individual who has been unlucky to have become physically impaired right from childhood and as a result of this, members of the society

discriminate against him, is the one suffering from disability? The complexity in the definition and explanation of what disability is and who constitute the disabled has made it difficult for various bodies such as the Government, International Organisations and Non Governmental Organisations to address the issue of disability in terms of policy formulation and implementation. According to the World Health Organisation (2016), the roles of social and physical barriers on disability have been identified. By identifying the roles played by various social structures and social phenomenon in disability, this has shift disability away from just being seeing only from the individual perspectives also to their social perspectives. From the way an individual with disability is being perceived in the society, to the efforts being taken by various social structures-Government, International Organisations and Non-governmental Organisations all constitute the social perspective of disability. The perception of disable people goes a long way in determining how functional disabled individuals would be to the society.

Perception of Disability

The perception of disability and in all disable individuals by members of the society is very critical in the way disable individuals view their condition which then translate into the way they manage themselves in order to ensure that they play their social roles adequately. In a society where disability is seen using religious lenses in such a way that disability is seen as a result of the hanger or curse of the gods on such disable individuals, this may result into poor care and integration of the disables into the society. According to Gómez Díaz and Jiménez García (2018); Ojebiyi, Akanbi and Lawal (2016), attitudes towards disable people varies from ages and also differs from one country to another. The differences in the perception of disability and disable people in all could be as a result of the variations in culture across different countries. This variation in perception could be said to be the major reason for the variation in how disable individuals are taking care of, how their needs are being met and in the kind of policy(ies) that are being enacted by various countries to ensure that disable individuals are able to carry out their social roles effectively.

In some societies, disability was perceived to be a form or sign of displeasement from the gods on individual being afflicted with such. Ojebiyi *et.al.* (2016) further explains that in Greek and Roman societies, disability was seen as a sign of punishment from the gods and therefore regards it as a bad or evil sign. In religions discourse, disability could be seen as impurity; therefore, a disable person cannot enter sacred places owing to the fact he or she is seen as a profane element at that present moment. In the 16th Century, Luther and Calvin indicated that the mentally retarded and other persons with disabilities were possessed by evil spirits. The way disable individuals are perceived in the society sometimes as result of their cultural leaning to a large extent usually inform how they would be treated. Onwuegbu (1977) in his study observed that the treatment of people with disabilities varies. Among the Igbo of South East Nigeria, it was discovered that the treatment of people with disabilities varied from pampering to total rejection. It is also a popular practice among the Yoruba people not to allow men with physical with disability to occupy chieftaincy position in the community. This is even reflected in one of the Yoruba narratives as it is often said that '*a ki fi oloju kan je oba ni aarin awon oloju*'. A one eyed person cannot be made a king among people with complete'.

Sometimes disabled individuals are treated like an outcast in their community. In the traditional Yoruba culture, a person with hunchback are usually sent into what was regarded as

an 'evil forest' as it was believe such person is suffering from the wrath of the gods and he might draw negative predicament to the community if allowed to stay. This kind of perception although not so relevant in the modern society, traces of culture coloured perception of disability can still be found in some cultural practices. Bacquer and Sharma (1997) in their study in India submitted that at an orphic serious and spiritual level, disability could be seen as a divine justice. While at a more prosaic level, people with disabilities are traditionally perceived as somehow baneful. This alludes to the variation of disability across various cultures of the world.

However, regular sensitisation and awareness are being carried out by government agencies and some non-governmental organisation in order to change the negative perception towards disable individuals in the society and to also that adequate legislations are made by the government to cater for the disabled. As result of this mass awareness, the cultural myths about disability are now being broken gradually in the society. This to a very large extent would influence policies that are geared towards ensuring that disable individuals are well integrated into the societies and also address issues such as their education, social welfare services, and social support system in the society. It has been found out that the insufficient of care for learners with disabilities is attributed to ignorance, superstition, and taboos as a result of diverse cultural groups in Nigeria (Onwuegbu, 1977). Okoye (2010) and Eskay (2009) also reported that cultural practice and inadequate funding have had a devastating effect on the reform of special education in Nigeria. Owing to fact that every members of the society s integral to the development of the society, if the negative perceptions of the disables individuals which still exist in some corners of the world are adequately addressed, it would be a one huge step towards achieving a sustainable development that is all inclusive in the society. Thus, g study attempted to investigate the resilience strategies adopted by the students with physical disabilities in higher institutions in Ibadan, Nigeria. Many studies (Bukoye and Rotimi, 2013; Eleweke, 2013; Samuel, 2015) have been carried out students with disabilities in Nigeria, but not many of these studies have endeavoured to investigate how physically challenged students meet their basic needs like cooking, eating, bathing.

Dimensions of Adjustment to the Academic World

While attending university, students have to face many new and complicated tasks, not just academic and social but also personal. These be perceived as threatening for a new student, and these tasks demand adjustment to new and varied experiences (Mechanic, 1962). Levi (2002) divided the process of adjustment to university into five different dimensions:

- (a) **Physical change:** Orientation to the new environment (campus, classrooms, offices, dormitory, etc.)
- (b) **Constitutional change:** acquaintanceship with the bureaucracy and administration procedures of the university and other service procedures.
- (c) **Academic adjustment:** The broad concept of academic adjustment thus refer to motivation for learning, taking actions in order to comply with academic demands, sense of purposefulness and satisfaction from the university environment (Gerdes and Mallinckrodt, 1994), as well as practical skills such as developing learning skills, writing and summarizing,

thinking and memorizing, coping with masses of reading materials, submitting papers, summarizing lectures, writing seminars papers, effective time management and taking exams (Zeidner, 1992).

(d) Social adjustment: The process of adjustment to campus life is a neutral phase in the maturation process of the individual and represents the transition from dependence to interdependence/autonomy (McBroon, 1997). Attending tertiary institutions provide great opportunities for self-development, participation in leisure activities and guidance toward occupation after graduation. This process includes several components: making friends, inclusion in campus life and social networking. All of these elements are very demanding and require an investment of time and energy. Gerdes and Mallinckrodt (1994) suggest that social adjustment of students may be as important as academic factors in predicting persistence.

(e) Natural adjustment: Entering University takes place while a young person is transferring from adolescence to young adulthood. Additionally, to studying, the individual faces other tasks such as leaving home for the first time, finding mutually satisfying relationships, and choosing a profession. The current study's intent was to focus on two dimensions: academic and social adjustment.

Theoretical Framework: The Social of Disability

The study adopted the social theory of disability. The Social theory of disability can be traced to an essay published in 1966, titled 'A critical condition' by Paul Hunt, a person with physical disabilities. Hunt (1966) argued in the article that because people with impairments are viewed as "unfortunate, useless, different, oppressed and sick," and that they posed direct challenges to the commonly held values. Thus, the social theory of disability is an approach to disability that sees the problem that persons with disabilities encounter as a result of barriers placed by the society rather than the individual's physical or medical conditions. The theory recognizes that the solution to the stereotype lies in ridding the society of the obstacles, rather than relying on curing all individuals who have impairments, which in most cases is not possible. According to Hunt, the physically challenged persons are viewed by the society as "unfortunate" because they are unable to "enjoy" material and social benefits of modern society. They are regarded as "useless" because they are considered unable to contribute to the economic good of the community and marked as "minority group" members.

This analysis led Hunt to the view that persons with physical disabilities encountered "prejudice" which expresses itself in discrimination and oppression. About a decade later, around 1976, the Union of the Physically Impaired Against Segregation (UPIAS) developed Paul Hunt's study further, leading to the UPIAS assertion of 1976 which held that 'disability was the limits or restraint of activity caused by a contemporary social organization which took little or no account of people who are physically impaired and thus exempt them from participating in the mainstream social activities'. As such, a vital feature of the UPIAS statement and that of Hunt in is that for the first time, disability was described regarding restrictions imposed on persons with physical disabilities people by social organization. The social theory of disability by the UPIAS definition of persons with physical disabilities as "people who have physical disabilities" faces criticism for its failure to include other types of impairments. This argument has spurred some scholars like Oliver (1993) to claim that the

social theory only applies to wheelchair users. His criticism resulted in further development of the Social Theory by Oliver in 1983. Oliver, an academician and persons with physical disabilities, described the ideas in the UPIAS definition together with other academics like Vic Finkelstein, Colin Barnes, and Gerben Dejong to include all persons with physical disabilities. So while people with impairments may have developed the original formulation of the Social theory, the insight that offered was quickly seen as having value to all persons with physical disabilities deployed personal experiences of disability resilience and institutional life to indicate that it was not as their impairments, which was the foundation of the problem, but rather the way in which society failed to make allowances for their differences and shut them away instead. This way of thinking, analysing and discussing disability became known as "the social theory of disability."

Thus, the social theory of disability explains disablement as the result of any behaviour or barriers that prevent people with impairments from choosing to take part in the life of the society. The driving force to the Social theory is an inclusive view of the disabled community. The construction of the social theory defines disability quite justly as the social consequences of having impairment. According to Oliver (1995), the social theory of disability is not limited to narrow descriptions of disabilities. It instead takes the wider view that the ability to undertake such activities is dependent upon social interventions. As such, the limitation of activity is not caused by impairment, but it is a consequence of social organization. To Oliver, the social theory of disability does not wish to deny the existence of impairment and physiological differences, but rather, it addresses them without attaching value judgments such as "normality" and movement should, therefore, emphasise those aspects of our world that can be changed.

Methodology

In-depth interview conducted with fifty (50) students with physical disabilities in six tertiary institutions in Ibadan. To achieve accurate data collection, enhance research quality and to finalize the research instruments, a pilot study was conducted. After the pilot test, a two-day comprehensive residential training was organised for the research personnel. The training was to familiarize the research staff with the objectives, the study instruments and the process of the interviews. Data collection started concurrently in selected tertiary institutions.

Study Population: Students with physical disabilities in all tertiary institutions in Ibadan University of Ibadan, Lead City University, The Polytechnic, Ibadan, Federal College of Agriculture and Forestry, Federal School of Statistics, Ibadan and Federal Cooperative College.

Data Collection Procedure: All the 50 respondents were interviewed. Face-to-face interview technique was employed in all instances. Vague replies were probed further using non-directive questioning. All the interview responses were recorded in a gadget and later transcribed thematically.

Study Limitation: This study was not without its challenges. Communication, particularly with deaf respondents, proved a real issue; however, this was surmounted with the introduction of writing and sign language.

Demographics Characteristics of Respondents

Characteristics	Categories	Frequency	Percentage	Total
Sex	Male	30	60	50 (100.0)
	Female	20	40	
Age	15-19 years	5	10	50 (100.0)
	20-22 years	21	42	
	23-25 years	18	36	
	26- above	6	12	
Religion	Muslim	17	34	50 (100.0)
	Christian	32	64	
	Others	1	2	
School Attending	University of Ibadan	20	40	50 (100.0)
	The Polytechnic Ibadan	14	28	
	Federal Cooperative College	3	6	
	Lead City University	6	12	
	Federal School of Statistics	4	8	
	Federal College of Forestry	3	6	
Ethnic Group	Yoruba	27	54	50 (100.0)
	Igbo	14	28	
	Hausa	1	2	
	Others	8	16	
Level of Study	100 Level	1	2	50 (100.0)
	200 Level	17	34	
	300 Level	13	26	
	400 Level	5	10	
	ND 1	9	18	
	ND 2	4	8	
	NHD 1	1	2	
Type of Disability	Hearing and Speaking	10	20	50 (100.0)
	Speaking	14	28	
	Seeing	20	40	
	Walking	6	12	

Source: Field Survey, 2019.

Findings

The resilience strategies adopted by students with physical disabilities to achieve their academic pursuit in their institution. The resilience of students with disability calls to mind the potential in the ability of the students to face the challenges and thrive amongst their peers despite times of difficulties and struggles they come across in the course of their studies. Thus to encourage the spark of hopes and resolve in them to fulfill dreams and grow in their studies, respondents were asked how they feel when they see their fellow students who are not challenged by any disabilities in their various institutions. Some of the respondents answered in the affirmative term that they often feel sad when they see their fellow student that are not challenged by any disabilities, while others responded in the negative. Respondents were also asked that whenever they are depressed, or sad, what are the things they do to bring happiness to themselves in other to be lively again. Below are the responses of the respondents that said

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they feel depressed whenever they see their fellow students that are not challenged by any disabilities and also when they are depressed, what are the things they do to bring happiness to themselves in order to be lively again. According to a narrative by one of the respondent:

Yes, I do.... I feel depressed whenever I see people walking with their legs, and I can't work with mine and play along with them with my own legs. I feel sad because they are a human being like me, and they have one head like me. Why will they be normal and am not normal... So because of this, I always feel depressed. And whenever I'm sad like that, I always go to fellowship and when there are no fellowships I go to the library or stay somewhere to read. Most of my course mates also offers hands of comradeship in times of needs by helping to push my wheel chair, carrying me when needs be and other forms of assistance (Male/IDI/27years/October 22, 2019/6:30pm/University of Ibadan).

From the view of another respondent who subscribed to the similar view of the respondent stated above, she said that she feels depressed whenever and see her fellow students that are not challenged by any disabilities because she is not as healthy and strong as them and whenever she is sad, she used to call her family. As she narrated that:

Yes, I do feel depressed whenever I see my fellow students who are not physically challenged because they are different from me. They are vigorous and healthy. They don't depend on anybody before they walk, and they walk freely unlike we challenged the student. We always look for a support mechanism before doing anything, and this makes me sad. If I am not happy in any way, what I do is to call my family and speak with them and I will be alright (Female/IDI/22 years/October 22, 2019/5:00pm/University of Ibadan).

Similar to this, another respondent stated that he always feels depressed or sad whenever he sees his fellow student that students are not challenged by physical disabilities playing football because he was once a good footballer before his accident. Whenever he is depressed, he overcomes his depression by listening to a joke. From the view of another respondent who subscribed to the similar view that yes she always feels depressed when seeing her fellow students that are not students with physical disabilities because they don't relate to her. They distinguished themselves from her, and she listens to music when she is depressed. She, therefore, asserts that:

I always feel sad because sometimes the way some people distinguished themselves from me especially my fellow female, it makes me look like how I wish nothing is wrong with me, and I am as beautiful as they are. And anytime I am not happy; I love listening to music; the happiness will come back by itself (Female/IDI/20 years/October 23, 2019/6:00 pm/University of Ibadan).

Another respondent replied that she usually feels depressed when she does not see anybody that will help with her wheelchair especially when she needs to climb stairs to class. Whenever she is sad, she draws in her book. She stated this below:

I do feel depressed or sad whenever I see my fellow students that are not physically challenged because sometimes, I won't see someone that will help me with my wheelchair when I want to climb stairs. Whenever I am depressed or sad, I used to

draw on my book, with that I will be lively again (Male/IDI/26 years/December 8, 2019/2:00pm/Federal Cooperative College, Ibadan).

Another respondent spoke thus:

I do feel depressed whenever am in the midst of my fellow student that are not physically challenged because whenever I heard them arguing about football that they watch, and I can't contribute to the argument. Whenever am sad or depressed, I used to sing so as to be happy again (Male/IDI/21 years/November 18, 2019/4:00pm/Federal School of Statistics, Ibadan).

Below are the responses of the respondents that said they have their personal timetable that they used to read with as their coping strategy. A respondent spoke that:

The coping strategy I used to prepare for my academic activities is drafting a personal timetable for myself and not thinking and concentration (Male/IDI/28 years/October 22, 2019/6:00 pm/University of Ibadan).

From another respondent:

The coping strategy I use for my academic activities is managing my time and resources. Having a personal timetable and Taking care of myself to ensure that I won't disturb my roommate (Female/IDI/25 years/October 20, 2019/4:00pm/University of Ibadan).

From another respondent:

The coping strategy I use is by depending on friends but not being over-dependent on people and by being strong so as to overcome all my challenges (Female/IDI/20 years/October 26, 2019/5:00pm/University of Ibadan).

Another respondent opined that:

The coping strategy that I adopt was that since I have someone that uses sign language to explain things for me, I don't have anything to worry about (Male/IDI/24years/December 10, 2019/2:30pm/Lead City University, Ibadan).

Another respondent opined that:

The coping strategies that I adopt are by making friends with a responsible student who are caring and concern about me (Female/IDI/23 years/December 10, 2019/3:30pm/Lead City University, Ibadan)

Another respondent opined that:

The coping strategies that I adopt is by making use of my roommates and friends to help me out with what I can't do myself because of my blindness (Male/IDI/24years/December 13, 2019/2:30pm/The Polytechnic, Ibadan).

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From a respondent point of view:

My coping strategies are by begging my friends to help me out whenever I need something I want them to do for me (Male/IDI/18 years/November 4, 2019/2:30 pm/The Polytechnic, Ibadan).

Examining the services provided by the Institutions for students with Physical disabilities

Respondents were asked how they were being taken care of financially, as well as what services are in place to take care of students with physical disabilities. Respondents were also asked why they attend their chosen institutions rather than schools specially made for students with physical disabilities. Below are the responses of the interviewees that said that no services were put in place by their school and their reasons for attending the schools. A respondent answered in this regard thus:

Hmmm... in terms of registration, they don't allow us to queue on the line, they quickly attend to us, there is no financial arrangement between us, not even scholarship and since there is no higher institution provided for us, we have to apply for any university since we need to be educated to meet up with the challenges of the societies (Male/IDI/27years/October 22, 2019/6:30 pm/University of Ibadan).

Another respondent opined that:

I am happy that a project like this is coming up; maybe you people can still help us to influence what we have been begging for over the years now which are scholarship. Not every one of us came from a wealthy family, and we expend a lot here, feeding textbooks purchase and there is none among all these that the institution can help us with. As for questions on why am I in this institution instead of going to where there were many physically challenged, there is no such higher institution in Nigeria. We have that of secondary schools of physically challenged but not for higher institutions (Male/IDI/22 years/October 20, 2019/4:30 pm/University of Ibadan).

Another respondent on the issue of facilities responded that:

We don't have any facility here, and they didn't give us anything or provide any services here. It's so annoying, but there is nothing we can do. Maybe you can help us as well to influence it. We need internet facility; we need a bus for movement to faculties, and we also need a scholarship as well. There is a secondary and primary school for the physically challenged people, but there is no higher institution (Female/IDI/25 years/October 20, 2019/10:45 am/University of Ibadan).

Another narrative from another respondent opined supported the earlier:

In the University of Ibadan, they didn't provide any services for us. Everything is just like normal. We go for lectures ourselves, we most of us do our cooking and laundry by ourselves. We would have even appreciated it if it's just bus alone they can provide for us that will be conveying everyone to their various faculties. There is no university for physically challenged in Nigeria (Male/IDI/22 years/November 24, 2019/2:00pm/University of Ibadan).

This respondent complained of the distance to water sources:

They are not providing any facilities for the physically challenged. The only thing they do is to group the physically challenged in one hall of residence probably for us to be seeing one another. But a place like that, there should be internet facility, water should be closer to where we live, but we have to walk down to where the tap is to fetch water. So the whole thing is tiring. If there were a higher institution created for physically challenged, I would have gone there but there were none (Female/IDI/20 years/October 19, 2019/3:00pm/Polytechnic Ibadan).

A respondent stated that:

We have easy access to water, there is no internet facility that we can easily access, and we want scholarship or grants from the government. We have applied, but all effort is a waste. There is no higher school of physically challenged people in Nigeria (Male/IDI/22 years/November 10, 2019/2:00pm/Federal College of Forestry, Ibadan).

Below are the responses of the respondents that said that services were put in place by their institution and reason for attending the institution. In the words of one of them:

There is free access to lectures, open access to internet facilities; water supply is accessible, and there is electricity supply for 24 hours in seven days. I don't know if there is a higher institution for disable or not (Male/IDI/25 years/November 15, 2019/12:00pm/Lead City University, Ibadan).

From the opinion of a respondent:

As two of our fellow students who are disable won a scholarship last year and we are so happy about that. All these boiled down to the way we are being treated in a kind way here; that will make everyone happy because if you are happy, your brain can function efficiently and you will be able to achieve something great. All the facilities within the environment help. There are electricity 24 hours a day and so on. There is no higher institution for disable people here in Nigeria (Female/IDI/23 years/December 10, 2019/3:30pm/Lead City University, Ibadan).

The study further examined how students with physical disabilities meet their needs like cooking, bathing, eating, how they attend lectures and how they prepare for their examinations. Respondents were asked how they fulfill their needs like bathing, eating, how they attend lectures and also how they prepare for their exams. A respondent stated that:

I have good friends around me that help a lot. Am in final year and since my 100level days, people have always been there to assist especially the feeding aspect. I have a good friend that we walk together; we are in the same class, and we do many courses together, so he usually guides me through the way. Very well, I prepare a lot. I don't joke with exams. I told you earlier that I use to record all our lectures, so I do listen to them very well time to time, and I do grab a lot concerning my exams, I do talk out to somebody, and the person will be writing it out (Male/IDI/28 years/October 22, 2019/6:00 pm/University of Ibadan).

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A respondent spoke thus:

I cook my food myself, so as to eat, I get water and wash and bath myself. I go to the classroom to receive lectures myself. And in preparation for exams, I study and write myself (Male/IDI/27years/October 22, 2019/6:30 pm/University of Ibadan).

A respondent answered that:

How I meet my needs is that I tell people to the help of which most times, I don't get anyone to do so, so I cultivate the habit of doing things myself. I do go to the classroom through the wheelchair and a friend that help, and I do prepare for my examination for reading (Male/IDI/24years/December 12, 2019/2:00pm/Lead City University, Ibadan).

From another respondent:

How I meet my needs, I cook for myself. I have foodstuff, but my friends help me out with water to bath and to wash. Sometimes I go myself if I don't see anybody to push me but most times, my friends help out. I prepare for my examinations by studying (Male/IDI/24years/December 13, 2019/2:30pm/The Polytechnic, Ibadan).

From another respondent view:

My roommate helps me out to cook and provide water that I will use to bath, and I wash my clothes all; I do wash them by myself. My course mate used to help me out with how I go to the classroom. I prepare myself for exams by listening to recorded lectures (Male/IDI/21 years/November 18, 2019/4:00pm/Federal School of Statistics, Ibadan).

A respondent answered that:

I cooked and eat myself and my roommate provide me with water that I used to bath and wash clothes. My friends help me out, but I do sometimes go if I didn't see anybody that will follow me. I read and study hard for my exams (Male/IDI/24years/December 10, 2019/2:30pm/Lead City University, Ibadan).

Respondents were asked what are the changes that they would like to see in their institutions to enhance the academic pursuit of the students with physical disabilities. Below are the responses that students with physical disabilities need to be taken into consideration.

According to a respondent:

My recommendation is that we the disabled needs to be considered and creating social relation among us (Female/IDI/23 years/October 22, 2019/2:00pm/University of Ibadan).

Another spoke about the need for special transportation:

My recommendation is that they should provide a bus that will be picking us in the hostel (Male/IDI/20 years/October 23, 2019/6:00 pm/University of Ibadan)

From another respondent's view:

My recommendation is that they should help us with a scholarship because most of the disable children are from low-income family (Female/IDI/20years/December 10, 2019/4:00pm/Lead City University, Ibadan).

A respondent stated that:

My recommendation is that better attention should be given to physically challenged students, recordings should be provided for them in case they couldn't make it to class. Special attention should also be given to them during the examination (Male/IDI/24years/December 12, 2019/2:00pm/Lead City University, Ibadan).

Another respondent opined that:

My recommendation is that electricity used to pose a threat to us here. If the government can do this, we will be grateful (Male/IDI/25 years/November 15, 2019/12:00pm/ University of Ibadan).

Response from another respondent:

My recommendation, they should please help us to employ more people especially those that can communicate none linguistically. It will ease our stress of communication (Female/IDI/24years/December 12, 2019/4:30pm/Lead City University, Ibadan).

Discussion

From the responses gathered, it is deducible that the majority of the students with physical disabilities usually do not feel depressed or sad whenever they see their fellow students who are not with physical disabilities. Some of them have accepted the way they are; some said they had been trained to believe in themselves while some thought that they couldn't envy others because they, the students with physical disabilities have some inborn talent or gift that others might not have. Whereas some of the respondents responded that they were actually sad because those students can walk, speak, and see but they cannot. And also that some people do not respect them because of their condition, that is, the students who are not with physical disabilities maltreated them. This finding went in line with the argument of Adesokan (2003) argued that most students with physical disabilities suffer rejection, isolation, and maltreatment from other members of the society. Whenever most of them were sad, they get involved in one activity or the other such as playing games on their mobile phones, listening to music, drawing, singing by themselves, watching some movies and chatting with their family member on the phone as modes of coping with depression.

Findings also show that respondents have various resilience strategies that they adopted in order to achieve their academic pursuit in the institution (Williamson, 2018). Some of the interviewees have a personal timetable that they read while others do read every morning before going to lectures and every night before sleeping. Also, some make use of friends and about help out with reading while others record lectures, to listen to it whenever they want to read, thus highlighting differential coping strategies adopted by the respondents depending on their impairments. These findings agree with the arguments of Babar *et al.*

(2004) and Elzubeir *et al.* (2010), which concluded that type of disability determines the coping strategy adopted by the challenged individual.

From the above findings, one can deduce that majority of the physically challenged students meet their needs for cooking, bathing and washing of their clothes by themselves, except few of them that were lucky to have good people around them that could help in one or two things. Most of them do resort to eating from the school or the hostel cafeteria or restaurant before going back to their hostel, but some were being provided a person from the family that will look and guide over their welfare to ensure their happiness. The majority of them maintained that they go for lectures by themselves except if by God's grace they were able to see a helper that can assist and accompany them to their faculty. This finding goes in line with the assertion of Okoye (2010) that respondents relied on roommates, friends, relations and themselves to carry out such activities of daily living like attending to classes and attending to other domestic chores that include fetching water, laundry and going to the cafeteria.

The majority of the respondents recommended that government should consider the provision of buses that will convey them to their various faculties and take them back to their various hostels. Also, they want easy access to internet facilities to enhance their level of research as the society has turned into a global village, as well as scholarship funds as some of them are indigent. The majority of the respondents also recommended that the management should always organize a social gathering or seminar or forum that will involve them together with students who are not with physical disabilities as they have observed that the other students do segregate themselves from associating them.

Conclusion and Recommendations

Based on the above findings from the field of work, the following conclusions were made. Students with physical disabilities are not sufficiently taken care of in the institutions of higher learning. From their responses to the in-depth interviews conducted, it was evident that they face a lot of challenges which result from social and structural deficiencies. The interests of the students with physical disabilities were not taken into consideration even in the architectural designs of the libraries. Physical access is the source of opportunity in Education. Hence, accessibility is a right often denied students with physical disabilities. Governments, both at all levels need to enunciate policies that address the barriers faced by the students with physical disabilities in their bid to get a qualitative education. Aside, the government should as a matter of principle should encourage the human right approach rather than a welfare or charity approach to disability issues. Itemized below are the suggested recommendations drawn from the study:

- 1) The United Nations Convention on the rights and dignities of persons with disabilities is to be strictly adhered to. The government should make provision for effective implementation of the convention.
- 2) The use of library guide, ramp, elevator, safe hand railings, pathway, low-level sockets and light switches, are necessary to encourage the students to utilise the library.
- 3) Suggestion box to be made available to the school for comment or question.
- 4) There should be transport provision for smooth movement of the students with physical disabilities to and fro their faculty.

- 5) Scholarship should also be provided to the students with physical disabilities as most of them were from a poor background.
- 6) The construction and design of the public building and utilities should take into cognisance, the welfare of people with disability.
- 7) Seminars should be organized to integrate the students with physical disabilities students and their colleagues or school mates, to inculcate unity in diversity among the students generally because the students with physical disabilities were complaining of being snubbed and left out.

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