



Characterization of the Visual Disability and Its Relation with the Resilience: Universidad Técnica de Manabí Students



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Abstract

The objective of the work is to determine the characterization of the visual disability and its relation with the resilience in the students of the Technical University of Manabí. The work shows an analysis of the visual disability in students and its impact on the level of resilience. An analysis of resilience is addressed regarding the physical and mental state of the people, as well as the process of adapting to the problems and adversities of life. The results are shown in tables and graph on the analysis of the degree of visual disability of the students, as well as the application of the SV-RES test prepared by the researchers Saavedra & Villalta, 2008. Based on the evaluation of 12 dimensions, which allow verifying the situation according to three scales: high, average and low. Finally, the conclusions are offered where the objective stated in the investigation is verified.

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1. Introduction

When talking scientifically about the phenomenon of human disability and its relation to resilience, it is necessary to know some functional and conceptual background. Throughout history, humanity has had different ways of reacting to individuals whose intellectual functions or body formations differ from those of most of its members. The Romans, for example, in their ideal conception of health and physical beauty, unleashed birth malformations from Mount Taijeto in Sparta or from Tarpeia in Rome, while in ancient India they were thrown into the Ganges River.¹ On the other hand, the Vikings, who were a warlike people, considered these people as gods.² The extreme rejection remained valid. Infanticide was practiced in some cultures that disapproved of what

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is now known as a disability. In this way, different people have existed and exist, where the treatment towards them has been discriminatory and is approached by the different theoretical and political approaches.

Paradoxically, progress has been made and, at the same time, we have moved backwards in the search for less pejorative, stigmatizing terms or with less negative connotations with the genuine attempt to change that image of rejection and the role of people with disabilities in this society. Many of these denominations spite of being representative of medical, psychological, educational or social conceptions already surpassed or inadequate for the present times, continue being used by a considerable number of people. Individuals with functional diversity have often been unjustly identified with intellectual limitations or psychological dysfunctions.¹

The presence of students with disabilities in Ecuadorian universities has strengthened research on their problems, proliferating studies linked to the lives of disabled university students. These experiences come to highlight that in the current university context, these students present greater difficulties than the general population because, in addition to their disability, they must overcome not only architectural but also psychosocial barriers.

At present, it is a social duty to ensure that the person with disabilities achieves full incorporation into academic life and the attainment of a professional title. One of the objectives embodied in the National Development Plan of Ecuador 2017-2021,³ is to achieve educational justice and equity, that is: guarantee the right to education, a right expressed as equal opportunities for access, the permanence and educational achievement of all young people in the country in higher education. It is already a reality that the efforts of people with disabilities, of their families, of teachers, of special education personnel, have promoted changes in social attitudes, in legislation, in opportunities for work and education.

People with disabilities have access, based on their rights, to higher education, and have the opportunity to increase their knowledge, to develop their social skills, to obtain a profession. The case study of the students of the Technical University of Manabí, who have a visual disability and its relation to resilience, is studied in the paper, evaluating the experiences they have had to face the demands of the educational programs and the adversities of the environment where they develop his academic activity. The Technical University of the Manabí has the social commitment to provide an effective educational service in its formative dimension, but students with disabilities lack an infrastructure according to their physical needs, specialized technological equipment, and adequate academic strategies to strengthen their learning and develop the capacities intellectual, physical and aesthetic of its members. The visual disability is submerged in this reality, and the people who suffer it are often subject to discrimination and indifference because in our society there is still ignorance and omission of the rights that protect them, considering themselves a vulnerable population and being limited to living with dignity.

2. Research Methods

The inductive method was applied that allowed to logically reason the concepts associated with resilience in students who have a visual disability. The investigative techniques associated with the performance of the SV-RES test prepared by the researchers¹ were applied. This instrument is based on the evaluation of 12 dimensions, which allow verifying the situation according to three scales: high, average and low. The dimensions correspond to the following: the identity; autonomy; satisfaction; pragmatism; link; networks; Models; goals; affectivity; self-efficacy; learning and; generativity.

The study is of a quantitative-descriptive nature, of primary data sources, transactional in the collection of information, micro-sociological in its sample coverage. The fields of study are psychology and society. The sample is intentional, looking for the attributes necessary for the study. The population consists of 88 students with disabilities, and the sample consists of 27 young people with visual disabilities, all enrolled in different careers at the Technical University of Manabí. Table 1 shows the number of students suffering from visual impairment due to careers.

Table 1
Students who suffer visual disability due to careers

Career	Students with visual disabilities
Librarianship	2
Accounting and auditing	2
Physical education	1

Nursing	1
Civil Engineering	1
Electric engineering	1
Computer Systems Engineering	2
Mechanical Engineering	1
Chemical engineering	1
Zootechnical Engineering	1
Medicine	1
Veterinary Medicine	1
Nutrition and diet	1
Optometry	1
Clinical psychology	6
Social work	4
Total	27

Of the total students with visual impairment, 9 are women for 33.3%, and 18 are men for 66.7%. With ages between 19 and 39 years, where young people prevail with an average age of 19.1 years. They were classified according to the stage in which they acquired the disability, 15 young people with acquired disability corresponding to births for 55.5% and 12 with disabilities for 44.5%. According to the degree of visual disability, they are distributed according to what is expressed in Table 2

Table 2
Distribution according to the degree of visual disability

Grade of Discapacity (%)	Quantity
Between 30 and 39	6
Between 40 and 49	6
Between 50 and 59	4
Between 60 and 69	2
Between 70 and 79	8
Between 80 and 8%	1
Total	27

3. Results and Analysis

3.1 The resilience

The concept of resilience has been studied, approximately, since the second half of the 20th century; it has as etymological origin the Latin word "resilio" that means to go back, to return of a jump, to emphasize, to bounce.^{2,3} In the field of Psychology, the term resilience becomes important through the works of⁴ who considers that resilience "should not be understood as the animated denial of life's difficult experiences, pains, and scars. It is more However, the ability to move forward, despite this the author himself suggests that it is difficult to identify the roots of the emergence of interest in resilience, its origin dates back to 1955, with the longitudinal study developed by Emmy Werner and Ruth Smith, studied, over 30 years, a cohort of 698 children born in the Kauai Islands (Hawaii) in unfavorable conditions. In this study it was found that 80% of the sample did not exhibit psychopathological behaviors being adults, on the contrary, They were optimistic people, with a positive vision, adapted, competent and integrated to their social and cultural context. This research, despite having been carried out in a Regarding resilience, it has had significant relevance in its emergence and subsequent development.⁵ From that moment on, countless studies on childhood resilience were carried out, which went back to the observation of individual self-improvement behaviors. It seemed more isolated and anecdotal cases and, on the other hand, to the evolutionary study of children who had lived in difficult conditions, such as extreme poverty and psychopathology

of parents, among others.^{6,7} Later, the focus of studies on resilience manages to transcend the traditional view of adversity versus the presence of psychopathology, to that of adversity versus the possibility of successful adaptation (Pan and Chan, 2007).

Resilience can transform or strengthen those facing adversity, maintain adaptive behaviors, allow normal development or promote growth beyond the present level of functioning. Thus, it can be identified as resilience in physically disabled students, to their ability to overcome the risks and avoid negative results, in behavioral, psychological, academic, and even physical terms.

A study by the Colombian Institute of Family Welfare reports involving 1200 children from different geographical areas of the country. It was investigated which factors favor a healthy and adaptive response to adverse situations. The results showed that 80% of the cases presented a high adaptation in the presence of protective factors. The above reinforces the idea that a subject can not only overcome adversity but can build on it, turning these obstacles into development opportunities.

3.2 The visual disability

The eye constitutes one of the most important organs for the human being because 80% of the information that the person receives is using the sight and represents the indispensable sense for the development in the daily life, therefore. The person with visual disability requires a timely, affordable and quality rehabilitation to integrate into society and be able to have greater opportunities to get ahead with the support of family, society and the state.⁸

Living with a visual disability is an experience that not only affects the physical part, but also the psychological, spiritual and social, putting into play different mechanisms that will allow you to adapt to the new situation and learn to live with barriers, prejudices and restrictions that will affect in their quality of life. It is important to point out that within the theoretical nursing development, the term of adaptation⁸ appears, where the objective is to facilitate the adaptation of the person by strengthening the coping mechanisms and modes of adaptation; even more in this population that faces the world with a very particular situation of visual perception.

In this way, it is possible to ensure that resilience is a very important pillar in the life of every human being since the person can adapt positively to overcome adversities and develop despite them improving their quality of life. Lifetime. Being the situation that motivated the realization of the investigation with the purpose of providing updated knowledge about the level of resilience of the students. The present visual disability in the Technical University of Manabí, and to identify how it intervenes in the quality of life. Thus, the motivate the structuring of intervention and counseling programs, focused on developing the capacity of resilience to obtain a better adaptation of the person with visual disability to their reality and thus achieve a better academic performance and quality of life.

3.3 A review of the theory of self-concept

The International Classification of the Functioning of Disability and Health⁹ establishes that disability is the result of the interaction of the person who presents a deficiency before the physical and attitudinal barriers of their environment; being, precisely, the negative attitudes and prejudices, aspects. It can suppose important obstacles for their social inclusion¹⁰, motivating at present the investigation on the subject.¹¹ But it is not only the attitude of others that determines their integration but the perception of oneself that the disabled person has. It is very important the sense of self-efficacy of the person to successfully perform the necessary behavior and produce certain results on something that interests you, being noteworthy the role played in this self-concept, since it determines expectations, conditioning the behavior.

Some authors¹² assure that the I of people with disabilities grows and develops in the same way as that of people without disabilities, what happens is that, frequently, it receives negative influences, facing from childhood, in many cases, social rejection and negative experiences in interpersonal relationships, which devalue and frustrate.

These circumstances lead to the hypothesis that people with disabilities are a group at risk of developing a negative self-concept. Among the many definitions that have been provided on self-concept, one of the most cited is that of.¹³ These authors conceive the self-concept as the perception that the individual has about himself, based directly on his experiences with others and on the attributions he makes of his behavior. From this hierarchical and multidimensional model, it is proposed that the self-concept can be divided into academic and non-academic, the latter being constituted by emotional, social and physical components.¹⁴

It is obvious that the self-concept includes references to how one sees oneself, not only physically and from an academic/professional and social perspective, but also personal.¹⁵ That is, you can talk about yourself from different

perspectives: personal, academic or professional, social, and so on. Self-concept has a different aspect, that is, it uses predominantly the elements that each one considers that differentiate him and serve to identify him in front of others; in this sense, it plays a key role in personal life.¹⁶

When a person sees himself negatively, he expects negative results and unfavorable treatment from others. In fact, many authors establish a close relationship between disabled people's concept of themselves and their options to integrate into the different areas in which they normally operate.^{17,18} To determine the relationship between visual disability and resilience, the SV-RES test prepared by the researchers¹⁹ was applied to the 27 students who have a visual disability and who are the object of the study, following results. Table 3 shows the result of the statistical analysis related to the study of the resilience of disabled youth.

Table 3
Results of the study on resilience of disabled youth

Dimensions	HIGH		AVERAGE		LOW	
	Quantity	Percentage (%)	Quantity	Percentage (%)	Quantity	Percentage (%)
Identity	3	11	16	60	8	29
Autonomy	2	7	16	60	9	33
Satisfaction	1	3	14	53	12	44
Pragmatism	2	7	14	53	11	40
Links	3	11	15	57	9	32
Networks	2	7	13	50	12	43
Models	2	7	13	50	12	43
Goals	3	11	16	60	8	29
Affectivity	4	14	14	53	9	33
Self-efficacy	3	11	15	57	9	32
Learning	4	14	13	50	10	36
Generativity	2	7	15	57	10	36

Source: Prepared by the authors of the work based on the results of the resilience test

Figure 1. shows the comparative graphical relationship of the results of the resilience study of young people with physical disability.

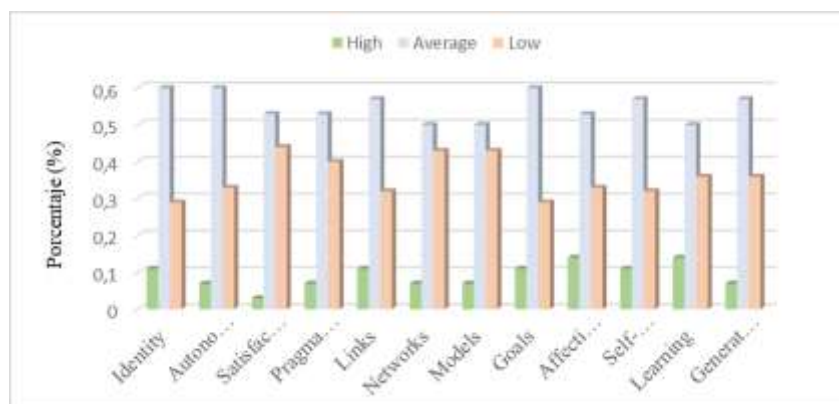


Figure 1. Results of the resilience study of young people with visual impairment
Source: Prepared by the authors of the work based on the results of the resilience test

The result of the test allowed to verify that there is a close relationship between the level of resilience and the degree of visual disability of the students since the number of students with a high level of resilience is relatively proportional to the number of students who present between 30% and 39% of disability. In the same way, it happens with those who have a high degree of disability, who manifest proportionality about the low level of resilience.

4. Conclusion




The work made it possible to determine the relationship between the degree of visual disability of the students and the level of resilience, being able to verify that the greater the degree of disability, the resilience is usually lower. Considering the visual disability is a type of disadvantage that in the personal aspect cannot be eliminated, and taking into account the incidence that it represents for the level of resilience of the students. It is important the consideration of psychological support through workshops of resilience or other activities, that allow raising the resilience of students who have this disability.

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