Resilience in the Face of Disability: A University Vision

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Abstract

The objective of the work is to identify the most preeminent elements of resilience in the face of disability at the Technical University of Manabí. To do this, a wide-ranging exploration and bibliographical study was carried out, which allowed us to return to the criteria addressed by several authors recognized internationally in the study of resilience and especially those of the Latin American area. The work deals with contemporary contextual aspects that may be favorable to the psychosocial approach to resilience. The article is based on research based on the qualitative interpretative paradigm. The theoretical referents were consigned from the bibliographic review, to compare them with the empirical phase that allowed interpreting the individual representations of disabled youth about resilience. The results of the research show that resilience is widely known, although an important bias is maintained in its representation related to a more individual than the social view, which could limit its influence as a pedagogical factor.

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1. Introduction

Some authors [1] state that social and educational inclusion is transforming and not only access, since the goal sought is to provide quality education and overcome the differences, barriers, and gaps still present in traditional educational communities in South America. It is added that to achieve changes in society a favorable legal framework is required, but above all, the commitment and participation of the direct actors. Teachers and school authorities and public health actors, willing to undertake innovative interventions that allow the access of all the students without discrimination and an educative answer adapted to the possibilities of the alumnado [2]. The one that makes use of his capacity of resilience to accede and to use technologies, using elements present in the surroundings and that is of interest [3].

The public health policy implements its promotion, prevention and intervention focused on a multidisciplinary representation, focusing on the collective well-being. In this legal framework, the Pan American Health

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Organization (PAHO) defines the term public health as The organized effort of society, mainly through its public institutions, to improve, promote, protect and restore the health of the populations through collective actions.

Public health has as objectives the management, monitoring, and facilitation of the quality of life of the population. The essence of public health is to adopt a perspective based on groups of people or populations, as a field of knowledge and as a sphere for action. The second international classification of health functioning defines disability as a generic term that includes deficits, limitations in activity and restrictions on participation, which indicates those negative aspects of the interaction between an individual (with a health condition).) and its contextual factors (environmental and personal factors) [4]. These characteristics depend on the level of functional impairment and the origin of the disability [5].

Some authors [6] stated that physical disability is an alteration of the motor apparatus, which makes it difficult or impossible to develop skills. Which allow participating in activities of daily life, such as standing, walking, moving, taking and manipulating objects with hands, talk, make gestures, which require movement and control of body posture. Also, physical disabilities present variations of the musculoskeletal system that are caused by a deficient functioning of the nervous, muscular and osseous joint systems, which are interrelated and may or may not be associated with visual, auditory or cognitive deficits. Among others [7]. Therefore, people with physical disability face numerous difficulties that could influence the learning process, due to a deficiency in postural control, displacement, manipulation and communication with others, among other effects [8].

The integration of ICT in education contributes to the development of creativity, autonomy, collaborative work and contributes to overcoming the physical and spatial barriers faced by people [9]. Therefore, its introduction in education systems is in tune with the ideas of educational inclusion, which is defined as a process aimed at responding to the diversity of needs of all students, increasing their participation in learning, culture, and communities and reduce and eliminate an exclusion from education [10]. As for the basic functional competencies, these are understood as that knowledge necessary for a person to manage in different contexts so that this can solve their daily needs and provide adequate solutions to problems of daily living [11].

For some authors [12] the functional competencies that students should develop in the schooling process, (2013) are coexistence democratically in any context or circumstance. With all people without distinction; deliberate on public issues, based on reasoned arguments, [30] and participate democratically in public spaces to promote the common good.

About the adaptive processes that favor the psychosocial integration of young people in the university, it is necessary to take into consideration the concept of resilience. Several authors who agreed to define it as the achievement of a positive adaptation, that is to say, Although there are significant experiences of adversity or trauma, considered risk circumstances when associated with a high probability of negative adjustment. The resilient person can adequately address the development tasks of a specific stage and culture [13]. Other authors define resilience as the ability to overcome and recover from adversity, leaving strengthened from it, despite being exposed to situations of stress and severe difficulty [14], [15], [16].

Other authors [13] suggest that about the various approaches used for the study of resilience, a notion of resilience now prevails, which is accentuated more in the dynamic equilibrium of the factors involved and their relationship with the stage of the life cycle. With less emphasis on concepts related to immutability or invulnerability. In this sense [16] and [17], they agree in defining this construct as a set of social and intrapsychic processes of the person and their social and cultural environment, in which different dimensions such as the acceptance of life and themselves. As well as the development of social skills, dimensions involved in the educational inclusion of children and adolescents with physical disabilities and the formation of their personal and social identity linked to the school.

For [18] Ecuador has among its challenges the promotion of values, ideas, the conception of the community and national levels so that diversity and plurality are assumed. For its part, teachers express the lack of knowledge and experience to accompany students with disabilities. Despite the State's investment in teacher training and advice on issues of inclusion and, for their part, schools must adjust changes that favor the educational inclusion, to guarantee that all the students have access to the same learning [11]. To work on this horizon, the government, institutions and educational communities require complete information on the social problems that affect the population [19]. Among the previous studies, the work of [20] on the virtual educational inclusion of boys and girls carried out in Mexico is cited; and the work of [3] who applied for ICT support, to strengthen the visual remnant in children with a visual deficit in Ecuador.

2. Research Methods

The inductive method was applied, which allowed for the logical reasoning of the concepts related to the essences of resilience, to expose the importance of their estimation in human beings who are disadvantaged in life and especially in university students who suffer from a disability. All of the above was applied to reveal the essence of the scientific problem, in the processing of information and the definition of the system of central and operational categories. In addition to reaching the corresponding conclusions, which have been used to recommend the promotion and implementation of motivating programs for the strengthening of psychological skills, through the realization of resilience studies and the application of psychology workshops to individuals and groups that find themselves in a situation of disadvantage before life.

The research is framed within the interpretive archetype since it seeks to know from the broad study of available literature and the observation of disabled students, the representation of the object being studied. It represents an exploratory, non-experimental study, structured by a qualitative methodology; Although these studies traditionally correspond to a descriptive perspective and developed from the same actors, it also sometimes incorporates the reconstruction of the structures that are based on the aspect studied, establishing categories and relationships between them. The analysis of the data was made based on the content of the information that was emerging during the development of the research, thus structuring the body of the study information, based on the categories that were emerging from the data studied. Analysis and discussion of results.

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 its etymological origin the Latin word "*resilio*" which means to go back, to jump back, to highlight, to bounce [21], [22]. In the field of Psychology, the term resilience becomes important through the works of [23], 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. 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 [24]. From that moment on, countless studies on childhood resilience were carried out which went back to the observation of individual self-improvement behaviors. 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 [25], [26]. 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 that involving 1200 children from different geographical country areas. 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 self-concept

The International Classification of the Functioning of Disability and Health [27] 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 included being, precisely, the negative attitudes and prejudices, aspects that can suppose important obstacles for their social inclusion [28], motivating at the present time the investigation on the subject [29]. 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 authors [30] assure that I am a person 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 this subject, one of the most cited is that of [31]. 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 [32].

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 [33]. 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 and serve to identify in front of others; in this sense, and it plays a key role in personal life [34]. 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 environments in which they normally operate [35], [36].

3.3 Resilience in the Educational Context

Some authors claim [37] that the best educational strategy is a social policy that improves the living conditions of the entire population, which guarantees the possibilities of families to feed, clothe, cure and transmit the basic elements of their daughters' education and sons. It is obvious that it refers to improving the conditions of educability and adopting strategies that allow learning in situations of multiple materials and affective deficiencies does not exhaust the educational problems of a country. However, facing these emergencies can also be very educational for those who do not suffer from these deficiencies, since only improving educational conditions would imply accepting that the whole problem is outside of school.

It is not valid from the political point of view, nor from the technical point of view; poverty, violence, the absence of a father figure, etc., are objective situations that have a different subjective representation in each of the people who suffer them. To change these representations, the concept of resilience provides some clues that, while not new to many educators, can acquire renewed momentum in the context of poverty and exclusion.

According to some authors [38], those young people who have shown a resilient behavior, that is to say, who have been able to overcome these negative experiences by strengthening themselves in the process. Had some person from either the extended family or the community, with whom They managed to establish a positive link. It is in this aspect where the role of the school and in particular of the teachers, acquires all its value and complexity.

The school context can provide the conditions for children to complete their development, in a positive social school climate. In this sense, it is proposed as a concept closely linked to the social climate at school, in terms of whether the school context is an environment that specifically promotes the development of protective factors in the face of difficult situations [39]. Thus, a community of teachers can be transformed, both for young people and for themselves, into a support network that helps face conflicting situations. In two concrete ways; one way is to work with them the different ways of dealing with stress and the other, to become a protective factor for these children and young people, becoming a social support network.

Considering what has been analyzed above, it can be defined that teachers become influential figures in the development of young people. They are true models of behavior with which there may be an effectively significant attunement, which in some cases can only be teachers who will strengthen or modify The image that young people have formed of themselves will strengthen or weaken basic trust, promote competitive or supportive styles. Create protective environments or precipitate situations of risk, promote positive expectations, create hope or succumb to despair. The traditional approaches associated with resilience indicate the importance of training young people in coping skills and behaviors that allow developing resilient attitudes, especially in marginal realities [40]; [41] which entails a resignification of collaboration and positive thinking, both of one's own and of the surrounding community.

In this line you can also find experiences that rescue the adaptive value of parental figures within their environments (psycho and socio education), noting that these figures would provide behavioral models and

emotional support necessary for children and youth to develop resilient behaviors [42]. Considering what has been analyzed above, it can be defined that teachers become influential figures in the development of young people. They are true models of behavior with which there may be an effectively significant attunement, which in some cases can only be teachers who will strengthen or modify. The image that young people have formed of themselves will strengthen or weaken basic trust, promote competitive or supportive styles, create protective environments or precipitate situations of risk, promote positive expectations, create hope or succumb to despair.

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The university, the family, and other institutions are responsible for determining the academic, social, emotional future, that is, the identity of each. What people end up thinking about themselves is related, in many cases, to the type of academic and student experiences? A young man who has repeated failures in the university is a person that requires special care to build himself with a positive self-concept. These special care take center stage and make exclusive reference to the performance of the teaching role, to the interaction systems that he promotes in his daily work [43].

If we take the concept of resilience as the power to confront problems and adversities and build on them, we can conclude that to achieve it; we need a context where, in the midst of adversity, the developing subject is meaningful. Although in the university they spend limited time, they must think about the implementation of a program that teaches them for life, with answers to situations that appear in the daily life within the academic environment and that, for this reason, are installed in the daily occurrence as certainties. In the daily life of the university, there is a predominant ideology that supports attitudes and behaviors.

In the past, students with disabilities formed a limited population based on their deficit. They were diagnosed and taught from that characterization. Today with the social model, supported by the Convention on the Rights of Persons with Disabilities [44]. Disability is a concept that evolves and that results from the interaction between people with disabilities and the barriers due to attitude and environment, which prevent their full and effective participation in society, on equal terms with others.

From the Resilience perspective, being a teacher also consists in developing the ability to cope with students. It implies being able to signify the person from the challenge model, in which the doing and the response are valued from the high expectation of the environment. One of the basic pillars in human development, which allows facing obstacles and that the school can not stop addressing, is the self-concept which is integrated by the multiple perceptions, feelings, attitudes and values. A person has of himself, for what is a dynamic, active and central reality in the life of each person, with a decisive role in behavior.

4. Conclusion

Modern societies have demanded autonomy as an essential condition of individuals; this situation has resulted in the overvaluation of their responsibilities over those of the university as a public structure of society. Under this discourse, modern doctrines have characterized the subjects as free beings to determine their destinies, beings with individual capacities, autonomous and self-sufficient beings. Education should stop seeing resilience as an individual condition and begin to see it as an axis of the educational center to work together and the collective values of the community as a whole.

Regarding the above description there is the possibility of a reformulation, a new look at the concept of resilience in which the conceptions of a more complex society can be incorporated. Wherein, there is no talk of an over-determination of the person over the responsibility of the institution and society, especially when it is known that the fees for which people may or may not be successful are socially imposed. A look where the person is part of a collective and symbolically reorganize inequalities rather than continue with them.

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