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Artículos científicos

Percepción de las funciones básicas de los estudiantes universitarios con discapacidad

Perception of the Basic Functions of University Students with Disabilities

Percepção das funções básicas de universitários com deficiência

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Resumen

La identificación de la percepción que tiene cada uno de los miembros que conforman la comunidad universitaria con discapacidad es de suma relevancia para implementar medidas para facilitar la inclusión. El objetivo del presente estudio es identificar la percepción que los estudiantes con discapacidad de nuevo ingreso de la Universidad de Sonora tienen sobre sí mismos en sus funcionalidades básicas. El método utilizado fue un estudio cuantitativo descriptivo transversal. Para la recolección de los datos se aplicó la encuesta WHO-DAS 2.0, que incluye un rango de respuestas tipo Likert, a 45 estudiantes con discapacidad de nuevo ingreso (20 mujeres y 25 hombres) de la Universidad de Sonora durante el ciclo escolar 2021. Los resultados reportan que la mayoría de los estudiantes tiene una percepción positiva de sus funcionalidades básicas. Como conclusión se subraya que es necesario un proceso de seguimiento profundo de cada uno de los casos. Asimismo, diseñar estrategias pertinentes para identificar e intervenir con adecuaciones necesarias para facilitar la inclusión.

Palabras clave: discapacidad, inclusión, percepción.

Abstract

The identification of the perception of each of the members of the university community with disabilities is of utmost relevance to implement measures to facilitate inclusion. The objective of this study is to identify the perception that incoming students with disabilities at the University of Sonora have about themselves in their basic functionalities. The method used was a cross-sectional descriptive quantitative study. For data collection, the WHO-DAS 2.0 survey, which includes a Likert-type range of responses, was applied to 45 incoming students with disabilities (20 women and 25 men) at the University of Sonora during the 2021 school year. The results report that most students have a positive perception of their basic functionalities. As a conclusion, it is emphasized that an in-depth follow-up process of each of the cases is necessary. It is also necessary to design pertinent strategies to identify and intervene with the necessary adaptations to facilitate inclusion.

Keywords: disability, inclusion, perception.

Resumo

A identificação da percepção que cada um dos membros que compõem a comunidade universitária com deficiência tem é de extrema importância para implementar medidas que facilitem a inclusão. O objetivo deste estudo é identificar a percepção que os novos alunos com deficiência da Universidade de Sonora têm sobre si mesmos em suas funcionalidades básicas. O método utilizado foi um estudo transversal descritivo quantitativo. Para a coleta de dados, a pesquisa WHO-DAS 2.0, que inclui uma série de respostas do tipo Likert, foi aplicada a 45 alunos recém-admitidos com deficiência (20 mulheres e 25 homens) da Universidade de Sonora durante o ano letivo de 2021. Os resultados relatam que a maioria dos alunos tem uma percepção positiva de suas funcionalidades básicas. Em conclusão, enfatiza-se que é necessário um processo de monitoramento minucioso para cada um dos casos. Da mesma forma, desenhar estratégias relevantes para identificar e intervir com os ajustes necessários para facilitar a inclusão.

Palavras-chave: deficiência, inclusão, percepção.

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Introduction

Disability is a phenomenon of current study in most social fields (Díaz, 2020). Currently, according to the social model of disability, the interaction of the individual with the context in which they operate and its flexibility is key to addressing it. In this sense, inclusion consists of modifying the design of institutions towards the diversity of people (Palacios, 2017). Thus, the person with a disability is one who cannot fully participate in the social context due to the lack of accessibility existing in the social environment.

The types of disabilities vary depending on the limitations that people experience when interacting in the social environment. In the first place, there is a physical disability, which consists of the difficulty to move from one point to another, problems in coordinating fine or gross motor skills, wheelchair users, cane users, among others. The second corresponds to visual impairment, vision problems such as blindness or low vision. The third consists of hearing impairment, hearing problems, or whether the person is a member of the deaf community. Finally, psychosocial disability (Rascón, 2020). The latter consists of the lack of full participation by the person due to a situation generated by a behavioral condition or some disease that directly affects behavior (Arenas and Melo, 2020).

Each of the types of disabilities require specific adaptations. Unfortunately, the main problem for students with physical and visual disabilities consists of poorly accessible infrastructure and lack of adaptations by teachers in educational programs. Regarding the hearing disability, the most urgent need consists of support for the solvency of interpreters, since the main means of communication is the sign language of each region or country. Finally, for psychosocial disabilities, the supports required are very heterogeneous, they vary from the type of deficit that the person experiences and the specific life experience. (Mainieri, 2017).

In higher education institutions (IES), the school community with disabilities lacks inclusion due to lack of adaptation for diversity (García, Buenestado, Gutiérrez, López and Naranjo, 2017; Paz, 2021; Reynoso, Rangel and Melgar, 2017). This is an important situation that deserves specialized attention to facilitate access for those with disabilities.

From the 2030 Agenda, specifically in the Sustainable Development Goal (SDG) 4, the United Nations Educational, Scientific and Cultural Organization [Unesco] (2015) establishes that education must be inclusive for all; however, the situation of the institutions is different from the proposals. This is the case in Mexico, where laws have been established to ensure that people with disabilities can access HEIs (for example, the General Law for the Inclusion of People with Disabilities [Presidency of the Republic, May 30, 2011]). However, the statistics show a reality that is far from the proposals and statutes relevant to people with disabilities.

According to the National Association of Universities and Institutions of Higher Education (Anuies), until 2021 in the IES there was a total population of 4,983,204 students, of which 53,221 were students with disabilities, which corresponds to 1.07% of the population. total population. In the state of Sonora, Mexico, there is an enrollment of 128,808 university students, of which 979 have some kind of disability; Of this population, 105 students study a degree program at the University of Sonora, according to data reported in 2021 by the Planning Directorate of this university campus, which represents 0.75% of the total number of students with some disability in the state (Cuevas , Quintana, Figueroa and Hoyos, 2022)

There are studies on the perception of part of university communities towards disability or educational inclusion; some of them describe the importance of teaching practices towards student diversity (Baldiris et al., 2017; Rivero, 2017); other studies investigate the perception of teachers regarding students with disabilities, as well as regarding

inclusive practices (Brull, Gauto, Paredes y Cruz, 2019; Hurtado, Mendoza y Viejó, 2019; Márquez, 2015; Padilla, Gómez y Ramírez, 2015; Paz, 2018; Sevilla, Martín y Jenaro, 2018).

In a study carried out by Hoyos, Salas and Cuevas, (2021) it was identified that, from the perception of students without disabilities, the participants' classmates with disabilities are capable of carrying out any action, as long as the medium suits them. Regarding the self-perception of the student body with disabilities, Molina and Maglio (2013) studied a population of children with attention deficit hyperactivity disorder (ADHD), who reported that they feel less in control and less able to carry out activities that are requested of them, similar to what was reported by Hernández, Fernández, Carrión and Avilés (2019) in university students with disabilities.

Something extremely important is the need to understand students with disabilities. Inclusion in HEIs is a pending agenda, as is undertaking research on the disability of each student. In the review of the research that takes up the perception of disability in an educational context, the absence of efforts focused on the true protagonists stands out. Indeed, research is identified that alludes to the perception that other people without disabilities have about students with disabilities, or attitudes towards disability, however, the descriptions of the functionality that students with disabilities have about themselves are limited.

Therefore, the objective of this study is to identify the perception that new students with disabilities at the University of Sonora have about themselves to perform basic activities such as seeing, listening, remembering information or concentrating, walking or climbing stairs, care personal, communication difficulties, cognitive limitation, or some other limitation, depending on the disability of each student.

Research question

What is the perception of students with disabilities about their own ability to perform basic actions?

Materials and method

A non-experimental cross-sectional descriptive design was used. The objective of the study was to identify the perception that new students with disabilities at the University of Sonora have about themselves when carrying out basic actions.

Participants

The sample was made up of the students who reported having a disability in their admission process to the University of Sonora during the 2021-2 school year. The initial record of students with disabilities was 144, however, after establishing contact by telephone with each one, 99 students were discarded, who mentioned that they were not in any situation of disability. Thus, the remaining 45 students participated in the study, who corroborated that they have a disability.

Instrument

The WHO-DAS 2.0 survey was used, also used by the National Institute of Statistics and Geography [Inegi] (2021). This questionnaire is supported by the World Health Organization (WHO) for the evaluation of disability. It consists of six items:

- 1) Do you have difficulty seeing even when wearing glasses?
- 2) Do you have difficulty hearing, even when wearing a hearing aid?
- 3) Do you have difficulty walking or climbing steps?
- 4) Do you have difficulty remembering or concentrating?
- 5) Do you have difficulty with self-care, personal care, bathing, or dressing?
- 6) Do you have difficulty communicating (so that you are understood, that you understand other people)?

The response options are: 1 = No, without difficulty, 2 = Yes, some difficulty, 3 = Yes, a lot of difficulty, 4 = I can't do it.

Ethical framework

The handling of data was strictly confidential, as well as the request for information from the participants, who agreed with the publication of their information according to the declaration of the Council for International Organizations of Medical Sciences [Cioms] and the WHO (2016).

Process

As part of the new admission requirements, applicants are asked to answer a survey on socioeconomic information and aspects of their school career. This includes items referring to disability, which ask whether the student has a disability and, if so, to describe

it. For this work, firstly, access to the databases of students who mentioned having a disability was requested. Subsequently, they were contacted by telephone to verify the information in the database in order to confirm the condition of disability. The students who verified their disability were given the survey virtually through a form made in Microsoft Forms. The average time used to answer it was eight minutes per respondent.

Analysis of data

The analysis was performed with the SPSS version 22 software, which was used to perform parametric and non-parametric analyzes of different databases.

Results

As part of the information of the participants, their sex, type of disability and age were identified. Table 1 shows that the disability that occurs most often is psychosocial (49.06%), followed by visual (35.68%). Regarding age, 60.32% of the students were 18 years old and 13.38% were 19. Regarding age and type of disability, 18-year-old students mostly had psychosocial disabilities (31.22 %).

Table 1. Percentage of age and type of disability of university students with disabilities

		Discapacidad				Total
		Física	Visual	Auditiva	Psicosocial	
Edad	17	0	0	2.23	4.46	6.69
	18	2.23	22.3	2.23	31.22	60.32
	19	2.23	4.46	0	6.69	13.38
	20	0	2.23	0	0	2.23
	21	4.46	4.46	0	2.23	11.15
	22	0	2.23	0	0	2.23
	32	0	0	0	2.23	2.23
	36	2.23	0	0	0	2.23
	42	0	0	0	2.23	2.23
Total		11.15	35.68	4.46	49.06	100

Source: self made

Table 2 shows the type of disability and the person's sex. In general, the number of men is slightly higher than that of women, with a difference of 11.15%. The disabilities that add up to the highest percentage are psychosocial, with 49.06%, where there is an equal percentage between men and women; then there is the visual, with a percentage of 35.68%, in this case it is the male students (20.07%) who present this disability more in comparison with the women (15.61%).

Table 2. Percentage of disability by type and sex

		Discapacidad				Total
		Física	Visual	Auditiva	Psicosocial	
Sexo	Hombre	6.69	20.07	4.46	24.53	55.75
	Mujer	4.46	15.61		24.53	44.60
Total		11.15	35.68	4.46	49.06	100

Source: self made

When comparing the type of disability with the difficulties to see (table 3), it is observed that 44.45% do not report any, in a higher percentage those who have a psychosocial disability (31.08%). The students who report some difficulty (24.42%) are those with psychosocial and visual disabilities, with 8.9% each. Those who perceive great difficulty in

seeing (26.7%) are those with hearing disabilities, 15.56%, with male students (11.1%) having greater difficulty than women (4.46%).

Table 3. Percentage of difficulty seeing by type of disability and sex

Estudiantes con discapacidad	Sexo	Dificultad para ver				Total
		Sin dificultad	Alguna	Mucha	No puedo ver aun usando lentes	
Física	Hombre	4.46	2.23	0	0	6.7
	Mujer	0	4.46	0	0	4.46
	Subtotal	4.46	6.7	0	0	11.1
Visual	Hombre	4.46	4.46	11.1	0	19.98
	Mujer	4.46	4.46	4.46	2.23	15.56
	Subtotal	8.9	8.9	15.56	2.23	35.6
Auditiva	Hombre	0	0	4.46	0	4.46
	Mujer	0	0	0	0	0
	Subtotal	0	0	4.46	0	4.46
Psicosocial	Hombre	15.6	2.23	6.7	0	24.42
	Mujer	15.6	6.66	0	2.23	24.42
	Subtotal	31.08	8.9	6.7	2.23	48.4
Total		44.45	24.42	26.7	2.23	100

Source: self made

Regarding the difficulty of listening, (table 4) 91.12% report that they do not have any; of them are students with psychosocial (44.45%) and visual (35.6%) disabilities with fewer difficulties; in the first case, women report more difficulty than men and in the second, inversely. On the contrary, 4.46% of the student body report some or many difficulties and they occur in those with hearing and psychosocial disabilities, with 2.23% each, being men in whom this difficulty occurs.

Table 4. Percentage of difficulty hearing by type of disability and sex

Estudiantes con discapacidad	Sexo	Dificultad de escuchar				Total
		Sin dificultad	Alguna	Mucha	No puedo escuchar aun usando aparato auditivo	
Física	Hombre	6.66	0	0	0	6.66
	Mujer	4.46	0	0	0	4.46
	Subtotal	11.1	0	0	0	11.1
Visual	Hombre	19.98	0	0	0	19.98
	Mujer	15.6	0	0	0	15.6
	Subtotal	35.6	0	0	0	35.6
Auditiva	Hombre	0	2.23	2.23	0	4.46
	Mujer	0	0	0	0	
	Subtotal	0	2.23	2.23	0	4.46
Psicosocial	Hombre	19.98	2.23	2.23	0	24.42
	Mujer	24.42	0	0	0	24.42
	Subtotal	44.45	2.23	2.23	0	48.84
Total		91.12	4.46	4.46	0	100

Source: self made

Regarding difficulties walking or climbing stairs, 80% of the students reported not having any, with students with psychosocial (48.23%) and visual (28.9%) disabilities not perceiving difficulties. On the other hand, 6.66% of students perceive some difficulty, particularly those with a visual (2.23%) or psychosocial (4.46%) disability. Finally, 8.9% reported a lot, that is, a high degree of difficulty, those who have a physical (4.46%) and visual (4.46%) disability, observing differences by sex, (table 5).

Table 5. Percentage of difficulty walking or climbing stairs by type of disability and sex

Estudiantes con discapacidad	Sexo	Dificultad para caminar				Total
		Sin dificultad	Alguna	Mucha	No puedo caminar o subir escaleras	
Física	Hombre	4.46	0	2.23	0	6.66
	Mujer	0	0	2.23	2.23	4.46
	Subtotal	4.46	0	4.46	2.23	11.1
Visual	Hombre	17.78	2.23	0	0	19.98
	Mujer	11.1	0	4.46	0	15.6
	Subtotal	28.9	2.23	4.46	0	35.6
Auditiva	Hombre	4.46	0	0	0	4.46
	Mujer	0	0	0	0	0
	Subtotal	4.46	0	0	0	4.46
Psicosocial	Hombre	19.98	4.46	0	0	24.42
	Mujer	22.23	0	0	2.23	24.42
	Subtotal	42.23	4.46	0	2.23	48.4
Total		80	6.66	8.9	4.46	100

Source: self made

In Table 6, regarding the difficulties to remember or focus on a task, 51.1% report not having any, mainly the student body with visual impairment (24.42%), followed by those with psychosocial disabilities (19.98%); in the first case, there are more men (13.34%) and in the second, more women (8.9%). Those who have some difficulty accumulate the figure of 28.9%, of which 19.89% have psychosocial disabilities, men being the ones who perceive the greatest problems concentrating (11.1%). In addition, 15.6% perceive a lot of difficulty, of which the highest percentage is located in psychosocial disability, with 11.1%, with men having a higher percentage (8.9%) than women (2.23%).

Table 6. Percentage of difficulty remembering or concentrating by type of disability and sex

Estudiantes con discapacidad	Sexo	Dificultad para recordar o concentrarse				Total
		Sin dificultad	Alguna dificultad	Mucha dificultad	No puedo recordar ni concentrarme	
Física	Hombre	4.46	0	2.23	0	6.66
	Mujer	4.46	0	0	0	4.46
	Subtotal	8.9	0	2.23	0	11.1
Visual	Hombre	13.34	6.66	0	0	19.98
	Mujer	11.1	2.23	2.23	0	15.6
	Subtotal	24.42	8.9	2.23	0	35.6
Auditiva	Hombre	4.46	0	0	0	4.46
	Mujer	0	0	0	0	
	Subtotal	4.46	0	0	0	4.46
Psicosocial	Hombre	4.46	11.1	8.9	0	24.42
	Mujer	8.9	8.9	2.23	4.46	24.42
	Subtotal	13.34	19.98	11.1	4.46	48.4
Total		51.1	28.9	15.6	4.46	100

Source: self made

Regarding difficulties for personal care, Table 7 shows that 91.1% do not report any, especially students with psychosocial disabilities (44.45%), followed by those with some visual disability (35.6%); in the first case, women report less difficulty than men and in the second the situation is reversed. On the other hand, 6.66% report some difficulty for their care, especially those with psychosocial (4.46%) and visual (2.23%) disabilities. Finally, 2.23% of the students perceive a lot of difficulty and they are the ones with a visual disability.

Table 7. Percentage of difficulty for personal care by type of disability and sex

Estudiantes con discapacidad	Sexo	Dificultad en el cuidado personal				Total
		Sin dificultad	Alguna	Mucha	No puedo realizar mi cuidador personal solo	
Física	Hombre	6.66	0	0	0	6.66
	Mujer	0	2.23	2.23	0	4.46
	Subtotal	6.66	2.23	2.23	0	11.1
Visual	Hombre	19.98	0	0	0	19.98
	Mujer	15.6	0	0	0	15.6
	Subtotal	35.6	0	0	0	35.6
Auditiva	Hombre	4.46	0	0	0	4.46
	Mujer	0	0	0	0	0
	Subtotal	4.46	0	0	0	4.46
Psicosocial	Hombre	19.98	4.46	0	0	24.42
	Mujer	24.42	0	0	0	24.42
	Subtotal	44.45	4.46	0	0	48.4
Total		91.1	6.66	2.23	0	100

Source: self made

In relation to the difficulties to communicate, Table 8 shows that 57.78% do not perceive any problem, especially those with a visual disability (28.9%), followed by psychosocial (28.89%), where women have less difficulty . However, 28.89% report having some difficulty, being those with psychosocial disabilities the highest percentage, with 15.6%, and men with greater communication problems (11.1%).

Table 8. Percentage of difficulty to communicate by type of disability and sex

Estudiantes con discapacidad	Sexo	Dificultad para comunicarse				
		Sin dificultad	Alguna	Mucha	No me puedo comunicar	Total
Física	Hombre	2.23	2.23	2.23	0	6.66
	Mujer	0	0	2.23	2.23	4.46
	Subtotal	2.23	2.23	4.46	2.23	11.1
Visual	Hombre	15.6	4.46	0	0	19.98
	Mujer	13.34	2.23	0	0	15.6
	Subtotal	28.9	6.66	0	0	35.6
Auditiva	Hombre	0	4.46	0	0	4.46
	Mujer	0	0	0	0	0
	Subtotal	0	4.46	0	0	4.46
Psicosocial	Hombre	8.9	11.1	4.46	0	11
	Mujer	17.78	4.46	2.23	0	11
	Subtotal	26.67	15.6	6.66	0	48.9
Total		57.78	28.89	11.1	2.23	100

Source: self made

Regarding cognitive limitation, it is analyzed in relation to communication and type based on sex. Table 9 shows that 50% of the students consider that they do not have any cognitive limitation, of which 27.28% are men and 22.73% are women, a percentage that is inverted when observing those who do report a cognitive limitation.

Table 9. Percentage of cognitive limitation to communicate by sex.

		Limitación cognitiva		
		Sí	No	Total
Sexo	Hombre	22.73	27.28	50
	Mujer	27.28	22.73	50
Total		50	50	100

Source: self made

According to what is exposed in table 10, 50% of the students consider that they do not have any cognitive limitation, of which 27.28% are men and 22.73% are women. The half that do consider they have some limitation is broken down as follows: first, students with ADHD, with 22.73%, followed by students with attention deficit disorder, with 13.64%, and in both cases there are more in women than men, 13.64% and 9.1%, respectively.

Table 10. Percentage of cognitive limitation by sex

Descripción de la limitación							Total
	TDA-H	Trastorno de déficit de atención	Trastorno del espectro autista	Trastornos anímicos	Problemas de comunicación	Ninguna	
Hombre	9.1	4.55	4.55	0	4.55	27.28	50
Mujer	13.64	9.1	0	4.55	0	22.73	50
Total	22.73	13.64	4.55	4.55	4.55	50	100

Source: self made

Discussion

The perception of the students towards their own functionality in most cases was positive, and also the majority mention that they do not have so many difficulties, with the exception of students with psychosocial disabilities, similar to other studies such as the one carried out by Cotán (2017).), where some of the situations of some people with disabilities immersed in university educational contexts are clearly exposed. Although the student sample with disabilities has a positive perception of themselves, it is possible that problems arise in inclusion by the institutional contexts of the universities (Abellán, Sáez, Reina, Ferriz and Navarro, 2019; Brull et al., 2019; Reina, Hemmelmayr and Sierra, 2016).

Finally, it is important to continue using students with disabilities to identify the contexts that universities offer. Inclusion is a constant action that requires participants for its effectiveness, and thus students can develop academically according to the perception of students with disabilities (Ahumada, Roco and Ahumada, 2019; Castillo, 2016; Rodríguez, Mendoza and Méndez, 2018). It is necessary, then, to insist on the constant participation of educational institutions towards this type of student community.

Conclusions

The perception of the students' own ability demonstrates some important aspects: in the first instance, although students with physical disabilities are limited by their own situation, they mention that they do not have difficulties in carrying out the actions; Likewise, they report that they have difficulties to remember or communicate, this same behavior is reported in the rest of the types of disability. It is suggested to follow up those students who have cognitive limitations or with problems paying attention and concentrating, since they are important limitations for the academic development of the students. Similarly, continue to identify the different situations of the participants immersed in the institutional context.

It is necessary to continue identifying the difficulties and limitations that hinder inclusion. Research with this population is valuable to adequately adapt institutional spaces in order to facilitate accessibility. Finally, it is proposed to carry out effective educational interventions in the cases that emergent adaptations are required for their inclusion in the university community.

The most important limitations in the study is the lack of qualitative instruments to identify the subjective opinion of students about their own functionality. The students show

a willingness to collaborate in this type of study in order to be able to support them in their educational needs, which facilitates the development of more research.

Future lines of research

For future research, it is important to carry out mixed studies that address the functionality that the student himself perceives together with his own disability. Likewise, it would be relevant to carry out a mixed study with other vulnerable populations, specifically with those people who live with rare diseases, to identify the functionality that they perceive of themselves, together with their disease condition. In the same way, it is suggested to emphasize inclusion for the promotion of educational quality for each of the members that are part of the educational institutions.

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