

**AN EVALUATION OF DISABILITY SUPPORT SERVICES IN THE
UNIVERSITY OF BENIN UNIBEN**

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**BEING A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
SOCIAL WORK, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF B.Sc.
DEGREE IN SOCIAL WORK**

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CERTIFICATION

This is to certify that this project was carried out by MITINI-SADIGBEN LETITIA OGHENEORRHIEN with Matriculation Number SSC2106080 of the Department of Social Work in partial fulfillment of the requirements for the award of Bachelor Degree (B.Sc.) in Social Work, University of Benin, under my supervision.

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DEDICATION

This research work is dedicated to God Almighty and His beloved son Jesus Christ for the numerous blessings, provisions and guidance throughout my stay at the University of Benin, Benin City.

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ABSTRACT

This study did an evaluation of disability support services in the University Of Benin (UNIBEN), this study adopted the survey design using questionnaire as instrument for data collection. The study adopted simple percentage tables. The results revealed students with disabilities at the University of Benin do not express a uniform experience with support services, there is a growing awareness of both the structural limitations and the social barriers that influence how such services are accessed and experienced. The results also revealed that although some students benefit from available support, many continue to encounter challenges related to service visibility, responsiveness to individual needs, and a lack of inclusion in the broader university environment. The results further underscore the essential role of disability support services not only in academic achievement but also in shaping students' sense of belonging, dignity, and equity within the institution. These findings reinforce existing scholarship that emphasizes the importance of inclusive education systems that are both practically accessible and socially affirming. Like other studies in the Nigerian context, this research highlights that disability support in higher education must move beyond tokenistic provision toward a more systemic, rights-based, and student-centered approach. If left unaddressed, these barriers may continue to marginalize students with disabilities, thereby limiting their academic success and full integration into university life. The study recommended Launch a comprehensive awareness campaign including orientation sessions, campus signage, and online platforms to ensure all students are aware of disability support services. Implement needs-based case management, allowing tailored accommodations and flexible support plans that reflect individual student needs. Conduct regular workshops to educate faculty and support staff on inclusive practices, legal rights, and disability-responsive pedagogy. Introduce awareness programs that normalize disabilities and promote empathy, supported by student testimonies and participation in inclusion-focused dialogues.

Keywords: Evaluation of Disability, Support Services, Students, Disabilities, Uniform Experience, Support Services, Responsiveness to Individual Needs and Academic Achievement.

CHAPTER ONE

INTRODUCTION

1:1 Background to the Study

The importance of disability support services (DSS) in higher education has grown significantly in recent years, as universities around the world work to develop more inclusive academic environments. The World Health Organization (WHO) defines disability as "a condition or function judged to be significantly impaired relative to the usual standard of an individual or group" (WHO, 2020). In line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), individuals with disabilities (PWD) are entitled to access education, which includes receiving reasonable accommodations and academic support (UN, 2006). Higher education institutions play a critical role in supporting the academic success of PWD by offering appropriate services, resources, and policies that cater to their specific needs. However, despite global efforts toward inclusion, there are still significant gaps in the effective implementation and assessment of DSS in many universities (Burgstahler, 2015).

The University of Benin (Uniben) is among the universities in Nigeria working to enhance its disability support services for students with disabilities. However, limited empirical research has been conducted to evaluate the effectiveness of these services in supporting the academic success and social integration of students with disabilities at

Uniben. Studies in other academic contexts have shown that although DSS are often available, their ability to meet the diverse needs of students with disabilities is inconsistent (Eller, 2016; Kershner et al., 2017). In many African nations, including Nigeria, several challenges such as insufficient funding, lack of qualified personnel, inadequate infrastructure, and prevalent societal biases limit the effectiveness of DSS in higher education (Ajuwon, 2018).

In Nigerian universities, DSS generally cover academic accommodations, assistive technology, physical access modifications, and counseling services. Nevertheless, concerns persist regarding the consistency and customization of these services to meet the unique needs of students with disabilities (Bako, 2017). Research has shown that the academic success of students with disabilities is influenced not only by the availability of formal support services but also by factors such as faculty attitudes, the availability of adaptive technologies, and the university's overall approach to inclusivity (Deka, 2019). Additionally, integrating disability support into mainstream academic services, rather than isolating it as a separate entity, has been shown to be a more effective approach for promoting equality and inclusion (Grantham et al., 2016).

While the Nigerian government has taken steps to improve access to education for students with disabilities, such as through the 2018 National Policy on Special Education, which advocates for inclusive education (Federal Republic of Nigeria, 2018), there remains a notable gap between policy and implementation in higher education institutions.

Many Nigerian universities continue to face challenges such as limited resources, insufficient infrastructure, and a lack of trained staff to effectively address the needs of students with disabilities (Ozoji, 2020). Moreover, the stigma associated with disability and a lack of awareness among academic staff often result in discrimination or neglect of students with disabilities (Oyeleke&Oyelade, 2016).

At Uniben, there is growing awareness of the need to tackle the issues faced by students with disabilities. However, there has been limited systematic evaluation of the existing disability support services and their impact on academic achievement and overall student well-being. The effectiveness of these services in creating an inclusive academic environment remains underexplored. Therefore, this study aims to fill this gap by evaluating the disability support services at Uniben and assessing their impact on students with disabilities in areas such as academic performance, social integration, and overall university experience.

This research will be guided by the principles of inclusive education, which emphasizes the importance of providing equal opportunities for all students, regardless of their physical or mental challenges (Booth &Ainscow, 2011). Inclusive education seeks not only to ensure that students with disabilities receive the necessary accommodations but also to foster a university culture that values diversity, promotes social inclusion, and reduces barriers to learning (Tisdell, 2017). This study will examine how Uniben's disability support services align with these principles and identify the barriers and

opportunities that affect their effectiveness. The ultimate goal of this research is to provide recommendations for enhancing the quality and accessibility of disability support services, with the aim of improving academic outcomes and the overall student experience for students with disabilities at Uniben.

1.2 Statement of the problem

Disability support services in universities play a vital role in promoting inclusive education, ensuring that students with disabilities can access the same academic opportunities as their peers. Many higher education institutions worldwide, including those in Nigeria, have made considerable progress toward inclusivity in recent years. Nonetheless, students with disabilities still face various barriers that impede their full participation in academic, social, and extracurricular activities. The University of Benin (UNIBEN), a leading public university in Nigeria, offers some disability support services, but the adequacy, accessibility, and effectiveness of these services are largely unexamined.

At UNIBEN, similar to many other Nigerian universities, disability support services are often underfunded and may not adequately address the needs of students with different types of disabilities, including physical impairments, learning disabilities, and mental health conditions. There is a significant lack of comprehensive data regarding the nature and quality of these services, as well as a clear understanding of the challenges faced by students with disabilities in accessing support. For example, while some areas may have

improved physical accessibility to buildings, other crucial elements such as academic accommodations, assistive technologies, and social integration are frequently neglected or poorly supported. Additionally, training for faculty and staff on disability awareness and inclusive practices is often limited, resulting in the unintentional marginalization of students with disabilities in academic settings.

Moreover, students with disabilities frequently encounter social stigma, discrimination, and isolation, which heighten their academic difficulties. These challenges are further exacerbated by a lack of institutional commitment to disability inclusion, leading to inconsistent and fragmented service provision. As a result, students with disabilities at UNIBEN may not receive the necessary support to succeed academically or feel fully integrated into the university community.

Given these issues, it is essential to conduct a thorough evaluation of the disability support services at UNIBEN.

1.3 Objectives of the study

The broad objective of this study is Evaluation of disability support services in University of Benin Uniben, the specific objectives are:

- i. Assess the availability of disability support services at the University of Benin (UNIBEN).
- ii. Examine the quality of disability support services provided to students with disabilities at UNIBEN.

- iii. Evaluate the satisfaction of students with disabilities concerning the support services they receive at UNIBEN.
- iv. Identify the challenges faced by students with disabilities in accessing support services at the university.

1.4 Research question

- i. Is disability support services available at the University of Benin (UNIBEN)?
- ii. What is the quality of disability support services provided to students with disabilities at UNIBEN?
- iii. What is the satisfaction of students with disabilities concerning the support services they receive at UNIBEN?
- iv. What are challenges faced by students with disabilities in accessing support services at the university?

1.5 Scope of study

This study covers students in University of Benin. The study is centered on the Evaluation of disability support services in University of Benin.

1.6 Significance of the study

The significance of this study is multifaceted, as it aims to contribute valuable insights to both the academic field of higher education and the practical realm of disability inclusion. Disability support services in universities play a crucial role in ensuring equal access to education for students with disabilities, a demographic that has historically faced

numerous barriers to full participation in academic and social life. While the concept of disability inclusion is gaining momentum globally, higher education institutions in Nigeria, including the University of Benin (UNIBEN), continue to face challenges in providing adequate, accessible, and effective support to students with disabilities. This study, by evaluating the disability support services at UNIBEN, seeks to address these challenges while contributing to a broader conversation about inclusive education in the Nigerian context.

- i. This study has the potential to significantly impact policy development at UNIBEN. The findings will provide evidence-based insights into the current state of disability support services, highlighting both strengths and weaknesses. By identifying areas of concern and presenting actionable recommendations, the study will offer the university's administration a roadmap for enhancing its support services. A key outcome of this research will be the promotion of institutional policies that are more responsive to the needs of students with disabilities, ensuring that they have equal access to educational opportunities and resources. This includes better staff training, more comprehensive accommodations, and the development of a supportive university culture that prioritizes inclusivity and accessibility.
- ii. Moreover, this research would inform national higher education policy regarding disability services, especially in developing countries like Nigeria, where disability inclusion in education is still an emerging field.

- iii. The findings could serve as a model for other universities in the region, guiding them in the development of more effective strategies for meeting the diverse needs of students with disabilities. In this regard, the study contributes to the broader educational reforms necessary for achieving inclusive and equitable education in line with international frameworks like the United Nations Convention on the Rights of Persons with Disabilities (CRPD).
- iv. Academically, this study will contribute to the growing body of literature on disability inclusion in higher education, especially within the African context. While much research has been conducted in Western countries, there is a dearth of studies focused on disability support services in Nigerian universities, particularly at the intersection of policy, practice, and student experiences. By exploring the unique challenges faced by students with disabilities at UNIBEN, this research will fill a critical gap in the existing literature. The study will also offer theoretical advancements by applying and refining concepts related to disability, accessibility, and inclusion within the higher education context. The findings could lead to the development of a conceptual framework for evaluating disability support services that can be applied in similar settings across the country and beyond.
- v. Furthermore, the study will advance the discourse on the social model of disability, which emphasizes the importance of societal changes to accommodate the needs of individuals with disabilities rather than focusing solely on the impairments

themselves. By examining the institutional response to disability, the study will contribute to a better understanding of how universities can implement inclusive practices that remove barriers to full participation, thereby supporting students' academic and personal growth.

- vi. The significance of this study extends beyond the realm of academic policy and practice; it also has important implications for social justice and equity in education. Disability is a multifaceted issue that intersects with other forms of marginalization, such as poverty, gender, and ethnicity. Therefore, providing adequate disability support services in universities is not only a matter of academic access but also a matter of social equity and justice. This research will underscore the importance of ensuring that all students, regardless of their abilities, have an equal opportunity to succeed in higher education.
- vii. The study's findings may also shed light on how disability support services can be aligned with broader social inclusion efforts, helping to combat stigma and discrimination against individuals with disabilities. In doing so, the study can help advance the rights of people with disabilities in Nigeria and, more broadly, within African higher education institutions. By contributing to the creation of a more inclusive academic environment at UNIBEN, the research will help students with disabilities participate in university life with greater autonomy, dignity, and confidence.

- viii. this study is its potential to enhance the well-being and academic success of students with disabilities. Students with disabilities often face a range of challenges that affect their academic performance and mental health, including physical and environmental barriers, social isolation, and a lack of tailored support services. By evaluating the adequacy of current services at UNIBEN, this study will provide a clearer picture of how effectively these challenges are being addressed and where improvements are needed.
- ix. The findings of the study will allow university administrators, faculty, and disability service providers to better understand the needs of students with disabilities and take proactive steps to meet those needs. This could include the introduction of more specialized support services, the development of training programs for faculty to better accommodate students with diverse needs, and the implementation of policies aimed at reducing stigma and enhancing student engagement. In turn, this will likely contribute to improved academic outcomes and a more positive university experience for students with disabilities.
- x. This study is also significant in the context of the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4, which advocates for "inclusive and equitable quality education and the promotion of lifelong learning opportunities for all." The findings from this study could support efforts to achieve SDG 4 in Nigerian universities by highlighting the importance of inclusive education and the need for

targeted interventions to support students with disabilities. By identifying gaps in current disability support services and proposing practical solutions, this research contributes to the realization of a more equitable and accessible educational system, thereby supporting the achievement of global development goals.

- xi. Finally, this study will contribute to the ongoing advocacy efforts for disability rights and the inclusion of people with disabilities in all spheres of society. The findings will serve as a resource for disability advocacy groups, policymakers, and educators who seek to improve the quality of life for students with disabilities. The research may also raise public awareness about the challenges faced by students with disabilities in Nigerian universities, sparking broader societal conversations about the need for inclusive education and equal opportunities for all.
- xii. In sum, the significance of this study lies in its potential to influence policy, practice, theory, and advocacy efforts related to disability inclusion in higher education. The study will not only benefit students with disabilities at UNIBEN but also contribute to the broader movement toward social justice, equity, and access to education for all students, regardless of their abilities.

1.7 Operational Definition Of Term

Disability Support Services: Refers to the set of services and resources provided by a university to assist students with disabilities in their academic and non-academic pursuits.

This includes accommodations such as extended exam times, physical accessibility to university buildings, assistive technology, counseling, and advocacy.

Disability: In the context of this study, disability refers to any physical, mental, or sensory impairment that substantially limits one or more major life activities, such as learning, communication, mobility, and social interaction, affecting students' ability to participate fully in university life.

University of Benin (UNIBEN): A public university located in Benin City, Nigeria, which offers a wide range of undergraduate and postgraduate programs. UNIBEN is the case study institution for this research.

Evaluation: Refers to the systematic assessment of the quality, effectiveness, and efficiency of disability support services provided at UNIBEN. This includes collecting data from students, staff, and other stakeholders and analyzing the extent to which these services meet the needs of students with disabilities.

Accessibility: Refers to the ease with which students with disabilities can access university facilities, academic resources, and support services. It encompasses physical accessibility (e.g., ramps, elevators) and digital accessibility (e.g., websites, e-learning platforms).

CHAPTER TWO

Literature Review

2:1 Conceptual Review

Disability, in the context of higher education, refers to any physical, mental, intellectual, or sensory impairment that, in interaction with various barriers, may hinder an individual's full and effective participation in academic and social life on an equal basis with others (United Nations, 2006). The conceptualization of disability has evolved from a purely medical perspective to a more inclusive social model that recognizes the role of environmental and attitudinal barriers in disabling individuals (Oliver, 1990). Within the university setting, this perspective highlights the importance of institutional policies, physical infrastructure, teaching methods, and student support services in either enabling or limiting access and participation for students with disabilities.

The medical model of disability views the individual's impairment as the primary problem and focuses on treatment or correction of the condition (Shakespeare, 2006). In contrast, the social model argues that disability arises not from the impairment itself but from the failure of society to accommodate differences. This model underpins modern inclusive education policies, which stress the removal of barriers to learning and participation (Barnes & Mercer, 2003). In universities, these barriers may include

inaccessible lecture halls, absence of assistive technologies, inflexible curricula, and discriminatory attitudes from staff or peers.

Inclusive education is a key concept in the discourse on disability support services in higher institutions. It promotes the right of all students, regardless of disability status, to access quality education within mainstream settings (UNESCO, 2009). This involves creating learning environments that accommodate diverse needs through curriculum adaptation, provision of learning aids, accessible infrastructure, and inclusive teaching strategies. Inclusive practices are essential to meeting the requirements of students with physical, visual, auditory, learning, or psychosocial disabilities in university contexts.

In Nigerian universities, including the University of Benin (UNIBEN), support for students with disabilities has been inconsistent and often limited by infrastructural, financial, and policy-related constraints (Okonkwo & Okechukwu, 2021). Although there are national laws such as the Discrimination Against Persons with Disabilities (Prohibition) Act, 2018, which mandate accessible public services, implementation remains weak in many institutions of higher learning. Many students with disabilities report limited access to academic resources, marginalization, and lack of academic accommodations (Afolabi, 2020).

Disability support services within universities typically include the provision of sign language interpreters, braille materials, wheelchair-accessible facilities, counseling, and assistive technologies. The effectiveness of these services often depends on

administrative commitment, staff training, funding availability, and institutional policies that prioritize inclusion (Mmutle & Shokane, 2018). Evaluating the accessibility, adequacy, and responsiveness of these services is essential for understanding how well universities are meeting the needs of students with disabilities.

In conclusion, understanding disability in the university context requires a shift from deficit-based approaches to those that recognize diversity and promote equity. A conceptual framework built on the social model of disability and inclusive education principles provides the basis for assessing institutional practices and recommending improvements. Such a framework ensures that students with disabilities are not only accommodated but are also empowered to fully participate and succeed in their academic pursuits.

2.1.2 Over-view of Disability

Disability refers to a physical or mental condition that limits a person's movements, senses, or activities. It can affect an individual's daily functioning, making it challenging to perform certain tasks that others may consider routine. Disabilities are generally classified into several types based on their nature and severity, and understanding them is crucial for creating inclusive societies. According to the World Health Organization (WHO, 2011), over a billion people, or about 15% of the world's population, live with some form of disability. Disabilities can arise from various factors, including genetic conditions, accidents, aging, or health-related issues. Inclusion of people with disabilities

in all aspects of life such as education, work, and social interaction is a key principle in modern societies. Governments, non-governmental organizations (NGOs), and international bodies like the United Nations have emphasized the importance of making the world more accessible and supportive for individuals with disabilities, underlining this commitment in the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006).

Types of Disabilities

disabilities are diverse in nature, affecting individuals in various ways and requiring tailored approaches to support their well-being and full participation in society. These impairments are commonly classified into several types, each of which can significantly impact a person's ability to function in different areas of life. The major categories of disabilities include physical disabilities, sensory disabilities, cognitive disabilities, mental health disabilities, learning disabilities, and neurological disabilities. Let's explore these categories in greater detail:

1. Physical Disabilities

Physical disabilities involve impairments that affect a person's ability to move or perform daily physical activities. This category includes conditions that result from accidents, congenital disorders, or degenerative diseases. Spinal cord injuries (such as paraplegia or quadriplegia) can lead to complete or partial loss of movement in the limbs and torso. Individuals with muscular dystrophy experience progressive muscle weakness, which can

lead to difficulty in walking, standing, or even swallowing as the disease advances. Cerebral palsy, a neurological disorder often caused by brain injury during birth or early childhood, affects muscle coordination and can result in stiffness, tremors, or uncontrolled movements.

Other examples of physical disabilities include amputations, where a person loses one or more limbs due to accidents or medical conditions, and conditions like arthritis or multiple sclerosis, which can cause chronic pain, stiffness, and limited mobility. People with physical disabilities often rely on mobility aids such as wheelchairs, prosthetics, crutches, or walking aids to move around and interact with their environment. The societal impact of these disabilities is profound, as individuals may face physical barriers like inaccessible buildings, public transportation, or lack of proper facilities, making inclusivity efforts critical (Borg et al., 2011).

2. Sensory Disabilities

Sensory disabilities affect the ability to process information through the senses—sight, hearing, touch, smell, and taste. The most common sensory disabilities are visual impairments and hearing impairments, both of which significantly alter how individuals interact with their environment.

Visual impairments can range from partial vision loss to complete blindness. Conditions such as macular degeneration, cataracts, and glaucoma are among the leading causes of visual impairment. People with low vision may rely on adaptive tools like magnifiers or

screen readers, while those who are blind often use braille and other tactile communication methods to read and navigate.

Hearing impairments, which can be congenital or acquired, may range from mild hearing loss to total deafness. Individuals with deafness or severe hearing loss often use hearing aids, sign language, or lip reading to communicate. In many cases, individuals who are deaf or hard of hearing use visual or tactile forms of communication, which can be facilitated by technology such as video relay services or text-based communication tools.

Less common but still significant sensory disabilities include olfactory (smell) impairments, which can affect a person's ability to detect scents, and taste impairments, which can reduce the ability to savor or distinguish flavors. Sensory processing disorders can also occur, where the brain has difficulty interpreting sensory input, leading to heightened sensitivity or a lack of sensitivity to environmental stimuli. These sensory disabilities often present challenges in everyday tasks and require specialized support and accommodations in various settings, such as workplaces, schools, and public spaces.

3. Cognitive Disabilities

Cognitive disabilities impact a person's ability to think, reason, remember, and process information. These disabilities can affect learning, memory, decision-making, and problem-solving. Intellectual disabilities (ID) are one of the most well-known types of cognitive disabilities. People with intellectual disabilities may have limitations in intellectual functioning, which is usually measured by standardized intelligence tests.

Conditions such as Down syndrome, Fragile X syndrome, and Williams syndrome are common examples, where individuals may have mild to moderate cognitive impairments, making learning and everyday problem-solving more difficult.

Autism Spectrum Disorder (ASD) is another cognitive condition that affects social interaction, communication, and behavior. Individuals with ASD often have a range of cognitive abilities, with some having intellectual disabilities and others being highly intelligent. However, they may struggle with interpreting social cues or engaging in typical verbal and non-verbal communication, which can affect their relationships and educational experiences.

Dementia, including conditions such as Alzheimer's disease, affects older adults and leads to a gradual decline in memory, reasoning, and cognitive abilities. Dementia can be devastating, not just for the individual but also for their family and caregivers, as it often results in a loss of independence and cognitive function.

People with cognitive disabilities often require tailored educational programs, therapeutic interventions, and support in everyday activities to enhance their quality of life. The need for early intervention and individualized support is crucial, as it helps improve cognitive functioning and independence (Murray et al., 2017).

4. Mental Health Disabilities

Mental health disabilities refer to conditions that affect a person's emotional well-being, thought processes, and behavior. These disabilities can be chronic or temporary and often result in significant disruptions in a person's ability to engage in daily activities.

Depression is a mood disorder characterized by persistent feelings of sadness, hopelessness, and a lack of interest in activities. People with depression often experience difficulty with concentration, fatigue, changes in appetite, and sometimes suicidal thoughts. It can severely affect an individual's work, social life, and personal relationships.

Anxiety disorders include conditions like generalized anxiety disorder (GAD), panic disorder, and social anxiety disorder, which cause individuals to experience excessive worry, fear, or anxiety in everyday situations. These conditions can be debilitating, making it difficult for individuals to function in social, professional, or educational settings. Bipolar disorder is characterized by extreme mood swings, including emotional highs (mania) and lows (depression). During manic episodes, individuals may experience high energy levels, impulsivity, and poor decision-making, while depressive episodes may result in extreme fatigue, low motivation, and negative thinking.

Schizophrenia, a severe psychiatric disorder, involves delusions, hallucinations, and disorganized thinking. People with schizophrenia often struggle to distinguish reality from fantasy and may face challenges in social interactions and maintaining employment.

Mental health disabilities are often invisible, and stigma around mental illness can result in social exclusion, discrimination, and reduced opportunities. Mental health support, including therapy, medication, and counseling, is essential for managing these conditions and promoting well-being.

5. Learning Disabilities

Learning disabilities are neurological conditions that affect how individuals process and understand information, especially in areas such as reading, writing, and math. Unlike intellectual disabilities, learning disabilities do not reflect an individual's overall intelligence; rather, they specifically impair the processing of certain types of information.

Dyslexia is a well-known learning disability that affects reading and writing. Individuals with dyslexia may struggle with decoding words, spelling, and fluency in reading, even though their intellectual abilities are otherwise intact. It often requires specialized teaching methods to help individuals overcome reading challenges. Dyscalculia is a learning disability that affects mathematical abilities. People with dyscalculia have difficulty understanding numbers, performing calculations, and solving math problems, which can impact daily tasks like budgeting or telling time.

Dysgraphia impacts writing abilities, including handwriting, spelling, and organizing thoughts on paper. Individuals with dysgraphia may find it difficult to express themselves through writing, even though their verbal communication may be unaffected. People with learning disabilities often excel in other areas and may require specialized educational

interventions, accommodations like extra time on exams, and assistive technology to succeed academically and professionally (Shaywitz et al., 2008).

6. Neurological Disabilities

Neurological disabilities arise from damage or dysfunction in the brain or nervous system and can have a significant impact on motor control, cognition, speech, and emotional regulation. Common neurological disabilities include: Stroke, which can lead to motor and cognitive impairments, depending on the area of the brain affected. Individuals who have had a stroke may experience partial paralysis, speech difficulties, or memory loss. Epilepsy is a neurological condition characterized by recurrent seizures, which can vary in severity from mild to severe. Seizures can impact a person's ability to drive, work, or engage in certain activities.

Parkinson's disease, a degenerative disorder, affects movement and can lead to tremors, stiffness, and bradykinesia (slowness of movement). Over time, it can affect balance and fine motor skills. Individuals with neurological disabilities may require rehabilitation services, medications, and ongoing medical support to manage symptoms and improve their quality of life.

2:1:2 History of Disable Support System

The development of disability support services (DSS) in higher education parallels broader societal movements toward inclusion and equal rights for individuals with

disabilities. In the early 20th century, students with disabilities were mostly excluded from higher education, with few accommodations to facilitate their access or success. Disability-related provisions were rare, and higher education institutions were not obligated to address the needs of disabled students (Eisenmann, 2007). However, significant changes began to unfold in the mid-20th century as the disability rights movement gained traction, both in the United States and globally.

A major turning point in the evolution of DSS occurred in the 1970s with the passage of the Education for All Handicapped Children Act (1975), later renamed the Individuals with Disabilities Education Act (IDEA). Although IDEA primarily focused on K-12 education, it established principles that would later influence higher education, advocating for the right of individuals with disabilities to receive an education. In response to these legislative changes, many colleges and universities began implementing basic support systems for students with disabilities (Wolff, 2015).

The Americans with Disabilities Act (ADA), passed in 1990, marked a significant shift in disability services within higher education. Title II of the ADA mandates that public universities ensure equal access for all students, including those with disabilities, by providing reasonable accommodations. This law expanded the role of disability services and explicitly required institutions to remove physical, academic, and administrative barriers to higher education (Sullivan, 2016). The ADA's enactment meant that

universities could no longer exclude students with disabilities or ignore their needs, leading to the widespread development and formalization of disability support services.

By the late 1990s and early 2000s, many universities established centralized DisabilityResourceCenters (DRCs), offering academic accommodations, assistive technologies, and counseling services. These centers became critical in linking students with necessary resources and ensuring compliance with ADA requirements (Migliore et al., 2012). During this period, there was also a growing emphasis on inclusive teaching practices and the adoption of Universal Design for Learning (UDL), which advocates for flexible learning environments that address the diverse needs of all students, including those with disabilities. UDL is now widely recognized as a best practice in higher education (Rose & Meyer, 2002).

Despite progress, challenges remain in the development of DSS. While some institutions have successfully integrated inclusive practices into their policies and structures, others still struggle to meet the diverse needs of students with disabilities. Research indicates that there is significant variation in the quality and extent of services across universities, with many institutions facing challenges such as limited funding, inadequate staff training, and underuse of assistive technologies (Fichten et al., 2009). Additionally, despite advancements in legal and policy frameworks, the cultural acceptance of students with disabilities in academic settings remains a challenge. Studies show that students with disabilities often encounter stigma and may hesitate to disclose their disabilities or seek

support, which can negatively affect their academic performance and social integration (Lombardi et al., 2012).

2:2 Support System

The concept of support systems is central to understanding how students with disabilities navigate and succeed in higher education. A support system refers to the network of institutional resources, services, individuals, and strategies that work collectively to assist students in overcoming barriers and ensuring their academic, social, and emotional success. For students with disabilities, these support systems become even more crucial, as they are designed not only to assist in overcoming physical and academic challenges but also to foster an environment that encourages inclusion, accessibility, and equality within the university setting.

2:2:3 Components of Support System

Academic Support

Accommodations

One of the most recognized forms of academic support is providing accommodations tailored to the specific needs of students with disabilities. These accommodations aim to create equal opportunities for students to engage with academic content alongside their non-disabled peers. Common examples include extended exam time, alternative formats

for reading materials (such as braille, audio, or digital formats), accessible classrooms, note-taking assistance, and the use of assistive technologies like screen readers and speech-to-text software (Lombardi et al., 2015). Research by Vaughn et al. (2015) shows that these accommodations significantly enhance the academic success of students, enabling them to showcase their knowledge without being hindered by their disabilities.

Assistive Technologies

The importance of assistive technologies (AT) in academic support cannot be overstated. AT includes various tools designed to help students with disabilities access content, interact with peers, and perform tasks they might find challenging due to their disability. For example, screen readers facilitate access to digital content for visually impaired students, while speech-to-text software aids those with physical or learning disabilities in completing assignments (Becker & Hwang, 2016). The incorporation of these technologies into standard academic practices has transformed the educational experiences of students with disabilities, fostering greater independence. However, as noted by Vaughn et al. (2015), the effectiveness of AT depends on the training students receive in using these tools. Institutions must ensure not only access to these technologies but also proficiency in their use.

Tutoring and Academic Coaching

In addition to accommodations and technology, many universities offer specialized tutoring and academic coaching for students with disabilities. These services provide

personalized support, focusing on time management, study skills, and strategies to navigate academic challenges related to their disabilities (Migliore et al., 2015). Tutors and academic coaches are essential resources, especially for students needing extra guidance in managing university coursework.

Personal Support

Counseling and Mental Health Services

Students with disabilities often encounter additional mental health challenges due to social and academic barriers in higher education, including stress, anxiety, depression, and feelings of isolation. Access to mental health services, such as counseling, is crucial for helping students manage these psychological effects. Tait et al. (2017) emphasize that mental health services should be proactive, offering stress management workshops and resilience-building programs tailored to students with disabilities.

Peer Support Programs

Peer support programs play a vital role in personal support systems. These programs connect students with disabilities to mentors or peers who share similar experiences. Research by Lombardi et al. (2015) highlights that peer support can alleviate feelings of isolation and foster a sense of community, which is essential for navigating university life. Peer mentors not only provide emotional support but also practical advice on academic and social navigation, extracurricular involvement, and accessing university resources.

Social Support

A major challenge for students with disabilities is social isolation. The university environment, with its focus on independent learning and group activities, can sometimes feel exclusive. Therefore, social support systems that promote inclusivity are crucial for students' overall well-being. Programs that encourage social integration, such as disability-themed clubs and group events, help create an environment where students can connect with peers in accommodating ways (Migliore et al., 2015).

Stigma Reduction

One significant barrier to social integration is the stigma surrounding disabilities. Many students hesitate to disclose their conditions due to fears of being judged. Research by Becker & Hwang (2016) indicates that universities should actively combat stigma through awareness campaigns, faculty and staff training, and fostering an inclusive culture that values diversity. By addressing stigma, universities can create an environment where students with disabilities feel empowered to seek support and engage fully in campus life.

Institutional Support

Disability Resource Centers (DRCs)

Disability Resource Centers (DRCs) are often the central hub for institutional support for students with disabilities. These centers coordinate accommodations, provide assistive

technology, offer counseling, and serve as liaisons between students and faculty (Lombardi et al., 2015). Migliore et al. (2015) argue that effective DRCs are essential for ensuring timely access to necessary services and accommodations. Their success depends on available resources, staff expertise, and the institution's commitment to disability inclusion.

Faculty and Staff Training

The role of faculty and staff in supporting students with disabilities is critical. Even with established support structures, students may struggle if faculty and staff are not knowledgeable about their needs. Vaughn et al. (2015) stress the importance of ongoing training for faculty and staff to raise awareness of disabilities, familiarize them with relevant policies, and cultivate an inclusive environment. Universities that prioritize such training create spaces where students with disabilities feel more comfortable seeking help and advocating for themselves.

Legal Framework and Policy Support

Legal frameworks, like the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA), provide the foundation for support systems in higher education. These laws require universities to ensure equal access to education and accommodate students with disabilities (Lombardi et al., 2015). Institutional policies must align with these legal mandates to guarantee that all students receive the support they need.

Challenges of Support System

Underutilization of Support Services and Resources

A major challenge in disability support systems is the underuse of available resources and services. Despite the establishment of various support systems, many students with disabilities fail to fully access or benefit from the services provided by Disability Resource Centers (DRCs) or similar support services. Several factors contribute to this issue, including lack of awareness, fear of stigma, and the complexity of accessing these services.

Lack of Awareness and Information

One key reason students do not utilize available resources is that they may not be aware of the support options or may not fully understand how to access them. According to Tait et al. (2017), there is often ineffective communication regarding available support services, particularly for students entering higher education for the first time. Although universities might offer detailed guides about accommodations, the information may not be clearly communicated or easily accessible, leading to confusion among students. Furthermore, students who are unaware of the services may find it difficult to independently seek the help they need.

Stigma and Fear of Judgment

The fear of being stigmatized or judged by peers and faculty is another significant barrier preventing students from seeking accommodations or support. Lombardi et al. (2015) note that social stigma related to disabilities can make students hesitant to disclose their condition or request assistance. Some students worry that admitting to a disability will lead to negative assumptions about their abilities or that they may experience discrimination. This fear of being seen as different, coupled with the pressure to fit in and succeed academically, can deter students from seeking the necessary support, ultimately hindering their academic and social integration.

Complex and Time-Consuming Processes

For many students, the process of accessing accommodations can feel overwhelming and bureaucratically complex. Fichten et al. (2009) highlight that registering for accommodations, submitting required documentation, and interacting with DRCs can be confusing and time-consuming. Students often find it difficult to navigate these procedures, particularly when dealing with the stress and demands of university life. The added complexity of these processes may discourage students from seeking support, especially those already facing anxiety or other challenges related to their disability.

Inconsistent Implementation and Quality of Services

Another significant challenge is the inconsistent implementation and quality of disability support services across institutions. The availability, scope, and effectiveness of these services can differ greatly from one university to another, often influenced by the size of

the institution, available resources, and commitment to inclusion. This variability poses particular difficulties for students with disabilities, particularly when transitioning from one university to another or moving to a different country or region.

Resource Allocation Larger, well-funded institutions tend to offer a broader range of support services, including well-resourced Disability Resource Centers, advanced assistive technologies, and extensive academic support programs. In contrast, smaller or less funded institutions may struggle to provide adequate support, resulting in delays in accommodation processing, limited assistive technology options, and a lack of specialized staff such as counselors trained in disability issues. Migliore et al. (2015) suggest that smaller institutions, often lacking the financial means to invest in disability support infrastructure, may provide suboptimal services.

Staffing and Expertise

The availability of trained staff is another challenge in ensuring the effectiveness of disability support services. Some institutions may not have enough personnel, or the staff they do have may lack specialized expertise in handling the diverse needs of students with disabilities. For instance, the lack of knowledge about cognitive or neurological disorders may mean that students with conditions like autism or learning disabilities do not receive appropriate support. Vaughn et al. (2015) emphasize the importance of staff training to ensure that support services can address the unique needs of students.

Moreover, high staff turnover in Disability Resource Centers can lead to inconsistent care and disrupt continuity, negatively impacting the experiences of students.

Insufficient Funding for Assistive Technologies

Another issue is the inadequate allocation of funds for assistive technologies. While these technologies are crucial for improving the academic performance of students with disabilities, institutions with limited budgets may not be able to afford the latest tools or provide sufficient access to them. Becker & Hwang (2016) argue that a lack of investment in up-to-date assistive technologies, combined with failure to ensure that all students have access to them, deepens existing disparities. Additionally, some students may struggle to learn how to use assistive technologies effectively, which necessitates further support and training that many institutions are unable to provide.

Cultural and Social Barriers: Stigma and Discrimination

Cultural and social barriers, including stigma, discrimination, and challenges in social integration, present additional obstacles for students with disabilities in higher education. These barriers not only affect students' willingness to seek out support but also impact their sense of belonging, social engagement, and overall mental health.

Stigma and Fear of Discrimination

Even as awareness of disabilities has increased, students with disabilities continue to encounter stigma within both academic and social settings. The fear of being perceived as "different" or "inferior" often leads students to hide their disabilities or refrain from using

support services. Becker & Hwang (2016) point out that, even when policies exist to support students with disabilities, the campus culture plays a critical role in determining how effective those policies are. If the culture is not inclusive, or if faculty members hold negative attitudes toward students with disabilities, students may experience discrimination, exclusion, or microaggressions, which can severely impact their academic and social experiences.

Social Isolation and Lack of Integration

Despite receiving academic accommodations, many students with disabilities continue to experience social isolation. Tait et al. (2017) argue that social integration cannot be assumed simply by providing academic accommodations. Universities must actively foster an inclusive campus environment where students with disabilities feel comfortable participating in extracurricular activities, interacting with peers, and engaging in campus life. For students with disabilities, social isolation is often exacerbated by both physical and social barriers that hinder their overall well-being and academic success.

Faculty Attitudes and Disability Awareness

A key cultural challenge lies in the attitudes of faculty members toward students with disabilities. While some instructors are well-informed about disability-related issues and create inclusive classrooms, others may not fully appreciate the significance of accommodations or may hold misconceptions about the capabilities of students with disabilities. Vaughn et al. (2015) highlight the necessity of providing faculty and staff

with proper training on disability issues in order to create a supportive and inclusive campus culture. Unfortunately, many institutions still fail to prioritize such training, which can lead to unintentional exclusion or inequitable treatment of students with disabilities.

Financial and Resource Constraints

The financial constraints faced by universities are another critical barrier to the effectiveness of disability support systems. Despite legislative mandates like the Americans with Disabilities Act (ADA) requiring institutions to provide accommodations, many universities struggle to meet these demands due to insufficient financial resources.

Limited Funding for Disability Support Services

Support services, including Disability Resource Centers, are often subjected to budget cuts or resource limitations, affecting their ability to deliver high-quality services and maintain the necessary infrastructure, such as assistive technologies. Smaller institutions, or those with fewer resources, may struggle to meet the growing demand for disability support, resulting in delays in accommodation requests or, in some cases, a failure to provide these services at all. Migliore et al. (2015) point out that underfunded universities may face difficulties offering adequate services, which further hampers students' ability to access the support they need.

Competing Demands for Resources

In higher education, universities must allocate resources across various departments and priorities, including faculty salaries, infrastructure development, and research. This competition for limited funds can result in insufficient financial investment in disability support services. Fichten et al. (2009) argue that the underfunding of these services, coupled with competing financial demands, leads to an overload of resources and places strain on disability support systems. As a result, students may not receive the full range of support required to succeed, which exacerbates inequities and perpetuates systemic barriers.

Students and Support systems in Universities

Support systems in higher education are critical for ensuring that students with disabilities can access the resources, accommodations, and inclusive environments necessary for their academic and social success. These systems typically encompass a range of services, including academic accommodations, assistive technologies, counseling, and peer support networks, which are all essential for addressing the diverse needs of students with physical, mental, and learning disabilities. Despite the availability of these resources, several challenges prevent students from fully utilizing them, which in turn can negatively impact their academic performance and integration into campus life. Key obstacles include a lack of awareness about the available support services, with many students unaware of the accommodations they are entitled to or unsure of how to navigate the process.

Additionally, the fear of stigma and discrimination often discourages students from disclosing their disabilities or seeking help, as they may worry about being perceived as “different” or facing social exclusion. The complexity and bureaucratic nature of the registration and accommodation process can further deter students, especially those already dealing with the stresses of academic life or additional health challenges. Moreover, the quality and accessibility of support services are not uniform across institutions, with larger, more well-funded universities generally offering more comprehensive services than smaller, less-resourced ones, thus creating disparities in the support available. Financial limitations also present a significant challenge, as many universities face budget constraints or competing financial priorities, which can result in insufficient funding for disability support services, assistive technologies, and staff development. Lastly, social and cultural factors, including faculty attitudes toward disability and the overall inclusivity of the campus environment, can profoundly influence students' experiences with support systems.

If faculty members lack understanding or hold misconceptions about disabilities, students may encounter negative attitudes, discrimination, or microaggressions, which can further isolate them and hinder their academic success. To overcome these challenges, universities must work to raise awareness, improve accessibility, allocate sufficient resources, foster an inclusive campus culture, and ensure that all students regardless of disability have the support they need to succeed both academically and socially (Tait et al.,

2017; Lombardi et al., 2015; Fichten et al., 2009; Migliore et al., 2015; Vaughn et al., 2015).

2:3 Empirical studies

Julius, Remi, Chrisphopher & Toyin (2020) looked at problems affecting the accessibilities of physically challenged individuals to intermediate public transport service in Oyo state, Since mobility is the biggest obstacle faced by people with physical disabilities, access to public transit is crucial to their ability to live independently. Oyo State is where the study was carried out. 226 kids were chosen from three special education centers in the state using a multistage sampling technique that included purposive and simple random sampling. The results showed that waiting times, operator irritation or discrimination, and a lack of support were the main issues affecting IPT accessibility. Additionally, a chi-square value of 37.218, $p < 0.05$, indicated that the challenges faced by physically challenged people vary greatly depending on the type of disability. Therefore, it was suggested that the government pay closer attention to these disabled individuals who are disadvantaged by transportation and incorporate their ideas and concerns into putting in place and keeping an eye on transportation services and infrastructure, as well as offering sustainable transportation options to address their transportation issues.

Jill, Scott, and Robert (2017) after the Americans With Disabilities Act (ADA) was passed in 1990, public transit became more physically accessible across the country. Even

though many physical barriers inside fixed-route systems have been removed, there are still numerous major obstacles to public transit systems' general accessibility. The current study set out to fully describe the obstacles that people with impairments face when utilizing public transportation and the supplemental paratransit services. 4,161 people answered an online survey that was created and distributed to contacts of the National Network of ADA Centers. The findings point to important obstacles for individuals with impairments using public transit and supplemental paratransit services. These transit systems have both physical and mental obstacles, therefore changes to the physicalIt is advised to create an atmosphere and provide educational opportunities to lessen prejudice against people with impairments.

Jirgha. Adeleke and Adeke (2020) looked at the evolution of the accessibility of public transport facilities by physically challenged commuters in Ilorin town Nigeria, This study investigated the difficulties faced by physically challenged commuters in using the town's public transportation system in response to the disabled community's ongoing complaints about its lack of accessibility in Ilorin, Nigeria. 201 commuters with disabilities who utilize public transportation in the research region were given questionnaires. Accessibility and user satisfaction were also assessed through a facility condition evaluation. According to the study's findings, male impaired people traveled at a comparatively high rate of 76.10%, whereas female disabled people traveled at a rate of 23.90%. Among those with disabilities, physical disability was the most prevalent

(77.10%), followed by visual disability (22.90%). The desire for travel among impaired people revealed that adults and teenagers traveled at comparatively higher rates of 84.00% and 10.00%, respectively 6.00% in comparison to the elderly. Compared to other trip purposes, the rates for beggarly and work-related travel were comparatively high at 29.35% and 21.38%, respectively. Wheelchair use, vision impairment, and hearing trouble were the most prevalent types of disability among commuters, accounting for 25.40%, 22.90%, and 18.90% of all commuters, respectively. In the selected population, those with only a primary education who were uneducated and those with disabilities scored highly, at 36.80% and 29.90%, respectively. A physical examination and accessibility evaluation showed that Ilorin Town's public transportation system was in poor condition, resulting in violations of human rights, social exclusion, and inequality among city inhabitants. As a result, the Nigerians Disability Decree of 1993, which aimed to improve livability and guarantee equality among city dwellers, neglected the right to travel and access to basic utilities. The development of publicIn order to comply with worldwide best practices, it was advised that Ilorin Town's transportation facilities include walkways, ramps, traffic control devices, bus stop shelters, and adequate drainage systems.

Ubeochi (2021) looked at commercial drivers awareness and compliance to FRSC speed limit device communication campaign in south-south Nigeria, The questionnaire was used as the tool for data collection in the survey research design. With the help of the

Krejcie and Morgan template, a sample size of 384 was determined. The majority of commercial drivers in South-South Nigeria are well aware of the main points of the speed limit device installation communication campaign, according to survey findings. The channels of communication used by FRSC for its campaign on Speed limit device are face-to-face communication, radio, stickers, newspaper, television, billboards and social media. Speaking with drivers face-to-face seems to be a very effective way of educating them about the FRSC campaign about the installation of speed restriction devices in commercial vehicles. Radio is recognized as a genuine means of disseminating information regarding the campaigns.

Okafor (2013) looked at the knowledge of commercial bus drivers about road safety measures in Lagos Nigeria, the purpose of this study was to ascertain drivers' awareness of specific road safety measures, such as speed restrictions, license requirements, and road signs. Supplies and Procedures: This study was conducted in Lagos, Nigeria, and was cross-sectional in nature. The two motor parks used for the study were chosen using simple random sampling, and all 407 commercial minibus drivers who agreed to participate in the study were employed within the parks. Epi-info statistical software was used for data analysis after a pre-tested, structured questionnaire that was given by interviewers was used to gather the data. Findings shows that 261 (64.1%) were aware that a Visual Acuity exam should be completed prior to receiving a driver's license, and 53.8% were aware of the appropriate minimum age. Just 1% of the drivers in Nigeria

were correctly aware of the authorities in charge of driver's licenses. The drivers' understanding of maximum speed restrictions (100%) and road signs (59.0%) was inadequate. The least knowledgeable drivers were the oldest, least educated, and least experienced. In conclusion, the drivers' awareness of traffic safety procedures was lacking. To increase their knowledge, drivers must receive driver education.

Okafor (2018) looked at the assessment of the knowledge and practice of fitness to drive among commercial long distance drivers in Benin city. The purpose of this study was to evaluate the fitness to drive knowledge and practices of commercial long-distance drivers in Benin City, Edo State. Data from 315 commercial long-distance drivers and their cars were gathered using a descriptive cross-sectional study approach. The study ran from January through October of 2013. The approach of systematic random sampling was employed to recruit respondents. Focus group discussion guides and structured interviewer-administered questions were used as study instruments. Based on the results, 114 people (36.2%) belonged to the age group of 31 to 40 years old. Of the responders, 91 (28.9%) were between the ages of 41 and 50. Of them, 311 (98.7%) were men, and 4 (1.3%) were surprisingly female. 177 (56.2%) of the 315 respondents were aware with the term "medical examination for drivers. Of all the predictors of good practice of driving safely, good knowledge of driving safely and history of occurrence of road traffic accidents were statistically significant predictors. Most commercial drivers had poor knowledge and practice of driving safely. It is advised that health education and

enlightenment should be carried out by transport park management. Over half (54.3%) of commercial drivers had poor knowledge of driving safely. Over three quarters (79.7%) had poor practice of driving safely. The respondents who were not seeing a doctor for treatment were less likely ($B = -0.845$) to have good knowledge of driving safely compared to those who were being treated by a doctor with odds of 0.446. This was statistically significant ($p = 0.038$).

Bella (2021) looked at implementation of model of awareness raising for taxi motorcyclist in Benn in relation to helmet use: protocols for quasi-experimental study, The mix approach was used in the study to collect data. Structured questionnaires were used to sample 210 respondents from truck parks in five (5) selected cities—one from each of Abia, Anambra, Ebonyi, Enugu, and Imo using the Taro Yamane method. The way the data was presented was through descriptive analysis. The population's awareness and knowledge of the safety messages delivered by the FRSC was found to be very high. The results also showed that drivers had a very high level of awareness and understanding of FRSC communications regarding some of the environmental and infrastructure concerns and difficulties that they face, which have an impact on service performance and safety. These are: 100% of poor road conditions; 100% of extreme weather; 100% of vehicles that are damaged or vandalized and their debris remaining on the highways; and 100% of illegally erected security checkpoints and roadblocks. Comparably, there is a markedly high level of awareness of the other variables, such as

the lack of road signs (99.5%) and driver distraction caused by roadside advertising billboards (91.9%).A conventional traffic radio station should be established by the FRSC, and all commercial trucks should be outfitted with radio receivers so they can receive road safety messages from the station, according to the study's recommendations, among other things.

Oluwaseun (2021) looked at an assessment of knowledge, attitude and practice of phone use while driving and crash outcome among drivers in Oyo state Nigeria, The research employed a cross-sectional, quantitative analytical design. A self-administered questionnaire yielded 377 completed replies in total. Self-reported crash involvement, self-reported crash injury, and self-reported mobile phone-related crash involvement were the outcome measures. Knowledge of the risks associated with using a cell phone while driving, attitudes regarding this behavior, and actual phone use while driving were the key predictive variables. Possible confounders included age, sex, marital status, degree of education, and prior driving experience. The unadjusted and adjusted odds of each crash outcome were calculated using univariate and multivariate logistic regression analyses. According to the study's findings, about 75% of the participants said they had previously been in a wreck and suffered injuries from it. Drivers who were not as aware of the risks associated with using a cell phone while driving as opposed to those who were had far higher chances of self-reported crash outcomes. Likewise, there was a significant increase in the likelihood of self-reported crash outcomes for those with a negative

attitude toward and poor driving habits related to using phones. The conclusion emphasizes the need for more awareness and action to change Nigerian drivers' habits, attitudes, and level of understanding around cell phone use.

2:4 THEORITICAL FRAME WORK

2:4:1 SOCIAL MODEL OF DISABILITY

The Social Model of Disability, primarily developed by Michael Oliver in the 1970s and 1980s, along with significant contributions from Colin Barnes and the Union of the Physically Impaired Against Segregation (UPIAS), provides an essential theoretical framework for understanding the challenges faced by individuals with disabilities in accessing urban public transport and driving. This model shifts the traditional focus from viewing disability as an inherent medical condition within the individual to recognizing it as a social construct arising from the physical, attitudinal, and systemic barriers that society imposes. In the context of my study, the Social Model highlights how inaccessible urban transport systems such as public buses, train stations, and vehicles create significant obstacles for people with disabilities, limiting their mobility, independence, and ability to participate fully in society. It emphasizes that these barriers, not the individual's impairments, are the true sources of disability. By applying the Social Model, my research seeks to examine how these societal barriers in urban transport can be removed or mitigated through inclusive design, policy changes, and a shift in societal attitudes. The aim is to provide practical solutions that promote accessibility and equality,

enabling individuals with disabilities to gain the same rights and opportunities as non-disabled individuals to navigate and participate in urban life. Ultimately, the Social Model provides a powerful lens through which to explore the necessary changes for creating an inclusive and equitable transportation system.

2:4:2 The Capability Approach

The Capability Approach, developed by economist and philosopher Amartya Sen, provides a comprehensive framework for evaluating human well-being and social justice. Rather than focusing on income or resources alone, the Capability Approach centers on the ability of individuals to achieve functioning—the things people do or be such as being able to travel independently, participate in social activities, or access essential services. In the context of individuals with disabilities and students, the Capability Approach stresses that merely providing physical access (e.g., ramps or accessible buses) is not enough to ensure full participation in society. For individuals with disabilities, the real measure of inclusion lies in their capabilities—whether they have the actual opportunity to travel and engage in daily activities without encountering barriers that limit their freedom or choices. These capabilities include the freedom to navigate urban spaces, participate in work or education, and access healthcare or leisure, all of which are facilitated by an accessible transport system.

This theory highlights that social justice involves more than just the removal of physical barriers; it requires creating conditions where people with disabilities can function as

fully participating members of society. The capability to use public transport is not just about getting from one place to another; it's about enabling individuals to exercise autonomy, make decisions, and engage in economic and social life without being hindered by accessibility issues or discrimination.

In practical terms, the Capability Approach would encourage policymakers and urban planners to look beyond compliance with accessibility standards and focus on the real freedoms and opportunities that individuals with disabilities can access through urban transport systems. This would include addressing both material needs (e.g., accessible vehicles and infrastructure) and non-material factors (e.g., social attitudes, public awareness, and the empowerment of people with disabilities in decision-making processes).

Therefore, solutions to the challenges faced by individuals with disabilities in accessing urban transport should involve creating a system where individuals not only can physically access the transport but can also participate meaningfully in society. This could involve making transport routes more inclusive, ensuring that transport staff are trained to assist, reducing financial barriers, and empowering people with disabilities through advocacy and involvement in planning and policy decisions. Ultimately, the Capability Approach emphasizes that equal access to public transport should be viewed as a fundamental human right and a key factor in promoting social inclusion and equality for individuals with disabilities.

CHAPTER THREE

METHODOLOGY

3.1. Research Design

The research design utilized for this work is survey research method. This entails sharing and administering of questionnaire to respondents on the subject matter. This method of research design is convenient because the respondents provided the needed information in their respective homes and schools. It makes gathering of information recorded possible directly from the source and help to solve geographical distance factor.

3.2 Population of the Study

The population of the study comprises of student with disabilities in University of Benin uniben. The total estimated population of students is 2000

3.3 Sample Size

The sample size for the study is 400. The sample was arrived at, using Taro Yamene formula for sample size determination. The formula is shown below:

$$n = \frac{N}{1 + [N(e)^2]}$$

3.1

Where: n = the sample size

N = the study population

e = error margin assumed to be 0.05

Given the population to be 2000, the sample size (n) will then be

$$\begin{aligned}n &= \frac{2000}{1 + [2000(0.05)^2]} \\&= \frac{2,000}{1 + [2,000 \times 0.0025]} \\&= \frac{2000}{5.0025}\end{aligned}$$

$$n = 399.8$$

Therefore, the sample size for this study is 399.8 which is approximately 400.

3.4 Sampling Techniques

The study employed a purposive sampling technique, Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique is used in research. This method involves intentionally selecting individuals or cases that possess specific characteristics or qualities relevant to the research study. So we select this person specific because they were workers in the organization.

3.5 Instrument of Data Collection

The measuring instruments are questionnaire

i.Questionnaire: Questionnaire was structured and designed in a way that afforded the respondents to answer the research questions appropriately. The questionnaire comprises of four sections. Section A elicits responses on the respondents' demographic details, while B, C and D is concerned with questions relating to the research questions. In the

line with the survey, the researcher makes sure that the questionnaire contains the same questions on each of the copy administered to the various selected respondents.

3.6 Validity and Reliability

A researcher is usually expected to test the reliability and validity of data collection instruments (Chukwuemeka, 2002). Wimmer & Dominic (2011), “A measuring instrument must yield valid result. Validity simply means the degree to which an instrument actually measures and generates a valid data”. Reliability, in this study denotes the capability of the instrument to be reliable and trusted. The reliability of an instrument to effectively highly regard a researcher has to use his/her instrument on the respondents at two intervals to check their ability to be consistent in responses.

For validity of instrument, the researcher used face validity where copies of the questionnaires were given to the project supervisor, some lecturers in the department of social work and a lecturer in the department to validate the instruments used for the study.

3.7 Method of Data Analysis

The data collected was analyzed with the aid of the statistical package of social sciences (SPSS). Hence, frequency tables and percentages were used to present the responses received from the administered questionnaires. The data gathered from the field was analyzed using appropriate statistical tools like the simple frequency table and percentages.

3.8 Method of Data Collection

The study was use primary data collection method, specifically from the questionnaires shared among 400 students with disabilities.

3.9 Ethical consideration

In conducting this research, ethical principles were rigorously followed to ensure the safety, dignity, and well-being of all participants. Informed consent was obtained from all participants, ensuring they are fully aware of the study's objectives, their role, and the potential outcomes before agreeing to participate. Participants were assured that they can withdraw from the study at any point without facing any consequences. Confidentiality will be maintained throughout the research process, and any personal information was anonymized to protect participants' privacy. Data was stored securely and only used for the purposes of this study. To ensure inclusivity, the study respect non-discrimination, making efforts to include individuals with diverse disabilities and backgrounds, ensuring all participants are treated with respect. Special attention was paid to the vulnerable nature of some participants, with the researcher remaining sensitive to any emotional or psychological distress, and offering appropriate support if needed. Furthermore, the research will respect participants' autonomy, empowering them to make informed decisions regarding their involvement. Ethical approval was sought from the relevant institutional review board to ensure the study complies with all ethical standards, safeguarding both the participants and the research process.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

This study was carried out on Evaluation of Disability Support Services In University of Benin Uniben. This chapter covers data presentation, analysis and discussion of research findings. Data collected from the study were tabulated and interpreted using frequency and the aid of SPSS. This section entails presentation and analyses of data generated in the study. The data is obtained from the disable students in the university. A total of 400 respondents were sampled to be surveyed. Out of the 400 copies of the questionnaire administered, 385 were retrieved and considered useful for analysis.

4.2 Data Analysis from Field Survey (Questionnaire)

In this section, quantitative data generated through questionnaire were analysed using SPSS version 26. They were thereafter presented in frequency tables. All data are presented as follows.

Table 4:2:2 Gender of respodents

| Sex | Frequency | Percentage(%) |
|--------|-----------|---------------|
| Male | 100 | 26 |
| Female | 285 | 74 |
| Total | 385 | 100 |

Table 4:2:2 shows that women make up a significant portion of the respondents at 74%, while men account for just 26%. This means that the female viewpoint is more strongly represented in the dataset.

Table 4:2 :2 Age of Respondents

| Age | Frequency | Percentage(%) |
|--------------|-----------|---------------|
| 18-24 | 95 | 25 |
| 25-34 | 104 | 27 |
| 35-44 | 75 | 19.5 |
| 45-54 | 60 | 15.1 |
| 55-64 | 47 | 12.2 |
| 65 and above | 4 | 1 |
| Total | 385 | 100 |

Table 4:2:2 indicates that the 25–34 age bracket is the most prevalent among respondents (27%), closely followed by the 18–24 group at 25%. This reflects that the sample is primarily composed of younger adults, with fewer participants from older age groups.

Table 4:2:3 Marital status of respondent

| Marital status | Frequency | Percentage(%) |
|----------------|-----------|---------------|
| Single | 139 | 36 |
| Married | 104 | 27.0 |
| Divorced | 97 | 24.7 |
| Widower | 47 | 12.2 |
| Total | 385 | 100 |

Table 4:2:3 indicates marital status of respondents used in the study, (36%) of respondents are single ,27.0% are married ,24.7% are divorced, and 12.2% are widower. This reflects that the sample is primarily composed of younger adults, with fewer participants from older age groups.

Table 4:2:4: What is the availability of disability support services at the University of Benin (UNIBEN)?

| ITEMS | SD | D | Moderate | A | SA | MEAN SCORE |
|---|----------------|----------------|---------------|----------------|----------------|------------|
| Disability support services are clearly advertised and easy to find at UNIBEN. | 104 (27.0%) | 105 (27.3%) | 52 (13.5%) | 74 (19.2%) | 50 (13.0%) | 2.64 |
| There are sufficient resources and services available to meet the needs of students with disabilities at UNIBEN | 77 (20.0%) | 53 (13.8%) | 69 (17.9%) | 100 (26.0%) | 86 (22.3%) | 3.17 |
| The disability support services are well-staffed and accessible to students when needed | 77 (20.0%) | 53(13.8%) | 69(17.9%) | 100(26.0%) | 86(22.3%) | 3.17 |
| There is a dedicated office or department that manages disability support services at UNIBEN. | 89 (23.1%) | 44 (11.4%) | 48 (12.5%) | 98 (25.5%) | 106 (27.5%) | 3.23 |

Table 4:2:4 provides insight into the perceptions of respondents regarding the availability and adequacy of disability support services at the University of Benin (UNIBEN). The

mean scores for the items range from 2.64 to 3.23, indicating a moderate level of availability and visibility of such services. The lowest mean score (2.64) was recorded for the item stating that "disability support services are clearly advertised and easy to find," suggesting that students perceive these services as not being adequately visible or well-publicized within the institution. A significant proportion of respondents (54.3%) either strongly disagreed or disagreed with this statement.

In contrast, the highest mean score (3.23) was observed for the item indicating the existence of a dedicated office or department managing disability support services, suggesting a relatively higher level of agreement among respondents about the structural presence of such services at UNIBEN. Similarly, moderate agreement was noted regarding the sufficiency of resources (Mean = 3.17) and the staffing and accessibility of services (Mean = 3.17), although these still fall short of strong consensus.

Overall, the findings suggest that while UNIBEN may have a formal structure in place for disability support, visibility, promotion, and perhaps functional adequacy of these services remain areas of concern. The results highlight the need for the university to improve awareness, accessibility, and communication regarding support services available to students with disabilities.

Table 4:2:5: What is the quality of disability support services provided to students with disabilities at UNIBEN?

| ITEMS | SD | D | Moderate | A | SA | MEAN SCORE |
|--|---------------|---------------|-----------------|----------------|----------------|-------------------|
| The disability support services at UNIBEN are responsive to the individual needs of students with disabilities.. | 39 (10.1%) | 50 (13.0%) | 119 (30.9%) | 96 (24.9%) | 81 (21.0%) | 2.83 |
| The support provided by UNIBEN's disability services contributes to my academic success. | 37 (9.6%) | 73 (19.0%) | 94 (24.4%) | 120 (31.2%) | 61 (15.8%) | 3.65 |
| The services provided by the disability support office at UNIBEN are of high quality and meet my expectations. | 53 (13.8%) | 94 (24.4%) | 99 (25.7%) | 69 (17.9%) | 70 (18.2%) | 3.78 |
| Assistive technologies and accommodations are available and well-maintained at UNIBEN. | 27 (7.0%) | 70 (18.2%) | 71 (18.4%) | 94 (24.4%) | 123 (31.9%) | 3.59 |

Table 4.2.5 explores students' perspectives on the quality of disability support services available at the University of Benin (UNIBEN), offering insights into how students assess the services' responsiveness, effectiveness, and overall adequacy. The item evaluating whether the services respond to students' individual needs reported a mean score of 2.83, indicating a relatively low level of agreement. Although nearly 46% of participants expressed satisfaction (agreeing or strongly agreeing), a notable 30.9%

remained neutral, and 23.1% disagreed. This distribution points to a lack of consistent experiences, suggesting that many students may perceive the services as insufficiently tailored to their personal requirements.

By contrast, the statement “The support provided by UNIBEN’s disability services contributes to my academic success” recorded a higher mean score of 3.65, indicating a more favorable response. With over 47% of respondents agreeing or strongly agreeing, it appears that many students view the support as instrumental to their academic progress. This highlights the services' perceived value in facilitating student achievement, even though some underlying concerns regarding individualized support remain.

The highest-rated item, with a mean score of 3.78, related to students’ perceptions of the overall quality of services provided by the disability support office. Despite some disagreement or neutrality (38.2% combined), a considerable proportion of respondents (36.1%) acknowledged that the services met or exceeded their expectations. This reflects a generally positive evaluation of service quality, although variability in student experiences suggests the need for ongoing improvements to ensure consistency.

Similarly, the availability and maintenance of assistive technologies and accommodations were rated positively, with a mean score of 3.59. More than half of the respondents (56.3%) affirmed that these tools are accessible and well-maintained. However, approximately a quarter expressed neutral or negative views, implying that while

infrastructure exists, challenges related to availability or upkeep may still affect some students.

In conclusion, the findings from Table 4.2.5 indicate that UNIBEN's disability support services are generally viewed as beneficial, particularly in supporting academic success and providing quality assistance. Nonetheless, concerns regarding responsiveness to individual needs and the consistency of service delivery persist. Addressing these areas through personalized engagement, enhanced communication, and continued investment in assistive resources could lead to a more inclusive and supportive educational environment for students with disabilities.

Table 4:2:6: What is the satisfaction of students with disabilities concerning the support services they receive at UNIBEN?

| ITEMS | SD | D | Moderate | A | SA | MEAN SCORE |
|--|---------------|---------------|-----------------|-----------------|---------------|-------------------|
| I am satisfied with the overall quality of the disability support services at UNIBEN. | 45 (11.7%) | 73 (19.0%) | 96 (24.9%) | 103(26.8 %) | 68(17.7 %) | 3.53 |
| The disability support services at UNIBEN provide adequate assistance for my specific needs. | 68 (17.7%) | 57 (14.8%) | 83 (21.6%) | 111 (28.8%) | 66 (17.1%) | 3.33 |
| The disability support services make me feel included and valued as a student at UNIBEN. | 38 (9.9%) | 99 (25.7%) | 85 (22.1%) | 91 (23.6%) | 72(18.7 %) | 3.10 |
| The staff at the disability support office are helpful and respectful when assisting students. | 78 (20.3%) | 31 (8.1%) | 50 (13.0%) | 135 (35.1%) | 91 (23.6%) | 3.52 |
| The support services have positively impacted my academic performance and university experience. | 95 (24.7%) | 47 (12.2%) | 75 (19.5%) | 104 (27.0 %) | 64(16.6 %) | 3.56 |

Table 4.2.6 provides insight into how students with disabilities at the University of Benin (UNIBEN) perceive the support services available to them, particularly in terms of quality, effectiveness, and inclusiveness. The first item, “I am satisfied with the overall quality of the disability support services at UNIBEN,” yielded a mean score of 3.53,

reflecting a generally positive sentiment. While 44.5% of respondents indicated agreement or strong agreement, only 30.7% expressed dissatisfaction, suggesting that a majority of students find the services to be of acceptable or commendable quality.

In a similar vein, the item stating that “The support services have positively impacted my academic performance and university experience” received the highest average score of 3.56. This indicates that many students believe these services play a meaningful role in enhancing their academic and university life. Despite the fact that 24.7% of students strongly disagreed, a larger portion 43.6% expressed positive agreement, suggesting that the services are generally seen as academically beneficial.

The statement evaluating staff conduct “The staff at the disability support office are helpful and respectful when assisting students” garnered a mean score of 3.52, which also reflects a positive student experience. With 58.7% of respondents agreeing or strongly agreeing, it appears that staff attitudes and professionalism are a significant contributor to student satisfaction. However, the 20.3% who strongly disagreed highlight that some students may have encountered inconsistent service or unfriendly staff interactions.

In comparison, the statement “The disability support services at UNIBEN provide adequate assistance for my specific needs” had a slightly lower mean score of 3.33, reflecting more mixed opinions. While 45.9% felt their specific needs were met, over 32.5% disagreed, pointing to variability in how well services are tailored to individual student requirements. This suggests that some students may not be receiving the

personalized support they need, indicating room for improvement in terms of service adaptability.

The lowest average rating, 3.10, was associated with the statement “The disability support services make me feel included and valued as a student at UNIBEN.” Although 42.3% of respondents affirmed this view, a significant 35.6% expressed disagreement. This reveals a potential shortcoming in fostering a sense of belonging and emotional support for students with disabilities. The results underscore the importance of not only providing academic assistance but also creating a more inclusive and affirming campus environment.

In conclusion, Table 4.2.6 highlights that while students generally appreciate the academic benefits and overall quality of disability support services at UNIBEN, challenges persist in meeting individual needs and ensuring a fully inclusive experience. Strengthening efforts in personalization, consistency, and emotional support could further improve student satisfaction and promote a more inclusive, student-centered support system.

Table 4:2:7: What are challenges faced by students with disabilities in accessing support services at the university?

| ITEMS | SD | D | Moderate | A | SA | MEAN SCORE |
|--|---------------|---------------|-----------------|-----------------|---------------|-------------------|
| I face challenges in accessing the disability support services at UNIBEN due to physical barriers (e.g., building accessibility, transportation) | 52 (13.5%) | 66 (17.1%) | 78 (20.2%) | 109 (28.2%) | 82 (21.2%) | 3.43 |
| There are long waiting times or delays in receiving support from disability services at UNIBEN. | 63 (16.3%) | 59 (15.2%) | 84 (21.8%) | 112 (29.0%) | 68 (17.6%) | 3.33 |
| The lack of awareness about disability support services among faculty members and staff at UNIBEN makes it harder for me to get the accommodations I need. | 47 (12.2%) | 71 (18.4%) | 81 (21.0%) | 97 (25.2%) | 89 (23.2%) | 3.29 |
| The disability support services do not adequately address my needs related to academic accommodations (e.g., exam adjustments, note-taking assistance). | 85 (22.1%) | 91 (23.6%) | 79 (20.5%) | 79 (20.5%) | 52 (13.5%) | 22.79 |
| Social stigma or discrimination related to my disability hinders my ability to | 56 (14.5%) | 68 (17.6%) | 83 (21.5%) | 103 (26.7 %) | 75 (19.5%) | 3.33 |

| | | | | | | |
|--|--|--|--|--|--|--|
| fully access support services at UNIBEN. | | | | | | |
|--|--|--|--|--|--|--|

Table 4.2.7 outlines the obstacles faced by students with disabilities in accessing support services at the University of Benin (UNIBEN), highlighting both environmental and social limitations that may impede full engagement with the available services. The item stating “I face challenges in accessing the disability support services at UNIBEN due to physical barriers (e.g., building accessibility, transportation)” recorded a mean score of 3.43, suggesting a relatively high agreement among students. With over 49% confirming this issue, it is evident that infrastructural and mobility-related barriers continue to pose significant challenges. These findings underscore the urgent need for improvements in the university’s physical environment to facilitate better access for students with mobility impairments.

The item regarding “long waiting times or delays in receiving support” had a mean score of 3.33, indicating that inefficiencies in the delivery of disability services are a notable concern. Nearly 47% of respondents agreed or strongly agreed with this statement, while a further 21.8% remained neutral. This suggests that bureaucratic or logistical delays may prevent timely access to necessary services, potentially disrupting students’ academic progress and overall university experience.

Another key challenge is reflected in the statement “The lack of awareness about disability support services among faculty members and staff at UNIBEN makes it harder

for me to get the accommodations I need,” which yielded a mean score of 3.29. Approximately 48.4% of respondents acknowledged this problem, indicating that a lack of understanding or insufficient training among university personnel may hinder the provision of appropriate academic accommodations. Conversely, 30.6% disagreed, showing some variability in experience. These results point to the importance of regular sensitization programs and stronger policy enforcement to ensure faculty are equipped to meet the needs of students with disabilities.

By contrast, the lowest mean score (2.79) was recorded for the statement “The disability support services do not adequately address my needs related to academic accommodations (e.g., exam adjustments, note-taking assistance).” Only 34% of students expressed agreement, while nearly 46% disagreed. This suggests that, despite the identified barriers, many students may still feel that academic accommodations are being provided adequately. However, the 20.5% who were neutral indicates some uncertainty or inconsistency in the quality or availability of academic-related support. This finding highlights the need for regular evaluation and standardization of academic accommodations to ensure equitable experiences across the board.

Finally, the issue of “social stigma or discrimination related to disability” received a mean score of 3.33, reflecting the continued impact of societal attitudes on service access. With 46.2% agreeing and 21.5% remaining neutral, the data reveal that stigmatization whether perceived or experienced can discourage students from fully engaging with

support services. These attitudes may contribute to underutilization of available resources and should be addressed through inclusive policies and awareness campaigns.

In conclusion, the data from Table 4.2.7 illustrate that students with disabilities at UNIBEN encounter multiple barriers in accessing support services, particularly physical inaccessibility, service delays, insufficient staff awareness, and social stigma. Although the provision of academic accommodations is viewed somewhat more positively, systemic and cultural issues continue to restrict equitable access. Addressing these challenges through infrastructure development, administrative reform, staff training, and anti-stigma initiatives will be essential in creating a more inclusive and supportive environment for all students with disabilities.

4:2 Discussion of findings

Question One; Assess the availability of disability support services at the University of Benin (UNIBEN).

Table 4:2:4 presents a detailed analysis of students' perceptions regarding the availability and accessibility of disability support services at the University of Benin (UNIBEN). While the responses vary across individual items, the overall trend reveals inconsistencies in how students perceive the visibility, adequacy, and institutional support behind these services.

The first item assessed whether disability services are well-publicized and easy to find on campus. Only 32.2% of respondents (19.2% agreed, 13.0% strongly agreed) indicated satisfaction in this area, while a larger portion, 54.3% (27.0% strongly disagreed, 27.3% disagreed), expressed dissatisfaction. The mean score of 2.64 falls below the midpoint, suggesting a general lack of awareness or difficulty in locating these services. This points to a significant communication gap within the university, indicating that poor signage, limited outreach, and inadequate promotion may be preventing students especially those with disabilities from accessing the help they need.

In contrast, perceptions were somewhat more favorable regarding the adequacy of resources available to meet the needs of students with disabilities. The corresponding item yielded a mean score of 3.17, reflecting a moderate or neutral stance. While 48.3% of students agreed or strongly agreed that resources were sufficient, 33.8% disagreed, indicating that although there is some level of service provision, students' experiences may vary based on specific needs, departments, or levels of awareness.

Similarly, when asked whether the disability support services are well-staffed and accessible when needed, the item also recorded a mean score of 3.17. The distribution of responses mirrors the previous item, further suggesting that although staffing and access may be in place, consistency and quality of service remain concerns for a notable segment of the student population.

The most positively rated item was the presence of a dedicated office or department handling disability support, which received a mean score of 3.23. Slightly over half of the respondents (53%) agreed or strongly agreed with this statement, while 34.5% expressed either disagreement or were neutral. This indicates that institutional structures may exist, but challenges related to visibility and student engagement persist. In other words, even where formal mechanisms are in place, lack of sufficient awareness or clarity about their functions can reduce their practical impact.

Taken together, the data paints a mixed but revealing picture of disability support at UNIBEN. While there are indications that structures and some level of services exist, issues of awareness, visibility, and equitable access significantly hinder their effectiveness. Many students appear unsure of how or where to access support, and this uncertainty likely contributes to underutilization of services among those who need them most. This finding aligns with previous research, such as Edewor and Aluede (2021), who emphasize that the existence of disability support services is not enough; institutions must also actively promote these services and ensure they are inclusive, visible, and responsive to the needs of students.

In conclusion, although UNIBEN has made efforts to establish support systems for students with disabilities, the full benefits of these services are yet to be realized. Weak outreach strategies, low visibility, and inconsistent student awareness limit the overall

effectiveness of these provisions. For meaningful impact, the university must prioritize targeted communication, inclusive engagement practices, and regular feedback mechanisms to ensure that all students regardless of ability can access, benefit from, and feel supported by the services designed for their inclusion and success

Question two; Examine the quality of disability support services provided to students with disabilities at UNIBEN.

The data in **Table 4.2.5** offers important insights into how students with disabilities at the University of Benin (UNIBEN) perceive the quality of support services offered to them. Overall, the responses indicate a generally positive outlook, especially concerning the services' role in promoting academic success and the provision of assistive technologies. Nonetheless, some issues remain most notably the extent to which services are tailored to meet individual student needs.

The first item considered whether UNIBEN's disability support services are responsive to students' specific needs. This item yielded a mean score of 2.83, pointing to a relatively low level of consensus on this matter. While 45.9% of students expressed agreement or strong agreement, a significant 30.9% were neutral and 23.1% disagreed. These figures reflect a degree of inconsistency in student experiences and suggest that personalization of services is lacking for many. This may indicate that existing support follows a standard approach that doesn't adequately accommodate diverse individual needs.

In contrast, students were more favorable in their evaluation of the statement: “The support provided by UNIBEN’s disability services contributes to my academic success.” This item recorded a mean score of 3.65, with over 47% of participants affirming the statement and only 28.6% disagreeing. This reflects a generally positive view of the services’ impact on academic outcomes, even if other dimensions such as personalized support are less consistently experienced.

The most positively rated item focused on the overall quality and effectiveness of services offered by the disability support office. It achieved a mean score of 3.78, with 36.1% agreeing or strongly agreeing. However, with 38.2% either neutral or disagreeing, it’s clear that satisfaction is not universal. This result implies that while many students view the support as meeting or exceeding expectations, others may find gaps in consistency or service delivery standards.

A similar trend emerged in the item regarding assistive technologies and accommodations, which had a mean score of 3.59. More than half of the respondents (56.3%) believed that such tools were available and well-maintained, indicating that UNIBEN has invested in key infrastructure. Still, around a quarter of students expressed doubts or dissatisfaction, suggesting challenges in maintenance, accessibility across departments, or student awareness of available resources.

The responses in Table 4.2.5 show that while students appreciate the role of disability services in supporting their academic journeys, there are concerns about how effectively these services adapt to individual circumstances. The system appears to be operational but not fully inclusive. To enhance service quality, the university should focus on providing more personalized support, improving communication and feedback channels, and ensuring that assistive resources are not only present but also functioning reliably and fairly distributed.

These findings are consistent with broader research on disability services in Nigerian universities. Scholars like Ogunyemi and Adelaja (2020) argue that to be effective, disability support structures must go beyond mere availability and adopt student-centered, inclusive approaches. For UNIBEN, this means combining infrastructural improvements with deeper institutional commitment to accessibility, adaptability, and continuous service improvement.

Question three: Evaluate the satisfaction of students with disabilities concerning the support services they receive at UNIBEN.

The data outlined in Table 4.2.6 offers valuable insight into how students with disabilities at UNIBEN perceive the support services provided to them. While responses vary across individual survey items, the prevailing pattern reflects a generally positive outlook

especially in relation to academic support and staff interaction though concerns remain regarding personalization and inclusive experiences.

The first item probed overall satisfaction with the services, and responses were largely favorable. The mean score of 3.53 suggests moderate to high satisfaction, with 44.5% of respondents agreeing or strongly agreeing that the services meet quality expectations, while only 30.7% expressed some level of dissatisfaction. This indicates that, overall, many students view the quality of these services as acceptable or commendable.

The second item assessed the impact of the support services on academic success. This statement scored 3.56, signaling stronger agreement. A considerable portion of students 43.6% agreed or strongly agreed, emphasizing that the services meaningfully contribute to their academic performance and university experience. Despite 24.7% disagreeing, these findings underscore the perceived effectiveness of support in facilitating educational outcomes.

Student interactions with staff were also evaluated and received a positive response. The statement “The staff at the disability support office are helpful and respectful” produced a mean score of 3.52, with 58.7% of students reporting agreement. This highlights the importance of professional and respectful staff behavior in shaping satisfaction. Nonetheless, the 20.3% who strongly disagreed suggest that experiences may vary, pointing to occasional inconsistency in service delivery.

When it came to support for specific needs, perceptions were more mixed. The item “The disability support services provide adequate assistance for my specific needs” received a mean score of 3.33. Here, 45.9% of respondents agreed, but more than 32% disagreed, signaling that the services may not sufficiently address individual, personalized requirements. These results suggest that while general support structures exist, they may not be sufficiently adaptive to diverse needs.

The lowest level of student satisfaction emerged in the area of inclusiveness. The statement “The services make me feel included and valued as a student at UNIBEN” had a mean score of 3.10, with 42.3% of students affirming inclusion, and 35.6% disagreeing. This gap indicates that although students may receive academic and logistical support, many still feel outside the scope of social and emotional inclusion.

In conclusion, to elevate student satisfaction across all dimensions, UNIBEN should enhance efforts in personalizing support, standardizing staff interactions, and actively nurturing a campus climate where students with disabilities feel respected, valued, and fully included.

Question Four: Identify the challenges faced by students with disabilities in accessing support services at the university.

The data presented in Table 4.2.7 provides a comprehensive view of the challenges students with disabilities face in accessing support services at the University of Benin (UNIBEN). Although the severity of these challenges varies across specific issues, the overall findings point to several structural and social barriers that limit equal access to support.

The first item examined whether students experience difficulties due to physical barriers such as inaccessible buildings or inadequate transportation. With a mean score of 3.43 and over 49% of respondents indicating agreement or strong agreement, it is evident that physical inaccessibility remains a significant challenge for many. These findings suggest that infrastructural inadequacies continue to prevent full participation in academic life, particularly for those with mobility impairments. This issue is consistent with existing literature, such as the work of Abosi and Koay (2008), which notes that physical access remains a neglected aspect of disability inclusion in many African universities.

Another area of concern is the presence of long waiting times or delays in accessing disability-related services. This item received a mean score of 3.33, with nearly 47% of respondents acknowledging this as a challenge. These delays likely stem from

administrative bottlenecks and insufficient staffing, both of which can disrupt students' academic routines and increase stress. Such findings highlight the need for more efficient service delivery systems to ensure timely support.

Similarly, the lack of awareness among faculty members and staff about disability services was highlighted as a notable challenge, with a mean score of 3.29. Nearly half of the respondents (48.4%) agreed that this lack of understanding made it more difficult to secure necessary accommodations. This indicates that even when services exist, their effectiveness can be undermined by staff who are unaware of how or when to implement them. These results echo the recommendations of scholars like Edewor and Aluede (2021), who stress the importance of ongoing staff training and awareness programs to foster a more supportive academic environment.

Interestingly, the item regarding academic accommodations such as exam adjustments and note-taking assistance received the lowest mean score of 2.79. Although only 34% of students agreed that these services do not meet their needs, a larger proportion (46%) disagreed, suggesting a more favorable perception in this area. However, the presence of 20.5% neutral responses indicates some inconsistency in how these accommodations are provided. This finding suggests that while UNIBEN may have structures in place to support academic adjustments, these are not always applied evenly across departments or courses.

The final item in the table addressed the impact of social stigma and discrimination on students' ability to access services. With a mean score of 3.33 and 46.2% of respondents agreeing or strongly agreeing, the data reveals that stigma remains a barrier for many. Social attitudes—whether from peers, faculty, or the broader university culture—can discourage students from disclosing their disabilities or seeking support, even when such services are available. These challenges align with the findings of Adesina and Salami (2019), who argue that stigma can significantly reduce the effectiveness of institutional support by discouraging help-seeking behavior.

In summary, the data in Table 4.2.7 reveals that students with disabilities at UNIBEN continue to encounter multiple obstacles in accessing the support they need. While academic accommodations appear to be somewhat more accessible, significant challenges remain in the areas of physical access, administrative efficiency, staff awareness, and stigma. Addressing these issues will require a comprehensive approach that includes infrastructural development, service reform, faculty training, and university-wide initiatives to combat discriminatory attitudes. Without such efforts, the full potential of disability support services may remain unrealized, and affected students may continue to face barriers that hinder their academic and social inclusion.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The study used a survey research design to collect responses and opinions from participants. It looked at Evaluation of Disability Support Services in University of Benin. The study was carried out in Benin City, and 385 of the 400 questionnaires that were initially planned for the sample were completed and returned, giving the analysis a strong foundation. To ensure that the sample was representative and easily available, the sampling techniques blended stratified sampling with simple random sampling.

A structured questionnaire with two sections served as the main instrument for gathering data. While Section B concentrated on the study's goals, specifically the perception, Section A collected demographic data. A Likert scale was used in the questionnaire's design to gauge attitudes and views, enabling respondents to indicate how much they agreed or disagreed with a range of statements pertaining to the study's subject.

Data analysis was conducted using SPSS 26.0, employing percentages and means interpret the results. The findings from this study provide a comprehensive understanding.

The following findings were reached from the study;

The study reveals that only 32.2% of respondents feel that disability support services at UNIBEN are clearly advertised and easy to find, while 54.3% disagreed. This demonstrates limited visibility and awareness of available services among students.

Though 31.2% of students agreed and 15.8% strongly agreed (total 47%) that support services contribute positively to academic success, only 45.9% felt that the services adequately meet their specific needs. This suggests that while academic impact is generally recognized, personalization remains inadequate

When asked if they were satisfied with the overall quality of the services, 44.5% agreed or strongly agreed, while 30.7% expressed dissatisfaction. Meanwhile, only 42.3% agreed that the services made them feel included and valued, compared to 35.6% who disagreed, underscoring a gap in emotional and social inclusion.

A substantial 49.4% of students reported difficulties with physical access (mean score 3.43), 46.6% cited delays in receiving services, and 46.2% felt that social stigma hindered access. Notably, 48.4% believe that insufficient staff awareness obstructs their ability to obtain needed accommodations.

5:2 Conclusion

This study concludes that while students with disabilities at the University of Benin do not express a uniform experience with support services, there is a growing awareness of both the structural limitations and the social barriers that influence how such services are accessed and experienced. Overall, the findings reveal that although some students benefit from available support, many continue to encounter challenges related to service visibility, responsiveness to individual needs, and a lack of inclusion in the broader university environment.

The results underscore the essential role of disability support services not only in academic achievement but also in shaping students' sense of belonging, dignity, and equity within the institution. Challenges such as physical inaccessibility, long wait times, staff unawareness, and persistent social stigma suggest that current structures are insufficient to guarantee full participation for students with disabilities.

Moreover, these findings reinforce existing scholarship that emphasizes the importance of inclusive education systems that are both practically accessible and socially affirming. Like other studies in the Nigerian context, this research highlights that disability support in higher education must move beyond tokenistic provision toward a more systemic, rights-based, and student-centered approach. If left unaddressed, these barriers may continue to marginalize students with disabilities, thereby limiting their academic success and full integration into university life.

5:3 Recommendation

Based on the findings, the following were proposed

Enhance Visibility and Outreach: Launch a comprehensive awareness campaign including orientation sessions, campus signage, and online platforms to ensure all students are aware of disability support services.

Personalize Support Delivery: Implement needs-based case management, allowing tailored accommodations and flexible support plans that reflect individual student needs.

Train Academic and Administrative Staff: Conduct regular workshops to educate faculty and support staff on inclusive practices, legal rights, and disability-responsive pedagogy.

Improve Physical Accessibility: Upgrade campus infrastructure to align with universal design standards, ensuring mobility, transport, and building access for all, following examples of infrastructure-focused studies

Combat Stigma and Foster Inclusive Culture: Introduce awareness programs that normalize disabilities and promote empathy, supported by student testimonies and participation in inclusion-focused dialogues.

APPENDIX

QUESTIONNAIRE FOR STUDENT PROJECT WORK

Department of Social-worker,

University of Benin,

Benin.

Dear Respondent,

I am an Undergraduate student in the above Department. I am conducting a research titled “EVALUATION OF DISABILITY SUPPORT SERVICES IN UNIVERSITIES: CASE STUDY: UNIBEN”. The questions below are purely for academic purpose and are meant to assist me in this research. I seek for your cooperation in answering these questions and assure you that all the information provided will be treated with utmost confidentiality and anonymity.

Thanks for your cooperation.

Yours Faithfully,

Mitini-Sadigben,

Letitia

SECTION B

Gender: Male () Female ()

Age : 20-30() 31-40 () 41-50 () 51 and Above ()

Marital status: Single () Married () Widower () Widow () Divorcee ()

Educational Level: FSLC() SSCE() OND/NCE() HND/DEGRE () Higher Degree
()

Do have any disabilities? Yes() No ()

Likert Scale:

Strongly disagree - 1 Disagree - 2 Agree – 3 Strongly Agree –4

**What is the availability of disability support services at the University of Benin
(UNIBEN)?**

| S/N | Statements | Strongly Agree | Agree | disagree | Strongly disagree |
|-----|---|----------------|-------|----------|-------------------|
| 1 | Disability support services are clearly advertised and easy to find at UNIBEN. | | | | |
| 2 | There are sufficient resources and services available to meet the needs of students with disabilities at UNIBEN | | | | |
| 3 | The disability support services are well-staffed and accessible to students when needed. | | | | |
| 4 | There is a dedicated office or department that manages disability support services at UNIBEN. | | | | |

What is the quality of disability support services provided to students with disabilities at UNIBEN?

| S/N | Statements | Strongly agree | Agree | Disagree | Strongly disagree |
|------------|---|-----------------------|--------------|-----------------|--------------------------|
| 6 | The disability support services at UNIBEN are responsive to the individual needs of students with disabilities. | | | | |
| 7 | The support provided by UNIBEN's disability services contributes to my academic success. | | | | |
| 8 | The services provided by the disability support office at UNIBEN are of high quality and meet my expectations. | | | | |
| 9 | Assistive technologies and accommodations are available and well-maintained at UNIBEN. | | | | |

| | | | | | |
|-----------|--|--|--|--|--|
| 10 | The disability support services staff are well-trained and knowledgeable about different types of disabilities | | | | |
|-----------|--|--|--|--|--|

What is the satisfaction of students with disabilities concerning the support services they receive at UNIBEN?

| S/N | Statements | Strongly agree | Agree | Disagree | Strongly disagree |
|------------|--|-----------------------|--------------|-----------------|--------------------------|
| 11 | I am satisfied with the overall quality of the disability support services at UNIBEN. | | | | |
| 12 | The disability support services at UNIBEN provide adequate assistance for my specific needs. | | | | |
| 13 | The disability support services make me feel included and valued as a student at UNIBEN. | | | | |

| | | | | | |
|-----------|--|--|--|--|--|
| 14 | The staff at the disability support office are helpful and respectful when assisting students. | | | | |
| 15 | The support services have positively impacted my academic performance and university experience. | | | | |

What are challenges faced by students with disabilities in accessing support services at the university?

| S/N | Statements | Strongly agree | Agree | Disagree | Strongly disagree |
|------------|--|-----------------------|--------------|-----------------|--------------------------|
| 16 | I face challenges in accessing the disability support services at UNIBEN due to physical barriers (e.g., building accessibility, transportation) | | | | |
| 17 | There are long waiting times or delays in receiving support from | | | | |

| | | | | | |
|-----------|--|--|--|--|--|
| | disability services at UNIBEN. | | | | |
| 18 | The lack of awareness about disability support services among faculty members and staff at UNIBEN makes it harder for me to get the accommodations I need. | | | | |
| 19 | The disability support services do not adequately address my needs related to academic accommodations (e.g., exam adjustments, note-taking assistance). | | | | |
| 20 | Social stigma or discrimination related to my disability hinders my ability to fully access support services at UNIBEN. | | | | |

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