

**Impact of Social Upheaval on the Education and Standard of Living of Persons with Special Needs in Adamawa State, Nigeria**

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**Abstract**

Investigation was conducted to find out the impact of social upheaval on education and standard of living of person with disabilities in Adamawa state, Nigeria. Quantitative research method was used in obtaining the data primarily from the response of the participants through a psychology and social disturbance scale (PSDS) Model. The population of interest was students in special schools, victims of social disturbance in Internally Displaced Persons Camps, in Yola North, Yola South, Fofure, Mubi North Mubi South and Hong LGA Adamawa State. A survey method of data was used with the primary instrument of questionnaire and interview. Victims of social upheaval was visited to create a rapport preceded by observation of participants in schools, camps and homes. Twenty subjects were selected on the basis of random sampling from the population of interest in camps and special schools. Out of 460 identified victims of attack for the study 360 was used for the research. It was discovered that disabled students were utterly affected by social disturbance. Education of the disabled was halted. Living standard decreased, some of the victims was pauperized and resorted to begging or depend on governments, individual and nongovernmental organization for survival. Recommendation was made on how to help victims of social disturbance and to prevent such an ugly occurrence in future.

**Introduction**

Whenever social disturbances happen the persons with special needs are at a receiving end of the continuum. They bear the brunt of attack on their learning facilities and economic activities. This was the situation people with disabilities find themselves in Adamawa state in times of social upheaval. Most often, social disturbance occurs suddenly and the special needs are caught unaware. Because of their disabilities (deafness, blindness or physical disabilities) they cannot escape or protect themselves until havoc is done. We say with emphasize the exceptionalities ascribed to persons with special needs call for special treatment to help them during times of crisis. Joda and Abdulrasheed (2015) contends that in every social turbulence in Adamawa state people with special needs are affected more because of disabilities suffered. The special needs endure massive devastation of school infrastructure, loss of equipment and materials, which consequently devalue education and economic activities. The net result is falling standard of education, loss of economic mainstay and poverty. Social pogrom is therefore unfortunate with its dare consequence of illiteracy and low quality of life of persons with disabilities.

**Statement of Problem**

Social upheaval is a time of uprising when law and order are broken with impunity, leaving in its wake sorrow, pain, gnashing of teeth and tears. Social uprising is caused by different rebellions, turmoil which range from religious uprising, tribal friction, natural disasters, political disagreement, unpleasant government policies, economic hardship, outbreak of contagious disease and other riots that disrupt social contentment of the public and special needs persons in particular. Other effect of social uprising is destruction of homes, disruption of economic activities, social disintegration, and social cohesion is undermined. As a result of these difficulties mentioned above, the education and economic pursuit of students with special needs is in mess. Their living

standard is dreary. This trend of events is catastrophic for the disabled, it increases persons with special needs woes. Their living condition is at its low ebb; the victims' future is stagnated and desolate. The investigation is apt to find out how social upheaval affect the special needs in learning, safety precaution and standard of living.

### **Objectives**

The objectives of the research are:

- i) To create awareness on the causes of social upheaval that impact on persons with special needs.
- ii) Identify factors that cause social disturbance so as to be proactive rather than reactive.
- iii) To establish if standard of living of persons with special needs has been affected.
- iv) Identify those disabled affected for possible assistance and resettlement in the society.
- v) Suggest ways and means on how to assist persons with special needs affected by social upheaval.

### **Research Questions**

The following research questions are generated for the study.

1. Does social upheaval affect persons with special needs?
2. Does social disturbance affect education and economic endeavor of persons with special needs?
3. Is there any relationship between social upheaval and quality of life of persons with disabilities?
4. Does social disturbance cause psychological problem and traumatic experience?

### **Hypotheses**

1. Social upheaval does not affect persons with special needs.
2. There is relationship between social disturbances and persons with disabilities.
3. There is no significant relationship between social upheaval, psychological problem and traumatic experience.
4. There is not relationship between social disturbance, education and quality of life of persons with special needs.

### **Literature Review**

It is apt to say that there is relationship between insurgency and students with special needs education and quality of life. In parable, education determines a person's quality of life, living condition and lifestyle. Living standard is a function of education and training. Education is light, it lays a solid foundation for progress, it shows the way and it is the barometer of measuring the economic well-being of people in general. The puzzling thing is that many people are ignorant of disability and what it entails. Some are aware but they chose to be apathetic and cultivate the attitude of nescience and obliviousness towards the special needs.

Upheaval is a period of turbulence, unrest, rioting and breaking the law. It is a time of disorder, holocaust and confusion. During revolt, there is disruptions in general activities in all human endeavor. The definition given by individuals or groups sees uprising as the use of violence to achieve a certain agenda. The researchers reiterate that pogrom is the inflection of injuries on another person or destruction of property in order to coerce a person to accept perpetrators of crisis to toe the line of thinking and way of life. Joda and Abdulrashed (2015) deviate from other definition of turmoil when they emphasized the creation of dread into the minds of people to shape up and accept their ideological phenomenon. Zakzaky (2014) stresses that upheaval is to use violence to achieve political, economic, religious and social change. In whatever way we view uprising its effect is disastrous for the special needs and counterproductive.

Persons with special needs who are the focus of this research work are children or adults who are impaired and suffer disability and handicap. Persons with special needs are individuals who deviate from the norm in sensory deprivation and physical abnormality and appearance. The disability imposed on them inability and restriction that affect adversely functioning in education, job performance and social life. Obaje (2007) notes that children with special needs are those that deviate from the societal norms, to the extent that adapted program of special method are required to meet their needs. They include children who experience difficulties in learning as well as those whose performance are so superior that modification in curriculum and instructions are necessary to make them achieve their maximum potentials.

One of the reasons why the disabled are referred to as exceptional is the way they receive education, communicate, and move about and living task. Education for persons with special needs is special and in a different way. It involves a specially trained teacher, special methods of teaching, adaption and modification of the regular curriculum, use of special methods of communication, mobility and the use of special equipment and materials to aid teaching learning process. In most cases, the education of students with special needs are provided in special residential schools, special day school and inclusive education. The purpose of special education for the disabled

students is to provide them with specialized teaching, learning and good environment to acquire education to harness their full potentials.

In a sane society, the welfare of persons with special needs is given attention in all respect. It is for this reason that the Prohibition and Discrimination Against Persons with Disabilities Law was enacted to give teeth to the welfare and living conditions of the disabled in the country. The researchers with zeal and enthusiasm agrees that standard of living measure the level of income as compared to expenditure in a country or group of people. At micro level it is how an individual can afford the basic necessities of life like food, shelter, water, energy for cooking and day to day living. Conversely, the standard of living for persons with special needs measure how the exceptional get income and how it is spent. To measure the living condition of persons with handicaps we have to find out income and how it is spent. Does income meet the basic necessities of living? Is there surplus enough to use for entertainment? Is there a surplus to save for future use? If the answer is yes to this question the prosperity of the disabled is fine. On the other hand, if the answer to this question is negative, the quality of living is poor. It is for this reason the research investigated the relationship between persons with special needs' education and condition of living in time of crisis.

## Research Methodology

### Research Design

Quantitative research method was used in obtaining the data primarily from the response of the participants through a psychology and social disturbance scale (PSDS) Model. The researchers maintained a surveying approach in sourcing data from the sampled population. According Creswell (2018), a survey research is a kind of quantitative research in which the researcher administers a survey instrument to a sample or an entire population in order to describe the attitude, behaviour or perception of population under study.

### Data Collection Procedure and Instrument

Primary data was collected directly from the participants and used in this research, where PSDS Model that contains twenty (20) items questionnaire was used as instrument in collecting the responses of the research participants. This questionnaire was used because of its peculiarity, superiority, consistency and suitability to the specific research objectives (Park & Yi, 2016).

The survey instrument consists of two sections namely section A and section B, the Section A focused on the demographic background of the participants that is the filter information, while Section B focuses on the Perception scores consisted of twenty (20) scale items within PSDS Model dimension.

### Population of the Study

The population of the research project was the entire displaced persons (1550 persons approx.) in Special School Yola, Malkohi Internal Displaced Person's (IDPs) camp Yola, IDPs Camp Mubi and Special School in Mubi.

### Sampling Method

The researchers used the simple random sampling procedure in collecting sample of the study from the entire population. All respondents of the study from various IDPs camps were given an equal opportunity in participating in the study through the randomized sampling method where in every center/camp the first (1st), third (3th), fifth(5th) and so on are picked as participants. The expected sample targeted for this study was obtained from the main population based on the questionnaire distributed. The total of five hundred (500) questionnaires was distributed to selected sample where three hundred and seventy three (373) were returned filled. After cross checking thirteen (13) questionnaires were found invalid with one mistake or the other while remaining three hundred and sixty (360) well filled and valid responses. Thus, the sampling size used for this study was 360 participants.

### Data Analysis Techniques

Statistical Package for Social Sciences (SPSS) Model Version 20.0 was used for data analysis of the study where all the aforementioned Statistical properties of PSDS model were examined, analyzed and affirmed. Similarly, the main objectives and the research questions were answered using the SPSS Model.

## Analysis and Findings

Table 1 deal with a demographic data of Respondents

ITEM	Variable	Frequency	Percentage
Gender	Male	148	41.12
	Female	222	58.88
	<b>Total</b>	360	100%

Item 1: Table 1 above shows the gender of the respondents and it reveals that 148 of the respondents were males while 222 were females,

This segment of the research tends to unveil the data obtained from the respondents and present the analysis based on the objectives and research questions of the study.

Question 1: Does social upheaval affect persons with special needs?

S/N	List of Items	Responses	Percentage
1.	Have you been affected by social disturbance.	Yes: 320 No: 40	88.9% 11.1%
	<b>Total</b>	<b>360</b>	<b>100%</b>
2.	Did social disturbance affect your business or any work	Yes: 122 No: 238	33.9% 66.1%
	<b>Total</b>	<b>360</b>	<b>100%</b>
3	Did social disturbance affect your health	Yes: 285 No: 75	79.2% 20.8%
	<b>Total</b>	<b>360</b>	<b>100%</b>
4	Did you stop your business or farming because of social disturbance	Yes: 281 No: 79	78.1% 21.9%
	<b>Total</b>	<b>360</b>	<b>100%</b>
5	Did social disturbance stop you from making good profit and good harvest from your business and farming	Yes: 127 No: 233	35.3% 64.7%
	<b>Total</b>	<b>360</b>	<b>100%</b>

Table 2: Effects of social upheaval on persons with special needs.

Item 1 on the table 2 above shows that 320 (88.9%) of the respondents agree that they have been affected by social disturbance while 40(11.1%) of the respondents said no they have not been affected by the disturbance,

Item 2 in the table 2 revealed that 122 (33.9%) of the respondents were affected by social disturbance in terms of their businesses and other works of living while 238 (66.1%) of the respondents were not affected by social upheaval within their businesses and other works of living.

Item 3 in the table 2 above displays that 285 (79.2%) of the respondents said their health and well-being was affected negatively by uproar of social disturbance while on the other hand 75 (20.8%) of the respondents said they were not affected.

Item 4 in the table 2 above depicts that 281 (78.1%) of the respondents agree that social disturbance lead to the stoppage of their businesses and farming while 79 (21.1%) of the respondents said they have not stopped their businesses and farming as a result of social disturbance.

Item 5 in the table 2 above shows that 127 (35.3%) of the respondents agree that social disturbance has stopped them from getting good profit and harvest, conversely 233 (64.7%) of the respondents said social disturbance did not stop them from getting good profit and harvest.

Based on the analysis above, majority of the respondents are of the opinion that social disturbance has affected their life in one way or the other directly or indirectly where 88.9%, were generally affected, 79.2% were affected in their health while 78.1% on their businesses and farming.

Question 2: Does social disturbance affect educational progress of person with special needs?

S/N	List Items	Responses	Percentage
1.	Did social disturbance affect your education	Yes: 240 No: 120	66.7% 33.3%
	<b>Total</b>	<b>360</b>	<b>100%</b>
2.	Did you stop school because social disturbance	Yes: 247 No: 113	68.6% 31.4%
	<b>Total</b>	<b>360</b>	<b>100%</b>
3.	Did social disturbance stop you from completing your education	Yes: 240 No: 120	66.7% 33.3%
	<b>Total</b>	<b>360</b>	<b>100%</b>
4.	Did social disturbance lower your educational achievement	Yes: 255 No: 105	70.8% 29.2%
	<b>Total</b>	<b>360</b>	<b>100%</b>

Table.3: effect of social disturbance on educational progress.

Table 3 above shows the respondents' reactions regarding the effect of social disturbance on their educational progress.

Looking at Item 1 in table 3 above indicates that 240 (66.7%) of the respondents agree that social disturbance generally affect their education negatively while 120 (33.3%) of the respondents indicated that social disturbance did not affect their educational progress.

Item 2 in the table 3 above shows that 247 (68.6%) of the respondents agree that social disturbance has made them stop going to school.

Item 3 in the above also revealed that 240 (66.7%) of the respondents agree that they did not completed their school as result of social disturbance, in the same vein, 120 (33.3%) of the respondents said no, that is social did not stopped them in completing their school.

Item 4 in table 3 above displays that 255 (78.8%) of the respondents agree that social disturbance has lowered their educational achievement while 105 (29.2%) of the respondents said no, that social disturbance did not lower their education achievement.

In view of the data obtained from the participants above, majority ranging from 66.7% to 78.8% of the respondents are of the view that social disturbance generally affects their education programs, similarly, social disturbances have lower their educational achievement, while sometimes even stopped them from attaining school or completing their educational program.

**Question 3: Is there any relationship between social upheaval and quality of life of person with disabilities?**

S/N	List Items	Responses	Percentage
1.	Did social disturbance lower your standard of living	Yes: 246 No: 114	68.3% 31.7%
	<b>Total</b>	<b>360</b>	<b>100%</b>
2.	Did social disturbance affect your home and property	Yes: 324 No: 36	90% 10%
	<b>Total</b>	<b>360</b>	<b>100%</b>
3.	Did social disturbance affect your village or town in a negative way	Yes: 305 No: 55	84.7% 15.3%
	<b>Total</b>	<b>360</b>	<b>100%</b>
4.	Did social disturbance cause disability or additional disability	Yes: 77 No: 283	21.4% 78.6%
	<b>Total</b>	<b>360</b>	<b>100%</b>

Table.4: Relationship between social upheaval and quality of life of person with disabilities

The above table 4 presents the responses of the respondents regarding the relationship between social upheaval and quality of life of person with disabilities

Item 1 in table 4 above shows that 246 (68.3%) of the respondents agree that social disturbance mostly lower their standard of living while 114 (31.7) disagree by saying no

In respect to item 2 in table 4 above displays that 324 (90%) of the respondents highly agree that social disturbance really affect their home and property, 36 (10%) of the respondents merely disagree.

Item 3 in table 4 above also shows that 305 (84.7%) of the respondents agree that social disturbance negatively affect their society both towns and villages, while 55 (15.3%) said no, meaning social disturbance has no negative effect in the society.

Item 4 in table 4 above depicts that 77 (21.4%) of the respondents agree by saying yes that disability or additional disability can be cause by social disturbance. However, 283 (78.6%) of the respondents disagree by saying no, disability or additional disability cannot be cause by social disturbance.

In a nutshell, the analysis above reveals that most of the respondents ranging from 68.3% to 90% are of the opinion that social disturbance affects their standard of living by lowering their life capacity, negatively affecting their homes, properties and the entire society both towns and villages.

**Question 4: Does social disturbance cause Psychological problems and traumatic experience?**

S/N	List Items	Responses	Percentage
1.	Did social disturbance cause you trauma	Yes: 250 No: 110	69.4% 30.6%
	<b>Total</b>	<b>360</b>	<b>100%</b>
2	Did social disturbance cause you psychological problem	Yes: 278 No: 82	77.2% 22.8%

	<b>Total</b>		<b>360</b>	<b>100%</b>
3.	Did social disturbance cause you emotional problem	Yes:	285	79.2%
		No:	75	20.8%
	<b>Total</b>		<b>360</b>	<b>100%</b>
4.	Did social disturbance make you sick	Yes:	240	66.7%
		No:	120	33.3%
	<b>Total</b>		<b>360</b>	<b>100%</b>

Table.5: Relationship between social upheavals, psychological problems and traumatic experience

Item 1 in table 5 above shows that 250 (69.4%) of the respondents agree that social disturbance cause them trauma while 110 (30.6%) disagree.

Similarly, item 2 in the table 5 above unveil that 278(77.2%) of the respondents also agree that social disturbance causes psychological problem while 82(22.8%) of the respondents did not agree on that.

Item 3 in the above table 5 also shows that 285 (72.2%) of the respondents agree that emotional problem can be cause by social, while 75(20.8%) of the respondents disagree.

Item 4 in table 5 above display that 240(66.7%) of the respondents also agree that social disturbance make individuals while 120(33.3%) of the respondents disagree.

Result of the analysis above looks very interesting where vast majority (66.7% - 79.2%) of the respondents perceived social disturbance as a causal factor to some sickness, trauma, emotional and psychological problems.

### Summary of Analysis and Results

The findings from the analysis reveals that:

- i) There exists a direct effects of social upheaval on persons with special needs in terms of their health, businesses and farming.
- ii) Social disturbance frequently affects educational progress of person with special needs through stopping their educational program, lowering their achievement or dropping them out of school?
- iii) There exists a negative relationship between social upheaval and quality of life of persons with disabilities?
- iv) Definitely, social disturbance causes trauma, emotional and Psychological problems to persons with special needs.

### Discussion

Investigation involving persons with special needs invariably conjecture sad emotion and nostalgic feeling. Those psychological milieus are as a result of pathetic conditions the disabled find themselves in times of social crisis. Most of the victims of social upheaval are women, girls, children and the elderly who bear the brunt of social disturbances. We found that most often turbulence time affect persons with special needs in a negative way in all aspect of life – education, business, farming and the attendant health problem and multiplication of disabilities. Persons with disabilities are affected in a negative way when it comes to acquiring education. In some cases, the special needs are forced to withdraw from school, destruction of school properties, killing of students and their teachers. Consequently, this lower academic achievement in all areas of learning. There is a strong relationship between social uprising and quality of life of persons with special needs. When peace prevails, the disabled live a happy life but when there is a social revolution the reverse is the case.

Further, as a result of destruction of means of economic survival like farmland annihilation of educational infrastructure, inability of students to attend school, the ultimate result is hunger and inflicting hardship on the disabled persons. This causes psychological and traumatic experience in times of uprising. It is a critical and important moment in the lives of persons with special needs. From the foregoing we say with certainly social revolt is an anathema that affect persons the special needs in different and unfavorable ways.

### Conclusion

The study investigated the impact of social upheaval on the education and standard of living of person with special needs in Adamawa state. In the course of the study we discovered the special needs stop educational pursuance and economic activities. This leads to psychological problems and the attendant low standard of living. Moreover, the decline in education pursuit, economic endeavor has a repercussion affect in other sphere of live. The net result is poor quality of education, low business activities and low standard of living. What persons with special needs requires in times of social uprising is protection from hazard and empathy not sympathy. We therefore urge the public to assist those with disabilities to live a meaning life through understanding of what disability entails.

### Recommendations

We recommend the following in time of social upheaval to cushion the effect of nasty social disturbance on the special needs.

1. Identify upheavals that may affect the special needs so as to prepare in advance
2. Be proactive to problems rather than reactive
3. A qualitative approach to be adopted to solve some of the identified anomalies
4. Make education accessible to the disabled notwithstanding crisis at hand
5. Employment opportunities to be provided to the special needs
6. Adequate security of life and property in respect of persons with special needs, and
7. The public should show the disabled empathy and not sympathy.

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