Journal of Educational Research in Developing Areas (JEREDA)
Vol. 5. Issue 3, Pp. 373 – 382, 2024
http://www.jeredajournal.com
E-mail: info@jeredajournal.com

Research Article **DOI**:https://doi.org/10.47434/JEREDA.5.3.2024.373 **eISSN**:2735-9107

GENDER, VIOLENCE AND EDUCATIONAL EXPERIENCES OF PERSONS WITH DISABILITIES IN OYO STATE, NIGERIA

[1]Stephen Samuel Dafwat, [2]Gabriel Ogundiya Ogunsola

[1,2]Department of Education for Learners with Learning Disabilities,
Federal College of Education (Special), Oyo, Nigeria

Emails:[1]stepforward20@gmail.com; [2]gabrielogunsola1310@gmail.com
Corresponding Author: [2]https://orcid.org/0000-0002-0776-3882

Received: 24th August, 2024; **Revised**: 13th November, 2024; **Accepted:** 7th December, 2024

ABSTRACT

Introduction: Persons with disabilities are subjected to and various discriminatory acts against them in school settings which have led to horrible educational experiences.
Purpose: The main objective of this study was to explore the intersectionality of gender, violence experience, and educational experiences of persons with disabilities in Oyo State, Nigeria.
Methodology: A descriptive survey research design was adopted in this study because no variables in the study were manipulated, but were observed to show relationship and differences among the variables. A structured questionnaire was used as instrument. The questionnaire has two sections, aside the demographic variables. The scale has reliability level of r= 0.79 coefficient using Cronbach Alpha.
Results: The data collected were analysed using T-test and Pearson Products Moment Correlation Coefficient. Results indicated that positive male individuals with disabilities show a mean difference of 2.08091, with a confidence interval from 1.9432 to 2.2186. Regarding educational experience, female individuals demonstrate a mean difference of 2.18644, with a confidence interval from 2.1489 to 2.2240. The t-test statistic for females is remarkably significant, signifying a notable difference in educational experience compared to the expected mean.
Conclusion and Recommendations: This study has revealed that persons with disabilities whether male or female encounter lot of challenges in virtually all areas of lives. These challenges are visible in gender discrimination, molestation, different violence experiences and negative educational experiences. The findings of the study are expected to inform policies and interventions that are more inclusive and responsive to the needs of this marginalized group of individuals.

Keywords: Disabilities, gender, violence experience, educational experience

Cite paper as:
Dafwat, S. S., & Ogunsola, G. O. (2024). Gender, violence and educational experiences of persons with disabilities in Oyo state, Nigeria. *Journal of Educational Research in Developing Areas, 5*(3), 37 - 382. https://doi.org/10.47434/JEREDA.5.3.2024.373.

Copyright © 2024, The author(s) of this article retain(s) the copyright

Journal of Educational Research in Developing Areas (JEREDA)
Vol. 5. Issue 3, Pp. 373 – 382, 2024
http://www.jeredajournal.com
E-mail: info@jeredajournal.com

PUBLIC INTEREST STATEMENT

Persons with disabilities, parents, caregivers and instructors would benefit hugely from this study because the findings of this study revealed that both male and female individuals with disabilities show significant differences in violence experience and educational experience, highlighting potential gender disparities. The findings will act as a guiding principle to advocate against violence and deprivation of education among persons with disabilities.

INTRODUCTION

Persons with disabilities are found in every human community just like the individuals without disabilities. As long the human society exists and remains these individuals remain part of the society. Thus, one can say disability is part of being human. It cuts across different gender, ages, cultural backgrounds, tribes and races of the world. Among the people with disabilities are those with intellectual disability, learning disabilities, visual impairment, hearing impairment and physical disabilities among others. Having disabilities have different implications which are rooted in the needs and experiences of the individuals with disabilities. Disability results from the interaction between individuals with a health condition which leads to malformation either during developmental period or later in life. The malformation could result to any disability such as: cerebral palsy, Down syndrome or psychological issues which could lead to depression along with personal and environmental factors including negative attitudes, inaccessible transportation and public buildings, and limited social support (World Health Organisation, 2024).

Centre for Disease Control (2024) affirmed that disability is any condition of the body or mind (impairment) that makes it more problematic for the person with the condition to do certain activities (activity restriction) and relate with the world around them (participation limitations). As well, people with disabilities are occasionally referred to as a lone population, which Francis, and Silvers (2016) called a slight set of criteria. Nonetheless, disabilities have unique characteristics depending on the individual, that is, these individuals are a varied group of people with an extensive range of needs, and the needs may be readily visible, or invisible in nature. In term of genders, individuals with disabilities are often humiliated and subjected to different inhuman treatments.

The available data on violence against women and girls by the United Nations Women (2024) has proved to be significant in the current years as the data on the prevalence of intimate partner violence is readily available for at least 161 countries of the world. For instance, an estimated 736 million women approximately one in three have been exposed to physical and/or sexual intimate partner violence, non-partner sexual violence, or both at slightest once in their life time (30 per cent of women aged 15 and older) (United Nations Women, 2024). The organisation further stated that the figure above did not include sexual harassment. Asagba (2014) also added that violence against women and girls is a common phenomenon in society and that the majority of the Nigerian people do not consider it a problem or crime. Indeed, women and girls with disabilities are one of the world most downgraded and relegated sections of society as they face copious or amplified forms of *discrimination* and suffer sexual violence and early marriage.

In addition, women and girls with disabilities face countless forms of discrimination in their daily life and are often excluded from social and political membership (Ghosh, Chakraborty, & Basu, 2022). Rasak-Oyadiran (2022) buttressed that women and girls with disabilities are more likely to be victims of gender-based violence than those without disabilities. These women are even more susceptible to different forms of violence if they are poor. The violence is usually at the hands of assaulters already known to them like their partners, caregivers, family, friends, associates, colleagues, and neighbours

among others. To show that men have their own share of discrimination and violence, Australian Institute of Health and Welfare (2024) found that 1 in 4 (23% or 2.3 million) women and 1 in 14 (7.3% or 693,000) men have experienced physical and/or sexual violence from an intimate partner since the age of 15, as well, 23% (2.3 million) of women and 14% (1.3 million) of men have experienced emotional abuse by a current or previous partner.

To crown it all, U.S. Department of Justice (2021) maintained that in 2019, the rate of violent harassment against persons with disabilities was approximately four times the rate for persons without disabilities (49.2 related to 12.4 per 1,000 age 12 or older). If this happened in a developed country which is technologically advanced, one can boldly say that the human rights of persons with disabilities continue to be violated every day in Nigeria, in Africa and around the world. Contemporary research stated that women with disabilities, experience higher degrees of all kinds of violence than either men with disabilities or men and women without disabilities (García-Cuéllar, et al., 2022; Barrett, et al., 2009). Awoniyi and Ayobami (2024) as well affirmed that women with disabilities are more exposed to gender-based-violence in Nigeria due to their vulnerability. Women with disabilities are twice more likely to experience gender-based-violence than women without disabilities (such as, sexual assault, unsolicited sexual behaviours in public, online nuisance) (Perreault, 2015; Cotter & Savage, 2019; Statistics Canada, 2020).

Women with disabilities also face a wider range of emotional, physical, and sexual abuse by family members, personal care attendants, health care providers, and strangers (Nixon, 2009). U.S. Department of Justice (2021) further stated that although persons with disabilities accounted for 12% of the population, they were victims in 26% of violent crime incidents. Therefore, among people with disabilities, some studies endorsed that women reported more sexual violence, while men reported more physical violence (Hamby, & Grych, 2013).

In school system, an education provider is expected to take positive steps at ensuring that people with disabilities have equal access to education and the provision of services (Child Law Advice, 2018). However, students with disability continue to face unaddressed obstacles in their daily educational experiences and have lower rates of retention, success and completion when compared to students without disabilities (Kilpatrick et al., 2017; Pitman, 2022). Customarily, persons with disabilities are seen as the disadvantaged members of humans' communities, though educational institutions placed greater emphasis on inclusion, diversity, and equality, but on provision for this group of people reverse is the case. However, it is evident that people with disabilities have universal limited access to education in many parts of the world, especially in Africa and Asia (Opoku et al., 2015). Healey et al. (2011) as well contended that lack of appropriate and adequate provisions of spaces and resources for students with disabilities at the institutions of higher learning in South Africa undesirably affect their education. Maotoana (2014) stated further that students with disabilities are often discriminated against in their personal and social lives, experiences which tend to reflect their educational participations

Schimmele, Jeon, and Arim (2021) confirmed that educational experiences between women and men aged 15 to 34 with a disability captured the complications that persons with disabilities reportedly encountered in school, such as restrictions on learning, social exclusion and a lack of accommodations. Generally, there were more resemblances than differences in educational experiences between women and men, with a few noteworthy exceptions. Persons with disabilities tend to have lower levels of educational attainment than persons without disabilities (Schimmele, Jeon & Arim, 2021). The lower educational accomplishment of persons with disabilities can be attributed to

obstructions that decrease their chances for educational success (Kimball et al. 2016). Available evidence showed that persons with disabilities are less likely to attend school, less likely to complete primary or secondary education, and less likely to be literate (United Nations, 2018). In fact, education of persons with disabilities still emits shortage of necessary support staff; responsive and apt environment; appropriate and adequate teaching cum learning facilities, such as inclusion consciousness among the general public (Hanafi, 2018).

Overall, the present research contributes to the promotion of human rights and social justice for persons with disabilities, particularly in the context of gender, violence, and education. By amplifying the voices of individuals with disabilities and shedding light on their unique challenges. Also, this study works towards creating a more inclusive and equitable society for all. Therefore, this study investigated gender, violence experience and educational experience of persons with disabilities Oyo State,

STATEMENT OF THE PROBLEM

Persons with disabilities are regularly discriminated against in the committee of the individuals without disabilities. In term of gender, both men and women with disabilities are treated differently. Due to this, the peculiar needs of women, girls and men with disabilities are seldom catered for by relevant lawful frameworks, policies, and in the provision of vital services that make for better life. The persons with disabilities have history of violence against them, and this affects their self-esteem, social interaction and emotional well-being. In the same manner, persons with disabilities educational experiences are also faced with lot of challenges which have made some of them to withdraw or dropout of school system. Therefore, this study investigated gender, violence experience and educational experience of persons with disabilities in Oyo State

PURPOSE OF THE STUDY

The specific objectives of this study are to:

1. investigate relationship between violence experience and educational experience of male and female individuals with disabilities,
2. establish significant difference in the violence experience and educational experience of male and female individuals with disabilities
3. determine relationship between violence experience and the educational experience of male individuals with disabilities

RESEARCH QUESTIONS

1. Is there any relationship between violence experience and educational experience of male and female individuals with disabilities?
2. Is there any significant difference in the violence experience and educational experience of male and female individuals with disabilities**?**
3. How significant is the relationship between violence experience and the educational experience of male individuals with disabilities?

METHODOLOGY

Design

A descriptive survey research design was adopted in this study because no variable in the study was manipulated, but the variables were observed to show relationship and differences among them.

Population and Sample

The population of the study comprised all persons with disabilities in Oyo State, Nigeria. Specifically it would be carried out among women and men with disabilities that have had experiences of violence and educational deprivation, rejection and stigmatisation. The samples of the study composed of six hundred (600) respondents (female= 500, male = 100) that were randomly and purposively selected from among persons with disabilities in Oyo, State, Nigeria. Multi-stage sampling procedure was adopted to select the sample for the study. The first stage was purposive

selection of all the senatorial zones of the state, that is, the three senatorial zones that are in Oyo state, Nigeria. The second stage was simple random selection of seven local government areas from each senatorial zone. The third stage involved selection of different associations of the persons with disabilities and rehabilitation centres from each senatorial zone through simple random sampling technique. Both women and men with disabilities (learning disabilities, intellectual disability, hearing impairment, visual impairment, physical and health impairment) were purposively selected for the study. In almost all the associations of the persons with disabilities and rehabilitation centres selected, women with disabilities were more than men with disabilities. The lower numbers of the male individuals with disabilities in the selected areas may be due to ego, biases, and dearth of awareness and unwilling to associate with women with disabilities or others with disabilities. From among these pool of women with disabilities, 500 respondents were randomly selected through hat and drawn, while only 100 male found in the selected localities were purposively selected for the study.

Instrument for Data Collection

A structured questionnaire titled "gender, experience of violence and educational experience of persons with disabilities" was used as instrument. The questionnaire has two sections. Section: A focuses on demographic variables including gender, while section: B focuses on violence experiences (10 items) and educational experiences (10 items). The instrument is on a four likert scale: Strongly Agreed (SA)-4, Agreed (A)-3, Disagreed (D)-2 and Strongly Disagreed (SD)-1. The scale has reliability level of r= 0.79 coefficient using Cronbach Alpha.

Procedure for Data Administration

The researchers with their research assistants personally visited the different associations for persons with disabilities and rehabilitation centers selected. The questionnaires were administered on the respondents through the services of research assistants engaged by the researchers having briefed the respondents of the purposes of the study. The questionnaires were as well retrieved immediately by the research assistants

Method of Data Analysis

The data collected were analysed using mean and standard deviation, T-test to test the differences among the variables in the study. Pearson Products Moment Correlation Coefficient was also used to show relationships among the variables in the study.

RESULTS

Research Question 1: Is there any relationship between violence experience and educational experience of male and female individuals with disabilities?

Table 1: Showing one-sample statistics of the relationship between violence experience and educational experience of male and female

	N	Mean	Remark	STD.	Std.E.Mean
Violence experience	500	2.34	Agreed	.56	.02
Female Educational experience	500	2.18	Agreed	.42	.01
Violence Experience	100	2.08	Agreed	.69	.06
Male Educational experience	100	1.98	Agreed	.54	.05

The table above provides one-sample statistics for violence experience, and educational experience among male and female individuals with disabilities. Female individuals with disabilities report a mean violence experience of 2.34 (SD = 0.56) and an educational experience mean of 2.18 (SD = 0.42), both statistically significant ($p < .05$), indicating agreement with the given remarks. Similarly, male individuals with disabilities show a mean violence experience of 2.08 (SD = 0.69) and an educational experience mean of 1.98 (SD = 0.54), also significant ($p < .05$) and in

agreement with the remarks. These findings revealed that both male and female individuals with disabilities experience violence and educational challenges, with gender potentially having a relationship to the severity of these experiences.

Research Question 2: Is there any significant difference in the violence experience and educational experience of male and female individuals with disabilities?

Table 2 showing one-sample *t*-Test significant difference in the violence experience and educational experience of male and female individuals with disabilities

	Test Value = 0					
					95% Confidence Interval of the Difference	
.	T	df	Sig (2-tailed)	Mean Dif.	Lower	Upper
Violence experience	92.772	499	.000	2.34320	2.2936	2.3928
Female Edu. experience	114.343	499	.000	2.18644	2.1489	2.2240
Violence experience	29.994	99	.000	2.08091	1.9432	2.2186
Male Edu. experience	36.690	99	.000	1.98911	1.8815	2.0967

The table above presents the findings from one-sample t-tests comparing mean scores for violence experience and educational experience between male and female individuals with disabilities. In terms of violence experience, female individuals with disabilities exhibit a mean difference of 2.34320, with a 95% confidence interval spanning from 2.2936 to 2.3928. The t-test statistic for females is highly significant ($t = 92.772$, $p < .005$), indicating a substantial difference in violence experience compared to the hypothetical mean of zero. Similarly, male individuals with disabilities show a mean difference of 2.08091, with a confidence interval from 1.9432 to 2.2186. The t-test for males is also highly significant ($t = 29.994$, $p < .005$), suggesting a significant variance in violence experience relative to the reference point. Regarding educational experience, female individuals demonstrate a mean difference of 2.18644, with a confidence interval from 2.1489 to 2.2240. The t-test statistic for females is remarkably significant ($t = 114.343$, $p < .005$), signifying a notable difference in educational experience compared to the expected mean. Similarly, male individuals exhibit a mean difference of 1.98911, with a confidence interval from 1.8815 to 2.0967. The t-test for males is highly significant ($t = 36.690$, $p < .005$), indicating a substantial difference in educational experience compared to the null hypothesis. In summary, both male and female individuals with disabilities show significant differences in violence experience and educational experience, highlighting potential gender disparities in these aspects within the population.

Research Question 3: How significant is the relationship between violence experience and the educational experience of male and female individuals with disabilities?

Journal of Educational Research in Developing Areas (JEREDA)
Vol. 5. Issue 3, Pp. 373 – 382, 2024
http://www.jeredajournal.com
E-mail: info@jeredajournal.com

Table 3: Showing Correlations between violence experience and educational experience of male individuals with disabilities

		Violence exper.	Educational exper.
Violence experience	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.977
	N	100	100
Educational experience	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.977	
	N	100	100

The correlation table indicates that there is a significant relationship between violence experience and educational experience of male individuals with disabilities. Both variables show a Pearson correlation coefficient of approximately -.003 (p-values < .05), suggesting a statistically significant relationship between the two variables. These findings imply that among male individuals with disabilities, the violence experience has a substantial influence on their educational experience.

DISCUSSIONS

The findings of the study revealed that both male and female individuals with disabilities experience violence and educational challenges, with gender potentially having a relationship to the severity of these experiences. The findings corroborate Ghosh, Chakraborty, and Basu (2022) that women and men face countless forms of discrimination in their daily life and are often excluded from social and political membership. Rasak-Oyadiran (2022) reinforced that women and girls with disabilities are more likely to be victims of gender-based violence than those without disabilities. The study as well, agrees with Australian Institute of Health and Welfare (2024) which found that 1 in 4 (23% or 2.3 million) women and 1 in 14 (7.3% or 693,000) men have experienced physical and/or sexual violence from an intimate partner since the age of 15. 23% (2.3 million) of women and 14% (1.3 million) of men have experienced emotional abuse by a current or previous partner.

The findings also showed that both male and female individuals with disabilities show significant differences in violence experience and educational experience, highlighting potential gender disparities. The findings support U.S. Department of Justice (2021) which maintained that in 2019, the rate of violent harassment against persons with disabilities was approximately four times the rate for persons without disabilities (49.2 related to 12.4 per 1,000 age 12 or older). Too, Hamby, and Grych (2013) maintained that though persons with disabilities accounted for 12% of the population, they were victims in 26% of violent crime incidents and among people with disabilities, some studies endorsed that women report more sexual violence and that men report more physical violence. On the educational experience of persons with disabilities, Kilpatrick et al., (2017) buttressed that students with disability continue to face unaddressed obstacles in their educational experiences and have lower rates of retention, success and completion compared to students without disabilities.

Results also showed that there is a significant relationship between the experience of violence and the educational experience of male individuals with disabilities. These findings imply that among male individuals with disabilities the experience of violence has a substantial

influence on their educational experience. The findings agree with Schimmele, Jeon, and Arim (2021) that educational experiences between women and men aged 15 to 34 with a disability capture the complications that persons with disabilities reportedly encounter in school, such as restrictions on learning, social exclusion and a lack of accommodations, and there were more resemblances than differences in educational experiences between women and men.

CONCLUSION

This study has further revealed that persons with disabilities whether male or female encounter lot of challenges in virtually all areas of lives. These challenges are visible in gender discrimination, molestation, different violence experiences and negative educational experiences. Also, the findings showed that both male and female individuals with disabilities show significant differences in violence experience and educational experience. All these signs show that problems exist somewhere and there is need to tackle these inhuman acts against persons with disabilities to a standstill. Therefore, the finding of this study additionally revealed that both male and female individuals with disabilities experience violence and have educational challenges, with gender potentially having a relationship to the severity of these experiences. This implies that issues contributing to gender bias, different violence experiences and negative educational experiences among persons with disabilities need to be addressed in order for women and men with disabilities to have better educational experience, and live violent free life. Thus, there should also be sustained attention to ensure that women and men with disabilities imbibe the habit of believing in themselves.

RECOMMENDATIONS

Based on the findings of this study the following recommendations were made:

1. There should be more inform policies and interventions that are more inclusive and responsive to the needs of this marginalized group of individuals.
2. There should be legislation at the state level to protect the rights of persons with disabilities be it males or females.
3. The state governor and all his cabinets should make education for persons with disabilities free from primary to tertiary level with other incentives.
4. Sexual assaults and gender discrimination against persons with disabilities in Oyo state should be criminalized, and culprits should be subjected to the consequences of their actions.
5. As well, persons with disabilities should stand up for themselves through formation of advocacy and pressure groups and they should work together as an entity.

Conflict of interest

The researchers report no conflict of interest.

Acknowledgement

The researchers acknowledge the efforts of the different research assistants who worked with them. Also, women and men with disabilities who participated in the study are well appreciated. All authors whose work were cited in this study are likewise acknowledge.

Disclaimer's statement

The outcome of this work is solely recommended for promotion of welfare of persons with disabilities regardless of their genders, in order to reduce violence experience of men and women with disabilities. We therefore, certify that this work is not an extraction of any work.

Authors' Bio-notes

DAFWAT, Stephen Samuel is a chief lecturer in the department of education for learners with learning disabilities, Federal College of Education (Special), Oyo. He holds Diploma in Special Education, Bachelor, and Master Degrees in Special Education. He has over twenty-six years' experiences as an experienced teacher and researcher in the field of special education, precisely in the

education of individuals with learning disabilities. He has desire to see persons with disabilities excelling in all areas of lives and has over fifty academic articles to his credit both locally and internationally. He has served in different leadership capacities in Federal College of Education (Special), Oyo, Oyo State, Nigeria, which include: Head of Department of education for learners with learning disabilities.

OGUNSOLA, Gabriel O. is a senior lecturer in the department of education for learners with learning disabilities, Federal College of Education (Special), Oyo. He holds a NCE, Bachelor, Master and Doctorate Degrees in Special Education. He has over seven year's experiences as an expert teacher and academic in the field of special education. He has interest in individuals with disabilities and has over thirty learned articles to his credit. He has served in different leadership capacities and he is currently the result and examination officer, Department of Education for Learners with Learning Disabilities and teaching practice coordinator, Federal College of Education (Special), Oyo, Oyo State, Nigeria.

Authorships and level of contribution
Dafwat S. S.: Financing of the research through Tetfund Institutional Based Research, conceptualization of the work, methodology, writing of the original draft preparation and report writing.

Ogunsola G. O. (Ph.D.) gathering of literature review, proofreading of the final manuscript, and carrying out data analysis and discussion.

REFERENCES

Asagba, R. B. (2014). *Gender based violence: a Nigeria experience*. Ife Centre for Psychological Studies. http://ir.library.ui.edu.ng/handle/123456789/1621.

Australian Institute of Health and Welfare (2024). *Intimate partner violence*. https://www.aihw.gov.au/family-domestic-and-sexual-violence/types-of

Awoniyi, P. O. &Ayobami, A. (2024). *Intersectionality of disability and gender-based violence: Experiences of women living with disability in Nigeria. https://www.ajol.info/index.php/gab/article/view/277615*.

Barrett, K. A., O'Day, B., Roche, A., & Carlson, B. L. (2009). Intimate partner violence, health status, and health care access among women with disabilities. *Women's Health Issues*. *19*(2), 94–100. https://doi.org/10.1016/j.whi.2008.10.005.

Centre for Disease Control (2024)**.** *Disability and health overview*. https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html.

Child Law Advice. (2018). *Disability discrimination in education.* https://childlawadvice.org.

Cotter, A., & Savage, L. (2019). *Gender-based violence and unwanted sexual behaviour in Canada, 2018: Initial findings from the survey of safety in public and private spaces*. Statistics Canada. https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00017-

Francis, L., & Silvers, A. (2016). Perspectives on the meaning of disability. AMA Journal of Ethics. 18(10), 1025-1033. https://doi.org/10.1001/journalofethics.2016.18.10.pfor2-1610.

García-Cuéllar, M. M., Pastor-Moreno, G., Ruiz-Pérez, I., & Henares-Montiel, J. (2022). The prevalence of intimate partner violence against women with disabilities: a systematic review of the literature. *Disability and Rehabilitatition,45*(1):1-8.https://doi.org/10.1080/09638288.2022.2025927.

Ghosh, S., Chakraborty, L., & Basu, K. (2022). Intersectional discrimination against women and girls with disabilities in educational opportunities in India.*World Development Perspectives, 26,* 10041.

https://www.sciencedirect.com/science/article/abs/pii/S24522929.

Hamby, S., ·& Grych, J. (2013). *The web of violence: Exploring connections among different forms of interpersonal violence and abuse*. Springer.

Hanafi, A. (2018). *Double trouble for visually impaired pupils in Nigerian schools*. Punch, Sat, 06 Oct 2018. www.latestnigeriannews.com › news › double-trouble-for.

Healey, T., Pretorius, A., & Bell, D. (2011). *Disability in higher education*. Foundation of Tertiary Institutions of the Northern Metropolis. http://www.uct.ac.za/usr/disability/reports/progress_report10_11.pdf.

Kilpatrick, S., Johns, Barnes, R., Fisher, S., McLennan, D., & Magnussen, K. (2017). Exploring the retention and success of students with disability in Australian higher education. *International Journal of Inclusive Education*, *21*(7), 747-762.

Kimball, E.W., Wells, R.S., Ostiguy, B.J., Manly, C.A. & Lauterbach, A.A. (2016). Students with disabilities in higher education: A review of the literature and an agenda for future research. *Higher Education: Handbook of Theory and Research,* 31, 91–156.

Maotoana, M. R. (2014). *The challenges experienced by students with physical disabilities (SWPD's) at the University of Limpopo (Turfloop Campus) [Master's mini-dissertation*, University of Limpopo]. http://ulspace.ul.ac.za/bitstream/handle/10386/1228/maotoana_mr_2014.pdf?sequence=1&isAllowed=y.

Nixon J. (2009). Domestic violence and women with disabilities: Locating the issue on the periphery of social movements. *Disability and Society*, *24*(1), 77–89. https://doi.org/10.1080/09687590802535709.

Opoku, M. P., Mprah, W. K., Dogbe, A. J., Saka, B. N., & Badu, E. (2015). Perceptions and experiences of persons with disabilities on access to education in Buea Municipality, Cameroon. *International Journal of Complementary & Alternative Medicine, 2*(1), 207- 213. https://doi.org/10.15406/ijcam.2015.02.0004.

Perreault S. (2015). *Criminal victimization in Canada, 2014*. Statistics Canada. https://www150.statcan.gc.ca/n1/en/catalogue/85-002-X201500114241.

Rasak-Oyadiran, O. (2022). *Failure to protect: disabilities and gender-based violence in Nigeria*. https://minorityafrica.org/failure-to-protect-disabilities-and-gender-based-violence-in-nigeria/.

Schimmele, C., Jeon, S., & Arim, R. (2021). *Economic and social reports: Educational experiences of young women with disabilities.*https://doi.org/10.25318/36280001202101000003-eng

Statistics Canada (2020). *Self-reported sexual assault since age 15*. https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=35100166001.

U.S. Department of Justice (2021). C*rime against persons with disabilities, 2009–2019 – statistical tables.* U.S. Department of Justice. 1-17. https://bjs.ojp.gov/content/pub/pdf/capd0919st.pdf.

United Nations (2018). *Disability and development report.* https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf.

United Nations Women (2024). *Facts and figures: Ending violence against women.* https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures.

World Health Organisation, (2024). *Disability*. https://www.who.int/health topics/disability#t ab=tab 1.