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Exploring The Lived Experiences and Challenges of Persons with Disabilities Teachers in Educational Settings

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ABSTRACT: This study explores the lived experiences of teachers with disabilities in Cavite, focusing on how they navigate professional roles, construct identity, and sustain resilience within educational settings. Grounded in transcendental phenomenology and guided by an interpretivist paradigm, the research examines how meaning is shaped through personal, social, and institutional interactions. Eight participants from both public and private schools were purposively selected, and data were gathered through in-depth, semi-structured interviews supported by field notes and reflective memos. Thematic analysis, guided by Boyatzis' framework, was employed to identify recurring patterns and essential themes. Findings reveal that teachers with disabilities demonstrate multidimensional resilience shaped by internal coping strategies, inclusive environments, and strong support systems. Participants exhibit adaptive instructional practices, including the use of assistive technologies and flexible teaching strategies, which enhance inclusive learning. However, systemic barriers such as limited accessibility, policy gaps, stigma, and inconsistent institutional support continue to affect their professional effectiveness and well-being. Despite emotional and psychological challenges, teachers maintain commitment through meaning-making, spirituality, and self-regulation. The study concludes that resilience is both individually and socially constructed, while inclusive teaching practices emerge from lived experience. Institutional support remains critical in enabling professional growth and inclusion. The findings highlight the need for strengthened policies, sustained professional development, and supportive school cultures, emphasizing the importance of systemic, collaborative, and human-centered approaches in empowering teachers with disabilities.

KEYWORDS: Persons with Disabilities (PWD), inclusive education, teacher resilience, professional identity, institutional support

I. INTRODUCTION

Digital technologies have developed rapidly and have Inclusive education has gained increasing prominence in policy and practice, the lived experiences of persons with disabilities (PWDs) remain insufficiently represented in scholarly discourse. Legislative measures such as the Magna Carta for Persons with Disabilities (Republic Act No. 7277, as amended by RA 9442 and RA 10524) and the Mental Health Act (Republic Act No. 11036) affirm the rights of PWDs to equal access, participation, and protection. Yet, persistent implementation gaps manifested in inadequate infrastructure, limited resources, and enduring prejudicial attitudes continue to obstruct full engagement in schools. Existing research has largely concentrated on students with disabilities, leaving a critical gap in understanding the realities of teachers with disabilities, whose professional identities and responsibilities are deeply shaped by systemic barriers. This study seeks to address that gap by foregrounding their voices and examining the complex challenges and opportunities they encounter within educational environments.

The Philippines' commitment to the United Nations Convention on the Rights of Persons with Disabilities (CRPD) reinforces national policies that uphold dignity, autonomy, accessibility, and inclusion (United Nations, 2006). Article 21 guarantees access to information in preferred formats, while Article 31 emphasizes ethical data collection and inclusive research methodologies. These provisions highlight the responsibility of scholars and institutions to design approaches that respect individuality, dismantle barriers, and foster genuine participation. Accordingly, research on teachers with disabilities must not only document their challenges but also affirm their agency, resilience, and contributions.

Phenomenological inquiry is particularly suited to this purpose, as it explores lived experiences and the processes of meaning-making. Vicente's (2020) study on deaf educators in the Philippines revealed how communication barriers and prejudice undermined teaching effectiveness and emotional well-being, underscoring the need for inclusive policies and support systems. Similarly, Seva's (2020) evaluation of PWD personnel highlighted perseverance and meaningful contributions despite systemic

obstacles, demonstrating the importance of recognizing strengths alongside challenges. These findings suggest that phenomenology, by centering personal narratives, can illuminate dimensions of experience often overlooked in deficit-oriented perspectives.

Further evidence is provided by Escollada's (2020) study of educators with disabilities in South Cotabato, which identified inadequate infrastructure, limited access to assistive technologies, and insufficient peer support as sources of isolation and stagnation. Conversely, inclusive environments were shown to foster growth, sensitivity, and adaptability qualities that benefit both educators and learners. Such insights reinforce the value of phenomenological approaches in uncovering how structural and interpersonal dynamics shape professional lives and emotional well-being.

Elevating the perspectives of educators with disabilities is both a moral imperative and an academic responsibility. Despite the prominence of inclusive education in policy discourse, a persistent gap remains between institutional rhetoric and lived realities. Many educators with disabilities occupy marginal roles not due to incompetence, but because of entrenched cultural biases and inadequately designed systems that fail to recognize diversity as an asset. This study adopts a transformative lens that critiques exclusionary practices while affirming dignity, agency, and complexity through engagement with teachers' narratives.

Employing a qualitative, phenomenological design, this research investigates how teachers with disabilities interpret their professional roles, confront systemic constraints, and demonstrate resilience in inequitable contexts. Through comprehensive interviews and thematic analysis, it aims to generate nuanced insights into their emotional, social, and professional trajectories. Ultimately, the study seeks to inform policymakers, school leaders, and academic stakeholders by offering evidence-based recommendations for inclusive reform. By envisioning educational settings where disability is regarded not as a hindrance but as a valued dimension of diversity, the research contributes to equity-focused dialogue and supports the creation of more responsive, just, and inclusive systems.

Research Question

This study explores the lived experiences and challenges faced by Persons with Disabilities (PWD) teachers within educational settings. It focuses on how these educators navigate classroom dynamics, establish professional identities, and find personal meaning in their teaching roles despite systemic and social barriers. The research aims to uncover the interplay between institutional structures, interpersonal relationships, and internal resilience, highlighting the ways in which PWD teachers adapt and persevere amid various constraints.

Specifically, this study seeks to answer the following questions: Specifically, it sought the following questions will be answered:

Central Question

How do teachers with disabilities in Cavite experience and navigate their professional roles within educational settings?

Corollary Questions

1. How do teachers with disabilities describe their classroom interactions, professional identity, and the personal meanings they attach to teaching, and what challenges related to social barriers, institutional policies, and mobility affect their inclusion and professional efficacy?
2. In what ways do teachers with disabilities demonstrate resilience and adaptation, and how do personal strategies and support networks enable them to overcome institutional and social barriers?
3. In what ways do teachers with disabilities demonstrate resilience and adaptation, and how do personal strategies and support networks help them overcome barriers?
4. Based on the lived experiences of PWD teachers, what insights can guide more inclusive, responsive, and empowering educational policies and practices?

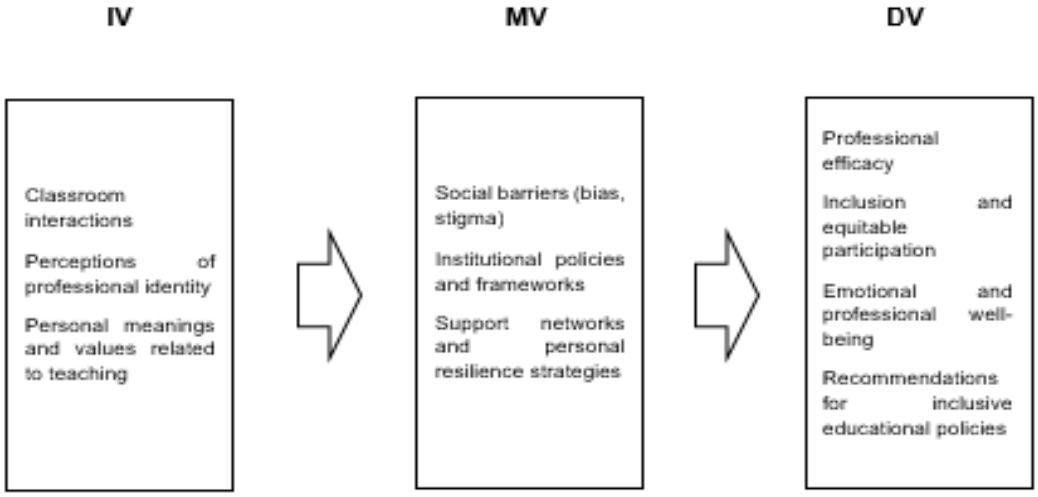
II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on exploring the lived experiences and professional challenges of Persons with Disabilities (PWD) teachers within the Schools Division of Cavite Province. It aims to examine how these teachers navigate classroom interactions, build professional identities, and find meaning in their teaching roles amidst institutional barriers, social perceptions, and physical limitations. By investigating their emotional, relational, and instructional journeys, the research seeks to illuminate the realities faced by PWD teachers and how they adapt to systemic constraints while striving for inclusion and excellence in educational settings.

This study is confined to public and private school teachers with disabilities within the Schools Division of Cavite. It does not include non-teaching staff, or PWD teachers employed in other regions or divisions. Additionally, the research excludes comparative analyses with teachers without disabilities, as well as quantitative assessments of performance metrics. The study

does not explore other marginalized groups or unrelated institutional challenges outside the disability lens. Instead, it remains grounded in phenomenological inquiry, highlighting the personal narratives and contextual factors that shape the professional lives of PWD teachers, with the goal of informing inclusive policies and empathetic school practices.

FRAMEWORK



Factors can distort the authenticity of one's professional identity, reduce opportunities for leadership, and impair access to equitable treatment. Moreover, institutional elements like policy enforcement, physical accessibility of learning spaces, and administrative willingness to accommodate diverse needs play an essential role in determining whether inclusion is genuine or merely symbolic. These variables do not directly generate outcomes but filter and reshape how personal experiences are expressed and responded to.

Particular importance is the presence of resilience and support systems as additional mediating factors. PWD teachers may respond to adversity with resourcefulness, advocacy, or adapted teaching strategies. When these inner capacities are reinforced by external networks such as mentorship, community ties, empathetic school leadership, and professional alliances they can counterbalance negative influences from discriminatory systems. Conversely, in environments lacking empathy or infrastructure, even well-intentioned policies may fall short, leaving teachers isolated and disempowered. These support structures are neither fixed nor universally accessible, which makes their role complex yet indispensable in analyzing the educational trajectory and well-being of PWD teachers.

Building on this, the dependent variables including professional efficacy, emotional resilience, inclusive participation, and the potential for policy reform reflect the synthesis of experience and context. They do not result solely from ability or attitude but emerge through the teacher's navigation of systemic constraints and interpersonal dynamics. When educational environments foster inclusion, respect, and meaningful support, PWD teachers are more likely to thrive and contribute to institutional innovation. On the other hand, exclusionary conditions can suppress not just performance but also identity formation and psychological health. This conceptual framework thus traces how real-life interactions and individual meaning-making coalesce to inform broader reform strategies positioning PWD teachers not only as participants but as agents of change in inclusive education systems.

Research Design

The study adopts a qualitative descriptive research design, grounded in the principles of lived experience. This approach enables a rich, in-depth exploration of the lived experiences of persons with disabilities or PWD teachers in educational settings, focusing on how they perceive and interpret their professional roles, challenges, and identities. Qualitative descriptive is particularly suited to uncover the essence of personal experience, making it appropriate for studies where subjective meaning and emotional depth are central. The research will utilize in-depth, semi-structured interviews to capture detailed narratives, followed by thematic analysis to identify recurring patterns and themes across diverse experiences. By emphasizing openness, reflection, and participant voice, the design prioritizes authenticity and contextual relevance in documenting the everyday realities of persons with disabilities teachers.

Aligned with the paradigm, this study seeks to understand not only what challenges exist, but how persons with disabilities teachers make sense of and respond to those challenges within layered social and institutional contexts. It acknowledges that

meaning is constructed through interaction and shaped by personal, cultural, and systemic factors. As such, the design refrains from imposing rigid hypotheses and instead embraces an emergent, inductive process. This allows the research to remain responsive to participants' realities while offering insights into broader issues of inclusion, identity, and educational equity. Ultimately, the design supports the goal of informing policy and practice by grounding recommendations in the richly textured, human-centered stories of persons with disabilities teachers

Thematic Reflection

This study will employ Boyatzis' (1998) thematic analysis approach as the primary method for analyzing qualitative data from structured interviews and researcher field notes. The process follows a systematic, iterative sequence: (1) developing a coding manual by reviewing transcripts to generate an initial codebook of potential themes, (2) coding segments of data against the codebook with explicit rules for application, (3) testing reliability through independent coding by additional reviewers and resolving discrepancies, and (4) refining themes into a final set that captures patterns in participants' lived experiences. This ensures the analysis is transparent, replicable, and grounded in the data.

Boyatzis views thematic analysis as a bridge between raw data and meaningful interpretation, emphasizing pattern recognition over subjective bracketing. The researcher will generate codes from significant statements, iteratively clustering them into themes that connect individual narratives to institutional and social contexts such as professional identity development, experiences of inclusion and exclusion, classroom interactions, adaptive strategies, and barriers to mobility and effectiveness. These themes will highlight the interplay of disability, pedagogy, and institutional structures in everyday educational practice.

To enhance depth, the researcher will track coding decisions in an audit trail, noting emergent patterns, theme relationships, and contextual influences. Triangulation will strengthen credibility by cross-referencing codes across interview transcripts, field notes, and participant profiles. This iterative refinement yields themes that are both descriptive and interpretive, faithfully representing the complexities of instructors' realities.

Finally, themes will be synthesized into a coherent narrative, with exemplar quotes illustrating each pattern and its implications. The resulting analysis elucidates the lived experiences of instructors with disabilities, situating personal stories within systemic patterns. By applying Boyatzis' thematic analysis, the study advances inclusive education discourse and provides actionable insights for policy and practice.

Data Generation

This study will generate data through direct engagement with eight teachers with disabilities working in both public and private schools within the Schools Division Office of Cavite. Specifically, four participants will be drawn from public schools and four from private schools, ensuring balanced representation across institutional contexts. Schools to be included are Mater Dei Academy of Tagaytay, Incorporated, Tolentino High School, Tagaytay Science High School, and Trece National High School. These participants are considered key informants due to their firsthand experience navigating classroom responsibilities, institutional barriers, professional identity development, and social dynamics in educational settings.

Using purposive sampling, participants will be selected based on criteria such as their teaching role, documented disability status, and years of experience in either public or private school environments. This sampling method ensures that insights are drawn from those most meaningfully positioned to articulate the lived realities of teachers with disabilities in Cavite.

To capture rich and contextually grounded narratives, the study will employ a qualitative thematic analysis approach, primarily through structured interviews. This method allows for depth while offering flexibility to follow each participant's unique reflections and experiences. Supporting data will be gathered through field notes and reflective memos, which will capture emotional tone, environmental context, and researcher observations during interview encounters. Interviews will be transcribed and analyzed thematically, guided by Boyatzis' (1998) framework, which emphasizes codebook development, reliability testing, iterative clustering of data segments, and synthesis into coherent patterns.

Ethical clearance will be obtained prior to data collection, and informed consent will be secured from all participants. Special care will be taken to ensure privacy, emotional safety, and respectful engagement throughout the research process, in alignment with best practices for inclusive and human-centered research. Ultimately, the study seeks to elucidate the essence of lived experience among teachers with disabilities in both public and private schools, contributing to the discourse on inclusive education and informing future policy and practice.

III. RESULTS

Chapter 4 presents the detailed presentation, analysis, and interpretation of data collected from the study exploring the lived experiences and challenges of persons with disabilities who are teachers in educational settings. This chapter outlines the research design, the methods of data generation, and the selection process for co-participants and co-researchers, providing a

comprehensive overview of how the study was conducted. Thematic reflections are explored in comparison with existing literature, followed by a discussion of ethical considerations, ensuring the integrity and relevance of the findings in understanding the unique experiences of these teachers.

Central Question 1. How do teachers with disabilities in Cavite experience and navigate their professional roles within educational settings?

This central question aims to explore how teachers with various disabilities, such as hearing impairment, panic disorder, seizure disorder, psoriasis, poor vision, blindness, depression, and those recovering from a post-hysterectomy procedure, experience their daily roles and responsibilities within educational settings. It seeks to understand the specific challenges they face in their professional environments, including interactions with students, colleagues, and the physical demands of the classroom. Additionally, the question investigates the strategies these teachers employ to navigate and manage their disabilities while maintaining their teaching effectiveness and overall well-being.

Corollary Question 1.1. How do teachers with disabilities describe their classroom interactions, professional identity, and the personal meanings they attach to teaching?

This aims to explore how teachers with disabilities perceive their interactions within the classroom, focusing on their relationships with students, colleagues, and school administration. It seeks to understand how these teachers view their professional identity, particularly how their disabilities shape their roles and self-perceptions as teachers. Additionally, the question examines the personal meanings they attach to teaching, such as the sense of purpose, fulfillment, and challenges they experience, and how their disabilities influence their approach to teaching and engagement with students.

Table 1.1

Theme of Teachers with Disabilities Describe their Classroom Interactions, Professional Identity, and the Personal Meanings they Attach to Teaching

Significant Statements	Codes	Category	Theme
"My disability has encouraged me to become more intentional in my strategies..." (P1); "Teachers with disabilities use adaptive and communication-focused strategies..." (P5); "Adaptability translates into innovative teaching strategies..." (P7); "I create an environment where communication adjustments are normalized." (P1); "Adaptive and communication-focused strategies..." (P5); "Creating inclusive spaces where students feel supported..." (P7)	Intentional Instructional Adaptation; Communication and Inclusive Classroom Practices	Adaptive Teaching Practices as Professional Competence	Adaptive Professional Identity and Resilience Among Teachers with Disabilities
"I see myself not as a teacher limited because of disability..." (P1); "Disability does not diminish capability..." (P7); "Teachers with disabilities are essential assets..." (P4); "Despite all that, I survived." (P3); "Resilience and admin support made me go through everything." (P6); "I need to prove I can overcome everything." (P8)	Identity Beyond Disability; Perseverance as Identity Formation	Professional Identity Rooted in Resilience	
"There was always fear and self-doubt..." (P3); "I worried how others might perceive me..." (P1); "Feeling inadequate..." (P8); "Staying strong... while feeling in pain..." (P6); "My teaching was affected during episodes..." (P2); "Sometimes I wanted to hide or disappear..." (P3)	Fear and Self-Doubt; Emotional Survival in Teaching	Emotional Struggles and Inner Battles	
"Support mechanisms play a crucial role..." (P1); "There were people who cared..." (P3); "A nurse friend helped me..." (P8)	Institutional and Social Support	Support Systems as Empowerment	
"Teachers with disabilities bring heightened sensitivity..." (P7); "Resilient role models..." (P4); "Advocates of inclusion..." (P5)	Empathy and Transformative Contribution	Disability as Empathy and Advocacy	

Theme: Adaptive Professional Identity and Resilience Among Teachers with Disabilities

The overarching theme emerging from the participants' narratives is Adaptive Professional Identity and Resilience Among Teachers with Disabilities, which encapsulates how teachers construct meaning from disability while sustaining competence, commitment, and purpose in their profession. Overall, the participants' accounts reveal that disability is not perceived merely as a personal condition to overcome, but as an experience that shapes adaptive pedagogies, strengthens empathy, and deepens professional identity. Moreover, their lived experiences show that resilience develops through constant negotiation with emotional struggles, institutional barriers, and social expectations, while remaining committed to the ethical and relational responsibilities of teaching. Furthermore, the narratives suggest that resilience is not solely an individual trait but is relationally sustained through support systems, advocacy, and recognition. Ultimately, the theme illustrates how disability-informed teaching becomes a transformative source of professional growth and inclusive educational contribution.

Category 1: Adaptive Teaching Practices as Professional Competence

Code 1: Intentional Instructional Adaptation

Firstly, this response demonstrates that disability prompted a conscious refinement of instructional practice rather than diminishing teaching ability. The participant portrays adaptation as a deliberate professional response, showing that challenges encouraged greater intentionality in lesson delivery and communication. Moreover, the emphasis on clear instructions and visual engagement reveals a pedagogy shaped by responsiveness to both personal needs and learner needs. This suggests that adaptation is not simply compensatory, but transformative, improving the participant's teaching approach. Consequently, disability becomes a catalyst for pedagogical growth and strengthened professional competence.

"My disability has encouraged me to become more intentional in my strategies..." – Participant 1

Similarly, this response reinforces that adaptation is embedded in daily teaching practice and reflects thoughtful instructional decision-making. The participant highlights structured routines and verbal strategies as tools that support both accessibility and classroom stability. Furthermore, these practices indicate that adaptive methods are not exceptional responses but integrated components of professional teaching. This also suggests that disability-informed strategies may produce broader pedagogical benefits beyond accommodation. Thus, adaptive practice emerges as a strength-based expression of competence.

"Teachers with disabilities use adaptive and communication-focused strategies..." – Participant 5

Additionally, this quote expands the code by framing adaptation not only as coping but as innovation. The participant suggests that negotiating barriers cultivates creative strategies that positively impact all students. Moreover, this moves the discourse beyond survival toward contribution, emphasizing how disability can generate educational innovation. The response also implies that adaptive expertise developed through lived experience has pedagogical value. Therefore, adaptability is positioned as a professional asset that enriches teaching practice.

"Adaptability translates into innovative teaching strategies..." – Participant 7

Code 1.2: Communication and Inclusive Classroom Practices

Importantly, this response highlights how inclusion is enacted through everyday classroom interactions. By normalizing communication adjustments, the participant challenges stigma, and models accessibility as part of ordinary teaching practice. Moreover, the statement suggests a classroom culture where accommodations are not viewed as special treatment but as natural components of learning. This reflects an ethic of inclusivity rooted in lived understanding. Consequently, communication practice becomes both pedagogical strategy and inclusive philosophy.

"I create an environment where communication adjustments are normalized." – Participant 1

Likewise, this quote supports the idea that communication is central to effective and inclusive instruction. The participant emphasizes purposeful strategies that facilitate understanding and participation among learners. Furthermore, the use of structured communication suggests proactive planning rather than reactive accommodation. This reflects professional agency in designing accessible learning environments. Thus, communication-focused teaching reinforces inclusion and competence simultaneously.

"Adaptive and communication-focused strategies..." – Participant 5

Furthermore, this response deepens the interpretation by linking communication with empathy and belonging. Inclusive teaching is framed not simply as instructional adjustment but as relational support. The participant suggests that students benefit emotionally as well as academically from these practices. Moreover, this reflects how disability-informed teaching contributes to caring classroom communities. Therefore, communication adaptation becomes a means of fostering both inclusion and connection.

"Creating inclusive spaces where students feel supported..." – Participant 7

Collectively, these responses reveal adaptive teaching practices as expressions of professional expertise rather than responses to deficit. Participants show that disability often sharpens intentionality, innovation, and inclusion in teaching. Thus, adaptation functions not merely as adjustment but as a powerful source of pedagogical strength.

Category 2: Professional Identity Rooted in Resilience

Code 2.1: Identity Beyond Disability

This response reflects resistance to deficit-oriented understandings of disability. The participant actively reclaims professional identity by emphasizing adaptation and capability over limitation. Moreover, this framing suggests identity is grounded in competence rather than impairment. It also reveals the participant's desire to be recognized for performance and contribution rather than disability status. Consequently, professional identity emerges as an act of self-definition and empowerment.

"I see myself not as a teacher limited because of disability..." – Participant 1

Similarly, this response reinforces a strengths-based understanding of disability and professional identity. Rather than viewing disability as reducing effectiveness, it is framed as contributing unique perspectives to the profession. Furthermore, the quote challenges stereotypes and affirms the legitimacy of disabled educators as competent professionals. This also suggests identity is formed through resisting social assumptions. Thus, professional identity is constructed through affirmation and resistance.

"Disability does not diminish capability..." – Participant 7

Additionally, participant 4 extends identity from personal self-concept to institutional contribution. The participant positions teachers with disabilities as valuable members of educational communities. Moreover, this challenges tokenistic inclusion by emphasizing substantive contribution. The response shifts disability discourse from accommodation to recognition. Therefore, identity is tied not only to resilience but also to acknowledged professional value.

"Teachers with disabilities are essential assets..." – Participant 4

Code 2.2: Perseverance as Identity Formation

Significantly, this statement captures perseverance as central to identity construction. Survival is not presented as passive endurance but as active persistence through fear and adversity. Moreover, the participant's reflection suggests resilience is shaped through struggle rather than separate from it. This transforms hardship into a source of professional strength. Thus, perseverance becomes part of how the participant understands selfhood as a teacher.

"Despite all that, I survived." – Participant 3

Likewise, this response portrays perseverance as sustained through both internal resolve and external support. The participant emphasizes continuing professional responsibilities despite emotional suffering. Furthermore, perseverance here is linked to maintaining dignity and professionalism amid vulnerability. This reveals resilience as both personal and relationally supported. Consequently, perseverance becomes a multidimensional component of identity.

"Resilience and admin support made me go through everything." – Participant 6

Moreover, this quote reveals perseverance as tied to self-validation and professional legitimacy. The participant's determination to overcome reflects resistance to feelings of inadequacy. Additionally, it illustrates how resilience often includes a struggle for self-recognition. This ongoing proving of capability shapes identity through persistence. Therefore, overcoming becomes integral to professional self-construction.

"I need to prove I can overcome everything." – Participant 8

Taken together, these narratives show professional identity is formed through resilience, advocacy, and the refusal to be defined by limitation. Participants consistently position themselves as capable educators whose identities are strengthened through struggle and perseverance.

Category 3: Emotional Struggles and Inner Battles

Code 3.1: Fear and Self-Doubt

Initially, this quote reveals the emotional vulnerability underlying professional practice. Fear is not described as occasional but persistent, shaping early teaching experiences. Moreover, the participant's internal dialogue reflects the burden of self-scrutiny and perceived judgment. Yet despite these struggles, continuation suggests resilience amid insecurity. Thus, self-doubt becomes both a challenge and a context for growth.

"There was always fear and self-doubt..." – Participant 3

Similarly, this response highlights how concern about perception influence identity and emotional well-being. The participant's reluctance to disclose disability reflects tensions between self-protection and professional recognition. Furthermore, these fears reveal the social dimension of emotional struggle. Yet maintaining focus on competence demonstrates resistance to stigma. Consequently, vulnerability coexists with self-assertion.

"I worried how others might perceive me..." – Participant 1

Additionally, this quote reveals inadequacy as emotionally taxing but also motivating. The participant acknowledges vulnerability while expressing determination to overcome. Moreover, this tension reflects resilience emerging through emotional struggle. Professional identity is negotiated within this tension rather than outside it. Therefore, fear becomes a site where resilience is cultivated.

"Feeling inadequate..." – Participant 8

Code 3.2: Emotional Survival in Teaching

Importantly, this response portrays teaching as involving hidden emotional labor. The participant describes professionalism as sustained even amid grief and depression. Moreover, the effort to continue teaching despite emotional pain reflects extraordinary endurance. This highlights resilience as enacted daily rather than abstractly held. Thus, emotional survival becomes a form of professional strength.

"Staying strong… while feeling in pain..." – Participant 6

Likewise, this response reveals the impact of mental health challenges on classroom functioning. Yet it also reflects awareness, coping, and continued commitment. Furthermore, acknowledging disruption does not diminish professionalism but humanizes the teaching experience. This positions resilience within honest recognition of struggle. Consequently, emotional survival includes both vulnerability and persistence.

"My teaching was affected during episodes..." – Participant 2

Moreover, this quote expresses profound emotional distress, yet survival remains the dominant narrative. The participant's movement from despair to persistence illustrates resilience forged through hardship. Additionally, support from others transformed emotional struggle into endurance. This suggests survival is relationally sustained. Therefore, resilience emerges through surviving emotional pain.

"Sometimes I wanted to hide or disappear..." – Participant 3

Overall, emotional struggle is not portrayed as separate from professionalism but deeply interwoven with it. Participants reveal that resilience often develops precisely through confronting fear, pain, and vulnerability.

Category 4: Support Systems as Empowerment

Code 4.1: Institutional and Social Support

Firstly, this response highlights that resilience is supported by structures, not merely individual effort. Financial assistance reduced stress and enabled focus on health and teaching. Moreover, this reveals how policy support contributes directly to empowerment. Institutional responsiveness is thus part of inclusion. Consequently, support structures sustain professional participation.

"Support mechanisms play a crucial role..." – Participant 1

Similarly, this response emphasizes emotional and social support as sources of endurance. Encouragement from others affirmed worth and prevented withdrawal. Furthermore, support is framed as relational sustenance that strengthens resilience. This reveals identity as co-constructed through supportive relationships. Thus, support becomes foundational to perseverance.

"There were people who cared..." – Participant 3

Additionally, peer understanding emerges here as both emotional and practical support. The participant's coping was strengthened through being understood and assisted. Moreover, this shows how informal networks contribute to professional survival. Support becomes a resource for maintaining hope and commitment. Therefore, empowerment is relationally grounded.

"A nurse friend helped me..." – Participant 8

Collectively, these responses show resilience is nurtured through institutional, interpersonal, and informal supports. Participants' persistence is deeply connected to being recognized, assisted, and valued by others.

Category 5: Disability as Empathy and Advocacy

Code 5.1: Empathy and Transformative Contribution

Importantly, this quote reframes disability as a source of pedagogical insight rather than limitation. Empathy developed through lived experience enhances responsiveness to learners' needs. Moreover, this suggests disability contributes positively to inclusive education. Teaching becomes enriched through this perspective. Thus, empathy becomes a professional contribution.

"Teachers with disabilities bring heightened sensitivity..." – Participant 7

Similarly, this response positions teachers with disabilities as transformative presences within education. Their lives become models of courage and authenticity for others. Furthermore, this extends teaching influence beyond instruction into social and moral modeling. Disability is framed as a source of educational value. Consequently, identity becomes advocacy through example.

"Resilient role models..." – Participant 4

Additionally, this response reinforces the connection between professional identity and advocacy. Inclusion is not only practiced but represented through the participant's role. Moreover, advocacy becomes embedded in everyday teaching. This reflects disability as a catalyst for broader educational transformation. Therefore, contribution extends from classroom practice to systemic inclusion.

"Advocates of inclusion..." – Participant 5

Ultimately, participants portray disability not simply as a challenge but as a source of empathy, advocacy, and transformative contribution to education. Their narratives reveal how lived experience enriches the profession and advances inclusive practice.

The findings reveal that institutional support is a fundamental determinant of inclusion and professional efficacy among teachers with disabilities. Participants emphasized that accessible policies, administrative responsiveness, and equitable resource distribution are essential in sustaining their professional engagement. This aligns with Escollada (2025), who found that despite the resilience of teachers with disabilities, systemic barriers such as inaccessible facilities and limited administrative support

continue to hinder their effectiveness. Similarly, Chan (2025) highlights persistent gaps in inclusive education implementation, particularly in data systems and access to special education services, reinforcing the idea that policy intentions often fail without strong execution mechanisms.

Moreover, Macabenta et al. (2023) and Maguate et al. (2024) emphasize that inadequate training and weak institutional support systems limit the success of inclusive education. These findings support the participants' narratives that inclusion is not fully realized without consistent institutional commitment. Carvajal et al. (2025) further argue that teacher education institutions face challenges in aligning policy frameworks with actual classroom practice, particularly in inclusive pedagogy and digital integration. This suggests that systemic reform must extend beyond policy creation toward sustained implementation, monitoring, and capacity-building.

Additionally, Saniel et al. (2022) and Villanueva and Orbeta (2023) stress the misalignment between educational policies and real-world implementation, reinforcing the need for stronger governance structures. Collectively, these studies confirm that institutional support is not merely administrative but foundational to inclusive education. Without responsive systems, teachers with disabilities are forced to rely heavily on personal resilience rather than structural support, limiting long-term sustainability.

Corollary Question 1.2. What challenges related to social barriers, institutional policies, and mobility affect their inclusion and professional efficacy?

Table 1.2

Theme of Challenges Related to Social Barriers, Institutional Policies, and Mobility Affect their Inclusion and Professional Efficacy

Significant Statements	Codes	Category	Theme
"Emotional acceptance was also part of my journey. From confusion and self-doubt to acceptance and empowerment." (P1); "I am fully alive rather than debilitated by cancer… I need to continue my profession and have purpose in life despite disability." (P8); "Ms. Dina talked to me and really listened to me without any judgment." (P2); "The family and colleagues who share their time and resources help me overcome barriers." (P6); "Pupils who kept hugging and simple smiles made me overcome all barriers." (P6)	Emotional Acceptance and Self-Adjustment; Emotional Support from Workplace and Colleagues; Student-Teacher Emotional Connection	Social Support and Emotional Enabling Environment	Resilience and Institutional Support as Determinants of Inclusion and Professional Efficacy among Teachers with Disabilities
"The administration really helped me… through counselling with Fr. Atong and a psychologist." (P2); "They rely on strong support networks of peers, colleagues and family to bridge institutional gaps." (P4); "This highlights a critical need for school systems to take more responsibility for inclusion." (P4); "Institutional commitment to inclusivity is essential for professional success." (P7)	Administrative and Professional Support Systems; Institutional Gaps in Inclusion Policies	Institutional Support and Policy Implementation	
"I adapt my teaching style to make sure no student is left unheard." (P1); "Teachers use assistive technologies and modified materials." (P5); "Adaptive teaching methods help them navigate professional demands." (P7); "They achieve success through personal strategies like self-advocacy." (P4); "Self-advocacy skills help navigate professional demands." (P7)	Adaptive Teaching and Assistive Strategies; Self-Advocacy and Professional Assertiveness	Personal Coping Strategies and Professional Adaptation	
"Prayer also became my strongest weapon." (P2); "Everyday, pray and ask for strength from God." (P3); "Avoid negative thoughts and cultivate friendships with coworkers who show a positive mindset." (P3); "Disregarding self-pity and counting the blessings at hand rather than seeing what's lacking." (P8); "I am still blessed despite my condition and continue my profession with purpose." (P8)	Prayer and Spiritual Coping as Emotional Strength; Positive Thinking and Mental Discipline; Gratitude and Reframing of Life Perspective	Spirituality and Positive Mindset	
"The process strengthened my sense of professional identity." (P1); "Their lived experiences are transformed into creative teaching tools." (P4); "I have still purpose in life despite disability." (P8); "Do everything with good intentions and think the results will be good." (P3); "They model a 'possibility-first' mindset for their students." (P4); "Students remind me that I still have purpose and a long way to go." (P8)	Strengthened Professional Identity through Adversity; Purpose-Driven Teaching and Life Meaning; Teaching as a Source of Inspiration and Fulfillment	Identity, Purpose, and Professional Meaning	
"They rely on strong support networks of peers, colleagues, and family." (P4); "Peer collaboration fosters belonging and reduces isolation." (P7); "Support from co-workers and administration really helped me a lot." (P2); "School systems must take more responsibility for inclusion." (P4); "Institutional commitment is essential for inclusivity and success." (P7); "Strong support from my family really helped me a lot." (P2)	Peer Collaboration and Professional Support Networks; Collective Institutional Responsibility for Inclusion; Family as Emotional and Practical Support System	Collaboration and Collective Responsibility	

Theme: Resilience and Institutional Support as Determinants of Inclusion and Professional Efficacy among Teachers with Disabilities

The lived experiences of teachers with disabilities reveal that resilience is the central force sustaining their inclusion and professional effectiveness in education. However, this resilience does not operate in isolation, as it is continuously shaped by social support systems, institutional structures, and personal coping strategies. In addition, participants highlight challenges such as stigma, limited accessibility, and policy gaps often influence their teaching experiences. Despite these barriers, they consistently demonstrate adaptability and perseverance in their professional roles. Moreover, emotional, spiritual, and social resources significantly reinforce their capacity to function effectively in the workplace. Notably, institutional responsiveness plays a critical role in either strengthening or limiting their professional efficacy. Consequently, inclusion is not merely an individual responsibility but a shared obligation between educators, institutions, and communities. Ultimately, resilience becomes both a personal trait and a product of supportive environments.

Category 1: Social Support and Emotional Enabling Environment

Code 1: Emotional Acceptance and Self-Adjustment

First, emotional acceptance emerges as a foundational step in the adaptation process of teachers with disabilities. Participant 1 highlights a transformative shift from confusion and self-doubt toward empowerment, indicating a gradual psychological adjustment.

"Emotional acceptance was also part of my journey. From confusion and self-doubt to acceptance and empowerment." - Participant 1

Similarly, Participant 8 reflects acceptance of health-related limitations while maintaining a strong sense of purpose in teaching.

"I am fully alive rather than debilitated by cancer… I need to continue my profession and have purpose in life despite disability." - Participant 8

In addition, both narratives show that emotional struggles initially hinder confidence but eventually lead to personal growth. Moreover, acceptance allows teachers to reframe disability not as a limitation but as part of their identity. This process strengthens emotional stability and enhances professional functioning. Furthermore, it enables educators to maintain motivation despite physical or psychological challenges. Ultimately, emotional acceptance becomes a critical pathway toward resilience and inclusion.

Code 1.2: Emotional Support from Workplace and Colleagues

In the same vein, emotional support from colleagues significantly contributes to workplace resilience. Participant 2 emphasizes the importance of being listened to without judgment, which fosters emotional safety and trust.

"Ms. Dina talked to me and really listened to me without any judgment." – Participant 2

Meanwhile, participant 6 highlights the collective support from both family and colleagues in overcoming barriers.

"The family and colleagues who share their time and resources help me overcome barriers." - Participant 6

Additionally, these experiences suggest that emotional validation reduces psychological stress in the workplace. Moreover, supportive relationships help teachers regain confidence in their professional identity. In contrast to isolation, these interactions promote belongingness and inclusion. Furthermore, emotional encouragement becomes a stabilizing force during difficult teaching situations. Ultimately, workplace relationships play a vital role in sustaining teacher resilience.

Code 1.3: Student-Teacher Emotional Connection

Similarly, emotional connections with students significantly influence teachers' coping mechanisms. Participant 6 describes how simple gestures such as hugs and smiles from pupils help overcome barriers.

"Pupils who kept hugging and simple smiles made me overcome all barriers." – Participant 6

In addition, participant 8 reflected students serve as reminders of blessings and purpose in teaching. Moreover, these interactions create emotional reinforcement that reduces feelings of limitation. Furthermore, students become a source of motivation and encouragement for teachers with disabilities. This highlights the reciprocal nature of teaching relationships where both educator and learner benefit emotionally. In contrast to institutional challenges, classroom interactions provide emotional healing. Ultimately, student relationships strengthen teachers' resilience and professional fulfillment.

Category 2: Institutional Support and Policy Implementation

Code 2.1: Administrative and Professional Support Systems

Institutional support plays a crucial role in enabling teachers with disabilities to function effectively. Participant 2 emphasizes the importance of administrative intervention through counseling and psychological support services.

"The administration really helped me… through counselling with Fr. Atong and a psychologist." – Participant 2

Likewise, participant 4 highlights reliance on support networks to address gaps in institutional systems.

"They rely on strong support networks of peers, colleagues and family to bridge institutional gaps." – Participant 4

Additionally, these responses indicate that structured institutional assistance enhances emotional and professional stability. Moreover, counseling services provide psychological relief during periods of distress. In contrast, absence of institutional support may intensify challenges faced by teachers. Furthermore, strong organizational systems contribute to more inclusive working environments. Institutional responsiveness directly influences teacher well-being and effectiveness.

Code 2.2: Institutional Gaps in Inclusion Policies

Participants also emphasize existing gaps in institutional inclusion policies. Participant 4 strongly points out that schools must take greater responsibility for inclusion rather than relying on individual resilience.

"This highlights a critical need for school systems to take more responsibility for inclusion." – Participant 4

Similarly, participant 7 stresses the importance of institutional commitment in ensuring teacher success.

"Institutional commitment to inclusivity is essential for professional success." – Participant 7

Additionally, these insights reveal that inclusion is often inconsistent across educational settings. Moreover, teachers with disabilities frequently compensate for policy weaknesses through personal effort. In contrast, strong institutional frameworks could reduce these burdens significantly. Furthermore, systemic support is essential for long-term professional sustainability. Ultimately, inclusion requires structural reform beyond individual adaptation.

Category 3: Personal Coping Strategies And Professional Adaptation

Code 3.1: Adaptive Teaching and Assistive Strategies

Moreover, adaptive strategies are essential tools for maintaining teaching effectiveness among educators with disabilities. Participant 1 emphasizes adjusting teaching methods to ensure inclusivity in the classroom.

"I adapt my teaching style to make sure no student is left unheard." – Participant 1

Similarly, participant 5 highlights the use of assistive technologies and modified instructional materials.

"Teachers use assistive technologies and modified materials." – Participant 5

In addition, participant 7 reinforces the importance of adaptive teaching approaches in managing professional responsibilities.

"Adaptive teaching methods help them navigate professional demands." – Participant 7

Furthermore, these strategies demonstrate proactive engagement in overcoming limitations. In contrast, lack of adaptive tools may hinder instructional delivery. Such adaptations reflect creativity and professional dedication. Ultimately, adaptive teaching ensures continuity of quality education despite physical challenges.

Code 3.2: Self-Advocacy and Professional Assertiveness

Self-advocacy emerges as a critical survival strategy for teachers with disabilities. Participant 4 emphasizes personal strategies such as advocating for one's needs in the workplace.

"They achieve success through personal strategies like self-advocacy." – Participant 4

Participant 7 highlights self-advocacy as essential for navigating professional demands.

"Self-advocacy skills help navigate professional demands." – Participant 7

Moreover, this reflects the importance of assertiveness in accessing resources and accommodations. Furthermore, self-advocacy empowers teachers to actively participate in institutional decision-making. In contrast, lack of advocacy may result in exclusion or marginalization. Additionally, it strengthens professional identity and autonomy. Ultimately, self-advocacy enhances both inclusion and workplace equity.

Category 4: Spirituality And Positive Mindset

Code 4.1: Prayer and Spiritual Coping as Emotional Strength

Spirituality emerges as a powerful coping mechanism among teachers with disabilities. Participant 2 describes prayer as a "strongest weapon," indicating its central role in emotional survival during difficult moments.

"Prayer also became my strongest weapon." – Participant 2

Similarly, Participant 3 emphasizes daily prayer as a continuous source of strength and guidance.

"Everyday, pray and ask for strength from God." – Participant 3

Moreover, both responses suggest that spiritual practice provides emotional grounding amidst uncertainty and stress. Furthermore, faith helps teachers maintain optimism despite institutional and personal challenges. In contrast to material support, spirituality offers internal stability that does not depend on external conditions. Additionally, prayer reinforces perseverance and emotional resilience in the teaching profession. Spirituality becomes a sustaining force that strengthens both identity and purpose.

Code 4.2: Positive Thinking and Mental Discipline

Positive thinking plays a crucial role in maintaining psychological stability among teachers with disabilities. Participant 3 highlights the importance of avoiding negative thoughts and surrounding oneself with supportive colleagues.

"Avoid negative thoughts and cultivate friendships with coworkers who show a positive mindset." – Participant 3

Similarly, Participant 7 emphasizes self-management and adaptive thinking as essential coping strategies.

"These educators rely on individualized approaches such as self-management and adaptive thinking." – Participant 7

These perspectives show that mental discipline directly influences emotional resilience. Maintaining a positive mindset helps teachers sustain motivation in challenging environments. In contrast, negative thinking may intensify stress and reduce professional performance. Intentional cognitive reframing enhances workplace adaptability. Positive thinking strengthens both emotional health and teaching effectiveness.

Code 4.3: Gratitude and Reframing of Life Perspective

Gratitude emerges as a transformative coping strategy among participants. Participant 6 emphasizes shifting focus away from self-pity toward recognizing existing blessings.

"Disregarding self-pity and counting the blessings at hand rather than seeing what's lacking." – Participant 6

Participant 8 reflects on being "still blessed" despite health-related challenges.
"I am still blessed despite my condition and continue my profession with purpose." – Participant 8
Moreover, this mindset allows teachers to reframe disability as part of a meaningful life journey. Gratitude strengthens emotional resilience and reduces feelings of inadequacy. However, focusing on limitations may hinder professional confidence. Positive reframing supports long-term psychological well-being. Gratitude becomes a stabilizing lens through which teachers interpret their lived experiences.

Category 5: Identity, Purpose, And Professional Meaning

Code 5.1: Strengthened Professional Identity through Adversity

Professional identity is significantly shaped by lived experiences of disability and resilience. Participant 1 indicates that overcoming challenges strengthens their sense of professional identity.
"The process strengthened my sense of professional identity." – Participant 1
Participant 4 explains that teachers transform their experiences into creative instructional tools.
"Their lived experiences are transformed into creative teaching tools." – Participant 4
Adversity becomes a catalyst for professional growth rather than limitation. Also, these narratives highlight how identity evolves through continuous adaptation. In contrast, difficulties initially challenge self-perception but later reinforce competence. Teachers gain confidence through successful coping strategies in the classroom. Professional identity becomes a product of resilience and reflective practice.

Code 5.2: Purpose-Driven Teaching and Life Meaning

Purpose serves as a guiding force for teachers with disabilities in sustaining motivation. Participant 8 emphasizes that disability does not eliminate life purpose, particularly in teaching.
"I have still purpose in life despite disability." – Participant 8
Participant 3 highlights performing duties with good intentions and optimism.
"Do everything with good intentions and think the results will be good." – Participant 3
Both responses reflect a strong sense of meaning attached to professional work. Purpose helps teachers persist despite physical and emotional challenges. In contrast, absence of purpose may lead to disengagement or burnout. Purpose reinforces commitment to students and the teaching profession. Ultimately, meaningful work becomes central to resilience and inclusion.

Code 5.3: Teaching as a Source of Inspiration and Fulfillment

Moreover, teaching becomes a reciprocal source of inspiration for educators with disabilities. Participant 4 emphasizes modeling a "possibility-first" mindset that influences students positively.
"They model a 'possibility-first' mindset for their students." – Participant 4
Similarly, participant 8 reflected students serve as reminders of purpose and direction in life.
"Students remind me that I still have purpose and a long way to go." – Participant 8
Additionally, this interaction strengthens emotional fulfillment and professional satisfaction. Furthermore, teachers become role models of resilience and adaptability in the classroom. In contrast, without student engagement, motivation may decline. Moreover, teaching relationships reinforce meaning in everyday professional experiences. Fulfillment in teaching is deeply connected to student interaction and impact.

Category 6: Collaboration and Collective Responsibility

Code 6.1: Peer Collaboration and Professional Support Networks

Collaboration emerges as a key element in sustaining teachers with disabilities in the workplace. Participant 4 highlights reliance on strong networks of peers, colleagues, and family.
"They rely on strong support networks of peers, colleagues, and family." – Participant 4
Similarly, Participant 7 emphasizes peer collaboration as a way to reduce isolation and build belongingness.
"Peer collaboration fosters belonging and reduces isolation." – Participant 7
In addition, Participant 2 acknowledges the significant help provided by co-workers and administrators.
"Support from co-workers and administration really helped me a lot." – Participant 2
Moreover, these networks create both emotional and professional support systems. In contrast, lack of collaboration may lead to feelings of isolation and exclusion. Furthermore, teamwork enhances confidence and instructional effectiveness. Ultimately, collaboration strengthens inclusion and professional sustainability.

Code 6.2: Collective Institutional Responsibility for Inclusion

Institutional responsibility is emphasized as a critical factor in achieving inclusive education. Participant 4 strongly asserts that schools must take greater responsibility rather than relying solely on individual resilience.

"School systems must take more responsibility for inclusion." – Participant 4

Similarly, Participant 7 highlights institutional commitment as essential for success.

"Institutional commitment is essential for inclusivity and success." – Participant 7

Moreover, both responses indicate that systemic support is necessary for sustainable inclusion. Furthermore, reliance on personal coping alone is insufficient for long-term effectiveness. In contrast, strong institutional policies can significantly reduce barriers faced by teachers with disabilities. Additionally, inclusive systems promote equity and professional dignity. Ultimately, inclusion requires collective responsibility from educational institutions.

Code 6.3: Family as Emotional and Practical Support System

Family support plays a vital role in sustaining teachers with disabilities emotionally and practically. Participant 2 emphasizes the importance of strong family support in overcoming difficulties.

"Strong support from my family really helped me a lot." – Participant 2

Likewise, Participant 6 highlights constant emotional checking and care from family members.

"The family who always check if I'm okay." – Participant 6

Similarly, Participant 8 acknowledges the presence of a supportive spouse during health-related challenges.

"I have my husband with me through all challenges." – Participant 8

Additionally, these narratives show that family provides emotional security and stability. In contrast, absence of family support may intensify workplace stress. Furthermore, family encouragement reinforces resilience and motivation. Ultimately, family becomes a foundational pillar of emotional strength and professional endurance.

The findings highlighted teachers with disabilities actively construct resilience through personal coping strategies such as spirituality, self-management, assistive technology use, and help-seeking behaviors. These adaptive mechanisms allow them to maintain instructional effectiveness despite structural barriers.

These findings were strongly supported by Escollada (2025), who found that teachers with disabilities integrate empathy and flexible instructional strategies into their teaching as a response to institutional limitations. Similarly, Baidya and Baidya (2025) emphasize that training in inclusive pedagogy and assistive technologies significantly improves teachers' adaptive capacity, reinforcing the importance of professional development in strengthening resilience.

Masongsong et al. (2023) further confirm that targeted training enhances teacher confidence and classroom effectiveness, while Hardy et al. (2022) emphasize that adaptive teaching is both a pedagogical and personal process shaped by lived experiences. This directly supports the present findings, where participants use self-management and reflective practice as coping mechanisms.

In addition, Magayon (2021) highlights how teachers, including those with disabilities, adapted during digital learning transitions by using simplified technologies and collaborative support systems. Similarly, George et al. (2024) and Gabriz and Mackie (2023) emphasize that adaptive teaching strategies such as differentiated instruction, scaffolding, and technology integration are critical for inclusive education success.

Furthermore, IOER (2025) underscores the importance of continuous professional development and mentorship in sustaining adaptive teaching practices. Malinao and Miano (2025) also reveal that teachers often improvise strategies in response to curriculum challenges, demonstrating resilience and innovation. Tabilin and Tombali (2024) add that lived experience enhances cultural responsiveness and trauma-informed teaching, strengthening inclusive practice.

Corollary Question 1.3. In what ways do teachers with disabilities demonstrate resilience and adaptation, and how do personal strategies and support networks help them overcome barriers?

Table 1.3

Theme of Teachers with Disabilities Describe Their Classroom Interactions, Professional Identity, And the Personal Meanings They Attach to Teaching

Significant Statements	Codes	Category	Theme
"Accessible and proactive health support for teachers is essential to ensure their well-being and effectiveness." (P1); "Reliable policies serve as the backbone of institutional support guaranteeing rights are protected." (P7); "Schools should create a safe and supportive environment where teachers feel comfortable sharing struggles." (P2); "Policies must move toward a culture of genuine belonging rather than basic compliance." (P4); "Admin-led financial needs and professional help is a big outreach act for PWDs." (P6); "LGUs should provide financial assistance fairly without favoritism." (P8)	Accessible and Protective Institutional Policies; Inclusive Culture and Belongingness in Schools; Government and Organizational Support Systems	Institutional Support and Inclusive Policy Implementation	Resilience and Adaptive Capacity of Teachers with Disabilities through Institutional Support, Personal Coping Strategies, and Inclusive Systemic Practices
"Pray and do everything with good intentions." (P3); "A strong faith and support system makes us feel sufficient despite challenges." (P6); "Prepare lessons well and avoid negative thoughts." (P3); "Accessible materials and assistive technologies allow educators to engage fully." (P7); "Ask for help from co-workers or experts if necessary." (P3); "Colleagues always encouraged me to seek help from proper authorities." (P6)	Spiritual Coping and Positive Thinking; Self-Management and Professional Discipline; Help-Seeking and Collaborative Problem Solving	Personal Coping Strategies and Adaptive Practices	
"Use of assistive technologies and modified materials supports teaching effectiveness." (P5); "Assistive technologies enhance teaching capacity and promote independence." (P7); "Implementing Universal Design and flexible work arrangements reduces physical strain." (P4); "Inclusive environments require flexible policies and accessible resources." (P5)	Assistive Technologies and Learning Materials; Universal Design and Flexible Work Arrangements	Accessibility and Technological Adaptation	
"Institutionalized peer support and mentorship networks are essential." (P4); "Peer collaboration fosters belonging and reduces isolation." (P7); "Strong support from my family really helped me a lot." (P2); "Family visits and involvement help the school understand teachers' situations." (P6); "Social awareness about PWD teachers prevent judgment and barriers." (P8)	Peer Support and Mentorship Networks; Family and Community Involvement	Social Support and Collective Engagement	
"Inclusive policies must focus on recognizing capability rather than limitation." (P1); "Schools must shift from allowing participation to actively empowering teachers with disabilities." (P4); "Strengthening institutional support requires leadership commitment to inclusive culture." (P7); "Schools should create a safe environment where teachers can share without being judged." (P2); "Conduct social awareness about PWD teachers to prevent judgment and barriers." (P8); "Having administrators who listen and offer help makes a big difference." (P2)	Advocacy for Inclusive Institutional Transformation; Social Awareness and Anti-Stigma Campaigns; Leadership Role in Emotional and Financial Support	Institutional Culture, Advocacy, and Systemic Inclusion	
"Prayer became my strongest support system." (P2); "With God's grace, all challenges will be overcome." (P3); "A strong faith system makes us feel sufficient despite challenges." (P6); "These are quiet, daily acts of determination in teaching." (P1); "I still need to continue my profession and have purpose in life." (P8)	Resilience through Faith and Meaning-Making; Professional Purpose and Lifelong Commitment to Teaching	Resilience through Purpose, Faith, and Identity Reconstruction	
"Strong support from family, co-workers, and administration helped a lot." (P2); "Teachers rely on strong support networks to bridge institutional gaps." (P4); "Colleagues, family, and pupils helped me overcome barriers." (P6); "A non-judgmental workplace environment contributed to resilience." (P1); "Simple smiles and support made me feel included and strong." (P6); "School community fosters belonging and professional confidence." (P7)	Collective Support Systems in Overcoming Barriers; Emotional Reinforcement through Workplace Relationships	Collaborative Resilience and Collective Empowerment	

Theme: Resilience and Adaptive Capacity of Teachers with Disabilities through Institutional Support, Personal Coping Strategies, and Inclusive Systemic Practices

Teachers with disabilities demonstrate resilience through a dynamic interplay of personal adaptation, institutional support, and social collaboration. Their lived experiences show that resilience is not only an internal trait but also a response shaped by the environment and available support systems. In addition, participants consistently highlight the importance of inclusive policies, accessible resources, and emotional support in sustaining their professional roles. Moreover, adaptation is evident in how they integrate coping strategies such as spirituality, self-management, and proactive help-seeking behaviors. However, institutional barriers such as limited accessibility, stigma, and policy gaps continue to challenge their professional efficacy. Despite these difficulties, teachers persist by transforming adversity into motivation and professional growth. Furthermore, support networks from colleagues, families, and administrators significantly reinforce their ability to function effectively. Ultimately, resilience among teachers with disabilities is both individually cultivated and structurally sustained.

Category 1: Institutional Support And Inclusive Policy Implementation

Code 1.1: Accessible and Protective Institutional Policies

Institutional policies emerge as a critical foundation for teacher resilience and inclusion. Participant 1 emphasizes the necessity of accessible and proactive health support to ensure teacher well-being.

"Accessible and proactive health support for teachers is essential to ensure their well-being and effectiveness." – Participant 1

Similarly, participant 7 underscores that reliable policies are essential in protecting the rights of teachers with disabilities.

"Reliable policies serve as the backbone of institutional support guaranteeing rights are protected." – Participant 7

Moreover, both responses highlight that policy implementation directly influences professional confidence and job security. In addition, lack of clear institutional protection may lead to fear and marginalization in the workplace. Furthermore, accessible policies help normalize disability disclosure and reduce stigma. However, policies alone are insufficient without proper enforcement and awareness. Ultimately, inclusive institutional frameworks are essential for sustainable teacher empowerment.

Code 1.2: Inclusive Culture and Belongingness in Schools

Furthermore, participants emphasize the importance of cultivating inclusive school cultures. Participant 2 highlights the need for safe environments where teachers can openly express personal struggles.

"Schools should create a safe and supportive environment where teachers feel comfortable sharing struggles." – Participant 2

Similarly, Participant 4 argues that inclusion must go beyond compliance and move toward genuine belonging.

"Policies must move toward a culture of genuine belonging rather than basic compliance." – Participant 4

In addition, both responses suggest that emotional safety is essential for professional sustainability. Moreover, inclusive culture reduces stigma and encourages openness among teachers with disabilities. However, without cultural transformation, policies may remain ineffective in practice. Furthermore, belongingness strengthens teacher engagement and confidence. Ultimately, inclusion is achieved through both policy and culture.

Code 1.3: Government and Organizational Support Systems

External support systems such as government and administrative assistance play a vital role in teacher inclusion. Participant 6 highlights the importance of administrative financial support and outreach programs.

"Admin-led financial needs and professional help is a big outreach act for PWDs." – Participant 6

Likewise, Participant 8 emphasizes fair distribution of financial assistance from local government units.

"LGUs should provide financial assistance fairly without favoritism." – Participant 8

Moreover, both participants point to the importance of equity in resource allocation. In addition, unfair systems may lead to feelings of exclusion and discrimination. Furthermore, financial support helps reduce stress and improves job performance. However, inconsistency in implementation weakens institutional trust. Ultimately, equitable external support strengthens teacher resilience and participation.

Category 2: Personal Coping Strategies and Adaptive Practices

Code 2.1: Spiritual Coping and Positive Thinking

In addition, spirituality emerges as a key coping mechanism among teachers with disabilities. Participant 3 emphasizes prayer and positive intentions as guiding principles in teaching.

"Pray and do everything with good intentions." – Participant 3

Similarly, Participant 6 highlights faith as a source of sufficiency and emotional strength.

"A strong faith and support system makes us feel sufficient despite challenges." – Participant 6

Both responses indicate that spirituality helps teachers reframe challenges positively. Furthermore, faith provides emotional stability during difficult professional experiences. In contrast to external barriers, spiritual coping offers internal resilience. It reinforces optimism and perseverance in teaching practice. Spirituality becomes a sustaining force in professional adaptation.

Code 2.2: Self-Management and Professional Discipline

Self-management strategies significantly contribute to teacher effectiveness. Participant 3 emphasizes preparation, discipline, and positive thinking as essential teaching practices.

"Prepare lessons well and avoid negative thoughts." – Participant 3

Likewise, Participant 7 highlights the importance of accessible tools and technologies in maintaining productivity.

"Accessible materials and assistive technologies allow educators to engage fully." – Participant 7

In addition, both responses show that preparation and resources enhance professional independence. Furthermore, structured routines help teachers manage workload challenges. However, lack of resources may limit teaching efficiency. Moreover, discipline strengthens confidence and classroom performance. Ultimately, self-management supports sustained professional resilience.

Code 2.3: Help-Seeking and Collaborative Problem Solving

Collaborative help-seeking behaviors are essential coping mechanisms. Participant 3 emphasizes seeking assistance from colleagues or experts when needed.

"Ask for help from co-workers or experts if necessary." – Participant 3

Likewise, Participant 6 highlights encouragement from colleagues to access proper institutional help.

"Colleagues always encouraged me to seek help from proper authorities." – Participant 6

Moreover, both responses indicate that collaboration reduces isolation in the workplace. In addition, help-seeking strengthens problem-solving capacity among teachers with disabilities. Peer support builds confidence in addressing professional challenges. However, reluctance to seek help may intensify difficulties. Collaboration enhances both resilience and workplace effectiveness.

Category 3: Accessibility and Technological Adaptation

Code 3.1: Assistive Technologies and Learning Materials

Assistive technologies play a significant role in supporting teachers with disabilities. Participant 5 emphasizes the importance of modified materials and technological tools in instruction.

"Use of assistive technologies and modified materials supports teaching effectiveness." – Participant 5

Similarly, Participant 7 highlights how assistive technologies promote independence and teaching capacity.

"Assistive technologies enhance teaching capacity and promote independence." – Participant 7

Moreover, both responses demonstrate that accessibility tools reduce instructional barriers. Technology enables more inclusive and flexible teaching approaches. However, limited access to such resources may hinder performance. Furthermore, assistive tools promote autonomy in classroom delivery. Technology strengthens inclusion and professional efficiency.

Code 3.2: Universal Design and Flexible Work Arrangements

Universal Design principles significantly enhance workplace accessibility. Participant 4 emphasizes flexible work arrangements to reduce physical and administrative strain.

"Implementing Universal Design and flexible work arrangements reduces physical strain." – Participant 4

Similarly, Participant 5 highlights the importance of inclusive environments supported by flexible policies.

"Inclusive environments require flexible policies and accessible resources." – Participant 5

In addition, both responses suggest that structural adjustments improve teacher productivity. Furthermore, flexibility allows teachers to adapt according to their needs. However, rigid systems may limit participation and performance. Moreover, inclusive design benefits both teachers and learners. Ultimately, accessibility-centered design promotes equitable education systems.

Category 4: Social Support And Collective Engagement

Code 4.1: Peer Support and Mentorship Networks

Peer support networks significantly contribute to teacher resilience. Participant 4 emphasizes the importance of mentorship systems within institutions.

"Institutionalized peer support and mentorship networks are essential." – Participant 4

Similarly, Participant 7 highlights peer collaboration as a way to reduce isolation.

"Peer collaboration fosters belonging and reduces isolation." – Participant 7

Moreover, both responses show that shared experiences strengthen emotional support. Furthermore, mentorship enhances professional development and confidence. However, lack of peer systems may increase workplace isolation. In contrast, collaborative environments promote inclusion and belonging. Ultimately, peer support is essential for sustainable teacher engagement.

Code 4.2: Family and Community Involvement

Moreover, family and community involvement enhance understanding of disability in schools. Participant 6 highlights the importance of family participation in institutional programs.

"Family visits and involvement help the school understand teachers' situations." – Participant 6

Similarly, Participant 8 emphasizes social awareness campaigns to reduce stigma.

"Social awareness campaigns prevent judgment and isolation." – Participant 8

In addition, both responses suggest that awareness reduces misunderstanding and discrimination. Furthermore, community engagement fosters empathy within school environments. However, lack of awareness may reinforce stereotypes. Moreover, inclusive participation strengthens social cohesion. Ultimately, awareness and involvement support inclusive education practices.

Category 5: Institutional Culture, Advocacy, And Systemic Inclusion

Code 5.1: Advocacy for Inclusive Institutional Transformation

Advocacy for inclusive transformation emerges as a strong theme across participants. Participant 1 emphasizes that institutional policies should recognize capability rather than focus on limitations.

"Inclusive policies must focus on recognizing capability rather than limitation." – Participant 1

Similarly, Participant 4 stresses that schools must move beyond passive inclusion toward active empowerment.

"Schools must shift from allowing participation to actively empowering teachers with disabilities." – Participant 4

In the same way, Participant 7 highlights leadership commitment as essential in building inclusive institutional culture.

"Strengthening institutional support requires leadership commitment to inclusive culture." - Participant 7

These responses collectively indicate that inclusion requires intentional structural change. Participants suggest that current systems still operate under traditional and rigid frameworks. However, shifting toward empowerment-based policies enhances teacher participation and dignity. Inclusive transformation is a continuous institutional responsibility rather than a one-time reform.

Code 5.2: Social Awareness and Anti-Stigma Campaigns

Participants highlight the importance of social awareness in reducing stigma. Participant 2 emphasizes the need for safe environments where teachers can openly express their struggles without judgment.

"Schools should create a safe environment where teachers can share without being judged." – Participant 2

Likewise, participant 8 calls for structured awareness campaigns to reduce misconceptions about disability.

"Conduct social awareness about PWD teachers to prevent judgment and barriers." – Participant 8

Moreover, both responses suggest that stigma remains a significant barrier to inclusion. In addition, lack of awareness often leads to discrimination and emotional exclusion. However, awareness initiatives can promote empathy and understanding within school communities. Furthermore, social education helps normalize disability in professional settings. Ultimately, anti-stigma efforts are essential for fostering inclusive school environments.

Code 5.3: Leadership Role in Emotional and Financial Support

Additionally, school leadership plays a crucial role in supporting teachers with disabilities. Participant 2 emphasizes the importance of administrators who listen and provide emotional assistance.

"Having administrators who listen and offer help makes a big difference." – Participant 2

Similarly, Participant 6 highlights administrative involvement in financial and professional support programs.

"Admin-led financial and professional assistance is a big outreach act for PWDs." – Participant 6

These responses indicate that leadership responsiveness directly affects teacher morale. Supportive administrators contribute to a sense of security and belonging. However, lack of leadership engagement may increase feelings of isolation. Proactive leadership enhances institutional trust and cooperation. Leadership is a key driver of inclusive educational environments.

Category 6: Resilience Through Purpose, Faith, And Identity Reconstruction

Code 6.1: Resilience through Faith and Meaning-Making

Faith emerges as a deeply rooted source of resilience among participants. Participant 2 identifies prayer as a primary emotional support system during personal struggles.

"Prayer became my strongest support system." – Participant 2

Similarly, participant 3 expresses belief in divine grace as a source of overcoming challenges.

"With God's grace, all challenges will be overcome." – Participant 3

Likewise, participant 6 highlights faith as a means of achieving emotional sufficiency despite limitations.

"A strong faith system makes us feel sufficient despite challenges." – Participant 6

In addition, these responses indicate that spirituality provides meaning in difficult circumstances. Faith strengthens emotional endurance and optimism in professional life. However, spiritual coping also works alongside practical support systems. Ultimately, meaning making through faith enhances resilience and psychological stability.

Code 6.2: Professional Purpose and Lifelong Commitment to Teaching

In addition, professional purpose emerges as a strong motivator among teachers with disabilities. Participant 1 describes resilience as daily acts of determination in fulfilling teaching responsibilities.

"These are quiet, daily acts of determination in teaching." - Participant 1

Similarly, participant 8 emphasizes the need to continue teaching as part of life purpose.

"I still need to continue my profession and have purpose in life." – Participant 8

Moreover, both responses suggest that teaching is deeply connected to identity and meaning. Professional commitment persists despite physical and emotional challenges. However, challenges may test motivation but do not eliminate purpose. Purpose-driven teaching strengthens perseverance and engagement. Teaching becomes a meaningful life path that sustains resilience.

Category 7: Collaborative Resilience And Collective Empowerment

Code 7.1: Collective Support Systems in Overcoming Barriers

Collective support systems are consistently identified as essential for overcoming barriers. Participant 2 highlights the importance of combined support from family, colleagues, and administration.

"Strong support from family, co-workers, and administration helped a lot." – Participant 2

Similarly, participant 4 emphasizes reliance on support networks to address institutional gaps.

"Teachers rely on strong support networks to bridge institutional gaps." – Participant 4

Likewise, participant 6 acknowledges emotional and practical assistance from multiple stakeholders including pupils.

"Colleagues, family, and pupils helped me overcome barriers." – Participant 6

These responses show that resilience is socially constructed rather than individually achieved. Collaboration reduces emotional burden and enhances teaching effectiveness. However, absence of support systems increases vulnerability. Collective empowerment strengthens teacher inclusion and sustainability.

Code 7.2: Emotional Reinforcement through Workplace Relationships

Workplace relationships significantly reinforce emotional resilience. Participant 1 highlights the importance of a non-judgmental work environment in sustaining confidence.

"A non-judgmental workplace environment contributed to resilience." – Participant 1

Similarly, participant 6 emphasizes how simple gestures of support enhance emotional strength.

"Simple smiles and support made me feel included and strong." – Participant 6

Likewise, participant 7 describes the school community as a source of belonging and professional confidence.

"School community fosters belonging and professional confidence." – Participant 7

In addition, these responses indicate that emotional safety is critical for workplace effectiveness. Furthermore, positive relationships reduce stress and improve job satisfaction. However, negative environments may discourage participation and engagement. Ultimately, supportive workplace relationships are essential for inclusive education.

Overall, teachers with disabilities demonstrate resilience through a complex interaction of institutional advocacy, personal coping strategies, faith-based meaning-making, and collective support systems. Their adaptation is not merely an individual response but a continuous negotiation between personal agency and structural conditions. Moreover, findings consistently show that inclusive education depends heavily on policy implementation, leadership support, and cultural transformation within schools. In addition, social awareness and stigma reduction are essential to sustaining long-term inclusion. However, despite systemic barriers, teachers continue to thrive through resilience, purpose, and collaboration. Furthermore, their experiences highlight that inclusion must be actively constructed rather than passively assumed. Ultimately, resilience becomes both a personal strength and a shared institutional responsibility.

Findings emphasizes that resilience is socially constructed through collaboration, emotional support, and inclusive school environments. Participants consistently identified colleagues, students, families, and administrators as key sources of emotional reinforcement and professional sustainability.

This aligns with Siperstein et al. (2022), who found that inclusion is deeply influenced by peer relationships and school climate, where simple acts of recognition foster belonging. Similarly, Kiuru et al. (2020) highlighted positive interpersonal relationships enhance both well-being and academic outcomes, reinforcing the importance of relational dynamics in education.

Macabenta et al. (2023) further support this by showing that Filipino teachers in inclusive settings rely on collaborative support and resilience to overcome systemic challenges. Nawire et al. (2025) and Verbree et al. (2023) extend this by demonstrating how exclusion often arises from weak institutional support and lack of diversity, leading to emotional isolation and disengagement.

In addition, Herrmann and Nielsen (2021) show that even during crises, relational cohesion among teachers can strengthen school culture, while Fu et al. (2022) emphasize that empathetic school environments enhance teacher engagement and motivation. Wang et al. (2025) further highlight that school-based relationships significantly mediate socio-emotional development, particularly among disadvantaged groups.

Moreover, Hussain and Akram (2021) and Luzano and Achasa (2023) demonstrate that interpersonal relationships foster tolerance, respect, and positive behavior in schools. These findings align with the present study, where emotional support from students and colleagues plays a central role in sustaining teacher resilience.

Finally, Banks and Smyth (2021) and Alhassan et al. (2024) emphasize that relational pedagogy and inclusive environments are critical in re-engaging marginalized individuals and addressing systemic exclusion. Together, these studies affirm that inclusive school culture is not only structural but deeply relational.

Central Question 2: Based on the lived experiences of PWD teachers, what inclusive teaching framework can guide more inclusive, responsive, and empowering educational policies and practices for teachers with disabilities?

EmpowerEd: Inclusive Teaching Framework for Teachers with Disabilities

The Inclusive Teaching Framework for Teachers with Disabilities aims to provide educational institutions with comprehensive guidelines and strategies to accommodate and support teachers with disabilities. This framework includes approaches for implementing inclusive teaching practices, creating accessible classroom environments, and offering professional support that is tailored to the unique needs of teachers with disabilities. Additionally, the framework emphasizes the importance of Training and Sensitization Programs for both teachers and school staff. These programs are designed to raise awareness of the challenges faced by teachers with disabilities while highlighting their strengths and capabilities. By increasing understanding and empathy, these initiatives can help reduce stigma, promote inclusivity, and foster a more supportive and welcoming school culture.

Table 2

Inclusive Teaching Framework for Teachers with Disabilities

Key Area (Derived from Themes)	Objectives	Strategies/Activities	Key Persons	Time Frame	Fund (₱)	Expected Outcome
Institutional Support, Policy Inclusion, and Systemic Responsiveness Adaptive Professional Identity and Resilience Among Teachers with Disabilities	To strengthen inclusive, rights-based, and accessible institutional policies ensuring protection and participation of teachers with disabilities. To enhance the adaptive professional identity of teachers with disabilities by fostering a positive self-image and empowerment in their professional roles. To build resilience among teachers with disabilities to better manage challenges in the classroom and educational settings. To create a supportive network of teachers with disabilities for shared experiences, peer support, and professional growth.	Policy review and alignment; development of inclusive HR guidelines; disability sensitivity seminars for school leaders; coordination with LGU for assistance programs; wellness and psychosocial support integration Professional Development Workshops Conduct workshops focused on building self-awareness, adaptive teaching strategies, and resilience-building techniques. Peer Support and Mentorship Program Establish a mentorship program where experienced teachers with disabilities guide and support newcomers, fostering a sense of community. Inclusion Leadership Training Provide training for school leaders and administrators on inclusive teaching practices and supporting teachers with disabilities in the workplace. Resilience Training and Coping Mechanism **Seminars** Organize group discussions and seminars on managing stress, overcoming obstacles, and developing emotional resilience in the face of challenges. Recognition and Advocacy Campaign	Division Office, School heads, HR Personnel, LGU representatives, School health personnel Project Manager Trained Facilitators/Consultants Mentors (Experienced Teachers with Disabilities) School Administrators	Policy rollout phase: annual Workshops and Training Programs: 6 months (with bi-monthly sessions) Peer Support Program: Ongoing, with periodic evaluations Recognition Campaign: 3 months for initial campaign launch Resilience and Coping Mechanism Sessions: Quarterly sessions throughout the year	₱30,000 (for workshops, training materials, mentorship programs, and campaign materials) Workshops and Training: ₱10,000 Peer Support Program: ₱5,000 Recognition and Advocacy Campaign: ₱5,000 Facilitator Fees: ₱5,000 Miscellaneous: ₱5,000	Improved policy implementation, increased awareness among administrators, and stronger institutional protection for PWD teachers Empowered Teachers: Teachers with disabilities will have an enhanced sense of professional identity and will feel more confident in their roles. Increased Resilience: Teachers will develop better coping strategies for managing the challenges they face in the classroom and at the institutional level. Improved Support Systems: A solid peer support network will be established, helping teachers with disabilities to share experiences and strategies for success. **Increased Awareness**: There will be greater recognition and appreciation for the contributions of teachers with disabilities, contributing to a more inclusive educational environment.
Personal Coping, Professional Adaptation, and Capacity Building	To enhance adaptive teaching skills, coping strategies, and professional resilience of teachers with disabilities	Training on assistive technology use; workshops on self-management and stress coping; self-advocacy seminars; provision of accessible instructional materials; peer coaching sessions	School Administrators, ICT Coordinators, SPED Coordinators, Guidance Counselors	Quarterly / Annual implementation		Increased teaching efficiency, stronger coping mechanisms, improved confidence and instructional adaptation
Inclusion Culture, Collaboration, and Empowering School Systems	To foster inclusive, stigma-free, and collaborative school environments that support teachers with disabilities	Anti-stigma and disability awareness campaigns; peer mentorship programs; family-school engagement activities; inclusive leadership training; recognition programs for inclusive practices	School Heads, Teachers, Guidance Office, PTA, Community Stakeholders, NGOs	Continuous (Annual school programs)		Reduced stigma, stronger peer support systems, improved belongingness, and enhanced workplace inclusion

The proposed framework highlights three interconnected policy directions derived from the lived experiences of teachers with disabilities: institutional support and systemic responsiveness, personal coping and professional adaptation, and inclusive culture through collaboration and empowerment. Collectively, these areas provide practical insights for strengthening inclusive education systems that are both humane and sustainable.

First, the findings emphasize that inclusive education must begin with strong institutional foundations. Teachers with disabilities consistently highlight the importance of accessible health services, protective policies, and equitable administrative support. These elements ensure that educators are not only accommodated but also protected and valued within the system. Moreover, institutional policies must go beyond written compliance and be translated into actual practices that safeguard teacher welfare and professional security.

In addition, the data suggest that leadership commitment plays a crucial role in making inclusion functional. When school administrators actively implement disability-responsive guidelines and coordinate support services, teachers experience greater confidence and stability in their roles. However, without consistent enforcement and awareness, policies risk becoming symbolic rather than transformative. Thus, institutional responsiveness is a critical determinant of whether inclusion is genuinely experienced or merely declared.

Secondly, the lived experiences of teachers reveal that personal coping strategies are essential for sustaining professional performance. Teachers with disabilities actively engage in self-management, spiritual coping, self-advocacy, and help-seeking behaviors to navigate daily challenges. These strategies demonstrate that resilience is not passive endurance but an active process of adaptation and meaning making.

Furthermore, professional development initiatives that focus on assistive technology, classroom adaptation, and emotional resilience significantly enhance instructional effectiveness. Teachers become more confident and independent when they are equipped with appropriate tools and training. However, reliance on personal coping alone may place undue responsibility on individuals if institutional support is lacking. Therefore, capacity-building efforts must complement, not replace, systemic support.

Thirdly, the findings strongly emphasize the importance of an inclusive and collaborative school culture. Teachers with disabilities thrive in environments where peer support, mentorship, and emotional safety are present. These relationships reduce isolation and reinforce a sense of belonging within the workplace.

Moreover, awareness campaigns and anti-stigma initiatives are essential in reshaping school culture. When colleagues, families, and communities are engaged in disability awareness, misconceptions are reduced, and empathy is strengthened. In

addition, inclusive leadership practices further reinforce a culture of respect and dignity, ensuring that teachers are not marginalized due to their condition.

However, the absence of collaborative systems and awareness mechanisms often leads to exclusion and emotional strain. This underscores that inclusion is not only structural but also relational and cultural in nature.

Overall, the findings reveal that inclusive education for teachers with disabilities requires a multi-layered approach. Institutional policies must ensure protection and accessibility, professional development must strengthen adaptive capacity, and school culture must promote collaboration and belongingness.

Importantly, inclusion is not achieved through isolated efforts but through the integration of responsive systems, empowered individuals, and supportive communities. Teachers with disabilities demonstrate that resilience is both a personal strength and a product of enabling environments. Therefore, educational institutions must shift from viewing inclusion as accommodation toward recognizing it as a shared responsibility grounded in equity, participation, and dignity.

This chapter provides a comprehensive summary of the key findings derived from the study, focusing on the lived experiences and challenges faced by persons with disabilities who are teachers in educational settings. The chapter offers conclusions drawn from the data analysis, highlighting the primary themes and insights gained throughout the research process. Based on these findings, the chapter concludes with recommendations aimed at improving the experiences of teachers with disabilities, offering practical strategies for educational institutions and policymakers to foster a more inclusive and supportive environment.

1. The lived experiences of teachers with disabilities reveal that resilience is multidimensional, shaped by the interaction of institutional support, personal coping strategies, and inclusive school environments. Their professional effectiveness is sustained not only by individual perseverance but also by social, emotional, and structural supports.
2. Teachers demonstrate strong adaptive capacity in instructional practices, including the use of assistive technologies, flexible teaching strategies, and communication-based approaches that enhance inclusive learning environments.
3. Despite their resilience, participants experience institutional and systemic barriers, such as limited accessibility, gaps in policy implementation, stigma, and inconsistent administrative support, which affect their professional well-being and efficiency.
4. Emotional and psychological challenges such as fear, self-doubt, and emotional distress are present, yet teachers continue to function effectively through emotional regulation, spirituality, and meaning-making.
5. Support systems, including colleagues, family, school leaders, and students, play a critical role in strengthening resilience and fostering a sense of belonging and professional identity.
6. Teachers with disabilities construct a strong professional identity rooted in purpose, advocacy, and lived experience, transforming disability into a source of empathy, innovation, and inclusive practice.

Based on the findings, the following conclusions were drawn:

1. Teachers with disabilities exhibit adaptive professional resilience, which is continuously shaped by both internal coping mechanisms and external support systems within their educational environment.
2. Inclusive teaching practices emerge as a natural outcome of lived experience, demonstrating that teachers with disabilities contribute significantly to pedagogical innovation and inclusive classroom strategies.
3. Institutional support remains a decisive factor in teacher inclusion; thus, weak policy implementation and structural gaps directly limit professional efficacy and well-being.
4. Emotional resilience is deeply intertwined with spirituality, positive mindset, and personal meaning-making, allowing teachers to persist despite adversity.
5. Collaboration and relational support systems are essential in sustaining inclusion, highlighting that resilience is socially constructed rather than individually achieved.
6. Overall, inclusion of teachers with disabilities requires a shift from individual coping-based responsibility to a shared institutional, cultural, and systemic commitment.

7. Based on the conclusions, the following recommendations are proposed:

1. Educational institutions and policymakers should strengthen and fully implement inclusive and disability-responsive policies, ensuring accessibility, protection, and equal opportunities for teachers with disabilities.
2. Schools should establish continuous professional development programs focused on assistive technologies, adaptive teaching strategies, and inclusive instructional practices.

3. School leaders should promote a supportive and stigma-free school culture by institutionalizing peer mentorship programs, counseling services, and emotional support mechanisms.
4. Government agencies and educational institutions should ensure equitable and consistent provision of resources and assistance, particularly in addressing accessibility needs and workplace accommodations.
5. Awareness campaigns and disability sensitivity training should be regularly conducted to reduce stigma and promote empathy, respect, and inclusivity within school communities.
6. Teachers with disabilities should be supported in strengthening self-advocacy and leadership roles, allowing them to actively participate in institutional decision-making and policy development.
7. Future research may further explore long-term impacts of inclusive policies on the career progression and well-being of teachers with disabilities across different educational contexts.

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