

Facing the challenge: exposing teachers with disabilities who teach the filipino subject

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Abstract

This research aims to discover and know the experiences of teachers with disabilities, what they did to face the challenges, and find out their goals and aspirations in life. This is in the case study type where the topic in question is a sensitive and serious matter. Using purposive sampling, I selected as participants three teachers who come from and teach in the Davao de Oro and Davao del Norte divisions. The triangulation method was used by considering in-depth interview and close observation in attentive data collection. All results were grouped according to emerging themes classified into three main questions. The first theme was their experience as teachers with disabilities. Here three specific themes emerged: bullying or ridicule, lack of self-confidence, difficulty due to the situation. The second main theme concerns how to deal with life's trials, which include themes: accept the situation, be happy and positive, draw strength from inspiration, and seek advice from an acquaintance or family member. The third main theme contains their goals and aspirations as teachers, they are as follows: be an inspiration to students, change their status in life, be noticed by the Department of Education.

Keywords: Education; Teaching Filipino; Exposing Teachers; Disability

INTRODUCTION

This study focuses on teachers with disabilities who teach Filipino and are from the Davao region. This study will go over their various experiences in teaching the Filipino subject, how they overcame the

challenges they faced in order to successfully manage their profession, and their goals for themselves and teaching. It is well known that the teacher is the students' second parent, and the difficulties they face truly serve as a symbol of their unique individuality in society. Teachers also guide students not only in their academic lives, but also in their daily lives. A teacher's responsibilities include shaping each student's entire personality by teaching and modeling good manners (Rivera, et.al, 2016)

It is estimated that one billion people, or 15% of the global population, have disabilities. Between one and two hundred million people are in critical condition and are unable to perform their duties. Nearly 800 million, or 80%, of people with disabilities are old enough to work and do so successfully in a variety of industries. They can be business owners, professionals, technicians, government employees, or workers. A person with a disability can do almost any job if he is in the right environment and is supported by his coworkers (Tacadao, 2016)

In the Philippines, the number of people with disabilities has surpassed two million. The CALABARZON region has the most of the seventeen regions, followed by the National Capital Region. Indeed, according to a 2013 study, the proportion of PWDs employed in cities was 58.3 percent, while it was 41.9 percent in villages. More than half of employed PWDs are still looking for work to supplement their income. The majority of PWDs working in cities and villages are also classified as vulnerable workers. According to Republic Act 7277, anyone with a disability should be given opportunities to find suitable employment. Employees with disabilities have the same opportunities and benefits as those in good health.

Having a job is important for people with disabilities because of the salary they receive, which serves as a reason to boost their self-esteem and raise their standard of living. Additionally, providing meaningful activities in their jobs allows them to live happily and socialize. As a result of these activities, employees are treated equally regardless of their socioeconomic status (Robinson, 2000).

It is also critical for a person to have an education in life because it aids in their development, even in their future. As a result, it is critical for me to study this topic as a teacher in order to understand the

challenges and problems they face on a daily basis, as well as how they overcame them. I also chose this topic because, as a researcher and teacher, I witnessed the issue of my fellow teachers with disabilities who teach Filipino. I want to assist my fellow teachers, both here in our community and elsewhere.

This research will allow me to voice the experiences, teaching methods, and the aspirations and goals of teachers with disabilities who teach the Filipino subject. It will be different from other research related to the teacher and the teaching-learning process because its center is the experience of teachers with disabilities who teach the Filipino subject. Nowadays, it is also necessary to study such topics in order to convey to various agencies such situations that cover teachers with disabilities.

Purpose of the Study

This case study aims to know and recognize the experiences faced by teachers with disabilities who teach the Filipino subject. There is ample evidence to show that a teacher with a disability has difficulty teaching due to various factors he or she faces. It also aims to find out how these teachers faced the challenges and obstacles in life especially in teaching despite their disability, as well as the steps taken, motivation, and inspiration why they chose said profession.

This study also aims to better understand the aspirations and goals of teachers with disabilities, which they can share with their colleagues, whether in administration or as school leaders. I chose three educators with disabilities who live and teach in the Davao region as participants using purposive sampling.

Research Questions

This study will address the following questions:

1. What are the experiences of teachers with disabilities who teach the
2. Filipino subject?
3. How did teachers with disabilities face the challenges of teaching?
4. What are the goals and objectives of teachers with disabilities?

Significance of the Study

This study is significant for teachers with disabilities because, despite their differences, they continue to perform well and enthusiastically in their chosen profession. They also serve as role models for their educated students to pursue their life goals. This research will serve as the foundation and inspiration for people who aspire to succeed in life and achieve their dreams but lose hope due to a physical or financial factor.

I'd also like to expand my research to the Department of Education in order to draw more attention to the situation of teachers with disabilities and provide solutions to the problems they face.

This research will also assist their administration and fellow teachers in better understanding their situation and taking into account the things they find difficult to do. It can also be used to guide future research, whether qualitative or quantitative.

Definition of Terms

The following definitions are given operational interpretations:

Teacher with Disabilities. They are the teachers chosen to teach and serve the people despite their disability.

Disability. It refers to physical damage or damage to any part of a person's body. There are disabilities that are inherent from the time they are born and there are also disabilities that result from disasters and accidents.

Facing the challenge. It is showing the resilience and strength of a teacher whatever problems come in his life.

Exposing Teachers. It refers to teachers performing and sharing their life experiences and inspiration to be successful despite their disability.

METHODOLOGY

This study used a qualitative response in the multiple case study format because it focused on collecting data that is typically written and describes human experiences, even though the researcher aims to describe the truth case by case study method.

Research Design

This research used a case study approach to better understand the experiences of teachers with disabilities, how they dealt with the problems they face on a daily basis and what their goals or aspirations as teachers are. A case study is one of the types of qualitative response and in which the researcher deeply investigates a program, event, activity, process, and one or more individuals. It can also be classified into single or multiple case. Cresswell suggested that the framework for its implementation would be the problem, context, issue, and lessons learned. Data collection for the case study is extensive and many sources such as direct observations, interviews, archival records or documents, physical artifacts, and audiovisual equipment. The intention of using the case study is to better understand or comprehend the specific issues faced, or problems involved. This technique is also important so that the researcher and study participants have a good relationship. Case study is also referred to as instrumental case (Cresswell, 2013).

Data for the case study is gathered from a variety of sources, including direct observations, interviews, archival records or documents, physical artifacts, and audiovisual equipment. The goal of using a case study is to better understand or comprehend the specific issues or problems encountered. This technique is also important for maintaining a positive relationship between the researcher and the study participants. A case study is also known as an instrumental case (Cresswell, 2013).

McCombes also stated that if you want to gain concrete, contextual, and in-depth knowledge about a specific and realistic topic, a case study is an appropriate research design. This method allows you to investigate the main characteristics, meanings, and implications of the research you are conducting (McCombes, 2019).

According to Yin, case studies are classified into three types based on their purpose: explanatory, exploratory, and descriptive. An explanatory case study attempts to explain how and why something happened. When the scenario is too complex for experimental studies or survey design, it is also used. Exploratory case studies are used to investigate situations and interventions with no clear and consistent set of

outcomes. Descriptive case studies are used to create a document that fully demonstrates the complexities of an event and answers sequential questions based on the theories described (Williams, 2007).

Qualitative research is also based on the description of observations. A qualitative approach describes the structure of experiences as they offer themselves to consciousness, it is not based on theory but it refers to the experiences of individuals (Creswell, 2007).

The method I used to obtain the data were appropriate to the research design I had chosen. I used in-depth interview, observation, documentation and text analysis to extract data. In data collection, I presented a comprehensive presentation of cross-case analysis and a thorough comparison of the experiences of teachers with disabilities.

Research Participants

In conducting this research, I used the purposive sampling technique because the specific study participants were teachers with disabilities and taught the Filipino subject only. The purposive sampling technique also called judgment sampling is intentional selection of participants because of the characteristics they possess and have specific experiences for the study to be conducted (Balicoco, 2016).

This research includes three teachers with disabilities who all teach and come from the Davao region. In the following table you can see the personal profile of each participant in the interview. To protect the private identity and knowledge of the participants, each will be given a nickname or nickname from the beginning to the end of the discussion of this study.

In selecting participants and informants, I used inclusion criteria to form the basis of my selection. This criterion prevails that only teachers with disabilities can participate in the interview. Only teachers who are open to the interview session are included in this criteria.

The three participants who participated in this study are Mr. Enthusiastic, 30 years old with a wife and child; Miss Lovely is a 25 -year -old female teacher, also 1 year in private school teaching; and Mr. Shy who is 28 years old and has a family as well.

In search of a participant in my study I approached and enlisted the help of my teacher acquaintances who also teach in the Davao region. They will also serve as gatekeepers so that I can talk to potential participants in my study. Finding participants was not easy because there were very few cases in this study so with the help of teachers I knew I was able to talk and convey my message for the participants.

Data Gathering

In gathering the data of this study, I created a questionnaire that will guide me and my informant. This questionnaire consists of three parts: first is what are the experiences of teachers with teaching disabilities. Second, how do teachers with disabilities deal with teaching problems Third, what are the goals of teachers with disabilities?

The research questionnaire was comprised of open-ended questions. Internal and external validation by qualitative research professionals came first. The University of Mindanao Ethics Review Committee also evaluated and approved this questionnaire to ensure that it met their requirements.

In the process of gathering and gathering the answers to the questions posed I first sought the permission of my potential respondents. I sent them a message on facebook messenger one by one to see if I could get them a respondent. Then, when my three respondents agreed and agreed I immediately sent them a letter of consent in their e-mails as consent on the condition that their participation was voluntary and they were not forced to share their knowledge and experience. in response to the need for education; I also asked for their due time, date and fashion to conduct the interview. Following this I presented and discussed the purpose of the discussion that will take place, I also set a limit according to the length and confidentiality of their answers. I also informed that each of them was given a nickname or nickname to keep their responses more confidential. As a researcher I explained why it was necessary to record their interview responses. Finally, I emphasized to the participants that the discussion was about their own perspective and experience so there was no right or wrong answer (Dornyei, 2007).

To ensure that my interview with the informants went smoothly and peacefully, we agreed to hold it

in our respective locations that were quiet and free of distractions. Where they are also at ease and where other people cannot see the interview being conducted. Because face-to-face interviews were previously prohibited, one of the most important tools I used to collect data was my laptop. I interviewed my informants using my laptop and either Zoom Meeting or Google Meet, depending on which was easier for them to use.

Because of the sensitivity of the subject we discussed, I decided to show interest and enthusiasm in speaking with my informants so that they would feel at ease with me and at ease giving responses. I also made certain that I would be the only one who knew their responses and that no one else overheard our conversation. As a researcher, I must also distinguish between my own judgment and judgment in order to maintain a balance of subjectivity and objectivity in my research.

Following each interview, I hid all of the informants' responses in a location that only I knew about and that no one else could see. I prepared these documents for transcription, encoding, translation, and analysis.

Data Analysis

The response of the informants was analyzed using thematic analysis. Thematic analysis is a method of analyzing qualitative data. This is usually applied to a range of texts such as interview transcripts. The researcher carefully analyzes the data to see common themes - topics, ideas and meanings that come up over and over again (Caulfield, 2019).

Thematic analysis is adaptable, and what the researchers did with the themes after exposing them was determined by the research objectives and the learning process. Many researchers have used thematic analysis to capture their data and develop a deeper understanding of the content (Boyatzis, 1998).

In this part I also did the data truncation. It refers to the process of selecting, focusing, simplifying, abstracting and modifying data so that readers can easily understand the ideas contained in the research (Coffey and Atkinson, 1996). For this method, I consulted and sought the help of a data analysis expert to review the information I obtained from the informants.

The responses and data collected from the informants were first transcribed and translated into Filipino, then given to a qualitative analysis expert to analyze the data obtained. In this research I followed the design of multiple case studies in which the data in each case were analyzed by capturing themes or topics. It then goes through cross-case analysis to capture the dominant themes in each case and produce an overall theme (Yin, 2014).

The latest step taken in the analysis of qualitative research data is the formation of conclusions and verification. The conclusion provides a meaningful and important opportunity for researchers to explain exactly to readers about what the study was conducted about and what its importance is to people with an interest in that study (Miles & Huberman, 1994).

RESULTS

This section of the study will show the sequence and alignment of the data gathered from my informants' or participants' responses to the questions I prepared for the interview. The following are the three main questions that participants answered:

1. What are the experiences of teachers with disabilities who teach the Filipino subject?
2. How did teachers with disabilities face the challenges of teaching?
3. What are the goals and objectives of teachers with disabilities?

The first question concerns the experiences of teachers with disabilities. It covers the following questions: What are the experiences of a teacher with a teaching disability? What are some of the problems you have encountered in teaching? What challenges have you faced in teaching? What are some of your sad teaching experiences? What are some of your fun teaching experiences?

The second question concerns their approach to dealing with the difficulties they have encountered while teaching. It addresses the following issues: How did you overcome obstacles to teaching? What are your teaching inspirations and motivations? What steps have you taken to fortify yourself and face challenges, particularly in teaching? How did you overcome the difficulties?

in the classroom? Who have you approached for assistance with your teaching challenges?

The third question relates to the aspirations and goals of teachers with disabilities. This question covers the following: What lessons have you learned from life as a teacher with a disability? What are your desires for your students? What are your goals for your fellow teachers with disabilities? What advice would you give to your fellow teacher who has the same situation as you? In your current situation, what are some things you want to achieve as a teacher? What do you want to tell the officials of the Department of Education?

Participants

Key informants. Three teachers from Davao's private and public schools participated in this study. Before the interview, I sent the interviewees an e-mail confirming that they were one of the informants and also letting them know that they would be participants in this study. I also sent them a copy of the questionnaire they would need to complete before we could start our in-depth interview. This questionnaire is about their personal information, which is needed for the study and can be found in Table 1. It includes their gender, number of years of teaching experience, age, marital status, and the number of children they have. To protect their identities, each of them was given a nickname.

Interviews and Participant Responses

The following chapter describes the three people in the case study. Emphasizes the experiences of teachers with disabilities, how they have dealt with challenges in their classrooms, and their aspirations and goals as teachers with disabilities. All of their responses to the three main questions were organized into themes for sequential comprehension. In other words, in each theme contained in the three main questions, it is given an in -depth explanation which is anchored in the responses of the informants. This is necessary to prove that their emotions and information shared are true.

Data Categorization

Following an in-depth virtual interview, I wrote down the data from their responses on a clean sheet

of paper and translated, analyzed, and analyzed it thoroughly. I also followed Boyatzis' instructions (1998). First, I listened carefully and repeated their responses to our interview from the audio recorder on my cellphone to ensure that I didn't miss anything and that the information I received was correct. Their responses were encoded and analyzed to determine the main theme. I used data extraction, data presentation, conclusion formation, and verification in my data analysis. This was done in order to obtain the most concise and necessary themes regarding the phenomenon being studied, and the themes obtained would serve as the foundation for the study (Burns and Grove, 2007).

I used thematic analysis techniques for individual cases, cross-case analysis for different cases, and numeracy methods after collecting and translating the data into Filipino. Three themes emerged from the first main question. Four themes emerged in response to the second question. And three recurring themes appear in the third question.

The experiences of my informants given me with a wider viewpoint and a greater understanding of people with disabilities as a result of my research. Despite the fact that we are in the same situation, I recognize that the challenges and problems we face are diverse. They inspire me to improve my chosen profession and to give hope to everyone I meet, not just my students.

Table 1

Profile of In -Depth Interview Participants

Nickname	Sex	Number of Teaching Years	Age	Status/ No. of Children
Mr. Enthusiastic	Male	5 years	30	Married/ 2 children
Ms. Lovely	Female	2 years	25	Single
Mr. Shy	Male	4years	28	Married/ 1 child

DISCUSSION AND CONCLUSION

The discussions, implications for my fellow researchers, and final statements based on the data analysis themes are presented in this chapter.

Conducting this research has not been easy especially in finding informants because there are only a few teachers with disabilities who teach the Filipino subject. A few drops of tears also flowed into my eyes at times I no longer knew how to continue it. Only faith in God and determination to reach the dream have been my weapons in all the hardship and fatigue I have experienced while conducting this research.

However, no matter how difficult the path we take, it will be easy only with the assistance of someone who believes in your abilities. So I am extremely grateful to our wonderful mentor, Dr. Marilyn C. Arbes, who was always available to answer my questions and guided me through the completion of this research. My knowledge of qualitative research has also grown as a result of her criticisms and advice. Whatever I achieve in life, she has played a big part in my success not only as a teacher but also as an individual.

This research phenomenon has provided me with the opportunity to learn about some additional experiences of teachers with disabilities. I, too, am a teacher with a disability, so I understand their predicament. We both have physical deficiencies, but we come from different backgrounds and have stories of resilience and courage that can be instructive and inspiring to many.

I understood I wasn't alone in this battle after speaking with my informants. They reminded me that having a disability does not preclude us from being a good and efficient teacher. Our most painful experiences will serve as the most beautiful lessons we can teach our kids. We want to show kids that no matter where they are in life, they can succeed if they are committed to achieving their goals, especially when combined with dedication, perseverance, and faith in God.

As a teacher, I will act as a second parent to my students, guiding them on their chosen path. I am willing to listen to whatever problem they are dealing with as a friend. I want to remind students, even in tiny

ways, that being a good teacher is not based on our flaws, but rather on our good will.

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