

The Lived Experiences and Perceptions of Public-School Employee in the Philippines: A PWD's Perspective

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ABSTRACT

This study aimed to explore and describe the lived experiences of PWD employees in different designations; wherein, Administrative or School Head, Teacher, and Non-teaching or office personnel are the participants of the study. It was conducted at Northeastern part of the Philippines, specifically at region 4A and region V in the Philippines. The paper is qualitative type of research that utilized the van Kaam method of analysis as modified by Moustakas. The study verified the challenges encountered by PWD employees in their workplaces, the experiences and challenges were further categorized into "Work Experience of PWD" and "Challenges as PWD employee." Also, the result show negative and positive perceptions toward the organization. Moreover, the study suggests programs to empower the PWD employees in the Department of Education and how to improve the conditions of PWD employees in Public Schools in the Philippines.

Keywords: Person with Disability PWD; Lived Experiences; Public-School Employee; Philippines

INTRODUCTION

The UN Convention on the Rights of Persons with Disabilities includes people with long-term physical, intellectual, mental, or sensory impairments which, in interaction with various hindrances, may hinder their full and effective potential in society on an equal basis with others (Cuevas, 2014). There has always been an issue for PWDs in employment, roles in society, and accessibility to education. These issues eventually turn into self-doubt and feelings of inferiority, which are reasonable evidence suggesting that persons with disabilities receive negative attitudes from non-PWD individuals despite laws protecting their personal and social rights.

Research conducted by Obiozor (2010), certain teachers with disabilities felt that expectation was less of them at their respective workplaces due to their conditions. Although this type of attitude might appear empathic, most of the TWPDS felt it was because they were thought of and stereotyped as "weak." Challenges that can negatively impact teachers' competence or work are likely to undermine the mentorship role and endanger students' academic success. Thus, there is a need to thoroughly evaluate the job-related challenges of teachers and school personnel with disabilities to present long-term solutions that would enhance the competence and capability of these teachers and ensure their students do well in their academics.

According to Section 2 of RA 7277 – An Act Providing for the rehabilitation, Self-Development, and Self-Reliance of Disabled Person and Their Integration into the Mainstream of Society and for Other Purposes, disabled persons have the same rights as other people to take their responsibilities in society. They should be able to live freely and as independently in a way normal people do, which must be the

concern of everyone in the family, community, and all government and non-government organizations. Disabled people's rights must never be perceived as welfare services by the government because they are still human righteousness. Thus, PWDs shall receive incentives that will encourage them to take part in fostering society. PWDs within the fourth civil degree of affinity to the taxpayer, regardless of age, which is not employed and chiefly dependent upon the taxpayer, shall be treated as dependents under Section 35 of the NIRC of 1997.

As Tabuga (2013) stated, uplifting the lives of PWDs does not always mirror giving cash subsidies, discounts, overtaking in lines, and even free assistive technologies. The real intent and crucial need of people with disabilities are to remove the social stigma they have created for comfortable living and social inclusion. The government should give attention to enhancing the educational system and schools for people with disabilities, ensuring the continuity of small projects for PWDs, and providing medical healthcare for every person with a disability. Furthermore, Filipinos have low awareness of PWDs. Local governments' efforts should be double in disseminating information and education to public transport groups, medical establishments, schools and universities, and other facilities; education should be the center of uplifting the lives of PWDs. Government institutions should render effective ways to educate everyone in all types of disability here in the Philippines to remove the barrier between PWDs and non-PWDs gradually.

According to a study by Robinson JE (2000), employment significantly impacts PWDs since it affects their ability to earn a living and improves their quality of life and self-esteem. People with disabilities who engage in fulfilling work activities can better enjoy their whole lives and integrate into society. These worthwhile pursuits have helped several nations create sheltered workplaces that provide disabled people with equal employment possibilities. Additionally, if a worker's aptitude matches the nature of the work and the standards necessary to execute tasks, work happiness increases. The worker will be able to maintain productivity levels when the fit between the worker and the work task within a protected and protective workshop is appropriately matched. L. Adams. & K. Oldfield (2011) discovered that the tight workshop structure contributed to the stigmatization of workers. The rigidity of workshop managers' strict mindset limited career advancement and the lack of accommodations for PWD.

Generally, the study aimed to find out how PWD employees adapt to the working environment in public schools in the Philippines. Specifically, it seeks to: 1. Explore and describe the work experiences of PWD employees in the following designations: a. Administrative/School Head, b. Teaching Personnel c. Non-teaching/office personnel 2. Explore and describe the condition of PWD employees in the Department of Education. 3. Recommend programs/training to empower the PWD employees in the Department of Education.

METHOD

This study is a qualitative type of research employing phenomenological research aimed to determine the lived experiences of a person with disability or PWD working in public schools in the northeastern Philippines. Participants were selected using purposive sampling techniques. Creswell (2009) suggests that small sample sizes work best for phenomenological research designs since data collection

involves extensive participant engagement. The paper utilized the van Kaam method of analysis as modified by Moustakas [0]. The researcher bracketed out one's experience by describing their own experience with the phenomenon. The following procedure is horizontalization, whereas the researcher identified statements relevant to the study. After the data were noted, the ideas under categories were chosen and identified. Merit was provided equally to each message as being an authentic work experience. The data collected were further analyzed for reduction and elimination. The statements were subjected to questions and eliminated once they did not meet the requirements. The requirements include information adequacy, the possibility of the horizon of experience, use of language, and invariance of the constituents of the experience. It is essential to filter relevant statements because it takes a genuine perspective of the phenomenon.

Eliminating the ideas gives this research an in-depth understanding without the irrelevant experiences. These filtered experiences were necessary to understand the work experiences of the participant employee. After elimination, the statements were clustered into themes. The data was further developed into themes that helped the researcher identify the employees' experiences. Essential statements and themes were marginalized to describe the participants' experiences. An outline of the context that influenced how the participants experienced the phenomenon was created from the written statement. The final step is to create a composite description. Structural and textural descriptions were used to write the composite description that presented the participant's essence.

RESULTS AND DISCUSSION

The purpose of this study is to explore and describe the lived experience of PWD employees in public schools in the Philippines. They are classified as Administrative/School Head, Teaching Personnel, and Non-teaching/office personnel; based on the data collected, recommended programs/training to improve the conditions of the employees with disability.

Lived experiences of a School Head in a competitive world

The participants in the administrative post are from Camarines Sur and Quezon provinces, assigned to a medium school. Questions from the interview were asked to the participants to understand their experiences as a school head with a disability. The participants are in an environment of different experiences where the competitive world and decision-making are tough. Despite their condition, the school heads require extra effort to prove they deserve the position Fullan, M. (Ed.). (2003). They handle abled employees and a possibility of handling employees in the same condition. When asked about PWD awareness, they almost have the same thoughts.

"It is very important that we are mindful of the rights of PWDs; I noticed that some of my teachers, as well as other subordinates, don't have an idea on how to identify PWD. This is not just about employees but for all. they only recognize PWD with a physical disability; this is a problem that we need to address at the school level." C1.1

"As a school head, we must care for our employees, especially those with a disability, not just those with a visible disability. Some school heads are afraid to hire PWDs because they don't know what to do with them; another thing is that too many rules create fear in them. That is a lack of knowledge about PWDs." C1.2

Since they are school heads, they tackled more inclusive education at the school level. Similar to the study of Barnett and Monda-Amaya (1998), Horn (2011) highlights that the school head's attitude toward inclusion is vital to the effective implementation of inclusive practices in an institution. The principal's and other school members' attitudes may be influenced by the knowledge and the preparation they have obtained about inclusion and the best ways to implement it. As a person with a disability, the participants recognized the importance of a precise employment process, compassion for their subordinates, and acceptance that there are insufficient facilities and lack of equipment.

"I see to it that everybody in my office is respectful to others, especially those applying for the job. Obviously, they come to my office because they need it. But with regards to PWD, only one percent is allotted for them.

I feel I am being challenged with a lack of classrooms and lack of materials intended for PWD because I am also PWD; by the way, whatever sacrifices we offer, we are still the beneficiaries of all those sacrifices," C1.2

The participants also expressed difficulties in the workplace, but despite those experiences, they exhibited professionalism in facing problems that arise every day. Therefore, they feel it is normal due to the positions they handle. This implies that school heads can cope with the situations on their duties and responsibilities. Working as an administrator despite weight creates motivation for other employees. Thus, school heads with disability are never a hindrance to performing well as a leader. Löve, L., Traustadóttir, R., & Rice, J. (2018).

Lived experiences of a teacher in a challenging environment

The teacher participants are from Quezon province and Naga City, Camarines Sur; teacher C2.1 is a special education teacher, while C2.2 is a teacher in a public high school. When asked regarding their experiences as an employee, they stated:

"There is nothing to be proud of having a disability, but I want to be recognized as PWD because it is a must. Before, it was hard for me to inform other employees because I was afraid they would reject me as an applicant due to discrimination."

For many years I realized that there is no easy job. Before, it came to the point that I was looking to find a new job because I thought it was easy for me to teach SPED. C2.1

"Having a physical disability when you are a teacher is never an easy task; I have to hide my disability from my students because it will create confusion for them. But even how hard I hide it; time has its own way of revealing the truth... Our school head assigned me to lead the flag ceremony. The flow of the ceremony seemed normal until I conducted the Panatang Makabayan (Oat). The crowd laughed, including my school head, because of my disabled hand. Everybody thought I was just joking that time. I feel in tears, but I manage to hide my feelings. I feel discriminated right now; every time we have an activity, I need to think twice before doing it...." C2.2

It is noted that people with disabilities are one of the most at-risk groups in the country and need the government to pay them the utmost attention. Disabled teachers occasionally do not always choose to self-disclose their disabilities to their supervisors due to concerns that other faculty members will negatively view them. Laurie Henneborn (2021)

"Aside from teaching different students with different disabilities, there is also the problem with the facilities. My classroom was not accessible to my PWD students due to its location" C2.1

"Our school already has ramps, but this is only for evaluation. This will not work when we receive a real PWD in a wheelchair because it is very high and slippery" C2.2

The participants also spoke about the accessible room location, ambiance, lighting, temperature, and accessible information must all be considered. Casual, unscheduled events that regularly occur in professional settings should be mindful of inclusivity by actively engaging with everyone and considering any barriers that may prevent disabled people from participating. Law, M., Haight, M., Milroy, B., Willms, D., Stewart, D., & Rosenbaum, P. (1999).

"I never had any seminar related to PWDs in Department of Education, or if ever there was, I was not invited" C2.2

The participants mentioned that they never held workshops and symposiums and advocate for disability awareness in school. Some of them attended seminars sponsored by local government. An administrator can avoid presumptions about disabled faculty by getting to know them better and understanding their needs due to their impairments. Kirch, S. A., Bargerhuff, M. E., Turner, H., & Wheatly, M. (2005).

Lived experiences of Office Personnel inside a busy workplace

The first participant employee for office personnel is an administrative aid in the province of Sorsogon C3.1, while the second participant is an administrative assistant from Camarines Norte C3.2. They shared thoughts on encountering problems initially in the office but handled them sensibly to cope with other co-workers. The experiences of office personnel reflect many challenges that PWDs have to go through in securing employment and keeping it.

"When I am just starting here, I can say that I struggled; it was difficult at first because I am not familiar with the documents, they want me to accomplish." C3.1

In some cases, they are mistreated at their workplaces and looked down upon as people who cannot be relied on simply because of their disability. Manisah Mohd Ali (2006)

"My co-workers are supportive, primarily when they identify that I am PWD, but it's not always the story; before, I was humiliated by a co-work in the office; she wanted me to do something while I was still doing a prior activity... They only have compassion when they remember I am PWD" C3.1

"In my case, maybe I am lucky to have supportive co-workers despite my shortcomings... If I feel discriminated against, perhaps I will just find a new job that will fit me... Sometimes they overthink how others will judge them, which creates limitations" C3.2

Working in an office job can be challenging for PWDs, especially if they do not get along with other employees. They experience a considerable employment gap caused by their tendency to quit employment due to some challenges. Suresh, V., & Dyaram, L. (2020). Nevertheless, with employers making working conditions suitable for them, looking into the needs of the PWDs, and making amenities available, Non-Teaching/Office Personnel will be able to cope with work and other factors and stay on their job. Ofuani, A. I. (2011).

Taking care of PWDs and showing them the best ways to make their work as comfortable as possible is very important in a workplace. Co-workers need to understand PWDs and drive the strategies to boost their self-esteem. Nario-Redmond, M. R., Noel, J. G., & Fern, E. (2013).

Employees Perceptions towards Department of Education

Exploring the lived experiences of PWD employees in the Department of Education revealed the negative and positive perceptions of employees toward the organization. Previous studies reveal that perception is a substantial factor in employee acceptance and job satisfaction. According to a study conducted by (Research Clue 2017), A positive perception will create a good impact on the organization, while a negative perception will affect the organizational performance. Reisel, W. D., Chia, S. L., Maloles III, C. M., & Slocum Jr, J. W. (2007).

The Negative Perception

During the interview, the participants mentioned the department of education several times, which established rigid perceptions about Organization; participants stated:

"I struggled from the beginning at my workplace in DepEd; I think it is due to lack of confidence – I even experience discrimination" -C1.1

"It was difficult at first, there was a time I felt discriminated against, but I am aware of my decision to continue in the department because I know I can do it"-C1.2.

These statements revealed that they experienced difficulties in the earlier stage of their career, perceiving that the early stage of employees in the department is challenging. Mavrou, K., Meletiou-Mavrotheris, M., Kärki, A., Sallinen, M., & Hoogerwerf, E. J. (2017).

"For many years I realized that there is no easy job. Before, it came to the point that I am looking to find a new job because I thought it was easy for me to teach SPED."-C2.1

"After all my experiences, I was thinking of new opportunities because there was really discrimination, but later on, I was able to adjust, especially when they know that I am PWD" -C2.2

The teachers' perception revealed that paperwork and discrimination in the earlier stage of their career occurred in the department. These may be due to a lack of positive interactions with the rest of the organization. Institutions that provide for healthy relations and positive interactions among diverse staff within the workplace help reduce fear, discrimination, and any notions of unfairness within the group. (Jones, 2007; Stone & Colella, 1996)

"Before, I tried several jobs, but I landed in DepEd instead; I am okay, as long as I know what I am doing"-C3.1

Similar to the experiences of school heads and teachers, the non-teaching personnel experienced looking for several types of jobs before they managed to adapt to their environment. They also encountered discrimination in the office due to invisible disabilities—a clear perception of work experience in the education department. Participants' experiences can be noted that These experiences can be associated with employees' self-confidence, knowledge, and familiarity with the workplace.

The Positive Perception

The participants also showed a clear perception of an inclusive organization. During the interview, the participants talk about good experiences working in a public school and PWD inclusion as beneficial to the organization. Marques, A. L., Romeo, M., Matalinares, M., & Yepes-Baldó, M. (2020).

"Right now, I always feel the love and respect inside the family. Maybe because you know they have compassion for my disability as well as for my learners." -C2.2

"In my case, maybe I am lucky to have supportive co-workers despite my shortcomings. They help me if I am facing difficulty." C3.2

The support and collaboration to improve the workplace is a positive perception that helps make the organization more proactive. Similar to the study conducted by Mogammad Shaheed Soeker et al. (2018) participants highlighted that they felt their co-workers in the workplace were "like family" to them and thoroughly enjoyed the work tasks and work environment, expressing specific support of their fellow workers. They also expressed a feeling of contentment and empowerment through completing their work tasks and engaging in daily activities within the workplace, thereby, meeting their occupational needs.

"The public schools can be improved if everybody would be mindful; we can implement programs to make our school more PWD friendly" C1.1

"As a PWD teacher, I am a living example that disability is not a hindrance to work in public school... I can help to promote PWD awareness in public schools if need" 2.1

The effort to be an inclusive organization is perceived to be achievable in the Department of Education, and a positive outlook of PWD employees during the interviews. This indicates that employees are open to programs that will make the education system more inclusive. Also, the willingness of PWD employees to participate in training the students and co-workers was noted.

Similarly, the study by Manisah Mohd Ali et al. (2006) showed. There are several discrete factors that teachers perceive inclusive education programs, their opinion on the team effort or collaboration between teachers, and how they view the possible ways of improving the related aspects of inclusive education. Also indicated that teachers positively perceive implementing the inclusive education program. However, some aspects can be improved, such as the collaboration between the mainstream and special education teachers and the preparation to train regular teachers in handling and teaching students with special needs.

The emergence of themes was presented in Table 1 to understand the ideas noted in the study conduct. This process followed the steps in the data analysis modelled by Moustaka (2000). Results show that four categories are the essential points of the data. The statements under the categories were coded and themed. The themes that emerged from the data were further analysed as the main categories of the PWD employees' lived experiences in public schools.

Table 1. Emergence of Codes and Themes

STATEMENTS	APPEARANCE	CODE	EMERGING THEME
Lived experience as PWD Employee		A1	Work Experiences of PWD
"Grateful I was hired"	6/6		
"It was difficult at first"	6/6		
"Adversity in Transportation"	6/6		
"Lock Self-esteem"	6/6		
PWD awareness in the community			
"Only Physical Disability"	6/6		
"Fear of Obligation"	6/6		
"Compassion for all PWD's"	6/6		
Experiences in the Field		A2	Challenges in the Workplace
"Organization needs compassion"	6/6		
"Facilities are not PWD friendly"	6/6		
"There are challenges"	6/6		
PWD career plans			
"Hard to compete with other."	6/6		
"Employment inequality"	6/6		
"Professionalism is my strength"	6/6		

The Experiences and challenges are explained and exemplified. Presented in Table 3 are the themes that emerged in the cases. These cases were tagged as C1.1 and C1.2 for two Administrative/School Heads, C2.1 and C2.2 for two Teaching Personnel, and C3.1 and C3.2 for two non-teaching/office personnel presented in table 2.

Table 2. Code of respondents

Code	Participant
C1.1	Administrative/School Heads
C1.2	Administrative/School Heads
C2.1	Teaching Personnel
C2.2	Teaching Personnel
C3.1	Non-teaching/office personnel
C3.2	Non-teaching/office personnel

The first column of table 1 shows the lived experiences that arise from the interviews. These experiences were further categorized into "Work Experience of PWD" and "Challenges in the workplace." Under the two categories are the experiences filtered based on the interview data of the employees. The following experiences of PWD employees on coping mechanisms and challenges in the field are the following:

The Work Experience of PWD

Grateful I was hired: all cases (6/6) expressed gratefulness when asked about their memorable experiences. The statements "Happy that I was hired" or "grateful I landed a job" appeared in the interview data. The experiences were classified as "Grateful I was hired" to represent the general meaning of the statements. Some of the terms that existed in the data are present in table 3.

Table 3. Themes Emerged by Experiences using Cross-case

1.) Work Experiences of PWD	CASES
A. "Grateful I was hired"	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
B. "It was difficult at first"	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
C. Lack Self-esteem	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
D. Only Physical Disability	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
E. Fear of Obligation	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
F. Compassion for all PWD	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
2.) Challenges in the Workplace	CASES
A. Organization needs compassion	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
B. Facilities are not PWD friendly	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
C. There are challenges	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
D. Hard to compete with other	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
E. Employment inequality	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2
F. Professionalism is my strength	C1.1, C1.2, C2.1, C2.2, C3.1, C3.2

Difficulty at First: the participants (6/6) stated that they experienced difficulties in the earlier stage of their career. These experiences can be associated with employees' self-confidence, knowledge, and familiarity with the workplace. The example statements of the teachers' experiences include; "Struggle from the beginning at my workplace" or "It was difficult at first" (C.1, C1.2, C3.1), "Looking to find a new job" (C2.1, C2.2,) and "I feel discriminated at first" (C1.2, C2.2, C3.2).

Lock Self-esteem: all employee participants (6/6) mentioned "self-esteem," employees often stated that they feel left behind. Participants, especially the school heads, repeatedly mentioned, "I want to participate, but my disability hinders me." (C1.1, C1.2, C3.1). They overthink how others will judge them. I want to join the activity or enjoy (C2.2, C3.1, C3.2), and it is not for me (C2.1, C3.1).

Only Physical Disability: all cases (6/6) mentioned that it is essential to understand that disability is not limited to those with physical deformation. As mentioned, most people show compassion only for handicapped and blind PWDs. A few examples of statements on these experiences are: "They only recognize PWD with a physical disability" (C1.2, C2.2, C3.2), I want to be recognized (C2.1), and They are also a PWD (C2,1, C3.1).

Fear of Obligation: Negative stereotyping is the most common in the case of a person with a disability in the hiring process (6/6) stated; those employers are afraid of too many laws and exemptions about PWDs. Employers must adopt rules not usual to other employees. These experiences include statements: Too many rules create fear (C1.1, C1.2), I must try and try or do it again (C3.1, C3.2), and I need to think twice (C2.1,2.2). This can be coded as fear of obligation.

Compassion for all PWDs: all cases (6/6) mentioned compassion when asked about PWD awareness in their workplaces. The Lack of support from some local executives creates adversity for PWD members. Statements on this experience are that They only have compassion when they remember we are PWD (C2,1, C3.1), No support (C3.2), Care for their employees (C1.1, C1.2, C2.1), and Lack of help from Local government (C2.2).

Challenges in the Workplace

The organization needs compassion: all cases (6/6) mentioned that compassion in an organization is essential to the employees' successes when asked to describe their Workplace. A few examples of statements on these experiences are "with comorbidity needs compassion" (C1.2, C2.1, C3.2), I do not have a choice (C1.1, C2.2, C3.1), and should have compassion to other (C2, C3, C4). Since they are referring to workplace, this can be grouped with organization needs compassion.

Lack of PWD facilities: According to the participants (6/6), the lack of facilities is an issue that needs to be resolved. PWDs often encounter difficulty going up and down, especially when buildings are not PWD-friendly. Some statements are Lack of materials intended for PWD (C1.1, C1.2), No access to ramps (C1, C2, C3, C4), Lack of classrooms (C1.1, C1.2, C3.1, C3.2), and Provide of our own and problem with the facility (C2.1, C2.2, C3.1,).

Challenges: The statement of participants revealed that they faced trials.

PWD employee is put to the test as they enter the workforce. They must exert extra effort to prove they have the skills for their chosen profession. These experiences include statements: I feel I am being challenged (C1.2, C2.1, C2.2, C3.2), It was challenging (C1.1, C2.1, C3.1), Challenge accepted (C1.1, C2.2), and I was underestimated (C3.1)

WFH not for all: The topic about the experiences in the field revealed their practices during the pandemic. Working from home or working remotely appeared to be ineffective in public schools. The statement includes that Work from home should be limited (C3.2). Working from home is being abused (C2.1, C2.2, C3.1). I cannot concentrate at home (C1.1, C1.2). All statements can be represented as Work from home not effective for all.

Competition: all cases (6/6) revealed that PWDs aim for competitiveness in the Workplace. Cases in the administrative post and office personnel displayed the eagerness to take part in upgrading positions when asked about their career plan. Some statement includes "I see myself successful" (C1,2, C2.2). I need to be promoted (C1.1, C2.1, C3.1, C3.2). This can be interpreted as "Competition."

Employment inequality: all participants (6/6) stated that there is inequality in the employment process. The statements are: The employment process is unfair to PWD (C3.1, C.2.1, C2.2). Many requirements (C3.2) Only 1% for PWD (C1.1, C1.2) can be clustered with Employment inequality.

Professionalism is my strength: all cases expressed the importance of professionalism. This can be interpreted as showing their alternative characteristics to augment some incapacity. Statements about professionalism include Being professional to my co-workers (C2.1, C3.2). I am respectful to others or respectful to clients (C1.2, C2,1). As PWD, I never came late (C2.2, C3.1). These statements can be grouped with professionalism as my strength.

Programs Recommendations to empower the PWD employees in the Department of Education.

The documentation of the employees' lived experiences has provided a depiction of their situation. The data gathered shows that there are still problems at the school level that need improvement. With the adaptation of the Magna Carta for Persons with Disabilities, government and private offices are compelled to employ more

PWDs in offices. According to the current law, companies with more than 100 employees must set one percent of posts for PWD workers. They are protected under the Republic Act No. 10524, the Magna Carta for Disabled People, and the Labor Code of the Philippines. Equal opportunities and assistance will be given if they are employed. A design for the inclusive workplace is advisable because it has many benefits, such as increased innovation and even a morale booster for the whole team. Bringing universal design to the office is also applicable, which could offer good accessibility, larger screens, adjustable desks, and chairs.

In contrast, common spaces can be suitable for social development and colleague interaction. Activity-based workspaces for solo tasks or collaborative brainstorming meetings could be ideal, and access to proper equipment can fully support employees with disabilities to perform at their full potential. Assistive devices such as voice recognition software, ergonomic or color-coded keyboards, screen reader software, and mobile apps are suitable for supporting specific disabilities.

Furthermore, the PWD employees are encouraged to actively participate in the National Disability Prevention and Rehabilitation (NDPR) Week every 3rd of July. The primary purpose of the celebration is to make PWDs more productive and self-reliant. According to the National Council on Disability Affairs, workplace opportunities are vital to understanding their needs and capabilities.

How to improve the conditions of PWD employees in Public Schools in the Philippines?

To improve the condition of the PWD employees in public schools, the Department of Education must focus on the following:

1. Strengthen the Recruitment Process

Recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organization [Biswas2012]. This is the regular scenario in the hiring process for people without disabilities. A PWD applying for a job has a different story; often, the potential and talents of the disabled are not highlighted to the proper level. This problem will contribute to unemployment among the disabled Omar, M. K., Mat, H. C., Puad, M. H. M., & Yaakub, M. (2022). especially when proprietors are at war for talents and strengths. The life of PWD revealed that they experience struggles; PWD employment is considered a big problem in the Philippines Seva, R. R. (2020). Most of them are unemployed, just staying at home, or rarely accepted in a job even though there are laws that guard and provide the employment rights. Proper job matching is key to the smooth flow of tasks in a workplace. The disability of PWDs does not affect performance if the right tasks are given to them. The challenges of integrating them into the workplace can be minimized by proper orientation and training of other employees. Thus, it is strongly recommended that companies who decide to employ PWDs assess them well to know the right task. Seva, R. R. (2020).

2. Information Dissemination

Information dissemination is how facts are distributed to the public at large. How people and various organizations distribute information has exploded within the last several decades. Oral and visual communications were the first means humans used to distribute information, followed by written information. All means of communication start from these basic means. Traditional and social media represent two general

ways humans disseminate information in contemporary society. (bestcommunicationsdegrees.com)

Filipinos have low awareness or concerns about PWDs' situation, rights, policies, and services. Improvements in technology are now the fastest way of disseminating information, both reliable and fake information. Unfortunately, social media become sometimes an avenue for discrimination, bullying, and making fun of PWDs for them to be popular.

The government agencies should double their efforts in disseminating information, educating the public, and ensuring that PWDs have equal and equitable access to all aspects through traditional and social media.

There should be an information and advocacy development that focuses on making the public aware of the PWD's rights, residual capacities, needs, concerns, and several legislations supporting the PWDs.

3. Increase Access to Trainings and Seminars

Training and development involve improving the effectiveness of employees in an organization. Training may be associated to instant organizational effectiveness through organized instruction.

Having formal training and seminars nowadays is the best edge, because it improves employees' morale- Training helps them get job security and job satisfaction.

Many more training and seminars are rendered and offered by the different schools and universities that would make people more knowledgeable and skilled in their chosen profession. The more training employees undergo, the more experiences and knowledge they can share with others.

A mobility-impaired people are often encouraged to learn computer skills because they can sit. Blind persons learn massage. Deaf women may be put into art or sewing machine operator classes where hearing is not considered necessary. For an employee with a disability to feel included in the classroom, workshop, or workplace, reasonable accessibility is necessary.

Have more pieces of training and seminars to develop the abilities and skills of those with disabilities. Thus, it is recommended to increase access to facilitate job training.

4. PWD Friendly Facilities

The importance of barrier-free buildings cannot be overstated as it guarantees equal access to able and disabled people. This study discovered that facilities used in public schools are only for PWDs with Physical disabilities.

Concerning a friendly environment, it is significant to address the needs of the PWD facilities and equipment employees. Providing access goes beyond ensuring people who use wheelchairs can navigate stairs or doorways. Inclusive design facilities mean that people with disabilities can use whatever disability they have, like websites and digital tools for totally disabled people.

The government engineers and public officials should consult with the PWD organizations to have better and more inclusive facilities in public schools.

5. School and LGU Linkage

Schools and LGU should work closely to meet their mutual goals. The LGU Community and the school are two important social institutions. Both LGU community and school have linkage as the school cannot be seen as an independent institution isolated from the society in which it is located. Linkages between these two institutions are a proven and effective way for schools to expand what they can offer to children and provide more meaningful learning experiences

making a real difference in the lives of children, families, and communities. School and LGU community connections enable families to move from setting to set quickly. School and LGU community linkages engage parents to improve children's educational outcomes.

As we observe today's current situation, the linkages between LGU and school are very tight. Both institutions do a responsibility to have a peaceful relationship.

There are projects in line with those PWDs that LGU and school need to work out to achieve a successful result.

The leading occupation among PWDs are categorized as follows: health associate professionals (e.g., masseurs), elementary occupations (e.g., manufacturing laborers, cleaners, helpers), and clerical office clerks; (b) Education and training are critical factors in getting a satisfactory job; (d) PWDs usually rely upon their friends and family in job search, followed by training institutions and PWD organizations; (e) some companies mainstream the employment of PWDs; (f) Non-government organizations play a significant role in ensuring the smooth transition of PWDs into employment; and (g) there is a need for strict implementation of laws and policies and raising awareness on PWD inclusion and employment.

People with disabilities or PWDs have not been fully mainstreamed in society and have experienced limited support regarding health services, employment, and education opportunities. To address these needs, Republic Act (RA) 10070, an act establishing an institutional mechanism to ensure the implementation of programs and services for persons with disabilities in every province, city, and municipality, amending RA 7277, otherwise known as the "Magna Carta for Disabled Persons," as amended, and for another purpose, was passed by the 14th Congress of the Philippines on April 6, 2010.

CONCLUSION

Overall, a fully-abled public school system is a must, and all government employees should have equal opportunities to grow in varied situations.

1. Documenting the lived experiences of PWDs with administrative posts provides a perspective of working in an environment of different experiences. Exciting events in the administrative post can be considered competitive despite the environmental struggles. As a person with a disability, the school heads recognized the importance of a precise employment process, compassion for their subordinates, and acceptance that there are insufficient facilities and lack of equipment; Despite difficulties posted every day, they are professionals in facing challenges. therefore, they developed an excellent coping mechanism for handling managerial positions. This implies that school heads can cope with the situations on their duties and responsibilities. Working as an administrator despite weight creates a different perspective as it shapes the motivation of many employees. Thus, having a disability is never a hindrance to performing well as an administrator.
2. People with disabilities are one of the most at-risk groups in the country and need the government to pay them the utmost attention. Disabled teachers occasionally do not always choose to self-disclose their disabilities to their supervisors due to concerns that other faculty members will negatively view them. As an administrator, one must comprehend faculty members with disabilities. Before and after staff meetings, access to meeting information must be considered for

faculty members with hearing or vision impairments. The meeting minutes, training materials, and other information used in the sessions must be made available to them in electronic format by the school administrators. Accessible room location, ambiance, lighting and temperature, and accessible information, whether in print form or audio/visual setup, must all be considered. Casual, unscheduled events that regularly occur in professional settings should be mindful of inclusivity by actively engaging with everyone and considering any barriers that may prevent disabled people from participating.

1. Additionally, school administrators should hold workshops and symposiums and advocate for disability awareness in school to encourage their peers to thoroughly consider their ideas on disability and abstain from generalizing about their impaired co-workers. An administrator can avoid presumptions about disabled faculty by getting to know them better and understanding their needs due to their impairments. As a result, we must stand up for their rights and emphasize the value of inclusivity for all stakeholders in education, including faculty members with disabilities.
2. The experiences of office personnel reflect many challenges that PWDs have to go through in securing employment and keeping it. In some cases, they are mistreated at their workplaces and looked down upon as people who cannot be relied on simply because of their disability. Working an office job can be challenging for PWDs, especially if they do not get along with other employees. They experience a considerable employment gap caused by their tendency to quit employment due to some challenges. Nevertheless, with employers making working conditions suitable for them, looking into the needs of the PWDs, and making amenities available, Non-Teaching/Office Personnel will be able to cope with work and other factors and stay on their job. Taking care of PWDs and showing them the best ways to make their work as comfortable as possible is very important in a workplace. Co-workers need to understand PWDs and drive the strategies to boost their self-esteem.

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