



Describing the Experiences of Business Education Students with Disabilities

Teresita Sabillo^{1}, Cherry Lou Cabusas², Lievin Jane Dano³, Ace Virgel Batingal⁴, Eligen Sumicad Jr.⁵, and Mylene Alfanta⁶*

^{1,2,3,4}CBE Department, Saint Columban College, Pagadian City, Philippines

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ABSTRACT

This study intends to explore and describe the business education students with disabilities regarding the challenges they face in pursuing their academic and career goals. This research study explores why these students have decided to continue on in their educational pathway or instead seek other avenues in life based on the unique challenges their disabilities present to them. Using a qualitative research design with narrative inquiry, the authors conducted interviews and used observations analyzed through Polkinghorne's Narrative Mode of Analysis. Qualitative data was collected through interviews, observations, and data mining regarding students with disabilities in business education. Results showed that despite their disabilities, some participants displayed determination to pursue their studies owing to personal commitment and career aspiration. This study highlights that student with disabilities need supporting environments and structures that are adaptable and tailor to their specific needs. This information can be used to provide academic institutions and educators with key insights on the decision-making processes of students with disabilities, helping schools to design effective support systems and interventions. This study adds to the conversation on issues of inclusion, intrinsic motivation, and what occurs within the construction of the business education field all of which have implications for students with disabilities.

Keywords: Academic Challenges, Career Goals, Students with Disabilities, Business Education

1. Introduction

Every individual should reflect on the intrinsic value and dignity of themselves and others. Respect for oneself and others is a fundamental principle that should guide our behavior, especially when interacting with people with disabilities. People with disabilities have the same rights to a fulfilling life and meaningful work as anyone else, and it is crucial to recognize that their ability to work enables them to support themselves and live with their families. Within the field of business education, students with disabilities may face distinct academic challenges. However, this should not be seen as a barrier to their success. With the right support and resources, they are fully capable of reaching their career aspirations. The key lies in providing access to appropriate tools, inclusive teaching methods, and assistive technologies that help break down the barriers they face. These tools allow students with disabilities to thrive academically and professionally, opening doors to careers in business, where they can contribute significantly.

Just like their peers, students with disabilities have the same ambition to excel in professional environments. They want to use their skills to make an impact in their chosen fields. Whether they aspire to be entrepreneurs, managers,

or other business professionals, they are just as capable of achieving success. This potential can only be realized when schools and institutions provide the necessary accommodations and focus on identifying and nurturing their strengths, rather than limiting their opportunities due to their disabilities. The perspective that students with disabilities cannot succeed or achieve professional goals is not only inadequate, it is damaging. Schools and educational systems bear the responsibility of encouraging and empowering students with disabilities. Rather than restricting their opportunities based on perceived limitations, institutions should actively support them, ensuring they have the tools and opportunities to succeed just like any other student. Every student, regardless of disability, deserves the chance to excel and realize their potential in the professional world.

2. Review of Literature

Challenges Faced by Individuals with Disabilities

According to the U.S. Census Bureau, the global population was around seven billion. About 15% of these have a disability. Some challenges are faced by students with physical disabilities: Yes according to a study conducted at Hashemite University in Jordan How difficult not have much struggle and their feelings towards it as well as their identity can be based on their gender whether male or female, their grade and even their teacher (Arab et al., 2023). One way through which this example aligns with the current conditions of practices in the U.S. of major impact is that

U.S. establishments, for instance, 1337 another require the students to present evidences to the informants in consideration to be granted tutorial accommodations; a qualitative investigation demonstrates that the disclosure and request for accommodations process is upsetting (Smith, 2019). In Higher Education, Laws of the societies — almost all of the Western societies fit both Inclusion and embodiment of Equality of Opportunity & Practices. Sadly, the research base around inclusion in education indicates that notwithstanding advocacy, the practice of inclusion is more complex, and the reality for many disabled students once inside the university gate is that it can still be an inhospitable environment and one in which learning can be disabled irrespective of, and sometimes despite, policy. Moreover, in most countries (including Greece), the voice and contribution of students with disabilities appears to be significantly under-represented (also with regard to policy-making processes and related practices, but also in the field of research (Vlachou, 2018)). One of the issues that society knows very well is that of the persons with disabilities (PWD) but due to the social exclusiveness and lack of awareness PWDs are on the backseat. One issue has always been employment and social roles and access to education. Based on, Kourea et., al 2021 showed that all people who are PWD persons are now facing discrimination because of these issues will lead to have a low self-esteem and feeling inferior to these people who are non PWD which is evidently clear effective evidence that these PWD persons have been receiving a discriminatory behaviour from these people who are not PWD. Accessibility standards aim to serve the general needs of PWD mate//rs reasonable accommodation addresses the particular, relevant (specific) needs of the individual with a disability to assist him or her in enjoying his or her right in a particular environment or context (Degener 2016). This may also involve changes in teaching, learning and assessments and access to adaptive technology (Kendall 2016). In fact some lecturers were overly focused on students with disabilities to the detriment of their independence (Yssel et al, 2016). Advocacy and changes to inclusion and participation in institutions should also involve people with disabilities as coequal partners (Kimball et al., 2017).

In particular, the Philippine setup got the government set up for the students with disabilities that require help with acts like the Magna Carta for Disabled Persons, 1992, Republic Act No. 7277: This Act provides for the rehabilitation, self-development and self-reliance of disabled persons and their integration into the mainstream of society. Among other things, the Magna Carta provides for PWDs specific rights and benefits, particularly on employment and equal employment opportunity. Disabled individuals will not be denied prospective job applicants (Moscoso, 2017). Those without disabilities should carefully examine their words and actions in the presence of students with disabilities to

ensure people aren't being done wrong. In the context of schools: you cannot be discriminated against by a school because of your disability. The school must keep in mind that despite the disability, everyone should have an equal opportunity of learning and receiving services (Child Law Advice, 2018).

3. Methodology

The purpose of this study was to investigate experiences of College of Business Education students with disabilities in pursuing career prospects. The participants are composed of students from 1st year up to 4th year be a college student who considered as a little person or PWD or have a medical certificate and with PWD ID. This study focuses on three first-year business education students with disabilities. The main instruments used in the data collection were the researchers themselves who were trained to conduct interviews using questions approved and authenticated by the research adviser and panelists. Interview Questions: The following open-ended interview questions were created in order to elicit information about participants' experiences, challenges, and difficulties encountered by Business Education students with disabilities. This study answers in depth the following main research questions: How do students with disabilities describe their educational journey as Business Education students? What do they think the effects of their disability are on their career goals in Business Education? How do they express their particular needs as disabled students to the institution? What are the challenges they face in their learning experiences? What do Business Education students do to manage these problems?

To identify rich and contextual responses and experiences, the researcher's audio-recorded all interviews and interactions. Utilizing Hybrid Inductive and Deductive Narrative Analysis approaches, the data collected was then analyzed. The inductive narrative analysis enabled coding for raw data to find emerging concepts or patterns whereas, the deductive narrative analysis helped in a more in-depth interpretation and understanding of the data. This use of both quantitative and qualitative methodology was selected because these approaches are best suited to which the aim of the study is to offer description of an individual's lived experience with supported the clear interpretation of the results. This method allowed the researchers to demonstrate a detailed perspective of the experiences, challenges, and coping strategies of Business Education students with disabilities.

4. Findings and Conclusions

This study aimed to describe the experiences of Business Education students with disabilities. Regarding the responses of the research participants, the researchers came up with the following findings.

1. How do students with disabilities describe their educational journey as Business Education students?

The study outlines the students with disabilities described their educational journey as challenging as to visual learning, challenging as to educational journey, challenging as to transportation, challenging as to mobility and challenging as to numerical process.

2. How do the students envision their disability or disabilities potentially affecting their career goals within the realm of Business Education?

The study revealed that students envisioned their disability or disabilities Potential Hindrance in future Career Goals. All of the participants affirmed that their disability would hinder their career goals.

3. How do they communicate their needs as students with disabilities to the institution?

The study outlines the students with disabilities communicate their needs to the institution through Direct Communication with Instructors. Direct Communication with instructors is indeed a valuable approach for students with disabilities, especially when they need specific assistance or accommodations.

4. What are the challenges encountered by the students with disabilities in their learning as Business Education Students?

The study demonstrates that students with disabilities encountered challenges, such as Barriers to Classroom Participation due to Visual impairment, Physical Barriers in the learning Environment and Challenges in understanding Mathematical Concepts. In educational settings, students with disabilities often face significant challenges that hinder their learning and participation, particularly in environments where visual, physical and auditory learning are emphasized.

5. How do the students with disabilities cope with challenges as Business Education students?

The study reveals that students with disabilities coped with challenges through Learning Resourcefulness, Emotional Resilience and Adaptability, Digital Resourcefulness, Developing Strong Organizational Skills, Self-Empowerment, and Seeking guidance from peers and instructors. These strategies enable the student to compensate for the limitations of their visual, physical, and numerical processing difficulties, allowing them to engage with the content in ways that suit their needs.

The authors concluded that many students with disabilities have trouble participating in their academic career, whether it be due to an issue related to their vision, mobility, and/or their ability to assimilate and process a number of people. They depend on direct communication with instructors to get the accommodations they need but still face barriers, like visual impairments and challenges in subjects like mathematics. That notwithstanding, students demonstrate resilience and strategies to cope despite limitations in emotional resilience, digital capabilities and organizational barriers, and continue seeking help to strive in their studies.

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