

PSYCHOLOGICAL RESILIENCE AND PROFESSIONAL IDENTITY AMONG VISUALLY IMPAIRED EDUCATORS IN PAKISTAN

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Abstract

This study explored psychological resilience and professional identity among visually impaired educators in Pakistan. Visually impaired educators often face social, institutional, and professional challenges while performing their academic responsibilities in schools, colleges, and universities. Despite these barriers, many educators demonstrated resilience, adaptability, and strong professional commitment within educational settings. The study adopted a qualitative research approach using a phenomenological research design to investigate the lived experiences of visually impaired educators regarding resilience, self-efficacy, workplace inclusion, and professional growth. Data were collected through semi-structured interviews with 15 visually impaired educators working in different educational institutions across Pakistan. The collected data were analyzed through thematic analysis to identify themes related to professional identity, discrimination, accessibility, institutional support, and career sustainability. The findings revealed that psychological resilience, supportive workplace environments, accessibility accommodations, and self-determination significantly contributed to educators' professional confidence and long-term career sustainability. However, participants also experienced barriers related to inaccessible infrastructure, social stigma, and limited institutional support. The study contributes to disability studies and inclusive education literature by highlighting the professional experiences of visually impaired educators and emphasizing the importance of inclusive educational policies and equitable workplace practices in Pakistan.

Keywords: *Disability Studies; Inclusive Education; Institutional Support; Professional Identity; Psychological Resilience; Visual Impairment; Visually Impaired Educators; Workplace Inclusion.*

Background of the Study

Disability inclusion and equitable access to education have become important concerns in Pakistan's educational system. Inclusive education and equal opportunities for persons with disabilities, including persons with visual impairment have received attention in recent policy discussions and international commitments (UNESCO, 2020; UNICEF, 2021). The situation of accessibility, teachers training, assistive technology and institutional support of persons with disabilities (PWD) at educational institutions of Pakistan still remains a serious challenge (UNICEF, 2021; Parveen et al., 2022; Shutaleva et al., 2023). While policies for inclusive education are slowly taking shape, there remain issues in implementing policies related to the participation of visually impaired people in education and work (Miyachi, 2020; Basri & Ashraf, 2025).

The lack of access to learning environments, mobility support, AT products and services, and negative attitudes in schools are some of the barriers facing VI educators (Watermeyer et al., 2022; Baraily, 2024). The research in Pakistan revealed that visually challenged people suffer from social adjustment, professional interaction and institutionalization in mainstream educational system (Iqbal et al, 2023; Pasha, 2022). These challenges could have a negative impact on their mental health and career development.

Psychological resilience is defined as the positive adaptation of individuals to adversity, stress and work difficulties. Resilience is a crucial factor for visually impaired educators who may not be fully supported within the workplace and is a key component in sustaining their professional commitment, self-confidence, and job performance (Malik et al., 2018; Southwick et al., 2015; Altinkaynak et al., 2025). Research on visually impaired people in Pakistan suggests that coping and adaptive mechanisms, as well as institutional support, play a crucial role in the development of resilience (Bokhari et al., 2025; Singh & Singh, 2024; Yuan et al., 2024).

Another key concept in educational research is professional identity, which is defined as the way that teachers define themselves in their work, their duties and their institutional setting. A recent phenomenological study of teacher educators who are visually impaired in Pakistan found that the professionals with visual impairment continuously struggle with professional identity development in an institutional setting that is grounded in sight (Bokhari et al., 2025; Martin, 2025). Resilience and professional identity are thus important for educators with disabilities and essential in inclusive workplaces, through supportive leadership, accessible infrastructure, and professional recognition (Neca et al., 2020; Watermeyer et al., 2022).

Context of Visual Impairment in Educational Settings

Despite the growing focus on disability inclusion, people with visual impairment still face social, educational, and employment barriers. Their learning and working opportunities may be limited due to lack of accessibility, supportive resources and misconceptions of society (Karim, 2021; Basri & Ashraf, 2025). The situation of the VIs in educational institutions may be the subject of discrimination, opportunities for further development, and the absence of institutional accommodation. Improper inclusion practices are also found to be impacted by inaccessible environment and lack of training of the educational staff (Iqbal et al., 2023; Maesala & Ronél, 2024; Parveen et al., 2022). The policy changes and inclusive education reforms in recent years, however, suggest a positive trend towards better access and participation of persons with disabilities in Pakistan (UNESCO, 2020; Shutaleva et al., 2023).

Although the concept of inclusive education has gained ground in Pakistan, there has been little research on the experiences of visually impaired teachers in Pakistan including psychological resilience and professional identity. Previous research has primarily centered on the experiences of teachers with visual impairment, and very few studies have examined the experiences of educators teaching students with visual impairment (Bokhari et al., 2025; Miyauchi, 2020). In addition, there remains a lack of institutional support, inaccessible workplaces and limited inclusive practices for visually impaired educators (Watermeyer et al., 2022; Neca et al., 2020; Parveen et al., 2022). Hence, the need is felt to explore their experiences, resilience and identity development in educational institutions in Pakistan.

Research Objectives

1. To explore the psychological resilience of visually impaired educators in Pakistan.
2. To examine the factors influencing professional identity among visually impaired educators.
3. To investigate the role of institutional support and workplace inclusion in educators' professional experiences.

Research Questions

1. How do visually impaired educators demonstrate psychological resilience in professional settings?
2. What factors influence the professional identity of visually impaired educators?

3. How do institutional support and workplace inclusion shape the experiences of visually impaired educators?

This study is significant because it contributes to the fields of disability studies and inclusive education by focusing on an under-researched population in Pakistan (Neca et al., 2020; Miyauchi, 2020). The results could be useful for designing policies on inclusion and accessibility in the workplace for visually impaired educators for policy-makers and educational institutions (UNESCO, 2020; UNICEF, 2021). Furthermore, the research can contribute to the professional development, institutional support systems and inclusive workplace practices that can improve the wellbeing and professional identity of educators with visual impairment (Martin, 2025; Watermeyer et al., 2022; Maesala & Ronél, 2024).

Literature Review

Concept of Psychological Resilience

Psychological resilience is the capacity of people to successfully adjust to adverse, stressful, traumatic and difficult life events. According to the recent psychological literature, resilience is a process characterized by emotional regulation, adaptability, optimism, and coping strategies that help to keep the person psychologically healthy in the face of adverse conditions (Southwick et al., 2015; Singh & Singh, 2024). Resilience has four dimensions: emotional, social, cognitive and behavioral, all of which affect a person's response to stressors in the work and environment.

Resilience is viewed as a key component in successful work, school satisfaction, professional engagement and emotional well-being in learners' work, and education. Resilient teachers usually have a better ability to handle occupational stress, to have positive professional relationships, and adapt to institutional challenges (Mansfield et al., 2015; Altınkaynak et al., 2025). Resilience is especially critical for educators who have vision impairment as they may face environmental challenges, social discrimination, and accessibility issues in school settings.

Empirical studies with persons with disabilities indicate that social support, self-efficacy, adaptive coping lifestyle, and inclusive institutional environments are those factors that enhance a person's resilience (Yuan et al., 2024; Lindsay et al., 2021). Visually impaired professionals face challenges in areas such as mobility, communication and workplace participation, which are addressed through emotional adaptability and problem-focused coping strategies. Research in Pakistan shows that the visually impaired people are adaptable to life conditions through their own determination and with the help of family members and educational success, although there is little institutional support (Karim, 2021; Pasha, 2022).

Professional Identity among Educators

Professional identity is defined as the professional role, responsibility, values and institutional culture of which educators are aware. It is built upon work experiences, social learning, personal values and work settings. It is not a static identity, but rather it is continuously negotiated and developed in professional practice and relationship with others and institutions (Abid, 2025).

Self-efficacy and professional commitment are two key elements of professional identity. Professional identity is evident in teachers who are confident in their teaching skills, dedicated to their professional duties, and actively engage with students and colleagues (Marschall, 2021; Martin, 2025). But teachers with disabilities may encounter difficulties in building their professional identity as a result of workplace discrimination, stereotyping, and exclusionary institutional practices. Studies in Pakistan with visually impaired teacher educators showed that the process of professional identity formation is shaped by the society, accessibility issues, and institutional recognition (Bokhari et al., 2025; Neca et al., 2020). The role of the visually

impaired teacher is constantly negotiated in environments that are mostly geared towards the sighted. Therefore, it is important to have supportive workplace cultures and inclusive educational policies to reinforce educator's professional identity and confidence.

Disability and Professional Experiences

The Social Model of Disability considers that an individual does not necessarily have a physical or sensory disability, but rather limitations in their environment, social or institutional settings that prevent them from taking part and being included (Watermeyer et al., 2022; Oliver, 2023). The model recognizes that challenges faced by persons with a disability are not necessarily a result of their impairment, but are often due to the inaccessible environment, discrimination or negative attitudes.

There is a widespread lack of awareness about the workplace needs and needs of people with visual impairment and a high level of discrimination and social exclusion in workplaces. Research has indicated that people with disabilities face difficulties in recruitment, career progression, workplace accommodations and recognition of their profession in the workplace (WHO, 2022; Neca et al., 2020). This will have a negative impact on the teachers' experiences in the environment of educational institutions in the case of inaccessible infrastructure, absence of assistive technologies and limited institutional support.

Moreover, research shows that teachers with disabilities may also face social stigma and professional stereotyping, impacting their self-esteem and participation in the workplace (Lindsay et al., 2021; Watermeyer et al., 2022). Despite the laws and policies regarding disability inclusion in Higher Education Institutions (HEIs) in Pakistan, there is still a scarcity of accessibility arrangements, awareness about disability and institutional support for disability (Karim, 2021; Parveen et al., 2022).

Workplace Inclusion and Institutional Support

Creating inclusive learning environments is key to equal opportunities to participate, and professional development for educators with disabilities. Workplace inclusion is about ensuring accessibility, equal opportunities, diversity and participation for all workers, irrespective of their disability status (UNESCO, 2020; Shutaleva et al., 2023). The range of accommodations that are available for use, such as screen reading software, braille materials, mobility devices, and adaptive technology, greatly enhance participation for individuals who are blind or low vision in the workplace. Assistive technologies have been shown to support teachers with visual impairments in their teaching strategies, communication, and in the ability to be independent in their profession (WHO, 2022; Maesala & Ronél, 2024). Other aspects of professional satisfaction and resilience also include administrative support, inclusive leadership, and peer collaboration.

However, in Pakistan, there are also many educational institutes which are still struggling with the implementation of inclusive workplace practices due to inadequate funding, disability training, and lack of accessible infrastructure (UNICEF, 2021; Basri & Ashraf, 2025). Research indicates that the workplace environment, characterized by inclusive policies and practices, plays a crucial role in supporting the psychological well-being and professional identity of educators with disabilities (Miyachi, 2020).

Challenges Faced by Visually Impaired Educators

Educators with visual impairments experience a number of challenges in their profession and relationships. Obstacles such as inaccessible buildings, poor transportation, and limited assistive technologies can mandate dependence in the workplace and limit participation (WHO, 2022;

Baraily, 2024). Additionally, design of teaching tools and administration systems, in most of the case, is incongruent with the needs of visually impaired educators.

In addition, social stigmas and negative perceptions influence the professional journey of educators with visual impairments. According to literature, some employers and co-workers assign low professional value to people with visual impairments, which is a likely cause of exclusion from management and other professional opportunities (Lindsay et al., 2021; Watermeyer et al., 2022). Such perceptions, to some extent, can impair self-confidence and negatively affect professional identity. The main concerns of educators with visual impairments are the inability to progress in their careers and professional achievements. Research in Pakistan reveals that people with disabilities experience limited professional advancement as a result of exclusionary institutional policies and negative attitudes (Karim, 2021; Parveen et al., 2022). Regardless of the obstacles, many of these educators are committed and goal-oriented throughout their careers.

Previous Studies on Visually Impaired Professionals

International evidence on disability and employment highlights the importance of workplace inclusion, accommodation, and institutional support to improve working lives of persons with disabilities (PWD). (WHO, 2022; Shutaleva et al., 2023). Studies in different countries have noted how inclusive working contributes to the positive psychological wellbeing, resilience and professional identity of VI people.

Supported school or institutional environments have been shown to positively impact job satisfaction, teacher effectiveness, and professional self-confidence among teachers with disabilities in the literature (Mansfield et al., 2015; Martin, 2025). However, the current studies have largely been conducted with the students, but not with the teacher him or herself. Studies related to VI professionals in Pakistan are still limited. The previous research mainly focused on educational inclusion, accessibility problems, and social adjustment of visually impaired learners (Iqbal et al., 2023; Pasha, 2022). There is limited research that has explored the life experiences, resilience and professional identity of VI teachers. Hence, there is a huge gap in research on the impact of institutional supports and workplace inclusion on the professional life of visually impaired teacher in Pakistan.

Theoretical Framework

This study is guided by three theoretical perspectives: Resilience Theory, Social Identity Theory, and the Social Model of Disability. Resilience Theory is a theory that helps understand how people cope positively when faced with difficulties and challenges in their environment. It emphasizes coping strategies, emotional strength, and social support as important factors influencing psychological wellbeing (Southwick et al., 2015; Singh & Singh, 2024).

Social Identity Theory is the theory which addresses how people form a sense of their own identity and belonging through group membership and social interaction (Tajfel & Turner, 2004). Professional identity is formed in institutional experiences, social recognition and in participation at work in educational institutions. The Social Model of Disability places importance on the role that creating environments that are inaccessible, and having a negative attitude towards disability, plays in the construction of a disability, rather than the role of impairment itself (Watermeyer et al., 2022; Oliver, 2020). These theories when combined together offer a rich conceptualization of the concepts of resilience, identity formation, and experiences of work for VI educators.

Conceptual Framework of the Study

This study aims to analyze the relationship between psychological resilience, professional identity, workplace inclusion, and institutional support for visually impaired educators in Pakistan (see Figure 1). The framework states that psychological resilience and professional identity are strongly impacted by workplace inclusivity, accessibility accommodations, supportive institutional practices, and Positive Organizational Behavior. Additionally, psychological resilience is an important factor in developing professional confidence, adaptability, commitment, and engagement for visually impaired educators in an educational environment.

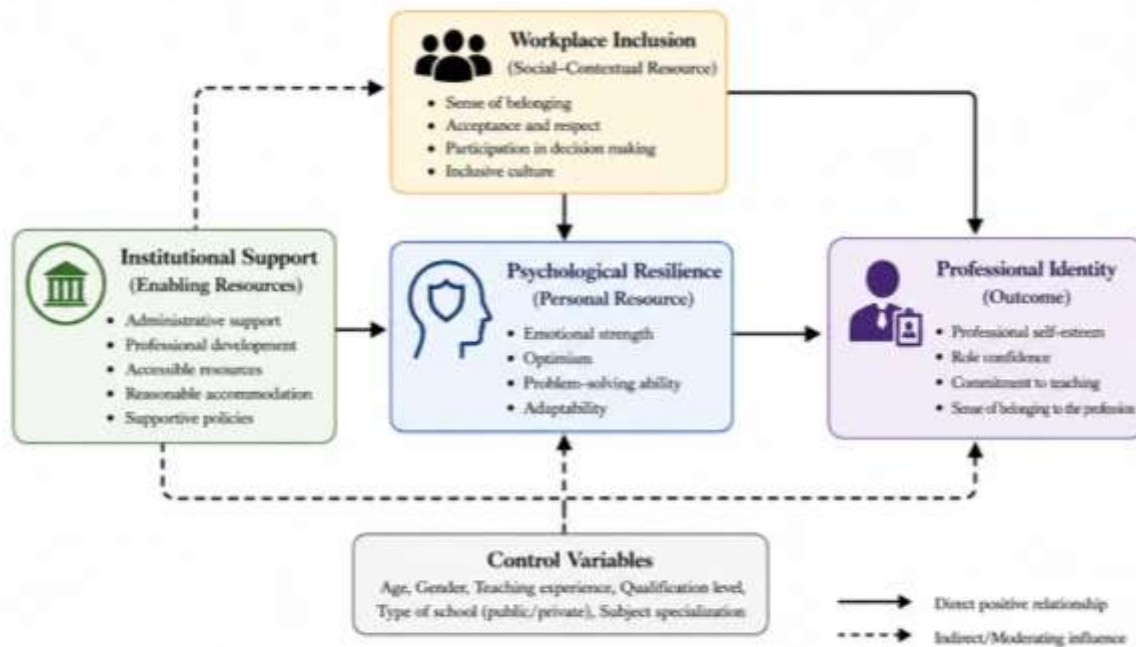


Figure 1. Conceptual framework of the study

Research Methodology

Research Approach and Design

This study used a qualitative research method to understand the experiences of living, psychological resilience, and professional identity of visually impaired teachers in Pakistan. This phenomenological research design allowed the researcher to gain insight into the experience, perceptions and meanings participants attributed to their work. This study used qualitative inquiry, as it would offer rich and detailed information about the emotional, social and professional obstacles encountered by visually impaired teachers (Creswell & Poth, 2016). The focus of this study was on phenomenology, in order to examine the meanings given to their experiences in educational institutions and how those experiences influenced their resilience and professional identity.

Research Setting

The study was performed in educational institutes of Pakistan such as schools, colleges and universities. The participants were selected from public and private educational institutions having visually impaired teachers. The educational contexts were deemed to be appropriate as

they offered the chance to explore workplace inclusion, accessibility, and institutional support of visually impaired teachers in various workplace settings.

Participants of the Study

There were 15 visually impaired educators who took part in this study. The schools, colleges and universities were chosen from various parts of Pakistan. Both male and female educators with professional teaching experience were included in the study to ensure diverse perspectives and experiences.

The inclusion criteria involved being a visually impaired educator currently working in educational institutions, having taught for at least one year, and agreeing to be interviewed voluntarily. These criteria guaranteed that the individuals involved with the research had the necessary professional experiences and lived experiences that matched the research goals.

Sampling Technique and Sample Size

The sampling method used was purposive sampling, which was used to select the participants to be able to provide meaningful and relevant information on the psychological resilience and professional identity. Given that qualitative research is typically done with depth rather than large sample sizes (Moser & Korstjens, 2017; McGill et al., 2023), a fixed sample size of 15 was deemed appropriate for this study. Subjects were chosen because of their work experience, visual impairment status and relevance to the study's objectives.

Data Collection Methods

Semi-structured interviews were used to gather data. To discuss the participants' experiences with resilience, workplace inclusion, accessibility, and professional identity, an interview protocol was created, which consisted of open-ended questions that were guiding. Semi-structured interviews enabled the opportunity for participants to provide detailed narratives and ensured consistency in the narratives across interviews (Braun & Clarke, 2021).

Ethical issues were considered in the process of data collection. The participants have been told the purpose of the study, the processes of interviews and their right to withdraw at any time. Interviews were held in natural and easy going places, depending on the needs of participants.

Data Analysis Procedure

Thematic analysis used to analyze the collected data. Interview transcripts were scrutinized, coded and tabulated thematizing the experience and perception of the participants. Thematic analysis facilitated the identification of themes and meanings from the participants' narratives (Braun & Clarke 2021). These themes were then re-interpreted and discussed in relation to the study aims and theoretical framework, focusing on the themes of resilience, barriers in the workplace, professional identity, and institutional support.

Trustworthiness of the Study

The trustworthiness of the study was ensured through credibility, transferability, dependability, and confirmability. Maintaining credibility was achieved by engaging participants for extended periods and member checking. Detailed descriptions of the research context and participants were provided and transferability was supported. Systematic documentation of the research procedures ensured dependability and confirmability was maintained by minimizing researcher bias and retaining the participants' own words (Gunbayi, 2024).

Ethical Considerations

Ethical considerations were observed during the study. All participants gave informed consent to data collection. Confidentiality and anonymity were ensured by using pseudonyms and securely storing interview data. Participation in the study remained voluntary, and participants were

allowed to withdraw at any stage without any consequences. The dignity, privacy and accessibility requirements of the blind research subjects were taken into consideration throughout the research process.

Findings and Analysis

Introduction to Findings

This study investigated the psychological resilience and professional identity of visually impaired teachers employed in educational establishments throughout Pakistan. A sample of 15 comprised 5 school teaching, 5 colleges instructing, and 5 university lecturing visually impaired teaching professionals. Both male and female participants narrated their experiences regarding the inclusion of persons with disabilities in the workplace, accessibility issues, professional identity, resilience, and the support provided by institutions.

Thematic analysis of the interview data revealed five major themes: (1) Psychological Resilience in Professional Life, (2) Professional Identity Formation, (3) Experiences of Discrimination and Social Barriers, (4) Institutional Support and Workplace Inclusion, and (5) Professional Growth and Career Sustainability. Somehow, these themes seemed to show the participants emotional strength and their professional commitment, but also the workplace experiences they carried, and how institutional environments kind of shaped their own professional lives in real time.

Theme 1: Psychological Resilience in Professional Life

The results show that teachers with visual impairment showed high levels of psychological resilience despite the various challenges they face on the educational, social, and professional fronts. Participants said that resilience comes from determination, emotional strength, and self-motivation, and family. Many participants said that their confidence and adaptability in the workplace increased when they overcame obstacles.

A university lecturer stated:

“I learned to survive professionally by focusing on my abilities rather than my disability. Every challenge increased my confidence and determination.”

Similarly, a school teacher explained:

“Teaching is not easy for a visually impaired person in Pakistan, but I never allowed difficulties to stop my professional journey.”

Participants mentioned emotional regulation, positive thinking, and adaptability as examples of classroom management strategies. Several teachers were able to cope with teaching pressures due to supportive colleagues and assistive technologies. The results showed the importance of emotional personal resilience in maintaining commitment to teaching for visually impaired teachers.

Theme 2: Professional Identity Formation

The findings indicated that participants’ professional identity strongly correlated with their sense of competence, self-esteem, and their dedication to the profession of teaching. Many of the participants viewed teaching as a dignified and socially contributive vocation. Despite the societal misconceptions about disability, the participants took pride in their role as educators who were able to teach and shape students.

One college lecturer stated:

“Teaching gives me confidence and social recognition. I feel proud that I can contribute positively to students’ lives.”

Another participant shared:

“My disability does not define my professional abilities. My knowledge, teaching skills, and dedication define who I am as an educator.”

The results also showed that professional identity was positively impacted by self-efficacy, institutional workplace recognition, and by an encouraging institutional culture. Yet, participants stated that some negative attitudes and stereotypes inhibited their self-confidence and professional engagement.

Theme 3: Experiences of Discrimination and Social Barriers

The majority of the respondents indicated they faced discrimination, workplace stereotypes, and access issues while in the education system. The respondents noted that some peers and administrators belittled their professional skills as a result of their visual impairment.

A school teacher explained:

“People often assume that blindness means inability, which creates barriers in professional opportunities and decision-making.”

Participants identified various challenges stemming from inadequate accessibility of infrastructure, transportation barriers, scarcity of Braille materials, and restricted digital accessibility. Some teachers expressed being excluded from administrative posts and leadership roles due to prejudice.

A university professor stated:

“Sometimes institutions focus more on disability than professional competence, which negatively affects confidence and workplace participation.”

The study found that social stigma and inaccessible environments greatly impacted the workplace experiences of educators with visual impairments.

Theme 4: Institutional Support and Workplace Inclusion

The results showed that resilience, confidence, and job satisfaction for the research participants were enhanced by both institutional and workplace supports. Participants were thankful for firms and institutions that provided accessibility accommodations, assistive technology, and vertically supportive administratively integrated work environments.

One participant stated:

“When institutions provide accessible facilities and supportive leadership, visually impaired educators can perform confidently and independently.”

Participants noted that screen readers, accessible teaching materials, mobility aids, and peer assistance help disabled people participate more actively in the workplace. Some participants noted the absence of disability policies, a lack of awareness regarding disability issues, and the limited availability of accessibility assistance in educational institutions.

A college instructor commented:

“Inclusive institutional culture is essential because support and understanding from colleagues improve both confidence and professional performance.”

The research showed that professional wellbeing and resilience among educators who are visually impaired are attributable to workplace inclusion and institutional support.

Theme 5: Professional Growth and Career Sustainability

The findings revealed that visually impaired educators stayed really committed to growth in their profession and longer-term career sustainment even with workplace barriers. Participants talked about what they managed to accomplish in teaching, research, getting promotions, and keeping students engaged, too. A lot of the educators felt that resilience and strong determination plus

ongoing professional development were what allowed them to carry on their careers in a successful way.

A university lecturer stated:

“My resilience helped me continue my academic career despite difficulties and social barriers.”

Participants explained that motivation and commitment to a career path over the long term were positively tied to the formal recognition of their profession and the presence of a supportive environment at the workplace. Numerous educators pointed out that the presence of inclusive policies in institutions would improve opportunities for career advancement and for leadership roles in teaching among the disabled educators.

Cross-Theme Analysis

The cross-theme analysis demonstrated a significant relationship between psychological resilience, professional identity and workplace inclusion. The results indicated that supportive institutional atmospheres enhanced the confidence, emotional well-being, and involvement of educators in their work. The factors of accessibility, administrative support and workplace culture were found to be positive contributors to resilience and professional identity formation.

On the other hand, discrimination, inaccessible infrastructure and negative attitudes within society had a negative impact on participants' professional experiences and emotional wellbeing. The outcomes also evidenced that resilience was a protective factor that helped visually impaired teachers adapt positively in the face of professional and social issues.

The study ultimately identified institutional inclusion, access support, and professional recognition as the pillars to enhance the psychological resilience, professional identity and career sustainability of visually impaired teachers in Pakistan.

Discussion

Discussion of Psychological Resilience

The results from this study showed that the psychological resilience of the educators who are visually impaired was considered to be high although they have been confronted with accessibility challenges, workplace discrimination, and professional issues. These results align with previous studies which found resilience was a significant coping mechanism among individuals with disabilities (Southwick et al., 2015; Lindsay et al., 2021).

The participants in this study became resilient through self-motivation, emotional strength, adaptability and family support. Karim (2021) and Pasha (2022) reported similar results in Pakistan, where there is an apparent lack of social (and institutional) support for visually impaired people, who are instead left to their own initiative and resourceful coping mechanisms.

The results also revealed that resilience was a way of coping, but also a source of empowerment and continuity of work. The findings showed that though participants had to face environmental barriers, they were still committed to their work, thus reinforcing the positive contribution of resilience to emotional wellbeing and occupational sustainability as stated above (Singh & Singh, 2024).

Discussion of Professional Identity

Professional identity was strongly shaped by professional competence, self-efficacy, workplace recognition and social experiences among the teachers who are visually impaired in this study. Participants saw teaching as a means of dignity, confidence and social contribution. The results suggest that teachers' professional identity is shaped by social interaction, institutional involvement and professional commitment, which is consistent with the findings of Marschall (2021) and Martin (2025). The findings also align with the arguments of Bokhari et al. (2025)

who stated that the educational environment is designed for the visual learner and that visually impaired educators are constantly negotiating their professional identities there. Negative attitudes and stereotypes about social issues often undermined participants' confidence sometimes, and positive attitudes by the workplaces facilitated and enhanced their sense of belonging and professional identity.

Institutional Support and Inclusion

The results indicated that inclusive workplace policies, accessibility support and administrative support were crucial in enhancing professional involvement of visually impaired educators. Participants highlighted the importance of having readily available teaching materials, assistive technologies and supportive colleagues, which promoted their confidence and teaching ability.

The results are aligned with UNESCO (2020) and WHO (2022), who noted that accessibility and institutional inclusion are key factors for inclusion in professional life for persons with disabilities. Some educational institutions also had less disability policies and inaccessible infrastructure reported by the participants. UNICEF (2021) and Miyauchi (2020) also found similar concerns about the negative impact of poor institutional support on practices of inclusion in educational settings.

Discussion in Relation to Theoretical Framework

The results are highly consistent with the Resilience Theory which is understood as a way for people to positively adapt to adverse events and work stress (Southwick et al., 2015). Participants showed emotional adaptability, coping strategies, and perseverance to overcome barriers in the workplace.

The findings also reflect the Social Identity Theory (Tajfel & Turner, 2004) which suggests that the development of professional identity of the participants was a result of interaction with the work environment, social recognition and institutional experiences. Positive professional relationships strengthened participants' confidence and sense of belonging.

In addition, the Social Model of Disability (Oliver, 2020; Watermeyer et al., 2022) was seen in the participants' experiences of inaccessible environments and discriminatory attitudes, and the lack of institutional accommodations. The results indicate that barriers in the workplace were not only socially and institutionally generated but also reflective of an individual's visual impairment.

Contribution to Disability Studies and Inclusive Education

This study is significant in the context of disability studies and inclusive education as it has not been explored from the perspective of visually impaired educators in Pakistan (Iqbal et al., 2023; Bokhari et al., 2025). The study offers an academic perspective on the link between psychological resilience, professional identity, and workplace inclusion in educational contexts.

The findings also confirm the Social Model of Disability (Oliver, 2020; Watermeyer et al., 2022) which posits that the environment and institutions pose a greater challenge to people with disabilities than the disability itself. The findings can be practically applied to educational administrators and policy makers in the creation of workplace policies that are inclusive for educators with disabilities, accessibility accommodations, and professional supports.

The findings can be applied to a practical level to support educational administrators and policy makers in the development of inclusive workplace policies, accessibility accommodations, and professional supports for educators with disabilities (UNESCO, 2020; WHO, 2022). The study also adds to the educational policies debate and highlights the need for inclusive institutional

culture, disability awareness and equal professional opportunities for visually impaired teachers in Pakistan (UNICEF, 2021; Miyauchi, 2020).

Conclusion and Recommendations

Conclusion

This study aimed to examine psychological resilience and professional identity of the visually impaired teachers in Pakistan in the context of workplace inclusion and institutional support. The results showed that accessibility barriers, workplace discrimination and social stigma did not significantly affect the emotional resilience, adaptability and professional commitment of the visually impaired educators. Participants developed coping strategies through self-motivation, determination, family support, and professional dedication. The findings also revealed that working environment recognition, self-efficacy, institutional culture and social interaction were shown to be strong factors that shaped the professional identity of the VI educators.

The study also showed that inaccessible infrastructure, limited assistive technologies, and lack of policies that are disability inclusive had a detrimental impact on the professional lives and experiences of teachers and the participation of children. Supportive leadership, inclusive workplaces, allowing for access modifications, and collaborative interactions with peers, however, positively reinforced resilience, confidence and career sustainability among participants. The study concluded that psychological resilience and institutional inclusion were found to be crucial in enhancing the wellbeing and professional identity of educators who are visually impaired in Pakistan, along with their long-term professional participation.

Recommendations

For Educational Institutions

Policies directed at improving workplace inclusivity should be developmentally integrated into teaching institutions. Improvements should be made towards the surrounding mechanisms of inclusion, such as the integration of screen readers and Braille Materials alongside accessible digital teaching and learning strategies and physical learning spaces. Teaching and administrative staff should be afforded disability awareness training and professional development opportunities. This will improve the culture of the workplace and the environment of inclusion within the institution.

For Policymakers

Policymakers need to better incorporate disability policy into education and abide by disability access requirements in all education establishments. All of the equal employment and accessible policy frameworks available should be applied to teachers with disabilities.

For Educational Leaders

Educational leaders must create inclusive professional environments by providing supportive systems for teachers with visual impairment. Emotional and professional supportive leadership and collaboration in the workplace can enhance professional confidence, engagement, and satisfaction among teachers.

Implications of the Study

The study's focus on both accessibility and the inclusion of educators with disabilities in institutional settings illustrates the implications for inclusive education. With respect to socially, the study contributes to the understanding of disabilities and dispels negative attitudes about individuals with visual impairments. From a policy perspective, the study underlines the importance of inclusive education and the provision of accessible employment opportunities for persons with disabilities in Pakistan.

Limitations of the Study

This study was limited to a small sample size and a qualitative design that focused more on in-depth experiences, rather than larger generalizations. The participants' geographical range was also limited to a few selected educational institutions in Pakistan.

Future Research Directions

Future research may compare different disability groups, in different education systems. Studies may be conducted using different research methodologies to evaluate the interrelationship between the constructs of disability inclusion, resilience, and professional identity. The focus of future studies may be the disability-inclusive policies, and the career progression of educators with disabilities.

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