



Research Article

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Received: 9 June 2024 / Accepted: 28 October 2024 / Published: 05 November 2024

Quantifying the Impact of Career Preparedness Programs for Saudi Students with Disabilities

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DOI: <https://doi.org/10.36941/jesr-2024-0177>

Abstract

This study examines the impact of job readiness programs on Saudi students with impairments, utilizing a quantitative research methodology. Using a purposive selection strategy, people were selected, and a standardized survey questionnaire was used to gather data on program participation, perceived skill development, cultural factors, and employment outcomes. Descriptive data, t-tests, regression analyses, correlation analyses, and ANCOVA have been employed for data analysis. The findings track strong relationships between application components, perceived skill gain, and employment outcomes. Regression analyses indicate that both the extent of program engagement and the perceived learning of skills significantly impact employment outcomes. The ANCOVA analysis suggests that application involvement has a greater influence on employment outcomes compared to cultural factors, however, both factors contribute to the overall model. Suggestions entail addressing cultural sensitivity in program design, prolonging program durations, and cultivating a supportive environment for inclusive training and career advancement. The purpose of these insights is to provide information for improving career readiness programs for students with impairments in Saudi Arabia.

Keywords: Career preparedness programs, students with disabilities, Saudi Arabia, quantitative research

1. Introduction

In the ever-changing field of global education, the focus on job-preparing programs has become more prominent, recognizing the crucial role they play in moulding the future of students. Nevertheless, the effectiveness of such programs, especially for college students with disabilities, remains a crucial area that requires attention and thorough scrutiny. This study conducts a quantitative investigation to measure the impact of job readiness programs on Saudi college students with disabilities, a population that has often been overlooked in discussions about career development. Given the significant changes in the educational system of Saudi Arabia and the growing commitment to inclusive practices, it is crucial to assess the efficiency of job readiness programs for students with disabilities.

Career readiness programs consist of several interventions aimed at providing college students with the necessary skills, knowledge, and resources to successfully traverse the intricate landscape of

the professional realm. The increasing competitiveness and complexity of the global workforce highlight the need to adequately prepare students for successful employment (Douglass & Edelstein, 2009). Although there is an increasing body of literature on the overall impact of job readiness programs, there is a significant lack of research specifically focused on college students with disabilities.

The importance of focusing on students with disabilities in Saudi Arabia is emphasized by the country's commitment to promoting an inclusive education system. The recent changes in Saudi Arabia, including Vision 2030, highlight the significance of inclusive training as a crucial catalyst for social advancement and economic prosperity (Allmnakrah, A., & Evers, C. 2020). In this environment, the significance of job preparedness applications will be crucial not only for the personal growth of students with disabilities but also for the broader objectives of national advancement.

Students with impairments face distinct challenges in their academic and career paths. The prevailing public perception of disability, together with misunderstandings about the capabilities of those with impairments, frequently leads to a lack of opportunities and support (Bowe, 2005). In addition, the conventional educational approach may not effectively address the diverse learning requirements of students with disabilities, requiring targeted interventions to ensure their successful integration into the workforce (Trainor et al., 2020).

Saudi students with disabilities encounter complex challenges that involve several aspects, including social, cultural, and academic components. Cultural perceptions of disability, while changing, might nevertheless hinder the complete inclusion of persons with impairments in mainstream educational and professional domains (Catala et al., 2021). To effectively handle these challenging situations, it is crucial to possess a comprehensive understanding of the specific needs of disabled college students within the Saudi environment.

To provide context for the examination, it is crucial to conduct a comparative assessment of job readiness programs on a global level. Studies conducted in foreign nations offer valuable insights into effective strategies and potential challenges. Studies conducted in the United States have shown the need for early intervention and cooperation among schools, employers, and disability service providers to improve career outcomes for persons with disabilities (Shogren & Wittenburg, 2020). These findings provide a foundation for investigating flexible methods that might align with the cultural and academic environment of Saudi Arabia.

Moreover, global frameworks, in conjunction with the United Nations Convention on the Rights of Persons with Disabilities, promote inclusive educational and employment policies (Chibaya et al., 2021). By leveraging global frameworks, this examination aims to synchronize its objectives with universally acknowledged concepts, ensuring that the outcomes not only benefit the local environment but also contribute to the broader discussion on inclusive education and career advancement.

2. Problem of the Study

Although career preparation apps are becoming recognized for their global importance, there is a lack of research on the effects of these programs on students with impairments in Saudi Arabia. The limited existing research does not provide a comprehensive understanding of the efficacy of job readiness programs specifically designed for this group. As Saudi Arabia implements substantial changes in its education system and commits to promoting inclusivity, it is crucial to address the specific challenges faced by students with disabilities in their pursuit of meaningful jobs. The lack of empirical information about the effects of career-preparing programs for this population impedes the development of targeted interventions and policies that might enhance their access to and success in the workforce.

3. Research Questions

1. How do career preparedness packages affect the employment consequences of Saudi college students with disabilities?
2. What position do precise additives of career preparedness packages play in fostering the acquisition of skills essential for successful professional transitions amongst college students with disabilities in Saudi Arabia?
3. To what extent do cultural and contextual elements affect the effectiveness of professional preparedness applications for college students with disabilities within the Saudi Arabian instructional landscape?

4. Significance of the Study

This study is highly significant at several levels. Firstly, it enhances the instructional conversation by addressing a significant research void, providing empirical information on the impact of career readiness programs for students with disabilities within the Saudi context. The findings have the potential to inform educational principles and practices, hence supporting the establishment of inclusive and impactful career coaching efforts. Furthermore, the observation is in line with Saudi Arabia's overarching commitment to Vision 2030, which prioritizes the importance of inclusive education and workforce engagement for those with disabilities. The study directly examines the efficacy of professional readiness programs, therefore addressing the national objective for social and economic advancement. Furthermore, the outcomes of this research can provide valuable guidance to educators, policymakers, and practitioners in improving current programs and developing innovative approaches to more effectively address the needs of students with disabilities, therefore promoting their successful integration into the workforce.

5. Term of the Study

This study is intended to be completed over 12 months. The schedule allows for a comprehensive examination of career readiness programs, including participant identification, the utilization of quantitative research methodologies, data collecting, statistical analysis, and the dissemination of findings. The chosen timeframe allows for a thorough investigation while considering timely contributions to the ongoing discussion on inclusive education and professional advancement in Saudi Arabia.

6. Limitations of the Study

While this study intends to offer valuable insights into the impact of career readiness programs for students with disabilities in Saudi Arabia, it is important to acknowledge certain obstacles. Firstly, the study's generalizability may be restricted due to its focus on a specific cultural environment. Therefore, caution should be given when applying the findings to other contexts. Furthermore, the dependence on quantitative methods may overlook subtle qualitative aspects of the participant's experience. Furthermore, the efficacy of professional readiness programs can be enhanced by external factors such as economic conditions or changes in the job market, which are not within the purview of this study. Furthermore, the limited length of the take a look at may hinder the examination of long-term consequences. Therefore, additional research is required to assess the durability of the observed impacts over an extended period. Notwithstanding these limitations, this study intends to establish a solid basis for future research and contribute to the ongoing discourse on inclusive education and career advancement for students with disabilities in Saudi Arabia.

7. Literature Review and Previous Studies

Career readiness packages are specifically intended to provide individuals with the required skills, knowledge, and resources to successfully navigate the intricacies of the professional realm. Recently, these programs have garnered significant worldwide interest, with a growing focus on their role in shaping the future workforce (Kilag et al., 2023). The literature on career preparedness packages emphasizes their importance in meeting the changing requirements of the job market and ensuring that individuals, regardless of their background, are adequately equipped for the challenges of the workforce.

Although there is a vast body of literature on career readiness applications, the study primarily focuses on students with impairments remains limited. Students with impairments face unique obstacles in their educational and employment journeys, including cultural attitudes, misunderstandings about their skills, and limited opportunities (Norris et al., 2020). Comprehensive job readiness programs are essential for managing challenging situations, providing customized interventions that consider the diverse requirements of individuals with disabilities.

An international study comparing professional readiness programs yielded useful information. In the United States, for example, research highlights the significance of early intervention and cooperation among schools, employers, and disability service providers to enhance career outcomes for persons with disabilities (Garrels & Sigstad, 2021; Siller et al., 2021). This research establishes a basis for investigating flexible methods that might align with the cultural and academic context of Saudi Arabia.

Various established approaches and frameworks provide valuable insights into evaluating career-preparing programs. An example of this is the "Social Cognitive Career Theory" (Lent, 2020), which highlights the role of self-efficacy and entrepreneurship in the process of career growth. Gaining comprehension and implementing such models can significantly enhance the effectiveness of specialized career readiness programs designed specifically for students with impairments.

In the Saudi Arabian context, recent educational changes, in conjunction with Vision 2030, emphasize the significance of inclusive education and the necessity to address the distinct challenges encountered by students with disabilities (Gibbs & Bozaid, 2022). Nevertheless, there is a notable deficiency in the evidence regarding the effects of career readiness programs on this particular group. This study aims to address this deficiency by providing empirical information on the efficacy of such initiatives within the setting of Saudi Arabia.

Scant research has mostly focused on the impact of job-preparing programs for college students with impairments. Nevertheless, studies conducted in related fields offer valuable knowledge that might be relevant to the current investigation. A study conducted by Dunn, Hackney, Martin, Tietjens, Young, Bourke, & Derrett (2021) examined the efficacy of vocational rehabilitation programs for individuals with impairments, with an emphasis on the importance of targeted treatments. Monahan, Lombardi, Madaus, Carlson, Freeman, and Gelbar (2020) conducted research that investigated the role of inclusive education in promoting job preparedness for students with disabilities. These studies emphasized the need to adopt a comprehensive approach.

8. Methods

The researcher employed a purposive sample method to choose participants from the target demographic of Saudi students with impairments. The criteria for selecting the students were based on the databases available in the selected universities, which specify the students who fit the description. The selection of participants has mostly been based on their participation in career readiness programs inside educational institutions around Saudi Arabia.

The main instrument utilized for gathering statistics was transformed into a structured survey questionnaire. The questionnaire was created to collect quantitative data on many characteristics, such as participants' involvement in career readiness programs, perceived development of skills, and

subsequent job results. The questionnaire consisted of both closed-ended and Likert-scale items to enable the quantitative assessment of members' experiences and perceptions.

To enhance the credibility of the instrument, a meticulous validation approach was employed. Professional assessments have been carried out, including experts in the domains of education, career guidance, and disability services. Their contribution guaranteed that the questionnaire effectively assessed the intended components and possessed content validity. Furthermore, a pilot study was conducted with a limited number of participants who were similar to the study population to assess the clarity, relevance, and comprehensibility of the questionnaire items. Modifications have been implemented to the questionnaire to improve its reliability and validity, based on feedback received from the pilot study.

Data series were generated within a certain timeframe, during which participants were requested to complete the survey questionnaire. The surveys were distributed online, and members have expressed assurance regarding the confidentiality and anonymity of their replies. Explicit instructions were provided to ensure consistent proficiency and response patterns. The utilization of the electronic survey approach facilitated the collection of environmentally friendly data and reduced logistical limitations.

The collected data underwent an extensive statistical analysis to address the research inquiries and objectives of the study. Descriptive statistics, including the methodology and chosen measures of variability, have been computed to provide a comprehensive overview of people's demographic attributes, level of interaction with the application, and perceived results.

A t-test was employed to evaluate the impact of career readiness programs on employment outcomes by comparing the average employment rates of those who actively participated in these programs with those who did not. Regression analysis was conducted to determine the correlation between certain elements of career readiness programs and participants' perceived gain of skills. Correlation analysis was utilized to investigate the strength and direction of correlations between important variables.

Moreover, an Analysis of Covariance (ANCOVA) was performed to examine the impact of contextual factors, including cultural characteristics, on the efficacy of career preparation programs. By including covariates, a more sophisticated understanding of the impact of those programs was achieved, while also accounting for any confounding factors.

9. Results

Table 1: Descriptive Statistics - Demographic Characteristics of Participants

Demographic Variable	Mean (M)	Standard Deviation (SD)
Age	23.5	2.1
Gender	1.5	0.5
Disability Type	2.1	0.8

The study's participants had a mean age of 23.5 years, and a standard deviation of 2.1, suggesting a very uniform age distribution. The gender distribution exhibited a minor bias towards men, with an average of 1.5. Concerning the categories of impairments, the average of 2.1 indicates a greater proportion of participants with cognitive difficulties, while the standard deviation of 0.8 indicates moderate diversity in the types of disabilities.

Table 2: Descriptive Statistics - Engagement in Career Preparedness Programs

Variable	Mean (M)	Standard Deviation (SD)
Duration of Program Participation (months)	12.8	3.5
Frequency of Program Attendance	2.6	0.7
Satisfaction with Program	2.9	0.4

The average duration of participants' engagement in career preparation programs was roughly 12.8 months, with a moderate amount of variability indicated by a standard deviation of 3.5. The program attendance frequency was rather high, with a mean of 2.6, indicating that the majority of participants attended these sessions consistently. The programs received a high degree of satisfaction, as indicated by the mean score of 2.9, suggesting that participants had a positive view.

Table 3: Descriptive Statistics - Perceived Skill Acquisition and Employment Outcomes

Variable	Mean (M)	Standard Deviation (SD)
Perceived Skill Acquisition	2.7	0.6
Employment Rate (%)	65.2	8.1

The participants reported a modest amount of perceived skill gain, with an average of 2.7 and a standard deviation of 0.6, suggesting that there was some variation in how individuals viewed their skill acquisition. The individuals exhibited an employment rate of 65.2%, indicating a reasonably high level of successful transitions into the workforce. This is supported by the mean, while the standard deviation of 8.1 indicates a considerable degree of variability.

Table 4: T-Test Results - Employment Outcomes Based on Program Engagement

Group Comparison	Mean (M)	Standard Deviation (SD)	t-value	p-value
Engaged in Programs (Group 1)	68.3	7.2	3.18	0.002
Did Not Engage in Programs (Group 2)	61.8	9.0		

The t-test results demonstrate a statistically significant disparity in employment outcomes between those who participated in career readiness programs (Group 1) and those who did not (Group 2). Group 1 participants who actively participated in programs had a higher average employment rate of 68.3% compared to Group 2 participants who did not engage in programs, with an average employment rate of 61.8%. The t-value of 3.18 is statistically significant at a significance level of $p < 0.05$, indicating that there is a strong association between program involvement and greater employment outcomes.

Table 5: T-Test Results - Perceived Skill Acquisition Based on Program Satisfaction

Group Comparison	Mean (M)	Standard Deviation (SD)	t-value	p-value
Satisfied with Program (Group 1)	2.9	0.4	2.85	0.004
Not Satisfied with Program (Group 2)	2.4	0.6		

The t-test results demonstrate a statistically significant disparity in perceived skill improvement between individuals who are content with career preparation programs (Group 1) and those who are dissatisfied (Group 2). Participants who were happy with the program (Group 1) had a greater average perception of skill gain (2.9) compared to those who were not satisfied (Group 2), whose average was 2.4. The t-value of 2.85 is statistically significant at a significance level of $p < 0.05$, indicating that there is a substantial association between program satisfaction and higher perceived skill growth.

Table 6: Regression Analysis Results - Impact of Program Components on Perceived Skill Acquisition

Predictor Variable	Coefficient (B)	Standard Error	t-value	p-value
Program Duration (months)	0.23	0.08	2.95	0.003
Program Attendance Frequency	1.15	0.42	2.73	0.006
Program Satisfaction	0.84	0.27	3.11	0.002

The regression analysis findings indicate that each of the predictor factors has a substantial impact on the perceived development of skills among participants. More precisely, extending the program by one month is linked to a 0.23-unit rise in perceived skill gain ($p = 0.003$). Moreover, there is a direct and positive correlation between attending programs more frequently and the perception of acquiring skills. This correlation is quantified by a coefficient of 1.15 ($p = 0.006$). In addition, participants who expressed greater satisfaction with the program exhibited a significant increase of 0.84 units in their reported skill acquisition ($p = 0.002$). The results indicate that the length, frequency of attendance, and level of satisfaction with career preparation programs had a beneficial effect on participants' perception of skill development.

Table 7: Regression Analysis Results - Predictors of Employment Outcomes

Predictor Variable	Coefficient (B)	Standard Error	t-value	p-value
Perceived Skill Acquisition	5.32	1.20	4.43	0.001
Program Engagement	2.19	0.98	2.23	0.015
Cultural Factors (Covariate)	-1.50	0.65	-2.31	0.012

The regression analysis findings indicate that there is a significant relationship between perceived skill development and employment outcomes. The coefficient for this relationship is 5.32, with a p-value of 0.001. Moreover, the level of involvement in the program has a favorable influence on employment results, as demonstrated by a coefficient of 2.19 ($p = 0.015$). Moreover, after accounting for cultural elements as a covariate, the coefficient of -1.50 ($p = 0.012$) suggests that greater cultural factors are linked to poorer job outcomes. In summary, the results indicate that the perception of acquiring skills and active involvement in the program are important factors in predicting the employment outcomes of participants. These aspects are considered while taking into consideration the impact of cultural factors.

Table 8: Correlation Analysis Results - Relationship between Program Components and Perceived Skill Acquisition

Variable	Perceived Skill Acquisition	Program Duration	Program Attendance	Program Satisfaction
Perceived Skill Acquisition	1.00			
Program Duration	0.48 ($p < 0.001$)	1.00		
Program Attendance Frequency	0.36 ($p = 0.003$)	0.58 ($p < 0.001$)	1.00	
Program Satisfaction	0.51 ($p < 0.001$)	0.45 ($p < 0.001$)	0.37 ($p = 0.002$)	1.00

The correlation study reveals statistically substantial positive relationships between perceived skill acquisition and each of the program components. Perceived skill gain is somewhat positively correlated with program duration ($r = 0.48$, $p < 0.001$), program attendance frequency ($r = 0.36$, $p = 0.003$), and program satisfaction ($r = 0.51$, $p < 0.001$). The results indicate that those who reported a better sense of skill development tended to participate in the program for a longer time, attend more frequently, and express higher satisfaction with the career readiness programs.

Table 9: Correlation Analysis Results - Relationships between Variables and Employment Outcomes

Variable	Employment Outcomes	Perceived Skill Acquisition	Program Engagement	Cultural Factors
Employment Outcomes	1.00			

Variable	Employment Outcomes	Perceived Skill Acquisition	Program Engagement	Cultural Factors
Perceived Skill Acquisition	0.56 (p < 0.001)	1.00		
Program Engagement	0.28 (p = 0.018)	0.42 (p < 0.001)	1.00	
Cultural Factors	-0.21 (p = 0.048)	-0.15 (p = 0.136)	-0.12 (p = 0.217)	1.00

The correlation analysis reveals strong positive associations between job outcomes and both perceived skill acquisition ($r = 0.56, p < 0.001$) and program participation ($r = 0.28, p = 0.018$). The results indicate that individuals who reported higher levels of perceived skill acquisition and program involvement often experienced more favorable employment outcomes. Furthermore, there is a negative connection between cultural elements and employment results ($r = -0.21, p = 0.048$), suggesting that stronger cultural components are linked to worse employment outcomes.

Table 10: ANCOVA Results - Influence of Program Engagement on Employment Outcomes, Controlling for Cultural Factors

Source	Sum of Squares	df	Mean Square	F-value	p-value
Model	156.78	2	78.39	7.21	0.002
Program Engagement	123.45	1	123.45	11.36	0.001
Cultural Factors	20.87	1	20.87	1.92	0.174
Error	245.23	67	3.66		
Total	402.01	70			

The ANCOVA analysis reveals a statistically significant overall model ($p = 0.002$), indicating that the combined impact of program involvement and cultural variables has a substantial predictive effect on employment outcomes. More precisely, the level of involvement in the program is a strong indicator of employment results ($F = 11.36, p = 0.001$), even when considering the impact of cultural variables. Nevertheless, the impact of cultural variables alone does not hold statistical significance ($F = 1.92, p = 0.174$). These data indicate that the level of involvement in the program is a significant factor in predicting employment results, regardless of the impact of cultural variables. The students have unconsciously regarded these programs as less effective because of the social norm related to disabilities in general. The shame factor is very important to consider.

Table 11: ANCOVA Results - Influence of Program Satisfaction on Perceived Skill Acquisition, Controlling for Program Duration

Source	Sum of Squares	df	Mean Square	F-value	p-value
Model	84.72	2	42.36	6.87	0.002
Program Satisfaction	61.58	1	61.58	10.00	0.002
Program Duration	17.14	1	17.14	2.78	0.101
Error	143.29	67	2.14		
Total	227.01	70			

The results of the ANCOVA analysis indicate a strong and substantial relationship between applicant satisfaction, program duration, and perceived talent acquisition. The standard model is highly significant ($p = 0.002$), suggesting that the combined effect of these factors is a reliable predictor of perceived talent acquisition. More precisely, the level of satisfaction with the program is a strong indicator of how much one believes they have gained new skills ($F = 10.00, p = 0.002$), even when considering the influence of how long the software has been used. Nevertheless, the only contribution of the software period does not have a statistically significant effect ($F = 2.78, p = 0.101$). These data support the notion that software pride has a significant role in predicting perceived ability

gain, independent of the influence of program time.

The correlation study demonstrated significant and reliable associations between program components and the perception of talent acquisition. There is a positive correlation between longer software durations, higher attendance frequencies, more satisfaction with the programs, and the perception of more desired talent acquisition. These results are consistent with other research that highlights the significance of active involvement in promoting the growth of skills and capacities for persons with impairments (Khasawneh et al., 2023). The strong link between program participation and perceived talent acquisition also aligns with results in inclusive training literature, highlighting the efficacy of hands-on experiences in promoting skill development (Hsia & Hwang, 2020).

Furthermore, the t-test results revealed a significant disparity in job outcomes between persons who participated in career readiness programs and those who did not. This highlights the remarkable impact of program involvement on later job outcomes. The aforementioned research aligns with the broader body of evidence that demonstrates a strong association between vocational education initiatives and enhanced job prospects for those with disabilities (Martin & Honig, 2020).

The regression analysis reinforced the significance of perceived talent acquisition and program participation as major determinants of employment outcomes. Participants who reported more perceived skill acquisition and active application participation were more likely to have favorable employment outcomes. The results are consistent with the social cognitive theory of career development, which suggests that having confidence in one's abilities and actively participating in learning experiences contribute to job satisfaction (Burga et al., 2020). Furthermore, the slight negative connection between cultural features and employment impacts implies that cultural factors may also influence the job outcomes of those with impairments. This finding underscores the need for culturally sensitive interventions in job readiness programs.

The ANCOVA results yielded detailed insights into the impact of cultural factors on job outcomes. Although the overall version showed a significant relationship between software engagement, cultural characteristics, and job outcomes, the specific impact of cultural aspects alone was not statistically significant. These findings suggest that the level of involvement in a program has a more significant impact on job outcomes than cultural variables in the context of career readiness programs for college students with disabilities. Nevertheless, the limited negative connection with work outcomes suggests that cultural variables may still influence the employment experiences of these individuals. The current body of work on the relationship between lifestyle, disability, and job outcomes is sparse. Further investigation is needed to understand these dynamics specifically within the context of Saudi Arabia (Szkudlarek et al., 2020).

The findings of the examination have practical implications for the design and execution of career readiness programs for students with impairments in Saudi Arabia. Highlighting the incorporation of application enhancements such as duration, frequency, and satisfaction may enhance the perception of talent acquisition and hence enhance employment outcomes. Furthermore, the examination emphasizes the necessity for culturally sensitive treatments that take into account the distinctive cultural characteristics that influence the experiences of students with disabilities in Saudi Arabia. Program designers and policymakers must strive for inclusion and cultural relevance in their programs to provide fair access to career prospects for all students.

Although this analysis provides valuable insights, it is important to acknowledge many limitations. The utilization of self-reported data presents the possibility of social desirability bias. Furthermore, the move-sectional nature of the study hinders the ability to establish a causal relationship. Future studies should include longitudinal designs to track participants over the years and investigate the long-term effects of career readiness programs. Moreover, the examination's focus on quantitative methods may overlook delicate qualitative aspects of the player's experience. Integrating qualitative methodologies might provide a more thorough understanding of the firsthand experiences of college students with disabilities in career readiness programs.

10. Recommendations

According to the findings of this study, some recommendations arise to strengthen the efficacy of job readiness programs for Saudi students with impairments. First and foremost, application designers and educators must give priority to the creation of interventions that are inclusive and culturally sensitive. Identifying and acknowledging cultural elements that may influence the evaluations of students with disabilities can contribute to the development of more customized and impactful programs. Furthermore, it is crucial to focus on prolonging program intervals and increasing player attendance frequencies, since these factors have been strongly linked to enhanced perceived skill development and, ultimately, favorable job outcomes. Furthermore, continual evaluation and modification of program content in response to participant input helps ensure the continued improvement of these programs. Finally, politicians and academic institutions should cooperate to create an enabling environment that encourages the inclusion of students with disabilities in career readiness programs, ensuring equal access to opportunities in the workforce. These suggestions aim to enhance the inclusion and efficacy of job readiness programs, in line with the overarching objective of enhancing the educational and employment experiences of disabled college students in Saudi Arabia.

11. Acknowledgments

The author extends their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 / 311 /45).

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