

UNIVERSITI TEKNOLOGI MARA

**PREDICTORS OF EMPLOYMENT
READINESS AMONG PERSONS
WITH DISABILITIES TRAINED IN
COMMUNITY-BASED
REHABILITATION PROGRAMME
IN PERAK MALAYSIA**

AI SYAH BINTI MUSLIM BUHARI

MSc

June 2026

UNIVERSITI TEKNOLOGI MARA

**PREDICTORS OF EMPLOYMENT
READINESS AMONG PERSONS
WITH DISABILITIES TRAINED IN
COMMUNITY-BASED
REHABILITATION PROGRAMME
IN PERAK MALAYSIA**

AI SYAH BINTI MUSLIM BUHARI

Thesis submitted in fulfilment
of the requirements for the degree of
**Master of Health Sciences
(Occupational Therapy)**

Faculty of Health Sciences

June 2026

CONFIRMATION BY PANEL OF EXAMINERS

I certify that a Panel of Examiners has met on 30 January 2026 to conduct the final examination of Aisyah binti Muslim Buhari on her Masters of Science thesis entitled “Predictors of Employment Readiness Among Persons with Disabilities Trained in Community-based Rehabilitation Programme in Perak, Malaysia” in accordance with Universiti Teknologi MARA Act 1976 (Akta 173). The Panel of Examiners recommends that the student be awarded the relevant degree. The Panel of Examiners was as follows:

Maria Justine @ Stephany, PhD
Associate Professor
Faculty of Health Sciences
Universiti Teknologi MARA
(Chairman)

Akehsan Hj. Dahlan, PhD
Associate Professor
Faculty of Health Sciences
Universiti Teknologi MARA
(Internal Examiner)

Nurbieta Abd Aziz, PhD
Senior Lecturer
Faculty of Human Development
Universiti Pendidikan Sultan Idris
(External Examiner)

**PROFESSOR DR HJH ZURAEDA
IBRAHIM**

Dean
Institute of Postgraduates Studies
Universiti Teknologi MARA

Date: 11 June 2026

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Postgraduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Aisyah binti Muslim Buhari

Student ID. No. : 2022673998

Programme : Master of Health Science (Occupational Therapy) – HS765

Faculty : Health Sciences

Thesis Title : Predictors of Employment Readiness Among Persons with Disabilities Trained in Community-Based Rehabilitation in Perak, Malaysia

Signature of Student :

Date : June 2026

ABSTRACT

Persons with disabilities (PWDs) have a low level of employment participation in comparison to the general population. This has been a major constraint to the economic independence of PWDs. Community-Based Rehabilitation (CBR) programme has been widely implemented in Malaysia with one of the roles to enhance the vocational participation of PWDs. Nevertheless, the employment readiness of PWDs in CBR programs has not been sufficiently explored. Most studies have been conducted in the Western, which may not fully reflect the socio-cultural setting in Malaysia. This study sought to fill this knowledge gap in the Malaysian context. This study was conducted to examine the predictors of employment readiness among PWDs in CBR programme in Perak, Malaysia. A cross-sectional quantitative research design was used. The participants consisted of 151 adult PWDs from diverse disability backgrounds. The instruments used in this study were the LAM Assessment of Stage of Employment Readiness (LASER), the Perceived Employability Self-Efficacy Scale (PES), and the Multidimensional Scale of Perceived Social Support (MSPSS). Descriptive statistics, independent samples t-tests, ANOVA, Pearson correlation, and hierarchical multiple regression analyses were used. The findings revealed that employability self-efficacy demonstrated a strong positive correlation ($r = 0.65$, $p < .001$) particularly with action score of employment readiness and emerged as the strongest significant predictor ($\beta = 0.5$, $p < .001$), accounting for the largest proportion of variance. Perceived social support showed a weak but statistically significant association, with support from friends being the most influential factor ($r = 0.185$, $p = 0.023$). Physical disability predicted significantly lower employment readiness ($B = -4.367$, $p = .004$), with transportation was also associated with lower action scores ($B = -2.097$, $p = .038$), suggesting structural constraints may impede progression toward employment. In addition, education level, age, gender, race and marital status were not significantly predict employment readiness. In conclusion, the findings highlight importance of psychosocial factors (employability self-efficacy and social support) in enhancing workforce readiness to achieve vocational success. These findings provide context-specific evidence to inform valuable insights and intervention design for Occupational Therapy (OT) professionals, CBR staff, and policymakers towards CBR programme enhancement, and policy strategies. Thus, suggest that tailored interventions are needed to enhance employability self-efficacy and boost social support in CBR settings among PWDs within CBR training programme in Malaysia.

ACKNOWLEDGEMENT

First and foremost, I would like to sincerely thanking Allah (SWT) for giving me the strength, perseverance, and wisdom I needed in this Master's journey to go through moments of uncertainty and confusion. His guidance and blessings kept me going during times of doubt and difficulty. Alhamdulillah, with Allah's will and blessings have made this accomplishment possible.

I would like to express my sincere appreciation to my supervisor, Dr. Syamsul Anwar bin Sultan Ibrahim, who has provided valuable guidance, constructive feedback, and unwavering support throughout this research process. His knowledge insight, patience, and thought have significantly strengthened the conceptual and methodological rigor of this thesis which has also contributed meaningfully to my academic development.

My heartfelt thanks also go to the CBR centres in Perak and all participating staff members for their cooperation and assistance during the data collection process. Your willingness to facilitate this study, provide access, and support logistical arrangements made this research possible. Your dedication to serving PWDs continues to inspire this work.

I am also deeply thankful to my colleagues and friends who offered continuous encouragement, intellectual discussion, and emotional support throughout this journey. The support and mutual motivation have made this demanding process more meaningful and manageable.

This thesis is lovingly dedicated to my beloved parents. To my father, thank you for your unwavering encouragement and for consistently encouraging me to pursue higher education. To my mother, I am deeply grateful for your endless prayers, patience, and quiet sacrifices that sustained me throughout this journey. Your support has been my greatest strength.

Finally, to my dear husband, I extend my deepest appreciation for your constant support, understanding, and sacrifices. Your willingness to shoulder additional responsibilities and your continuous reassurance provided me with the emotional stability needed to complete this work. I am truly blessed to be surrounded by individuals whose kindness and generosity have carried me through this journey.

Alhamdulillah for every ease after hardship and for the people placed in my life who made this achievement possible.

TABLE OF CONTENTS

	Page
CONFIRMATION BY PANEL OF EXAMINERS	ii
AUTHOR'S DECLARATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiv
LIST OF PLATES	xv
LIST OF SYMBOLS	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Research Background	1
1.2.1 Prevalence and Employment Challenges among People with Disabilities in Malaysia	3
1.2.2 Barriers Hinder Employment Participation among PWDs	3
1.3 Problem Statement	5
1.4 Research Aims	7
1.4.1 Research Objectives	7
1.4.2 Research Questions	7
1.4.3 Research Hypothesis	8
1.5 Significance of Study	9
1.6 Scope and Delimitation	10
1.7 Operational Definition of Terms	11
CHAPTER 2 LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Concept of Disability	13

2.2.1	Disability in the Malaysian Context	14
2.2.2	Categories of Disabilities Registered in Malaysia	15
2.3	Overview of Community-Based Rehabilitation Programme in Malaysia	16
2.3.1	International Comparison of Community-Based Rehabilitation Models	17
2.3.2	Studies Related to Community-Based Rehabilitation in Malaysia	20
2.3.3	Identified Implementation Challenges in CBR	24
2.3.4	Overview of Community-Based Rehabilitation in Perak	27
2.3.5	Implementation Challenges in Community-Based Rehabilitation in Perak	27
2.4	Perak Specific Consideration	29
2.5	Employment among People with Disabilities	30
2.6	Employment Readiness in Disability	31
2.6.1	Employment Readiness in Community-Based Rehabilitation Programme	34
2.6.2	Government and Institutional Support for Employment Readiness among PWDs	35
2.6.3	Current Practice of Employment Readiness in CBR	37
2.6.4	The Importance of Addressing Employment Readiness in Community-Based Rehabilitation	39
2.6.5	Factors Influencing Employment Readiness among PWDs	41
2.7	Employability Self-Efficacy Theoretical Foundation and Western Context	45
2.7.1	Employability Self-Efficacy in Community-Based Rehabilitation	46
2.7.2	Employability Self-Efficacy among People with Disabilities	47
2.7.3	Factor Influencing Employability Self-Efficacy among PWDs	49
2.8	Social Support Theoretical Foundations and Western Context	53
2.8.1	Social Support among PWDs	54
2.8.2	Factor Influencing Social Support among PWDs	55
2.9	Interrelationship between Employment Readiness, Self-Efficacy & Social Support among PWDs	60
2.10	Disability Type and Differential Predictive Effects	66
2.11	Structural and Contextual Barriers in Malaysia	68
2.12	Conceptual Framework	70

2.12.1	International Classification of Functioning, Disability and Health (ICF) Conceptual Framework	71
2.12.2	ICF and Employment Readiness	72
2.12.3	Application of The ICF Framework in This Study	73
2.12.4	Connection of ICF Conceptual Framework to The Study	74
2.12.5	Previous Study on Factor Influencing Employment of PWDs Based on The ICF Model	75
2.13	Assessment Tools Used to Evaluate Employment Readiness, Employability Self-Efficacy and Social Support	87
2.14	Research Gap	91
2.15	Summary	92
CHAPTER 3 RESEARCH METHODOLOGY		94
3.1	Introduction	94
3.2	Research Design	94
3.3	Sampling Method	95
3.4	Selection Criteria	95
3.5	Location of Study	96
3.5.1	Location of CBRs Located in Perak	97
3.6	Sample Size	99
3.7	Research Instrument	100
3.7.1	Instrument and Materials	100
3.8	Data Collection Procedure	119
3.9	Data Analysis Procedure	121
3.10	Ethical Consideration	125
CHAPTER 4 RESULTS		126
4.1	Introduction	126
4.2	Socio-Demographic Characteristic of PWDs Attending CBR in Perak	126
4.3	Level of Employment Readiness, Employability Self-Efficacy, and Social Support	127
4.3.1	Items-Level Analysis of LASER, PES, and MSPSS	128
4.4	Differences in Employment Readiness Across Demographic Variables	144

4.4.1	Differences by Gender, Education Level, Transportation, and Type of Disability	144
4.5	Relationships between Employment Readiness, Employability Self-Efficacy, Perceived Social Support, and Age	153
4.5.1	Relationship between Employment Readiness with Employability Self-Efficacy, Perceived Social Support, and Demographic Variable (Age)	152
4.6	Predictors of Employment Readiness	157
4.6.1	Hierarchical Multiple Regression Analysis	157
CHAPTER 5 DISCUSSION		166
5.1	Introduction	166
5.2	The Level of Employment Readiness, Employability Self-Efficacy and Social Support among PWDs Attending CBRs in Perak.	166
5.2.1	Employment Readiness	166
5.2.2	Employability Self-Efficacy	169
5.2.3	Perceived Social Support	172
5.3	The Difference between Employment Readiness with Demographic Variables	175
5.4	The Correlation between Employment Readiness with Employability Self-Efficacy and Employment Readiness with Perceived Social Support Among PWDs Attending CBR in Perak.	177
5.5	The Predictor of Employment Readiness among PWDs Attending CBRs	179
5.5.1	The Weaker Predictive Role of Transportation	180
5.5.2	Non-Significant Effects of Demographic Variables	181
5.5.3	Implications of the Regression Findings	183
CHAPTER 6 CONCLUSIONS		185
6.1	Introduction	185
6.2	Overall Conclusion of the Study	185
6.3	Implication to Practices	186
6.3.1	Contribution to Knowledge	186
6.4	Occupational Therapy Practice	187
6.4.1	Practice Implications (CBR and Service Level)	188

6.4.2	Policy and Practice Implications	188
6.5	Limitation of the Study	190
6.6	Recommendation for Future Research	191
6.7	Concluding Remarks	192
REFERENCES		193
APPENDICES		240
AUTHOR'S PROFILE		257

LIST OF TABLES

Tables	Title	Page
Table 2.1	Studies on CBR Programs in Malaysia	22
Table 2.2	Factors Influencing Employment Readiness among PWDs	43
Table 2.3	Factors Influencing Employability Self-Efficacy among PWD	51
Table 2.4	Factors Influencing Social Support among PWDs	57
Table 2.5	Interrelationships between Employment Readiness, Self-Efficacy and Social Support among PWDs	62
Table 2.6	Summary of Previous Studies on Factors Influencing Employment of PWDs Based on the ICF Model	77
Table 2.7	Summary of Studies on Factors Influencing Employment among PWDs Based on the ICF Model	85
Table 2.8	Assessment Tools Used to Evaluate Employment Readiness, Employability Self-Efficacy and Social Support	90
Table 3.1	List of CBR Centres in Perak	97
Table 3.2	Forward Translation by Translator 1 (Ammar Shauqi bin Jamaluddin)	109
Table 3.3	Forward Translation by Translator 2 (Nur Arina binti Nazaruddin)	110
Table 3.4	Comparison of the Malay Version of the Perceived Employability Self-Efficacy Scale (PES) between Translator 1 and Translator 2	111
Table 3.5	Backward Translation by Translator 3 (Farah Athirah binti Hasan)	112
Table 3.6	Backward Translation by Translator 4 (Athiyah binti Abu Bakar)	114
Table 3.7	Comparison of the English Version of the Perceived Employability Self-Efficacy Scale (PES) between Translator 3 and Translator 4	116
Table 3.8	The Final Version of the Perceived Employability Self-Efficacy Scale (PES) in the Malay language.	117

Table 4.1	Socio-demographic Characteristics of PWDs Attending CBR in Perak (N=151)	127
Table 4.2	Descriptive Statistical Analysis of Mean and Standard Deviation (SD) Values of LASER, MSPSS and PES among PWDs Attending CBR in Perak (N=151)	128
Table 4.3	Distribution of Responses of PWDs Attending CBR in Perak Based on LASER Questionnaire (N=151)	130
Table 4.4	Distribution of Responses of PWDs Attending CBR in Perak Based on PES Questionnaire (N=151)	135
Table 4.5	Distribution of Responses of PWDs Attending CBR in Perak Based on MSPSS Questionnaire (N=151)	140
Table 4.6	Independent Sample t-test of LASER Across Gender	145
Table 4.7	One-way ANOVA for Employment Readiness (LASER Total Score, Precontemplation, Contemplation and Action) Across Education Level	145
Table 4.8	One-way ANOVA for Employment Readiness (LASER Total Score, Precontemplation, Contemplation and Action) Across Type of Transportation	146
Table 4.9	One-way ANOVA for Employment Readiness (LASER Total Score, Precontemplation, Contemplation and Action) Across Type of Disabilities	147
Table 4.10	Bonferroni Post Hoc Comparisons of Employment Readiness (LASER Total) Across Types of Disabilities	148
Table 4.11	Bonferroni Post Hoc Comparisons of Employment Readiness (Precontemplation) Across Types of Disabilities	149
Table 4.12	Bonferroni Post Hoc Comparisons of Employment Readiness (Contemplation) Across Types of Disabilities	150
Table 4.13	Bonferroni Post Hoc Comparisons of Employment Readiness (Action) Across Types of Disabilities	151
Table 4.14	Summary of Findings for Employment Readiness Across Demographic Variables	152
Table 4.15	Correlation Results of LASER, MSPSS, PES and Demographic Variable (Age)	155
Table 4.16	Summary of Findings of Correlation Analysis	156

Table 4.17	Hierarchical Multiple Regression of Employment Readiness (Action Score) Following the ICF Domains (Health Condition, Personal Factors, Environmental Factors and Body Functions)	160
Table 4.18	Model Summary of Hierarchical Multiple Regression Results of LASER, MSPSS, PES and Demographic Variable Age Categories in the ICF Domains	164
Table 4.19	Summary of Hierarchical Multiple Regression Models Predicting Employment Readiness	165

LIST OF FIGURES

Figures	Title	Page
Figure 2.1	The ICF Model Adapted for This Study	72
Figure 2.2	Interconnections among Elements in the ICF Model for This Study	75
Figure 3.1	The G*Power Sample Size Calculation	99
Figure 3.2	Procedure for Translating the Perceived Employability Self-Efficacy Scale (PES), Adapted from Tsang et al. (2017)	106
Figure 3.2	Data Analysis Flowchart for This Study	124

LIST OF PLATES

Plates	Title	Page
Plate 3.1	Map of Sampling Location in Perak	98

LIST OF SYMBOLS

Symbols

P Significant

R Correlation

LIST OF ABBREVIATIONS

Abbreviations

CBR	Community-Based Rehabilitation
ICF	International Classification Function
ILO	International Labour Organization
JKM	Jabatan Kebajikan Masyarakat
LASER	Lam Assessment on Stages of Employment Readiness
MSPSS	Multidimensional Scale of Perceived Social Support
PES	Perceived Employability Self-efficacy
PWDs	Persons With Disabilities

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter outlines background of the study, starting with background of the research and the context of this study. Section 1.2 provides an overview of disability and outlines the employment issues faced by PWDs in Malaysia. This is succeeded by subheadings 1.2.1 and 1.2.2, which discuss the different obstacles preventing PWDs from gaining employment as well as the wear and tear on their contribution with regard to individual, and environmental factors. 1.3 Problem statement, this section is the research problem to be solved, the gap in knowledge about the relationship between employability self-efficacy, social support for workplace and employment readiness of PWDs participating in CBR programme is outlined. The research aims are outlined in section 1.4 and a set of objectives, research questions, and hypotheses for the research are provided in sections 1.4.1 to 1.4.3. The significance of the study is discussed in Section 1.5, underscoring the potential implications for policy-makers, service providers, and researchers concerned with disability and employment. Section 1.6 defines the scope and delimitation of the study, while section 1.7 provides operational definitions for key terms used throughout the research

1.2 Research Background

Employment is a crucial aspect of life, offering people a sense of satisfaction, achievement, and social recognition (Charles-Leija et al., 2023). Employment is widely recognised as a key component of social inclusion and economic participation. Beyond providing financial stability, employment contributes to personal dignity, self-esteem, and a sense of belonging within society (International Labour Organization [ILO], 2019).

Nonetheless, people with disabilities (PWDs) encounter major obstacles in securing meaningful employment, despite ongoing attempts to encourage inclusive hiring practices (Narayanan, 2018). These disparities stem from environmental, social, and individual factors. Examples include discrimination in hiring, limited access to

education and vocational training, and inadequate workplace accommodations (Bonaccio et al., 2020; Lindsay et al., 2018). As a result, many PWDs face difficulties entering the labour market and maintaining stable employment.

In Malaysia, various government initiatives have been implemented to include PWDs in the workforce (Majid et al., 2023). Nevertheless, their participation in employment remains relatively low. For instance, PWDs constitute only 0.3% of civil service workers, highlighting the persistent employment gap between PWDs and the general population (United Nations Development Programme [UNDP], 2024). Meanwhile in Perak, reports stated that approximately 5,000 PWDs in Perak remains unemployed (The Sun, 2025). Although the number of PWDs employed in Perak increased from 348 in 2023 to 374 in 2024, this growth remains insufficient to substantially reduce the large number of unemployed PWDs (Department of Statistics Malaysia, 2025). This situation underscores the need to better understand the factors influencing employment participation and readiness among PWDs.

One concept that has gained increasing attention in disability and vocational research is employment readiness, which refers to an individual's preparedness to seek, obtain, and maintain employment (Mastam et al, 2024). Employment readiness encompasses a combination of employability skills, psychological attributes, and environmental supports that enable individuals to successfully transition into the workforce; it possesses not only job skills but also relationship and social skills (Holidi & Abu Seman, 2023). Understanding the factors that influence employment readiness is therefore essential for developing effective interventions that support employment outcomes among PWDs.

Within rehabilitation contexts, particularly in Community-Based Rehabilitation (CBR) programmes, various factors may influence employment readiness among PWDs. These include individual factors like self-efficacy, external resources such as social support, and demographic characteristics that shape access to employment (Bandura, 1997; Bonaccio et al., 2020). However, empirical evidence examining these predictors within the Malaysian CBR context remains limited.

Therefore, this study aims to examine the predictors of employment readiness among PWDs participating in CBR programme in Perak, Malaysia. By identifying key factors associated with employment readiness, the study seeks to contribute to a better understanding of how rehabilitation programmes and support systems can enhance employment outcomes for people with disabilities.

1.2.1 Prevalence and Employment Challenges among People with Disabilities in Malaysia

In recent years, the population of PWDs in Malaysia has been on the rise. Data from Malaysia's Social Welfare Department shows that the total of registered PWDs increased from 453,258 PWDs in 2017 to 637,537 PWDs in 2022, with approximately half of them being of working age (Jabatan Kebajikan Masyarakat [JKM], 2023; United Nations Development Programme [UNDP], 2024). As of 2024, Malaysia has recorded a total of 805,509 registered PWDs representing 2.4% of the population. (Person With Disability Statistics, Malaysia, 2024) Despite the increasing number, labour force participation among PWDs remains lower than that of their non-disabled peers (Person with Disability Statistics, Malaysia, 2024).

In 2021, the Department of Statistics Malaysia reported that 3,724 PWDs were employed as civil servants, while 3,186 were employed in the private sector (Department of Statistics Malaysia, 2024). PWDs accounted for about 0.3% of the civil servant workforce (The Malaysian Reserve, 2024). According to a New Straits Times report, 7,049 PWDs were recorded as having jobs in the private sector from 2022 to May 2024, as reported by the Ministry of Women, Family, and Community Development (Mohamed Radhi & Sallehuddin, 2024).

The figures demonstrate ongoing problems experienced by PWDs in employment participation. Although there are efforts to encourage the hiring of PWDs, a significant number still face marginalisation due to structural, social and personal barriers that hinder their participation.

1.2.2 Barriers Hinder Employment Participation among PWDs

Current employment statistics reveal two main barriers to PWDs' workforce participation: entrenched systemic barriers, such as societal prejudice and inadequate support, and internal barriers, including skill gaps and limited support networks (Mahidin, 2018; Mohamed Noor, Madzen & Azzahari, 2022). Specifically, workplace inaccessibility and negative attitudes constitute external barriers, while low self-confidence and limited skills represent internal ones. Both categories significantly affect employment outcomes for PWDs (Wolff et al., 2010; Bonaccio et al., 2020). Despite ongoing support efforts, these obstacles persist, fueling marginalisation.

Key external barriers include social stigma, negative stereotypes, and discrimination in hiring, all of which reduce employers' willingness to hire PWDs (International Labour Organization [ILO], 2019; United Nations [UN], 2018). Structural barriers reinforce exclusion by impeding policy implementation, restricting access to workplaces and education, and exacerbating transportation challenges (World Health Organization, 2011; Organisation for Economic Co-operation and Development [OECD], 2020). Lacking support from family, employers, and society further narrows job opportunities, even when emotional support is present (Ngui et al., 2020). Employers often see PWDs as less capable or productive, leading to hiring discrimination based on assumptions about abilities (Nagtegaal et al., 2023). Research shows that employers may believe PWDs are less productive or more costly, despite limited supporting evidence (Lindsay et al., 2018). PWDs tend to overestimate disability limitations, resulting in workplace bias and marginalisation (Bonaccio et al., 2020). Lam et al. (2010) note society often blames individual factors like lack of education or experience instead of recognising systemic exclusion and bias, especially for those with cognitive or mental health disabilities, who face doubts about their abilities (Mastam et al., 2024). However, Branch (2024) and others show that with proper preparation and support, PWDs improve job market participation and financial independence (Wolff et al., 2010; Prikshat et al., 2020). While external barriers are significant, internal factors also shape employment outcomes for PWDs.

Beyond external barriers, PWDs face internal obstacles that limit employment readiness. In particular, inadequate vocational training and employment skills can hinder workforce entry and retention, even among willing PWDs (Bonaccio et al., 2020). Research highlights that building employment readiness and soft skills, such as communication, time management, problem-solving, and professionalism, may directly improve job retention for PWDs (Walker & Campbell, 2013; Jackson, 2020). Moreover, a lack of support at home or work worsens internal challenges and career advancement (Abd Manaf et al., 2019). PWD self-efficacy often suffers due to frequent rejection, lack of role models, and low expectations (Jackson, 2020). Therefore, interventions that strengthen these areas are vital for greater PWD workforce participation, driving governments to address these needs.

To address these systemic challenges, the Malaysian government has introduced CBR programs focused on building functional independence, key life and employment skills, and social inclusion for PWDs. Managed by the Social Welfare Department and

the Ministry of Human Resources, these programs deliver vocational training and community integration opportunities to enhance employability (Manaf et al., 2019; Jabatan Kebajikan Masyarakat, 2022).

1.3 Problem Statement

PWDs in Malaysia continue to face significant challenges in obtaining and maintaining employment despite decades of policies aimed at promoting workplace inclusion. National statistics indicate that employment participation among PWDs remains below 1% of the formal workforce (Department of Statistics Malaysia, 2025).

In response to these challenges, CBR programme have been implemented for over three decades to promote functional independence, vocational skills, and social participation among PWDs (Jabatan Kebajikan Masyarakat, 2025). According to the World Health Organization (WHO), CBR frameworks should support not only health and education but also livelihoods and employment readiness, aligning with rights-based approaches such as the Convention on the Rights of Persons with Disabilities (CRPD) (World Health Organization, 2010). The CRPD explicitly recognises the right to work and employment on an equal basis with others (Article 27), and Malaysia's Persons with Disabilities Act 2008 similarly affirms non-discrimination in access to employment opportunities. Although employment is not the primary goal of CBR, vocational training and skills development offer opportunities for trainees to prepare for the workforce (WHO et al., 2010). However, many CBR participants remain underemployed.

Despite this policy alignment with international standards, employment outcomes for PWDs trained through CBR programmes remain low. Previous research suggests that vocational components within these programmes are often insufficiently linked to labour market demands or long-term employment outcomes (Narayanan, 2018). Furthermore, implementation gaps in domestic disability law and disability inclusion policies such as limited enforcement mechanisms and uneven accessibility of employment support services have been highlighted by national rights bodies and advocacy groups (SUHAKAM, 2024). Taken together, these challenges point to a potential disconnect between policy intentions and actual employment readiness outcomes among PWD populations.

One concept that has gained increasing attention in disability and vocational research is employment readiness, referring to the psychological, social, and skill-based preparation required to obtain and sustain employment (Walker & Campbell, 2013). Studies have identified predictors such as employability self-efficacy (Hamduuna & Cahyadi, 2026), perceived social support (Aulia & Cahyadi, 2026), and personal including education level as key factors (Sanz-Martínez & Morgado Camacho, 2025), most empirical evidence comes from Western contexts, where vocational rehabilitation, employer engagement, and disability policies differ from those in Malaysia (OECD, 2020; ILO, 2019). Existing study in Malaysia has primarily focused on programme management, service coordination, and caregiver perspectives, with comparatively less emphasis on broader participation outcomes such as employment readiness (Adenan et al., 2023), while limited attention has been given to the lived experiences of PWDs participating in CBR programmes. Psychological factors such as employability self-efficacy and environmental factors such as social support may play important roles in shaping employment readiness, yet these factors remain underexplored within the Malaysian CBR context.

This study focuses on the state of Perak rather than Malaysia as a whole for several key reasons. According to data presented by the Malaysian Minister of Economy, Perak is shown to possess one of the largest registered populations of PWDs among Malaysian states. This makes it a relevant microcosm for studying the dynamics of disability employment. Official statistics (2024) show that Perak has CBR programmes with 41 centres and 1,090 trainees and staff. This indicates active PDK implementation in both urban and rural districts (Department of Statistics Malaysia, 2025). This context allows for the examination of how employment readiness factors operate within CBR settings. The state's socioeconomic diversity, from urban centres like Ipoh to rural interior districts, enables the study to explore how structural, educational, and social support differences affect employment readiness. National evaluative research on CBR effectiveness also includes Perak among the analysed states, highlighting its representative significance (Institut Sosial Malaysia, 2024).

Therefore, this study aims to examine the levels, differences, relationships, and predictors of employment readiness among PWDs enrolled in CBR programme in Perak.

1.4 Research Aims

This study aims to examine the levels of employment readiness, employability self-efficacy, and perceived social support among adults with disabilities participating in CBR programmes in Perak, Malaysia. It also seeks to explore the relationships between these psychosocial factors and to identify key predictors of employment readiness. Ultimately, the research intends to provide evidence-based insights that can inform more holistic, inclusive, and effective approaches to enhancing employment readiness among PWDs.

1.4.1 Research Objectives

- i) To determine the levels of employment readiness, employability self-efficacy, and perceived social support among PWDs attending CBR Programmes in Perak.
- ii) To identify any significant differences in employment readiness across demographic variables (gender, education level, transportation and type of disabilities) among PWDs attending CBR Programmes in Perak.
- iii) To examine any relationships between employment readiness and employability self-efficacy, and between employment readiness and perceived social support among PWDs attending CBR programmes in Perak.
- iv) To identify the predictors of employment readiness (employability self-efficacy, perceived social support and demographic variables) using hierarchical regression analysis among PWDs attending CBR programs in Perak.

1.4.2 Research Questions

- i) What are the levels of employment readiness, employability self-efficacy, and perceived social support among PWDs attending CBR programmes in Perak?
- ii) Are there any significant differences in employment readiness across demographic variables (gender, education level, transportation and type of disabilities) among PWDs attending CBR programmes in Perak?
- iii) Is there any relationship between employment readiness and employability

self-efficacy, and between employment readiness and perceived social support among PWDs attending CBR programmes in Perak?

- iv) To what extent do employability self-efficacy, perceived social support, and demographic variables predict employment readiness among PWDs attending CBR programs in Perak?

1.4.3 Research Hypothesis

- i) H0: There are no significant differences in employment readiness across demographic variables (gender, education level, transportation and type of disabilities).

H1: There are significant differences in employment readiness across demographic variables (gender, education level, transportation and type of disabilities).

- ii) H0: There is no significant relationship between employment readiness and employability self-efficacy.

H1: There is a significant relationship between employment readiness and employability self-efficacy.

- iii) H0: There is no significant relationship between employment readiness and perceived social support.

H1: There is a significant relationship between employment readiness and perceived social support.

- iv) H0: Employability self-efficacy, perceived social support, and demographic variables do not significantly predict employment readiness.

H1a: Demographic variables significantly predict employment readiness.

H1b: Perceived Social support explains additional variance in employment readiness beyond demographics.

H1c: Employability self-efficacy explains additional variance in employment readiness beyond demographics and social support, and is the strongest predictor.

1.5 Significance of Study

This study addresses an underexplored area in the existing literature on how employability self-efficacy and social support influence employment readiness among PWDs. While previous research has often concentrated on external barriers such as accessibility challenges, workplace discrimination, and limited vocational training, comparatively little attention has been given to internal and relational factors that shape employment outcomes. By shifting the focus to psychological and social dimensions, this study aims to deepen our understanding of the mechanisms that influence an individual's preparedness to enter and sustain employment.

The findings of this research may greatly enhance employment prospects for PWDs. By identifying how self-efficacy and social support contribute to employment readiness, the study can inform the development of more tailored and holistic support programs. These programs could go beyond conventional skills training. They may address essential psychological and social needs such as confidence, motivation, and emotional resilience that influence long-term employment success.

This study is also significant for rehabilitation professionals, particularly occupational therapists (OT), who play a vital role in bridging this gap by supporting PWDs not only in developing functional work skills but also in enhancing psychosocial competencies (Durocher et al., 2014; Kirsh, 2000; Lysaght et al., 2012), that includes self-efficacy, motivation, and social engagement (Dixon et al., 2015; Kirsh, 2000). By identifying the psychological and psychosocial factors associated with employment readiness, the findings may assist OT in applying client-centred and occupation-focused approaches to designing and delivering interventions that improve overall employment readiness, promote autonomy, and support sustained job participation (American Occupational Therapy Association [AOTA], 2020; Strong et al., 1999).

Moreover, this research may inform workplace policies and practices to support the development of more inclusive employment initiatives. Insights gained from the study could promote the implementation of mentorship initiatives, peer support systems, and workplace strategies that prioritise employees' psychological and social well-being. Acknowledging these factors can lead to stronger workforce diversity and more sustainable employment outcomes.

Theoretically, this study is guided by the International Classification of Functioning, Disability and Health (ICF), which examines how personal,

environmental, and psychological factors predict employment readiness among adult trainees in CBR programs. By applying the ICF framework, the study provides a structural framework for examining how factors interact to influence employment readiness among PWDs in CBR programmes in Perak.

This study advances efforts to promote inclusion and equity for PWDs. It highlights how psychological readiness and social support enable employment, supporting national and global work to reduce marginalisation, encourage economic participation, and build a more inclusive society.

1.6 Scope and Delimitation

This study examines predictors of employability self-efficacy, perceived social support, and demographic variables influencing employment readiness among PWDs in CBR programs in Perak, Malaysia. It aims to assess employment readiness, examine its relationships with employability self-efficacy and social support, and identify key demographic factors such as age, gender, transportation, education, and type of disability that may further impact employment readiness.

The study is deliberately limited to adults aged 18 to 50 with sensory, physical, cognitive, or intellectual disabilities enrolled in CBR programmes. Individuals in home-based or school-based programs are excluded to keep the scope manageable.

This study focuses on CBR centres in Perak, which has one of Malaysia's largest registered PWD populations and diverse sociocultural and socioeconomic backgrounds, including different cultures, dialects, and urban and rural communities. Thus, the findings may not represent all PWDs in Malaysia or other contexts.

This research focuses on internal and relational factors of employability self-efficacy and social support, which act as predictors of employment readiness, without considering external influences such as organisational policies, economic context, employer attitudes, or physical accessibility.

Methodologically, the study uses a cross-sectional, quantitative design and relies on self-reported survey data. This approach limits qualitative insights into participants' experiences and tracking of changes over time.

By deliberately setting these delimitations, the research remains focused, feasible, and clearly directed toward its main aim: exploring how employability self-

efficacy and social support contribute to employment readiness among adults with disabilities in Malaysian CBR programme.

1.7 Operational Definition of Terms

The title of study is predicting the employment readiness (employability self-efficacy, and social support) among PWDs trained in Community-Based Rehabilitation centres in Perak. The following key variables will be operationalized in understanding the study.

a) **Community based Rehabilitation (Malaysian context)**

The CBR in Malaysian context is an initiative in community development for PWDs to undergo rehabilitation in their family. The local community helps by providing opportunities for the disabled to undergo rehabilitation, enjoy equal opportunities, and be able to interact with the community (Adenan et al., 2023).

b) **Employment Readiness**

Employment readiness refers to the degree to which an individual is psychologically, socially, and behaviourally prepared to enter, engage in, and sustain participation in the workforce (Lindsay et al., 2018). In this study it used the preparedness for Change Model and the Stages of Change Model. Expanding on Prochaska and DiClemente's (1996) Stage-of-Change Model, Lam et al. (2010) suggested that when returning workers to formal employment, employment readiness should be evaluated using these three stages: pre-contemplation, contemplation, and action. This will be assessed using LASER assessment.

c) **Employability Self-Efficacy**

Self-efficacy helps to determine an individual's behaviour or performance, how much effort will be expended in performing the behaviour and how long an individual will persist in the behaviour, despite obstacles and adverse experiences (Bandura, 1986; Anthony, 2005; Van Dinther et al., 2011). Perceived Employability Self-Efficacy, as described by Houser & Oda (1990), is all about how confident

someone feels in their ability to tackle job-seeking and work-related tasks. This idea is rooted in Bandura's self-efficacy theory. The scale emphasizes important aspects like the motivation to apply for jobs, the resilience to overcome challenges during the job search, and the determination to keep pursuing employment opportunities. The assessment used to assess employability self-efficacy is the Perceived Employability Self-Efficacy implemented by Rick Houser, and Ethel Aiko Oda, Ph.D

d) Social Support

The Multidimensional Scale of Perceived Social Support (MSPSS), created by Zimet, Dahlem, Zimet, and Farley back in 1988, looks at how individuals perceive the support they receive from their family, friends, and significant others. It defines perceived social support as a personal evaluation of the emotional, instrumental, and informational help available from these three key sources. The scale consists of 12 items and has shown strong factorial validity for its three subscales, along with impressive reliability and construct validity across various populations. It encompasses emotional support, practical assistance, and the establishment of social connections, contributing to a person's overall social and psychological functioning (Cohen & Wills, 1985). This will be measured using the MSPSS, which evaluates support from family, friends and significant others on a 7-point scale.

e) Persons with Disabilities

PWDs refers to individuals who have physical, sensory, cognitive, or developmental impairments that may impact their ability to engage in daily activities or participate fully in society that emphasizes the importance of accommodating diverse needs to ensure inclusivity, accessibility, and equal opportunities for PWDs (WHO, 2011). In Malaysia PWDs are defined under the Persons with Disabilities Act 2008 (Act 685) as individuals who have long term physical, intellectual, mental or sensory disabilities may hinder their full and participation in society (Hammel et al., 2015).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter outline overview of the literature on employment preparedness for PWDs, particularly in the context of CBR program in Malaysia. The following discusses the concept of disability in section 2.2. to 2.2.2. The overview and details of CBR programmes explained in section 2.3 to 2.3.5, section 2.4 elaborates on Perak specific consideration, social support section 2.2.4, and followed by employment among PWDs in section 2.5. The following subsections section 2.6 to 2.6.5 offers the detailed explanation about employment readiness, section 2.7 to 2.7.3 explains employability self-efficacy, and section 2.8 to 2.8.2 social support among PWDs, and the influence factors in each construct. In section 2.9 these components are combined to produce interconnection towards employment outcomes. Section 2.10 explain disability type and predictive effects, 2.11 elaborates on structural and contextual barriers in Malaysia, section 2.12 to 2.12.5 explains the theoretical base of the study is related to the ICF Frameworks that provides a broad perspective in which to analyse factors in relation to employment. Body functions and structures, activity and participation, environmental factors, and personal factors domains are discussed in sections 2.13 discussed assessment tools used in this study, section 2.14 elaborates on research gap. This chapter concludes with a summary of the key findings and conceptual gaps addressed in this study Sections 2.15.

2.2 Concept of Disability

Understanding the concept of disability is fundamental to examining employment readiness among PWDs. Contemporary disability discourse has shifted from medical model toward multidimensional frameworks that recognise the interaction between PWDs and societal structures (Brinkman, 2023). This conceptual evolution has significant implications for employment participation, social inclusion, and policy development (Shamsabadipour, 2025; Kim et al., 2026).

The World Health Organization (WHO) defines disability as an umbrella term encompassing impairments, activity limitations, and participation restrictions arising from the interaction between PWDs, environmental, and personal factors (World Health Organization, 2011; Narayanan., 2025). This definition reflects the biopsychosocial model embedded within the ICF, which integrates medical and social perspectives. Recent literature continues to adopt the ICF framework as a comprehensive model for understanding disability and participation outcomes across health, social, and employment domains (Stojic et al., 2025)

Similarly, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) conceptualises disability as evolving and resulting from the interaction between PWDs and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others (United Nations, 2006; Lawson, 2017). This rights-based framework or social model of disability emphasises societal responsibility in removing barriers rather than locating disability exclusively within the individual. Contemporary disability scholarship continues to highlight the importance of rights-based approaches in promoting equal participation and inclusive employment opportunities for PWDs (United Nations, 2022).

The shift from a medical model to a social and rights-based model is particularly relevant in employment research, as labour market exclusion is frequently driven by inaccessible environments, discriminatory practices, and limited accommodation rather than functional limitations alone. Therefore, disability must be understood as a socially mediated construct that influences access to education, training, and employment opportunities (Jurado-Caraballo & Garcia, 2024).

2.2.1 Disability in the Malaysian Context

In Malaysia, disability is legally defined under the Persons with Disabilities Act 2008 (Act 685), which promotes equal opportunities, accessibility, and participation in society (Person with Disabilities Act 2008, 2018). This define disability as encompassing long-term physical, mental, intellectual, or sensory impairments (Azizi et al., 2021). These conditions, connected with environmental barriers, may impede full and effective societal participation. This act suggested that PWDs have the equal opportunities and rights to access public facilities, amenities, services and buildings (Jing, 2019). This definition aligns with the framework established by the Convention

on the Rights of Persons with Disabilities (CRPD) Malaysia's ratification of the Convention in 2010.

Malaysia's existing disability support system significantly influences the employment and social inclusion of PWDs. The Department of Social Welfare Malaysia serves as a primary governmental agency responsible for supporting PWDs. Its mandate includes the management of disability registration, welfare provisions, and the implementation of CBR programs. National statistics indicate a consistent increase in PWD registrations, suggesting heightened public awareness and improved reporting mechanisms (Department of Social Welfare Malaysia, 2021). Despite these efforts, the labour force participation rate among PWDs remains substantially lower than that of the general population. Consequently, Malaysia continues to contend with persistent structural and attitudinal barriers impeding PWDs employment.

Culturally, Malaysia's collectivist social structure may influence perceptions of disability and workforce participation. Family involvement plays a central role in decision-making processes, caregiving responsibilities, and vocational pathways (Damas, 2025). While strong family support can enhance psychological wellbeing and participation, overprotective attitudes may sometimes limit independent employment exploration. Consequently, disability in the Malaysian context must be examined within interconnected legal, cultural, and socioeconomic systems.

2.2.2 Categories of Disabilities Registered in Malaysia

The Department of Social Welfare Malaysia classifies registered PWDs into several categories for administrative and service provision purposes. These categories include: physical disabilities, visual impairment, hearing impairments, speech impairments, learning disabilities, mental disabilities and multiple disabilities (Government of Malaysia, n.d).

Learning disabilities constitute one of the largest proportions of registered PWDs in Malaysia, followed by physical disabilities (Department of Social Welfare Malaysia, 2025). Each category presents distinct functional profiles and support needs, which may influence vocational preparation and employment readiness trajectories. For example, individuals with physical disabilities may encounter environmental accessibility barriers, whereas individuals with learning or intellectual disabilities may require structured skill acquisition and job coaching support (Wehman et al., 2018;

Mastam & Zaharudin, 2024). Understanding these categories is essential for contextualising employment readiness within CBR settings, where service provision often varies according to disability type.

Recognising the heterogeneity within the disability population is therefore critical in employment research. Variations in functional capacity, social expectations, educational access, and environmental accommodation contribute to differential employment experiences and readiness development across disability groups.

2.3 Overview of Community-Based Rehabilitation Programme in Malaysia

CBR, launched by the World Health Organization (WHO), aims to enhance the quality of life for PWDs by addressing their fundamental needs and promoting their full participation in society (WHO, 2010; Khasnabis et al., 2010). In Malaysia, CBR is a growing initiative designed to empower PWDs through rehabilitation, education, training, and the promotion of inclusion within the community (Adenan et al., 2023; Department of Social Welfare Malaysia, 2022). These programs are coordinated nationally by the Department of Social Welfare (JKM) and the Department for the Development of Persons with Disabilities (JPPWD), under the Ministry of Women, Family, and Community Development (KPWKM).

CBR initiatives are rolled out through various models of Home-Based, Centre-Based, and Centre-Home-Based that tailored to meet the diverse developmental needs of PWDs (World Health Organization, 2010; Jabatan Kebajikan Masyarakat, 2021). These programs offer services such as motor skills training, language and social skill development, vocational education, and recreational therapies like music and equestrian activities (Jabatan Kebajikan Masyarakat, 2021). In addition, the Malaysian government provides financial support for trainees participating in CBR programmes, including an increased monthly allowance to support their participation and well-being (Ministry of Finance Malaysia, 2023).

As of October 2020, a total of 19,304 PWDs have benefited from 565 CBR centres across Malaysia, supported by 565 supervisors and 2,758 CBR personnel (Jabatan Kebajikan Masyarakat, 2021). Despite its strengths, CBR coverage remains limited, reaching only about 8% of Malaysia's PWD population (Manaf et al., 2019). This underscores a significant gap in accessibility and inclusivity. Moreover, Studies on CBR in Malaysia have identified gaps in areas such as teachers' career pathways,

curriculum design, and training needs assessment, suggesting that employment preparation for adolescents and adults with disabilities remains insufficiently addressed (Mohd Salleh et al., 2022). Although vocational training and employment are recognised as important within CBR, many centres continue to prioritize social and physical rehabilitation over vocational preparedness (International Labour Organization, 2007). Resulting, some CBR programmes may give less priority to practical skill-building which are essential for successful workforce integration. Additionally, societal and workplace attitudes continue to pose barriers for PWDs seeking employment, further limiting the impact of CBR programs (Yaakub, 2025).

The Malaysian government has introduced complementary efforts such as the Persons with Disabilities Act 2008, the SOCSO Return-to-Work Program, and various vocational training initiatives. These form a solid framework to promote the employment and well-being of PWDs. However, to fully realize the benefits of these policies and services, it is critical to bridge the employment readiness gap not just through external programs but by also addressing internal factors such as employability self-efficacy.

2.3.1 International Comparison of Community-Based Rehabilitation Models

Internationally, CBR frameworks are globally promoted as inclusive strategies to improve participation and quality of life for PWDs (World Health Organization [WHO], 2010). Globally, CBR is directed by the WHO CBR Matrix, which includes health, education, livelihood, social, and empowerment components (WHO, 2010; Khasnabis et al., 2010)

The International Comparison of CBR implementation demonstrated that programmes are adapted differently across countries depending on their unique socio-political landscape, available resources, and community involvement (Khasnabis, 2010; WHO 2010). Consequently, the implementation and emphasis vary significantly across Western, Asian, and Low-Middle Income Country (LMIC) contexts due to differences in policy landscapes, rehabilitation infrastructure, cultural norms, and labour market systems (Khasnabis et al., 2010; Mannan et al., 2012).

For instance, in Malaysia, the CBR model is primarily center-based and home-based, managed by the Department of Social Welfare. However, it tends to be more government-driven, with limited input from the disability community itself (Jabatan

Kebajikan Masyarakat, 2021). In contrast, countries like India have made a point to foster long-term community engagement, national and non-governmental organizations incorporating frameworks such as the ICF and capability theory (Raza & Begum, 2022). These approaches tend to empower individuals with disabilities more effectively, promoting agency and social inclusion, which leads to greater community ownership. Similarly in Uganda, CBR initiatives have strong emphasis on livelihood and advocacy for inclusion in collaboration with support from government and stakeholder (Mannan et al., 2012; Ministry of Gender, Labour and Social Development. n.d), while the Philippines benefits from robust volunteer networks often tied to disaster relief and health programs (Khasnabis et al., 2010). In contrast, nations in Europe disability support systems have increasingly shifted from institutional care toward community-based services that promote independence living, social inclusion, and person centred support for PWDs (Šiška & Beadle-Brown, 2020).

In Asian contexts including India, China, Laos, Cambodia, and the Philippines, CBR programmes often promote financial inclusion through self-help groups, savings schemes, microcredit programmes, and partnerships with mainstream training institutions to strengthen employment opportunities and community participation (Khasnabis et al., 2010). Meanwhile, some programmes emphasize market-oriented vocational training and enterprise development, such as initiatives in Jordan and Angola that integrate practical skills training with real business environments and entrepreneurial support. In other contexts, including Sri Lanka and Barbados, CBR implementation has expanded toward policy development, employer engagement, and intersectoral collaboration to enhance labour market inclusion and disability employment (Khasnabis et al., 2010).

In Canada, community rehabilitation services are commonly delivered through multidisciplinary teams that provide integrated health, social, and vocational support to PWDs living within community settings (Leclair et al., 2022). In Europe, CBR is often implemented through non-institutional rehabilitation models such as home-based rehabilitation, day rehabilitation centres, and outpatient community services that aim to improve accessibility and reduce reliance on institutional care (Treger, 2024). In many high-income Western countries including United States, Canada and Europe, disability support is typically delivered through community rehabilitation services and community-based disability services that often intertwined with formal vocational rehabilitation systems and employment integration for PWDs (Organisation for

Economic Co-operation and Development [OECD], 2020; Aldersey et al., 2023). These systems tend to be highly structured, professionally staffed, and linked with employer networks. Employment centred focus towards vocational readiness and competitive employment are treated as integral outcomes of CBR or Vocational Rehabilitation. Supported employment models such as Individual Placement and Support (IPS) are widely implemented and evaluated, demonstrating improved job entry and retention for PWDs (Wehman et al., 2018).

Many western countries, supported employment commonly includes job preparation activities such as job search skills, work trials, employer liaison, workplace accommodation planning, and structured employer engagement (Bond, Drake, & Becker, 2020). These programmes are often accompanied by monitoring system that track employment outcomes over time, enabling evidence-based approaches (Organisation for Economic Co-operation and Development [OECD], 2020). For example, in the United States, Vocational Rehabilitation services delivered through state agencies work closely with community rehab providers to place individuals into competitive employment, supported by job coaches and employer incentives (U.S. Department of Education, Rehabilitation Services Administration, 2019). In Europe, disability and employment policy alignment such as EU disability strategy emphasises inclusive labour markets and supports within community-based support systems to promote employment participation among PWDs (European Commission, 2021).

Unlike personalized vocational rehabilitation approaches popular in Western countries, Malaysian CBR centres may offer scheduled activities without systematically including self-efficacy enhancement or quantitative readiness standards. This structural difference may explain why psychosocial predictors operate differently within Malaysian rehabilitation environments.

These international comparisons illustrate that while the core philosophy of CBR remains consistent globally, the implementation, effectiveness, and level of disability inclusion vary widely depending on national policy environments, community participation, and labour market integration mechanisms (Khasnabis et al., 2010; Mannan et al., 2012). PWDs may therefore be positioned more as recipients of services rather than active contributors to rehabilitation planning.

This comparison highlights a key contextual issue in which employment readiness may not be strengthened simply through the presence of CBR centres, but through how livelihood-oriented components are implemented, monitored and linked

to labour market opportunities. This supports the rationale for examining psychosocial predictors (self-efficacy and social support) within Malaysian CBR settings, where structural conditions may shape how readiness develops.

2.3.2 Studies Related to Community-Based Rehabilitation in Malaysia

Studies on CBR in Malaysia have provided valuable insights into various aspects of its implementation, effectiveness, and challenges. Table 2.1 showed the overall summary of studies on CBR programs in Malaysia. For instance, Jaafar, Nordin, and Aljunid (2021) examined changes in daily living abilities using the Barthel Index 6 months post-CBR, considering factors such as age, baseline scores, therapy attendance, and number of therapies received. Mohd Salleh et al. (2022) conducted a literature review of 47 studies on CBR in Malaysia and highlighted key gaps related to the development of CBR personnel, particularly the limited career pathways for CBR teachers, insufficient curriculum structure, and the need for systematic training needs assessments. Focusing on organisational practices, Voon et al. (2023) explored service excellence in Malaysian CBR centres through focus group discussions involving managers, trainers, and parents, identifying six important dimensions for sustainable service delivery, including trainee orientation, inter-functional coordination, long-term focus, and employee orientation. Meanwhile, Suleiman (2018), contributed to the field by developing and validating a teaching module aimed at enhancing the abilities of autism trainees in basic drawing activities such as drawing, painting, resist, stamping, and printing. Her study highlighted the module's effectiveness in fostering creative thinking and improving fine motor skills.

Furthermore, there is also a study on organizational aspects of CBR programs which explored by Adenan, Abdullah, Said, Manaf, and Zahari, who investigated management practices, stakeholder satisfaction, and challenges in service delivery. Their study also offered strategies for improving the coordination and effectiveness of CBR services to better address the needs of PWDs. Hasan and Aljunid (2019) evaluated CBR program effectiveness and staff job satisfaction, respectively, while Latif et al. (2020) focused on rehabilitation programme and found out, game-based integration could enhance trainee engagement and improve effectiveness of rehabilitation activities. Yeap et al. (2017) addressed the training needs of workers dealing with communication disabilities, further emphasizing the importance of skilled personnel in

CBR. Meanwhile, Wahab, Sidek and Lim (2025) assessed the accessibility of public health services for CBR trainees and reported generally high levels of satisfaction with health campaigns, preventive services, medical treatment, and rehabilitation services, while also demonstrating that improved accessibility positively influences trainees' functional development and independence.

Study on explored parental perceptions of CBR effectiveness, emphasizing the importance of participation, social support, and structured modules (Abdullah., 2014; Ahmad et al., 2021). Jamaluddin et al. (2021) explored the implementation of vocational skills education in a CBR and found that teachers primarily relied on strategies within the immediate classroom and institutional environment. However, the effectiveness of vocational training was constrained by limited pedagogical expertise, insufficient vocational training among teachers, and inadequate facilities, highlighting the need for stronger community and institutional support.

While Malaysian studies have examined service delivery effectiveness and community participation, structured evaluation of employment readiness as a participation outcome remains limited (Mohd Salleh et al., 2022). The empirical studies examining employment readiness as a multidimensional construct involving psychological and environmental determinants among CBR trainees remain inadequate.

This demonstrates a gap between programme intent and measured employment readiness. In which. CBR implementation is longstanding, yet predictive models of readiness are scarce. This gap highlights a critical area for future investigation, as employment readiness is a crucial factor for the successful integration of PWDs into the workforce.

Table 2.1
Studies on CBR Programs in Malaysia

Author(s)/Year	Aim	Study design	Summary of findings
Jaafar, Mohd Nordin & Aljunid (2021)	Outcomes of CBR among children with disabilities	Cross-sectional study using Barthel Index	Functional improvements were linked to therapy attendance and baseline functional status.
Hasan & Aljunid (2019)	Staff job satisfaction within CBR	Survey of 204 CBR staff; standardized job satisfaction questionnaire	High overall satisfaction (worry in training opportunities and workload balance). Majority agree CBR programme is a difficult job with low salary satisfaction.
Abdul Latif et al. (2020)	Evaluation of current rehabilitation and intervention programmes in CBR	Focus group/ exploratory evaluation in 3 CBR in Putrajaya Participants (teacher & therapist)	Findings indicate that rehabilitation programmes through multimedia game-based courseware can improve trainee engagement and motivation in rehabilitation programs, particularly in school-preparation courses.
Yeap et al. (2017)	Perceived training needs of CBR workers in supporting PWCD	Cross sectional, mixed method among 421 Malaysian CBR worker	Important training gaps exist among CBR workers particularly in terms of managing PWCD.
Hasan, Aziz & Aljunid (2021)	Service-user satisfaction with CBR services in east coast of Peninsular Malaysia	Cross sectional study among parents and caregiver receiving CBR services. 297 respondents.	The majority of parents were satisfied with the CBR services. Factors influencing satisfaction include education level, occupation, monthly income and source of income.
Ahmad et al (2021)	Parental perceptions of CBR effectiveness	Survey of 121 parents of trainees; questionnaire on participation, support & module	Parents reported that the CBR programme was moderately effective. There were strong connections between programme effectiveness and several factors, including trainee participation, module and syllabus, social workers and social support systems. Trainee participation had the strongest relationship with programme effectiveness, demonstrating that engagement of trainees is crucial for successful CBR implementation.
Jamaluddin, Mat Sapak, Abdul Kadir, Mohd Hajaraih, &	Implementation of vocational skills teaching in CBR centres	Qualitative study using interviews and observations with 6 CBR centres teachers	Teacher mainly concentrated on microsystem and mesosystem environments in teaching vocational skills.

Author(s)/Year	Aim	Study design	Summary of findings
Kamis (2021)			However, constraints such as insufficient pedagogical training, limited vocational expertise, and inadequate facilities limit effective implementation of vocational education.
Mohd Salleh, Yip, Ali, Nordin & Afnizul (2022)	Review of CBR research in Malaysia	47 Literature review of studies retrieved from google scholar.	The review highlights shortcomings in Malaysian CBR research, such as teachers' career development, curricular structure, and training needs assessment in CBR programme

Note: Community-Based Rehabilitation (CBR), and People with communication disabilities (PWCD).

2.3.3 Identified Implementation Challenges in CBR

There are few challenges presented within the CBR settings. One of it is that there are few different methods and standardized benchmarks that assess preparation level, match training to current labour market abilities or direct customized career planning in CBR programs. World Health Organization's CBR Guidelines recognize many CBR activities continue to focus on general skill exposure rather than structured preparation for formal employment, with limited mechanisms to evaluate outcomes beyond participation or basic functional ability (WHO, 2010). These guidelines emphasize the importance of skills development and life-skills acquisition for participation in work. According to research on CBR organizational practices in Malaysia including Perak. Assessments of vocational components frequently lack well-articulated behaviours, attitudes, or competency outcomes that correspond with external employment expectations, indicating a lack of consistency in assessment content and methods (Adenan et al., 2023). Other literature also supports that in CBR training, the systematic development of work-related competences is undermined by the lack of standardization in pedagogical material and progression monitoring (Jamaluddin et al., 2021; Mohd Salleh et al., 2022).

Many CBR programmes lack standardized framework to evaluate employment readiness. Monitoring system often record participation or functional activities rather than structured indicator of work readiness or labour market transition (Mason et al., 2017). The absence of validated readiness assessment tools limits the ability to track progress and evaluate vocational outcomes across centres (Mason et al., 2017). Without structured assessments, progressive learning outcomes, or pathways that connect center-based activities with real-world labor market demands, vocational tasks offered in CBR settings run the risk of remaining activity oriented rather than prepared for competitive employment, according to research on CBR organizational practices in Malaysia (Jamaluddin et al., 2021). Assessment methods and content are also found to be inconsistent. (Mohd Salleh et al., 2022)

In addition, there is insufficient employer engagement within the CBR centres. Studies examining CBR implementation highlight several structural challenges, including limited trained personnel, insufficient resources, poor coordination among stakeholders, and barriers in accessing services (Yaakub et al., 2025). The CBR rarely maintain formal partnerships with employers in Perak or wider Malaysia. This leads to

a gap between training and actual job opportunities, with several consequences; PWDs lack realistic exposure to workplace expectations, employers rarely provide on-site support or accommodations, feedback loops between employment outcomes and training curricula are absent. Recent Malaysian research confirms that employer attitudes and workplace discrimination remain significant barriers to employment participation among PWDs (Rahim, Arshad & Yaacob, 2024).

Effective CBR implementation requires structural training and curriculum development to equip rehabilitation teams with knowledge and skills for community engagement (Omar et al., 2025). In effective supported employment models, employer feedback informs skill development, job matching refinement, and curriculum adjustment (Bond et al., 2020). However, when employment placements are sporadic or informal, CBR centres may lack systematic data on why placements succeed or fail. This weakens opportunities for programme improvement and prevents alignment between training content and labour market demand. Collectively, these structural limitations contribute to a gap between vocational exposure and competitive employment outcomes. While CBR centres may provide meaningful activity participation and social inclusion, limited employer engagement reduces opportunities for structured transition pathways, reasonable accommodation planning, and curriculum refinement based on real workplace performance. Strengthening formal partnerships between CBR centres and employers may therefore be critical to translating employment readiness into sustained workforce participation.

Besides, the structural and accessibility barriers frequent become one of the challenges for PWD trainees in CBR participate in employment. CBR trainees frequently rely on family or public transportation that is not modified to meet their needs (Abouzeid, 2024). Geographical differences, rural access to vocational services is impacted because Perak districts have fewer service networks than urban areas like Ipoh. Finally, because to financial constraints, CBR centers frequently lack adequate funding and manpower for vocational infrastructure. Due to a lack of external partnerships and labor market connectivity, studies on Malaysian disability services have shown that rural CBR centers frequently serve primarily as social or basic rehabilitation hubs rather than structured vocational development platforms (Omar et al., 2025). As a result, people in rural areas can be less exposed to work shadowing, employer involvement, or supported employment programs. These obstacles restrict the capacity of the centers.

Furthermore, the lack of established documentation and monitoring are limited in CBR. Routine documentation in CBR centers mainly documents daily participation, enrollment statistics, and functional skill activities, according to reports from the Department of Social Welfare Malaysia. This reflects a service-delivery monitoring approach rather than an outcome-based evaluation framework (Department of Social Welfare Malaysia, 2021). Staged employment preparedness advancement is not systematically captured by these metrics, despite their usefulness for administrative accountability. The restricted use of validated employment-readiness tools in Malaysian CBR contexts is a major practice restriction. Despite being extensively discussed in international rehabilitation research, standardized measures like work readiness scales, supported employment fidelity tools, and psychosocial assessments are still not widely incorporated (Mason et al., 2017), including in Malaysian community-based programs. As a result, stage-based or psychometric methods are rarely used to measure preparedness progression. As a result, training performance is frequently deduced implicitly through anecdotal improvement rather than calculated change scores, and preparedness advancement is rarely monitored using stage-based or psychometric validated instruments.

Furthermore, as stated in study by Msomi & Ross (2024), longitudinal tracking is not usually used to evaluate the effectiveness of training in relation to employment outcomes. In addition, numerous disability studies conducted in Malaysia has largely focused on organisational practices, stakeholder perception and program implementation rather than long-term employment outcomes among PWDs (Mohd Salleh et al., 2022). It becomes challenging to ascertain if vocational exposure activities result in long-term labor market engagement in the absence of longitudinal outcome monitoring. Therefore, more uniformity of outcome measurements in CBR programs has been demanded by Malaysian academics. According to Harun et al (2020), rather than relying just on social engagement measurements, Malaysian disability service providers would benefit from better monitoring outcomes and support systems to improve labor market integration. The use of quantifiable standards and verified instruments to assess program efficacy is essential for aid in the creation of evidence-based policy. The lack of such uniform outcome frameworks could limit the capacity to compare results among centers and lead to variations in program quality between districts.

2.3.4 Overview of Community-Based Rehabilitation in Perak

In the state of Perak, CBR centres operate across both urban and rural districts and play an important role in providing rehabilitation and social support services for PWDs. According to reports from the Department of Social Welfare Malaysia, CBR centres in Perak support individuals with diverse disability profiles and developmental needs through structured CBR programmes (Jabatan Kebajikan Masyarakat, 2021). The presence of these centres across multiple districts reflects the state's commitment to expanding community rehabilitation services and promoting inclusion for PWDs.

Perak consistently ranks among the top states with larger number of CBR located in urban and rural population with demographic diversity, according to DOSM (2022) and MWFCDD reports, despite the lack of nationwide quantitative data.

2.3.5 Implementation Challenges in Community-Based Rehabilitation in Perak

Perak's demographic and geographic characteristics present distinctive challenges for employment readiness among PWDs. PWDs often face multiple structural barriers affecting their labour market participation, including limitations related to education, transportation, and workplace accessibility (Csillag et al., 2020). The obstacles include the state's rural distribution areas and the lack of industrial or vocational sectors outside major towns, creating a clear urban-to-rural split that limits business engagement and workplace exposure (Department of Statistics Malaysia, 2022). As a result, the preparation of the PWD workforce is affected by these demographic and geographic factors. Furthermore, while most CBR centres in Malaysia are scattered across several districts, with services are concentrated in more accessible urban areas, leaving residents in remote areas with uneven access (Tay & Wong, 2018; UNICEF Malaysia, 2023). Consequently, individuals in remote locations may encounter structural barriers such as longer travel distances, fewer transit options, and a lack of specialised vocational support.

Beyond structural limitations, Perak's cultural and sociolinguistics diversity directly shapes job readiness. Culture beliefs, stigma, and structural discrimination shapes participation and social belonging restricting self-efficacy, autonomy, and employability (Nashwan et al., 2026). In the Malaysian context, family plays a central role in supporting PWDs, although reliance may also contribute to reduced

independence and social isolation (Amin et al., 2016), Socioeconomic background, limited community support, and disparities in access to resources can undermine communication confidence and restrict participation of PWDs in formal employment settings in Perak. Additionally, language differences also becoming a challenge in delivering the rehabilitation services to some rural areas, hindered the effective health promotion and service delivery (Msomi & Ross, 2024; Yaakub, 2025). These factors indicate that employment readiness among PWDs at CBR centres in Perak is influenced by psychological and social determinants, as well as cultural and structural barriers (Manaf et al., 2019). all barriers that current CBR models overlook.

In Malaysia, CBR programmes, referred to as Pusat Pemulihan Dalam Komuniti (PPDK), are overseen by the Department of Social Welfare Malaysia; however, research shows that these programmes primarily focus on general rehabilitation, functional independence, and social participation rather than employment related outcomes such as targeted vocational training for employment readiness (Jaafar et al., 2021; WHO et al., 2010). In contrast to the frequent assertion that vocational activities are basic and disconnected from current labour market demands, certain types of low-skilled jobs in Malaysia, such as cleaning, packaging, and kitchen assistance, not only align with the strengths of persons with learning disabilities but also represent areas of ongoing labour shortage (Ismail, 2016; Zainuddin, 2025). Empirical research highlights challenges in aligning CBR programmes with labour market requirements and in developing employer networks, which may hinder effective employment transitions for PWDs (Institut Sosial Malaysia, 2024).

Additionally, monitoring systems in Malaysian CBR contexts primarily focus on tracking attendance and participation, rather than systematically evaluating long-term employment outcomes (Institut Sosial Malaysia, 2024). Another critical issue highlighted is the absence of a comprehensive monitoring and evaluation system to this program due to limited resources and capacity results in data management, non-standard indicators, and reliance on traditional reporting methods (Khanjani et al., 2022). This limited focus results in fewer standardized and validated outcome measures in employment readiness, which restricting understanding of actual progress in employment readiness among PWDs participating in CBR (Tofani et al., 2021; Asres, 2025). In addition, broader structural constraints, such as stigma, discrimination, and poor labour-market integration, continue to hinder the transition to competitive

employment (International Labour Organization, 2019). Overall, employment readiness remains inadequately defined, assessed, and prioritised as a primary service outcome.

2.4 Perak Specific Consideration

Perak's demographic and geographic setting present unique challenges. For example, the state contains both urban and rural district. The larger rural catchment areas with limited vocational industry presence, resulting in fewer workplace exposure opportunities. CBR centres are present across districts but often concentrated in accessible towns, creating service accessibility disparities for peripheral communities. This unequal distribution contributes to service accessibility disparities, whereby individuals living in rural districts face structural barriers such as longer travel distances, limited transportation options, and reduced service availability, undermining equitable access to rehabilitation, vocational support, and ultimately employment readiness opportunities (Tay & Wong, 2018; UNICEF, 2017; Alshoura, 2023). These accessibility constraints underscore that employment readiness in Perak may involve layers of cultural, logistical, and structural barriers not adequately addressed by existing CBR models, particularly for PWDs residing outside central urban hubs.

Additionally, rural districts in Perak such as areas in Hulu Perak or Perak Tengah often operate within tight-knit communal structures where family reputation, collective decision-making, and protective attitudes toward vulnerable members are prominent (Abdullah & Pedersen, 2003; Amin, 2018). Within this cultural context, employment decisions among PWDs may be strongly shaped by family protectionism, religious beliefs, and societal norms regarding capability and productivity (Haque, 2010; Omar et al., 2025). For instance, some families may prioritise safety and stability over workforce participation, potentially influencing their stage of employment readiness. These sociocultural dynamics may indirectly affect employment readiness by influencing motivation, autonomy, and perceived social risk associated with entering the workforce.

Malaysia is characterised as a collective society that emphasises on strong family belonging (Amin et al., 2016). In a cultural state such as Perak, variations in socioeconomic background, rural-urban differences, and ethnic community networks may further shape access to resources and employment opportunities. Therefore, employment readiness among PWDs trained in CBR centres in Perak may be influenced

not only by individual psychological factors but also by culturally embedded family norms, community expectations, and structural inequalities. In particular, family overprotective can act as a barrier to independence, limiting opportunities for skill development, decision-making, and participation in employment-related activities (Callus et al., 2019). The population diversity in Perak has a mix of culture, which may shape cultural norms around disability and employment differently (DOSM, 2022). These factors underscore that employment readiness in Perak may involve layers of cultural, structural, and logistical constraints not addressed by existing CBR models.

Beyond cultural diversity, Perak also demonstrates significant intra-state differences in dialect, local identity, and community norms across districts such as Bota, Taiping, Kuala Kangsar, and Gerik. Linguistic and cultural influences from neighbouring states (e.g., Kedah and Penang in northern Perak; Selangor in southern Perak) shape local communication styles, social networks, and community cohesion (Asmah Haji Omar, 2008; Collins, 1998). For instance, residents in northern districts such as Taiping may exhibit Kedah-influenced dialect features, while central and southern districts reflect distinct Perak Malay speech patterns.

Although dialect variation may appear minor, language differences can influence educational experiences, communication confidence, and social integration, particularly among individuals with learning disabilities. Research suggests that linguistic environment and sociocultural communication norms affect self-esteem, participation, and perceived competence in formal settings such as education and employment (UNICEF Malaysia, 2023; Hofstede, 2011). In CBR settings, staff-client communication styles, cultural familiarity, and local norms may shape how employment expectations are framed and understood.

Therefore, employment in Perak should not be viewed solely through demographic categories (e.g., age), but also through localized cultural identities, dialect differences, rural–urban community norms, and district-level socioeconomic characteristics, which may interact with psychological predictors such as self-efficacy.

2.5 Employment among People with Disabilities

Employment outcomes for PWDs significantly behind those of non-disabled populations across global contexts. Global study repeatedly shows that PWDs globally experience persistent employment gaps. For example, labour force participation rates

for PWDs in OECD countries remain substantially lower than non-disabled peers (OECD, 2020). These gaps are influenced by systemic barriers, employer attitudes, and individual factors such as self-belief and social support (Mitra et al., 2017; Schur et al., 2013).

Meanwhile in Malaysia, similar challenges are evident. Official statistics and independent reports underscore ongoing challenges in incorporating PWDs into the workforce. National administrative data indicate a modest increase in PWDs employment, there were 4,209 civil servants with disabilities in 2024, representing growth compared to the previous year (Department of Statistics Malaysia, 2024).

However, despite these increases, employment participation remains disproportionately low relative to overall labour force figures. The national statistics showed Malaysian PWDs continue to participate in the labor force at a rate of less than 1%, indicating continuing employment inequities notwithstanding policy presence. Transportation limits (Magnusson et al., 2022), workplace inaccessibility (Manaf et al., 2019), and employer stigma (Ngui et al., 2020) are examples of structural hurdles. These barriers interact with socio-cultural expectations to shape employment pathways as employment ecosystem differs structurally and culturally.

Furthermore, Malaysia's studies found that existing employment policies may not fully address the specific needs of PWDs particularly aligning vocational training with labour market demands. These challenges suggest that psychological and contextual readiness factors such as employability self-efficacy and social support may play crucial role in influencing employment outcomes among PWDs. However, empirical research examining these factors within the Malaysian rehabilitation context remains limited.

2.6 Employment Readiness in Disability

Employment readiness refers to the preparedness of an individual to enter, engage, and sustain participation in the labour market (Bennett, 2020; Peersia et al., 2024). It encompasses psychological, social, and functional dimensions that support successful transition to work (Lindsay et al., 2018; Coñoman et al., 2024). Within disability studies, employment outcomes are often examined in relation to broader indicator such as job satisfaction, well-being, and labour market (Pagan, 2017). Employment readiness extends beyond technical competence to encompass

psychological preparedness, behavioural readiness, adaptability and motivational orientation toward workforce. In disability research, readiness is often conceptualized as a transitional construct bridging rehabilitation and labour market participation (Lindsay et al., 2018).

Western scholarship increasingly frames employment readiness within psychosocial models, emphasizing self-efficacy, perceived control, and environmental facilitation in shaping employment related outcomes (Lent & Brown, 2013; Lent & Brown, 2019). In such frameworks, readiness is not merely skill possession but the integration of self-perception, contextual opportunity, and behavioural intention. Most empirical models of employment readiness have been validated in North American and European contexts characterized by individualistic labour structures (OECD, 2010). These systems assume that individuals independently initiate job search, negotiate employment conditions, and navigate institutional processes.

Employment readiness, also referred to as "work readiness," is a critical concept in preparing individuals for employment. It is defined as the condition or state in which a graduate is likely to secure employment and successfully transition into the workforce. Employment readiness is not limited to technical job skills; it also includes personal qualities, people skills, and professional abilities essential for employee success (Peersia, 2024; Crespin et al., 2019). According to research findings, PWDs or normal people have a solid foundation of transferable, general employability or work-readiness skills in order to find and keep a job (Pacha, 2013). It is essential for workers to acquire and exhibit work-readiness or employability skills in order to secure and keep a job (Parker, 2008). It embodies a set of values, behaviours, and skills that facilitate an individual's successful entry into the workplace (Peersia, 2024; Tentama & Riskiyana, 2020).

The importance of employment readiness extends beyond merely acquiring technical skills; it involves developing social and relationship skills that are crucial for career success. It is particularly significant for individuals with intellectual disabilities, who face unique challenges in the transition to the workforce. Programs focused on employment readiness and social skills training have shown positive outcomes for youth with disabilities, including enhanced employment and independent living prospects remains relevant for adults with PWDs preparing to enter labour market (Branch, 2024; Rooney-Kron & Dymond, 2022). Best practice programs for these groups often incorporate intensive training, on-the-job learning, and support from job

coaches who assist in relationship-building with employers (Branch, 2024; Wehman et al., 2018). However, employment readiness has been under-examined in community rehabilitation contexts, particularly outside Western labour markets. While outcomes such as income and job status are commonly reported, structured study of preparatory psychosocial dimensions (confidence, perceived barriers, support networks) in rehabilitation frames remains limited.

Furthermore, a work-ready employee is not only capable of performing job tasks but is also equipped to build and maintain professional relationships, which are essential for career advancement and long-term success. For PWDs, the role of job coaches in matching employees with employers and providing on-the-job support is a significant factor in obtaining and maintaining employment (Branch, 2024; Ellenkamp et al., 2016). For all individuals, regardless of disability status, acquiring and exhibiting work-readiness or employability skills is essential for finding and keeping a job. These skills form the foundation for securing employment, fostering job retention, and achieving life satisfaction through work (Grigal et al., 2012; Tsyrenov et al., 2017; Jackson, 2020).

While vocational rehabilitation programs in CBR offer crucial community-based job training for youths with intellectual disabilities, there is a need for more research to enhance the effectiveness of these programs and ensure better outcomes (Branch, 2024; Rashid et al., 2017). Work or getting a job is a central part of adult life, providing individuals with a sense of identity, pride, and life satisfaction (Hatano, 2024). The right to gain employment is a fundamental human right and should be equally accessible to all individuals, including PWDs (United Nations, 2006; World Health Organization (WHO), 2011).

The literature effectively defines employment readiness beyond technical abilities, incorporating interpersonal and behavioural skills. Nevertheless, the discussion relies heavily on international research, with limited evaluation of how these findings apply within Malaysia's unique socio-cultural and policy environment. For example, employer discrimination and structural barriers in Malaysia are acknowledged but not critically assessed in terms of their impact on readiness. This omission points to the need for localized evidence to clarify how PWDs in Malaysia develop and sustain readiness within CBR frameworks.

2.6.1 Employment Readiness in Community-Based Rehabilitation Programme

Despite the growing recognition of the need for CBR programs, research on how these programs specifically address Employment readiness for PWDs remains limited. While CBR programs have been beneficial in improving mobility, communication skills, and social inclusion, they have yet to fully address the employment readiness of PWDs. The challenges faced by PWDs in these programs include inadequate medical care management, inconsistent education standards, limited facilities, and a lack of effective support for parents and guardians (Adenan et al., 2023; Jaafar et al., 2021).

Research indicates that although CBR programs positively impact educational opportunities and the personal development of children with disabilities, further improvements are necessary, particularly in vocational training, to better prepare these individuals for the workforce (Adenan et al., 2023; Khoo & Rajuddin, 2006). As PWDs often experience higher unemployment rates, underemployment, and lower wages compared to their non-disabled peers (Dunn, 1996; International Labour Organisation, n.d), CBR programs must place greater emphasis on developing the skills needed for workplace success. This includes providing practical training, personalized career support, and fostering positive perceptions of PWDs in the workplace to improve their chances of gaining meaningful employment (Díaz-Aristizabal et al., 2012).

One approach to enhance employment readiness is for CBR programs to offer tailored training sessions, vocational assistance, and a more structured rehabilitation approach, involving multiple sectors, such as primary health and community services (Park, 2009; Jansen & Aldersey, 2018). However, findings showed CBR training varies widely, depending on context (Jansen & Aldersey, 2018). These programs can play a crucial role in helping PWDs acquire the necessary skills to secure employment, thus improving their independence, future prospects, and acceptance within society.

The limited number of government centres and expertise in assisting the disabled community further emphasizes the need for more services and effective programs. A study showed 247 NGOs were reported to be managing the PWDs community until 2021. However, the challenge remains that many PWDs still require services, especially given the critiques of the CBR, such as the lack of research procedures, unsystematic results, and weaknesses in meeting medical rehabilitation needs and maximizing participation (Asalal et al., 2023)

There is also a study in Thailand found that women with disabilities in CBR programs did not experience improved self-perception or effective social integration (Asalal et al., 2023; Bualar & Morshed, 2009). More recent research also suggests that the effectiveness of CBR programmes varies depending on implementation quality, community engagement, and availability of support services (Iemmi et al., 2017). This highlights the need for a more holistic approach to rehabilitation that includes not only medical and vocational training but also strategies to address stigma and discrimination.

In conclusion, while CBR programs have had some positive impacts on PWDs, they need to be evaluated and improved to enhance their effectiveness in preparing individuals for the workforce. A study of disabled trainees at the CBR in Jitra, Kedah, found that they had high hopes of living independently, securing employment, ensuring a better future, and gaining societal acceptance (Khoo & Rajuddin, 2006; Hasan & Aljunid, 2019). This emphasizes the importance of further developing CBR programs to provide the necessary training, support, and societal integration to improve Employment readiness for PWDs.

2.6.2 Government and Institutional Support for Employment Readiness among PWDs

The Malaysian government has implemented various policies, laws, and institutional frameworks aimed at improving the well-being and inclusion of PWDs. Central among these is the Persons with Disabilities Act 2008, which mandates that at least 1% of public sector jobs be reserved for PWDs. This reflects the government's belief that structured training and employment policies can support workforce participation among PWDs (Economic Planning Unit, 2006). However, this target has yet to be achieved, highlighting persistent challenges in ensuring employment readiness; unlike enforceable anti discrimination frameworks such as the Americans with Disabilities Act (ADA) in the United States, Malaysia's Act lacks effective enforcement tools.

Similarly, the 2003 National Social Policy emphasizes PWD rights in areas such as education, employment, and accessibility (Khalid & Yusof, 2017). Despite such policies, limitations remain in addressing employment readiness as a key factor in enabling PWDs to transition successfully into the labour market.

The Malaysian Plan of Action 2016–2022 introduced further strategies to increase workforce participation and inclusivity (Abdul Rahim et al., 2017). These strategies align with the goals of CBR, which aims to equip PWDs with skills and support for employment. However, gaps persist, particularly in the areas of vocational training and employment transition support.

At the institutional level, the Social Welfare Department under Ministry of Women, Family and Community Development plays a vital role in providing financial assistance and overseeing CBR programs, such as the Job Coach Service and vocational training initiatives (MyGovernment, n.d). However, its impact is limited by voluntary registration and coverage gaps.

In addition, the Social Security Organization (SOCSSO) has introduced the Return to Work (RTW) Disability Management Program, which supports person with injuries including PWDs' reintegration into the workforce through vocational rehabilitation (Awang et al., 2018). Muhyiddin Yassin (2020) stated, The Pelan Jana Semula Ekonomi Negara (PENJANA) program, implemented in partnership with the Ministry of Human Resources, also offers hiring incentives and retraining for vulnerable groups including PWDs. While these efforts provide critical external support, their success depends largely on PWDs' internal readiness to return to work.

In the context of CBR, the CBR plays a crucial role in the rehabilitation, training, education, equal opportunities, and social integration of PWDs. However, according to Parliamentary Debates Bil 7 on 7 Mac 2024; the staff and supervisors of these centres, who work on a volunteer basis with modest monthly allowance, face significant challenges, including a lack of formal contracts and comprehensive professional training. The CBR program itself is based on a multisectoral approach, involving collaboration between PWDs, their families, local communities, government bodies, private organizations, and local leaders. Through the integration of health, education, vocational, and social services, CBR aims to facilitate the inclusion of PWDs in society and enhance their Employment readiness. The program is managed by community-based organizations, with support from the Ministry of Women, Family, and Community Development, which provides financial assistance to non-governmental organizations (NGOs) running CBR centre. These funds help cover operational costs, including staff stipends, utilities, and equipment purchases. With 563 CBR in operation across Malaysia as of December 2023, the government allocated RM108 million in 2023 to support these centres. Additionally, Social Welfare Department has provided

relevant training courses for CBR staff, such as the Basic CBR Staff Course, to improve their skills and capacity. The government has also set guidelines to ensure an appropriate staff-to-trainee ratio, one staff member or supervisor for every five trainees, with supervisors receiving an additional stipend for their added responsibilities (Parliament of Malaysia, 2024).

There is also an initiative by Universiti Sains Malaysia (USM) Kubang Kerian aimed at improving Employment readiness among PWDs named as "PWDs Transformation Program," which focuses on empowering PWDs by shifting their status from being viewed as liabilities to being seen as valuable contributors to the workforce. This program emphasizes employment and income generation as key aspects of independence and a meaningful life. As part of this effort, the PDK at USM Kubang Kerian, established in 2014, leverages expertise from various disciplines, including Exercise Science, Forensics, and Biomedicine, with a primary focus on Occupational Therapy to help PWDs achieve independence (Mohd Suhaimi & Abdul Rahim, 2021). To further support the Employment readiness of adults with disabilities, Prof. Dr. Mohamed Saat Ismail and Dr. Mohd Zulkifli Abdul Rahim introduced structured training modules and job innovation programs, including a commercial agriculture program, to help PWDs gain practical skills and increase their employability. They also developed specialized wheelchair modifications to improve mobility and independence for PWDs. The PDK at USM Kubang Kerian is a model for these transformative efforts, demonstrating how structured, skills-based programs can empower PWDs to contribute productively to society.

Despite these efforts, employment outcomes among PWDs remain limited. This is partly due to the lack of emphasis on building internal psychological enablers such as employability self-efficacy and external factors particularly on social support systems that foster long-term employment sustainability. These internal and external factors must be addressed more directly within CBR and institutional programs to truly bridge the gap in employment readiness.

2.6.3 Current Practice of Employment Readiness in CBR

Current CBR practices in Malaysia puts more emphasis on community involvement and comprehensive rehabilitation than on formal career trajectories. activities of daily living (ADL) assistance, social and recreational programs, basic

occupational exposure (crafts, easy jobs), and family and community participation events are among the most common CBR offerings (Ismail, 2016). Employment outcomes are frequently incidental rather than actively pursued (Nevala, 2019). Rather than work readiness or job placement, the main measures that are frequently recorded are attendance, social participation, and basic skill engagement. In contrast, Western vocational rehabilitation (VR) approaches incorporate systematic employment preparation training (e.g., job search skills, employer liaison, internship placements (Lindsay et al., 2018; OECD, 2020).

The challenge with the design of programs is that employment readiness is frequently thought of as an outcome (employment) rather than a process with quantifiable stages. This is evident in the fact that, while some CBR centers incorporate vocational exposure (such as simple handicraft or service tasks), these activities are typically not tailored to labor market requirements, lacking progressive mastery experiences, and not linked to formal job placements or employer partnership (Jabatan Kebajikan Masyarakat, n.d). Although these activities encourage regularity, social interaction, and functional engagement, they are frequently not designed for competitive employment paths or in line with the demands of the modern labor market (Mizunoya & Mitra, 2013; United Nations, 2018).

According to empirical data, family support has a major impact on PWDs' psychological health and social engagement (Zimet et al., 1988; McLeod & Davis 2023). It has been demonstrated that family participation affects the transition paths (Husni & Low, 2025). Families usually help with the practicalities of job searches, go with people to interviews, and offer continuous support, especially in situations when employer accommodations and public transportation are scarce. Evidence suggest family participation in transition planning enhances goal settings abilities and self-determination which are essential for long-term employment success among PWDs (Laghi et al., 2020).

Thus, employment readiness in Malaysia may not operate purely as an individual level construct but as an outcome embedded within relational and structural systems. Although employment initiatives exist, research evaluating employment readiness as a measurable preparatory construct within Malaysian especially CBR settings remains limited. Most Malaysian studies focus on access to employment rather than psychological and environmental predictors of readiness.

Although many CBR programs in Malaysia primarily focus on rehabilitation and daily living skills, they also play a crucial role in helping individuals get ready for employment. This concept aligns with the WHO's CBR matrix, particularly in the "livelihood" area, which covers vocational training, skill development, and job support. Moreover, the training gaps highlighted by Ahmad et al., (2021) indicate that effectiveness of vocational education in CBR centres currently in moderate level thus recommended CBR provide the specific evaluation test for their trainer, effectiveness aspects of self-confidence and employment. By enhancing skills in this area, more efforts provide to prepare PWDs for the job market. This is especially vital considering the Malaysian government's push for the employment and inclusion of PWDs under the Persons with Disabilities Act 2008.

Institutional CBR started to integrated models that more directly incorporate livelihood goals. For example, Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA) PPDK initiative has included the creation of innovation tailored to the needs of students. These efforts show a shift towards rehabilitation that emphasizes partnerships between universities, industries, and communities (Idris, 2023).

However, the existing literature points to a significant lack of empirical research that links CBR participation to actual employment outcomes. There are very few studies that track post-CBR employment status, the acquisition of vocational skills, or readiness for job transitions. This gap represents a missed chance to fully assess the impact of CBR on economic empowerment.

2.6.4 The Importance of Addressing Employment Readiness in Community-Based Rehabilitation

The implementation of CBR programmes in Malaysia highlights the importance of addressing employment readiness as a key outcome for PWDs. While CBR programmes traditionally focus on functional rehabilitation, social participation, and basic skills development, preparing individuals for participation in the labour market has increasingly become an important objective within rehabilitation frameworks (World Health Organization [WHO], 2010). Strengthening employment readiness within CBR programmes is therefore essential to facilitate the transition of PWDs from community-based services to meaningful economic participation.

In the Malaysian context, sociocultural factors also influence how employment readiness develops among PWDs. Malaysia is commonly characterised as a collectivist society in which decision-making is often embedded within family structures and social interdependence (Sumari et al., 2020). In such contexts, employment decisions frequently involve family consultation and shared economic responsibilities (Lanchak et al., 2024). Family members may support individuals with disabilities by providing transportation, financial assistance, and emotional encouragement (Omar et al., 2025; Samsudin & Abdullah, 2012). Consequently, employment readiness may not solely reflect individual motivation or capability but may also be shaped by family expectations and cultural norms surrounding work and independence (Ta & Leng, 2013).

Religious and moral perspectives may also influence employment participation among PWDs in Malaysia. Islamic values, which play a significant role in shaping social attitudes and public discourse in the country, emphasise communal responsibility and caregiving toward vulnerable groups (Haque, 2010). While these values strengthen social support systems, they may also reinforce protective caregiving attitudes that prioritise safety and well-being over independent labour market participation (Callus et al., 2019). As a result, individuals with disabilities may receive strong emotional and instrumental support from families while still experiencing limited encouragement to pursue competitive employment.

From a psychological perspective, the development of employment readiness is closely linked to self-efficacy. According to Social Cognitive Theory, self-efficacy develops through mastery experiences, observational learning, verbal encouragement, and emotional regulation (Bandura, 1986). Within vocational rehabilitation contexts, mastery experiences may include structured task progression, simulated work environments, performance feedback, and gradual exposure to workplace demands. However, several studies suggest that vocational activities within some CBR programmes are often activity-based rather than competency-based, which may limit opportunities for individuals to develop strong work-related self-efficacy. Without structured skill progression, employer feedback, or clearly defined performance standards, individuals may participate in programme activities without fully developing the psychological readiness required for employment.

Furthermore, the role of social support within CBR programmes may also influence employment readiness in complex ways. In collectivist cultural contexts such

as Malaysia, families often provide substantial emotional and practical support to PWDs (Omar et al., 2025). Although such support contributes to well-being and social inclusion, it may not always translate into employment-oriented support such as job referrals, employer networking, or workplace advocacy (Ngui et al., 2020). In some cases, protective support may unintentionally reinforce dependency rather than promote labour market participation. Therefore, the presence of social support alone may not necessarily strengthen employment readiness unless it is accompanied by employment-specific guidance and opportunities.

At the policy level, Malaysia's CBR programmes operate within the framework of the WHO CBR Matrix, which includes livelihood as one of its core components (WHO, 2010). Nevertheless, programme monitoring and evaluation often focus on participation, attendance, and social activities rather than employment-related outcomes such as job placement, vocational progression, or labour market participation. Without incorporating employment readiness as a measurable outcome, vocational preparation risks becoming secondary within CBR service delivery. Consequently, integrating structured employment readiness components within CBR programmes is crucial to ensure that rehabilitation efforts effectively support the long-term economic participation and independence of PWDs.

2.6.5 Factors Influencing Employment Readiness among PWDs

The right to work is fundamentally significant and it should be accessible to all persons, regardless of whether the person is normal or has a disability. Compared to non-disabled peers, PWD are more likely to experience unemployment or under-employment, lower pay, and job dissatisfaction (International Labour Organisation [ILO], (n.d). Thus, CBR should better engage and support these trainees by helping identify their readiness and providing them with the skills they need to succeed in the workplace.

PWDs have concerns about their employment readiness, employment and finding their own career (Grigal et al., 2012; Tsyrenov, Erdyneeva, Tudupova, Boronoyev, & Popova, 2017). Preparing for employment involves more than just acquiring technical abilities; it also entails developing social and interpersonal skills, as emphasized in transition planning for students with intellectual disabilities (Young & Rooney 2023). Study found few factors that influence employment readiness.

Based on Table 2.2, employment readiness among PWDs is influenced by several key factors, including negative perceptions from employers and peers, accessibility challenges, inadequate training opportunities, lack of support from family, and personal attributes of the individuals themselves (Abdul Manaf, 2019). While some programs aimed at enhancing employment readiness have shown limited success in altering participants' perceptions of their work readiness, the support of job coaches and appropriate wages have led to generally positive job satisfaction among participants (Branch, 2024). Furthermore, structured work experience programs have been shown to significantly improve work-readiness skills, with the type of program being more influential than the nature of the disability (Pacha, 2013). Research also underscores the importance of both academic and non-academic skills for career readiness, suggesting that College and Career Readiness (CCR) frameworks need to be further explored for students with disabilities to improve job outcomes (Monahan et al., 2020; Mazzotti et al., 2024). The development of transferable employability skills, along with job coaching and vocational training, plays a crucial role in enhancing the employment readiness of PWDs and ensuring their successful integration into the workforce (Peersia, 2024; Crespín et al., 2019; Wehman et al., 2018). However, the studies vary in design, sample size and methodological rigor which highlight common influencing domains rather than establish causal relationship.

Table 2.2
Factors Influencing Employment Readiness among PWDs

Author(s)/Year	Study design	Aim	Population/Country	Program/ Instrument use	Summary of findings	Factor Influencing
Hannah Branch, 2024	Survey Methodology	To investigate the views of youth with ID on their pre-post-program work readiness and job satisfaction.	36 transition-aged youth with ID in a supported employment program. 22 completed pre-and post.	The summer program supported employment programs. Instruments used: SOC Scale for pre-post program work readiness and job satisfaction.	1. No significant difference in pre- and post-program scores of perceptions of work readiness. 2. Program not sufficient to increase perceived work readiness.	1. Program duration and intensity. 2. Program Structure. 3. Perceived Self-Efficacy. 4. Exposure quality.
Jacqueline Kay Pacha, May 2013	Quasi-experimental one-group pretest-post-test design	To examine the effects of structured work experience on the work-readiness skills of SWD and examine whether disability or type of program affected student outcomes.	High school students with disabilities in three high schools in Texas, USA (37 SWD).	Structured work experience programs in Texas (Brazos Valley Employment Project (BVEP)). Using The Becker Work Adjustment Profile: 2 (measure the work readiness skills).	1. There is a significant positive effect of structured work experience programs on the work-readiness skills. 2. Type of disability (mental retardation vs. learning disability or emotional disturbance) did not have a significant effect on work-readiness skills. 3. Program types have a significant effect on work-readiness skills.	1. Structure work experience. 2. Program type. 3. Skill-based training components.
Monahan, J. L., Lombardi, A., Madaus, J., Carlson, S. R., Freeman, J., & Gelbar, N. (2020)	Systematic Literature Review	To identify the empirical support of frameworks (CCR) in SWD.	26 articles reviewed (U.S. based)	Systematic review of literature	1. Highlighted the importance of both academic and non-academic skills in CCR.	1. Academic skills. 2. Non-academic skills. 3. Transition planning 4. Multi-domain frameworks

Author(s)/Year	Study design	Aim	Population/Country	Program/ Instrument use	Summary of findings	Factor Influencing
Strauser, D., Zanskas, S., Lustig, D. (2011)	Quantitative Study	To investigate the relationship between career readiness vocational identity for PWDs.	43 participating in vocational evaluation services of US vocational rehab	Career Thoughts Inventory (CTI) and My Vocational Situation (MVS)	1. Findings indicated that greater career readiness contributes to a clearer and more stable vocational identity.	1. Career readiness level. 2. Cognitive Career Beliefs. 3. Vocational evaluation services. 4. Self-concept and identify development.
Valerie L. Mazzotti, Mary E. Morningstar, Ryan Harris, (2024)	Systematic Mixed Studies Review	Investigate the prevalence of five CCR domains in literature	Youth with disabilities/USA	Systematic review of scholarly and gray literature	1. Academic engagement & skills-oriented components were most frequent cited whereas transition-related least cited. 2. Data on SWD were rarely disaggregated, indicating gap in research evidence and policy or practice of CCR implementation.	1. Academic engagement. 2. Career oriented skills. 3. Transition planning.

Note: Intellectual Disabilities (ID), Students With Disabilities (SWD), SOC (Stages of Change Scale), CCR (College and Career Readiness), CTI (Career Thoughts Inventory) and MVS (My Vocational Situation), BVEP (Brazos Valley Employment Project)

2.7 Employability Self-Efficacy Theoretical Foundation and Western Context

According to Albert Bandura's Social Cognitive Theory (1986, 1997), self-efficacy determines behavioural initiation, effort expenditure, resilience, and emotional regulation. Individuals who believe they can perform work-related tasks are more likely to pursue employment opportunities, persist during setbacks, and interpret challenges as surmountable.

Within vocational psychology, Lent, Brown, and Hackett's Social Cognitive Career Theory (SCCT) (1994; 2013) extends Bandura's model by positioning self-efficacy as central to career interests, goals, and performance outcomes. Empirical evidence across Western populations consistently demonstrates that self-efficacy predicts job-search intensity, employment attainment, and job retention among individuals with disabilities (Lindsay et al., 2014). For example, higher job search self-efficacy correlated with employment attainment among U.S. vocational rehabilitation clients (Grey et al., 2018). In Europe such as Swedish, study found self-efficacy increase the likelihood of transition to work for PWDs (Andersén, et al., 2018). Meta-analyses confirm self-efficacy's central role in career behaviour across multiple disability types (Lent et al., 2016).

However, these findings emerge from labour systems emphasizing self-determination and personal autonomy. Hofstede's (2011) cultural dimensions framework categorizes Western societies as highly individualistic, where success is framed as personal achievement.

Malaysia, by contrast, is characterized as collectivist, with stronger emphasis on relational harmony and family involvement in decision-making. Study found, employment experiences among disabled particularly learning disabilities are influenced by individual, family, and community factors (Harun et al., 2020). Therefore, the predictive strength of self-efficacy may operate differently when employment behaviour is influenced by shared family expectations and communal norms. Malaysian research on self-efficacy has largely focused on academic and general career contexts. A study among Malaysian students with disabilities found self-efficacy and employability skills are at moderate level showing the positive association (Halim et al., 2019).

Few Malaysian studies explicitly examine employability self-efficacy as a predictor of employment readiness within CBR settings. Existing Malaysian studies

tend to examine general career confidence among youth rather than rehabilitation-based employment readiness. This gap limits understanding of whether self-efficacy functions with equivalent predictive power in structured community rehabilitation environments.

2.7.1 Employability Self-Efficacy in Community-Based Rehabilitation

CBR programs have been shown to significantly enhance the self-efficacy of PWDs, which can lead to improved quality of life. Self-efficacy refers to an individual's belief in their ability to perform a task, and those with high self-efficacy are more likely to succeed and be satisfied with their roles, including employment (Umunnah et al., 2023). CBR programs offer comprehensive rehabilitation services that contribute to improving the self-efficacy of PWDs by increasing their confidence in performing daily tasks and engaging in productive activities. Research also highlights the importance of providing training and support to caregivers, which can improve their self-efficacy and well-being, further benefiting the PWDs they care for (Mustafa et al., 2021). A study comparing Nigerian PWDs in communities with and without CBR programs found that those participating in CBR had better QOL and self-efficacy, demonstrating the positive impact of these programs on both the individuals and their families (Umunnah et al., 2023). Thus, CBR programs play a critical role in enhancing the employability self-efficacy and overall quality of life for PWDs.

According to Albert Bandura's Social Cognitive Theory, self-efficacy shapes behaviour through cognitive, motivational, and functional approaches (Bandura, 1986). Individuals with strong perceived capability are more likely to pursue opportunities, sustain effort, and manage obstacles. Self-efficacy is central to Albert Bandura's Social Cognitive Theory, which suggest that individuals with higher beliefs in their own capabilities are more likely to initiate and sustain actions toward goals (Bandura, 1997). In employment research, self-efficacy predicts job search behaviour, resilience, and adaptation to workplace challenges (Fugate et al., 2004; Lent et al., 2016).

Western studies consistently identify self-efficacy as a strong predictor of employment attainment and job-search persistence among PWDs (Lent & Brown, 2013; Lindsay et al., 2014). Emerging research similarly indicates that career counselling may increase self-belief thus influence successful transition to employment among youths and PWDs (Jamwal & Gupta, 2025). In these individualistic labour markets, employment outcomes are strongly linked to personal agency. In Malaysia, PWDs

mainly engaged in work and got their work through recommendations from friends or family members (Embong, 2011).

Malaysian evidence remains fragmented and rarely situated within structured rehabilitation settings such as CBR centres. Furthermore, Malaysian employment contexts often involve family consultation and socio-cultural expectations, potentially moderating the strength of individual self-efficacy.

Thus, while Western evidence establishes self-efficacy as a robust predictor, it remains empirically unclear whether employability self-efficacy functions with similar predictive strength within Malaysian CBR environments. It is clear that CBR programs have a significant impact on the self-efficacy of PWDs. The research highlighted that increasing knowledge, particularly among caregivers, improves their belief in their ability to provide care, which in turn enhances the well-being of both caregivers and PWDs. The study also suggests that CBR programs can improve self-efficacy, leading to better QOL for PWDs.

2.7.2 Employability Self-Efficacy among People with Disabilities

Self-efficacy, as defined by Bandura (1986), is the belief in one's capacity to achieve desired outcomes, pertaining to individuals' assessments of their abilities to organize and carry out actions necessary to achieve specific performances (Li, 2022). The relationship between self-efficacy and work performance has been extensively studied. Abun et al. (2021) found a positive correlation between self-efficacy and job performance, with the work environment acting as a significant mediator in this relationship. A supportive work environment can help individuals with high self-efficacy maximize their potential, while a lack of support can hinder their performance. Additionally, Yagil (2023) demonstrated that self-efficacy, alongside mindfulness, negatively relates to stress, which in turn enhances performance. Employees who believe in their capabilities are better equipped to manage workplace stress, which contributes to improved job outcomes.

According to Wang (2021), employees with high self-efficacy tend to believe in their competence, have access to more resources, and are less likely to lose those resources. Abun et al. (2021) also found that self-efficacy is positively correlated with work performance, with the work environment serving as a mediator in this relationship. Furthermore, Yagil (2023) observed that both self-efficacy and mindfulness were

negatively related to stress, which, in turn, was positively associated with improved performance. Abun (2021) further highlighted that high levels of self-efficacy in time management and job prioritization correlate with enhanced work performance. However, Adekiya (2021), suggested that self-efficacy could sometimes lead to overconfidence and inappropriate persistence, which may ultimately decrease performance.

In the context of employment, self-efficacy influences key factors such as competence, resource utilization, and resilience when facing work-related challenges (Wang, 2021). Individuals with high self-efficacy tend to believe in their abilities, making them more likely to effectively manage resources, overcome difficulties, and perform well at work.

Self-efficacy has three key dimensions which are magnitude, which refers to the level of task difficulty an individual believes they can achieve (Adekanmbi, 2021); strength, which is the conviction regarding the magnitude being strong or weak; and generality, which is the degree to which these expectations are generalized across various situations (Lunenburg, 2011). An employee's sense of capability significantly influences their perception, motivation, and overall work performance (Lunenburg, 2011; Bandura, 1997). Research has consistently shown that individuals are unlikely to attempt tasks they expect to fail at, highlighting the role of self-efficacy in motivating action.

Bandura (2004), in his influential employability self-efficacy: The Exercise of Control, dedicated considerable attention to the workplace, exploring the direct and indirect influence of self-efficacy on personal and organizational effectiveness. His research has covered a wide range of topics, including training and development, team efficacy, leadership, stress management, and workplace innovation. In the context of employment, employees with high self-efficacy are more likely to perform well, engage in professional development, and adapt to changes in the workplace.

Several studies have highlighted factors that influence self-efficacy among PWDs. For example, research shows that students with learning disabilities tend to have lower self-efficacy compared to their peers without disabilities, potentially due to past academic challenges and setbacks (Heward et al., 2017; Lackaye et al., 2006). This suggests that the development of self-efficacy in PWDs may require targeted interventions to build confidence and competence in specific job-related skills.

In particular, time management and job prioritization are aspects of self-efficacy

that have been shown to directly impact employment performance. Abun (2021) highlighted that employees with high self-efficacy in managing their time and prioritizing tasks are more likely to perform better in the workplace. In dynamic environments, the ability to efficiently allocate time and resources is crucial to success.

However, self-efficacy is not without its challenges. According to Whyte, Saks, and Hook (1997), as cited by Adekiya (2021), high self-efficacy can sometimes lead to overconfidence, which may result in individuals pursuing tasks beyond their capabilities, ultimately leading to lower performance. This duality of self-efficacy, its potential to both empower and mislead that requires careful management, particularly in the context of workplace development and performance.

The literature on employability self-efficacy consistently emphasizes its importance in enhancing employment performance. High self-efficacy, particularly in time management, employment prioritization, and stress management, positively correlates with better work outcomes. However, it is essential to recognize that overconfidence can sometimes hinder performance, especially when individuals overestimate their abilities. Therefore, while self-efficacy can motivate employees and improve performance, its development should be supported through structured training, realistic goal setting, and appropriate environmental factors. Further research is needed to explore how self-efficacy can be cultivated in specific groups, such as PWDs, and the conditions under which it has both positive and negative effects on work performance.

Most supporting studies are drawn from Western contexts, with limited critique of how cultural differences in Malaysia such as family dependence, societal stigma, and collective values may influence perceptions of self-efficacy. Moreover, there is little discussion of whether self-efficacy in CBR settings translates into actual job attainment. This reinforces the need for empirical research examining employability self-efficacy within Malaysian CBR programs.

2.7.3 Factor Influencing Employability Self-Efficacy among PWDs

Self-efficacy, is a belief that shape individuals' choices of actions, with most opting for tasks where they feel competent, as noted by Amtmann (2012). It is acknowledged as a key factor influencing activity selection, exertion, perseverance, and emotional responses in the face of challenges (Lent et al., 1994). They represent one's

perceived abilities to learn or perform tasks at specific levels. Overestimation of these capabilities can lead to failures, potentially decreasing self-efficacy. Scholars, such as Schunk and DiBenedetto (2016), have demonstrated how self-efficacy influences decisions, effort, persistence, and success.

There are several studies found on factors that influence self-efficacy among PWDs. For example, students with learning disabilities often exhibit lower self-efficacy compared to those without disabilities, possibly due to a history of academic setbacks, as highlighted by Heward et al. (2017).

Based on Table 2.3 on factor influence self-efficacy among PWDs the study by Kim found that employed validated variables including social participation, self-efficacy, self-esteem, and disability acceptance, revealing positive correlations among them. They found that these factors, along with economic activity and education level, collectively explained 22.4% of the variance in social participation. Kim concluded that self-efficacy, self-esteem, and disability acceptance are crucial variables influencing social participation among people with physical disabilities, suggesting their consideration in future intervention approaches. Tihic et al. (2021) found a positive relationship between services received from entrepreneurship and disability-specific support programs on self-efficacy, while also identifying a strong negative relationship between barriers to entrepreneurship and self-efficacy of Entrepreneurs with Disabilities (EWD). They concluded that Critical Disability Theory provides insights into supporting the self-efficacy of EWD in entrepreneurship. Additionally, their research contributes to understanding the relationship between self-efficacy, social support, and barriers to entrepreneurship for EWD. Zhu et al. (2018) focused on the employability self-efficacy of PWDs and its interaction with inclusion and team-learning climate, highlighting its impact on thriving at work. They found that higher self-efficacy is associated with increased odds for 'transition to work' and that addressing self-efficacy in vocational rehabilitation programs is crucial for supporting transition into the labour market.

Table 2.3
Factors Influencing Employability Self-Efficacy among PWDs

Author(s) /Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings	Factor Influencing
Åsa Andersén, Kjerstin Larsson, Ronnie Pingel, Per Kristiansson, Ingrid Anderzén, 2018	Prospective Cohort Study	To examine perceived self- efficacy in unemployed young adults with disabilities and its association with transition to work or studies	Unemployed young adults with disabilities, aged 19- 29 years, in Sweden. (Self-report questionnaires and registry data - 531 participants included, 249 includes in analysis).	Not specified	1. Higher self-efficacy is associated with increased odds for 'transition to work'. 2. Participants with lower self- efficacy reported worse self- rated health compared to those with higher self-efficacy. 3. Suggests addressing self- efficacy in vocational rehabilitation to support transition into the labour market	1. Level of self-efficacy 2. Health status 3. Vocational rehabilitation interventions
Xiji Zhu, Kenneth S. Law, Cong (Timothy) Sun, Dan Yang, 2018	Survey Research	To investigate the interaction between employee disability, job self-efficacy, inclusion, and team- learning climate on employee thriving at work.	485 employees in 114 teams	Not specified	1. Job self-efficacy identified as a key intervening mechanism linking disability to thriving at work. 2. High workplace inclusion can buffer negative effects of disability.	1. Job self-efficacy 2. Workplace inclusion 3. Team learning climate 4. Disability work interaction factors
Mirza Tihic, Muris Hadzic, Alexander McKelvie, September 2021	Online Survey	To investigate the impact of various programs for entrepreneurs with disabilities on their self-efficacy, and	127 entrepreneurs with disabilities (EWD) in the United States. Entrepreneurship service providers in	Data collected via anonymous online survey	1. Positive relationship between services received from entrepreneurship and disability- specific support programs on self-efficacy. 2. Identified a strong negative,	1. Access to entrepreneurship programme 2. Institutional support 3. Social support 4. Perceived barriers to entrepreneurship

Author(s) /Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings	Factor Influencing
		examine the relationship between self-efficacy, social support, quality assistance from service providers, and perceived barriers to entrepreneurship	the U.S., such as EBV, Start-Up USA, and programs supported by Griffin-Hammis EWD Associates.		relationship between barriers to entrepreneurship and self-efficacy of EWD. 3. Study concluded that Critical Disability Theory provides insights into how service providers can either create barriers or positively impact the self-efficacy of EWD	5. Institutional/service provider practices
Hyeong-Min Kim, 13 Jan 2023	Survey Research	To comprehend the effects of self-esteem, self-efficacy, and disability acceptance on the social participation of people with physical disabilities.	1682 people with physical disabilities from the Panel Survey of Employment for the Disabled (PSED) in Korea	Variables: social participation, self-efficacy, self-esteem, disability acceptance	1. Positive correlations between self-efficacy, self-esteem, acceptance & social participation. 2. Self-efficacy, self-esteem, disability acceptance, economic activity, and education level explained 22.4% of social participation variance. 3. Self-efficacy, self-esteem, and disability acceptance are crucial variables influencing social participation among people with physical disabilities.	1. Self-efficacy 2. Self-esteem 3. Disability acceptance 4. Social participation 5. Education level 6. Economic activity status

Note: JSS (Job-Seeking Self-efficacy), EWD (Entrepreneurs with Disabilities), Panel Survey of Employment for the Disabled (PSED), and Entrepreneurship Bootcamp for Veterans with Disabilities (EBV),

2.8 Social Support Theoretical Foundations and Western Context

Social support, encompassing emotional, instrumental, and informational assistance provided by family, peers and community plays a pivotal role in promoting mental and physical health, particularly within the context of CBR. Social support is the key factor among determinants of an external environment. There are many categories of social support proposed by researchers, such as instrumental or emotional social support (Chu et al., 2023; Otsuka et al., 2019) receiving or providing social support, and negative support (Chu et al., 2023; Ha, 2010). These support networks comprising family, friends, and broader community connections are vital in enhancing the quality of life for PWDs. The importance of social support has been widely recognized, as it directly correlates with improved health outcomes and well-being. The absence of social support, on the other hand, often leads to isolation and loneliness, which are detrimental to health (Drageset, 2021; Rostila, 2011).

In CBR programs, the focus has traditionally been on healthcare, yet there is growing recognition of the need for multisectoral collaborations. As health is influenced by numerous factors, including education, employment, and social inclusion, CBR programs must extend their reach beyond healthcare to effectively address the broader needs of PWDs (UN DESA, 2007; WHO, 2010). Among PWDs, social support predicted access to opportunities and workplace adjustment (Chumo et al., 2023). Social support within these programs not only provides emotional reassurance but also fosters a sense of belonging, integration, and social participation. Social support and social engagement have been proven to improve the quality of life in previous literature (Chu, 2023). This, in turn, supports the mental health and resilience of PWDs, empowering them to better navigate their challenges and engage more fully with society (Drageset, 2021).

In Western literature, social support facilitates mental health stability and job-search engagement but is often positioned as secondary to individual agency (Bonaccio et al., 2020). In contrast, Malaysian society is characterized by collectivist values emphasizing familial interdependence and communal responsibility (Hofstede, 2011). Local studies indicate that family involvement significantly influences educational attainment, mobility decisions, and employment participation among PWDs (Samsudin & Abdullah, 2012; Omar et al., 2025). Family support particularly mothers play a role in supporting PWDs and act as primary advocates in accessing services and

opportunities (Amar-Sigh et al., 2021), PWDs peers and community support influence confidence and participation in social activities (Omar et al., 2025). Within Malaysian CBR settings, family members frequently serve as primary facilitators of transportation, financial support, and emotional encouragement. Therefore, social support may not merely supplement employment readiness but structurally shape it.

Despite this cultural relevance, empirical studies directly examining social support as a predictor of employment readiness in Malaysian CBR programmes remain scarce. This represents a critical contextual gap.

2.8.1 Social Support among PWDs

Social support is often categorized into structural and functional components. The structural aspect refers to the quantity and quality of relationships within an individual's network, including the frequency of interactions and the extent of social integration. The functional dimension relates to the perceived quality of these relationships, how supportive they feel in times of need, and how much they contribute to an individual's emotional well-being and practical needs (Drageset, 2021; Kent et al., 2018). For example, nursing care can be considered a formal, instrumental form of social support, providing critical help to individuals who may lack close family or friends.

Research has shown that perceived social support rather than received support has a more profound effect on health outcomes. Perceived support reflects an individual's belief that help will be available in times of need, which has been consistently linked to better mental health and lower stress levels (Drageset, 2021; Beauchamp & Eys, 2014). In contrast, received support, such as tangible assistance provided by others, does not necessarily lead to improved health outcomes. This distinction emphasizes the importance of creating environments where individuals feel confident in the availability of support, rather than solely focusing on the actual provision of assistance.

Furthermore, two models of social support have been proposed: the buffering model and the main effect model. The buffering model suggests that social support is particularly beneficial under conditions of high stress, acting as a protective buffer against negative health outcomes (Vokes, 2019). The main effect model, however, posits that social support has a positive impact on health regardless of stress levels,

contributing to general well-being and resilience (Cohen, 2004; Eriksson & Lindstrom, 2006). Both models underscore the importance of fostering supportive environments within CBR programs, which can significantly enhance the physical and mental health of PWDs.

This section acknowledges the protective role of social support in improving well-being and employment outcomes. However, the literature largely assumes that support is positive, with limited critique of how negative or overprotective forms of support may reduce independence and readiness. Additionally, while family and friends are discussed, the role of employers and community stakeholders as sources of support is not sufficiently considered. Given Malaysia's collectivist culture, it is especially important to examine how different types of support interact with readiness outcomes.

In conclusion, social support is a critical component of CBR programs, with significant implications for the health and well-being of PWDs. A comprehensive approach that integrates emotional, instrumental, and informational support, while also promoting social integration and participation, is essential for enhancing the overall quality of life for PWDs. By focusing on both perceived and received support, CBR programs can empower PWDs, improve their mental health, and foster greater social engagement, leading to more positive health outcomes and a higher quality of life.

2.8.2 Factor Influencing Social Support among PWDs

Social support encompasses interactions with loved ones, respected individuals, and those within one's communication network, including family, friends, and even pets. It reflects the availability of supportive relationship and the individual perception that help and support are accessible when needed (Bromley et al., 2021). Social support entails reciprocal obligations, fostering feelings of love, care, and value thus reducing psychological stress, coping skills and wellbeing (Onalu & Nwafor, 2021). Relationships for PWDs are considered sources of social support in participating in social activity (Onalu & Nwafor, 2021).

Study indicates peers and family members are significant sources of social support that shows importance value of interpersonal in shaping social and psychological outcome (Bromley et al., 2021). Similarly, social support contributes to employment readiness by providing guidance, psychological support and facilitate in employment (Tentama & Riskiyana, 2020). Findings suggest that social support entails

functional assistance provided by others to individuals facing pressure (Nurdin et al., 2021). Table 2.4 contains a list of studies on factor influence social support among PWDs. Based on studies, social support plays a crucial role in reducing psychological stress and enhancing the quality of life for PWDs (Onalu & Nwafor, 2021). Lack of social support increases the risk of depression, social exclusion, maladaptive behaviors, and mortality among this population. Parents and friends were identified as critical sources of support for all students, although significant subgroup differences were found, suggesting specific challenges faced by students with psychological disabilities (Bromley et al., 2021).

Social support significantly affects workplace acceptance, perceived work ability, and work-family conflict, highlighting the interconnection of these factors in the workplace (Elca et al., 2023). Social support and self-regulation significantly influence work readiness, with self-regulation playing a more dominant role (Tentama & Riskiyana, 2020). Employed participants reported more positive social support and higher life satisfaction compared to unemployed participants, indicating the benefits of employment for PWDs (Cimarolli & Wang, 2006). Furthermore, age and marital status were significant predictors of social support, but no significant association was found between disability severity, socioeconomic status, employment status, and perceived social support (Forouzan et al., 2013). To be effective, social support interventions should aim at changing negative perceptions about disability and promoting social inclusion, going beyond meeting immediate needs to address structural barriers (Onalu & Nwafor, 2021).

Table 2.4
Factors Influencing Social Support among PWDs

Author(s)/ Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings	Factor Influencing
Chinyere Onalu and Nneka Nwafor (2021)	Literature review	To explore social support systems available to PWDs in Nigeria and emphasize the importance of functional social support and social inclusion.	Persons with disabilities in Nigeria (various forms of disabilities including mental, emotional, sensory, and intellectual)	Review of existing literature on social support, disability, and social systems in Nigeria	1. Social support reduces psychological stress and enhances quality of life. 2. Lack of social support increases risk of depression, social exclusion, maladaptive behaviours, and mortality. 3. Social support should involve changing negative perceptions about disability and promoting social inclusion. 4. Functional social support includes not just immediate needs but also involvement in decision making and addressing structural barriers.	1. Availability of social support 2. Social inclusion 3. Community perception 4. Structural barriers 5. Participation decision making
KW Bromley, C Murray, J Rochelle, A Lombardi (2021)	Empirical study (quantitative analysis)	To discover the structural and functional features of social support among college students with disabilities.	College students with disabilities	Surveys assessing sources and satisfaction with social support	1. Parents and friends were critical sources of support. 2. Significant subgroup differences were found: students with psychological disabilities had fewer sources of support compared to other disability groups.	1. Family support 2. Peer or friends' support 3. Type of disability 4. Number of support sources

Author(s)/ Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings	Factor Influencing
Carlvin Kyle Elca, Jennifer Huertas, Nathaniel Keru Llarena, Leandro Reyes De Luna, Marjualita Theresa Tabugan Malapo, (2023)	Empirical study using Partial Least Squares Structural Equation Modeling (PLS-SEM)	To determine if work ability and workplace acceptance mediate the relationship between social support and work-family balance among government employees with disabilities	300 government employees with disabilities	Four research tools measuring social support, work-family conflict, perceived work ability, and workplace acceptance	1. Social support significantly affects workplace acceptance, perceived work ability, and work-family conflict. 2. Perceived work ability and workplace acceptance influence work-family conflict. 3. Social support directly impacts work-family conflict when mediated by perceived work ability and workplace acceptance.	1. Social support level 2. Workplace acceptance 3. Perceived work ability 4. Work family conflict 5. Perceived work ability 6. Workplace acceptance 7. Mediation effects between support and work family balance
Fatwa Tentama, Eva Riyansha Riskiyana (2020)	Empirical study using multiple linear regression analysis	To investigate how self-regulation and social support influence the work readiness of vocational high school students	All grade XII students of Vocational High School Muhammadiyah 1 Yogyakarta (170 students), with a sample of 111 students selected using cluster random sampling	Self-designed scales: Work Readiness Scale, Social Support Scale, Self-Regulation Scale	1. Social support and self-regulation significantly influence work readiness. 2. Social support contributes 11.8% to work readiness, while self-regulation contributes 24%. 3. Self-regulation plays a more dominant role in shaping work readiness compared to social support. 4. The combined contribution of social support and self-regulation to work readiness is 35.8%, with other factors accounting for 64.2%. 5. Social support helps	1. Social support 2. Self-regulation 3. Psychological resources 4. Access to information and services 5. Career planning support

Author(s)/ Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings	Factor Influencing
					facilitate career planning and readiness by providing psychological resources, information, and services. 6. Findings suggest vocational education institutions should consider social support and self-regulation in their programs to better prepare students for the workforce.	
Forouzan, A. S., Mahmoodi, A., Shushtari, Z. J., Salimi, Y., Sajjadi, H., & Mahmoodi, Z. (2013)	Cross- sectional study	To investigate related factors and perceived social support among physically disabled individuals in Tehran	136 people with physical disabilities covered by the Welfare Organization of Tehran	Norbeck Social Support Questionnaire (NSSQ)	1. Age and marital status were significant predictors of both functional and structural support. 2. No significant association between severity of disability and types of social support. 3. No significant correlation between socioeconomic status, employment status, insurance, and perceived social support.	1. Age 2. Marital status 3. Functional social support 4. Structural social support

Note: NSSQ (Norbeck Social Support Questionnaire), Persons with disabilities (PWDs), and Partial Least Squares Structural Equation Modeling (PLS-SEM)

2.9 Interrelationship between Employment Readiness, Self-Efficacy & Social Support among PWDs

Employment readiness for PWDs is shaped by a variety of factors, such as self-efficacy and social support. Research indicates that PWDs who believe in their ability to succeed (self-efficacy) tend to be more prepared for employment opportunities. On top of that, having a solid support system is vital for helping PWDs transition into the workforce, as it offers encouragement, resources, and practical help. Studies have found that when PWDs have strong social support networks, they are much better at overcome the obstacles and challenges that come their way in a work environment. Table 2.5 shows the brief summary of the factors related to employment readiness, self-efficacy and social support among PWDs.

Research has shown that having social support from family, friends, mentors, and employers is crucial for boosting employment readiness. This support significantly influences how people approach their job searches, their motivation levels, and their overall confidence. Studies have found a positive link between social support and factors like self-esteem and self-efficacy, which means that those who have a strong support network tend to feel more confident and effective when looking for a job. For instance, one study revealed that social support had a more pronounced effect on men's self-perception compared to women's, enhancing their readiness for job searching (Maddy, Cannon, & Lichtenberger, 2015). Moreover, social support is associated with career adaptability; individuals who feel they have more support are often better at navigating job searches and adapting to new career challenges (Susanto et al., 2024). This underscores how vital social networks are in promoting employment readiness and resilience during the job search process.

Therefore, both self-efficacy and social support are key elements that contribute to the work readiness of PWDs, emphasizing the need to focus on these areas in vocational training and support programs. In summary, the Table 2.5 shows the finding on the work readiness in the previous study. Jackson (2020) identified family support, high school job experience, and participation in job training as predictors of participation in WorkAbility IV. Tentama and Riskiyana (2020) highlighted the significant influence of social support and self-regulation on work readiness, with self-regulation playing a more dominant role. Jay et al. (2020) found gender differences in social support and noted the positive correlation between psychological well-being and

social support. They also observed the impact of self-efficacy and social support on life satisfaction among adolescents with physical disabilities. Finally, Miller et al. (2020) studied prosthesis users after lower-limb amputation (LLA) and found that greater self-efficacy and social support were associated with lower disability. They suggested interventions targeting physical function, self-efficacy, and social support for this population, especially those with multiple chronic conditions. Comorbid health conditions were also significantly associated with disability, emphasizing the need for comprehensive rehabilitation interventions. Thus, the result found shows that employment readiness, social support and self-efficacy are related to each other.

The section recognizes established links between these constructs, but the discussion presents them as linear rather than complex. Few studies critically explore moderating or mediating effects, such as whether social support strengthens the relationship between self-efficacy and readiness. Additionally, most cited works are cross-sectional, limiting understanding of causality. This limitation underscores the value of using regression analysis, as in the present study, to test how these relationships interact in predicting readiness.

Table 2.5

Interrelationships between Employment Readiness, Self-Efficacy and Social Support among PWDs

Author(s) / Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings
Kaitlin Jackson, May 2020	Quasi- experimental design	To examine the job readiness of SWD, participating in the Work Ability IV program.	Population: Juniors and seniors at a large, public four- year university in southern California. - Country: United States.	Program: Work Ability IV Instrument: Employability Scale, Student Transition Questionnaire (STQ), Persistence Survey Instrument, AIR Self- Determination Scale	1. Factors Influencing Participation in Work Ability IV program include family support (particularly in supporting career decisions and academic decisions were found to predict participation among SWD), high school job experience (SWD without high school job experience - more likely to participate in Work Ability IV), and SWD participated in job training were more likely to participate in Work Ability IV.
Fatwa Tentama, Eva Riyansha Riskiyana (2020)	Empirical study using multiple linear regression analysis	To investigate how self- regulation and social support influence the work readiness of vocational high school students.	All grade XII students of Vocational High School Muhammadiyah 1 Yogyakarta (170), with a sample of 111 students	Self-designed scales: Work Readiness Scale, Social Support Scale, Self-Regulation Scale	1. Social support and self-regulation were found significantly influence work readiness. 2. Social support accounted for 11.8% to work readiness, while self-regulation contributes 24%. 3. Self-regulation was identified as a dominant role in shaping work readiness compared to social support. 4. Social support facilitates career planning and work readiness by providing psychological resources,

Author(s) / Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings
			selected using random sampling.		information, and services.
Nwosu Eziaha James Jay Jay, Hanina H. Hamsan, and Aini Azeqa Ma'rof , 2020	Cross- sectional study	The investigate the relationship between social support, psychological well- being and self-efficacy among adolescents with physical disabilities in Lagos State, Nigeria.	300 students (141 males & 159 females) from public secondary schools in Lagos State, Nigeria, aged between 13 to 17 years old.	Psychological well- being: Ryff Scales of Psychological Well- being (Ryff, 1989) Social support: Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 2010) Self-efficacy: General Self-Efficacy Scale (GSE) (Schwarzer & Jerusalem, 1995)	1. Significant gender differences were found in social support from friends, with females reporting higher support than males (In the autonomy dimension of psychological well-being). However, both doesn't have an impact on psychological well- being. 3. Positive correlations were found between psychological well-being factors (autonomy, personal growth, purpose in life, self-acceptance, and environmental mastery) and social support (family & friends). 4. There was a significant relationship between self- efficacy and social support (family & friends) with social support from friends emerged as strongest predictor of purpose in life. 6. Higher self-efficacy was associated with higher levels of life satisfaction.

Author(s) / Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings
					8. Social support was found to decrease psychological well-being when perceived support levels decrease. 10. Findings suggest that strengthening social support networks among adolescents with physical disabilities positively influences work stress and self-efficacy.
Matthew J. Miller, Paul F. Cook, Dawn M. Magnusson, Megan A. Morris, Patrick J. Blatchford, Margaret L. Schenkman,	Cross-sectional study	To find psychosocial factors related to disability for prosthesis users after LLA.	Participants with LLA (N = 122) between 45 and 88 years old, ambulating independently with a prosthesis, in the general community in the United States.	1. Primary Outcome Measure: World Health Organization Disability Assessment Schedule 2.0 (WHODAS). • Self-Efficacy of Managing Chronic Disease questionnaire (SEMCD). • Multidimension	1. Greater level of self-efficacy and social support were associated with lower disability following LLA. 2. The inclusion of self-efficacy and social support final model accounted an additional 6.1% of disability variability. 3. Motivation was not significantly associated with disability outcomes. 4. Findings highlight the potential role of interventions aimed at improving self-efficacy, physical function, and social support for prosthesis users after LLA in middle or older age, especially

Author(s) / Year	Study design	Aim	Population/ Country	Program / Instrument use	Summary of findings
Cory L. Christiansen, 2020.				al Scale of Perceived Social Support questionnaire (MSPSS). Modified contemplation ladder (MCL).	with multiple comorbidities. 5. Comorbid health conditions were significantly associated with disability, emphasising the need for effective self-management strategies within rehabilitation interventions.

Note: Students with disabilities (SWD), The New Connections to Work (NCTW), Becker Work Adjustment Profile (BWAP), Student Transition Questionnaire (STQ), Community-Based Vocational Rehabilitation (CBVR), Career Choice Inventory (CCI), The Job Readiness Scale – ID version (JRS-ID), The General Self-Efficacy Scale – ID version (GSES-ID), and (v) The Glasgow Social Self-Efficacy Scale (GSSES), World Health Organization Disability Assessment Schedule 2.0 (WHODAS), Self-Efficacy of Managing Chronic Disease questionnaire (SEMCD), Multidimensional Scale of Perceived Social Support questionnaire (MSPSS), modified contemplation ladder (mCL), and Lower Limb Amputation (LLA).

2.10 Disability Type and Differential Predictive Effects

International evidence suggests employment outcomes vary by disability category due to differences in stigma, accommodation needs, and functional limitations (Lindsay et al., 2018). Malaysian research indicates lack of education and qualification (Philips et al., 2019; Omar et al., 2024), lack of vocational skills (Nagtegaal et al., 2023; Omar et al., 2024) hinder the employment access of PWDs. However, few Malaysian CBR studies examine whether psychological and environmental predictors interact differently across disability subgroups. Given the diversity of PWDs in CBR programmes, failure to consider disability type may hide meaningful subgroup variations in readiness.

Employment barriers differ across disability categories due to functional limitations, societal stigma, and accommodation needs (Lindsay et al., 2018). For example, visual impairments may affect information access, hearing impairments may influence communication, physical disabilities may involve environmental accessibility constraints. Different handicap categories result in distinct functional limits that influence employment preparedness via a variety of ways. Individuals with visual impairments suffer information accessibility and mobility issues, which might limit exposure to job prospects and the mastery experiences required for employment self-confidence (Xiang & Subramaniam, 2025; McDonnall & McKnight, 2021). Those with hearing impairments face barrier in job market such as education and training, unavailability of technical support, financial support, poor implementation of quota system (Abbas et al., 2019).

Physical disabilities are less to be recruit in employment than those without disabilities (Howse & Neis, 2025), sometimes involve structural accessibility constraints, such as inaccessible workplaces and poor accommodation regulations, which are strong predictors of lower labor-market participation (Narayanan et al., 2018). Individuals with numerous or complex disabilities have compounded hurdles and require personalized supports for meaningful engagement (Rosengard 2007; Taylor et al., 2025). Even when physical disabled persons are employed, they may still experience environment and workplace barriers (Khoo et al., 2013), unequal opportunities, and lower levels of support from supervisors and coworkers, which can negatively affect their work experiences and career advancement (Carr & Namkung, 2021). Study suggested emphasis on positive attitudes and interactions colleagues and employer in

fostering inclusive workplaces among people with physical disabilities (Nguyen et al., 2025). Meanwhile study suggest emphasizing policy and practice associate to greater inclusion of physical disabilities (Lee et al., 2026)

Importantly, perceived self-efficacy may mitigate these functional limits, improving employment preparedness by raising confidence in managing job search and workplace duties despite structural constraints (Fry et al., 2020). Findings showed that self-efficacy have a positive significant effect on employment readiness among PWDs by strengthening individuals' self-confidence (Hamduna & Cahyadi, 2026). These findings are consistent with the ICF framework, which emphasizes how individual, environmental, and interactional factors all influence employment ready outcomes. Meanwhile, preparation and participation outcomes of people with intellectual disabilities are impacted by discrimination, stigmatization, employers' attitude, working environment, and feeling unappreciated (Jacob et al., 2023). It is evidence that self-efficacy influences perceived employability among graduates with disabilities (Sanz-Martínez & Camacho, 2026).

Increased self-confidence and perceived competence are linked to training programs that offer mastery experiences and job skills practice, which in turn enhance work readiness and involvement (Sesanti et al., 2025). Stronger determinants of vocational engagement than external supports alone are internal motivational factors like self-efficacy and self-determination (Wehmeyer et al., 2020). A Meta-Analysis of social support and work-family conflict findings indicate that different sources of support such as supervisors, coworkers, and family members have varying effects on individuals' work experiences (French et al., 2018). Peer support had an indirect association with career development and work experiences of young women with disabilities (Hirano et al., 2021). Study found social support significantly linked to vocational self-efficacy thus increase confidence in job searching among PWDs (Fry et al., 2020). Strengthen by findings that indicates self-efficacy as psychological indicator linking to social support (Hirano et al., 2021). In collectivist cultures, family support may be particularly influential in shaping work decisions and employment engagement (French et al., 2018). Lee & Carter (2012), stated in their study among high function autism; family support and expectation is one of components for effective transition programme to meaningful employment. These results highlight the ways in which functional and psychosocial factors unique to a given disability, including self-belief,

communicative adaptability, and job competence, function within the disability type to affect employment readiness.

However, few Malaysian CBR studies examine whether predictors such as self-efficacy and social support interact differently across disability types. This difference could affect the differential patterns of employment readiness.

2.11 Structural and Contextual Barriers in Malaysia

One of the most enduring obstacles to employment for PWDs in Malaysia is physical access limitations. Despite laws in Malaysia, Person with Disabilities Act 2008 (section 26), the uniform building by laws and Malaysia Standard on Universal Design requiring all public facilities to be accessible (Lee et al., 2026). However, study in Malaysia settings found there is lack of physical and technological accessibility in workplaces (Yin et al., 2014; Rahim & Osman., 2024).

In practices this mean, accessibility, ramps, universal design elements, and other accommodations are frequently absent from built environments in public areas and workplaces, while negative psychological experiences associated with navigating these barriers further marginalise PWDs (Kamarudin et al., 2020). For example, many Malaysian sidewalks and building entrances lack smooth, continuous access for wheelchairs and other assistive devices. These physical obstacles in the built environment are classic “environmental barriers” that curb PWD participation (OKU Rights Matter, n.d). Restrict physical access to workplaces, environmental inaccessibility also makes it harder for people with mobility disabilities to utilize job networking opportunities and vocational training facilities (Ismail et al., 2023; Rahim & Osman, 2024).

Participation in the workforce becomes considerably more difficult with transportation issues in addition to infrastructure obstacles. In Malaysia, many public and inter-district transport systems remain inadequate, scarce, and unreliable to adapted for accessibility, particularly affecting individuals in semi-rural areas where reliable and inclusive transport options are limited or unavailable (Jaafar, 2014; Yasmin et al., 2025). Therefore, restrict PWDs movement and hinder their ability to conduct job searches, attend interviews, and regularly show up for work, which exacerbates regional disparities in employment participation.

Even when physical access exist, stigmatisation could hinder the employment among PWDs. Hiring decisions are still influenced by employer attitudes and stigmatizing sentiments in addition to logistical and physical obstacles. Employers' desire to hire and retain PWDs is moderated by negative perceptions about their productivity (Omar et al., 2024), accommodation expenses, and ability to execute job responsibilities (Ngui et al., 2020; Omar et al., 2024). Exclusionary behaviors in the workplace are further reinforced by stigma, which has been demonstrated to function on several levels, employer biases, personal factors like disability severity, psychological support and education level (Utami Dewi et al., 2020; Omar et al., 2024).

Crucially, rather than functioning independently, psychosocial variables like employability self-efficacy may interact with these structural barriers. Even though the current study found that self-efficacy was the best indicator of work preparedness, high self-efficacy might not be enough to get beyond obstacles in the absence of outside assistance. According to Bandura's social cognitive theory, self-efficacy increases personal drive and perseverance, but in order to turn confidence into practical action, and environmental affordance such as easily accessible infrastructure and encouraging workplace policies are required (Bandura, 1997; Lent et al., 2016). Even people with high self-efficacy may be trapped in the early stages of employment readiness (Pre-Contemplation or Contemplation) in situations where transportation systems are inadequate or workplaces are inaccessible because structural limitations restrict opportunities for skill application and mastery experiences (Fry et al., 2020; Omar et al., 2024).

In accordance to this interaction, when environmental supports are limited, the influence of self-efficacy may be lessened by structural constraints that moderate the strength of psychosocial predictors. For instance, if a person is unable to physically visit recruitment offices or workplaces, or if discriminatory views held by employers persist, their confidence in the job search may be less likely to translate into actual job applications. This contextual interaction between individual readiness and environmental limitations has not been adequately modeled in Malaysian CBR research. A large portion of the literature currently in publication assesses psychosocial aspects or vocational training results separately, without incorporating accessibility indicators such employer support systems, transportation availability, and built environment accessibility. The ICF, which conceptualizes employment participation as a function of dynamic interactions between personal factors and environmental

facilitators or barriers, emphasizes the need for more comprehensive models that are in line with this gap (World Health Organization, 2001).

Therefore, while increasing employability self-efficacy is still important, structural disparities must also be addressed by policy and practice intervention. Psychosocial empowerment on its own may result in restricted labor market outcomes if workplace accessibility, employer awareness, and transportation infrastructure are not improved. To make sure that psychological preparation can actually transition into long-term and sustainable employment involvement, future CBR-based employment readiness programs should incorporate community transportation options, employer engagement tactics, and environmental engagement.

2.12 Conceptual Framework

A conceptual framework provides the foundation for grasping how the key variables in this study relate to one another. It is crucial to embrace a model that recognizes the lively interplay between personal traits and the surrounding context to investigate the employment readiness among PWDs. Traditional methods that only consider medical or social viewpoints often fall short, as they overlook the intricate realities of disability in everyday life. Therefore, it is crucial to utilize the ICF created by the World Health Organization (WHO) in this study. This model brings together both medical and social aspects within a biopsychosocial lens (World Health Organization, 2001). It is especially relevant because it highlights how health conditions, bodily functions, activities, participation, environmental factors, and personal characteristics all interact to influence a person's overall functioning and their readiness for employment.

The application of the ICF framework is appropriate, as it integrates environmental, personal, and psychosocial factors. However, the review treats the ICF largely descriptively, without acknowledging criticisms that the framework may be too broad or medicalized to capture nuanced employment experiences. Furthermore, operationalizing ICF components for employability outcomes has been a challenge in previous studies. By adapting the ICF to focus on readiness and psychosocial predictors, the present research addresses this limitation and contributes to refining its practical use in vocational contexts.

2.12.1 International Classification of Functioning, Disability and Health (ICF) Conceptual Framework

The World Health Organization (WHO) introduced the ICF to offer a thorough framework for examining the connection between both medical and social models of disability. It is based on a biopsychosocial model, which highlights that health and functioning are affected by physical health conditions as well as environmental and personal factors (World Health Organization, 2001). This model provides a systematic method for evaluating an individual's ability to work by taking into account their skills, tasks, and the extent of limitations in the context of their environment. Studies using this framework have identified various factors that act as barriers or facilitators to employment among PWDs (Morwane et al., 2021).

The ICF framework consists of numerous interconnected elements (Centers for Disease Control and Prevention n.d.). The main component is health condition. In the ICF frameworks there is body functions and structures, which fall under Health Condition and incorporate the mental functions in the domains. Followed by activities which refer to the performance of tasks or actions by a person. while participation involves engaging in activities like employment, education, and socializing. In addition, another element interconnected in this framework is environmental factors and personal factor. Environmental factors refer to transportation, social, and attitudinal elements that can support or impede functioning while personal factors characteristics such as age, gender, ethnicity, and education can impact how a person functions and participates in activities (Johnson, 2023).

Figure 2.1 shows the element that influence each other in forming a person's holistic health and performance. For instance, family members providing social support can enhance an individual's motivation and employment readiness skills, particularly when faced with learning challenges.

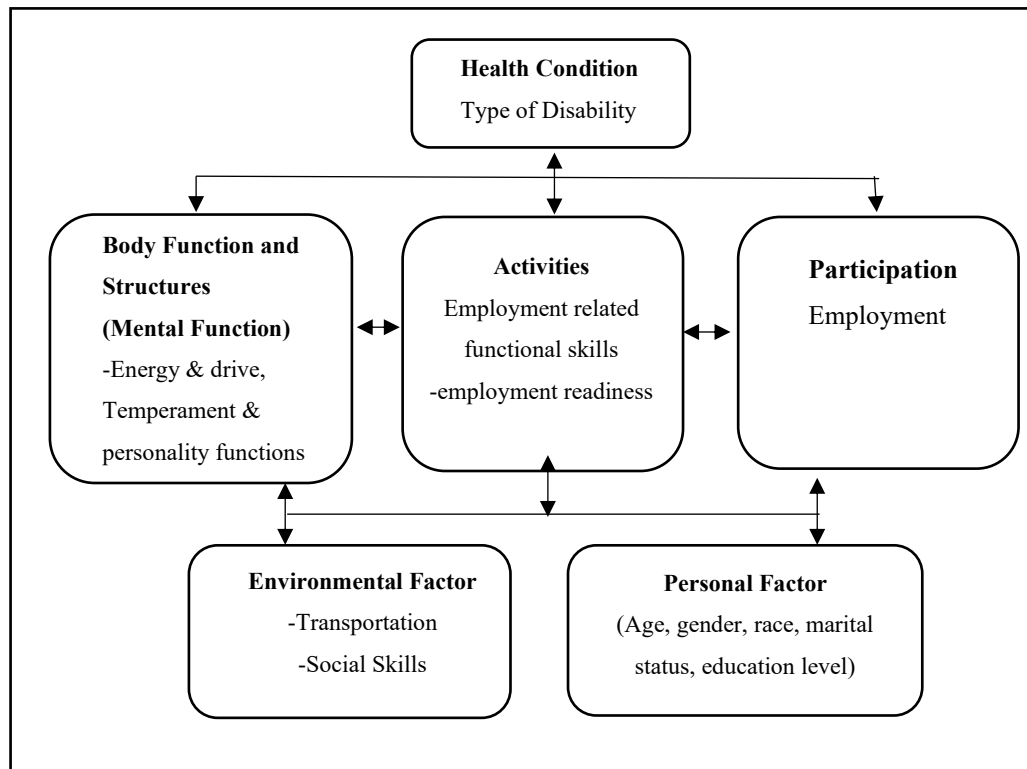


Figure 2.1 The ICF Model Adapted for This Study

2.12.2 ICF and Employment Readiness

When discussing employment readiness, the ICF defines disability as a limitation in functionality caused by the interplay of a person's health and their surrounding factors (McDougall et al., 2010). For example, challenges in cognitive abilities (like memory, focus, and critical thinking) can be directly connected to issues in being prepared for work. Key elements for job performance include mental abilities such as self-efficacy (belief in one's capability to succeed) and employment readiness skills. If someone's cognitive abilities are affected, it can hinder their capacity to carry out essential job duties, diminishing their readiness for the labour market. As stated by Deming (2017), cognitive skills and social skills act as crucial predictor of labour market success.

Employment readiness is the presence of fundamental skills needed for a particular job, typically evaluated through a job analysis or occupational profile (Clark, 2013). A decline in preparedness for work can show through struggles with both physical and mental job tasks, potentially due to physical disabilities or low self-confidence affecting body and mind function.

The ICF framework helps analyse how body structure, activities, participation, and contextual factors impact Employment readiness. Analysing an individual's health status, including disability type and severity, physical and cognitive abilities, job-related task performance, social support, workplace accommodations, gender, age, and education, provides a comprehensive view of their readiness for employment.

2.12.3 Application of The ICF Framework in This study

This study benefits from using this framework as it provides a comprehensive view of how health conditions, environmental factors, and personal attributes influence Employment readiness. In particular, this research investigates:

1. **Health Condition:** The type and severity of the health condition will be analysed to assess how it impacts employment readiness. The focus will be on both mental and physical impairments, which influence the ability to perform job tasks.
2. **Body Functions:** The mental functions are crucial to job performance and often determine how well an individual participated in employment. If we look at the ICF framework, self-efficacy connects well to energy and drive functions and temperament and personality functions. It really reflects personal motivation, initiative, and self-confidence (World Health Organization, 2001). There's solid evidence that support its place in the mental functions' domain. For instance, a study involving individuals with spinal cord injuries found that self-efficacy along with self-esteem was the strongest predictor of participation, even more so than mental health symptoms, pain, or social support (Peter et al., 2012). Recent theories in rehabilitation suggest that we should see self-efficacy as a motivational-emotional personal factor within the ICF, given how it impacts goal-setting, engagement, and adaptation (Tsuda et al., 2024).
3. **Environmental Factors:** External factors such as transportation and social support from family, peers, and other external networks will be evaluated to determine its role in enhancing employment readiness. Social support can act as a facilitator, boosting motivation and confidence in PWDs, thus improving their employment readiness skills.
4. **Personal Factors:** Factors such as age, gender, education, and socioeconomic status will be considered as they contribute to or hinder an individual's overall

readiness for employment.

The ICF framework enables a comprehensive examination of these different factors, illustrating how they together impact employment readiness. This inclusive method is crucial for grasping the intricate factors that affect the capability of PWDs to get ready for and thrive in the job market.

2.12.4 Connection of ICF Conceptual Framework to The Study

The ICF framework is relevant to this study by showing how health condition, mental functions, and environmental factors impact the employment readiness of PWDs. According to Jackson (2020), obstacles such as workplace biases, difficulties adapting to new social settings, and particular impairments can hinder PWDs in their job search.

PWDs typically encounter greater obstacles in terms of career advancement, exhibiting lower levels of self-assurance, career exploration, and occupational identity in comparison to their non-disabled counterparts (Zhu, 2025). This is in line with the ICF model, which takes into account the intricate relationship between physical and cognitive capabilities, social support, and personal traits in assessing readiness for work (Karhula et al., 2021) .

This study focuses on analysing how an individual's involvement in work-related tasks impacts their well-being and preparedness for work. The ICF framework will assist in directing the exploration of how employment readiness, self-efficacy, and social support are connected within the ICF components such as body functions, environmental factors, and personal factors (Salvador et al, 2018). The connections between employment readiness, self-efficacy, and social support in influencing work readiness for PWDs will be examined, along with variations in employment readiness based on demographics (e.g., age, gender, education level). The study will also explore predictors of employment readiness, with a focus on self-efficacy, social support, and demographic factors.

Therefore, this study utilizes the ICF framework to investigate the factors affecting employment readiness and to evaluate how health, social support, and personal factors interact to affect employment results for PWDs. The results will contribute to a more nuanced understanding of how to improve employment readiness and

employment outcomes for PWDs, particularly in CBR programs. Figure 2.2 showing the interconnection of the ICF component in this study.

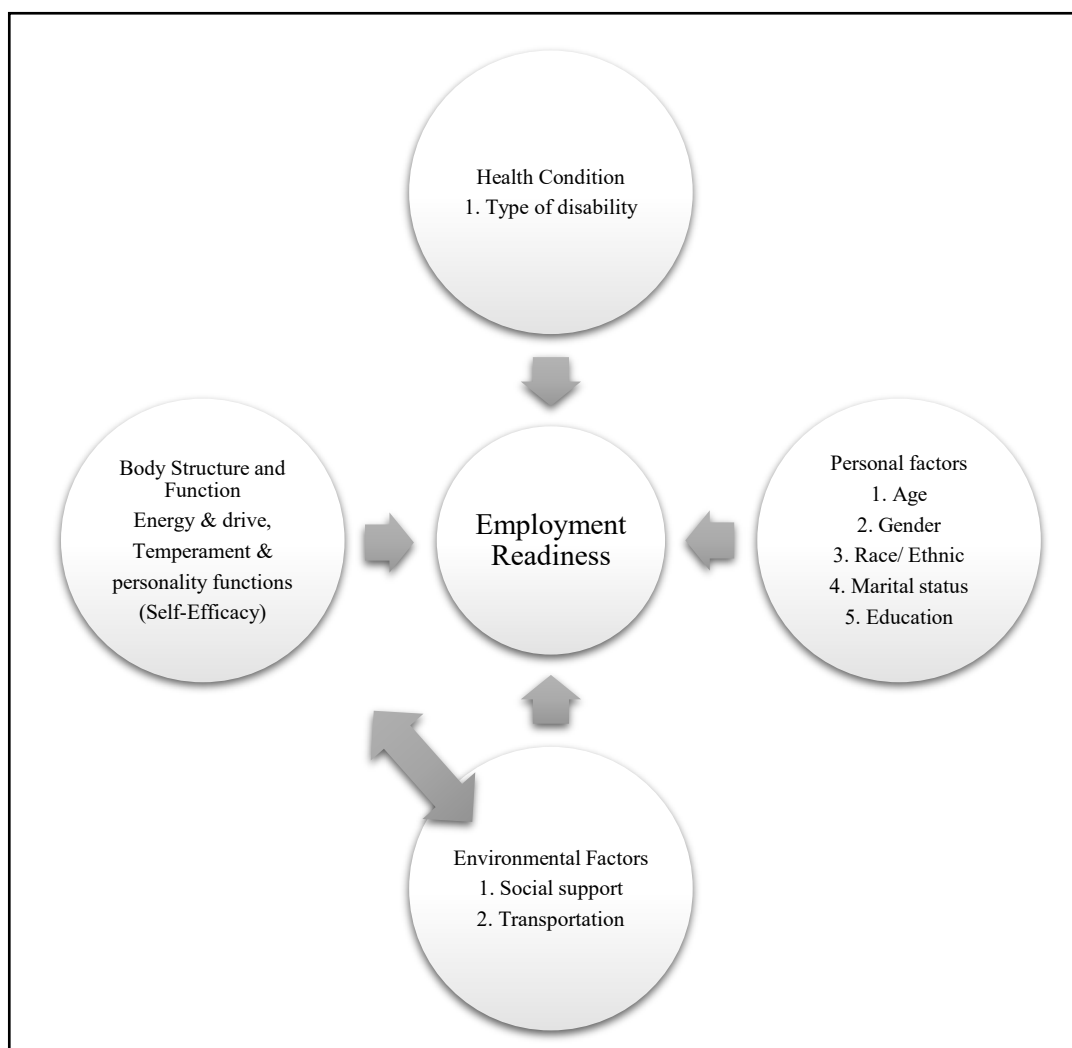


Figure 2.2 Interconnections among Elements in the ICF Model for This Study

2.12.5 Previous Study on Factor Influencing Employment of PWDs Based on The ICF Model

Table 2.6 shows the findings from previous literature on factors influencing employment. The results are then summarized according to the ICF components. From the findings on employment factors, the data were extracted into the components of the ICF model. For example, age and gender are placed under the personal factors domain of the ICF model. Below are the summaries of the findings according to the ICF model.

The studies provide insights on various factors that impact employment outcomes for PWDs in different settings. On a personal level, traits such as resilience,

motivation, cognitive abilities, and self-management emerged as key drivers for achieving successful employment (Bhaskar et al., 2022; Khare et al., 2022; Schiffmann et al., 2022). Additionally, social and environmental factors such as family support, peer involvement, employer attitudes, workplace culture, and government policies were frequently noted as crucial in shaping job opportunities and sustainability (Ikutegbe et al., 2023; Mithout, 2021). Unfortunately, stigma, stereotypes, and the type of disability also played a role in employers' willingness to hire, with a noticeable preference for physical disabilities over mental health conditions (Mahasneh et al., 2023; Duvdevany et al., 2016). Structural challenges such as financial difficulties, accessibility issues, and a lack of supportive legislation were highlighted as major hurdles, especially in developing nations (Rafferty et al., 2023; Amin & Abdullah, 2017). Furthermore, academic and vocational elements, including work experience, education level, ICT skills, and training opportunities, were identified as significant indicators of employability for graduates and young PWDs (Portillo-Navarro et al., 2022; Bellacicco & Pavone, 2020).

Overall, these findings emphasize the intricate relationship between personal, social, organizational, and policy-related factors that influence employment readiness and career success for PWDs.

Table 2.6

Summary of Previous Studies on Factors Influencing Employment of PWDs Based on The ICF Model

Author(s)/ Year	Study design	Aim	Population/ Country	Factor influence
Mahasneh, Randle, Gordon, Algie & Dolnicar (2023)	Study Design: Qualitative approach using 30 in-depth interviews.	To investigate factors associated with the willingness of employers to hire PWDs, focusing on the perspective of disability employment service providers.	Disability employment service providers (n= 30) Australia	1. Employer Willingness: i. attitude, ii. subjective norms,(perception) and iii. perceived behavioral control) 2. Stigma and Stereotypes 3. Type of Disability:Employers may be more favorable toward physical disabilities than mental illnesses, perceiving concerns about unpredictability and behavior.
Rafferty, Achler, Su, Kocherginsky, Bega, Heinemann, Johnson (2023)	Study Design: Longitudinal, observational study	The aim of the study is to explore the association between financial hardship, employment challenges, and quality of life in individuals with early Parkinson's disease (PD).	Employed individuals with early PD (<5 years) (n=60) Chicago & Seattle , United States	1. Financial issue 2. Nonmotor symptoms (depression, anxiety) are linked to leaving the workforce.
Bhaskar, Baruch & Gupta (2022)	Study Design: Qualitative study using grounded theory.	Explore factors contributing to career success and sustainability among visually impaired individuals.	Visually impaired individuals (n= 66) India.	1. Resilience 2. Non-acceptance of rejection 3. Relatability (understand & sympathy) with the sighted 4. Family support 5. Enabling self through technology 6. Mindset change.
Ikutegbe, Randle, Sheridan, Gordon & Dolnicar (2023)	Study Design: Qualitative approach,semi-structured interviews	The aim of the study was to respond to the UN Convention on the Rights of PWDs by exploring and understanding the factors influencing successful employment outcomes for PWDs.	PWD (n= 17) Employers (n=16) Disability employment services providers(n=14) New South Wales,	1. Societal attitudes 2. Nature of the disability (type and severity) 3. Disability disclosure 4. Personal motivation 5. Employer attitudes

Author(s)/ Year	Study design	Aim	Population/ Country	Factor influence
			Australia.	6. Corporate culture and climate 7. Government support
Khare, Kim Mueser, Susan McGurk (2022)	Study Design: Longitudinal study with a one-year follow-up.	To investigate the relationship between employment, cognitive functioning, and various demographic factors in individuals with severe mental illnesses (SMI) in an urban area in India.	Severe Mental Illnesses (n= 150) India	1. Age 2. Cognitive functioning 3. Gender
Portillo-Navarro, Lagos-Rodríguez & Meseguer- Santamaría (2022)	Study Design: Survey continuous four-yearly survey	To analyze the influence of academic factors on the employability of graduates in Spain, with a specific focus on graduates with disabilities.	University graduates, (n=31,000), master's degrees (n=11,000) Spain	1. Work experience 2. ICT knowledge 3. Age 4. Job quality 5. Gender
Dean, Garrels, Sigstad, & Wendelborg (2022)	Study Design: Survey design	To understand factors influencing employer willingness to hire people with intellectual disabilities (ID), including personal experience with ID, corporate social responsibility, & perceptions of work performance.	Employers (n= 478) Norway.	1. Employer Willingness 2. Employers' perception of work performance. 3. Corporate social responsibility. 4. Prior experience hiring employees with ID.
Schiffmann, Finger, Karcz, Staubli & Trezzini (2022)	Study Design: Qualitative study (semi-structured interviews)	To determine factors, from the employer's perspective, influencing the sustainable employment of individuals with ABI or SCI.	Employer with ABI & SCI (n= 20) Switzerland.	1. Age (younger). 2. Strong work motivation 3. Psychological Characteristics (good self-assessment and self-management from employees with disabilities.) ii. including tasks, development opportunities, (Employee struggles with job demands) iv. flexibility 4. Other Social/Environmental Conditions: Work tasks,

Author(s)/ Year	Study design	Aim	Population/ Country	Factor influence
				organization, colleagues, and supervisor impact long-term success. Factors beyond work (Lack of knowledge and experience on how disability affects work. - Importance of employees learning to reflect on disability impact and identify needs.) - perceive aging as (-) affecting job performance. - Support from medical, vocational professionals and family support is crucial
Anne-Lise Mithout (2021)	Study Design: Qualitative research, (interview)	To explore the impact of disability on the career development of qualified disabled workers in Japan and analyze their employment experiences with a long-term perspective.	Qualified workers with disabilities (n=14) Japan	- Peer Support and Community Involvement - Evolution of disability policies. - Changes in the education system leading to increased accessibility for disabled. - Quota policies improving access to employment - Government's recognition of disabled workers as a valuable resource. - Creation of a retention support system to enhance the career development
Beatson, Riedel, Chamorro-Koc, Marston & Stafford (2021)	Study Design: survey	The aim of the study was to examine the challenges young people with physical and/or neurological conditions face in their journey to work, encompassing both their physical commute and transition to the workforce.	Young people with physical and/or neurological conditions (n= 200) Australia.	- Subjective norms, attitudes, anticipated negative emotions, and risk aversion. - Highly motivated and supported individuals have the most positive attitudes, followed by moderately motivated and supported, and then lowly motivated and supported. - Past behavior and perceived behavioral support were found to encourage intentions. - Employer support and social support directly increased perceived behavioral control and indirectly influenced intentions.

Author(s)/ Year	Study design	Aim	Population/ Country	Factor influence
Bellacicco, Pavone (2020)	Study design: Quantitative analysis	To investigate the employment status of graduates with disabilities and explore the influence of demographic and academic factors, as well as the use of local employment services, on their post-university outcomes.	Graduates student with disabilities (n= 241) Italy	1. Registration at the employment center 2. gender 3. Field of study 4. degree level 5. Grade, and regularity of studies.
Nouf-Latif, Andersson, Markström (2019)	Study Design: Ethnographic fieldwork and observational studies	To analyze how narratives targeting ambitions and self-realization in work life are expressed by individuals with High Functioning Autism (HFA) in relation to the citizen-worker discourse.	Swedish folk-high school program (n=7), Vocational Rehabilitation Programme (n=4) Sweden	1. Participants' ambitions and the disabling support-to-work hinder their self-realization. 2. Disability legislation and policies not align with discourse 3. Vocational rehabilitation programs faced challenges in providing meaningful & inclusive work opportunities.
Breen, Havaei & Pitassi (2019)	Study Design: Participatory Action Research process,	To provide input into a strategy to improve employment opportunities for persons with disabilities in Armenia.	Employers (n=158) Armenia.	Employer attitudes toward hiring persons with disabilities: 1. Structural Issues, lack of accessibility within facilities. 2. Social Issues, Employers anticipated negative reactions.
Corbière, Zaniboni, Dewa, Villotti, Lecomte, Sultan-Taïeb, Hupé, & Fraccaroli (2019)	Study design: Longitudinal study with a 6-month follow-up	To test a theoretical model predicting work productivity of individuals with a psychiatric disability working in social firms (SFs) over time, considering worker and workplace factors.	n= 222 pwd worker Canada (Ontario & Quebec)	1. Severity of symptoms 2. Self-esteem as a worker 3. Organisational constraints 4. Supervisory support
Saltychev, Mattie & Starobina (2018)	Study Design: Cross-sectional survey-based study	To investigate factors influencing the willingness to work and interest in vocational rehabilitation among	Unemployed respondents (n= 1 541) Russian	1. Willingness to Work. Associated with younger age and milder disability severity. 2. Interest in Vocational Rehabilitation. Associated with older

Author(s)/ Year	Study design	Aim	Population/ Country	Factor influence
		unemployed persons with confirmed disabilities.		age, lower disability grade, and lower salary expectations. 3. Findings are bound to legislation, customs, and the attitude of a specific society, cautioning against generalizations to other populations. 4. Intrinsic factors, such as personal values, beliefs, and self-evaluation, are crucial in understanding willingness to work and successful work reintegration.
Mullin, Chaudhuri, Andrews, Martin, Gay & White (2018)	Study design: Qualitative Grounded Theory approach	To explore the experience of working for people with Parkinson's disease (PD) and create a model detailing the factors influencing workplace success.	Working people with PD (n=17) UK.	1. Employer Relationship. Supportive employers and colleagues were found to enhance workplace success 2. Self-Management: involving active problem-solving and decision-making, improve the experience of working 3. Nature of disability, (-) personal beliefs and societal stigma impact well-being and self-perception.
Lexell, Langdell & Lexell (2017)	Study Design: Mixed-methods design	To explore the vocational situation among employed individuals with Neuromuscular Diseases (NMD) and describe their experiences regarding factors influencing their ability to continue working.	Employed Neuromuscular diseases (NMD) people (n= 9) Sweden	1. Facilitators (Personal characteristics, support from others at work and at home, flexible work organization). 2. Barriers (Physically demanding work assignments & factors in the physical environment).
Duvdevany, Or-Chen & Fine (2016)	Study Design: Observational or cross-sectional.	To examine the relationship between adjusted minimum wage regulations in Israel and employers' willingness to hire individuals with intellectual disabilities (ID), and identify factors influencing positive attitudes toward persons with ID among employers.	Employers in the industry, commerce, and service (n= 79) 39 with ID while 40 did not. Israel	1. Familiarity with legislation positively influenced employers' perception of persons with ID as capable workers. 2. Previous contact with persons with ID was linked to a higher willingness to hire.
Amin & Abdullah (2017)	Qualitative study	To explore the employment issues significantly impacted on wellbeing of	Malaysian women with physical mobility	1. Income level 2. Accessibility barrier

Author(s)/ Year	Study design	Aim	Population/ Country	Factor influence
		Malaysian women with physical impairment.	impairment (n=33), Malaysia	3. Nature of impairment 4. Attitudinal barrier 5. Sheltered employment 6. Social restriction 7. Financial constraint 8. Remote location 9. Type of employment, including working in a residential workshop, NGOs, from home, or at professional/non-professional levels, influenced the overall employment experience.
Harun, Che Din, Mohd Rasdi, Shamsuddin (2020)	Cross-sectional study: Quantitative study)	To describe the employment experiences of people with (LD) in developing countries such as Malaysia.	Young Adukt with LD who left special education school (n=90), Malaysia	1. personal (gender) 2. family characteristic (monthly income/parental education) 3. Community (parents expectation/ services at post/secondary level school) 4. Financial support (mother educational level)

Note: Acquired Brain Injury (ABI), Spinal Cord Injury (SCI) Social Entrepreneurship (SE) Marfan syndrome (MFS) Autism Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), Learning Difficulties (LD), Intellectual Disabilities (ID), Parkinson's disease (PD), Person with Disabilities (PWD)

2.12.5.1 Summary of studies on factor Influencing Employment among PWDs based on ICF

Previous studies have found that PWDs encounter multiple challenges in their communities, particularly in the areas of daily activities, education, social participation, and employment. Employment-related challenges among PWDs include discrimination, accessibility barriers, lack of reasonable accommodations, social stigma, limited training opportunities, transportation difficulties, and inadequate policy implementation (Lindsay et al., 2018; World Health Organization, 2011).

The factors influencing employment have been summarized according to the ICF model (Table 2.7). Based on Table 2.7, the body functions and structures domain covers type and severity of disability (n = 5), and mental functions (n = 11). Mental functions include resilience (e.g., non-acceptance of rejection), mindset, motivation, cognitive function, psychological characteristics, emotions, ambitions, self-esteem, interests, personality, self-management, self-confidence, self-estimated workability, emotional representation and identity, and employment-related expectations.

The activity and participation domain incorporates learning and applying knowledge (n = 5), such as vocational rehabilitation programs, use of technology, ICT knowledge, and registration at employment centres. It also includes general tasks and demands (n = 6), such as job characteristics, demanding work assignments, and job quality with associated expectations, as well as self-care.

The environmental factors domain (n = 30) is wide-ranging. It includes natural and human-made environmental factors (n = 7), such as corporate culture and climate, work environment, organisational culture, structural issues, organisational constraints, work organisation, and living situation. Support and relationships (n = 11) consist of family support, government support, corporate responsibility, employee experiences, retention support systems, perceived behavioural support, employer and supervisory support, supportive colleagues, assistance from others at work and home, prior contact with PWDs, parental education, as well as the role of government, policy reforms, and funding. Attitudinal factors (n = 9) include general attitudes, subjective norms, perceived behavioural control, relatability with non-disabled individuals, societal attitudes, perceptions of work performance, disability awareness, hiring decisions and stereotypes, social issues such as negative reactions, and cultural stereotypes. Services, systems, and policies (n = 3) cover evolution of disability services, changes in the

education system, quota policies, disability-related legislation, familiarity with legal frameworks, the welfare system, and transition into retirement.

Lastly, the personal factors domain ($n = 8$) includes age, gender, education level ($n = 1$), type of education, disability onset, ethnic background, and financial issues. Ethnic and residential background and financial and living situation ($n = 3$) are highlighted as recurring elements.

Overall, the factors influence employment among PWDs can be understood as multidimensional and interrelated, encompass personal, functional, activity-related, and environmental domains as conceptualised in ICF. Evidence suggests employment outcomes are not determined solely by type or severity of disability but also by psychological factors, participation and environmental. Self-efficacy and education interact with activity related such as vocational training and work related skills. At the same time, environmental factors including family support, workplace accessibility, societal attitudes and policy play a role. These findings highlight that employment readiness among PWDs is influenced by the dynamic interaction between individual capabilities and contextual supports. Therefore understanding employment outcomes through ICF framework provides a comprehensive perspective of employment readiness among PWDs.

Table 2.7

Summary of Studies on Factors Influencing Employment among PWDs Based on the ICF Model

Domains of the ICF	Number of studies <i>n</i> (Percentage)	Included studies
Body function and body structure		
Type and severity of disability	5	Ikutegbe et al., 2023; Corbiere et al., 2019; Amin & Abdullah, 2017; Saltychev et al., 2018; Mahasneh et al., 2023
Mental functions	11	Bhaskar et al., 2022; Ikutegbe et al., 2023; Khareet al., 2022; Schiffmann et al., 2022; Beatson et al., 2021; Nouf-Latif et al., 2019; Corbiere et al., 2019; Saltychev et al., 2018; Mullin et al., 2018; Rafferty et al., 2023; Lexell et al., 2017
Activity and participation		
Learning and applying knowledge	5	Bhaskar et al., 2022; Harun et al., 2020; Portillo et al., 2022; Nouf-Latif et al., 2019; Bellacicco & Pavone, 2020
General task and demands	6	Ikutegbe et al., 2023; Portillo et al., 2022; Lexell et al., 2017; Schiffmann et al., 2022, Nouf-Latif et al., 2019, Amin & Abdullah, 2017

Domains of the ICF	Number of studies <i>n</i> (Percentage)	Included studies
Environmental factor		
Natural environment and human-made changes to environment	7	Mahasneh et al., 2023; Dean et al., 2022; Lexell et al., 2017; Amin & Abdullah, 2017; Mithout, 2021; Breen et al., 2019; Corbiere et al., 2019
Support and relationship	11	Bhaskar et al., 2022; Ikutegbe et al., 2023; Dean et al., 2022; Schiffmann et al., 2022; Beatson et al., 2021; Corbiere et al., 2019; Mullin et al., 2018; Lexell et al., 2017; Duvdevany et al., 2016; Harun et al., 2020; Mithout, 2021
Attitudes	9	Mahasneh et al., 2023; Bhaskar et al., 2022; Ikutegbe et al., 2023; Dean et al., 2022; Breen et al., 2019; Duvdevany et al., 2016; Amin & Abdullah, 2017; Schiffmann et al., 2022; Saltychev et al., 2018
Services, systems and policies	3	Noof-Latif et al., 2019, Ikutegbe et al., 2023; Saltychev et al., 2018
Personal factors		
Gender and age	8	Khare et al., 2022); Portillo et al., 2022; Bellacicco & Pavone, 2020; Schiffmann et al., 2022; Saltychev et al., 2018; Boman et al., 2015; Harun et al., 2020; Amin & Abdullah, 2017
Level of education	1	Bellacicco & Pavone, 2020
Financial and living situation	3	Rafferty et al., 2023; Amin & Abdullah, 2017; Harun et al., 2020

2.13 Assessment Tools Used to Evaluate Employment Readiness, Employability Self-Efficacy and Social Support

In order to understand what helps PWDs prepare for employment, it is essential to use assessment tools that are both appropriate and validated. This section reviews the key instruments that evaluate the three main areas of this study: social support, self-efficacy, and employment readiness. Each tool is considered based on its psychometric reliability, contextual relevance, and suitability for individuals with disabilities. A summary of the selected assessment tools is presented in Table 2.8.

Social support plays a critical role in promoting both employment and mental health, particularly for individuals facing social and structural challenges. One of the most widely used instruments is the Multidimensional Scale of Perceived Social Support (MSPSS), developed by Zimet et al. (1988). This 12-item scale measures perceived support from three sources: family, friends, and significant others. The MSPSS has demonstrated strong reliability and validity across diverse populations, including individuals with physical, intellectual, and developmental disabilities. Its concise format and accessible language make it especially suitable for individuals with cognitive or communication difficulties. Alternative measures include the Social Support Questionnaire (SSQ) (Sarason et al., 1983) and the Interpersonal Support Evaluation List (ISEL) (Cohen et al., 1985), which provide more detailed insights into the adequacy and variety of support. However, their length and complexity may create barriers for individuals with attentional or processing difficulties. Given these considerations, the MSPSS is the most appropriate tool for this study.

Self-efficacy, introduced by Bandura (1997), refers to an individual's belief in their ability to perform actions required to achieve desired outcomes. It is particularly relevant to employment readiness, influencing motivation, perseverance, and perceived control over the job search process. The General Self-Efficacy Scale (GSE) (Schwarzer & Jerusalem, 1995) is a 10-item measure of overall confidence in managing life's challenges (Lindsey et al, 2022). Although not specific to employment, its broad applicability makes it valuable for individuals who are not yet actively seeking work. Several employment-focused instruments have also been developed. The Job Search Self-Efficacy Scale (JSSE) (Saks & Ashforth, 1999) assesses confidence in tasks such as writing applications, interviewing, and networking, though it is less suitable for individuals with limited work experience (Saks & Ashforth, 1999; Saks et al., 2015).

Similarly, the Career Decision-Making Self-Efficacy Scale (CDMSE) (Taylor & Betz, 1983) evaluates career exploration and goal-setting but assumes a higher level of cognitive and vocational development. A more targeted instrument is The Self-Perceived Employability (Rothwell et al., 2009), which examines confidence in securing, sustaining, and adapting to employment in competitive labour markets (Rothwell et al., 2009; Ciarocco & Strohmetz, 2018). Most relevant to the present study, however, is the Perceived Employability Scale (PES) (Houser & Oda, 1990), which evaluates confidence in securing employment by focusing on psychological readiness, self-presentation, and self-worth as an employee (Houser & Oda, 1990; Daniels, 1998). Grounded in self-efficacy theory, the PES emphasizes agency and perceived control factors central to understanding the employment experiences of PWDs. While less frequently cited in recent literature, its relevance for historically marginalized groups makes it particularly valuable in rehabilitation and counselling contexts. Thus, the PES was selected as the most appropriate tool for measuring employment-related self-efficacy in this study.

Employment readiness refers to the behavioural, emotional, and functional preparedness of individuals to enter or re-enter the workforce. The Lam Assessment of Stage of Employment Readiness Scale offers a comprehensive evaluation of interpersonal skills, communication, time management, motivation, coping strategies, and overall functioning. Designed specifically for populations facing employment barriers, it has been widely applied in workforce development and rehabilitation settings. Other available measures include the Work Personality Profile (WPP) (Bolton & Roessler, 1986), which emphasizes psychosocial attributes such as reliability, task orientation, and social appropriateness, work motivation, and conformance but generally requires vocational professionals for administration (Bolton & Roessler, 1986; Tyerman & Tyerman, 2009). The Work Readiness Scale (WRS) (Caballero, Walker, & Fuller-Tyszkiewicz, 2011) assesses work readiness by identifying personal characteristic, organizational, work competence and social intelligence among graduates, though it is designed for higher education which limits its applicability and less adaptable for research purposes. Compared to these instruments, the LAM Employment Readiness Scale offers greater flexibility, a holistic framework, and stronger alignment with the broad concept of readiness. For these reasons, it is the most suitable tool for this study.

The summary of LASER, PES, and MSPSS demonstrates their relevance and psychometric strengths. Yet, the critique is limited, as there is little discussion of whether these tools, developed in Western contexts, are culturally sensitive and valid for Malaysian populations. Issues such as self-report bias, literacy levels, and the absence of triangulation with qualitative data are overlooked. The current study's adaptation and translation of the PES scale help address this methodological shortcoming.

Table 2.8

Assessment Tools Used to Evaluate Employment Readiness, Employability Self-Efficacy and Social Support

Construct	Instrument	Main Focus	Strengths
Social Support	MSPSS (Zimet et al., 1988)	Perceived support (family, friends, others)	Brief, simple, validated across populations
	SSQ (Sarason et al., 1983)	Number, perception and satisfaction of supports	Detailed but longer
	ISEL (Cohen et al., 1985)	Types/functional of support (tangible, appraisal, etc)	Multidimensional, validated
Self-Efficacy	PES (Houser & Oda, 1990)	Perceived employability & self-belief	Developed for marginalized populations
	GSE (Schwarzer & Jerusalem, 1995)	General coping ability	Broad, inclusive, brief
	JSSE (Saks & Ashforth, 1999)	Job search behaviours	Employment specific, task focused
	CDMSE (Taylor & Betz, 1983)	Career decision making	Widely used in youth or career counselling
	The Self-Perceived Employability (Rothwell et al., 2008; 2009)	Employability related self-belief	Broad labour market focus, validated
Employment Readiness	LASER (Lam Assessment of Stage of Motivation, functioning, soft skills Employment Readiness)		Multidimensional, adaptable
	WPP (Work Personality Profile)	Work behaviour and attitudes	Vocationally relevant, clinical use
	The Work Readiness Scale (WRS)	Multidimensional construct of work readiness	Comprehensive, competency-based, structured

Note: Multidimensional Scale of Perceived Social Support (MSPSS), Social Support Questionnaire (SSQ), Interpersonal Support Evaluation List (ISEL), Perceived Employability Self-efficacy (PES), General Self-Efficacy (GSE), Job Search Self-Efficacy Scale (JSSE), Career Decision-Making Self-Efficacy Scale (CDMSE), LAM Employment Readiness Scale (LASER), Work Personality Profile (WPP), Work Readiness Assessment Tool (WRAT)

2.14 Research Gap

Despite the growing body of research on CBR in Malaysia, most studies on CBR in Malaysia have primarily focused on functional rehabilitation, implementation challenges and caregiver perspectives rather than employment outcomes. For example, Khairul et al., (2024) studied caregiver strain at Sabah CBR centre, while study by Ahmad et al., (2021) examining the level of effectiveness of CBR with focus in Seremban, Negeri Sembilan, and Yaakub et al., (2025) investigates the challenges of CBR implementation. Comparatively little attention has been given to employment-related outcomes and among PWDs particularly in Perak. In addition, Perak's recent employment training initiative specifically focus for PWDs which suggests employment outcomes may be an emerging concern (Bernama, 2025).

Furthermore, International studies have identified employability self-efficacy and social support as important predictors of employment outcomes among PWDs. Studies in Sweden found those with higher self-efficacy young adult with disabilities had more odds of successfully transitioning into work (Andersén et al., 2018). Similarly in Australia, study found clients' own motivation and self-belief improved chances of finding and sustaining employment (Bushra et al., 2025). Western vocational rehabilitation report that having personal and workplace support significantly predicts employment outcome (Roberts et al., 2010). Western literature consistently identifies employability self-efficacy as a strong predictor of employment outcomes. However, these findings are largely derived from labour systems characterised by strong individual autonomy and personal agency.

In contrast, Malaysia operates within a socio-cultural environment shaped by collectivist norms, strong family involvement (Sumari et al., 2020), with parents playing central role in support or protecting disabled family members. A study in Malaysia found overprotective parents and negative parental attitudes as significant obstacles to seeking for work (Lee et al., 2012). In addition, practical barrier such as transportation hinder employment (Morwane et al., 2021). Although Malaysian studies acknowledge employment challenges among PWDs, empirical evidence examining whether psychological factors such as self-efficacy and psychosocial factors such as social support influence employment readiness in Malaysian CBR settings remains limited. There is lack of systematic evidence on how self-efficacy, social supports combine with cultural, logistical factors and types of disability contributes to readiness

among PWDs in CBR. Despite of that, there is a call to integrated the use of ICF in vocational rehabilitation study (Momsen et al., 2019). Without a clearer understanding of these relationships within Malaysian CBR settings, efforts to design effective employment readiness programmes and vocational interventions for PWDs may remain fragmented and insufficiently evidence-based.

Therefore, this study seeks to address these empirical and contextual gaps by applying the ICF framework to examine the relationships between employability self-efficacy, perceived social support, and employment readiness among PWDs attending CBR programmes in Perak. By investigating whether predictors identified in Western literature operate similarly within Malaysian community rehabilitation settings, this study aims to contribute to a better understanding of the factors influencing employment readiness and to inform the development of more comprehensive vocational interventions and inclusive employment policies in Malaysia.

2.15 Summary

This chapter reviewed the theoretical and empirical literature related to employment readiness among PWDs, with particular emphasis on CBR programmes in Malaysia and internationally. The discussion examined the concept and implementation of CBR, the importance of employment readiness as a vocational outcome, and key psychosocial predictors including employability self-efficacy and perceived social support. In addition, demographic factors such as gender, education level, transportation access, and type of disability were explored as contextual variables that may influence employment participation. The ICF framework was also introduced to explain how personal, environmental, and functional factors interact in shaping employment readiness.

Despite growing international research on disability employment, empirical studies examining employment readiness within Malaysian CBR settings remain limited, particularly in the context of Perak. Furthermore, the role of psychosocial predictors such as self-efficacy and social support has not been sufficiently examined within local rehabilitation programmes. Therefore, the present study aims to address this gap by investigating the predictors of employment readiness among PWDs attending CBR programmes in Perak. The next chapter outlines the research

methodology, including the study design, sampling procedures, research instruments, and data analysis techniques used to achieve the study objectives.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the method adopted in studying factors related to employment readiness among PWDs attending the CBR program in Perak, Malaysia. The research methodology was thoroughly designed to capture reliable, valid, and context specific data. The methods covered research design, the way in which participants were sampled, including and excluding criteria, location of the study and the predicted number of participants. Moreover, the instruments used to measure the focal variables of employment readiness, social support and employability self-efficacy were also explained in this chapter. This included the Lam Assessment on Stages of Employment Readiness (LASER), the Perceived Employability Self-Efficacy Scale (PES), and the Multidimensional Scale of Perceived Social Support (MSPSS), along with the translation process of the PES instrument into the Malay language. Data analysis techniques including descriptive and inferential statistics were also outlined in this chapter. Ethical considerations involving participant's rights, informed consent, data confidentiality, and permission for the use of instruments were addressed in accordance with institutional guidelines.

3.2 Research Design

This study used a cross-sectional design to achieve its objectives through a quantitative approach. Cross-sectional studies are conducted at the same time or over a short period, often used to estimate the prevalence of results of interest within a given population, especially for the public health planning. Descriptive in nature and structured as a survey, this approach is an effective way to determine the circulation, while also examining the relationship between different exposures and outcomes. The primary goal of cross-sectional studies is to collect accurate data that supports the development of new ideas for new ideas for theory development and future research (Jangiralami-Rimundo et al., 2018).

This design is particularly suitable for studying predictors of employment readiness, as it allows for simultaneous evaluation of many variables (eg, social support, employability self-efficiency, demographic factors) regarding the current job readiness. By capturing at one point of the population at a time, it helps identify important associations that can inform the target interventions for individuals undergoing CBR Programs (Wang & Cheng, 2020).

3.3 Sampling Method

Non-probability sampling techniques were employed for this study. In particular, purposive sampling methods were used, which is the process of selecting sample units based on the researcher's decision and participant referral (Etikan et al., 2016). This method offers many advantages over probability sampling, such as low cost and short turnaround time (Golzar et al., 2022). Purposive sampling was appropriate because the study targeted a specific group of disabled adults who were actively participating in CBR programs in Perak. Given its cost-effectiveness, convenience, and ability to reach the population, this approach was considered suitable for the current research. The final sample was determined based on the inclusion and exclusion criteria established for the study.

3.4 Selection Criteria

The inclusion criteria outline the characteristics that participants must meet to be included in the study, while the exclusion criteria identify conditions that disqualify participants from taking part in the study.

The inclusion criteria for this study are as follows:

1. Participants must be 18 years old and above, falling within the average young adult age range. This aligns with the Malaysian Employment Act 1955, which prohibits children under the age of 15 or those between 15 and 18 from engaging in employment or labour.
2. Participants must have attended the CBR program for more than six months, as studies showing significant improvements in job-related skills, social behaviour and vocational readiness within three to six

months (McLennan & Ludvik, 2021).

3. Participants must be able to independently perform basic daily activities or engage in community.
4. Participants must demonstrate a willingness to participate in the study.
5. Participants must be able to understand and respond to the questionnaire in either Malay or English (independently or with minimal assistance).

The exclusion criteria for this study are as follows:

1. Trainees who had left CBR program.
2. Participants who are unable or unwilling to cooperate.
3. Participants diagnosed with severe intellectual disabilities.
4. Bedridden trainees or those enrolled in home-based rehabilitation programs.

3.5 Location of Study

The study was conducted to target CBR centres' trainees in the state of Perak, located in the Peninsular Malaysia. According to the data finalized by the Department of Statistic Malaysia (DOSM) in 2020, state's population was recorded at 2.51 million, including 1.27 million males and 1.24 million females. Based on data from the Malaysia Youth Bank System, Perak was ranked as a fourth state with the highest adult population, with a total of 1,052.1 thousand persons aged 15 to 50 years. Meanwhile, in terms of the total number of PWD participating in CBR centres, Perak ranked 10th out of 15 states, a total of 754 trainees were enrolled in CBR programs. Employment data from the survey and mapping department showed that in 2020, the number of persons employed in Perak was 1.04 million, while the unemployed population was 53,000. This represented an increase in the unemployment rate in 2019 to 2020, which highlights the upwards trend in unemployment within the state.

3.5.1 Location of CBRs Located in Perak

Table 3.1 provides a list of CBR centres that are registered based on 12 districts located in Perak state.

Table 3.1
List of CBR Centres in Perak

No	District	Name
1	Batang Padang	PPDK Tapah, PPDK Ikatan Kasih Bidor, PPDK Sinar, Bakti Felda Trolak and PPDK Besout 03
2	Manjung	PPDK TLDM Lumut, PPDK Bruas, PPDK Pangkor, PPDK Pantai Remis and PPDK Nur Hidayah, Sri Manjung
3	Kinta	PPDK Batu Gajah, PPDK Briged 2, PPDK Gugusan Manjoi, PPDK Chemor, PPDK Ulu Kuang
4	Kerian	PPDK Pelangi Kasih Daerah Kerian, PPDK Parit Buntar, PPDK Alor Pongsu, PPDK Seri Kurau
5	Kuala Kangsar	PPDK Kampung Pasir Batang Kulim, PPDK Padang Rengas, PPDK Seri Murni, PPDK Bukit Gantang, PPDK Permata Indah Kota Lama Kiri, PPDK Nur Hikmah Manong, Lempor
6	Larut Matang	PPDK Selama, PPDK Batu Kurau, PPDK Pantai Besar, PPDK Felda Ijok, PPDK Sungai Tinggi, PPDK Trong
7	Hilir Perak	PPDK Labu Kubung, PPDK Permatang Guntung
8	Hulu Perak	PPDK Lenggong, PPDK Gerik, PPDK Felda Lawin Selatan
9	Perak Tengah	PPDK Parit, PPDK Bota, PPDK Kampung Gajah
10	Kampar	PPDK Kampar
11	Muallim	PPDK Slim River, PPDK Gunung Besout 04
12	Bagan Datuk	PPDK Sg. Manila

The above mentioned CBRs were obtained from the official website of the Social Welfare Department sources. Before starting data collection, the researcher contacted with all 42 listed CBR centers. One PPDK was list twice or repeated which is PDK Pelangi Kasih is similar to PDK Parit Buntar. There were no trainees aged 18 and above at PDK TLDM Lumut, PDK Brigade 2, and PDK Kampar. Meanwhile, PDK Pangkor was closed due to factors such as unresolved registration procedures with the Registry of Society Malaysia. On the other hand, PDK Langgong did not respond to

repeated contact efforts. As a result, PDK TLDM Lumut, PDK Brigade 2, PDK Kampar, PDK Pangkor, and PDK Langgong were excluded except for the other 36 CBR centres.

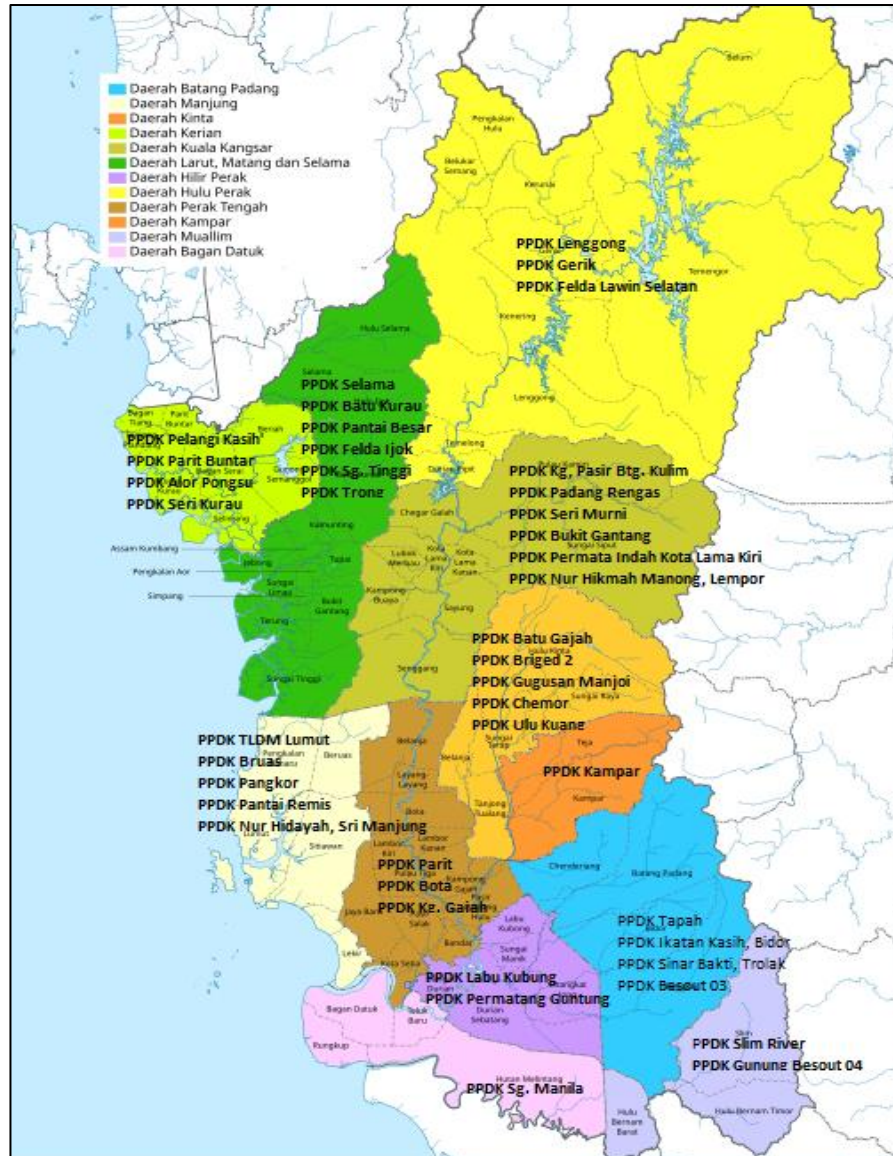


Plate 3.1 Map of Sampling Location in Perak (Derived from Wikimedia Commons)

In the state of Perak, there are 42 CBR centres as mention by JKM website. Plate 3.1 shows the labelled map of district in Perak border derived from district and local authorities of Perak, Wikimedia Commons. The maps showing briefly the location of CBR based on the district area.

3.6 Sample Size

The sample size calculation was calculate using G*Power version 3.1.9.7 (figure 3.1). We performed an a priori power analysis for a multiple regression (fixed model, R^2 increase), setting the effect size at $f^2 = 0.15$, which is considered a medium effect size according to Cohen (1988). We also established a significance level of $\alpha = 0.05$ and aimed for a statistical power of $(1 - \beta) = 0.80$. We looked at two different scenarios: 1. A model with 8 predictors in total, where 2 were evaluated for their unique contributions. - Required sample size: 68 participants - Actual power: 0.80 2. A model where all 8 predictors were tested at the same time. - Required sample size: 109 participants with Actual power: 0.80. Since our main regression model included 8 predictors (gender, age, marital status, type of disability, level of disability, type of transportation, social support, and self-efficacy), we used the second scenario as our benchmark. Therefore, a minimum number of 109 participants was necessary to ensure adequate statistical power. To compensate for possible dropouts or unusable responses, the calculated sample size was increased by 10%, which is a commonly recommended adjustment in survey studies. After adding a 10%, the target sample size increased to approximately 120 participants. In this study, we successfully recruited a total of $N = 151$ participants, which exceeded the minimum requirement. This suggests that the study achieved the desired statistical power to identify medium effects in the regression analysis.

G*Power		
F tests – Linear multiple regression: Fixed model, R^2 increase		
Analysis: A priori: Compute required sample size		
Input:	Effect size f^2	= 0.15
	α err prob	= 0.05
	Power ($1 - \beta$ err prob)	= 0.80
	Number of tested predictors	= 8
	Total number of predictors	= 8
Output:	Noncentrality parameter λ	= 16.3500000
	Critical F	= 2.0323276
	Numerator df	= 8
	Denominator df	= 100
	Total sample size	= 109
	Actual power	= 0.8040987

Figure 3.1 The G*Power Sample Size Calculation

3.7 Research Instrument

The instruments used in this study include demographic data, the Lam Assessment on Stages of Employment Readiness (LASER), the Multidimensional Scale of Perceived Social Support (MSPSS), and the Perceived Employability Self-Efficacy Scale (PES).

3.7.1 Instrument and Materials

Data collection for this proposed study is divided into four sections.

1. Demographic information
2. Research Instrument 1: The Lam Assessment on Stages of Employment Readiness (LASER)
3. Research Instrument 2: Multidimensional Scale of Perceived Social Support (MSPSS)
4. Research Instrument 3: Perceived employability Self-efficiency scale (PES)

3.7.1.1 Section 1: Demographic Data

The demographic information containing the self-report questions of CBR trainees, which is (a) gender, (b) age, (c) education level, (d) marital status, (e) years of attending CBR, (f) transportation (g) type of disability. A sample of the demographic questionnaire was being attached in APPENDIX 1

3.7.1.2 Section 2: The Lam Assessment on Stage of Employment Readiness (LASER)

The Lam Assessment of Stages of Employment Readiness (LASER) is a self-report instrument that assesses employment readiness, particularly among welfare recipients in employment programmes. It consists of 14 items, grouped into three subscales reflecting Prochaska and DiClemente's stages of change: pre-contemplation (6 items), contemplation (4 items), and action (4 items). This structure views employment readiness as a behavioural process that moves from limited intention to work (pre-contemplation) to considering employment (contemplation) and finally to

active job-seeking (action). Confirmatory Factor Analysis (CFA) has empirically supported this three-factor structure (Lam et al., 2010).

To facilitate comparison across stages, raw subscale scores are converted into standardised T-scores, with a mean of 50 and a standard deviation of 10 (Lam et al., 2010). Based on these T-scores, participants' readiness stages can be classified using established cut-off ranges. Pre-contemplation scores typically range from 60 to 70, indicating values 1 or more standard deviations above the mean. Contemplation scores generally fall between 45 and 55, representing scores within one standard deviation of the mean. In contrast, action scores typically range between 30 and 40, indicating values one or more standard deviations below the mean (Eng & Zamani, 2022).

The LASER has shown acceptable psychometric properties across several studies. One early evaluation used the Chinese translation (LASER-C) and was administered to 90 injured workers in a return-to-work programme at the Hong Kong Workers' Health Centre (Chan et al., 2006). The translated instrument showed test-retest reliability (ICC) from 0.55 to 0.79, indicating moderate reliability (Chiu et al., 2019). Construct and predictive validity were also supported in this group. Further validation included 149 welfare recipients from African American, Hispanic or Latino, and Caucasian backgrounds in a U.S. work training programme (Lam et al., 2010).

Confirmatory factor analysis supported the three-factor structure. Internal consistency for the subscales was satisfactory, with Cronbach's alpha values of 0.77 for pre-contemplation, 0.77 for contemplation, and 0.82 for action (Lam et al., 2010).

The LASER has also been applied in vocational rehabilitation research to examine readiness progression and employment outcomes. In a foundational study, Lam, Wiley, and Hsu (2010) administered the LASER to participants in a vocational rehabilitation programme in the United States and reported that individuals classified in the action stage were significantly more likely to achieve competitive employment outcomes than those in the pre-contemplation stage. This finding supports the predictive utility of the readiness staging framework, which conceptualises employment preparation as a dynamic behavioural transition rather than a static condition.

In non-Western contexts, adapted versions of the LASER, including the Chinese version, have also been applied among injured workers undergoing rehabilitation programmes. Findings from these studies indicated that readiness stage classifications corresponded with actual return-to-work behaviours and rehabilitation outcomes, demonstrating the instrument's cross-cultural applicability (Chan et al., 2006).

Collectively, these studies highlight the LASER's capacity to classify individuals by psychological readiness and to link readiness stages to employment engagement. This provides an important rationale for its use among PWDs participating in CBR programmes, where motivational readiness and behavioural progression are critical for successful workforce participation.

In summary, based on the evidence above, the LASER instrument is considered appropriate for assessing employment readiness among PWD trainees in CBR programmes in the present study. The discussion now turns to the second instrument used in this research. Sample of the LASER has been attached in APPENDIX 2.

3.7.1.3 Section 3: The Perceived Employability Self-Efficacy Scale (PES)

The Perceived Employability Self-Efficacy Scale (PES) is a self-report instrument consisting of 15 items designed to assess individuals' confidence in performing employment-related tasks. The scale was originally developed to examine employability concerns among low-income adults and to evaluate confidence in activities such as finding job-related information, securing employment, and maintaining work (Anthony, 2005). Responses are recorded on a 5-point Likert scale, ranging from 1 (Definitely cannot do) to 5 (Definitely can do). Scores from all items are summed to produce a total employability self-efficacy score, with higher scores indicating greater perceived confidence in performing employment-related tasks (Anthony, 2005).

The PES assesses several dimensions of employability self-efficacy, including interpersonal efficacy, information-gathering and barrier-removal, persistence, and goal-setting efficacy (Daniels et al., 1998). These dimensions reflect core competencies associated with job-seeking behaviour and vocational engagement, including the ability to communicate effectively in workplace settings, obtain relevant job information, persist despite employment barriers, and plan long-term career goals.

Studies have confirmed the PES's reliability. Daniels, D'Andrea, and Gaughen (1998) examined the tool with low-income women of various backgrounds in the Hawaii JOBS programme. They confirmed the scale's four-factor structure. Internal consistency across subscales was satisfactory: Cronbach's alpha was 0.77 for interpersonal efficacy, 0.79 for information gathering and barrier removal, 0.77 for persistence, and 0.80 for goal-setting. Average intercorrelations among factors were

0.62, showing a moderate to strong link among self-efficacy dimensions (Daniels et al., 1998).

Although the PES was originally developed by Houser and Oda (1990), the instrument has not been extensively applied within disability-related research. Most empirical studies using the PES have focused on economically disadvantaged or marginalised populations rather than PWDs. For example, Daniels et al. (1998) primarily evaluated the instrument's psychometric properties rather than classifying individuals into employability categories. Similarly, Anthony (2005) utilised the PES as a continuous measure to examine participants' confidence in obtaining and maintaining employment. Findings from that study indicated that higher PES scores were associated with stronger psychosocial adjustment and greater confidence in employment-related abilities, with participants generally reporting moderate levels of perceived employability self-efficacy.

Importantly, previous research using the PES has primarily explored relationships between employability self-efficacy and other psychological or vocational factors, rather than establishing specific cut-off points or categorising respondents into high- or low-employability groups. Despite the limited application of the PES in disability-focused research, the construct it measures confidence in performing job-seeking tasks, overcoming employment barriers, maintaining persistence, and planning career goals closely aligns with employment challenges frequently experienced by PWDs. Given that self-efficacy has consistently been identified as a key predictor of employment readiness and vocational outcomes among vulnerable populations, the PES is a theoretically appropriate instrument for assessing employability self-efficacy in disability contexts. Nevertheless, the limited psychometric validation of the PES among PWDs highlights an important methodological gap and underscores the need for further validation studies within disability-specific populations.

Sample of the PES has been attached in APPENDIX 3. The next section introduces the third instrument applied.

3.7.1.4 Section 4: The Multidimensional Scale of Perceived Social Support (MSPSS)

The Multidimensional Scale of Perceived Social Support (MSPSS) is a self-report instrument developed to assess individuals' perceived social support from three sources: family, friends, and significant others (Zimet et al., 1988). The scale consists

of 12 items, with 4 items per source of support. Responses are rated on a 7-point Likert scale, ranging from 1 (Very strongly disagree) to 7 (Very strongly agree). Higher scores indicate greater perceived social support. Previous research has demonstrated that higher perceived social support measured by the MSPSS is associated with lower levels of psychological distress, including symptoms of depression and anxiety (Zimet et al., 1988).

Scoring of the MSPSS can be conducted by calculating either total or subscale scores. The total MSPSS score is obtained by summing all 12 items and dividing by 12 to produce a mean score. Subscale scores are calculated by averaging the four items within each domain. The Significant Other subscale includes items 1, 2, 5, and 10; the Family subscale includes items 3, 4, 8, and 11; and the Friends subscale includes items 6, 7, 9, and 12. Mean scores between 1.0 and 2.9 indicate low perceived social support, scores between 3.0 and 5.0 indicate moderate support, and scores between 5.1 and 7.0 indicate high perceived support (Zimet et al., 1988; Wongpakaran et al., 2011).

The MSPSS has demonstrated strong psychometric properties across numerous studies. Evidence indicates high internal consistency, test–retest reliability, and stable factorial structure across different cultural populations (Wongpakaran et al., 2011). In the Malay version of the MSPSS (MSPSS-M), internal consistency values ranged from Cronbach's $\alpha = 0.90$ to 0.93 across the three subscales. Confirmatory factor analysis (CFA) supported the original three-factor structure of the instrument, confirming the distinct dimensions of family, friends, and significant other support (Song et al., 2023). The MSPSS-M also demonstrated good convergent and discriminant validity. Content validity analysis further showed strong agreement among experts, with item-level content validity index (I-CVI) values ranging from 0.83 to 1.00 , a scale-level content validity index (S-CVI/UA) of 0.83 , and an average scale content validity index (S-CVI/Ave) of 0.97 , indicating excellent content validity (Song et al., 2023).

The MSPSS has been widely used in health, rehabilitation, and disability research to assess perceived social support networks. Although studies directly involving PWDs are relatively limited, existing research demonstrates the scale's relevance for rehabilitation populations. For instance, MSPSS has been used among individuals with spinal cord injuries, where higher levels of family and friend support were associated with better psychological adjustment, life satisfaction, and community participation (McLeod & Davis, 2023). While, studies involving stroke survivors have shown that perceived social support, as measured by the MSPSS, is lower level from

friends and significant others (Ng et al., 2022). In research on intellectual disability, MSPSS has been used to examine caregiver and family support structures, with findings indicating that stronger social support networks are associated with caregiver burden and improved social integration (Taher et al., 2025).

Importantly, the MSPSS has been translated and validated in Malaysian populations, demonstrating robust reliability and validity, which supports its cultural suitability for local research contexts (Song, 2023). Taken together, these findings indicate that the MSPSS is a reliable and valid instrument for assessing perceived social support. Its ability to capture support from multiple sources makes it particularly relevant for examining how social support environments influence psychosocial outcomes. Therefore, the MSPSS is considered appropriate for assessing perceived social support among PWDs participating in CBR programmes, where social support may play a critical role in influencing employment readiness and participation. The sample of the MSPSS attached in APPENDIX 4.

In summary, the LASER instrument is used to quantify stages of employment readiness, with precedent in rehabilitation research, including Malaysia. The MSPSS is a widely validated measure of perceived social support with demonstrated reliability in Malaysian samples and relevance for disability research. The PES captures individual confidence in employment-related capabilities, grounded in established self-efficacy theory and supported by broader employability research.

Together, these instruments enable rigorous quantitative assessment of the key variables, employment readiness, social support, and self-efficacy, central to understanding predictors of employment outcomes among PWDs attending CBR programmes.

3.7.1.5 Translation Process of Perceived Employability Self-Efficacy Scale (PES)

The translation process was carried out to make the survey easier by ensuring that the instrument was clear and understandable for the target audience, who primarily speak Malay. By conducting the assessment in the participants' native language, we aimed to improve the accuracy of their responses and minimize any chances of misinterpretation. Before starting the translation, we sought formal permission from the original author of the Perceived Employability Self-Efficacy Scale (PES) to translate it into Malay, but unfortunately, we did not receive approval. Consequently, the

translation was done solely for internal academic purposes to assist with data collection for this study. It is worth mentioning that while the translation aimed to enhance understanding, it did not go through formal validation processes like psychometric or reliability testing.

Even without formal permission and validation, we decided to move forward with the translated version of the PES based on practical needs. Our main goal was to ensure that participants with limited English skills could fully grasp the items, leading to more accurate and meaningful responses. The translation was done with careful attention to clarity and cultural relevance, even though it lacked formal validation procedures. This approach was seen as essential to promote inclusivity and uphold the integrity of data collection within the Malaysian context.

To ensure that the translation was both linguistically and culturally appropriate, we followed the translating and validating guidelines suggested by Tsang, Royse, and Terkawi (2017). This included using both forward and backward translation techniques, as illustrated in Figure 3.2.

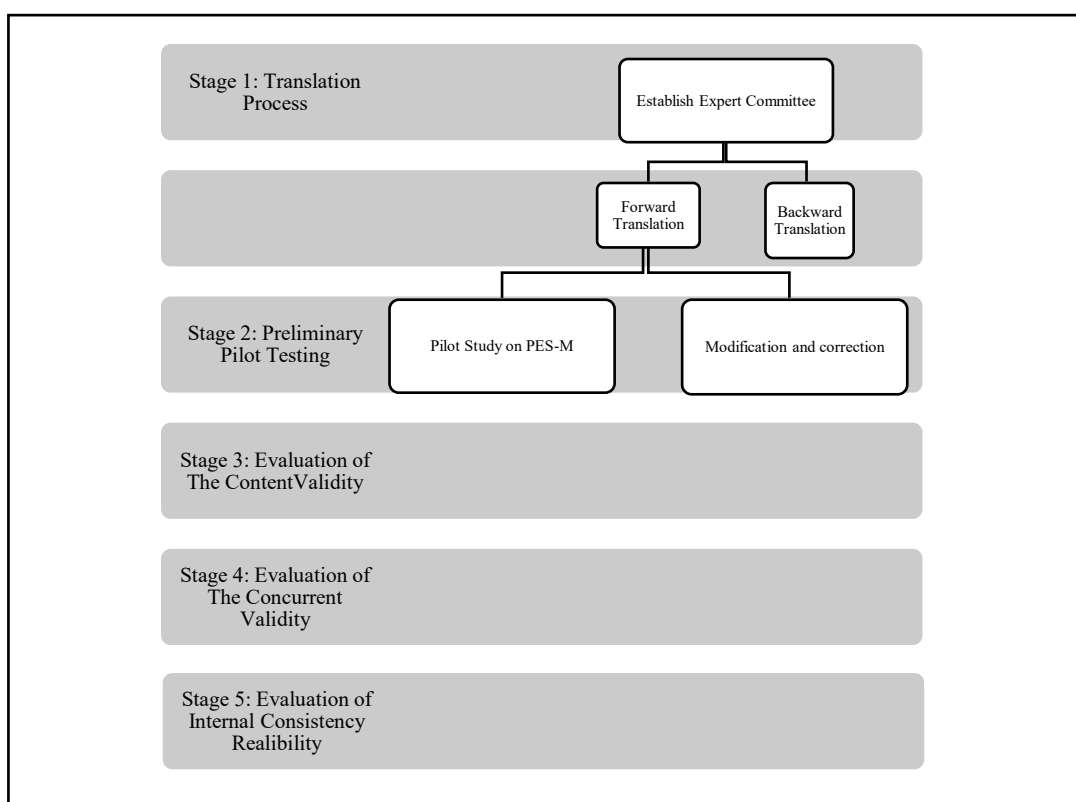


Figure 3.2 Procedure for Translating the Perceived Employability Self-Efficacy Scale (PES), Adapted from Tsang et al. (2017)

i) The Translation Process

This process included both forward and backward translations. First, we took the PES and translated it from English into Malay. Then, for the backward translation, we translated the initial Malay version of the PES back into English.

- Research question: Can PES scale translated to Malay version of PES?
- Research objective: To translate original PES to Malay version of PES.

ii) Sampling Method and Sample Size

Four independent translators, all certified in Teaching English as a Second Language (TESL), who took part in this phase. To gather data, we used a convenience sampling method.

iii) Inclusion and Exclusion Criteria

- Inclusion Criteria: translator must be certified in Teaching English as a Second Language (TESL) or certified translator.
- Exclusion Criteria: Must not be retired certified TESL translators.

iv) Research Instrument

- The original English version of the Perceived Employability Self-Efficacy Scale (PES).

v) Method of Data Collection

Data collection for the translation process involved four independent TESL-certified translators, who were recruited through convenience sampling. It started with the forward translation, where two translators worked separately to translate the original English PES Scale into Malay. After that, we reviewed and harmonized their translations together with the researcher to create a single draft in Malay. Next, two different TESL-certified translators took on the backward translation, independently translating the harmonized Malay version back into English. We compiled all versions, including the original, forward translations, and back-translations, for further review.

vi) Method of Data Analysis

This stage began with the forward translation, where two independent TESL-certified translators translated the original English PES into Malay. Their individual translations were then harmonized with the researcher's help to produce a unified Malay version of the PES. For the backward translation, two other independent TESL-certified translators translated the harmonized Malay version back into English, resulting in two English versions of the PES. Any discrepancies between these versions were discussed and resolved with the researcher's assistance to create a single English version. After both translation stages, an expert committee reviewed all the versions. The committee took a close look at the semantic, idiomatic, experiential, and conceptual equivalence of the translations to put together a nearly final Malay version of the PES. They carefully analyzed all the translated versions to ensure consistency in meaning. During discussions, the researchers and translators worked together to resolve any discrepancies between the original English version and the two English versions that were translated back from Malay.

vii) Result of the Translation Stage

The scale underwent both forward and backward translation. The researcher then reviewed all the versions to check for equivalency and made any necessary adjustments. The translation of the PES focused on the instructions and questionnaire items that reflect participants' views on employability self-efficacy. The completed Malay translation of the PES is in Table 3.7.

3.7.1.6 Forward Translation

Table 3.2 shows the backward translation of the original PES into Malay by Ammar Shauqi bin Jamaluddin (Translator 1), while Table 3.3 features the Malay translation of PES by Nur Arina binti Nazaruddin (Translator 2). Additionally, Table 3.4 compares the English translations of PES created by Translator 1 and Translator 2.

Table 3.2

Forward Translation by Translator 1 (Ammar Shauqi bin Jamaluddin)

Instrument	Original Perceived Employability Self-Efficacy Scale (PES)	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap
Instructions	Direction: Please rate on the scale provided how you feel about each statement listed below.	Arahan: Sila nilaikan pada skala yang disediakan tentang bagaimana perasaan anda terhadap setiap pernyataan yang disenaraikan di bawah.
Score	1- Definitely cannot do	1 - Memang tidak boleh lakukan
	2- Most likely cannot do	2 - Kemungkinan besar tidak boleh lakukan
	3- Maybe can do	3 - Mungkin boleh lakukan
	4 -Most likely can do	4 - Kemungkinan besar boleh lakukan
	5 -Definitely can do	5 - Memang boleh lakukan
Questions	1.Obtain a job.	1. Mendapatkan pekerjaan.
	2.Find information about job opportunities.	2. Mencari maklumat tentang peluang pekerjaan.
	3.Learn new information about a particular job /career.	3. Mempelajari maklumat baharu tentang sesuatu pekerjaan/kerjaya.
	4.Remove potential barriers to getting a job.	4. Mengatasi halangan yang boleh mengganggu usaha mendapatkan pekerjaan.
	5.Interview for a job.	5. Menghadiri temu duga kerja.
	6.Get along with co-workers.	6. Bergaul dengan rakan sekerja.
	7.Plan ahead one year for my future.	7. Merancang untuk masa depan dalam tempoh satu tahun.
	8.Earn enough money to support myself/family.	8. Menjana pendapatan yang mencukupi untuk menyara diri/keluarga.
	9.Get along with the supervisor.	9. Bergaul dengan penyelia.
	10.Plan ahead five years for the future.	10. Merancang untuk masa depan dalam tempoh lima tahun.
	11.Complete a training program if necessary to obtain a job.	11. Menyelesaikan program latihan jika perlu untuk mendapatkan pekerjaan.
	12.Balance a job/career and family demands.	12. Mengimbangi kerjaya/pekerjaan dan tuntutan keluarga.
	13.Find a job/career that fits my needs, abilities and interests.	13. Mencari pekerjaan/kerjaya yang sesuai dengan keperluan, kebolehan dan minat saya.
	14.Keep a job for at least a year.	14. Mengekalkan pekerjaan sekurang-kurangnya selama setahun.
	15.Show up for work everyday.	15. Hadir ke tempat kerja setiap hari.

Table 3.3
Forward Translation by Translator 2 (Nur Arina binti Nazaruddin)

Instrument	Original Perceived Employability Self-Efficacy Scale (PES)	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap
Instructions	Direction: Please rate on the scale provided how you feel about each statement listed below.	Arahan: Sila masukkan nilai pada skala yang disediakan berhubung persepsi anda terhadap setiap pernyataan yang disenaraikan di bawah.
Score	1- Definitely cannot do	1 - Sudah pasti tidak boleh lakukan
	2- Most likely cannot do	2 - Sangat berkemungkinan tidak boleh lakukan
	3- Maybe can do	3 - Mungkin boleh lakukan
	4 -Most likely can do	4 - Sangat berkemungkinan besar boleh lakukan
	5 -Definitely can do	5 - Sudah pasti boleh lakukan
Questions	1.Obtain a job.	1. Mendapatkan pekerjaan.
	2.Find information about job opportunities.	2. Mencari maklumat tentang peluang pekerjaan.
	3.Learn new information about a particular job /career.	3. Mempelajari maklumat baharu tentang peluang pekerjaan atau kerjaya.
	4.Remove potential barriers to getting a job.	4. Mengatasi halangan yang berpotensi mengganggu mendapatkan kerjaya.
	5.Interview for a job.	5. Menghadiri temu duga pekerjaan.
	6.Get along with co-workers.	6. Menyesuaikan diri dengan rakan kerja.
	7.Plan ahead one year for my future.	7. Membuat perancangan untuk satu tahun kedepan demi masa depan saya.
	8.Earn enough money to support myself/family.	8. Berusaha mencari duit yang mencukupi untuk menyara hidup sendiri atau keluarga.
	9.Get along with the supervisor.	9. Menyesuaikan diri dengan penyelia.
	10.Plan ahead five years for the future.	10. Membuat perancangan untuk lima tahun kedepan demi masa depan saya.
	11.Complete a training program if necessary to obtain a job.	11. Mengikuti program latihan dengan berjaya jika perlu untuk mendapatkan pekerjaan.
	12.Balance a job/career and family demands.	12. Mengimbangi keperluan kerjaya dengan kehendak keluarga.
	13.Find a job/career that fits my needs, abilities and interests.	13. Mencari pekerjaan atau kerjaya yang tepat dengan keperluan, kemampuan dan kemahuan saya.
	14.Keep a job for at least a	14. Mengekalkan diri dalam kerjaya pada masa

Instrument	Original Perceived Employability Self-Efficacy Scale (PES)	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap
	year.	paling kurang satu tahun.
	15.Show up for work every day.	15. Hadir untuk kerja setiap hari.

Table 3.4
Comparison of the Malay Version of the Perceived Employability Self-Efficacy Scale (PES) between Translator 1 and Translator 2

Instrument	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap	Skala Kecekapan Kendiri Bagi Persepsi Pekerjaan
Instructions	Arahan: Sila nilaikan pada skala yang disediakan tentang bagaimana perasaan anda terhadap setiap pernyataan yang disenaraikan di bawah.	Arahan: Sila masukkan nilai pada skala yang disediakan berhubung persepsi anda terhadap setiap pernyataan yang disenaraikan di bawah.
Score	1 - Memang tidak boleh lakukan	1 - Sudah pasti tidak boleh lakukan
	2 - Kemungkinan besar tidak boleh lakukan	2 - Sangat berkemungkinan tidak boleh lakukan
	3 - Mungkin boleh lakukan	3 - Mungkin boleh lakukan
	4 - Kemungkinan besar boleh lakukan	4 - Sangat berkemungkinan besar boleh lakukan
	5 - Memang boleh lakukan	5 - Sudah pasti boleh lakukan
Questions	1. Mendapatkan pekerjaan.	1. Mendapatkan pekerjaan.
	2. Mencari maklumat tentang peluang pekerjaan.	2. Mencari maklumat tentang peluang pekerjaan.
	3. Mempelajari maklumat baharu tentang sesuatu pekerjaan/kerjaya.	3. Mempelajari maklumat baharu tentang peluang pekerjaan atau kerjaya.
	4. Mengatasi halangan yang boleh mengganggu usaha mendapatkan pekerjaan.	4. Mengatasi halangan yang berpotensi mengganggu mendapatkan kerjaya.
	5. Menghadiri temu duga kerja.	5. Menghadiri temu duga pekerjaan.
	6. Bergaul dengan rakan sekerja.	6. Menyesuaikan diri dengan rakan kerja.
	7. Merancang untuk masa depan dalam tempoh satu tahun.	7. Membuat perancangan untuk satu tahun kedepan demi masa depan saya.

Instrument	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap	Skala Kecekapan Kendiri Bagi Persepsi Pekerjaan
	8. Menjana pendapatan yang mencukupi untuk menyara diri/keluarga.	8. Berusaha mencari duit yang mencukupi untuk menyara hidup sendiri atau keluarga.
	9. Bergaul dengan penyelia.	9. Menyesuaikan diri dengan penyelia.
	10. Merancang untuk masa depan dalam tempoh lima tahun.	10. Membuat perancangan untuk lima tahun kedepan demi masa depan saya.
	11. Menyelesaikan program latihan jika perlu untuk mendapatkan pekerjaan.	11. Mengikuti program latihan dengan berjaya jika perlu untuk mendapatkan pekerjaan.
	12. Mengimbangi kerjaya/pekerjaan dan tuntutan keluarga.	12. Mengimbangi keperluan kerjaya dengan kehendak keluarga.
	13. Mencari pekerjaan/kerjaya yang sesuai dengan keperluan, kebolehan dan minat saya.	13. Mencari pekerjaan atau kerjaya yang tepat dengan keperluan, kemampuan dan kemahuan saya.
	14. Mengekalkan pekerjaan sekurang-kurangnya selama setahun.	14. Mengekalkan diri dalam kerjaya pada masa paling kurang satu tahun.
	15. Hadir ke tempat kerja setiap hari.	15. Hadir untuk kerja setiap hari.

3.7.1.7 Backward Translation

Table 3.5 presents the backward translation of the Malay PES back into English by Farah Athirah binti Hasan (Translator 3), while Table 3.6 shows the English translation of PES by Athiyah binti Abu Bakar (Translator 4). Furthermore, Table 3.7 compares the English translations produced by Translator 3 and Translator 4.

Table 3.5
Backward Translation by Translator 3 (Farah Athirah binti Hasan)

	Translation in Malay by Translator 3	Translation in English
Instrument	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap	Scale of Self-Efficacy and Perceived Personal Usefulness
Instructions	Arahan: Sila nilaikan pada skala yang disediakan tentang bagaimana perasaan anda terhadap setiap pernyataan yang disenaraikan di	Instruction: Please rate using the scale given based on how you feel for each of the statement listed below.

	Translation in Malay by Translator 3	Translation in English
Instrument	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap	Scale of Self-Efficacy and Perceived Personal Usefulness
	bawah.	
Score	1 - Memang tidak boleh lakukan	1 – Absolutely cannot do it
	2 - Kemungkinan besar tidak boleh lakukan	2 – Most likely cannot do it
	3 - Mungkin boleh lakukan	3 – Might be able to do it
	4 - Kemungkinan besar boleh lakukan	4 – Most likely can do it
	5 - Memang boleh lakukan	5 – Absolutely can do it
Questions	1. Mendapatkan pekerjaan.	1. Getting employed.
	2. Mencari maklumat tentang peluang pekerjaan.	2. Finding information on job opportunities.
	3. Mempelajari maklumat baharu tentang sesuatu pekerjaan/kerjaya.	3. Learning new knowledge about certain job/career/
	4. Mengatasi halangan yang boleh mengganggu usaha mendapatkan pekerjaan.	4. Overcoming challenges that may hinder efforts to obtain employment.
	5. Menghadiri temu duga kerja.	5. Attending job interviews.
	6. Bergaul dengan rakan sekerja.	6. Getting along with colleagues.
	7. Merancang untuk masa depan dalam tempoh satu tahun.	7. Developing a plan for the future over the course of one year.
	8. Menjana pendapatan yang mencukupi untuk menyara diri/keluarga.	8. Earning sufficient income to support myself/my family.
	9. Bergaul dengan penyelia.	9. Getting along with supervisor.
	10. Merancang untuk masa depan dalam tempoh lima tahun.	10. Planning for the future within five years.
	11. Menyelesaikan program latihan jika perlu untuk mendapatkan pekerjaan.	11. Completing a training program if necessary to get a job.
	12. Mengimbangi kerjaya/pekerjaan dan tuntutan keluarga.	12. Balancing work and family demands.

	Translation in Malay by Translator 3	Translation in English
Instrument	Skala Kecekapan Kendiri Kebergunaan Diri Yang Dianggap	Scale of Self-Efficacy and Perceived Personal Usefulness
	13. Mencari pekerjaan/kerjaya yang sesuai dengan keperluan, kebolehan dan minat saya.	13. Finding a career that suits my needs, abilities/skills and my interests.
	14. Mengekalkan pekerjaan sekurang-kurangnya selama setahun.	14. Maintaining the same job for at least one year.
	15. Hadir ke tempat kerja setiap hari.	15. Attending work every day.

Table 3.6
Backward Translation by Translator 4 (Athiyah binti Abu Bakar)

	Translation in Malay by Translator 4	Translation in English
Instrument	Skala Kecekapan Kendiri Bagi Persepsi Pekerjaan	Self- Efficacy Scale for Perceived Employability
Instructions	Arahan: Sila masukkan nilai pada skala yang disediakan berhubung persepsi anda terhadap setiap pernyataan yang disenaraikan di bawah.	Instructions: Please indicate your perceived ability for each of the following statements using the scale provided.
Score	1 - Sudah pasti tidak boleh lakukan	1- Definitely cannot
	2 - Sangat berkemungkinan tidak boleh lakukan	2- Very unlikely
	3 - Mungkin boleh lakukan	3- Possibly
	4 - Sangat berkemungkinan besar boleh lakukan	4- Very likely
	5 - Sudah pasti boleh lakukan	5- Definitely can
Questions	1. Mendapatkan pekerjaan.	1. Get a job.
	2. Mencari maklumat tentang peluang pekerjaan.	2. Search for information about job opportunities.
	3. Mempelajari maklumat baharu tentang peluang pekerjaan atau kerjaya.	3. Learn new information about a particular job/career.
	4. Mengatasi halangan yang	4. Overcome potential barriers to getting a

	Translation in Malay by Translator 4	Translation in English
Instrument	Skala Kecekapan Kendiri Bagi Persepsi Pekerjaan	Self- Efficacy Scale for Perceived Employability
	berpotensi mengganggu mendapatkan kerjaya.	job.
	5. Menghadiri temu duga pekerjaan.	5. Attend a job interview.
	6. Menyesuaikan diri dengan rakan kerja.	6. Adjust to working with colleagues.
	7. Membuat perancangan untuk satu tahun kedepan demi masa depan saya.	7. Make a one-year plan for my future.
	8. Berusaha mencari duit yang mencukupi untuk menyara hidup sendiri atau keluarga.	8. Strive to earn enough money to support myself/my family.
	9. Menyesuaikan diri dengan penyelia.	9. Adjust to working with a supervisor.
	10. Membuat perancangan untuk lima tahun kedepan demi masa depan saya.	10. Make a five-year plan for my future.
	11. Mengikuti program latihan dengan berjaya jika perlu untuk mendapatkan pekerjaan.	11. Join training programs to improve my chances of getting a job, if needed.
	12. Mengimbangi keperluan kerjaya dengan kehendak keluarga.	12. Balance career/job demands with family expectations.
	13. Mencari pekerjaan atau kerjaya yang tepat dengan keperluan, kemampuan dan kemahuan saya.	13. Find a job/career that suits my needs, abilities, and interests.
	14. Mengekalkan diri dalam kerjaya pada masa paling kurang satu tahun.	14. Maintain a job for at least one year
	15. Hadir untuk kerja setiap hari.	15. Attend work on all working days.

Table 3.7

Comparison of the English Version of the Perceived Employability Self-Efficacy Scale (PES) between Translator 3 and Translator 4

	Translation by translator 3	Translation by translator 4
Instrument	Scale of Self-Efficacy and Perceived Personal Usefulness	Self- Efficacy Scale for Perceived Employability
Instructions	Instruction: Please rate using the scale given based on how you feel for each of the statement listed below.	Instructions: Please indicate your perceived ability for each of the following statements using the scale provided.
Score	1 – Absolutely cannot do it	1 - Definitely cannot
	2 – Most likely cannot do it	2 - Very unlikely
	3 – Might be able to do it	3 - Possibly
	4 – Most likely can do it	4 - Very likely
	5 – Absolutely can do it	5 - Definitely can
Questions	1. Getting employed.	1. Get a job.
	2. Finding information on job opportunities.	2. Search for information about job opportunities.
	3. Learning new knowledge about certain job/career.	3. Learn new information about a particular job/career.
	4. Overcoming challenges that may hinder efforts to obtain.	4. Overcome potential barriers to getting a job.
	5. Attending job interviews.	5. Attend a job interview.
	6. Getting along with colleagues.	6. Adjust to working with colleagues.
	7. Developing a plan for the future over the course of one year.	7. Make a one-year plan for my future.
	8. Earning sufficient income to support myself/my family.	8. Strive to earn enough money to support myself/my family.
	9. Getting along with supervisor.	9. Adjust to working with a supervisor.
	10. Planning for the future within five years.	10. Make a five-year plan for my future.
	11. Completing a training program if necessary to get a job.	11. Join training programs to improve my chances of getting a job, if needed.
	12. Balancing work and family demands.	12. Balance career/job demands with family expectations.
	13. Finding a career that suits my	13. Find a job/career that suits my

	Translation by translator 3	Translation by translator 4
Instrument	Scale of Self-Efficacy and Perceived Personal Usefulness	Self- Efficacy Scale for Perceived Employability
	needs, abilities/skills and my interests.	needs, abilities, and interests.
	14. Maintaining the same job for at least one year.	14. Maintain a job for at least one year
	15. Attending work every day.	15. Attend work on all working days.

3.7.1.8 Harmonisation and Final Version of the Malay version of PES

Finally, Table 3.8 displays the completed version of PES in Malay. After thorough discussions and evaluations of the instructions, scoring, and questions related to the PES among the committee members, they reached a consensus on the instructions, questions, phrasing, and overall assessment.

Table 3.8
The Final Version of the Perceived Employability Self-Efficacy Scale (PES) in the Malay language.

	Translation by translator 3	Translation by translator 4
Instrument	Original Perceived Employability Self-Efficacy Scale (PES)	Skala Keberkesanan Kendiri Bagi Persepsi Kebolehgajian
Instructions	Direction: Please rate on the scale provided how you feel about each statement listed below.	Arahan: Sila masukkan nilai pada skala yang disediakan berhubung persepsi anda terhadap setiap pernyataan yang disenaraikan berikut..
Score	1- Definitely cannot do	1 - Sudah pasti tidak boleh
	2- Most likely cannot do	2 - Sangat berkemungkinan tidak boleh
	3- Maybe can do	3 - Mungkin boleh
	4 -Most likely can do	4 - Sangat berkemungkinan boleh
	5 -Definitely can do	5 - Sudah pasti boleh
Questions	1.Obtain a job.	1. Mendapatkan pekerjaan.
	2.Find information about job opportunities.	2. Mencari maklumat tentang peluang pekerjaan.
	3.Learn new information about a particular job /career.	3. Mempelajari maklumat baharu tentang sesuatu pekerjaan/ kerjaya.

	Translation by translator 3	Translation by translator 4
Instrument	Original Perceived Employability Self-Efficacy Scale (PES)	Skala Keberkesanan Kendiri Bagi Persepsi Kebolehgajian
	4.Remove potential barriers to getting a job.	4. Mengatasi halangan yang berpotensi dalam mendapatkan pekerjaan.
	5.Interview for a job.	5. Menghadiri temu duga sesuatu pekerjaan.
	6.Get along with co-workers.	6. Menyesuaikan diri dengan rakan sekerja.
	7.Plan ahead one year for my future.	7. Membuat perancangan satu tahun kedepan untuk masa depan saya.
	8.Earn enough money to support myself/family.	8. Berusaha mendapatkan duit yang secukupnya untuk menyara hidup sendiri/keluarga.
	9.Get along with the supervisor.	9. Menyesuaikan diri dengan penyelia.
	10.Plan ahead five years for the future.	10. Membuat perancangan lima tahun kedepan untuk masa depan saya.
	11.Complete a training program if necessary to obtain a job.	11. Mengikuti program latihan dengan jayanya untuk mendapatkan pekerjaan jika perlu.
	12.Balance a job/career and family demands.	12. Mengimbangi keperluan pekerjaan/kerjaya dengan kehendak keluarga.
	13.Find a job/career that fits my needs, abilities and interests.	13. Mencari pekerjaan/kerjaya yang menepati keperluan, kemampuan dan kemahuan saya.
	14.Keep a job for at least a year.	14. Mengekalkan diri dalam sesuatu pekerjaan pada masa paling kurang satu tahun.
	15.Show up for work everyday.	15. Hadir untuk bekerja setiap hari.

3.7.1.9 Pre-testing the questionnaire

To make sure that the translated version of the PES scale was both conceptually and culturally suitable for the target audience, we carried out pre-testing using a cognitive interviewing method. Cognitive interviewing is a qualitative pre-testing technique that helps pinpoint any issues with how respondents interpret survey items, instructions, and response options (Balza et al., 2022). In line with international guidelines on instrument adaptation (WHO, 2016), the pilot study included 10 participants who shared similar demographic traits with the intended study group specifically, PWDs enrolled in CBR. Participants were asked to fill out the translated PES scale while also engaging in think-aloud protocols and verbal probing led by the researcher. This approach allowed the researcher to see how participants understand, recall, evaluate, and match them to the provided response options. Some of the probing questions included: “What does this item mean to you?” “Did you find any words or phrases confusing or unclear?” “How did you come to your answer?” We documented the feedback from participants and analyzed thematically to spot any wording that was ambiguous, culturally inappropriate, or hard to grasp. Overall, the participant showed positive understanding with minimal assistance required. This piloting procedure, which aligns with cross-cultural adaptation guidelines (Beaton et al., 2000; WHO, 2016), played a crucial role in establishing the face validity and content clarity of the translated PES scale before it was used in the main study.

3.8 Data Collection Procedure

The data collection process began after obtaining approval from the Faculty of Health Sciences at Universiti Teknologi MARA (UiTM) and the Jabatan Kebajikan Masyarakat (JKM). Ethical clearance was secured in October 2024, and data collection was carried out between October 2024 and January 2025. The first step involved notifying the supervisors at the CBR centres in advance about the planned schedule, allowing adequate time for preparation and coordination with the trainees.

On the scheduled dates, the researchers visited the CBR centres to administer the survey. At the outset, the inclusion and exclusion criteria were explained, and only those who met the requirements were invited to participate. Participants were then provided with a questionnaire comprising four sections: (i) demographic information,

(ii) the LASER scale, (iii) the MSPSS, and (iv) the PES. On average, completion of the questionnaire required approximately 35 to 40 minutes.

Prior to participation, informed consent was obtained from all trainees to ensure voluntary involvement. A short briefing session was also conducted for teachers and staff to facilitate smooth data collection. For trainees who experienced difficulty reading the questionnaire, verbal translations were provided to ensure accurate understanding, and responses were encouraged to reflect their own perspectives. In cases where further assistance was needed, CBR staff members supported participants in completing the survey. Completed questionnaires were then collected by the research team.

For data processing, responses were first entered into Microsoft Excel for preliminary screening before being converted into Statistical Package for the Social Sciences (SPSS) format for subsequent analysis.

3.9 Data Analysis Procedure

All 158 quantitative data was gathered from adult trainees enrolled in CBRs programs in Perak. The data was initially entered into Microsoft Excel before exported to the Statistical Package for the Social Sciences (SPSS) Windows, Version 29 for analysis. The analysis was organized to tackle each research objective.

Before diving into the statistical analysis, we conducted a thorough data clean process to ensure its accuracy, completeness, and reliability. This involved pinpointing and addressing any missing values, outliers, and data entry mistakes. We generated frequency distributions and descriptive summaries to help us screen the data. Any cases with significant missing data or invalid responses were either removed or handled using suitable statistical methods, like mean substitution. For the verification, we crossed checked the entries in SPSS against the original questionnaires to spot and fix any entry errors. For the data that looked unusual (outlier), we visually inspected the data using boxplots and histograms to identify any extreme values. Each outlier was carefully evaluated to decide whether to keep or remove it. Meanwhile for the missing values, we opted for case wise deletion. After the Data Cleaning process only 151 out of 158 data was used for the analysis. Additionally, we reviewed all variables to ensure they were accurately coded and labelled. Categorical variables were recorded into numeric formats for instance, on a 0–1 scale to get ready for analysis.

Normality refers to data that is symmetrical, typically represented by a bell-shaped curve in the histogram. This curve shows that the highest frequency of data points is in the middle, while fewer data points appear on the left and right sides of the histogram (Pallant, 2007; Razali & Wah, 2011). If the results yield a p-value greater than 0.05, it suggests a normal distribution of the data. Conversely, a significant p-value of less than 0.05 indicates that the data is not normally distributed (Mishra et al., 2019). However, even though the normality assumption was not fully met. This decision is based on the previous research that showing with large sample size the Central Limit Theorem ensure the sampling distribution of mean look normal. In addition, the levene''s test was run to check if the assumption of equal variance held up. The reason of using the parametric methods was aimed at ensuring better statistical power. We also created scatter plots, where applicable, to confirm any linear relationships. Meanwhile, for multicollinearity, was analyse using variance Inflation factor (VIF) and tolerance

values. VIF values below 5 and tolerance above 0.2 indicated that collinearity was at an acceptable level.

For our first objective, we employed descriptive statistics to assess job readiness, self-efficacy, and social support levels among adult trainees at CBR centres in Perak. We calculated measures of central tendency (like the mean) and dispersion (standard deviation) to summarize the participants' responses, giving us a clear picture of the overall trends and distribution of these key variables.

To tackle objectives 2, 3, and 4, we turned to inferential statistics, focusing on group differences, correlations, and predictive relationships among the variables. For objective 2, we aimed to pinpoint significant differences in employment readiness across demographic factors such as gender, transportation education level and type of disability. We conducted independent samples t-tests, and ANOVA for this analysis. When there were significant differences found in the ANOVA, post-hoc (Bonferroni) was run. The Bonferroni was selected due to it is more appropriate when variance is unequal and it provide stricter control over type 1 error.

Moving on to objective 3, we looked at the correlation between employment readiness, self-efficacy and social support using Pearson's correlation analyses, being the primary method for this data by interpreted the strength and direction of the correlations using r values that range from -1 to +1, applying significance levels of 0.05 and 0.01 within a 95% confidence interval.

For objective 4, we wanted to understand how self-efficacy, social support and demographic factors predicts employment readiness through hierarchical multiple regression (HMR) analysis. We carefully recorded categorical variables and included them as qualitative predictors. Categorical variables were recorded on a 0–1 scale before entry into the model. We performed HMR analysis to identify the predictors of employment readiness based on ICF framework. The first block focused on health condition factors, which included the types of disabilities as they representing the primary influencing functioning. Next, we moved on to personal factors (age, gender, race, marital status and educational level) in the second block as they are variables that static, cannot be changed and interact with health to influence employability outcomes. The third block highlighted environmental factors (type of transportation and the level of social support) to capture the external influences that support and restrict employment readiness. In the final block, we included self-efficacy, which is a key psychological factor, to assess its impact. Based on ICF framework, self-efficacy can

be viewed either personal factor or as part of mental functions, but it was tested to determine the contribution to employment readiness after accounting for health, personal and environmental influences. We also considered the effects of demographic, health, and environmental factors. To ensure accuracy, multicollinearity was checked using VIF and tolerance values, applying a significant level of $p < 0.05$ to determine the incremental distribution.

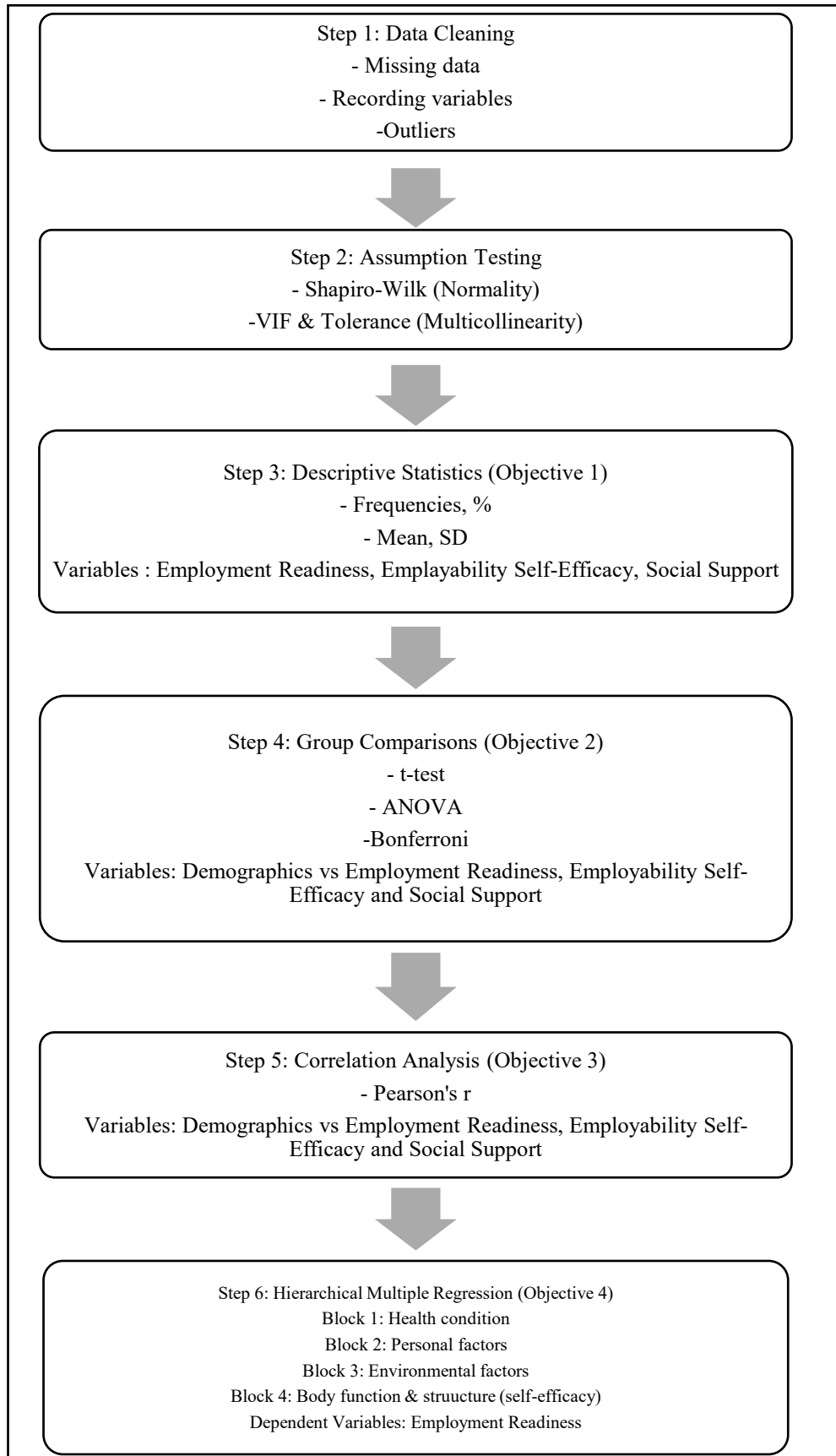


Figure 3.3 Data Analysis Flowchart for This Study

3.10 Ethical Consideration

Ethical considerations play a vital role in safeguarding the rights, well-being, and dignity of participants throughout the research journey. Research ethics is a fundamental principle in modern medical research across all disciplines (Barrow et al, 2017), and taking ethical considerations into account is essential for achieving reliable results in scientific studies (Dev K, 2024). This study was committed to upholding ethical standards and guidelines at every stage of its execution.

Before we began collecting data, we secured ethical approval from the Research Ethics Committee of Universiti Teknologi MARA (UiTM) {Ref. No. REC/10/2024 (PG/MR/487)} and the Department of Social Welfare, Malaysia (Ref. No. JKMM 100/12/5/2:2024/054) as in APPENDIX 6 & 7. This approval confirmed that our study adhered to both institutional and national ethical guidelines regarding research involving human subjects.

Participants were thoroughly informed about the study's nature through an information sheet provided beforehand. This document outlined the study's purpose, procedures, potential benefits, participants' rights, alternatives to participation, and contact details for any further questions. We obtained informed consent from all participants, who were made aware of their right to decline participation or withdraw from the study at any point without facing any penalties. A consent form was signed to formally acknowledge their voluntary participation. The sample of participants information and consent form as in APPENDIX 5.

The privacy and confidentiality of participants were taken very seriously. We made sure to anonymize all personal data, removing or coding any identifiable information to keep participant identities safe. The data was stored securely and could only be accessed by the researcher. When reporting the study's findings, we presented them in aggregate form, using the information solely for academic and research purposes.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter outlines the results and findings of the study based on statistical analyses conducted using SPSS version 29. section 4.2 informed the socio demographic characteristic of PWDs among CBR in Perak. The first objectives of study were discussed in section 4.3 Followed by the second objectives in section 4.4, the third objective in section 4.5 and the fourth objectives in section 4.6. The results are presented in tables and figures for clarity, with interpretations aligned to each research objective and hypothesis. The purpose of this chapter is to report the empirical data in a structured manner, providing evidence to support or refute the hypotheses proposed earlier in the study.

4.2 Socio-Demographic Characteristic of PWDs Attending CBR in Perak

A total of one hundred and fifty-one (151) respondents from PWD trainees in Perak had participated in this study. Eighty were male (53.0%) and Seventy one were female (47.0%) as indicated in Table 4.1. Most participants were educated up to high school level (n = 106, 70.2%). A lesser number had no form of formal education (n = 21, 13.9%) or attended only primary school (n = 22, 14.6%) while only (n = 2, 1.3%) responded with tertiary education (Diploma or Vocational College). The subjects were from different racial groups. Most were Malay (n = 145, 96.0%), followed by Indian (n = 3, 2.0%), Chinese (n = 2, 1.3%) and Native People (n = 1, 0.7%). The majority of the respondents were single (n = 147, 97.4%), and 3 (2.0%) respondents were married, and (n = 1, 0.7%) were divorced. For transport to CBR, 118 trainees (n = 118, 78.1%) did not have transport and were typically picked up by CBR transport or a family, (n = 23, 15.2%) used motorcycle, (n = 8, 5.3%) used bicycle, and only (n = 2, 1.3%) used a car. A variety of disability groups were represented in the sample. Chronic Conditions in descending order are Learning Disabilities (n = 128, 84.8%) a physical disability (n = 8, 5.3%) multiple disabilities (n = 8, 5.3%) visual disabilities (n = 4, 2.6%) and hearing disabilities (n = 3, 2.0%).

Table 4.1
Socio-demographic Characteristics of PWDs Attending CBR in Perak (N=151)

Variables	Mean (SD)	N (%)
Age	27/9 (6.9)	
Gender		
Male		80 (53.0%)
Female		71 (47.0%)
Race		
Malay		145 (96.0%)
Indian		3 (2.0%)
Chinese		2 (1.3%)
Native People		1 (0.7%)
Marital Status		
Single		147 (97.4%)
Married		3 (2.0%)
Divorced		1 (0.7%)
Education Level		
No formal Education		21 (13.9%)
Primary		22 (14.6%)
Secondary		106 (70.2%)
Tertiary		2 (1.3%)
Transportation		
Motorcycle		23 (15.2%)
Car		2 (1.3%)
Bicycle		8 (5.3%)
No transport		118 (78.1%)
Disability		
Learning Disabilities		128 (84.8%)
Physical Disabilities		8 (5.3%)
Visual Disabilities		4 (2.6%)
Multiple Disabilities		8 (5.3%)
Hearing/Speaking Disabilities		3 (2.0%)

4.3 Level of Employment Readiness, Employability Self-Efficacy, and Social Support

The first objective of this study is to determine the level of employment readiness (LASER), employability self-efficacy (PES) and social support (MSPSS) among PWDs attending CBRs in Perak. Based on the descriptive statistics shows in Table 4.2 across LASER, MSPSS and PES; the result among the laser subdomains showed pre-contemplation had the higher mean scores ($M = 18.57$), followed by contemplation ($M = 11.07$), and action ($M = 10.26$). Indicates many trainees were still in early stages of employment readiness. Meanwhile, the perceived social support, showed the mean MSPSS scores was 62.82 ($SD = 9.27$), so participants generally felt

high level of social support in which family support was highest ($M = 5.52$, $SD = 0.74$), followed by significant other support ($M = 5.28$, $SD = 1.01$), and friends support ($M = 4.99$, $SD = 0.81$). All subscale scores showed high level of perceived social support, with support from family was highest, followed by significant others and friends. In term of PES scores, the score was 35.73 ($SD = 13.17$), indicates employability self-efficacy was moderate across participants. The level of employability self-efficacy among participants was varied. The descriptive result showed wide distribution of scores, so some trainees felt confident to get and maintain employment while others felt lower level of confidence. This variation might be due to individual skills or barriers to employment.

Table 4.2
Descriptive Statistical Analysis of Mean and Standard Deviation (SD) Values of LASER, MSPSS and PES among PWDs Attending CBR in Perak (N=151)

Variables	No. of items	Mean (SD)
Laser	14	
Pre-contemplation	6	18.57 (5.44)
Contemplation	4	11.07 (4.30)
Action	4	10.26 (4.26)
MSPSS		
Total Score	12	62.82 (9.27)
Family support	4	5.52 (0.74)
Friends support	4	4.99 (0.81)
Significant other	4	5.28 (1.01)
PES	15	35.73 (13.17)

4.3.1 Items-Level Analysis of LASER, PES, and MSPSS

This section elaborate the items level analysis for each of outcome measures used in this study. In which the LASER is used to asses employment readiness, the PES is used to evaluate employability self-efficacy and MSPSS used to evaluate social support.

4.3.1.1 LASER Items Level Analysis

LASER questionnaire responses were analysed to determine participants' job readiness stage which is categorized into pre-contemplation, contemplation and action stages as indicate in Table 4.3. For the pre-contemplation stage, this stage reflects no

intention to work or prepare for work. Mean scores for pre-contemplation items ranged from 3.03 to 3.19 indicating low motivation or denial about working. Many participants agreed or totally agreed with negative statements about work. For example, “Getting myself ready to find a job is pretty much a waste of time because I can’t work anyway” 41.8% agreed or totally agreed while “People tell me that I should get a job, but I don’t think so” 45.9% agreed or totally agreed. This shows that a significant number of participants are still struggling with motivation or belief in their employability.

Meanwhile, for the contemplation stage, this stage means participants are thinking about work even if they haven’t taken action yet. Mean scores for contemplation items were slightly lower ranging from 2.58 to 2.79 indicating more ambivalence towards job readiness. For example: “I think I might be ready to look for some kind of job” 37.7% agreed or totally agreed. For “It might be worthwhile to work on finding a job” 41.7% agreed or totally agreed. Although some participants are expressing readiness or openness, many still responded “Not sure” which ranged from 16.6%.

The action stage reflects active behaviours toward gaining employment. Mean scores were the lowest, ranging from 2.38 to 2.77, indicating that few participants are actually taking steps to find a job. Only a small proportion reported taking active steps such as for the questions “I am actively doing something to find a job” only 23.2% agreed or totally agreed and “I am finally doing something about finding a job” only 21.1% agreed or totally agreed. This suggests that while some participants may think about employment, very few have progressed to action. Overall, the findings suggest that the majority of participants are in the pre-contemplation or contemplation stages of job readiness, with limited transition to the action stage. These results indicate a need for targeted support and interventions to enhance motivation and reduce perceived barriers to employment.

Table 4.3

Distribution of Responses of PWDs Attending CBR in Perak Based on LASER Questionnaire (N=151)

LASER	Scale	Frequency (n)	Percentage (%)	Mean	SD
Pre-contemplation				18.57	5.44
I am not able to work, I do not see why I have to be here	Totally disagree	16	10.6%	3.10	1.18
	Disagree	33	21.9%		
	Not sure	39	25.8%		
	Agree	46	30.5%		
	Totally agree	17	11.3%		
Getting myself ready to find a job is pretty much a waste of time because I can't work any way	Totally disagree	14	9.3%	3.12	1.22
	Disagree	39	25.8%		
	Not sure	35	23.2%		
	Agree	41	27.2%		
	Totally agree	22	14.6%		
I guess being out of work is not good, but there is nothing I can do about it right now	Totally disagree	11	7.3%	3.05	1.19
	Disagree	51	33.8%		
	Not sure	28	18.5%		
	Agree	42	27.8%		
	Totally agree	19	12.6%		
All this talk about work is boring. Why can't people just leave me alone	Totally disagree	22	14.6%	3.03	1.30
	Disagree	38	25.2%		
	Not sure	25	16.6%		
	Agree	46	30.5%		
	Totally agree	20	13.2%		

LASER	Scale	Frequency (n)	Percentage (%)	Mean	SD
It is pretty much a waste of time getting ready to find a job because I not ready to work	Totally disagree	21	13.9%	3.19	1.32
	Disagree	26	17.2%		
	Not sure	38	25.2%		
	Agree	36	23.8%		
	Totally agree	30	19.9%		
People tell me that I should get a job, but I don't think so	Totally disagree	18	11.9%	3.09	1.30
	Disagree	42	27.8%		
	Not sure	22	14.6%		
	Agree	46	30.5%		
	Totally agree	23	15.2%		
Contemplation				11.07	4.30
I think I might be ready to look for some kind of job	Totally disagree	30	19.9%	2.79	1.21
	Disagree	33	21.9%		
	Not sure	31	20.5%		
	Agree	52	34.4%		
	Totally agree	5	3.3%		
I have been thinking that it might be time for me to find a job	Totally disagree	34	22.5%	2.58	1.19
	Disagree	46	30.5%		
	Not sure	25	16.6%		
	Agree	42	27.8%		
	Totally agree	4	2.6%		
It might be worthwhile to work on finding a job	Totally disagree	24	15.9%	2.91	1.17
	Disagree	34	22.5%		
	Not sure	30	19.9%		
	Agree	58	38.4%		
	Totally agree	5	3.3%		

LASER	Scale	Frequency (n)	Percentage (%)	Mean	SD
I know I need to get a job and really think I should work on finding one	Totally disagree	28	18.5%	2.79	1.23
	Disagree	39	25.8%		
	Not sure	29	19.2%		
	Agree	46	30.5%		
	Totally agree	9	6.0%		
Action				10.26	4.26
I am doing something to get ready to look for a job	Totally disagree	26	17.2%	2.77	1.19
	Disagree	43	28.5%		
	Not sure	27	17.9%		
	Agree	49	32.5%		
	Totally agree	6	4.0%		
I am finally doing something about finding a job	Totally disagree	46	30.5%	2.38	1.18
	Disagree	37	24.5%		
	Not sure	36	23.8%		
	Agree	28	18.5%		
	Totally agree	4	2.6%		
I am actively doing something to find a job	Totally disagree	44	29.1%	2.42	1.23
	Disagree	42	27.8%		
	Not sure	30	19.9%		
	Agree	27	17.9%		
	Totally agree	8	5.3%		
Anyone can talk about wanting to find a job, but I am actually doing something about it	Totally disagree	38	25.2%	2.68	1.27
	Disagree	30	19.9%		
	Not sure	33	21.9%		
	Agree	42	27.8%		
	Totally agree	8	5.3%		

4.3.1.2 PES score Items Level Analysis

Table 4.4 illustrates the percentage of participants who reported either low or high employability self-efficacy across the 15 items of the PES scale. We conducted a descriptive analysis on each item to gauge how confident participants felt about their job-related skills. Each item was rated using a 5-point Likert scale, where 1 means "Definitely cannot do" and 5 means "Definitely can do." For clarity, we categorized responses into low self-efficacy (ratings of 1–3) and high self-efficacy (ratings of 4–5).

The findings revealed that overall, participants generally exhibited low levels of employability self-efficacy, with most choosing options that fell within the low self-efficacy range. For example, when it came to securing a job, a striking 87.5% reported low self-efficacy, while only 12.5% felt confident. Similarly, 88.1% felt low self-efficacy about interviewing for a job, and 88.1% felt the same about overcoming barriers to employment. When asked about earning enough to support themselves or their families, 86.8% indicated low self-efficacy. Notably, when planning for the next five years, a staggering 94.1% of respondents selected low efficacy responses, marking the highest percentage across all items.

There were a few areas where participants felt a bit more confident, even though the overall trend was still on the lower side. For example, 35.8% of them reported feeling good about getting along with their supervisors, while 28.5% felt similarly about their relationships with co-workers. Additionally, 17.9% expressed confidence in consistently showing up for work. However, across the board, low self-efficacy responses (rated 1–3) were the most common, raising significant concerns about the participants' readiness and confidence in both finding and keeping a job. The results show that a majority of participants reported low self-efficacy in all employment-related tasks. The lowest levels of confidence were seen in areas like "Finding a job that fits my needs and abilities" (only 5.9% reported high self-efficacy), "Planning five years ahead" (6.0%), and "Balancing job and family demands" (8.6%). Similarly, tasks such as "Interviewing for a job" and "Removing employment barriers" had less than 12% of participants expressing high confidence.

There was greater confidence in interpersonal skills, like "Getting along with supervisors" (35.8%) and "Getting along with co-workers" (28.5%). These findings suggest that while social confidence is relatively higher, there are significant concerns regarding task-oriented skills and future planning for employment among the majority

of PWD trainees. This highlights the urgent need for targeted support and skill-building interventions to boost employment-related self-efficacy in this population.

Table 4.4

Distribution of Responses of PWDs Attending CBR in Perak Based on PES Questionnaire (N=151)

PES Question	Scale	Frequency (n)	Percentage (%)	Mean	SD
Obtain a job	Definitely cannot do	46	30.5%	2.33	1.11
	Most likely cannot do	33	21.9%		
	Maybe can do	53	35.1%		
	Most likely can do	14	9.3%		
	Definitely can do	5	3.3%		
Finding information about job opportunities	Definitely cannot do	46	30.5%	2.24	1.06
	Most likely cannot do	44	29.1%		
	Maybe can do	44	29.1%		
	Most likely can do	13	8.6%		
	Definitely can do	4	2.6%		
Learn new information about a particular job / career	Definitely cannot do	36	23.8%	2.49	1.10
	Most likely cannot do	36	23.8%		
	Maybe can do	53	35.1%		
	Most likely can do	21	13.9%		
	Definitely can do	5	3.3%		
Remove potential barriers to getting a job	Definitely cannot do	43	28.5%	2.23	1.05
	Most likely cannot do	52	34.4%		
	Maybe can do	38	25.2%		
	Most likely can do	14	9.3%		
	Definitely can do	4	2.6%		
Interview for a job	Definitely cannot do	53	35.1%	2.19	1.10
	Most likely cannot do	39	25.8%		
	Maybe can do	41	27.2%		
	Most likely can do	14	9.3%		

PES Question	Scale	Frequency (n)	Percentage (%)	Mean	SD
Get along with co-workers	Definitely can do	4	2.6%	2.82	1.19
	Definitely cannot do	29	19.2%		
	Most likely cannot do	23	15.2%		
	Maybe can do	56	37.1%		
	Most likely can do	32	21.2%		
Earn enough money to support myself/family	Definitely can do	11	7.3%	2.26	1.10
	Definitely cannot do	45	29.8%		
	Most likely cannot do	48	31.8%		
	Maybe can do	38	25.2%		
	Most likely can do	14	9.3%		
Plan ahead one year for my future	Definitely can do	6	4.0%	2.38	1.08
	Definitely cannot do	40	26.5%		
	Most likely cannot do	37	24.5%		
	Maybe can do	56	37.1%		
	Most likely can do	12	7.9%		
Get along with the supervisor	Definitely can do	6	4.0%	2.99	1.20
	Definitely cannot do	27	17.9%		
	Most likely cannot do	14	9.3%		
	Maybe can do	56	37.1%		
	Most likely can do	41	27.2%		
Plan ahead five years for the future	Definitely can do	13	8.6%	1.98	0.96
	Definitely cannot do	59	39.1%		
	Most likely cannot do	46	30.5%		
	Maybe can do	37	24.5%		
	Most likely can do	8	5.3%		
	Definitely can do	1	0.7%		

PES Question	Scale	Frequency (n)	Percentage (%)	Mean	SD
Complete a training program if necessary to obtain a job	Definitely cannot do	38	25.2%	2.50	1.10
	Most likely cannot do	27	17.9%		
	Maybe can do	66	43.7%		
	Most likely can do	13	8.6%		
	Definitely can do	7	4.6%		
Balance a job/career and family demands	Definitely cannot do	38	25.2%	2.23	0.99
	Most likely cannot do	58	38.4%		
	Maybe can do	42	27.8%		
	Most likely can do	8	5.3%		
	Definitely can do	5	3.3%		
Find a job/career that fits my needs, ability and interests	Definitely cannot do	40	26.5%	2.27	0.96
	Most likely cannot do	42	27.8%		
	Maybe can do	60	39.7%		
	Most likely can do	6	4.0%		
	Definitely can do	3	2.0%		
Keep a job for at least a year	Definitely cannot do	45	29.8%	2.28	1.07
	Most likely cannot do	37	24.5%		
	Maybe can do	56	37.1%		
	Most likely can do	7	4.6%		
	Definitely can do	6	4.0%		
Show up for work everyday	Definitely cannot do	39	25.8%	2.53	1.19
	Most likely cannot do	31	20.5%		
	Maybe can do	54	35.8%		
	Most likely can do	16	10.6%		
	Definitely can do	11	7.3%		

4.3.1.3 MSPSS Items Level Analysis

The Table 4.5 shows results from the MSPSS were examined across its three subscales: Family, Friends, and Significant Other, each made up of four items rated on a 7-point Likert scale ranging from Very strongly disagree (1) to Very strongly agree (7).

In terms of family support participants generally felt a strong sense of support from their families. A significant majority agreed or strongly agreed with positive statements about family support, such as “My family really tries to help me,” with 91.1% selecting mildly agree or higher, and 22.4% expressing very strong agreement. Similarly, 89.4% felt they received the emotional help and support they needed from their family, while 88.0% agreed that “I can talk about my problems with my family.” Additionally, 92.7% indicated that “My family is willing to help me make decisions.” These findings highlight that family plays a crucial and reliable role in providing emotional and decision-making support.

Meanwhile, friends support was also generally positive, but with a bit more variation. For the statement “My friends really try to help me,” 82.2% chose mildly agree or higher, while 68.9% agreed with “I can count on my friends when things go wrong.” When asked if “I have friends with whom I can share my joys and sorrows,” 84.5% expressed agreement, and 73.2% felt they could talk about their problems with their friends. While the overall sentiment was positive, there were slightly more neutral or disagreeing responses in the friend’s subscale compared to the family subscale, indicating a moderate variability in how peer support is perceived.

Perceived support from a significant other showed a bit more diversity, likely reflecting the different relationship statuses of participants. For the statement “There is a special person who is around when I am in need,” 84.8% very strongly agreed, while 86.7% reported that “There is a special person with whom I can share joys and sorrows” a combined percentage of 86.2% reported agreement. The statements “I have a special person who is a real source of comfort to me” a combined percentage of 80.3% very strongly agreed and “There is a special person in my life who cares about my feelings” a combined percentage of 80.8% very strongly agreed. While the overall ratings were very positive, there was a higher number of participants who disagreed or had a neutral opinion, particularly on the statement “There is a special person in my life who cares about my feelings”, for factors where 23.9% disagreed or were somewhat neutral. The

findings point to the highest level of support from family, followed by significant others and friends in how participants see it. There is a high rate of perceived emotional and instrumental support in the sample, particularly from close family relationships.

Table 4.5

Distribution of Responses of PWDs Attending CBR in Perak Based on MSPSS Questionnaire (N=151)

MSPSS Questions	Scale	Frequency (n)	Percentage (%)	Mean	SD
MSPSS					
Total score				63.16	8.32
Family				5.52	0.74
My family really tries to help me	Very strongly disagree	0	0%	5.70	0.94
	Strongly disagree	0	0%		
	Mildly disagree	2	1.3%		
	Neutral	10	6.6%		
	Mildly agree	54	35.8%		
	Strongly agree	51	33.8%		
	Very strongly agree	34	22.5%		
I get the emotional help & support I need from my family	Very strongly disagree	1	0.7%	5.46	1.00
	Strongly disagree	1	0.7%		
	Mildly disagree	3	2.0%		
	Neutral	11	7.3%		
	Mildly agree	62	41.1%		
	Strongly agree	52	34.4%		
	Very strongly agree	21	13.9%		
I can talk about my problem with my family	Very strongly disagree	1	0.7%	5.38	1.01
	Strongly disagree	0	0.0%		
	Mildly disagree	6	4.0%		
	Neutral	11	7.3%		
	Mildly agree	69	45.7%		
	Strongly agree	44	29.1%		
	Very strongly agree	20	13.2%		
My family is willing to help me make decisions	Very strongly disagree	0	0.0%	5.54	0.86
	Strongly disagree	1	0.7%		

MSPSS Questions	Scale	Frequency (n)	Percentage (%)	Mean	SD
	Mildly disagree	1	0.7%		
	Neutral	9	6.0%		
	Mildly agree	64	42.4%		
	Strongly agree	57	37.7%		
	Very strongly agree	19	12.6%		
Friends				4.99	0.81
My friends really try to help me	Very strongly disagree	1	0.7%	5.13	0.94
	Strongly disagree	0	0.0%		
	Mildly disagree	6	4.0%		
	Neutral	20	13.2%		
	Mildly agree	77	51.0%		
I can count on my friends when things go wrong	Strongly agree	38	25.2%	4.72	1.12
	Very strongly agree	9	6.0%		
	Very strongly disagree	4	2.6%		
	Strongly disagree	1	0.7%		
	Mildly disagree	15	9.9%		
	Neutral	27	17.9%		
	Mildly agree	74	49.0%		
	Strongly agree	27	17.9%		
	Very strongly agree	3	2.0%		
	Very strongly disagree	0	0.0%		
I have friends with whom I can share my joys and sorrows	Strongly disagree	1	0.7%	5.18	0.97
	Mildly disagree	9	6.0%		
	Neutral	15	9.9%		
	Mildly agree	74	49.0%		
	Strongly agree	41	27.2%		
	Very strongly agree	11	7.3%		
	Very strongly disagree	0	0.0%		

MSPSS Questions	Scale	Frequency (n)	Percentage (%)	Mean	SD
I can talk about my problems with my friends	Very strongly disagree	1	0.7%	4.95	1.13
	Strongly disagree	5	3.3%		
	Mildly disagree	8	5.3%		
	Neutral	25	16.6%		
	Mildly agree	69	45.7%		
	Strongly agree	33	21.9%		
	Very strongly agree	10	6.6%		
Significant other				5.28	1.01
There is a special person who is around when I am in need	Very strongly disagree	2	1.3%	5.46	1.17
	Strongly disagree	1	0.7%		
	Mildly disagree	6	4.0%		
	Neutral	14	9.3%		
	Mildly agree	48	31.8%		
	Strongly agree	54	35.8%		
	Very strongly agree	26	17.2%		
There is a special person with whom I can share joys and sorrows	Very strongly disagree	0	0.0%	5.50	1.08
	Strongly disagree	1	0.7%		
	Mildly disagree	8	5.3%		
	Neutral	11	7.3%		
	Mildly agree	53	35.1%		
	Strongly agree	50	33.1%		
	Very strongly agree	28	18.5%		
I have a special person who is a real source of comfort to me	Very strongly disagree	7	4.6%	5.14	1.42
	Strongly disagree	4	2.6%		
	Mildly disagree	5	3.3%		
	Neutral	13	8.6%		
	Mildly agree	60	39.7%		

MSPSS Questions	Scale	Frequency (n)	Percentage (%)	Mean	SD
There is a special person in my life who cares about my feelings	Strongly agree	40	26.5%	5.01	1.48
	Very strongly agree	22	14.6%		
	Very strongly disagree	8	5.3%		
	Strongly disagree	5	3.3%		
	Mildly disagree	6	4.0%		
	Neutral	17	11.3%		
	Mildly agree	57	37.7%		
	Strongly agree	39	25.8%		
	Very strongly agree	19	12.6%		

4.4 Differences in Employment Readiness Across Demographic Variables

The significant differences in employment readiness across demographic variable (gender, education level, transportation, and type of disability) are discussed.

4.4.1 Differences by Gender, Education Level, Transportation, and Type of Disability

This section reveals the findings related to Hypothesis I, which explored how demographic factors influence employment readiness among adult trainees in CBR programs. The null hypothesis is: there are no significant differences in employment readiness across demographic variables (gender, education level, transportation, and type of disability); and the alternative hypothesis is: there are significant differences in employment readiness across demographic variables (gender, education level, transportation, and type of disability).

4.4.1.1 Gender

Table 4.6 presents the average LASER scores categorized by gender. To determine if there were any significant differences in employment readiness between male and female participants, we conducted an independent samples t-test to analyse the three LASER sub-scale scores: pre-contemplation, contemplation, and action, broken down by gender. The results indicated no significant difference in LASER scores between the two groups, suggesting that gender does not play a major role in employment readiness for PWDs involved in CBR programs. As shown in Table 4.6, males had a slightly higher mean pre-contemplation score ($M = 19.01$, $SD = 4.81$) compared to females ($M = 18.07$, $SD = 6.07$). Levene's test indicated unequal variances ($F = 4.48$, $p = .036$), and the t-test with adjusted degrees of freedom showed that this difference was not statistically significant, $t(133.05) = 1.05$, $p = .297$, with a small effect size ($d=0.17$). For contemplation scores, males ($M = 11.66$, $SD = 4.28$) also outscored females ($M = 10.41$, $SD = 4.26$). Levene's test confirmed the assumption of equal variances ($F = 0.03$, $p = .867$), and the t-test results indicated that the difference did not reach statistical significance, $t(149) = 1.80$, $p = .074$, with a small effect size ($d=0.29$). Similarly, males recorded a higher action score ($M = 10.86$, $SD = 4.10$) than females

($M = 9.59$, $SD = 4.36$). The t-test results showed no statistically significant difference, $t(149) = 1.85$, $p = .067$, with a small effect size ($d=0.30$).

Table 4.6

Independent Sample t-test of LASER Across Gender

Variables	Gender	N	Mean	SD	SE	Levene's F	Levene's Sig	Levene's t	Df	P(2-tailed)	Cohen's d
Precontemplation	Male	80	19.01	4.81	0.54	4.48	0.036	1.048	133.05	.297	0.17
	Female	71	18.07	6.07	0.72						
Contemplation	Male	80	11.66	4.28	0.48	0.03	0.867	1.801	149	.074	0.29
	Female	71	10.41	4.26	0.51						
Action score	Male	80	10.86	4.10	0.46	0.54	0.466	1.845	149	.067	0.30
	Female	71	9.59	4.36	0.52						

* $p < 0.05$ indicates statistical significance

No significant differences were observed across groups

4.4.1.2 Education Level

A series of one-way ANOVAs were conducted to investigate whether LASER total scores and stages of change (pre-contemplation, contemplation, and action) varied across selected demographic variables. Table 4.7 represents the results of the analysis. In term of education levels, there is no significant differences in LASER total scores ($F(3,147) = 1.34$, $p = .265$), precontemplation scores ($F(3,147) = 1.11$, $p = .346$), contemplation scores ($F(3,147) = 1.55$, $p = .203$), or action scores ($F(3,147) = 1.62$, $p = .187$). All the effect sizes were on the smaller side.

Table 4.7

One-way ANOVA for Employment Readiness (LASER Total Score, Precontemplation, Contemplation and Action) Across Education Level

Dependent Variable	Source	Sum of Squares	Df	Mean Square	F	P
LASER (total)	Between groups	574.03	3	191.34	1.34	.265
	Within groups	21070.67	147	143.34		
Precontemplation	Between groups	98.46	3	32.82	1.11	.346
	Within groups	4340.56	147	29.53		
Contemplation	Between groups	85.28	3	28.43	1.55	.203
	Within groups	2690.92	147	18.31		
Action score	Between groups	87.11	3	29.04	1.62	.187
	Within groups	2632.29	147	17.91		

* $p < 0.05$ indicates statistical significance.

No significant differences were observed across groups

4.4.1.3 Transportation

Similarly, transportation types, the results showed no significant differences in LASER total scores ($F(3,147) = 2.06, p = .108$), precontemplation scores ($F(3,147) = 0.87, p = .457$), contemplation scores ($F(3,147) = 2.02, p = .113$), or action scores ($F(3,147) = 2.61, p = .054$), with effect sizes ranging from small to small-moderate as mention in Table 4.8.

Table 4.8

One-way ANOVA for Employment Readiness (LASER Total Score, Precontemplation, Contemplation and Action) Across Type of Transportation

Dependent Variable	Source	Sum of Squares	Df	Mean Square	F	p
LASER (total)	Between groups	874.80	3	291.60	2.06	.108
	Within groups	20769.90	147	141.29		
Precontemplation	Between groups	77.73	3	25.91	0.87	.457
	Within groups	4361.29	147	29.67		
Contemplation	Between groups	110.13	3	36.71	2.02	.113
	Within groups	2666.07	147	18.14		
Action score	Between groups	137.69	3	45.90	2.61	.054
	Within groups	2581.72	147	17.56		

* $p < 0.05$ indicates statistical significance.

No significant differences were observed across groups

4.4.1.4 Types of Disabilities

However, based on Table 4.9, the results reveal the data across five different types of disabilities, and there is statistically significant differences in LASER total scores ($F(4,146) = 3.26, p = .014$), precontemplation scores ($F(4,146) = 3.63, p = .008$), contemplation scores ($F(4,146) = 2.76, p = .030$), and action scores ($F(4,146) = 3.51, p = .009$). This indicates that the differences in total scores between groups were more than just random, with moderate effect sizes suggesting that the type of disability could have a meaningful impact on LASER and stage-of-change outcomes.

Table 4.9

One-way ANOVA for Employment Readiness (LASER Total Score, Precontemplation, Contemplation and Action) Across Type of Disabilities

Dependent Variable	Source	Sum of Squares	Df	Mean Square	F	p
LASER (total)	Between groups	1774.65	4	443.66	3.26	.014*
	Within groups	19870.06	146	136.10		
Precontemplation	Between groups	401.26	4	100.32	3.63	.008*
	Within groups	4037.76	146	27.66		
Contemplation	Between groups	195.19	4	48.80	2.76	.030*
	Within groups	2581.01	146	17.68		
Action score	Between groups	238.37	4	59.59	3.51	.009*
	Within groups	2481.03	146	16.99		

* $p < .05$ indicates statistical significance

A Bonferroni-adjusted post hoc analysis was carried out as illustrate in Table 4.10 to compare the total LASER scores and their subscales across different disability groups. When looking at the total LASER score, the only significant difference we found was between participants with physical disabilities and those with visual disabilities ($M = -23.50$, $p = .013$). This suggests that individuals with visual disabilities reported much higher levels of job readiness compared to their peers with physical disabilities. All other comparisons did not show significant differences after applying the Bonferroni correction ($p > .05$). For the Pre-Contemplation and Contemplation subscales, we did not find any statistically significant differences among the disability groups. While some comparisons, like those between physical and visual disabilities in the pre-contemplation stage ($p = .066$), were close to being significant, they did not quite reach the adjusted threshold. However, for the Action subscale, we did uncover two significant differences: Participants with learning disabilities had notably higher action scores than those with physical disabilities ($M = 4.37$, $p = .042$). Similarly, participants with visual disabilities also scored significantly higher than those with physical disabilities ($M = 7.88$, $p = .022$). These findings emphasize that, under the stricter Bonferroni correction, the differences were mainly between participants with physical disabilities and those with visual or learning disabilities. Specifically, individuals with physical disabilities reported lower readiness in the action stage, indicating there may be barriers preventing their employability into actionable steps.

Table 4.10
Bonferroni Post Hoc Comparisons of Employment Readiness (LASER Total) Across
Types of Disabilities

Dependent Variable	(I) Disability	(J) Disability	Mean Difference (I-J)	SE	p
LASER (total)	Learning Disabilities	Physical Disabilities	11.27	4.25	0.089
		Visual Disabilities	-12.23	5.92	.408
		Multiple Disabilities	-4.10	4.25	1.000
		Hearing/Speaking Disabilities	3.02	6.81	1.000
	Physical Disabilities	Learning Disabilities	-11.27	4.25	0.089
		Visual Disabilities	-23.50*	7.14	0.013
		Multiple Disabilities	-15.38	5.83	0.093
		Hearing/Speaking Disabilities	-8.25	7.90	1.00
	Visual Disabilities	Learning Disabilities	12.23	5.92	0.408
		Physical Disabilities	23.50*	7.14	0.013
		Multiple Disabilities	8.13	7.14	1.000
		Hearing/Speaking Disabilities	15.25	8.91	0.891
	Multiple Disabilities	Learning Disabilities	4.10	4.25	1.000
		Physical Disabilities	15.38	5.83	0.093
		Visual Disabilities	-8.13	7.14	1.000
		Hearing/Speaking Disabilities	7.13	7.90	1.000
	Hearing/Speaking	Learning Disabilities	-3.02	6.81	1.000
		Physical Disabilities	8.25	7.90	1.000
		Visual Disabilities	-15.25	8.91	0.891
		Multiple Disabilities	-7.13	7.90	1.000

*p < 0.05 indicates statistical significance.

Table 4.11
Bonferroni Post Hoc Comparisons of Employment Readiness (Precontemplation)
Across Types of Disabilities

Dependent Variable	(I) Disability	(J) Disability	Mean Difference (I-J)	SE	P
Pre-contemplation	Learning Disabilities	Physical Disabilities	3.70	1.92	0.553
		Visual Disabilities	-5.17	2.67	0.547
		Multiple Disabilities	-3.67	1.92	0.573
		Hearing/Speaking Disabilities	-5.34	3.07	0.843
	Physical Disabilities	Learning Disabilities	-3.70	1.92	0.553
		Visual Disabilities	-8.88	3.22	0.066
		Multiple Disabilities	-7.38	2.63	0.057
		Hearing/Speaking Disabilities	-9.04	3.56	0.121
	Visual Disabilities	Learning Disabilities	5.17	2.67	0.547
		Physical Disabilities	8.88	3.22	0.066
		Multiple Disabilities	1.50	3.22	1.000
		Hearing/Speaking Disabilities	-0.17	4.02	1.000
	Multiple Disabilities	Learning Disabilities	3.67	1.92	0.573
		Physical Disabilities	7.38	2.63	0.057
		Visual Disabilities	-1.50	3.22	1.000
		Hearing/Speaking Disabilities	-1.67	3.56	1.000
	Hearing/Speaking Disabilities	Learning Disabilities	5.34	3.07	0.843
		Physical Disabilities	9.04	3.56	0.121
		Visual Disabilities	0.17	4.02	1.000
		Multiple Disabilities	1.67	3.56	1.000

*p < 0.05 indicates statistical significance.

Table 4.12
Bonferroni Post Hoc Comparisons of Employment Readiness (Contemplation) Across
Types of Disabilities

Dependent Variable	(I) Disability	(J) Disability	Mean Difference (I-J)	SE	P
Contemplation	Learning Disabilities	Physical Disabilities	3.20	1.53	0.383
		Visual Disabilities	-3.55	2.14	0.988
		Multiple Disabilities	-0.67	1.53	1.000
		Hearing/Speaking Disabilities	4.54	2.46	0.667
	Physical Disabilities	Learning Disabilities	-11.27	4.25	0.383
		Visual Disabilities	-23.50*	7.14	0.097
		Multiple Disabilities	-15.36	5.83	0.673
		Hearing/Speaking Disabilities	-8.25	7.90	1.000
	Visual Disabilities	Learning Disabilities	3.55	2.14	0.988
		Physical Disabilities	6.75	2.58	0.097
		Multiple Disabilities	2.88	2.58	1.000
		Hearing/Speaking Disabilities	8.08	3.21	0.129
	Multiple Disabilities	Learning Disabilities	0.67	1.53	1.000
		Physical Disabilities	3.88	2.10	0.673
		Visual Disabilities	-2.88	2.58	1.000
		Hearing/Speaking Disabilities	5.21	2.85	0.693
	Hearing/Speaking Disabilities	Learning Disabilities	-4.54	2.46	0.667
		Physical Disabilities	-1.33	2.85	1.000
		Visual Disabilities	-8.08	3.21	0.129
		Multiple Disabilities	-5.21	2.85	0.693

*p < 0.05 indicates statistical significance.

Table 4.13
Bonferroni Post Hoc Comparisons of Employment Readiness (Action) Across Types of Disabilities

Dependent Variable	(I) Disability	(J) Disability	Mean Difference (I-J)	SE	p
Action	Learning Disabilities	Physical Disabilities	4.37*	1.50	0.042
		Visual Disabilities	-3.51	2.09	0.959
		Multiple Disabilities	0.24	1.50	1.000
		Hearing/Speaking Disabilities	3.83	2.41	1.000
	Physical Disabilities	Learning Disabilities	-4.37*	1.50	0.042
		Visual Disabilities	-7.88*	2.52	0.022
		Multiple Disabilities	-4.12	2.06	0.472
		Hearing/Speaking Disabilities	-0.54	2.79	1.000
	Visual Disabilities	Learning Disabilities	3.51	2.09	0.959
		Physical Disabilities	7.88*	2.52	0.022
		Multiple Disabilities	3.75	2.52	1.000
		Hearing/Speaking Disabilities	7.33	3.15	0.212
	Multiple Disabilities	Learning Disabilities	-0.24	1.50	1.000
		Physical Disabilities	4.13	2.06	0.472
		Visual Disabilities	-3.75	2.52	1.000
		Hearing/Speaking Disabilities	3.58	2.79	1.000
	Hearing/Speaking Disabilities	Learning Disabilities	-3.83	2.41	1.000
		Physical Disabilities	0.54	2.79	1.000
		Visual Disabilities	-7.33	3.15	0.212
		Multiple Disabilities	-3.58	2.79	1.000

*p < 0.05 indicates statistical significance.

4.4.1.5 Summary

Overall, while males scored higher on all three variables compared to females, none of these differences were statistically significant at the .05 level. This implies that gender might not play a significant role in influencing these readiness-related scores among the participants. Additionally, the one-way ANOVA analyses showed that the mode of transportation did not significantly affect LASER total or subscale scores, indicating that employment readiness levels were quite similar across different transportation groups. Likewise, education levels also did not show any significant differences in LASER total or subscale scores, suggesting that employment readiness was generally consistent across various education levels. In contrast, the type of disability revealed the strongest pattern of differences, with significant variations observed across all LASER subscales and the total score. Indicating that readiness for employment, meaningfully differed depending on disability type. Specifically physical disabilities that reported showing lower readiness in the action stage. The findings highlight that while transportation and education alone may not impact employment readiness; particularly, type of disability are important factors influencing readiness levels among participants.

Given this evidence, therefore, the null hypothesis was partially rejected (differences were observed by disability type, but not by gender, education, or transportation). It is clear that certain demographic traits specifically, disability type are important indicators of how these individuals perceive their employment readiness. Table 4.11 reveals the summary of findings for the analysis run in this chapter.

Table 4.14
Summary of Findings for Employment Readiness Across Demographic Variables

Variable	Findings
Gender	No significant differences between male and female
Education	No significant differences across education levels
Transportation	No significant differences across transportation types
Type of Disability	LASER Total: Visual > Physical (M = -23.50, p = .013) Pre-contemplation: None (post hoc ns, Bonferroni-adjusted) Contemplation: None (post hoc ns, Bonferroni-adjusted) Action: Learning > Physical (M = 4.37, p = .042); Visual > Physical (M = 7.88, p = .022)

4.5 Relationships between Employment Readiness, Employability Self-Efficacy, Perceived Social Support, and Age

Section 4.5.1 examine the relationship between employment readiness with employability self-efficacy, and employment readiness with perceived social support among PWDs attending CBR Programs in Perak.

4.5.1 Relationship between Employment Readiness with Employability Self-Efficacy, Perceived Social Support and Demographic Variable (Age)

This section presented the findings related to hypothesis II and III, which sought to explore the connection between employment readiness with employability self-efficacy, and employment readiness with perceived social support and how these factors relate to employment readiness with demographic variable (age). Hypothesis II, null hypothesis: there is no significant relationship between employment readiness and employability self-efficacy among PWDs attending CBR in Perak; and the alternative hypothesis: there is a significant relationship between employment readiness and employability self-efficacy among PWDs attending CBR in Perak. Hypothesis III, null hypothesis: there is no significant relationship between employment readiness and perceived social support among PWDs attending CBR in Perak; and the alternative hypothesis: there is a significant relationship between employment readiness and perceived social support among PWDs attending CBR in Perak.

The link between employability self-efficacy and readiness for work was assessed using the Pearson correlation coefficient. Before diving into the main analysis, the assumptions of normality, linearity, and homoscedasticity, and all of them were confirmed through some preliminary diagnostics. The findings revealed a strong, positive, and statistically significant correlation between PES scores and employment readiness, with $r = 0.70$ and $p < .001$. This suggests that individuals who perceive themselves as more capable in terms of employability self-efficacy are more likely to show a higher level of readiness for employment. These results highlight the essential role that self-efficacy plays in influencing employment-related behaviours and readiness among PWDs who are participating in CBR programs.

The social support relates to employment readiness, also was tested using the Pearson correlation coefficient for analysis. Before diving into the main analysis, the

assumptions of normality, linearity, and homoscedasticity, and all of them were confirmed through some preliminary diagnostics. The results showed that both the overall score from the MSPSS and the specific subscale for friends had a weak but significant correlation with employment readiness. In particular, support from friends stood out as a key factor. On the other hand, perceived support from family and significant others did not show any statistically significant links to employment readiness. These results indicate that, among different types of support, having friends who are supportive plays a more crucial role in helping individuals get ready for employment in this group.

Pearson correlation analysis also was run to find out if age plays a role in employment readiness. The findings showed a very weak and statistically insignificant correlation between age and employment readiness, with $r = 0.08$ and $p = .311$. This indicates that, in this sample, age does not really have a meaningful impact on how ready someone is for employment.

Based on the analyses shown in Table 4.24, it turns out that both employability self-efficacy and friends support are closely linked to how ready PWDs are for employment. This really supports the alternative hypothesis. On the flip side, age does not seem to show impact on employment readiness, which supports the null hypothesis for that particular factor. These findings really shine a light on how crucial psychological and psychosocial elements especially self-efficacy and support from peers are in helping individuals with disabilities who are part of CBR programs get ready for the job market.

Table 4.15

Correlation Results of LASER, MSPSS, PES and Demographic Variable (Age)

		LASER – Pre- contemplation	LASER - Contemplation	LASER – Action	Total MSPSS	MSPSS - Family	MSPSS – Friends	MSPSS – Significant others	PES Total score	Age
LASER – Pre-contemplation	r-value	-								
	p-value									
LASER– Contemplation	r-value	.47**	-							
	p-value	<.001								
LASER – Action	r-value	.53**	.86**	-						
	p-value	<.001	<.001							
Total MSPSS	r-value	.19*	.20*	.13	-					
	p-value	.022	.015	.121						
MSPSS – Family	r-value	.17*	.14	.06	.76**	-				
	p-value	.037	.082	.484	<.001					
MSPSS – Friends	r-value	.17*	.19*	.19*	.76**	.33**	-			
	p-value	.043	.021	.023	<.001	<.001				
MSPSS - Significant others	r-value	.13	.15	.07	.89**	.56**	.53**	-		
	p-value	.123	.061	.388	<.001	<.001	<.001			
PES – Total score	r-value	.29**	.74**	.70**	.22**	.13	.17*	.22**	-	
	p-value	<.001	<.001	<.001	.006	.104	.032	.007		
Age	r-value	.01	.08	.08	-.02	-.01	-.08	.03	.11	-
	p-value	.878	.304	.311	.804	.903	.346	.743	.201	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.5.1.1 Summary

The findings revealed in Table 4.25 demonstrates a strong and significant positive correlation between employability self-efficacy and employment readiness, emphasizing how crucial it is for employment readiness. When it comes to social support, the results were a bit mixed: while overall MSPSS scores and support from friends showed a weak but significant correlation with employment readiness, support from family and significant others did not have a notable impact. Interestingly, age did not seem to have any meaningful connection to employment readiness ($r = .065$, $p = .426$). Thus, the null hypothesis is rejected, confirming that both employability self-efficacy and support from friends play a significant role in enhancing employment readiness, while age appears to be irrelevant. This highlights the vital role of psychological and peer support factors in boosting employment readiness PWDs in CBR programs.

Table 4.16
Summary of Findings of Correlation Analysis

Variable / Factor Tested	Statistical Test	Correlation (r)	p	Interpretation	Hypothesis Decision
Social Support (Overall MSPSS)	Pearson r	Weak, significant	< .05	Overall social support weakly predicts employment readiness	Reject H_0
Social Support – Friends	Pearson r	Weak, significant	< .05	Support from friends is a significant predictor of employment readiness	Reject H_0
Social Support – Family	Pearson r	ns	> .05	No significant link with employment readiness	Fail to reject H_0
Social Support – Significant Others	Pearson r	ns	> .05	No significant link with employment readiness	Fail to reject H_0
Employability Self-Efficacy (PES score)	Pearson r	$r = .70$	< .001	Strong positive predictor of employment readiness	Reject H_0
Age	Pearson r	$r = .08$	.311	No significant link with employment readiness	Fail to reject H_0

4.6 Predictors of Employment Readiness

Section 4.6.1 examine the predictors of employment readiness (employability self-efficacy, perceived social support and demographic variables) using hierarchical regression analysis.

4.6.1 Hierarchical Multiple Regression Analysis

To examine the factors contributing to employment readiness, a hierarchical regression analysis was conducted using four models. This is to answer the hypothesis IV which the null hypothesis is: Demographic variables, social support, and employability self-efficacy do not significantly predict employment readiness among PWDs who attend CBR programs in Perak. The alternative hypothesis: 1) Demographic variables significantly predict employment readiness; 2) Perceived social support explains additional variance in employment readiness beyond demographics; 3) Employability self-efficacy explains additional variance in employment readiness beyond demographics and social support, and is the strongest predictor.

The dependent variable was the action score (LASER), representing employment readiness. hierarchical regression analysis was conducted to examine the extent to which disability type, demographic variables, social support dimensions, and perceived employability predicted participants' action scores. The models were built incrementally which is the first model included the health condition, followed by the second model which is personal domains (age, gender, marital status, type of disability, education level), model 3 added the environmental domains (family, friends, significant others, and transport access) and lastly, model 4 included PES scores in addition to the previous predictors.

Following to the ICF framework, this approach reflects how employment readiness is influenced not only by health conditions but also by personal, environmental and temperament and personality. In line with ICF Framework, functioning and participation are shaped by interaction between individual health status, personal, environment and temperament and personality. Therefore, the incremental models used in this study parallel with the ICF perspective. Table 4.26 represents the summary of HMR analysis conducted in this study.

In Model 1, which included only disability types, the model explained a small but significant proportion of variance, with physical disabilities significantly predicting lower action scores ($B = -4.37, p = .004$), while other disability categories did not reach statistical significance. Model 2 added demographic factors (age, gender, race, marital status, and education level), revealing that the negative effect of physical disabilities remained significant ($B = -3.95, p = .010$), and education at the tertiary level approached significance in predicting higher action scores ($B = 5.62, p = .069$). Model 3 further incorporated type of transportation and social support variables (family, friends, and significant others). In this model, physical disabilities continued to predict lower action scores ($B = -3.68, p = .015$), visual disabilities emerged as a positive predictor ($B = 5.13, p = .023$), and secondary ($B = 2.39, p = .034$) and tertiary education levels ($B = 6.58, p = .034$) significantly predicted higher action scores. Not having access to transportation was also associated with lower action scores ($B = -2.10, p = .038$). Finally, in Model 4, perceived employability (PES score) was introduced, resulting in the strongest predictive effect in the model ($B = 0.21, p < .001$), indicating that for each unit increase in PES score, the action score increased by 0.21 points, controlling for all other variables. In this final model, physical disabilities remained a negative predictor ($B = -2.39, p = .036$), and secondary ($B = 2.09, p = .013$) and tertiary education ($B = 4.82, p = .039$) continued to predict higher action scores. The overall results highlight that higher perceived employability, higher educational attainment, and having a visual disability (compared to other disability types) were associated with greater action scores, whereas physical disabilities and lack of transportation were linked to lower scores. Lastly, multicollinearity diagnostics (with Tolerance > 0.4 and VIF < 5) revealed no significant concerns regarding multicollinearity across the models.

Table 4.27 shows the hierarchical regression significantly improved the model. Model 1 included only type of disability variables (hearing/speaking impairment, visual impairment, multiple disabilities, physical disabilities). This model explained 8.8% of the variance in employment readiness ($p = .009$). $R^2 = 0.09$, $F(4,146) = 3.51$. Indicating that type of disability significantly contributed to predicting employment readiness. When we moved to Model 2 and added demographic variables (marital status, race, education level, age, and gender). The explained variance increased to 15.8%, but the change in R^2 ($\Delta R^2 = .07, p = .341$) was not statistically significant. This suggests that demographic variables, collectively, did not significantly improve the model beyond type of disability.

In Model 3, we further included environmental factors (transportation mode and perceived social support from family, friends, and significant others). The explained variance increased to 23.7%, with ($\Delta R^2 = .08$, $p=.042$) a statistically significant improvement in the model. This really underscores the environmental factors contributed significantly to predict employment readiness when controlling for disability type and demographics. Environmental factors (including transportation and social support) improved the model. Overall, transportation (no transport) was significant in Model 3, while social support variables were not individually significant.

The last Model which is Model 4, added perceived employability (PES) scores as an individual capacity factor. The explained variance increased substantially to 57.4%, with ($\Delta R^2 = .34$, $p < .001$) showing a highly significant improvement in the model. The findings suggest the important of self-efficacy as strongest predictor when it comes to predicting employment readiness.

Overall, the final model (Model 4) explained 57.4% of the variance in employment readiness, with perceived employability emerging as the most influential factor, followed by environmental factors and type of disability. Demographic variables alone did not add a significant predictive contribution. This supports theoretical views that emphasize a comprehensive understanding of employment readiness, taking into account both internal and external factors. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 4.17

Hierarchical Multiple Regression of Employment Readiness (Action Score) Following the ICF Domains (Health Condition, Personal Factors, Environmental Factors and Body Functions)

		Unstandardized Coefficients		Standardized Coefficients		Correlations			Collinearity Statistics	
Model		B	Std. Error	Beta	T	Sig.	Zero-order	Partial	Part	Tolerance VIF
1	(Constant)	10.49	.36		28.80	<.001				
	Physical disability	-4.37	1.50	-.23	-2.91	.004	-.231	-.234	-.230	.994 1.006
	Visual disability	3.51	2.09	.13	1.68	.096	.145	.137	.132	.996 1.004
	Multiple disability	-.24	1.50	-.01	-.16	.872	-.001	-.013	-.013	.994 1.006
	Hearings /speaking disability	-3.83	2.41	-.13	-1.60	.114	-.121	-.130	-.126	.997 1.003
2	(Constant)	7.44	1.86		4.00	<.001				
	Physical disability	-3.95	1.52	-.21	-2.60	.010	-.231	-.217	-.204	.962 1.040
	Visual disability	3.92	2.22	.15	1.77	.079	.145	.150	.139	.882 1.134
	Multiple disability	-1.02	1.58	-.05	-.65	.519	-.001	-.055	-.051	.890 1.123
	Hearings /speaking disability	-2.13	2.80	-.07	-.76	.448	-.121	-.065	-.060	.733 1.365
	Age	.08	.05	.14	1.56	.121	.083	.133	.123	.815 1.227
	Gender (female)	-.94	.73	-.11	-1.29	.201	-.149	-.110	-.101	.843 1.186
	Race (Indian)	-1.02	2.66	-.03	-.38	.701	-.087	-.033	-.030	.807 1.239
	Race (Chinese)	.44	3.06	.01	.15	.885	-.007	.012	.011	.913 1.095
	Race (Native people)	-.96	4.14	-.02	-.23	.816	-.005	-.020	-.018	.988 1.012
	Marital status (Married)	-.96	2.86	-.03	-.33	.739	.002	-.029	-.026	.698 1.432
	Marital status (Divorced)	-7.77	4.26	-.15	-1.83	.070	-.121	-.155	-.144	.936 1.068
	Education (Primary)	.65	1.33	.05	.48	.630	-.030	.041	.038	.501 1.995
	Education (Secondary)	1.54	1.10	.17	1.41	.162	.068	.120	.111	.445 2.249

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta				Zero-order	Partial	Part	Tolerance	VIF
3	Education (Tertiary)	5.62	3.07	.15	1.83	.069	.143	.155	.144	.905	1.105
	(Constant)	5.18	3.57		1.45	.150					
	Physical disability	-3.68	1.50	-.19	-2.46	.015	-.231	-.211	-.189	.943	1.061
	Visual disability	5.13	2.24	.19	2.29	.023	.145	.197	.176	.817	1.224
	Multiple disability	-.46	1.57	-.02	-.29	.772	-.001	-.025	-.022	.858	1.165
	Hearings /speaking disability	-.93	2.85	-.03	-.33	.744	-.121	-.029	-.025	.669	1.494
	Age	.07	.05	.11	1.30	.196	.083	.113	.100	.768	1.302
	Gender (female)	-1.08	.72	-.13	-1.50	.135	-.149	-.131	-.115	.822	1.217
	Race (Indian)	-2.92	4.07	-.10	-.72	.474	-.087	-.063	-.055	.328	3.052
	Race (Chinese)	-1.78	3.12	-.05	-.57	.569	-.007	-.050	-.044	.832	1.201
	Race (Native people)	-.79	4.05	-.02	-.20	.846	-.005	-.017	-.015	.982	1.019
	Marital status (Married)	-3.02	2.97	-.10	-1.02	.311	.002	-.089	-.078	.614	1.630
	Marital status (Divorced)	-6.08	4.31	-.12	-1.41	.160	-.121	-.123	-.108	.865	1.156
	Education (Primary)	1.35	1.35	.11	1.00	.318	-.030	.088	.077	.467	2.143
	Education (Secondary)	2.39	1.11	.26	2.15	.034	.068	.185	.164	.409	2.444
	Education (Tertiary)	6.58	3.08	.18	2.14	.034	.143	.184	.164	.855	1.169
	Transportation (Car)	3.25	5.37	.09	.61	.546	-.062	.053	.046	.280	3.569
	Transportation (Bicycle)	.90	1.69	.05	.53	.595	.111	.047	.041	.740	1.352
	Transportation (No transport)	-2.10	1.00	-.20	-2.10	.038	-.197	-.181	-.160	.617	1.620
	Family support	-.36	.57	-.06	-.63	.531	.057	-.055	-.048	.593	1.687

		Unstandardized		Standardized		Correlations			Collinearity		
		Coefficients		Coefficients					Statistics		
						Zero-					
Model		B	Std. Error	Beta	T	Sig.	order	Partial	Part	Tolerance	VIF
4	Friends support	.84	.51	.16	1.64	.103	.185	.143	.126	.627	1.594
	Significant other support	.25	.48	.06	.52	.603	.071	.046	.040	.451	2.215
	(Constant)	.85	2.71		.31	.756					
	Physical disability	-2.39	1.13	-.13	-2.12	.036	-.231	-.183	-.122	.930	1.075
	Visual disability	1.26	1.72	.05	.73	.467	.145	.064	.042	.777	1.287
	Multiple disability	.51	1.18	.03	.43	.669	-.001	.038	.025	.853	1.173
	Hearings /speaking disability	1.30	2.15	.04	.61	.545	-.121	.053	.035	.662	1.510
	Age	.02	.04	.03	.49	.627	.083	.043	.028	.757	1.322
	Gender (female)	-.15	.55	-.02	-.28	.781	-.149	-.024	-.016	.798	1.252
	Race (Indian)	-1.58	3.06	-.05	-.52	.607	-.087	-.045	-.030	.327	3.058
	Race (Chinese)	-1.78	2.34	-.05	-.76	.448	-.007	-.067	-.044	.832	1.201
	Race (Native people)	.94	3.04	.02	.31	.758	-.005	.027	.018	.979	1.022
	Marital status (Married)	-1.42	2.24	-.05	-.64	.526	.002	-.056	-.037	.610	1.638
	Marital status (Divorced)	-1.87	3.26	-.04	-.57	.567	-.121	-.051	-.033	.851	1.176
	Education (Primary)	1.50	1.01	.13	1.49	.140	-.030	.130	.085	.467	2.144
	Education (Secondary)	2.09	.83	.23	2.51	.013	.068	.216	.144	.409	2.447
	Education (Tertiary)	4.82	2.31	.13	2.08	.039	.143	.180	.120	.850	1.176
	Transportation (Car)	1.16	4.03	.03	.29	.774	-.062	.025	.017	.279	3.578
	Transportation (Bicycle)	.85	1.27	.05	.67	.503	.111	.059	.039	.740	1.352
	Transportation (No transport)	-.81	.76	-.08	-1.07	.288	-.197	-.093	-.061	.600	1.666

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta	T		Zero-order	Partial	Part	Tolerance	VIF
Family support	-.18	.43	-.03	-.43	.670	.057	-.038	-.025	.592	1.689
Friends support	.71	.38	.13	1.85	.067	.185	.160	.106	.627	1.596
Significant other support	-.43	.37	-.10	-1.17	.246	.071	-.102	-.067	.436	2.292
Employability Self-Efficacy	.21	.02	.66	10.11	<.001	.704	.665	.581	.774	1.293

a. Dependent Variable: *Action score* (employment readiness).

b. Model 1 predictors: Disability type (physical, visual, multiple, hearing/speaking).

c. Model 2 predictors: Disability type + Demographics (age, gender, race, marital status, education).

d. Model 3 predictors: Disability type + Demographics + Social support (family, friends, significant other) + Transportation.

e. Model 4 predictors: Disability type + Demographics + Social support + Transportation + Employment self-efficacy.

f. B = Unstandardized regression coefficient; Std. Error = Standard error of B; Beta = Standardized coefficient.

g. t = t-statistic; Sig. = significance value.

h. VIF = Variance Inflation Factor; Tolerance = 1/VIF (collinearity diagnostics).

Table 4.18

Model Summary of Hierarchical Multiple Regression Results of LASER, MSPSS, PES and Demographic Variable Age Categories in the ICF Domains

Model Summary ^e										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.30 ^a	.09	.06	4.12	.09	3.51	4	146	.009	
2	.40 ^b	.16	.07	4.10	.07	1.14	10	136	.341	
3	.49 ^c	.24	.12	3.99	.08	2.26	6	130	.042	
4	.76 ^d	.57	.51	3.00	.34	102.13	1	129	<.001	2.18
a.	Predictors: (Constant), Disability type									
b.	Predictors: (Constant), Disability type, age, gender, race, marital status, education level									
c.	Predictors: (Constant), Disability type, age, gender, race, marital status, education level, Social Support, Transportation									
d.	Predictors: (Constant), Disability type, age, gender, race, marital status, education level, Social Support, Transportation, Employability Self-Efficacy									
e.	Dependent Variable: action score									

4.6.1.2 Summary of Hierarchical Regression Models predicting Employment Readiness

The Table 4.28 of HMR analysis revealed that the type of disability, particularly physical disability, significantly negatively impacted employment readiness. Additionally, when we added demographic variables into the combination, they did not really change the model and the influence of physical disability stayed strong. However, once we factored in psychosocial elements, we found that employment self-efficacy emerged as important positive predictors, helping to lessen the negative effects of physical disability. These results suggest that while the type of disability does affect employment readiness, it is the psychological resources that really make a difference in improving outcomes.

Table 4.19
Summary of Hierarchical Multiple Regression Models Predicting Employment Readiness

Model	Predictors Entered	Key Findings
Model 1	Disability type	Physical disability predicted significantly lower employment readiness (action Score), while other disability categories were not significant.
Model 2	Demographics (age, gender, race, marital status, education level)	Physical disability remained a significant negative predictor, while demographic factors did not show significant effects.
Model 3	Environmental factors (transportation)	Transportation (no transport) emerged as significant positive predictors of employment readiness, reducing the effect of disability type.
Model 4	Body function (Self-efficacy)	Employment self-efficacy emerged as significant positive predictors of employment readiness, reducing the effect of disability type.

CHAPTER 5

DISCUSSION

5.1 Introduction

This chapter outlines the results related to employment readiness in Perak, focusing on PWDs trained in CBR. The discussion is organized according to the study objectives and primary research questions, integrating statistical findings from chapter four with relevant literature and theoretical frameworks. Section 5.2 presents the levels of employment readiness, employability self-efficacy, and social support among PWDs attending CBRs in Perak. Section 5.3 discusses the inferential analyses, while Section 5.4 explains the predictors of employment readiness. The aim of this chapter is to analyse the findings, with particular emphasis on employment readiness among PWDs and its influencing factors.

5.2 The Level of Employment Readiness, Employability Self-Efficacy and Social Support among PWDs Attending CBRs in Perak.

The sections explained the level of each outcome measures used in this study. The outcomes measure involved are employment readiness assessed using LASER, employability self-efficacy was assessed using PES and social support was assessed using MSPSS.

5.2.1 Employment Readiness

This section discusses on the first objective of this study that sought to determine the level of employment readiness (LASER), employability self-efficacy (PES) and social support (MSPSS) among PWDs attending CBRs in Perak. The findings of this study revealed that employment readiness among PWDs attending CBR programmes in Perak was at a moderate level. Although the pre-contemplation subscale recorded the highest mean score, it is important to clarify that this dimension was reverse scored. Therefore, higher scores indicate reduced resistance toward employment rather than lack of readiness. This suggests that participants were generally open to employment

engagement, though full behavioural activation toward sustained job-seeking may still be developing.

This finding is consistent with previous Malaysian research reporting moderate levels of work readiness among PWDs and vocational trainees. For example, Mohd Salleh et al. (2019) found that trainees in vocational rehabilitation centres in Malaysia demonstrated moderate readiness for competitive employment, particularly in areas of motivation and self-perceived job competence. Similarly, Rashid, Bakar, and Mohamed (2020) reported moderate transition readiness among young adults with disabilities, that although participants expressed willingness to work, many had not yet actively engaged in structured employment pathways.

However, the present findings differ from studies conducted in Western contexts, where higher levels of employment readiness have been documented following structured supported employment interventions. For instance, Wehman et al. (2018) reported significantly higher work readiness levels among individuals with disabilities enrolled in supported employment programmes in the United States, particularly in the action stage of job seeking. The discrepancy may be attributed to systemic differences in vocational infrastructure. Western supported employment models often include direct employer partnerships, job coaching, and workplace integration components, which may accelerate behavioural transition into employment action.

The moderate readiness level observed in this study may therefore reflect contextual and structural factors within the Malaysian CBR framework. Unlike supported employment systems that prioritise competitive job placement, Malaysian CBR programmes traditionally emphasise rehabilitation, daily living skills, and social participation, pre-3M, creativity, language skills, recreation. (Adenan et al., 2023). Consequently, participants may develop awareness and intention toward employment without fully transitioning into active labour market engagement.

Thus, while the findings indicate psychological openness toward work, it also suggest that greater systemic linkage between CBR centres and employers may be required to enhance progression into the action stage.

This pattern aligns with the transitional phase that's common for people in CBR programs, who often need continued support to move toward being job-ready (Wehman et al., 2018; Mazzotti et al., 2024). Additionally, they frequently require ongoing psychosocial and vocational assistance before they can secure sustainable employment

(McGrew & Evans, 2004). This is consistent with Branch (2024), where she did not find a significant difference in participants' employability at the end of a supported employment program for youth with intellectual disabilities. These are generally linked with barriers that include the lack of past employment, poor capabilities to function independently, and inadequate education in vocational skills (Migliore et al., 2012). Nouf-Latif et al. (2019) emphasized that aspiration and self-fulfilment of individuals with high-functioning autism are bound with gaps in systemic vocational support.

5.2.1.1 LASER Items Level Analysis

In term of item level analysis which divided into pre-contemplation, contemplation and action score; most participants are in the pre-contemplation stage, which shows a lack of motivation and belief in their ability to work. This is highlighted by the high percentage of agreement with negative statements about employment, like “Getting myself ready to find a job is a waste of time because I can’t work anyway” (41.5%) and “People tell me I should get a job, but I don’t think so” (45.4%). The average item scores, which range from 3.01 to 3.17, indicate a moderate agreement with feelings of disengagement and hopelessness. This trend might suggest a sense of helplessness or internalized limitations, a common reaction among individuals with disabilities who have faced ongoing societal, structural, or personal challenges (Lustig & Strauser, 2007; Jay et al., 2020). For those with disabilities, especially those with cognitive impairments, repeated failures or exclusion from educational or job opportunities can really take a toll on their self-confidence and make them less likely to seek out work (Nota et al., 2007). Saltychev et al. (2018) also pointed out that the desire to work is shaped by internal motivation and the support systems around them, which might explain why many are still in those early stages of readiness.

On the other hand, participants in the contemplation phase showed some openness to employment. Statements like “I think I might be ready to look for some kind of job” and “It might be worthwhile to work on finding a job” received agreement from 37.5% to 41.5% of respondents. However, a significant number of “Not sure” responses, reaching up to 20.4%, reveal a sense of ambivalence and unresolved conflict about their readiness to work. The mean scores in this phase ranged from 2.57 to 2.89, reinforcing this feeling of uncertainty.

It turns out that only a small fraction of respondents have actually moved into the action stage, where they are actively preparing for or looking for jobs. The agreement with statements like “I’m actively doing something to find a job” varied between 17.8% and 27.6%, with average scores landing between 2.38 and 2.76. This really underscores the significant gap between wanting to take action and actually doing it, even among those who seem motivated. The findings shed light on the employment readiness stages for trainees with disabilities in CBR programs. With most participants stuck in the pre-contemplation and contemplation stages, and only a minority make it to the action stage, it’s clear that we need to boost support to help them transition through these stages more effectively.

5.2.2 Employability Self-Efficacy

This section discusses the first objective of this study that sought to determine the level of employment readiness (LASER), employability self-efficacy (PES) and social support (MSPSS) among PWDs attending CBRs in Perak. The results further indicated that employability self-efficacy among participants was at a moderate to relatively high level, and it demonstrated a strong positive association with employment readiness. This suggests that respondents generally possessed confidence in their ability to perform job-related tasks and manage employment demands.

This finding is consistent with prior empirical studies demonstrating moderate to high self-efficacy levels among PWDs engaged in vocational training programmes. For example, Barlow, Wright, and Cullen (2010), in their development of the Job-Seeking Self-Efficacy Scale, reported that individuals with physical disabilities who participated in structured vocational preparation programmes exhibited moderate to strong confidence in job-seeking behaviours. Similarly, Jackson (2020) found that employability self-efficacy significantly increased following skills-based employability interventions among young adults with disabilities.

However, the moderate (rather than high) level observed in this study contrasts with findings from Andersén et al. (2018), who reported low self-efficacy levels among individuals enrolled in integrated supported employment services. The higher levels in that study were attributed to structured mastery experiences, employer exposure, and individualised coaching.

The relatively strong self-efficacy level in the present study may be explained by the supportive environment within CBR centres, where participants engage in skill-building and peer interaction. Nonetheless, the absence of structured employer engagement components may limit the translation of self-efficacy into actual employment action. This may explain why self-efficacy was strong, yet overall readiness remained moderate.

5.2.2.1 Employability Self-Efficacy Items Level Analysis

The PES result showed varied significantly among participants. The width of perceived capability indicates that some are self-assured about obtaining, holding, and fulfilling jobs, whereas others have abundant self-doubt. Self-efficacy is a strong determinant of employment behaviour, which shapes motivation, goal choice, and persistence in job search activity (Bandura, 1997; Lent et al., 1994). Low self-efficacy within specific participants can be shaped by the type and extent of disability, communication issues, limited education backgrounds, or lack of work support settings (Nota et al., 2007).

A significant number of participants showed a lack of confidence in essential job-seeking skills. In fact, 87.5% felt unsure about landing a job, 88.7% struggled to find job information, and 88.2% lacked confidence in interviewing. These gaps point to an urgent need for basic employment preparation. This is in line with research by Barlow et al. (2010) and Hergenrather et al. (2008), which found that PWDs often report feeling ineffective in job searching and communication tasks, largely due to limited exposure or fear of discrimination. It seems that many individuals haven't had the chance to build or practice these crucial skills, possibly because of insufficient vocational training, a lack of structured work experiences, or negative past job encounters. These results echo existing studies that show individuals with disabilities frequently face systemic barriers in the job market, such as discrimination, a shortage of inclusive employment options, and internalized stigma (Nota et al., 2014; Lindsay et al., 2018). These obstacles can seriously impede the growth of job-seeking confidence and lead to a withdrawal from employment goals. Zhu et al. (2018) pointed out that job self-efficacy plays a key role in connecting disability status to success in the workplace, especially when inclusive practices are in place. Similarly, Tihic et al. (2021) discovered

that perceived obstacles and the quality of services had a direct impact on employability self-efficacy among entrepreneurs with disabilities.

Participants also reported particularly low confidence in career planning and navigating barriers. For instance, 94.1% found it challenging to plan five years ahead, and 91.5% had trouble managing future job-related family responsibilities. These challenges might not only stem from a lack of structured career development but also from added stressors like financial instability or caregiving responsibilities (Andersén et al., 2018; Ipsen et al., 2019). Descriptive analysis data show that participants generally struggle with employability self-efficacy, highlighting significant hurdles in their confidence, readiness, and experience needed to secure and maintain jobs. This aligns with broader research indicating that individuals with disabilities often encounter both structural and psychological obstacles that undermine their belief in their own employability (Nota et al., 2007; Lindsay et al., 2018; Anthony, 2005).

On a brighter note, participants displayed relatively higher confidence in social situations, like getting along with supervisors (35.6%) and co-workers (28.3%). This hints that they might have the essential social skills for fitting into a workplace, although these abilities could go untapped without the right job placements or guidance (Zhu et al., 2018; Miller et al., 2020). Interpersonal skills are crucial for job retention, workplace satisfaction, and social integration (Lysaght et al., 2012). By building on this strength, we could pave the way for further skill enhancement. For instance, incorporating role-playing, team activities, or peer mentoring into vocational training could boost their confidence in tackling more technical or complex job roles.

Even with the overall low confidence, participants showed a moderate belief in their capacity to learn or complete job-related training. Specifically, 13.2% felt they could finish training, and 17.1% were eager to pick up new skills. This presents a promising opportunity for intervention, especially through gradual training models that foster mastery and self-efficacy (Li & Goh, 2011; Tentama & Riskiyana, 2020). Bandura (1997) emphasizes that the best way to build self-efficacy is through mastery experiences when individuals succeed at a task. Therefore, creating structured learning environments that include tasks, feedback, and reinforcement could significantly boost confidence over time. Training programs that focus on visual learning, hands-on activities, and personalized approaches can be particularly beneficial for individuals with cognitive or learning disabilities (Wehman et al., 2018).

Unfortunately, many participants reported low confidence in their ability to maintain employment and achieve financial independence. Only 8.5% felt they could keep a job for at least a year, and just 13.1% were sure they could earn enough money. These feelings likely arise from past negative job experiences, societal stigma, or a lack of necessary workplace accommodations (Ikutegbe et al., 2023; Dean et al., 2022). Research conducted in Malaysia has highlighted that PWDs often encounter limited job opportunities and insufficient enforcement of inclusive policies, which can hinder their chances of staying in a long-term employment (Abdullah & Mey, 2011; Kamarudin et al., 2021). This sense of hopelessness may also indicate a gap between their current skills and the requirements of available positions.

5.2.3 Perceived Social Support

This section discusses on the first objective of this study that sought to determine the level of employment readiness (LASER), employability self-efficacy (PES) and social support (MSPSS) among PWDs attending CBRs in Perak. Perceived social support among participants was found to be at a moderate level, with a weaker correlation with employment readiness compared to self-efficacy. This suggests that while participants perceived some degree of emotional and practical support, such support may not be sufficiently employment-focused to significantly influence behavioural readiness.

Study reported social support (spouse, family and peers) among Malaysian PWDs are sources of happiness. However, Ngui et al. (2020) found that although family support was present, it did not consistently predict workforce participation due to concerns about workplace safety and stigma.

In contrast, studies conducted in Western contexts have demonstrated stronger effects of social support on employment outcomes. For instance, Lindsay et al. (2018) reported that family encouragement and employer mentorship significantly predicted job retention among youth with disabilities in Canada. The stronger influence observed in Western samples may reflect more employment-oriented family expectations and established transition systems.

The moderate level of social support identified in the present study may therefore reflect cultural and structural factors. In collectivist societies such as Malaysia, families often prioritise safety and stability over labour market risk-taking. While

emotionally supportive, such orientations may inadvertently reduce urgency for employment transition.

Overall, the findings suggest that social support is present but may not function as a primary driver of employment readiness within the Malaysian CBR context.

5.2.3.1 Perceived Social Support Items Level Analysis

The MSPSS is used to measure the perceived social support for this study. Findings revealed a strong sense of social support, with family support stood out as the most significant among the subscales followed closely by support from significant others and friends. This aligns with previous research that emphasizes how social support, particularly from family, can boost employment readiness and psychological well-being for individuals with disabilities (Lustig & Strauser, 2007; Tentama & Riskiyana, 2020). In collectivist cultures like Malaysia, families often serve as the main support system, playing a crucial role in shaping a person's motivation and ability to engage in work-related activities (Harun et al., 2020).

Having a strong family support system can really act as a psychological cushion, boosting emotional resilience, lowering stress levels, and encouraging people to get involved in CBR programs (Ditchman et al., 2013; Harun et al., 2020). Research has consistently shown that when families are involved, it tends to enhance employment confidence and coping strategies for PWDs. This kind of family engagement can be a protective factor, helping to maintain emotional stability, lessen psychological stress, and promote greater participation in vocational or community programs. Previous studies have indicated a positive link between family involvement and better employment readiness, vocational success, and adaptive functioning in individuals with disabilities (Ali et al., 2011; Ditchman et al., 2013). In Malaysia, family is often seen not just as a support network but as a key influence on life choices, especially for young people and vulnerable groups, including those with disabilities (Kamarudin et al., 2021). Friend support also tends to be viewed positively, with 75% to 82% of participants agreeing with statements like, “I have friends to share my joys and sorrows with.” However, there was some variability, particularly regarding the statement, “I can count on my friends when things go wrong,” where 27.7% of respondents were neutral or disagreed. While friendships are appreciated, they might not offer the same level of reliability or depth of support as family, especially in situations that require help with

employment or rehabilitation. Elca et al. (2023) pointed out that while peer support can be helpful, it often lacks the stability and context that family support provides for PWDs. This indicates that even though peer relationships exist, they may not be as dependable or emotionally significant as family connections. The inconsistency in how friend support is perceived could stem from limited social engagement, communication barriers, or restricted peer networks, particularly among those with cognitive or developmental disabilities (Lippold & Burns, 2009). Previous studies have shown that PWDs often experience social exclusion and a decline in the quality of their friendships, which can take a toll on their self-esteem and mental health (Verdonschot et al., 2009).

Support from significant others was generally rated as moderately high, with agreement ranging from 75.7% to 86.2% on various items. However, there was more variation in responses to statements like “There is a special person in my life who cares about my feelings,” where 24.4% of respondents were neutral or disagreed. While support from significant others was viewed positively, the responses varied quite a bit. The notably high percentage of single participants (97.4%) might help explain the inconsistency in this area. In situations where romantic or life partners are not present, emotional support may come from family members or formal support providers (Tentama & Riskiyana, 2020; Jay et al., 2020). A study by Sagun and Aguila (2025) found that participation in CBR programs frequently occurs indirectly through caregivers, particularly mothers, who act as advocates and facilitators for children with disabilities, while the direct participation of children and community stakeholders often remains limited.

Overall, these findings highlight the relationship between personal capabilities and external support. The pre-contemplation stage of employment readiness, along with varying levels of self-efficacy, points to personal challenges. However, the strong perception of social support, especially from family, can serve as a protective factor, encouraging individuals to move forward in their employment journey. This backs up earlier studies that stress the importance of social and psychological resources in helping PWDs find work (Lysaght et al., 2012).

These insights indicate that CBR programs should not only keep families involved as essential partners but also enhance their focus on building individual skills. There’s a clear need for targeted interventions that develop job-related skills, boost confidence, and provide practical experiences, particularly for those in the contemplation or preparation stages of job readiness (Strauser et al., 2021; Tentama &

Riskiyana, 2020). Initiatives like confidence-building workshops, mock interviews, personalized coaching, and real-world work exposure could help participants transition from pre-contemplation to higher levels of employment readiness and self-efficacy. Customizing vocational training to fit each individual's disability type, preferences, and capabilities is crucial.

5.3 The Difference between Employment Readiness with Demographic Variables

This section discusses related to Hypothesis I, the null hypothesis was partially rejected. The differences were observed by disability type specifically physical disability but not by gender, education, or transportation. It is clear that certain demographic traits specifically, disability type are important indicators of how these individuals perceive their employment readiness.

The demographic factors showed that gender, education level, and transportation methods did not really affect LASER scores, but the type of disability made a noticeable difference across all the readiness subscales.

The absence of gender differences suggests that both men and women with disabilities face similar hurdles when it comes to preparing for work. This finding is in line with earlier research that points out that structural and functional limitations often have a bigger impact on employment outcomes for PWDs than gender (Strauser, 2011; Holwerda et al., 2013). While some studies indicate that women with disabilities might encounter extra societal stigma and fewer job opportunities (Beatson et al., 2021), the current findings suggest that factors related to readiness like self-efficacy, motivation, and skill development are pretty much on balance for both genders. This underscores the need for interventions to focus on breaking down barriers related to disabilities rather than getting bogged down in gender-specific strategies.

Similarly, education level did not show significant differences in readiness. Although education is typically seen as a route to better job opportunities, the findings imply that for individuals with disabilities, having formal education does not necessarily mean they are ready for the job market. Previous research highlights that obstacles like workplace discrimination, lack of accessibility, and inadequate vocational training can hinder individuals from turning their educational achievements into real job readiness (Bellacicco & Pavone, 2020; Portillo-Navarro et al., 2022). This suggests that beyond

just having formal qualifications, personalized employability training and supportive environments are essential to help bridge the gap between education and tangible employment outcomes.

The limited impact of transportation highlights an interesting point: while we know that getting around can be a real hurdle for accessing jobs (Ikutegbe et al., 2023; Boman et al., 2015), it does not seem to play a major role in shaping how ready people feel or act when it comes to employment. In simpler terms, people might feel just as motivated and capable of gearing up for a job, no matter how they get around. However, once they face challenges with accessibility, it can really hold them back from turning that readiness into actual job opportunities. This emphasizes the importance of separating the concepts of employment readiness and access, as each requires different strategies in CBR programs.

On the flip side, the type of disability turned out to be a key factor in determining employment readiness. Participants with various disabilities displayed notable differences across the LASER subscales, indicating that specific aspects of their disabilities influence how they view and approach their readiness for work. For instance, those with cognitive or psychiatric disabilities might struggle with issues like focus, decision-making, or stigma, which can make it tough for them to take the steps needed to seek employment (Holwerda et al., 2013; Khare et al., 2022). Conversely, individuals with physical disabilities might report feeling more ready but still face external challenges like inaccessible workplaces or bias from employers (Bhaskar et al., 2022; Andersén et al., 2018). These differences highlight that readiness isn't just an internal quality; it is also shaped by personal circumstances and the environment.

Overall, these insights suggest that while factors like gender, education, and transportation don't independently drive employment readiness, the type of disability plays a significant role in how individuals prepare for the job market. Importantly, the findings indicate that some groups may have the motivation and mindset associated with readiness but struggle to turn that into real job-seeking actions due to barriers tied to their disabilities. This really emphasizes the importance of tailored interventions for PWDs, like cognitive support programs for those with intellectual challenges or training for employers to be more sensitive to individuals with physical disabilities. In line with the ICF framework (WHO, 2001), these insights show that being ready for employment is best viewed as a blend of personal traits, functional skills, and the support available in the environment.

5.4 The Correlation between Employment Readiness with Employability Self-Efficacy and Employment Readiness with Perceived Social Support Among PWDs Attending CBR in Perak.

This section discusses Hypothesis II and III. The null hypothesis is rejected, confirming that both employability self-efficacy and support from friends play a significant role in enhancing employment readiness. Interestingly, no significant connections were found regarding family support, support from significant others, or age. These findings highlight the crucial impact of psychosocial factors, especially peer support and self-efficacy, in influencing one's readiness for employment.

The notable relationship between friends' support and employment readiness indicates that peers play a vital role in encouraging individuals with disabilities to gear up for the workforce. This aligns with the work of Tentama and Riskiyana (2020), who discovered that peer and social support significantly boost vocational students' readiness for work. Friends can offer motivation, share valuable job-related insights, and create a sense of belonging, all of which help individuals turn their aspirations into proactive job-seeking actions. On the flip side, the lack of significant associations with family and significant others might suggest that while families provide crucial emotional and caregiving support, they do not necessarily enhance employment readiness directly. Previous research has that families can sometimes adopt protective stances that inadvertently restrict autonomy and career exploration for individuals with disabilities (Cimarolli & Wang, 2006; Onalu & Nwafor, 2021). This underscores the unique role of peer networks, which can empower individuals by promoting independence and social integration.

Employability self-efficacy stood out as the strongest predictor of employment readiness, demonstrating a strong positive correlation. This finding aligns with earlier studies that identify self-efficacy as a key factor influencing job-seeking behavior and employment outcomes (Anthony, 2005; Andersén et al., 2018; Li & Goh, 2011). High self-efficacy is closely tied to greater persistence, better coping strategies, and a more proactive approach to seizing opportunities (Zhu et al., 2018). For PWDs involved in CBR programs, self-efficacy reflects both the belief in their ability to handle workplace challenges and the drive to turn training into real job readiness. These insights underscore the need to weave self-efficacy boosting strategies.

On the flip side, age does not seem to have a significant impact on employment readiness. This indicates that factors related to one's mindset and environment might play a bigger role in determining readiness to work than just how old someone is. Previous studies have shown that demographic factors, such as age, often have weaker links to employment outcomes compared to internal elements like self-efficacy and social support (Holwerda et al., 2013; Beatson et al., 2021). This finding supports the idea that employability programs should focus more on building personal and social resources rather than just concentrating on age-related traits.

Overall, the findings suggest that psychosocial resources especially peer support and self-efficacy regarding employability are more vital in promoting employment readiness than demographic factors like age. For CBR programs, this means that incorporating group training, peer mentoring, and social skills development into employment readiness initiatives is essential. At the same time, structured methods to enhance self-efficacy are crucial, as believing in one's abilities directly leads to a greater readiness to step into the workforce. Aligning with the ICF framework (WHO, 2001), these results highlight that employment readiness is influenced by the interplay of psychological factors (self-efficacy) and the psychosocial environment (friends support), rather than being determined solely by demographic characteristics.

In Malaysia, these findings really echo what earlier studies on CBR have shown about the vital role of psychosocial support and self-confidence in improving job prospects for people PWDs. Ishak et al. (2020) and Harun et al (2020) pointed out that while CBR programs do offer crucial vocational training, participants often depend on their peer networks and community support to turn those skills into actual job readiness. Similarly, Amin and Abdullah (2017) highlighted that while family support in Malaysia is helpful for daily living, it does not always translate into encouragement for employment, as some protective attitudes can limit independence. This aligns with our current study, which found that support from friends rather than family was significantly linked to being ready for employment. Additionally, Yusofa et al. (2014) noted that many Malaysian employers place a high value on confidence and work-related self-efficacy in young workers with disabilities, emphasizing how important internal belief systems are for connecting training with actual job opportunities. These insights suggest that enhancing peer-based interventions and focusing on self-efficacy strategies within Malaysian CBR programs could really boost employment readiness and help bridge the gap between training and real-world job participation.

5.5 The Predictor of Employment Readiness among PWDs Attending CBRs

This section discusses Hypothesis IV, which the regression findings demonstrate that employability self-efficacy significantly predicted employment readiness and accounted for the largest proportion of variance in the model. The demographic factors physical disability was negatively associated with employment readiness, while secondary education and tertiary education showed positive relationship. Interestingly, age, gender, transportation, marital status and social support did not play a significant role in the final model in predicting employment readiness. This indicates that individuals who possess stronger confidence in their ability to perform job-related tasks and navigate employment challenges are more likely to exhibit higher levels of readiness to enter the workforce.

This finding is consistent with previous empirical studies that have identified self-efficacy as a key determinant of employment-related behaviours among PWDs. For instance, Barlow, Wright, and Cullen (2010) reported that higher job-seeking self-efficacy was associated with greater psychological preparedness and job-search engagement among individuals with physical disabilities. Similarly, Andersén et al. (2018) found that higher perceived self-efficacy significantly increased the likelihood of unemployed young adults with disabilities transitioning into work or educational activities. These findings suggest that individuals who believe in their ability to overcome employment barriers are more likely to initiate and sustain work-related behaviours. The strong predictive role of self-efficacy in the present study may be explained by the nature of vocational preparation within CBR programmes. While these programmes often focus on skill development and rehabilitation activities, they may also provide opportunities for participants to experience mastery, peer modelling, and encouragement. Such experiences can strengthen confidence in work-related abilities, which in turn increases readiness for employment participation. Furthermore, the findings align with previous studies indicating that psychological factors may exert stronger influence on employment readiness than external demographic characteristics. Jackson (2020) emphasised that confidence in employability skills significantly influences young adults' transition into the workforce, particularly when individuals face structural barriers. In the context of PWDs attending CBR programmes, self-efficacy may therefore function as a motivational mechanism that enables individuals to perceive employment as attainable despite potential environmental challenges.

Recent studies consistently highlight the importance of self-efficacy in shaping employment-related behaviours among PWDs. For instance, Lindsay et al. (2018) reported that confidence in one's ability to perform work-related tasks significantly influences job search engagement, persistence, and transition into employment among individuals with disabilities. Similarly, Grey et al. (2018) found that work readiness and employment outcomes among PWDs were strongly associated with employment self-efficacy, suggesting that individuals who believe in their capabilities are more likely to demonstrate proactive employment behaviour. Evidence from vocational rehabilitation research further supports the role of self-efficacy in employment participation. More recent findings by Kim (2023) also demonstrated that self-efficacy contributes to greater social participation and employment-related engagement among individuals with physical disabilities. These findings suggest that employability self-efficacy functions as a proximal psychological factor that directly influences employment readiness.

The regression results also indicated that type of disability and education level were significant demographic predictors of employment readiness. Specifically, physical disability demonstrated a negative association with employment readiness, suggesting that individuals with physical impairments may experience greater barriers when preparing for employment. These barriers may include physical accessibility constraints, workplace accommodation challenges, and societal attitudes that limit employment opportunities for persons with physical disabilities (Holwerda et al., 2013; Lindsay et al., 2018). In contrast, secondary and tertiary education levels showed a positive relationship with employment readiness, indicating that individuals with higher educational attainment were more likely to demonstrate greater readiness for employment. Education may enhance employment readiness by improving vocational knowledge, communication skills, and labour market competitiveness. Previous studies have similarly reported that higher educational attainment is associated with improved employment prospects and greater workforce participation among PWDs (Houtenville & Kalargyrou, 2012; Araten-Bergman, 2016).

5.5.1 The Weaker Predictive Role of Transportation

Transportation access initially demonstrated a significant association with employment readiness in Model 3 of the hierarchical regression analysis. However, its effect became non-significant in the final model after employability self-efficacy was

included. This suggests that while transportation may influence employment readiness at a preliminary level, its independent predictive contribution diminishes when psychological factors such as self-efficacy are taken into account. One possible explanation is that individuals with higher employability self-efficacy may be more motivated to overcome logistical barriers, including transportation constraints, when pursuing employment opportunities. Similar patterns have been observed in disability employment research, where structural barriers such as mobility and transportation influence access to employment but do not necessarily determine individuals' psychological readiness for work (Holwerda et al., 2013; Lindsay et al., 2018). Previous research that has pointed out transportation as a structural hurdle to labour market inclusion for PWDs, restricting their ability to attend training sessions, interviews, and workplaces (Mitra et al., 2017; Amin & Abdullah, 2017). Since CBR centres often cater to rural or semi-urban areas, investing in accessible transportation systems and community-based mobility solutions could greatly improve employment outcomes for participants.

In contrast, self-efficacy operates as a cognitive–motivational mechanism that directly influences behavioural engagement. According to Bandura's Social Cognitive Theory, individuals who believe in their ability to perform specific tasks are more likely to initiate and sustain behaviours necessary to achieve desired outcomes (Bandura, 1997). Within CBR programmes, opportunities for vocational training, task mastery, and experiential learning may strengthen individuals' confidence in their work-related abilities. These mastery experiences allow individuals to gradually develop stronger beliefs in their competence, which may directly influence their readiness to engage in employment-related activities.

5.5.2 Non-Significant Effects of Demographic Variables

The hierarchical regression results also indicated that several demographic variables, including age, gender, education level, race, marital status, and perceived social support did not significantly predict employment readiness in the final model.

This finding is consistent with previous research suggesting that demographic characteristics alone are insufficient to explain employment readiness among PWDs. For instance, Schur et al. (2013) reported that employment participation among PWDs is more strongly influenced by psychosocial factors and workplace accommodations

than by demographic characteristics. Similarly, Lindsay et al. (2018) found that individual psychological readiness and environmental support were more important predictors of employment outcomes than demographic factors. However, in the context of this study, perceived social support may provide emotional encouragement and psychological well-being but may not necessarily translate into active employment preparation or job-seeking behaviour.

Although social support has been widely recognised as an important environmental resource, its influence on employment outcomes is often indirect. Studies have shown that social support may enhance psychological well-being and motivation but does not always directly predict employment behaviour. For example, Tentama and Riskiyana (2020) found that social support significantly influenced work readiness among vocational students, but its contribution was smaller compared with internal factors such as self-regulation. Similarly, Elca et al. (2023) reported that social support influenced workplace outcomes primarily through mediating mechanisms such as workplace acceptance and perceived work ability rather than functioning as a direct predictor of work-related behaviour.

The limited predictive effect of social support in this study may also be interpreted within the sociocultural context of Malaysia, which is commonly characterised as a collectivist society where family and community networks play a central role in providing support. Contextual characteristics of Perak may also influence how social support operates in employment preparation. Compared with highly industrialised regions, employment opportunities in Perak are often concentrated in small-scale industries, agriculture, and informal sectors. In collectivist cultures, family members often provide strong emotional and instrumental support to PWDs, particularly in caregiving and daily living assistance (Kamaralzaman & Toran, 2018; Omar, Ali, & Yaacob, 2020). However, this support may sometimes emphasise protection, stability, and caregiving rather than encouraging independent labour market participation (Kamaralzaman & Toran, 2018). As a result, although individuals may experience high levels of emotional support, this support may not necessarily translate into proactive employment behaviour or active job-seeking activities.

The absence of significant demographic effects in this study may also be attributed to the relatively homogeneous context of CBR programmes. Participants enrolled in these programmes often share similar experiences of disability-related barriers and vocational training exposure, which may reduce variability across

demographic characteristics. As a result, psychological factors such as confidence and perceived capability may play a more prominent role in determining readiness for employment.

Overall, the hierarchical regression findings indicate that employment readiness among PWDs attending CBR programmes is influenced more strongly by psychological factors, particularly employability self-efficacy, than by demographic characteristics or general social support. These results highlight the importance of strengthening self-efficacy through vocational training, mastery experiences, and structured exposure to employment environments within CBR programmes. Enhancing individuals' confidence in their employability capabilities may therefore play a crucial role in supporting the transition of PWDs from rehabilitation programmes into meaningful workforce participation.

5.5.3 Implications of the Regression Findings

The hierarchical regression results highlight the central role of psychological readiness, particularly employability self-efficacy, in shaping employment readiness among PWDs attending CBR programmes. While social support and demographic characteristics contribute to the broader context of employment participation, they appear to play a more indirect role compared to personal confidence in employability.

These findings suggest that interventions aimed at improving employment readiness should not focus solely on vocational skill training. Instead, programmes should incorporate strategies that enhance individuals' confidence in their employability abilities, such as mastery experiences, peer role modelling, and structured exposure to employment environments.

Strengthening psychological empowerment alongside practical skill development may therefore be essential in improving the transition of PWDs from rehabilitation programmes into meaningful workforce participation. This aligns with the WHO's ICF framework (WHO, 2001), which highlights the interplay between body function (temperament and personality), environmental support, and participation outcomes. The hierarchical regression models pointed out that disability type, employment self-efficacy, and personal factor (education level) are important factors in predicting employment readiness. However, these models did not capture all the variations in employment readiness, indicating that there might be other factors not

considered in this analysis that could also play a role. This suggests that additional factors not included in the analysis may also contribute to employment readiness.

CHAPTER 6

CONCLUSIONS

6.1 Introduction

This chapter outlines the overall conclusion of the study (Section 6.2) in relation to the objectives, findings, and the analysis performed. In Section 6.3, elaborates on implication to practice, Section 6.4 addresses the limitations and challenges encountered during the research; the study's implication in the context of occupational therapy is discussed in Section 6.5, and it provides recommendations for further research to investigate more issues related to employment readiness among the PWDs in Section 6.5.

6.2 Overall Conclusion of the Study

This study explored the factors that predict employment readiness among PWDs who are part of CBR programs in Perak, Malaysia. By examining aspects such as employability self-efficacy, social support, and demographic details through the lens of the ICF, the research offers new perspectives on the psychological aspects of being ready for work.

To begin, we looked at employment readiness, self-efficacy, and social support levels. Most participants were found to be in the pre-contemplation stage regarding employment readiness, suggesting they were not quite prepared to enter the job market. Many reported feeling a strong sense of social support, particularly from their families, although their self-efficacy regarding employment especially in areas like job interviews, long-term planning, and maintaining a job was generally low to moderate.

Next, we examined demographic influences and found no significant differences in employment readiness based on factors such as gender, marital status, education, race, type of disability, or transportation. However, we did notice some interesting trends: education and gender had weak correlations, while a lack of transportation seemed to negatively impact employment readiness.

Moving on to the relationships between key variables, result discovered a positive correlation between perceived social support, measured by MSPSS, and

employability self-efficacy, measured by PES. This suggests that having confidence in one's job skills is closely tied to being ready to enter the workforce.

Finally, when we examined the predictors of employment readiness, our regression analysis revealed that employability self-efficacy was the most significant predictor, accounting for the largest share of variance beyond demographic and social support factors. Demographic factors such as physical disability was negatively associated with employment readiness, while secondary education and tertiary education showed positive relationship.

In summary, the study emphasizes that psychological empowerment, particularly confidence in job-seeking and work-related skills, plays a crucial role in employment readiness within CBR programs.

6.3 Implication to Practices

This study gives few implication to practice: 1. Contribution to knowledge; 2. Occupational Therapy Practice; 3. CBR and service level; 4. Policy

6.3.1 Contribution to Knowledge

This study contributes to knowledge in several significant ways by integration of ICF with Predictive Modelling in Malaysia and Perak specific insight.

This study operationalizes employment readiness as a participation outcome within the ICF framework. The study models health conditions (disability type), body function and structure (self-efficacy), environmental factors (social support, transportation), and personal characteristics (gender, marital status, educational level). This paper presents a biopsychosocial model of employment readiness in Malaysian CBR settings, filling the gap in local rehabilitation research.

Its provides state level empirical evidence from Perak, a demographically heterogeneous state with both rural and urban districts. Most Malaysian disability research focuses on national level policy or urban settings. By examining CBR participants in Perak, the study highlights rural-urban accessibility dynamics. It contributes localized understanding of readiness patterns, provides baseline data for future comparative research across Malaysian states.

Study contributes methodologically by applying hierarchical regression

modelling within Malaysian CBR research. Testing psychosocial predictors within a structured rehabilitation sample. Providing validated use of LASER, MSPSS, and employability self-efficacy measures in a Malaysian PWD population. Such predictive modelling remains limited in Malaysian rehabilitation literature.

Overall, this study contributes to our understanding of employment preparedness among PWDs by situating psychological variables within Malaysia's collectivist culture, family-centered norms, structural policy environment, and CBR implementation framework. The findings emphasize that employment readiness is a biopsychosocial notion influenced by relational and systemic factors, rather than a single cognitive state. This study adds valuable insight to Malaysian disability studies by combining theory, policy, and local empirical evidence, laying the groundwork for evidence-based rehabilitation change.

6.4 Occupational Therapy Practice

The results of this study carry significant implications for Occupational Therapists (OT) practices in vocational rehabilitation, particularly within CBR programs. OT have a crucial role in enhancing employability self-efficacy through targeted interventions that foster confidence, resilience, and job-related skills among PWDs. By using client-centred methods such as simulated job tasks, role-playing for interview preparation, and gradual exposure to work settings, therapists can help clients feel more prepared for employment.

Additionally, OTs can support the creation of peer networks within CBR programs, leveraging the positive impact of social support especially from friends on building confidence and motivation. From a broader systems perspective, OT can advocate for the inclusion of psychosocial training in CBR program, ensuring that vocational rehabilitation addresses not only technical skills but also psychological readiness and social inclusion. This approach aligns with OT's wider mission of fostering participation, autonomy, and meaningful engagement in productive activities.

By customizing interventions to the specific type of disability and incorporating job-related skill development, motivational interviewing, and advocacy, occupational therapists can help bridge the gap between CBR training and real-world workforce inclusion.

6.4.1 Practice Implications (CBR and Service Level)

The results offer practical suggestions for CBR centers in Perak and other states at the implementation level. For instant, structured self-efficacy development programmes. Interventions that increase self-efficacy should be implemented by CBR centers through guided employer exposure, reflective feedback sessions, peer modeling from PWDs who have found success in the workplace, and graduated task mastery experiences. These tactics are based on Bandura's Social Cognitive Theory, which holds that verbal support, observational learning, and mastery experiences all help people believe in their own talents. These strategies can more successfully increase the possibility of taking action toward work by focusing on self-efficacy, the study's top predictor of employment readiness.

Besides that, the implementation of Individualized Vocational Planning. CBR programs should transition from generalist training to disability-specific vocational mapping, functional capacity assessments, and tailored career pathways due to the diversity of disability types. This guarantees that preparedness development is in line with both labor market demands and individual capabilities.

Furthermore, introduce to family-centered intervention models. Family involvement in vocational goal-setting, education on overprotective behaviors, and organized dialogue sessions addressing work worries should all be incorporated into CBR centers in Perak. In collectivist settings, this method recognizes the moderating influence of familial norms..

Finally, instead of only reporting attendance or activity participation, CBR centers should implement quantifiable readiness indicators. Monitoring psychological preparedness scores over time would enable evidence-based reporting to policymakers, customized intervention adjustments, and early detection of stalling in pre-contemplation stages.

6.4.2 Policy and Practice Implications

The study's have a number of significant policy-level implications for increasing PWDs employment participation in Malaysia. From Quota Policy to Readiness Oriented Policy: Despite Malaysia's implementation of the Persons with Disabilities Act 2008's 1% public sector job quota, PWD employment rates are still low. The results

indicate that systematic development of employment preparation should be the focus of policy, rather than just numerical hiring targets. In particular, employment readiness metrics must to be included in national disability policy frameworks as quantifiable results in CBR monitoring systems. Create standardized evaluation instruments to gauge psychological readiness (such as self-efficacy) before entering the workforce. Change the emphasis from inclusion based on access to inclusion based on readiness. This would align policy with the ICF, which emphasizes participation as the outcome of interaction between body function and structure, personal factors and environmental factors.

Next, it can Integrate the psychosocial empowerment in national CBR guidelines. National CBR frameworks should specifically incorporate organized confidence-building modules, goal-setting and mastery-based activities, career simulation, and job-search rehearsal components, as employability self-efficacy was found to be a key predictor. In Malaysia, participation exposure is prioritized over psychological empowerment in the current CBR implementation. Implementing evidence-based techniques to boost self-efficacy may enhance transition results.

Furthermore, it addressing structural barriers through inter-ministerial collaboration. The study confirms that readiness does not operate in isolation from environmental barriers. Therefore, policy measures should include incentive employer collaborations with CBR centers, accessible compliance audits with enforcement mechanisms, and transportation subsidies for remote PWDs in states like Perak. If structural hurdles are not addressed, employment preparation will not convert into employment participation. Coordination at the ecosystem level must therefore be the goal of policy reform.

Besides, it can integrate family inclusive employment policy design. Family participation should be formally incorporated into work interventions given the collectivist cultural environment of Malaysia. Family education seminars inside CBR, caregiver employment counseling sessions, and incentives for family-supported vocational involvement are a few examples of such policies. This method acknowledges that job readiness in Malaysia is not just an individual trait but also a relationally entrenched one.

6.5 Limitation of the Study

While this study made some valuable contributions, a few limitations were identified. Firstly, the sample consisted solely of adult trainees from CBR centres in Perak, which may limit the generalizability of the findings to other regions in Malaysia.

Secondly, this study relied on self-reported questionnaires, which could have introduced response bias, as participants might have answered in a socially desirable way or misunderstood some questions. Furthermore, data collection was conducted with assistance from CBR staff, which could also have contributed to bias.

Thirdly, the translation of the instruments involved only the translation phase and did not undergo a validation process, as approval from the original author could not be obtained despite several attempts. Therefore, the translations were used solely for the purposes of this study.

Besides, the absence of a standardized pre-screening procedure across all CBR centres prior to data collection. Although participants were recruited from CBR programmes, the screening process was not uniformly implemented across all centres before the research encounters. This may have affected the consistency of participant selection and could have influenced the precision of the collected data..

Another limitation concerns the distribution of disability types among the participants. The number of respondents within each disability category was uneven, resulting in an imbalanced representation across disability groups. Such imbalance may affect the statistical robustness of group comparisons and may reduce the ability to detect differences between disability categories. Consequently, the findings related to disability type should be interpreted with caution. The post-hoc comparisons used the Bonferroni adjustment to control for Type I error arising from multiple comparisons between disability groups. However, the Bonferroni method is known to be conservative, particularly when the number of comparisons is large. In addition, the unequal distribution of participants across disability categories may have further reduced the statistical power of some group comparisons, particularly for smaller disability groups.

Finally, this study primarily focused on individual and social factors, specifically employability self-efficacy and perceived social support, as predictors of employment readiness. Other external contextual factors, such as workplace accessibility, employer attitudes, and relevant labour or disability policies, were not

examined. These factors may also play an important role in influencing employment readiness and opportunities for PWDs.

In conclusion, while the study provides valuable insights into the predictors of employment readiness among PWDs in CBR programmes in Perak, the findings should be interpreted with consideration of these limitations. Future research may benefit from incorporating a more balanced representation of disability categories and examining broader environmental and policy-related factors that may influence employment outcomes for PWDs.

6.6 Recommendation for Future Research

Based on the findings of this study and its limitations, several recommendations for future research are proposed. Firstly, future studies should include a more diverse group of participants, covering various types of disabilities and different geographical areas. This would enhance the generalizability of the findings to a broader population.

Secondly, employing mixed methods or comparative studies across different states or cultural settings in Malaysia would strengthen the findings and support cross-regional policy development. It is also recommended that future studies could employ advanced statistical methods, such as structural equation modelling, to understand the complex relationships among psychological and demographics factors. Additionally, intervention-based studies could also be conducted in future study to examine how specific CBR training and support services directly impact employment outcomes for PWDs.

Next, validating existing assessment tools in the local Malaysian context would strengthen future research by ensuring the reliability, validity, and cultural appropriateness of the instruments.

Finally, future studies could also benefit from including insights from employers, examining workplace adaptations, and considering systemic factors such as inclusive policies and accessibility. This would provide a more comprehensive understanding of employment readiness.

6.7 Concluding Remarks

This study highlights that the success of CBR program for PWDs not just focused on functional and technical training, but should focus also on the psychosocial factor that influence their readiness for employment. Employability self-efficacy stands out as the key predictor of this readiness, reinforced by the importance of social networks, especially support from peers and friends. These insights underscore the necessity for a more holistic approach CBR programs, where the psychosocial and motivational aspects are valued just as much as skill development.

From my viewpoint as a researcher and practitioner with over nine years of hands-on experience in CBR programs, I have seen both the strengths and the shortcomings of current practices. While CBR has opened up valuable opportunities for rehabilitation and social inclusion, a noticeable gap in equipping trainees for the realities of the workplace.

Many trainees have the potential and drive to work, yet their confidence and access to supportive networks often fall short. My perception aligns with the findings of this study in fostering self-belief and providing structured social support are essential for turning training into lasting employment success.

I genuinely hope that this research not only adds to academic discussions but also leads to tangible improvements in policy and practice. By weaving psychosocial interventions into CBR, OT, policymakers, and community stakeholders can collaborate to create more inclusive and empowering environments where individuals with disabilities are fully equipped to engage in the workforce.

REFERENCES

- Abbas, F., Anis, F., & Ayaz, M. (2019). Employment barriers for persons with hearing impairment in the job market: Employers' perspectives. *Global Social Sciences Review*, 4(3), 421-432. [http://doi.org/10.31703/gssr.2019\(IV-III\).53](http://doi.org/10.31703/gssr.2019(IV-III).53)
- Abd Manaf, A. R., Othman, S. Z., Mohd Isa, Mzimet. F., Wan Mohd Noor, W. S., & Azizan, N. (2019). Employment challenges among persons with disabilities in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(10), 139-148. <https://doi.org/10.6007/IJARBSS/v9-i10/6469>
- Abdul Rahim, A., Samad, A., Amirah, N., Said, I., Seman, W., & Amin, W. (2017). *Malaysian plan of action for people with disabilities 2016-2022: Way forward. In UIA 2017 Seoul World Architects Congress (Vol. 2).* https://www.researchgate.net/publication/333719561_Malaysian_Plan_of_Action_for_People_with_Disabilities_2016-2022_Way_Forward
- Abdullah, A., & Pedersen, P. (2003). *Understanding multicultural Malaysia: Delights, puzzles & irritations*. Prentice Hall.
- Abdullah, L. M. N. Y., & Mey, S. C. (2011). Employment of People with Disabilities in Malaysia: Drivers and Inhibitors. *International Journal of Special Education*, 26(1), 112-124.
- Abdullah, N. S. (2014). *Persepsi Masyarakat Terhadap Tahap Keberkesanan Pendidikan Vokasional di Pusat PDK Negeri Johor dan Kelantan*. Universiti Teknologi Malaysia. (JKM MyResearch record). <https://myresearch.jkm.gov.my/myresearchv2/frontend/web/index.php?id=5&id2=535&r=portal%2Fresearch-detail>
- Abouzeid, O. N., Hasan, A. S. G., Abuelela, I. S., & Manar D. Mohammed. (2024). Satisfaction and barriers regarding community-based rehabilitation services among caregivers of children with cerebral palsy in Minia Governorate. *Tanta Scientific Nursing Journal* 34(3). <https://doi.org/10.21608/tsnj.2024.384587>
- Abun, D., & Marlene, N., & Apollo, E. (2021). Employees' self-efficacy and work performance of employees as mediated by work environment. *International Journal of Research in Business and Social Science* (2147-4478). <https://doi.org/10.2139/ssrn.3958247>

- Adekanmbi, F. P., & Ukpere, W. (2021). Self-efficacy and social adjustment as predictors of achievement motivation among bank employees. *Banks and Bank Systems*, 16(2), 190. [https://doi.org/10.21511/bbs.16\(2\).2021.18](https://doi.org/10.21511/bbs.16(2).2021.18)
- Adekiya, A., Aliyu, M. S., Bello, G. B., & Kofar-Mata, B. A. (2021). Moderating influence of emotional intelligence in the relationship between domain-based self-efficacy and task performance: A study of employee in Nigerian banking industry. *Ekonomia Międzynarodowa*, (35), 146-174. <https://doi.org/10.18778/2082-4440.35.01>
- Adenan, N. D., & Abdullah, N., & Said, N. S. M., & Abdul Manaf, S. M., & Mohd Zahari, A. S. (2023). Community-Based Rehabilitation: An Overview of Organisational Practices. *International Journal of Academic Research in Business and Social Sciences*. 13. <https://doi.org/10.6007/IJARBSS/v13-i11/19749>
- Ahmad, A. S., Muhammad, M. I., A Samad, S., Rabun, M. N., & Haris, S. M. (2021). Linking determinants of the parents' perception on the effectiveness of community based rehabilitation programmes (CBR). A case of 4 selected CBR services centre in Seremban. *Journal of Administrative Science*, 18(1), 134-148. <http://jas.uitm.edu.my>
- Aldersey, H. M., Xu, X., Balakrishna, V., Sserunkuma, M. C., Sebeh, A., Olmedo, Z., ... & Ahmed, A. N. (2023). The role of community-based rehabilitation and community-based inclusive development in facilitating access to justice for persons with disabilities globally. *The International Journal of Disability and Social Justice*, 3(3), 4-26. <https://www.scienceopen.com/hosted-document?doi=10.13169/intljofdissocjus.3.3.0001>
- Ali, M., Schur, L., & Blanck, P. (2011). What types of jobs do people with disabilities want? *Journal of Occupational Rehabilitation*, 21(2), 199–210. <https://doi.org/10.1007/s10926-010-9266-0>
- Aliaga, M. & Gunderson, B. (2002). *Interactive Statistics*. Thousand Oaks, Sage Publications.
- Alshoura, H. (2023). Critical review of special needs education provision in Malaysia: Discussing significant issues and challenges faced. *International Journal of Disability, Development and Education*, 70(5), 869-884. <https://doi.org/10.1080/1034912X.2021.1913718>

- Alston, P. (2019). *Report of the Special Rapporteur on extreme poverty and human rights*. United Nation Digital Library. <https://digitallibrary.un.org/record/798707?ln=en>
- Alsubaie, A. S., et al. (2019). Perceived social support among mothers of children with intellectual disabilities using MSPSS. *Research in Developmental Disabilities*, 88, 20–29.
- Amar-Sing, H.S.S., San, Y., Teoh, A., Randhawa, A., Wong, Y. L., & Ng, L.T. (2022). *Make the Right Real: Advocacy for Disability Inclusion in Malaysia*. #OKU Rights Matter Project, Malaysia. https://okurightsmatter.com/wpcontent/uploads/2023/09/Advocacy-for-Disability-Inclusion-in-Malaysia-Report_167030.pdf
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
- Amin, A. S., & Abdullah, S. H. (2017). Malaysian disabled women experiences in employment. *International Journal for Studies on Children, Women, Elderly and Disabled*, 11(4), 259-271. <https://www.ijcwed.com/wp-content/uploads/2017/01/IJCWED-122.pdf>
- Amin, A. S., Manap, J., & Akhir, N. M. (2016). Peranan keluarga dalam kehidupan kanak-kanak kurang upaya Malaysia. *Akademika*, 86(1), 21-30. <https://doi.org/10.17576/akad-2016-8601-03>
- Amin, A. S., Mohamad, M. S., Manap, J., & Nor, M. I. H. M. (2018). The road to self-empowerment: Malaysian disabled women experiences in negotiating self within family. *International Journal for Studies on Children, Women, Elderly and Disabled*, 4(6), 213–221. https://www.ijcwed.com/wp-content/uploads/2018/03/IJCWED4_066.pdf
- Amtmann, D., Bamer, A. M., Cook, K. F., Askew, R. L., Noonan, V. K., & Brockway, J. A. (2012). University of Washington self-efficacy scale: A new self-efficacy scale for people with disabilities. *Archives of physical medicine and rehabilitation*, 93(10), 1757-1765. <https://doi.org/10.1016/j.apmr.2012.05.001>
- Andersén, Å., Larsson, K., Pingel, R., Kristiansson, P., & Anderzén, I. (2018). The relationship between self-efficacy and transition to work or studies in young adults with disabilities. *Scandinavian journal of public health*, 46(2), 272-278. <https://doi.org/10.1177/1403494817717556>

- Ang, MC. Do persons with disabilities act (2014) and organizational culture influence managerial intention to hire persons with disabilities?: The Malaysian Perspective. *Jurnal Pengurusan*, 41, 81–89. <https://doi.org/10.17576/pengurusan-2014-41-07>.
- Anthony, L. D. (2005). The Relationship Between Employment Self-Efficacy and Job Readiness in Disadvantaged Women. (Doctoral dissertation, University of Georgia). https://getd.libs.uga.edu/pdfs/anthony_linette_d_200505_phd.pdf
- Anthony, W. A. (2005). Employment self-efficacy and job readiness among disadvantaged women. *Psychiatric Rehabilitation Journal*, 28(5), 402–409. <https://doi.org/10.2975/28.2005.402.409>
- Asalal, N., Sidek, S., & Abd Wahab, H. (2023). Keperluan Golongan Profesional Terlatih Mengendalikan Golongan Orang Kurang Upaya di Malaysia. *Asian People Journal (APJ)*, 6(1), 143-155. <https://doi.org/10.37231/apj.2023.6.1.444>
- Asmah Haji Omar. (2008). *Susur galur bahasa Melayu*. Dewan Bahasa dan Pustaka.
- Asres, G. W. (2025). Evaluating the Community-Based Rehabilitation Services for People with Disabilities for Inclusive Development, Ethiopia. *International Journal of Educational Reform*, <https://doi.org/10.1177/10567879251350928>
- Aulia, A. R., & Cahyadi, N. (2026). The Influence of Social Support and Employment Skills on Work Readiness Among Persons with Disabilities in Gresik Regency. *Paradoks: Jurnal Ilmu Ekonomi*, 9(1), 796-804. <https://doi.org/10.57178/paradoks.v9i1.2111>
- Awang, H., & Mansor, N. (2018). Predicting employment status of injured workers following a case management intervention. *Safety and Health at Work*, 9(3), 347-351. <https://doi.org/10.1016/j.shaw.2017.11.001>
- Azizi, N. N. H., Asmaaâ, S. N., Azman, S., Muâ, A., & Soberi, A. M. (2021). Persons with Disabilities: A comparative study between Malaysia, United Kingdom and Philippines. *Environment-Behaviour Proceedings Journal*, 6(SI6), 117-123. <https://doi.org/10.21834/ebpj.v6iSI6.3048>
- Balza, J. S., Cusatis, R., McDonnell, S. M., Basir, M. A., & Flynn, K. E. (2022). Effective questionnaire design: how to use cognitive interviews to refine questionnaire items. *Journal of neonatal-perinatal medicine*, 15(2), 345-349. <https://doi.org/10.3233/NPM-210848>

- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). *Guidelines for the process of cross-cultural adaptation of self-report measures*. *Spine*, 25(24), 3186-3191.
- Beatson, A., Riedel, A., Chamorro-Koc, M., Marston, G., & Stafford, L. (2021). Factors influencing the journey to work for young people with physical and/or neurological conditions. *Disability and rehabilitation*, 43(9), 1270-1278. <https://doi.org/10.1080/09638288.2019.1655804>
- Bellacicco, R., & Pavone, M. (2020). After higher education. Exploring the transition to employment for graduates with disabilities. *ALTER. European Journal of Disability Research*, (14-3), 159-174. <https://doi.org/10.1016/j.alter.2020.03.002>
- Bennett, D. (2020). *Embedding employability thinking across higher education*. Canberra, Australia: Department of Education, Skills and Employment.
- Bernama. (2025, July 1). *Perak introduces special module to help PWDs gain employment* – *Exco*. Bernama. <https://www.bernama.com/tv/news.php?id=2439980>
- Bhaskar, A. U., Baruch, Y., & Gupta, S. (2023). Drivers of career success among the visually impaired: Improving career inclusivity and sustainability in a career ecosystem. *Human Relations*, 76(10), 1507-1544. <https://doi.org/10.1177/00187267221103529>
- Boman, T., Kjellberg, A., Danermark, B., & Boman, E. (2015). Employment opportunities for persons with different types of disability. *Alter. European Journal of Disability Research*, (9-2), 116-129. <https://doi.org/10.1016/j.alter.2014.11.003>
- Bonaccio, S., Connelly, C. E., Gellatly, I. R., Jetha, A., & Martin Ginis, K. A. (2020). The participation of people with disabilities in the workplace across the employment cycle: Employer concerns and research evidence. *Journal of Business and Psychology*, 35, 135-158. <https://doi.org/10.1007/s10869-018-9602-5>
- Bond, G. R., Drake, R. E., & Becker, D. R. (2020). An update on Individual Placement and Support. *World Psychiatry*, 19(3), 390–391. <https://doi.org/10.1002/wps.20784>
- Branch, H. (2024). Work Readiness and Job Satisfaction of Youth with Intellectual Disabilities Participating in a Supported Employment Program. *Undergraduate*

- Research Journal for the Human Sciences*, 17(1), 2.
<https://newprairiepress.org/cgi/viewcontent.cgi?article=1139&context=urjhs>
- Breen, J., Havaei, F., & Pitassi, C. (2019). Employer attitudes toward hiring persons with disabilities in Armenia. *Disability and rehabilitation*, 41(18), 2135-2142.
<https://doi.org/10.1080/09638288.2018.1459882>
- Brendle, J., Tucker, K. J., & Lock, R. H. (2018). Rural Vocational and Transition Assessment Practices for Students with Intellectual Disabilities: What Do Educators Really Know?. *Journal of Special Education Apprenticeship*, 7(1),
<https://eric.ed.gov/?id=EJ1172001>
- Brinkman, A. H., Rea-Sandin, G., Lund, E. M., Fitzpatrick, O. M., Gusman, M. S., & Boness, C. L. (2023). Shifting the discourse on disability: Moving to an inclusive, intersectional focus. *American Journal of Orthopsychiatry*, 93(1), 50.
<https://doi.org/10.1037/ort0000653>
- Bromley, K. W., Murray, C., Rochelle, J., & Lombardi, A. (2021). Social support among college students with disabilities: Structural patterns and satisfaction. *Journal of Student Affairs Research and Practice*, 58(5), 477-490.
<http://doi.org/10.1080/19496591.2020.1778485>
- Bualar, T., & Ahmad, M. M. (2009). Why does Community-Based Rehabilitation fail physically disabled women in northern Thailand?. *Development in Practice*, 19(1), 28-38. <https://doi.org/10.1080/09614520802576351>
- Bureau of Labour Statistics. (2021). *News Release, Persons with a Disability: Labour Force Characteristics-2021*. <https://www.bls.gov/news.release/pdf/disabl.pdf>
- Bushra, A., Dragovic, M., Chalmers, M., Ayres, H., & John, A. P. (2026). Employment outcomes and their predictors among people with severe mental illness participating in an individual placement and support programme. *Australas Psychiatry*, 4;34(1):40–46. <https://doi.org/10.1177/10398562251370880>
- Butura, A. M., Ryan, G. K., Shakespeare, T., Ogunmola, O., Omobowale, O., Greenley, R., & Eaton, J. (2024). Community-based rehabilitation for people with psychosocial disabilities in low-and middle-income countries: a systematic review of the grey literature. *International journal of mental health systems*, 18(1), 13. <https://doi.org/10.1186/s13033-024-00630-0>
- Caballero, C. L., Walker, A., & Fuller-Tyszkiewicz, M. (2011). The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college

- graduates. *Journal of teaching and learning for graduate employability*, 2(1), 41-54. <https://doi.org/10.21153/jtlge2011vol2no1art552>
- Callus, A. M., Bonello, I., Mifsud, C., & Fenech, R. (2019). Overprotection in the lives of people with intellectual disability in Malta: Knowing what is control and what is enabling support. *Disability & Society*, 34(3), 345-367. <https://doi.org/10.1080/09687599.2018.1547186>
- Calvert, S. (2021). Challenges for People with Disabilities. *Ballard Brief*, 2021(3), 6.
- Carr, D., & Namkung, E. H. (2021). Physical disability at work: how functional limitation affects perceived discrimination and interpersonal relationships in the workplace. *Journal of health and social behavior*, 62(4), 545-561. <https://doi.org/10.1177/00221465211023424>
- Centers for Disease Control and Prevention. (n.d.). *The ICF: An overview*. https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf
- Chan, E. W. W., Lee, G. Y. X., & Lam, L. C. W. (2023). Sources of social support and employability outcomes in adults with intellectual and developmental disabilities. *Journal of Intellectual Disability Research*, 67(4), 345–360.
- Chan, F., Gelman, J. S., Ditchman, N., Kim, J. H., Chiu, C. Y., & Cardoso, E. D. (2016). The World Health Organization ICF model as a conceptual framework of disability. *Psychology, Health & Medicine*, 21(5), 547–553.
- Chan, F., Wong, C., Wang, C. C., Amador, A., Lee, Y., & Chronister, J. (2010). Social support and employment outcomes among people with disabilities: A meta-analysis. *Rehabilitation Counseling Bulletin*, 54(2), 90–100.
- Chan, H., Li-Tsang, C. W., Chan, C., Lam, C. S., Hui, K. L., & Bard, C. (2006). Validation of Lam assessment of employment readiness (C-LASER) for Chinese injured workers. *Journal of Occupational Rehabilitation*, 16, 697-705. <https://doi.org/10.1007/s10926-006-9050-3>
- Charles-Leija, H., Castro, C. G., Toledo, M., & Ballesteros-Valdés, R. (2023). Meaningful work, happiness at work, and turnover intentions. *International Journal of Environmental Research and Public Health*, 20(4), 3565. <https://doi.org/10.3390/ijerph20043565>.
- Chiu, E., Woo, P., Yip, P., & Lin, Y.. (2019, May 1). Test-retest reliability and minimal detectable change of the Cognitive Abilities Screening Instrument in patients with dementia. *PLoS One*, 14(5), e0216450. <https://doi.org/10.1371/journal.pone.0216450>

- Chu, W. M., Tange, C., Nishita, Y., Tomida, M., Shimokata, H., Otsuka, R., ... & Arai, H. (2023). Effect of different types of social support on physical frailty development among community-dwelling older adults in Japan: Evidence from a 10-year population-based cohort study. *Archives of Gerontology and Geriatrics*, 108, 104928. <https://doi.org/10.1016/j.archger.2023.104928>
- Chumo, I., Kabaria, C., & Mberu, B. (2023). *Social inclusion of persons with disability in employment: what would it take to socially support employed persons with disability in the labor market?*. *Frontiers in rehabilitation sciences*, 4, 1125129. <https://doi.org/10.3389/fresc.2023.1125129>
- Ciarocco, N. J., & Strohmetz, D. B. (2018). The Employable Skills Self-Efficacy Survey: An assessment of skill confidence for psychology undergraduates. *Scholarship of Teaching and Learning in Psychology*, 4(1), 1. <https://doi.org/10.1037/stl0000102>
- Cimarolli, V. R., & Wang, S. W. (2006). Differences in social support among employed and unemployed adults who are visually impaired. *Journal of Visual Impairment & Blindness*, 100(9), 545-556. <https://doi.org/10.1177/0145482X0610000906>
- Clark, H. (2013). A comprehensive framework for measuring skills gaps and determining work readiness. *Employment Relations Today*, 40(3), 1-11. <https://doi.org/10.1002/ert.21416>.
- Clemente, K. A. P., Silva, S. V. D., Vieira, G. I., Bortoli, M. C. D., Toma, T. S., Ramos, V. D., & Brito, C. M. M. D. (2022). Barriers to the access of people with disabilities to health services: a scoping review. *Revista de Saúde Pública*, 56, 64. <https://doi.org/10.11606/s1518-8787.2022056003893>
- Cohen, S. (2004). Social relationships and health. *American psychologist*, 59(8), 676.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological bulletin*, 98(2), 310-357.
- Cohen, S., Mermelstein, R., Kamarck, T., & Hoberman, H. M. (1985). Measuring the functional components of social support. In *Social support: Theory, research and applications* (pp. 73-94). Dordrecht, Springer Netherlands. https://doi.org/10.1007/978-94-009-5115-0_5
- Collins, J. T. (1998). *Malay dialect research in Malaysia: The issue of perspective*. Dewan Bahasa dan Pustaka.
- Coñoman, G. I., Ávila, V., & Carmona, C. (2024). Initiatives to support the school-to-work transition of people with intellectual disabilities: a systematic review.

- Journal of Intellectual and Developmental Disability*, 49(4), 488–500.
<https://doi.org/10.3109/13668250.2024.2317799>
- Corbière, M., Zaniboni, S., Dewa, C. S., Villotti, P., Lecomte, T., Sultan-Taïeb, H., ... & Fraccaroli, F. (2019). Work productivity of people with a psychiatric disability working in social firms. *Work*, 62(1), 151-160.
<https://doi.org/10.3233/WOR-182850>
- Cote, A., & Banks, L. M. (2025). *Global disability inclusion report. Accelerating disability inclusion in a changing and diverse world*. UNICEF.
https://www.globaldisabilitysummit.org/wp-content/uploads/2025/03/GIP03351-UNICEF-GDIR-Full-report_Proof-4.pdf
- Crespin, K. P., Holzman, S., Muldoon, A., & Sen, S. (2019). *Framework for the future: Workplace readiness skills in Virginia*. <https://www.ctecs.org/wp-content/uploads/2022/01/WRS-Summary-Report-FINAL-2-15-19.pdf>
- Csillag, S., Gyori, Z., Hidegh, A. L., & Svastics, C. (2022). Follow your dreams? Push and pull motivations of entrepreneurs with disabilities in Hungary. *In Research handbook on disability and entrepreneurship* (pp. 2-19). Edward Elgar Publishing.
- Damas, R. R., & Kurniawati, F. (2025). Parental Involvement on Career Decision-Making among Students in Collectivist Cultures: A Systematic Literature Review on High School and Undergraduate Students in Asian Countries. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran, dan Pembelajaran*, 11(1), 87-99.
<https://doi.org/10.33394/jk.v11i1.13905>
- Daniels, J., D'Andrea, M., & Gaughen, K. J. S. (1998). Testing the validity and reliability of the perceived employability scale (PES) among a culturally diverse population. *Journal of Employment Counseling*, 35, 115-123.
<https://eric.ed.gov/?id=EJ579096>
- De Wet, A. (2021). The development of a contextually appropriate measure of individual recovery for mental health service users in a South African context.
<https://core.ac.uk/download/420305487.pdf>
- Dean, E. E., Garrels, V., Sigstad, H. M. H., & Wendelborg, C. (2022). Employer willingness to hire people with intellectual disability: The influence of employer experience, perception of work, and social responsibility. *Journal of Vocational Rehabilitation*. 2022 Jul 15;57(1):85–95. <https://doi.org/10.3233/jvr-221201>

- Deming, D. J. (2017). *The value of soft skills in the labor market*. NBER Reporter, (4), 7-11.
- Department of Social Welfare (2005). *Services for People with Disabilities, Kuala Lumpur: Legal and Advocacy Division*. Ministry of Women, Family and Community Development.
- Department of Social Welfare Malaysia (JKM). (2023). *Persons with Disabilities (PWD) registration statistics*. Putrajaya, Malaysia: JKM.
- Department of Social Welfare Malaysia. (2021). *Community-Based Rehabilitation (CBR/PDK) operational guidelines*. Ministry of Women, Family and Community Development, Malaysia.
- Department of Social Welfare Malaysia. (2022). *Annual Report: Community-Based Rehabilitation Program Statistics*. Putrajaya: Ministry of Women, Family and Community Development.
- Department of Statistics Malaysia (DOSM). (2020). *Current population estimates, Malaysia, 2020*. Putrajaya, Malaysia: DOSM. <https://www.dosm.gov.my>
- Department of Statistics Malaysia Official Portal. (2018). *Social Statistics Bulletin Malaysia 2018*. (Registration of Persons with Disabilities). https://www.dosm.gov.my/v1/index.php?r=column/cthemByCat&cat=152&bul_id=NU5hZTRkOSs0RVZwRytTRE5zSitLUT09&menu_id=U3VPMldoYUxzVzFaYmNkWXZteGduZz09
- Department of Statistics Malaysia Official Portal. (2021). *Key Statistics of Labour Force in Malaysia, July 2021*.
- Department of Statistics Malaysia. (2024). *Current population estimates, Malaysia 2024*.
- Department of Statistics Malaysia. (2025). *Labour Force Survey Report, Malaysia 2024*. Putrajaya, Malaysia. <https://www.dosm.gov.my/portal-main/release-content/labour-force-survey-2024>
- Department of Statistics Malaysia. (2025). *Statistics on persons with disabilities, Malaysia, 2024*. The Office of Chief Statistician Malaysia. <https://www.dosm.gov.my>
- Dev, K. (2024). A study of Research Ethics and Challenge. *Global International Research Thoughts*, 12(2), 7-11. <https://doi.org/10.36676/girt.v12.i2.114>
- Díaz-Aristizabal, U., Sanz-Victoria, S., Sahonero-Daza, M., Ledesma-Ocampo, S., Cachimuel-Vinueza, M., & Torrico, M. (2012). Reflections on community-

- based rehabilitation strategy (CBR): the experience of a CBR program in Bolivia. *Ciência & Saúde Coletiva*, 17(1), 167. <https://doi.org/10.1590/s1413-81232012000100019>
- Ditchman, N., Werner, S., Kosyluk, K., Jones, N., Elg, B., & Corrigan, P. W. (2013). Stigma and intellectual disability: Potential application of mental illness research. *Rehabilitation Psychology*, 58(2), 206–216. <https://doi.org/10.1037/a0032466>
- Dixon, G., Kruse, D., & van Horn, C. (2015). Employer practices and attitudes toward the employment of people with disabilities. *Journal of Vocational Rehabilitation*, 42(3), 229–239. <https://doi.org/10.3233/JVR-150738>
- Dodge, Y. (2008). *The concise encyclopedia of statistics*. Springer. <https://doi.org/10.1007/978-0-387-32833-1>
- Drageset, J. (2021). Social support. *Health promotion in health care—Vital theories and research*, 137-144. https://doi.org/10.1007/978-3-030-63135-2_11
- Durocher, E., Gibson, B. E., & Rappolt, S. (2014). Occupational justice: A conceptual review. *Journal of Occupational Science*, 21(4), 418–430. <https://doi.org/10.1080/14427591.2013.775692>
- Duvdevany, I., Or-Chen, K., & Fine, M. (2016). Employers' willingness to hire a person with intellectual disability in light of the regulations for adjusted minimum wages. *Journal of Vocational Rehabilitation*, 44(1), 33-41. <https://doi.org/10.3233/jvr-150778>
- Economic Planning Unit. (2006). *Ninth Malaysia Plan 2006-2010*. Putrajaya: Prime Minister's Department.
- Elca, C. K., Huertas, J., Llarena, N. K., De Luna, L. R., & Malapo, M. T. T. (2023, July). Perceived Work Ability, Workplace Acceptance, Social Support And Work-Family Conflict Among Filipino Pwd Government Workers: An Analysis Using Pls-Sem. In *Proceedings of the 2023 6th International Conference on Mathematics and Statistics* (pp. 108-113). <https://doi.org/10.1145/3613347.3613364>
- Ellenkamp, J. J., Brouwers, E. P., Embregts, P. J., Joosen, M. C., & van Weeghel, J. (2016). Work environment-related factors in obtaining and maintaining work in a competitive employment setting for employees with intellectual disabilities: A systematic review. *Journal of occupational rehabilitation*, 26(1), 56-69. <https://doi.org/10.1007/s10926-015-9586-1>

- Embong, A. R. (2011). Urbanisation and urban life in Peninsular Malaysia. *Akademika*, 81(2), 23-39.
- Emerson, E., & Roulstone, A. (2014). Developing an evidence base for inclusive education for children with disabilities in developing countries. *International Journal of Inclusive Education*, 18(12), 1121–1135. <https://doi.org/10.1080/13603116.2014.960227>
- Eng, N. E., & Zamani, N. L. (2022). Stages Of Employment Readiness and Propensity to Return To Work. *Journal of Positive School Psychology*, 6(3), 5000-5012.
- Escorpizo, R., & Stucki, G. (2013). Disability Evaluation, Social Security, and the International Classification of Functioning, Disability and Health: The Time is Now. *Journal of occupational and environmental medicine*, 55(6), 644-651. <https://doi.org/10.1097/JOM.0b013e318297ae47>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- European Commission. (2021). Union of equality: Strategy for the rights of persons with disabilities 2021–2030. Brussels, Belgium: European Commission. https://www.un.org/development/desa/disabilities/wpcontent/uploads/sites/15/2021/04/European-Strategy-2021-2030_EN.pdf
- Finstad, G. L., Giorgi, G., Zaffina, S., Foti, G., Arcangeli, G., & Mucci, N. (2022). Challenges and Opportunities for The Employment of workers with disabilities: A systematic approach. *J Health Soc Sci*, 7(1), 53-79. <https://doi.org/10.19204/2022/CHLL4>
- Forouzan, A. S., Mahmoodi, A., Shushtari, Z. J., Salimi, Y., Sajjadi, H., & Mahmoodi, Z. (2013). Perceived social support among people with physical disabilities in Tehran. *Iranian Red Crescent Medical Journal*, 15(3), 228–232. <https://doi.org/10.5812/ircmj.12500>
- Forster, J. J. (2001). *Sample surveys: Nonprobability sampling*. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social & behavioral sciences* (pp. 13467–13470). Elsevier. <https://doi.org/10.1016/B0-08-043076-7/00499-X>
- French, K. A., Dumani, S., Allen, T. D., & Shockley, K. M. (2018). A meta-analysis of work–family conflict and social support. *Psychological bulletin*, 144(3), 284. <https://doi.org/10.1037/bul0000120>

- Fry, H. E., Norwood, A. A., Phillips, B. N., Fleming, A. R., Smith, G., & Lozano III, F. (2020). Predicting vocational self-efficacy of unemployed adults with disabilities. *Journal of Vocational Rehabilitation*, 53(1), 105-117. <https://doi.org/10.3233/JVR-201089>
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77. <https://doi.org/10.22034/ijels.2022.162981>
- Government of Malaysia. (2008). *Persons with Disabilities Act 2008 (Act 685), Section 29: Access to employment (Laws of Malaysia)*. [https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2022/11/Malaysia-Pwd-Act-2008.pdf#:~:text=Laws%20of%20Malaysia,under%20subsection%20\(1\)%20shall%2C%20unless](https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2022/11/Malaysia-Pwd-Act-2008.pdf#:~:text=Laws%20of%20Malaysia,under%20subsection%20(1)%20shall%2C%20unless)
- Government of Malaysia. (n.d.). *Person with disabilities*. MyGovernment Portal. <https://www.malaysia.gov.my/en/personas/personswithdisabilities/mengesahkan-status-oku/category-of-okus>
- Grigal, M., Hart, D., & Weir, C. (2012). A Survey of Postsecondary Education Programs for Students With Intellectual Disabilities in the United States. *Journal of Policy and Practice in Intellectual disabilities*, 9(4), 223-233. <https://doi.org/10.1111/jppi.12012>
- Halim, A. F. B. (2019). The Relationship between Employability Skills and Self-Efficacy of Students with Learning Disabilities in Vocational Stream. *Asian Journal of University Education*, 15(3), <https://eric.ed.gov/?id=EJ1238622>
- Hamduuna, A., & Cahyadi, N. (2026). The Influence of Motivation and Self-Efficacy on Work Readiness among Persons with Disabilities in Gresik Regency. *Paradoks: Jurnal Ilmu Ekonomi*, 9(1), 790-795. <https://doi.org/10.57178/paradoks.v9i1.2112>
- Hammel, J., Magasi, S., Heinemann, A., Gray, D. B., Stark, S., Kisala, P., ... & Hahn, E. A. (2015). Environmental barriers and supports to everyday participation: A qualitative insider perspective from people with disabilities. *Archives of physical medicine and rehabilitation*, 96(4), 578-588. <https://doi.org/10.1016/j.apmr.2014.12.008>
- Hansaram, R., Kaur, S., Loy, C. K., Jasin, D., & Hansaram, R. (2024). Enhancing Employment Opportunities for Persons with Disability (PWDs) through

- Strategic HR Practices: An Analysis with Gender as a Moderating Factor. *International Journal of Business and Technology Management*, 6(2), 479-495.
- Hao, Y., & Li, P. (2020). Employment Legal Framework for Persons with Disabilities in China: Effectiveness and Reasons. *International Journal of Environmental Research and Public Health*, 17(14), 4976. <https://doi.org/10.3390/ijerph17144976>
- Haque, A. (2010). Mental health concepts and program development in Malaysia. *Journal of Mental Health*, 19(2), 118–129. <https://doi.org/10.1080/09638230500059997>
- Harley, D. A., Ysasi, N. A., Bishop, M. L., & Fleming, A. R. (2017). *Disability and vocational rehabilitation in rural settings: Challenges to service delivery*. Springer, New York. <https://doi.org/10.1007/978-3-319-64786-9>
- Harris, S. P., Renko, M., & Caldwell, K. (2014). Social entrepreneurship as an employment pathway for people with disabilities: Exploring political–economic and socio-cultural factors. *Disability & Society*, 29(8), 1275–1290. <https://doi.org/10.1080/09687599.2014.924904>
- Harun D, Che' Din N, Mohd Rasdi HF, Shamsuddin K. (2020). Employment experiences among young Malaysian adults with learning disabilities. *International Journal of Environmental Research and Public Health*. 2020 Dec 23;17(1):115. <https://doi.org/10.3390/ijerph17010115>
- Hasan, H., & Aljunid, S. M. (2019). Job satisfaction among Community-Based Rehabilitation (CBR) workers in caring for disabled persons in the east coast region of Peninsular Malaysia. *BMC public health*, 19(1), 208. <https://doi.org/10.1186/s12889-019-6520-z>
- Hasan, H., Abdul Aziz, A. F., & Aljunid, S. M. (2021). Parents' and caregivers' satisfaction with community-based rehabilitation (CBR) services for children with disability in east coast states in Peninsular Malaysia. *Health & social care in the community*, 29(1), 215-226. <https://doi.org/10.1111/hsc.13084>
- Hatano, K., Hihara, S., Tsuzuki, M., Nakama, R., & Sugimura, K. (2024). Does employment status matter for emerging adult identity development and life satisfaction? A two-wave longitudinal study. *Journal of Youth and Adolescence*, 53(9), 2097-2107. <https://doi.org/10.1007/s10964-024-01992-x>

- Hemmingsson, H., Gustavsson, A., & Townsend, E. (2007). Students with disabilities participating in mainstream schools: Policies that promote and limit teacher and therapist cooperation. *Disability & Society*, 22(4), 383-398.
- Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators* (2nd ed.). Corwin Press.
- Hergenrather, K. C., Rhodes, S. D., Turner, A. P., & Barlow, J. (2008). Assessing the employment self-efficacy of persons with disabilities: A review of the literature. *Rehabilitation Counseling Bulletin*, 51(2), 96-104.
- Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). *Exceptional children: An introduction to special education*. Boston: Pearson Education
- Hirano, K. A., Khurana, A., Lindstrom, L., & DeGarmo, D. (2022). Examining the role of peer support on work experiences for young women with disabilities. *Journal of Career Development*, 49(3), 632-646.
<https://doi.org/10.1177/0894845321991647>
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1), 1-26. <https://doi.org/10.9707/2307-0919.1014>
- Holidi, N. A., & Abu Seman, N. A. (2023). A study of employability skills: from the employers and youth perspectives. *Journal of International Business, Economics and Entrepreneurship (JIBE)*, 8(1), 64-76.
<https://ir.uitm.edu.my/id/eprint/84184/1/84184.pdf#:~:text=Hence%2C%20it%20is%20crucial%20to,skills%2C%20information%20skills%2C%20and%20system>
- Holwerda, A., Van der Klink, J.J.L., de Boer, M. R., Groothoff, J. W., Brouwer, S. (2013). Predictors of sustainable work participation of young adults with developmental disorders. *Research in Developmental Disabilities*. 34(9):2753-63. <https://doi.org/10.1016/j.ridd.2013.05.032>
- Holwerda, A., Van der Klink, J.J.L., de Boer, M. R., Groothoff, J. W., Brouwer, S. (2013). Predictors of work participation of young adults with mild intellectual disabilities. *Research in Developmental Disabilities*. 34(6):1982-90. <https://doi.org/10.1016/j.ridd.2013.03.018>
- Houser, R., & Oda, K. (1990). Perceived employability: Development and validation of a scale. *Journal of Employment Counseling*, 27(4), 163-172.
<https://doi.org/10.1002/j.2161-1920.1990.tb00366.x>

- Howse, D., & Neis, B. (2026). Getting to work with a physical disability: gaps in disability, transportation, and workers' compensation return-to-work policies and programs. *Disability and Rehabilitation*, 1-17. <https://doi.org/10.1080/09638288.2026.2637190>
- Husni, S. N. H., & Min, L. H. (2025). From school to workforce: A systematic review on enhancing transition outcomes for students with special needs. *Journal of Health and Quality of Life*, 5(1), 1-17. <https://doi.org/10.37934/jhqol.5.1.117>
- Idris, M. N. S. (2023). *In-Community Rehabilitation Programme (PPDK) Implementation Visit*. Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA) News. <https://news.umpsa.edu.my/oku/community-rehabilitation-programme-ppdk-implementation-visit>
- Iemmi, V., Kumar, K. S., Blanchet, K., Gibson, L., Hartley, S., Murthy, G. V., ... & Kuper, H. (2017). Community-based rehabilitation for people with physical and mental disabilities in low-and middle-income countries. *Journal of Development Effectiveness*, 2016(8), 368–387. <https://doi.org/10.1080/19439342.2016.1157623>
- Ikutegbe, P., Randle, M., Sheridan, L., Gordon, R., & Dolnicar, S. (2023). Factors and key interactions influencing successful employment outcomes for people with disabilities. *Asia Pacific Journal of Human Resources*. 2023 May 24;62(1). <https://doi.org/10.1111/1744-7941.12377>
- Ikutegbe, P., Randle, M., Sheridan, L., Gordon, R., & Dolnicar, S. (2023). Successful employment outcomes for people with disabilities: A proposed conceptual model. *Consulting Psychology Journal*, 75(3), 202–224. <https://doi.org/10.1037/cpb0000222>
- Institut Sosial Malaysia (2024). Evaluation Study On The Effectiveness of The Community-Based Rehabilitation (CBR) Programme. *Kementerian Pembangunan Wanita, Keluarga & Masyarakat*. <https://www.ism.gov.my/en/node/317>
- International Labour Organization (ILO). (2015). *Decent work for persons with disabilities: Promoting rights in the global development agenda*. ILO.
- International Labour Organization (ILO). (2019). In Research handbook on the European Union and international organizations (pp. 101–119). Edward Elgar Publishing.

- International Labour Organization. (2021). *World employment and social outlook: Trends 2021*. ILO. <https://www.ilo.org/global/research/global-reports/weso/trends2021/lang--en/index.htm>
- Ipsen, C., Seekins, T., & Arnold, N. (2019). Barriers to employment and public transportation: A national survey of individuals with disabilities. *Journal of Vocational Rehabilitation*, 51(2), 219–230. <https://doi.org/10.3233/JVR-191036>
- Islam, M. R. (2015). Rights of the people with disabilities and social exclusion in Malaysia. *International Journal of Social Science and Humanity*, 5(3), 299. <https://doi.org/10.7763/IJSSH.2015.V5.447>
- Ismail, N. A. A., Baharuddin, H. E. A., Abidin, N. Z., Bakri, A. F. & Rasam, A. R. A. (2023). Investigating Physical Inaccessibility Impacts by Exploring Structural and Psycho-Emotional Dimension of Disability Through Go-Along (GOAL) Interview Method International Invention, (21-23). *Innovation Design Exposition For Built Environment & Engineering (IIDBEEEX 2023)*. Universiti Teknologi Mara News Hub.
- Ismail, S. F. (2016). The quality of life and factors associated with it among disabled children and adolescents registered with selected community based rehabilitation (CBR), Department of Social Welfare, Kelantan (Doctoral dissertation, Universiti Sains Malaysia).
- Jaafar, N. A., Mohd Nordin, N. A., & Aljunid, S. M. (2021). Outcome of community-based rehabilitation and its associated factors among children with disability in East Coast of Peninsular Malaysia. *Jurnal Sains Kesihatan Malaysia*, 19(1), 177–185. <https://doi.org/10.17576/JSKM-2021-1901-19>
- Jaafar, S., Ponrahono, Z., Bachok, S., Ibrahim, M., & Osman, M. M. (2014). Urban public transportation cycle and sustainability challenges in Malaysia. *Conference: International Research, Invention and Innovation Exhibition 2014 (IRIIE 2014)*, International Islamic University Malaysia.
- Jabatan Kebajikan Masyarakat (2017). What is community-based rehabilitation. http://pdk.jkm.gov.my/en_US/community-based-rehabilitation-programed.
- Jabatan Kebajikan Masyarakat. (2021). Program pemulihan dalam komuniti (PDK). <https://www.jkm.gov.my/main/article/program-pemulihan-dalam-komuniti-pdk>

- Jabatan Kebajikan Masyarakat. (2022). Community-Based Rehabilitation (CBR) program annual report. Putrajaya, Malaysia: Ministry of Women, Family and Community Development.
- Jabatan Kebajikan Masyarakat. (2024). Program Pemulihan Dalam Komuniti (PDK) / Community Based Rehabilitation Programme. Department of Social Welfare, Malaysia. <https://www.jkm.gov.my/main/article/program-pemulihan-dalam-komuniti-pdk>
- Jabatan Kebajikan Masyarakat. (2025). Program Pemulihan Dalam Komuniti (PDK) / Community Based Rehabilitation Programme. Department of Social Welfare, Malaysia. <https://www.jkm.gov.my/main/article/program-pemulihan-dalam-komuniti-pdk>
- Jackson, K. (2020). Understanding Job Readiness for Students with Disabilities. California State University, Long Beach. *ProQuest Dissertations & Theses, 2020. 27999106*. <https://www.proquest.com/openview/445ec8cfeb91f25679f650814186aa2d/1.pdf?pq-origsite=gscholar&cbl=18750&diss=y>
- Jacob, U. S., Pillay, J., Adeoye, O. E., & Oni, T. K. (2023). Barriers to employment of people with intellectual disability. *Work, 74(1), 207-218*. <https://doi.org/10.3233/WOR-211097>
- Jamaluddin, R., Sapak, M. F. M., Kadir, S. A., Hajaraih, S. K. M., & Kamis, A. (2021). The Implementation Of Vocational Skills In Teaching And Learning Of People With Disabilities In The Community-Based Rehabilitation Center (CBRC): A Review From Ecological Environments Perspective. *Universal Journal of Educational Research, 9(11), 1877-1885*. <https://doi.org/10.13189/ujer.2021.091107>
- Jamil, R., & Saidin, S. (2018). Employment of persons with disabilities (PWDs) in Malaysia: Moving policy rhetoric into action. *Asian Journal of Management Cases, 15(2_suppl), S1-S16*. [10.1177/0972820118804967](https://doi.org/10.1177/0972820118804967)
- Jamwal, A., & Gupta, S. (2025). Exploring career paths: the role of self-efficacy and outcome expectations in shaping career choices for students with disabilities. *Asian Journal of Education and Social Studies, 51(2), 442-52*. <https://doi.org/10.9734/ajess/2025/v51i21797>.
- Janardhana, N., Muralidhar, D., Naidu, D. M., & Raghevendra, G. (2015). Discrimination against differently abled children among rural communities in

- India: Need for action. *Journal of Natural Science, Biology, and Medicine*, 6(1), 7. <https://doi.org/10.4103/0976-9668.149070>
- Jangiralami-Rimundo, J., Echeimberg, J. de O., & Leone, C. (2018). Research methodology topics: Cross-sectional studies. *Journal of Human Growth and Development*, 28(3), 356–360. <https://doi.org/10.7322/jhgd.152198>
- Jansen-van Vuuren, J. M., & Aldersey, H. M. (2018). Training needs of community-based rehabilitation workers for the effective implementation of CBR programmes. *Disability, CBR & Inclusive Development*, 29(3), 5-31. <https://doi.org/10.5463/dcid.v29i3.742>
- Jay, N. E. J. J., Hamsan, H. H., & Ma'rof, A. A. (2020). The Relationship between Self-Efficacy, Social Support and Psychological Well-Being among Adolescent with Physical Disabilities in Lagos State, Nigeria. *Jurnal Psikologi dan Kesehatan Sosial* 4(1);63-68. <https://doi.org/10.51200/jpks.v4i1.5606>
- Jayaraman, S., O'Connor, M., & Thirupathy, S. (2020). Accessibility challenges for people with disabilities in Malaysia: A focus on transport and mobility. *Disability, CBR & Inclusive Development*, 31(4), 45–61.
- Jette, A. M., & Field, M. J. (Eds.). (2007). The future of disability in America.
- Jing, C. C. (2019). Malaysians' attitudes toward people with disabilities. *Journal of Arts & Social Sciences*, 2(2), 27-65. <https://ruijass.com/wp-content/uploads/2018/06/003CCJ-Final.pdf>
- Johnson, H. (2023). Running free: the impact of frame running on the psychosocial wellbeing and quality of life of novice and experienced athletes with cerebral palsy. <https://era.ed.ac.uk/items/ce9101e6-2629-4413-8bd3-5f6aa2ec2d98>
- Jurado-Caraballo, M. Á., & Quintana-García, C. (2024). Disability inclusion in workplaces, firm performance, and reputation. *European Management Journal*. <https://doi.org/10.1016/j.emj.2024.08.001>
- Kamarudin, H., Kadir, S. A., Alias, R., & Othman, R. D. (2023). Transportation barriers confronted by mobility-challenged travellers in Klang Valley. *Planning Malaysia*, 21. <https://doi.org/10.21837/pm.v21i26.1274>
- Kamarudin, K. H., Hassan, S. A., & Ramli, M. R. (2021). Inclusive employment and barriers among persons with disabilities in Malaysia. *Journal of Human Capital Development*, 14(1), 47–59.

- Kamarulzaman Kamaruddin. (2007). Adult Learning for People with Disabilities in Malaysia: Provisions and Services. *Journal of Human Resource and Adult Learning*. 3(2)
- Karhula, M., Saukkonen, S., Xiong, E., Kinnunen, A., Heiskanen, T., & Anttila, H. (2021). ICF personal factors strengthen commitment to person-centered rehabilitation—A scoping review. *Frontiers in Rehabilitation Sciences*, 2, 709682. <http://doi.org/10.3389/fresc.2021.709682>
- Kaye, H. S., Jans, L. H., & Jones, E. C. (2011). Why don't employers hire and retain workers with disabilities? *Journal of Occupational Rehabilitation*, 21(4), 526–536. <http://doi.org/10.1007/s10926-011-9302-8>
- Kerätär, R., Taanila, A., Jokelainen, J., Soukainen, J., & Ala-Mursula, L. (2016). Work disabilities and unmet needs for health care and rehabilitation among jobseekers: a community-level investigation using multidimensional work ability assessments. *Scandinavian Journal of Primary Health Care*, 34(4), 343-351. <http://doi.org/10.1080/02813432.2016.1248632>
- Khairul, A. Y., Kannan, T. C., & Erna, F. P. (2024). The strain among caregivers of children with disabilities at the community-based rehabilitation centres in Kudat division of Sabah, Malaysia. *The Medical Journal of Malaysia*, 79(Suppl 1), 59-66. <https://pubmed.ncbi.nlm.nih.gov/38555887/>
- Khalid, N. A., & Yusof, R. (2017). Malaysian government initiative of information communication technology to disabled people. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 2(3), 8-14. <http://doi.org/10.47405/mjssh.v2i3.43>
- Khanjani, M. S., Bookani, N. F., & Abdi, K. (2022). The Experience of Involved Individuals From the Implementing Challenges of Community-Based Rehabilitation in Iran: A Qualitative Study. *Iranian Rehabilitation Journal*, 20(4). <http://irj.uswr.ac.ir/article-1-1643-en.html>
- Khare, C., Mueser, K. T., & McGurk, S. R. (2022). The relationship between cognitive functioning, age and employment in people with severe mental illnesses in an urban area in India: A longitudinal study. *Schizophrenia Research: Cognition*, 29, 100255. <https://doi.org/10.1016/j.scog.2022.100255>
- Khasnabis, C., & Heinicke-Motsch, K. (2008). The participatory development of international guidelines for CBR. *Leprosy Review*, 79, 17–29.

- Khasnabis, C., Motsch, K.H., Achu, K., Al Jubah, K., Brodtkorb, S., Chervin, P., Coleridge, P., Davies, M., Deepak, S., Eklindh, K. and Goerdts, A., 2010. *Community-based rehabilitation: CBR guidelines*. World Health Organization
- Khoo, S. L., Tiun, L. T., & Lee, L. W. (2013). Unseen challenges, unheard voices, unspoken desires: experiences of employment by Malaysians with physical disabilities. *Kajian Malaysia: Journal of Malaysian Studies*, 31(1), 37–55
- Khoo, T. E., & Rajuddin, M. R. (2006). Pengharapan pelatih orang kurang upaya (OKU) terhadap program latihan pemulihan yang dijalankan di Pusat Pemulihan dalam Komuniti (PDK) Jitra, Kedah (Doctoral dissertation, Universiti Teknologi Malaysia). [https://www.semanticscholar.org/paper/Pengharapan-Pelatih-Orang-Kurang-Upaya-\(oku\)-Yang-Khoo-Rajuddin/180d931a081a666db02163a1babb521154864f6c](https://www.semanticscholar.org/paper/Pengharapan-Pelatih-Orang-Kurang-Upaya-(oku)-Yang-Khoo-Rajuddin/180d931a081a666db02163a1babb521154864f6c)
- Kim, H. M. (2023). Effects of self-efficacy, self-esteem, and disability acceptance on the social participation of people with physical disabilities: Focusing on COVID-19 pandemic. *Brain and Behavior*, 13(1), e2824. <http://doi.org/10.1002/brb3.2824>
- Kim, S., Kim, Y., Park, J., Kim, R., Lee, W., Bell, M. L., & Lee, J. T. (2026). Leave no one behind: a call to include people with disabilities in climate change and health research. *The Lancet Planetary Health*. <http://doi.org/10.1016/j.lanplh.2026.101440>
- Kinnunen, U., & Nätti, J. (2018). Work ability score and future work ability as predictors of register-based disability pension and long-term sickness absence: a three-year follow-up study. *Scandinavian Journal of Public Health*, 46(3), 321-330. <http://doi.org/10.1177/1403494817745190>
- Kirsh, B. (2000). Work, workers, and workplaces: A qualitative analysis of narratives of mental health consumers. *Journal of Rehabilitation*, 66(4), 24–30. https://www.researchgate.net/publication/290782452_Work_workers_and_workplaces_A_qualitative_analysis_of_narratives_of_mental_health_consumers
- Knight, D., & Aucoin, L. (1999). Assessing job-readiness skills: How students, teachers, and employers can work together to enhance on-the-job training. *Teaching Exceptional Children*, 31(5), 10-17. <https://doi.org/10.1177/004005999903100502>
- Kremte, H. A. (2019). Unveiling the challenges in the implementation of Article 13 of the United Nations Convention on the Rights of Persons with Disabilities on the

- Right to Access to Justice: A case study of Lesotho. *Rev. Eur. Stud.*, 11, 194.
<http://doi.org/10.5539/res.v11n1p194>
- Laghi, F., & Trimarco, B. (2020). Individual planning starts at school. Tools and practices promoting autonomy and supporting transition to work for adolescents with autism spectrum disorder. *Annali dell'Istituto Superiore di Sanità*, 56(2), 222-229. https://doi.org/10.4415/ANN_20_02_12
- Lam, C. S., Hsu, S., & Wiley, A. H. (2006). Cross-cultural adaptation of a stages of change measure for return-to-work populations. *Journal of Occupational Rehabilitation*, 16(3), 465–475.
- Lam, C. S., Wiley, A. H., Siu, A., & Emmett, J. (2010). Assessing readiness to work from a stages of change perspective: implications for return to work. *Work*, 37(3), 321-329. <https://doi.org/10.3233/WOR-2010-1085>
- Lanchak, E. R., Carter, E. W., McMillan, E. D., Guest, L., Taylor, J. L., & Schwartzman, B. (2024). Complex employment journeys: Case studies of four families of adults with intellectual disability. *Journal of Vocational Rehabilitation*, 61(1), 1-15. <https://doi.org/10.3233/JVR-240025>
- Lars, G. (2007). Definitions of Disability in Social Sciences. From <http://www.divaportal.org/smash/get/diva2:170048/FULLTEXT01.pdf>
- Latif, R. A., Ismail, R., & Mohd Mahidin, E. M. (2020). Game-based rehabilitation program for community-based centers in Malaysia. *Int. J. Adv. Sci. Eng. Inf. Technol*, 10(2), 640-646. <https://doi.org/10.18517/ijaseit.10.2.10228>
- Lawson, A. (2017, February). The European Union and the Convention on the Rights of Persons with Disabilities: complexities, challenges and opportunities. In *The United Nations Convention on the Rights of Persons with Disabilities: A Commentary* (pp. 61-76). Cham: Springer International Publishing.
- Leclair, L. L., Zawaly, K., Korall, A. M., Edwards, J., Katz, A., & Sibley, K. M. (2022). Exploring the delivery of community rehabilitation services for older people in an urban Canadian setting: Perspectives of service providers, managers and health system administrators. *Health & Social Care in the Community*, 30(5), e2245-e2254. <https://doi.org/10.1111/hsc.13662>
- Lee, C. & et al (2026, March 6). *Accessibility a legal obligation, not a personal matter*. LETTER. https://www.malaysiakini.com/letters/769617#google_vignette

- Lee, G. K., & Carter, E. W. (2012). Preparing transition-age students with high-functioning autism spectrum disorders for meaningful work. *Psychology in the Schools, 49*(10), 988-1000. <https://doi.org/10.1002/pits.21651>
- Lee, M. N., Abdullah, Y., & Mey, S. C. (2011). Employment of People with Disabilities in Malaysia: Drivers and Inhibitors. *International Journal of Special Education, 26*(1), 112-124. <https://files.eric.ed.gov/fulltext/EJ921195.pdf>
- Lee, W. E., Roccapiore, A. Y., Lohrke, F. T., & Reutzell, C. R. (2026). Physical Disability in the Workplace: A Comprehensive Review and Unifying Framework. *Journal of Management*, <https://doi.org/10.1177/01492063251406535>
- Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: toward a unifying view of adaptive career behavior across the life span. *Journal of counseling psychology, 60*(4), 557. <https://doi.org/10.1037/a0033446>
- Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of vocational behavior, 115*, 103316. <https://doi.org/10.1016/j.jvb.2019.06.004>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of vocational behavior, 45*(1), 79-122.
- Lent, R. W., Brown, S. D., & Hackett, G. (2016). Social cognitive career theory. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 115–146). Wiley.
- Levin, K. A. (2006). Study design III: Cross-sectional studies. *Evidence-Based Dentistry, 7*(1), 24–25. <https://doi.org/10.1038/sj.ebd.6400375>
- Lexell, E. M., Langdell, I., & Lexell, J. (2017). Vocational situation and experiences from the work environment among individuals with neuromuscular diseases. *Work, 56*(4), 519-530. <https://doi.org/10.3233/wor-172527>
- Li, G. (2022). A Study of the Factors Affecting Students' Engagement in IPTC in HIU, China. *AU-GSB e-Journal, 15*(1), 106-117. <https://doi.org/10.14456/auugsbejr.2022.55>
- Li, J. Y., & Goh, L. L. (2011). The Role of Self-Efficacy on Job Readiness and Career Choice among People with Intellectual Disability in Singapore. *Journal of the American Academy of Special Education Professionals, 93*, 111. <https://doi.org/10.64546/jaasep.133>

- Lindsay, E. K., & Creswell, J. D. (2014). Helping the self help others: Self-affirmation increases self-compassion and pro-social behaviors. *Frontiers in psychology*, 5, 82369. <https://doi.org/10.3389/fpsyg.2014.00421>
- Lindsay, S., Cagliostro, E., & Carafa, G. (2018). A systematic review of workplace disclosure and accommodation requests among youth and young adults with disabilities. *Disability and rehabilitation*, 40(25), 2971-2986. <https://doi.org/10.1080/09638288.2017.1363824>
- Lindsay, S., Cagliostro, E., & Carafa, G. (2018). A systematic review of barriers and facilitators of disability disclosure and accommodations for youth in post-secondary education. *International Journal of Disability, Development and Education*, 65(5), 526-556. <https://doi.org/10.1080/1034912X.2018.1430352>
- Lindsay, S., Cagliostro, E., Albarico, M., Srikanthan, D., & Mortaji, N. (2018). A systematic review of the role of gender in securing and maintaining employment among youth and young adults with disabilities. *Journal of Occupational Rehabilitation*, 28(2), 232-251. <https://doi.org/10.1007/s10926-017-9726-x>
- Lindsey, F., White, M., Green, K. M., & Accordino, M. P. (2022). Reentry readiness among women with mental health conditions: Implications for rehabilitation counselors. *Journal of Applied Rehabilitation Counseling*, 53(2), 105-119. <https://doi.org/10.1891/JARC-D-20-00035>
- Lippold, T., & Burns, J. (2009). Social support and intellectual disabilities: A comparison between social networks of adults with intellectual disability and those with physical disability. *Journal of Intellectual Disability Research*, 53(5), 463–473.
- Llinares-Insa, L. I., Ferragud, A., Company-Masferrer, L., & Martí-Pastor, J. (2018). Employability Appraisal Scale (EAS): Development and validation. *International Journal of Environmental Research and Public Health*, 15(7), 1327. <https://doi.org/10.3390/ijerph15071327>
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.
- Løvrvik C, Øverland S, Hysing M, Broadbent E, Reme SE. (2014). Association between illness perceptions and return-to-work expectations in workers with common mental health symptoms. *Journal of Occupational Rehabilitation*. 18;24(1):160–70. <https://doi.org/10.1007/s10926-013-9439-8>

- Lukersmith, S., Hartley, S., Kuipers, P., Madden, R., Llewellyn, G., & Dune, T. (2013). Community-based rehabilitation (CBR) monitoring and evaluation methods and tools: a literature review. *Disability and rehabilitation*, 35(23), 1941-1953. <https://doi.org/10.3109/09638288.2013.770078>
- Lunenburg, F. C. (2011). Self-efficacy in the workplace: Implications for motivation and performance. *International journal of management, business, and administration*, 14(1), 1-6.
- Lustig, D. C., & Strauser, D. R. (2007). Causal relationships between poverty and disability. *Rehabilitation Counseling Bulletin*, 50(4), 194–202.
- Lysaght, R., Krupa, T., & Gregory, P. (2012). Employment and social inclusion of people with mental illness. *Journal of Social Work in Disability & Rehabilitation*, 11(2), 1–20.
- Lysaght, R., Ouellette-Kuntz, H., & Lin, C. J. (2012). Untapped potential: Perspectives on the employment of people with intellectual disability. *Work*, 41(4), 409–422. <https://doi.org/10.3233/WOR-2012-1294>
- Maddy III, L. M., Cannon, J. G., & Lichtenberger, E. J. (2015). The effects of social support on self-esteem, self-efficacy, and job search efficacy in the unemployed. *Journal of Employment Counseling*, 52(2), 87-95.
- Maddy, K., Cannon, J., & Lichtenberger, E. (2015). The relationship between self-efficacy and employment readiness among people with disabilities. *Journal of Vocational Rehabilitation*, 43(3), 271–283. <https://doi.org/10.3233/JVR-150772>
- Magnusson, L., Kebbie, I. & Jerwanska, V. (2022). Access to health and rehabilitation services for persons with disabilities in Sierra Leone – Focus Group Discussions with Stakeholders. *BMC Health Serv Res* 22, 1003 (2022). <https://doi.org/10.1186/s12913-022-08366-8>
- Mahasneh R, Randle M, Gordon R, Algie J, Dolnicar S. (2023). Increasing employer willingness to hire people with disability: The Perspective of Disability Employment Service Providers. *Journal of Social Marketing*. 2023 Apr 17;13(3):361–79. <https://doi.org/10.1108/jsocm-08-2022-0174>
- Mahidin, M.U. (2018). Department of Statistics Malaysia Official Portal. Social Statistics Bulletin Malaysia 2018.

- Majid, M. A., Kamarudin, S. S., Ashaari, N. I., Osman, N. A., Wahab, A. Z., & Suhaimi, M. S (2023). Prospects For Inclusive Employment In The Construction Industry For People With Disabilities Through Technological Advancement.
- Malaysia, U. N. I. C. E. F. (2014). Children with disabilities in Malaysia: Mapping the policies, programs, interventions, and stakeholders. Kuala Lumpur: UNICEF Malaysia, 1-96.
- Malaysia, U. N. I. C. E. F. (2017). Childhood disability in Malaysia: A study of knowledge attitude and practices. United Nations Children's Fund.
- Manaf, A. R. A., Othman, S. Z., Isa, M. F. M., Noor, W. S. M. M., & Azizan, N. (2019). Employment Challenges among Persons with Disabilities in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(10), 139–148. <https://doi.org/10.6007/IJARBS/v9-i10/6469>
- Mannan, H., McVeigh, J., Amin, M., MacLachlan, M., Swartz, L., Munthali, A., & Van Rooy, G. (2012). Core concepts of human rights and inclusion of vulnerable groups in the disability and rehabilitation policies of Malawi, Namibia, Sudan, and South Africa. *Journal of Disability Policy Studies*, 23(2), 67-81. <https://doi.org/10.1177/1044207312439103>
- Mara Calvello (2023). How Statistical Analysis Methods That Take Data to the Next Level. <https://www.g2.com/articles/statistical-analysis-methods>
- Mason, C., Weber, J., Atasoy, S., Sabariego, C., & Cieza, A. (2017). Development of indicators for monitoring Community-Based Rehabilitation. *PloS one*, 12(6), e0178418. <https://doi.org/10.1371/journal.pone.0178418>
- Mastam, N. M., & Zaharudin, R. (2024). Work Readiness Skills for Students with Learning Disabilities in Special Education Vocational Schools: A Conceptual Framework. *Jurnal Pendidikan Bitara UPSI*, 17, 1-10.
- Mazzotti, V. L., Morningstar, M. E., Lombardi, A., Kwiatak, S., Taconet, A., Buddeke, K., ... & Harris, R. (2024). Policy and practice considerations to support college and career readiness for youth with disabilities: A systematic mixed studies review. *Journal of Disability Policy Studies*, 34(4), 278-289. <https://doi.org/10.1177/10442073221130528>
- McDonnall, M. C., & McKnight, Z. S. (2021). The association between presenting visual impairment, health, and employment status. *Journal of Visual Impairment & Blindness*, 115(3), 204-214. <https://doi.org/10.1177/0145482X211016570>

- McDougall, J., Wright, V., Schmidt, J., Miller, L., & Lowry, K. (2011). Applying the ICF framework to study changes in quality-of-life for youth with chronic conditions. *Developmental Neurorehabilitation*, 14(1), 41-53. <https://doi.org/10.3109/17518423.2010.521795>
- McGrew, J. H., & Evans, D. M. (2004). Employment outcomes for persons with severe mental illness: A critical review of the literature. *Journal of Vocational Rehabilitation*, 21(3), 123–131.
- McGuirk, L. A. (2016). Parent and teacher perceptions of employment readiness of students with intellectual disabilities (Doctoral dissertation, Duquesne University).
- McLennan, V., & Ludvik, D. (2021). Early vocational rehabilitation after serious injury or illness: A systematic review. *Rehabilitation Counseling Bulletin*, 64(4), 235-243. <https://doi.org/10.1177/0034355220962218>
- McLeod, J., & Davis, C. G. (2023). Community peer support among individuals living with spinal cord injury. *Journal of health psychology*, 28(10), 943-955. <https://doi.org/10.1177/13591053231159483>
- Migliore, A., Mank, D., Grossi, T., & Rogan, P. (2012). Integrated employment or sheltered workshops: Preferences of adults with intellectual disabilities, their families, and staff. *Journal of Vocational Rehabilitation*, 37(3), 183–195.
- Milanović, D. B. Z., Vidojković, S. M., Japundža, M. M. M., & Đurić, Z. A. A. (2021). Employment readiness in adults with intellectual disabilities. *Specijalna edukacija i rehabilitacija*, 20(1), 35-49.
- Miller, M. J., Cook, P. F., Magnusson, D. M., Morris, M. A., Blatchford, P. J., Schenkman, M. L., & Christiansen, C. L. (2021). Self-efficacy and social support are associated with disability for ambulatory prosthesis users after lower-limb amputation. *PM&R*, 13(5), 453-460. <https://doi.org/10.1002/pmrj.12464>
- Ministry of Economy. Department of Statistics Malaysia (2025, December). Media Statement
- Ministry of Finance Malaysia. (2023, October 13). Budget 2024: RM1.2 billion to protect well-being of PwDs – PM Anwar. <https://www.mof.gov.my/portal/en/news/press-citations/budget-2024-rm1-2-billion-to-protect-well-being-of-pwds-pm-anwar>

- Ministry of Gender, Labour and Social Development. (n.d.). Community-based rehabilitation programme for the disabled (CBR). Government of Uganda.
<https://mglsd.go.ug>
- Ministry of Health Malaysia. (n.d.). Community-Based Rehabilitation (CBR). Retrieved from <http://www.myhealth.gov.my/en/community-based-rehabilitation-cbr/>
- Ministry of the People and Social Development. (2025). National policy on persons with disabilities.
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67–72. https://doi.org/10.4103/aca.ACA_157_18
- Mithout, A. L. (2021). From equal access to employment to equal career opportunities?. Employment practices and work experiences of qualified disabled workers in Japan. *Alter. European Journal of Disability Research*, (15-4), 341-353. <https://doi.org/10.1016/j.alter.2021.07.001>
- Mitra, S., Posarac, A., & Vick, B. (2013). Disability and poverty in developing countries: A multidimensional study. *World Development*, 41, 1-18. <https://doi.org/10.1016/j.worlddev.2012.05.024>
- Mizunoya, S., & Mitra, S. (2013). Is there a disability gap in employment rates in developing countries?. *World Development*, 42, 28-43. <https://doi.org/10.1016/j.worlddev.2012.05.037>
- Mohamed Noor, M. N., binti Madzen, U., & bin Mohd Azzahari, A. M. (2022). A study on impacts of unemployment among person with disabilities during covid-19 pandemic. *International Journal for Studies on Children, Women, Elderly and Disabled*, Vol. 17, (Dec) ISSN 0128-309X 2022.
- Mohamed Radhi, N.A. & Sallehuddin, Q. (14 October 2024). Dewan Rakyat approves Sabah labour law amendment. *The New Straits Times*, <https://www.nst.com.my/news/nation/2024/10/1119704/dewan-rakyat-approves-sabah-labour-law-amendment>
- Mohd Salleh, H., Yip, N. M., Ali, A., Nordin, N., & Afnizul, A. N, (2022). A Literature Review of Community Based Rehabilitation (CBR) Research In Malaysia. *European Proceedings of Multidisciplinary Sciences*. <https://doi.org/10.15405/EPMS.2022.10.38>

- Mohd Suhaimi, N. F. E., & Abdul Rahim, M. Z. (2021, April 15). USM News Portal - PPDk@USM KAMPUS KESIHATAN PENCETUS TRANSFORMASI OKU DI KELANTAN. <https://news.usm.my/index.php/berita-mutakhir/7044-ppdk-usm-kampus-kesihatan-pencetus-transformasi-oku-di-kelantan>
- Momsen, A. H., Stapelfeldt, C. M., Rosbjerg, R., Escorpizo, R., Labriola, M., & Bjerrum, M. (2019). International Classification of Functioning, Disability and Health in vocational rehabilitation: a scoping review of the state of the field. *Journal of Occupational Rehabilitation*, 29(2), 241-273. <https://doi.org/10.1007/s10926-018-9788-4>
- Monahan, J. L., Lombardi, A., Madaus, J., Carlson, S. R., Freeman, J., & Gelbar, N. (2020). A systematic literature review of college and career readiness frameworks for students with disabilities. *Journal of Disability Policy Studies*, 31(3), 131-140. <https://doi.org/10.1177/1044207320906816>
- Morwane, R. E., Dada, S., & Bornman, J. (2021). Barriers to and facilitators of employment of persons with disabilities in low-and middle-income countries: A scoping review. *African Journal of Disability*, 10, 833. <https://doi.org/10.4102/ajod.v10i0.833>
- Msomi, N. L., & Ross, A. J. (2024). Social accountability challenges and recommendations by community service rehabilitation therapists. *South African Family Practice*, 66(1). <https://doi.org/10.4102/safp.v66i1.5936>
- Muhyiddin Yassin. (2020, June 5). Pelan Jana Semula Ekonomi Negara (PENJANA) [Speech]. Prime Minister's Office Malaysia. <https://www.pmo.gov.my/ucapan/?m=p&p=muhyiddin&id=4576>
- Mullin, R. L., Chaudhuri, K. R., Andrews, T. C., Martin, A., Gay, S., & White, C. M. (2018). A study investigating the experience of working for people with Parkinson's and the factors that influence workplace success. *Disability and rehabilitation*, 40(17), 2032-2039. <https://doi.org/10.1080/09638288.2017.1323237>
- Munyombwe, T., Hill, K., Knapp, P., & West, R. (2014). Mixture modelling analysis of one-month disability after stroke: Stroke outcomes study (SOS1). *Quality of Life Research*. <https://doi.org/10.1007/s11136-014-0681-0>
- Muschalla, B., Angerer, P., & Knaevelsrud, C. (2017). Describing Work Ability in Case of Mental Disorders. *VERHALTENSTHERAPIE*, 27(1), 27-34. <https://doi.org/10.1159/000455995>

- Mustafa, Q. M., Muhsain, S. N. F., Azwan, M., Azri, K. I., & Shaharudin, M. I. (2021). The Relationship between Knowledge, Self-Efficacy, and Psychological Distress among Pdk Committees in Penang: A Preliminary Study. *International Journal of Academic Research in Business and Social Sciences* 11(10) <https://doi.org/10.6007/IJARBSS/v11-i10/11501>
- Mustapha, R., & Hussain, M. A. M. (2022). Vocational Education and Training in Malaysia. In *International Handbook on Education in Southeast Asia* (pp. 1-28). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-16-8136-3_15-1
- MyGovernment of Malaysia's Official Gateway. (n.d). Careers and retirement, Information on career facilities for OKU. Retrieved from <https://www.malaysia.gov.my/portal/content/29556>.
- Nagtegaal, R., de Boer, N., van Berkel, R., Derks, B., & Tummers, L. (2023). Why do employers (fail to) hire people with disabilities? A systematic review of capabilities, opportunities, and motivations. *Journal of Occupational Rehabilitation*, 33(2), 329-340. <https://doi.org/10.1007/s10926-022-10076-1>
- Narayanan, K., Edward, S., & Prasanth, K. (2025). Physical Disability and Its Global Impact on Quality of Life, Activities of Daily Living, and Sleep Quality: A Narrative Review. *Cureus*, 17(10). 10.7759/cureus.95594
- Narayanan, S. (2018). A study on challenges faced by disabled people at workplace in Malaysia. In *Proceeding—5th Putrajaya international conference on children, women, elderly and people with disabilities* (pp. 185-197).
- Nashwan, Nashwan & Nashwan, Ayat & Alshami, Abdullah & Nashwan, Abdulqadir & Jelekh, Waleed. (2026). Stigma, Culture, and Educational Context: Factors Influencing the Quality of Life and Inclusion of Students with Developmental Disabilities – Narrative Review. *Journal of Educational and Social Research*. 16. 497. <https://doi.org/10.36941/jesr-2026-0266>.
- Nasir, N., Mohd Salleh, N., & Rohani, M. F. (2022). Understanding employment experiences of Malaysian women with disabilities. *Asian Journal of Women's Studies*, 28(3), 365–382.
- National Institutes of Health. (2005). National Health and Morbidity Survey 2019 Non-communicable diseases, healthcare demand, and health literacy. Ministry of Health Malaysia.

- Negri, L., Spoladore, D., Fossati, M., Arlati, S., Cocchi, M. G., Corbetta, C., ... & Sacco, M. (2023). Proposal for an ICF-based methodology to foster the return to work of persons with disability. *Work*, 74(2), 649-662.
- Nevala, N., Pehkonen, I., Teittinen, A., Vesala, H. T., Pörtfors, P., & Anttila, H. (2019). The effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities: A systematic review. *Journal of occupational rehabilitation*, 29(4), 773-802. <https://doi.org/10.1007/s10926-019-09837-2>
- Ng, S. S., Liu, T. W., Ho, L. Y., Chan, N. H., Wong, T. W., & Tsoh, J. (2022). Assessing the level of perceived social support among community-dwelling stroke survivors using the Multidimensional Scale of Perceived Social Support. *Scientific Reports*, 12(1), 19318. <https://doi.org/10.1038/s41598-022-23840-3>
- Ngoie, L., Dybvik, E., Hallan, G., Gjertsen, J. E., Mkandawire, N., Varela, C., & Young, S. (2021). Prevalence, causes and impact of musculoskeletal impairment in Malawi: A national cluster randomized survey. *PLoS One*, 16(1), e0243536. <https://doi.org/10.1371/journal.pone.0243536>
- Ngui, E. M., Chua, W. Y., & Abdullah, N. (2020). Employer perceptions and hiring practices toward persons with disabilities in Malaysia. *Asia Pacific Journal of Disability Studies*, 7(3), 51–67. <https://doi.org/10.1038/s41598-022-23840-3>
- Nguyen, H., Alexander, J., & Bellon, M. (2025). Exploring the Employment Experiences of People with Physical Disabilities in Vietnam: Towards Inclusive Workplaces. *Disabilities*, 5(1), 10. <https://doi.org/10.3390/disabilities5010010>
- Nota, L., Ferrari, L., & Soresi, S. (2007). Self-efficacy and quality of life of professionals caring for individuals with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 4(2), 129-140. <https://eric.ed.gov/?id=EJ840049>
- Nota, L., Santilli, S., Ginevra, M. C., & Soresi, S. (2014). Employer attitudes towards the work inclusion of people with disability. *Journal of Applied Research in Intellectual Disabilities*, 27(6), 511-520. <https://doi.org/10.1111/jar.12081>
- Nouf-Latif, F., Andersson, K., & Markström, U. (2019). Encouraging real or make-believe citizen-workers?. Narratives of self-realization versus disabling support-to-work contexts by individuals with High Functioning Autism. *Alter. European Journal of Disability Research*, (13-2), 126-140. <https://doi.org/10.1016/j.alter.2019.03.001>

- Nuridin, N., Novalinda, R., & Sari, D. (2021). Social support as a protective factor: Evidence from people with disabilities. *Journal of Disability Studies*, 71(3), 55–67.
- OKU Rights Matter. (n.d). *Employment Access for Persons with Disability, Access to Employment. Inclusive and Accessibility.*
<https://okurightsmatter.com/accesstoemployment/#:~:text=inaccessible%20to%20lets%20and%20work%20stations>
- Omar, M. K., et al. (2020). Employment challenges among persons with disabilities in Malaysia. *Journal of Asian Public Policy*, 13(2), 199–215.
- Omar, M., Li, Y. C., Jamaluddin, F., Rashid, A. M., Saripan, M. I., Puad, M. H. M., ... & Hussain, M. A. M. (2024). Examining Hindrance Factors for Hiring People with Disabilities (PWDs) in Malaysia: Employer’s Perspectives. *International Journal of Research*, 8, 1800-1817.
<https://doi.org/10.47772/IJRISS.2024.8110140>
- Omar, Z., Otaka, Y., & Saitoh, E. (2025). Design and implementation of a community-based rehabilitation curriculum for training multidisciplinary rehabilitation teams to serve people aging with disabilities. *Fujita Medical Journal*, 11(1), 1-10. <https://doi.org/10.20407/fmj.2023-019>
- Onalu, C., & Nwafor, N. (2021). Social supports available to persons with disabilities in Nigeria. *Evolutionary Psychology meets social neuroscience*, 45.
<https://doi.org/10.5772/intechopen.97790>
- Organisation for Economic Co-operation and Development (OECD). (2020). *Disability, work and inclusion: Mainstreaming in all policies and practices.* OECD Publishing.
- Otsuka, T., Tomata, Y., Zhang, S., Tanji, F., Sugawara, Y., & Tsuji, I. (2019). The association between emotional and instrumental social support and risk of suicide death: A population-based cohort study. *Journal of psychiatric research*, 114, 141-146.
- New Straits Times. Over 10,000 PwDs enter Malaysian workforce since 2022. Retrieved from <https://www.nst.com.my/news/nation/2024/06/1068003/over-10000-pwds-enter-malaysian-workforce-2022>.
- Pacha, J. K. (2013). The effects of structured work experience on the work-readiness skills of students with disabilities. *Texas A&M University.*
<https://www.proquest.com/docview/1428151647>

- Pagan, R. (2017). Impact of working time mismatch on job satisfaction: Evidence for German workers with disabilities. *Journal of Happiness Studies*, 18(1), 125-149. <https://doi.org/10.1007/s10902-016-9721-5>
- Panchea, A. M., Todam Nguenpang, N., Kairy, D., & Ferland, F. (2022). Usability Evaluation of the SmartWheeler through Qualitative and Quantitative Studies. *Sensors*, 22(15), 5627.
- Pareek, S., & Kumar, M. (2024). Factors affecting land value of urban voids in western part of India. *Journal of Engineering and Applied Science*, 71(1), 44. <http://10.1186/s44147-024-00360-7>
- Parker Harris S, Renko M, Caldwell K. (2014). Social Entrepreneurship as an employment pathway for people with disabilities: Exploring political–economic and socio-cultural factors. *Disability & Society*.30;29(8):1275–90. <https://doi.org/10.1080/09687599.2014.924904>
- Parliament of Malaysia. (2024, March 7). Parliamentary Debates (Hansard), Dewan Rakyat, Bil. 7
- Patel, P. (2009, October). Introduction to quantitative methods. In Empirical Law Seminar (Vol. 14, pp. 1-14.
- Paul, S., Rafal, M., & Houtenville, A. (2020). Annual disability statistics compendium: 2020. Durham, NH: University of New Hampshire, *Institute on Disability*.
- Peersia, K., Rappa, N. A., & Perry, L. B. (2024). Work readiness: definitions and conceptualisations. *Higher Education Research & Development*, 43(8), 1830-1845. <https://doi.org/10.1080/07294360.2024.2366322>
- Person With Disability Statistics, Malaysia, 2024, (2025, December) <https://www.dosm.gov.my/portal-main/release-content/person-with-disability-statistics-malaysia-2024>
- Persons with Disabilities Act 2008. (2018). *Laws of Malaysia: Act 685 (Reprint as at October 2018)*. Commissioner of Law Revision Malaysia. Retrieved from: <https://tcclaw.com.my/wp-content/uploads/2025/08/Persons-with-Disabilities-Act-2008.pdf>
- Peter, C., Müller, R., Cieza, A., & Geyh, S. (2012). Psychological resources in spinal cord injury: A study of self-efficacy and participation. *Rehabilitation Psychology*, 57(3), 206–213. <https://doi.org/10.1037/a0029256>
- Phillips, K. G., Houtenville, A. J., O'Neill, J., & Katz, E. (2019). The effectiveness of employer practices to recruit, hire, and retain employees with disabilities:

- Supervisor perspectives. *Journal of Vocational Rehabilitation*, 51(3), 339-353.
<https://doi.org/10.3233/JVR-191050>
- Pichot, E., & Delarue, R. (2019). International labour organization (ILO). In *Research handbook on the European Union and international organizations* (pp. 101-119). Edward Elgar Publishing.
- Pinilla-Roncancio, M., & Gallardo, M. (2023). Inequality in labour market opportunities for people with disabilities: Evidence for six Latin American countries. *Global Social Policy*, 23(1), 67-91.
- Pitts, J. L. (2024). A Phenomenological Study Exploring the Factors That Contribute to Persistence in Online Doctoral Programs for Students With Learning Disabilities or ADHD. <https://core.ac.uk/download/599432839.pdf>
- Portillo-Navarro, M. J., Lagos-Rodríguez, G., & Meseguer-Santamaría, M. L. (2022). Employability of university graduates with disabilities in Spain. *International Journal of Environmental Research and Public Health*. 2022 Jan 27;19(3):1463.
<https://doi.org/10.3390/ijerph19031463>
- Prikshat, V., Montague, A., Connell, J., & Burgess, J. (2020). Australian graduates' work readiness—deficiencies, causes and potential solutions. *Higher Education, Skills and Work-Based Learning*, 10(2), 369-386.
- Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51(3), 390–395.
- Rafferty, M. R., Achler, S., Su, H., Kocherginsky, M., Bega, D., Heinemann, A. W., & Johnson, K. (2023). Financial hardship is associated with employment challenges and reduced quality of life in early parkinson's disease. *Clinical Parkinsonism & Related Disorders*. 2023;9:100225.
<https://doi.org/10.1016/j.prdoa.2023.100225>
- Rahim, N. H. & Osman, L. H. (2024) Enhancing the workforce participation of person with disabilities in Malaysia through social entrepreneurship using focus group discussions: A case study on contributing factors and startegic interventions. *Journal of Southwest Jiaotong University*, 59(3). 10.35741/issn.0258-2724.59.3.32. <https://jsju.org/index.php/journal/article/view/2017>
- Rahim, N.B., Arshad, R., & Yaacob, Z. (2024). Improving The Well-Being Outcomes Via Decent Work And Job Engagement: A Findings From Persons With

- Disabilities (Pwds) In Malaysia. *Jurnal Pengurusan*, 71, <https://doi.org/10.17576/pengurusan-2024-71-3>
- Ramachandra, S. S., Murthy, G. S., Shamanna, B. R., Allagh, K. P., Pant, H. B., & John, N. (2017). Factors influencing employment and employability for persons with disability: Insights from a City in South India. *Indian journal of occupational and environmental medicine*, 21(1), 36-41.
- Rashid, M., Thompson-Hodgetts, S., & Nicholas, D. (2018). Building employers' capacity to support vocational opportunities for adults with developmental disabilities: A synthesis review of grey literature. *Journal on Developmental Disabilities*, 23(3), 31-45. <https://doi.org/10.1007/s40489-017-0105-5>
- Raza, M. M., & Begum, S. (2022). Evolution of community based rehabilitation in India: A review. *Jamia Journal of Education*, 8(1-2), 146-153. https://www.researchgate.net/publication/390271361_Evolution_of_Community_Based_Rehabilitation_in_India_A_Review
- Razali, N. M., & Wah, Y. B. (2011). Power comparisons of Shapiro–Wilk, Kolmogorov–Smirnov, Lilliefors, and Anderson–Darling tests. *Journal of Statistical Modeling and Analytics*, 2(1), 21–33.
- Ridzuan, F., & Zainon, W. M. N. W. (2019). A review on data cleansing methods for big data. *Procedia Computer Science*, 161, 731-738.
- Roberts, M. M., Murphy, A., Dolce, J., Spagnolo, A., Gill, K., Lu, W., & Librera, L. (2010). A study of the impact of social support development on job acquisition and retention among people with psychiatric disabilities. *Journal of Vocational Rehabilitation*, 33(3), 203-207. *Journal of Vocational Rehabilitation* 33 (2010) 203–207. <https://doi.org/10.3233/JVR-2010-0528>
- Rollnick, S., & Miller, W. R. (1995). What is motivational interviewing? *Behavioural and Cognitive Psychotherapy*, 23(4), 325–334.
- Rooney-Kron, M., & Dymond, S. K. (2022). Participation of students with intellectual disability in community-based work experiences: A scoping review. *Research and Practice for Persons with Severe Disabilities*, 47(2), 90-110. <https://doi.org/10.1177/15407969221093378>
- Rosengard, A., Laing, I., Ridley, J., & Hunter, S. (2007). A literature review on multiple and complex needs. *Scottish Executive Social Research*. https://www.researchgate.net/publication/242483070_A_Literature_Review_on_Multiple_and_Complex_Needs

- Rostila, M. (2011). The facets of social capital. *Journal for the theory of social behaviour*, 41(3), 308-326. <https://doi.org/10.1111/j.1468-5914.2010.00454.xD>
- Rothwell, A., Herbert, I., & Rothwell, F. (2008). Self-perceived employability: Construction and initial validation of a scale for university students. *Journal of Vocational Behavior*, 75(2), 152–161. <https://doi.org/10.1016/j.jvb.2007.12.001>
- Rothwell, A., Jewell, S., & Hardie, M. (2009). Self-perceived employability: Investigating the responses of post-graduate students. *Journal of vocational behavior*, 75(2), 152-161. <https://doi.org/10.1016/j.jvb.2009.05.002>
- Rumrill, P. D., Roessler, R. T., & Fitzgerald, S. M. (2015). Vocational rehabilitation and employment outcomes for people with disabilities: Self-efficacy as a predictor. *Journal of Vocational Rehabilitation*, 42(3), 201–213.
- Sagun, K. S., & Aguila, M. E. R. (2025). A Call for Re-visioning Participation: Realist Review of Participation in Community-based Rehabilitation for the Inclusion of Children with Disabilities in Low-Income and Low-Middle-Income Countries. *Acta Medica Philippina*, 59(14), 106. <https://doi.org/10.47895/amp.v59i14.9559>
- Saks, A. M., & Ashforth, B. E. (1999). Effects of individual differences and job search behaviors on the employment status of recent university graduates. *Journal of Vocational Behavior*, 54(2), 335–349. <https://doi.org/10.1006/jvbe.1998.1665>
- Saks, A. M., Zikic, J., & Koen, J. (2015). Job search self-efficacy: Reconceptualizing the construct and its measurement. *Journal of Vocational Behavior*, 86, 104-114. <https://doi.org/10.1016/j.jvb.2014.11.007>
- Saltychev, M., Mattie, R., & Starobina, E. (2018). Factors associated with willingness to work among unemployed persons with a disability in a large urban area: A short communication. *Work*. 2018 Sept 18;60(4):597–601. <https://doi.org/10.3233/wor-182767>
- Salvador-Carulla, L., Bertelli, M. O., & Martínez-Leal, R. (2018). The road to 11th edition of the International Classification of Diseases. *Current Opinion in Psychiatry*. <https://doi.org/10.1097/ycp.0000000000000396>
- Sanz-Martínez, P., & Camacho, B. M. (2026). From classroom to career: Self-efficacy and employment success of graduates with disabilities. *The International Journal of Higher Education Research*, 1-20. <https://doi.org/10.1007/s10734-025-01614-w>

- Sanz-Martínez, P., & Morgado Camacho, B. (2025). Factors Linked to Successful Employment for University Graduates with Disability: A Systematic Review. *International Journal of Disability, Development and Education*, 1-18. <https://doi.org/10.1080/1034912X.2025.2528211>
- Sarafino, E. P., & Smith, T. W. (2011). Health psychology: Biopsychosocial interactions (7th ed.). Wiley.
- Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: The Social Support Questionnaire. *Journal of Personality and Social Psychology*, 44(1), 127–139. <https://doi.org/10.1037/0022-3514.44.1.127>
- Schiffmann, B., Finger, M. E., Karcz, K., Staubli, S., & Trezzini, B. (2022). Factors related to sustainable employment of people with acquired brain injury or spinal cord injury: the employer's perspective. *Frontiers in rehabilitation sciences*, 3, 876389. <https://doi.org/10.3389/fresc.2022.876389>
- Schunk, D. H., & DiBenedetto, M. K. (2016). Self-efficacy theory in education. In *Handbook of motivation at school* (pp. 34-54). Routledge.
- Schunk, D. H., & DiBenedetto, M. K. (2021). Self-Regulation, self-efficacy, and learning disabilities. *Learning disabilities-neurobiology, assessment, clinical features and treatments*. <https://doi.org/10.5772/intechopen.99570>
- Schur, L., Kruse, D., & Blanck, P. (2013). *People with disabilities: Sidelined or mainstreamed?*. Cambridge University Press. https://assets.cambridge.org/97811070/00476/frontmatter/9781107000476_frontmatter.pdf
- Schwab, S. M., Spencer, C., Carver, N. S., Andrade, V., Dugan, S., Greve, K., & Silva, P. L. (2022). Personal factors understood through the Ecological-Enactive Model of Disability and implications for rehabilitation research. *Frontiers in Rehabilitation Sciences*, 3, 954061.
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman, S. Wright, & M. Johnston (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35–37), 82-003. https://www.researchgate.net/publication/304930542_Generalized_Self-Efficacy_Scale
- Sebs, S., et al. (2024). Structural barriers and employment participation among people with disabilities. *International Journal of Disability Research*.

- Sengers, J. H., Abma, F. I., Ståhl, C., & Brouwer, S. (2022). Work capacity assessments and efforts to achieve a job match for claimants in a social security setting: an international inventory. *Disability and Rehabilitation*, 44(10), 1898-1907.
- Sesanti, Y. T., Tuwoso, T., Atmoko, A., & Nurjanah, N. (2025). The influence of career planning, self-confidence, and internship experience on work values that have an impact on the work readiness of SMK Students in the Tulungagung region. *Edelweiss Applied Science and Technology*, 9(6), 2609-2620. <https://doi.org/10.55214/25768484.v9i6.8456>
- Shahidi, F. V., Jetha, A., Kristman, V., Smith, P. M., & Gignac, M. A. (2023). The Employment Quality of Persons with Disabilities: Findings from a National Survey. *Journal of Occupational Rehabilitation*, 1-11.
- Shamsabadipour, A. (2025). Disability models: Societal impacts and policy implications. In *The Palgrave encyclopedia of disability* (pp. 1-10). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-40858-8_409-1
- Sharma, U., Jitoko, F., Macanawai, S. S., & Forlin, C. (2018). How Do we Measure Implementation of Inclusive Education in the Pacific Islands? A Process for Developing and Validating Disability-Inclusive Indicators. *International Journal of Disability, Development and Education*. <https://doi.org/10.1080/1034912x.2018.1430751>
- Sherbourne, C. D., & Stewart, A. L. (1991). The MOS social support survey. *Social Science & Medicine*, 32(6), 705–714. [https://doi.org/10.1016/0277-9536\(91\)90150-B](https://doi.org/10.1016/0277-9536(91)90150-B)
- Showkat, N., & Parveen, H. (2017). Non-probability and probability sampling. Media and Communications Study, 1-9. *Open Journal of Business Management* vol.9.
- Shufian, N. B., Voon, B. H., Abdullah, J., Chung, E., & Teo, A. K. (2025). Evaluating parents' satisfaction and behavioural intentions towards community-based rehabilitation service. *Asian Journal of Business Research Volume*, 15(3). <https://doi.org/10.55057/ijbtm.2025.7.2.18>
- Šiška, J., & Beadle-Brown, J. (2020). Report on the transition from institutional care to community-based services in 27 EU member states. *European Expert Group on Transition from Institutional to Community-Based Care*. <https://www.inclusion-europe.eu/wp-content/uploads/2020/01/eeg-di-report-2020-1.pdf>

- Skempes, D., & Bickenbach, J. (2015). Developing human rights based indicators to support country monitoring of rehabilitation services and programmes for people with disabilities: a study protocol. *BMC international health and human rights*, 15(1), 25. <https://doi.org/10.1186/s12914-015-0063-x>
- Song, W., Mansor, N. S., Shari, N. I., Azman, N., Zhang, R., & Leong Bin Abdullah, M. F. I. (2023). Validation of the Malay version of the Multidimensional Scale of Perceived Social Support (MSPSS-M) among patients with cancer in Malaysia. *Plos one*, 18(11), e0293698. <https://doi.org/10.1371/journal.pone.0293698>
- Sorani-Villanueva, S., McMahon, S. D., Crouch, R., & Keys, C. B. (2014). School problems and solutions for students with disabilities: A qualitative examination. *Journal of prevention & intervention in the community*, 42(1), 58-71. <https://doi.org/10.1080/10852352.2014.855060>
- Stergiou-Kita M., Rappolt, S., Kirsh B. & Lynn S. (2009). Evaluating job readiness following acquired brain injury: *Building a shared understanding*. <https://doi.org/10.1177/000841740907600406>
- Stojic, S., Boehl, G., Rubinelli, S., Brach, M., Jakob, R., Kostanjsek, N., ... & Glisic, M. (2025). Two decades of the International Classification of Functioning, Disability and Health (ICF) in health research: a bibliometric analysis. *Disability and Rehabilitation: Assistive Technology*, 20(2), 444-451. <https://doi.org/10.1080/17483107.2024.2385051>
- Strauser, D. R. (2021). Career development, employment, and disability in rehabilitation: From theory to practice. Springer Publishing Company.
- Strauser, D., Zanskas, S., & Lustig, D. (2011). Career readiness and individuals with disabilities. *Rehabilitation Research, Policy & Education*, 25(4). <https://eric.ed.gov/?id=EJ987048>
- Strong, S., Rigby, P., Stewart, D., Law, M., Letts, L., & Cooper, B. (1999). Application of the person–environment–occupation model: A practical tool. *Canadian Journal of Occupational Therapy*, 66(3), 122–133. <https://doi.org/10.1177/000841749906600304>
- Sukamolson, S. (2007). Fundamentals of quantitative research. Language Institute Chulalongkorn University, 1-20. Volt, W. (1999). Dictionary of statistics and methodology: A nontechnical guide for the social sciences (2nd ed.). Thousand Oaks, CA: SAGE Publication.

- Suleiman, A. (2018). Pembinaan dan penilaian modul pengajaran program pemulihan dalam komuniti bagi aktiviti asas menggambar untuk pelatih autisme [Doctoral dissertation, Universiti Pendidikan Sultan Idris]. https://ir.upsi.edu.my/sw_inc/doc.php?did=5317&id=11955084&t=p
- Sumari, M., Baharudin, D. F., Khalid, N. M., Ibrahim, N. H., & Ahmed Tharbe, I. H. (2020). Family functioning in a collectivist culture of Malaysia: A qualitative study. *The Family Journal*, 28(4), 396-402. <https://doi.org/10.1177/1066480719844334>
- Suruhanjaya Hak Asasi Manusia Malaysia. (2024). Education for all: realizing the right to education for refugee and stateless children in Malaysia. https://suhakam.org.my/wp-content/uploads/2024/02/PolicyBrief-RTD-on-Education-for-Refugee-and-Stateless-Children_Final.pdf
- Susanto, Fredy & Syarifah, Ina & Elmira, Bias. (2024). The effect of social support on self-efficacy in job search to improve career adaptability. *Jurnal Multidisiplin Madani*, 4(10). 1538-1545. <https://doi.org/10.55927/mudima.v4i10.11735>
- Ta, T. L., & Leng, K. S. (2013). Challenges faced by Malaysians with disabilities in the world of employment. *Disability, CBR & Inclusive Development*, 24(1), 6–21. <https://doi.org/10.5463/dcid.v24i1.142>
- Taher, M., Azizi, N., Rohani, M., Koukamari, P. H., Rashidi, F., Araban, M., ... & Karimy, M. (2025). Exploring the role of perceived social support, and spiritual well-being in predicting the family caregiving burden among the parents of disabled children. *BMC Public Health*, 25(1), 567. <https://doi.org/10.1186/s12889-025-21654-2>
- Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. How to Choose a Sampling Technique for Research article (April 10, 2016). *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3205035>
- Tansey, T. N., Iwanaga, K., Bezyak, J., & Ditchman, N. (2017). Testing an integrated self-determined work motivation model for people with disabilities: A path analysis. *Rehabilitation psychology*, 62(4), 534. <https://doi.org/10.1037/rep0000141>
- Tay, E. L., & Wong, C. P. (2018). A cross-sectional survey of rehabilitation service provision for children with brain injury in Selangor, Malaysia. *Disability, CBR & Inclusive Development*, 29(2), 45-58. <https://doi.org/10.5463/dcid.v29i2.750>

- Taylor, A., Allison, A., & Corwin, A. (2025). The Intersection of Developmental and Acquired Disabilities, Mental Health, and Employment: A Review for Rehabilitation Professionals. *The Rehabilitation Professional*, 31(3). <https://doi.org/10.70385/001c.147048>
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22(1), 63–81. [https://doi.org/10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)
- Taylor, S. E. (2003). *Health psychology* (5th ed.). McGraw-Hill.
- Taylor, S. E. (2011). Social support: A review. *The Oxford handbook of health psychology*, 1, 189-214.
- Tentama, F., & Riskiyana, R. (2020). The role of social support and self-regulation on work readiness among vocational high school students. *International Journal of Evaluation and Research in Education*, 9(2), 303–310. <https://doi.org/10.11591/ijere.v9i4.20578>
- The Malaysian Reserve. (2024, January). The Malaysian Reserve. <https://themalaysianreserve.com>
- The Sun Webdesk. 1 2025 July. Perak Introduces special module to help PWDs gain employment. The Sun. <https://thesun.my/news/malaysia-news/perak-introduces-special-module-to-help-pwds-gain-employment-exco-fo14384414/>
- The United Nations Department of Economic and Social Affairs (UN DESA).(2009).Vision for an Inclusive Society
- The University of Kelaniya (2019). <https://ss.kln.ac.lk/depts/econ/media/attachments/2019/08/19/non-probability-sampling-english-2019.pdf>
- Thomas, M. K. K. (2013). Predicting Students' Confidence: How Teacher Feedback And Other Sources Influence Self-Efficacy In Mathematics Classrooms. <https://core.ac.uk/download/232561734.pdf>
- Tihic, M., Hadzic, M., & McKelvie, A. (2021). Social support and its effects on self-efficacy among entrepreneurs with disabilities. *Journal of Business Venturing Insights*, 16, e00279. <https://doi.org/10.1016/j.jbvi.2021.e00279>
- Tofani, M., Esposito, G., Berardi, A., Galeoto, G., Iorio, S., & Marceca, M. (2021). Community-based rehabilitation indicators: validation and preliminary evidence for disability in Italy. *International journal of environmental research and public health*, 18(21), 11256. <https://doi.org/10.3390/ijerph182111256>

- Treger, I., Kosto, A., Vadas, D., Friedman, A., Lutsky, L., & Kalichman, L. (2024). Crafting the future of community-based medical rehabilitation: exploring optimal models for non-inpatient rehabilitation services through a narrative review. *International Journal of Environmental Research and Public Health*, 21(10), 1332. <https://doi.org/10.3390/ijerph21101332>
- Tsang, S., Royse, C. F., & Terkawi, A. S. (2017). Guidelines for developing, translating, and validating a questionnaire in perioperative and pain medicine. *Saudi Journal of Anaesthesia*, 11(5), S80–S89. https://doi.org/10.4103/sja.SJA_203_17
- Tsuda, A., Manalo, E., Miyai, I., & Noda, T. (2024). Efficient integration of personal factors into the International Classification of Functioning, Disability, and Health (ICF): The importance of emotional and motivational aspects in goal pursuit. *Frontiers in Rehabilitation Sciences*, 5, 1450157. <https://doi.org/10.3389/fresc.2024.1450157>
- Tsyrenov, V. T., Erdyneeva, K. G., Tudupova, T. T., Boronoyev, P. G., & Popova, N. N. (2017). Readiness of educational activity subjects for results-oriented cooperation in the inclusive educational practice of higher school. *Journal of Social Studies Education Research*, 8(3), 93-113. <https://files.eric.ed.gov/fulltext/EJ1162287.pdf>
- Turtiainen, T., Rosenberg, L., & Jansson, I. (2025). Occupational therapy practices among unemployed people in Finland. *Scandinavian Journal of Occupational Therapy*, 32(1), 2585856. <https://doi.org/10.1080/11038128.2025.2585856>
- Tyerman, A., & Tyerman, R. (2009). The work personality profile. *Occupational Medicine*, 59(5), 361-362. <https://doi.org/10.1093/occmed/kqp044>
- Umunnah, J., Adegoke, B., Uchenwoke, C., Igwesi-Chidobe, C., & Alom, G. (2023). Impact of community-based rehabilitation on quality of life and self-esteem of persons with physical disabilities and their family members. *Global Health Journal*, 7(2), 87-93. <https://doi.org/10.1016/j.glohj.2023.04.001>
- UNICEF Malaysia. (2023). Childhood Disability in Malaysia: Policies, Programmes, Interventions and Stakeholders [PDF]. Retrieved from <https://www.unicef.org/malaysia/media/281/file/Childhood%20Disability%20in%20Malaysia.pdf>
- Unit Perancangan Ekonomi. (2006). Rancangan Malaysia Kesembilan 2006-2010.

- United Nations – DESA/OHCHR/IPU (2007) (www.ohchr.org/Documents/Publications/training14en.pdf, accessed 30 May 2024).
- United Nations (2018). *Realization of the Sustainable Development Goals by, for and with persons with disabilities (UN Flagship Report on Disability and Development)*.
- United Nations Development Programme (UNDP) (2024). Disability inclusion in Malaysia: Labour force participation and challenges. New York: UNDP.
- United Nations. (n.d.). *Article 27 – Work and employment. Convention on the Rights of Persons with Disabilities*. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-27-work-and-employment.html>
- Utami Dewi, N. H. M. H., Harsono, D., Mohamed Ali, A. J., & Fitriana, K. N. (2020). Employment governance for people with disabilities: Comparative study between Indonesia and Malaysia. *In International Conference on Educational Research and Innovation (ICERI 2019)*. <https://doi.org/10.2991/assehr.k.200204.043>
- Van der Hiele, K., van Gorp, D. A., Heerings, M. A., van Lieshout, I., Jongen, P. J., Reneman, M. F., van der klinik, J. J. L., Vosman, F., Middelkoop, H. A. M., & Visser, L. H. (2015). The MS@ Work study: a 3-year prospective observational study on factors involved with work participation in patients with relapsing-remitting Multiple Sclerosis. *BMC neurology*, 15(1), 134. <https://doi.org/10.1186/s12883-015-0375-4>
- Van der Hiele, K., van Gorp, D., Ruimschotel, R., Kamminga, N., Visser, L., & Middelkoop, H. (2015). Work Participation and Executive Abilities in Patients with Relapsing-Remitting Multiple Sclerosis. *PloS one*, 10(6), e0129228. <https://doi.org/10.1371/journal.pone.0129228>
- Van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational research review*, 6(2), 95-108.
- Velvin, G., Bathen, T., Rand-Hendriksen, S., & Geirdal, A. Ø. (2015). Work participation in adults with Marfan syndrome: demographic characteristics, MFS related health symptoms, chronic pain, and fatigue. *American Journal of Medical Genetics Part A*, 167(12), 3082-3090. <https://doi.org/10.1002/ajmg.a.37370>

- Verdonschot, M. M., de Witte, L. P., Reichrath, E., Buntinx, W. H., & Curfs, L. M. (2009). Community participation of people with an intellectual disability: A review of empirical findings. *Journal of Intellectual Disability Research*, 53(4), 303–318. <https://doi.org/10.1111/j.1365-2788.2008.01144.x>
- Vokes, S., Barry, E. N., Wilson, C., Pulla, V., & Shacter, J. (2019). Gaining Insight into Youth Programming and the Inclusivity of Girls. *Critical Social Work*. <https://doi.org/10.22329/csw.v20i1.5962>
- Voon, B. H., Jee, T. W., Shufian, N. B., & Teo, A. K. (2023). Community-based rehabilitation service excellence for sustainability. *Environment-Behaviour Proceedings Journal*, 8(SI15), 191-196. <https://doi.org/10.21834/e-bpj.v8iSI15.5078>
- Wahab, H. A., Sidek, S., & Mohd Faizal Lim, S. M. (2025). assessing health service accessibility for community-based rehabilitation (CBR) trainees in Malaysia: implications for inclusive healthcare. *Social Work in Public Health*, 40(3), 133-147. <https://doi.org/10.1080/19371918.2025.2449971>
- Walker, A. & Campbell, K. (2013). Work readiness of graduate nurses and the impact on job satisfaction, work engagement and intention to remain. *Nurse Education Today*. Volume 33, Issue 12, pp. 1490-1495. <https://doi.org/10.1016/j.nedt.2013.05.008>
- Wang, W., Kang, S. W., & Choi, S. B. (2021). Effects of employee well-being and self-efficacy on the relationship between coaching leadership and knowledge sharing intention: a study of UK and US employees. *International journal of environmental research and public health*, 18(20), 10638. <https://doi.org/10.3390/ijerph182010638>
- Wang, X., & Cheng, Z. (2020). Cross-sectional studies: Strengths, weaknesses, and recommendations. *Chest*, 158(1S), S65–S71. <https://doi.org/10.1016/j.chest.2020.03.012>
- Wehman, P., Taylor, J., Brooke, V., Avellone, L., Whittenburg, H., Ham, W., & Carr, S. (2018). Toward competitive employment for persons with intellectual and developmental disabilities: What progress have we made and where do we need to go. *Research and Practice for Persons with Severe Disabilities*, 43(3), 131–144. <https://doi.org/10.1177/1540796918777730>
- Wehmeyer, M. L., Shogren, K. A., et al. (2020). Self-determination and employment readiness in adults with intellectual disabilities. *Journal of Vocational*

<https://doi.org/10.1097/YCO.0000000000000576>

- Wik SE, Tøssebro J. (2014). Motivation for work among non-working disabled people in Norway in a life course perspective. *Alter* 8(1), 40–52. <https://doi.org/10.1016/j.alter.2013.11.002>
- Wolff, A., Regan, S., Pesut, B., et al. (2010). Ready for What? An Exploration of the Meaning of New Graduate Nurses' Readiness for Practice. *International Journal of Nursing Education Scholarship*. <https://doi.org/10.2202/1548-923X.1827>
- Wongpakaran, T., Wongpakaran, N., & Ruktrakul, R. (2011). Reliability and validity of the multidimensional scale of perceived social support (MSPSS): Thai version. *Clinical practice and epidemiology in mental health: CP & EMH*, 7, 161. <https://doi.org/10.2174/1745017901107010161>
- World Health Organization (WHO). (2016). Process of translation and adaptation of instruments. Geneva: WHO. https://www.who.int/substance_abuse/research_tools/translation/en/
- World Health Organization, & International Disability Development Consortium. (2010). Community-based rehabilitation: CBR guidelines.
- World Health Organization. (1989). Community-Based Rehabilitation: CBR Guidelines. Geneva: WHO
- World Health Organization. (2001). International classification of functioning, disability and health (ICF). WHO. <https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health>
- World Health Organization. (2010). Community-based rehabilitation: CBR guidelines. WHO. <https://www.who.int/publications/i/item/9789241548052>
- World Health Organization. (2011). World report on disability. Geneva: WHO. <https://www.who.int/publications/i/item/9789241564182>
- World Health Organization. (2018). Findings from the global burden of disease study 2017. Geneva: World Health Organization.
- World Health Organization. (2022). World Report on Disability 2022. WHO.
- Xiang, D. T. W., & Subramaniam, T. (2025). Challenges in Integrating Visually Impaired Persons into Employment in Malaysia: An Exploratory Analysis. *Institutions and Economies*, 1-26. <https://doi.org/10.22452/IJIE.vol17no4.1>

- Yaakub, F., Kassim, A., & Tumin, M. (2025). Navigating complexity: a systematic review of the challenges in Community-Based Rehabilitation (CBR) implementation. *Journal of Administrative Science*, 22(2), 126-160. <https://doi.org/10.24191/jas.v22i2.8448>
- Yagil, D., Medler-Liraz, H., & Bichachi, R. (2023). Mindfulness and self-efficacy enhance employee performance by reducing stress. *Personality and Individual Differences*, 207, 112150. <https://doi.org/10.1016/j.paid.2023.112150>
- Yasmin, P. N. A., Sinatra, M., Wan-Peng, T., Jayasooria, D. (2025). *Investing in Malaysia's Care Future*. *Good News Resources*. 978-967-19810-2-3. https://www.isis.org.my/wpcontent/uploads/2026/02/20260116_ISIS_Investin ginMalaysiasCareFuture_online.pdf#:~:text=His%20scope%20of%20research%20includes,address%20urban%20problems%20within%20a
- Ye, J. (2021). The Relationship of Academic Self-efficacy, Goal Orientation, and Personal Goal Setting among High School Students. *Frontiers in Educational Research*, 4(11). <https://doi.org/10.25236/FER.2021.041109>.
- Yeap, C. E., Ibrahim, H., Van Dort, S., Ahmad, K., & Yasin, M. S. (2016). CBR Workers' Training Needs for People with Communication Disability. *Disability, CBR & Inclusive Development*, 27(4), 37-54. 10.5463/dcid.v27i4.590
- Yin, M., Shaewitz, D., & Megra, M. (2014) Increasing employment opportunities for people with disabilities through the use of technology. *Journal of Vocational Rehabilitation*, 40(3), pp. 199-204.
- Young, K., & Rooney, D. (2023). Developing soft (employability) skills and work experience opportunities to prepare students with intellectual disability for open employment. *British Journal of Special Education*, 50(4), 427-439. <https://doi.org/10.1111/1467-8578.12484>
- Yusof AM, Ali MM, Salleh AM (2015). Youth workers with disabilities: The views of employers in Malaysia. *Procedia - Social and Behavioral Sciences*, 204. (105–113). <https://doi.org/10.1016/j.sbspro.2015.08.122>
- Zainuddin NNS, 12 September 2025. Penang Institute.Crafting. *Employment for Persons with Learning Disabilities is a Sound Socio-economic Stratagem*. <https://penanginstitute.org/publications/issues/crafting-employment-for-persons-with-learning-disabilities-is-a-sound-socio-economic-stratagem/>

- Zangirolami-Raimundo, J., de Oliveira Echeimberg, J., & Leone, C. (2018). Research methodology topics: Cross-sectional studies. *Journal of Human Growth and Development*, 28(3), 356-360.356. <http://doi.org/10.7322/jhgd.152198>
- Zhu, X., Law, K. S., Sun, C. (T.), & Yang, D. (2018). Thriving of employees with disabilities: The roles of job self-efficacy, inclusion, and team-learning climate. *Journal of Business and Psychology*, 33(2), 233–246. <https://doi.org/10.1002/hrm.21920>
- Zhu, X., Wang, K., Cai, Z., Yang, Y., & Cai, C. (2025). Acceptance of Disability Promotes Proactive Career Behavior Among People With Disabilities. *Journal of Career Development*, 52(4), 521-540. <https://doi.org/10.1177/08948453251351582>
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support (MSPSS). *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2

APPENDICES

APPENDIX 1

Demographic Questionnaires

This information is confidential. None of this information will be shared with others. Please complete the details below. You may fill in the blank or tick the relevant answer (/).

Maklumat ini adalah sulit. Maklumat ini tidak akan dikongsi dengan orang lain. Sila jawab semua soalan yang diberikan. Anda boleh mengisi tempat kosong atau tanda pada jawapan yang bersesuaian (/).

Kod ID		
Age / Umur		
Gender / Jantina	Male / Lelaki	()
	Female / Perempuan	()
Race / Bangsa	Malay / Melayu	()
	Indian / India	()
	Chinese / Cina	()
	Native people / Orang Asli	()
	Other / Lain-lain	()
Marital status / Status perkahwinan	Not Married / Tidak Berkahwin	()
	Divorced / Berceraai	()
	Separated / Berpisah	()
	Widowed / Duda atau Janda	()
	Married/Berkahwin	()
Highest level of education / Pendidikan tertinggi	Not attending School /Tidak pernah bersekolah	()
	Primary School / Sekolah Rendah	()
	High School / Sekolah Menengah	()
	College or Technical School / Kolej atau Sekolah Teknik	()
	College Degree or Postgraduate / Kolej Ijazah muda atau pascasiswazah	()
Years of attending CBR (in months)/ Tahun menghadiri PPDK (dalam bulan)		
What type of transportation do you use (you may tick more than 1 answer) / Jenis kenderaan yang digunakan oleh anda (anda boleh	Motorcycle / Motosikal	()
	Car / Kereta	()
	Bicycle / Basikal	()
	Other/ Lain-lain _____	()
	No transport / Tiada kenderaan	()

tanda lebih dari 1
jawapan).

Type of	Physical/fizikal	(	)
disability (you may	Mental/mental	(	)
tick more than 1	Learning/pembelajaran	(	)
answer) /	Multiple disabilities/pelbagai ketidakupayaan	(	)
Jenis	Hearing/pendengaran	(	)
ketidakupayaan	Visual/penglihatan	(	)
(anda boleh tanda	Speaking/percakapan	(	)
lebih dari 1	Other/lain-lain _____	(	)
jawapan).			

APPENDIX 2

LAM Assessment of Stage of Employment Readiness (LASER) Malay Version

L.A.S.E.R.Assessment Form

Kod:..... Jantina : () Lelaki () Perempuan

Tarikh Penilaian:..... Tarikh Lahir:.....

	Soal selidik ini bertujuan untuk membantu kami memahami keperluan anda. Setiap pernyataan menggambarkan perasaan individu setelah memulakan pekerjaan yang berasaskan perkhidmatan. Untuk setiap pernyataan, sila tandakan mengikut tahap persetujuan anda dan untuk setiap pernyataan, sila buat pilihan berasaskan perasaan anda sekarang. Untuk setiap pilihan, anda seharusnya tidak membuat pilihan berasaskan apa yang telah anda rasai dahulu ataupun apa yang akan anda rasai.	Sangat tidak bersetuju 1	Tidak bersetuju 2	Teragak - agak/ belum memutuskan 3	Setuju 4	Sangat bersetuju 5
1	Saya fikir mungkin saya harus bersedia untuk mencari jenis pekerjaan yang lain.					
2	Saya akan melakukan sesuatu bagi bersedia untuk mencari pekerjaan baru.					
3	Saya fikir lebih berfaedah sekiranya saya berusaha untuk mencari pekerjaan.					
4	Saya tidak faham mengapa perlunya saya di sini memandangkan saya tidak boleh bekerja.					
5	Akhirnya saya melakukan sesuatu dalam mencari pekerjaan					
6	Saya berpendapat bahawa mungkin tibalah masanya saya mencari kerja.					
7	Membazir masa sahaja saya persiapkan diri dalam mencari pekerjaan kerana saya memang tidak boleh bekerja.					
8	Saya berpendapat bekerja adalah tidak bagus namun tiada apa yang boleh saya lakukan tentangnya sekarang.					

9	Saya memang memerlukan pekerjaan dan seharusnya berusaha untuk mencarinya..					
10	Ramai yang mengatakan bahawa saya sepatutnya mencari pekerjaan, namun saya tidak berpendapat sedemikian.					
11	Semua orang boleh mengatakan tentang kemahuan dalam mencari pekerjaan tetapi saya sebenarnya sedang melakukan sesuatu tentangnya.					
12	Perkara ini amat membosankan, tolong jangan ganggu saya.					
13	Saya aktif berusaha dalam mencari pekerjaan.					
14	Sia-sia sahaja saya bersedia untuk mencari pekerjaan kerana saya memang tidak mahu bekerja.					

SCORING SHEET/BORANG PEMARKAHAN

PRA - PERTIMBANGAN	PERTIMBANGAN	BERTINDAK
4	1	2
7	3	5
8	6	11
10	9	13
12		
14		
Jumlah	Jumlah	Jumlah

APPENDIX 3

Perceived Employability Self-Efficacy Scale (PES)

Direction/Arahan: Please rate on the scale provided how you feel about each statement listed below/ Sila masukkan nilai pada skala yang disediakan berhubung persepsi anda terhadap setiap pernyataan berikut.

1. Obtain a job/ Mendapatkan pekerjaan.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

2. Find information about job opportunities/ Mencari maklumat tentang peluang pekerjaan.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

3. Learn new information about a particular job or career/Mempelajari maklumat baharu tentang sesuatu pekerjaan atau kerjaya.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

4. Remove potential barriers to getting a job/ Mengatasi halangan yang berpotensi dalam mendapatkan pekerjaan.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

5. Interview for a job/ Menghadiri temu duga sesuatu pekerjaan.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

6. Get along with co-workers/ Menyesuaikan diri dengan rakan sekerja.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

7. Plan ahead one year for my future/ Membuat perancangan satu tahun kedepan untuk masa depan saya.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

8. Earn enough money to support myself or family/ Berusaha mendapatkan duit yang secukupnya untuk menyara hidup sendiri atau keluarga.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

9. Get along with the supervisor/ Menyesuaikan diri dengan penyelia.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

10. Plan ahead five years for the future/ Membuat perancangan lima tahun kedepan untuk masa depan saya.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

11. Complete a training program if necessary to obtain a job/ Mengikuti program latihan dengan jayanya untuk mendapatkan pekerjaan jika perlu.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

12. Balance a job/career and family demands/ Mengimbangi keperluan pekerjaan atau kerjaya dengan kehendak keluarga.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

13. Find a job or career that fits my needs, abilities and interests/ Mencari pekerjaan atau kerjaya yang menepati keperluan, kemampuan dan kemahuan saya.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

14. Keep a job for at least a year/ Mengekalkan diri dalam sesuatu pekerjaan pada masa paling kurang setahun.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

15. Show up for work every day/ hadir untuk bekerja setiap hari.

Definitely cannot do/ Sudah pasti tidak boleh	Most likely cannot do/ Sangat berkemungkinan tidak boleh	Maybe can do/ Mungkin boleh	Most likely can do/ Sangat berkemungkinan boleh	Definitely can do/ Sudah pasti boleh
1	2	3	4	5

APPENDIX 4

Multidimensional Scale of Perceived Social Support (MSPSS)

SKALA MULTIDIMENSIONAL UNTUK SOKONGAN SOSIAL

(The Malay version of the Multidimensional Scale of Perceived Social Support, MSPSS-M)

1	2	3	4	5	6	7
Tersangat tidak setuju	Sangat tidak setuju	Tidak setuju	Berkecuali	Setuju	Sangat setuju	Tersangat setuju

1.	Ada seseorang yang istimewa bersama saya bila saya dalam keadaan yang memerlukan.	1	2	3	4	5	6	7
2.	Ada seseorang yang istimewa untuk saya berkongsi kegembiraan dan kesedihan.	1	2	3	4	5	6	7
3.	Keluarga saya cuba sedaya-upaya untuk menolong saya.	1	2	3	4	5	6	7
4.	Saya mendapat pertolongan dan sokongan emosi yang saya perlukan daripada keluarga.	1	2	3	4	5	6	7
5.	Saya mempunyai seseorang yang istimewa yang benar-benar membuat saya selesa.	1	2	3	4	5	6	7
6.	Kawan-kawan saya cuba sedaya-upaya untuk menolong saya.	1	2	3	4	5	6	7
7.	Saya boleh berharap kepada kawan-kawan saya apabila sesuatu hal yang tidak baik berlaku.	1	2	3	4	5	6	7
8.	Saya boleh bercerita tentang masalah saya dengan keluarga.	1	2	3	4	5	6	7
9.	Saya mempunyai kawan-kawan yang saya boleh berkongsi kegembiraan dan kesedihan.	1	2	3	4	5	6	7
10.	Ada seseorang yang istimewa dalam hidup saya yang mengambil berat tentang perasaan saya.	1	2	3	4	5	6	7
11.	Keluarga saya bersedia untuk menolong saya membuat keputusan.	1	2	3	4	5	6	7
12.	Saya boleh bercerita tentang masalah saya dengan kawan-kawan saya.	1	2	3	4	5	6	7

APPENDIX 5

Participant Information Sheet and Consent Form

REC 4/ 2019/BI Rev. 2 (2020)

Research Ethics Committee
Research Management Centre
Universiti Teknologi MARA
40450 SHAH ALAM
Tel: 03 - 5544-8069, Fax: 03 - 5544-2096/2767



Participant Information Sheet

Research Title

Factors Influencing Job Readiness among People with Disabilities (PWDs) trained in Community Based Rehabilitation (CBR) in North of Peninsular Malaysia.

Introduction of Research

Work is important for everyone as it brings fulfillment, success, and recognition. However, (PWDs) often face challenges like low education, lack of skills, and hiring discrimination. In Malaysia, the employment rate for PWDs has dropped even though their population is growing, highlighting ongoing issues with inclusive hiring. Only a small percentage of civil servants are PWDs, despite efforts to increase their employment. Job readiness, which is the ability of PWDs to work for pay, requires skills like communication, job knowledge, and punctuality. Improving job readiness helps PWDs achieve financial independence, enhances work productivity, and facilitates career growth. However, research on job readiness for PWDs in CBR is limited. Most studies focus on children in special schools or employer views, rather than the broader challenges PWDs face in regular employment. Therefore, while inclusive hiring practices have improved, job readiness remains essential for creating a diverse and productive workforce that benefits everyone.

Purpose of Research

The purpose of this research is to determine the level of job readiness, employment self-efficacy and social support among adult trainees attending CBR in Perak. In addition, factor influences and predictors for job readiness also will be explored in this study.

Research Procedure

You are required to fill in the following four questionnaires and the time taken to complete these questionnaires is around 40 minutes.

1. Appendix i : Demographic information
2. Appendix ii : The Lam Assessment on Stages of Employment Readiness (LASER)
3. Appendix iii : Multidimensional Scale of Perceived Social Support (MSPSS)
4. Appendix iv : Perceived employability Self-efficiency scale (PES)

Participation in Research

Your participation in this research is entirely voluntary. You may refuse to take part in the study or you may withdraw yourself from participation in the research at any time without penalty.

Benefit of Research

Information obtained from this research will benefit individuals, researchers, institutions, and the community by advancing knowledge and informing appropriate future practices. This study will contribute to society by providing new data and statistics on job readiness, employment self-efficacy, and social support among trainees attending CBR in Perak. Additionally, the study may offer insights into training or interventions needed by other professions to enhance the employment capabilities of this population.

Research Risk

The risk involved in this study is minimal. You will only need to answer questions from several questionnaires, which will require a commitment of your time.

Confidentiality

Your information will be kept confidential by the investigators and will not be made public unless disclosure is required by law.

By signing this consent form, you will authorize the review of records, analysis and use of the data arising from this research.

If you have any question about this research or your rights, please contact *Aisyah binti Muslim Buhari* at [REDACTED] or *Dr Syamsul Anwar bin Sultan Ibrahim* at [REDACTED]

Consent Form¹

To become a participant in the research, you or your legal guardian are required to sign this Consent Form.

I herewith confirm that I have met the requirement of age and am capable of acting on behalf of myself / as² a legal guardian as follows:

1. I understand the nature and scope of the research being undertaken.
2. I have read and understood all the terms and conditions of my participation in the research.
3. All my questions relating to this research and my participation therein have been answered to my satisfaction.
4. I voluntarily agree to take part in this research, to follow the study procedures and to provide all necessary information to the investigators as requested.
5. I may at any time choose to withdraw from this research without giving any reason.
6. I have received a copy of the Participant Information Sheet and Consent Form.
7. Except for damages resulting from negligent or malicious conduct of the researcher(s), I hereby release and discharge UiTM and all participating researchers from all liability associated with, arising out of, or related to my participation. I agree to hold them harmless from any harm or loss that may be incurred by me due to my participation in the research.

Name of Participant/Legally authorized representative (LAR)	Signature
I.C No	Date
Name of Witness ³	Signature
I.C No	Date
Name of Consent Taker	Signature
I.C No	Date

¹ Original signed copy is to be retained by the Principal Investigator.

² Delete whichever is not applicable.

³ A witness is only required for oral consent.

Jawatankuasa Etika Penyelidikan
Pusat Pengurusan Penyelidikan
Universiti Teknologi MARA
40450 SHAH ALAM
Tel: +603-5544-8069, Faks: +603-5544-2096/2767



Borang Maklumat Peserta

Tajuk penyelidikan

Faktor-faktor yang Mempengaruhi Kesiediaan Bekerja dalam Kalangan Orang Kelainan Upaya (OKU) yang dilatih di Pusat Pemulihan Dalam Komuniti (PPDK) di kawasan Utara Semenanjung Malaysia.

Pengenalan penyelidikan

Kerja adalah penting untuk semua orang kerana ia membawa kepuasan, kejayaan dan pengiktirafan. Walau bagaimanapun, OKU sering menghadapi cabaran seperti pendidikan yang rendah, kekurangan kemahiran dan diskriminasi dalam pengambilan sebagai pekerja. Di Malaysia, kadar guna tenaga untuk OKU telah menurun walaupun populasi mereka semakin meningkat, menjadikannya isu berterusan dalam pengambilan pekerja inklusif. Walaupun pelbagai usaha untuk meningkatkan pekerjaan di kalangan OKU telah dilakukan, hanya sebilangan kecil penjawat awam adalah dikategorikan sebagai OKU. Kesiediaan kerja, iaitu keupayaan OKU untuk bekerja bagi mendapatkan gaji, memerlukan kemahiran seperti komunikasi, pengetahuan pekerjaan dan ketepatan masa. Meningkatkan kesiediaan kerja membantu OKU mencapai kebebasan kewangan, meningkatkan produktiviti kerja dan memudahkan pertumbuhan kerjaya. Walau bagaimanapun, penyelidikan mengenai kesiediaan kerja di kalangan OKU di PPDK adalah terhad. Kebanyakan kajian memberi tumpuan kepada kanak-kanak di sekolah khas atau pandangan majikan, dan bukannya cabaran yang lebih luas yang dihadapi oleh OKU dalam pekerjaan. Oleh itu, walaupun amalan pengambilan pekerja yang inklusif telah bertambah baik, kesiediaan kerja kekal penting untuk mewujudkan tenaga kerja yang pelbagai dan produktif yang memberi manfaat kepada semua.

Tujuan penyelidikan

Tujuan penyelidikan ini adalah untuk menentukan tahap kesiediaan kerja, efikasi sendiri pekerjaan dan sokongan sosial dalam kalangan pelatih dewasa yang mengikuti PPDK di Perak. Di samping itu, faktor yang mempengaruhi dan peramal untuk kesiediaan kerja juga akan dikaji dalam kajian ini.

Prosedur penyelidikan

Anda dikehendaki mengisi empat soal selidik berikut dan masa yang diambil untuk melengkapkan soal selidik ini adalah sekitar 40 minit.

1. Lampiran i : Maklumat demografi
2. Lampiran ii : Penilaian Lama pada Peringkat Kesiediaan Pekerjaan (LASER)
3. Lampiran iii : Skala Multidimensi Sokongan Sosial yang Dipersepsikan (MSPSS)
4. Lampiran iv : Skala Keberkesanan Kendiri Bagi Persepsi Kebolehgajian (PES)

 Borang Izin¹

Untuk menyertai penyelidikan ini, anda atau penjaga sah perlu menandatangani Borang Izin ini.

Saya dengan ini mengesahkan bahawa saya telah memenuhi syarat umur dan berupaya bertindak bagi pihak saya sendiri/ sebagai² penjaga yang sah dalam perkara-perkara berikut:

1. Saya memahami ciri-ciri dan skop penyelidikan ini.
2. Saya telah membaca dan memahami semua syarat penyertaan penyelidikan ini.
3. Saya berpuas hati dengan jawapan pada kemusykilan saya tentang penyelidikan ini.
4. Saya secara sukarela bersetuju menyertai penyelidikan ini dan mengikuti segala atur cara dan memberi maklumat yang diperlukan kepada penyelidik seperti yang dikehendaki.
5. Saya boleh menarik diri daripada penyelidikan ini pada bila-bila masa tanpa memberi sebab.
6. Saya telah pun menerima satu salinan Borang Maklumat Peserta dan Borang Izin.
7. Selain daripada kecederaan yang disebabkan oleh kelalaian dan kecuaiannya, saya dengan ini melepaskan dan menggugurkan UiTM dan semua penyelidik dari semua liabiliti berhubung dengan, wujud dari atau berkaitan dengan penyertaan saya. Saya bersetuju untuk menjadikan mereka tidak bertanggungjawab terhadap apa-apa kemudaratan atau kerugian yang mungkin akan saya tanggung disebabkan oleh penyertaan saya.

Nama Peserta/ Wakil Sah yang berkuatkuasa	Tandatangan
No. Kad Pengenalan	Tarikh
Nama Saksi ³	Tandatangan
No. Kad Pengenalan	Tarikh
Nama Penyelidik/Pengambil Izin	Tandatangan
No. Kad Pengenalan	Tarikh

¹ Salinan asal disimpan oleh Penyelidik Utama dan satu salinan diserahkan kepada peserta.

² Potong mana yang tidak berkenaan.

³ Saksi dimestikan bagi izin secara lisan.

APPENDIX 6

Kelulusan Menjalankan Kajian/Penyelidikan di Jabatan Kebajikan Masyarakat



JABATAN KEBAJIKAN MASYARAKAT

Department of Social Welfare
Aras 6, 9-18, No. 55 Persiaran Perdana,
Persint 4,
62100 PUTRAJAYA.

Tel : 603 - 8323 1000
Faks (Fax) : 603 - 8323 2045
Laman Web (Website) : www.jkm.gov.my

JKMM 100/12/5/2 : 2024 / 054
01 Julai 2024

AISYAH BINTI MUSLIM BUHARI
UiTM Cawangan Selangor Kampus Puncak Alam
Bandar Puncak Alam, 42300 Puncak Alam, Selangor
42300 SELANGOR

Tuan/Puan,

KELULUSAN MENJALANKAN KAJIAN/PENYELIDIKAN DI JABATAN KEBAJIKAN MASYARAKAT

Dengan hormatnya saya merujuk kepada perkara di atas.

2. Sukacita dimaklumkan permohonan tuan/puan untuk menjalankan kajian/penyelidikan bertajuk **FACTORS INFLUENCING JOB READINESS AMONG PEOPLE WITH DISABILITIES TRAINED IN COMMUNITY BASED REHABILITATION IN NORTH OF PENINSULAR MALAYSIA** dan tempat kajian/penyelidikan seperti di Lampiran telah **DILULUSKAN**. Tempoh kelulusan bagi melaksanakan kajian /penyelidikan di tempat yang dipilih adalah selama **ENAM (6) bulan** mulai **01 Julai 2024** hingga **01 Januari 2025**.

3. Sehubungan itu, tuan/puan diminta untuk menyerahkan **DUA (2) salinan tesis/laporan/penerbitan** dan berjilid kepada Jabatan setelah kajian tuan/puan selewatnya pada **30 September 2025**. Tuan/puan tidak boleh menggunakan/menerbitkan secara bersendirian atau berkumpulan apa-apa maklumat, artikel, gambar atau ilustrasi lain yang berhubungan selain daripada tujuan kajian/penyelidikan ini melainkan dengan persetujuan bertulis daripada pihak JKM terlebih dahulu.

4. Tuan/puan juga dikehendaki melaporkan diri ke Jabatan Kebajikan Masyarakat Negeri bagi tujuan pemakluman kajian di setiap lokasi yang diluluskan. Sebarang maklumat lanjut, tuan/puan boleh menghubungi Bahagian Perancangan dan Pembangunan, Jabatan Kebajikan Masyarakat di talian 03-8323 1935 atau emel m_kamil@jkm.gov.my.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

"BERKAT BERJASA"

Saya yang menjalankan amanah,

ARFAN BIN SULAIMAN

Bahagian Perancangan dan Pembangunan
b.p. Ketua Pengarah Kebajikan Masyarakat
Malaysia

s.k Ketua Pengarah Kebajikan Masyarakat
Timbalan Ketua Pengarah (Strategik)

Pengarah Negeri

BERKAT BERJASA

APPENDIX 7

Research Ethics Approval by Faculty

www.uitm.edu.my



UNIVERSITI
TEKNOLOGI
MARA

Fakulti
Sains Kesihatan

Our References
Date

:500-FSK (PT. 32/2)
:1446H 5 ربيع الأول
:9th September 2024

Ms. Aisyah binti Muslim Buhari
Centre for Occupational Therapy Studies
Faculty of Health Sciences
UiTM Puncak Alam Campus
42300 Puncak Alam, Selangor

السلام عليكم ورحمة الله وبركاته dan Salam Sejahtera

Dear Ms. Aisyah binti Muslim Buhari,

RESEARCH ETHICS APPROVAL BY FACULTY

Thank you for submitting your research proposal to the Faculty Research Committee (FERC). This application has been forwarded to the Committee to obtain confirmation from the Faculty.

After reviewing your application, the Committee agreed to approve the application on 27th August 2024 entitled "Factors Influencing Job Readiness among People with Disabilities Trained in Community Based Rehabilitation in North of Peninsular Malaysia".

If you require further information, please contact FERC Secretariat email at fskethics@gmail.com

Thank you

أيامها، تقوى، موليا

"MALAYSIA MADANI"

"BERKHIDMAT UNTUK NEGARA"

Regards,

ASSOC. PROFESSOR DR. NAZRI CHE DOM
Chairman (substitute)
Faculty Research Committee

namn

AUTHOR'S PROFILE



Aisyah binti Muslim Buhari born in 1995, in Tanjong Malim, Perak. She earned her Diploma in Occupational Therapy from Kolej Sains Kesihatan Bersekutu in Johor Bahru in 2016. After one year of working placement, she further her study in 2018, she took her education a step further by enrolling in the Bachelor of Occupational Therapy (Hons.) program at Universiti Teknologi Mara (UiTM), where she proudly graduated in 2022. Aisyah then went on to pursue her Master's degree at Universiti Teknologi MARA (UiTM). Her master's research, titled "Predictors of Employment Readiness among Persons with Disabilities Attending Community-Based Rehabilitation in Perak," showcases her dedication to enhancing inclusive rehabilitation practices and boosting beneficial outcomes for individuals with disabilities.

LIST OF PUBLICATION

Muslim Buhari, A., Sultan Ibrahim, S. A., & Mohamed Radhil, N. I. (2025). Exploring factors influencing employment opportunities among people with disabilities: A scoping review. *Malaysian Journal of Medicine and Health Sciences*, 21(Suppl. 7), 253–264