



4th World Congress on Technical and Vocational Education and Training (WoCTVET), 5th–6th
November 2014, Malaysia

Youth Workers with Disabilities: The Views of Employers in Malaysia

Anizam Mohamed Yusof^{a,*}, Manisah Mohd Ali^b, Amla Mohd Salleh^b

¹*Fakulti Pendidikan Teknikal dan Vokasional, Universiti Tun Hussein Onn Malaysia, 86400 Parit Raja,
Batu Pahat, Johor, MALAYSIA*

^{2,3}*Fakulti Pendidikan, Universiti Kebangsaan Malaysia,
43600 Bangi, Selangor, MALAYSIA*

Abstract

One barrier for people with disabilities to obtain employment is negative perceptions of employers. As a result, many disabled people are underemployed. However, a small fraction of employers is willing to hire youth with disabilities. This paper presents the views of employers who hire youth workers with disabilities from vocational secondary schools leavers in Malaysia. Semi structured interviews that lasted for one and a half hours were conducted with three employers from service industries. Keywords or phrases were extracted, clustered, and interpreted into themes. The analyzed data were confirmed with the participants to ensure trustworthiness and reliability. The findings showed that the employers did recognize youth with disabilities as workers. The views of employers against workers were focused on the strengths and weaknesses in terms of personality and employee skills. The strengths of youth workers with disabilities in personality are hardworking, responsible, compliant, honest, and social ability. However, youth workers with disabilities have low self-confident, and are very sensitive, and easily influenced by negative elements. The employers realized that the youth workers with disabilities did master the basic work skills that fulfilled the employers' needs. Nevertheless, they needed monitoring while working and repeated learning process if new training was given to them. The findings reported here were based on a pilot study of a larger research project. This study provided a conceptual framework of the findings. This pioneer study is expected to provide significant contribution in employment implications to youth with disabilities, and to reduce negative perceptions among employers in Malaysia.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Faculty of Technical and Vocational Education, University of Tun Hussein Onn Malaysia.

Keywords: youth with disabilities; employer; vocational

* Corresponding author. Tel.: +6074564172; fax: +6074536585.
E-mail address: aniza@uthm.edu.my

1. Introduction

The promotion of employment of people with disabilities has long been an important policy objective in Malaysia. Besides, since the declaration of the International Year of Disabled Persons in 1980 and the launch of the World Program of Action Concerning Disabled Persons in 1982, the Malaysian government has opened up space for people with disabilities to improve their quality of life by introducing a range of policies and programs based on the propaganda "Welfare Responsibility". The Labor Department in the Peninsular Malaysia also has contributed services to people with disabilities. This department handles the registrations and job placements for people with disabilities in the public and private sectors.

The Malaysian government has shown commitment in increasing employment scale for people with disabilities. One percent of the enrolment quota allocation to people with disabilities in the public service has been gazetted in the Service Circular since 1988. While in the private sector, the employment practices code for the disabled was established in 1990 by the Committee on the Promotion of Employment of Disabled Persons under the Labour Department, Ministry of Human Resources. It is a guideline to government agencies, employers, organizations, employees, trade unions, and organizations of persons with disabilities for registrations and placements work in the private sector (Labour Department of Peninsular Malaysia, 2001).

Besides, the Social Welfare Department under the Ministry of Women, Family, and Community Development also contributes in providing registrations and placements of special needs into the working world. Since 2006, the department has worked with the Japan International Cooperation Agency (JICA) in introducing a job coach to help improve the placement of special needs in the job market. Job coach is the intermediary between an individual with special needs and an employer who seeks to adapt to the environment, the scope of work, and to identify their ability to be able to work comfortably and productively. In addition, the department provides an allowance of RM 300 to disabled workers who earn less than RM 1,200, and RM 2,700.00 launching grant is provided for individuals with disabilities who want to work in the field of enterprise and small business (Department of Social Welfare, 2011). The opportunities provided by the government show a caring attitude and commitment of the government in providing jobs to guarantee a better quality of life for people with disabilities.

Besides that, people with disabilities should be educated in preparation for them to become the workforce. The Malaysian government has made the formal education at least six years at primary level a mandatory for people with disabilities (Lee, Abdullah, & Mey, 2011). This education programme is compulsory for people with disabilities, especially to potential youth with disabilities, as it is the commitment of the government to ensure that they have the opportunity to acquire skills related to academic, computer, social, life, and vocational practises (Mohd. Isa, Salleh, & Mustapha 2009) . This educational programme provides youth with disabilities to become independent and to join the work force.

Additionally, youth with disabilities are not excluded from the populations in preparation for the work force, as the government has been providing technical vocational education and training to them. Studies show that vocational education has helped youth with disabilities in gaining skills and has served as preparation for them to compete in the job market (Krajewski & Callahan, 1998; Mohd Tahir, Mustapha, & Mohd Yassin, 2009; Mustapha, 2004). This is consistent with the objectives and functions of vocational education for the disabled to apply the skills that would give them the opportunity to obtain employment to live independently (Walls & Fuiimer, 1997). Thus, youth with special needs can acquire and develop the skills to overcome life challenges and to be able to change them to be productive individuals.

Moreover, technical vocational education and training curriculum meets the requirements of a more flexible, focused, attractive, and appropriate to the capability and abilities of youth with disabilities in acquiring a skill (Department of Special Education, 2005). Therefore, technical vocational education and training is a basic training to a suitable employment, especially for youth with disabilities. Hence, with technical vocational education and training, youth with disabilities have the opportunity to utilise the skills gained either to get a job or to use the skills to engage in business and entrepreneurship.

Besides, consistent with the purpose of technical vocational education and training, the Ministry of Education has set up three special vocational schools for youth with disabilities. Establishment of schools is intended to help develop their ability in psychomotor, cognitive, ability to work, and life skills. Capabilities are essential to ensure

that youth with disabilities have the skills to successfully manage life (Kingsnorth, Healy & Macarthur, 2007). A successful life to youth with disabilities is being able to expand their efforts in preparing for the working world.

Although there are measures and efforts taken by the government to provide youth with disabilities working skills, the success rate is still low. This is because, youth with disabilities still face underemployment issues (Guenther, Falk, & Arnott, 2008; Nicholson, 2007). In fact, youth with disabilities who have completed their education at the secondary and the higher levels still face unemployment (Guenther, Falk, & Arnott, 2008; Suruhanjaya Hak Asasi Manusia (SUHAKAM), 2006). Though people with disabilities have prepared themselves to enter the work force, they still experience many barriers in obtaining and retaining jobs (Holwerda et al., 2012). One of the main barriers for people with disabilities to get jobs is the negative perceptions and attitudes of the employers (Lee, Abdullah, & Mey, 2011; Singley, 2003). Moreover, the negative perceptions are due to lack of knowledge and understanding of people with disabilities (Ab Halim et al., 2013). This situation has led to discrimination towards people with disabilities indirectly.

Furthermore, negative perceptions of employers and the public against persons with disabilities have an impact on employment opportunities for youth with disabilities. Moreover, youth who are still energetic and very excited to get experience in the real working world experience inferiority if not given the chance. Studies show that individuals with disabilities have the talent and can contribute to work productivity (Haq, 2003). In fact, individuals with disabilities can contribute to national development through tax payments because they can work and be productive as ordinary workers if they are given the opportunity of employment (Lee, Abdullah, & Mey, 2011; Mustapha, 2004). Therefore, community, especially employers, should provide employment opportunities for people with disabilities so that they also can contribute in enhancing the country's economic.

According to Ab Halim et al. (2013), employers are sceptical of the capabilities and the competencies, which they perceive to be very limited. However, this perception is not unfounded, as many youth with disabilities in Malaysia are equipped with the necessary skills for them to work through the technical vocational education and training provided by the government and private sectors. Nevertheless, a small number of employers are willing to hire youth with disabilities.

Therefore, this study was conducted to explore the views of employers who hired youth workers with disabilities. Three research questions were formulated to guide the investigation:

- What drives employers to hire youth workers with disabilities?
- What are the views of employers against youth workers with disabilities?
- What are the employers' suggestions to those who have intention to hire youth with disabilities as workers?

2. Methodology

This case study employed a qualitative method to achieve its research purposes. This method is based on the collection and analysis of non-numerical data, such as interviews and transcripts, to obtain understanding of a particular issue. This approach allowed the researchers to gather rich and in-depth perspectives that could not be gathered through quantitative methods, such as questionnaires survey, particularly, when it comes to understanding the perspective of a participant. Furthermore, interviewing techniques can generate detailed data that leave the participants' views intact and provide a context through which to understand the issue.

A semi structured interview format was designed to elicit information on employers' perspectives on hiring youth with disabilities. This design allowed the researchers to obtain relevant information, and at the same time, encouraged the participants to freely express their opinions. An interview protocol was employed to guide the interview sessions, and subsequent questions were formed based on the participants' responses. With this flexibility, the researchers managed to gather unexpected significant information, as well as answers for predetermined questions.

The study participants consisted of three employers who hired youth with disabilities who were secondary vocational schools leavers. The criteria for the employers in this study helped the researchers acquire youth workers with different kinds of disabilities and service industries. Purposive sampling techniques were employed in selecting

the participants in this study. In order to identify these participants, a snowball approach was used by the researchers, by using information from the employers and the former students.

The participants were interviewed during face-to-face meetings, which were held at their industry areas. Prior arrangements were made with each participant to conduct the interviews during their free time to avoid interruption to their normal schedule. The interview session was conducted by the researcher after obtaining consent from the participants. The interview sessions were conducted in Malay language.

The researcher initiated the interview sessions by explaining the purpose of the study to the participants. The respondents were also informed about the confidentiality of their responses before the researcher proceeded with general questions on the participants' background. This was followed by predetermined questions, which were structured based on the three research questions. The length of the sessions was one and a half hours. All the participants were able to express their views without much prompting. Each interview was transcribed verbatim and was categorized according to the answers to the research questions.

As for validity and reliability, the researchers carried out members checking, by allowing the participants to have a look at the data and their interpretations. This meant that the analysed data were confirmed by the participants for trustworthiness. In addition, the researchers also did peers checking, by requesting reviews and comments from colleagues pertaining to the findings. The review process was carried out from time to time. Members checking and peers examining are strategies to enhance the validity and the reliability in a qualitative research (Merriam, 2003).

Next, each interview was transcribed in verbatim and was categorized according to answers to the research questions. Verbatim and codes in Malay were translated into English. The data were analysed using the typology approach, whereby keywords or phrases were extracted, clustered, and interpreted into themes. The data analysis in this study involved five main steps: 1) developing and coding domains or topic areas, 2) constructing core ideas from the coded data, 3) examining the data for confirmatory, 4) charting the results, and 5) writing a narrative summary. Atlas.ti software version 7.0 was utilised to aid in managing the data.

3. Results

In this study, the researchers used pseudonyms in place of the participants' real names to ensure the respondents' confidentiality and anonymity.

Case 1

Mrs. Liya is the head of human resources at one of the three star hotels in Johor Bahru. She has been also one of the preopening staff and has served more than three years at that hotel. Mrs. Liya is responsible for obtaining staff for the hotel. In a quest to search for new staff, she was informed by her senior sales manager staff about a vocational secondary school that educates youth with disabilities. Mrs. Liya thinks that it is a good idea because she loves to give a chance to people who really want to work. She also understands that youth with disabilities have been given job skills while they are at school. This information has made her more excited to provide employment opportunities to youth with disabilities to help them apply the skills they have learned. Mrs. Liya said,

"... for me they are a human, and they really have the effort. If they are willing to work hard, why not we give them a job here, help us with their skills, and I help them to fill up their pockets."

As a civilian, Mrs. Liya only knows people with disabilities are people with physical or sensory disability only. She claims that people with disabilities are very few. However, she has received some exposure when she went to the vocational secondary school to offer employment opportunities. After that, Mrs. Liya knows better on the different types of disabilities.

Mrs. Liya has heard of a statement that hiring disabled workers would be troublesome for the employer, but she has the opposite experience. Her views on youth workers with disabilities are:

"They are hardworking, honest, obedient to the rules, follow the procedures, punctual, obedient, and follow the law. However, their acceptance towards certain matters is a bit slow, but we can polish that... it is similar to

teaching our child to walk ... a little tiring because we have to keep on repeating, but they would do as told within a long period. Actually they are very smart. Another thing is, they are easily influenced by negative elements... it is one of their weaknesses. Nevertheless, they are very good in mastering basic work skills that meet my needs as an employer.”

Mrs. Liya is also aware that youth workers with disabilities have low self-confidence. Therefore, she always motivates them. She asserts,

“My expectation is not high, but if you tell me you are disabled, I do not agree. As for me, you are just like a normal person, I do not see any deficiency, so throw the disabled title, but be an ordinary person. Thank God, I can see them happy here. They can follow the trends... I see the difference from the beginning when they have started working, and now I can see them going to the gym, following the fitness class, joining the soccer team. It is nice because they can mix with the ordinary people.”

Mrs. Liya’s response to employers who wish to hire youth with disabilities employed is,

“If employers do not have the awareness or knowledge of the disabled, they will always have high expectations. When employers have high expectations, they actually degrade this group of people. However, if the employers are not disclosed and have the knowledge of the weaknesses of the disabled, they will tolerate in the early stages. When you tolerate and motivate them, their self-confidence and work performance would increase. If they do not have exposure about the disabled people, there will be no compromise between the employers and the employees. All employers want their workers to perform in their work to retain quality, so, employers would normally exert pressure indirectly on the youth workers with disabilities, who actually want to work, but lack of guidance or lack of observation. This happens because the employers lack the knowledge, for example, myself, before this, I only know disabled people are those with physical defects, but there are hearing disability, slow learners, and extreme emotions. Hence, employers who lack the exposure or the knowledge about the disabled appearances, characteristics, and the types of disabilities would not tolerate, and the two parties would have poor cooperation.”

Case 2

Mrs. Julia is the head of the housekeeping department at a four star hotel near the airport in Johore. She has worked in the hotel industry for twenty years. Mrs. Julia started from the bottom as a room attendant, and then, gradually promoted to her current position. Previously, Mrs. Julia served at a hotel in Kuala Lumpur, and then, she moved to Johore since three years ago. She has 54 workers under her responsibility.

In contrary from Mrs. Liya, Mrs. Julia did not realize that she has a youth worker with learning disability who has been working for more than a year. Furthermore, the worker never revealed himself as a disabled, especially when he applied for the job.

Mrs. Julia only realized about this matter after she was informed by a vocational school teacher who went to the hotel she worked in. Initially, Julia was surprised because she did not know that the employee is disabled, but she was proud of his action for trying to be a normal person. Her views about youth workers with disabilities are,

“He is diligent and he never said ‘this is not my work’. He did his work well. He is hardworking, never absent, and his attendance is very good. Every time I go to the laundry, he wishes me. He is very humble, he is never rough, and very polite. He is polite to anyone he meets. The way he speaks is very good. He has his responsibilities, and so far, he has never taken any medical certificate throughout one year working here. However, he is a little hot temper, as he easily gets angry. I will leave him alone if he is angry. If he wants to do the job, he would do it. He has mastered the basic knowledge and skills about housekeeping, but needed monitoring at the early stage.”

As for Mrs. Julia, it is not necessary for employers to have exposure about disabled people. Probably, she spoke based on her experienced, as she has been lucky to get a good youth worker with disabilities.

Case 3

Mrs. Lin manages a reflexology massage business since three years ago. She was interested in this business because she wanted to help people with disabilities to get an opportunity in employment. Mrs. Lin has eight

employees with visual impairments and a part time “normal” employee. One of her workers is a youth of vocational secondary school leavers.

When answering the questions about the views on a youth worker with disabilities, Mrs. Lin said pleasingly,

“As for me, he is an employee who has the complete package. He has mastered his work skills. He can manage the store, including serving customers, looking after finances, taking care of the store, and he always looks presentable. He is a favorite among customers because he has specialty in massage skills. In addition, he is very honest. One more thing, he has never had a vacation. Although he always comes late, he has never had a vacation. He is always the last person to leave this shop. He has told me that he cannot come early because he has to handle his family first. Besides, he has been working here for a long time.”

Mrs. Lin stressed the following points to those who wish to hire youth with disabilities,

“Employers need to create mutual understanding and tolerance between the workers and the employer. Employers also have to be prepared mentally, to try to understand them, learn how to control their own anger because they are very sensitive. All these come from the knowledge and the exposure about people with disabilities. Anyway, thanks to God ... I was able to improve them slowly.”

The findings of the semi structured interviews are discussed according to three research questions: (1) the drives of employers had for hiring, (2) employers’ views towards youth workers with disabilities, and (3) suggestions to those who have the intention to employ youth with disabilities.

3.1. *The drives of employers in hiring youth workers with disabilities*

The desire to help and provide employment opportunities had been the drives in hiring youth with disabilities, as expressed by all the employers, except Julia. These findings are similar to the ones obtained from studies conducted by [19] on employers who employed workers with visual impairment.

3.2. *Employers’ views towards youth with disabilities*

The interview findings regarding the views among the employers about youth with disabilities led to two themes: strengths and weaknesses of youth workers with disabilities. Each theme is categorized into two sub-themes: personality and work skills. The strengths of youth workers with disabilities are shown in Table 1.

Table 1. The strengths of youth workers with disabilities

Strengths	
Sub Themes	Sub-sub Themes
Personality	Hardworking
	Responsible
	Obedient
	Honest
	Social ability
Work skills	Master the basic skills

Based on Table 1, all employers have opinion that youth workers with disabilities have the strength on personality. The personality strength of youth workers with disabilities are hardworking, responsible, obedient, honest and have the social ability. The employers also agree that the basic occupation skills of youth workers with disabilities are well-versed. The findings indicated that the employers did recognize youth with disabilities as workers. These findings are supported by Lee, Abdullah, & Mey (2011), Ramlee (2004) & Haq (2003), which state that individuals with special needs have the talent and can contribute to work productivity.

Meanwhile, Table 2 shows the employers' views on the weaknesses of youth workers with disabilities. The weaknesses on personality of youth workers with disabilities are sensitive, low self-confident and easily influenced by negative elements. While a youth worker with disabilities proficient in job skills, but they need to be monitored while they are working. Many repetitions should be given to youth workers with disabilities if new exposure to training or procedures are given.

Table 2. The weaknesses of youth workers with disabilities

Weaknesses	
Sub Themes	Sub-sub Themes
Personality	Sensitive
	Low self-confident
	Easily influenced by negative elements
Work skills	Have to monitor when working
	Training should be repeated

3.3. Suggestions to those who have the intention to employ youth with disabilities

The suggestions to employers who have the intention to employ youth with disabilities are as follows:

3.3.1 Disclosure of youth with disabilities

Employers should have knowledge and exposure regarding youth with disabilities. This disclosure does not just help the employers to know them better, but it can create understanding and cooperation between the two parties to set expectations for quality of work. This is supported by Haq (2003), whereby lack of knowledge and understanding about disabled people may cause the employers and the public to have bad perceptions. The result of bad perceptions is employment opportunities for the disabled people would be scarce.

3.3.2 Consciousness regarding the roles of employers

Employers who hire youth workers with disabilities should have the awareness that they have a role to help them remain in employment. Tolerance is important, as there should be a mutual understanding and cooperation between the two parties. In addition, the employer must provide support, either in physical form or otherwise.

4. Discussion

The views of employment for youth workers with disabilities in Malaysia were revealed through qualitative data. The interviews with the participants produced a number of views regarding the strength and weaknesses on youth worker with disabilities in order to give consciousness to community especially employers to open opportunity offering occupation to youth with disabilities. In addition, the study gathered views regarding the measures that should be taken by employers to enhance the employment rate and subsequently maintain the employment of youth with disabilities in the country (Figure 1).

Findings show that youth with disabilities have strength and weaknesses on their personality while work skills can be the factors that driver them to successful in employment. In Malaysia, youth with disabilities could acquire work skills through the technical vocational education and training system that is managed by the government and the NGOs in the country. Besides that, through these system, youth with disabilities could get an opportunity to develop and strengthen their personality so they can meet the workforce requirements of the industry especially employers.

Interestingly, the participants also mentioned that disclosure of youth with disabilities and consciousness regarding roles of an employer are important to open the employment access and give support to them as a workers. The employers' disclosure of youth with disabilities can eliminate the negative perception and underestimate their abilities. Moreover, the consciousness of employers towards the role will help youth with disabilities to be workers.

Employers should play a role to ensure youth workers with disabilities comfortable, happy and satisfaction with their work. This effort will encourage the positive environment for youth workers with disabilities and indirectly, give space for them to show their good work performance.

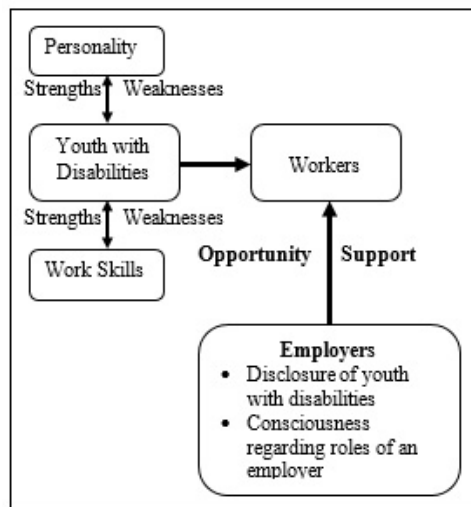


Fig. 1. Conceptual framework of the findings.

5. Conclusion and recommendations

This study provided the true picture of the view of employers against youth workers with disabilities based on their own experiences. It also revealed the strength of the youth workers with disabilities, and they have their own weaknesses as human beings too. This study also stressed on the true information about people with disabilities should reach to the community, public, and the employers.

The findings retrieved from this study have implications on the employment of disabled youth, and generally, for people with disabilities. The employment opportunities provided to youth with disabilities can maximize their potential. The weaknesses of youth with disabilities should not be used as an excuse for not providing jobs, but the employer has to play a role to improve the compatibility between the employer and the disabled workers.

Knowledge and understanding of people with disabilities should be disclosed to the public so that they too can get the right information. Tolerance and willing to accept are the needs to create compatibility between the employer and the workers. If the employers eliminate the negative perceptions, it can increase the employment of people with disabilities and lead to better working relationships and productivity.

In summary, the issue of youth employment with disabilities can be overcome by increasing the knowledge and awareness among employers and the community. They are capable to be good workers, provided that they received support from their employers. Open minded employers who accept that employees have their own strength and weaknesses encourage more job opportunities for more disabled employees. The employer will then continue with kind of attitude to support youth with disabilities in their work. In conclusion, youth with disabilities can be good workers with sufficient support from the employers and the community.

Acknowledgements

This paper was funded by the Centre of Excellence for Technical and Vocational Education (AcTIVE), Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia.

References

- Labour Department of Peninsular Malaysia (2001) Kod Amalan Penggajian Orang Kurang Upaya (OKU) Di Sektor Swasta. Kementerian Sumber Manusia.
- Department of Social Welfare (2011) Perkhidmatan dan Kemudahan kepada OKU <http://www.jkm.gov.my/index.php?option=com>, Last accessed 21 Mei 2014.
- 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), pp. 112-124.
- Mohd. Isa Z., Salleh N., & Mustapha R. (2009) Kurikulum pendidikan vokasional murid bermasalah pembelajaran. *Diges Pendidik*, 9(2), pp. 89-99.
- Krajewski, J. & Callahan, J. (1998) Service-Learning: A Strategy for Vocational Training of Young Adults with Special Needs. *The Journal for Vocational Special Needs Education*, pp. 34-38.
- Mohd Tahir, L., Mustapha, N. Q., & Mohd. Yassin, M. H.. (2009) Pendidikan Teknik Dan Vokasional Untuk Pelajar Berkeperluan Khas *Jurnal Pendidik dan Pendidikan* 24, pp. 73-87.
- Mustapha, R. (2004) IT and Multimedia Literacy in Technical and Vocational Education in Malaysia. *International Journal of Digital Contents* 2(1), pp. 113-115.
- Walls, R. T. & Fuiimer, S. L. (1997) Competitive Employment, Occupations after Vocational Rehabilitations. *Journal of the American Rehabilitation Counseling Bulletin* 41(1).
- Department of Special Education (2005) Sukatan Pelajaran Mata Pelajaran Vokasional Khas. Kementerian Pendidikan Malaysia
- Kingsnorth, S., Healy, H. & Macarthur, C. (2007) Preparing for Adulthood: A Systematic Review of Life Skills Programs for Youth with Physical Disabilities. *Journal of Adolescent Health* 41(4), pp. 323-332.
- Guenther, J., Falk, I. & Arnott, A. (2008) *The Role of Vocational Education and Train in Welfare to Work*. Adelaide: National Centre for Vocational Education Research.
- Nicholson, J. (2007) *The Value of Independence*. St. Louis Commerce Magazine.
- Suruhanjaya Hak Asasi Manusia (SUHAKAM) (2006) *Laporan Mengenai Hak Orang Kurang Upaya*. Kuala Lumpur, Suruhanjaya Hak Asasi Manusia.
- Holwerda, Anja, Klink, Jac J. L. van der, Groothoff, Johan W., & Brouwer, Sandra (2012) Predictors for Work Participation in Individuals with an Autism Spectrum Disorder: A Systematic Review. *Journal of Occupational Rehabilitation*, 22 (3), pp. 333-352.
- Singley, S. G. (2003) *Barriers to Employment among Long-Term Beneficiaries: A Review of Recent International Evidence*. Centre for Social Research and Evaluation.
- Ab Halim F., Bakar, A. R., Hamzah, R. & Mat Rashid, A. (2013) Employability Skills of Technical and Vocational Students with Hearing Impairments: Employers' Perspectives. *Journal of Technical Education and Training (JTET)* Vol. 5 No.2 (December) ISSN 2229-8932 pp.65-74.
- Haq, F. S. (2003) Career and Employment Opportunities for Women with Disabilities in Malaysia. *Asia Pacific Disability Rehabilitation Journal* 14(1) pp. 71-78.
- Merriam, S. B 2003 *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.