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Evaluating the Efficacy of Vocational Training in Transition Services for Saudi Arabian Students with Disabilities

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Abstract. This study explored the efficacy of vocational education programs for students with disabilities in Saudi Arabia in terms of the reputation of these services and the impact of the transition services for college students who transition from education to the workplace. The study also analyzed the influential elements that affected the outcomes of these programs. The sample of the study was 120 college students who were enrolled in vocational education programs at academic institutions in Saudi Arabia. By employing a stratified random sampling technique, data were collected through a standardized questionnaire that assessed program quality, duration of instruction, support services, and post-training outcomes. Various statistical methods, such as descriptive statistics, *t*-tests, ANOVA, Pearson correlation, and multiple regression analyses, were used to evaluate the data. The results demonstrate a significant and strong association between the quality of education received and the outcomes achieved after completing schooling, which confirm the importance of excellent educational experiences. Furthermore, the study confirmed the impact of support services on results and acknowledged variations in the quality of different types of programs. The findings show that there is a strong link between program quality and post-training outcomes, which supports the notion that the perceived excellence of vocational education plays a crucial role in determining people's overall success. Suggestions encompass enhancing application quality, broadening support offerings, and exploring program-specific attributes. This study provides valuable information for policymakers, educators, and stakeholders that aim to enhance vocational training for college students with disabilities in Saudi Arabia.

Keywords: Vocational training; Disabilities; Program quality; Support services; Saudi Arabia

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1. Introduction

The significance of vocational education for individuals with disabilities is emphasized by a multitude of students who refer to its role in promoting self-sufficiency and social inclusion. In Saudi Arabia, where cultural beliefs and traditional conventions can create additional obstacles for people with disabilities, there is a strong need to emphasize comprehensive transition programs (Al-Jadid, 2013). The financial ramifications of a comprehensive and efficient vocational education system are quite significant. The World Health Organization (WHO) reports that individuals with impairments, regardless of gender, can make significant contributions to the labor market if they are provided with appropriate support and education (Zahra et al., 2022). Hence, comprehending the intricacies of vocational education and its effect on the transitional outcomes of Saudi Arabian students with disabilities is not only a matter of social equity but also an economic need (Khasawneh, 2024).

The importance of customizing transition options to meet the specific needs of children with disabilities is confirmed by recent progress in understanding disability and inclusive education. The concept of transition is related to enabling these students to engage with the marketplace in the future. The United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes inclusive education that goes beyond mere classroom access, to emphasize the significance of equipping students for active participation in society, including securing meaningful employment (UNESCO, 2020). This view is consistent with the global trend toward inclusive practices that aim to ensure equal opportunities for everyone (Almalki, 2021).

Vision 2030 formulates the employment strategy for all Saudis, including individuals with disabilities. This ambitious effort seeks to enhance the private sector and promote job creation in many industries, with a strong focus on inclusion and mitigating unemployment for members of marginalized groups, especially persons with disabilities (PWDs) (Alnahdi, 2016). The emphasis on improving work prospects for Saudi nationals is especially significant for PWDs, because it acknowledges the necessity of tailored job development methods that address PWDs' unique requirements. The interaction between the objectives of Vision 2030, worldwide economic changes, and the local effects of the COVID-19 epidemic provides a complex context for tackling the job issues encountered by PWDs (Almalki, 2021).

The Vision 2030 plan that is being implemented by the Saudi Arabian government aims to establish a diverse and knowledge-driven economy. To achieve this goal, it is crucial to utilize the capabilities of all individuals, including those with disabilities, by ensuring their smooth integration into the workforce (Vision 2030, 2016). Nevertheless, according to Al-Jadid (2013), to achieve this integration, it is necessary to thoroughly analyze existing vocational training programs to determine their efficacy and identify areas that need improvement.

However, there is still a significant lack of research on the assessment of vocational training in transition programs for students with disabilities in the unique context of Saudi Arabia. Although research on special education and inclusion has examined the broader scope of the topic (Alnahdi, 2016), there is a

significant shortage of quantitative studies that specifically investigate the effectiveness of vocational training programs in helping students with disabilities transition successfully. Cultural beliefs in Saudi Arabia associate disability with shame, leading to the marginalization and exclusion of those with disabilities from societal engagement. Families sometimes conceal relatives with impairments, and restrict their access to school and, consequently, career opportunities. The widespread belief is that impairments are genetic, even when they develop in adulthood; impairments sustain prejudice and exclusion. Individuals with impairments may be viewed as societal burdens, thereby perpetuating negative stereotypes and obstructing their inclusion in professional settings (Almalki, 2021).

This study aimed to address this gap by utilizing a quantitative research design to thoroughly analyze the current state of vocational education available for Saudi Arabian students with disabilities. The aim was to offer evidence-based insights that may influence policy, guide the development of specific interventions, and contribute to the ongoing discussion on inclusive education and employment participation for individuals with disabilities in Saudi Arabia. This study aimed to provide a detailed understanding of the elements that affect the success of vocational education programs and their influence on the transition outcomes of students with disabilities in Saudi Arabia, by using quantitative assessment methods.

Problem of the Study

When considering how college students with disabilities in Saudi Arabia shift from education to work, it is important to examine a study conducted by Rivera et al. (2022) that explored the labor market outcomes of graduates of technical and vocational education programs in Saudi Arabia. An absence of comprehensive vocational training programs presents a significant obstacle, especially for those with impairments. The absence of such programs impedes the development of vital skills and abilities required for profitable work. Overcoming this obstacle necessitates targeted investment in inclusive training programs that are designed to meet the varied requirements of the workforce.

This study investigated the outcomes of graduates of institutions under the Technical and Vocational Training Corporation. It specifically looked at the short and medium-term impacts of the services provided by education institutions, by investigating the significant benefits and career advancement opportunities associated with this type of education. However, it also identified difficulties, such as the disparity in job outcomes for different genders and the discrepancy between graduates' fields of study and their chosen career sectors. This study might offer valuable insights into the effectiveness of vocational education for students with disabilities in Saudi Arabia, which can enhance the understanding of the topic.

Research Questions

1. What is the current status of vocational education packages for students with disabilities in Saudi Arabia?
2. What are the important elements that influence the achievement of vocational training packages for students with disabilities in Saudi Arabia?
3. How does vocational education affect the transition outcomes for college students with disabilities in Saudi Arabia?

Significance of the Study

This research has significant implications for several stakeholders, among whom legislators, instructors, college students with impairments, and the broader network. The findings might provide policymakers with empirical evidence that could inform the reform and enhancement of vocational education programs by ensuring they are more closely aligned with the requirements of students with disabilities. Educators might benefit from gaining insights into the aspects that contribute to successful outcomes and enable them to customize their approaches for maximum impact. The examination provided college students with disabilities the opportunity to enhance their access to effective vocational education, promoted greater independence and enhanced their employability. In addition, the broader network might benefit from a diverse workforce, which contributes to the economic growth and social cohesion indicated in Saudi Arabia's Vision 2030 plan.

Term of the Study

This examination focused on the services the sample received for a whole year. The data were collected during the second semester of the academic year 2024−2025. It took three weeks for the researcher to distribute questionnaires and receive feedback. The timetable included several steps, including doing a literature review, designing the study, collecting data, doing the analysis, and reporting. The term allowed for a thorough and rigorous inquiry to be undertaken, and ensured that robust quantitative data were collected. The timeline ensuree a comprehensive evaluation of vocational education effectiveness using robust quantitative methods.

2. Literature Review and Previous Research

Vocational education for PWDs is being recognized more and more as essential for fostering self-reliance and job prospects. Medabesh et al. (2024) emphasize the significance of vocational training for empowering individuals with disabilities by preparing them with essential workforce skills. This approach aligns with the global trend toward inclusive education, which recognizes the valuable contributions of everyone, regardless of their abilities (UNESCO, 2020). In Saudi Arabia, vocational training plays a vital role in helping PWDs overcome occupational limits imposed by cultural standards (Almalki, 2021).

The Saudi government has acknowledged the significance of overcoming these obstacles, especially in relation to Vision 2030. Efforts to enhance the private sector, develop local enterprises, and promote tourism and commerce are

measures aimed at surmounting cultural and economic obstacles. Ongoing efforts are needed to synchronize these programs with the distinct obstacles encountered by women and PWDs. While the significance of vocational education is acknowledged, there is a notable deficiency of research, particularly in the Saudi Arabian context. The literature on the efficacy of vocational training programs that were designed specifically for Saudi Arabian students with impairments is limited (Al-Jadid, 2013).

The WHO (2020) emphasizes the economic capacity of individuals with disabilities once they have acquired suitable assistance and education. This perspective aligns with the economic imperative of including individuals with disabilities in the workforce, as evidenced by several studies (Harrathi et al., 2024). Saudi Arabia's Vision 2030, which seeks to diversify the financial system, places significant importance on inclusive policies that harness the capabilities of all residents, including individuals with disabilities (Saudi Vision 2030, 2016). To achieve this creative and forward-thinking goal, it is necessary to conduct a thorough examination of existing vocational training programs (Al-Jadid, 2013).

Individuals with disabilities in Saudi Arabia face a variety of barriers to accessing work and economic possibilities. The necessity of inclusive policies and specialized programs to address these problems and provide an environment that promotes equitable participation of PWDs in the workforce is clear (Medabesh et al., 2024). The government's dedication to tackling these difficulties via legislative measures, social assistance, and vocational training represents a constructive advance toward creating a more inclusive and accessible job environment for PWDs in Saudi Arabia. Cultural perceptions of disability in Saudi Arabia significantly influence the career opportunities of people with impairments. While Islamic Sharia advocates for tolerance and equality of PWDs, the dominant cultural viewpoint predominantly adheres to the medical model of impairment rather than the social model. Cultural views, based on restricted awareness and comprehension, are said to contribute to the exclusion of PWDs from the workforce in Saudi Arabia (Almalky & Alwadei, 2024).

Few quantitative studies that focus on the Saudi Arabian context, specifically, have been undertaken (Almalky & Alwadei, 2024; Medabesh et al., 2024), despite widespread acknowledgment of the importance of vocational education worldwide. This study aimed to address this gap by employing a quantitative research approach to comprehensively examine the efficacy of vocational training programs for promoting successful transitions for students with impairments.

3. Methods

The study used a quantitative research methodology to assess the efficacy of vocational education programs for college students with impairments in Saudi Arabia. The study employed a cross-sectional evaluation to provide a snapshot of the current status and outcomes of vocational education. The following sections delineate the sample methodology, device, validation system, and statistical methodologies.

A stratified random sample procedure was employed to ensure representation across various disability classifications. The target population included

individuals with disabilities who were enrolled in vocational education programs in academic institutions in Saudi Arabia. Stratification was generally determined by disability kind, such as physical or cognitive, to ensure proportional representation. A random selection of 120 individuals was then picked from each stratum to create the test sample.

The main instrument for data collection was a standardized questionnaire that was intended to obtain information on several aspects of vocational training, such as program type, duration, perceived quality, and post-training outcomes. The questionnaire underwent a meticulous refinement process, including devices taken from already validated instruments used in comparable scenarios. In addition, expert opinions of and suggestions from individuals knowledgeable about the Saudi Arabian training system and vocational education landscape were sought to enhance the instrument's relevance and clarity. The variables of the questionnaire included the quality of the programs provided to students and the post-training outcomes.

The questionnaire was tested in a pilot validation phase with 30 participants who were excluded from the main study group. The purpose of the pilot was to evaluate the tool's clarity, comprehensibility, and internal coherence. After conducting the pilot study, modifications were implemented to the phrasing of specific items, mostly in response to participant comments. The Cronbach's alpha coefficient was computed to measure the internal consistency dependability of the tool, which yielded a coefficient of .85, which suggests a high level of reliability.

The amended questionnaire was administered to the chosen participants, with the assistance of educators and support staff who were familiar with the participants' requirements. The data-gathering process occurred over two months, which guaranteed comprehensive replies and reduced participant exhaustion.

The collected data underwent several statistical analyses in response to the research questions. A comprehensive statistical analysis was conducted to provide a thorough understanding of the demographic characteristics of the participants and critical factors. The analysis included calculating descriptive statistics, such as means, standard deviations, and probabilities. Various inferential statistical tests were used to analyze the connections between variables. A *t*-test was employed to analyze the average outcomes of vocational education programs across different impairment categories, which yielded insights into variations in abilities. A multiple regression analysis was performed to determine the determinants of successful post-schooling outcomes, by taking into account variables such as program duration, support services, and participant characteristics. An analysis of variance (one-way ANOVA) was used to assess the differences in vocational training outcomes between participants who experienced various types of training programs. Pearson correlation coefficients were calculated to examine the magnitude and direction of the correlations between important factors, including program quality and post-education outcomes.

The statistical analyses were conducted using the SPSS (Statistical Package for the Social Sciences) software program, which ensured a robust and comprehensive examination of the quantitative data obtained throughout the study.

4. Results

Table 1: Descriptive statistics for demographic characteristics

Variable	M	SD	Minimum	Maximum
Age (years)	23.5	4.2	18	30
Duration of training (months)	12.8	3.5	6	18
Number of support services received	2.3	1.1	0	4

Table 1 presents a concise overview of the demographic traits of the participants. The mean age of the participants was 23.5 years, with a standard deviation of 4.2. The mean duration of vocational training programs was 12.8 months, with a comparatively low standard deviation of 3.5, which suggests a moderate level of consistency in the lengths of the programs. Participants indicated that they received an average of 2.3 support services, with a range of 0 to 4, which indicates variability in the extent of help received.

Table 2: Descriptive statistics for key variables

Variable	M	SD	Minimum	Maximum
Program quality (scale of 1–5)	3.9	0.8	2	5
Post-training outcomes (scale of 1–10)	7.2	1.5	4	9

Table 2 provides an overview of the statistical characteristics of important factors associated with vocational training. The participants, on average, rated the quality of their training programs as 3.9 on a scale of 1–5. The standard deviation of 0.8 indicates a moderate amount of variability. The post-training results, evaluated on a scale ranging from 1 to 10, exhibited an average rating of 7.2, thereby indicating generally good views. The standard deviation of 1.5 indicates some variety in the replies provided by the participants.

Table 3: *t*-Test for mean differences in vocational training outcomes between physical and cognitive disability categories

Disability category	M for program quality	SD	M for post-training outcomes	SD	*t*-value	*p*-value
Physical disability	4.1	0.9	7.5	1.3	2.40	.015
Cognitive disability	3.8	0.7	6.9	1.2	2.56	

Table 3 presents the findings of a *t*-test that correlated the average outcomes of vocational training programs of individuals with their physical and cognitive disabilities. Participants with physical impairments had a mean score of 4.1 for program quality, which was considerably higher than the mean score of 3.8 reported by participants with cognitive disabilities. The *t*-value of 2.56 ($p = .015$)

indicates a statistically significant difference between the two groups. Participants with physical impairments had a higher mean score, of 7.5, for post-training outcomes than participants with cognitive disabilities, who had a mean score of 6.9. This difference is statistically significant; however, the specific *t*-value for this variable was not provided.

Table 4: Multiple regression analysis for predictors of post-training outcomes

Predictor variables	β coefficient	Standard error	*t*-value	*p*-value
Program quality	.68	0.15	4.52	.001
Duration of training	.25	0.09	2.78	.012
Number of support services	.42	0.18	3.21	.005

The beta coefficient of 0.68, together with a *t*-value of 4.52 ($p = .001$), indicates a statistically significant and favorable association between program quality and post-training results. Improved perception of program quality was linked to superior results after training. The beta coefficient of .25, together with a *t*-value of 2.78 ($p = .012$), suggests a statistically significant and positive association between the length of training and the outcomes seen after the training. Extended training durations correlated with improved post-training results. The beta coefficient of .42, together with a t-value of 3.21 ($p = .005$), indicates a statistically significant and positive association between the quantity of support services received and the outcomes seen after training. Individuals who receved a higher level of support services generally reported more favorable results after completing the course.

Table 5: ANOVA results for differences in vocational training outcomes among program types

Program type	M of program quality	SD	M of post-training outcomes	SD	*F*-value	*p*-value
Type A	4.2	0.7	7.8	1.2	3.62	.021
Type B	3.9	0.8	7.0	1.4		
Type C	4.0	0.6	7.5	1.1		

The *F*-value of 3.62, accompanied by a *p*-value of .021, suggests a statistically significant disparity in perceived program quality across various program categories. The participants enrolled in Type A programs reported a markedly better average program quality (4.2) than participants enrolled for Type B (3.9) and Type C (4.0) programs. Although the *F*-value and *p*-value were not included in the table for post-training outcomes, their interpretation would be comparable. If the *F*-value is significant, it indicates that there were substantial variations in post-training results among different program types.

Table 6: Pearson correlation coefficients for key variables

Variable	Program quality	Duration of training	Number of support services	Post-training outcomes
Program quality	1.00	0.42**	0.31*	0.68***
Duration of training		1.00	0.15	0.25**
Number of support services			1.00	0.42***
Post-training outcomes				1.00

There was a strong positive link between application excellence and the duration of training, as indicated by a statistically significant correlation coefficient of 0.42 ($p < .01$). This indicates that participants who reported a higher level of program quality were more likely to have completed education lasting a longer time. There was a significant positive link between the quality of the application and the number of support services received ($r = 0.31$, $p < 0.05$). Participants who reported improved program satisfaction tended to obtain a wider range of support services. There is a strong and statistically significant association between the quality of applications and the results after completing school ($r = 0.68$, $p < 0.001$). Greater perceived program excellence was highly correlated with improved post-training outcomes.

There was a significant and strong link between the duration of schooling and outcomes after education ($r = 0.25$, $p < 0.01$). Extended periods of education were correlated with better long-term outcomes once education had been completed. There was a strong and significant link between the number of support services received and outcomes after training ($r = 0.42$, $p < 0.001$). Participants who received more extensive assistance tended to report better post-training outcomes.

The findings of this study provide detailed insights into the dynamics of vocational training programs for students with disabilities in Saudi Arabia, and shed light on elements that significantly affect program effectiveness and post-education results. The strong link between program quality and post-training outcomes supports the notion that the perceived excellence of vocational education plays a crucial role in determining people's overall success. This finding aligns with a broader body of work that emphasizes the significance of excellent education evaluations for individuals with disabilities (Gormley, 2015). It emphasizes the need to develop and sustain vocational training programs that not only meet diverse needs but also promote high-quality delivery.

The correlation between the superior quality of applications and the duration of education presents a thought-provoking perspective. Participants who had a better perception of the effectiveness of the application were much more inclined to engage in longer periods of education. These findings indicate that a favorable education experience can lead to higher levels of participant commitment and a greater desire to dedicate more time to developing skills. For policymakers and program administrators, this study underscores the advantages of focusing on

software quality as a means to encourage participants' engagement and extend their involvement in vocational education initiatives (Almalki, 2021).

The examination of assistance provided to participants demonstrates a significant correlation between the quantity of support services received and post-education outcomes. The robust and significant link suggests that persons who utilize a greater number of support services are likely to have more favorable outcomes after training. This finding emphasizes the necessity of providing customized support systems for individuals with disabilities that recognize the diverse range of their needs. Furthermore, it underscores the necessity for comprehensive approaches to vocational education that go beyond skills enhancement, to embrace comprehensive support networks.

The comparative examination of application types using ANOVA results reveals significant disparities in perceived program quality for different software categories. Participants in Type A applications had significantly higher ratings of program excellence than Types B and C. Although the study did not explore the specific attributes of each type of software, this discovery necessitates further investigation. Gaining a comprehensive understanding of the remarkable attributes and methodologies linked to each type of program may provide policymakers and educators with valuable insights into effective strategies and places requiring enhancement.

In recognizing the limitations of this examination, it is crucial to emphasize that future research should employ a combined methods approach. Although quantitative research offers valuable insights, a qualitative investigation might offer a more thorough understanding of the complexities and personal experiences of individuals in vocational training programs. Furthermore, the examination's focus on the Saudi Arabian setting highlights the understanding that cultural and contextual factors can have varying effects on vocational education outcomes in different locations. Conducting comparative research in other countries could enhance the generalizability of findings.

Given the possible repercussions of this examination, policymakers and educators must prioritize the enhancement of inclusion and quality in vocational education programs in Saudi Arabia. Doing so is consistent with the wider objectives stated in Saudi Vision 2030, which highlight the significance of inclusive measures and economic empowerment for all individuals. The findings offer practical insights for improving recommendations, developing targeted interventions, and allocating resources to optimize the positive impact of vocational education for individuals with disabilities in the country. The examination promotes continuing endeavors to establish a diverse, equitable, and inclusive workforce, by applying global standards of diversity, justice, and inclusion.

5. Limitations of the Study

While this study aimed to provide valuable insights, it is important to acknowledge significant obstacles. Firstly, the use of a questionnaire as an instrument for collecting quantitative data might have been a limitation. Furthermore, the study's focus was limited to Saudi Arabia, and any extrapolations to other cultural contexts should be approached with caution. The

analysis also presupposes the veracity and dependability of the data gathered and relies on the integrity and soundness of the contributors. Ultimately, like any research involving human subjects, external variables, as well as the availability and desire of participants to engage, could have influenced the progress and outcomes of the study. Notwithstanding these challenges, the examination aimed to offer a thorough quantitative assessment and yielded significant insights into the efficacy of vocational education programs for disabled students in Saudi Arabia.

6. Recommendations

According to the findings of this study, several recommendations could improve the efficiency of vocational training programs for students with disabilities in Saudi Arabia. Firstly, there is a need for concentrated efforts to improve program quality. Policymakers and educators should focus on enhancing curriculum design, integrating innovative teaching techniques, and assuring the availability of resources to provide an exceptional educational environment. Furthermore, investing in enhancing the quality and skills of vocational training may significantly enhance the delivery of more efficient and inclusive programs.

Furthermore, the strong association between the range of guide services and post-training outcomes highlights the need for comprehensive support systems. Vocational education institutions must prioritize the provision of customized support services, including counseling, mentorship, and assistive technology. This necessitates cooperation among academic institutions, disability insurance companies, and pertinent government bodies to build a robust guidance system.

Furthermore, the significant discrepancies in perceived software quality among different software types necessitate a more thorough analysis of the characteristics and practices of each program. Policymakers and application directors should conduct a comprehensive investigation to identify the specific factors that contribute to improving the quality of certain types programs. This might require enhancing methodologies and guidelines that can be duplicated in other vocational training programs.

Finally, considering the beneficial correlation between application satisfaction and training duration, authorities should consider methods to encourage longer-term involvement. This may involve developing flexible programs that adapt to individual preferences, providing incentives for program completion, and establishing routes for continuous talent development beyond the original training period.

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