

EÖTVÖS LORÁND TUDOMÁNYEGYETEM
PEDAGÓGIAI ÉS PSZICHOLÓGIAI KAR

Thesis

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People with Disabilities in the World of Work – Career Opportunities and Workplace Well-Being

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Budapest, 2024

DOI Identifier: 10.15476/ELTE.2024.214

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1. Introduction and Research Problem

The goal of my research was, on one hand, to understand the perceptions of career prospects among physically disabled individuals of working age, and more broadly, to explore their workplace happiness. More specifically, the research aimed to uncover the relationships between their career prospects and both workplace and overall subjective well-being. In Hungary, well-being research has seldom focused on work-related studies involving people with physical disabilities (Szabó, 2003). Similar studies related to career orientation or professional life and work careers usually address individuals with disabilities in the context of students with special educational needs and adults (Katona et al., 2019, Cserti-Szauer, 2021, Cserti-Szauer et al., 2020, Svastics et al., 2023). Another aim of the research is to draw attention to the issues and labour market shortcomings that hinder the open labour market integration based on abilities and the 'unobstructed' career development from public education to adulthood. The goal is to create more inclusive and fulfilling workplaces for individuals with physical disabilities, thereby improving their social and economic status and overall well-being in all aspects of life. Based on the conclusions drawn from the research findings, I will propose recommendations to achieve these objectives. Within the Hungarian population, the number of people with physical disabilities is considered significant among those living with disabilities. According to past and recent census data, a substantial number feel that their condition obstructs their employment opportunities (KSH, 2011, KSH, 2023). These facts alone underscore the necessity to conduct research, grounded in real-world experiences in the workplace, to inquire about the career prospects and subjective well-being of the individuals concerned."

1. Theoretical Background

According to the paradigm of disability studies, disability is a social and political construct that becomes a perceivable and experiential reality in the correlation between the self and their environment, as well as between the individual and society, often being regarded by society as a "problem." When approaching the concept of disability scientifically, we can view it as a social construction that is interpretable only in conjunction with the establishment of the notion of normality (Reynolds, 2012). Ed

Diener extensively defines the concepts of subjective well-being (SWB) and happiness as a complex notion that primarily encompasses affective, positive content, including life satisfaction, the sense of fulfillment, and satisfaction with work and personal life (Diener, 1984). In summary, it can be stated that subjective well-being consists of numerous interrelated but separable components, such as life satisfaction (global judgments regarding life), satisfaction with important domains of life, positive affect (e.g., job satisfaction), and a low level of negative impacts (the occurrence of unpleasant emotions and moods) (Kesebir & Diener, 2008, pp. 66-67). The antecedents of measuring workplace well-being can be found in stress research, satisfaction studies, and investigations of quality of life (Szombathelyi, 2012, p. 33). Workplace satisfaction primarily deals with the affective dimension related to work, namely how much an individual likes or dislikes their job, while it can also be interpreted as the individual's attitude toward their work (Szombathelyi, 2012, p. 35). A higher level of employee well-being significantly contributes to work performance and productivity, making employees more creative and collaborative (Boehm & Lyubomirsky, 2008; Jiménez et al., 2015; Keyes, 2006). This may be partly due to the fact that positive emotions foster more open thinking and ingenuity, enabling individuals to handle workplace challenges more effectively (Fredrickson, 2001).

Research related to happiness has established a scientific evidence base regarding the relationship between work, career progression, and subjective well-being, as well as the close correlation between regular employment and physical and psychological well-being, positive identity, and social status (Borg & Kristiansen, 2008; Jiménez et al., 2015; Keller et al., 2014; Keyes, 2006). In a broad sense, a career refers to the trajectory composed of various stages of an individual's life, becoming increasingly complex in the 21st century. Career is not merely the result of individual choices but also stems from the intertwining of social and economic factors, such as labour market trends, technological advancements, and globalization (Fugate et al., 2004). In research terms, the concept of career does not solely refer to attaining higher positions within an organization, as successful work careers can also include expanding and deepening professional knowledge and personal development, or taking up a new, interesting position that requires knowledge the individual possesses and that the organization needs (Szondi, 2018, p. 36; Kun et al., 2016; Warr, 2007). Understanding the relationship between an individual's subjective well-being and career progression can also be aided by distinguishing between objective and subjective career concepts. Objective career is

manifested through visible factors, such as advancement in organizational hierarchy, salary increases, and occupying higher-prestige positions. In contrast, subjective career is based on personal interpretation, reflecting the individual's own experiences and feelings (Borbély-Pecze, 2017, p. 108). Subjective success is not merely an accompanying phenomenon of objective success but can significantly impact an individual's confidence and motivation in the long run (Abele & Spurk, 2009). A strong and positive relationship between workplace well-being and career opportunities for individuals with disabilities can be enhanced by an inclusive workplace culture, adequate support systems, flexible working conditions, and social support. Workplace inclusion and a supportive attitude, along with appropriate working conditions, significantly increase workplace commitment and reduce turnover while closely correlating with job satisfaction and career development for employees with disabilities (Lysaght et al., 2012; Schur et al., 2009). Reducing workplace discrimination and increasing supportive measures improve career opportunities and job satisfaction for employees with disabilities (Baldrige & Veiga, 2006).

2. Research Questions

In my research, I seek to answer the fundamental question of what the opportunities and prospects for individual fulfillment, more narrowly within professional careers, are in the world of work. Is there a connection between career opportunities, workplace well-being, and general subjective well-being among employees with disabilities? Specifically, can the presence of career goals within an organization be shown to significantly impact an individual's subjective well-being? The aim of the empirical examination of the subjective well-being of individuals with disabilities, both globally and within the work domain, is to explore the complex relationship between the career prospects of those in the target group and their subjective well-being across protected and integrated employment forms. Additionally, the goal is to examine how individuals with physical disabilities employed in rehabilitation-focused protected jobs and those working in the open labour market perceive their career and professional development opportunities.

Regarding the connections between general subjective well-being, workplace subjective well-being, and careers, I have hypothesized the following:

1. The level of general subjective well-being closely correlates with the level of workplace well-being among respondents.
2. My second hypothesis assumes that individuals with clear career prospects exhibit a higher level of subjective workplace well-being compared to those with unclear or inaccessible career paths.

Besides these generally applicable preliminary assumptions, I have formulated specific research questions focused on the survey group, for which I sought answers through the combined application of qualitative and quantitative research elements.

I have framed the research questions within the following four main correlations (a, b, c, d):

- a) The relationship between general subjective well-being and workplace well-being
 1. The first research question is whether there is a connection between general subjective well-being and work-related well-being. This leads to the second question.
 2. What is the direction of the relationship: does general well-being influence an individual's workplace well-being, or does good workplace well-being influence general well-being?
- b) The relationship between career opportunities and subjective well-being
 3. Regarding career prospects: Is it necessary for subjective well-being that an individual has clear career paths available?
 4. Is there a relationship between educational attainment and subjective well-being concerning career prospects among individuals with disabilities? Is there a relationship between career prospects, educational attainment, and subjective well-being?
- c) The relationship between the type of workplace and career opportunities
 5. Is there a mediating effect of the employer type, depending on whether the employer is a rehabilitation company or an open labour market organization?
 6. Is it more characteristic of protected organizations employing individuals with disabilities or open workplaces to ensure individual career opportunities?
- d) The relationship between disability, the period of becoming disabled, and subjective well-being
 7. Is there a connection between general and workplace subjective well-being and whether an individual has been disabled from birth or childhood or became disabled during their working career?

In presenting the results, I will elaborate primarily on those research questions where clear relationships can be established and are suitable for drawing conclusions.

3. Methodology

I have planned a complex mix of quantitative and qualitative research methodologies, using a Likert-scale questionnaire supplemented by semi-structured interviews to examine the career plans, intentions, and workplace experiences of interviewees with disabilities. I used online questionnaires, semi-structured individual interviews, and focus group interview techniques.

By using quantitative and qualitative methodological tools together, we can study the same phenomenon from multiple perspectives and collect data. This method of triangulation allows qualitative tools to complement the research, making room for significant quantitative research elements. In addition to statistical analysis, similar relationships can also be explored. For example, in similar situations in the life paths of interview participants, recognizable patterns can be identified. This type of triangulation—implementing different elements together—can be regarded, in a broad sense, as methodological triangulation. This form of triangulation is one of the four categories used by Nancy Carter and colleagues, alongside observer, theoretical, and data source triangulation (Carter et al., 2014, p. 545, Sántha, 2017). Throughout the research process, I aimed to involve the respondents and collaborate with them during the combined application of different research methods. The Likert-scale online questionnaire allows for statistical analysis and correlation examination, while individual interviews can provide insights into more nuanced understanding and causal relationships. During the focus group interviews, the interviewed experts supported the preparation of the semi-structured interview guide with their input, thus enhancing its validity.

4. Empirical Research

The target group of the empirical research consisted of individuals with physical disabilities who are of working age and have employment status. The study employed a complex methodology integrating both quantitative and qualitative approaches: online questionnaires and semi-structured individual and focus group interviews. Fourteen

individuals participated in the semi-structured interviews, and 10 professionals experienced in employment, labour market, and adult education, including those with disabilities, took part in the focus group interviews.

The research extended to the job-related dimension between general (context-free) and domain-specific work-related well-being (Warr, 2016). Within this framework, the career opportunities of employees with physical disabilities were assessed, including their prospects for advancement within the corporate hierarchy and opportunities for professional development with their specific employers.

Online Likert-Scale Questionnaire Data Collection

The online questionnaire was developed using the Qualtrics XM platform provided by Eötvös Loránd University (ELTE) Faculty of Education and Psychology. A test run to determine the time required for completion was conducted with both experienced and less familiar participants in online forms, including professionals from the focus group interviews. This validated the anticipated duration of approximately 25 minutes. The duration of completion was monitored by the Qualtrics program, confirming it was realistic and within planned limits, reducing the risk of fatigue.

The questionnaire was administered between October 3, 2021, and June 16, 2022. For the quantitative part of the research, only responses from individuals who fully completed the questionnaire and identified as having physical disabilities were included in the analysis. In total, 179 individuals completed the online survey, with 150 fully completed responses, and 136 meeting the criteria of belonging to the target group. The sample consisted of 69 men and 67 women, with an age distribution of 3 individuals under 25, 91 between 25 and 55, and 42 over 55 years.

The Likert scale, being of an ordinal measurement level, was suitable for evaluating rank correlations between variables, expressed using Spearman's correlation (r_s).

Focus group interview

Focus groups serve as exploratory methods to delve into a topic and generate new ideas and perspectives (Vicsek, 2006). They are also routinely used to test questionnaires, assessing whether different populations interpret questions consistently (Oblath, 2002). Participants included experts with experience in protected and open labour market

employment, committed to integration, offering diverse yet sometimes competing expert perspectives.

Focus group interview and its results

Ten individuals participated in the focus group, all with higher education qualifications relevant to the employment of people with physical disabilities. The group's role was to support the preparation of semi-structured interviews by providing feedback and ensuring validity, which included preliminary testing the questionnaires with two participants.

Through shared experiences, notably in overcoming barriers and reflecting on successes and failures, the disabled experts contributed additional insights beyond their professional knowledge, aiding in the preparation of individual interviews. The group interactions were effective in revealing different viewpoints based on varying perspectives. The complexity inherent in group dynamics presented greater challenges compared to individual interviews but enabled the exchange and understanding of diverse views (Salkind & Rasmussen, 2007).

Expert Suggestions Covered the Following:

- The conceptual similarities and differences among career, success, and professional trajectory, with a particular focus on individuals from varied socio-cultural backgrounds.
- Emphasizing the differences in the educational paths of people with physical disabilities, particularly concerning segregation versus school education, for those whose disability onset affects this life stage.
- Considering organizational cultural differences between protected and integrated, primarily open-market workplaces during individual interviews, and potentially formulating this perspective as a question.
- The timing aspect of the interview, drawing attention to the risk within the interview outline's length, namely the potential fatigue of the interviewee.

During the individual interviews, the aspects mentioned in the above suggestions were helpful on multiple occasions, especially regarding observations on adhering to time constraints and elaborating on the content of the concept of career for the interviewees.

Semi-Structured Individual Interviews

I conducted semi-structured interviews with 14 individuals with disabilities who are employed, with 7 working in protected workplaces and 7 in open labour market positions. This was done partly through targeted approaches to protected workplaces, contacting the workplace representative or an appointed responsible person through a letter, and directly reaching out to individuals with disabilities using acquaintanceship-based snowball sampling. Several interviewees were recommended by focus group members.



1. Figure The process of conducting a semi-structured interview

Interview Analysis Method

For the interpretation of the interviews, I compiled information from all 14 completed interviews into a data table containing 24 categories, largely retaining the original phrasing, allowing for work with a smaller annotated text corpus, labelled with personal and thematic tags. The analytical processing of the interviews used a content analysis method of the full interview texts, from which the corpus was compiled, subsequently serving as a smaller quantitative data source. Producing the annotated text corpus required interpretive and attention-demanding effort, proving worthwhile as it allows for more accurate and faster searches and queries (Szirmai, 2005, p.101). The semi-structured individual interviews provided much deeper information sharing compared to the quantitative statistical data from a Likert scale questionnaire. Even brief, concise answers shed light on the reasons and causal relationships during the review of an individual's life course."

5. Results and Conclusions

The presentation of results derived from the online survey and individual interview analyses is organized according to the research questions.

The issue of general subjective well-being and workplace subjective well-being was examined along the following four main correlations (a, b, c, d), excluding questions 2 and 6.

a) Correlations between general subjective well-being and workplace well-being

1. The first research question investigates whether there is a connection between general subjective well-being and work-related well-being. This leads to the second question. The analysis of the correlation between the two composite scales indicated a clear correlation between the social and spiritual well-being scales, especially in the oldest age group. The older the individual, the more intertwined the world of work is with general well-being, a pattern less observed or absent in younger age groups. The relationship between the two well-being indicators is most discernible according to the onset of mobility limitations due to age or congenital conditions. Mobility limitation itself influences the correlation between overall life satisfaction and work life, which is particularly evident among individuals with mobility limitations established before school age, and relatively significant among those with additional disabilities. Consequently, there is also a strong correlation among those who responded affirmatively to questions about whether their disability hinders employment or job retention. For these individuals, mobility limitation poses an obstacle in securing and maintaining employment, and they face significant challenges in commuting to work and performing workplace tasks due to severe movement restrictions. Regarding educational attainment, a stronger correlation is observed among those with elementary or lower education compared to others. In terms of the two main dimensions—global well-being and workplace well-being—it is evident that there is a stronger correlation between various dimensions of general well-being and workplace well-being, especially among low-educated, older, and severely mobility-restricted workers with multiple disabilities. For them, the workplace and workplace well-being are closely tied to life satisfaction, likely exerting a greater influence on their daily life and overall experience. These correlations exist among higher-educated,

younger, and less mobility-restricted individuals as well, though they are less pronounced. Their well-being and happiness heavily depend not only on having a job but also on their job satisfaction.

This corroborates the preliminary, and perhaps self-evident, assumption stated in Hypothesis 1: The level of general subjective well-being exhibits a close correlation with the workplace well-being level of the respondents. However, the analysis of the examined correlations nuances this statement by highlighting that it is mainly applicable to the lower-educated, older, and severely mobility-restricted workers with multiple disabilities.

b) Correlations between career opportunities and subjective well-being

3. The issue of career prospects: Is it necessary for subjective well-being that an individual has access to clear career paths? This research question specifically addresses the preliminary assertion of Hypothesis 2. It is hypothesized that individuals with clear career prospects exhibit higher levels of subjective workplace well-being compared to those lacking defined, accessible career opportunities.

4. Is there a correlation among mobility-restricted individuals between their educational attainment and subjective well-being regarding career prospects? Is there a relationship between career prospects, educational attainment, and subjective well-being?

Based on the investigation of the relationship between overall workplace quality of life satisfaction and workplace commitment and career satisfaction, a strong correlation between these two variables is evident regarding educational attainment. There is a clear and strong positive correlation between these variables, suggesting that for mobility-restricted individuals with university or college education, satisfaction with their career opportunities and level of workplace well-being is highly significant. For employees with secondary education, there is a weak but distinct correlation, while no correlation exists for those with elementary education. Notable differences exist based on the respondents' level of educational attainment, providing a positive answer to the research question, as educational attainment predicts that a pronounced correlation exists among college and university graduates, whereas those with secondary education also show detectable but weaker correlation. A similar conclusion can be drawn regarding educational attainment. For individuals with at least college education, suitable career opportunities are crucial for workplace well-being. The life paths revealed through personal interviews indicate that college or university graduates might achieve career plans in two ways. Naturally, every life situation is unique, and factors such as supportive family background, social connections, chosen profession, and the context and timing of the onset of disability

cannot be easily simplified. However, two typical life paths were discerned along certain similarities, allowing for a very simplified interpretation of various learning forms as phenomena. Obtaining a desired job or position as a goal was often conceptualized even before starting university, and they reached it by leveraging available resources to overcome challenges and disadvantages. The alternative path involved a redefined life trajectory due to mobility limitations or labour market obstacles that thwarted previous career plans, facilitated through informal learning, which may be ongoing within their existing job. Ultimately, the common result of both paths is the close interrelation of career and workplace well-being.

Along with self-efficacy based on self-awareness, higher educational attainment significantly contributes to the realization of career plans.

c) The Relationship between Workplace Type and Available Career Opportunities

5. Is there a mediating effect of the employer type, depending on whether the employer is a rehabilitation company or a mainstream labour market organization? Does the type of employment affect an individual's career prospects?

No correlation can be demonstrated between satisfaction with quality of work-life and career satisfaction in the protected employment variable. Among those employed in integrated, open labour market environments, a clear association with high reliability is demonstrated between career satisfaction and workplace well-being scale ($r=0.77$), while in the self-employed and entrepreneur category ($n=4$), a very high correlation coefficient is seen, indicating a strong association ($r=0.98$).

The correlation between the three-item professional development opportunities scale and the satisfaction with quality of work-life scale solely measures satisfaction related to career and professional development opportunities.

Based on this, it can be established with high confidence that the association between workplace well-being and career satisfaction is likely influenced by the nature of employment. The statistical analysis of data collected via Likert-scale surveys clearly shows a difference between disabled people working in protected and open labour markets regarding the form of employment and the relationship between workplace well-being and career prospects.

For employees in integrated environments, open labour markets offer significantly more job opportunities that match their qualifications, abilities, and career aspirations, along with greater opportunities for professional development compared to their counterparts in protected employment. Both in terms of advancement in corporate hierarchy and the

availability of professional development, participants in the open labour market are more satisfied.

The clear existence of relationships between workplace well-being and career prospects, and satisfaction with opportunities for professional development, as well as the differences in satisfaction levels associated with the two forms of employment, suggest that career prospects are clearer for those working in the open labour market.

Results from individual interviews support the idea that both types of employment and educational attainment are significant in assessing workplace career prospects and opportunities for development. Those with well-developed career plans who strive to pursue a suitable professional career, and have the opportunity to do so, are typically less likely to work in protected employment and tend to seek diverse and better career opportunities in the open labour market.

Among the correlation studies, the strongest positive correlations are shown in Figure 3, which demonstrates the association with career and professional development opportunities by employment form and educational attainment. Among more than fifty clear positive correlations measured along different scales, these are the most prominent.

Relationships according to the form of employment based on career satisfaction.				
Satisfaction with the quality of work life and career satisfaction	Spearman correlation	p-value	95% CI	n
I work in integrated, open labor market employment	0.77	0.0000	0.50-0.90	21
I work in my own business, I am self-employed	0.98	0.0154	0.44-1.00	4
Relationships based on educational attainment according to satisfaction with professional development.				
Munkahelyi életminőséggel való elégedettség és a szakmai fejlődés lehetőségével való elégedettség	Spearman correlation	p-value	95% CI	n
College (BSc, BA) degree	0.68	0.0015	0.32-0.86	19
University degree	0.79	0.0022	0.40-0.94	12
Relationships according to the form of employment based on satisfaction with professional development.				
Satisfaction with the quality of work life and satisfaction with opportunities for professional development.	Spearman correlation	p-value	95% CI	n
I work in integrated, open labor market employment.	0.63	0.0020	0.28-0.84	21
I work in both integrated, open labor market employment and in my own business.	0.65	0.0006	0.33-0.83	25

Summary and Conclusions

The primary aim of my research was to explore how economically active individuals with physical disabilities perceive their career prospects and workplace happiness, as well as to highlight the interconnections between their career prospects and their workplace and general subjective well-being. Another objective was to formulate recommendations for implementing a more inclusive employment and economic policy based on the conclusions drawn from the findings, in order to enhance the successful employment careers of people with physical disabilities. My goal was also to draw attention to the key issues and deficiencies in the labour market, thereby facilitating the "removal of barriers" to the capability-based open labour market from public education to adulthood, to achieve more inclusive and happier workplaces, ultimately improving their social, economic status, and well-being in all segments of life.

A fundamental condition for a successful professional career is successful career choice. Appropriate school selection and career orientation services, including career counselling, career planning, and re-orientation, significantly influence suitable job placement. Career orientation primarily assists through service and information activities carried out in public education and vocational training, helping individuals manage their entire professional career, preparing them to understand the challenges entailed by changes, tolerate uncertainty, and cope with obstacles. It does so by identifying the student's properties, abilities, and values that are necessary for school choice and long-term career planning and career-building (Borbély-Pecze, 2013, Hegyi-Halmos, 2018). The Act on National Public Education assigns the tasks of further education and career counselling to the Pedagogical Services, though it does not define its content (Act CXC of 2011). While previous core curricula contained information on organized forms of labour market information provision, such as Rehabilitation Information Centres (RIC), the currently applicable National Core Curriculum does not extend to these (Government Decree 110/2012. VI. 4.). One reason for this could be the cessation of integration services designed for people with disabilities within the state employment organization, including rehabilitative professional sections, RICs, and Occupational Information

Counselling services. The decree on the frameworks valid until February 7, 2020, among "Basic employee and career-building modules," still prescribed 6 hours of employment assistance for career choice based on individual competencies and preparation for the labour market, recommending cooperation with RICs (Government Decree 110/2012. VI. 4., Module 4).

The global-scale changes in industrial technologies significantly influence the entire spectrum of the domestic labour market, emphasizing the importance of career orientation and professional career planning during public education and vocational training for students. Nevertheless, the current regulations increasingly lack the institutionally organized opportunities available throughout the country that would support systematic preparation.

The empirical study shows that entering the labour market often happens on predetermined paths, and the lack of career orientation during school age for individuals with physical disabilities, combined with the absence of labour market career counselling, can lead to forced career changes during their professional careers. It is common for individuals to acquire market-desired skills and competencies through informal learning on temporarily predetermined paths, solely through their own efforts, enabling them to find employment or change jobs.

Individuals with severe physical disabilities, even with a supportive family background, who continue their studies directly into higher education from high school and hold marketable qualifications, must overcome extraordinary obstacles. They find it difficult to navigate the labour market, the services provided by state offices and civil service providers are inadequate and often purely formal, and re-training does not yield the desired results, making family support their primary resource (Balázs-Földi & Dajnoki, 2016). Those who cannot rely on family support or do not have mobilizable social connections face a much more significant effort to achieve successful employment and realize their planned career on the open labour market than typically developing, non-disabled individuals, given the lack of institutional labour market services and supportive school backgrounds.

Individual interviews revealed the barriers and limitations in career paths that substantially hinder and inhibit the fulfilment of a professional career based on existing competencies, which can only be redirected with significant effort and the development of substitute competencies. Where career orientation resources are available, tailored counselling and services according to individual needs can contribute to a successful professional career. In their absence, individuals only have a chance for a suitable career if both the individual and the supportive family take on significant additional burdens, flexibly adapting, and if the individual possesses high levels of self-efficacy and self-assessment to overcome these obstacles. Programs outside of education, strengthening community and social connections, and the utilization of professional and mentoring opportunities all contribute to improving employment prospects (Erickson et al., 2019).

The accessibility of workplaces and transportation, as well as the chances and narrowing opportunities for mobility within the workplace, fundamentally determine the employment prospects and the chances of obtaining a job suited to the skills and qualifications of even highly educated individuals with physical disabilities.

Interviews reveal that there is a significant additional burden of unpaid time spent on work-related activities imposed by society on individuals with physical disabilities. This additional time burden consists of two parts: firstly, the preparation for and adaptation to the labour market, which involves time from early childhood throughout life, directly affects the family and the individual with the disability. This starts with the significant extra effort required to manage the distance and organization of travel to accessible schools compared to the majority, and extends into adulthood when individuals must pursue studies to gain employment, retain jobs, build careers, and ultimately achieve livelihood. The second significant time investment is traveling to the workplace and navigating within the workplace for daily tasks and errands — time for which individuals with physical disabilities receive no compensation. Thus, making the labour market accessible also means that individuals with disabilities can only participate in the labour market (e.g., learning, job searching, interviewing, starting work, getting promoted, changing jobs, etc.) with comparable effort and extra burden compared to those without disabilities (Touzet, 2023).

Among the research findings, I consider the close relationship between workplace and overall well-being and happiness, particularly significant among older and more

mobility-impaired individuals. The connection is especially strong in those who became physically disabled before starting school. Concerning educational attainment, a close connection between private life and workplace well-being is observed among those with elementary education or lower. These correlations should be noted not only by labour market stakeholders but also by professionals across the entire spectrum of education and training. Thus, it is ascertainable that the correlation between private life and workplace well-being is more prominently expressed among older employees and those with more severe mobility restrictions and multiple disabilities. As noted earlier, workplace and well-being at work are more closely linked to the overall happiness and daily lives of these individuals.

The difference between integrated and sheltered workplaces is also of high significance when it comes to satisfaction with career prospects, including satisfaction with opportunities for professional development. For those working in integrated, open labour market organizations, the strong relationship between workplace well-being and career opportunities indicates that career and professional life hold a distinguished place in the lives of those who work with physical disabilities in the open labour market, compared to those in sheltered employment. It is not only employers but also policymakers who should pay attention to the efforts, problem-solving, and risk-taking willingness of motivated, self-efficient workers who flexibly respond to labour market conditions, which are necessary for successfully traversing certain career paths. Beyond that, trainings and labour market services provided to people with disabilities can become profitable investments, which is also crucial in terms of corporate and national economic income generation. Inclusion in the open labour market not only contributes to the happiness of employees but also provides the opportunity to employ committed colleagues.

Job placement in sheltered employment is much simpler for individuals with disabilities, where the state provides headcount-based funding for rehabilitative employment corresponding to the number of workers with altered work capacities. Employment with these employers usually involves part-time work that does not require high-level qualifications, where simple tasks requiring minimal training in jobs that involve easy physical activities suffice. Thus, in traditional, less technologically developed processing industry companies, the career opportunities for pursuing successful career paths and

professional development necessary for roles requiring specific advanced technology are weaker, even though larger, rehabilitation-focused enterprises pay great attention to their employees and provide well-developed rehabilitation services (Dajnoki, 2013). Nevertheless, these employers, primarily performing processing industry subcontracting, are still unable to provide many positions that offer opportunities for professional development, or the possibility of occupying higher leadership roles for highly qualified employees.

Questionnaire-based well-being studies indicate a strong correlation between general and workplace well-being, particularly among older, and since childhood more severely physically disabled workers. It can be assumed that for them, having a secure job itself is of crucial importance compared to their younger peers, who navigate the labour market more easily. Often, the choice is not between workplaces, positions, and jobs, but between unemployment and the single or few available segregated workplaces.

Those interviewees who reported wider workforce mobility due to higher education or informal learning were also involved in diverse activities in their private lives and leisure time, and their social networks were quite extensive.

Sure, here is the Hungarian text translated into modern, scientifically appropriate English, with attention to using respectful and inclusive language:

Successful employees access valuable resources through their activities and social connections both outside of work and in their leisure time. Their overall well-being is influenced not only by their workplace and family environment but also by numerous other factors, making workplace experiences less decisive. Marketable skills, continuous learning, and social capital provide considerably more opportunities to find jobs and positions that lead to greater satisfaction and happiness. These factors interact, so a better workplace provides success experiences, friends, and higher social status, which in turn increases their chances of finding favourable situations in the labour market. Due to their marketable skills, they can more easily change jobs if they feel that their current position does not align with their skills, career plans, or lifestyle. For individuals with disabilities, working in a protected environment is only worthwhile if it meets their needs; hence,

mere employment opportunities are not enough, as the quality and appropriateness of the work are far more important.

Due to the specifics of the domestic financial system, protected employers are not incentivized to develop capable employees for success in the open labour market. State regulation does not provide subsidies to motivate organizations in the protected employment system to transition individuals towards the open labour market, even though legislation introduced transitional employment models for this purpose with individuals with disabilities.

According to the literature reviewed during the research, there is a positive relationship between subjective well-being and career development. Employees with higher well-being levels perform better, are more creative and cooperative, and have a better chance of job retention, which significantly reduces recruitment costs for companies (Boehm & Lyubomirsky, 2008, Jiménez et al., 2015, Keyes, 2006). These findings should also be considered by employers maintaining protected workplaces.

A significant portion of individuals with mobility impairments cannot access labour market services that support a successful career path, remaining practically underserved despite the existence of complex labour market programs with significant results in Hungary up to the 2010s, which are backed by thorough measurements of effectiveness (Nagy, 2015, Scharle, 2011). Therefore, it is necessary to support employees with disabilities through these rehabilitation and labour market services to achieve more comprehensive social inclusion. State-supported protected workplaces should only employ individuals with disabilities and changed work capacity when their rehabilitation, development, and health maintenance can only be realized in a protected environment. Market organizations should be encouraged to maintain positions suited to the abilities of individuals capable of adequate performance, where they can contribute to the economic success of businesses and perform valuable work for the company. Successful rehabilitation from long-term protected employment opens up opportunities for higher-level employment in the open labour market, yet the current domestic regulatory environment does not contain positive incentives for protected employers, nor does it motivate the sector to take an active role in the full inclusion process (Komjáthy, 2016). According to relevant legislation,

"transitional employment involves the preparation of rehabilitatable workers with altered working capacity in a protected environment, engaging in productive or service activities, for employment in the open labour market" (Act CXCI of 2011 on the Benefits for Persons with Changed Working Abilities and Amendment of Certain Laws, 2011).

Certainly, here is the translated text into modern, scientifically appropriate English, with careful attention to respectful and inclusive language:

In addition, nonprofit work rehabilitation and labour market service providers do not receive regular and predictable funding, even though the transition methodology developed for this purpose is available to them (Füzessy et al., 2014). The most effective financial incentive for inclusion in the open labour market is the employment obligation or rehabilitation contribution payment obligation for employers with more than 25 employees, significantly contributing to the promotion of integrated employment. However, this financial incentive tool alone is not sufficient to promote inclusive employment that is based on individual abilities and existing competencies and development opportunities.

My conclusions are supported by research findings derived from a complex methodological procedure that combines quantitative and qualitative methodological elements. The integrated use of the Global Well-Being Model's reliable questionnaire, which has been employed internationally for several years, along with an occupational questionnaire developed by the University of Portsmouth Research Group that includes a personal career module, has proven to be a reliable tool for answering the research questions. The creation of a usable "toolkit" resulted from the content analysis of semi-structured interviews with individuals and the associated processing of an annotated text corpus and correlation analysis as part of a quantitative analysis. This research fills a gap, contributing to evidence-based knowledge about the subjective workplace well-being and career satisfaction of working individuals with mobility impairments in active age.

Recommendations

To achieve labour market inclusion, it is necessary to strengthen individual development at the lower levels of public education, taking individual needs into account during

childhood. Development should begin before school age to advance children's personality development, allow for the unfolding of individual skills and abilities, and support self-awareness essential for future career choices (Borsiné Horváth, 2021, p. 42).

In public education institutions, pedagogical services, workshops, and vocational training centres where career orientation resources are available, individualized counselling and services essential for a successful professional career must be made accessible to students with mobility impairments and young people who have dropped out of the school system. Programs and practices should facilitate development aiding in transitioning students into the labour market, supported by practical dissemination, professional cooperation, and protocol development (Cserti-Szauer et al., 2016). These must consider already applied and proven best practices, such as the Hand in Hand Foundation's Clearing method, the Workplace Practice program of the Salva Vita Foundation, and the high school Dobbantó Program, alongside extending further training for career guidance teachers (Cserti-Szauer et al., 2016; Perlusz, 2018).

Career orientation and labour market counselling supporting the career planning of students with disabilities should be integrated into the curriculum of higher education teacher training and continuing education for teachers.

Primarily in university HR programs, inclusive employment, career counselling, and career management knowledge for people with disabilities should be incorporated into training. Similarly, considering future business leaders, the latest research findings and forward-looking business practices should be made accessible to students in economic and management courses.

Based on best practices and innovative initiatives, collaborations between state employment agencies, vocational training centres, and districts is necessary to improve access to currently independently and regionally unequal services. This includes labour market information provision, career and adult re-orientation counselling, and work rehabilitation services for students with mobility impairments and active-age individuals entering or transitioning in the labour market.

Systematic application of methods based on individual career counselling and work diagnostics procedures is needed, currently only available experimentally for young people. This could involve expanding advisory activities like those at the Váci Piarista Kilátó Központ to active-age adults with mobility impairments whose careers have halted due to outdated skills, unemployment, or disability and health conditions. These services should address career orientation, self-awareness, psychological, and special education assessments and developments, along with work diagnostics instrument examinations based on needs and development aligned with the results (Nagy & Jókai, 2023). Policymakers and legislators must consider professional recommendations proving these methods' effectiveness.

Due to fluctuating economic and social changes and increasingly frequent forced career breaks or transitions, the career counselling system must cover the entire period of labour market activity, linking with lifelong learning systems. This could provide substantial assistance with labour market rehabilitation services available in adulthood.

Efforts should be made to ensure that only those with disabilities and altered work capacities who can only achieve rehabilitation, development, and health maintenance in a protected environment access state-supported sheltered workplace. These protected employers should be incentivized with positive financial incentives and support, rather than sanctions, to prepare and transition their employees with mobility impairments into the open labour market.

Market organizations must be encouraged to maintain job positions suitable for individuals with appropriate capabilities, where they can contribute to the economic effectiveness of businesses through their valuable work. To achieve this, businesses must be provided with information and best practices that can help dispel fears and stereotypes regarding the employment of individuals with disabilities, which are often linked to high employment costs, low performance, and occupational safety risks. Opportunities for corporate HR professionals and company leaders to participate in knowledge-enhancing training sessions and workshops should be guaranteed and actively encouraged.

Companies maintaining sheltered workplaces for rehabilitation purposes should pay greater attention to expanding the career opportunities of employees with disabilities

within the organization through training, individual development based on existing competencies, mentoring, and involving external service providers.

Non-profit and for-profit organizations providing non-governmental labour market services should be enabled to collaborate with public employment agencies in order to offer services tailored to individual needs, preparing individuals with disabilities for jobs that correspond to their competencies.

Labour market inclusion can only be effective if we primarily view employment direction through the lens of integrated employment in the labour market, moving away from segregation towards increasingly inclusive workplaces. Employees in the open labour market enjoy greater autonomy and make decisions more freely than those working in sheltered employment (Katona & Sándor, 2024, p. 78). This likely affects their career decisions as they are less tied to a single institution that protects and shelters them excessively while also relieving them of the responsibility of taking deemed risky decisions.

Participants in the labour market should strive to establish a partnership relationship and a service-oriented approach rather than a position of power, where competency development and empowerment are based on human dignity and individual needs, building on existing capabilities. An exemplary initiative is the Skilly Career Academy, which successfully implements community projects allowing individuals with disabilities to later stand independently in the open labour market without support (Gosztola, 2024).

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