

Improving Employability Skills Acquisition of Visually Impaired Students Through Inclusive Career Coaching Programme

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1. Round 1

1.1. Reviewer 1

Reviewer:

The claim “their reach often excludes students with visual impairments” is strong but remains unsubstantiated. Please provide at least one concrete policy analysis or empirical source to support this assertion.

The phrase “such as baking” appears anecdotal. Either provide evidence supporting this occupational concentration or generalize the statement.

Please provide duration per session, number of sessions, and total contact hours to improve replicability.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

Please explicitly map programme components (e.g., role-play, self-advocacy training) onto the five skill acquisition stages; the theoretical integration remains conceptual rather than operational.

The sentence “Group assignment was conducted to balance demographic characteristics” suggests quasi-matching. Please describe the exact matching or balancing procedure used.

The programme is described as grounded in social cognitive career theory, yet this theory is never introduced or cited earlier. Please add its theoretical justification in the framework section.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.