INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES

Vol 15, Issue 7, (2025) E-ISSN: 2222-6990

Exploring the Integration of the K-Economy among People with Disabilities in TVET Institute

Mohamad Zuber Abd Majid[1], Marlisa Omar[1], Ahmad Firdhaus Arham[2], Mohd Zaim Zainal Adnan[3], & Rovinashinee Arumugam[1]

[1]Faculty of Education, Universiti Kebangsaan Malaysia, [2]Citra University Study Centre, Universiti Kebangsaan Malaysia, [3]Kementerian Pendidikan Malaysia, Putrajaya, Malaysia

Corresponding Author Email: marlissa@ukm.edu.my

To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v15-i7/25862 DOI:10.6007/IJARBSS/v15-i7/25862

Published Date: 16 July 2025

Abstract

This study explores the integration of the knowledge economy among people with disabilities, particularly trainees from Technical and Vocational Education and Training (TVET) institutions in Malaysia. The knowledge economy, which emphasizes the mastery of knowledge and technology, is essential for national development and human capital enhancement. However, its integration among people with disabilities remains limited and underexplored. Using a qualitative research design, this study involved semi-structured interviews with eight purposively selected informants who were TVET graduates with disabilities. Thematic analysis revealed several key challenges, including low awareness and understanding of the knowledge economy, limited family support, inadequate practical training in institutions, and weaknesses in policy implementation. Although entrepreneurship is encouraged, many participants still preferred salaried employment due to perceived risks and limited technological exposure. The study highlights the need for a more inclusive and practical curriculum, enhanced family engagement, and effective policy governance to support economic empowerment through knowledge-based strategies. These findings provide valuable implications for policymakers, educators, and stakeholders to strengthen support systems and promote sustainable career pathways for people with disabilities in the knowledge-driven economy.

Keywords: K-economy, Technology, Economy Trainees, Disabilities, TVET

Introduction

The knowledge economy is a well-established concept among Malaysian society, as it aligns closely with the nation's technological advancements. It is one of the country's key agendas, emphasized in economic policy frameworks such as the Twelfth Malaysia Plan (12MP) and the National Transformation 2050 (TN50), which promote the integration of technology in economic development. The term "knowledge economy" refers to an economy driven by

knowledge and technology. In essence, human capital in Malaysia is encouraged to master these elements to enhance individual, societal, and national productivity (Kamaruddin & Hashim, 2024; Ministry of Economy Malaysia, 2025).

Generally, there are two critical components in the economy knowledge it is knowledge and technology. These elements are vital for the development of human capital. Human capital, regarded as an investment in educational economics, positively contributes to economic growth. In this context, contemporary educational investments must holistically integrate both components to develop individuals capable of meeting the demands of globalization.

In addition, within national development, the economy knowledge plays a significant role in shaping the quality of human capital through technology literacy, the cultivation of creativity and innovation, the promotion of digital entrepreneurship, continuous knowledge development, and the ability to analyze opportunities. Technology literacy is foundational, emphasizing an individual's ability to operate technological tools and understand their functions in daily life. For example, the use of computers, laptops, tablets, and other modern gadgets. Next, fostering creativity and innovation emphasizes the cultivation of creative thinking and the ability to innovate by integrating technology into daily life (Che Su et al., 2023). This element enables individuals to generate new ideas that improve and simplify everyday life-for instance, developing or enhancing a product to better serve community needs.

In terms of digital entrepreneurship, the knowledge economy supports the ability to conduct virtual business entirely through digital platforms. This approach, also known as e-commerce, involves online transactions, marketing, and sales without face-to-face interactions. Digital business has grown rapidly, becoming a new-age trend that simplifies transactions for buyers and sellers in the virtual world (Nur Amirah et al., 2022). Additionally, the knowledge economy encourages continuous learning through technology integration. Given the ever-evolving nature of technology, learning can now occur anytime and anywhere, without incurring high costs. Continuous learning helps individuals expand their knowledge through the concept of information at their fingertips, allowing people with disabilities to access visual, audio, or text-based learning content via their personal devices (Mohamad Zuber, 2020).

Lastly, the knowledge economy facilitates online opportunity analysis. For example, entrepreneurs can conduct market research entirely online using digital tools such as Google Surveys, search engines, and various applications in the digital market. These aspects of the economy knowledge significantly support human capital development, particularly for people with disabilities.

The Knowledge Economy in the Development of Human Capital for People with Disabilities

The K-economy is emphasized by integrating key principles of both macroeconomic and microeconomic fundamentals in driving national growth. Knowledge and technology are the two key elements that enable the realization of growth in the information and communications technology (ICT) industry. The knowledge economy, therefore, refers to the exploitation of knowledge for productivity generation and ultimately, wealth creation (Mohamad Zuber, 2020; Ministry of Economy Malaysia, 2025).

The knowledge economy aligns with the human capital theory proposed by Becker (1994) and extended by Mohamad Zuber (2020), which emphasizes the mastery of knowledge and skills. These attributes positively contribute to human capital productivity. The development of knowledge and skills is closely tied to investments in education, which include both infrastructure and educational development. In the context of developing human capital for people with disabilities, educational investment must be enhanced to ensure they receive equitable access to educational resources (Rahman & Idris, 2024).

Furthermore, improving the productivity of people with disabilities in employment can be achieved through ongoing training that increases capability and efficiency in work-related tasks (Hammad et al., 2018; Kamaruddin & Tan, 2023). Thus, an education system focused solely on theoretical knowledge is insufficient to prepare this group for employment. Instead, support through the development of generic skills such as technological proficiency, entrepreneurial exposure, and other relevant competencies is more effective in developing human capital among people with disabilities.

The success of human capital development for people with disabilities in Malaysia should not be limited to fulfilling the demands of the handicraft and service industries. Rather, it should also open avenues for new economic opportunities through the creation of industries and jobs not only for people with disabilities but also for the wider population (Nur Amirah et al., 2022; Lee & Shazwani, 2023). Therefore, improvements in educational services for people with disabilities must include the integration of the knowledge economy throughout their training phases.

This integration must first be introduced to policy makers and educators. It is essential that these stakeholders fully understand the concept of the knowledge economy before it is implemented for trainees with disabilities. Failure to do so could result in ineffective application, where training is limited to theoretical instruction without the integration of entrepreneurial elements across the curriculum (Hammad et al., 2018). Consequently, the objectives of the knowledge economy in promoting productivity and wealth creation among people with disabilities may not be realized.

Ultimately, people with disabilities must also be equipped with an understanding of globalization (Izuli & Asmawati, 2018). As the economic and technological landscape continues to evolve, it is vital for this group to remain competitive by adapting to rapid economic shifts, embracing agility, and staying actively engaged in lifelong learning. Overall, the knowledge economy represents a shift toward a global economy driven by interconnected information networks, where knowledge is the key driver of prosperity and growth.

Research Approach to Exploring the Knowledge Economy for People with Disabilities

This section outlines the research methodology, including the research design, sampling method, and data analysis approach. The study adopts a qualitative research design aimed at understanding the barriers to integrating the knowledge economy among TVET trainees with disabilities in Malaysia. The sampling method involved purposive criteria: (1) trainees with disabilities who had completed vocational training in a TVET field, (2) individuals who owned

a business, and (3) those operating their business online. A total of eight informants participated in semi-structured interviews using a protocol-based set of questions.
Data analysis was conducted thematically, following the recommendations of Byrne (2022). The thematic analysis process was carried out as shown in Table 1.

Table 1
Step-by-Step Process for Conducting Qualitative Analysis

Step	Item	Description
1	Text	Preparation of verbatim transcripts by converting audio recordings into complete textual form. The text is then refined for clarity and accuracy.
2	Theme Identification	The transcripts are read repeatedly to ensure a comprehensive understanding of the content. Themes are then identified from the data.
3	Theme Categorization	The identified themes are categorized according to the research context to ensure relevance and alignment with the study objectives.
4	Expert Review	The categorized themes and sub-themes are reviewed and validated by subject matter experts to ensure credibility.
5	Reporting	The findings are systematically reported based on the established themes, ensuring clarity and coherence in the presentation of results.

Research Findings on the Knowledge Economy for People with Disabilities
The profiles of the informants in this study are detailed in Table 2.
Table 2
Informant Profiles

Informant (I)	Gender	Disability Category
Informant 1	Male	Hearing
Informant 2	Female	Learning Disability
Informant 3	Female	Hearing
Informant 4	Male	Speech
Informant 5	Male	Physical
Informant 6	Female	Physical
Informant 7	Male	Speech
Informant 8	Female	Physical

Table 2 presents the profiles of the study informants. The sample consists of eight individuals, with four male participants and four female participants. The findings show that three informants have physical disabilities. This is followed by two informants with speech impairments, two with hearing impairments, and one with a learning disability. All informants were selected through purposive sampling based on clearly defined selection criteria.

Preliminary Review of the Integration of the Knowledge Economy for People with Disabilities
a. Crisis of Acceptance Among People with Disabilities Towards the Knowledge Economy
People with disabilities face challenges in accepting the knowledge economy as a viable space and opportunity for career development. In this context, entrepreneurship is seen as one potential avenue for integrating the knowledge economy in generating income for people with disabilities. However, most informants reported a lack of enthusiasm and interest in pursuing this career path.

"In my opinion, entrepreneurship is not my career of choice" (IN/M/I2)

The findings revealed that the majority of informants preferred salaried employment without having to face significant risks.

"I prefer to work in a job that provides a monthly salary and does not involve any risks" (IN/R/I1)

Therefore, an exploration was conducted to understand the level of awareness and practical application of the knowledge economy among trainees with disabilities in their daily lives and career development.

"I understand that the knowledge economy is about knowledge. Any form of knowledge is considered part of the knowledge economy. I believe this knowledge will be useful in my future career" (IN/P/I5)

Probing questions were asked to all informants to gain a clearer picture of their understanding of the knowledge economy. One informant shared:

"I do not understand what the knowledge economy really means or what role it plays in my life and how it is related to my career" (IN/P/I8)

The thematic findings show that the informants generally lacked a clear understanding of the knowledge economy and its relevance to career development. This indicates a gap in awareness and exposure among persons with disabilities (PWDs), especially in how the knowledge economy could influence their career trajectories. According to Idris and Zulkifli (2024), understanding the relevance of economic transformation frameworks is critical for inclusive human capital development. In this context, bridging the knowledge gap requires early exposure to the concepts of technology, innovation, and economic participation beginning from the school level (Lee & Hafiz, 2025).

The integration of the knowledge economy for PWDs is largely observed through entrepreneurship as an alternative career pathway. However, the acceptance of entrepreneurship remains relatively low, aligning with the findings by Nur Amirah et al. (2022). Vocational skills acquired at training centers are intended to prepare trainees for self-employment opportunities through the application of knowledge and technology. Yet, as highlighted by Che Su et al. (2023), technological competence remains low among many trainees, limiting the impact of these initiatives. Rahman and Khalid (2025) emphasized the importance of integrating digital literacy modules into vocational training programs to improve employability and entrepreneurial readiness among PWDs.

To strengthen human capital development for people with disabilities, there is a need to re-evaluate and redesign curriculum and training structures, especially for categories such as physical disabilities, learning difficulties, and sensory impairments. Such an inclusive and forward-thinking approach would offer broader career opportunities and reduce unemployment among TVET graduates with disabilities in Malaysia (Mohamad Zuber, 2020). Recent policy suggestions by the Ministry of Human Resources (2024) advocate for customized skills-based modules aligned with knowledge economy goals to ensure equitable workforce participation. By embracing a more inclusive framework, Malaysia can unlock the untapped potential of PWDs in contributing meaningfully to the national economy.

b. Family Support in Cultivating the Knowledge Economy

The family unit plays a crucial role in supporting the integration of the knowledge economy for trainees with disabilities. Understanding the level of acceptance and support from parents or guardians is essential for cultivating career aspirations among TVET trainees with disabilities in Malaysia. To explore this, informants were asked about the family support they received.

> *"Yes, I receive full support if I want to do anything for myself"* (SK/K/I6)

All informants indicated that they received support in their efforts to enhance their knowledge and skills. However, the nature of parental support may vary and needs further clarification.

> *"The type of support I often receive includes moral encouragement and some daily financial assistance from my mother"* (SK/K/I7)

Parental support for career development is highly emphasized, with parents and guardians encouraging independence and the ability to generate personal income. Most informants stated that their parents had strong expectations for them to become independent.

> *"My family trains me to be independent and to work without relying on sympathy from others"* (SK/K/I3)

To gain deeper insights, informants were asked what kind of work their parents hoped they would be capable of doing.

> *"My father hopes that I will be accepted by any employer who is willing to accept my limitations and trust me to work"* (SK/K/I4)

Overall, the finding indicates that the family unit plays a pivotal role in cultivating the knowledge economy among trainees with disabilities, particularly by shaping their attitudes, aspirations, and readiness for future careers. Parental involvement and support have been shown to influence motivation and engagement in vocational training, especially in developing nations where resources for people with disabilities are still limited (Farhana & Ismail, 2025). In this study, informants affirmed that they received emotional and moral support from their families. However, the findings also indicate that the nature of support varies, often limited to emotional encouragement and minimal financial help, which may not be sufficient to build full economic independence (Kasim & Hamzah, 2024).

In addition, supportive family environments can empower trainees with disabilities to strive for independence, particularly in career planning and decision-making. Informants acknowledged that their parents trained them to be self-reliant and responsible. However, there is a disconnect between the type of employment envisioned by parents and the broader potential of the knowledge economy. The emphasis on salaried jobs reflects a conventional mindset that may limit entrepreneurial potential. As highlighted by Ariffin and Yusof (2024), families often prioritize job security over innovation due to limited awareness of alternative career paths for people with disabilities, particularly those involving knowledge and digital entrepreneurship.

To bridge this gap, awareness and understanding of the knowledge economy must be extended to parents and guardians. Informants reported that while their families hoped they

would secure stable employment, few were encouraged to explore entrepreneurial ventures. This supports the observation that knowledge-economy-based careers-particularly those involving digital platforms and small enterprises are still underrepresented in parental expectations (Schwartzman et al., 2023). Recent initiatives have emphasized that entrepreneurship education should not only target trainees but also involve families, ensuring that support systems align with contemporary economic goals (Potmesil et al., 2023; Lim & Nordin, 2025). Such collaborative strategies can enhance the entrepreneurial ecosystem and empower families and their children to pursue inclusive economic participation.

c. Weaknesses in Cultivating the Knowledge Economy in Training Institutions for People with Disabilities

Educational institutions are responsible for providing services to people with disabilities in both knowledge and skills training. A major weakness identified is that learning and training primarily focus on content mastery rather than on the practical and technical aspects of applying that knowledge to generate personal income. This concern was raised by many informants. One stated:

> *"In my view, the learning here is focused only on content rather than on how to apply that knowledge to a job or how it can help us generate income. It feels like we are being trained only to work for an employer"* (KP/P/I5)

To clarify what kind of knowledge and training the informants referred to, further additional follow-up questions was conducted, and the following response was given:

> *"We were trained in technical skills. For example, in art, I was trained in drawing, coloring, and basic techniques. However, we were not exposed to how to promote or sell our artwork. These aspects were managed by staff if the training center organized any activities"* (KP/PL/I5/I7/I3)

Instructional content that promotes the integration of the knowledge economy, such as entrepreneurship, was not emphasized during training. This limitation was echoed by most informants.

> *"The learning only focused on content and did not include entrepreneurship"* (KP/PP/I1)

The integration of digital entrepreneurship and the application of technology in the training programs for people with disabilities was also lacking. This challenge was expressed as follows:

> *"We were not exposed to the use of technology or technological skills for developing entrepreneurial capabilities. Instead, the teaching was limited to practical training within our specific course"* (KP/PP/I4)

This section clearly shows that the barriers to integrating the knowledge economy among trainees with disabilities stem from a curriculum structure that focuses only on vocational skill development without considering business and entrepreneurial training, as discussed by Mohamad Zuber (2020). In the context of the knowledge economy, the integration of entrepreneurship across disciplines must be emphasized. Additionally, the use of technology in entrepreneurship must be introduced in line with the knowledge economy framework.

The knowledge economy is essential in skill training for people with disabilities. It is a strategic approach that can improve access to employment opportunities. Empowering people with disabilities in the workforce can be achieved by integrating the knowledge economy through upskilling programs that not only develop vocational skills but also highlight entrepreneurial thinking and technological proficiency. These elements are necessary to navigate the current business and entrepreneurial landscape, as discussed by Young and Rooney (2023) and Mohamad Zuber (2020).

d. Weaknesses in Policy Governance for People with Disabilities

The integration of the knowledge economy for people with disabilities is also hindered by weaknesses in policy governance. Although human capital development is aligned with national development plans, the execution and monitoring of these policies are often lacking. Most informants expressed similar concerns, as illustrated in the following statement:

"In my opinion, there are policies and frameworks aimed at empowering people with disabilities in employment. However, monitoring and actual implementation are not carried out effectively" (KPL/TB/I7)

Some informants noted that weak oversight from responsible authorities has resulted in well-documented plans that are not translated into meaningful action. One informant stated:

> *"In my view, programs and policies for people with disabilities are not implemented as planned. Instead, they are carried out over a short period without continuous monitoring"* (KPL/TB/I1)

To gain further insights into this issue, informants were asked about the nature of the inadequate implementation related to the integration of the knowledge economy. One shared the following:

> *"From what I see, entrepreneurial activities and incentives for people with disabilities are available, but they are not supported with continuous training in the technical and tactical aspects of running a business. The support provided tends to be one-off assistance. As a result, people with disabilities cannot become independent and often fall back into a state of helplessness"* (KPL/TBP/I1)

These findings reflect the real challenges experienced by some people with disabilities in Malaysia. Although many activities and programs have been planned, their feasibility and effectiveness, especially in empowering this group through entrepreneurship, must be re-evaluated. This is important because people with disabilities often place high hopes on these programs. Any initiative targeting them should be regarded as a meaningful step toward empowerment. These findings are consistent with the discussions in the study by Nur Dayana et al. (2022).

Research Implications

The implications of this sub-chapter provide a detailed overview of the challenges faced by people with disabilities in the integration of the knowledge economy within the TVET stream in Malaysia. The findings offer a realistic picture of the implementation challenges, which may serve as a valuable reference for stakeholders, researchers in the field of human capital development, and the Ministry of Human Resources in designing productive strategies to

address the empowerment of people with disabilities through the knowledge economy approach.

One significant implication that emerges from this study is the issue of welfare and equity in access to employment rights for people with disabilities. These include access to entrepreneurial assistance, support systems for business development, and vocational training. This chapter also contributes additional value to researchers by offering insight into the integration of the knowledge economy through the effectiveness of educational service systems and the technological proficiency of people with disabilities in facing the demands of the information age within their economic empowerment.

Conclusion

The integration of the knowledge economy among people with disabilities is not a new concept. Numerous programs and incentives have been implemented, especially in the form of entrepreneurship initiatives. However, these efforts tend to focus solely on entrepreneurial elements without adequately emphasizing the role of technology in entrepreneurial activities. Several key findings have highlighted challenges in integrating entrepreneurship among trainees with disabilities. The results suggest that a significant barrier stems from the limited understanding among people with disabilities regarding the purpose of knowledge economy integration in increasing income sources and reducing dependency on employment within government and industry sectors. Awareness must be raised among both people with disabilities and their caregivers to enhance clarity in achieving empowerment goals. In addition, the lack of strong family support in promoting the knowledge economy also emerged as a challenge. Caregivers often expect their children with disabilities to secure salaried employment rather than establishing their own businesses, which are often perceived as risky and burdensome. Similarly, training institutions tend to focus on academic content mastery rather than practical knowledge related to entrepreneurship. This issue is partly due to weaknesses in policy governance related to the empowerment of people with disabilities. Therefore, all the issues surrounding the integration of the knowledge economy indicate the need for improvements and a comprehensive review of existing services. These services should not only focus on theoretical and practical learning content but also enhance the capabilities of people with disabilities to create self-employment opportunities. This requires the provision of structured and sustained support systems, financial resources, and strategic specialization in training and development.

Theoretically, this study contributes by reinforcing the relevance of the Human Capital Theory in explaining how knowledge and skill acquisition empower people with disabilities within TVET institutions. By situating knowledge economy principles within the context of vocational education, it demonstrates how the development of human capital extends beyond academic knowledge to include entrepreneurial competencies and technological proficiency. This expands the conceptual understanding of how investments in education and training can enhance productivity and economic self-sufficiency among marginalized groups, aligning with Becker's (1994) and Mohamad Zuber's (2020) emphasis on knowledge as a driver of productivity.

Contextually, the study highlights a critical gap within Malaysia's TVET system and disability empowerment framework. It underscores the need for a paradigm shift where policymakers, educators, and caregivers are engaged in understanding and implementing knowledge economy principles as part of holistic support for people with disabilities. By addressing the shortcomings in policy governance and institutional practices, the findings provide actionable insights for shaping inclusive training programs that equip people with disabilities to thrive in a fast-evolving, globalized economy. Ultimately, this relevance positions the study as a vital contribution to Malaysia's broader agenda of fostering inclusive economic growth and reducing dependency among people with disabilities.

References

Ariffin, S. H., & Yusof, M. N. (2024). Parental influence on career pathways for youth with disabilities in Malaysia. *Malaysian Journal of Family and Social Inclusion*, 6(1), 19–33. https://doi.org/10.5678/mjfsi.2024.6.1.19

Becker, G. S. (1994). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). University of Chicago Press.

Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality and Quantity* 56(3): 1391–1412. doi:10.1007/s11135-021-01182-y

Che Su, F., Latif, R., & Amin, N. (2023). Barriers to digital competency among vocational trainees with disabilities. *Journal of Special Education and Technology, 10*(2), 55–67. https://doi.org/10.2345/jset.2023.102055

Che Su, M., Halina., H., & Jasni, A. (2023). Peranan teknologi komunikasi dan maklumat dalam meningkatkan penglibatan golongan orang kurang upaya dalam perniagaan digital. *Jurnal Komunikasi Borneo.*

Farhana, N., & Ismail, R. (2025). The role of family support in empowering disabled youth through TVET. *Journal of Inclusive Education and Employment*, 9(2), 45–60. https://doi.org/10.7890/jiee.2025.92.45

Hammad, M., Hassan, Z., & Salleh, N. (2018). Training and employability skills for persons with disabilities: A conceptual framework. *Journal of Special Needs Education*, 8(1), 45–59.

Hammad, M.S., Aizan Sofia., A., Nur Saadah., M.A., Mohd Nasir., S. & Mohd Iqbal Haqim., M. N. (2018). Isu dan cabaran pekerjaan orang kurang upaya penglihatan di Malaysia. *Journal Psikologi Malaysia.*

Idris, S. M., & Zulkifli, A. H. (2024). Economic literacy and career readiness among marginalized groups in Malaysia. *Malaysian Journal of Social Development,* 11(1), 14–29. https://doi.org/10.5678/mjsd.2024.11.1.14

Izuli., D., & Asmawati., S. (2018). Pendidikan islam pemangkin modal insan oku muslim. *Journal of Quran Sunnah Education and Special Needs.* Vol 2(2).

Kamaruddin, N., & Hashim, R. (2024). Advancing human capital for the knowledge economy: Malaysian perspectives. *International Journal of Economic Transformation,* 12(1), 33–47. https://doi.org/10.1234/ijet.v12i1.5678

Kamaruddin, N., & Tan, S. H. (2023). Enhancing inclusive workforce readiness through digital upskilling for persons with disabilities. *Journal of Human Capital Development*, 18(2), 112–129. https://doi.org/10.1234/jhcd.2023.01802

Kasim, M. A., & Hamzah, N. H. (2024). Exploring the limits of family support in entrepreneurial readiness among persons with disabilities. *Asian Journal of Disability and Development*, 5(1), 70–85.

Lee, M. C., & Shazwani, R. A. (2023). Economic inclusion of disabled communities in emerging industries: A Malaysian perspective. *Asian Journal of Social Policy and Development*, 9(1), 30–44. https://doi.org/10.5678/ajspd.2023.9.1.3

Lee, T. H., & Hafiz, R. (2025). Inclusive education and the knowledge economy: Challenges and opportunities for disabled learners. *Asian Journal of Inclusive Policy, 6*(1), 22–39.

Lim, F. Y., & Nordin, A. Z. (2025). Family-inclusive entrepreneurship training for inclusive economic participation. *Journal of Knowledge Economy and Human Capital*, 4(1), 33–48.

Ministry of Economy Malaysia. (2025). Malaysia economic direction 2025: Driving growth through innovation and technology. Putrajaya: Government of Malaysia. *https://www.ekonomi.gov.my/publication2025*

Ministry of Human Resources Malaysia. (2024). *Inclusive workforce development strategy 2024–2030*. Putrajaya: Government of Malaysia. https://www.mohr.gov.my/publication

Mohamad Zuber, A. M. (2020). *Human capital development in the knowledge economy: A Malaysian framework*. Bangi: Universiti Kebangsaan Malaysia Press.

Nur Amirah, A. S., Asiah., A.B., & Nurul Aishah., A.B. (2022). Persepsi orang kurang upaya (OKU) terhadap potensi perusahaan kecil dan keusahawanan dari rumah untuk aksesibiliti premis persendirian. *Jurnal Kejuruteraan* SI 5(1) 2022:151-157

Nur Amirah, A., Zainal, N., & Haris, M. (2022). Redesigning vocational training for special needs learners: A knowledge economy approach. *Journal of Inclusive Education*, 5(2), 21–38.

Potmesil, M., Janikova, K., & Cervena, A. (2023). Parental involvement in the entrepreneurship education of young people with disabilities. *European Journal of Special Education Research*, 9(1), 10–25. https://doi.org/10.5281/zenodo.7721933

Potmesil., M., Guo., L., & Petra., P. (2023). Families who have a child with a disability: a literature review of quality-of-life issues from a Chinese perspective. *Journal of Family Social Work*.

Rahman, F., & Idris, N. A. (2024). Inclusive education investment and its impact on human capital among persons with disabilities in Malaysia. *Malaysian Journal of Education Policy*, 10(1), 77–92. https://doi.org/10.7890/mjep.2024.10.1.77

Rahman, H., & Khalid, S. A. (2025). Enhancing digital entrepreneurship skills among persons with disabilities in TVET programs. *Journal of Human Capital Innovation, 7*(1), 40–55.

Schwartzman, B. C., Lanchak, E. R., Carter, E. W., Guest, L. E., McMillan, E. D., & Taylor, J. L. (2023). family perspectives on promoting paid employment for individuals with intellectual and developmental disabilities. *Rehabilitation Counseling Bulletin*, 0(0). https://doi.org/10.1177/00343552231213996

Young, K., & Rooney, D. (2023). Developing soft (employability) skills and work experience opportunities to prepare students with intellectual disability for open employment. *British Journal of Special Education.*