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(IJEPC)**www.ijepec.com**INCLUSIVE EDUCATION: A SYSTEMATIC REVIEW OF THE
IMPACT AND EFFICACY OF SOFT SKILLS DEVELOPMENT
FOR STUDENTS WITH DISABILITIES**Nur Maslina Mastam¹, Rozniza Zaharudin^{2*}¹ School of Educational Studies, Universiti Sains Malaysia, Malaysia
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DOI: 10.35631/IJEPC.953016.**This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)****Abstract:**

The significance of enhancing the soft skills of students with disabilities is investigated in this essay, with a particular emphasis on enhancing their academic, personal, and professional achievements. It seeks to equip individuals with the necessary skills to prepare them for a more inclusive and fair future. This is through addressing challenges such as a lack of interpersonal skills, such as communication, cooperation, and flexibility. Here, the research employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach, conducting a systematic review by scouring academic databases and journals for pertinent articles published within the last three years. In addition, the systematic search employed academic databases like Scopus and Web of Science (WoS). After rigorous searching, the final dataset comprised (n = 25) studies. There are three identities: 1) Social interaction and skill development for students with disabilities; 2) employment-related soft skills for students with disabilities; and 3) a variety of approaches to support students with disabilities. Furthermore, the study highlights the need to incorporate targeted interventions into educational curricula and expresses support for inclusive policies that place an emphasis on the overall development of students. Cultivating a culture that prioritises empathy, understanding, and skill development while also actively working to remove barriers and foster an inclusive atmosphere holds the potential for society to contribute significantly to the academic as well as professional success of students with disabilities.

Keywords:

Soft Skills, Generic Skills, Life Skills, Students With Disabilities, Inclusion

Introduction

In education, promoting inclusive practices has become a fundamental aspect of creating diverse and fair learning environments. As educational paradigms evolve to prioritise inclusion, it is vital to guarantee that students with disabilities possess the ability to utilise academic material as well as the essential resources to succeed in their personal and professional lives (Alsarawi & Sukonthaman, 2023; Imaniah & Fitria, 2018; Uttayotha & Scheef, 2021). Therefore, this systematic analysis examines the significance of establishing soft skills for students with disabilities, examining how it might significantly improve their educational experience and future opportunities.

Soft skills, considered crucial for personal and professional success, comprise a wide range of qualities beyond conventional academics (Kumar et al., 2022; Majid et al., 2012, 2019). This paper seeks to highlight the transformational power of fostering soft skills among students with disabilities. This is supplementary to the commonly discussed topics of accessibility and accommodations in the debate on inclusive education. Notably, skills such as effective communication, interpersonal abilities, resilience, and flexibility are crucial in influencing academic success, social integration, and employment (Mitsea et al., 2021; Rumiantseva, 2021). However, the significance of soft skills in the broader education framework is exaggerated. For children with disabilities, developing and refining these skills may have a profound impact, overcoming obstacles and establishing a comprehensive basis for a prosperous life outside of the educational setting (Ioannis, 2023; Magrin et al., 2019; Viana-Rúa et al., 2019). Hence, this systematic analysis thoroughly analyses the available literature, combining evidence to evaluate the effectiveness of programmes designed to enhance soft skills specifically for students with disabilities.

As we begin our inquiry, it is crucial to acknowledge that the inclusive education field is constantly changing, with different methods and interventions being used in various educational systems. Through careful examination of the influence and effectiveness of enhancing soft skills, our goal is to make a meaningful contribution to both practical application as well as scholarly discussions of inclusive educational approaches. Thus, this study aims to guide educators, policymakers, and stakeholders by presenting evidence-based techniques that enable kids with disabilities to succeed academically and thrive in other aspects of life beyond the classroom.

Literature Review

Soft skills development for students with disabilities is a critical aspect of inclusive education. It involves abilities that empower individuals to engage cooperatively and successfully with others while navigating their surroundings adeptly. According to a literature review, soft skills for students with disabilities include resilience, reflexivity, empathy, collaborative work, and self-efficacy (Fernandes et al., 2021). Furthermore, a study on the UPGRADE Your Performance programme impacts on secondary students with disabilities discovered that it positively impacted their soft skills, both in school and during community-based job activities (Clark et al., 2019). Furthermore, a research paper focusing on the evaluation of soft skills in students with disabilities within teacher training institutions underscores the significance of assessing these skills to promote the successful advancement of inclusive educational practices. (Muzata, 2018).

In the context of students with disabilities, developing soft skills is crucial for their overall growth and integration into various settings (Majid et al., 2019). It enhances their academic success and prepares them for future employment and independent living. According to a study by Weili Lu et al. (2023), soft skills deficiencies have been identified as a significant contributor to unemployment and underemployment of young adults with disabilities. The study suggested that employment-related soft skills training can help young adults with disabilities develop the requisite skills for workplace success. Furthermore, the research underscored the significance of cultivating soft skills like problem-solving, effective communication, adaptability and teamwork, which are indispensable for thriving in various professional roles. Accordingly, by providing young adults with disabilities with the necessary training and support to develop these skills, employers can create more inclusive and supportive work environments, benefiting both employees and organisations.

Therefore, the systematic review of the efficacy as well as the impact of soft skills development for students with disabilities in inclusive education is a timely and significant endeavour. By analysing the existing literature and studies, the review can provide valuable insights into the effectiveness of distinct programmes and interventions aimed at enhancing the soft skills of students with disabilities. To conclude, soft skills development for students with disabilities is a multifaceted area that has gained attention in the educational landscape. Furthermore, it is characterised by a range of abilities essential for the holistic development and social inclusion of students with disabilities. The proposed systematic review holds promise in consolidating the existing knowledge and evidence base related to the impact and efficacy of soft skills development for students with disabilities in an inclusive education context.

Methods

This systematic literature review is in line with PRISMA (refer to Page et al., 2021). Here, the search procedure commenced in November 2023 and ended in early Jan 2024. Based on PRISMA guidelines (Moher et al., 2009), four steps are involved in the process of searching for articles: 1) Identification, 2) Screening, 3) Eligibility, as well as 4) Data abstraction and analysis.

Identification

To decide on a significant number of relevant papers for this inquiry, three key stages of the systematic review technique were used. Keywords are chosen in the initial stage, and related terms are retrieved via dictionaries, thesaurus, encyclopaedias, and previous studies. All relevant terms were selected after creating search strings for the Web of Science (WoS) as well as Scopus databases (refer to Table 1). In the initial stage of the systematic review process, a total of 3,820 publications were gathered from various databases for the current research project.

Table 1: The Search String

Scopus	Web of Science
TITLE-ABS-KEY (("soft skill*" OR "generic skill*" OR "employability skill*" OR "workplace skill*" OR "work readiness skill*" OR "social competence" OR "social skill*" OR "social adaption" OR "life skill*") AND ("special student*" OR "student* with disability*" OR	((("soft skill*" OR "generic skill*" OR "employability skill*" OR "workplace skill*" OR "work readiness skill*" OR "social competence" OR "social skill*" OR "social adaption" OR "life skill*") AND ("special student*" OR "student* with disability*" OR "disabled person*"

"disabled person*" OR "person with disability*" OR "special education*" OR "special kid*" OR "youth with disabilities" OR "disabled worker*" OR "youth with special need*" OR "inclusive student*" OR "student* with special need*" OR "disabled worker*" OR "inclusion class")) AND (LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2023) OR LIMIT-TO (PUBYEAR, 2024)) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (PUBSTAGE, "final")) AND (LIMIT-TO (LANGUAGE, "English"))

OR "person with disability*" OR "special education*" OR "special kid*" OR "youth with disabilities" OR "disabled worker*" OR "youth with special need*" OR "inclusive student*" OR "student* with special need*" OR "disabled worker*" OR "inclusion class")) (Topic) and Preprint Citation Index (Exclude – Database) and 2024 or 2023 or 2022 (Publication Years) and Article (Document Types) and English (Languages)

Screening

The screening step entails reviewing a set of potentially pertinent research items. It is to pinpoint content which corresponds to the predetermined research question(s). In this stage, criteria related to the classification of soft skills development in students with disabilities are employed. Duplicate papers are systematically eliminated from the initially retrieved list of documents. The initial screening phase led to the exclusion of 3,614 publications, and the subsequent stage involved the examination of 206 papers, applying distinct exclusion and inclusion criteria as outlined in Table 2. Here, the main criterion for selection was the literature (research papers) as the primary source for practical recommendations. Additionally, meta-analyses, meta-synthesis, reviews, books, book series, and chapters that are excluded in the most recent study were also included in the criteria. It is noteworthy that the review was restricted to publications in English, and the time frame considered was limited to the years 2022 to 2024. Importantly, 32 publications were dismissed due to duplication criteria.

Table 2: The Selection Criterion Is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2024 - 2022	< 2022
Literature type	Article (Journal)	Review, Book, Conference
Publication Stage	Final	In Press

Eligibility

A collection of 174 papers was obtained in the third phase, known as the eligibility evaluation. In this phase, a thorough examination of all the articles' titles and main content was conducted to guarantee they satisfied the inclusion criteria. It was pertinent to the research objectives of the ongoing research. Hence, 149 papers, articles, and conferences were rejected since they were out of the field, the title was not noteworthy, the abstract was not related to the purpose of the study, and there was no full-text access based on empirical data. As a result, there are now 25 articles left for the future review.

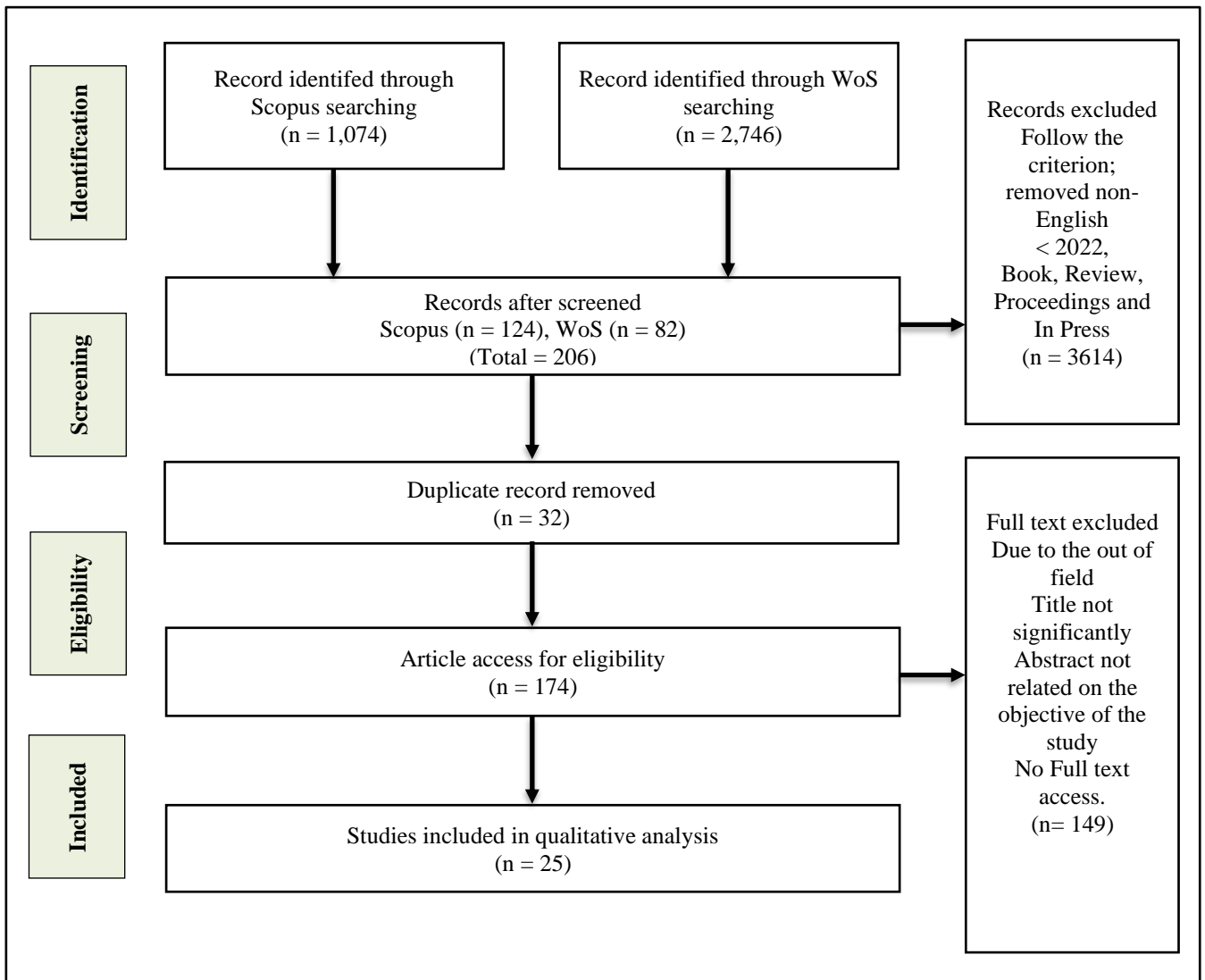


Figure 1: Flow Diagram Of The Suggested Searching Study

Data Abstraction and Analysis

The data collection phase involved meticulously examining 25 papers to gather statements or details relevant to the research questions. Furthermore, the subsequent phase involved a collaborative assessment by the authors and experts to group and organise the findings related to career transition for special needs students. Three key themes emerged: 1) Social Interaction and Skill Development for Students with Disabilities, 2) Employment-Related Soft Skills for Persons with Disabilities, as well as 3) Diverse Approaches to Support Students with Disabilities. The authors ensured the interconnectedness and relevance of these themes, collaborating to address any disparities and fine-tuning the themes for logical flow and consistency. Expert validation, conducted by Ts. Dr. Rozniza Zaharudin from Universiti Sains Malaysia and Dr. Madinah Mohd Yusof from the Special Education Campus Teacher Institute played a crucial role in establishing the clarity, significance, and sufficiency of each sub-theme, ensuring domain validity. In addition, changes were implemented according to the feedback and input provided by experts, boosting the research's overall quality.

Result and Findings

The research demonstrates that 25 articles were retrieved and subject to analysis through thorough advanced search procedures with soft skills development. Three themes have been identified: 1) Social Interaction and Skill Development for Students with Disabilities, 2) Employment-Related Soft Skills for Persons with Disabilities, as well as 3) Diverse Approaches to Support Students with Disabilities.

Theme 1: Social Interaction And Skill Development For Students With Disabilities

Authors & Year	Title	Journal	Methodology	Findings
García-Carrión R.; Gutiérrez Esteban P.; Fernández Villardón A.; Ayuso Del Puerto D. (2023)	Promoting Social Interaction and Attention of Students with Disabilities through Interactive Groups	Multidisciplinary Journal of Educational Research	Case study analysis of five IG sessions, coding 5,831 interactions, teacher/volunteer interviews, and student focus groups.	Increased attentional engagement, helping interactions, and identified benefits in social skills and curricular development.
Cheung W.C.; Meadan H.; Xia Y. (2022)	A Longitudinal Analysis of the Relationships Between Social, Communication, and Motor Skills Among Students with Autism	Journal of Autism and Developmental Disorders	Analysis of SEELS 2,000 dataset, structural equational modelling.	Motor skills mediated the relationship between social skills and communication in elementary school; noteworthy longitudinal relationships were observed.
Olcay S.; Saral D. (2023)	Remote Professional Development of Teachers to Implement Power Cards to Teach Students with Autism Spectrum Disorder	Clinical Psychology and Special Education	One-group pre- and post-test design, behavioural skills training, coaching, and multiple probe design.	Effective coaching and remote training have a positive influence on teachers' use of the Power Card method, as well as students' acquisition of social skills.
Yizengaw S.S. (2022)	Effect of social skills training on interpersonal interactions of children with	International Journal of Developmental Disabilities	Pre-post equivalent experimental as well as control group design,	Both groups exhibited great differences in their overall social skills; the

	autism: an interventional research		Autism Social Skills Profile Rating Scale.	experimental group exhibited greater improvement.
İçyüz B.S.; Efilti E.; İçyüz R. (2022)	The Effect of Creative Drama on The Development of Social Skills of Children With Autism In Turkey: A Mixed-Method Research	Universidad y Sociedad	Mixed-method research with a sequential transformative design.	There is a noteworthy positive difference between the post-test and pre-test outcomes, and qualitative data supported quantitative findings.
Alghamdi N.S.; Alqudah D.M.; Alghazo E.M. (2024)	Efficiency of a Social Skills Development Intervention Programme for 3- to 6-Year-Old Children with Intellectual Disabilities: A Saudi Perspective	International Journal of Diversity in Education	One-group pre-test-post-test design, Vineland Scale for adaptive behaviour.	Play-based intervention effectively develops social skills, including personal relationships, turn-taking, playtime, and coexistence.
Helbig, Kate A.; Schrieber, Stefanie R.; Radley, Keith C.; Dereix, James (2023)	Effects of a Teacher-Implemented Social Skills Intervention for Elementary Students with Autism and Developmental Disabilities	Journal of Educational and Psychological Consultation	Multiple probe design across dyads, content analysis for social validity data.	PST achieved accurate authoring and application of SS; Children with ASD acquired, maintained, as well as generalised target social skills.
Pereira, Brittany A.; Hamsho, Narmene; Susilo, Annisha; Famolare, Gianna M.; Blacher, Jan;	Longitudinal Associations Between Internalizing Behaviours and Social Skills for Autistic Students During	School Psychology	Content analysis.	PST wrote SS correctly and applied them with high treatment integrity.

Eisenhower, Abbey (2023)	the Early School Years			
Nenniger, Gina (2022)	Classroom influence- Do students with high autistic traits benefit from their classmates' social skills?	Frontiers in Education	Multiple probe design across dyads.	Children diagnosed with ASD rapidly learned, retained, and applied target social skills as intended.
Akgun-Giray, Dilay; Ergenekon, Yasemin (2022)	Effect of Social Stories Designed and Presented by Pre-Service Teachers on Social Skills Acquisition of Children with Autism	Ankara Universitesi Egitim Bilimleri Fakultesi Ozel Egitim Dergisi- Ankara University Faculty of Educational Sciences Journal Of Special Education	Content analysis.	Positive perception of the study by both children with ASD's parents and PST.

Theme 2: Employment-Related Soft Skills For Students With Disabilities

Authors & Year	Title	Journal	Methodology	Findings
Lu W.; Oursler J.; Gao N.; Herrick S.; Mariani J.; Diviney J.; Socha C.; Beninato J. (2023)	Focus groups on employment-related soft skills for transition-age youth with disabilities	Journal of Vocational Rehabilitation	Two focus groups with stakeholders, which include family members, individuals with disabilities, service providers, advocates, as well as unidentified participants.	Communication skills, conflict resolution, advocacy, and professionalism identified as crucial for success
Pickens J.L.; Dymond S.K. (2022)	Keys to the employment services castle:	Journal of Vocational Rehabilitation	Interviews with 16 rehabilitation service	Employability perceptions are influenced by the

	Needed skills and experiences		providers using a qualitative semi-structured approach.	understanding of work, work behaviours, work-related skills, and prior work experience is considered crucial.
Lu W.; Oursler J.; Gao N.; Herrick S.J.; Mariani J.; Socha C.; Beninato J. (2022)	Service needs assessment of employment-related soft skills for transition-age youth with disabilities	Journal of Vocational Rehabilitation	Survey with 183 participants, including family members, service providers, advocates, individuals with disabilities, as well as employers.	The most crucial skills universally recognised among all groups are seeking assistance and acting upon feedback.
Lu W.; Oursler J.; Herrick S.J.; Gao N.; Wang K.; Beninato J.; Minor T.; Franco S.; Jackson S. (2023)	Responding to Feedback: Employment-Related Soft Skills Training for Persons With Disabilities	Journal of Applied Rehabilitation Counseling	Post-and pre-group design incorporating a four-session intervention delivered by graduate counselling students.	Participants expressed an increased level of confidence in addressing feedback and greater satisfaction with the intervention.
Lu W.; Oursler J.; Herrick S.; Gao N.; Beninato J.; Durante A.; Gbadamosi S.; Minor T. (2022)	Asking for Help: Employment-Related Soft Skills Training for Persons With Disabilities	Journal of Applied Rehabilitation Counseling	Feasibility study with a four-session intervention delivered to participants with disabilities.	Participants expressed greater confidence in seeking assistance and indicated high satisfaction levels with the intervention.
Jolin J.; Wilson M. (2022)	Developing a Theory of Two Latent Soft Skills Progress Variables using	Journal of Psychoeducational Assessment	Development of two latent soft skills progress variables	Two-dimensional structure identified: Evaluative

the BEAR Assessment System: Validity Evidence for the Internal Structure of the Social Evaluative in the Workplace Instrument	employing the BEAR Assessment System.	Inference (EI) and Social Cue Detection (SPU).
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Theme 3: Diverse Approaches To Support Students With Disabilities

Authors & Year	Title	Journal	Methodology	Findings
Schütz J.; Schipper N.; Koglin U. (2022)	Bullying in school and cyberbullying among adolescents without and with special educational needs in emotional–social development and in learning in Germany	Psychology in the Schools	Cross-sectional questionnaire study with 649 participants.	Adolescents with special educational needs in emotional–social development were found to be more commonly involved as perpetrators in school bullying, indicating notable distinctions in bullying patterns.
Cataldo B. (2022)	An exploration of social skills in substantially separate settings	Journal of Research in Special Educational Needs	Semi-structured interviews with five students placed in a special education collaborative.	Limited social networks, challenges in developing peer relationships, and the role of educators in social skill development.
Wijaya W.M.; Syarifah L.S. (2022)	The management of life skills program for	International Journal of Evaluation and Research in Education	Case study with observations, interviews, and documentation.	Successful delivery of graduates to work; Commitment of

	students with disabilities			stakeholders in supporting the programme.
Romero L.M.G.; Mendieta D.J.B.; Merino D.A.R.; Moreira J.E.T. (2023)	Resilience capacity in students with disabilities at the university level	Revista de Ciencias Sociales	Qualitative approach with a hermeneutic method.	Broad resilience capacity demonstrated in facing adverse situations and achieving goals.
Alkhazaleh M.S.; AlOdwan S.S.; Abdel-Hadi S.; Al-Qaruty R.; Obeidat B.F. (2023)	Identification of Social Needs among Students with Disabilities from the View Point of Their Teachers: UAE Perspective	Journal of Curriculum and Teaching	The questionnaire was administered to 83 educators.	There was significant importance in addressing social needs, and age is a significant variable.
Wachsmuth S.T.; Lewis T.J.; Gage N.A. (2023)	Exploring Extracurricular Activity Participation, School Engagement, and Social Competence for Students With Emotional and Behavioural Disorders	Behavioural Disorders	Assessments evaluating, school engagement, social competence as well as ECA participation.	A positive relation between school engagement, social competence as well as ECA participation.
King, Gillian; McPherson, Amy C. C.; Kingsnorth, Shauna; Gorter, Jan Willem (2022)	The Transformative Nature of Residential Immersive Life Skills Programs: Integrating Findings from a Five-Year Prospective Study of Program Opportunities, Youth Experiences, and Outcomes	International Journal of Environmental Research and Public Health	A multi-method prospective study comprising 38 youth with disabilities attending RILS programmes. Integrated quantitative, qualitative, as well as mixed methods approaches.	RILS programmes offer valuable chances for significant psychological involvement, social connections, choice and control. They have a profound effect on individual development and readiness for adulthood.
Silva, Letícia Thays Bessa;	Analysis of Social Skills	Paidéia (Ribeirão Preto)	Analytical observational	The groups did not show a

Lourenço, Gerusa Ferreira (2022)	and Functional Characteristics of Adolescents with Cerebral Palsy	study with 15 participants using various assessment instruments. Quantitative and qualitative descriptive analysis.	noteworthy distinction in overall scores. Developmental deficits were observed, with greater motor and communicative compromise in adolescents without articulated speech.
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Discussion and Conclusion

Theme 1: Social Interaction and Skill Development for Students with Disabilities

The investigation represents a crucial scholarly pursuit within the realm of inclusive education. This research area delves into the nuanced dynamics of social interactions and their profound influence on the skill development of students with diverse disabilities. Hence, by studying the social experiences within educational settings, including peer relationships, communication patterns, and collaborative activities, scholars aim to unravel the intricate ways. This is where social interactions contribute to the general skill acquisition of students with disabilities. Moreover, this line of inquiry often encompasses a broad spectrum of skills, ranging from communication and adaptive behaviour to emotional intelligence and interpersonal competencies. In addition, insights derived from these studies not only shed light on the challenges faced by students with disabilities in social contexts but also pave the way for designing and implementing targeted interventions, educational strategies, and inclusive practices. Ultimately, the goal is to create supportive environments that foster positive social interactions, nurture skill development, and empower students with disabilities to navigate social landscapes confidently. It also promotes their holistic educational advancement. Accordingly, the outcomes of such research significantly contribute to the ongoing discourse on inclusive education and advocate for policies that prioritise the social well-being and skill enhancement of students with disabilities.

Theme 2: Employment-Related Soft Skills for Students with Disabilities

The exploration of this study in academic literature signifies a critical endeavour to understand. It also addresses the multifaceted challenges and opportunities faced by individuals with disabilities in the professional sphere. This research domain focuses on identifying, cultivating, and enhancing the soft skills crucial for successful employment outcomes among students with diverse disabilities. Hence, soft skills, including teamwork, effective communication, problem-solving, as well as adaptability, are pivotal in shaping workplace interactions and performance. Additionally, investigating the nuanced aspects of how individuals with disabilities acquire and apply these skills contributes to developing tailored strategies and interventions for their seamless integration into the workforce. Moreover, such research underscores the importance of fostering inclusive work environments that recognise and amplify the strengths of

individuals with disabilities, ultimately striving toward a more equitable and diverse job market. Nevertheless, the outcomes of this scholarly inquiry are poised to inform policies, practices, and educational approaches that empower students with disabilities to thrive professionally and promote broader societal inclusion.

Theme 3: Diverse Approaches to Support Students with Disabilities

"Diverse Approaches to Support Students with Disabilities" encapsulates a broad spectrum of strategies and interventions to enhance the educational experiences of students facing diverse challenges. This multifaceted endeavour encompasses initiatives addressing issues such as bullying, social skill development, life skills programmes, resilience, social requirements, and extracurricular activities. Thus, by delving into these diverse dimensions, researchers and educators seek to create inclusive environments that address the distinctive requirements of students with disabilities. From targeted interventions to promote positive social interactions and prevent bullying to designing curricula that empower students with cognitive impairments, the focus extends to fostering independence through life skills programmes. Therefore, understanding the resilience capacity of university students with disabilities becomes integral, shedding light on their ability to navigate challenges. Moreover, acknowledging the social requirements of children with disabilities ensures a comprehensive approach to their well-being within educational settings. In addition, exploring the positive impact of extracurricular activities on students with emotional and behavioural disorders adds another layer, emphasising the role of holistic engagement in academic and social spheres. In essence, the ongoing research and diverse approaches collectively resulted in a more inclusive and supportive educational landscape for students with disabilities, recognising and addressing their unique needs as well as potential for growth.

Conclusion

Ultimately, the inquiry on this investigation underscores the vital importance of soft skills in moulding the comprehensive growth of students inside the inclusive education framework. The results outlined in this influential research confirm the direct relationship between the mastery of soft skills and crucial outcomes. This article highlights the importance of holistic and inclusive educational strategies for students with disabilities. Fostering social connections, building life skills, and teaching employment-related abilities empower these students to become independent, confident, and successful adults. Additionally, personalized and diverse learning approaches allow each student's unique needs and strengths to be supported. With comprehensive systems in place, students with disabilities can thrive and contribute meaningfully in all areas of life. Amidst the changing nature of inclusive education, these insights provide practical suggestions for educators, policymakers, and stakeholders to create and execute specific interventions that cater to the distinct requirements of students with disabilities. Hence, the continuous dedication to enhancing soft skills training aligns with the overarching goal of fostering inclusive educational settings that allow each student to overcome obstacles, thrive, and make significant contributions to society. Moreover, this research emphasises the need to prioritise holistic skill development to guarantee equal chances as well as accomplishment for students with disabilities by recognising the significant effect of soft skills.

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