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An Analysis of Lecturers' Perceptions of Outcome-Based Education Practices in Vocational College Diploma Programs in Malaysia

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Abstract

This study examines lecturers' viewpoints regarding the Outcome-Based Education system in diploma programs in vocational colleges in Malaysia. The matter at hand is the need for a more profound understanding of educators' conceptions of OBE in vocational education, as this perspective directly influences its effectiveness in achieving desired educational outcomes. A cross-sectional survey method was employed, involving 338 academics from a total population of 9,623. Data were collected using a validated questionnaire, demonstrating a high-reliability value of 0.990. Descriptive statistics, encompassing frequency, percentage, mean, and standard deviation, clarified teachers' overall perceptions of OBE. Additionally, inferential analysis utilising an independent sample t-test assessed variations in perceptions based on gender. The results demonstrated that educators primarily hold positive attitudes towards Outcome-Based Education, with no significant gender-related differences in viewpoint. These findings underscore the potential of OBE to enhance educational practices in vocational settings, supported by the favourable attitudes of lecturers about its application. The research demonstrates that continuous professional development and support for educators are essential to maximise the benefits of Outcome-Based Education in vocational training.

Keywords: Outcome-Based Education, Lecturers' Perception, Vocational Colleges

Introduction

The Vocational Colleges (KV) under the Ministry of Education Malaysia (MOE) play a crucial role in cultivating a workforce that meets the demands of various sectors. These institutions

employ the Vocational College Standard Curriculum (KSKV), formulated via research to conform to industry standards and enhance students' competencies and entrepreneurial skills. KV's principal strategy is the OBE framework, which emphasises Continuous Quality Improvement (CQI) to achieve the defined Program Educational Objectives (PEO) and Program Learning Outcomes (PLO) (Affian & Mazlini, 2018). Outcome-Based Education prioritises student-centered learning by including cognitive, psychomotor, and affective domains into the educational framework. This approach fosters continuous assessment and active participation, placing educators as facilitators who cultivate critical thinking rather than merely delivering information (Aminah & Crispina, 2020). Outcome-Based Education (OBE) is an educational framework used by all higher education institutions in Malaysia. Spady (1994) asserts that Outcome-Based Education (OBE) prioritises the achievement of specified learning outcomes by the end of the educational process. This method aims to ensure that all students acquire the fundamental knowledge, skills, and competencies necessary for post-educational success (Al-Faiz et al., 2021). The focus is on the results and achievement of educational objectives for the academic programs offered by the schools. Despite its potential to improve educational quality and conform to international certification criteria (Alfadda & Mahdi, 2021), the implementation of OBE faces numerous hurdles. Some institutions persist in utilising conventional approaches inside their educational systems (Al Mamun et al., 2022; Amirtharaj et al., 2022). This arises from various sources. The OBE framework is employed in various nations, including as Malaysia, the Philippines, and Sri Lanka (Damit et al., 2021). Nonetheless, its successful execution is sometimes hindered by obstacles such as inadequate training, discrepancies between instructional activities and outcomes, and issues in comprehensively evaluating learning successes (Du & Chaaban, 2020).

Moreover, a contributing factor to the enduring prevalence of traditional methods in institutions is the constrained duration of courses, with centralised courses lasting three days and internal courses limited to one day. The time limitations have led to varied interpretations among lecturers on suitable teaching activities, assessment methods, and assignments that align with the designated timeframe. Recent studies reveal numerous challenges in the implementation of OBE among KV lecturers. The limitations include a lack of expertise in managing classes focused on teaching and learning objectives, insufficient knowledge and exposure to OBE techniques, and inadequate support from colleagues (El Kalai et al., 2022; Errida & Lotfi, 2021; Evardo, 2020). Furthermore, physical and resource constraints hinder the effective implementation of OBE (Gunarathne et al., 2019). The observed concerns reveal a substantial inadequacy in the understanding and application of OBE practices, necessitating the creation of mechanisms to support lecturers and enhance the effectiveness of OBE implementation. This study aims to analyse lecturers' perspectives on OBE practices in diploma programs at KV.

Literature Review

The adoption of OBE in the KV has emerged as a pivotal emphasis in educational reform in recent years. This methodology, which emerged in North America and Australia during the 1990s, has been extensively used in vocational education in China and Malaysia (Hassan & Wai, 2019). A fundamental aspect of OBE is its focus on the learning outcomes that students are anticipated to exhibit upon graduation. OBE has emerged as a significant methodology in higher education, with its application in vocational colleges garnering increased attention and assessment. This contrasts with conventional teaching strategies that frequently emphasise

content delivery and instruction rather than the competencies ultimately attained by students (Hill & Wang, 2018). In the OBE framework, curriculum design, pedagogical approaches, and assessments are organised around explicit learning outcomes to guarantee that students acquire the requisite information and abilities to attain these objectives (Juanyu, 2019; Kennedy & Birch, 2020; Khan et al., 2023).

Vocational colleges have adopted the OBE model since it corresponds with their objective to cultivate graduates possessing the requisite knowledge, abilities, and attitudes demanded by the labour market (Lukman et al., 2021). The Commission on Higher Education in the Philippines has been leading efforts to harmonise the higher education environment, including programs to promote the adoption of OBE. at Malaysia, the shift to OBE at vocational colleges has entailed the reformation of the education system towards a more student-centric model. The OBE model is regarded as a more successful approach for preparing students for the job, emphasising the development of practical skills and competencies above the mere transmission of theoretical knowledge. By focusing on students' capabilities post-learning rather than solely on their knowledge, OBE is posited to yield graduates who are more dynamic, innovative, and more equipped to fulfil the requirements of the labour market (Mangali et al., 2019). A crucial element of implementing OBE in vocational institutions is the alignment of the curriculum, instructional methods, learning activities, and evaluation techniques to guarantee that students attain the intended learning objectives. This necessitates a transformation of perspective for both staff and students as they adapt to the change from a teacher-centred to a more student-centred paradigm.

Nonetheless, the implementation of OBE in Malaysian vocational colleges remains nascent, and the comprehensive effects on student performance are not yet well comprehended. Nonetheless, the execution of OBE has necessitated substantial modifications to curriculum design, pedagogical approaches, and evaluative processes, with the objective of better matching the educational process with the intended learning results (Mohd Rokeman & Che Kob, 2023). Despite the nascent stage of OBE implementation in Malaysia, the experiences of other nations may offer significant insights into the potential problems and optimal practices related to this educational framework. In the Philippines, numerous higher education institutions have actively pursued the implementation of OBE by distributing information, aligning and mapping curriculum, assessing output components, and improving teaching quality (Naji et al., 2020). This signifies that a thorough and cooperative strategy is essential for the effective execution of OBE.

Moreover, the OBE model implemented by educational institutions in the Philippines primarily aims to foster transformation among students, rather than solely prioritising examination outcomes and course grades. The transition to a more student-centred methodology is a fundamental aspect of OBE since it seeks to cultivate students' knowledge, skills, attitudes, values, and judgement (Olafsen et al., 2021). In the context of vocational colleges in Malaysia, the shift from a traditional education system to a more student-centred approach has posed considerable difficulty. This transformation has enabled Vocational Colleges to reorganise their curricula, course content, delivery methods, and evaluation procedures to more effectively match with OBE principles (Prihantoro, 2020). The introduction of OBE in Vocational Colleges in Malaysia and elsewhere underscores the

necessity of a holistic and collaborative strategy, alongside an emphasis on cultivating well-rounded students (Rafique et al., 2020). OBE has garnered considerable attention in vocational education because to its emphasis on student learning objectives rather than mere content delivery (Rao, 2020). An examination of the current literature on OBE in vocational college diploma programs uncovers several critical discoveries. Prior research on OBE emphasises the necessity of establishing explicit learning outcomes that students are expected to exhibit upon completion of a program or course (Rattanamanee, 2020). The transition from teaching to learning has been extensively embraced in vocational education, ensuring that graduates are equipped to fulfil the requirements of their selected professions (Rivaldo, 2021).

Methodology

This study employs the survey method recommended by Babbie (2015) as the most effective approach for data collection from a population. This study employed a cross-sectional survey, wherein data collecting, as defined by Creswell (2008), occurs solely once at a particular moment in time. This approach was used as it corresponds with the study's aim of evaluating lecturers' perceptions following the implementation of OBE practices. Fraenkel et al. (2015) define a population as a comprehensive collection of individuals possessing analogous features that fulfil the study's aims. Data regarding this group is deemed crucial and should be prioritised by researchers, since it dictates the quantity of study samples necessary to accurately represent the population, hence assuring the generalisability of the findings (Wiersma, 2009). The research population comprises lecturers executing OBE practices at vocational colleges (KV) under the Ministry of Education (KPM). The overall population consists of 9,623 lecturers across the nation. Nonetheless, 338 lecturers execute OBE. This figure corresponds with the sample size suggestion by Krejcie and Morgan (1970), which is 338 persons.

Creswell (2005) asserts that research instruments are vital for acquiring the requisite data to address research enquiries. This predominantly quantitative study employed a questionnaire as the research instrument. Due to the study's design and the necessity for efficient data collection, the questionnaire was deemed the most appropriate instrument (Creswell, 2005). The questionnaire for this study was meticulously crafted to collect varied information on the application of OBE. It is segmented into multiple sections to address different facets of the topic. Section A addresses demographic data, encompassing state, gender, KV location, teaching experience, and subjects instructed. Section B was intended to evaluate respondents' responses to OBE practices. This section, derived from Mohd Azmi (2016), assesses lecturers' responses to OBE practices.

A pilot study was executed following the acquisition of authorisation from BPPDP, KPM, and BPLTV to perform the research. The pilot project was executed at four vocational institutions in Selangor, engaging a minimum of 40 instructors. The responder count for the pilot study corresponds with Emory and Cooper’s (2003) recommendation of including 25 to 100 participants. Consequently, the 40 respondents are considered adequate. Reliability testing utilising Cronbach's Alpha analysis was performed with 40 respondents (N=40) to verify the consistency and reliability of the questionnaire. The reliability test results indicated an alpha coefficient of 0.990 for all 100 items assessing the study variables, significantly exceeding the

0.800 threshold commonly suggested by academics. Instruments with a Cronbach's Alpha coefficient of 0.800 or higher are deemed extremely dependable (Hair et al., 2010).

Descriptive analysis was employed to gather, organise, and present data as frequency, percentage, mean, and standard deviation. This analysis was performed to furnish a comprehensive characterisation of the respondents' profiles in this study, encompassing gender, ethnicity, academic qualifications, teaching experience, and KV location. The data generated from this descriptive analysis was utilised to examine instructors' perspectives of OBE practices. This study evaluated the mean scores of variables according to the scale range presented in the table. Mean scores between 1.00 and 2.33 signify a low level, 2.34 to 3.66 denote a moderate level, and 3.67 to 5.00 represent a high level. Inferential analysis, particularly the independent sample t-test, was employed to investigate variations in lecturers' assessments of OBE practices according to gender.

Findings

The examination of respondents' profiles relies on demographic data presented in Section A of the questionnaire, encompassing gender, age, and the classification of lecturers as either vocational or general. Frequency and percentage techniques were employed to analyse the respondents' demographics.

Table 1
Distribution of Respondents by Gender

No	Lecturer Gender	Frequency	Percentage (%)
1.	Male	119	35.2
2.	Female	219	64.8
Total		**338**	**100.00**

A total of 338 respondents, comprising vocational college teachers from around the nation, completed the given questionnaires. Among this total, 64.8%, equating to 219 respondents, were female lecturers, whilst the remaining 35.2%, or 119 respondents, were male lecturers. This signifies that the quantity of female responses was marginally greater than that of male professors. Table 1 illustrates the distribution of responders by gender.

Table 2
Distribution of Respondents by Age

No	Lecturer Age	Frequency	Percentage (%)
1.	25 to 29 years old	33	9.8
2.	30 to 34 years old	94	27.8
3.	35 to 39 years old	61	18.0
4.	40 to 44 years old	37	10.9
5.	45 to 49 years old	50	14.8
6.	50 years and above	63	18.6
Total		**338**	**100.00**

The research indicates that the largest cohort of respondents comprised academics aged 30 to 34 years, totalling 94 persons (27.8%), whilst the smallest cohort consisted of lecturers aged 25 to 29 years, with merely 33 individuals (9.8%). Sixty-one respondents (18.05%) were aged 35 to 39 years, whilst thirty-seven respondents (10.9%) were aged 40 to 44 years. In the

meantime, 50 respondents (14.8%) were aged 45 to 49 years, while 63 respondents (18.6%) were aged 50 years or older. Table 2 illustrates the age distribution of responders.

Table 3
Distribution of Respondents by Lecturer Category

No	Lecturer Category	Frequency	Percentage (%)
1.	Vocational Field	245	72.5
2.	General Field	93	27.5
Total		**338**	**100.00**

The analysis shown in Table 3 indicates that the majority of respondents in this study were vocational lecturers, including 245 persons (72.5%) out of a total of 338 respondents. Simultaneously, merely 93 responders (27.5%) were educators in the broad domain. This study employed descriptive analysis, specifically the mean, to ascertain lecturers' perceptions of OBE practices.

Table 4
Lecturers' Perception of the OBE Practice Approach

Item Statement		1 Strongly Disagree (SD)	2 Disagree (D)	3 Somewhat Agree (SA)	4 Agree (A)	5 Strongly Agree (SA)	Mean	Standard Deviation
B1	The OBE practice implemented aligns with the program objectives.	1 0.3%	0 0.0%	8 2.4%	187 55.3%	142 42.0%	4.39	0.55
B2	The OBE practice is relevant to the lecturers' teaching and learning (T&L).	0 0.0%	1 0.3%	12 3.6%	192 56.8%	133 39.3%	4.35	0.56
B3	The OBE practice balances both theory and practical aspects.	0 0.0%	3 0.9%	32 9.5%	189 55.9%	114 33.7%	4.22	0.64
B4	The OBE practice encompasses the integrated knowledge that I need to teach.	1 0.3%	0 0.0%	21 6.2%	206 60.9%	110 32.5%	4.25	0.59
B5	The OBE practice encompasses the pedagogical skills I need to	0 0.0%	2 0.6%	21 6.2%	210 62.1%	105 31.1%	4.24	0.58

	implement T&L.							
B6	The OBE practice emphasizes the need for a positive attitude towards T&L taught in an integrated manner.	1 0.3%	0 0.0%	9 2.7%	180 53.3%	148 43.8%	4.40	0.57
B7	The OBE practice emphasizes the need for a positive attitude towards T&L.	0 0.0%	1 0.3%	4 1.2%	186 55.0%	147 43.5%	4.41	0.53
Overall Mean = 4.33 Overall Standard Deviation = 0.48								

The investigation indicated that lecturers' perceptions of the OBE practice strategy for diploma programs at vocational colleges were predominantly positive. The overall mean score of 4.33, as indicated in Table 4, substantiates this claim. An analysis of each statement assessing the lecturers' responses to the OBE practice technique was done and is provided in Table 4. About statement B1, "The OBE practice implemented aligns with the program objectives," the mean score of 4.39 signifies a strong consensus among respondents. A total of 187 respondents (55.3%) concurred with this statement, and 142 respondents (42.0%) expressed strong agreement. A total of 8 individuals (2.4%) expressed moderate agreement, while only 1 individual (0.3%) expressed severe disagreement. All responders concurred.

In reference to statement B2, "The OBE practice is pertinent to lecturers' teaching and learning (T&L)," 192 persons (56.8%) expressed agreement, while 133 individuals (39.3%) indicated strong agreement. None of the respondents strongly disagreed; nevertheless, 1 people (0.3%) disagreed, while 12 individuals (3.6%) slightly agreed with the statement. The mean score of 4.35 indicates that respondents exhibited a high level of agreement with statement B2.

The respondents exhibited a strong agreement with statement B3, "The OBE practice balances both theory and practical aspects," shown in a mean score of 4.22. A total of 189 respondents (55.9%) concurred, while 114 individuals (33.7%) expressed strong agreement with this statement. A total of 32 persons (9.5%) expressed partial agreement, while only 1 individual (0.3%) expressed disagreement. No responders expressed strong disagreement.

Regarding statement B4, "The OBE practice encompasses the integrated knowledge I need to teach," a majority of respondents, 206 individuals (60.9%), expressed agreement with this assertion. Furthermore, 110 respondents (32.5%) expressed strong agreement, whilst 21 individuals (6.2%) indicated moderate agreement. One respondent (0.3%) expressed

significant disagreement, while no respondents indicated disagreement. The mean score of 4.25 indicates a high level of agreement with statement B4.

Additionally, the majority, 210 persons (62.1%), concurred with statement B5, "The OBE practice encompasses the pedagogical skills I require to implement T&L," while 105 individuals (31.1%) expressed high agreement. A limited number of respondents expressed partial agreement and disagreement with this remark, comprising 21 persons (6.2%) and 2 individuals (0.6%), respectively. No respondents expressed serious disagreement with statement B5. The mean score of 4.24 signifies that respondents strongly believe that the OBE practice includes the essential abilities for implementing T&L.

The respondents exhibited a strong concurrence with statement B6, "The OBE practice emphasises the necessity for a positive attitude towards integrated teaching and learning," achieving a mean score of 4.40. Furthermore, 180 individuals (53.3%) and 148 persons (43.8%) expressed agreement and strong agreement, respectively, with this statement. No responses expressed disagreement; however, 1 individual (0.3%) strongly disagreed, and 9 individuals (2.7%) slightly agreed. In the last statement, B7, "The OBE practice emphasises the need for a positive attitude towards T&L," 186 respondents (55.0%) agreed, while 147 individuals (43.5%) strongly agreed with this assertion. No responses strongly disagreed; 4 persons (1.2%) slightly agreed, and 1 individual (0.3%) disagreed. The mean score of 4.41 indicates a high level of agreement with statement B7.

An inferential analysis was performed to ascertain if significant variations existed in mean scores regarding lecturers' perceptions of the OBE approach, categorised by gender. Prior to executing the inferential analysis, the researcher conducted a normality test to verify that the data followed a normal distribution. Table 5 below presents the outcomes of the normalcy test.

Table 5
Results of the Normality Test

Skewness		Kurtosis	
Statistic	**Standard Error**	**Statistic**	**Standard Error**
-0.316	0.133	1.333	0.265

The normality test results indicated that lecturers' perceptions (Skewness = -0.316, Kurtosis = 1.333) were normally distributed, as the Skewness and Kurtosis values are within the range of ± 1.96.

Table 6
Analysis of Lecturers' Perception of the OBE Practice Approach Based on Gender

Variable		Mean	Standard Deviation	*F*	t-value	*df*	*Sig*
Lecturers' Perception	Male	4.351	0.537	1.802	0.703	336	0.483
	Female	4.318	0.452				

Table 6 presents the analysis comparing the mean scores of male and female respondents, along with the t-test results. In this study (N=338), the mean score difference between the two groups regarding lecturers' perceptions of the OBE practice strategy was 0.033. The research indicates that the mean score for males (M=4.351, SD=0.537, N=119) surpassed that of females (M=4.318, SD=0.452, N=219). The elevated mean score for men respondents signifies a more positive opinion of the OBE practice strategy in comparison to females. Nonetheless, the t-test findings indicated that the difference was not statistically significant (t=0.703, df=336, p>0.05).

Discussion

The investigation results demonstrate that teachers typically possess a favourable disposition towards the OBE methodology employed in vocational colleges. The average results, which constantly indicate favourable perceptions, underscore numerous essential attributes of OBE practices. The elevated mean scores indicate that many respondents concur that OBE activities are consistent with the program objectives. Spady (1994) supports these findings, asserting that effective application of OBE must match with educational objectives, hence enhancing teaching efficacy. Reich et al. (2019) shown that matching pedagogical methods with program objectives enhances satisfaction among both lecturers and students. Lecturers deemed OBE techniques advantageous for teaching and learning (T&L). This aligns with the findings of Sony et al. (2021), which indicate that when educators regard OBE as pertinent, they are more inclined to implement it efficiently, hence enhance pedagogical practices and educational results. Moreover, Stocchi et al. (2019) observed that the relationship between educational methodologies and teaching and learning is vital for effective implementation, influencing lecturers' opinions.

Educators typically assert that OBE effectively balances theoretical knowledge and practical application. This conclusion aligns with Wang et al. (2020), who asserted that a successful educational system must include both theoretical knowledge and practical application. The significant consensus on this matter suggests that OBE is perceived as offering a thorough educational experience. The study's findings indicate that instructors assert OBE provides the requisite integrated knowledge. Yunos et al. (2019) endorse this perspective, asserting that OBE facilitates knowledge integration by enabling students to link theoretical concepts with practical abilities. The substantial consensus indicates that OBE effectively provides cohesive and pertinent content. Descriptive analysis further reveals that lecturers believe OBE provides them with essential abilities. These findings corroborate the assertions of Al-Faiz et al. (2022), who underscored the significance of educational skills in the proper execution of OBE. The belief that OBE equips educators with adequate pedagogical skills reinforces the notion that educational systems must educate instructors for effective instruction. Ultimately, these findings underscore a significant consensus about the necessity of a positive disposition towards teaching and learning in OBE practices. This corresponds with the findings of Alfadda et al. (2021), who contended that educators' attitudes substantially influence the execution and efficacy of novel pedagogical methods. The focus on a positive attitude reinforces evidence indicating that instructors' views and attitudes are essential for good educational practices.

The elevated mean ratings for all statements suggest that professors predominantly respond favourably to OBE practices in vocational colleges. These findings correspond with the current

research, which asserts that congruent program objectives, relevance, equilibrium between theory and practice, knowledge integration, and pedagogical proficiency are essential for the successful execution of OBE. The favourable responses documented in this study underscore the prospective advantages of OBE in enhancing instructional methodologies and attaining superior learning results. The comparative analysis of male and female lecturers' assessments of the OBE practice technique revealed a considerable disparity in mean scores, with males exhibiting higher mean scores than females. Nevertheless, the t-test findings demonstrated that this difference lacked statistical significance. This indicates that gender did not significantly affect reactions to OBE practices in this sample.

The negligible disparity in perceptions between male and female lecturers corresponds with other studies investigating gender disparities in educational attitudes and behaviours. Al Mamun et al. (2022) discovered that gender disparities in educators' opinions towards teaching methodologies are often negligible and do not substantially influence the execution of instructional tactics. A review by Amirtharaj et al. (2022) highlighted that although there may be slight variances in teaching methodologies and attitudes influenced by gender, these discrepancies typically do not result in substantial differences in educational outcomes or responses to instructional methods.

A study by Damit et al. (2021) further substantiates that the efficacy of teaching approaches such as OBE is more closely associated with individual teachers' attitudes and experiences than with their gender. The findings of this study indicate that both male and female instructors demonstrate comparable levels of acceptance and perception of the OBE technique, irrespective of gender. The t-test results reinforce the assertion that the application and efficacy of OBE practices are not substantially affected by the gender of lecturers. This aligns with the conclusions of Du and Chaaban (2020), who highlighted that effective educational practices rely more on pedagogical abilities and the commitment of lecturers than on demographic aspects like gender. In conclusion, while there are minor discrepancies in the mean scores of male and female lecturers' perceptions of OBE practices, the non-significant results suggest that gender does not significantly influence the perception of OBE activities. This aligns with existing literature indicating that the efficacy of education and opinions of pedagogical methods are predominantly shaped by individual variables and contextual elements rather than gender.
differences.

Conclusion

This study assessed lecturers' perspectives regarding the adoption of OBE at vocational institutions and discovered that instructors possess predominantly favourable attitudes towards this methodology. The elevated mean scores signify robust acceptance and confidence in OBE, underscoring its perceived efficacy in harmonising theoretical and practical learning. Educators acknowledge the potential of OBE in cultivating integrated knowledge, which is crucial for preparing students with the competencies necessary for the TVET sector. Furthermore, the results indicate that OBE not only corresponds with the requirements of vocational education but also enhances students' employability by prioritising competency-based outcomes. These results guarantee that students are more adequately equipped to fulfil workforce requirements, rendering OBE a crucial instrument for enhancing educational quality in vocational institutions. Nonetheless, although educators

typically possess good perceptions, the effective execution of OBE depends on factors beyond just favourable attitudes. Successful implementation necessitates continuous assistance, systematic training, and the creation of suitable materials to facilitate lecturers' seamless transition to an OBE framework. Issues such as curricular alignment, assessment standardisation, and uniform professional development must be resolved to guarantee the sustained success of OBE in vocational colleges.

To optimise the efficacy of OBE, educators should receive ongoing professional development to deepen their comprehension of OBE principles, assessment methodologies, and curriculum design that correspond with intended learning outcomes. Establishing robust support structures, encompassing administrative endorsement, sufficient resources, and explicit rules, is essential to guarantee that lecturers are well prepared to use OBE effectively. The curriculum must closely coincide with industry standards, and assessment techniques should be standardised to effectively evaluate the competences required for the workforce. This necessitates cooperation between educational institutions and industry partners to guarantee that learning outcomes align with real-world requirements. Further investigation is required to determine how the implementation of OBE might be enhanced in various vocational situations, especially with the comprehension of perception differences across diverse demographic and institutional environments. This research should concentrate on pinpointing obstacles and enablers to OBE implementation, in addition to assessing its enduring effects on student performance and employability.

This study fills a gap in existing literature by examining lecturers' perceptions of OBE practices specifically in KV in Malaysia, a context that has been less explored in previous studies. Although a study by (El Kalai et al., 2022; Errida & Lotfi, 2021; Evardo, 2020) mention the limitations include a lack of expertise in managing classes focused on teaching and learning objectives, insufficient knowledge and exposure to OBE techniques, and inadequate support from colleagues, our study shows that lecturers in KV generally have positive views of OBE, possibly due to robust support structures, encompassing administrative endorsement, sufficient resources, and explicit rules. Moreover, our findings emphasize the need receive ongoing professional development to deepen their comprehension of OBE principles, assessment methodologies, and curriculum design that correspond with intended learning outcomes contributing to a deeper understanding of how to effectively implement OBE in a vocational context

In conclusion, although this survey reveals a generally favourable impression of OBE among lecturers, further focused interventions and research are needed to fully exploit its potential in revolutionising vocational education. By confronting these difficulties, vocational colleges can more effectively equip students for the evolving requirements of the contemporary workforce.

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