

Examining Public Perceptions on Technical and Vocational Education and Training (TVET) Graduates Amid Digital Transformation in Malaysia: A Narrative Literature Review

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Abstract

There has been a recent upsurge in the perception that Technical and Vocational Education and Training (TVET) majors are considered lower in the category than Diploma and university graduates in Malaysia. Consequently, this framing positions TVET as a second choice, particularly for individuals not deemed academically inclined. Technical skills are essential as they provide the groundwork for engineering and professional duties. Emphasising technical skills also plays a vital role in creating a skilled workforce that meets the changing demands of the industry. This study aims to analyse public perceptions of Technical and Vocational Education and Training (TVET) graduates amid Digital Transformation in Malaysia. The purpose of this study is to explore how these perceptions influence the positioning of TVET as an educational pathway and their implications for the development of employability. This study is based on qualitative data obtained through a narrative literature review, drawing from 15 journal articles about the research topic identified using Google Scholar from 2020 to 2024. The findings indicate that TVET often faces stigma and stereotypes due to a lack of awareness and misconceptions about the importance of TVET education in Malaysia. Hence, the TVET educational attainment on digital transformation is a guide to performing a paradigm shift in stigmatisation and improving the perception of TVET in Malaysia. As Malaysia moves towards industrialisation and economic growth, developing Technical and Vocational Education and Training (TVET) is crucial. Efforts are needed to reshape public perceptions of TVET and encourage young individuals to pursue TVET programs, thereby enhancing their employability in Malaysia.

Keywords: *Perceptions, Technical and Vocational Education and Training (TVET), Graduates, Digital Transformation, Malaysia.*

Mengkaji Persepsi Awam Terhadap Graduan Pendidikan dan Latihan Teknikal dan Vokasional (TVET) dalam Era Transformasi Digital di Malaysia: Kajian Literatur Naratif

Abstrak

Terdapat peningkatan baru-baru ini dalam persepsi bahawa jurusan Pendidikan dan Latihan Teknikal dan Vokasional (TVET) dianggap lebih rendah dalam kategori berbanding lepasan Diploma dan Universiti di Malaysia. Oleh yang demikian, persepsi ini meletakkan TVET sebagai pilihan kedua, terutamanya bagi individu yang tidak dianggap berkecenderungan akademik. Kemahiran teknikal adalah penting kerana ia menyediakan asas untuk tugas kejuruteraan dan profesional kerana menekankan kemahiran teknikal juga memainkan peranan penting dalam mewujudkan tenaga kerja mahir yang memenuhi permintaan industri yang berubah-ubah. Kajian ini bertujuan untuk menganalisis persepsi orang ramai terhadap graduan Pendidikan dan Latihan Teknikal dan Vokasional (TVET) dipertengahan Transformasi Digital di Malaysia. Kajian ini berdasarkan data kualitatif yang diperolehi melalui tinjauan literatur naratif, yang diambil daripada 15 artikel jurnal tentang topik penyelidikan yang dikenal pasti menggunakan Google Scholar dari 2020 hingga 2024. Dapatan menunjukkan bahawa TVET sering menghadapi stigma dan stereotaip kerana kekurangan kesedaran dan salah tanggapan tentang kepentingan pendidikan TVET di Malaysia. Oleh itu, pencapaian pendidikan TVET mengenai transformasi digital adalah panduan untuk melaksanakan anjakan paradigma dalam stigmasasi dan menambah baik persepsi TVET di Malaysia. Ketika Malaysia menuju ke arah perindustrian dan pertumbuhan ekonomi, membangunkan Pendidikan dan Latihan Teknikal dan Vokasional (TVET) adalah penting. Usaha diperlukan untuk membentuk semula persepsi orang ramai terhadap TVET dan menggalakkan golongan muda untuk mengikuti program TVET dalam meningkatkan kebolehpasaran di Malaysia.

Kata Kunci: *Persepsi, Pendidikan dan Latihan Teknikal dan Vokasional (TVET), Graduan, Transformasi Digital, Malaysia.*

Introduction

Malaysia is a developing country focusing on improving its Technical and Vocational Education and Training (TVET) system to cater to the diverse needs of various industries. However, despite government efforts, Malaysia still faces challenges in promoting TVET as the primary educational choice in the country. The TVET sector has a negative perception among the general population, with many individuals viewing

it as an option only for those who have dropped out of school. This misconception has resulted in a lack of interest in TVET as a viable path for higher education (Omar et al. 2023). Furthermore, it appears that even Sijil Pelajaran Malaysia (SPM) graduates who have completed their secondary education are uncertain about their educational goals and are often hesitant to consider TVET a viable option. However, recent data show otherwise in 2023, a total of 408,767 students were enrolled in 1,345 TVET institutions across Malaysia, of which 175,780 were new students. This intake represented 44% of the 403,637 candidates who sat for the SPM examination in 2022, highlighting the increasing significance of TVET as a post-secondary pathway (Wan Chang, 2025). Nevertheless, this lack of interest in TVET as a first-choice option is due to a lack of awareness about the potential benefits of this educational path and technical skills for enhanced employability.

Despite the growing demand for skilled employees in various industries, the government has taken TVET into the digitalisation transformation to reframe the perceptions of TVET by highlighting its importance in fostering a skilled and adaptable student workforce. According to the Ministry of Higher Education (2023), TVET Digital is expected to prepare and empower graduates as quality professionals by creating products and services that adapt to new technologies. These graduates should possess the skills required to withstand the future job market. TVET graduates should possess 'future-proof talent' with high skill levels, technology expertise, and artistic capabilities. Furthermore, the International Labour Organization (2020) stated that the ongoing digitalisation efforts and initiatives to change public perception are crucial steps toward ensuring the success and relevance of TVET in contributing to the country's socio-economic development.

On top of that, the Fourth Industrial Revolution (4IR) and the emergence of the COVID-19 pandemic have made digital learning an essential requirement in today's world (Razak et al., 2022). The higher education sector, including universities and TVET, has increasingly adopted online teaching and learning as a necessary approach to meet the demand for employability. (Yusoff et al., 2020a) refer to TVET graduates and the program should be supported by several ministers under governments, for instance, the Ministry of Education, the Ministry of Higher Education, the Ministry of Human Resources, the Ministry of Youth and Sports, and other state and private agencies (Zain, 2020).

Thus, TVET in Malaysia reveals the need to address misconceptions and enhance awareness of the success of TVET initiatives. As Malaysia

strives to advance its digital landscape and align TVET with evolving industry demands, there is a need for concerted efforts to change the perception that TVET is a secondary choice. By showcasing the relevance of digital skills in TVET, portraying success stories, and emphasising the integral role of TVET graduates in technological advancements, Malaysia fosters a more positive view, ultimately driving the broader societal recognition and acceptance of TVET graduates as valuable contributors to the nation's workforce and digital transformation journey. The conceptual framework is presented below:

The Objectives:

1. To analyze the public perceptions of Technical and Vocational Education and Training (TVET) graduates amid digital transformation in Malaysia on technical skills.
2. To examine the public perceptions of Technical and Vocational Education and Training (TVET) graduates amid digital transformation in Malaysia on employability.

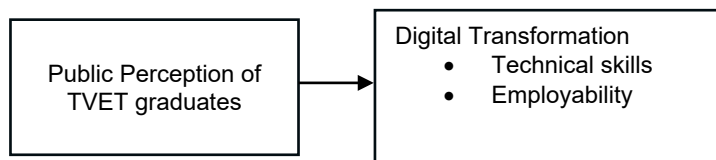


Figure 1: Conceptual framework

Literature Review

Public perception and lack of Awareness in TVET

The Technical and Vocational Education and Training (TVET) stream in Malaysia has become increasingly significant in recent years, as it is now considered a crucial national agenda for developing local manpower and promoting human capital growth in the digital transformation era (Omar et al. 2020). It is supported by (Li, 2022) where the ultimate aim is to equip the younger generation with the necessary skills to become proficient workers and make valuable contributions to various industries. Vocational education and training caters to a wide range of individuals in

Malaysia, including school dropouts and is deeply ingrained in Malaysian culture. It leads to negative cultural attitudes and status bias towards academic pathways Aldinucci, (2022) which have been identified as primary drivers of unfavourable public perception and low awareness of TVET programs and realities.

Misconception and Understanding of TVET

According to Suprpto, (2020), a misconception arises from a misunderstanding in linking new concepts with existing ones or connecting concepts in a way that leads to incorrect ideas in individuals' minds. Furthermore, research has shown that negative cultural attitudes and biases toward vocational education result in misconceptions about TVET quality and outcomes, perpetuating stigma and disinterest (Aldossari, 2020). Also, TVET graduates often encounter myths regarding prospects, fuelled by ignorance and outdated stereotypes, which persist despite rising skill demands (Griffith, 2023). This is because common misconceptions often cast TVET or TVET graduates as a secondary or inferior educational pathway. Hence, the current digital transformation in Technical and Vocational Education and Training (TVET) aims to bolster the graduates' competence and adaptability as a workforce through localised awareness campaigns that leverage credible messengers to convey realistic graduate competencies, career trajectories, and employer endorsements to modify outdated social norms.

Digital transformation and the enhancement of technical skills for TVET graduates

The ongoing digital transformation is a crucial initiative to enhance the technical skills of Technical and Vocational Education and Training (TVET) graduates. This process involves integrating cutting-edge digital technologies into the TVET curriculum to ensure that graduates are well-equipped to meet the evolving demands of the job market. For instance, the definition of digital skills or competencies depends on the context. It is strongly linked to several terms, such as ICT skills, technology skills, 21st-century skills, and digital literacy (Kuntadi et al., 2022). By leveraging digital tools, Charu & Saroj (2023) agreed that the interactive learning platforms and industry-relevant technologies of this approach improve the overall quality of TVET programs and enable TVET graduates to become adept professionals that meaningfully contribute and boost technical skills to industries shaped by rapid technological advancements.

Employability and Industry demand

TVET graduates are always stereotyped by the public perception that TVET graduates are not surviving in this demanding industry. However, by aligning TVET programs with the specific needs and trends of industries, graduates are better equipped to meet the dynamic demands of the job market. According to Nugraha et al. (2020), there is an urgent need to enhance TVET graduate employability in response to evolving industry skill demands within a climate of technological disruptions and socioeconomic changes. As industries evolve, there is an increasing emphasis on customized TVET programs that enhance employability, creating a skilled workforce responsive to and anticipates industry needs.

Methodology

This study employed a narrative literature review approach, synthesizing data from 15 peer-reviewed journal articles from online database such as Google Scholar published between 2020 and 2024. The analysis was conducted through thematic interpretation and narrative synthesis of existing research findings, ensuring that the conclusions are well-grounded in established and credible sources. According to Pramono et al. (2023), a Narrative Literature Review involves investigating a topic by gathering and critically analyzing data from various publications to generate new scientific insights. This view is supported by (Caruso et al., 2021), who describe the narrative literature review as a method that summarizes and discusses findings from multiple studies on a specific subject. The initial phase of this research entailed a comprehensive narrative review that analyzed a curated selection of published literature within the relevant field.

The search was conducted by utilising relevant keywords such as "Perception AND TVET " "TVET graduates AND Malaysia" "TVET AND Public Perceptions" and "Digital Transformation AND TVET graduates" along with other applicable keywords. The search was performed in English and exclusively included scholarly journal articles. To select journal articles for the review, several steps were taken. Firstly, a database was searched for journal articles with titles matching the topic of interest. Secondly, the references of selected records, meta-analyses, and reviews on the topic were searched for further articles. Thirdly, the abstracts of the selected articles were screened, and any that did not

meet the selection criteria were excluded. Finally, the full-text articles were assessed for eligibility, and only 15 articles that met the selection criteria were included in Table 1:

- (a) The study evaluated the public perceptions towards Technical and Vocational Education and Training (TVET) graduates amid digital transformation in Malaysia.
- (b) All articles are related to examining the public perceptions towards Technical and Vocational Education and Training (TVET) graduates amid digital transformation in Malaysia.
- (c) The study has experimental and research findings.
- (d) The study is published in a peer-reviewed journal.

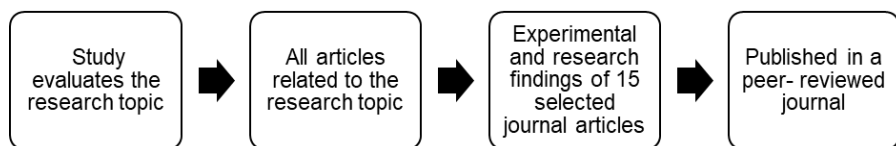


Figure 2: Flowchart

Table 1: Findings of articles

No	Authors (Year)	Journals	Method	Causes	Findings
1	Omar et al., (2023)	Factors Influencing TVET Choices among Secondary School Students in Kuching	Quantitative Research Method: online survey	-Perceptions -Gender imbalances	It has been found that there is no significant difference in the overall impressions of male and female participants. Therefore, understanding the perception of Technical and Vocational Education and Training (TVET) among genders and class streams of secondary school students plays an essential role for governments in providing comprehensive TVET information regularly. This will enable students to make informed decisions about their tertiary education.
2	Abdullah et al., (2022)	Employability Skills in the TVET Trainer Training Program: The perception Between Experienced Trainers and Novices Trainers	Quantitative Research Method: online survey	-Perceptions -Employability Skills	The study found that experienced and novice trainers differ in their perception of certain employability skills. Communication, teamwork, self-discipline, and interpersonal skills were considered the most important by both groups. Conversely, leadership, learning, and conceptual skills were ranked the lowest. These findings emphasise the need for incorporating targeted training on the lower-ranked skills into the TVET curriculum. To ensure that students are equipped with the necessary skills for lifelong learning and professional success, educational institutes must also transition towards promoting models of lifelong learning.

3	Ming Hong et al., (2021)	Students' Tendencies in Choosing Technical and Vocational Education and Training (TVET): Analysis of the Influential Factors using Analytic Hierarchy Process	Quantitative Research Method: online survey	-Perceptions -Industry Revolution (IR) 4.0	This study conducted a survey through questionnaires among 32 TVET instructors at Institut Kemahiran Belia Negara (IKBN) in the northern region of Malaysia. It aimed to identify the factors that influence students' decision to enrol in TVET after completing secondary school using the Analytic Hierarchy Process (AHP). The findings showed that parents were the most influential factor in motivating their children to choose TVET, as this variable had the highest weight compared to others. On the other hand, social perception was found to be the least significant variable. Therefore, it is crucial to develop effective strategies to target parents in order to increase the number of students who choose TVET institutions.
4	Karim et al., (2022)	TVET Student's Perception on Digital Mind Map to Stimulate Learning of Technical Skills in Malaysia	Quantitative Research Method: online survey	-Perceptions -Learning of technical skills	The key finding showed that the majority of TVET students had a positive perception towards the digital mind map. In addition, the main open-ended result illustrated that the digital mind map had the potential to stimulate creativity and design thinking among TVET students in Malaysia. The results found that the majority of TVET students agreed that prior knowledge was important for learning technical skills and the digital mind map helped them develop creative thinking skills for technical learning.
5	Tun et al., (2021)	Awareness, Perception and Preparation of TVET Students, Teachers and Managers for Industry 4.0 in Myanmar	Quantitative Research Method: online survey	-Perceptions -Skills development	Quantitative results were presented for discussion, confirming that gender, major study, the nature of the job, and school had a significant impact on the awareness, perception, and preparation of TVET academics. Strategic plans and reforms could be effectively introduced for future skills development in work-based learning scenarios that were relevant to the major study, job nature, and school context.

6	Abd Hamid et al., (2023)	Shades of Gray TVET in Malaysia: Issues and Challenges	Qualitative Research Method: Secondary Data Analysis	-Stigma -Issues and challenges of TVET	The findings of the study provided evidence for the key challenges and issues faced by the Technical and Vocational Education and Training (TVET) system in Malaysia. These included problems in TVET Governance, Social and Communication Skills among graduates, Demand-Supply Mismatch, Negative Perception, Stigma associated with TVET Education, and Competencies of teaching staff. However, it could be concluded that the TVET system remained significant and necessary as it provided a highly skilled workforce that was essential for competing in the global economy.
7	Omar et al., (2020)	Factors On Deciding TVET for First Choice Educational Journey Among Pre-Secondary Students	Quantitative Research Method: online survey	-Knowledge -Interested	The findings showed that students were more likely to choose TVET when they received information about it from various sources, such as teachers, parents, peers, and internet platforms, and when they were motivated to do so. They also tended to gain knowledge about TVET from sources like teachers, parents, friends, and social media. Therefore, promoting and developing a positive image of TVET was crucial, as it would encourage many stakeholders to recognise the importance of TVET for the nation.
8	Mansor et al., (2022)	Technical and Vocational Education and Training (TVET) Factors to the Employability of Asnaf Group in Perlis	Qualitative Research Method: Secondary Data Analysis	-Employability -Technical Skills	The study found that it was crucial to provide Technical and Vocational Education and Training (TVET) to the Asnaf group, especially considering the upcoming industrial revolution and the widespread use of technology in our daily lives. Education and training were identified as essential solutions that needed to be made available to this group. Therefore, they should have access to education, both in terms of qualifications and funding. Providing job opportunities through TVET was considered

					highly beneficial for this group, as it would prepare them for the labor market and help them achieve better social security in their lives.
9	Zia et al., (2022)	Work- Life Balance: Family Satisfaction of TVET as Human Capital Investment in Malaysia	Quantitative Research Method: online survey	-Perceptions -Family Satisfaction	The finding showed that graduates of Technical and Vocational Education and Training (TVET) had similar levels of family satisfaction to those who were conventionally educated. However, unmarried TVET graduates reported slightly lower family life satisfaction than unmarried conventionally educated graduates. The study also found that work-life balance and well-being were crucial factors in enhancing work productivity in the long run. Interestingly, the well-being of TVET graduates was found to be only marginally different from that of their conventionally educated counterparts.
10	Hong et al., (2023)	Predicting Students' Inclination to TVET Enrolment Using Various Classifiers	Quantitative Research Method: online survey	-Negative Impression -Stigma	The study found that the Decision Tree-based Gini Index with three branches was more effective than another classifier with a misclassification rate of 0.1938. Unfortunately, a negative perception surrounded Technical and Vocational Education and Training (TVET), leading to a low number of students applying to pursue their studies in this field. The study revealed that the backgrounds, characteristics, and misperceptions of students towards TVET made it seem dull and unpopular, despite the government's efforts to promote it through large appropriations, institutions, training, campaigns, and facilities aimed at encouraging more students to join vocational programs.
11	Aldossari, (2020)	Vision 2030 and reducing the stigma of	Quantitative Research Method: online	-Stigma	According to the survey results, the respondents expressed optimism about the economic and social transformation that Vision 2030 could bring in changing

		vocational and technical training among Saudi Arabian students	survey	-Perception	Saudi students' attitudes towards Technical and Vocational Education and Training (TVET). However, female respondents and those studying for two-year diplomas had a significantly more positive perception of the economic and socio-cultural impacts of Vision 2030 in changing their attitude toward TVET than their male counterparts and individuals with higher education levels. The findings also revealed a significant relationship between the perceptions of TVET and factors such as gender, family income, and parental educational level.
12	Abdullah et al., (2021)	Inmates' Perceptions of the Effectiveness of Technical and Vocational Training (TVET) and Entrepreneurship Training Program	Quantitative Research Method: online survey	-Perception -Inmates	The results showed that the inmates had a high perception of the effectiveness of the Technical and Vocational Education and Training (TVET) and entrepreneurship training program. The findings also indicated a significant link between the effectiveness of TVET and entrepreneurship skills among the respondents. With the acquired skills, ex-inmates would be able to position themselves either in the industry or venture into entrepreneurship. The impact of TVET skills and entrepreneurship skills provided to the targeted groups could help the country in reducing recidivism and the unemployment rate, thus enhancing the country's economy.
13	Hanafi et al., (2023)	An Integrated Approach in Empowering Technical and Vocational Education and Training (8TVET) for Malaysian Asnaf in	Qualitative Research Method: Secondary Data Analysis	-Industrial Revolution 4.0 -TVET	A study conducted in Malaysia showed that the National Policy on Industry 4.0 recognises the importance of Technical and Vocational Education and Training (TVET) in promoting the adoption of IR4.0 technologies and practices. The government has introduced various initiatives and programs to support the implementation of these technologies and practices in TVET institutions, creating a favorable environment for their development

		the IR114.0 Era			and commercialisation. The Sustainable Development Goal (SDG) targets related to TVET, and skills development reflect the existing priorities and principles adopted by development actors, highlighting the increasing focus on TVET and skills development more broadly.
14	Razak et al., (2022)	Digital Learning in Technical and Vocational Education and Training (TVET) In Public University, Malaysia	Quantitative Research Method: online survey	-TVET -Digital learning	The study showed that lecturers had moderate knowledge of online teaching and learning but a high understanding of digital learning. Faculty readiness was high, although there was a need for better infrastructure. This information could be used by stakeholders in higher education to create a framework for effective digital learning in Technical and Vocational Education and Training (TVET). The study highlighted the significant need for a proper framework in online TVET teaching and learning to produce graduates who met industry requirements.
15	Yusoff et al., (2020)	TVET in Malaysia: Capabilities and Challenges as Viable Pathway and Educational Attainment	Qualitative Research Method: Secondary Data Analysis	-Misperception -Stigmatisation	The results revealed that unfortunately, many people in Malaysia perceive Technical and Vocational Education and Training (TVET) as an inferior educational pathway. This misperception has created a negative image for TVET, relegating it to a secondary choice. This paper explores the challenges faced by TVET and examines various initiatives taken to enhance its status, aiming to shift the paradigm and improve the overall perception of TVET in Malaysia.

Findings and Discussion

After analysing 15 journal articles, it was found that the public Perceptions toward Technical and Vocational Education and Training (TVET) Graduates on Digital Transformation stimulate the adoption of Technical Skills in Malaysia, as many people still face limitations due to negative stereotypes and cultural stigmas that are based on outdated beliefs. According to Omar et al. (2023) stated that TVET is often overlooked as a viable option for higher education and is often stigmatised as a pathway for dropouts. This is supported by Omar et al. (2020), where individuals' choice of TVET as the education pathway significantly influences parents' attitudes toward technical and vocational education.

TVET is expected to play a significant role in the era of Industry 4.0 (IR4.0). Many countries, including Malaysia, are currently preparing and developing the necessary skills for TVET to adapt to the challenges of IR4.0. To effectively develop future TVET skills required for IR4.0, it is essential to have a strategy that considers the awareness, perception, and readiness of TVET academics (Tun et al., (2021), especially for TVET graduates in Malaysia. However, Yusoff et al. (2020) stated that the biggest obstacle to empowering TVET education is the stigma surrounding it.

Despite the Malaysian government and other related agencies aiming to promote TVET through digital transformation, public perception still holds that TVET graduates or TVET education cannot meet the job market demands. Presently, according to Karim et al. (2022), TVET requires its students and graduates to have digital literacy skills as TVET skill-oriented education is designed to meet the demand for a talented workforce with advanced skills, including Artificial Intelligence (AI) (Ramlee, 2022).

Moreover, education policymakers in Malaysia are now more aware of the critical role that TVET plays in national development. Hanafi et al. (2023), particularly in this digital era. It also showed a significant negative perception, Abdullah et al. (2021), toward the employability of TVET graduates. There are still outdated misunderstandings about the Technical and Vocational Education and Training (TVET) system among the public (Grech & Anthony, 2020). However, there is a willingness to acknowledge and pursue TVET career education that aligns with the

emerging digital economy's skill demands. This indicates the need for coordinated efforts to improve the versatility of training and communication about it.

According to Ryoto et al. (2021), the TVET sector faces significant teaching and learning challenges. Some tools and machines require face-to-face instruction for students to learn effectively. This is because assessing the practical mastery of students through online methods is quite challenging, particularly in meeting the set standards. TVET graduates should acquire more advanced skills to adapt to digitalised industry settings and be equipped for future technological disruptions that will transform occupational demands.

Recommendations

Based on the findings and the limitations of this research, it is recommended that further research be conducted using qualitative approaches to gain deeper insights on public perceptions of Technical and Vocational Education and Training (TVET) graduates amid digital transformation in Malaysia. Specifically, future research should consider employing qualitative methods such as interviews, focus groups, or ethnographic approaches to capture firsthand perspectives and experiences of key stakeholders, including students, educators, employers, and policymakers.

Additionally, future research should incorporate relevant communication theories that align with the current digital and socio-cultural context. Utilising communication theory provides an analytical framework to better understand how information about TVET is disseminated, perceived, and understood by different audiences. Moreover, by helping to inform effective strategies for reshaping public perceptions and enhancing the positioning of TVET as a valued educational pathway in Malaysia. Based on the findings and the limitations of this research, it is recommended that further research be conducted using qualitative approaches to gain deeper insights on public perceptions of Technical and Vocational Education and Training (TVET) graduates amid digital transformation in Malaysia. Specifically, future research should consider employing qualitative methods such as interviews, focus groups, or ethnographic approaches to capture firsthand perspectives and experiences of key stakeholders, including students, educators, employers, and policymakers.

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Conclusion

In conclusion, Malaysia's digital transformation has highlighted the complex relationship between governmental initiatives, educational strategies, and public opinion. Despite the Malaysian government's and related agencies' efforts to modernize TVET, there is still a misconception among the public about the employability of TVET graduates. Historical biases and societal norms have made it necessary to change how TVET is perceived. This change requires dispelling the idea that TVET education is insufficient to meet job demands and emphasizing the potential of TVET graduates to contribute significantly to Malaysia's Digital Transformation of technological and industrial progress.

By integrating cutting-edge technologies into the Technical and Vocational Education and Training (TVET) curriculum and establishing robust collaborations between educational institutions and industries, Malaysia has the potential to not only meet the demands of the Fourth Industrial Revolution but also position TVET graduates as indispensable contributors to the nation's economic growth. Finally, it is crucial to have collaborative efforts among policymakers, educators, and industry leaders. Such efforts are essential to implementing comprehensive strategies that elevate the technical skills of TVET graduates and reshape public perception. This requires shaping a narrative that recognizes the primary role of TVET in cultivating a skilled and adaptive workforce, contributing significantly to Malaysia's aspirations for technological advancement and enhanced global competitiveness.

Hence, the misconceptions and stigma surrounding TVET graduates revealed the urgent need for concerted efforts to reshape public perception. As Malaysia strives to embrace digital transformation and meet the demands of a rapidly evolving economy, it is imperative to recognize the invaluable contributions of TVET graduates. By addressing the stigma associated with TVET education and highlighting the

technical proficiency and employability of TVET graduates in digital industries, Malaysia paves the way for a more inclusive and sustainable workforce. This study serves as a call to action for policymakers, educators, and industry stakeholders to collaborate in crafting comprehensive strategies that elevate the status of TVET graduation as well as TVET education and foster a more favorable public perception. Through such efforts, Malaysia can unlock the full potential of TVET graduates to drive innovation, economic growth, and societal progress in the digital era.

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