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Readiness and Difficulties of the Students on Outward Bound Courses in Vocational Colleges

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Abstract:

This study delved into the preparedness levels and obstacles encountered by students engaging in outward-bound courses within vocational colleges located in a prominent Chinese urban center for the Academic Year 2023 to 2024. Data for this descriptive study was collected from 355 out of 4,500 students in seven branches in China using a self-made survey questionnaire that has passed the rigorous tests of validity and reliability. A closer look at the demographics showed that most respondents are older female students whose parents have higher educational backgrounds and belong to the higher income group. The ensuing analysis showed students registering an overall high level of readiness in outward-bound courses. Subsequent results showed no significant difference in the level of readiness in outward-bound courses when student respondents were grouped according to age, sex, parent's education, and family income. To further enhance the level of readiness and further bring down the difficulties of the students on outward-bound courses in Vocational Colleges, this paper calls for school administrators and teachers to make informed decisions on where to invest in technology, how to allocate resources, whom to involve in digitization efforts, enhance existing outdoor skill training, and consider several strategies to boost skill development.

Keywords: Student readiness, student difficulties, outward bound courses, leadership development, outdoor skills, mental preparedness, psychological factors, and teamwork and communication skills.

Introduction:

Nature of the Problem

According to McGovern (2021), outward bound provides experiential outdoor learning programs where students grow through overcoming challenges. It is an organization that offers education programs and courses designed to foster personal development, leadership skills, and self-discovery through challenging outdoor experiences.

The difficulties faced by students in outward bound courses are: they do not know how to form their team, students do not know how to play their role and value in the team, students don't know which method to use to make a decision, students are not very daring to express themselves in the course, how to apply the knowledge learned in the course to practical life and learning. This study considered a gap that the researcher has identified in the level of readiness and the level of difficulties of the students on Outward-Bound courses in Vocational Colleges.

Current State of Knowledge

The difficulties encountered by the students on Outward-Bound courses in Vocational Colleges were anchored on the Theory of Constraints (TOC) developed by Eli Gildratt in the mid-1980s. The theory emphasizes that in every system, constraints are always present. These constraints can be viewed as either difficulties or opportunities. The theory concept emphasizes that every system or organization, such as an educational institution, has at least one constraint. A constraint (difficulties), therefore, is anything that limits a system from achieving higher performance versus its goal. Also, the Theory of Constraints (TOC) views constraints as positive, not negative, because constraints determine the performance of a system; a gradual elevation of the system's constraints will improve its performance.

On readiness, is a characteristic of a single disputant that encourages movement toward or participation in negotiation (Pruitt, 2015). Student readiness on Outward Bound will be composed of the following areas:

leadership development, outdoor skills, mental preparedness, psychological factors, and teamwork and communication skills.

Outward Bound in higher vocational colleges is very important since it can help students find better learning methods and improve their comprehensive quality (LiuLiu, 2019). Moreover, according to Liuliu (2019), this work first analyzed the basic teaching mode of outward bound in higher vocational colleges to meet the training needs of higher vocational college students and improve the quality of higher vocational college education.

"The Evolution of Readiness Theory" states that step-by-step account of the development of readiness theory, which concerns how a disputant decides to enter a negotiation aimed at settling an intractable conflict. A cumulative case study method was used, involving sequential examination of the peace processes that settled three conflicts between dominant and subordinate ethnic groups. The theory that emerged from these case studies embraces the following topics, among others: motivation to end the conflict, perceived urgency of escaping the conflict, optimism about the outcome of negotiation, secret renegotiation communication between the disputants, mutually acceptable substantive frameworks, and positive vs. negative interdependence (Pruitt, 2015).

According to Orson et al. (2020), many youth development programs view adolescents' process of grappling with challenges as a major driver of social-emotional learning. Our goal was to understand these processes as experienced and enacted by youth. We focused on the program Outward Bound in the United States because its students experience significant physical and social challenges, and it has well-developed staff practices for facilitating learning from challenges.

Theoretical Underpinnings

This study is anchored on the theory of readiness. According to Clementi (2022), Thorndike's law of readiness refers to a preparatory set on the part of the subject to learn. It points out that learning only happens when one is physically and mentally ready for it. This law states that learning can only take place when a student is "ready to learn." When students feel ready, they learn more effectively and with greater satisfaction.

Additionally, according to these Laws, learning is achieved when an individual can form associations between a particular stimulus and a response. These are known as "habits," and can either be encouraged or deterred by external parameters and the frequency an individual is exposed to the stimulus and the response. In a learning environment, Thondike's Laws highlight the importance of rewards and emphasize the necessity of practice and repetition. More specifically, the Law of Readiness suggests that a teacher can only instruct a student if that student is willing to be educated. When a student does not show any signs of readiness, a teacher should provide instructions that will help the student develop (Pappas, 2022). Specifically, in this study, the researcher wants to determine the level of readiness of the students on outward-bound courses in the areas of outdoor skills and knowledge, mental preparedness, psychological factors, and teamwork and communication skills.

These theories provide useful frameworks for understanding the physiological, experiential, and motivational aspects of exploration and readiness on Outward Bound courses. However, it is important to note that the application of these theories to the specific context of vocational college students in Outward Bound programs may require further research and adaption.

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Objectives of the Study

This study will mainly focus on the determination of readiness and difficulties of the students on outward-bound courses in Vocational Colleges in China during the School Year 2023-2024. Specifically, this study sought to determine: 1) the level of readiness of the students on outward-bound courses in terms of leadership development, outdoor skills, mental preparedness, and teamwork and communication skills; 2) the level of difficulties of the students on outward-bound courses; 3) significant difference, if any, in the level of readiness and difficulties of the students on outward-bound courses when grouped according to age, sex, parent's educational attainment, and family income.

Methodology

This section describes the research design, the locale of the study, respondents, the research instrument's validity and reliability the instrument, data gathering procedure and data analysis, and the statistical tools used.

Research Design

This research study used the descriptive research method. Descriptive design is appropriate for studies that aim to discover what prevails in the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends. A scientific method is a design that entails watching and documenting a subject's behavior without exerting any influence over it (Bueno, 2016).

To effectively portray or account for the qualities of a particular person, descriptive research involves accurately and methodically describing the facts and features of a specified population or area of interest (Siedlecki, 2020). This method is the most appropriate because the study involved determining the level of readiness and level of difficulty of the students on outward-bound courses in China during the school year 2022-2023.

Respondents of the Study

The study respondents were 355 out of 4,500 students in seven branches in China for the School year 2023 - 2024, using the Cochran formula. According to Glen's (2020) Probability and Statistics, the Cochran formula is used in larger populations provided that the level of precision, confidence level, and estimated proportion of the attribute present in the population. The selection of the respondents will be made using stratified sampling, and random sampling through the lottery technique wherein the names of all students are written on a piece of paper and placed in a box and shaken.

Instruments

This study used a self-made questionnaire to gather all the data, mainly from students. The questionnaire was in 2 parts: Part 1 contains queries on respondents' profiles such as age, sex, Parents' highest educational attainment, and average family monthly income, while Part 2 is the questionnaire proper, which consists of the level of readiness of the students on outward-bound courses with its corresponding areas: leadership development, outdoor skills, mental preparedness, psychological factors, and teamwork and communication skills, and level of difficulties of the students on outward-bound courses. There were six (6) questions in each of the areas under the level of readiness. Each item was rated on a scale of 1 to 5, using a 5-point Likert scale with five (5) as always, four (4) as often, three (3) as sometimes, two (2) as rarely, and one (1) as almost never. And for the level of difficulty, there were 10 questions. Each item was rated on a scale of 1 to 5, using a 5-point Likert scale with five (5) as always, four (4) as often, three (3) as sometimes, two (2) as rarely, and one (1) as almost never.

Procedure

Data Collection

After the research instrument was found valid and reliable, the researcher secures an approval and scheduled the administration of the questionnaire on a schedule mutually convenient for the respondents and the researcher. The researcher personally administered the questionnaires to the target respondents. An orientation was done to present the objectives of the study and how to answer the survey questionnaire. After answering the survey, the data are gathered, tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations, and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the encoded data with the help of the by the statistician assigned to solve the problem with answers and come up with a valid conclusion

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive-analytical scheme and frequency count and percentage were used to determine the profile of the respondents in terms of age, sex, parents' education, and family income. Objective No. 2 used a descriptive-analytical scheme and mean as a statistical tool to determine the level of readiness of the students on outward-bound courses in the areas of leadership development, outdoor skills, mental preparedness, psychological factors, and teamwork and communication skills. Objective No. 3 also used a descriptive-analytical scheme and mean as statistical tools to determine the level of difficulty of the students in outward-bound courses. Objective no. 4 used the comparative analytical scheme and Mann-Whitney U test as a statistical tool to determine the significant difference in the level of readiness of the students on outward-bound courses when grouped according to age, sex, parents' education, and family income. Finally, objective no. 5 also used the same analytical

scheme and statistical tools to determine the significant difference in the level of difficulty of the students on outward-bound courses when grouped according to the abovementioned variables.

Ethical Consideration

This study adheres to the standard ethical considerations or principles that guide researchers and human subjects, especially regarding research participants' rights, enhance research validity, and maintain the integrity of the study. All respondents provided informed consent, and their privacy will be respected during the study. Every respondent was free to leave the study at any moment without penalty. The respondents were informed of the study's risks and advantages and reduced any possible harm. The data collected was used only for this study and will be kept secure and confidential.

Results and Discussion

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

Table 1
Level of Readiness of the Students on Outward Bound Courses in terms of Leadership Development

Leadership development Items	Mean	Interpretation
As a student...		
1. came to the outward-bound courses mentally prepared and confident to take on a leadership role.	**3.23**	Moderate level
2. I often participate in activities or training that contribute to self-development and improve leadership skills in my daily studies.	**3.46**	Moderate level
3. regularly interact with mentors who have helped me improve my leadership skills.	**3.30**	Moderate level
4. regularly practice teamwork and collaboration with my classmates to improve leadership and team interaction skills.	**3.56**	High level
5. get advice from my outward-bound teacher about leadership enhancement that I can use as part of my practical training for my quality outreach training program.	**3.57**	High level
6. Actively seek out opportunities to improve my leadership skills by taking on leadership roles in team projects, volunteer activities, or the Branch Student Council.	**3.43**	Moderate level
Overall Mean	**3.42**	**Moderate level**

As revealed in Table 1, the overall mean is 3.42, which can be interpreted as a "Moderate level." Item number 5, states that "get advice from my outward-bound teacher about leadership enhancement that I can use as part of my practical training for my quality outreach training program.," got the highest mean score of 3.57, interpreted as "High level," and item number 1, stated " came to the outward-bound courses mentally prepared and confident to take on a leadership role," got the lowest mean score of 3.23, interpreted as "Moderate level."

Table 2
Level of Readiness of the Students on Outward Bound Courses in Terms of Outdoor Skills

Outdoor skills Items	Mean	Interpretation
As a student, I ...		
1. have engaged in research or study related to outward-bound courses, including technology, equipment, and safety, in preparation for participating in a quality outreach training program.	**2.97**	Moderate level
2. receive feedback from my counselor, mentor, or peers on outdoor skills and readiness as part of my preparation for participating in the outward-bound courses program.	**3.45**	Moderate level
3. I will seek guidance or support from an instructor, counselor, or mental health professional to ensure that I am psychologically prepared for my time in the outward-bound courses.	**3.08**	Moderate level
4. I will be setting goals for outdoor skill learning in my daily life.	**2.96**	Moderate level
5. I enjoy outdoor sports in my normal life, such as hiking, camping, or wilderness outings.	**3.14**	Moderate level
6. will participate in training that focuses on outdoor skills, such as wilderness survival or equipment use.	**2.77**	Moderate level
Overall Mean	**3.06**	**Moderate level**

Table 2 shows a "Moderate level" of readiness of the students on outward-bound courses according to Outdoor skills, having an overall mean score of 3.06. Furthermore, there are seven (6) items presented. Item number 2, "receive feedback from my counselor, mentor, or peers on outdoor skills and readiness as part of my preparation for participating in the outward-bound courses program." got the highest mean score of 3.45, interpreted as "Moderate level." On the other hand, the lowest mean score of 2.77 was on item number 6, which states that " I will participate in training that focuses on outdoor skills, such as wilderness survival or equipment use." and is interpreted as "Moderate level."

Table 3
Level of Readiness of the Students on Outward Bound Courses in Terms of Mental Preparedness

Mental preparedness Items	Mean	Interpretation
As a student, I ...		
1. I would often practice positive thinking or meditation to help myself improve my focus and resilience of mind.	**2.99**	Moderate level
2. will do regular physical training to enhance mental and physical preparation for the physical demands.	**3.18**	Moderate level
3. I will seek guidance or support from an instructor, counselor, or mental health professional to ensure that I am psychologically prepared for my time in the QRT program.	**3.18**	Moderate level
4. will often engage in activities that challenge my "comfort zone," such as public speaking, to increase my confidence and mental readiness.	**3.02**	Moderate level
5. will actively engage in self-assessment to understand my mental strengths and areas for improvement.	**3.44**	Moderate level
6. will actively engage in self-assessment to understand my mental strengths and areas for improvement.	**3.40**	Moderate level
Overall Mean	**3.20**	**Moderate level**

As stipulated in Table 3, Mental preparedness obtained an overall mean score of 3.20, which is interpreted as a "Moderate level." The highest mean score was 3.44, interpreted as a "Moderate level," on item 5: "I will actively engage in self-assessment to understand my mental strengths and areas for improvement." Item number 1 stated, " would often practice positive thinking or meditation to help myself improve my focus and resilience of mind." it got the lowest mean score of 2.99, interpreted as "Moderate level."

Table 4
Level of Readiness of the Students on Outward Bound Courses in Terms of Psychological Factors

Psychological factors Items	Mean	Interpretation
1. will participate in activities that help manage and reduce anxiety or fear associated with outward-bound courses.	3.28	Moderate level
2. will actively seek out activities that provide opportunities to increase confidence and self-esteem to prepare for mental challenges.	3.39	Moderate level
3. will participate in activities that challenge my "comfort zone" to be mentally prepared for the uncertainty of outward-bound courses.	3.25	Moderate level
4. will actively seek support and guidance from a mentor, counselor, or mental health professional to address psychological factors.	3.28	Moderate level
5. will actively seek out challenges and experiences to build mental resilience and prepare for emotional and psychological needs.	3.33	Moderate level
6. will actively seek out challenges and experiences to build mental resilience and prepare for emotional and psychological needs.	3.40	Moderate level
Overall Mean	**3.32**	**Moderate level**

Table 4 shows that the Level of Readiness of the Students on Outward Bound Courses in the area of Psychological Factors obtained an overall mean score of 3.32, which is interpreted as a "Moderate level." The highest mean score was 3.40, interpreted as a "Moderate level," on item 6: "I will actively seek out challenges and experiences to build mental resilience and prepare for emotional and psychological needs." Item number 3 stated, "I will participate in activities that challenge my "comfort zone" to be mentally prepared for the uncertainty of outward-bound courses." it got the lowest mean score of 3.25, interpreted as "Moderate level."

Table 5
Level of Readiness of the Students on Outward Bound Courses in Terms of Teamwork and Communication Skills

Teamwork and Communication Skills Items	Mean	Interpretation
As a student, I ...		
1. will actively seek out challenges and experiences to build mental resilience and prepare for emotional and psychological needs.	3.46	Moderate level

2. will participate in activities that foster cultural sensitivity and diversity awareness and promote effective communication between different groups.	3.42	Moderate level
3. will participate in open and honest communication activities, including conflict resolution exercises, to prepare for group activities.	3.41	Moderate level
4. I will actively seek opportunities to work with my classmates during group activities to enhance my teamwork and communication skills.	3.55	High level
5. Participate in group discussions or activities focused on enhancing communication and cooperation with classmates.	3.60	High level
6. I will participate in team-building exercises or activities to improve my teamwork and communication skills.	3.51	High level
Overall Mean	**3.49**	**High level**

Statistics in Table 5 showed the Level of Readiness of the Students on Outward Bound Courses in the area of Teamwork and Communication Skills got an overall mean of 3.49 interpreted as "High Level." Furthermore, the highest mean of 3.60 interpreted as "High Level" on item 5, "Participate in group discussions or activities focused on enhancing communication and cooperation with classmates." and the lowest mean of 3.41 interpreted as "Moderate level" on item 3, "I will participate in open and honest communication activities, including conflict resolution exercises, to prepare for group activities."

Table 6
Level of Difficulties of the Students in Outward Bound Courses

Difficulties Items	Mean	Interpretation
As a student, I had difficulty to …		
1. I handle interpersonal challenges and conflicts naturally in my outward-bound courses.	3.43	Moderate level
2. received support, guidance, or feedback on leadership development from a teacher or mentor during an outward-bound course.	3.54	High level
3. use and maintain outdoor safety equipment (ropes, harnesses, helmets, etc.).	3.41	Moderate level
4. Apply basic survival skills in real outdoor scenarios, such as building a shelter or starting a fire.	2.97	Moderate level
5. Cope with uncertainty and unexpected situations when I attend outward-bound courses.	3.21	Moderate level
6. Interacting with my classmates and the outward-bound courses trainer during the course of the outward-bound courses training program positively impacted my mental preparation and overall experience.	3.47	Moderate level
7. faced challenges in outdoor activities such as heights and unfamiliar environments.	3.14	Moderate level
8. interacting with peers and the group process can be psychologically stressful, including fear of being criticized or difficulty working with others, which can hinder the overall experience.	2.90	Moderate level
9. I faced my own challenges during my outward-bound courses, such as disagreements and difficulty working together effectively when in conflict.	2.63	Moderate level
10. communicate within the group during outward-bound courses that lead to misunderstandings, miscommunication, or blocked progress.	2.50	Moderate level
Overall Mean	3.12	Moderate level

Table 6 revealed that the Level of Difficulty of the Students on Outward Bound Courses got a mean score of 3.12, which is interpreted as a "Moderate level." Moreover, the lowest mean of 2.50 interpreted as "Moderate level" was obtained by item 10, "Communicate within the group during outward-bound courses that lead to misunderstandings, miscommunication, or blocked progress," while the highest mean of 3.54 interpreted as "High level" was obtained by item 2, "Received support, guidance, or feedback on leadership development from a teacher or mentor during an outward-bound course."

Table 7
Difference in the Level of Readiness of Students in Outward Bound Courses in Terms of Leadership Development when Grouped according to Selected Variables

			Leadership development				
Variables	**Categories**	**N**	**Mean Rank**	**Mann Whitney U-test**	**Sig. Level**	**p-value**	**Interpretation**

Age	Younger	176	176.27	15448.00	0.05	0.752	Not Significant
	Older	179	179.70				
Sex	Male	115	187.83	12669.00		0.210	Not Significant
	Female	240	173.29				
Parents' Highest Educational Attainment	Lower	107	184.27	12597.50		0.448	Not Significant
	Higher	248	175.30				
Average Family Monthly Income	Lower	156	168.51	14041.00		0.122	Not Significant
	Higher	199	185.44				

As revealed in the table 7, the younger respondents obtained a mean rank of 176.27, while the older respondents yielded a mean rank of 179.70. The computed U test value was 15448.00. As a result, the calculated p-value of 0.752 was interpreted as "Not Significant."

Table 8
Difference in the Level of Readiness of Students in Outward Bound Courses in Terms of Outdoor Skills when Grouped according to Selected Variables

Outdoor Skills							
Variables	**Categories**	**N**	**Mean Rank**	**Mann Whitney U - test**	**Sig. Level**	***p*-value**	**Interpretation**
Age	Younger	176	171.66	14636.50	0.05	0.247	Not Significant
	Older	179	184.23				
Sex	Male	115	185.53	12934.00		0.337	Not Significant
	Female	240	174.39				
Parents' Highest Educational Attainment	Lower	107	183.25	12706.00		0.525	Not Significant
	Higher	248	175.73				
Average Family Monthly Income	Lower	156	170.37	14331.50		0.213	Not Significant
	Higher	199	183.98				

Results presented the difference in the Level of Readiness of the Students on Outward Bound Courses in the area of Outdoor Skills when grouped and compared according to variables showed no significant Difference as the computed p-values of 0.247 for age, 0.337 for sex, 0.525 for parents' highest educational attainment, and 0.213 for the average family monthly income are greater than the level of significance 0.05. Thus, the hypothesis stating that there is no significant difference in the Level of Readiness of the Students on Outward Bound Courses in the area of Outdoor Skills when grouped and compared according to the aforementioned variables was accepted.

Table 9
Difference in the Level of Readiness of Students in Outward Bound Courses in Terms of Mental Preparedness when Grouped according to Selected Variables

Mental Preparedness							
Variables	**Categories**	**N**	**Mean Rank**	**Mann Whitney U - test**	**Sig. Level**	***p*-value**	**Interpretation**
Age	Younger	176	175.46	15304.50	0.05	0.642	Not Significant
	Older	179	180.50				

Sex	Male	115	178.84	13703.00	0.914	Not Significant
	Female	240	177.60			
Parents' Highest Educational Attainment	Lower	107	176.72	13131.50	0.877	Not Significant
	Higher	248	178.55			
Average Family Monthly Income	Lower	156	176.16	15235.00	0.764	Not Significant
	Higher	199	179.44			

Table 9 shows the difference in the Level of Readiness of the Students on Outward Bound Courses in the area of Mental Preparedness when grouped and compared according to variables such as age, sex, parents' highest educational attainment, and highest educational attainment.

Table 10
Difference in the Level of Readiness of Students in Outward Bound Courses in Terms of Psychological Factors when Grouped according to Selected Variables

Psychological factors							
Variables	**Categories**	**N**	**Mean Rank**	**Mann Whitney U - test**	**Sig. Level**	***p*-value**	**Interpretation**
Age	Younger	176	180.24	15358.50	0.05	0.682	Not Significant
	Older	179	175.80				
Sex	Male	115	171.45	13047.00		0.402	Not Significant
	Female	240	181.14				
Parents' Highest Educational Attainment	Lower	107	184.70	12551.00		0.416	Not Significant
	Higher	248	175.11				
Average Family Monthly Income	Lower	156	174.28	14941.00		0.542	Not Significant
	Higher	199	180.92				

Difference in the level of readiness of the students on outward-bound courses when grouped and compared according to variables revealed no significant Difference. Therefore, the hypothesis stating that there is no significant difference in the level of readiness of the students on outward-bound courses when grouped and compared according to variables was accepted.

Table 11
Difference in the Level of Readiness of Students in Outward Bound Courses in Terms of Teamwork and Communication Skills when Grouped according to Selected Variables

Teamwork and Communication Skills							
Variables	**Categories**	**N**	**Mean Rank**	**Mann Whitney U - test**	**Sig. Level**	***p*-value**	**Interpretation**
Age	Younger	176	186.11	14324.00	0.05	0.137	Not Significant
	Older	179	170.02				
Sex	Male	115	166.20	12443.50		0.131	Not Significant
	Female	40	183.65				
Parents' Highest	Lower	107	174.59	12903.50		0.679	Not Significant

Educational Attainment	Higher	248	179.47			
Average Family Monthly Income	Lower	156	169.19	14147.50	0.149	Not Significant
	Higher	199	184.91			

The table shows that the level of readiness of the students on outward-bound courses, when grouped and compared according to variables such as age, sex, parents' highest educational attainment, and average family monthly income, revealed no significant Difference.

Table 12
Difference in the Level of Difficulties of Students in Outward Bound Courses when Grouped according to Selected Variables

Difficulties							
Variables	**Categories**	**N**	**Mean Rank**	**Mann Whitney U - test**	**Sig. Level**	***p*-value**	**Interpretation**
Age	Younger	176	175.75	15356.50	0.05	0.681	Not Significant
	Older	179	180.21				
Sex	Male	115	181.60	13386.50		0.646	Not Significant
	Female	240	176.28				
Parents' Highest Educational Attainment	Lower	107	190.76	11902.50		0.122	Not Significant
	Higher	248	172.49				
Average Family Monthly Income	Lower	156	172.88	14722.50		0.403	Not Significant
	Higher	199	182.02				

Table 12 presents the Difference in the Level of Difficulty of the Students on Outward Bound Courses when grouped and compared according to the aforementioned variables.

Conclusions

An examination of students' readiness across diverse domains reveals a moderate degree of readiness concerning leadership development, outdoor skills, mental preparedness, and psychological factors. However, students demonstrate a heightened level of readiness in teamwork and communication skills. Conversely, the reported level of difficulty experienced during outward-bound courses is also moderate. A deeper exploration into demographic variables, including age, gender, parental education, and household income, indicates no significant variances in readiness levels across the aforementioned domains. Likewise, these demographic factors do not notably impact the reported challenges encountered during outward-bound courses. Furthermore, this study offers valuable insights into the preparedness levels and hurdles confronted by students enrolled in outward-bound courses within vocational colleges. It sheds light on areas warranting potential enhancements in educational strategies and support systems.

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