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# Perceived Curriculum Market Alignment and Its Impact on Enrolment Intentions: a Case Study of Diploma in Marketing at Kolej Professional MARA Seri Iskandar

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## **Abstract**

Malaysia's higher education landscape is drastically shifting as more SPM graduates choose for immediate employment over traditional academic pathways. Consequently, fewer students are enrolling in Kolej Professional MARA (KPM) Seri Iskandar's Traditional Diploma in Marketing, which raises concerns about the program's perceived attractiveness. Based on the Theory of Planned Behaviour (TPB), this study investigates the perceptual, social, and motivational factors influencing enrolment intentions. A quantitative cross-sectional survey was administered to 339 SPM graduates in the Perak region, and frequency and descriptive statistics were used to analyze the results. The findings point to an important "Awareness-Enrolment Paradox": enrolment does not always follow from prior knowledge of the marketing industry, even though 98% of respondents had such knowledge. Empirical results show that while Enrolment Intentions (IV1) is the strongest asset with a mean score of 4.03 and a frequency of 142.2, Alternative Course Choices and Social Influence (IV3) closely challenge it with a high conviction-level frequency of 129.0 despite a lower mean. The discovery of a 13.2-point "strategic margin" between the program's strongest academic strength and its most formidable social rival is one of the study's main conclusions. These findings imply that targeted digital interventions that address social influence and economic opportunity costs should replace general awareness campaigns in institutional strategy. This study offers policymakers and institutional leaders a quantifiable standard for reviving marketing education at the diploma level in Malaysia.

**Keywords:** *Enrolment Intention; Intrinsic Motivation and Interest; Perceived Career Sustainability; Perceived Curriculum-Market Alignment; Social Influence of the Gig Economy; Theory of Planned Behaviour*

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