
Factors Shaping Students' Interest in Diploma in Marketing Programmes: A Behavioural Perspective

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Abstract

In today's competitive and digital-driven era, marketing education serves a important role in preparing students with skills in social media, analytics, branding, and consumer behaviour. However, the demand for enrolment in the Diploma in Marketing at Kolej Profesional MARA Seri Iskandar has declined for marketing professionals. Guided by the Theory of Planned Behaviour (TPB), this study titled Factors Shaping Students' Interest in Diploma in Marketing Programmes: A Behavioural Perspective aims to examine the factors influencing students' programme interest intention. Specifically, it studies the impact of perceived career opportunities, programme reputation or institutional image, personal interest in marketing subjects, and social elements on enrolment intention. A descriptive quantitative research design was used using a structured 5-point Likert scale questionnaire distributed to 302 respondents through convenience sampling, mainly consisting of SPM leavers and pre-university students. Data were analysed using descriptive statistics, particularly mean scores and frequency analysis, with the assistance of Excel/SPSS. The findings show that perceived career opportunities, programme reputation, and social influence recorded the highest mean score (3.92), while community factors displayed the highest frequency (38.40%), showing their strong influence on students' intention to enroll. The study delivers useful insights for improving recruitment plans and strengthening the durability and competitiveness of the programme.

Keywords:

Diploma in Marketing; Perceived Career Opportunities; Programme Interest Intention; Programme Reputation, Social Influence; Theory of Planned Behaviour (TPB)

I. INTRODUCTION

Marketing education is a vital part of the modern digital economy as companies rely on the strategy of social media, the creation of content, data analysis, and customer insights as the key requirements of effective competition. Recent data indicates that the job opportunities of marketing graduates in digital jobs are directly correlated with the needs of the industry [1]. Furthermore, the contemporary marketing graduate needs to balance their creative communication with technical proficiency in e-commerce, branding, and advertising using e-commerce, analytics, and so forth, which aligns with the contemporary discourse on marketing graduate employability in Malaysia and the region. The competitive environment of higher education in Malaysia where more than 400 privates colleges offer training to a population of 1.3 million students has been characterized by stiff competition in enticing students to particular programmes as is

evidenced in national enrolment statistics and institutional reports. However, at Kolej Profesional MARA Seri Iskandar (KPMSI), secondary data shows Diploma in Marketing enrolment declined from a capacity of 85 in 2022 to just 42 in 2025, signalling a growing challenge in sustaining interest in this programme. The Theory of Planned Behaviour (TPB) can therefore be used as an effective tool to explain this enrolment decline and how mostly the attitudes of students (positive/negative feelings about marketing studies), subjective norms (social pressure of parents, peers, teachers) and the perceived behavioural control (confidence in succeeding) may predict the programme interest and enrolment intentions as has been previously applied in the TPB to student retention and commitment in higher education institutions [2]. On the same note, TPB has been successfully used in educational choice and career intention studies around the globe, even in STEM and competitive sectors in which intention has a

strong predictive value of the future of both academic and career trajectories [3]. This strategy is supported by recent research in the field of marketing education: the faculty faces considerable challenges such as time and technical assistance in implementing marketing analytics, which, in turn, results in reluctance to take these courses among students, which is fully consistent with the modern marketing career needs [4], [5]. Despite this evidence, significant gaps remain in understanding the behavioural motivations for interest in marketing programmes. Specifically, [6] identified key institutional predictors of Malaysian students' college choices, including programme characteristics, reputation, employment prospects, pricing, facilities, and social aspects, but their analysis focused primarily on external attributes and lacked integration with behavioural theory. Although digital marketing strategies increase enrolment awareness, few studies examine how TPB constructs interact with institutional factors to predict diploma-level marketing interest in Malaysia. As a result, KPMSI's consistent enrolment decline from 2022-2025, where marketing significantly underperforms other business programmes underscores this critical research gap that calls for prompt attention. Therefore, "Factors Shaping Students' Interest in Diploma in Marketing Programmes: A Behavioural Perspective" addresses these gaps by applying the TPB to examine how attitudes, subjective norms, perceived behavioural control, and organizational factors influence SPM leavers' interest in KPMSI's Diploma in Marketing. This study builds on the theoretical contributions of [6] and [4] while offering actionable, evidence-based recommendations for KPMSI, encompassing targeted career counselling, online outreach strategies that incorporate analytics competencies, curriculum realignment, and parental participation initiatives. Through integrating secondary enrolment data spanning 2022–2025 with primary student survey findings, the study intends to align student interests with prevailing business demands, thereby sustaining a capable marketing talent pipeline for Malaysia's digital economy and lessening the risk of programme discontinuation at KPMSI.

II. LITERATURE REVIEW

The Theory of Planned Behaviour (TPB) explains how a person's intention to perform a behaviour is determined by three main elements: attitudes toward the behaviour, subjective norms (social pressure from important people), and perceived behavioural control (how easy or difficult they think the behaviour will be). TPB has been applied in educational research to forecast the intentions of students to select university programmes, careers and entrepreneurship and numerous studies have

found that a big portion of the variance in intention can be accounted by the three factors. In this research, TPB would be appropriate, since the interest of students in a Diploma in Marketing does not only lie in the nature of the programme but what they think of their future career, what the others say they should follow or what they feel they can do with marketing. Perceived career opportunities and programme reputation help form beliefs about outcomes and control, personal interest in marketing reflects attitudes, and community influences represent subjective norms. Together, these factors are expected to shape students' programme interest intention toward a Diploma in Marketing.

A. Programme Interest Intention toward Diploma in Marketing

Program interest intention serves as the dependent variable in this study, indicating the likelihood of students enrolling in a Diploma in Marketing program as determined by their beliefs, attitudes, and perceived social pressures. Within the Theory of Planned Behaviour (TPB) framework, intention is regarded as the most proximate predictor of actual behaviour; [3] confirms that stronger intentions are positively correlated with higher enrolment probability in program selection decisions. This relationship has been further confirmed across numerous higher education studies, which regularly demonstrate that higher intention levels correspond with increased enrolment likelihood.

B. Perceived Career Opportunities

Perceived career opportunities reflect students' beliefs regarding the capacity of a Diploma in Marketing to provide viable employment, adequate remuneration, and long-term career advancement. Employment opportunities have been found to be one of the key factors that influence the choice of diploma program by the Malaysian students [7], and employability outcomes and income potential have become one of the key determinants of the program choice in both Malaysian and international markets [4]. Systematic reviews on graduate marketability also reveal that the programs that include digital marketing, analytics, and e-commerce are seen to be in tandem with the current labour market needs, thus enhancing student enrolment intention. Still, there is a long-standing career awareness gap since most students still see marketing as a field mostly revolving around sales and entry-level marketing positions, and they have almost no idea about the new opportunities in the digital strategy, content production, and marketing analytics.

Hypothesis (H1): *Perceived career opportunities have a significant positive influence on students' program interest intention toward a Diploma in Marketing focusing specifically on marketing at the diploma level.*

C. Program Reputation and Institutional Image

Program reputation and institutional image are the levels to which students view a college as reputable, trustful and prestigious and its marketing program. [7] single out institutional image and reputation as the most influential intrinsic variables that affect the choice of Malaysian students in diploma programmes and emphasize the critical importance of the variables in determining the selection of enrolment in the Malaysian higher education environment. The college-choice marketing literature has clearly recognized the institutional reputation as a major factor that influences the choice of the program because students and parents are relating a high institutional image to higher standards of teaching quality, good professional contacts and better employment opportunities. According to a recent review of the topic of university branding, it is also concluded that a clear brand identity, accreditation status, and visible industry cooperation are all helpful in enhancing student trust and enrolment intention which is specifically confirmed in the context of marketing courses in the Malaysian higher education environment [8]. In the case of diploma level providers such as KPMSI, it is essential to create a good image of the Diploma in Marketing by creating industry related partnerships, success stories and a solid web presence that will appeal to students who would otherwise opt to graduate through university degree programs.

Hypothesis (H2): *Programme reputation and institutional image have a significant positive influence on students' programme interest intention toward a Diploma in Marketing*

D. Personal Interest in Marketing Subjects

Personal interest in marketing subjects encompasses students' enjoyment of and curiosity toward topics such as advertising, branding, digital marketing, and social media content. Within the TPB framework, such interest maps directly onto attitude toward the behaviour, whereby students who perceive marketing as enjoyable, practically useful, and personally congruent are more likely to develop strong enrolment intentions. Attitude has been identified as the strongest TPB predictor of field-specific behavioural intentions [3], and Generation Z students respond favourably to course content incorporating real-world social media cases, influencer campaigns, and digital tools [9]. However, a persistent challenge remains: many students report anxiety toward analytics and quantitative content, leading some to avoid certain marketing specializations despite the growing indispensability of these competencies in contemporary marketing practice.

Hypothesis (H3): *Personal interest in marketing subjects has a significant positive influence on students' program interest intention toward a Diploma in Marketing.*

E. Influence of Social Factors

The influence of social factors encompasses the role of parents, peers, teachers, counsellors, and digital media in directing students' program selection decisions. The framework of TPB puts all these influences into the form of subjective norms, which are described as the perceived expectations of significant others towards a particular behaviour [7]. Parental guidance has been also determined to be the most influential reference group in the selection of programs by the Malaysian students, especially when parents relate particular areas with a higher financial stability and more secure career progression [1]. This is also supported by the fact that evidence shows that familial and peer norms are important influencing factors of higher education enrolment patterns [7], and most students are found to choose programs that are in line with the parental advice. Along with family influence, peer and schoolmates also influence the perception towards the program because students often discuss the desirability and popularity of certain programmes and in the majority of cases the students conform to the preference of peers in their selection of programs. More so, recent researchers argue that digital media present a further layer of social impact, meaning exposure to others, alumni, and institutions through Tik Tok, Instagram, and YouTube creates either a positive or negative perception of marketing as a profession.

Hypothesis (H4): *Influence of social factors has a significant positive influence on students' program interest intention toward a Diploma in Marketing*

Figure 1.0 illustrates the conceptual framework of this study, which maps the relationship between the Independent Variables (IV) and the Dependent Variable (DV). The Dependent Variable is Program Interest Intention toward Diploma in Marketing. The Independent Variables include Perceived Career Opportunities, Program Reputation / Institutional Image, Personal Interest in Marketing Subjects, and Influence of Social Factors. Based on the Theory of Planned Behaviour, these variables represent the psychological and social constructs that determine SPM graduates' behavioural intention to seek formal education at KPMSI.

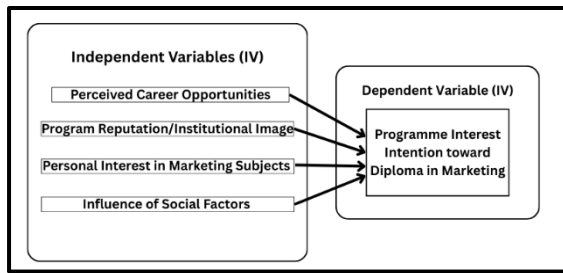


Figure 1.0: Conceptual Framework for Rethinking Marketing Education

III. RESEARCH METHODOLOGY

The study uses a descriptive quantitative approach, meaning it collects numerical data to describe patterns and trends without trying to prove cause and effect. Questionnaires were used because they allow structured, consistent data collection across many respondents. This design suits the study since it aims to answer "what" and "how" questions about students' interest in the Diploma in Marketing.

A. Population and Sample

The main target group was SPM leavers, followed by Diploma/Foundation students, STPM, Matriculation, and current school students. A sample of 302 respondents was collected via convenience sampling (i.e., selecting those who were accessible) over a week. This format works well for measuring attitudes and perceptions, is easy for students to understand, and reduces the chance of unclear or inconsistent answers [13]. A minimum of 300 respondents was targeted to ensure the findings are reliable and representative enough to reach meaningful conclusions.

B. Research Instrument Structure

Table 1 below shows the measurement instruments used for each research variable in this study. The instruments were adopted from established studies, primarily from [11] and [12], to secure the reliability and validity of the items measuring program interest, intention, perceived career opportunities, program reputation or institutional image, personal interest in marketing subjects, and the influence of social factors.

Construct	Key Sources
Program Interest Intention toward Diploma in Marketing (DV)	Atkin et al. [11]
Perceived Career Opportunities (IV1)	Atkin et al. [11]
Program Reputation / Institutional Image (IV2)	Atkin et al. [11]

Personal Interest in Marketing Subjects (IV3)	Atkin et al. [11]
Influence of Social Factors (IV4)	Atkin et al. [11], Hasan et al. [12]

Table 1: Measurement Instruments for Research Variables

C. Data Collection Method

A 5-point Likert scale questionnaire was used, where respondents rated their agreement from 1 (strongly disagree) to 5 (strongly agree). This format works well for measuring attitudes and perceptions, is easy for students to understand, and reduces the chance of unclear or inconsistent answers.

D. Data Analysis Methods

The collected data were processed and analysed using SPSS (Statistical Package for the Social Sciences), a widely used software package in social science and educational research for handling survey-based data [14]. Using SPSS, descriptive statistics were generated, including frequencies, percentages, and mean scores, to summarise respondents' feelings about each factor. Mean scores indicate the general level of agreement for each variable, while frequency analysis shows which responses were most selected. Reliability of the questionnaire was also assessed using Cronbach's alpha in SPSS, which assesses whether the survey items within each variable measure the same concept consistently [15]. The study acknowledges that future research needs to go further by applying inferential statistical techniques in SPSS, such as correlation analysis, t-tests, or regression, to properly test the relationships between the independent and dependent variables.

IV. RESULT AND DISCUSSION

A. Descriptive Analysis

The gender distribution of the respondents of this study was studied through a descriptive analysis. Knowledge of the gender composition is significant because it offers the understanding of the group that expresses more interest or participates in the Diploma in Marketing programme. The outcomes indicate that the largest percentage of 58.9% was registered by female respondents whereas male respondents constituted the largest percentage of 41.1% of the total sample. This fact hints that the female students are more interested or more involved in marketing education as compared to their male counterparts. The greater percentage of female respondents can be due to the fact that marketing is a discipline primarily focused on communication, creativity, relationship management and consumer insights, as well as, on the gender gap in Malaysia where females are overrepresented in non-STEM courses and

underrepresented in STEM education and jobs [16]. These strengths have been linked to these competencies that are likely to appeal to female students when they want to venture in the business and social science majors. Also, marketing presents diverse career prospects, including advertising, online marketing, branding, and PR, which can also attract female students with dynamic career interests and are people-oriented. Conversely, the male respondents, even though they constitute a somewhat smaller percentage, still show a significant degree of interest in the programme as indicated by sex disaggregated data (SDD) analysis that reveals significant male enrolment and regional participation in the marketing management programmes [17]. On the whole, the gender distribution indicates that both males and female's students are interested in receiving marketing education but female students seem to be overrepresented in the study. The descriptive findings on gender distribution are provided in Figure 2.0 which indicates gender proportions of male and female respondents in the study.

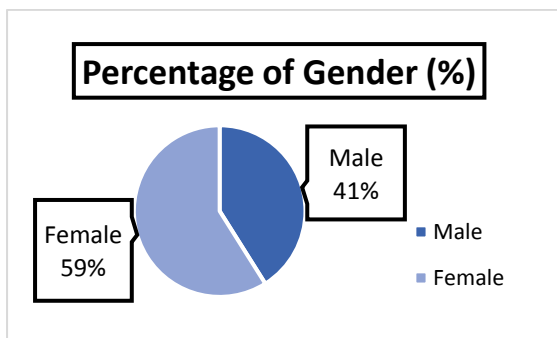


Figure 2.0: Gender Distribution of Respondents

B. Mean Score Analysis

A mean score analysis was conducted to assess the overall level of agreement among respondents regarding the independent variables influencing enrolment intention in the Diploma in Marketing program. Perceived Career Opportunities (IV1), Program Reputation and Institutional Image (IV2) and the Influence of Social Factors (IV4) had the highest mean score of 3.92 indicating a high degree of consensus that these factors have a significant influence on program interest intention. This implies that tertiary education options are calculated by practical factors among students who give more consideration to career opportunities, the institutional reliability, and the advice of important individuals. Personal Interest in Marketing Subjects (IV3) had a low meaning score that stood at 3.89, although it falls within the high interpretation range. The minor difference indicates that intrinsic motivation might not be the major factor that contributes to enrolment intention since students have more weight on career-related consequences

than personal interests in choosing a program. This aligns with data that suggest that future students often evaluate programs in the light of a payback model, and focus on their likelihood of getting employment, income and long-term career security [18]. Moreover, less pre-tertiary exposure to marketing as a field can be a weakness in developing a greater amount of intrinsic interest because learners can tend to start with a closed perspective of what marketing is and associate it with advertising and not the broader scope that includes market research, analytics, and digital strategy [19]. Taken together, the results indicate that external and outcome-based factors have a greater influence on enrolment choices, and both career benefits and community factors became the most prevalent sources of student interest in the program.

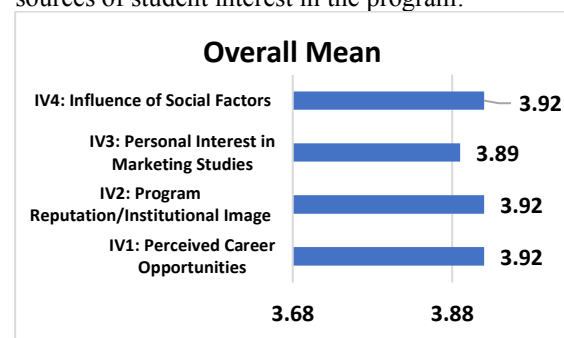


Figure 3.0: Mean Score on Program Interest Intention toward Diploma in Marketing

C. Frequency Analysis

Frequency analysis was used to determine the independent variables that the respondents had the highest agreement on the factors that affected the desire of the students to enrol in the Diploma in Marketing programme. The findings indicate that Influence of Social Factors (IV4) had the highest frequency of 38.40% (116 responses) and the Perceived Career Opportunities (IV1) was the next most frequent at 37.70% (114 responses). Meanwhile, Personal Interest in Marketing Subjects (IV3) recorded a frequency of 33.40% (101 responses), and Programme Reputation/Institutional Image (IV2) showed the lowest frequency at 32.50% (98 responses). The high frequency of the Influence of Social Factors indicates that external influences, such as parents, friends, teachers, and social media, play an important role in shaping students' programme selection decisions. This reflects the importance of subjective norms, in which students regularly rely on recommendations and opinions from individuals within their social environment when deciding on higher education pathways, consistent with findings among CABAMA freshmen, where family and peer effects ranked prominently in enrolment choices [20]. Overall, the findings suggest that students tend to focus on realistic factors and social validation when deciding whether to enrol in marketing-related programmes.

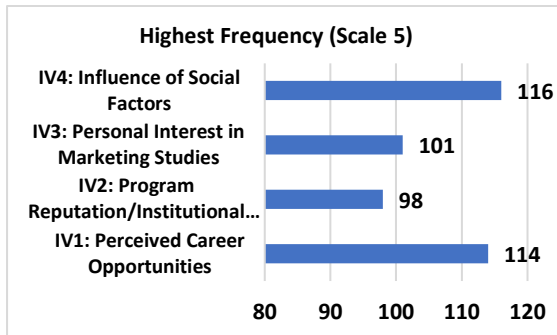


Figure 4.0: Overall Frequency Distribution of Independent Variables Influencing Students' Interest in the Diploma in Marketing Programme

V. CONCLUSION

Despite its contributions, this study has several limitations. First, the research centers only on secondary school students from selected schools within a limited geographical area, namely SMK Seri Iskandar and SMK Dato Abdul Rahman Yaakub. Therefore, the findings may not be fully generalizable to students from other states, institutions, or different socioeconomic backgrounds. Future studies should include a larger and more diverse sample to enhance external validity. Second, the study employs a quantitative design, using structured questionnaires and Likert-scale responses. Although this makes data collection and statistical analysis systematic, it might fail to capture more profound psychological reasons and other situational factors that drive students to decide and self-reported data might again be biased by response. It is recommended that future studies should include a qualitative approach as well as a richer input like interview, or focus group. Thirdly, the theoretical framework of the study is based on the Theory of Planned Behaviour (TPB) and the specified determinants of enrolment intention, and other external variables, including financial constraints, policies, or economic situations, were not studied. Moreover, the analysis is primarily based on the descriptive statistics, which does not allow testing associations between the variables. Future research must employ inferential statistical tests to enhance the results. Lastly, this research quantifies enrolment intention and not actual enrolment behaviour; this implies that longitudinal research on actual enrolment decision by the students is desirable. Hopefully, this research can contribute effective information to the learning institutions to enhance its technique in attracting the potential students and also have a guide to future researchers in this field.

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