
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*

I. INTRODUCTION

The nature and changes in technology and unpredictable demand in the labour markets have led to a paradigm shift in global systems of higher education. In the quest to find academic programs that will ensure high levels of employability, modern students are placing more emphasis on applied skills and computer literacy, as opposed to theoretical knowledge. The recent research findings indicate that the enrolment in traditional marketing diploma programs is gradually declining in spite of the vital role of marketing in global trade. This trend reveals that the academic programs offered in higher institutions and their intellectual support available now are becoming increasingly disconnecting with the goals of digital natives [1].

Empirical evidence over the recent past has shown that traditional marketing curricula is considered an outdated program because such programs do not include the industry based learning or the digital analytics. Other education pathways including Technical and Vocational Education and Training (TVET) and entrepreneurship qualifications are becoming popular in view of their perceived value. According to internal data at Kolej Professional MARA (KPM) Seri Iskandar, the number of enrolled Diploma in Marketing demonstrates a drastic drop in 2022 of 85 percent capacity, to 42 percent in 2025, a national pattern. This reduction can be largely explained by the rising industry demand of the digital marketing experts that the traditional curriculum is perceived to be incapable of delivering [2], [3]

Despite the need to present the overall views towards educational programs, a certain gap towards the identification of the behavioural motivations of the graduates of SPM is evident as applied to Malaysian vocational-professional diplomas. The existing literature often overlooks the psychological connection between the relevance of the program, institutional image, and the social significance of alternative profession such as the gig economy. In an attempt to address this gap, this research relies on the Theory of Planned Behaviour (TPB) to assess the determinants of the enrolment intention at KPM Seri Iskandar. The proposed study focuses on the evidence-based findings that may guide the positioning of institutions and institutional policies in the Malaysian higher education system by exploring the views of people on job opportunities, societal pressures, and institutional legitimacy.

II. LITERATURE REVIEW

A. Theory of Planned Behaviour (TPB)

The Theory of Planned Behaviour (TPB) is the theoretical framework that will form the foundation of the study to help understand the intentions of students regarding student enrolment. According to the model, three key constructs influence behavioural intention, which is [4], [5]:

- i. Attitude: The program's benefit and professional relevance are assessed by the student.
- ii. Subjective Norms: Social pressures from family, friends, and digital media trends in society.
- iii. Perceived Behavioural Control: The degree's perceived ease or difficulty, which is frequently impacted by personal or financial limitations.

B. Enrolment Trends in Traditional Diploma Programmes (DV)

According to recent data from the Department of Statistics Malaysia, 72.1% of SPM graduates choose not to pursue traditional academic advancement, indicating a major change in post-secondary decision-making [6]. This decrease in diploma enrolment can all be credited to the attractiveness of the rapid entry into the job market, economic necessity now, and the evolving perception of formal education as a good investment [7], [8].

C. Enrolment Intentions (IV1)

One of the main factors influencing student attitudes in the context of Industry 4.0 is curriculum alignment with digital marketing competencies [9]. Curriculum based on future-oriented envisions,

which include social media marketing and data analysis, are gaining acceptance over the theoretic ones among students [10], [11].

- *Hypothesis (H1): Perceived programme relevance significantly influences enrolment intention.*

D. Institutional Image and Career Sustainability (IV2)

There is the use of institutional reputation as a mediator of the linkage with the industries as well as quality. High institutional brand creates a more convincing incentive of long-term career sustainability and employment preparedness among risk-averse students particularly of lower-income status [11], [12].

- *Hypothesis H2: Institutional image significantly influences enrolment intention by reinforcing perceived career sustainability.*

E. Social Influence and Alternative Choices (IV3)

Subjective norms are becoming more being affected by digital entrepreneurship and the so-called gig economy. The theory that a conventional diploma is required is often killed by the social media stories that stress on financial freedom without a college degree [13], [14].

- *Hypothesis (H3): Social influence from alternative course choices significantly impacts enrolment intention.*

F. Intrinsic Motivation and Experiential Learning (IV4)

Examples of intrinsic factors that are being important are personal interest and necessity to experience stimulating learning environments, which are experiential. As per the research, academic programs that fail to employ creative, hands-on learning methods lose students to engage in studies and be enrolled [15].

- *Hypothesis (H4): Intrinsic motivation and student interest significantly influence enrolment intention.*

The theoretical framework applied in this research comprises of Figure 1, which has the dependent variable (DV) perceived curriculum market alignment and the independent variables, enrolment intentions, institutional image, social influence and alternative choices and intrinsic motivation and interest.

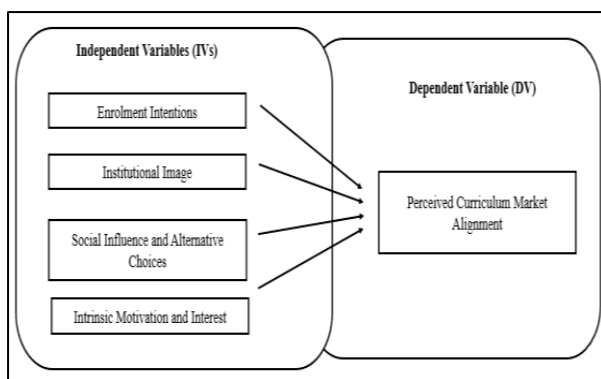


Figure 1: Conceptual Framework

To examine the determinants of the academic valuing of the students, the conceptual framework of the present study is conceptually premised on the Theory of Planned Behaviour (TPB) [16]. The primary construct is termed as Perceived Curriculum Market Alignment that is abbreviated as PCMA and can be defined as the perceived synergy between the syllabus of the diploma and modern industry demands, and it is referred to as the Dependent Variable (DV). As per this model the DV is affected

demands, and it is referred to as the Dependent Variable (DV). As per this model the DV is affected by four different Independent Variables (IVs) that denote the internal and external forces that make a difference in the decision-making process of SPM graduates.

The model unites institutional as well as behavioural aspects. Enrollment Intentions (IV1) measures the probability of students making an official decision to enroll in a college whereas the Institutional Image (IV2) is the reputation of college and its networking in the industry in a broader sense, the extent of trust the students have on the place. Social Influence and Alternative Choices (IV3) follow the effects of digital media and the gig economy on students, as it puts an exterior pressure on them. Next, Intrinsic Motivation and Interest (IV4) where a student is asked whether he or she loves marketing. By coming together with all these pieces of the puzzle, the framework importantly reveals what is fueling how students perceive marketing training in Malaysia currently.

III. RESEARCH METHODOLOGY

A. Research Design and Sampling

This study discusses the factors that affect reduced enrolment in the Diploma in Marketing program in Kolej Professional MARA Seri Iskandar (KPMSI) and investigates them through a cross-sectional and quantitative research design. The study is based on the Theory of Planned Behaviour (TPB), a postulate that believes that student attitudes, perceived behavioural control, and social impact are relevant in behavioural intention. A convenience sampling strategy was used with the focus on the SPM school dropouts of the Perak region, where 339 valid responses were collected by using a structured form of online surveys to carry out data collection based on a structured online survey using data collection. The survey was distributed through social media, student community groups as well as through the school counsellors and the survey could be delivered physically [17], [18].

B. Research Instrument

The questionnaire contained 20 questions, which were customized based on other existing research to suit the Malaysian education. All the constructs were measured using a five-point Likert scale, with 1 (Strongly Disagree) as one extreme and 5 (Strongly Agree) as the other. Table 1 is a summary of the research instrument.

DV: Perceived Curriculum Market Alignment	Tanvir Abir et al. [19]
IV1: Enrolment Intention	Smith et al. [20]
IV2: Institutional Image	RSI International, Hussin [12][21].
IV3: Social Influence of Gig Economy	AcademicJobs.com, Nature Authors [22][8].
IV4: Intrinsic Motivation and Interest	Tyton Partners, JEHD Authors [23][24].

Table 1: Research Instrument Structure

C. Data Analysis Plan

Quantitative data were assessed by the IBM SPSS Statistics (Version 29). The analysis was conducted in the following three stages after a thorough screening procedure to guarantee data integrity and check that there were no missing values among the 339 respondents, which are [25]:

i. Gender Analysis

The purpose of conducting a gender analysis is to create a profile of the respondent and discover how their biological sex has affected their purchasing decisions or school-related opinions. The research results can reveal distinct trends, preferences, or decision-making styles that are unique to each gender through a count of the number of men and women involved. The ability to break down data by gender is critical to the accuracy of your research and helps you create targeted strategies that will

Variables	Instruments
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meet the unique needs of the various gender groups represented in your research [26].

ii. Respondents SPM Course Analysis

The SPM Course Analysis lets us examine the academic background of the individuals who have taken the SPM exam, as well as the subjects that were included in their SPM exam. The purpose of this analysis is to establish a connection between a student's basic/primary field of study (Science, Accounting, or Arts) with their current academic performance and future career aspirations. Knowing about the academic background of the SPM students will be most helpful in understanding this data. One reason for this is that knowing about the educational paths can help us determine how much prior specialized knowledge will impact a student's ability to be successful in learning advanced marketing or business concepts [27].

iii. Marketing Field Awareness Analysis

The purpose of the Marketing Field Awareness Analysis is to determine the level of understanding and perception that respondents have toward marketing. Specifically, this part of the research examines participants' familiarity with the key concepts, employment opportunities, and overall significance of marketing within the current economic climate. By examining this awareness, the researcher will be able to identify areas where participant understanding is limited and evaluate the

IV. RESULT AND DISCUSSION

We can look at what the analysis reveals. In the sample, 339 SPM graduates had their origin in Perak. The research began with the fundamentals where the demographics such as gender, which SPM course they enrolled in and their level of knowledge regarding marketing were inquired. The step assists in mapping the audience as well as marking the way people are clustered in the sample. Thereafter, the research changes into 4 independent variables that are, enrolment intentions (IV1), institutional image (IV2), alternative course choices and social influence (IV3), and intrinsic motivation and student interest (IV4). Within all variables, it draws frequency counts and mean scores to investigate the figures and tell us what it tells about the respondents. The results rely on a three-tier mean score scale: Low (1.00–2.33), Moderate (2.34–3.67), and High (3.68–5.00). This scale is found in the analysis, both when individual questions are considered and when the scale is displayed under a larger construct as displayed in the SPSS output.

A. Gender Analysis

Figure 1.0 shows that analysis consisted of male and female group of respondents. The 339 respondents

effectiveness of current education and promotion methods, which will help generate alternatives for increasing participation in the field [28].

iv. Frequency Analysis

In the study, there was standard central tendency along with the use of a Score 5 (Strongly Agree) frequency statistic. This two-dimensional method fixed the conviction-level of respondents and, therefore, allowed comparing the average agreement and the level of agreement in greater detail. This is a particularly important measure in order to determine the level of competition of social media and parental authority in terms of making an enrollment decision [14].

v. Mean Score Analysis

Construct levels were determined by computing means for scores and identifying central tendencies and interpreting these means to the three classifications of Low (1.00/2.33), Medium (2.34–3.67) and High (3.68–5.00) found in Malaysian education research. This method provides an appropriate basis for using empirical results to compare construct levels in research against previously published standards for specific construct types. Furthermore, it helps provide detailed results through a systematic approach and contextualizes the findings of the study in relation to existing study [29], [30].

that made up the gender distribution portrayed a ratio in which the majority of the respondents 55% were represented by the female gender with 45% being the male respondents.

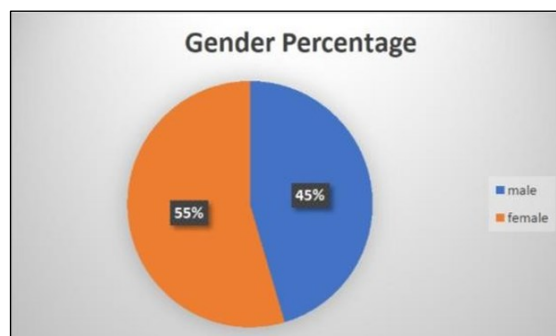


Figure 1: Pie Chart of Gender Distribution Analysis

Based on the displayed data; it is fairly indicating that the SPM graduate in Malaysia is more than willing to female enrolment more in most disciplines in line with the report released by the Department of Statistics Malaysia. The data can also be understood as the reality form of gender that reduces chances of gender-based response bias and assists in enhancing the compatibility of post-SPM graduates' data into the descriptive analysis in Perak province [7].

B. Respondents SPM Course Analysis

As shown in Figure 2.0 of respondents, SPM high school course stream consists of 4 major courses where there's computer science, engineering and technology, literature and humanities and pure science stream.

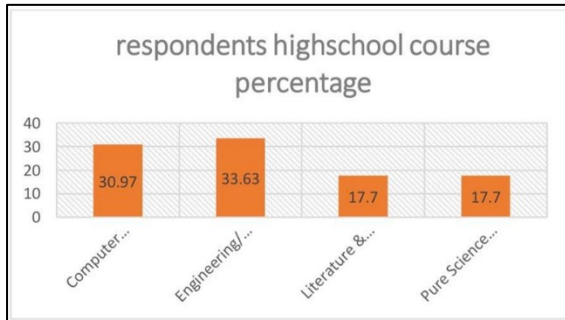


Figure 2: Bar Chart of Respondents SPM Highschool Course

It shows that the post-SPM graduates from engineering and technology stream are the largest respondents at 33.63% for the respondents on high school course, followed by computer science course at 30.97% and both literature and humanities and pure science stream post-SPM graduates at 17.7% in Perak area.

In general, evidence shows that a significant percentage of the respondents on the engineering and technology stream are potential enrollers of the Diploma in Marketing where the students have reiterated in technical and applied studies to undertake in their higher education. This is essential because for value proposition is an introspective concerning the outcome of the orientation of the program as perceived by the respondents to be oriented in digital marketing, data analytics and technology added of modern marketing expertise.

Furthermore, the balanced on the respondents under the computer science stream course also suggests that the potential applications of the Marketing program are of a variety of academic streams.

C. Marketing Field Awareness Analysis

Figure 3 indicates that post-SPM graduates are aware of the Diploma in the marketing offerings in the tertiary education as a job field and dividing into 2 options (yes or no) that examine what the study graduate knows about the existence of the program.



Figure 3: Pie Chart of Respondents Awareness of Marketing Field

It is specifically shown that respondents are perfectly informed of the existence of programs in a decision to undertake marketing-related programs in future education. Another major answer of 98 percent is that marketing is profession or career. There is yet still another 2% of the respondents who do not know or rather do not know anything about marketing field or occupation.

All in all, it confirms that the barriers to low enrolment rates in Diploma in Marketing, in Kolej Professional MARA Seri Iskandar, are not rooted in the fact that the potential students do not know the field of marketing but rather the respondents know about field recognition and field selection issues. The difference shows that the theoretical framework that is supported with Theory of Planned Behaviour are additionally supported by not only behavioural intentions on the basis of the knowledge but also the attitudes and social norms, as well as the perceived behavioural control of the respondents [4].

D. Frequency Analysis

As shown in Figure 4.0 of frequency analysis between the 4 variables. It is composed of independent variable in which there is enrolment intention, image of an institutional setting, social influence of gig economy and intrinsic motivation and interest in the respondents.

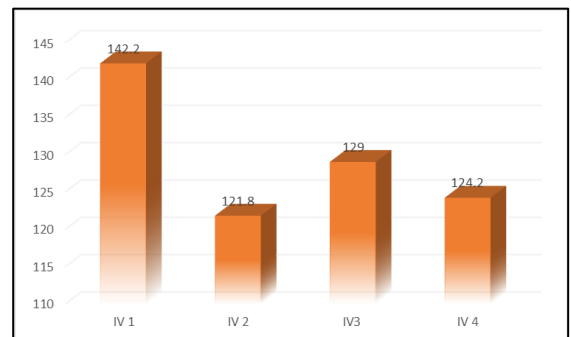


Figure 4: Bar Chart of Independent Variables Frequency Analysis

From the figure, independent variable 1 (IV1) are the highest average score for the frequency of 142.2

where it demonstrates that enrolment intention mostly received overall “Strongly Agree” support from the respondents. Independent variable 3 (IV3) of social influence and alternative choices gain the second highest position at 129 showcasing the impact of the existence of parent control and social media influence on trends effecting post-SPM graduates’ decision to study for the program, followed by IV4 of intrinsic motivation and interest at 124.2 at third place shows the significant reduced on level of conviction of the intrinsic motivation. The final place is IV2 of institutional image where the perceptions of the institution image are not critical because it obtained the lowest average frequency support when compared with other variables.

In general, statistical information obtained using the frequencies of variables indicates that IV1 with the highest frequency score explained that there is high conviction on conviction-level that it offers career benefits to those that join the program. This is reinforced by the fact that it is strongly rooting towards motivational basis of the message to enrolment of the program of the great respondents. This high level of intention enrolment when enrolment in the programs is showing the negative trends indicates that the TPB principle of positive attitudes should accompany the behavioural outcome to grant the outcome of intentions in respondents.

Further, the second-ranked IV3 indicates that it agrees with the hypothesis that has been built in which barriers on way of preaching and competing force affects its position on second highest place of conviction-level. The resonant disparity between social media and the authority of the parents to the interest of a respondent is a major aspect. It also demonstrates that persuasion by these agents makes the devotion towards the program considered more detrimental in society.

Conversely, the third most notable variable of IV4 points to the fact that general marketing interest as one of the factors contributing to broader acceptance of Diploma in Marketing program among post SPM graduates. It also demonstrates that the gap between Kolej Professional MARA Seri Iskandar and potential students among post SPM graduates indicates that it is the most difficult competitor to the degree of conviction level of this variable.

E. Mean Score Analysis

Table 2 below indicates the Mean score of Enrolment Boroughs of the program among the post-SPM graduates. It gives an insight concerning the post-SPM graduates in case of opinion regarding how the diploma program is actually aligned to the

required skills in the field and how respondents anticipated the outcome of the program.

Item	Statement	Mean Score
1	This program will help me get a job in future.	4.06
2	The subjects in this diploma are suitable for today’s career.	4.06
3	This diploma prepares students for real working life.	4.12
4	I prefer learning by doing rather than only reading.	3.98
5	Diploma graduates can get job easily.	3.94

Table 2: Mean Score on Enrolment Intentions towards Diploma in Marketing program

On scale where 5 represents strong agreement, where the highest Mean score is 4.12, for the statement ‘This diploma prepares students for real working life’ which indicates strong agreement that Diploma in Marketing program focus on practical and job-related curriculum design for immediate working after graduating, followed by statement of ‘This program will help me get a job in future’ and ‘The subjects in this diploma are suitable for today’s career’ both Mean score at 4.06 shows that strong agreement on program to help on securing a job prospects in field after post-graduation with Diploma in Marketing program align with the current career demands.

In general, Table 2 in item 3 shows that the positive attitude towards program where it focuses on on-hand practical curriculum correlates with the preference of Malaysian student to acquire practical acquisition of skills alongside the concept of theoretical learning. In addition, in the item 1 where the highest degree of agreement is registered on the program as relevant and beneficial in vocational utilization by post-SPM program graduates. Kolej Professional MARA Seri Iskandar needs to have the most attractive motivational foundation in order attract potential students within the course of enrolment communication strategy. Finally, Kolej Professional MARA Seri Iskandar must leverage on communicating the advantages of the program in realistic preparation in the real working world. The hands-on learning activities during the open days or outreach activities to the post-SPM graduates in addressing doubts about graduate employment and careers in future are to be highlighted [2].

In the meantime, Table 3 tells us the following information regarding the Institutional Image of Kolej Professional MARA Seri Iskandar by the post-SPM graduates. It gives information on the perceived reputation, credibility and quality of the college on influencing the trust of the respondents to the program. The data were rated out of a scale of 1 to 5 with 5 being the highest score and depicting high levels of agreement.

Item	Statement	Mean Score
1	The college's reputation is important to me.	4.08
2	I trust colleges that have good student outcomes.	4.07
3	The MARA name influences my choice of college.	3.83
4	Employers value this diploma qualification.	4.01
5	The college helps students prepare for employment.	4.07

Table 3: Mean Score on Institutional Image of Kolej Professional MARA Seri Iskandar

Based on the data, the statement 'The college's reputation is important to me' scored the highest with Mean score of 4.08 that signifies that the likelihood of enrolment to a certain college influence by its college brand popularity in society. Additionally, the statement 'I trust colleges that have good student outcomes' and 'The college helps students prepare for employment' both scored at 4.07 shows that consistency of assessing institutional credibility is more focused on for enrolment while prioritizing graduating with high employable rate in the job market taken considered.

Generally, the information collected indicates that item 1 with highest score means that a significant factor by place of respondents on institutional reputation aligns with the Malaysian studies that have identified choice by prestige as one of the most remarkable considerations in the program choice where it plays a significant part by the lower-income households. Afterwards the second highest Mean score on item 2 and 5 indicated that Kolej Professional MARA Seri Iskandar should expedite the college brand value in order to achieve institutional credibility though the result of the student proven according to the post-graduation is put down clearly on communication strategies. Finally, it is significant that MARA assists in emphasizing their college to bridge the gap through improving it with industry collaboration activities. The college would have to work on the communication of the college values through

highlighting the proven employment statistics, employer satisfaction rating and alumni career paths [31].

In Table 4, the data shows Alternative Course Choices and Social Influence by the post-SPM graduates. It offers details about the extent to which the social norms, peer behaviour, parental pressure, the choice of the option of gig economy income and social network presence affect the choice making of post-SPM graduates into higher education. The presented data was rated at a scale of 1 to 5 where the maximum score of 5 is obtained in strong agreement.

Item	Statement	Mean Score
1	I see many of my friends choosing work instead of continuing their studies.	3.78
2	Social media platforms like TikTok or Instagram influence my career ideas.	4.13
3	My parents influence my decision to study or work.	4.07
4	I prefer short courses over long-term studies.	3.87
5	Earning income early is more attractive than continuing my studies.	3.88

Table 4: Mean Score for Alternative Course Choices and Social Influence by the post-SPM graduates

Based on data, the statement 'Social media platforms like TikTok or Instagram influence my career ideas.' scored the highest score at 4.13 that making it clear where social media platform impacting the influence on career ambitions among post-SPM graduates, while second highest by Mean score at 4.07 with statement of 'My parents influence my decision to study or work' highlight the conventional parental influence still playing big role in post-SPM graduates educational choices. Additionally, the statement of 'Earning income early is more attractive than continuing my studies.' at third place by overall Mean score at 3.88 shows that joining the workforce early are more rewarding in terms of monetary opportunity then pursuing a Diploma in Marketing [7].

In general, the numbers provided on Table 4 on item 2 reflected the fact that the impact on digital media platforms on determining career ambitions of post-SPM graduates is immense. This is demonstrated through a conclusion made on the normalization of social media as not academic career paths taken by generation Z. Also, the second highest Mean score of item 3 suggests that post-SPM graduates still rely

on and affect the role of parental choice in determining the tertiary education the respondent will take. On item 5 on the list of highest overall Mean the respondents indicate that the financial reasoning positions the post-SPM graduates into the situation of deciding to work early instead of pursuing during the program as the respondents perceived the chance to earn own self-sustain monetary income since young years. Finally, there is the necessity of prioritization of digital media and social pressures by institution to utilize the user-generated contents by current student of the college, to adequately communicate with the potential students and their parents based on both target groups, using the bilingual materials [7], [13], [14].

The data below displays the Intrinsic Motivation and Student Interest in the program offer as shown in Table 5. It offers reflections on how post-SPM graduates are eager to study marketing as a career, and they lean towards creative and skills-based learning that in the self-directed choice of program with tertiary education affected the respondents. The presented data was rated with the help of the scale of 1-5 with the 5-score commanding the strong agreement.

Item	Statement	Mean Score
1	I find marketing interesting.	3.77
2	Marketing sounds enjoyable to study.	4.00
3	I like learning creative skills.	4.13
4	My choice of course is based on my own interest, not pressure from others.	4.00
5	I would choose marketing even without influence from others.	3.94

Table 5: Mean Score for Intrinsic Motivation and Student Interest Towards the Program

Based on the data, the statement ‘I like learning creative skills’ scored the highest with Mean score of 4.13 that signifies creative skills development is a noticeable factor for the respondent group from across post-SPM graduates in Perak region. Additionally, the statement ‘Marketing sounds enjoyable to study’ and ‘My choice of course is based on my own interest, not pressure from others.’ both scored at 4.00 show that marketing relates to enjoyment while studying and the choices of Diploma in Marketing taken into respondents’ consideration are largely self-determined instead of being enforced from external [4].

In conclusion, figures in Table 5 of item 3 reveal the need to convert targeted population to a strong

agreement mindset by a targeted pre-enrolment engagement activity. There should be pre-enrolment activities involving novel workshops and competitive promotional exercises in order to turn the dormant into active enrolment intentions in college. Later, in item 2 and 4 which both says that the need to make the marketing courses and large target potential students eager to join the program, even with the absence of any peer pressure or external coercive force. This shows that Kolej Professional MARA Seri Iskandar requires outreach to post-SPM graduates prior to considering the decision on the enrolment targeting marketing tangible, stimulating, and directly related to the creative target of respondents.

V. CONCLUSION

The study was focused on examining the influence of perceptual, social, and motivational variables on the declining enrolment of the Traditional Diploma in Marketing at the Kolej Professional MARA Seri Iskandar through the application of the Theory of Planned Behaviour (TPB) as a theory. It was a sample of 339 SPM school graduates in Perak region where the methods of assessment were quantitative and a cross-sectional survey. The descriptive analysis proved the point that although the general level of awareness of the marketing is almost universal (98) the real problem is to transform the painful base level of awareness into firm enrolment decisions. The data highlighted that Enrolment Intentions towards Diploma in Marketing program (IV1) serves as the institution's most compelling asset, securing both the highest overall mean (4.03) and the greatest average Score 5 frequency (142.2). However, this strength is heavily contested by Alternative Course Choices and Social Influence (IV3), which, despite having the lowest construct mean, ranked second in conviction intensity (129.0). This precise 13.2 gap in strong endorsement between the program's greatest academic asset and its toughest social rival provides a quantifiable benchmark for educators and policymakers to strategically revitalize diploma enrolment.

VI. STUDY LIMITATIONS AND FUTURE RECOMMENDATIONS

The study provides a good empirical foundation with a fine instrument, that is, summaries and frequency analysis, but some method needs to be acknowledged. In the first place, this paper is restricted to descriptive statistics. Though the information obtained as constructing mean tables and frequency score analysis offers some useful associative trends, there is no application of inferential statistics that would be used to test the hypothesis or establish causal dependence.

Consequently, how these perceptions are directly impacting enrollment behaviour is an area to be further empirically examined.

Additionally, the SPM graduates who were used in the study of convenience sampling in the Perak area may have led to selection bias which will limit the extent of externalizing the findings to the general population of Malaysian students. Further, the cross-sectional method provides only a preview of student perceptions at a particular point, thus not being able to draw an observation of how the degree of conviction can change at the critical post-SPM of the decision-making stage. Finally, the study is only present in a single institution which is Kolej Professional MARA (KPM) Seri Iskandar, therefore the results may not fully represent other MARA colleges and other Malaysian diploma courses.

In order to elaborate its descriptive basis as developed in this paper, future research needs to move towards inferential modeling. By using Multiple Linear Regression analysis and Bivariate Correlation analysis, researchers will have a logical way of examining whether or not the average rankings identified in this study are statistically significant predictors of enrollment intention. Upcoming research should utilize the 13.2-point conviction gap between Enrolment Intentions towards Diploma in Marketing program (IV1) and Alternative Course Choices and Social Influence (IV3) as a longitudinal standard to evaluate whether specific institutional interventions can effectively alter the proportion of conviction-level support over time.

Technologically, future research would need the application of probability sampling to enhance external validity of the research. A mixed-methods approach, which could be performed through conducting qualitative interviews with people with the score of (Q8) of 4 and (Q16) of 12 on the institutional image and marketing interest, respectively, would provide more profound insight into the logic of the numerical trends. Lastly, by increasing the scope of the investigation of a comparative study with other KPM campuses around the nation, the scope of the distribution of item-level means known here may be found to be peculiar to the contexts factors unique to Seri Iskandar or be indicative of a larger trend that would imply that MARA and the Ministry of Higher Education must take action on a national level.

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