

Determining the Relevant Course Offerings for Bukidnon State University Kadingilan Campus Aligning Student Needs With market Demands

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ABSTRACT

This study examined the alignment between academic programs and labor market demands to identify course offerings that address student needs while meeting industry requirements. The research sought to enhance employability, improve curriculum relevance, and contribute to regional economic growth. Stakeholders, including students, teachers, parents, and alumni from Kadingilan, Bukidnon, participated in the study. Using a systematic sampling method, 153 respondents completed surveys on their needs and perceptions regarding course offerings. Data analysis revealed that students prioritized career-related needs, academic growth, and accessibility. Results also indicated that existing and proposed course offerings were perceived as both relevant and feasible. The findings underscore the importance of aligning curriculum design with career aspirations, labor market trends, and local economic development priorities. By doing so, BukSU Kadingilan Campus can strengthen student success, increase graduate employability, and foster sustained regional growth.

Keywords and phrases: Course offerings, student needs, market demands, employability, curriculum design

INTRODUCTION

The dynamic interplay between academic institutions and labor market necessitated a responsive approach to higher education. In today's fast-paced job market, the relevance of academic programs to industry needs is more crucial than ever, as the landscape of work continues to evolve, universities must adapt to ensure their graduates are equipped with the skills and knowledge that employers demand. The educational system plays a crucial role in determining course offerings that align student needs with market demand (Yorke & Knight, 2015).

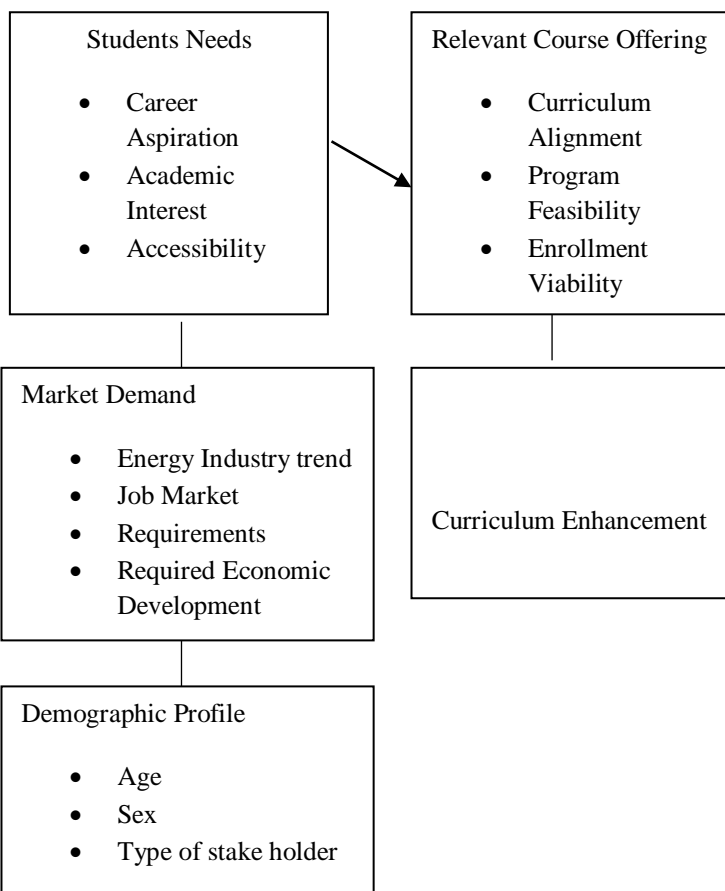
Globally, educational institutions recognize the importance of relevance and employability, with many adopting international standards and frameworks to ensure curriculum quality. Nationally, the Philippine education system is guided by the Commission on Higher Education (CHED), which sets guidelines and standards for higher education institutions. Specifically, at BukSU Kadingilan Campus, the educational system is tailored to meet local labor market needs, with a focus on community engagement, student-centered approaches, and industry partnerships. Understanding these different levels, BukSU Kadingilan Campus can design course offerings that meet the needs of students and the local economy, ultimately enhancing graduate employability and contributing to regional development.

Bridgstock (2015) emphasized the importance of aligning higher education with industry needs, highlighting the role of universities in preparing students for the workforce. This shows the importance of higher education institutions preparing students for the workforce by meeting industry needs. This idea is particularly relevant to BukSU Kadingilan Campus, as it strives to design course offerings that not only meet student needs but also align with the demands of the local labor market. Harvey (2016) noted that universities must respond to the needs of stakeholders, including students, employers, and the broader community, by offering relevant and effective programs. The idea that universities must respond to stakeholder needs, as noted by Harvey (2016), is particularly relevant to determining course offerings for BukSU Kadingilan Campus. This approach involves

understanding industry requirements, labor market trends, and student aspirations to design relevant and effective programs. For BukSU Kadingilan Campus, this might entail establishing industry partnerships, conducting labor market analytics, gathering student feedback, and addressing community needs. Adopting this stakeholder-centric approach, the campus can ensure its course offerings remain relevant and effective in preparing students for the workforce. Yorke & Knight (2015) stressed the significance of employability skills in higher education, suggesting that course offerings should be designed to meet the demands of the labor market. The emphasis on employability skills in higher education, as stressed by Yorke and Knight (2015), was particularly relevant to determining relevant course offerings for BukSU Kadingilan Campus. The campus recognized the importance of aligning course offerings with market demand to enhance graduate employability and contribute to regional development. The campus then designed course offerings that met the needs of both students and the labor market, incorporating skills development and industry-specific training into the curriculum. By aligning course offerings with market demand, BukSU Kadingilan Campus enhanced graduate employability and contributed to the regional economy.

Azcarraga’s (2015) study explored factors influencing course selection among high school students, specifically focusing on Miriam College High School students. According to the study, personal preference was the top factor in selecting an undergraduate course, with students leaning towards courses in the same field as their fathers. The study highlights the importance of understanding student preferences and interests in designing course offerings that meet their needs. However, its findings may not be directly applicable to other contexts, such as BukSU Kadingilan Campus, which may require a more tailored approach to determining relevant course offerings that align with market demand and student needs. Thus, this study aimed to identify course offerings for BukSU Kadingilan Campus that address both student aspirations and the requirements of the local labor market.

INDEPENDENT VARIABLES DEPENDENT VARIABLE



This study aimed to identify course offerings for BukSU Kadingilan Campus that address both student aspirations and the requirements of the local labor market. Specifically, it answered the following research problems:

1. What is the profile of the respondent in terms of:
 - a. Age;
 - b. Sex;
 - c. Type of stakeholder?

2. What is the level of student's needs in terms of:
 - a. Career Aspiration;
 - b. Academic Interest;
 - c. Accessibility?

3. What is the level of market demand in terms of:
 - a. Energy Industry Trend;
 - b. Required Economic Development;
 - c. Job Market Requirements

4. What is the level of relevant course offerings in terms of:
 - a. Program Feasibility
 - b. Enrollment Viability
 - c. Curriculum Alignment

5. Is there a significant difference in the respondents' demand level of relevant course offering when grouped according to their profile?
6. What curriculum design can be proposed?

Statement of Hypothesis

H_{01} : There is no significant difference in the respondents' demand level for relevant course offerings when grouped according to their profile.

METHODOLOGY

This research used a descriptive quantitative design to gather data from 153 respondents, including students, parents, alumni, teachers, and government officials. A research-made questionnaire was used to collect information on student needs, market demand, and course relevance. The survey included questions about career aspirations, academic interests, accessibility, and perceptions of current and proposed courses. Data were analyzed using frequency counts, percentages, and weighted means. While the study effectively captured stakeholder views, future research could benefit from using inferential statistics like ANOVA or regression analysis to explore deeper relationships between variables.

Sample Size and Sampling Procedure

The data sampling for this study employed a systematic sampling method to select participants from the municipality of Kadingilan, Bukidnon. Every 2nd participant was selected, resulting in a sample size of 153. This systematic sampling approach ensured that every participant had an equal chance of being selected. This systematic sampling method provided a reliable representation of Kadingilan, Bukidnon population, enabling the researcher to determine the relevant course offerings that aligned with the students with market demands. To gather the data necessary, the research used systematic sampling method to gather the target respondents. Prior to data collection, a researcher-made questionnaire was developed and validated by experts to ensure its relevance and effectiveness. The researcher then selected participants, including teachers, parents, employees, students, and alumni, and obtained permission from the relevant authorities. During data collection, the questionnaire was administered to the participants, and the completed questionnaires were collected. After data collection, the data was encoded into a statistical software package and analyzed using descriptive statistics. The results were then interpreted, and conclusions were drawn based on the findings, providing insights into the course offerings that align with students' needs and market demands for BukSU Kadingilan Campus.

Research Instrument

To accurately and effectively gather data, a research-made questionnaire was used. designed to gather data on course offerings that align with students' needs and market demands.

The questionnaire consisted of four parts: demographic profile, student needs, market demand, and relevant courses. The demographic profile section collected information on respondents' age, sex, and stakeholder type. The student needs section assessed career aspirations, academic interests, and accessibility, while the market demand section evaluated energy industry trends, job market requirements, and required economic development.

The relevant courses section examined curriculum alignment and program feasibility. The questionnaire used Likert-type scales to measure respondents' perceptions, with legends indicating the level of importance or demand. Using this instrument, the study aimed to collect data that would inform curriculum development and improvement at BukSU Kadingilan Campus.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 1 presents the demographic profile of the participants in terms of their Age. It is relevant for research because age can influence learning preferences and styles. Knowing the age demographic can help in designing courses that cater to the most important learning styles of the students. Understanding the age profile can help align course offerings with the demands of the local job market.

Age	Frequency	Percentage
18-20	47	30.70%
21-30	45	29.40%
31-40	20	13.0%
41-50	17	11.10%
51-60	16	10.50%
61 and above	8	5.20%
TOTAL	153	100%

As shown in Table I, most participants belong to 18-20 (30.7%) and 21-30 (29.4%), making up the largest groups in the survey. The smallest group is 61 and above, with only 5.2%. This shows that the participants are mostly younger individuals, which is important for deciding what courses Bukidnon State University (BukSU) Kadingilan Campus should offer.

The majority of participants (30.7%) are between 18-30 years old, indicating a strong representation of young adults. This age group typically represents young adults who are just beginning their higher education or training and are often recent high school graduates. Because they are at the start of their academic and career journeys, educational programs should be designed to match their learning preferences, which often include interactive, technology-based methods and practical, career-oriented content. The BukSU Kadingilan campus may consider offering courses that cater to the needs and interests of young adults such as foundational courses, skills development, and career-oriented programs by understanding the age demographics, BukSU Kadingilan campus can enhance course offerings that meet the diverse needs of its students and align with market demand.

Table II presents the demographic profile of the participants in terms of their sex. This information is relevant for research because sex can influence learning preferences, participation, and the types of support services

students may require. Knowing the sex demographic can help in designing courses and campus programs that address the specific needs and interests of male and female students, as well as promote inclusivity for those who prefer not to disclose their sex. Understanding the sex profile can help BukSU Kadingilan Campus create a more supportive and equitable learning environment that fosters student success and engagement.

Sex	Frequency	Percentage
Female	102	66.70%
Male	46	30.10%
Prefer not to say	5	3.30%
Total	153	100%

As shown in Table II, most participants are female (66.7%), making up the largest group in the survey. The male participants account for 30.1%, while a small portion (3.3%) preferred not to disclose their sex. This shows that the participants are mostly female, which is important for deciding what courses and campus services Bukidnon State University (BukSU) Kadingilan Campus should offer.

The majority of participants (66.7%) are female, indicating a strong representation of women in the survey. This represents more women are interested in getting a college degree and preparing for jobs that need higher education than men and because women often do better in school and are more likely to continue their education after high school. The BukSU Kadingilan Campus may consider offering programs and support services that cater to the needs and interests of female students, such as women's leadership initiatives, health and wellness programs, and career development opportunities tailored to female students. By understanding the sex demographics, BukSU Kadingilan Campus can enhance course offerings and campus activities that meet the diverse needs of its students and promote an inclusive learning environment.

Table III, presents the demographic profile of the participants in terms of their type of stakeholders. This information is relevant for research because the role or affiliation of stakeholders can influence their perspectives, expectations, and engagement with the institution. Knowing the distribution of stakeholder types can help Bukidnon State University (BukSU) Kadingilan Campus tailor its programs, communication strategies, and services to effectively address the diverse needs and contributions of students, faculty, staff, alumni, and community members. Understanding the stakeholder profile enables BukSU Kadingilan Campus to foster stronger collaboration and support among all groups involved in the university community.

Type of Stakeholder	Frequency	Percentage
Students	68	44.40%
Parents	34	22.20%
Employees	17	11.10%
Alumni	17	11.10%
Government Official	17	11.10%
Total	153	100%

As shown in Table III, most participants are students, comprising 44.4% of the total respondents, making them the largest group in the survey. Government officials constitute the second-largest group at 22.2%, followed by employees at 11.1%, parents at 11.1%, and alumni also at 11.1%. This distribution shows that the participants come from diverse stakeholder groups, with a strong representation of students and government officials.

The majority of participants (44.4%) are students indicates that BukSU Kadingilan Campus should prioritize the needs and interests of students when enhancing courses and programs. This represent students are the primary members of any educational institution and they are the main group directly involved in academic programs, campus activities, and services. Understanding the type of stakeholders involved, BukSU Kadingilan Campus can develop targeted strategies, programs, and services that address the varied needs of its diverse university community and strengthen stakeholder engagement.

These results are supported by the findings of Oluwunmi et al. (2017), who emphasized that understanding the needs and expectations of students is crucial for delivering quality academic services in universities. Their research found that when institutions focus on the primary stakeholder group-students-they are better able to provide facilities, resources, and programs that directly impact student satisfaction and academic success. Similarly, the strong representation of students in Table 7 highlights the importance of prioritizing student needs at BukSU Kadingilan Campus. Addressing the specific requirements of students and ensuring that academic offerings and campus services are student-centered, the university can improve overall educational quality and strengthen stakeholder engagement across the institution.

Level of Students' Needs

Table IV presents the level of students' needs based on their career aspirations. This information is important because it shows what kind of jobs or careers students want in the future. Knowing this helps BukSU Kadingilan Campus plan programs that support students' goals. It also helps the school offer courses and training that match the job market, so students are better prepared for work after graduation.

Table IV Level of Student's Needs in Terms of Career Aspiration			
Statement	Mean	Standard Deviation	Interpretation
Student seek a high-paying job.	3.88	0.35	Very Important
Promotes awareness of future job prospects and financial considerations.	3.82	0.40	Very Important
Internship opportunities for student's career development.	3.75	0.43	Very Important
Identify potential skills for career interest.	3.75	0.43	Very Important
Student securing a job in a desired field.	3.73	0.49	Very Important
Total	3.76	0.25	

As shown in Table IV, the participants' responses regarded their career-related needs as "Very Important," with an overall mean of 3.76. This highlights the critical role that career aspirations play in shaping their educational priorities and future planning. The highest-rated statement is "Students seek a high-paying job"(Mean = 3.88), indicating that financial security and competitive salaries are top priorities for students. This suggests that programs aimed at enhancing employability and income potential will be well-received and beneficial. Conversely, the lowest mean score is tied between two statements:"Internship opportunities for student's career development"and"Identify potential skills for career interest,"both at 3.75. Although these means are slightly lower, they still fall within the"Very Important"range, showing that students also highly value practical experience and self-awareness in their career journey.

This balance between financial goals and skill development suggests that BukSU Kadingilan Campus should not only focus on helping students secure lucrative jobs but also emphasize experiential learning and skills identification. Doing so, the institution can better prepare students for the realities of the job market and support their long-term career success. Overall, the uniformly high means reflect students'comprehensive approach to career readiness, valuing both economic outcomes and personal growth.

These results support the findings of Shoaib (2020), who emphasized that prioritizing career aspirations significantly enhances student motivation and academic performance. Shoaib's research highlighted the importance of aligning students' educational paths with their personal goals, which fosters a deeper commitment to academic achievement. These findings highlight the necessity for BukSU Kadingilan Campus to enhance its career support services, such as offering more targeted internships, skill-development workshops, and job placement programs.

Table V shows the level of students'needs related to their academic interests. This information is important for the study because it identifies what students want to learn and helps determine which courses should be offered. By understanding students'interests, BukSU Kadingilan Campus can create programs that match both their needs and what employers are looking for.

Table V Level of Student's Needs in Terms of Academic Interest			
Statement	Mean	Standard Deviation	Interpretation
Exploring student academic interest beyond the classroom (book, website, documentaries, and mentors.)	3.78	0.42	Very Important
Recognizing academic strength and existing talents can be utilized in your studies.	3.78	0.43	Very Important
Learning environments help students focus and absorb information.	3.78	0.41	Very Important
Instructor, mentors and role models inspired for academic interest.	3.75	0.48	Very Important
Influence of online and flexible learning platforms for academic success..	3.75	0.45	Very Important
Total	3.77	0.24	

As shown in Table V, the participants' responses regarded their academic interests as "Very Important," with an overall mean of 3.77. This underscores the significant role that academic engagement and personal growth play in their educational experience. The highest-rated statements, both with a mean of 3.78, were "Exploring student academic interest beyond the classroom" and "Recognizing academic strength and existing talents can be utilized in your studies." These results indicate that students highly valued opportunities to expand their learning through various resources and to apply their unique strengths and talents in their academic pursuits. This suggests that programs encouraging exploration and self-awareness would be well-received and beneficial. The lowest mean scores, though still within the "Very Important" range, were for "Instructor, mentors and role models inspired for academic interest" and "Influence of online and flexible learning platforms for academic success," both with a mean of 3.75. While slightly lower, these results show that students also appreciated the motivational role of mentors and the flexibility offered by online learning, but placed somewhat greater emphasis on direct engagement with academic content and personal strengths.

This balance between resource exploration, talent recognition, and supportive learning environments suggests that BukSU Kadingilan Campus should continue to develop programs that foster both independent learning and guided mentorship, while also providing flexible platforms to accommodate diverse learning needs. Doing so, the institution can enhance students' academic motivation and success. Overall, the consistently high means reflect students' holistic approach to academic interest, valuing both intellectual growth and the support systems that facilitate it.

These results aligned with the study of Schiefele, Krapp, and Winteler (2015), who found that students with strong academic interests tended to engage more deeply in learning, leading to better academic performance

and retention. The high overall mean score of 3.78 supported the idea that aligning academic content with students' interests fosters motivation and enhances learning outcomes.

However, Carillo et al. (2025) argued that student engagement, rather than academic interest alone, is a stronger predictor of academic success. Their research emphasized that emotional and behavioral participation, influenced by teaching strategies and learning environments, plays a important role in achieving meaningful outcomes. Taken together, these findings suggest that while academic interest provides direction, student engagement ensures continuous effort and effective learning. Therefore, it is essential for BukSU Kadingilan Campus to design academic programs that not only reflect students' interests but also foster active engagement through supportive teaching and learning practices.

Table VI, shows the level of students' needs when it comes to accessibility. This includes how easy it is for students to attend school, like transportation, distance, and available resources. This information is important for the study because it helps the campus understand and address any barriers students face in getting an education. By improving accessibility, BukSU Kadingilan Campus can make sure more students can enroll and succeed in courses that also match what employers are looking for.

Table VI Level of Student's Needs in Terms of Accessibility			
Statement	Mean	Standard Deviation	Interpretation
The school has a comprehensive accessibility plan that addresses physical, academic and social-emotional needs.	3.80	0.45	Very Important
The school wide culture of acceptance and inclusion that values diversity and respect individual differences.	3.77	0.45	Very Important
School planning considered all aspects from curriculum development to extracurricular activities.	3.76	0.48	Very Important
Student access to specialize instruction and support services and such as support services, such as speech therapy, occupational therapy or counseling.	3.73	0.49	Very Important
Students are included in mainstream classrooms and activities to the greatest extent possible.	3.72	0.45	Very Important
Total	3.76	0.31	

As shown in Table VI, the students at BukSU Kadingilan Campus rated their needs related to accessibility as "Very Important," with an overall mean of 3.76. This shows that students think it is very important for the school to make it easy for them to attend and succeed in their studies. The highest-rated statement was "The school has a comprehensive accessibility plan that addresses physical, academic and social-emotional needs" with a mean of 3.80. This means students want the school to have a clear plan that helps everyone, including those with different needs. The lowest mean score was for "Students are included in mainstream classrooms and activities to the greatest extent possible," with a mean of 3.72. Even though this is the lowest, it still shows that students value being part of regular classes and activities with their peers.

Since all the statements scored closely and were rated very important, it means students see all parts of accessibility as necessary. This includes having good support services, an inclusive environment, and careful planning of school programs. BukSU Kadingilan Campus should keep working on these areas to help students overcome any difficulties in attending school and learning well. Overall, the high scores show that students believe accessibility is key to their success.

These findings supported the study of Halpin (2024), who emphasized that reliable access to transportation, support services, and learning resources enhanced academic performance by removing participation barriers. The overall high mean score of 3.76 reflected the necessity for institutions to ensure that their programs are both inclusive and easily accessible to all students.

On the contrary, Gin et al. (2020) found that certain active-learning environments, when not designed with accessibility in mind, could lower engagement among students with disabilities. Their research highlighted that while inclusive teaching strategies are often promoted, they may unintentionally create new barriers if they fail to consider diverse student needs. When viewed alongside the present findings, it became evident that designing accessible learning environments physically, socially, and academically is essential in maximizing student engagement, satisfaction, and success.

Level of Market Demands

Table VII, presents the respondents' views on the level of market demand in terms of energy industry trends. It is important to study trends in the energy industry because they help identify which careers and skills are most needed in today's job market. Understanding these trends can guide the campus in offering courses that match current and future job opportunities. Since the energy sector is growing and changing, aligning course offerings with these demands can help students become more prepared and competitive in their future careers.

Table VII Level of Market Demand in Terms of Energy Industry Trend			
Statement	Mean	Standard Deviation	Interpretation
Advancement in renewable energy technologies impacting the cost and availability of market demand.	3.76	0.43	Excellent
Emerging technologies that could further revolutionize the energy industry in the coming years.	3.76	0.44	Excellent
Opportunities associated with the electrification of transportation and other sectors of the economy.	3.74	0.47	Excellent
Individuals and communities contribute to the transition to a more sustainable energy future.	3.73	0.45	Excellent
The school wide culture of acceptance and inclusion that values diversity and respect individual differences	3.70	0.46	Excellent
Total	3.73	0.28	

As shown in Table VII, that the respondents rated the level of market demand in the energy industry trends as "Excellent," with an overall mean of 3.73. This meant that they strongly recognized the importance of current and new developments in the energy sector. The highest-rated statements, both with a mean of 3.76, were about advances in renewable energy technologies and new technologies that could change the industry. This showed that respondents understood how these innovations were creating many job opportunities. The lowest-rated statement, with a mean of 3.70, was about the school's culture of acceptance and inclusion. Even though it had the lowest score, it was still rated "Excellent," meaning that respondents also valued a welcoming and respectful environment.

Since all the statements had similar high scores, it showed that respondents thought all these factors-technology advances, electrification, community involvement, and inclusion-were very important. These findings suggested that BukSU Kadingilan Campus could focus on offering courses about new energy technologies, sustainability, and inclusive practices to better prepare students for future jobs. Overall, the high

ratings showed that respondents had a good understanding of the important trends shaping the energy industry and the job market.

These findings supported the study of Smith et al. (2021), which found that institutions updating their curricula to include renewable energy, smart grid technologies, and energy policy experienced increased student interest and enhanced employability of graduates. The consistently high ratings across all items in Table 11 suggested that students were aware of the dynamic nature of the energy industry and expected educational institutions to prepare them accordingly.

However, Hanson (2023) argued that the transition to clean energy, while beneficial in the long term, could negatively affect communities reliant on traditional energy sectors. His research emphasized that new jobs in clean energy were often fewer and required different skills, making transitions challenging without proper support. Thus, while students recognized the importance of responding to energy market trends, the findings also implied the need for institutions like BukSU Kadingilan Campus to integrate both forward-looking curricular and supportive transition programs to ensure equitable access to emerging career paths.

Table VIII, shows the respondents' perspectives on the level of market demand in terms of job market requirements. This is important for the study because it helps identify what skills and qualifications employers are looking for in the workforce. By understanding these job market requirements, BukSU Kadingilan Campus can offer courses that equip students with the skills needed for the jobs available, ensuring they are prepared for successful careers.

Statement	Mean	Standard Deviation	Interpretation
Education and training play in preparing individuals to meet the evolving demands of the job market.	3.80	0.42	Excellent
Institutions adopt programs to ensure that graduates have the skills and knowledge that employers are seeking.	3.78	0.43	Excellent
Different educational pathways (college degrees, vocational training, online courses.) can prepare individuals for in demand jobs.	3.74	0.48	Excellent
Identify emerging job market trends and acquire the skills needed to capitalize on those opportunities.	3.70	0.46	Excellent
Soft skills, in today's job market can develop individuals' qualifications across various demand industries	3.65	0.52	Excellent
Total	3.73	0.28	

Table VIII, showed that the respondents rated the level of market demand for job market requirements as "Excellent," with an overall mean of 3.79. This meant they believed it was very important to understand what skills and qualifications employers want. The highest mean, 3.82, was for the statement about government policies and incentives helping the workforce grow in areas with high job demand. This showed that respondents thought government support was important for creating jobs. The next highest, 3.80, was for identifying market needs and creating new opportunities, and for understanding market demand to help communities plan for growth. This meant respondents valued being prepared and finding new ways to meet job market needs. The lowest mean, 3.72, was still high and related to fair labor practices and ethics. This showed that respondents also cared about fairness and good work practices.

Overall, the high scores showed that respondents understood the need for education, skills, government help, innovation, and ethics to prepare workers for the job market. The BukSU Kadingilan Campus should keep focusing on these areas to help students get ready for good jobs and support the local economy.

These findings supported Wang (2024), who emphasized the need for higher education institutions to regularly update curricula and strengthen ties with industry in response to evolving economic and technological demands. The high ratings in Table 13 reflected student awareness of the connection between academic preparation and regional economic development, highlighting the importance of relevant, skill-based education. On the contrary, Enriquez et al. (2015) argued that structural uncertainties, such as demographic shifts, technological disruptions, and geopolitical risks, could limit or unevenly distribute economic growth and job creation. These concerns suggested that while market demand may be high, it is also subject to fluctuation and external pressures. Taken together, the findings implied that BukSU Kadingilan Campus should not only align programs with current economic trends but also adopt flexible strategies to adapt to future changes in market demand and workforce needs.

Table IX, shows the respondents' views on the level of market demand based on the needs of economic development. This is important for the study because it helps identify which skills and jobs are needed to support the local economy. By understanding what the community and businesses need for growth, the campus can offer courses that prepare students for in-demand careers and help boost the area's development.

Table IX Level of Market Demand in Terms of Required Economic Development			
Statement	Mean	Standard Deviation	Interpretation
Government policies and incentives encourage the workforce to have high potential growth in areas of market demand.	3.82	0.38	Excellent
Identify and meet market demands and develop innovative solutions that contribute to create new opportunities.	3.80	0.40	Excellent
Understanding the need of market demand helps communities plan for economic growth and job creation.	3.80	0.40	Excellent
Education and skills ensuring that the workforce is prepared to meet the demands of a changing market.	3.79	0.42	Excellent
Ethical consideration involved in fair labor practice and responding to market demand.	3.72	0.48	Excellent
Total	3.79	0.24	

Table IX, showed that the respondents rated the level of market demand for required economic development as "Excellent," with an overall mean of 3.73. This meant they strongly believed that education and training are very important to help people get the skills needed for jobs that support the local economy. The highest mean, 3.80, was for the statement about how education and training prepare individuals for changing job market needs. This showed that respondents thought good education is key to being ready for work. The next highest, 3.78, was about schools making sure graduates have the skills employers want. This meant they believed schools should focus on what employers need. The lowest mean, 3.65, was still high and related to the importance of soft skills like communication and teamwork. This showed that respondents also valued these skills along with technical knowledge.

Overall, the high scores showed that respondents understood the need for different types of education-like college degrees, vocational training, and online courses-to prepare students for jobs in demand. They also saw the importance of learning new skills to keep up with changing job trends. BukSU Kadingilan Campus should

keep offering programs that teach both technical skills and soft skills. This will help students be ready for the local job market and support the community’s growth.

These findings supported the study by Moller et al. (2024), who demonstrated that incorporating real-time labor market data into curriculum design helped ensure that academic programs remained relevant and responsive to current job market demands. The high ratings across all indicators reflected students’ awareness of the need for their education to lead to employability and economic relevance.

On the other hand, Darrow (2024) emphasized that external pressures and limited educational options could lead students into fields misaligned with their interests or labor market needs. This misalignment could result in underemployment or job dissatisfaction, negatively affecting both individual growth and economic productivity. Viewed in this context, the results from Table 12 underscored the importance of designing flexible, responsive, and interest-driven programs at BukSU Kadingilan Campus that address both student aspirations and the actual needs of the job market.

Level of Relevant Course

Table X shows the respondents'views on how well the current courses offered align with students'needs and market demand. This is important for the study because it helps ensure that the courses offered are up-to-date and match both student interests and the skills needed in the job market. By improving curriculum alignment, BukSU Kadingilan Campus can provide relevant and effective programs that better prepare students for their future careers.

Table X Level of Relevant Course Offerings in Terms of Curriculum Alignment.			
Statement	Mean	Standard Deviation	Interpretation
The program should align with the institution's mission, strategic goals and overall academic profile.	3.85	0.36	Course offering is well suited
Assessment can be used to make sure the effectiveness of curriculum alignment and identify areas for improvement.	3.81	0.41	Course offering is well suited
Improving technology can make it easier for instructors, mentors to collaborate and share resources under curriculum alignment.	3.71	0.47	Course offering is well suited
Under curriculum alignment ensures that students are learning what they need to know to succeed in their future careers.	3.70	0.49	Course offering is well suited
Adopting curriculum alignment to meet the needs of diverse learners and preparing them for success	3.69	0.54	Course offering is well suited
Total	3.75	0.28	

Table X, showed that the respondents rated the level of relevant course offerings as "High Relevant," with an overall mean of 3.75. This indicated that they believed the current courses offered by BukSU Kadingilan Campus were well suited to meet both student needs and market demand. The highest-rated statement, with a mean of 3.85, was that the program should align with the institution’s mission, strategic goals, and overall academic profile. This showed that respondents valued strong alignment between courses and the school’s vision. The next highest, with a mean of 3.81, was about using assessments to check curriculum effectiveness and find areas for improvement. This suggested that respondents supported continuous evaluation to keep

courses relevant. The lowest mean scores, though still high, were for improving technology to help instructors collaborate (3.71), ensuring students learn what they need for future careers (3.70), and adopting curriculum alignment to meet diverse learners' needs (3.69). These results showed that respondents also valued modern tools, career readiness, and inclusivity in course design.

Overall, the consistently high means reflected a positive view that the campus's course offerings were well aligned with educational goals and job market needs. The BukSU Kadingilan Campus should continue to update and improve its curriculum, use technology to support teaching, and consider diverse student needs to maintain this strong alignment.

These findings supported the study of Light cast (2024), which emphasized that effective curriculum alignment enhanced career readiness and employability by ensuring that academic content matched labor market needs. The consistently high ratings and relatively low standard deviations reflected a shared student perception that the curriculum was purposeful, current, and responsive to real-world demands.

On the contrary, Turan-Özpolat and Bay (2017) found that even with mandated alignment, practical challenges such as limited materials and institutional barriers often prevented strict adherence to prescribed curricula. Their findings highlighted the gap between policy and practice, suggesting that while alignment is ideal, flexibility and context-specific adjustments remain important. Viewed alongside the present results, it became evident that while BukSU Kadingilan Campus had achieved strong curriculum alignment, continued review and adaptability were essential to maintaining relevance in diverse and evolving educational contexts.

Table XI, presents the respondents' perspectives on the feasibility of the programs offered at BukSU Kadingilan Campus. This is important for the study because it helps determine whether the current courses are practical and possible to implement. Understanding program feasibility helps ensure that the courses offered are not only aligned with students' needs but also can be effectively delivered with the resources available, such as faculty, equipment, and facilities. This way, the BukSU Kadingilan campus can offer programs that are realistic and can be successfully completed by students.

Table XI Level of Relevant Course Offerings in Terms of Program Feasibility			
Statement	Mean	Standard Deviation	Interpretation
The required courses are offered frequently enough to allow students to complete the program in a reasonable time frame.	3.79	0.41	Course offering is well suited
Prerequisite structures for courses are readily accessible to students.	3.75	0.45	Course offering is well suited
There are any regulatory or accreditation requirements that the program must meet and achievable.	3.75	0.48	Course offering is well suited
The program is realistic and methods can be both feasible by faculty and students.	3.73	0.78	Course offering is well suited
Evaluate the program's effectiveness and make continuous adjustment for improvement.	3.69	0.47	Course offering is well suited
Total	3.74	0.30	

Table XI, showed that the respondents rated the feasibility of the programs offered at BukSU Kadingilan Campus as "High Relevant," with an overall mean of 3.74. This meant they believed the current courses were practical and could be successfully delivered with the available resources. The highest-rated statement, with a mean of 3.79, was that required courses were offered frequently enough for students to complete their programs on time. This showed that respondents valued timely access to courses as important for student success. The next highest means, both at 3.75, were for the accessibility of prerequisite courses and meeting regulatory or accreditation requirements. These results indicated that respondents thought course structures and compliance were well managed. The lowest mean, 3.69, was for evaluating the program's effectiveness and making continuous improvements. Although slightly lower, it still showed that respondents valued ongoing assessment to keep programs feasible and effective.

Overall, the consistently high means reflected a positive view that BukSU Kadingilan Campus offered programs that were realistic and manageable for both faculty and students. From my observation, the campus should continue to ensure courses are scheduled well, prerequisites are clear, and programs meet standards, while regularly reviewing and improving program delivery to maintain feasibility.

These findings supported the study by Okiror and Otabong (2015), who emphasized that students are more likely to engage in programs they perceive as realistic and tied to clear career and academic benefits. The strong ratings in Table 15 indicated that students at BukSU Kadingilan Campus viewed their programs as attainable within the given institutional conditions.

On the contrary, Froud (2024) found that even when programs are feasible in structure and resources, students may still hesitate to enroll due to concerns about limited career prospects and emotional barriers, especially in fields like sustainability. This highlighted that perceived feasibility alone may not guarantee enrollment or long-term program success. Therefore, while students at BukSU recognized the practicality of the current offerings, broader perceptions regarding job security and relevance in the labor market also needed to be considered for future program development and sustainability.

Table XII, presents the respondents' perspectives on the enrollment viability of the programs offered at BukSU Kadingilan Campus. This is important for the study because it helps assess whether the courses offered are likely to attract enough students to be sustainable. Understanding enrollment viability helps ensure that the campus offers courses that have strong student interest, which is crucial for maintaining program effectiveness and making the best use of resources. By offering programs that students want to enroll in, the campus can meet both student needs and market demand.

Table XII Level of Relevant Course Offerings in Terms of Enrollment Viability			
Statement	Mean	Standard Deviation	Interpretation
Affordability of tuition and fees, including any concern about the financial burden of pursuing programs.	3.85	0.38	Course offering is well suited
Relevant to career goals align in the student career aspirations and industry requirements.	3.84	0.37	Course offering is well suited
Course provides a good return on investment in terms of career advancement and salary potential.	3.77	0.44	Course offering is well suited
Adequate support services, such as academic advising, mentorship and career counseling.	3.75	0.45	Course offering is well suited

Course availability offered at a convenient time, and enough seats available.	3.69	0.50	Course offering is well suited
Total	3.78	0.26	

Table XII, showed that the respondents rated the enrollment viability of the programs offered at BukSU Kadingilan Campus as "High Relevant," with an overall mean of 3.78. This meant they believed the courses were well suited to attract enough students to keep the programs sustainable. The highest-rated statement, with a mean of 3.85, was about the affordability of tuition and fees. This showed that respondents thought keeping programs affordable was very important to reduce financial burdens on students. The next highest, with a mean of 3.84, was that courses should align with students' career goals and industry needs. This indicated that respondents valued relevance to both student aspirations and job market demands. Other important factors included the course's return on investment for career advancement (mean 3.77), availability of support services like advising and counseling (mean 3.75), and offering courses at convenient times with enough seats (mean 3.69). Although the last was the lowest, it was still rated "High Relevant," showing it was also important.

Overall, the consistently high means suggested that respondents believed the campus offered programs that students want and can afford, which helps maintain strong enrollment. The BukSU Kadingilan Campus should continue focusing on keeping tuition affordable, aligning courses with career goals, and providing good support and scheduling to attract and retain students.

These findings supported the study by Brown et al. (2024), which showed that colleges need to adjust to changing student demand and enrollment patterns to keep programs sustainable. The high scores in this table indicated that students believed the programs at BukSU Kadingilan Campus were attractive and worth enrolling in.

On the other hand, Mulhern et al. (2015) found that even if a program was in demand, students might still not enroll if they could not afford it. Their study emphasized that financial aid and public support were essential to ensure students could actually access the education they wanted. While BukSU students saw the programs as feasible and well-aligned with their goals, the study reminded us that financial challenges could still be a barrier to enrollment.

Table XII, presents the respondents' perspectives on the demand level for relevant course offerings, analyzed according to different demographic profiles such as age, sex, type of stakeholders, and program/course. This analysis is important because it helps determine whether perceptions about the relevance of courses vary among different groups within the university community

Source	SS	DF	MS	F	Sig.
Age	0.21	5	0.04	0.77	0.57
Sex	0.05	2	0.03	0.47	0.63
Type of Stakeholder	0.08	4	0.02	0.36	0.84
Program/Course	0.139	1	0.139	1.484	0.226

The table 17 show that there are no significant differences in the demand level for relevant course offerings based on age ($p = 0.57$), sex ($p = 0.63$), type of stakeholders ($p = 0.84$), or program/course ($p = 0.226$). These p-values are all above the 0.05 significance threshold, indicating that respondents from different demographic groups generally share similar views regarding the relevance and demand for the courses offered. This consistency suggests a broad agreement among students, parents, employees, alumni, government officials, and other stakeholders that the courses offered at BukSU Kadingilan Campus are

relevant and meet the needs of the university community. It also implies that the demand for these courses is stable across various age groups, genders, and academic programs.

Overall, the findings indicate that BukSU Kadingilan Campus can confidently continue offering these relevant courses without needing to significantly adjust them for different demographic groups. The shared perception of course relevance supports the campus's efforts to maintain and improve programs that align with student interests and market demands.

The findings supported by Magnaye (2020) found that students' views of their readiness for college did not differ much based on age or sex. This matches the results of Table 17, which showed no big differences in how different groups saw the demand for relevant courses at BukSU Kadingilan Campus. The studies suggest that well-designed programs meet the needs of all students, regardless of their background. This shows the importance of offering courses that are relevant and useful to everyone, helping keep enrollment strong and students satisfied.

RESULTS

Student Needs: Respondents rated career aspirations, academic interests, and accessibility as “Very Important.” Most students wanted high-paying jobs, practical learning experiences, and inclusive environments.

Market Demand: Trends in the energy industry, job market requirements, and economic development were rated “Excellent.” Respondents emphasized the importance of renewable energy, soft skills, and government support.

Course Relevance: Current and proposed courses were seen as well-aligned with student and market needs. Curriculum alignment, program feasibility, and enrollment viability all received high ratings.

Demographic Analysis: There were no significant differences in responses based on age, sex, stakeholder type, or program, showing broad agreement across groups.

RECOMMENDATIONS

1. Develop and implement targeted programs and services for young students to enhance their educational experience and success.
2. Provide career-oriented education and ensure accessibility and inclusivity in all aspects of campus life to support student success.
3. Develop and prioritize educational programs that align with current market trends, labor market needs, and economic development, particularly in the energy industry.
4. Continue to prioritize affordability, career alignment, and practicality in course offerings to ensure their relevance and feasibility.
5. The institution should continue to develop inclusive programs, engage with stakeholders, and align curriculum with industry needs to ensure relevance and effectiveness.
6. Institutions should integrate industry partnerships, market analysis, and career guidance into curriculum development, while incorporating experiential learning and regularly reviewing curriculum effectiveness to meet evolving industry needs.

CONCLUSIONS

BukSU Kadingilan Campus should prioritize educational programs that align with current market trends, labor market needs, and economic development, particularly in the energy industry, to prepare students for future success.

The course offerings at BukSU Kadingilan Campus are perceived as relevant and feasible, suggesting that the campus is on the right track in terms of program development; continued emphasis on affordability, career alignment, and practicality will likely contribute to the campus's success.

This consistency suggests that the importance of aligning curriculum with community and industry needs is widely recognized and valued across different demographics.

Aligning curriculum design with career aspirations, market trends, and local economic needs, educational institutions can equip students with relevant skills enhance employability, and contribute to the economic development.

to succeed academically. This means that regardless of these factors, students who apply effective study habits and time management strategies can achieve strong academic performance. Ultimately, personal effort and adaptability play a more crucial role in determining academic success than external demographic characteristics.

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