Students' Satisfaction with the Undergraduate Curriculum of Pokhara University and Its Impact on Skill Development

Dr. Ananta Raj Dhungana, Associate Professor
School of Development and Social Engineering
Pokhara University

Research Report

Submitted to:

Government of Gandaki Province
Ministry of Social Development, Youth and Sports
Gandaki Province, Pokhara, Nepal

June 2026

DECLARATION

I, Dr. Ananta Raj Dhungana (Principal Investigator), under signed hereby declare that this research report submitted to Ministry of Social Development, Youth and Sports, Government of Gandaki Province, Gandaki Province, Pokhara, Nepal is my original work on its context of justification, conceptual framework, method(s) used for information and data collection, analytical framework and analyses, interpretation and conclusion drawn. All concepts, methods, findings and statements of other intellectuals and informants are used within the norms and practices of standard research report writing and are acknowledged and referred accordingly.

Dr. Ananta Raj Dhungana
Associate Professor

ACKNOWLEDGEMENTS

First of all, I would like to acknowledge Ministry of Social Development, Youth and Sports Gandaki Province, Pokhara, Nepal for their efforts to manage the grants for Faculty Research. I am also grateful to the evaluation committee for their fruitful suggestions.

Further I am grateful to all the Coordinators, Faculty members of Pokhara University as well as all the graduate and undergraduate level students who helped by giving their valuable data and information during data collection period. I am also grateful to those experts, people who helped me during the entire time of my research to finalize this report.

Associate Professor Ananta Raj Dhungana, PhD

Pokhara University

Executive Summary

Higher education institutions are increasingly expected to produce graduates equipped with both academic knowledge and the practical competencies required in contemporary workplaces. Recognizing the importance of curriculum quality in enhancing graduate employability and lifelong learning, this study assessed students' satisfaction with the undergraduate curriculum of Pokhara University and examined its relationship with perceived skill development.

The study adopted a positivist research philosophy and employed a descriptive and analytical cross-sectional research design using a quantitative approach, supplemented by qualitative responses from open-ended questions. Primary data were collected from 209 undergraduate students selected through a multistage sampling technique from the four constituent schools of Pokhara University in Kaski District: the School of Engineering, School of Business, School of Health and Allied Sciences, and School of Development and Social Engineering. Data were collected using a structured questionnaire with five-point Likert-scale items and analyzed using descriptive statistics, Pearson correlation, simple linear regression, and thematic analysis.

The findings revealed that students were generally satisfied with the undergraduate curriculum. Curriculum content and structure received positive evaluations, particularly regarding relevance to students' fields of study, clarity of course objectives, and the inclusion of current knowledge. Teaching–learning practices and assessment systems were also viewed favorably, although respondents expressed concerns regarding the balance between theoretical and practical learning and the transparency of internal assessment procedures.

Regarding skill development, respondents perceived that the curriculum contributed positively to communication skills, teamwork, research competence, professional ethics, and critical thinking. However, comparatively lower ratings were reported for technical and information and communication technology (ICT) skills, indicating the need for greater emphasis on practical and technology-oriented learning experiences. Inferential analysis demonstrated a statistically significant positive relationship between curriculum satisfaction and perceived skill development ($r = 0.485$, $p < 0.001$). Regression analysis further indicated that curriculum satisfaction significantly predicts perceived skill development, explaining approximately 23 percent of the variation in students' perceived competencies. These findings suggest that improvements in curriculum quality can substantially enhance students' professional and transferable skills.

Qualitative responses highlighted the need to strengthen practical learning opportunities through internships, laboratory work, field visits, project-based learning, and stronger collaboration with industry. Students also emphasized the importance of integrating digital technologies, artificial intelligence, entrepreneurship, and interdisciplinary learning into undergraduate curricula.

The study concludes that although the undergraduate curriculum of Pokhara University provides a satisfactory educational experience, continuous curriculum review and improvement are necessary to address emerging technological developments and labor market demands. The report recommends institutionalizing periodic curriculum revision, strengthening experiential learning, enhancing digital competency, reforming assessment practices, promoting research and innovation, expanding university–industry collaboration, and reinforcing quality assurance mechanisms. The findings provide valuable evidence to improve the quality and relevance of higher education in Nepal.

Contents

ACKNOWLEDGEMENTS i
Executive Summary ii
Contents iii
CHAPTER I 1
INTRODUCTION 1
1.1 Background of the Study 1
1.2 Statement of the Problem 2
1.3 Objectives/Purpose of the Study 4
1.4 Rationale of the study 4
1.5 Limitations of the Study 5
1.6 Organization of the Study 6
CHAPTER II 7
REVIEW OF LITERATURE 7
2.1 Conceptual Review 7
2.2 Theoretical Review 9
2.3 Empirical Review 10
2.4 Research Gap 11
CHAPTER III 13
RESEARCH METHODOLOGY 13
3.1 Philosophical Inquiry 13
3.2 Research Design 13
3.3 Study Area and Research Participants 13
3.4 Study Population/Sample Size /Sampling Method 14
3.5 Data Information Collection Tools 14
3.6 Validation of the Tools 15
3.7 Data Information Collection Procedure 15
3.8 Analytical Framework 15
4.9 Ethical Consideration 17
CHAPTER IV 18
RESULTS AND DISCUSSION 18
4.1 Socio-demographic and Economic Characteristics of Respondents 18

4.2 Students' Satisfaction with Curriculum Content and Structure 20
4.3 Students' Satisfaction with Teaching-Learning Practices and Assessment 22
4.4 Perceived Skill Development among Students 24
4.5 Relationship between Curriculum Satisfaction and Skill Development 26
4.6 Relationship Between Curriculum Satisfaction (Content and Structure) and Skill Development 27
4.7 Students' Perspectives on Curriculum Improvement 28
4.8 Summary of Findings 29
CHAPTER V 30
SUMMARY AND CONCLUSIONS 30
5.1 Summary of the Study 30
5.2 Summary of Major Findings 31
5.3 Conclusions 32
5.4 Overall Conclusion 33
CHAPTER VI 34
POLICY RECOMMENDATIONS AND IMPLICATIONS 34
6.1 Introduction 34
6.2 Policy Recommendations 34
6.2.1 Institutionalize Periodic Curriculum Review and Revision 34
6.2.2 Strengthen Practical and Experiential Learning 35
6.2.3 Enhance Digital Competency and Technology Integration 35
6.2.4 Improve Teaching–Learning Practices 36
6.2.5 Reform Assessment and Evaluation Systems 36
6.2.6 Promote Research and Innovation Culture 37
6.2.7 Strengthen University–Industry Collaboration 37
6.2.8 Strengthen Quality Assurance Mechanisms 37
6.3 Policy Implications 38
References 40
ANNEX A 43
ANNEX B 46

List of Tables

Table 1 Distribution of sample size 14
Table 2 Distribution of Respondents by their Socio-demographic and Economic Characteristics 18
Table 3 Respondents' Perception on Curriculum Content and Structure 21
Table 4 Respondents' Perception on Teaching–Learning and Assessment Satisfaction 23
Table 5 Distribution of Respondents by their response on Skill Development through Undergraduate Curriculum (n = 209) 25

List of Figures

Figure 1 Respondents' Perception on Curriculum Content and Structure 21
Figure 2 Respondents' Perception on Curriculum Content and Structure 23
Figure 3 Distribution of Respondents by their response on Skill Development through Undergraduate Curriculum (n = 209) 25

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Higher education is universally recognized as a primary engine for socio-economic development, tasked with equipping individuals with the advanced knowledge, skills, and competencies required for personal fulfillment and professional success (UNESCO, 2022). At the heart of this transformative process lies the undergraduate curriculum, a deliberately structured plan of learning that serves as the central mechanism through which universities aim to cultivate academic expertise, professional proficiency, and essential life skills (Bourn, 2020). In an era characterized by rapid technological advancement, globalization, and shifting labor market dynamics, the quality and relevance of this curriculum are under unprecedented scrutiny. The efficacy of higher education is increasingly judged by its ability to produce graduates who are not only knowledgeable in their disciplines but also adaptable, innovative, and equipped with transferable skills such as critical thinking, communication, collaboration, and problem-solving (Succi & Canovi, 2020).

In developing contexts like Nepal, this scrutiny is particularly acute. Universities are navigating the dual pressures of preserving academic rigor and meeting the urgent demands of a developing economy for a skilled, employable workforce. Pokhara University, as a leading institution, has a mandate to contribute significantly to national development through its educational offerings. However, as global discourse highlights a persistent theory-practice gap in many higher education systems (Tran & Nguyen, 2021), it becomes imperative to assess whether local curricula are effectively bridging this divide. Students, as the primary consumers and co-producers of knowledge, hold a unique and vital perspective on this issue. Their satisfaction with the curriculum is a critical performance indicator, reflecting the alignment—or misalignment—between pedagogical design, delivery, and their perceived learning needs and career aspirations (Almeida & da Silva, 2021). Therefore, this study seeks to investigate this nexus at Pokhara University, exploring how student satisfaction with the undergraduate curriculum influences their perceived development of crucial skills.

1.2 Statement of the Problem

Higher education institutions are increasingly expected to produce graduates who possess not only disciplinary knowledge but also the technical, digital, professional, and transferable skills required to thrive in rapidly evolving social and economic environments. As technological advancement, globalization, digital transformation, and artificial intelligence continue to reshape the nature of work, universities are under growing pressure to ensure that their curricula remain relevant, competency-based, and responsive to labour market demands. Consequently, the quality of undergraduate curricula has become a critical determinant of educational effectiveness, graduate employability, and sustainable national development.

The undergraduate curriculum serves as the principal framework through which universities facilitate students' acquisition of knowledge, skills, attitudes, and professional competencies. A well-designed curriculum integrates relevant content, learner-centered pedagogy, authentic assessment, and experiential learning opportunities to foster critical thinking, communication, problem-solving, teamwork, research capability, and lifelong learning. However, evidence from international studies indicates that many higher education systems continue to face challenges in aligning curriculum outcomes with the competencies expected by employers and society. Employers increasingly report that graduates often lack workplace readiness and essential transferable skills despite possessing formal academic qualifications. Similarly, the OECD emphasizes that higher education must move beyond knowledge transmission toward developing measurable higher-order competencies through student-centered learning and performance-based assessment.

Globally, improving the quality and relevance of higher education has become a strategic priority under Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and the development of skills necessary for employment, innovation, and sustainable development. Recent UNESCO reports further stress that education systems should strengthen curriculum quality, institutional leadership, digital competencies, and continuous quality improvement to prepare graduates for the challenges of the twenty-first century.

In Nepal, higher education has expanded considerably over the past two decades, accompanied by efforts to reform curricula and improve educational quality. Nevertheless, concerns remain regarding the extent to which undergraduate curricula adequately integrate practical learning, digital technologies, industry engagement, and competency-based approaches. Employers and policymakers have repeatedly highlighted gaps between university education and labour market expectations,

particularly in relation to communication skills, critical thinking, innovation, digital literacy, and practical workplace competencies. These concerns underscore the importance of evaluating curriculum effectiveness from the perspectives of students, who are the primary beneficiaries of higher education and whose experiences provide valuable evidence for curriculum improvement.

Student satisfaction has emerged as an important indicator of educational quality because it reflects students' perceptions of curriculum relevance, instructional effectiveness, learning resources, and assessment practices. Likewise, students' perceived skill development provides an important measure of how effectively the curriculum supports the acquisition of graduate attributes required for professional success. Assessing these two dimensions simultaneously offers a comprehensive understanding of curriculum quality and its contribution to student learning outcomes.

Despite the growing importance of curriculum evaluation, empirical evidence from Nepal remains limited. Most existing studies have examined educational quality, graduate employability, or institutional performance independently, while relatively few have investigated the relationship between students' satisfaction with undergraduate curricula and their perceived skill development. Furthermore, there is limited evidence examining curriculum content, curriculum structure, teaching–learning practices, and assessment systems as integrated determinants of competency development. More specifically, no comprehensive study has been undertaken among undergraduate students of Pokhara University's constituent schools to examine how satisfaction with the undergraduate curriculum influences students' perceived skill development.

This lack of empirical evidence limits the ability of university administrators, curriculum developers, faculty members, and policymakers to undertake evidence-based curriculum reform and quality assurance. Without systematically understanding students' experiences and perceptions, curriculum revisions may not adequately address emerging educational needs, technological developments, or labour market expectations. There is therefore a need for empirical research that evaluates students' satisfaction with the undergraduate curriculum, examines its contribution to perceived skill development, and identifies curriculum areas requiring improvement.

Accordingly, this study seeks to assess students' satisfaction with the undergraduate curriculum of Pokhara University, evaluate their perceptions of skill development, examine the relationship between curriculum satisfaction and perceived skill development, and identify areas requiring curriculum improvement. The findings are expected to contribute to evidence-based curriculum

reform, strengthen quality assurance practices, enhance graduate competencies, and support higher education policy and practice in Nepal.

1.3 Objectives/Purpose of the Study

The general objective of the study is to assess students' satisfaction with the undergraduate curriculum and examine its impact on skill development. However, the specific objectives are as follows:

- To measure the level of students' satisfaction with the undergraduate curriculum of Pokhara University.
- To assess students' perceptions of skill development through the undergraduate curriculum.
- To examine the relationship between curriculum satisfaction and skill development.
- To identify areas of the curriculum that require improvement from students' perspectives

1.4 Rationale of the study

Higher education plays a vital role in developing competent human resources capable of contributing to national development and competing in an increasingly knowledge-based global economy. Universities are expected not only to impart disciplinary knowledge but also to equip students with practical, digital, entrepreneurial, and transferable skills required in rapidly changing labor markets. Consequently, curriculum quality has become a central concern in higher education, as it directly influences students' learning experiences, academic satisfaction, graduate employability, and lifelong learning.

Pokhara University has undertaken several curriculum reforms to improve the quality and relevance of its undergraduate programs. However, limited empirical evidence exists regarding how students perceive these curricula and the extent to which they contribute to students' skill development. Existing studies in Nepal have primarily focused on graduate employability or educational quality separately, while few have simultaneously examined curriculum satisfaction and perceived skill development from the students' perspective. Moreover, no comprehensive study has been conducted among undergraduate students of Pokhara University's constituent schools in Kaski District.

Given these gaps, the present study was undertaken to generate empirical evidence on students' satisfaction with curriculum content, structure, teaching–learning practices, and assessment systems,

and to examine how these dimensions influence perceived skill development. The findings are expected to assist Pokhara University in strengthening curriculum planning, implementation, monitoring, and evaluation while supporting evidence-based policy formulation by the Ministry of Social Development, Youth and Sports, the University Grants Commission, and other higher education stakeholders. Furthermore, the study provides a valuable baseline for future curriculum reforms aimed at improving graduate competencies, employability, and the overall quality of undergraduate education in Nepal.

1.5 Limitations of the Study

The study has the following limitations:

- The study was confined to undergraduate students enrolled in the constituent schools of Pokhara University located in Kaski District. Therefore, the findings may not be generalizable to affiliated colleges or other universities in Nepal.
- The study adopted a cross-sectional research design, collecting data at a single point in time. Consequently, it cannot establish causal relationships or capture changes in students' perceptions over time.
- Skill development was measured through students' self-reported perceptions rather than objective assessments such as standardized competency tests, employer evaluations, or faculty assessments. As a result, the findings reflect perceived rather than actual skill development.
- Although curriculum satisfaction significantly explained variations in perceived skill development, other factors such as students' motivation, prior educational background, extracurricular activities, internships, teaching quality, institutional resources, and family environment were not examined in detail.
- The study relied primarily on quantitative data collected through structured questionnaires, with limited qualitative information obtained from open-ended questions. More comprehensive qualitative approaches could provide deeper insights into students' experiences and expectations.
- The findings are based on students' perceptions during the 2026 academic session and may change as curriculum reforms, institutional policies, and labor market demands evolve.

1.6 Organization of the Study

The research report is organized into six chapters.

- **Chapter I: Introduction** presents the background of the study, statement of the problem, research objectives, research questions, significance of the study, scope and delimitations, and operational definitions of key terms.
- **Chapter II: Review of Literature** reviews relevant conceptual, theoretical, and empirical literature related to curriculum satisfaction and skill development. It identifies the research gap and presents the conceptual framework that guides the study.
- **Chapter III: Research Methodology** describes the philosophical foundation, research design, study area, population, sampling procedures, data collection tools, validity and reliability of the instruments, data collection procedures, analytical framework, and ethical considerations adopted in the study.
- **Chapter IV: Results and Discussion** presents the socio-demographic characteristics of respondents, findings related to curriculum satisfaction and perceived skill development, correlation and regression analyses, qualitative findings on curriculum improvement, and discussion of the results in relation to previous studies and theoretical perspectives.
- **Chapter V: Summary and Conclusions** summarizes the study, presents the major findings, draws conclusions based on the empirical evidence, and highlights the implications of the findings.
- **Chapter VI: Policy Recommendations and Implications** provides evidence-based policy recommendations for curriculum improvement, discusses implications for higher education stakeholders, and suggests directions for future research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Conceptual Review

Higher education is expected to produce graduates who possess not only disciplinary knowledge but also practical competencies, digital literacy, critical thinking, communication skills, and adaptability to rapidly changing labor markets. The undergraduate curriculum serves as the principal mechanism through which universities organize learning experiences to achieve these outcomes. A curriculum encompasses educational objectives, course content, teaching-learning activities, assessment methods, learning resources, and expected graduate competencies (Biggs & Tang, 2011). Therefore, curriculum quality plays a crucial role in determining educational effectiveness, graduate employability, and institutional reputation.

Contemporary curriculum development has shifted from content-centered education toward outcome-based and competency-based approaches. Outcome-based education emphasizes clearly defined learning outcomes that specify the knowledge, skills, and attitudes students should demonstrate upon graduation. Competency-based curricula further integrate practical experiences, problem-solving, teamwork, ethical reasoning, and lifelong learning to prepare graduates for professional practice (Mahardhani et al., 2023). These approaches recognize that higher education must respond continuously to technological advancement, globalization, and evolving employer expectations.

Curriculum quality refers to the degree to which educational programs effectively achieve intended learning outcomes while satisfying students' learning needs and societal expectations. Harvey and Green (1993) conceptualized educational quality as multidimensional, including excellence, fitness for purpose, value for money, transformation, and consistency. Within higher education, curriculum quality is commonly assessed through curriculum relevance, coherence, flexibility, instructional effectiveness, assessment practices, learning resources, and graduate outcomes. Universities that periodically revise curricula based on stakeholder feedback, labor market demands, and technological developments generally produce graduates with stronger professional competencies (Levinsson et al., 2024).

Student satisfaction has emerged as one of the most widely accepted indicators of educational quality. It reflects students' evaluation of curriculum relevance, teaching effectiveness, assessment fairness,

learning resources, faculty support, and overall educational experience (Elliott & Healy, 2001). Satisfaction influences academic achievement, institutional commitment, retention, and graduate success. According to Oliver's (1980) Expectation Confirmation Theory, satisfaction results when educational experiences meet or exceed students' expectations. Dissatisfaction occurs when actual experiences fail to satisfy anticipated standards.

Several factors contribute to student satisfaction. Curriculum relevance significantly influences students' perceptions because learners increasingly expect educational programs to prepare them for employment and professional advancement. Almeida and da Silva (2021) found that students who perceived their curriculum as relevant to industry requirements reported higher satisfaction and greater confidence regarding future employability. Similarly, Ikram and Kenayathulla (2023) demonstrated that instructional quality, classroom facilities, learning support, and educational resources significantly predict student satisfaction in higher education institutions.

Teaching-learning processes also shape students' educational experiences. Student-centered pedagogies, including project-based learning, experiential learning, collaborative learning, inquiry-based learning, and flipped classrooms, encourage active participation and critical thinking, thereby enhancing student engagement and satisfaction (Kember & Leung, 2005). Constructive alignment between learning outcomes, instructional strategies, and assessment methods ensures that students experience coherent learning processes, leading to deeper understanding and improved academic performance (Biggs & Tang, 2011).

Assessment practices constitute another important dimension of curriculum quality. Transparent assessment criteria, timely feedback, authentic assessment tasks, and fair evaluation procedures positively influence students' perceptions of educational quality (Seitova et al., 2024). Conversely, inconsistent grading practices and unclear evaluation standards often contribute to dissatisfaction.

Skill development has become a primary objective of undergraduate education. Universities are increasingly expected to develop graduates who possess technical competencies together with transferable skills such as communication, teamwork, leadership, research capability, digital literacy, creativity, ethical reasoning, and problem-solving abilities (Succi & Canovi, 2020). The World Economic Forum (2025) identifies analytical thinking, resilience, creativity, technological literacy, and lifelong learning as essential competencies for future employment. Consequently, higher education curricula increasingly incorporate internships, laboratory activities, fieldwork, simulations, community engagement, and project-based learning to strengthen graduate competencies.

Graduate employability refers to the capability of graduates to obtain, maintain, and progress in meaningful employment by applying acquired knowledge, skills, attitudes, and professional values (Yorke, 2006). Employability extends beyond obtaining employment; it encompasses adaptability, continuous learning, innovation, and career progression. Universities therefore seek to align curricula with labor market expectations by strengthening university-industry collaboration, competency-based education, and experiential learning opportunities (Tomlinson, 2023). Nevertheless, employers frequently report skill gaps relating to digital competence, communication, leadership, and practical problem-solving, indicating that curriculum reform remains necessary (Jaiswal et al., 2024).

Curriculum evaluation represents a systematic process of assessing curriculum effectiveness to ensure that educational objectives are achieved efficiently. Evaluation examines curriculum design, implementation, instructional practices, assessment systems, learning outcomes, and stakeholder satisfaction. Continuous curriculum evaluation enables universities to identify strengths, weaknesses, and emerging educational needs, thereby supporting evidence-based curriculum improvement (Field, 2018). Student feedback has become one of the most valuable sources of evidence because students directly experience curriculum implementation and can identify areas requiring enhancement.

2.2 Theoretical Review

The present study is informed by three complementary theoretical perspectives: Constructive Alignment Theory, Experiential Learning Theory, and Expectation Confirmation Theory.

Constructive Alignment Theory, developed by Biggs (2003), proposes that effective education requires alignment among learning outcomes, teaching-learning activities, and assessment methods. Students achieve deeper learning when curriculum objectives are clearly communicated and instructional activities directly support intended outcomes. Misalignment among these components results in superficial learning and reduced educational quality. This theory provides the foundation for evaluating curriculum content, teaching methods, and assessment practices within undergraduate education.

Experiential Learning Theory, proposed by Kolb (1984), argues that learning occurs through continuous cycles of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Practical learning experiences such as internships, laboratory work, field visits, simulations, and project-based learning enable students to transform theoretical knowledge into professional competence. Contemporary higher education increasingly integrates experiential

learning because it enhances critical thinking, communication, teamwork, and workplace readiness (Diez-Busto et al., 2023).

Expectation Confirmation Theory (Oliver, 1980) explains student satisfaction as the result of comparing educational expectations with actual learning experiences. When perceived curriculum quality exceeds expectations, students report high satisfaction. Conversely, dissatisfaction emerges when curriculum content, teaching quality, or assessment practices fail to meet anticipated standards. This theory provides an appropriate framework for understanding students' perceptions regarding curriculum effectiveness and educational quality.

Together, these theories explain how curriculum quality influences educational experiences, student satisfaction, and skill development. Constructive Alignment Theory focuses on curriculum design, Experiential Learning Theory emphasizes practical competence development, and Expectation Confirmation Theory explains students' evaluation of educational quality.

2.3 Empirical Review

International research consistently demonstrates a positive relationship between curriculum quality, student satisfaction, and graduate employability. Almeida and da Silva (2021) reported that curriculum relevance significantly enhances students' satisfaction and confidence regarding future employment. Similarly, Levinsson et al. (2024) found that course design and curriculum organization predict student engagement more strongly than instructor ratings.

Ikram and Kenayathulla (2023) observed that instructional quality, classroom facilities, educational resources, and learning support significantly influence student satisfaction in higher education. Seitova et al. (2024) similarly concluded that service quality dimensions, particularly teaching quality and assessment fairness, positively affect students' overall educational experiences.

Research also demonstrates that experiential learning substantially improves graduate competencies. Diez-Busto et al. (2023) reported that authentic learning experiences enhance students' professional competence, motivation, and satisfaction. Jha and Doshi (2025) found that technology-enhanced experiential learning effectively addresses employability skill gaps through project-based and digital learning environments.

Studies examining employability emphasize the importance of transferable skills. Succi and Canovi (2020) observed significant differences between students' and employers' perceptions regarding soft skills, suggesting that universities should strengthen communication, teamwork, leadership, and

adaptability within curricula. Tomlinson (2023) further argued that higher education institutions must redesign curricula to address rapidly changing labor market demands driven by globalization, digitalization, and artificial intelligence.

Within Nepal, research remains comparatively limited. Shrestha (2019) found that employers value communication, teamwork, critical thinking, and digital literacy but perceive deficiencies in graduates' practical competencies. These findings indicate the necessity of continuous curriculum reform to improve graduate employability.

Although previous studies consistently report positive associations between curriculum quality and educational outcomes, most investigations have been conducted in developed countries. Evidence from Nepal remains scarce, particularly regarding students' perceptions of curriculum quality and its influence on skill development.

2.4 Research Gap

The literature reveals several important gaps. First, relatively few studies have examined undergraduate curriculum satisfaction within Nepalese universities using comprehensive multidimensional measures. Second, most previous research focuses either on educational quality or graduate employability without simultaneously examining curriculum satisfaction and perceived skill development. Third, limited evidence exists regarding how curriculum content, teaching-learning practices, and assessment systems collectively influence students' competency development. Finally, few empirical studies have investigated these relationships within Pokhara University despite ongoing curriculum reforms. Therefore, the present study addresses these gaps by providing evidence-based analysis of students' satisfaction with undergraduate curricula and its influence on skill development.

Based on the above literature review, we have the following conceptual framework:

The conceptual framework maps out the relationship between the independent variable and the dependent variable. The framework models the theoretical pathway through which a student's satisfaction with their undergraduate academic program influences their self-reported skill development and readiness for the contemporary workforce.

<table>
<tr><td colspan="3">CONTEXTUAL / DEMOGRAPHIC VARIABLES
Socio-demographic & Economic Profile
(Age, Sex, School/Faculty, Family Income, Residential Area, Family Livelihood)</td></tr>
<tr><td colspan="3">▼ (Contextual Influence)</td></tr>
<tr><td>INDEPENDENT VARIABLE (IV):
CURRICULUM SATISFACTION

1. Curriculum Content & Structure
- Relevance to field of study
- Currency of knowledge & trends
- Clarity of course objectives
- Organization & logical sequencing
- Theory-practice structural balance
- Adequacy of textbooks & reference materials

2. Teaching-Learning & Assessment
- Pedagogical support for understanding
- Encouragement of active participation
- Alignment of assessment with objectives
- Fairness & transparency of grading
- Actionable teacher feedback
- Relevance of board examinations</td><td>Hypothesized Predictive Pathway
——▶
Linear Regression (Significant Impact)</td><td>DEPENDENT VARIABLE (DV):
PERCEIVED SKILL DEVELOPMENT

- Technical & Hard Skills
(Core subject matter proficiency)
- Critical Thinking Abilities
(Complex problem analysis & solution)
- Communication Competencies
(Oral presentations & professional writing)
- Research Skills
(Data gathering & interpretation capability)
- Teamwork & Collaboration
(Effective participation in group dynamics)
- ICT & Software Skills
(Modern software tools proficiency)
- Professional Ethics
(Workplace responsibility & accountability)</td></tr>
</table>

Independent Variable (Curriculum Satisfaction): The main predictor variable capturing how students experience and evaluate the structural alignment, content relevance, and instructional design of their academic curriculum. This variable encompasses aspects of content quality, organizational sequence, the operational balance between applied and theoretical principles, teaching execution, and institutional grading fairness.

Dependent Variable (Perceived Skill Development): The primary outcome criterion representing the comprehensive skill domains required by contemporary graduates. This variable evaluates technical core competency alongside highly transferable career capabilities including communication proficiency, analytical critical thinking, collaborative team engagement, empirical research skills, digital ICT literacy, and corporate ethical behavior.

Contextual/Demographic Variables: Background attributes including age, gender, specific institutional school or stream, family socioeconomic bracket, and residential status. These parameters frame the individual student experience and govern baseline training expectations.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Philosophical Inquiry

This study is based on a positivist philosophy, assuming that students' curriculum satisfaction and skill development are measurable realities. Knowledge is generated through empirical data using quantitative methods. A deductive approach is adopted to examine relationships between curriculum satisfaction and skill development for evidence-based curriculum improvement at Pokhara University.

3.2 Research Design

This study adopts a descriptive and analytical cross-sectional research design using a quantitative approach, supplemented by limited qualitative inputs through open ended questions. The design is appropriate for systematically measuring students' satisfaction with the undergraduate curriculum, assessing perceptions of skill development, examining the relationship between curriculum satisfaction and skill development, and identifying areas requiring curriculum improvement from students' perspectives.

3.3 Study Area and Research Participants

This study was conducted at Pokhara University which consists of four constituents schools namely; School of Engineering (SOE), School of Business (SOB), School of Health and Allied Sciences (SHAS) and School of Development and Social Engineering (SDSE), offering academic programs in different stream/discipline for both graduate and undergraduate levels and students from different socio-economic background (such as; caste/ethnicity, religions, languages academic, parental occupation, family income and economic status, academic background etc.), environment and geographical location. Limited empirical studies have examined how students perceive the undergraduate curriculum and how such perceptions influence their skill development. Further, there is no such type of study conducted before in this study area. Hence, this is the rationale of selecting

the study area. The students studying in undergraduate levels of constituent schools of Kaski District offering program in different streams are the research participants of this study.

3.4 Study Population/Sample Size /Sampling Method

Multistage sampling design was adopted for the selection of the samples for this study. At first Pokhara University was selected purposively. At second stage, four constituent colleges at Kaski District i.e. SDSE, SOE, SOB and SHAS were also selected purposively for this study. There were 3154 students studying in undergraduate level of the constituent colleges of Pokhara university at Kaski District, i.e. 271 in SDSE, 1607 in SOE, 626 in SOB and 650 in SHAS. Out of 3154 students, 209 students (at 6.56% margin of error and 5% level of significance) were selected for this study. Further Information was collected randomly from the proportionately distributed students as shown in table 1 using questionnaire in the form of Google Sheet which was sent to the students through their group messenger, zoom, MS Team or any group technology developed by school administrative for study purpose.

Table 1 *Distribution of sample size*

S.N.	Schools	Total No. of Students	Proportion	Sample Size
1	SDSE	271	8.59	18
2	SOE	1607	50.95	106
3	SOB	626	19.85	41
4	SHAS	650	20.61	43
	Total	3154	100.00	209

Source: PU Administration and self-calculation

3.5 Data Information Collection Tools

Primary data was used for this research and was collected mainly using structured questionnaires following the interview technique with the respondents. Questionnaire contains two parts. First part includes the socio-demographic, economic and other variables and the second part includes the statement with 5-point Likert Scale (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=

Strongly Agree) regarding measuring students' satisfaction with the undergraduate curriculum, assessing perceptions of skill development, examining the relationship between curriculum satisfaction and skill development. Finally, there are some open questions. The questionnaire in the form of Google Sheet was sent to the students through their group messenger, zoom, MS Team or any group technology developed by school administrative for study purpose.

3.6 Validation of the Tools

The validity and the reliability of the study tools were ensured through using techniques for scaling, pay careful attention to questionnaire construction particularly their wordings and presentation. For the reliability of data, based on the review of literature, the variables were identified and a questionnaire was designed to include all these variables. The questionnaire were pre-tested among 21 students. The internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient, with a value of 0.70 or above considered acceptable for social science research (Nunnally & Bernstein, 1994). For this study, Cronbach's alpha coefficient for all the indicator with 5-point Likert scale is greater than 0.8, so, reliability was ensured. Experts were consulted to finalize the questionnaire. Further, the tools regarding measuring students' satisfaction with the undergraduate curriculum, assessing perceptions of skill development, examining the relationship between curriculum satisfaction and skill development were insured based on the previous research.

3.7 Data Information Collection Procedure

Information was collected randomly from the proportionately distributed students as shown in table 1 using questionnaire in the form of Google Sheet which was sent to the students through their group messenger, zoom, MS Team or any group technology developed by school administrative for study purpose.

3.8 Analytical Framework

The collected raw data were edited, sorted, filtered, coded and entered into SPSS for the analysis of the data. Both descriptive as well as inferential analysis were carried out to meet the objectives.

Students' satisfaction with the undergraduate curriculum was measured using descriptive statistical techniques, including frequency, percentage, mean, and standard deviation. Likert-scale responses related to curriculum content, teaching–learning processes, assessment methods, and academic support services were aggregated to compute an overall satisfaction score. Mean scores were interpreted following standard practices in educational research (Likert, 1932; Pallant, 2020). Descriptive statistics are appropriate for summarizing students' attitudes and perceptions and provide a clear picture of central tendency and variability (Field, 2018). To assess students' perceptions of skill development, descriptive statistics such as mean scores and standard deviations were used for each skill domain, including critical thinking, communication skills, problem-solving ability, teamwork, and employability skills. Composite indices were created by averaging related items to represent overall perceived skill development. Using mean-based analysis of Likert-scale items is widely accepted for measuring perceived competencies and learning outcomes in higher education research (Hair et al., 2019; Joshi et al., 2015). Higher mean values indicated stronger agreement that the undergraduate curriculum contributes to students' skill development. To examine the relationship between curriculum satisfaction and perceived skill development, Pearson's product–moment correlation coefficient (r) was applied. This test is suitable for determining the strength and direction of relationships between continuous variables measured at the interval level (Cohen, Cohen, West, & Aiken, 2013).

Furthermore, regression analysis was conducted to examine the extent to which curriculum satisfaction predicts students perceived skill development. Regression analysis helps identify predictive relationships and assess the explanatory power of the independent variable (curriculum satisfaction) on the dependent variable (skill development) (Field, 2018). Statistical significance was tested at the 0.05 level. All the assumption to apply this regression model was fulfilled (Annex B).

Areas of the undergraduate curriculum requiring improvement were identified using mean ranking, frequency distribution, and percentage analysis of curriculum components such as course relevance, practical exposure, assessment techniques, and teaching strategies. Components with lower mean scores were interpreted as priority areas for improvement.

In addition, responses from open-ended questions were analyzed using thematic analysis, where similar responses were coded and grouped into common themes. Thematic analysis enables systematic identification and interpretation of patterns within qualitative data and complements quantitative findings by providing contextual depth (Braun & Clarke, 2006).

4.9 Ethical Consideration

Verbal informed consent was obtained from the respective coordinators of different programmes and constituent schools at Kaski District. The purpose of data collection was explained to the respondents while sending google form to the students through their group messenger and what's app. The privacy and confidentiality of all respondents were maintained regarding their information.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the findings of the study and discusses them in relation to the research objectives and existing literature. Descriptive statistics are used to summarize students' perceptions of the undergraduate curriculum, while inferential statistics examine the relationship between curriculum satisfaction and perceived skill development. The discussion compares the findings with previous empirical studies and theoretical perspectives to explain their implications for curriculum quality and higher education practice. Qualitative responses are also incorporated to enrich the interpretation of the quantitative findings and identify areas requiring curriculum improvement.

4.1 Socio-demographic and Economic Characteristics of Respondents

This table presents the socio-demographic characteristics of the respondents participating in the study. Information on age, sex, religion, caste/ethnicity, marital status, educational background, family characteristics, residential location, academic semester, household income, and household size was collected to understand the background profile of the respondents. Such information provides important insights into the social and economic context of the study population and helps in interpreting subsequent analyses.

Table 2 *Distribution of Respondents by their Socio-demographic and Economic Characteristics*

Variables	Category	Frequency	Percent
Sex	Male	115	55.0
	Female	94	45.0
Age Min. = 17 years Max. = 35 years	Mean= 21.61 years		SD = 2.89 years
Religion	Hindu	200	95.7
	Buddhist	4	2.9
	Christian	3	1.4
	Muslim	2	1.0
Caste/Ethnicity	Brahmin	109	52.2

	Chhetri	36	17.2
	Janajati	35	16.7
	Dalit	12	5.7
	Others	17	8.1
Marital Status	Married	13	6.2
	Unmarried	196	93.8
School of Studying	SDSE	18	8.6
	SHAS	43	20.6
	SOB	41	19.6
	SOE	107	51.2
Major Occupation of Family	Agriculture	59	26.94
	Service	78	35.62
	Business	58	26.48
	Abroad	24	10.96
Family Type	Joint	43	20.6
	Nuclear	166	79.4
Residential Area	Rural	42	20.1
	Semi-urban	75	35.9
	Urban	92	44.0
Year attending the Final Exam	Upto 3rd Year	114	54.5
	Final Year	95	45.5
Monthly Family Income (NRs.)	Average = NRs. 74,400		
	Standard Deviation = NRs. 79706		
Household Size (Members) Min.=1, Max. = 14, Average = 4.98, SD = 1.66			
Total		209	100.0

Source: Field Survey, 2026

Out of 209 respondents, more than half of the students are male (55.0%), while females comprise 45.0 percent. The age structure of the student body ranges from a minimum of 17 years to a maximum of 35 years, with an average age of 21.61 years (SD = 2.89), showing a typical young-adult undergraduate distribution.

Further a large majority of participants identify as Hindu (95.7%, n = 200), followed by small groups identifying as Buddhist (2.9%, n = 4), Christian (1.4%, n = 3), and Muslim (1.0%, n = 2). More than half of the students are Brahmin (52.2%, n = 109), followed by Chhetri (17.2%, n = 36), Janajati (16.7%, n = 35), Others (8.1%, n = 17), and Dalit students (5.7%, n = 12). Majority of the students are single, with 93.8% (n = 196) unmarried and 6.2% (n = 13) married. Further, the School of Engineering (SOE) accounts for over half of the respondents (51.2%, n = 107), the remaining sample is balanced among the School of Health and Allied Sciences (SHAS: 20.6%, n = 43), the School of Business (SOB: 19.6%, n = 41), and the School of Development and Social Engineering (SDSE: 8.6%, n = 18). Respondents are split regarding progress in their programs: 54.5% (n = 114) are up to their third year, and 45.5% (n = 95) are in their final year, capturing both mid-program and graduating perspectives.

Economic variables indicate that the primary family livelihood is service-based employment (35.62%, n = 78), closely followed by agriculture (26.94%, n = 59) and commercial business activities (26.94%, n = 58). A small group (10.96%, n = 24) relies on foreign employment and remittance. Family structures lean toward nuclear families (79.4%, n = 166), with joint families accounting for 20.6% (n = 43). The mean household size is 4.98 members (SD = 1.66, Range: 1–14). Residential profiles show that 44.0% (n = 92) live in urban areas, 35.9% (n = 75) in semi-urban areas, and 20.1% (n = 42) in rural areas. Average Monthly family income is NRs. 74,400 with standard deviation as NRs. 79706.

4.2 Students' Satisfaction with Curriculum Content and Structure

The findings indicate that students hold generally positive perceptions regarding the undergraduate curriculum of Pokhara University. Curriculum relevance received the highest mean score (Mean = 3.87), suggesting that respondents believe the curriculum addresses their academic and professional learning needs. Students also agreed that course objectives are clearly stated (Mean = 3.79) and that the curriculum incorporates current knowledge and emerging trends (Mean = 3.69). These findings demonstrate that the curriculum provides an appropriate academic foundation and is generally aligned with students' expectations. However, the balance between theoretical knowledge and practical application received the lowest rating (Mean = 3.46), indicating that respondents perceive a need for greater experiential learning opportunities.

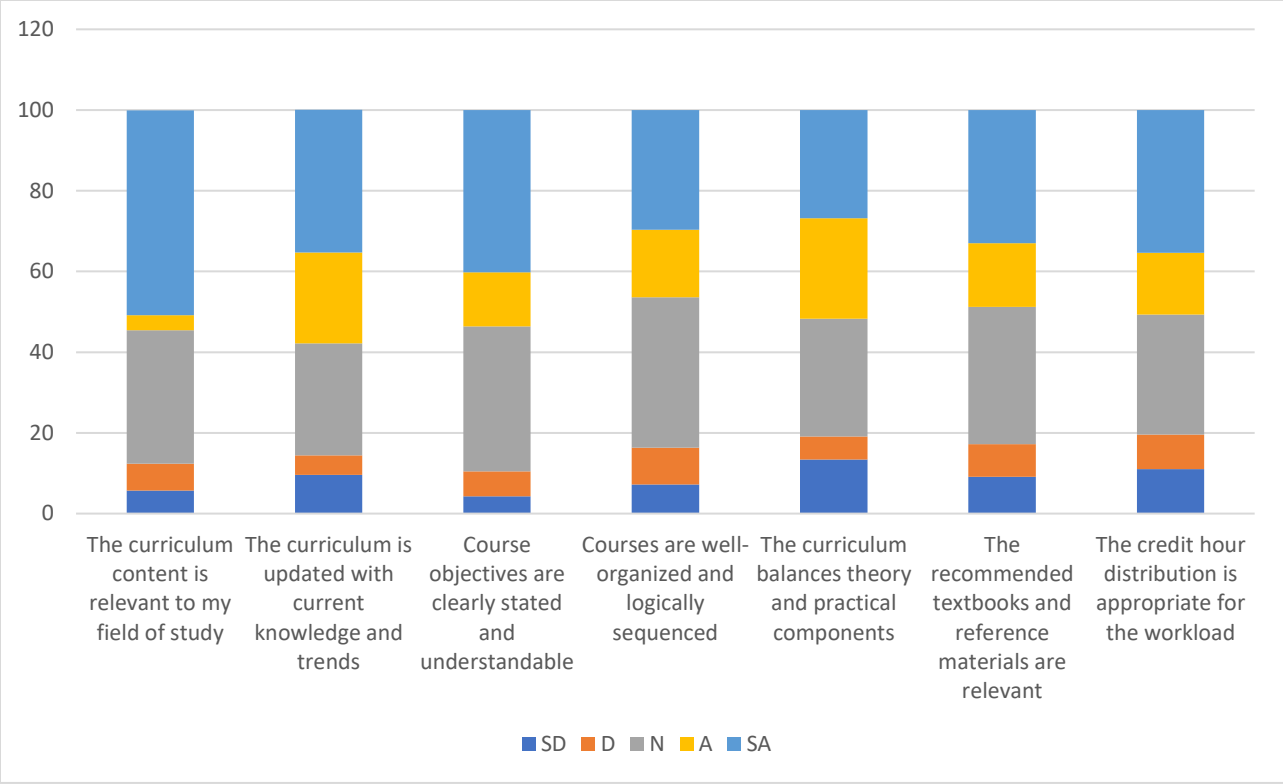
Table 3 *Respondents' Perception on Curriculum Content and Structure*

Statement	SD	D	N	A	SA	Mean	SD	Remarks
The curriculum content is relevant to my field of study	12 (5.7)	14 (6.7)	69 (33.0)	8 (3.8)	106 (50.7)	3.87	1.270	Agree
The curriculum is updated with current knowledge and trends	20 (9.6)	10 (4.8)	58 (27.8)	47 (22.5)	74 (35.4)	3.69	1.264	Agree
Course objectives are clearly stated and understandable	9 (4.3)	13 (6.2)	75 (35.9)	28 (13.4)	84 (40.2)	3.79	1.166	Agree
Courses are well-organized and logically sequenced	15 (7.2)	19 (9.1)	78 (37.3)	35 (16.7)	62 (29.7)	3.53	1.209	Agree
The curriculum balances theory and practical components	28 (13.4)	12 (5.7)	61 (29.2)	52 (24.9)	56 (26.8)	3.46	1.308	Agree
The recommended textbooks and reference materials are relevant	19 (9.1)	17 (8.1)	71 (34.0)	33 (15.8)	69 (33.0)	3.56	1.274	Agree
The credit hour distribution is appropriate for the workload	23 (11.0)	18 (8.6)	62 (29.7)	32 (15.3)	74 (35.4)	3.56	1.340	Agree

Source: Field Survey, 2026

Note: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree.

Figure 1 Respondents' Perception on Curriculum Content and Structure



These findings are consistent with Mahardhani et al. (2023), who argued that curriculum relevance significantly improves educational quality and graduate employability. Similarly, Levinsson et al. (2024) reported that coherent curriculum design and clearly articulated learning outcomes contribute positively to student engagement and perceptions of educational quality. The comparatively lower rating for theory-practice integration supports Kitchen (2024), who emphasized that authentic learning experiences, practical assessments, and industry-based learning strengthen graduate competence and workplace readiness. The findings therefore suggest that although students appreciate curriculum relevance, greater emphasis should be placed on experiential and competency-based education.

4.3 Students' Satisfaction with Teaching-Learning Practices and Assessment

Students reported favorable perceptions regarding teaching-learning practices and assessment systems. Teaching methods were viewed as supportive of curriculum understanding (Mean = 3.73),

while assessment methods were considered generally aligned with course objectives (Mean = 3.78). These findings indicate that instructional practices successfully facilitate student learning and that assessment systems adequately measure intended learning outcomes. Nevertheless, internal assessment fairness received the lowest score within this domain (Mean = 3.57), suggesting concerns regarding transparency and consistency of evaluation procedures.

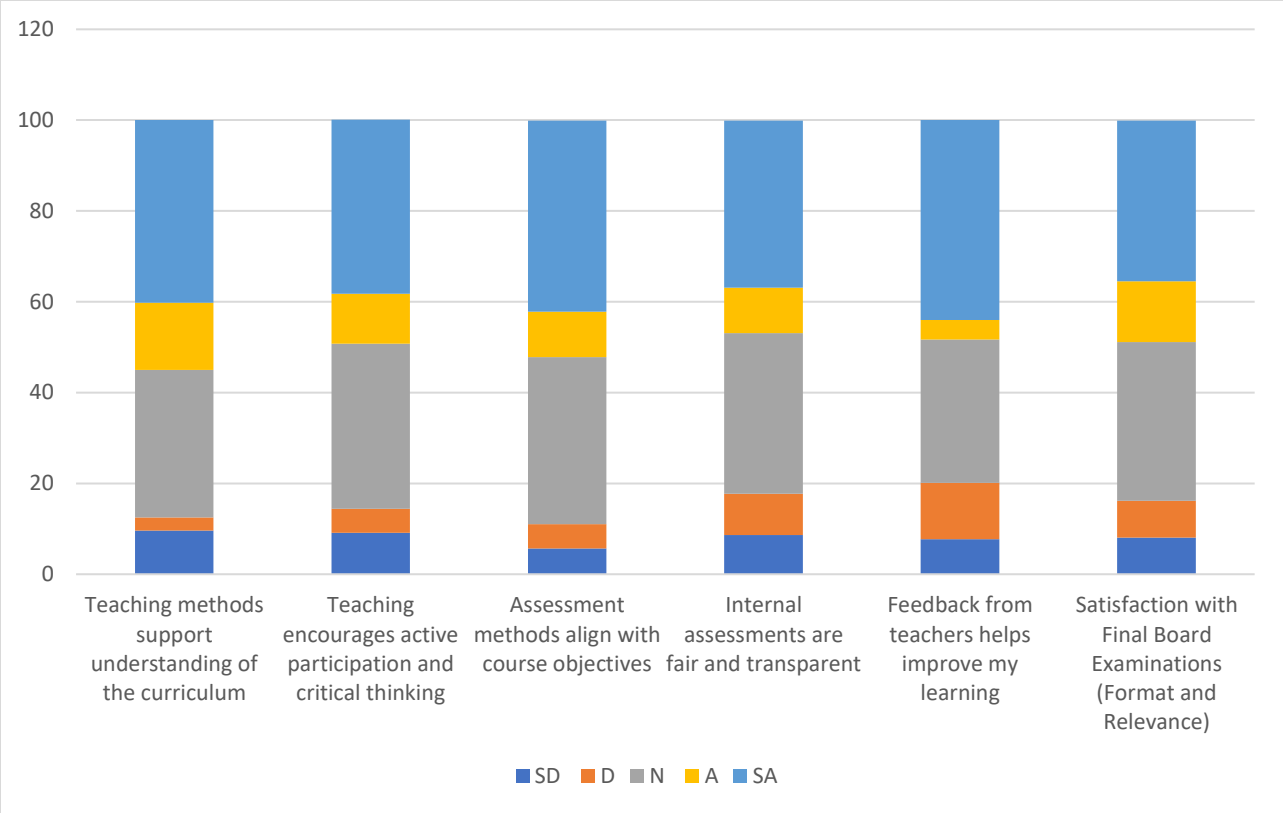
Table 4 *Respondents' Perception on Teaching–Learning and Assessment Satisfaction*

Statement	SD	D	N	A	SA	Mean	SD	Remarks
Teaching methods support understanding of the curriculum	20 (9.6)	6 (2.9)	68 (32.5)	31 (14.8)	84 (40.2)	3.73	1.280	Agree
Teaching encourages active participation and critical thinking	19 (9.1)	11 (5.3)	76 (36.4)	23 (11.0)	80 (38.3)	3.64	1.286	Agree
Assessment methods align with course objectives	12 (5.7)	11 (5.3)	77 (36.8)	21 (10.0)	88 (42.1)	3.78	1.214	Agree
Internal assessments are fair and transparent	18 (8.6)	19 (9.1)	74 (35.4)	21 (10.0)	77 (36.8)	3.57	1.299	Agree
Feedback from teachers helps improve my learning	16 (7.7)	26 (12.4)	66 (31.6)	9 (4.3)	92 (44.0)	3.65	1.351	Agree
Satisfaction with Final Board Examinations (Format and Relevance)	17 (8.1)	17 (8.1)	73 (34.9)	28 (13.4)	74 (35.4)	3.60	1.268	Agree
Overall Average = 3.66								

Source: Field Survey, 2026

Note: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree.

Figure 2 Respondents' Perception on Curriculum Content and Structure



The results support the findings of Mathur et al. (2024), who concluded that effective teaching-learning strategies significantly improve students' educational experiences and academic satisfaction. Likewise, Seitova et al. (2024) demonstrated that transparent assessment systems, timely feedback, and equitable evaluation practices are major determinants of student satisfaction in higher education. Therefore, while the findings indicate satisfactory instructional quality, universities should strengthen assessment transparency and promote greater consistency across departments.

4.4 Perceived Skill Development among Students

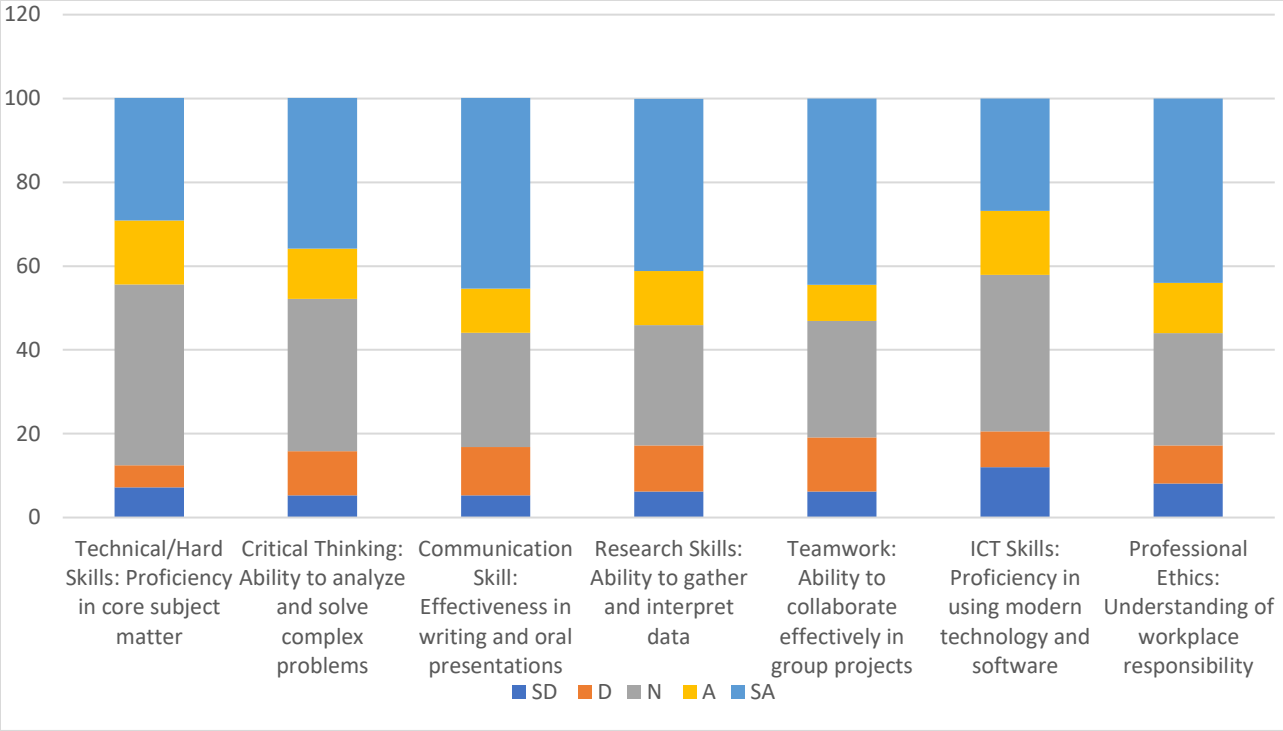
The undergraduate curriculum was perceived as contributing positively to students' overall skill development, with an overall mean score of 3.64. Communication skills received the highest rating (Mean = 3.79), followed by professional ethics (Mean = 3.75), teamwork (Mean = 3.72), and research skills (Mean = 3.72). These findings indicate that the curriculum successfully promotes several important graduate attributes required in contemporary workplaces. However, technical skills (Mean = 3.54) and ICT skills (Mean = 3.36) received comparatively lower ratings, indicating opportunities for curriculum enhancement.

Table 5 *Distribution of Respondents by their response on Skill Development through Undergraduate Curriculum (n = 209)*

Statements	SD	D	N	A	SA	Mean	SD	Rank
Technical/Hard Skills: Proficiency in core subject matter	15 (7.2)	11 (5.3)	90 (43.1)	32 (15.3)	61 (29.2)	3.54	1.172	6
Critical Thinking: Ability to analyze and solve complex problems	11 (5.3)	22 (10.5)	76 (36.4)	25 (12.0)	75 (35.9)	3.63	1.219	5
Communication Skill: Effectiveness in writing and oral presentations	11 (5.3)	24 (11.5)	57 (27.3)	22 (10.5)	95 (45.5)	3.79	1.275	1
Research Skills: Ability to gather and interpret data	13 (6.2)	23 (11.0)	60 (28.7)	27 (12.9)	86 (41.1)	3.72	1.275	3.5
Teamwork: Ability to collaborate effectively in group projects	13 (6.2)	27 (12.9)	58 (27.8)	18 (8.6)	93 (44.5)	3.72	1.315	3.5
ICT Skills: Proficiency in using modern technology and software	25 (12.0)	18 (8.6)	78 (37.3)	32 (15.3)	56 (26.8)	3.36	1.290	7
Professional Ethics: Understanding of workplace responsibility	17 (8.1)	19 (9.1)	56 (26.8)	25 (12.0)	92 (44.0)	3.75	1.322	2
Overall Average = 3.64								

Source: Field Survey, 2026

Figure 3 Distribution of Respondents by their response on Skill Development through Undergraduate Curriculum (n = 209)



These findings are consistent with Diez-Busto et al. (2023), who found that active and experiential learning enhances communication, teamwork, and professional competence. Similarly, Succi and Canovi (2020) emphasized that transferable skills are increasingly valued by employers and should be systematically integrated into higher education curricula. The comparatively lower ratings for ICT competencies also align with Jaiswal et al. (2024), who reported that universities need to strengthen digital literacy and technology-related competencies to address rapidly evolving labor market demands.

4.5 Relationship between Curriculum Satisfaction and Skill Development

The Pearson correlation analysis demonstrated a moderate positive and statistically significant relationship between curriculum satisfaction and perceived skill development ($r = 0.485$, $p < 0.001$). Furthermore, simple linear regression analysis revealed that curriculum satisfaction significantly predicts students' perceived skill development ($\beta = 0.485$, $p < 0.001$), explaining approximately 23.5% of the variance in perceived skill development. These findings indicate that improvements in curriculum quality are associated with stronger development of professional and transferable skills.

The results are consistent with Dahal et al. (2025), who found that competency-based and industry-responsive curricula significantly improve graduate employability. Similarly, Jha and Doshi (2025) reported that experiential and technology-enhanced learning strengthens workplace readiness, critical thinking, and practical competence. Murari (2026) also argued that higher education institutions should continuously revise curricula to enhance graduate competitiveness. However, because curriculum satisfaction explained only part of the variation in skill development, other factors such as teaching effectiveness, institutional support, student engagement, internship experiences, and learning resources should also be considered in future research.

4.6 Relationship Between Curriculum Satisfaction (Content and Structure) and Skill Development

A Pearson correlation analysis was performed to examine the relationship between students' overall curriculum satisfaction and perceived skill development. Composite scores were generated by averaging responses across curriculum content, structure items for curricular satisfaction, and across all skill development items for perceived skill development. The analysis revealed a positive and statistically significant correlation between the two variables, $r = 0.485$, $p < .001$(ANNEX B). This finding suggests that students who reported greater satisfaction with the undergraduate curriculum also perceived higher levels of professional and transferable skill development. Hence curriculum satisfaction is an important factor associated with students' perceived skill acquisition.

Furthermore, regression analysis was conducted to examine the extent to which curriculum satisfaction predicts students perceived skill development. It helps identify predictive relationships and assess the explanatory power of the independent variable (curriculum satisfaction) on the dependent variable (skill development) (Field, 2018). Statistical significance was tested at the 0.05 level.

To further examine the predictive effect of curriculum satisfaction on skill development, a simple linear regression analysis was performed. The regression model was statistically significant, $F(1, 207) = 63.532$, $p < 0.001$, indicating that curriculum satisfaction significantly predicts perceived skill development. The regression equation obtained was:

Skill Development = 1.540 + 0.584 × Curriculum Satisfaction

The regression coefficient ($B = 0.584$, $p < 0.001$) indicates that for every one-unit increase in curriculum satisfaction, the mean skill development score increases by 0.584 units. The standardized

beta coefficient (β = 0.485) further confirms a positive effect of curriculum satisfaction on skill development.

The model explained approximately 23.1% of the variance in perceived skill development (Adjusted R^2 = 0.235), indicating that curriculum satisfaction is an important contributor to students' skill development, although other factors may also influence skill acquisition. The findings demonstrate that a well-structured and relevant curriculum plays a significant role in enhancing students' professional and transferable skills. Therefore, efforts to improve curriculum content, organization, relevance, and learning experiences are likely to contribute positively to students' overall skill development and employability.

The results are consistent with recent evidence showing that curricula that are relevant, well-organized, and aligned with labor market needs contribute significantly to students' employability and skill acquisition (Dahal et al., 2025). Similarly, Jha and Doshi (2025) reported that experiential and technology-enhanced learning embedded within the curriculum improves students' practical skills, critical thinking, and workplace readiness. Furthermore, Murari (2026) emphasized that higher education institutions must focus on developing industry-relevant competencies through updated curricula, practical learning opportunities, and skill-oriented educational approaches to enhance graduate employability. The finding that curriculum satisfaction accounted for only part of the variance in skill development also suggests that additional factors such as teaching effectiveness, institutional support, student engagement, internship experiences, and learning resources may influence students' skill acquisition. Therefore, universities should prioritize continuous curriculum review, strengthen practical and experiential learning components, and integrate emerging technologies and industry-oriented experiences to maximize students' professional and transferable skill development.

4.7 Students' Perspectives on Curriculum Improvement

Qualitative findings complement the quantitative results by identifying specific areas where students believe the curriculum should be strengthened. Respondents consistently recommended increasing practical learning opportunities through laboratory sessions, internships, field visits, project-based learning, workshops, and stronger industry collaboration. Students also emphasized the importance of integrating artificial intelligence, digital technologies, programming, automation, and

interdisciplinary learning into undergraduate education. Additionally, they recommended improving laboratory facilities, learning resources, faculty engagement, communication skills, leadership development, and career-oriented education.

These findings support Jackson and Tomlinson (2021), who emphasized that experiential learning substantially improves graduate employability and professional competence. Likewise, the World Economic Forum (2025) stressed that future graduates require digital literacy, analytical thinking, adaptability, creativity, and collaboration to succeed in rapidly changing labor markets. Therefore, curriculum modernization should focus on strengthening practical learning, digital competency, entrepreneurship, and university-industry partnerships.

4.8 Summary of Findings

Overall, the findings demonstrate that students are generally satisfied with the undergraduate curriculum of Pokhara University. Curriculum relevance, teaching-learning practices, and assessment systems received favorable evaluations, and students perceived the curriculum as contributing positively to communication, teamwork, research capability, professional ethics, and critical thinking. Nevertheless, respondents identified important areas requiring improvement, particularly regarding practical learning, digital competency, technical skills, and industry exposure.

The significant positive relationship between curriculum satisfaction and perceived skill development confirms that curriculum quality is an important determinant of graduate competency development. These findings support contemporary higher education literature advocating competency-based education, experiential learning, technology integration, and continuous curriculum review. Consequently, universities should strengthen practical learning opportunities, integrate emerging technologies, promote industry collaboration, and institutionalize evidence-based curriculum evaluation to ensure graduates possess the competencies required for successful employment and lifelong learning.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents a summary of the study, highlights the major findings in relation to the research objectives, and draws conclusions based on the empirical evidence. The study assessed students' satisfaction with the undergraduate curriculum of Pokhara University and examined its impact on perceived skill development. Specifically, it explored students' perceptions of curriculum content, curriculum structure, teaching-learning practices, assessment systems, and the extent to which the curriculum contributes to the development of professional and transferable skills. The findings provide valuable insights for curriculum developers, university administrators, faculty members, and policymakers seeking to enhance the quality and relevance of undergraduate education.

5.1 Summary of the Study

Higher education institutions are expected to produce graduates who possess not only academic knowledge but also practical skills, critical thinking, communication abilities, digital literacy, and professional competencies required in the twenty-first-century workplace. Curriculum quality plays a central role in achieving these educational outcomes. Consequently, understanding students' satisfaction with the curriculum has become an important indicator of educational quality and institutional effectiveness.

This study adopted a quantitative cross-sectional research design to investigate students' satisfaction with the undergraduate curriculum of Pokhara University. Primary data were collected from undergraduate students through a structured questionnaire using a five-point Likert scale. The questionnaire measured four major dimensions of curriculum satisfaction: curriculum content, curriculum structure, teaching-learning practices, and assessment systems. It also assessed students' perceptions regarding the development of communication skills, critical thinking, teamwork, research skills, leadership, digital competence, professional ethics, and problem-solving abilities.

The collected data were analyzed using descriptive statistics, Pearson product-moment correlation, and simple linear regression. Descriptive statistics were used to summarize students' perceptions regarding different aspects of the curriculum, while correlation and regression analyses examined the relationship between curriculum satisfaction and perceived skill development.

Overall, the findings revealed that students were generally satisfied with the undergraduate curriculum. Mean scores for curriculum content, teaching-learning practices, and assessment systems indicated positive perceptions regarding the quality and relevance of undergraduate education. Similarly, students believed that the curriculum contributed positively to the development of several professional competencies, although they also identified areas requiring improvement, particularly in practical learning, digital competency, and industry exposure.

5.2 Summary of Major Findings

The study found that students expressed positive perceptions regarding the overall undergraduate curriculum. Curriculum content was considered relevant, logically organized, and aligned with academic objectives. Most respondents agreed that the curriculum provided sufficient theoretical knowledge and introduced important concepts within their respective disciplines. However, some students believed that certain courses require regular updating to reflect current technological developments, labor market requirements, and emerging professional practices.

Teaching-learning practices also received favorable evaluations. Students appreciated faculty members' commitment, classroom interaction, and opportunities for discussion and collaborative learning. Instructional methods generally supported student participation and knowledge acquisition. Nevertheless, respondents suggested greater use of learner-centered approaches such as project-based learning, problem-based learning, fieldwork, simulations, and technology-enhanced instruction to improve learning outcomes.

The assessment system was generally perceived as fair and appropriate. Students agreed that examinations, assignments, presentations, and continuous assessment contributed to their academic progress. However, some respondents indicated that assessment practices should become more transparent and consistent across departments. They also emphasized the importance of timely feedback and the increased use of practical assessments that evaluate higher-order thinking and real-world competencies.

With regard to skill development, students believed that the undergraduate curriculum contributed significantly to communication skills, teamwork, critical thinking, research capability, ethical awareness, and problem-solving ability. Classroom discussions, group assignments, presentations, and research projects were identified as important learning activities that strengthened these competencies. However, respondents reported relatively lower levels of satisfaction regarding

practical skills, entrepreneurship, innovation, digital literacy, and workplace readiness. These findings suggest that additional emphasis should be placed on experiential learning and competency-based education.

The statistical analysis further demonstrated a positive and statistically significant relationship between overall curriculum satisfaction and perceived skill development. Students who reported higher satisfaction with curriculum content, teaching-learning practices, and assessment systems also perceived stronger development of professional competencies. The regression analysis confirmed that curriculum satisfaction significantly predicts students' perceived skill development, indicating that improvements in curriculum quality are likely to enhance graduate competencies and employability.

5.3 Conclusions

Based on the findings of the study, several important conclusions can be drawn.

First, the undergraduate curriculum of Pokhara University provides a satisfactory educational experience for most students. The curriculum is generally perceived as relevant, organized, and capable of supporting students' academic learning. Teaching-learning practices and assessment systems also contribute positively to students' educational experiences, indicating that the university has established an effective foundation for undergraduate education.

Second, the study concludes that curriculum quality plays a significant role in promoting students' skill development. The curriculum not only facilitates academic knowledge acquisition but also contributes to the development of communication skills, teamwork, research competence, critical thinking, professional ethics, and problem-solving abilities. These competencies are increasingly recognized as essential graduate attributes in modern higher education and the global labor market.

Third, although overall satisfaction levels are encouraging, the findings reveal opportunities for further improvement. Students expressed the need for stronger practical orientation, greater integration of digital technologies, increased internship opportunities, improved laboratory and field experiences, and enhanced collaboration between the university and industry. Addressing these issues would improve graduates' readiness for employment and lifelong learning.

Fourth, the statistically significant positive relationship between curriculum satisfaction and perceived skill development confirms that improvements in curriculum quality are associated with enhanced student competencies. This finding highlights the importance of continuously reviewing

and updating curricula to ensure alignment with changing educational standards, technological developments, and labor market expectations.

Finally, the study emphasizes that curriculum development should be viewed as a continuous process involving students, faculty members, employers, alumni, and policymakers. Regular curriculum evaluation, stakeholder participation, and evidence-based decision-making are essential for maintaining educational quality and ensuring that undergraduate programs remain relevant, responsive, and competitive.

5.4 Overall Conclusion

This study concludes that students' satisfaction with the undergraduate curriculum is a key determinant of perceived skill development. Pokhara University has made significant progress in providing quality undergraduate education through relevant curriculum content, effective teaching-learning practices, and appropriate assessment systems. However, continuous curriculum improvement remains necessary to address emerging educational challenges and changing workforce demands.

Future curriculum reforms should prioritize competency-based education, experiential learning, digital literacy, research and innovation, entrepreneurship, and stronger university-industry collaboration. Such initiatives will enhance graduate employability, improve educational quality, and contribute to the development of skilled human resources capable of supporting Nepal's social and economic development. Overall, the findings underscore the importance of regularly evaluating undergraduate curricula to ensure that they continue to meet students' learning needs, institutional goals, and national development priorities.

CHAPTER VI

POLICY RECOMMENDATIONS AND IMPLICATIONS

6.1 Introduction

The primary purpose of this study was to assess students' satisfaction with the undergraduate curriculum of Pokhara University and examine its influence on perceived skill development. The findings revealed that students generally expressed moderate to high levels of satisfaction with curriculum content, curriculum structure, teaching-learning practices, and assessment systems. The study further established a statistically significant positive relationship between curriculum satisfaction and skill development, indicating that improvements in curriculum quality contribute directly to the enhancement of graduates' competencies. Nevertheless, the findings also highlighted several areas requiring policy intervention, including strengthening practical learning opportunities, enhancing digital competency, improving assessment transparency, promoting industry collaboration, and increasing research-based learning. These findings have important implications for university administrators, curriculum developers, policymakers, faculty members, and other stakeholders involved in higher education. Based on the empirical findings and supporting literature, the following policy recommendations and implications are proposed.

6.2 Policy Recommendations

6.2.1 Institutionalize Periodic Curriculum Review and Revision

Higher education curricula should remain dynamic and responsive to changing societal needs, technological advancements, and labor market expectations. The findings indicate that although students were generally satisfied with the curriculum, several respondents believed that some course contents require updating to reflect current professional practices and emerging technologies. Therefore, Pokhara University should establish a formal mechanism for reviewing and revising undergraduate curricula every three to five years.

Curriculum review should involve multiple stakeholders, including faculty members, students, alumni, employers, professional organizations, policymakers, and industry representatives. Such participatory curriculum development ensures that academic programs remain relevant, responsive,

and aligned with national development priorities. Curriculum revision should also incorporate competency-based learning outcomes, interdisciplinary approaches, sustainability concepts, entrepreneurship, innovation, and digital transformation to prepare graduates for the rapidly evolving global economy (UNESCO, 2022).

6.2.2 Strengthen Practical and Experiential Learning

One of the major findings of the study was that students perceived comparatively lower levels of satisfaction regarding practical learning experiences than theoretical instruction. This suggests the need to strengthen experiential learning throughout undergraduate programs. Universities should increase opportunities for internships, industrial attachments, laboratory work, field visits, simulation exercises, case studies, project-based learning, community service, and service-learning programs.

Experiential learning enhances students' ability to apply theoretical knowledge in real-life situations, strengthens critical thinking and problem-solving skills, and improves professional confidence (Kolb, 1984). Universities should establish long-term partnerships with industries, government agencies, hospitals, engineering firms, financial institutions, and non-governmental organizations to provide structured workplace learning experiences. Such collaboration will reduce the gap between university education and employment requirements while improving graduate employability.

6.2.3 Enhance Digital Competency and Technology Integration

The Fourth Industrial Revolution has transformed employment patterns worldwide, making digital competence an essential graduate attribute. Although the respondents acknowledged that the curriculum contributed to skill development, digital literacy and advanced technological competencies received comparatively lower ratings. Universities should therefore integrate digital skills across all undergraduate programs regardless of discipline.

Curriculum developers should incorporate information technology, artificial intelligence, data analytics, digital communication, programming fundamentals, cybersecurity awareness, and digital research tools into undergraduate education. Similarly, universities should invest in smart classrooms, virtual laboratories, digital libraries, learning management systems, and high-speed internet infrastructure to facilitate technology-enhanced learning. Continuous professional development

should also be provided to faculty members to strengthen digital pedagogy and innovative instructional practices.

6.2.4 Improve Teaching–Learning Practices

The findings indicate that students generally appreciated faculty commitment and instructional quality. However, universities should continue promoting student-centered pedagogical approaches that encourage active participation, collaboration, creativity, and independent learning. Traditional lecture-based teaching should gradually be complemented with interactive instructional methods such as problem-based learning, inquiry-based learning, flipped classrooms, collaborative learning, and blended learning.

Faculty development programs should be organized regularly to improve instructional competence, curriculum implementation, classroom management, assessment practices, and educational technology utilization. Faculty exchange programs, pedagogical workshops, and professional certification opportunities can further enhance teaching quality. Improved teaching-learning practices will increase student engagement, academic achievement, and overall curriculum satisfaction.

6.2.5 Reform Assessment and Evaluation Systems

Assessment plays a critical role in shaping students' learning behaviors and educational experiences. Although respondents generally viewed the assessment system positively, concerns were expressed regarding transparency, consistency, and feedback mechanisms. Universities should therefore strengthen assessment policies by ensuring fairness, reliability, and transparency across all academic programs.

Assessment methods should extend beyond traditional written examinations to include authentic assessments such as portfolios, research projects, laboratory performance, presentations, case analyses, reflective journals, group assignments, and practical demonstrations. Clear grading rubrics should be communicated before assessments, and constructive feedback should be provided promptly to facilitate continuous learning. The use of digital assessment systems can further improve consistency, efficiency, and transparency in student evaluation.

6.2.6 Promote Research and Innovation Culture

Research competence represents an essential graduate attribute in knowledge-based societies. The study indicates that undergraduate curricula contribute positively to research skill development; however, opportunities for undergraduate research can be further strengthened. Universities should integrate research activities throughout academic programs rather than limiting research experience to final-year projects.

Students should be encouraged to participate in faculty research projects, innovation competitions, undergraduate conferences, community-based research, and publication opportunities. Research methodology courses should emphasize practical application, scientific writing, ethical research practices, and data analysis. Establishing undergraduate research grants and innovation laboratories would further stimulate research culture and creativity among students.

6.2.7 Strengthen University–Industry Collaboration

The mismatch between graduate competencies and labor market requirements remains a major challenge in higher education. Strong collaboration between universities and employers is therefore essential for ensuring curriculum relevance and graduate employability. Industry representatives should participate actively in curriculum review committees, internship supervision, guest lectures, professional mentoring, and graduate competency assessments.

Universities should establish career development centers responsible for facilitating internships, career counseling, employer networking, and graduate placement services. Collaborative research projects, entrepreneurship incubation centers, and innovation partnerships should also be expanded to strengthen university–industry relationships.

6.2.8 Strengthen Quality Assurance Mechanisms

Continuous quality assurance is fundamental for maintaining educational excellence. Internal Quality Assurance Cells (IQACs) should regularly monitor curriculum implementation, teaching effectiveness, student satisfaction, assessment practices, graduate outcomes, and stakeholder feedback. Periodic academic audits, graduate tracer studies, employer satisfaction surveys, and benchmarking against national and international standards should become institutional practices.

Student feedback should be systematically collected each semester and integrated into curriculum improvement decisions. Evidence-based quality assurance mechanisms will strengthen institutional accountability and promote continuous educational improvement.

6.3 Policy Implications

The findings of this study have significant implications for higher education policy and practice in Nepal.

For **Pokhara University**, the findings emphasize the importance of evidence-based curriculum reform. Curriculum development should become a continuous process informed by student feedback, employer expectations, technological advancement, and national development priorities. Increased investment in practical education, digital infrastructure, faculty development, and research activities will further improve curriculum effectiveness and graduate competencies.

For the **University Grants Commission (UGC)**, the findings highlight the need to strengthen quality assurance frameworks by incorporating indicators related to curriculum relevance, student satisfaction, graduate employability, and competency development. Funding mechanisms should encourage universities to adopt competency-based curricula and promote innovation in teaching and learning.

For the **Ministry of Social Development, Youth and Sports**, the study provides empirical evidence that can guide provincial higher education policies. The Ministry may encourage universities to establish stronger partnerships with industries, promote innovation and entrepreneurship education, and support research activities that contribute to provincial socio-economic development.

Higher education institutions across Nepal should recognize student satisfaction as an important indicator of educational quality. Systematic student feedback, graduate tracer studies, employer surveys, and curriculum evaluations should inform institutional planning and decision-making. Universities should also promote interdisciplinary learning, digital transformation, and international collaboration to enhance global competitiveness.

Faculty members play a crucial role in curriculum implementation. Continuous professional development should therefore become an institutional priority. Training in learner-centered pedagogy, digital teaching technologies, authentic assessment, and research supervision will enable faculty to provide more effective educational experiences.

Students themselves also have important responsibilities. Active participation in classroom activities, research projects, internships, extracurricular programs, and lifelong learning opportunities will maximize the benefits of undergraduate education. Students should also engage constructively in institutional feedback systems to support continuous curriculum improvement.

Finally, this study provides directions for future research. Comparative studies involving multiple universities, longitudinal research examining graduate employability, and mixed-methods investigations incorporating employers' and alumni perspectives would further strengthen understanding of curriculum effectiveness in Nepal.

References

Almeida, F., & da Silva, J. A. (2021). Student satisfaction and employability in higher education: The role of curriculum relevance. *Education Sciences, 11*(9), 494. https://doi.org/10.3390/educsci11090494

Biggs, J. (2003). Teaching for quality learning at university (2nd ed.). Open University Press.

Biggs, J., & Tang, C. (2011). Teaching for quality learning at university (4th ed.). Open University Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Bourn, D. (2020). *The theory and practice of global learning*. Routledge. https://doi.org/10.4324/9780429279501

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). Applied multiple regression/correlation analysis for the behavioral sciences (3rd ed.). Routledge. https://doi.org/10.4324/9780203774441

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. Sage Publications.

Diez-Busto, E., Palazuelos, E., San-Martín, P., & Montoya del Corte, J. (2023). Developing accounting students' professional competencies and satisfaction through learning experiences. International Journal of Management Education, 21(3), 100859. https://doi.org/10.1016/j.ijme.2023.100859

Elliott, K. M., & Healy, M. A. (2001). Key factors influencing student satisfaction related to recruitment and retention. *Journal of Marketing for Higher Education, 10*(4), 1–11. https://doi.org/10.1300/J050v10n04_01

Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Sage Publications.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis (8th ed.)*. Cengage Learning.

Harvey, L., & Green, D. (1993). Defining quality. *Assessment & Evaluation in Higher Education, 18*(1), 9–34. https://doi.org/10.1080/0260293930180102

Ikram, M., & Kenayathulla, H. B. (2023). Education quality and student satisfaction nexus using instructional material, support, classroom facilities, equipment and growth. *Frontiers in Education,* 8, 1140971. https://doi.org/10.3389/feduc.2023.1140971

Jackson, D., & Tomlinson, M. (2021). Investigating the relationship between career planning, proactivity and student employability perceptions among undergraduate students. *Journal of Education and Work, 34*(7–8), 792–806. https://doi.org/10.1080/13639080.2021.1979663

Jaiswal, K., Kuzminykh, I., & Modgil, S. (2024). *Understanding the skills gap between higher education and industry in the UK in the artificial intelligence sector.*

Jha, S., & Doshi, V. (2025). Integrating experiential learning with technology-enhanced curriculum to address employability skill gaps in higher education. *Journal of Information Systems Engineering and Management*, *10*(45s), 156–174. https://doi.org/10.52783/jisem.v10i45s.8717

Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology, 7*(4), 396–403. https://doi.org/10.9734/BJAST/2015/14975

Kember, D., & Leung, D. Y. P. (2005). The influence of active learning experiences on the development of graduate capabilities. *Studies in Higher Education, 30*(2), 155–170. https://doi.org/10.1080/03075070500043127

Kitchen, E. (2024). Building event management skills through authentic assessment. *Oxford Review of Education, 50*(6), 1057–1073.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Levinsson, H., Nilsson, A., Mårtensson, K., & Persson, S. D. (2024). Course design as a stronger predictor of student evaluation of quality and student engagement than teacher ratings. *Higher Education, 88*, 1997–2013. https://doi.org/10.1007/s10734-024-01201-4

Likert, R. (1932). A technique for the measurement of attitudes. Archives of Psychology, 140, 1–55.

Mahardhani, A. J., Nadeak, B., Hanika, I. M., Sentryo, I., & Kemala, R. (2023). A new approach to curriculum development: The relevance of the higher education curriculum to industry needs. *International Journal of Educational Research Excellence*, *2*(2), 501–509. https://doi.org/10.55299/ijere.v2i2.620

Mathur, G., Nathani, N., Chauhan, A. S., & Kushwah, S. V. (2024). Students' satisfaction and learning: Assessment of teaching-learning process in knowledge organization. *Indian Journal of Information Sources and Services, 14*(1), 1–8. https://doi.org/10.51983/ijiss-2024.14.1.01

Murari, K. (2026). *Bridging the employability skills gap in Indian higher education*. Active Learning in Higher Education. https://doi.org/10.1177/09504222261423290

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory (3rd ed.)*. McGraw-Hill.

OECD. (2012). *Public and private schools: How management and funding relate to their socio-economic profile*. OECD Publishing. https://doi.org/10.1787/9789264175006-en

OECD. (2021). *Does Higher Education Teach Students to Think Critically?* OECD Publishing. https://doi.org/10.1787/cc9fa6aa-en

Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of Marketing Research, 17*(4), 460–469. https://doi.org/10.1177/002224378001700405

Pallant, J. (2020). *SPSS survival manual (7th ed.)*. McGraw-Hill Education.

Quinlan, K. M., Thomas, D. S. P., Hayton, A., Astley, J., & Blackwood, L. (2024). Promoting students' interest through culturally sensitive curricula in higher education. *Higher Education, 88*, 1331–1351. https://doi.org/10.1007/s10734-024-01158-4

Seitova, M., Temirbekova, Z., Kazykhankyzy, L., Khalmatova, Z., & Çelik, H. E. (2024). Perceived service quality and student satisfaction: A case study at Khoja Akhmet Yassawi University. *Frontiers in Education, 9*. https://doi.org/10.3389/feduc.2024.1357754

Shrestha, P. (2019). Employability skills in higher education in Nepal: A study of stakeholder perspectives. *Journal of Education and Research, 9*(1), 67–86. https://doi.org/10.3126/jer.v9i1.28830

Succi, C., & Canovi, M. (2020). Soft skills to enhance graduate employability: Comparing students and employers' perceptions. *Studies in Higher Education, 45*(9), 1834–1847. https://doi.org/10.1080/03075079.2019.1585420

Tomlinson, M. (2023). Graduate employability and the changing labour market: Future directions for higher education. *Higher Education Policy, 36*(2), 235–251.

Tran, L. T., & Nguyen, N. T. (2021). Re-imagining employability in higher education. *Higher Education Research & Development, 40*(4), 1–15. https://doi.org/10.1080/07294360.2020.1865280

UNESCO. (2022). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.

UNESCO. (2024). *2024/5 Global Education Monitoring Report: Leadership in Education*. UNESCO.

UNESCO Institute for Statistics. (2024). *World Education Statistics 2024*. UNESCO Institute for Statistics.

World Economic Forum. (2025). *The Future of Jobs Report 2025*. World Economic Forum.

Yorke, M. (2006). *Employability in higher education: What it is – what it is not*. Higher Education Academy.

ANNEX A

QUESTIONNAIRE

Students' Satisfaction with the Undergraduate Curriculum of Pokhara University and Its Impact on Skill Development

Dear Student,

This survey aims to assess students' satisfaction with the undergraduate curriculum of Pokhara University and examine its impact on skill development. Your responses will be kept confidential and used for research purposes only.

Section A: Socio-Economic and Demographic information

1. Age (in completed years): …….
2. Sex: a) Male b) Female c) Others……
3. Religion: a) Hindu b) Buddhist c) Muslim d) Christian e) Others….
4. Caste/Ethnicity: a) Brahmin b) Chhetri c) Dalit d) Janajati e) Others……..
5. Marital Status of the Respondent: a) Married b) Unmarried
6. School of Studying: a) SOE b) SOB c) SHAS d) SDSE
7. Name of Programme (e.g. BDEVS, BBA, BPH, BE CIVIL)……..
8. Semester of Regular Final Exam attended……..
9. Highest Educational Attainment in the Family:
   a) Illiterate b) Informal Education c) Basic Education (1-8)
   d) Secondary Education (9-12) e) Higher Education (Bachelor and Above)
10. Major Occupation of the Family:
    a) Agriculture b) Business c) Service d) Others…….
11. Monthly Income of the Family (in NPR): ……..
12. Family Type: a) Nuclear b) Joint
13. Household size: ……
14. Residential Area: a) Rural b) Urban

Section B: Students' Satisfaction with Undergraduate Curriculum *(Curriculum Content and Structure)*

Please read each statement carefully and choose the option that best represents your opinion.

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

SN	Statement	1	2	3	4	5
1	The curriculum content is relevant to my field of study					
2	The curriculum is updated with current knowledge and trends					
3	Course objectives are clearly stated and understandable					
4	Courses are well-organized and logically sequenced					
5	The curriculum balances theory and practical components					
6	The recommended textbooks and reference materials are relevant.					
7	The credit hour distribution is appropriate for the workload.					

Section C: Teaching–Learning and Assessment Satisfaction

SN	Statement	1	2	3	4	5
8	Teaching methods support understanding of the curriculum					
9	Teaching encourages active participation and critical thinking					
10	Assessment methods align with course objectives					
11	Internal assessments are fair and transparent					
12	Feedback from teachers helps improve my learning					
13	Satisfaction with Final Board Examinations (Format and Relevance)					

Section D: Skill Development through Undergraduate Curriculum

S.N.	Statements	1	2	3	4	5
14	Technical/Hard Skills: Proficiency in core subject matter					
15	Critical Thinking: Ability to analyze and solve complex problems					
16	Communication Skill: Effectiveness in writing and oral presentations					
17	Research Skills: Ability to gather and interpret data					
18	Teamwork: Ability to collaborate effectively in group projects					

19	ICT Skills: Proficiency in using modern technology and software					
20	Professional Ethics: Understanding of workplace responsibility					

Section E: Overall Satisfaction and Improvement

SN	Statement	1	2	3	4	5
21	Overall, I am satisfied with the undergraduate curriculum					
22	The undergraduate curriculum meets students' learning needs					
23	The curriculum should be revised periodically					

Section F: Open-Ended Questions

24. What aspects of the undergraduate curriculum do you find most effective for skill development?
    .....
25. What changes or improvements would you suggest for the undergraduate curriculum?
    .....

ANNEX B

Correlations

		MEAN SCORE OF CURRICULUM SATISFACTION	Mean skill development
MEAN SCORE OF CURRICULUM SATISFACTION	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	209	209
Mean skill development	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	209	209

**. Correlation is significant at the 0.01 level (2-tailed).

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.407	1	44.407	153.385	.000[a]
	Residual	59.929	207	.290		
	Total	104.336	208			

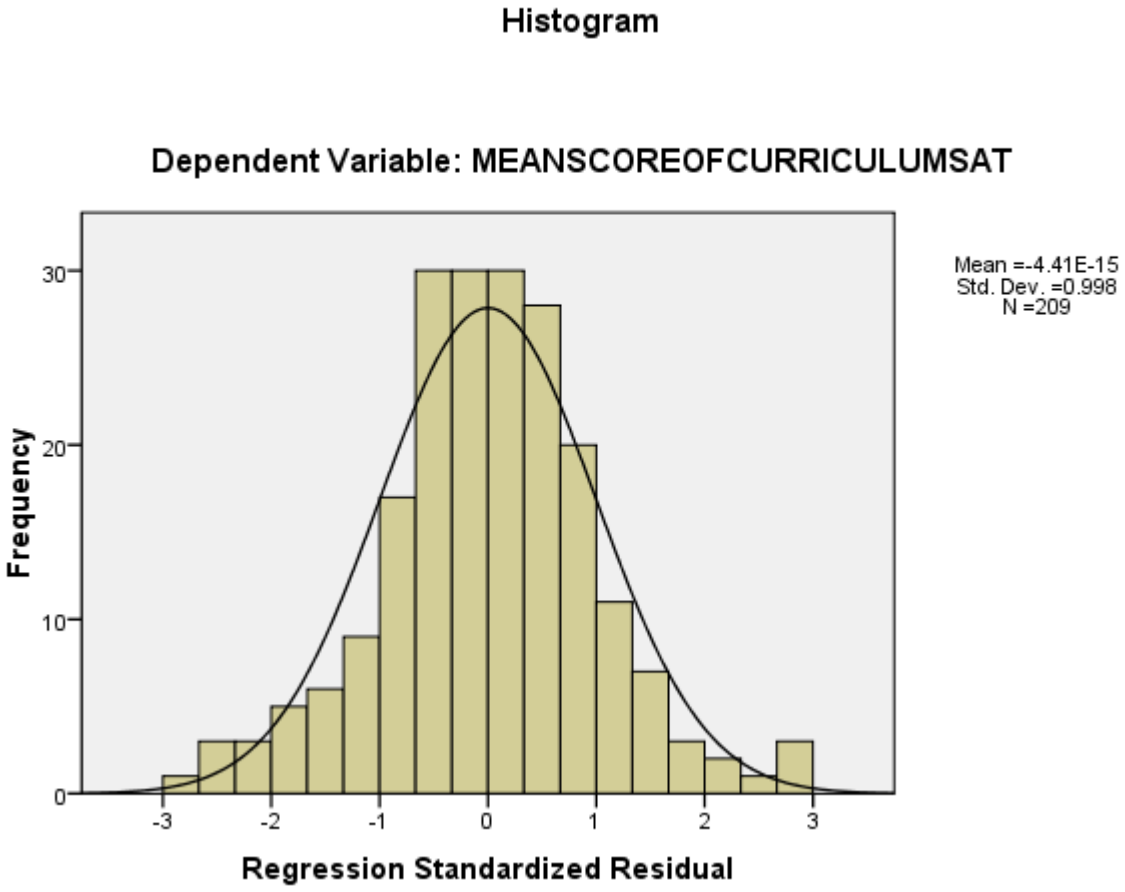
a. Predictors: (Constant), meanskilldevelopment

b. Dependent Variable: MEANSCOREOFCURRICULUMSAT

Coefficients[a]

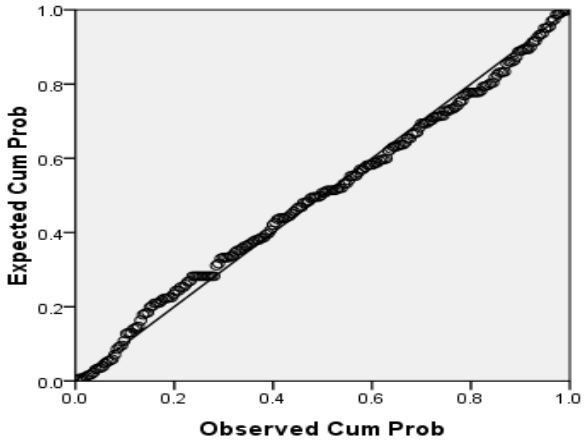
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.780	.155		11.462	.000		
	meanskilldevelopment	.510	.041	.652	12.385	.000	1.000	1.000

a. Dependent Variable: MEANSCOREOFCURRICULUMSAT



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: MEANSCOREOFCURRICULUMSAT



Scatterplot

Dependent Variable: MEANSCOREOFCURRICULUMSAT