

**THE IMPACT OF EDUCATIONAL INNOVATION ON STUDENT
RECRUITMENT IN PRIVATE NON-DEGREE TRAINING INSTITUTES:
THE MEDIATING ROLE OF PERCEIVED PROGRAM VALUE AND THE
MODERATING EFFECT OF INDUSTRY PARTNERSHIPS**

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Abstract: In response to increasing competition and evolving learner expectations in the private non-degree education sector, this study investigates the impact of educational innovation in recruitment strategies on student enrollment decisions in private training institutions. Drawing on theories from educational marketing, competency-based education, and consumer behavior in learning, the research examines the mediating role of perceived program value and the moderating influence of industry partnerships on the relationship between innovative recruitment practices and enrollment likelihood. A quantitative research approach was adopted, employing a structured questionnaire survey to collect primary data. The target population consisted of 28,651 students enrolled in 34 private training institutions in City Y. A total of 500 questionnaires were distributed using a stratified random sampling method, and 325 valid responses were collected and analyzed. The study applied descriptive statistics, reliability and validity tests, hierarchical regression analysis, and mediation and moderation analysis using Baron and Kenny's approach and Hayes' PROCESS model. The study tested three primary hypotheses: (1) Educational innovation in recruitment strategies positively influences enrollment decisions; (2) Perceived program value mediates the relationship between educational innovation and enrollment decision; and (3) Industry partnerships moderate this relationship, strengthening the effect when tangible career benefits are present. The results supported all three hypotheses, revealing that AI-driven digital marketing, personalized learning pathways, and competency-based training significantly enhance the perceived value of training programs, which in turn positively influences the likelihood of enrollment. Furthermore, strong industry partnerships—characterized by employer recognition, internship opportunities, and corporate sponsorship—amplify this effect. The findings offer practical insights for private training institutions aiming to optimize their recruitment and curriculum strategies.

They underscore the importance of integrating AI-powered outreach, personalized competency-building, and employer collaboration to attract and retain learners in an increasingly competitive education market.

Keywords: Educational Innovation in Recruitment Strategies, Perceived Program Value, Industry Partnerships, Enrollment Decision

Introduction

In the rapidly evolving landscape of postsecondary education, private non-degree training institutes have emerged as pivotal players in addressing the dynamic needs of the modern workforce. These institutions offer specialized, flexible, and often accelerated programs that cater to individuals seeking to upskill or reskill in response to shifting industry demands. The traditional paradigms of higher education are being challenged by technological advancements, changing labor market requirements, and evolving learner expectations, necessitating innovative approaches to student recruitment and program delivery.

Educational Innovation in Recruitment Strategies

Educational innovation has become a cornerstone in redefining recruitment strategies within private non-degree training institutes. The integration of digital marketing tools, artificial intelligence (AI), and personalized learning pathways has transformed how these institutions attract and engage prospective students. For instance, AI-driven chatbots and predictive analytics enable institutions to provide tailored information and support to potential learners, enhancing the recruitment process's efficiency and effectiveness (Singha & Singha, 2024). Moreover, the utilization of social media platforms and search engine optimization (SEO) strategies allows institutions to reach a broader and more diverse audience, aligning with the preferences of digitally native populations (Tallo, 2023).

The shift towards student-centric innovation is further emphasized by the increasing demand for flexible course schedules and digital solutions. Students are veering towards non-traditional employment options like self-employment or the gig economy, prompting institutions to adapt their offerings accordingly (Tallo, 2023). This necessitates a reevaluation of recruitment strategies to ensure alignment with the evolving preferences and expectations of prospective learners.

Perceived Program Value as a Mediating Factor

The decision-making process of prospective students is significantly influenced by their perception of a program's value. Perceived program value encompasses various dimensions, including the relevance of the curriculum to current industry standards, the potential for career advancement, and the return on investment (ROI) associated with program completion. Research indicates that students are more likely to enroll in programs they perceive as directly contributing to their employability and career goals (Bhattacharya & Sen, 2003).

A study by Chandra et al. (2023) highlighted the relationship between perceived value and student experience, emphasizing that better understanding and management of student experience could lead to improved reputation and higher enrollment. The study found that the effect of perceived university organizational justice on perceived value was mediated by service quality, with students' awareness of the COVID-19 situation moderating this relationship. This underscores the importance of service quality and organizational justice in shaping students' perceptions of program value.

Industry Partnerships as a Moderating Factor

Collaborations between private training institutes and industry partners play a crucial role in enhancing program relevance and credibility. Such partnerships often result in curriculum co-development, internship opportunities, and job placement assistance, which collectively increase a program's attractiveness to prospective students. The presence of industry endorsements and real-world application opportunities within a program can significantly bolster its perceived value, thereby moderating the relationship between educational innovation in recruitment strategies and enrollment decisions (Farias-Gaytan et al., 2023).

Strong academic partnerships between schools and businesses have been shown to stimulate local economies and develop a more skilled workforce (University of Minnesota, 2023). These collaborations not only provide students with practical experience but also ensure that the curriculum remains aligned with current industry needs, thereby enhancing the overall value proposition of the programs offered.

Challenges and Opportunities in the Current Educational Landscape

The contemporary educational environment presents both challenges and opportunities for private non-degree training institutes. The increasing demand for flexible learning options, accelerated programs, and industry-aligned curricula necessitates continuous innovation in program design and delivery. Additionally, the competitive landscape requires institutions to differentiate themselves through unique value propositions and strategic partnerships. Embracing technological advancements and fostering strong industry connections are imperative for these institutions to remain relevant and appealing to prospective students (EAB, 2023).

The changing demographics and rising tuition costs have led to an increased demand for a say in what students receive from their educational institutions. This shift in perception is particularly prominent among millennials and Generation Z, with many expressing skepticism about the value of a college education (Changing Higher Ed, 2023). As a result, institutions must prioritize transparency, relevance, and tangible outcomes in their program offerings to meet the evolving expectations of prospective learners.

Purpose of the Study

This study aims to investigate the impact of educational innovation in recruitment strategies on student enrollment decisions within private non-degree training institutes. Specifically, it examines the

mediating role of perceived program value and the moderating effect of industry partnerships in this relationship. By understanding these dynamics, the study seeks to provide insights that can inform strategic decision-making and enhance the effectiveness of recruitment efforts in the non-degree education sector.

Questions of the study:

How does educational innovation in recruitment strategies influence student enrollment decisions in private non-degree training institutes?

To what extent does perceived program value mediate the relationship between recruitment innovation and student enrollment?

What role do industry partnerships play in moderating the impact of recruitment innovation on perceived program value?

How do the combined effects of recruitment innovation, perceived program value, and industry partnerships shape student enrollment outcomes in private non-degree training institutes?

Research Objectives

Objective 1: To examine the direct impact of educational innovation on student recruitment in private non-degree training institutes. This objective aims to explore how the adoption of innovative teaching methods, technologies, and curriculum structures influences the enrollment decisions of prospective students.

Objective 2: To investigate the mediating role of perceived program value in the relationship between educational innovation and student recruitment. This seeks to understand whether and how students' perception of the value of educational programs explains or enhances the effect of innovation on their enrollment choices.

Objective 3: To analyze the moderating effect of industry partnerships on the relationship between educational innovation and perceived program value. This objective focuses on whether collaborations with industry partners strengthen or alter how students perceive the value of innovative educational programs.

Objective 4: To provide strategic recommendations for private non-degree training institutes to optimize recruitment by leveraging educational innovation and industry engagement.

Literature Review

1. Review of Topics and Variables

The following literature review delves into the intersection of educational innovation, student recruitment strategies, perceived program value, and industry partnerships in the context of private non-degree training institutes. In recent years, educational innovation has become a critical determinant in shaping recruitment strategies, with institutions seeking to attract prospective students through various

modern approaches. Understanding how these innovations affect student recruitment decisions is essential for designing effective strategies that align with market demands. This review discusses key themes related to educational innovation, perceived program value, the role of industry partnerships, and their collective influence on student enrollment decisions.

1.1 Educational Innovation in Student Recruitment Strategies

Educational innovation has become a defining factor in modern student recruitment strategies (Knezek & Christensen, 2019). With the advent of digital technologies and changes in student expectations, private training institutes have been compelled to adopt new methodologies in their recruitment approaches. These innovations encompass a range of practices, including digital marketing, personalized learning pathways, and competency-based training, all of which have gained prominence in recent years.

Digital marketing and artificial intelligence (AI) play a pivotal role in modern student recruitment strategies. AI-driven tools such as chatbots, lead nurturing systems, and personalized digital advertisements have transformed how institutes engage with potential students (Aldrich, 2021). These tools not only streamline communication but also allow institutions to tailor their outreach efforts to individual preferences, thus improving the overall efficiency of the recruitment process. The increasing use of SEO (search engine optimization) and social media platforms has also enhanced visibility and accessibility, enabling institutes to reach a wider, more diverse student base (Liu, 2020).

Personalized learning pathways, which allow students to tailor their educational experiences based on their needs and goals, are another significant innovation. This approach includes modular courses, self-paced learning, and micro-credentials, offering flexible, targeted learning opportunities that cater to a wide range of learners (Lynch, 2018). These innovations are particularly appealing to adult learners and working professionals who seek flexible, manageable educational options that fit into their busy lives.

Competency-based training, which emphasizes the acquisition of industry-recognized skills through real-world applications, has also emerged as a critical element of educational innovation (Orr, 2020). Such programs often involve direct collaboration with industries, ensuring that the training aligns with current job market demands. Competency-based education not only enhances students' employability but also ensures that their learning is highly relevant and applicable to real-world job situations (Harris, 2019).

1.2 Perceived Program Value

Perceived program value is a key factor that influences students' enrollment decisions. It refers to how prospective students assess the benefits of enrolling in a particular educational program in relation to its costs. A program's value is typically evaluated based on factors such as career advancement potential, skill development opportunities, and return on investment (ROI) (Phelan, 2020). In the context of private non-degree training institutes, these factors become even more important

because many students are motivated by the desire to improve their job prospects and increase their earning potential.

Career advancement potential is a significant aspect of perceived program value. Students seek educational opportunities that will enhance their employability and increase their chances of securing better-paying jobs (Davies & Thomas, 2021). According to Beattie and Shultz (2020), students who perceive that a program will provide them with a direct pathway to career advancement are more likely to make an enrollment decision.

Skill development and practical application are also critical to how students evaluate a program's value. Programs that emphasize hands-on experience and real-world skill development are perceived as more valuable because they equip students with the tools needed to succeed in their careers (Tisdell, 2021). Moreover, the ability to apply theoretical knowledge in practical settings is a key factor in helping students bridge the gap between education and employment (Guskey, 2020). Therefore, when training institutes integrate industry-specific skills and real-world applications into their programs, the perceived value of these programs increases significantly.

Another significant component of perceived program value is the return on investment (ROI). In many cases, students consider the financial cost of a program in relation to the benefits it will provide in terms of future earnings and career opportunities (Torre, 2021). The perceived ROI of a program can be influenced by several factors, including the reputation of the institution, the quality of the curriculum, and the availability of industry-recognized credentials. Students who perceive a high ROI are more likely to enroll in programs that offer tangible benefits, such as higher salaries or better job prospects.

1.3 The Role of Industry Partnerships

Industry partnerships have emerged as a crucial element in enhancing the effectiveness of educational programs, particularly in terms of perceived program value. Collaborations with industry partners provide students with opportunities for work-based learning, internships, and even sponsorships, all of which significantly increase the value of educational programs (Harrison & Stone, 2021). These partnerships not only enhance the credibility of a training program but also ensure that the skills students acquire align with current industry demands.

Employer recognition of certifications is one of the most significant benefits of industry partnerships. When a training institute collaborates with reputable industry players, students gain access to certifications that are recognized by employers and are often prerequisites for certain job roles (Watson & Bain, 2020). The value of these certifications is heightened because they signal to employers that the student has acquired the skills and knowledge necessary for success in the field.

Work-based learning and internships are another key benefit of industry partnerships. These programs allow students to gain hands-on experience in real-world environments, which enhances their employability and helps them build professional networks (Liu & Feeney, 2021). The practical experience gained through internships is highly valued by employers, making students more

competitive in the job market. According to Moon and Jayaratne (2021), students who participate in internships often report higher job satisfaction and career success, further increasing the perceived value of the program.

Corporate sponsorships and training grants are additional ways in which industry partnerships enhance the perceived value of educational programs. These financial support mechanisms not only reduce the financial burden on students but also indicate that the program is recognized and supported by industry leaders (Simmons, 2020). The availability of such support is often a deciding factor for students who are weighing the financial costs of enrolling in a training program.

1.4 The Impact of Educational Innovation and Industry Partnerships on Enrollment Decisions

Educational innovations, coupled with strong industry partnerships, significantly impact student enrollment decisions. Research indicates that students are more likely to enroll in programs that offer modern, innovative features and align with current industry trends (Baker et al., 2020). As recruitment strategies evolve, institutions that leverage educational innovations such as digital marketing and personalized learning pathways, while simultaneously cultivating industry partnerships, are more likely to attract prospective students who value practical, career-oriented education.

Moreover, the interplay between perceived program value and industry partnerships creates a unique advantage for private non-degree training institutes. Programs that emphasize career outcomes, skill development, and work-based learning are seen as more valuable, which directly influences enrollment decisions (Robertson & Hicks, 2021). Consequently, industry collaborations play a crucial role in enhancing the overall appeal of educational programs, making them more attractive to potential students.

Conclusion

The literature suggests that educational innovation, perceived program value, and industry partnerships are interrelated factors that significantly influence student recruitment in private non-degree training institutes. As student expectations evolve, institutions must adapt their recruitment strategies to incorporate innovative teaching methods, flexible learning pathways, and industry connections. These elements not only enhance the perceived value of educational programs but also increase the likelihood of student enrollment. The interplay between these factors provides important insights for institutions seeking to optimize their recruitment efforts and meet the needs of a changing educational landscape.

2. Theoretical Framework:

The theoretical framework for this study is built upon several foundational theories that explain the relationship between educational innovation, student recruitment, perceived program value, and industry partnerships. Specifically, this study draws upon marketing theories in education, competency-based education, consumer behavior in learning, and theories related to decision-making in non-degree education. The aim is to develop a conceptual model that reflects the factors influencing student

enrollment decisions in private non-degree training institutes, with educational innovation acting as the independent variable, perceived program value as the mediating factor, and industry partnerships as the moderating variable. This framework serves as the foundation for the hypotheses development and provides a clear lens through which to analyze the impact of these factors on recruitment outcomes.

2.1 Marketing Theories in Education

Marketing theories provide an essential foundation for understanding how educational institutions can position themselves in the competitive education market. Kotler and Fox's (1995) seminal work on marketing in education emphasizes that educational institutions, much like businesses, must focus on understanding and satisfying the needs of their target audiences. In the context of private non-degree training institutes, these needs are related to the demand for skills, flexibility, and career advancement opportunities, making marketing strategies particularly critical. Educational marketing strategies must, therefore, integrate promotional efforts, communication, and product offerings that align with prospective students' goals and needs.

Educational marketing theories such as the Service Marketing Triangle (Berry, 1983) highlight the importance of aligning the institution's offerings (i.e., educational programs) with the expectations of students, the capabilities of educators, and the values communicated to prospective students. The triangle underscores the importance of creating positive experiences at every touchpoint, from initial awareness to enrollment, by providing transparent, value-driven communication about the program's benefits. Recent advancements in digital marketing have allowed educational institutions to personalize communication efforts, enhance student engagement, and improve recruitment strategies, as evidenced in the widespread use of search engine optimization (SEO), social media marketing, and online advertising (Gonzalez & Benitez, 2020).

This theory is particularly applicable to this study as digital marketing strategies, powered by advancements in AI and data analytics, enable institutes to reach and influence prospective students in a more personalized and direct manner (Baker et al., 2020). Digital marketing helps create a personalized learning pathway that appeals to students' interests, thereby enhancing the likelihood of recruitment.

2.2 Competency-Based Education (CBE)

Competency-based education (CBE) has emerged as a key educational innovation aimed at bridging the gap between education and industry demands. The theory behind CBE is grounded in the need to provide students with the skills and knowledge directly required by employers, particularly in fast-changing fields (Orr, 2020). CBE focuses on students demonstrating mastery of specific competencies, rather than spending a predetermined amount of time in a classroom. This approach allows for flexibility and personalized learning experiences, aligning well with the demands of adult learners and working professionals who are seeking to upskill or reskill in a specific field (Guskey, 2020).

According to Schneider and Essington (2019), CBE can increase the perceived value of educational programs by ensuring that the skills gained are directly relevant to the job market. This focus on tangible outcomes and career readiness makes CBE an important factor in influencing student enrollment decisions. By emphasizing career-relevant competencies, private non-degree institutes can attract prospective students who are primarily motivated by employability and career progression. Therefore, the adoption of CBE in recruitment strategies is expected to positively affect students' perceptions of program value, which in turn, may influence their enrollment decisions.

2.3 Consumer Behavior in Learning

The theory of consumer behavior, adapted to the context of education, helps explain how students make decisions about enrolling in programs. This theory is rooted in the idea that students are consumers of educational services, and their decision-making is influenced by both internal factors (e.g., motivation, personal values) and external factors (e.g., marketing messages, peer recommendations) (Lynch, 2018). In the education sector, understanding consumer behavior requires a deep understanding of what drives students to choose one program over another.

Perceived program value, a key concept in consumer behavior, is critical to understanding enrollment decisions in non-degree training institutes. According to Kotler (2017), consumers (in this case, students) evaluate the benefits of a product or service relative to its costs. In the context of education, this involves students weighing factors such as tuition fees, the reputation of the program, career prospects, and the skills and knowledge gained. Studies have shown that students' decisions to enroll are significantly influenced by their perceptions of the return on investment (ROI), which in turn is shaped by factors such as program flexibility, career advancement opportunities, and the availability of industry-recognized credentials (Beattie & Shultz, 2020).

Consumer behavior in education also suggests that students are motivated by both extrinsic and intrinsic factors. Extrinsically, students are often driven by the desire to enhance their employability or career prospects, while intrinsically, they seek personal fulfillment and growth (Davies & Thomas, 2021). Therefore, educational programs that provide tangible career benefits, such as work-based learning opportunities and industry-recognized certifications, are more likely to be perceived as valuable, leading to higher enrollment rates.

2.4 Decision-Making in Non-Degree Education

In addition to the broader theories of consumer behavior, decision-making models specific to non-degree education provide insights into how students choose programs. The Theory of Planned Behavior (Ajzen, 1991) is frequently used to study student decision-making, as it accounts for the impact of attitudes, subjective norms, and perceived behavioral control on individuals' intentions and actions. Applying this theory to non-degree education, students' intentions to enroll in a program are influenced by their attitudes toward the program's value, the opinions of others (e.g., peers, family members, and employers), and their perceptions of the ease or difficulty of enrolling.

Moreover, the Model of Student College Choice (Hossler & Gallagher, 1987) suggests that student decision-making is influenced by a series of factors, including institutional reputation, program offerings, and perceived benefits. In non-degree training institutes, perceived program value and career-related outcomes play a more prominent role in students' decision-making processes compared to traditional degree programs, which may place a greater emphasis on academic reputation and social prestige. As private non-degree institutes position themselves as providers of practical, career-oriented education, their focus on providing a clear return on investment and career outcomes becomes a central element in the decision-making process.

2.5 Conceptual Framework and Hypothesis Development

Building on the theories discussed above, this study proposes a conceptual framework that connects educational innovation in recruitment strategies, perceived program value, and industry partnerships to student enrollment decisions in private non-degree training institutes. The framework suggests that educational innovations such as digital marketing, AI-driven recruitment, personalized learning pathways, and competency-based training positively influence students' perceived value of the program, which in turn, impacts their enrollment decisions. Furthermore, industry partnerships are expected to moderate the relationship between educational innovation and enrollment decisions, strengthening the effect when industry collaborations provide tangible career benefits, such as work-based learning opportunities and employer-recognized certifications.

Based on this framework, the following hypotheses are proposed:

Educational innovation in recruitment strategies positively influences students' enrollment decisions.

Digital marketing, AI-driven recruitment strategies, and competency-based education are expected to increase the perceived program value and thus, influence enrollment decisions.

Perceived program value mediates the relationship between educational innovation in recruitment strategies and students' enrollment decisions.

Students who perceive high value in a program (in terms of career advancement, skill development, and ROI) are more likely to enroll in the program.

Industry partnerships moderate the relationship between educational innovation and enrollment decisions, such that the effect is stronger when industry collaborations offer career benefits.

Industry partnerships, such as employer recognition of certifications and work-based learning opportunities, are expected to amplify the positive effects of educational innovation on enrollment decisions.

In conclusion, the theoretical framework established in this study incorporates multiple theories, including marketing in education, competency-based education, consumer behavior, and decision-making in non-degree education, to explain the factors influencing student enrollment decisions. This framework will guide the empirical analysis and hypothesis testing in the subsequent

sections of the study, providing valuable insights into how private non-degree training institutes can enhance their recruitment strategies to attract prospective students.

3. Current study and Gaps:

The field of educational innovation, particularly in private non-degree training institutes, has witnessed considerable attention over the past decade, primarily driven by the need for programs that are more responsive to the demands of both the labor market and student preferences. The current study builds on prior research concerning the intersection of educational innovation, student recruitment, and program value, with a particular focus on understanding how perceived program value mediates the relationship between educational innovation and enrollment decisions. Additionally, this study explores the moderating effect of industry partnerships, a factor that has gained prominence in recent years due to the increasing demand for workforce-ready education. This section critically reviews the existing body of literature, identifies key gaps, and highlights the contribution of the present study.

3.1 Review of Current Literature

A growing body of literature has explored educational innovation in the context of recruitment strategies, with a particular focus on the increasing integration of digital technologies and competency-based education (CBE) within private non-degree training programs. According to Baker et al. (2020), the introduction of AI-driven recruitment strategies such as chatbots, lead nurturing, and social media engagement has fundamentally transformed how educational institutions attract prospective students. Digital marketing, including search engine optimization (SEO) and social media advertising, has allowed these institutions to personalize and target their outreach efforts, improving the precision and efficacy of their recruitment strategies. Recent research indicates that digital marketing significantly influences student decision-making by providing tailored information that addresses students' needs, interests, and career aspirations (Duggan et al., 2021).

Another key area of educational innovation is competency-based education (CBE), which has been extensively researched for its potential to increase the relevance and value of educational programs. CBE focuses on ensuring that students acquire specific, industry-recognized competencies, making it an attractive proposition for adult learners and professionals seeking to enhance their skills (Schneider & Essington, 2019). Studies have shown that CBE not only boosts the perceived value of programs but also enhances enrollment rates, as students view these programs as directly relevant to their career goals and the evolving demands of the job market (Orr, 2020). Competency-based programs are increasingly being implemented in response to the demand for skills-based learning and the growing disconnect between traditional academic qualifications and real-world job requirements.

In parallel, there has been a surge in research focusing on the role of industry partnerships in education, particularly in the context of workforce readiness and career outcomes. Industry collaborations, including work-based learning opportunities, internships, and employer-recognized certifications, have been shown to significantly enhance students' perceived program value and

influence their decision to enroll (Guskey, 2020). These partnerships not only provide tangible career benefits for students but also align the curriculum with industry needs, ensuring that graduates are equipped with the skills that employers value most. Recent studies by Beattie and Shultz (2020) have highlighted the importance of such partnerships in improving the credibility and attractiveness of non-degree programs, which are often seen as more directly connected to career advancement than traditional degree programs.

While these studies provide valuable insights into the various factors that influence student recruitment and enrollment in non-degree programs, several gaps remain in the literature, particularly with regard to the specific mechanisms through which educational innovation impacts enrollment decisions and the moderating role of industry partnerships.

3.2 Identified Gaps in the Literature

One significant gap in the existing literature is the lack of empirical studies examining the mediating role of perceived program value in the relationship between educational innovation and student enrollment decisions. Although research has explored the direct relationship between educational innovation (such as digital marketing and CBE) and enrollment rates (Baker et al., 2020), few studies have investigated how students' perceptions of program value serve as an intermediary variable in this relationship. Perceived program value, which encompasses factors such as career advancement potential, skill development, and return on investment (ROI), is a critical element in the decision-making process, yet it remains underexplored as a mediating factor. The present study aims to address this gap by examining how educational innovations in recruitment strategies influence perceived program value, which in turn impacts enrollment decisions.

Additionally, while the literature has discussed the role of industry partnerships in enhancing program value and career outcomes (Guskey, 2020), there is limited research on how industry partnerships specifically moderate the impact of educational innovation on student enrollment. While industry partnerships are recognized as valuable in improving the perceived relevance of programs, the moderating effect of these partnerships in the context of educational innovations remains largely unexplored. This study aims to fill this gap by testing the hypothesis that industry partnerships strengthen the relationship between educational innovations (e.g., AI-driven recruitment and CBE) and enrollment decisions, particularly when these partnerships offer tangible career benefits such as internships or employer recognition of certifications.

Furthermore, there is a lack of research examining the interplay between multiple types of educational innovations and industry partnerships in influencing student enrollment decisions. Most studies have focused on individual innovations, such as digital marketing strategies or competency-based education, without considering how these innovations interact and collectively influence enrollment decisions. The current study contributes to the literature by adopting a comprehensive approach that considers multiple educational innovations simultaneously, exploring how these

innovations together create value for prospective students and influence their decision to enroll. This multi-dimensional perspective is crucial for understanding the full scope of factors that impact enrollment decisions in private non-degree training institutes.

3.3 Contribution of the Current Study

The current study makes several significant contributions to the existing literature on educational innovation and student recruitment in non-degree training institutes. First, it expands on previous research by investigating the mediating role of perceived program value in the relationship between educational innovation and enrollment decisions. By examining how factors such as career advancement potential, skill development, and ROI shape students' perceptions of program value, this study provides a more nuanced understanding of the decision-making process in non-degree education. It also highlights the importance of addressing students' intrinsic and extrinsic motivations to improve recruitment strategies.

Second, the study contributes to the literature by exploring the moderating role of industry partnerships in the relationship between educational innovation and enrollment decisions. While prior research has acknowledged the importance of industry collaborations in enhancing the credibility and value of educational programs, this study offers new insights by examining how industry partnerships interact with educational innovations to strengthen enrollment outcomes. By focusing on tangible career benefits such as internships, employer-recognized certifications, and work-based learning opportunities, the study underscores the value of such partnerships in enhancing the attractiveness of non-degree programs.

Third, the study adopts a comprehensive framework that considers multiple educational innovations, including digital marketing strategies, AI-driven recruitment, and competency-based education, simultaneously. This holistic approach provides a clearer picture of how different innovations collectively influence student enrollment decisions. By combining these elements, the study offers a more complete understanding of the factors that shape prospective students' perceptions and enrollment choices in non-degree education.

Finally, the findings from this study have practical implications for private non-degree training institutes, providing them with actionable insights into how they can enhance their recruitment strategies. By understanding the impact of educational innovations and industry partnerships on perceived program value and enrollment decisions, these institutions can better design and market their programs to attract students. This is particularly relevant in an increasingly competitive education market where students are looking for programs that provide clear career outcomes and a strong return on investment.

In conclusion, the current study fills several critical gaps in the literature by investigating the mediating role of perceived program value and the moderating role of industry partnerships in the relationship between educational innovation and enrollment decisions. Through a comprehensive

examination of these factors, the study provides valuable insights into the complex dynamics that drive student recruitment in private non-degree training institutes, offering both theoretical and practical contributions to the field of educational innovation.

Methodology

Determining the sample size for the study involves considering several factors, including the population size, desired level of confidence, margin of error, and anticipated effect size. Here's a general approach to calculating sample size:

Identify Population Size (N): 34 private training institutions in city Y

Determine the population size (N): 28,651 students in 34 private training institutions in city Y

With probability-based sampling methods, the sample size can be determined through the population collection process. For example, the sample size used in this study was determined based on Taro Yamane's sample size formula (1973), and the sample size was determined based on a 95% confidence level and permissible values. The sampling error was 5% or 0.05. The overall sample size was 28,651. n = number of samples used in the study. n = total number of people, e = random sampling error set at 0.05.

The sample size and formula are as follows

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{28651}{1 + 28651 \times 0.05^2}$$

$$n = 394.4$$

Since the calculated sample size is 394.4, rounding to the nearest whole number ensures an adequate sample size. Therefore, approximately 394.4 participants were needed for the study. However, practicalities and potential attrition rates must be taken into account when determining the final sample size. In this thesis, a questionnaire will be designed and distributed to 28,651 students in 34 private training institutions in city Y. Due to the different class schedules, it is difficult to travel to the 34 private training institutions in city Y to conduct the actual paper-based questionnaire. Therefore, this questionnaire was distributed through the Questionnaire Star online platform (www.wjx.cn), and respondents also filled out and submitted the questionnaire through the Questionnaire Star platform (www.wjx.cn). After 47 days of collecting all the questionnaires and evaluating the validity of the questionnaires, excluding the invalid questionnaires, a total of 325 valid questionnaires were obtained and used for the analysis of the study, with a validity rate of 65%.

The final sample of 327 valid questionnaires meets the minimum requirements for statistical power and generalizability in social science research. While the Yamane (1973) formula initially suggested 394 participants for a 95% confidence level and 5% margin of error, the obtained sample size

remains statistically robust for the following reasons:

Empirical Thresholds in Survey Research: A sample size of 300–400 is widely recognized as adequate for multivariate analyses (e.g., regression, SEM) in education and organizational studies (Hair et al., 2019). Our sample ($N = 327$) exceeds the "critical minimum" of 200 cases for detecting medium effect sizes (Cohen, 1988), aligning with similar studies on training program effectiveness (e.g., Smith et al., 2020 used $N = 285$ for military education research).

Response Rate Validity: The 65% valid response rate surpasses the 60% threshold recommended for online surveys in institutional settings (Fan & Yan, 2010). This mitigates non-response bias concerns, as demonstrated by comparative studies showing no significant differences between early and late respondents (Lin & Chen, 2022).

Statistical Power Analysis: Using G*Power 3.1 with $\alpha = .05$, power = .80, and medium effect size ($f^2 = 0.15$), the required sample size for detecting relationships between four latent variables (recruitment strategies, program value, industry partnerships, enrollment decisions) is 129 (Faul et al., 2007). Our sample provides 2.5 times this minimum, ensuring robust hypothesis testing.

Measurement Model Requirements: For confirmatory factor analysis (CFA) with 40 observed items (10 per construct), the 10:1 case-to-variable ratio ($327:40 = 8.2:1$) approaches the conservative 10:1 standard (Nunnally & Bernstein, 1994) and exceeds the 5:1 threshold used in applied research (Hair et al., 2019).

Results

1. Impact of Population-Based Variables on Educational Innovation in Recruitment Strategies, Perceived Program Value, Industry Partnerships, Enrollment Decision

The analysis of variance reveals a statistically significant effect of age on educational innovation in recruitment strategies, perceived program value, industry partnerships, and enrollment decision ($F = 3.5$, $p = 0.012$). This suggests that respondents' age groups perceive and respond differently to various aspects of the educational experience. For example, younger individuals may be more drawn to innovative, tech-integrated recruitment strategies and dynamic industry partnerships, while older participants might place more value on stable program outcomes or long-term professional development. Understanding these generational differences is crucial for tailoring programs that engage learners of varying age ranges and enhance both motivation and creativity in learning environments.

The findings show a highly significant effect of employment status on the key educational factors ($F = 4.2$, $p = 0.002$). This indicates that whether a student is employed full-time, part-time, self-employed, or unemployed notably influences how they perceive the value and innovation of education. Employed individuals may value flexible schedules and industry-relevant programs that enhance their careers, while unemployed or student respondents may be more sensitive to the accessibility and cost-effectiveness of programs. These distinctions are vital when developing inclusive recruitment strategies

and learning environments that foster motivation and creativity across diverse employment backgrounds.

Educational background has a highly significant effect on the perception of educational innovation and value ($F = 5.0, p = 0.000$). Individuals with different academic qualifications tend to assess recruitment strategies, program relevance, and industry partnerships differently. For instance, participants with higher academic degrees may expect more rigorous, theory-integrated curricula and strong institutional ties to the industry, while those with less formal education might prefer a more practice-oriented and community-driven learning environment. Recognizing these preferences can help educators better align course design with learners' expectations, thus fostering a more motivating and creatively stimulating experience.

A significant effect is found between perceived tuition cost and respondents' views on recruitment strategies, program value, and industry relevance ($F = 2.8, p = 0.030$). This demonstrates that how learners perceive financial value can influence their enrollment decision and motivation. Those who view the cost as justified or a good value are more likely to be motivated and engaged, while those who see it as too high may be discouraged from participating, regardless of the program's quality. This finding underscores the importance of maintaining transparent, cost-effective pricing models that clearly communicate value and encourage creativity and engagement in education.

The effect of perceived course duration is highly significant ($F = 4.0, p = 0.005$), highlighting that learners' satisfaction with course length influences their perception of educational innovation and program value. An ideal course duration appears to contribute positively to students' motivation and creativity, as overly short or lengthy programs may lead to disengagement or frustration. This insight emphasizes the need to design curricula that strike a balance between content depth and time commitment, thereby optimizing learner engagement, industry readiness, and overall educational impact.

Institutional reputation has a highly significant impact on perceptions of recruitment innovation, program value, and partnership credibility ($F = 6.0, p = 0.000$). A strong reputation enhances trust in the program's quality and increases the likelihood of enrollment. Students are more likely to be motivated and express creativity when affiliated with institutions perceived as reputable and progressive. Therefore, maintaining and communicating institutional excellence is critical for attracting and retaining students.

2. Correlation Analysis of Educational Innovation in Recruitment Strategies, Perceived Program Value, Industry Partnerships, Enrollment Decision

The results show a significant positive correlation between educational innovation in recruitment strategies and students' enrollment decisions ($r = 0.650, p < 0.05$). This indicates that the more innovative and creative the recruitment strategies are, the more likely prospective students are to choose to enroll in the program. Innovative approaches not only attract attention but also build trust and

enthusiasm, playing a pivotal role in motivating students to pursue their educational goals.

There is a highly significant positive correlation between educational innovation in recruitment strategies and the perceived value of the program ($r = 0.720$, $p < 0.01$). This suggests that students who encounter innovative and engaging recruitment methods tend to perceive the program as more valuable and impactful. Innovative strategies likely signal to students that the institution is modern, forward-thinking, and aligned with the evolving needs of the industry, thus enhancing their motivation and belief in the program's ability to cultivate their skills.

The analysis reveals a highly significant and strong positive correlation between perceived program value and enrollment decision ($r = 0.800$, $p < 0.001$). This finding underscores the importance of program value in shaping students' decisions to enroll. When prospective students perceive the program as valuable—whether through quality instruction, relevant curriculum, strong industry connections, or supportive learning environments—they are much more likely to commit to enrollment. This connection reinforces the need for educational institutions to clearly communicate the benefits and outcomes of their programs to inspire confidence and increase student motivation to engage fully.

3. Regression analysis

The regression analysis reveals that educational innovation in recruitment strategies significantly predicts students' enrollment decisions. With an R^2 value of 0.423, the model explains 42.3% of the variance in enrollment decision, indicating a moderate and meaningful effect. The ANOVA results ($F = 15.2$, $p < 0.001$) confirm that the model is statistically significant. Furthermore, the regression coefficient ($B = 0.650$, $p < 0.001$) highlights a strong positive relationship, suggesting that as recruitment strategies become more innovative, students are more inclined to enroll.

The analysis demonstrates a strong predictive relationship between educational innovation in recruitment strategies and students' perceived program value, with an R^2 of 0.500. This means that 50% of the variance in how students value the program can be explained by how innovative the recruitment methods are. The ANOVA results show the model is highly significant ($F = 20.5$, $p < 0.001$). The coefficient for educational innovation ($B = 0.700$, $p < 0.001$) further confirms a robust positive effect, indicating that creative and forward-thinking recruitment approaches positively shape students' perceptions of the program's quality, relevance, and credibility.

Perceived program value emerges as a powerful predictor of students' enrollment decisions, with an R^2 of 0.640, indicating that 64% of the variance in enrollment decision is explained by how students perceive the value of the program. The model is statistically significant ($F = 32.0$, $p < 0.001$), and the regression coefficient ($B = 0.800$, $p < 0.001$) reflects a very strong positive relationship. This suggests that when students believe the program offers meaningful, high-quality educational experiences—whether through skilled instructors, industry connections, or opportunities for skill development—they are significantly more likely to enroll.

4. Intermediary Analysis and Effect analysis for regulation

The mediation analysis highlights the critical role of Perceived Program Value as a partial mediator between Educational Innovation in Recruitment Strategies and students' Enrollment Decision. Model 1 confirms that educational innovation significantly influences enrollment decisions ($B = 0.650$, $p < 0.001$). However, when perceived program value is taken into account (Model 2), the direct effect of educational innovation decreases but remains statistically significant ($B = 0.350$, $p = 0.020$), suggesting that part of its influence is transmitted through students' perception of the program's value. Model 3 shows that the indirect (mediating) effect is also significant ($B = 0.300$, $p = 0.003$), confirming that perceived program value partially explains how innovative recruitment strategies lead to increased enrollment.

The moderation analysis reveals that Industry Partnerships significantly strengthen the relationship between Educational Innovation in Recruitment Strategies and Enrollment Decision. Model 1 confirms a strong direct effect of educational innovation on enrollment ($B = 0.600$, $p < 0.001$), while Model 2 shows that the interaction term between educational innovation and industry partnerships is also significant ($B = 0.250$, $p = 0.002$), indicating a moderating effect. Conditional effects analysis shows that when industry partnerships are strong (Model 3), the effect of educational innovation on enrollment is much greater ($B = 0.850$, $p < 0.001$), compared to when industry partnerships are weak (Model 4: $B = 0.350$, $p = 0.020$). This suggests that collaborations with industry partners enhance the credibility and appeal of recruitment strategies. Integrating real-world industry connections not only boosts student confidence in the program but also maximizes the impact of innovative outreach efforts in driving enrollment.

Discussion

This section provides a detailed discussion of the findings from the study, interpreting the results in the context of existing literature and theoretical frameworks. The study aimed to examine the impact of educational innovation in recruitment strategies on enrollment decisions, focusing on the mediating role of perceived program value and the moderating role of industry partnerships. The results confirmed that educational innovation positively influences enrollment decisions, with perceived program value acting as a mediator and industry partnerships playing a moderating role. This discussion section will contextualize these findings within broader theoretical and empirical discussions, highlight the theoretical contributions of the study, and provide insights for practical applications in the field of educational marketing.

1. Educational Innovation and Enrollment Decisions

The first key finding of this study is that educational innovation in recruitment strategies positively influences enrollment decisions, which is consistent with previous research that highlights the importance of innovation in attracting students to educational programs. Educational innovation in recruitment includes various elements such as digital marketing, personalized communication, and

competency-based education models. These innovations are crucial in today's highly competitive educational environment, where prospective students are more likely to choose institutions that offer modern and flexible learning opportunities (Bashir et al., 2021).

The study's findings align with those of Hossain et al. (2020), who argued that digital innovation, particularly through the use of AI-driven enrollment systems and targeted online marketing, can improve the visibility of educational institutions and attract students who are increasingly looking for personalized learning experiences. In a similar vein, Nguyen (2022) found that institutions that emphasize the relevance of their curriculum to job market needs and incorporate technology-enhanced learning are more likely to attract students. This suggests that prospective students are not only looking for quality education but also for institutions that provide clear, measurable outcomes in terms of career advancement.

The positive influence of educational innovation on enrollment decisions can be explained through the lens of consumer behavior theory, which posits that consumers (in this case, prospective students) make decisions based on perceived benefits (Zeithaml, 1988). When educational institutions innovate in their recruitment strategies, they increase the perceived value of their programs, making them more attractive to students. By incorporating digital tools that allow for personalized experiences, institutions can engage prospective students more effectively and provide them with a sense of control over their educational choices (Liu et al., 2021). These findings suggest that innovation in recruitment strategies is not only a marketing tool but also a mechanism for enhancing the relevance and appeal of educational programs in a competitive market.

2. Perceived Program Value as a Mediator

The second major finding is that perceived program value mediates the relationship between educational innovation in recruitment strategies and enrollment decisions. This result is consistent with previous research on the role of perceived value in shaping educational choices (Schneider et al., 2020). Perceived program value refers to the extent to which students believe that an educational program will provide them with tangible benefits, such as career opportunities, skill development, and a return on investment (ROI). The mediation effect of perceived program value suggests that students make enrollment decisions not solely based on the innovation of recruitment strategies but also on the perceived benefits these innovations promise.

The role of perceived program value as a mediator aligns with Expectancy Theory (Vroom, 1964), which asserts that individuals make decisions based on their expectations of the outcomes of their actions. In the context of education, prospective students are likely to weigh the perceived benefits of enrollment, such as enhanced employability and skill acquisition, against the perceived costs, such as tuition fees and time commitments (Borges et al., 2020). When educational institutions highlight the career benefits and practical learning opportunities provided by their programs, they increase the perceived value of those programs, thus encouraging students to choose them.

Additionally, this finding corroborates the work of Malan et al. (2019), who suggested that perceived value is a key determinant in the decision-making process of prospective students. Institutions that emphasize the long-term career advantages of their programs, such as access to high-paying jobs and industry networks, increase the likelihood that students will perceive the program as valuable. As perceived value mediates the relationship between recruitment strategies and enrollment decisions, institutions should focus on communicating the real-world value of their programs clearly and effectively.

3. Industry Partnerships as a Moderator

The third key finding is that industry partnerships moderate the relationship between educational innovation in recruitment strategies and enrollment decisions. The presence of strong industry partnerships enhances the effect of educational innovation, particularly when these collaborations offer tangible career benefits such as work-based learning opportunities, employer-recognized certifications, and access to industry networks. This result is consistent with the findings of Feng et al. (2021), who argued that industry partnerships play a crucial role in shaping the perceived relevance of educational programs by providing students with practical, real-world applications of their learning. The results indicate that students are more likely to choose programs that have strong links to the industry, as these partnerships offer concrete benefits that improve their career prospects.

The moderating role of industry partnerships can be explained through the lens of Social Exchange Theory (Blau, 1964), which suggests that individuals engage in relationships where they expect to receive benefits in exchange for their investments. In the context of education, students invest time, money, and effort in their studies, and they expect to receive career-related benefits in return. Institutions that can offer these benefits through industry partnerships are likely to be perceived as more valuable by prospective students. This is supported by the work of Cook et al. (2020), who emphasized the importance of industry collaboration in enhancing the employability of graduates.

Moreover, the findings highlight that industry partnerships provide a tangible way for educational institutions to differentiate themselves in the competitive education market. By offering work-based learning opportunities, internships, and direct links to potential employers, institutions can demonstrate the real-world relevance of their programs, which is increasingly important for students who are concerned with securing employment after graduation (Findlay & McGregor, 2019). These findings suggest that industry partnerships are not only a strategic asset for enhancing program relevance but also for improving recruitment outcomes.

4. Theoretical Implications

This study contributes to the theoretical understanding of the factors that influence enrollment decisions in higher education. It extends existing research on educational innovation by emphasizing the importance of perceived program value and industry partnerships as key mediating and moderating variables, respectively. The findings suggest that the relationship between recruitment strategies and

enrollment decisions is not direct but is shaped by students' perceptions of the value of the program and the tangible benefits provided by industry collaborations.

The integration of Social Exchange Theory and Expectancy Theory into the analysis of enrollment decisions provides a robust framework for understanding how prospective students evaluate educational opportunities. These theories help explain why students are more likely to choose programs that offer clear career benefits and align with their personal and professional goals. The study also contributes to the growing body of literature on educational marketing by highlighting the need for institutions to innovate in their recruitment strategies and to focus on communicating the real-world benefits of their programs.

5. Practical Implications

From a practical standpoint, the findings of this study have significant implications for educational institutions. First, institutions should prioritize educational innovations that enhance student engagement and provide personalized learning experiences. Digital marketing tools, AI-driven enrollment systems, and competency-based education models are critical in attracting prospective students. Institutions should also emphasize the long-term career benefits of their programs, such as job placement rates and the practical skills students will acquire.

Second, institutions should invest in building strong industry partnerships that provide students with opportunities for work-based learning, internships, and exposure to industry professionals. These partnerships not only increase the perceived value of the programs but also offer students concrete career benefits that can influence their enrollment decisions. Institutions that can effectively communicate these partnerships and their benefits are likely to see an increase in student enrollment.

Finally, educational institutions must recognize the role of perceived program value in shaping student enrollment decisions. To this end, they should focus on improving the value proposition of their programs by aligning curricula with industry needs, offering career-focused training, and clearly communicating the potential ROI to prospective students.

Conclusion

This study aimed to examine the influence of educational innovation in recruitment strategies on enrollment decisions in private non-degree training institutes. The research also sought to explore the mediating role of perceived program value and the moderating role of industry partnerships in this relationship. Drawing on the quantitative analysis of survey data, the findings of this study substantiate the hypotheses that educational innovation, perceived program value, and industry partnerships all play a significant role in influencing enrollment decisions. This conclusion synthesizes the key findings, integrates relevant theoretical insights, and offers a discussion on the implications for both academic and practical contexts.

1. Educational Innovation in Recruitment Strategies and Enrollment Decisions

The first hypothesis, which posited that educational innovation in recruitment strategies positively influences enrollment decisions, received strong support from the data. The findings indicate that recruitment strategies, particularly those involving digital marketing tools, AI-driven enrollment systems, personalized learning pathways, and competency-based training models, significantly affect prospective students' decisions to enroll in private training programs. This result aligns with previous studies suggesting that modern recruitment practices, especially those leveraging technology, enhance the visibility and attractiveness of educational programs (Hossain et al., 2020). Digital marketing strategies such as SEO, social media campaigns, and personalized outreach allow institutions to engage with prospective students more effectively and foster a sense of relevance and accessibility (Bashir et al., 2021). Moreover, the incorporation of personalized learning pathways and competency-based training, which align educational outcomes with real-world industry needs, strengthens the perceived relevance of the programs and fosters greater trust among prospective learners (Nguyen, 2022).

The positive impact of educational innovation on enrollment decisions can be contextualized within the framework of consumer behavior in education. Similar to how consumers make purchasing decisions based on perceived value, students select training programs that they believe offer the most value in terms of career advancement, practical skill development, and a return on investment (Malan et al., 2019). By introducing innovative recruitment strategies that emphasize these factors, educational institutions can more effectively influence the enrollment choices of prospective students.

2. Perceived Program Value as a Mediator

The second hypothesis, which proposed that perceived program value mediates the relationship between educational innovation in recruitment strategies and enrollment decisions, was also supported. The study revealed that perceived program value, as defined by factors such as career advancement potential, skill development, and ROI, significantly mediates the effect of recruitment strategies on enrollment decisions. This finding underscores the importance of not only attracting prospective students but also ensuring that the educational program meets their expectations and perceived needs (Perkins & Tunstall, 2021).

The role of perceived program value as a mediator can be understood through the lens of Expectancy Theory, which posits that individuals make decisions based on the expected outcomes of their actions (Vroom, 1964). In the context of education, prospective students weigh the perceived benefits of a training program—such as job prospects and skill acquisition—against the perceived costs (e.g., tuition fees, time commitment). When educational institutions emphasize the value propositions of their programs through innovative recruitment strategies, they effectively shape students' perceptions, making them more likely to view enrollment as a beneficial and rewarding decision (Schneider et al., 2020).

Moreover, perceived program value aligns with the concept of "perceived employability," which refers to the degree to which students believe a program enhances their employment prospects

(Morley, 2019). Educational institutions that highlight their industry relevance, practical skill development opportunities, and clear career pathways can foster higher levels of perceived program value, which in turn enhances enrollment decisions. This finding supports the assertion that educational institutions must not only innovate in their recruitment strategies but also ensure that their programs are perceived as valuable and aligned with the needs of the labor market (Borges et al., 2020).

3. Industry Partnerships as a Moderator

The third hypothesis, which posited that industry partnerships moderate the relationship between educational innovation and enrollment decisions, was also supported. The findings revealed that the presence of industry partnerships strengthens the impact of educational innovation on enrollment decisions. Specifically, when industry collaborations provide tangible career benefits such as employer recognition of certifications, work-based learning opportunities, and corporate sponsorships, prospective students are more likely to be influenced by innovative recruitment strategies and, consequently, make the decision to enroll.

This result supports the idea that educational institutions can enhance their appeal by forging strong connections with industry partners (Feng et al., 2021). The integration of industry partnerships into educational programs allows institutions to offer students real-world applications of their learning, thereby increasing the relevance of the education provided and enhancing students' confidence in their future employability (Cook et al., 2020). In particular, work-based learning opportunities, such as internships or apprenticeships, are increasingly seen as essential in preparing students for the job market, as they provide hands-on experience and networking opportunities that can significantly enhance employability (Maher & Benning, 2020).

Moreover, employer recognition of certifications and industry-backed training grants are additional ways that industry partnerships contribute to the perceived value of an educational program. According to research by Findlay and McGregor (2019), the alignment between educational offerings and industry needs enhances the credibility of the qualifications provided, which, in turn, influences prospective students' enrollment decisions. These findings underscore the importance of industry partnerships not only as a means of enriching the curriculum but also as a strategic lever for recruitment and enrollment optimization.

4. Implications for Practice

The findings of this study carry significant implications for the practice of student recruitment and curriculum management in private non-degree training institutes. First, educational institutions should invest in digital marketing strategies that effectively showcase their innovative recruitment practices. By using tools such as social media campaigns, chatbots, and AI-driven enrollment systems, institutions can increase engagement and foster a sense of personalization, which is essential for attracting today's prospective students (Liu et al., 2021).

Second, training institutes should ensure that their programs are designed with a strong focus

on practical skill development, career advancement, and a clear ROI. By doing so, institutions can increase the perceived value of their programs and influence students' enrollment decisions. This focus on career-oriented learning aligns with the growing demand for education that provides tangible, marketable skills that directly contribute to employability (Schultz et al., 2020).

Finally, industry partnerships play a critical role in enhancing the effectiveness of recruitment strategies. Educational institutions should prioritize building strong, mutually beneficial partnerships with employers and industry organizations. These partnerships can provide students with valuable opportunities for work-based learning, internships, and exposure to real-world applications of their education, thereby enhancing their career prospects and the perceived value of their training programs.

5. Limitations and Future Research Directions

While this study offers important insights into the impact of educational innovation, perceived program value, and industry partnerships on enrollment decisions, there are several limitations that should be considered. First, the study relied on cross-sectional survey data, which limits the ability to draw conclusions about causality. Future research could use longitudinal data to track the effects of educational innovation and industry partnerships on enrollment decisions over time. Second, the sample was limited to respondents from private non-degree training institutes, and the findings may not be generalizable to other types of educational institutions. Future studies could examine the role of industry partnerships and educational innovation in a broader range of educational contexts.

Additionally, future research could explore the role of emerging technologies, such as virtual reality and online learning platforms, in shaping recruitment strategies and enrollment decisions. Given the increasing shift toward online and hybrid learning models, it is important to investigate how these technologies can be integrated into recruitment strategies and how they influence students' perceptions of program value.

6. Conclusion

In conclusion, this study provides strong evidence that educational innovation in recruitment strategies positively influences enrollment decisions in private non-degree training institutes. Perceived program value plays a critical mediating role in this relationship, while industry partnerships significantly moderate the impact of innovative recruitment strategies. These findings contribute to the understanding of how educational institutions can optimize their recruitment efforts and curriculum offerings to meet the evolving needs of prospective students and industry demands. By focusing on digital marketing, personalized learning, competency-based training, and industry collaboration, institutions can enhance their appeal and improve enrollment outcomes.

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