



**STUDY ON THE INFLUENCE FACTORS INFLUENCING OF  
THE ENROLLMENT CAPACITY OF NANCHANG  
VOCATIONAL COLLEGE**

**MA LI  
6417195008**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS  
SIAM UNIVERSITY**

**2022**



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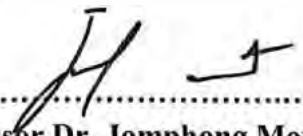
**MA LI**

This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
of International Master of Business Administration in International  
Business Management

Advisor.....

(Dr. Zhang Li)

Date: .....27...../7...../2023

.....  
(Associate Professor Dr. Jomphong Mongkhonvanit)  
Dean, Graduate School of Business Administration

Date.....10...../8...../2023  
Siam University, Bangkok, Thailand

## Declaration

*I, Ma Li, hereby certify that the work embodied in this independent study entitled “STUDY ON THE INFLUENCE FACTORS INFLUENCING OF THE ENROLLMENT CAPACITY OF NANCHANG VOCATIONAL COLLEGE” is result of original research and has not been submitted for a higher degree to any other university or institution.*

*Ma Li*

(Ma Li)

May 3, 2022



**Title:** Study on the Influence Factors of the Enrollment Capacity of Nanchang Vocational College  
**By:** MA LI  
**Degree:** Master of Business Administration  
**Major:** International Business Management

**Advisor:**



.....  
(Dr. Zhang Li)

..... 27 / 7 / 2023 .....

### ABSTRACT

Private higher education is a crucial addition to China's public education system and a key tool for improving the organization of learning and encouraging innovative teaching practices. The objectives of this study were: 1). To determine whether learning motivation predicts enrollment capacity, 2). To determine whether school management capacity predicts enrollment capacity, 3). To determine whether teacher quality predicts enrollment capacity, 4). To determine whether major setting predicts enrollment capacity.

This study takes Nanchang Vocational College as an example, based on educational marketing theory, analyses the factors affecting the enrollment of students in private colleges. The research in this paper is based on extensive literature reading and a questionnaire created with the guidance and assistance of a mentor in conjunction with the current enrollment dilemma at Nanchang Vocational College. A total of 870 questionnaires were distributed (including 480 online and 390 offline), 866 questionnaires were recovered, with a recovery rate of 99.54%, and a total of 814 valid questionnaires, with a validity rate of 95.15%.

Lastly, this paper emphasizes that the enrollment work of Nanchang Vocational College is "student-centered", market-oriented, and based on the demand for talents in society, and puts forward specific and constructive countermeasures in the aspects of enrollment organization planning, enrollment work team, enrollment work brand construction and enrollment work layout. The result shows that the main factors influencing the enrolment of Nanchang Vocational College from the students' perspective include their motivation and confidence in learning. From the school's

perspective, the main factor is the output of the school's talent training. This is directly related to the school's management capacity, teachers' qualifications, and major setting.

**Keywords:** private colleges, enrollment work, education marketing, management strategy

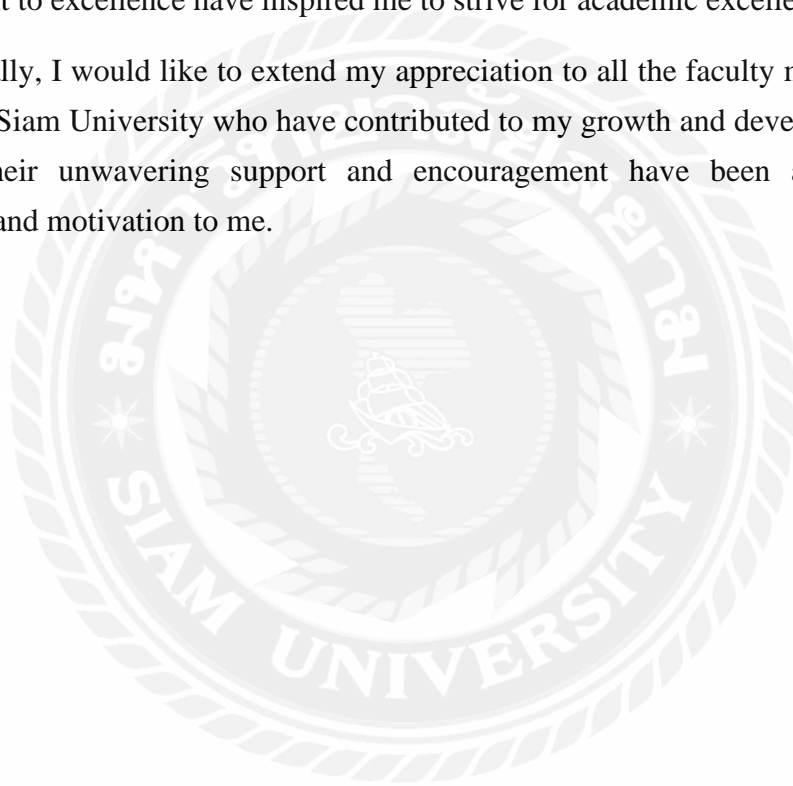


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# **1. Introduction**

## **1.1 Background of the Study**

Since the opening of the education market in China and the emergence of private education, the private education sector in China has made outstanding progress in terms of the overall scale and standard of schooling. The development and progress of private education has accompanied the reform and opening up of China, providing many students with the opportunity to continue their studies and providing a large number of social construction talents for the development of society, not only alleviating the contradiction of insufficient and unbalanced educational resources in China but also effectively promoting the quality of the social workforce (Gu, 2013). The development of private colleges and universities has long been an important manifestation of the healthy growth of private education in China, and the rapid development of private colleges and universities since the beginning of the development of private education in China has contributed to the progress of private education in China as a whole. Firstly, the existence of private universities, which are run by enterprises or individuals, has largely alleviated the shortage of funds for education in China and made up for the lack of financial resources for education. Secondly, the development of private universities is conducive to promoting the overall quality of our people and workforce (Chu, 2017). Throughout the development of China's education industry, private higher education has exported many applied talents for the construction of socialism in China, and these people have largely improved the quality of China's workforce. Finally, private higher education is an important supplement to China's education system and an important means of optimising the structure of education and promoting educational innovation. In particular, the effective integration of academic education and vocational education in private education is of great significance to the cultivation of complex and applied talents in society today (Huang, Chen, & Lei, 2017).

Enrollment capacity plays a pivotal role in determining the viability and long-term stability of private higher education institutions. A well-balanced and strategically designed enrollment capacity ensures optimal resource utilization, enhanced academic offerings, and improved student services. Institutions that accurately gauge their enrollment capacity can avoid overstretching resources or facing financial constraints, which are common challenges faced by institutions with inadequate or misaligned enrollment planning (Wang, & Fan, 2015). The financial sustainability of private higher education institutions heavily depends on their enrollment capacity. An institution with well-managed enrollment can attract a steady

influx of tuition and fees, ensuring a stable revenue stream to support ongoing operations and investments in faculty, infrastructure, and research initiatives. Furthermore, an optimized enrollment capacity allows for effective resource allocation, fostering an environment conducive to academic excellence and overall student satisfaction (Duan, 2015).

## **1.2 Problems of the Study**

The funding for private institutions in China does not come from government subsidies, but from students' tuition fees. This makes it difficult to provide sufficient support in terms of teaching and research, quality of education and career guidance in the long run (Li, 2013). This has had a significant impact on the competitiveness of private institutions in the recruitment market, and many of them will face a crisis of survival once they face the current decline in student numbers and increase in the number of higher education institutions. Private HEIs need to improve the quantity and quality of their student numbers to solve their immediate funding problems, and this relies on effective recruitment (Sun, & Zhao, 2008). In an increasingly competitive student market, it is important for private HEIs to establish effective recruitment management strategies to enhance their reputation and image in order to ensure the quantity and quality of their student numbers.

From the viewpoint of Nanchang Vocational College's enrollment situation in recent years, the shrinkage of the number of students is an important problem that the whole higher education enrollment work must face. Through the enrollment data of Nanchang Vocational College in recent years, it can be found that the enrollment of the college in the past five years has shown a lower trend year by year, and the number of enrollments has continued to decrease, which reflects the overall situation of the enrollment of private colleges and universities at present. In recent years, the admission scores of the colleges have decreased for three consecutive years, which reflects the current dilemma of lowering the quality of the admitted students. Social recognition is the centralized embodiment of the school brand image and talent cultivation achievements. Although Nanchang Vocational College has gained a lot of achievements in the cultivation of higher vocational talents, the social recognition is still not high among the many private colleges and higher vocational schools in the province. The social recognition of Nanchang Vocational College is not yet high among many private colleges and higher vocational schools in the province.

### **1.3 Objective of the Study**

Nanchang Vocational College has over 10,000 students, which is one of the top schools in the province. Over the years, Nanchang Vocational College has sent tens of thousands of application-oriented talents to the society in various industries and has made remarkable contributions to the higher education career of China and the economic development of a province. However, over the years, Nanchang Vocational College has faced serious enrollment problems such as difficulty in enrollment, expensive enrollment, and poor quality of enrollment. Therefore, the objectives of this paper are.

1. To determine whether learning motivation predicts enrollment capacity.
2. To determine whether school management capacity predicts enrollment capacity.
3. To determine whether teacher quality predicts enrollment capacity.
4. To determine whether major setting predicts enrollment capacity.

### **1.4 Scop of the Study**

The survey was conducted among students aged between 17 and 23 years old, from freshmen to seniors at Nanchang Vocational College. The survey was conducted both online and offline, with the online questionnaire being conducted by the college counsellors in student groups, and the offline questionnaire being distributed in the school canteen, sports venues, and classrooms. A total of 870 questionnaires were distributed (480 online and 390 offline) and 866 questionnaires were returned, with a return rate of 99.54%. 814 questionnaires were valid, with an effective rate of 95.15%.

### **1.5 Significance of the Study**

Improving the level of admissions management in private institutions. The level of enrolment management skills directly affects the ability of private institutions to effectively grasp their own strengths and weaknesses in a complex competitive environment, and to promote the smooth development of enrolment work. In this study, we explore the problems and causes of enrolment from the perspective of the actual enrolment process, to optimize the enrolment management team, enrolment management model, enrolment management organization and risk management. The study will look at the practical aspects of enrolment and its causes, with a view to optimizing the enrolment management team, the enrolment management model, the organization, and risk management (Wang, & Fan, 2015). The immediate problems facing private institutions today are a reduction in the number and quality of

enrolments. These two problems have a direct impact on the sustainable and healthy development of higher education institutions. This study proposes continuous improvement measures in terms of recruitment strategies and the optimization of education in private institutions, with the most immediate aim of improving the quantity and quality of enrolment in private institutions (Duan, 2015). Optimizing the objectives of talent cultivation in private institutions. Talent development is often matched to the job market, and the most immediate need for students to attend institutions is to be successful in the job market. Therefore, this study will focus on improving the objectives of talent development in private institutions and promoting the alignment of talent development objectives with the needs of the job market, to enhance their competitiveness in the job market and to win the reputation of the recruitment market (Yang, 2016). The study will also look at how to improve the quality of education in private institutions. The quality of education is the most fundamental reason for students to choose to study in private institutions. Therefore, in view of the lack of quality of education in private institutions, it is necessary to improve the teaching mode, teaching content and teachers' quality in the light of the characteristics of schools and the needs of the employment market, to optimize the level of education in private institutions (Zheng, 2009).

## **2. Literatures Review**

### **2.1 Enrolment System for Private Institutions**

The study and analysis of the development of private institutions in foreign countries has important implications for China. Many scholars have conducted research and analysis on the development of private institutions abroad. Meng (2015) pointed out that in the long-term development of private institutions in the United States, they have enriched their recruitment methods and established recruitment branches around the world to showcase the advantages of American educational resources in a comprehensive manner. In addition, a variety of open campus events are held to enhance the perception of the institution to students and to promote the cultural impact of the institution. Gu (2013) notes that private higher education in Russia has evolved in a similar way to private higher education in China, with a university admissions system that ensures the quality of students at private universities and a level playing field for private universities through a system of "national examinations + independent testing + independent admissions". The university admissions system, which is based on a combination of national examinations and independent testing and admissions, creates a level playing field for

private universities. Zhang (2015) argues that the success of private universities in the US lies in their market orientation, with private research universities having a high reputation and national enrolment and representing the best in higher education.

## **2.2 Enrolment dilemma**

The problem of enrollment in private institutions in China has been a long-standing one, especially in recent years when the number of universities has increased, the number of students has declined and public institutions have expanded, the problems facing enrollment in private institutions have become more prominent.

In response to these problems, many scholars have focused on discussing the problems and causes of the current enrollment dilemma in private institutions. Lan (2017) investigated the enrollment problems of private secondary schools in China's port areas, and the study pointed out that local economic factors are one of the important factors affecting the enrollment of private secondary schools in the region, and the population base in economically developed areas is larger, so the corresponding student source will be larger. Secondly, the imbalance between private and public secondary schools in many areas has narrowed the scope of enrolment for private secondary schools, with many students choosing to enter general higher education institutions. This has objectively put private secondary schools in a "passive position". In their study on the enrolment of private institutions in China, Wang et al. (2015) mention that with the deepening reform of China's economic system, the structure of China's economy and labor force have undergone significant changes, and the demand for secondary vocational education in the whole social development and employment market is very high. The traditional perception of secondary vocational education is low, and the regional reputation of private secondary vocational institutions is not good, while general high schools and higher education institutions are expanding, further reducing the space for private institutions. At the same time, Wang (2015) also points out that the disorderly and vicious recruitment efforts of private institutions in many regions to gain students have also greatly affected the reputation of their students, resulting in insufficient efforts to improve the institutions themselves. Duan (2015), who has long studied the recruitment of students in private institutions, points out that the students of private institutions should not only be the subject of the school, but also the object of their services. Therefore, private institutions should take on the role of a service provider in both education and enrolment and do a good job of cultivating students in their education work. The current difficulties in enrolling students in private institutions are due to a decrease in

student numbers and increased competition from institutions, as well as a lack of recognition of private institutions by parents and students. In addition, the most fundamental reason is that the quality of education and management of the institutions themselves are not sufficient to attract students to attend. In many areas, local protection by private institutions to gain access to students is also a barrier to enrolment.

### **2.3 Enrolment Management Response**

Huang et al. (2017) investigate and analyze the enrollment dilemma of private institutions in China and point out that the essential work to improve enrollment in private education should be to improve oneself fully, such as improving the environment of private institutions, improving the content and quality of education, to improve the quality of education in private institutions and thus attract students to attend. Chu (2017) argues that a good employment mechanism is an important condition for attracting students to study in private institutions from the perspective of social employment of students. Therefore, on the one hand, the social status of private institutions can be improved, and their social recognition enhanced, and on the other hand, the employment of students in private institutions can be strengthened, for example, by building a social security system with technical talents as the core and gradually raising the salary level of technical talents in private institutions. At the same time, the government and private institutions are encouraged to work together to promote the development of graduate employment allocation and recommendation mechanisms to ensure student employment and salary security. According to Deng, Liang, and Yang (2016), the key to the difficulty in enrolling students in private institutions is the quality of student training. This is mainly due to the misconceptions of students and their parents about private institutions, and the fact that admissions are often "lenient", which leads to a lack of competitiveness in employment and affects the reputation of the school in the community. Therefore, there is a need to essentially improve the quality of teaching and learning and the quality of students' graduation in relation to enrolment management. Yang (2016), in her study of enrollment management in private institutions, focuses more on the enrollment process itself, pointing out that it is necessary to establish a "four-pronged" enrollment model in accordance with the school's situation. In other words, all the resources of private institutions should be mobilized for the recruitment process, including all teaching staff resources, all media resources, and all material and financial resources. It is important to do a good job of ensuring that all resources are allocated, including

funding, admissions venues, and media campaigns. In addition, as a private institution, to do a good job in terms of quantity and quality of enrolment, we must be proactive in exploring new enrolment resources, innovating enrolment routes, and expanding enrolment areas.

## **2.4 Educational Marketing Theory**

Zeng (2009) analyzed the application of educational marketing theory to the enrolment of private institutions, points out that in today's market environment, private institutions are gradually becoming less competitive in the higher education market, and must learn to be student market-oriented in their enrolment efforts. Therefore, based on educational marketing theory, private institutions are encouraged to enter the education market with their own strengths and to identify their target markets. In his study, Bao (2012) points out that private institutions need to strengthen the application of marketing theories in their recruitment process, promote scientific educational marketing strategies, promote the "student-oriented" marketing concept, clarify the market position of private institutions in the complex competitive market, and focus on their own educational brands to optimize recruitment with good reputation and development strategies. Li (2013) has identified the need for private institutions to develop their own education brands and optimize their recruitment marketing strategies with good reputation and development strategies. Li (2013) points out that private institutions need to pay attention to the prevention of market risks in the context of education marketing theory. He points out that private institutions need to establish a sense of risk in recruitment and education, highlighting the quality of school recruitment and school operation. It is also important to actively improve the school's business mechanism, to develop a "student-centered" education marketing approach and to prevent market risks. Yang (2013) analyzed of student recruitment in private institutions, points out that the marketing concept needs to be integrated into all aspects of recruitment management and continuously extended into the positioning of the school, the optimization of teaching content and the construction of the school environment, in order to meet the market demand for student training and to provide quality employment and talent output as the basis for continuous recruitment improvement.

## **2.5 Terms and Definition Used in this Study**

Based on the above literature review on private school enrollment system, enrollment difficulty, enrollment management and education marketing theories, this



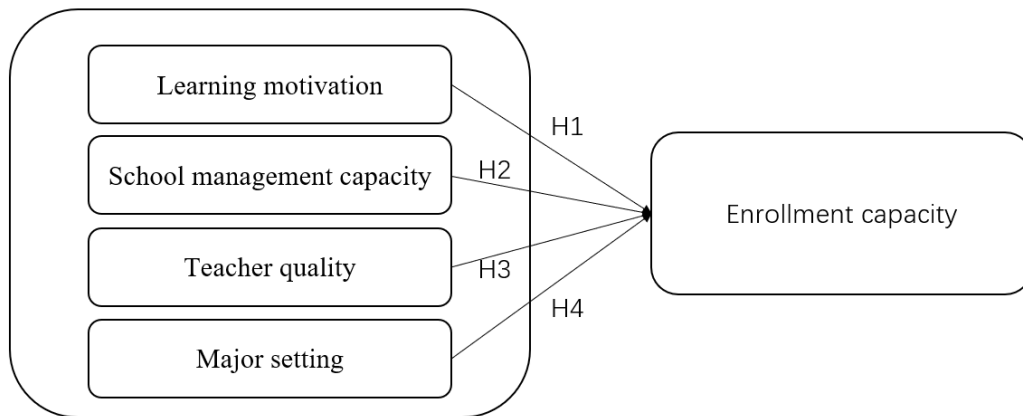
paper summarizes four dimensions related to enrollment capacity, which are Learning motivation, School management capacity, Teacher quality and major setting. In the next step of the study, a questionnaire was designed to collect data on these four dimensions to analyze whether they are predictive of enrollment capacity.

Learning motivation refers to the internal drive or desire that individuals possess to engage in learning activities, pursue educational goals, and acquire knowledge and skills. It influences the extent to which students actively participate in their educational journey and the level of effort they invest in their studies (Li, 2013). Learning motivation can impact enrollment capacity as highly motivated students are more likely to actively seek admission to an institution, thereby potentially increasing the applicant pool.

School management capacity refers to the ability and efficiency of an educational institution in effectively organizing and administering its resources, staff, and operations. It involves strategic planning, decision-making, and implementation of policies to ensure the smooth functioning of the institution (Deng, 2013). A well-managed school can optimize its enrollment capacity by efficiently utilizing its resources and facilities, attracting more students and maintaining a positive reputation.

Teacher quality refers to the competence, qualifications, and effectiveness of educators in facilitating student learning and development. It includes factors such as subject knowledge, instructional skills, and the ability to create a positive and engaging learning environment (Yang, 2016). Schools with a reputation for high teacher quality are likely to attract more prospective students and have a positive impact on enrollment capacity.

Major setting refers to the range of academic disciplines and fields of study offered by an educational institution. It involves the organization and availability of various majors or programs that students can choose to pursue (Chu, 2017). Institutions offering a diverse and attractive range of major settings are more likely to draw a larger pool of prospective students with varying academic interests, potentially influencing enrollment capacity positively.



**Figure 1** Conceptual Framework

### **3. Research Methodology**

#### **3.1 Introduction**

This paper uses a mixed research methodology where the study follows a combination of theoretical research and case studies. This research is based on a large amount of literature, and the main ideas of domestic and international research are understood through the collation of literature, which then provides the basis for this research. Then, take questionnaire method. This study investigates the current situation of enrollment in Nanchang Vocational College and analyses the data based on the survey to find out the problems and analyze the reasons for them.

To fully understand the recruitment difficulties of private colleges and the reasons for them, it is necessary to fully understand students' expectations of the institutions they attend and their evaluation of the school's operation. In this study, a questionnaire survey will be conducted based on students' personal factors and the school's operation, and the survey data will be used to analyses the factors influencing the enrolment of private universities.

#### **3.2 Research design**

Based on extensive literature review, this study was based on a six-part questionnaire developed with the guidance and assistance of a supervisor, considering the current recruitment dilemma in Nanchang Vocational College. The questionnaire covers six sections: basic information about the respondents, dimensions affecting recruitment and students' evaluation of the recruitment process. The basic information of the respondents includes the gender, age, grade, major and parents' occupation of

the students. Through the four dimensions of student learning motivation, school management level, teacher quality, and professional setting, we hope to understand the main influencing factors in the recruitment of students to private institutions at the student level and at the school level respectively.

### 3.3 Hypothesis

H1. Learning motivation has a positive relationship with enrollment capacity.

H2. School management capacity has a positive relationship with enrollment capacity.

H3. Teacher quality has a positive relationship with enrollment capacity.

H4. Major setting has a positive relationship with enrollment capacity.

### 3.4 Population and Sampling

The target of this survey is the students of Nanchang Vocational College from the first to the third year of college, and the age of the students is generally between 17 and 23 years old. The questionnaire survey was conducted both online and offline, with online questionnaires conducted by the college counselors in the student groups, and offline questionnaires distributed in the school cafeteria, sports venues, classrooms, and other major venues.

A total of 870 questionnaires were distributed (480 online and 390 offline) and 866 questionnaires were returned. 866 questionnaires were returned, with a return rate of 99.54% and a total of 814 valid questionnaires, with an efficiency rate of 95.15%.

### 3.5 Data Collection and analysis

**Table 1** Sample statistics

Topic	Sample distribution	Sample size (persons)
Genders	Male	483
	Female	331
Age	<18	149
	19	281
	20	253
	>21	131
Grade	1st	247
	2nd	346
	3rd	221
Home location	Town	456

	Village	358
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As can be seen from the above table, the number of male respondents is 493, and the number of female respondents is 331, which to a certain extent reflects that the number of male students in the school is relatively large and reflects that the specialties of the school are more inclined to science and engineering. In terms of age distribution, it is mainly concentrated in 19 and 20 years old, which is in line with the current age distribution of freshmen and sophomores in colleges and universities. The distribution of grades in the survey mainly focuses on second-year students, who have a relatively full understanding of the school and a certain knowledge of professional education and future employment, and third-year students are mostly out for practical training, so the survey accounted for a slightly smaller proportion of the total number of students. In terms of family distribution, the difference between rural and urban students is more prominent, and the proportion of urban students is significantly higher than that of rural students, which indicates that the regional distribution of Nanchang Vocational College's student population is relatively unbalanced, which is also consistent with the current imbalance of education under the current urban-rural dichotomy in China.

### 3.6 Reliability analysis of the scale

The obtained data were analyzed for reliability using SPSS27.0 as shown in Table 2. The value of this Cronbach 'Alpha reliability coefficient index is greater than 0.8, which is a desirable level.

**Table 2** Reliability test

Variable	Cronbach 'Alpha
Learning motivation	0.821
School management capacity	0.833
Teacher quality	0.813
Major setting	0.841

The SPSS27.0 software studied the questionnaire, and analyzed the data obtained with the help of KMO value. The survey results are valid, and the questionnaire has good structural validity, so the next stage of analysis and research can proceed. Looking at the factor rotation component matrix, the absolute values of the factor loadings of all variables have reached the necessary values. In conclusion, all the

reliability coefficient values for the data in this study are greater than 0.6, indicating that the data's reliability and validity are acceptable.

**Table 3** KMO and Bartlett test data

	Learning motivation	School management capacity	Teacher quality	Major setting
KMO	0.725	0.812	0.691	0.753

## 4. Finding

The main content of this chapter is based on the development of the research design and data collection in the chapter 3, where the collected questionnaire data were statistically analyzed according to the four dimensions of Learning motivation, School management capacity, Teacher quality and major setting, and then based on the results of the analysis, the hypotheses of the study were demonstrated to be established or not.

### 4.1 Motivational factors for student learning

**Table 4.1** Respondents' motivation to learn

Learning Motivation	Frequency	Percentage
To get a diploma	79	9.71%
To acquire knowledge and skills	253	31.08%
Good employment	317	38.94%
Specialized education	97	11.92%
Not sure	68	8.35%
Total	814	100.00

At Nanchang Vocational College, the main motivation for students to go on to higher education was to learn knowledge and skills that would lead to a good career, with 31.08% of the former and 38.94% of the latter. The number of students who wanted to enter a private institution of higher education was 97 (9.71%), while the number of students who wanted to get a diploma was 79 (9.71%). 68 students were not sure why they wanted to study, indicating that some students were not sure whether to study in a private institution of higher education. The percentage of students who are not clear about their motivation is 8.35%, which is a high percentage of all students. This group of students, who are not clear about their motivation, often do not perform well in their professional studies and skills, which

leads to a lack of competitiveness in employment, which affects the school's employment situation to a large extent and has an impact on long-term recruitment. This reflects the fact that the quality of the school's recruitment is not yet high enough to improve the efficiency of recruitment in the long term.

**Table 4.2** Respondents' satisfaction with the school

Satisfaction	Frequency	Percentage
Very Satisfied	51	6.27%
Satisfied	139	17.08%
General	439	53.93%
Dissatisfied	116	14.25%
Very dissatisfied	69	8.48%
Total	814	100.00

In order to find out how students feel about their studies at school, a survey was conducted on their satisfaction with the school. There are 52 students who are very satisfied with the school, accounting for 6.27 per cent; 139 students who are satisfied, accounting for 17.08 per cent; 439 students who feel average, accounting for 53.93 per cent, more than half of the respondents; 14.25 per cent of the respondents are dissatisfied with the school they are currently attending and 8.48 per cent of the respondents are very dissatisfied. Among the satisfied students, most of them affirmed the efforts made by the school in recent years in terms of students' curriculum and internship training, while among the dissatisfied respondents, most of them thought that the overall employment situation of the school was not optimistic, and the future employment faced a lot of uncertainty. In addition, many students do not approve of the curriculum of the program, thinking that it cannot meet the needs of society, the quality of teachers is not high, and the level of teaching is not good enough. Thus, students in Nanchang Vocational College do not have a good experience of studying in Nanchang Vocational College as a whole, which is not only reflected in the quality of education and specialization, but also in the pessimism of students about employment. This pessimistic attitude towards the school will affect the students' learning and skill acquisition, which will not only affect their employment situation but also put pressure on the school's employment work. Unsatisfactory employment quality affects the school's enrolment to a large extent, and students' dissatisfaction will be conveyed to students who are about to choose a school through other channels, which will have a negative impact on the enrolment work.

The above data analysis results show that H1 " Learning motivation has a positive relationship with enrollment capacity" is established.

## 4.2 School management factors

**Table 4.3** Respondents' Recognition of Learning-Related Management in Schools

degree of importance	Specialized Courses		Elective Courses		Skills Training Courses	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Very important	173	21.36%	176	21.89%	287	35.83%
important	268	33.09%	215	26.74%	241	30.09%
General	291	35.93%	311	38.68%	199	24.84%
Not important	45	5.56%	64	7.96%	41	5.12%
Very low importance	33	4.07%	38	4.73%	33	4.12%
Total	810	100.00%	804	100.00%	801	100.00%

Through the survey data, it can be found that Nanchang vocational colleges show some differences in the degree of emphasis on the school's professional courses, elective courses and practical training courses. For professional courses, among the students, 173 students think that the school pays more attention to it, accounting for 21.36%; 268 people think it is more important, accounting for 33.09%; 291 people think it is general, accounting for 35.93%; 45 people and 33 people think it is not important or very little, accounting for 5.56% and 4.07% respectively. For elective courses, 176 students think that the school attaches great importance to it, 215 students think that the school pays more attention to it, 311 students think it is general, 64 people think it is not important, and 38 people think it is not important. For skills training courses, the overall emphasis has been increased. 287 and 241 students respectively think that the school attaches great importance to practical training courses, accounting for 65.92% of the total; only 74 students think that the school does not pay much attention to practical training courses, accounting for only 9.24%. From the above analysis, Nanchang Vocational College attaches the most importance to students' skills training courses, followed by professional courses, and pays little attention to elective courses. It can be seen that the school does not pay enough attention to the humanistic cultivation and diversified teaching of students in

curriculum education and lacks guidance education for students' comprehensive quality. These factors are also important factors for students' employment, so that the school's teaching quality can also be reflected in the enrollment publicity.

The above data analysis results show that H2 " School management capacity has a positive relationship with enrollment capacity" is established.

### 4.3 Teacher Factor

The teacher factor is reflected in the closeness of the relationship between the teacher and the students on the one hand, and in the way the teacher's teaching style and the teacher's approach and level of teaching is recognized by the students.

**Table 4.4** Respondents' Recognition of Teachers' Teaching Styles

Satisfaction	Frequency	Percentage
Very Satisfied	42	5.23%
Satisfied	153	19.05%
General	189	23.54%
Dissatisfied	334	41.59%
Very dissatisfied	85	10.59%
Total	803	100%

**Table 4.5** Respondents' Recognition of Teachers' Teaching Styles

Satisfaction	Frequency	Percentage
Very Satisfied	74	9.14%
Satisfied	195	24.07%
General	411	50.74%
Dissatisfied	79	9.75%
Very dissatisfied	51	6.30%
Total	810	100%

The results of the survey show that students generally do not feel close to their teachers. Only 42 of them, or 5.23%, were very close to their teachers; less than one fifth, or 153, were very close to their teachers; 23.54% said they had an average relationship with their teachers; 334, or 41.59%, said they did not have a close relationship with their teachers; and 85 said they did not have a close relationship with their teachers. The results of this survey show that the teaching style of the teachers at Nanchang Vocational College is not very well accepted by the students. There were



411 students (50.74%) who thought the teaching style was average, 79 students who were not satisfied with the teaching style and 51 students who were very dissatisfied with the teaching style, both of which accounted for 16.05%.

These data suggest that the school has not been able to gain full acceptance from the students in terms of teaching and learning, perhaps because the level of the teachers themselves is limited. or the research design of the school's teaching model is not very sound, or the quality of the students is not high enough. Whatever the reasons, the overall quality and employment rate of the school will be affected by the poor output of teaching results, thus affect the school's enrollment.

The above data analysis results show that H3 " Teacher quality has a positive relationship with enrollment capacity " is established.

#### 4.4 Factors of school major setting

**Table 4.6** Respondents' Recognition of Specialization Settings

degree of satisfaction	Satisfaction with the program		Satisfaction with the teaching of the program		Satisfaction with Teaching Facilities	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Very important	81	9.99%	73	9.00%	56	6.91%
important	231	28.48%	256	31.57%	192	23.67%
General	386	47.60%	372	45.87%	387	47.72%
Not important	70	8.63%	74	9.12%	115	14.18%
Very low importance	43	5.30%	36	4.44%	61	7.52%
Total	811	100.00%	811	100.00%	811	100.00%

The satisfaction of the profession reflects to a certain extent the orientation of the school's personnel training and the degree to which it is in line with market demand. The marketing theory of education suggests that universities need to develop their majors in line with the market demand for talents and to position themselves in the target market for students. In the survey conducted by Nanchang Vocational College, 81 people (9.99%) were very satisfied with the professional setting, 231 people (28.48%) were more satisfied, and the overall satisfaction rate was less than 40%. Most students, 45.87 per cent, considered the level of teaching to be average, while 9.12 per cent were dissatisfied and 4.44 per cent were very dissatisfied.

There is much room for improvement in the professional teaching of students in Nanchang vocational colleges. Even if the school's specialties are in line with the

needs of society, the fact that the teaching level fails to meet the requirements of enterprises has a great impact on the competitiveness of employment and enrollment. Like the previous two items, less than 30% of the students were satisfied with the teaching facilities. Most of the students think that the facilities and equipment are not enough to meet the teaching requirements of their majors. Facilities and equipment are a concentrated reflection of the school's hardware conditions, which shows the importance of hardware facilities to the school's enrollment work.

The above data analysis results show that H4 "Major setting has a positive relationship with enrollment capacity. " is established.

## **5. Conclusion and Recommendation**

### **5.1 Conclusion**

The main factors influencing the enrolment of private institutions from the students' perspective include their motivation and confidence in learning. From the school's perspective, the main factor is the output of the school's talent training. This is directly related to the school's management capacity, teachers' qualifications, and major setting. Addressing these dimensions to develop the next focus of school improvement, and the way funds are utilized, will effectively improve the school's enrollment, and increase enrollment.

The school should take the market as the guide, optimize the recruitment organization planning, clarify the characteristics of the school, refine the student market, and need to clarify its own target market for students according to its own positioning and the level of recruitment in a province. Highlight the market orientation, optimize the function of enrolment services, understand the attributes of the market student groups and carry out diversified promotional activities. In order to reach the market and develop educational marketing, it is necessary to continuously build up a good image of the school in terms of its curriculum, teaching quality, logistics management and employment, and on the other hand, the college needs to spread this image out through new media, traditional media and online marketing methods to reach the core student population.

The first is to set up an admissions staff selection panel, which needs to be formed under the main leadership of the school to conduct the selection, the panel is mainly responsible for the inspection, evaluation and assessment of all admissions staff of the school; the second is to set up a set of admissions staff job criteria, according to the actual needs of the establishment of a set of job criteria, but also as an important reference for the selection panel to choose the admissions team

personnel; the third is to establish a system of admissions staff selection system, the process is open, the results are fair.

## **5.2 Recommendations**

This paper takes Nanchang Vocational College as the background for investigation and research, and analyzes it based on education marketing theory. However, due to my insufficient knowledge and theoretical reserves and limited research time, this study takes Nanchang Vocational College as an example, as a private college in a certain province has outstanding research representativeness, and it is not comprehensive enough in terms of the level and type of schools studied; then in terms of research content and theoretical application, this paper is still insufficient in the understanding and interpretation of educational marketing theory.

Therefore, in the subsequent study and research, we will continue to strengthen the analysis and processing of the scope of the survey, survey samples, survey questions and survey data, in the hope of grasping the reality of the current enrollment of private colleges and universities in a more comprehensive way, and based on this, we will make a full argument in combination with the theory of educational marketing and put forward countermeasures to solve the problem.

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# Appendix

## Questionnaire

Hello, handsome and beautiful students! In order to better understand your studies and life at school, so that the school can optimise the appropriate student management system and provide you and other students with a better education and better service, we have carefully created this questionnaire, which is anonymous and the data collected will only be used to improve our management, so we hope you will fill in this questionnaire honestly and without any worries.

Thank you from the bottom of our hearts for your support!

### A. Basic information

1. Are you male or female:

- ① Male ② Female

2. May I ask if you are ( ) years old?

3. What is your year:

- ①First year ②Second year ③Third year

4. What is your major ( )?

5. Your place of origin is:

- ①city or town ②rural

6. The education level of your parents is: Your father ( ); Your mother ( ).

- ①No study experience  
②Completed primary school  
③Completed junior high school  
④Completed senior high school  
⑤Completed tertiary education or above

7. The monthly per capita income of your family is:

- ① less than RMB 0.1 million  
② monthly income of RMB 0.1-0.25 million  
③ monthly income of RMB 0.25-0.4 million  
④ monthly income of RMB 0.4-0.6 million  
⑤ monthly income of RMB 0.6 million or more

B. What is your motivation for studying?

①To get a diploma ②To learn knowledge and skills ③I don't know ④To go to college or graduate school

2. In the opinion of your parents, studying and learning technology is:

① useful ② useless

3. How satisfied are you with Nanchang Vocational College?

① Very satisfied ② Satisfied ③ Fairly satisfied ④ Unsatisfied ⑤ Very dissatisfied

4. Do you hope that you can achieve the following qualifications:

①Higher vocational college graduate ②Bachelor's degree ③Master's degree or above

5. How confident are you in your studies?

①High confidence ②High confidence ③Fair confidence ④Low confidence ⑤Very low confidence

6. Do you take the initiative to ask your teachers or classmates for advice when you have difficulties in your studies? ①Often ②Sometimes ③Seldom ④Never

7. Have you ever made a career plan for your studies?

① Have done so, and have a clear idea of your future goals ② Have considered it sometimes, but have a vague idea of your future goals ③ Have not thought about career development yet, and feel that there is no hurry, and will talk about it later ④ Do not understand the role and content of career planning yet

C. About school management

1. How much importance do you think Nanchang Vocational College attaches to cultural subjects?

①The school attaches great importance to it ②The school attaches more importance to it ③The school attaches average importance to it ④The school does not attach importance to it ⑤The school attaches very little importance to it

2. How much importance do you think Nanchang Vocational College attaches to professional courses?

①The school attaches great importance to it ②The school attaches great importance to it ③The school attaches average importance to it ④The school attaches little importance to it ⑤The school attaches very little importance to it

3. How much importance do you think Nanchang Vocational College attaches to elective courses?

①The school attaches great importance to it ②The school attaches great importance to it ③The school attaches average importance to it ④The school attaches little importance to it ⑤The school attaches very little importance to it

4. How much importance do you think Nanchang Vocational College attaches to professional and technical courses?

①The school attaches great importance to it ②The school attaches more importance to it ③The school attaches average importance to it ④The school attaches little importance to it ⑤The school attaches very little importance to it

5. Do you feel satisfied with the after-school life organized by the school?

① Very satisfied ② Satisfied ③ Fair ④ Dissatisfied ⑤ Very dissatisfied

6. Are you interested in the various special activities organized by the school?

①very interested ②interested ③fair ④not interested ⑤very uninterested

7. How many activities are held at school?

①Many ②More ③Fair ④Not many ⑤None at all

8. How do you feel about the school's accommodation?

①Very good ②Good ③Fair ④Not good ⑤Very bad

9. Do you feel satisfied with the quality of the food in the school canteen?

①very satisfied ②satisfied ③fair ④not satisfied ⑤very dissatisfied

D. About the quality of teachers

1. Among all the teachers who teach, are there any teachers you are not satisfied with?

①No ②Yes, why not \_\_\_\_\_

2. Do you like or dislike the course taught by an individual teacher because you like or dislike that teacher? ...

①Yes ②Maybe ③I don't know ④Probably not

3. Do you care about the teacher's evaluation of your learning in class?

(1) Very much ② Yes ③ Not at all ④ Not at all ⑤ Not at all

4. When you have something on your mind, do you want to talk to your class teacher or your teacher?

①I really want to ②I really want to ③I don't care ④I don't want to ⑤I really don't want to

5. How do you feel about the relationship between your class teacher and your teacher at this vocational college?

①Very good ②Good ③Fair ④Not good ⑤Very bad

6. Do you approve of the teaching methods and approaches of the teachers at this vocational college?

① Very much ② Somewhat ③ Fair ④ Not at all ⑤ Very little

E. About the specialisation

1. By what means did you choose your major?



① your own interest level ② your previous employment situation ③ the teaching hardware of the school ④ the professionalism of the full-time teachers of the school ⑤ other factors, others: ( )

2. Did you have a clear idea of what you were studying when you applied for your place of study?

① Very clear ② Quite clear ③ Fairly clear ④ Not very clear ⑤ Not at all clear

3. Do you like the major you have applied for?

① Very much ② Liked it ③ Fairly ④ Disliked it ⑤ Very much disliked it

4. What are you dissatisfied with about your major?

① Poor employment prospects ② Poor teaching facilities and conditions ③ Low professionalism of teachers ④ No longer interested in my major ⑤ Other factors, e.g. ( )

5. After a long period of study, how well do you think you have mastered the professional courses you have studied? (1)

① Very familiar with the content of the major ② Relatively familiar with the content of the major ③ Somewhat familiar with the content of the major ④ Basically unfamiliar with the content of the major ⑤ Not at all clear about the content of the major

6. Do you think the professional knowledge and skills you have learnt will enable you to find a suitable job?

① I believe I can ② I believe I can ③ I don't believe I can ④ I can't ⑤ I can't find a job

7. Do you think your studies are useful?

① very useful ② quite useful ③ fairly useful ④ less useful ⑤ not useful at all

8. Do you agree with the level of teachers in your major?

① Very much ② Approve ③ Fair ④ Disapprove ⑤ Very little

9. Do you approve of the teaching facilities and other hardware conditions of your college?

① Very much ② Approve ③ Fair ④ Disapprove ⑤ Very little

10. Do you plan to study anything else apart from what you have studied and know about? Answer: (\_\_\_\_\_)

F. About the school's admissions process

1. Where did you find out about our school before applying for it?

① Application guide ② School outlets ③ Internet channels ④ Other

2. Are you satisfied with the work of Nanchang Vocational College admissions staff?

①Very satisfied ②Satisfied ③Fair ④Unsatisfied ⑤Very dissatisfied

3. In what areas do you think our admissions team still needs to improve?

① Familiarity with the school, including logistics, majors, fees, etc. ② Willingness to serve, enthusiasm in admissions, etc. ③ Appearance, dress, site decoration, etc. ④Other

This concludes our survey, thank you for your participation!

