

**STRUCTURAL RELATIONS OF FACTORS INFLUENCING VALUE
IN PURSUING STUDIES AT PRIVATE VOCATIONAL SCHOOLS**



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ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียน
อาชีวศึกษาเอกชน

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PURSUING STUDIES AT PRIVATE VOCATIONAL SCHOOLS



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
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ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยม
การเรียนรู้ในโรงเรียนอาชีวศึกษาเอกชน

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อาจารย์ที่ปรึกษาวิทยานิพนธ์

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนรู้ในโรงเรียนอาชีวศึกษาเอกชน และ (2) ตรวจสอบโมเดลความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนรู้ในโรงเรียนอาชีวศึกษาเอกชนให้สอดคล้องกับข้อมูลเชิงประจักษ์ กลุ่มตัวอย่างที่ใช้ในการวิจัยคือนักศึกษาชั้นปีที่ 1 ด้านพาณิชยการ จำนวน 379 คน จาก 53 โรงเรียน เลือกโดยวิธีการแบ่งชั้น (Stratified Random Sampling) เครื่องมือที่ใช้ในการวิจัยครั้งนี้คือแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ ซึ่งแบ่ง 3 ส่วน คือ ส่วนที่ 1 เป็นข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม ส่วนที่ 2 และ 3 เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ เกี่ยวกับระดับค่านิยมในการเรียนโรงเรียนอาชีวศึกษาเอกชน และปัจจัยที่ส่งผลต่อค่านิยมในการเรียนโรงเรียนอาชีวศึกษาเอกชนตามลำดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ห้อยค์ประกอบเชิงยืนยัน ค่าความเชื่อมั่นทั้งฉบับเท่ากับ 0.98

ผลการวิจัยพบว่า

1.ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนรู้ในโรงเรียนอาชีวศึกษาเอกชนของนักเรียนโดยรวมรวมคิดเป็นร้อยละ 94.3% เมื่อพิจารณาเป็นรายปัจจัยพบว่าปัจจัยที่พ้องอาศัยส่งผลต่อค่านิยมในการเรียนโรงเรียนอาชีวศึกษาเอกชนของนักเรียนคิดเป็นร้อยละ 90% รองลงมาคือค่าเล่าเรียน ความปรารถนาที่จะเรียนในโรงเรียนอาชีวศึกษาเอกชน ชื่อเสียงด้านวิชาการ ชื่อเสียงทางสังคม ด้านเพศ ทุนการศึกษา การโฆษณาประชาสัมพันธ์ ความนิยมของผู้ปกครอง สาขาวิชาที่ให้เลือกเรียน ระดับการศึกษาของผู้ปกครอง ลำดับที่เลือกเรียนโรงเรียนนี้ รายได้ครอบครัว และคะแนนเฉลี่ยสะสม ตามลำดับ

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2.เมื่อตรวจสอบ โมเดลความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนใน
โรงเรียนอาชีวศึกษาเอกชนของนักศึกษากับข้อมูลเชิงประจักษ์ พบว่า ปัจจัยด้านโรงเรียนส่งผล
โดยรวมต่อค่านิยมของนักศึกษาคิดเป็นร้อยละ 94.3% ด้านนักเรียนคิดเป็นร้อยละ 31.8% ใน
ขณะเดียวกันปัจจัยด้านนักเรียนยังส่งผลโดยรวมต่อปัจจัยด้านโรงเรียนคิดเป็นร้อยละ 26.1% และ
เมื่อพิจารณาปัจจัยที่ส่งผลโดยตรงและโดยอ้อมแล้วพบว่า ปัจจัยด้านโรงเรียนและด้านนักเรียน
ส่งผลโดยตรงต่อค่านิยมในการเรียนโรงเรียนอาชีวศึกษาเอกชน คิดเป็นร้อยละ 94.3% และ 7.2%
ตามลำดับ ส่วนปัจจัยที่ส่งผลโดยอ้อมต่อค่านิยมการเรียนของนักศึกษาในการเรียนอาชีวศึกษา
เอกชนมีปัจจัยด้านนักเรียนเพียงปัจจัยเดียว โดยคิดเป็นร้อยละ 24.6% เท่านั้น



Thesis Title Structural Relations of Factors Influencing Value in Pursuing Studies at Private Vocational Schools

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ABSTRACT

The objectives of this research were: (1) to study the structural relations of factors influencing value in pursuing studies in private vocational schools; and (2) to validate the structural relations of factors influencing value in pursuing studies in private vocational schools. The sample consisted of 379 students of 53 private vocational schools who were selected by stratified random sampling method. The instrument used for collecting data were questionnaires with reliability of 0.98 which consisted of three parts: part one consisted of check-lists concerning of general data; part two and part three were 5 rating scale questionnaires which included the levels of values in pursuing study at private vocational schools, and the factors influencing values in pursuing study at private vocational schools. Percentage, Mean, Standard Deviation and the confirmatory factor analysis were used to analyze the data.

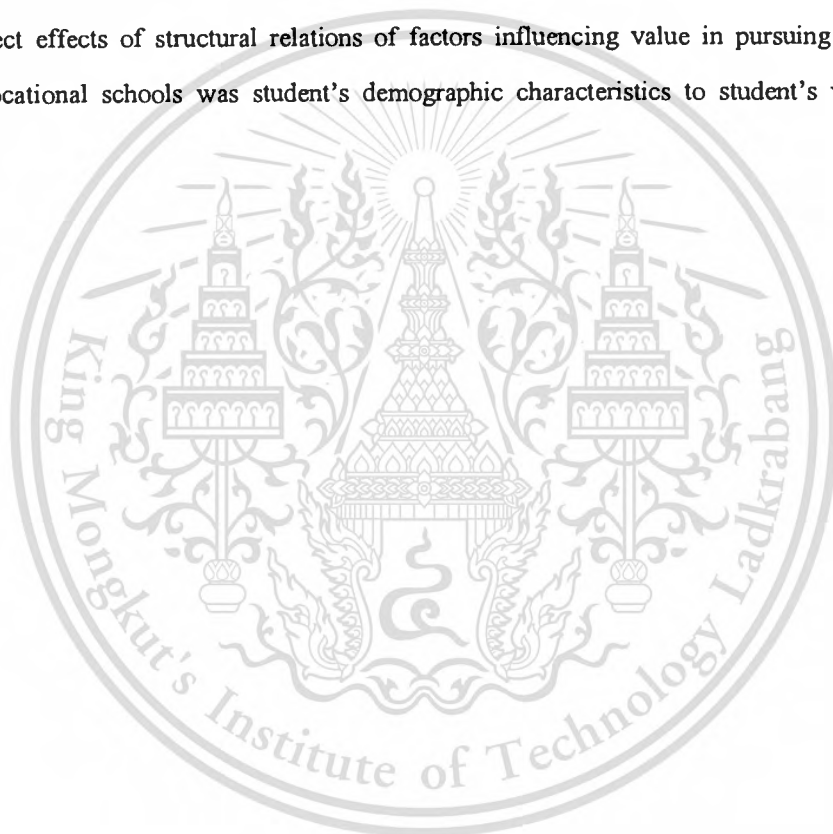
The research findings were:

1.The students' opinions on structural relations of factors influencing value in pursuing studies at private vocational school in school's demographic characteristic to student's value was at 94.3%. Considering each item, residences were at most influential level to student's value with 90% while tuitions, desire to study at private vocational school, academic reputation, social reputation, gender, scholarships, advertising, guardians' preferences, and program options followed accordingly. The student's demographic characteristic to student's value was at 7.2%. Considering each item, the parent's educational level was at most influential level to student's value with 67% while rank of school choices, family incomes, and GPA followed accordingly.

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2. The validation of students to empirical data of structural relations of factors influencing value in pursuing studies at private vocational schools it was found that the total effect of school's demographic characteristics to student's value was at 94.3%, student's demographic characteristics to student's value was at 31.8%, and by the mean time, student's demographic characteristics to school's demographic characteristics was at 26.1% respectively. Considering the direct effects and indirect effects of structural relations of factors influencing values in pursuing studies at private vocational schools were: school's demographic characteristics to student's value with 94.3%; and student's demographic characteristics to student's value with 7.2% respectively. The indirect effects of structural relations of factors influencing value in pursuing studies at private vocational schools was student's demographic characteristics to student's value with 24.6%.



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Olan Karnchanakas

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CHAPTER I

INTRODUCTION

1.1 Background and Statement of Problem

Since 1960, a major goal of the National Development Plan had been for the educational system to be in harmony with and comply with economic and political plans. The government had faced the challenge of literacy and the task of training young men and women for the dynamic development process. Instruction had been modified to include the specialized skills required by industries. The major government and private organizations such as Ministry of Education, the National Education Commission and the Ministry of University Affairs were all committed to planning, administering, and coordinating the national education system (Office of the National Education Commission.2007). At present, Office of the National Education Commission (ONEC) and The Development Of Vocational Education (DOVE) were promulgated the Vocational Education Act (2007). In the vocational education Act, the vision statement would cover: (1) quality, standard, and efficiency; (2) equal opportunity, lifelong learning, variety, and articulation; (3) cooperation, shared responsibility between public, private, and community; modernity, technological advancement, internationalization; (4) learning with practical experience, competency-based training, entrepreneurial skills, and work ethics; and (5) relevance with economic and social context.

The principles of vocational education and training (VET) are: (a) to provide opportunity for everyone who had interest and was capable of learning in vocational education; (b) to instill vocational education at the basic education level in order to develop appropriate knowledge, attitude and skills; (c) to give priority to learner's needs and allow an individual to progress to an advanced degree level; and (d) to install a system of vocational qualification to bridge the gap between education and work so that an individual could enter the world of work and come back to education and training at any time. The administrative system for VET would promote (a) unity in policy guidelines and variety in management; (b) networking between educational institutions, i.e., public institutions, private institutions, and industries; (c) two levels, i.e. national level: the Committee on Technological and Vocational Education and institutional level: networking of vocational education institutions. Teaching and learning would (a) cover the target groups who

were school-age population as well as the labor force who wish to upgrade knowledge and skills; (b) provide a good proportion between theory and practice and promote the application of universal knowledge in the Thai context; (c) be based on competency standards for learners at each level; (d) include evaluation that emphasizes application of knowledge more than just theory; and (e) support research and development to promote the transition from vocational education to the world of work. Cooperation with community and industry would (a) involve community participation at every stage from planning to implementation; (b) provide effective incentives necessary for private participation, such as, tax incentives, and coupon for VET. Quality and standards would (a) probably require license for vocational education teachers; (b) provide continuous and systematic in-service training for vocational teachers; (c) establish funds for vocational teacher development; and (d) develop vocational qualification framework.

Finally, financing and resources for VET were mobilized from public and private sectors whereby financial supports were provided for students who did not wish to continue beyond compulsory education to obtain vocational training of at least one year before entering the labor market (Bhumirat. C. 2007: 2).

The decline of nearly fifty percent of vocational school enrollment was due to a number of reasons. First, an economic crisis occurred in Asia, especially Thailand in 1997, and after the revolution on September 19, 2006 the Thai economy was stalled in the recovery stage. As a result, some parents lost their jobs, and others suffered from job findings. Today many parents are less able to afford the tuition fees for their children (Thansettakij. 2007 : 4). Second, the competition among public and private vocational schools in Thailand was very strong. Private vocational schools competed among themselves, with public high schools, and with public vocational colleges. In addition, for the past several years the Ministry of Education (MOE) had issued an annual admissions policy stating that the public high schools and public vocational schools must admit all students who would like to continue studying in the public schools. Because the students studying in public schools also paid lower tuition as a result of government support, this policy discouraged the flow of students from public to private vocational schools. Third, a number of Thai students and their parents believed that obtaining a degree from university would result in more money and social prestige. Thus, parents encouraged their children to study in the general high schools if they had a good academic background. Only students with lower academic abilities were encouraged to study in vocational schools.

Because of the above reasons and the reason of most private vocational schools, especially in commercial colleges, were concerned with the enrollment issue while number of students kept decreasing every year, the researcher found that the factors influencing school choices were program options, guardian's preference, academic reputation, social reputation, advertisement, residences, tuitions, scholarships, gender, desire to study in private vocational school, rank of school choice, parent's education level, grade point average, and family income. And also the values in pursuing studies were economic aspect, social aspect, political aspect, environmental aspect, religion and belief aspect, and vocational theoretical aspect respectively. From these aspects the researcher needed to find out the way for marketing purposes for private vocational schools, especially for commercial colleges by doing the research in "Structural Relation of Factors Influencing Value in Pursuing Studies at Private Vocational Schools" to provide research findings for administrators for planning and marketing as well as increasing competitiveness of the private vocational schools.

1.2 Objectives of the Study

The objectives of the study were:

1. To study the structural relations of factors influencing value in pursuing studies at private vocational schools.
2. To validate the model of structural relations of factors influencing value in pursuing studies at private vocational schools.

1.3 Conceptual Framework

This research based on one theory and the two concepts:

Concerning the theory of value in pursuing studies at private vocational schools, the researcher studied ideas of Spranger's theory (Cited in Amornsittiwong. S. 1997 : 7) which consisted of 6 disciplines, namely: (1) economic aspect; (2) social aspect; (3) political aspect; (4) environmental aspect; (5) religion and belief aspect; (6) vocational theoretical aspect.

Based on the concept of factors influencing value in pursuing study at private vocational schools, the researcher studied from the research findings of Choosup. A. (2002 : 93) which were 14 factors indicating school choice in private vocational schools, such as (1) programs options (2)

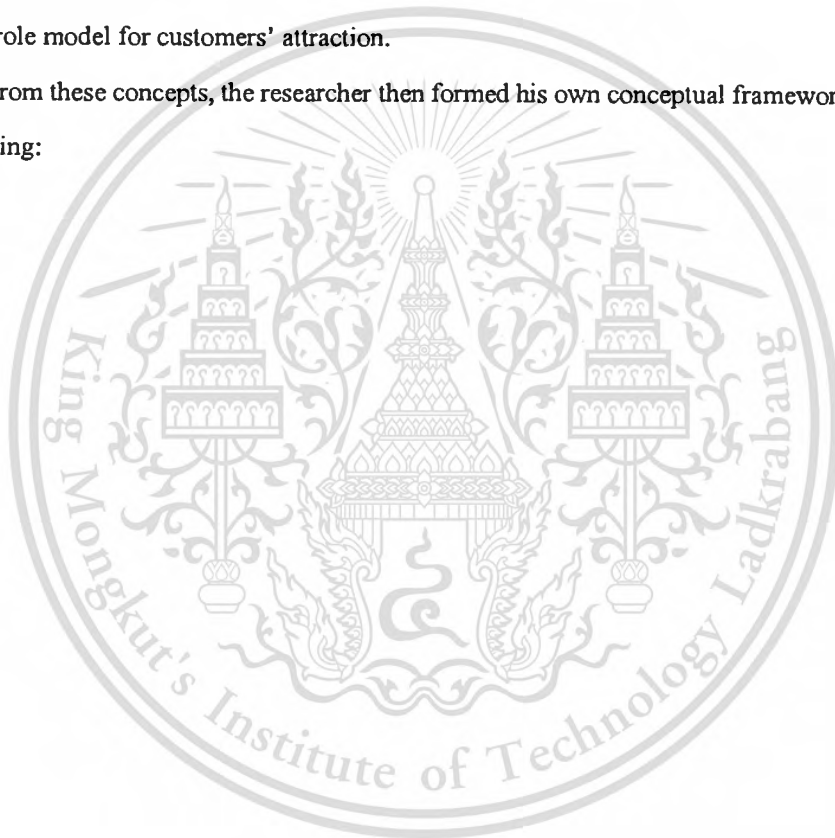
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guardians' preferences (3) academic reputation (4) social reputation (5) advertisement (6) gender (7) residences (8) tuitions (9) desire to study in a private vocational school (10) parents' educational levels (11) scholarships (12) GPA (13) rank of school choices and (14) family incomes. Roopsuwankun. P. (2003 : 92) had given the variables of vocational satisfaction as extracurricular activities, GPA, Major of the study, parents' education levels, and satisfaction.

Prompted from these findings, researcher was interested in structural relations of factors influencing value in pursuing study at private vocational schools in Bangkok. Resultant findings could be valuable to the planning and marketing purposes for private vocational schools to be used as a role model for customers' attraction.

From these concepts, the researcher then formed his own conceptual framework as the following:



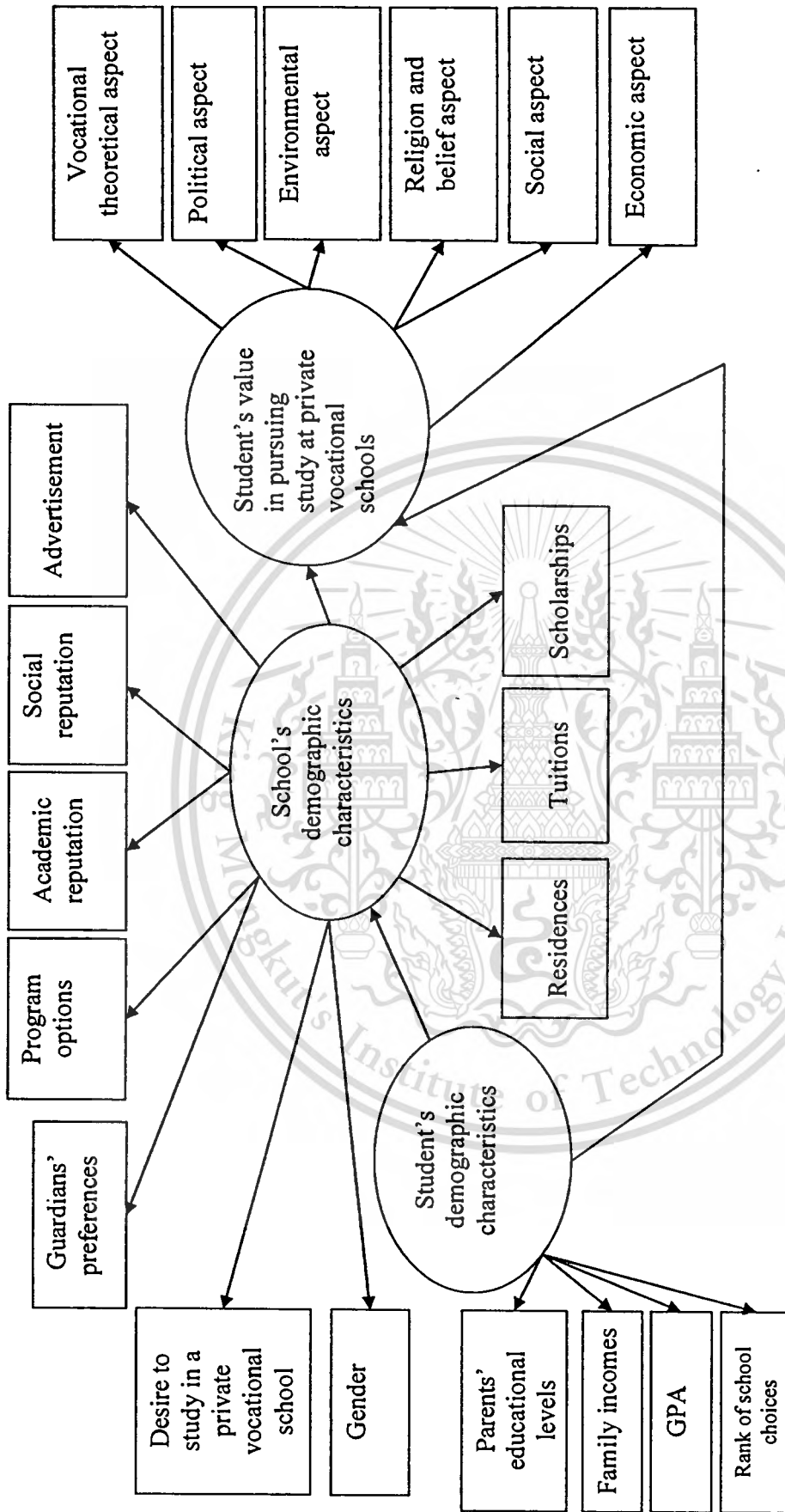


Figure 1.1 Research Framework of Structural Relations of Factors Influencing Value in Pursuing Study at Private Vocational Schools

1.4 Delimitations

1. Population and sample size

1.1 The population comprised of 29,970 students of first year from 53 private commercial schools in Bangkok, in academic year 2007.

1.2 The 379 sample comprised from 53 private commercial schools in Bangkok. They were selected by the stratified random sampling method (Krejcie and Morgan. 1970 : 607-610).

2. Variables

2.1 Independent Variables were factors influencing value in pursuing studies at private vocational schools, they consisted of:

2.1.1 School's demographic characteristics, such as

1. Programs options
2. Guardians' preferences
3. Academic reputation
4. Social reputation
5. Advertisement
6. Residences
7. Tuitions
8. Scholarships
9. Gender
10. Desire to study in a private vocational school

2.1.2 Student's demographic characteristics

1. Rank of school choices
2. Parents' educational levels
3. GPA
4. Family incomes

2.2 Dependent Variables were the latent variables of value in pursuing studies at private vocational schools, they consisted of:

1. Economics aspect
2. Social aspect
3. Political aspect
4. Environmental aspect

5. Religion and belief aspect

6. Vocational theoretical aspect

3. This study was delimited to first-year students at Certificate level of Commercial College of private vocational schools in Bangkok. Only first-year students were selected because the measurement of the value in pursuing study at private vocational school was thought to have more validity than non-first-year students.

4. This study was delimited to the variables that were selected. There likely were other variables that affected to students' value in pursuing study at private vocational school.

However, researcher selected only the variables that were studied to use as basis variables.

1.5 Term definitions

1. Value in pursuing study at private vocational school means the element power that affects the beliefs, needs, and demand of an individual on studying at private vocational school or having this type of profession. It was described persons in term of six aspects namely: economic, social, political, environment, religion and belief, and vocational theoretical aspect.

1.1 Economic aspect means the aspect that caused the attitude of persons to be interested in the things mainly in response to their own perceived advantages. Economy also refers to the business programs at private vocational schools that are responsive to the national economic needs, necessary for national economic development, and meet students' aptitudes. After students' graduation it gives plenty of job opportunities and paves the way for students' career growth.

1.2 Social aspect means the aspect that caused the attitude of persons to be friendly and sympathetic to the students. In one broad meaning, "social" implies private vocational schools have a good image for students' concerned, such as when students are not able to enter other schools, private vocational teachers are always available for advice and help; their friends in vocational schools are very helpful; students like the schools' environment and the size of the schools; students have good access to computer and technology in their schools; and students believe that studying in a private vocational school requires no participation in any academic training.

1.3 Political aspect means private vocational schools have good teachers and services, such as there is clear support from the government when students study in a private

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vocational school and have good care for them; school tries to provide what the students need; students or students' representative in those schools have opportunities to attend meetings with the school administrator to present their ideas; some of their neighbors are also studying in private vocational schools; and lastly, graduates are target groups of industry sector.

1.4 Environmental aspect means the aspect that caused the attitude of persons to value cohesiveness and harmony, such as the school has a unique uniform; the school has email addresses for all students to contact their teachers; the school library is adequately equipped for proper researching; it is convenient for students to borrow books from the library; students are satisfied with the learning experiences and want to use the knowledge acquired from those vocational schools to earn extra income while studying.

1.5 Religion and belief aspect means the aspect that caused the attitude of persons to believe in a good way of life. The term "religion and belief" refers to students' belief that religion is important for them so that they can live happily in society; what the school does in organizing cultural and Thai traditional activities during each academic year is a good thing; a peace of mind enables a student to concentrate better in learning; one should conduct one's life to conform to technology; and students believe that both theory and practice will lead to construction of knowledge for actual application in their jobs.

1.6 Vocational theoretical aspect means the aspect that influenced the attitude of persons trying to learn about reality by cause and effect. The term of vocational theoretical is used to describe the teaching in private vocational schools involving both theory and practice; the school nurtures professional knowledge, expertise, skills, ethics, and organizes professional standard examinations every year; studying in vocational schools enables students to gain knowledge in class as well as outside of class as required; studying in a private vocational school enables students to understand subject and application better than studying in an academic-based school; teachers always help students solve various problems confronting them; the school rules and regulations make students well-disciplined; when students complete the program, students will have acquired the knowledge that they expected; and lastly, students always have opportunities to express their views in class.

2. Factors influencing value in pursuing studies at private vocational schools means the factors that influence to the value in pursuing study at private vocational school. They consisted of:

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2.1 School's demographic characteristics, such as

2.1.1 Program options in some cases means variety of programs or plan or arrangement in curriculums of private vocational schools from which students can choose. In other cases program options may mean a set of courses, a number of which may be mandatory and of a specialized nature, leading toward a particular certificate or a program of education in commercial and technical fields, such as the school offers a diversity of business program options; the school has an academic reputation; the school has teacher advisors to help deal with learning problems; all graduates always get a job; the study programs are challenging and meaningful; and lastly, it is easy to continue study after graduation from private vocational schools.

2.1.2 Guardians' preferences means parents/guardian or sponsoring relative wanted students to study in a private vocational school based on certain reasons, such as strong academic programs; academic reputation; relative graduated from the school; relative(s) and friend(s) recommended the school to students; parent/guardian knows the teachers very well; parent/guardian knows every student.

2.1.3 Academic reputation means the opinions of the public toward the private vocational schools relating to education, scholarships, or environment, such as the school has a long history of academic reputation; graduates of the school have opportunities to continue study; graduates from these schools have knowledge and ability that meets professional standards; teachers have teaching skills; teachers always improve their ability; and the school programs respond to the labor market demand.

2.1.4 Social reputation means the opinion of the public toward the private vocational schools in different perspectives of popularly or non-popularly of society and public affairs, such as the school has a reputation for social activities; the school has several students who are well known in sports; the school has sufficient equipment and budget for sports; the school has various sports clubs and art clubs.

2.1.5 Advertisement means the advertising of private vocational schools to deliver the good way of schools' message such as educating, learning lives, school landscape, etc., through the television, radio, movies, magazines, newspapers, the Internet, and billboards, such as secondary school teachers recommended it; secondary school counselors recommended it; counselors from those private vocational schools recommended it; students saw advertisement on buses; students know the school from mass media such as radio, television, and newspapers; and students know the school from the Internet.

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2.1.6 Residences mean the location of the private vocational school is close to the students' house when students want to study in a nearby school; it is convenient for students to commute; students have some neighbors going to the same school; the school has a good dormitory; and the school is located close to a business center.

2.1.7 Tuitions mean low rate of tuitions fee for students to pay for an academic program in private vocational school that parents can afford, such as, students choose those schools because their parent's/guardian's income were sufficient to afford the schooling expenses; students study in these schools because teachers can find jobs for them while they are studying; studying in these schools allow students to make use of their relative's learning materials and equipments; studying in these schools enables students to complete their programs and find jobs faster; and students choose to study in these schools because there are no significant additional costs other than tuitions.

2.1.8 Scholarships mean the funding of private vocational school intended to help students' payment in educational expenses including tuition and fees, room and board, books and supplies, etc. for educating at a private vocational school, such as educational loans are available in private vocational schools; students are supported by government-per-head subsidy; students can be supported by school scholarships; students can be supported by industrial scholarships; and various sources of funds are readily offered to students.

2.1.9 Gender means the differences between men and women. Gender could be meaningful to the private vocational schools choice, such as the business program suits them ; gender does not matter to studying in a private vocational school; gender is not an obstacle to career work; gender is not an obstacle to future work in business, and gender does not hinder career advancement.

2.1.10 Desire to study in a private vocational school describes the student's expectation in teaching and learning of specific skills from private vocational schools. These were students' own attraction in supporting school choices of particular courses of private vocational schools, such as students study in a private business school because it enables them to have their own businesses; it is well equipped with facilities and learning materials; it offers an intensive practical experience; graduates who pass professional standard examinations get better pay; and students have always wanted to study in a private business school.

2.2 Student's Demographic Characteristics mean a set of demographic classification selected to describe the students, which include family income, GPA, parent's education level, and rank of school choice. These were defined as follows:

2.2.1 Rank of School Choices means the ranking in terms of student's choice of a particular vocational school in which a student decides to enroll, or the order or students' choice in choosing these schools as first choice, second choice, third choice, and other.

2.2.2 Parents' education levels means the level of education of father and mother in specific skills or knowledge, such as below primary, primary or lower secondary school, upper secondary school, certificate, diploma, bachelor's degree, master's degree, and doctoral degree.

2.2.3 Grade Point Average (GPA) means the student's accumulated grade from secondary schools in which evaluations can be expressed quantitatively and by system of recording achievement based on a numerical average of the grades attained in Mathayom Suksa 3.

2.2.4 Family incomes means an approximate monthly income of students' parent(s) or guardian with whom they live, such as below five thousand baht per month, between five thousand to ten thousand baht per month, ten thousand baht and one to fifteen thousand baht per month, fifteen thousand baht and one to twenty thousand baht per month, twenty thousand baht and one to twenty five thousand baht per month, and so on.

3. Private vocational school means the educational institution organized by private owners, foundations, churches, etc., which are under the jurisdiction of the Private Vocational Education Commission. These schools provide mainly commercial education programs.

CHAPTER 2

RELATED LITERATURE REVIEWS

In this study, researcher studies the related literatures as follows:

2.1 Vocational education administrative System in Thailand

2.2 Factors influencing value in pursuing studies at private vocational schools.

2.2.1 Historical value in pursuing studies at private vocational school

2.2.2 Value definition

2.2.3 Value creation and value development in vocational education

2.2.4 Value's factors

2.2.5 Supporting factors to value creation

2.2.6 Value characteristics

2.2.7 Personal values

2.2.8 Cultural values

2.2.9 Step of value creation

2.2.10 Value in pursuing studies at private vocational schools

2.2.11 Factors influencing value in pursuing studies at private vocational schools

- 1. Program options**
- 2. Guardians' preferences**
- 3. Academic reputation**
- 4. Social reputation**
- 5. Advertisement**
- 6. Residences**
- 7. Tuitions**
- 8. Scholarships**
- 9. Gender**
- 10. Desire to study in a private vocational school**

2.2.12 Student's demographic characteristics

- 1. Rank of school choices**
- 2. Parents' educational levels**
- 3. GPA**

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4. Family incomes

2.2.13 Values in pursuing studies at private vocational schools

1. Economic aspect
2. Social aspect
3. Political aspect
4. Environmental aspect
5. Religion and belief aspect
6. Vocational theoretical aspect

2.3 Related research results

2.3.1 Research results in Thailand

2.3.2 Research results in abroad

2.1 Vocational Education Administrative System in Thailand

1. History of Vocational Education in Thailand

Since 1960, a major goal of the National Development Plan has been done for the educational system to be in harmony and comply with economic and political plans. The government has faced the challenge of literacy and training young men for the dynamic development process. Instruction has been modified to include the specialized skills required by industries. The major government and private organizations, Ministry of Education, the National Education Commission, and the Ministry of University Affairs are all committed to planning, administering, and coordinating the national education system (Office of the Prime Minister.2007).

2. Vocational Education Administrative System in Thailand

Vocational education is organized into both formal and non-formal systems. Vocational education in the formal school system is a development of occupational knowledge and skills relevant to each level of education from primary to the higher levels. Developmental vocational education in the non-formal system includes short course training in specific vocational skills and expertise requiring a long period of training from childhood, such as dancing, music, and sports. Such education can be provided in special institutes created this purpose or incorporated into the general curricula. According to the Department of Vocational Education, vocational education programs are offered in both formal and non-formal/short-course programs as follows:

(1) Certificate in Vocational Education is a 3-year certificate program covering Grades 10 to 12. Admission is open to students who complete Grade 9 or lower secondary education.

Course offered include the following:

1. Trade and industrial, which includes majors such as auto mechanics, electronics, building and construction, and so on;
2. Agriculture;
3. Home economics, which included clothing and dressmaking, food and nutrition, hospitality and catering, and so on;
4. Arts and crafts, which included majors in fine arts, vocational arts design, ceramics, jewelry ornament, and so on;
5. Commerce and business administration, which included majors such as accounting, marketing, business computers, and so on;
6. The tourism industry, which included many majors such as tourism industry, hospitality and hotel management, and foreign business language; and
7. Fishery, which included many majors such as aquaculture, aquatic animal processing, and fishery.

(2) Diploma in Vocational Education is a 2-year diploma program open to graduates of the 3-year certificate program in vocational education. The following courses are offered at this level:

1. Trade and industry, which included the majors of industrial technology; civil construction; electronics, computer technology, and so on;
2. Agriculture;
3. Fishery;
4. Home economics, which included majors such as food and nutrition, catering and hospitality, and so on;
5. Commerce and business administration, which included many majors such as accounting, marketing, business computers, and so on; and
6. Arts and crafts, which included many majors such as graphic design, jewelry ornament, product design, and so on.

Diploma of Technical Education is a 2-year higher diploma program offered to students with a diploma in vocational education. On completion, students are awarded a Higher

Diploma of Technical Education, which is equivalent to a bachelor's degree. Courses

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offered include the followings: production technology, auto mechanics, electrical technology, civil engineering, fishery, architectural technology, business computers, and accounting. (C. Anawut. 2002 : 12)

3. Vision and Mission of Vocational Education

Vision

A Vocational Education Commission is a main organization to manage and train professions to the people for life time with a good quality and high standardization. The knowledge management must be according to the needs of labor markets and occupations and be consistency with country developing plan.

Mission

1. Produce and develop man power in every profession
2. Create a good quality and high standardized of Vocational Education Administration
3. Research and develop new technologies to increase caliber and be able to compete with other countries
4. **Master Plan of Vocational Education “is to going global”**

South-East Asian leaders are terrified that their countries will lose out on foreign investment and economic growth unless they produce more skilled workers. (Huge. 2003: 12)

Education, and particularly vocational education, is becoming a key political issue throughout the South East Asian region. The Thai Government had identified vocational education as a main tool in two of its high priority policy areas: poverty alleviation and the improvement of Thailand’s international competitiveness. The Vocational Education Commission had already seen its annual budget increase substantially, and the government is planning to invest heavily in the vocational education sector.

In the educational field, Thailand is also looking beyond its own borders. It is a founder member of the Southeast Asian Ministers of Education Organization (SEAMEO), established in 1965 to promote cooperation in education, science and culture in the Southeast Asian region. It participates actively in the regional activities of UNESCO-UNEVOC (the vocational education arm of the UN). Thailand’s more affluent families have traditionally sent their children overseas to complete their education. While this can be expected to continue, increasing numbers of

international students are now coming to study in Thailand. Several prestigious international schools, universities and colleges have already chosen Thailand as their regional base.

In response to the government's wish to expand vocational education, VEC is seeking to widen its network of partnerships, particularly with organizations outside Thailand.

5. Current Private Commercial Schools

The numbers of students of private commercial schools in Bangkok in the year 2006 were totally 95,246 students which were 27,755 students from Diploma level and 67,491 students from Certificate level. And the numbers of first year Certificate level were 29,970 students (Private Vocational Education Commission: 2007: 1-5) (Appendix F).

2.2 Factors influencing value in pursuing studies at private vocational schools

2.2.1 Historical Values in pursuing studies at private vocational schools

Value is a word with several quite different meanings. In statistical analysis of quantitative data-sets, the value is the score or figure observed on a particular variable for a particular case, or in specific circumstances, that is, it is a quantified amount. In economics the labor theory of value states that commodities are exchanged according to the amount of labor embodied in them, except in the Marxian theory of exploitation, which states that employers extract a surplus and hold wages down by creating a reserve army of labor. In attitude research, values are ideas held by people about ethical behavior or appropriate behavior, what is right or wrong, desirable or despicable. In the same vein, philosophers treat values as part of ethics, environments, and political philosophy.

Regarding values as a type of social data, distinctions are often drawn between values, which are strong, semi-permanent, underlying, and sometimes inexplicit dispositions; and attitudes, which are shallow, weakly held, and highly variable views and opinions. Societies can usually tolerate highly diverse attitudes, whereas they require some degree of homogeneity and consistency in the values held by people, providing a common fund of shared values which shape social aspect and political consensus. It is usually held that the sociological theories of normative functionalists, in general, and of Parsons in particular, over-emphasize the importance of shared values in maintaining social order.

More generally, all sociology is concerned with value issues, and many of the classical writers—most notably Durkheim (1920) and Weber (1920)(<http://www.en.wikipedia.org>)—

discussed the role of values in social research at some length. At this more philosophical level, the issues for sociology would seem to be twofold. First, since society itself is partially constituted through values, the study of sociology is in part the study of values. Second, since sociologists are themselves members of a society and presumably hold values (religious, political, and so forth), sociological work may become embroiled in matters of value—or even (as Marxists might put it) matters of ideology. Indeed, some have argued that, for this reason, sociologists may be incapable of the value-neutrality expected of scientists more generally.

These sorts of epistemological debates about the role of values in social science can impinge on sociological work at three stages: first, in the decision to study a particular topic such as religion and belief or homosexuality, where issues of value-relevance are raised; second, in the actual execution of a study, where the issues of bias, value neutrality, and objectivity are raised; and, finally, in the consequences of particular theories or research for society, where the issue of 'value effects' is raised. In practice, most sociologists accept that such sharp distinctions cannot readily be made, and the various value issues overlap.

One of the defining characteristics of philosophical positivism is that it takes the sciences (including social sciences) to be value-neutral or value-free—the expectation being that scientists will (or at least should) eliminate all biases and preferences at each stage of their studies. Value-neutrality is therefore indispensable for a scientific sociology. Similarly, sociology is considered to have a purely technical character, reporting findings that carry no logically given implications for policy or the pursuit of particular values. In marked contrast, Marxists argue that every stage of sociological analysis is riddled with political and moral assumptions and consequences, such that sociology is itself irredeemably an ideological enterprise. However, most sociologists hold positions somewhere between these extremes, arguing (for example) that although the choice of research areas must raise matters of value, the execution of a study should be as impartial as possible, and the findings presented neutrally, at which point the way such findings are put to use by others will again raise value (that is policy) issues. A frequently encountered pragmatic solution to the apparently intractable epistemological issues raised by the question of values is the suggestion that sociology is always bound up with ethics, politics, and values, and since it cannot purge itself of them, sociologists should make the underlying debates explicit.

Some of the classic value debates involved such notables as Mills (1959), Becker (1963), Gouldner (1967), Lundberg (1966), Lynd (1949), and Myrdal (1974)

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(<http://www.en.wikipedia.org>) most of whose works are treated elsewhere in this dictionary). However, the major methodological statement is still to be found in the essays contained in Weber's (1904-18) "The Methodology of the Social Sciences", especially those sections where he discusses the philosophical basis of 'value-relevance' as a principle of concept formation. Here, Weber argues the epistemology of Rickert (1936)(<http://www.en.wikipedia.org>) that reality is infinitely complex and conceptually inexhaustible; that the natural and social sciences typically use generalizing and individualizing modes of concept formation; and that the objects of the latter are distinguished by being imbued with meaning and values. Value-relevance, for Weber, governs the selection of facts in the social and historical sciences by clarifying the value inherent in a situation or phenomenon under analysis. Of course, there are always several possible plausible interpretations of the values underlying cultural phenomena, and consequently several different points of view from which one might conceptualize the phenomenon (or 'historical individual') to be explained. However, once a historical individual is constructed for a particular inquiry, 'objectively one-sided' social scientific knowledge becomes possible through the discovery of causal relationships between the value-relevant description of the object of enquiry and antecedent historical factors, because the formation of these relationships is governed by the established rules of scientific procedure. If the particular value-standpoint according to which the object of enquiry has been conceptualized does not facilitate an explanation of the phenomenon which is both meaningfully and causally adequate, then there may be other values inherent in that phenomenon which permit a more satisfactory explanation to be constructed. This complex argument is described in full in Burger's (1976) "Max Weber's Theory of Concept Formation".

2.2.2 Value definition

Value is a term that expresses the concept of worth in general, and it is thought to be connected to reasons for certain practices, policies, or actions. The value of social is the "behaviors of achieving" that implanted in men. Value is a concept that describes the beliefs of an individual or culture. A set of values may be placed into the notion of a value system. Values are considered subjective and vary across people and cultures. Types of values include ethical/moral values, doctrinal/ideological (political, religious) values, social values, and environmental values. It is debated whether some values are natural. In ethics, value is a property of objects, including physical objects as well as abstract objects (e.g. actions), representing their degree of importance. Ethic value denotes something's degree of importance, with the aim of determining what action or

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life is best to do or live, or at least attempt to describe the value of different actions. It may be described as treating actions themselves as abstract objects, putting value to them. It deals with right conduct and good life, in the sense that a highly, or at least relatively highly, valuable action or may be regarded as ethic "good" (adjective sense), and an action of low, or at least relatively low, value may be regarded as "bad". What makes an action valuable may in turn depend on the ethic values of the objects it increases, decreases or alters. An object with "ethic value" may be termed an "ethic or philosophic good" (noun sense). Ethic value may be regarded as a study under ethics, which, in turn, may be grouped as philosophy. Similar to that ethics may be regarded as a subfield of philosophy; ethic value may be regarded as a subgroup of the more broad (and vague) philosophic value. Ethic value denotes something's degree of importance, with the aim of determining what action or life is best to do, or at least attempt to describe the value of different actions. It may be described as treating actions themselves as abstract objects, putting value to them. It deals with right conduct and good life, in the sense that a highly, or at least relatively highly, valuable action or may be regarded as good, and an action of low, or at least relatively low, value may be regarded as bad. Ethic value is sometimes used synonymously with goodness. However, goodness has many other meanings as well, and may be regarded as more ambiguous (<http://www.en.wikipedia.org>)

2.2.3 Value creation and value development in Vocational Education

Values are our subjective reactions to the world around us. They guide and mold our options and behavior. Values have two important characteristics. First, values are developed early in life and are very resistant to change. Values develop out of our direct experiences with people who are important to us, particularly our parents. Values rise not out of what people tell us, but as a result how they behave toward us and others. Second, values define what is right and what is wrong. If moral or value of education is to be effectively undertaken, it must be firmly based on the principles of value development. Value development denotes different things to different people. The process of value development can be visualized from philosophical, psychological and sociological perspectives. Kohlberg (<http://www.en.wikipedia.org>) gave the opinion that moral development is the back ground of philosophy and psychology. One of the distinguishing features of Indian philosophy is that throughout its long history, it has continuously given the foremost place to values. Our aims of value development and education are derived from this root. Value development is amalgamation of several forces. It is multidimensional, comprehensive

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process whereby individual learn to consciously choose, think logically and adopt the norms of values governing the conduct and behavior. Values are reflected in the personality of the individual in its various dimensions-physical, intellectual, emotional and moral. The true end of this development is to make the individual autonomous, leading to state where the individual is able to act in accordance with universal principles and values, which he accepts in relation to the larger society.

The theory is applied to Value-Intention Scale which who had been developing on the basis of Spranger's (Cited in Amornsittiwong, Sompong. 1997 : 7) theory of six types of values (Vocational theoretical aspect, economic aspect, environmental aspect, religion and belief aspect, political aspect). In each of the six subscales corresponding to the six values, we could find a triad of items whose characteristic curves are steep and parallel owing to difference of difficulty level. We described such triads as one-dimensional hierarchical. When a triad is one-dimensional hierarchical, a member showing higher difficulty level is supposed to contain content which is harder to perform. To clarify the content which had determined the difficulty level of each item of the triads, we examined the individual subjects' explanations for the responses to the triads. The qualitative analysis exhibited that each triad could be represented by linear ordered sets of features, and the items showing higher difficulty level are nested by the items showing lower difficulty level. These nested structures suggest developmental processes of six types of value-intention. Every choice you have ever made and every decision that you have regretted comes back to a set of several core beliefs that many people refer to as their personal values. Your values weren't developed overnight and although outside influence plays a major role much of your values were determined by your own internal perception. Over your lifetime you have seen, heard, felt, and experienced certain situations and conditions that have helped shape your beliefs to what they are today. When many people think about enhancing their career they imagine going back to college or spending hundreds of hours in career training classes. While this is an effective way to educate and train yourself to become an efficient worker it isn't exactly the best way for you to grow as a professional. Being an efficient and skilled worker is important in today's competitively corporate environment but it isn't the only mainly key in hand to make you success. (<http://www.ezinearticles.com>)

2.2.4 Value's factors

Values are ideals that guide or qualify your personal conduct, interaction with others, and involvement in your career. Like morals, they help you to distinguish what is right from what is wrong and inform you on how you can conduct your life in a meaningful way. Values can be classified into four categories such as Personal Values, Cultural Values, Social Values, and Work Values. Personal values are principles that define you as an individual. Personal values, such as honesty, reliability, and trust, determine how you will face the world and relate with people. Cultural values, like the practice of your faith and customs, are principles that sustain connections with your cultural roots. They help you feel connected to a larger community of people with similar backgrounds. Social values are principles that indicate how you relate meaningfully to others in social situations, including those involving family, friends, and co-workers. Work values are principles that guide your behavior in professional contexts. They define how you work and how you relate to your co-workers, bosses, and clients. They also reveal your potential for advancement. The following table provides examples of each type of values.

Table 2.1 Examples of each type of values.

Personal Values	Cultural Values	Social Values	Work Values
Caring	Celebration of Diversity	Altruism	Autonomy
Courage	Ethic roots	Diversity	Competitiveness
Creativity	Faith	Eco-consciousness	Conscientiousness
Friendliness	Linguistic ties	Equality	Dedication
Honesty	National ties	Fairness	Equanimity/Ethics
Honor	Regional ties	Family closeness	Loyalty
Independence	Tradition	Lovingness	Professionalism
Integrity		Morality	Punctuality
Spirituality		Reliability	Remunerative worth
			Team player

Source: (<http://www.ilearn.senecac.on.ca/careers/goals/vales.html>)

2.2.5 Supporting factors to value creation

The term "value creation" can be a misnomer, but for procurement professionals it is simple: delivering additional value to the bottom line through new methods. The difficulty only lies in drawing that value out of the plethora of intangible drivers that you have to deal with.

Non-financial factors like innovation, people and ideas are difficult to quantify, rarely acknowledged in accounting methods and not adequately measured, managed or reported on by organizations. However, these are some of the critical sources of value that can be utilized by companies to improve their competitive advantage. By making procurement work closely with other business functions it can drive flexibility, ultimately making it expandable to customer needs and creating value to the company's bottom line. (<http://www.procurementleaders.com>)

The sustainability of an industrial enterprise is increasingly judged from the overall balance between the value produced by its goods and the value of inputs consumed, either directly or indirectly. The latter may be mineral resources or other raw materials, installations, water, energy, pollution effects, transport or regulatory constraints. Nor must the social effects of the activities be ignored. (<http://www.europeanleaders.net>)

Previously, the values considered are primarily those relating to the manufacture and sale of products. These days, the balance considered as "added value" is wider; encompassing the whole lifecycle, including the stages before manufacture and after the product has been sold. Apart from the profits distributed to investors and shareholders, the wealth created includes wages and salaries, social security payments, taxes, purchases of services from the community, assistance to social, cultural or sporting activities, training and the products' contribution to wellbeing. (<http://www.europeanleaders.net>)

2.2.6 Value characteristics

Value is a concept that describes the beliefs of an individual or culture. A set of values may be placed into the notion of a value system. Values are considered subjective and vary across people and cultures. Types of values include ethical/moral values, doctrinal/ideological (political, religious) values, social values, and environmental values. It is debated whether some values are innate. Value theory encompasses a range of approaches to understanding how, why, and to what degree humans should value things, whether the thing is a person, idea, object, or anything else. This investigation began in ancient philosophy, where it is called axiology or ethics. Early philosophical investigations sought to understand good and evil, and the concept of "the good".

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Today much of value theory is scientifically empirical, recording what people do value and attempting to understand why they value it in the context of psychology, sociology, and economics. At the general level, there is a difference between moral and natural goods. Moral goods are those that have to do with the conduct of persons, usually leading to praise or blame. Natural goods, on the other hand, have to do with objects, not persons. For example, to say that "Mary is a morally good person" might involve a different sense of "good" than the one used in the sentence "'Hey Jude' is a good song". Ethics tend to be focused on moral goods rather than natural goods, while economics tends to be interested in the opposite. However, both moral and natural goods are equally relevant to goodness and value theory, which is more general in scope. In psychology, value theory refers to the study of the manner in which human beings develop, assert and believe in certain values, and act or fail to act on them. Attempts are made to explain experimentally why human beings prefer or choose some things over others, how personal behavior may be guided (or fail to be guided) by certain values and judgments, and how values emerge at different stages of human development (see e.g. the work by Lawrence Kohlberg .2007. and Kohlberg's stages of moral development). In psychotherapy and counseling, eliciting and clarifying the values of the patient can play an important role to help him/her orient or reorient himself or herself in social life. In sociology, value theory is concerned with personal values which are popularly held by a community, and how those values might change under particular conditions. Different groups of people may hold or prioritize different kinds of values influencing social behavior. Major Western theorists include Weber (1976), Marx (1880), Durkheim (1920) and Habermas (1989). Methods of study range from questionnaire surveys to participant observation. Economic analysis emphasizes goods sought in a market and tends to use the consumer's choices as evidence (revealed preference) that various products are of value. In this view, religious or political struggle over what "goods" are available in the marketplace is inevitable, and consensus on some core questions about body and society and ecosystems affected by the transaction, are outside the market's goods so long as they are un owned. However, some natural goods seem to also be moral goods. For example, those things that are owned by a person may be said to be natural goods, but over which a particular individual(s) may have moral claims. So it is necessary to make another distinction: between moral and non-moral goods. A non-moral good is something that is desirable for someone or other; despite the name to the contrary, it may include moral goods. A moral good is anything which an actor is considered to be morally obligated to strive toward. When discussing non-moral goods, one may make a useful distinction

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between inherently serviced and material goods in the marketplace (or its exchange value), versus perceived intrinsic and experiential goods to the buyer. A strict service economy model takes pains to distinguish between the goods and service guarantees to the market, and that of the service and experience *to* the consumer. Sometimes, moral and natural goods can conflict. The value of natural "goods" is challenged by such issues as addiction. The issue of addiction also brings up the distinction between economic and moral goods, where an economic good is whatever stimulates economic growth. For instance, some claim that cigarettes are a "good" in the economic sense, as their production can employ tobacco growers and doctors who treat lung cancer. Many people would agree that cigarette smoking is not morally "good", nor naturally "good," but still recognize that it is economically good, which means, it has exchange value, even though it may have a negative public good or even be bad for a person's body (not the same as "bad for the person" necessarily - consider the issue of suicide.) Most economists, however, consider policies which create make-work jobs to have a poor foundation economically.

In Ecological Economics value theory is separated into two types: Donor-type value and receiver-type value. H.T. Odum (1996:2), Ecological economists, tend to believe that 'real wealth' needs a donor-determined value as a measure of what things were needed to make an item or generate a service.. An example of receiver-type value is 'market value', or 'willingness to pay', the principal method of accounting used in neo-classical economics. In contrast both, Marx's Labour Theory of Value and the 'Emergy' concept are conceived as donor-type value. Emergy theorists believe that this conception of value has relevance to all of philosophy, economics, sociology and psychology as well as Environmental Science. Intuitively, theories of value must be important to ethics. A number of useful distinctions have been made by philosophers in the treatment of value. Many people find it useful to distinguish instrumental value and intrinsic values, first discussed by Plato in the "Republic". An instrumental value is worth having as a means towards getting something else that is good (e.g., a radio is instrumentally good in order to hear music). An intrinsically valuable thing is worth having for itself, not as a means to something else. It is giving value intrinsic and extrinsic properties. Intrinsic and instrumental goods are not mutually exclusive categories. Some things are both good in themselves, and also good for getting other things that are good. "Understanding science" may be such a good, being both worthwhile in and of itself, and as a means of achieving other goods. A prominent argument in environmental ethics, made by writers like Aldo Leopold and Holmes Rolston III, is that wild nature and healthy ecosystems have intrinsic value, prior to and apart from their instrumental value as resources for humans, and

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should therefore be preserved. Dewey (1859-1952) (<http://www.en.wikipedia.org>) in his book *Theory of Valuation* saw goodness as the outcome of ethic valuation, a continuous balancing of "ends in view." An end in view was said to be an objective potentially adopted, which may be refined or rejected based on its consistency with other objectives or as a means to objectives already held, roughly similar to an object with relative intrinsic value. His empirical approach had absolute intrinsic value denial, not accepting intrinsic value as an inherent or enduring property of things. He saw it as an illusory product of our continuous valuing activity as purposive beings. When held across only some contexts, Dewey held that goods are only intrinsic relative to a situation. When across all contexts, goodness is best understood as instrumental, with no contrasting intrinsic goodness. In other words, Dewey claimed that anything can only be of intrinsic value if it is a contributory good. Another improvement is to distinguish contributory goods with a contributory conditionality. These have the same qualities as the good thing, but need some emergent property of a whole state-of-affairs in order to be good. For example, salt is food on its own, and good as such, but is far better as part of a prepared meal. Providing a good outside this context is not delivery of what is expected. In other words, such goods are only good when certain conditions are met. This is in contrast to other goods, which may be considered "good" in a wider variety of situations. The thinking of Kant (1724-1804) (<http://www.en.wikipedia.org>) greatly influenced moral philosophy. He thought of moral value as a unique and universally identifiable property, as an absolute value rather than a relative value. He showed that many practical goods are good only in states-of-affairs described by a sentence containing an "if" clause. For example, in the sentence, "Sunshine is only good if you do not live in the desert". Further, the "if" clause often described the category in which the judgment was made (art, science, etc.). Kant described these as "hypothetical goods", and tried to find a "categorical" good that would operate across all categories of judgment without depending on an "if-then" clause. An influential result of Kant's search was the idea of a good will as being the only intrinsic good. Moreover, Kant saw a good will as acting in accordance with a moral command, the "Categorical Imperative:" "Act according to those maxims that you could will to be universal law." From this, and a few other axioms, Kant developed a moral system that would apply to any "praiseworthy person." (See *Groundwork of the Metaphysic of Morals*, third section, p 446-447) Kantian philosophers believe that any general definition of goodness must define goods that are categorical in term of the sense of that Kant had been intended. (<http://www.en.wikipedia.org>)

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2.2.6.1 Theory of motivation: Maslow's hierarchy of needs

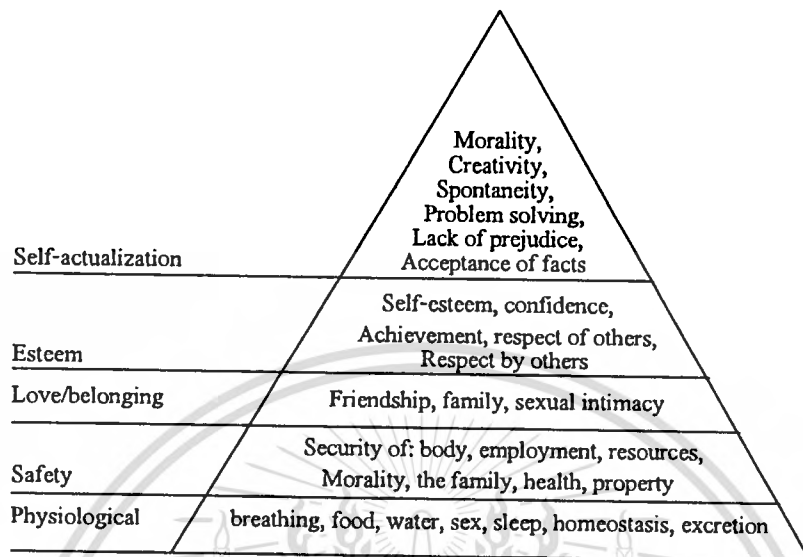


Figure 2.1 Maslow's hierarchy of needs; Source: (<http://www.en.wikipedia.org>)

Maslow's hierarchy of needs is a theory in psychology, proposed by Abraham Maslow in his 1943 paper *A Theory of Human Motivation*, which he subsequently extended to include his observations of humans' innate curiosity. Maslow studied what he called exemplary people such as Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglass rather than mentally ill or neurotic people, writing that "the study of crippled, stunted, immature, and unhealthy specimens can yield only a cripple psychology and a cripple philosophy." Maslow also studied the healthiest one percent of the college student population. Maslow's hierarchy of needs is also predetermined in order of importance. It is often depicted as a pyramid consisting of five levels: the lowest level is associated with physiological needs, while the uppermost level is associated with self-actualization needs, particularly those related to identity and purpose. The higher needs in this hierarchy only come into focus when the lower needs in the pyramid are met. Once an individual has moved upwards to the next level, needs in the lower level will no longer be prioritized. If a lower set of needs is no longer being met, the individual will temporarily re-prioritize those needs by focusing attention on the unfulfilled needs, but will not permanently regress to the lower level. For instance, a businessperson at the esteem level who is diagnosed with cancer will spend a great deal of time concerning on their health (physiological needs), but

will continue to value their work performance (esteem needs) and will likely return to work during periods of remission. (<http://www.en.wikipedia.org>)

1. Deficiency needs

The lower four layers of the pyramid are what Maslow called "deficiency needs" or D-needs": physiological (including sexuality), security of position, friendship and love, and esteem. With the exception of the lowest (physiological) needs, if these "deficiency needs" are not met, the body gives no physical indication but the individual feels anxious and tense.

(<http://www.en.wikipedia.org>)

2. Physiological needs

For the most part, physiological needs are obvious – they are the literal requirements for human survival. If these requirements are not met (with the exception of clothing and shelter), the human body simply cannot continue to function. Physiological needs include: Breathing, food, sexual activity, homeostasis. Lack of air and food will kill an individual. A lack of sexual activity would mean the extinction of humanity, probably explaining the strength of the sexual instinct in Individuals. (<http://www.en.wikipedia.org>)

3. Safety needs

With their physical needs relatively satisfied, the individual's safety needs take over and dominate their behavior. These needs have to do with people's yearning for a predictable, orderly world in which injustice and inconsistency are under control, the familiar frequent and the unfamiliar rare. In the world of work, these safety needs manifest themselves in such things as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, and the like. These have been lacking for most of human history, but at this point are mostly satisfied in the "First World" -- although the poor, both those who are poor as a class and those who are temporarily poor (university students would be an example), must often still address these needs. Safety and Security needs include: Personal security, financial security, health and well-being, safety need against accidents/illness and the adverse impacts. (<http://www.en.wikipedia.org>)

4. Social needs

After physiological and safety needs are fulfilled, the third layer of human needs is social. This psychological aspect of Maslow's hierarchy involves emotionally-based relationships in general, such as: friendship, intimacy, having a supportive and communicative family. Humans

need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, gangs ("Safety in numbers"), or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They need to love and be loved (sexually and non-sexually) by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of the peer pressure; an anorexic, for example, may ignore the need to eat and the security of health for a feeling of control and belonging. (<http://www.en.wikipedia.org>)

5. Esteem

All humans have a need to be respected, to have self-esteem, self-respect. Also known as the belonging need, esteem presents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. It may be noted, however, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels. Most people have a need for a stable self-respect and self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-esteem, strength, competence, mastery, self-confidence, independence and freedom. The last one is higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness. Maslow stresses the dangers associated with self-esteem based on fame and outer recognition instead of inner competence. Healthy self-respect is based on earned respect. (<http://www.en.wikipedia.org>)

6. Self-actualization

The motivation to realize one's own maximum potential and possibilities is considered to be the master motive or the only real motive, all other motives being its various forms. In Maslow's hierarchy of needs, the need for self-actualization is the final need that manifests when lower level

needs have been satisfied. Classical Adlerian psychotherapy promotes this level of psychological development, utilizing the foundation of a 12-stage therapeutic model to realistically satisfy the Basic needs, leading to an advanced stage of “meta-therapy,” creative living, and self/other/task-actualization. Maslow's writings are used as inspirational resources. (<http://www.en.wikipedia.org>)

7. Self-transcendence

Near the end of his life Maslow proposed that there was a level on the hierarchy that was above self-actualization: self-transcendence. “[Transcendence] may be said to be much more often aware of the realm of Being (B-realm and B-cognition), to be living at the level of Being... to have unique consciousness and “plateau experience” (serene and contemplative B-cognitions rather than climactic ones) ... and to have or to have had peak experience (mystic, sacral, ecstatic) with illuminations or insights. Analysis of reality or cognitions were changed their view of the world and of themselves, perhaps occasionally, perhaps as a usual thing.” Maslow later did a study on 12 people he believed possessed the qualities of Self-transcendence. Many of the qualities were guilt for the misfortune of someone, creativity, humility, intelligence, and divergent thinking. They were mainly loners, had deep relationships, and were very normal on the outside. Maslow estimated that only 2% of the population will ever achieve this level of the hierarchy in their lifetime, and that it was absolutely impossible for a child to possess these traits.

From the motivation theory of Maslow leading us to know that human have differently needs from each other and everyone was not covered by 5 layers, but all of these needs were always in personal life span. Thus, the human needs will be the behavior’s drive to fulfill the needs of human being. Researcher then brought this motivation theory to be a part of vocational school choices. (<http://www.en.wikipedia.org>)

2.6.1.2 The Multiple Factors Theory of Decision Making and Social Action.

Reeder (Cited in Karnchanajitra, Surapol. 1993:15) is a sociologist who studied on the influential factors of personal behaviors and set up the decision-making theory in social science. Reeder explained that the reasons of personal’s decision making were come from many factors such as first, Pull factors were consisted of goal, belief orientation, value standards, habits and customs. Secondly, push factors were consisted of expectations, commitment, and forces. Thirdly, the able factors were consisted of opportunity, ability, and support.

Reeder's theory was the basis of variables of school choices in profession expectation; family's supportive in education, easy to commute, and private vocational schools information. These factors were influential factors for school choices.

2.6.1.3 Super's Theory

Super's theory was the basis of life roles and life stages for career development as follows:

1. Super's Theory of Life Stages

Super's theory of late adolescent and adult career development is based on two major elements: Life Roles and Life Stages. Some important roles are studying and working, community service, home and family, leisure activities, and personal development. Through these roles, a person begins recognizing personal's values of inherent in making a career choice. In addition, Mr. Super described certain universal life stages that people go through during a life span. Though ages and chronology are listed in his model, an important concept is that these stages are not necessarily age-related. People may recycle through stages, or they may go through some stages multiple times.

2. Overview of Life Stages

Late Adolescence (16-22 years old): Characterized by establishment of independence, openness to new ideas, uncertainty about abilities. Provisional Adulthood (22-28 years old): During this stage, people are still proving their competences, especially to parents and themselves, and gaining independence with own relationships, perhaps starting a family. Thirties Transition (28-32 years old): This is a time of questioning commitments to jobs and family. Some individuals choose to change, leaving initial career choices and relationships. Time of Rooting (32-39 years old): A consciousness of time sets in at this time of life; people hear the biological clock ticking. People begin settling down, sometimes with a sense of resignation. Turning Point Years (39-40 years old): Some people become tired of what they are "supposed to be". It represents a time of crisis for some. They may ask, "Is this all there is to life?" Second round of questioning on initial commitments. Re-stabilization/Time of Bearing Fruit (43-50 years old): This is a time for inner development. One may mentor others, if one is established in a career. People at this stage seem to feel more settled. Renewal (50-65 years old): This is a period of calm, even boredom. People at this stage may begin disengaging from work. People one knows begin dying. There is a sense that time is finite and relationships become more important. Preparing for

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Retirement (65 years old-up): A person's energies are "other-directed". One may seek part-time employment or volunteer opportunities. Many people at this stage travel more than earlier in life. (www.en.wikipedia.org)

Super's theory is the basic theory of life role and life stages. Through these roles, a person begins recognizing personal values so inherent in making a career choice. Thus, researcher used this theory to describe the student's school choice for their future career.

2.6.1.4 Holland's Theory of Vocational School Choice

Holland (2009:1) said that man would choose the profession that relevancy to his own behavior. If man had un-stable behavior, he would face a problem in professional choices. Holland had also talking about the expectation of the level of occupational choice that man would choose the right profession if he knows his own behavior. (<http://www.en.wikipedia.org/wiki/Holland>)

The personal factor analysis was insisted on personal's judgment in occupational choices according to self-analysis. The personal factors were: abilities, aptitude, take an interest, and behaviors. The occupational choice principles were: occupation analysis, self-analysis, personal's judgment in occupational choices.

From Holland's theory and personal's factor analysis in school choices were indicated that everybody had his own behavior or lived in differently environment, therefore, man would choose differently professions. Researcher used vocational school choice theory to study in the variables of gender and desire to study in vocational schools, GPA, social factor, and parent's educational levels. (<http://www.en.wikipedia.org>)

2.6.1.5 Social Stratification Theory.

The social stratification is insisted on the system and evaluation processes of roles, status, positions, and manners of mankind in social. Men who were in the similar positions could say that they are in the same stratum. The social stratification is an international culture in globalization. Horton & Hunt (1984) classified the social stratification into 3 categories:

1. Wealth and revenue is a prominent criterion of social classification. Parents who have large amount of wealth and revenue are called high social status people while their sons/daughters have more chances in studying.

2. Occupation is also a prominent criterion of social status, such as the socially estimable occupation is the higher chances in taking of higher position.

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3. Education is one of the social stratification. Man who is high educated is leading to the higher social status.

Researcher used the social stratification theory to study the student's behavior in private vocational school choices by using the factor of parent's education levels, and family income. Researcher believes that the differently social stratification is differently social manners; and by the mean time, they would have differently living procedure, different belief, different thinking and differently decision making.

2.2.7 Personal Values

Personal values evolve from situations with the external world and can change over time. This integrity in the application of values refers to its continuity; persons have integrity if they apply their values appropriately regardless of arguments or negative reinforcement from others. Values are beliefs and attitudes about the way things should be. They involve what is important to us. Values are applied appropriately when they are applied in the right area. For example, it would be appropriate to apply religious values in times of happiness as well as in times of despair. "A way of measuring what people value is to ask them what their goals are." (Santrock, J.W. 2007 . A topical Approach to Lif-Span Development. New York, NY: McGraw-Hill).

Personal values developed very early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion, and political party. However, personal values are not universal; one's family, nation, generation and historical environment help determine one's personal values. "We carry with us values that influence our thoughts, feelings, and actions." This is not to say that the value concepts themselves are not universal, merely that each individual possess a unique conception of them i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience. "Researches on values has found that adolescents who are involved in groups that connect them to others in school, their communities, or faith-based institutions report higher levels of social trust, altruism, commitments to the common good of people, and endorsements of the rights of immigrants for full inclusion in society. Adolescents who were uninvolved in such groups were more likely to endorse self- interest and materialistic values (Santrock, J.W. 2007. A topical Approach to Lif-Span Development. New York, NY: McGraw-Hill). (<http://www.en.wikipedia.org>)

2.2.8 Cultural Values

Groups, societies, or cultures have values that are largely shared by their members. The value identify those objects, conditions or characteristics that members of the society consider important; that is, valuable. In the United States, for example, values might include material comfort, wealth, competition, individualism or religiosity and sex, drugs and rock and roll. The values of a society can often be identified by noting which people receive honor or respect. In the US, for example, professional athletes are honored (in the form of monetary payment) more than college professors, in part because the society respects personal values such as physical activity, fitness, and competitiveness more than mental activity and education. This may also be the case because the society takes its education for granted and repays its teachers with non-tangible honors of relatively equal value with that of the athlete. Surveys show that voters in the United States would be reluctant to elect an atheist as a president, suggesting that belief in God is a value. There is a difference between values clarification and cognitive moral education. (<http://www.en.wikipedia.org>). Values clarification is, "helping people clarify what their lives are for and what is worth working for. Cognitive moral education is based on the belief that students should learn to value things like democracy and justice as their moral reasoning develops. Values are related to the norms of a culture, but they are more general and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or evil. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors at a funeral. They reflect the values of respect and support of friends and family. For example, a family in Africa might not believe in education, and in the importance of it, whereas in the United States, education is of high value. Different cultures reflect different values. "Over the last three decades, traditional-age college students have shown an increased interest in personal well-being and a decreased interest in the welfare of others." Values seemed to have changed, affecting the beliefs, and attitudes of college students. Members take part in a culture even if each member's personal values do not entirely agree with some of the normative values sanctioned in the culture. This reflects an individual's ability to synthesize and extract aspects valuable to them from the multiple subcultures they belong to. If a group member expresses a value that is in serious conflict with the group's norms, the group's authority may carry out various ways of encouraging conformity or stigmatizing the non-conforming behavior of its members. For example, imprisonment can result from conflict with social norms that have been established as law. (<http://www.en.wikipedia.org>)

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2.2.9 Steps of value creation

The term "value creation" can be a misnomer, but for procurement professionals it is simple: delivering additional value to the bottom line through new methods. The difficulty only lies in drawing that value out of the plethora of intangible drivers that you have to deal with. Non-financial factors like innovation, people and ideas are difficult to quantify, rarely acknowledged in accounting methods and not adequately measured, managed or reported on by organizations. However, these are some of the critical sources of value that can be utilized by companies to improve their competitive advantage. By making procurement work closely with other business functions it can drive flexibility, ultimately making it expandable to customer needs and creating value to the company's bottom line. (<http://www.europeanleader.net/learninggroups/value-creation/-29k>). Value creation would include five major actions:

1. Develop customer value commitment culture. The customer value commitment has to be more than a slogan; it has to be expected, normative behavior throughout the organization, a commitment that the workforce is empowered to implement. Every customer touch point is an opportunity to create or destroy value.
2. Plan customer value processes. This requires identifying and defining all the processes, sub-processes, and individual activities that must be in place to deliver customer value. These processes and activities include understanding the customer, creating customer commitment, covering that customer commitment into an implemented customer value, and assessing the customers' levels of satisfaction with firm customer commitment. Continuously improving firm commitment in line with changing customer values keeps firm ahead of its competition in delivering the desired value to the customers.
3. Populate customer value processes. The people skills and competencies necessary for a customer value commitment have to be defined and acquired. Firm people resources have to be deployed, trained, and developed, and value delivery has to be measured and compensated.
4. Invest in appropriate infrastructure. To deliver customer value firm has to invest in the infrastructure. This may be infrastructure to create and support the physical, service, and intangible elements of firm customer value commitments. It may be to select and manage appropriate value may include the knowledge management systems to support firm customer value creation.

5. Implement customer value cost-effectively. Having understood, designed, and created firm customer value commitment, firm has achieved nothing until it is implemented effectively. Implementation actions have to be clearly defined, prioritized, communicated, and agreed to. The main problem in this phase of value-based management in the Czech enterprises lies in investing to appropriate infrastructure for delivering customer value by cost-effectively manner and in joining single organizational sections in care about customers. The objectives of different sections in enterprises are very often contradictory (<http://www.vgtu.lt>).

2.2.10 Value in pursuing studies at private vocational schools

Vocational education training designed to advance individuals' general proficiency, especially in relation to their present or future occupations. The term does not normally include training for the professions.

Large communities frequently have separate public schools devoted to specific occupational fields, and some countries and states sponsor regional vocational training establishments. These public schools work closely with interested industries and trades in establishing curricula and in guidance programs. The cooperative training technique, in which students work part-time job for which they are preparing, is a common feature of these schools. Community colleges often provide vocational training courses. Many industries have instituted extensive vocational education programs for their employees, and virtually all trades require apprenticeship and/or on-the-job training (<http://www.encyclipedia.com>).

Theorists in vocational training have emphasized that its aim is to improve the worker's general culture as well as to further his or her technical training. That policy is evident in the academic requirements of public vocational schools and in the work of public continuation and evening schools. Various academic courses are provided so that workers who have not completed the public school requirements may do so while engaged in regular jobs. In some localities attendance at continuation schools is compulsory for those who are of school age. While continuation and evening schools are often primarily vocational, they frequently include general courses that attract older workers.

The Chinese Educational Base of Guangdong Province is a foreign-related public educational institution under the leadership of the Overseas Chinese Affairs Office of the people's government of Guangdong Province. The base is founded using the resources of Guangdong Overseas Chinese Vocational School and operated under the direction of the Department of

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Education of Guangdong Province. It is now qualified in enrolling overseas students (Approval document: Guangdong Foreign Teaching (2000 : 7). Since its foundation in 1979, the base has always been in the field of vocational education and Chinese education, upholding the tenet of “Putting people first, serving overseas Chinese” and adhering to the school-running policy of “building a famous school with distinctive characters”. Under the leadership of the Overseas Chinese Affairs Office of the People’s Government of Guangdong Province and with the support of the Overseas Exchange Association of Guangdong Province, the school has hosted students and visitors from more than ten countries in Southeast Asia, Central Asia, Europe, South America, Australia, and those from China’s Hong Kong, Macau and Taiwan Districts. It also holds teachers’ classes, dancing classes, and summer/winter camps for overseas visitors. The Chinese Educational Base of Guangdong Province is a comprehensive school dedicated mainly to provide Chinese language education and vocational technique training for foreigners and Chinese from Hong Kong, Macao and other regions and to promote cultural exchange and cooperation between China and other countries. The Base practices small-class teaching, and experienced full-time teachers are ready to carry out teaching according to students’ different Chinese levels, personalities and potentialities. The school puts great emphasis on absorbing new education ideas and innovation. “Student Foremost” and “Learning with Fun” are actively promoted, which contribute a lot to developing students’ interest in study, their creative abilities and cooperative spirit. Technique skill training and teaching results are in the spot light. The base has 26 laboratories, more than 10 multimedia classrooms, language labs; and Chinese classes for overseas students are all equipped with multimedia devices. The school is also a state-level and provincial-level centre for several kinds of professional trainings and examinations. The base is located in Tianhe district, a district renowned for its culture and education in Guangzhou. Guangzhou, which known as the southern gateway to China, is the political, economic, scientific, educational and cultural centre of Guangdong Province; it is in the vicinity of Hong Kong and Macau, and a transportation and communication hub in South China; it is also an international metropolis of historical importance marching to modernization with giant strides. The Chinese Import & Export Commodity Fair (Canton Fair), which has a history of fifty years and is held twice a year in Guangzhou, one in spring and the other in autumn, is China’s largest comprehensive international trade fair of the longest history, of the highest level, of the most complete varieties and of the largest attendance and business turnover. Around the base, there are more than ten universities, colleges and schools, which fill this area with cultural atmosphere.

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With a network of free highways in its territory, the school is provided with convenient transportation. It takes only 30 minutes and 10 minutes by drive from the base to Guangzhou Baiyun International Airport and downtown respectively. Lying in Longdong Forest Park, the base boasts large patches of greens, singing birds, fragrant flowers, quiet and elegant environment, and it is really a place blessed with geomantic omen. The perfect combination of natural environment and human environment makes the school not only an ideal place to inherit Chinese culture and spread Chinese civilization, but also a convenient place for overseas students to appreciate quickly the practical and economic value of Chinese language (<http://www.study-in-china.org>).

Thailand is one of the industrial countries in the Asia-Pacific region that requires a number of skilled labors. One of the major tasks of the current government in Thailand is to improve the vocational qualification standard for the international and national market. The Office of Vocational Education Commission (OVEC) in Thailand formulated the Thai Vocational Qualification (TVQ), where in vocational competencies are divided into five levels (MOE .2006). The TVQ places emphasis on competencies, the accreditation of prior learning and experience, the promotion of public private sector cooperation in providing additional skills training for workers in various enterprises so as to raise labor productivity to international levels, and enhancing the global competitiveness of Thailand. Although the attempt has been made to create quality in vocational education, OVEC reported that social attitudes to vocational education are not encouraging. Negative attitudes to manual work severely dampen the demand for vocational education. Furthermore, TVET is conceived as a system of education for the poor, and for the educationally backward sections that are not eligible for admission into higher education (OVEC. 2006). This view perpetuates inequalities in the system. Low prestige attached to vocational education and its inherent inequities are somewhat a common phenomenon in Thailand. The suspicion that vocational curricula provide "a second-class education and track some individual's lower class or lower caste, racial minorities and women - away from academic education and access to jobs of the highest pay and status" (Grubb. 2007) became quite strong over the years and became obvious through some public policies of ill-treatment of vocational education in educational planning and resource allocation, while contributing to the strengthening this belief (Tilak .2002). Presently, in Thailand, people are valued for what they know more than what they actually produce. Employers demand more educated people, who are equipped with new sets of knowledge and skills, to perform high value-added forms of business activities to continue to

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compete in the global market. Fewer young people start their careers with vocational education, but more working people acquire vocational education for enriching and updating their industry-specific knowledge and skills. Researcher would like to look into the drastic changes in industry and society require the Thai vocational education institutions to define their new roles and to create new values to a new composition of stakeholders, and, their performance will be evaluated by a new set of criteria and standards. (<http://www.aare.edu.au/07pap/pim07613.pdf>)

2.2.11 Factor influencing value in pursuing studies at private vocational schools

1 Program options

1.1 Definition of program options

Program options means variety of programs or plan or arrangement in curriculums of private vocational schools for students to choose. In other hand, program options may mean a set of courses, a number of which may be mandatory and of a specialized nature, leading toward a particular certificate or a program of education in commercial and technical, such as the school offers a diversity of business program options, the school has an academic reputation; the school has teacher advisors to help ease out learning problems, all graduates always get a job, the study programs are challenging and meaningful, and lastly, it is easy to continue study after graduation from private vocational schools.

(<http://www.ucalgary.ca/pubs/calendar/2005/welcome/Glossary.html>)

1.2 Theory of academic success

The definition of "successful student" has changed over the years, today's youth need to know a great deal of reading, writing, and arithmetic in order to succeed. According to key business leaders in the US, students who are to succeed in 21st century America must be: able to analyze, synthesize, and evaluate information; able to effectively communicate with others; proficient in science, mathematics, computer/technical skills, foreign languages, as well as history, geography, and global awareness; capable of collaboratively working in culturally diverse settings; leaders who see projects through to completion; responsible decision makers who are self-motivated and active political participants; and ethical individuals who are committed to their families, communities, and colleagues (Nidds & McGerald, 1996). Educators' conceptions of the successful student seem to parallel those of the key business leaders queried. Successful students, they maintain, have learned to effectively balance the social and academic aspects of school,

expect to succeed, and may be described as socially proficient, goal oriented, and intrinsically motivated (Ellis & Worthington. 1994; Scheuermann. 2000).

1.3 Related research to academic success and value in pursuing studies

Brockman. (2009); Russell (2009) (<http://www.cals.cf.calsnet.arizona.edu>), University of Arizona had studied the academic success, and value of learning and found that the academic success is strongly linked to the positive outcomes of value for children. Not surprisingly, research shows that adults with high levels of education are more likely to be employed, and to earn higher salaries (National Center for Education Statistics. 2001; U.S. Department of Commerce, Bureau of the Census. 1999). Beyond work and wages, academic success is important to working Americans and they need higher levels of education to tackle the technologically demanding occupations in the future (Brown, 1999; National Alliance of Business, Inc.. 1998). Furthermore, the number of jobs requiring a college education is expected to grow more than twice as fast as those not requiring a college education over the next ten to twenty years (Fleetwood & Shelley. 2000; Rentner & Kober. 2001). Academically successful students will have more employment opportunities than those with less education. Thus, academic success may mean the difference between working at a job merely “because it pays the rent” and working at a job that one enjoys (Rentner & Kober. 2001: 15) (<http://www.cals.cf.calsnet.arizona.edu>).

The theory of academic success play a role in program options, while the program options is one of the variable that lead to the student’s academic success and have more opportunities in choosing careers.

2 Guardians’ preferences

2.1 Definition of guardians’ preferences

Guardians’ preferences mean parents/guardian or sponsoring relative wanted students to study in a private vocational school based on certain reasons, such as strong academic programs; academic reputation; relative graduated from this school; relative(s) and friend(s) recommended the school to students; parent/guardian knows the teachers very well; parent/guardian knows every student.

2.2 Parents’ duty

Parents’ duty is protecting children from bad things, education given, spouse introduction, and heritage preparation.

2.3 Guardians’ preferences and value

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A guardian is a father or mother; one who sires or gives birth to and/or nurtures and raises an offspring. The different role of parents varies throughout the tree of life, and is especially complex in human culture.

A mother is the biological or social female parent of a child or offspring. The maternal bond describes the feelings the mother has for her (or another's) child. In the case of a mammal such as a human, the mother gestates her child (called first an embryo, then a fetus) in the womb from conception until the fetus is sufficiently well-developed to be born. The mother then goes into labour and gives birth. Once the child is born, the mother produces milk to feed the child.

A father is traditionally the male parent. Like mothers, fathers may be categorised according to their biological, social or legal relationship with the child. Historically, the biological relationship paternity has been determinative of fatherhood. However, proof of paternity has been intrinsically problematic and so social rules often determined who would be regarded as a father e.g. the husband of the mother. Parent preference could be affected to the child value of pursuing any way of life.

2.4 Related research to guardians' preferences and value

Cotton and Wikelund (2009) (<http://www.nelliemuller.com>) had studied the parents' preferences and value of learning and found that the parent preference is the involvement of parents to schools choice has become a major educational issue in the 1980s. Communities are ever more watchful of the value of parent of public education. Local schools are concerned about continuing to study if its provide high-quality teaching and other services with dwindling resources. And parents want assurance that their children will receive adequate preparation to lead rewarding adult lives. (<http://www.nwrel.org>)

The term "parent involvement" is used broadly in this report. It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children. (<http://www.nwrel.org>)

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There are literally hundreds of books, journal articles, and stand-alone reports on the subject of parents' involvement in their children's education. These writings include research reports, expert opinions, theory papers, program descriptions, and guidelines for setting up programs. A great many of these reports are informative and useful, and, because parent involvement has become a "hot topic" in the past few years, there is considerable current information. (<http://www.nwrel.org>)

The present report synthesizes information from forty-one documents on different aspects of parent involvement. Because several of these are review/summaries of still other documents, many additional writings are represented. (<http://www.nwrel.org>)

Documents are selected to reflect research on the effects of parents' involvement on student achievement and other student outcomes. Twenty-five of the supporting documents are research studies, eight are reviews, and eight are program descriptions and research-based guidelines for setting up programs. All age/grade levels are represented in the research, as are specific student populations, such as the disadvantaged, special education, and limited English proficient students. The kinds of parent involvement investigated include telephone and written home-school communications, attending school functions, parents serving as classroom volunteers, parent-teacher conferences, homework assistance/tutoring, home educational enrichment, and parent involvement in decision making and other aspects of school governance. The researchers focused on a variety of student outcome areas, including general achievement; achievement in reading, math, or other specific curricular areas; IQ scores; and an array of attitudinal and behavioral outcomes. The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students. Looking more closely at the research, there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results. (<http://www.nwrel.org>)

Along similar lines, researchers have found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. That is, if parents

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receive phone calls, read and sign written communications from the school, and perhaps attends and listens during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. However, considerably greater achievement benefits are noted when parent involvement is active--when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms or on field trips, and so on. (<http://www.nwrel.org>)

The research also shows that the earlier in a child's educational process parent involvement begin, the more powerful the effects will be. Educators frequently point out the critical role of the home and family environmental in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. Early childhood education programs with strong parent involvement components have amply demonstrated the effectiveness of this approach. What about orientation and training for parents who wish to become more involved in their children's learning? Those research studies which have compared parent involvement programs that include orientation/training components with those that do not indicate that providing orientation and training enhances the effectiveness of parent involvement. Research in this area indicates that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, from providing written directions with a send-home instructional packet; to providing "make-and-take" workshops where parents construct, see demonstrations of, and practice using instructional games; to programs in which parents receive extensive training and ongoing supervision by school personnel. A word of caution about training activities for parents: While research indicates that orientation/training activities are beneficial, those researchers who have looked at the extent of training have found that a little is better than a lot. That is, programs with extensive parent training components do not produce higher student achievement than those with only basic training, and they sometimes experience considerable attrition--presumably because their time and effort requirements overtax the willingness of parents to stay involved. (<http://www.nwrel.org>)

Researchers have also found that the schools with the most successful parent involvement programs are those which offer a variety of ways parents can participate. Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, these schools provide a continuum of options for parent participation. Sixteen of the documents on which this report is based address the relationship between parent involvement and achievement and then also look at the effects of parent

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involvement on student outcomes other than achievement. These include attitude toward school or toward particular subject areas, self-concept, classroom behavior, time spent on homework, expectations for one's future, absenteeism, motivation, and retention. While not as extensively researched as the parent involvement-student achievement relationship, the relationship between parent involvement and these affective outcomes appears to be both strong and positive. All the research studies which address these areas found that parent involvement has positive effects on student attitudes and social behavior. (<http://www.nwrel.org>)

As might be expected, the pattern of parent involvement shown to confer the most positive effects on students' achievement is also the most beneficial with respect to these other student outcomes. In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. As for which specific kinds of involvement in children's learning have the greatest affective benefits, no clear answer emerges from the research. Whereas direct parent involvement in instruction seems to be the single most powerful approach for fostering achievement benefits, all of the active forms of parent involvement seem more or less equally effective in bringing about improvements in students' attitudes and behavior. Although the main focus of this report is the effects of parent involvement on student outcomes, it is certainly worth noting that research reveals many benefits for school systems and for parents themselves when parents become involved in their children's learning. School personnel benefit from the improved rapport that generally accompanies increased parent involvement. This rapport is often expressed in parents' increased willingness to support schools with their labor and resources during fundraising activities or special projects. And certainly, the many ways in which parent involvement benefits students' achievement, attitudes, and behavior have a positive impact on school staff.

(<http://www.nwrel.org/scpd/sirs/3/cu6.html>)

Researcher reveals that improved parent attitudes toward the school and improved parent self concepts characteristically result when parents become involved in their children's learning. Parents often begin their participation doubting that their involvement can make much difference, and they are generally very gratified to discover what an important contribution they are able to make. In this connection, it is important for school people and parents to be aware that parent involvement supports students' learning, behavior, and attitudes regardless of factors such as parents' income, educational level, and whether or not parents are employed. That is, the involvement of parents who are well-educated, well-to-do, or have larger amounts of time to be

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involved has not been shown to be more beneficial than the involvement of less-advantaged parents. All parent involvement works and works well.

3. Academic reputation

3.1 Definition of academic reputation

Academic Reputation means the opinions of the public toward the private vocational schools that relating to education, scholarships, or environment, such as the school has a long history of academic reputation; graduates of the school have opportunity to continue study; graduates from these schools have knowledge and ability that meet professional standards; teachers have teaching skills; teachers always improve their ability; and the school programs respond to the labor market demand. (<http://www.en.wikipedia.org/wiki/Reputation>)

3.2 Academic reputation and value of learning (<http://www.espace.library.ug.edu.au>).

According to Emler & Reichaer (1995 : Abstract) talk about academic reputation enhancement theory, delinquency is viewed as self-presentation that establishes a non pathological and rational social identity. Reputation enhancement theory posits that individuals carefully choose the image or social identity they wish to present and promote in their community, going to great lengths both to develop and maintain this image. Reputations, therefore, are not just the impressions that individuals hold of themselves, but rather collective phenomena and products of social processes. In order that (Hopkins & Emler, 1990: Abstract) said that in academic reputation, people must be connected to others in a relatively stable community of mutually acquainted and conversing individuals. In order to persuade others that they belong to a particular social category, individuals communicate their social identities through intentional, visible behavior. An integral argument of reputation enhancement theory is that individuals have public reputations; this is the social goal of their conduct. Social visibility can occur in a number of ways: by directly witnessing the acts of others, by gossip and exchange of information about the activities of others, and by self-disclosure either in conversations, or in self-report measures. That is, according to Emler (1984: Abstract), individuals are both students of reputations and promoters of their own reputations. This promotion is important because of the credit it attributes to individuals within their social community. It is this credit that strongly influences individuals' abilities to attain goals and secure material benefits. As a consequence, Emler (1990 : Abstract) claimed that it is necessary to establish and maintain a certain reputation as this serves to either promote or constrain social interactions with peers and affects one's ability to achieve goals.

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Individuals generally choose to be defined in terms of one specific kind of social identity rather than another (Emler, 1984: Abstract). For example, adolescents may wish to define themselves as law-abiding, as athletic, as an academic, or as a delinquent. The choice to base reputations on both academic and social endeavors can be culturally influenced. Steele (1995:796), for example, has argued that whenever African American students perform an explicitly scholastic or intellectual task, they face the threat of being judged by a negative societal stereotype about their group's intellectual ability and competence. Such a reputation influences the academic functioning of these students, particularly during standardized testing. Steele (1995 : 797) claimed that this reputation "may have the further effect of pressuring these students to protectively misidentify with achievement in school", such that school achievement is neither a basis of self-evaluation nor a personal identity. Steele suggested various effects of this cultural reputation (such as spending more time answering fewer test items) that can reinforce the reputation. As performance falters because of the reputation, and as the reputation frames that faltering as a sign of a group-based inferiority, the individual's expectation about his or her ability and performance drops. This cycle then undermines motivation, effort, and self-efficacy. Osborne (1997 : Abstract) demonstrated that this negative academic reputation is particularly powerful among African American males.

Gold & Petronio (1980: Abstract) said that involvement in delinquency is a prime example of where social visibility is acquired through the presence of a regular audience who provide feedback. Also Hopkins & Emler (1990: Abstract) claim that a delinquent identity, adolescents must be seen to break rules and regulations that is become deliberately nonconforming. Goffman (1972:Abstract) said that public proof of character is provided when delinquents accept risks and keep their composure in the face of dangerous, challenging, and daring feats. In order that Reicher & Emler (1986:Abstract) said that a delinquent identity requires an audience that shares a subculture and an important source of visibility is that delinquent activities are not committed alone but in company.

According to reputation enhancement theory the steep rise in delinquency for many at the onset of adolescence and gradual decline at early adulthood occurs because individuals move beyond the supervision and protection of their home, from small to big schools, and from parent to peer relationships. The increased and routine contact with like-minded peers during the high school years provides the necessary audience by which to enhance a reputation. According to Reicher and Emler (1986: Abstract), in early to mid-adolescence, delinquents are extremely active

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and employ many positive strategies of offending to achieve status and enhance their reputations, whereas in late adolescence, offending is seen more as maintaining credit or status within the group. In fact, individuals' places in the group are never stable because they are either being sought after by others in the group or else continuously in the process of being reconfirmed. Males admit to a greater number of delinquent acts and have a more negative attitude to authority, in turn affecting choice of reputation for males and females.

According to reputation enhancement theory, the enhancement and maintenance of a reputation is vital to all adolescents. Researcher brought this academic reputation theory to be a part of influencing factor in pursuing studies in private vocational schools.

3.3 Related research to academic reputation and value in pursuing studies

Wilson (1985: Abstract) found that the academic reputation is a characteristic or attribute ascribed to one person by another person. The notion of reputation is very relevant to systems where there is information asymmetry about quality and trust, due to the large number of players involved and their anonymity / pseudonym. Reputation can be seen as a state variable that gives evidence about the missing information; thus, reputation gives the incentives to providers and consumers to behave properly. Reputation does not reveal the hidden information, when: Significant amount of 'noisy' ratings is in place. There is limited historical information. The shadow of future (i.e., the negative future impact of a bad reputation) is not adequate. Strategic manipulation of ratings is easy and thus significant. When a proper reputation mechanism is absent in systems that serve as a market of services, there may occur:

Adverse selection when there is "hidden quality" in the provision of services, which decreases individual surplus and gives incentives for a "market of lemons"; i.e., a market where it is preferable to offer low quality services. Moral hazard when there is "hidden action" (i.e., the potential for intentional reduction of quality by the provider), which gives incentives for no participation in the market at all. Other kinds of abusing behavior (e.g. free-riding, hacking).

From a reputation enhancement theory, researcher used to study the academic reputation variable that has involvement in value in pursuing studies at private vocational schools.

4. Social reputation

4.1 Definition of social reputation

Social reputation means the opinion of public toward the private vocational schools in different perspectives of popularly or non-popularly of society and public affairs, such

as the school has a reputation for social activities; the school has several students who are well known in sports; the school has sufficient equipment and budget for sports; the school has various sports clubs and art clubs.

4.2 Theory of social reputation

Social reputation is the opinion (more technically, a social evaluation) of the public toward a person, a group of people, or an organization. It is an important factor in many fields, such as business, online communities or social status. Reputation is known to be a ubiquitous, spontaneous and highly efficient mechanism of social control in natural societies. It is a subject of study in social, management and technological sciences. Its influence ranges from competitive settings, like markets, to cooperative ones, like firms, organisations, institutions and communities. Furthermore, reputation acts on different levels of agency, individual and supra-individual. At the supra-individual level, it concerns groups, communities, collectives and abstract social entities (such as firms, corporations, organisations, countries, cultures and even civilisations). It affects phenomena of different scale, from everyday life to relationships between nations. Reputation is a fundamental instrument of social order, based upon distributed, spontaneous social control.

Although the term "social" is a crucial category in social science and often used in public discourse, its meaning is often vague, suggesting that it is a fuzzy concept. An added difficulty is that social attributes or relationships may not be directly observable and visible, and must be inferred by abstract thought. Thus the sociologist C. Wright Mills (1962:1) (<http://www.en.wikipedia.org>) invented the expression "the sociological imagination", which referred to the need to think imaginatively beyond what an individual can empirically observe in order to grasp the social domain in all its dimensions - connecting, for example, "private troubles" and "public issues". A similar point is made in the context of architecture by Ole Bouman and Roemer van Toorn in their groundbreaking work. *The Invisible in Architecture*. General problems concerning the nature of social reality and what (or how) we can know about it are the object of social theory.

Until very recently, the cognitive nature of reputation is substantially ignored. This has caused a misunderstanding of the effective role of reputation in a number of real-life domains and the related scientific fields. In the study of cooperation and social dilemmas, the role of reputation as a partner selection mechanism started to be appreciated in the early eighties.

An interdisciplinary integrated approach to reputation, accounting for both evolutionary grounds and cognitive mechanisms and processes, is still missing. Only such an integrated approach can point to guidelines for managing reputation and for designing technologies of reputation.

Working toward such a definition, reputation as a socially transmitted (meta-) belief concerns properties of agents, namely their attitudes toward some socially desirable behaviour, be it cooperation, reciprocity, or norm-compliance. Reputation plays a crucial role in the evolution of these behaviours: reputation transmission allows socially desirable behaviour to emerge and persist even with low probability of repeated interaction. Rather than concentrating on the property only, the cognitive model of reputation accounts also for the transmissibility and therefore for the propagation of reputation. In order to model this aspect, it is necessary to specify and understand a more refined classification of the multi-faceted cognitive object commonly addressed as reputation.

A recommendation can be extremely precise (think for example of the stock market, where your advisor, when discussing the reputation of a bond, can supplement his informed opinion with both historical series and current events. On the contrary, in informal settings, gossip, although vague, may contain precious hints both to actual facts ("I've been told that this physician has shown questionable behaviour") and to conflicts taking place at the information level (if a candidate for a role spread bar doubtful reputation about another candidate, who should you trust?). Moreover, the expression "it is said that (Smith is a cheater)" is intrinsically a reputation spreading act, because on the one hand it refers to a (possibly fake) common opinion, and on the other the very act of saying "it is said" is self-assessing, since it provides at least one factual occasion when that something is said, exactly for the fact that the person who says so (the gossiper), while appearing to spread the saying a bit further, may actually be in the phase of initiating it. Gossip can also be used as a tag only - as when gossiping about unreachable icons, like royalty or showbiz celebrities - useful only to show that the gossiper belongs to the group of the informed ones. While most cases seem to share the characteristic of being primarily used to predict future behaviour, they can have, for example, manipulative subgoals, even more important than the forecast. (<http://www.en.wikipedia.org>)

Considering, for example, the case of a communication between two parts, one (the advisee) that is requesting advice about the potential for danger in an economical transaction with another part (the potential partner, target), and the other (the advisor, evaluator) that is giving advice. Roughly speaking, the advice could fall under one of the following three categories:

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1. The adviser declares that it believes the potential partner is (is not) good for the transaction in object

2. The adviser declares that it believes that another (named or otherwise defined) agent or set of agents believes that the potential partner is (is not) good for the transaction in object;

3. The adviser declares that it believes that in an undefined set of agents, there is a belief that the potential partner is (is not) good for the transaction in object;

Reputation, as distinct from Image, is the process and the effect of transmission of a target image. To be more precise, we call reputation transmission a communication of an evaluation without the specification of the evaluator, if not for a group attribution, and only in the default sense discussed before. This covers the case of example 3 above. More precisely, reputation is a believed, social, meta-evaluation; it is built upon three distinct but interrelated objects: (1) a cognitive representation, or more precisely a believed evaluation - this could be somebody's image, but is enough that this consist of a communicated evaluation; 2) a population object, i.e., a propagating believed evaluation; and (3) an objective emergent property at the agent level, i.e., what the agent is believed to be. In fact, reputation is a highly dynamic phenomenon in two distinct senses: it is subject to change, especially as an effect of corruption, errors, deception, etc.; and it emerges as an effect of a multi-level bidirectional process. While image only moves (when transmitted and accepted) from an individual cognition to another, the anonymous character of reputation makes it a more complex phenomenon. Reputation proceeds from the level of individual cognition (when is born, possible as an image, but not always) to the level of social propagation (at this level, it not necessarily believed from any agent) and from this level back to that of individual cognition again (when it is accepted). Moreover, once it gets to the population level, Reputation gives rise to a further property at the agent level. It is both what people think about targets and what targets are in the eyes of others. From the very moment an agent is targeted by the community, his or her life will change whether he or she wants it or not or believes it or not. Reputation has become the immaterial, more powerful equivalent of a scarlet letter sewed to one's clothes. It is more powerful because it may not even be perceived by the individual to whom it sticks, and consequently it is out of the individual's power to control and manipulate.

The stakeholder theory says that corporations should be run for the benefit of all "stakeholders," not just the shareholders. Stakeholders of a company include any individual or group that can influence or is influenced from a companies practices. The stakeholders of a company can be suppliers, consumers, employees, shareholders, financial community,

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government and media. Companies must properly manage the relationships between stakeholder groups and they must consider interest of each stakeholder group carefully. Therefore, it becomes essential to integrate public relations into corporate governance to manage the relationships between these stakeholders which will enhance the organization's reputation. Corporations or institutions in which behave ethically and governed in a good manner builds a reputational capital which is a competitive advantage. According to Fombrun, a good reputation enhances profitability because it attracts customers to products, investors to securities and employees to its jobs. Company's reputation is an asset and wealth that gives that company a competitive advantage because this kind of a company will be regarded as a reliable, credible, trustwothy and responsible for employees, customers, shareholders and financial markets. Reputation is a reflection of companies' culture and identity. Also, it is the outcome of managers' efforts to prove their success and excellence. It is sustained through acting reliable, credible, trustworthy and responsible in the market. It can be sustained through consistent communication activities both internally and externaly with key stakeholder groups. This directly influences a public company's stock prices in the financial market. Therefore, this reputation makes a reputational capital as a strategic asset and advantage for that company. As a consequence, public relations must be used in order to establish long lasting relationships with the stakeholders, which will enhance the reputation of the company.

4.3 Social reputation and Value in pursuing studies

Reputation represents the publics' cumulative judgement of a firm over time. It is well known that there exists a mutual dependent relation between a firm's reputation and the financial performance. Corporate social responsibility (CSR) encompasses the contributions of a firm to society beyond the goods and services it provides, in a context of market failure. A positive impact of CSR-activities on reputation and on economic performance depends on good match between core business, stakeholder expectations, and CSR. To understand this link in detail, the following set of questions earns some deeper consideration.

4.4 Related research to social reputation and value

Brammer, University of Bath - School of Management; Pavelin (2006) (http://www.bath.ac.uk/management/faculty/steve_brammer.html). University of Reading - Department of Economics had done the research on Corporate Reputation and Social Performance: The Importance of Fit. They find reputation, derived from the assessments of managers and market analysts, to be determined by a firm's social performance, financial performance, market

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risk, the extent of long-term institutional ownership, and the nature of its business activities. Furthermore, the reputation effect of social performance is found to vary both across sectors and within sectors across the various types of social performance. Specifically, our results demonstrate the need to achieve a 'fit' among the types of corporate social performance undertaken and the firm's stakeholder environment. For example, a strong record of environmental performance may enhance or damage reputation depending on whether the firm's activities 'fit' with environmental concerns in the eyes of stakeholders.

From the social reputation theory, researcher used social reputation as a variable to study the value in pursuing studies at private vocational schools.

5. Advertisement

5.1 Definition of advertisement

Advertisement means the advertising of private vocational schools to deliver the good way of schools' message such as educating, learning lives, school landscape, etc., through the television, radio, movies, magazines, newspapers, the Internet, and billboards, such as secondary school teachers recommended it; secondary school counselors recommended it; counselors from those private vocational schools recommended it; students saw advertisement on buses; students know the school from mass media such as radio, television, and newspapers; and students know the school from the Internet.

Advertising is paid or sometimes free communication through a medium in which the sponsor is identified and the message is controlled. Variations include publicity, public relations, product placement, sponsorship, underwriting, and sales promotion. Every major medium is used to deliver these messages, including: television, radio, movies, magazines, newspapers, the Internet, and billboards. Advertisements can also be seen on the seats of grocery carts, on the walls of an airport walkway, on the sides of buses, heard in telephone hold messages and in-store PA systems. Advertisements are usually placed anywhere an audience can easily and/or frequently access visuals and/or audio, especially on clothing. Advertising clients are predominantly, but not exclusively, for-profit corporations seeking to increase demand for their products or services. Some organisations that frequently spend large sums of money on advertising but do not strictly sell a product or service to the general public include: political parties, interest groups, religion and belief-supporting organizations, and militaries looking for

new recruits. Additionally, some non-profit organizations are not typical advertising clients and rely upon free channels, such as public service announcements.

5.2 Theory of advertisement

A well-known exception to the use of commercial advertisements is Krispy Kreme doughnuts (2008) (<http://www.krispykreme.com>) which rely on word-of-mouth. "The advertising industry is large and growing." While advertising can be seen as necessary for economic growth, it is not without social costs. Unsolicited Commercial Email and other forms of spam have become so prevalent as to have become a major nuisance to users of these services, as well as being a financial burden on internet service providers. Advertising is increasingly invading public spaces, such as schools, which some critics argue is a form of child exploitation. One scholar has argued that advertising is a toxic by-product of industrial society which may bring about the end of life on earth. Generally speaking, advertising is the paid promotion of goods, services, companies and ideas by an identified sponsor. Marketers see advertising as part of an overall promotional strategy. Other components of the promotional mix include publicity, public relations, personal selling and sales promotion.

5.3 Advertising and Value in pursuing studies

Purpose of advertising: effective advertising that sells products. Members of Agency articulate high levels of coherence and agreement about their agency's purpose and about their own professional roles in support of that purpose, which is to serve their clients by helping them sell their products. This purpose is illustrated by the following statements by agency members: "Our bottom line is to sell products." "We sell solutions for clients." "Our goal is to position products in the minds of consumers that have benefits that meet needs." This commitment to serve the client is embodied well in Bill Smith's aspiration to put their clients "where they never thought they'd be" and even by a production managers claim that "we pull them clients out of the gutter with style."

This basic purpose is perceived to impose an obligation on the advertising professionals to put the client's interests above their own self-interest or even in some cases the interests of the agency. For instance, tensions can exist between "creative" (the writers and artists who create the original content and format of the ad), who sometimes want to create "great" ads that win awards and enhance personal portfolios, and account executives (who manage accounts and relate directly to clients), who wish to produce ads that satisfy the client and sell the product. This tension is generic within advertising agencies, and Agency A has resolved the tension in favor of the

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account executives. Indeed, they pride themselves on the number of industry "effectiveness" awards they win, as opposed to creativity awards. "Our ads are effective and creative, not outrageous." Strong service to the client can also conflict with agency interests, for instance the need to generate high profit levels for owners. Some think that revenue and profit demands sometimes compromise client interests, however, they suggest that this tension is less apparent earlier, when the agency is privately owned and had not yet become a publicly traded corporation.

Client satisfaction is a strongly articulated value among agency members. More than any other, this value functions as the unifying purpose such as the value of learning that members identify within their agency. Therefore advertisement is one of the influential factor to value in pursuing studies at private vocational schools.

5.4 Related research to advertisement and value

Moon; Chan (2005:48-66) (<http://www.emeraldinsight.com>). International Marketing Review. Hong Kong, did the research on Advertising appeals and cultural values in television commercials: A comparison of Hong Kong and Korea and found that femininity is an important variable for explaining differences in advertising between Hong Kong and Korea. Both Hong Kong and Korean advertising show no difference in values of high uncertainty avoidance; although an appeal of high uncertainty avoidance is used more often in Korean advertising. However, values of low uncertainty avoidance are more prevalent in television commercials in Korea, a country of high uncertainty avoidance, than Hong Kong, a country of low uncertainty avoidance. It is also found that the correlation between product categories and cultural values is society-based. This study reveals that Hofstadter's framework does explain cross-cultural differences between Hong Kong and Korea and provides empirical evidences for the impact of value paradoxes on advertising in both countries, suggesting that Hofstadter's framework and the value paradoxes provide a possible theory for testing the relationship of the society and its advertising content within the culture as well as provides empirical evidences across the cultures.

6. Residences

6.1 Definition of Residences

Residences mean the location of the private vocational school close to the students' house while students want to study in a school close to their places; it is convenient for students to commute; students have some neighbors going to the same school; the school has a good dormitory; and the school is located close to a business center.

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6.2 Theory of Residences

The school's location is meaningful to the students in case of easier for traveling to school. Sometimes commercial students like to have activities with their friends, so, they could wake up late for going schools. Residential theory focuses on residential mobility of an ethnic group within a complex linkage between religion, ethnicity and race. It places the triangular transactional relationship between white Australian gentiles, white Ashkenazic Jews and Asian (non-white) Sephardic Jews together with the strategy of residential movement, within the conceptual framework of Bourdieu's Practice Theory. In doing so, the study highlights the unique situation of Sephardim as a fragmented minority within a larger minority (the Ashkenazic community), and within a multicultural ocean of migrants dominated by a white Anglo-Celtic culture based on racial criteria. Supported by several case studies, the study shows how the practice of residential movement has changed the system, making it less rigid and more open to migrants, and how the gradually changing system has influenced the lives of the doers (Sephardic Jews). Specifically, the practice of residential movement has gradually increased diversity in the make-up of Australian residential structure. At the same time, this major social change has been accompanied by change in the make-up of the Sephardic community, involving reconstructed kinship relations and ethnic identities, particularly Sephardic acculturation into the Australianised Ashkenazi subsystem. (<http://www.jos.sagepub.com/cgi/content/abstract/35/2/149>)

6.3 Residences and value in pursuing studies at private vocational school.

Residences and value in pursuing studies at private vocational school is one of the factors to draw in number of students, in term of students familiar, to private commercial school that situated around their areas. The familiarity could change to be the value in pursuing studies at this school in the future.

6.4 Related research.

Schulz (2001: Abstract) researched on "The civil aspect of child abduction" and found that the operation of the Hague Convention on Civil Aspects of Child Abduction (hereinafter referred to as the Abduction Convention) has highlighted the problems inherent in determining habitual residence in general and a child's habitual residence in particular. Whilst in many cases it is quite clear in which country the child habitually resided at the date of the abduction, in others it is possible that the child is habitually resident in one of two countries. The fate of the application under the Convention will invariably depend on the determination of habitual residence. Neither the Convention nor the Commentary give any guidance as to the

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relationship between the child's habitual residence and that of his parents. Case law in Abduction Convention cases in different jurisdictions reveals a number of different approaches to this problem. In this article, three different models are identified for describing the relationship between the habitual residence of the child and that of his parents: the dependency model, the parental rights model and the child-centre/independent model. The theoretical basis for each model is considered and the practical implications thereof examined in depth in the light of case law in England, the US and other jurisdictions. The conclusion arising from this analysis is that the optimal model is the child-centre/independent model both because it best reflects the modern perception of the child as an autonomous individual and right-holder and because it avoids practical difficulties which arise under the other models. However, examination of the cases where the courts have purported to apply the child centre/independent model reveals that heavy emphasis has still been placed on parental intentions and that no guidelines have been developed as to the relevance of various independent factors. Thus, the article proceeds to discuss the relative weight to be given to the various factors and to illustrate how the model might be applied in typical relocation and re- abduction cases. The article was written and accepted for publication before the recent decision of the US Court of Appeals for the 9th circuit in *Mozes v Mozes*. However, a postscript is added which discusses the decision in the light of the analysis in the article.

7. Tuitions

7.1 Definition of Tuitions

Tuitions mean low rate of tuitions fee for students to pay for an academic program in private vocational school that parents can afford, such as, students choose those schools because their parent's/guardian's income were sufficient to afford the schooling expenses; students study in these schools because teachers can find jobs for them while they are studying; studying in these schools allow students to make use of their relative's learning materials and equipments; students study in these schools enables students to complete their programs and find jobs faster; and students choose to study in these schools because there are no significant additional costs other than tuitions. (<http://www.en.wikipedia.org/wiki/Tuition>)

7.2 Theory of Tuitions

Low tuition is the money that student has to pay to private vocational school for the class sit in. Some private vocational schools have high tuition fees, some have low tuition fees. The High

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tuition one may offer the better academic programs and have variety academic programs for choosing. Matheson and McKnight (<http://www.unc.edu/>). University of North Carolina, Chapel Hill, did research on the implications of school choice and found that during the last twenty years, parents have increasingly demanded more options in public pre-college education (O'Neil, 1996). According to the National Center for Educational Statistics (1995), approximately fifteen percent of low- and high-income parents choose alternative public or private schools over their neighborhood school. Despite rising enthusiasm for school choice, it is still not clear if students are making educational gains in these alternative learning environments. Why do parents even consider school choice options in the first place when the educational outcomes, which one assumes to be the primary interest to parents, are not readily apparent (Fuller, 1996). What are the political pressures driving the demand for more school choice options? What are the implications for public education if school choice is the dominant method of determining school enrollments? There are strategies that educational leaders should consider to ensure school choice enhances education for all children. (<http://www.en.wikipedia.org/wiki/Tuition>)

7.3 Tuitions and Value in pursuing studies

Most commercial students are looking for low tuition. This is essential for the students who are lacking of money. Thus, low tuition and fees can draw more students than high tuition institutions. Amounts paid to an educational organization that normally maintains a regular faculty and curriculum and has a regularly enrolled body of pupils in attendance at the place where its educational activities are carried on. Tuition is not tax deductible unless it is incurred for maintenance of job skills required for employment. The three major types of choice options are magnet schools, charter schools and voucher programs (Davenport and Moore, 1988). Magnet schools were created in 1976 as a voluntary component of mandated desegregation. Students were offered specialized curricula within the core curriculum of the local school district to attend schools primarily located in urban school districts (Checkley, 1997). Magnet schools also typically receive extra monetary resources compared to traditional public schools (Davenport and Moore, 1988). Charter schools are public schools governed by a charter (contract) with the local or state school board. In exchange for reduced bureaucratic regulations and increased program freedom, the charter school is responsible for proving increased academic achievement in a specified area within a three- to five-year time frame. Funding for charter schools is calculated by multiplying the number of students by either the average state or local district per-pupil allocation (Nathan, 1996). (<http://www.en.wikipedia.org/wiki/Tuition>)

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8. Scholarships

8.1 Definition of Scholarships

Scholarships mean the funding of private vocational school intended to help students' payment in educational expenses including tuition and fees, room and board, books and supplies, etc. for educating at a private vocational school, such as educational loans are available in private vocational schools; students are supported by government-per-head subsidy; students can be supported by school scholarships; students can be supported by industrial scholarships; and from various sources of funds are readily offered to students.

8.2 Theory of Scholarships

Types of scholarship, scholarships may be classified into two types based on the criteria through which the financial aid is awarded: merit-based or need-based.

Merit-based scholarships include both scholarships awarded by the individual college or university and merit scholarships awarded by outside organizations. Merit-scholarships are typically awarded for outstanding academic achievements, although some merit scholarships can also be awarded for special talents, leadership potential and other personal characteristics. Scholarships may also be given because of group affiliation (such as YMCA, Boys Club, etc.). Merit scholarships are sometimes awarded without regard for the financial need of the applicant. At many colleges, every admitted student is automatically considered for merit scholarships. At other schools, however, a separate application process is required Athletic scholarships are a form of merit aid that take athletic talent into account. (<http://www.en.wikipedia.org>)

Need-based financial aid is awarded on the basis of the financial need of the student. The Free Application for Federal Student Aid (FAFSA) is generally used for determining federal, state and institutional need-based aid eligibility. At private institutions, a supplemental application may be necessary for institutional need based aid.

8.3 Scholarships and value in pursuing studies

Most people believe they need financial assistance to pay for college. Because there is so much need and funds are limited, the federal government has set policies to measure need. Most financial aid is based on need. Need-based means that your family's financial resources, as measured by a formula established by the federal government, are not sufficient to cover your educational costs. This formula analyzes a family's income and assets to determine its Expected Family Contribution (EFC) toward the cost of college. The federal government's definition of financial need compares your income and savings to the cost of the college you plan to attend. This material is reserved for educational use only, not allowed for commercial use.

Therefore, if you choose to attend a local community college, your financial need may be small, while if you choose to attend a higher priced college, your financial need may be large. Once you determine your financial need, the college you plan to attend will help you identify sources of financial aid to meet your need. If you apply for assistance early, college staff may be more successful in finding financial aid.

8.4 Related research to scholarships and value

Dr. Langley, Director of Student Financial Aid and Scholarships, University of Nevada, did a research on financial aid impact and provide a comprehensive historical analysis of students who chose to attend your institution, as well as those who did not. This analysis examines up to five unique population segments of your choosing as well. The results tell us that the financial incentives you would need to provide to enroll those groups of students, the financial aid made a role of attraction to students, and the financial aid impact the student enrollment.

9. Gender

9.1 Definition of Gender

"Gender" means the differences between men and women. Gender could be meaningful to the private vocational schools choices, such as the business program suits students fine, gender does not matter to studying in a private vocational school, gender is not an obstacle to career work, gender is not an obstacle to future work in business, and gender does not hinder career advancement.

9.2 Theory of Gender.

Gender-minded analysts seek to move from suspicion of officially engendered IR texts to their subversion and to replacement theories. This process, however, does not rely on a single and steady course. Feminist Irma in particular, like the broader field of feminist theory, features conversations and disagreements across epistemologies (Sylvester. 1990). Feminist empiricists, for instance, are comfortable using the standards of science to investigate masculine activities in officially gender-blind IR and unacknowledged women's activities in various sectors of the field, e.g., in wars, on global assembly lines, in the peace movement (Stiehm. 1989; Schwartz-Shear and Barrington. 1990). Feminist stand pointers argue that people in positions of social subordination -- in this case women in IR -- develop different and more accurate insights on how the world and its "rules" work and we should bring these perspectives to bear on a field (Hart sock. 1983; Mies. 1986). Feminist postmodernists suspect "men" and "women" are invented

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subject categories that function to maintain specific relations of inequality and to hide instances of unanticipated insurrections by people whose existences are straight-jacketed by labels, e.g., women volunteering for the war, and women peace campers refusing to feel protected and secure by medium-range nuclear missiles in Europe (Elshtain. 1987). (<http://www.encyclopedia.com>)

Emily Allen and Dino Felluga wrote the book on *General Introduction to Theories of Gender and Sex*. They begin the introduction to this section with the caveat that this area of study is incredibly complex, perhaps more so than any of the others, given the tendency of such theorists to employ the strategies of other critical schools in their analysis of gender and sex. As a result, sex and gender theorists can be divided into various sub-schools that bring together the insights of disparate approaches (e.g. materialist feminists, Foucauldian theorists of gender, postmodern and poststructuralist theorists of gender, and psychoanalytical feminists; psychoanalytical feminists can, in turn, be divided among Freudian, Lacanian, and Kristevan thinkers). As discussed in the Mariology section, theorists of gender and sex (especially those of a Lacanian stripe) have also been hugely influential in the study of narrative, particularly in the area of film theory. Our task here is even further complicated by the decision to call this section "Gender & Sex" rather than "Feminism," since that designation further opens up the scope of this section to the highly influential set of theorists that are often referred to as "queer theorists."

Before we turn to a quick overview of the theorists discussed in the Modules and to help put all these thinkers in context, we here provide a timeline of the history of gender and sexuality, one that is similar to the timeline provided in the *General Introduction to Postmodernism*. You will note that the section on the nineteenth century is particularly full, largely because we are both primarily nineteenth-century scholars.

9.3 Gender and Value

XIAO, HONG (2007: Abstract), Central Washington University, did the research on "Class, Gender, and Parental values" and found that a persistent relationship between social class and parental values. Middle-class parents are more likely to emphasize autonomy, and working-class parents are more likely to stress conformity in children. More recent literature, however, suggests a gender difference in the effects of class on values. Feminist scholarship also claims a gender gap in fundamental value orientations. Drawing data from the U.S. sample in the World Values Survey, this research examines the intersections of class and gender as they influence parental values in the 1990s. The findings suggest that while social class continues to be a source of the valuation of autonomy and conformity in children, gender also conditions parental values.

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Specifically, women in advantaged social positions value autonomy much more than their male counterparts. Contrary to feminist theory, however, gender is not linked to care-oriented values. Sources and implications of the findings are discussed.

9.4 Related research to Gender and Value

Butz C.E.; Lewis P.V. (1996:1141-1149) researched on “The Correlation of Gender-Related Values of Independence and Relationship and Leadership Orientation” to compare the relationship between the moral reasoning modes and leadership orientation of males versus females, and managers versus engineers/scientists. A questionnaire developed by Worthley (1987: Abstract) is used to measure the degree of each participants respective independence and justice, and relationships and caring moral reasoning modes. Leadership orientation values and attitudes are measured using the Fiedler and Chemers Least Preferred Co-worker Scale (1984:Abstract). The results suggest that, although males differ from female in their dominant moral reasoning modes, managers are not distinguishable from the engineers/scientists they manage in terms of their moral reasoning mode or Least Preferred Co-worker score.

10. Desire to study in a private business school

10.1 Definition of your desire to study in a private business school

Desire to study in a private business school means student’s expectation in teaching and learning of specific skills from private vocational schools. These were students own attraction in supporting school choices of particular course of private vocational schools, such as students study in a private business school because it enables them to have your own business; it is well equipped with equipment and learning materials; it offers an intensive practical experience; graduates who pass professional standard examinations get a better pay; and students have always wanted to study in a private business school.

10.2 Theory of desire to study in a private business school

Hope and desire is a belief in a positive outcome related to events and circumstances in one's life. Hope and desire implies a certain amount of perseverance — i.e., believing that a positive outcome is possible even when there is some evidence to the contrary. Beyond the basic definition, usage of the term hope and desire follows some basic patterns which distinguish its usage from related terms:

Hope and desire as an emotion produces a motivation to act. For example, if one has hope/desired a bus driver will wait for them, that person may be motivated to run towards it; but if the bus

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begins to pull away and the person loses hope/aspired they can catch that bus, they lose motivation and stop running. Similarly, if standing at a bus stop hopeful a bus is soon forthcoming, one may be motivated to remain at the stop. If that one loses hope that a bus will come shortly, that person might lose motivation to stay waiting and might try to hail a taxi or just walk. Hopefulness is somewhat different from optimism in that hope is an emotional state, whereas optimism is a conclusion reached through a deliberate thought pattern that leads to a positive attitude. But hope/desire and optimism both can be based in unrealistic belief, or fantasy.

10.3 Desire to study in a private business school and value

The explanation of social inequalities in education is still a debate issue in economics. Recent empirical students tend to down play the potential role of credit constraint. It tests a different potential explanation of social inequalities in education, specifically that social differences in desire level result in different in educational choices. Having existed for a long time in the sociology of education, the explanation can be justified if desired levels are seen as reference points in a Prospect Theory framework. In order to test this explanation, it applies the method of experimental economics to the issue of education choice and behavior.

10.4 Related research to Desire to study in a private business school and value

(Cited in Hu, S.2007), Hub Seton Hall University, did a research on Educational Aspirations and Postsecondary Access and Choice: Students in Urban, Suburban, and Rural Schools Compared (<http://www.epaa.asu.edu/epaa/v11n14/>) by using data from the National Education Longitudinal Study of 1988 (Cited in Nels. 2009: 88), this study examines educational aspirations and postsecondary access and choice by students in urban, suburban, and rural schools. In addition, this study raises issues with the methods in postsecondary educational research by using students in different grades (8th, 10th, and 12th grades) as baseline populations to compare educational outcomes. The results indicated that students in urban schools are comparatively disadvantaged in the early years in schooling in terms of postsecondary access but appeared to be enrolled in postsecondary institutions at similar percentages as their suburban counterparts, if they made it to later years in K-12 schooling. For those students in urban schools who went to college, higher percentages are enrolled in private institutions and four-year colleges. Students in rural schools are consistently disadvantaged in postsecondary aspirations and enrollment, compared to students in other schools.

Because there are no substantial differences in educational desire by using the 8th and 10th graders as baseline populations, research shows only presents student educational aspirations

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with respect to school location for 10th graders as baseline population. Differences in educational aspirations by students in urban, suburban, and rural schools are evident. Higher percentages of students in rural schools had aspirations for high school or below (16.6% for rural in contrast to 11.0% for urban and 10.6% for suburban schools) and two year college education (33.1% for rural in contrast to 27.1% for urban and 29.3% for suburban schools), and lower percentages of rural students had aspirations for four year college education (28.2% for rural in contrast to 30.8% for urban and 32.9% for suburban schools) and graduate education (22.0% for rural in contrast to 31.1% for urban and 27.3% for suburban schools) (<http://www.epaa.asu.edu/epaa/v11n14/>). There are no substantial differences in educational aspirations for students in urban and suburban schools, although it appeared that slightly higher percentage of urban students had aspirations for graduate education.

2.2.12 Student's demographic characteristics

1. Rank of school choices

1.1 Definition of Rank of school choices

Rank of school choices mean the rank, in terms of student choice, of a particular vocational school in which a student decides to enroll. A school is an institution where pupils/students learn from teachers. In most systems of formal education, students progress through a series of schools: primary school, secondary school, and possibly University or vocational school. A school may also be dedicated to one particular field, such as a school of economics or a school of dance. In home schooling and online schools, teaching and learning take place outside of a traditional school building. Rank of school choice is the process of positioning items such as individuals, groups or businesses on an ordinal scale in relation to others. A list arranged in this way is said to be in rank order. A ranking can be obtained by evaluating each item in the collection in such a way that any two items can then be compared to see which should come higher in the ranking.

1.2 Strategies for assigning rankings

It is not always possible to assign rankings uniquely. For example, in a race or competition two (or more) entrants might tie for a place in the ranking. When computing an ordinal measurement, two (or more) of the quantities being ranked might measure equal. In this case is the ranking of schools that student chosen for enrollment.

2. Parents' educational levels

2.1 Definition of Parents' educational levels

The parents' educational levels mean the level of education of father and mother in specific skills or knowledge, such as below primary, primary or lower secondary school, upper secondary school, certificate, diploma, bachelor's degree, master's degree, and doctoral degree.

2.2 Theory of Parents' educational levels

Parent educational level involved to the student enrollment to schools because of it is one of the barriers to constrain the students from schools' levels. The higher parents' educational levels lead to the higher incomes to families. The higher incomes to families lead to the higher chances to students to enroll the higher level schools.

2.3 Parents' educational levels and value

Higher parents' educational levels will lead to the higher value in selecting the schools for their children enrollment. The term "parent involvement" is used broadly in this report. It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home.

Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

2.4 Related research to Parents' educational levels and value

Cotton and Wiklund (2009) (<http://www.nelliemuller.com>) "Parent Involvement in Education". The research shows that the earlier in a child's educational process parent involvement begins, the more powerful the effects will be. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. Early childhood education programs with strong parent involvement components have amply demonstrated the effectiveness of this approach.

What about orientation and training for parents who wish to become more involved in their children's learning? Those research studies which have compared parent involvement programs that include orientation/training components with those that do not indicate that providing orientation and training enhances the effectiveness of parent involvement. Research in this area indicates that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, from providing written directions with a send-home instructional packet; to providing "make-and-take" workshops where parents construct, see demonstrations of, and practice using instructional games; to programs in which parents receive extensive training and ongoing supervision by school personnel.

3. Grade Point Average (GPA)

3.1 Definition of GPA

Grade Point Average (GPA) means the student's accumulated grade from secondary schools in which evaluations can be expressed quantitatively and by system of recording achievement based on a numerical average of the grades attained in Mathayom Suksa 3.

3.2 Theory of GPA

In education, a grade (or mark) is a teacher's standardized evaluation of a student's work. In some countries, evaluations can be expressed quantifiably, and calculated into a numeric grade point average (GPA). A cumulative grade point average (CGPA) is the mean GPA from all semesters, whereas GPA may only refer to a single semester. The concept of grading students' work quantitatively is developed by a tutor named William Farish, and first implemented by the University of Cambridge in 1792.

3.3 GPA and value

The social value is based on the GPA for quite sometimes. The student who has higher grade point average will have more chance to get better job or whatever. So that, the GPA and value would be related for long time up until now.

4. Family incomes

4.1 Definition of family incomes

Family Incomes mean an approximate monthly income of students' parent(s) or guardian whom they live with, such as below five thousand baht per month, between five thousand to ten thousand baht per month, ten thousand baht and one to fifteen thousand baht per month, fifteen

thousand baht and one to twenty thousand baht per month, twenty thousand baht and one to twenty five thousand baht per month, and so on.

4.2 Theory of family incomes

Family income theory is concerned in the income of father and mother who are working for a living. Family income can be the salary, wages, or income from other sources, such as from trading, interest. etc.

4.3 Family incomes and value

Throughout history, many scholars have written about the impact of income growth on morality, value, and society. In particular, a number of scholars have come to the conclusion that material progress and prosperity, as manifested in continuous income growth at both individual and national level, provide the indispensable foundation for sustaining any kind of morality and value. This argument is explicitly given by Adam Smith in his Theory of Moral Sentiments, and has more recently been developed in depth by Harvard economists Benjamin Friedman in his well-acclaimed recent book The Moral Consequences of Economic Growth. Thus, the higher family income will lead, normally, to the higher value.

From the family income theory was indicated that every family should have income for surviving even though they were poor or rich, therefore, researcher used this variable to study the influential factor of value in pursuing study in private vocational school.

2.2.13 Values in pursuing studies at private vocational schools

1. Economic aspect

1. Economic aspect definition

Economic aspect means the attitude of persons who interested in the things mainly response to their own advantages, business, and wealthy. Economy refers to the human activities related with the production, distribution, exchange, and consumption of goods and services. However, its definition transformed throughout history with the activities attributed to economy. The composition of a given economy is inseparable from technological evolution, civilization's history and social organization, and from Earth's geography and ecology, e.g. ecoregions which represent different agricultural and resource extraction opportunities, among other factors, the allocation of scarce resources to satisfy unlimited wants. This involves analyzing the production, distribution, inventory, quality control, trade and consumption of goods and services. (<http://www.en.wikipedia.org/wiki/Economic>)

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2. Economic aspect theory

Economic aspects: Social science studying the allocation of resources in the production of commodities, and the distribution of these commodities for consumption in society. Smith (2007: Abstract) "The Wealth of Nations" is often cited as the first economic treatise. Smith arguments in favor of free trade form the basis of classical economics. Refinements to classical economics included the theory of marginal utility, which argued that need determined value. Keynes (2007: Abstract) (<http://www.encyclopedia.com/doc/10142-economic.html>) "General Theory of Employment, Interest and Money" is an attempt to deal with economic depression and mass unemployment. The pressures of inflation led to the development of monetarism and the re-emergence of high unemployment. Economics developed into two areas: microeconomics studies the economics of firms and individuals, and the workings of individual market mechanisms; and macroeconomics studies whole economic.

3. Related research in Economic aspect and Values

Mac Cormac (2005:8) "Value: culture and commerce" *The Architectural Review*. Such concerns run through the entire discipline of architecture, from negotiations with clients and contractors, through the obligations on a profession, to esoteric academic discussions. The RA Forum set out to investigate how they could be better understood, and to begin to establish a basis on which they could be discussed. A central premise is to examine how cultural, economic aspect and social value interacts are contingent upon each other. As Peter de Bolla and Graham Ive (2005: Abstract) showed the terms and concepts we use in such discussions started to take shape in the eighteenth century, when both culture and economic aspects became some recognizable ancestor of their present form. As these two discourses emerged, the notion of social value also evolved, and the interrelationships developed all sorts of inversions and indirect linkages. Richard Sennett identified three instances of relatively small financial investment leading to enormous social benefits. Another concern that arose from this is the extent to which one definition of value might dominate the others. Richard Mac Cormac's (2005:12) experience will be familiar to most architects. The old division between what can and what cannot be objectively measured often leads to the supposedly quantifiable economic value overriding all other considerations, especially those which relate to feeling and emotion. It takes a rare client to overcome such practices. But even here there might be some respite. As Ive argued, even Adam Smith (2007: 12), often considered the founder of 'utilitarian' economics and progenitors of the narrowly proscriptive

definition of value, buries in his concept of 'luxury' the idea that 'wandering in ourselves' might have its place alongside the pursuit of wealth.

Where and when did culture, in the sense of the social consumption and production of artworks, begin? I suggest the first public exhibition of contemporary paintings by British artists, held by the Society for the Encouragement of Arts, Manufacture and Commerce on the Strand in March to April 1760 as a starting point. Of course this statement immediately appears absurd. If so how can we understand fifteenth-century Florence or sixteenth-century Mantua? What of Rembrandt's Amsterdam? Michelangelo's Rome? For reasons I shall attempt to explain, there is some sense to the proposition that Rembrandt or Michelangelo worked in what we might call the pre-cultural era. Because, for there to be something like culture--in the sense I have given it--five preconditions are necessary. They are: Institutions; Market; Public; Preservation of artifacts; the environment. (<http://www.encyclopedia.com/doc/html>)

All five need to be present for something identifiable as culture to emerge. When this happened for the first time, we find the soldering of commerce with art, politeness with environmental aspect sensibility, value with taste. In essence the modification of a real of human activity which, according to a version of its sustaining conceptual framework, is without value in the economic sense. So artworks begin to take on the aura of talismanic objects of prestige and power which have value on their own account. None of this is possible before the mid eighteenth century.

2. Social aspect

2.1 Social aspect definition

Social aspect means the attitude of persons who are friendly and mercy which are opposite to politician; and they are likely to the Religion and belief. In one broad meaning, "social" refers only to society as "a system of common life", or living together or enjoying life in communities or organized groups, but in another sense it contrasts specifically with "individual" and individualist theories of society. This is reflected for instance in the different perspectives of liberalism and socialism on society and public affairs. The adjective "social" implies that the verb or noun to which it is applied is somehow more communicative, cooperative, and moderated by contact with human beings, than if it are omitted. That is, it implies that larger society has played some role in defining the idea or the principle. For instance terms like social realism, social justice, social constructivism, social psychology and social capital imply that there is some social process

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involving or considering, a process that is not there in regular, "non-social", realism, justice, constructivism, psychology, or capital. (<http://www.en.wikipedia.org/wiki/Social>)

The adjective "social aspect" is also used often in political discourse, although its meaning in such a context depends heavily on who is using it. In left-wing circles it is often used to imply a positive characteristic, while in right-wing circles it is generally used to imply a negative characteristic. It should also be noted that, overall, this adjective is used much more often by those on the political left than by those on the political right. For these reasons, those seeking to avoid association with the left-right political debates often seek to label their work with phrases that do not include the word "social aspect". An example is quasi-empiricism in mathematics which is sometimes labeled social constructivism by those who see it as an unwarranted intrusion of social considerations in mathematical practice, which is supposed to be "objective" and above social concerns. (<http://www.en.wikipedia.org/wiki/Social>)

2.2 Basis of social aspect

The term "social aspect" is derived from the Latin word "socialis", which as a noun means "an associate, ally, business partner or comrade" and in the adjectival form socialism refers to "a bond between people" (such as marriage) or to their collective or connected existence. (<http://www.en.wikipedia.org/wiki/Social>)

1. Social aspect Stratification and Social Class

The definition of social aspect stratification is the division of people into layers according to their relative power, property, and prestige. All nations practice social aspect stratification, and always, the men are put before the women. There are three major systems of social aspect stratification. They are slavery, caste, and class. Slavery, in the beginning, is based on debt, punishment, or defeat in battle. However, in North America, it became based on race. The white race is superior to the black and should have ownership over them. The caste system, which still exists in India today, is a system that determines a person worth by birth and lasts a lifetime. There is no moving from one caste to another. In the Hindu religion and belief, it is believed that how you live one life determines which caste you will be born into the next. If you live a good life you will be born into a higher caste until you eventually reach the top where you do not have to be reincarnated anymore. If you live a life of sin, you will be born into a lower caste, such as the "untouchables", which are worst than slaves. People usually always marry within their own caste. A social class is more open than the others and is usual. (<http://www.en.wikipedia.org/wiki/Social>)

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2. Social Class and Its Impact

In the United States today there are three clear distinctions in the social structure. The stratification system has evolved three social classes in the American social structure: Rich, Middle Class, and Poor. Social class is defined as groups of people who share a similar position in the stratification system or in laymen's terms the division of ranks and wealth within societies. The definition of stratification is the unequal distribution of rewards (or of things perceived as valuable) among members of a society. These two aspects of a society lead to a distinct social structure. (<http://www.en.wikipedia.org/wiki/Social>)

The family is a major staple of American life. Families nurture, protect and provide for you as a child and support you in your life choices as an adult. Social class has a huge effect on family life. Social class defines what opportunities are available to you. Your place in society is directly related to the status of your family in the social structure. For example, the daughter of Sam Walton, the creator of Wal-Mart has more wealth and opportunities available to her than a grocery clerks' daughter.

3. Social category

Social category is a category of people who have generally similar educational histories, job opportunities, and social standing and who are conscious of their membership in a social group that is ranked in relation to others and is replicated over generations. Or in other hand is an informal ranking of people in a culture based on their income, occupation, education, dwelling, and other factors. (http://www.prenhall.com/rm_student/html/glossary/s_gloss.html)

4. Social aspect and value in pursuing studies at private vocational school

Social aspect and Value is beliefs of a person or social group in which they have an emotional investment (either for or against something). Like what people think is right and wrong, good and bad, desirable and undesirable (<http://www.oregonstate.edu/instruc/anth370/gloss.html>). Or sometimes it represents the deeply held beliefs within the organization and is demonstrated through the day-to-day behaviors of all employees. An organization's values make an open proclamation about how it expects everyone to behave. Values of learning should endure over the long-term and provide a constant source of strength for an organization.

Values have three important characteristics. First, values are developed early in life and are very resistant to change. Values develop out of our direct experiences with people who are important to us, particularly our parents. Values rise not out of what people tell us, but as a result how they behave toward us and others. Second, values define what is right and what is wrong.

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3. Political aspect

3.1 Political aspect definition

Political aspect means the attitude persons who were interested in power more than any things else; and they have struggle life. Politics is the process by which groups of people make decisions. Easton (2007: Abstract) (<http://www.hawaii.edu/intrel/pols315>) describes politics as "the authoritative allocation of values for a society". Although the term is generally applied to behavior within governments, politics is observed in all human group interactions, including corporate, academic, and religious institutions. Politics consists of "social relations involving authority or power", and refers to the regulation of a political unit, and to the methods and tactics used to formulate and apply policy. Politics is the process and method of making decisions for groups. Although it is generally applied to governments, politics is also observed in all human group interactions including corporate, academic, and religious.

3.2 Important role of political aspect

Political culture comprises in itself the elements and phenomena of social wisdom. It includes the social aspect and political institutions as well as the political processes connected with spiritual culture. It also influences the formation and evolution of state and political institutions as well as their activity and development. Political culture clarifies and determines the norms and the rules of behavior in the political sphere. It is closely connected with the whole culture of a nation. This is because it is an essential constituent of the entire national culture. The national culture strongly influences the system of political belief considered as a constituent of the foundation as well as of the formation of a political culture. In spite of the fact that a political culture in some respects is independent of the social conditions which bring it to life, under their influence it develops the inner and outer peculiarities and features of such political units as country, the various strata of the society, categories, nation, territory and others. The structure of the differentiation of political cultures proposed in the book, *Civil Culture* written by Almond and Verbal (2007: Abstract) (http://www.crvp.org/book/Series03/IIIC-1/chapter_ii.html) has been used widely in Western paleontology. These authors analyzed the political systems of England, Italy, the Federal Republic of Germany, the USA and Mexico. From the comparison and analyses of the forms of activity and the main constituents of these political systems they divided political culture into patriarchal, civil and active. The citizens of the patriarchal type are characterized by non-involvement and indifference to political life. In the civil type we see weak and passive activity of citizens in the political institutions but considerable interest in their activity. The active

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type of citizen is interested due to being involved in the political life and the publicizing of political positions and activities. These three types of political culture influence one another. Besides the above mentioned three main types of political culture, there exist in political life special subcultures which express the interests and viewpoints of social, ethnic, territorial and other groups. These subcultures are characterized by their different outlooks, attitudes towards government and ruling elite, and involvement in governing activity and in the formation and control of political life. The study of such categories as "political ideology", "legitimacy", "sovereignty", "law" and "political parties" also pertain to the study of political culture.

Political culture in some respects restricts the activity of the members of society due to the beliefs, feelings and values of the political processes and behavior which are important parts of political culture. In spite of the fact that a political system and political culture are independent parts of a polity they are closely connected with one another. One of the sources of the development and activity of political culture is the legitimating of the existing power and the political regime characteristic of that period of development. Its constituents, such as values, directions, stereotypes, play a major role in preserving the existing political system. When does political culture arise? One cannot obtain political culture by merely studying and learning theoretical sciences. Its elements appear when people begin to participate in political activity with the aim of achieving their own social, economic and political advantage or possibilities. This becomes possible only when one is involved in the activity of political parties, social political groups, etc. As no one can obtain his own material, political and legal benefits or freedom of thought acting alone but needs some social organization, the status of political parties and social organizations is high in democratic states. It is very difficult to realize the driving forces of the political processes in society without having learned in detail the political culture while enables one to develop political processes and determines the behavior of social groups and various strata of society. At the same time this is the main part of the "social sphere" which aids or sets obstacles to the intentions of people to create conditions for future development. Political culture is considered also the steadiest or conservative part of the socio-political system as can be seen more clearly in the periods of great historical changes in the society as are now taking place in our society.

Political systems are divided into two groups by social researchers: totalitarian and pluralistic. A totalitarian system as a type of political culture based on the idea that social, economic and spiritual life should be of one type. It suppresses the intention to change the existing system of ideas in the society. The totalitarian political culture of the former Soviet Union did not allow

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social groups to express openly their ideas and preferences. It also restricted the possibilities of choice in political life. In this way from the very beginning it did not allow people to act freely, but insisted upon only one type of ownership, one party, and one candidate. This condition in its turn brought the society to stagnation and, as a result, to collapse.

3.3 Related research

Viteritti (1996: Abstract) researched on "Stacking the Deck for the Poor: The New Politics of School Choice"; Brookings Review, and found few ideas provoke more controversy in American education than school choice. In a profession tempered by a moderating politics, it stirs real passion. The concept can be traced back four decades, when Nobel Laureate Milton Friedman proposed a free market model of education as an alternative to the government monopoly. Friedman believed that providing parents with vouchers would foster competition among private and public schools, providing an incentive for better performance and improving the achievement of students. Choice was reintroduced into the public dialogue in 1990 when John Chubb and Terry Moe published their landmark *Politics, Markets, and America's Schools*. The book generated much discussion and drew considerable fire, not only for its policy recommendations, but for its indictment of a political and institutional arrangement that had lost touch with the needs of many children. President George Bush responded by calling for a "GI Bill for Children," promising to provide federal aid to states and localities allowing middle- and low-income children to attend schools of choice - public, private, or parochial. The proposal went nowhere. The education establishment, led by the teachers' unions, reacted with predictable outrage. They warned, most direly, of the demise of public education, based on the cynical premise that when given an alternative, most parents would not choose to send their child to a public school. Other critics raised fears of a skimming effect, whereby the middle class would abandon public schools, leaving the poor to suffer amidst the ruins of underfunded government-run schools. Still others raised the Constitutional argument. Legal scholars pointed out that providing government funds to religious schools, either directly, indirectly, or by accident, violates the First Amendment requirement for the separation of church and state. The debate that attended *Politics, Markets, and America's Schools* continues to thrive in policy circles. But it has become essentially irrelevant. To the extent that private school choice programs have made their way into the councils of government, they bear only a slight resemblance to the market model. If there is any evidence that choice has benefited more advantaged families, it is most apparent in public school choice programs, now extant in 29 states, where students compete for limited places in sought-after

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schools, often favoring those who are most articulate, most informed, and least in need of improving their lot. And in recent years the U.S. Supreme Court has defined standards that would allow government to provide financial assistance for parents to send their children to parochial schools. A new model of school choice has begun to emerge in state legislatures and in Congress. One might call it the "equal opportunity model." Its goal is to give children who could not otherwise afford it the chance to attend a high-quality private or parochial school. The first such plans were enacted in Wisconsin and Ohio, but others have received serious consideration elsewhere. All provide public assistance to students on the basis of economic need. There is no skimming here, for the target population is students who are most underserved by public education, the lowest achievers. Nor do these initiatives portend an end to public education, for only a small portion of the population can meet the means-tested criteria for eligibility.

(<http://www.questia.com/googleScholar.qst:jsessionid>)

4. Environmental aspect

4.1 Definition of environmental aspect

Environmental aspect means the aspect that caused the attitude of persons to value cohesiveness and harmony, such as the school has a unique uniform; the school has email addresses for all students to contact their teachers; the school library is adequately equipped for proper researching; it is convenient for students to borrow books from the library; students are satisfied with the learning experiences and want to use the knowledge acquired from those vocational schools to earn extra income while studying.

(<http://www.en.wikipedia.org/wiki/Aesthetic>)

4.2 Environmental aspect theory

Environmental aspect Theory is Adorno's major work (2007: Abstract), a defense of modernism that is paradoxical in its defense of illusion. Adorno takes up the problem of art in a day when "it goes without saying that nothing concerning art goes without saying." In the course of his discussion, Adorno revisits such concepts as the sublime, the ugly, and the beautiful, demonstrating that concepts such as these are reservoirs of human experience. These experiences ultimately underline Environmental aspects, for in Adorno's formulation "art is the sediment history of human misery."

Hullot-Kentor (2007:Abstract) translation painstakingly, yet fluently, reproduces the nuances and particularities of the original. Long awaited and significant, Aesthetic Theory is the

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clarifying lens through which the whole of Adorno's work is best viewed, providing a framework within which his other major writings cohere. "Inserting the 'silver rib of a foreign word' into an idea, Walter Benjamin argued in a passage Adorno is fond of quoting, helps the idea to survive. Aesthetic Theory, Robert Hullot-Kentor long-awaited new translation is pure sterling. Rarely has so much thoughtfulness and sensitivity been marshaled to retranslate a work that fully deserves a second chance." Martin Jay (1996:Abstract), University of California, Berkeley.

4.3 Environmental aspect operation

Environmental aspect is a branch of philosophy, a species of value theory or axiology, which is the study of sensory or sensori-emotional values, sometimes called judgments of sentiment and taste. Aesthetics is closely associated with the philosophy of art. The term aesthetics comes from the Greek "aisthetike" and is coined by the philosopher Alexander Gottlieb Baumgarten (2007:15) to mean "the science of how things are known via the senses." The term aesthetics is used in German, shortly after Baumgarten introduced its Latin form (Aesthetica), but is not widely used in English until the beginning of the 19th century. However, much the same study is called studying the "standards of taste" or "judgments of taste" in English, following the vocabulary set by David Hume (2007:15) prior to the introduction of the term "aesthetics." Today the word "aesthetics" may mean (1) the study of the aesthetic (all the aesthetic phenomena), (2) the study of perception (of such phenomena), (3) the study of art (as a specific expression of what is perceived as aesthetic).

4.4 Related research to aesthetic or environmental aspect

Erkin (2008:33-37) researched on "The Role of Aesthetic Culture in Social Progress" (<http://www.en.wikipedia.org>) and found that among the conditions for building legal democratic states and open societies a special place is held by the improvement of the cultural-creative atmosphere. The Republic of Uzbekistan needs continued development of the cultural level and of the spiritual character of all levels of the population. In this process of the spiritual renewal of society the social aspect of man is enriched, which includes spirituality an environmental culture is the most important part of spiritual culture, and is especially creative in character. The President of the Republic of Uzbekistan, I.A. Karimov, (<http://www.en.wikipedia.org>) in the ninth meeting of the Uzbek Parliament said: "It is no secret that every state, every nation, has its strength not just under and above ground in natural richness, military forces or industrial potential, but above all in its higher culture and spirit.

Interest in developing the highest culture and spirit of the Republic of Uzbekistan increases year by year because there is increasing need in society for knowledge, tradition, world outlook and the creative potential of man. The Legislation of the Republic of Uzbekistan supports the cultural development in the Republic by affirming the educational system as a priority in the sphere of social development: reformation of the schools and of professional and higher education, the humanization of the educational system and the increase of creative activity by the citizens of Uzbekistan. Environmental culture is one of the factors increasing human spiritual activity. (<http://www.en.wikipedia.org>). Reformation of professional and higher school is directed at improving human spiritual activity, which requires the formation of environmental culture at all levels of the population. Environmental culture is not just "creative activity according to the laws and norms of beauty", but a relation of these activities to the environment in a way that reflects the humanistic ideal. That is to say, environmental culture is the purposeful, gradual and consistent realization of the best spiritual traditions of the nation, an intelligent relation to nature, and the resurrection of the spiritual values of other nations. That is why; environmental culture is becoming for man not just an ideal and spiritual requirement of creative activity, but a source of purpose and direction for creative activity. (<http://www.en.wikipedia.org>). Environmental culture is a complicated system of human needs. It consists of the experience, knowledge and convictions of man. In environmental culture the senses regulate the creative and common activity; a world outlook is stipulated by human knowledge and so on. Hence, the environmental culture of a society has many functions: informational, axiological, communicative, regulative, educational and predictive. All functions of environmental culture are closely connected and inseparable one from another, but some distinguish between the environmental culture of society and that of the person. The environmental culture of society includes: environmental values and knowledge about their nature and functions; environmental consciousness, activity and relations between the people; relations on the bases of environmental values; and environmental education for transferring to the new generation the environmental cultural foundations, the method for aesthetic transformation of the environment, and also the shaping of the environmental consciousness. (<http://www.en.wikipedia.org>). The environmental culture of the person includes knowledge as environmental experience, will and awareness of the environment and artistic values not only of the nation, but of all humanity. The ability of reason regarding art has a creative relation to work and respect for nature. The environmental culture of the person manifests itself in all kinds and forms of activity where it is reflected as a common level of the spiritual

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culture of man, as concrete individual aesthetic notions, relations, aesthetic consciousness, behavior, mentality, language, organization of life and work, international contacts and so on. (<http://www.en.wikipedia.org>)

As noted above, one important moment of environmental culture is a creative assimilation of the spiritual values of the past. For the Soviet Union, this did not transpire because the Communist Party ignored the past of spiritual culture. For example, from the spiritual culture of the nations of Central Asia, such as Judaism schools and others, are not considered. Also the creative works of Amory Sanoy and many others (2007:1) (<http://www.crvp.org/book/series03>) are considered unnecessary for the new generation. Not just the philosophical, religious, political heritage of the past of the nations of Central Asia, but many works of art-painting, calligraphy and applied arts are ignored. Such masterpieces of the Uzbek people as "Alpo mish", "Garishly", "Rustamchon" are declared reactionary. Environmental culture in the period of the domination of Communist ideology is formatted and developed in a lop-sided manner, without the spiritual experience of humankind. This necessary component of the Communistic ideology led to breaking the connections between man and history, between personality and society, and created indifference to the spiritual culture of the past. As a result, social apathy is high at that time. This situation is described in the novel by Ch. Automaton, *Blizzard's Halt* (2007) (<http://www.en.wikipedia.org>). Environmental culture is one of the main components of social progress. It is the best contribution to the realization and affirmation of human existence; at the same time it is a process of humanization of social life. The environmental culture of the Uzbek people has deep historical roots and contributed to the Uzbek survival of many social and historical shocks. Different aspects of the history of the Uzbek people are expressed in its cultural monuments. (<http://www.en.wikipedia.org>)

Environmental culture, though the most important element of the spiritual life of society and of humans, is not exhausted by spiritual things, but is preserved in objects of the material world and in a social contacts, in social experience and so on. That is to say, the content of environmental culture includes the experience of humankind, which can be preserved in the social consciousness, social relations, social-psychological phenomena and others. (<http://www.en.wikipedia.org>)

Environmental culture itself is communicated from generation to generation by art (architecture, poetry, music, dance and so on); because only art has given people a chance to listen through the centuries to the tragic or happy stories of preceding generations. Art is an historical

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experience, the social memory of humankind, and at the same time an image, purpose and ideal for the development of humankind. Environmental culture is a force which has consolidated the people of the world into one humanity. Such architectural masterpieces as "Shakhy-Zinda", "Guru-Emir", "Bibi-Khanum" in Samarqand, Ismail Simonyi's mausoleum in and others not only fix attention upon the socio-historical life of the past generations, but transmit patriotism, humanism and diligence to present and future generations. There is similar significance to the poem "Shoshone" by Ferrous, which is one of the most interesting items of world literature. In the 11th century this poem expounded all the principles of patriotism and humanism. Hence, for independent Uzbekistan in its present profound reformation of the educational sphere, it is necessary to include the environmental culture of the past. (<http://www.en.wikipedia.org>)

However, formation in environmental culture is a complicated and contradictory process. Humans need time to come to realize the changes of consciousness taking place under the influence of circumstances or through self-development, self-education and self-improvement. The environmental culture of the person has a higher stability, which is why its change proceeds very slowly and with great difficulty. In social practice we encounter a conservative mentality, which slows down the process of progressive social change, because people do not want to do without their stereotypes, old norms and principles of action. (<http://www.en.wikipedia.org>)

The new social activity in Uzbekistan changes all the forms of social life, and this reorganization of social consciousness needs a new spiritual culture. In that process environmental culture could play an important role because it appeals directly to each person, speaks to him or her in an emotional language and is addressed at the same time to both mind and soul. (<http://www.en.wikipedia.org>)

Each person through environmental culture learns common and natural values and then develops one's own system of ideals, tastes and notions. Environmental culture is the strong regulator of the real behavior of people. It is both comprehension of the meaning of life and manifestation of the social essence of humans, especially of connections between man and society. Value orientations, which are environmental culture, give man a program for self-realization. (<http://www.en.wikipedia.org>)

At the present time, it is necessary to develop an ecological culture, because there is need for a new relationship between nature and humankind. That is why; in the content of environmental culture environmental relations to nature hold a special place. Nature always has a very great influence on the human. The spiritual culture of the Uzbek people in the past as in the

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present contains many examples of understanding the importance of such relations. Gamy and Navy (2007:Abstract) called for man to live in accord with nature. In unity with nature Gamy saw the meaning and destiny of man. In our time, such understanding of the relationships between nature and humanity is reviving. Hence, one purpose of environmental culture must be a deep awareness by people of their responsibility for natural conditions. Environmental culture must promote the forming of ecological culture, i.e., awareness of the ecological unity between nature and man. Such awareness is now becoming important because the ecological situation is worsening, especially in the Central Asian region (the tragedy of the Aral Sea, Central Asian plants and animals). In other words environmental culture must be given a new ecological direction. (<http://www.en.wikipedia.org>).

Environmental culture is not an inherent quality of personality, but is formed in the process of education throughout one's entire life and at different levels

5. Religion and belief aspect

5.1 Definition of religion and belief aspect

Religion and belief aspect means the aspect that caused the attitude of persons to believe in a good way of life. The term "religion and belief" refers to students' belief that religion is important for them so that they can live happily in society; what the school does in organizing cultural and Thai traditional activities during each academic year is a good thing; a peace of mind enables a student to concentrate better in learning; one should conduct one's life to conform to technology; and students believe that both theory and practice will lead to construction of knowledge for actual application in their jobs. ([http://www.en.wikipedia.org/wiki/Religion and belief](http://www.en.wikipedia.org/wiki/Religion_and_belief))

A religion and belief was a set of beliefs and practices generally held by a community, involving adherence to codified beliefs and rituals and study of ancestral or cultural traditions, writings, history, and mythology, as well as personal faith and mystic experience. The term "religion and belief" refers to both the personal practices related to communal faith and to group rituals and communication stemming from shared conviction. All patriarchal religion and beliefs present a common quality, the "hallmark of patriarchal religious thought": the division of the world in two comprehensive domains, one sacred, the other profane. Religion and belief is often described as a communal system for the coherence of belief focusing on a system of thought, unseen being, person, or object, that is considered to be supernatural, sacred, divine, or of the

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highest truth. Moral codes, practices, values, institutions, tradition, rituals, and scriptures are often traditionally associated with the core belief, and these may have some overlap with concepts in secular philosophy. Religion and belief is also often described as a "way of life".

The development of religion and belief has taken many forms in various cultures. "Organized religion and belief" generally refers to an organization of people supporting the exercise of some religion and belief with a prescribed set of beliefs, often taking the form of a legal entity (see religion and belief-supporting organization). Other religion and beliefs believe in personal revelation and responsibility. "Religion and belief" is sometimes used interchangeably with "faith" or "belief system," but is more socially defined than that of personal convictions (http://www.en.wikipedia.org/wiki/Religion_and_belief)

5.2 Element of religion and belief aspect

Religion and belief has been defined in a wide variety of ways. Most definitions attempt to find a balance somewhere between overly sharp definition and meaningless generalities. Some sources have tried to use formalistic, doctrinal definitions while others have emphasized experiential, emotive, intuitive, valuation and ethical factors. Sociologists and anthropologists tend to see religion and belief as an abstract set of ideas, values, or experiences developed as part of a cultural matrix. For example, in Lindbeck's *Nature of Doctrine* (2005:12), religion and belief does not refer to belief in "God" or a transcendent Absolute. Instead, Lindbeck defines religion and belief as, "a kind of cultural and/or linguistic framework or medium that shapes the entirety of life and thought... it is similar to an idiom that makes possible the description of realities, the formulation of beliefs, and the experiencing of inner attitudes, feelings, and sentiments." According to this definition, religion and belief refers to one's primary worldview and how this dictates one's thoughts and actions. (http://www.en.wikipedia.org/wiki/Religion_and_belief). Other religious scholars have put forward a definition of religion and belief aspect that avoids the reductionism of the various sociological and psychological disciplines that reduce religion and belief to its component factors. Religion and belief may be defined as the presence of a belief in the sacred or the holy. For example Rudolf Otto's (2007: Abstract) "The Idea of the Holy," formulated in 1917, defines the essence of religious awareness as awe, a unique blend of fear and fascination before the divine. Friedrich Schleiermacher in the late 18th century defined religion and belief as a "feeling of absolute dependence." (http://www.en.wikipedia.org/wiki/Religion_and_belief)

5.3 Development of religion and belief aspect

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There are a number of models regarding the ways in which religion and belief aspect come into being and develop. Broadly speaking, these models fall into three categories:

- Models which see religion and belief aspect as social constructions;
- Models which see religion and belief aspect as progressing toward higher, objective truth;
- Models which see a particular religion and belief aspect as absolutely true.

The models are not mutually exclusive. Multiple models may be seen to apply simultaneously, or different models may be seen as applying to different religion and belief aspect.

5.4 Related research to religion and belief aspect and value.

Hilarion (2006:12) researched on “Which Values is Europe Built –Contribution to the Churches” state the question of values lies in the heart of the contemporary dialogue between religion and belief and Civilizations. The present and future of humanity depend on the answer to this question.

In the modern battle for values people find themselves on opposite sides of the barricades, with those inspired by religious ideals on the one side and those whose world-view is formed By secular humanism on the other.

Liberal humanistic ideology insists upon the right of each individual to his or her own way of Life, which extends insofar as it does not cause harm to others. From the viewpoint of Humanistic morality the only limitation on human freedom is the freedom of other people: the Moral person is one who does not harm the interests of others, while the immoral person is One who infringes upon their freedom? The idea of absolute moral norms as well as the notion Of sin are completely absent from modern humanistic ethics. In the religious tradition, on the Contrary, there exists the concept of an absolute, divinely-established moral law, as well as of The deviation from it, known as sin. From the viewpoint of the religious person, by no means is everything that does not directly infringe on the interests of other people morally permissible. For the believer true freedom is not the permissibility of everything, but the liberation from sin, the overcoming in oneself of everything that hinders spiritual perfection. It is not by chance that modern liberal humanism is closely connected with globalization. In its foundation, just as in the foundation of the project of globalization, lies the idea of its Universality and its being the only alternative. Indeed, humanists will acknowledge in word. The right of the person to belong to any religion and belief or belong to none at all, since it would not be Politically correct to totally deny religion and belief the right to exist. However, in practice humanism is inspired first and foremost by an anti-

religious pathos and thus strives to weaken religion and belief as much as possible, drive it into a ghetto, force it out of society and minimize its influence on People, especially on the youth. The secular, worldly, anti-churchly and anti-clerical orientation of modern humanism is obvious. It is precisely because the humanist ideology is acquiring increasingly clearer characteristics of militant secularism that the conflict between it and religion and belief becomes ever more similar to a battle for survival – a battle not unto life, but unto death.

([http://www.en.wikipedia.org/wiki/Religion and belief](http://www.en.wikipedia.org/wiki/Religion_and_belief))

The potential explosiveness of today's inter-civilization situation is to a significant degree caused by the fact that the Western liberal-humanistic ideology, acting on the idea of its own universality, is imposing itself on people who are raised in other spiritual and moral traditions and have different value systems. These people see in the total dictate of the Western ideology a threat to their identity. The evidently anti-religious character of modern liberal humanism brings about non-acceptance and rejection by those whose behavior is religiously motivated and whose spiritual life is founded on religious experience.

There exist several variations of the religious answer to the challenge of totalitarian liberalism and militant secularism. The most radical answer is given by religious extremists, who have declared jihad against the 'post-Christian' Western civilization. Another variation of the religious answer to the challenge of secularism is the attempt to adapt religion and belief itself, including dogma and morals, to modern liberal standards. Some Christian communities have already gone this path, instilling liberal standards into their doctrine and church practice over the course of several decades. The result of this process has been an erosion of the dogmatic and moral foundations of Christianity, with priests being allowed to justify or conduct 'same-sex marriages,' members of the clergy themselves entering into such marriages, and theologians rewriting the Bible and creating countless versions of politically correct Christianity oriented toward liberal values. The revision of centuries-old church tradition to please the feminist movement has led to the introduction of the institution of female priesthood in the above-mentioned communities, which has drawn an additional line of demarcation between them and representatives of traditional Christianity. ([http://www.en.wikipedia.org/wiki/Religion and belief](http://www.en.wikipedia.org/wiki/Religion_and_belief))

Finally, the third variation of the religious answer to secularism is the attempt to enter into a peaceful, non-aggressive, though obviously unequal, dialogue with it, with the aim of achieving a balance between the liberal-democratic model of Western societal structure and the

religious way of life. Such a path has been chosen by those Christian Churches that have remained faithful to tradition.

The recognition of the necessity of dialogue with Churches and religious communities is also spreading among liberal politicians, who are coming to the realization that conflict can arise when religious communities are deprived of their right to public self-expression. More and more politicians are seeking contact with religious leaders, understanding that the opinion of Churches and religious communities should not be ignored during the process of elaborating those values which will serve as the foundation of the 'new world order.'

(http://www.en.wikipedia.org/wiki/Religion_and_belief)

A characteristic example of such an understanding is the European Union – one of the main catalysts of the process of integration and globalization in the modern world. As far as its Weltanschauung is concerned, the European Union is essentially a secular super-state founded on humanistic principles inherited from the Age of Enlightenment. Until recently the attempts of Churches and religious organizations to conduct dialogue with the institutions of the European Union are almost exclusively the initiative of the Churches themselves, which did not receive any clear response from the European Institutions. There did not and still does not exist to this very day a structure that might allow Churches to carry out a systematic and constructive dialogue with the European Union. However, if the new European Constitution is adopted in some form or another, such a structure should appear, since the project of the constitution stipulates an 'open, transparent and regular dialogue' of the European Union with Churches and religious organizations. The inclusion of this point into the constitution, as well as the recognition of the fact that the 'universal values' on which the EU is founded are inspired by the 'cultural, religious and humanist inheritance of Europe,' can open new possibilities for dialogue between religion and belief and secular liberal humanism. (http://www.en.wikipedia.org/wiki/Religion_and_belief) Today the world needs a serious and thoughtful dialogue, and not the continuation and deepening of the conflict between the religious and humanistic world-views. It is precisely this dialogue that is proposed by traditional Christianity. The latter does not oppose humanism as such, but is against humanism's liberal, atheistic version. The Church does not accept that version of humanism which, according to its founders, 'excludes mysticism and religion and belief.' The Church opposes religious humanism to atheistic humanism, the former being guided by spiritual values. (http://www.en.wikipedia.org/wiki/Religion_and_belief)

Berdyaev (1946) wrote 'Humanism, and thus the dignity of man, can be reborn only from the religious depths. The dignity of the person assumes the existence of God.' These words of the great Russian philosopher, spoken soon after the end of the Second World War, reflect the understanding of humanism characteristic of traditional Christianity. The Church rejects the right of atheists to monopolize the idea of 'humanism' and equate it with militant atheism. The Church protests against the discrediting of traditional values – allegedly in the name of establishing the freedom and dignity of man. The Church resists the attempts to declare religion and belief a relic of the past and to drive it out of society – supposedly in the name of the triumph of humanism. The Church rejects the myth that science has purportedly proved the falseness of the main postulates of religious doctrine. The Church considers its understanding of the dignity and freedom of the person to be the highest form of humanism, no less 'scientific' and 'progressive' than the anthropological theories of modern agnostics and atheists.

JOSEPH, L.; ROCHE, S.J. (2009) (<http://www.facebook.com>) research on "Values in Theology and Religious Education" and found that values have to do with human persons, with men and women. As such, values are concerned with the "only creature on earth which God willed for its own sake, and for whom God has his plan, that is, a share in eternal salvation." This "does not mean dealing with man in the abstract, but with real, 'concrete,' 'historical' man". They are the concern of each and every man and woman as persons, and of the human societies which they create and constitute. Vatican II popularized the traditional Christian principle that "only in the mystery of the Incarnate Word does the mystery of man take on light. Christ, the new Adam, in the very revelation of the mystery of the Father and of his love, fully reveals man to him and brings light to his most high calling." (<http://www.facebook.com>)

The Christian view of man/woman, therefore, is a major chapter in theology and religious education. In fact before the advent of the social and behavioral sciences, human values and virtues generally are considered to be more or less the exclusive domain of literature, philosophy, and theology. With the great expansion of the "human sciences," this monopoly has been decisively broken. But the new problematic has made it imperative to re-assert the necessary and legitimate role of theology in understanding, evaluating, and developing authentic human values. In terms of Filipino culture and values, it is all the more imperative to consider values and values education in direct relation to Christian Faith and faith education. (<http://www.facebook.com>)

This brief essay will offer first a short survey of pertinent recent work on values and values education, in order to introduce, secondly, certain basic dimensions of the place of values in contemporary theology and religious education. Finally, it will conclude with a theological critique of this new value approach.

Social scientists like to situate "values" in relation to a number of allied concepts. Behavior is taken to refer to specific, observable actions; attitudes refer to favorable or unfavorable dispositions toward certain objects or situations; belief systems are overall frames of reference or world views composed of certain assumptions made about ourselves, others, the world, and the like. In this context, *values* are enduring preferences for certain modes of conduct (e.g., honesty) or life-situations (e.g., inner peace). They usually cluster to form a values system in which particular values are ordered according to a certain priority of importance. The important thing for the social scientist is that values are learned--they do not come "pre-packaged" in the new-born babe. (<http://www.facebook.com>)

The simplest description of value is "a reality insofar as it is prized by a person." Three components are implied: 1) the nature of the reality prized; 2) the aspect of the reality that makes it to be the "prized"; and 3) the extent to which the prized aspect is internalized and affects the person. The first component is the objective base of the value; the second is the subjective appreciation of that base, and the third is the variable effect in the prizing/valuing subject. From a theological perspective, what a value approach does, then, is to bring together the traditional idea of objective good with the modern stress on the personal subject who values that good and is being formed and changed in the valuing process

The new stress upon the subject implied by the developing attention to values is characteristic of contemporary trends in theology and religious education. This is spelled out in greater detail in the seven-point description of value used by Sidney Simon and collaborators. The seven points can be conveniently grouped under three headings:

Choosing: 1) freely; 2) from among alternatives; 3) after considering the consequences of each alternative;

Prizing: 4) cherished and pleased with; 5) publicly affirmed; and

Acting on: 6) carrying it into action; 7) repeatedly, with some consistency.

The direct relevance of this threefold sketch of value to theology can be seen by comparing it to Vatican its similar three-fold description of the "sense of faith" of the people of

God, the Church. After describing how "this appreciation of the faith is aroused and sustained by the Spirit of truth," the Council asserts that the believer:

Values in pursuing studies at Private Vocational School and Development

The serious pursuit of values education has contributed significantly to the detailed study of personal development. Taken theologically, this corresponds to the complex process of conversion and personal salvation. The social sciences have done much to delineate basic dimensions of the human drive for self-transcendence: the affective dimension explored by Eriksson's (2008) eight psycho-social stages; the cognitive dimension developed in Piaget's genetic epistemology, and the moral dimension exemplified in Kohlberg's (2008) six stages of moral reasoning. Fowler has had some success in working out a comparable process of a generalized faith development. However, the self-transcendence indicative of Christian Faith goes far beyond that conceived and studied in the social and behavioral sciences. The difference can be pictured in terms of three "dreams": 1) our individual ideal; 2) our community's dreams; and 3) the Christian image of the kingdom of God. (<http://www.facebook.com>)

Nevertheless, certain insights regarding personality typology have proved helpful in creating a more holistic catechesis and education in the faith. Carl Jung's (2008) (Online) work presents four major functions--two distinct ways of perceiving: sensing and intuiting; and two distinct ways of judging: feeling and thinking. These form the basis of a four-fold view of the person and personal functions: the analyzer and the personalized in judging, and the pragmatist and the visionary in perceiving. This is further developed in terms of historical growth by using Brian Hall's sketch of four phases of consciousness. Each phase is described in terms of three factors: 1) how the world is perceived; 2) how the individual perceives himself; and 3) what human needs the self seeks to satisfy. When related to stages of value development, these phases of consciousness are significant for understanding and communicating God's Word and the Gospel values. (<http://www.facebook.com>)

Theology conceived as "faith seeking understanding" has always been concerned with the human person's ultimate values. As stressing "thinking faith," theology seeks that truth which transforms--a type of "loving knowledge" that brings authentic liberating salvation. As such, there is great value in theologizing for the individual believer as well as for the community of believers, the Church. But rather than treat the value of theologizing itself, this essay concentrates on the theology of values, that is, what theology and religious education have to say about values.

For the Christian, God's revelation provides the inexhaustible truths of the origin, ultimate meaning and final destiny of each and every person, and of human society itself. Through the study of Christian revelation, then, Theology focuses on Christ Jesus, God's self-revelation, as: 1) the ultimate ground of all authentic human values, 2) the basis for formulating a correct hierarchy of human values; and 3) the final criterion for judging the truth and authenticity of all values. (<http://www.facebook.com>)

This over-all perspective can be developed in greater detail by structuring Christian faith's response to God's self-revelation in Christ in terms of the traditional triple catechetical division of doctrine (Creed), morals (Commandments) and worship (Sacraments). Within this division, values pertain more directly to moral theology. General morals treat the dignity of the human person, his freedom, conscience, law and authority, and sin. Special morals take up sexual and family morality, and especially the social doctrine of the Church. But this does not in any way belittle the values intrinsic to both the truths of systematic, doctrinal theology, and authentic sacramental theology. Both of these areas are related intrinsically to the primary theological focus on values in moral theology. (<http://www.facebook.com>)

Regarding doctrine, the general truths are: creation, redemption in Christ, grace, and final values. But current theology and religious education put special stress first on Christ as the "master symbol for Christians," the primordial sacrament and value who reveals both God and man. A second favorite theme is the Church as the community wherein values are internalized, lived, and passed on to others. A third doctrinal topic which relates directly to values education research is the whole process of moving from the experiential to the dogmatic or rule--a kind of phenomenology of how Creeds came to be formed. This can offer significant help for understanding the proper methodology for religious education and catechesis.

Sacramental worship, in keeping with values education, stresses the central place of symbol and ritual in human life, both individual and communal. Sacraments are viewed as the faith community's ritualized expression of "peak experiences" which touch life's common mysteries at a depth that goes beneath particular social and cultural milieu. The values educator's distinction between foundational and second order symbols helps in developing a contemporary understanding of the sacraments and in avoiding the trap of empty ritualism by integrating worship with the thrust for justice. . (<http://www.facebook.com>)

A decade of "values clarification" is popular, particularly in moral education. But its popularity is relatively short-lived, due mainly to its relativism and nonjudgmental stance which

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rendered it incapable of handling questions about the truth, authenticity, and relative priority of the "clarified values." Nevertheless, the movement did raise the consciousness of moral educators to the essential place of the moral agent's subjectivity in "prizing" objective moral good, i.e., values.

Partly perhaps in reaction, favor in moral education next swung to Kohlberg's cognitive development approach, stressing that the levels of moral reasoning constitute an irreversible linear sequence in terms of justice as the key virtue for moral life and growth. This approach has also been shown to suffer from the fundamental inadequacies of neglecting the affective, non-cognitive factors in moral life as well as the presence within and without the person of evil tendencies, summarized in theology under the term "original sin." (<http://www.facebook.com>)

A third contemporary approach to moral education centers on moral character and vision precisely as formed by the Christian narrative. Serious inadequacies have likewise surfaced in this approach, but there have also been permanent positive gains in focusing on the character of the moral agent within a formative historical process, created in great part by the Gospel story.

What is obvious from this brief selection of recent trends in contemporary moral theology/education is the common felt-need: 1) to break out of the so-called "rationalistic, analytical, legalistic, and authoritarian" characteristics of traditional moral theology; and 2) to incorporate human affections and the "heart" within moral reasoning and living. It is true that much of the negative criticisms constitute little less than a caricature of the tradition--confirmed by the consistent failures of the newly proposed moral approaches. Nevertheless the positive thrust for a more holistic "value" approach to Christian moral living is certainly sound, and will undoubtedly continue to be an intensely pursued goal. (<http://www.facebook.com>)

Values Education in Religious Education, the close relationship between values and values education with current catechesis and religious education is quite apparent from even a cursory study of the National Catechetical Directory for the Philippines. This official handbook for Philippine catechesis clearly manifests the role of values in catechesis/religious education in terms of: 1) its general goal, 2) the basic process involved, developed in terms of its tripartite structure, 3) its general methodology, and finally 4) the key points of its doctrinal, moral, and worship content.

Basic Process: Value education stresses a number of the key aspects which typify current religious educational approaches: 1) the experiential, 2) grasped as progressive; 3)

involving affectivity and imagination, and 4) constituting a socialization process. A brief description of each will suffice to indicate the communality of these emphases.

(<http://www.facebook.com>)

6. Vocational Theoretical Aspect

6.1 Definition of Vocational Theoretical Aspect

Theoretical means the attitude of persons who try to find out the reality by Cause and Effect. The word theory has a number of distinct meanings in different fields of knowledge, depending on their methodologies and the context of discussion. The term theoretical is sometimes used to describe a result that is predicted by theory but has not yet been adequately tested by observation or experiment. It is not uncommon for a theory to produce predictions that are later confirmed by experiment.

6.2 Element of Vocational Theoretical Aspect

In common usage, people often use the word theory to signify a conjecture, an opinion, or a speculation. In this usage, a theory is not necessarily based on facts; in other words, it is not required to be consistent with true descriptions of reality. True descriptions of reality are more reflectively understood as statements that would be true independently of what people think about them. In this usage, the word is synonymous with hypothesis. In science, a theory is a mathematical or logical explanation, or a testable model of the manner of interaction of a set of natural phenomena, capable of predicting future occurrences or observations of the same kind, and capable of being tested through experiment or otherwise falsified through empirical observation. It follows from this that for scientists "theory" and "fact" do not necessarily stand in opposition. For example, it is a fact that an apple dropped on earth has been observed to fall towards the center of the planet, and the theories commonly used to describe and explain this behavior are Newton's theory of universal gravitation (see also gravitation), and General relativity.

6.3 Vocational Theoretical Aspect and Value in pursuing studies

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Purposes of theory are constructed in order to explain, predict and master phenomena (e.g. inanimate things, events, or the behavior of animals). In many instances we are constructing models of reality. A theory makes generalizations about observations and consists of an interrelated, coherent set of ideas and models.

6.4 Related research to Vocational Theoretical Aspect and value in pursuing studies

DeBord (2009: 346-358) is professor of sociology and chair of the department of sociology and anthropology at The University of Mississippi. His teaching and research interests are education and culture, and most recent publications focus on literature. He is currently engaged in a study of institutional effects on youth culture. John Ryan (2009) is an associate professor of sociology at Clemson University. His research interests include the sociology of culture, family and organizations. He has published a book, *The Production of Culture in the Music Industry* (UPA 1985) and is currently involved in a study of the image of the artist in the mass media. His most recent work appears in *Social Forces*. Larry W. DeBord (2009: 346-358) is professor of sociology and chair of the department of sociology and anthropology at The University of Mississippi. His teaching and research interests are education and culture, and most recent publications focus on literature. He is currently engaged in a study of institutional effects on youth culture. (<http://www.facebook.com>)

Using survey data collected from a sample of college students, the authors explore variability in high culture orientation. Parent's socioeconomic status, traditionally thought to be predictive of high culture orientation, is not significantly related to it in this sample. Factors found to be

associated with high culture orientation include interpersonal experience, occupational orientation, and cultural knowledge and participation.

2.3 Related Research Results

2.3.1 Research Results in Thailand

Pornnimit, Chakkrapan (2003: Abstract) researched on “Image of Private Commercial Education in Thailand”, and found that the images of private commercial education in Thailand are studied by analyzing the image-making moments among former private commercial students. Using the articulation model of meaning and collapse model image, this research identified three main categories of factors that influenced the development of images: personal aspects; social aspects; and school-related aspects. Examples of specific aspects within these three categories included peer relationships, stress, academic performance, perceptions of commercial student’s behaviors, academic reputation of commercial schools, and the schools’ teachers and facilities. These aspects, depending on the individual’s circumstance and experiences, could become an over determining aspect in the image-making process at specific moments in time. Although the articulation model and collapse model suggested that images can be varied and change over time, the findings indicated that the personal lived experiences of the study participants during their school days could over determine other factors, out-weight the general negative social views of commercial schools and students, and result in positive images of private commercial education. The findings of this small, but in-depth qualitative study, suggest that positive school experiences can help generate more positive images of private commercial schools for graduates and thus, potentially, help undermine in the future the negative views held in the general population. (<http://www.facebook.com>)

Premruetai, Warunya (2002 :Abstract) researched on “ A study of factors affecting student’s decision application to private vocational schools in Samut Prakan province.” The purpose of this study was to investigate factors which affecting student’s decision making on application to private vocational schools in Samut Prakan province. The research results were 3 factors such as the factor of student’s status, factor of students and the factor of schools. The factors which affecting students’ decision on application were professional interesting, building and site, tuition, school’s image, service and affair, peer group inference, school inference and parents’ education level at 0.001 significant level.

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2.3.2 Research Results in Abroad

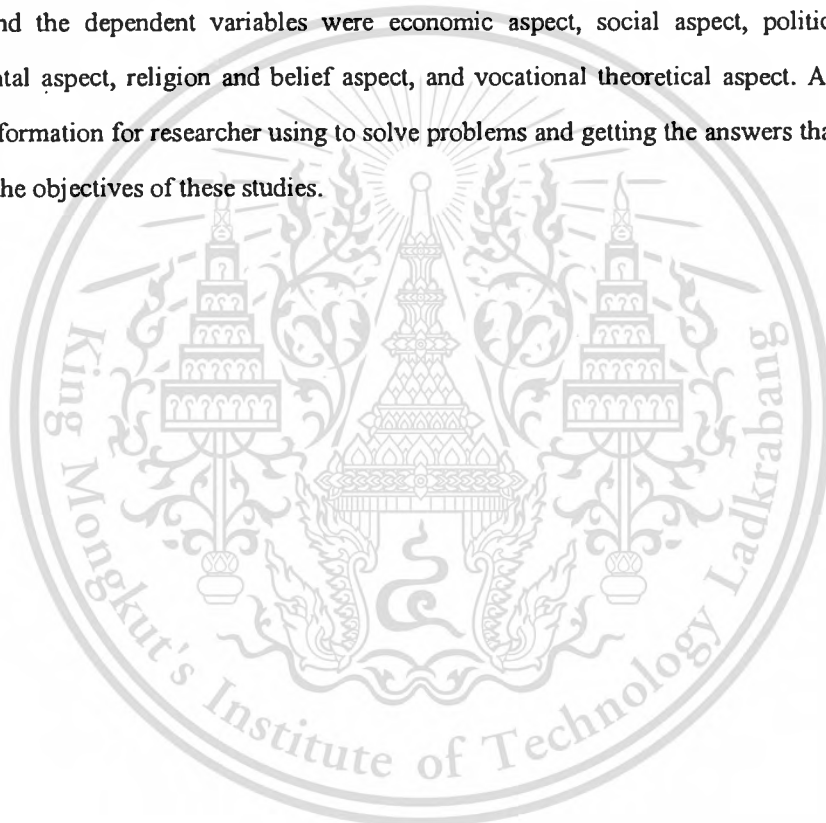
Roopsuwankun, Pattama (2003: Abstract) researched on “Student Satisfaction in Thai Private Vocational Schools.” The purpose of this study is to assess students’ satisfaction with Thai private commercial schools. The study proposed a model based on Astin’s input-environment-outcome model by identifying aspects that are related to satisfaction. The target population comprised students who studied in the commercial field at the certificate level of the private vocational schools in Bangkok, Thailand. Three hundred eighty-nine students from all three grade levels participated. A factor analysis is conducted on items from the questionnaire as a data reduction technique and to determine useful factor scales. A multiple regression analysis with backward elimination is then used to determine the significant predictors of satisfaction after controlling for a variety of variables. Roopsuwankun, P. found that the majority of participants were generally satisfied with their schools. The findings revealed six factors and variables that were significant predictors of satisfaction, namely, school environment, estimate of gain in career and work skills, use of computer technology, major, current GPA, and living on campus or in an apartment. These measures explained 32% of the variance in satisfaction. Among them, school environment was the best predictor. Many factors and variables, including academic engagement and school-related social activities, showed indirect relationships with satisfaction through the estimate of gain in career and work skills and the school environment. The study confirmed that involvement had both direct and indirect effects on satisfaction. Some background variables, including Grade 9 GPA, were found to have only an indirect relationship with student satisfaction. (<http://www.facebook.com>)

Choosup, Anawut (2002: Abstract) researched on “Selected variables influencing school choice by Students in private vocational schools.” And found that the competition among public and private schools in Thailand relative to enrollment was very strong. A student’s reason to attend a particular school was influenced by many variables. School administrators should realize which variables were more important so as to plan better marketing strategies and attract more students. The following variables influencing school choice were found to be important to students in private vocational schools: education programs; parent preference; good academic reputation; good reputation in social activities; and information from school documents and brochures. The school choice variables that were found to be not important were the following: advertising on TV; information from school websites; low tuition; recruited by athletic department; and advertising in the newspaper. As overall relationship between student

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characteristics and selected school choice variables and each of the following student characteristic variables: gender; living places during study; entrance examination; educational aspiration; parent's educational level; primary financial aid; GPA; vocational school rank; and family income were also found.

Researcher used the findings of fourteen aspects as independent variables that are influential factors of value in pursuing studies at private vocational schools, namely, programs options, guardian's preference, academic reputation, social reputation, advertisement, residences, tuitions, scholarships, gender, rank of school choice, parent's education level, GPA, and family income. And the dependent variables were economic aspect, social aspect, political aspect, environmental aspect, religion and belief aspect, and vocational theoretical aspect. All of these were the information for researcher using to solve problems and getting the answers that could be answering the objectives of these studies.



CHAPTER 3

RESEARCH METHODOLOGY

The objectives of this research were: (1) to study the structural relations of factors influencing value in pursuing studies at private vocational schools; and (2) to validate the model of factors influencing value in pursuing studies at private vocational schools. The research conduction was divided into 2 phases as follows:

Phase 1:

1.1 To study the structural relations of factors influencing value in pursuing studies at private vocational schools. Two activities were conducted:

1. Model designing.
2. Seminar experts by preceding a Focus Group.

Phase 2:

2.1 To validate the model of structural relations of factors influencing value in pursuing studies at private vocational schools. Several activities were conducted:

1. To examine the levels of value in pursuing studies at private vocational schools.
 - 1.1 Population and Sample
 - 1.2 Instrument
 - 1.2.1 Instrument development
 - 1.2.2 Instrument try-out
 - 1.3 Data Collection
 - 1.4 Data Analysis
2. Approving the Model

Phase 1:

1.1 To study the structural relations of factors influencing value in pursuing studies at private vocational schools.

The objective of phase 1 was to study the structural relations of factors influencing value in pursuing studies at private vocational schools with 20 factors in 3 Latent variables.

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1. Model Designing

Researcher created the model of structural relation of factors influencing value in pursuing studies at private vocational schools in Thailand with the applicable principles of Spranger's theory and the analyzed data of the status of factors that indicate the value of pursuing studies at private vocational schools of Choosup. A (2002). and Roopsuwankun. P (2003). The coincidental idea of students of each factor had been setting up accordingly to the total factors of the structural correlation as the following step.

From the objective of study 1, the structural relations of factors influencing value of pursuing private vocational schools. The coincidental idea of students on the factors that influencing value in pursuing studies at private vocational schools in Thailand such as: Program Options, Guardian's Preference, Academic Reputation, Social Reputation, Advertisement, Gender, Residences, Tuitions, Desire to study in a private business school, Parent's Educational Level, Scholarships, GPA, Rank of school choice, and Family Income would be categorized.

2. Seminar Experts by Proceeding Focus Group

Researcher presented the model of structural relation of factors influencing value in pursuing studies at private vocational schools in Thailand of expert focus group in accompany with the 2nd objective of the study, to develop the model of structural relation of factors influencing value in pursuing studies at private vocational schools in Thailand. Expert Focus Group was conducted as following:

2.1 Selection of experts who have knowledge, skills, and experiences in vocational schools administration and in the value establishment.

2.2 Researcher sent the model and a conclusion of research involving Economic aspect, Social aspect, Political aspect, Environmental aspect, Religion and Belief aspect, Vocational theoretical aspect, Program Options, Guardian's preference , Academic Reputation ,Social Reputation, Advertisement , Gender, Residences, Tuitions, Desire to study in a private business school, Parent's Educational Level, Scholarships, GPA, Rank of school choice, and Family income to the experts and schools' administrators to study before giving the idea about factors influencing value in pursuing studies at private vocational schools in Bangkok.

2.3 Experts were invited for Focus Group on Monday in March 30, 2009.

Phase 2:

2.1 To validate the model of structural relation of factors influencing value in pursuing studies at private vocational schools.

1. To examine the levels of value in pursuing studies at private vocational schools.

The objective of this phase was to examine the level of value in pursuing studies at private vocational schools. The research was conducted in the following procedure.

1.1 Population and Sample

1.1 Population were 29,970 students who were studying in the first year from 53 private vocational schools in Bangkok, and in the Educational year of 2007.

1.2 Table sample size of Krejcie and Morgan (1970:607-610) was used for sample size setting. There were 379 students who were selected by Stratified Random Sampling method. (Appendix F).

1.2 Research Instrument

The research instruments were questionnaires which were divided in to 3 parts:

Part I questionnaires were general information comprising the sample.

Part II questionnaires were concerned with the level of value in pursuing studies at private vocational school. There were 5 rating scales type which consisted of 39 questions in the areas of:

1. Economic: 5 questions.
2. Social: 8 questions.
3. Political: 6 questions.
4. Environmental: 6 questions.
5. Religion and Belief: 5 questions.
6. Vocational Theory: 9 questions.

Criteria Scores for the level...

- 5 means value in pursuing studies at private vocational schools was the most level.

- 4 means value in pursuing studies at private vocational schools was most level.
- 3 means value in pursuing studies at private vocational schools was moderate level.
- 2 means value in pursuing studies at private vocational schools was less level
- 1 means level of value in pursuing studies at private vocational schools was the least level

Part III questionnaires were concerned with the factors influencing value in pursuing studies at private vocational school. They were questionnaires of 5 rating scales which consisted of 61 questions, as follows:

1. Program Options: 6 questions.
2. Your Guardian's Preference: 5 questions.
3. Academic Reputation: 6 questions.
4. Social Reputation: 5 questions.
5. Advertisement: 6 questions.
6. Gender: 5 questions.
7. Residences: 5 questions
8. Tuitions: 5 questions
9. Desire to Study in a Private Vocational School: 5 questions
10. Scholarships: 5 questions
11. Parents' Education Level: 3 questions
12. GPA: 2 questions
13. Rank of school choice: 1 question
14. Family Income: 2 questions

Criteria Scores for the factors...

- 5 means value in pursuing studies at private vocational schools was the most level.
- 4 means value in pursuing studies at private vocational schools was most level.
- 3 means level of value in pursuing studies at private vocational schools was moderate level.

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2 means level of value in pursuing studies at private vocational schools was less level.

1 means level of value in pursuing studies at private vocational schools was the least level.

1.2.1 Instrumental development

Steps of instrument development:

1. Studied the tendency of theories, researches and related documents of related factors influencing value in pursuing studies at private vocational school.

2. Develop questionnaire by using knowledge from step I with modifying questionnaire of Anawut Choosup (2002:122-124) and Spranger's Theory (Cited in Sompong Amornsittiwong.1997:7).

3. Sent the questionnaire to 5 experts for approval.

1.2.2 Instrument try-out:

The questionnaires were tried-out with 30 students who were not sample. The reliability of questionnaire with Cronbach's Alpha Coefficient (Ravewan Shinatrakool.1999:150) as a whole was 0.98.

1.3 Data Collection

The procedure of data collection was as following:

1. Getting the introduction letters from King Mongkut's Institute of Technology Ladkrabang then submitted to private vocational schools administrators in 53 schools in Bangkok for permission to collect data.

2. Researcher sent questionnaires to 379 samples both by hands and mail. This was done in July, 2008.

3. Researcher picked up 375 questionnaires back. The questionnaires were completion as 98.94%.

1.4 Data Analysis

The data were analyzed by computer program with percentage, Mean, Standard Deviation.

Criteria interpretation for levels of value in pursuing studies at private vocational school are:

- 4.50 – 5.00 means value in pursuing studies at private vocational schools was at the most level.
- 3.50 – 4.49 means value in pursuing studies at private vocational schools was at most level.
- 2.50 – 3.49 means value in pursuing studies at private vocational schools was at moderate level.
- 1.50 – 2.49 means value in pursuing studies at private vocational schools was at less.
- 1.00 – 1.49 means value in pursuing studies at private vocational schools was at the least level.

2. Approving the Model

2.1 The analysis of the model-- factors influencing value in pursuing studies at private vocational schools in Bangkok—was analyzed by using Path Analysis of LISREL version 8.72 to prove the Validation of Model, and used the Goodness of Fit Measurement to measure level of harmony (Nongrak Viratchai.1999:53) as follows:

2.1.1 Chi-Square statistic was used to prove the assumption of harmonious functions. If Chi-Square value was high, the statistic of harmony was significant; it meant the model LISREL was not consistent. If Chi-Square value was low, the statistic of harmony was not significant; it meant the model LISREL was consistent. (Nongrak Viratchai.1999:53).

2.1.2 Goodness of Fit Index (GFI) was a level of harmony of pair-wise comparison with convinced data of two models. If Chi - Square was high, when comparing with an autonomous degree, the model must be adjusted downward from the first value; therefore, the new model was more harmonious with convinced data. The GFI was the ratio of differentiation between harmonious function of the old model to the new model that would be adjusted. GFI value would fell between 0 and 1. If GFI was closed to 1, it meant the model was harmonious with the convinced data (Nongrak Viratchai.1999:54)

2.1.3 Adjusted Goodness of Fit Index (AGFI) was the adjustable value of GFI, by considering the size of autonomous degree, number of variable, and sample size. If the AGFI was closed to 1, the model was harmonious with the convinced data. (Nongrak Viratchai.1999:54)

2.1.4 Root Mean Squared Residual or RMR was the index showing the remainder by averaging the comparison of level of harmony with the convinced data of two models. If the RMR was closed to 0, the model was harmonious with the convinced data. (Nongrak Viratchai.1999:55).

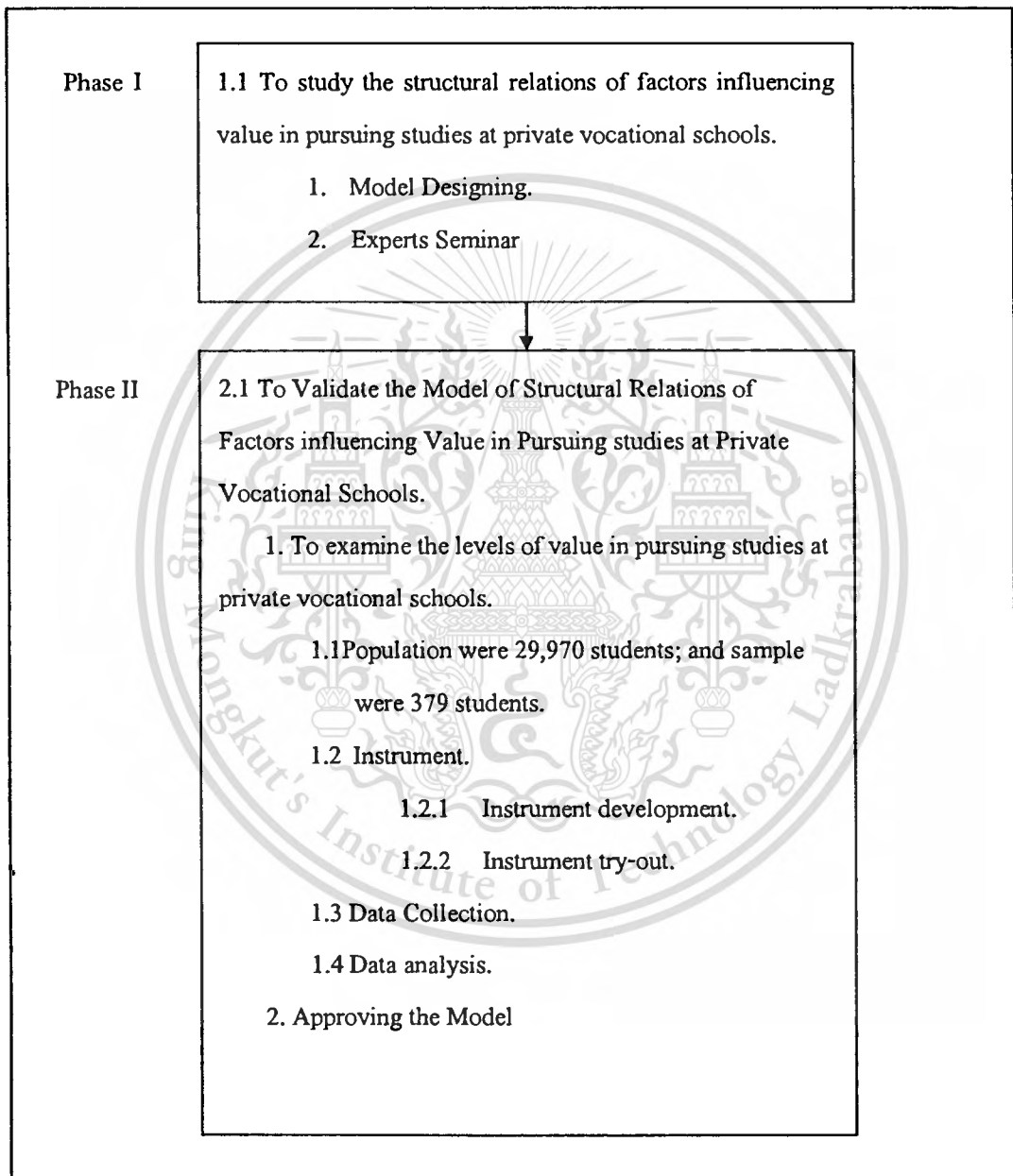


Figure 3.1: Research procedure.

CHAPTER 4

RESEARCH RESULTS

These research objectives were to study the structural relations of factors influencing value in pursuing studies at private vocational school and to validate the model of factors influencing value in pursuing studies at private vocational school. The research results were presented as follows:

Phase I:

1.1 To study the structural relations of factors influencing value in pursuing studies at private vocational schools. The research results were as follows:

1. Model designing.
2. Seminar experts by preceding a Focus Group.

Phase II:

2.1 To validate the model of structural relations of factors influencing value in pursuing studies at private vocational school. The research results were as follows:

1. To examine the levels of value in pursuing studies at private vocational schools.
 - 1.1 The general information of sample.
 - 1.2 The levels of value in pursuing studies at private vocational schools.
2. Approving the model.

Research provided symbols and codes for the best understanding as following.

Symbols and Codes:

○	means	Latent variable
□	means	Manifest variable
→	means	Causal correlation between independent variable and dependent variable, the arrow indicated the direction of influential path
Factor	means	School demographic characteristic
Demo	means	Student demographic characteristic
Value	means	Student's value in pursuing studies at private vocational schools
MAJORALL	means	Program options
PREFEREN	means	Student guardian's preference
REPUTATION	means	Academic reputation
SOCIALAL	means	Social reputation
ADVERALL	means	Advertisement
GENDERAL	means	Gender
HOUSEALL	means	Residences
TUITIONAL	means	Tuitions
DESIREAL	means	Students desire to study in a private vocational school
SCHOLARA	means	Scholarships
P.EDU	means	Parent's education level
S.GPA	means	Secondary school Grade Point Average (GPA)
RANK	means	Rank of school choice
SALA	means	Family income
ECOALL	means	Economic factor
POL_FAC	means	Political factor
SOC_FAC	means	Social factor
RELI_FAC	means	Religion and belief factor
ENV_FAC	means	Environmental factor
THE_FAC	means	Vocational Theoretical Factor

Phase I:

1.1 To study the structural relations of factors influencing value in pursuing studies at private vocational schools. The research results were presented as following:

1. Model designing.

In designing the model of structural relations of factors influencing value in pursuing studies at private vocational schools, researcher based the study on the one theory and the two concepts: Concerning the theory of value in pursuing studies at private vocational schools, the researcher studied ideas of Spranger's theory (Cited in Amornsittiwong, Sompong. 1997 : 7) which consisted of 6 disciplines, namely: (1) economic aspect; (2) social aspect; (3) political aspect; (4) environmental aspect; (5) religion and belief aspect; and (6) vocational theoretical aspect. Based on the concept of factors influencing value in pursuing studies at private vocational schools, the researcher studied the findings of C. Anawut (2002 : 93) which consisted of 14 factors indicating school choice in private vocational schools, such as (1) program options; (2) guardian's preference; (3) academic reputation; (4) social reputation; (5) advertisement; (6) gender; (7) residences; (8) tuitions; (9) desire to study in private vocational school; (10) parent's education level; (11) scholarships; (12) GPA; (13) rank of school choice; and (14) family income. R. Pattama (2003 : 92) had given the variables of vocational satisfaction as extracurricular activities, GPA, Major of the study, parents' education level, and satisfaction.

The researcher designed a model as figure 4.1 which consisted of 3 latent variables and 20 manifest variables. Afterward, researcher presented a designed model to 8 experts in Focus group seminar. All of 8 experts had skills in private vocational education (Appendix B).

2. Seminar experts by preceding a Focus Group.

The Focus group seminar was done on Monday in March 30, 2009. At 13.00-16.00 o'clock, in Room Likit 2, 2nd floor of Building 2, Dusit Place Hotel, Suan Dusit Rajabhat University. The Focus group aimed to examine the designed model of structural relations of factors influencing value in pursuing studies at private vocational schools. The experts accepted the designed model as a research framework as in figure 4.2.

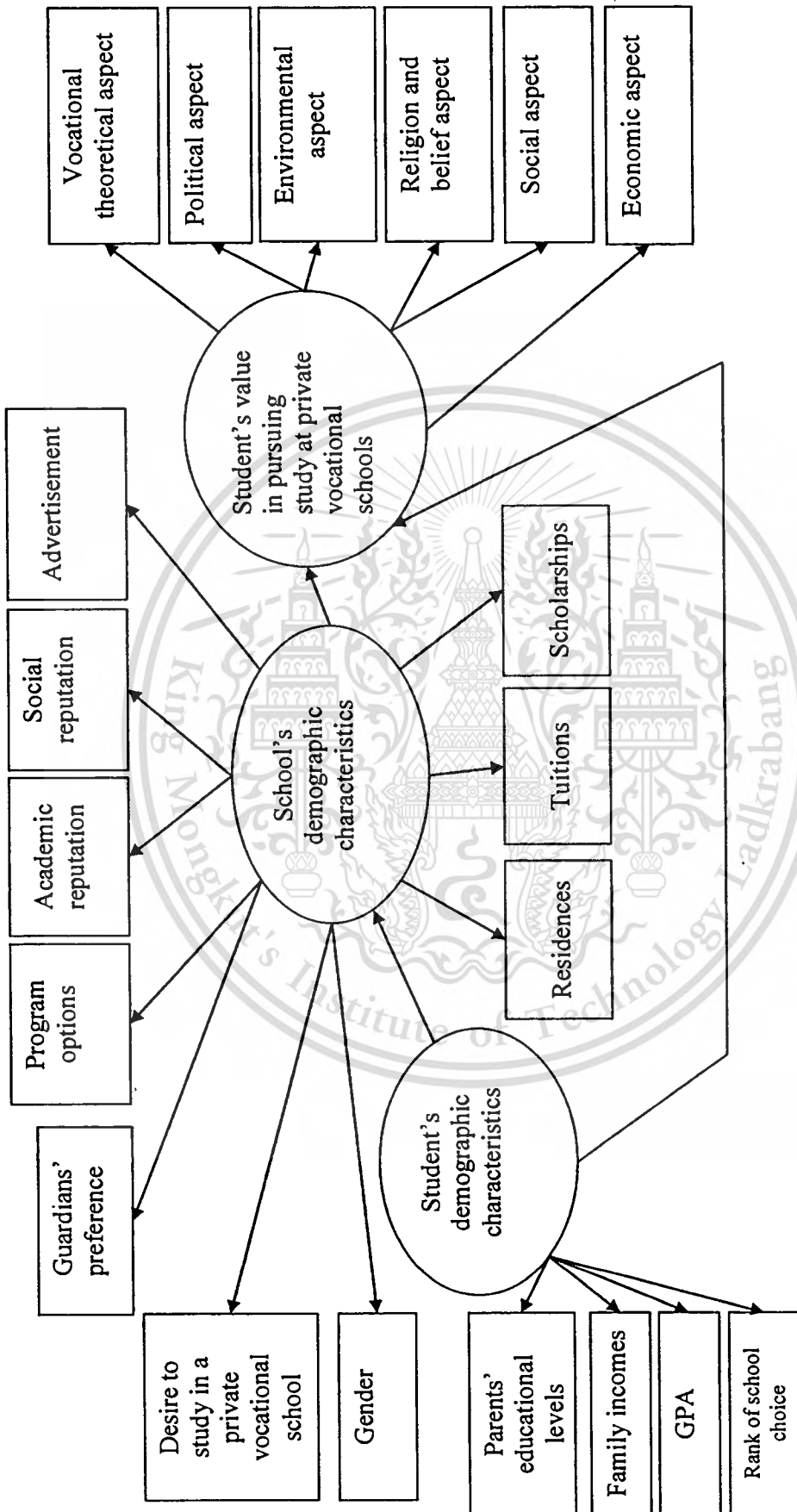


Figure 4.1 Model Designing of Structural Relations of Factors Influencing Value in Pursuing Study at Private Vocational Schools

2. Seminar experts by preceding a Focus Group.

The Focus group seminar was done on Monday in March 30, 2009. At 13.00-16.00 o'clock, in Room Likit 2, 2nd floor of Building 2, Dusit Place Hotel, Suan Dusit Rajabhat University. The Focus group aimed to examine the designed model of structural relations of factors influencing value in pursuing studies at private vocational schools. The experts accepted the designed model as a research framework as in figure 4.2.



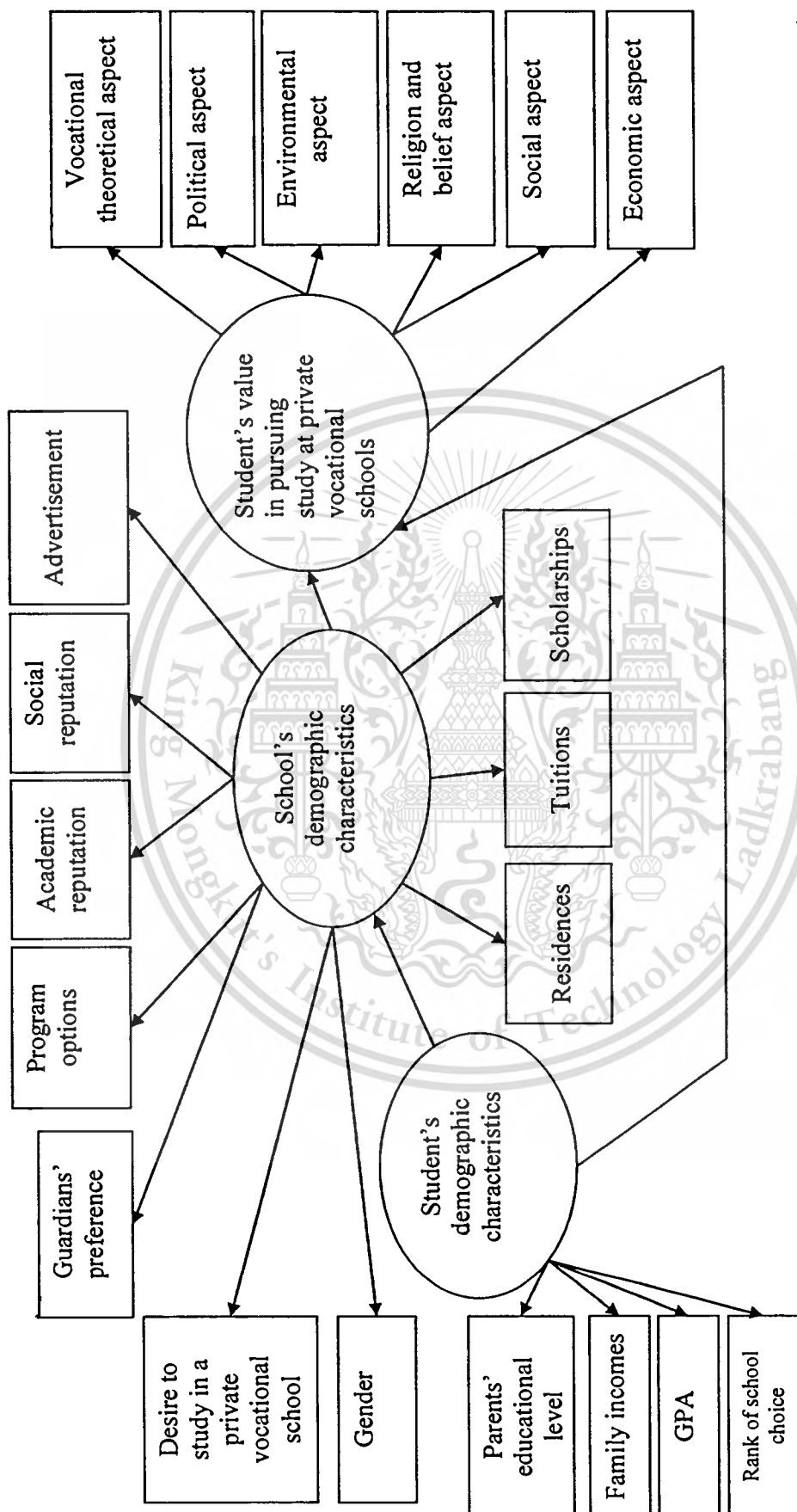


Figure 4.2 The experts' accepted model of Structural Relations of Factors Influencing Value in Pursuing Study at Private Vocational Schools

After Focus group proceeded, researcher collected the data from sample group and started the phase II as follows:

Phase II:

2.1 To validate model of structural relations of factors influencing value in pursuing studies at private vocational schools. In this phase, the levels of value in pursuing studies at private vocational schools and approving the model were presented as following.

1. To examine the levels of value in pursuing studies at private vocational schools. The research results were general information of sample and the level of value in pursuing studies at private vocational schools as presented in table 4.1 – 4.8.

1.1 The general information of the sample

Table 4.1 General information of sample.

Rank	General Information	Frequency	Percentages
1	Gender		
	1.1 Male	219	58.4
	1.2 Female	156	41.6
	Total	375	100
2	GPA at MS 3		
	2.1 1.00-2.00	33	8.8
	2.2 2.01-3.00	228	60.8
	2.3 3.01-4.00	114	30.4
	Total	375	100
3	GPA for the first semester in the current program		
	3.1 1.00-2.00		
	3.2 2.01-3.00	25	6.7
	3.3 3.01-4.00	203	54.1
		147	39.2
	Total	375	100

Table 4.1 (continue)

Rank	General Information	Frequency	Percentages
4	Residences		
	4.1 At their parent's home	321	85.6
	4.2 At their guardian's home	3	.8
	4.3 At your relative's home	0	0
	4.4 In an apartment	1	.3
	4.5 In a dormitory	50	13.3
	4.6 Other..... (Specify)	-	-
	Total	375	100
5	Orders of choosing the present school		
	5.1 First choice	129	34.4
	5.2 Second choice	149	39.8
	5.3 Third choice	32	8.5
	5.4 Other.....(Specify)	65	17.3
	Total	375	100
6	Levels of education they want to complete		
	6.1 Certificate	0	0
	6.2 Diploma	41	10.9
	6.3 Bachelor's degree	214	57.1
	6.4 Master's degree	32	8.5
	6.5 Doctor's degree	88	23.5
	Total	375	100
7	Parents		
	7.1 Both are alive and living together	216	57.6
	7.2 Both are alive but are divorced or separated	0	0
	7.3 Father is deceased	94	25.1
	7.4 Mother is deceased	65	17.3
	7.5 Father and mother are deceased	0	0
	Total	375	100

Table 4.1 (continue)

Rank	General Information	Frequency	Percentages
8	Father's educational levels		
	8.1 Below primary	96	25.6
	8.2 Primary or lower secondary	31	8.3
	8.3 Upper secondary	11	2.9
	8.4 Certificate	0	0
	8.5 Diploma	22	5.9
	8.6 Bachelor's degree	183	48.8
	8.7 Master's degree	10	2.7
	8.8 Doctor's degree	22	5.8
	Total	375	100
9	Mother's educational levels		
	9.1 Below primary	31	8.3
	9.2 Primary or lower secondary	0	0
	9.3 Upper secondary	223	59.4
	9.4 Certificate	0	0
	9.5 Diploma	22	5.9
	9.6 Bachelor's degree	77	20.5
	9.7 Master's degree	22	5.9
	9.8 Doctor's degree	0	0
	Total	375	100

Table 4.1 (continue)

Rank	General Information	Frequency	Percentages
10	Guardians' educational levels		
	10.1 Below primary	65	17.3
	10.2 Primary or lower secondary	0	0
	10.3 Upper secondary	86	22.9
	10.4 Certificate	31	8.3
	10.5 Diploma	10	2.7
	10.6 Bachelor's degree	183	48.8
	10.7 Master's degree	0	0
	10.8 Doctor's degree	0	0
	Total	375	100
11	Parents' incomes		
	11.1 Below 5,000 Baht/m	0	0
	11.2 Between 5,000-10,000 Baht/m	0	0
	11.3 Between 10,001-15,000 Baht/m	0	0
	11.4 Between 15,001-20,000 Baht/m	10	2.7
	11.5 Between 20,001-25,000 Baht/m	192	51.2
	11.6 Between 25,001-30,000 Baht/m	99	26.4
	11.7 Between 30,001-35,000 Baht/m	21	5.6
	11.8 Between 35,001-40,000 Baht/m	31	8.3
	11.9 Above 40,000 Baht/m	22	5.9
	Total	375	100

Table 4.1 (continue)

Rank	General Information	Frequency	Percentages
12	Sources of financial assistance while study in the first year		
	12.1 Earn their own living	53	14.1
	12.2 Father	260	69.3
	12.3 Mother	52	13.9
	12.4 Guardian	10	2.7
	12.5 School's scholarship	0	0
	12.6 Scholarship from a private source	0	0
	12.7 Educational Loan Fund	0	0
	12.8 Other sources	0	0
	Total	375	100

Table 4.1 indicated that the numbers of sample of the first year students were 379. The numbers of male students were 219, it concluded as 58.4 percent. The numbers of female students were 156, it concluded as 41.6 percent.

Most GPA of the first year students while studying at MS 3, 60.8% or 228 students had GPAs between 2.01-3.0, followed by 30.4% or 114 students had GPAs between 3.01-4.0, and 8.8% or 33 students had GPAs between 1.0-2.00 respectively.

The GPA of first year of most students while studying at Certificate level, 54.1% or 203 students had GPAs between 2.01-3.0; followed by 39.2% or 147 students with GPAs between 3.01-4.0, 6.7% or 25 students with GPAs between 1.0-2.0 respectively.

Considering whom they live with, most of students of 85.6% or 321 numbers lived in their parents' homes, followed by 13.3% or 50 students lived in dormitories, 0.8% or 3 students lived at their guardian's home, and 0.3% or 1 student lived in an apartment respectively. No one lived in their relative's home.

In terms of school choice, most students, 39.7% or 149 students chose these schools as second choices, followed by 34.4% or 129 students chose these schools as first choices. 17.3% or 65 students chose these schools as others, and lastly, 8.5% or 32 students chose these schools as third choice.

Taking a look at the levels of education that students wanted to complete it was indicated that 57.1% or 214 students wanted to complete Bachelor's Degree, followed by 23.5% or 88 students wanted to complete Doctor's Degree. 10.9% or 41 students wanted to complete a Diploma, and lastly, 8.5% or 88 students wanted to complete Master's Degree. No one wanted to complete the Certificate level.

As for students' parent status it was indicated that 57.6% or 216 in number were both alive and living together, followed by 25.1% or 94 students had fathers deceased, 17.3% or 65 students had mothers deceased. No one had fathers and mothers deceased, and no one had both were alive but were divorced or separated.

The fathers' level of education it was indicated that 48.8% or 183 student's fathers had bachelor's degrees. 25.6% or 96 of their fathers had education level lower than primary school. 8.3% or 31 of their fathers had education level in primary or lower than secondary school. 5.9% or 22 of their fathers had education level in higher diploma and Doctor's degree. 2.9% or 11 of their fathers had education level in upper secondary school. 2.7% or 10 of their fathers had Master's degrees. No one of their fathers held lower certificate level.

The students' mother levels of education it was indicated that 59.5% or 223 student's mothers held level of education in upper secondary school, followed by 20.5% or 77 of their mothers held a bachelor's degree. 8.3% or 31 of their mothers had education level lower than primary school, 5.9% or 22 of their mothers had educational levels in higher diploma and master's degree. No one held primary or lower secondary, a lower Certificate, or a doctor's degree at all.

The guardians' levels of education it was indicated that most of student's guardians, 48.8% or 183 guardians, had education level in bachelor's degree, followed by 22.9% or 86 of their guardians held upper secondary school. 17.3% or 65 of their guardians had education level below the primary school. 8.3% or 31 of their guardians held lower certificate, and 2.7% or 10 of their guardians held higher diploma. No one held primary or lower secondary school, master's degree, or doctor's degree.

The monthly income of their parents it was indicated that student's parents or guardians, 51.2% or 192 parents or guardians, had monthly incomes between 20,001-25,000 Bt/m, followed by 26.4% or 99 of their parents or guardians had monthly income between 25,001-30,000 Bt/m. 8.3% or 31 of their parents or guardians had monthly income between 35,001-40,000 Bt/m. 5.9% or 22 of their parents or guardians had monthly income above 40,000 Bt/m. 5.6% or 21 of

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their parents or guardians had monthly income between 30,001-35,000 Bt/m, and 2.7% or 10 of their parents or guardians had monthly income between 15,001-20,000 Bt/m. No one had monthly income in the range of below 5,000 Bt/m to 15,000 Bt/m.

The students' sources of financial assistance it was indicated that 69.3% or 260 students listed their sources of financial assistance as fathers, followed by 14.1% or 53 students were self-supporting. 13.9% or 52 students listed their sources of financial assistance as mothers, 2.7% or 10 students had their sources of financial assistance from guardians. No one had their sources of financial assistance from scholarship from schools, scholarship from private sources, educational loan fund, or other sources.



1.2 The levels of value in pursuing studies at private vocational schools.

Table 4.2 Mean, Standard Deviation, levels, and rank orders of value in pursuing studies at private vocational schools as a whole.

Students' values	\bar{X}	S.D.	Levels	Rank orders
1.Economic aspect	4.06	.90	Most	1
2.Social aspect	3.65	.87	Most	6
3.Political aspect	3.99	.89	Most	2
4.Environmental aspect	3.80	.90	Most	4
5.Religion and belief aspect	3.95	.92	Most	3
6.Vocational theoretical aspect	3.73	.89	Most	5
Total	3.86	.85	Most	

Table 4.2 indicated that students' values in pursuing studies at private vocational schools as a whole was at most level ($\bar{X}=3.86$). Considering each item, item (1) "Economic aspect" was in the first rank ($\bar{X}=4.06$) which was followed by (2) "Political aspect" ($\bar{X}=3.99$), item (3) "Religion and belief aspect" ($\bar{X}=3.95$), item (4) "Environmental aspect" ($\bar{X}=3.80$), item (5) "Vocational theoretical aspect" ($\bar{X}=3.73$), and item (6) "Social aspect" ($\bar{X}=3.65$) respectively.

Table 4.3 Mean, Standard Deviation, levels, and rank orders of levels of value in pursuing studies at private vocational schools in Economic aspect.

Economic aspect	\bar{X}	S.D.	Levels	Rank orders
1. Taking business programs in private vocational schools is responsive to national economic needs.	4.24	1.09	Most	1
2. The business program in a private vocational school meets your aptitude.	4.16	.87	Most	2
3. Graduation from a private vocational school paves the way for your career growth.	4.10	.99	Most	3
4. Graduation from a private vocational school gives you plenty of opportunities for a job.	3.98	1.08	Most	4
5. Taking study programs in a private vocational school is necessary for national economic development.	3.85	1.08	Most	5
Total	4.06	.90	Most	

Table 4.3 indicated that students' value in pursuing studies at private vocational schools in economical aspect as a whole was at most level ($\bar{X}=4.06$). Considering each item, item (1) "taking business programs in private vocational schools was responsive to national economic needs" was the first rank ($\bar{X}=4.24$) which was followed by item (2) "the business program in a private vocational school met students aptitude" ($\bar{X}=4.16$), item (3) "graduation from a private vocational school paved the way for students career growth" ($\bar{X}=4.10$), item (4) "graduation from a private vocational school gave students plenty of opportunities for a job" ($\bar{X}=3.98$), and item (5) "taking study programs in a private vocational school was necessary for national economic development" ($\bar{X}=3.85$) respectively.

Table 4.4 Mean, Standard Deviation, levels, and rank orders of levels of value in pursuing studies at private vocational schools in Political aspect.

Political aspect	\bar{X}	S.D.	Levels	Rank order
1. Graduates of vocational schools are target groups of industry sector.	3.96	1.16	Most	3
2. Private vocational schools have good teachers, good services, and good care for their students.	4.13	1.03	Most	2
3. There is a clear support from the government when you study in a private vocational school.	3.70	.81	Most	6
4. The school tries to provide what the students need.	3.91	1.00	Most	5
5. Students had opportunities to attend meetings with the school administrator to present their ideas.	3.91	1.22	Most	4
6. Some of your neighbors are also studying in private vocational schools.	4.35	.82	Most	1
Total	3.99	.89	Most	

Table 4.4 indicated that students' values in pursuing studies at private vocational schools in political aspect as a whole was at most level ($\bar{X}=3.99$). Considering each aspect, item (1) "some of student's neighbors also studying in private vocational schools" was the first rank ($\bar{X}=4.35$) which was item (2) "private vocational schools had good teachers, good services, and good care for their students" ($\bar{X}=4.13$); item (3) "graduates of vocational schools were target groups of industry sector" ($\bar{X}=3.96$); item (4) "students or students' representative in this school had opportunities to attend meetings with the school administrator to present their ideas" ($\bar{X}=3.91$); item (5) "the school tried to provide what the students need" ($\bar{X}=3.91$); item (6) "there was a clear support from the government when students studied in a private vocational school" ($\bar{X}=3.70$) followed accordingly.

Table 4.5 Mean, Standard Deviation, levels, and rank orders of levels of value in pursuing studies at private vocational schools in Religion and belief aspect.

Religion and belief aspect	\bar{X}	S.D.	Levels	Rank orders
1. You believe that religion is important for you so that you can live happily in society.	3.93	1.10	Most	3
2. You believe that what the school does in organizing cultural and Thai traditional activities during each academic year is a good thing.	3.75	1.23	Most	5
3. You believe that peace of mind enables a student to concentrate better in learning.	3.78	1.10	Most	4
4. You believe that one should conduct one's life to conform to technology.	4.10	1.27	Most	2
5. You believe that both theory and practice will lead to construction of knowledge for actual application in your job.	4.13	1.12	Most	1
Total	3.95	.92	Most	

Table 4.5 indicated that students' values in pursuing studies at private vocational schools in religion and belief aspect as a whole was at most level ($\bar{X}=3.95$). Considering each item, item (1) "students believe that both theory and practice would lead to construction of knowledge for actual application in their job" was the first rank ($\bar{X}=4.13$) which was item (2) "students believed that one should conduct one's life to conform to technology" ($\bar{X}=4.10$); item (3) "students believed that religion was important for them so that they could live happily in society" ($\bar{X}=3.93$); item (4) "students believed that peace of mind enabled students to concentrate better in learning" ($\bar{X}=3.78$); item (5) "students believed that what the school did in organizing cultural and Thai traditional activities during each academic year is a good thing" ($\bar{X}=3.75$) followed accordingly.

Table 4.6 Mean, Standard Deviation, levels, and rank orders of levels of value in pursuing studies at private vocational schools in Environmental aspect.

Environmental aspect	\bar{X}	S.D.	Levels	Rank orders
1. The school has a unique uniform.	3.90	1.08	Most	2
2. The school has email addresses for all students to contact their teachers.	3.62	.97	Most	5
3. The school library is adequately equipped for proper researching.	3.37	1.20	Mod- erate	6
4. It is convenient for you to borrow books from the library.	3.87	1.32	Most	3
5. You are satisfied with the learning experiences.	3.83	.93	Most	4
6. You want to use the knowledge acquired from your vocational school to earn during you are studying.	4.10	1.16	Most	1
Total	3.80	.90	Most	

Table 4.6 indicated that students' values in pursuing studies at private vocational schools in environmental aspect as a whole was at most level ($\bar{X}=3.80$). Considering each item, item (1) "students wanted to use the knowledge acquired from their vocational school to earn during they were studying" was the first rank ($\bar{X}=4.10$) which was item (2) "The school had a unique uniform" ($\bar{X}=3.90$); item (3) "it was convenient for students to borrow books from the library" ($\bar{X}=3.87$); item (4) "students were satisfied with the learning experiences" ($\bar{X}=3.83$); item (5) "the school had email addresses for all students to contact their teachers" ($\bar{X}=3.62$); item (6) "the school library was adequately equipped for proper researching" ($\bar{X}=3.70$) followed accordingly.

Table 4.7 Mean, Standard Deviation, levels, and rank orders of level of value in pursuing studies at private vocational schools in Vocational theoretical aspect.

Vocational theoretical aspect	\bar{X}	S.D	Levels	Rank orders
1. Teaching at private vocational schools involves both theory and practice.	4.11	1.27	Most	2
2. The school nurtures professional knowledge, expertise, skills, and ethics.	4.09	.78	Most	3
3. The school organizes professional standard examinations every year.	4.07	1.14	Most	4
4. Studying in vocational schools enables you to gain knowledge in class as well as out of class as required.	3.71	1.19	Most	6
5. Studying in a private vocational school enables you to understand better than studying in an academic based school.	3.77	1.33	Most	5
6. Teachers always help you solve various problems confronting you.	4.15	.83	Most	1
7. The school rules and regulations make students well-disciplined.	3.61	.96	Most	7
8. When you complete the program, you will have acquired the knowledge that you expected.	3.25	1.47	Mod	8
9. You always have opportunities to express your views in class.	2.84	1.61	Mod	9
Total	3.73	.89	Most	

Table 4.7 indicated that students' values in pursuing studies at private vocational schools in the vocational theoretical aspect as a whole was at most level ($\bar{X}=3.734$). Considering each item, item (1) "teachers always help students solved various problems confronting them" was the first rank ($\bar{X}=4.15$) which was item (2) "Teaching at private vocational schools involved both theory and practice" ($\bar{X}=4.11$); item (3) "the school nurtured professional knowledge, expertise, skills, and ethics" ($\bar{X}=4.09$); item (4) "the school organized professional standard examinations every year" ($\bar{X}=4.07$); item (5) "studying in a private vocational school enabled students to understand better than studying in an academic-based school" ($\bar{X}=3.77$), item (6) "studying in vocational schools enabled students to gain knowledge in class as well as out of class as required" ($\bar{X}=3.71$); item (7) "the school rules and regulations made students well-disciplined" ($\bar{X}=3.61$); item (8) "when students completed the program, students would have acquired the knowledge that they expected" ($\bar{X}=3.25$), item (8) "students always had opportunities to express their views in class" ($\bar{X}=2.84$) followed accordingly.

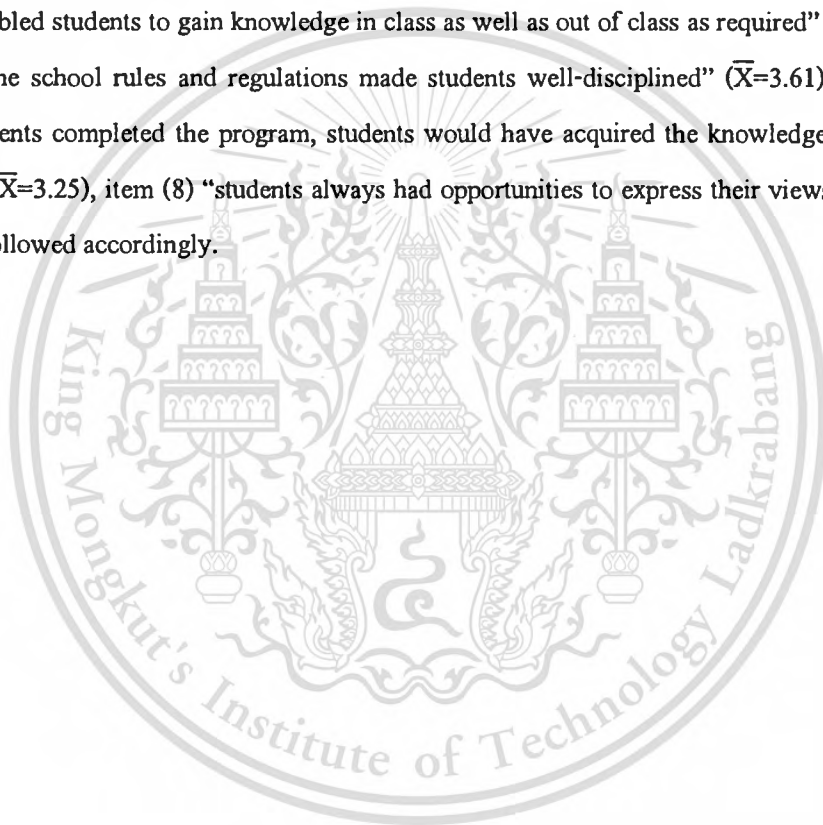


Table 4.8 Mean, Standard Deviation, levels, and rank orders of levels of value in pursuing studies at private vocational schools in Social aspect.

Social aspect	\bar{X}	S.D.	Levels	Rank order
1. Private vocational schools have a good image, as far as you are concerned.	3.19	.77	Moderate	7
2. You were not able to enter other schools.	3.56	1.05	Most	6
3. Your friends are very helpful.	4.01	1.06	Most	1
4. Teachers are always available for advice and help.	3.74	1.29	Most	5
5. You like school environment	3.82	1.32	Most	4
6. You like the size of the school (it's about right).	3.88	.96	Most	3
7. You have good access to computer and technology in your school.	3.90	1.01	Most	2
8. You believe that studying in a private vocational school requires that you always participate in any academic training.	3.13	.99	Moderate	8
Total	3.65	.87	Most	

Table 4.8 indicated that students' values in pursuing studies at private vocational schools in the social aspect as a whole was at most level ($\bar{X}=3.65$). Considering each item, item (1) "Your friends were very helpful" was the first rank ($\bar{X}=4.01$) which was followed by item (2) "students had good access to computer and technology in their school" ($\bar{X}=3.90$), item (3) "students liked the size of the school" (it's about right) ($\bar{X}=3.88$), item (4) "students liked school environment" ($\bar{X}=3.82$), item (5) "teachers were always available for advice and help" ($\bar{X}=3.74$), item (6) "students were not able to enter other schools" ($\bar{X}=3.56$), item (7) "private vocational schools had a good image as far as students concerned" ($\bar{X}=3.19$), and item (8) "you believed that studying in a private vocational school students always participate in any academic training" ($\bar{X}=3.13$) respectively.

2. Approving the Model.

After getting the experts' accepted model as in figure 4.2, the starting model for LISREL program of structural relations of factors influencing value in pursuing studies at private vocational schools was showed in figure 4.3 which indicated that the Chi-Square value was equal to 2219.80. The degree of freedom was equal to 167. The P-value was equal to 0.0000. And the RMSEA value was equal to 0.181. The direct influential factor of Student's demographic characteristic to School's demographic characteristic was equal to 0.21 (21.00%), School's demographic characteristic to Student's value was equal to 0.99 (99.00%), and Student's demographic characteristic to Student's value was equal to 0.01 (1.00%). Considering each latent variable it was found that the influential factor of Student's demographic characteristic to GPA was equal to 0.01 (1.00%), Student's demographic characteristic to Rank of school choice was equal to 1.7 (170%), Student's demographic characteristic to Parent's education level was equal to -0.5 (50.00%), and Student's demographic characteristic to Family income was equal to -0.08 (8.00%). The influential factor of School's demographic characteristic to Desire to study in private vocational school was equal to 0.81 (81.00%), School's demographic characteristic to Gender was equal to 0.71 (71.00%), School's demographic characteristic to Advertisement was equal to 0.62 (62.00%), School's demographic characteristic to Guardian's preference was equal to 0.54 (54.00%), School's demographic characteristic to Program options was equal to 0.48 (48.00%), School's demographic characteristic to Academic reputation was equal to 0.77 (77.00%), School's demographic characteristic to Residences was equal to 0.89 (89.00%), School's demographic characteristic to Scholarship was equal to 0.65 (65.00%), School's demographic characteristic to Tuition was equal to 0.91 (91.00%), and School's demographic characteristic to Social reputation was equal to 0.74 (74.00%). The level of value in pursuing studies at private vocational schools: Student's value to Economic aspect was equal to 0.85 (85.00%), Student's value to Social aspect was equal to 0.85 (85.00%), Student's value to Political aspect was equal to 0.84 (84.00%), Student's value to Environment aspect was equal to 0.85 (85.00%), Student's value to Religion and belief aspect was equal to 0.85 (85.00%), and Student's value to Vocational theoretical aspect was equal to 0.85 (85.00%) respectively.

1. Verifying the Goodness of Fit Index by adjusting the model of structural relations of value in pursuing studies at private vocational schools in figure 4.3.

The results of using goodness of fit index of the structural relations model could be analyzed by allowing correlation of the measurement errors. The results of data analysis seem that the hypothesis model was not fit to the empirical data. When considering from the chi-square value it was equal to 2,219.80, $df=167$, $p=.000$, $GFI=.628$, $AGFI=.535$, $RMR=.95$, and the largest standardized residuals=10.982 (Figure 4.3).

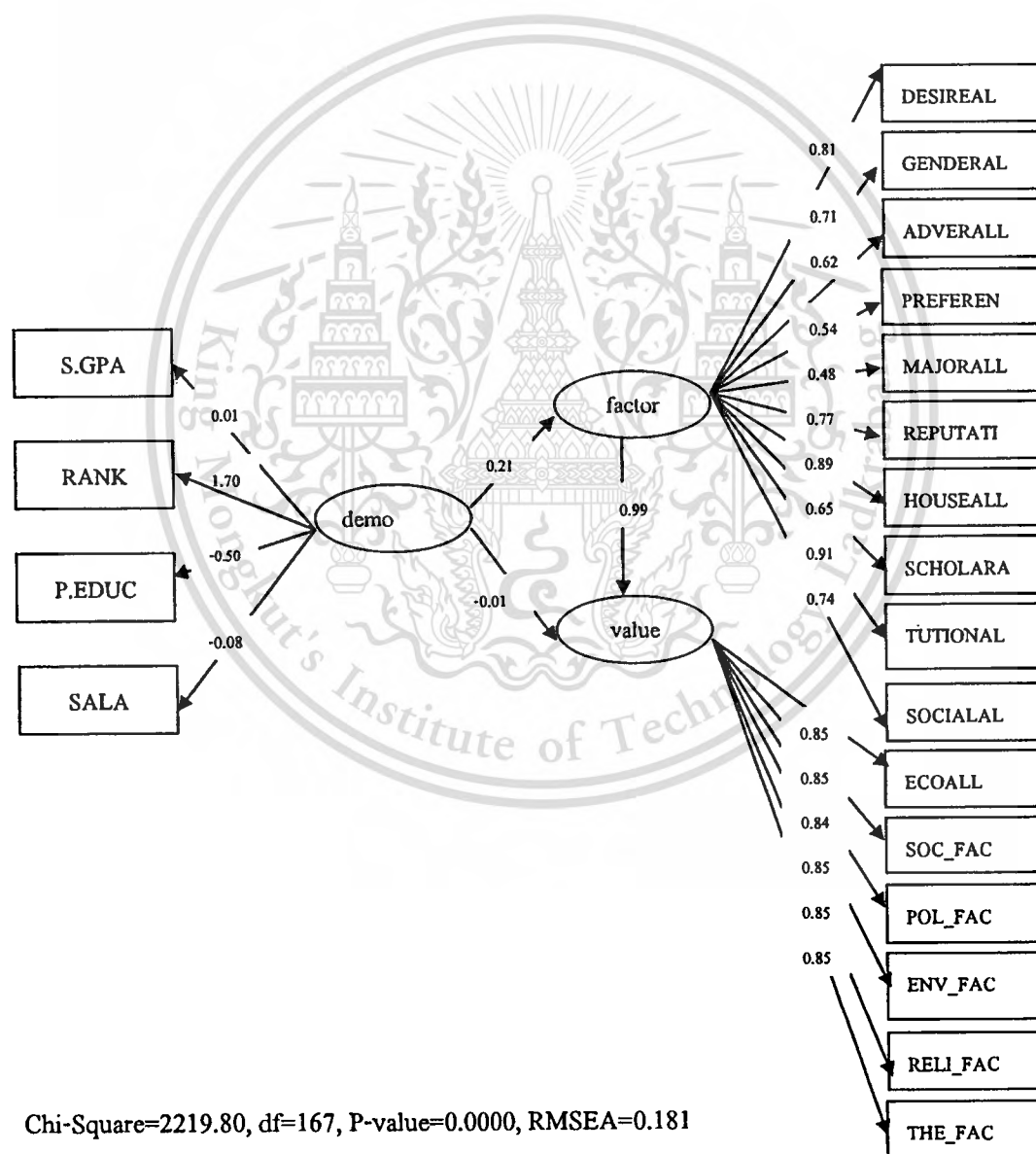


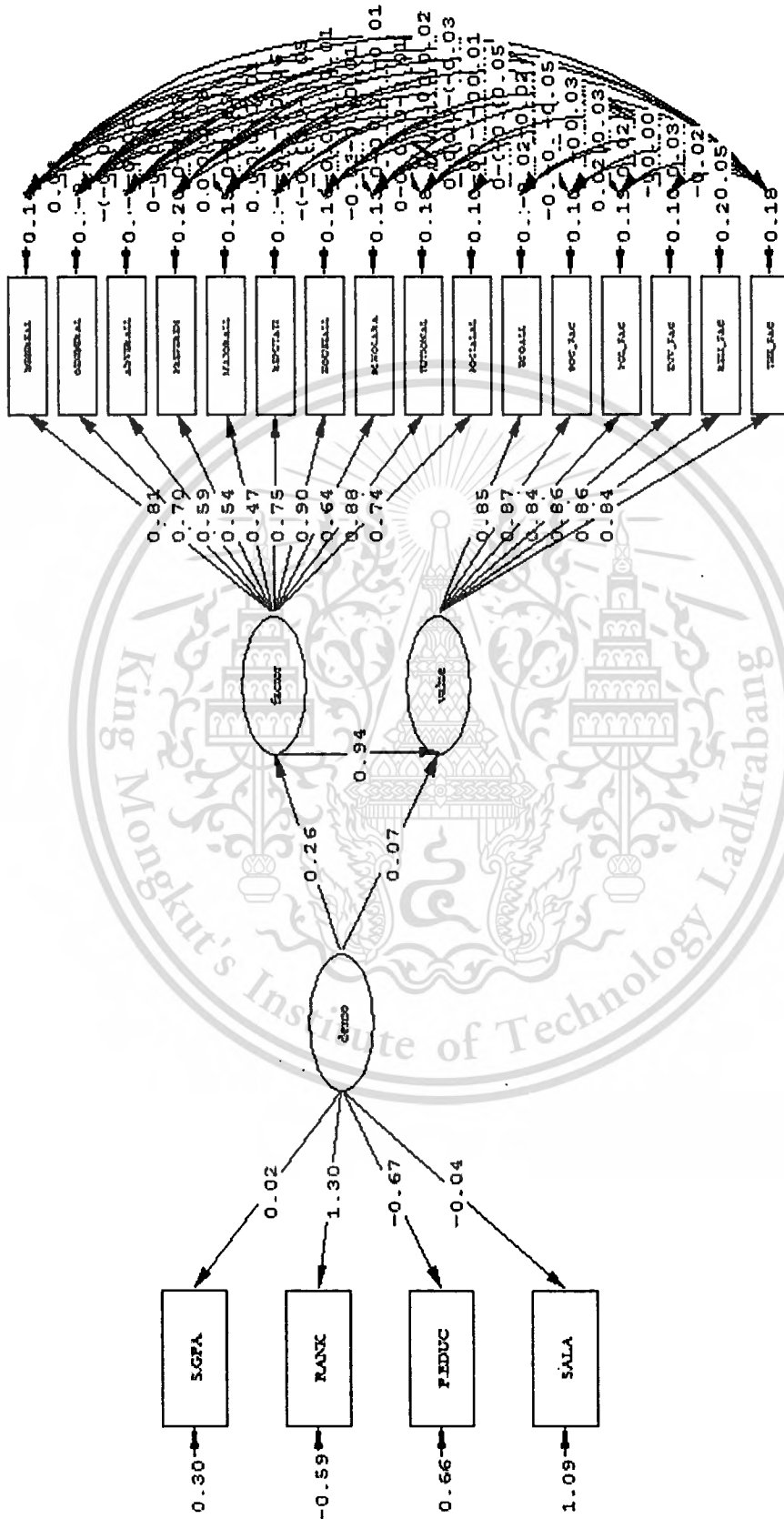
Figure 4.3 The first testing model of Structural Relations of Influential Factors of Value in Pursuing studies at Private Vocational Schools.

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From figure 4.3, researcher drew correlation lines between manifest variables according to the modification indices in LISREL program. The correlation coefficient between 20 manifest variables showed that from 190 pairs of correlation only 162 pairs had statistical significance, and the remaining 28 pairs had no significant correlation. Most pairs, 168, were positively correlated with only 22 pairs negatively correlated, with the correlation value from -.005 to -.777

The correlation between the external manifest variables or the independent variables had correlation coefficient value between -0.777 to 0.466 (Appendix F). The minimum correlation coefficient was the correlation between Parent's education level and Rank of school choice. The maximum correlation coefficient was the correlation between Rank of school choice and Residences. The correlation values between the internal manifest variables, or the dependent variables, were in between 0.570 to 0.956 (Appendix F). The minimum correlation coefficient value was the correlation between Advertising and the Gender factor. The maximum correlation coefficient was the correlation value between Desire to study in private vocational school and the Economic aspect. Thus, researcher got a new model that was fit to the empirical data, considering these from the statistical test of fit between the model and the empirical data such as: chi-square=24.61, df=45, p=.99426. This showed that, the chi-square result was near to 0, with statistical non-significance. So that, the hypothesis model was fit to the empirical data, GFI=.993(>0.9), AGFI=.969(>0.9), RMR=.011(<.05), $\chi^2/df = .489 (<2.0)$, and the largest standardized residuals=1.912 (<2.0). (Figure 4.4)

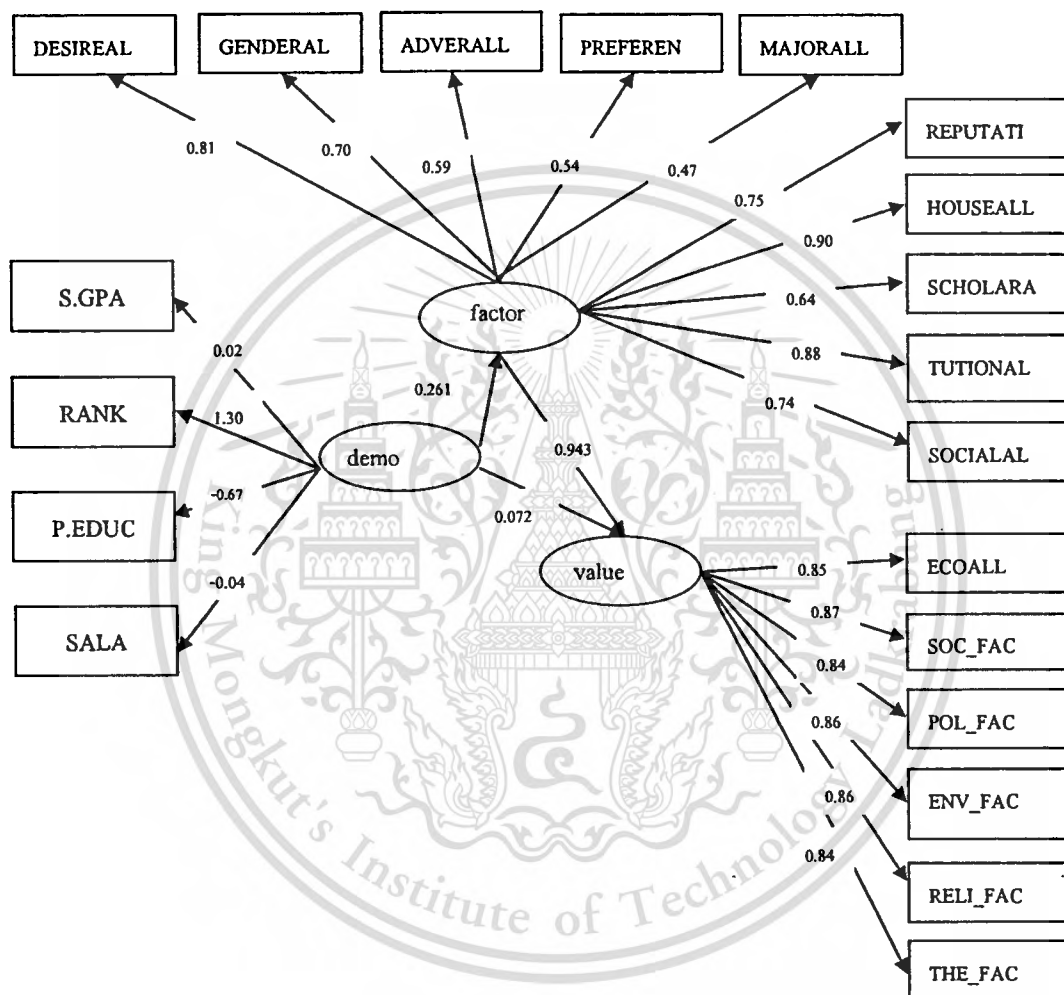


Chi-Square=24.61, df=45, P-value=0.99426, RMSEA=0.000

Figure 4.4 A fit model of Structural Relations of Influential Factors of Value in Pursuing studies at Private Vocational Schools.

Figure 4.4 indicated that the Chi-Square value was equal to 24.61. The degree of freedom was equal to 45. The P-value was equal to 0.99426. The RMSEA value was equal to 0.000. The GFI value was equal to 0.993. The AGFI value was equal to 0.969. And the RMR value was equal to 0.011. The direct influential factor of Student's demographic characteristic to School's demographic characteristic was equal to 0.261 (26.10%), School's demographic characteristic to Student's value was equal to 0.943 (94.30%), and Student's demographic characteristic to Student's value was equal to 0.027 (2.70%). Considering each latent variable it was found that the influential factors of Student's demographic characteristic to GPA was equal to 0.023 (2.30%), Student's demographic characteristic to Rank of school choice was equal to 1.30 (130.0%), Student's demographic characteristic to Parent's education level was equal to -0.67 (67.00%), and Student's demographic characteristic to Family income was equal to -0.04 (4.00%). The influential factors of School's demographic characteristic to Desire to study in private vocational school was equal to 0.81 (81.00%), School's demographic characteristic to Gender was equal to 0.70 (70.00%), School's demographic characteristic to Advertising was equal to 0.47 (47.00%), School's demographic characteristic to Guardian's preference was equal to 0.54 (54.00%), School's demographic characteristic to Program options was equal to 0.47 (47.00%), School's demographic characteristic to Academic reputation was equal to 0.75 (75.00%), School's demographic characteristic to Residences was equal to 0.90 (90.00%), School's demographic characteristic to Scholarship was equal to 0.64 (64.00%), School's demographic characteristic to Tuition was equal to 0.88 (88.00%), and School's demographic characteristic to Social reputation was equal to 0.74 (74.00%). The level of value in pursuing studies at private vocational schools: of Student's value to Economic aspect was equal to 0.85 (85.00%), Student's value to Social aspect was equal to 0.87 (87.00%), Student's value to Political aspect was equal to 0.84 (84.00%), Student's value to Environment aspect was equal to 0.86 (86.00%), Student's value to Religion and belief aspect was equal to 0.86 (86.00%), and Student's value to Vocational theoretical aspect was equal to 0.84 (84.00%) respectively.

The results of LISREL program of structural relations of factors influencing value in pursuing studies at private vocational schools was a fit model as in figure 4.4. Researcher deleted the correlation lines between manifest variables for clear picture as in figure 4.5.



Chi-Square=24.61, df=45, P-value=0.99426, RMSEA=0.000

Figure 4.5 The fit model of Structural Relations of Influential Factors of Value in Pursuing studies at Private Vocational Schools. (Correlation lines were deleted)

From figure 4.5, the direct effects (DE) of structural relations of factors influencing values in pursuing studies at private vocational schools were: School demographic characteristic to Student's value with 94.3%; Student demographic characteristic to School's demographic characteristic with 26.1%; and the Student's demographic characteristic to Student's value with 7.2% respectively.

The indirect effects (IE) of structural relations of factors influencing value in pursuing studies at private vocational schools was Student's demographic characteristic to Student's value with 24.6%.

The total effect (TE) of School's demographic characteristic to Student's value was at 94.3%; Student's demographic characteristic to Student's value was at 31.8%; and Student's demographic characteristic to School's demographic characteristic was at 26.1% respectively as shown in table 4.9.

Table 4.9: The statistic results of influential factors of value in pursuing studies at private vocational schools

Independent Variables	Dependent Variables					
	School's demo.Char.			Student's value		
	TE	IE	DE	TE	IE	DE
Student's dem.char.	.261**	-	.261**	.318**	.246**	.072**
School's dem.char.	.051	-	.051	.054	.048	.006
				.943**	-	.943**
				.030	-	.030
Chi-square = 24.61, df = 45, p = .99426, GFI = .993, AGFI = .969, RMR = .011						

CHAPTER 5

RESEARCH RESULTS CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The research results conclusion, discussion and recommendations of structural relations of factors influencing value in pursuing studies at private vocational schools were as follows:

5.1 Research Results Conclusion

1. **The objectives of this research were:** (1) To study the structural relation of factors influencing value in pursuing studies at private vocational schools; and (2) To validate the model of structural relations of factors influencing value in pursuing studies at private vocational schools.

It was divided in to 2 phases as follows:

Phase I:

1.1 To study of the Structural Relations of Factors Influencing Value in Pursuing Studies at Private Vocational Schools.

1. Model designing.
2. Seminar experts by proceeding Focus Group.

Phase II:

2.1 To validate model of structural relations of factors influencing value in pursuing studies at private vocational school. It had only one section as follows:

1. Examining the levels of value in pursuing studies at private vocational schools.
2. Approving the model.

2. Population and Sample

The population and sample were the first year students of Certificate level in Commercial Education in private vocational schools in Bangkok.

1. Population were 29,970 who were the first year students from 53 private vocational schools in Bangkok in the Educational Year of 2007.

2. Sample were 379 the first year students who were selected by Stratified Random Sampling method.

3. The instrumental developments

Research instrument was a set of questionnaire which consisted of 3 parts:

Part I questionnaire concerned with general information of the sample.

Part II questionnaire concerned with the levels of influencing value in pursuing studies at private vocational schools with 5 rating scales which consisted of 39 questions.

Part III questionnaire concerned with the factors influencing value in pursuing studies at private vocational schools with 5 rating scales which consisted of 61 questions.

4. Data Collection

The procedure of data collection was as following:

1. Getting the introduction letters from King Mongkut's Institute of Technology Ladkrabang then submitted to private vocational schools administrators in 53 schools in Bangkok for permission to collect data.

2. Researcher sent questionnaires to 379 samples both by hands and mail. This was done in July, 2008.

3. Researcher picked up 375 questionnaires back. The questionnaires were completion as 98.94%.

5. Data Analysis

The data were analyzed by computer program with percentage, mean, Standard Deviation. The Correlation Analysis of the model-- factors influencing value in pursuing studies at private vocational schools in Bangkok-- by using Path Analysis of LISREL version 8.72 to prove the Validation of Model, and used the Goodness of Fit Measurement to measure level of harmonious function (Nongrak Viratchai.1999:53).

6. Research results

Research results were presented on research objectives basis.

Phase I:

1.1 To study the Structural Relations of Factors of Influencing Value in Pursuing Studies at Private Vocational Schools.

1. Model designing.

The researcher designed a model as figure 4.1 which consisted of 3 latent variables and 20 manifest variables namely: (1) school's demographic characteristics; (2) student's demographic characteristics; (3) Student's value in pursuing studies; and (1) economic aspect; (2) social aspect; (3) political aspect; (4) environmental aspect; (5) religion and belief aspect; (6) vocational theoretical aspect; (7) program options; (8) guardians' preference; (9) academic reputation; (10) social reputation; (11) advertisement; (12) gender; (13) residences; (14) tuitions; (15) desire to study in private vocational school; (16) parent's educational levels; (17) scholarships; (18) GPA; (19) rank of school choices; and (20) family incomes, respectively.

2.Seminar experts by preceding a Focus Group.

The experts accepted the designed model as a research framework as in figure 4.2.

Phase II:

2.1 To validate the model of structural relations of factors influencing value in pursuing studies at private vocational schools.

1. Examining the levels of value in pursuing studies at private vocational schools. The research results were general information of sample and the level of value in pursuing studies at private vocational schools as presented in table 4.1 – 4.8.

1.1 The general information of sample.

1. The numbers of sample of the first year students were 379. The numbers of male students were 219, it concluded as 58.4 percent. The numbers of female students were 156, it concluded as 41.6 percent.

2. Grade point average at MS3 (GPA). Most GPA of the first year students while studying at MS 3, 60.8% or 228 students had GPAs between 2.01-3.0, followed by 30.4% or 114 students had GPAs between 3.01-4.0, and 8.8% or 33 students had GPAs between 1.0-2.00 respectively.

3. The GPA of first year of most students while studying at Certificate level, 54.1% or 203 students had GPAs between 2.01-3.0; followed by 39.2% or 147 students with GPAs between 3.01-4.0, 6.7% or 25 students with GPAs between 1.0-2.0 respectively.

4. Considering whom they live with, most of students of 85.6% or 321 numbers lived in their parents' homes, followed by 13.3% or 50 students lived in dormitories, 0.8% or 3 students lived at their guardian's home, and 0.3% or 1 student lived in an apartment respectively. No one lived in their relative's home.

5. In terms of school choice, most students, 39.7% or 149 students chose these schools as second choices, followed by 34.4% or 129 students chose these schools as first choices. 17.3% or 65 students chose these schools as others, and lastly, 8.5% or 32 students chose these schools as third choice.

6. The levels of education that students wanted to complete it was indicated that 57.1% or 214 students wanted to complete Bachelor's Degree, followed by 23.5% or 88 students wanted to complete Doctor's Degree. 10.9% or 41 students wanted to complete a Diploma, and lastly, 8.5% or 88 students wanted to complete Master's Degree. No one wanted to complete the Certificate level.

7. As for students' parent status it was indicated that 57.6% or 216 in number were both alive and living together, followed by 25.1% or 94 students had fathers deceased, 17.3% or 65 students had mothers deceased. No one had fathers and mothers deceased, and no one had both were alive but were divorced or separated.

8. The fathers' level of education it was indicated that 48.8% or 183 student's fathers had bachelor's degrees. 25.6% or 96 of their fathers had education level lower than primary school. 8.3% or 31 of their fathers had education level in primary or lower than secondary school. 5.9% or 22 of their fathers had education level in higher diploma and Doctor's degree. 2.9% or 11 of their fathers had education level in upper secondary school. 2.7% or 10 of their fathers had Master's degrees. No one of their fathers held lower certificate level.

9. The students' mother levels of education it was indicated that 59.5% or 223 student's mothers held level of education in upper secondary school, followed by 20.5% or 77 of their mothers held a bachelor's degree. 8.3% or 31 of their mothers had education level lower than primary school, 5.9% or 22 of their mothers had educational levels in higher diploma

and master's degree. No one held primary or lower secondary, a lower Certificate, or a doctor's degree at all.

10. The guardians' levels of education it was indicated that most of student's guardians, 48.8% or 183 guardians, had education level in bachelor's degree, followed by 22.9% or 86 of their guardians held upper secondary school. 17.3% or 65 of their guardians had education level below the primary school. 8.3% or 31 of their guardians held lower certificate, and 2.7% or 10 of their guardians held higher diploma. No one held primary or lower secondary school, master's degree, or doctor's degree.

11. The monthly income of their parents it was indicated that student's parents or guardians, 51.2% or 192 parents or guardians, had monthly incomes between 20,001-25,000 Bt/m, followed by 26.4% or 99 of their parents or guardians had monthly income between 25,001-30,000 Bt/m. 8.3% or 31 of their parents or guardians had monthly income between 35,001-40,000 Bt/m. 5.9% or 22 of their parents or guardians had monthly income above 40,000 Bt/m. 5.6% or 21 of their parents or guardians had monthly income between 30,001-35,000 Bt/m, and 2.7% or 10 of their parents or guardians had monthly income between 15,001-20,000 Bt/m. No one had monthly income in the range of below 5,000 Bt/m to 15,000 Bt/m.

12. The students' sources of financial assistance it was indicated that 69.3% or 260 students listed their sources of financial assistance as fathers, followed by 14.1% or 53 students were self-supporting. 13.9% or 52 students listed their sources of financial assistance as mothers, 2.7% or 10 students had their sources of financial assistance from guardians. No one had their sources of financial assistance from scholarship from schools, scholarship from private sources, educational loan fund, or other sources.

1.2 Students' values

1. Students' values in pursuing studies at private vocational schools as a whole were at most level. Considering each item, "Economic aspect" was in the first rank which was followed by "Political aspect", "Religion and belief aspect", "Environmental aspect", "Vocational theoretical aspect", and "Social aspect" respectively.

2. Approving the model.

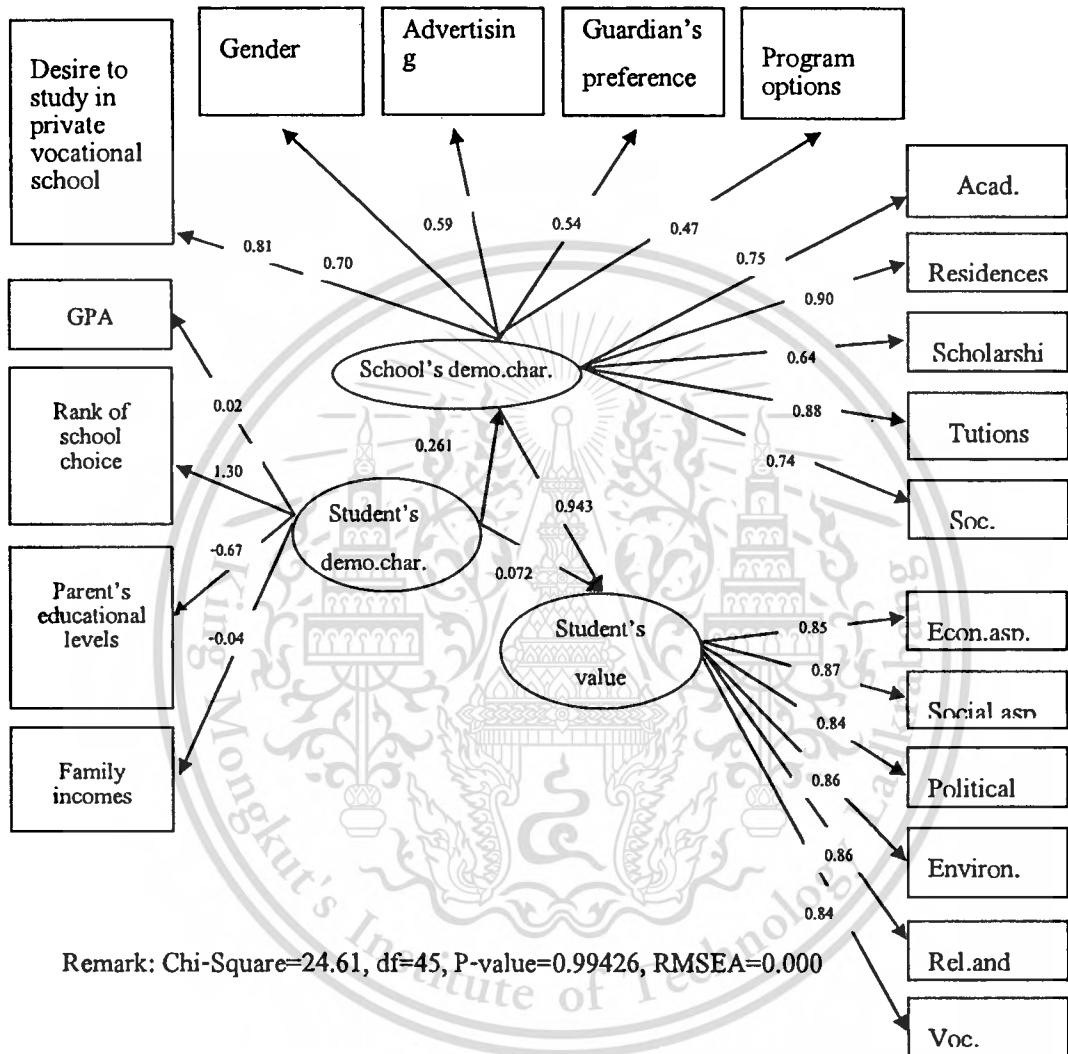


Figure 5.1: The fit model of structural relations of factors influencing value in pursuing studies at Private vocational schools after Validated.

The research results of the fit model of structural relations of factors influencing value in pursuing studies at private vocational schools after validation were: Chi-Square=24.61, $df=45$, P-value=0.99426, RMSEA=0.000. The direct effects of structural relations of factors influencing values in pursuing studies at private vocational schools of School's demographic characteristic to Student's value was 94.3%; Student's demographic characteristic to School's demographic characteristic was 26.1%; and Student's demographic characteristic to Student's value was 7.2% respectively.

The indirect effects of structural relations of factors influencing value in pursuing studies at private vocational schools was Student's demographic characteristic to Student's value with 24.6%.

The total effect of School's demographic characteristic to Student's value was at 94.3%; Student's demographic characteristic to Student's value was at 31.8%; and Student's demographic characteristic to School's demographic characteristic was at 26.1% respectively.

5.2 Discussion

The model of (1) the structural relations of factors influencing value in pursuing studies at private vocational schools was discussed first. Later on, (2) the levels of values in pursuing studies in private vocational schools were discussed.

1. **The structural relations of factors influencing value in pursuing studies at private vocational schools.** Two activities were conducted: (1.1) School's demographic characteristics; and (1.2) Student's demographic characteristics.

1.1 School's demographic characteristics

The students' opinions on the structural relations of factors influencing value in pursuing studies at private vocational schools of School's demographic characteristic in total was at most influential. Considering each item, residences were at most influential while tuitions, desire to study at private vocational school, academic reputation, social reputation, gender, scholarships, advertising, guardian's preference, and program options followed accordingly. In Student's demographic characteristic, parent's education level was at most influential while rank of school

choice, family income, and GPA followed accordingly. Therefore, researcher discussed according to the rank order of influential levels.

1. Residences. The research results indicated that residences were 90% of influential factor; this could be because the distance from student's homes to school were positively related to overall school satisfaction. The results of this study showed that students who lived near school expressed most satisfaction when they had convenient communications access. In Bangkok traffic was always congested, and long commutes from home to school results in higher transportation costs. According to Maslow's hierarchy of needs it was found that once physiological needs were relatively satisfied, the individual's safety needs took over and dominate their behaviors. These needs had to do with student's yearning for predictability. The safety and security needs include: personal security, financial security, health and well-being, and safety need against accidents/illness and the adverse impacts. As a result, the students chose Residences factor as the first priority for choosing school. This was consistent with the research result of Klaipetch, Taweephan (Cited in Premrueai, W. 2002 : 93) who researched on "A motivation of student on Short Course of Technical College in Region 5" and found that the factors in pursuing studies in schools were school's location, and landscape. It also corresponded to the research result of Muenfu, Thep (1999: Abstract) who researched on "A Study of Influential Factors on School Choice Decision Making of Attavit Commercial College." They found that one influential factor in school choice was convenient commutation. This also corresponds to Warin, Patthira (1996: Abstract) who researched on "A Correlation of Continual Study Factors of Informal School" and found that a convenient way to commute was reflected in school choices. Moreover, Mc Laughlin (2001) who researched on "A Professional Communities and the Work of High School" found that students liked convenience in commuting. Also applicable is Ratanaporn, Chatchawal (1995: 73) who researched on "A Problem of Bachelor's Degree Occupation Training" and found that vocational students in Bangkok Metropolis bore more daily expenses; this was consistent with an interview of private vocational administrator (2005) who said that students paid more bus fares if students' home were out of the local area. The findings above showed that Residences was the most influential factor in school choices, in order that school's administrators should give precedence to student convenience, for example, in setting up star network campus to serve students near their homes.

2. Tuitions The research result indicated that tuitions were 88% of influential factor; students chose these schools because their parent's incomes were sufficient to afford the schooling expenses; the ability of teachers to find jobs for the students while they were studying was also helpful. And lastly, there were no significant additional costs other than tuitions. Students were not interested of making uses of their relative learning materials since mostly learning material were out of date after being used for years. This was consistent with research result of Malai, Sittichai. (2003: Abstract) who explained that the expenditure of students in certificate level was as the follows: Most of certificate level students were males who lived with their parents or guardians and they chose to learn in commercial courses. The largest expenditures of students were personal expenditures, tuitions, and others. These were consistent with research results of Pumpayom, Veerawat (1998: Abstract) who researched on "A Study of School Choice Factors of Private Vocational Schools" and found that influential factors in school choice were tuitions and fees, and whether family income was sufficient to afford schooling expenses. Also corresponded to the research results of Muenfu, Thep (1999: Abstract) who researched on "A Study of Influential Factors on School Choice Decision Making of Attavit Commercial College" and found that the first effective factor to schooling choice was tuitions. And also corresponded to the research result of Suwanhongs, Naruemol (1998: Abstract) who researched on "The study of the individual expenditure of business students in the diploma in vocational education from Rajamangala Institute of Technology Campuses in Bangkok" and explained that student's expenses included institutional fees, books, educational materials, and other opportunity costs. Moreover, Kamat A.R. (1968:Abstract) who researched on "A Progress of education in rural Maharashtra" explained that student costs were the expenditure which parents would have to pay for institutional fees, books, educational materials, and other opportunity costs. From these findings, tuitions were the second influential factor of school choice. Thus, administrators should advertise a package on tuitions with free learning materials. From an article of Hence (1974: 1) "A Scholarship" indicated that financing options make a school a more attractive choice. If fixed tuitions posed an obstacle to school choices, cost deductions would decrease these problems. This factor was concerned with the familial economy. Students must consider the family budget. Therefore, institutions would help students access government funds.

In recent years, The Vocational Education Commission (2000) study on the social and economic status of parents of private vocational school students found that most parents knew

about educational assistance for low income students. The commission also verified the government had given funds for all levels of education throughout the country, but sometimes the money transferred quite slowly.

3. Desire to study at private vocational school. The research results indicated that desire to study at private vocational school was 81% of influential factor. This meant that desire to study in private vocational school was one of the most influential factors. Thus, school administrators should give precedence to encouraging students to take an interest in vocational schools and convey messages to the public that schools are well equipped with educational facilities and learning materials. Effective messages would emphasize that graduates who pass professional standard examinations get better pay and that graduates wishing to be entrepreneurs started their own businesses. Moreover, students wanted to studies in private vocational schools that were because learning processes were not too difficulty. Students wanted to use a professional education background to earn a living. This corresponded to an article of Vesaruch, Prachaya (1984: 10) on "An Elementary Education in Countryside" and found that the correlation of variable to vocational school choice was desire to study in private vocational schools. From the mentioned research it showed that the vocational contentment students would try to graduate in those fields. And also consistent with the Decided Theory (Cited in Karnchanajittra, Surapol. 1995: 17) who said that the goal of students in continuing academic studies was to increase knowledge and abilities for earning a living and it took a short time to graduate and could get good jobs in industrial markets. These findings were consistent with research results of Orachon, Rabiab (1994 : Abstract) who researched on "Factors Affecting Students Motivation to Study in Home Economics Certificate Level of The Northeastern Technical Colleges" and found that the highest motivational factor was students wanted to study for inducement of earning a living. This showed that students chose to study in vocational schools because of earning a living for the main purpose.

4. The program options. The research results indicated that the program options were 47% of influential factor, perhaps because most students preferred a diversity of business programs that were challenging and meaningful. Also, most private vocational schools offered variety of programs from which to choose. Therefore, the program options were not the most influential factor for students. Students wanted to hold technical certificates and obtain good jobs after graduation because they wanted to earn a living. These research results were consistent with

decision making theory of Reeder (Cited in Karnchanajitra, Surapol. 1991 : 16) who said that the objectives of students in continuing study were gaining knowledge and abilities for earning a living. And also corresponded to the research results of Orachon, Rabiab (1994 : Abstract) who researched on “Factors Effecting Students Motivation to Study in Home Economics Certificate Level of The Northeastern Technical Colleges” and found that the highest motivating factor was earning a living. The second point was that students could continue study at the same institution after graduation or in other universities in Thailand. These were consistent with the article of Dale (1981) on “A Critical Social Policy” and the article of Fashola (2000) on “An Academic success” who said that the program curricula should be made challenging and meaningful for students. Therefore, administrators should focus on aligning of programs to be challenging and meaningful for the purpose of drawing in more students. This could be accomplished by doing research on the striking program options and launching the new one in the following year.

1.2 Student's demographic characteristics

1. **Parent's educational levels.** The research results indicated that parent's educational levels were 67% of influential level. The parents' educational levels were students' demographic characteristic and were only 7.2% as a directly influential factor on Student's value. Students' families were the factors in school choices which were relevant to student status. The research results of Luejan, Kwanjai (1981 : Abstract) who studied on “The advancement of Thai Social Status” and found that parent's educational level was linked to school choice. The white collar group parents such as government officials, traders, and professional occupations tend to send their sons or daughters to further education in greater numbers than in other professions. And the research result of Carpenter and Fleishman (Cited in Viriyakosol, Taweechai. 1998 : 24) who studied on “The factors of continuing studies in college of teenagers” and found that the parent's educational levels were linked to the decision of continuing study because parents could advise their sons or daughters for their continuing studies. The above mentioned was relevant to the Social Stratification Theory (Cited in Premrueitai, Warunya. 2002: 13) who researched on “Study of Factors Affecting Students' Decision on Application to Private Vocational Schools in Samut Prakan Province” and said that students' social status was similar to their parent's status or similar stratum. Thus, students imitated their parents in education, such as if the parent obtained a Bachelor's degree, the son try to earn a Bachelor's degree or higher. This showed the parents' educational level has a big determining influence on sons/daughters educational levels and was an

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important factor in continuing studies of students. This was consistent with the research result of Glen (Cited in Saensing, Damrong,1991:63) who researched on “A Relationship of Economics and Family Social, Academic Result and Opportunity in Continuing Studies at Secondary Schools in Nakornratchasima Province.” He found that the relationship of the parents’ educational level and the sons’ or daughters’ eventual educational levels were positively correlated.

2. GPA. The research result indicated that GPA was 2% of influential level. This meant that most of 379 private commercial schools had no entrance examinations. Schools’ administrators were concerned only with secondary schools’ grade point average. These were leading to the moderate and low GPA students enrolled in private vocational schools. In the research result of 2nd Education Office (Cited in Saensing, Damrong. 1991:64) who studied on “Factors and Needs in Continuing Study” and found that the correlation of variables in continual study was the grade point average (GPA). Most of the moderate and good GPA would continue their studies in higher levels, these showed that the secondary school students considered their GPAs in continuing studies. The lower GPA students chose the schools that accepted their GPA for continuing studies. Students wanted to further studies in private commercial schools because they sought work in technical occupations. Schools’ administrators should be concerned with the students’ qualities, especially for lower GPA students, and should set up the proper learning, teaching methods, and on learning motivational strategies, too.

From the discussion above one could conclude that the value in pursuing studies at private vocational schools were schools’ demographic characteristic, and students’ demographic characteristic were the most influential factors on students’ value. Thus, schools’ administrators should set up the proper policies for student’s enrollment and the policies should effectively respond to the students’ demand. Administrators should become more familiar with the strategies of student’s enrollment and use the motivational tools to encourage students to choose private vocational schools. At the same time, administrators should increasingly consider the factors influencing value in pursuing studies at private vocational schools for policy adjustment and for relevancy to students’ needs.

1.3 Students’ values

The research results indicated that the levels of value in pursuing studies at private vocational schools as a whole was at most level, because students chose to learn in vocational schools according to labor markets which were the government sectors and industrial sectors. This material is reserved for educational use only, not allowed for commercial use.

This corresponded to Super's Theory (Cited in Submee, Watcharee. 2000:27-31) who wrote the article on "Occupation Counseling" and said that occupation's selection and work's levels were correlated to value, skills, and labor markets. This also corresponded to Holland's Theory of vocational choice (Cited in Premruetai, Warunya. 2002 : 11) who researched on "A study of factors affecting students decision on application to private vocational schools in Samutprakan Province" and found that the personal occupation's selections were based on job characteristics including the needs of labor markets. The Social aspect, Environment aspect, and Vocational theoretical aspect will be discussed in the following manner:

1. Social aspect. The research result indicated that the social aspect was 87% of student's value; this could be the case because personal values of students in motivating and building up friendship with others, participating in society, loving human beings, being kind-hearted and sympathetic to others were very high. The selection of social aspect as the first order was because, firstly, the sample was first year students aged 16-19 years old and living in Bangkok. The sample were teenagers who wanted personal recognition, so it was necessary for them to build up relationships such as same gender and opposite sex friendships, which form the foundation of further participation in society. Secondly, the majority of Thai society was agricultural. In countryside, the students enjoyed close relationships, good friendships, experienced generosity, and there were many social activities. Socialization passed these social values from parents to children. Besides that, making merit, amusement, ceremony, aesthetics, generosity, and the seniority system were parts of the social order. Therefore, childhood experiences would influence behavior and a need for social recognition. Lastly, perhaps the dominant social values motivating individuals to form relationship using gentleness outweighed all other factors. This could result because some students' parents came from up country. Thus, the most important influence on school choice was the social aspect because the students wanted to live in society with dignity and meaning, peacefully, and with economic stability. The above reasons were consistent with an article of Parsons (Cited in Krieger N.A. 2001) who wrote "Refer to social groups arising from interdependent economic Relationships among people" and in particular emphasized the importance of shared values in maintaining the social order which referred to the social groups arising from interdependent economic relationships among people. Moreover, these corresponded to Suwanahongs, Narumol (2001: Abstract) who researched on "The study of the individual expenditure of business students in the diploma in vocational

education from Rajamangala Institute of Technology Campuses in Bangkok” and found that education was a private investment for social status. On the one hand, graduate students from vocational schools had generally similar educational histories, job opportunities, and social standing; and they were conscious of their membership in a social group which was ranked in relationship to others and was replicated over generations. On the other hand was an informal ranking of people in cultural strata based on their incomes, occupations, educations, dwellings, and other factors.

2. Environment aspect. The research result indicated that environment aspect was 86% of student's value. This meant that environment aspect was selected in second order because of firstly, Thai social was materialism. Material prosperity was growing faster than culture and mindset could adapt. These functions made persons more selfish. Also, students used computers which were most of the time attached to machines and materials. Therefore, aesthetical value was less often considered than cognition. From these reasons, environment aspect was chosen as the second order. Secondly, environment aspect was the uppermost level of needs of mankind in Maslow's hierarchy (Cited in Janejit, Pannee. 1985:237-245) who rearranged the requirement of humans into 5 categories such as 1) Physiological Needs 2) Safety and Security Needs 3) Social Needs 4) Esteem Needs and 5) Self-Actualization. The lower four layers of pyramid was what Maslow called "deficiency needs" or "D-needs": physiological (including sexuality), security of position, friendship and love, and esteem. A human had uppermost level of needs when the deficiency needs had been fulfilling, such as physiological needs, safety and security needs, and so on. When the deficiency needs were not taken into the reaction then persons did not see the important role of the uppermost level. Thus, persons who focused on the uppermost level such as the environment aspect would be considered more mature. The certificate level students as a sample group needed more the lower level of needs to fulfill, such as physiological needs, safety and security needs, and so on. These were consistent with the research result of Bledsoe (1995 : Abstract) who researched on “A comparative study of values and critical thinking skill of a group of educational workers” and found that graduate students in educational research department of Georgia State University had low environmental value. And corresponded to the research result of Phopit, Surapol. (1975 : 157) who researched on “The Comparative of Social Values of Thai-Buddhism and Thai- Muslim Students in Yala Teacher's College” and found that Thai-Buddhism and Thai-Muslim students chose environmental aspect as the second choices. Likely, Chonwat,

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Vasan (2005: 17) who researched on “Vocational School Image under Vocational Education Commission” and also found that good environment of school was leading to good teaching and learning processes.

3. Vocational theoretical aspect. The research result indicated that vocational theoretical aspect was 84% of student’s value. This meant that the sample chose vocational theoretical aspect as the last one because of firstly, the students’ abilities. As we know, vocational students had abilities at moderate level, or slightly low. The students thought that continuing studies at higher levels would not succeed. At the same time, counselors advised them to continue academic studies in vocational schools. For these reasons, vocational theoretical values of vocational students were basically low. Secondly, family values taught children that vocational studies were quite important and could earn a living for families. The research results of Gatekam, Winit. (2009 : Abstract) who studied on “A study of relationship between parent’s teaching and creative thinking of secondary school students” and found that Thai families’ treating were always calling for from children. Thus, parents set up professions for them because of the education could bring more success to their children’s life by getting good positions, admiration, and enhance the family’s reputation. These reasons were consistent with research result of Kuh G.D. (1995:123-155) who researched on “The other curriculum: Out-of-class experiences associate with student learning and personal development” and confirmed that out of class experiences had influence on student’s learning as well as personal development. Moreover, Hiranto, U-thai (1979: 58) who authored “The Principle of Social” said that the Thais praised especially the wise persons as well as the ones who were highly educated. Because society often praised the highly educated persons, thus, man would seek for knowledge to promote himself; that was because knowledge could lead to distinguished work. Conversely, these things were of little significance to the survival of themselves and families. Therefore, vocational theoretical aspect was the least important aspect to students’ values. This corresponded to the research result of Saengsan, Sunthareeya (1986:170) who researched on ”The Measurement in Values of Certificate Level Students under Vocational Education Institution in Petchaburi Province” and found that certificate level students under Vocational Department, Petchaburi Province chose vocational theoretical aspect as a third order.

2. To validate the model of structural relations of factors influencing value in pursuing studies at private vocational schools.

The conclusion of research of structural relations of factors influencing value in pursuing studies at private vocational schools were: **The direct effects** of latent variables to value in pursuing studies at private vocational schools which ranging from maximum to minimum were School's demographic characteristic to student's value (94.3%), Student's demographic characteristic to School's demographic characteristic (26.1%), and Student's demographic characteristic to student's value (7.2%) respectively. **The indirect effects** of latent variables to value in pursuing studies at private vocational schools of students' demographic characteristic to student's value was 24.6%. **The total effects** of school's demographic characteristic to student's value was 94.3%; the total effects of student's demographic characteristic to school's demographic characteristic was 26.1%; the total effects of student's demographic characteristic to student's value was 31.8%; and the total effect of School's demographic characteristic to Student's value was 94.3% respectively. (Appendix F).

The correlations of school's demographic characteristic which ranging from maximum to minimum were Residences (90.00%), Tuitions (88.00%), Desire to study at private vocational school (81.00%), Academic reputation (75.00%), Social reputation (74.00%), Gender (70.00%), Scholarships (64.00%), Advertising (59.00%), Guardian's preference (54.00%), and Program Options (47.00%) respectively.

The correlations of student's demographic characteristic which ranging from maximum to minimum were Parent's education level (67.00%), Rank of school choice (30.00%), Family income (4.00%), and GPA (2.00%). These were related to school satisfaction (Bean & Vesper, 1994).

The correlations of factors influencing value in pursuing studies at private vocational schools which ranging from maximum to minimum were: Social aspect (87.00%), Environmental aspect (86.00%), Religion and belief aspect (86.00%), Economic aspect (85.00%), Political aspect (84.00%), and Vocational theoretical aspect (84.00%) respectively.

5.3 The practical applications of the research findings.

In order to develop the value in pursuing studies at private vocational schools, the school administrators should do as follows:

1. Should advertise on buses and focus on the long history of school academic reputation, offering courses that are always challenging and meaningful, respond to labor markets' demand in terms of program options, and ensure that graduates always get good jobs. Furthermore, administrators should seek referrals from alumni and send letters to parents/guardians asking them also to enroll their cousins/relatives in their schools.

2. Should focus on double entry for schools' surrounding students by requiring only one fee payment; and also offering the option to pay tuitions and fees in installments. As an alternative, administrators could find jobs for students while they are in schools.

3. Should show the financial supports of government or of industry to new students and show that schools are well equipped with educational equipment and learning materials. Moreover, emphasize that graduates can be entrepreneurs with their own businesses.

5.4 Further research should be conducted

1. This study was based on the idea of Spranger (Cited in Sompong Amornsitiwong.1997:7) on value in pursuing studies which was the abstract idea, there should be a qualitative study to gain an authentic qualitative data. Moreover, the other ideas on value in pursuing studies should be used especially the idea of Hossler and Gallagher (1987:208) which focused on student's school choices application.

2. The study of factors influencing value in pursuing studies was based on Anawut Choosup (2002:93) and Pattama Roopsuwankun (2003:92) to analyze the factors affecting value in pursuing studies that did not cover other factors. Therefore, it should be further studied on other factors concerning value in pursuing studies at trade and industrial schools, and also arts and crafts schools.

3. The results of the study revealed that residences and tuitions showed the two highest factors in this study. It was recommended that a further research should be conducted on the specific residences and tuition and fees.

4. The research on retention of students should be conducted for private vocational schools. If private vocational schools intend to survive, they must retain their current students.

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ประกาศบัณฑิตวิทยาลัย
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
เรื่อง ผลการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์

บัณฑิตวิทยาลัย โดยความเห็นชอบของคณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ คณะครุศาสตร์อุตสาหกรรม ขอประกาศรายชื่อหัวข้อและเค้าโครงวิทยานิพนธ์ หลักสูตรครุศาสตร์อุตสาหกรรม คุษฎิบัณฑิต สาขาวิชาการบริหารอาชีวศึกษา ซึ่งได้รับอนุมัติเมื่อวันที่ 26 มีนาคม 2551 ให้ดำเนินการดังนี้

นายโอฬาร กาญจนากาศ รหัสประจำตัว 47068105 ให้ทำวิทยานิพนธ์เรื่อง “ความสัมพันธ์เชิงโครงสร้างของปัจจัยส่งผลต่อค่านิยมเรียนอาชีวศึกษาเอกชน (Structural Relation of Factors Influencing Value of Pursuing Private Commercial Schools)” โดยมี รศ.ดร.รวีวรรณ ชินะตระกูล เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ดร.สวัสดิ์ อุดมโภชน และ ดร.ณรงค์ พิมสาร เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม

ทั้งนี้ให้นักศึกษาค้นคว้าและเขียนวิทยานิพนธ์ โดยปรึกษากับอาจารย์ที่ปรึกษาวิทยานิพนธ์ให้เสร็จสิ้นภายในเวลาที่กำหนดในระเบียบของบัณฑิตวิทยาลัย

ประกาศ ณ วันที่ 35 เมษายน พ.ศ. 2551

(รศ.ดร.รวีวรรณ ชินะตระกูล)

คณบดีบัณฑิตวิทยาลัย



ที่ ศธ 0524.04/ 2553

คณะกรรมการอุดมศึกษา

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

5 สิงหาคม 2551

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อการวิจัย

เรียน รศ.ดร.ประสาน บุญโสภากย์

สิ่งที่ส่งมาด้วย แบบสอบถามเพื่อการวิจัย

ด้วย นายไอลหาร กาญจนากาศ นักศึกษาระดับปริญญาเอก หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการบริหารอาชีวศึกษา สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง “ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลกระทบต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษาเอกชน” โดยมี รศ.ดร.รวีวรรณ ชินะตระกูล เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ดร.สวัสดิ์ อุทม์โกษณ์ และ ดร.ณรงค์ พิมพ์สาร เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม

คณะกรรมการอุดมศึกษา พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามดังที่แนบมาพร้อมนี้ว่ามีเนื้อหาถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจของท่านจะช่วยให้งานวิจัยของ นายไอลหาร กาญจนากาศ มีความสมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์จระเสกข์ จิรเมธสุนทร)

รองคณบดีกำกับดูแลงานด้านบัณฑิตศึกษา

ปฏิบัติราชการแทนคณบดี

หน่วยบัณฑิตศึกษา

โทร. 02-737-3000 ต่อ 3692

โทรสาร. 02- 326-4325



ที่ ศษ 0524.04/ 2892

คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

6 สิงหาคม 2551

เรื่อง ขอบเชิญเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามภาษาอังกฤษให้สอดคล้องกับภาษาไทยเพื่อการวิจัย

เรียน ศร.เจ็ทน์ แก้วศ/รศ.งามพริ้ง รุ่งโรจน์ดี

สิ่งที่ส่งมาด้วย แบบสอบถามเพื่อการวิจัย

ด้วย นายโอฬาร กาญจนากาศ นักศึกษาระดับปริญญาเอก หลักสูตรครุศาสตร์อุตสาหกรรม
คุณวุฒิบัณฑิต สาขาวิชาการบริหารอาชีวศึกษา สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
กำลังทำวิทยานิพนธ์ เรื่อง "ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียน ใน โรงเรียน
อาชีวศึกษาเอกชน" โดยมี รศ.ดร.รวิวรรณ ชินะตระกูล เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ดร.สวัสดิ์
อุดมโภชน และ ดร.ณรงค์ พิมสาร เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม

คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่อง
ดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจแบบสอบถามดังที่แนบมาพร้อมนี้ว่ามีเนื้อหา
ถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจของท่านจะช่วยให้งานวิจัยของ นายโอฬาร
กาญจนากาศ มีความสมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอบขอบคุณ
เป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์จรแสกข์ ตรีเมธสุนทร)

รองคณบดีกำกับดูแลงานด้านบัณฑิตศึกษา

ปฏิบัติราชการแทนคณบดี

หน่วยบัณฑิตศึกษา

โทร. 02-737-3000 ต่อ 3692

โทรสาร. 02-326-4325



ที่ ศธ 0524.04./ 3082

คณะกรรมการอุดมศึกษา

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

26 สิงหาคม 2551

เรื่อง ขอความอนุเคราะห์ให้นักศึกษาเก็บรวบรวมข้อมูลเพื่อการวิจัย

เรียน

สิ่งที่ส่งมาด้วย

1. แบบสอบถามเพื่อการวิจัย
2. ประกาศผลการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์จำนวน 1 ฉบับ
3. รายชื่อสถานศึกษาที่ใช้ในการเก็บรวบรวมข้อมูลเพื่อการวิจัย

ด้วย นายโอฬาร กาญจนากาศ นักศึกษาระดับปริญญาเอก หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการบริหารอาชีวศึกษา สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำวิทยานิพนธ์ เรื่อง “ความสัมพันธ์เชิงโครงสร้างของปัจจัยส่งผลกระทบต่อค่านิยมเรียนอาชีวศึกษาเอกชน” โดยมี รศ.ดร.รวีวรรณ จินะตระกูล เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ดร.สวัสดิ์ อุดมโกชน์ และ ดร.ณรงค์ พิมสาร เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม และได้รับอนุมัติหัวข้อและเค้าโครงวิทยานิพนธ์แล้ว เมื่อวันที่ 26 มีนาคม 2551 คณะกรรมการอุดมศึกษา จึงขอความอนุเคราะห์จากท่านโปรดอนุญาตให้ นายโอฬาร กาญจนากาศ เก็บรวบรวมข้อมูลโดยใช้แบบสอบถามเพื่อการวิจัยภายในสถานศึกษาท่านได้

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาตและขอขอบคุณในความอนุเคราะห์ของท่านมา ณ โอกาสนี้ด้วย

นี้ด้วย

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์จระเสกข์ ศรีเมธสุนทร)

รองคณบดีกำกับดูแลงานด้านบัณฑิตศึกษา

ปฏิบัติราชการแทนคณบดี

หน่วยบัณฑิตศึกษา

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ติดต่อนักศึกษา โทร. 089-504-9995

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คณะกรรมการอุดมศึกษา

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

๑๗ มีนาคม 2552

เรื่อง ขอเชิญร่วมสนทนากลุ่ม

เรียน รศ.วิชัย แหวนเพชร

ด้วย นายโอฬาร กาญจนากาศ นักศึกษาระดับปริญญาเอก หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษา สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้ทำการวิจัยเรื่อง “ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษาเอกชน” และนายโอฬาร กาญจนากาศ จะจัดประชุมในลักษณะสนทนากลุ่ม (Focus Group) เพื่อพิจารณาผลการวิจัยเรื่องดังกล่าว ในการนี้ คณะกรรมการอุดมศึกษาเห็นว่าท่านเป็นผู้มีความรู้และเชี่ยวชาญในเรื่องดังกล่าว จึงขอเรียนเชิญท่านเข้าร่วมประชุมในลักษณะสนทนากลุ่มในฐานะผู้ทรงคุณวุฒิ เพื่อหารูปแบบความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียน โรงเรียนอาชีวศึกษาเอกชนเชี่ยวชาญ ในวันจันทร์ที่ 30 มีนาคม 2552 เวลา 13.30 น. เป็นต้นไป ณ ห้องลจิด 2 อาคาร 2 ชั้น 2 โรงแรมมหาวิทยาลัยราชภัฏสวนดุสิต

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ดังกล่าวด้วย จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

(รองศาสตราจารย์พระวุฒิ สุวรรณจันทร์)

กณบดี

หน่วยบัณฑิตศึกษา

โทร. 0-2326-4325

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รายชื่อผู้ชำนาญการทั้ง 5 ท่าน ในการตรวจสอบแบบสอบถาม

1. ดร.อธิปัติย์ คลี่สุนทร คณะกรรมการสภามหาวิทยาลัยราชภัฏพิบูลย์สงคราม
2. รศ.ดร.ประสาน บุญโสภณ ที่ปรึกษาการบริหารวิทยาลัย เซาท์อีสท์บางกอก
3. ดร.สมศักดิ์ รุ่งเรือง อธิการบดีวิทยาลัยเซาท์อีสท์บางกอก
4. ผศ.ดร.จิระเสกข์ ศรีเมธสุนทร รองคณบดีกำกับดูแลงานด้านบัณฑิตศึกษา คณะครุศาสตร์
อุตสาหกรรม สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
5. บาทหลวง ดร.ลือชัย จันทร์ไพบี ผู้อำนวยการวิทยาลัย ผู้รับใบอนุญาตโรงเรียนประชาสงเคราะห์ อ.
พานทอง จ.ชลบุรี

รายชื่อผู้ทรงคุณวุฒิตรวจภาษาอังกฤษ

- 1.ดร.เชื่น แก้วยศ
- 2.รศ.งามพริ้ง รุ่งโรจน์ดี
- 3.Mr.Warren Fryar. English Teacher, Thongsook College.



ชื่องานวิจัย ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษาเอกชน

Structural Relation of Factors Influencing Value in Pursuing Study at Private Vocational
Schools

อาจารย์ที่ปรึกษา รองศาสตราจารย์ ดร.รวิวรรณ ชินะตระกูล

ดร.สวัสดิ์ อุดมโกชน์

ดร.ณรงค์ พิมพ์สาร

เทคนิค/วิธีการ จัดกลุ่มสนทนากลุ่มผู้ทรงคุณวุฒิ(Focus Group) เพื่อหารูปแบบความสัมพันธ์เชิงโครงสร้าง
ของปัจจัยที่ส่งผลต่อค่านิยมการเรียน โรงเรียนอาชีวศึกษาเอกชน

รายนามผู้ทรงคุณวุฒิ

1. รศ.ดร.วิชัย แหวนเพชร กรรมการสภามหาวิทยาลัยราชภัฏพระนคร
2. ดร.ปราศรัย ประวัตินรุ่งเรือง กรรมการสภาวิทยาลัยนอร์ทกรุงเทพ
3. ดร.ดวงสมร กลิ่นเจริญ ผู้อำนวยการ โรงเรียนเทคโนโลยีปิ่นมณฑล
4. บาทหลวง ดร.ลิขิต จันทร์ไพบี ผู้รับใบอนุญาต โรงเรียนประชาสงเคราะห์ อ.พานทอง จ.ชลบุรี
5. อ.อนันต์ เลิศตระกูล ผู้ช่วยอาจารย์ใหญ่ โรงเรียนเทคโนโลยีสยาม
6. อ.ธาดา จิตพันธ์ ผู้อำนวยการ โรงเรียนเทคโนโลยีหมู่บ้านครู
7. อ.บัญญัติ ราชโรจน์ กรรมการบริหาร โรงเรียนวิมลบริหารธุรกิจ
8. อ.เอกพงษ์ วัชรมัย รองผู้อำนวยการฝ่ายกิจการพิเศษ โรงเรียนอรรณวิทย์พัฒนวิชาการ
9. อ.วิเชียร ภิรมย์ญาณ รองผู้อำนวยการฝ่ายส่งเสริมการศึกษาโรงเรียนศรีวิกรม์บริหารธุรกิจ
10. อ.สุรัชชญา เผ่าพงษ์ รองผู้อำนวยการฝ่ายกิจการพิเศษ โรงเรียนนิบลักษณ์พาณิชย์การ

วัน/เวลา วันจันทร์ที่ 30 มีนาคม 2552 เวลา 13.30 น.

สถานที่ ห้องลิขิต 2 อาคาร 2 ชั้น 2 โรงแรมดุสิตเพลส มหาวิทยาลัยราชภัฏสวนดุสิต



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The Levels of Value in School Choices in Private Vocational Schools

Olan Karnchanakas *, Narong Pimsarn**

Abstract

This research was to find out the levels of value in school choices of private vocational schools in 6 aspects which consisted of 1) economic factors, 2) social factors, 3) political factors, 4) environment factors, 5) religion and belief factors, and 6) theoretical factors. Samples were 379 students from 53 vocational schools and selected by stratified random sampling method. Questionnaires were used for data collection. The questionnaires consisted of 3 parts which were check-list and a 5-level rating scales. The data were analyzed by the computer program with frequency, percentage, mean, standard deviation. The research results shown that the levels of value in school choices as a whole was at the high level.

Keyword: School choice, Level of value, Vocational school.

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับค่านิยมในการเลือกเรียนในโรงเรียนอาชีวศึกษาเอกชน ใน 6 ด้านคือ 1) ปัจจัยด้านเศรษฐกิจ 2) ปัจจัยด้านสังคม 3) ปัจจัยด้านการเมือง 4) ปัจจัยด้านสิ่งแวดล้อม 5) ปัจจัยด้านศาสนาและความเชื่อ และ 6) ปัจจัยด้านวิชาการ กลุ่มตัวอย่างที่ใช้ในการวิจัยคือนักศึกษาระดับประกาศนียบัตรวิชาชีพจำนวน 379 คน ซึ่งได้มาจากการสุ่มแบบแบ่งชั้น เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามมี 3 ส่วน ส่วนที่ 1 เป็นแบบสอบถามชนิดตรวจสอบรายการ ส่วนที่ 2 และส่วนที่ 3 เป็นแบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ การวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์ โดยหาค่าความถี่ ค่าร้อยละ ค่าเบี่ยงเบนมาตรฐาน ผลการวิจัยแสดงให้เห็นว่า นักเรียนมีความคิดเห็นเกี่ยวกับระดับค่านิยมในการเลือกเรียนอาชีวศึกษาเอกชนอยู่ในระดับมาก

คำสำคัญ: เลือกเรียน, ระดับค่านิยม, อาชีวศึกษาเอกชน

1. INTRODUCTION

Since 1960, a major goal of the National Development Plan had been for the educational system to be in harmony with and comply with economic and political plans. The government had faced the challenge of literacy and the task of training young men and women for the dynamic development process. Instruction had been modified to include the specialized skills required by industries. The major government and private organizations; Ministry of Education, the National Education Commission, and the Ministry of University Affairs, were all committed to planning, administering, and coordinating the national education system [1]. At present ONEC and DOVE were in the process of drafting the Vocational Education Act. In the vocational education act, the vision statement would cover (1) quality, standard, and efficiency; (2) equal opportunity, lifelong learning, variety, and articulation; (3) cooperation, shared responsibility between public, private, and community; modernity, technological advancement, internationalization; (4) learning with

practical experience, competency-based training, entrepreneurial skills, and work ethics; and (5) relevance with economic and social context.

The principles for vocational education and training (VET) would (a) provide opportunity for everyone who had interest and was capable of learning in vocational education; (b) instill vocational education at the basic education level in order to develop appropriate knowledge, attitude and skills; (c) give priority to learner's needs and allow an individual to progress to an advanced degree level; and (d) install a system of vocational qualification to bridge the gap between education and work so that an individual could enter the world of work and come back to education and training at any time. The administrative system for VET would promote (a) unity in policy guidelines and variety in management; (b) networking between educational institutions, i.e., public institutions, private institutions, and industry; (c) two levels, i.e. national level: the Committee on Technological and Vocational Education and institutional level: networking of vocational education institutions. Teaching and

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learning would (a) cover the target group who were school-age population as well as the labor force who wish to upgrade knowledge and skills; (b) provide a good proportion between theory and practice and promote the application of universal knowledge in the Thai context; (c) based on competency standards for learners at each level; (d) include evaluation that emphasizes application of knowledge more than just theory; and (e) support research and development to promote the transition from vocational education to the world of work. Cooperation with community and industry would (a) involve community participation at every stage from planning to implementation; (b) provide effective incentives necessary for private participation, such as, tax incentives, and coupon for VET. Quality and standards would (a) probably require license for vocational education teachers; (b) provide continuous and systematic in-service training for vocational teachers; (c) establish funds for vocational teacher development; and (d) develop vocational qualification framework.

Finally, financing and resources for VET would be mobilized from public and private sectors whereby financial support would be provided for students who did not wish to continue beyond compulsory education to obtain vocational training of at least one year before entering the labor market [1].

The decline of vocational school enrollment was due to number reasons. First, an economic crisis occurred in Asia, especially Thailand in 1997, and after the coup d'état in September 19, 2006. The Thai economy was still in the recovery stage. As a result, some parents lost their jobs, and others suffered from job findings. Today many parents were less able to afford the tuition fees for their children [2]. Second, the competition among public and private vocational schools in Thailand was very strong. Private vocational schools competed with other private schools, public high schools, and public vocational colleges. In addition, for the past several years the MOE had issued an annual admissions policy stating that the public high schools and public vocational schools must admit all students who would like to continue studying in the public schools. Because of students who studying in public schools also pay lower tuition as a result of government support, this policy discourages the flow of students from public to private vocational schools. Third, some Thai students and their parents believe that obtaining a degree from university will result in a higher income and social prestige[3]. Thus, parents encourage their children to study in the general high schools if they have a good academic background. Only students with lower academic abilities were encouraged to study in vocational schools.

Because the above reasons and the reason of most private vocational schools were concerned with the

enrollment issue, researcher needed to find out a way for private vocational schools by doing the research in "The Levels of Value in School Choices at Private Vocational Schools" to provide findings for administrators for planning and marketing purposes as well as increasing competitiveness of the private vocational schools.

2. PURPOSE OF THE STUDY

The main objective of this study was to examine the levels of value in pursuing school choices in private vocational schools.

3. CONCEPTUAL FRAMEWORK

The researcher has based his study on the one theory. Considering the theory of value in school choices at private vocational schools, the researcher studied the ideas from Spranger's theory [4] which consisted of 6 disciplines, namely: economic factors, social factors, political factors, environment factors, religion and belief factors, and theoretical factors.

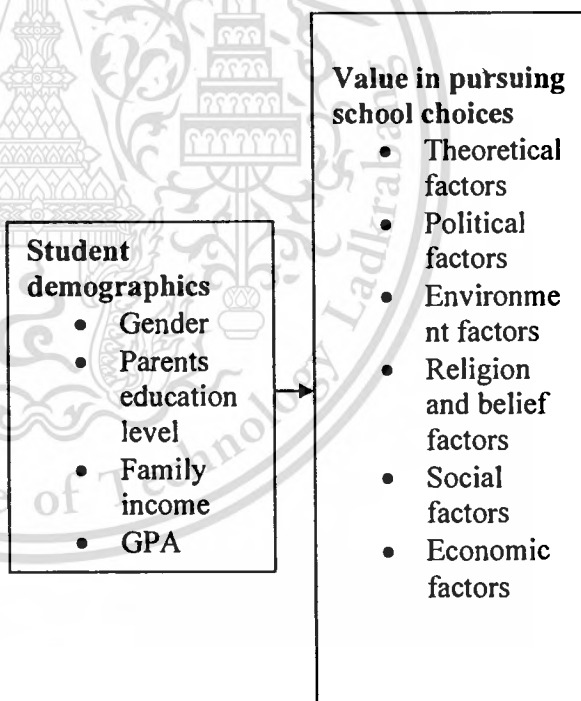


Figure 1: A research conceptual framework

4. FINDINGS

Table 1: General information of respondents classified by gender.

Gender	Frequencies	Percentages (%)
Male	219	58.4
Female	156	41.6
Total	375	100.0

Table 1 indicated that the numbers of male students were 219, it concluded as 58.4 percent. The numbers of female students were 156, it concluded as 41.6 percent.

Table 2: The parents' level of education.

Parents' education level	Frequencies	Percentages (%)
Below primary	65	17.3
Upper secondary	86	22.9
Certificate	31	8.3
Diploma	10	2.7
Bachelor's degree	183	48.8
Total	375	100.0

Table 2 indicated that most of student's parents, 48.8% or 183 parents, had education level in bachelor's degree, followed with 22.9% or 86 of their parents held upper secondary school. 17.3% or 65 of their guardians had education level below the primary school. 8.3% or 31 of their parents held certificate, and 2.7% or 10 of their parents held diploma. No one held primary or lower secondary school, master's degree, and doctor's degree.

Table 3: The GPA of first year students while studying at third year secondary school

GPA	Frequencies	Percentages (%)
1.00 - 2.00	33	8.8
2.01 - 3.00	228	60.8
3.01 - 4.00	114	30.4
Total	375	100.0

Table 3 indicated that most GPA of first year students while studying at third year secondary school. 60.8% or 228 students had GPA stood between 2.1-3.0, followed with 30.4% or 114 students had GPA stood between 3.1-4.0, and 8.8% or 33 students had GPA stood between 1.0-2.00 respectively.

Table 4: Monthly income of their parents.

An approximate monthly income of their parents	Frequencies	Percentages (%)
Between 15,001-20,000 Baht/m only	10	2.7
Between 20,001-25,000 Baht/m only	192	51.2
Between 25,001-30,000 Baht/m only	99	26.4
Between 30,001-35,000 Baht/m only	21	5.6
Between 35,001-40,000 Baht/m only	31	8.3
Above 40,000 Baht/m only	22	5.9
Total	375	100.0

Table 4 indicated that student's parents or guardians, 51.2% or 192 parents or guardians, had monthly income between 20,001-25,000 Bt/m, followed with 26.4% or 99 of their parents or guardians had monthly income between 25,001-30,000 Bt/m. 8.3% or 31 of their parents or guardians had monthly income between 35,001-40,000 Bt/m. 5.9% or 22 of their parents or guardians had monthly income above 40,000 Bt/m. 5.6% or 21 of their parents or guardians had monthly income between 30,001-35,000 Bt/m, and 2.7% or 10 of their parents or guardians had monthly income between 15,001-20,000 Bt/m. No one had monthly income in the range of below 5,000 Bt/m to 15,000 Bt/m.

Table 5: Mean, S.D. Level, and Rank orders of first year students regarding the factors of value in school choices of private vocational schools in Economic Factor item.

Economic factor	\bar{X}	S.D.	Level	Order
1.Taking business programs in private vocational schools is responsive to national economic needs.	4.24	1.09	High	1
2.The business programs in a private vocational school meets your aptitude.	4.16	0.87	High	2
3.Graduation from private vocational school paves the way for your growth.	4.10	0.99	High	3
4.Graduation from a private vocational school gives you plenty of opportunities for a job.	3.98	1.08	High	4
5.Taking study programs in a private vocational school is necessary for national economic development.	3.85	1.08	High	5
Total	4.07	0.89	High	

Table 5 indicated that the total mean as a whole was at the high level ($\bar{X}=4.07$). When considering by each aspect it was found that taking business programs in private vocational schools is responsive to national economic needs was the first ranking with the highest mean ($\bar{X}=4.24$), followed with the business program in a private vocational school met students aptitude ($\bar{X}=4.16$), graduation from a private vocational school paved the way for students career growth ($\bar{X}=4.10$), graduation from a private vocational school gave students plenty of opportunities for a job ($\bar{X}=3.98$), and taking study programs in a private vocational school was necessary for national economic development. ($\bar{X}=3.85$) respectively.

Table 6: Mean, S.D. Level, and Rank orders of first year students regarding the factors of value in school choices at private vocational schools in Social Factor item.

Social factor	\bar{X}	S.D.	Level	Order
1.Private vocational schools have a good image, as far as you are concerned.	3.19	0.77	Moderate	7
2.You were not able to enter other schools.	3.56	1.05	High	6
3.Your friends are very helpful.	4.01	1.06	High	1
4.Teachers are always available for advice and help.	3.74	1.29	High	5
5.You like the school environment	3.82	1.31	High	4
6.You like the size of the school.	3.88	0.96	High	3
7.You have good access to computer and technology in your school.	3.90	1.01	High	2
8.You believe that studying in a private vocational school requires that you always participate in any academic training.	3.13	0.98	Moderate	8
Total	3.65	0.87	High	

Table 6 indicated that the total mean as a whole was at the high level ($\bar{X}=3.65$). When considering by item it was found that, Your friends were very helpful was the first ranking with the highest mean ($\bar{X}=4.01$), followed with students had good access to computer and technology in their school ($\bar{X}=3.90$), students liked the size of the school (it's about right) ($\bar{X}=3.88$), students liked school environment ($\bar{X}=3.82$), teachers were always available for advice and help ($\bar{X}=3.74$), students were not able to enter other schools ($\bar{X}=3.56$), private vocational schools had a good image as far as students concerned ($\bar{X}=3.19$), and you believed that studying in a private vocational school students always participate in any academic training ($\bar{X}=3.13$) respectively.

Table 7: Mean, S.D. Level, and Rank orders of first year students regarding the factors of value in school choices of private vocational schools in Political Factor item.

Political factor	\bar{X}	S.D.	Level	Order
1. Graduate of vocational schools are target groups of industry sector.	3.96	1.16	High	3
2. Private vocational schools have good teachers, good services, and good care for their students.	4.13	1.03	High	2
3. There is clear support from the government when you study in a private vocational school.	3.70	0.81	High	6
4. The school tries to provide what the students need	3.91	1.00	High	4
5. Students had opportunities to attend meetings with the school administrator to present their ideas.	3.91	1.22	High	4
6. Some of your neighbors are also studying in private vocational schools.	4.35	0.82	High	1
Total	3.99	0.88	High	

Table 7 indicated that the total mean as a whole was at the high level ($\bar{X}=3.99$). When considering by each aspect it was found that, some of student's neighbors also studying in private vocational schools was the first rank with the highest mean ($\bar{X}=4.35$); private vocational schools had good teachers, good services, and good care for their students ($\bar{X}=4.13$); graduates of vocational schools were target groups of industry sector ($\bar{X}=3.96$); students or students' representative in this school had opportunities to attend

meetings with the school administrator to present their ideas ($\bar{X}=3.91$); the school tried to provide what the students need ($\bar{X}=3.91$); there was a clear support from the government when students studied in a private vocational school ($\bar{X}=3.70$) followed accordingly.

Table 8: Mean, S.D. Level, and Rank orders of first year students regarding the factors of value in school choices at private vocational schools in Environment Factor item.

Environment factor	\bar{X}	S.D.	Level	Order
1. The school has a unique uniform.	3.90	1.08	High	2
2. The school has email address for all students to contact their teachers.	3.62	0.96	High	5
3. The school library is adequately equipped for proper researching.	3.37	1.21	Moderate	6
4. It is convenient for you to borrow books from library.	3.87	1.32	High	3
5. You are satisfied with the learning experiences.	3.83	0.93	High	4
6. You want to use the knowledge acquired from your vocational school to earn during you are studying.	4.10	1.16	High	1
Total	3.80	0.90	High	

Table 8 indicated that the total mean as a whole was at the high level ($\bar{X}=3.80$). When considering by item it was found that, students wanted to use the knowledge acquired from their vocational school to earn during they were studying was the highest level ($\bar{X}=4.10$); The school had a unique uniform ($\bar{X}=3.90$); it was convenient for students to borrow books from the library ($\bar{X}=3.87$); students were satisfied with the learning experiences ($\bar{X}=3.83$); the school had email addresses for all students to contact their teachers ($\bar{X}=3.62$); the school library was adequately equipped for proper researching ($\bar{X}=3.70$) followed accordingly.

Table 9: Mean, S.D. Level, and Rank orders of first year students regarding the factors of value in school choices of private vocational schools in Religion and belief factor item.

Religion and belief factor	\bar{X}	S.D.	Level	Order
1.You believe that religion is important for you so that you can live happily in society.	3.93	1.10	High	3
2.You believe that what the school does in organizing cultural and Thai traditional activities during each academic year is a good thing.	3.75	1.23	High	5
3.You believe that peace of mind enables a students to concentrate better in learning.	3.78	1.09	High	4
4.You believe that one should conduct one's life to conform to technology.	4.10	1.27	High	2
5.You believe that both theory and practice will lead to construction of knowledge for actual application in your job.	4.13	1.12	High	1
Total	3.95	0.92	High	

Table 9 indicated that the total mean as a whole was at the high level ($\bar{X}=3.95$). When considering by item it was found that, students believe that both theory and practice would lead to construction of knowledge for actual application in their job ($\bar{X}=4.13$); students believed that one should conduct one's life to conform to technology ($\bar{X}=4.10$); students believed that religion was important for them so that they could live happily in society ($\bar{X}=3.93$); students

believed that peace of mind enabled students to concentrate better in learning ($\bar{X}=3.78$); students believed that what the school did in organizing cultural and Thai traditional activities during each academic year was a good thing ($\bar{X}=3.75$) followed accordingly.

Table 10: Mean, S.D. Level, and Rank orders of first year students regarding the factors of value in school choices at private vocational schools in Theoretical Factor item.

Theoretical factor	\bar{X}	S.D.	Level	Order
1.Teaching at private vocational schools involves both theory and practice.	4.11	1.27	High	2
2.The school nurtures professional knowledge, expertise, skills, and ethics.	4.09	0.78	High	3
3.The school organizes professional standard examinations every year.	4.07	1.14	High	4
4.Studying in vocational schools enables you to gain knowledge in class as well as out of class as required.	3.71	1.19	High	6
5.Studying in a private vocational school enables you understand better than studying in an academic based school.	3.77	1.33	High	5
6.Teacher always help you solve various problems confronting you.	4.15	0.83	High	1

Table 10 (Con't)

Theoretical factor	\bar{X}	S.D.	Level	Order
7.The school rules and regulations make students well disciplined.	3.61	0.96	High	7
8.When you complete the program, you will have acquired the knowledge that you expected.	3.25	1.47	Moderate	8
9.You always have opportunities to express your views in class.	2.84	1.61	Moderate	9
Total	3.73	0.88	High	

Table 10 indicated that the total mean as a whole was at the high level ($\bar{X}=3.73$). When considering by item it was found that, teachers always help students solved various problems confronting them were the highest level ($\bar{X}=4.15$). Teaching at private vocational schools involved both theory and practice ($\bar{X}=4.11$); the school nurtured professional knowledge, expertise, skills, and ethics ($\bar{X}=4.09$); the school organized professional standard examinations every year ($\bar{X}=4.07$); studying in a private vocational school enabled students to understand better than studying in an academic-based school ($\bar{X}=3.77$), studying in vocational schools enabled students to gain knowledge in class as well as out of class as required ($\bar{X}=3.71$); the school rules and regulations made students well-disciplined ($\bar{X}=3.61$); when students completed the program, students would have acquired the knowledge that they expected ($\bar{X}=3.25$), students always had opportunities to express their views in class ($\bar{X}=2.84$) followed accordingly.

CONCLUSION:

Most students, who studied at private vocational schools, were 219 male (58.4%) and 156 female (41.6%). This result liked studies conducted in the United States which reported that, male students were more likely to complete vocational programs than female students (Gray, 2002). Their GPA's were in between 2.1-3.0 (60.8%) and followed with GPA's of 3.1-4.00 (30.4%). For these reasons, most counselors in lower secondary schools tend to advise students with lower

GPA's to study in vocational education instead. As Chapman (1981) explained, "Prospective students, in turn, use this information in judging whether a particular college would be of interest to them". They choose to study at these private vocational schools as a second choice (39.7%), and the first choice (34.4%). Most of their parents held bachelor's degree (48.8%). Their parents had monthly income between 20,001-25,000 Baht/m (51.2%), and 25,001-30,000 Baht/m (26.4%).

Students' opinion toward the level of value in school choices at private vocational schools as a whole was at the high level. When considering it by items it was found that the Economic factor was the first rank ($\bar{X}=4.06$) while Political factor ($\bar{X}=3.99$), Religion and belief factor ($\bar{X}=3.94$), Environment factor ($\bar{X}=3.80$), Theoretical factor ($\bar{X}=3.73$), and Social factor ($\bar{X}=3.65$) followed accordingly.

DISCUSSION

Economic factor was the highest mean; it was encouraged personal satisfaction and personal convenience. The economic factor play a big role that's because Thai society give big meanings on the being of family while most of the people in the country were poor. The rich man would get a big respect from people. By the mean time, the rich man will be a powerful man and get more convenience, wealthy, be influential build to others, recognition, be celebrities. Thus, most of the people give precedence to money. This is consistent with Kaeosuwat, P. (1994) [5].

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**STRUCTURAL RELATIONS BETWEEN FACTORS OF VALUE IN SCHOOL
CHOICES OF PRIVATE COMMERCIAL SCHOOLS**

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ABSTRACT

This study was aimed at investigating the factors of value in school choices in private commercial schools. The sample consisted of 379 students of 53 Private Commercial schools which were selected through stratified random sampling. The instrument used for collecting the data was the questionnaires with reliability of 0.987 that consisted of three parts: Part One was general data; Part Two was a 5-level rating scale questionnaire that included the factors of value in school choices in private commercial schools, and Part Three was about the means of path analysis technique.

The findings revealed that most of students who studies in private commercial schools were 219 male (58.4%) and 156 female (41.6%). Their GPA's were in between 2.1-3.0 (60.8%). They choose to study at these private commercial schools as a second choice (39.7%). Most of their parents held bachelor's degree (48.8%). And their parents had monthly income between 20,001-25,000 Baht/m (51.2%). The direct effects of latent variables of value in school choices ranging from maximum to minimum were school demographic factor to value (94.3%), students' demographic to schools' demographic (26.1%), and students' demographic to value (7.2%) respectively. The indirect effect of latent variables of value in school choices at private commercial schools from students' demographic to value was 24.6%.

Key Words: Value, Commercial School, Path Analysis, Structural Relations

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยของค่านิยมในการเลือกเรียนอาชีวศึกษาเอกชน กลุ่มตัวอย่างคือนักเรียนจำนวน 379 คนจากโรงเรียนพาณิชยการ 53 โรงเรียน ซึ่งทำการสุ่มตัวอย่างแบบแบ่งชั้น เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือแบบสอบถามที่มีความเชื่อมั่นที่ 0.987 ซึ่งประกอบด้วย 3 ส่วน คือ ส่วนที่หนึ่งประกอบด้วยข้อมูลทั่วไป ส่วนที่สองประกอบด้วยแบบสอบถามแบบ 5 ระดับ ตามเกี่ยวข้องกับปัจจัยในการเลือกเรียนอาชีวศึกษาเอกชน และส่วนที่สามเป็นค่าตามเกี่ยวกับระดับของค่านิยมในการเลือกเรียนในโรงเรียนอาชีวศึกษา ผลจากการศึกษาพบว่า นักเรียนอาชีวศึกษาเป็นเพศชายจำนวน 219 คน (58.4%) เป็นเพศหญิงจำนวน 156 คน (41.6%) GPA ของนักเรียน

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ส่วนใหญ่อยู่ที่ 2.1-3.0 (60.8%) และนักเรียนส่วนใหญ่เลือกเรียน โรงเรียนที่กำลังศึกษาอยู่เป็นอันดับที่สอง (39.7%) ผู้ปกครองของนักเรียนส่วนใหญ่จบปริญญาตรี (48.8%) ผู้ปกครองของนักเรียนมีรายได้ระหว่าง 20,000-25,000 บาทต่อเดือน (51.2%) ปัจจัยที่ส่งผลโดยตรงต่อ คำนิยมในการเลือกเรียนจากมากไปหาน้อย คือ ชื่อเสียงโรงเรียนส่งผลต่อค่านิยมมากที่สุด (94.3%) รองลงมาคือ ตัวนักเรียนเองส่งผลต่อ โรงเรียน (26.1%) และตัวนักเรียนส่งผลต่อค่านิยม (7.2%) ตามลำดับ ปัจจัยที่ส่งผลในทางอ้อมในการเลือกเรียนอาชีวศึกษาเอกชน คือจาก ตัวนักเรียนเองส่งผลต่อค่านิยมประมาณ 24.6%

คำสำคัญ: ค่านิยม พาณิชยกรรม วิเคราะห์เชิงเส้น ความสัมพันธ์เชิงโครงสร้าง

INTRODUCTION

The decline in commercial school enrollment is due to a number of reasons. First, an economic crisis occurred in Asia, especially in Thailand in 1997, and after the coup d'état in September 19, 2006 (Thansettakij, 2007). The Thai economy is still in the recovery stage. As a result, some parents lost their jobs, and others suffered from job finding (Thansettakij,2007). Today, many parents are unable to afford the tuition fees for their children (Thansettakij, 2007). Second, the competition among public and private commercial schools in Thailand is very fierce. Private commercial schools compete with other private schools, public high schools, and public commercial colleges. In addition, for the past several years the MOE has issued an annual admissions policy stating that the public high schools and public commercial schools must admit all students who would like to continue studying in the public schools. Because the students who study in public schools pay lower tuitions as a result of government support, this policy discourages the flow of students from public to private commercial schools. Third, some Thai students and their parents believe that obtaining a degree from a university will result in a higher income and social prestige (Udompoch S.,2000). Thus, parents encourage their children to study in the general high schools if they have a good academic background. Only students with lower academic abilities are encouraged to study in commercial schools.

The concern for the enrollment issues in private commercial schools triggered by the various reasons as above has prompted the researcher to look into the many factors of value that influence private commercial schools choice. Taking up a research topic in “Structural Relations of Factors of value in School choices at Private Commercial schools,” the researcher expected findings that would shed light on planning and marketing as well as on increasing competitiveness of the private commercial schools.

RESEARCH OBJECTIVES

was to study the structural relations of factors of value in school choices at private commercial schools

CONCEPTUAL FRAMEWORK

The researcher has based his study on the one theory and the two concepts:

Concerning the theory of value in school choices at private commercial schools, the researcher studied the ideas from Spranger's theory (1928) which consisted of 6 factors, i.e., (1) economic factor (2) social factor (3) political factor (4) environment factor (5) religion and belief factor and (6) theoretical factor.

Based on the concept of factors of value in school choices at private commercial schools, the researcher studied the findings of Anawut Choosup (2002) which consisted of 14 factors indicating school choice in private commercial schools such as (1) programs options (2) guardian's preference (3) academic reputation (4) social reputation (5) advertisement (6) gender (7) house or residence (8) tuitions (9) desire to study in a private commercial school (10) parent's educational level (11) scholarships (12) GPA (13) rank of school choice (14) family income. Pattama Roopsuwan (2003) had given the variables of satisfaction with studying in commercial institutions such as extracurricular activities, GPA, Major of the study, parents' education level, and satisfaction. From these concepts, the conceptual framework was drawn up as shown in the following diagram:

DEFINITION OF TERMS

Value in school choices at private commercial schools means the element power that affects the beliefs, needs, and wants of an individual and consequently prompts him or her on studying in private commercial school or having this type of profession. It was described in term of the principles of six attitudes of persons namely: economic factor, social factor, political factor, environment factor, religion and belief factor, and theoretical factor.

Factors influencing choices of private commercial school mean the factors that influence the value determinants in school choices at private commercial schools. They consisted of school demographic characteristics and student demographic characteristics.

Private commercial school means the educational institutions organized by private owners, foundations, churches, etc. to provide programs of career development in commerce.

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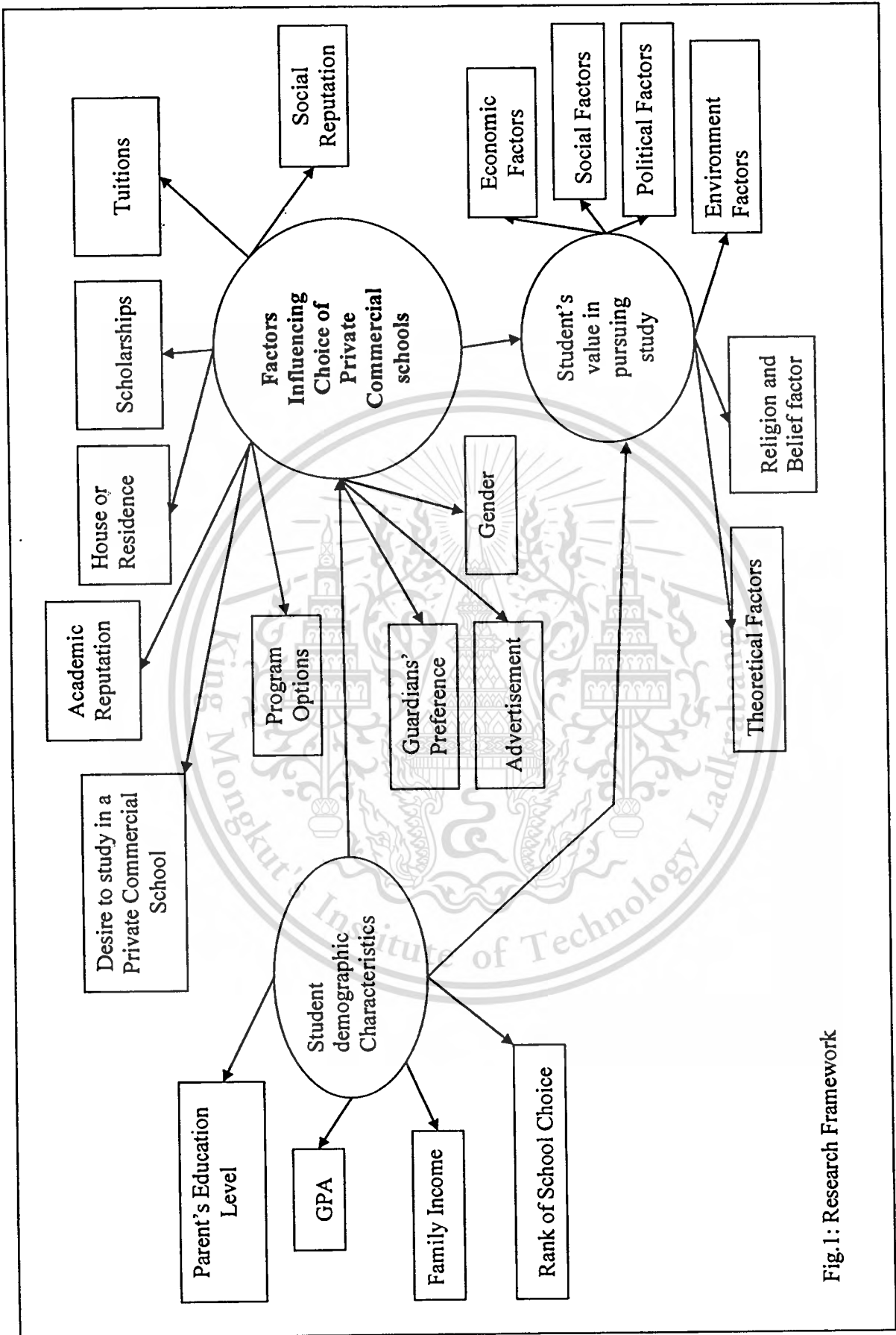


Fig.1: Research Framework

RESEARCH METHODOLOGY

The sample of this study included the private commercial schools in Bangkok. Most of these schools generally offered two commercial programs: the 3-year Certificate in Commercial Education, and the 2-year Diploma in Commercial Education. Some schools offered only the 3-year Certificate in Commercial Education; however, the main focus of the research was on the first year students at the Certificate level of Commercial Education of private commercial schools in Bangkok. The population consisted of 29,970 students from 53 private commercial schools in Bangkok, Thailand, in the educational year of 2007. The student sample selected included 379 students from 53 commercial schools in Bangkok, Thailand, by using sample criteria of Krejcie and Morgan (1970 : 608-609). The Stratified Random Sampling was used. The research instrument used in this research was the questionnaire which was divided in to 3 parts to question the first-year commercial students in Bangkok, Thailand, as the following details. Part1 of the questionnaire was the general information of the targeted students. Part2 of the questionnaires was concerned with the factors of value in school choices at private commercial schools. They were rating scales of 5 levels which consisted of 61 questions. Part3 of the questionnaire was concerned with the level of value in school choices at private commercial schools. They were rating scales of 5 levels which consisted of 39 questions:-

The instrument included the study of the tendency of theory, research, related documents of related factors of value in school choices at private commercial schools was constructed. The questionnaires which were concerned with the factors of value in school choices by modifying a questionnaire of Anawut Choosup (2002) and the questionnaire concerning of the level of value from Spranger's Theory (1928). The constructed questionnaires were sent to the experts to examine and define the important role of covering the theory. The questionnaires were subsequently submitted to another group of experts to examine the content validity. Finally, the questionnaires were modified according to the suggestions of the experts. The validity of questionnaires was extrapolated by submitting a questionnaire to the experts. The language used in questionnaires were edited by 3 experts, and then it was tried out with 30 non-targeted students to find the reliability by using Cronbach's Alpha Coefficient (Ravewan Shinatrakool,1999:150). The reliability was 0.987. The process of data collection was carried out by requesting a letter from King Mongkut's Institute of Technology Ladkrabang and sent a letter to each of 53 administrators in private commercial schools in Bangkok to ask for cooperation in data collection. The 379 questionnaires were sent out to 379 students of 53-targeted schools by mail or by hand delivery around July, 2008. Data analysis was done by using SPSS for Windows and LISREL. The correlation of factors that influence value in

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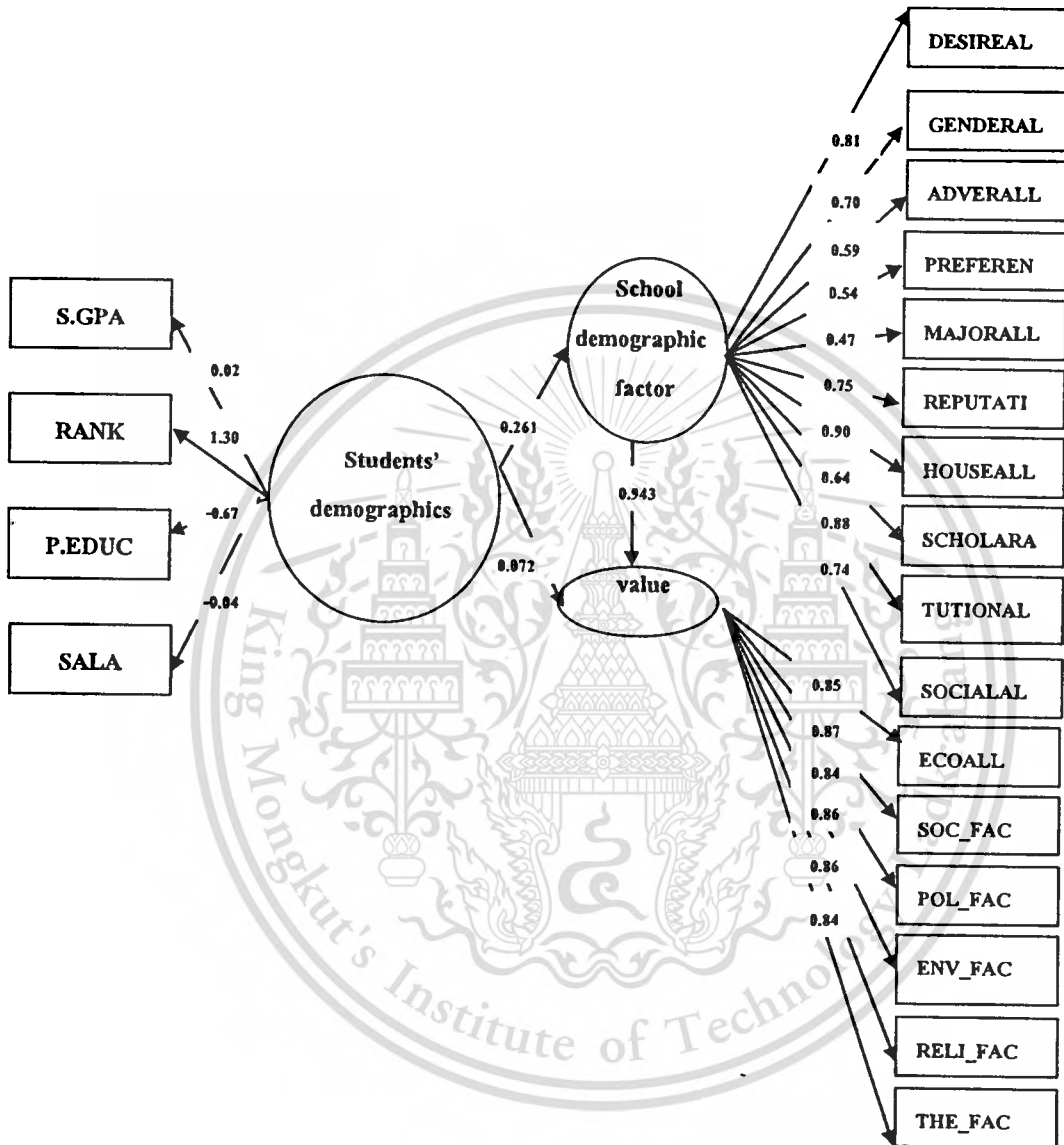
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school choices at private commercial schools was determined by Path Analysis of LISREL version 8.72 to prove the validation of the model, while the Goodness of Fit Measurement was used to measure the level of harmony of functions (Nongrak Viratchai.1999:53). Chi-Square test was used to prove the assumption of harmonious functions. If Chi- Square value was high, the model LISREL was not consistent. If Chi-Square value was low, the model LISREL was consistent (Nongrak Viratchai.1999:53). The Goodness of Fit Index (GFI) was a level of harmony of a pair-wise comparison with the convinced data of two models. If Chi – Square was high, when comparing with an autonomous degree, the model must be adjusted downward from the first value; therefore, the new model was more harmonious to the convinced data. The GFI was the ratio of differentiation between harmonious function of the old model to the new model that would be adjusted. GFI value would fall between zero and one. When GFI was closed to one, it indicated the model was harmonious with the convinced data (Nongrak Viratchai.1999:53). Adjusted Goodness of Fit Index (AGFI) was the adjustable value of GFI that obtained by considering the size of autonomous degree, number of variables, and sample size. When the AGFI value was closed to 1.00, the model was harmonious with the convinced data. (Nongrak Viratchai,1999)Root Mean Squared Residual (RMR) was the index showing the remainder by averaging the comparison of level of harmonious with the convinced data of two models. When the RMR was closed to 0, the model was harmonious with the convinced data. (Nongrak Viratchai,1999).

The model of structural relations of factors of value in school choices at private commercial schools in Thailand was developed. It was designed by taking the analyzed data of the status of factors that indicate value of school choices at private commercial schools which had coincident idea of students of each factor had been set up accordingly to the total factors of the structural correlation analysis. The factors had been categorized based on the coincident idea of students, i.e., program options, guardian's preference, academic reputation, social reputation, advertisement, gender, house or residence, tuitions, desire to study in a private business school, parent's educational level, scholarships, GPA, rank of school of choice, and family income.

RESULTS OF STUDY



Chi-Square=24.61, df=45, P-value=0.99426, RMSEA=0.000

Figure 2: The model of the Value in School Choices at Private Commercial schools

Most students, who studied at private commercial schools, were male (58.4%) and female (41.6%). Their GPA's were between 2.1-3.0 (60.8%) and GPA's of 3.1-4.00 (30.4%). They chose to study at these private commercial schools as a second choice (39.7%), and first choice (34.4%). Most of their parents held bachelor's degree (48.8%). Their parents had monthly income between 20,001-25,000 Baht/m (51.2%), and 25,001-30,000 Baht/m (26.4%).

All variables of the structural relations within the model had significantly influenced the value in school choices at private commercial schools. After validating, the model fit well to the empirical data that were indicated by the chi-square value (24.61, $df=45$, $p=0.99426$, $GFI=.993$, $AFGI=.969$, $RMR=.011$).

The total effects of all variables ranging from maximum to minimum were House or Residence (90.00%), Tuitions (88.00%), Desire to study at private commercial school (81.00%), Academic reputation (75.00%), Social reputation (74.00%), Gender (70.00%), Scholarships (64.00%), Advertising (59.00%), Guardian's preference (54.00%), Program Options (47.00%), School choice (130.00%), Parent's education level (67.00%), Family income (4.00%), and GPA (2.00%).

The direct effects of latent variables to value in school choices at private commercial schools ranging from maximum to minimum were: School demographic factors to value (94.3%), Student demographic to factors (26.1%), and the Student demographic to value (7.2%) respectively. The indirect effects of latent variables to value in school choices at private commercial schools were student demographic to value (24.6%).

DISCUSSION

The factors of value were determined individually according to results. In terms of housing conditions or residential areas, it was considered as the high priority factor of value in school choices at private commercial schools. Students would like to have some neighbors to go to the same school and have a convenient way to commute. This was consistent with Astin (1993). So, administrators should construct star network of learning centers to serve huge numbers of students.

Tuitions was the follower, the students chose these schools because their parent's income was sufficient to afford the schooling expenses. Follows by the students studied in these schools because teachers can find jobs for them while they are studying. And lastly, there were no significant additional costs other than tuitions. They were not interested in the school allowable of making use of their relative's learning materials. That's because most learning materials were out of date after being

used for years. Therefore, administrators should advertise on package of tuitions with free learning materials.

Social factor was the most important factor for value in pursuing studies at private vocational schools, this is because, and the students studied in a private vocational school because they thought that their friends were very helpful. They had good access to computers and technology in their schools. They liked schools' environment, and the teachers were always available to advice and help.

The environmental factors do play an important role in learning process. The students wanted to gain more knowledge acquired from commercial schools to earn money during their studying. The students liked the school with a unique uniform, and it was convenient for them to borrow books from the library. They were satisfied with learning experiences. The school had internet facilities and E-mail address for all students to contact their teachers. The school library had been adequately equipped for researching.

In order to develop the value in school choices at private commercial schools, the results of this study should bring into consideration. The advertisements that placed on buses should focus on several items, i.e., the long history of school academic reputation, courses are always challenging and meaningful, the school program options should relevant to labor market demand, and the graduates always get good jobs. The marketing department should find out the name list from alumni, and send letters for asking parents/guardians to send their cousins/relatives to study at their schools. The students would like to have social activities with several students. Thus, the marketing strategy would enhance the advertisement, which focused on the double entry for schools' surrounding students.

This study was based on the idea of Spranger (1928) on value in school choices, which was the abstracted idea. There should be a qualitative study to gain an authentic qualitative data. Moreover, the other idea on value in school choices should be used such as the idea of Hossler and Gallagher (1987), which focused on student's school of choice. Choosup A.(2002) and Roopsuwan P.(2003) based the study of factors that influence value in school choices on studies, which analyzed the factors affecting value in school choices that do not cover other factors. Other factors concerning value in school choices at trade and industrial schools, and arts and crafts schools should be taken into consideration. The development of the model for value in school choices was a limited study. There should be a study in other factors in order to find out the value in school choices pattern of the private commercial schools, which would be clearer in the future. The results of the study revealed that housing or residential conditions and program options play important roles in this study. It is recommended that further research concerning the specific educational programs should be

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conducted. The retention of students in school should be conducted for private commercial schools. If private commercial schools try to survive, they must try to retain their current students.

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STRUCTURAL RELATIONS BETWEEN FACTORS INFLUENCING VALUE IN PURSUING STUDIES AT PRIVATE VOCATIONAL SCHOOLS

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ABSTRACT

This study was aimed at investigating the factors influencing value in pursuing studies at private vocational schools and the level of such factors. The sample consisted of 379 students of 53 Private Vocational Schools which were selected through stratified random sampling. The instrument used for collecting the data was the questionnaire with reliability of 0.987 which consisted of three parts: Part One was general data; Part Two was a 5-level rating scale questionnaire that included the factors influencing value in pursuing study at private vocational schools, and Part Three was about the means of path analysis technique.

The findings revealed that the students' opinion toward the factors influencing value in pursuing studies at private vocational schools was at the high level. The students' opinion toward the level of value in pursuing studies at private vocational schools was at the high level. All variables of the structural relations within the model had significantly influenced the value in pursuing studies at private vocational schools. The total effects of all variables ranging from maximum to minimum were house or residence, program options, desire to study at private vocational schools, guardian's preference, scholarships, social reputation, tuitions, academic reputation, gender, advertising, GPA, family income, parent's education level, and school choice. The correlation coefficients of 20 manifest variables showed that only 162 pairs from 190 pairs of correlation were statistical significant, and the rest (28 pairs) had no correlation significance. Most coefficients were positively correlated. Only 21 pairs were negatively correlated, and they had the correlation values from -.005 to -.777. The correlation of internal manifest variables or the independent variables had correlation coefficients between -.777 to 0.073. The maximum correlation coefficient of independent variables was the correlation of Rank of school choice (RANK) and Secondary School GPA (S.GPA). The minimum correlation coefficient of independent variables was the correlation of Rank of school choice (RANK) and Parents' education level (P.EDU). The correlation coefficients of the external manifest variables or the dependent variables were between 0.570 to 0.956. The maximum correlation coefficient of dependent variables were the correlation of Economic factor (ECOALL) and Desire to study at private vocational schools (DESIREAL), Theoretical Factor (THE_FAC) and the Social Factor (SOC_FAC), Theoretical factor (THE_FAC) and Environment factor (ENV_FAC) respectively. The minimum correlation coefficient of dependent variables was the correlation of Gender (GENERAL) and Advertisement (ADVERALL).

Key Words: Value, Vocational School, Path Analysis, Structural Relations

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INTRODUCTION

The decline in vocational school enrollment is due to a number of reasons. First, an economic crisis occurred in Asia, especially in Thailand in 1997, and after the coup d'état in September 19, 2006. The Thai economy is still in the recovery stage. As a result, some parents lost their jobs, and others suffered from job finding. Today, many parents are unable to afford the tuition fees for their children (Thansethagit, 2007). Second, the competition among public and private vocational schools in Thailand is very fierce. Private vocational schools compete with other private schools, public high schools, and public vocational colleges. In addition, for the past several years the MOE has issued an annual admissions policy stating that the public high schools and public vocational schools must admit all students who would like to continue studying in the public schools. Because the students who study in public schools pay lower tuitions as a result of government support, this policy discourages the flow of students from public to private vocational schools. Third, some Thai students and their parents believe that obtaining a degree from a university will result in a higher income and social prestige. Thus, parents encourage their children to study in the general high schools if they have a good academic background. Only students with lower academic abilities are encouraged to study in vocational schools.

The concern for the enrollment issues in private vocational schools triggered by the various reasons as above has prompted the researcher to look into the many factors of value that influence private vocational schools choice. Taking up a research topic in "Structural Relations of Factors Influencing Value in Pursuing Studies at Private Vocational Schools," the researcher expected findings that would shed light on planning and marketing as well as on increasing competitiveness of the private vocational schools.

RESEARCH OBJECTIVES

The purposes of this study was threefold: (1) to examine the levels of value in pursuing studies at private vocational schools; (2) to study the structural relation of factors influencing value in pursuing studies at private vocational schools, and (3) to validate a model of factors influencing value in pursuing studies at private vocational schools.

CONCEPTUAL FRAMEWORK

The researcher has based his study on the one theory and the two concepts:

Concerning the theory of value in pursuing studies at private vocational schools, the researcher studied the ideas from Spranger's theory (1928) which consisted of 6 factors, namely: (1) economic factor (2) social factor (3) political factor (4) environment factor (5) religion and belief factor and (6) theoretical factor.

Based on the concept of factors influencing value in pursuing studies at private vocational schools, the researcher studied the findings of Anawut Choosup (2002) which consisted of 14 factors indicating school choice in private vocational schools such as (1) programs options (2) guardian's preference (3) academic reputation (4) social reputation (5) advertisement (6) gender (7) house or residence (8) tuitions (9) desire to study in a private vocational school (10) parent's educational level (11) scholarships (12) GPA (13) rank of school choice (14) family income. Pattama Roopsuwan (2003) had given the variables of satisfaction with studying in vocational institutions such as extracurricular activities, GPA, Major of the study, parents' education level, and satisfaction. From these concepts, the conceptual framework was drawn up in the following diagram.

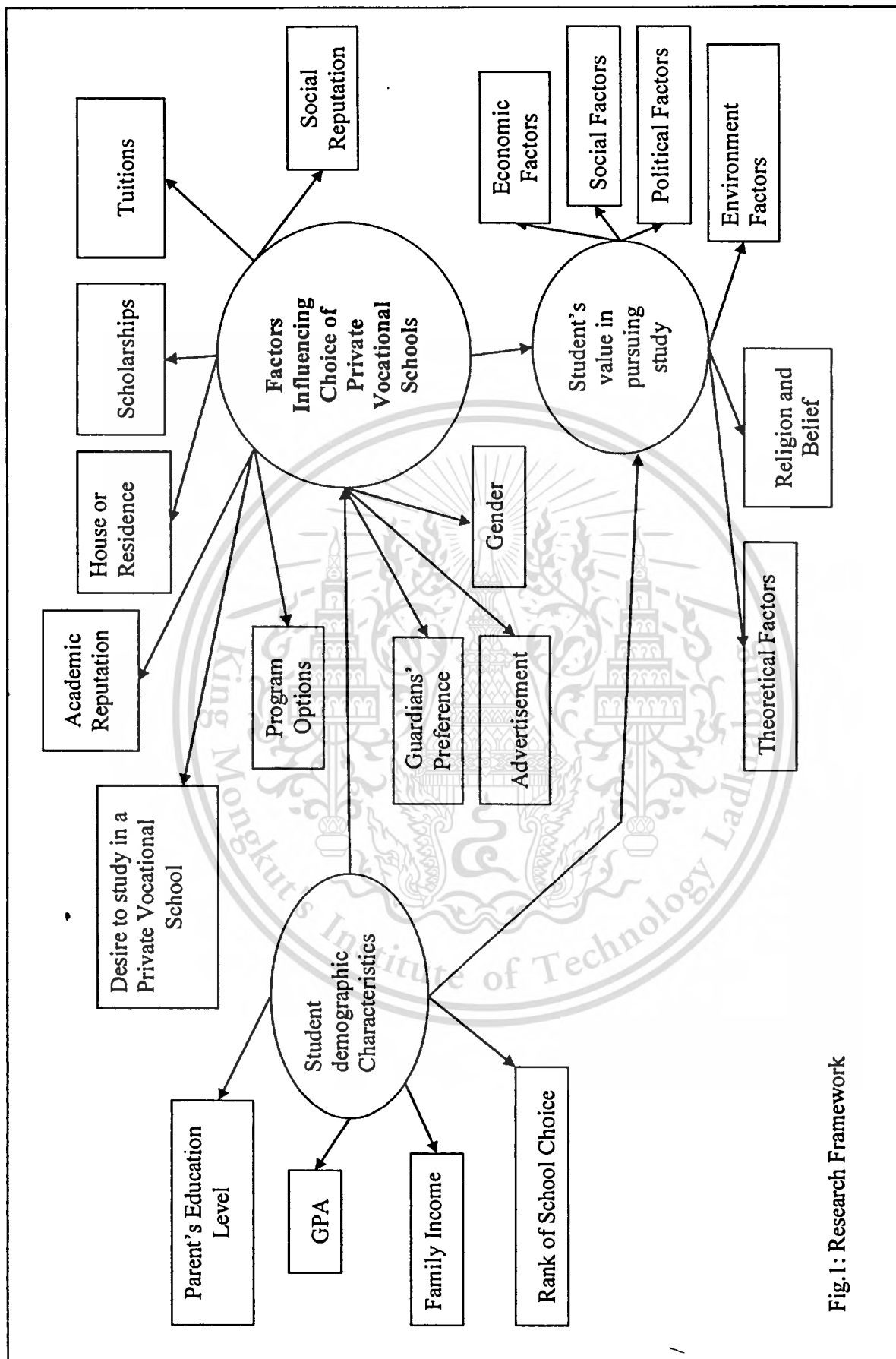


Fig.1: Research Framework

DEFINITION OF TERMS

Value in pursuing studies at private vocational schools means the element power that affects the beliefs, needs, and wants of an individual and consequently prompts him or her on studying in private vocational school or having this type of profession. It was described in term of the principles of six attitudes of persons namely: economic factor, social factor, political factor, environment factor, religion and belief factor, and theoretical factor.

Factors influencing choices of private vocational school mean the factors that influence the value determinants in pursuing studies at private vocational schools. They consisted of school demographic characteristics and student demographic characteristics.

Private vocational school means the educational institutions organized by private owners, foundations, churches, etc. to provide programs of career development in commerce.

RESEARCH METHODOLOGY

The sample in this study included the private vocational schools in Bangkok. Most of these schools generally offered two commercial programs, i.e., the 3-year certificate in commercial education, and the 2-year diploma in commercial education. Some schools offered only the 3-year certificate in commercial education; however, the main focus of the research was on the first year students at the certificate level of commercial education of private vocational schools in Bangkok. The population consisted of 29,970 students from 53 private vocational schools in Bangkok, Thailand, in the educational year of 2007. The selected student sample included 379 students from 53 vocational schools in Bangkok, Thailand. The sample process was done by Stratified Random Sampling method using sample criteria of Krejcie and Morgan (1970). The research instrument used in this research was the questionnaire which was divided in to 3 parts to apply with the first-year commercial students in Bangkok, Thailand. The questionnaires in part1 were dealing with the general information of the targeted students, while the questionnaires in part2 were concerned with the factors influencing value in pursuing studies at private vocational schools. They were ranked by using rating scales of 5 levels which consisted of 61 questions. The questionnaires in part3 were dealing with the level of value in pursuing studies at private vocational schools. They were ranked by using rating scales of 5 levels that consisted of 39 questions.

The instrument included the study of the tendency of theory, research, related documents of related factors influencing value in pursuing studies at private vocational schools was constructed. The questionnaires which were dealing with the factors influencing the value of pursuing studies were subsequently developed by modifying questionnaires of Anawut Choosup (2002), and the questionnaires concerning of the level of value from Spranger's Theory (1928). The constructed questionnaires were sent to the experts to examine and define the important role of those theories described in the instrument. The questionnaires were submitted to another group of experts to examine the content validity. Finally, the questionnaires were modified according to the suggestions of the experts. The validity of questionnaires was extrapolated by submitting the questionnaires to the experts. Two experts edited the language used in questionnaires, and then it was tried out with 30 non-targeted students to determine the reliability by using Cronbach's Alpha Coefficient (Shinatrakool, 1999). The reliability was 0.987. The process of data collection was carried out by requesting a letter from King Mongkut's Institute of Technology Ladkrabang and sent a letter to each of 53 administrators in private vocational schools that located in Bangkok to ask for cooperation in data collection. The 379 questionnaires were sent out to 379 students of 53-targeted schools by mail or by hand delivery around July, 2008. Data analysis was done by using SPSS for

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Windows and LISREL. The factors that influence value in pursuing studies at private vocational schools and the level of value in pursuing studies at private vocational schools were analyzed using SPSS for Windows program to calculate mean, standard deviation.

The correlation of factors that influence value in pursuing studies at private vocational schools was determined by Path Analysis of LISREL version 8.72 to prove the validation of model, while the Goodness of Fit Measurement was used to measure the level of harmony of functions (Viratchai, 1999).

Chi-Square test was used to prove the assumption of harmonious functions. If Chi-Square value was high, the model LISREL was not consistent. If Chi-Square value was low, the model LISREL was consistent. (Viratchai, 1999).

The Goodness of Fit Index (GFI) was a level of harmony of a pair-wise comparison with the convinced data of two models. If Chi - Square was high, when comparing with an autonomous degree, the model must be adjusted downward from the first value; therefore, the new model was more harmonious to the convinced data. The GFI was the ratio of differentiation between harmonious function of the old model to the new model that would be adjusted. GFI value would sit between zero and one. When GFI was closed to one it indicated the model was harmonious with the convinced data (Viratchai, 1999).

Adjusted Goodness of Fit Index (AGFI) was the adjustable value of GFI that obtained by considering the size of autonomous degree, number of variable, and the sample size. When the AGFI value was closed to 1.00, the model was harmonious with the convinced data. (Viratchai, 1999).

Root Mean Squared Residual (RMR) was the index showing the remainder by averaging the comparison of level of harmonious with the convinced data of two models. When the RMR was closed to 0, the model was harmonious with the convinced data. (Viratchai, 1999).

Validate the model of structural relations between factors influencing value in pursuing studies at private vocational schools

The model of the structural relations between factors influencing value in pursuing studies at private vocational schools in Thailand was developed. It was designed by taking the analyzed data of the status of factors that indicate value of pursuing studies at private vocational schools which had the coincident idea of students of each factor had been set up according to the total factors of the structural correlation analysis. The factors had been categorized based on the coincident idea of students, i.e., program options, guardian's preference, academic reputation, social reputation, advertisement, gender, house or residence, tuitions, desire to study in a private business school, parent's educational level, scholarships, GPA, rank of school choice, and family income. The designed model of the structural relations between factors influencing value in pursuing studies at private vocational schools was submitted to the experts and schools' administrators before focus group discussion.

The experts and administrators were recruited according to their qualifications, knowledge, skills, experience in vocational schools administration, and knowledge about the value establishment. The structural relations between factors that influence value in pursuing studies at private vocational schools was subsequently modified according to the suggestions and recommendations derived from the focus group. The modified-constructed model was presented at the international conference.

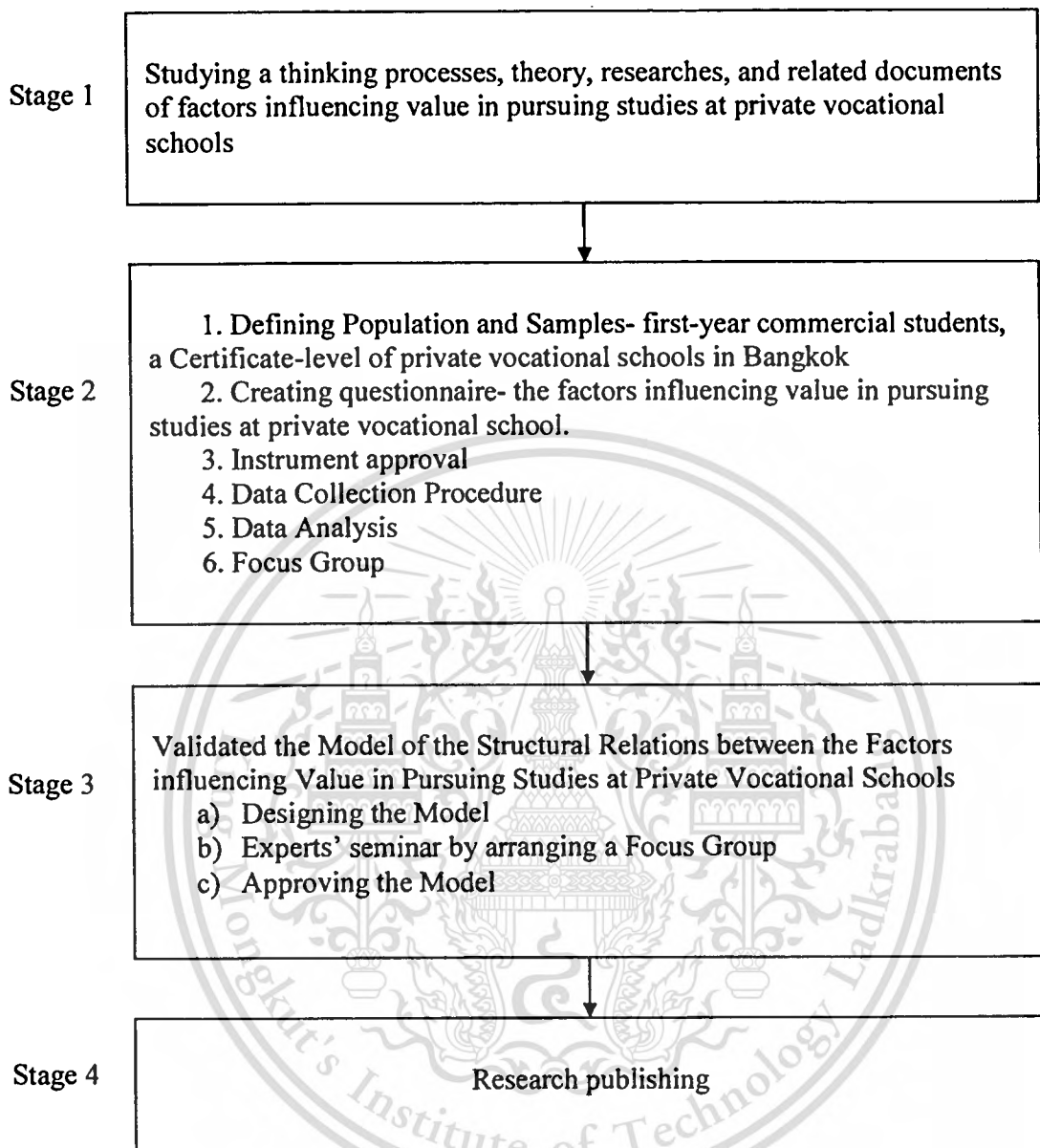
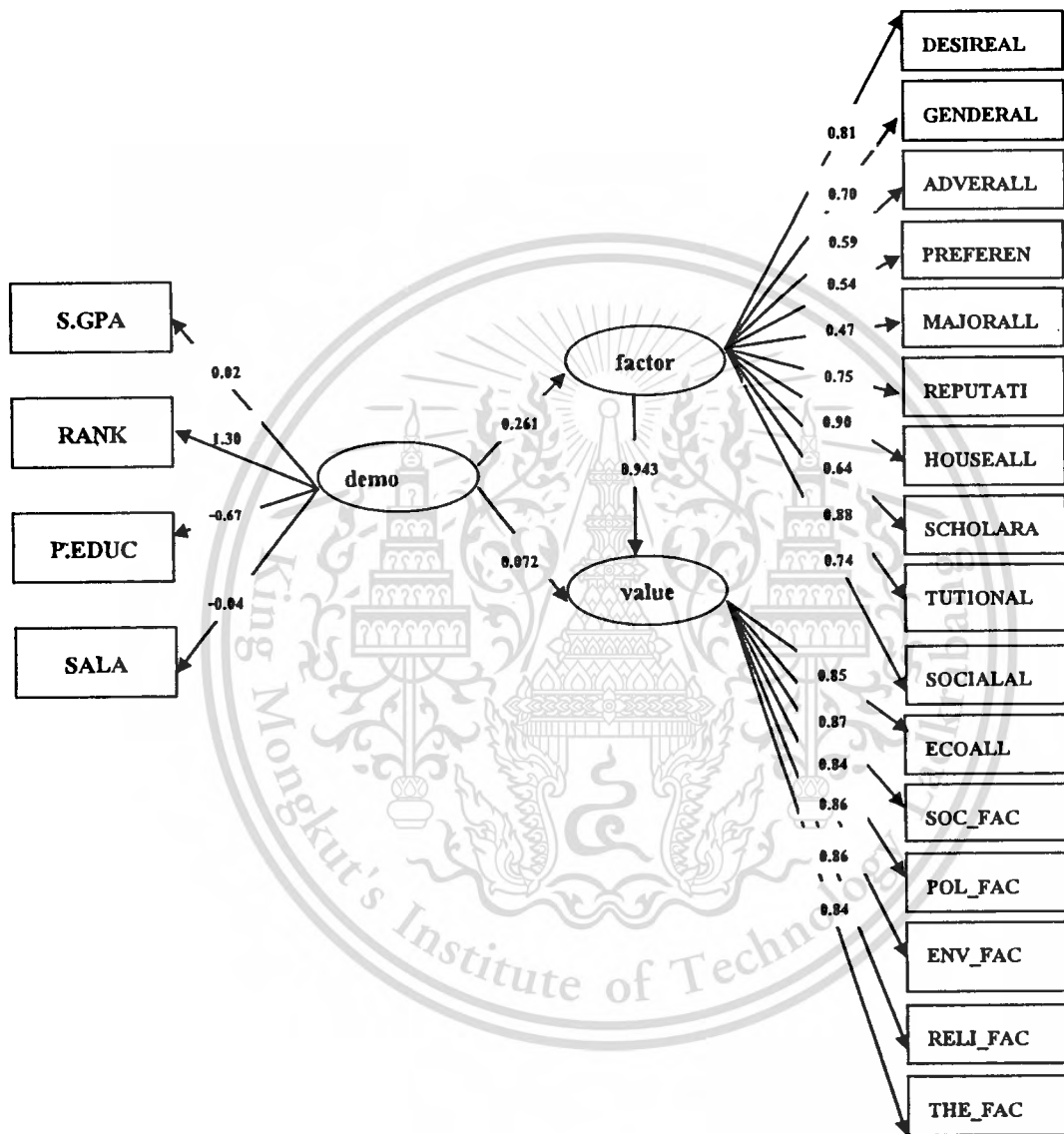


Figure 2: Research Methodology

RESULTS OF STUDY

Results of the analysis of data obtained from the returned questionnaires are summarized as shown in Figure 3.



Chi-Square=24.61, df=45, P-value=0.99426, RMSEA=0.000

Figure 3: Schematic diagram showing results of the study that demonstrated the relationships among three factors, demographic factors, factors that influence the choice of selection and value in pursuing study at private vocational schools model.

The gender of students, who studying at private vocational schools, were consisted of male at 58.4% and female at 41.6%. The percentage of those students that their GPA was fallen between 2.1 and 3.0 was 60.8%, and that their GPA was fallen between 3.1-4.00 was 30.4%. They chose to study at these private vocational schools as a second choice at 39.7%, and as the first choice at 34.4%. Most of their parents held bachelor's degree at 48.8%. The proportion of their parents' income between 20,001-25,000 Baht/m was 51.2%, followed by 26.4% at the range of income between 25,001-30,000 Baht/m.

The students' opinion concerning those factors used in the instrument was analyzed. It was found that the students' opinions as a whole was at the high level. When considering by items it was found that the House or Residence was the first rank while Program options, Desire to study at private vocational school, Guardian's preference, Scholarships, Social reputation, Tuitions, Academic reputation, Gender, Advertising, GPA, Family income, Parent's education level, and School choice followed accordingly. Students' opinion toward the level of value in pursuing studies at private vocational schools as a whole was at the high level. When considering it by items it was found that the Economic factor was the first rank while Political factor, Religion and belief, Environment factor, Theoretical factor, and Social factor followed accordingly.

All variables of the structural relations within the model had significantly influenced the value in pursuing studies at private vocational schools. After validating, the model fit well to the empirical data that were indicated by the chi-square value (24.61, $df=45$, $p=0.99426$, $GFI=.993$, $AFGI=.969$, $RMR=.011$).

The total effects of all variables ranging from maximum to minimum were House or Residence, Program Options, Desire to study at private vocational school, Guardian's preference, Scholarships, Social reputation, Tuitions, Academic reputation, Gender, Advertising, GPA, Family income, Parent's education level, and School choice.

The level of value in pursuing studies at private vocational schools ranging from maximum to minimum included Economic factor, Political factor, Religion and belief, Environment factor, Theoretical factor, and Social factor.

The direct effects of latent variables to value in pursuing studies at private vocational schools ranging from maximum to minimum were: School demographic factors to value (.943), Student demographic to factors (.261), and the Student demographic to value (.072) respectively. The indirect effects of latent variables to value in pursuing studies at private vocational schools were student demographic to value (.246).

The correlation coefficients of 20 manifest variables indicated that only 162 pairs from 190 pairs of correlation were the statistical significant and the rest 28 pairs had no correlation significance. Most of 169 correlations were positively correlated. Only 21 pairs were negatively correlated, and the correlation values ranged from -.005 to -.777

The correlations between internal manifest variables or the independent variables had correlation coefficients between -0.777 to 0.073 . The maximum correlation coefficient was the correlation of Rank of school choice (RANK) and Secondary School GPA (S.GPA). The correlation of Secondary school GPA (S.GPA) and Salary (SALA), Parents' education level (P.EDU) and Salary (SALA), Rank of school choice (RANK) and Salary (SALA), Secondary school GPA (S.GPA) and Parents' education level (P.EDU) followed accordingly. The minimum correlation coefficient was the correlation of Parent's education level (P.EDU) and Rank of school choice (RANK).

The correlations between external manifest variables, or the dependent variables, were between 0.570 to 0.956. The maximum correlation coefficient was the correlation of Desire to study at private vocational school (DESIREAL) and Economic factor (ECOALL). Theoretical factor (THE_FAC) and Social factor (SOC_FAC), Theoretical factor (THE_FAC) and Environment factor (ENV_FAC) followed accordingly. The

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minimum correlation coefficient was the correlation of Gender (GENERAL) and Advertisement (ADVERALL).

DISCUSSION

The discussion of research of the factors influencing value in pursuing studies at private vocational schools could be divided into 3 phase: the factors influencing value in pursuing studies at private vocational schools, the level of value in pursuing studies at private vocational schools, and the validation of the model of factors influencing value in pursuing studies at private vocational schools. It could be summarized as the followings:

The factors influencing value in pursuing studies at private vocational schools.

The research results indicated that the factors influencing value in pursuing studies at private vocational schools was at the high level. It could be discussed as follows:

House or Residence – The finding indicated that the factors influencing value in pursuing studies at private vocational schools, in house or residence factor, as a whole was at the high level. When considering each aspect, it was found that the students liked to have some neighbors going to the same school and they liked a convenient way for them to commute. But few students thought about studying at a school close to their houses because the students needed to study in any school that had good program options and it was easy to commute.

Program Options – The results indicated that the factors influencing value in pursuing studies at private vocational schools, in program options factor, as a whole was at the high level. All students liked to have a diversity of business program offered that were challenging and meaningful. After graduating, all graduates always obtained good jobs. But the students seldom thought that it was necessary to continue studying in the same institution after graduation since there were plenty of universities in Thailand. Thus, they could continue their study all over the country.

Desire to study in a private vocational school – The most important thing was that the schools were well equipped with equipment and learning materials and after graduation, the ones who passed professional standard examinations got a better pay. Lastly, it enabled the students to have their own business. But the students cared only a little of school's offering intensive courses that came from the reason of there were many courses offered all over of Bangkok. Thus, students could attend it themselves.

Guardian's preference – The students' parents graduated from vocational schools. Thus, their parents wanted them to study in a private vocational school as well even though their parents didn't know any current student. That's because of Bangkok such a huge city, so, few know each other.

Scholarships – The studying in private vocational school had been supported from various sources of funds, such as, government-per-head subsidy, industrial scholarships. But the students were not interested in the loans available in vocational schools. That's because their parents had enough financial resources.

Social reputation – The students thought more about the reputation for social activities. They liked to join several students who were well known in sports. The

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students seldom thought about the sufficient equipment and budget for sports. That's because most private vocational schools were well equipped.

Tuitions – The students chose the school because their parents' income was sufficient to afford the schooling expenses. There were no significant additional costs other than tuitions. And thirdly, teachers could find jobs for them while they were studying. They were not interested in the school allowable of making use of their relative's learning materials. That's because most learning materials were out of date after being used for years.

Academic reputation – The students liked the schools with academic reputation and teachers always improved their ability. The programs responded to the labor market demand. But the students didn't care about knowledge and ability that met professional standards. That's because most students nowadays needed just degrees, but not inspiration for quality and ability.

Gender – The students knew that gender did not matter for studying at a private vocational school. It was not an obstacle to career and future work. But the students thought that the programs didn't suit them because of their aimlessness in their life.

Advertisement – The students had been advised from their secondary school counselors and teachers and they saw advertisement on buses. The students seldom knew the schools from mass media such as radio, television, and newspapers because most students seldom read newspapers.

The level of value in pursuing studies at private vocational schools

The research results indicated that the opinions of students toward the level of value in pursuing studies at private vocational schools were as follows:

Economic factor – The students took the business programs in private vocational schools because it was responsive to national economic need. They met students' aptitude, paved the way for students' career growth, and gave the students plenty of opportunities for jobs. And lastly it was necessary for national economic development.

Political factor – The students chose to study in each school because some of their neighbors also studied in the private vocational school that they thought it had good teachers, good services, good care for their students. The students who graduated from vocational schools were target groups of industrious sectors. The students had opportunities to attend meetings with school administrators to present their ideas. The schools tried to provide what students needed. And lastly, they were clearly supported by the government when the students studied in a private vocational school.

Religion and belief factor – The students believed that both theory and practice would lead to constructiveness of knowledge for actual application in their jobs. And they believed that one should conduct one's life to conform to technology, and religion was also important for students so that they could live happily in society. Moreover, peace of mind enables students to concentrate better on learning. And lastly, what school did in

organizing cultural and Thai traditional activities during each academic year was a good thing.

Environment factor – The students wanted to use knowledge acquired from vocational schools to earn money during studying. The students liked the school with a unique uniform, and it was convenient for them to borrow books from the library. They were satisfied with learning experiences. The school had email address for all students to contact their teachers. And the school library had been adequately equipped for researching.

Theoretical factor – The students needed teachers to help them solve various problems that confronting them. The students thought that learning at private vocational schools involved both theories and practice. The school provided professional knowledge, expertise, skills, ethics, and the school organized professional standard examinations every year. So, studying in a private vocational school enabled the students to understand better than studying in an academic-based school. Moreover, studying in a vocational school enabled students to gain knowledge in class as well as out of class as required.

Social factor – The students studied in a private vocational school because they thought that their friends were very helpful. They had good access to computers and technology in their schools. They liked the size of the school. They liked schools' environment, and the teachers were always available to advice and help.

RECOMMENDATIONS

The practical applications of the research findings

In order to develop the value in pursuing studies at private vocational schools, the model results could be used as follows:

The advertisements should be placed on buses and focus on the long history of school academic reputation. Courses are always challenging and meaningful. The school program options are responded to labor market demand. The graduates always get good jobs. Further more, marketing department should find out the name list from alumni, and send letters for asking parents/guardians to send their cousins/relatives to study at their schools. The students like to have social activities with several students who are well known in sports. Therefore, counselors and teachers of secondary schools should advise their students to study at a private vocational school. Neighborhood was one of the most important parts for students to choose the school for studying. Thus, the marketing strategy would enhance the advertisement which focused on the double entry for schools' surrounding students. Tuitions and fees are also important. Parents/guardians can afford the schooling expenses, or in other way round, teachers can find jobs for students while they are in schools. The marketing strategy must show that the school has government support or industrial support, or per- head subsidy, and is well equipped with equipment and learning materials. Moreover, after graduating students can have their own business such as SME.

The maximum correlation of internal manifest variable was Rank of school choice and Secondary school GPA. And the maximum correlation of external manifest variable was Students desire to study at private vocational school and the Economic factor. These indicate that marketing strategy should focus on the GPAs. The GPA has no affect on studying at private vocational schools. And during economic crisis, the professional standard students could get good jobs in other countries.

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Further research

This study was based on the idea of Spranger on value in pursuing studies, which was the abstracted idea: there should be a qualitative study to gain an authentic qualitative data. Moreover, the other idea on value in pursuing studies should be used such as the idea of Hossler and Gallagher, which focused on student's school choice.

The study of factors influencing value in pursuing studies was based on Anawut Choosup(2002) and Pattama Roopsuwan(2003) to analyze the factors affecting value in pursuing studies that do not cover other factors. And also, there should be a further study on other factors concerning value in pursuing studies at trade and industrial schools, and arts and crafts schools. The development of the model for value in pursuing studies was a limited study. There should be a study in other factors in order to find out the value in pursuing studies pattern of the Private Vocational Schools, which would be clearer in the future. The results of the study revealed that house or residence, and program options showed the two highest means in this study. It is recommended that a further research should be conducted about the specific educational programs. The research on the retention of students should be conducted for private vocational schools. If private vocational schools try to survive, they must try to retain their current students.

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ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษา

เอกชน

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บทคัดย่อ

การศึกษาครั้งนี้เพื่อที่จะตรวจสอบปัจจัยที่ส่งผลต่อค่านิยม และระดับค่านิยมการเรียนในโรงเรียนอาชีวศึกษาเอกชน ตัวแปรทุกตัวในความสัมพันธ์เชิงโครงสร้างของโมเดลมีอิทธิพลต่อค่านิยมในการเรียนโรงเรียนอาชีวศึกษาเอกชน กลุ่มตัวอย่างประกอบด้วยนักศึกษาจำนวน 379 คน จาก 53 โรงเรียนอาชีวศึกษาเอกชน ซึ่งถูกเลือกโดยวิธีแบ่งชั้น เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือแบบสอบถาม ซึ่งมี 3 ส่วน คือ ส่วนที่ 1 เป็นข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม ส่วนที่ 2 เป็นแบบสอบถามแบบ 5 ระดับ เกี่ยวกับปัจจัยที่ส่งผลต่อค่านิยมในการเรียนในโรงเรียนอาชีวศึกษาเอกชน และส่วนที่ 3 เป็นเทคนิคการวิเคราะห์ทางเดิน

ผลที่ได้แสดงถึง ความคิดเห็นของนักเรียนเกี่ยวกับปัจจัยที่ส่งผลต่อค่านิยมในการเรียนในโรงเรียนอาชีวศึกษาเอกชนว่าอยู่ในระดับมาก ความคิดเห็นของนักเรียนเกี่ยวกับระดับของค่านิยมในการเรียนในโรงเรียนอาชีวศึกษาเอกชนก็อยู่ในระดับมากเช่นกัน ตัวแปรทั้งหมดในโมเดลความสัมพันธ์เชิงโครงสร้างได้ส่งผลอย่างมีนัยสำคัญต่อค่านิยมในการเรียนในโรงเรียนอาชีวศึกษาเอกชน การส่งผลทั้งหมดของตัวแปรจากมากไปหาน้อยคือ บ้านหรือที่พักอาศัย สาขาวิชาที่ให้เลือกเรียน ความปรารถนาที่จะเรียนในโรงเรียนอาชีวศึกษาเอกชน ความนิยมของผู้ปกครอง ทุนการศึกษา ชื่อเสียงทางสังคม ค่าเล่าเรียน ชื่อเสียงด้านวิชาการ เพศ การโฆษณา เกรดเฉลี่ย รายได้ครอบครัว ระดับการศึกษาของผู้ปกครอง และลำดับที่เลือกเรียนโรงเรียนนี้ สัมประสิทธิ์สหสัมพันธ์ของตัวแปรเชิงประจักษ์ทั้ง 20 ตัว พบว่า ในความสัมพันธ์จำนวน 190 คู่ มีความสัมพันธ์อย่างมีนัยจำนวน 162 คู่ และที่เหลืออีก 28 คู่ มีความสัมพันธ์อย่างไม่มีความสำคัญทางสถิติ และจำนวน 169 คู่มีความสัมพันธ์กันในเชิงบวกและ 21 คู่มีความสัมพันธ์กันในเชิงลบ และมีค่าความสัมพันธ์อยู่ระหว่าง -.005 ถึง -.777 ความสัมพันธ์ของตัวแปรต้นเชิงประจักษ์ มีค่าสัมประสิทธิ์สหสัมพันธ์ระหว่าง -.777 ถึง 0.073 ค่าสัมประสิทธิ์สหสัมพันธ์สูงสุดของตัวแปรต้นคือ ค่าความสัมพันธ์ของลำดับที่เลือกเรียนโรงเรียนนี้ กับ เกรดเฉลี่ยของมัธยมศึกษา

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(S.GPA) ค่าสัมประสิทธิ์สหสัมพันธ์ต่ำสุดของตัวแปรต้นคือค่าความสัมพันธ์ของลำดับที่เลือกเรียน
โรงเรียนนี้ กับ ระดับการศึกษาของผู้ปกครอง ความสัมพันธ์ของตัวแปรตามเชิงประจักษ์ มีค่า
สัมประสิทธิ์สหสัมพันธ์ระหว่าง .570 ถึง 0.956 ค่าสัมประสิทธิ์สหสัมพันธ์สูงสุดของตัวแปรตามคือ
ค่าความสัมพันธ์ของปัจจัยทางเศรษฐกิจ (ECOALL) กับ ความปรารถนาที่จะเรียนในโรงเรียนอาชีวศึกษา
เอกชน(DESIREAL) ปัจจัยทางทฤษฎี (THE_FAC) กับ ปัจจัยทางสังคม (SOC_FAC) ปัจจัยทางทฤษฎี
(THE_FAC) กับ ปัจจัยทางสิ่งแวดล้อม (ENV_FAC) ตามลำดับ ค่าสัมประสิทธิ์สหสัมพันธ์ต่ำสุดของ
ตัวแปรตามคือค่าความสัมพันธ์ของเพศ (GENDERAL) กับ การโฆษณา (ADVERALL).





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DATE: 12/26/2008
TIME: 6:59

L I S R E L 8.52

BY

Karl G. J"reskog & Dag S"rbom

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The following lines were read from file
C:\Users\Vaio\Desktop\new_bilin\newbling.LPJ:

```
TI New Bilingual
!DA NI=20 NO=375 NG=1 MA=CM
SY='C:\Users\Vaio\Desktop\new_bilin\newbling.dsf' NG=1
SE
1 2 3 4 5 6 7 8 9 10 15 16 17 18 19 20 11 12 13 14 /
MO NX=4 NY=16 NK=1 NE=2 LY=FU,FI LX=FU,FI BE=FU,FI GA=FU,FI PH=SY,FR
PS=DI,FR TE=DI,FR TD=DI,FR
LE
factor value
IK
demo
FR LY(1,1) LY(2,1) LY(3,1) LY(4,1) LY(5,1) LY(6,1) LY(7,1) LY(8,1) LY(9,1)
FR LY(10,1) LY(11,2) LY(12,2) LY(13,2) LY(14,2) LY(15,2) LY(16,2) LX(1,1)
LX(2,1)
FR LX(3,1) LX(4,1) BE(2,1) GA(1,1) GA(2,1)
PD
OU ME=ML AM RS EF FS SC IT=250
```

TI New Bilingual

```
Number of Input Variables 20
Number of Y - Variables 16
Number of X - Variables 4
Number of ETA - Variables 2
Number of KSI - Variables 1
Number of Observations 375
```

W_A_R_N_I_N_G: Matrix to be analyzed is not positive definite,
ridge option taken with ridge constant = 0.100

TI New Bilingual

Covariance Matrix

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	0.82					
GENDERAL	0.60	0.67				
ADVERALL	0.46	0.39	0.85			
PREFEREN	0.38	0.36	0.40	0.55		
MAJORALL	0.34	0.31	0.32	0.37	0.39	
REPUTATI	0.63	0.56	0.51	0.42	0.39	0.75
HOUSEALL	0.72	0.68	0.58	0.50	0.42	0.69
SCHOLARA	0.56	0.44	0.41	0.31	0.28	0.50
TUTIONAL	0.75	0.67	0.54	0.49	0.40	0.69
SOCIALAL	0.61	0.50	0.51	0.42	0.36	0.61
ECOALL	0.74	0.63	0.54	0.38	0.34	0.65
SOC_FAC	0.65	0.60	0.51	0.48	0.45	0.65
POL_FAC	0.65	0.60	0.51	0.49	0.43	0.65
ENV_FAC	0.69	0.59	0.50	0.46	0.44	0.64
RELI_FAC	0.68	0.61	0.54	0.38	0.38	0.65
THE_FAC	0.68	0.60	0.47	0.46	0.44	0.64
S.GPA	0.02	0.00	0.00	0.01	0.00	0.00
RANK	-0.27	0.18	0.44	0.37	0.22	0.12
P.EDUC	-0.12	-0.08	-0.27	-0.15	-0.07	-0.02
SALA	0.30	0.03	0.38	0.16	0.17	0.28

Covariance Matrix

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	0.99					
SCHOLARA	0.56	0.56				
TUTIONAL	0.83	0.61	0.99			
SOCIALAL	0.63	0.49	0.68	0.68		
ECOALL	0.76	0.58	0.79	0.62	0.89	
SOC_FAC	0.76	0.54	0.77	0.61	0.69	0.83
POL_FAC	0.79	0.51	0.73	0.60	0.69	0.72
ENV_FAC	0.73	0.55	0.75	0.64	0.70	0.73
RELI_FAC	0.75	0.54	0.72	0.62	0.73	0.71
THE_FAC	0.70	0.56	0.76	0.62	0.70	0.73
S.GPA	0.02	0.03	0.02	0.00	0.01	0.01
RANK	0.50	0.19	0.36	0.22	0.33	0.37
P.EDUC	-0.32	-0.07	-0.11	-0.05	-0.19	-0.19
SALA	0.15	0.39	0.20	0.36	0.25	0.22

Covariance Matrix

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
	-----	-----	-----	-----	-----	-----
POL_FAC	0.86					
ENV_FAC	0.70	0.87				
RELI_FAC	0.73	0.72	0.92			
THE_FAC	0.66	0.75	0.70	0.86		
S.GPA	0.01	0.00	0.01	0.00	0.30	

RANK	0.46	0.32	0.33	0.21	0.05	1.10
P.EDUC	-0.41	-0.11	-0.34	-0.03	-0.04	-0.86
SALA	0.18	0.32	0.32	0.28	0.03	-0.09

Covariance Matrix

	P.EDUC	SALA
P.EDUC	1.10	
SALA	0.09	1.10

TI New Bilingual

Parameter Specifications

LAMBDA-Y

	factor	value
DESIREAL	0	0
GENERAL	1	0
ADVERALL	2	0
PREFEREN	3	0
MAJORALL	4	0
REPUTATI	5	0
HOUSEALL	6	0
SCHOLARA	7	0
TUTIONAL	8	0
SOCIALAL	9	0
ECOALL	0	0
SOC_FAC	0	10
POL_FAC	0	11
ENV_FAC	0	12
RELI_FAC	0	13
THE_FAC	0	14

LAMBDA-X

	demo
S.GPA	15
RANK	16
P.EDUC	17
SALA	18

BETA

	factor	value
factor	0	0
value	19	0

GAMMA

```

demo
-----
factor      20
value      21

```

PSI

```

factor      value
-----
22          23

```

THETA-EPS

```

DESIREAL   GENDERAL   ADVERALL   PREFEREN   MAJORALL   REPUTATI
-----
24          25          26          27          28          29

```

THETA-EPS

```

HOUSEALL   SCHOLARA   TUTIONAL   SOCIALAL   ECOALL     SOC_FAC
-----
30          31          32          33          34          35

```

THETA-EPS

```

POL_FAC    ENV_FAC    RELI_FAC   THE_FAC
-----
36          37          38          39

```

THETA-DELTA

```

S.GPA      RANK       P.EDUC     SALA
-----
40          41          42          43

```

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Number of Iterations = 44

LISREL Estimates (Maximum Likelihood)

LAMBDA-Y

```

factor      value
-----
DESIREAL    0.81      - -
GENDERAL    0.71      - -
             (0.03)
             25.49
ADVERALL    0.62      - -

```

	(0.04)		
	16.06		
PREFEREN	0.54	--	
	(0.03)		
	18.17		
MAJORALL	0.48	--	
	(0.02)		
	19.96		
REPUTATI	0.77	--	
	(0.03)		
	26.98		
HOUSEALL	0.89	--	
	(0.03)		
	27.24		
SCHOLARA	0.65	--	
	(0.03)		
	25.24		
TUTIONAL	0.91	--	
	(0.03)		
	28.70		
SOCIALAL	0.74	--	
	(0.03)		
	27.48		
ECOALL	--	0.85	
SOC_FAC	--	0.85	
		(0.03)	
		30.47	
POL_FAC	--	0.83	
		(0.03)	
		27.18	
ENV_FAC	--	0.85	
		(0.03)	
		28.58	
RELI_FAC	--	0.84	
		(0.03)	
		25.92	
THE_FAC	--	0.84	
		(0.03)	
		28.10	

LAMBDA-X

	demo

S.GPA	0.01 (0.01) 1.05
RANK	1.70 (0.31) 5.56
P.EDUC	-0.50 (0.10) -4.83
SALA	-0.08 (0.03) -2.37

BETA

	factor	value
	-----	-----
factor	- -	- -
value	1.00 (0.04) 26.70	- -

GAMMA

	demo

factor	0.21 (0.06) 3.39
value	-0.01 (0.01) -1.54

Covariance Matrix of ETA and KSI

	factor	value	demo
	-----	-----	-----
factor	1.00		
value	0.99	1.00	
demo	0.21	0.20	1.00

PHI

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demo

1.00

PSI

Note: This matrix is diagonal.

factor	value
-----	-----
0.95	0.01
(0.09)	(0.01)
10.96	2.36

Squared Multiple Correlations for Structural Equations

factor	value
-----	-----
0.05	0.99

Squared Multiple Correlations for Reduced Form

factor	value
-----	-----
0.05	0.04

Reduced Form

factor	value
-----	-----
0.21	0.20
(0.06)	(0.06)
3.39	3.35

THETA-EPS

DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
-----	-----	-----	-----	-----	-----
0.16	0.16	0.46	0.25	0.15	0.15
(0.01)	(0.01)	(0.03)	(0.02)	(0.01)	(0.01)
12.59	12.82	13.45	13.37	13.28	12.61

THETA-EPS

HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
-----	-----	-----	-----	-----	-----
0.19	0.14	0.16	0.13	0.17	0.11

(0.02)	(0.01)	(0.01)	(0.01)	(0.01)	(0.01)
12.57	12.85	12.28	12.52	12.50	11.69

THETA-EPS

<u>POL_FAC</u>	<u>ENV_FAC</u>	<u>RELI_FAC</u>	<u>THE_FAC</u>
0.17	0.15	0.21	0.15
(0.01)	(0.01)	(0.02)	(0.01)
12.52	12.24	12.72	12.35

Squared Multiple Correlations for Y - Variables

<u>DESIREAL</u>	<u>GENDERAL</u>	<u>ADVERALL</u>	<u>PREFEREN</u>	<u>MAJORALL</u>	<u>REPUTATI</u>
0.80	0.76	0.46	0.54	0.60	0.80

Squared Multiple Correlations for Y - Variables

<u>HOUSEALL</u>	<u>SCHOLARA</u>	<u>TUTIONAL</u>	<u>SOCIALAL</u>	<u>ECOALL</u>	<u>SOC_FAC</u>
0.80	0.75	0.84	0.81	0.80	0.87

Squared Multiple Correlations for Y - Variables

<u>POL_FAC</u>	<u>ENV_FAC</u>	<u>RELI_FAC</u>	<u>THE_FAC</u>
0.80	0.83	0.77	0.82

THETA-DELTA

<u>S.GPA</u>	<u>RANK</u>	<u>P.EDUC</u>	<u>SALA</u>
0.30	-1.80	0.85	1.09
(0.02)	(1.06)	(0.11)	(0.08)
13.68	-1.71	7.75	13.72

Squared Multiple Correlations for X - Variables

<u>S.GPA</u>	<u>RANK</u>	<u>P.EDUC</u>	<u>SALA</u>
0.00	2.64	0.23	0.01

Goodness of Fit Statistics

Degrees of Freedom = 167
 Minimum Fit Function Chi-Square = 2337.99 (P = 0.0)
 Normal Theory Weighted Least Squares Chi-Square = 2219.80 (P = 0.0)
 Estimated Non-centrality Parameter (NCP) = 2052.80
 90 Percent Confidence Interval for NCP = (1904.38 ; 2208.59)

Minimum Fit Function Value = 6.25
 Population Discrepancy Function Value (F0) = 5.49
 90 Percent Confidence Interval for F0 = (5.09 ; 5.91)
 Root Mean Square Error of Approximation (RMSEA) = 0.18
 90 Percent Confidence Interval for RMSEA = (0.17 ; 0.19)
 P-Value for Test of Close Fit (RMSEA < 0.05) = 0.00

Expected Cross-Validation Index (ECVI) = 6.17
 90 Percent Confidence Interval for ECVI = (5.77 ; 6.58)
 ECVI for Saturated Model = 1.12
 ECVI for Independence Model = 72.48

Chi-Square for Independence Model with 190 Degrees of Freedom =
 27066.87

Independence AIC = 27106.87
 Model AIC = 2305.80
 Saturated AIC = 420.00
 Independence CAIC = 27205.41
 Model CAIC = 2517.65
 Saturated CAIC = 1454.65

Normed Fit Index (NFI) = 0.91
 Non-Normed Fit Index (NNFI) = 0.91
 Parsimony Normed Fit Index (PNFI) = 0.80
 Comparative Fit Index (CFI) = 0.92
 Incremental Fit Index (IFI) = 0.92
 Relative Fit Index (RFI) = 0.90

Critical N (CN) = 34.98

Root Mean Square Residual (RMR) = 0.094
 Standardized RMR = 0.11
 Goodness of Fit Index (GFI) = 0.63
 Adjusted Goodness of Fit Index (AGFI) = 0.53
 Parsimony Goodness of Fit Index (PGFI) = 0.50

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Fitted Covariance Matrix

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	0.82					
GENDERAL	0.58	0.67				
ADVERALL	0.51	0.45	0.85			
PREFEREN	0.44	0.39	0.34	0.55		

MAJORALL	0.39	0.34	0.30	0.26	0.39	
REPUTATI	0.63	0.55	0.48	0.42	0.37	0.75
HOUSEALL	0.72	0.64	0.56	0.48	0.43	0.69
SCHOLARA	0.53	0.46	0.41	0.35	0.31	0.50
TUTIONAL	0.74	0.65	0.57	0.49	0.44	0.70
SOCIALAL	0.60	0.53	0.46	0.40	0.36	0.57
ECOALL	0.68	0.60	0.52	0.45	0.40	0.65
SOC_FAC	0.68	0.60	0.53	0.46	0.41	0.65
POL_FAC	0.67	0.59	0.52	0.45	0.40	0.64
ENV_FAC	0.68	0.60	0.53	0.46	0.40	0.65
RELI_FAC	0.68	0.60	0.52	0.45	0.40	0.65
THE_FAC	0.68	0.60	0.52	0.45	0.40	0.65
S.GPA	0.00	0.00	0.00	0.00	0.00	0.00
RANK	0.29	0.26	0.23	0.20	0.17	0.28
P.EDUC	-0.09	-0.08	-0.07	-0.06	-0.05	-0.08
SALA	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01

Fitted Covariance Matrix

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	0.99					
SCHOLARA	0.58	0.56				
TUTIONAL	0.81	0.59	0.99			
SOCIALAL	0.66	0.48	0.67	0.68		
ECOALL	0.75	0.54	0.76	0.62	0.89	
SOC_FAC	0.75	0.55	0.77	0.63	0.72	0.83
POL_FAC	0.74	0.53	0.75	0.61	0.70	0.71
ENV_FAC	0.75	0.55	0.77	0.63	0.72	0.72
RELI_FAC	0.75	0.54	0.76	0.62	0.71	0.72
THE_FAC	0.75	0.54	0.76	0.62	0.71	0.72
S.GPA	0.00	0.00	0.00	0.00	0.00	0.00
RANK	0.32	0.23	0.33	0.27	0.29	0.29
P.EDUC	-0.09	-0.07	-0.10	-0.08	-0.08	-0.08
SALA	-0.02	-0.01	-0.02	-0.01	-0.01	-0.01

Fitted Covariance Matrix

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
POL_FAC	0.86					
ENV_FAC	0.70	0.87				
RELI_FAC	0.70	0.71	0.92			
THE_FAC	0.70	0.71	0.71	0.86		
S.GPA	0.00	0.00	0.00	0.00	0.30	
RANK	0.28	0.29	0.29	0.29	0.02	1.10
P.EDUC	-0.08	-0.08	-0.08	-0.08	-0.01	-0.85
SALA	-0.01	-0.01	-0.01	-0.01	0.00	-0.14

Fitted Covariance Matrix

	P.EDUC	SALA
P.EDUC	1.10	
SALA	0.04	1.10

Fitted Residuals

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	0.00					
GENDERAL	0.02	0.00				
ADVERALL	-0.04	-0.05	0.00			
PREFEREN	-0.06	-0.03	0.07	0.00		
MAJORALL	-0.05	-0.04	0.02	0.11	0.00	
REPUTATI	0.00	0.01	0.03	0.00	0.02	0.00
HOUSEALL	0.00	0.04	0.02	0.02	-0.01	0.00
SCHOLARA	0.04	-0.03	0.00	-0.04	-0.03	0.00
TUTIONAL	0.01	0.03	-0.03	0.00	-0.04	-0.01
SOCIALAL	0.01	-0.03	0.05	0.02	0.01	0.03
ECOALL	0.06	0.03	0.02	-0.08	-0.07	0.00
SOC_FAC	-0.03	0.00	-0.01	0.03	0.05	0.00
POL_FAC	-0.02	0.01	-0.01	0.04	0.03	0.01
ENV_FAC	0.01	-0.01	-0.03	0.00	0.03	-0.02
RELI_FAC	0.00	0.02	0.02	-0.07	-0.03	0.00
THE_FAC	0.00	0.01	-0.05	0.01	0.04	-0.01
S.GPA	0.01	0.00	0.00	0.01	0.00	0.00
RANK	-0.02	-0.08	0.22	0.17	0.05	-0.16
P.EDUC	-0.03	-0.01	-0.21	-0.10	-0.02	0.06
SALA	0.31	0.04	0.39	0.17	0.18	0.29

Fitted Residuals

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	0.00					
SCHOLARA	-0.02	0.00				
TUTIONAL	0.01	0.02	0.00			
SOCIALAL	-0.03	0.01	0.00	0.00		
ECOALL	0.01	0.04	0.03	0.00	0.00	
SOC_FAC	0.01	-0.01	0.00	-0.01	-0.02	0.00
POL_FAC	0.05	-0.03	-0.02	-0.02	-0.01	0.01
ENV_FAC	-0.02	0.00	-0.02	0.01	-0.01	0.00
RELI_FAC	0.00	0.00	-0.04	0.00	0.02	0.00
THE_FAC	-0.05	0.02	0.00	0.00	-0.02	0.02
S.GPA	0.02	0.02	0.02	0.00	0.01	0.01
RANK	0.18	-0.04	0.03	-0.05	0.04	0.08
P.EDUC	-0.23	0.00	-0.01	0.03	-0.11	-0.10
SALA	0.16	0.40	0.21	0.37	0.27	0.23

Fitted Residuals

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
	-----	-----	-----	-----	-----	-----
POL_FAC	0.00					
ENV_FAC	-0.01	0.00				
RELI_FAC	0.03	0.00	0.00			
THE_FAC	-0.04	0.03	-0.01	0.00		
S.GPA	0.01	-0.01	0.01	0.00	0.00	
RANK	0.18	0.03	0.04	-0.07	0.02	0.00

RELI_FAC	0.44	1.81	1.12	-5.89	-2.75	0.55
THE_FAC	0.07	1.23	-3.74	0.60	4.90	-1.05
S.GPA	0.56	0.00	0.00	0.33	-0.17	0.11
RANK	-1.11	-3.76	6.31	6.61	2.39	-7.85
P.EDUC	-1.19	-0.34	-5.37	-3.36	-0.68	2.47
SALA	6.49	0.95	7.90	4.29	5.37	6.36

Standardized Residuals

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	--					
SCHOLARA	-2.60	--				
TUTIONAL	1.66	3.59	--			
SOCIALAL	-4.36	1.03	0.23	--		
ECOALL	0.78	5.10	3.63	-0.17	--	
SOC_FAC	0.88	-1.80	-0.21	-1.98	-4.03	--
POL_FAC	5.96	-3.53	-2.68	-2.08	-1.34	2.40
ENV_FAC	-2.91	0.28	-2.64	1.69	-2.01	0.75
RELI_FAC	0.15	0.24	-4.33	-0.33	2.31	-0.63
THE_FAC	-5.86	2.50	0.58	0.11	-1.99	3.31
S.GPA	0.61	1.09	0.73	0.09	0.46	0.36
RANK	7.51	-2.13	1.43	-2.39	1.80	3.81
P.EDUC	-7.92	0.05	-0.48	1.17	-3.54	-3.68
SALA	3.06	10.14	4.05	8.36	5.26	4.76

Standardized Residuals

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
	-----	-----	-----	-----	-----	-----
POL_FAC	--					
ENV_FAC	-1.28	--				
RELI_FAC	3.63	0.44	--			
THE_FAC	-5.21	4.91	-1.60	--		
S.GPA	0.42	-0.26	0.41	0.07	--	
RANK	7.63	1.52	1.54	-3.17	1.04	--
P.EDUC	-10.82	-0.79	-7.92	1.91	-1.09	-5.92
SALA	3.99	6.79	6.58	5.91	1.03	1.32

Standardized Residuals

	P.EDUC	SALA
	-----	-----
P.EDUC	--	
SALA	1.03	--

Summary Statistics for Standardized Residuals

Smallest Standardized Residual = -10.82
Median Standardized Residual = 0.11
Largest Standardized Residual = 10.78

Stemleaf Plot

-10|8

Residual for	P.EDUC and	ECOALL	-3.54
Residual for	P.EDUC and	SOC_FAC	-3.68
Residual for	P.EDUC and	POL_FAC	-10.82
Residual for	P.EDUC and	RELI_FAC	-7.92
Residual for	P.EDUC and	RANK	-5.92
Largest Positive Standardized Residuals			
Residual for	PREFEREN and	ADVERALL	3.82
Residual for	MAJORALL and	PREFEREN	10.78
Residual for	HOUSEALL and	GENDERAL	4.72
Residual for	SCHOLARA and	DESIREAL	5.09
Residual for	TUTIONAL and	GENDERAL	3.37
Residual for	TUTIONAL and	SCHOLARA	3.59
Residual for	SOCIALAL and	ADVERALL	4.16
Residual for	SOCIALAL and	REPUTATI	4.93
Residual for	ECOALL and	DESIREAL	7.42
Residual for	ECOALL and	GENDERAL	4.13
Residual for	ECOALL and	SCHOLARA	5.10
Residual for	ECOALL and	TUTIONAL	3.63
Residual for	SOC_FAC and	PREFEREN	3.35
Residual for	SOC_FAC and	MAJORALL	7.07
Residual for	POL_FAC and	PREFEREN	3.89
Residual for	POL_FAC and	MAJORALL	3.83
Residual for	POL_FAC and	HOUSEALL	5.96
Residual for	ENV_FAC and	MAJORALL	4.46
Residual for	RELI_FAC and	POL_FAC	3.63
Residual for	THE_FAC and	MAJORALL	4.90
Residual for	THE_FAC and	SOC_FAC	3.31
Residual for	THE_FAC and	ENV_FAC	4.91
Residual for	RANK and	ADVERALL	6.31
Residual for	RANK and	PREFEREN	6.61
Residual for	RANK and	HOUSEALL	7.51
Residual for	RANK and	SOC_FAC	3.81
Residual for	RANK and	POL_FAC	7.63
Residual for	SALA and	DESIREAL	6.49
Residual for	SALA and	ADVERALL	7.90
Residual for	SALA and	PREFEREN	4.29
Residual for	SALA and	MAJORALL	5.37
Residual for	SALA and	REPUTATI	6.36
Residual for	SALA and	HOUSEALL	3.06
Residual for	SALA and	SCHOLARA	10.14
Residual for	SALA and	TUTIONAL	4.05
Residual for	SALA and	SOCIALAL	8.36
Residual for	SALA and	ECOALL	5.26
Residual for	SALA and	SOC_FAC	4.76
Residual for	SALA and	POL_FAC	3.99
Residual for	SALA and	ENV_FAC	6.79
Residual for	SALA and	RELI_FAC	6.58
Residual for	SALA and	THE_FAC	5.91

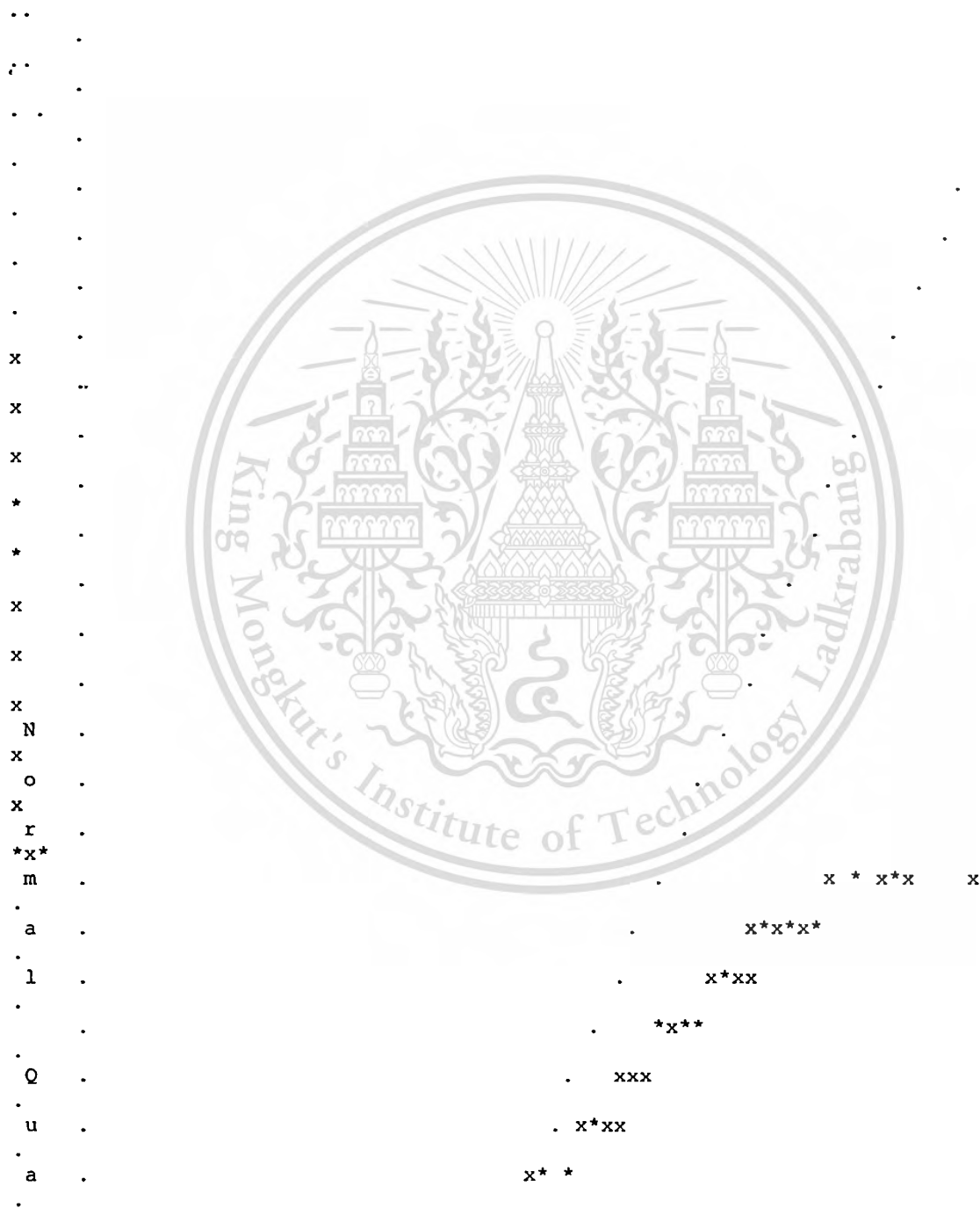
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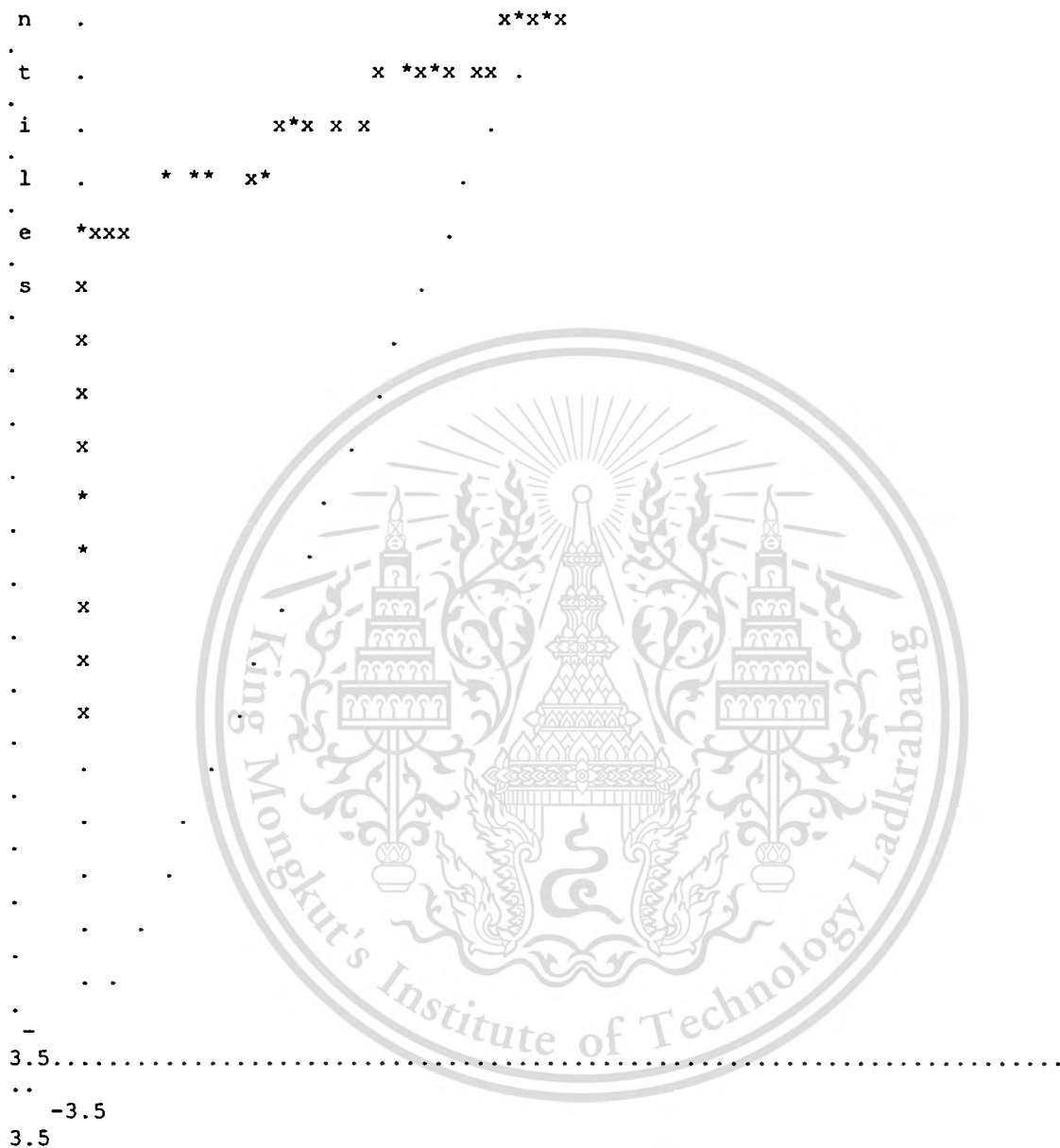
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Qplot of Standardized Residuals

3.5.....





Modification Indices and Expected Change

Modification Indices for LAMBDA-Y

	factor	value
DESIREAL	- -	0.87
GENDERAL	- -	27.15

ADVERALL	--	17.74
PREFEREN	--	15.84
MAJORALL	--	9.97
REPUTATI	--	4.87
HOUSEALL	--	3.14
SCHOLARA	--	1.61
TUTIONAL	--	11.06
SOCIALAL	--	1.42
ECOALL	17.72	--
SOC_FAC	0.39	--
POL_FAC	0.46	--
ENV_FAC	0.15	--
RELI_FAC	28.42	--
THE_FAC	1.03	--

Expected Change for LAMBDA-Y

factor	value
DESIREAL	-- 0.38
GENERAL	-- 2.05
ADVERALL	-- -2.64
PREFEREN	-- -1.87
MAJORALL	-- 1.17
REPUTATI	-- 0.87
HOUSEALL	-- -0.79
SCHOLARA	-- 0.46
TUTIONAL	-- -1.39
SOCIALAL	-- -0.44
ECOALL	1.85 --
SOC_FAC	0.24 --
POL_FAC	0.29 --
ENV_FAC	0.16 --
RELI_FAC	-2.50 --
THE_FAC	-0.43 --

Standardized Expected Change for LAMBDA-Y

factor	value
DESIREAL	-- 0.38
GENERAL	-- 2.05
ADVERALL	-- -2.64
PREFEREN	-- -1.87
MAJORALL	-- 1.17
REPUTATI	-- 0.87
HOUSEALL	-- -0.79
SCHOLARA	-- 0.46
TUTIONAL	-- -1.39
SOCIALAL	-- -0.44
ECOALL	1.85 --
SOC_FAC	0.24 --
POL_FAC	0.29 --
ENV_FAC	0.16 --
RELI_FAC	-2.50 --

THE_FAC -0.43 - -

Completely Standardized Expected Change for LAMBDA-Y

	factor	value
	-----	-----
DESIREAL	- -	0.42
GENDERAL	- -	2.51
ADVERALL	- -	-2.86
PREFEREN	- -	-2.53
MAJORALL	- -	1.88
REPUTATI	- -	1.00
HOUSEALL	- -	-0.80
SCHOLARA	- -	0.62
TUTIONAL	- -	-1.40
SOCIALAL	- -	-0.53
ECOALL	1.96	- -
SOC_FAC	0.26	- -
POL_FAC	0.32	- -
ENV_FAC	0.17	- -
RELI_FAC	-2.61	- -
THE_FAC	-0.46	- -

No Non-Zero Modification Indices for LAMBDA-X

No Non-Zero Modification Indices for BETA

No Non-Zero Modification Indices for GAMMA

No Non-Zero Modification Indices for PHI

No Non-Zero Modification Indices for PSI

Modification Indices for THETA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	- -					
GENDERAL	5.39	- -				
ADVERALL	10.76	15.62	- -			
PREFEREN	41.33	8.56	14.62	- -		
MAJORALL	40.06	23.78	3.13	116.13	- -	
REPUTATI	0.20	1.63	4.84	0.12	4.81	- -
HOUSEALL	0.00	22.28	1.88	2.16	2.25	0.35
SCHOLARA	25.89	13.03	0.01	23.19	18.14	0.13
TUTIONAL	1.40	11.38	5.19	0.20	28.62	4.21
SOCIALAL	0.83	20.39	17.29	3.98	1.37	24.29
ECOALL	52.59	11.09	2.17	55.84	77.45	1.04
SOC_FAC	30.93	0.07	0.28	17.30	48.98	0.87
POL_FAC	5.67	0.12	0.05	19.96	12.80	2.59
ENV_FAC	1.49	2.95	3.38	0.64	17.94	6.42
RELI_FAC	0.92	3.50	3.49	28.71	8.01	0.88
THE_FAC	0.00	0.56	11.00	1.40	22.91	1.62

Modification Indices for THETA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	- -					
SCHOLARA	6.75	- -				
TUTIONAL	2.77	12.86	- -			
SOCIALAL	19.05	1.07	0.05	- -		
ECOALL	0.31	23.17	13.67	0.27	- -	
SOC_FAC	1.31	4.75	0.04	4.06	16.23	- -
POL_FAC	41.01	15.24	6.56	4.55	1.79	5.77
ENV_FAC	8.42	0.01	5.97	3.61	4.02	0.57
RELI_FAC	0.86	0.39	12.66	0.14	5.33	0.40
THE_FAC	34.52	6.62	1.29	0.14	3.97	10.94

Modification Indices for THETA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
	-----	-----	-----	-----
POL_FAC	- -			
ENV_FAC	1.64	- -		
RELI_FAC	13.17	0.20	- -	
THE_FAC	27.15	24.10	2.57	- -

Expected Change for THETA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	- -					
GENDERAL	0.02	- -				
ADVERALL	-0.05	-0.06	- -			
PREFEREN	-0.07	-0.03	0.07	- -		
MAJORALL	-0.06	-0.04	0.02	0.11	- -	
REPUTATI	0.00	0.01	0.03	0.00	0.02	- -
HOUSEALL	0.00	0.05	0.02	0.02	-0.01	-0.01
SCHOLARA	0.04	-0.03	0.00	-0.05	-0.03	0.00
TUTIONAL	0.01	0.03	-0.03	0.00	-0.05	-0.02
SOCIALAL	0.01	-0.04	0.06	0.02	0.01	0.04
ECOALL	0.07	0.03	0.02	-0.09	-0.08	-0.01
SOC_FAC	-0.04	0.00	-0.01	0.04	0.05	-0.01
POL_FAC	-0.02	0.00	0.00	0.05	0.03	0.01
ENV_FAC	0.01	-0.01	-0.03	0.01	0.04	-0.02
RELI_FAC	0.01	0.02	0.03	-0.07	-0.03	0.01
THE_FAC	0.00	0.01	-0.05	0.01	0.04	-0.01

Expected Change for THETA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	- -					
SCHOLARA	-0.02	- -				
TUTIONAL	0.02	0.03	- -			
SOCIALAL	-0.04	0.01	0.00	- -		
ECOALL	0.01	0.04	0.04	0.00	- -	
SOC_FAC	0.01	-0.02	0.00	-0.01	-0.03	- -
POL_FAC	0.07	-0.03	-0.02	-0.02	-0.01	0.02
ENV_FAC	-0.03	0.00	-0.02	0.02	-0.02	0.01

RELI_FAC	0.01	0.01	-0.04	0.00	0.03	-0.01
THE_FAC	-0.06	0.02	0.01	0.00	-0.02	0.03

Expected Change for THETA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
POL_FAC	--			
ENV_FAC	-0.01	--		
RELI_FAC	0.04	0.00	--	
THE_FAC	-0.05	0.04	-0.02	--

Completely Standardized Expected Change for THETA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
DESIREAL	--					
GENDERAL	0.03	--				
ADVERALL	-0.06	-0.08	--			
PREFEREN	-0.11	-0.05	0.10	--		
MAJORALL	-0.10	-0.08	0.04	0.25	--	
REPUTATI	0.01	0.02	0.04	0.01	0.03	--
HOUSEALL	0.00	0.06	0.02	0.02	-0.02	-0.01
SCHOLARA	0.06	-0.05	0.00	-0.09	-0.07	0.00
TUTIONAL	0.01	0.04	-0.04	-0.01	-0.08	-0.02
SOCIALAL	0.01	-0.05	0.07	0.03	0.02	0.06
ECOALL	0.08	0.04	0.03	-0.12	-0.14	-0.01
SOC_FAC	-0.05	0.00	-0.01	0.06	0.09	-0.01
POL_FAC	-0.03	0.00	0.00	0.07	0.06	0.02
ENV_FAC	0.01	-0.02	-0.03	0.01	0.06	-0.03
RELI_FAC	0.01	0.02	0.04	-0.09	-0.05	0.01
THE_FAC	0.00	0.01	-0.06	0.02	0.07	-0.01

Completely Standardized Expected Change for THETA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	--					
SCHOLARA	-0.03	--				
TUTIONAL	0.02	0.04	--			
SOCIALAL	-0.05	0.01	0.00	--		
ECOALL	0.01	0.06	0.04	-0.01	--	
SOC_FAC	0.01	-0.02	0.00	-0.02	-0.04	--
POL_FAC	0.07	-0.05	-0.03	-0.02	-0.02	0.02
ENV_FAC	-0.03	0.00	-0.02	0.02	-0.02	0.01
RELI_FAC	0.01	0.01	-0.04	0.00	0.03	-0.01
THE_FAC	-0.06	0.03	0.01	0.00	-0.02	0.03

Completely Standardized Expected Change for THETA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
POL_FAC	--			
ENV_FAC	-0.01	--		
RELI_FAC	0.04	0.01	--	
THE_FAC	-0.06	0.05	-0.02	--

Modification Indices for THETA-DELTA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
S.GPA	0.38	0.10	0.45	0.14	1.01	0.00
RANK	1.71	43.33	25.18	59.80	28.08	61.82
P.EDUC	0.02	13.14	1.56	23.84	22.35	5.98
SALA	3.81	104.36	35.87	1.03	3.14	0.24

Modification Indices for THETA-DELTA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
S.GPA	0.20	2.68	0.67	0.35	0.17	0.00
RANK	3.88	0.00	14.18	1.17	1.51	10.80
P.EDUC	6.71	1.91	22.89	12.50	2.93	3.16
SALA	26.02	92.30	12.65	43.04	0.38	4.93

Modification Indices for THETA-DELTA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
	-----	-----	-----	-----
S.GPA	0.10	2.83	0.38	0.26
RANK	12.23	27.83	70.24	0.07
P.EDUC	96.49	33.50	125.25	18.76
SALA	12.16	14.17	2.26	0.52

Expected Change for THETA-DELTA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
S.GPA	0.01	0.00	-0.01	-0.01	-0.01	0.00
RANK	-0.02	-0.09	0.11	0.12	0.07	-0.10
P.EDUC	0.00	-0.05	0.03	0.08	0.06	-0.03
SALA	0.04	-0.23	0.22	0.03	0.04	0.01

Expected Change for THETA-DELTA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
S.GPA	0.01	0.02	0.01	-0.01	0.01	0.00
RANK	0.03	0.00	0.05	0.01	-0.02	0.04
P.EDUC	-0.04	0.02	0.07	0.04	-0.02	0.02
SALA	-0.13	0.20	-0.08	0.13	-0.01	-0.04

Expected Change for THETA-DELTA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
	-----	-----	-----	-----
S.GPA	0.00	-0.02	0.01	-0.01
RANK	-0.05	0.07	-0.13	0.00
P.EDUC	-0.14	0.08	-0.18	0.06
SALA	-0.08	0.08	0.04	0.02

Completely Standardized Expected Change for THETA-DELTA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
S.GPA	0.01	-0.01	-0.03	-0.01	-0.03	0.00
RANK	-0.02	-0.10	0.11	0.16	0.10	-0.11
P.EDUC	0.00	-0.06	0.03	0.11	0.10	-0.04
SALA	0.05	-0.26	0.23	0.04	0.06	0.01

Completely Standardized Expected Change for THETA-DELTA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
S.GPA	0.01	0.04	0.02	-0.01	0.01	0.00
RANK	0.03	0.00	0.05	0.01	-0.02	0.04
P.EDUC	-0.04	0.02	0.06	0.05	-0.03	0.02
SALA	-0.12	0.25	-0.08	0.15	-0.01	-0.04

Completely Standardized Expected Change for THETA-DELTA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
S.GPA	0.01	-0.04	0.02	-0.01
RANK	-0.05	0.07	-0.13	0.00
P.EDUC	-0.14	0.08	-0.18	0.06
SALA	-0.08	0.08	0.04	0.02

Modification Indices for THETA-DELTA

	S.GPA	RANK	P.EDUC	SALA
S.GPA	--	--	--	--
RANK	1.08	--	--	--
P.EDUC	1.20	35.06	--	--
SALA	1.05	1.76	1.06	--

Expected Change for THETA-DELTA

	S.GPA	RANK	P.EDUC	SALA
S.GPA	--	--	--	--
RANK	-0.08	--	--	--
P.EDUC	-0.03	14.85	--	--
SALA	0.03	-0.20	0.05	--

Completely Standardized Expected Change for THETA-DELTA

	S.GPA	RANK	P.EDUC	SALA
S.GPA	--	--	--	--
RANK	-0.13	--	--	--
P.EDUC	-0.05	13.50	--	--
SALA	0.05	-0.18	0.04	--

Maximum Modification Index is 125.25 for Element (3,15) of THETA DELTA-EPSILON

TI New Bilingual

Factor Scores Regressions

ETA

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
factor	0.09	0.09	0.03	0.04	0.06	0.10
value	0.07	0.06	0.02	0.03	0.04	0.07

ETA

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
factor	0.09	0.09	0.11	0.11	0.07	0.11
value	0.06	0.07	0.08	0.08	0.10	0.16

ETA

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
factor	0.07	0.08	0.05	0.07	0.00	0.03
value	0.10	0.12	0.08	0.11	0.00	-0.01

ETA

	P.EDUC	SALA
factor	0.02	0.00
value	0.00	0.00

KSI

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
demo	-0.16	-0.15	-0.05	-0.07	-0.10	-0.17

KSI

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
demo	-0.15	-0.16	-0.19	-0.19	0.04	0.07

KSI

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
demo	0.04	0.05	0.03	0.05	-0.18	3.60

KSI

	P.EDUC	SALA
demo	2.24	0.28

TI New Bilingual

Standardized Solution

LAMBDA-Y

	factor	value
	-----	-----
DESIREAL	0.81	- -
GENDERAL	0.71	- -
ADVERALL	0.62	- -
PREFEREN	0.54	- -
MAJORALL	0.48	- -
REPUTATI	0.77	- -
HOUSEALL	0.89	- -
SCHOLARA	0.65	- -
TUTIONAL	0.91	- -
SOCIALAL	0.74	- -
ECOALL	- -	0.85
SOC_FAC	- -	0.85
POL_FAC	- -	0.83
ENV_FAC	- -	0.85
RELI_FAC	- -	0.84
THE_FAC	- -	0.84

LAMBDA-X

	demo

S.GPA	0.01
RANK	1.70
P.EDUC	-0.50
SALA	-0.08

BETA

	factor	value
	-----	-----
factor	- -	- -
value	1.00	- -

GAMMA

	demo

factor	0.21
value	-0.01

Correlation Matrix of ETA and KSI

	factor	value	demo
	-----	-----	-----
factor	1.00		
value	0.99	1.00	
demo	0.21	0.20	1.00

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PSI

Note: This matrix is diagonal.

factor	value
0.95	0.01

Regression Matrix ETA on KSI (Standardized)

	demo
factor	0.21
value	0.20

TI New Bilingual

Completely Standardized Solution

LAMBDA-Y

	factor	value
DESIREAL	0.89	--
GENDERAL	0.87	--
ADVERALL	0.68	--
PREFEREN	0.73	--
MAJORALL	0.77	--
REPUTATI	0.89	--
HOUSEALL	0.90	--
SCHOLARA	0.87	--
TUTIONAL	0.92	--
SOCIALAL	0.90	--
ECOALL	--	0.90
SOC_FAC	--	0.93
POL_FAC	--	0.89
ENV_FAC	--	0.91
RELI_FAC	--	0.88
THE_FAC	--	0.91

LAMBDA-X

	demo
S.GPA	0.03
RANK	1.62
P.EDUC	-0.48
SALA	-0.08

BETA

	factor	value
factor	--	--
value	1.00	--

GAMMA

```

      demo
      -----
factor    0.21
value    -0.01
    
```

Correlation Matrix of ETA and KSI

```

      factor    value    demo
      -----    -----    -----
factor    1.00
value    0.99    1.00
demo    0.21    0.20    1.00
    
```

PSI

Note: This matrix is diagonal.

```

      factor    value
      -----    -----
      0.95    0.01
    
```

THETA-EPS

```

      DESIREAL    GENDERAL    ADVERALL    PREFEREN    MAJORALL    REPUTATI
      -----    -----    -----    -----    -----    -----
      0.20    0.24    0.54    0.46    0.40    0.20
    
```

THETA-EPS

```

      HOUSEALL    SCHOLARA    TUTIONAL    SOCIALAL    ECOALL    SOC_FAC
      -----    -----    -----    -----    -----    -----
      0.20    0.25    0.16    0.19    0.20    0.13
    
```

THETA-EPS

```

      POL_FAC    ENV_FAC    RELI_FAC    THE_FAC
      -----    -----    -----    -----
      0.20    0.17    0.23    0.18
    
```

THETA-DELTA

```

      S.GPA    RANK    P.EDUC    SALA
      -----    -----    -----    -----
      1.00    -1.64    0.77    0.99
    
```

Regression Matrix ETA on KSI (Standardized)

```

      demo
      -----
factor    0.21
value    0.20
    
```

TI New Bilingual

Total and Indirect Effects

Total Effects of KSI on ETA

	demo
factor	0.21 (0.06) 3.39
value	0.20 (0.06) 3.35

Indirect Effects of KSI on ETA

	demo
factor	--
value	0.21 (0.06) 3.38

Total Effects of ETA on ETA

	factor	value
factor	--	--
value	1.00 (0.04) 26.70	--

Largest Eigenvalue of B*B' (Stability Index) is 0.990

Total Effects of ETA on Y

	factor	value
DESIREAL	0.81	--
GENDERAL	0.71 (0.03) 25.49	--
ADVERALL	0.62 (0.04) 16.06	--
PRÉFEREN	0.54	--

	(0.03)		
	18.17		
MAJORALL	0.48	- -	
	(0.02)		
	19.96		
REPUTATI	0.77	- -	
	(0.03)		
	26.98		
HOUSEALL	0.89	- -	
	(0.03)		
	27.24		
SCHOLARA	0.65	- -	
	(0.03)		
	25.24		
TUTIONAL	0.91	- -	
	(0.03)		
	28.70		
SOCIALAL	0.74	- -	
	(0.03)		
	27.48		
ECOALL	0.84	0.85	
	(0.03)		
	26.70		
SOC_FAC	0.85	0.85	
	(0.03)	(0.03)	
	29.61	30.47	
POL_FAC	0.83	0.83	
	(0.03)	(0.03)	
	26.56	27.18	
ENV_FAC	0.84	0.85	
	(0.03)	(0.03)	
	27.86	28.58	
RELI_FAC	0.84	0.84	
	(0.03)	(0.03)	
	25.38	25.92	
THE_FAC	0.84	0.84	
	(0.03)	(0.03)	
	27.42	28.10	

Indirect Effects of ETA on Y

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	factor	value
	-----	-----
DESIREAL	--	--
GENDERAL	--	--
ADVERALL	--	--
PREFEREN	--	--
MAJORALL	--	--
REPUTATI	--	--
HOUSEALL	--	--
SCHOLARA	--	--
TUTIONAL	--	--
SOCIALAL	--	--
ECOALL	0.84 (0.03) 26.70	--
SOC_FAC	0.85 (0.03) 29.61	--
POL_FAC	0.83 (0.03) 26.56	--
ENV_FAC	0.84 (0.03) 27.86	--
RELI_FAC	0.84 (0.03) 25.38	--
THE_FAC	0.84 (0.03) 27.42	--

Total Effects of KSI on Y

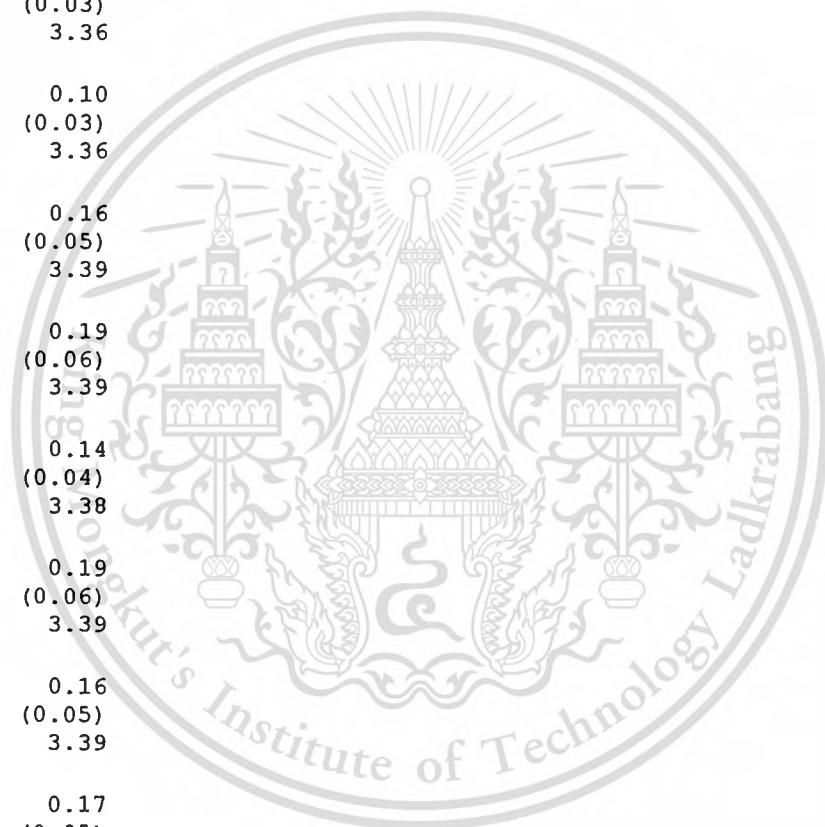
	demo

DESIREAL	0.17

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	(0.05)	
	3.39	
GENDERAL	0.15	
	(0.04)	
	3.38	
ADVERALL	0.13	
	(0.04)	
	3.34	
PREFEREN	0.11	
	(0.03)	
	3.36	
MAJORALL	0.10	
	(0.03)	
	3.36	
REPUTATI	0.16	
	(0.05)	
	3.39	
HOUSEALL	0.19	
	(0.06)	
	3.39	
SCHOLARA	0.14	
	(0.04)	
	3.38	
TUTIONAL	0.19	
	(0.06)	
	3.39	
SOCIALAL	0.16	
	(0.05)	
	3.39	
ECOALL	0.17	
	(0.05)	
	3.35	
SOC_FAC	0.17	
	(0.05)	
	3.35	
POL_FAC	0.17	
	(0.05)	
	3.35	
ENV_FAC	0.17	
	(0.05)	
	3.35	



RELI_FAC 0.17
 (0.05)
 3.35

THE_FAC 0.17
 (0.05)
 3.35

TI New Bilingual

Standardized Total and Indirect Effects

Standardized Total Effects of KSI on ETA

	demo
factor	0.21
value	0.20

Standardized Indirect Effects of KSI on ETA

	demo
factor	--
value	0.21

Standardized Total Effects of ETA on ETA

	factor	value
factor	--	--
value	1.00	--

Standardized Total Effects of ETA on Y

	factor	value
DESIREAL	0.81	--
GENDERAL	0.71	--
ADVERALL	0.62	--
PREFEREN	0.54	--
MAJORALL	0.48	--
REPUTATI	0.77	--
HOUSEALL	0.89	--
SCHOLARA	0.65	--
TUTIONAL	0.91	--
SOCIALAL	0.74	--
ECOALL	0.84	0.85
SOC_FAC	0.85	0.85
POL_FAC	0.83	0.83
ENV_FAC	0.84	0.85
RELI_FAC	0.84	0.84
THE_FAC	0.84	0.84

Completely Standardized Total Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	0.89	--
GENDERAL	0.87	--
ADVERALL	0.68	--
PREFEREN	0.73	--
MAJORALL	0.77	--
REPUTATI	0.89	--
HOUSEALL	0.90	--
SCHOLARA	0.87	--
TUTIONAL	0.92	--
SOCIALAL	0.90	--
ECOALL	0.89	0.90
SOC_FAC	0.93	0.93
POL_FAC	0.89	0.89
ENV_FAC	0.91	0.91
RELI_FAC	0.87	0.88
THE_FAC	0.90	0.91

Standardized Indirect Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	--	--
GENDERAL	--	--
ADVERALL	--	--
PREFEREN	--	--
MAJORALL	--	--
REPUTATI	--	--
HOUSEALL	--	--
SCHOLARA	--	--
TUTIONAL	--	--
SOCIALAL	--	--
ECOALL	0.84	--
SOC_FAC	0.85	--
POL_FAC	0.83	--
ENV_FAC	0.84	--
RELI_FAC	0.84	--
THE_FAC	0.84	--

Completely Standardized Indirect Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	--	--
GENDERAL	--	--
ADVERALL	--	--
PREFEREN	--	--
MAJORALL	--	--
REPUTATI	--	--
HOUSEALL	--	--
SCHOLARA	--	--
TUTIONAL	--	--

SOCIALAL	--	--
ECOALL	0.89	--
SOC_FAC	0.93	--
POL_FAC	0.89	--
ENV_FAC	0.91	--
RELI_FAC	0.87	--
THE_FAC	0.90	--

Standardized Total Effects of KSI on Y

	demo
DESIREAL	0.17
GENDERAL	0.15
ADVERALL	0.13
PREFEREN	0.11
MAJORALL	0.10
REPUTATI	0.16
HOUSEALL	0.19
SCHOLARA	0.14
TUTIONAL	0.19
SOCIALAL	0.16
ECOALL	0.17
SOC_FAC	0.17
POL_FAC	0.17
ENV_FAC	0.17
RELI_FAC	0.17
THE_FAC	0.17

Completely Standardized Total Effects of KSI on Y

	demo
DESIREAL	0.19
GENDERAL	0.19
ADVERALL	0.14
PREFEREN	0.16
MAJORALL	0.16
REPUTATI	0.19
HOUSEALL	0.19
SCHOLARA	0.18
TUTIONAL	0.19
SOCIALAL	0.19
ECOALL	0.18
SOC_FAC	0.19
POL_FAC	0.18
ENV_FAC	0.18
RELI_FAC	0.18
THE_FAC	0.18

Time used: 0.078 Seconds

DATE: 2/11/2009
TIME: 19:41

L I S R E L 8.72

BY

Karl G. J"reskog & Dag S"rbom

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The following lines were read from file C:\Documents and Settings\Anticha\Desktop\olarn\BB\newbling.LPJ:

TI New Bilingual
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SY='C:\Documents and Settings\Anticha\Desktop\olarn\BB\NEWBLING.DSF'
SE
1 2 3 4 5 6 7 8 9 10 15 16 17 18 19 20 11 12
13 14 /
MO NX=4 NY=16 NK=1 NE=2 BE=FU GA=FI PS=SY TE=SY TD=SY
LE
factor value
LK
Demo

FR LY(2,1) LY(3,1) LY(4,1) LY(5,1) LY(6,1) LY(7,1) LY(8,1) LY(9,1)
LY(10,1)
FR LY(12,2) LY(13,2) LY(14,2) LY(15,2) LY(16,2) LX(1,1) LX(2,1) LX(3,1)
LX(4,1)
FR BE(2,1) GA(1,1) GA(2,1)

VA 0.81 LY(1,1)
VA 0.85 LY(11,2)
FR TE 5 4 TH 3 15 TH 3 13 TH 4 2 TE 11 1 TH 4 8 th 2 13 TE 9 5 TE 3 2 TH 4
3
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16 5
FR TH 4 15 TE 10 6 TH 2 6 TE 9 8 th 2 4 th 2 16 th 3 6 te 15 13 te 6 3 te
11 3
FR TE 15 4 TE 14 5 TE 4 3 TE 11 9 th 4 6 te 12 1 te 11 4 te 15 5 te 11 8
te 12 10
FR TE 14 7 TE 14 9 TE 11 2 TE 8 1 te 4 1 te 2 1 te 16 14 te 3 1 te 6 5 te
5 3

FR TE 11 5 TE 12 4 TE 15 7 TH 4 14 th 3 16 th 3 14 te 5 1 te 7 6 te 15 9
 te 16 12
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 FR TH 2 3 TH 3 4 TH 4 10 TH 4 1 th 4 7 th 3 11 te 10 3 te 7 2 te 13 12 te
 10 2
 FR TE 13 7 TE 13 2 TH 3 3 TH 2 9 th 2 5 th 4 5 th 4 9 te 4 2 te 15 3 th 3
 10
 FR TH 4 11 TE 8 7 TE 14 6 TE 13 8 TE 7 5 th 2 2 th 4 13 th 3 8 te 12 8 te
 13 3
 FR TH 3 2 TH 4 4 TE 16 13

PD

OU SE EF TV SS RS SC IT=1000 AD=OFF ND=3

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Number of Input Variables 20
 Number of Y - Variables 16
 Number of X - Variables 4
 Number of ETA - Variables 2
 Number of KSI - Variables 1
 Number of Observations 375

W_A_R_N_I_N_G: Matrix to be analyzed is not positive definite,
 ridge option taken with ridge constant = 0.100

TI New Bilingual

Covariance Matrix

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
DESIREAL	0.823					
GENDERAL	0.596	0.668				
ADVERALL	0.463	0.392	0.847			
PREFEREN	0.375	0.357	0.404	0.545		
MAJORALL	0.341	0.305	0.324	0.367	0.386	
REPUTATI	0.630	0.560	0.511	0.421	0.388	0.748
HOUSEALL	0.725	0.676	0.578	0.499	0.417	0.685
SCHOLARA	0.563	0.437	0.406	0.307	0.281	0.499
TUTIONAL	0.747	0.673	0.538	0.488	0.397	0.688
SOCIALAL	0.609	0.498	0.513	0.419	0.365	0.606
ECOALL	0.743	0.633	0.540	0.375	0.338	0.646
SOC_FAC	0.652	0.605	0.515	0.484	0.451	0.649
POL_FAC	0.652	0.596	0.506	0.487	0.428	0.652
ENV_FAC	0.694	0.593	0.496	0.459	0.439	0.635
RELI_FAC	0.682	0.613	0.540	0.383	0.377	0.651
THE_FAC	0.678	0.605	0.471	0.458	0.440	0.637
S.GPA	0.017	0.002	0.002	0.009	-0.002	0.005
RANK	0.270	0.179	0.445	0.367	0.223	0.118
P.EDUC	-0.118	-0.084	-0.271	-0.154	-0.067	-0.020

SALA 0.300 0.029 0.380 0.161 0.171 0.280

Covariance Matrix

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	0.992					
SCHOLARA	0.559	0.558				
TUTIONAL	0.826	0.615	0.987			
SOCIALAL	0.631	0.488	0.676	0.680		
ECOALL	0.757	0.584	0.793	0.622	0.889	
SOC_FAC	0.760	0.536	0.766	0.615	0.694	0.829
POL_FAC	0.790	0.508	0.728	0.597	0.691	0.720
ENV_FAC	0.728	0.549	0.746	0.637	0.703	0.725
RELI_FAC	0.748	0.544	0.720	0.618	0.733	0.711
THE_FAC	0.696	0.560	0.764	0.621	0.696	0.734
S.GPA	0.020	0.025	0.023	0.004	0.015	0.012
RANK	0.499	0.193	0.360	0.223	0.331	0.365
P.EDUC	-0.322	-0.068	-0.110	-0.051	-0.193	-0.186
SALA	0.147	0.393	0.199	0.355	0.252	0.218

Covariance Matrix

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
	-----	-----	-----	-----	-----	-----
POL_FAC	0.862					
ENV_FAC	0.696	0.866				
RELI_FAC	0.732	0.718	0.921			
THE_FAC	0.660	0.748	0.695	0.862		
S.GPA	0.014	-0.004	0.014	0.004	0.304	
RANK	0.464	0.323	0.326	0.213	0.045	1.100
P.EDUC	-0.412	-0.108	-0.341	-0.027	-0.039	-0.862
SALA	0.185	0.324	0.324	0.280	0.030	-0.090

Covariance Matrix

	P.EDUC	SALA
	-----	-----
P.EDUC	1.100	
SALA	0.094	1.100

TI New Bilingual
Parameter Specifications

LAMBDA-Y

	factor	value
	-----	-----
DESIREAL	0	0
GENERAL	1	0
ADVERALL	2	0
PREFEREN	3	0
MAJORALL	4	0
REPUTATI	5	0

HOUSEALL	6	0
SCHOLARA	7	0
TUTIONAL	8	0
SOCIALAL	9	0
ECOALL	0	0
SOC_FAC	0	10
POL_FAC	0	11
ENV_FAC	0	12
RELI_FAC	0	13
THE_FAC	0	14

LAMBDA-X

demo	

S.GPA	15
RANK	16
P.EDUC	17
SALA	18
BETA	
factor	value

factor	0
value	19
GAMMA	
demo	

factor	20
value	21
PSI	
factor	value

	22
	23

THETA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	24					
GENDERAL	25	26				
ADVERALL	27	28	29			
PREFEREN	30	31	32	33		
MAJORALL	34	35	36	37	38	
REPUTATI	0	39	40	0	41	42
HOUSEALL	43	44	45	0	46	47
SCHOLARA	49	50	51	52	53	0
TUTIONAL	0	56	0	0	57	0
SOCIALAL	60	61	62	0	0	63
ECOALL	66	67	68	69	70	0
SOC_FAC	74	0	0	75	76	0
POL_FAC	83	84	85	86	87	88
ENV_FAC	0	0	93	0	94	95

RELI_FAC	99	0	100	101	102	0
THE_FAC	0	109	110	111	112	0

THETA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	48					
SCHOLARA	54	55				
TUTIONAL	0	58	59			
SOCIALAL	64	0	0	65		
ECOALL	0	71	72	0	73	
SOC_FAC	77	78	79	80	81	82
POL_FAC	89	90	0	0	0	91
ENV_FAC	96	0	97	0	0	0
RELI_FAC	103	0	104	0	105	106
THE_FAC	113	114	115	0	116	117

THETA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
POL_FAC	92			
ENV_FAC	0	98		
RELI_FAC	107	0	108	
THE_FAC	118	119	0	120

THETA-DELTA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
S.GPA	0	0	0	0	0	0
RANK	0	122	123	124	125	126
P.EDUC	0	134	135	136	137	138
SALA	149	150	151	152	153	154

THETA-DELTA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
S.GPA	0	0	0	0	0	0
RANK	127	128	129	0	0	0
P.EDUC	139	140	141	142	143	0
SALA	155	156	157	158	159	160

THETA-DELTA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
S.GPA	0	0	0	0
RANK	130	131	0	132
P.EDUC	144	145	146	147
SALA	161	162	163	164

THETA-DELTA

S.GPA	RANK	P.EDUC	SALA
-------	------	--------	------

 121 133 148 165
 TI New Bilingual

Number of Iterations = 32

LISREL Estimates (Maximum Likelihood)

LAMBDA-Y

	factor	value
	-----	-----
DESIREAL	0.810	- -
GENDERAL	0.704 (0.027) 26.313	- -
ADVERALL	0.595 (0.041) 14.368	- -
PREFEREN	0.541 (0.033) 16.255	- -
MAJORALL	0.473 (0.028) 17.154	- -
REPUTATI	0.755 (0.028) 26.944	- -
HOUSEALL	0.902 (0.033) 27.259	- -
SCHOLARA	0.640 (0.023) 28.292	- -
TUTIONAL	0.885 (0.031) 28.284	- -
SOCIALAL	0.739 (0.026) 28.191	- -
ECOALL	- -	0.850

SOC_FAC	- -	0.869 (0.032) 27.540
POL_FAC	- -	0.837 (0.032) 25.859
ENV_FAC	- -	0.859 (0.031) 27.585
RELI_FAC	- -	0.864 (0.031) 27.560
THE_FAC	- -	0.837 (0.032) 26.266

LAMBDA-X

	demo	
S.GPA	0.023 (0.012) 1.901	
RANK	1.300 (0.096) 13.478	
P.EDUC	-0.668 (0.068) -9.814	
SALA	-0.045 (0.037) -1.200	

BETA

	factor	value
factor	- -	- -
value	0.943 (0.030) 31.708	- -

GAMMA

	demo
factor	0.261 (0.051) 5.102
value	0.072 (0.017) 4.199

Covariance Matrix of ETA and KSI

	factor	value	demo
factor	1.032		
value	0.991	0.970	
demo	0.261	0.318	1.000

PHI

demo
1.000

PSI

Note: This matrix is diagonal.

factor	value
0.963 (0.085)	0.013 (0.010)
11.342	1.323

Squared Multiple Correlations for Structural Equations

factor	value
0.066	0.987

Squared Multiple Correlations for Reduced Form

factor	value
0.066	0.104

Reduced Form

	demo
factor	0.261 (0.051) 5.102

value 0.318
 (0.054)
 5.884

THETA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
DESIREAL	0.144 (0.014) 10.229					
GENDERAL	0.006 (0.011) 0.547	0.155 (0.015) 10.399				
ADVERALL	-0.031 (0.017) -1.835	-0.041 (0.016) -2.603	0.492 (0.037) 13.260			
PREFEREN	-0.079 (0.011) -7.267	-0.030 (0.010) -2.870	0.069 (0.017) 3.975	0.243 (0.018) 13.531		
MAJORALL	-0.057 (0.010) -5.811	-0.035 (0.010) -3.533	0.030 (0.013) 2.309	0.102 (0.012) 8.815	0.153 (0.013) 11.958	
REPUTATI	- -	0.008 (0.011) 0.797	0.046 (0.016) 2.829	- -	0.018 (0.007) 2.383	0.159 (0.013) 12.241
HOUSEALL 0.014	-0.027 (0.011) -2.396	0.020 (0.012) 1.617	0.033 (0.018) 1.864	- -	-0.022 (0.011) -1.890	- (0.012) -1.148
SCHOLARA	0.026 (0.009) 2.863	-0.030 (0.010) -2.992	0.018 (0.014) 1.283	-0.050 (0.010) -4.900	-0.032 (0.009) -3.635	- -
TUTIONAL	- -	0.029 (0.011) 2.656	- -	- -	-0.032 (0.010) -3.330	- -
SOCIALAL	-0.009 (0.008) -1.133	-0.039 (0.010) -4.104	0.065 (0.015) 4.272	- -	- -	0.028 (0.008) 3.383
ECOALL	0.059 (0.011) 5.484	0.035 (0.011) 3.369	0.045 (0.015) 2.934	-0.080 (0.012) -6.821	-0.061 (0.011) -5.523	- -

SOC_FAC	-0.047 (0.009) -5.370	--	--	0.019 (0.010) 1.963	0.044 (0.010) 4.209	--
POL_FAC	-0.015 (0.008) -1.770	0.010 (0.010) 1.039	0.024 (0.016) 1.466	0.046 (0.011) 4.080	0.039 (0.011) 3.547	0.032 (0.009) 3.504
ENV_FAC	--	--	-0.010 (0.016) -0.636	--	0.033 (0.009) 3.540	-0.014 (0.008) -1.798
RELI_FAC	-0.006 (0.009) -0.631	--	0.045 (0.017) 2.642	-0.074 (0.013) -5.810	-0.025 (0.011) -2.285	--
THE_FAC	--	0.022 (0.009) 2.360	-0.025 (0.015) -1.674	0.008 (0.011) -0.700	0.045 (0.012) 3.913	--
THETA-EPS						
	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	0.155 (0.018) 8.415					
SCHOLARA	-0.034 (0.011) -3.236	0.134 (0.012) 11.430				
TUTIONAL	--	0.028 (0.010) 2.728	0.176 (0.015) 11.424			
SOCIALAL	-0.049 (0.010) -4.712	--	--	0.115 (0.010) 11.122		
ECOALL	--	0.043 (0.010) 4.285	0.043 (0.011) 3.746	--	0.188 (0.016) 11.684	
SOC_FAC	-0.018 (0.010) -1.790	-0.015 (0.009) -1.680	0.005 (0.010) 0.438	-0.021 (0.007) -2.968	-0.025 (0.009) -2.649	0.097 (0.011) 8.463
POL_FAC	0.048 (0.013) 3.780	-0.018 (0.008) -2.198	--	--	--	0.016 (0.009) 1.887

ENV_FAC	-0.036 (0.011) -3.165	- -	-0.007 (0.010) -0.702	- -	- -	- -
RELI_FAC	-0.019 (0.012) -1.606	- -	-0.035 (0.011) -3.259	- -	0.023 (0.011) 2.150	-0.016 (0.009) -1.699
THE_FAC	-0.053 (0.013) -4.184	0.025 (0.009) 2.920	0.027 (0.012) 2.193	- -	0.005 (0.010) 0.507	0.028 (0.010) 2.865

THETA-EPS

	<u>POL_FAC</u>	<u>ENV_FAC</u>	<u>RELI_FAC</u>	<u>THE_FAC</u>
POL_FAC	0.192 (0.016) 11.904			
ENV_FAC	- -	0.148 (0.012) 11.961		
RELI_FAC	0.039 (0.010) 3.743	- -	0.208 (0.017) 12.140	
THE_FAC	-0.018 (0.010) -1.776	0.049 (0.010) 4.751	- -	0.181 (0.016) 11.182

Squared Multiple Correlations for Y - Variables

<u>DESIREAL</u>	<u>GENDERAL</u>	<u>ADVERALL</u>	<u>PREFEREN</u>	<u>MAJORALL</u>	<u>REPUTATI</u>
0.824	0.767	0.426	0.554	0.602	0.788

Squared Multiple Correlations for Y - Variables

<u>HOUSEALL</u>	<u>SCHOLARA</u>	<u>TUTIONAL</u>	<u>SOCIALAL</u>	<u>ECOALL</u>	<u>SOC_FAC</u>
0.844	0.759	0.821	0.830	0.789	0.883

Squared Multiple Correlations for Y - Variables

<u>POL_FAC</u>	<u>ENV_FAC</u>	<u>RELI_FAC</u>	<u>THE_FAC</u>
0.780	0.829	0.777	0.790

THETA-DELTA-EPS

<u>DESIREAL</u>	<u>GENDERAL</u>	<u>ADVERALL</u>	<u>PREFEREN</u>	<u>MAJORALL</u>	<u>REPUTATI</u>
-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

	-----	-----	-----	-----	-----	-----
S.GPA	--	--	--	--	--	--
RANK	--	-0.055 (0.023) -2.429	0.269 (0.036) 7.566	0.189 (0.023) 8.047	0.065 (0.019) 3.514	-0.125 (0.020) -6.258
P.EDUC	--	0.041 (0.021) 1.992	-0.205 (0.036) -5.779	-0.073 (0.025) -2.936	0.007 (0.019) 0.355	0.093 (0.020) 4.733
SALA	0.313 (0.049) 6.382	0.036 (0.042) 0.854	0.392 (0.051) 7.707	0.156 (0.036) 4.285	0.167 (0.032) 5.183	0.285 (0.046) 6.142

THETA-DELTA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
S.GPA	--	--	--	--	--	--
RANK	0.198 (0.027) 7.376	-0.016 (0.018) -0.871	0.066 (0.020) 3.383	--	--	--
P.EDUC	-0.177 (0.027) -6.660	0.024 (0.017) 1.478	0.029 (0.020) 1.412	0.027 (0.010) 2.617	-0.034 (0.014) -2.505	--
SALA	0.170 (0.050) 3.385	0.401 (0.044) 9.155	0.209 (0.051) 4.123	0.359 (0.045) 7.906	0.268 (0.049) 5.477	0.230 (0.047) 4.919

THETA-DELTA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
	-----	-----	-----	-----
S.GPA	--	--	--	--
RANK	0.127 (0.022) 5.679	-0.017 (0.019) -0.866	--	-0.117 (0.021) -5.454
P.EDUC	-0.247 (0.026) -9.631	0.054 (0.019) 2.788	-0.191 (0.019) -10.019	0.126 (0.022) 5.830
SALA	0.213 (0.046) 4.644	0.320 (0.048) 6.626	0.356 (0.050) 7.141	0.282 (0.050) 5.689

THETA-DELTA

S.GPA	RANK	P.EDUC	SALA
0.304	-0.593	0.660	1.089
(0.022)	(0.247)	(0.076)	(0.077)
13.694	-2.402	8.630	14.122

Squared Multiple Correlations for X - Variables

S.GPA	RANK	P.EDUC	SALA
0.002	1.540	0.404	0.002

Goodness of Fit Statistics

Degrees of Freedom = 45

Minimum Fit Function Chi-Square = 25.022 (P = 0.993)

Normal Theory Weighted Least Squares Chi-Square = 24.612 (P = 0.994)

Estimated Non-centrality Parameter (NCP) = 0.0

90 Percent Confidence Interval for NCP = (0.0 ; 0.0)

Minimum Fit Function Value = 0.0669

Population Discrepancy Function Value (F0) = 0.0

90 Percent Confidence Interval for F0 = (0.0 ; 0.0)

Root Mean Square Error of Approximation (RMSEA) = 0.0

90 Percent Confidence Interval for RMSEA = (0.0 ; 0.0)

P-Value for Test of Close Fit (RMSEA < 0.05) = 1.00

Expected Cross-Validation Index (ECVI) = 1.003

90 Percent Confidence Interval for ECVI = (1.003 ; 1.003)

ECVI for Saturated Model = 1.123

ECVI for Independence Model = 72.478

Chi-Square for Independence Model with 190 Degrees of Freedom = 27066.869

Independence AIC = 27106.869

Model AIC = 354.612

Saturated AIC = 420.000

Independence CAIC = 27205.407

Model CAIC = 1167.555

Saturated CAIC = 1454.654

Normed Fit Index (NFI) = 0.999

Non-Normed Fit Index (NNFI) = 1.003

Parsimony Normed Fit Index (PNFI) = 0.237

Comparative Fit Index (CFI) = 1.000

Incremental Fit Index (IFI) = 1.001

Relative Fit Index (RFI) = 0.996

Critical N (CN) = 1046.655

Root Mean Square Residual (RMR) = 0.0111
 Standardized RMR = 0.0134
 Goodness of Fit Index (GFI) = 0.993
 Adjusted Goodness of Fit Index (AGFI) = 0.969
 Parsimony Goodness of Fit Index (PGFI) = 0.213

TI New Bilingual

Fitted Covariance Matrix

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
DESIREAL	0.821					
GENDERAL	0.594	0.666				
ADVERALL	0.466	0.391	0.857			
PREFEREN	0.373	0.363	0.401	0.546		
MAJORALL	0.339	0.308	0.321	0.367	0.384	
REPUTATI	0.631	0.556	0.509	0.422	0.386	0.746
HOUSEALL	0.727	0.675	0.587	0.504	0.419	0.689
SCHOLARA	0.560	0.435	0.410	0.307	0.280	0.498
TUTIONAL	0.739	0.672	0.543	0.494	0.400	0.689
SOCIALAL	0.609	0.497	0.518	0.413	0.361	0.603
ECOALL	0.741	0.629	0.546	0.377	0.338	0.636
SOC_FAC	0.651	0.607	0.513	0.486	0.452	0.651
POL_FAC	0.657	0.594	0.517	0.495	0.431	0.658
ENV_FAC	0.690	0.599	0.496	0.461	0.436	0.628
RELI_FAC	0.688	0.603	0.555	0.390	0.380	0.647
THE_FAC	0.672	0.605	0.468	0.457	0.438	0.626
S.GPA	0.005	0.004	0.004	0.003	0.003	0.004
RANK	0.275	0.184	0.471	0.373	0.226	0.131
P.EDUC	-0.141	-0.082	-0.309	-0.167	-0.076	-0.039
SALA	0.304	0.028	0.385	0.150	0.162	0.276

Fitted Covariance Matrix

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	0.994					
SCHOLARA	0.561	0.556				
TUTIONAL	0.823	0.611	0.983			
SOCIALAL	0.639	0.487	0.674	0.678		
ECOALL	0.760	0.582	0.788	0.623	0.889	
SOC_FAC	0.759	0.536	0.767	0.616	0.692	0.830
POL_FAC	0.796	0.512	0.734	0.613	0.690	0.722
ENV_FAC	0.732	0.544	0.746	0.629	0.708	0.724
RELI_FAC	0.753	0.548	0.723	0.633	0.736	0.713
THE_FAC	0.695	0.556	0.761	0.613	0.695	0.734
S.GPA	0.005	0.004	0.005	0.004	0.006	0.006
RANK	0.505	0.201	0.367	0.251	0.351	0.359
P.EDUC	-0.334	-0.087	-0.126	-0.102	-0.215	-0.185
SALA	0.159	0.393	0.198	0.350	0.256	0.217

Fitted Covariance Matrix

POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
---------	---------	----------	---------	-------	------

POL_FAC	0.871					
ENV_FAC	0.697	0.864				
RELI_FAC	0.741	0.720	0.932			
THE_FAC	0.662	0.746	0.702	0.860		
S.GPA	0.006	0.006	0.006	0.006	0.304	
RANK	0.473	0.338	0.357	0.229	0.030	1.098
P.EDUC	-0.425	-0.128	-0.375	-0.052	-0.015	-0.869
SALA	0.201	0.307	0.343	0.270	-0.001	-0.058

Fitted Covariance Matrix

	P.EDUC	SALA
P.EDUC	1.106	
SALA	0.030	1.091

Fitted Residuals

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
DESIREAL	0.002					
GENDERAL	0.002	0.002				
ADVERALL	-0.003	0.002	-0.009			
PREFEREN	0.002	-0.006	0.003	0.000		
MAJORALL	0.002	-0.003	0.003	0.001	0.002	
REPUTATI	-0.001	0.004	0.002	0.000	0.002	0.001
HOUSEALL	-0.002	0.002	-0.009	-0.004	-0.002	-0.004
SCHOLARA	0.002	0.002	-0.004	0.000	0.001	0.001
TUTIONAL	0.007	0.002	-0.005	-0.006	-0.003	-0.001
SOCIALAL	0.000	0.001	-0.005	0.007	0.004	0.003
ECOALL	0.002	0.004	-0.005	-0.002	0.001	0.010
SOC_FAC	0.002	-0.002	0.002	-0.002	0.000	-0.002
POL_FAC	-0.005	0.002	-0.011	-0.008	-0.003	-0.006
ENV_FAC	0.004	-0.006	0.000	-0.002	0.003	0.007
RELI_FAC	-0.006	0.010	-0.015	-0.007	-0.004	0.004
THE_FAC	0.006	0.000	0.003	0.001	-0.002	0.011
S.GPA	0.012	-0.002	-0.002	0.005	-0.004	0.000
RANK	-0.005	-0.005	-0.027	-0.006	-0.004	-0.013
P.EDUC	0.024	-0.002	0.038	0.013	0.009	0.019
SALA	-0.004	0.001	-0.005	0.011	0.009	0.004

Fitted Residuals

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	-0.002					
SCHOLARA	-0.002	0.002				
TUTIONAL	0.002	0.003	0.004			
SOCIALAL	-0.008	0.001	0.002	0.002		
ECOALL	-0.004	0.002	0.004	-0.001	0.000	
SOC_FAC	0.000	0.000	-0.002	-0.001	0.002	-0.001
POL_FAC	-0.006	-0.004	-0.006	-0.016	0.001	-0.002
ENV_FAC	-0.004	0.004	0.000	0.008	-0.006	0.001
RELI_FAC	-0.005	-0.004	-0.002	-0.015	-0.003	-0.002
THE_FAC	0.000	0.004	0.003	0.008	0.001	-0.001
S.GPA	0.015	0.021	0.018	0.000	0.009	0.005

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	1.143					
GENDERAL	0.805	0.777				
ADVERALL	-0.510	0.499	-1.074			
PREFEREN	0.444	-1.256	0.450	-0.075		
MAJORALL	0.540	-0.985	0.564	0.161	0.478	
REPUTATI	-0.080	1.178	0.451	-0.022	0.309	0.552
HOUSEALL	-0.322	0.583	-1.437	-0.496	-0.450	-1.165
SCHOLARA	1.242	0.847	-0.802	-0.123	0.321	0.115
TUTIONAL	1.056	0.522	-0.409	-0.662	-0.691	-0.174
SOCIALAL	0.011	0.489	-0.897	0.828	0.875	0.801
ECOALL	0.570	0.969	-0.745	-0.354	0.181	1.180
SOC_FAC	0.638	-0.374	0.252	-0.420	-0.185	-0.387
POL_FAC	-0.589	0.382	-1.228	-1.435	-0.788	-1.040
ENV_FAC	0.581	-0.903	-0.003	-0.237	0.575	1.835
RELI_FAC	-0.574	1.015	-1.338	-1.137	-0.795	0.387
THE_FAC	0.860	-0.123	0.653	0.135	0.489	1.361
S.GPA	0.471	-0.085	-0.060	0.256	-0.247	0.019
RANK	-0.258	-0.584	-1.646	-0.346	-0.286	-0.942
P.EDUC	0.733	-0.140	1.483	0.705	0.596	0.790
SALA	-0.531	0.204	-0.601	0.890	1.219	0.370

Standardized Residuals

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
	-----	-----	-----	-----	-----	-----
HOUSEALL	-0.470					
SCHOLARA	-0.471	1.079				
TUTIONAL	0.404	0.924	1.003			
SOCIALAL	-1.956	0.133	0.300	1.018		
ECOALL	-0.441	0.646	0.985	-0.173	0.116	
SOC_FAC	0.109	0.160	-0.533	-0.490	0.688	-0.761
POL_FAC	-0.700	-0.670	-0.747	-1.988	0.116	-0.282
ENV_FAC	-1.107	0.624	-0.032	1.205	-0.789	0.193
RELI_FAC	-0.501	-0.407	-0.372	-1.731	-0.334	-0.333
THE_FAC	0.168	1.105	0.660	1.139	0.255	-0.177
S.GPA	0.519	1.010	0.642	-0.003	0.327	0.213
RANK	-0.495	-0.595	-0.380	-1.560	-0.952	0.393
P.EDUC	0.581	0.792	0.628	1.912	0.753	-0.047
SALA	-1.451	0.035	0.047	0.569	-0.474	0.023

Standardized Residuals

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC	S.GPA	RANK
	-----	-----	-----	-----	-----	-----
POL_FAC	-0.879					
ENV_FAC	-0.199	0.740				
RELI_FAC	-0.681	-0.194	-0.793			
THE_FAC	-0.405	0.362	-0.763	0.402		
S.GPA	0.284	-0.400	0.273	-0.065	-	
RANK	-0.766	-1.088	-1.286	-1.199	0.607	0.096
P.EDUC	0.649	0.804	1.109	1.033	-0.824	0.259
SALA	-1.100	1.304	-1.040	1.311	1.025	-1.085

Standardized Residuals

	P.EDUC	SALA
P.EDUC	-0.171	
SALA	1.256	0.466

Summary Statistics for Standardized Residuals

Smallest Standardized Residual = -1.988
 Median Standardized Residual = 0.041
 Largest Standardized Residual = 1.912

Stemleaf Plot

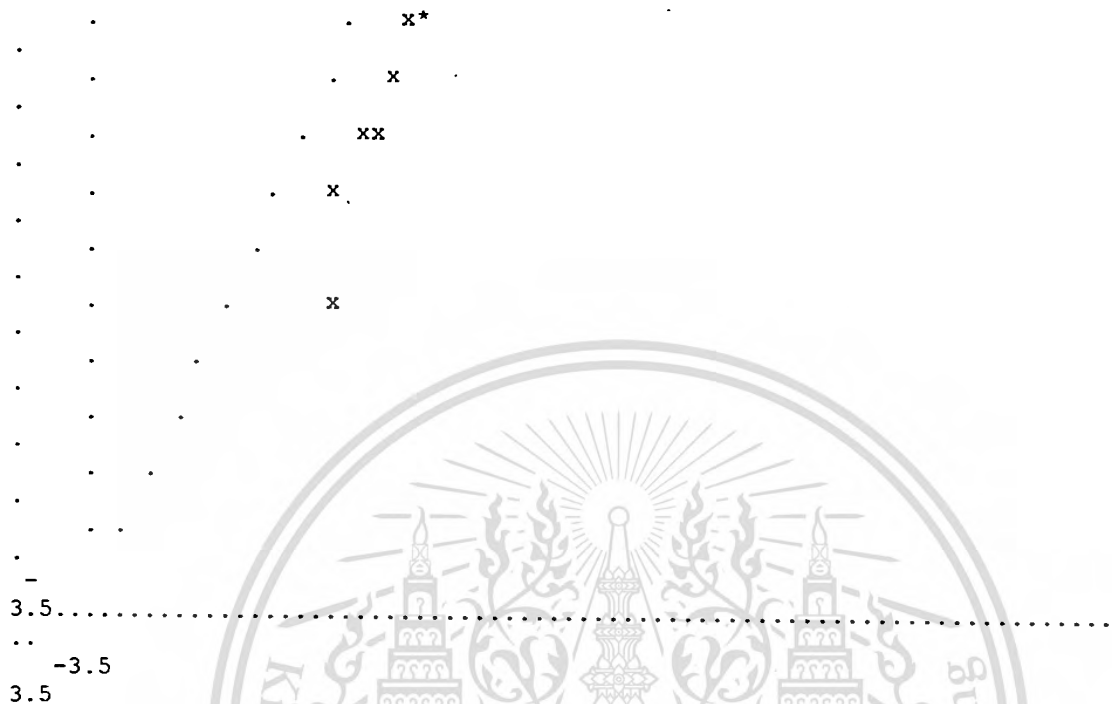
```

-18|96
-16|35
-14|6544
-12|49630
-10|641098744
- 8|85400820
- 6|999976654098760
- 4|998733100097775421100
- 2|987755332986540
- 0|99877742298876532000
  0|12245012223366789
  2|01556678012367899
  4|0045577899022456777888
  6|012344555690345899
  8|00135679278
 10|01123368014488
 12|1246016
 14|8
 16|
 18|31
    
```

TI New Bilingual

Qplot of Standardized Residuals





TI New Bilingual

Standardized Solution

LAMBDA-Y

	factor	value
DESIREAL	0.823	--
GENDERAL	0.715	--
ADVERALL	0.604	--
PREFEREN	0.550	--
MAJORALL	0.481	--
REPUTATI	0.767	--
HOUSEALL	0.916	--
SCHOLARA	0.650	--
TUTIONAL	0.899	--
SOCIALAL	0.751	--
ECOALL	--	0.837
SOC_FAC	--	0.856
POL_FAC	--	0.824
ENV_FAC	--	0.846
RELI_FAC	--	0.851
THE_FAC	--	0.824

LAMBDA-X

demo

```

-----
S.GPA      0.023
RANK       1.300
P.EDUC    -0.668
SALA      -0.045

```

BETA

```

      factor      value
-----
factor      - -      - -
value      0.972      - -

```

GAMMA

```

      demo
-----
factor      0.257
value      0.073

```

Correlation Matrix of ETA and KSI

```

      factor      value      demo
-----
factor      1.000
value      0.991      1.000
demo      0.257      0.323      1.000

```

PSI

Note: This matrix is diagonal.

```

      factor      value
-----
      0.934      0.013

```

Regression Matrix ETA on KSI (Standardized)

```

      demo
-----
factor      0.257
value      0.323

```

TI New Bilingual

Completely Standardized Solution

```

      LAMBDA-Y
      factor      value
-----
DESIREAL      0.908      - -
GENDERAL      0.876      - -
ADVERALL      0.653      - -
PREFEREN      0.744      - -
MAJORALL      0.776      - -
REPUTATI      0.887      - -
HOUSEALL      0.919      - -

```

SCHOLARA	0.871	--
TUTIONAL	0.906	--
SOCIALAL	0.911	--
ECOALL	--	0.888
SOC_FAC	--	0.940
POL_FAC	--	0.883
ENV_FAC	--	0.910
RELI_FAC	--	0.882
THE_FAC	--	0.889

LAMBDA-X

demo	

S.GPA	0.041
RANK	1.241
P.EDUC	-0.636
SALA	-0.043

BETA

factor		value	
-----		-----	
factor	--	factor	--
value	0.972	value	--

GAMMA

demo	

factor	0.257
value	0.073

Correlation Matrix of ETA and KSI

factor		value		demo	
-----		-----		-----	
factor	1.000				
value	0.991	1.000			
demo	0.257	0.323	1.000		

PSI

Note: This matrix is diagonal.

factor		value	
-----		-----	
	0.934		0.013

THETA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
	-----	-----	-----	-----	-----	-----
DESIREAL	0.176					
GENDERAL	0.008	0.233				
ADVERALL	-0.037	-0.055	0.574			
PREFEREN	-0.118	-0.050	0.101	0.446		
MAJORALL	-0.101	-0.069	0.053	0.223	0.398	

REPUTATI	--	0.012	0.057	--	0.033	0.212
HOUSEALL	-0.030	0.024	0.036	--	-0.035	-0.016
SCHOLARA	0.038	-0.049	0.025	-0.090	-0.069	--
TUTIONAL	--	0.036	--	--	-0.052	--
SOCIALAL	-0.012	-0.059	0.085	--	--	0.039
ECOALL	0.069	0.046	0.051	-0.114	-0.105	--
SOC_FAC	-0.057	--	--	0.028	0.077	--
POL_FAC	-0.018	0.013	0.027	0.066	0.067	0.039
ENV_FAC	--	--	-0.011	--	0.057	-0.018
RELI_FAC	-0.007	--	0.051	-0.104	-0.042	--
THE_FAC	--	0.028	-0.029	0.012	0.078	--

THETA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
HOUSEALL	0.156					
SCHOLARA	-0.046	0.241				
TUTIONAL	--	-0.038	0.179			
SOCIALAL	-0.059	--	--	0.170		
ECOALL	--	0.061	0.046	--	0.211	
SOC_FAC	-0.020	-0.022	0.005	-0.027	-0.029	0.117
POL_FAC	0.052	-0.026	--	--	--	0.019
ENV_FAC	-0.039	--	-0.008	--	--	--
RELI_FAC	-0.020	--	-0.037	--	0.025	-0.018
THE_FAC	-0.057	0.036	0.029	--	0.006	0.034

THETA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
POL_FAC	0.220			
ENV_FAC	--	0.171		
RELI_FAC	0.044	--	0.223	
THE_FAC	-0.020	0.056	--	0.210

THETA-DELTA-EPS

	DESIREAL	GENDERAL	ADVERALL	PREFEREN	MAJORALL	REPUTATI
S.GPA	--	--	--	--	--	--
RANK	--	-0.064	0.278	0.244	0.101	-0.139
P.EDUC	--	0.048	-0.211	-0.094	0.010	0.102
SALA	0.331	0.042	0.406	0.202	0.258	0.316

THETA-DELTA-EPS

	HOUSEALL	SCHOLARA	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC
S.GPA	--	--	--	--	--	--
RANK	0.190	-0.020	0.064	--	--	--
P.EDUC	-0.169	0.031	0.028	0.031	-0.034	--
SALA	0.163	0.515	0.202	0.417	0.272	0.241

THETA-DELTA-EPS

	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
	-----	-----	-----	-----
S.GPA	--	--	--	--
RANK	0.130	-0.017	--	-0.120
P.EDUC	-0.252	0.055	-0.188	0.129
SALA	0.219	0.329	0.353	0.291

THETA-DELTA

S.GPA	RANK	P.EDUC	SALA
-----	-----	-----	-----
0.998	-0.540	0.596	0.998

Regression Matrix ETA on KSI (Standardized)

	demo

factor	0.257
value	0.323

TI New Bilingual

Total and Indirect Effects

Total Effects of KSI on ETA

	demo

factor	0.261
	(0.051)
	5.102
value	0.318
	(0.054)
	5.884

Indirect Effects of KSI on ETA

	demo

factor	--
value	0.246
	(0.048)
	5.084

Total Effects of ETA on ETA

	factor	value
	-----	-----
factor	--	--
value	0.943	--
	(0.030)	
	31.708	

Largest Eigenvalue of B*B' (Stability Index) is 0.889

Total Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	0.810	- -
GENDERAL	0.704 (0.027) 26.313	- -
ADVERALL	0.595 (0.041) 14.368	- -
PREFEREN	0.541 (0.033) 16.255	- -
MAJORALL	0.473 (0.028) 17.154	- -
REPUTATI	0.755 (0.028) 26.944	- -
HOUSEALL	0.902 (0.033) 27.259	- -
SCHOLARA	0.640 (0.023) 28.292	- -
TUTIONAL	0.885 (0.031) 28.284	- -
SOCIALAL	0.739 (0.026) 28.191	- -
ECOALL	0.802 (0.025) 31.708	0.850
SOC_FAC	0.820 (0.032) 25.850	0.869 (0.032) 27.540
POL_FAC	0.789 (0.030) 26.528	0.837 (0.032) 25.859
ENV_FAC	0.810	0.859

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	(0.029)	(0.031)
	27.487	27.585
RELI_FAC	0.815	0.864
	(0.030)	(0.031)
	26.716	27.560
THE_FAC	0.789	0.837
	(0.031)	(0.032)
	25.374	26.266

Indirect Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	- -	- -
GENDERAL	- -	- -
ADVERALL	- -	- -
PREFEREN	- -	- -
MAJORALL	- -	- -
REPUTATI	- -	- -
HOUSEALL	- -	- -
SCHOLARA	- -	- -
TUTIONAL	- -	- -
SOCIALAL	- -	- -
ECOALL	0.802	- -
	(0.025)	
	31.708	
SOC_FAC	0.820	- -
	(0.032)	
	25.850	
POL_FAC	0.789	- -
	(0.030)	
	26.528	
ENV_FAC	0.810	- -
	(0.029)	
	27.487	
RELI_FAC	0.815	- -
	(0.030)	
	26.716	
THE_FAC	0.789	- -

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(0.031)
25.374

Total Effects of KSI on Y

	demo

DESIREAL	0.211 (0.041) 5.102
GENDERAL	0.184 (0.036) 5.164
ADVERALL	0.155 (0.034) 4.525
PREFEREN	0.141 (0.030) 4.725
MAJORALL	0.124 (0.025) 4.919
REPUTATI	0.197 (0.037) 5.274
HOUSEALL	0.236 (0.048) 4.900
SCHOLARA	0.167 (0.033) 5.118
TUTIONAL	0.231 (0.046) 5.048
SOCIALAL	0.193 (0.038) 5.116
ECOALL	0.270 (0.046) 5.884
SOC_FAC	0.276 (0.046) 5.959
POL_FAC	0.266

	(0.047)
	5.607
ENV_FAC	0.273
	(0.046)
	5.988
RELI_FAC	0.275
	(0.048)
	5.776
THE_FAC	0.266
	(0.043)
	6.142

TI New Bilingual

Standardized Total and Indirect Effects

Standardized Total Effects of KSI on ETA

	demo

factor	0.257
value	0.323

Standardized Indirect Effects of KSI on ETA

	demo

factor	- -
value	0.250

Standardized Total Effects of ETA on ETA

	factor	value
	-----	-----
factor	- -	- -
value	0.972	- -

Standardized Total Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	0.823	- -
GENDERAL	0.715	- -
ADVERALL	0.604	- -
PREFEREN	0.550	- -
MAJORALL	0.481	- -
REPUTATI	0.767	- -
HOUSEALL	0.916	- -
SCHOLARA	0.650	- -
TUTIONAL	0.899	- -
SOCIALAL	0.751	- -
ECOALL	0.814	0.837
SOC_FAC	0.833	0.856

POL_FAC	0.801	0.824
ENV_FAC	0.822	0.846
RELI_FAC	0.828	0.851
THE_FAC	0.801	0.824

Completely Standardized Total Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	0.908	--
GENDERAL	0.876	--
ADVERALL	0.653	--
PREFEREN	0.744	--
MAJORALL	0.776	--
REPUTATI	0.887	--
HOUSEALL	0.919	--
SCHOLARA	0.871	--
TUTIONAL	0.906	--
SOCIALAL	0.911	--
ECOALL	0.863	0.888
SOC_FAC	0.914	0.940
POL_FAC	0.859	0.883
ENV_FAC	0.885	0.910
RELI_FAC	0.857	0.882
THE_FAC	0.864	0.889

Standardized Indirect Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	--	--
GENDERAL	--	--
ADVERALL	--	--
PREFEREN	--	--
MAJORALL	--	--
REPUTATI	--	--
HOUSEALL	--	--
SCHOLARA	--	--
TUTIONAL	--	--
SOCIALAL	--	--
ECOALL	0.814	--
SOC_FAC	0.833	--
POL_FAC	0.801	--
ENV_FAC	0.822	--
RELI_FAC	0.828	--
THE_FAC	0.801	--

Completely Standardized Indirect Effects of ETA on Y

	factor	value
	-----	-----
DESIREAL	--	--
GENDERAL	--	--
ADVERALL	--	--
PREFEREN	--	--

MAJORALL	--	--
REPUTATI	--	--
HOUSEALL	--	--
SCHOLARA	--	--
TUTIONAL	--	--
SOCIALAL	--	--
ECOALL	0.863	--
SOC_FAC	0.914	--
POL_FAC	0.859	--
ENV_FAC	0.885	--
RELI_FAC	0.857	--
THE_FAC	0.864	--

Standardized Total Effects of KSI on Y
demo

DESIREAL	0.211
GENDERAL	0.184
ADVERALL	0.155
PREFEREN	0.141
MAJORALL	0.124
REPUTATI	0.197
HOUSEALL	0.236
SCHOLARA	0.167
TUTIONAL	0.231
SOCIALAL	0.193
ECOALL	0.270
SOC_FAC	0.276
POL_FAC	0.266
ENV_FAC	0.273
RELI_FAC	0.275
THE_FAC	0.266

Completely Standardized Total Effects of KSI on Y
demo

DESIREAL	0.233
GENDERAL	0.225
ADVERALL	0.168
PREFEREN	0.191
MAJORALL	0.199
REPUTATI	0.228
HOUSEALL	0.236
SCHOLARA	0.224
TUTIONAL	0.233
SOCIALAL	0.234
ECOALL	0.286
SOC_FAC	0.303
POL_FAC	0.285
ENV_FAC	0.294
RELI_FAC	0.284
THE_FAC	0.287

Time used: 0.391 Seconds



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แบบสอบถาม

ความสัมพันธ์เชิงโครงสร้างของปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษาเอกชน

Questionnaire

**Structural Relation of Factors Influencing
Value in Pursuing Study at Private Vocational Schools**

คำอธิบาย โปรดให้ข้อมูลตามความจริง ข้อมูลเหล่านี้จะใช้เพื่อการวิจัยเท่านั้น

Instruction: Please provide true information. It will be use in this study only.

วัตถุประสงค์ในการวิจัย แบบสอบถามมีวัตถุประสงค์เพื่อสอบถามความคิดเห็นนักศึกษาที่กำลังศึกษาอยู่ในระดับประกาศนียบัตรวิชาชีพ ชั้นปีที่ 1 (ปวช.) ประเภทสาขาวิชาพาณิชยกรรม โรงเรียนอาชีวศึกษาเอกชน ในเขตกรุงเทพมหานคร เกี่ยวกับปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษาเอกชน แบบสอบถามนี้มี 3 ตอน

Purpose of Study: The purpose of the questionnaire is to elicit the opinion of the students who enroll in the lower vocational certificate business programs in private vocational schools in Bangkok on factors that influence the students' value in pursuing their study at private vocational schools. The questionnaire consists of three parts as follows:

ตอนที่ 1 แบบสอบถามข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

Part 1 General information about the respondent

ตอนที่ 2 แบบสอบถามระดับของค่านิยมในการเรียน โรงเรียนอาชีวศึกษาเอกชน

Part 2 Level of the respondent's value in pursuing study at private vocational school

ตอนที่ 3 แบบสอบถามความคิดเห็นเกี่ยวกับปัจจัยที่ส่งผลต่อค่านิยมการเรียน ในโรงเรียนอาชีวศึกษาเอกชน

Part 3 Student's opinion about factors influencing value in pursuing study at private vocational school

ตอนที่ 1 แบบสอบถามข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

Part 1 General information about the respondent

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน □ หน้าข้อความที่ตรงกับสภาพความเป็นจริง

Instruction: Please put the mark (✓) in the box that indicates true information about yourself.

1. ท่านเป็นนักศึกษาชายหรือหญิง Are you male or female?

ชาย male

หญิง female

2. ท่านเรียนอยู่ชั้นปีที่ _____ โรงเรียน _____

You are in year _____ and your school is _____

3. คะแนนเฉลี่ยสะสมของชั้นมัธยมศึกษาปีที่ 3 _____

Your GPA for Mathayom Suksa 3 _____

4. คะแนนเฉลี่ยสะสมของชั้น ปวช.1 ภาคเรียนที่ 1 _____

Your GPA for the first semester in the current program _____

5. ปัจจุบันนี้ท่านพักอาศัยอยู่ที่ใด (เลือกเพียง 1 ข้อ)

Where do you live? (Choose one only)

บ้านของบิดา มารดา At your parent's home

บ้านของผู้ปกครองที่มีโชัญาคิ At your guardian's home

บ้านของญาติ At your relative's home

พักอยู่หอพัก In an apartment

พักอยู่หอพัก In a dormitory

อื่นๆ (โปรดระบุ) Other (please specify) _____

6. โรงเรียนนี้เป็นโรงเรียนที่ท่านเลือกเรียนลำดับที่เท่าไร

The order or your choice in choosing this school:

ลำดับที่หนึ่ง Your first choice

ลำดับที่สอง Your second choice

ลำดับที่สาม Your third choice

อื่นๆ (โปรดระบุ) Other (please specify) _____

7. ท่านคิดว่าท่านจะศึกษาให้จบระดับใด (เลือกตอบเพียง 1 ข้อ)
What level of education do you think you want to complete? (Choose one only)
- ประกาศนียบัตรวิชาชีพ (ปวช) Certificate
 - ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส) Diploma
 - ปริญญาตรี Bachelor's degree
 - ปริญญาโท Master's degree
 - ปริญญาเอก Doctoral degree
8. บิดามารดาของท่านยังมีชีวิตอยู่หรือไม่
Are your parents still alive?
- ยังมีชีวิตอยู่ทั้งสองคนและอยู่ด้วยกัน Both are alive and living together
 - ยังมีชีวิตอยู่ทั้งสองคน แต่หย่าขาดจากกันหรือแยกกันอยู่
Both are alive but are divorced or separated
 - บิดาถึงแก่กรรม Father is deceased
 - มารดาถึงแก่กรรม Mother is deceased
 - บิดาและมารดาถึงแก่กรรม Father and mother are deceased
9. ระดับการศึกษาของบิดาของท่าน
Your father's level of education
- ต่ำกว่าประถมศึกษา Below primary
 - ประถมศึกษาหรือมัธยมศึกษาตอนต้น Primary or lower secondary
 - มัธยมศึกษาตอนปลาย Upper secondary
 - ประกาศนียบัตรวิชาชีพ (ปวช.) Certificate
 - ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) หรืออนุปริญญา Diploma
 - ปริญญาตรี Bachelor's degree
 - ปริญญาโท Master's degree
 - ปริญญาเอก Doctoral degree

10. ระดับการศึกษาของมารดาของท่าน

Your mother's level of education

- ต่ำกว่าประถมศึกษา Below primary
- ประถมศึกษาหรือมัธยมศึกษาตอนต้น Primary or lower secondary
- มัธยมศึกษาตอนปลาย Upper secondary
- ประกาศนียบัตรวิชาชีพ (ปวช.) Certificate
- ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) หรืออนุปริญญา Diploma
- ปริญญาตรี Bachelor's degree
- ปริญญาโท Master's degree
- ปริญญาเอก Doctoral degree

11. ระดับการศึกษาของผู้ปกครองที่ท่านอาศัยอยู่ด้วย ซึ่งไม่ใช่บิดาหรือมารดา

Your guardian's level of education

- ต่ำกว่าประถมศึกษา Below primary
- ประถมศึกษาหรือมัธยมศึกษาตอนต้น Primary or lower secondary
- มัธยมศึกษาตอนปลาย Upper secondary
- ประกาศนียบัตรวิชาชีพ (ปวช.) Certificate
- ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.) หรืออนุปริญญา Diploma
- ปริญญาตรี Bachelor's degree
- ปริญญาโท Master's degree
- ปริญญาเอก Doctoral degree

12. รายได้เฉลี่ยต่อเดือนของบิดามารดาหรือผู้ปกครองที่ท่านอาศัยอยู่ด้วย โดยประมาณ

An approximate monthly income of your parent(s) or guardian whom you live with

- ต่ำกว่า Below 5,000 บาท/เดือน Baht/month
- 5,000 - 10,000 บาท/เดือน Baht/month
- 10,001 - 15,000 บาท/เดือน Baht/month
- 15,001 - 20,000 บาท/เดือน Baht/month
- 20,001 - 25,000 บาท/เดือน Baht/month
- 25,001 - 30,000 บาท/เดือน Baht/month
- 30,001 - 35,000 บาท/เดือน Baht/month
- 35,001 - 40,000 บาท/เดือน Baht/month
- สูงกว่า Above 40,000 บาท/เดือน Baht/month

13. แหล่งความช่วยเหลือทางการเงินในการเรียนชั้นปีที่ 1 (เลือกเพียง 1 ข้อ)
Your source of financial assistance while in year 1 (choose only one)

- ทำงานเลี้ยงตนเอง Earn your own living
- บิดา Father
- มารดา Mother
- ผู้ปกครอง Guardian
- ทุนการศึกษาจากโรงเรียน Scholarship from the school
- ทุนการศึกษาจากเอกชน Scholarship from a private source
- กองทุนกู้ยืมเพื่อการศึกษา Educational Loan Fund
- แหล่งกู้ยืมอื่นๆ (ระบุ) Other source (please specify) _____

ตอนที่ 2 แบบสอบถามระดับของค่านิยมในการเรียน โรงเรียนอาชีวศึกษาเอกชน
Part 2 Level of the respondent's value in pursuing study at private vocational school

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
เศรษฐกิจ Economic aspect					
1. การเรียนในโรงเรียนอาชีวศึกษาเอกชนประเภทสาขาวิชา พาณิชย์การสอดคล้องกับความต้องการทางเศรษฐกิจของชาติ Taking business programs in private vocational schools is responsive to national economic needs.....					
2. โรงเรียนอาชีวศึกษาเอกชนประเภทสาขาวิชาพาณิชย์การ เหมาะสมกับความถนัดของท่าน The business program in a private vocational school meets your aptitude.....					
3. การจบจากโรงเรียนอาชีวศึกษาเอกชนทำให้ท่านเติบโตในสาย งานได้มากขึ้น Graduation from a private vocational school paves the way for your career growth.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
4. การจบจากโรงเรียนอาชีวศึกษาเอกชนทำให้ท่านหางานได้ง่าย Graduation from a private vocational school gives you plenty of opportunities for a job.....					
5. การเรียนในโรงเรียนอาชีวศึกษาเอกชนเป็นสิ่งจำเป็นสำหรับ เสริมสร้างเศรษฐกิจของชาติ Taking study programs in a private vocational school is necessary for national economic development.....					
สังคม Social aspect					
6. โรงเรียนอาชีวศึกษาเอกชนมีภาพลักษณ์ดีในสายตาของท่าน Private vocational schools have a good image, as far as you are concerned.....					
7. ท่านไม่สามารถสมัครเรียนที่อื่นได้ You were not able to enter other schools.....					
8. เพื่อนๆให้ความช่วยเหลือซึ่งกันและกันเป็นอย่างดี Your friends are very helpful.....					
9. ครูผู้สอนสามารถเข้าพบเพื่อปรึกษาได้ง่าย และช่วยเหลือเสมอ Teachers are always available for advice and help.....					
10. ท่านชอบสิ่งแวดล้อมภายในโรงเรียน You like the school environment.....					
11. ท่านชอบขนาดของโรงเรียน You like the size of the school (it's about right).....					
12. ท่านใช้เครื่องคอมพิวเตอร์และเทคโนโลยีต่างๆในบริเวณ โรงเรียนได้สะดวก You have good access to computer and technology in your school.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
13. ท่านเชื่อว่าการเรียนในโรงเรียนอาชีวศึกษาเอกชนนั้น นักศึกษา ควรเข้าร่วมการอบรมทางวิชาการอยู่เสมอ You believe that studying in a private vocational school requires that you always participate in any academic training.....					
การเมือง Political aspect					
14. นักศึกษาที่จบด้านอาชีวศึกษาเป็นกลุ่มเป้าหมายของ ภาคอุตสาหกรรม Graduates of vocational schools are target groups of industry sector.....					
15. โรงเรียนอาชีวศึกษาเอกชน มีครูดี บริการดี เอาใจใส่ต่อนักศึกษา Private vocational schools have good teachers, good services, and good care for their students.....					
16. การเรียนใน โรงเรียนอาชีวศึกษาเอกชน ได้รับการสนับสนุนจาก ภาครัฐที่ชัดเจน There is a clear support from the government when you study in a private vocational school.....					
17. โรงเรียนพยายามส่งเสริมในสิ่งที่นักศึกษาต้องการ The school tries to provide what the students need.....					
18. นักศึกษาหรือตัวแทนนักศึกษามีโอกาสประชุมร่วมกับผู้บริหาร โรงเรียนเพื่อเสนอความคิดเห็น Students or students' representative in this school have opportunities to attend meetings with the school administrator to present their ideas.....					
19. มีเพื่อนข้างบ้านเรียนอาชีวศึกษาเอกชน Some of your neighbors are also studying in private vocational schools.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
สภาพแวดล้อม Environmental aspect					
20. โรงเรียนมีเครื่องแบบที่เป็นเอกลักษณ์ The school has a unique uniform.....					
21. โรงเรียนมีอีเมลให้นักศึกษาทุกคนใช้ติดต่อกับครูผู้สอน The school has email addresses for all students to contact their teachers.....					
22. ห้องสมุดมีอุปกรณ์ครบครันเหมาะแก่การศึกษาหาความรู้ The school library is adequately equipped for proper researching.....					
23. ท่านสามารถยืมหนังสือจากห้องสมุดได้สะดวก It is convenient for you to borrow books from the library.....					
24. ท่านมีความพึงพอใจในประสบการณ์ที่เรียนอยู่ในปัจจุบัน You are satisfied with the learning experiences.....					
25. ท่านต้องการนำความรู้จากการเรียนอาชีวศึกษาเพื่อหารายได้ในระหว่างศึกษา You want to use the knowledge acquired from your vocational school to earn during you are studying.....					
ศาสนาและความเชื่อ Religion and Belief					
26. ท่านเชื่อว่าศาสนามีความสำคัญต่อท่านเพื่อดำรงอยู่ในสังคมอย่างมีความสุข You believe that religion is important for you so that you can live happily in society.....					
27. ท่านเชื่อว่าโรงเรียนจัดกิจกรรมประเพณีและวัฒนธรรมไทยตามปฏิทินประจำปีเป็นสิ่งที่ดี You believe that what the school does in organizing cultural and Thai traditional activities during each academic year is a good thing.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
28. ท่านเชื่อว่าความสงบทางจิตใจทำให้นักศึกษามีสมาธิในการเรียนมากขึ้น You believe that peace of mind enables a student to concentrate better in learning.....					
29. ท่านเชื่อว่าการดำรงชีวิต ควรปฏิบัติตนให้สอดคล้องกับเทคโนโลยี You believe that one should conduct one's life to conform to technology.....					
30. ท่านเชื่อว่าทฤษฎีและการปฏิบัติจะนำไปสู่การสร้างความรู้เพื่อใช้งานจริง You believe that both theory and practice will lead to construction of knowledge for actual application in your job.....					
ทฤษฎี Vocational Theoretical Factor					
31. โรงเรียนอาชีวศึกษาเอกชนสอนทั้งภาคทฤษฎีและภาคปฏิบัติ Teaching at private vocational schools involves both theory and practice.....					
32. โรงเรียนปลูกฝังให้ท่านทั้งความรู้ ความชำนาญ ทักษะ และจรรยาบรรณในการประกอบอาชีพ The school nurtures professional knowledge, expertise, skills, and ethics.....					
33. โรงเรียนเปิดให้สอบเทียบมาตรฐานอุตสาหกรรมทุกปี The school organizes professional standard examinations every year.....					
34. การเรียนอาชีวศึกษาสามารถเก็บเกี่ยวความรู้จากชั้นเรียนและนอกชั้นเรียนได้อย่างต้องการ Studying in vocational schools enables you to gain knowledge in class as well as out of class as required....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
35. การเรียนในโรงเรียนอาชีวศึกษาเอกชนทำให้เข้าใจได้ง่ายกว่า เรียนสาขาสามัญ Studying in a private vocational school enables you to under-stand better than studying in an academic-based school.....					
36. เมื่อมีปัญหาในด้านต่างๆ ครูจะเป็นผู้ช่วยแก้ปัญหาให้เสมอ Teachers always help you solve various problems confronting you.....					
37. กฎระเบียบของโรงเรียนทำให้นักศึกษามีระเบียบวินัย The school rules and regulations make students well- disciplined.....					
38. เมื่อท่านเรียนจบท่านจะได้ความรู้ตามที่คาดหวัง When you complete the program, you will have acquired the knowledge that you expected.....					
39. ท่านมีโอกาสแสดงความคิดเห็นในชั้นเรียนเสมอ You always have opportunities to express your views in class.....					

ตอนที่ 3 แบบสอบถามความคิดเห็นเกี่ยวกับปัจจัยที่ส่งผลต่อค่านิยมการเรียนในโรงเรียนอาชีวศึกษา
เอกชน

Part 3 Questionnaire on student's opinion about factors influencing value
in pursuing study at private vocational schools

คำชี้แจง โปรดพิจารณาข้อความคำถามแต่ละข้อ และทำเครื่องหมาย ✓ ในช่องคำตอบที่สอดคล้องกับ
ความคิดเห็นของท่านมากที่สุด โดยมีเกณฑ์ให้คะแนนเป็นดังนี้

Instruction: Please consider each question and put a mark (✓) in the column that
accurately represents the level of your opinion. The meaning of each level of
agreement is as follows:

- 5 หมายถึง เห็นด้วยมากที่สุด means you absolutely agree
4 หมายถึง เห็นด้วยมาก means you mostly agree
3 หมายถึง เห็นด้วยปานกลาง means you moderately agree
2 หมายถึง เห็นด้วยน้อย means you minimally agree
1 หมายถึง เห็นด้วยน้อยที่สุด means you least agree

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
สาขาวิชาที่ให้เลือกรเรียน Program Options					
40. โรงเรียนมีสาขาวิชาพิเศษการ ไว้ให้เลือกหลากหลาย The school offers a diversity of business program options.....					
41. โรงเรียนมีชื่อเสียงดีในด้านวิชาการ The school has an academic reputation.....					
42. โรงเรียนมีครูที่ปรึกษาสำหรับช่วยแก้ปัญหาด้านการเรียน The school has teacher advisors to help ease out learning problems.....					
43. จบการศึกษาจากโรงเรียนแล้วมีงานทำแน่นอน All graduates always get a job.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
44. สาขาที่เรียนมีความท้าทายและน่าสนใจ The study programs are challenging and meaningful....					
45. เรียนจบอาชีวศึกษาเอกชนแล้วสามารถศึกษาต่อ ได้ง่าย It is easy to continue study after graduation from. private vocational schools.....					
ความนิยมของผู้ปกครอง Guardian's Preference					
46. ผู้ปกครองของท่านหรือญาติที่อุปการะท่าน ต้องการให้เรียน ที่โรงเรียนอาชีวศึกษาเอกชน Your parent/guardian or sponsoring relative wanted you to study in a private vocational school.....					
47. ผู้ปกครองหรือญาติของท่านสำเร็จการศึกษาจากที่นี่ Your parent/guardian or relative graduated from this school.....					
48. ญาติและเพื่อนๆ แนะนำ Relative(s) and friend(s) recommended the school to you.....					
49. ผู้ปกครองรู้จักครูผู้สอนเป็นอย่างดี Your parent/guardian knows the teachers very well.....					
50. ผู้ปกครองรู้จักเพื่อนนักศึกษาทุกคน Your parent/guardian knows every student.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
ชื่อเสียงด้านวิชาการ Academic Reputation					
51. โรงเรียนมีชื่อเสียงด้านวิชาการมานาน The school has a long history of academic reputation...					
52. ผู้สำเร็จการศึกษาจากโรงเรียนนี้มีโอกาสในการศึกษาต่อ Graduates of the school have opportunity to continue study.....					
53. ผู้สำเร็จการศึกษาจากโรงเรียนนี้มีความรู้ความสามารถตรงตามมาตรฐานวิชาชีพนั้นๆ Graduates from this school have knowledge and ability that meet professional standards.....					
54. ครูผู้สอนมีความชำนาญในการสอน Teachers have teaching skills.....					
55. ครูผู้สอนมีการพัฒนาความสามารถอยู่เสมอ Teachers always improve their ability.....					
56. โรงเรียนกำหนดแนวทางการศึกษาสอดคล้องกับความต้องการของตลาดแรงงาน The school programs respond to the labor market demand.....					
ชื่อเสียงทางสังคม Social Reputation					
57. โรงเรียนมีชื่อเสียงทางด้านจัดกิจกรรมสังคม The school has a reputation for social activities.....					
58. โรงเรียนมีนักศึกษาหลายคนที่มีชื่อเสียงด้านกีฬา The school has several students who are well known in sports.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
59. โรงเรียนมีอุปกรณ์กีฬาและงบประมาณอย่างพอเพียง The school has sufficient equipment and budget for sports.....					
60. โรงเรียนมีชมรมกีฬาที่หลากหลาย The school has various sports clubs.....					
61. โรงเรียนมีชมรมศิลปกรรมที่หลากหลาย The school has various art clubs.....					
การโฆษณา Advertisement					
62. ครูโรงเรียนมัธยมศึกษาแนะนำ Secondary school teachers recommended it.....					
63. ครูแนะแนวมัธยมศึกษาแนะนำ Secondary school counselors recommended it.....					
64. ครูแนะแนวจากโรงเรียนแห่งนี้ให้การแนะนำ Counselors from this private vocational school recommended it.....					
65. ท่านเห็นการโฆษณาที่รถประจำทาง You saw advertisement on buses.....					
66. ท่านรู้จักโรงเรียนจากสื่อ เช่น วิทยุ โทรทัศน์ หนังสือพิมพ์ You know the school from mass media such as radio, television, and newspapers.....					
67. ท่านรู้จักโรงเรียนจากอินเทอร์เน็ต You know the school from the Internet.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
เพศ Gender					
68. ประเภทสาขาวิชาพาณิชย์การเหมาะกับท่าน The business program suits you fine.....					
69. เพศไม่มีความสำคัญต่อการเรียนอาชีวศึกษาเอกชน Gender does not matter to studying at a private vocational school.....					
70. เพศไม่เป็นอุปสรรคต่อการทำงานภาคปฏิบัติ Gender is not an obstacle to career work.....					
71. เพศไม่เป็นอุปสรรคในการทำงานสาขาพาณิชย์การในอนาคต Gender is not an obstacle to future work in business....					
72. เพศไม่ได้ขัดขวางความก้าวหน้าด้านการทำงาน Gender does not hinder career advancement.....					
ที่พักอาศัย Residences					
73. ท่านต้องการเรียนในที่ใกล้ที่พักอาศัย You want to study in a school close to your place.....					
74. ท่านเดินทางจากบ้านมาเรียนได้สะดวก It is convenient for you to commute.....					
75. ท่านมีเพื่อนใกล้บ้านเดินทางไปเรียนด้วยกัน You have some neighbors going to the same school....					
76. โรงเรียนมีหอพักที่ดี The school has a good dormitory.....					
77. โรงเรียนอยู่ใกล้ย่านธุรกิจ The school is located close to a business center.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
ค่าเล่าเรียน Tuitions					
78. ท่านเลือกเรียนโรงเรียนนี้เพราะเหมาะกับรายได้ของผู้ปกครอง You choose this school because your parent's/guardian's income is sufficient to afford the schooling expenses.....					
79. ท่านเรียนในโรงเรียนนี้เพราะครูหางานให้ทำระหว่างเรียนได้ You study in this school because teachers can find jobs for you while you are studying.....					
80. การเรียนในโรงเรียนนี้ทำให้ท่านสามารถใช้อุปกรณ์การเรียนจากญาติได้ Studying in this school allows you to make use of your relative's learning materials and equipment.....					
81. ท่านเรียนในโรงเรียนนี้ทำให้เรียนจบและมีงานทำเร็วขึ้น Your study in this school enables you to complete your program and find a job faster.....					
82. ท่านเรียนในโรงเรียนนี้เนื่องจากมีค่าใช้จ่ายอื่น ๆ นอกเหนือจากค่าทอมไม่มากนัก You choose to study in this school because there are no significant additional costs other than tuitions.....					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
<p>ความปรารถนาที่จะเรียนในโรงเรียนอาชีวศึกษาเอกชน Your Desire to Study in a Private Vocational School</p>					
<p>83. ท่านเรียนในโรงเรียนอาชีวศึกษาเอกชนเพราะทำให้ท่านออกไปประกอบอาชีพส่วนตัวได้ You study in a private business school because it enables you to have your own business.....</p>					
<p>84. ท่านเรียนในโรงเรียนอาชีวศึกษาเอกชนเพราะมีความพร้อมด้านสื่อ เครื่องมือ อุปกรณ์การเรียนการสอน You study in a private business school because it is well equipped with equipment and learning materials... ..</p>					
<p>85. ท่านเรียนในโรงเรียนอาชีวศึกษาเอกชนเพราะมีการฝึกปฏิบัติจริง You study in a private business school because it offers an intensive practical experience.....</p>					
<p>86. ผู้สำเร็จอาชีวศึกษาที่สอบผ่านมาตรฐานวิชาชีพได้รับค่าจ้างแรงงานสูงกว่าปกติ Graduates of private business schools who pass professional standard examinations get a better pay.....</p>					
<p>87. ท่านปรารถนาเรียนอาชีวศึกษาเอกชนอยู่ก่อนแล้ว You have always wanted to study in a private business school.....</p>					

ข้อความ Statement	ระดับความคิดเห็น Levels of opinions				
	5	4	3	2	1
ทุนการศึกษา Scholarships					
88. การเรียนในโรงเรียนอาชีวศึกษาเอกชนมีเงินกู้ยืมเพื่อการศึกษา Educational loans are available in private vocational schools.....					
89. การเรียนในโรงเรียนอาชีวศึกษาเอกชนมีเงินอุดหนุนราชหัวจากรัฐ Studying in private vocational schools is supported by government-per-head subsidy.....					
90. การเรียนในโรงเรียนอาชีวศึกษาเอกชนมีเงินทุนการศึกษาจากโรงเรียน Studying in private vocational schools can be supported by school scholarships.....					
91. การเรียนในโรงเรียนอาชีวศึกษาเอกชนมีทุนการศึกษาจากโรงงานอุตสาหกรรม Studying in private vocational schools can be supported by industrial scholarships.....					
92. การเรียนในโรงเรียนอาชีวศึกษาเอกชนสามารถหาทุนการศึกษาในการเรียนได้ง่าย When studying in private vocational schools, supports from various sources of funds are readily offered.....					



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Table A.1: The numbers of students of private commercial schools in the year 2007

School's Name	Certificate Level			
	Year1	Year2	Year3	Total
Bangkok	29,970	20,340	17,181	67,491
Areal	14,808	10,041	9,264	34,113
Pranakorn	1,985	1,290	1,345	4,620
Pranakorn Comm Sch	486	195	187	868
Tangtrongjit Comm Sch	610	879	889	2,378
Comm Sch Trangtrongjit	889	216	269	1,374
Dusit	2,168	1,374	1,290	4,832
Sukhothai Comm Sch	649	391	336	1,376
Art Voc Sch	21	16	10	47
Art Voc Edu	253	96	82	431
Vimol Comm Sch	832	544	436	1,812
Joan of Arc Techn	126	93	118	337
Jiralada	74	53	53	180
Samsaen Comm Sch	213	181	255	649
Prakanong	2,252	1,308	1,271	4,081
Sahapanich	378	223	232	83
Bangkok Technology	538	303	441	1,282
Sriwattana International	1,336	782	598	2,716
Yannawa	398	220	259	877
Thai and International Food Sch	17	14	15	46
Sadhupradit Commercial Sch	381	206	244	831

Table A.1: (Continue)

School's Name	Certificate Level			
	Year1	Year2	Year3	Total
Din Daeng	827	658	598	2,083
Jamnong Commercial	827	658	598	2,083
Sathorn	822	599	493	1,914
Sarasart Commercial Sch	315	154	161	630
Assumption Commercial College	350	277	282	909
Kitti Commercial Sch	157	168	50	375
BangSue	878	569	654	2,101
Padungsit Comm Coll	-	37	38	75
Technic Vimol Commercial	878	532	616	2,026
Klong Toey	477	307	262	1,046
Srivikorn Commercial Col	477	307	262	1,046
Rajathevee	3,008	2,228	1,920	7,156
Technic Commercial Cheopraya	406	303	268	977
Siam Dhurakit Commercial	482	232	198	912
Krungthep Karnbanchee	1,283	1,116	986	3,385
Dusit Commercial Col	837	577	468	1,882
Wattana	650	547	469	1,666
Technic Comm Bkk	650	547	469	1,666

Table A.1: (Continue)

School's Name	Certificate Level			
	Year1	Year2	Year3	Total
BangNa	1,343	941	703	2,987
Nida Business Col	189	159	130	478
Attawit Comm col	1,154	782	573	2,509
Area 2	6,501	4,431	3,356	14,288
Bangkaen	2,014	1,328	1,024	4,366
ThaiBusiness &Comm Col	1,263	909	783	2,955
Viboon Comm Col-RamIntra	751	419	241	1,411
BangKapi	41	46	38	125
Technology Business Col	41	46	38	125
Meen Buri	331	171	146	648
Meen Buri Comm Col	331	171	146	648
Ladkrabang	117	90	92	299
Asia Comm Col	117	90	92	299
Bueng Kum	214	125	97	436
Pranakorn Comm Col	214	125	97	436
Jatuchak	1,524	1,140	902	3,566
St John Technology	263	228	158	649
Thatcharin Comm Col	113	84	89	286
Mahanakorn Comm	32	13	18	63
Varathip Business Sch	120	102	152	374
Santirat Business Admin. College	996	713	485	2,194
Pravej	497	318	171	986
Akvit Aonnut Bussiness Ad	497	318	171	986
Laksi	195	109	115	419
Ratanakosin Business Col	195	109	115	419

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Table A.1: (Continue)

School's Name	Certificate Level			
	Year1	Year2	Year3	Total
Sai Mai	1,137	1,011	631	2,979
Siam Business Col	1,137	1,011	631	2,979
Klong Samwa	231	93	140	464
Charoenpattana Business College	231	93	140	464
Bkk Area 3	8,661	5,868	4,561	19,090
BangkokYai	3,390	2,502	2,272	8,164
Saiprasit Commercial Col	198	252	232	682
Bangkok Comm Col	456	384	313	1,153
Ratdumnoen Thonburi Commercial College	1,051	468	458	1,977
Ratdumnoen Commercial College	91	81	40	212
Siam Technology	1,594	1,317	1,229	4,140
Klongsan	1,499	1,079	530	3,108
Gulsiri Technology& Business Admin.	291	304	194	789
Mittpol Commercial College	1,208	775	336	2,319
BangkokNoi	523	324	279	1,126
Jaransanitwong Business Ad	269	210	279	758
Jaransanitwong Commercial College	254	114	-	368
Pasrichaen	165	133	117	415
Krungthep Vichitsilp Commercial College	165	133	117	415
NongKaem	742	462	363	1,567
VittayaK Arnjadkarn Petkasaem	742	462	363	1,567
BangPlad	1,497	517	267	2,281

Table A.1: (Continue)

Schools' name	Certificate levels			
	Year 1	Year 2	Year 3	Total
Siam Commercial College	1,440	458	161	2,059
Bang Oar Commercial College	31	18	24	73
Thai Commercial Education	26	41	82	149
BangKae	467	339	290	1,096
Pasanusorn Bangkae Comm College	339	258	253	850
Busayarat Business Administration	128	81	37	246
Bang Bonn	25	20	-	45
Technology Administration Thonburi Business	25	20	-	45
TaveeWattana	353	492	443	1,288
Poly Technic Comm Bangkok	353	492	443	1,288

Source: Private Vocational Education Commission

Table A.2: Indicate population and sample size of private commercial schools in Bangkok.

Schools' Name	Population	Sampling Size
Area 1	14,808	186
Pranakorn	1,985	25
Pranakorn Comm Sch	486	6
Tangtrongjit Comm Sch	610	8
Comm Sch Trangtrongjit	889	11
Dusit	2,168	25
Sukhothai Comm Sch	649	8
Art Voc Sch	21	-
Art Voc Edu	253	3
Vimol Comm Sch	832	12
Joan of Arc Techn	126	2
Jitralada	213	3
Samsaen Comm Sch	213	3
Prakanong	2,252	28
Sahapanich	378	5
Technology Bangkok	538	7
Sriwattana International	1,336	16
Yannawa	398	5
Thai and Intern. Food Sch	17	-
Sadhupradit Commercial Sch	381	5
Din Daeng	827	10
Jamnong Commercial	827	10
Sathorn	822	10
Sarasart Commercial Sch	315	4
Assumption Commercial College	350	4

Table A.2 (Continue)		
Schools' Name	Population	Sampling Size
Kitti Commercial Sch	157	2
BangSue	878	11
Technic Vimol Commercial	878	11
KlongToey	477	6
Srivikorn Commercial Col	477	6
Rajathevee	3,008	38
Technic Commercial Cheopraya	406	5
Siam Dhurakit Commercial	482	6
Krungthep Karnbanchee	1,283	16
Dusit Commercial Col	837	11
Wattana	650	8
Technic Comm Bkk	650	8
BangNa	1,343	17
Nida Business College	189	2
Attawit Comm College	1,154	15
Area 2	6,501	82
Bangkaen	2,014	26
ThaiBusiness &Comm Col	1,263	16
Viboon Comm Col-RamIntra	751	10
BangKapi	41	1
Technology Business College	41	1
MeenBuri	331	4
Meen Buri Comm College	331	4
Ladkrabang	117	1
Asia Comm College	117	1
BuengKum	214	3

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Table A.2 (Continue)		
Schools' Name	Population	Sampling Size
Pranakorn Comm College	214	3
Jatuchak	1,524	19
St John Technology	263	3
Thatcharin Comm College	113	1
Mahanakorn Comm	32	-
Varathip Business Sch	120	2
Santirat Business Admin. College	996	13
Pravej	497	6
Akavit Aonnut Bussiness Ad	497	6
Laksi	195	2
Ratanakosin Business College	195	2
SaiMai	1,337	17
Siam Business College	1,337	17
KlongSamwa	231	3
Charoenpattana Buss.College	231	3
Bkk Area 3	8,661	109
BangkokYai	3,390	43
Saiprasit Commercial College	198	3
Bangkok Commercial College	456	6
RatdumnoenThonburi Commercial College	1,051	13
Ratdumnoen Comm. College	91	1
Siam Technology Institute	1,594	20
Klongsan	1,499	19
Gulsiri Technology&Business Admin.	291	4

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Table A.2 (Continue)		
Schools' Name	Population	Sampling Size
Mittpol Commercial College	1,208	15
BangkokNoi	523	7
Jaransanitwong Business Ad	269	4
Jaransanitwong Commercial Collge	254	3
Pasricharoen	165	2
KrungthepVichitsilp Commercial College	165	2
NongKaem	742	9
Vittaya Karnjadkam Petkasaem	742	9
BangPlad	1,497	19
Siam Commercial College	1,440	19
BangOar Commercial College	31	-
Thai Vocational Education	26	-
BangKae	467	6
Pasanusorn Bangkae Comm College	339	4
Busayarat Business Administration	128	2
Bang Bonn	25	-
Technology Thonburi Business Administration	25	-
TaveeWattana	353	4
PolyTechnicCommBangkok	353	4
Total	29,970	377

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Table B.1: The Statistics of manifest variables (n=375)

Manifest Variables	Samples (n=375)						
	\bar{X}	SD	CV (%)	Min	Max	SK	KU
DESIREAL	3.89	0.045	22.21	1.60	5.00	-1.082**	0.064
GENDERAL	3.74	0.040	20.79	1.60	4.60	-0.921**	-0.056
ADVERALL	3.64	0.045	24.05	1.50	4.50	-0.786**	-0.855**
PREFEREN	3.87	0.036	18.15	2.40	4.80	-0.960**	-0.082
MAJORALL	3.90	0.031	15.18	2.50	4.66	-1.364**	1.067**
REPUTATI	3.76	0.043	21.91	2.16	4.66	-0.760**	-0.792*
HOUSEALL	3.95	0.049	24.00	2.00	4.80	-0.969**	-0.625*
SCHOLARA	3.84	0.037	18.54	2.40	4.60	-1.045**	-0.395
TUTIONAL	3.81	0.049	24.86	1.40	4.60	-1.251**	0.034
SOCIALAL	3.81	0.041	20.59	2.40	4.60	-0.841**	-0.770*
ECOALL	4.06	0.046	22.11	1.60	5.00	-1.242**	0.276
SOC_FAC	3.65	0.045	23.76	1.62	4.62	-1.260**	0.167
POL_FAC	3.99	0.046	22.17	2.00	4.66	-1.362**	0.397
ENV_FAC	3.78	0.046	23.46	1.83	4.66	-1.255**	0.164
RELI_FAC	3.93	0.047	23.24	2.00	5.00	-0.975**	-0.527*
THE_FAC	3.73	0.046	23.71	1.33	4.66	-1.164**	0.246
S.GPA	2.91	0.027	18.02	1.50	4.00	-0.194	-0.280
RANK	2.08	0.055	50.63	1.00	4.00	0.710**	-0.694*
P.EDU	4.25	0.100	45.30	1.00	6.00	-0.537**	-1.212**
SALA	4.83	0.063	25.42	3.00	8.00	1.272**	0.727*

Note : ** $p < .01$, * $p < .05$, $SE_{SK} = 0.126$, $SE_{KU} = 0.251$

The significant level of Skewness and Kurtosis were calculated from $Z_{SK} = SK/SE_{SK}$

dan $Z_{KU} = KU/SE_{KU}$

Table B.2: Manifest variables correlative coefficient

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
DESIREAL	-																				
GENERAL	0.885**	-																			
ADVERALL	0.605**	0.570**	-																		
PREFEREN	0.616**	0.651**	0.652**	-																	
MAJORALL	0.666**	0.661**	0.622**	0.881**	-																
REPUTATI	0.884**	0.872**	0.701**	0.726**	0.794**	-															
HOUSEALL	0.883**	0.914**	0.689**	0.747**	0.741**	0.875**	-														
SCHOLARA	0.914**	0.787**	0.645**	0.612**	0.667**	0.850**	0.827**	-													
TUTIONAL	0.911**	0.912**	0.642**	0.731**	0.707**	0.880**	0.918**	0.911**	-												
SOCIALAL	0.895**	0.813**	0.739**	0.757**	0.783**	0.934**	0.844**	0.872**	0.908**	-											
ECOALL	0.956**	0.903**	0.679**	0.593**	0.635**	0.871**	0.886**	0.912**	0.931**	0.879**	-										
SOC_FAC	0.869**	0.894**	0.671**	0.792**	0.877**	0.906**	0.921**	0.868**	0.931**	0.900**	0.859**	-									
POL_FAC	0.851**	0.864**	0.647**	0.782**	0.816**	0.893**	0.940**	0.806**	0.868**	0.857**	0.869**	0.937**	-								
ENV_FAC	0.904**	0.858**	0.633**	0.734**	0.833**	0.869**	0.864**	0.868**	0.888**	0.912**	0.881**	0.941**	0.886**	-							
RELI_FAC	0.862**	0.859**	0.668**	0.595**	0.693**	0.862**	0.861**	0.835**	0.831**	0.858**	0.891**	0.895**	0.904**	0.885**	-						
THE_FAC	0.886**	0.877**	0.603**	0.735**	0.838**	0.873**	0.828**	0.888**	0.911**	0.891**	0.875**	0.954**	0.842**	0.952**	0.858**	-					
S.GPA	0.037	0.005	0.005**	0.023	-0.005	0.011	0.040	0.067	0.047	0.010	0.031	0.026	0.029	-0.009	0.028	0.009	-				
RANK	0.266**	0.220**	0.427**	0.421**	0.247**	0.102*	0.466**	0.239**	0.354**	0.231**	0.327**	0.332**	0.427**	0.284**	0.284**	0.180**	0.073	-			
P.EDU	-0.122*	-0.097	-0.274**	-0.179**	-0.080	-0.019	-0.295**	-0.092	-0.102*	-0.054	-0.191**	-0.171**	-0.374**	-0.096	-0.314**	-0.025	-0.068	-0.777**	-		
SALA	0.277**	-0.028	0.366**	0.167**	0.224**	0.286**	0.096	0.463**	0.161**	0.409**	0.212**	0.191**	0.165**	0.276**	0.336**	0.247**	0.068	-0.106**	0.007	-	

Table B.3: The results of structural relations of influential factors of value in pursuing studies at private vocational schools

Statistics								
Chi-square = 24.61 , df = 45 , p = .99426 , GFI = .993 , AGFI = .969 , RMR = .011								
Influential factors								
Independent Variables	Dependent Variables							
	School's demo. Char.			Student's value				
	TE	IE	DE	TE	IE	DE		
Student's dem.	.261**	-	.261**	.318**	.246**	.072**		
	.051	-	.051	.054	.048	.006		
School's dem.				.943**	-	.943**		
				.030	-	.030		
Structural equation of variables								
factor	value							
R SQUARE	.066 .987							
Covariance Matrix of Latent Variables								
	factor	value	demo					
factor	1.00							
value	.991	1.00						
demo	.257	.323	1.00					
Factor loading of manifest variables								
External manifest variables								
Variable	S.GPA	RANK	P.EDU	SALA				
B	.023	1.300**	-.668**	-.045				
SE	.012	0.96	.068	.037				
R ²	.002	1.540	.404	.002				
Internal manifest variables								
Variable	DESIREAL	GENDERALI	ADVERALL	PREFEREN	MAJORALLI	REPUTATI	HOUSEALL	SCHOLAR A
B	.810	.704**	.595**	.541**	.473	.755**	.902**	.640**
SE	-	.027	.041	.033	.028	.028	.033	.023
R ²	.824	.767	.426	.554	.602	.788	.844	.759
Variable	TUTIONAL	SOCIALAL	ECOALL	SOC_FAC	POL_FAC	ENV_FAC	RELI_FAC	THE_FAC
B	.885**	.739**	.850	.869**	.837**	.859**	.864**	.837**
SE	.031	.026	-	.032	.032	.031	.031	.032
R ²	.821	.830	.789	.883	.780	.829	.777	.790

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