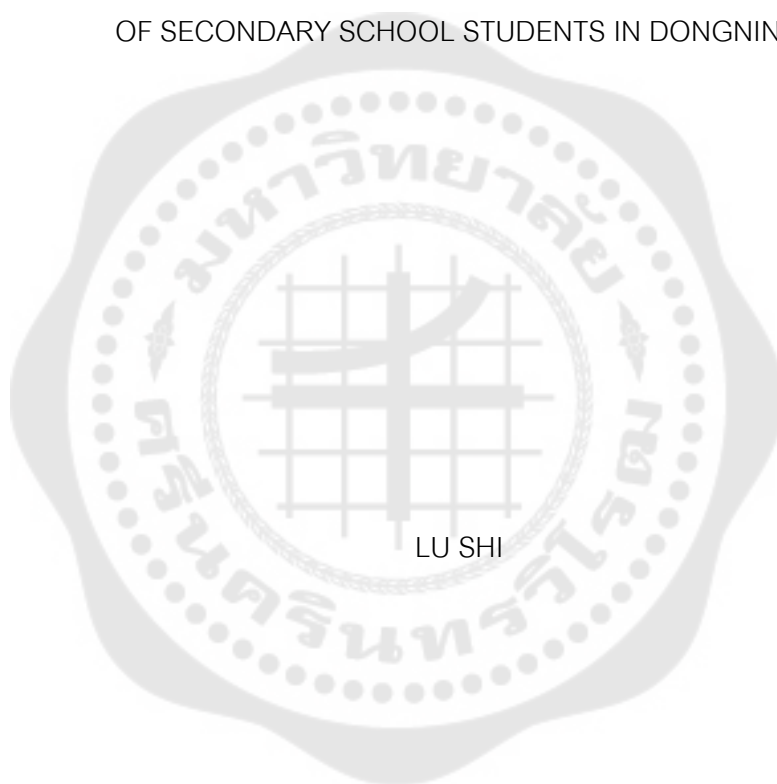




FACTORS AFFECTING THE SELECTION OF VOCATIONAL EDUCATION
OF SECONDARY SCHOOL STUDENTS IN DONGNING



Graduate School Srinakharinwirot University

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FACTORS AFFECTING THE SELECTION OF VOCATIONAL EDUCATION
OF SECONDARY SCHOOL STUDENTS IN DONGNING

BY

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Our economy continues to improve, leading to an increase in the demand for skilled personnel by enterprises. To enhance the competitiveness of modern industry, China must endeavor to develop vocational education and train sufficient and excellent skilled personnel. However, difficulties in enrolment and poor quality of student source have been a common phenomenon in vocational schools. In this paper, we study the factors affecting the selection of vocational education of secondary school students in Dongning. The research variables are student's personal factors, family factors, secondary school environment factors, social factors, local vocational high school development factors and vocational education policy factors. A quantitative research method was used to collect a sample of 317 respondents from nine secondary schools through a questionnaire. Through Forward LR Method, the formula as follow; $\text{Logist (Choice)} = -4.149 + 0.675(\text{Student's Personal Factor}) + 0.405(\text{Family Factor})$. Finally determined that the factors affecting the selection of vocational high school for secondary school third-year students in Dongning City are student's personal factors and family factors.

Keyword : Affecting the selection, Vocational education, Secondary school student

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CHAPTER 1

INTRODUCTION

Background

Since 2000, the Chinese government has vigorously promoted the development of vocational education as a national strategy. One of the goals of China's Vision 2035 is to strengthen the cultivation of innovative, applied, and skilled talents (Central People's Government of the People's Republic of China, 2021). In particular, the promulgation of the Vocational Education Law in 2022 facilitated the high-quality development of vocational education and established a new framework for the development of modern vocational education in China. (Xiu, & Xie, 2022). Since the 18th CPC National Congress, China's economy has continued to improve, the economic structure has been optimized, and regions have accelerated the construction of new industries adapted to the high-quality development of the national economy, resulting in increased demand for skilled personnel in medium- and high-end manufacturing and modern service industries. Only by accelerating the promotion of vocational education can China effectively address current issues such as an insufficient workforce, low quality, and structural imbalances in technical and skilled personnel. (Wang, 2020) The core of contemporary international economic competition lies in cultivating high-quality workers and advanced skills. Therefore, if China wants to enhance its industrial competitiveness, it must focus on developing vocational education and cultivating a sufficient number of highly skilled technical workers.

The development of vocational education is a crucial means of promoting employment and addressing the "three rural issues". China has a large rural population and many farmers, making rural employment a significant challenge. Developing vocational education is essential for promoting employment among urban and rural laborers and addressing the issue of rural surplus labor. (Xie, & Shan, 2015) The vigorous development of vocational education also promotes social equity. The "Outline of the National Medium- and Long-Term Educational Reform and Development Plan (2010-2020)" states: "Promoting educational equity as a basic national education policy,

and educational equity is an important foundation for social equity" (Li, & Gong, 2014). If education is an effective way to promote equity, secondary vocational education is one of the most effective ways to change the disadvantaged status of these groups and help them escape poverty. Therefore, at the present stage in China, the most important way to achieve social equity is to vigorously develop vocational education, allowing many disadvantaged individuals to obtain equal opportunities to access social resources and participate in social competition.

In recent years, the labor market has experienced the contradictory phenomena of talent shortage and talent waste. According to the Ministry of Human Resources and Social Security's official data from late 2020, China had only 58 million highly skilled workers, accounting for about 7.7% of the total employed population. The demand for highly skilled people is more than double, highlighting the contradiction in the current employment structure in China, where it is difficult to find employment and recruit labor. (Central People's Government of the People's Republic of China, 2020). According to the Blue Book of Undergraduate Employment released by Michaels Institute in 2022, which analyzes the employment trends and effectiveness of undergraduate students, the employment rates were 74.4% for the class of 2017, 73.6% for the class of 2018, 71.9% for the class of 2019, 67.7% for the class of 2020, and 65.3% for the class of 2021 (Michaels Institute, 2022). The employment rate of fresh bachelor's degree graduates has decreased by nearly 10 percentage points over five years. From the above data, China's market for highly educated talent has become saturated in recent years, and the phenomenon of delayed or lagging employment among fresh graduates has become increasingly evident, and the number of directly employed groups has continued to decrease. On the contrary, the employment prospect of students who graduated from vocational schools is very good, with high demand from enterprises, often resulting in shortages. At the end of 2012, the employment rate of graduates from national higher vocational colleges and universities reached 90.4% after half a year, and the employment rate of national intermediate vocational graduates has been maintained at over 95% for several years (Ministry of

Education of the People's Republic of China, 2013). Especially in cities with good economic development, students graduating from vocational colleges are the ones that enterprises compete to hire.

Enrollment difficulties and the low academic performance of students in secondary vocational schools are also common issues in vocational education development. According to the latest National Education Development Statistics Bulletin 2021 published by the Ministry of Education, the average size of ordinary undergraduate schools is 16,366 students, while the average size of higher vocational (specialized) schools is 9,470 students, a significant gap. There are 14,600 general high schools, enrolling 9,049,500 students, with a total student population of 26,050,300—an increase of 1,105,800 from the previous year, while there are a total of 7,294 secondary vocational schools enrolling 4,889,900 students out of a total student population of 13,118,100. (National Bureau of Statistics, 2022). The data show that significantly fewer students in China choose vocational education compared to general education.

The development of vocational education in China is extremely unbalanced between regions, with the development of vocational education in 31 provinces of China showing a tiered distribution from the eastern coastal provinces to inland areas. (China Education News Network, 2022). The disparity between urban and rural areas is also evident, with vocational education in rural regions still lagging behind. Vocational schools in cities, counties, and remote areas have been squeezed by general senior high schools, higher vocational colleges, and model key vocational schools, with weak operating conditions, backward teachers, and a serious shortage of "dual-teacher" teachers, which makes it difficult for them to rely on local enterprises to realize school-enterprise cooperation and integration of production and education.

However, state efforts to promote vocational education do not align with public demand, as people's interest in vocational education remains relatively low. Almost all empirical studies on education willingness by domestic scholars show that people are more willing to choose general education than vocational education. Even the survey of some rural areas in central and western China shows that less than 30% of the people are willing to go to vocational education, and even less than 20% in some areas (Yu, 2020).

Heilongjiang Province, where I live, is a major agricultural region. In recent years, under the dual initiatives of revitalizing the old northeastern industrial base and promoting vocational education, the province has made significant progress. The province's vocational education has made remarkable achievements, for the province's economic development has laid a solid foundation, but at present the province in the development of vocational education there are still many problems.

Education expenditure in Heilongjiang is not only lower than in the eastern region but also lags behind the western region. 2021, the total national education expenditure is 5787,367,000,000 Yuan, and Guangdong Province ranks first with 379,337,000,000 Yuan of education expenditure, while Heilongjiang Province ranks 26th with 60,731,000,000 Yuan of education expenditure (Central People's Government of the People's Republic of China, 2022). There is also a great disparity and imbalance in the implementation cost of education among the municipalities in the province, with Harbin ranking first with 1.146 billion yuan, and Mudanjiang City ranking sixth with 298 million yuan. (Education Department of Heilongjiang Province, 2023). Municipalities across the province receive limited education funding compared to Harbin, its capital city.

The province also suffers from the problems of small scale and small number of vocational education schools and difficulties in enrollment. According to information from the Heilongjiang Province 2022 Statistical Yearbook, the province has 363 ordinary high schools with 570,200 students and 59,000 teaching staff. There are 190 secondary vocational schools with 178,300 students and 15,600 teaching staff (Education

Department of Heilongjiang Province, 2023). The number of students enrolled in general high schools is about three times that of students in secondary vocational schools. Due to disparities in development speed of vocational education and the level of local economic development, the distribution of vocational schools in the province is extremely unbalanced. 2022 statistics of the province, the number of secondary vocational schools is 190 public and 47 privates, of which there are 58 in the capital city of Harbin, 25 in Qiqihar, 17 in Mudanjiang City where I am located, and the number the remaining municipalities' secondary vocational schools is decreasing in the order of the number of municipal vocational schools (Education Department of Heilongjiang Province, 2023). Most areas in Heilongjiang Province remain heavily reliant on traditional agriculture, limiting employment opportunities for vocational education graduates. The current employment market mechanism in the province remains underdeveloped, and a large number of rural residents who have not received vocational education and training have entered the secondary and tertiary industries, causing this part of the labor force to lose their enthusiasm for receiving vocational education, which leads to the slow development of vocational education in county-level cities and rural areas over a long period, and the lack of attraction (Zhang, 2014).

Educational administrative departments in the province have not designed new majors based on regional economic and social characteristics or industrial development trends. Some schools blindly and arbitrarily open and record "popular majors". The new majors are not only not in line with the actual situation of the school, but also some of the teachers of the new majors have nothing to do with the majors, do not have the teaching requirements of the new majors, and do not have the funding and facility conditions of the majors (Guo, 2020). Many institutions fail to effectively utilize local resources, and most vocational schools tend to offer low-cost majors with minimal internship requirements. As a result, the structure of specialties is not coordinated with the structure of demand for talents in industries and trades, and eventually vocational education is out of line with the actual needs of the market (Li, Yu & Gong, 2009). Some vocational schools offer courses that do not align with local economic conditions,

leading to frequent resource shortages. The resulting in students not only not getting the appropriate resource support and technical training, but also not providing support for the development of the local economy, coupled with the long cycle of vocational colleges and universities in the cultivation of talents, and cannot be quickly adapted to the development of the enterprise and the local economy, which makes it difficult for vocational colleges and universities to train graduates who can quickly adapt to the workplace, or even fail to find a job.

These problems in the development of vocational education, even as a county-level city in Heilongjiang province, are more prominent, more serious, and more common. The city of Dongning is in the southeast of Heilongjiang Province, with an area of 7139 square kilometers, the city's total population of 198,442 people at the end of 2021, a year-on-year decline of 0.98%. Among them: 126,674 urban population and 71,768 non-urban population. The economy is mainly based on the industrial system with electricity, coal, building materials, and food as the mainstay, and the agricultural system with fruit, vegetables, fungus, tobacco, and livestock as the backbone. By 2022, the city has 96 schools at all levels, including 2 senior high schools, 1 vocational high school, and 5 junior high schools, with 3,839 high school students, 634 vocational high school students, and 4,465 junior high school students, and a total of 2,278 staff members in the city, of which 303 are in senior high schools, 119 are in vocational high schools, and 430 are in junior high schools (Dongning City people's Government, 2022). From the above data, the number of students in general high schools is six times higher than that of vocational high schools, and the number of teaching staff in general high schools is 2.5 times higher than that of vocational high schools. The reason why Dongning City was chosen for this study is that the economy of Dongning City is at a middle level in Mudanjiang City and is representative; secondly, the development of vocational education in Dongning City is of a mass nature, i.e., there is a serious imbalance in the ratio of vocational education to general senior high school students, and it is understood through the search for information and interviews that the scale and mode of development of vocational education in the six municipalities (counties) of

Mudanjiang City is roughly the same and vocational education in Dongning City is ranked ahead of the rest; thirdly, it is because the author was born in this area. Thirdly, because the author was born here and worked in education here after graduating from university, she is familiar with this place and can conduct a more in-depth study on the choice of vocational education in senior high school for students in small cities like Dongning City and put forward reasonable suggestions for the development of local vocational education, to attract more students to choose vocational education.

In the preliminary work of the survey, there were two pre-surveys to order to understand the views of parents and students on vocational education in Dongning City, and whether parents support their children to choose vocational education and whether students are willing to choose vocational education, both using questionnaires star design questionnaires were issued and recovered. The parents' questionnaires were distributed and recovered 51 copies, and it was found that the parents were generally between 31 and 50 years old; their incomes were not high in general, of which 68.63% were below 3,500 yuan; their educational level was not high, of which 70.59% had a junior high school education or less; and their occupations were mainly farmers, accounting for 35.29%, followed by government departmental workers, accounting for 11.76%. On the question of whether they are willing to let their children study in vocational high schools, 92.16% of the parents are unwilling, and 72.55% of the parents said they are not satisfied with the teaching quality of vocational schools. On the questionnaire to the students, third-year junior high school students were selected for the survey, 41 copies were issued and recovered, 52.22% of the students in towns and 39.02% of the students in villages, 65.85% of the students were not only children, most of their parents' occupations were farmers, and their parents' education level was generally low, and the survey showed that 75.61% of the students wouldn't choose vocational education as their senior high school education. The last open-ended question asked students what other factors affect their choice of high school education, to which some students answered, "academic performance", "the score is too high", "I can't get in", "I don't deserve". "The words "I'm not worthy" show that most students

prioritize general high school education as their first choice, while those who fail to score enough points to be admitted to a general high school choose vocational high schools as their second choice.

Domestic scholars on the issue of the choice of the type of school at the senior secondary level of education, previous empirical studies have almost always shown that students are more willing to choose general education rather than vocational education. As for the factors affecting students' choice of education type, it is generally believed that the factors affecting the demand and choice of education include individual, family, school, society, development of vocational high school, policy and other multi-dimensional factors, and the choice of vocational education is also affected by these factors.

Foreign scholars Knight et al. in 2009 found that the quality of teaching in students' middle schools directly affects students' educational choices after junior high school and has a significant impact on whether students choose to drop out of junior high school or enter senior high school after completing junior high school (Knight, Shi & Deng, 2009). Scholar James Coleman analyzed rural junior high school students' intention to go on to higher education, their actual educational choices, and the factors influencing them through a random sample of 2,216 rural junior high school sophomores from 41 impoverished counties in a province in western China in 1988. The study showed that family factors such as parents' good higher education background, occupational status, economic conditions and other resources have an important influence on individuals' access to education, and that family economic factors are important factors that lead these rural students to choose secondary vocational education (Coleman, 1988). And Salvanes et al. believe that parents' educational choices directly affect their children's educational choices, and the higher the parents' education, the higher the educational requirements for their children will be (Björklund, & Salvanes, 2011). Family factors are also important factors influencing students' educational choices. Domestic scholar Yu Hongjiao found in his 2012 study that both the analysis of students' educational choices and the empirical study of the survey

found that students' academic performance and family income significantly affect students' actual educational choices (Yu, 2012). Su Lifeng, Sun Zhijun, and Yang Zhenyu's survey of students in the second year of high school and the second year of high school in vocational schools in four counties in Henan, Guangxi, and Gansu found that the personal factors of students' gender, ethnicity, age, and academic performance significantly affect middle school students' educational choices (Su, Sun & Li, 2016). Scholar Ge Tao affirmed the achievements made since the implementation of the tuition-free policy for secondary vocational education in his 2016 study using Jiangsu as an example, and that the tuition-free policy has had a positive contribution to enhancing the attractiveness of secondary vocational education (Ge, 2016). Zhuang Xizhen's study found that students' choice of vocational education is also affected by the development situation of vocational education in their regions, and he found that the lack of flexibility of the vocational education system in the location where the survey was conducted, the lack of compatibility of the teaching content with the structure of the economy, and the failure of teaching methods and approaches to organize teaching in accordance with the time, the person, and the place have turned vocational education into general education, and the characteristics of the practicality of vocational education teaching have been lost (Zhuang, 2003). Scholar Wu Fenglan believes that one of the reasons why secondary school students are reluctant to choose vocational education is the employment concept in the traditional social and cultural context, because people are influenced by the traditional Chinese concept of "learning and excellence", and this traditional concept is deeply rooted in the people's consciousness, most of the farmers' parents hope that their children will leave the countryside after graduation and be able to go to the countryside to work. After graduation, most farmers' parents hope that their children will leave the countryside and work in the state organizations to take up the "iron rice bowl" of government jobs (Wu, 2010).

In conclusion, paying attention to vocational education and the choices of junior middle school students for vocational education, as well as paying attention to the factors affecting the choices of junior middle school students for secondary vocational

education and the extent to which these factors influence their choices, will help attract more students to choose vocational education and contribute to the development of vocational education; help increase employment, promote China's economic development, and accelerate the development of the road of modern industrialization; and help solve the problem of the "three rural areas" and the "three rural areas". "Three rural issues, promote social justice, based on the above points I have determined the direction of the research.

Research Questions

1. Student's personal factors, family factors, secondary school factors, social factors, local vocational high school development factors and vocational education policy factors, do these factors have correlations on the vocational education selections of third-year secondary school students?
2. Student's personal factors, family factors, secondary school factors, social factors, local vocational high school development factors and vocational education policy factors, do these factors affect vocational education selections of third-year secondary school students?
3. What are the proposed guidelines to encourage and support students in opting for vocational education?

Research Objectives

1. To study the factors affecting the vocational education selections of third-year secondary school students in Dongning City.
2. To propose guidelines for improving the vocational education selection process among secondary school students in Dongning.

Research significance

1. This study aims to guide and encourage more junior high school graduates to pursue vocational education, attract more students to vocational schools, and address the reluctance of secondary school students to choose vocational education.
2. To propose guidelines for improving the vocational education selection process among secondary school students in Dongning.

Scope of the study

The research scope of this paper is students who are registered in the Dongning City Department of Education and are studying in the last year of junior high school in 9 middle schools under the jurisdiction of Dongning City Department of Education. Third-year junior high school students will take the Academic Test at the end of their final year. After the test students will face the choice of the type of education at the senior high school level, and according to the Dongning City Department of Education's statistics of students in 2023, the number of students who will take the Junior High School Graduation Exam in 2024 will be about 1,535 students.

Definitions

For clarity the terms used in the study were defined as follows:

1. The third-year junior high school students in Dongning

The third year of junior high school is the abbreviation of "the third year of junior high school", because the current school education system in China is the "six, three, three academic systems", so some people will call it "ninth grade", that is, the last year of junior high school, that is, the last year of nine years of compulsory education. It is the last year of junior high school, that is, the last year of nine-year compulsory education. The junior high school students in Dongning City studied in this paper are those who have registered with the Dongning City Education Bureau and are studying in the last year of junior high school. In their last year of junior high school, junior high school students will face The Academic Test for Junior High School Students. After the test, students will face the choice of the type of education at the high school level, with a

total of 1,694 students in Dongning City in 2021, and a total of 1,789 students sitting for the Unified High School Entrance Examination (UHSE) in 2022, and a total of 1,789 students sitting for the UHSE in 2023, because age policy requirements for this cohort of students enrolling in first grade resulted in fewer children enrolled that year, so only 1,039 students took the Junior High School Exam in 2023, and the number of students taking the entrance exam will return to normal in 2024.

Secondary vocational education is an important part of vocational education. The purpose is to train and deliver intermediate technical personnel and highly qualified laborers for the country. It includes school education such as secondary specialized schools at the high school level, technical workers' schools, vocational secondary schools and vocational high schools, and various forms of on-the-job training (Gu, & Liang, 2000). Dongning City Vocational Education Center School is the only provincial key public full-time secondary vocational school that integrates vocational education and adult vocational training in Dongning City. It is this school that the Dongning City junior high school graduates involved in this study choose vocational education after graduation.

2. Vocational Education Selections

Choice is the subject's selection or choice of an object, a way of knowing the object by the person who is the subject, and it is rooted in the subject. Purposefulness of Vocational Education Choices and Diversity of Objects (Chen, 2001). Foreign research on the theory of educational choice began in 1962, but the one who elaborated the theory of educational choice in more detail is Henry M. Levin, a famous American scholar and educational economist. His *Economics of Educational Choice*, published in 1991, marked the maturity of the theory of educational choice. Educational choice consists of the following three aspects: (1) the choice of the type of school; (2) the choice of a particular educational program, form, or mode of education; (3) the choice of the quality of the school (Levin, 1991). The educational choice issues examined in this paper refer to educational choices made within the context of schooling for middle school graduates, excluding forms of education outside of schooling. This

paper examines choice of schooling, focusing on the choices made by recipients of schooling services, and considers the issue from an individual perspective.

3. Selection factors

3.1 Student's Personal Factors

Chinese scholar Niu Dandan, in her study, argued that student's personal factors are often expressed in terms of gender, birth order, ethnicity, and academic performance (Niu, 2019). There are also scholars who believe that personal factors affect career decision-making, including career interests, perceptions, aspirations, academic performance in secondary education and gender (Safarmamad, 2019). Specifically, students' personal factors specifically in this paper refer to student's personal interest, aspirations, perceptions and understanding of vocational education.

3.2 Family factors

The family is a social unit based on blood ties and emotional bonds, characterized by common residence, economic cooperation, and reproduction (Zhang, 2023). The family is the basic unit of society, and family relationships are the most intimate and trustworthy social relationships, with each member of the family naturally forming a group with common interests (Zhou, 2008). Vennnon in 1969 first put forward the concept of "family environment", he believes that from the point of view of pedagogy, the so-called family environment often refers to the learning environment created by the family for the educated person and the conditions of learning provided, such as a certain place of study, appropriate library equipment and the necessary life security, etc." (Zhang, & Jin, 1998). Some domestic scholars believe that family factors mainly include the economy, parents receiving education, the number of children in the family and so on (Niu, 2019). Specifically in this paper refers to the supportive attitudes of parents' children's choice of vocational education, the requirements of children's education, and parents' views on vocational education on the impact of children's educational choices.

3.3 Secondary school factors

The school is not only an educational space where knowledge is produced, distributed, transmitted and evaluated, but also a place where teachers and educational administrators interact with students and parents. Teachers in the eyes of students play the role of social representatives in the school arena, and teachers, as spokespersons for society and voices for students, are socially normative, i.e., capable of being the transmitters of the national will in the educational arena (Wang, 2023). Secondary school factors in this paper refer to vocational courses set up in secondary schools, vocational guidance classes, secondary school teachers' influence of peers' attitudes and perceptions of vocational education on students.

3.4 Social factors

Sociological theory suggests that the behavior of individuals in a society is not actually free, nor is it determined by individual factors. The seemingly free behaviors determined by individuals themselves are determined by external social factors, which are structural or institutional or even historical (Jiang, 2006). Social factors in this paper refer to the employment prospects of today's vocational education, and the influence of the attitudes and perceptions of students' relatives, friends, and neighbors towards vocational education on students' educational choices.

3.5 Local vocational high school development factors

The educational resources provided by the school include the human resources of educators and the human resources of the educated that the school can provide and be used in the process of educational activities (Wang, 2023). Niu Dandan believes that school factors mainly include the quality of school teaching, school educational environment and so on (Niu, 2019). Vocational high school education is different from ordinary high school education, which has its own characteristics. Its main features are the localization of education, the vocational nature of educational content and the practical nature of teaching methods. Vocational high school education is to cultivate talents for local economic and social development (Ge, 1989). Local vocational high school development factors in this paper refer to the curriculum, teaching quality, teaching equipment, external publicity and graduation prospects of local vocational education schools.

3.6 Vocational education policy factors

China's education policy is based on a "top-down" model, in which the main body of education policy formulation has the dominant right to formulate policies, and the relationship with the main body of implementation is a hierarchical one. Education policy is the "regulator" of education development, in order to ensure the fairness of education resources (Liu, & Yi, 2013). Vocational education policy is the code of conduct and action guidelines adopted by the Party and the government to regulate and guide vocational education-related institutions and individuals to adhere to the position of vocational education, realize vocational education planning, and solve the shortcomings of vocational education (Ministry of Education of the People's Republic of China, 2011). Vocational education policy factors in the text refer to the policy content of vocational education in recent years, including free policy, university entrance examination policy, higher education policy, talent account policy, employment policy.

Research conceptual framework

From the literature review, the conceptual framework of the research can be defined in Figure1.

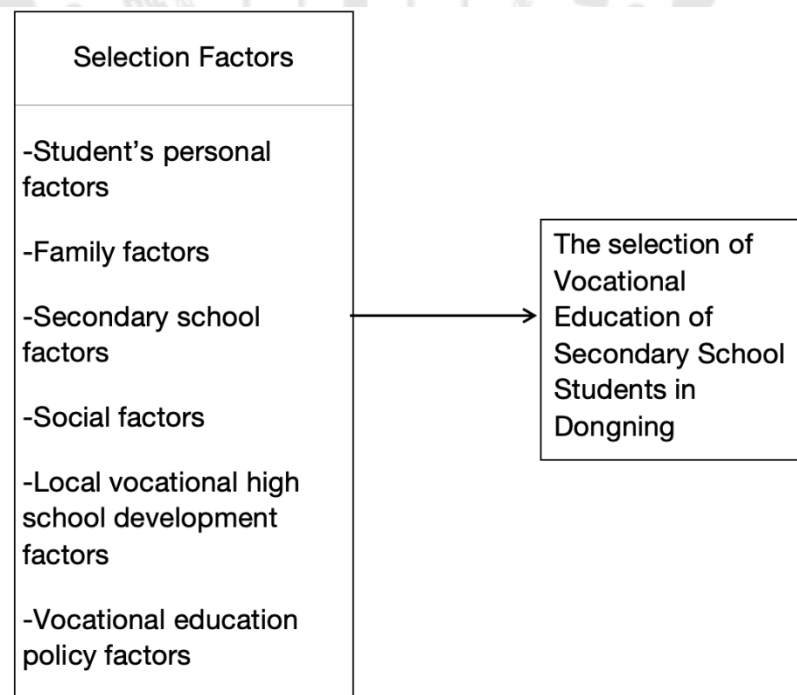


Figure 1 Conceptual framework

Research Hypotheses

1. Student's personal factors, family factors, secondary school environmental factors, social factors, local vocational high school development factors and vocational education policy factors, have these factors correlate on the vocational education choices of third-year junior high school students?

2. Student's personal factors, family factors, secondary school environment factors, social factors, local vocational high school development factors and vocational education policy factors, which affect the vocational education selections of third-year junior high school students?



CHAPTER 2

LITERATURE REVIEW

2.1 Chinese contemporary education system

The Education Law of the People's Republic of China stipulates that China has an educational system consisting of pre-school education, primary education, secondary education, and higher education. The educational system consists of three main types: general education, vocational education, and adult education. General education includes preschool education, primary education, and higher education. Vocational education involves acquiring the vocational knowledge required for a specific occupation. Adult education involves educating adults through amateur, off-the-job, or semi-off-the-job programs. And China implements nine-year compulsory education.

Nine-year compulsory education is mandatory for all school-age children and adolescents, and it is a public welfare undertaking that the State must guarantee. The quality of compulsory education impacts the healthy growth of hundreds of millions of children and adolescents, national development, and the future of the nation.

Pre-school education (kindergarten) enrolls young children between the ages of 3 and 6, providing them with an introductory education that enables them to develop physically and mentally in an all-around way, laying a good foundation for primary education.

Primary education mainly refers to full-time primary education, enrolling children at the age of 7. In areas with favorable conditions, children can gradually be enrolled at the age of 6 or 6 and a half. The duration of the primary education system is six years (five years in some areas), providing comprehensive basic education for children and laying the foundation for secondary education.

Secondary education refers to full-time general secondary schools (3 years), general high schools (3 years), secondary specialized schools, technical schools, and other types of secondary vocational and technical schools and amateur secondary schools. Students receive an all-round education. The duration of secondary specialized schools is mostly 3-4 years, while technical schools typically last 2-3 years.

Higher education includes specialized, undergraduate, and postgraduate studies. Higher vocational schools offer specialized and undergraduate programs.

Adult education includes adult secondary education and higher adult education. Teaching methods include full-time centralized lectures or long-distance instruction through materials, audio, and video recordings. There are full-time and part-time studies, as well as amateur education programs (Education in China, Chapter 8).

Chinese students face two major examinations during their secondary education, the Junior High School Academic Level Examination and the National Unified Examination for Admission to General Colleges and Universities. The Junior Middle School Academic Level Examination (JMSA) is a horizontal examination to test whether students in junior middle school have reached the academic level of junior middle school, and the Senior Middle School Selection Examination (SHSEE), which is built based on nine years of compulsory education. When Chinese students have completed nine years of compulsory education, they will take the unified middle school academic level test. After that, students are selected according to the volunteers they fill in and their scores on the Junior High School Academic Level Test. Students are faced with the choice between different types of educational school-ordinary high school or vocational high school. The third-year middle school students in my study are on stage when they are about to finish their middle school studies and take the middle school proficiency test to make their educational choices at the high school level. Students who move on to general high schools will be engaged in general education, and students who move on to vocational high schools will be engaged in vocational education. Students in general high schools take the national unified examination for enrollment in general schools of higher education to enter general schools of higher education, and students in vocational high schools take the unified examination for enrollment in vocational schools of higher education to enter either general schools of higher education or vocational schools of higher education.

2.2 Study of educational choices in terms of "costs and benefits" from an economic perspective and study of educational choices from a sociological perspective

In the study of educational choice, there are some scholars from the perspective of economics and the sociological perspective of the study. Foreign scholars have reached inconsistent conclusions on the benefits and costs of students' choice between vocational and general education, with three distinct perspectives. For example, Hu and Lee 1971 analyzed 2767 questionnaires from high school students in three major U.S. cities in 1966 and 1967 in the form of mail questionnaires from their six years of professional experience (Hu, Lee & Stromsdorfer, 1971). Rolf Becker and Anna E. Hecken concluded in 2009 that children of working-class families are more likely to choose vocational education over academic college after a rational assessment of the student's current academic performance, the likelihood of success in college, and expected costs (Becker, & Hecken, 2009). Another view is that the returns to general education are higher. In 1985, education expert Psacharopoulos cited seven studies from Colombia, France, Indonesia, Liberia, Taiwan, Tanzania, and Cyprus that found that the returns to general education were higher than those to vocational education, with the former averaging 16 percent and the latter 12 percent. His findings suggest that general education has higher economic returns than vocational education, which means that giving up vocational education in favor of general education seems to be a choice that has more benefits than costs (Psacharopoulos, 1985). There is also a view that educational background does not have a significant effect on returns to general and vocational education. For example, Malamud and Pop-Eleches use data from the 1992 and 2002 Romanian censuses and the 1995-2000 household surveys to find, using a regression discontinuity design analysis, that policy-affected men are significantly less likely to be employed in manual or craft-related occupations than men who are not affected by the policy. However, there were no differences in labor market participation or earnings between those affected and unaffected by the policy. Thus, it is concluded that the difference in labor market returns between vocational and general school graduates is primarily due to choice, that is, the study suggests that the difference in returns to general and vocational education is due to people choosing different

occupations, not because they chose vocational or general education (Malamud, & Pop-Eleches, 2008).

Domestic studies on the benefits of general education and vocational education are broadly divided into two categories. The results of the first type of research conclude that vocational education has higher returns. Using data from the 2010 China Urban Labor Force Sample Survey, Qu Xiaobo studied the differences in returns to education between formal and informal labor markets, examining the differences in returns to education for formal and informal laborers in the labor market from different perspectives, as well as the issue of differences in returns to academic and vocational education. The study finds that although the returns to education are significantly higher in the formal than in the informal, the returns to education in vocational high schools are significantly higher than the returns to education in academic high schools for both formal and informal workers, and vocational education in the informal sector, especially secondary vocational education, has advantages over general high school education (Qu, 2013). Using the 2011 micro survey data from the China Household Health and Nutrition Survey database (CHNS), Cao Lijuan used the Mincer income model to estimate the returns to education in urban and rural areas of China separately and conducted a comparative study on the differences in the returns to education of urban and rural residents in China in terms of overall returns to education and returns to different education stages. The study found that the return rate of education for urban residents was 45.2% for general high school and 71.8% for secondary vocational education; the return rate for rural residents was 8% for general high school and 29.4% for secondary vocational education (Cao, 2016). The second type of research argues that the return of general education is higher. Chinese scholars Liu Zeyun and Xiao Jin studied survey data from 12 counties in Wuxi City and found that when companies trained employees who received general education and vocational education, employees who received general education received the training content more effectively and were more adaptable than those who received vocational education (Liu, & Xiao, 2004). In 2004, Qu Qian, a scholar in China, explained the phenomenon that the

number of rural candidates exceeded the number of urban candidates for the first time in China's Unified University Entrance Examination, accounting for 55% of the total number of applications from an economic perspective, focusing on the cost-benefit analysis of rural families' choice of higher education, she proposed that the cost of rural families' choice of higher education has a direct cost, indirect cost and opportunity cost, and the benefit includes intangible. The benefits include intangible and tangible benefits. Her study estimates that the cost of choosing higher education for rural families ranges from 10,000 to 15,000 yuan per year and is higher than that of urban students. The results show that receiving four years of higher education in college can increase the annual income level of workers by about 11% and the lifetime benefit by 43%. For rational economic people who choose to maximize their interests, they should choose higher education in university (Qu, 2005).

Domestic studies have also been conducted on family costs and education costs. For example, in their study, Meng Furong and Huang Tianzhu found that for those students whose family conditions are poor, one of the important factors in their choice of education is also the cost of education. When the cost of education exceeds the family income and the family cannot afford it, they can only be forced to choose the vocational education that is acceptable to their family's financial situation or give up receiving education, and the family conditions are an important factor that cannot be ignored (Meng, & Huang, 2016).

Many foreign scholars have studied students' educational choices from a sociological perspective, such as a 1989 study by Stromquist based on a review of approximately 90 empirical studies of women's educational participation and achievement in developing regions of Asia, Africa, and Latin America, which showed that societies in these regions generally believe that domestic work belongs to women and, therefore, parents are more likely to invest in their sons' education rather than their daughters' education, and that sociocultural and religious values also influence girls' participation, with women's access to education severely limited when religious beliefs that place women in a subordinate position intersect with gender-segregated cultural

practices. Thus, the gap between male and female completion of primary education is greatest in regions such as the Middle East and South Asia, and in addition, traditional family and social norms appear to have a much greater impact on girls' education in parts of Africa and Asia than in Latin America (Stromquist, 1989). The context of Knight et al.'s study was rural China, with data from the 2002 National Household Survey. Compared to most poor rural societies, rural China has high enrollment rates, but the quality of education varies widely. The determinants of student dropout from secondary school and continuation to high school were also analyzed, and it also examined the determinants of student performance, length of study, and educational expenditures. Ultimately the study found that poverty harms both the quantity and quality of education and that the poorer the district, the lower the chances of middle school students moving on to high school (Knight, Shi & Deng, 2009). Salvanes also concluded that the higher the occupational class of parents, the more social connections they have and the relatively more resources they provide to their children for educational input (Björklund, & Salvanes, 2011). Many scholars also argue that children from upper-middle-class families are more likely to choose academic education and attend college, while children from lower-class families are more likely to choose vocational education and attend vocational schools. For example, Banks et al. selected five out of 39 interviews to analyze, three of which were from working-class families, and the study showed that students from working-class families and residential areas, disproportionately, were present in non-academic and vocational fields (Banks et al., 2014).

Most Chinese scholars have studied the issue of educational choice from both sociological aspects of social culture and social stratification. For example, Chinese scholar Zhuang Xizhen studied the educational values inherited from China's history from a socio-cultural perspective and found that they had a great influence on peasant ideology. They pay extra attention to whether their children can become officials, become prominent, honor their ancestors, and experience the sublimation of life and the realization of self-worth from the educational behavior of their own children. He believes that the most representative is the national university entrance examination, which has

become one of the most direct means of power comparison between rural families and clans. Families with children who have been admitted to the university are not only able to rapidly increase their family prestige but will also quickly enhance the social status of the family and its clan in the local community. This traditional cultural concept is reflected in people's view of talent and education, which is the idea of "emphasizing the way rather than the art", that is, looking down on those who are skilled and have good hands-on ability and considering vocational education as second-rate education (Zhuang, 2003).

Chinese scholar Jiang Bin, on the other hand, studied the impact of the dualistic economic structure of China's society between urban and rural areas on rural families' investment in high school education, and he argued that there are three main social factors variables for the decline of rural residents' investment in their children's high school education in China: first, due to the urban-rural economic structure, the economic income of rural residents' families is generally very low, and rural residents cannot afford the high tuition fees; second, due to the deviation of China's education system resulting in Third, the potential impact of employment pressure in China's society has led to the first signs of weakening farmers' expectations of education and the growth of a new concept of "uselessness of education" (Jiang,2006).

2.3 Vocational Education in Heilongjiang Province

As of October 2023, the research on "vocational education" in Heilongjiang Province, where I work, has yielded a total of 151 articles on CNKI with the term "vocational education in Heilongjiang Province" as the search term. Among them, there are 118 journals, 13 master and doctoral theses, 3 newspapers, 3 international and domestic conferences, and 4 achievements. Most of the articles are about higher vocational education, rural vocational education, vocational education development, specialty setting, regional economy and vocational education development, school-enterprise cooperation, animal husbandry and veterinary medicine, and the cultivation of skilled personnel. According to CNKI, there are 101 studies on the issue of "development of vocational education", mostly on the development of rural vocational

education, the demand for rural talents and the development of vocational education, the discussion of the development strategy of higher vocational education, and the analysis of measures for the development of vocational and technical education, and so on. Regarding the literature on the study of educational choices in Heilongjiang Province, the number is very small, of October 2023, there are only 8 articles, and most of the contents are not related to the choice of vocational education.

Research on vocational education in Heilongjiang Province mostly focuses on the study of rural vocational education and countermeasures to develop rural vocational education. In 2011, Xie Yukun pointed out in "Exploration of Rural Talent Demand and Rural Vocational Education Reform in Heilongjiang Province" that the current situation of rural talent in Heilongjiang Province is that the total amount of rural talent is insufficient, and the overall quality is generally low, so it is necessary to accelerate the reform of rural vocational education to deliver a large number of talents to the countryside (Xie, 2011). Jing Man and Shang Qinghua pointed out in "Study on the Development of Rural Vocational Education in Heilongjiang Province in the Context of Rural Revitalization" that the hollowing out of rural areas, the aging of farmers, and the low level of culture constrain the high-quality development of rural vocational education, and the lack of resources for rural vocational education and the slow transformation and upgrading of rural vocational education also hinder the development of rural revitalization. Therefore, rural vocational education should be vigorously developed to help revitalize the countryside in Heilongjiang Province (Jing, & Shang, 2023). In "Innovative Development Strategy of Rural Vocational Education to Serve the Strategy of Rural Revitalization - Taking Heilongjiang Province as an Example", Yanjiao Lu mentions that to develop vocational education in Heilongjiang, it is necessary to give full play to the role and value of rural vocational education in cultivating rural practical and technical talents and assisting in poverty alleviation with precision, to implement precise measures.

2.4 Research from the perspective of factors affecting educational choice

Since my research focuses on the factors affecting students' choice of vocational education, from the perspective of the factors affecting educational choice, I

found that the research on the factors affecting educational choice in foreign countries focuses on community factors, school factors, family factors, and individual factors, while the research results on the factors affecting educational choice in China differ from each other due to the variables and factors selected by various scholars in the research.

- Student' s personal factors

Students' personal factors include students' gender, birth order, and academic performance. Academic performance has an important influence on students' educational choices, and foreign scholars found that parents would allocate more family educational investment to students with good academic performance, while the educational choices of students with low academic performance are significantly smaller than those of students with high academic performance (Aypay, 2003). Domestic scholars Li Man et al. also pointed out through their analysis of a survey in Chengde City, Hebei Province, that the children's own learning situation was the most important factor in determining parents' investment in their children's education (Li, Zhao & Tan, 2006).

Research has found that the gender of the student also has an impact on the student's educational choices, and a study by Stromquist as early as 1989, based on a review of about 90 empirical studies of women's educational participation and achievement in developing regions of Asia, Africa, and Latin America, showed that societies in these regions generally believed that domestic labor belonged to women, and therefore parents were more likely to invest in their sons' education than in their daughters' education (Stromquist, 1989). Ma Wanhua and Zheng Zhenzhen found that preference for gender was an important reason for rural girls dropping out of school (Ma, & Zheng, 2003). Sun Zhijun, through a survey of educational decision-making in rural households during the compulsory education period in Gansu, showed that the impact of household economic conditions on boys' education was uncertain, whereas there was a significant positive impact on girls' education, which outweighed the impact on boys' education, and that boys' school enrollment didn't change much when household income increased, and it was girls' school enrollment that had a significant

increase (Sun, 2004). Attanasio et al. used a data set on Mexican middle and high school graduates and found that boys were more concerned than girls about the monetary returns to schooling. Boys seem to make decisions either on their own or with their fathers in intra-family decision-making processes, while mothers are always involved in girls' school decisions, and future income risk has a greater impact on girls' educational choices (Attanasio, & Kaufmann, 2010). Scholar Wu Guixiao also found in his 2012 Study on Gender Differences in Educational Access among Urban and Rural Residents in China that boys have a stable advantage in general high school education choices (Wu, 2012). From the above studies, it can be found that males in a family are more likely to get investment in education than females, so the gender factor has an impact on students' educational choices.

In addition, family size, number of children and birth order also have an impact on students' educational choices. Due to the existence of the "scarcity effect", the number of school-age children has a greater impact on the family's choice of education. Gong Jihong and Zhong Gaobao, based on Parsons' general behavioral theory, through the questionnaire survey, respectively, on the different number of children's families' education concept, education investment purpose, education expectations, education investment and education investment choices for the empirical analysis, concluded that the families with fewer children have a stronger sense of identity to the modern education investment concept. In terms of educational choices, families with fewer children mostly chose to make high-priced investments, while families with more children had certain gender preferences and age preferences in addition to abiding by the principle of meritocracy, in which there was a clear tendency to choose the younger ones and the males (Gong, & Zhong, 2006).

To summarize, students' personal factors of gender, age, birth order, number of children in the family, and grades all have some influence on students' choice of educational stage.

- Family factors

Foreign scholars Adam Gamoran and Robert D. Mare found as early as 1989 that children from upper-middle-class families are more likely to choose the academic path and enter university, while children from lower-class families are more likely to choose the vocational education path (Gamoran, A., & Mare, R. D. 1989). Domestic studies on the impact of family economy on students' educational choices, on the other hand, have two different views, one believes that the level of family economy does not have a significant impact on students' educational choices, such as Wang Ting, in "An Empirical Study on the Costs, Benefits, and Family Educational Decisions of Education in Rural Western China," which found that as the family's expenditure on education increases, the number of years of children's schooling increases, but there is not a significant impact on the type of education chosen by the children (Wang, 2009); Ran Yunfang et al.'s study also found that the higher the family income, the more children tend to continue their schooling after junior high school graduation, but it does not affect whether junior high school graduates choose general high school or secondary vocational (Ran, Shu & Wang, 2014). Another viewpoint is that family economic level has a significant effect on students' educational choices. For example, Ding Xiaohao in 2000, in his "Report on the Investigation of Different Family Income Student Groups in Chinese Higher Education Institutions", based on the data from the survey of students in Chinese colleges and universities, through the study of students with different family incomes, it was found that the family economic status is an important factor influencing students' choice of the type, level and mode of higher education, and that the focus of the factors of choosing a school for students with different family economic conditions is significantly differently (Ding, 2000).

Family factors in the parents' educational level also have an impact on students' educational choices, foreign scholars Teachman used the data of a high school survey in the United States in 1972 to explore the impact of family background on children's high school education, and the results of the study pointed out that the educational level of the parents has a very important impact on the children's access to high school education opportunities, as well as the children's academic performance in high school (Jayd, 1987). Japanese scholar Ikuo Amano also pointed out that the schooling outcomes represented by parents' education are not only accumulated in the family and inherited by the children, but also largely determine the kind of educational opportunities that can be provided to the children (Ikuo, 1989).

Domestic studies on the impact of parental education on students' educational choices have different views, some studies believe that the mother's education has a great impact on children's education, for example, scholars Wang Weiyi and Xie Zuoxu, on the basis of a survey of the family background of students in colleges and universities in some areas of the country, analyzed from the point of view of the educational level of the parents who represent the family background, the children of different family cultural background in the higher education enrollment opportunities. The study concludes that the educational level of both fathers and mothers has a certain impact on children's higher education enrollment opportunities, and there are significant differences in the enrollment opportunities of children with different educational levels of fathers or mothers; in general, the higher the educational level of fathers or mothers, the greater the enrollment opportunities for their children; however, the educational level of mothers has a greater impact on the ability of their children to receive higher education and the type of higher education institutions they attend than fathers do. However, mothers' educational attainment has a greater impact on whether and in what type of higher education institution their children are enrolled than fathers' (Wang, & Xie, 2005). Some studies have also suggested that the father's educational attainment has a strong influence on his children's education. Scholar Sun Zhijun, did a multiple regression analysis of the determinants of family education decisions, and the study showed that

the father's education level had a positive effect on student enrollment, the mother's education level had an unclear effect on student enrollment, the father's education level had more of an effect on students than the mother's education level, the higher the father's education level, the higher the likelihood that the student would enroll in school or be educated, and the primary school-educated education is positive, while a mother with middle school education and high school education is likely to have a lower level of education for her child, and both father's and mother's education level have more effect on boys than on girls (Sun, 2004). Domestic scholars Su Lifeng, Sun Zhijun and Yang Zhenyu sub-study also found that whether children choose vocational education or not is still most based on the attitude of their fathers to make a decision, the higher the number of years of education of the father, the stronger the willingness of his children's higher education, and the greatest impact on the choice of vocational education of the students is still the influence of the fathers in the family (Su, Sun & Li, 2016).

In summary, the family factors of family economy, parents' education and parents' attitudes have a certain impact on students' educational choices.

- Secondary school factors

Domestic and international studies have found that secondary school factors, such as school quality \curriculum and schooling environment, influence students' educational choices, with the most direct influence being on the quality of the school's teaching and learning. knight et al. found that the quality of the teaching and learning in a student's secondary school had a direct impact on the student's post-secondary educational choices and had a significant effect on whether the student chose to drop out of middle school or go on to high school (Knight, Shi & Deng, 2009). Some scholars have emphasized the secondary school factor in which curriculum influences students' future choices of academic or vocational education (Banks, et al., 2014). There are two views on whether secondary school teachers and friends have an impact on students' career interests and choice of type of education, one suggests that there is a significant impact, for example, Bergin et al.'s study points out that students' career interests and subsequent entrepreneurship into the labor market are influenced

by their surroundings, and that teachers and friends play the most important roles in students' social experiences, and therefore they will have an interest in and preferences for their careers have an impact. The study also mentions that students tend to develop similar interest pursuits in the careers their friends intend to pursue (Bergin, 2016). Zhu, Ying, and Fan, Guofeng in (2021) also found that junior high school teachers' advice has a greater impact on students' educational choices, so it is necessary to improve the level of junior high school teachers' guidance and strengthen junior high school students' academic career planning; another viewpoint suggests that students are less likely to develop their interests and choose their career intentions based on their teachers' advice, suggestions, and encouragement (Tey, Moses & Cheah, 2020).

Some scholars in China have emphasized that the curriculum of secondary schools, the lack of teaching resources, and the limitations of financial investment affect students' choice of academic or vocational education. Yu Hongjiao, in her Study on the Reasons for Students' Choice of Vocational Schools, points out that rural students account for almost half of the compulsory education student population, but the backwardness of the quality of education in rural secondary schools has a particularly strong impact on vocational school students because of the problems of school funding, teachers, and curricula in rural areas that impede the development of compulsory education. Of the 47.9% of students in her study who passively chose to attend vocational schools, 29.9% chose to attend vocational schools because they "did not get into a general high school". This suggests that students' academic ability constrains a large proportion of them from choosing between GSS and vocational schools, and that the lower quality of compulsory education in rural areas inevitably leads to many students having to enroll in vocational schools with a "zero-threshold" (Yu, 2010).

To summarize, the teaching quality, curriculum, teachers' strength, and the attitudes of teachers and friends towards vocational education in students' secondary schools will have a certain impact on students' future choice of vocational education.

- Social factors

First, foreign scholars' research shows that students' community factors are influenced by the type of community, community income, and governmental support for the community, in which the community's income is a direct factor influencing students' educational choices. Keane et al.'s research shows that every \$200 subsidy for higher education increases the graduation rate by 3.5 percentage points in high school and 8.4 percentage points in college (Keane, & Wolpin, 1997). Domestic scholars Wang Yan and Li Miao studied from the perspective of social stratification and found that the imbalance of educational resources between urban and rural areas in China hindered rural students' educational choices (Wang, & Li, 2010). Scholar Qiao Jinzhong researched the relationship between educational resources in the place of origin of students and their access to higher education enrollment through the regional differences in the distribution of opportunities for quality higher education enrollment in the study, and the results showed that areas rich in educational resources have correspondingly increased their access to higher education enrollment, which means that places rich in educational resources have more opportunities for students' educational choices (Qiao, 2007). It is evident that the instructional resources in the student's location are a factor in the student's educational choices.

Our scholars Zhuang Xizhen through a profound analysis of the limited development of secondary vocational education in less developed areas, the study found that the social concept is an important factor affecting the development of secondary vocational education in less developed areas. That is, under the influence of certain social culture (values, motives, etc.) and reality (economic trade-offs, etc.), it leads to the formation of a general education preference rather than a vocational education preference, which is released within the space of suitable educational choices, that is, it causes people to choose general education and refuse to accept vocational education in spite of the circumstances (Zhuang, 2003). Chen Zhifang and Shen Youlu also in "Analysis of Factors Influencing the Individual Demand for Secondary Vocational Education" showed in a survey of junior high school students in a city in the

central region that 64.8 % of students chose general high school, 25.3 % chose secondary vocational, and 9.9 % were directly employed. The reason for this is that in the social conception, in the eyes of many people, vocational education is synonymous with low-level education and is the inferior choice of education. Thus, to truly revitalize vocational education, the attractiveness of vocational education must be improved, and it is necessary to explore what factors influence the educational needs and educational choices of the common people (Chen & Shen, 2018). Prof. Yingjie Wang, also from the perspective of traditional social and cultural concepts, believes that the penetration of the Confucian culture of " Learning is superior to serving" in China since ancient times has led to the neglect or even contempt for vocational education, which emphasizes hands-on skills, which to a large extent has resulted in a negative impact on the development of vocational education (Wang, 2001).

Zhu Xuemei pointed out that the traditional culture of emphasizing theory over technology, the lack of values of industrial civilization, and the resulting low status of skilled personnel and other adverse development environment are the root causes of the lack of attractiveness of vocational education, and the fundamental solution to the problem lies in enhancing the cultural identity of vocational education, improving the external environment for the development of vocational and technical personnel, and perfecting the design of the top-level system of vocational education (Zhu, 2017).

Some studies have also found that people's social concepts have begun to change, and the changes in social concepts have guided some students and parents in their choice of whether students should choose vocational education or general education streaming process. Yu Hongjiao, in her study on the reasons for students choosing vocational schools, found that 22.8% of the students who chose to study in vocational schools "thought that they were suitable for vocational education", which shows that people's social attitudes are quietly changing, and that some of the vocational students are able to put aside the influence of traditional attitudes and take the initiative to follow their own interests and development. Some students in secondary vocational education are able to put aside the influence of traditional concepts and take

the initiative to choose the form of education that suits them in accordance with their own interests and direction of development (Yu, 2010).

To summarize, the differences in educational resources, social concepts and people's attitudes towards vocational education in students' localities have an impact on students' educational choices.

- Local Vocational High School Development Factors

Existing studies have shown that students' choice of vocational education is influenced by the state of development of vocational education in their region. There are many studies on the development of secondary vocational high schools, of which the most is the research on the issue of professional setting, mainly focusing on whether the professional setting is suitable for the needs of industrial development, and whether the professional setting is compatible with the social job groups. Gong Haizhen by combing the choice of education, the choice of rural vocational education and the factors affecting the choice of rural vocational education, among which there is the quality of teaching in vocational schools, as well as vocational schools, professional settings and campus culture. She thinks that we should pay close attention to the talent training program of vocational schools and optimize the curriculum of schools (Gong, 2013). Whether the curricula and teachers at secondary vocational schools can meet the needs of talent cultivation directly determines the quality of talent cultivation.

Wang Aiwu, a researcher on the academic system of secondary vocational education, believes that it is because the academic system of vocational education is not flexible, and the academic system is too long that the development of vocational education is in a difficult situation (Wang, 2003). Scholar Zhou Zhengzhe thinks that we should analyze the school as a social organization, and position the school as an institutionalized organization to analyze the influence of its internal factors on the individual's choice of vocational education, and finds that the internal power of the vocational school plays an indirect role in influencing the individual's choice of vocational education, pointing out that due to the weak internal power of the vocational

school, and the lack of the elite power, the school frequently appears to have "short-term behavior" and "expediency" in playing the role of the organization. Due to the weak internal power of vocational schools and the lack of elite power, they frequently engage in "short-term behavior" and "expediency" in their organizational activities, which makes it difficult to guarantee the quality of teaching and the employment of graduates, and ultimately leads to the selection of ordinary high schools and the abandonment of vocational schools by high-quality students (Zhong, 2008). Wang Honggao also believes that the quality of school operation is the reason for the loss of students in secondary vocational education. In recent years, the culture of secondary vocational schools, which "seeks for quantity and neglects quality", has seriously affected the motivation of the students, and there are many loopholes in the schools in terms of economic subsidies, teaching methods, and management systems, which have brought negative social and social effects to themselves, and ultimately have a negative impact on the quality of vocational education. This has also brought negative social effects on the schools themselves, which ultimately affects the survival and development of the schools (Wang, 2008).

Ge Tao's study on the evolution characteristics, problems and countermeasures of the tuition-free policy for secondary vocational education - taking Jiangsu as an example suggests that to enhance the attractiveness of secondary vocational education, we can't rely solely on the support of the tuition-free policy, and that improving the quality of teaching and the quality of students is the way to the development of secondary vocational education (Ge, 2016). In her 2012 study, Yu Hongjiao found that whether it is an analysis of students' educational choices or an empirical study of surveys, to improve the attractiveness of secondary vocational education, the first task is still to enhance the strength of vocational schools, so that students can learn practical skills that can lead to better occupational positions, which will maximize the benefits for students. At the same time, there is a greater need to continuously improve the quality of compulsory education in rural areas and continuously reduce the number of students who have lost their ability to learn, and the

development of secondary vocational education can only be achieved if the foundation of compulsory education is laid (Yu, 2012).

In summary, from the above existing studies, it can be found that the quality of local vocational high schools, curriculum, academic system, management system, lack of attractiveness and other factors have an impact on the educational choices of local students at the senior high school level.

- Vocational education policy factors

Policy factors are an important dimension of analysis in educational choice research. In the United States, secondary vocational education is included in the scope of 13 years of compulsory education in the U.S., so all students enjoy the benefit of the tuition-free policy. Kreisman et al. pointed out in their study that the tuition-free policy has less impact on middle school students' choices of the type of high school, but has a greater impact on middle school students' choices of public or private high schools, which suggests that the core value of the tuition-free policy is to alleviate the family's financial commitment to their children's education and the basic function is similar to the tuition-free function of compulsory education (Kreisman & Stange, 2020).

In Canada, there are also tuition-free incentives for immigrant students in secondary vocational education, which are based on academic standards, and are open to all immigrant students in vocational education and post-secondary education, and Murdoch argues that Canada's secondary vocational education tuition waiver for immigrants does not have a generalized incentive effect, but rather serves the function of ensuring that immigrant students are able to obtain more effective conditions for their education, so that students with average academic ability and performance can still be able to access education, and that immigrant students are able to access education in a more effective manner. The main function is to ensure that immigrant students have access to more effective schooling conditions, so that even those with average academic ability and performance can enroll in secondary vocational schools and thus gain access to post-secondary institutions, and thus the attraction of secondary

education is not so much the tuition waiver policy, but rather the provision of additional access to post-secondary education opportunities (Murdoch et al., 2017).

Sweden has one of the best state welfare policies and the highest level of welfare internationally, and secondary vocational education in Sweden basically enjoys a full tuition fee waiver. However, Rosvall pointed out in his study that the free policy of secondary vocational education in Sweden did not have a greater attraction to students, and students preferred to choose general high schools to study, and he believed that students' interest in vocational education was lower when the level of the free policy was comparable, and he also found in his study that teachers of vocational high schools, teachers of general high schools, and the general public of Sweden have obvious value evaluation of vocational education misunderstanding, which is similar to the situation in China, so he believes that the key to the development of the attractiveness of vocational education is to clarify and improve the function, social value, and employment value of vocational education (Rosvall, Hjelmér & Lappalainen, 2017).

Chinese scholars' research on the policy focuses on the policy of higher education expansion, the policy of approximate consistency in the number of students enrolled in general and vocational high schools, the policy of financial assistance for vocational schools, and the policy of exempting students from tuition fees. Shi Xinjiong on the expansion of colleges and universities from the policy aspect of the study, from the national policy perspective to study whether the students' vocational education choices have an impact, the study found that in 1999 a large number of higher education institutions to expand enrollment, triggering the whole society's general high school fever, resulting in the high scores of the secondary school examination into the focus of the high school, scores of the middle of the students into the ordinary high school, the scores of the students are not enough, the family's economic conditions of the parents will also be out of the money for their children to buy high school read. More and more parents want their children to receive higher education in the future, and only a few students with low scores are forced to receive secondary vocational education (Shi, 2001). Wang Xingxia and Niu Dandan pointed out in "Educational Choices of Rural

Junior High School Graduates: A Survey Based on Two Counties in a Province" in 2020 that the policy of "the number of students enrolled in general and vocational high schools is approximately the same" has constrained the educational choices of rural junior high school graduates, and that it is important to take into account the needs of students and appropriately expand the number of general high schools. Students' needs should be considered, and the enrollment scale of general senior high schools should be expanded appropriately (Wang, & Niu, 2020).

Financial aid policy is a measure taken by the state to enhance the attractiveness of vocational education, but the conclusions of studies on this type are inconsistent. Huang Bin and Xu Caiqun et al. concluded that the state financial aid policy has no effect on students' vocational choices (Huang, Xu & Jiang, 2012). In contrast, 7% of the students surveyed by Yu Hongjiao in "An Empirical Study of Students' Reasons for Choosing Vocational Schools" believed that "receiving vocational education can be subsidized as well as learning skills". Specifically, of these 7%, 71.2% came from rural areas, 16% from townships, 11% from county-level cities or counties, and 1.8% from provincial-level cities. Financial aid is more attractive to rural students, followed by townships, then county-level cities or county towns, and finally provincially governed municipalities (Yu, 2010). This shows that some students choose to attend vocational schools because they can get subsidies, which means that subsidies have a certain attraction to secondary students, and the influence of the national subsidy policy on students' choices in the diversion process is beginning to present itself.

After the introduction of tuition-free education policy for secondary school in 2009, many scholars have investigated and researched the rationality, implementation status, problems and other aspects of the tuition-free policy. Dong Renzhong's questionnaire survey on Zhejiang, Jiangxi and Qinghai provinces shows that the tuition-free policy has serious failures in the two target dimensions of "promoting enrollment in secondary vocational schools" and "subsidizing poor students", and that some farmers do not prefer secondary vocational education due to the influence of traditional concepts, while the tuition-free policy has a significant impact on the choices

of farmers. Some farmers do not prefer secondary vocational education due to traditional attitudes, and the tuition fee waiver policy has become a means for secondary vocational schools to compete for students, while poor students who need financial assistance do not receive it (Dong, Liu & Zhong, 2014).

In 2015, China Youth Daily pointed out in a survey that the effect of the tuition-free policy on secondary education was not significant at the initial stage of its implementation, which also triggered a wide range of questions from the society, but combined with the development situation in recent years, it was found that there was a significant positive correlation between the tuition-free policy and the enrollment rate of secondary education, which fully proves the value of the tuition-free policy for the promotion of secondary education, and that the publicity and implementation of the policy need to be strengthened and re-intensified in the future (Ma et al., 2014). The future development of the policy needs to be re-enforced for policy promotion and implementation (Ma, 2015).

Domestic and foreign research on the impact of vocational education policy on students' choice of vocational education has different results, foreign studies have shown that the tuition-free policy has no impact on students' choice of vocational education high school, while domestic studies of this kind, the findings are inconsistent, but in general to study the problem of students' educational choices, the policy factor is an indispensable research factor.

To summarize, domestic and foreign studies on influencing students' educational choices from the perspective of factors affecting educational choices, mainly from the perspective of students' personal factors, family factors, secondary school factors, social factors, the development of local vocational high schools, vocational education policy factors, the six aspects of the study.

In summary, we know that there are many studies on education choice, and foreign countries are rich in both theoretical and empirical studies due to longtime of education development and early popularization of high school. China's research on education choice is more theoretical and less empirical, and the research content is mostly about higher education, with less research on the choice of education at the high school level, and the research object is mostly rural students and rural families. The existing research on education choice after junior high school, mostly high school students object of research, to junior high school students as the object of research is also more to analyze the influence factors of students' willingness to choose education. And in the issue of educational choice is also mostly from the cost of economics pre-benefit and sociology to explore the impact on educational choice, from the impact of several factors on the choice of education, due to the study of the impact of different factors, the results of the study are different.

Because of the existing studies and theories, this study takes third-year Junior high school Students in Dongning City as the research object. Because of the popularity of rural urbanization and the victory of the battle against poverty in China now, the phenomenon of rural poverty eradication and urbanization is common, so the research object is more representative of students in small cities. Combined with questionnaires and interviews for survey research, according to the influence factors of existing research to select suitable for the study of the influence factors of local educational choices, and ultimately determined students' personal factors, family factors, secondary school environmental factors, social factors, local vocational high school development factors and vocational education policy factors to study, and then find problems and put forward targeted, feasible recommendations to guide and encourage more secondary school graduates to The study will identify problems and make targeted and feasible recommendations to guide and encourage more secondary school graduates to choose vocational education, to attract more students to vocational education schools, and to improve the current situation of secondary school students' reluctance to choose vocational education schools.

CHAPTER 3

METHODOLOGY

This chapter describes the research population sample, research procedures for conducting this study. This chapter describes the steps of the study, which are collecting and analyzing the relevant literature, creating an assessment tool, evaluation of the data research tool, try-out, and data collection and analysis.

The problem of this study was to determine the factors that affect the types of educational selections made by students in their third-year secondary school at the high school level.

3.1 Population and Sample

3.1.1 Population

The population of this study were selected from the third grade of junior high school students enrolled in 9 middle schools under the jurisdiction of Dongning City Education Bureau. According to the 2023 statistics of students from the Enrollment Office of the Dongning City Education Bureau, the number of students who took the junior high school graduation exam in 2024 was about 1535.

Source: Enrollment Office, Dongning City Education Bureau

3.1.2 Sample

Given the size of the population, a sample of not less than 317 samples from 9 secondary schools was determined to be required at 95% confidence level. A sample size Calculations that use G*Power (Kang, 2021). The questionnaire for this study using proportional stratified random sampling method and based on the ratio of the required sample size of 317 to the total number of 1535 was approximately 21%, it was determined that the proportion of students sampled from the 9 schools was approximately 21%. In accordance with the 21% ratio, 118, 65, 90, 2, 14, 13, 1, 15 and 5 students were sampled from each of the 9 schools. The questionnaires were then distributed to the students of the 9 schools randomly through the internet according to

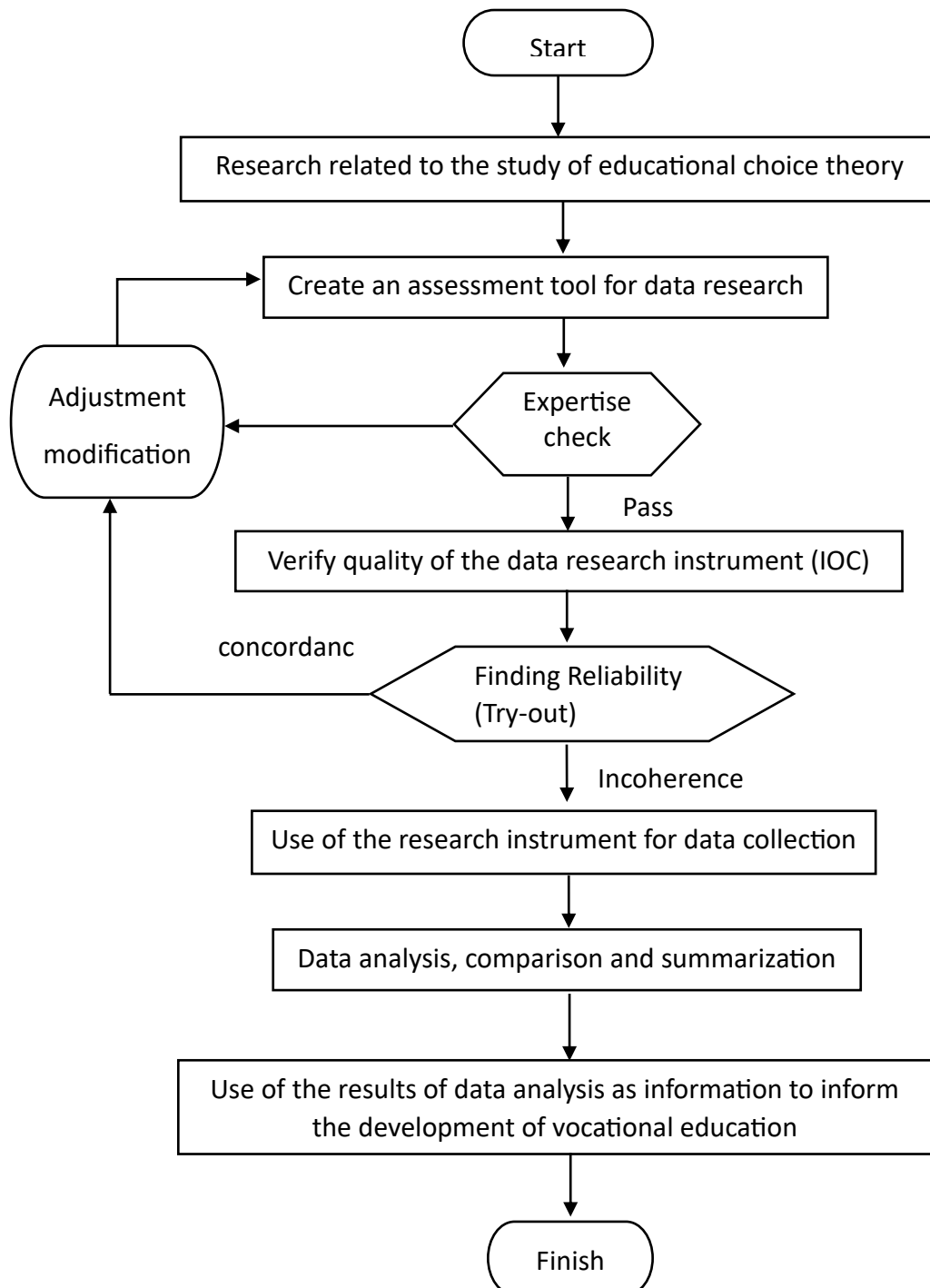
the number that should be distributed in each school and subsequently using Questionnaire Star.

Table 1 Number of third-year secondary school students and proportional stratified random sampling in 9 secondary schools

School Name	Population	Sample
Dongning city No.2 Junior Middle School	565	118
Dongning city No.3 Junior Middle School	314	65
Suiyang Junior Middle School	429	90
Sanchakou Junior Middle School	14	2
Daduchuan Junior Middle School	70	14
Laoheishan Junior Middle School	63	13
Daohe Junior Middle School	6	1
Hebei New District Junior Middle School	74	15
Korean Junior Middle School	26	5

The population of this study is mainly the third-year students at junior high school in Dongning City, however, there are many practical limiting factors in the questionnaire survey process. Time factor, space factor and so on, it may not be possible to conduct a comprehensive and systematic investigation of the population, so it is necessary to ignore the influence of many limiting factors on the survey respondents. Relevant research data and materials were collected from students in the third year of junior high school in different middle schools in Dongning City to study the issues related to the factors affecting the choice of vocational education of students in the third year of junior high school in Dongning City were studied and analyzed on a quantitative basis.

3.2. Research steps



3.2.1 Collect relevant research information through online journal database search, journal review, reading monographs, etc., and conduct a brief review of existing research results to provide theoretical and practical basis for the next step of research.

3.2.2 Creation

3.2.2.1 Research Design

The design of this study follows a quantitative research design, and a preliminary questionnaire was developed based on a review of existing research findings, combined with the understanding of this study from previous surveys, and an understanding of the circumstances that influence the choice of the type of senior high school education for students in the third year of junior high school. The questionnaire will be used to collect demographic information about the respondents and statistical information will be used to observe whether the factor variables of the individual student, family, secondary school, society, local vocational education development and vocational education policy influence the choice of vocational education of junior high school third-year students.

3.2.2.2 Construct a research instrument

The questionnaire consists of 3 parts. The first part consists of 11 questions and collects demographic information. The second section consisted of 30 questions on a 5-point Likert scale and collected information about factors, categorized into 6 dimensions. For each question, students responded on a 5-point Likert scale including 1) Strongly disagree, 2) Disagree, 3) not sure, 4) agree, and 5) Strongly agree. The third section of 2 questions is additional information to this questionnaire.

Table 2 Factors Items

Personal Factors	Items
Student's personal factors	1-4
Family factors	5-8
Secondary school factors	9-13
Social factors	14-18
Local vocational high school development factors	19-23
Vocational education policy factors	24-28

Therefore, the development of this study's questionnaire on the factors influencing the choice of vocational education for third-year junior high school students in Dongning City ultimately consisted of 41 questions. 11 questions of basic personal information part 1, 28 questions of influencing factor's part 2 and part 3 as 2 supplementary questions. However, the items of the questionnaire will be deleted in the process of quality testing of the questionnaire according to the actual situation, etc.

3.2.3 Expertise check

The created assessment tool is emailed to the expertise for checking and passes the expertise check before proceeding with the subsequent research.

3.2.4 Verify quality of the data research instrument (IOC)

The content validity of each item in the questionnaire and the accuracy of language use were examined by six experts, four from Thailand and two from China. Since my research topic is related to vocational education and the type of education that students choose in high school, the experts were invited to have a bachelor's degree or higher, have more than 5 years of experience, are familiar with the psychology and thoughts of the students, and have a wealth of knowledge and experience in the field, and understand the thoughts of the students. The six experts examined the questionnaire for content validity and accuracy of the use of language. The experts rated the items by giving the item a rating of 1 (for clearly measured), -1 (for clearly not

measuring), or 0 (for unclear) for each objective (Turner, R. C., & Carlson, L, 2003). Next, the Index of Item-Objective congruence (IOC) formula was used to evaluate the content validity. An item which has a value of 0.5 or higher is considered acceptable.

The scoring of the questionnaire by the six experts showed that the average value of the experts' scores for each question was between 0.67-1.00, so the questionnaire was feasible when each question was valid. The average score of the second question in Part2 of the questionnaire is 0.67, which is between 0.6-0.8, and according to the experts' suggestion, The questionnaire has been revised and improved. It made some slight adjustments to the second question and added a question in secondary school factors and also added a question each in student's personal factors and family factors, at which time the questions in the second part of the questionnaire were changed from the original 28 to 31. The second part of the questionnaire was changed from 28 questions to 31 questions.

3.2.5 Finding Reliability (Try-out)

Reliability refers to the extent to which the results of the questionnaire survey can be trusted—that is, whether they are consistent, credible, and accurate. High reliability indicates that the analyzed data are trustworthy. The reliability of this questionnaire was tested on 30 students who were not in the sample group and the reliability values were calculated by using Cronbach's alpha to ensure whether there is internal consistency within the items. A total of 30 students' questionnaires were tested, distributed and returned online, with no voided papers, and 30 students' questionnaires were complete and valid. George and Mallery (2010) illustrated the following values for Cronbach's alpha coefficients: ≥ 0.9 =excellent, ≥ 0.8 =good, ≥ 0.7 =acceptable, ≥ 0.6 =doubtful, ≥ 0.5 =poor, and ≥ 0.5 = unacceptable. Therefore, for the research questionnaire to be reliable, Cronbach's alpha coefficient must have a value of at least 0.7.

Reliability analysis of the data from the 30 students' questionnaires by statistical analysis shows that the Cronbach's alpha coefficients of the dimensions of factors affecting the selection of high school education of secondary school students exceeded 0.5, and the Cronbach's alpha coefficients of the dimensions of Student's

personal factors dimension has a Cronbach's alpha coefficient of 0.668, which is less than 0.7, and the item statistic shows that the Cronbach's alpha after deleting question 4 is 0.724, so question 4 should be deleted; the Cronbach's alpha coefficient for the dimension Family factors is 0.639, which is less than 0.7, and the item statistic shows that after deleting question 3, the Cronbach's alpha coefficient is 0.714, so question 3 should be deleted; the Cronbach's alpha coefficients for the next 4 dimensions are 0.870, 0.731, 0.775 and 0.912 respectively, all of which are greater than 0.7, so they are retained. The alpha coefficient of the whole questionnaire reached 0.902. The questionnaire designed in this study has good consistency, and the reliability of the questionnaire after deleting the questions is high. After the deletion of two questions, the second part of the questionnaire was changed from 31 to 29 questions.

3.2.6 Data Collection

Research data collection through the following steps

1. The researcher provided letters from the Dean of the Graduate School, Srinakharinwirot University were sent to the appropriate heads of the nine schools from which the data were collected, requesting permission for the survey and permission to use the data collected in the sample.
2. The schools from which the survey data were collected were contacted and an appointment was made for the survey.
3. Distribute the survey questionnaire to the third-year junior high school students in these schools (9 schools) within one month based on the sample size. By providing QR codes and links to the online questionnaires and distributing the questionnaires to the students with the assistance of the staff of the 9 schools, the total number of data samples collected from the 9 schools exceeded 317.
4. The study excluded the questionnaires with incomplete responses and used the 317 questionnaires for statistical analysis to test the established hypotheses.
5. Finally, after the data collection and data processing were completed, the results were processed by the researcher and published in the study report.

The official questionnaire of the study was distributed and recovered through Questionnaire Star, and the platform was used to create and publish the official questionnaire modified by the study, after which reliability tests were conducted. The number of questionnaires distributed and collected and the number of valid questionnaires, the number of valid questionnaires ensured more than 317.

3.2.7 Data Analysis

The data of this study was collected using a questionnaire and it was analyzed to find out the frequency (f), mean score (M), standard deviation (SD), percentage (%) and binary regression analysis using statistical analysis.

1. The general data about the participants in Part 1 was analyzed using frequencies and percentages.

2. The factors influencing the choice of high school education of students in the third year of junior school in Part 2 were analyzed using the mean scores and standard deviation scores. Five ratings scores were used to calculate the mean scores, as shown below:

Scale	Mean Range	Level
5	4.50 – 5.00	Strongly agree
4	3.50 – 4.49	agree
3	2.50 – 3.49	Not Sure
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

3. The participants' choices for the type of high school they would like to choose in Part 2 were analyzed the results of the students' choices using frequencies and percentages. Responses to what other factors the students felt influenced their high school choices were categorized and summarized.

4. Binary Logistic regression analysis was used to analyze the influence of different factors on whether the students select vocational education or not using the

data from the part 2 of the questionnaires, and the results were discussed in terms of the influence of each factor on whether they select vocational education.

5. Forward LR method of regression is used to further analyze the affection of different factors on whether the students select vocational education or not, and the formula is used to draw conclusions.



CHAPTER 4

FINDINGS

The purpose of this study is to Investigate and study the factors affecting the selection of vocational education of secondary school students in Dongning City. This chapter presents the results of data collection related to the research questions: the first part presents the demographic data of the subjects; the second part presents the results of descriptive statistics of the subjects about the six influencing factors based on a self-administered questionnaire; the third part presents the frequencies and percentages of the subjects who chose vocational high school and who did not choose vocational high school; and the fourth part analyzes the analysis in the form of a binary logistic regression to describe what are all the factors that Influence the results of high school education choices of junior high school third graders and compare the degree of influence.

4.1 Demographic Data

The first part of the questionnaire contains demographic data about the subjects' gender, age, nationality, home location, monthly family income, whether they are only child, grade level, parents' occupation and education level. All the information is shown below in the form of frequencies and percentages:

Table 3 General Information of Respondents

General Information	Third-year Secondary School Students (N=317)	
	Amount	Percentage (%)
1. Gender		
Male	144	45.4
Female	173	54.6

Table 3 (Continued)

General Information	Third-year Secondary School Students (N=317)	
	Amount	Percentage (%)
2. Age		
12-14 years old	3	0.9
15-16 years old	293	92.4
17-18 years old	19	6
Over 18 years old	2	0.6
3. Nationality		
The Han nationality	308	97.2
National minority	9	2.8
4. Your home location		
County	92	29
Township	140	44.2
Rural	85	26.8
5. Family monthly income		
3500 RMB and below	97	30.6
3501-7000RMB	133	42
7001RMB and above	32	10.1
Others	55	17.4
6. Are you an only child in your family?		
Yes	129	40.7
No	188	59.3

Table 3 (Continued)

General Information	Third-year Secondary School Students (N=317)	
	Amount	Percentage (%)
7. Grade level		
Front row	36	11.4
Upper middle	78	24.6
Middle	107	33.8
Lower middle	68	21.5
Back row	28	8.8
8. Your mother's occupation		
Government departments and public institutions	17	5.4
enterprise employees	19	6
Individual business	46	14.5
Famers	81	25.6
Freelance workers	71	22.4
Unemployed	40	12.6
Others	43	13.6
9. Your father's occupation		
Government departments and public institutions	23	7.3
Enterprise employees	16	5
Individual business	56	17.7
Farmers	88	27.8
Freelance workers	78	24.6
Unemployed	8	2.5
Others	48	15.1

Table 3 (Continued)

General Information	Third-year Secondary School Students (N=317)	
	Amount	Percentage (%)
10. Your mother's education		
Junior high school	224	70.7
High school	49	15.5
College	22	6.9
Bachelor's degree	16	5
Graduate degree and above	6	1.9
11. Your father's education		
Junior high school	218	68.8
High school	60	18.9
College	19	6
Bachelor's degree	12	3.8
Graduate degree and above	8	2.5

As shown by Table 3, a total of 317 participants took part in this study. This included 144 males (45.4%) and 173 females (54.6%). Two hundred and ninety-three participants (92.4%) were between the ages of 15 and 16 years old, three participants (0.9%) were between the ages of 12 and 14 years old, nineteen participants (6%) were between the ages of 17 and 18 years old, and two participants (0.6%) were over the age of 18 years old. 308 participants (97.2%) were of Han Chinese ethnicity, and only nine (2.8%) were of minority ethnicity. Regarding the location of the participants' home address, through Table 3, it shows that 140 participants (44.2%) were from towns, 92 participants (29%) were from counties and cities, and 85 participants (26.8%) were from rural areas. Regarding the monthly household income of the participants, according to

Table 3, 133 participants (42%) had a monthly household income between 3501 and 7000 RMB, 97 participants (30.6) had a monthly household income of less than 3500 RMB, 32 participants (10.1%) had a monthly household income of more than 7000 RMB, and there were also 55 participants (17.4%) who had a monthly household income of Select Other. For, being an only child or not, Table 3 shows that 129 participants (40.7%) were only children, and 188 participants (59.3%) were not only children. Of the 317 participants who participated in the survey study, 36 (11.4%) of the participants were at the top of the achievement scale for the school year, 78 (24.6%) were at the middle to upper achievement scale, and 107 participants (33.8%) scored at the middle level, 68 participants (21.5%) scored at the lower middle level, and 28 participants (8.8) scored at the back of the school year results. Table 3 shows the occupation of the participants' mothers, 17 participants' mothers (5.4) worked in government departments or institutions, 19 participants' mothers (6%) worked in enterprises, 46 participants' mothers (14.5%) were self-employed, 81 participants' mothers (25.6%) were farmers, 71 participants' mothers (22.4%) were freelancers, 40 participants' mothers (12.6) did not work, and 43 participants chose other for their mother's (13.6%) occupation. For father's occupation, 23 participants' fathers (7.3) worked in government or institutions, 16 fathers (5%) worked in enterprises, 56 fathers (17.7%) were self-employed, 88 participants' fathers (27.8%) were farmers, 78 fathers (24.6) were freelancers, 8 fathers (2.5%) were unemployed, and 48 participants' fathers about the father's occupation (15.1%) chose other. Regarding the educational status of the participants' mothers, according to Table 3, 224 (70.7%) of the participants' mothers have a middle school education, 49 (15.5%) have a high school education, 22 (6.9) have a college education, 16 (5%) have a bachelor's degree, and 6 (1.9) have a postgraduate degree or higher. Regarding the education of the participants' fathers, 218 (68.8%) of them had junior high school education, 60 (18.9) had high school education, 19 (6%) had college education, 12 (3.8%) had bachelor's degree, and 8 (2.5%) had postgraduate education or above.

4.2 Means and standard deviations of variables.

The second part of the questionnaire consists of descriptive statistics through means and standard deviations for six dimensions of students' personal factors, family factors, secondary school environment factors, social factors, local vocational high development factors and vocational education policy factors for junior secondary school students in the third year of junior secondary school. The findings are presented in the form of mean (M) and standard deviation (SD).

Table 4 Descriptive Statistics Results of Student's Personal Factors

Student's Personal Factors	Third-year Secondary School Students (N=317)		
	M	SD	Level
1. Interested in Vocational Education	2.16	1.25	Disagree
2. Take Vocational Education Your First Choice	1.93	1.22	Disagree
3. Vocational Students Can Still Become Successful	2.85	1.28	Not Sure
4. Difference Between Vocational Education and General Education	2.47	1.27	Disagree
Overall	2.35	0.83	Disagree

Table 4 shows that the mean level of agreement with the view that students graduating from vocational schools are still successful is 2.85, which is in the middle of the mean range, among the student's personal factors. The other three items are at the disagree level of the mean range, where the mean for whether students are satisfied with using their current grades to choose their high school education is 2.47, the mean for whether they are interested in vocational education is 2.16, and the mean for whether they would consider vocational high school as their first choice of high school in the

future is 1.93. In conclusion, the overall mean for the students' personal factors is 2.35, which is at the mean of standard deviation is 0.83 which is less than 1.25 at the disagree level of the mean range which indicates that the participants have similar preferences in the same direction of the frequency of the student's personal factors.

Table 5 Descriptive Statistics Results of Family Factors

Family Factors	Third-year Secondary School Students (N=317)		
	M	SD	Level
1. Father's Support	2.02	1.22	Disagree
2. Mother's Support	1.95	1.21	Disagree
3. Parents' Views	2.54	1.36	Not Sure
4. Parents' Understanding of Vocational Education	2.77	1.16	Not Sure
Overall	2.32	0.85	Disagree

Through Table 5, it is shown that among the family factors, parents' perception and knowledge of vocational schools are in the middle range of the mean with means of 2.54 and 2.77 respectively, while the other two items regarding the level of support from fathers and mothers for the students' choice of vocational schools have means of 2.02 and 1.95 respectively, both of which are in the disagree range of the mean. In conclusion, the overall average of the family factors is 2.32, which is at the disagree level of the mean range, and the mean of the standard deviation is 0.85, which is less than 1.25, which indicates that the participants have the same direction of the frequency of the personal factors and similar preferences.

Table 6 Descriptive Statistics Results of Secondary School Factors

Secondary School Factors	Third-year Secondary School Students (N=317)		
	M	SD	Level
1. Career Guidance-related Courses	2.40	1.07	Disagree
2. Courses Related to Career Education	2.33	1.09	Disagree
3. Teachers Support	2.25	1.09	Disagree
4. Classmates Support	2.32	1.12	Disagree
5. Teachers' Opinions	2.42	1.25	Disagree
6. Classmates' Opinions	2.27	1.23	Disagree
Overall	2.33	0.78	Disagree

Table 6 shows that the means of all the questions in the secondary school environment factor are in the middle range, where the mean of how many career-related guidance programs are available in the students' secondary school is 2.40, the mean of how many vocational education-related programs are available in the students' secondary school is 2.33, the mean of how many secondary school teachers support the students' choice of a vocational school for their high school is 2.25, the mean of how many secondary school classmates support the students' choice of vocational school for their high school is 2.27, the mean is 2.32, the extent to which secondary school teachers' perceptions of vocational education influence students' choice of high school mean is 2.42, and the extent to which secondary school peers' perceptions of vocational education influence students' choice of high school mean is 2.27.

In conclusion, the overall mean of the environmental factors in secondary school was 2.33, which is in the disagree range of the mean, and the mean of the standard deviation was 0.78, which is less than 1.25, which suggests that the participants had similar preferences in the same direction of the frequency of the individual factors.

Table 7 Descriptive Statistics Results of Social Factors

Social Factors	Third-year Secondary School Students (N=317)		
	M	SD	Level
1. Lack of Skilled People	2.89	1.30	Not Sure
2. Highly Skilled Personnel with High Salaries	2.82	1.30	Not Sure
3. People's Views	2.67	1.28	Not Sure
4. Current Social Trend	2.54	1.29	Not Sure
5. People's Support	2.22	1.19	Disagree
Overall	2.63	0.84	Not Sure

Table 7 shows that among the social factors, only the mean value of the degree of support from people close to the students' families for the students to attend vocational schools in high school is in the disagree range, with a mean value of 2.22. The average of the other four items are in the middle of the range of the mean values. The mean of the degree of understanding is 2.82, the mean of the degree of students being influenced by the social trend of pursuing highly educated people in the choice of

high school is 2.67, and the mean of the degree of students being influenced by the views of people close to their families on vocational schools is 2.54.

In conclusion, the average of the total social factors is 2.63, which is in the middle of the range of means, and the mean of the standard deviation is 0.84, which is less than 1.25, which indicates that the participants have the same direction of the frequency of the personal factors and similar preferences.

Table 8 Descriptive Statistics Results of Local Vocational High School Development Factors

Local Vocational High School Development Factors	Third-year Secondary School Students (N=317)		
	M	SD	Level
1. Majors setting	2.02	1.09	Disagree
2. Quality of teaching	2.35	1.08	Disagree
3. Machines and equipment	2.70	0.91	Not Sure
4. Publicize vocational education	2.46	1.01	Disagree
5. Vocational students have a good future	2.56	1.07	Not Sure
Overall	2.42	0.72	Disagree

Table 8 shows that the mean of the development factors of local vocational high schools in terms of the local vocational high schools' possession of equipment for specialized courses for each major is 2.70, and the mean of the optimism about the prospects of students going on to college or graduating after receiving education from the local vocational high schools is 2.56, with the means of these two items being in the

middle range. The average of the other three items is in the middle range: the mean of students' interest in the specialization offered by the local vocational high schools is 2.02, the mean of satisfaction with the quality of teaching at the local vocational high schools is 2.35, and the mean of local vocational high schools' publicity of the students' schools is 2.46.

Table 9 Descriptive Statistics Results of Vocational Education Policy Factors

Vocational Education Policy Factors	Third-year Secondary School Students (N=317)		
	M	SD	Level
1. Free tuition	2.24	1.16	Disagree
2. Information about taking the Vocational College Entrance Examination	2.48	1.20	Disagree
3. Upgrade qualification	2.62	1.24	Not Sure
4. Urban settlement policy	2.31	1.11	Disagree
5. New Vocational Education Law	2.24	1.10	Disagree
Overall	2.38	0.85	Disagree

Table 9 shows that among the vocational education policy factors, only the average of students' knowledge that students at vocational high schools can also go on to undergraduate and graduate schools is at a not sure level, with an average of 2.62. The average of the other four factors is at a disagree level, with the average of students' knowledge of the policy of exempting tuition fees for students in rural areas (including counties and towns) who go to public vocational high schools being 2.24, and the

average of students' knowledge of the policy of including high-skilled people in urban direct settlement areas being 2.31. The average level of understanding that it is less difficult for students studying in vocational high schools to take the vocational college entrance examination than for students in regular high schools is 2.48, the average level of understanding that highly skilled people are included in the policy of direct settlement in cities is 2.31, and the average level of understanding of the new Vocational Education Law of 2023 that stipulates that the educational requirement for vocationally skilled positions can be lowered in the open recruitment of public institutions is 2.24.

In conclusion, the total average of the vocational education policy factors is 2.38, which is at the disagree level of the average range, and the average of the standard deviation is 0.85, which is less than 1.25, which indicates that the participants have the same direction of the frequency of the individual factors and similar preferences.

4.3 Frequency and percentage of students' Selection of vocational high school and non-selection of vocational high school results.

The third part of the questionnaire contains data on students' selection of vocational high schools and not selecting vocational high schools and all the information is shown below in the form of frequencies and percentages:

Table 10 Frequency and Percentage of Participants selecting Vocational High Schools and Not selecting Vocational High Schools

Select Vocational Education	Third-year Secondary School Students (N=317)	
	Amount	Percentage(%)
No	257	81.1
Yes	60	18.9
Overall	317	100.0

The results in Table 10 show that out of 317 participants, 257 (81.8%) did not choose to study in vocational high school and 60 participants (18.9%) chose to study in vocational high school, which shows through the data that most of the people's choices of the type of high school are not choosing to study in vocational high school, and only a small portion of the people chose to study in vocational high school.

4.4 Binary Regression Analysis of Factors Affecting the Selection of High School Education for Third-year Secondary School Students

The result of whether students will select vocational education as their high school is taken as the dependent variable through statistical analysis, and binary logistic regression analysis is used to study the causal relationship with the six variables, and the researched data are brought into statistical analysis to produce the following table.

Table 11 Binary Logistic Regression Analysis of Factors Affecting Secondary Third-year Students' Educational Selections

	B	S.E.	Wald	df	Sig.	Exp(B)
1. Student's Personal Factors	0.775	0.219	12.54	1	0.000	2.171
2. Family Factors	0.55	0.212	6.739	1	0.009	1.733
3. Secondary School Factors	-0.344	0.273	1.581	1	0.209	0.709
4. Social Factors	-0.062	0.232	0.07	1	0.791	0.94
5. Local Vocational High School Development Factors	0.654	0.288	5.18	1	0.023	1.924
6. Vocational Education Policy Perception	-0.485	0.229	4.469	1	0.035	0.616

*P< .05

As can be seen in Table 11, four of the six variables have a significance of less than 0.05, including the individual student factor with a significance of 0.000, the family factor with a significance of 0.009, the local vocational high school development factor with a significance of 0.023, and the vocational education policy factor with a significance of 0.035. This indicates that there is a significant causal connection.

Through deeper analysis, looking at the Exp (B) value and Wald value it can be concluded that among these four factors, it is the students' personal factors that have the greatest influence on the educational choices of junior high school third grade students' high school, followed by family factors, and the least influence is the vocational education policy factor.

4.5 Forward LR Method of Regression Analysis of Factors Affecting the Selection of High School Education for Third-year Secondary School Students

Using the outcome of whether students would choose vocational education as their high school as the dependent variable, Forward-LR Method was used to further investigate the relationship with the four variables, and the data studied was analyzed through data analysis to produce the following table.

Table 12 Forward LR Method of Regression Analysis of Factors Affecting Secondary School Third-year Students' Educational Selections

	B	S.E.	Wald	df	Sig.	Exp(B)
1. Student's Personal Factors	0.675	0.191	12.477	1	0.000	1.964
2. Family Factors	0.405	0.187	4.669	1	0.031	1.499
Constant	-4.149	0.573	52.369	1	0.000	0.016

*P< .05

As can be seen in forward LR method of regression, the following factors in Table 12 had a significant. Two factors have a significance of less than 0.05, including the student's personal factors with a significance of 0.000, the family factor with a significance of 0.031. This indicates that there is a significant causal connection.

Through deeper analysis, looking at the Exp (B) value and Wald value it can be concluded that among these two factors, it is the students' personal factors that have the greatest influence on the educational choices of secondary school third-year students' high school, followed by family factors.

By Forward LR Method, the following equation is derived:

$$\text{Logist (Choice)} = -4.149 + 0.675(\text{Student Personal Factor}) + 0.405(\text{Family Factor})$$

With the above formula, the following conclusions can be drawn:

$$p(\text{choice}) = \frac{e^{-4.149 + 0.675(\text{Student Factor}) + 0.405(\text{Family Factor})}}{1 + e^{-4.149 + 0.675(\text{Student Factor}) + 0.405(\text{Family Factor})}}$$

Whereas: $P(\text{choice}) < 0.5$ it can be concluded that students do not choose to study in vocational schools.

≥ 0.5 it can be concluded that students choose to study in vocational schools.

Based on the results of the study, the next chapter provides a conclusion of the study with a discussion, the implications of the study, the limitations of the study and recommendations for further studies.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATION

The main purpose of this study is to examine the factors affecting the selection of vocational education of junior high school third graders and the extent to which these factors affect their selection. Attention is paid to the choice of vocational education by third-year secondary school students and to the factors affecting the selection of secondary vocational education by third-year secondary school students, so that more students can be attracted to choose vocational education and vocational education can be developed.

The focus of this study involves three questions:

1. Student's personal factors, family factors, secondary school factors, social factors, local vocational high school development factors and vocational education policy factors, do these factors have correlations on the vocational education selections of third-year secondary school students?
2. Student's personal factors, family factors, secondary school factors, social factors, local vocational high school development factors and vocational education policy factors, do these factors affect vocational education selections of third-year secondary school students?
3. What are the proposed guidelines to encourage and support students in opting for vocational education?

This chapter presents the conclusion and significant findings as well as the discussion of the findings. It also presents recommendations for implications and recommendations for further research.

5.1 Conclusion

The core of this paper's research is the analysis of the factors affecting the choice of vocational education of junior high school third grade students, the first step of this research is to review and sort out the previous relevant literature, the second step is to combine theory and practice, to design a questionnaire on the factors affecting the choice of vocational education of junior high school third grade students, and to analyze the obtained data by demographics using statistical analysis, descriptive statistical analysis of variables, binary regression analysis and Forward LR of regression method analysis. Finally, based on empirical research, we draw conclusions and put forward effective suggestions that can guide and encourage more junior high school third grade graduates to choose vocational education from the point of view of the factors affecting the choice of vocational education for junior high school third grade students.

The object of this study is the third-year junior high school students enrolled in nine middle schools under the jurisdiction of Dongning City Bureau of Education, according to proportional stratified random sampling, and finally 317 third grade junior high school students participated in this study. In this study, a questionnaire on factors influencing the educational choices of junior high school third graders was used as a research instrument to collect data. The questionnaire consisted of three parts, the first part with demographic information, the second part with information about the six influencing factors, and the third part with two questions for additional information. The purpose of the questionnaire was to investigate the factors affecting the choice of vocational education among third year middle school students. The questionnaire was analyzed using frequency, percentage, average (\bar{X}), standard deviation (S.D.) and binary logistic regression.

The results of the study show that more than 80% of the respondents will not choose vocational education as their high school education, and it is obvious that most of the students will not and do not want to choose vocational high school, and the results of the study also show that the factors affecting the choice of vocational high school for junior high school third graders in Dongning City are the personal factors of the

students, the family factors, the factors of the development of the local vocational high school and the factors of the policy of vocational education, and the factors that affect the students most are the personal factors, followed by the personal factors, the family factors, the development factors of the local vocational high school and the factors of vocational education policy. The factors were the students' personal factors, followed by family factors.

5.2 Discussion

This study examines the factors that affect the vocational education selection of third-year students in secondary school, and the discussion and interpretation of the findings presented in Chapter 4 are as follows.

5.2.1 Student's personal factors

In terms of students' personal factors students' overall interest in vocational education is low (2.16), and the selection rate of considering vocational education as a choice for high school is also low (1.93), but some of them agree that students graduating from vocational schools are just as likely to become successful (2.85). At the same time, the students are not satisfied with the selection of high school education based on their current grades (2.47). Using binary logistic regression analysis, it is found that there is a significant relationship between the student's personal factors and the selection of high school education of secondary school students with a significance value of 0.000, which can be seen through deeper analysis that it is the student's personal factors that have the greatest affection on the selection of high school education of secondary school students.

Consistent with the study of Su Lifeng et al. (2016), they found that students' personal wishes, learning objectives, and the level of family support had a significant impact on students' educational choices. Zhu Ying and Fan Guofeng (2021) found that gender of junior high school graduates, number of siblings, location of household registration, expected academic performance, and relevant educational policies have significant correlations with students' educational needs and have a greater impact on students' educational choices.

5.2.2 Family factors

Family factors even though parents' knowledge of vocational education in general is at a medium level (2.77) and whether parents' views about vocational schools affects students' selection of vocational education in secondary school is at a medium level (2.54), in practice, fathers don't support their children to study in vocational schools (2.02), and mothers also don't support their children to study in vocational schools (1.95). Using binary logistic regression analysis, it is concluded that there is a significant link between family factors and secondary school third-year students' educational selection in high school with a significance value of 0.009, and through deeper analysis this is the second most important influence on secondary school third-year students' educational selection in high school is the family factors.

According to the research of Niu Dandan (2019), it was found that whether junior high school graduates choose to go to a general high school or choose to go to a vocational high school belongs to the educational decision-making behavior of individual students or families, and it is more of a reflection of the educational needs and choices of the individual or the family". This indicates that both individual students, families, vocational schools and educational policies have low attraction for students to choose vocational education. According to Yu Hongjiao's (2010) study, secondary vocational education is still unattractive due to social, historical and cultural factors, and the people's enthusiasm for vocational education has not increased significantly.

5.2.3 local vocational high school development factors

The development factors of local vocational high schools students are dissatisfied with the teaching quality of local vocational high schools (2.35), the satisfaction rate of professional settings is low (2.02), and there is little publicity about local vocational high schools (2.46), students are not sure about the relevant professional equipment and facilities about local vocational schools (2.7); and they are also not sure about whether the students after graduation from the vocational schools have a good future (2.56). Using binary logistic regression analysis, it is concluded that there is a significant link between local vocational high school development factors and

secondary school third-year students' educational selection in high school with a significance value of 0.023, and through deeper analysis this is the third most important influence on secondary school third-year students' educational selection in high school is the local vocational high school development factors.

According to Niu Dandan (2019), it was found that education policies as well as the lack of attractiveness of secondary vocational schools are realistic dilemmas faced by rural junior high school graduates when making educational choices. Gong Haizhen by sorting out the factors affecting the choice of education, the choice of rural vocational education, and the choice of rural vocational education, among which there is the quality of teaching in vocational schools, as well as the vocational school's professional settings and campus culture. She believes that the personnel training program of vocational schools should be paid close attention to, and the curriculum of the school should be optimized (Gong, 2013).

5.2.4 Vocational education policy factors

Vocational education policy factors, many of the policies on vocational education students know too little about, students are not very sure about the preferential policies of studying vocational education high school (2.24), the difficulty of the examination is low (2.48), and not very sure about the preferential policies related to work after graduation (2.31) (2.24). Using binary logistic regression analysis, it is concluded that there is a significant link between vocational education policy factors and secondary school third-year students' educational selection in high school with a significance value of 0.035, and through deeper analysis this is the fourth most important influence on secondary school third-year students' educational selection in high school is the vocational education policy factors.

Zhu Ying, Fan Guofeng in (2021) found that factors such as junior high school teachers' advice and related educational policies have a greater impact on students' educational choices, so it is necessary to improve the level of junior high school teachers' guidance, to strengthen the academic career planning of junior high school students as well as to improve the policy.

The data of students selecting vocational high school and not selecting vocational high school were analyzed by frequency and percentage, and the results showed that 81.1% of the respondents would not choose vocational education as their high school education, and the results made it obvious that most of the students would not, and did not want to, choose vocational high school.

Consistent with (Yu, 2020) study found that compared to the state actively promote vocational development education, people's demand for vocational education is much weaker. A survey of rural junior high schools by Huang Bin and Xu Caiqun et al. found that 18.8 per cent of students chose secondary vocational schools and 71.2 per cent chose regular high schools, and that the attractiveness of vocational education must be improved to revitalize it (Huang et al., 2012).

5.3 Forward LR method of regression and results

Through the Forward LR method of regression data analysis, it was found that two of the six variables had a significance of less than 0.05, of which the significance of the student's personal factors was 0.000 and the significance of the family factors was 0.031. By analyzing the value of Exp (B) and the value of Wald, it can be concluded that among these two factors, the most important factor that has the greatest effect on the third-year secondary school students' high school educational choices are most affected by student's personal factors, followed by family factors. Finally determine that the factors that affect the selection of vocational high school for secondary school third-year students in Dongning City are student's personal factors and family factors.

This is consistent with the results of the questionnaire. Through the questionnaire we can see that students' personal factors, students' interest in vocational education is low (2.16), and the choice of vocational education in high school is also low (1.93), but some of them agree that students who graduated from the vocational school can be just as successful (2.85). At the same time, the students are not satisfied with the current results of the choice of high school education (2.47). Family factors even though parents' knowledge about vocational education in general is at a medium level (2.77) and whether parents' opinion about vocational schools affects students' choice of

vocational education in upper secondary school is also at a medium level (2.54), but in practice fathers don't support their children's study in vocational schools (2.02), and mothers don't support their children's study in vocational schools either (1.95).

It is consistent with the study of Su Lifeng et al. (2016), who found that students' personal wishes, study objectives and family support level have a significant effect on students' educational choices.

5.4 Recommendations

5.4.1 Recommendations for Implications

Theoretical significance: this study contributes to research that explores the factors affecting the vocational education of secondary school third-year students. It provides valuable empirical evidence about the validity of the influencing factors, provides some theoretical basis for the study about the factors influencing the choice of vocational education of junior high school third graders, and provides some theoretical references for small cities, such as the study area, to enhance the attractiveness of secondary vocational education.

Practical significance: the results of this study are important for students in the third year of junior high school and their parents, teachers, and schools, and the results of the study can be used as an informational guide and an alternative for students. Educators, curriculum developers and local education department staff can use these findings to design and implement effective program activities to help students make informed academic choices based on their own practical needs and future careers.

The study emphasizes the importance of students' personal factors, family factors, local vocational high school development factors, and vocational education policy factors on junior high school third graders' choice of vocational education. It suggests that these factors are key to enhancing students' willingness to choose vocational education. Overall, these findings contribute to the development of local vocational education and provide valuable guidance for attracting more students to choose vocational education schools.

5.4.1.1 Guide students to develop a correct perception of vocational education and a correct understanding of themselves.

Through the analysis, students' personal factors are the most influential in the choice of vocational education among junior high school students. Students' perception of vocational education not only affects their interest in vocational education and their choice of vocational high school as their first choice of high school education, but also ultimately affects whether they will choose vocational education or not. Through the survey, most of the students have some problems in their knowledge of vocational education, they have not yet understood and contacted vocational education in junior high school, they pay less attention to the field of vocational education, they do not know the policy and content of vocational education, and their parents, teachers and friends around them do not recognize vocational education highly.

In order to improve students' knowledge of vocational education, first of all, it is necessary to carry out certain penetration of vocational education to students in the primary stage of secondary school, which can be done by inviting teachers of vocational schools to give lectures, give talks, and show short films to schools, and also by organizing students to visit vocational schools, so as to help students analyze and understand different professions, and to let students have hands-on practice in class, so that they will be interested in the content of vocational education and have a good understanding of the contents of vocational education. The content of education generates interest, and there is also some initial understanding of vocational education. At the same time, courses such as career development courses and career guidance courses can be carried out in primary and secondary schools so that students can understand many professions, clearly compare the advantages and disadvantages of various professions, and find a more suitable profession for themselves, so that students can more intuitively understand the development prospects of various professions and help them to make better choices. Successful people from vocational education can also be invited to exchange ideas and share their successful experiences, which will enable students to set up the power of role models, stimulate their interest and motivation in learning, exploring and developing vocational education, which will then be

transformed into positive and effective behaviors, and enable them to find a way to correctly choose their future careers.

Young people are the hope of the motherland and the future of the nation. If students can understand their own interests, hobbies, personalities, and abilities during their elementary school years in secondary schools and do some exploration and research on this career and the professions involved, then they will not be blind in choosing their professions and careers, and they will take fewer detours on their career development path. So, it is especially important to guide students to form a correct understanding of themselves.

The above is a way of guiding students, especially those in the third year of junior high school, to know themselves better, to know their careers, and to realize the correlation between basic education and their future careers, so that they can cultivate their future career goals according to their own interests and have a reasonable plan for their future careers.

5.4.1.2 Updating and changing parents' traditional concepts of vocational education and increasing the importance they attach to the intended impact of their children's vocational education.

Through analysis, students' family factors are the second most influential factor on the choice of vocational education for junior high school third graders. Firstly, the guiding role of public opinion propaganda is indispensable. Parents should be made to understand that vocational schools are not only for students who are not good at learning, and that vocational schools do not mean that they do not have a future, and that vocational school students can only be engaged in simple and mechanical manual work. It is necessary to make full use of modern multimedia media such as newspapers, magazines, local TV channels, local news channels, the Internet, WeChat, Jitterbug, short videos, live broadcasts, etc., to publicize and explain to parents about the concepts, types, status and roles of vocational education; to publicize the significance of vocational education, the objectives of talent cultivation, the mode, and the social demand for vocationally skilled people in an easy-to-understand and vivid way; and to actively By promoting the success stories of local vocational school graduates, parents

can deepen their understanding of vocational education and change the traditional concept of vocational education. Parents can also organize regular parent training, using the Internet informal training as the main, positive collective training as a complementary form, and appropriately increase the content of vocational education and training. We can also organize and encourage parents to visit various vocational schools to learn about the specialties offered and the forms of employment in the schools. Help parents establish correct career values, so that they can give the most scientific and appropriate advice at the important moment of their children's choice of school and better plan their career development direction with their children.

In the survey, it was found that most of the parents of junior high school students have low education and cultural level, and most of their occupations are simple labor without technical content, with long working practice and low family income. They have no time for their children's education, and lack the correct ways and means, especially junior high school students, who have not yet formed a sense of independence and still need parental guidance and advice when faced with the choice of senior high school education. The survey also found that both fathers and mothers have low support for their children's high school choice of vocational schools, parents will be in their daily lives through the family influence to combat the students' interest in applying for and attending the school. Parents should be objective in their concept of vocational education, and bear in mind that they should not be blinded by prejudice, and that excessively requiring students to do things they are not good at or do not like is a detriment to students and a practice that interferes with their growth. Some students are not good at school but have strong hands-on skills. These students, because they do not have a solid grasp of cultural knowledge in junior high school and are more interested in skill-based things, may be distracted by their parents' request to go to a general high school and waste their education because of their poor academic performance. So, parents should face up to the fact that vocational education brings a kind of future to their children, communicate with them correctly, understand their needs and interests, and recognize the influence of parents on their children's choice of

vocational education. Therefore, raising the importance of parents' influence on their children's vocational education intention can help parents to help their children choose the most suitable path for their development.

In conclusion, updating and transforming parents' traditional concepts of vocational education and raising the importance of parents' intention to influence their children's vocational education can be conducive to the formation of a new era of parents' concepts of keeping abreast of the times, emphasizing vocational education, and respecting skilled personnel, thus raising the degree of parental support for their children's choice of vocational education.

5.4.1.3 Improving the internal and external attractiveness of local vocational high schools.

The survey found that the development factors of local vocational high schools also have an impact on the choice of vocational education by junior high school third graders. Local students generally have a low interest in the specialties set by local vocational high schools, and low satisfaction with the quality of teaching, and local vocational high schools seldom go to local primary and middle schools to publicize their programs, all of which led to a lack of attractiveness of local vocational education for local students and parents. To attract more local students to choose vocational education, it is necessary to improve the internal and external attractiveness of local vocational education.

First of all, if local vocational high schools want to go out and improve their external attractiveness, they should go into elementary school and junior high schools to carry out promotional activities, and they can use such methods as organizing cultural performances, vocational education achievement exhibitions, convenient services, and publicity of successful employment of graduates and personal examples of successful entrepreneurship to improve the attractiveness of local vocational education and expand the social influence of local vocational education. Secondly, the local vocational high school can also use more new media for publicity, in addition to the already existing WeChat public number, jittering number and so on should continue to establish other broader publicity platform, and the need to continue

to output new publicity content, in addition to the official school publicity, but also encourage students to publicize, now everyone's self-media era, you can encourage to guide the students, especially students whose majors are related to the media profession actively Share colorful vocational school life, learning insights and future employment plans, etc. Finally, local vocational high schools should design, maintain and actively update their own school's official website, do a good job of various introductions, set up a special publicity board on the home page in a conspicuous position to facilitate parents and students to understand the school's various information, and give students timely advice and answers, so that students and parents understand the vocational school, thus realizing the enhancement of the external attractiveness.

The enhancement of the internal attractiveness of local vocational high schools relies on the attractiveness of their own specialty settings and teaching quality to local students and parents. Regarding the specialties, according to the latest enrollment brochure, Dongning Vocational High School currently has 7 specialties, which are e-commerce, accounting affairs, automobile application and maintenance, business Russian, computer application, drone control and maintenance and Internet of Things technology application. There are few professional settings, for many students and parents who want to learn other professions of interest, such as nurses, chefs, secretaries, kindergarten teachers and other professions, can only go to other vocational schools. In addition, the content of the curriculum is outdated and superficial, which is not enough to adapt to the development of today's highly competitive society. Curriculum content setting should focus on cultivating a skill for students, highlighting the practicality and relevance of the profession, and also focus on the rationalization of the curriculum structure with different structural arrangements for both basic technical courses, cultural courses, professional theory courses, production internship courses, political courses, physical education courses, etc., as well as setting and adjusting majors scientifically according to the needs of the market economy and the society. The specialties should be set with reference to the employment situation of students and the needs of local economic and social construction.

Regarding the quality of teaching in local vocational high schools, it is still dominated by classroom teaching, focusing on theory and light on practice, without vocational characteristics. Specialized courses are still dominated by classroom teaching, supplemented by simulation laboratory training room, and students' learning is dominated by hands-on teaching, with more theoretical lectures from the teachers, and fewer on-site teaching and simulation teaching modes that can reflect the vocational characteristics. Although the school has 19 on-campus training rooms, 5 training bases, 12 off-campus training bases, 1 enterprise to stay in the school to build automobile repair training base. However, it is understood that the actual use of practical training bases is not satisfactory, the scale is too small, students cannot be good to get real practical operation opportunities to grow professional skills. Also due to the lack of skillful teachers in schools, many practical training bases have become ornamental and difficult to play a role. First, the school can train the backbone teachers, more organizations to participate in the observation of practical training, to stimulate the enthusiasm of teachers to teach, multi-channel access to the latest external concepts and technologies, to create a dual-teacher teachers. At the same time, the outside with a high level of technical personnel in schools for hands-on teaching, not only to promote the hands-on practical ability of students, but also to improve the full-time teachers of the actual operation of the quality. Secondly, the school increases the cooperative relationship with enterprises and strives to provide students with internship places for their counterparts' specialties, to help students accumulate experience in practical operation, to improve the competitiveness of students' employment, which in turn affects the effectiveness of the school and the recognition of the school by the society and thus enhances the attractiveness of the school to students and parents.

5.4.1.4 Increased advocacy for vocational education policies.

For a policy to be fully implemented, it must be widely understood and fully known by the target group of the policy before it can be fully rolled out and effectively implemented. Therefore, strong publicity work is the basic prerequisite for reaching the expectations of the policy. Regarding the policy of vocational education,

through the survey and analysis, students and parents do not know the policy related to vocational education very well, which is also a factor affecting students' choice of vocational education.

First, the local government should carry out more comprehensive publicity on the development system of vocational education in the relevant publicity activities, so that the public can more clearly understand the basic path of students' academic development under the vocational development system and eliminate the concerns of students and their parents about their academic development. Can also be in the end of the college entrance examination, from local vocational high school into the domestic key undergraduate colleges and universities as an example of publicity, "enjoy the national policy support" "vocational high school students can also be admitted to the key undergraduate", as the relevance of the publicity words, to further promote public awareness of the secondary vocational school free of charge, and to promote the public's understanding of the policy. Further promotes the public's understanding of the policy of tuition waiver for secondary vocational schools and enhance the chances of local students choosing vocational high schools. Should also make full use of the audience coverage conditions of the traditional social media, and the convenience of the new network media, to carry out a wider range of regular publicity, for example, regularly in the local news channels, local radio, local newspapers, outdoor advertising columns and buses, as well as the network of the public number and so on to publicize the state to give vocational education preferential policies to support the various, from the students to study in the secondary vocational schools of the subsidy policy, tuition-free policy to the A number of national support policies for the employment of skilled personnel after work.

5.4.1.5 Focus on student's personal factors and family factors.

Through the Forward LR method of regression data analysis, it was found that two of the six variables had a significance of less than 0.05, and of these two factors, the one that had the greatest influence on the educational choice of high school for junior high school third grade students was the individual student factor, followed by

the family factor. It was finally determined that the factors affecting the choice of vocational high school for junior high school third graders in Dongning City are individual student factors and family factors.

Therefore, the key to students' willingness to choose vocational education is to start with their personal and family factors. First, we pay attention to guiding students to form a correct cognition of vocational education and a correct understanding of themselves, guiding them to understand themselves objectively from multiple perspectives, discovering their interests, specialties and shortcomings, etc., and to find a suitable direction for their career development. Students are guided to clarify the way of life they want to have, understand their own values, vocational interests, abilities and personality traits, learn to objectively evaluate their own abilities, learn to discover their own strengths and advantages, and according to their own areas of strengths, preliminarily determine a suitable direction for the development of their individual careers. Secondly, we attach importance to updating and changing parents' traditional concepts of vocational education and raising the importance of parents' influence on their children's vocational education intentions. In the survey, it was found that most of the parents' knowledge of vocational education is relatively one-sided and low recognition, and there are even some prejudices. Therefore, to make more children choose vocational education, it is necessary to update and change the parents' traditional concept of vocational education, so that more parents understand the degree of importance attached by the state to vocational education, understand the degree of development of vocational education and the degree of demand of enterprises for highly skilled personnel. To update and change parents' traditional concept of vocational education.

To summarize, this paper puts forward strategies and suggestions in several aspects, including guiding students to form a correct understanding of vocational education and themselves, updating and transforming parents' traditional concepts of vocational education, increasing parents' attention to the influence of their children's vocational education intentions, improving the internal and external

attractiveness of local vocational high schools, and increasing the publicity of vocational education policies, with respect to students' personal factors, family factors, local vocational high schools' development factors, and vocational education policy factors. Strategies and suggestions were made in several areas.

5.4.2 Recommendations for future research

In order to the correctness and rigor of academic research, in order to improve the accuracy and scientific of the data results, I through the review of many domestic and foreign literature related to this topic, using the method of empirical research, using SPSS23.0 statistical software to influence the factors of junior high school students' educational choices questionnaire sheet by sheet to analyze and test, but because of the impact of the limited level of my research and other aspects of this paper, there are still There are many poor places in this paper, which need to be further analyzed and explored in the future.

First of all, the questionnaire survey is mainly aimed at the object of Dongning City, nine junior high schools in proportion to some of the third-grade students, but in fact the number of junior high school students in the country is large, and is distributed in different regions across the country, economic differences, geographical differences, will produce different cultural backgrounds, the actual situation will be quite different. This data collection has some limitations, which affects the external validity of the data.

Secondly, in the analysis and data processing, it is difficult to analyze the factors affecting the educational choices of junior middle school third grade students in more detail, which makes the research conclusions of this paper limited to a certain extent.

Based on the shortcomings described above, refinements and suggestions for future research on the study of vocational education options can be implemented at the following five levels:

First, expand the scope of data collection, not only to increase other survey respondents, but also focus on the selection of different regions, and appropriately

increase the number of samples, and then conduct more comprehensive research and exploration.

Secondly, future research can refer to the findings and results of this study by designing a questionnaire with students and families as the focus to collect the data, bring in the formulae derived in Chapter 4 to calculate and derive the P-value, and finally conclude whether the students are willing to choose vocational high school as their senior secondary education.

Thirdly, although there are only two influencing factors which are finally concluded through Forward LR of regression method analysis, the other two factors which are concluded through binary logistic regression, i.e. Local vocational high school development factors and vocational educational policy factors, also have some research value and significance in the study.

Fourth, in the process of data collection, teachers undoubtedly have an influence on students' responses to the questionnaire, so to ensure the validity and authenticity of the data collection, do not ignore the important role of teachers.

Fifth, in the future analysis and research, we will continue to study the factors affecting students' choice of vocational education in anticipation of a more comprehensive study of the factors affecting students' choice of vocational education, and to make a greater and more valuable contribution to this kind of research.

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APPENDIX

Appendix A
Letter of Consent (IOC)





บันทึกข้อความ

ส่วนงาน งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 12412

ที่ อว 8718.1/3251

วันที่ 14 ธันวาคม 2566

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน ผู้ช่วยศาสตราจารย์ ดร.มนตา ตูลย์เมธการ

เนื่องด้วย นางสาวLu Shi นิสิตรระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการ การศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “ การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุษงค์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 080 993 6287

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ ให้ นางสาวLu Shi และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วรภรณ์ วิทยานนท์)

รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน

คณบดีบัณฑิตวิทยาลัย



บันทึกข้อความ

ส่วนงาน งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 12412

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เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน ผู้ช่วยศาสตราจารย์ ดร.อรอุมา เจริญสุข

เนื่องด้วย นางสาว Lu Shi นิสิตรระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการ การศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริพงษ์ศ์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 080 993 6287

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ ให้ นางสาว Lu Shi และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วรภรณ์ วิทยานนท์)

รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน

คณบดีบัณฑิตวิทยาลัย



บันทึกข้อความ

ส่วนงาน งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 12412

ที่ อว 8718.1/3251

วันที่ 14 ธันวาคม 2566

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน อาจารย์ ดร.โอภาส สุขหวาน

เนื่องด้วย นางสาวLu Shi นิสิตรระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการ การศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “ การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุษงค์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 080 993 6287

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ ให้ นางสาวLu Shi และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วรภรณ์ วิทยานนท์)

รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน

คณบดีบัณฑิตวิทยาลัย



บันทึกข้อความ

ส่วนงาน งานบริหารและธุรการ บัณฑิตวิทยาลัย โทร. 12412

ที่ อว 8718.1/3252

วันที่ 14 ธันวาคม 2566

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน อาจารย์ ดร.กิตติพันธ์ หันสมร

เนื่องด้วย นางสาว Lu Shi นิสิตรระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการ การศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุษย์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป สามารถสอบถามข้อมูลเพิ่มเติมได้ที่ โทร. 080 993 6287

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ ให้ นางสาว Lu Shi และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วรภรณ์ วิทยานนท์)

รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน

คณบดีบัณฑิตวิทยาลัย

ที่ อว 8718/3252



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

14 ธันวาคม 2566

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน อาจารย์ He Xin

เนื่องด้วย นางสาว Lu Shi นิสิตระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการการศึกษามหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ ให้ นางสาว Lu Shi และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วรารณ เวียนนันท)
รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/3252



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

14 ธันวาคม 2566

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน อาจารย์ Zhao Enguang

เนื่องด้วย นางสาว Lu Shi นิสิตระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการการศึกษามหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจสอบแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ ให้ นางสาว Lu Shi และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วรารณ เวียนนท์)
รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/3252



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

14 ธันวาคม 2566

เรื่อง ขอความอนุเคราะห์เชิญเป็นผู้เชี่ยวชาญ

เรียน อาจารย์ Wang Nan

เนื่องด้วย นางสาว Lu Shi นิสิตระดับปริญญาโท สาขาวิชาการพัฒนาและการจัดการการศึกษามหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ท่าน เป็นผู้เชี่ยวชาญตรวจสอบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

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ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วรารณ วิทยานนท์)
รองคณบดีฝ่ายเทคโนโลยีดิจิทัล รักษาการแทน
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

Letter for Questionnaires (IOC)



Evaluate the questions, IOC (Index of–Item–Objective Congruence)

IOC, (Index of–Item–Objective Congruence)

Name: Dr.Ophast Sukwan

Academic Position : Lecturer

Speciality: Vocational education

Research objectives	Variable	Question	Expert rating			Suggestions
			-1	0	+1	
1.To study the factors affecting the vocational education choices of third-year junior high school students in Dongning City. 2.To present guidelines to enhance the affecting the selection	students' personal factors	1.Are you interested in vocational education?		✓		
		2.Are you likely to choose vocational education as your high school education?		✓		
		3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful?			✓	
		4.Do you know a lot about the difference between vocational education and general education?			✓	
of vocation education of secondary school students in Dongning.	family factors	1. Does your father support you to choose vocational education school in high school?			✓	
		2. Does your mother support you to choose vocational education school in high school?			✓	
		3. Do your parents have a lot of requirements for your educational degree?			✓	
		4. Do your parents' views on vocational education have a strong influence on the type of high school education you choose ?			✓	
	secondary school factors	1.Does your high school have a lot of career guidance-related courses?			✓	
		2. Does your high school have a lot of courses related to career education?			✓	
		3.Do your high school teachers support your choice of vocational school at the high school level?			✓	
		4. Do your high school classmates support you to choose vocational school in high school?			✓	
		5. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?			✓	
	social factors	1.Do you know that our country lacks a large number of skilled people?		✓		
		2. Do you know that due to the shortage of highly skilled personnel, enterprises compete with each other for highly skilled personnel with high salaries?			✓	
		3.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school?			✓	
		4.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education?			✓	
		5.Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?				
	local vocational high school development factors	1.Are you interested in the majors set by local vocational high schools?			✓	
		2. Are you satisfied with the teaching quality of local vocational high schools?			✓	
		3.Does your local vocational high school have a lot of machines and equipment for each major?			✓	
		4.Has your local vocational high school come to your school many times to promote vocational education?			✓	
		5.Do you think a lot students have a good future after				
		graduating from local vocational high school and going to upgrade their education or working directly?		✓		
	vocational education policy factors	1.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition?			✓	
		2. Do you know a lot information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination the for general high school students?			✓	
		3.Do you know a lot information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school?			✓	
		4.Do you know a lot information about the policy of bringing highly killed personnel directly into the scope of urban settlement policy information?			✓	
		5.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?			✓	

Evaluate the questions, IOC (Index of–Item–Objective Congruence)

IOC, (Index of–Item–Objective Congruence)

Name: Dr.Kittiphan Hansamorn

Academic Position : Lecturer

Speciality: Vocational education

Research objectives	Variable	Question	Expert rating			Suggestions
			-1	0	+1	
1.To study the factors affecting the vocational education choices of third-year junior high school students in Dongning City. 2.To present guidelines to enhance the affecting the selection of vocation education	students' personal factors	1.Are you interested in vocational education? 2.Are you likely to choose vocational education as your high school education? 3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful? 4.Do you know a lot about the difference between vocational education and general education?			✓ ✓ ✓ ✓	
	family factors	1. Does your father support you to choose vocational education school in high school?			✓	
of secondary school students in Dongning.		2. Does your mother support you to choose vocational education school in high school? 3. Do your parents have a lot of requirements for your educational degree? 4. Do your parents' views on vocational education have a strong influence on the type of high school education you choose ?		✓	✓ ✓	
	secondary school factors	1.Does your high school have a lot of career guidance-related courses? 2. Does your high school have a lot of courses related to career education? 3.Do your high school teachers support your choice of vocational school at the high school level? 4. Do your high school classmates support you to choose vocational school in high school? 5. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?			✓ ✓ ✓ ✓ ✓	
	social factors	1.Do you know that our country lacks a large number of skilled people? 2. Do you know that due to the shortage of highly skilled personnel, enterprises compete with each other for highly skilled personnel with high salaries? 3.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school? 4.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education? 5.Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?		✓	✓ ✓ ✓ ✓	
	local vocational high school development factors	1.Are you interested in the majors set by local vocational high schools? 2. Are you satisfied with the teaching quality of local vocational high schools? 3.Does your local vocational high school have a lot of machines and equipment for each major? 4.Has your local vocational high school come to your school many times to promote vocational education? 5.Do you think a lot students have a good future after			✓ ✓ ✓ ✓ ✓	
		graduating from local vocational high school and going to upgrade their education or working directly?				
	vocational education policy factors	1.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition? 2. Do you know a lot information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination the for general high school students? 3.Do you know a lot information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school? 4.Do you know a lot information about the policy of bringing highly killed personnel directly into the scope of urban settlement policy information? 5.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?			✓ ✓ ✓ ✓ ✓	

Evaluate the questions, IOC (Index of–Item–Objective Congruence)

IOC, (Index of–Item–Objective Congruence)

Name: DR. Manata Tunmathakarn Assistant Professor

Academic position: Assistant Professor

Research objectives	Variable	Question	Expert rating			Suggestions
			-1	0	+1	
1.To study the factors affecting the vocational education choices of third-year junior high school students in Dongning City. 2.To present guidelines to enhance the affecting the selection of vocation education of secondary school students in Dongling.	students' personal factors	1.Are you interested in vocational education? 2.Are you likely to choose vocational education as your high school education? 3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful? 4.Do you know a lot about the difference between vocational education and general education?			✓ ✓ ✓ ✓	
	family factors	1. Does your father support you to choose vocational education school in high school?			✓	
		2. Does your mother support you to choose vocational education school in high school? 3. Do your parents have a lot of requirements for your educational degree? 4. Do your parents' views on vocational education have a strong influence on the type of high school education you choose ?			✓ ✓ ✓	
	secondary school factors	1.Does your high school have a lot of career guidance-related courses? 2. Does your high school have a lot of courses related to career education? 3.Do your high school teachers support your choice of vocational school at the high school level? 4. Do your high school classmates support you to choose vocational school in high school? 5. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?			✓ ✓ ✓ ✓ ✓	
	social factors	1.Do you know that our country lacks a large number of skilled people? 2. Do you know that due to the shortage of highly skilled personnel, enterprises compete with each other for highly skilled personnel with high salaries? 3.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school? 4.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education? 5.Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?			✓ ✓ ✓ ✓	
	local vocational high school development factors	1.Are you interested in the majors set by local vocational high schools? 2. Are you satisfied with the teaching quality of local vocational high schools? 3.Does your local vocational high school have a lot of machines and equipment for each major? 4.Has your local vocational high school come to your school many times to promote vocational education? 5.Do you think a lot students have a good future after			✓ ✓ ✓ ✓ ✓	
		graduating from local vocational high school and going to upgrade their education or working directly?				
	vocational education policy factors	1.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition? 2. Do you know a lot information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination the for general high school students? 3.Do you know a lot information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school? 4.Do you know a lot information about the policy of bringing highly killed personnel directly into the scope of urban settlement policy information? 5.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?			✓ ✓ ✓ ✓ ✓	

Evaluate the questions, IOC (Index of–Item–Objective Congruence)

IOC, (Index of–Item–Objective Congruence)

Name: Dr. Orn–uma Charoensuk

Academic position : Assistant Professor

Research objectives	Variable	Question	Expert rating			Suggestions
			-1	0	+1	
1.To study the factors affecting the vocational education choices of third–year junior high school students in Dongning City. 2.To present guidelines to enhance the affecting the selection of vocation education of secondary school students in Donging.	students' personal factors	1.Are you interested in vocational education? 2.Are you likely to choose vocational education as your high school education? 3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful? 4.Do you know a lot about the difference between vocational education and general education?			✓ ✓ ✓ ✓	
	family factors	1. Does your father support you to choose vocational education school in high school?			✓	
		2. Does your mother support you to choose vocational education school in high school? 3. Do your parents have a lot of requirements for your educational degree? 4. Do your parents' views on vocational education have a strong influence on the type of high school education you choose ?			✓ ✓ ✓	
	secondary school factors	1.Does your high school have a lot of career guidance–related courses? 2. Does your high school have a lot of courses related to career education? 3.Do your high school teachers support your choice of vocational school at the high school level? 4. Do your high school classmates support you to choose vocational school in high school? 5. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?			✓ ✓ ✓ ✓ ✓	
	social factors	1.Do you know that our country lacks a large number of skilled people? 2. Do you know that due to the shortage of highly skilled personnel, enterprises compete with each other for highly skilled personnel with high salaries? 3.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school? 4.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education? 5.Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?			✓ ✓ ✓ ✓	
	local vocational high school development factors	1.Are you interested in the majors set by local vocational high schools? 2. Are you satisfied with the teaching quality of local vocational high schools? 3.Does your local vocational high school have a lot of machines and equipment for each major? 4.Has your local vocational high school come to your school many times to promote vocational education? 5.Do you think a lot students have a good future after		✓	✓ ✓ ✓	
		graduating from local vocational high school and going to upgrade their education or working directly?			✓	
	vocational education policy factors	1.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition? 2. Do you know a lot information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination the for general high school students? 3.Do you know a lot information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school? 4.Do you know a lot information about the policy of bringing highly killed personnel directly into the scope of urban settlement policy information? 5.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?			✓ ✓ ✓ ✓ ✓	

Evaluate the questions, IOC (Index of–Item–Objective Congruence)

IOC, (Index of–Item–Objective Congruence)

Name: He Xin

Qualification :Bachelor

Speciality 1. School management Occupation: Junior high school Principal

2. Home–school parenting Years of working : 10 years

Research objectives	Variable	Question	Expert rating			Suggestions
			-1	0	+1	
1.To study the factors affecting the vocational education choices of third–year junior high school students in Dongning City. 2.To present guidelines to enhance the affecting the selection of vocation education of secondary school students in Dongning.	students' personal factors	1.Are you interested in vocational education?			✓	
		2.Are you likely to choose vocational education as your high school education?			✓	
		3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful?			✓	
		4.Do you know a lot about the difference between vocational education and general education?			✓	
	family factors	1. Does your father support you to choose vocational education school in high school?			✓	
		2. Does your mother support you to choose vocational education school in high school?			✓	
	secondary school factors	3. Do your parents have a lot of requirements for your educational degree?			✓	
		4. Do your parents' views on vocational education have a strong influence on the type of high school education you choose ?			✓	
		1.Does your high school have a lot of career guidance–related courses?			✓	
	social factors	2. Does your high school have a lot of courses related to career education?			✓	
		3.Do your high school teachers support your choice of vocational school at the high school level?			✓	
		4. Do your high school classmates support you to choose vocational school in high school?			✓	
	secondary school factors	5. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?			✓	
		1.Do you know that our country lacks a large number of skilled people?			✓	
		2. Do you know that due to the shortage of highly skilled personnel, enterprises compete with each other for highly skilled personnel with high salaries?			✓	
	social factors	3.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school?			✓	
		4.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education?			✓	
		5.Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?			✓	
	local vocational high school development factors	1.Are you interested in the majors set by local vocational high schools?			✓	
		2. Are you satisfied with the teaching quality of local vocational high schools?			✓	
		3.Does your local vocational high school have a lot of machines and equipment for each major?			✓	
		4.Has your local vocational high school come to your school many times to promote vocational education?			✓	
	vocational education policy factors	5.Do you think a lot students have a good future after graduating from local vocational high school and going to upgrade their education or working directly?			✓	
		1.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition?			✓	
		2. Do you know a lot information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination the for general high school students?			✓	
	vocational education policy factors	3.Do you know a lot information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school?			✓	
		4.Do you know a lot information about the policy of bringing highly killed personnel directly into the scope of urban settlement policy information?			✓	
		5.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?			✓	

Evaluate the questions, IOC (Index of–Item–Objective Congruence)

IOC, (Index of–Item–Objective Congruence)

Name: Wang Nan

Qualification : Bachelor

Speciality: The psychology of parents and students

Occupation: Deputy director of Education enrollment examination center

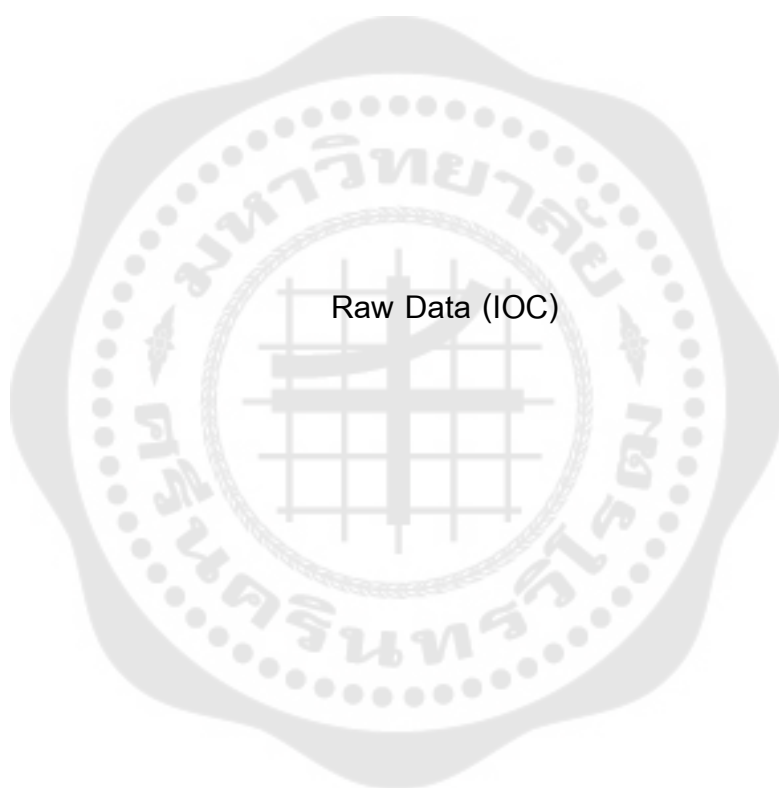
Years of working : 15 years

Research objectives	Variable	Question	Expert rating			Suggestions
			-1	0	+1	
1.To study the factors affecting the vocational education choices of third-year junior high school students in Dongning City. 2.To present guidelines to enhance the affecting the selection of vocation education	students' personal factors	1.Are you interested in vocational education? 2.Are you likely to choose vocational education as your high school education? 3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful? 4.Do you know a lot about the difference between vocational education and general education?		✓ ✓ ✓ ✓		
of secondary school students in Dongning.	family factors	1. Does your father support you to choose vocational education school in high school? 2. Does your mother support you to choose vocational education school in high school? 3. Do your parents have a lot of requirements for your educational degree? 4. Do your parents' views on vocational education have a strong influence on the type of high school education you choose ?		✓ ✓ ✓ ✓		
	secondary school factors	1.Does your high school have a lot of career guidance-related courses? 2. Does your high school have a lot of courses related to career education? 3.Do your high school teachers support your choice of vocational school at the high school level? 4. Do your high school classmates support you to choose vocational school in high school? 5. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?		✓ ✓ ✓ ✓ ✓		
	social factors	1.Do you know that our country lacks a large number of skilled people? 2. Do you know that due to the shortage of highly skilled personnel, enterprises compete with each other for highly skilled personnel with high salaries? 3.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school? 4.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education? 5.Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?		✓ ✓ ✓ ✓ ✓		
	local vocational high school development factors	1.Are you interested in the majors set by local vocational high schools? 2. Are you satisfied with the teaching quality of local vocational high schools? 3.Does your local vocational high school have a lot of machines and equipment for each major? 4.Has your local vocational high school come to your school many times to promote vocational education? 5.Do you think a lot students have a good future after		✓ ✓ ✓ ✓ ✓		
		graduating from local vocational high school and going to upgrade their education or working directly?				
	vocational education policy factors	1.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition? 2. Do you know a lot information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination the for general high school students? 3.Do you know a lot information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school? 4.Do you know a lot information about the policy of bringing highly killed personnel directly into the scope of urban settlement policy information? 5.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?		✓ ✓ ✓ ✓ ✓		



Appendix B
Name List of Experts (IOC)

List of experts	Academic position	Research Instrument	Location
1. Dr.Ophast Sukwan	Lecturer	Questionnaire	Faculty of Education, Srinakarinwirot university 114 Sukhumvit 23, Bangkok 10110, Thailand.
2. Dr.Kittiphan Hansamorn	Lecturer	Questionnaire	Faculty of Education, Srinakarinwirot university 114 Sukhumvit 23, Bangkok 10110, Thailand.
3. Dr.Manata Tunmathakarn	Assistant Professor	Questionnaire	Faculty of Education, Srinakarinwirot university 114 Sukhumvit 23, Bangkok 10110, Thailand.
4. Dr.On-uma Charoensuk	Assistant Professor	Questionnaire	Faculty of Education, Srinakarinwirot university 114 Sukhumvit 23, Bangkok 10110, Thailand.
5. He Xin	Principal	Questionnaire	Suiyang Middle School, Dongning City, Heilongjing province
6. Zhao Enguang	Lecturer	Questionnaire	Dehong Vocational College, Dehong City, Yunnan province
7. Wang Nan	Deputy director	Questionnaire	Dongning City Education Admissions and Examination Center, Heilongjiang province



Raw Data (IOC)

Question No.	Experts						IOC	Results
	1	2	3	4	5	6		
Student' s Personal Factors.								
1.Are you interested in vocational education?	1	1	1	0	1	1	0.83	Pass
2.Are you likely to choose vocational education as your high school education?	1	1	1	0	1	0	0.67	Pass
3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful?	1	1	1	1	1	1	1.00	Pass
4.Do you know a lot about the difference between vocational education and general education?	1	1	1	1	1	1	1.00	Pass
Family Factors.								
5.Does your father support you to choose vocational education school in high school?	1	0	1	1	1	1	0.83	Pass
6.Does your mother support you to choose vocational education school in high school?	1	0	1	1	1	1	0.83	Pass

Question No.	Experts						IOC	Results
	1	2	3	4	5	6		
7.Do your parents have a lot of requirements for your educational degree?	1	1	0	1	1	1	0.83	Pass
8.Do your parents' views on vocational education have a strong influence on the type of high school education you choose?	1	1	1	1	1	1	1.00	Pass
Secondary School Factors.								
9.Does your junior high school have a lot of career guidance-related courses?	1	1	1	1	1	1	1.00	Pass
10.Does your junior high school have a lot of courses related to career education?	1	1	1	1	1	1	1.00	Pass
11.Do your junior high school teachers support your choice of vocational school at the high school level?	1	1	1	1	1	1	1.00	Pass
12.Do your junior high school classmates support you to choose vocational school in high school?	1	1	1	1	1	1	1.00	Pass
13. Do your high school classmates' and teachers' opinions on vocational education have a strong influence on the type of high school education you choose?	1	1	0	1	1	1	0.83	Pass


Question No.	Experts						IOC	Results
	1	2	3	4	5	6		
Social Factors.								
14.Do you know that our country lacks many skilled people?	1	1	1	0	1	1	0.83	Pass
15. Do you know that due to the shortage of highly skilled personnel, enterprises compete for highly skilled personnel with high salaries?	1	1	1	1	1	1	1.00	Pass
16.Do your relatives, friends and neighbors who have a close relationship with your family support your choice of vocational school in high school?	1	1	1	1	1	1	1.00	Pass
17.Will you be influenced by the current social trend of pursuing high education in our society to choose the type of school for your high school education?	1	0	1	1	1	1	0.83	Pass
18. Do your relatives, friends and neighbors who are close to your family and have a great influence on your choice of vocational education influence your choice of the type of high school education?	1	1	0	1	1	1	0.83	Pass
Local Vocational High School Development Factors.								
19.Are you interested in the majors set by local vocational high schools?	1	0	1	1	1	1	0.83	Pass

Question No.	Experts						IOC	Results
	1	2	3	4	5	6		
20.Are you satisfied with the teaching quality of local vocational high schools?	1	1	1	1	1	1	1.00	Pass
21.Does your local vocational high school have a lot of machines and equipment for each major?	1	1	1	1	1	1	1.00	Pass
22.Has your local vocational high school come to your school many times to promote vocational education?	1	1	1	1	1	1	1.00	Pass
23.Do you think a lot of students have a good future after graduating from local vocational high school and going to upgrade their education or working directly?	1	1	1	0	1	1	0.83	Pass
Vocational Education Policy Factors.								
24.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition?	1	0	1	1	1	1	0.83	Pass
25.Do you know a lot of information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination for general high school students?	1	0	1	1	1	1	0.83	Pass
26.Do you know a lot of information about vocational high school students can also upgrade their education to get a	1	0	1	1	1	1	0.83	Pass

Question No.	Experts						IOC	Results
	1	2	3	4	5	6		
bachelor's degree and graduate school?								
27.Do you know a lot of information about the policy of bringing highly skilled personnel directly into the scope of urban settlement policy information?	1	0	1	1	1	1	0.83	Pass
28.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?	1	0	1	1	1	1	0.83	Pass

Suggestions:

1. Adjustment of questions 2 ,16 and 18.
2. Split question 13 teacher and classmate opinions into two questions.
3. Pay attention to correcting the accuracy of English words.
4. One question was added to each of student's personal factors and family factors.



Appendix C

Research Instruments

A Questionnaire for Third-year secondary School Students in Dongning City,
Heilongjiang Province, China

Questionnaire

Title: Factors Affecting the Selection of Vocational Education of Secondary School Students in Donning

Instruction: The main purpose of this survey is to understand the factors that influence junior high school students' educational choices and which of these factors have a strong influence, to identify the problems, find the causes and propose countermeasures.

The set of questionnaires is divided into three parts.

Part 1 Respondents' basic information.

Part 2 Respondents answered questions about the factors influencing the choice of the type of school for upper secondary education for students in the third year of junior high school, including six areas: 1. Student's personal factors 2. Family factors 3. Secondary school factors 4. Social factors 5. Local vocational high school development factors 6. Vocational education policy factors

Part 3 Additional questions

Thank you for answering all the questions of the questionnaire based on your real feedback. Your answers will be meaningful and valuable for the study of educational choices affecting students in the third year of middle school and will be useful for the further development of vocational education.

Thank you very much for your participation! Lu Shi
Development and Management of Education
Faculty of Education, Srinakharinwirot University

Part 1. General information about the respondents

Instruction: Basic personal information the following questions are all single choice. Please answer all the questions by making a check mark (✓) for your answer.

1. Your gender:

☐ Male

☐ Female

2. Your age:

☐ 12-14 years old

☐ 15-16 years old

☐ 17-18 years old

☐ Over 18 years old

3. Your nationality:

☐ the Han nationality

☐ national minority

4. Your home location:

☐ County

☐ Township

☐ Rural

5. Your family monthly income:

☐ 3500RMB and below

☐ 3501-7000RMB

☐ 7001RMB and above

others _____RMB

6. Are you an only child in your family?

☐ Yes

☐ No

7. What was your academic performance at your grade level?

☐ Front row

☐ Upper middle

☐ Middle

☐ Lower middle

☐ Back row

8. Your mother's occupation is:

☐ Government departments and public institutions

☐ Enterprise employees ☐ Individual business

☐ Farmers ☐ Freelance workers

☐ Unemployed ☐ Others

9. Your father's occupation is:

☐ Government departments and public institutions

☐ Enterprise employees ☐ Individual business

☐ Farmers ☐ Freelance workers

☐ Unemployed ☐ Others

10. Your mother's education:

☐ Junior high school ☐ High school ☐ Vocational Education

☐ Bachelor's degree ☐ Graduate degree and above

11. Your father's education:

☐ Junior high school ☐ High school ☐ Vocational Education

☐ Bachelor's degree ☐ Graduate degree and above

Part 2. Respondents answered the questions about the factors influencing the choice of high school education schools for junior school students, as appropriate.

Instruction: This section consists of a total of 29 questions to gather information about the influencing factors, categorized into 6 dimensions and 5 levels, with meaningful scores at each level. The following questions are single choice, please answer all the questions by making a check mark (✓) for your answer.

1 means Strongly disagree

2 means Disagree

3 means Not sure

4 means Agree

5 means Strongly agree



Question No.	1	2	3	4	5
Student' s Personal Factors.					
1.Are you interested in vocational education?					
2.Would you take vocational education as your first high school education?					
3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful?					
4.Are you satisfied with your current learning results and want to go to a vocational high school?					
Family Factors.					
5.Does your father support you to choose vocational education school in high school?					
6. Does your mother support you to choose vocational education school in high school?					

Question No.	1	2	3	4	5
7.Do your parents' views on vocational education have a strong influence on the type of high school education you choose?					
8.Do your parents know anything about vocational education?					
Secondary School Factors.					
9.Does your junior high school have a lot of career guidance-related courses?					
10.Does your junior high school have a lot of courses related to career education?					
11.Do your junior high school teachers support your choice of vocational school at the high school level?					
12.Do your junior high school classmates support you to choose vocational school in high school?					
13. Do your junior high school teachers' opinions on vocational education have a strong influence on the type of high school education you choose?					
14.Do your junior high school classmates' opinions on vocational education have a strong influence on the					

Question No.	1	2	3	4	5
type of high school education you choose?					
Social Factors.					
15.Do you know that our country lacks a large number of skilled people?					
16. Do you know that due to the shortage of highly skilled personnel, enterprises compete for highly skilled personnel with high salaries?					
17.Do people who are close to your family who are highly influential and with whom you have social ties, and whose views on vocational education influence your choice of type of high school education?					
18.Will you be influenced by the current social trend of pursuing higher education in our society to choose the type of school for your high school education?					
19.People who are close to your family who are highly influential and with whom you have social ties, do they support your choice of vocational school at the high school level?					
Local Vocational High School Development Factors.					

Question No.	1	2	3	4	5
20.Are you interested in the majors set by local vocational high schools?					
21.Are you satisfied with the teaching quality of local vocational high schools?					
22.Does your local vocational high school have a lot of machines and equipment for each major?					
23.Has your local vocational high school come to your school many times to promote vocational education?					
24.Do you think a lot of students have a good future after graduating from local vocational high school and going to upgrade their education or working directly?					
Vocational Education Policy Factors.					
25.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition?					
26.Do you know a lot of information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination for general high school students?					

Question No.	1	2	3	4	5
27.Do you know a lot of information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school?					
28.Do you know a lot of information about the policy of bringing highly skilled personnel directly into the scope of urban settlement policy information?					
29.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?					

Part 3. Additional questions

Instruction: This section is an open-ended questionnaire designed to obtain an initial picture of the proportion and number of respondents' choices of the type of senior secondary education. It also solicited other influences on respondents' choice of senior secondary school besides the 6 factors.

1.Would you choose vocational education as your high school education?

☐ Yes

☐ No

2.Are there any other factors that you think influenced your choice of school for your high school education and what were they?

Thank you for participating in this questionnaire during your busy schedule.

Appendix D
Letter of Consent (Try-out)



ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 118 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขอความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 65 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตเผยแพร่ข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตเผยแพร่ข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 90 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาตเผยแพร่ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุษงค์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 2 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 14 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 13 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุษงค์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 1 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุษงค์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 15 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287

ที่ อว 8718/265



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

23 กุมภาพันธ์ 2567

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการ

เนื่องด้วย นางสาวLu Shi นิสิตระดับปริญญาโท สาขาวิชาพัฒนาและการจัดการการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การศึกษาปัจจัยที่มีผลต่อการเลือกเรียน อาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ภาณุวัฒน์ ศิริบุหงศ์ และอาจารย์ ดร.โอภาส สุขหวาน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตขอทราบข้อมูล โดยใช้แบบสอบถาม เรื่อง “ปัจจัยที่มีผลต่อการเลือกเรียนอาชีวศึกษาของนักเรียนระดับมัธยมศึกษาตอนต้นในเมืองตงหนิง” กับ นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 1-3 จำนวน 5 คน เพื่อเป็นข้อมูลในการวิจัย โดยผ่านออนไลน์ ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 080 993 6287



[illegible]

Question No.	Students														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11>Your father's education	2	1	1	1	3	1	3	1	1	1	1	1	1	2	2
Part 2	3	4	4	1	2	4	2	3	4	2	1	2	1	2	3
1.Are you interested in vocational education?															
2.Would you take vocational education as your first high school education?	1	4	4	1	2	5	1	1	4	1	1	1	1	3	3
3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful?	5	2	4	1	1	1	2	2	5	3	1	5	4	2	3
4.Do you know a lot about the difference between vocational education and general education?	3	4	4	5	2	5	2	2	5	4	5	4	5	4	3
5.Are you satisfied with your current learning results and want to go to a vocational high school?	5	2	4	1	1	1	2	2	5	1	1	2	3	4	3
6.Does your father support you to choose vocational education school in high school?	1	4	3	1	1	5	1	1	2	1	1	1	1	1	3
7. Does your mother support you to choose vocational education school in high school?	1	4	3	1	1	5	1	1	2	1	1	1	1	1	3

Question No.	Students														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
8.Do your parents have a lot of requirements for your educational degree?	1	2	5	2	3	2	3	2	3	2	2	1	2	4	3
9.Do your parents' views on vocational education have a strong influence on the type of high school education you choose?	1	4	3	4	2	1	2	2	3	5	5	2	2	1	3
10.Do your parents know anything about vocational education?	1	5	4	3	3	3	2	3	4	3	5	2	1	1	3
11.Does your junior high school have a lot of career guidance-related courses?	2	4	3	1	1	4	3	1	1	1	1	1	3	2	3
12.Does your junior high school have a lot of courses related to career education?	2	3	3	1	1	4	3	1	1	2	1	1	3	1	3
13.Do your junior high school teachers support your choice of vocational school at the high school level?	1	3	3	1	1	4	1	1	2	1	1	1	3	2	3
14.Do your junior high school classmates support you to choose vocational school in high school?	2	3	3	1	1	4	2	1	2	1	1	5	2	2	3
15. Do your junior high school teachers' opinions on vocational education have a strong influence on the type of high school education	1	3	3	1	1	4	3	2	1	1	1	1	3	2	3

Question No.	Students														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
you choose?															
16. Do your junior high school classmates' opinions on vocational education have a strong influence on the type of high school education you choose?	1	3	3	1	1	4	3	4	5	2	3	2	3	2	3
17. Do you know that our country lacks many skilled people?	1	3	3	1	1	4	3	4	5	2	2	4	3	2	3
18. Do you know that due to the shortage of highly skilled personnel, enterprises compete for highly skilled personnel with high salaries?	1	3	3	1	1	4	3	1	5	2	2	2	3	2	3
19. Do people who are close to your family who are highly influential and with whom you have social ties, and whose views on vocational education influence your choice of type of high school education?	1	3	3	1	3	4	3	1	1	1	1	1	1	2	3
20. Will you be influenced by the current social trend of pursuing higher education in our society to choose the type of school for your high school education?	1	3	3	1	3	4	3	2	4	1	2	1	3	2	3
21. People who are close to your family who are highly influential and with whom you have social ties, do they support your choice of vocational school at the high school level?	1	3	3	1	3	4	3	5	1	1	2	1	5	3	3

Question No.	Students														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
22.Are you interested in the majors set by local vocational high schools?	1	3	3	1	3	4	1	3	2	2	1	3	1	3	3
23.Are you satisfied with the teaching quality of local vocational high schools?	1	3	3	4	3	4	1	1	2	3	1	2	1	2	3
24.Does your local vocational high school have a lot of machines and equipment for each major?	1	3	3	5	3	4	3	3	1	3	3	3	3	4	3
25.Has your local vocational high school come to your school many times to promote vocational education?	1	3	3	4	3	4	3	3	1	3	3	1	3	3	3
26.Do you think a lot of students have a good future after graduating from local vocational high school and going to upgrade their education or working directly?	1	3	3	1	3	4	3	2	1	3	3	5	3	2	3
27.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition?	1	3	3	1	3	4	3	1	1	1	1	3	3	4	3
28.Do you know a lot of information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination for general high school students?	1	3	4	1	3	4	3	2	1	2	2	5	3	4	3

Question No.	Students														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
29.Do you know a lot of information about vocational high school students can also upgrade their education to get a bachelor's degree and graduate school?	1	3	4	1	3	4	3	1	1	4	2	5	3	3	3
30.Do you know a lot of information about the policy of bringing highly skilled personnel directly into the scope of urban settlement policy information?	1	3	4	1	3	4	3	1	1	1	2	1	3	1	3
31.Do you know that the new Vocational Education Law, which was introduced this year, stipulates that vocational skills positions in the open recruitment of institutions can reduce the educational requirements?	1	3	4	1	3	4	3	1	1	1	2	1	3	2	3
32. Would you choose vocational education as your high school education?	2	2	2	2	2	2	2	2	1	2	2	2	2	2	1

Question No.	Students														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Part1	1	2	2	2	2	1	2	2	1	1	2	1	1	2	2
1.Your gender															
2.Your age	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2
3.Your nationality	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4.Your home location	2	2	2	3	2	2	1	3	3	3	2	2	3	3	2
5.Your family income	4	2	4	1	4	1	1	4	2	4	1	4	2	3	3
6.Are you an only child in your family?	1	2	2	2	2	2	2	2	2	2	2	1	2	2	1
7.What was your academic performance at your grade level?	5	3	3	2	4	3	4	4	4	4	3	4	2	4	2
8.Your mother’s occupation is	4	7	4	4	7	4	4	4	4	4	4	3	4	4	1
9.Your father’s occupation is	1	1	1	1	1	1	1	1	1	1	3	1	1	1	3

Question No.	Students														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
10.Your mother’s education	1	2	1	3	1	1	1	1	1	1	1	2	1	1	3
11Your father’s education	1	1	1	1	1	1	1	1	1	1	3	1	1	1	3
Part 2	4	4	1	2	4	3	3	2	4	2	1	1	1	5	1
1.Are you interested in vocational education?															
2.Would you take vocational education as your first high school education?	2	4	1	1	1	3	3	3	2	2	1	1	3	3	1
3.Do you strongly agree with the view that students who graduated from vocational schools can still become successful?	3	5	4	3	3	3	3	4	4	3	2	1	1	5	3
4.Do you know a lot about the difference between vocational education and general education?	4	2	4	2	2	3	3	2	3	4	4	1	1	5	5
5.Are you satisfied with your current learning results and want to go to a vocational high school?	2	4	5	3	3	3	4	4	2	3	1	1	2	5	5

Question No.	Students														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
6.Does your father support you to choose vocational education school in high school?	3	2	1	1	1	3	2	2	3	1	1	1	4	4	1
7. Does your mother support you to choose vocational education school in high school?	3	3	1	1	1	3	1	2	3	1	1	1	4	5	1
8.Do your parents have a lot of requirements for your educational degree?	3	4	1	1	4	3	3	4	4	2	4	5	5	1	3
9.Do your parents' views on vocational education have a strong influence on the type of high school education you choose?	3	3	1	5	2	3	3	4	4	2	1	1	1	4	1
10.Do your parents know anything about vocational education?	4	3	2	3	4	5	5	5	4	4	3	3	3	2	1
11.Does your junior high school have a lot of career guidance-related courses?	3	2	3	2	1	3	2	1	1	1	3	1	5	5	1
12.Does your junior high school have a lot of courses related to career education?	3	2	3	2	1	3	2	2	1	1	3	1	5	5	1

Question No.	Students														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
13.Do your junior high school teachers support your choice of vocational school at the high school level?	3	3	5	3	2	3	3	1	3	1	3	1	3	3	1
14.Do your junior high school classmates support you to choose vocational school in high school?	4	3	5	3	3	3	3	1	3	3	3	1	3	3	1
15. Do your junior high school teachers' opinions on vocational education have a strong influence on the type of high school education you choose?	3	2	1	2	3	3	3	2	3	1	3	1	4	3	1
16. Do your junior high school classmates' opinions on vocational education have a strong influence on the type of high school education you choose?	3	2	1	2	3	3	4	2	3	1	2	3	4	3	1
17.Do you know that our country lacks many skilled people?	2	3	1	3	3	3	2	2	5	5	3	1	1	3	5
18. Do you know that due to the shortage of highly skilled personnel, enterprises compete for highly skilled personnel	4	3	1	3	3	3	4	2	2	4	3	1	1	3	5

Question No.	Students														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
with high salaries?															
19.Do people who are close to your family who are highly influential and with whom you have social ties, and whose views on vocational education influence your choice of type of high school education?	4	2	1	1	3	3	3	2	2	3	1	1	1	3	1
20.Will you be influenced by the current social trend of pursuing higher education in our society to choose the type of school for your high school education?	3	3	3	5	3	3	2	2	4	3	3	1	1	3	1
21. People who are close to your family who are highly influential and with whom you have social ties, do they support your choice of vocational school at the high school level?	4	3	3	5	2	3	3	2	1	2	3	1	1	3	1
22.Are you interested in the majors set by local vocational high schools?	3	4	3	1	4	3	3	2	2	1	1	1	1	3	1
23.Are you satisfied with the teaching quality of local vocational high schools?	3	4	3	1	4	3	3	2	3	1	1	1	1	2	4

Question No.	Students															
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
24.Does your local vocational high school have a lot of machines and equipment for each major?	3	3	3	3	3	3	2	2	4	3	3	1	1	3	4	
25.Has your local vocational high school come to your school many times to promote vocational education?	4	4	3	3	4	3	3	2	1	1	3	1	1	3	2	
26.Do you think a lot of students have a good future after graduating from local vocational high school and going to upgrade their education or working directly?	3	3	3	5	4	3	3	2	3	3	3	1	1	5	2	
27.Do you know a lot about the policy of going to a public vocational high school where rural (including counties and towns) students can get free tuition?	3	2	3	3	4	3	3	2	1	3	3	1	1	2	3	
28.Do you know a lot of information about taking the Vocational College Entrance Examination, which will be less difficult than taking the National College Examination for general high school students?	3	2	3	3	3	3	3	2	2	3	3	1	1	3	3	

VITA

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DATE OF BIRTH 4 March 1989

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