



RESEARCH ARTICLE

THE ANALYSIS OF FACTORS AFFECT STAKEHOLDERS' DECISION FOR CHOOSING SCHOOLS:
A STUDY IN TAIWAN

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ABSTRACT

This study attempted to investigate the possible factors that would affect parent's decision on choosing the school for their children. Two hundred and two (N=202) parents from central Taiwan were selected and invited to participate in this study. Factor Analysis and the Response Surface Model (RSM) were utilized to examine the seven propose research hypotheses on the basis of a self-developed questionnaire. Cronbach α and Exploratory Factor Analysis was used to examine the reliability and validity of the questionnaire and it was proved to be a reliable and valid instrument. The results showed that the research hypotheses on the influence factors of "the image of a school," "campus security," "location of the school" and "parents' satisfaction toward the quality of education children receive at the school" caused to parents; decision making were partially sustained. Hypotheses on the effect of parents' SES and students' academic achievement toward their choosing schools for their children were sustained while "the atmosphere of a school" did not be discovered as a significant factor in decision-making process.

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INTRODUCTION

According to the data published by the Ministry of Education of Taiwan, the number of population who registers as the 1st graders will reduce from 209,948 in the year of 2011 to 154,389 in the year of 2015. Based on this data, the trend of fewer babies will eventually cause certain level of impact to education system in Taiwan. Public education in Taiwan adopts the system of "school district" where students are supposed to enroll at the schools close to their habitation. Even so, some parents still try to send their children to schools in different districts for "better education" offered by these schools. In addition, the decreasing number of students at public schools gradually becomes a problem of student recruitment to school administrators. Moreover, redundant teachers in the market as well as the ineffective allocation of resource are also the prominent challenges to policy makers of education and administrators alike. In the same vein, figuring out the attributes of each school and optimize them as a marketing strategy to attract more students motivate us and then would like to explore the resolutions through conducting the present research.

The Purpose of the Research

The present study attempted to investigate the factors and variables that would be considered influence parents' decisions on choosing schools for their children, which was organized as follows: we grounded our research framework through reviewing pertinent studies and their empirical results; afterwards, our research model was established followed by research methodology. Results of statistical analyses were presented and the discussions on the relationships and interactions of individual constructs were elaborated. This paper was wrapped up with a conclusion and the suggestions for the future studies as well as practitioners. The aims of the present research include:

1. Analyzing the factors that affected parents' decision for choosing elementary schools for their children.
2. Exploring the interactions among variables and as such interactions influenced parents' decisions on choosing elementary schools for their children to attend.
3. According to the results of this empirical study, suggestions and implications could be made and offered to educational policy makers and school administrators for reference.

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Review of Literature

Seven constructs were proposed by the present study as the research model, which included the image of a school, campus security, location of the school, parents' socio-economic status (SES), students' academic achievements, parents' satisfaction toward the quality of education as well as the atmosphere of a school. Based upon these variables, research hypotheses were thereby formulated accordingly.

The Image of a School

According to the statement of Toper (1986), the overall image of a school is compounded by various aspects of this particular school in the past, present and future. Furthermore, Tai, Wang and Huang (2007) inductively put forward six basic essences pinpointed the image of a school and they are the quality of teachers, quality of students, infrastructures, atmosphere of a school, environment of a school and the accountability of a school. Meanwhile, some school principals concur that expanding the outreach of a school in the community is a practical way to alleviate the pressure of lower number of enrollment. By the same token, parents can enhance their understandings about the schools within the community through interactions with school principals, teachers as well as other parents, can be of great help to influence their perception toward schools. Robenstine (2000) posits that among various factors that affect students' enrollment at a school, the image of a school is the only one that can be manipulated the school principal. On the basis of the abovementioned studies, the first research hypothesis (H1) can be proposed.

H1: The image of a school has positive influence toward the parents' decision on choosing the school.

Campus Security

The issue of campus security has become the one that causes attention of many people worldwide. Two national organizations in the United States, the American School Health Association and National Injury and Violence Prevention Task Force, provided their advice in the October of 1998, which included: (a) sharing the experiences on how to prevent violence on campus; (b) preparing a proposal on the analysis of campus security including prevention, implementation and expected obstacles of executing the policies; (c) developing a system to collect and analyze nationwide data of campus security; (d) assessing collected data on relevant policies and practices of preventing campus violence; (e) ensuring the contents of the comprehensive plan to prevent campus violence; (f) developing effective courses or programs on preventing campus violence; (g) evaluating the effectiveness of as such courses or programs; (h) promoting the training on the prevention of campus violence to school staff and community members and thereby enhancing the level of involvements of all stakeholders, which can be beneficial to students, school staff, teachers and community members (American School Health Association, 1998). Based on the aforementioned reviewed studies, the H2 can be constructed.

H2: Campus security has positive influence toward parents' decision on choosing school for their children.

Location of the School

Some studies have indicated that the location of a school is a decisive factor while parents are choosing the school (Gagne,

1987). In the study of West (1994), similar results had been shown in London, which was echoed by Fuckhouser's study (1994) administered in Minnesota. A recent research administered by Krueger & Casey (2000) pointed out that convenience of transporting children is the primary concern for their making decision of sending children. Therefore, it is sound to make the statement that the location of a school is a universal factor to parents of different epochs and countries. In the same vein, the present study proposed the third research hypothesis.

H3: The nearness of a school has positive influence toward parents' decision on choosing the school for their children.

Parents' Socio-economic Status (SES)

Fredrickson & Fonda (1971) argued that the higher the parents' SES, the more attention they would pay to the education of their children. Conversely, while parents' SES is comparatively lower, they would tend to be questionable about the importance of education toward their offspring. For those parents of lower SES, the schools have some marketing strategies to encourage their enrollment: (a) lower the tuition fees; (b) offer financial assistance to students; (c) provide better benefits to students (Kotler, 1999). Particularly while the general economic situation is not good, lower tuition fees or even tuition waiver can be an appealing factor to promote their engagements. Our forth research hypothesis was constructed on the basis of these prior studies.

H4: Parents' SES has positive influence toward their decision on choosing school for their children.

Students' Academic Achievement

Brown (1981) has coined the term "achievement" in academic settings as the knowledge, competence as well as skills that a learner acquires through the education experience in formal courses. Through the lens of general population, an individual's academic achievements specifically indicate the scores he/she obtains on the assessments or tests (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987). Furthermore, Meighan (1993) stated that parents' SES would influence their children's academic achievements and the in-depth explanations comprise: (a) parents and children all have motivation to pursue academic achievements; however, different SES has different status culture and thus would lead to differences on the value of education, which is significantly correlated to students' school life; (b) other variables such as opportunities to learn and parents' attitude toward education and the children's intelligence would have an effect on with each other; (c) the allocation of educational resource will be different because of parents' SES, which influence individual's academic achievements; (d) students' sense of belonging on the SES would also has an outcome on their academic achievements. Our fifth research hypothesis was hereby developed.

H5: Students' academic achievements have positive influence toward their decision on choosing school for their children.

Parents' Satisfaction toward the Quality of Education

Zeithaml & Bitner (1996) put forward that a customer's satisfaction can be influenced by the quality of a product, the

quality of service, price, context and personal factors; hence, customer's satisfaction is a holistic evaluation toward abstract or physical products. Another survey done by Zivic (1998) affirmed that service that school staff provided to parents played a crucial role in their decision-making process when choosing the school. For example, if school staff can impress parents with great service and friendliness, they will tend to send their children to this school. Moreover, most as such decisions are made by parents instead of students and thus service provided by school staff will directly affect the school that these children will enroll. Grounded on this induction, we proposed the sixth research hypothesis.

H6: Parents' satisfaction toward the quality of education has positive influence toward their decision on choosing school for their children.

The Atmosphere of a School

The definition on the atmosphere of a school is the teacher and students' positive or/and negative feelings about the school, which will directly or indirectly affect students' learning outcomes Peterson & Skiba (2001). Furthermore, if the teachers' morale is high, the school administration will be more able to create positive school culture; on the contrary, if the morale is low, the school culture may tend to be negative, which result to students' inferior learning outcomes. In the same vein, positive influence of teachers' morale can be linked to learners' learning outcome. If the teachers' morale is high, the benefits will be more than just teacher's stronger motivation to teach, students' joyfulness in learning is also the effect, which will be good for their learning. The importance of atmosphere of a school can thus be illuminated and our seventh research hypothesis is formulated as the follows.

H7: The atmosphere of a school has positive influence toward their decision on choosing school for their children.

RESEARCH METHODOLOGY

Participants

Participants of the present study were parents of preschool children in central Taiwan, who were selected randomly in January of 2011. There were 240 questionnaires distributed to the selected participants and 202 (N=202) were successfully returned. The response rate of this survey was 84.17%.

Research Instrument

A self-developed questionnaire was the major instrument adopted by the present study. This questionnaire were composed of two parts and the first part was developed on the Likert five-point scale (1 = strongly disagree and 5 = strongly agree), which aimed to investigate respondent's viewpoints on five major constructs, namely, the image of a school (11 questions), campus security (9 questions), location of a school (3 questions), parents' SES (3 questions), students' academic achievement (2 questions) as well as the atmosphere of a school (3 questions). The second part of the questionnaire was designed to collect the personal information of each participant.

RESULTS

Question items contained in the questionnaire had been examined their reliability with Cronbach's α and the results indicated that the consistency within each facet was above 0.7, which were considered as highly reliable (Nunnally, 1978; Cuieford 1965). Afterwards, Exploratory Factor Analysis was administered to extract factors with eigenvalue greater than 1 and factor loading greater than 0.5. Seven factors were constructed and Table 1 conveys the detailed information on the descriptive statistics of factors and variables including eigenvalue, factor loadings, the accumulated interpretation variation amounts as well as Cronbach's α . Table 1 summarizes all these information of the variables.

Response Surface Model: RSM

The major difference between RSM and traditional one-factor-at-a-time research is that the latter approach focuses on one specific factor for analysis and controls the rest ones. However, the fittest combination cannot be located due to the interactions among other factors. RSM is able to fix this problem by elaborating the reciprocation between factors and come out with interactivities between two factors through the application of cross multiplication. The proposed model of the present study is presented as follows:

$$Y = \beta_0 + \beta_1 F_1 + \beta_{11} F_1^2 + \beta_2 F_2 + \beta_{22} F_2^2 + \beta_3 F_3 + \beta_{33} F_3^2 + \beta_4 F_4 + \beta_{44} F_4^2 + \beta_5 F_5 + \beta_{55} F_5^2 + \beta_6 F_6 + \beta_{66} F_6^2 + \beta_7 F_7 + \beta_{77} F_7^2 + \beta_{12} F_1 F_2 + \beta_{13} F_1 F_3 + \beta_{14} F_1 F_4 + \beta_{15} F_1 F_5 + \beta_{16} F_1 F_6 + \beta_{17} F_1 F_7 + \beta_{23} F_2 F_3 + \beta_{24} F_2 F_4 + \beta_{25} F_2 F_5 + \beta_{26} F_2 F_6 + \beta_{27} F_2 F_7 + \beta_{34} F_3 F_4 + \beta_{35} F_3 F_5 + \beta_{36} F_3 F_6 + \beta_{37} F_3 F_7 + \beta_{45} F_4 F_5 + \beta_{46} F_4 F_6 + \beta_{47} F_4 F_7 + \beta_{56} F_5 F_6 + \beta_{57} F_5 F_7 + \beta_{67} F_6 F_7 + \varepsilon_i$$

In this equation, Y represents the school that parents will choose for their children, F_1 is the image of a school, F_2 is the F_3 indicates the location of a school, F_4 is the parents' SES, F_5 is students' academic achievement, F_6 is parents' satisfaction toward the quality of education whilst F_7 is the atmosphere of a school.

Regression Model

The results of general analyses toward all participants confirmed the empirical evidence of the interaction between the independent variable and other variables. Wald value was used to examine the level of significance in terms of multiple regression coefficients. The greater Wald value is, the significance of this independent variable will be acknowledged. The information conveyed in the Table 2 showed the relationship of parents' decision toward school and the squared values of independent variables, which indicated that variables of "image of a school," "campus security," "location of a school," "the SES of parents" as well as "student's academic achievements" were positively correlated with the decision. However, the "campus security" had negative influence in parents' decision-making process while the variable of "the atmosphere of a school" did not cause significant influence to as such decision. Student's academic achievements and the squared values of this variable

Table 1: Statistical Information of the Question Items of the Questionnaire.

Factor	Variables	Factor Loading	Engin value	The accumulated interpretation variation amounts	Cronbach's α value
The image of a school	The principal always visit community members and keep good relationship with them.	0.672	14.799	38.947%	0.920
	The school always have various types of activities on campus to demonstrate students' learning outcomes.	0.69			
	Students always outperform their counterparts of other schools in competitions.	0.74			
	The school has good relationship with PTA (Parent Teacher Association)	0.70			
	Parents' SES in the school district	0.71			
	School has website on the Internet for the general public to review.	0.68			
	School's website has been updated regularly to release the latest information	0.59			
	School always holds special events to share the great performance students have with the community members	0.711			
	School always has open house to the community members	0.577			
	Schools uses media to spread the information within the community.	0.641			
	Students have good records in competitions	0.622			
	The school has no security issue and it is suitable for education	0.702			
	Campus security	The school has enough facilities which are safe enough for the children to use.			
The design of the infrastructure match the future plan of school development		0.608			
The school is able to provide comfortable environment to students.		0.733			
The school has all the facilities required by the designed courses (i. e. fine arts, music, and PE.)		0.719			
Environment around the campus		0.696			
Convenience of transportation of the school.		0.680			
Students educated by this school are confident, happy and optimistic		0.657			
Students of this school are polite and well-behaved.		0.641			
The school is close to your residence.		0.904			
It is convenient for me to pick up my children.		0.924			
Location of a school	My other children or children of my friends also attend this school	0.585	2.532	55.024%	0.806

caused the greatest positive influence followed by the parents' SES and its squared values. This result evidenced that parents placed their greatest concern on children's academic achievements and then their own SES. Conversely, the least concern would be the atmosphere of a school, which was confirmed by its statistical insignificance. The major reason might attribute to parents' busy schedules and thus were not able to attend activities held by the school. Therefore, they did not have opportunities to acquire in-depth understanding on the atmosphere of a school and their limited source of information about the atmosphere was their young-age children, whose interpretation might be distorted sometimes. The variable "campus security" led to different results while it was analyzed as the original values or been squared. It meant that parents would naturally assume the campus is secure and safe to their children at the first place; however, after a certain period of time, accidents and bullies occurred that arouse their attention. Another point needed to be elaborated here is that albeit the image of a school had positive influence to parents' decision but it turned out to be negative after this factor was cross-analyzed with other factors such as "campus security," "location of a school," and "parents' satisfaction." On the other hand, some factors were insignificant as being analyzed with original value but positively interrelated with the decision, which included "location of a school" and "parents' satisfaction." The former reflected the fact that parents did not realize the importance of location of a school until they commenced their duties of pick-ups and drop-offs. Another reason might be that parents were not familiar with operation and administration of the school; therefore, they had no personal opinion toward this issue yet. After a period of time

of interacting with other parents as well as children's performance, they started to realize if they were satisfied with the school or not. More details can be referred to Table 2.

Conclusion and Suggestions

Conclusion

The present study aimed to investigate the influences that factors of "image of a school," "campus security," "location of a school," "parents' SES," "students' academic achievement," "parents' satisfaction" as well as "atmosphere of a school" may attribute to parents' decision of sending their children for enrollment and how they interrelate to each other. We displayed the results of empirical analyses in Table 2 and further summarize the following conclusions and suggestions for future studies. Table 3 displays the results of examining the proposed research hypotheses.

The information summarized in Table 3 showed that the Hypothesis 1 was partially sustained when the original variable arouse significantly positive influence to the dependent variable; nevertheless, the influence became insignificant when the squared value was taken into consideration. As such results proved that the image of a school is indeed an influential factor on their decision of choosing school. Many parents thus enrolled their children at the school in other districts. They will soon change their mind once they figured out the quality of education offered by the school could not meet their expectation. Concerning the second factor, the original value had significantly negative impacts but it had opposite results while it was calculated with

Table 2: Regression of Proposed Factors that Affect Parents' Choosing Schools

	β -value	Standard Error	Wald. Stat	P-value
Image of the school	0.1070	0.0384	7.7617	0.0053***
Image of the school ^2	0.0522	0.0318	2.6826	0.1014
Campus Security	-0.1206	0.0418	8.3246	0.0039***
Campus Security ^2	0.0980	0.0255	14.7809	0.0001***
Location of a school	-0.069	0.0365	3.6080	0.0575
Location of a school ^2	0.0810	0.0195	17.1190	0.0000***
SES	0.0696	0.0351	3.9233	0.0476**
SES^2	0.1111	0.0282	15.4458	0.0000***
Student's academic achievement	0.1333	0.0375	12.5824	0.0003***
Student's academic achievement ^2	0.0888	0.0189	22.0047	0.0000***
Parents' satisfaction	-0.0462	0.0407	1.2854	0.2568
Parents' satisfaction ^2	0.0453	0.0191	5.6001	0.0179**
Atmosphere of the school	-0.0714	0.0434	2.7115	0.0996
Atmosphere of the school ^2	0.0081	0.0322	0.0638	0.8005
Image of the school *Campus security	-0.1239	0.0370	11.1833	0.0008***
Image of the school*Location a school	-0.0875	0.0310	7.9553	0.0047***
Campus security*Location of a school	0.0555	0.0359	2.3927	0.1219
Image of a school*SES	0.1267	0.0341	13.8072	0.0002***
Campus security*SES	-0.0129	0.0372	0.1212	0.7277
Location of a school*SES	0.0673	0.0352	3.6413	0.0563
Image of a school*Student's academic achievement	0.1075	0.0382	7.9173	0.0048***
Campus security* Student's academic achievement	-0.0342	0.0365	0.8772	0.3489
Location of a school* Student's academic achievement	0.0336	0.0470	0.5100	0.4751
SES* Student's academic achievement	-0.0016	0.0314	0.0026	0.9594
Image of a school*Parents' satisfaction	-0.1014	0.0377	7.2058	0.0072***
Campus security* Parents' satisfaction	0.0698	0.0312	4.9846	0.0225**
Location of a school* Parents' satisfaction	-0.0156	0.0361	0.1867	0.6657
SES* Parents' satisfaction	0.0885	0.0335	6.9809	0.0082***
Student's academic achievement* Parents' satisfaction	0.1041	0.0405	6.6123	0.0101**
Image of a school*Atmosphere of a school	0.0057	0.0360	0.0253	0.8736
Campus security* Atmosphere of a school	-0.0712	0.0389	3.3435	0.0674
Location of a school* Atmosphere of a school	-0.0113	0.0396	0.0821	0.7744
SES* Atmosphere of a school	0.0051	0.0346	0.0224	0.8811
Student's academic achievement* Atmosphere of a school	0.0335	0.0312	1.1528	0.2829
Parents' satisfaction* Atmosphere of a school	0.0597	0.0477	1.5631	0.2112
Pearson Chi-Square			80.059	
Chi-Square			177.000	
Likelihood			-180.937	

P<0.1; **, P<0.05; *** P<0.01

squared value. Partial significant influence was thus discovered out of the factor of "campus security." Based on this finding, a possible explanation could be that parents believe that school is supposed to be a safe place and no danger could occur to their children until some security issues such as students got hurt because of facilitates without attentive maintenance, teachers' corporal punishments and the bullies from peers. Parents start to worry about the security issue existed at schools and concern about the importance of campus security. The factor of "location of a school" which was also the third research hypothesis of the present study, did not reach significantly negative influence with its original value but the influence was acknowledged as significantly positive while the square dvalue was taken. According to this outcome, it is sound to make the statement that parents would like to put into efforts to enroll their children in the "star school" which might not locate within their school district. However, their motivation would be worn out by the inconvenience caused by long-distance commute, which also increased the burden financially and even physically. After taking these issues into consideration, they began to reconsider the benefits of sending children to the school nearby that include saving time and energy and thus might result to their better performance at school.

Concerning the fourth factor, significantly positive influence could be found with both original and squared values. For this reason, parents' SES could be considered salient to parents' making decision on the school. In the recent years, conception of consumers' behavior has changed dramatically, which encourage parents to rethink the investment that they made on

the education of their children. Therefore, parents precipitately take all relative issues into accounts before making their decision on school because they believe the prices, financially as well as psychologically, would be higher if their children have problem fitting in the school and have to transfer to another school. As far as the proposed factor of "student's academic achievement," both of the original and squared values had been proved to be significantly positive impact toward parents' decision on this subject matter. Taiwanese parents always have great expectations to children and academic achievement has been accounted as an important indicator for the parents to evaluate whether children have met their expectations. Generally, schools with better reputation are assumed to have more educational resources than their counterparts; hence, parents strive for enrolling their children at as such schools for better performance in academic. The sixth factor was 'parents' satisfaction' and an insignificantly negative result was discovered with the original value. However, a significantly positive effect emerged as the squared value was calculated. This outcome reflected the fact that parent's satisfaction changed along with the time their children had attended the school. After they were familiar with the operation of the school, their level of satisfaction would increase or decrease depend on their perception toward school operation. The factor of "atmosphere of a school," which was proposed as the seventh factor of the present study, did create an insignificantly negative effect toward parents' decision on choosing schools when the original value was evaluated. When its squared value was used for statistical analysis, an insignificantly positive effect was yielded. With this result, we may state that the atmosphere of a school was not a decisive

Table 3: Results of Examining the Proposed Research Hypotheses

Hypothesis	Result
Hypothesis 1: The image of a school has positive influence toward the parents' decision on choosing the school	Partially sustained
Hypothesis 2: Campus security has positive influence toward parents' decision on choosing school for their children.	Partially sustained
Hypothesis 3: The nearness of a school has positive influence toward parents' decision on choosing school for their children.	Partially sustained
Hypothesis 4: Parents' SES has positive influence toward their decision on choosing school for their children.	Sustained
Hypothesis 5: Students' academic achievement has positive influence toward their decision on choosing school for their children.	Sustained
Hypothesis 6: parents' satisfaction toward the quality of education has positive influence toward their decision on choosing school for their children.	Partially sustained
Hypothesis 7: the atmosphere of a school has positive influence toward their decision on choosing school for their children.	Rejected

factor for parents' choosing schools for children. It might result from the reason that the atmosphere of a school was considered as an internal issue within a school therefore, parents would not be able to familiarize themselves with this issue and therefore, their decision was not based on this issue that much either.

Suggestions and Limitations

The suggestions the present study is able to offer to school staff, teachers, parents as well as future studies include the followings:

1. Suggestions to School Staff

Results elicited from the present study showed that the issue that parents cared the most was student's academic achievements followed by their own SES. Grounded on this fact, school staff should dedicate more efforts on how to improve students' performance on academic affairs. Furthermore, school staff should be careful about the allocation of school budgets. Detailed information on the use of school budgets should be available to the parents and community members to increase the accountability of the school. On the other hand, the school might take action on fundraising from enterprises and/or community members to provide financial aids to financially at-risk students. In the Net Era, the schools should exploit the accessibility and convenience of the Internet. It is advised to establish school website and to increase its publicity through being promoted by various platforms such as search engines, emails as well as e-newsletter. Posting information on the Internet about the updated school activities, students' academic achievements as well as teachers' contributions to the community will be of great assistance for the school to create positive image.

2. Suggestions to the Teachers

The present study found out that parents highly valued student's academic achievements. In the same vein, parents emphasized the quality of education that teachers were capable of providing. Consequently, teachers are supposed to continuously receive in-service training to provide high quality education to students. Teachers should also be able to motivate students to engage in learning through various types of learning activities to accommodate students' different learning styles. Encouraging students to participate in competitions in and/or out of school will be helpful to increase students' self-efficacy.

3. Suggestions to Parents

Sources of information that parents acquire while making decision of choosing the school are mainly from relatives, friends, neighbors, teachers and school staff that they are acquainted. All these information are personal viewpoints which lack objectivism. As a result, school staff and administrations should actively provide information to community members so parents may be able to collect pertinent information by themselves and further make judgments from objective perspective. Moreover, the learning subjects are the students but sometimes parent's concerns disregard children's needs and expectations. If parent can respect the fact that children themselves are also stakeholders of the decision, they will take more issues into consideration in the decision-making process.

4. Suggestions to the Future Studies

The present study inevitably had limitations in research methodology, which restrain the generalizability of the results. Future studies may be able to alleviate these restrictions if fellow scholars can make adjustments on the design of research methodology as well as the selection of research participants. For the design of research methodology, the present study was designed with quantitative orientation, which adopted Factor Analysis and Response Surface Model (RSM) as statistical techniques. The major pitfall of quantitative research is the lack of in-depth information and discussion. Therefore, the future studies may include qualitative approach such as interview to collect qualitative data. The combined research methodology enable researcher to complement the drawbacks of quantitative results with qualitative data. By doing so, comprehensive understandings and possible latent factors may possibly be extricated on parent's decision while choosing schools for their children. In terms of research subjects, the sample size of the present was comparatively small because of limited time and financial supports. Furthermore, all the subjects were from the same location, which also narrowed down the appropriateness of scope when the further interpretation of present study is applied. Therefore, diversifying the research participants to take in subjects of various backgrounds will be highly recommended for the future studies.

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