THE STUDY ON PARENTS' CRITERIA IN CHOOSING A PRIMARY SCHOOL FOR THEIR CHILDREN IN THAILAND

BY

MR. NATTAKRIT SHEWARAKSAKUL

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE PROGRAM IN MARKETING
(INTERNATIONAL PROGRAM)
FACULTY OF COMMERCE AND ACCOUNTANCY
THAMMASAT UNIVERSITY
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ENTITLED

THE STUDY ON PARENTS' CRITERIA IN CHOOSING A PRIMARY SCHOOL FOR THEIR CHILDREN IN THAILAND

was approved as partial fulfillment of the requirements for
the degree of Master of Science Program in Marketing (International Program)

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Chairman

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Independent Study Title	THE STUDY ON PARENTS' CRITERIA IN CHOOSING A PRIMARY SCHOOL FOR THEIR CHILDREN IN THAILAND
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ABSTRACT

One of the goals of the AEC (ASEAN Economic Community) is to gather all Southeast Asian Nations into a single market to boost competitiveness with global economies. In both public and private sectors, Thailand has responded to this challenge by prioritizing English language proficiency, as it is needed for business and communication. With such preparation, parents are well aware of the necessity for English to be adopted as the second language in their children's curriculum. To remain competitive within the industry, primary schools in Thailand need to understand the evolving needs of parents.

The main purpose of this study was to employ qualitative and quantitative research methods to determine the criteria parents use when choosing primary schools for their children. In-depth interviews and questionnaires were used as the two main research instruments for obtaining insightful information on parents and the variables they consider when making decisions about which school their children will attend. This research will help guide primary schools in better understanding parents' needs, resulting in more competitive schools. This study provides a basis for further research into more specific topics regarding the decision-making process when choosing schools, similar research at other educational levels, or changes in selection criteria over time.

This study focused on market opportunities and future social trends. The study not only aids Thai primary schools in answering the needs of parents, but also provides overall direction for educational institutions as well as the basis for further study of parents in the ASEAN region.

Keywords: School, Choice, Preference, Primary, Education, Parents, Decision

ACKNOWLEDGEMENTS

Completing a degree from MIM, Thammasat University, is tough. One of the toughest courses is Independent Study, which requires all students to complete a self-study and research assignment on any topic that is impactful to one of the four broad areas of Thai academia, which are: Health, international business, society, and technology.

I, myself, started this subject without any experience conducting research. It would not have been possible for me to complete this self-study research without the help and support of the kind people around me. Therefore, I would like to take this opportunity to express my deepest appreciation for all those who provided kind support and sacrifice.

Above of all, this Independent Study could not have been completed without the guidance, support and patience, and valuable recommendations of my dearest supervisor, Emeritus Professor Ken Miller.

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Finally, I would like to express my appreciation to all the respondents for giving their precious time both completing the survey and answering questions for the in-depth interview.

Mr. Nattakrit Shewaraksakul

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INTRODUCTION

1.1 Problem Statement and Research Purpose

With the launch of ASEAN, Thailand wants to utilize its geographic advantage to become an educational hub that serves as the main destination for students in the ASEAN region. With such aspiration and support, there has been significant growth in the number of new schools in Thailand, intensifying competition within the industry. Primary schools, both current and to-be-opened, will face more intense competition within the increasingly competitive environment.

1.2 Research Objectives

This market research study investigated the criteria affecting parental decisions when choosing primary schools for their children in Thailand. The purpose of this study is to provide guidance for primary schools interested in meeting the current needs of parents and the criteria they employ during the decision-making process.

The objectives of this research are divided into following:

1. To understand parents' criteria when choosing their children's school.
2. To identify important attributes that affect the final decision.
3. To measure the importance of each attribute affecting the final decision.

This study is related to societal issues and opportunities, allowing those who currently operate primary schools (or related educational institutions) to understand the needs of parents in Thailand who are deciding where to send their child. Consequently, this research enables schools to better serve, communicate and compete within the industry.

CHAPTER 2
REVIEW OF LITERATURE

2.1 Education in Thailand

2.1.1 Thailand Education Overview

Education in Thailand is mainly provided by the Thai government through the Ministry of Education. As a long-term strategy for education reform, the Thai government has continuously invested in improving the education system (World Bank, 2016). According to the *1999 National Education Act* and *Section 44*, it is mandatory for Thais to attend and complete the basic education funded by government subsidies (Office of the Basic Education Commission, Thailand, 2015). In 2013, Thailand's Ministry of Education implemented a financial support plan for students in basic education that aimed to provide equal access to secondary and higher education (Ministry of Education, Thailand, 2015). This led to an increase in the number of quality workers who have completed the upper secondary level in the Thai education system (OECD/UNESCO, 2016).

As shown in Table 1, formal education in Thailand is comprised of twelve years of basic and higher education. Basic education is divided into six years of elementary education known as primary school, and six years of secondary education. The secondary education is further divided into three years of lower and upper secondary levels.

2.1.2 Education Expenditure in Thailand

The Thai government subsidizes tuition fees, in total, for 15 years of education; ranging from pre-elementary to upper secondary or lower vocational & technical levels (Office of the Basic Education Commission, Thailand, 2015). Furthermore, parents can partially reimburse expenditures on school uniforms and supplies (Ibid). However, this only applies to public schools and does not include extracurricular activities. Nonetheless, sending children to school requires monthly expenditures on school supplies, transportation, pocket money and extracurricular activities. According to the

Ministry of Commerce and the National Statistical Office of Thailand, an average household spends 5.9% of their income on education-related expenditures, whereas tuition fees average 1.7% of total monthly expenditures (Ministry of Commerce, 2016). In Bangkok and the surrounding areas, parents spend 30,000 Baht per student per year on average (National Statistic Office, 2016).

In contrast to public schools, the average tuition fee at private schools is 15,000 Baht per semester for Thai curriculum. In Bangkok and the surrounding areas this goes up to 44,000 Baht per semester, and 78,000 Baht for bilingual curriculum. International schools charge an average tuition fee of 435,000 Baht per semester, which households of various socioeconomic choose to pay (Thongnoi, 2015).

Table 1 Thai Education System Overview

<table>
<tr><td>Age (years)</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr>
<tr><td>Grade</td><td colspan="3"></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td colspan="4"></td></tr>
<tr><td rowspan="3">Level of Education</td><td colspan="3"></td><td colspan="11">Basic Education</td><td colspan="4">Higher Education</td></tr>
<tr><td colspan="3">Pre-Elementary</td><td colspan="5" rowspan="2">Elementary / Primary</td><td colspan="3" rowspan="2">Lower Secondary</td><td colspan="3">Upper Secondary</td><td colspan="4">Undergraduate</td></tr>
<tr><td colspan="3"></td><td colspan="3">Lower Vocational & Technical</td><td>Tertiary Vocational</td><td colspan="3"></td></tr>
<tr><td>Enforcement</td><td colspan="3">Voluntary</td><td colspan="11">Mandatory</td><td colspan="4">Voluntary</td></tr>
<tr><td>Source of Education Fund</td><td colspan="14">Subsidized by Thai government</td><td colspan="4">Personal</td></tr>
</table>

Source: Ministry of Education, Thailand, 2015

2.1.3 Education Options in Thailand

Despite efforts from the Ministry of Education, issues with the quality of Thai education and teachers continue to pose a challenge and raise concerns among parents, resulting in the private sector supplanting the industry with a wide range of schools and curriculums.

Table 2 Type and Definition of Schools that Provide Basic Education in Thailand

Type of School	Definition
Public School	Schools established, funded and operated by the government through the Ministry of Education. These schools follow core subjects and standard curriculum is provided by the Ministry of Education.
Private School	A school or educational institution established and funded by the private sector, using both the standard curriculum provided by the Ministry of Education and alternative curriculum, usually some form of international curriculum. Private schools are supervised by the Ministry of Education through the Office of the Private Education Commission.
Demonstration School (Satit School)	Demonstration schools in Thailand function as laboratory schools for education research and development, as well as teacher training programs by universities. The majority of demonstration schools in Thailand are considered public and established by public universities. These schools are overseen by the Faculty of Education from their respective universities and operate as departments of the universities. Consequently, demonstration schools have a larger degree of operational and educational freedom compared to regular public schools, resulting in higher academic and extracurricular ratings from parents (Thongnoi, 2015).
International School	According to the Thai Ministry of Education, "an international school is an educational institution providing an international curriculum which its subject's detail has been adjusted or a self-organized curriculum, which is not the Ministry of Education's. A foreign language is used as the medium of teaching and learning and students are enrolled without restriction or limitation on nationality, religion or government regime, and are not against the morality or stability of Thailand" (Ministry of Education, 2007). International schools are overseen by the Ministry of Education through the Office of the Private Education Commission. The schools must be granted accreditation by the Office of the Private Education Commission and operated within the framework of requirements and conditions established by the Ministry of Education (Thai Private School Act, 2007).
Alternative School	In Thailand, alternative schools are similar to those of the mainstream establishment in terms of covering the core subjects (mathematics, science, social science, health and physical education, arts and music, technology, Thai language, and foreign languages) required by the Ministry of Education (Ministry of Education, 2008). However, alternative schools apply different educational philosophies and teaching methods. Alternative schools generally believe humans are heterogeneous in nature, therefore education should be diversified and learner-oriented (Fry, 2016).

Home School	Home school is a type of alternative education recognized by the Thai government since 1999 in Section 12 and 2004 in Section *Ministerial Regulation No. 3* on the "right to basic education by the family," in which the government justifies its recognition of homeschooling based on it view of the family to as an educational institution (Ministry of Education, 2008). Although families are only allowed to homeschool their children in basic education levels and must submit an application to the Education Service Area Office. The students are assessed and reported annually, and eventually required to pass assessments proctored by the Education Equivalency Department and the Ministry of Education for the Certification of Equivalent Grade 12 before applying for higher education. In recent years, homeschooling has become more popular in Thailand due to a lack of confidence in mainstream education (Fry, 2016). Homeschooling is often adopted by families for religious reasons, or because special needs cannot be met sufficiently by conventional schooling (Ibid).

2.2 Factors Influencing Parents' Decision When Choosing Schools

As Stein, Goldring, & Cravens (2010) revealed, the process by which parents choose a school for their children is an extremely complex multistep process with multiple influencing factors. As shown in Table 3, prior research has found that these choices are mainly correlated with factors pertaining to a school's academic achievements, curriculum, characteristics (e.g. size), safety, convenience, and parents' demographic and socioeconomic status.

2.2.1 School Correlated Factors

The factors affecting parents' school choice for their children revolve around the school itself. The school structure, subject choices, programs and extracurricular activities, and transportation are all school-related attributes that parents consider (McEvoy, 2013). When choosing schools, parents value academic achievements, along with safety considerations and the school's environment (Echazarra, 2015). Teachers' quality also ensures a superior education will be offered to their children (Yaacob, 2014).

In addition to academic achievements, there are a variety of curriculums being offered by different schools, and each is believed to fit children differently. *Look East Magazine* suggested parents should choose which school's curriculum best fits with their children's personalities to guarantee successful education (Belonje, 2013). Extracurricular activities offer opportunities for children to interact outside of the

classroom and are believed to be just as important as academic considerations (Ibid). Parents also consider learning support, school size and class size because of their influence on their children's wellbeing at school (Ibid).

2.2.2 Parent Correlated Factors

Apart from school offerings, the criteria affecting parental decisions when choosing schools are also related to the parents' social, cultural and economic background (McEvoy, 2013). Parents with different social status prioritize different variables when making school choices. Although parents with lower social status prefer schools that teach fundamental skills in a safe environment, parents with higher social status value progression and child development (Delaney, 2008). When finances are a struggle for parents, the importance placed on a school's quality decreases, which affects the decisions being made (Echazarra, 2015). Parental background determines the choices in their decision basket and greatly affects how they make school choices for their children.

2.2.3 Relationship between Schools and Parents

A Parent's relationship with a school's staff also impacts the decisions when choosing a school for their children (McEvoy, 2013). Parents who have contact with a school, even as early as the information gathering stage, have more positive opinions towards that school (Kaczan, Rycielski, & Wasilewska, 2014). This suggests that the experience parents have when contacting the school affects their overall impression of the school and eventually affects their final choice.

Table 3: Opinion from Prior Researchers on Key Factors Influencing Parents' Decision When Choosing Schools for Their Children

Researchers	Opinion on Key Factors Influencing Parents
Echazarra (2015)	Academic achievements, school safety, school environment and parents' economic background
Lareau & Goyette, (2014)	Distance between home and school
Yaacob (2014)	Teacher's quality and academic
Belonje, (2013)	Academic achievements, extracurricular activities, school characteristics

McEvoy (2013)	School characteristics, academic achievements, extracurricular activities, convenience and parents' social, cultural and economic status
Delaney (2008)	Academic achievements and school environment

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research Methodology

Qualitative research and quantitative research methods were employed for this study to obtain exploratory and descriptive results as well as achieve the objectives set out in Chapter One. In-depth interviews employing the laddering technique were used for identifying a range of criteria, which later helped to identify criteria that needed to be studied further with quantitative research. Online surveys were the primary quantitative research instrument for collecting the sample size required for this study.

3.2 Sampling Plan

Convenience sampling (non probability) was used for this study. The sample for in-depth interviews was collected in the Bangkok area due to limitations on the recruitment of respondents. The survey was released through online channels and aimed for at least 200 respondents. Screening questions were implemented for both qualitative and quantitative research to qualify the sample prior to asking for participation in this study. Respondents were screened using the following criteria: Respondents must

1. Have at least one child;
2. Be a key decision maker or involved in decision making when choosing a primary school for their children;
3. Have experience choosing primary schools or are currently choosing a primary school for their children. This also includes parents whose children will attend primary school in the next 1 to 2 academic years but have already started the process of searching for a school.

3.3 Data Collection

3.3.1 Qualitative Research

The exploratory method was employed via in-depth interviews with a sample of eight respondents. The purpose of these interviews was to gain an in-depth

understanding of the criteria being used by parents when choosing primary schools for their children in Thailand.

Laddering techniques were utilized to test association of criteria in parents' decision and identify criteria to be further studied on a larger scale using quantitative research.

Fieldwork was carried out during March 2017 with a sample of eight households. These eight households included four male respondents and four female respondents in Bangkok with the following circumstances:

• Five households in which all children are currently studying in primary school;

• Two households in which children will enroll in primary school in 1-2 years; and

• One household in which a child has recently graduated from primary school.

3.3.2 Quantitative Research

The descriptive method was employed via online surveys, aiming at a minimum of 200 respondents. The questionnaire was in Thai. Items were translated and back-translated to ensure accuracy. Prior to its release, the online questionnaire was tested with a sample of ten respondents to check the validity of questions and results obtained. Thirty days after releasing the online survey, the total number of all respondents was 266, whereas 208 respondents passed the screening and completed the entire survey, providing a response rate of 78%. The questionnaire contained five parts, as follows:

Part 1: Screening questions.

Part 2: Criteria affecting parental decisions when choosing a primary school for their children, and an importance rating for each criterion.

Part 3: Education expenditures, affordability and willingness to pay.

Part 4: Sources of information and media that affect the respondent's decisions when choosing a primary school for their children.

Part 5: Collecting respondent's demographic information.

3.4 Data Analysis

In-depth interviews were conducted to determine which criteria influence a parent's decision when choosing schools for their children and understanding the

weight of each criterion. The results were examined for common characteristics or criteria, and a descriptive report was prepared.

The online questionnaire was conducted to certify the findings from in-depth interviews. The data collected from the internet was screened and cleaned prior to analysis by the Statistic Package for Social Sciences (SPSS) program. The data interpretation was focused primarily on frequency analysis, significance test, factors analysis, cluster analysis and other appropriate statistical tools.

CHAPTER 4
RESULTS AND DISCUSSION

4.1 Data Analysis

Both qualitative and quantitative methods were used to collect data. In-depth interviews were used to identify criteria affecting parental decisions when choosing primary schools for their children. Online surveys were used to certify findings from in-depth interviews and investigate the importance of criteria. The data collected from online surveys was screened and later coded into the Statistic Package for Social Sciences (SPSS) program for analysis. The number of respondents who passed the screening questions and completed the survey was 208 people. The main statistical tools employed to analyze the data were descriptive, frequency, cross tabulation, factor analysis under dimension reduction and classification using two-step cluster techniques.

4.2 Secondary Research – Key Findings

To summarize, parents place emphasis on the following criteria when choosing a school for their children:

School-related criteria:

- Academic performance, curriculum and extracurricular activities;
- Quality of teachers;
- School characteristics (e.g. environment, size, neighborhood, safety, values and diversity); and
- Convenience (e.g. distance between home and school, transportation).

Parent-related criteria:

- Family demographics
- Socioeconomic status

4.3 In-Depth Interviews with Parents – Key Findings

In-depth interviews with eight parents were carried out to investigate (1) criteria influencing parents' decision-making processes when choosing schools for their

children, (2) reasons behind the eventual school choice, and (3) the relationship between criteria affecting parental decision when choosing primary schools for their children and the parent's socioeconomic background. Participants were urban parents with high household income (with a monthly household income equivalent to or above 85,000 Baht, or the top 4% of the urban population). Respondents' occupations were diverse, ranging from corporate sector employees and business owners to housewives.

Through the use of in-depth interviews, it was revealed that affordability is not an issue. Parents showed a willingness to make economic sacrifices to ensure the best possible choice of education for their children, which they viewed as an investment in their children's future. Parents rated quality of education, in both academic and school environments, as the most important criterion. Thus, parents viewed academic achievements as having a positive correlation with quality of teachers.

Parents preferred reputable private schools and demonstration schools over public options because of the perceived quality in academic achievements, circle of friends, school environment and school facilities. Parents also preferred reputable private schools and demonstration schools over international schools because of perceived discipline and limited choices for higher education in Thailand.

Nonetheless, parents stated a preference for schools with English programs or schools that use English as a medium for teaching students in certain subjects while adhering to curriculum approved by the Thai Ministry of Education.

Parents also expressed that convenience such as distance between home and school varies depending on the quality of school. Hence, higher quality schools translate to a greater willingness to sacrifice convenience.

4.4 Results from Survey Method – Key Findings

The online survey was carried out to obtain a valid sample of 208 respondents, which was used to further (1) measure the importance of criteria influencing parental decisions when choosing schools for their children, and (2) identify the relationship between the criteria affecting parents' decision-making processes, and the parent's socioeconomic background on a larger scale.

4.4.1 Total Respondents' Profile

From 266 samples collected, 208 respondents were valid, meaning respondents passed the screening criteria and completed the entire survey. The respondents' demographic profiles are summarized in Figure 1 and Table 4.

Referring to Figure 1, 68% of respondents are female and 32% are male. Of these, 70% are in the 31-40 age range, suggesting the sample is mainly comprised of young parents. Most respondents are married. Almost all respondents have university degrees, with 37% having a bachelor's and 62% having a master's degree, suggesting the sample is mainly comprised of highly educated parents.

Figure 1 Demographic of Total Respondents (n=208)

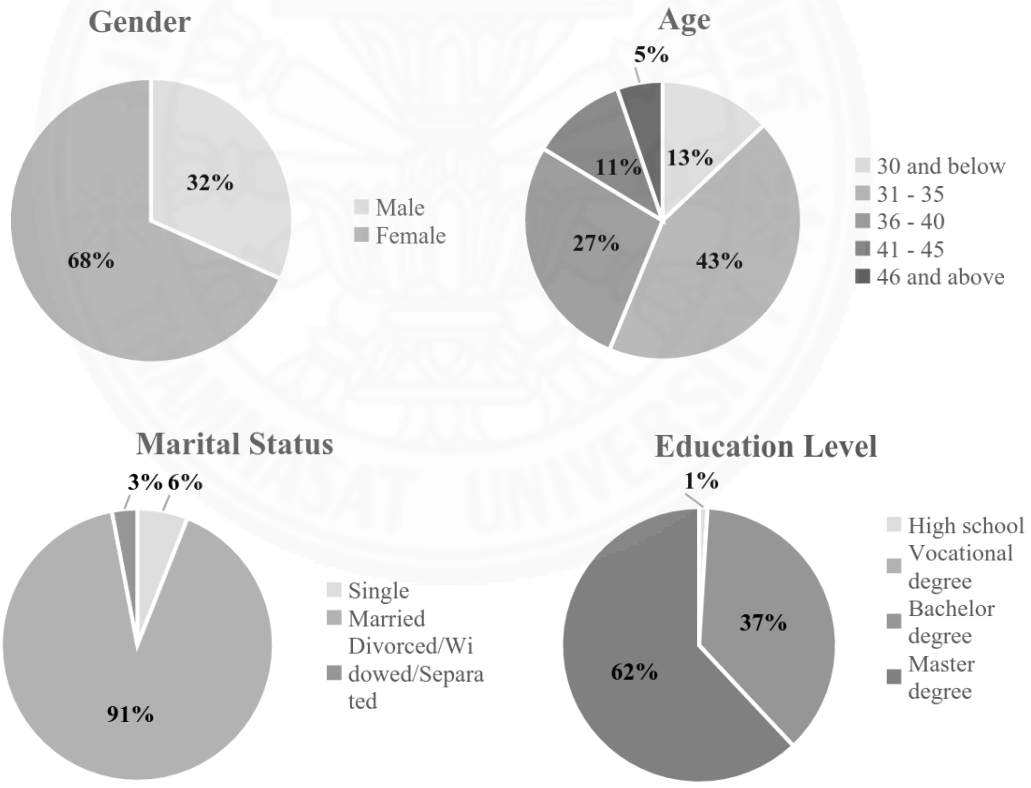


Table 4 further summarizes the respondents' demographic profiles. 46% of respondents work as corporate employees ranging from operation level to upper management (more details can be seen in Appendix C.16), 25% are business owners,

and 15% are housewives. 83% of respondents live in Bangkok, and 14% live in Bangkok's perimeter areas, such as Nonthabuti, Samutprakarn and Patumthani. According to the Thailand Marketing Research Society, every respondent in this study is from either socioeconomic class A or A+, with a monthly household income of 85,000-160,000 Baht and 160,001+ Baht respectively.

Table 4 Summary of Total Respondents' Demographic Profile (n=208)

Respondents' Demographic Profile		**n**	**%**
Occupation	Corporate employees	95	46%
	Business owners	53	25%
	Housewife	31	15%
	Professional	11	5%
	Freelance	9	4%
	Unemployed	5	2%
	Civil service officer	3	1%
	Retired	1	0.5%
Province	Bangkok	173	83%
	Nonthaburi	20	10%
	Samutprakarn	6	3%
	Chonburi	2	1%
	Patumthani	2	1%
	Khon Kaen	1	0.5%
	Chantaburi	1	0.5%
	Nakornpathom	1	0.5%
	Phuket	1	0.5%
	Suratthani	1	0.5%
Monthly Household Income (Baht)	SES A: 85,000-160,000	84	40%
	SES A+: 160,001-300,000	70	34%
	SES A+: 300,001-500,000	31	15%
	SES A+: 500,001 and above	23	11%

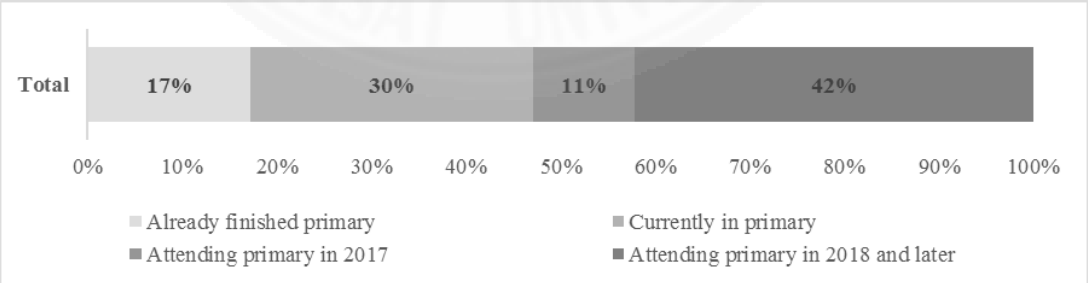
Table 5 summarizes respondents' family size. 57% of respondents have a household size of 4-5 members, and 31% have a household size of 2-3 members. Only 12% live in a household of more than 7 family members. Despite household size, most respondents only have 1-2 children. Most respondents live in detached houses that range from 1 floor to 3 floors (see Appendix C.22 for detail breakdown).

Table 5 Total Respondents' Household Size and House Type (n=208)

Family Size		n	%
Number of family members	2-3 members	65	31%
	4-6 members	118	57%
	More than 7 members	25	12%
Number of children	1	106	51%
	2	81	39%
	3	17	8%
	4	3	1%
	5	1	0.5%
House type	Detached house	124	60%
	Townhouse/Townhome	38	18%
	Commercial building	18	9%
	Condominium	28	13%

Figure 2 below shows what grade of primary school respondents' children are currently enrolled in – which infers parental experience in the primary school decision-making process. 42% of children will be attending primary school in academic year of 2018 and later, suggesting the parents are early in the school search process. 11% of children are enrolled and will start school sometime in 2017. 30% of children are currently studying and 17% have already graduated from primary school.

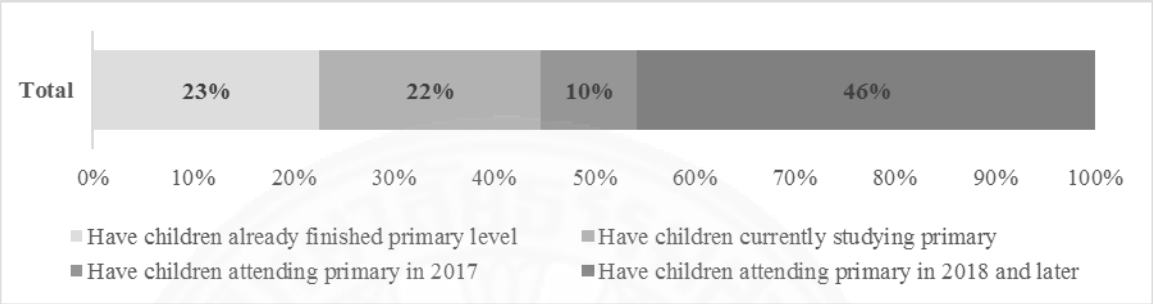
Figure 2 Proportion of Children in Different Primary Education Levels



This information was used to categorize parents based on their experience level regarding the primary school decision-making process (based on their oldest child's current education level as exhibited in Figure 3 below). In the sample, 23% of parents have post-experience regarding choosing a primary school, 22% of parents have chosen a primary school (but their child has not graduated yet), 10% of parents have children

already enrolled in primary school (for 2017 academic year) but have not yet experienced the school, and 46% of parents are currently searching for a school for upcoming academic years.

Figure 3 Parents' Experience in Choosing Primary Schools



4.4.2 Important Attributes When Choosing Primary Schools

Key findings of important criteria for parents when choosing a primary school for their children from secondary research and in-depth interviews were extended to 28 attributes. These attributes were rated on a 5-point scale with '5' being most important, '3' being of average importance and '1' being not important at all. The 28 attributes are listed in Table 6.

Table 6 List of 28 Attributes Affecting Parents on Primary School's Choice

Code	Attribute	Code	Attribute
A1	Close to home/office.	A15	Classes are taught by native teachers.
A2	School is located in safe area/environment.	A16	Teaching ability of teachers.
A3	Security system on school grounds.	A17	Teachers have specialized teaching licenses.
A4	School facilities.	A18	Attentiveness of teachers.
A5	Sports facility.	A19	Air-conditioned classrooms.
A6	School's reputation in academic field.	A20	Racial diversity of students.

A7	Able to proceed to secondary level without entrance exam.	A21	Tuition fee.
A8	Presence of international curriculum.	A22	Available scholarships.
A9	English as primary teaching language.	A23	Recommended by relatives and friends.
A10	Thai and English as main teaching languages.	A24	Know someone who send their children to this school.
A11	Variety of subjects offered.	A25	School bus service
A12	Specialized subjects (such as Music, Arts, and Sport)	A26	Extra curriculum classes
A13	Numbers of students per classroom.	A27	Dormitory on school grounds.
A14	Advanced teaching instruments.	A28	Parents are alumni.

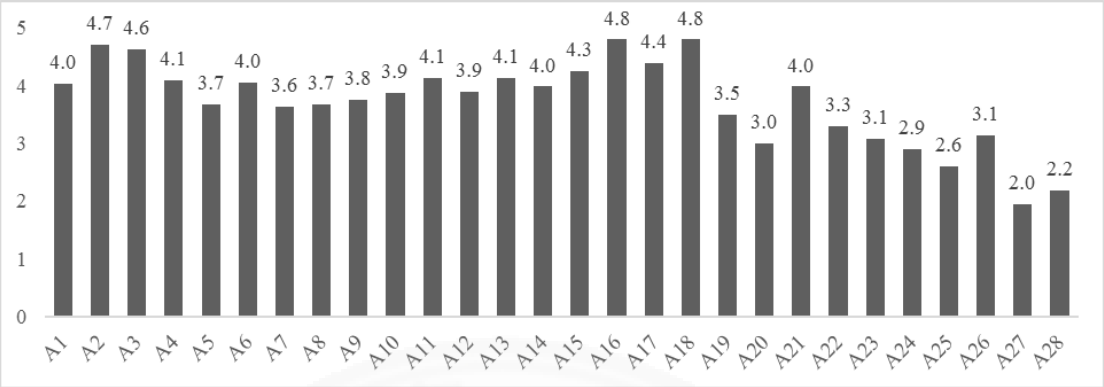
Figure 4 reports the total respondents' importance mean score of each attribute for parents choosing a primary school for their children. The attributes with the highest mean score, 4.8, are 'Teaching ability of teachers' (A16) and 'Attentiveness of teachers' (A18). As supported from qualitative key findings, parents view education as an investment in their children and quality of education is reflected through teachers' quality.

Apart from the importance placed on teacher quality, parents also value child safety, which is reflected by the 4.7 mean score for 'School is located in a safe area' (A2) and the 4.6 mean score for 'Security system on school grounds' (A3).

In terms of curriculum, respondents placed a mean score of 3.7 on 'international curriculum' (A8), 3.8 on English as the main teaching language (A9) and 3.9 on both Thai and English as main teaching languages (A10). However, regardless of curriculum, parents placed higher importance on classes being taught by native speakers of the language (A15).

The least important attribute when making a primary school choice is the presence of a dormitory (A27), which has a mean score of 2.0, followed closely by parents being alumni of the school (A28) with mean score of 2.2.

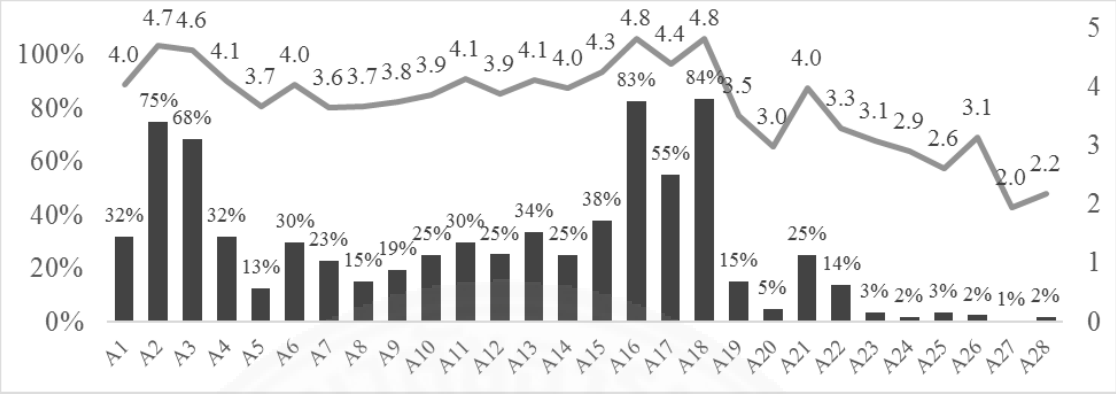
Figure 4: Total Respondents' Mean Score of Attribute Importance



The importance of each attribute was further investigated by comparing top box percentage scores (the percentage of respondents who answered '5' for an attribute) to the mean score. The higher the top box percentage score for an attribute, the more respondents agree that the attribute is important to them when choosing a primary school for their children. Despite sharing a 4.8 mean score, A16 and A18 have slightly different top box percentage scores. Teacher's teaching ability (A16) was slightly lower than Teacher attentiveness (A18). Similarly, mean scores for safe environment (A2) and school security systems (A3) are close, but the top box percentage score is higher for safe environment (75%) than school's security system (68%). This indicates parents place more importance on the school's location than the school's security system.

The school's location being close to home or workplace (A1) was further investigated and respondents were asked for acceptable transportation times when sending their children to school. 50% of respondents accept travel time between 16-30 minutes, while 41% of respondents are willing to sacrifice more time. Appendix C.7 showcases a Bivariate Pearson's Correlation test between these attributes and the results showed that closeness to home (A1) and a school's reputation in the academic field (A6) have a negative Pearson's correlation of -.183 with sig. (2-tailed) value of .008, suggesting there is a statistically significant negative correlation between these two attributes. Hence, parents are willing to sacrifice convenience for a higher quality of academic reputation.

Figure 5 Total Respondents' Top Box % Compared to Mean Score of Attribute Importance



The left-hand axis shows top box % indicating parents who answer '5' or find that attribute most important. Higher percentage means more parents agree that the attribute is most important to them. Right hand axis shows the mean score of each attribute.

Table 7 Acceptable Transportation Time

Transportation time	n	%
15 mins and less	10	5%
16 - 30 mins	104	50%
31 - 60 minutes	86	41%
One hour and more	8	4%

Table 8 Appropriate Number of Students per Classroom

Students per classroom	n	%
15 students and less	20	10%
16 - 20 students	56	27%
21 - 25 students	43	21%
26 - 30 students	61	29%
31 students and more	28	14%

The number of students per classroom (A13) has a mean score of 4.1 and a top box percentage score of 34%. The acceptable range of students per classroom varies from 16-20 students to 26-30 students, suggesting a wide range that parents can accept for their children. Bivariate Pearson's Correlation test (Appendix C.7) reported the attribute having significant correlation with 19 other attributes. The highest Pearson's

correlation was .352 for advanced teaching instruments (A14). This result suggests that as importance of students per classroom increases, the requirement and importance of other attributes increases as well.

4.4.3 Factor Analysis

With 28 attributes being tested for importance, a factor analysis technique was used to group similar variables into factors. The technique was done using the principal components extraction and varimax rotation method.

The generated scree plot of Eigenvalue against factor numbers (Appendix D.2) suggests a use of six factors before the slope became flat. The Kaiser-Meyer-Olkin measure of sampling adequacy reports a score of .688 and Bartlett's test of sphericity is significant at .000, indicating the pass for factor analysis of six factors.

Figure 6 KMO and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.688
Bartlett's Test of Sphericity	Approx. Chi-Square	1641.741
	df	378
	Sig.	.000

The six factors obtained from factor analysis are shown in the Rotated Component Matrix[a] Table (Appendix D.3). The coefficients shown are sorted by size and coefficients less than 0.3 are suppressed. The six factors are named as shown in Table 9.

Table 9 Factor Names

Factor names	
1	Academic curriculum
2	Location
3	Tuition and referral
4	Teachers
5	School's offering
6	Academic performance

Academic curriculum (Factor1) focuses on schools' curriculum, subject offerings and the language being used as a teaching medium. Location (Factor2) is associated with safety and location of the school itself. Tuition and referral (Factor3) is related to recommendations from friends or anyone who has also sent children to this school as well as the tuition fees and scholarship offerings of the school. Factor4 is about teachers and their quality. Factor5 is associated with school offerings such as a school bus, dormitory and extracurricular classes; parents being alumni of the school was also included because it suggests an alumni association is one of the offerings. The last factor is related to academic performance of the school and includes attributes of academic reputation, and whether the secondary level requires an entrance exam.

4.4.4 TwoStep Cluster Analysis

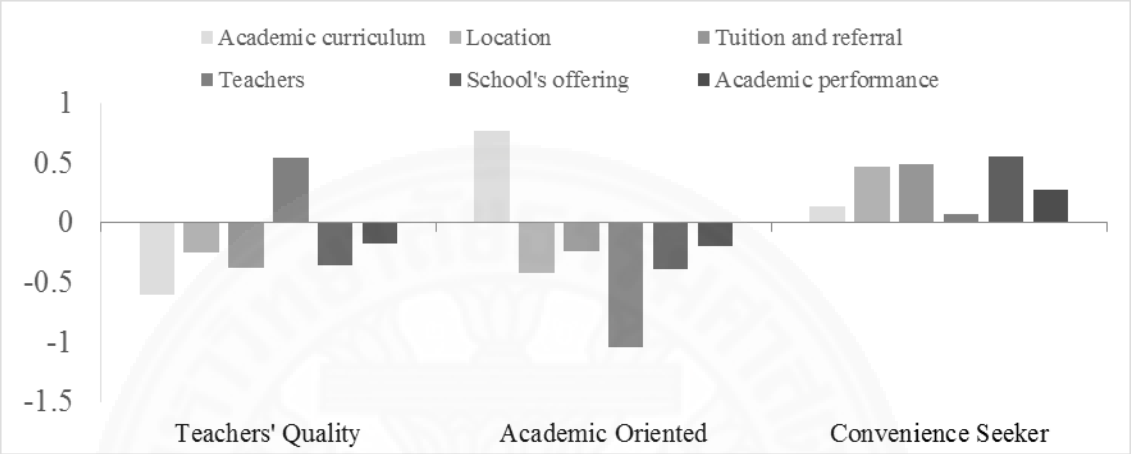
A TwoStep Cluster analysis was exercised using the six factors obtained from the factor analysis to segment parents with similar needs and reveal the underlying importance that they place on factors when choosing a primary school for their children.

Firstly, the clusters were determined automatically using Schwarz's Bayesian Criterion (BIC) and the ratio of distance measures are listed in Appendix E.1. The ratio of distance measures suggested six clusters, followed by three clusters as a second choice. Due to the size of the sample (208 respondents), six clusters would have resulted in under populated clusters, which could lead to problems when representing the population. Hence, the researcher felt it was more appropriate to go with the second choice of three clusters.

A TwoStep Cluster analysis was run again, using the same Schwarz's Bayesian Criterion (BIC) with three clusters. The model summary and cluster quality are listed in Appendix E.2. Cross tabulation was used to calculate each factor's coefficient mean score, organized by cluster as shown in Appendix E.3 and converted into a bar chart in Figure 7. The left-hand axis shows the mean score of a factor's coefficient. '0' indicates the mean, or the average importance that parents indicated when asked about choosing a primary school for their children. Scores above '0' indicate that the cluster put more importance on that factor than the average. However, if a score is below '0', the cluster places less importance on that factor than others. Each cluster has been named

according to the importance of factors affecting parental decisions on which primary school is best for their children.

Figure 7 Factor's Coefficient Mean Score of the Cluster



Cluster 1: Teachers' Quality (n=78)

This cluster values teachers' quality more than the average parent, and are willing to trade off other factors. This result is also consistent with prior research and this study's qualitative findings.

Cluster 2: Academic Oriented (n=47)

This cluster of parents focuses on the school curriculum more than the average parent choosing a primary school for their children. In contrast to Cluster 1, Cluster 2 parents place less importance on teachers than the average parent. Cluster 1 and Cluster 2 are the opposites in terms of what is most important and least important to them.

Cluster 3: Convenience Seeker (n=83)

This cluster places more importance on all criteria than the average parent. Academic, location, tuition and referral, quality of teachers and extracurricular activities are all criteria that affect Cluster 3 parental decisions when choosing primary schools for their children. However, academic curriculum and teachers are at less important than other criteria. This cluster of parents value location, tuition and referrals, and school offerings more, suggesting they seek convenience first.

Table 10 displays the demographic profiles of the three clusters. For example, Convenience Seeker has more females than the other two clusters. In terms of age, Convenience Seeker is comprised of mainly younger parents, while Teachers' Quality parents are mostly between 36-45 years old. Pearson Chi-Square Tests reported a sig. value of .002, indicating a significant difference between clusters (as shown in Appendix C.15). There is no significant difference in the marital status as most parents in all three clusters are married (Appendix C.18). Teachers' Quality has the highest proportion of parents with a master's degree, followed by Convenience Seeker and Academic Oriented. However, Pearson's Chi-Square Test is not significant. Similar to the highest degree achieved by parents, occupation and province are not statistically significant – despite differences in the profile between clusters (Appendix C.16, C.17, C.20). This is partly due to the constraints placed on this study by the sample size, which will be further discussed in Chapter 5.

Table 10 Clusters' Demographic Profile (Total n=208)

		Teachers' Quality n=78		**Academic Oriented n=47**		**Convenience Seeker n=83**	
		n	**%**	**n**	**%**	**n**	**%**
Gender	Male	27	35%	19	40%	20	24%
	Female	51	65%	28	60%	63	76%
Age	30 years old and below	6	8%	7	15%	14	17%
	31 - 35 years old	24	31%	27	57%	39	47%
	36 - 40 years old	34	44%	10	21%	13	16%
	41 - 45 years old	10	13%	1	2%	12	15%
	46 years old and above	4	5%	2	4%	5	6%
Marital status	Single	7	9%	4	9%	2	2%
	Married	68	87%	43	92%	78	94%
	Divorced/Widowed/Separated	3	4%	0	0%	3	4%
Education	High school	2	3%	1	2%	0	0%
	Vocational degree	0	0%	0	0%	1	1%
	Bachelor degree	22	28%	21	45%	33	40%
	Master degree	54	69%	25	53%	49	59%
Occupation	Corporate employees	31	40%	26	55%	38	46%
	Business owners	21	27%	10	21%	22	27%
	Housewife	17	22%	6	13%	8	10%
	Professional	5	6%	2	4%	4	5%
	Freelance	0	0%	3	6%	6	7%

	Unemployed	2	3%	0	0%	3	4%
	Civil service officer	2	3%	0	0%	1	1%
	Retired	0	0%	0	0%	1	1%
Province	Bangkok	65	83%	41	87%	67	81%
	Nonthaburi	1	1%	0	0%	0	0%
	Samurprakarn	0	0%	1	2%	0	0%
	Chonburi	2	3%	0	0%	0	0%
	Patumthani	0	0%	1	2%	0	0%
	Khon Kaen	7	9%	3	6%	10	12%
	Chantaburi	1	1%	0	0%	1	1%
	Nakornpathom	0	0%	0	0%	1	1%
	Phuket	2	3%	1	2%	3	4%
	Suratthani	0	0%	0	0%	1	1%
Monthly Household Income (Baht)	SES A: 85,000-160,000	34	44%	18	38%	32	39%
	SES A+: 160,001-300,000	20	26%	13	28%	37	45%
	SES A+: 300,001-500,000	14	18%	8	17%	9	11%
	SES A+: 500,001 and above	10	13%	8	17%	5	6%

Because participants of this study are from upper socioeconomic classes A and A+, and from urban areas, we can say that the Academic Oriented cluster has the highest average monthly household income (430,000 Baht), followed by Teachers' Quality (327,705 Baht) and Convenience Seeker (292,651 Baht) (Appendix C.24). The monthly household income is categorized according to the Thailand Marketing Research Society's announcement on family income and Socioeconomic (SES) classes. The Teachers' Quality cluster has the highest proportion of SES class A, while Academic Oriented and Convenience Seeker clusters have more parents in the SES class A+ (as shown in Table 10).

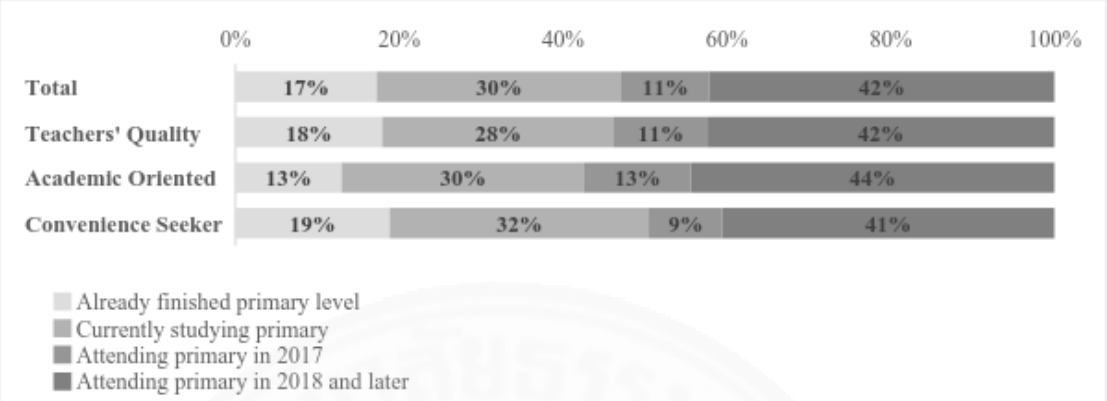
Table 11 displays the family size of each cluster, with Teachers' Quality having a higher percentage of large households than the other two clusters. The majority of Academic Oriented and Convenience Seeker respondents are living in a mid-sized family of 4-6 members. Across all clusters, most families have 1-2 children. There are no significant differences for these two variables between clusters (Appendix C.21 & Appendix C.22). Most Teachers' Quality and Convenience Seeker respondents live in detached houses and Academic Oriented has more respondents living in a townhome or townhouse than the other two clusters.

Table 11 Clusters' Family Size (Total n=208)

Family Size		Teachers' Quality n=78		Academic Oriented n=47		Convenience Seeker n=83	
		n	%	n	%	n	%
Number of family members	2-3 members	28	36%	10	21%	27	33%
	4-6 members	36	46%	32	68%	50	60%
	More than 7 members	14	18%	5	11%	6	7%
Number of children	1	39	50%	20	43%	47	57%
	2	29	37%	23	49%	29	35%
	3	9	12%	3	6%	5	6%
	4	1	1%	0	0%	2	2%
	5	0	0%	1	2%	0	0%
House type	Detached house	46	59%	21	45%	57	69%
	Townhouse/Town home	12	15%	15	32%	11	13%
	Commercial building	8	10%	4	9%	6	7%
	Condominium	12	15%	7	15%	9	11%

Figure 8 compares the proportion of children in different stages of primary education between clusters. The Academic Oriented cluster has the lowest proportion of children who have already finished primary school and the highest proportion of children that will attend primary school in 2018 or later. The other two clusters have a much higher proportion of older children who have already passed onto higher education. The ANOVA table in Appendix C.2 shows a significant difference between the clusters regarding the number of children starting primary in 2018 or later.

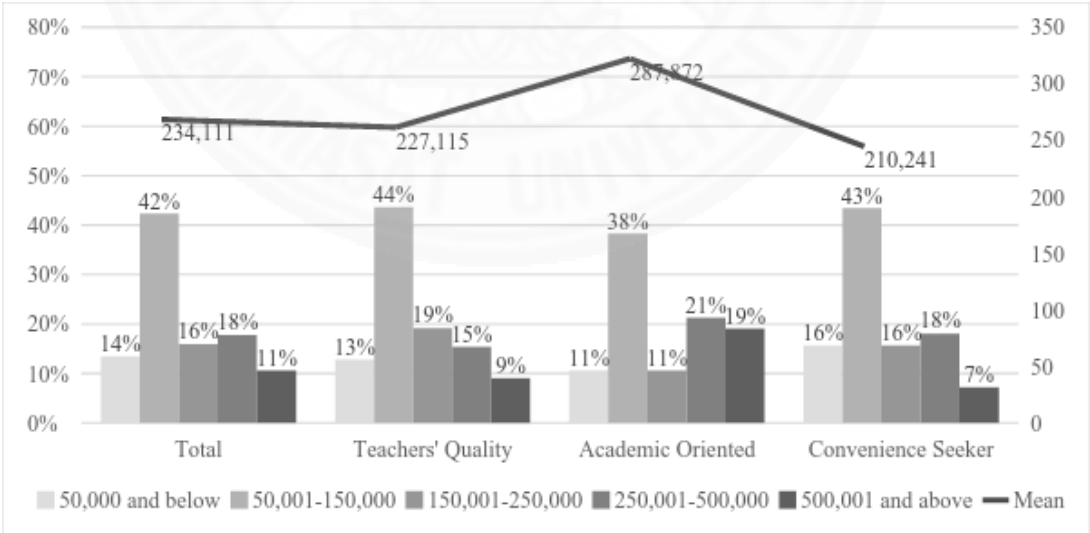
Figure 8 Proportion of Each Cluster Children's Current Status in Primary Education Level



4.4.5 Tuition Fee & Price Sensitivity Meter

Respondents were asked for their per student, per year tuition budget. Appendix C.25 shows a cross-tabulation of average annual budget per child for total respondents compared to the three clusters and is shown as graph in Figure 9.

Figure 9 Annual Tuition Budget per Child



The results show total respondents have an average budget of 234,111 Baht, while those in the Academic Oriented cluster have set the highest budget (287,872 Baht). The Convenience Seeker cluster has the lowest average budget (210,241 Baht). This is also in line with qualitative results that parents are willing to make economic

sacrifices to ensure their children get the best possible education. However, ANOVA showed no significant difference in mean scores between clusters.

Figure 10 shows a significant positive correlation between monthly household income and education budget for their children, suggesting that parents will increase their education budget as their monthly household income increase. Appendix C.26 reported that parents budget approximately 13% of their annual income for household education expenses. This is much higher than the reported 1.7% by the Ministry of Commerce and National Statistic Office, indicating a willingness to budget for their children's education as an investment.

Figure 10 Correlations between Monthly Household Income and Education Budget

Correlations

		Monthly Household Income	Education budget
Monthly Household Income	Pearson Correlation	1	.443**
	Sig. (2-tailed)		.000
	N	208	208
Education budget	Pearson Correlation	.443**	1
	Sig. (2-tailed)	.000	
	N	208	208

**. Correlation is significant at the 0.01 level (2-tailed).

The price sensitivity meter was used to find the optimal tuition fee that parents are willing to pay, as well as the acceptable ranges. Appendix F depicted the distribution of total respondents and the three clusters. Below, Table 7 summarizes the price ranges that parents are willing to accept. Total respondents will tolerate prices ranging from 43,000 to 96,000 Baht. The Teachers' Quality and Academic Oriented clusters have higher acceptable ranges, while the Convenience Seeker Cluster has a lower acceptable range. This is because the first two clusters place more importance on academic attributes such as teachers' quality and academic curriculum and are more willing to make economic sacrifices to achieve them. The Convenience Seeker cluster however, values safety, location, referrals and school offerings more.

Table 12 Price Sensitivity Meter

	Total Respondent n=208	Teachers' Quality n=78	Academic Oriented n=47	Convenience Seeker n=83
Optimal Price Point (OPP)	58,000	73,000	50,000	50,000
Indifference Price Point (IPP)	74,000	78,000	90,000	60,000
Point of Marginal Cheapness (PMC)	43,000	50,000	45,000	35,000
Point of Marginal Expensiveness (PME)	96,000	100,000	100,000	90,000
Acceptable Price Range	43-96,000	50-100,000	45-100,000	35-90,000

**Figures are rounded to the nearest thousand.*

However, acceptable price ranges calculated by the price sensitivity meter are much lower than the mean annual tuition budget that parents have set per child. When compared to tuition budgets (as shown in Figure 9), most parents have budgeted between 50,001-150,000 Baht per child. As price and tuition fee were not the main objective of this study, the researcher recommends further study on the topic.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the criteria that affect parental decisions when choosing primary schools for their children in Thailand. Conclusions were made based on the research analysis and recommendations were made to serve as a guideline for parent, educational institutions, and policymakers as well as a reference for future research.

5.1 Conclusion

The goal of this research was to identify and discuss the impact of academic performance, curriculum, curricular activities, quality of teachers, school's offering and facilities, location and transportation, and tuition on parents' choice of primary schools for their children.

Using the qualitative and quantitative methods, we could discover multiple factors that influence parents' primary school choice decision. The primary factor appears to be teachers' quality whereas supplementary factors have been identified as teaching ability of teachers and attentiveness of teachers.

Child safety factors, such as school's location in safe neighborhood, safe environment and security system on school grounds, have been shown to have crucial influence on parental choice of primary schools.

According to Echazarra, (2015), Yaacob (2014), Belonje (2013), McEvoy (2013) and Delaney (2008), Academic Achievements factor is one of the most important factors for parents in choosing school. In view of that, the findings of the study have shown that parents placed focus on international curriculum, which uses English as a medium language taught by native English-speaking teachers.

Additionally, Academic Reputation emerged as one of the factors in choosing primary school process. Regarding the finding, parents were willing to sacrifice convenience such as travel time and money for high quality of academic reputation schools.

By examining parents through cluster analysis, the parents can be categorized

into three groups:

(1) Teachers' Quality – This group of parents values teachers' quality more than the average parent, and are willing to trade off other factors for teachers' quality;

(2) Academic Oriented – This group of parents focuses on the school curriculum more than the average parent choosing a primary school for their children and place less importance on teachers than the average parent.; and

(3) Convenience Seeker – This group of parents places more importance on all criteria than the average parent. Academic, location, tuition and referral, quality of teachers and extracurricular activities are all criteria that affect this group's parental decisions when choosing primary schools for their children. They also value location, tuition and referrals, and school offerings more, suggesting they seek convenience. This group comprises of more females than the other two groups.

The parents' media consumption and influential media in choosing primary school may be further explained by the proposition that parents may not regard advertising or editorial on mass media such as website, webboard and social media as measure of school quality but as the starting point for the searching process. Parents rely on more informal and familiar sources of information, such as recommendation from relatives and friends, rather than formal communication, such as website or educational exhibition, when choosing primary school for their children.

As to the number of students per classroom, the parents accepted 16-30 students per classroom. The attribute Number of Students per Classroom had significant correlation with all other attributes. This means the higher the parents place importance of students per classroom, the higher of importance they place on other attributes, and vice versa.

In regards to education expenditure, most parents have budgeted between 50,001 - 150,000 Baht per child. In contrast, the tolerate price ranges that parents are willing to accept is 43,000 - 96,000 Baht. This analysis may not conclusively determine the parents' willingness to pay and financial resources. The further study is recommended for this topic.

5.2 Recommendation

This study is designed to reveal the factors and their importance involved in parents' decisions when choosing primary school for their children. Considering identified factors that draw parents to choosing a school, educational constitutions and policymakers can use this information to improve the quality of schools and support schools that are in high demand. Thus, as a parent, focusing on a child's needs and take the child's preference into consideration in choosing a school is as crucial as much as your criteria.

5.2.1 Implications for Schools and Educational Institutions

Regarding the findings, there is much work to be done to provide the students with high quality education and parents' ideal of school choice. Schools should aim to build and maintain a good reputation, and promote themselves in order to gain awareness from parents.

The recommendations for schools to improve and compete in Bangkok, Thailand are;

1) Teachers: Recruit and retain good teachers. High quality teachers will help students to develop their aptitudes and learning skills. Parents measure teachers' quality through teaching ability and attentiveness. Hence, good teachers lead to perception of good school.
2) Location and Safety: As parents are concerned about learning environment, it is important for schools to provide a safe environment as well as enough learning spaces where children can learn effectively.
3) Academic curriculum: use accredited international curriculum and develop school program that use both Thai and English as the main teaching languages. Recruit native speakers of the language as teaching staffs.
4) Expand communication: Positive interactions between teachers and parents can help improve teachers' professional expertise. Teachers should know that, in addition to teaching skills and knowledge, spending time communicating with students' parents does not only helps to understand the students' background but also provides assurance and update to parents on the status of their children learning.

5) Classroom size: number of student per classroom should be less than 30 students per classroom. Smaller classroom allows teachers to be more attentive on students, which is not only one of the evaluation criteria on the teachers' quality, but also should provide positive impact on children's learning as well.
6) Choice of Media: parents start information search from formal channels but their school decisions are more affected by informal channels such as recommendation from someone they know. Schools should provide sharing sessions between current students' parents and potential students' parents, as they could provide more related suggestions and direct experiences with the school.

5.2.2 Implications for Policy Makers and Administrators

The policymakers and administrators expect that number of student enrollment could be interpreted as an accurate signal of school quality as well as school accreditation while using standard curriculum provided by Ministry of Education. Policymakers often demand country-level control via policies and assessment, such as Ordinary National Educational Test (O-NET), National Test (NT), Local Assessment System (LAS) and Quality School Accreditation Program, in hope of endorsing awareness of school quality to parents. In contrast, the excessive emphasis on school quality via assessment may lead parents to regard school quality as distorted from actual school quality. Policymakers must confront the reality that, despite the efforts to reform schools through assessment, quality of teachers is what parents place at higher importance. They should reconsider the factors that impact parents' decisions, particularly in teachers' quality to establish guideline and systems that develop the supply of quality teachers. A policy that relates the preparation of high quality teachers with the priority to support local schools and serve the needs and interests of all children is crucial for nation growth.

The international school and home school movements are expected to increase the education competition. Thus, this should improve education quality by facilitating alternatives and options for parents.

5.2.3 Suggestions for Further Study

The respondents for this study were mainly high income urban parents and highly educated parents, representing 4% of the Thai population. The result may not reflect a holistic picture of Thailand. Researchers should conduct the same study with respondents from outside Bangkok to gain a better understanding of the criteria valued most by lower income parents.

For further study, parent involvement in raising children, cultural background, religious beliefs and race attributes should be included in the criteria to gain a deeper understanding of the parental decision-making process. Further study could contribute and apply to both ASEAN and international policies on education.

5.3 Limitation of this Study

Due to resource limitations, the qualitative research of this study could only be accomplished by surveying and interviewing parents living in the Bangkok area. To obtain a broader picture of parents in Thailand, quantitative research was conducted with no limitation on demographics such as province and household income, with the objective of gaining country-wide respondents. However, 97% of the sample obtained lived in Bangkok and Bangkok's perimeter area with a socioeconomic of class either A or A+, limiting the results to a smaller region. Results should be read and interpreted with consideration for this limitation.

Although the findings suggest that teachers' quality, safety and bilingual curriculum have high impact on parental decisions when choosing primary schools for their children, it is important to keep in mind that survey may not represent an accurate picture of actual Thailand demographics. For instance, the survey contains a disproportionate number of master's graduates. The survey participants' socioeconomic skewed towards upper class income. In this regards, the participants may have traits that contribute to their levels of importance for criteria and economic resource. Thus, the observed correlation between education expenditure, willingness to pay and price sensitivity may arise in regardless of economic constrains. Hence, the findings may not apply to the entire population. Furthermore, this study may not exhibit factor based on unquantifiable such as values.

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APPENDICES

APPENDIX A
QUALITATIVE DISCUSSION GUIDE

The exploratory method was used via in-depth interviews to gain an understanding of the criteria influencing parents' decision-making process when choosing schools for their children and the importance of each criterion. To guide the conversations, a series of discussion topic outlines were used, as shown below.

Interview Introduction	
Thank you	Thank you very much for your time today.
Introduction	My name is Nattakrit and now studying Master's Degree Program in Marketing (MIM) at Thammasat University.
Purpose	I would like to talk to you about your experience/thought on choosing primary school for your child. I am especially interested in your thought about the attributes that you use in choosing primary school for your children and the importance of each attribute. This interview is a part of Individual Study subject under the title of "Parents' Criteria in Choosing Primary School for Their Children in Thailand".
How interview will be conducted & duration	The interview should take less than an hour. I will be recording throughout this session. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I wish not to miss any detail of your comments.
Confidentiality	I assure you that all your comments and responses will be kept confidential, meaning that the interview responses will only be shared in order for data collection and I will ensure that any information we include in our report shall not identify you as the respondent.
Opportunity for questions	Are there any questions regarding to what I have explained?
Consent	Are you willing to participate in this interview?
Questions	
Note	Before we start I would like to remind you that there are no rights or wrong answers in this discussion. I am interested in learning about your thoughts. It is very important that we hear your opinions. So please feel free to be frank and to share your point of view.
Profile	(1) Please tell me about yourself and your children. - Demographic: age, education, occupation, no. of children - Socioeconomic: household income, education related expenditure, source of income

View on education and parents' expectation	(2) What is your perception on education for your child? *<u>Probe</u>: Have your perception on education changed after your child enrolled in primary school? How? What effect does education/school have on the long-term for your child?* (3) What do you expect your child to learn in primary school? (4) What is a good primary school? Can you define a good primary school? *Probe: Which school is a good example of excellent primary school?* *What are the characteristics of students in this school?*
School choice and criteria	(5) Which school has your child enrolled to? School name, type of school, type of curriculum (6) What are the first words or phrases that come to your mind when you think about the school that your child enrolled? (7) What are the reasons you choose this school for your child? *<u>Probe</u>: Probe for specific and clarification* (8) For each attribute mentioned, ask: Why is that [attribute] important to you?
	(9) For each attribute below that participant does not mention, ask: what do you think of this [attribute] as a characteristic of a primary school? *<u>Note</u>: Summary of Key Factors Influencing Parents' Decision in Choosing Schools for their Children from Secondary Research* • *Academic performance* • *Curriculum and extra-curriculum* • *Quality in teachers* • *School characteristic: environment, size, neighborhood, safety* • *Convenience: distance between home and school, transportation* • *Tuition fee and education related expenditure* (10) What attributes do you think make school more interesting? Which attributes do you think make school less interesting?
Barrier	(11) Is [name of school] your first choice during your school searching process? If not, why did you decide to choose this [name of school] instead? *<u>Probe</u>: What is the barrier to get into [the school of] your first choice?*
Education related expenditure	(12) How much do you pay for your child education? Tuition fee, education related expenditure e.g. uniforms, school supplies, transportation, pocket money and extracurricular activities
Source of Information	(13) How did you learn about the school? (14) What do you think should be done to promote primary school? Why?

	<u>Probe</u>: If another parent asked you about primary school, where would you send/tell them for more information?
Wrap Up	(15) If you can build a school for your children without any restrain or limitation, what would the school be? (16) If you can choose only 3 of these attributes to be key elements for the school, which of these attributes would you consider being key elements? Please explain. *<u>Probe</u>: What attribute could make the school more appealing than the existing schools? Can you elaborate more on [specific attribute that participant mentioned]?*
Closing	
Opportunity for additional comments	Is there anything you would like to add that we have not asked about?
Thank you	Thank you for your time today. If you are interested, I would be happy to send you a copy to review after I finish analyzing the data in April 2017. Once again, thank you for your participation.

APPENDIX B

SURVEY QUESTIONS

The Study on Parents' Criteria in Choosing Primary Schools for their Children in Thailand

My name is Nattakrit Shewaraksakul and currently studying Master in Marketing at Thammasat University. This questionnaire is a part of MK 702 Independent Study II research for the topic "The Study on Parents' Criteria in Choosing Primary Schools for their Children in Thailand". Your responses will be used as part of the data analysis and results will be interpreted in overall term. We ensure that all personal information will be kept confidential and no one shall be able to identify you as a respondent.

S. Screening Questions

1. Do you have any children? [Single Answer]

   Yes.....01
   No.....00 **X End of Survey**

2. How many children do you have? [Open-Ended Answer]

No. of children	

3. How many of your children are studying at the following education level? [Open-Ended Answer]

1. Recently finished primary level	
2. Currently studying primary level	
3. Will be attending primary level in the academic year of 2017	
4. Will be attending primary level in the academic year of 2018 or later	

4. Do you have experience as a key decision maker or involved in decision making process of choosing a primary school for your children? [Single Answer]

   Yes.....01
   No.....00 **X End of Survey**

5. Your profile fits with the sample respondent profile that we are studying, would you be interested in answering this survey? [Single Answer]

   Yes.....01
   No.....00 **X End of Survey**

A. Important Criteria

6. How important is the following attribute for you in choosing a primary school for your children? [Rating]

   By 5 being very important, and 1 being not important at all.

Attribute	A1 [Rating]				
1. Close to home/office.	1	2	3	4	5
2. School is located in safe area/environment.	1	2	3	4	5
3. Security system within school's ground	1	2	3	4	5
4. School's space	1	2	3	4	5
5. Sports facility	1	2	3	4	5
6. School's reputation in academic field	1	2	3	4	5
7. Able to proceed to secondary level without entrance exam	1	2	3	4	5
8. Using international curriculum	1	2	3	4	5
9. Using English as primary teaching language	1	2	3	4	5
10. Using Thai and English as main teaching languages.	1	2	3	4	5
11. Variety of subjects offered	1	2	3	4	5
12. Offer specialized subjects (such as Music, Arts, and Sport).	1	2	3	4	5
13. Numbers of students per classroom	1	2	3	4	5
14. Advanced teaching instruments	1	2	3	4	5
15. Classes are taught by native teachers.	1	2	3	4	5
16. Teaching ability of teachers	1	2	3	4	5
17. Teachers have specialized teaching licenses	1	2	3	4	5
18. Attentiveness of teachers	1	2	3	4	5
19. Air-conditioned classroom	1	2	3	4	5
20. Racial diversity of students	1	2	3	4	5
21. Tuition fee	1	2	3	4	5

22. Offer scholarships	1	2	3	4	5
23. Recommended by relatives	1	2	3	4	5
24. Know someone who send their children to this school	1	2	3	4	5
25. Offer school bus service	1	2	3	4	5
26. Extra curriculum classes	1	2	3	4	5
27. Offer dormitory	1	2	3	4	5
28. Parents are alumni of this school.	1	2	3	4	5

7. In term of transporting to school, what is the maximum acceptable travel time for you? [Open-Ended Answer]

Max. acceptable travel time	**hours**	**minutes**

8. How many students you think is suitable for one classroom? [Open-Ended Answer]

Suitable number of students per classroom	

9. Generally, in your opinion, in which aspect of primary level should be improved? [Open-Ended Answer]

B. Pricing

10. As for the annual tuition fee of primary school, do you think how much … [Open-Ended Answer]

Too expensive to afford sending your child	**Baht**
Expensive but willing to pay	**Baht**
Inexpensive but still consider	**Baht**
Too inexpensive to send your child	**Baht**

C. Media

11. Which media channel have you used to search information for your child's primary school? [Multiple answers]

- ☐ Free TV
- ☐ Digital TV
- ☐ Cable TV
- ☐ Paid TV
- ☐ Radio
- ☐ Newspaper
- ☐ Magazine
- ☐ Website (Apart from Google)
- ☐ Webboard (Ex. Pantip.com)
- ☐ Social media (ex. Facebook.com, Instagram.com)
- ☐ Online chat application (ex. Line, WhatsApp, Facebook chat)
- ☐ Large advertising board at conjunction area
- ☐ Large advertising board at wayside
- ☐ Large advertising board on highway
- ☐ Advertising board at bus stop
- ☐ Advertising board at BTS station
- ☐ Advertising board inside BTS train
- ☐ Advertising board at MRT underground train station
- ☐ Advertising board inside MRT underground train
- ☐ Educational exhibition
- ☐ Friend / relative recommended
- ☐ Other (Please specify)

12. Which media channel have the most influence on your decision making for your child's primary school? [Single answer]

D. Demographics

13. Gender [Single Answer]

Male.....01

Female.....02

14. Age [Open-Ended Answer: Please answer in full unit]

Age	**Years old**

15. Your occupation [Single Answer]

	Occupation	
Private Sector	High level management	1
	Middle level management	2
	Low level management	3
	Operational officer	4
Public Sector	High level officer	5
	Middle level officer	6
	Low level officer	7
	Business owner	8
	Vocational career	9
	Housewife	10
	Retired	11
	Freelance	12
	Not working	996
	Others, (Please specify)_____	991

16. Your education level [Single Answer]

Secondary Level.....01

Bachelor Degree.....02

Master Degree.....03

Doctoral Degree.....04

17. Your marital status [Single Answer]

Single.....01

Married.....02

Divorce.....03

18. What are the ages of your children [Open-Ended Answer: Please rank from oldest]

1st child (Oldest)	Years old
2nd child	Years old
3rd child	Years old
4th child	Years old

19. Your current living location (Province) [Single Answer]

20. Number of household member (Including yourself) [Open-Ended Answer]

21. Your accommodation type [Single Answer]

- ☐ Detached house (one-floor)
- ☐ Detached house (two-floor)
- ☐ Detached house (three-floor)
- ☐ Townhouse / Townhome

- ☐ Commercial building / shop house
- ☐ Condominium
- ☐ Other (Please specify)

22. Your preferred transportation for your child [Single Answer]

- ☐ Personal car
- ☐ Taxi (including Uber, Grab Taxi, etc.)
- ☐ Personal motorcycle
- ☐ Motorcycle transport
- ☐ Public transport (BTS, MRT)
- ☐ Public transport (Boat, ferry)
- ☐ Public transport (Bus)
- ☐ Other (Please specify)

23. What is your average household income per month? [Open-Ended Answer]

Average household income (per month)	**Baht**

24. What is your annual budget for your child's tuition fee? (Approximate per child per year)
[Open-Ended Answer]

Annual budget for tuition fee (Per child per year)	**Baht**

APPENDIX C

STATISTICAL ANALYSIS BY QUESTION

Appendix C. 1 Number of Children (Question 2)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Number of children	Count	208	78	47	83
	Mean	1.62	1.64	1.70	1.54
	Standard Deviation	.74	.74	.78	.72

ANOVA

Number of children

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.850	2	.425	.775	.462
Within Groups	112.381	205	.548		
Total	113.231	207			

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Number of children	1	106	51.0%	39	50.0%	20	42.6%	47	56.6%
	2	81	38.9%	29	37.2%	23	48.9%	29	34.9%
	3	17	8.2%	9	11.5%	3	6.4%	5	6.0%
	4	3	1.4%	1	1.3%	0	0.0%	2	2.4%
	5	1	0.5%	0	0.0%	1	2.1%	0	0.0%

Pearson Chi-Square Tests

		Cluster
Number of children	Chi-square	9.188
	df	8
	Sig.	.327[a,b]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 2 Children's Primary School Academic Year (Question 3)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
No. of children already finished primary	Valid N	45	19	7	19
	Mean	1.36	1.42	1.29	1.32
	Standard Deviation	.65	.77	.49	.58
No. of children in primary	Valid N	78	30	16	32
	Mean	1.46	1.47	1.38	1.50
	Standard Deviation	.66	.82	.50	.57
No. of children starting in 2017	Valid N	28	12	7	9
	Mean	1.21	1.42	1.00	1.11
	Standard Deviation	.96	1.44	.00	.33
No. of children starting in 2018 and later	Valid N	110	45	24	41
	Mean	1.20	1.20	1.38	1.10
	Standard Deviation	.42	.40	.58	.30

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
No. of children already finished primary	Between Groups	.146	2	.073	.168	.846
	Within Groups	18.165	42	.433		
	Total	18.311	44			
No. of children in primary	Between Groups	.168	2	.084	.190	.828
	Within Groups	33.217	75	.443		
	Total	33.385	77			
No. of children starting in 2017	Between Groups	.909	2	.454	.477	.626
	Within Groups	23.806	25	.952		
	Total	24.714	27			
No. of children starting in 2018 and later	Between Groups	1.165	2	.583	3.382	.038
	Within Groups	18.435	107	.172		
	Total	19.600	109			

Appendix C. 3 Mean Score of Important Attributes (Question 6)

	Cluster							
	Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Close to home/office.	4.03	.90	3.87	1.04	4.00	.81	4.20	.79
School is located in safe area/environment.	4.71	.53	4.63	.56	4.47	.69	4.93	.26
Security system within school's ground	4.63	.59	4.58	.67	4.36	.64	4.84	.37
School's space	4.09	.74	3.85	.81	4.02	.64	4.35	.65
Sports facility	3.67	.76	3.41	.80	3.70	.72	3.89	.66
School's reputation in academic field	4.04	.80	3.77	.90	4.00	.75	4.33	.63
Able to proceed to secondary level without entrance exam	3.64	1.02	3.49	1.22	3.53	.95	3.86	.80
Using international curriculum	3.67	.84	3.26	.84	4.06	.76	3.84	.72
Using English as primary teaching language	3.75	.89	3.28	.95	4.21	.78	3.94	.65
Using Thai and English as main teaching languages.	3.87	.98	3.77	1.09	3.49	1.14	4.18	.63
Variety of subjects offered	4.13	.71	3.97	.85	4.11	.60	4.30	.58
Offer specialized subjects (such as Music, Arts, and Sport).	3.89	.87	3.72	.99	4.00	.83	3.99	.74
Numbers of students per classroom	4.12	.78	3.96	.84	4.11	.91	4.27	.59
Advanced teaching instruments	3.98	.75	3.86	.75	3.70	.81	4.25	.62
Classes are taught by native teachers.	4.25	.72	4.13	.90	4.11	.67	4.43	.50
Teaching ability of teachers	4.81	.40	4.99	.11	4.47	.55	4.84	.37
Teachers have specialized teaching licenses	4.39	.77	4.56	.59	3.85	.88	4.53	.70
Attentiveness of teachers	4.81	.43	4.92	.27	4.40	.61	4.94	.24
Air-conditioned classroom	3.50	.91	3.27	.86	3.60	1.12	3.66	.77
Racial diversity of students	2.99	.87	2.59	.93	3.11	.81	3.30	.69
Tuition fee	3.98	.80	3.71	.94	4.06	.70	4.19	.61
Offer scholarships	3.29	1.01	3.12	.97	2.72	.99	3.77	.83
Recommended by relatives and friends	3.08	.99	2.73	1.15	2.91	.95	3.51	.65
Know someone who send their children to this school	2.90	1.00	2.58	1.13	2.72	.95	3.30	.73
Offer school bus service	2.61	1.07	2.18	1.13	2.30	1.14	3.18	.65
Extra curriculum classes	3.13	.84	2.88	.93	3.02	.92	3.42	.59
Offer dormitory	1.95	1.00	1.37	.72	1.77	.98	2.60	.85
Parents are alumni of this school.	2.18	1.10	1.97	1.19	1.72	.90	2.63	.95

Comparisons of Column Means[a]

	Cluster		
	Teachers' Quality	Academic Oriented	Convenience Seeker
	(A)	(B)	(C)
Close to home/office.			
School is located in safe area/environment.			A B
Security system within school's ground			A B
School's space			A B
Sports facility			A
School's reputation in academic field			A
Able to proceed to secondary level without entrance exam			
Using international curriculum		A	A
Using English as primary teaching language		A	A
Using Thai and English as main teaching languages.			A B
Variety of subjects offered			A
Offer specialized subjects (such as Music, Arts, and Sport).			
Numbers of students per classroom			A
Advanced teaching instruments			A B
Classes are taught by native teachers.			A B
Teaching ability of teachers	B C		B
Teachers have specialized teaching licenses	B		B
Attentiveness of teachers	B		B
Air-conditioned classroom			A
Racial diversity of students		A	A
Tuition fee		A	A
Offer scholarships			A B
Recommended by relatives and friends			A B
Know someone who send their children to this school			A B
Offer school bus service			A B
Extra curriculum classes			A B
Offer dormitory		A	A B
Parents are alumni of this school.			A B

Results are based on two-sided tests assuming equal variances with significance level .05. For each significant pair, the key of the smaller category appears under the category with larger mean.

a. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Close to home/office.	Between Groups	4.528	2	2.264	2.826	.062
	Within Groups	164.236	205	.801		
	Total	168.764	207			
School is located in safe area/environment.	Between Groups	7.206	2	3.603	14.346	.000
	Within Groups	51.486	205	.251		
	Total	58.692	207			
Security system within school's ground	Between Groups	7.377	2	3.689	11.660	.000
	Within Groups	64.853	205	.316		
	Total	72.231	207			
School's space	Between Groups	10.442	2	5.221	10.292	.000
	Within Groups	104.000	205	.507		
	Total	114.442	207			
Sports facility	Between Groups	9.385	2	4.692	8.848	.000
	Within Groups	108.726	205	.530		
	Total	118.111	207			
School's reputation in academic field	Between Groups	12.548	2	6.274	10.712	.000
	Within Groups	120.063	205	.586		
	Total	132.611	207			
Able to proceed to secondary level without entrance exam	Between Groups	6.219	2	3.109	3.043	.050
	Within Groups	209.454	205	1.022		
	Total	215.673	207			
Using international curriculum	Between Groups	23.125	2	11.563	19.017	.000
	Within Groups	124.644	205	.608		
	Total	147.769	207			
Using English as primary teaching language	Between Groups	30.129	2	15.065	23.331	.000
	Within Groups	132.366	205	.646		
	Total	162.495	207			
Using Thai and English as main teaching languages.	Between Groups	15.615	2	7.808	8.704	.000
	Within Groups	183.880	205	.897		
	Total	199.495	207			
Variety of subjects offered	Between Groups	4.344	2	2.172	4.458	.013
	Within Groups	99.887	205	.487		
	Total	104.231	207			
Offer specialized subjects (such as Music, Arts, and Sport).	Between Groups	3.674	2	1.837	2.465	.088
	Within Groups	152.783	205	.745		
	Total	156.457	207			
Numbers of students per classroom	Between Groups	3.709	2	1.855	3.129	.046
	Within Groups	121.521	205	.593		
	Total	125.231	207			
Advanced teaching instruments	Between Groups	10.958	2	5.479	10.700	.000
	Within Groups	104.965	205	.512		
	Total	115.923	207			
Classes are taught by native teachers.	Between Groups	4.924	2	2.462	4.873	.009
	Within Groups	103.572	205	.505		
	Total	108.495	207			
Teaching ability of teachers	Between Groups	8.034	2	4.017	32.102	.000
	Within Groups	25.653	205	.125		
	Total	33.688	207			
Teachers have specialized teaching licenses	Between Groups	17.645	2	8.823	17.422	.000
	Within Groups	103.812	205	.506		
	Total	121.457	207			
Attentiveness of teachers	Between Groups	10.131	2	5.066	37.684	.000
	Within Groups	27.556	205	.134		
	Total	37.688	207			
Air-conditioned classroom	Between Groups	6.780	2	3.390	4.258	.015
	Within Groups	163.220	205	.796		
	Total	170.000	207			
Racial diversity of students	Between Groups	21.171	2	10.586	15.862	.000
	Within Groups	136.810	205	.667		
	Total	157.981	207			
Tuition fee	Between Groups	9.981	2	4.990	8.390	.000
	Within Groups	121.942	205	.595		
	Total	131.923	207			
Offer scholarships	Between Groups	36.676	2	18.338	21.603	.000
	Within Groups	174.016	205	.849		
	Total	210.692	207			
Recommended by relatives and friends	Between Groups	25.858	2	12.929	14.911	.000
	Within Groups	177.753	205	.867		
	Total	203.611	207			
Know someone who send their children to this school	Between Groups	22.967	2	11.484	12.800	.000
	Within Groups	183.913	205	.897		
	Total	206.880	207			
Offer school bus service	Between Groups	46.067	2	23.033	24.644	.000
	Within Groups	191.606	205	.935		
	Total	237.673	207			
Extra curriculum classes	Between Groups	12.314	2	6.157	9.477	.000
	Within Groups	133.181	205	.650		
	Total	145.495	207			
Offer dormitory	Between Groups	62.996	2	31.498	44.679	.000
	Within Groups	144.523	205	.705		
	Total	207.519	207			
Parents are alumni of this school.	Between Groups	29.644	2	14.822	13.763	.000
	Within Groups	220.775	205	1.077		
	Total	250.418	207			

Appendix C. 4 Distribution of Important Attributes 1 to 10 (Question 6)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Close to home/office.	Not important	4	1.9%	2	2.6%	1	2.1%	1	1.2%
	Little important	10	4.8%	8	10.3%	0	0.0%	2	2.4%
	Average	27	13.0%	11	14.1%	9	19.1%	7	8.4%
	Important	101	48.6%	34	43.6%	25	53.2%	42	50.6%
	Very important	66	31.7%	23	29.5%	12	25.5%	31	37.3%
School is located in safe area/environment.	Not important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Little important	2	1.0%	1	1.3%	1	2.1%	0	0.0%
	Average	2	1.0%	0	0.0%	2	4.3%	0	0.0%
	Important	50	24.0%	26	33.3%	18	38.3%	6	7.2%
	Very important	154	74.0%	51	65.4%	26	55.3%	77	92.8%
Security system within school's ground	Not important	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Little important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Average	6	2.9%	2	2.6%	4	8.5%	0	0.0%
	Important	60	28.8%	25	32.1%	22	46.8%	13	15.7%
	Very important	141	67.8%	50	64.1%	21	44.7%	70	84.3%
School's space	Not important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Little important	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Average	46	22.1%	29	37.2%	9	19.1%	8	9.6%
	Important	95	45.7%	29	37.2%	28	59.6%	38	45.8%
	Very important	66	31.7%	19	24.4%	10	21.3%	37	44.6%
Sports facility	Not important	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Little important	7	3.4%	6	7.7%	0	0.0%	1	1.2%
	Average	78	37.5%	37	47.4%	21	44.7%	20	24.1%
	Important	96	46.2%	28	35.9%	19	40.4%	49	59.0%
	Very important	26	12.5%	6	7.7%	7	14.9%	13	15.7%
School's reputation in academic field	Not important	2	1.0%	2	2.6%	0	0.0%	0	0.0%
	Little important	4	1.9%	2	2.6%	2	4.3%	0	0.0%
	Average	38	18.3%	24	30.8%	7	14.9%	7	8.4%
	Important	103	49.5%	34	43.6%	27	57.4%	42	50.6%
	Very important	61	29.3%	16	20.5%	11	23.4%	34	41.0%
Able to proceed to secondary level without entrance exam	Not important	9	4.3%	7	9.0%	2	4.3%	0	0.0%
	Little important	10	4.8%	8	10.3%	2	4.3%	0	0.0%
	Average	74	35.6%	22	28.2%	19	40.4%	33	39.8%
	Important	68	32.7%	22	28.2%	17	36.2%	29	34.9%
	Very important	47	22.6%	19	24.4%	7	14.9%	21	25.3%
Using international curriculum	Not important	3	1.4%	3	3.8%	0	0.0%	0	0.0%
	Little important	11	5.3%	7	9.0%	1	2.1%	3	3.6%
	Average	68	32.7%	39	50.0%	9	19.1%	20	24.1%
	Important	95	45.7%	25	32.1%	23	48.9%	47	56.6%
	Very important	31	14.9%	4	5.1%	14	29.8%	13	15.7%
Using English as primary teaching language	Not important	6	2.9%	6	7.7%	0	0.0%	0	0.0%
	Little important	4	1.9%	4	5.1%	0	0.0%	0	0.0%
	Average	65	31.2%	35	44.9%	10	21.3%	20	24.1%
	Important	93	44.7%	28	35.9%	17	36.2%	48	57.8%
	Very important	40	19.2%	5	6.4%	20	42.6%	15	18.1%
Using Thai and English as main teaching languages.	Not important	11	5.3%	6	7.7%	5	10.6%	0	0.0%
	Little important	4	1.9%	2	2.6%	1	2.1%	1	1.2%
	Average	37	17.8%	15	19.2%	15	31.9%	7	8.4%
	Important	105	50.5%	36	46.2%	18	38.3%	51	61.4%
	Very important	51	24.5%	19	24.4%	8	17.0%	24	28.9%

Pearson Chi-Square Tests

		Cluster
Close to home/office.	Chi-square	13.438
	df	8
	Sig.	.098[a,b]
School is located in safe area/environment.	Chi-square	31.880
	df	6
	Sig.	.000[a,b,*]
Security system within school's ground	Chi-square	26.993
	df	6
	Sig.	.000[a,b,*]
School's space	Chi-square	26.193
	df	6
	Sig.	.000[a,b,*]
Sports facility	Chi-square	22.833
	df	8
	Sig.	.004[a,b,*]
School's reputation in academic field	Chi-square	25.416
	df	8
	Sig.	.001[a,b,*]
Able to proceed to secondary level without entrance exam	Chi-square	20.625
	df	8
	Sig.	.008[a,*]
Using international curriculum	Chi-square	37.469
	df	8
	Sig.	.000[a,b,*]
Using English as primary teaching language	Chi-square	49.489
	df	8
	Sig.	.000[a,b,*]
Using Thai and English as main teaching languages.	Chi-square	23.013
	df	8
	Sig.	.003[a,b,*]

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the .05 level.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 5: Distribution of Important Attributes 11 to 20 (Question 6)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Variety of subjects offered	Not important	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Little important	4	1.9%	4	5.1%	0	0.0%	0	0.0%
	Average	22	10.6%	11	14.1%	6	12.8%	5	6.0%
	Important	120	57.7%	42	53.8%	30	63.8%	48	57.8%
	Very important	61	29.3%	20	25.6%	11	23.4%	30	36.1%
Offer specialized subjects (such as Music, Arts, and Sport).	Not important	4	1.9%	3	3.8%	1	2.1%	0	0.0%
	Little important	4	1.9%	3	3.8%	1	2.1%	0	0.0%
	Average	55	26.4%	25	32.1%	7	14.9%	23	27.7%
	Important	93	44.7%	29	37.2%	26	55.3%	38	45.8%
	Very important	52	25.0%	18	23.1%	12	25.5%	22	26.5%
Numbers of students per classroom	Not important	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Little important	4	1.9%	3	3.8%	1	2.1%	0	0.0%
	Average	34	16.3%	20	25.6%	8	17.0%	6	7.2%
	Important	100	48.1%	32	41.0%	19	40.4%	49	59.0%
	Very important	69	33.2%	23	29.5%	18	38.3%	28	33.7%
Advanced teaching instruments	Not important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Little important	5	2.4%	3	3.8%	2	4.3%	0	0.0%
	Average	45	21.6%	19	24.4%	18	38.3%	8	9.6%
	Important	107	51.4%	42	53.8%	19	40.4%	46	55.4%
	Very important	51	24.5%	14	17.9%	8	17.0%	29	34.9%
Classes are taught by native teachers.	Not important	2	1.0%	2	2.6%	0	0.0%	0	0.0%
	Little important	2	1.0%	1	1.3%	1	2.1%	0	0.0%
	Average	17	8.2%	12	15.4%	5	10.6%	0	0.0%
	Important	109	52.4%	33	42.3%	29	61.7%	47	56.6%
	Very important	78	37.5%	30	38.5%	12	25.5%	36	43.4%
Teaching ability of teachers	Not important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Little important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Average	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Important	37	17.8%	1	1.3%	23	48.9%	13	15.7%
	Very important	170	81.7%	77	98.7%	23	48.9%	70	84.3%
Teachers have specialized teaching licenses	Not important	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Little important	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Average	27	13.0%	4	5.1%	13	27.7%	10	12.0%
	Important	66	31.7%	26	33.3%	21	44.7%	19	22.9%
	Very important	113	54.3%	48	61.5%	11	23.4%	54	65.1%
Attentiveness of teachers	Not important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Little important	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Average	3	1.4%	0	0.0%	3	6.4%	0	0.0%
	Important	33	15.9%	6	7.7%	22	46.8%	5	6.0%
	Very important	172	82.7%	72	92.3%	22	46.8%	78	94.0%
Air-conditioned classroom	Not important	7	3.4%	4	5.1%	2	4.3%	1	1.2%
	Little important	7	3.4%	4	5.1%	3	6.4%	0	0.0%
	Average	100	48.1%	42	53.8%	21	44.7%	37	44.6%
	Important	63	30.3%	23	29.5%	7	14.9%	33	39.8%
	Very important	31	14.9%	5	6.4%	14	29.8%	12	14.5%
Racial diversity of students	Not important	14	6.7%	13	16.7%	1	2.1%	0	0.0%
	Little important	28	13.5%	17	21.8%	7	14.9%	4	4.8%
	Average	122	58.7%	37	47.4%	28	59.6%	57	68.7%
	Important	34	16.3%	11	14.1%	8	17.0%	15	18.1%
	Very important	10	4.8%	0	0.0%	3	6.4%	7	8.4%

Pearson Chi-Square Tests

		Cluster
Variety of subjects offered	Chi-square	13.836
	df	8
	Sig.	.086[a,b]
Offer specialized subjects (such as Music, Arts, and Sport).	Chi-square	11.952
	df	8
	Sig.	.153[a,b]
Numbers of students per classroom	Chi-square	19.040
	df	8
	Sig.	.015[a,b,*]
Advanced teaching instruments	Chi-square	22.740
	df	6
	Sig.	.001[a,*]
Classes are taught by native teachers.	Chi-square	22.129
	df	8
	Sig.	.005[a,b,*]
Teaching ability of teachers	Chi-square	50.225
	df	4
	Sig.	.000[a,b,*]
Teachers have specialized teaching licenses	Chi-square	33.784
	df	8
	Sig.	.000[a,b,*]
Attentiveness of teachers	Chi-square	56.461
	df	4
	Sig.	.000[a,b,*]
Air-conditioned classroom	Chi-square	24.556
	df	8
	Sig.	.002[a,*]
Racial diversity of students	Chi-square	36.975
	df	8
	Sig.	.000[a,*]

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the .05 level.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 6: Distribution of Important Attributes 21 to 28 (Question 6)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Tuition fee	Not important	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Little important	10	4.8%	9	11.5%	1	2.1%	0	0.0%
	Average	32	15.4%	16	20.5%	7	14.9%	9	10.8%
	Important	114	54.8%	38	48.7%	27	57.4%	49	59.0%
	Very important	51	24.5%	14	17.9%	12	25.5%	25	30.1%
Offer scholarships	Not important	15	7.2%	6	7.7%	9	19.1%	0	0.0%
	Little important	11	5.3%	7	9.0%	3	6.4%	1	1.2%
	Average	109	52.4%	44	56.4%	28	59.6%	37	44.6%
	Important	45	21.6%	14	17.9%	6	12.8%	25	30.1%
	Very important	28	13.5%	7	9.0%	1	2.1%	20	24.1%
Recommended by relatives and friends	Not important	22	10.6%	17	21.8%	5	10.6%	0	0.0%
	Little important	21	10.1%	11	14.1%	7	14.9%	3	3.6%
	Average	90	43.3%	28	35.9%	23	48.9%	39	47.0%
	Important	68	32.7%	20	25.6%	11	23.4%	37	44.6%
	Very important	7	3.4%	2	2.6%	1	2.1%	4	4.8%
Know someone who send their children to this school	Not important	29	13.9%	20	25.6%	6	12.8%	3	3.6%
	Little important	24	11.5%	11	14.1%	11	23.4%	2	2.4%
	Average	98	47.1%	31	39.7%	20	42.6%	47	56.6%
	Important	53	25.5%	14	17.9%	10	21.3%	29	34.9%
	Very important	4	1.9%	2	2.6%	0	0.0%	2	2.4%
Offer school bus service	Not important	47	22.6%	30	38.5%	16	34.0%	1	1.2%
	Little important	28	13.5%	15	19.2%	8	17.0%	5	6.0%
	Average	100	48.1%	24	30.8%	18	38.3%	58	69.9%
	Important	26	12.5%	7	9.0%	3	6.4%	16	19.3%
	Very important	7	3.4%	2	2.6%	2	4.3%	3	3.6%
Extra curriculum classes	Not important	14	6.7%	10	12.8%	4	8.5%	0	0.0%
	Little important	14	6.7%	7	9.0%	7	14.9%	0	0.0%
	Average	116	55.8%	44	56.4%	20	42.6%	52	62.7%
	Important	59	28.4%	16	20.5%	16	34.0%	27	32.5%
	Very important	5	2.4%	1	1.3%	0	0.0%	4	4.8%
Offer dormitory	Not important	101	48.6%	60	76.9%	26	55.3%	15	18.1%
	Little important	23	11.1%	7	9.0%	8	17.0%	8	9.6%
	Average	78	37.5%	11	14.1%	12	25.5%	55	66.3%
	Important	5	2.4%	0	0.0%	0	0.0%	5	6.0%
	Very important	1	0.5%	0	0.0%	1	2.1%	0	0.0%
Parents are alumni of this school.	Not important	83	39.9%	41	52.6%	27	57.4%	15	18.1%
	Little important	28	13.5%	10	12.8%	6	12.8%	12	14.5%
	Average	78	37.5%	18	23.1%	14	29.8%	46	55.4%
	Important	15	7.2%	6	7.7%	0	0.0%	9	10.8%
	Very important	4	1.9%	3	3.8%	0	0.0%	1	1.2%

Pearson Chi-Square Tests

		Cluster
Tuition fee	Chi-square	19.476
	df	8
	Sig.	.013*,b,c
Offer scholarships	Chi-square	39.282
	df	8
	Sig.	.000*,b
Recommended by relatives and friends	Chi-square	32.316
	df	8
	Sig.	.000*,b
Know someone who send their children to this school	Chi-square	35.078
	df	8
	Sig.	.000*,b,c
Offer school bus service	Chi-square	53.512
	df	8
	Sig.	.000*,b
Extra curriculum classes	Chi-square	29.400
	df	8
	Sig.	.000*,b
Offer dormitory	Chi-square	73.673
	df	8
	Sig.	.000*,b,c
Parents are alumni of this school.	Chi-square	36.514
	df	8
	Sig.	.000*,b,c

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the .05 level.

b. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

c. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 7: Bivariate Two-Tailed Pearson's Correlation between Attributes (Question 6)

Correlations

		Close to home/office.	School is located in safe area/environment.	Security system within school's ground	School's space	Sports facility	School's reputation in academic field	Able to proceed to secondary level without entrance exam	Using international curriculum	Using English as primary teaching language	Using Thai and English as main teaching languages.	Variety of subjects offered	Offer specialized subjects (such as Music, Arts, and Sport).	Numbers of students per classroom	Advanced teaching instruments	Classes are taught by native teachers.	Teaching ability of teachers	Teachers have specialized teaching licenses	Attentiveness of teachers	Air-conditioned classroom	Racial diversity of students	Tuition fee	Offer scholarships	Recommended by relatives and friends	Know someone who send their children to this school	Offer school bus service	Extra curriculum classes	Offer dormitory	Parents are alumni of this school.
Close to home/office.	Pearson Correlation	1	.081	.059	.060	.080	-.183**	-.071	.071	-.062	.081	.076	-.014	.153*	.008	-.035	-.062	-.005	-.009	-.038	-.049	.162*	.037	.132	.047	.034	.001	.045	.009
	Sig. (2-tailed)		.247	.394	.386	.250	.008	.309	.305	.373	.243	.276	.844	.028	.907	.617	.372	.942	.902	.582	.486	.020	.596	.058	.504	.628	.993	.523	.903
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
School is located in safe area/environment.	Pearson Correlation	.081	1	.569**	.295**	.193**	.109	.050	.090	.085	.187**	.359**	.213**	.291**	.204**	.172*	.174*	.111	.292**	.090	.129	-.036	.012	-.010	-.055	.028	.052	-.062	-.159*
	Sig. (2-tailed)	.247		.000	.000	.005	.118	.471	.196	.223	.007	.000	.002	.000	.003	.013	.012	.111	.000	.196	.063	.607	.866	.886	.430	.685	.457	.371	.021
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Security system within school's ground	Pearson Correlation	.059	.569**	1	.325**	.193**	.197**	.096	.079	.114	.218**	.233**	.043	.250**	.257**	.154*	.096	.220**	.225**	.090	.180**	-.117	-.017	-.081	-.153*	-.053	.047	-.038	-.167*
	Sig. (2-tailed)	.394	.000		.000	.005	.004	.169	.257	.101	.002	.001	.535	.000	.000	.026	.166	.001	.001	.195	.009	.091	.809	.246	.028	.446	.496	.586	.016
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
School's space	Pearson Correlation	.060	.295**	.325**	1	.370**	.262**	.174*	.099	.186**	.188**	.262**	.202**	.350**	.385**	.283**	.070	.161*	.158*	.186**	.172*	-.046	.082	-.023	.051	.001	.152*	.006	-.031
	Sig. (2-tailed)	.386	.000	.000		.000	.000	.012	.154	.007	.007	.000	.003	.000	.000	.000	.312	.020	.023	.007	.013	.509	.236	.744	.466	.993	.028	.936	.660
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Sports facility	Pearson Correlation	.080	.193**	.193**	.370**	1	.192**	.210**	.253**	.145*	-.019	.363**	.326**	.222**	.373**	.185**	.144*	.266**	.121	.187**	.251**	.029	.139*	.088	.051	.058	.229**	.030	.066
	Sig. (2-tailed)	.250	.005	.005	.000		.006	.002	.000	.037	.782	.000	.000	.001	.000	.008	.038	.000	.082	.007	.000	.673	.045	.206	.461	.401	.001	.668	.347
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
School's reputation in academic field	Pearson Correlation	-.183**	.109	.197**	.262**	.192**	1	.315**	.242**	.253**	.284**	.015	.069	-.055	.276**	.265**	.115	.122	.052	.270**	.118	-.074	-.022	-.120	-.001	-.014	.215**	.033	.068
	Sig. (2-tailed)	.008	.118	.004	.000	.006		.000	.000	.000	.000	.827	.319	.433	.000	.000	.098	.079	.454	.000	.089	.286	.758	.084	.994	.843	.002	.639	.329
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Able to proceed to secondary level without entrance exam	Pearson Correlation	-.071	.050	.096	.174*	.210**	.315**	1	.229**	.069	.026	.033	.157*	.034	.282**	-.006	.119	.098	.112	.188**	.012	.075	.166*	.096	.007	-.071	-.014	.035	.173*
	Sig. (2-tailed)	.309	.471	.169	.012	.002	.000		.001	.324	.709	.635	.024	.629	.000	.936	.087	.160	.106	.007	.859	.284	.017	.169	.917	.305	.846	.614	.013
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Using international curriculum	Pearson Correlation	.071	.090	.079	.099	.253**	.242**	.229**	1	.434**	.048	.187**	.115	.205**	.181**	.226**	.074	.078	-.010	.252**	.264**	.048	.077	.205**	.024	.065	.203**	.147*	.047
	Sig. (2-tailed)	.305	.196	.257	.154	.000	.000	.001		.000	.495	.007	.098	.003	.009	.001	.285	.261	.885	.000	.000	.492	.268	.003	.735	.350	.003	.034	.498
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Using English as primary teaching language	Pearson Correlation	-.062	.085	.114	.186**	.145*	.253**	.069	.434**	1	.074	.168*	.291**	.132	.190**	.305**	.046	.106	.018	.298**	.240**	.123	.090	.133	.136	.081	.050	.052	-.049
	Sig. (2-tailed)	.373	.223	.101	.007	.037	.000	.324	.000		.286	.015	.000	.057	.006	.000	.505	.128	.792	.000	.000	.077	.195	.056	.051	.246	.477	.456	.480
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Using Thai and English as main teaching languages.	Pearson Correlation	.081	.187**	.218**	.188**	-.019	.284**	.026	.048	.074	1	.185**	.085	.020	.220**	.263**	.060	.055	.115	.041	.004	-.114	.145*	-.034	.119	.107	.056	.072	.062
	Sig. (2-tailed)	.243	.007	.002	.007	.782	.000	.709	.495	.286		.008	.222	.778	.001	.000	.387	.433	.099	.559	.952	.101	.036	.629	.086	.123	.423	.300	.376
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Variety of subjects offered	Pearson Correlation	.076	.359**	.233**	.262**	.363**	.015	.033	.187**	.168*	.185**	1	.424**	.278**	.332**	.161*	.139*	.125	.164*	.098	.251**	-.047	.114	-.029	-.097	.045	.125	.002	-.018
	Sig. (2-tailed)	.276	.000	.001	.000	.000	.827	.635	.007	.015	.008		.000	.000	.000	.020	.045	.071	.018	.161	.000	.504	.101	.673	.165	.521	.073	.973	.791
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Offer specialized subjects (such as Music, Arts, and Sport).	Pearson Correlation	-.014	.213**	.043	.202**	.326**	.069	.157*	.115	.291**	.085	.424**	1	.298**	.331**	.266**	.175*	.116	.113	.187**	.113	-.031	.191**	-.012	.032	.155*	.106	-.056	-.136
	Sig. (2-tailed)	.844	.002	.535	.003	.000	.319	.024	.098	.000	.222	.000		.000	.000	.000	.012	.096	.104	.007	.104	.658	.006	.865	.651	.025	.128	.421	.050
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Numbers of students per classroom	Pearson Correlation	.153*	.291**	.250**	.350**	.222**	-.055	.034	.205**	.132	.020	.278**	.298**	1	.352**	.258**	.269**	.281**	.255**	.171*	.293**	.151*	.142*	.207**	.009	.049	.140*	.051	-.137*
	Sig. (2-tailed)	.028	.000	.000	.000	.001	.433	.629	.003	.057	.778	.000	.000		.000	.000	.000	.000	.000	.013	.000	.029	.041	.003	.899	.482	.044	.468	.048
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Advanced teaching instruments	Pearson Correlation	.008	.204**	.257**	.385**	.373**	.276**	.282**	.181**	.190**	.220**	.332**	.331**	.352**	1	.365**	.276**	.333**	.246**	.242**	.207**	.072	.321**	.106	.043	.201**	.189**	.095	.063
	Sig. (2-tailed)	.907	.003	.000	.000	.000	.000	.000	.009	.006	.001	.000	.000	.000		.000	.000	.000	.000	.000	.003	.300	.000	.127	.541	.004	.006	.170	.367
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Classes are taught by native teachers.	Pearson Correlation	-.035	.172*	.154*	.283**	.185**	.265**	-.006	.226**	.305**	.263**	.161*	.266**	.258**	.365**	1	.274**	.236**	.134	.261**	.210**	-.009	.167*	.093	.028	.138*	.313**	.036	-.031
	Sig. (2-tailed)	.617	.013	.026	.000	.008	.000	.936	.001	.000	.000	.020	.000	.000	.000		.000	.001	.054	.000	.002	.903	.016	.181	.691	.047	.000	.602	.659
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Teaching ability of teachers	Pearson Correlation	-.062	.174*	.096	.070	.144*	.115	.119	.074	.046	.060	.139*	.175*	.269**	.276**	.274**	1	.409**	.496**	.231**	.036	-.071	.122	.026	-.011	-.004	.072	-.166*	-.044
	Sig. (2-tailed)	.372	.012	.166	.312	.038	.098	.087	.285	.505	.387	.045	.012	.000	.000	.000		.000	.000	.001	.606	.306	.080	.705	.872	.952	.299	.017	.526
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Teachers have specialized teaching licenses	Pearson Correlation	-.005	.111	.220**	.161*	.266**	.122	.098	.078	.106	.055	.125	.116	.281**	.333**	.236**	.409**	1	.343**	.177*	.085	-.090	.204**	.085	-.024	.117	.101	-.013	.026
	Sig. (2-tailed)	.942	.111	.001	.020	.000	.079	.160	.261	.128	.433	.071	.096	.000	.000	.001	.000		.000	.010	.222	.194	.003	.222	.730	.091	.145	.849	.706
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Attentiveness of teachers	Pearson Correlation	-.009	.292**	.225**	.158*	.121	.052	.112	-.010	.018	.115	.164*	.113	.255**	.246**	.134	.496**	.343**	1	.181**	.125	.004	.149*	.162*	.148*	.028	.028	.001	-.032
	Sig. (2-tailed)	.902	.000	.001	.023	.082	.454	.106	.885	.792	.099	.018	.104	.000	.000	.054	.000	.000		.009	.073	.959	.032	.019	.033	.691	.690	.984	.651
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Air-conditioned classroom	Pearson Correlation	-.038	.090	.090	.186**	.187**	.270**	.188**	.252**	.298**	.041	.098	.187**	.171*	.242**	.261**	.231**	.177*	.181**	1	.299**	.174*	.058	.121	.147*	.080	-.003	.037	.032
	Sig. (2-tailed)	.582	.196	.195	.007	.007	.000	.007	.000	.000	.559	.161	.007	.013	.000	.000	.001	.010	.009		.000	.012	.404	.082	.035	.253	.964	.593	.651
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Racial diversity of students	Pearson Correlation	-.049	.129	.180**	.172*	.251**	.118	.012	.264**	.240**	.004	.251**	.113	.293**	.207**	.210**	.036	.085	.125	.299**	1	.117	.200**	.185**	.087	.218**	.200**	.259**	-.003
	Sig. (2-tailed)	.486	.063	.009	.013	.000	.089	.859	.000	.000	.952	.000	.104	.000	.003	.002	.606	.222	.073	.000		.091	.004	.007	.209	.002	.004	.000	.963
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Tuition fee	Pearson Correlation	.162*	-.036	-.117	-.046	.029	-.074	.075	.048	.123	-.114	-.047	-.031	.151*	.072	-.009	-.071	-.090	.004	.174*	.117	1	.481**	.264**	.191**	.115	-.090	.229**	.114
	Sig. (2-tailed)	.020	.607	.091	.509	.673	.286	.284	.492	.077	.101	.504	.658	.029	.300	.903	.306	.194	.959	.012	.091		.000	.000	.006	.097	.196	.001	.101
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Offer scholarships	Pearson Correlation	.037	.012	-.017	.082	.139*	-.022	.166*	.077	.090	.145*	.114	.191**	.142*	.321**	.167*	.122	.204**	.149*	.058	.200**	.481**	1	.319**	.216**	.356**	.155*	.301**	.215**
	Sig. (2-tailed)	.596	.866	.809	.236	.045	.758	.017	.268	.195	.036	.101	.006	.041	.000	.016	.080	.003	.032	.404	.004	.000		.000	.002	.000	.025	.000	.002
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Recommended by relatives and friends	Pearson Correlation	.132	-.010	-.081	-.023	.088	-.120	.096	.205**	.133	-.034	-.029	-.012	.207**	.106	.093	.026	.085	.162*	.121	.185**	.264**	.319**	1	.652**	.203**	.092	.272**	.243**
	Sig. (2-tailed)	.058	.886	.246	.744	.206	.084	.169	.003	.056	.629	.673	.865	.003	.127	.181	.705	.222	.019	.082	.007	.000	.000		.000	.003	.187	.000	.000
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Know someone who send their children to this school	Pearson Correlation	.047	-.055	-.153*	.051	.051	-.001	.007	.024	.136	.119	-.097	.032	.009	.043	.028	-.011	-.024	.148*	.147*	.087	.191**	.216**	.652**	1	.260**	.091	.203**	.271**
	Sig. (2-tailed)	.504	.430	.028	.466	.461	.994	.917	.735	.051	.086	.165	.651	.899	.541	.691	.872	.730	.033	.035	.209	.006	.002	.000		.000	.193	.003	.000
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Offer school bus service	Pearson Correlation	.034	.028	-.053	.001	.058	-.014	-.071	.065	.081	.107	.045	.155*	.049	.201**	.138*	-.004	.117	.028	.080	.218**	.115	.356**	.203**	.260**	1	.262**	.437**	.273**
	Sig. (2-tailed)	.628	.685	.446	.993	.401	.843	.305	.350	.246	.123	.521	.025	.482	.004	.047	.952	.091	.691	.253	.002	.097	.000	.003	.000		.000	.000	.000
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Extra curriculum classes	Pearson Correlation	.001	.052	.047	.152*	.229**	.215**	-.014	.203**	.050	.056	.125	.106	.140*	.189**	.313**	.072	.101	.028	-.003	.200**	-.090	.155*	.092	.091	.262**	1	.312**	.116
	Sig. (2-tailed)	.993	.457	.496	.028	.001	.002	.846	.003	.477	.423	.073	.128	.044	.006	.000	.299	.145	.690	.964	.004	.196	.025	.187	.193	.000		.000	.094
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Offer dormitory	Pearson Correlation	.045	-.062	-.038	.006	.030	.033	.035	.147*	.052	.072	.002	-.056	.051	.095	.036	-.166*	-.013	.001	.037	.259**	.229**	.301**	.272**	.203**	.437**	.312**	1	.429**
	Sig. (2-tailed)	.523	.371	.586	.936	.668	.639	.614	.034	.456	.300	.973	.421	.468	.170	.602	.017	.849	.984	.593	.000	.001	.000	.000	.003	.000	.000		.000
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Parents are alumni of this school.	Pearson Correlation	.009	-.159*	-.167*	-.031	.066	.068	.173*	.047	-.049	.062	-.018	-.136	-.137*	.063	-.031	-.044	.026	-.032	.032	-.003	.114	.215**	.243**	.271**	.273**	.116	.429**	1
	Sig. (2-tailed)	.903	.021	.016	.660	.347	.329	.013	.498	.480	.376	.791	.050	.048	.367	.659	.526	.706	.651	.651	.963	.101	.002	.000	.000	.000	.094	.000	
	N	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix C. 8: Maximum Acceptable Travel Time in Minutes (Question 7)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Transportation time (in mins)	Count	208	78	47	83
	Mean	41.06	40.90	44.47	39.28
	Standard Deviation	19.19	16.59	22.32	19.55

ANOVA

Transportation time (in mins)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	811.800	2	405.900	1.103	.334
Within Groups	75455.508	205	368.076		
Total	76267.308	207			

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Transportation time (in mins) in category	15 mins and less	10	4.8%	3	3.8%	3	6.4%	4	4.8%
	16 - 30 mins	104	50.0%	39	50.0%	18	38.3%	47	56.6%
	31 - 60 minutes	86	41.3%	34	43.6%	24	51.1%	28	33.7%
	One hour and more	8	3.8%	2	2.6%	2	4.3%	4	4.8%

Pearson Chi-Square Tests

		Cluster
Transportation time (in mins) in category	Chi-square	5.298
	df	6
	Sig.	.506[a]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

Appendix C. 9: Suitable Number of Students per Classroom (Question 8)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Appropriate no of students per classroom	Count	208	78	47	83
	Mean	25.99	25.99	24.45	26.87
	Standard Deviation	7.30	7.29	7.90	6.88

ANOVA

Appropriate no of students per classroom

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	175.834	2	87.917	1.661	.193
Within Groups	10852.146	205	52.937		
Total	11027.981	207			

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Students per classroom (category)	15 and less	20	9.6%	9	11.5%	7	14.9%	4	4.8%
	16-20 students	56	26.9%	19	24.4%	15	31.9%	22	26.5%
	21-25 students	43	20.7%	14	17.9%	12	25.5%	17	20.5%
	26-30 students	61	29.3%	27	34.6%	7	14.9%	27	32.5%
	31 and more	28	13.5%	9	11.5%	6	12.8%	13	15.7%

Pearson Chi-Square Tests

		Cluster
Students per classroom (category)	Chi-square	9.999
	df	8
	Sig.	.265

Results are based on nonempty rows and columns in each innermost subtable.

Appendix C. 10: Tuition Fee (Question 10)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Too expensive	Mean	334,343.75	337,820.51	394,542.55	296,987.95
	Standard Deviation	293,566.92	300,543.44	333,792.84	258,328.28
Expensive but still consider	Mean	195,149.04	200,846.15	253,936.17	156,506.02
	Standard Deviation	182,718.26	191,439.53	214,011.72	143,695.34
Inexpensive	Mean	69,519.23	74,012.82	87,170.21	55,301.20
	Standard Deviation	79,533.42	79,710.11	94,252.51	67,941.64
Too cheap	Mean	24,122.60	27,301.28	29,691.49	17,981.93
	Standard Deviation	27,591.45	27,614.97	36,552.16	19,764.84

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Too expensive	Between Groups	2.871E+11	2	1.435E+11	1.676	.190
	Within Groups	1.755E+13	205	85621897025		
	Total	1.784E+13	207			
Expensive but still consider	Between Groups	2.889E+11	2	1.445E+11	4.472	.013
	Within Groups	6.622E+12	205	32302398582		
	Total	6.911E+12	207			
Inexpensive	Between Groups	32996827720	2	16498413860	2.650	.073
	Within Groups	1.276E+12	205	6226317538		
	Total	1.309E+12	207			
Too cheap	Between Groups	5375454439	2	2687727219	3.620	.029
	Within Groups	1.522E+11	205	742493509.1		
	Total	1.576E+11	207			

Appendix C. 11: Media Consumption in Choosing Primary School (Question 11)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Media consumed in choosing primary school	Total	206	100.0%	76	100.0%	47	100.0%	83	100.0%
	Free TV	7	3.4%	1	1.3%	3	6.4%	3	3.6%
	Digital TV	6	2.9%	2	2.6%	1	2.1%	3	3.6%
	Cable TV	4	1.9%	0	0.0%	1	2.1%	3	3.6%
	Paid TV	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Radio	2	1.0%	0	0.0%	1	2.1%	1	1.2%
	Newspaper	12	5.8%	5	6.6%	6	12.8%	1	1.2%
	Magazine	31	15.0%	15	19.7%	10	21.3%	6	7.2%
	Website	135	65.5%	51	67.1%	29	61.7%	55	66.3%
	Webboard	130	63.1%	47	61.8%	31	66.0%	52	62.7%
	Social media	116	56.3%	42	55.3%	23	48.9%	51	61.4%
	Online chat application	56	27.2%	14	18.4%	13	27.7%	29	34.9%
	Large advertising board at conjunction area	9	4.4%	3	3.9%	0	0.0%	6	7.2%
	Large advertising board at wayside	8	3.9%	3	3.9%	0	0.0%	5	6.0%
	Large advertising board at highway	6	2.9%	2	2.6%	0	0.0%	4	4.8%
	Advertising board at bus stop	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Advertising board at BTS station	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Advertising board inside BTS train	2	1.0%	1	1.3%	1	2.1%	0	0.0%
	Advertising board at MRT underground train station	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Advertising board inside MRT undergroup train	2	1.0%	1	1.3%	1	2.1%	0	0.0%
	Educational exhibition	99	48.1%	38	50.0%	20	42.6%	41	49.4%
	Friend / Relative recommend	177	85.9%	68	89.5%	38	80.9%	71	85.5%
	School visit	7	3.4%	4	5.3%	1	2.1%	2	2.4%

Pearson Chi-Square Tests

		Cluster
Media consumed in choosing primary school	Chi-square	53.412
	df	42
	Sig.	.111[a,b]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 12: The Most Influential Media in Choosing Primary School (Question 12)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Most influencial media	Free TV	2	1.0%	0	0.0%	0	0.0%	2	2.4%
	Newspaper	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Magazine	5	2.4%	1	1.3%	2	4.3%	2	2.4%
	Website	26	12.5%	6	7.7%	10	21.3%	10	12.0%
	Webboard	22	10.6%	11	14.1%	1	2.1%	10	12.0%
	Social media	8	3.8%	1	1.3%	5	10.6%	2	2.4%
	Online chat application	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Advertising board inside MRT underground train	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Educational exhibition	18	8.7%	5	6.4%	4	8.5%	9	10.8%
	Friend / Relative recommend	122	58.7%	52	66.7%	24	51.1%	46	55.4%
	School visit	2	1.0%	1	1.3%	1	2.1%	0	0.0%

Pearson Chi-Square Tests

		Cluster
Most influencial media	Chi-square	28.720
	df	20
	Sig.	.093[a,b]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 13: Gender (Question 13)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Gender	Male	66	31.7%	27	34.6%	19	40.4%	20	24.1%
	Female	142	68.3%	51	65.4%	28	59.6%	63	75.9%

Pearson Chi-Square Tests

		Cluster
Gender	Chi-square	4.173
	df	2
	Sig.	.124

Results are based on nonempty rows and columns in each innermost subtable.

Appendix C. 14: Age (Question 14)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Age	Count	208	78	47	83
	Mean	35.97	36.90	35.06	35.60
	Standard Deviation	5.45	4.87	5.22	6.00

ANOVA

Appropriate no of students per classroom

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	175.834	2	87.917	1.661	.193
Within Groups	10852.146	205	52.937		
Total	11027.981	207			

Appendix C. 15: Age by Category (Question 14)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Age (Category)	30 and below	27	13.0%	6	7.7%	7	14.9%	14	16.9%
	31-35	90	43.3%	24	30.8%	27	57.4%	39	47.0%
	36-40	57	27.4%	34	43.6%	10	21.3%	13	15.7%
	41-45	23	11.1%	10	12.8%	1	2.1%	12	14.5%
	46 and above	11	5.3%	4	5.1%	2	4.3%	5	6.0%

Pearson Chi-Square Tests

		Cluster
Age (Category)	Chi-square	24.980
	df	8
	Sig.	.002*,b

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the .05 level.

b. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

Appendix C. 16: Occupation (Question 15)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Occupation	High Corporate	15	7.2%	6	7.7%	6	12.8%	3	3.6%
	Mid Corp	48	23.1%	16	20.5%	11	23.4%	21	25.3%
	Low Corp	13	6.2%	5	6.4%	5	10.6%	3	3.6%
	Corporate officer	19	9.1%	4	5.1%	4	8.5%	11	13.3%
	High Civil	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Mid civil	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Low civil	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Business owner	53	25.5%	21	26.9%	10	21.3%	22	26.5%
	Professional	11	5.3%	5	6.4%	2	4.3%	4	4.8%
	Housewife	31	14.9%	17	21.8%	6	12.8%	8	9.6%
	Retired	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Freelance	9	4.3%	0	0.0%	3	6.4%	6	7.2%
	Unemployed	5	2.4%	2	2.6%	0	0.0%	3	3.6%

Pearson Chi-Square Tests

		Cluster
Occupation	Chi-square	27.584
	df	24
	Sig.	.278a,b

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 17: Education Level (Question 16)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Education	High school	3	1.4%	2	2.6%	1	2.1%	0	0.0%
	Vocational	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Bachelor	76	36.5%	22	28.2%	21	44.7%	33	39.8%
	Master	128	61.5%	54	69.2%	25	53.2%	49	59.0%
	Doctoral	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Pearson Chi-Square Tests

		Cluster
Education	Chi-square	7.474
	df	6
	Sig.	.279[a,b]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 18: Marital Status (Question 17)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Marital status	Single	13	6.2%	7	9.0%	4	8.5%	2	2.4%
	Married	189	90.9%	68	87.2%	43	91.5%	78	94.0%
	Widow/Divorced/Separated	6	2.9%	3	3.8%	0	0.0%	3	3.6%

Pearson Chi-Square Tests

		Cluster
Marital status	Chi-square	5.235
	df	4
	Sig.	.264[a]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

Appendix C. 19: Children Age (Question 18)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Age of 1st child	Valid N	208	78	47	83
	Mean	7.02	7.18	6.62	7.10
	Standard Deviation	5.16	5.31	4.85	5.23
Age of 2nd child	Valid N	101	39	27	35
	Mean	6.02	6.13	5.22	6.51
	Standard Deviation	4.68	4.75	5.43	3.99
Age of 3rd child	Valid N	21	10	4	7
	Mean	7.00	6.30	10.75	5.86
	Standard Deviation	5.23	4.45	9.64	1.86
Age of 4th child	Valid N	4	1	1	2
	Mean	9.50	10.00	20.00	4.00
	Standard Deviation	7.55	.	.	.00
Age of 5th child	Valid N	1	0	1	0
	Mean	18.00	.	18.00	.
	Standard Deviation	.	.	.	.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Age of 1st child	Between Groups	10.101	2	5.050	.188	.828
	Within Groups	5493.822	205	26.799		
	Total	5503.923	207			
Age of 2nd child	Between Groups	26.192	2	13.096	.593	.555
	Within Groups	2165.768	98	22.100		
	Total	2191.960	100			
Age of 3rd child	Between Groups	70.293	2	35.146	1.324	.291
	Within Groups	477.707	18	26.539		
	Total	548.000	20			
Age of 4th child	Between Groups	171.000	2	85.500	.	.
	Within Groups	.000	1	.000		
	Total	171.000	3			

Appendix C. 20: Current Living Province (Question 19)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Province	Bangkok	173	83.2%	65	83.3%	41	87.2%	67	80.7%
	Khon Kaen	1	0.5%	1	1.3%	0	0.0%	0	0.0%
	Chantaburi	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Chonburi	2	1.0%	2	2.6%	0	0.0%	0	0.0%
	Nakornpathom	1	0.5%	0	0.0%	1	2.1%	0	0.0%
	Nonthaburi	20	9.6%	7	9.0%	3	6.4%	10	12.0%
	Patumthani	2	1.0%	1	1.3%	0	0.0%	1	1.2%
	Phuket	1	0.5%	0	0.0%	0	0.0%	1	1.2%
	Samutprakarn	6	2.9%	2	2.6%	1	2.1%	3	3.6%
	Suratthani	1	0.5%	0	0.0%	0	0.0%	1	1.2%

Pearson Chi-Square Tests

		Cluster
Province	Chi-square	16.932
	df	18
	Sig.	.528[a,b]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 21: Number of Family Members (Question 20)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
No of family members	Count	208	78	47	83
	Mean	4.56	4.76	4.68	4.31
	Standard Deviation	1.95	2.03	2.60	1.36

ANOVA

No of family members

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.748	2	4.374	1.149	.319
Within Groups	780.440	205	3.807		
Total	789.187	207			

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
No of family members (category)	2-3 members	65	31.2%	28	35.9%	10	21.3%	27	32.5%
	4-6 members	118	56.7%	36	46.2%	32	68.1%	50	60.2%
	7+ members	25	12.0%	14	17.9%	5	10.6%	6	7.2%

Pearson Chi-Square Tests

		Cluster
No of family members (category)	Chi-square	8.806
	df	4
	Sig.	.066

Results are based on nonempty rows and columns in each innermost subtable.

Appendix C. 22: House Type (Question 21)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
House type	Detached house (1 floor)	3	1.4%	0	0.0%	1	2.1%	2	2.4%
	Detached house (2 floors)	91	43.8%	34	43.6%	16	34.0%	41	49.4%
	Detached house (3 floors)	30	14.4%	12	15.4%	4	8.5%	14	16.9%
	Townhouse / Townhome	38	18.3%	12	15.4%	15	31.9%	11	13.3%
	Commercial building	18	8.7%	8	10.3%	4	8.5%	6	7.2%
	Condominium	28	13.5%	12	15.4%	7	14.9%	9	10.8%

Pearson Chi-Square Tests

		Cluster
House type	Chi-square	12.392
	df	10
	Sig.	.260[a,b]

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Appendix C. 23: Transportation Preference for Children (Question 22)

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Transportation preference	Personal car	184	88.5%	63	80.8%	45	95.7%	76	91.6%
	Taxi	5	2.4%	5	6.4%	0	0.0%	0	0.0%
	Personal motorcycle	5	2.4%	4	5.1%	1	2.1%	0	0.0%
	Motorcycle taxi	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BTS, MRT	14	6.7%	6	7.7%	1	2.1%	7	8.4%
	Boat, Ferry	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Bus	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Pearson Chi-Square Tests

		Cluster
Transportation preference	Chi-square	15.590
	df	6
	Sig.	.016[*,b]

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the .05 level.

b. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

Appendix C. 24: Monthly Household Income (Question 23)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Monthly Household Income	Count	208	78	47	83
	Mean	336831.73	327705.13	430000.00	292650.60
	Standard Deviation	480487.79	401382.84	626292.58	452160.35

ANOVA

Monthly Household Income

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.765E+11	2	2.882E+11	1.252	.288
Within Groups	4.721E+13	205	2.303E+11		
Total	4.779E+13	207			

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Household income in category	85,000-160,000	84	40.4%	34	43.6%	18	38.3%	32	38.6%
	160,001-300,000	70	33.7%	20	25.6%	13	27.7%	37	44.6%
	300,001-500,000	31	14.9%	14	17.9%	8	17.0%	9	10.8%
	500,001+	23	11.1%	10	12.8%	8	17.0%	5	6.0%

Pearson Chi-Square Tests

		Cluster
Household income in category	Chi-square	10.429
	df	6
	Sig.	.108

Results are based on nonempty rows and columns in each innermost subtable.

Comparisons of Column Proportions[a]

		Cluster		
		Teachers' Quality	Academic Oriented	Convenience Seeker
		(A)	(B)	(C)
Household income in category	85,000-160,000			
	160,001-300,000			A
	300,001-500,000			
	500,001+			

Results are based on two-sided tests with significance level .05. For each significant pair, the key of the category with the smaller column proportion appears under the category with the larger column proportion.

a. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

Appendix C. 25: Annual Education Budget per Child (Question 24)

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Education budget	Count	208	78	47	83
	Mean	234,110.58	227,115.38	287,872.34	210,240.96
	Standard Deviation	234,289.56	215,631.84	274,098.81	224,677.14

ANOVA

Education budget

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.870E+11	2	93476040213	1.715	.183
Within Groups	1.118E+13	205	54515162811		
Total	1.136E+13	207			

		Cluster							
		Total		Teachers' Quality		Academic Oriented		Convenience Seeker	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Education budget by category	50,000 and below	28	13.5%	10	12.8%	5	10.6%	13	15.7%
	50,001-150,000	88	42.3%	34	43.6%	18	38.3%	36	43.4%
	150,001-250,000	33	15.9%	15	19.2%	5	10.6%	13	15.7%
	250,001-500,000	37	17.8%	12	15.4%	10	21.3%	15	18.1%
	500,001 and above	22	10.6%	7	9.0%	9	19.1%	6	7.2%

Pearson Chi-Square Tests

		Cluster
Education budget by category	Chi-square	7.113
	df	8
	Sig.	.524

Results are based on nonempty rows and columns in each innermost subtable.

Appendix C. 26: Annual Household Educational Budget (Question 24)
Calculation: Education budget per child is multiplied with number of children in the household, then divided by annual household income.

		Cluster			
		Total	Teachers' Quality	Academic Oriented	Convenience Seeker
Education budget per household as part of income	Count	208	78	47	83
	Mean	.13	.13	.14	.13
	Standard Deviation	.14	.10	.13	.17

APPENDIX D

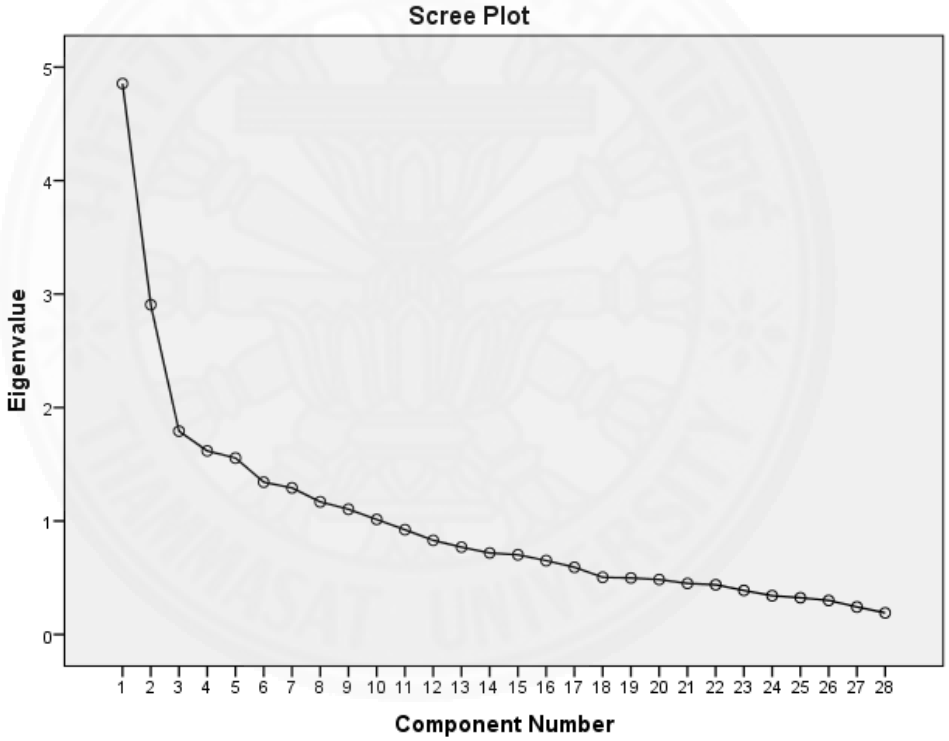
FACTOR ANALYSIS

Appendix D. 1: KMO and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.688
Bartlett's Test of Sphericity	Approx. Chi-Square	1641.741
	df	378
	Sig.	.000

Appendix D. 2: Scree Plot



Appendix D. 3: Rotated Component Matrix[a] Table

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
Using English as primary teaching language	.692					
Using international curriculum	.635					
Racial diversity of students	.522					
Offer specialized subjects (such as Music, Arts, and Sport).	.515					
Air-conditioned classroom	.508					
Classes are taught by native teachers.	.444					
Sports facility	.442					
Numbers of students per classroom	.383					
Variety of subjects offered	.367					
Security system within school's ground		.735				
School is located in safe area/environment.		.733				
School's space		.557				
Close to home/office.		.375				
Recommended by relatives and friends			.750			
Tuition fee			.671			
Know someone who send their children to this school			.636			
Offer scholarships			.534			
Teaching ability of teachers				.818		
Attentiveness of teachers				.694		
Teachers have specialized teaching licenses				.675		
Advanced teaching instruments				.397		
Offer school bus service					.680	
Extra curriculum classes					.665	
Offer dormitory					.633	
Parents are alumni of this school.					.442	
School's reputation in academic field						.741
Able to proceed to secondary level without entrance exam						.606
Using Thai and English as main teaching languages.						.342

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 13 iterations.

APPENDIX E

TWOSTEP CLUSTER

Appendix E. 1: Auto-Clustering using Schwarz's Bayesian Criterion (BIC)

Auto-Clustering

Number of Clusters	Schwarz's Bayesian Criterion (BIC)	BIC Change[a]	Ratio of BIC Changes[b]	Ratio of Distance Measures[c]
1	926.095			
2	907.612	-18.483	1.000	1.131
3	898.718	-8.894	.481	1.436
4	911.966	13.248	-.717	1.093
5	929.526	17.559	-.950	1.120
6	952.057	22.532	-1.219	1.455
7	987.576	35.519	-1.922	1.031
8	1023.960	36.384	-1.969	1.071
9	1062.169	38.208	-2.067	1.111
10	1102.957	40.788	-2.207	1.049
11	1144.821	41.864	-2.265	1.182
12	1190.109	45.287	-2.450	1.020
13	1235.768	45.659	-2.470	1.176
14	1284.181	48.414	-2.619	1.008
15	1332.722	48.541	-2.626	1.047

a. The changes are from the previous number of clusters in the table.

b. The ratios of changes are relative to the change for the two cluster solution.

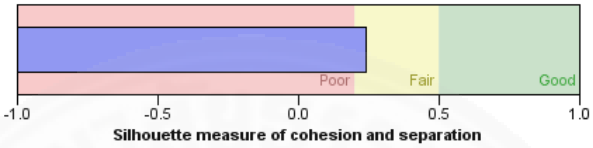
c. The ratios of distance measures are based on the current number of clusters against the previous number of clusters.

Appendix E. 2: Model Summary of Three Clusters

Model Summary

Algorithm	TwoStep
Inputs	6
Clusters	3

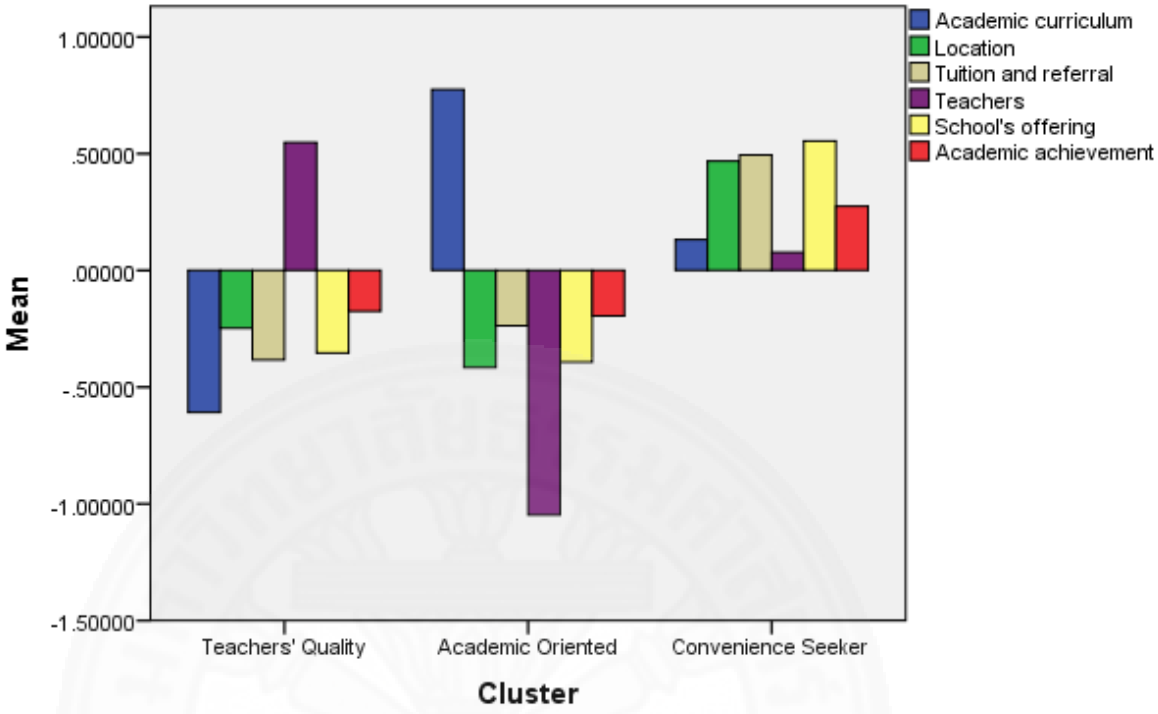
Cluster Quality



Appendix E. 3: Factor Mean of the Cluster

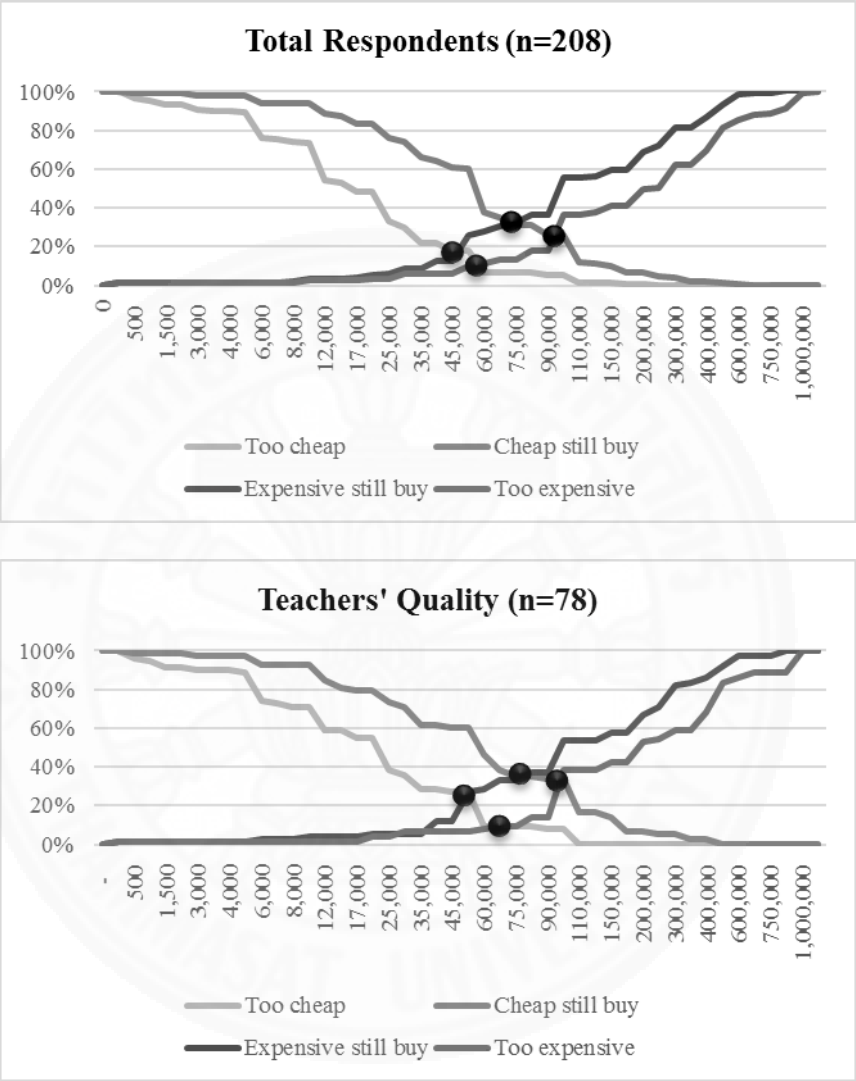
	Cluster		
	Teachers' Quality	Academic Oriented	Convenience Seeker
	Mean	Mean	Mean
Academic curriculum	-.60788	.77514	.13232
Location	-.24713	-.41590	.46775
Tuition and referral	-.38260	-.23749	.49404
Teachers	.54836	-1.04695	.07752
School's offering	-.35320	-.39282	.55436
Academic achievement	-.17499	-.19483	.27478

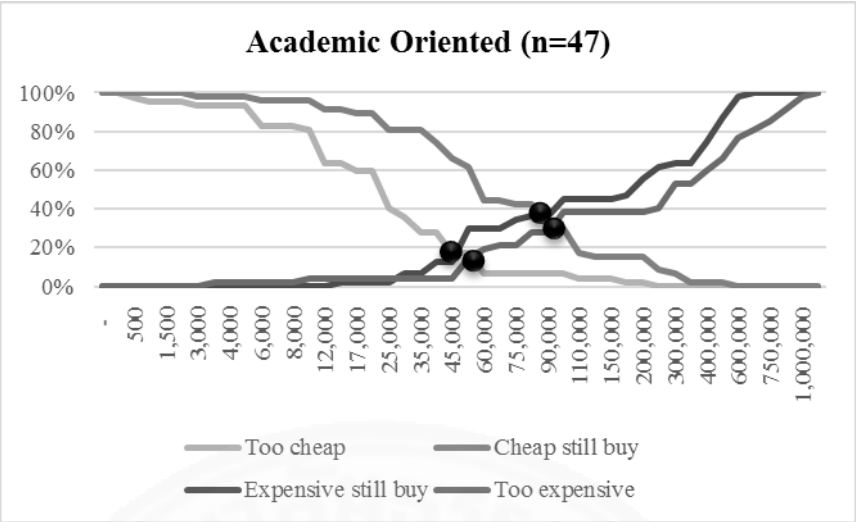
Appendix E. 4: Graph of Factor's Coefficient Mean Score of the Cluster

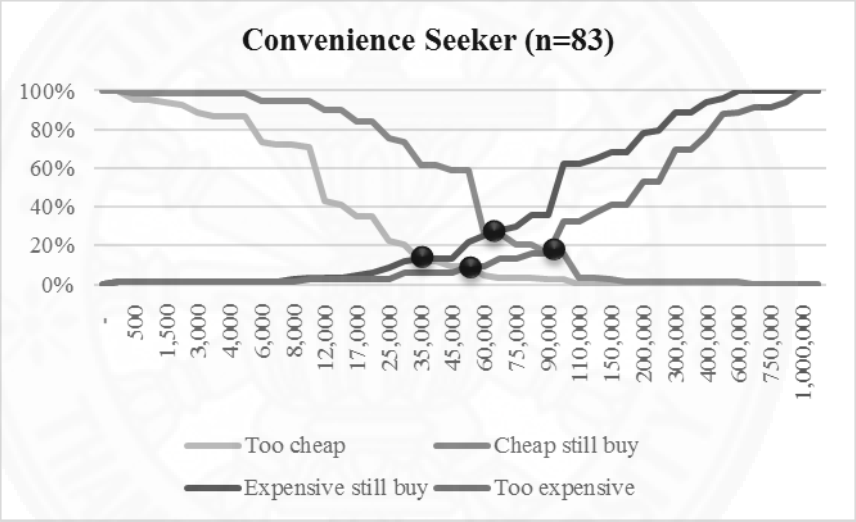


APPENDIX F

PRICE SENSITIVITY METER







BIOGRAPHY

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