



Influence of School Selection Factors under Different Family Backgrounds Through Social Interpersonal Relationships of Chinese Secondary Vocational Students

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Abstract:- *The survival of secondary vocational schools completely relies on their own strength to recruit students, so that more students choose the school, so that the school can better survive. the ensuing problem is that to develop vocational education, secondary vocational education is an indispensable link, and to develop secondary vocational schools, we need to solve the problem of enrollment in secondary vocational schools, attract more students, and let more students choose secondary vocational schools. Thus, this paper analyzes the influence of school selection factors under different family backgrounds through social interpersonal relationships of Chinese secondary vocational students in China's YC area. Mediating role of social interpersonal relationship factors between family background and school factors. The subjects of the study were 691 first-year freshmen from a private secondary vocational school in the YC area of China. A questionnaire was administered to the research subjects using a mature questionnaire instrument. A five-point Likert scale was used for scoring, and a structural equation model was used to construct a measurement model. The results confirmed that different family backgrounds have a significant impact on school factors; social and interpersonal factors play a complete mediating role between family background and school factors. The research results show that different family backgrounds have an impact on the choice of school factors when choosing school. With social and interpersonal factors, the choice of school choice factors will be clearer and have a certain guiding effect. Therefore, when a secondary vocational school attracts students to study, it is necessary not only to have a thorough understanding of different family backgrounds but also to get in touch with people in social and interpersonal relationships, that is, professional educators, parents, and relatives of the students hoping that they can have a favorable situation for the secondary vocational school of a guide.*

Keywords: Influence of School Selection Factors; Different Family Backgrounds; Social Interpersonal Relationships; Chinese Secondary Vocational Students



Introduction

Vocational education plays a very important role in China's education system. Especially after China has become the world's second-largest economy, all industries in China hope to adjust their industrial structure to better adapt to the needs of the international environment (Xin, 2005). The adjustment of industrial structure requires the play of vocational and technical talents with hands-on skills, technology, flexible thinking, and rich experience in various industries, and vocational education is an "incubation base" to cultivate such skilled talents and provide needed skilled talents for various industries (Xiao, 2018). The Chinese government provides a lot of policy support for the development of vocational education so that more students can choose to receive vocational education. For example, a series of positive measures have been taken to provide various conveniences for the development of vocational education, such as implementing the tuition-free policy in secondary vocational schools, promoting the collectivized running of vocational education, revising the professional catalog and professional standards of various secondary vocational schools (Wang, 2006). The support of national policies, the earnest implementation of local governments, and the efforts of vocational schools, however, students have a "headless attitude" towards choosing vocational education (Feng, 2014), especially when choosing schools, they will have different priorities to meet their own needs.

The survival of secondary vocational schools completely relies on their own strength to recruit students, so that more students choose the school, so that the school can better survive. Compared with higher vocational colleges, their enrollment method is planned enrollment, which is a unified national deployment, so higher vocational colleges will be much easier than secondary vocational schools in terms of enrollment and survival pressure. Because of this phenomenon, the ensuing problem is that to develop vocational education, secondary vocational education is an indispensable link, and to develop secondary vocational schools, we need to solve the problem of enrollment in secondary vocational schools, to attract more students, let more students choose secondary vocational schools.

There are many factors that students consider when choosing a secondary vocational school, one of which is the consideration of the relevant software and hardware of the school. Different considerations on school software and hardware will produce different results due to the different family backgrounds of students (Shan, 2013). Some parents of students from poor families may hope that their children can study in schools with free tuition, while others will not be considered too much (Huang & Shi, 2006). Some families are rich and hope that students can be further promoted to colleges and universities for further study after completing their studies. At the same time, when choosing a school, students will be influenced not only by family background but also by social factors. For example, they will consult their homeroom teachers and listen to their suggestions. Or friends or classmates with similar experiences.

Therefore, when students from different family backgrounds choose schools, they will have different demands on school-related factors, and are also influenced by surrounding social relations and other factors. This study takes freshmen from the only private secondary vocational school in China's YC area as the research object and proposes the following research objectives: The difference in secondary vocational school factors when students from different family backgrounds choose secondary



vocational school; The difference of social interpersonal relationship of secondary vocational school students from different family backgrounds when they choose secondary vocational school; Social interpersonal relationship to school factors difference; Whether the school factors of secondary vocational school students from different family backgrounds are affected by a social interpersonal relationship when they choose the secondary vocational school. In this way, we can better understand the concerns of Chinese secondary vocational students regarding school factors under different family backgrounds, and the school can better recruit students in a targeted way. In addition, we can mobilize the social relationships around students to help guide the school to choose schools.

Literature review

1. Theoretical Basis

This study is based on the holistic person-context interaction theory, which is one of the classical theories of development theory (Zhao, 2017). This theory was first proposed by Magnusson (1995) and then summarized by Stattin (1998). According to this theory, people and situations are complex systems, and different people will have different results to the situation. On the contrary, different situations will have an impact on people's mental state, behavior, and choice (Wang, 2006). That is to say, people will be directly or indirectly affected by external stimuli. In order to adapt to the environment, they will make behaviors suitable for the situation (Jaan, 2000), and the situation will also change due to people's behaviors, states, and mental activities (Sang, 2003).

According to this study, when students are from different family backgrounds and have been affected by different family situations, they will have different consideration points and make different choices when choosing schools. Similarly, due to the influence of different family backgrounds, the social circle around students will also change to adapt to the student's mental state and behavior, etc. This change is relatively small. Caprara (1992) calls it "small effect amplification", so that the surrounding social circle will also affect the change of students or their family background.

2. Variable Interpretation

2.2.1 Family background

According to the theory, students' family background is the situation, which will have an impact on the student's choice of school. The literature review mainly includes factors such as parents' education status, parents' occupation, family economic status, etc. The specific contents are as follows:

When studying the influence of family background on school choice factors, Gao Yaping (2003) believed that gender, parents' educational background, and family income would all have an impact on students' school choices. In particular, a female family would take more consideration in school choice, such as whether the major meets the requirements, the management and appearance of the school, etc. The educational level of the parents will directly affect the students to consider the problem more comprehensively and rationally, with more thorough analysis, and more sensible.

Gao Yaping (2003), Xu Wenguang (2004) believed that the economic situation of the family would have an impact on a student's choice of school. He believed that those with rich family conditions would prefer students to have good development, such as further study and the reputation of the school,



and have more requirements on all aspects of the school. At the same time, families who are not well-off may consider whether the school has subsidies or tuition waivers or waivers.

Liu (2012) proposed in his research on the differences in college students' school choices under different family economic backgrounds that different family economic backgrounds have different effects on college students' school choices. Chen et al. (2014) proposed that family income, parents' occupation, and parents' educational background are positively correlated with students' school choice in the causal effect of school choice among ordinary high school students. Feng Yiping (2016) found in the statistics of the Education Office of the Chinese Embassy in Germany that the educational background of parents affects their children's choice of school. Most of the parents with Baccalaureate and professional diplomas choose to send their children to higher secondary schools, while those with lower education are more willing to send their children to practical secondary schools for education.

2.2.2 School factors

Huang & Shi (2006) analyzed the influence of different family backgrounds on private college students' choice of school and argued that the school's educational strength, enrollment mode, major setting, and employment rate among school factors had an impact on students' choice of school. The strength of the school includes: the school's professional strength, facilities, and equipment, geographical location, teaching quality, the school's popularity, the school's public and private nature, scholarships and incentives, students can learn a skill, and the employment rate; Recruitment methods include: publicity time, publicity means, such as the Internet, radio, newspaper, recruitment brochure, etc. In the traffic location mainly: geographical location, the city, and so on.

Zhong et al. (2007) conducted an empirical study on urban students' school choice behavior at the stage of basic education. In terms of financial subsidies, such as free tuition, scholarships, and education subsidies, they were factors influencing students' school selection, and the nature of schools was public or private, as well as the geographical location of schools.

Xue (2010), in the survey and reflection on influencing factors of school choice for funny college students, found out through a questionnaire that school factors have an impact on school choice for students, including enrollment method, the popularity of the school among relatives and friends, faculty, employment situation, teaching quality and facilities, geographical location, campus environment, tuition and fees, and scholarships. The recruitment method is through recruitment publicity consultation meetings, recruitment magazines, mass media, recruitment posters, recruitment networks, and other publicity, as well as recruitment personnel's answer publicity.

Shen (2016) in his book *Who attends Vocational Schools, Why do they attend vocational Schools and What are the Differences?* In conclusion, in terms of influencing factors of the school, the main factors are teaching quality, whether the school can learn a skill, whether the school's geographical location meets the needs of students and their parents, the society and the school's recruitment publicity, the school's tuition subsidies, subsidies, scholarships and so on.

Chen (2007) mentioned in her research that schools should provide high-quality education and make students and parents satisfied, so as to attract more students to choose schools. Li & Hu (2009) believe that when attracting students to choose schools, emphasis should be placed on optimizing the



environment inside and outside the school. Students can have a comfortable environment to study, and students will also play a decisive role at the first sight.

2.2.3 Social and interpersonal relationship factors

In the mentality of college entrance examination students and their parents in choosing schools, Gao (2003) proposed that social and interpersonal factors that affect students' school choice include the introduction or recommendation of school by relatives, friends, and acquaintances. Students, parents, head teachers, relatives, and elders have the right to decide what they want to apply for when choosing a school.

Xue (2010), in the survey and reflection on the influencing factors of college students' school choice, found out through a questionnaire that social factors have an impact on students' school choice. Social interpersonal factors include recommendations from relatives and friends, comments from class teachers and senior graduates on the school, and recommendations from fellow villagers, neighbors, elders, and other people around them; At the same time, personal subjective factors, such as the student's own interests and hobbies, as well as the school where the worshiper had studied, etc.

Sun & Zhang (2013) concluded from the empirical analysis of influencing factors of college choice for freshmen in China's research-oriented universities that the advice of parents, teachers, and elders at home had a great impact on students' school choices.

3. The relationship between family background and school factors

When studying college students' choices, Deng (2009) compared college students' different family backgrounds and proposed that because of the family economy, students and their parents would pay attention to school tuition, living costs, and loan opportunities. The education level of parents is different. The higher the education level of parents, the more attention will be paid to the teaching quality, the popularity of the school, the level of teachers, and so on.

Lin (2017) studied the influence of family environment on school choice and proposed that parents' education level, parents' occupation, family economy, and parenting style would all have an impact on students' school choice. The education level and occupation of parents will directly affect their knowledge and cognition of parents, and they are willing to provide more opportunities for students, whether it is college admission or employment. The way of free-range will affect the psychological state of students and their parent's choice of school.

In his research on family background, Ye (2012) proposed that due to the education, professional status, and family economy of parents, students would pay more attention to the reputation, school quality, and environment of the school when choosing a school.

Yang et al. (2016) proposed in the study of students' school choice that families with poor economic means would pay more attention to tuition fees, scholarships, or subsidies. At the same time, parents' education level also affects students' choice of school.

Based on the above literature discussion, hypothesis H1 of this study is proposed: the family background of secondary vocational students has an impact on school factors.

4. The relationship between family background and social interpersonal factors

Lu et al. (2021) mentioned in the information analysis and feedback of school selection that



because the economic level of Beijing families is generally relatively rich, the level of interpersonal relationships around them will be improved, and they will know or come into contact with all kinds of experienced and knowledgeable people. And the occupation of the parents determines their social status but also affects the circle of characters.

In his research on family background, Ye (2012) proposed that the occupation, education level, and economic status of parents will directly affect students' choice of school. In some parents' occupations, especially those families with cadre status, the family's social interpersonal relationship will be more excellent and comprehensive, for example, the proportion of relatives around cadre leaders will be higher. Parents and their relationships will be more authoritative and willing to listen to professionals when choosing a school.

Yang et al. (2016) proposed in the study of students' school choice that families with poor family conditions are more willing to follow their parents' advice when choosing schools, because there are fewer interpersonal relationships around them, and only parents are the most dependent.

Based on the above literature discussion, this paper proposes hypothesis H2: the family background of secondary vocational students has an impact on the factors of social interpersonal relationships.

5. The relationship between social interpersonal factors and school factors

Deng (2009) proposed in his analysis of factors in college students' choice that personal interests and hobbies would directly affect students' choice of school. Similarly, in the current era of advanced information, students will learn about the school's recruitment promotion through more information channels.

Ye (2012) mentioned in his research that the analysis and suggestions of relevant professionals encountered in social interpersonal relationships will have certain authority, which will promote school factors and guide students to choose schools.

Based on the above literature discussion, hypothesis H3 of this study is proposed: social interpersonal relationship factors of secondary vocational students have an impact on school factors.

4. Relationship between family background, social and interpersonal factors, and school factors

Deng (2009), when studying college students' choices, proposed that under different family backgrounds, such as wealthy families, students would respect students' personal interests and hobbies more, hoping that students could choose schools based on their personal interests, choose their favorite major, school environment and other factors that students pay attention to. Similarly, the researcher also mentioned that in some families where the parents are not highly educated, they are more willing to consult experienced relatives or authoritative teachers, hoping that these authority figures in social relations can give some advice and help.

Lu et al. (2021) believe that the family is rich, the parents' occupation belongs to the category highly respected by the public, and the more educated the parents are, they will choose a school by contacting people who are more professional in school choice analysis and listening to their opinions and suggestions for reference. Or what kind of factors should they pay attention to in the school.



In his research on family background, Ye (2012) proposed that because parents have their own experience and knowledge, they would help students to better choose schools through the consultation of interpersonal relationships around them.

Based on the above literature discussion, hypothesis H4 of this study is proposed: social interpersonal factors have mediating effect on the family background of secondary vocational students and school factors.

Research Design and Methods

1. Research model: According to the literature review and the proposed research hypothesis, this study takes family background as the independent variable, school factor as the dependent variable, and social interpersonal relationship factor as the mediating variable, thus establishing the following research model (Figure 1).

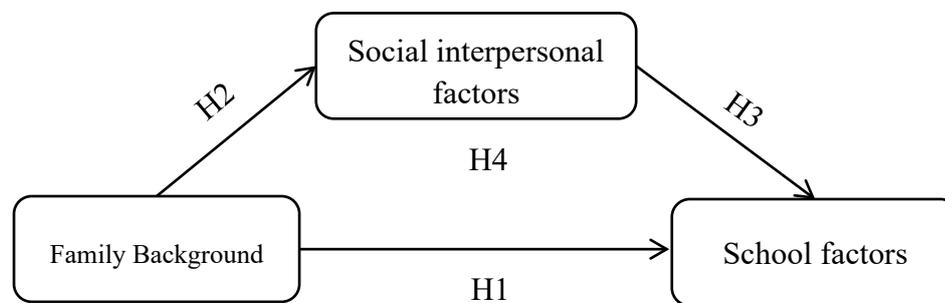


Figure 1 Research model

2. Research Methods: The data collection method of this study is to issue a questionnaire survey online. The purpose of the questionnaire is to measure the factors of school selection among the newly enrolled first-year secondary vocational students in the YC area under the influence of different family backgrounds and different social and interpersonal factors, as well as to discuss the influences of each dimension.

3. Research Tools: There are three variables and scales in this study, and the maturity scale prepared by Xu (2011) is adopted. Social factors and school factors are rated on a Likert-style 5-point scoring scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

As an independent variable, the family background was divided into 7 measurement items, which were gender, father's education level, mother's education level, father's occupation category, mother's occupation category, family economic situation, and family upbringing style.

School factors, as dependent variables, are divided into 6 dimensions: school reputation (6 questions), school quality (6 questions), recruitment and publicity methods (6 questions), future employment and college development (7 questions), campus and surrounding environment (7 questions), tuition fees and scholarship subsidies (3 questions).

Social interpersonal factors, as mediating variables, were divided into 4 dimensions: family factor (3 questions), teacher factor (3 questions), peer and friend factor (4 questions), and personal interest



and willingness (5 questions).

4. Research object: Located in the economically developed region of China, the YC region is rich in products and residents live a well-off life. It attaches great importance to the education of its children and hopes to choose the best and most suitable school no matter what kind or stage of school they attend. At the same time, the government's investment in education is the largest proportion of its financial expenditure, especially the vigorous development of vocational education, including the policy of exempting students from tuition fees in secondary vocational schools. According to the good education environment and developed vocational education environment in the YC area, this research selects the newly enrolled first-grade students of the only private secondary vocational school in this area as the research object for this research investigation. In this study, 300 questionnaires were conducted in the pre-test questionnaire stage to test the reliability and validity of each scale, including 691 formal questionnaires.

5. Analysis Method: The structural equation model (SEM) was used to test the data and hypothesis model of freshmen in private secondary vocational schools (Rong, 2009). The confirmatory factor analysis (CFA) was used to test the measurement model, and the factor load was obtained as a statistical index to verify the degree of fit between the data of freshmen in private secondary vocational schools and the measurement potential variables. The statistical data included the significance of factor load and T-value. The indexes used to evaluate the fit usually include χ^2 , χ^2/DF , GFI, RMR, RMSEA, AGFI, NFI, CFI (Bagozzi & Yi, 1988). Cronbach's alpha coefficient and CR value were used to test the combination reliability of each dimension, and the mean-variance extraction (AVE) was used to test the convergent validity (Fornell & Larcker, 1981).

6. Reliability and validity: The corresponding measurement model of each factor showed that a load of each factor in the school factor was between .75 and .95, and a load of each factor in the social interpersonal factor was between .76 and .92, and a load of each factor was greater than .05, with positive significance. According to multiple regression analysis, tolerance values range from .46 to .95, and all tolerance values are greater than 1. Variation inflation factor (VIF) ranges from 1.05 to 2.20, and VIF values are all less than 5, indicating that there is no collinearity between variables and they are independent of each other.

Cronbach's alpha coefficient of the total school factor table is .93, Cronbach's alpha coefficient of each dimension is .89, .93, .91, .92, .91, .74. There is a significant positive correlation between each dimension, among which the university reputation has the lowest correlation with the tuition fee and scholarship subsidy, and the highest correlation with the tuition fee and scholarship subsidy, and the correlation coefficient is .90. CR value is .92, .95, .96, .97, .94, .89, AVE value is .67, .73, .80, .82, .69, .74, indicating that the school factor scale has relatively uniform internal consistency and good combinatorial reliability. The fit index $\chi^2=3621.84$ (p -value was significant), $\chi^2/DF=6.65$, GFI=.89, RMR=.04, RMSEA=.09, AGFI=.78, NFI=.89, CFI=.90 reached the fit standard, indicating that the school factor scale had a good convergence validity. See Table 1.



Table 1 CR, AVE values, and correlation matrix of the school factor research model

Dimensions	Coefficient of correlation					
	A	B	C	D	E	F
A School Reputation	.92 (.67)					
B Quality of education	.86**	.95 (.73)				
C Recruitment publicity Method	.88**	.88**	.96 (.80)			
D Future employment and education development	.84**	.88**	.86**	.97 (.82)		
E Campus and surrounding environment	.86**	.89**	.89**	.86**	.94 (.69)	
F Tuition fees and scholarships	.82**	.84**	.85**	.87**	.90**	.89 (.74)

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: The diagonal values are CR (AVE) values

Cronbach's alpha coefficient of total social interpersonal factors is .83, Cronbach's alpha coefficient of each dimension is .75, .75, .86, .78. There is a significant positive correlation between each dimension, among which the family factor has the lowest correlation with the interest and willingness, the correlation coefficient is .71, and the teacher factor has the highest correlation with peers and friends, the correlation coefficient is .89. CR value is .88, .93, .93, .90, AVE value is .64, .77, .82, .74. It shows that the scale of social interpersonal factors has a relatively uniform internal consistency and good combinatorial reliability. The fit index $\chi^2=823.16$ (p -value was significant), $\chi^2/DF=11.59$, GFI=.85, RMR=.04, RMSEA=.12, AGFI=.77, NFI=.92, CFI=.93 reached the fit standard, indicating that the social factor scale had a good convergence validity. See Table 2.

Table 2 Social interpersonal factors research model CR, AVE values, and correlation matrix

Dimensions	Coefficient of correlation			
	A	B	C	D
A Family Factors	.88 (.64)			
B teacher factor	.86**	.93 (.77)		
C peer and friend factor	.81**	.89**	.93 (.82)	
D personal interest and willingness	.71**	.75**	.79**	.90 (.74)

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: The diagonal values are CR (AVE) values



Results

1. Main Effect

SEM test was conducted on the main effect path, and it was found that the standardized regression coefficients of each main effect were between .601 and .958, and the main effect path showed: $\chi^2=1563.739$ (p -value was significant), $\chi^2/DF=113.252$, $GFI=.837$, $RMR=.262$, $RMSEA=.133$, $AGFI=.787$, $NFI=.853$, $CFI=.862$. The path coefficient is shown in Figure 2. The hypothesis that the family background of H1 secondary vocational students has a significant influence on school factors is confirmed ($\gamma = .65, p < .001$).

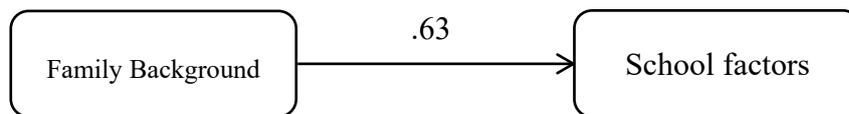


Figure 2 Main path coefficient of professional satisfaction on learning engagement

Note: * $p < .05$ in the figure

2. Effect of the structural model

In the model, H2 and H3, as well as H4, are assumed to be involved in the mediation effect, which constitutes the structural model. The standardized regression coefficients in the model range from .773 to .950. The fitting effect of the structural model shows that: $\chi^2=903.223$ (p -value was significant), $\chi^2/DF=7.786$, $GFI=.876$, $RMR=.118$, $RMSEA=.099$, $AGFI=.837$, $NFI=.915$, $CFI=.925$. See Figure 3. It is proved that H2 secondary vocational school students' family background has a significant influence on social interpersonal factors ($\gamma=.62, p < .001$); The hypothesis that H3 social interpersonal factors have a significant influence on school factors is confirmed ($\gamma=.82, p < .001$); In the mediation model, the family background had no significant effect on school factors ($\gamma=.03, p = .249$). It can be seen that after adding the mediating variable of social interpersonal relationship factors into the model, in the main path, family background changes from a significant influence to no significant influence on school factors, and the mediating variable effect of social interpersonal relationship factors becomes a complete mediating effect. It is proved that H4 social interpersonal factors have a complete mediating effect on the family background of secondary vocational school students.

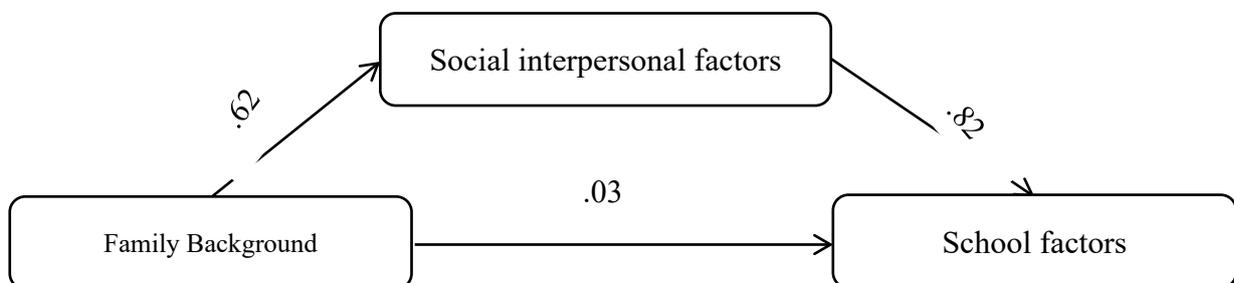


Figure 3 Effect of the structural model

Note: * $p < .05$ in the figure



Discussion

The research results verify H1, as shown in Figure 2. It is proved that family background has a significant positive influence on school factors. This result is consistent with the literature results (Deng, 2009; Lin, 2017; Ye, 2012; Yang et al., 2016). Therefore, the school should continue to pay more attention to the reputation of the school, school quality, recruitment publicity, employment promotion, campus environment, and tuition scholarships, especially for schools with different family backgrounds.

The research results verify both H2 and H3, as shown in Figure 3. It is confirmed that family background has a significant positive influence on social interpersonal factors, which is basically consistent with the literature results (Lu et al., 2021; Ye, 2012; Yang et al., 2016). The social interpersonal relationship has a significant positive impact on school factors, and this result is consistent with the literature results (Deng, 2009; Ye 2012), it can be concluded that students' concerns in the social interpersonal relationship are similar to those in family background.

In this study, the structural model is also used to verify H4, as shown in Figure 3. It is confirmed that social interpersonal relationship factors have a complete mediating effect on the influence of family background on school factors, which is consistent with the literature results (Deng, 2009; Lu et al., 2021; Ye, 2012). For example, the richer the family, the more likely they are to choose a school based on the opinions of those around them.

Recommendation

1. Results

The results of this study show that under different family backgrounds, for example, the better the family's economic conditions will pay more attention to school quality, school reputation, future development, and other factors of the school. Families with ordinary or poor family economic conditions may pay more attention to school tuition and scholarship subsidies. Social relationships play a very important role in school choice for different families. In any case, families with rich families or parents with high professional status will refer more to the opinions and suggestions of teachers or friends in school choice, and conversely, they may listen more to the opinions of parents to choose schools. Based on this, this study believes that secondary vocational students have a significant impact on various factors of school when choosing a school. When the mediating variable of social interpersonal relationships is added, the mediating effect will be complete. That is to say, under different family backgrounds, the suggestions of social interpersonal relationships will be taken into account when considering school selection factors.

2. Recommendation

According to the research results, it can be seen that the factors paid attention to in school selection are different under different family backgrounds. If the school wants to attract students better, it should make different efforts for different levels of students. At the same time, the publicity of enrollment should be diversified and focused, especially in the aspect of social interpersonal relations. The following suggestions are put forward for this study:

First, from the perspective of school construction, it is necessary to know what type of



students' family conditions the school is facing and focus on school selection factors related to school construction according to different types. For example, the students in the school are mainly from families with good economic status, so the school needs to make corresponding efforts in terms of reputation, school quality, admission, and the environment inside and outside the campus. Otherwise, it needs to give more consideration to students in terms of financial subsidies and employment.

Second, according to the research showing the mediating effect of social interpersonal relationships, schools should develop different publicity strategies and publicize through different people when recruiting students. For example, students need to know their interests and hobbies to target enrollment. Professionals, such as educators, class teachers, and other relevant personnel, more need a comprehensive introduction, especially class teachers, they will know more about what conditions students need, so the school can refer to its own conditions, but also can more accurately win the favor of students, through the guidance of professionals to choose the school.

Thirdly, for students, it can be seen from this study that students should rationally and realistically consider the factors of school choice through their own family background, so as to choose the right school. You should not choose a school that is not right for you just because you follow the trend of your classmates. When it is impossible to choose a school, students can seek help through social and interpersonal factors, through their own interests, or through professional understanding, to help students with more mature advice.

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