

# Cultural Difference and Recruitment Strategy: A Case Study of Indigenous Secondary School

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## Abstract

The decreasing rate of birth has impacted school deeply leading to hard recruitment and keen competition, tough especially for remote aboriginal schools. The aboriginal schools have a lack of student for years and their recruitment is harder than ever lately. Recognizing impact on those schools by multiple-entrance program, the researcher proposed some strategies for such schools based on cultural perspective, characteristics and demands.

The study centers on cultural difference and recruitment strategy represented by Laiyi Senior High School in Pintung County. The method included questionnaire and interview. The former was to collect student's selection of school and analyzed statistically in order to classify their thoughts and differences. The latter concerned 12 diversified students whose responses verified or compensated the questionnaire results. As a result, the key to select their desired school can be understood for school authority to implement optimal recruitment strategy.

**Keywords: Aboriginal Schools, School Marketing, Recruitment Strategy, Cultural Difference, Aboriginal Culture**

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## **Introduction**

### **1. Background and motivation**

The decreasing rates of birth and education marketization cause most of schools to encounter difficult recruitment and fierce competition, in particular, for remote aboriginal schools. As aboriginal schools have faced a shortage of students, the issue of recruitment is harder than ever. The researcher serves at a comprehensive aboriginal school, recognizing that multiple-entrance program has extensive impact on aboriginal schools and for the purpose of strengthening and extending recruitment, it is optimal to adjust recruitment strategy in terms of aboriginal traditional perspective, faith, value, restriction, thinking, features and needs as well as employ the most effective approach to reach students and their parents. Meanwhile, we explore and target student's peculiar strengths to implement recruitment strategy with a view to lifting school competitiveness and maintaining regular operation.

In terms of recruitment strategy, aboriginal schools not only devote to performance, but also take external factors into consideration, which include (1) family atmosphere such as parent's value and attitude; (2) family member such as get-together pattern and mutual influence; (3) family nurturing & education and training tendency. Owing to culture difference, each tribe tends to perceive the world through its cultural perspective; different education and nurturing shape various behavior so that the people will likely react in accordance their own culture. Pepper & Henry (1990) referred to Adler's study and contended that aboriginal student behavior were characterized by generosity, sharing, cooperation, coordination, mildness and patience, which are acquired by informal and priming customs and traditions. As a result, such strategy meets student's demand and feature which is to satisfy customer and create market as the primary principle of marketing sets (Huang Chun-yin, 1997).

As junior school graduates have specific qualities, schools must set up clear recruitment goal and highlight individual feature different from other school. They also require to recognize their own strength and weakness assess opportunity and threat, identify unique feature to enhance recruitment competitiveness. Furthermore, to meet specific student demand, actively make strategic marketing to lift student satisfaction with respect to their involvement of learning effectively (Kotler & Fox, 1995). After reviewing some school marketing literature, the researcher found a lack of study concerning school selection considerations for junior school graduates. Nevertheless, this issue is of importance for our students who will enter high school and vocational school in 2014 receiving 12-year compulsory education. Given the fact, the researcher decided to target at those aboriginal students for research. It aims to understand junior school graduate's characteristics and identify any distinguished demand so we can customize recruitment strategy, a centralized and differentiated mode.

### **2. Purpose of the study**

The purpose of this study is to understand what critical factors are for junior aboriginal school students to select further education in order to implement specific recruitment strategy. Following are the details:

- (1) To understand the major information source for student's continuing education
- (2) To understand the major information source for student's school selection
- (3) To understand the major considerations for student's school selection

## **II. Literature Review**

### **1. The Concept of culture**

#### **(1) Definition**

According to Edward Burnett Tylor (1871), a founding figure of the cultural anthropology, culture is the rudimentary and essential factor to decide a man's wants and behavior. In a society a culture is bound to influence mankind. Human behavior is different from that of inferior animals which is

controlled by instinct. But human behaves like others through learning or imitation. Given this fact, culture influences mentally personal perception, motive, character, attitude and learning, and extends to family, society, corporate organization and the whole state. He further defined that “in its broad sense, culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”. In a large sense, culture is the sum of derivative material and spiritual property over the course of historical society evolution. Amid the culture, it comprises the system of value, language, knowledge, attitude, demeanor, custom, belief, law, morals, art and other norm (Quote from Cheng, Fen-chi, 2007) .

## (2) Constitution

The constitution of culture denotes three aspects : 1. Culture is pervasive: culture embraces all thinking process and behavior pattern of human beings. From infancy on, the power and influence of these behaviors and perceptions are possibly perpetual for members of a culture by which we generate various propensity and preference. 2. culture is learned : Human behaviors are acquired rather than inherited so this is the way culture demonstrates its power. Aside from intuitive action, most people imitate and observe others. We identify the reward or punishment resulting from any specific behavior and acquire the universal regulations. 3. Culture is adaptive: Culture is adaptive and changeable in line with time and place. The change of culture implies that traditional culture is certain to change when not in trend or unsuitable for the environment. The culture is changing in order to meet the current demand.

## (3) Function

In fact, culture does not encompass all human behaviors as culture is impacted by other factors as well. Under the matrix of dynamic culture, culture limits our behavior to some extent which is called norm. Within some circumstance restricted by norm, we follow some rules to behave and the rules are based on the value of the culture.

Culture value verifies what a good belief is. When a new concept comes into conflict with an old one, culture value is in a tense condition as the new concept challenges the old one. If the new concept satisfies human need, the old one is inevitably replaced and this is attributive to promote social progress.

Culture is subject to fluctuation leveraging with the change of the world and forces the society to progress, it owns other functions: 1.to shape individual behavior: culture has a certain norm for mankind to follow and behave properly. Unconsciously we behave following the norm. Yet when we incidentally derail the norm, we naturally feel the uneasiness. 2. to differentiate society : Each local society has its distinctive culture. Ranging from race to country and people, each holds different culture characteristics. Culture provides hints to identify race, society and district. For example, cultural representation of one race feature is more significant than physical one. District or political boundary thus reflect an explicit quality. 3. to judge a value : Culture fosters our behavior norms and enables our society to move in order and fixed patterns. Value is systemized at the same time. Through culture, people perceive personal and social meaning and purpose in daily life. The more a man understands his culture, the more culture becomes the whole complex of his life. 4. to regale the society : Culture develops and grows along with social fashion. In order to satisfy basic physical and social needs, people will select and preserve their own culture while some norms vanish, especially the unpleasant ones. 5. Set and shape social personality: Each has his personality, but within the same culture, we share some common culture which is called social personality. The innate culture is rigid so that the social personality passes on. 6. To solve problems: An individual reacts according to culture. In other words, culture helps an individual adapt to different conditions and solve various problems. 7. Provide material and blueprint for social structure: culture systemizes social behaviors in order that any individual simply learns without bothering often learning something new or invention.

## 2. School marketing

The clarification of research concept helps focus of the contents and analysis results. Subsequently, the following presents the definition of marketing and school marketing as well as related function and strategy.

### ( 1 ) Definition of marketing

The definition of marketing varies with scholars. Hsu Shih-wan ( 2002 ) defined marketing as a process in which it led flow of commodity and service to satisfy the demand of the target market in a dynamic environment. Through strategy related to project, product, person, promotion, image and channel, marketing to achieve the individual and organizational process. Chang Yin-chin ( 2004 ) proposed that amid a dynamic scenario, by a series of creation, pricing, distribution and promotion process, marketing transferred tangible products and intangible concept/service to consumers in order to satisfy their needs as well as complete personal and organizational mission goal. Chen Hsin-chih ( 2005 ) noted that marketing came from potential customer demand and emphasized its exchange behavior instead of manufacturing process so as to satisfy customer demand : Analyze customer demand to determine required products and services including product design, packing, price or cost, advertisement and sales timing & place. Based on the mentioned marketing composition, attain trading target such as physical products, intangible service concept and technology.

### ( 2 ) Definition of school marketing

Commerce and industry need promotion, so does schools. Schools promote their features and performance via mass medium to the public so that they can be recognized and supported ( Hsu Shih-wan, 2001 ; Chen Hsin-chih, 2004 ) . In this respect, diverse definitions are given: Hsu Shih-wan ( 2002 ) applied the concept of marketing to school and defined organization mission to analyze the situation, implement education marketing goals, strategies and control to achieve school goals. Chang Yin-chen (2004) also applied the same to school, that is, by means of defining organization mission, conduct situation analysis, set marketing goal, make marketing strategy and project, execute and control to complete the school goal. In similar fashion, Huang Hsiao-feng ( 2004 ) proposed that school marketing as a process ranging from school organization analysis, planning, execution to control, a school clearly defined organization mission, analyzed SWOT of environment and resource and implemented feasible marketing goals, developed marketing composite strategy, including well-designed product, price, channel and effective promotion to attain educational mission. Chen Hsin-chih ( 2005 ) used marketing for school operation, that is to say, we analyzed the situation, set up marketing goal, conducted marketing planning and management so that schools utilized limited resource to perform and attracted public support and recognition. More resource thus could invest to improve the education field and benefit students as well as quality guarantee.

In sum, this study defines school marketing as the application of marketing for school operation, which conducts analysis to proceed marketing strategy planning, attracts parents and students so as to attain educational goal.

### ( 3 ) The function of school marketing

School marketing, like commercial marketing, develops its unique features and presents its performance to the public targeting at approval and recognition from students and parents. Though school marketing is not market-orientated, a quick response to parents is necessary. Following are some established definitions of its function: Cheng Li-chun ( 1998 ) categorized school marketing function: 1. Elevate school efficiency and effectiveness; 2. Build school image; 3. Formulate school culture ; 4. Develop school feature ; 5. Demonstrate school performance; 6. Win for public understanding and recognition. Wu Tsong-li ( 2006 ) expressed that school marketing function included : 1. Disseminate the concept of sustainable operation; 2. Strive for resource and trust; 3. Highlight feature and performance and establish vivid image; 4. Strengthen sustainable operation of school. In similar fashion, Lu Yen-chiu ( 2008 ) listed school marketing functions: 1. Locate school customers; 2. Present appropriate school beliefs; 3. Establish image.

### III. Methodology

According to the study purpose, the research field, subject, tool, interview reliability and validity are detailed as follows:

#### 1. The Field

The field means a Paiwan Tribal school located at Pingtung County, and this place is a mountain area. The description of Lai Yi High School, the very field, paves the way for the exact interview scenario and condition analysis as follows.

The School initiated its comprehensive school since Aug. 2001, and senior students are recruiting year by year. As of 2008, there were 24 classes including 12 junior classes and 12 senior classes. But due to less child birth, as of 2011 the number of class reduced to 22 classes enrolled covering 10 junior classes and 12 senior classes. Among a total of 622 students, 300 juniors encompass 3 classes of 1st grader, 3 classes of 2nd grader and 4 classes of 3rd grader whereas 322 seniors comprise 4 classes of 1st grader, 4 classes of 2nd grader and 4 classes of 3rd grader respectively.

Its operation goals cover: (1) in compliance with Aboriginal Education Act, foster able people and increase competitiveness. (2) preserve, advocate and inherit aboriginal culture and skill to extend the inheritance and legacy. (3) lift educational level as a basis of developing aboriginal society. (4) develop aboriginal community institute as a center of culture, education, art, language and skill.

Its core development is as follows: (1) Lead whole person as whole person, educate whole person as whole person to validate core value of education. (2) develop sustainable biology and do research, use technology, establish community to connect the globe. (3) set full-scale quality control mechanism around the campus (4) Advocate teacher-student interrelationship, reach every student's heart. (5) emphasize teenager development and career planning, make three(teach, discipline and counseling) into one. (6) Undertake the role of lifelong learning community.

#### 2. Subject

The questionnaire subject were junior 3<sup>rd</sup> graders at Laiyi School. In addition, 12 students who had heterogenic and diversified quality were recommended by their homeroom teachers and received the half-structured interview. In the course of career development, junior graduates are developing their minds, shaping their own logics, social intelligence, and values. They try to seek their independence, starting to explore their life path and future career. Their ideal is forming, and their concept of job and career is developing. Ginzberg thus proposed three career development stages: Fantasy(before 10) , tentative(11-18) and realistic(after 19). For junior graduates, they are in the phase of exploration. In this phase, the 11-12-year-old teens are aware of their own interests; when 13-14, they cultivate their ability to suit their own interests; 15-16, understand job value and consider their own and social needs. When they are 17-18, they collect job information and integrate data collection and are certain about their future(Lin Wei-fang , 1980;Deng Chih-hwa , 1995;Deng Chih-ping , 1996). The very phase suggests that they realize the job value and ponder over social requirements. They can select high school, vocational school, extensive school, college, comprehensive school and practical skill class. Their choice no doubt influences their future job. Therefore, it is critical to explore how they have collected information to select schools, what the sources are, who would be influential and what their considerations are.

#### 3. Tool

(1) questionnaire: It refers to the survey made by Chen Tsong-chi(2001) and revised for this study.

The questionnaire is to collect quantitative data of school selection for the purpose of clarifying thought and difference. There are nine items on the questionnaire.

(2) half-structured interview : The inventory is based on the questionnaire items and each

interviewee will be interviewed with every item. The interview is designed to have every interviewee experience the same procedure for deeper thought exposure. This result shall refer to questionnaire result so that we can modify and integrate if necessary. To sum up, this approach compensates the questionnaire which perfects the study results.

#### 4. Reliability and validity of data based on the interview

##### (1) Reliability

1. Collect the data with recording pen and make the literal transcript. Review the contents and have the helper check to make sure the correctness.
2. The interviewed data were verified by the interviewees to set internal validity. The draft was finalized after review and revision.

##### (2) Validity

1. Two domestic professionals reviewed and monitored the revised questionnaire and interview. They were Professor Liu Hsien and Professor Zuo Tai-cheng at Kaohsiung Normal University.
2. Employ various collection sources, such as related website report, paper, book, journal, article, thesis and dissertation.
3. The researcher improved his interview training (e.g. take related courses, lectures and self-study)

#### 5. Data handling and analysis

##### (1) For questionnaire

After collecting quantitative data, use various statistics tests to analyze discrete data with a view to clarifying and differentiating student thought and gap.

##### (2) For interview

###### a. Compiling :

Save digital recording into the researcher's computer after each interview, type the oral dictation into literal scripts. The transcript were verified by the researcher and the interviewees and used for the study.

###### b. Analysis

The researcher then coded the data to secure the intact information and fact. Most important was the collected data in accordance with the study which could be utilized.

## IV. Research Result and Discussion

### 1. Questionnaire Analysis

#### (1) Distribute questionnaire and recovery

In this study, it collected the recovery questionnaire as following, the school which as subject is Pingtung Lai Yi High School at 3<sup>rd</sup> grader in junior high dept. The questionnaires distributed period is on 2<sup>nd</sup> ~6<sup>th</sup> April, 2012. Due to the test method in this study was taken "distribute and recovery on spot" method on testing, thus, the total questionnaires distributed is 91 copies, and with 91 copies recovery, the response rate is 100 %. (Refer to Table 4-1). And after collecting and analyzing all the questionnaire, with several times strict survey and multiple confirm, the invalid questionnaires is confirmed as 0, and the valid questionnaires are 91 copies, and effective filling rate is 100%.

Table 4-1 The statistical table for questionnaires distributing and recovery status on each class

Class	Questionnaires Distributed Number	Questionnaires Recovery Number	Valid Questionnaires	Invalid Questionnaires
3th grader 1 <sup>st</sup> class (normal class)	26	26	26	0

3th grader 2 <sup>nd</sup> class (normal class)	27	27	27	0
3th grader 3 <sup>st</sup> class (normal class)	28	28	28	0
3th grader 4 <sup>th</sup> class (Physical Education class)	10	10	10	0

Note: Response rate = 100.0%, effective filling rate =100.0 %

(2)Basic information analysis for the interviewee

According 91 valid questionnaires, and after the statistical analysis, explain the background information for whole the subject students as below.

Table 4-2

Table 4-2 The analysis status about the effective sample background information

Variable Name	Variable Item	Number	Percentage	Sort
Class	Normal Class	26	28.57%	3
	Normal Class	27	29.67%	2
	Normal Class	28	30.77%	1
	Physical Education Class	10	10.99%	4
Sex	Male	45	49.45%	2
	Female	46	50.55%	1
Residence	Aborigines tribe area	87	95.6%	1
	Non-aborigines tribe area	4	4.4%	2
Education Background of Father	1. Illiteracy	1	1.1%	5
	2. Elementary School	19	20.88%	3
	3. Junior High School	32	35.16%	2
	4. Senior High School, Vocational Senior High School	35	38.46%	1
	5. University And College (Incl. Junior College)	3	3.3%	4
	6. Graduate School (Incl.) or above	1	1.1%	5
Education Background of Mother	1. Illiteracy	0	0%	6
	2. Elementary School	22	24.18%	3
	3. Junior High School	24	26.37%	2
	4. Senior High School, Vocational Senior High School	36	39.56%	1
	5. University And College (Incl. Junior College)	6	6.59%	4
	6. Graduate School (Incl.) or above	3	3.3%	5
Father'S Career	1. Representatives, Superintendent or Manager	0	0%	6
	2. Professional	3	3.3%	4
	3. Technician and Assistant Professional Personnel	2	2.2%	5
	4. Affairs Support Personnel	0	0%	6

	5. Service and sales task personnel	13	14.3%	2
	6.Agriculture, Forestry, Fishery, Animal Husbandry Output Personnel	11	12.1%	3
	7. Skilled Related Personnel	0	0%	6
	8.Mechanical Equipment Operation and Assemble Personnel	3	3.3%	4
	9. Basic Level Mechanic and Labor	59	64.8%	1
	10. Military Personnel	0	0%	6
Mother'S Career	1. Representatives, Superintendent or Manager	0	0%	8
	2.Professional	3	3.3%	5
	3.Technician and Assistant Professional Personnel	6	6.59%	4
	4. Affairs Support Personnel	1	1.1%	7
	5. Service and sales task personnel	31	34.06%	2
	6.Agriculture, Forestry, Fishery, Animal Husbandry Output Personnel	11	12.09%	3
	7. Skilled Related Personnel	2	2.2%	6
	8.Mechanical Equipment Operation and Assemble Personnel	0	0%	8
	9. Basic Level Mechanic and Labor	37	40.66%	1
	10. Military Personnel	0	0%	8

## 2.Quantitative Research Result

Regarding to different research choose quantitative information on processing statistics test, and do the further statistical analysis on every expected survey information from questionnaire. The information analysis result is mentioned as below.

(1) If continue to enter a higher school, which type of school will be the preference on consideration

According to description statistic result shown the school type selected by 91 junior high school students, the highest percentage is to select normal senior high school (43.9 %), and the next is vocational high school (20.9%), community college (17.6%), practical skill class (13.2%), comprehensive high school(4.4%), and the least students choose school type as subsidiary school (1.1 %). This result shown that the probability on choosing normal senior high school for entering higher school will be higher than other selection, and consider professional subject will be the second one on probability. However, the reason why fewer students choose comprehensive high school will still need to do further study on confirming the exactly reason.

Table 4-3: statistical time table for selecting school type

School Type	Times	Percentage
Five-Year Junior College	16	17.6%
Subsidiary School	1	1.1%
Vocational Senior High School	19	20.9%
Practical Skill Class	12	13.2%

Normal Senior High School	39	42.9%
Comprehensive High School	4	4.4%
Total	91	100 %

(2). What is main information source on filling school selection for top three?

The main information source on filling school selection, the top one is family/relative, and top 2 is junior high school teacher, and top 3 is junior high school classmate. From this information, it shown that the information source is general related to the people around life. The importance level is much higher in family/relative, and then is school teacher, and the next is junior high school classmate. Few students mentioned that introduction information about senior high or vocational high school or come to school on guiding about senior high or vocational high school is also an important information source. Besides, the lowest percentage is the information which introduced from TV broadcast, Newspaper and magazine, it shown that the main information source is still mainly from the people and things around the family/school life.

Table 4-4: Statistical time priority table on information source

Information Source	The Most Important	The Second Important	The Third Important	Accumulate Time	Percentage	Sort
Junior High School Teacher	23 **	11	14 **	48	17.58%	2
Junior High School Classmate	8 *	22 **	16 ***	46	16.85%	3
Family/Relative	32 ***	23 ***	10 *	65	23.81%	1
Visit To Senior High School Or Vocational Senior High School	4	3	2	9	3.30%	9
The Major Fair Hold By School	3	9	7	19	6.96%	5
Introduction Information About Senior High Or Vocational High School	7	15 *	14 **	36	13.19%	4
Come To School On Guiding About Senior High Or Vocational High School	4	4	10 *	18	6.59%	6
The Guidance Information Which Printed And Dispatched By Junior High School	1	0	4	5	1.83%	10
Broadcast, Newspaper And Magazine	0	0	3	3	1.10%	11
Neighbor	3	2	7	12	4.40%	7

Others	6	2	4	12	4.40%	7
Total	91	91	91	273	100%	

### (3) Influence source

The top 3 main influence source for students on selecting their preference are themselves, mother and classmates/friends, it shown that the main influence source on making decision is still from people around their lives. Next, base on the important level on assortment, the most important influence source is himself, and it means the emphasis of making- decision making power for students themselves. The second importance is from mother, and the third importance is from classmates/friends. According to the cross-comparison on the result from families/relatives about the main information source, on family side, mother's opinion will be the major influence, and the influence of father's suggestion will much smaller, this point will need to do further study in future direction.

Table 4-5: Statistical time priority table on influence source

Influence	The Most Important	The Second Important	The Third Important	Accumulate Time	Percentage	Sort
Themselves (Decision)	48 ***	14 **	17 **	79	28.94%	1
Father	11 *	13 *	9	33	12.09%	4
Mother	15 **	21 ***	14 *	50	18.32%	2
Brother and sister	4	9	5	18	6.59%	6
Classmate/Friend	4	10	25 ***	39	14.29%	3
Junior High School Teacher	6	14 **	5	25	9.16%	5
Relative	0	5	6	11	4.03%	7
Teacher who come to school on guiding	3	2	6	11	4.03%	7
Neighbor	0	1	2	3	1.10%	10
Others	0	2	2	4	1.47%	9
Total	91	91	91	273	100%	

### (4) The concern level from parents

The information shown that parents very concern about the priority what students fill, although portents pay much attention on it, but students will prefer to their own choice when they select school, and the percentage is over 80%. In addition, the questionnaires information shown that 80 % students general read the multiple access roads guidance manual edited and printed from Ministry of Education, and most of them understand the content of this manual. About 70 % of parents haven't read this manual before, and most of them are not understand about it. Thus, whether it is because that students know their parents do not understand related information and the policy of multiple access roads from Ministry of Education completely, so, they will tend to fill their priority by their own ideas.

The concern level from parents	Time	Percentage
Very Concern	56	61.5 %
Concern	31	34.1 %
No Concern	4	4.4 %
No Care	0	0%

Choosing Preference	Time	Percentage
Mother	7	7.7 %
Father	7	7.7 %
Themselves	77	84.6 %

#### (5) Factors of emphasis

Besides the concern about information source and influence source, there are lots of factors related to fill priority which will need to consider. In this questionnaire which list 29 main factors items to survey which importance is much higher for students. From ANOVA to compile statistics on getting the average of each item, it was found out that the total average is 3.85, and there are 16 items over total average. Also, for the average of 10 items which is over 4, it appears that overall items with measurement effect. According to the statistics information shown, the top 10 factors on consider are including: the well interaction between teachers and students, high rate on obtaining employment after graduation, with additional quota from start plan and college, which shown that the students' consideration is still on school work development, rate on obtaining employment after graduation is good or bad, and if it is easy to pass an examination. In addition, from significance test will know that the placing in class will have significant difference on consideration factor is with additional quota from start plan and college. It means for top 5 students, they will think this item is very important, and from 21<sup>th</sup> ~30<sup>th</sup> students, they will consider about this item. Therefore, it was known that the achievements on studying will influence students on filling priority with different consideration.

Finally, with corss-comparision on filling school type and consider factor, the data information shown that the item with the higher rate of entering higher school on choosing college, Technological and Vocational Education with difference will up to significant level. The students who fill as community college or comprehensive high school will take this item as important consideration factor. And the group difference on with additional quota from start plan and college will up to significant level. Students who fill as comprehensive high school, normal senior high school or community college will list as importance consideration for whether it has additional quota from start plan and college.

### 3. The result of semi-structured deep interview

#### (1) Interview Preparation

On semi-structured interview side, which focus on the analyzed result of questionnaires to do verification, and try to find out if there are still other related information about present result. Besides, if there are difference results, it will need to process adjustment and collation, in order to find out the complete research result. Preparation in advance means on filtering the interview subject. Due to supervisor who has 3 years experience on taking personal charge of the shift, thus, it will more realize the situation on their class students. Therefore, ask supervisor on each class on assisting not to follow random principle to select and recommend three students who own the character of heterogeneity and diversification to represent this class students on accepting semi-structured interview. Base on the purposive sampling result, use random way on editing number for these subjects who are representative of each class, and to make an agreement on processing interview in morning's self-study and lunch break time on certain date. Interview subjects, number, and process method, with series procedure, then, there will be 12 students to do further interview. Every interview time will take about one hour, and the process way will be raised by researcher to provide the questionnaire study result first, and interviewee will comment their ideas about the result. In avoid the discussion result is behind the point, researcher will divided 3 items questions from questionnaire study result

and to adjust the interview process at any time on ensuring the smooth of interview process.

(2) Interview result collation

Interview subject with 12 students, which divided into high, middle, low scores group, and the interview result collated as below.

a. High scores group students

- ( a ) Live with parents is occupied with 75%, and single parent is for 25%.
- ( b ) Fill selection school type in normal senior high school is much higher with 100 %, and the most reasons is that they want to continue to college study and not familiar with vocational high school subjects.
- ( c ) The top 3 information sources are: teachers occupied 42 %, because they agree with the opinion what teacher provided, on classmates part is 25 %, the reason is they will have companion, and on family part is 17 %, which reason is because they thought their family will much realize their own situation.
- ( d ) The top 3 influence sources are: family coupled 33 %, because with family's support, there will be no pressure on reading, on teacher side is 25%, because teacher can provide good suggestion, and themselves is 17%, which is because they choose their interest.
- ( e ) Filling priority consideration: transportation occupied 50 %, which is because with school nearby house, it will save transport fee, school environment occupied 25 %, and they want the hardware and software equipment in learning environment is complete and perfect, and tuition occupied 25 %, which is because they consider about family economic situation.

b. Middle scores group students

- ( a ) Single parent is occupied with 50%, live with parents is for 25% and grand parenting is 25%.
- ( b ) Fill selection school type in normal senior high school is much higher with 50 %, and the most reason is that they want to continue to college. On community college occupied 25 % which is because they are interested init, and on vocational high school is for 25 %, which is because they want to have professional skill in the future.
- ( c ) The top 3 information sources are: families occupied 25 %, because they respect to their families' idea on wishing them to change environment on studying, and the purpose is to benefit for learning how to be independent by themselves. So, they will pay attention on information, teachers which accounted for 17 %, which reason is because of their daily instruction, and classmate side for 17 % is because they will often interchange information.
- ( d ) The top 3 influence sources are: family accounted for 25 %, because family is economical source, on themselves side is 17%, because choose their interest, and classmate is 17%, which is because they deserve companion on their studding.
- ( e ) Filling priority consideration: tuition occupied 17 %, which is because family economic factor, transportation occupied 17 %, which is because with school nearby, it will save more money on transport fee, and it will benefit to lighten family's economical loading, and family occupied 17 %, which is because they want to get family's support on their choice.

c. Low scores group students

- ( a ) Live with parents is occupied with 50%, single parent is for 25% and grand parenting is 25%.
- ( b ) Fill selection school type in vocational high school (incl. community college) is occupied with 100 %, and the common reason is because they like and interested to study in vocational high school and community college .
- ( c ) The top 3 information sources are: introduction occupied 25 %, it is because the Commission of student counseling, and family part accounted for 25 %, which reason is because of the factor of family's concern, and school visiting is for 8 %, which is because their friends

invite to visit.

- (d) The top 3 influence sources are: family accounted 33 %, because the economical source on studying is their families, on classmate side is 33%, because deserve companion on their studying, and themselves is 8%, which is because they choose the department which they interested in.
- (e) Filling priority consideration: family's opinion occupied 50 %, which is because they consider that it will need economic support on studying, transportation occupied 25 %, which is because they want to go to school is convenient, and like the department is occupied 25 %, which is because they want to study on the department what they are interested in .

## V. Conclusions and Suggestions

### 1. Conclusions

- (1) The results of the questionnaires showed that a higher proportion of interviewees chose to study in high school, which was consistent with the results of the interviews. This indicated that most students were eager to go to universities. Based on the results from this study and the perspective of cultural differences, the following admissions marketing strategies were proposed: 1.To reinforce the implementation of remedial instructions to meet students' need and goal of going to the university. 2. To strengthen the management of students' life to help them develop good habits in line with the attitude of the "No Child Left Behind" notion. 3. To take the initiative to establish communication links with the parents on individual differences in order to facilitate understanding of the children's thoughts, needs, support and assistance.
- (2) The results of the questionnaires indicated that the main source of information of school selections came from the family, which was the same as the results of the interviews. The reason was that their families had a better understanding of them, so as to provide information and analysis focused more on their own needs. Therefore, schools should adjust enrollment strategy, began to strengthen the understanding of individual differences among students and set up divergent tailor-made enrollment strategies to meet the needs of students.
- (3) The quantitative results showed that the influential source of choosing a school was oneself, which was consistent with the results of the interviews.  
From the results of the interviews, it was discovered that the students had a good relationship with their parents, which achieved good mutual understanding. It was found that the parents respected the choice of the child, and meanwhile the students took account of their family economic status. The results of the interviews were similar to the results of a study conducted by Liu, Youzhang (2002) on the relationship between the culture reference structure of township aboriginal children and their learning adaptation. The results were also consistent with the traditional aboriginal culture, which was that the parents respected for the upbringing of the individuals.  
It was also entailed from the results of the questionnaires that most of the students' family monthly income was NT\$20,000 in average, consisting of 47.25% of the questionnaire population. Accordingly, to make a living, parents almost cannot participate in any school activities. Therefore, it is proposed that from the point of view of cultural differences to draft the strategy to promote the image of the student enrollment strategy: 1. Schools should establish a strategic alliance with the church and organize various kinds of education seminars through the influence of the church. 2. Schools should recruit parents as school volunteers to promote more understanding, acceptance and recognition.
- (4) The survey results indicated the top three consideration factors of school selection are: 1.Good Teacher-student interaction .2 Good employment rate after graduation 3. "Star Plan" and the surpass student vacancies of universities. However, the interview results

showed that the top three factors of school selection were the tuition, the family views and traffic, which was obviously at variance with the questionnaire results. Therefore, after the researcher modified and organized the results, the admission price strategies were adjusted as the following: 1. Schools provide a variety of scholarships. 2. Any charge setting has to consider the extent of the burden of the parents. 3. Set the Culture and Education Fund, as a student emergency assistance. 4. Enrich dormitory equipment and have strict control of the quality of the food, and establish a good dormitory management system. 5. Contact the civil commuting vehicle company with the eligibility criteria for the commuter students. 6. Engage home-room teachers in contacting at least 2 parents and taking initiative to inform the parents of the condition of the students at school, so that parents feel the school's endeavor of school running.

## 2. Suggestions

- (1) Aboriginal students should overcome the tangible and intangible difficulties, be brave to reach out for resources and solve the problems, as well as let out their hardworking and toughness as aboriginals, not confined by the environment.
- (2) Aboriginal parents ought to give the students positive affirmation and expectations, share more of the positive and rich social experiences and provide them with the harmonious and safe family life.
- (3) School teachers are suggested to be flexible about adjusting teaching methods that are suitable for students, pay attention to students' strengths and suggest the goals. It is also suggested to think of ways to understand the culture of the aboriginal people, accept and appreciate the cultural differences of the students' background.
- (4) The school administration team has to understand the background of the students and then adjust the school strategies to explore the advantages of students and thereby recommend them of career planning.
- (5) It is recommended that future researchers can conduct more comprehensive researches on aboriginal junior high school students' school selection to further compare the differences between the aboriginal and non-aboriginal students.

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