

The Parents' Cognition Attitude to Carry Out the Twelve Years Education Policy in Taiwan

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Abstract

This study is about to know the attitude of the parents whose children haven't been carried out the twelve years education for last three years to this educational policy in Taiwan. We want to know how much the parents know about this policy and how much they support it. We also analyze the problems that bother the parents and the influential factors to know parents actual perception and the relations of the actual requirement. As parents in Changhua, Taiwan to be persons we surveyed, we have delivered 460 questionnaires. We retrieved 388 questionnaires, including 302 valid questionnaires and 86 invalid questionnaires. The effective response rate is 66%. Ways to analyze data include descriptive statistics and one way analysis of variance (ANOVA). The result of this research says:

1. The value of parents knowing about the twelve years education is higher than the average.
2. The value of parents supporting to the twelve years education is higher than the average. To the most part of this educational policy, the value of parents supporting it is much higher than the average.
3. The value of parents having faith in the goal of this educational policy and its relevant adjustment is lower than the average. In the survey of how much parents having faith in the goal of this educational policy and its relevant adjustment, there are only three from ten subjects are beyond the average, and the others are below the average.

Keywords: the twelve years education, elementary education in Taiwan, Taiwan's education policy

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Introduction

The study is purported to explore into the attitude of parents of the first three years of students applicable of twelve-year public education program toward the implementation of twelve-year public education program. The study describes the research motive, purpose, terms and definitions, and study scope and limitation in the follows:

I. Research Motive

Education is the foundation to a country and the compulsory education provided by the government is a welfare policy for the people as well as a considerably important driving force in improving national quality. Taiwan's educational standards have substantially advanced after the extension of compulsory education from 6 years to 9 years, which also solidified the basis of human resources for senior technician during Taiwan's economic take-off in the 1970s. Nonetheless in consideration of the existing nine-year compulsory education program in Taiwan that already falls behind in the world plus the educational predicament for existing compulsory education such as urban-rural gap, mixed levels, equity issue in resource allocation, excessively intensified competitive pressure for advanced education, low-birth rate, and expensive private senior high school tuitions, the government already proposed suggestions for the promotion of extending compulsory education in order to cultivate talents on a long-term and continual basis.

On the eighth National Education Conference held on August 28 and 29 of 2010, the Ministry of Education took a comprehensive review on our education and proposed improvement strategies (Zhang, J.N., November 2010). Eventually President Ma Ying-jeou announced on January 1st of 2011 that the twelve-year public education will be implemented in 2014, namely August of 2014 (2014 academic year). In the following year the Executive Yuan President Wu, Duan-Yi also officially declared on the conference that more proactive promotion will be taken for the work related to the implementation of twelve-year public education program (Twelve-Year Public Education Program Promotion Report) (2012/4/10/2012).

The twelve-year public education program envisions three objectives in the upgrade of junior high school and elementary school education quality, accomplishment of children and establishment of solid national competitiveness. In particular, the upgrade of junior high school and elementary school education quality is the most essential and the first step to implement the visions (Twelve-Year Public Education Program Promotion Report) (2012/4/10/2012). Nonetheless as Ginsbery proposed (cited from book translation by Huang, Y.H., 1992): "Parents are the first teachers of children (Ministry of Education, Approved Version of Twelve-Year Public Education Program Implementation Program, 9/20/2011) and they have the most significant and prolonged impact on the life of children, who are positioned at the frontline of value supply, attitude formation and information supply." (p.13-17).

Dietz (1997) expressed that in the United States, parents and parental participation are the one of the key contents to the 2000 Education American Act and it is explicitly stated in the objective 8 of the act that in 2000, schools will promote the cooperation with parents by increasing parental participation in order to enhance children's growth

in all aspects, including social, emotion and academics. It shows that the significance of parents in the cognition and attitude for school education also represents the increasingly important function of parents in the educational work of children.

Several studies or consensus also show that the general public does not have too much understanding and confidence in the implementation of twelve-year public education program. Prior to the official implementation of the 2014 twelve-year public education program, the first three years of students facing this reform include the seventh graders, sixth graders and fifth graders currently enrolled in junior high school and elementary schools. Hence, how well the parents soon facing the same issues understand twelve-year public education program and how the government helps parents understand the objectives and contents of the program so that they can cooperate and support government reforms become considerably important. The views and attitudes of these parents can more quickly help the government modify the direction of systems related to this reform through comprehension, thereby matching reforms with social desirability.

If the parents can thoroughly comprehend the advanced study and learning of twelve-year public education program through the promotion of such program, the parents will consider the most ideal path for children with firm direction, and the children will be better prepared because of parents' reassurance. For this reason, the study intends to understand parents' cognition and support for twelve-year public education program by analyzing the disturbing issues and influence factors, discussing the specific cognition and implementation of requirement relationship and proposing specific approaches to effectively increase parental participation in campaigns for twelve-year public education program. Such approaches will modify the direction in post implementation of twelve-year public education program as well as to contribute to the values of research and practical applications in future educational reforms. The aforementioned are research motives of the researcher.

II. Research Purpose

Based on the aforementioned research motives, the study is purported to discuss the attitude of parents of the first three years of students applicable of twelve-year public education program in Zhanghua County toward the implementation of twelve-year public education program. More specifically, the study intends to complete four purposes, as described below:

- I. Understand the attitude of parents of the first three years of students applicable of twelve-year public education program in Zhanghua County toward the implementation of twelve-year public education program.
- II. Discuss parents' confidence in the promotion of twelve-year public education program.
- III. Understand the parental requirement for the program implementation.
- IV. Consolidate the research results and propose suggestions as reference for relevant departments and to implement educational reforms.

III. Research Method and Process

The study aims to understand the course, key policies and implementation status of Taiwan's implementation of the twelve-year public education program, in addition to

taking further steps in understanding the attitude of parents applicable for this policy toward the implementation of twelve-year public education program. To achieve the aforementioned purposes, the study primarily adopts questionnaire survey as described in the following research methods and process:

i. Research Method

The study applies questionnaire survey to investigate on the parental attitude toward the implementation of twelve-year public education program. The research tool is a “Parental Attitude toward Government Implementation of Twelve-Year Public Education Program Questionnaire Survey” developed by the research independently with reference on related literature and questionnaires according to the purposes of the study and questions to be resolved. The questionnaire aims to understand parental attitude towards the relevant measures taken by the government in the implementation and suggestions for the twelve-year public education program before further understand the current program implementation in-depth and the parents’ perception during the promotion.

IV. Scope and Limitation

The study encounters the following limitations for the inference of research methods and results due to the characteristics of scope and contents of research as well as the limitations in time and funding:

i. Regional Limitation

The objects of the study are limited to respondents in Zhuanghua Area and hence the study encounters regional limitation in terms of the interpretation and inference of research results.

ii. Limitation in Research Topics

The research topics aims to analyze the contents of twelve-year public education program to be implemented in 2014 and could be subject to limitation in scope of topics for the interpretation and inference of research results due to time constraint and more changes could take place with the implementation programs in the following few years.

iii. Limitation in Research Objects

The objects of the study are limited to the parents of enrolling junior high school students for 2011, 2012 and 2013, which may be limited for inference to other parents.

iv. Limitation in Research Tools

The researcher has developed an independent “Parental Attitude toward Government Implementation of Twelve-Year Public Education Program Questionnaire Survey” with reference on relevant literature and the validity of such tool still requires further testing.

Literature Review

I. The Origin of Twelve-Year Public Education Program (Background and Development)

Education is the driving force for social progress. In the past 50 years of economic miracles and political achievement created by Taiwan, the contribution of education

serves as the one of the most critical influence factors. Ever since the World Bank Group first invested in the education of developing countries, the expansion in education has become the key policy for developing countries. Moreover, the extension of years for national education and equal opportunity for education since 1970s has become the common trends for reforms in education among many countries (Report on Twelve-Year Public Education Program and National Education K Project (4/16/2003)).

Taiwan started implementing six-year compulsory education since 1945 and everyone is entitled to basic six-year education of elementary school. However, those students needed to take the higher education examination before enrolling for study at junior high school, which resulted in the pressure for advanced education and academic burden on elementary school students. On August 22, 1954, the Education Research Committee of Ministry of Education discussed “Relief of Academic Burden for Junior High School and Elementary School Students” on the first meeting, which showed that the academic burden on the junior high school and elementary school students were sufficiently heavy to draw attention from the public.

By 1968, in spite of the elimination of pressure for advanced education due to the implementation of nine-year compulsory education, the pressure has in fact shifted to junior high school students and such traditional joint admission system may have distributed resources of advanced education through fair and public procedures, so that students received the same standard appraisal through fair forms, regardless of the quality and finance of students. Although many excellent talents of Taiwan have been developed through this process, it also brought many exam-oriented educational issues for Taiwan. For examples, exam-oriented teaching could cause the school education to stress more on academic subjects and severely distorts the teaching objectives of schools, pushing students to become exam-oriented and could result in unbalanced physical and mental state due to the enormous pressure for advanced education. Over the years, the Education competent authority has been considering how to resolve the pressure and burden on junior and senior high school students by proposing many solutions and measures (Chen, Q.X., April 2007). The following describes the origin, reference and objectives of advocacy:

i. Origin of Advocacy

National infrastructure and economic development all depend on people. The cultivation of talents requires long-term continuation and starts from the basics. Statistics released by the United Nations Educational, Scientific and Cultural Organization (UNESCO) reveal that there are currently 46 countries having implemented national education for 10 years or more, and the main reason is that many undeveloped countries have noticed the association between national education and national competitiveness.

Taiwan has implemented nine-year compulsory education since 39 years ago. During the time of initial implementation, there were less than 10 countries worldwide implementing compulsory education over 9 years and Taiwan was ranked in the top percentile. However when compared with developed countries today, nine-year compulsory education has fallen behind. Meanwhile, in view of the national education status, there are still issues with urban-rural gap, mixed levels, equity issue in resource allocation, and excessive pressure for advanced education, as well as the concerns for

declined number of students due to low-birth rates. Particularly the majority of senior high and vocational high schools are private schools that charge 4 times higher tuition than public schools; nonetheless most students enrolled in private schools come from families of mid to lower social ranking. To comprehensively resolve the education predicament now and to strengthen the upgrade of national manpower qualities, it is deemed necessary to extend the years of national compulsory education.

Over the years, the society holds high consensus and expectation for the extension of national compulsory education. The suggestions for Taiwan's advocacy for extension of compulsory education unfolded as early as 1983, which underwent the administration of 11 ministers of Ministry of Education. Recently on the National Educational Development Conference held in September 2003, the conclusion and consensus were reached for the "Phased Advocacy for Twelve-Year National Basic Education." In December 2006, the investigation of "2006 Investigation Report on Public Views on Key Educational Issues in Taiwan Area" conducted by the Preparation Office of National Academy for Educational Research revealed that as high as 78.44% of people supported the implementation of twelve-year national basic education.

In view of this, the Government called for Taiwan Economic and Sustainable Development Meeting between July 27~28, 2006 to include this agenda and reached consensus for proactive consensus. Hence, the Executive Yuan approved the advocacy of twelve-year national basic education in the "Warm Society Welfare Program" with the Ministry of Education in charge of planning in addition to appointing Minister without Portfolio Wang-Yi Lin to serve as the policy coordinator and supervisor. The twelve-year national basic education was gradually advocated since 2007. This year the program implemented tuition funding for economically disadvantaged private senior high school and vocational high school students and high/vocational high school quality program. Moreover, the junior high school and elementary school student learning aid program was comprehensively launched in 2008 with the twelve-year public education program fully implemented in 2009.

During this period, the program diminishes the tuition gap between public and private high/vocational high schools, increases admission rate, promotes quality high /vocational high schools as well as several supporting measures to gradually integrate high /vocational high schools with communities, relieve pressure for advanced education for junior high school students, and balance urban-rural educational gap. The implementation of twelve-year public education program can comprehensively cultivate outstanding students, solve some educational issues current derived and create one satisfying educational environment for parents, students and teachers (Analysis of the Policy Planning and Course for Twelve-Year Public Education Program, Journal of Education Research, June 2007 (Issue 158), Chen Y.X. and Wang X.N., 2007).

In 1994, more than seventy civil educational reform groups gathered to hold the "410 Educational Reform Parade" in Taipei and Kaohsiung currently by proposing multiple appeals such as the "implementation of small class and small school," "extensive establishment of senior high schools and universities," "promotion of modern education," and "development of Basic Education Act." These movements reflected the discontent for educational status and become a wave of reforming pressure and

atmosphere (Fu C.Y., 2007). The Government also called for the seventh National Education Conference in June 1994 to establish the “Educational Reform Review Committee” and propose the development of indicators of basic academic proficiency, diversified senior high school admission system and other specific suggestions. In February 1995 the “Education Report of R.O.C.” was published with appeals in “alleviating pressure for advanced education” and “education liberalization.” The report also suggested for improvement on the senior high school admission system by establishing diversified admission channels and guiding the normal development of junior high school teaching. The reports revealed that “Schools can select students through diversified and flexible approaches from existing senior high school admission system to alleviate the pressure for advanced education in students. Hence the future senior high school admission system not only will improve the questioning techniques for senior high school joint examination but also cooperate with the establishment of senior high school features by adopting registration, application, referrals, recommendations for admission, distribution, direct promotion, and recommendations, so that students can choose suitable schools according to their aptitude, interests and will. This approach not only alleviates the competitive pressure for senior high school admission but also provides full development of students’ potential” (Ministry of Education, 1995).

After the proposal of “the Consultants’ Concluding Report on Education Reform, the Ministry of Education consolidated the concepts of books and policies in 1998 by choosing key items to summarize into the “Education Reform Action Plan,” where 12 educational reform plans were advocated. The Ministry of Education also announced to replace traditional senior admission examination with the Basic Competence Test for Junior High School Students since 2001. The Ministry also adopted senior high school diversified admission program to offer 6 channels for advanced education, including basic competence test registration and distribution based admission, admission through referrals, admission through application, and voluntary school counseling distribution for admission, admission by recommendation for talents and special identity, and direct promotion admission. These six channels of advanced education are targeted different objects with different methods, exhibiting a diversity of dimensions. Nonetheless in 2000, the former Ministry of Education Minister Ceng, Zi-Lang received a letter from students and he took a turn in policy by excluding the school academic performance of students and changed to using performance in “Basic Competence Test for Junior High School Students” as the main reference of admission.

In summary, the development and background of twelve-year public education program was divided into the following three points: (Twelve-Year Public Education Program Related Research Literature Collection, Chen, Q.X. /National Academy for Educational Research Preparation Office Director secretary seminar information Vo. 24, Issue 2 (April, 2007).

(1) Core National Education Issues

Many former Ministry of Education ministers have advocated the policy of extending national education since 1983 but have not able to succeed or conduct long-term follow-up research and evaluation results. After half a century, the academic burden on students has not been diminished as one of the most essential problems was exam-oriented. Many disputes in educational reforms such as “diversified admission,

One-Guide-Multiple Text for textbooks, and basic competence test for junior high school students all have issues with exam-oriented, parents and student values. Adopting exam-exempt admission by school district for junior high schools promoting to senior high schools and improve each senior high school/vocational high school to become quality schools will alleviate pressure from students in advanced education and the remedial for reducing academic burden. Currently the ratio of Taiwan's junior high schools graduated students admitting to senior high school education (senior high school, senior vocational high school, and the first 3 years of the 5-year vocational high school) is 95%. Under the gradual declining pre-school population, the admission capacity for senior high schools to reach 100% admission is foreseeable. In recent years, efforts in advocating for senior high school/vocational high schools with communities and promotion of comprehensive senior high schools are factors in the best interests of twelve-year public education program.

(2) History of Extending Years of National Education

From Taiwan's implementation of six-year compulsory education in 1945 to the nine-year national education implemented in 1968, the expansion of public junior high school capacity and the adoption of exam-exempt admission by school districts have alleviated the elementary school students' pressure for advanced education and academic burden. However such pressure has been deferred to junior high school students promoting to senior high school. Former Ministry of Education Minister Zhu, Hui-Seng proposed the "Extending Vocational Education Oriented National Education Program" in 1983, put the "Preliminary Program of Extending National Education – Junior High School Students Voluntary Admission to Senior High School Program" into pilot-run in 1990, in addition to applying "Voluntary Admission, Tuition Exempt and Examination-Exempt Admission" as standards of policies. After Minister Fan took office, he executed the "Development and Improvement on Junior High School Skills Education Program – Towards Ten-Year National Education" in 1993.

By 1996, the Ministry of Education started to operate comprehensive senior high school in attempt to become one of the school models for senior high school education later and to achieve the educational goals in adaptive development for students. Minister Wu Jing and Minister Lin, Qing-Jiang started planning and launching the "Exam-Exempt Vocational High School Diversified Admission Program" and "Senior High School Diversified Admission Program" in 1998, establishing the prototype of extended national education, in addition to replacing the joint examination with basic competence test for junior high school students in 2001. After 1999, the Minister Yang, Zhao-Xiang, Minister Ceng, Zhi-Lang and Minister Huang, Rong-Cun suggested the issues on extending the years of national education by launching the "Integration of Senior High School /Vocational High School with Communities" program and "Senior High School Diversified Admission Program" in 2001 to encourage students graduated from junior high school to take consideration of basic competence test performance and aptitudes for applying nearby community senior high school or vocational high school, comprehensive senior high school, and completing junior high school for continual advanced education, which all contributed to the implementing environment of twelve-year public education program (Chen, S.X., 2005; Ministry of Education, 2006).

The Ministry of Education organized the National Education Development Conference in September 2003 and appointed scholars to conduct a research on planning of twelve-year national education program. After Minister Du, Zheng-Sheng took office in May 2004, he developed a pre-support measure for twelve-year public education program to advocate for the twelve-year public education program. Moreover, the minister organized the planning and decision for the twelve-year public education program by drafting implementation plans and consulting with opinion form parent and teacher groups to form consensus for advocacy by phase (Ministry of Education, 2006).

(3) Worldwide trends in extending national education

Most countries extend compulsory education in attempt to provide more sufficient employment knowledge and capacity as well as the basic citizen skills before turning 18 years old. Currently among the 195 countries with complete data, there are 85 countries that implement at least 10 years of compulsory education, including 5 countries implementing 13 years of compulsory education (i.e. Germany, Belgium and Holland), 16 countries implementing 12 years of compulsory education (i.e. England, America, and New Zealand), 21 countries implementing 11 years of compulsory education (i.e. Australia, Canada, France, Israel, and Ice Land), and 43 countries implementing 10 years of compulsory education (i.e. Russia, Finland, Norway, Ireland, Spain, Hungary, Sweden, and Singapore). Therefore extending the years of national education has inevitably become the trends in educational development (Zhang, T.F. and Lin, S.Y., Seminar Information 87 Vol. 24, Issue 2, April 2007, Education and Development 2006, Chen S.X., 2005).

In the past 20 years, the former ministers of Ministry of Education have all taken actions in the drafting and planning for the extension of national education, as described on the following key planning content and outcome: (Table prepared from the Twelve-Year Public Education Program and National Education K Project (April 16, 2003) Chen, Qing-Xi (April 2007) Report on the Advocacy for Twelve-Year Public Education Program).

According to the current social development, coping with industry upgrade and creativity added-value through “knowledge economy” and strengthening our global competitiveness, the call for overall improvement on educational environment through total upgrade in human resource qualities becomes increasingly important in terms of extending the national education. Hence, the objectives for advocating twelve-year public education program include:

- (1) Upgrade national qualities and enhance national competitiveness.
- (2) Advocate for equal opportunities for education and realization of social fairness and justice.
- (3) Diminish educational gap and balance urban-rural development.
- (4) Alleviate pressure for advanced education and guide students with adaptive development.

II. Status of Twelve-Year Public Education Program

When newly appointed Ministry of Education Minister Jiang, Wei-Ning took office in 2012 and accepted media questioning during the first tea party with the media, he

proposed the eight policy appeals to be implemented in the following 2 years, including the stabilized advocacy for twelve-year public education program, revitalization of teacher's profession, and proactive development of digital teaching that project innovative concepts into education to build a new look of education. In the stabilized advocacy for twelve-year public education program: Jiang, Wei-Ning suggested to alleviate student pressure from tests and help students with adaptive development through the twelve-year public education program.

The twelve-year public education program is based on the nine-year national education bearing five philosophies:

(1) Philosophy

The advocacy for the twelve-year public education program is built on the basis of the nine-year national education bearing five philosophies.

1. Teach without discrimination: Senior high school education is targeted at national aged 15 years or older with equal opportunity in education, regardless of race, gender, ranking, social-economic conditions, and regions.
2. Level-based teaching: For students with different intelligence, aptitude and interests, schools of different nature and types are established to teach through different courses and grouped teaching.
3. Talent Development: Adaptive counseling can lead students to understand their won aptitude and interests as well as the basic model of society workplace and employment structure.
4. Diversified Career Path: Develop a diversity of aptitude, intelligence and interests in students and thereby find out the career path for each student in order to continue advanced education or seek for employment.
5. Quality links: Senior high school education links up with junior high school education on one hand so that students can develop though regular teaching and balanced five dimension of education while on the other hand balance the urban-rural educational resources through the equity of senior high/vocational high school. Consequently there will be quality educational environment all over Taiwan for students to continue advanced education or seek employment in the workplace with lifelong learning.

(2) Objectives

The objectives in advocating for twelve-year public education program are based on the perspective of pluralism in country, society and individual student. The overall objectives and activate the specific objectives in preparatory phase are described below:

1. Overall Objectives

- (1) Improve basic national knowledge to cultivate modern citizen quality.
- (2) Strengthen the basic national competency to solidify the national economic competitiveness.
- (3) Promote equal opportunity in education to fulfill social fairness and justice.
- (4) Enrich senior high school resources to balance the development of regional and urban/rural education.
- (5) Implement aptitude exploration and career counseling for junior high school students in addition to leading students with diversified adaptive advanced education or employment.

(6) Effectively alleviate excessive pressure for advanced education by leading the normal teaching and balanced development in the five dimensions of education in junior high school.

(7) Strengthen junior high school student learning achievement evaluation mechanism to assure the basic quality of junior high school students.

2. Activate preparatory specific objectives by phases (August 2011 to July 2014)

(1) School enrollment rate reaches 99% or higher.

(2) Exam-exempt admission rate reaches 75% or higher.

(3) Enrollment rate to nearby school reaches 80% or higher.

(4) National quality senior high/vocational high school rate reaches 85% or higher.

(5) Implement junior high school adapting counseling and learning achievement evaluation mechanism.

(6) Availability promotion and establish consensus.

3. Comprehensive implementation of specific objectives by phase (August 2014 to July 2020)

(1) Exam-exempt admission rate reaches 85% or higher.

(2) Enrollment rate to nearby school reaches 90% or higher.

(3) National quality senior high/vocational high school rate reaches 95% or higher.

x. Relationship between the Vision, Philosophy and Program of Twelve-Year Public Education Program (as shown in Figure 2-3)

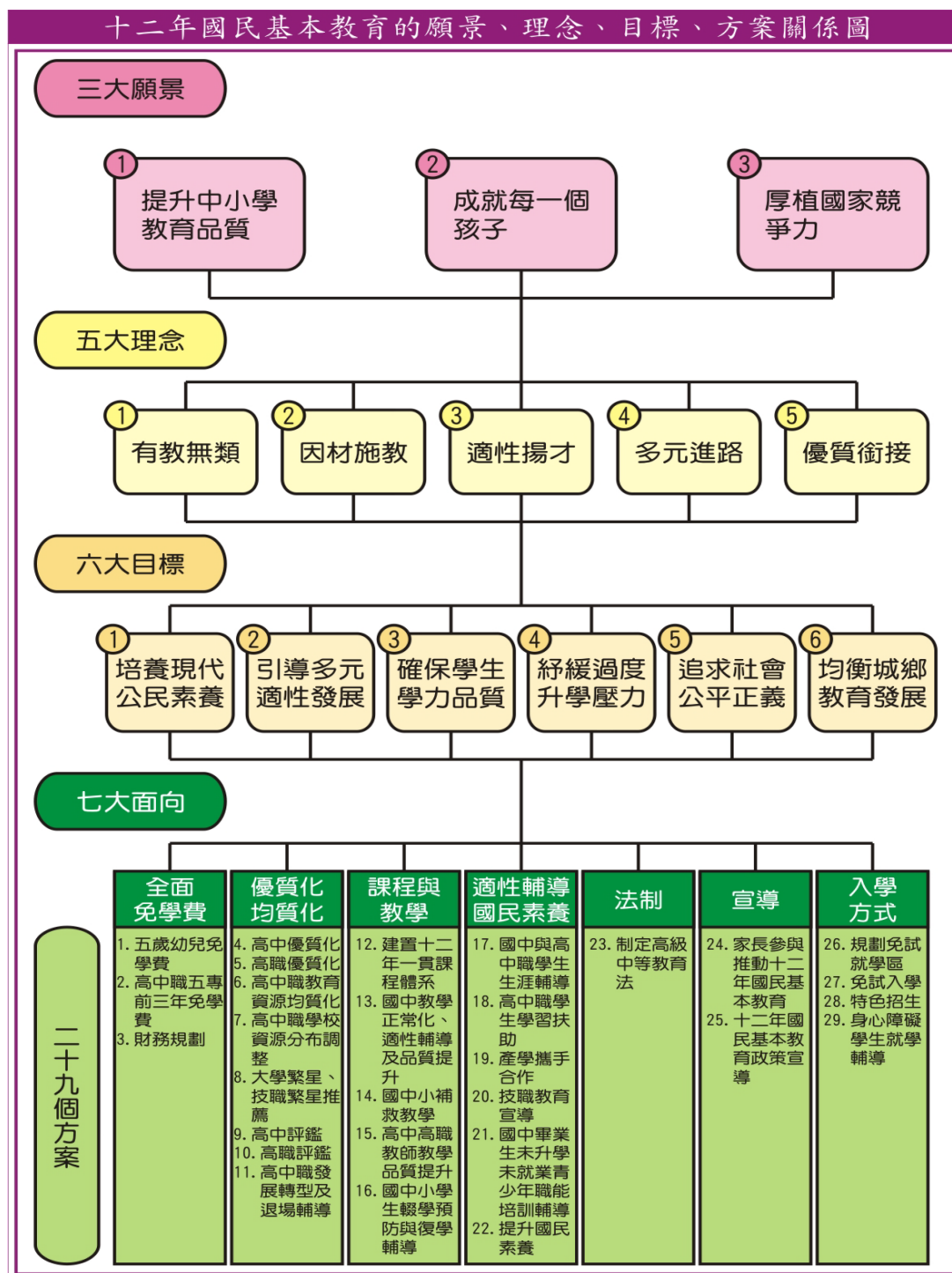


Figure 2-3 Relation Diagram between the Vision, Philosophy and Program of Twelve-Year Public Education Program

Source: Twelve-Year Public Education Program Implementation Approved Version
 Relation Diagram between the Vision, Philosophy and Program of Twelve-Year Public Education Program

Three visions

1. Improve the educational quality for junior high school and elementary school.
2. Accomplish each child
3. Build solid foundation for the national competitiveness

Five philosophies

1. Teach without discrimination
2. Level-based teaching
3. Talent Development
4. Diversified Career Path
5. Quality links

Six objectives

1. Cultivate modern citizen quality
2. Lead with diversified adaptive development
3. Assure students' academic quality
4. alleviate excessive pressure for advanced education
5. Pursue social fairness and justice
6. Balanced urban-rural education development

Seven Dimension

Total tuition exempt

Quality and Equity

Course and Teaching

Adaptive counseling for national quality

Legislation

Promotion

Admission

29 Programs

1. Tuition exempt for five-year old children
2. Tuition exempt for the first three years of senior high school/vocational high schools
3. Financial planning
4. Quality senior high school
5. Quality senior vocational high school
6. Resource equity for senior high school/vocational high schools
7. Adjustment on resource distribution for senior high school/vocational high schools
8. University referral and vocational college star referral
9. Senior high school appraisal
10. Vocational high school appraisal.
11. Transition and withdraw counseling for senior high school/vocational high schools
12. Establishing twelve-year public education program
13. Normalization, adaptive counseling and quality improvement for junior high school teaching.
14. Remedial teaching for junior high school and elementary school students
15. Improvement on faculty teaching quality for senior high school/vocational high schools
16. Dropout prevention and return counseling for junior high school and elementary

school students

17. Student career counseling for junior high school and senior high school/vocational high schools

18. Learning aids for senior high school/vocational high school students

19. Industry-Academic Collaboration

20. Vocational education promotion

21. Youth occupational cultivation counseling for junior highs school students without pursuing advanced education or employment.

22. Improve national quality

23. Develop Senior High School Education Act

24. Parents participating in the promotion of twelve-year public education program

25. Policy promotion for twelve-year public education program

26. Planning exam-exempt school area

27. Exam-exempt admission

28. Featured Admission

29. Admission counseling for students with disability

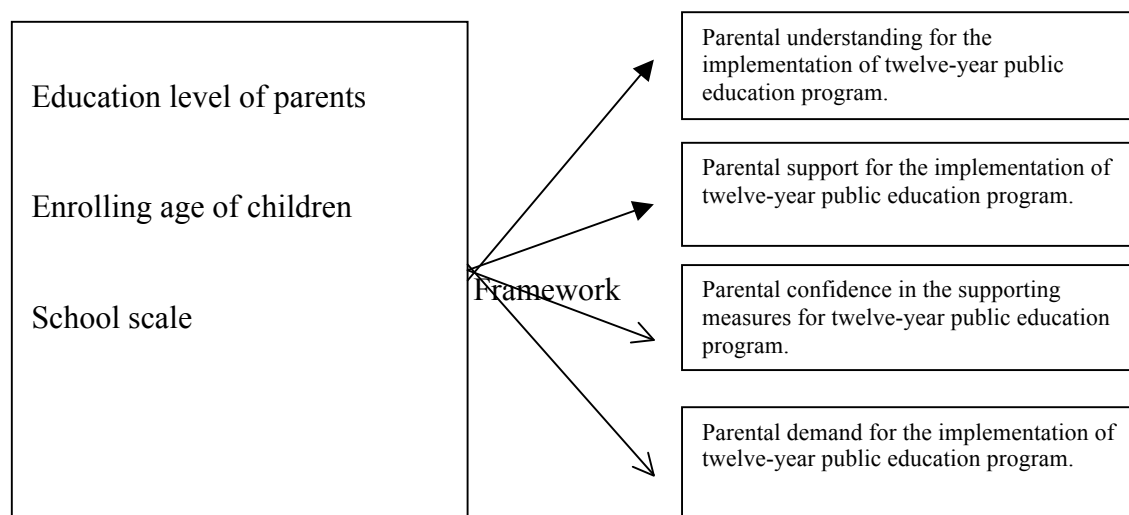
Research Design and Implementation

The study is purported to analyze the cognition of parents of the first three years of students applicable of twelve-year public education program in Zhanghua County toward the implementation of twelve-year public education program. The study discusses relevant literature from the background, history, contents of implementation, and studies related to twelve-year public education program.

Next, the study applies questionnaire survey to understand the view held by the parents of the first three years of students applicable of twelve-year public education program in Zhanghua Area toward the implementation of twelve-year public education program. The content includes cognition, support, confidence, and requirement for the program. To attain he foregoing purpose, the study designs and implements according to the research framework, method, tools, objects, and data processing.

I. Research Framework

The study objects comprise of parents of seventh graders, eighth graders and sixth graders in Zhanghuan County with primary variances including parental cognition for the twelve-year public education program and parents demand for the governmental implementation of the twelve-year public education program campaign. The study consolidates the main variances as shown in the research framework of Figure 3-1.



II. Objects and Methods

i. Research Objects

The study objects comprise of parents of seventh graders, eighth graders and sixth graders in Zhanghuan Area.

ii. Sampling Method

The sampling method of the study adopts two-phase sampling method, whereas the first phase adopts “stratified and cluster sampling” and the second phase adopts “simple random sampling,” as described below:

Phase II adopts “Stratified and Cluster Sampling”

Due to the massive population in parents of students in Zhanghua area, the adoption of individual-based random sampling could results in extremely discrete samples and taking into consideration of the funding and time of the researcher, Phase I adopts school-based “stratified and cluster sampling” to truly reflect the distribution structure of the population. Hence, the “school scale” of public elementary schools in Zhanghua County as stratified basis.

Table 3-1 Scale of Junior High Schools and Elementary Schools in Zhanghua County

	35 classes (including) or more	35 classes ~ 12 classes	11 classes (including) or lower
Junior High School	20 schools	16 schools	5 schools
Percentage	49%	39%	12%
Elementary School	21 schools	73 schools	81 schools
Percentage	12%	42%	50%

Table 3-2 Distribution of Stratified Sampling Junior High School and Elementary Schools in Zhanghua County

No. of classes Phase	35 classes or more	Percentage	35~12 classes	Percentage	11 classes or lower	Percentage
Eighth grader samples	1 school	50%	2 schools	33%	1 school	16%
School sampled	Zhangxing, Xioshui, Yangmin		Huatan, Dacun		Changhua Arts Senior High School	
Seventh grader samples	3 schools	50%	2 schools	33%	1 school	16%
School sampled	Zhangxing, Xioshui, Yangmin		Huatan, Dacun		Changhua Arts Senior High School	
Seventh grader samples	1 school	12%	3 schools	38%	4 schools	50%
School sampled	Zhongshan		Wanglai, Chengkong	Baisha,	Wenxiang, Guangxing, Qiaoai, Huanan	

Source: Zhanghua Government Department of Education <http://www.boe.chc.edu.tw/>

The number of schools sampled was 20 schools.

Phase II adopt “simple random sampling.” Each class of school is numbers and adopting simple random sampling to draw the class needed for each school. Table 3-3 shows the classes drawn for each school and the number of questionnaires as well as recovery.

Table 3-3 Questionnaire Recovery

	Number of samples	No. of Questionnaire Recovered	Recycling Ration
Eighth Graders	148	127	85.81%
Seven Graders	156	125	80.13%
Six Graders	156	136	87,18%
Total	460	388	84.35%

Table 3-4 List of Experts and Scholars Participating in Opinion Poll

Name	Current Position
Cong-Xing Zheng	University of Kang Ning Assistant Professor and Director
Zi-Ping Jiang	University of Kang Ning Assistant Professor and Director
Shu-Ya Ye	Zhanghua County Xioshui Junior High School Teacher
Shu-Yuan Li	Kaohsiung City Qixiang Elementary School teachers and parents
Guo-Ming Luo	Parents of Zhuanghua County Hemei Junior High School students

IV. Data Processing and Statistics

The data processing of the study applies SPSS FOR WINDOWS to conduct statistics analysis, which statistical method is described below:

i. Answering and scoring

Use numerals as codes of the different background variables for the respondents. Respondents are required to fill out the questionnaire based on their own situation. The answering and scoring of questionnaire adopts five-Richter scale for respondents to choose the fittest items with check, namely 5 points, 4 points, 3 points, 2 points, and 1 point.

ii. Methods of Statistical Analysis

1. Adopt number of allocation and percentage statistical method to describe the distribution of background variables in parents tested and the distribution of children variables, parental attitude, support and confidence in the twelve-year public education program.
2. Adopt means and standard deviation statistics to understand the distribution of the total accounts in different aspects of the questionnaire.
3. Adopt ANOVA to test the different education of parents, student grades, schools scales and parents of different background variables to demonstrate significant difference on the scales and dimensions of the questionnaire.

Conclusion and Suggestion

The study aims to analyze the attitude of parents of the first three years of students applicable of twelve-year public education program toward the implementation of twelve-year public education program. The study understands parental cognition and support for the of twelve-year public education program by analyze the problems of difficulties and influence factors to discuss the actual cognition and requirement relation. The researcher applies questionnaire survey to collect data with analysis and organization, followed by drawing conclusion from the study findings and eventually proposes suggestions for reference.

I. Conclusion

1. Parental understanding related to measures for the twelve-year public education program.
2. Parental support for measures related to the twelve-year public education program exceeds the means.
3. Parental confidence in the educational objectives and supporting measures for the policy on twelve-year public education program falls under the means.
4. Parental demand for the implementation of twelve-year public education program exceeds the means.
5. Parents of different education do not show significant difference for the understanding of twelve-year public education program.
6. Parents of different education do not show significant difference for the support of twelve-year public education program
7. The confidence in parents of different education for the educational objectives and supporting measures of twelve-year public education program.
8. Parents of different student grades do not show significant difference for the understanding of twelve-year public education program.
9. Parents of different student grades shows significant difference for the support of twelve-year public education program
10. Parents of different student grades do not show significant difference for the educational objectives and supporting measures of twelve-year public education program
11. Parents of different school scale do not show significant difference for the understanding of twelve-year public education program.
12. Parents of different school scale do not show significant difference for the support of twelve-year public education program.
13. Parents of different school scale do not show significant difference for the educational objective and supporting measures of twelve-year public education program.

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