



Determinants of Selection of Educational Institute among Parents

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ABSTRACT: This study examines the factors that influenced the selection of an educational institute by parents or guardians. The framework for educational institute selection process was based on a survey and analyzed in SPSS with collected data. The survey questionnaire is divided into 3 parts. The first part of the questionnaire was based on the Institute Environment, Institute Quality, Level of Income/Status, Institute's performance, Geographical Distance, and Respondent Culture-based questions. While the second part of the questionnaire consists of the selection of private or public educational institute. The profile of respondent was analyzed in the last part of the questionnaire. We had distributed a questionnaire in 200 people and got a response from 150 people. The results are indicated that the selection of an educational institute positive significantly influenced by institute environment, Institute Quality, Level of Income/Status, Institute's performance, Geographical Distance, and Respondent Culture at 1% level. Finally, the implications for decision making for the selection of an educational institute are made to help out the parents.

Keywords: Institute Environment, Institute Quality, Level of Income/Status, Institute Performance, Geographical Distance, Respondent Culture, Decision Making.

I. INTRODUCTION

Education plays a vital role in the progress of every nation. Pakistan is ranked at 113th out of 120 registered UN members (according to a research conducted by UNESCO). Pakistan is among those developing countries where people are most in need of good quality education (wiki). The study discusses parental decision on choosing the school that will provide a good quality education for their children. School selection is becoming more complicated decision for parents in the 21st century due to the increase in the number of schools, and mass media plays a vital role in giving information to parents on shaping school selection choices. It is the common thing for the parents to ensure the best possible educational environment for their children. Other than "quality education" there are several factors that influence parents on the school selection process.

This study analyzes the impact of factors including "level of income/status", "performance of schools", "environment of schools", "quality education" and "Geographical distance" on parent's choice of school selection. The purpose of this study is to determine the relationship between the level of income/status, the performance of schools, quality education, environment and geographical distance as a determinant of school selection among parents with the moderating impact of culture [14, 15].

Even though female students have in the different provinces of Pakistan have a different ratio of school enrolment. People in Punjab are more liberal and have near to equal contribution to the recruitment of male and female students in schools, so culture varies in every province.

Educational Enrolment in Pakistan, Source: (Pakistan EFA review 2014-15)

No.	Balochistan	FATA	GB	ICT	KP	Punjab	Sindh	AJ&K	Pakistan
Primary Schools	670,143	374,994	107,990	119,168	2,980,910	9,123,952	3,821,191	376,501	17,574,849
Male	402,433	253,494	61,403	60,785	1,785,509	4,868,313	2,206,311	194,055	9,832,303
Female	267,710	121,500	46,587	58,383	1,195,401	4,255,639	1,614,880	182,446	7,742,546
Middle Schools	163,491	75,713	45,662	64,615	1,050,771	3,474,610	1,081,979	162,356	6,119,197
Male	105,889	64,325	26,324	32,294	691,501	1,883,408	600,420	86,615	3,490,776
Female	57,602	11,388	19,338	32,321	359,270	1,591,202	481,559	75,741	2,628,421
High Schools	71,790	29,295	20,970	37,614	424,661	1,599,465	581,326	70,205	2,835,326
Male	47,319	24,904	11,815	19,213	288,592	881,297	334,637	39,231	1,647,008
Female	24,471	4,391	9,155	18,401	136,069	718,168	246,689	30,974	1,188,318

The geographical distance is also a significant factor in Educational Institute selection in a sample of 812 Educational institutes in three rural districts of Punjab, 34 percent of children lived at a walking distance of 5 to 15 minutes while 40 percent lived at a walking distance of 5 minutes or less [3, 18].

Significance: Today most of the parents give considerable attention to selecting Educational Institute for their children. Most of the researchers have done lots of researches about different topics relevant to the selection of Educational Institutes (SI). Researchers seemed that in the 21st century, it is complicated for the parents to decide on Educational Institute selection for their children. Therefore, to identify the key factors that influence the parents while selecting Educational Institutes for their children is very important. This study also determines the gap between the public and private Educational Institutes.

Objectives

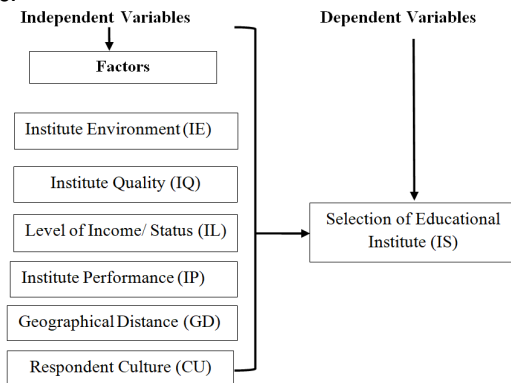
- To determine the parent’s response and level of involvement while selecting an Educational Institute.
- To examine the factors that are affecting to choose the private Educational Institute rather than a public Educational Institute.
- To observe the impact of choice on students of different Educational Institutes.
- To examine the conclusion of the research and provide suggestions.

Hypothesis of Study. Based on five factors which influence the Educational Institute selection, formulated the following alternative hypothesis.

- (H1): There is a significant impact of the level of income/status on Selection of Educational.
- (H2): There is a significant impact of the performance of Educational Institutes on IS.
- (H3): There is a significant impact of geographical distance on IS with the culture.
- (H4): There is a significant impact of Educational Institute Environment on IS with culture.
- (H5): There is a significant impact of Quality education on IS
- (H6): There is significant impact of cultural on IS.

II. THEORETICAL FRAMEWORK

The paper outlined the several factors influence parent’s decision in selecting Educational Institutes for their children. A literature review has been carried to identify the factors influencing the parents’ decision to choose Institute Educational for their children. At present many researchers assess different opinion regards to the topic.



For instance, [12] found that best criteria for Educational Institute selection are to consider multiple inner administrative factors instead of outer look, size of Educational Institute and social-economic value same methods also used [12]. On the other hand, Yaacob *et al.*, (2014) stated that syllabus, Educational Institute environment and facilities are the factors that influence parents on selecting Educational Institutes.

Furthermore, Ali (2012) and Rafiq *et al.*, (2019) [1, 25] reported the findings related to family background factors associated with parents who choose private. Mohsin *et al.*, (2019b) noted that The parents who have dissatisfaction with the public Educational Institutes usually sent their children in private Educational Institutes. Jackson & Bisset (2005) and Ungerleider, (2006) Found that the reputation and exam results of Educational Institutes are key features guiding parent’s Educational Institute choices. These are the factors related to each other, however the importance of elements different from each other. Many researchers had explored the decision influencing factors as Table 1 shown.

Table 1: Opinion of previous researchers.

Previous Research	Focused Factors
[12]	Inner Administrative Factors
[30]	Syllabus, School Environment and Facilities
[31]	School Performance

Literature review of determinants regarding the selection of Educational Institute

Educational Institute Environment (IE)

An Educational Institute is an organization intended to give learning space, learning environment and offices for the educating of understudies (wiki). Educational Institute’s inside atmosphere, an appearance, cleanliness and wellbeing office goes under the Educational Institute environment. Nature conditions make a feeling of ‘prosperity’ and send a minding message towards guardians (Dr Michael Berry). [31] expressed that syllabus, Educational Institute environment and offices are the components that impact guardians on selecting Educational Institutes. The training quality depends enormously on the earth of the instructive foundation itself. Non-public Educational Institutes as a rule suit development by including a new building and more offices adjusted to bolster instructional need [24]. A few guardians incline toward their child’s to contemplate in Educational Institute where young men and young ladies are taught isolated on the teachings of Islam. While then again, some lean towards in co-training that can create certainty and other relational abilities in them.

Quality Education (IQ): Nature of training can be characterized as; the literary quality and qualified instructors of the organization. As such, Educational results which the guardian’s requirement for their youngsters on the premise of tutoring level. In essential tutoring level, guardians believe that their youngsters should learn composing, perusing and different abilities. Guardians think in optional tutoring level, their kids ought to have the capacity to consider them and get high self-assurance; these are the most important things at this level their youngsters ought to learn [20]. After

this, the guardians need their kids ought to have the capacity to take their future responsibilities. There are a few attributes of value Educational Institute, which the guardian felt that are necessary. There are Skilled and Talented educator, high offices, controlled and suitable environment. Here is the id significant reason for picking Educational Institute by guardians prescribing to their family companion is that Educational Institute comprises of an able and master educators. The way of life, by and large, alludes to the convictions and discernments that shape and impact each part of how Educational Institute capacities. A few guardians lean towards a positive culture that gives proficient fulfilment and quality to children. A few guardians think distinctive social gatherings tend to take after specific dialect and association styles. In contrast, others hate those their children will teach different Norms, Languages, so they incline toward particular Educational Institutes for their kids.

Level of income/Status (LI): As indicated by the part of this study level of wage is characterizes as "the cash a family have accessible to spend on the tutoring of their kids". The scale of pay turns into a vital variable which influences the guardian's decision in their kid's training because of the inclusion of fiscal commitment towards Educational Institute quality affirmations [26]. Instruction relies on various social and monetary components [27, 19]. As indicated by [7] contended that wealthy family regarding the level of their instruction and also the word related notoriety speaks to the understudy's financial foundation. The above confirmations demonstrate that the level of pay is an essential component that influences guardians' decision on selecting Educational Institutes [10, 17, 18]. Wealthy individuals think education is not necessary to live a high-status life. And even guardians with low wage think instruction is essential for their child. Also though most research demonstrates that low-salary families are less required in their youngsters' training, there is still some exploration that shows that economic wellbeing small affects the achievement of their kids' instruction.

Performance of Educational Institutes (IP): Execution of Educational Institute can be characterized as; the understudy's academic score in the Educational Institute may prompt the Educational Institute execution. Jackson & Bisset (2005) and Ungerleider, (2006) Found that the notoriety and exam consequences of Educational Institutes are key components directing guardian's Educational Institute decisions. In Pakistan, government-funded Educational Institutes development was expanded by 25% (overview 2005). Numerous exploration thinks about have been led to look at the different parts of open and tuition-based Educational Institutes everywhere throughout the world. Guardians are prone to send their youngsters to non-public Educational Institute in light of the scholastic execution of that Educational Institute. As per the NCES study, understudies intuition-based Educational Institutes performed superior to anything understudies going to government-funded Educational Institute (Peterson & Laudet, 2006). Society moderating affect the execution on Educational Institute, in Pakistan Educational Institutes in provincial zones and Educational Institutes in urban regions have diverse Educational Institute exhibitions. In-country zones individuals did not incline

toward training. Accordingly, fewer kids go to class, conversely with urban districts individuals lean toward instruction, so the execution of Educational Institute in urban territories are more.

Geographical Distance (GD): This study demonstrates that the separation to Educational Institutes likewise impacts the decision of Educational Institutes and organization. For an example of guardians with centre Educational Institute kids and approached them to give motivations to their Educational Institute decision. The most referred to reason was Educational Institute-home separation. Different specialists in 1994, under the protection of the U.S. Bureau of Education, phone talked with instruction bosses in Minnesota's eighty-four Educational Institute locale and asked the explanations behind what good reason guardians picked their Educational Institute. They found that the fundamental thought was the travel separation amongst home and Educational Institute. Because of Goldring *et al.*, (2006), it is expressed that guardians, as a rule, choose an Educational Institute because of where they live, Therefore considering in Educational Institute outside the primary residence could harm examining. This concentrate additionally demonstrates the social impact in the element geological separation/separation to class, guardians with the various social foundation have distinctive musings as for Educational Institute choice impact by separation from home to level, a few guardians concede the significance of area amongst home and Educational Institute, it likewise is the reason a few guardians don't have assets [22]. What's more, a few guardians believed that closest Educational Institute in the area is not the best establishment for their kids.

III. METHODOLOGY

The data of this study was obtained from primary and secondary sources. The primary cause is that through which we directly collect data from questionnaire survey as well as interview sessions. The secondary data was collected through reference articles and websites. We also review the other factors that affect Educational Institute selection through interviews, and it also supports the data.

Data collection method: We printed the hardcopies of the questionnaires and distributed in nearby houses and some restaurants. We also conduct the face to face interviews that also helped thoroughly for data collection. Regression and correlation of the related data and other statistical functions were evaluated by using the data analysis function of SPSS this methodology also used by [2]

Questionnaire design: The first part of the questionnaire consists of a respondent's view about how they choose the Educational Institute for their children; we sum up that with five sections. Section I: Educational Institute environment, part II: Educational Institute quality, Section III: level of income/ status, Section IV: Educational Institute performance, section V: geographical distance. The second part consists of questions in the respondent's culture. The third part of the questionnaire contains the respond about the selection of private and public Educational Institute. The final section consists of respondents' profile.

The reference questionnaire we use for survey and data collection [6, 21].

Data Population and Sampling: The data population size consists of the parents in Faisalabad who are sending their children to Educational Institute, we distributed almost 200 questionnaires and 150 forms returned only. We take the sample size of 150. The research respondents were the parents who were sending their children to Educational Institutes.

Measures and findings: Two investigations have been taken for this examination which was a measurable examination and engaging examination; the factual information has been broke down by utilizing SPSS programming. Measures have used Likert Scale (1-5), while (1) implies emphatically differ and (5) unequivocally concur. All variables including Educational Institute environment, Educational Institute quality, level of salary/status, geological separation and society.

Table 2: Descriptive Statistics.

	Mean	Std. Deviation	N
IE	3.5467	1.14906	150
IQ	3.4222	1.11840	150
IL	3.3533	1.12110	150
IP	3.6300	1.22122	150
GD	2.0867	.53988	150
CU	1.6933	.31438	150
IS	1.9356	.58784	150

Table 3: Correlation.

		SE	SQ	L.I.S	SP	GD	C	SS
IE (IV)	Pearson Correlation	1						
	Sig. (2-tailed)							
IQ (IV)	Pearson Correlation	.849**	1					
	Sig. (2-tailed)	.000						
IL (IV)	Pearson Correlation	.739**	.723**	1				
	Sig. (2-tailed)	.000	.000					
IP (IV)	Pearson Correlation	.827**	.849**	.689**	1			
	Sig. (2-tailed)	.000	.000	.000				
GD (IV)	Pearson Correlation	-.100	-.029	-.177	-.148	1		
	Sig. (2-tailed)	.225	.726	.031	.071			
CU (IV)	Pearson Correlation	-.050	-.098	-.136	-.120	.125	1	
	Sig. (2-tailed)	.544	.233	.096	.144	.128		
IS (DV)	Pearson Correlation	-.110	-.109	-.062	-.068	-.114	-.089	1
	Sig. (2-tailed)	.181	.183	.451	.410	.165	.276	
	N	150	150	150	150	150	150	150

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Independent Variables (IV), Dependent Variable (DV)

Refer to Table 3, a statistically significant correlation of 0.849 ($p < 0.000$) between Educational Institute environment and Educational Institute selection exists. There is a significant correlation of 0.739 ($p < 0.000$) between Educational Institute quality and Educational Institute selection, so positive relation exists. A significant correlation 0.723 ($p < 0.000$) is between the level of income/ status and Educational Institute selection. Educational Institute performance and selection of Educational Institute also have a positive but significant correlation of 0.689 ($p < 0.000$). A negative but not significant correlation of -0.689 ($p < 0.000$) is between geographical distance and Educational Institute selection.

There is a moderate correlation of 0.125 ($p < 0.000$) between culture and Educational Institute selection same result also found by Salamat *et al.*, (2019). The results of the regression are presented in table 4, which displayed the relationship between the educational institute selection and specific set of variables. The environment of an educational institute is a significant positive relation with institute selection process because the context of an educational institute helps to groom the personality of students more than books in the parents' perspective. The second variable is institute quality which also positively significant and shows the importance of the selection process, especially in Pakistan. Income level or Status also positively influenced the decision of parents during the selection of an educational institute for their children.

Table 4: Regression Analysis Results.

Variables	Coefficient	Standard Error	T-Statistic	Prob.
C	-.1136	.0897	-1.2670	.2072
IE	2.4448	.3083	7.9314	.0000
IQ	2.4701	.3144	7.8563	.0000
IL	2.3845	.3200	7.4525	.0000
IP	2.3882	.3167	7.5409	.0000
GD	2.4148	.3051	7.9138	.0000
CU	2.4443	.3084	9.9014	.0000

The low-income parents generally preferred government institute and high-income parents preferred to choose private educational institute for their child due to low and high level of facilities as well as the difference in educational system between public and private. The decision of parents influences institute performance, such as the results of the institute and overall reputation of the institute. Geographical distance or location of the institute has a significant positive effect on the selection of institute due to pick and drop facilities noted[13]. The last factor is a respondent culture which also positively vital for the institute selection process. The respondent culture and thinking strongly affect the selection process[16]

IV. CONCLUSION

This study shows that “Educational Institute environment”, “Educational Institute quality”, “level of income/ status”, “geographical distance and “respondent culture” play an essential role in the selection of Educational Institute. This study validates that “Educational Institute environment” has a strong influence on the range of Educational Institute. Similarly, “Educational Institute quality” and “level of income/ status” has a direct and robust association with a selection of Educational Institute. Moreover, “Educational Institute performance” and “geographical distance” has a direct influence on Educational Institute selection. The impact of Educational Institute environment may come about the accompanying components, parents now a day are more worried about the location of Educational Institute, and better environment demonstrates the security, cleanliness and method for correspondence among educators and understudies such as [20] [21]. The impact of Educational Institute quality results in the accompanying components, guardians who are sending their youngsters to non-public Educational Institutes gives pleasant reaction about the Educational Institute quality, from meetings we infer that guardians thoughts, educator’s capability, correspondence with tyke in English goodly affect kids, yet in government-funded Educational Institute that has an adverse reaction about Educational Institute quality. Level of wages is the principle and substantial element that impacts Educational Institute choice, while the guardians who are sending their kids to state-funded Educational Institute are affected by the level of wage; we reason that guardians with low payment send their kids to government-funded Educational Institutes [4]. We recommend that the administration ought to concentrate on that situation, private Educational Institutes expenses are high. The majority of the parents cannot bear the cost of charges of non-public Educational Institutes, so government ought to need to enhance the government-funded Educational Institute quality and execution of the Educational Institute so that parents with low pay ready to give their kids a superior education. The impact of geological separation comes about the accompanying elements; parents in urban ranges have less effect of termination of home to class. Yet, in rural territories, Educational Institutes are constrained and have fewer transport facilities.

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