



“DETERMINANTS OF PARENTS TO CONSIDER WHEN CHOOSING A SCHOOL FOR THEIR KIDS”

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Abstract: Parental decision in choosing a school for children constitutes an important activity in parenting with implications for child educational and social development. A study was done to explore, based on secondary data from various surveys, interviews, and reports, the core factors that lead parents to settle on a certain school for their children. Major findings were about academic reputation and location, and cost, which were followed closely by extracurricular and values or ethos. Additionally, parents weigh factors such as safety, teacher qualifications, class size, and the quality of facilities. Personal recommendations and online reviews also significantly impact decision-making. Socioeconomic background, cultural priorities, and future aspirations for the child further shape parental choices. This research highlights the multifaceted nature of school selection and underscores the importance of aligning educational opportunities with family values and children's individual needs.

Keywords: School selection criteria, Parental decision-making, Academic reputation, Extracurricular activities, School values and ethos

INTRODUCTION:

This marks the critical choice by parents in choosing an appropriate school for their children, as it could be determined to be the path leading to educational, social, and personal development for their children. Factors that determine this choice are influenced by a hybrid of practical considerations, personal values, and long-term aspirations. As such, key factors include academic reputation, cost of education, and distance to home or work normally dominate parents' decision-making capabilities. The school's extracurricular offerings, values, and ethos are also of equal importance. They have to align with the family's priorities and interests of the child. Quality of

teachers, class sizes, and overall school infrastructure become crucial issues, while safety and security become concerns. Personal recommendations in the digital age have been becoming more and more influential in opinions and decisions. Socioeconomic factors determine options for families, and cultural values may play a role in selecting institutions that uphold certain traditions or languages.

In the process of choosing a school for their children, parents make a complex and deeply personal decision. The factors that determine this choice are influenced by both immediate needs and long-term aspirations for the child's growth and success. It is important for educators, policymakers, and school administrators to understand the determinants that shape this decision. These determinants can be categorized into several key areas:

1. Academic Reputation

Among the most crucial things parents look for, the school's academic performance and reputation will stand first. Parents desire the best education for their children, reflected in a good academic reputation of schools with higher standards of education, consistent exam results, and products. Academic ranking or reputation, teacher experience, and curriculum offered (such as IB, ICSE, CBSE, state board, or others) add up to make this decision.

2. Cost of Education

This aspect is an essential consideration, especially in areas where comparisons are made between private/international schools and public schools. In such a case, parents should compare the tuition fees and other expenses such as uniforms, transportation, and extracurricular activities as well to determine if these costs are compatible with the perceived quality of education.

3. Location of School

Proximity to home or workplace is a significant factor in school selection. Parents often prefer schools that reduce travel time and provide convenience for drop-off and pick-up, especially for younger children. The accessibility of the school through public transportation or safe commuting routes also factors into this decision.

4. Extracurricular Activities

A well-rounded education includes the opportunity for children to explore their interests outside academics. Parents like schools that have extracurricular activities like sports, arts, music, drama, and clubs that develop leadership, teamwork, and creativity.

5. School Values and Ethos

In general, the consistency of the values between the family and the school plays a big role in decision making. Most parents would seek a school with an emphasis on moral education or religious teachings if their family also

teaches those to the children. Those that stress on diversity and understanding of varied thought processes find takers more among progressive-thinking families.

6. Safety and Security

Safety and security are paramount, as is the overall well-being of children. Parents look for a school's infrastructure, safety features, emergency procedures, and availability of medical or psychological support staff on site. Parents seek schools with a reputation for being safe and nurturing environments.

7. Teacher Qualifications and Experience

Parents assess the qualifications of the teaching staff, their educational qualifications, and approaches to teaching, and professionalism in relating to students. Schools that place more efforts and resources into training teachers are considered more attractive.

8. Class Size

Smaller class sizes are often associated with more personal attention, better teacher-student interaction, and excellent learning outcome. Parents always look for a school that keeps an optimal student-to-teacher ratio so as to have the child's academic and personal needs met on time.

9. Facilities and Infrastructure

Modern facilities, well-maintained classrooms, playgrounds, libraries, science labs, and technology resources are essential for providing a conducive learning environment. Parents evaluate whether the school's infrastructure supports both academic learning and extracurricular activities.

10. Personal Recommendations and Online Reviews

Word-of-mouth recommendations from trusted friends, family members, or colleagues play a significant role in school selection. In the digital age, online reviews and ratings provide additional insights into the school's culture, performance, and reputation.

11. Socioeconomic Factors

Parents' socioeconomic background dictates their choices as higher-income parents opt for either private or international schools. Other parents go for cheaper, public schools while still keeping very high standards of education.

12. Cultural Priorities

Cultural considerations often guide parents toward schools that uphold specific traditions, languages, or community values. For instance, parents from multilingual backgrounds may prioritize schools offering language immersion programs or bilingual education.

13. Educational Aspirations

Parents desire a better future for their children, and this often motivates their choice. Schools providing access to colleges, or professional/technical programs, and even international experience have the prospect of being preferred. Institutions with reputation for students getting accepted into or finding work right out of college are very appealing.

THE ECONOMIC CONSEQUENCES

Education is a key stimulus to economic growth, social progress, and individual well-being. Yet selecting the appropriate school for children is fraught with many challenges for parents and decision-makers alike. These concerns, such as affordability, accessibility, curriculum options, and school excellence, have profound economic implications on micro and macro levels. This essay examines the different economic effects of challenges in selecting schools for kids, particularly on family budgets, labor force development, social inequality, property markets, public spending, and national economic development as a whole.

1. Financial Burden on Families

One of the most direct economic implications of school choice issues is the cost to families. Education can be one of the largest budget items for a household, particularly in nations where there are fewer high-quality public schools and private schooling is either the desired or sole option.

a. Increased Cost of Education

Most parents deal with astronomical fees, especially private or international institutions that guarantee more favorable learning prospects. Apart from tuition, they have to suffer other costs as well, namely:

- Books and school uniform
- Costs of transport
- Extracurricular courses
- Private tutoring (typically required in selective academic settings)

These economic strains cut down on family disposable income, which influences expenditures in other critical areas like health, housing, and retirement savings. In other instances, families incur education loans, which add to household debt and constrain family flexibility.

b. Effect on Parental Employment

In order to pay for quality education, the parents can work longer hours, take up extra jobs, or postpone career promotions. This can result in:

- Less time with children, affecting their emotional and intellectual growth.
- Higher stress and burnout levels among working parents.
- A drop in participation in the workforce, especially among mothers, who could opt to remain at home because there are not affordable schooling opportunities.

2. Disparities in Education Access and Economic Disparities

The unequal access to quality education reinforces economic inequality, which can produce long-term effects on the overall economic stability of a nation.

a. The Wealth Gap in Education

Affluent families are able to pay for the finest schools, providing their kids with better education, improved career prospects, and ultimately greater lifetime incomes. Lower-income families, in contrast, have to suffice with under-resourced public schools or less prestigious private schools, which restricts their children's economic opportunities.

b. Social Mobility and Economic Growth

One of the strongest weapons against social mobility is education. Nevertheless, where access to schools is based on economic status and not ability, the rich become richer and poor young people are stuck in a cycle of poverty. Nations with high education inequality tend to have:

- Lower rates of productivity and innovation.
- Increased crime rates due to the absence of economic prospects among disadvantaged youth.
- Higher government expenditure on social welfare and unemployment payments.

3. Workforce Development and Productivity

Education quality has a direct impact on the skills and productivity of a nation's workforce, influencing sustainable economic growth.

a. Skill Gaps in the Labor Market

When parents cannot find schools that offer relevant, quality education, the outcome is usually a workforce with skill gaps. Most educational facilities do not equip learners with skills necessary to access modern labor markets, resulting in:

- Imbalance between job market requirements and workforce ability.
- Dependence on foreign talent in sectors such as technology, engineering, and medicine.
- Prolonged stagnation in innovation and economic development.

b. Diminished Economic Competitiveness

Those nations that do not have accessible and high-quality education will lose competitiveness against international competitors. For instance, those countries with good education systems, e.g., Finland and Singapore, are always placed at the top of international innovation and economic development. On the other hand, those countries whose education sectors perform poorly experience poor economic growth due to an inadequately skilled workforce.

4. Real Estate and Urban Development

School quality directly affects property values and urban planning, with an impact on household wealth distribution and economic stability.

a. Increased Property Values in Neighborhoods with Good Schools

Neighborhoods with highly regarded schools tend to see higher property demand, which raises housing costs. This is good for homeowners but can cause difficulties for poorer families to buy homes in neighborhoods with outstanding schools. Consequently:

- Families can be compelled to reside in less attractive neighborhoods with substandard school choices.
- Urban sprawl grows as households relocate further from city centers to find cheap accommodation.
- Rent markets become tighter, making life more expensive for renters.

b. Urban Development and Infrastructure Pressures

The centralization of good schools in particular areas results in:

- Increased overcrowding at high-performing schools.
- Greater traffic congestion due to extended school travel times.
- Uneven infrastructure development, with richer regions enjoying better school and public service funding.

5. Public Expenditure on Education and Social Welfare

Governments have the responsibility to alleviate the burden of school choice by providing equal opportunities for quality education. Perverse education policies and under-funding are, however, capable of weakening national economies in several ways.

a. Rise in Public Education Spending

To narrow the economic divide between high-income and low-income students, governments will need to spend huge amounts of money on:

- Public school construction and upkeep.
- Teachers' pay and professional development.
- Scholarships and student financial aid.

But mismanagement of funds tends to create differences in school quality, thereby increasing economic inequality.

b. Long-Term Social Costs

An ill-educated citizenry weighs heavily on a country's economy in the following ways:

- Increased unemployment.
- Greater dependency on government-subsidized welfare schemes.
- Higher healthcare expenditure, as lower levels of education are associated with unhealthy outcomes.

Nations that do not invest in education end up paying more for crime deterrence, healthcare, and jobless benefits, setting in motion a self-perpetuating cycle of economic decline.

6. *Effect on Businesses and Foreign Investments*

Access to quality education affects business development, retention of talent, and foreign direct investment (FDI).

a. Talent Retention and Brain Drain

In nations with few quality schooling opportunities, educated professionals tend to move to areas where their children can receive quality education. This brain drain destabilizes national economies by:

- Decreasing the supply of skilled labor.
- Slowing economic entrepreneurship and innovation.
- Reducing tax income from high-income individuals who move abroad.

b. Foreign Direct Investment (FDI) and Business Growth

Multinational companies take into account the quality of education when setting up regional headquarters. An educated workforce draws in businesses and increases economic growth. On the other hand, poor schooling systems deter investment, reducing job creation and economic growth.

From fiscal pressures on households to human capital development, social inequality, and property market dynamics, the extent of the effects of school choice difficulties is deep. Governments and policymakers need to give top priority to educational reforms, making all children access high-quality education irrespective of economic status. Educational investment not only promotes individual well-being but also supports national economies, leading to sustained growth and competitiveness in international markets. Countries can build fairer societies, enhance workforce readiness, and encourage sustainable economic development by solving such issues.

LITERATURE REVIEW

1. Ball, Bowe, and Gewirtz (1996) examine how school choice in education entrenches social class and sustains inequality. They suggest that middle-class parents strategically select schools to preserve or improve their status, frequently utilizing their economic, social, and cultural capital. The research identifies how school reputation, perceived quality of academic, and social networks influence parental decision-making. The authors introduce the concepts of "skilled choosers" (families with resources to navigate the education system) and "disconnected choosers" (families with limited access to information and fewer options). The research highlights how school choice policies, rather than being equality promoters, actually increase the gap between privileged and disadvantaged families. In a nutshell, the study concludes that school choice is not a neutral process but rather one shaped by power dynamics and socio-economic factors, leading to social advantage being reproduced. This work remains a crucial contribution to discussions on educational equity and policy reforms.

2. Bosetti (2004) explored key factors in parental school choice in Alberta, Canada, discussing the complexities involved in decision making as the education system becomes increasingly market driven. The study found that academic reputation, school culture, location, and specialized programs appear to be the significant influences in elementary school selection in parents' decision process. Bosetti differentiates between active and comparative research by parents as opposed to convenience or default and reliance on local schools. The findings indicate that school choice is influenced by socio-economic status, access to information, and parental aspirations for their children's future success. Although the policy of school choice is aimed at promoting competition and improving educational quality, Bosetti argues that it may inadvertently reinforce social stratification, as more affluent families have greater resources to secure placements in high-performing schools.

3. Burgess et al. (2015) analyze parental school preferences, emphasizing the factors influencing school choice decisions. The study finds that parents prioritize academic performance, school reputation, and peer composition when selecting schools for their children. Additionally, safety, proximity, and extracurricular opportunities also play roles, though academic quality remains the dominant factor. The research highlights socio-economic disparities, where wealthier families have better access to high-performing schools through residential advantages and better resources. School choice policies are meant to promote competition and improve quality; however, the study argues that they may widen educational inequalities. It concludes that equitable policies are necessary to ensure fair access for all families.

4. Cohen-Zada and Sander (2008) discuss the impact of religion and religiosity in private school choice, where this impacts private school effectiveness assessment. Their research suggests that the religious family chooses a private school for their child, especially their religion-instrumental school, because it shares the same values and morals that would be taught to the child, along with belonging to the community. They note that religiosity significantly influences demand for private schooling apart from academic performance or social standing. The study further argues that if religious motivations are overlooked, it would bias comparisons between public and private schools. The findings in the end conclude that private school choice is not driven by the quality of education alone but by cultural and religious considerations.

5. Denessen, Driessen, and Sleegers (2005) discuss how school choice leads to segregation and group-specific motivations. The authors found that parental decisions are influenced by socio-economic background, cultural identity, and perceived school quality. Although choice policies promote diversity, they may also reinforce segregation because families tend to choose schools that align with their social and cultural preferences.

6. Gibbons and Silva (2011) analyze the relationship between school quality, child well-being, and parental satisfaction. The study reveals that parents consider academic performance and school reputation as the criteria for assessing school quality, while higher satisfaction is associated with well-resourced schools. Moreover, child well-being, including social environment and safety, significantly influences parental contentment. The findings indicate that though academic achievement is paramount, factors such as student happiness and school climate shape parental preferences in school choice decisions and policy considerations.

7. Goldring and Phillips (2008) discuss parental choice between public and private schools. The authors conclude that parents make choices based on academic quality, school safety, and peer composition. Socio-economic status and access to information play a role in these decisions, often pushing affluent families toward private institutions. The research shows how school choice policies can perpetuate educational inequalities even as they promote parental autonomy.

8. Holme (2002) examines how school choice is closely tied to housing decisions, with families selecting neighborhoods based on perceived school quality. The study finds that affluent parents use real estate markets to access high-performing schools, reinforcing socio-economic and racial segregation. School quality is often socially constructed, influenced by reputation rather than objective measures. This dynamic disadvantages lower-income families who lack the financial resources to move into desirable school districts. Holme concludes that school choice policies inadvertently contribute to inequality by linking educational opportunities to housing affordability.

9. Jabbar (2016) speaks to how school leaders are responding to market-driven education policies by balancing structural constrictions with strategic agency. The study showed that competitive pressures force administrators to take marketing-tactics approaches in an effort to attract students and further brand the school. While some schools speak to academic performance, others speak to extracurricular activities or niche programs. Resource disparities shape the competition; here, wealthier institutions seem to have a better chance of competing. Market reform, on its own, creates more inequalities than it remedies; disadvantaged schools struggle to attract pupils. "I conclude," says Jabbar, "that structural barriers still impede equal competition and entrench existing inequalities in education."

10. Lareau (2014) discusses the relationship between school choice, housing decisions, and social inequality. The research indicates that well-off families rely on residential location to access high-quality schools, which perpetuates educational and economic inequalities. Lower-income families have fewer choices, thus limiting their social mobility. This research underscores how school selection maintains systemic inequalities in education.

METHODS

This research uses a methodological design that combines both quantitative descriptive and exploratory methodologies as the selected research approach. The selection of this methodological approach was based on the central research objective, which is to provide a comprehensive understanding of the determinants influencing parents' selection of schools for their children.

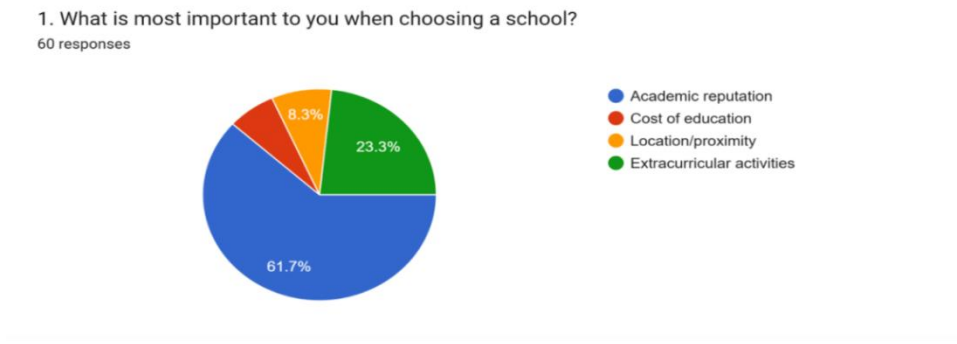
A total of 60 questionnaires were collected during a period of three weeks of February 2025, since the surveys were prepared for parents. There are thirteen questions in the questionnaire. Additionally, Google forms are used to collect data.

Coverage of Geographical Areas

It was taken from District Khargone. The sample was not limited to any one age range because the participants' ages varied. The participants' socioeconomic and educational backgrounds varied widely.

RESULTS

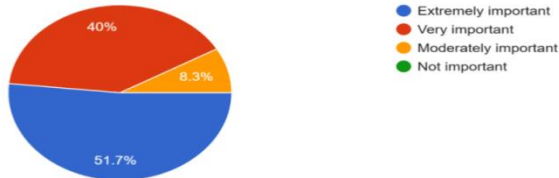
1. What is most important to you when choosing a school?	Responses	Percentage
Academic reputation	37	61.7
Cost of education	4	6.7
Extracurricular activities	14	23.3
Location/proximity	5	8.3
Grand Total	60	100



This table shows that 61.7 % of parents want academic reputation when choosing a school while 23.3% want extracurricular activities and 8.3% responses for location, 6.7% only for cost of education.

2. How important is the academic reputation of a school in your decision?	Responses	Percentage
Extremely important	31	51.7
Moderately important	5	8.3
Very important	24	40
Grand Total	60	100

2. How important is the academic reputation of a school in your decision?
60 responses



Result indicates that academic reputation of a school extremely important that is 51.7% , 40% is very important and 8.3 is moderately important.

3. What type of curriculum do you prefer for your child?	Responses	Percentage
Any curriculum, as long as it is high-quality	11	18.3
International curriculum (e.g., IB, Cambridge)	4	6.7
National curriculum (e.g., CBSE, ICSE)	41	68.3
State board curriculum	4	6.7
Grand Total	60	100

3. What type of curriculum do you prefer for your child?
60 responses

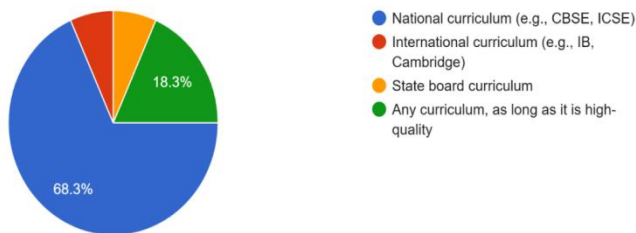
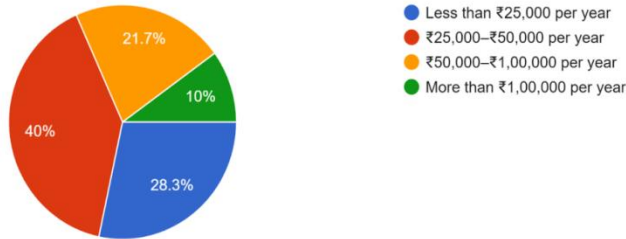


Table no 3 shows that 6.7% prefer international and state board curriculum, rather 68.3% prefer national curriculum i.e. CBSE ,ICSC.

4. What is your preferred range for tuition fees?	Responses	Percentage
₹25,000–₹50,000 per year	24	40
₹50,000–₹1,00,000 per year	13	21
Less than ₹25,000 per year	17	28.3
More than ₹1,00,000 per year	6	10
Grand Total	60	100

4. What is your preferred range for tuition fees?

60 responses

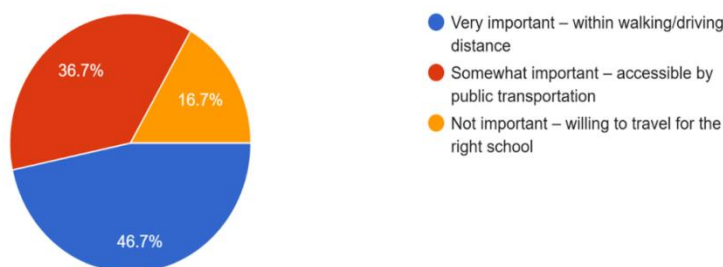


This shows that 40% of parents preferred range of Rs 25,000 to 30,000 and 10% of parents ready to pay more than one lakhs.

5. How important is the school's location in your decision?	Responses	Percentage
Not important – willing to travel for the right school	10	16.7
Somewhat important – accessible by public transportation	22	36.7
Very important – within walking/driving distance	28	46.7
Grand Total	60	100

5. How important is the school's location in your decision?

60 responses

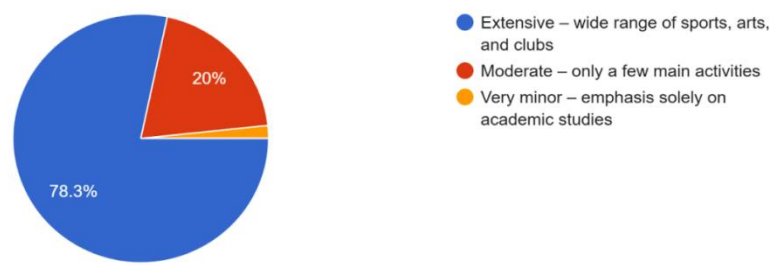


This table no 5 indicates that 46.7% parents choose school for their kids within walking or driving school. 16.7% of parents willing to travel for right school.

6. What level of extracurricular activities do you expect the school to offer?	Responses	Percentage
Extensive – wide range of sports, arts, and clubs	47	78.3
Moderate – only a few main activities	12	20
Very minor – emphasis solely on academic studies	1	1.7
Grand Total	60	100

6. What level of extracurricular activities do you expect the school to offer?

60 responses

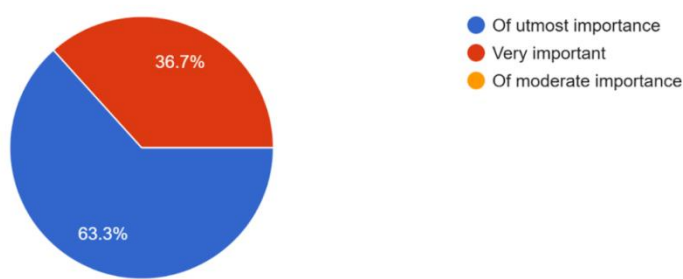


In this chart large area is covered by blue colour which indicate that 78.8% responses for wide range of sports, arts and clubs expect from school to offer.

7. How important is safety and security in and around the school?	Responses	Percentage
Of utmost importance	38	63.3
Very important	22	36.7
Grand Total	60	100

7. How important is safety and security in and around the school?

60 responses

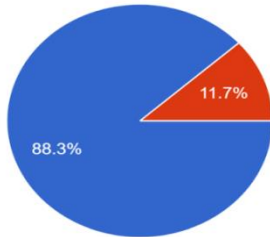


Safety and security in and around the school is utmost important and very important on the other side no responses for of moderate important.

8. How important is the teacher's qualification and experience?	Responses	Percentage
Somewhat important – qualified teachers with some experience	7	11.7
Very important – highly qualified and experienced teachers	53	88.3
Grand Total	60	100

8. How important is the teacher's qualification and experience?

60 responses



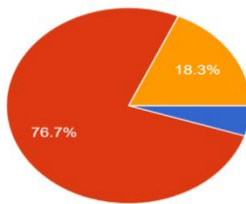
- Very important – highly qualified and experienced teachers
- Somewhat important – qualified teachers with some experience
- Not too important – some qualified and experienced staff
- Not important – all teachers are capable with the right training

Large population of the sample wants qualified and experience teachers only that is 88.3% .

9. What class size do you prefer for your child?	Responses	Percentage
Large (31–40 students per class)	11	18.3
Medium (21–30 students per class)	46	76.7
Small (10–20 students per class)	3	5
Grand Total	60	100

9. What class size do you prefer for your child?

60 responses



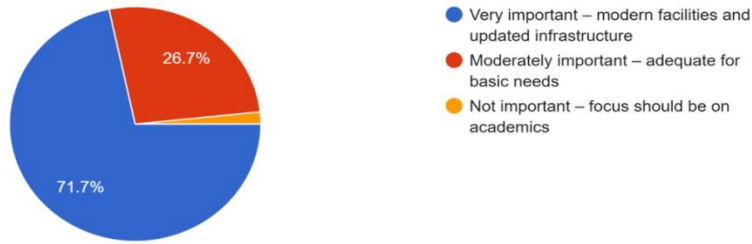
- Small (10–20 students per class)
- Medium (21–30 students per class)
- Large (31–40 students per class)

76.7% Parents prefer medium class size (21-30) for their kids and just 5% wants 10 to 20 students in class.

10. How important is the school's infrastructure and facilities?	Responses	Percentage
Moderately important – adequate for basic needs	16	26.7
Not important – focus should be on academics	1	1.7
Very important – modern facilities and updated infrastructure	43	71.7
Grand Total	60	100

10. How important is the school's infrastructure and facilities?

60 responses

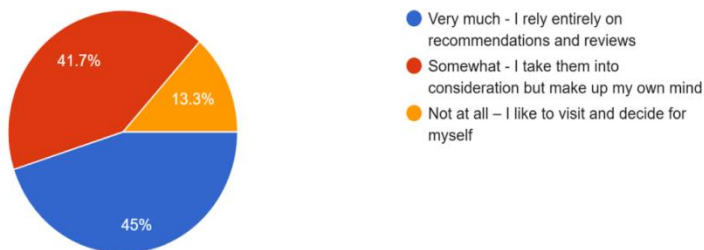


School infrastructure and facilities are very important for 71.7% of parents, modern facilities and updated infrastructure is important factor for choosing school.

<i>11. Do personal recommendations and online reviews make a difference?</i>	Responses	Percentage
Not at all – I like to visit and decide for myself	8	13.3
Somewhat - I take them into consideration but make up my own mind	25	41.7
Very much - I rely entirely on recommendations and reviews	27	45
Grand Total	60	100

11. Do personal recommendations and online reviews make a difference?

60 responses

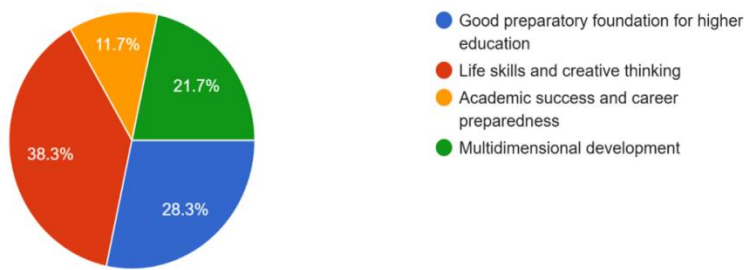


According to the results 41.7% of parents take personal recommendations and online but make up their own mind to select the school.

<i>12. What is your long-term expectation for your child's education?</i>	Responses	Percentage
Academic success and career preparedness	7	11.7
Good preparatory foundation for higher education	17	28.3
Life skills and creative thinking	23	38.3
Multidimensional development	13	21.7
Grand Total	60	100

12. What is your long-term expectation for your child's education?

60 responses

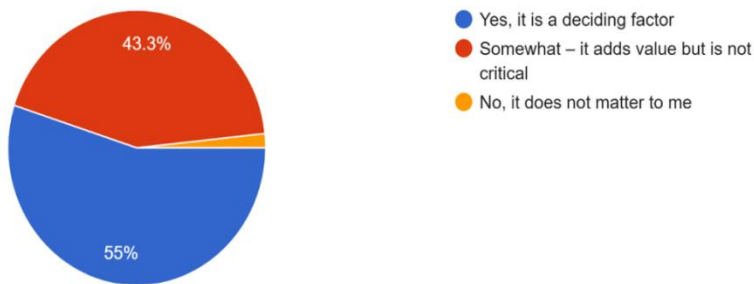


Long- term expectation for child’s education, 38.3% of parents select life skills and creative thinking. For academic success and career preparedness, 21.7% of parents like multidimensional development where as 28.3% wants good preparatory foundation.

13. Would you prioritize a school with a track record of successful alumni?	Responses	Percentage
No, it does not matter to me	1	1.7
Somewhat – it adds value but is not critical	26	43.3
Yes, it is a deciding factor	33	55
Grand Total	60	100

13. Would you prioritize a school with a track record of successful alumni?

60 responses



Yes it is a deciding factor for 55% of parents where as 1.7% of parents’ does matter for them.

DISCUSSION

An outstanding finding underscores the application of religious values as an important influence in parental decision-making. This finding is in conjunction with the studies that Septhevian conducted in 2014. They found that the application of religious values was also a key factor that guided parents' choices, even though at certain times, other determining factors stood tall. In addition, the affordability of additional fees is another significant factor that shapes the decisions of parents. This study is related to previous literature that has cited socioeconomic

factors involving the cost aspect and availability of scholarship and aid programs as contributors to parents' choices (Lase, 2020; Wea & Adiwidjaja, 2019; Sari & Totalia, 2016; Sudarmono et al., 2020). According to Lase (2020), balancing school quality and financial feasibility through choice aligning with family value and long-run financial planning end. Scholarships and financial aid have also become essential sources to cushion education expenses; partnering with the financial institutions or the school-based financial aid influences decision-making, as argued by Wea & Adiwidjaja in 2019, further this research will open a window for other important determining factors of choice made by the parents. These are including: location, and availability of public transportation close to the school among other things that help shape decisions by parents. This result corroborates the findings of previous research by Perwita and Widuri (2023), which also found that parents often opt for educational institutions near their homes for convenience and reduced travel time.

Furthermore, access to public transportation and parking facilities also influences their decisions, especially when they lack private vehicles or live far from schools (Lase, 2020). This location-based factor is also related to safety and a secure school environment, which is also instrumental in shaping parents' decisions (Barrett et al., 2015; Krisbiyanto & Nadhifah, 2022; Perwita & Widuri, 2023). Also, the factors like school image and school environment play significant roles in shaping the parental preferences as revealed by this study. This adds more strength to the findings of past studies, which have all found that parents generally use a school's reputation as a factor for decision-making. Reputation here includes general quality perceptions that are tied to issues like academic performance, standardized test scores, graduation rates, and post-graduation success (Hasan & Ass, 2020). Prestige, which is determined by lineage, geographical location, and wealth, translates to the guarantee of an experience that is not ordinary. The public image of an educational institution is built through a mix of symbols, perceptions, and behavior disseminated by the organization, with different stakeholders contributing to shaping this image (Dwi & Mina, 2023; Mandagi et al., 2022).

CONCLUSION

The study discusses the factors that determine parents' choice of a school. This study identified major factors that influence parental decision making: teacher ability, religious values, school facilities, school image, perceived costs, school environment, and school safety. The implications of the findings are useful to educational institutions and policymakers, particularly those in the faith-based school sector, as they look to enhance their attractiveness and competitiveness in the educational marketplace.

Optimization of these key determinants not only facilitates informed school choice but also fosters a mutually beneficial environment where educational institutions thrive and parents make choices based on their unique priorities and values. This study concedes to certain weaknesses and limitations, which need to be discussed and considered.

In fact, it will be necessary not to overlook such unobserved variables that will determine parent's choice in the institutions they select to take their children for education, though this .While research has tried to explore and determine some factors; it is still possible that other variables not considered may be crucial in determining parental choices. The complexity of the human decision-making process and the heterogeneity of school choice necessitate a more comprehensive consideration of potential determinants than those included in this study. Therefore, future research efforts should seek to comprehensively explain the entire spectrum of factors influencing parental preferences, thereby enabling a deeper understanding of the dynamics of school selection.

Education is among the greatest investments parents make in the life of their children. The school is an important determinant in defining a child's educational, social, and personal growth. The decision depends on a number of determinants, from quality performance and affordability to location, extracurricular activities, and school environment. The school a child goes to can affect not just their educational experience but also their future career and general well-being. The selection of a proper school is a multifaceted process that calls for parents to prudently deliberate on various factors to provide the best education for their children. Determinants of parental choice differ based on economic resources, individual convictions, learning goals, and geographical convenience. Nonetheless, certain determinants consistently have an impact on school choice in various societies and economies.

Selecting an appropriate school for a child is among the most significant choices parents make, as it has long-term implications for school achievement, individual development, and career prospects. The choice is influenced by various determinants, such as academic quality, cost, proximity, extracurricular activities, teacher experience, and school environment.

Though budget and accessibility are important factors, holistic education, security, and inclusivity also rank high for parents. As the world of education changes, schools should continually keep up to address the various needs of students and families. Governments, teachers, and policymakers need to strive to provide equal access to quality education for all children, regardless of socioeconomic status.

Ultimately, the objective of school choice is to offer children a healthy and enriching environment that will enable them to excel intellectually, socially, and emotionally. By seriously examining these determinants, parents can make informed decisions that will advance their children's long-term attainment and general welfare.

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QUESTIONNAIRE

This questionnaire is just to help me in my research. Your unbiased opinion and sincere efforts can help me in my research finding. It will take 10 minutes for you to fill this questionnaire.

General Information

1. Name:
2. Address (district):
3. Email Address:
4. Phone Number:

(Please tick in front of the right options wherever provided with choices)

1. What is most important to you when choosing a school?

- (a) Academic reputation
- (b) Cost of education
- (c) Location/proximity
- (d) Extracurricular activities

2. How important is the academic reputation of a school in your decision?

- (a) Extremely important
- (b) Very important
- (c) Moderately important
- (d) Not important

3. What type of curriculum do you prefer for your child?

- (a) National curriculum (e.g., CBSE, ICSE)
- (b) International curriculum (e.g., IB, Cambridge)
- (c) State board curriculum
- (d) Any curriculum, as long as it is high-quality

4. What is your preferred range for tuition fees?

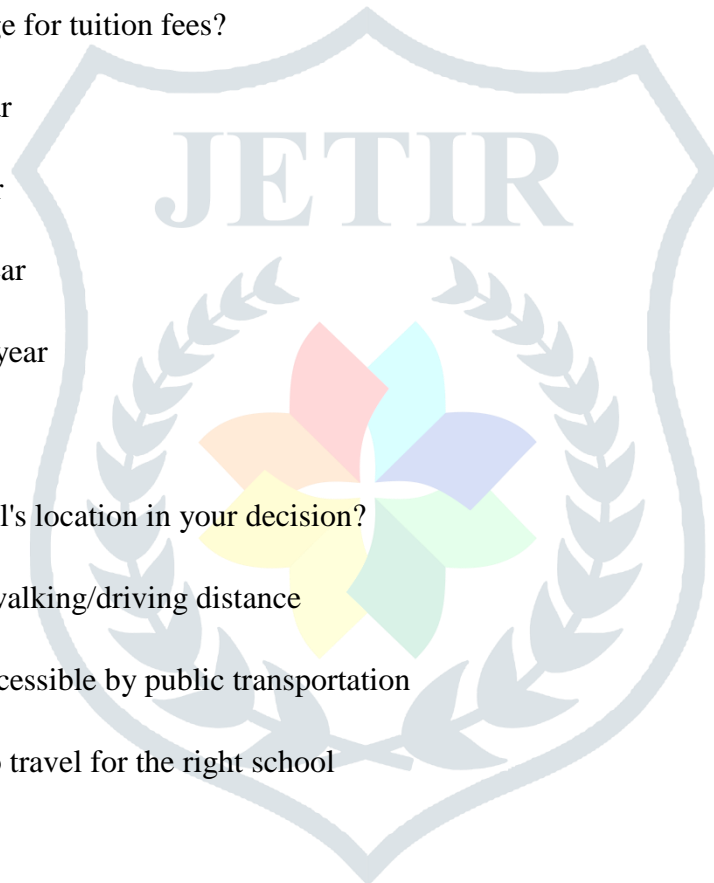
- (a) Less than ₹25,000 per year
- (b) ₹25,000–₹50,000 per year
- (c) ₹50,000–₹1,00,000 per year
- (d) More than ₹1,00,000 per year

5. How important is the school's location in your decision?

- (a) Very important – within walking/driving distance
- (b) Somewhat important – accessible by public transportation
- (c) Not important – willing to travel for the right school

6. What level of extracurricular activities do you expect the school to offer?

- (a) Extensive – wide range of sports, arts, and clubs
- (b) Moderate – only a few main activities
- (c) Very minor – emphasis solely on academic studies



7. How important is safety and security in and around the school?

- (a) Of utmost importance
- (b) Very important
- (c) Of moderate importance

8. How important is the teacher's qualification and experience?

- (a) Very important – highly qualified and experienced teachers
- (b) Somewhat important – qualified teachers with some experience
- (c) Not too important – some qualified and experienced staff
- (d) Not important – all teachers are capable with the right training

9. What class size do you prefer for your child?

- (a) Small (10–20 students per class)
- (b) Medium (21–30 students per class)
- (c) Large (31–40 students per class)

10. How important is the school's infrastructure and facilities?

- (a) Very important – modern facilities and updated infrastructure
- (b) Moderately important – adequate for basic needs
- (c) Not important – focus should be on academics

11. Do personal recommendations and online reviews make a difference?

- (a) Very much - I rely entirely on recommendations and reviews
- (b) Somewhat - I take them into consideration but make up my own mind

(c) Not at all – I like to visit and decide for myself

12. What is your long-term expectation for your child's education?

(a) Good preparatory foundation for higher education

(b) Life skills and creative thinking

(c) Academic success and career preparedness

(d) Multidimensional development

13. Would you prioritize a school with a track record of successful alumni?

(a) Yes, it is a deciding factor

(b) Somewhat – it adds value but is not critical

(c) No, it does not matter to me

