

AN ANALYSIS OF SCHOOL SELECTION FACTORS BY THE STUDENTS FOR
GRADE ELEVEN IN LALITPUR METROPOLITAN CITY

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A Dissertation

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degrees at any other university.

.....

October 16, 2022

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DEDICATION

This work is proudly dedicated....

To all the readers!

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AN ABSTRACT OF THE DISSERTATION OF

Sunetra Pradhanang for the degree of *Master of Philosophy in Educational Leadership* presented at the School of Education, Kathmandu University, on October 16, 2022.

Title: *An Analysis of School Selection Factors by the Students for Grade Eleven in Lalitpur Metropolitan City*

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The school leaders' major challenge is to increase or sustain enrollment of the institution for the financial stability of the institution. Hence, they have to know how students make a choice of the institution and who influences their decision. The purpose of this study was to get better understanding on the school choice process of grade 11 students and analyze the factors and influencers during the process. There has been some research done at the undergraduate level regarding college choice. However, for grade eleven, college choice studies cannot be found in the Nepali context. This study is based on the model of Hossler and Gallagher College Choice (1987).

The study used a survey method. Through the proportionate simple random sampling, 329 samples were taken from the 2247 learners from 14 different secondary

schools. These samples were collected from secondary-level students from 14 different schools in Lalitpur Metropolitan City. The data were collected through the structured questionnaire.

Additionally, mean, graph, bar chart, normality test and Mann Whity U test were used to analyze the quantitative data. The Statistical Package for Social Sciences (SPSS) version 25 software was used to explore descriptive and inferential analysis. The findings from the data analysis of this study support the literature, theories and personal reflection.

The findings of the study showed that students considered the usefulness of the degree for further studies, tuition classes, extracurricular activities, hostel/ accommodation facility, full-time faculties and library as the important factor for the school selection. The friends intending to study grade 11, grade 11 faculties and grade 10 counselors, faculties and friends studying in class 11 make a significant difference in the school selection. For the student choosing the new school, a strict admission procedure is important. For students choosing the same institution, school promoting good values and degree's usefulness for further studies are important. Gender of the student and where they have passed SEE made a difference in the school selection. The findings and results of the study can be useful for education leaders, administrators, other stakeholders of the school and policy makers.

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TABLE OF CONTENT

AN ABSTRACT OF THE DISSERTATION OF	i
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENT	iv
LIST OF TABLES	viii
LIST OF FIGURES	x
ABBREVIATIONS	xi
CHAPTER I.....	1
INTRODUCTION	1
Understanding of the Concept.....	2
Background of the Study	2
Statement of the Problem	4
Purpose of the Study	6
Research Question and Hypothesis	6
Hypotheses of the Study.....	7
Rationale of the Study	7
Significance of the Study	9
Delimitation of the Study	10
Organization of the Dissertation.....	10
Chapter Summary.....	11
CHAPTER II.....	12
LITERATURE REVIEW	12
Nepali Education System	12
Student College/Institution Choice	13

Student Retention	24
Educational Institution and Marketing	25
Theoretical Review	26
Hossler and Gallagher: College Choice Model	27
David Chapman’s Student College Choice Model	30
Empirical Review	32
Conceptual Framework	37
Chapter Summary	39
CHAPTER III	40
RESEARCH METHODOLOGY	40
Research Paradigm	40
Philosophical Consideration.....	40
Ontology	41
Epistemology	41
Axiology	42
Methodology	42
Research Design.....	43
Nature and Source of Data	43
Selection of the Study Area.....	44
Population and Sample of the Study	44
Preparation of the Study Tool	47
Tools and Instrumentation.....	48
Data Collection and Analysis Procedures	49
Validity and Reliability	51
Ethical Considerations.....	52

Chapter Summary	53
CHAPTER IV	54
DATA PRESENTATION AND ANALYSIS	54
School Selection Factors Considered by the Learners	62
Influencers in School Selection	67
Student Retention and School Selection	73
School Selection and Respondent Characteristics	78
Chapter Summary	86
CHAPTER V	87
FINDINGS AND DISCUSSION	87
Summary of the Findings	87
Discussion	89
Factors for School Selection	89
Influencers for School Selection	92
School Continuation and School Selection Factors	95
Difference in School Selection Factor by Respondent Characteristics	97
Theoretical Discussion	100
Chapter Summary	102
CHAPTER VI	103
CONCLUSION AND IMPLICATIONS	103
Conclusion	103
Implications	105
Implications for the School Heads	105
Implication for the Teachers	110
Implication for the School Admission Counselor	110

Implication to the Policy Maker	111
Implication for Further Studies	111
Chapter Summary and Final Remark	112
REFERENCES	113
APPENDIX A	130
APPENDIX B	134
APPENDIX C	136
APPENDIX D: NARRATIVE.....	142

LIST OF TABLES

Table 1 Supporting Literature for Indicators	22
Table 2 List of School and Sample Size	45
Table 3 Used Likert Scale for School Selection Statements.....	49
Table 4 Summary of Tools, Variables and Hypothesis Used in the Study	50
Table 5 Reliability Statistics	51
Table 6 Demographic Study of Sample Study	54
Table 7 Frequency of School Interest (part II).....	61
Table 8 School Search Behavior and School Continuity	61
Table 9 Factor Analysis of Sub-Indicators of Students Selection	63
Table 10 Summary Findings of Research Question 1	67
Table 11 Normality test of School Selection data	68
Table 12 Mann-Whitney U test for Significance of School Selection Indicator by School Interest Indicators	68
Table 13 Test and Variables used for Research Question 2	71
Table 14 Summary findings of Research Question 2	71
Table 15 Normality test of School Selection Data.....	73
Table 16 School Selection Items with Significant Difference between School Continuation.....	74
Table 17 Selected School Selection items with Significantly Different School Continuing Group	76
Table 18 Test and Variables used for Research Question 3	77
Table 19 Summary Findings of Research Question 3	77
Table 20 Mann – Whitney Testfor Difference in School Selection by Gender.....	78

Table 21 Kruskal Wallis Test for Difference in School Selection by SEE School Type	79
Table 22 Kruskal Wallis Test for Difference in School Selection by Past School Province	80
Table 23 Kruskal Wallis Test for Difference in School Selection by Family Income	80
Table 24 Kruskal Wallis Test for Difference in School Selection by Fathers' Education Level	81
Table 26 Kruskal Wallis Test for difference in school selection by enrolled school ..	82
Table 27 Kruskal Wallis Test for the difference in school selection by SEE GPA.....	83
Table 28 Test and Variables used for Research Question 4	83
Table 29 Summary findings of Research Question 4	84

LIST OF FIGURES

Figure 1 Hossler and Gallagher College Choice Model	29
Figure 2 David Chapman’s Student College Choice Model.....	30
Figure 3 Conceptual Framework	38
Figure 4 Monthly family Income of the Respondent.....	56
Figure 5 Fathers Education	57
Figure 6 Mothers Education.....	58
Figure 7 Students Continuing Same School	59
Figure 8 Major Subjects.....	60

ABBREVIATIONS

DEO	District Education Office
DLE	District Level Examination
GoN	Government of Nepal
HEI	Higher Education Institution
NEB	National Examination Board
SD	Standard Deviation
SEE	Secondary Education Examination
SEM	Structural Equation Modeling
SES	Socioeconomic Status
SLC	School Leaving Certificate
SPSS	Statistical Package for Social Science

CHAPTER I

INTRODUCTION

Institution selection for further studies is among the most primitive and significant decisions made by the learners. The decision is quite important since it impacts their future as well. There are several institutions available for the students; not every student chooses a particular institution. It is prominent that the student forms criteria for choosing a particular institution for their further studies.

In Nepal, two types of schools are in practice: private and public. Within the public schools, there are aided community schools that receive government grants and unaided community schools that rely upon the community or other sources for the grant (Parajuli & Das, 2013). Despite diversity pertinent to them, the vision of the educational institutions is to provide proper education. In contrast, the ways of providing education by those schools are varied. In this regard, the leader of institutional schools always has a limited budget to spend on school development.

The Nepali school system has two levels: basic level (Grades 1-8) and secondary level (Grades 9-12) (Acharya, 2022). Previously, there used to be Primary (class 1 to 5), Lower Secondary (class 6 to 8) and Secondary (class 9 to 10). Grades 11 to 12 (10+2) were considered tertiary education (Bajaracharya, 2005). Hence, people still think Secondary Education Examination (SEE) as an iron gate. According to GPA obtained in SEE, students choose the different stream for higher studies. The students usually do not continue in the same school after their SEE for grade 11 (Acharya, 2022). A school leader always has a question in mind: Why do the students not continue in grade 11 in the same school where they graduated in SEE?

Understanding of the Concept

The students' choice for their study has been conducted since 1953. Several models have been developed to recognize the factors which are considered significant by the learners to make institution choices. Hossler and Gallagher (1987) proposed a college choice model. It has three phase design (predisposition, search and choice). The first stage focuses on the characteristics of the student. It discusses how students are predisposed studying in a college.

Additionally, it discusses the influencer who influence the decision of college choices. In the second phase, students look for the appropriate institution. And finally, in the third phase, they decide upon the college where they will continue their studies using their own evaluation criteria.

The student's college/ institution choice has been studied in this research to come across the factors which learners consider during the institution choice. The previous studies were mainly based on identifying factors for the choice of undergraduate study. This study has tried to determine the factors students considered important to choosing a school for their grade 11.

Background of the Study

Concerning the total number of government funded public school and institutional school Nepal Ministry of Education, Science and Technology (2017) reported that the number of such public schools in Nepal are 29,035, whereas of the number private school stands at 6,566. The above data revealed that total number of public schools are greater than private schools. All public schools are not running to secondary level schooling in the rural areas of Nepal. Additionally, most private institutions providing class 12 education are concentrated in urban areas. Hence, the

institutional school leaders have a tough time recruiting the right student for the institution's sustainability.

The school leader needs to have ideas/ knowledge about the need of the prospective student. The student choice for further studies has been in the interest of many scholars in educational leadership. There have been several frameworks and models developed for student choice. Hossler and Gallagher (1987) highlighted three phases in the choice process: predisposition, search, and choice. The first phase deals with the learners' individuality and if they are willing to go for a further degree. Likewise, the second phase involves the search process, and it focuses on how the learners look for the institution for their further studies and how institutions look for the learners. Here the learners narrow down to a few alternatives and look for the institution with a perfect fit. Finally, the third focuses on the choice process in which learners choose a particular institution using their own evaluative criteria as per information they have gathered from the previous stage.

Several researchers have been performing studies in college/ institution choice. The study by Broekemier (2002) found safety, program offered, class timing/ schedule, location, fees and academic quality as a major influencing factor for the institution choice. Coccari and Javalgi (2005) found family reputation, program offered, affordability, diversification of the offering and classroom tutoring as a major factors for student choice. Lin (2007) found the student's academic quality: international tie-ups, affordability and cost, and student life as the factors that were considered important by the learners.

The above-mentioned studies regarding college/ institution choice were performed mainly in developed and a few developing countries. However, a few researches are conducted in Nepal. Similarly, researches have been conducted on

students' choice of school after SEE graduation in Nepal. Additionally, the studies were performed mainly in the field of the selection of undergraduate colleges. Unlike these studies, my study is conducted to determine the factors considered significant by the learners to select secondary schools for grade 11.

Statement of the Problem

What are the things students look for while considering enrollment in any particular institution for their further studies? This is major concern for educational leaders (Aydin, 2015) in developing their strategies for new enrollment (Manoku, 2015; Wiese et al., 2010). The recruitment of fresh batches remains the most important duty of an educational leader since the private institution relies upon the school fees collected from the enrolled students/ their parent. (Shanka et al., 2006).

One of the major roles of school leaders is financial planning. The leader has to run the institution with the allocated financial resources (Hansraj, 2007). The prime challenge for the leader is to utilize the allocated budget to enhance the enrollment rate required for the institution's sustainability. Since school fees form major source of revenue for private institutions (Shanka et al., 2006), the enrollment of the learners is the basis for the school leaders and administrators (Delcoure & Carmona, 2019). The enrollment of the learners depends on education leaders' capability to cater to the student choice (Soares, 2021). The school fees revenue increases as the size of the enrollment increases and it is based on the student choice. As per the GPA obtained on the examination conducted by National Examination Board (NEB), grade 10 students normally choose their subjects for further study (Acharya, 2022). Additionally, as per my personal experience as the secondary school leader, school leaders are always concerned about students not continuing the same secondary school for grade 11. To retain the student, the school leader needs to know how the

different factors affect the student's decision making in choosing the right institution for their grade 11. Thus, this study aims to analyze student choices.

The private schools in Nepal are self-sustained entities and their main source of revenue is school fees (Acharya, 2022). Hence, the leaders have to rely on the student's enrollment for financial planning. However, there is growing competition in Nepal among educational institutions for enrollment (Awale, 2021). The applicants have become savvier because of the availability of numerous sources of information. Hence, the enrollment process has become more complex, so school leaders have to study the student's institution choices to maintain enrollment (Coomes, 2000).

In the competitive environment, leaders must plan to stay ahead of their competitors. The competitive advantage should be such that it adds value to the service products, resulting in greater customer satisfaction (Kotler et al., 2018). For this, leaders have to recognize the requirements and expectations of the learners to build a competitive advantage that satisfies the learners. Hence, the leaders have a concerning question about how learners choose the educational institution for their further studies (Awale, 2021; Katuwal, 2011).

The previous researches conducted by some researchers (like Awale, 2021; Katuwal, 2011; Lamichhane et al., 2022) in the Nepali context mainly focused on unpacking the factors of college choice. This research focuses on the factors and influencer while choosing secondary school for grade 11 by students in Lalitpur Municipality. Additionally, during the literature review, no studies were found on the student's school selection for grade 11 study in the Nepali context. Therefore, this study carries pertinence as it can cover the gap existing in studies. Furthermore, it may be helpful for the researchers aspiring to conduct study in similar area.

Beside the aforementioned, this study can be helpful for educational leaders and administrators to know about the factors that the student the student considers considers while they are considering institutions for their further study. This might help educational leaders to know how to utilize their resources optimally, keeping into mind the preference of students. Similarly, it is also expected to be useful to policy makers to develop policies that will satisfy the needs of the students and other stakeholders.

Purpose of the Study

The studies aims at examining the factors and influencers related to school selection process of students. Specifically, it focuses on exploring what factors are considered by students when choosing school for grade 11. Simultaneously, it emphasized finding out what influencers are pertinent to school selection process of students. Additionally, difference that school selection makes in school selection is taken into analyzed by the study. Finally, the study has attempted to analyze the difference in school selection in term of respondents' characteristics.

Research Question and Hypothesis

The study has been guided by the following research questions and hypotheses:

Research Question 1: What factors are considered by the students when choosing a school for grade 11?

Research Question 2: Which are the influencers making difference in school selection?

Research Question 3: What difference does the school continuation make in school selection?

Research Question 4: What differences does the respondent characteristics make in school selection?

Hypotheses of the Study

From research questions 2, 3 and 4 following hypotheses are formulated

H1- There is significant difference in school selection based on school continuation (student continuing school or not continuing the school)

H2:- There is significant difference in school selection based on the influencer

H3:- There is significant difference in school reputation based on school continuation

H4:- There is significant difference in student characteristics and school selection

Rationale of the Study

Sengupta (2019) conducted a study in the urban areas of Maslandapur and Madhyamgram to see the complexities of private school choice in the area. The researcher found out that the school choice was not dependent on the cost and locality; rather depended on their parents' perception of quality, position and glamor for their children. The researcher concluded that material resources affect the school selection process.

Tilak (2020) conducted study with 7000 engineering students from 40 institutions to find out factors affecting students choosing private or government colleges/universities. In his work, it is revealed that statistically significant factors were caste, gender, academic background of the student, the location of the school and mothers' education.

In a study that aimed to analyze parents' engagement with schooling after school choice, Joshi (2014) compared the satisfaction level of parents of private and public schools. The researcher found out that parents of the students who have chosen small private schools are more satisfied than the parents who chose the public schools.

To study the affect of educational marketing on enrollment of management undergraduate colleges, Pokhrel et al. (2016) conducted a study among 342 students enrolled in 9 different private management colleges in Kathmandu. They found that recommendations from relatives and family members, websites and newspaper advertisements influence college choice. Additionally, their study found that the most influencing factor for admissions to Masters of Business Administration (MBA) and Bachelor of Business Administration (BBA) was recommendations by friends. Similarly, for BBA facilitators, extra-curricular activities, academic and IT infrastructures matter the most. For Masters students, the reputation of the academic faculty, learning practices and future career prospects were considered important.

This study tries to fulfill the gap that was noticed by reviewing previous studies. There are studies conducted outside the country regarding the institution's choice. In Nepal, some studies can be found regarding college choice but very negligible regarding the school choice. The study I have reviewed analyzed school choice in terms of choice between public and private schools. Additionally, it mainly analyzes school choice from the parental perspective. During my study, I hardly found studies regarding the school choice for grade 11 in the context of Nepal. This study tries to identify factors that students consider while choosing school for their grade 11 studies. It also aims to identify the influencers who affect the student school choice. This is believed to help the institution understand who their real customers are and explore the needs of the influencers to treat them better and cater to the needs of the influencer as well. The findings of this study may be helpful to school leaders, administrators and policymakers.

Significance of the Study

Education is an intangible product and educational institutions are service providers. My experience says, due to the heterogeneity and intangibility nature of services, goodwill and reputation matter in the service industry. For this reason, institutions are dependent on building their status by persuading the potential learner for enrollment. From the study, the institutions' leaders can collect ideas and information about the elements that students consider for the institution's reputation. This can help the leaders to deliver value to its student. If the learners can get service products that are of value for them; it can lead to the students' satisfaction and support to promote the goodwill of the institution.

A school is not only a place just for teaching, I believe that it is the place where responsible citizens are made. The study is about the leaders' problem to deliver better value to the students and parents. If the needs of the students can be identified, the leaders can provide the sound and quality services to the customer at an affordable price. Many students get access to quality education on the condition that institutions offer education at an affordable price. They believe that the attempt will ultimately help in building a prosperous society in the future. Since the study has concentrated on school selection process of students, I consider that the findings of the research may assist educational leaders to plan their investment to provide service at an affordable price.

The prospective student's parents invest money, time and effort. Hence, they would carefully select the institution. That's why; the institution has to be answerable to their expectation. In this aspect, it is expected that the study's result can work as guidelines for the administrator and leaders to address the expectation of the students.

The general condition of the institutional schools in Nepal is better regarding the result and satisfaction of both students and parents. Although this study has been conducted for the institutional school in Lalitpur Metropolitan City, the study's findings may also benefit leaders of public schools in the area. Furthermore, the study's findings provide data regarding why students choose institutional schools instead of public schools. Additionally, the findings suggest the measures to be considered for building an institutional reputation of the public schools.

Delimitation of the Study

In the study I have reviewed Chapman's Student College Choice Model (1981) and Hossler and Gangler College Choice Model (1987). The study has conceptualized the model of Hossler and Gangler (1987) among the several college choice models. I have reviewed several other models and found out that these models are used to generate several other models. Hence, the study has been delimited to these college choice models only.

The students from different area show different school selection criteria. It would be cumbersome to conduct the study for the country or state. Hence, the study area of the research has been delimited to the school selection of the students of Lalitpur Metropolitan City.

Organization of the Dissertation

This work has been ordered into six chapters. The beginning chapter consists of the introduction to the study. The thematic, theoretical and empirical review is presented in the second chapter. The details of the methodology have been explained in chapter three. The results of the data analysis and its presentation are presented in chapter four. In chapter five, the findings are presented and then discussed with

relevant literature and theory, which were presented in chapter three. Chapter six is about the conclusion and implications of the study.

Chapter Summary

The chapter began with an introduction section where the overview of the problems was highlighted and narrated why the conduction of my study was required. And then, the background and theoretical framework were discussed. The Hossler and Gangler model was explained and some empirical studies were also discussed. Next, I showed the gap between my study and another related study. In the problem statement, I stated the study issue's point of view or position. In addition, the deficiencies in the evidence were also discussed. Under the purpose of the study, I highlighted how the study would be accomplished.

I have presented the research questions and explained how the research questions accomplish the problem stated in the previous section. The rationale of the research methodologies was given in the study's rationale. The practical contribution of the work and its impacts on leaders, students and society were discussed. Lastly, the delimitation of the work depicted the boundaries of the study.

CHAPTER II

LITERATURE REVIEW

In this chapter, the review of literature related to institutional/college selection by students has been included. The chapter begins with a review of related literature to the theme of the study. Then college choice model was reviewed in the theoretical review. The empirical review section has reviewed some of the work in the student's institution selection or choice. Lastly, the theoretical framework of the study has been presented in this chapter

Nepali Education System

Nepal has recognized that education is the basic need of the citizens. Studies make it clear that the Nepali education system underwent several alteration cycles after the democracy in 1950. These alterations are triggered by Millennium Development Goals and the subsequent Sustainable Development Goals. The system now follows westernized pedagogical practices, particularly the student-centered approach to education (Ham& Menzi, 2021). This might be because the country has agreed to sustainable goals by 2030 (Acharya, 2022).

As per Education Act, Nepal's education system is divided into two categories: basic, which includes classes 1 to 8 and secondary class 9 to 12 (Constitution of Nepal, 2015). The community, institutional schools and child care centers also provide one-year Early Childhood Education. Institutional schools have been providing three to four years of Early Childhood Education. There are mainly two kinds of schools in Nepal: institutional and community schools. Institutional schools are promoted for profit and registered as private or public entities. The institutional schools are located in cities, headquarters and urban areas; hence learners

from privileged family comes to the institutional school (Ministry of Education, Science and Technology [MOEST], 2018).

Institutional schools are also called private schools. The result of the institutional school is also better than the community school. Enrolling a child in an institutional school is taken as a privilege by the parents. The examination of class 8 DLE, class 10 SEE and class 12 SLC is taken publically. To fulfill the admission criteria of grade 9, 11 and higher studies, the student has to obtain a certain Grade Point Average (GPA) in their grade 8, 10 and 12 examinations. The local government conducts the grade 8 examination and grade 10 and 12 examinations are conducted by National Examination Board (NEB). As per the GPA of grade 10, students are selected to study different subjects and, in some cases, different institutions (Acharya, 2022).

Student College/Institution Choice

The competition in the education service industry has intensified, and several institutions have positioned themselves differently. This shows that factors/ indicators students consider while choosing any institution for their studies differ. Bergerson (2009) explains the choice for further studies made by the student is an important decision they make in their life. The institution can control this experience if they know about the needs of the learners. In this competitive environment, even educational institutions are searching for good learners to enroll in their institutions. The educational institution needs to make an effort to knowing how prospective learners choose any institution for their further studies (Clayton, 2013).

Persuasive Elements/ Indicators of the College Search Process

Holland's (1959) study is considered to be the first study on college choice, where he analyzed the choice process of National Merit Scholarship Students. The

researcher found out that cultural and personal development from the family influenced the student's choice. The results of the research further showed the well-liked institutions are perceived as the finest institution by the parents. Hence, these institutions were believed to be the superior choice.

The search process influences the learners' expectation of joining a particular institution (Chapman, 1981). The influencers include parents, siblings, colleagues, course facilitators and counselors (Cabrera & La Nasa, 2000). Additionally, the learner's importance and the situational circumstances can also affect the choice process (Chapman & Jackson, 1987).

The Influence of Parents

Litten (1982) found that the parents' educational background had the most important role in students' choice process since higher educational background leads to the usage of institutions print medium and visits. Reynolds (1981) found that, similar to the learners the learner's parents also go along the institution choice process. The researcher also adds that admission counselors must be careful when treating the parents as they are the significant influencer in the college choice process. Thomas (2003) stresses that parents considered the following characteristics as more significant institution safety, place of the college, tuition fees, college offering the subject of interest, size of the institution and the physical environment of the college.

The degree of influence of parents varied based on their academic and economic factors. Parents with an undergraduate degree share their educational experience with their children. Their experiences form the frame of reference for measuring the organizational quality and value of attending a particular educational institution (Clayton, 2013). Similarly, in their research, Mustafa et al. (2018) showed

that the factors of the learners' college or university choice in Qatar also found that parents' education level affects the student choice process.

The Influence of Family

The alumnus's family members also affect the student college selection process. If the father and siblings have attended a particular college, the student is highly likely to choose that college (Avery & Hoxby, 2004). There is also another aspect to be considered when it comes to siblings. The siblings affect the economic decision of the family. If there are more siblings, then children in the family may have to compromise on their choice process since everyone has to accommodate the available financial resources of the family (An, 2010).

Influence of Friends

Fogg and Harrington (2010) found that students are more likely to enroll in further studies if their classmate also intends to pursue further studies. The friends influence the institution's selection process (Adebayo, 1995; Hossler & Gallager, 1987; Johnson et al., 1991). Also, the students find friends currently studying to have a significant role in the institution search process (Broekemier & Seshadri, 2000). However, Hossler et al. (1989) indicate that friends do not significantly affect the institutional choice process. Furukawa (2011) suggests that peers influence students' perception of institutes' quality but is not strong enough to affect institutional choice.

Influence of Counselors and Teacher

During the institution search counselors and teachers can also affect the student decision-making (Johnson et al., 1991). However, Hossler and Stage (1992) found that there is little influence on school counselors and course facilitators. The students try to get the information for their further studies from the counselors. However, many of them do not get the appropriate information they sought. In the

words of Clayton (2013), the counselor and teachers can influence the choice process of students who have the high educational background and are from a particular school.

Influence of Social Media

In a study by Diana (2014), more than 90% of the respondents responded that they use Facebook at least once a day. Similarly, more than 75% of them answered that they joined the social media created just for the fresher students. The aforementioned study suggests that social media is impacting college choice. Turner (2017) found that 61% of recruitment officers are getting the help of social media for their admissions. Similarly, 41% of school officials believe that social media efforts helped admissions.

Influence of Website

Strauss (1998) found that the students use the website in the primary stages of the search process. Ramasubramanian et al. (2002) showed that the website also represents the institutional reputation. In a study, Escatiola (2007) found out that the website only had an average of 31 percent of the necessary information that students needed. A study on United States colleges and universities by (Rios et al., 2019) showed that only 10% of the ethnic minorities were motivated to apply through the website.

Influence of Institutional Reputation

Institutional reputation consists of academic and non-academic factors (Geiger, 2002). The definition of academic reputation varies vastly. Sevier (2001) has listed the most familiar elements related to academic reputation, including academic program, counseling, further study placements, and the environment of academic infrastructure. The program of study also affects the student's choice (Dolinsky,

2010). Academic reputation is considered an important element of institutional reputation (Dhaliwal et al., 2019, Roszkowski & Spreat, 2010).

Other Factors/ Indicators

Affect of the program of interest and usefulness for further studies. The students are very much concerned about the degree they are studying. They want their degree to be useful for their further studies. The students are concerned with the marketability of the degree (Web, 1993). Similarly, the students also give importance to accreditation and the quality of the degree (Chapman, 1993; Lin, 1997). Students are also concerned about the availability of the degree and courses they are interested in (Donnellan, 2002; Kalio, 1995; Soutar & Tuner, 2002)

Affect of full-time faculty. Clayton (2013) in his study suggests that full-time faculty enhances the institution's reputation. The teachers are the institution's stakeholders and all the stakeholders are responsible for enhancing customer loyalty. The faculty are the important stakeholders of the institution, and their reputation impacts the institution's selection (Broekemier, 2002). Johnson et al. (1991) conducted a study on 3708 first-year college students and found institutional reputation, the value of available courses, college fees, faculty status and responsiveness were the major factors considered by the students.

Affect of student-teacher ratio. In recent times, the low student-teacher ratio is becoming a competitive advantage for the institution. Of course, the high student-teacher ratio is beneficial financially. However, it is not beneficial for learning; it will be disruptive rather (Blatchford, 2021). The low-teacher ratio may be a burden to the institution, but the students studying in these environments tend to enjoy better job markets (Card & Krueger, 1992).

Affect of school infrastructure. The school amenities form an essential part of the school. The school environment is set by the infrastructures like the library, laboratory, playground, etc. The educational institutions' academic environment is an important factor in the educational institutions choice (Kallio, 1995)

Affect of good results. Chandra et al.(2018) conducted a study on 100 learners across 31 universities and colleges in Riau to see the effect of service quality. They found that better service directs to learner satisfaction and satisfaction directs to learners' loyalty. One of the indicators of good service quality is good results (Twum & Peprah, 2020).

Affect of strict admission criteria. Some colleges try to get a sudden student with particular traits, skills, or sudden social class. However, this does not guarantee the prospective students' long-term outcome (Jonathan, 2016). Some of the university/college's institution status can cause many students to ignore the admissions based on challenging admission standards or challenging academically. Several institutions are eliminated from the consideration set for financial reasons (Pike, 2004). The students also prefer institutions which have strict admission requirements. The student feels valued to be enrolled in institutions with strict admission criteria (Clayton, 2013).

Affect of school/ social values. Admiration, open-mindedness, equality, and truthfulness are the basic social values each individual is expected to possess. The absence of these values can hinder the growth of individuals. Hence, teaching social values in school is so much important (Slater, 2008). For the student's selection of an institution for their further studies, one of the major factors is the social life/ value to be taught at school (Clayton, 2013; Donnellan, 2002; MacDermott, 1987).

Affect of ranking. The commercial ranking of the institution forms a sudden perception of the institution in the parents' mind (Anctil, 2008). Since the parents are

significant influencers, these commercial rankings affect student choice (Bergerson, 2009). The commercial ranking mainly includes faculty and learners' accomplishments and college resources as indicator of academic quality.

Affect of extra-curricular activities. The focus group study conducted by Hossler and Litten (1993) found that students are interested in knowing about social interaction, faculty-student interaction and priority in extracurricular activities of the institution they are interested in enrolling. The Clayton (2013) study suggests that the students rate the importance of the extracurricular activities the same. The study also shows that students find opportunities for institutional involvement through extracurricular activities.

Affect of location. The proximity to home and location affects the student decision-making. Learners prefer to choose institutions that are near their homes or the urban area. (Web, 1993; Donnellan, 2002). For the student who does not have the option or does not want to study close to home, the residency facility is one of the key factors which affect the choice process (Kallio, 1995).

Affect of hostel facility. Holdsworth and Nind (2005) studied the choice of New Zealand high school seniors. The results showed that the ease of getting accommodation/ hostel facility was the second most important factor after quality and flexibility of the degree. The study by Sirgy et al. (2007) suggests that the quality of students' college life can be influenced by the quality of housing, maintenance, accessibility and dorm activities.

Affect of tuition/ extra class. The tuition/ extra class is considered shadow education in developing countries (Bray et al., 2012; Brehm & Silova, 2014). Baulch (2012) found that tuition classes can improve reading ability and positively affect learners. Selamat et al. (2012) found that extra classes in schools can improve performance in

education and improve scores on the test. Tse (2014) in his study found that the students ask for extra classes from their parents and have a favorable image of the institution if they get tuition.

Affect of affordability/ financial aid/ scholarships. The study found that financial assistance influences the choice process (Kim, 2004; Perna & Titus, 2004; Van der Klaauw, 2002). The affordability of the school fee also affects the student's decision-making (Joseph & Joseph, 2000; Mustafa et al., 2018). Noel-Levitz (2012) conducted the Student Satisfaction Survey (SSI) for more than 36,000 students; he found that campus cost and financial aid are among the factors that influence the student choice.

Broekemier (2002) surveyed college students' motivation to choose a sudden institution. The researcher found that college fees/ affordability are vital factors in student institution selection. Similarly, in the study conducted by Johnson et al. (1991) among 3708 first-year college students, it was revealed that cost was one of the major factors considered by the students. Similarly, MacDermott (1987) examined first- and second-generation college learners. The researcher found to cost as a vital factor in the institution selection process.

Affect on sports/ athletic performance. The students are not just affected by the priority given by the institution for the sports but also by the results and championships in sports and athletics. A nationwide study shows that winning a countrywide championship in sports results in rise in an applicant for enrollment in the years following the championship (Toma & Cross, 1998). Clayton (2013) also found that athletics is one of the components of institutional characteristics.

Affect of family income. Des Jardins et al. (1999) found that family income played a major role in selecting a distant private educational institution. Weiler's

(1996) contrasted that finding and found that there is no difference the family income makes in student decision-making to choose any particular institution.

Affect of gender. Shank and Beasley (1998) found that there is a difference in the importance placed on various university attributes and sources used to find universities across the gender. Anelli and Peri (2015) found out that the gender of the sibling made a difference in the choice of major and college selection. Dickson (2010) found that race and gender made a difference in major choices.

Affect of parents' education. Many researchers have found that parents have an important role in educational institution selection (Abrahamson, 2010; An, 2010). The degree of influence depends on the parental educational level. Niu and Tienda (2008) found that sociological factors like parental education level affect educational institution choice.

Affect of GPA and class ranking. Manski and Wise (2013) out that high school GPA is also important for enrollment decision along with the SAT score. Baron and Norman (1992) also found that previous school class position is the strong predictor for the educational institution selection for further studies.

Affect of type of school attended. As per the study of Freeman (2002), the type of school attended is a vital factor that influences the learners' college choice. The results of Niu and Tienda (2008) study also showed that the type of school attended was the most important factor for their further study.

Affect of the location of the previous school. The results of the study by Andrew and Martinez (2016) showed the location of previous school influences college choice. Similarly, a study conducted by Garbert et al. (1999) also found the school's location among the top five institution choice factor.

Several literature support the institution's interest, choice and selection variables for institution selection. Table 2 summarizes the significant indicators in college/ institution choice in the different studies.

Table 1

Supporting Literature for Indicators

Elements/ Influencers	Studies
Parents	Bradshaw et al. (2001); Cabrera and La Nasa (2000); Reynolds (1981)
Parents Educational Background	Clayton (2013); Litten (1982); Mustafa et al. (2018); Niu and Tienda (2008)
Family	An (2010); Avery and Hoxby (2004)
Siblings	An (2010); Bradshaw et al. (2001); Cabrera and La Nasa (2000)
Colleagues	Bradshaw et al. (2001); Cabrera and La Nasa (2000)
Course Facilitators/ Teachers	Bradshaw et al. (2001); Cabrera and La Nasa (2000); Johnson et al.(1991)
Counselors	Bradshaw et al. (2001); Cabrera and La Nasa (2000); Diana (2014); Turner (2017)
Family Earning	Clayton (2013); Niu and Tienda (2008)
Friends	Adebayo (1995); Fogg and Harrington (2010); Furukawa (2011); Hossler and Gallager (1987); Hossler et al.(1989); Johnson et al. (1991)
Friends who are currently involved in college	Broekemier and Seshadri (2000)
Social Media	Johnson et al.(1991); Turner (2017)

Website	Escatiola (2007); Ramasubramanian et al.(2002); Rios et al. (2019); Strauss (1998)
Institutional Reputation	Dhaliwal et al. (2019); Dolinsky (2010); Geiger (2002); Johnson et al. (1991); Roszkowski and Spreat (2010); Sevier (2001)
Type of High School Attended	Niu and Tienda (2008)
Usefulness for further studies	Web (1993)
Availability of the degree and courses of program of interest	Donnellan (2002); Johnson et al. (1991); Kalio (1995); Soutar and Tuner (2002)
Quality of Degree	Chapman (1993); Lin (1997)
Full time faculty	Broekemier (2002); Clayton (2013); Johnson et al. (1991)
Student Teacher Ratio	Blatchford (2021); Card and Krueger (1992)
School Infrastructure	Kallio (1995)
Good Result	Chandra et al.(2018); Twum and Peprah (2020)
Strict Admission Criteria	Bradshaw et al. (2001); Clayton (2013); Jonathan (2016); Pike (2004)
School/ Social values	Anctil (2008); Bergerson (2009)
Extra-Curricular Activities	Clayton (2013), Hossler and Litten (1993)
Location	Donnellan (2002); Kallio (1995); Shanka et al. (2006); Soutar and Turner (2002); Web (1993)
Hostel/ Residency Facility	Holdsworth and Nind (2005); Kallio (1995); Sirgyet al. (2005)
Tuition Extra Class	Tse (2014)

College Fee and Affordability	Broekemier (2002); Johnson et al. (1991); Joseph and Joseph (2000); MacDermott (1987); Mustafa et al. (2018)
Financial Assistance	Kim (2004); Perna and Titus (2004); Van der Klaauw (2002)
Sports/ Athletics	Toma and Cross (1998)
Family Income	DesJardins et al. (1999); Weiler (1996)
Gender	Shank and Beasley (1998); Anelli and Peri (2015); Dickson (2010)
Parents Education	Abrahamson (2010); An (2010); Niu and Tienda (2008)
GPA and Class ranking	Manski and Wise (2013); Baron and Norman (1992)
Type of School Attended	Freeman(2002); Niu and Tienda (2008)
Location of Previous School	Andrew and Martinez (2016); Garbert et al. (1999)

Student Retention

Learner retention has been a difficult problem in academic society. Hence, effective measures have to be taken to retain good students in the institution. The institution the staff members and students play a vital role in improving the retention rate. They can help to build a positive learning environment (Lau, 2013). Student retention is taken as a priority in most institutions around the world. Nowadays, learners require more comprehensive feedback from the facilitators for improved behavior (Gaytan, 2015).

Educational Institution and Marketing

Marketing in modern education undeniably relates to the force which influences institutions. Any institution's marketing, whether a profit or non-for-profit organization, relies on the marketing theories, practices, strategies and tools that have been practiced for a long time (Awale, 2017). Similarly, an educational institute must also better recognize their target market's needs and wants. In the context of the educational institution, the consumer refers to parents and students. The institution must find the motivating factors that enable the learners to choose the right institution and work on those factors to satisfy the learners need (Vrontis et al., 2007).

The main objective of any educational institution or provider is the consumer or learners' satisfaction. Hence, to satisfy its consumer, the institution must know about the learners' needs and wants (Eagle & Brennan, 2007). Determining the factors considered by the student in choosing the educational institution for their further studies has been an area of interest for many researchers from various fields. As per Hossler et al. (1999), these studies research on status attainment. These studies mainly focus on how the need for status attainment is developed; these studies do not focus on the need for satisfaction. Marketers are trying to go beyond the status attainment and understand how this can need understand how this can be understood and satisfied. If the needs of the consumers are not fulfilled and the consumers are not satisfied, the whole marketing process fails (Binsardi & Ekwulugo, 2003).

The significance of higher education is undeniable. Pascarella and Terenzini (1991) found that better education leads to greater remunerations, less turnover, and better career opportunities. Learners carefully choose the institution for their further studies since it affects their career and economic opportunities (Hoenack, 1990; Buss et al., 2004).

Theoretical Review

Educational institutions are trying to enhance their understanding of the learner's decision decision-making on choosing the right institution for them. Several theories have been proposed from the 1970s through the 1990s. These theories have depicted institutional factors that the potential learners and their parents considering choosing the right educational institutions. Similarly, other researches consider several demographic and economic factors affecting prospective learners and their parent's decision-making.

According to Punj and Staelin (1978), there is a lot to be known in the area of institution choice. Several scholars have researched on this field of student behavior and choice. Chapman (1981) proposed a model by reviewing various research available at the time to help the college administrator and leader develop a recruitment policy that aligns with the needs of the prospective learners. This model has become a base for several models that have been developed afterwards and have contributed a lot to continued research in this field.

There are several models of student choice. The models are economic models, status attainment models and combined models. These give an understanding of how learners satisfy their need to find an academic institution for their higher studies (Vronti set al., 2007).

In modern times, learners are becoming increasingly savvy in choosing institutions for their higher studies (Justin & Gert, 2010; Aydin&Bayir, 2016). Several characteristics determine the student's choice of higher institution (Manoku, 2015). Several authors have represented different characteristics that determine the student choice. Argey and Lampadan (2014) have found out that the institution's reputation over time determines the student choice. Proboyo and Saedarsona (2015)

pointed to cultural values, environment, student interest, and family advice. How principals, admissions officers/ counselors have to be aware of these factors to develop effective strategies to lure the learners with the desired characteristics to the institution (Aydin, 2015; Wiese et al. 2010) is a popular agenda in educational leadership at present.

Hossler and Gallagher: College Choice Model

Hossler and Gallagher (1987) were among the earliest to propose the model of college choice. This model had three phases: predisposition, search and choice. This model was formed based on the models of Chapman (1981) and Jackson (1982).

The first phase, predisposition, concerns the learners' level of interest and expectation to pursue further studies. Jackson (1982) named it as preference phase, where parents, friends and academic direction cause influence. The major influencer identified in this phase was the learner's parents. If the parents are college graduates, they have a significant role in college choice (Bergerson, 2009; Shaw et al., 2009). Different researchers found that parents have an important part in influencing college choice. However, many researchers, including Hossler and Gallagher suggested the values of the previous school, college academics and reputation play a significant role in the predisposition phase (Perna, 2006; Shaw et al., 2009).

In predisposition stage the most important demographic characteristic is socioeconomic status (SES). Similarly, the past achievement has greater impact in the further study plan. This is clearly elucidated by Hossler and Gallagher (1987) who state that the students are influenced in the student college choice process by parents and the friends who are opting to go for the further studies.

Litten (1982) found that learners are more predisposed if they have attended a high reputation school and were active in schools' academic and co-curricular activities. Furthermore, the learners are more predisposed if family, friends or teachers have told them to continue their higher studies. The location of the college also plays an important role in their choice. Learners who live near the college have more probability of joining the college. Several individuals influence the prospects and the prospects become more determined to join college at this phase. Among these, reflecting in the words of Hossler and Gallagher (1987), the high value high school, optimistic approach towards the education, early information on scholarships and school fees are considered significant factors in the first phase to stimulate the demand.

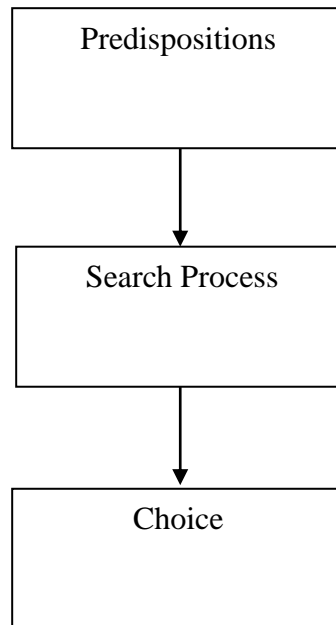
Search is the second phase pertinent to Hossler and Gallagher's (1987) model. In this stage, prospective learners explore the best institution for themselves. In the second phase, the communication strategies make impact on the college choice. Studies have suggested that students tend to eliminate potentially good colleges from their choice process due to lack of information. Similarly, colleges tend to search for prospective learners interested in joining college. This is also referred to as exclusion in Jackson's (1982) model.

The choice is the last or third phase in Hossler and Gallagher's (1987) College Choice Model. Hossler and Gallagher (1987) suggested that institution has less control over the learner's decision-making during the choice stage. Hence, more enrollment effort has to be concentrated in the choice stage by the institution. The college should focus its effort on influencing the learners early in their high school years. In contrast, the college personnels more focused on influencing the learners at the choice stage to recruit learners for the new academic session. The information

about institution reputation, college fees and academic programs helps learner to make the enrollement decisions.

Figure 1

Hossler and Gallagher College Choice Model



Chapman and Jackson (1987) suggested that a prospective learner considers situational context (like consumer value analysis and brand element) and unconstrained preferences (the likelihood that the educational institution provides the experience that they have perceived and favored).

The evaluation stage of Jackson (1982) model of college choice is similar to Hossler and Gallagher's (1987) choice phase. Jackson (1982) suggested that the students rate the importance of different elements and according to the rating obtained by the different alternatives, the prospective learners make a decision. He further suggests that prospective learners are confused since they cannot know if the institution delivers according to their expectations in their preferred elements. Hence, to mitigate the risk, the prospective learner tends to decide on colleges considering the elements like a family environment, educational understanding, place, and college

fees. Similarly, Hossler and Gallagher's (1987) choice phase also concludes that college choice is influenced primarily by their parents since the financial part and expectation from family is connected to enrollment.

David Chapman's Student College Choice Model

D. Chapman's Student College Choice Model (1981) suggests, students' expectation is developed when students' characteristics interact with external influences. The student's expectation of joining particular institutions is influenced by others, mainly parents, siblings, school personnel, and learners currently studying in the institution. He suggested peer influence was the most impactful influence for deciding on a particular college. In contrast, most of the other researchers suggested parents have more influence in different stages of students' decision-making during college choice (Anctil, 2008; Cabrera & La Nasa, 2000; Dupaul & Harris, 2012; Hossler & Gallagher, 1987). The scholars also suggested that the influence also depends on student achievement. Additionally, it was suggested that high academic students tend to be significantly influenced by the college personnel (teachers and counselors).

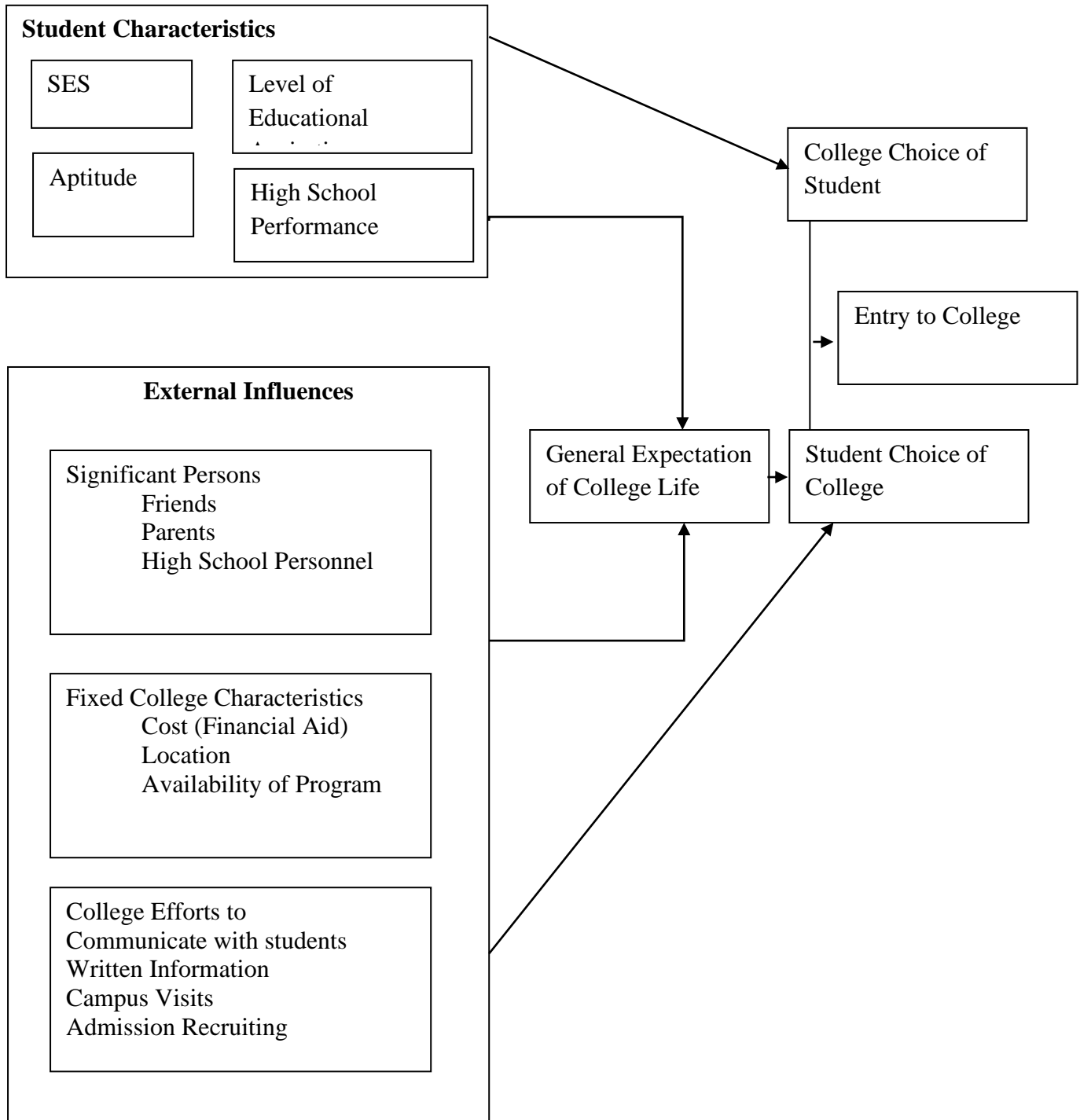
Chapman's (1981) Student College Choice Model suggested that learners want to enroll in an institution with similar academic aptitude. Academic aptitude is determined by high school GPA and rank of the admitted class. Other institution characteristics that can affect the student decision were proximity of the college from home, admission selectivity criteria and the scholarship packages.

The third factor was the communication by the institution. In the research conducted by researcher D. Chapman (1981), it was found that print materials were not effective enough. The researcher concluded by sharing that there is a requirement

for more research on institutional marketing’s impact on prospective learners and families in the process of searching right institution for their study.

Figure 2

David Chapman’s Student College Choice Model



Empirical Review

Buduret al. (2018) conducted a study to clarify the factors of learners' choice for the university in the Kurdistan region of Iraq. They surveyed 400 students for their study. They used structural equation modeling and ANOVA analysis to find out that to increase the market share in the region, advice from other learners is an important factor and university is recommended only if the campus built its reputation. To build the reputation, the study finds that scientific activities and campus facilities play a major role.

To determine the criteria considered by the high school learners to choose their higher studies Zia et al. (2019) studied 80 students selected using the snowball sampling technique using Analytical Hierarchical Process. They found students' internal factors, including aptitude, career; and external factors, like parent's recommendation, courses and financial assistance are the major priorities in choosing their path for higher studies.

To find out the elements valued by the prospective learner that the university is attempting to recruit, Clayton (2013) did a study on 114 learners. The researcher studied on the factors which the prospective learners value. The researcher also studied the difference between factors considered by the prospective learners of private and public universities. The researcher found out that students selecting private institutions placed more importance on academic excellence, learner/facilitator ratio, international academic excellence: learner/faculty ratio, worldwide importance in the curriculum and academic assist activities. Additionally, students choosing private institutions focus on values promoted by the college. On the other hand, students selecting public institutions considered cost, location, athletic programs

and friend's opinions of the college. The study found that the learners choosing public institutions place more value on their peers' opinions than the students.

For strategy development, Joseph and Joseph (2000) argued that it is important to know the criteria that prospective learners use to choose higher education. They took a sample of 200 students to find the indicators influencing learners' college choice. They study the influence of five factors: - course details, environment and infrastructure, college fees, the degree itself and significance of education. They found out that the most influencing factor were course and career details and physical environment and infrastructure. The researcher recommended two sources for the marketing communications which were internet and educational fairs. The researcher stressed on the importance of internet for the promotion of the courses.

Soares (2021) studied the factor influencing prospective learners to choose the Higher Educational Institution. By identifying the factors, the researcher tried to study if there exists the difference between factors of prospective learners of developed and developing nation. The researcher took 400 samples and used ANNOVA to narrow down on the factors. The researcher found out that men focused more on the factors that are connected to professional, intellectuals and soft skills development. Interestingly, the researcher also found out that friend's influence is the least affecting factor. The aforementioned study suggested that learners favor the institutions which provides skills which help them to prosper in their professional career in future.

Every college wants to have competitive advantage over the other colleges. Kayombo and Carter (2016) studied on different branding factors in Zambian college. The study was only conducted in one college; however, the finding seems to be useful. The researcher conducted focus group discussion among the fresher learners and also conducted semi-structured interview with the academic counselors.

The result from the thematic and content analysis revealed that the most considered higher education branding factors were academic quality, course availability, amenities and future employability. The study revealed that the most credible influencers were their friends, family and themselves. Similarly, the learners seem to get information through printed media, friends, education fairs and internet.

In addition to the studies reviewed above, in Serbia, Mitić (2020) conducted study to determine factors affecting higher education choice. The study recognized employment opportunity in the future and international reach of the institution as main choice criteria. The disparity in the attitude of respondents was found to be the result of demographic and individual uniqueness.

Le et al. (2022) conducted the study with 500 samples using quota and convenience sampling to investigate how students choose the public institution in Vietnam's North Central Area. Using SEM, the researchers found that result and pass rate are important determining factors for the learners to choose the college. Similarly, the quality and diversified training were the other influencing factors for choosing higher education institutions.

To study the critical factors underlying the student's choice of Ghana's institution for the graduate program, Mbawuni and Nimako (2015) conducted a cross-sectional survey among 183 students. In the study, data were analyzed through factor analysis and ANOVA. The result showed that the factors that were considered important for the institution's choice were fees, learner support quality, attachment to the college, recommendation through facilitators and staff, failure to get admissions in other institutions and location of the college.

To study the impact of gender on college choice, Syed et al. (2021) have done a mixed-method case study. This study used a college choice and consumer behavior

model. The result showed a difference in factors that impact college choice across the gender. The researcher found that female place emphasis on feeling related to institution fit, security and ease.

A study was conducted by Lau (2003) to identify the institutional factor affecting the learner's retention. The study showed that institutional staff members (facilitator, administrator) and the student are vital in improving the retention rate. The administrator can provide appropriate support services and physical facilities to the student. The facilitators can help provide a good learning environment and instill good institutional values in the student using good teaching practices. As per Tinto (2000) the more students find value in their learning and the values promoted by the institution, they will be interested in continuing in the institution.

A study was conducted by Agboola et al. (2014) to see the correlation between student retention and academic achievement and admission policy. The quantitative study consisted of 42,388 first year learners from five state universities in Nigeria. The study revealed that there exists a significant relationship between the retention of students and admission criteria and policy. Similarly, a similar study conducted by Agboola (2011) found that the academic retention rate could be forecasted by exploring the criteria by which learners were enrolled. The quantitative study conducted on 50 dental students by Curtis et al. (2007) revealed that the admission process influences learner quality and subsequent retention.

A study performed by Giannakos et al. (2017) regarding the retention of student of computer science. The study was conducted amongst 344 computer science students. The study found that the degree's usefulness significantly affects the students' retention rates. Additionally, study showed that cognitive gains could significantly impact the student retention.

Ohland et al. (2008) conducted a study to make engineering studies more attractive to the students. The study was a quantitative study; the researcher found that perceived usefulness of the degree is high during the time of admissions and could increase and decrease upon the student experience in the institution. A study by Lewis et al. (2016) by interviewing 31 enrolled students in two US public universities showed that the utility of degree affects decision to complete their degree.

To determine factors affecting the private university and college choice, Dhaliwal et al. (2019) conducted the study using the SEM approach. The study has tried to analyze the factors in the Indian context. The data were collected from the 454 learners residing in Chandigarh and Tricity area. The study results show that proximity of the institution, positioning of the institution, probability of employment, promotion/ public relations and academic quality have major and positive affect on students' college/ university choice.

Similarly, the study also found that college fee impacts the learners' choice. Hence, the researcher has suggested making the college fee more competitive and providing an education loan facility. The study also found that advertisement through print media, electronic media and Word of Mouth positively impacts student choice. The students mainly seek information like different courses offered, job placement probability and the address of the institution in the advertisement.

In Nepal, Silwal and Baral (2021) conducted a study to find out the affect of institutional, marketing and social factors on the college choice of the learners. The survey for the study was conducted among 248 learners employing a convenience sampling technique. The result showed that the types of programs offered by the institution, quality of the education, contribution to social support and employability were the major factors influencing the student's choice.

Similarly, Awale (2021) conducted a study to determine factors affecting the student's choice of management institution in Kathmandu. The researcher surveyed 416 students of different management colleges in Nepal. In the quantitative study using the ANOVA test, it was found out that the image of the institution and the college's physical atmosphere considerably affected the college choice.

Awale (2020) conducted a study on Tribhuvan University affiliated colleges to analyze their market orientation. The study was conducted among students of TU affiliated colleges. The relationship among various dimensions of consumer, market and competitor were analyzed in the study. The result of the study showed that most of the colleges were not market oriented. The study also showed that to be market oriented the college should be student and employment oriented.

Shrestha (2013) conducted a study to determine the perception of quality of the program. The study was done through a survey of 220 respondents through analysis of determinants of perceived quality among MBA programs in Nepal. The researcher found out that reputation is influenced by employability, realistic course and capable facilitators.

Conceptual Framework

Studies on student decision can be viewed throughout the several phases of the students choice process. I have reviewed several literature and found that the persuasive element in college search and marketing and recruitment affects the academic institution choice process for further studies.

Figure 3
Conceptual Framework

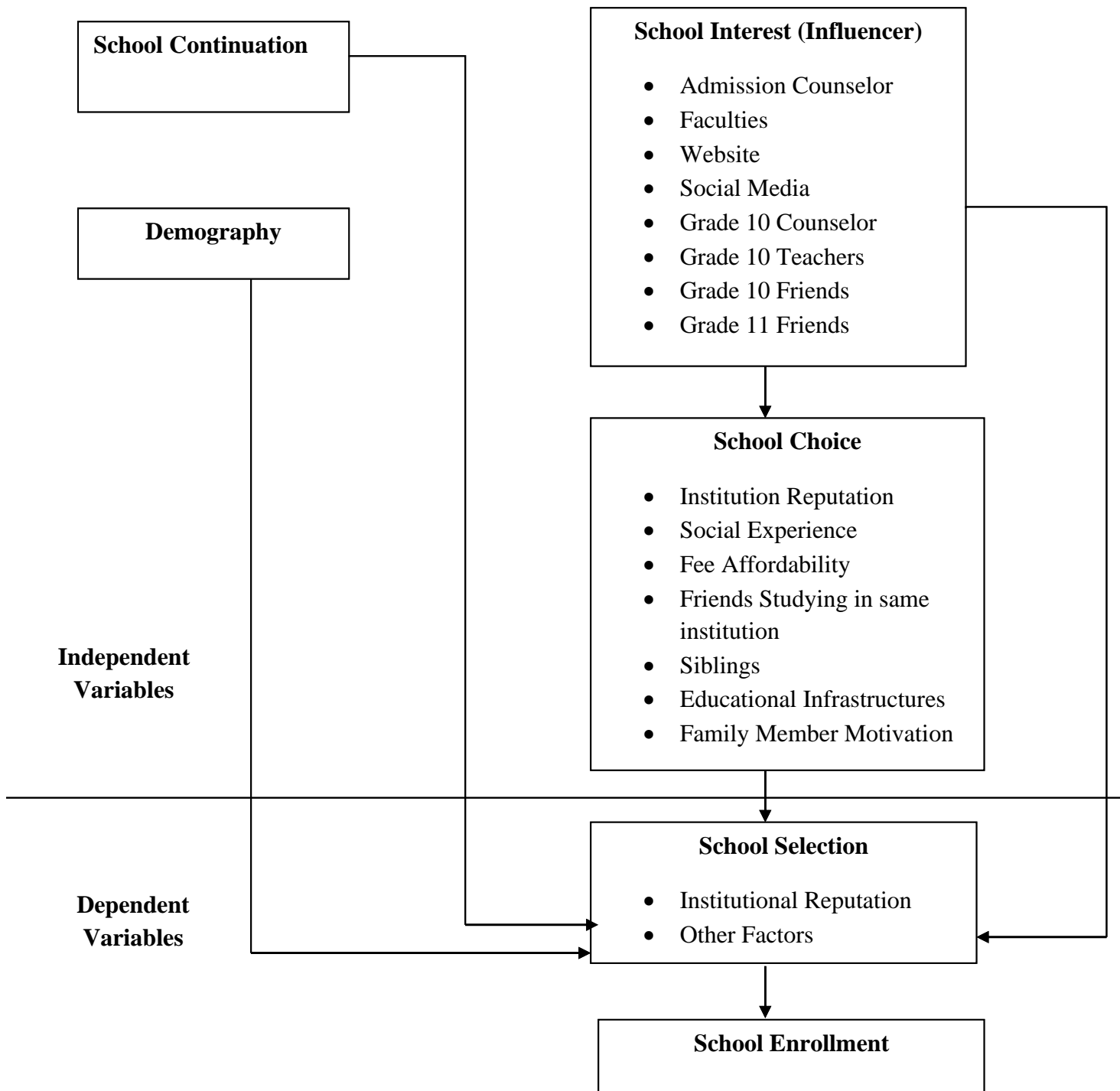


Figure 3 shows the conceptual model of the study. The model consists of three phases, like the Hossler and Gallager College Choice Model (1987). Reviewing the other college/ institution choice models of Chapman (1981), Jackson (1982),

Chapman and Jackson's (1987) and other related literature, the three stages model consisting of school interest, school choice and school selection is used in the conceptual framework. The stages were incorporated from the study of Clayton (2013) and the indicators were identified and validated through the literature review and experts review.

In this study, I have analyzed differences on school selection variables based on school continuation, influencer (school interest) and student characteristics. Similarly, the difference in school reputation based on school continuation is also analyzed in the study.

Chapter Summary

For the last few decades, many different models were designed for college choice. In this section, two popular models are discussed Hossler and Gallagher's (1987) and Chapman (1981). Institutional choice has been a trending issue in educational leadership and marketing.

The chapter started with the literature relating to different themes of the study. The various factors affecting student choice were listed and the two popular theoretical models are also discussed. In the empirical review, the funnel technique is used to discuss finding the international studies rather than the studies in the nearby areas and current trends in the host country. Then the conceptual framework is presented and explained.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is to show this study's methodological framework. This chapter focuses on the approaches to research, research design, nature and source of data, selection of the study area, population, tools and instrumentation, quantitative survey design approach, data collection and data analysis procedures, validity, reliability, ethical considerations and summary of this chapter.

Research Paradigm

Willis (2007) claims, “a paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field” (p. 8). Paradigm is about unwinding the complexity of the practical world. It guides the investigation of things in the real world (Guba &Lincon, 1994). Making the knowledge claim means the researcher start a study with definite belief and how they learn and what they learn during the study.

Philosophical Consideration

A philosophical foundation is a means of viewing the world that frames a research topic and directs some action (Guba & Lincoln, 1994; Hughes, 2010). The adapted philosophical foundation shows a solid way for the researcher in study that includes data collection and analysis method. In this framework, ontology, epistemology, axiology and methodology are assumed as the philosophical considerations in this quantitative paradigm.

The values, techniques, the way of writing are based on post-positivism. The data and interpretation are theory-dependent. As this study is based on quantitative methods, pragmatic worldviews are used. Moving a step ahead, post-positivist stance

gives a holistic view. It is about testing the customary notion of the absolute truth of understanding. We cannot be positive when studying human behavior and actions (Creswell, 2017).

Ontology

"Ontology concerns the issue of what exists, or the fundamental nature of reality" (Neuman, 2014, p. 94). It deals with the nature of being or things that are in reality. The purpose of my research is to analyze factors of school selection for grade eleven. The objectives of this study can be obtained through post-positivist approaches. There is a firm fact that can be known that there must be no challenging clarification, but there must be a junction on a single justification. The survey revealed the influencer who influences the student decision and factors considered vital by the students to select the right institution. Hence, I believe that reality is objective (Mutch, 2005). The closed ended survey questionnaire measured how students rank and prioritize the factors and influencers in the school selection process which was ontological basis of the study. Since the research is based on singular reality, the Likert type data tools are used in the study. The collective data forms up on the students school selection are the nature of reality which was free from biasness.

Epistemology

Epistemological assumption is largely dependent on ontological assumption. Epistemology is the concern of how we recognize the world surrounding us or what assures us about reality based on our ontological assumptions (Neuman, 2014). Epistemology deals with the knowledge and how knowledge is constructed. Every part of the research process is informed by one's epistemology, from rooted assumptions about what is known to the development of theories, research questions,

and study designs. The way of data collection and testing the reality of factors and influencer making difference in school selection is epistemology of this study.

Upon the communicating of findings, epistemologies also influence how study is interpreted and unstated within a research community (Mertens, 2007). I am certain that the results obtained of the study have a direct association with the element of reality. In my study, the objectivism is used since the study is post-positivist.

Axiology

Axiology is a branch of philosophy that studies judgment about the value (Saunders et al., 2012). This is related to what the researcher valued in all stages of the research process (Li, 2016). While using the admiration for culture, joining the voices of members, the power of religion, gender, geographic location and other some more variables related with it might arise (Mertens, 2007). The axiology requires congruence between ontological and epistemological assumption. Thus, the axiology of this study is more concerned with social justice. I have valued responses of my respondents. I have remained independent and separated myself from the respondents during the research process. I was thoughtful of not being influenced by the respondents.

Methodology

In the study, deductive approaches are used as the study follows post-positivist paradigm. As population, 329 respondents were taken through proportionate simple random sampling and deductive approach was used in the study. This approach is concerned with “developing a hypothesis (or hypotheses) based on existing theory and then designing a research strategy to test the hypothesis” (Wilson, 2014, p.7).

Research Design

Research design is a general and strategic study plan (Saunders et al., 2012) backed by the study's purpose (Cohen et al., 2018). The descriptive analysis was used to determine student institution selection across their demographic features. The Shapiro-Wilk test was used to test the normality. The test showed that data significantly deviates from a normal distribution. Hence, a non-parametric test was used to test the difference in school selection based on school continuation and influencer; and also to test the difference between school reputation based on school continuation.

Since data were not distributed normally, Mann – Whitney U Test and Kruskal Wallis Test were used to determine the significance of the mean difference of variables. Since I applied the quantitative research method, the survey method was used under the post-positivism paradigm (Cohen et al., 2018). "Survey research is well suited for descriptive studies, or where researchers want to look at relationships between variables" (Muij, 2004, p. 36). The study's respondents were students and the data were collected through the questionnaire under the survey research design (Check & Schutt, 2012). So, my study data had to be collected at one point from different respondents; hence cross-sectional survey design was used as suggested by Creswell (2017). Closed-ended questionnaire tools were used to get data regarding student choice.

Nature and Source of Data

This study is quantitative. The data were collected through survey design. The data were collected from the student. For collecting, I went to various secondary schools offering grades 11 and 12. The data were collected from the fresher grade 11 learners. Since the grade 11 students have recently been enrolled in the institution, the

data would be more accurate. The freshers have fresh memories of the decision-making process they have gone through during the institution selection. The data were collected from the learners via the structured questionnaire which was filled in the school itself.

Selection of the Study Area

For this research, the study area is concerned with determining the factors considered by the students in selecting the secondary school for their further studies of class eleven. The fresher students of class eleven were the respondent of the study. Though the survey design, the data were collected through the structured questionnaire. I have selected Lalitpur Metropolitan City as the study area to determine factors considered by the learners in selecting the secondary school for their further studies. The sample groups of respondents in this study are chosen from the target population from which I simplified the target population (Creswell, 2017).

Population and Sample of the Study

4032 students were studying in grade 11 under the National Examination Board in the year 2078/ 79 (Lalitpur Metropolitan City Education Department, 2022). The total number of private schools in Lalitpur sub-metropolitan city offering Grade 11 is 28. I reached every school in the municipality; however, only 14 schools agreed to participate in the study. The other school had different reasons for not participating in the study, like the threat of information secrecy, being busy in the admission process, and tight syllabus. Hence the total number of students in these 14 schools has been considered population. Here, the population of the study is 2247.

Proportionate simple random sampling is used in the study. “Random sampling is that method of drawing a portion or sample of a population or universe that each number of the population or universe has an equal chance of being selected”

(Kerlinger, 1998, p.118). It seems that the selection of a random sample is free from bias.

For the 2247 students using the Krejcie and Morgan sample size formula, the sample size was found to be 329.

$$\begin{aligned} \text{Samplesize} &= \frac{X^2 N p (1 - p)}{d^2 (N - 1) + X^2 p (1 - p)} \\ &= \frac{(1.96)^2 \times 2247 \times 0.50 \times 0.50}{(0.05)^2 \times 2247 + (1.96)^2 \times 0.50 \times 0.50} = 328.07 \approx 329 \end{aligned}$$

Where,

$X^2 = Z^2$ (tabulated value of Z from a normal distribution)

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = degree of accuracy expressed as a portion 0.05.

Sample size (N=329) of this study covered through the proportionate simple random sampling method. There are 28 institutional secondary school providing enrollment in grade 11 Lalitpur Metropolitan City. Proportionate sampling was done in 14 schools only. The proportionate percentage ($\text{Proportionate \%} = \frac{\text{Sample size}}{\text{population}} \times 100$) was used to find out the sample size. The students were then randomly selected for the sampling purpose.

Table 1

List of School and Sample Size

S.No.	School Name	Frequency	Total Students
1	School A	47	321
2	School B	50	341
3	School C	10	68

4	School D	11	75
5	School E	10	68
6	School F	6	41
7	School G	20	137
8	School H	48	328
9	School I	27	184
10	School J	21	143
11	School K	51	348
12	School L	15	102
13	School M	7	48
14	School N	6	41
	Total	329	2247

In table 2, the list of the school (with their pseudo names) and the number of samples taken from each school has been presented. From the total student of 2247, 329, samples were taken proportionately from each of the 14 secondary schools.

After obtaining the sample size, the sample size for individual school were determined by proportionately dividing the number of sample required in terms of the number of student enrolled in grade 11. For the sampling, the school leaders were contacted after the school. As the leaders accepted to take part in the study, I went to the class 11 with school leaders or representatives. The number of respondents required was also specified during the orientation about the research. By raising their hands, students voluntarily accepted to take part in the study. These students were asked to come to the cafeteria in the lunch time and they were again briefed about the

study. The students who were ready to take part in the study were asked to fill up the data collection tool.

Preparation of the Study Tool

The questionnaire was adopted from Clayton (2013). The questionnaire had to be contextualized because the study was conducted for grade eleven, rather than the high school graduates. Similarly, some the study questions used in the question had to be changed since the education system in the west is different from the education system of the study area. After the changes in the questionnaire, the questionnaire was sent to the English language expert for language edit. The changes made by the language expert were implemented.

The study area of the research is Lalitpur Municipality, Nepal. Hence, the questionnaire was translated into the Nepali language by the researcher. The translated questionnaire was then sent to the Nepali language expert for language edit. The changes suggested by the language expert were implemented. Then the edited questionnaire was sent to both English and Nepali language experts. After the expert's approval regarding the sense making of the questionnaire, the questionnaire was further processed for the expert's review.

Five experts were called upon to share their insight on the data collection tools in the expert review. Four experts participated in the expert panel discussion in the virtual mode. Three school leaders and one university professor were present for the expert discussion. The experts suggested some changes in the questionnaire which were implemented. The questionnaire was again sent to Nepali language expert for the language edit and hence the final questionnaire was prepared.

Tools and Instrumentation

The Likert base questionnaires adopted from Clayton (2013) (see Appendix A) were used for the survey research. The word 'respondents' is used for the sample. The respondents were asked to fill up the questionnaire in Nepali Version. The questionnaire consisted of 47 questions. The estimated time required to complete the questionnaire was 10 minutes. The respondents were asked to provide tick mark (√) for their acceptance to be the part of the research. The questionnaire consisted of four sections: Personal Information, School Interest, School Choice and School Selection. The selection of school is the dependent variable. The independent variables were school continuity, school interest and student characteristics.

The first section included the demographics of the respondent their gender, age and type of school they studied, the state (of school where they have given their grade ten examination), their Grade Point Average (GPA) in SEE, monthly income, fathers education level, mothers education level, name of the institution where they have enrolled now for grade 11, the major subjects they have taken for grade 11 and the number of institutions they have applied for their grade eleven.

The second section included the school's interest it included several Yes/ No questions. Respondents were requested to give tick mark (√) on the statement given in the questionnaire. There are questions regarding the influence of academic counselors and teachers of grade ten and eleven; website and social media, and friends studying in grades ten and eleven.

The section three is school choice. The respondent was asked choose to rank three statements, ranking the most important reason for the selection of institution as 1, the second most important reason as 2 and third most important reason as 3. There is box given in right side of each statement. The statement includes reasons related to

the school value, social experience, school fees affordability, friends studying at the school, siblings learning in the same school, educational infrastructure which help in the study and family's influence. If the respondents did not find the proper reason for the school choice, they were asked to list down the reason in open ended option.

The section four included the school selection. The section four included five-point likert scale. Respondent were asked to give tick mark (√) on the statement on the scale 1 to 5 in the box that most closely corresponds to how the statements best describe their feelings. The response codes were used in 5-point Likert scale as 1– Very low importance; 2 – Low importance; 3 – Moderate importance; 4 – High importance; 5 – Highest importance. This instrument was designed under the Likert Scale. The format of Likert scale is presented in table 3

Table 2

Used Likert Scale for School Selection Statements

SN	Rating	Marks	Importance
1	Very low importance	1	1
2	Low importance	2	2
3	Moderate importance	3	3
4	High importance	4	4
5	Highest importance	5	5

Data Collection and Analysis Procedures

Primary data is collected through closed-ended questionnaires. The SPSS version 25 software was used to explore descriptive and inferential analysis. Descriptive statistics helps to summarize the data of the population. Similarly, to generalize the population, inferential statistics are also used. Hypothesis testing is done to make a conclusion for the population beyond the available data.

Some visual representations are used under descriptive statistics, including tables and graphs. To generalize the population, inferential statistics is helpful. Hypothesis testing was used under the inferential and descriptive statistics. A Mann Whity U test and Kruskal Wallis Test were used for testing mean between two groups. The coefficient of variation was used to test the variability, uniformity, and consistency in dependent variables.

Table 3

Summary of Tools, Variables and Hypothesis Used in the Study

Issues	Description
Tools Used	Factor Analysis, Normality Test, Kruskal Wallis Test, Mann – Whitney U Test
Test Items	23 School Selection Items (In Section 4 of Questionnaire)
Independent Variables	Section 2 of Questionnaire:- School Interest Variables Section 1:- Question 12 School Continuity Section 1:- Respondent Characteristics
Dependent Variable	Section 4 of Questionnaire: - School Selection Indicator Section 4 of Questionnaire: - School Selection Factors Section 4 of Questionnaire: - Institutional Reputation Factors
Hypothesis	Ho1- There is no significant difference in school selection based on school continuation (student continuing school or not continuing the school) Ho2:- There is no significant difference in school selection based on the influencer Ho3:- There is no significant difference in school reputation based on school continuation Ho4:- There is no significant difference in student characteristics and school selection

Validity and Reliability

Validity of an instrument refers to the extent to which our test or other measuring tool is truly measuring what we assert it to assess (Blumberg et al., 2005; Robson, 2011). Here, we have three types of validity: construct validity, content validity and criterion – related validity. Reliability is the consistency of the measurement (Creswell, 2017).

For the reliability, pilot testing survey was carried out among 32 students who has recently joined grade 11. Since, the grade 11 students has gone through the school interest, choice and selection process recently, they were taken as respondents. I have used Cronbach Alpha for reliability test in internal consistency. The reliability test of survey questionnaire depended on Part Four: School Selection is presented in table 3.

Table 4

Reliability Statistics

Phase	Range of questions	Value of α
School Selection	24 – 46	0.947

From table 5 the Cronbach alpha of college selection ($\alpha = 0.947 > 0.6$) is greater than 0.6. Thus, statistically all the questionnaires used for survey were reliable.

The content validity deals with whether the indicators measure the diverse facet of the concept or not (Vaus, 2002). The questionnaire was adopted from Clayton (2013) and contextualized. However, rich literature review on student choice and related works were done to maintain the content validity. Furthermore, I verified the contents from three school leaders and one university professor through the expert

discussion as discussed in the topic- Preparation of Study Tool. Moreover, the collected feedbacks form piloting was also incorporated.

Construct validity is assured when theories and variables are linked (Babbies, 2011). In this study, the constructs used in the questionnaire were developed by reviewing literature and student choice related theories. Likewise, the problem, research questions and hypothesis statements are interrelated. In addition to this, for the reliability of questionnaire Cronbach's alpha is calculated which shows the validity of construct.

Criterion-related validity is associated with comparing and contrast the study's finding to other related studies conducted by other researchers (Taherdoost, 2016). The criterion related validity was fulfilled by comparing the results with the previous studies. Hence, it ensured the criterion-related validity of this study.

Ethical Considerations

The matter of ethics occurs in every step of the research process. In the beginning, I first visited the secondary schools providing grade 11 education in Lalitpur Metropolitan City. I met with the school leaders and/ or administrators with the request letter of Kathmandu University School of Education. They were given option not to take part in the research as well. The researcher also agreed on sharing the findings for benefit of all the stakeholders rather than limiting it to the researcher oneself (Cohen et al., 2018).

For the schools which agreed to take part in the research appropriate time was taken to collect data mainly in the lunch break to not to hamper the normal working of the school. I introduced myself to the respondents and informed them about the purpose of the study. I made them clear about how this study will benefit school leaders, administrators, policymaker and other research workers.

The researcher has ensured the ethical duty ensuring the self-respect of the respondent, the precision and truthfulness in data and information by probable ways (Creswell, 2017). The instrument had a check box where respondent have to mark a tick mark to give consent to be part of the study. The respondents were made assured that the data gathered will be used for the research purpose only.

The respondents were not obligated to fill the questionnaire. The respondents were greeted with gratitude for agreeing to participate in the research.

Chapter Summary

This chapter dealt with the knowledge, reality, and methodology in philosophical considerations. The chapter then discussed about the descriptive and inferential statistics used in the research. For the data collection survey design is then explained. The data collection and analysis section show how the data are analyzed. The reliability of the tools is tested by through the Cronbach alpha in the reliability section. The details regarding pilot study and research design were also discussed in the section

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

The chapter starts with the descriptive analysis of different demographic variables which is displayed with the help of tables, bar diagram and pie chart. Then each research question is dealt with using different tools. The summary of the finding of each research question is presented in table form at the end.

Table 5
Demographic Study of Sample Study

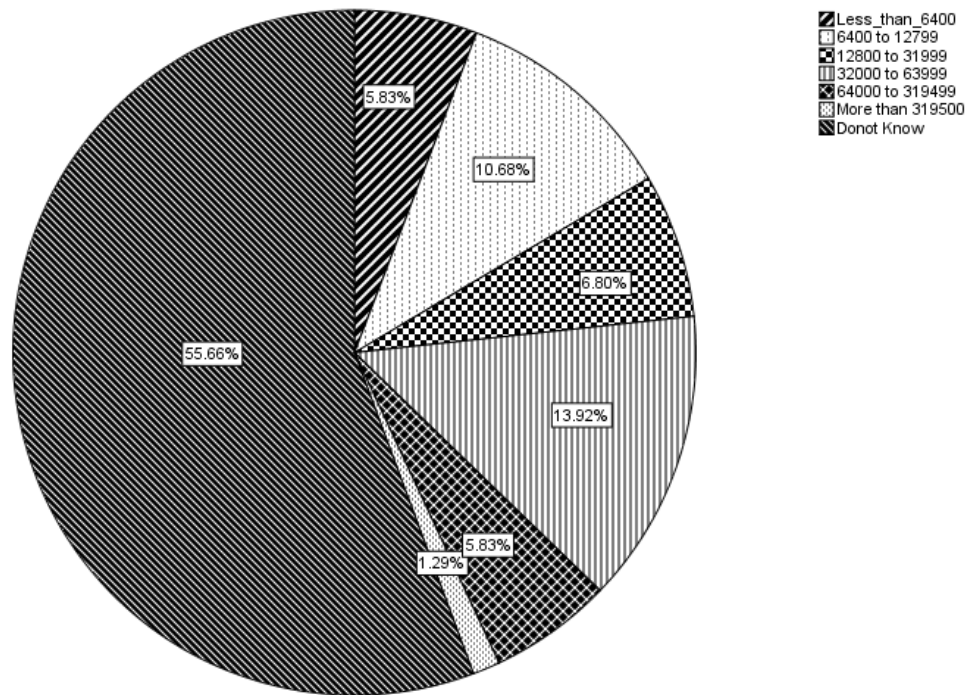
Character of Demography		Frequency	Percentage
Gender	Male	158	51.5
	Female	168	48.5
Age	15 and below	31	9.8
	16	137	43.5
	17	113	35.9
	18	22	7.0
	19 and above	12	3.8
School Type	Private	226	69.5
	Public	65	20.0
	Community	34	10.5
Entrance Preparation	Yes	77	25.4
	No	226	74.6
SEE State	State Number 1	16	4.9
	Madesh	33	10.1

Bagmati	234	71.8
Gandaki	12	3.7
Lumbani	11	3.3
Karnali	10	3.0
SudurPaschim	10	3.0

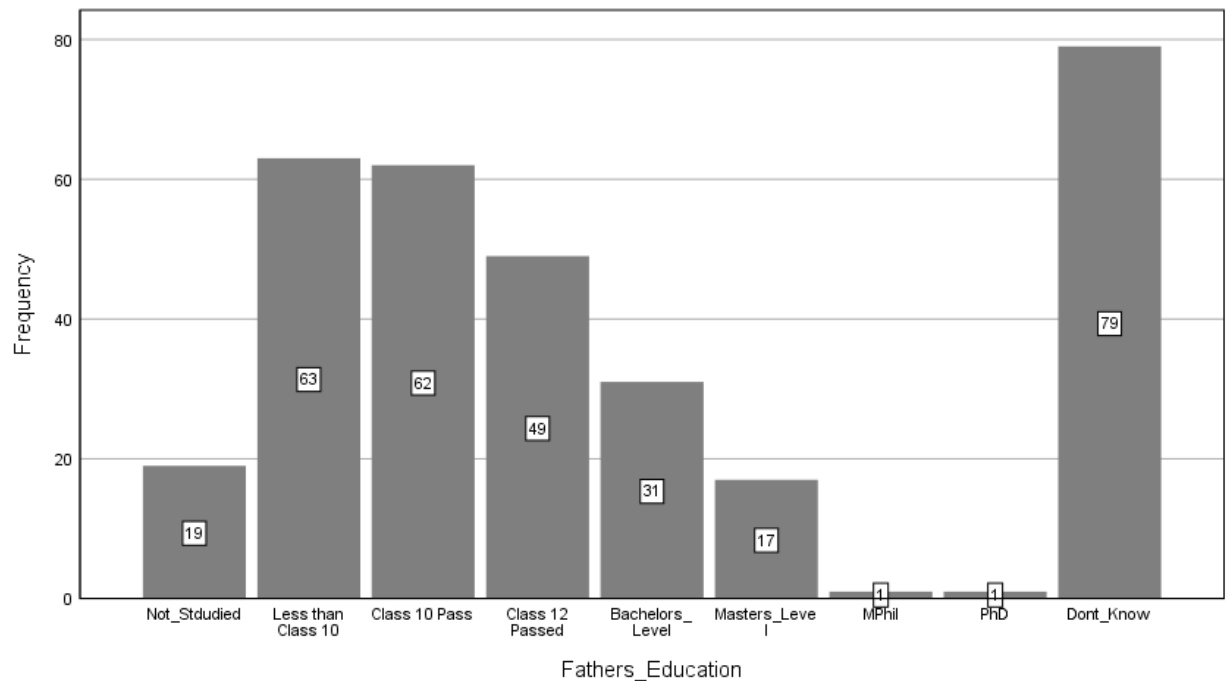
From table 5 we can see that the sample consists of more male students (158) than female students (168). The respondents were from age 14 to 22. Most respondent are of age 16 (137). There were only single respondents of age 14 and 22.

From table 5 we can see that more respondents have passed their SEE examination from institutional (private) schools (226), which is followed by the public school (65) and community schools (34). This study was conducted only for institutional schools. Hence, we can say that most of the learners continue to study in institutional school. Similarly, a maximum of the students did not take the entrance preparation class (226).

From table 5, we can see that maximum of the respondents have completed their grade 10 Bagmati state (234). Similarly, in terms of number of respondents concerning their geographical demographic, Madhesh stands second (33) followed by State Number 1 (16), Lumbini State (11), Gandaki State (12), Karnali State (10) and Sudurpaschim State (10) respectively. This shows that most of the respondents chose the grade 11 school near the school where they completed their grade 10.

Figure 4*Monthly family Income of the Respondent*

From figure 4, it is obvious that most of the respondents responded by going for “Don’t know” option (55.66%). From the ones who have opted to go for other the maximum option has responded to a monthly family income of NPR 32,000 to NPR 63,999 option (13.92%). Additionally, it can be observed that the least number of respondents has family income above 319,500 (1.29%). Similarly, respondent who have monthly family income of less than NPR 6400, NPR 6400 - NPR 12,799, NPR 12,800 - NPR 31,999 and NPR 64,000- NPR 319,499 was 5.83%, 10.68%, 6.80% and 5.83% respectively.

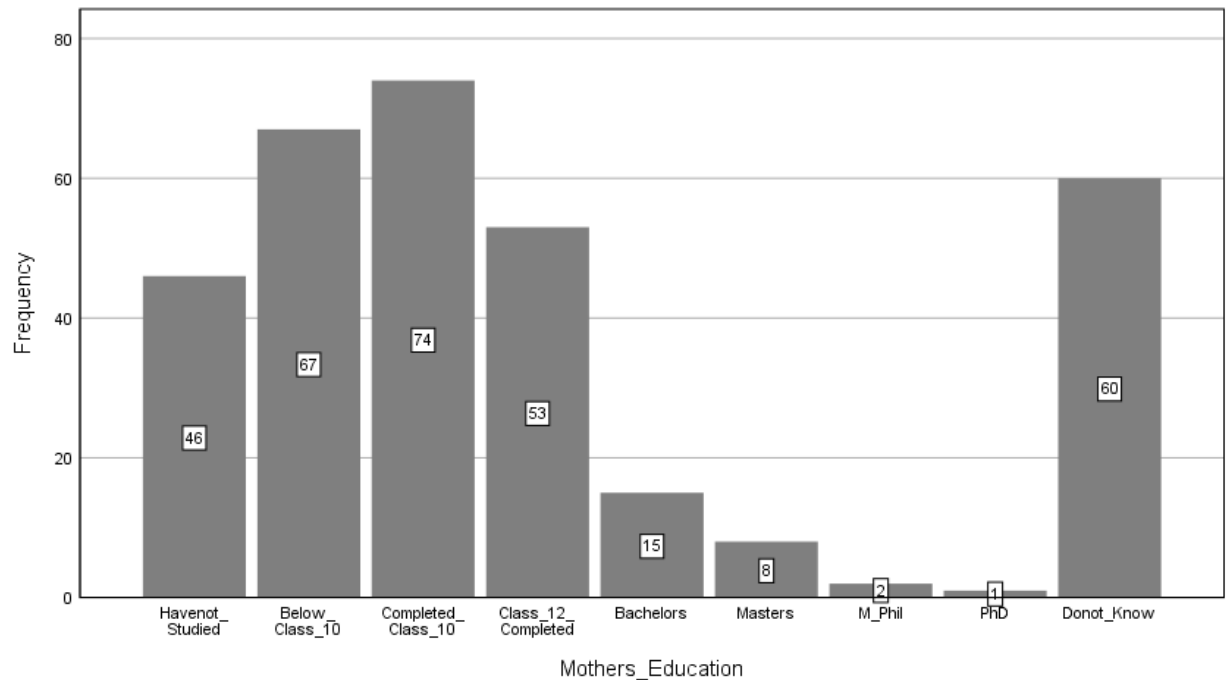
Figure 5*Fathers Education*

From figure 5, we can see that most of the respondents responded by going for “Don’t know” option (79). From the ones who have opted to go for other option maximum has responded to fathers’ education of less than grade 10 (63) followed by grade 10 pass (63). Additionally, it can be observed that the least number of respondents have their father’s education of MPhil (1) and PhD (1). Similarly, a number of respondents who have fathers’ education of none, class 12 passed, Bachelor’s level and Masters Level are 19, 49, 31 and 17, respectively. This shows that even though the learners’ fathers have the education of less than class 10 pass, they want their children to enroll to grade 11. Similarly, there very few respondent’s fathers who have done education till masters and above. Since, this study was conducted among several institutional schools in Lalitpur Metropolitan City following National Examination Board (NEB), we can say that the fathers whose education is

above Masters level might have enrolled their child to other courses like Cambridge A-Level or International Baccalaureate (IB) courses.

Figure 6

Mothers Education

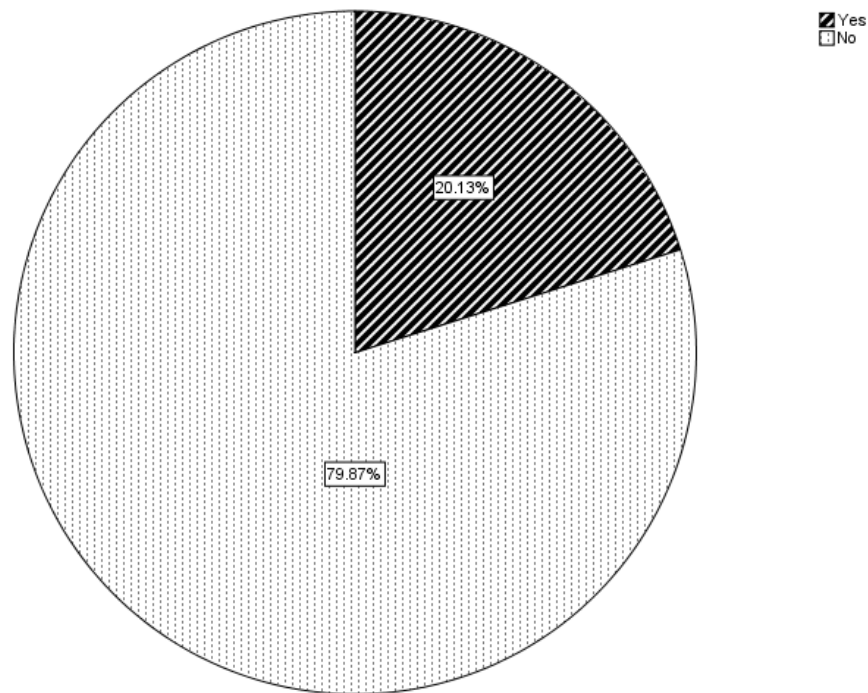


From figure 6 we can see that maximum has responded to mothers' education of grade 10 pass (74). Additionally, it can be observed that the least number of respondents has their mother's PhD education (1). Similarly, the number of respondent who have mothers' education of none, less than class 10, class 12 passed, Bachelor's level, Masters Level and MPhil are 46, 74, 53, 15, 8 and 2 respectively. We can see that 60 respondents did not respond to the question. This shows that even though the learners' mothers have education of less than class 10 pass, they want their children to enroll to grade 11. Similarly, there are very less mothers who have done education till their masters and above. Since, this study was conducted among several institutional schools in Lalitpur Metropolitan City following National Examination Board (NEB), we can say that the mothers whose education is above Masters level

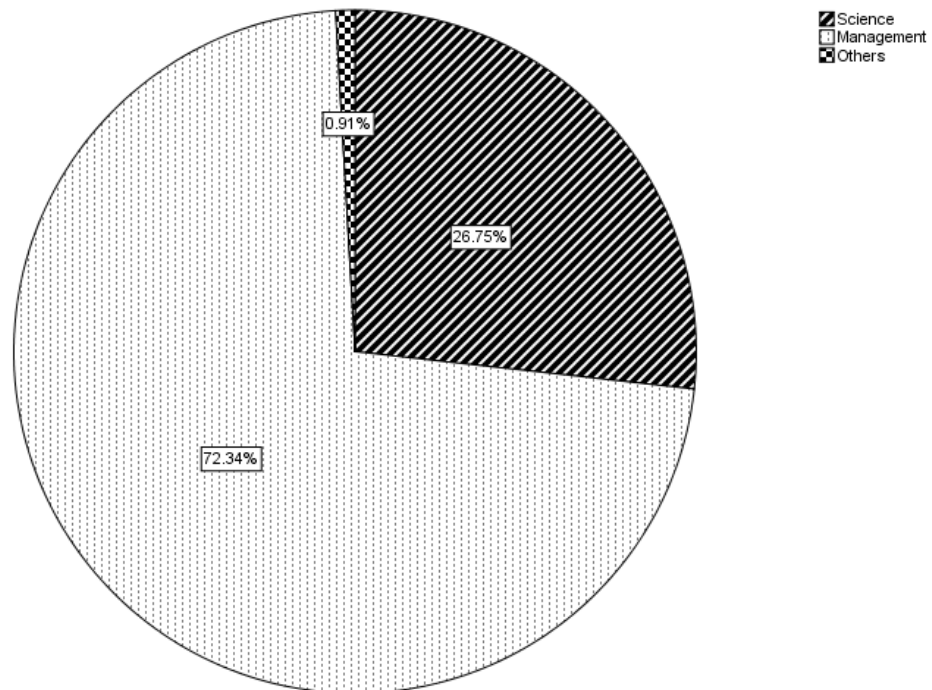
might have enrolled their child to other courses like Cambridge A-Level or International Baccalaureate (IB) courses.

Figure 7

Students Continuing Same School



From figure 7 we can observe that only a few of the students (20.13%) have continued to study grade 11 in the same school they gave their SEE. It was also observed that 79.87% of the students have changed their schools for grade 11. This shows that although the government has defined higher education from grade 9-12, the learner and/or their parents still tend to decide to study grade 11 in different schools.

Figure 8*Major Subjects*

From figure 8, it can be observed that among the respondents, most of them have taken management (72.34%) as their major subject. Similarly, the second most preferred major subject was science (26.75%) and the remaining student have taken other (0.91%) major subjects. This shows that most students opt to go for the management and science courses rather than other major subjects like law, humanities, fine arts, agriculture etc.

Table 6*Frequency of School Interest (part II)*

School Interest	Yes	No	Missing	Total
Meet Counselors	242	84	3	329
Meet Faculties	126	196	7	329
Browsed Website	149	168	12	329
Search Social Media	171	149	9	329
Class X Counselors	159	166	4	329
Counseling from Class X Teachers	156	165	8	329
Counseling from Class X Friends	262	64	3	329
Counseling from Class XI Friends	159	163	7	329

From Table 6, we can see that most respondents have counseled their grade 10 friends who are indenting to join grade 11(262). Similarly, 258 respondents met the academic counselor in the grade 11 school. We can see from the table 7 that 3 respondents have not responded to the meeting counselor. Similarly, most of the students did not meet the faculties of the grade 11 school (196). We can see from the table that 8 respondents have not responded in meeting faculties.

Table 7*School Search Behavior and School Continuity*

Item Statement	Survey Group							
	Continuing School				New School			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Admission Counselor	41	65.08%	22	34.92%	192	75.64%	61	24.36%
Faculty	28	45.16%	34	54.84%	95	36.67%	155	63.33%
Website	36	59.02%	25	40.98%	112	45.52%	134	54.48%
Social Media	36	58.06%	26	41.94%	127	51.30%	120	48.70%
Class 10 counselor	28	46.67%	32	53.33%	128	52.54%	126	47.46%
Class 10 Teachers	26	43.33%	34	56.67%	125	51.85%	125	48.15%
Class 10 Friends	45	72.58%	17	27.42%	209	81.82%	44	18.18%
Class 11 Friends	35	57.38%	26	42.62%	118	47.97%	132	52.03%

From Table 8, we can see the school search behavior variable among the respondents who continue the same school or change to a new school for grade 11. Here for both groups we see that they discussed the different schools with their friends who are considering studying grade 11. Of the respondents who have continued the same school, 72.58% said they have discussed different schools with their friends. Similarly, for those respondents who have considered to change school 81.82% say that they have discussed different school with their friends who have considered studying grade 11,

For the respondents who opted to continue in the same school, 43.33% of the students said they have discussed about the different secondary schools for grade 11 studies with their class 10 school teacher. Similarly, for those respondents who considered changing school 48.15% said they have discussed the different secondary school for grade 11 with their class 10 school teacher.

School Selection Factors Considered by the Learners

To find out the factors, factor analysis is performed. Factor analysis explains the relationship among the variables and it decreases the dimension(s) or alter the variable to a factor(s) which is usually carried out on ordinal or continuous variable in which several conditions have to be contented as; the suggested sample size is minimum 300 participants, each should have at least 5 to 10 observations (Tabachnick & Fidel, 2007). Factor analysis can be done in this work as there was enough number of respondents (N = 329) and this study integrates dependent variables (sub-indicators).

Furthermore, to meet the pre-requisites for factor analysis, the correlation coefficient among sub-indicators keeps a strong relationship as Tabachnick and Fidel (2007) explain that the correlation r has to be 0.30 or greater for a strong relationship.

We can see from the correlation matrix (Appendix C), here we have almost the correlation r greater than 0.30 but in some cases are not. For this, Kaiser Meyer Olkin (KMO) and Bartlett's tests are also performed to calculate the strength of relationship amongst the variables and it also tests the sampling sufficiency, where the value of KMO is between 0.90 to 1.00 is splendid for factor analysis and meritorious between 0.80 to 0.89 (Wambua et al., 2022). In this study, the KMO value is 0.878, which is meritorious for factor analysis, and Bartlett's test of Sphericity is significant ($\chi^2(N=329) = 1813.31, p < 0.05$). It seems that the assumption about all 23 variables is correlated to each other.

The Factor Analysis (FA) table is done under the Principal Component Analysis (PCA), which is generally used in FA. The necessary circumstances were tested for FA and fulfilled based on sample size.

Table 8

Factor Analysis of Sub-Indicators of Students Selection

Part IV indicators	M (N = 329)	SD	Communalities Extractors	Eigenvalues	% of Variance	KMO value	Bartlett's Test (sig.) ($\chi^2=1813.311$)
24. Degree helpful in further studies	3.76	1.19	.627	6.813	29.621	.878	0.000
25. Tuition Classes	3.81	1.24	.458	1.522	6.617		
27. Extra Curricular Activities	3.14	1.37	.692	1.399	6.081		
28. Hostel	4.01	1.08	.486	1.271	5.525		
29. Full Time Teacher	3.77	1.13	.637	1.125	4.892		

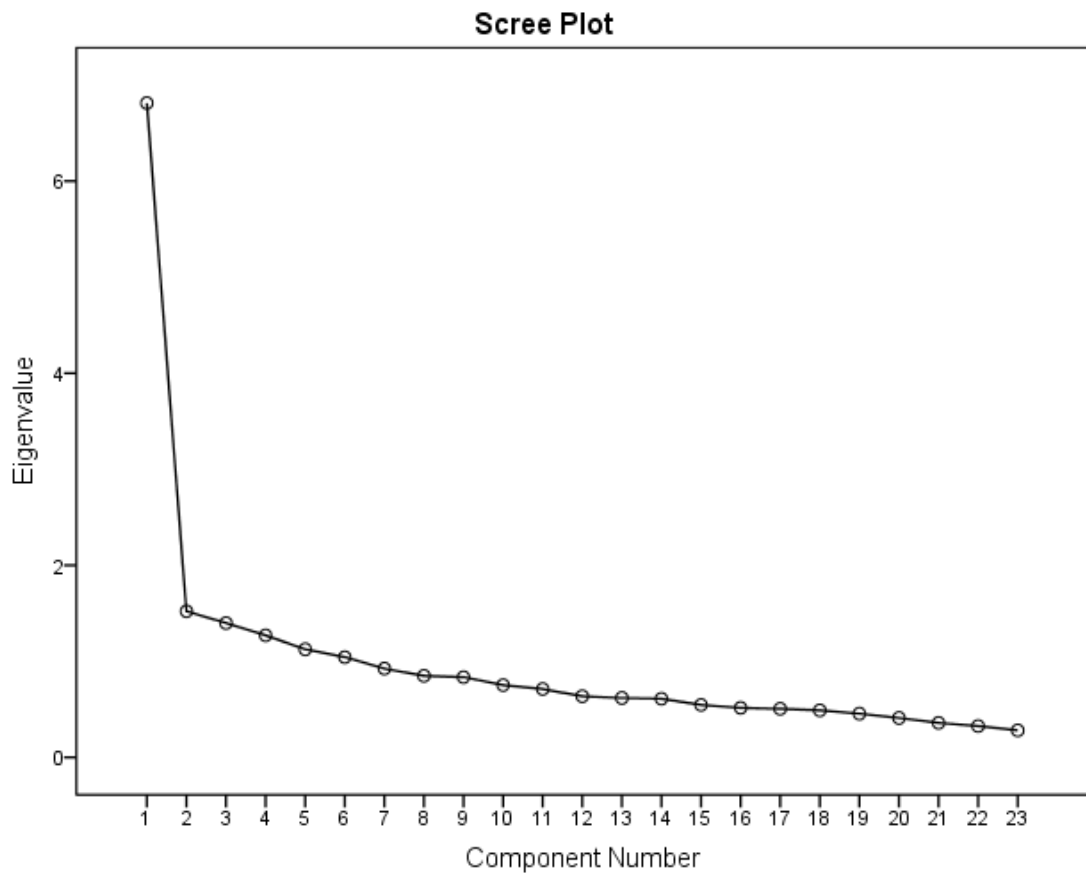
30. Library	3.44	1.31	.387	1.044	4.538
31. National Board Position	3.78	1.15	.582	.924	
32. School Promoted Values	3.71	1.18	.613	.849	
33. Good Result	3.00	1.29	.617	.836	
34. Opportunities for Social Interaction	3.38	1.24	.619	.752	
35. Good Program	3.97	1.15	.595	.711	
36. Scholarship Availability	3.68	1.15	.481	.637	
37. National Level Reputation	3.89	1.17	.596	.618	
38. Sports Location Convenience	3.63	1.31	.527	.611	
39. Countrywide Reputation	3.22	1.27	.603	.516	
40. School Building	3.80	1.25	.667	.505	
41. Strict Admission Process	3.91	1.26	.549	.490	
42. Social	3.90	1.10	.546	.455	

Media				
43. Playground	3.81	1.30	.554	.410
44. Student Teacher Ratio	4.01	1.13	.623	.359
45. Teachers Positive	3.63	1.28	.440	.326
46. Degree helpful in further studies	3.19	1.33	.632	.281

** $p < 0.05$

As per the table 9, it can be seen that student pay high level of importance on hostel (M=4.01, SD=1.08) and student teacher ratio (M=4.01, SD= 1.13). Similarly, the students pay least importance on good results (M=2.93, SD=1.29).

Table 9 explores the analysis among the 23 dependent variables; Degree helpful on Studies of respondents (N=329) is the most dominant variable, which is more influenced by students' selection.



Communalities Extractors, which show that the variance in school selection variables, is accounted for or explained by the components that we retain (Eigenvalue > 1 , shown in the table, the Eigenvalue for six components Degree helpful in further studies, Tutition Classes, Extra Curricular Activities, Hostel, Full Time Faculty and Library are retained). From the given table 9, we can conclude that the first factor Degree Helpful in Further Studies for 29.62% of the variance, the second factor Tutition Classes accounts for 6.62%, the third factor Extra Curricular Activities 6.08%, the fourth factor, Hostel 5.53%, the fifth factor Full Time Faculty 4.89% and Library 4.53%. The Scree Graph plot investigates the number of retaining factors through the eigen values against all the factors.

Finally, from the table of factor analysis of sub-indicators of school selection and Scree graph plot, it is concluded that for school selection, only Degree helpful in

further studies, Tuition Classes, Extra-Curricular Activities, Hostel, Full Time Faculty and Library are retained. Comparatively Degree helpful in further studies (Eigen Value: - 6.81) is found more in respondents in school selection than, Tuition Classes (Eigen value=1.52), Extra Curricular Activities (Eigen value=1.40), Hostel (Eigen value=1.27), Full Time Faculty (Eigen value=1.13) and Library (Eigenvalue = 1.04).

Table 9

Summary Findings of School Selection Factors by Students

Research Question	What factors are considered by the students when choosing school for grade 11?
Tools Used	Factor Analysis
Test Items	23 School Selection Items (In Section 4 of Questionnaire)
Items Retained	Degree helpful in further studies, Tuition Classes, Extra Curricular Activities, Hostel, Full Time Faculty and Library

Influencers in School Selection

To observe the difference, the influencers (Listed in Section: - 2) make in the school selection (listed in Section 4) first normality test has to be carried out to see if the dependent variable (school selection variable) is normally distributed.

Table 10*Normality test of School Selection data*

Variable	Df	Shapiro – Wilk	ND test
School Selection Variable	329	0.000***	Non-Parametric test

For Shapiro-Wilk test null hypothesis is that the population has a normal distribution. From table 4, the value of the Shapiro-Wilk Test is less than 0.05, hence null hypothesis is rejected, so the data significantly deviates from a normal distribution. Hence, we will use a non-parametric test in the selection average and school interest.

Hence, to observe the difference the influencers (Listed in Section:- 2) make in the school selection (listed in Section 4) Mann- Whitney U test was carried out on school interest variable and combined college selection variable.

Table 11*Mann-Whitney U test for Significance of School Selection Indicator by School Interest Indicators*

	Group	N	Mean rank	Median	U-value	Z	P
15. Meet	Yes	242	168.89	3.71			
Counsellors	No	84	147.98	3.51	8860.5	-1.752	0.08
16. Meet	Yes	126	182.59	3.83			
Faculties	No	196	147.94	3.54	9690.5	-3.26	0.001***
17. Browsed	Yes	149	167.02	3.71			
Website	No	168	151.88	3.57	11320.5	-1.468	0.142
18. Search on	Yes	171	165.54	3.71			
Social Media	No	149	154.71	3.58	11877.0	-1.045	0.296
19. Class X	Yes	159	175.73	3.78			
Counsellors	No	166	150.81	3.54	11173.5	-2.39	0.017**
20. Class X	Yes	156	176.37	3.76			
Teachers	No	165	146.47	3.54	10473	-2.885	0.004***

21. Class X	Yes	262	168.62	3.69			
Friends	No	64	142.52	3.51	7041.5	-1.986	0.047**
22. Class XI	Yes	159	171.80	3.71			
Friends	No	171	164.93	3.62	11321	-1.961	0.050**

In Table 12, Mann-Whitney U test was carried out for the school interest indicator by school selection indicator.

The null hypothesis for two independent sample tests on school selection indicator by meeting counselors is “there is no significant difference in school selection indicator by meeting counselors”. Table 12 school selection indicator by meeting counselors retains the null hypothesis due to Mann – Whitney test asymp. Sig. value ($p = 0.186$) is greater than 0.05. There is no difference in the school selection indicator in meeting or not meeting the counselors.

The null hypothesis for two independent samples, test on school selection indicator by meeting faculties is “there is no significant difference in school selection indicator by meeting faculties”. As shown in Table 12, school selection by meeting faculties cannot retain the null hypothesis. Hence, a Mann – Whitney test indicated that the school selection indicator was greater for student meeting teachers ($Mdn = 3.71$) than for students not meeting the teachers ($Mdn = 3.51$), $U = 9690.5$, $p = 0.001$.

The null hypothesis for two independent sample tests on school selection indicator by browsing website is “there is no significant difference in school selection indicator by browsing website”. As shown in Table 12, the difference in school selection indicator by browsing websites retains the null hypothesis due to Mann – Whitney test asymp. Sig. value ($p = 0.142$) is greater than 0.05. It seems that there is no difference on school selection indicator in browsing websites.

The null hypothesis for two independent samples test on school selection indicator by searching on social media, is “there is no significant difference in school

selection indicator by searching on social media”. As shown in Table 12, school selection indicator by searching on social media retains the null hypothesis due to Mann – Whitney test asymp. Sig. value ($p = 0.296$) is greater than 0.05. There is no difference in school selection indicators in searching or not searching for school on social media.

The null hypothesis for two independent samples, test on school selection indicator by meeting class 10 counselors is “there is no significant difference in school selection indicator by meeting class 10 counselors”. As shown in Table 12, the school selection indicator by meeting class 10 counselors cannot retain the null hypothesis. Hence, a Mann – Whitney test indicated that the school selection indicator was greater for student meeting class 10 counselors ($Mdn= 3.78$) than for student not meeting the class 10 counselors ($Mdn= 3.54$), $U = 11173.5$, $p = 0.017$

The null hypothesis for two independent samples test on school selection indicator by meeting class 10 teachers is “there is no significant difference in school selection indicator by meeting class 10 teachers”. As shown in Table 12, the school selection indicator by meeting class 10 teachers cannot retain the null hypothesis. Hence, a Mann – Whitney test indicated that the school selection indicator was greater for students meeting class 10 teachers ($Mdn= 3.76$) than for those not meeting the class 10 teachers ($Mdn= 3.54$), $U = 10473$, $p = 0.017$.

The null hypothesis for two independent samples, test on school selection indicator by consulting with grade 10 friends is “there is no significant difference in school selection indicator by meeting grade 10 friends”. As shown in Table 12, the school selection indicator by meeting grade 10 friends cannot retain the null hypothesis. Hence, a Mann – Whitney U indicated that the school selection indicator

was greater for student counseling with class 10 friends ($Mdn= 3.69$) than for students not counseling with class 10 friends ($Mdn= 3.51$), $U = 704.5$, $p = 0.047$

The null hypothesis for two independent samples test on school selection indicator by class 11 friends is “there is no significant difference in school selection indicator by class 11 friends”. As shown in Table 12 school selection indicator by class 11 friends cannot retain the null hypothesis. Hence, a Mann – Whitney U indicated that the school selection indicator was greater for student counseling with class 11 friends ($Mdn= 3.71$) than for students not counseling with class 10 friends ($Mdn= 3.62$), $U = 11321$, $p = 0.050$

Table 12

Test and Variables used for Influencers in School Selection

Issues	Description
Research Question	Which are the influencers making difference in school selection?
Tests Used	Normality Test, Mann – Whitney U Test
Independent Variables	Section 2 of Questionnaire:- Meeting Counselors, Meeting Teachers, Browsing Websites, View on Social Media, Meeting Class X Counselors, Meeting Class 10 Teachers, Counseling with Class 10 Friends and Counseling with Class 11 Friends
Dependent Variable	Section 4 of Questionnaire:- School Selection

Table 13

Summary findings of Influencers in School Selection

Hypothesis	Retain/ Cannot Retain	Interpretation
There is no significant difference in school selection by meeting counselors	Retain	It seems that there is no difference of school selection in meeting or not meeting the counselors

There is no significant difference in school selection by meeting faculties	Cannot Retain	A Mann – Whitney test indicated that the school selection was greater for student meeting teachers (<i>Mdn</i> = 3.71) than for student not meeting the teachers (<i>Mdn</i> = 3.51), $U = 9690.5$, $p = 0.001$.
There is no significant difference in school selection by browsing website	Retain	There is no difference on school selection in browsing websites.
There is no significant difference in school selection by searching on social media	Retain	There is no difference of school selection and searching on social media.
There is no significant difference in school selection by meeting class 10 counselors	Cannot Retain	A Mann – Whitney test indicated that the school selection was greater for student meeting class 10 counselors (<i>Mdn</i> = 3.78) than for student not meeting the class 10 counselors (<i>Mdn</i> = 3.54), $U = 11173.5$, $p = 0.017$
There is no significant difference in school selection by meeting class 10 teachers	Cannot retain	AMann – Whitney test indicated that the school selection was greater for student meeting class 10 teachers (<i>Mdn</i> = 3.76) than for student not meeting the class 10 teachers (<i>Mdn</i> = 3.54), $U = 10473$, $p = 0.017$.
There is no significant difference in school selection by meeting grade 10 friends”.	Cannot retain	Hence, a Mann – Whitney test indicated that the school selection was greater for student counseling with class

<p>There is no significant difference in school selection by friends who have studied class 11”</p>	<p>Cannot retain</p>	<p>10 friends (<i>Mdn</i>= 3.69) than for students not counseling with class 10 friends (<i>Mdn</i>= 3.51), $U = 704.5$, $p = 0.047$</p> <p>A Mann – Whitney test indicated that the school selection was greater for student counseling with friends who have studied class 11 (<i>Mdn</i>= 3.71) than for student not counseling with the friends who have studied class 11 (<i>Mdn</i>= 3.62), $U = 11321$, $p = 0.050$</p>
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Student Retention and School Selection

Research question 3 for the study is “What difference does the school continuation make in school selection?” To observe the difference the school continuation (Question Number 14) makes in the school selection variables (listed in Section 4), first we have to test normality.

Table 14

Normality test of School Selection Data

Variable	Df	Shapiro – Wilk	ND test
Choice	329	0.000***	Non Parametric test

For Shapiro-Wilk test null hypothesis is that the population has a normal distribution. From table 15, the value of the Shapiro-Wilk Test is less than 0.05, null hypothesis is rejected so the data significantly deviates from a normal distribution. Hence, we will use non-parametric tests in the average selection and school continuation variables.

To observe the difference the school continuation (Question Number 14) made in the school selection variables (listed in Section 4), the Mann- Whitney U test was carried out on the school continuation variable and 23 school selection variables.

Table 15

School Selection Items with Significant Difference between School Continuation

Survey Items	12. School Continuation		Mean Rank	Median	U-value	p-value
	Yes	No				
29. Strict Admission Process	62	249	130.44	3.00	6134.5	0.01***
30. School Promotes Good Value	62	251	178.00	3.00	6479	0.033**
44. Degree Helpful for Further Studies	61	252	179.75	5.00	6298	0.02**

** $p < 0.05$

*** $p < 0.01$

Note: The higher the median value, the higher the level of importance

In Table 16, the difference in 23 school selection items and students' school continuation is seen. There were three items where $p \leq .05$ among the 25 school selection items, which shows a significant difference in these selection items.

The null hypothesis for two independent samples tests on strict admission procedure by respondents' school continuity, is, "there is no significant difference in importance of strict admission procedure by students school continuation". As shown in Table 16, strict admission procedures by student class continuation cannot retain the null hypothesis. Hence, a Mann – Whitney test indicated that the importance of strict admission procedure was greater for not continuing the school ($Mdn = 4$) than for student continuing the school for grade 11 ($Mdn = 3$), $U = 6134.5$, $p = 0.01$

The null hypothesis for two independent samples test on school promoting good values by respondents' school continuity is "there is no significant difference in importance of school promoting good values by students' school continuation". As shown in Table 16, importance of school promoting good values and student class continuation cannot retain the null hypothesis. Hence, a Mann – Whitney test indicated that the importance of school promoting good values was greater for students continuing the school ($Mdn= 4$) than for students not continuing the school for their grade 11 ($Mdn= 3$), $U = 6479$, $p = 0.033$

The null hypothesis for two independent samples test on the importance of degree useful for further study by respondents' school continuation is "there is no significant difference in importance of degree useful in further study by students school continuation". As shown in Table 16, the importance of degree being useful in further study by student class continuation cannot retain the null hypothesis. Hence, a Mann – Whitney test indicated that the importance of a degree being useful in the further study was greater for students continuing school ($Mdn= 5$) than for students not continuing school for grade 11 ($Mdn= 4$), $U = 6298$, $p = 0.02$

Similarly, from the literature review, influencing factors like national ranking, country-wide reputation and sports preference are considered as school reputation factor in Section 4: School Selection. To observe the difference the school continuation (Question Number 14) makes in the school reputation (selected factor listed in Section 4), Mann- Whitney U test was carried out on school continuation variable and selected college selection variable.

Table 16*Selected School Selection items with Significantly Different School Continuing Group*

Search items	Continue School	N	Mean rank	U-value	P
	Yes	64	157.14	7703	0.823
31. National Level Reputation	No	245	154.44		
	Yes	62	162.72	7116.5	0.286
32. Highly regarded among my teachers	No	251	154.35		
	Yes	63	154.14	9711	0.735
33. Country wide Reputation	No	251	158.34		
	Yes	63	167.39	7220.5	0.282
34. Extra-Curricular Activities	No	250	154.38		
45. Sports	Yes	63	166.65	7267	0.328
	No	250	154.57		

The null hypothesis for two independent samples test on institution reputation items by respondents' school continuity, is "there is no significant difference in importance of institutional reputation by students school continuation". As shown in Table 17 importance of institution reputation items in respondents by their school continuation retains the null hypothesis due to Mann – Whitney U test asymp. Sig. Value is greater than 0.05 for all the items. There is no difference of importance of institutional reputation items in respondents continuing the school and respondents who opted to go for new school for their grade 11. The p-value of other school selection items are listed in Appendix B

Table 17*Test and Variables used for School Retention and School Selection*

Issues	Description
Research Question	What difference does the school continuation make in school selection?
Tests Used	Normality Test, Mann – Whitney U Test
Independent Variables	Section 2:- Question 12 School Continuity
Dependent Variable	Section 4 of Questionnaire:- School Selection Factor Institutional Reputation

Table 18*Summary Findings of School Retention and School Selection*

Hypothesis	Retain/ Cannot Retain	Interpretation
There is no significant difference in the importance of strict admission procedures by students' school continuation	Cannot retain	A Mann – Whitney test indicated that the importance of strict admission procedure was greater for not continuing school (Mdn = 4) than for student continuing the school for grade 11 (Mdn = 3), U = 6134.5, p = 0.01
There is no significant difference in importance of school promoting good values by students school continuation	Cannot retain	A Mann – Whitney test indicated that the importance of school promoting good values was greater for students continuing the school (Mdn= 4) than for students not continuing the school for their grade 11 (Mdn= 3), U = 6479, p = 0.033

There is no significant difference in the importance of degree useful in further study by students school continuation	Cannot retain	A Mann – Whitney test indicated that the importance of degree being useful in further study was greater for students continuing school (<i>Mdn</i> = 5) than for students not continuing the school for grade 11 (<i>Mdn</i> = 4), $U = 6298, p = 0.02$
There is no significant difference in the importance of institutional reputation by students' school continuation	Retain	There is no difference of the importance of institutional reputation items in respondents continuing the school and respondent who opted to go tonew school for their grade 11

School Selection and Respondent Characteristics

Research question 4 for the study is as follows “What differences does the respondent characteristics make in school selection?”

For research question 4 the difference between the school selection indicator and student characteristics is tested through the Mann – Whitney U Test or Kruskal Wallis Test. Following are the hypothesis and test

Ho4a: There is no significant difference in school selection by gender

Table 19

Mann – Whitney Testfor Difference in School Selection by Gender

Survey Items	Gender	N	Mean Rank	U- value	p-value
	Male	168	147.41		
School Selection Indicator	Female	158	180.61	10569.00	0.001**

There was a statistically significant difference between the school selection indicator by different gender types ($H(2)=10.103$, $p=.001$), with a mean rank of 180.61 for females and 147.41 for males.

Ho4b: There is no significant difference in the school selection indicator and SEE school type of the respondent

Table 20

Kruskal Wallis Test for Difference in School Selection by SEE School Type

Variable Name		N	Mean Rank	Chi Square H Value	P-value
School Selection Indicator	Private School	226	155.13	5.408	.067
	Public School	65	184.06		
	Community School	34	175.03		
	Total	325			

There was no significant difference between the School Selection Indicator by different SEE school types ($H(2)=5.408$, $p=.067$), with a mean rank of 175.03 for a community school, 184.06 for a public school, 155.13 for a private school.

Ho4c: There is no significant difference in school selection by past school province

Table 21**Kruskal Wallis Test for Difference in School Selection by Past School Province**

		N	Mean Rank	Chi Square H Value	P value
School Selection Indicator	Province Number 1	16	166.81	14.11	0.028
	Madesh Province	33	181.00		
	Bagmati Province	234	157.67		
	Gandaki Province	12	141.83		
	Lumbini Province	11	131.95		
	Karnali Province	10	236.15		
	Sudurpashim Province	10	224.90		
	Total	326			

There was a statistically significant difference between the school selection indicator by different past school province types ($H(2)=10.103$, $p=.001$), with a mean rank of 236.15 for Karnali Province, 224.90 for SudurPaschim Province, 181.00 for Madhesh Province, 166.81 for Province Number 1, 157.67 for Bagmati Province, 141.83 for Lumbini Province and 131.95 for Lumbini Province

Ho4d: There is no significant difference in school selection and family income

Table 22**Kruskal Wallis Test for Difference in School Selection by Family Income**

	Family Income	N	Mean Rank	Chi Square	P value
School Selection Indicator	Less_than_6400	18	83.39	3.900	0.564
	6400 to 12799	33	67.23		
	12800 to 31999	21	66.24		
	32000 to 63999	43	63.01		
	64000 to 319499	18	74.53		
	More than 319500	4	72.88		
Total	137				

There was no significant difference between the school selection indicator by different family income ($H(2)=3.900$, $p=.564$).

Ho4e: There is no significant difference in school selection and fathers' education level

Table 23

Kruskal Wallis Test for Difference in School Selection by Fathers' Education Level

			Chi Square P value		
	Fathers Education	N	Mean Rank	H value	
School Selection Indicator	Not Studied	19	162.24		
	Less than Class 10	63	149.34		
	Class 10 Pass	62	163.57		
	Class 12 Passed	49	170.30		
	Bachelors_Level	31	157.53	5.176	0.739
	Masters_Level	17	170.03		
	MPhil	1	84.00		
	PhD	1	14.00		
	Don't Know	79	166.51		
	Total		322		

There was no significant difference between the school selection indicator by fathers education level ($H(2)=5.176$, $p=.739$).

Ho4f: There is no significant difference in school selection and mothers' education level.

Table 24*Kruskal Wallis Test for difference in school selection by mothers' education level*

	Mothers Education	N	Mean Rank	Chi Square H value	P value
School Selection Indicator	Have not Studied	46	180.10	10.753	0.216
	Below Class 10	67	155.27		
	Completed Class 10	74	169.06		
	Class 12 Completed	53	174.28		
	Bachelors	15	167.30		
	Masters	8	166.00		
	M Phil	2	50.00		
	PhD	1	306.00		
	DonotKnow	60	143.71		
	Total	326			

There was no significant difference between the school selection indicator by mothers' education level ($H(2)=10.753$, $p=.216$).

Ho4g: There is no significant difference in school selection and school enrolled

Table 25*Kruskal Wallis Test for difference in school selection by enrolled school*

	Class 11 School Name	N	Mean Rank	Chi Square H Value	P Value
School Selection Indicator	School A	47	178.77	17.638	0.172
	School B	50	180.27		
	School C	10	164.15		
	School D	11	125.18		
	School E	10	130.15		
	School F	6	177.33		
	School G	20	155.58		
	School H	48	158.27		

School I	27	111.76
School J	21	195.43
School K	51	168.72
School L	15	177.57
School M	7	191.57
School N	6	174.42
Total	329	

There was no significant difference between the school selection indicator by school enrolled ($H(2)=17.638$, $p=.172$).

Ho4h: There is no significant difference in school selection and students SEE GPA

Table 26

Kruskal Wallis Test for the difference in school selection by SEE GPA

	Grade Point		Chi-Square		
	Average	N	Mean Rank	H Value	P Value
School	4-3.6	25	94.96		
Selection	3.59-3.2	81	130.76		
Indicator	3.19-2.8	70	131.74		
	2.79-2.4	58	135.76		
	2.39-2	18	123.28		
	1.99-1.6	3	119.83		
Total		255		6.065	0.3

There was no significant difference between the school selection indicator by students SEE GPA ($H(2)=6.065$, $p=0.3$).

Table 27

Test and Variables used for Research Question 4

Issues	Description
Research Question	What differences does the respondent characteristics make in school selection?
Tests Used	Mann – Whitney U Test, Kruskal Wallis Test
Independent Variables	Gender, SEE School type, Past School Province, Family

	Income, Fathers Education Level, Mothers Education Level, School Enrolled, SEE GPA
Dependent Variable	Section 4 of Questionnaire:- School Selection Indicator

Table 28*Summary findings of Research Question 4*

Hypothesis	Retain/ Cannot Retain	Interpretation
There is no significant difference between the school selection indicator by different gender types	Cannot retain	There was a statistically significant difference between the school selection indicator by different gender types ($H(2)=10.103$, $p=.001$), with a mean rank of 180.61 for females and 147.41 for males.
There is no significant difference in school selection indicator and SEE school type of the respondent	Retained	There was no significant difference between the School Selection Indicator by different SEE school type ($H(2)=5.408$, $p=.067$), with a mean rank of 175.03 for community school, 184.06 for public school, 155.13 for private school.
There is no significant difference in school selection by past school province	Cannot retain	There was a statistically significant difference between the school selection indicator by different past school province types ($H(2)=10.103$, $p=.001$), with a mean rank of 236.15 for Karnali Province, 224.90 for SudurPaschim Province, 181.00

		for Madhesh Province, 166.81 for Province Number 1, 157.67 for Bagmati Province, 141.83 for Lumbini Province and 131.95 for Lumbini Province
There is no significant difference in school selection and family income	Retained	There was no significant difference between the school selection indicator by different family income ($H(2)=3.900$, $p=.564$).
There is no significant difference in school selection and fathers' education level	Retained	There was no significant difference between the school selection indicator by fathers' education level ($H(2)=5.176$, $p=.739$).
There is no significant difference in school selection and mothers education level	Retained	There was no significant difference between the school selection indicator by mothers education level ($H(2)=10.753$, $p=.216$).
There is no significant difference in school selection and school enrolled	Retained	There was no significant difference between the school selection indicator by school enrolled ($H(2)=17.638$, $p=.172$).
There is no significant difference in school selection and students SEE GPA	Retained	There was no significant difference between the school selection indicator by students SEE GPA ($H(2)=6.065$, $p=0.3$).

Chapter Summary

The chapter started with the descriptive analysis of different demographic variables, which is shown with the help of tables, bar diagram and pie chart. Then analysis of each research question was done. The results were obtained and listed for each of the research questions. The results are further discussed in the next chapter of the dissertation.

CHAPTER V

FINDINGS AND DISCUSSION

The chapter begins with a synopsis of the findings. The data were analyzed in the previous section. The finding section includes the targeted audience easily understands descriptive information which are. The discussion section follows the finding section. The findings are discussed in the discussion section relative to the literature review done for the study.

Summary of the Findings

The major findings of the demographic study of the respondent are as follows

- There were more male respondents (51.5%)
- Most of the respondents were 16 (43.5%) and 17 (35.9%) years old.
- Most of the respondent's previous schooling was from the private school (69.5%)
- Most of the respondents have not taken the entrance preparation class (74.6%)
- Maximum respondents have completed there SEE from Bagmati state (71.8%)
- From those who have responded, the majority of the respondent had a family income from 32,000 to 69,999 (13.92%)
- From those who have responded majority of their fathers have an education level of less than grade 10 (63)
- Of those who responded, most of their mothers have education level of grade 10 (74).
- Most students have not continued their previous schooling (79.87%).
- Majority of the responded choose management as their core/ major subject (72.34%)

The findings of four research questions have been presented below:

Research Question 1: What factors are considered by the students when choosing school for grade 11.

Factor analysis was done on the 23 school selection items. The items which had eigen value of greater than 1 were retained. From the factor analysis, Degree helpful in further studies, Tuition Classes, Extra Curricular Activities, Hostel, Full Time Faculty and Library were retained.

Research Question 2: Which are the influencers making difference in school selection?

The difference that influencers make for the selection decision was analyzed using Mann – Whitney U Test since the data were not normal. It was found that admission counselor, website and social media do not significantly make difference in the school selection. The friends intending to study grade 11, class 11 faculties and class 10 counselor, faculties and friends who have studied class 11 showed significant difference in the school selection.

Research Question 3: What difference does the school continuation make in school selection?

Using Man Whitney Test, difference in the school selection items by students' school continuity was explored. There was a difference found in the importance of strict admission procedure, school promoting good values and degrees useful in further studies as per the continuity of the school by the student. Similarly, there was no difference in the importance of institutional reputation items in respondents continuing the school and those who opted to go to new school for their grade 11.

Research Question 4: What differences does the respondent characteristics make in school selection?

Mann – Whitney U Test and Kruskal Wallis Test were used for the analysis. It was found that gender and past schools' province made a difference in the school selection.

Discussion

The study is conducted to find out factors the student considers for their school selection. The study also aimed at finding out the influence of others when deciding for secondary school for grade 11. The research questions were in line with the purpose of the study. The data from 329 learners were obtained for the study. Then in the finding section, the data were analyzed. In this section, the findings are discussed relative to the literature review that was done for the study.

Factors for School Selection

The first research question of the study is “What are the factors considered by the students when choosing school for grade 11?”. From the factor analysis Degree helpful in further studies, Tuition Classes, Extra Curricular Activities, Hostel, Full Time Faculty and Library were retained.

The study has supported the findings of other researchers. Pascarella and Terenzini (1991) state that greater education leads to greater remunerations, less turnover, and more occupational opportunity. Similarly, Carlson and Fleisher (2002) found out that education is professional groundwork. Learners cautiously choose the institution for their further studies since it affects their career and economic opportunities (Hoenack, 1990). Similarly, Le et al. (2022) and Soares (2021) found that students tend to choose institutions that provide training helpful for their future studies.

Awale (2020) found that the Nepalese colleges for undergraduate degree of BBA were not market oriented which indicates gap in the market. The finding of the study shows that the students give importance to the degree's usefulness for the further studies when choosing grade 11. However, my experience denotes to me that undergraduate colleges in the valley are less market oriented. We have seen the students going abroad for the further studies which has caused the brain drain, and negatively affected the economy (Tamang and Shrestha, 2021). The students must be moving to foreign countries since they are focused on the usefulness of degree from class 11 itself but after completing the class 11 they are not able to find the colleges which are market oriented in their country.

The study has supported the finding of Tse (2014), the researchers found that the students ask their parents for extra classes and have a favorable image of the institution if they get tuition. The student may have favored the tuition class since it can improve performance in education and test scores (Selamat et al., 2012). From the findings of the study and the supporting literature, it can be said that the students are not limited to the regular classroom studies. This may be because of the increasing competition within student themselves and for obtaining good grades which make them to seek for the best colleges/ universities for their further studies.

The study shows that learners give high importance to extra-curricular activities, which supports the finding of other researchers. The Clayton (2013) study suggests that the students of colleges/ university rate extra-curricular activities as significantly important. The study also shows that students find opportunities for institution involvement through extracurricular activities. Similarly, Pokhrel et al. (2016) the students consider ECA as an important factor while choosing institution for their further studies. This can be an important finding for the educational

leaders. The finding shows importance that learners give to ECA. The schools of grade 11 should also focus on the holistic development of the children. The leaders should not just focus on results and academic quality but also see the other aspects like ECA.

The finding shows that the students prefer the school with a hostel/ accommodation facility. Holdsworth and Nind (2005) studied the choice of New Zealand high school seniors in university selection. They found that the accessibility of accommodation/ hostel facility was amongst the second important factor after value.

From the study, another important factor was the full-time faculty. This also supports the work of other researchers. Clayton (2013) in his study suggests that the full-time faculty enhances the institution's reputation. The teachers are the institution's stakeholders, and all stakeholders are responsible for enhancing customer loyalty. The faculty are the important stakeholders of the institution and their reputation has an impact in the selection of the institution (Broekemier, 2002). The study of Pokhrel et al. (2016) also found that academic faculty and teaching practices were considered important by the student while choosing an institution for their further studies. The study of Shrestha (2013) also showed that one of the dimension which forms the perceived quality of the institution is the competent faculty. We can see the full time faculty are one of the important factor considered by the student when selecting a school. Hence, the motivating the faculty is important aspect to the educational leaders. They are expected to focus equally on faculty development for the full time faculty so that they can deliver to the needs of the employee.

The study's findings show that library facility is a significant factor in school choice. The findings of a study conducted by Kallio (1995) support it. In the study, researchers found that the school amenities play a vital role in educational institution

selection. He has found out that the school environment is set by the infrastructures like a library, laboratories, playgrounds etc. Buduret al. (2018) also found that school amenities play significant importance in school selection. Similarly, findings of Awale (2021); Budut et al. (2018); Joseph and Joseph (2000), and Kayombo and Carter (2016) also supported the findings of the study. These researchers found physical amenities and environment to be having significant importance in institution/ college choice. The findings of the study also showed that students are much focused in the usefulness of the degree. This shows that students are serious about their future. Hence, they might be needing more knowledge outside from their textbooks. The schools can also invest on digital libraries so that students get more access to the resources.

As per the model of Hossler and Gallagher (1987) the scholarships and financial aids are considered significant factors by the learners. However, the finding of the studies shows that students did not consider the scholarship as significant factor. This indicates that students value other factors more and they can trade off higher fee for the better value. As per the model of Hossler and Gallagher (1987) the programs provided by the institution has significant importance in school enrollment. However, the finding of the study showed that student did not consider the program offered by the institution as an significant factor.

Influencers for School Selection

To find the influencers which make difference in school selection in the finding section, I have used the Mann-Whitney U test for the significance of college selection by school interest indicators. The result showed that meeting the admission counselor, browsing the website and searching on social media do not make any difference in the school selection. Similarly, meeting faculties of the grade 11 school,

consulting with class 10 friends, consulting with friends who have studied class 11, consulting with grade 10 counselors and consulting with grade 10 teachers makes a difference in the school selection.

The literature review suggested that the counselors have also been regarded as influencer. The data revealed no significant difference in the importance of student meeting the counselor in the school selection. This supports the observation of Hossler and Stage (1992), who found that the counselors have less influence in the college search process. However, the findings also show that consulting with grade 10 counselors makes a difference in the School selection. The findings of Mbawuni and Nimako (2015) supported the finding of the study. The researchers found that recommendation through staffs is considered important by the student during their institution selection process. Hence, this might suggest that the students are more comfortable and they believe more in the class 10 counselors than the admission counselors of grade 11.

The literature review suggested that social media makes a huge difference in the selection. However, the finding showed that no difference is made by social media. This contradicts the study of Diana (2014); Kayombo and Carter (2016) and Turner (2017), who found that the impact of social media presence is essential. The studies were conducted for the college choice for undergraduate studies. The result might have been different if this study had been done for the fresh undergraduate. The purpose of the use of social media might be different for different age categories. Hence, the findings might have been contradicted.

The study found that visiting the school's website makes no difference in the school selection. This contradicts the finding of Strauss (1998) that students use the website to take information at a primitive stage of the institution choice process.

Similarly, it also contrasts the findings of Joseph and Joseph (2000), who stressed the importance of the internet for the promotion of the courses. Similarly, Kayombo and Carter (2016) found that students use websites to get more information during the college search process. Meanwhile, Pokhrel et al. (2016) found out that the contents on the internet influence college choice.

The social media and websites are considered important marketing communication medium (Dhaliwal et al., 2019; Diana, 2014; Joseph and Joseph, 2000; Kayombo and Carter, 2016; Strauss, 1998; Turner, 2017). The Hossler and Gallagher (1987) model indicated that due to lack of information, learners exclude some good institution from the choice process. Here, also the digital communication mediums might not have been effective. They might not have been able to provide information/ solution to the problem/ need of the learners.

The finding suggested that friends who have studied class 11 make a difference in the selection process. The findings support the model of Hossler and Gallagher (1987) which shows that the friends influence the decision making of the learners. This supports the study of Broekemier (2002) where the researcher has found that seniors or friends already attending the college are one of the most effective influencers.

The findings also showed us that friends planning to join class 11 also make a difference in school selection. This supports the finding of several researchers, including Adebayo (1995), Hossler&Gallagher (1987), Johnson et al. (1991) and Kayombo and Carter (2016). These researchers found that friends are one of the most influencing factors. The study's finding contrasted the findings of Soares (2021) who found out that friends were the least affecting factor in institution choice. This shows

that students prefer to discuss the college choice within their close circle of friends who are trying to enroll in class 11.

The study also found out that the faculties of both grade 11 and grade 10 makes a difference in the school selection. This supports the study of Johnson et al.(1991) and Mbawuni and Nimako (2015). Similarly, Shrestha (2013) also found out that the facilitators help buiding the perceived quality of the institution. However, researcher like Hossler and Stage (1992) also found that college teachers had least impact in the college section. This difference might be because of the students' value to the teacher in the different regions. In the countries like Nepal, teachers are considered as the reincarnation of god. This might have influenced the result data.

School Continuation and School Selection Factors

What difference does the school continuation make in school selection?

For analyzing the difference that school continuation make in school selection Mann-Whity U test was used in 25 selection items and school continuity variables. It was found that items which were significantly different are strict admission process, school promoting good value and degree helpful for further studies. It was found that items that were significantly different were appropriate teacher/ student ratio, good results and strict admission process. The students who continue in the same school tend to give more importance to the school promoting good values and value of degree in further study. Similarly, the students who choose a new institution for their grade 11 studies tend to give more importance to strict admission procedure

The student continuing the same school gave importance to school promoting good values. This has supported the studies of Clayton (2013); Donnellan (2002), MacDermott (1987) and Silwal& Baral (2021) who found out that for the students' selection of institution for their further studies, one of the major factors is the social

life/ value to be taught on school. It supported the findings of Lau (2003) and Tinto (2000), who have found that institutions' value and value in the student's learning has vital role in improving student retention. Hence, this shows the importance focusing on values. The schools are base where the students are nurtured to be responsible citizens. The students who tend to find this environment are satisfied with the school and tend to continue the school.

Students who opt to change the school place high importance on strict admission procedures. The study's finding supports the findings of Agboola (2011) and Agboola et al. (2014), which revealed a significant relationship between admission criteria and student retention. The result of the study done by Curtis et al. (2007) also found that the admission process influences student retention. Pike (2004) found that strict admission criteria can build an institutional reputation. The students may feel prestigious if they can get the admission to a school with a high institutional reputation. The student who changes to a new school might want to be associated with the prestigious School.

The finding of the study supported the results of the study of Giannakos et al. (2017); Lewis et al. (2016); and Ohland et al. (2008), which indicated that the usefulness and utility of degree has an effect on the student retention. According to Buss et al. (2004), Mitić (2020), Pokhrel et al. (2016) and Zia et al. (2019), learners choose the institution carefully for their further studies since it affects their professional and economic opportunities. Hence, the learners opting to continue their class 11 might be more serious about the professional and economic opportunities.

Academic reputation is considered the most important factor in student choice (Awale, 2021; Radshaw et al., 2001; Roszkowski & Spreat, 2010; Sengupta, 2019). However, in some studies like Broekemier and Seshadri's (2000) and Dolinsky

(2010), the academic reputation is not rated so high. This might be because there are a lot of elements in the academic reputation. The student's perception might affect the rating or importance given to the factor. The student rating might be influenced by the halo effect as well. If the rating on one of the factors of academic reputation is low, the overall importance in academic reputation might be affected.

Difference in School Selection Factor by Respondent Characteristics

To find the differences in school selection by the respondents characteristics Mann – Whitney U Test and Kruskal Wallis Test were used for the analysis. It was found that gender and past schools' provinces made a difference in the school selection. SEE school type, family income, fathers' education level, mothers' education level, the school enrolled and SEE GPA did not make any difference in school selection.

The study found that there is a difference in school selection across gender. This has supported the study done by Shank and Beasley (1998), Soares (2021) and Syed et al. (2021). In the study, the researchers found that race and gender made a difference in college choices. Similarly, Anelli and Peri (2015) also found out that the gender of the siblings made a difference in college choices. Hence, it is necessary to understand that the needs of the learners varies according to gender. It can be helpful if the school understand the specific factors which are considered important by each gender. Identifying these needs can be helpful in designing promotion plans, targeting specific gender.

The study found that there is a difference in school selection across the province where students have passed their SEE examination. This has been supported by the work of Andrew and Martinez (2016) and Garbert et al. (1999). They have found in their studies that the schools location is among the major factors for the

institution choice. Tilak (2020) in his study found that the location of the previous school significantly affected the institution choice. The needs of the students may vary according to the region. The regional differences occur in the market. Hence, the school should identify the needs of the learners from different province.

The study also found out that the type of school attended, private or public school, did not make any difference in secondary school selection. This contradicted the study by Freeman (2002), who found out that type of school attended made a difference in the school selection. This shows that the criteria set by the private and public school students for the school selection are similar.

The study shows that the socioeconomic factor does not affect school selection. This finding supports the result of a study by Weiler's (1996) who found similar results. However, the finding contradicts the conclusion of the study by DesJardins et al. (1999), who found that family income played a major role in the institution selection for further studies. The findings of the study contradict with the Hossler and Gallagher (1987) model which suggested SES as the major demographic characteristic. This shows that there is tough competition between the schools it is hard for the secondary school to differentiate themselves.

The study found that there was no difference in secondary school selection by parents' education level. This has contrasted Abrahamson's (2010) and An (2010) finding. This shows that students are more concentrated on their education and their parents' education doesnot have affect in their school selection. It has also contrasted the work of Tilak (2020). The researcher's study found that mothers education played an important role in institution choice. The findings of the study show that the parents irrespective of their own education are concerned with their children education.

The study also found that the SEE GPA makes no difference in the school selection. The result contrasted with the college choice model of Hossler and Gallager (1987) which states that the past academic achievement has greater in further study plan. This has also contrasted the findings of the study of Manski and Wise (2013), and Baron and Norman (1992), who found that high school GPA among the strong predictor for school selection.

These findings might suggest that the school leader may not segment the market in terms of school type, economic factors, parents' education level and SEE grade. The study showed that student show differences in selection in terms of gender and past school province. Therefore, it would be fruitful if the segmentation is done in terms of gender and past school province. They can devise a different strategy to allure students of these segments.

There were interesting findings that were seen during the study. The good result and academic ranking did not make significant difference in school selection. Similarly, meeting the admission counselor did not make difference in the school choice. However, teachers played a significant role in the student school selection process. Another interesting finding was website and social media did not make significant difference in the school choice.

There was difference seen in the factors considered by the students continuing in grade 11 and the student not continuing school for grade 11. The student not continuing grade 11 considered strict admission procedure as significant factor while choosing the school. Similarly, the parents education and past SEE grade did not make significant difference in the school selection process.

The results of the study will help the educational leaders to know about the needs of the learners. It will be helpful for the leaders to know about the influencers

and how to reach to the influencer. These results may also be helpful to identify focus areas for the retention of the students.

Theoretical Discussion

The study has considered Hossler and Gallagher model as theoretical base. The conceptual framework of the study is based on the same model. Similar to the model the conceptual framework has three stages. The three stages in the conceptual framework are influence, choice and selection stages. The results of the study according to the research question are compared with the model.

The results of the study show that students are more concerned with the expectation to pursue the further studies which supports the Hossler and Gallagher model. The findings of the study supported the model and showed that the friends either thinking of studying grade 11 or who have already been admitted to class 11 can make difference in school selection. Similarly, other literatures and models also suggest that friends can have impact in the school selection. The students tend to value their friends more since they consider similar factors for the school selection.

The finding of the study indicates that SES did not make significant difference in school selection. The model specified that the past academic performance influence the institution selection. Nonetheless, the findings of the study showed that the result of grade 10 did not make any difference in school selection. This indicates that regardless of grades, the school selection factors considered by the students are similar.

The results of the study showed that availability of extra-curricular activities as one of the factors considered by students during their school selection. This result supported the model which has specified that extra-curricular activities is

an important factor for school selection. The school in recent times are not just considered as place for study, this is the place where the holistic development takes place. And it is agreed that extra-curricular activities play a vital role in holistic development of the learners. Additionally, since the students spend more time in school, they considered extra- curricular activities as important factor influencing their school selection.

The results of the study exhibited that students continue the school that promotes high values which is also supported by the model. The school is the place where values are instilled. Hence the students may feel to continue in the schools which has been able to promote the good values. In recent times, the expectations from the schools have grown. The parents/ students have felt importance of values and imparting of the values.

The model has discussed about the importance of communication strategy. The model also suggests that most of the student are likely to drop colleges from their choice process because of the lack of information. The results of the study also showed the ineffectiveness of digital marketing to make difference in the school choice. Hence, as suggested by the model the leaders have to be aware of what they are promoting through the digital marketing mediums specifically through websites and social medias. The students might have been active in the digital medium. However, the advertisements may not have reached to them. Additionally, different target groups are influenced by the different message strategy of the media. Hence, proper study has to be conducted to determine the appropriate strategy to reach the students.

The model specified that it is difficult to influence the learners at the later part of the institution choice process. The result of the study supported it as well since

it showed that the admission counselor who have part in the later stage of the choice process made no difference in school selection. The students are more influenced by their friends as well as their teachers of grade 10 and 11 than by admission counselors. It seems that when the students come to the school in the selection process they have already made decision regarding the school selection.

There were several interesting results that were found in the study. The Hossler and Gallager model formed a strong base for the study. Additionally, the model showed direction for the study. After comparing the results with the model, additional knowledge could be derived from the results of the study.

Chapter Summary

The chapter started by listing the findings obtained from the analysis in the previous chapter. The finding for each research question is listed in a simple form. The study findings were then discussed with reference to concerning the literature reviewed in chapter 2. These discussions form the base for the conclusion and implication in the next chapter.

CHAPTER VI

CONCLUSION AND IMPLICATIONS

The chapter starts with the conclusion of the study. The conclusion is derived from the findings and discussion of the previous chapter. The conclusion presents a memorable takeaway from the study, showing the insight that this study has contributed. The implication of the study follows up the conclusion. Here, it is shown how the study findings may benefit policy, practice and future research.

Conclusion

The study of the learner's school choice is vital for recognizing the needs of the students. This may be helpful for all students, but this study has been delimited for the grade 11 students of Lalitpur Metropolitan City. This study is about how the student selects the institution for their further study. This is the primary thing the school leaders want to know to fulfill the enrollment of the school.

The study tried to find out the factors which are considered important by the students while selecting school for grade 11. The study analyzed the difference in school selection based on the student retention, influencer and student characteristics. Additionally, the study analyzed the difference in school reputation based on the school continuation.

It was observed that students considered the degree's usefulness for further studies, tuition classes, extracurricular activities, hostel/ accommodation facility, full-time faculties and library facility as the significant factor for the school selection. The study also found that students are influenced by friends who intend to study grade 11,

teachers, grade 10 counselors and friends studying in grade 11. The social media, websites and admission counselors did not significantly affect the school selection.

Similarly, there was a difference in the importance of strict admission procedure, school promoting good values and degrees useful in further studies as per the continuity of the school by the student. It was seen that the student who continues to study grade 11 in the same school tend to give more importance to school promoting good values and degree useful in further studies. The students who change schools for grade 11 tend to give more importance to the strict admission procedure. The study also found that among the student's characteristics, gender and past school location made a difference in school selection.

Some useful findings were obtained during the study. The good result and academic ranking did not make significant difference in school selection. Similarly, most of the students meet the admission counselor in the school however meeting the admission counselor did not make difference in the school choice. Rather, the teachers played a significant role in the student school selection process. Similarly, the digital marketing mediums did not make significant difference in the school choice.

In terms of the student retention there was difference seen in the factors considered by the students. The students who are changing school for grade 11 considered strict admission procedure as significant factor while choosing the school. Similarly, the parents education and past SEE grade did not make significant difference in the school selection process.

Using the college choice model as theoretical framework and survey design, these findings were made. These findings would help the leaders to know the factors affecting the students school choice for their grade 11 studies. This would also help

leaders understand how to build loyalty among the student by knowing the student's needs. These findings would help leaders and counselors know who influences the student's decision.

The finding showed that most of the students had met the admission counselor. However, meeting the counselor had no difference in the school selection. The reason behind this can be studied in future research. The further study can be done to know the issues that prospective students discuss with their friends regarding the school where they want to pursue their grade 11 studies. Similarly, further studies can also be conducted to identify how promotion and digital marketing tools can be made effective. The findings of the study just showed the difference, studies can be done further to study the impact of the factor and influencer in school selection process.

Implications

The study is based on the student college choice model where the factors contributing to student school choice are studied. The study also compared the factors influencing the school choice of the student continuing to study in the same school and students opting to choose for a different school for their grade 11 study. The result of the study cannot be generalized since the choice depends on various factors. However, these findings can be implied by school heads, admission counselors, policymakers and other parties involved in the admission process.

Implications for the School Heads

The school heads constantly face tough competition for admissions to grade 11. The government has already implemented the new system of secondary school comprising of grades 9-12. However, the population still perceives iron gate for the SLC examination, and students try to move to other schools for their grade 11 studies.

Hence, it becomes very evident for every school leader to know the factors considered important by the student when selecting any particular secondary school for their grade 11.

To run an school, a leader has to know about the market itself. The strategies also depend on where you are running/ or trying to run an institution. The study was for the Lalitpur municipality. The leaders can get an idea of the demographics of Lalitpur municipality through the demographics of the sample taken for the study. Some interesting findings came out through the demographic study. A school leader can analyze from the study that the student who comes to study at the private school for grade 11 comes from other types of school. Hence, they have to focus on the affordability of the fees. Since the market for the grade 11 students is expanding the school leader has to price their service so that they can take maximum enrollment.

Similarly, it is seen from the demographic data that most of the students come from the same province. Hence, the school heads have to formalize the strategy to fulfill the prospective students' needs. Similarly, they cannot ignore students from other states. They might have different needs, for example, a good hostel facility. The hostel facility has also been ranked as a significant factor in the school selection process. Hence, knowing about the demography, the school leader can utilize the resources properly to give value added services to the students and their parents.

Socio-economic studies are also important for the school heads. In my study, it can be seen that most of the students are from the middle class with a family income of NPR 32,000- NPR 63,999. The school leader has to determine the target market. Seeing the data, they can determine which strategy they will apply so they can go for a low priced strategy to accommodate more social class; they can go for a differentiated strategy by providing something different that is valued by the student and their

parents in the market or they can go for the focus strategy targeting a niche market and provide the small market with a highly valued service product.

The students are also dependent on parents for their school selection since the parents mainly take the financial decisions. Hence, knowing the parents' education level helps to market the school as well. We can see that the level of parents' education in our sample, which is mainly till class 10. We can see that there are very few parents who have higher education. The advertising medium and message differ in terms of the prospect's education level as well. The demographic data regarding the parents' income can be helpful for the leaders to formulate the strategy as well.

The finding section shows that most students in the sample population have opted to go for the new school for grade 11. The leader of school's also providing education from grade 10 has to be alert seeing the result of the study. They have to find reasons for changing school from students who are opting to go for the new school for grade 11. The schools that have only been providing education from grade 11 and 12 have to formulate strategies to make this growth sustainable after seeing the data.

We can see from the frequency table that most of the students have discussed regarding their grade 11 enrollment with their class 10 friends who are trying to enroll to grade 11. This shows that school leaders should target the students in class 10. They have to be able to engage the student of class 10 and build a positive image among the class 10 students.

We can see from the frequency table that many of the total 351 respondents have met the counselors. However, if we see the difference in school selection after meeting the counselor, we have found out from the study that meeting the counselor makes no significant difference in the school selection. Hence, the school leader can

work on the perception of the academic counselor. They can make a strategy to make the meeting with counselors more effective.

Similarly, the students have searched about the school on social media. However, we can see from the finding that there is no difference in selection due to social media. Hence, we can say that school leaders have to better use social media handles to engage prospective students.

The factor analysis in 23 items in the school selection variable retained six factors degree helpful in further studies, tuition classes, extra-curricular activities, hostel, full time faculty and library. The student values the degree and believe that it would be helpful for their further studies. Hence, the school should make some effort to add value to the degree to stay competitive. Similarly, we can see that student value the full-time faculty. In the influencer aspect, they have also shown that there is a difference in school selection if students meet the facilitators. Hence, the school should invest more on having good full-time faculties.

The student has rated the non-academic reputation variables like extra-curricular activities and hostel facility high in terms of importance. The school leaders can also make a strategy that prioritizes these non-academic reputation activities. Giving importance to extra-curricular activities, which help in adding value to the student, can also be helpful. Similarly, we could see that there are students from outside the state as well. These students may require good hostel facility. The school leaders must give importance to providing well facilitated economic hostel to the students of grades 11 and 12.

The finding shows that the difference in the selection factors between the students continuing the same school and students opting to go for a change of school is “school promoting good values”, “degree useful in further studies,” and “strict

admission procedure". Hence, the school leaders have to provide an environment that helps provide good values. Similarly, the students who continue to study in the same school for grade 11 gives more importance to the degree useful in further studies. Hence, since the students and / or their parents are loyal to the school, their need must be fulfilled by providing quality education. The student opting to go to the new school gives more importance to the strict admission procedure. Hence, the leaders have to develop a process where everyone has to give a sudden assessment for getting enrolled in the school. The process is one of the important components of the service marketing mix to help build the brand image.

From the findings, we can see that meeting faculties can make a difference in the school selection. Hence, during the enrollment the leaders can also involve teachers in the recruitment process. Another aspect the leaders can work on is building the staff's motivation. They have to devise a reward mechanism so that the teachers feel value in working in the organization.

The findings show that the website and social media do not make a difference in the school selection. This shows that there should be proper content management for the website. The school leader should promote the school's website and find a way to optimize the presence in the search engine. The leader can hire or get the service of digital marketer for Search Engine Optimization (SEO).

The finding also shows that the class 11 students make any difference in the school selection. This might suggest to the school leaders that the student has to be satisfied with the school's value. The student will only spread good word of mouth if they are satisfied with the service provided by the school. Hence, the leader has to understand the student's needs and try to give them the value they have been looking for from the school. A leader must always remember that the best way to promote is

through good word of mouth. Hence, the school leaders have to devise the mechanism so those students get what they perceive.

The school leader's main problem is that they cannot plan on which resources they have to invest from their limited budget. The findings have shown that the factors considered by the students and the influencers who make a difference in the school selection. Hence, the leaders can strengthen the resources on factors that the students consider during their enrollment. The study implies that focus on formulating the strategy for the influencers.

Implication for the Teachers

A good teacher is also one of the stakeholders of the school. We have seen from the finding that teachers are one of the important influences of the school. Hence, the teacher should also spread good word of mouth to the student about the school. The school falls under the service industry. The person searching for the service has some perceived value about the service product and is paying to get that value that they have perceived. Hence there is an importance of influencers in the service industry. From the study, teachers may know their importance in the school choice process.

Implication for the School Admission Counselor

The study shows that admission counselor has not made a difference in the school selection. However, the counselor of class 10 makes a difference in the school selection. Hence, we must understand as a counselor that one has to recognize the student's need to provide good guidance. The student might have listened to class 10 counselors since they find that they know them for some time and they will think that it is good for them. Hence, the admission counselor for class 11 is supposed to be able to know about the students need and explain the values that the school promotes.

Implication to the Policy Maker

The factors considered by the students for enrollment can be helpful for the policy maker as well. Since, the students trying to get admission in public school may also have similar need. The study may help them to make policy to uplift the quality of the government and community school. Similarly, now the local government has authority to manage the school level education in the area, the finding of this study can help the policy maker to suggest the private school to become more efficient and make their service valuable.

Implication for Further Studies

The study suggested some findings on factors that affect the school selection decision of the student in grade 11. However, this result can be helpful in other demographics as well. This research can be a base for other research as well. The problem that has been discussed in the study is the basic problem, the issue can be studied further and the results and finding may be helpful in the field of educational leadership. The followings are some of the implications that are suggested for the future research

- a) The finding showed that most of the students had met the admission counselor however, meeting the counselor had no difference in the school selection. The reason behind this can be studied in future research
- b) The study's finding showed that most of the students discussed the school choice with their friends who are also planning to enroll in class 11. The further study can be done to know the things prospective students discuss with their friends regarding the school where they want to pursue their grade 11 studies.

- c) The study's finding showed that website and social media do not make a difference in school selection. Hence, further studies can be conducted to know the content the student is searching for in digital marketing tools.
- d) The study's finding showed several factors considered by the students while selecting a school. Further studies can be done to know more about those factors and how they can enhance value by providing better service in the revealed factors

Chapter Summary and Final Remark

The issue formation of this research is reflected in this final chapter.

Additionally, the conclusion and implementation are addressed. This chapter focused on conclusion and implication based on findings and discussion from the previous chapter. Conclusions are derived from the integration of the data and information and implication is established through the conclusion.

Last but not least, this quantitative research tried to identify the factors affecting the student's school selection for grade 11. Additionally, the influencers who make a difference in school selection were also explored. In this area, a lot of issues still have to be studied further. This marks the beginning of the other issues generated through the findings and conclusion.

Finally, during this study, I came across different moments. However, the motivation of my supervisors, colleagues and facilitators is indelible in my heart even today despite this laborious journey during this study, which gave me precious satisfaction at a certain level.

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APPENDIX A

विद्यालयअन्वेषण प्रश्नावली

म सुनेत्र प्रधानाङ्ग हाल काठमाडौं विश्वविद्यालय स्कुल अफ एजुकेशन अन्तरगत लिडरसिपमा एमफिल डिग्रीगरिरहेको छु । यो प्रश्नावलि मेरो सोध संग सम्बन्धित रहेकोछ । यो प्रश्नावलिले विद्यार्थीहरूको कक्षा ११ को लागि विद्यालय चयनको स्तर लाई नाप्ने अपेक्षा राखिएकोछ । यो प्रश्नावलिलाई Clayton (2013) को अध्ययनबाट अनुकलित र हाम्रो परिवेस अनुसार केहि हदसम्म परिमार्जित गरिएको छ । यो प्रश्नावलिमा जम्मा ४६ वटा प्रश्नहरू छन र यस्लाई पुरा गर्न लगभग १० मिनेट जतिको समय लाग्नेछ ।

तपाईंको प्रतिक्रियाले मेरो शैक्षिक सोधमा ठुलो योगदान पूर्याउनेछ ।

तपाईंको प्रतिक्रिया विसुद्ध रूपमा शैक्षिक सोधको लागि मात्र प्रयोग हुने हुनाले तपाईंको व्यक्तिगतविवरण र प्रतिक्रियागोपनिय राखिने छ भन्ने विश्वास दिलाउदछु । तपाईंहरूलाई कुनै पनि समयमा प्रतिक्रिया दिन असहज लागेमा प्रतिक्रिया नदिनपनि सक्नुहुन्छ ।

- चिठ्ठामार्फत् उत्तरदाताले इसेवाबाट रु. १०० को मोबाइलभाउचर प्राप्त गर्न सक्छन् ।
- कृपया अनुसन्धानको एक हिस्सा बन्नको लागि आफ्नो सहमति देखाउन प्रदान गरिएको बक्समाटिक गर्नुहोस् :

भाग १ -एक

१. उत्तरदाताको मोबाइल नम्बर:..... (ऐच्छिक)

२. लिंग: क. पुरुष ख. महिला ग. अन्य घ. खुलाउन चाहन्छु

३. उमेर :

४. तपाईंले आफ्नो एसईई कहाँ बाट उत्तिर्ण / पास गर्नुभयो?

क) निजी विद्यालय ख) सार्वजनिक विद्यालय

ग) सामुदायिक विद्यालय

५. तपाईंले उक्त विद्यालयमा कति वर्ष सम्म अध्ययन गर्नु भएको थियो ।

६. तपाईंले कहिल्यै कक्षा ११ को लागि विशेष प्रवेश तयारी कक्षा लिनुभएको थियो ?
थियो / थिएन

७ क. तपाईंले उत्तिर्ण गर्नु भएको कक्षा १० को विद्यालय कुन प्रदेशमा पर्दछ ?

- क) प्रदेश नम्बर १ ख) मधेश प्रदेश
- ग) बाग्मती प्रदेश घ) गण्डकी प्रदेश
- ङ) लुम्बिनी प्रदेश च) कर्णाली प्रदेश
- छ) सुदूरपश्चिम प्रदेश

७ ख. SEE मा तपाईंको GPA कति थियो ?

८. तपाईंको पारिवारिक सरदर मासिक पारिवारिक आम्दानी कति छ?

- क) नेरु. ६४०० भन्दा कम ख) नेरु. ६४०० - नेरु. १२७९९

- ग) नेरु.१२८०० - नेरु.३१९९९
 ड) नेरु.६४०००- नेरु.३१९४९९
 छ) थाहा छैन
- घ) नेरु.३२००० - नेरु.६३९९९
 च) नेरु.३१९५०० वा सो भन्दा माथि

९. तपाईंको बुवाको शैक्षिक योग्यता कति छ ?

- क) पढनु भएको छैन
 ग) कक्षा १० उत्तिर्ण
 ड) स्नातक (Bachelor level)
 छ) एमफिल (M phil)
 भ) थाहा छैन
- ख) कक्षा १० भन्दा कम अध्ययन
 घ) कक्षा १२ उत्तिर्ण
 च) स्नातकोत्तर (Masters)
 ज) पीएचडी (Ph.D)

१०. तपाईंको आमाको शैक्षिक योग्यता कति छ ?

- क) पढनु भएको छैन
 ग) कक्षा १० उत्तिर्ण
 ड) स्नातक (Bachelor level)
 छ) एमफिल (M phil)
 भ) थाहा छैन
- ख) कक्षा १० भन्दा कम अध्ययन
 घ) कक्षा १२ उत्तिर्ण
 च) स्नातकोत्तर (Masters)
 ज) पीएचडी (Ph.D)

११. तपाईं हाल कक्षा ११ को लागि भर्ना गर्नुभएको माध्यमिक विद्यालयको नाम

.....

१२. हाल तपाईंले कक्षा ११ मा भर्ना गर्नु भएको विद्यालयबाट नै कक्षा १० उत्तिर्ण गर्नु भएको हो/होईन ?

१३. तपाईंले आफ्नो कक्षा ११ को लागि कुन सङ्काय (Faculty) रोज्नुभएको छ?

- क) विज्ञान (Science)
 ग) कला (Arts)
 ड) अन्य
- ख) व्यवस्थापन (Management)
 घ) कानून (Law)

१४. तपाईंले कतिवटा माध्यमिक विद्यालयमा कक्षा ११ को लागि आवेदन दिनुभएको थियो?

.....

भगर(दुई): विद्यालय रुचि

क्र सं	प्रश्नहरू	थियो	थिएन
१५	के तपाईंले आवेदन गर्नु भएको विद्यालयका भर्ना सल्लाहकारहरूसँग भेट्नु भएको थियो ?		

१६	के तपाईंले आवेदन दिनुभएको विद्यालय(हरू)का संकायहरू (Faculties / Teachers) सँग भेटनुभएको थियो ?		
१७	के तपाईंले भर्ना हुन चाहनु भएको कक्षा ११ को स्कूलको वेबसाइटमा अन्वेषण गर्नुभएको थियो ?		
१८	के तपाईंले सामाजिक सञ्जालमा रुचि राख्नुभएको कलेजको खोजीगर्नुभएको थियो ?		
१९	के तपाईंले कक्षा ११ को लागि विभिन्न स्कूलहरूको बारेमा आफ्नोकक्षा १० को विद्यालयका सल्लाहकारहरूसँग छलफल गर्नुभएको थियो ?		
२०	के तपाईंले कक्षा ११ को लागि विभिन्न स्कूलहरूको बारेमा आफ्नोकक्षा १० को विद्यालयका शिक्षकहरूसँग छलफल गर्नुभएको थियो ?		
२१	के तपाईंले कक्षा ११ को लागि विभिन्न विद्यालयहरूको बारेमा कक्षा ११ पढ्ने सोचमा रहेका आफ्ना साथीहरूसँग छलफल गर्नुभएको थियो ?		
२२	के तपाईंले कक्षा ११ को लागि विभिन्न विद्यालयहरूमा कक्षा ११ अध्ययन गरेका साथीहरूसँग छलफल गर्नुभएको थियो ?		

भाग ३ (तीन): स्कूल छनोट

कक्षा ११मा भर्ना हुने विद्यालयको पहिचान गर्दा विद्यार्थीहरूले दिने केही कारणहरू सूचीबद्ध छन्। तपाईंको विचारमामुख्यतीन कारणहरू के हुन् ?

- सबैभन्दा महत्त्वपूर्ण कारणको छेउमा १ राख्नुहोस्
- दोस्रो महत्त्वपूर्ण कारणको छेउमा २ राख्नुहोस्
- तेस्रो महत्त्वपूर्ण कारणको छेउमा ३ राख्नुहोस्।

२३. केवल शीर्ष तीन कारणहरूमात्र चयन गर्नुहोस् :

विद्यालयको शैक्षिक प्रतिष्ठा राम्रो भएर ।	
विद्यालयसँग मैले चाहेका विभिन्न सामाजिक अनुभवहरू भएर ।	
विद्यालयमालाग्ने शैक्षिक शुल्कहरू किफायति भएर ।	
मेरा साथीहरू सोहि विद्यालयमा पढ्दै गरेका भएर ।	
मेरा दाजुभाइ/दिदीबहिनी सोहि विद्यालयमा अध्ययन गर्दैछन्/ अध्ययन गरेका थिए ।	
मलाई सफल हुन मद्दत गर्न विद्यालयमा शैक्षिक संरचनाहरू भएर ।	
परिवारका सदस्यहरूले मलाई सोहि विद्यालयमा उपस्थित हुन प्रोत्साहन दिइरहेका हुनाले ।	

➤ तपाईंसँग विद्यालय छनोट गर्नेकुनै अन्य कारणहरू छन् भने कृपया १, २ र ३ लाई श्रेणीको रूपमा सूचीबद्धगर्नुहोस् :

१. प्रथमश्रेणी
२. दोस्रो श्रेणी
३. तेस्रो श्रेणी

भाग ४ (चौथो):

तल दिएका कथनहरूमा आफुलाई लागेको महत्त्वपूर्ण विचारमा टिक (✓) लगाउनुहोस् जसले तपाईंका विचारहरू कति महत्त्वपूर्ण छ भनेर वर्णन गर्दछ। कृपया १ देखि ५ सम्म महत्त्वको आधारमा मूल्याङ्कन गर्नुहोस्। जहाँ १. “महत्त्वपूर्ण छैन” सबैभन्दा कम मूल्याङ्कन र ५ “धेरै महत्त्वपूर्ण” उच्चतम मूल्याङ्कन प्रयोग गर्नुहोस्।

क्र सं	विचार	१	२	३	४	५
२४	मेरो अध्ययनको प्रमुख क्षेत्रमा विद्यालयको उत्कृष्ट शैक्षिक कार्यक्रम छ (School has excellent program in my interest area)					
२५	कक्षाहरू प्रायः पूर्णकालिक(Full time) शिक्षकहरूद्वारा पढाइन्छ।					
२६	कक्षामा २० वा सो भन्दा कम विद्यार्थी लाई एक जना शिक्षक उपलब्ध गराएका छन्।					
२७	सुविधासम्पन्न उपकरण सहितका शिक्षण/प्रयोगशालाहरू उपलब्ध छन्।					
२८	धेरैजसो विद्यार्थी नियमित उत्तीर्ण हुन्छन्।					
२९	विद्यालयका भर्ना मापदण्डहरू कडा छन्।					
३०	विद्यालयले प्रोत्साहन गर्ने मूल्यमान्यताहरू मेरो लागि महत्त्वपूर्ण छन्।					
३१	विद्यालय राष्ट्रिय स्तरमा सूचीकृत भएको छ।					
३२	मेरा शिक्षकहरूले विद्यालयका वारेमा धेरै गुणगान गर्नुहुन्छ।					
३३	विद्यालय देशभरमा उच्च मान्यता प्राप्त छ।					
३४	अतिरिक्त क्रियाकलापमा संलग्न हुनका लागि विद्यालयमा धेरै अवसरहरू छन्।					
३५	विद्यालयमा सामाजिक अन्तरक्रियाका लागि धेरै अवसरहरू छन्।					
३६	विद्यालयले राष्ट्रिय बोर्ड परीक्षामा उच्च उपलब्धि हासिल गरेको छ।					
३७	विद्यालय रहेको स्थान मेरो लागि सुविधाजनक छ।					
३८	विद्यालयको भवनभौतिक दृष्टिले आकर्षक छ।					
३९	विद्यालयको खेल मैदानभौतिक दृष्टिले आकर्षक छ।					
४०	विद्यालयमा सुविधाजनक पुस्तकालय छ।					
४१	विद्यालयमा सफा र स्वच्छ छात्रावासको सुविधा छ।					
४२	विद्यालयमा अतिरिक्त कक्षाको सुविधा छ।					
४३	विद्यालयमा छात्रवृत्ति उपलब्ध छ।					
४४	प्राप्त डिग्रीले मलाई स्नातकतहको अध्ययनका लागि बलियो उम्मेदवारको रूपमा विकास गर्नेछ।					
४५	विद्यालयले विद्यार्थी माझमा खेलकुदलाई पनि जोडदिएको छ।					
४६	विद्यालयको सामाजिक सञ्जालमा भएका पोष्टहरू आकर्षक छन्।					

आफ्नो अमूल्य समयदिएर प्रश्नको उत्तर दिनु भएकोमा हार्दिक धन्यवाद ज्ञापन गर्दछु।

APPENDIX B

Table

P-value of Selection Items

Survey Items	12. School Continuation	N	Mean Rank	U-value	p-value
24. Good Program	Yes	64	157.10	7974.5	0.847
	No	253	159.48		
25. Full Time Teachers	Yes	64	167.94	7524	0.360
	No	253	156.74		
26. Student Teacher Ratio	Yes	64	174.88	6823.5	0.07
	No	249	152.40		
27. Well Equipped Laboratory	Yes	62	170.71	6931	0.161
	No	251	153.61		
28. Good Result	Yes	64	174.56	7036	0.10
	No	252	154.42		
29. Strict Admission Process	Yes	62	130.44	6134.5	0.01***
	No	249	162.36		
30. School Promotes Good Value	Yes	62	178.00	6479	0.033**
	No	252	151.49		
31. National Level Reputation	Yes	64	157.14	7703	0.823
	No	245	154.44		
32. Teachers Positive	Yes	62	167.72	7116.5	0.286
	No	251	154.35		
33. Countrywide Reptation	Yes	63	154.14	7695	0.735
	No	251	158.34		
34. Extra Curricular Activities	Yes	63	167.39	7220.5	0.282
	No	250	154.38		
35. Opportunities for Social Interaction	Yes	63	165.17	7423.5	0.436
	No	251	155.58		
36. National Board	Yes	62	164.35	7201	0.392

Position	No	249	153.92		
37. Location Convenience	Yes	63	170.22	7231	0.239
	No	253	155.58		
38. School Building	Yes	63	156.42	7838.5	0.914
	No	251	157.77		
39. Playground	Yes	63	145.24	7134	0.236
	No	250	159.96		
40. Library	Yes	63	174.48	6837	0.081
	No	251	153.24		
41. Hostel	Yes	61	165.43	7110.5	0.360
	No	251	154.33		
42. Tuition Class	Yes	62	162.05	7530	0.645
	No	252	156.38		
43. Scholarship Availability	Yes	59	163.65	6569.5	0.256
	No	245	149.81		
44. Degree Helpful for Further Studies	Yes	61	179.75	6298	0.020
	No	252	151.49		
45. Sports	Yes	63	166.65	7267	0.328
	No	250	154.57		
44. Social Media	Yes	63	160.77	7763.5	0.783
	No	252	157.31		

APPENDIX C

	Good_Program	Full_Time_Faculty	Student_Teacher_Ratio	Well_Equiped_Library	Good_Results	Strict_Admission_Process	School_Promoted_Values	National_Level_Reputation	Teachers_Effektiv	Countrywide_Reputation	Extra_Curricular_Activities	Opportunities_for_Social_Interaction	National_Board_Position	Location_Convenience	School_Building	Playground	Library	Hospital	Tuition_Classes	School_Leadership_Availability	Further_Studies	Sports	Social_Media
Correlation	Good_Program	1.000	.119	.132	.290	.101	.177	.305	.331	.004	.277	.382	.253	.210	.151	.110	.205	.308	.253	.184	.256	.090	.087
	Full_Time_Faculty	.119	1.000	.173	.254	.230	.196	.222	.175	.170	.260	.170	.196	.293	.337	.133	.119	.178	.245	.279	.303	.227	.211
	Student_Teacher_Ratio	.119	.173	1.000	.235	.011	.154	.156	.144	.291	.101	.153	.306	.218	.271	.102	.121	.165	.291	.251	.288	.193	.116

	o							5						3	7	6				0		3	
	Well_E quiped _Labrat _ory	.29 0	.254	.235	1. 0 0 0	.261	.202	.341	. 2 4 3	.089	.098	.354	.338	.25 8	.3 61	. 1 9 6	. 2 1 9	. 3 1 5	.3 0 5	.319	.3 18	. 4 3 9	.2 3 1 4
	Good_ Result	.10 1	.230	.011	.2 6 1	1.00 0	.308	.301	. 2 1 5	.171	.296	.235	.308	.32 7	.3 25	. 2 1 8	. 2 4 5	. 1 7 4	.1 9 1	.281	.1 81	. 3 8 1	.2 2 4 5 1
	Strict_ Admiss ion_Pr ocess	.17 7	.196	.154	.2 0 2	.308	1.00 0	.220	. 2 5 0	.156	.295	.245	.193	.20 4	.2 74	. 0 8 2	. 2 2 4	. 2 3 6	.1 8 4	.255	.1 75	. 2 0 7	.2 2 4 6 2
	School _Prom oted_V alues	.30 5	.222	.156	.3 4 1	.301	.220	1.00 0	. 4 2 7	.221	.249	.396	.359	.44 5	.3 66	. 3 0 3	. 1 2 3	. 2 4 3	.3 2 0	.315	.1 58	. 3 1 3	.2 4 3 8
	Nation al_Lev el_Rep utation	.33 1	.175	.145	.2 4 3	.215	.250	.427	1 .0 0 0	.191	.427	.375	.273	.38 4	.2 85	. 2 5 2	. 3 0 8	. 1 9 5	.1 9 5	.315	.1 71	. 3 0 4	.1 5 9 6 1
	Teache rs_Pos itive	.00 4	.170	.291	.0 8 9	.171	.156	.221	. 1 9 1	1.00 0	.145	.120	.148	.22 3	.1 41	. 2 8 7	. 1 6 7	. 1 0 3	.1 9 8	.209	.0 81	. 1 2 7	.2 3 0 5 4
	Countr ywide_ Reputat ion	.27 7	.260	.101	.0 9 8	.296	.295	.249	. 4 2 7	.145	1.00 0	.401	.379	.29 8	.3 31	. 3 0 0	. 3 3 2	. 3 1 4	.1 8 6	.267	.2 80	. 2 8 5	.2 0 9 5
	Extra_ Curricu lar_Act ivities	.38 2	.170	.153	.3 5 4	.235	.245	.396	. 3 7 5	.120	.401	1.000	.465	.33 7	.3 62	. 1 9 4	. 1 9 0	. 4 4 3	.4 1 0	.429	.2 61	. 4 2 7	.2 5 6 3
	Opport unities _for_S ocial_I nteracti on	.25 3	.196	.306	.3 3 8	.308	.193	.359	. 2 7 3	.148	.379	.465	1.00 0	.26 1	.3 98	. 3 1 9	. 3 2 4	. 4 2 6	.3 1 6	.411	.3 13	. 4 5 6	.2 6 5 0

National_Board_Position	.210	.293	.218	.258	.327	.204	.445	.384	.223	.298	.337	.261	1.000	.417	.299	.214	.213	.204	.337	.242	.388	.263	.218
Location_Convenience	.151	.337	.271	.361	.325	.274	.366	.285	.141	.331	.362	.398	.417	1.000	.305	.229	.273	.342	.451	.283	.506	.349	.273
School_Building	.110	.133	.063	.196	.218	.082	.303	.252	.287	.300	.194	.319	.299	.305	1.000	.207	.278	.189	.272	.052	.246	.211	.267
Playground	.059	.199	.127	.229	.245	.224	.123	.300	.167	.332	.190	.324	.147	.239	.278	1.000	.304	.274	.181	.330	.199	.339	.240
Library	.275	.178	.216	.315	.174	.236	.243	.198	.103	.314	.443	.426	.132	.273	.173	.200	1.000	.486	.437	.301	.418	.307	.278
Hostel	.308	.246	.165	.305	.191	.184	.320	.195	.198	.186	.410	.316	.204	.342	.189	.204	.482	1.000	.482	.290	.408	.294	.254
Tuition_Classes	.253	.245	.291	.319	.281	.255	.315	.315	.209	.267	.429	.411	.337	.451	.272	.271	1.000	.482	.316	.399	.386	.317	.277
Scholarship_Availability	.184	.279	.251	.318	.181	.175	.158	.171	.081	.280	.261	.313	.242	.283	.252	.200	.316	1.000	.316	1.000	.400	.253	.254
Further_Studies	.256	.303	.280	.439	.381	.207	.313	.304	.127	.285	.427	.456	.388	.506	.246	.299	.499	.499	.499	.401	.400	.303	.219
Sports	.09	.227	.193	.2	.224	.224	.243	.	.230	.209	.256	.265	.26	.3	.	.	.2	.386	.2	.	1.	.	.

		0			31				159					3	49	211	339	304		53	303	000	261
	Social_Media	.087	.211	.163	.014	.051	.262	.128	.254	.295	.193	.240	.189	.273	.267	.330	.378	.154	.217	.254	.119	.266	.100
S i g n i f i c a n t a i l e d	Good_Program		.027	.016	.000	.051	.002	.000	.472	.000	.000	.000	.000	.007	.037	.169	.000	.000	.001	.000	.007	.002	.007
	Full_Time_Faculty	.027		.002	.000	.000	.001	.000	.003	.000	.003	.001	.000	.000	.015	.001	.002	.000	.000	.000	.000	.000	.000
	Student_Teacher_Ratio	.016	.002		.000	.427	.006	.006	.000	.052	.006	.000	.000	.000	.053	.020	.000	.004	.000	.000	.001	.000	.004
	Well_Equipped_Labratary	.000	.000	.000		.000	.000	.000	.074	.057	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.009
	Good_Result	.051	.000	.427	.000		.000	.000	.003	.000	.000	.000	.000	.000	.000	.000	.002	.001	.000	.002	.000	.000	.007
	Strict_Admission_Process	.002	.001	.006	.000	.000		.000	.006	.000	.000	.001	.000	.000	.009	.000	.000	.000	.001	.002	.000	.000	.000
	School_Promoted_Values	.000	.000	.006	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.002	.003	.000	.000	.005	.000	.000	.001
	National_Level_Reputation	.000	.002	.009	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.003	.000	.005	.000

APPENDIX D: NARRATIVE

After working for years in banking sector, I had switched to education as my professional arena. I was interested in the agendas of education and leadership from the days I had started working in corporate sector. I was equally keen towards research. This enthusiasm encouraged me to take part in scholarly discussions that would take place among educators I met during my professional career. I would listen to them, and express myself too! However, I would always feel that I am lagging behind, and that I need to learn more about education and leadership. No matter how sincerely I would try, I would not be able to crystalize my ideas on making research about education. This realization enabled me to seek an academic course on education and leadership that would not only help me learn and theorize the practices on education and leadership, but would shape my stance as researcher. During my research, I came to learn about the MPhil program at Kathmandu University School of Education. As soon as I learnt about it, I visited the school and gathered information about the criteria for enrolment and its procedure.

As an educational leader of private educational institution, I had seen some practical problems. I had internalized the competitive market pertinent to education and the need to fight so as to retain and grow our institution. I had understood that leaders have to know to optimally utilize the limited financial resources available. For that the leaders have to know the needs of the learners so that the leaders can provide solution to the needs and wants of the learners. When I got enrolled in the MPhil program, I got an opportunity to discuss these problems among the scholars who were around me in KUSOED premises. Encouraged, I even decided to conduct my MPhil research on student choice for undergraduate program and defended the proposal. But as I started

working on my research, I was suggested by my supervisor to switch to students' secondary school choice since there were some articles already published in college choice for the undergraduate colleges. He asked me to go through the studies that has been already conducted in the past and confirm if there is the research gap in the field of student choice. I reviewed the available literature and could not find any literature in secondary school choice from the learners' perspective.

Though I was keen on completing my research with great energy, I could not continue it further for months due to my personal obligations. In between, COVID- 19 pandemic hit and we were locked inside our houses. I considered the period as an opportunity to invest my time in my pending works as I didn't have to travel the whole day for work. I started writing again but couldn't do so since I, myself got infected by the virus and was in bed for weeks.

The post- COVID period was even more troublesome for me. Similar to my entrepreneurs friends who were anxious about how to make their institutions survive, I was anxious too. At this point, I realized how a leader has to do things based on priority. As a leader, it was my prime duty to think about my organization and the employees working there. I had learnt it from the university itself. Hence, I decided to focus on survival and growth of my organization for a time being. However, I was feeling bad for not being able to continue with my research at the same time!

A turning point came to me when I met Asst. Prof. Durga Dhakal in a program at Kathmandu University School of Management (KUSOM). I casually talked about my interest of research and he agreed to support in my research. I, then talked to Asst. Prof. Dr. Shesha Kant Pangeni who agreed to supervise me along with Asst. Prof. Dhakal. I am indebted to Asst. Prof. Dhakal and for support along this journey.

After the study, the dissertation was prepared. After numerous suggestion and correction in my dissertation, the draft was sent to the external. In the middle of the mega festival Dashain, my external evaluator sent me the feedback of the dissertation. I am very much grateful to him for providing constructive and prompt feedback. I started to work on the feedback provided by the evaluator from day one itself.

The external commented on the abstract and the structure of the abstract. The abstract was revised to accommodate purpose, research question, finding and implication. The reliability part was removed from the abstract. Similarly, in chapter one it was suggested to link the theoretical model in the introduction part. The “Understanding of the Concept” part was added to the introduction and Hossler and Gallagher (1987) model was linked to the introduction section.

The external commented on providing justification of the statement of problem. Hence, the statement of the problem has been revised stating the subject area, problem, justification for the research problem, deficiencies in the evidence and audiences that will benefit from the study. Similarly, in rationale of the study research, link were added to justify the arguments that were discussed in the part. The organization of the study was added to the dissertation as per the feedback of the external.

In the chapter 2, ‘Literature Review’, the thematic review of each indicator was added. The sources to justify each indicator was also cited and the sources were listed in reference list. The list of tables containing the variables/indicators was moved to the thematic review section under the institution/ college choice section from the conceptual framework. One of the problems that was discussed in the statement of problem was discontinuation of the secondary school for grade 11 by the students of class 10. Hence, the literature on the school retention was added to the thematic review

after the suggestion of the external. Similarly, ten more literature/ research were added in the literature review section regarding the student retention and local studies conducted in the field of college choice.

In the philosophical consideration, more sources were added from the book of the research methodology rather than from the articles. The sources like Guba & Lincoln (1994), Hughes (2010), Li (2016), Mutch (2005) , Neuman (2014) and Saunders et al. (2012) were cited. The research design part was revisited including analysis, tests and tools used for the study. The justification regarding the validity of the research was missing in the submitted draft. The Content validity, Construct validity and Criterion validity was included in the study after the suggestion from the external. Similarly, the ethical consideration was revisited by including permission and self respect of the respondent and sharing of the finding of the study. The Chapter four and five were reframed as “Chapter IV: Data Presentation and Analysis” and “Chapter V: Finding and Discussion”. By reframing the dissertation looked more structured.

The findings of the study were supported and contrasted with more results of the study. This has given more credibility and support to the findings of the study. For each research question more recent literatures were reviewed which made the discussion part stronger. The language editing was given to the language expert Ms. Ramila Subedi as recommended by the university with approval from acting HOD/ supervisor. The APA format checking was done by Mr. Prem Adhikari who has been also recommended by the university. The technical errors and typos in the citation and reference list were also edited. Similarly, all the citations were checked and it was made sure that all the citations are duly listed in the reference list.

The dissertation looked much systematic and organized after the editing done as suggested by the external. The external expert has given a lot of time in critically

analyzing the dissertation. The constructive feedback of the external has helped to make dissertation presentable and also make the results and findings stand out. The correction matrix was then compiled with column regarding suggested changes, how the comments have been addressed and the page number where the changes were implemented. Then this correction matrix along with the edited form of the dissertation was sent to my supervisor. After looking over the changes made to the work my supervisors forwarded the draft to the external. Then my dissertation viva was scheduled on October 16, 2022 and my supervisor suggested to be prepared for it.

I was mesmerized, seeing the number of experts present for my defense. Prof. Dr. Bal Chandra Luitel, Dean, KUSOED; Prof. Dr. Makesh Nath Parajuli; Prof. Dr. Jaya Raj Awasthi; Prof. Dr. Mana Prasad Wagley; Prof. Dr. Lava Deo Awasthi; Assoc. Prof. Dr. Dhanapati Subedi, Asst. Dean, KUSOED; Assoc. Prof. Dr. Prakash Chandra Bhattarai, Assoc Dean- External Affairs; Asst. Prof. Dr. SheshaKantaPangeni, Acting HoD Educational Leadership Department; Asst. Prof. Durga Dhakal, Supervisor, Asst. Prof. Rebat Kumar Dhakal and Dr. Krishna Prasad Paudel, External were present for the viva defense. By seeing all these experts, I felt nervous at first; but after sometime, I felt that this can be opportunity for me to share my knowledge to the committee and the experts.

The presentation went well and on time. Dr. Paudel my external first commented on my work. First of all, Dr. Paudel congratulated me in coming to the level where I could present my work. He also expressed his gratitude for incorporating the changes he has suggested for. He suggested the feedback on linking the finding with the theoretical framework in the discussion part. For incorporating the changes I again went back to study the theoretical base of Hossler and Gallager (1987) and added some

literature in the dissertation. These parts were helpful in discussing the finding of the research as suggested by the Dr. Paudel.

There was two literatures of Sushil Awale:- Awale (2021) and Awale (2017). I had mistakenly cited the different literature in some place. This was rightly pointed out by the external, and the changes were incorporated in the dissertation. The Cronbach alpha in the study came at 0.947 in the study. The value of alpha is on the higher side. The justification for higher Cronbach alpha was not included in the dissertation. Hence, in the correction matrix the justification was provided by specifying that the tool was again reviewed by supervisor to check the redundancy error. After the confirmation by the supervisor that the redundancy was not observed for the data collection tools then, the study was conducted further.

The external also suggested if I can add any discussion/ implication or recommendation in perspective of the student opting to go abroad for their further studies. Hence, in discussion part the issue is supported by Awale (2020) study. Where the researcher has found out that the undergraduate management colleges are not market oriented and are not focused at fulfilling needs of learners. Hence, this might have motivated the student who considers the importance of degree for further studies from grade 11 itself, to go abroad for their higher studies.

Prof Dr. Parajuli congratulated on coming this far. He further added that the basics of the dissertation are well presented. He commented on the wording of the dissertation title. After incorporating changes from the experts the title of the dissertation was changed to “An Analysis of School Selection Factors by the Students for Grade Eleven in Lalitpur Metropolitan City”. He has also suggested to add about the theoretical model in the Abstract part. The abstract part was revisited and the base model has been specified in the abstract part. Similarly, there was no uniformity in the

dissertation I have used college/ school or institution in places. When I look upon the thesis I could see my mistake and it was duly corrected. In the dissertation we are focusing in the secondary schools selection hence the “school” was used for uniformity.

Prof. Dr. Parajuli also questioned if the Hossler and Gallagher (1987) provided the strong theoretical base. I have taken reference of other models as well and found that Hossler and Gallagher (1987) generalized the lot of other models. Additionally, this model has been used as the framework for the other research work for the Doctorate dissertation as well. Hence, I feel that this model might provide enough theoretical base for the study. He also commented on why in delimitation section I have mentioned that I have taken reference of the Hossler and Gallagher (1987) model only but in dissertation I have also reviewed the Chapmans College Choice Model (1981) as well. The wording that I have chosen was mistake I was trying to explain that three stages of Hossler and Gallagher College Choice Model (1987) was used for conceptual framework but I had presented it in different way. This has been corrected in the corrected draft of the dissertation.

The sampling process for the study was stated incorrectly. The study used “Proportionate Simple Random Sampling Method” however it was specified as “Stratified Random Sampling Method” in the dissertation. This mistake was noted and the changes are made in the dissertation. Additionally, the process of sampling has also been thoroughly explained in the dissertation. Similarly, Prof. Dr. Parajuli also questioned on the ethical consideration since I have used the real schools name. This mistake has been addressed by using the pseudo names for the school instead of the real name of the school.

Prof Dr. JR Awasthi suggested to put an article before noun in the title of the study. This change has been noted and implemented in the title of the study. He

commented on the language part of the dissertation. He added that he has himself edited the dissertation and suggested some changes. The dissertation was sent to language expert for the editing but may be because of confined timing the language was not up to mark. The changes suggested by Prof Dr. JR Awashi were incorporated in the corrected draft of the dissertation. He also suggested shortening the abstract part. While reviewing the abstract part, I felt that I need to concise it hence, I have revised it to 299 words only including the important aspects.

Prof Dr. JR Awasthi suggested not using citation in the purpose and the significance of the study. All the citation of the purpose and significance of the study were removed and these parts were revised. He also suggested including more local study. The more research related to the topic was searched and two studies of Nepali context was added to the dissertation. There was also lack of uniformity seen in the headings section as well. These changes were incorporated in the changed version of dissertation.

It is always said that “state the alternate and test the null hypothesis”. However, in my study I have stated the null hypothesis hence, this mistake was pointed out by Prof. Dr. Wagley. This mistake has been corrected in the corrected version of the dissertation. He also questioned on how only fifty percent of school only agreed on taking part in the research. This question has been duly addressed in the dissertation. Since we were taking samples right after the admission time they were busy in managing classes and continuing the classes. Similarly, some of the schools backed out because of the privacy concerns. He also questioned on the sampling technique. This question has also been raised by Prof. Dr. Parajuli hence the mistake was corrected by properly addressing the sampling process and identifying the sampling method. He also commented on the weight (number of students) in some school to make factor analysis

test feasible. Since there were 329 respondents and each school have more than 5 respondents the factor analysis seems applicable.

Prof Dr. LD Awasthi commented on the Philosophical Consideration. The Philosophical Consideration has been revised and it includes what is in my study rather than just the definition of the terms. He suggested including school choice for grade 11 since writing secondary school do not specify that my study is for the school choice for grade 11. Incorporating the comments of the expert the title has been changed to “An Analysis of School Selection Factors by the Students for Grade Eleven in Lalitpur Metropolitan City”. He also suggested to have research question in Wh form. All the research questions were changed to Wh form as suggested by the research committee.

Prof. Dr. LD Awasthi and Assoc. Prof. Dr. Dhanapati Subedi suggested having coherence in finding, discussion and conclusion. The discussion and conclusion part has been changed. In discussion part the results are properly interpreted and the results are compared with the literatures. Additionally, the limitations of the results of the study are also discussed. The interesting findings are highlighted. Similarly, in the discussion part it is also specified that how this result paid value. In conclusion part also important findings were restated. The significance of the study was highlighted. Additionally, the future direction has also been stated.

These changes were made and the correction matrix was sent to my supervisors. My supervisors also suggested some changes. Those changes have been incorporated in the changed version of the dissertation.

This has been quite a learning phase for me. My supervisors have helped me all along this way. Each changes suggested by my supervisor, external and research committee has been a learning from my perspective. I am grateful for all the support provided by the university and my supervisors. The support and suggestions provided

by the experts and university has further motivated me to go ahead in the study of institution choice. I want to assure that this is not the end but a new beginning that is shown to me by research committee, university and those who have supported me in this work.