



## A study on parents' perception and willingness to enrol children in undergraduate courses

Shresta Sirupa<sup>1</sup>, Dr. Balanji Reddy Mora<sup>2</sup>

<sup>1</sup> Department of Marketing, Siva Sivani Institute of Management, Hyderabad, Telangana, India

<sup>2</sup> Department of Finance, Siva Sivani Institute of Management, Hyderabad, Telangana, India

### Abstract

The report titled "A Study on Parents Perception and Willingness to Enroll Children in Undergraduate Courses" deals with the major factors that influence the decisions of parents in choosing higher education for their children. The study was conducted as part of a PGDM internship at the Triumphant Institute of Management. It examines socioeconomic, financial, and cultural influences on parental willingness to invest in undergraduate education. The research, based on a structured questionnaire and statistical analysis, highlights factors such as job market trends, institutional reputation, course affordability, and parental aspirations. Findings indicate that while most parents support higher education, financial constraints and employment prospects play a crucial role in decision-making. The study suggests that targeted interventions, financial aid programs, and awareness campaigns can help bridge perception gaps and encourage higher enrollment rates. Some of the recommendations on improving gender participation, outreach to distant rural communities, and academic programs aligned with industry needs.

**Keywords:** Parents' perception, willingness to enroll, higher education, socioeconomic factors, cultural influences, financial influences

### Introduction

#### Introduction of A Study on Parent's Perception and Willingness to Enrol Children in Undergraduate Courses

The study examines parents' perceptions and willingness to enroll children in undergraduate courses, focusing on factors like financial considerations, societal expectations, and job market trends. It aims to provide insights into how educational institutions can better engage with parents to promote higher education opportunities. The research examines key factors such as perceived job opportunities, the reputation of institutions, course affordability, and the alignment of academic programs with market demands. Additionally, it seeks to identify any underlying concerns parents may have about the suitability and future prospects of different undergraduate courses, as well as the role of societal expectations in shaping these views. With the increasing competition and demand for skilled professionals in a rapidly evolving job market, the choice of an undergraduate course has become more critical than ever. Parents often play a crucial role in influencing their children's educational paths, as their perceptions and attitudes toward higher education impact the decision-making process. Aims to understand the factors that influence parental decision-making in higher education, encompassing a range of perspectives, including:

**Parental Aspirations:** Examining the educational goals and expectations parents hold for their children. Perceived Value of Higher Education: Understanding how parents view the benefits and returns of a college degree.

**Financial Considerations:** Investigating the role of financial constraints and affordability in enrolment decisions.

By looking at parental perceptions through structured research methodology involving data collection and statistical analysis, the study contributes to understanding

parents' motivation and challenges in deciding on their child's academic future more deeply. The findings will serve as useful data for educational institutions, policymakers, and marketing specialists in higher education.

### Research Methodology

#### Introduction

This research examines the impact of video content on social media in terms of brand awareness and recognition, with the goal of identifying which types of videos appeal most to audiences to become aware. The study uses a structured methodology, applying simple random sampling with a sample size of 80 respondents. Data was collected through primary sources, using questionnaires, and supplemented with secondary research from credible online sources. With MS Excel and SPSS as tools of statistical analysis, a profound understanding about trends and patterns has been understood in depth. The research, about the user's preference, habit, and level of satisfaction, offers an actionable approach to digital marketing strategies so that expectations could be effectively met by audiences.

#### Objectives:

- To analyze parents' perceptions of various undergraduate courses and the factors influencing these perceptions.
- To assess the impact of financial considerations, including course affordability and return on investment, on parents' willingness to enrol their children in undergraduate programs.
- To examine parental preferences for traditional, online, and hybrid learning models and their implications for educational program design.

#### Research Design

- **Sample design:** For the purpose of my study, I have used simple random sampling.
- **Sample Size:** In sample size I have taken 112 samples as sample size.

**Data Collection:**

- **Primary Data:** For the purpose of the study, primary data is collected by questionnaire.
- **Secondary Data:** There is some secondary data collected from the internet and websites to collect the proper information and the industry details about Parent's Perception on UG Courses.

**Statistical Tools used for the Analysis:**

- **MS Excel And SPSS:** Because of its adaptability and user-friendly interface, Microsoft Excel is a popular statistical tool for analyzing data. Data organization, descriptive statistics, chi-square, graphical representation, and statistical functions are only a few of the statistical analyses that researchers can carry out with its help.

**Methodology:**

A structured questionnaire was used to gather quantitative data from respondents across the demographic groups. Stratified random sampling was used to ensure proper representation based on age, gender, employment status, income levels, educational background, and place of residence. Descriptive statistics summarized the distributions and inferential tests such as Chi-Square analysis to find associations between variables such as education level, career perceptions, and preferences for learning models. Additional qualitative insights were 17 gathered through open-ended questions to explore parental perceptions and factors influencing decisions, enabling a holistic understanding of trends and challenges.

**Introduction**

The study ascertains parents' perception and expectation for their children's enrollment for undergraduate level. The decision-making process is influenced by factors such as funding, societal expectations, job opportunities, and institution reputation. Statistical tools like MS Excel and SPSS are used in the analysis of the collected data. The data is then inferred through descriptive statistics, chi-square tests, and graphs that will help show the trends, relationships, and variations in the factors surrounding parental decision-making.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 30	88	73.3	73.3	73.3
30-40	21	17.5	17.5	90.8
41-50	11	9.2	9.2	100.0
Total	120	100.0	100.0	

From the table, it clearly presents the distribution of people aged under 30, 30-40, and 41-50, respectively. The majority are below 30 at 73.3%, while smaller proportions fall in the remaining groups. This shows that the demographic is potentially younger than others and could have persons aged under 30 overrepresented and old age underrepresented.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	71	59.2	59.2	59.2
Female	49	40.8	40.8	100.0
Total	120	100.0	100.0	

The table above indicates the gender-based distribution of respondents. There are two classes of genders-male and female where males have a significant percentage at 59.2% while females have only 40.8%. Since the is imbalance with

regards to the gender, there is a 20 likelihood that the results tend to have biases towards the male insights. It should be taken into consideration during this time of interpretation and generalization.

		Essential for career					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Education Level	Diploma	16	13	7	0	0	36
		44.4%	36.1%	19.4%	0.0%	0.0%	100.0%
	Graduate	6	7	2	2	1	18
		33.3%	38.9%	11.1%	11.1%	5.6%	100.0%
	High school or below	14	6	3	0	0	23
		60.9%	26.1%	13.0%	0.0%	0.0%	100.0%
Undergraduate		3	7	2	1	0	13
		23.1%	53.8%	15.4%	7.7%	0.0%	100.0%
	Post Graduate	10	11	7	1	1	30
	33.3%	36.7%	23.3%	3.3%	3.3%	100.0%	
Total	49	44	21	4	2	120	
	40.8%	36.7%	17.5%	3.3%	1.7%	100.0%	

  

	Value	df	P=
Pearson Chi-Square	16.500 <sup>a</sup>	16	0.419
Likelihood Ratio	17.383	16	0.361
Near-by-Linear Association	1.290	1	0.256
Total of Valid Cases	120		

<sup>a</sup> 14 cells (56.0%) have expected less than 5. The minimum expected count is 2.2.

The study shows that a significant number of respondents, particularly high school or below holders, do not consider education essential for their careers, indicating a need for educational institutions to better demonstrate the value of education in career development.

		Improves social status					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Education Level	Diploma	4	8	16	6	2	36
		11.1%	22.2%	44.4%	16.7%	5.6%	100.0%
	Graduate	2	5	5	5	1	18
		11.1%	27.8%	27.8%	27.8%	5.6%	100.0%
	High school or below	2	5	6	5	5	23
		8.7%	21.7%	26.1%	21.7%	21.7%	100.0%
Undergraduate		2	2	4	4	1	13
		15.4%	15.4%	30.8%	30.8%	7.7%	100.0%
	Post Graduate	4	9	7	9	1	30
	13.3%	30.0%	23.3%	30.0%	3.3%	100.0%	
Total	14	29	38	29	10	120	
	11.7%	24.2%	31.7%	24.2%	8.3%	100.0%	

  

	Value	df	P=
Pearson Chi-Square	12.305 <sup>a</sup>	16	0.723
Likelihood Ratio	11.059	16	0.806
Near-by-Linear Association	0.002	1	0.964
Total of Valid Cases	120		

<sup>a</sup> 15 cells (60.0%) have expected less than 5. The minimum expected count is 1.08.

The data shows varied perceptions of education's impact on social status, with 44.4% of diploma holders remaining neutral. No significant association was found between education level and social status improvement, indicating uncertainty and potential for further exploration in educational effectiveness.

		Do you prefer traditional classroom-based courses over online or hybrid learning models?					Total
		No preference	Somewhat prefer online/hybrid	Somewhat prefer traditional classroom	Strongly prefer online/hybrid	Strongly prefer traditional classroom	
Education Level	Diploma	1	6	13	3	13	36
		2.8%	16.7%	36.1%	8.3%	36.1%	100.0%
	Graduate	2	1	12	0	3	18
		11.1%	5.6%	66.7%	0.0%	16.7%	100.0%
	High school or below	5	3	2	0	13	23
		21.7%	13.0%	8.7%	0.0%	56.5%	100.0%
Undergraduate		0	3	5	1	4	13
		0.0%	23.1%	38.5%	7.7%	30.8%	100.0%
	Post Graduate	4	4	9	1	12	30
	13.3%	13.3%	30.0%	3.3%	40.0%	100.0%	
Total	12	17	41	5	45	120	
	10.0%	14.2%	34.2%	4.2%	37.5%	100.0%	

  

	Value	df	P=
Pearson Chi-Square	26.936 <sup>a</sup>	16	0.042
Likelihood Ratio	30.529	16	0.015
Total of Valid Cases	120		

<sup>a</sup> 16 cells (64.0%) have expected less than 5. The minimum expected count is .54.

The data shows a preference for traditional classroom settings, particularly among high school students, compared

to online or hybrid learning models. The study suggests a significant association between education level and learning preferences, but concerns about reliability remain.

Education Level * Key influencing factor		Key influencing factor					Total
Education Level		Child's interest and aptitude	Cost of education	Employment opportunities	Family tradition	Social prestige	
Education Level	Diploma	13 36.1%	0 0.0%	13 36.1%	8 22.2%	2 5.6%	36 100.0%
	Graduate	4 22.2%	0 0.0%	11 61.1%	0 0.0%	3 16.7%	18 100.0%
	High school or below	9 39.1%	0 0.0%	6 26.1%	4 17.4%	4 17.4%	23 100.0%
	Undergraduate	2 15.4%	1 7.7%	8 61.5%	1 7.7%	1 7.7%	13 100.0%
	Post Graduate	14 46.7%	0 0.0%	8 26.7%	3 10.0%	5 16.7%	30 100.0%
Total		42 35.0%	1 0.8%	46 38.3%	16 13.3%	15 12.5%	120 100.0%

  

	Value	df	P=
Pearson Chi-Square	26.179 <sup>a</sup>	16	0.052
Likelihood Ratio	24.757	16	0.074
Linear-by-Linear Association	0.099	1	0.753
N of Valid Cases	120		

<sup>a</sup>. 17 cells (68.0%) have expected less than 5. The minimum expected count is .11.

The data shows that education levels influence educational choices, with diploma holders and postgraduates prioritizing "Child's interest and aptitude" and graduates emphasizing "Employment opportunities." However, the reliability of these findings is questionable, and further investigation is needed to draw definitive conclusions.

Education Level * Financial support willingness		Financial support willingness			Total
Education Level		Yes	No	Not Sure	
Education Level	Diploma	29 80.6%	4 11.1%	3 8.3%	36 100.0%
	Graduate	15 83.3%	3 16.7%	0 0.0%	18 100.0%
	High school or below	18 78.3%	4 17.4%	1 4.3%	23 100.0%
	Undergraduate	10 76.9%	2 15.4%	1 7.7%	13 100.0%
	Post Graduate	23 76.7%	4 13.3%	3 10.0%	30 100.0%
Total		95 79.2%	17 14.2%	8 6.7%	120 100.0%

  

	Value	df	P=
Pearson Chi-Square	2.652 <sup>a</sup>	8	0.954
Likelihood Ratio	3.802	8	0.875
Linear-by-Linear Association	0.328	1	0.567
N of Valid Cases	120		

<sup>a</sup>. 9 cells (60.0%) have expected less than 5. The minimum expected count is .87.

The data shows a high willingness to provide financial support across educational levels, with 80.6% of diploma holders and 83.3% of graduates expressing this willingness. However, no significant association was found between education level and financial support willingness.

**Findings:**

- **Age Distribution:** Quite a substantial majority (73.3%) of respondents are people less than the age of 30. This depicts younger age cohort but not excluding the older age cohort.
- **Gender Distribution:** 59.2% Asians are Male and 40.8% Females, there appears to be a gender gap that can have an impact on male orientations.
- **Educational Levels:** The respondents who filled in the questionnaire, over half of them possess either a diploma or post graduate degree (55%), this strongly indicates with high concentration on advanced education
- **Financial Support and Course Preferences:** Over 80% of diploma holders and graduates express

willingness to provide financial support, with preferences for professional and general degree courses, influenced by employment opportunities and child's interests.

- **Income Levels:** Perceptions are that approximately fifty per cent of the respondents earn below rupees eighty thousand per month, about twelve point five per cent are those who earn above rupees two hundred fifty thousand depict low to medium perceptions.

**Conclusion**

Parents' perception of education's importance in career development varies, with many, particularly those from lower educational backgrounds, not viewing higher education as crucial for success. Even though the respondents were highly educated, it can be noted that interventions were necessary due to financial issues, as well as due to the limited rural – urban representation. It is apparent that improving gender relations through the involvement of women particular housewives in capacity building and skill development is critical. Increasing outreach to both rural and urban populations will enable a more balanced view of residents’ perspectives regardless of their area of habitation. The respondents’ varied views of education in relation to career and skills development suggest the need for information campaigns that demonstrate the returns on investment in higher education. Dealing with the financial burden through support programs and structuring courses to fit employment opportunities will improve satisfaction and results. The study reveals that parents' perceptions of education's benefits, such as career advancement and skill development, are influenced by their education level. Parents prefer traditional classroom settings over online or hybrid learning models, and are generally supportive of their children's education. However, financial constraints, job market considerations, and personal values influence their willingness to enroll their children in undergraduate courses. Further research is needed to address these limitations and improve parental engagement in decision-making.

**References**

1. Baker RW, Siryk B. Manual of the SACQ. Los Angeles: Western Psychological Services, 1989.
2. Barnes H, Olson DH. Parent-adolescent communication. In H. I. McCubbin, H. Barnes, A. Larsen, M. Muxen, & M. Wilson (Eds.), Family inventories (2nd ed.). Saint Paul, MN: Family Social Science, 1992, 29–44.
3. Blais MR, Sabourin S, Boucher C, Vallerand RJ. Toward a motivational model of couple happiness. Journal of Personality and Social Psychology, 1990;59:1021–1031
4. Brewin CR, Andrews B, Gotlib IH. Psychopathology and early experience: A reappraisal of retrospective reports. Psychological Bulletin, 1993;113:82–98
5. Chipman S, Olsen SF, Klein S, Hart CH, Robinson CC. Differences in retrospective perceptions of parenting of male and female inmates and non-inmates. Family Relations, 2000;49:5–11. Cohen, J.