Parents Perception on Selection of Playschool for Their Child

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ABSTRACT:
This research was conducted to assess parental perception towards selection of playschool for their child. The sample comprised of 75 parents with at least one child in the age group of 3 to 6 years. Drawing on a series of conversations with parents through interview and survey, this paper investigated the perceptions and concerns of urban parents on child development. Data from the study provided insights into key characteristics of contemporary playschool that might identify issues and trends of early childhood education on a larger contextual scope. Data have been collected and is analysed according to the need of the research. Thorough analysis of the data is being done with the help of various statistical tests. Various parameters which the parents were looking before admission into the play school were identified through the Frequency Analysis, after frequency analysis, a cross tab was created between Income level of family as well as Education level of family. From this, we were able to conclude the various factors looked after by various income groups. After cross tab, cluster analysis and factor analysis for the various groups was done. Then, one-pair t –test was carried out for the various factors available with the parents w.r.t. the factors available with various playschools. ANOVA (Analysis of Variance) was used to see whether there is any significant difference between the different factors.
a)   Parent's Education vs. other Factors
b)   Income Level vs. Other Factors

INTRODUCTION:
Playschool education plays significant role as it helps children in successful completion of pre-primary education. It provides the foundation for all around development and enables the child to understand various issues related to society, learning, skills etc. The idea of child development in Indian tradition is aligned with the cultivation of proper characteristics, such as self-restraint, emotional control and harmonious interpersonal relationship. The notion of 'family' provides important insights for understanding the child development expected in Indian culture. 'Family' revolves around two aspects: parents' responsibility, and children's obligation. In this view, parents take responsibility to educate and control children, and "children achieve for their family" (Huntsinger, Huntsinger, Ching& Lee, 2000). Research studies have shown that playschool education enhance early literacy skills, child's ability to learn, to communicate ideas and feelings and to get along well with others. Children who receive quality playschool education are more likely to succeed in school and in life (Sander 2013).

Parent involvement is linked to children's total learning. The greater parent involvement in child's learning it positively affects the school performance including higher academic achievement. Parents believe that three to six is the right age for the child to receive playschool education, as the child is able to understand things well (Comer 1991). The roots of parents' responsibility are also to be found in a belief that hereditary factors are not as important as educational environment and "one can go beyond what nature is given" (Li & Wang, 2004, p.419). With this belief, parents are expected to shape children into the children's best possibilities by providing children with an environment where children can work hard and reach their full potentials. For many Indians, academic success provides the fuel for upward social mobility (Guo, 2013).

Good playschool education increases cognitive abilities, school achievement, improves classroom behaviour, decrease grade repetition among children (Barnett 2004). Playschool education is therefore an integral part of child –rearing experience provided by any agency for all children. Sending a child to a playschool is one of the major milestones in his life, and many factors should be taken into consideration.

Edsall (2015) comprehended that parents believed that playschool education benefits playschoolers in multiple ways, they develop early literacy and communication skills which significantly improves children's later life opportunities and provide basement for formal education. With growing innovation in parenting styles and increasing per capita income and reducing family sizes the average money spend on child's education are having a mammoth share. However, average time spend with the children are reducing. Each family wants that their ward must be:

1. Best among all children
2. Must look different from others
3. Must be praised by all
4. Must have schooling from best available option
5. Must grow in life
6. Must make parents proud.

Around these basic issues has evolve the concept of playschools, which is becoming a very lucrative and growing industry. Huge money can be cashed because emotions have no cost. But now with time apart from emotions parents have listed in their mind important attributes on basis of which they select the best available option for their child.

NEED FOR THE STUDY:
Play schools are facing the following problems:
1. Increasing competition faced from big chains
2. Regularly changing thought process of parents
3. Increasing dissatisfaction of parents at some of playschools
4. Increasing input cost of maintaining the service standards.
5. Difficulty in penetration due to high real estate cost and non-availability of approved school land.

So, factors need to be identified and weighted so that playschools can plan its strategy to penetrate deeper into thought process of parents pulling them towards play school. Raw lists of factors identified through literature review are framed into questionnaire.

OBJECTIVES OF THE STUDY:
- To identify factors perceived as most and least important in selecting a play school
- To identify the role of fees in selecting a playschool
- To identify importance of various facilities and co-curricular activities provided by playschool.

RESEARCH DESIGN:
Sample and Sampling Technique: The sample for the present study comprised 75 parents residing in Delhi/NCR of following playschools: -
Shemrock Pride, Kidzee, Mother's Pride, Playhouse School, Step by Step Nursery School, Shemrock Green, Blue Bells Preparatory School.
Research Instrument: The tools used for data gathering in the present study were a self–devised questionnaire. Both open ended and closed ended questions were included in the questionnaire. Pilot study was conducted on the sample of ten parents. After preliminary analysis certain alterations were made and some more questions about parents' perspective were included.
Data Analysis: Thorough analysis of the data is being carried out with the help of statistical software SPSS. Data from all the 75 respondents was fed and recoded as per coding guidelines. The various statistical

measures that are run on the given data through SPSS for generating the required results and analysis are as follows:

1. **Frequency analysis:** Through the Frequency Analysis, it was found the various parameters that parents are looking before admission into the play school.
2. **Cross Tab:** After frequency analysis, a cross tab was created between Income level of family & various parameters as well as Education level of family and various parameters. From this, we were able to conclude the various factors looking after by various income groups.
3. **Cluster analysis and Factor analysis:** After cross tab, cluster analysis and factor analysis for the various groups were done.
4. **One pair t-test:** Then, we carried out one-pair t –test for the various factors available with the parents wrt the factors available with Mother's pride school.
5. **ANOVA:** ANOVA (Analysis of Variance) is the tool used to see whether there is any significant difference between the different factors. ANOVA was carried out for the below:
   a) **Parent's Education vs. other Factors**
   b) **Income Level vs. Other Factors**

FINDINGS:

1. Below are the **Frequency Distribution findings** for the various factors considered by parents while admitting their child to Mother's Pride play school?

1) Distance

Rating For Distance

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	10.5	11.1	11.1
	4	30	39.5	41.7	52.8
	5	34	44.7	47.2	100.0
	Total	72	94.7	100.0	
Missing	9	3	3.9		
	System	1	1.3		
	Total	4	5.3		
Total		76	100.0		

Rating For Distance

- Distance of the school from the house is a major criterion to select a playschool for the child.
- More than, 40% of parents selected it as the important criteria with highest rating of 5.

2) SAFETY AND SECURITY OF CHILD:

Rating For Safety Security

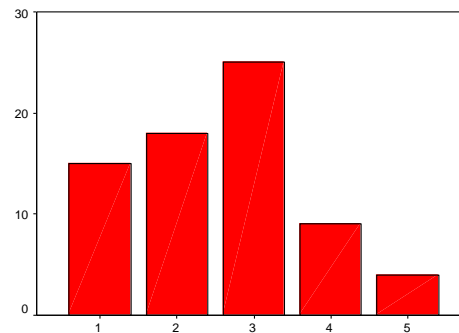|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	2.6	2.8	2.8
	4	19	25.0	26.4	29.2
	5	51	67.1	70.8	100.0
	Total	72	94.7	100.0	
Missing	9	3	3.9		
	System	1	1.3		
	Total	4	5.3		
Total		76	100.0		

Rating For Safety Security
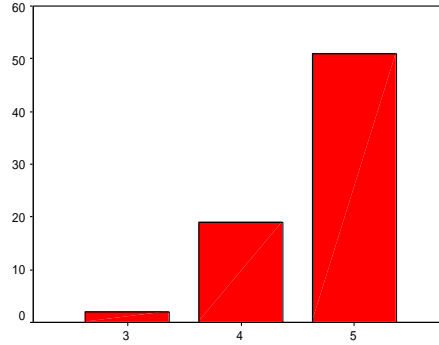
Safety and security of the child was the most important concern for the parents while admitting their child to play school. Out of 72 parents who responded, 51 have given it a highest rating of 5. (67.1%)

3) BOARDING FACILITY:

Boarding Fascility

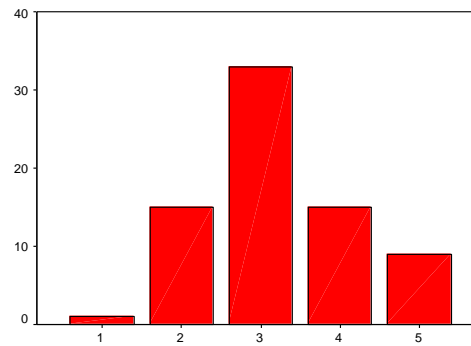|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	19.7	21.1	21.1
	2	18	23.7	25.4	46.5
	3	25	32.9	35.2	81.7
	4	9	11.8	12.7	94.4
	5	4	5.3	5.6	100.0
	Total	71	93.4	100.0	
Missing	9	4	5.3		
	System	1	1.3		
	Total	5	6.6		
Total		76	100.0		

Boarding Fascility

Only 32.9% of parents gave boarding facility with a rating of 3 out of 5, while only 11.8% and 5.3% of respondent parents gave ratings of 4 and 5 respectively.

4) SPORTS FACILITY:

sports fascility

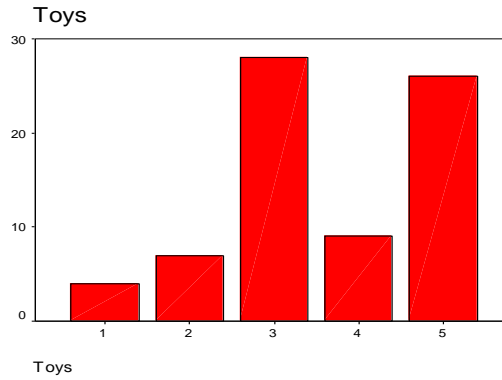|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	15	19.7	20.5	21.9
	3	33	43.4	45.2	67.1
	4	15	19.7	20.5	87.7
	5	9	11.8	12.3	100.0
	Total	73	96.1	100.0	
Missing	9	2	2.6		
	System	1	1.3		
	Total	3	3.9		
Total		76	100.0		

sports fascility

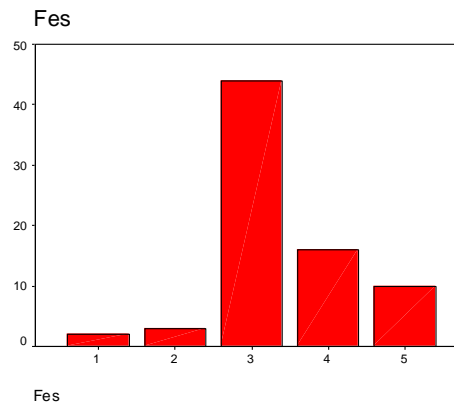Only 11.8% of parents gave it a rating of 5, while 44.3% gave a rating of 3-Average Factor

5) TOYS:

Toys

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5.3	5.4	5.4
	2	7	9.2	9.5	14.9
	3	28	36.8	37.8	52.7
	4	9	11.8	12.2	64.9
	5	26	34.2	35.1	100.0
	Total	74	97.4	100.0	
Missing	9	1	1.3		
	System	1	1.3		
	Total	2	2.6		
Total		76	100.0		

Only 26 out of 75 (34.2%) of parents considered toys as a very important criteria during admission
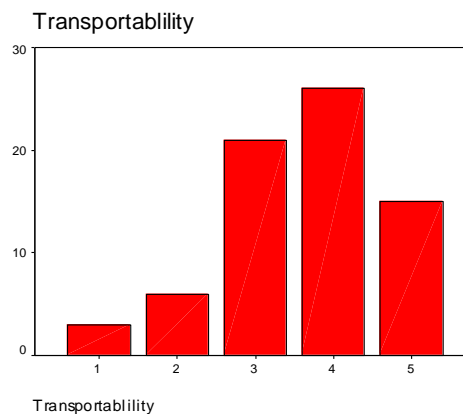
6) FEES:

Fes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.6	2.7	2.7
	2	3	3.9	4.0	6.7
	3	44	57.9	58.7	65.3
	4	16	21.1	21.3	86.7
	5	10	13.2	13.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Fees didn't emerge out as very important criteria. Only 57.9% of parents gave it an avg. rating of 3.

7) TRANSPORT AVAILABILITY:

Transportablility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.9	4.2	4.2
	2	6	7.9	8.5	12.7
	3	21	27.6	29.6	42.3
	4	26	34.2	36.6	78.9
	5	15	19.7	21.1	100.0
	Total	71	93.4	100.0	
Missing	9	4	5.3		
	System	1	1.3		
	Total	5	6.6		
Total		76	100.0		

Transport Availability got a rating of 4 by 34.2% of parent respondents, while 19.7% of parents rated it with 5.

8) FOOD:

Food

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	2.6	2.8	2.8
	3	26	34.2	36.1	38.9
	4	19	25.0	26.4	65.3
	5	25	32.9	34.7	100.0
	Total	72	94.7	100.0	
Missing	9	3	3.9		
	System	1	1.3		
	Total	4	5.3		
Total		76	100.0		
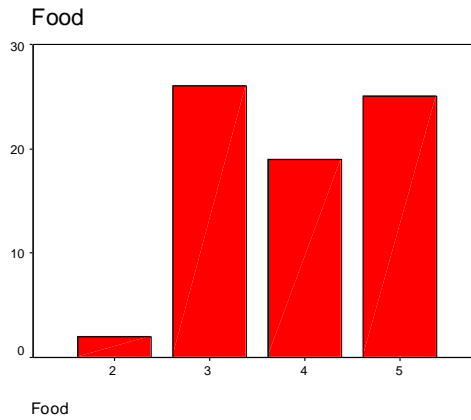
Out of 72 parents who responded, 32.9% gave this factor a highest rating of 5. Important factor considered by parents after safety –security and Distance factor.

9) EASE OF ADMISSION:

ease Of admission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5.3	5.6	5.6
	2	4	5.3	5.6	11.3
	3	20	26.3	28.2	39.4
	4	28	36.8	39.4	78.9
	5	15	19.7	21.1	100.0
	Total	71	93.4	100.0	
Missing	9	4	5.3		
	System	1	1.3		
	Total	5	6.6		
Total		76	100.0		
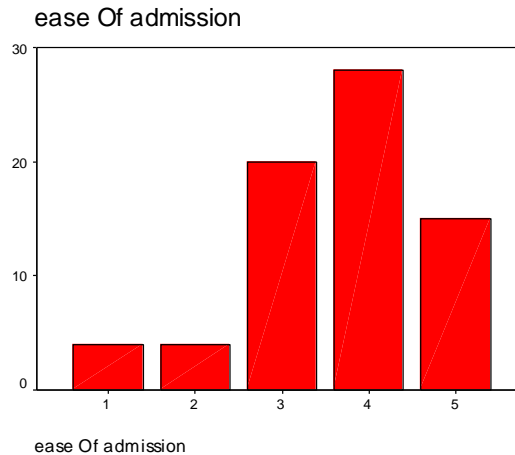
The admission process of the child into play schools was not very easy for parents. Only 19.7% of parents gave it a highest rating of 5.

10) EXTRACURRICULAR ACTIVITIES:

ExtraCuricular Activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.3	1.3
	2	4	5.3	5.3	6.7
	3	31	40.8	41.3	48.0
	4	21	27.6	28.0	76.0
	5	18	23.7	24.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

ExtraCuricular Activity
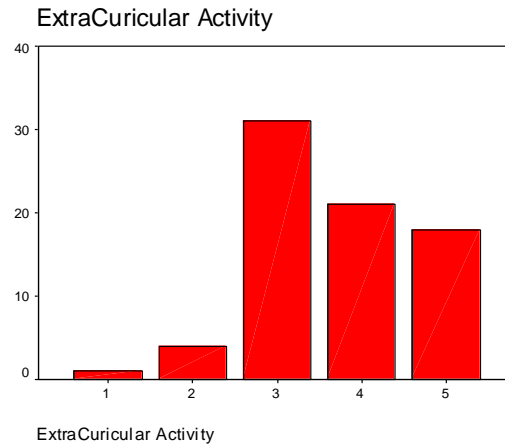
Given an average rating of 3 by 40.8% of parents

11) DEVELOPMENT OF SOCIAL BEHAVIOUR:

Development of social behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.6	2.8	2.8
	2	10	13.2	13.9	16.7
	3	12	15.8	16.7	33.3
	4	30	39.5	41.7	75.0
	5	18	23.7	25.0	100.0
	Total	72	94.7	100.0	
Missing	9	3	3.9		
	System	1	1.3		
	Total	4	5.3		
Total		76	100.0		

Development of social behavior
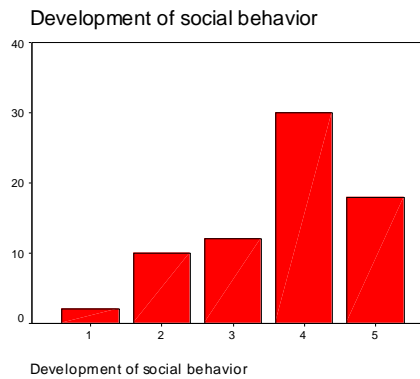
Rated 5 only by 23.7% of parents, whereas nearly 40% of parents gave this factor a rating of 4. Important factor.

12) TEACHER'S QUALIFICATION:

teachers qualifivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	14.5	17.7	17.7
	3	13	17.1	21.0	38.7
	4	20	26.3	32.3	71.0
	5	18	23.7	29.0	100.0
	Total	62	81.6	100.0	
Missing	9	13	17.1		
	System	1	1.3		
	Total	14	18.4		
Total		76	100.0		

teachers qualifivation
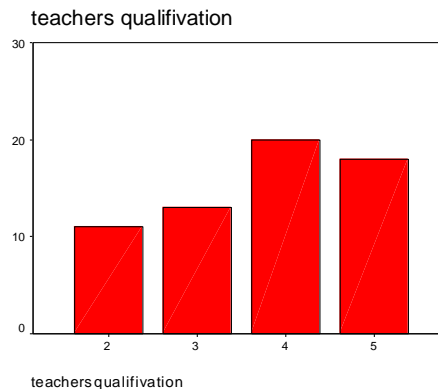
Out of 62 parents who responded, 38 rated this factor above 3, i.e. gave rating of 4 & 5. This factor was rated as 4 and 5 by 26.3% and 23.7% of parents respectively. Important factor considered by parents.

13) INFRASTRUCTURE:

infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	7.9	8.8	8.8
	3	15	19.7	22.1	30.9
	4	26	34.2	38.2	69.1
	5	21	27.6	30.9	100.0
	Total	68	89.5	100.0	
Missing	9	7	9.2		
	System	1	1.3		
	Total	8	10.5		
Total		76	100.0		
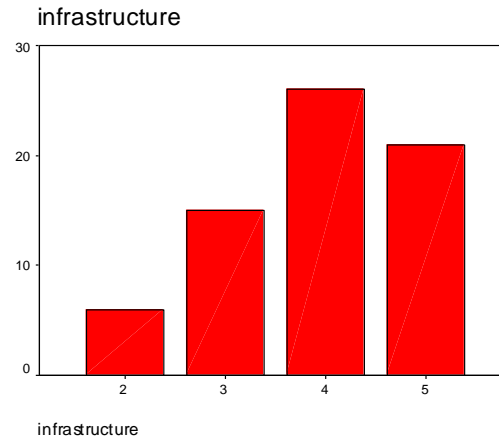
Infrastructure of the school emerged out as an important factor considered while admitting child to mother's pride. Out of 68 parents who responded 26(34.2%) and 21(27.6%) gave this factor ratings of 4 and 5 respectively.

14) STATUS SYMBOL:

status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	10.5	13.3	13.3
	2	8	10.5	13.3	26.7
	3	24	31.6	40.0	66.7
	4	10	13.2	16.7	83.3
	5	10	13.2	16.7	100.0
	Total	60	78.9	100.0	
Missing	9	15	19.7		
	System	1	1.3		
	Total	16	21.1		
Total		76	100.0		
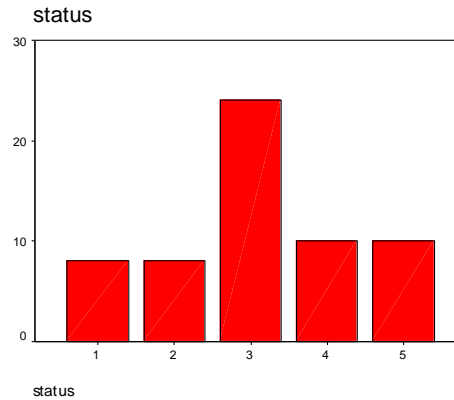
Not a very important factor again. Out of 60 parents who responded, only 10 parents gave this factor a highest rating of 5.

15) CREATIVE LEARNING:

creative learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.9	4.8	4.8
	2	9	11.8	14.5	19.4
	3	16	21.1	25.8	45.2
	4	26	34.2	41.9	87.1
	5	8	10.5	12.9	100.0
	Total	62	81.6	100.0	
Missing	9	13	17.1		
	System	1	1.3		
	Total	14	18.4		
Total		76	100.0		
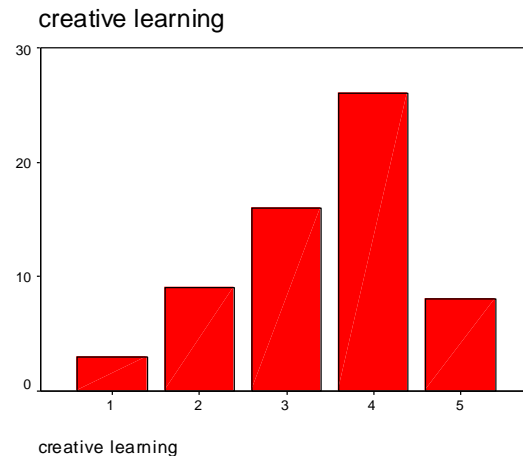
Out of 62 parents who responded, 26 gave this factor a rating of 4.

16) MONTHLY PICNIC:

monthly picnic

monthly picnic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5.3	6.5	6.5
	2	21	27.6	33.9	40.3
	3	16	21.1	25.8	66.1
	4	18	23.7	29.0	95.2
	5	3	3.9	4.8	100.0
	Total	62	81.6	100.0	
Missing	9	13	17.1		
	System	1	1.3		
	Total	14	18.4		
Total		76	100.0		
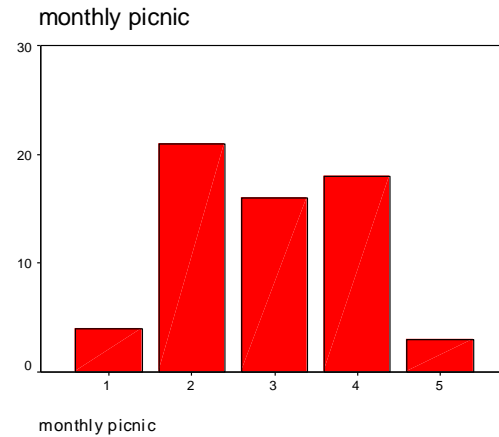
Monthly picnic was the least important factor, with only 3.9% of parents considered it as an important factor.

17) FANCY DRESS COMPETITION:

Fnacy Dress Compitition

Fnacy Dress Compitition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6.6	8.1	8.1
	2	27	35.5	43.5	51.6
	3	11	14.5	17.7	69.4
	4	4	5.3	6.5	75.8
	5	15	19.7	24.2	100.0
	Total	62	81.6	100.0	
Missing	9	13	17.1		
	System	1	1.3		
	Total	14	18.4		
Total		76	100.0		
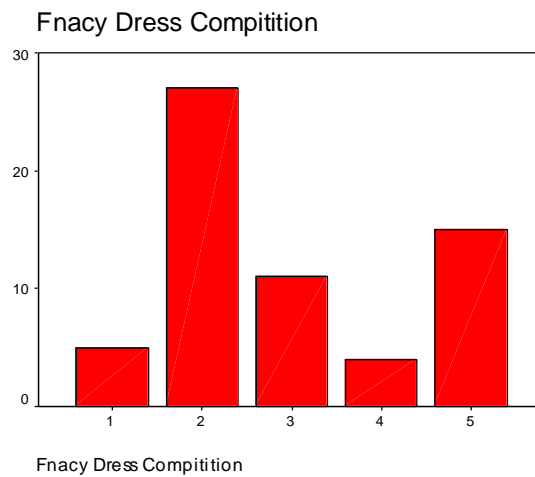
Out of 62 parents who responded, only 15 considered this factor important while admitting.

18) CELEBRATION OF NATIONAL FESTIVALS:

Celebration National Festival

Celebration National Festival

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	14.5	15.7	15.7
	2	22	28.9	31.4	47.1
	3	9	11.8	12.9	60.0
	4	11	14.5	15.7	75.7
	5	17	22.4	24.3	100.0
	Total	70	92.1	100.0	
Missing	9	5	6.6		
	System	1	1.3		
	Total	6	7.9		
Total		76	100.0		

It is not a very important factor. Out of 70 parents who responded, only 17 (22.4%) rated this factor the highest rating of 5.
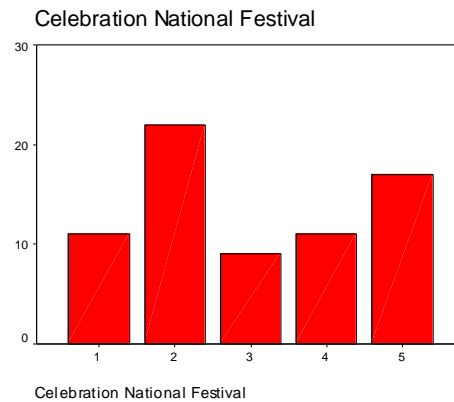
2. ONE SAMPLE T-TEST-FINDINGS:
a) On Factors 1-6

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Rating For Distance	72	4.36	.68	7.99E-02
Rating For Safety Security	72	4.68	.53	6.20E-02
Boarding Fascility	71	2.56	1.13	.13
sports fascility	73	3.22	.96	.11
Toys	74	3.62	1.21	.14
Fes	75	3.39	.87	.10

One-Sample Test

	Test Value = 3				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Rating For Distance	17.041	71	.000	1.36	1.20	1.52
Rating For Safety Security	27.104	71	.000	1.68	1.56	1.80
Boarding Fascility	-3.254	70	.002	-.44	-.70	-.17
sports fascility	1.949	72	.055	.22	-5.04E-03	.44
Toys	4.408	73	.000	.62	.34	.90
Fes	3.857	74	.000	.39	.19	.59

Interpretation : Since all the factors have significance level less than 0.05 except sports facility, so it is inferred that all the parameters are very important for consideration by parents (except sports facility) and should be targeted by playschools for their further strategy.

Methodology: one sample t test for the First 6 factors (like Distance, Safety security, boarding facility, Sports facility, Toys and Fees).

It can be inferred that:
- Safety and security is the most important criteria for parents with a mean value of 4.68.
- Then , distance was another major criteria considered with mean value of 4.36

b) On Factors 7-12

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Transportablility	71	3.62	1.05	.12
Food	72	3.93	.91	.11
ease Of admission	71	3.65	1.06	.13
ExtraCuricular Activity	75	3.68	.95	.11
Development of social behavior	72	3.72	1.08	.13
teachers qualifivation	62	3.73	1.07	.14

One-Sample Test

	Test Value = 3				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Transportablility	4.988	70	.000	.62	.37	.87
Food	8.687	71	.000	.93	.72	1.14
ease Of admission	5.165	70	.000	.65	.40	.90
ExtraCuricular Activity	6.221	74	.000	.68	.46	.90
Development of social behavior	5.687	71	.000	.72	.47	.98
teachers qualifivation	5.322	61	.000	.73	.45	1.00

Interpretation: One sample t-test for next 6 factors (Transport availability, Food, Ease of admission, Extra -curricular activity, Development of social behaviour and Teachers qualification). All of them were significant.

Food emerged out as an important factor (after Safety –security and distance) with Mean value of 3.93, followed by Development of Social behaviour and teacher's qualification with mean values of 3.72 and 3.73 respectively.

c) On factors 13-18

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
infrastructure	68	3.91	.94	.11
status	60	3.10	1.23	.16
creative learning	62	3.44	1.05	.13
monthly picnic	62	2.92	1.04	.13
Fnacy Dress Compitition	62	2.95	1.35	.17
Celebration National Festival	70	3.01	1.45	.17

One-Sample Test

	Test Value = 3				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
infrastructure	7.980	67	.000	.91	.68	1.14
status	.629	59	.532	.10	-.22	.42
creative learning	3.266	61	.002	.44	.17	.70
monthly picnic	-.608	61	.546	-8.06E-02	-.35	.18
Fnacy Dress Compitition	-.283	61	.778	-4.84E-02	-.39	.29
Celebration National Festival	.082	69	.935	1.43E-02	-.33	.36

Interpretation: One sample t-test for next test of 6 factors. (Infrastructure, Status symbol, Creative learning, Monthly picnic, fancy dress competition, and Celebration of National festivals)

- Status symbol, Monthly picnic, Fancy dress Competition, and Celebration of National festivals emerged out as insignificant factors.
- Infrastructure is another important factor considered by parents during admission with mean value of 3.91, followed by creative learning with mean value of 3.44.

SUMMARY OF IMPORTANT FACTORS (THROUGH ONE SAMPLE T-TEST):

- Safety and Security of Child
- Distance
- Food
- Infrastructure
- Development of Social behavior
- Teacher's qualification
- Creative learning

SOURCE OF INFORMATION FOR RESPONDENTS ABOUT PLAYSCHOOLS- FINDINGS (Q11 OF QUESTIONNAIRE):

Internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	58	76.3	77.3	77.3
	yes	17	22.4	22.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	72.4	73.3	73.3
	yes	20	26.3	26.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Relative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	57	75.0	76.0	76.0
	yes	18	23.7	24.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Other Child at MP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	69	90.8	92.0	92.0
	yes	6	7.9	8.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

MP Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	66	86.8	88.0	88.0
	yes	9	11.8	12.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Baby Show

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	52	68.4	69.3	69.3
	yes	23	30.3	30.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Interpretation: By doing the frequency analysis for various factors for the source of information for respondents it was found that:

- Baby Show was considered as one of the best information sources for awareness about playschool.
- Other than baby show, friends, internet and relatives were the other source of information considered for admission of child to a play school.

3. FACTOR ANALYSIS:

After doing the factor analysis of the basic factor which parents consider before taking admission in playschool, from the below table it can be inferred that :

27.07% variation can be explained by 1st factor loading.

17.30% can be explained by 2nd factor,

14.07% can be explained by 3rd factor,

11.6% BY 4th Factor and 10% by 5th Factor.

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Rating For Distance	.139	-.126	2.608E-02	-.887	.164
Rating For Safety Security	.270	-.711	4.271E-02	6.031E-02	.160
Boarding Fascility	.203	.761	.271	1.550E-02	3.985E-02
sports fascility	.387	.670	.282	.215	.256
Toys	.626	.560	.105	-2.89E-02	.162
Fes	.108	.213	.772	7.663E-02	-.187
Transportablility	4.877E-02	6.093E-02	-3.36E-02	-2.91E-02	.888
Food	.355	-7.32E-02	.131	.599	.541
ease Of admission	1.382E-02	-6.82E-02	-.716	.174	-.555
ExtraCuricular Activity	.939	4.821E-02	-3.54E-02	5.248E-02	2.094E-02
Development of social behavior	.925	-7.76E-02	-.147	5.785E-02	7.395E-02
teachers qualifivation	5.649E-02	.293	.730	.437	.115
infrastructure	.552	-8.24E-02	.234	.528	.209
status	.195	.426	-.594	.434	-4.23E-02
creative learning	.841	5.893E-02	.157	-.216	-.123
monthly picnic	.574	.607	-6.12E-03	.299	7.945E-02
Fnacy Dress Compitition	.718	.459	9.205E-02	.220	.261
Celebration National Festival	.731	.461	8.328E-02	.209	.152

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
   a. Rotation converged in 9 iterations.

THESE FIVE FACTORS CAN BE NAMED AS:
1. **Activity oriented Customer** (Toys, Extra-Curricular Activity, Development of social behaviour, infrastructure, creative learning, fancy dress competition, celebration of national festival).
2. **Facility looking customer** (Safety, Boarding Facility, Sports Monthly Picnic).
3. **Status Oriented customer** (Fees, Ease of Admission, Teacher Qualification, Status).
4. **Distance/food** (Distance, food)
5. **Transport availability**

4.   Cluster Analysis-Findings
(Cross Tab of Occupation vs. Cluster Number)

Occupation * Cluster Number of Case Crosstabulation

Count

		Cluster Number of Case						Total
		1	2	3	4	5	6	
Occupation	Buisness		3		3			6
	Govt Service		4	2	3		2	11
	Private Service	4	4	5	8	2	9	32
Total		4	11	7	14	2	11	49

Cluster 1:
Private Service
Cluster 2:
Business
Govt. Service
Private Service

Cluster 3:
Govt. Service
Private Service
Cluster 4:
Business
Govt. service
Private Service
Cluster 5:
Govt. Service
Private Service
On the Basis of Spouse's Occupation:

Spouse Occupation * Cluster Number of Case Crosstabulation

Count

		Cluster Number of Case						Total
		1	2	3	4	5	6	
Spouse Occupation	Buisness		5	1		2		8
	Govt. Service	3	3	3	4			13
	Private Service		3	3	8		9	23
	House Wife	1			2		2	5
Total		4	11	7	14	2	11	49

Cluster 1: Govt. Service and Housewife
Cluster 2: Business, Govt. service and private service
Cluster 3: Business, Govt. service and private service
Cluster 4: Govt. Service, Private Service, Housewife
Cluster 5: Business
Cluster 6: Private Service, Housewife

On the basis of Parent's education

Parents Education Level * Cluster Number of Case Crosstabulation

Count

		Cluster Number of Case						Total
		1	2	3	4	5	6	
Parents Education Level	less Than High school		1					1
	High School		1					1
	Bachelors Degree	4	4	4	10	2	9	33
	Masters Degree		5	2	4		2	13
	Proffesional Degree			1				1
Total		4	11	7	14	2	11	49

- Cluster 1: Bachelor's Degree
- Cluster 2: Less than high school, High School, Bachelor's degree, Master's Degree
- Cluster 3: Bachelor's Degree, Master's Degree, Professional Degree
- Cluster 4: Bachelor's Degree, Master's Degree
- Cluster 5: Bachelor's degree

ON THE BASIS OF FAMILY INCOME:

Family Income * Cluster Number of Case Crosstabulation

Count

		Cluster Number of Case						Total
		1	2	3	4	5	6	
Family Income	<3					2	2	4
	3-6	4	8	3	12		9	36
	6-10		3	4	2			9
Total		4	11	7	14	2	11	49

- Cluster 1: 3-6 Lakhs(4)
- Cluster 2: 3-6 Lakhs, 6-10 Lakhs(11)
- Cluster 3: 3-6 Lakhs, 6-10 Lakhs(7)
- Cluster 4: 3-6 Lakhs, 6-10 Lakhs(14)
- Cluster 5: < 3 Lakhs(2)

5.   ANOVA- Findings: ANOVA (Analysis of Variance) is the tool used to see whether there is any significant difference between the different factors.

ANOVA ON PARENT'S EDUCATION & VARIOUS OTHER FACTORS:
- Creative Learning, Infrastructure, Fees, Ease of Admission

These 4 factors were significantly different from each other.

ANOVA ON INCOME LEVEL & VARIOUS OTHER FACTORS:
- Safety and Security, Toys Quality, Fees, Food, Extracurricular Activity, Development of Social Behavior

These 6 factors were significantly different from each other.

INTERPRETATION:
- Social Behavior Development, Extra Curricular Activity, Food, Creative Learning and Fees very important for income Group <3 Lakhs.
- Creative Learning not so important for 6-10 lakhs income level.

RECOMMENDATIONS:

On the basis of the findings above, below are the recommendations for Play Schools:
- While planning for junior, the school must promote the concept of Safety and Security as it has emerged out as Mandatory Factor with score of 5 by all respondents.
- Similarly, Distance was rated as second important factor. Thus, penetration in all regions as a branch is important for playschools because no parent will send their ward for more than a given radius. So, feasibility of having a branch in a given radius at every location is a good strategy for expansion for any play school.
- Teacher's Qualification: It is the 3rd important factor, because even at this level parents have felt teacher as a teacher. So, promotion of the Concept of training programme given to teacher's reflecting high quality of teaching staff must be a part of strategy.
- Baby show should be continued on a large extent. When asked from parents about the sources of information and motivation for admission, baby show has come out as the most important criterion. Therefore, it must be promoted by play schools to have more penetration on regular basis, according to cycle to admission.
- While doing analysis through ANOVA, a significant difference was observable among the Parents of different income classes w.r.t. importance of factors and extracurricular activities like income group of 3-

6 lakhs p.a. stresses more on creative learning part and lower fees, whereas playschools can talk of tangibles like quality of toys etc. for income group 6-10 lakhs p.a.

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