

DETERMINATION OF THE FACTORS INFLUENCING THE CHOICE OF A HIGH SCHOOL INSTITUTION, APPLYING EXPLORATORY FACTOR ANALYSIS

DETERMINATION OF THE FACTORS THAT INCLUDE THE CHOICE OF AN INSTITUTION OF HIGHER MEDIA, APPLYING THE EXPLORATORY FACTOR ANALYSIS

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Abstract -- In the present research entitled "Determination of the factors that influence the choice of an institution of higher middle school, applying exploratory factor analysis. "The objective is to find out which are the factors that influence the choice of a higher secondary school, as mentioned by Mamani [1]. Consequently, the following results were obtained according to the hierarchy of percentages; where the study plan is 74%, which is fundamental for students who are going to study high school, as well the cost 57%, family 46%, the exam with 49% and scholarship support with 46%, which indicates that these factors are a priority for candidates who wish enter high school.

Keywords: Students, influencing factors, choice of high school, access to education.

Abstract -- In the present investigation entitled "Determination of the factors that affect the choice of an institution of higher average, applying the exploratory factor analysis". Its objective is to know results are the factors that influence the choice of the upper average, as mentioned by Mamani. Thanks to the implementation of the survey by Mamani [1]. Consequently, the following results were obtained according to the ranking of percentages; Where the study plan works with 74% which is essential for students who are going to study the upper secondary, as well as the cost 57%, family 46%, the exam with 49% and scholarship support with 46%, which indicates that

these factors are a priority for candidates who want to enter the upper average.

Key words: Students, influence factors, choice of upper secondary level, access to education.

INTRODUCTION

In recent times it is known that various aspects that influence the choice of an institution have changed, the diverse needs of today's students in basic education have changed their interests. While it is important to know that students of education need to choose accurately, because from this choice they are giving a guideline to their future.

It is worth mentioning that all institutions are suitable for learning since they have a specialized system for the area they teach, , the student requires certain prior knowledge about the school he/she chooses since his/her decision will work to be directed towards his/her professional and job training.

It requires a great effort as an individual to be able to conclude with the projects that are in mind, as well as a severe constancy so that a student of this level begins to be formed in all aspects of his life, especially in the educational field. It is important to guide students correctly so that they can make good decisions. And they can see different options that guarantee a good quality education.

DEVELOPMENT

The school, in general, contributes to the constitution of social capabilities at a given moment,

The main objectives of the program are the following: to provide students with the knowledge and skills they need to develop their own skills in the specific context and conditions, amalgamating their contributions with the effects of the students' social life, inside and outside the school:

- Contribute to the development of complex social capacities that strengthen citizen participation.
- Typical of a consolidated democratic regime
- To generate better and greater opportunities for economic development and skilled jobs,

In the context of global economic dynamics, in order to reduce poverty and achieve the social equity we all want, and to enhance Mexico's scientific, technological, humanistic and artistic heritage in the 21st century.

These are the goals of EMS, to which correspond a medium and long horizon, a State and the demand for effective educational management. [1]

General Objective:

- Determine the factors that influence the choice in an upper secondary institution.

Specific objectives:

- To know the factors that influence the choice of upper middle school.
- Analyze the factors that influence their choice of high school.
- Evaluate the factors that influence their decision to choose an institution of higher education.

The following are the factors to be considered for the choice of a high school institution, these factors were adopted from the survey by Mamani [2]:

- Prestige
- Cost
- Curriculum
- Location
- Family
- Better economic expectations

- Examination

The survey was implemented in the following municipalities:

- Milpa Alta
- Xochimilco
- Tláhuac.

For this reason, it is important to know not only the relevant aspects of choosing a high school, but also the importance of continuing to prepare and the impact of making a decision on your choice, since it is the course of your future.

However, it is necessary to consider that, currently, the transition from compulsory basic education to EMS continues to depend on the economic possibilities that each individual or family has. Thus, what is natural among young people belonging to the middle and upper classes is not natural among urban-marginal, rural and indigenous groups; that is, among the lower socioeconomic strata, since there is a close relationship between family income and participation in education. [3]

It is important to mention that students are encouraged to assimilate and participate in the changes taking place in their environment, in their country and in the world. It also seeks to provide the high school graduate with the ability to handle some appropriate tools for analysis and problem solving, as well as to offer an education that corresponds to the needs of his or her age. In this way, the student will have skills that will allow him/her to develop satisfactorily.

Acceptability, on the other hand, requires the government to establish minimum standards for education, including the means of instruction, contents and teaching methods, ensuring that all institutions comply with these standards; as well as to improve the quality of education, ensuring that the educational system is in accordance with human rights. Both aspects are considered in this section given that the same educational indicators account for one and the other, as well as because they are integrated in the current educational policy [4].

The approach to them is amply justified because, at the end of the day, they are the *raison d'être* of educational institutions: the entire educational process is (or should be) designed in, by and for them; starting from standardized imaginary subjects would seem easier, but it will not necessarily yield better results. By getting to know them, throughout their school career as individuals, we listen to them in a different way, we are able to understand their experiences and aspirations. [5]

If the country is able to offer quality education to young people between 15 and 18 years of age, which is the age range in which this level is normally attended, it will have an impact on at least three areas that will shape the face of the country in the future, according to Cantero [6].

The first is the consolidation of democracy and the construction of citizenship, since upon high school students are in the early stages of adolescence, but upon graduation, at approximately 18 years of age, they are already citizens; that is, by then they have political rights and obligations.

The second is social stability and progress, since young people of high school age have the opportunity to be in the educational system are less prone to violence, addictions and other risks than those who are outside.

The third has to do with development and prosperity. It is in high school where young people begin to outline their professional careers and to the extent that education is relevant and of quality, there will be the necessary human resources to improve the objectives to be met are to increase coverage at an accelerated rate, reduce the high failure and dropout rates, as well as improve the quality of their learning outcomes; It is intended that the adolescent becomes increasingly creative in favor of his life and his environment, that he manages to be a critical person of everything that happens to him. [7]. Learning styles (LSS) in high school students is a complex topic and has been studied from different perspectives,

approaches, measured with various Tomala instruments, [8].

The importance of valuing collaborations between higher education and job training centers (icat and cecati) lies in the fact that they constitute an effective way to strengthen PTC within EMS curriculum. There are other strategies that are already being considered at an experimental level: dual training, scholarships, internships, short stays, apprenticeship model, among others, however, their scope is very limited and selective. Few students benefit from these types of initiatives, and some of them do not specifically contribute to the field of professional training. The importance of valuing collaborations between higher secondary education and job training centers (icat and cecati) lies in the fact that they are an effective way to strengthen the pfc within the ems curriculum. Gochicoa [9].

Once the information regarding education has been obtained, it is important to remember the preparation of the teachers, according to the study proposes a model understood as the conceptual patterns that allow to schematize in a clear and synthetic way the parts and elements to be observed, as well as the components of one of its parts; it will also be considered as an archetypal representation or exemplary of processes, in which the distributions of functions and sequences of the ideal form are exhibited.

Models are synthetic visions of theories or pedagogical approaches that guide specialists and teachers in the elaboration and analysis of the object they select for their assessment.

This model considers the teaching function as a complex activity. The particular principles that guide the model and allow its development García, Cabrero, Loredó & Carranza, in press [10], are:

- Formative orientation: The model allows the teacher to reflect and provide feedback on his or her teaching activities and to propose actions for improvement.
- Orientation orientation:
The evaluation/training of teaching practice.

is not elaborated and implemented by the authorities of an educational institution, or by a group of specialists other than teachers; it is the teacher who is involved in the process and participates in its design.

- **Humanistic orientation:** It considers the teacher as a person, as a human being, with concerns, interests, needs, emotions; hence, it seeks the preservation of his/her dignity, self-esteem and individuality.
- **Multidimensional approach:** There are many traits, actions, behaviors and attitudes that gravitate around the daily teacher-student relationship in the classroom.

The academic system refers to all those institutional characteristics and activities that are centered around the academic plans and programs.

study, fundamentally in everything that has to do with the teaching-learning process Silas [11].

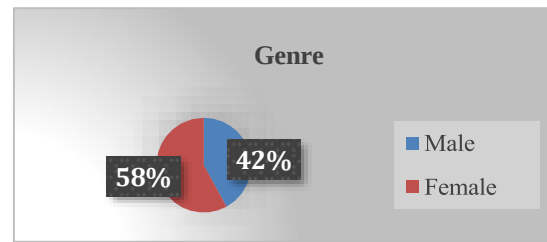
Career choice is a process that is presented as an individual interest, as a result of tastes, social experiences and the characteristics of the young person such as age and gender, for the purpose of a development that can be implied as a family or personal challenge or the search for an adjustment to the labor market and the conditions in which the student finds himself according to González L., Ma., G., López., S., & Ma. R. [12].

One of the most important tasks of vocational guidance information is to make young people aware that when choosing a career they should not get the idea that their professional activities will be exactly similar to those they are doing now. According to Escamilla [13].

The process of formation of educational choices, that is, what personal and social elements influence the ranking of institutions and schools in applications to take the Examen Único of the Comisión Metropolitana de Instituciones Públicas de Educación Media Superior (COMIPEMS) Cobos [14].

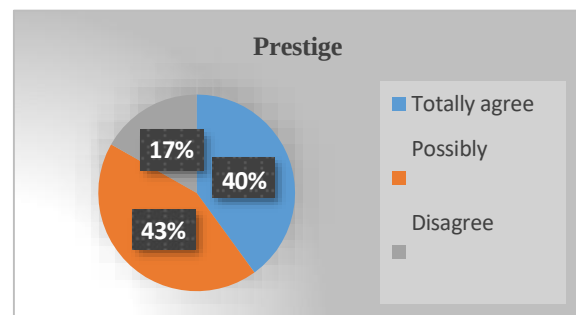
Taking into account relevant considerations of basic education, the following data were collected: Of which 130 high school students were surveyed.

Figure 1 the gender of the respondents, of which women predominate.



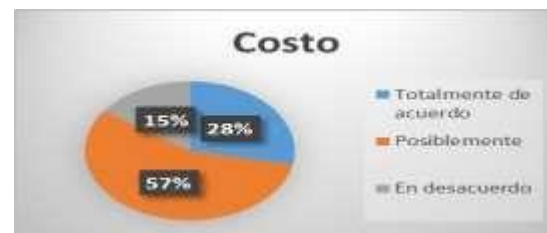
Graph 1. Gender.

In graph 2, it can be seen that 43% that prestige is possibly of interest to them.



Prestige.

In Figure 3, cost is a factor that is not as relevant to them.



Graph 3. Cost.

Graph 4 shows that the curriculum is considered an important factor in choosing a higher education institution. More than 70% the people surveyed said that they totally agree that this variable is very important when choosing a university, which is why it is considered an important aspect.



Figure 4. Curriculum.

Location is an important factor for students, see Figure 5.

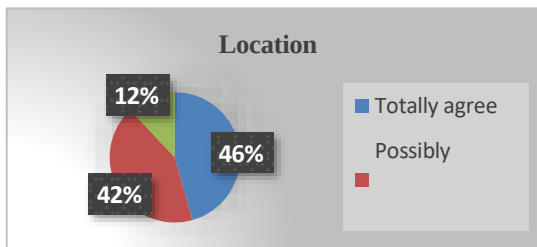


Figure 5. Location.

In graph 6 family is a primary factor in the choice of the the middle upper .

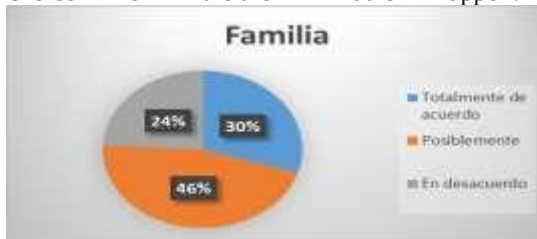


Figure 6. Family.

In Figure 7, economic expectations a possibly relevant factor for students.



Graph 7. Economic Expectations.

The exam is an important factor for students wishing to enter the upper middle school, see Figure 8.



8.

Scholarship support is an important factor in choosing a school institution, see Figure 9.



Graph 9. Scholarship support.

Table 1 shows the relevance of the variables, and it can be seen that variable 2 has the highest score, while variable 3 shows the lowest relevance.

Table 1. Communalities.

	Initial	Extraction
VAR00001	1.000	.593
VAR00002	1.000	.738
VAR00003	1.000	.573
VAR00004	1.000	.428
VAR00005	1.000	.739
VAR00006	1.000	.658
VAR00007	1.000	.615
VAR00008	1.000	.556

Graph 10 above indicates the distribution of the questions in the dimensions, which reflects the partially distributed dimensions. It can be seen that in factor number 3 the line is lost, so that the most important factors where the research study is distributed should be taken as the most important.

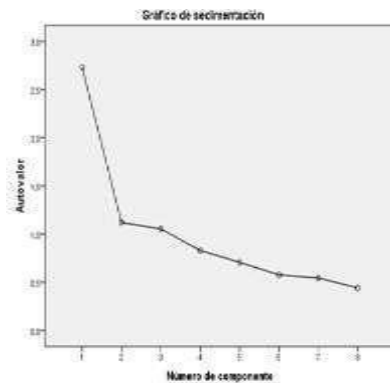


Figure 10. Sedimentation.

The graph above indicates the distribution of the questions in the dimensions, which reflects the partially distributed dimensions.

The total variance explained is shown below, which indicates the percentage covered by the present research, where the minimum tolerance in social sciences is 60%.

Table 2 Total variance explained

Component	Initial eigenvalues			Extraction sums of squared loads		
	Total	% variance	Accumulated	Total	% variance	Accumulated
1	2.729	34.118	34.118	2.729	34.118	34.118
2	1.120	13.995	48.113	1.120	13.995	48.113
3	1.053	13.167	61.280	1.053	13.167	61.280
4	.829	10.367	71.647			
5	.706	8.829	80.476			
6	.577	7.210	87.686			
7	.544	6.801	94.487			
8	.441	5.513	100.000			

shows that the present study covered 61.28 %, which is suitable.

Subsequently, Table 3, component matrix, shows the distribution of the questions with the factors, where the question has concordance

with the component, i.e. each question has a triple component and from this the highest value is chosen in order to build a uniform structural model.

Table 3. Component matrix^a

	Component		
	1	2	3
VAR00001	.534	-.123	-.541
VAR00002	.417	.750	-.038
VAR00003	.718	-.165	.176
VAR00004	.536	.086	-.365
VAR00005	.406	-.097	.751
VAR00006	.614	.504	.168
VAR00007	.744	-.246	-.045
VAR00008	.611	-.428	.000

DISCUSSION AND ANALYSIS OF RESULTS

Thanks to the implementation of the survey where relevant aspects are measured for decision making in the choice of high school and according to the hierarchy of percentages; the study plan is fundamental for students who are going to study high school with 74%, as well as the cost 57%, family 46%, the exam with 49% and scholarship support with 46%, which indicates that

These factors are a priority for candidates wishing to enter high school.

CONCLUSIONS

Thanks to the research, the objective is achieved, which is to know the factors that influence the choice of high school. It is important to

It should be emphasized that this will allow us to know what students are really looking for and if there really is a concordance with what the institutions are offering today, on the other hand, the expectations that the institutions have can visualize if what they are offering is really impacting the object of study such as the students.

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