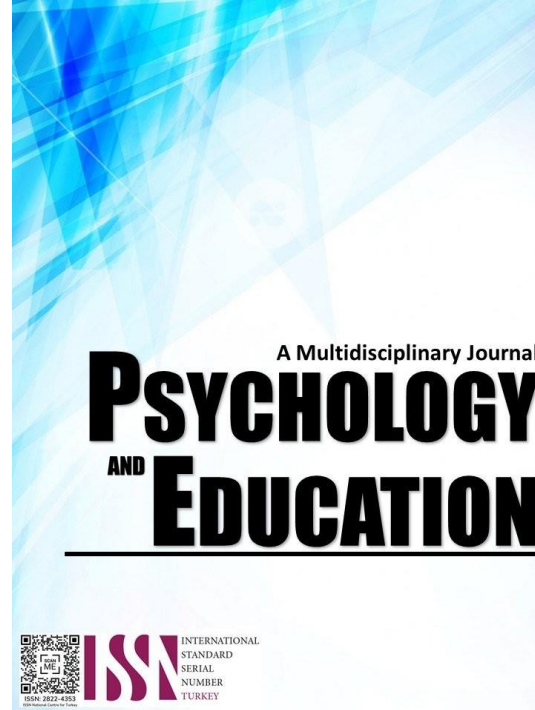


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Factors Influencing Grade 10 Public Completers' Decision to Transfer Out for Senior High School

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Abstract

This study investigates the key factors influencing Grade 10 completers from public high schools in Jagna to transfer to other institutions for their Senior High School education. It aims to provide foundational knowledge for developing effective solutions to address this prevalent concern. The research examines respondents' demographic profiles, enrollment trends, and the academic, economic, social, and personal factors affecting their transfer decisions. Utilizing a descriptive-correlational approach, data were collected through an online survey featuring a researcher-made questionnaire. Findings reveal that demographic characteristics such as age, gender, and socioeconomic status significantly impact students' motivations to transfer. Notably, students prioritize academic programs that align with their career aspirations while also considering financial stability and social dynamics. The study highlights the need for public schools to enhance their offerings and support systems to retain students, particularly in light of declining enrollment trends exacerbated by the COVID-19 pandemic. Recommendations include developing inclusive programs that cater to diverse interests, improving communication about available academic tracks, and enhancing financial aid options. Ultimately, this research underscores the importance of understanding the multifaceted influences on students' educational choices to create supportive environments that foster retention and academic success in Senior High School.

Keywords: *grade 10 completers, senior high school, influencing, institutions, k to 12 program*

Introduction

The K to 12 program in the Philippines introduced Senior High School (SHS) as a crucial stage for students to solidify their academic foundation and explore career paths. This additional two years provide students with specialized tracks that cater to their interests and prepare them for college or the workforce (DepEd, 2013). Choosing the right SHS track is paramount, as it shapes students' academic trajectory and future career opportunities (Maestrado & Bucar, 2024).

However, the decision-making process for SHS tracks presents challenges, particularly for public junior high school completers in the District of Jagna. Since the K to 12 program's implementation, there has been a growing trend of Grade 10 completers opting to transfer to private or to other SHS institutions within or outside the district. This circumstance is reflected in the DepEd Learning Information System (LIS) which provides data that shows a decrease of Grade 11 enrollees among the senior high schools in Jagna. Moreover, it raises concerns about the effectiveness of public SHS programs, not only in attracting and retaining students, but also in potentially impacting school funding, morale, and the overall academic environment.

While previous researches have explored student preferences regarding SHS tracks (Kilag et al. (2023); Rafanan & De Guzman (2020); Penedilla, J., & Rosaldo, L. (2017)), a gap exists in understanding the specific reasons behind public school completers' decisions to transfer out for SHS. This study aims to bridge this gap by investigating the factors influencing public junior high school completers in Jagna to transfer out for Senior High School.

By identifying these factors, the study can contribute to the development of solutions. Potential recommendations include improved career guidance programs within public schools (Falco & Summers 2019), enhanced facilities and resources to cater to specific academic tracks (Matthewes, 2021), and fostering collaboration between public and private SHS institutions to ensure a wider range of accessible options for students (Riddle et al., 2024).

The findings of this research can be highly significant to various stakeholders. DepEd officials and high-ranking authorities can gain insights to tailor policies and resource allocation strategies for public SHS programs. Teachers can benefit from improved understanding of student decision-making processes to better guide their students. Parents can obtain valuable information to support their children's choices regarding SHS options. Ultimately, the research findings will empower students to make well-informed decisions about their education and future careers.

Research Questions

This study aimed to determine the key factors influencing Grade 10 completers from public high schools in Jagna to transfer to another institution for their Senior High School education to provide foundational knowledge for crafting effective solutions that address this prevalent concern. Specifically, this study sought to answer the following:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender;

- 1.3. parent's net monthly income;
 - 1.4. barangay residence;
 - 1.5. school where they completed Grade 10;
 - 1.6. school year when they completed grade 10;
 - 1.7. academic distinction in Grade 10;
 - 1.8. type of school where they transferred in;
 - 1.9. location of the SHS where they transferred in; and
 - 1.10. HS strand they have finished?
2. What is the extent of the decline in enrollment among public secondary schools in the Jagna District between Grade 10 and 11?
 3. What are the factors that influence the respondents in transferring to another school for their SHS level categorized as:
 - 3.1. academic;
 - 3.2. economic;
 - 3.3. social; and
 - 3.4. personal?
 4. Is there a significant relationship between the factors that influence the respondents' decisions to transfer to another school for their SHS level and their various demographic profile?
 5. From the result of this study, what advocacy plans can be proposed to address these concerns?

Methodology

Research Design

This study utilized a descriptive-correlational approach to examine why public Grade 10 completers in Jagna transferred out to other schools for their SHS level. The descriptive component employed an online survey with a researcher-made questionnaire to gather data on the respondents' demographic profiles, extent of decrease of enrollment, and the factors influencing their decision to transfer. This provided a comprehensive picture of the student population transferring and the general reasons behind their choices. Subsequently, the correlational aspect analyzed potential relationships in these influencing factors across different demographic profiles within the respondents.

Respondents

This study targeted traceable Grade 10 completers who transferred to another school for their Senior High School education from any of the five public high schools in Jagna offering both Junior and Senior High programs. To ensure inclusivity, the participant pool encompassed completers from the beginning of the K-12 program implementation up to school year 2023-2024. The study utilized two methods for participant identification: first, collaboration with Grade 10 advisors and school registrars to trace eligible students. Additionally, a snowball sampling technique was employed, where initial participants referred other participants who met the criteria, further expanding the pool of potential respondents.

Instrument

This study utilized a researcher-designed questionnaire as the primary instrument for data collection. To ensure the tool's effectiveness, the questionnaire underwent rigorous validity and reliability testing through a pilot study. This pilot involved administering the questionnaire to a separate sample of 30 Grade 10 public school students in another district who had previously transferred to another school for their Senior High School education. The pilot testing revealed a Cronbach's alpha value of 0.968 which indicated a high internal consistency of the items in the questionnaire.

The questionnaire was divided into two sections. The first part gathered demographic information about the respondents, while the second part delved into the factors influencing their decision to transfer. This second section was structured to categorize these factors into four distinct areas: academic, economic, social, and personal. This comprehensive approach aimed to capture the diverse motivations that might have influenced a student's decision to transfer out of a public SHS program.

Procedure

This study employed a multi-step approach to gather data and investigate the factors influencing Grade 10 student transfers. First, the researcher obtained permission from his home school principal and then coordinated with the Public Schools District Supervisor (PSDS) of Jagna and the Schools Division Superintendent of Bohol to secure official approval for conducting the study within the district. Following ethical research protocols, the researcher reached out to a public high school administrator in a neighboring district to pilot test the researcher-made questionnaire. This pilot test, involving 30 Grade 10 public school students who had transferred out for Senior High School, assessed the questionnaire's reliability and effectiveness. Since the result of the pilot testing revealed a high internal consistency of the items, no revisions were made.

After the reliability test, the researcher collaborated with the principals of the five target public high schools in Jagna. This collaboration

involved working with Grade 10 advisers and designated school registrars to identify students who had transferred out for their Senior High School education.

Finally, the data collection phase commenced. The researcher utilized an online survey platform, Google Forms, to distribute the questionnaire to the identified student population. Upon receiving completed questionnaires, the researcher embarked on the data analysis stage, meticulously tabulating, organizing, and interpreting the responses using appropriate statistical tools. This comprehensive analysis ultimately illuminated the various factors influencing student transfers out of public SHS programs within Jagna. To collect the enrollment status of each school, the researcher coordinated with the ICT coordinators. Moreover, the data provided was verified by the respective School Principals.

Data Analysis

This study leveraged various statistical tools to analyze the collected data. For the demographic profiles of the respondents, descriptive statistics were employed. This involved calculating frequencies and percentages to provide a clear picture of the characteristics within the sample population.

To understand the respondents' perspectives on the factors influencing their transfer decisions, the study utilized weighted means. This gauged the overall level of agreement on various statements related to academic, economic, social, and personal factors.

Moreover, an arbitrary scale was used to interpret the computed weighted mean for each statement. The arbitrary scale that was used.

Furthermore, to explore the relationship between the factors and the demographic profile, the Chi Square Test was used.

Ethical Considerations

This study prioritized ethical considerations throughout the research process. First, informed consent was obtained from all participants. Students were provided with a clear explanation of the study's purpose, their role as participants, and how their data would be used and protected. Participation was entirely voluntary, and anonymity was guaranteed throughout the research process.

Secondly, the researcher ensured the confidentiality of all collected data. Questionnaires did not contain any personally identifiable information, and all data was stored securely using password protection. Only the researcher and authorized personnel had access to the collected information.

Furthermore, to minimize any potential harm or discomfort, the questionnaire was designed in a sensitive and respectful manner. Students were free to skip any questions that made them feel uncomfortable, and they could withdraw from the study at any point without penalty.

Finally, the researcher ensured the responsible use of data. Results were reported in a way that protected participant anonymity and were not used to identify or disadvantage any individual student or school. The findings were used solely for the purpose of improving student experiences within public SHS programs in Jagna.

Results and Discussion

This section provides a comprehensive analysis of the findings from this study, focusing on the various factors influencing Grade 10 public school completers' decisions to transfer to other institutions for their Senior High School education. This section is organized into several key areas: the demographic profile of the respondents, the extent of enrollment decline observed, and the multifaceted factors—academic, economic, social, and personal—that contributed to students' transfer decisions. Additionally, it explores the relationship between the demographic profiles and these influencing factors, drawing meaningful conclusions from the data collected. Finally, based on the insights gained, targeted recommendations are presented to address the challenges identified and enhance student retention within public Senior High School programs in Jagna.

Demographic Profile of the Respondents

Table 1 provides a detailed overview of the demographic profile of the respondents, shedding light on various factors that may influence their decisions regarding transfers from public Senior High School (SHS) programs. Each item in the table reveals significant insights into the characteristics of the student population, which can help inform educational strategies and policies. These include their age, gender, family income, residence, school they completed junior high school, year of completion, academic distinction, type of institution, location of SHS, and the SHS track and strand taken.

Age. The demographic data indicates that a majority of respondents, 64.71%, were aged between 16 to 18 years old, making this group the largest segment among the participants. Notably, all respondents had already graduated from Senior High School prior to being surveyed in this study, highlighting their recent transition into higher education or the workforce. The second-largest group, those aged above 18 years old at 35.29%, represents individuals who were part of the first batch of SHS students that graduated in 2018 after the implementation of the K-12 program in 2016-2017. This finding suggests that these older graduates may bring unique perspectives and motivations regarding their educational experiences and transfer decisions, reflecting the challenges and opportunities they encountered during their time in SHS.

Table 1. Demographic Profile of the Respondents $N = 102$

Profile	<i>f</i>	%	Rank
Age			
16 – 18 years old	66	64.71	1
Above 18 years old	36	35.29	2
Total	102	100.00	
Gender			
Male	36	35.29	2
Female	58	56.86	1
LGBTQIA++	8	7.84	3
Total	102	100.00	
Family Monthly Net Income (in Pesos)			
Less than 10,957	69	67.65	1
10,957 – 21,913	16	15.69	2
21,914 – 43,827	5	4.90	4
43,828 – 76,668	10	9.80	3
76,669 – 131,483	2	1.96	5
Total	102	100.00	
Geographical Location of Residence			
Metro Jagna	31	30.39	2
Upland area of Jagna	64	62.75	1
Coastal area of Jagna	7	6.86	3
Total	102	100.00	
School where they completed Junior High School			
Calabacita National High School (CNHS)	6	5.88	5
Faraon National High School (FNHS)	11	10.78	4
Jagna High School (JHS)	29	28.43	2
Lonoy Heroes Memorial High School (LHMHS)	34	33.33	1
Tubod-Monte Integrated School (TMIS)	22	21.57	3
Total	102	100.00	
Year they completed Junior High School			
2016 – 2018	13	12.75	3
2019 - 2021	27	26.47	2
2022 – present	62	60.78	1
Total	102	100.00	
Academic distinction			
With highest honor	4	3.92	4
With high honor	21	20.59	3
With honor	53	51.96	1
None	24	23.53	2
Total	102	100.00	
Type of SHS they transferred in			
Private	94	92.16	1
Public	8	7.84	2
Total	102	100.00	
Location of SHS			
Jagna	96	94.12	1
Tagbilaran City	2	1.96	3
Outside Bohol	4	3.92	2
Total	102	100.00	
SHS Track and Strand taken in SHS			
Academic Track – ABM	30	29.41	1
Academic Track – HUMSS	25	24.51	2.5
Academic Track – GAS	3	2.94	6
Academic Track – STEM	25	24.51	2.5
Academic Track – Pre-baccalaureate Maritime	9	8.82	4
TVL – Home Economics	1	0.98	7.5
TVL – Industrial Arts	1	0.98	7.5
TVL – Information Communication Technology	8	7.84	5
Total	102	100.00	

Gender. The result revealed that 56.86% identified as female, while 35.29% identified as male, and 7.84% identified as LGBTQIA++. This result highlights a notable female majority in the sample population, which could suggest differing educational aspirations or societal expectations influencing transfer decisions. The representation of LGBTQIA++ individuals, although smaller, points to the

importance of inclusive educational environments that cater to diverse identities and experiences.

Family monthly net income. The data indicates that 67.65% of respondents belonged to households earning less than 10,957 pesos. This statistic suggests a strong correlation between lower socioeconomic status and transfer decisions, reflecting financial constraints that typically limit access to quality education options. The lower representation of families with higher incomes is particularly noteworthy, as these students are primarily coming from public schools, which may indicate that the financial resources available to them are insufficient for pursuing education in higher-cost private institutions without assistance. However, the willingness of many students from economically disadvantaged families to enroll in private schools highlights the potential impact of financial assistance programs like GASTPE, which can help alleviate some of the financial burdens associated with private education. Overall, this data underscores the critical role that economic factors play in shaping students' choices regarding SHS programs and emphasizes the need for continued support and policies aimed at enhancing educational opportunities for economically disadvantaged students.

Geographical location of residence. The analysis shows that 62.75% of respondents resided in the upland area of Jagna, followed by 30.39% in Metro Jagna and only 6.86% in coastal areas. Despite the significant distance from private institutions, the majority of respondents from upland areas chose to transfer to schools in Metro Jagna, demonstrating that geographical location was not a deterrent in their decision-making process. This trend indicates that factors such as perceived quality of education and available resources at private schools outweighed concerns related to transportation and accessibility. The willingness of these students to travel further for better educational opportunities underscores their commitment to pursuing high-quality education, reflecting a determination to overcome any logistical challenges they might face.

School they completed their Junior High School. Many of the respondents predominantly completed their Junior High School education at Lonoy Heroes Memorial High School (33.33%), followed by Jagna High School (28.43%). This distribution implies that certain schools may have reputations or resources that attract students to transfer out for Senior High School education. The varying completion rates across schools could also reflect differences in academic performance or extracurricular offerings that influence students' perceptions of their educational experiences.

Year they completed Junior High School. A significant majority (60.78%) of respondents completed Junior High School between 2022 and the present, indicating a recent trend among students transitioning into Senior High School programs. This trend may suggest a growing awareness among students regarding available educational pathways and options for further studies. Additionally, it is important to note that those who completed Junior High School prior to this period represent the first batch of SHS graduates from 2016-2017, highlighting how recent policy changes or educational reforms might be affecting student decisions to transfer.

Academic distinction. The data reveals that 51.96% of respondents graduated with honors, while only 3.92% achieved the highest honors. This distribution suggests that while many students perform well academically, there is still room for improvement in fostering academic excellence among Grade 10 completers. The correlation between academic performance and transfer decisions could indicate that students with higher academic achievements are more likely to seek out better educational opportunities.

Type of school. An overwhelming majority (92.16%) of respondents transferred to private Senior High Schools, while only 7.84% moved to public institutions. This result indicates a strong preference for private education among respondents, which may be attributed to perceived quality differences or better resources available at private schools. The implications here point towards an urgent need for public schools to enhance their offerings and address any disparities in quality to retain students.

Location of Senior High School. The data shows that an impressive 94.12% of respondents transferred to Senior High Schools located within Jagna itself, with only minimal transfers occurring outside this locality. This finding implies that geographical proximity plays a significant role in students' decisions regarding where to continue their education, likely influenced by factors such as convenience and familial support systems.

SHS Track and Strand taken. The analysis indicates that the most popular track among respondents was the Academic Track – ABM (29.41%), followed closely by HUMSS and STEM tracks (24.51% each). These preferences suggest a trend towards academic pathways perceived as having better career prospects or alignment with students' interests and skills. The low representation in Technical-Vocational Livelihood (TVL) tracks indicates potential stigmas associated with vocational education or limited awareness about its benefits.

Extent of Decline of Enrollment in Public Secondary Schools in Jagna between Grade 10 and Grade 11

Table 2 presents a comprehensive overview of enrollment data from five public secondary schools in the Jagna District, covering the period from the school year 2015-2016 (prior to the implementation of Senior High School) through to the current school year 2023-2024. It highlights the transition of students from Grade 10 to Grade 11, revealing significant fluctuations in enrollment figures across the schools, particularly noting the impact of the initial lack of Grade 11 offerings at Calabacita National High School (CNHS) and Tubod-Monte Integrated School (TMIS), as well as the effects of the COVID-19 pandemic on student retention and transfer trends.

Interestingly, while enrollment numbers showed a marked decrease during the first years of SHS implementation, particularly in schools like CNHS and TMIS, there was a less pronounced decline during the school years 2019-2021. This period coincided with the COVID-19 pandemic, which may have temporarily stabilized enrollment as students opted to remain in familiar educational environments



amidst uncertainties regarding health and safety. The pandemic's impact on education created a unique context where students were less likely to transfer, perhaps due to concerns about transitioning to new schools during a time of crisis.

Table 2. Enrollment Data

S.Y. 20-	CNHS		FNHS		JHS		LHMHS		TMIS	
	G10	G11	G10	G11	G10	G11	G10	G11	G10	G11
15-16	35		99		49		98		29	
16-17	46	-	84	96	111	117	113	81	28	-
17-18	35	-	68	122	117	109	100	89	22	-
18-19	23	25	86	59	103	83	106	65	19	-
19-20	32	16	77	70	109	70	104	89	18	7
20-21	40	30	91	71	133	86	118	97	26	18
21-22	45	28	74	85	186	133	144	108	24	27
22-23	27	28	64	69	119	127	106	117	19	30
23-24	40	22	72	65	129	80	104	81	15	15
Total	283	149	643	637	927	805	889	727	185	97
% dif.	-47.35		-0.93%		-13.16%		-18.22%		-47.57	

However, following the pandemic, enrollment figures began to decline again, despite the introduction of new tracks and strands in Senior High School across these five institutions. This trend indicates that even with enhanced offerings intended to attract and retain students, many still opted to transfer to other schools, particularly private institutions. The allure of private education may stem from perceived advantages such as smaller class sizes, better resources, and specialized programs that align more closely with students' academic and career aspirations.

Factors Influencing Grade 10 Students Decision to Transfer to Another School for Senior High School

Table 3 outlines the academic factors influencing Grade 10 students' decisions to transfer to another school for Senior High School, reveals significant insights into the priorities and motivations of students. The composite mean of 3.70 indicates a general agreement among respondents that academic factors significantly influence their decision to transfer.

Table 3. Academic Factors

Statements	Weighted Mean	Desc	Interpretation	Rank
1. I believe that the quality of education offered at my current school is a significant factor in my decision to transfer.	3.96	Agree	High influence	3
2. The availability of specialized academic programs (e.g., STEM, Arts, Technical-Vocational) influences my choice to transfer to another school.	4.03	Agree	High influence	2
3. The level of support and guidance I receive from teachers at my current school affects my desire to stay or transfer.	3.68	Agree	High influence	5
4. I feel that smaller class sizes at another school would provide a better learning environment than my current school.	3.20	Neutral	Moderate influence	10
5. My past academic performance has led me to consider transferring to a school that offers a more challenging curriculum.	3.57	Agree	High influence	7
6. The academic choices and performance of my peers influence my decision on whether to transfer schools.	3.48	Agree	High influence	9
7. The academic choices and performance of my peers influence my decision on whether to transfer schools.	3.60	Agree	High influence	6
8. The availability of extracurricular activities that enhance academic learning (such as clubs, competitions, and workshops) is important in my choice of school.	3.75	Agree	High influence	4
9. Access to educational resources (libraries, laboratories, technology) at another school is a key factor in my decision to transfer	3.55	Agree	High influence	8
10. Programs that prepare students for college or careers significantly influence my consideration of transferring schools.	4.17	Agree	High influence	1
Composite Mean	3.70	Agree	High influence	

The highest-ranked statement, "Programs that prepare students for college or careers significantly influence my consideration of transferring schools," received a weighted mean of 4.17, indicating strong agreement among students. This result emphasizes the importance that students place on educational programs that align with their future aspirations, suggesting that they are actively seeking institutions that offer robust pathways to higher education and career readiness. Almario et al. (2021) supports this notion by highlighting that student preferences for Senior High School tracks are driven by a complex interplay of factors, including long-term career goals and perceptions of program quality. This finding implies that schools must prioritize the development and promotion of such programs to attract and retain students.

Following closely is the statement, "The availability of specialized academic programs (e.g., STEM, Arts, Technical-Vocational) influences my choice to transfer to another school," with a weighted mean of 4.03. This high ranking underscores the significance of

specialized programs in shaping students' educational choices, indicating that students are looking for schools that can provide tailored academic experiences that meet their interests and career goals. The literature suggests that personal interests and skills significantly influence track preferences, further reinforcing the need for public SHS programs to offer a diverse range of tracks to cater to this variety (Moneva & Malbas, 2019; Gonzales & Digo, 2024).

The third-ranked statement, "I believe that the quality of education offered at my current school is a significant factor in my decision to transfer," received a weighted mean of 3.96, further highlighting the importance of perceived educational quality in students' transfer decisions. This suggests that if students feel their current school does not meet their educational needs or expectations, they are likely to seek alternatives.

In contrast, the lowest-ranked statements include "Access to educational resources (libraries, laboratories, technology) at another school is a key factor in my decision to transfer," which received a weighted mean of 3.55 (ranked 8), and "The academic choices and performance of my peers influence my decision on whether to transfer schools," with a mean of 3.48 (ranked 9). These results indicate that while access to resources and peer influence are significant factors in decision-making, they are not as critical as other considerations such as program availability and career preparation.

Finally, the statement "I feel that smaller class sizes at another school would provide a better learning environment than my current school," ranked lowest with a weighted mean of 3.20 (ranked 10), indicating only a neutral stance among respondents. This suggests that while class size may be a consideration for some students, it is not as critical as other factors like programmatic offerings and career readiness.

Overall, these findings highlight the necessity for schools to focus on enhancing their academic programs and offerings if they wish to retain students. The emphasis on college and career preparation indicates a shift in student priorities towards practical outcomes from their education, suggesting that institutions must adapt to meet these evolving expectations. Schools should consider implementing more specialized programs and ensuring they effectively communicate these offerings to prospective students to mitigate transfer rates and enhance student satisfaction. Additionally, as suggested by Almario et al. (2021), public SHS programs should strive to provide varied tracks that cater to diverse student interests and aspirations, ultimately supporting informed decision-making about future education and career paths.

Table 4 presents the economic factors influencing Grade 10 students' decisions to transfer to another school for Senior High School, reveals important insights into the financial considerations that shape students' educational choices. The composite mean of 3.01 indicates a neutral stance among respondents, suggesting that economic factors somewhat influence their decision-making process regarding school transfers.

Table 4. *Economic Factors*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Desc</i>	<i>Interpretation</i>	<i>Rank</i>
1. The cost of school contribution at my current school influences my decision to consider transferring to another school.	2.95	Neutral	Moderate influence	7
2. The availability of scholarships or financial aid packages at other schools significantly impacts my choice to transfer.	3.24	Neutral	Moderate influence	3
3. My family's income level affects my ability to pay for education, which influences my decision to transfer schools.	2.86	Neutral	Moderate influence	8
4. The costs associated with traveling to and from school play a role in my consideration of transferring to a more accessible school.	2.80	Neutral	Moderate influence	9
5. The availability of part-time job opportunities near potential schools influences my decision to transfer.	2.54	Disagree	Low influence	10
6. The overall cost of living in the area surrounding a potential new school impacts my family's ability to support my education there.	2.98	Neutral	Moderate influence	6
7. The quality and availability of facilities (e.g., libraries, laboratories) at other schools compared to my current school affect my decision to transfer.	3.28	Neutral	Moderate influence	2
8. The financial health and stability of the school I am considering transferring to influence my decision-making process.	3.40	Agree	High influence	1
9. My parents' job security and employment status affect our family's financial capacity to support my education, influencing my transfer decisions.	3.01	Neutral	Moderate influence	5
10. The fees for extracurricular activities at other schools impact my willingness to transfer, as these can add significant expenses.	3.02	Neutral	Moderate influence	4
Composite Mean	3.01	Neutral	Moderate influence	

The highest-ranked statement, "The financial health and stability of the school I am considering transferring to influence my decision-making process," received a weighted mean of 3.40, categorized as "Agree." This finding emphasizes the importance students place on the financial viability of potential schools, indicating that they are concerned about the long-term sustainability and quality of education offered by these institutions. Students are likely seeking assurance that their investment in education will lead to a stable and beneficial experience, which is crucial in an environment where educational costs are rising.

Following closely is the statement, "The quality and availability of facilities (e.g., libraries, laboratories) at other schools compared to my current school affect my decision to transfer," which received a weighted mean of 3.28, also categorized as "Neutral." This suggests that while students recognize the significance of facilities in their educational experience, it does not outweigh other pressing economic concerns. The implication here is that schools must not only focus on improving their educational offerings but also ensure that their facilities are competitive to attract and retain students.

The third-ranked statement, "The availability of scholarships or financial aid packages at other schools significantly impacts my choice to transfer," received a weighted mean of 3.24, indicating a neutral influence. This finding highlights the critical role that financial assistance plays in shaping students' decisions. The presence of scholarships can make higher education more accessible for students from economically disadvantaged backgrounds, suggesting that schools should actively promote and expand their financial aid offerings to attract prospective students.

Conversely, the lowest-ranked statements include "The availability of part-time job opportunities near potential schools influences my decision to transfer," which received a weighted mean of 2.54 and was categorized as "Disagree." This indicates that students do not view part-time job opportunities as a significant factor in their decision-making process. Additionally, the statement "The costs associated with traveling to and from school play a role in my consideration of transferring to a more accessible school," ranked ninth with a mean of 2.80, further reflects that transportation costs are not perceived as major barriers for these students.

Lastly, the statement "My family's income level affects my ability to pay for education, which influences my decision to transfer schools," received a weighted mean of 2.86, indicating only a neutral influence. This suggests that while family income is acknowledged as an influencing factor, it may not be as decisive as other considerations.

The findings from Table 4 indicate that while economic factors do play a role in students' decisions regarding school transfers, they are not overwhelmingly influential compared to academic considerations. The implications of these results suggest that schools need to enhance their financial aid offerings and ensure their financial stability while also focusing on improving educational quality and facilities. By addressing these areas, schools can better meet the needs of students and potentially reduce transfer rates among those seeking quality educational experiences.

Table 5 presents the social factors influencing Grade 10 students' decisions to transfer to another school for Senior High School, reveals significant insights into the interpersonal dynamics and community aspects that shape students' educational choices. The composite mean of 3.24 indicates a moderate influence of social factors on students' decisions regarding school transfers.

Table 5. *Social Factors*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Desc</i>	<i>Interpretation</i>	<i>Rank</i>
1. My relationships with peers at my current school significantly influence my decision to transfer to another school.	3.08	N	Moderate influence	9
2. Experiences of bullying or harassment at my current school affect my desire to seek a new school environment.	2.47	D	Low influence	10
3. The overall culture and social environment of my current school impact my decision to consider transferring.	3.21	N	Moderate influence	8
4. The availability of social clubs and extracurricular activities at other schools influences my choice to transfer.	3.24	N	Moderate influence	7
5. The support I receive from family and community members regarding my education affects my decision to transfer.	3.41	A	High influence	2
6. My feelings of acceptance and belonging at my current school influence whether I want to transfer to a different institution.	3.29	N	Moderate influence	5
7. The diversity and inclusivity of the student body at potential new schools play a role in my decision-making process.	3.39	N	Moderate influence	4
8. Positive interactions with teachers and staff at my current school impact my feelings about transferring.	3.40	A	High influence	3
9. The reputation of other schools among my friends and peers influences my consideration of transferring.	3.27	N	Moderate influence	6
10. The potential for new social opportunities at another school affects my willingness to transfer from my current institution.	3.62	A	High influence	1
Composite Mean	3.24	N	Moderate influence	

Notably, the highest-ranked statement, "The potential for new social opportunities at another school affects my willingness to transfer from my current institution," received a weighted mean of 3.62, categorized as "Agree." This finding underscores the importance students place on social interactions and opportunities for engagement outside their current environment. The desire for new friendships, extracurricular activities, and social networks can be a powerful motivator for students considering a transfer, suggesting that schools must actively promote their social offerings to attract prospective students.

In addition, the statement, "The support I receive from family and community members regarding my education affects my decision to

transfer," received a weighted mean of 3.41, also categorized as "Agree." This result highlights the critical role that familial and community support plays in shaping students' educational pathways. When students feel encouraged and supported by their families and communities, they may be more confident in their decisions to transfer schools. This finding implies that schools should engage with families and local communities to foster supportive environments that can positively influence student retention.

Furthermore, the third-ranked statement, "Positive interactions with teachers and staff at my current school impact my feelings about transferring," received a weighted mean of 3.40, indicating a high influence on students' decisions. This suggests that the quality of relationships between students and educators significantly affects their overall school experience. If students feel valued and supported by their teachers, they may be less inclined to transfer, highlighting the need for schools to prioritize positive teacher-student interactions.

On the other hand, the lowest-ranked statements include "Experiences of bullying or harassment at my current school affect my desire to seek a new school environment," which received a weighted mean of 2.47 and was categorized as "Disagree." This indicates that while bullying is a serious issue, it may not be perceived as a primary factor influencing transfer decisions among respondents. Additionally, the statement "My relationships with peers at my current school significantly influence my decision to transfer to another school," ranked ninth with a mean of 3.08, further reflects that peer relationships are acknowledged but not seen as decisive in the decision-making process.

Lastly, the statement "The overall culture and social environment of my current school impact my decision to consider transferring," received a weighted mean of 3.21, indicating moderate influence. This suggests that while the school's culture is important, it does not weigh as heavily as other factors such as support from family or opportunities for new social experiences.

The findings from Table 5 indicate that social factors play a significant role in shaping Grade 10 students' decisions regarding school transfers, particularly concerning opportunities for new social interactions and support systems. The implications of these results suggest that schools should focus on enhancing their social environments by promoting extracurricular activities and fostering strong relationships between students and staff. By doing so, they can create supportive communities that encourage student retention and satisfaction while addressing the diverse needs of their student populations.

Table 6 outlines the personal factors influencing Grade 10 students' decisions to transfer to another school for Senior High School, provides valuable insights into the individual motivations and aspirations that shape students' educational choices. The composite mean of 3.70 indicates a high influence of personal factors on students' decisions regarding school transfers.

Table 6. *Personal Factors*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Desc</i>	<i>Interpretation</i>	<i>Rank</i>
1. My level of self-confidence in my academic abilities influences my decision to consider transferring to another school.	3.52	A	High Influence	8
2. My personal interests and passions significantly affect my choice of school for Senior High.	3.98	A	High Influence	1
3. The alignment of my long-term academic goals with the programs offered at potential new schools influences my decision to transfer.	3.86	A	High Influence	3
4. My mental health and well-being impact my desire to stay at my current school or seek a new environment.	3.42	A	High Influence	9
5. The expectations and aspirations that my family has for my education influence my decision to transfer schools.	3.63	A	High Influence	7
6. My intrinsic motivation to achieve academic success plays a crucial role in my consideration of transferring.	3.70	A	High Influence	5
7. My ability to adapt to new environments affects how I view the prospect of transferring to a different school.	3.85	A	High Influence	4
8. My past experiences at my current school (positive or negative) influence my desire to transfer.	3.42	A	High Influence	9
9. The connection between the educational offerings at potential new schools and my future career aspirations impacts my decision-making process.	3.93	A	High Influence	2
10. My social skills and ability to interact with new peers influence how I feel about transferring to another school.	3.70	A	High Influence	5
Composite Mean	3.70	A	High Influence	

At the top of the ranking is the statement, "My personal interests and passions significantly affect my choice of school for Senior High," which received a weighted mean of 3.98 and is categorized as "Agree." This finding underscores the importance students place on aligning their educational environment with their individual interests and passions. When students feel that a school's offerings resonate with their personal goals and aspirations, they are more likely to consider transferring. This suggests that schools should actively promote programs and activities that cater to diverse interests to attract students who are passionate about specific fields.

Following closely is the statement, "The connection between the educational offerings at potential new schools and my future career

aspirations impacts my decision-making process," which received a weighted mean of 3.93, also categorized as "Agree." This result highlights how crucial it is for students to see a direct link between their education and their long-term career goals. When students perceive that a new school can provide them with the necessary tools and programs to achieve their career aspirations, they are more inclined to transfer. This finding implies that schools should not only offer relevant programs but also effectively communicate how these programs can help students reach their future goals.

The third-ranked statement, "The alignment of my long-term academic goals with the programs offered at potential new schools influences my decision to transfer," received a weighted mean of 3.86, indicating a high influence on students' decisions. This reinforces the idea that students are actively seeking educational environments that support their academic ambitions. Schools should strive to develop curricula that align with various academic pathways, ensuring that students feel supported in their pursuit of higher education.

Conversely, the lowest-ranked statements include "Experiences at my current school (positive or negative) influence my desire to transfer," which received a weighted mean of 3.42 and was categorized as "Agree." While this reflects some influence, it suggests that past experiences may not be as critical as other personal factors in driving transfer decisions. Additionally, the statement "My level of self-confidence in my academic abilities influences my decision to consider transferring to another school," ranked eighth with a mean of 3.52, indicates that while self-confidence plays a role, it is not among the most significant influences on students' choices.

Lastly, the statement "My mental health and well-being impact my desire to stay at my current school or seek a new environment," received a weighted mean of 3.42, indicating moderate influence. This suggests that while mental health is an important consideration for some students, it does not overshadow other factors such as personal interests or career aspirations.

The findings from Table 6 indicate that personal factors significantly influence Grade 10 students' decisions regarding school transfers, particularly in terms of aligning educational opportunities with individual interests and future aspirations. The implications of these results suggest that schools should focus on enhancing their program offerings and ensuring they resonate with students' passions and career goals. By doing so, they can create an environment that encourages student retention while effectively addressing the diverse needs and aspirations of their student populations.

Correlation Between the Factors Influencing Grade 10 Students' Decision to Transfer to Another School for SHS and Demographic Profile

Table 7 examines the correlation between academic factors influencing Grade 10 students' decisions to transfer to another school for Senior High School and their demographic profiles, provides significant insights into how various personal characteristics relate to students' educational choices. The results reveal both significant and insignificant relationships across different demographic variables, highlighting areas where schools may need to focus their efforts to better support students.

Table 7. Relationship between Academic Factors and the Respondents' Demographic Profile

Variables	df	Computed Chi-square value	p-value @ 0.05 alpha level	Cramer's Value	Interpretation	Decision
Age	3	1.444	0.695	-	Insignificant	Accept Ho
Gender	6	24.185	0.000	0.340	Significant	Reject Ho
					Moderate association	
Family Monthly Net Income	12	6.813	0.869	-	Insignificant	Accept Ho
Location of Residence	6	1.738	0.942	-	Insignificant	Accept Ho
School where they completed JHS	12	15.399	0.220	-	Insignificant	Accept Ho
S.Y. when they completed G10	6	6.253	0.395	-	Insignificant	Accept Ho
Academic Distinction	9	18.158	0.033	0.231	Significant	Reject Ho
					Low association	
Type of School	3	7.864	0.048	0.277	Significant	Reject Ho
					Low association	
Location of SHS	6	17.421	0.007	0.355	Significant	Reject Ho
					Moderate association	
SHS Track & Strand taken	21	30.919	0.075	-	Insignificant	Accept Ho

Among the significant findings, gender emerged as a notable factor with a computed Chi-square value of 24.185 and a p-value of 0.000, indicating a moderate relationship between gender and the academic factors influencing transfer decisions. This suggests that male and female students may have different motivations or considerations when deciding whether to transfer, which could stem from varying social expectations or academic experiences. Schools should consider these differences when developing programs and support systems, ensuring that they address the unique needs of each gender group to enhance retention rates.

Another significant relationship is found with academic distinction, which has a Chi-square value of 18.158 and a p-value of 0.033. This indicates that students' academic achievements influence their decisions to transfer, suggesting that those with higher academic performance may seek out schools that can offer more challenging curricula or better educational opportunities. This finding implies

that schools should actively promote advanced programs and resources to attract academically distinguished students, ensuring they feel supported in their pursuit of excellence.

Additionally, the variable type of school showed a significant association with a Chi-square value of 7.864 and a p-value of 0.048. This suggests that the kind of school (public vs. private) plays a role in influencing students' decisions to transfer, reflecting potential differences in perceived quality or available resources between school types. Schools should recognize these distinctions and work on enhancing their appeal by improving educational offerings and addressing any gaps in resources.

Conversely, several demographic variables showed no significant relationships with the academic factors influencing transfer decisions. For instance, age, family monthly net income, location of residence, school completed for Junior High School, and school year completed for Grade 10 all resulted in insignificant p-values, indicating that these factors do not significantly impact students' decisions to transfer based on academic considerations. This suggests that while these demographic aspects are important in understanding student backgrounds, they may not directly correlate with the motivations behind transferring schools.

Moreover, the location of Senior High School also revealed a significant relationship with a Chi-square value of 17.421 and a p-value of 0.007, indicating that where students choose to enroll for Senior High School is influenced by their academic considerations. This finding emphasizes the importance of geographical accessibility and institutional reputation in shaping students' educational pathways.

The implications of these results highlight the need for targeted interventions by educational institutions to address the specific needs and motivations of different demographic groups. Understanding the significant relationships between gender, academic distinction, type of school, and location can help schools tailor their programs and support services effectively. By focusing on these areas, schools can improve student retention rates and ensure that they provide an environment conducive to academic success for all students, regardless of their background or demographic profile.

Table 8 examines the correlation between economic factors influencing Grade 10 students' decisions to transfer to another school for Senior High School and their demographic profiles, reveals significant insights into how financial considerations relate to students' educational choices. The results indicate both significant and insignificant relationships across various demographic variables, highlighting areas where schools may need to focus their efforts to better support students.

Table 8. Relationship between Economic Factors and the Respondents' Demographic Profile

Variables	df	Computed Chi-square value	p-value @ 0.05 alpha level	Cramer's Value	Interpretation	Decision
Age	4	2.818	0.588	-	Insignificant	Accept Ho
Gender	8	11.792	0.160	-	Insignificant	Accept Ho
Family Monthly Net Income	16	15.748	0.470	-	Insignificant	Accept Ho
Location of Residence	8	5.926	0.655	-	Insignificant	Accept Ho
School where they completed JHS	16	28.280	0.0292	0.241	Significant	Reject Ho
S.Y. when they completed G10	8	8.795	0.359	-	Low association	Accept Ho
Academic Distinction	12	12.986	0.370	-	Insignificant	Accept Ho
Type of School	4	8.153	0.086	-	Insignificant	Accept Ho
Location of SHS	8	11.589	0.170	-	Insignificant	Accept Ho
SHS Track & Strand taken	28	45.043	0.021	0.334	Significant Moderate association	Reject Ho

Among the significant findings, the variable "School where they completed JHS" showed a significant relationship with a computed Chi-square value of 28.280 and a p-value of 0.0292. This suggests that the school from which students graduated influences their economic considerations regarding transferring to another institution. The significance of this relationship implies that students' experiences and perceptions about the financial aspects of their previous schools may shape their decisions about future educational paths. Educational institutions should take note of this finding and consider how their financial policies, resources, and support systems impact students' choices, especially for those transitioning from less affluent educational environments.

Additionally, the variable "SHS Track & Strand taken" exhibited a significant relationship with a Chi-square value of 45.043 and a p-value of 0.021. This indicates that the specific academic track or strand chosen by students is associated with their economic factors influencing transfer decisions. The moderate association suggests that different tracks may come with varying costs or perceived value, impacting students' willingness to transfer based on financial considerations. Schools need to evaluate how the costs associated with different tracks are communicated to prospective students and ensure that financial aid options are available for those who may face economic barriers.

In contrast, several demographic variables showed no significant relationships with the economic factors influencing transfer decisions. For instance, age, gender, family monthly net income, location of residence, school year completed for Grade 10, academic distinction, type of school, and location of SHS all resulted in insignificant p-values. This indicates that these factors do not significantly impact students' decisions regarding transferring based on economic considerations. The lack of significant correlation in these areas suggests that while they are important in understanding student backgrounds, they may not directly correlate with the motivations behind

transferring schools due to economic reasons.

The implications of these results highlight the need for targeted interventions by educational institutions to address the specific needs and motivations of students related to economic factors. Understanding the significant relationships between previous school experiences and academic track choices can help schools tailor their programs and support services effectively. Enhancing financial support systems and ensuring transparency regarding costs associated with different educational pathways will allow schools to better serve their student populations and foster an environment where all students feel empowered to pursue their desired academic trajectories without being hindered by financial constraints.

Overall, these findings suggest that schools must be proactive in addressing economic barriers that may influence student decisions to transfer. Improving communication about financial aid options and actively promoting scholarships can encourage students from diverse backgrounds to explore various educational opportunities without fear of financial limitations.

Table 9 provides an analysis of the correlation between social factors that influence Grade 10 students' decisions to transfer to another school for Senior High School and their demographic profiles. The findings reveal important insights into how social dynamics affect students' educational choices. The results highlight both significant and insignificant relationships across various demographic variables, indicating specific areas where schools may need to enhance their support systems to better assist students in their transition decisions.

Table 9. Relationship between Social Factors and the Respondents' Demographic Profile

Variables	df	Computed Chi-square value	p-value @ 0.05 alpha level	Cramer's Value	Interpretation	Decision
Age	4	5.462	0.243	-	Insignificant	Accept Ho
Gender	8	15.611	0.048	0.275	Significant	Reject Ho
Family Monthly Net Income	16	16.184	0.440	-	Low association Insignificant	Accept Ho
Location of Residence	8	15.688	0.047	0.239	Significant	Reject Ho
School where they completed JHS	16	37.592	0.001	0.271	Low association Significant	Reject Ho
S.Y. when they completed G10	8	11.387	0.180	-	Low association Insignificant	Accept Ho
Academic Distinction	12	11.267	0.506	-	Insignificant	Accept Ho
Type of School	4	2.825	0.587	-	Insignificant	Accept Ho
Location of SHS	8	12.797	0.119	-	Insignificant	Accept Ho
SHS Track & Strand taken	28	29.798	0.372	-	Insignificant	Accept Ho

Among the significant findings, gender emerged as a notable factor with a computed Chi-square value of 15.611 and a p-value of 0.048. This indicates a significant relationship between gender and the social factors influencing transfer decisions. The low association suggests that male and female students may experience different social dynamics or have varying motivations related to their social environment when considering a transfer. Schools should take this into account by creating tailored support systems that address the unique social needs of each gender group, fostering an inclusive environment that encourages all students to thrive.

Another significant relationship is found with location of residence, which showed a Chi-square value of 15.688 and a p-value of 0.047. This suggests that where students live influences their perceptions of social factors related to transferring schools. Students from different locations may have varying access to resources, extracurricular activities, and peer networks, which can significantly affect their decision-making process. Schools should consider these geographical differences when developing programs and outreach strategies to ensure that all students feel connected and supported, regardless of their residential area.

The variable "School where they completed JHS" also exhibited a significant relationship with a Chi-square value of 37.592 and a p-value of 0.001. This finding indicates that the experiences and social environments in students' previous schools play a crucial role in their decisions to transfer. Positive or negative experiences at their Junior High School can shape their expectations and desires for their Senior High School environment. Schools must recognize the importance of fostering positive school cultures and supportive peer relationships in Junior High Schools to help create smoother transitions for students moving into Senior High School.

In contrast, several demographic variables showed no significant relationships with the social factors influencing transfer decisions. For instance, age, family monthly net income, academic distinction, type of school, location of SHS, and school year completed for Grade 10 all resulted in insignificant p-values. This indicates that these factors do not significantly impact students' decisions regarding transferring based on social considerations. The lack of significant correlation in these areas suggests that while they are important in understanding student backgrounds, they may not directly correlate with the motivations behind transferring schools due to social reasons.

Targeted interventions by educational institutions are essential to address the specific social needs of students related to their

demographic profiles. Understanding the significant relationships between gender, location of residence, and previous school experiences can help schools tailor their programs and support services effectively. Focusing on these areas can improve student retention rates and ensure that all students have access to an environment conducive to academic success.

Proactive measures are necessary for fostering positive social environments that consider the unique backgrounds and experiences of student populations. Enhancing peer support systems, promoting inclusivity, and addressing any negative experiences from previous educational settings can help create a more supportive atmosphere for students contemplating transfers. Such efforts will not only aid in retaining students but also contribute to their overall well-being and academic success as they transition into Senior High School.

Table 10, which explores the correlation between personal factors influencing Grade 10 students' decisions to transfer to another school for Senior High School and their demographic profiles, provides valuable insights into how individual characteristics impact educational choices. The results reveal both significant and insignificant relationships across various demographic variables, highlighting specific areas where schools can enhance their support systems for students.

Table 10. *Relationship between Personal Factors and the Respondents' Demographic Profile*

Variables	df	Computed Chi-square value	p-value @ 0.05 alpha level	Cramer's Value	Interpretation	Decision
Age	4	3.572	0.466	-	Insignificant	Accept Ho
Gender	8	19.747	0.011	0.320	Significant Moderate association	Reject Ho
Family Monthly Net Income	16	12.611	0.700	-	Insignificant	Accept Ho
Location of Residence	8	10.837	0.211	-	Insignificant	Accept Ho
School where they completed JHS	16	27.917	0.032	0.251	Significant Low association	Reject Ho
S.Y. when they completed G10	8	16.821	0.032	0.301	Significant Moderate association	Reject Ho
Academic Distinction	12	18.380	0.104	-	Insignificant	Accept Ho
Type of School	4	4.025	0.402	-	Insignificant	Accept Ho
Location of SHS	8	7.876	0.445	-	Insignificant	Accept Ho
SHS Track & Strand taken	28	19.517	0.881	-	Insignificant	Accept Ho

Among the significant findings, gender stands out with a computed Chi-square value of 19.747 and a p-value of 0.011. This indicates a significant relationship between gender and the personal factors influencing transfer decisions. The moderate association suggests that male and female students may have different motivations or experiences that affect their decisions regarding transferring schools. Schools should consider these differences when developing programs and support services, ensuring that they address the unique needs and preferences of each gender group to foster an inclusive environment that promotes student engagement.

Another significant relationship is found with "School where they completed JHS," which has a Chi-square value of 27.917 and a p-value of 0.032. This finding implies that the experiences students have in their Junior High Schools significantly influence their decisions to transfer. Positive or negative experiences in these schools can shape students' expectations for their Senior High School environment. As a result, it is crucial for Junior High Schools to cultivate supportive and positive learning environments that help prepare students for successful transitions into Senior High School.

Additionally, the variable "S.Y. when they completed G10" also exhibited significance with a Chi-square value of 16.821 and a p-value of 0.032. This suggests that the specific school year in which students completed Grade 10 has an impact on their decision-making process regarding transfers. Factors such as curriculum changes, educational policies, or external circumstances during particular school years may influence students' perceptions of their options for Senior High School. Schools should be aware of these dynamics and provide timely information and guidance to help students make informed choices about their educational pathways.

In contrast, several demographic variables showed no significant relationships with the personal factors influencing transfer decisions. For instance, age, family monthly net income, location of residence, academic distinction, type of school, location of SHS, and SHS track & strand taken all resulted in insignificant p-values. This indicates that these factors do not significantly impact students' decisions regarding transferring based on personal considerations. The lack of significant correlation in these areas suggests that while they are important for understanding student backgrounds, they may not directly correlate with the motivations behind transferring schools due to personal reasons.

Addressing the specific needs related to personal factors is essential for educational institutions aiming to support student transitions effectively. Understanding the significant relationships between gender, previous school experiences, and the school year completed can help schools tailor their programs and support services more effectively. By focusing on these areas, schools can improve retention rates and provide an environment conducive to academic success for all students.

Overall, findings from this analysis indicate that fostering positive personal experiences in Junior High Schools is critical for influencing students' decisions to transfer. Encouraging supportive peer interactions, enhancing self-confidence among students, and addressing any negative experiences can create a more welcoming atmosphere as they transition into Senior High School. Such efforts



will not only aid in retaining students but also contribute positively to their overall well-being and academic achievements as they move forward in their educational journeys.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The demographic data highlights several important factors influencing Grade 10 students' decisions to transfer to Senior High School. A significant majority of respondents are aged 16 to 18, indicating a recent transition into higher education or the workforce, particularly among those from the first batch of Senior High School graduates. The gender distribution shows a notable female majority, suggesting differing educational aspirations, while the presence of LGBTQIA++ individuals underscores the need for inclusive environments. Economic factors are crucial, with many respondents from lower-income households willing to pursue private schooling if financial assistance is available. Geographical location reveals that students from upland areas are motivated to transfer to urban institutions for better opportunities. The preference for private schools over public ones highlights concerns about quality, emphasizing the need for public schools to improve their offerings. Additionally, the popularity of academic tracks like ABM, HUMSS, and STEM reflects students' aspirations for career prospects, while the low representation of Technical-Vocational tracks indicates a need for greater awareness of vocational education's benefits.

The enrollment data from five public secondary schools in the Jagna District reveals significant trends in student transitions from Grade 10 to Grade 11 over several years. The initial lack of Grade 11 offerings at certain schools, along with the effects of the COVID-19 pandemic, played crucial roles in shaping enrollment figures. While the pandemic temporarily stabilized student numbers as families opted for familiar educational environments, a subsequent decline in enrollment emerged post-pandemic, despite the introduction of new academic tracks in Senior High School.

The analysis of factors influencing Grade 10 students' decisions to transfer to Senior High School reveals that academic considerations, particularly programs aligned with future aspirations and career readiness, are paramount in their decision-making process. While financial stability and the availability of scholarships are important, they are secondary to the desire for quality educational offerings. Social dynamics also play a significant role, with students motivated by new social opportunities and support from family and community, although issues like bullying are less decisive. Personal factors further influence decisions as students seek programs that resonate with their interests and goals, highlighting the need for schools to promote relevant offerings that align with students' ambitions.

The study reveals that academic, economic, social, and personal considerations are all significant in shaping their choices. Gender and academic performance are key demographic characteristics that affect motivations for transferring, with students seeking schools that offer advanced curricula. Financial perceptions related to previous school experiences and the costs of different tracks also play a crucial role in decision-making. Social dynamics, including location and past interactions at Junior High School, further influence students' expectations and access to resources. Additionally, personal factors such as gender differences and the timing of educational transitions impact students' perceptions and choices regarding their future schooling.

The following recommendations were formulated based on the findings and conclusions of the study:

Schools should develop inclusive programs that cater to the diverse interests and aspirations of students, particularly focusing on the needs of different gender groups and promoting awareness of vocational education options.

Educational institutions must enhance their Grade 11 offerings and ensure effective communication about available academic tracks to prevent declines in enrollment following the pandemic.

Schools should prioritize the development of specialized academic programs that align with students' career aspirations and provide clear pathways for college readiness.

Institutions need to improve financial support systems, including scholarships and transparent communication about costs, to alleviate economic barriers for students considering transfers.

Schools should foster strong community support networks and promote extracurricular activities that enhance social opportunities, helping students feel more connected and engaged.

Educational institutions must actively promote programs that align with students' personal interests and career goals to facilitate informed decision-making regarding school transfers.

Schools should tailor their academic offerings to address the distinct motivations of male and female students, while also enhancing the perceived quality of education to attract those seeking advanced curricula.

Institutions need to strengthen their financial support systems and clearly communicate available financial aid options to help students navigate the costs associated with different educational pathways.

Schools should create supportive environments that address the unique social dynamics faced by students based on their gender and

previous experiences, ensuring equitable access to resources and opportunities.

Educational institutions must recognize the varying motivations of students based on gender and past experiences, providing targeted support that aligns with their specific needs during transitions to Senior High School.

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