



Factors Influencing Senior High School Students' Enrollment Migration in a Higher Education Institution in Negros Island, Philippines

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ABSTRACT

This study aimed to determine the factors influencing the enrollment migration of Senior High School students in one of the Higher Education Institution (HEI), in Negros Island, Central Philippines in terms of tracks and strands, financial capacity and family support, school policies and school facilities. Moreover, this study aimed to find out whether or not significant difference exist in the following areas when grouped and compared according to age, sex, average monthly family income and school category. This study made use of descriptive research design with 286 students as respondents. Results of the study shows that the degree of influence of factors in enrollment migration of SHS students according to the aforementioned areas revealed with “high” results. Comparative analysis revealed that there is no significant difference in the degree of influence of factors in enrollment migration of respondents in the area of chosen track and strands, financial capacity and family support according to variables. While in the area of school policies there is a significant difference in terms of age. Further, in the area of school facilities there is a significant difference in terms of age and school category. Results of this study calls for the students that they should be guided accordingly as to what they really want to pursue in their future career for there are so many selections that will best fit to their interests and skills. Admission's office must clearly explain to the students what the different offerings are available in the institution, what they will learn in a specific strand, what program they could possibly enroll in college and what are the possible career they can land into after graduation. Parents should support their children in their journey in school not only financially but most importantly morally. The persons in charge such as guards in the specific area should be firm in implementing the rules, yet in a nice way.

Keywords: Student migration, senior high school, tracks and strands

How to Cite:

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INTRODUCTION

On the brink of its initial implementation, Senior High School (SHS) has generated the anguish among adolescents on the growing social pressures, increased academic responsibility, and a heightened desire for autonomy, and chiefly, on the facet of understanding their parents' standpoints and of choosing the school and the fitting Senior High School track and strand. The transition of students from junior high school to senior high school can be an exciting and keenly anticipated one for some students, whereas for others, this transition can be a rather challenging and an even traumatic experience (Cortez, 2018).

The institution started to offer SHS education as of School Year 2016-2017. Problem in the enrollment migration of students to the next semesters to complete Grade 12 and eventually graduate from senior high school was observed.

As a Registrar and as a Teacher of SHS, the researcher has been motivated to identify and determine the factors influencing enrollment migration of SHS students in order to gain knowledge on how SHS students view their lives in school. Having problem on the enrollment migration of SHS students is not only a rare case within the institution but also with other schools who have experienced a drastic drop-out in their enrollment from first semesters to the next semesters. There has been too little information as to why these students decide to leave and it would be myopic to limit assumptions on the financial capabilities of parents to sustain senior high education of these students since the government is giving their support through the voucher program. Thus, this investigative study is initiated.

OBJECTIVES OF THE STUDY

This study aimed to determine the factors influencing the enrollment migration of senior high school students in one of the Higher Education Institution, in Negros Island, Central Philippines. Specifically, this study sought to answer the following questions: 1) What is the degree of influence of factors in enrollment migration of respondents according to the area of tracks and strands, financial capacity and family support, school policies and school facilities; 2) What is the degree of influence of factors in enrollment migration according to aforementioned variables; and 3) the significant difference in the degree of influence of factors in enrollment migration of respondents when grouped and compared according to the aforementioned variables.

LITERATURE REVIEW

Understanding the factors influencing students' career choices is crucial, as these decisions significantly impact their futures. Maxwell (2018) highlights how sociodemographic factors shape the lifelong process of career decision-making, involving a sequence of occupations and life roles that influence personal development and work commitment. Research by Sadler et al. (2012) reveals gender disparities in STEM career interest during high school, with males showing greater and more stable interest in engineering fields while females tend to lose interest over time, particularly in STEM. This underlines the challenge of attracting and retaining female students in STEM careers. The Senior High School (SHS) curriculum reflects the importance of career preparation by offering specialized tracks such as Academic, Technical-Vocational-Livelihood, Sports, and Arts & Design that align with students' interests and career goals. The SHS program aims to equip students with 21st-century skills, facilitate smooth transitions to higher education or the workforce, and align Philippine education with global standards by addressing gaps in the former 10-year system (Cortez, 2018; K-12 Philippines, 2015; Shahani, 2015).

A comparative review of senior high school curricula in the Philippines, Japan, and the United States reveals differences in educational structures, with the Philippines implementing defined tracks and strands, Japan offering academic and technical-vocational pathways, and the US adopting a decentralized system. Despite the increasing demand for skilled workers, technical-vocational education continues to face challenges, including social stigma and shortages of qualified teachers (Sarmiento, 2016). Similarly, Baruela et al. (2025) found that TVL teachers demonstrated developing to proficient instructional skills, with no significant differences across profile variables, leading to a proposed capability-building plan to strengthen their competencies. In addition, Peng et al. (2024) reported moderate levels of self-efficacy and learning motivation among administration students in China, with significant differences in affective self-efficacy by major and intrinsic motivation by age, highlighting the need for targeted seminars, practical activities, and professional support to address academic challenges and enhance student engagement.



Family support and financial capacity play critical roles in students' academic success and career development. King (2017) stresses the importance of active parental involvement, although family-oriented services remain scarce. Studies by Machebe (2017), Mahuro (2016), and Vijaya (2016) affirm that engaged parents through homework monitoring, participation in school activities, and encouragement significantly boost student motivation and achievement. Atilano (2016) echoes this, noting that students with supportive parents tend to perform better academically, socially, and graduate on time. However, learners often face challenges such as limited resources, family indifference, or caregiving responsibilities, which impede their education (Malibong, 2017). Alpon (2014) also emphasizes parenting as the foundation for responsible and independent student behavior, advocating for increased parental involvement to reduce dropout rates.

School policies and facilities further influence student outcomes and the overall learning experience. Figlio (2018) and Danielson (2018) argue that policies must be equitable, clear, and supportive of learning, with the OECD (2016) profile of Korea's education system serving as an example of comprehensive efforts to improve equity and vocational education. Sr. Ndeto (2013) found that students generally accepted school rules but recommended incorporating student-friendly disciplinary measures such as counseling. Maligalig (2010) highlights that while school resources matter, socioeconomic factors more strongly affect attendance and achievement, particularly among vulnerable groups such as lower-income families and working children.

Regarding facilities, research consistently shows that quality learning environments motivate students and enhance academic performance. Hanssen (2015) and CEEPA (2015) highlight the value of social spaces and libraries, while Osuji (2016) underscores the importance of safe, accessible, and adaptable facilities. Spatial analyses by Ligaya (2016) and Figueroa (2016) reveal disparities in school infrastructure across Philippine regions, with rural schools benefiting greatly from basic facilities and some provinces suffering from poor conditions due to natural calamities and unrest. These findings call for targeted government interventions and adequate funding to ensure equitable learning environments that meet diverse community needs (Akomolafe, 2016).

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study sought to determine the factors influencing the enrollment migration of Grade 12 students in one of the Higher Education Institution, Negros Island, Central Philippines, and to assess the extent to which these factors affect students' decisions to transfer or remain in the institution. Using a descriptive research design, which provides a systematic account of the characteristics and conditions of a population or situation (Bueno, 2016; Agi, 2013), the study examined key factors including academic tracks and strands, financial capacity, family support, school policies, and school facilities. The investigation aimed to provide a comprehensive understanding of how these factors influence students' decisions regarding school retention and migration.

Study Respondents

The study examined the factors influencing the enrollment migration of senior high school students in one of the Higher Education Institution, located in Negros Island, Central Philippines. The respondents consisted of 286 selected Grade 12 students enrolled during the specified school year. A stratified random sampling technique was employed to ensure adequate representation of students from each academic strand. To further promote fairness, reliability, and minimize selection bias, simple random sampling using the fishbowl technique was also utilized, giving every Grade 12 student within each strand an equal opportunity to be selected as a participant.

Instruments

This study employed a self-made questionnaire divided into two parts: the first gathered respondents' profiles (age, sex, family income, school category), and the second consisted of 20 items assessing factors influencing enrollment migration of Senior High School students at this institution during SY 2016-2017 to SY 2017-2018, rated on a five-point Likert scale from 1 (Very Low) to 5 (Very High). The instrument's validity was confirmed through content validation by three experts and each holding



a PhD and specializing in senior high school education, curriculum, and research who rated the questionnaire with an average score of 4.37 ("excellent"), ensuring it measured the intended variables effectively. To establish reliability, the Cronbach Alpha was calculated using responses from 30 Grade 12 students not included in the main study, yielding a high coefficient of 0.935, indicating that the instrument is highly reliable for measuring the study's objectives.

Data Gathering Procedure

As soon as the study instrument was approved, the researcher sought the permission of the SHS Principal to conduct the study. After the official permission obtained, the researcher administers the reliability testing to determine the reliability of the research instrument and after the reliability obtained, the researcher sought the assistance of some teachers in the administration of questionnaires to the respondents. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the said data.

Data Analysis and Statistical Treatment

Objective No. 1 employed a descriptive-analytical research scheme and mean to determine the degree of influence of factors on the enrollment migration of respondents in terms of chosen tracks and strands, financial capacity and family support, school policies, and school facilities. Objective No. 2 utilized a descriptive-analytical scheme and mean to determine the degree of influence of these factors on enrollment migration according to the identified variables. Objective No. 3 employed a comparative-analytical scheme and the Z-test to determine whether significant differences existed in the degree of influence of factors on respondents' enrollment migration when grouped and compared according to the aforementioned variables.

Ethical Consideration

The researchers guaranteed the respondents' choice to participate in the study, the confidentiality of the data acquired, and the nondisclosure of their names. To avoid illegal access or use, all data saved in the electronic device is disposed of whenever its use is completed. Ethical considerations in research are principles that guide your research designs and practices. Scientists and researchers must always adhere to a specific code of conduct when collecting data from people (P. Bhandari, 2022). Voluntary participation, Informed consent, confidentiality, and plagiarism will be strictly considered. Study participants will not be forced or pressured; they can withdraw at any time without giving any reason to withdraw. The study participants will be thoroughly informed about the purpose and nature of the study, including the benefits, risks, and consequences. The study participants will be assured of the confidentiality of all information relevant to their personal information or any form of identifying information relating to their person.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Degree of Influence of Factors in Enrollment Migration of respondents in the Area of Chosen Track and Strands

<i>To what degree do the following factors influence your stay in the institution?</i>	Mean	Interpretation
1. Chosen track/strand that best suits your academic and vocational needs.	4.01	High
2. Other people's choice of your track/strand.	3.33	Moderate
3. Academic trainings.	3.72	High
4. Subject requirements.	3.77	High



5. Adviser's influence.	3.88	High
Over all mean	3.74	High

Table 1 presents the degree of influence of factors in enrollment migration of respondents in the area of chosen track and strands.

Item No. 1 "Chosen track/strand that best suit to your academic and vocational needs" got a highest mean score of 4.01 which interpreted as high, and Item No. 2 "Other people's choice of your track and strand" got the lowest mean score of 3.33 which is interpreted as moderate. The overall mean is 3.74 and interpreted as high.

It implies that chosen track and strand that best suit to the student's academic and vocational needs has a high degree of influence for them to stay in the institution as stated by Maxwell, 2018 in his study entitled "Factors Influencing Students' Career Choice in Secondary Schools In Rivers State: Implication For Career Counselling", that career choice is one of many important choices students will make in determining future plans and that this decision will impact them throughout their lives. Therefore, students should be careful in making decisions as to what track/strand they will enroll during Senior High School. As much as possible they will choose a track/strand that best suits their field of interest for them to find guidance and determination to finish their study.

Table 2

Degree of Influence of Factors in Enrollment Migration of respondents in the Area of Financial Capacity and Family Support

To what degree do the following factors influence your stay in the institution?	Mean	Interpretation
1. Family's financial capacity.	3.65	High
2. Family's support.	3.94	High
3. Parent's relationship status.	3.72	High
4. Parent's income.	3.57	High
5. Family's support on your extracurricular activities.	3.69	High
Overall mean	3.71	High

Table 2 presents the degree of influence of factors in enrollment migration of respondents in the area of financial capacity and family support the result revealed that the highest mean score is on Item No. 2 "Family support" with a mean score of 3.94, and the lowest mean score is 3.57 on Item No.4 "Parent's income" which is all interpreted as high. The overall mean score is 3.71 which interpreted as high'.

It implies that family's financial capacity and support contribute a high degree of influence in the enrollment migration of the respondents. As what Malibong (2017) cited in her study entitled "Problems Encountered by ALS Leavers in Binalbagan, Negros Occidental: Basis for Skills Enhancement Program", that having limited financial resources; having an indifferent family member who do not interact with each other and unsupportive parents or guardians in learners' education were some common problems encountered by learners. Thus, regardless of parent's income as long as they support their children in anyways, students will definitely strive to finish their education.



Table 3

Degree of Influence of Factors in Enrollment Migration of respondents in the Area of School Policies

<i>To what degree do the following factors influence your stay in the institution?</i>	Mean	Interpretation
1. School policy on attendance	3.79	High
2. Classroom rules	3.60	High
3. Implementation of proper dress code.	3.91	High
4. Proper procedures in dealing with students' concerns.	3.73	High
5. Strict implementation of penalties for committed offenses.	3.70	High
Overall mean	3.75	High

Table 3 revealed the result on Degree of influence of factors in enrollment migration of respondents in the area of school policies with the overall mean score of 3.75 which interpreted as high. "Implementation of proper dress code" got the highest mean score of 3.91 and the lowest mean score is 3.60 on Item No. 2 "Classroom rules" and this implies that teachers should give emphasis to their students about classroom rules before the start of classes and always give reminders to them about the rules to avoid issues.

For example, of classroom rules is on attendance policy. Danielson, 2018 states on attendance policies that most schools establish their attendance policies on the assumption that the students cannot learn unless they are in school. The goal of such policies is to ensure that students attend school as much as possible.

Table 4

Degree of Influence of Factors in Enrollment Migration of respondents in the Area of School Facilities

To what degree do the following factors influence your stay in the institution?	Mean	Interpretation
1. Sufficiency and availability of school facilities.	3.83	High
2. Cleanliness and maintenance of classrooms.	3.91	High
3. Functionality of LCD projectors.	3.39	Moderate
4. Presence of air-conditioning units.	3.76	High
5. Sufficiency of laboratories equipment & tools.	3.62	High
Over all mean	3.70	High

Table 4 shows that Item No. 2 "Cleanliness and maintenance of classrooms" got the highest mean score of 3.91 interpreted as high whereas "Functionality of LCD projectors" got the lowest mean score of 3.39 and interpreted as moderate. The overall mean score is 3.70 which interpreted as high.

It implies that students were highly satisfied with the school facilities but were not satisfied with the malfunctioning of LCD projectors since students nowadays are more retentive not only through listening but with the use of visual presentation for them to visualize the ideas or concepts of the topic presented.



Akomolafe (2016) cited in their journal entitled “The Impact of Physical Facilities on Students’ Level of Motivation and Academic Performance in Senior Secondary Schools” that there was a significant relationship between physical facilities and students’ level of motivation and academic performance. Based on the findings of the study, more physical, human and material resources that are of high quality should be made available in public schools to motivate students towards learning.

This is to further implies that based on how the school market during Career Orientation Seminar (COS) that the institution has the state-of-the-art facilities that is why the institution able to enroll thousands of senior high school students but during their stay in the institution many times that they experience on the malfunctioning of the LCD projectors and teachers were not able use it.

Table 5

Difference between the Influence of Factors in Enrollment Migration of Respondents in the Area of Chosen Track/ Strands According to Variables

Variable	Category	Mean	Z-test	p-value	Sig level	Interpretation
Age	Younger	3.72	-0.926	0.355	0.05	Not significant
	Older	3.80				
Sex	Male	3.69	-1.688	0.093	0.05	Not significant
	Female	3.82				
Average Family Monthly Income	Lower	3.72	-0.976	0.330	0.05	Not significant
	Higher	3.81				
School Category	Public	3.69	-1.473	0.142	0.05	Not significant
	Private	3.81				

Table 5 shows the result on the degree of influence of factors in enrollment migration of respondents in the area of chosen track/strands according to variables.

“Younger and older” respondents with mean scores of 3.72 and 3.80 as shown in the table using the Z-test, computed p -value is 0.355 which is greater than 0.05 level of significance, interpreted as “not significant”. Thus, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of chosen track/strands according to age” is therefore accepted.

This implies that age does not significantly affect the enrollment migration of respondents in the area of chosen track/strands.

For “male and female” respondents the mean scores are 3.69 and 3.82 as shown in the table with the Z-test of -1.688, computed p -value is 0.093 and is greater than 0.05 level of significance and interpreted as “not significant”. Hence, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of chosen track/strands according to sex” is therefore accepted.

This implies that sex does not significantly affect the enrollment migration of respondents in the area of chosen track/strands.

According to the level of family income, the “lower” average family monthly income has a mean score of 3.72, and the “higher” average family monthly income has a mean score of 3.81. The calculated p -value is 0.330 which is greater than 0.05 level of significance and interpreted as “not significant”. The hypothesis that states “there is no significant difference in the degree of



influence of factors in migration of respondents in the area of chosen track/strands according to average family monthly income” is therefore accepted.

This implies that average family monthly income does not significantly affect the enrollment migration of respondents in the area of chosen track/strands.

As shown in the table, with regards to the school category, the students coming from “public” schools have a mean score of 3.69 and the students coming from “private” schools have a mean score of 3.81. The calculated p -value is 0.142 which is greater than 0.05 level of significance and interpreted as “not significant”. Thus, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of chosen track/strands according to school category” is therefore accepted.

This implies that students’ coming from either “public or private” schools do not significantly affect the enrollment migration of respondents in the area of chosen track/strands.

Table 6

Difference between the Influence of Factors in Enrollment Migration of Respondents in the Area of Financial Capacity and Family Support According to Variables

Variable	Category	Mean	Z-test	p-value	Sig level	Interpretation
Age	Younger	3.72	0.361	0.718	0.05	Not significant
	Older	3.69				
Sex	Male	3.66	-1.536	0.116		Not significant
	Female	3.80				
Average Monthly Income	Lower	3.65	-2.483	0.014		Not significant
	Higher	3.90				
School Category	Public	3.70	-0.482	0.630		Not significant
	Private	3.74				

Table 6 shows the result on the degree of influence of factors in enrollment migration of respondents in the area of financial capacity and family support according to variables.

“Younger and older” respondents with mean scores of 3.72 and 3.69 as shown in the table using the Z-test, computed p -value is 0.718 which is greater than 0.05 level of significance, interpreted as “not significant”. Thus, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of financial capacity and family support according to age” is therefore accepted.

This implies that age does not significantly affect the enrollment migration of respondents in the area of financial capacity and family support.

For “male and female” respondents the mean scores are 3.66 and 3.80 as shown in the table with the Z-test of -1.536, computed p -value is 0.116 and is greater than 0.05 level of significance and interpreted as “not significant”. Hence, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of financial capacity and family support according to sex” is therefore accepted.



This implies that sex does not significantly affect the enrollment migration of respondents in the area of financial capacity and family support.

According to the level of family income, the “lower” average family monthly income has a mean score of 3.65, and the “higher” average family monthly income has a mean score of 3.90. The calculated p -value is 0.014 which is greater than 0.05 level of significance and interpreted as “not significant”. The hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of financial capacity and family support according to average family monthly income” is therefore accepted.

This implies that average family monthly income does not significantly affect the enrollment migration of respondents in the area of financial capacity and family support.

As shown in the table, with regards to the school category, the students coming from “public” schools have a mean score of 3.70 and the students coming from “private” schools have a mean score of 3.74. The calculated p -value is 0.630 which is greater than 0.05 level of significance and interpreted as “not significant”. Thus, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of financial capacity and family support according to school category” is therefore accepted.

This implies that students’ coming from either “public or private” schools do not significantly affect the enrollment migration of respondents in the area of financial capacity and family support.

Table 7

Difference between the Influence of Factors in Enrollment Migration of Respondents in the Area of School Policies According to Variables

Variable	Category	Mean	Z-test	p-value	Sig level	Interpretation
Age	Younger	3.70	-1.987	0.048		significant
	Older	3.87				
Sex	Male	3.71	-1.089	0.277	0.05	Not significant
	Female	3.80				
Average Family Monthly Income	Lower	3.71	-1.492	0.137		Not significant
	Higher	3.85				
School Category	Public	3.73	-0.415	0.678		Not significant
	Private	3.77				

Table 7 shows the result on the degree of influence of factors in enrollment migration of respondents in the area of school policies according to variables.

“Younger and older” respondents with mean scores of 3.70 and 3.87 as shown in the table using the Z-test, computed p -value is 0.048 which is less than 0.05 level of significance, interpreted as “significant”. As a result, the hypothesis that states “there is a significant difference in the degree of influence of factors in migration of respondents in the area of school policies according to age” is thereby rejected.

This implies that age significantly affects the enrollment migration of respondents in the area of school policies.



For “male and female” respondents the mean scores are 3.71 and 3.80 as shown in the table with the Z-test of -1.089, computed p -value is 0.277 and is greater than 0.05 level of significance and interpreted as “not significant”. Hence, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of school policies according to sex” is therefore accepted.

This implies that sex does not significantly affect the enrollment migration of respondents in the area of school policies.

According to the level of family income, the “lower” average family monthly income has a mean score of 3.71, and the “higher” average family monthly income has a mean score of 3.85. The calculated p -value is 0.137 which is greater than 0.05 level of significance and interpreted as “not significant”. The hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of school policies according to average family monthly income” is therefore accepted.

This implies that average family monthly income does not significantly affect the enrollment migration of respondents in the area of school policies.

As shown in the table, with regards to the school category, the students coming from “public” schools have a mean score of 3.73 and the students coming from “private” schools have a mean score of 3.77. The calculated p -value is 0.678 which is greater than 0.05 level of significance and interpreted as “not significant”. Thus, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of school policies according to school category” is therefore accepted.

This implies that students’ coming from either “public or private” schools do not significantly affect the enrollment migration of respondents in the area of school policies.

Table 8

Difference between the Influence of Factors in Enrollment Migration of Respondents in the Area of School Facilities According to Variables

Variables	Categories	Mean	Z	p-value	Sig level	Interpretation
Age	Younger	3.61	-3.477	0.001	0.05	significant
	Older	3.94				
Sex	Male	3.67	-0.817	0.415	0.05	Not significant
	Female	3.74				
Average Family Monthly Income	Lower	3.69	-0.311	0.756	0.05	Not significant
	Higher	3.72				
School Category	Public	3.77	1.972	0.049	0.05	significant
	Private	3.60				

Table 8 shows the result on the degree of influence of factors in enrollment migration of respondents in the area of school facilities according to variables.

“Younger and older” respondents with mean scores of 3.61 and 3.94 as shown in the table using the Z-test, computed p -value is 0.001 which is less than 0.05 level of significance, interpreted as “significant”. As a result, the hypothesis that states “there is a significant difference in the degree of influence of factors in migration of respondents in the area of school facilities according to age” is thereby rejected.



This implies that age significantly affects the enrollment migration of respondents in the area of school facilities.

For “male and female” respondents the mean scores are 3.67 and 3.74 as shown in the table with the Z-test of -0.817, computed p -value is 0.415 and is greater than 0.05 level of significance and interpreted as “not significant”. Hence, the hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of school facilities according to sex” is therefore accepted.

This implies that sex does not significantly affect the enrollment migration of respondents in the area of school facilities.

According to the level of family income, the “lower” average family monthly income has a mean score of 3.69, and the “higher” average family monthly income has a mean score of 3.72. The calculated p -value is 0.756 which is greater than 0.05 level of significance and interpreted as “not significant”. The hypothesis that states “there is no significant difference in the degree of influence of factors in migration of respondents in the area of school facilities according to average family monthly income” is therefore accepted.

This implies that average family monthly income does not significantly affect the enrollment migration of respondents in the area of school facilities.

As shown in the table, with regards to the school category, the students coming from “public” schools has a mean score of 3.77 and the students coming from “private” schools has a mean score of 3.60. The calculated p -value is 0.049 which is less than 0.05 level of significance and interpreted as “significant”. Thus, the hypothesis that states “there is significant difference in the degree of influence of factors in migration of respondents in the area of school facilities according to school category” is thereby rejected.

This implies that school category significantly affects the enrollment migration of respondents in the area of school facilities.

This is to further implies that age and school category are significantly affects the migration of respondents in the area of school facilities while the sex and average family monthly income does not significantly affect the migration of respondents in the area of school facilities.

CONCLUSION

The findings revealed that the respondents were predominantly younger males from public schools and lower-income families. Overall, the factors affecting SHS students’ enrollment migration in the area of chosen tracks and strands, financial capacity and family support, school policies, and school facilities were rated highly influential across age, sex, family income, and school category. However, the functionality of LCD projectors received a moderate rating, indicating concerns about their usability. Comparative analysis showed no significant differences in chosen tracks and strands and financial capacity and family support across the profile variables, while significant differences were found in school policies by age and in school facilities by age and school category. The findings further suggest that government voucher assistance contributes to sustaining SHS enrollment, particularly among students from public schools and lower-income families. Overall, students are more likely to remain in the institution when their preferred tracks and strands align with their interests and abilities, families provide adequate support, school policies are clear, and facilities are conducive to learning. Older students appeared more familiar with school policies and appreciative of school facilities, while students from public schools valued the improved facilities more, reflecting their previous limited access to educational resources.

RECOMMENDATIONS

In light of the findings and conclusions, it is recommended that students be provided with proper career guidance to help them select tracks and strands aligned with their interests, skills, and future career goals, while the Admissions Office clearly communicates available programs, learning outcomes, college pathways, and career opportunities. Parents and the school should provide students with continuous financial, moral, and academic support, with advisers serving as accessible mentors who help encourage student retention, particularly among learners dependent on government voucher assistance. School policies, particularly the dress code, should be implemented consistently and fairly, with responsible personnel properly trained in effective and respectful enforcement. Finally, the school should strengthen the maintenance and timely repair of facilities and



equipment by assigning adequate personnel near the areas of use and conducting regular orientations on proper care and responsible utilization to ensure that available facilities remain functional, safe, and beneficial to students' learning.

Conflict of Interest

This article was authored by a member of the journal's editorial/review team. An independent editor handled the manuscript, and external reviewers evaluated it to ensure transparency and avoid conflict of interest.

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