



# Determinants of Senior High School (SHS) Enrollment Decisions

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## Abstract

The various influencing factors for Naga College Foundation (NCF) Grade 12 Senior High School (SHS) Students to still join NCF for their tertiary education for school year 2025-2026 was determined using the descriptive-associational methods of research. Findings indicated that the profile highlighted the economic and social diversity within the student population and underscored the importance of financial aid and supportive family structures in sustaining their education; the determinants of Grade 12 students' enrollment decisions at NCF were highly influential; and along age, only sports got a significant interpretation. For residence address, only employment opportunities and sports had a significant relationship. For availed scholarship, sports was interpreted as significant. Along availed tuition fee discount, only course availability and campus amenities were significant. And along person paying the school tuition fee, only employment opportunities and sports were significant.

*Keywords: Determinants, Enrolment Decisions*

## Introduction

Pursuing tertiary education marks a critical milestone for senior high school (SHS) graduates, involving two major decisions: whether to continue studying and which institution to attend. These decisions are shaped by a range of factors—course offerings, tuition fees, scholarships, location, accessibility, and institutional reputation. For many students, the process begins early as they form perceptions about universities and their potential career paths.

This study is anchored in four educational and behavioral theories that shed light on students' decision-making processes. Chaffey's (2017) Digital and Social Media Marketing Theory emphasizes the influence of

digital platforms in shaping students' perceptions of higher education institutions. Liberto's (2024) Consumer's Theory frames students as consumers whose choices are influenced by cost-benefit evaluations, aligning with the importance of affordability and institutional value. Bandura's Social-Cognitive Theory (as cited by LaMorte, 2022) underscores the role of self-efficacy, social influence, and personal goals in shaping educational choices. Meanwhile, Fischer's (2024) Economic Theory highlights how economic factors, including income level and financial aid availability, directly affect college enrollment decisions.

Aligned with Sustainable Development Goal (SDG) 4, which promotes inclusive and quality education, SHS programs are designed to equip learners with the skills needed for employment and lifelong learning. At Naga College Foundation (NCF), this vision is reflected in the diverse SHS tracks offered—including Academic, Technical-Vocational, and Sports Tracks—designed to help students align their interests with potential careers.

Despite these efforts, a significant gap remains between SHS completion and college enrollment at NCF. In 2024–2025, while 1,048 students enrolled in SHS, many did not continue to college within the same institution. Understanding the factors behind this attrition is essential. Research shows that institutional fit, financial support, peer influence, and perceived value are stronger determinants of college choice than academic performance alone (Hearn, 2023; McPherson & Schapiro, 2023).

The Philippine educational framework, as defined in Batas Pambansa Blg. 232, further supports this context by emphasizing education's role in national development and individual growth. Thus, choosing the right college is not only a personal decision but one with broader societal implications.

This study explores the factors influencing Grade 12 students' decision to pursue tertiary education at Naga College Foundation. Findings aim to inform institutional strategies, improve alignment with student needs, and contribute to increasing enrollment retention in the 2024–2025 academic year.

### **Enrollment Determinants**

Becker (2024) identified two broad categories influencing college enrollment: individual student characteristics (e.g., academic achievement, parental education) and institutional or societal conditions (e.g., tuition, financial aid, job market). Enrollment decisions thus emerge from the interplay between personal traits and broader economic or institutional contexts.

Hossler and Maple (as cited in MATHTECH, INC., 2024) proposed a three-phase model predisposition, search, and choice—highlighting that college intentions often form as early as ninth grade, underscoring the importance of early guidance and support programs. Research by Manski and Wise (2024) and Rouse (2024) affirmed that academic performance, family income, and parental education significantly affect college applications. Additionally, a peer effect exists: students are more likely to apply if many of their classmates plan to attend college.

Institutional factors, particularly cost, also shape decisions. Leslie and Brinkman (2023) and Savoca (2023) noted that high tuition deters enrollment, especially for low-income students, unless mitigated by financial aid. McPherson and Schapiro (2023) emphasized that net cost—tuition minus aid matters more than sticker price,

though many students lack clarity about aid eligibility, which can create barriers. Hearn (2023) found that lower-income students often choose less selective institutions due to financial and accessibility concerns. Broekhemier and Seshadri (2016), along with Monks and Ehrenberg (2015), highlighted the weight of institutional reputation, amplified by media rankings like U.S. News and World Report, in shaping both student and parent perceptions. Brown (2017) added that colleges now market these rankings prominently to boost visibility.

Tan (2016) examined how Philippine high school seniors apply U.S. college selection factors. While some demographics like academic aptitude and gender had similar effects, others—such as parental education—were less influential, highlighting the importance of cultural context in applying college choice models internationally.

Reynolds (2018) emphasized that academic programs rank among the top factors in students' enrollment decisions. Program quality and availability often distinguish between students who choose to matriculate and those who don't, underscoring their importance in informed decision-making.

Financial aid plays a significant role in both access and success in higher education. Scott-Clayton and Zafar (2016) found that aid recipients tend to graduate faster, enjoy better financial stability, and live in improved conditions—largely because aid reduces time to degree rather than debt. In France, delayed graduation correlates with lower wages and reduced employability.

Similarly, Arendt (2015) showed that increased grants in Denmark reduced dropout rates, especially for low-income students, though early graduation did not improve. His findings suggest that while cost reductions promote retention, they may not accelerate completion unless linked to graduation incentives.

Garibaldi et al. (2016) and Arendt further noted that lowering costs can increase time to degree unless tied to timely graduation, reinforcing the need to design aid structures carefully.

Solis (2017) found that access to student loans improves enrollment persistence, especially in later years of study. However, while financial aid supports academic progress, it has a limited effect on reducing dropout rates overall suggesting a need for broader support strategies.

Yet, as Lumsden (2020) observed, standing out in an information-saturated environment requires more than prestige—institutions must communicate clearly and authentically. Cabrera and La Nasa (2015) further stressed the influence of trusted figures (e.g., family, mentors) in helping students navigate college decisions. Finally, McEvoy (2015) and Toma and Cross (2018) noted that investments in athletics and rankings enhance institutional appeal, indicating that both academic and extracurricular prestige play roles in enrollment patterns.

### **Marketing Plan**

Mercado (2017) notes that schools, like businesses, use strategic marketing—centered on product, price, place, and promotion—to boost visibility and enrollment. Students' perceptions often stem from impressions shared by family or social networks, making brand awareness crucial, especially for private institutions seeking to stand out beyond their reputations.

Enache (2015) and Clagett (2015) stress the importance of marketing in helping universities navigate increasing competition and enrollment challenges. Marketing strategies should align with student needs and institutional goals, using data-driven approaches to stay relevant and competitive. However, successful practices are often kept private, requiring institutions to innovate and refine strategies continuously. As Shaw (2015) emphasizes, clear goals must precede budget planning and campaign execution.

Strategic marketing must balance institutional capacity with student preferences. Neyney (2023) and Uchendu et al. (2015) highlight the importance of understanding target audiences and using tools such as social media, websites, infrastructure, pricing, and advertising to attract and retain students. Failure to market effectively can lead to declining enrollment and budgetary strain.

Oplatka (2015) argues that exceptional academic quality, when well-communicated, serves as a powerful enrollment driver. Similarly, Balmer (2015) notes that strong brands shape expectations and trust, while Huang and Sarigollu (2015) caution that recognition alone doesn't guarantee success—value and experience matter more. Durkin et al. (2015) illustrate how the University of Ulster used creative branding to emotionally engage students. Smith (2015) and Moogan (2015) advocate for thoughtful, visually appealing digital marketing aligned with student preferences, including mobile and social media outreach.

Curtis et al. (2015) recommend user-friendly, informative websites as essential tools in student recruitment. Moore (2015) and HEM5 (2024) add that high-quality images and videos enhance digital presence and engagement. Michael (2017) and Kotler & Keller (2017) highlight the power of word-of-mouth marketing, especially when schools deliver standout, memorable experiences that naturally spark personal recommendations.

Montalvo (2017) emphasizes that motivated, culturally competent recruiters are vital in reaching diverse student populations. Coordinated efforts between marketing, admissions, and recruitment help shape a compelling institutional image across digital and traditional platforms. Campus visits also play a crucial role. Pampaloni (2017) found that engaging campus experiences significantly influence decisions, especially when students can only afford limited visits. A university's online and physical presence must work together to leave a strong, lasting impression.

## Methodology

The study utilized the descriptive-associational method of research to find the answers to the specific questions. The descriptive method was utilized to investigate the socio-demographic profile of the Naga College Foundation Grade 12 students in terms of age, sex, residence address, occupation of father, occupation of mother, estimated monthly income of the family, availed scholarship, availed tuition discount, and person paying their school tuition fee. Also to identify the determinants of Grade 12 students' enrollment decisions along employment opportunities, parents' expectations, scholarships, sports, course availability, school location, tuition cost and campus amenities. Furthermore, designed different marketing plans like Highlight Unique Selling Points (USPs),

Personalized Engagement, Digital Marketing Campaigns, Parental and Community Engagement, Data-Driven Decision Making, Seamless Admission Process, and Alumni Success Stories.

Meanwhile, the associational method was utilized to find the significant association between socio-demographic profile and determinants affecting the decision of Grade 12 students to enroll at NCF tertiary level. The respondents of the study were the 100 grade 12 senior high school students of Naga College Foundation, Main Campus for the school year 2024-2025. Stratified-Proportionate sampling technique was employed in the study for the selection of the respondents. The data gathered from 100 respondents through researcher-made questionnaire and unstructured interview. It was statistically treated through Frequency, Percentage, Weighted Mean, and Chi Square.

## Results and Discussion

### Socio-demographic Profile of the Grade 12 Students

Table 1 shows the profile of grade 12 students which includes key information such as age, sex, residence address, occupation of father, occupation of mother, estimated monthly income of the family, availed scholarship, availed tuition discount, and person paying the school tuition fee.

Age. The majority of students or 80% fall within the typical age range for Grade 12, 16-17 years old. A smaller percentage of 19% are aged 18-19, and only 1% are in the 20-21 age range, indicating that most students follow the expected progression through the education system.

Sex. There is a slightly higher proportion of females with 56%. compared to males with 44%, suggesting a balanced gender distribution with a slight female predominance.

Residences. Most students or 68% reside in Naga, while the rest are distributed across other areas (First, Second, Third, and Fourth districts), with the largest minority or 17% coming from the Third district area. This indicates that a significant portion of the student population comes from the local vicinity, with some students commuting from neighboring areas.

Father's Occupation. The most common occupation among fathers is white-collar jobs with 38%, followed by jobless with 30%, and blue-collar jobs with 25%. A small percentage of 7% work in black-collar jobs. This highlights a diversity in occupational backgrounds, with a significant portion of students' fathers unemployed or engaged in professional roles.

Mother's Occupation. More than half of the mothers or 55% are housewives, while the rest work in white-collar with 17%, blue-collar with 16%, or black-collar jobs with 12%. This suggests a traditional role for many mothers as homemakers, while others are engaged in a variety of professions.

Estimated Monthly Income. Over half of the families or 55% have an estimated monthly income of ₱9,000-19,999, which is relatively low. The remaining families have incomes distributed across higher brackets, with 17% earning ₱40,000 and above. This reflects a majority of students coming from lower to middle-income households.

Availed Scholarships. The most common are academic with 40% and SHS vouchers with 24%, followed by smaller groups availing sports with 12% and other specific scholarships such as alumni, campus journalism, and band, at 1-2% each. Notably, 15% of students do not avail any scholarship or discount, showing that most rely on some form of financial aid.

Person Paying Tuition Fees. A large majority of students' tuition fees are paid by their parents with 71%, with scholarships accounting for 23%. A small number of students rely on grandparents with 2%, aunts/sisters with 3%, or self-payment with 1%. This emphasizes the critical role of parental support and scholarships in financing education.

It can be inferred from the data that a comprehensive view of the socio-demographic background of Grade 12 students. Most are within the typical age range, with slightly more females than males. Students predominantly reside in Naga, with diverse parental occupations and household incomes. A significant portion comes from low-income families, with many relying on scholarships or parental support to finance their education. This profile highlights the economic and social diversity within the student population and underscores the importance of financial aid and supportive family structures in sustaining their education.

The results conformed with the studies of Becker (2024), and Hossler and Maple (2024), that individual decisions on enrollment can be broken down into three stages: predisposition, search, and choice. And that heading to college provides an opportunity to experience independence and freedom. Instead of being assigned a set schedule, there will have the responsibility of making decisions about what to study and when to do it. While many students try to fit a course or two based purely on personal interests, most people are interested in more than one intellectual pursuit

Consumer's Theory helps explain how the cited socio-demographic factors, such as income, parental occupations, and financial aid, influence the allocation of resources to education. Families, operating within budget constraints, make decisions that maximize the utility of their limited resources by prioritizing education, supported by scholarships and financial assistance. The diversity in the socio-demographic profile highlights the varying constraints and preferences guiding these decisions. These insights supported the results of this study in the aforementioned aspects.

**Table 1**

**Socio-demographic Profile of the Grade 12 students**

Profile		f	%
Age	16-17	80	80
	18-19	19	19
	20-21	1	1
	Total	100	100
Sex	Male	44	44
	Female	56	56
	Total	100	100

Residences	Naga	68	68
	First	3	3
	Second	10	10
	Third	17	17
	Fourth	2	2
	Total	100	100
Father's Occupation	White-collar Job	38	38
	Blue-collar Job	25	25
	Black-collar Job	7	7
	Jobless	30	30
	Total	100	100
Mother's Occupation	White-collar Job	17	17
	Blue-collar Job	16	16
	Black-collar Job	12	12
	Housewife	55	55
	Total	100	100
Estimated Monthly Income	40,000 and Above	17	17
	30,000-39,999	16	16
	20,000-29,999	12	12
	9,000-19,999	55	55
	Total	100	100
Availed Scholarship	Academic	40	40
	SHS Voucher	24	24
	Sports	12	12
	Alumni	4	4
	Employment Discount	1	1
	Campus Journalism	1	1
	MTV Scholarship	2	2
	Band	1	1
	No Discount	15	15
	Total	100	100
Person paying the school tuition fee	Parent	71	71
	Grandparent	2	2
	Aunt/Sister	3	3
	Scholarship	23	23
	Student	1	1
	<b>Total</b>	<b>100</b>	<b>100</b>

### Determinants of Grade 12 Students' Enrollment Decisions at Naga College Foundation, Inc.

Table 2 presents a summary of the determinants influencing Grade 12 students' enrollment decisions at NCF College. The data highlights various factors ranked according to their Average Weighted Mean and interpreted based on their level of influence. Among the eight identified indicators, sports emerged as the most influential factor with an AWM of 3.52, interpreted as VHI. This is followed by school location (3.24) and campus amenities (3.22), both interpreted as HI. The overall AWM across all indicators is 3.15, indicating that, on average, the determinants are considered highly influential in students' decision-making process.

The standout factor is sports, which ranked first indicates that athletic programs and related extracurricular opportunities are a critical consideration for many prospective students. It reflects the growing importance of a well-rounded college experience that supports not just academic growth but also physical development and sports engagement. For NCF College, this insight suggests that maintaining or further enhancing sports facilities and athletic scholarships could be a strategic advantage in student recruitment.

School location is also considered highly influential. This points to students' strong preference for accessibility, safety, and proximity to home or urban centers. Convenience, reduced transportation costs, and familiarity with the local environment are likely contributing to this preference. This underscores the importance of the college's geographic placement in attracting enrollees.

Ranking third, campus amenities also hold significant weight in enrollment decisions. This includes facilities such as libraries, laboratories, internet connectivity, study spaces, and recreational areas. Modern, comfortable, and well-equipped campuses can enhance students' quality of life and academic experience, making them more inclined to enroll. Interestingly, factors such as employment opportunities and course availability suggest a relatively even distribution of influence among these mid-ranked indicators. Employment prospects likely reflect students' concern about career pathways and job market readiness post-graduation. Meanwhile, scholarships continue to be a vital support mechanism, particularly for students from financially constrained backgrounds. Tuition cost and parents' expectations rank lower but still fall under the HI category. The slightly lower AWM for tuition suggests that while cost is a factor, it may be mitigated by the perceived value of education at NCF or by available financial aid. Meanwhile, the influence of parental expectations, although ranked last, remains relevant, indicating that students value their families' opinions but are also independently weighing other pragmatic factors.

Overall, the data shows that both academic and non-academic factors weigh heavily in students' decision-making processes. NCF College may benefit from leveraging these insights by strengthening high-priority areas such as sports programs, campus accessibility, and student services, while also addressing concerns about affordability and aligning course offerings with student interests and labor market demands.

The results were similar to Arendt (2015). Both highlight that lowering the cost of college can sometimes lead to a delay in graduation, as students may feel less financial pressure to finish within a set timeframe. In this context, the modest influence of tuition cost in the current study may reflect that students are weighing other

personal and experiential factors such as sports, location, and amenities, more heavily than cost alone when initially choosing an institution.

However, Garibaldi et al. (2016) also emphasize that the structure and timing of financial incentives such as tying aid to on-time graduation can significantly improve student progress and reduce time to degree completion. The current results, showing that scholarships rank moderately high, suggest that merit-based or performance-based scholarships, particularly those conditioned on academic milestones or timely graduation, could be leveraged more effectively by NCF College. Doing so might not only enhance the attractiveness of the college but also promote more focused academic trajectories and efficient degree completion.

The findings from Table 2 can be meaningfully interpreted through the lens of Social-Cognitive Theory, which states that human behavior is shaped by a dynamic and reciprocal interaction between personal factors, environmental influences, and behavioral patterns. In the context of Grade 12 students deciding whether to enroll at NCF College, this theory helps explain how external conditions, internal beliefs, and expected outcomes guide their decision-making processes.

**Table 2**  
**Summary of Determinants of Grade 12 Students' Enrollment Decisions at NCF College**

<b>Indicators</b>	<b>AWM</b>	<b>Interpretation</b>	<b>Rank</b>
Sports	3.52	VHI	1
School Location	3.24	HI	2
Campus Amenities	3.22	HI	3
Employment Opportunities	3.21	HI	4
Scholarship	3.11	HI	5
Course Availability	3.11	HI	6
Tuition Cost	2.98	HI	7
Parents' Expectation	2.83	HI	8
<b>Overall Average Weighted Mean</b>	<b>3.15</b>	<b>HI</b>	

Legend:

<b>Range</b>	<b>Interpretation</b>
3.26-4.00	Very High Influence ( <b>VHI</b> )
2.51-3.25	High Influence ( <b>HI</b> )
1.76-2.50	Moderate Influence ( <b>MI</b> )
1.00-1.75	Fair Influence ( <b>FI</b> )

## Association between Socio-demographic Profile and Determinants Affecting the Decision of Grade 12 Students to Enroll at NCF College

The decision-making process of Grade 12 students when selecting a college is influenced by various determinants that reflect their socio-demographic profile. This study further investigates the significant association between the socio-demographic characteristics of Grade 12 students and the factors influencing their decision to enroll at NCF tertiary level.

Table 3 provide insights that can guide institutional strategies to better address student needs and improve enrollment rates. It can be noted that along Age, only Sports got a value of 10.323 with p value of 0.035, Significant. For Residence Address, only Employment Opportunities and Sports got values of 17.407 and 19.857 and p-values of 0.026 and 0.011 both significant. For Aailed Scholarship, Sports got a value of 7.27 with p value of 0.026, Significant. Along Aailed Tuition Fee Discount, only Course Availability and Campus Amenities got values of 35.056 and 53.369 and p-values of 0.004 and 0.000 both significant. And along Person Paying the School Tuition Fee, only Employment Opportunities and Sports got values of 17.689 and 19.439 and p-values of 0.024 and 0.012 both significant. All other combinations of socio-demographic profiles and determinants had p-values greater than 0.05, indicating no statistically significant association.

The chi-square test results reveal significant associations between certain socio-demographic profiles and specific determinants influencing Grade 12 students' decision to enroll at NCF College. Notably, age showed a significant association with the importance of sports ( $\chi^2 = 10.323$ ,  $p = 0.035$ ), indicating that students' valuation of sports as a factor in their decision varies across different age groups. Residence was significantly related to two key determinants: employment opportunities ( $\chi^2 = 17.407$ ,  $p = 0.026$ ) and sports ( $\chi^2 = 19.857$ ,  $p = 0.011$ ). This suggests that students from different residential areas place differing levels of importance on job prospects and sports programs when choosing a college, possibly due to variations in local contexts or resources. Additionally, students who availed scholarships demonstrated a significant association with sports ( $\chi^2 = 7.27$ ,  $p = 0.026$ ), implying that scholarship recipients may consider sports opportunities as part of their enrollment criteria. The most pronounced associations were found in students who availed tuition fee discounts, with course availability ( $\chi^2 = 35.056$ ,  $p = 0.004$ ) and campus amenities ( $\chi^2 = 53.369$ ,  $p = 0.000$ ) emerging as highly significant determinants. This indicates that financially aided students place a strong emphasis on the availability of preferred courses and the quality of campus facilities in their enrollment decision. Overall, these findings highlight that students' background characteristics and financial aid status significantly influence which factors they prioritize when deciding to enroll at NCF College.

It can be implied that Sports emerges as a determinant significantly associated with several socio-demographic factors, including Age, Residence Address, Aailed Scholarship, and Person Paying the Tuition Fee. Employment Opportunities shows significance for Residence Address and Person Paying the Tuition Fee. Campus Amenities and Course Availability are significantly influenced by Aailed Tuition Fee Discount. Most

other determinants such as Parents' Expectation, Scholarship, School Location, and Tuition Cost do not show significant associations with socio-demographic factors. This analysis highlights the factors that might require more targeted strategies to attract Grade 12 students to NCF College. For instance, emphasizing sports programs and aligning employment opportunities with socio-demographic preferences could be effective.

Same with the study of Broekhemier and Seshadri (2016), they emphasized the impact of socio-demographic factors on students' educational choices. Age and gender, for instance, often influence preferences for specific courses or programs, with older students prioritizing career-focused opportunities and younger students showing interest in extracurricular activities like sports. Similarly, gender-based differences have been noted in preferences for institutional amenities and scholarship programs.

Moreover, Social-Cognitive Theory offers a useful framework for understanding how the various socio-demographic factors cited combined with personal goals, environmental influences, and social learning shape Grade 12 students' decisions to enroll in a college. It explains how students' behavior in enrollment decision is a result of the interaction between their personal beliefs, social influences like family, and peers, and external factors like scholarship availability, and course offerings. Understanding these dynamics can help NCF College tailor its programs and support systems to meet the needs of its prospective students more effectively.

**Table 3**

**Test on significant association between socio-demographic profile and determinants affecting the decision of Grade 12 students to enroll at NCF College**

Profile	Determinants	Chi-Square Value	p-values	Interpretation
Age	Employment Opportunities	1.625	0.804	NS
	Parents' Expectation	1.362	0.851	NS
	Scholarship	1.558	0.956	NS
	Sports	10.323	0.035	S
	Course Availability	4.27	0.371	NS
	School Location	1.508	0.825	NS
	Tuition Cost	0.946	0.918	NS

	Campus Amenities	3.879	0.423	NS
<b>Sex</b>	Employment Opportunities	2.899	0.235	NS
	Parents' Expectation	0.666	0.717	NS
	Scholarship	1.608	0.657	NS
	Sports	2.612	0.271	NS
	Course Availability	2.654	0.265	NS
	School Location	0.753	0.686	NS
	Tuition Cost	0.461	0.794	NS
	Campus Amenities	4.336	0.114	NS
	<b>Residences</b>	Employment Opportunities	17.407	0.026
Parents' Expectation		7.083	0.528	NS
Scholarship		18.154	0.111	NS
Sports		19.857	0.011	S
Course Availability		6.775	0.561	NS
School Location		7.522	0.481	NS
Tuition Cost		8.481	0.388	NS
Campus Amenities		12.489	0.131	NS
<b>Fathers' Occupation</b>	Employment Opportunities	5.338	0.501	NS
	Parents' Expectation	6.407	0.379	NS
	Scholarship	9.845	0.363	NS
	Sports	7.066	0.315	NS
	Course Availability	5.52	0.479	NS
	School Location	7.768	0.256	NS
	Tuition Cost	4.312	0.635	NS
	Campus Amenities	4.279	0.639	NS
<b>Income</b>	Employment Opportunities	4.704	0.582	NS

	Parents' Expectation	2.716	0.844	NS
	Scholarship	7.229	0.613	NS
	Sports	2.508	0.868	NS
	Course Availability	3.273	0.744	NS
	School Location	6.027	0.42	NS
	Tuition Cost	9.357	0.155	NS
	Campus Amenities	6.806	0.339	NS
<b>Availed Scholarship</b>	Employment Opportunities	2.718	0.257	NS
	Parents' Expectation	1.133	0.567	NS
	Scholarship	1.133	0.567	NS
	Sports	7.27	0.026	S
	Course Availability	0.579	0.748	NS
	School Location	2.132	0.344	NS
	Tuition Cost	0.345	0.842	NS
	Campus Amenities	3.002	0.223	NS
<b>Availed Tuition Fee Discount</b>	Employment Opportunities	10.439	0.843	NS
	Parents' Expectation	20.711	0.190	NS
	Scholarship	36.136	0.053	NS
	Sports	10.963	0.812	NS
	Course Availability	35.056	0.004	S
	School Location	12.511	0.708	NSNS
	Tuition Cost	17.529	0.352	NS
	Campus Amenities	53.369	0.000	S

Legend:

p-value  $\geq$  0.05 Not Significant (**NS**)

p-value  $<$  0.05 Significant (**S**)

## Conclusions

The profile highlighted the economic and social diversity within the student population and underscored the importance of financial aid and supportive family structures in sustaining their education; the determinants of Grade 12 students' enrollment decisions at NCF were highly influential; along age, only sports got a significant interpretation. For residence address, only employment opportunities and sports were significant. For availed scholarship, sports was interpreted as significant. Along availed tuition fee discount, only course availability and campus amenities were significant. And along person paying the school tuition fee, only employment opportunities and sports were significant.

## Recommendations

Given the economic and social diversity among the student population, the administration of NCF should strengthen its financial aid programs and actively promote supportive family and community engagement initiatives to help sustain students' educational journeys. Additionally, marketing and enrollment strategies should be more targeted based on the specific factors influencing student decisions.

Since sports opportunities consistently emerged as a significant factor across multiple variables, the institution should consider enhancing its athletic programs and facilities to attract and retain students. Likewise, employment opportunities, course availability, and campus amenities should be emphasized in promotional materials and program development, as these were also key determinants for certain groups. Tailoring outreach and support services to align with these influential factors can improve enrollment outcomes and better meet the diverse needs of prospective students.

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