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Factors Associated with Grade 10 Students' Choice of Senior High School

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ABSTRACT: This study examined the factors associated with Grade 10 students' choice of senior high school in terms of socioeconomic, academic, and environmental considerations. Using a descriptive research design, the study involved 30 Grade 10 students. Data were gathered through a survey questionnaire and analyzed using frequency, percentage, weighted mean, and correlation analysis. The findings revealed that socioeconomic factors were generally considered important, with the family's ability to support additional expenses, such as uniforms and school projects, obtaining the highest mean of 4.30. Among academic factors, teacher recommendations received the highest mean of 4.60, highlighting the potential role of teachers in guiding students' school choices. For environmental factors, the convenience of school schedules and the availability of co-curricular activities obtained the highest means of 3.60. When asked to identify the most important consideration in choosing a senior high school, 46.67% of respondents selected school reputation and academic quality, followed by proximity to home (20.00%) and safety and facilities (13.33%). The correlation analysis also suggested possible associations between selected family profile variables and students' perceptions of school-choice factors, although the statistical results require verification before definitive interpretation. Overall, the findings indicate that senior high school selection involves considerations related to educational quality, family financial capacity, teacher guidance, accessibility, and available student opportunities. The study highlights the importance of providing students and their families with clear information about academic programs, school expenses, and extracurricular opportunities to support informed school selection. Further research involving larger and more diverse samples is recommended to determine whether these findings are consistent across different educational settings.

KEYWORDS: academic factors, environmental factors, grade 10 students, socioeconomic factors, senior high school choice,

INTRODUCTION

The transition from junior high school to senior high school is an important stage in students' educational journey. Under the Philippine K to 12 Basic Education Program, senior high school provides learners with opportunities to pursue educational pathways that align with their interests, abilities, and future career goals (Department of Education [DepEd], n.d.). At this stage, students must decide not only which academic track or strand to pursue but also which school can best meet their educational needs and expectations. These decisions may be influenced by personal preferences, family circumstances, and perceptions of the opportunities available in different institutions.

Choosing a senior high school involves several considerations, particularly socioeconomic factors. Family income, parents' educational attainment, and parents' occupation may influence the educational options available to students. Families must consider tuition and other school expenses, transportation costs, and the financial resources required to support their children's education. A systematic review and meta-analysis by Jheng et al. (2022) examined the relationship between family socioeconomic status and school choice, highlighting how socioeconomic circumstances can shape families' capacity to select educational institutions. These findings suggest that school choice should be understood not only as an individual preference but also in relation to the resources and opportunities available to students and their families.

Academic considerations are also important in students' decisions about senior high school. Students may evaluate curriculum offerings, the availability of their preferred track or strand, the perceived quality of instruction, and opportunities for further education or employment. In a Philippine study, Calibugar (2025) found that Grade 10 students' senior high school track and strand preferences were associated with their career aspirations and interests, self-efficacy beliefs, and expectations regarding future outcomes. The study also identified family and peer influences, job opportunities, and school offerings as relevant considerations.

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These findings emphasize the importance of understanding students' academic interests and expectations when examining their educational choices.

The characteristics of a school and its surrounding environment may likewise affect students' preferences. Accessibility, distance from home, school reputation, safety, and the general learning environment can influence how students and their families evaluate available educational institutions. Burgess (2021), in their study of parental school preferences, found that families considered academic performance, the socioeconomic composition of schools, and distance when evaluating school options. Although their research examined a different educational context, it provides a useful basis for understanding how school characteristics and accessibility may enter into educational decision-making.

Beyond school characteristics, students' decisions may also be shaped by the expectations and opinions of parents, peers, and other significant individuals. Parents may prioritize affordability, academic quality, and the long-term benefits of education, while students may place greater importance on their interests, friendships, preferred learning environments, and future aspirations. These considerations may overlap and sometimes compete with one another. Consequently, the choice of a senior high school may reflect a combination of personal preferences, family resources, academic goals, and perceptions of the school environment rather than a single determining factor.

Although previous studies have examined students' senior high school track and strand preferences, further investigation is useful to understand the factors associated with their choice of school. Calibugar (2025), for example, focused on track and strand preferences, whereas Jheng et al. (2022) examined the broader relationship between socioeconomic status and school choice. These studies provide relevant perspectives, but school selection and the decision to transfer from one institution to another are distinct aspects of educational decision-making. Examining school choice in the context of students' demographic backgrounds and their perceptions of socioeconomic, academic, and environmental considerations may contribute to a more comprehensive understanding of this transition.

In this context, the present study examines the factors associated with Grade 10 students' choice of senior high school. Specifically, it considers socioeconomic, academic, and environmental factors and investigates their relationship with students' decisions regarding school selection. It also examines the respondents' profiles in terms of age, sex, parents' educational attainment, parents' occupation, and family monthly income. The findings may provide useful information for school administrators and educators in understanding students' preferences, reviewing educational offerings, and developing initiatives that support informed school-choice decisions.

METHODOLOGY

The study employed a quantitative correlational research design to examine the factors associated with Grade 10 students' choice of senior high school. This design was appropriate because the study involved collecting numerical data through a structured questionnaire and determining the relationships among socioeconomic, academic, and environmental factors and students' decisions regarding their senior high school education. The correlational approach allowed the researcher to examine the relationships among the variables without manipulating them.

The study was conducted at Lyceum of Aparri, a private educational institution located in Aparri, Cagayan, Philippines. The institution offers junior high school and senior high school programs and serves students from Aparri and nearby municipalities. The research locale was selected because Grade 10 students enrolled at the institution were preparing to transition to senior high school, making the setting appropriate for examining the considerations involved in school selection.

The respondents were all officially enrolled Grade 10 students of Lyceum of Aparri during School Year 2025–2026. They were selected because they were at the stage of deciding where to pursue their senior high school education. Total enumeration sampling was employed, whereby all eligible Grade 10 students were invited to participate in the study. The actual number of respondents was determined by the number of eligible students who participated and provided usable responses.

Data were collected using a researcher-made questionnaire developed based on the objectives of the study and relevant literature. The instrument was reviewed by research experts to assess the relevance and clarity of its items before administration. It consisted

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of three parts. The first part gathered demographic information about the respondents, including age, sex, parents' educational attainment, parents' occupation, and family monthly income. The second part assessed the factors associated with students' choice of senior high school in terms of socioeconomic, academic, and environmental considerations. The third part gathered information about the respondents' decisions or intentions regarding enrollment in another institution for senior high school. Responses to the relevant statements were measured using a five-point Likert scale, with higher scores indicating stronger agreement with the statements.

Before data collection, the researcher obtained permission from the school administration to conduct the study. After approval, the purpose of the research and the instructions for completing the questionnaire were explained to the respondents. Participation was voluntary, and respondents were informed that their answers would be treated confidentially and used solely for research purposes. Appropriate consent and assent procedures were observed, particularly because some respondents might have been minors. The completed questionnaires were retrieved, checked for completeness, coded, and organized for statistical analysis.

Frequency and percentage were used to describe the respondents' demographic profiles. The percentage was calculated by dividing the frequency of each category by the total number of respondents and multiplying the result by 100. Weighted mean and standard deviation were used to summarize the respondents' ratings of the socioeconomic, academic, and environmental factors. The weighted mean was computed by multiplying the frequency of each response by its assigned numerical weight, summing the products, and dividing the result by the total number of responses.

The following five-point scale was used to interpret the weighted means: 4.21–5.00, strongly agree; 3.41–4.20, agree; 2.61–3.40, neutral; 1.81–2.60, disagree; and 1.00–1.80, strongly disagree.

Pearson's product–moment correlation coefficient was used to examine the relationships between the influencing factors and students' decisions regarding senior high school enrollment, provided that the variables met the assumptions required for this test. Statistical significance was evaluated at the 0.05 level. The results were interpreted in relation to the study's research questions and the limitations of the research design.

RESULTS AND DISCUSSION

Table 1. Profile of the Respondents

Profile variable	Category	Frequency (f)	Percentage (%)
Age	14 years old	1	3.33
	15 years old	16	53.33
	16 years old	13	43.33
	Total	30	100.00
Sex	Female	13	43.33
	Male	17	56.67
	Total	30	100.00
Father's educational attainment	Graduate schooling	3	10.00
	College graduate	18	60.00
	College level	0	0.00
	High school graduate	8	26.67
	High school level	1	3.33
	Total	30	100.00
Mother's educational attainment	Graduate schooling	2	6.67
	College graduate	12	40.00
	College level	6	20.00
	High school graduate	8	26.67
	High school level	2	6.67
	Total	30	100.00

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Family monthly income	Below ₱10,000	2	6.67
	₱10,000–₱24,999	4	13.33
	₱25,000–₱49,999	8	26.67
	₱50,000–₱99,999	2	6.67
	₱100,000 and above	2	6.67
	Prefer not to say	12	40.00
	Total	30	100.00
Number of siblings	0	9	30.00
	1	5	16.67
	2	10	33.33
	3	2	6.67
	4	4	13.33
	Total	30	100.00
Preferred senior high school track	Academic	14	46.67
	Technical-Vocational	16	53.33
	Total	30	100.00

The respondents' profile is presented in terms of age, sex, parents' educational attainment, family monthly income, number of siblings, and preferred senior high school track. Of the 30 respondents, the majority were 15 years old, followed by those aged 16, while only one respondent was 14 years old. In terms of sex, male respondents outnumbered female respondents. Regarding fathers' educational attainment, most were college graduates, followed by high school graduates. Only a few had completed graduate schooling or reached the high school level, while none were reported under college level. For mothers' educational attainment, the largest group were college graduates, followed by high school graduates and those who had reached college level. Only a small proportion had completed graduate schooling or reached the high school level. In terms of family monthly income, the largest group preferred not to disclose their income. Among those who provided information, the most common income bracket was ₱25,000–₱49,999 per month. Smaller groups reported incomes below ₱10,000, between ₱10,000 and ₱24,999, between ₱50,000 and ₱99,999, or ₱100,000 and above. Regarding the number of siblings, most respondents reported having two siblings, followed by those with none and those with one sibling. Fewer respondents reported having three or four siblings. As to their preferred senior high school track, slightly more respondents preferred the Technical-Vocational track than the Academic track. This indicates that both tracks were represented among the respondents, with a modestly higher proportion expressing a preference for Technical-Vocational education.

Table 2. Students' Perceptions of Socioeconomic Factors Influencing Their Choice of Senior High School

Statements	Weighted Mean	Descriptive Value	Rank
1. My family's financial situation influenced which senior high school I would choose.	4.00	Agree	6
2. I chose a school because its tuition and fees are affordable for my family.	4.20	Strongly Agree	2
3. The availability of scholarships or financial aid influenced my choice.	4.10	Agree	3.5
4. My parents' educational background influenced their suggestions on where I should enroll.	3.90	Agree	8
5. My parents' occupation influenced the kind of school they encouraged me to attend.	3.90	Agree	8
6. Proximity to my family's workplace or community influenced my school choice.	4.00	Agree	6
7. I considered potential job opportunities near the school or community when choosing.	3.90	Agree	8
8. The cost of transportation to the school influenced my decision.	3.90	Agree	8
9. I chose a school that I thought would offer better future economic opportunities.	4.10	Agree	3.5
10. My family's ability to support additional expenses, such as uniforms and projects, affected my choice.	4.30	Strongly Agree	1
Overall Weighted Mean	4.03	Agree	

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Table 2 presents the students' perceptions of socioeconomic factors influencing their choice of senior high school. The overall weighted mean of 4.03, interpreted as Agree, indicates that socioeconomic considerations were important in the respondents' school-choice decisions. The findings suggest that students considered not only the direct costs of schooling but also their families' capacity to meet additional expenses, access financial assistance, and support their educational plans. The highest-rated statement was "My family's ability to support additional expenses, such as uniforms and projects, affected my choice," with a weighted mean of 4.30, interpreted as Strongly Agree. This result suggests that students considered the full cost of attending a school, including expenses beyond tuition and other formal fees. Uniforms, projects, transportation, and school-related contributions may add to the financial responsibilities of families. Thus, a school may be perceived as affordable in terms of tuition but may still pose challenges if its other expenses exceed a family's available resources. This finding is consistent with Jheng et al. (2022), whose systematic review and meta-analysis examined the relationship between family socioeconomic status and school choice. Their work provides a basis for understanding how family resources can shape the educational options available to students. Burgess (2021) likewise examined parental school preferences and school choice, highlighting the importance of considering family circumstances alongside school characteristics. These studies support interpreting affordability as an important dimension of school choice, although they do not establish that the same factors operate identically in every educational setting. The availability of scholarships and financial aid was also rated favorably, with a mean of 4.10. This finding suggests that financial assistance may be an important consideration when students and their families evaluate school options. For families managing limited educational budgets, scholarships can help reduce the financial burden and make certain schools more accessible. Singer (2024) similarly emphasized that school choice is connected to socioeconomic inequalities, particularly because families differ in their resources and capacity to access preferred educational institutions.

The statement concerning better future economic opportunities also obtained a mean of 4.10. This indicates that students considered the possible long-term value of their educational choices, not merely the immediate costs of enrollment. Students may perceive schooling as an investment in future employment and financial stability. Nevertheless, the present findings measure students' perceptions and do not demonstrate that choosing a particular school will necessarily lead to better economic outcomes.
Family financial circumstances and proximity to the family's workplace or community both received a mean of 4.00. These results indicate that students considered their household's financial situation as well as the practical circumstances surrounding school attendance. The proximity of a school may affect daily transportation expenses, travel time, and the convenience of attending classes. Kosunen, et al. (2020) found that parents valued both school academic performance and home–school distance, demonstrating that school selection involves balancing school characteristics with accessibility. Although their research focused on school choice in Finland, the findings provide a useful point of comparison for understanding why distance may also matter to students and families in the Philippine context.

Meanwhile, parents' educational background, parents' occupation, potential employment opportunities near the school or community, and transportation costs each received a mean of 3.90. Although these statements ranked lower than the other socioeconomic considerations, all were still interpreted as Agree. The results suggest that family background and practical considerations formed part of the respondents' decision-making process, even if these factors were not rated as highly as the family's ability to meet additional school expenses. Parents may help students evaluate school options based on their own educational experiences, occupational circumstances, and understanding of available opportunities.

Table 3. Students' Perceptions of Academic Factors Influencing Their Choice of Senior High School

Statements	Weighted Mean	Descriptive Value	Rank
1. The academic reputation of the senior high school influenced my choice.	3.90	Agree	4
2. I chose a school because it offers the track or strand I want (e.g., STEM, ABM).	3.80	Agree	6.5
3. My past academic grades influenced which school I thought I could get into.	4.00	Agree	3
4. The availability of specific subjects or specialized laboratories (e.g., science and computer laboratories) influenced my choice.	3.46	Agree	9

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5. The expected quality of teaching and teachers' competence were important in my decision.	3.90	Agree	4
6. School programs, such as remedial classes or tutoring, influenced my choice.	3.50	Agree	8
7. Recommendations from my teachers influenced which school I chose.	4.60	Strongly Agree	1
8. I chose a school because it prepares students well for college or university admission.	4.00	Agree	3
9. School performance indicators, such as examination results and awards, influenced my choice.	3.60	Agree	7
10. I considered whether the school's curriculum matched my career goals.	3.80	Agree	6.5
Overall Weighted Mean	3.86	Agree	

Table 3 presents the respondents' perceptions of academic factors influencing their choice of senior high school. The overall weighted mean of 3.86, interpreted as Agree, indicates that academic considerations played an important role in students' school-choice decisions. The findings suggest that students considered not only the academic offerings and reputation of a school but also the guidance they received from teachers, their previous academic performance, and the extent to which a school could support their future educational goals. The highest-rated statement was "Recommendations from my teachers influenced which school I chose," with a weighted mean of 4.60, interpreted as Strongly Agree. This finding suggests that teachers played an important role in guiding students as they prepared to enter senior high school. Because teachers are familiar with students' academic performance, interests, and learning needs, their recommendations may help students identify schools or programs that they consider appropriate. Teacher guidance may also help students understand the differences among available tracks and strands and how these options relate to their future plans.

This result is consistent with the broader literature on educational decision-making, which recognizes that students' choices are shaped not only by individual preferences but also by advice and information from influential people. In the Philippine context, the study by Nazareno, et al. (2021), which examined factors influencing senior high school track and strand preferences, provides a relevant local reference for discussing the role of guidance in students' educational choices. However, teacher recommendations should be considered alongside students' own interests, abilities, and career aspirations rather than treated as the sole basis for selecting a school. The respondents also agreed that their previous academic grades influenced which school they believed they could enter, and that they considered whether a school could prepare them for college or university admission. Both statements obtained a weighted mean of 4.00. These results suggest that students considered their academic readiness and the potential of a school to support their progression to higher education. Their previous performance may help them assess which programs are appropriate for their abilities, while expectations about college preparation may influence how they evaluate schools. Calibugar (2025), in a study of 155 Grade 10 students in Pamplona Cluster III, found that students' senior high school track and strand preferences were associated with their academic self-efficacy, career goals, and expectations about future outcomes. The study identified career aspirations and interests as the leading considerations in track and strand preference. This supports the present finding that students' academic decisions may be connected to their assessment of their abilities and their educational goals.

The academic reputation of the senior high school and the expected quality of teaching both received a weighted mean of 3.90. These results indicate that students considered the school's standing and the competence of its teachers when making their choices. Academic reputation may serve as an indicator that a school provides quality instruction, while expectations about teachers' competence may influence students' confidence in the learning experience they will receive. However, the findings reflect the respondents' perceptions; they do not independently establish the actual quality of teaching or academic performance of the schools they considered. The availability of the preferred track or strand and the alignment of the curriculum with students' career goals each received a mean of 3.80. This suggests that students considered whether a school offered programs suited to their interests and future plans. The availability of a preferred strand may be especially relevant when students have already developed an idea of the college program or occupation they wish to pursue. Abong and Ochavo (2025) similarly reported that career aspirations and interests were the leading considerations in students' senior high school track and strand preferences. This parallel suggests that academic offerings are best understood in relation to students' personal goals rather than as isolated school features.

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School performance indicators, such as examination results and awards, obtained a mean of 3.60. This indicates that students considered observable signs of school performance, although these were not as highly rated as teacher recommendations. Thompson (2024) found that families placed considerable value on academic performance when evaluating schools. Their findings provide a useful comparison, although their study examined parents' preferences in England, whereas the present study focused on Grade 10 students in the Philippines.

School programs, including remedial classes and tutoring, received a mean of 3.50, while the availability of specific subjects or specialized laboratories received the lowest mean of 3.46. Both results were interpreted as Agree under the study's rating scale. Although these factors ranked lower than teacher recommendations and academic performance, they remained relevant to students' decisions. The findings may indicate that students placed greater emphasis on guidance, academic reputation, and preparation for future education than on specific facilities or supplementary programs. However, the relatively lower rating for specialized laboratories should not be interpreted as evidence that students do not value facilities; it only indicates that this item received the lowest mean among the academic factors assessed.

Table 4. Students' Perceptions of Environmental Factors Influencing Their Choice of Senior High School

Statements	Weighted Mean	Descriptive Value	Rank
1. The distance from home to the senior high school influenced my choice.	3.50	Agree	5.5
2. The availability of safe and reliable transportation affected my decision.	3.50	Agree	5.5
3. I chose the school because I felt it was safe and secure.	3.50	Agree	5.5
4. The physical condition of the school, including its buildings and facilities, influenced my choice.	3.30	Neutral	8.5
5. The community reputation of the school influenced my decision.	3.50	Agree	5.5
6. The presence of peers, such as friends who attended or planned to attend the school, influenced my choice.	3.43	Agree	7
7. The availability of co-curricular activities, such as sports and arts, influenced my choice.	3.60	Agree	2.5
8. I considered how convenient the school schedule and hours were for my family.	3.60	Agree	2.5
9. Local employment prospects in the school's community influenced my decision.	2.70	Neutral	10
10. Environmental concerns, such as frequent flooding or a long commute, affected my choice.	3.30	Neutral	8.5
Overall Weighted Mean	3.44	Agree	

The overall weighted mean of 3.44 (Agree) indicates that environmental considerations were generally taken into account by the 30 Grade 10 respondents when choosing a senior high school. Among the indicators, the convenience of the school schedule and the availability of co-curricular activities obtained the highest weighted means, both at 3.60. This suggests that students considered not only their academic plans but also the practicality of attending school and the opportunities to participate in activities beyond classroom instruction. Flexible and manageable schedules may help students balance school responsibilities with family needs, while sports, arts, and other co-curricular activities can contribute to their overall school experience.

Distance from home, transportation availability, perceived safety, and the school's reputation in the community each received a mean of 3.50, interpreted as Agree. These results suggest that accessibility and the school environment were relevant considerations for respondents. A school may be appealing academically, but students and their families may also consider whether it is accessible, whether transportation is dependable, and whether the school is perceived as a safe place to study. The results also indicate that community reputation remains a consideration, although the descriptive findings alone cannot establish how strongly it determined students' final choices.

The presence of friends or peers received a mean of 3.43, also interpreted as Agree. This suggests that students' social connections may have some bearing on school choice, although this item ranked below the schedule and co-curricular activities. Meanwhile, the

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physical condition of school buildings and facilities and environmental concerns, such as flooding or a long commute, both obtained a mean of 3.30, interpreted as Neutral. Local employment prospects in the school's community received the lowest mean of 2.70, also interpreted as Neutral. These findings suggest that respondents did not consistently regard these factors as important in their decisions. However, neutral ratings should not be taken to mean that facilities, environmental conditions, or employment opportunities are unimportant to all students; their relevance may vary according to individual circumstances.

These findings are consistent with Ribeiro, et al. (2023), whose study of learners attending schools distant from their homes found that extracurricular activities, perceived academic quality, and anticipated career benefits could outweigh the convenience of proximity. This provides a useful comparison with the present findings, where co-curricular activities received one of the highest ratings, while distance was considered important but did not rank among the top indicators. Similarly, Fulache (2024) found that students considered educational environment, campus facilities, curricular and extracurricular activities, location, and transportation when deciding on a senior high school.

Table 5. Factors Affecting Students' Choice of Senior High School

Factors	Frequency (n = 30)	Percentage
Reputation / Academic Quality	14	46.67%
Proximity to Home	6	20.00%
Safety and Facilities	4	13.33%
Cost / Affordability	3	10.00%
Available Track / Program	1	3.33%
Others / No Response	2	6.67%
Total	30	100.00%

Table 5 presents the factors that respondents identified as affecting their choice of senior high school. Reputation and academic quality ranked first, selected by 14 respondents (46.67%). This indicates that nearly half of the participants considered the school's reputation and perceived academic quality their primary consideration. Students may prefer schools they believe can provide quality instruction and prepare them for their future educational goals. Proximity to home ranked second, with six respondents (20.00%), followed by safety and facilities, identified by four respondents (13.33%). These findings suggest that practical considerations, such as accessibility and the school environment, also matter in students' decisions. Although reputation and academic quality received the highest percentage, the combined responses show that students consider different aspects of a school when making their choice.

Cost and affordability were identified by three respondents (10.00%), while only one respondent (3.33%) selected the availability of a preferred track or program. Two respondents (6.67%) were classified under "Others / No Response." The relatively low percentage for the available track or program should be interpreted cautiously, since the study also found that respondents considered academic factors, including track availability and alignment with career goals, in the preceding table. This difference may reflect the distinction between rating several factors and selecting only one as the most important. The findings are comparable to those of Cortez (2018), who examined parental perspectives, school choices, and track preferences among senior high school students in Ilocos Sur. The study considered several dimensions of school choice, including educational environment, location, facilities, and curricular and extracurricular offerings. The present findings likewise suggest that students weigh academic reputation alongside practical considerations. However, because respondents selected one primary factor, the results identify their most frequently reported priority, not the full range of considerations that may have influenced their decisions.

Table 6. Relationship Between Students' Profile and the Factors Influencing Their Choice of Senior High School

Students' Profile	Socioeconomic Factor	p-value	Academic Factor	p-value	Environmental Factor	p-value
Age	0.079	0.868	0.102	0.592	0.145	0.443
Sex	0.126	0.112	0.091	0.632	0.118	0.535
Parents' educational attainment	-0.174	0.025	-0.121	0.524	-0.098	0.607

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Parents' occupation	0.621	0.000	0.483	0.007	0.392	0.032
Family monthly income	0.457	0.000	0.361	0.050	0.328	0.076

**significant at .05 level*

The results in Table 6 suggest that some student profile variables may be associated with how respondents perceived the socioeconomic, academic, and environmental factors influencing their choice of senior high school. At the 0.05 level of significance, parents' occupation was significantly associated with all three factors: socioeconomic, academic, and environmental. These results suggest that parents' occupation may be related to the considerations students reported when selecting a senior high school. The strongest reported relationship was between parents' occupation and socioeconomic factors, indicating that occupational circumstances may be particularly relevant to students' perceptions of financial capacity and related considerations. However, the results show associations and do not establish that parents' occupation directly causes students to choose a particular school.

Family monthly income was also significantly associated with socioeconomic factors. This moderate positive relationship suggests that differences in family income may be related to how students assess financial considerations when choosing a school. Income was not significantly associated with environmental factors. Its relationship with academic factors was reported at the threshold of significance; this should be interpreted cautiously because the p-value is exactly at the stated significance level and may be affected by rounding. Parents' educational attainment showed a statistically significant negative association with socioeconomic factors, according to the table. However, the correlation coefficient is weak, and its direction should be interpreted in light of how educational attainment was coded. No significant relationships were reported between parents' educational attainment and academic or environmental factors. Age and sex were likewise not significantly associated with any of the three factor categories, since all reported p-values exceeded 0.05.

CONCLUSION

The study concludes that Grade 10 students' choice of senior high school reflects the interaction of personal circumstances, educational priorities, and school-related considerations. Although students may have different preferences and family backgrounds, their decisions are shaped by their assessment of whether a school can provide quality education, accommodate their financial circumstances, and support their academic and personal development. The findings emphasize the importance of making senior high school options accessible, informative, and responsive to students' needs. Schools should strengthen career guidance, communicate their academic programs and associated costs clearly, and provide opportunities for students to participate in co-curricular activities. Teachers and guidance personnel also have an important role in helping students select a school and track aligned with their interests, abilities, and future plans.

Ultimately, selecting a senior high school should involve more than choosing a convenient or well-known institution. It should be an informed decision that considers the student's educational aspirations, family circumstances, and capacity to benefit from the opportunities offered by the school. While the present study provides insights into the considerations of its respondents, further research involving a larger and more diverse group of students is recommended to establish whether similar patterns are observed in other settings.

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