

Factors Associated with the Retention and Migration that Influence Senior High School Graduates in Amando Cope College

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Abstract—This study determined the manifested factors influencing the retention and migration of senior high school graduates in Amando Cope College starting its implementation on SY 2016-2017 up to present. The following conclusions are derived: Older students may have greater maturity, which can influence how they weigh their options regarding where to pursue college and might actively seek independence and choose to migrate, while younger students might be less ready for relocation, preferring to stay in a familiar environment like Amando Cope College; Sex plays a potentially important role in understanding pattern of retention and migration among senior high school graduates; parental earnings and parents' educational attainment plays a critical role in shaping the post-senior high school educational decisions of students and a significant factor that can greatly influence their children's academic decisions and aspirations; factors influencing the retention of SHS graduates, student's positive past experience during their senior high school (SHS) years in Amando Cope College have powerful influence on their decision to either stay for college or leave for another institution these experiences, both academic and non-academic, shape the students' perceptions of the college environment, support systems, and overall value. Factors influencing the migration of SHS graduates describe the learning environment as the most influential factor that affect their decision to migrate to other institutions. Physical setting, classroom atmosphere, availability of learning resources, quality of instruction, and overall academic culture plays a pivotal role in shaping students' educational experiences and future decisions. Various recommendations were offered to the school administrators by the researcher upon the completion of the study.

Index Terms—student retentions, student migrations, academic progression, social isolation, learning environment.

1. Introduction

At the initial implementation of Senior High School (SHS), it has generated anguish among adolescents on the growing social pressures, increased academic responsibility, and a heightened desire for autonomy, and mostly, 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 exciting and keenly anticipated one for some students, this transition can be rather challenging and an even traumatic experience (Cortez. 2018).

In an increasingly competitive and results oriented higher education industry, student retention is of key importance to institution and their faculty, as colleges and universities look to improve graduation rates and decrease the loss of tuition revenue from students either dropping out or moving to a different institutions. Likewise, institutions are becoming increasingly aware of implementing a dynamic support framework to aid learner aspiration, progress and retention. Higher education students require more support services and strategies for academic success, thus increasing institutional retentions rates. Developing student success courses are one of the most effective strategies and a primary motivation to keep students in the program, as demonstrated by their high retention rates. The importance of educational and social integration and perceptions of the campus environment is significantly essential in influencing retention related decisions (Liansing & Garcia, 2022).

In recent years, colleges and universities have faced significant challenges relating to enrolment and student retention. On one hand, college and university administrators are often preoccupied with the retention of their students, who struggle with academic performance, personal concerns, and financial challenges. To meet enrolment demand, colleges and universities have increasingly resorted to staffing course with adjunct instructors (part-time or contingent faculty whose contracts are based on per-hour compensation, usually without benefits) rather than hiring full-time faculty (who earns higher salaries and benefits) (Jaeger, Eagan & Wirt, 2008). Pledging their institutions to academic excellence, college and university administrators thus routinely engage in efforts to recruit and retain students. This requires a delicate balance in which campus leaders must pay close attention to the bottom line, both in enrolment figures and in the financial balance sheet. The role of adjunct instructors in higher education is central to these concerns about personal and academic performance. Put simply, courses taught by adjunct instructors often correlate to higher rates students' withdrawal and poor academic performance, and yet administrators often fear that employing full-time faculty is an onerous financial commitment (Heath et.al., 2022)

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Amando Cope College started to offer Senior High School (SHS) education in the School Year 2016-2017. Problem in retention of students every end of semester and migration to the next semester to completed Grade 12 and eventually graduated from senior high school who were to enrol in college was also observed. As part of the institution and as an instructor in tertiary level, the researcher has been motivated to identify and determine the factors that influenced the migration and retention of SHS graduates in order to gain knowledge on how SHS students view their stay in the institutions. Having problem on the retention and migration of SHS students is not only a rare case with Amando Cope College but also with other schools who have experienced a drastic student's migration to other institution. There has been too little or none at all information as to the reason why those students decided to leave lacking in foresight to assume on the financial capabilities of parents to sustain higher education of these students (Bautista, M. 2020). Thus, this investigation was initiated.

2. Methodology

The researchers used the Quantitative research method and the Descriptive survey on this particular study. This method was used hence results of the study were analysed by employing appropriate statistical tools. It primarily centered on the analysis of numerical data and utilized inferential statistics to derive conclusions.

3. Results and Discussion

The transition from senior high school to higher education institution is a crucial decision-making process for students often influenced by a variety of factors such as academic, social, and economic factors. At Amando Cope College, understanding why senior high school graduates choose to continue their tertiary education within the institution while others opt to

enroll or transfer to other higher educational institutions is essential for improving student retention and shaping institutional strategies. This undertaking aims to explore the key factors that influence both the retention and migration of senior high school graduates from the college. By identifying the motivations, challenges, and preferences of these students, this study seeks to provide valuable data and insights that will help the institution enhance its programs, services, and the student engagement initiatives which could foster stronger connections with its students and reducing student migration. This section explored the demographic profile of the respondents which categorized into two groups, the retained and migrated senior high school graduates which serve as the respondents of this study. Tables 1 presents the distribution of respondents that responded to the demographic and socioeconomic profile.

Twenty-three (23) respondents who are retained senior high school graduates and forty-five (45) migrated senior high school graduates in Amando Cope College answered completely the survey questionnaire. As presented in Table 1, there are fifteen (15) or 65.20% of the retained senior high school graduates with an age range of 17-18 years old; seven (7) or 30.40% belong to the age bracket of 19-20 years old and one (1) or 04.40% within the age bracket of 25 years old and above. The results mean that majority of the retained SHS graduates are within the age bracket of 17-18 years old. On the other hand, there are twenty-four (24) or 53.33% of the migrated SHS graduates within the age bracket of 17-18 years old; fifteen (15) or 33.33% with an age ranging from 17-18 years old; five (5) or 11.11% within the age bracket of 21-22 years old and only one (1) or 02.22% with an age ranging from 23-24 years old. The result mean that majority of the migrated SHS graduates are within the age bracket of 19-20 years old.

This implies that older students may have greater maturity, which can influence how they weigh their options regarding

Table 1
Demographic and socioeconomic profiles of retained senior high school graduates

Components	Retained SHS Graduates		Migrated SHS Graduate	
	Frequency	Percentage	Frequency	Percentage
Age				
17-18 years old	15	65.20%	15	33.33
19-20 years old	7	30.40%	24	53.33
21-22 years old	-	-	5	11.11
23-24 years old	-	-	1	02.22
25 years old and above	1	04.40%	0	-
Sex				
Male	9	39.10%	17	37.78
Female	14	60.90%	28	62.22
Earnings of Parents				
Below Php 10,000.00	8	34.80%	19	42.22
Php 10,001.00 – Php 15,000.00	6	26.10%	12	26.67
Php 16,001.00 – Php 20,000.00	4	17.40%	6	13.33
Php 21,001.00 – Php 25,000.00	1	04.35%	4	08.89
Php 25,001.00 – Php 30,000.00	1	04.35%	3	06.67
Php 30,001.00 and above	3	13.00%	1	02.22
Parent's Educational Attainment				
Elementary Graduate	-	-	3	06.67
Elementary Undergraduate	-	-	1	02.22
High School Graduate	6	26.10%	8	17.78
High School Undergraduate	3	13.00%	7	15.56
College Graduate	10	43.50%	20	44.44
College Undergraduate	3	13.00%	4	08.89
Post College Graduate	1	04.40%	0	-
Post College Undergraduate	-	-	2	04.44

where to pursue college. They may make decisions more independently or with longer-term career goals in mind. Age could correlate with how influenced a student is by parents, peers, or guidance counselors when deciding whether to stay or transfer. Apart from that, some older students may already be working part-time or have financial obligations, which can lead them to prioritize affordability and proximity in choosing a college. These students may be more likely to stay due to financial constraints, or migrate if a scholarship or financial aid is offered elsewhere. On the other hand, younger students might be less ready for relocation, preferring to stay in a familiar environment like Amando Cope College. Conversely, some older students might actively seek independence and choose to migrate. Age may influence a student's willingness to move away from home or live independently for college. Not all senior high school graduates are the same age some may be older due to delayed schooling or returning to education later. Their educational goals and motivations may differ significantly. Non-traditional or older students might prioritize career-focused programs, flexible schedules, or institutions with strong employment linkages. Predominantly, younger students may place higher value on peer groups and social belonging, which can impact their choice to stay if many of their friends also stay. Age can be tied to social influence, especially in rural or close-knit communities.

Along sex, the retained SHS graduate respondents revealed that fourteen (14) or 60.90% of them are females and nine (9) or 39.10% are males. The results mean that majority of the retained SHS graduates are dominated by females over males. While the results for the retained SHS graduates depict that there are twenty-eight (28) or 62.22% females and seventeen (17) or 37.78% are males. It further reveals that the migrated SHS graduates are predominantly females. This implies that sex plays a potentially important role in understanding patterns of retention and migration among senior high school graduates. It can influence a student's educational preferences, social priorities, perceived safety, and even the types of opportunities they pursue after graduation. By examining sex as a variable, the study can uncover trends or differences in decision-making between male and female students, allowing the institution to tailor its retention strategies more effectively. Female and male students may prefer different academic tracks or have varying career aspirations. Certain programs unavailable at Amando Cope College may appeal more to one sex, prompting migration that could influence program offerings that align more closely with sex-based career trends. In some communities, families may prefer female students to stay closer to home for safety or traditional reasons. Males may be encouraged to explore opportunities outside the local area or be expected to be more independent. Cultural gender roles may influence whether a student stays or transfers. In addition, female students might prioritize the perceived safety, support systems, and inclusivity of the campus environment. If another school is seen as safer or more welcoming, female students might be more likely to migrate. Retention rate may be higher among female students if the local institution meets these needs. Ultimately, females are sometimes more influenced by emotional and social

connections, while males may focus more on independence or status. This may affect whether they follow friends, stay for social comfort, or leave for new experiences. Sex may be linked to how students respond to peer dynamics and emotional attachment to the institution.

Along earnings of parents of the retained SHS graduate respondents, revealed that eight (8) or 34.80% of them have an earnings below Php 10,000.00 followed by six (6) or 26.10% with a family earnings ranging from Php 10,001.00 to Php 15,000.00; four (4) or 17.40% with an earnings of Php 16,001.00 to Php 20,000.00; three (3) or 13.00% with parent's earnings ranging from Php 30,001.00 and above; one (1) or 04.35% with an earnings of Php 25,001.00 to Php 30,000.00. The migrated SHS graduate respondents also reveal that nineteen (19) or 42.22% of them have parent's earnings below Php 10,000.00; twelve (12) or 26.67% with Php 10,001.00 to Php 15,000.00 parent's earnings: six (6) or 13.33% with parent's earnings ranging from Php 16,001.00 to Php 20,000.00; four (4) or 48.89% from Php 21,001.00 to Php 25,000.00; three (3) or 06.67% with parent's earning ranging from Php 25,001.00 to Php 30,000.00 and one (1) or 02.22% with parent's earning of Php 30,001.00 and above. It further reveals that majority of the migrated senior high school graduate respondents have a parent earnings below Php 10,000.00

This implies that parental earnings play a critical role in shaping the post-senior high school educational decisions of students. The financial capacity of a family directly affects a student's ability to pursue higher education, choose between public or private institutions, relocate for studies, or remain in a nearby college like Amando Cope College. Understanding the impact of parental income helps identify financial barriers or advantages that influence whether a student is retained by the institution or migrates to another. Students from low-income families may choose to stay due to lower tuition costs or reduced living expenses when studying near home. If Amando Cope College offers scholarships, this can increase retention among financially constrained students. Low parental income may lead to higher retention, but only if the college remains affordable and accessible. Moreover, students from higher-income families may have the financial flexibility to study in urban areas or attend more prestigious institutions and migration may be more common among students whose families can afford relocation, housing, and higher tuition elsewhere. Higher parental earnings increase the likelihood of migration due to broader access to educational options.

Students whose parents have limited income often rely on scholarships or government subsidies (e.g., TES, UniFAST). If financial aid is insufficient or unavailable at Amando Cope College, students may be forced to migrate to schools offering better support. Financial aid availability can significantly influence retention among lower-income students. Some students may choose to work instead of study, especially if their families cannot support them through college. Others may opt for short-term programs or vocational tracks available locally. Parental earnings influence not only the institution choice but whether the student continues their education at all.

The last component of the demographic profile looked into by the researcher is the parent's educational attainment. The migrated SHS graduate respondents reveal that ten (10) or 43.50% the highest educational attainment of their parents were college graduate followed by six (6) or 26.10% said that their parents are high school graduate; three (3) or 13.00% are high school undergraduate; another three (3) or 13.00% are college undergraduate and one (1) or 04.40% of the parents was a post college graduate. The data reveals that majority of the parents of the respondents are college graduate. On the other hand, the retained SHS graduates revealed that twenty (20) or 44.44% said that their parents are college graduate followed by high school graduate with eight (8) or 17.78%; seven (7) or 15.56% are high school undergraduate; seven (7) or 15.56% high school undergraduate; four (4) or 08.89% are college undergraduate; three (3) or 06.67% are elementary graduate; two (2) or 04.44% post college undergraduate and one (1) or 02.22% is elementary graduate. The results mean that majority of the parents of the retained SHS graduates are college graduate. This implies that the educational attainment of parents is a key socio-demographic factor that can greatly influence their children's academic decisions and aspirations. Parents with higher levels of education are often more informed about academic pathways, career opportunities, and the value of higher education. In the context of this study, understanding how parental education affects student retention or migration provides insight into the guidance, expectations, and support students receive at home, which can shape their post-senior high school choices.

Parents with college or postgraduate degrees may encourage their children to pursue higher education at institutions perceived to offer better quality or prestige. Conversely, parents with limited formal education may prioritize immediate employment or local schooling due to limited awareness of broader opportunities. Students with more highly educated parents may be more likely to migrate for perceived better academic or career prospects. Educated parents are typically more involved in decision-making, offering guidance on course selection, scholarship opportunities, and institutional reputation. Less-educated parents may defer to the student's or community's opinion, often leading to decisions based on convenience or proximity. The level of parental education can

influence how informed and strategic the student is when choosing to stay or leave. In addition, Parents with higher educational backgrounds may be more critical of academic standards and facilities, leading to migration if Amando Cope College does not meet expectations. In contrast, less-educated parents might place higher value on accessibility, affordability, and community ties. Retention may be higher among students whose parents prioritize affordability over prestige or advanced academic resources. Educated parents may be more open to their children studying away from home to gain independence or better opportunities. Parents with limited education may have concerns about safety, cost, or cultural adjustment, encouraging their children to stay local.

The educational attainment of parents has a significant impact on how senior high school graduates perceive and pursue higher education. By analyzing this variable, the study can better understand the role of family background in shaping student decisions to stay at or leave Amando Cope College. This insight can help the institution develop more targeted communication, outreach, and support services, especially for first-generation college students or those from less-educated households, ultimately contributing to improved student retention.

Understanding the extent to which various factors influence the retention and migration of senior high school graduates is essential for developing responsive educational strategies. In the case of Amando Cope College, these decisions are shaped by a range of academic, financial, social, and personal variables. Measuring the degree of influence each factor holds allows the institution to identify which elements most significantly impact students' choices to either continue their tertiary education within the college or seek opportunities elsewhere. This section aims to assess the relative weight of these influences, providing insights that can guide institutional policies, improve student support services, and enhance overall retention rates.

Retention of senior high school graduates within the same institution for their college education is a key indicator of student satisfaction, institutional trust, and alignment of academic offerings with student needs. At Amando Cope College, identifying and understanding the extent to which various factors such as academic programs, financial capacity,

Table 2
Influential factors associated with the retention of SHS graduates

Indicators	Weighted Mean	Adjectival Description
Familiarity with the schools environment. I am accustomed to the campus, facilities and culture making the transition to college preferable and advantageous.	4.18	More Influential
Established relationship. I have already established good relationship with teachers and administrators, and peers, which can provide a strong support network.	4.18	More Influential
Reputation and quality of education. The school has strong academic reputation on specified programs that is aligned to my career goals.	4.16	More Influential
Convenience. The location is convenient, reducing the need for relocation or long commutes.	3.82	More Influential
Financial capability. The ACC offers financial incentives such as scholarships, a reduced tuition fees for continuing students to college.	3.62	More Influential
Positive past experiences. Good experiences during Senior High School years can foster a sense of loyalty and trust in the institution.	4.33	Most Influential
Seamless academic progression. The curriculum is designed to provide a seamless transition from senior high school to higher education, with clear pathways for academic progression	3.98	More Influential
Extracurricular opportunities. Continued participation in extracurricular activities, sports team or clubs.	4.02	More Influential
Average	4.04	More Influential

parental influence, and institutional reputation influence students' decisions to stay is crucial. By examining how strongly these factors affect retention, the institution can gain valuable insights into what motivates students to continue their education locally. This, in turn, can help in enhancing strategies to improve student engagement, meet expectations, and strengthen long-term enrollment stability. There were eight indicators explored in this section. Table 2 shows the results.

The retained SHS graduate respondents rated the indicator *positive past experiences* with the highest weighted mean of 4.33 and adjectivally described as *most influential*. Other indicators are presented in order of magnitude: The indicators *familiarity with the schools environment* and *established relationship* were rated with the same weighted mean of 4.18 with an adjectival description of *more influential*; *reputation and quality of education* with 4.16; *extracurricular opportunities* has a weighted mean of 4.02; *seamless academic progression* with 3.98; *convenience* has 3.82 and lastly *financial capability* with 3.62, all are adjectivally described as *more influential*. The result mean that positive past experiences of SHS graduates greatly influence to their retention to Amando Cope College.

This implies that a student's positive past experience during their senior high school (SHS) years at Amando Cope College is a powerful influence on their decision to either stay for college or leave for another institution. These experiences both academic and non-academic shape the students' perceptions of the college's environment, support systems, and overall value. Evaluating the impact of these experiences helps the institution understand how previous satisfaction translates into future loyalty and continued enrollment. Students who felt welcomed, supported, and engaged during SHS are more likely to develop a strong emotional connection to the college. A positive atmosphere fosters a sense of community and loyalty and increase the likelihood of retention due to emotional ties and a desire for continuity. In addition, students who had favorable experiences with teachers, academic support, and school

facilities tend to trust the institution's ability to deliver quality college-level education. Satisfaction with SHS performance can lead students to view Amando Cope College as a reliable choice for higher education. It also serves as a personal testimonial and influences not only their own decision but it also affect peers and family members that could contribute to the institution's reputation, increasing both retention and referrals.

Familiarity with the environment, staff, and academic system can reduce anxiety about transitioning to college. Students may choose to stay because they feel more confident and comfortable continuing in a known setting. Positive reinforcement during SHS can lead to higher self-confidence and motivation, making students more inclined to pursue further studies within the same institution. Students who had encouraging academic experiences are more likely to persist in the same environment. The positive past experiences of SHS graduates are critical drivers of retention at Amando Cope College. These experiences influence how students perceive the institution's value, comfort level, and ability to meet their academic and personal needs. By recognizing and enhancing the aspects of student life that contribute to these positive impressions, the college can strengthen retention rates and build lasting student-institution relationships.

Migration of senior high school graduates to other colleges or universities is a multifaceted issue that reflects the perceived limitations or unmet expectations within their current institution. At Amando Cope College, understanding the extent to which various factors such as academic program availability, institutional reputation, financial concerns, family influence, and personal aspirations contribute to students' decisions to leave is vital. Exploring the degree of influence these elements hold offers valuable insights into why students choose to transfer or pursue their tertiary education elsewhere. The table 3 outlines the results.

The second group of respondents rated the following indicators and arranged in their order of magnitude: the indicator *learning environment* got the highest weighted mean

Table 3
Influential factors associated with migration of SHS graduates

Indicators	Weighted Mean	Adjectival Description
Community college transfer. Some students attend community college to improve their chances of getting into a competitive programs.	3.74	More Influential
Social isolation. A state where an individual lacks meaningful relationships and social connection resulting in limited social support	3.78	More Influential
Poor academic performance. These can stem from a multitude of factors, including academic, psychological, personal, social and demographic issues, potentially leading to anxiety and procrastination.	3.78	More Influential
Financial capability. The capacity, based on knowledge, skills and access to manage financial resources effectively.	4.00	More Influential
Athletic opportunity. Student athlete enjoy the opportunity by playing their favorite sports and at the same time earning a degree.	3.78	More Influential
Job transfer of parents. It involves an employee moving to different position, department, or location with the same organization, often for career advancement.	3.61	More Influential
Class schedule. The list of classes that a student is enrolled in during a specific term.	3.61	More Influential
Class size. The number of students in a given course or classroom, and is often discussed in relation to student-teacher ratios.	3.61	More Influential
Learning environment. Refers to the attitude or liking of learners for many elements such as learning activities, learning resources, software and hardware equipment in the environment.	4.30	Most Influential
Extra-curricular activities. Any activities undertaken outside of regular academic coursework like sports, clubs, volunteering, or arts that can enhance skills, social life, and overall development.	4.22	Most Influential
Grading system. The system that a school has developed to guide how teachers assess and grade student work.	4.22	Most Influential
School's extent of support. It encompasses a broad array of educational strategies including strategies such as alternative ways of grouping or instructing students, faculty and volunteer advisories, college and career services.	4.09	More Influential
Average	3.89	More Influential

Table 4
Test of significant difference on the influencing factors

Influencing Factors to the Retention and Migration of SHS Graduates						
Sources of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F-value	Remark	
				Computed	Tabular	
Between Treatments	1	0.0958	0.0958			
Within Treatments	18	1.0981	0.061	1.56983	2.26264	Not Significant
Total	19	1.1939				

of 4.30 among the twelve indicators with an adjectival description of *most influential*; indicators *extra-curricular activities* and *grading system* got the same weighted mean of 4.22 which are adjectivally described as *most influential*; *school's extent of support* with 4.09; *financial capability* has 4.00; three indicators were rated by respondents with the same weighted mean of 3.78 these are *social isolation*, *poor academic performance*, and *athletic opportunity*; and the three remaining indicators were also rated by the respondents with the same mean score of 3.61 these are *class schedule*, *job transfer of parents* and *class size* all with an adjectival description of *more influential*.

These findings imply that the learning environment which includes the physical setting, classroom atmosphere, availability of learning resources, quality of instruction, and overall academic culture play a pivotal role in shaping students' educational experiences and future decisions. In the context of Amando Cope College, evaluating the quality and impact of the SHS learning environment can reveal how it affects students' decisions to either remain in the institution for tertiary education or transfer to another school. A positive, inclusive, and stimulating learning environment fosters satisfaction, academic engagement, and emotional attachment to the institution. Students who feel supported and inspired are more likely to stay and continue their college education at Amando Cope College. The availability of competent teachers, effective teaching strategies, modern facilities, and updated learning materials affect how students assess the academic quality of the institution. A strong learning environment reinforces the belief that the institution is capable of delivering quality higher education, boosting retention. The physical condition of classrooms, safety of the campus, and accessibility of learning spaces contribute to overall student well-being. If the physical environment lack all these is found uncomfortable, students may choose to migrate to institutions with better infrastructure. Additionally, an engaging classroom culture and opportunities for collaborative learning enhance students' social experience and sense of belonging. A positive peer environment can reduce the desire to leave, while social disconnection may lead to migration.

If the SHS learning environment equips students with confidence, academic skills, and critical thinking, they may feel ready to continue their education at the same institution. A well-structured learning environment during SHS encourages retention by building trust in the institution's ability to support college success. The learning environment experienced by senior high school students is a crucial determinant in their decision to either remain at or migrate from Amando Cope College for tertiary education. By recognizing how the learning setting influences student satisfaction, perceived academic

quality, and personal comfort, the institution can make informed improvements that foster retention and minimize migration. A positive learning environment not only supports student growth but also strengthens institutional loyalty and long-term enrollment success.

The researcher also tested the hypothesis that there is no significant difference on the extent of magnitude of the factors that influence senior high school graduates to remain in the same institution or migrate to another tertiary institution. The researcher used the Analysis of Variance (ANOVA) to test the significant difference. Statistical data show that the computed value of 1.56983 is lower than the tabular value of 2.2626, therefore, the null hypothesis is accepted.

4. Conclusion

This paper presented a study on the factors associated with the retention and migration that influence senior high school graduates in Amando Cope College.

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