ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Determinants Influencing Senior High School Students' Choice of Higher Education Institution in Select Cities in Cebu: Application of the Marketing Mix Model

Jaypee Y. Zoilo
Benedicto College, Main Campus, Mandaue City, Cebu, Philippines
Corresponding Author e-mail: zoilojaypee@gmail.com

Received: 28 April 2025 **Revised**: 29 May 2025 **Accepted**: 31 May 2025

Available Online: 03 June 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

https://doi.org/10.63498/etcor348

Abstract

Aim: The study determined the significant factors affecting the private and public senior high school student's decision in choosing higher education institutions (HEIs) and college programs in Mandaue and Cebu City applying the marketing mix model in context.

Methodology: This study used the correlational research design employing an online survey. A validated and reliable researcher-made questionnaire was used for data collection.

Results: Results revealed that for the sectarian and non-sectarian students, school fees (price) were the topmost consideration, followed by the promotional initiatives. The least that they considered was the quality of education as a product. On the other hand, for the public-school students, the accessibility of the college or university primarily influenced their choice of school. The one-way ANOVA revealed that there was a statistically significant difference in the mean perception score between at least two groups ($F(2, 21) = [4.14]$, $p = 0.03$) and ($F(2, 9) = [6.40]$, $p = 0.02$) in terms of the quality of education and promotional initiatives. Likewise, the relation between the age with X^2 (16, $N = 428$) = 5.53, $p = .02$, and sex of the students with X^2 (4, $N = 428$) = 10.43, $p = .01$ were significant to the perception of all marketing mix in affecting the decision on which school to enroll in college. It was also found out that females and the older respondents were more likely to be motivated with these marketing mixes than their male and younger counterparts. The average family income, on the one hand, is significantly associated with X^2 (24, $N = 428$) = 18.10, $p = .05$ and X^2 (24, $N = 428$) = 20.55 for both the school fees and the promotional initiatives.

Conclusion: The results confirmed the theory of marketing mix as an important determinant significantly influencing the students to choose which higher educational institution to enroll in, which may be of good input for insight for marketing purposes.

Keywords: choice for college, marketing mix, higher education institution, 4P, quality of education

INTRODUCTION

Education is one of the most vital elements in human development; learning new things at school and applying them in the real world is an outstanding achievement for someone who worked hard for it. In the Philippines, the education systems have opened vast opportunities for both the private and public sectors. The implementation of the K to 12 programs added several years for basic education through Republic Act No. 10533, or the Enhanced Basic Education Act of 2013 of the Department of Education (DepEd).

Grade ten graduates in the Philippines now face the important choice of selecting different tracks and strands for their senior high school education. This decision is a vital element in determining their future professions. Recent studies underscore that the career selection decision-making process is a crucial juncture in an individual's life. Recent studies indicate that students are more affected by professional guidance, family expectations, and accessible resources in their decision-making processes (Marcella et al., 2016). The choices they make are much influenced by the way their personal interests line up with possible career routes. These findings highlight the intricacy of the career decision process and its lasting influence on students' professional paths (Boyd & Smith, 2014).

Recent research highlights several difficulties students have in choosing their careers. A study by Pordelan

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

and Hosseinian (2021) revealed the relevance of psychological aspects in professional decision-making and demonstrated that online career counseling significantly influences students' employment decisions since psychological capital and successful decision-making have a correlation. With professional self-efficacy serving as a mediator, it was also discovered that elements including socioeconomic level and job flexibility greatly influence career satisfaction degrees (Li et al., 2023). These results highlight the complexity of the career-choosing process and the need for suitable support tools to stop inefficiencies for people and companies.

These challenges posed needed to be placed in the purview of scholastic studies. Little has been established about local proofs of the determinants for students' choice of college and the degree program. Hence, it has become expedient for this study to be pursued.

Using a survey method of data gathering, the proponent gathered the insights from the Cebu senior high school students and assessed how much of the marketing mix aid in the decision making of the learners.

Objectives

This research was intended to study the factors affecting the choice of school and college program of selected private and public senior high schools in Cebu.

It aimed to answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1 Age;
   1.2 Sex;
   1.3 School currently enrolled in;
   1.4 Family income;
   1.5 Interest to pursue college; and
   1.6 Preferred type of Higher Education Institution (HEI)?
2. As assessed by the respondents, what is the extent to which the decision for choosing a school is influenced in the areas of:
   2.1 Quality education;
   2.2 Accessibility;
   2.3 School fees, and;
   2.4 Promotional activities?
3. Is there a significant difference in the assessment of the respondents when grouped between private and public schools?
4. Is there a significant relationship between the profile of the respondents and the factors influencing their decisions?
5. Based on the findings of the study, what proposals for improvement can be recommended?

Hypothesis

Ho1 There is no significant difference in the assessment of the respondents when grouped between private and public schools.

METHODS

Research Design

This study used the descriptive survey method to systematically gather data from the respondents and to provide a clear snapshot of the factors affecting the choice of school and college program of selected private and public senior high schools in Cebu.

Population and Sampling

The respondents of this study were randomly selected senior high school students from private and public schools in Mandaue and Cebu City. The researcher used Raosoft software, an online sample size calculator, with the following parameters: a margin of error at 5%, a confidence level at 95%, and a population size of 10,000. The minimum sample size as determined by the software is n=370.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Instrument

A researcher-made questionnaire was used as the main instrument for data collection. Online interviews were also conducted to answer clarifications, verify the answers of the respondents, and solicit additional information. The survey was conducted in Mandaue and Cebu City specifically, in its private and public schools that offer senior high schools.

Data Collection

Permission was obtained from the school division superintendent and principals of selected senior high schools in Mandaue and Cebu City. A dry run was conducted using Google Forms to test the questionnaire with selected respondents. After finalizing the instrument, the actual survey was distributed via Google Forms, and interviews were also conducted. The collected data were then tabulated, presented, analyzed, interpreted, and reviewed for accuracy and completeness. The entire process upheld ethical standards, ensuring validity, reliability, and respect for participants' rights.

Treatment of Data

The data gathered from the questionnaire was tallied, tabulated, and presented in tables. The data were recorded according to the frequencies and corresponding percentages. Based on thee, the minimum number of respondents is 370; however, due to the overwhelming response rate and participation of the students in the survey, the researcher gathered 428 respondents in total. The resulting data were systematically presented through tables, charts, and graphs to enhance clarity and emphasize the significance of the findings. Both descriptive and inferential statistics were employed to treat the gathered data.

Ethical Considerations

The researcher strictly adhered to ethical standards by securing informed consent from all participants and maintaining the confidentiality and privacy of their responses throughout the entire research process.

RESULTS and DISCUSSION

After the survey from the various participating students in their respective schools, the data were then tabulated, analyzed, and interpreted in this section. This was intended to determine the factors that affect the choice of school and college program of selected private and public senior high school students.

Profile of the Senior High School

Table 1. Personal Profile (n = 428)

Personal Profile	Categories	Private						Public (n_3=133)		Total (n=428)	
		Sectarian (n_1=105)			Non-Sectarian (n_2=190)						
		f	%		f	%		f	%	f	%
Age	15 – 20	94	89.52	149		78.42	124		93.23	367	85.75
	20 – 25	8	7.62		35	18.42		7	5.26	50	11.68
	26 – 35	3	2.86		3	1.58		2	1.50	8	1.87
	Did not Indicate	0	0.00		3	1.58		0	0.00	3	0.70
Sex	Male	37	35.24		72	37.89	51		38.35	160	37.38
	Female	68	64.76	115		60.53	82		61.65	265	61.92
Average Family monthly income	Less than 10,000	27	25.71		71	37.37	76		57.14	174	40.65
	Php 10,000 –20,000	17	16.19		44	23.16	27		20.30	88	20.56
	Php 20,001– 30,000	32	30.48		52	27.37	19		14.29	103	24.07
	Php 30,001– 40,000	25	23.81		2	1.05		5	3.76	32	7.48
	Php 40,001– 50,000	3	2.86		4	2.11	3		2.26	10	2.34
	Php 50,000 above	1	0.95		14	7.37	3		2.26	18	4.21

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 1 shows the characteristics of the senior high school students who participated in the survey. It can be surmised that 105 of these respondents (25%) represented the sectarian sector, 190 (44%) of them came from the non-sectarian schools, and 133 (31%) of these students came from public schools in Cebu and Mandaue cities. Public, private, sectarian, or non-sectarian schools have faced significant challenges in recent years. A college education is still a requirement for a majority of jobs, but it is becoming increasingly unaffordable for many students. This obstacle is just one of several that led to a drop in higher education enrollment. Some researchers assume that students cannot be classified as customers (Sharrock, 2000). This contention is seen to be substantial in a circumstance where there is no competition and all the advanced education is being financed by the government.

Table 2. Academic Profile (n = 428)

Academic Profile	Categories	Private				Public (n_3=133)		Total (n=428)	
		Sectarian (n_1=105)		Non-Sectarian (n_2=190)					
		f	%	f	%	f	%	f	%
Senior High School strand	ABM	56	53.33	39	20.53	48	36.09	143	33.41
	GA	14	13.33	10	5.26	31	23.31	55	12.85
	HUMMS	6	5.71	56	29.47	12	9.02	74	17.29
	STEM	16	15.24	45	23.68	7	5.26	68	15.89
	ICT	8	7.62	16	8.42	6	4.51	30	7.01
	Home Economics	2	1.90	8	4.21	5	3.76	15	3.50
	Industrial Arts	0	0.00	0	0.00	1	0.75	1	0.23
	TVL Track	2	1.90	13	6.84	23	17.29	38	8.88
Preferred type of Higher Education Institution	Public school	26	24.76	81	42.63	79	59.40	186	43.46
	Private school	75	71.43	93	48.95	51	38.35	219	51.17
	Undecided	4	3.81	16	8.42	3	2.26	23	5.37
Interested to pursue college	Yes	104	99.05	179	94.21	128	96.24	411	96.03
	No	1	0.95	11	5.79	5	3.76	17	3.97
Preferred College degree	Accountancy	23	21.90	13	6.84	13	9.77	49	11.45
	Business and Management	57	54.29	64	33.68	68	51.13	189	44.16
	Education and Teacher Training	12	11.43	12	6.32	21	15.79	45	10.51
	Engineering	3	2.86	18	9.47	4	3.01	25	5.84
	Hospitality	2	1.90	15	7.89	12	9.02	29	6.78
	IT-Related	4	3.81	15	7.89	6	4.51	25	5.84
	Medical and Allied	4	3.81	9	4.74	3	2.26	16	3.74
Preferred school	Ateneo	0	0.00	0	0.00	1	0.75	1	0.23
	Benedicto College	6	5.71	9	4.74	0	0.00	15	3.50
	CDU	0	0.00	1	0.53	0	0.00	1	0.23
	CITU	1	0.95	3	1.58	1	0.75	5	1.17
	CNU	0	0.00	16	8.42	2	1.50	18	4.21
	CTU	3	2.86	5	2.63	4	3.01	12	2.80
	LLCC	0	0.00	0	0.00	1	0.75	1	0.23
	MCC	1	0.95	3	1.58	14	10.53	18	4.21
	PHILSCA	0	0.00	3	1.58	0	0.00	3	0.70
	SWU	1	0.95	11	5.79	0	0.00	12	2.80
	UC	5	4.76	23	12.11	13	9.77	41	9.58
	UP	1	0.95	1	0.53	3	2.26	5	1.17
	USC	20	19.05	7	3.68	7	5.26	34	7.94
	USJR	3	2.86	2	1.05	0	0.00	5	1.17
	UV	0	0.00	0	0.00	1	0.75	1	0.23
	Undecided	59	56.19	101	53.16	74	55.64	234	54.67

Table 2 delineates specific trends in the academic pathways selected by students according to the type of high school they attend (sectarian, public, or non-sectarian). The data reveals that the ABM (Accountancy, Business, and Management) track is more favored by sectarian and public high school students, with enrollment rates of 53.33% and 36.09%, respectively. Students from non-sectarian institutions, on the other hand, demonstrate a taste for the HUMSS (Humanities and Social Sciences), whereas this field has a 29.47% enrollment ratio. Participation in fields including industrial arts and home economics is sharply falling everywhere in educational institutions.

This aligns with the findings of Pascual (2014), who emphasized that students commonly prioritize the potential for employment after college when deciding on their academic tracks. The decisions of these students

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

correspond with patterns identified in other research. Research indicates that early decisions in high school concerning academic programs might profoundly impact postsecondary education and employment prospects (Akos et al., 2007).

These decisions are frequently influenced by educational and demographic factors, with substantial consequences for students' career ambitions and subsequent trajectories.

Moreover, several factors influence career preferences, including intrinsic motivations, career self-efficacy, and exposure to potential careers. For instance, students often make career decisions that align with their interests and the perceived demand in the job market (Tang et al., 2008). Research on IT students reveals that employment preferences are influenced by industry developments and personal experiences, suggesting that educational institutions should provide guidance that coincides with these factors to aid students in making informed career choices (Mutanga et al., 2023).

Furthermore, social and environmental factors substantially affect students' career selections. Cultural and geographical influences can lead to varied trajectories in career decision-making, underscoring the importance of providing tailored assistance and guidance based on these contextual factors (Carrico et al., 2017).

Table 2 shows the current patterns in high school track enrollment; yet, teachers and legislators should be aware of the underlying reasons and outside factors influencing these decisions. Through this, they can create policies and initiatives that more successfully help students to match their future employment objectives with their course of study.

The Extent of Perception of Influence of Choosing a School and College Course by the Different Marketing Factors.

Table 3. Choosing a School Based on the Quality of Education as an Academic Product (n=428)

Quality Education (Product)	Private				Public		Average	
	WM	Sectarian Description	WM	Non-Sectarian Description	WM	Description	WM	Description
1. Offering programs that are looked-for in surrounding industries and businesses.	3.50	Great Extent	3.36	Great Extent	3.44	Great Extent	3.43	Great Extent
2. Offering programs that meet the local, national and international requirements	3.50	Great Extent	3.47	Great Extent	3.53	Great Extent	3.50	Great Extent
3. Offering programs accredited by accrediting bodies from Level 1 to Level IV	3.50	Great Extent	3.32	Great Extent	3.46	Great Extent	3.42	Great Extent
4. Success rates of board exam	3.55	Great Extent	3.42	Great Extent	3.56	Great Extent	3.51	Great Extent
5. Employment success rate of non-board programs	3.47	Great Extent	3.29	Great Extent	3.38	Great Extent	3.38	Great Extent
6. Physical facilities/amenities	3.45	Great Extent	3.33	Great Extent	3.48	Great Extent	3.42	Great Extent
7. Complete laboratories	3.49	Great Extent	3.42	Great Extent	3.44	Great Extent	3.45	Great Extent
8. Proficiency of faculty/teachers	3.60	Great Extent	3.59	Great Extent	3.66	Great Extent	3.62	Great Extent

Table 3 depicts the perceptions of the students from the three types of senior high institutions when asked about their influence on choosing a college/university based on its academic products. It can be denoted that overall, this domain of marketing mix was rated as 3.47, or a great extent (consistently among the three groups), which

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

necessarily implies that the quality of education is taken into consideration all the time in choosing which college they would enroll in.

In fact, the "proficiency of faculty/teachers" received the highest rating, with a mean score of 3.62. The proficiency of faculty/teachers was rated as great extent; these findings showed that the advancement and the capabilities the faculty possesses, especially in managing the complex human activity, which, according to Zulueta and Guimbatan (2003), includes a wide range of human interactions, organizational arrangements, and qualifications.

Table 4. Choosing a School Based on the Accessibility of the Place or Location (n=428)

Accessibility (Place)	Private				Public		Average	
	WM	Sectarian Description	WM	Non-Sectarian Description	WM	Description	WM	Description
1. Providing access to mass transport	3.43	Great Extent	3.37	Great Extent	3.50	Great Extent	3.43	Great Extent
2. Providing access to department stores, mall, bookstores and shops	3.34	Great Extent	3.32	Great Extent	3.41	Great Extent	3.35	Great Extent
3. Fast foods, restaurant, food stalls are just nearby the school	3.50	Great Extent	3.44	Great Extent	3.44	Great Extent	3.46	Great Extent
4. The school is safe and not at risk of criminal activities	3.66	Great Extent	3.59	Great Extent	3.63	Great Extent	3.63	Great Extent
5. Providing conducive learning environment	3.66	Great Extent	3.59	Great Extent	3.65	Great Extent	3.63	Great Extent
Factor Average	3.52	Great Extent	3.46	Great Extent	3.52	Great Extent	3.50	Great Extent

Table 4 projects the respondents' perspective of the influence of choosing a college/university based on the school's location/place. It can be denoted that overall, this domain of marketing mix was rated as 3.50, or a Great Extent (consistently from among the three groups), which necessarily implies that the school environment is taken into consideration all the time in choosing to enroll. As a matter of fact, the items on "the school is safe and not at risk of criminal activities" and "Providing conducive learning environment" were rated the highest, with 3.63.

In recent studies, the selection of colleges or universities by students has been influenced significantly by factors related to location and safety. Selecting an institution can be difficult and involve several variables aligned with both personal and intellectual objectives. The safety and surroundings of the college campus are a major factor influencing the decisions. Research examining how college students see campus safety programs following catastrophic events emphasizes the value these policies provide. Reflecting the students' preferences for a safe learning environment, these policies involve institutional interventions to avoid or lessen damage.

Though demographic and experiential elements like fear of crime, past victimization, and perspective of disorder influence these views, students' opinions on campus safety policies usually coincide tightly with those of professors and staff (Kyle et al., 2016). Attracting potential students who place a top priority on a safe academic environment depends much on the procedures followed to guarantee campus security.

Furthermore, highlighting the significance of location is research on the elements foreign students take into account while selecting a university for further study. Factors such as the quality of the learning environment, social influences, and the availability of conducive facilities are critical (Padlee et al., 2010). In Malaysia, international students have marked the security and conduciveness of the learning environment as significant in their decision-making process, alongside other factors like cost and accessibility (Shah et al., 2013).

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 5. Choosing a School Based on the School Fees (n=428)

School Fees (Price)	Private				Public		Average	
	WM	Sectarian Description	WM	Non-Sectarian Description	WM	Description	WM	Description
1. Providing lower tuition fee and miscellaneous fee cost than other schools	3.52	Great Extent	3.52	Great Extent	3.50	Great Extent	3.52	Great Extent
2. Providing tuition fee discounts to students who pay fully upon enrolment	3.56	Great Extent	3.51	Great Extent	3.48	Great Extent	3.52	Great Extent
3. Providing different modes of paying tuition fees like online and mobile banking using credit/debit card/G-cash	3.55	Great Extent	3.43	Great Extent	3.40	Great Extent	3.46	Great Extent
4. Giving scholarships to honor students	3.70	Great Extent	3.66	Great Extent	3.59	Great Extent	3.65	Great Extent
5. Providing tuition fee discount to choir members, varsity players, dance troupe members, and others	3.58	Great Extent	3.49	Great Extent	3.53	Great Extent	3.54	Great Extent
Factor Average	3.58	Great Extent	3.52	Great Extent	3.50	Great Extent	3.54	Great Extent

Table 5 displays how influential the matter of school fees is to the senior high students when choosing a collegiate institution. It can be averred from the tabular presentation that this marketing mix domain was rated across the three groups to a great extent. Overall, it recorded the highest rating of 3.54. This translates to the students taking into consideration the idea of the price all the time in choosing which school to enroll in. They prefer schools more with "giving scholarships to honor students" rated the highest with 3.65. This is followed by the students' desire for these schools to "Providing tuition fee discounts to choir members, varsity players, dance troupe members, and others," as rated with 3.54.

Recent studies have highlighted the impact of financial factors, such as tuition fees and student debt, on students' choice of universities and their experiences in higher education. Important research results show that students' decision-making process depends much on financial factors (Wilkins et al., 2013; Boyles and Ahmed, 2017). For example, a study on English tuition fee policies revealed that students' anxiety levels and decision-making about their educational path are much influenced by financial problems (Wilkins et al., 2013).

Furthermore, linked to higher stress among students has been the growth in tuition rates and student debt. Higher degrees of student debt are linked with increased stress levels, which influence both their professional paths and educational involvement, according to a poll of dental students and dentists (Boyles & Ahmed, 2017). This study also observed declining applications to study dentistry at the University of Birmingham, therefore highlighting the deterring influence of higher financial load (Boyles & Ahmed, 2017).

More studies show that university involvement rates are much influenced by financial incentives and restrictions. In the UK, the division of tuition fees and maintenance grants shows that although tuition influences participation, grants have a positive influence, therefore stressing the need for financial support in admission to higher education (Dearden et al., 2011). Variations in institutional living cost allowances also point to discrepancies in how universities project students' living expenses, which would influence student eligibility for financial aid and their whole educational expenses (Kelchen et al., 2017).

These new results highlight the complex influence of financial factors on students' decisions and stress levels in higher education, implying that colleges and legislators should recognize and handle these dynamics to better assist students' educational paths.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

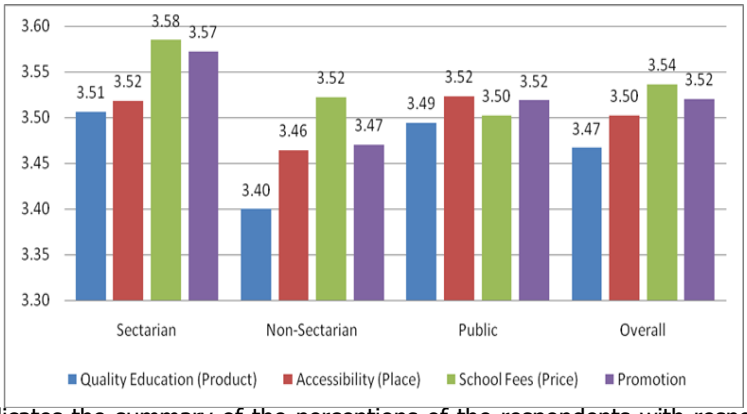
Table 6. Choosing a School Based on the Promotional Initiatives (n=428)

Promotion	Private				Public		Average	
	Sectarian		Non-Sectarian					
	WM	Description	WM	Description	WM	Description	WM	Description
1. Promoting the course offerings in print media, radios, and internet	3.54	Great Extent	3.40	Great Extent	3.47	Great Extent	3.47	Great Extent
2. Displaying of signboards and bulletin of information in highly visible places	3.53	Great Extent	3.44	Great Extent	3.53	Great Extent	3.50	Great Extent
3. Empowering faculty members and students as key informants regarding the school	3.60	Great Extent	3.48	Great Extent	3.49	Great Extent	3.52	Great Extent
4. Displaying the list of licensure and board examination passers inside and outside the school	3.59	Great Extent	3.50	Great Extent	3.59	Great Extent	3.56	Great Extent
Factor Average	3.57	Great Extent	3.47	Great Extent	3.52	Great Extent	3.52	Great Extent

Table 6 demonstrates the perceived influence of choosing a school in college by the senior high school respondents. Generally, this domain was rated to a great extent (3.52), which was constantly rated on the same level among the three respondent groups. When asked, the respondents would want to see schools' "displaying the list of licensure and board examination passers inside and outside the school" rated with 3.56". This is being followed by the idea of "Empowering faculty members and students as key informants regarding the school," rated with 3.52.

Recent literature underscores the importance of effective promotion in educational settings, especially in the context of increasing global competition among institutions. For instance, benefits of campus programs highlight their impact on student recruitment and retention rates (Andre et al., 2017). Effective promotional strategies ensure that prospective students are not only aware of these programs but are also influenced by the perceived benefits, such as academic success and personal development.

Summary of the Perception of Influence in Choosing a School in College Using the Marketing Mix



The figure indicates the summary of the perceptions of the respondents with respect to their influences in choosing the college schools. For the sectarian and non-sectarian students, school fees (price) were the topmost consideration, followed by the promotional initiatives. The least that they considered was the quality of education as a product. On the other hand, for the public-school students, the accessibility of the college or university primarily influenced their choice of school.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Hypothesis Testing for the Significant Difference in the Assessment of the Respondents when Grouped among Non-Sectarian, Sectarian, and Public Schools

Table 7. Analysis of Variance for the Significant Difference in the Perception of the Three Groups of Respondents

Marketing Mix	Private		Public	F-value	p-value	Decision	Description
	Sectarian	Non-Sectarian					
Quality Education (Product)	3.51	3.40	3.49	4.14	0.03*	Reject Null	Significant
Accessibility (Place)	3.52	3.46	3.52	0.34	0.72	Accept Null	Not Significant
School Fees (Price)	3.58	3.52	3.50	1.64	0.23	Accept Null	Not Significant
Promotion	3.57	3.47	3.52	6.40	0.02*	Reject Null	Significant

A one-way ANOVA was performed to measure the significance of the difference of the three different student groups in terms of their perception of their influence in choosing a school in college. The one-way ANOVA revealed that there was a statistically significant difference in the mean perception score between at least two groups ($F(2, 21) = [4.14]$, $p = 0.03$) and ($F(2, 9) = [6.40]$, $p = 0.02$) in terms of the quality of education and promotional initiatives. This translates to there being sufficient evidence to show that the level of response from the sectarian, non-sectarian, and public-school students was statistically significant. This likewise stirs the idea that these students differently view the consideration of quality of education and promotional activities as motivations for their decision of what school to enroll in. In fact, the sectarian students perceived statistically higher levels in terms of these factors as compared to the other two groups of non-sectarian or public groups.

Tukey's HSD test for multiple comparisons found that the mean value of the perception score was significantly different between sectarian students and non-sectarian students ($p = 0.024$, 95% C.I. = [4.48, 6.92]). However, the one-way ANOVA also revealed that there was no significant difference in mean perception scores between at least two groups ($F(2, 12) = [0.34]$, $p = 0.72$) and ($F(2, 12) = [1.64]$, $p = 0.23$) in terms of the accessibility and school fees. This translates that there was no sufficient evidence to show that the level of response from the sectarian, non-sectarian, and public-school students was statistically significant.

Hypothesis Testing for Significant Relationship Between the Profile of the Respondents and the Factors Influencing Their Decisions

Table 8. Chi-Square Test of Association for the Significant Relationship Between the Profile of the Respondents and the Factors Influencing Their Decisions

Predictor: *Profile*	Predicted: *Marketing Mix Factors*							
	Quality Education (Product)		Accessibility (Place)		School Fees (Price)		Promotion	
	X^2	*p-value*	X^2	*p-value*	X^2	*p-value*	X^2	*p-value*
Personal								
Age	5.53	0.02*	189.84	0.03*	98.46	0.01*	6.58	<0.001*
Sex	2.99	<0.01*	3.14	0.03*	5.34	0.01*	10.43	0.01*
Family Average monthly income	18.48	0.11	14.04	0.10	18.10	0.05*	20.55	0.04*
Academic								
Senior High School strand	34.73	0.05*	34.88	0.04*	22.14	0.03*	38.65	0.00*
Preferred type of HEI	4.34	0.08	4.50	0.10	7.75	0.11	10.33	0.23
Interested to pursue college	8.90	0.13	3.61	0.12	2.92	0.21	0.61	0.07
Preferred College degree	249.75	0.90	237.95	0.11	231.98	0.23	239.91	0.14
Preferred school	117.96	0.10	109.49	0.53	201.92	0.17	102.63	0.32

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

A chi-square test of association was performed to examine the relation between the categorical data of the profile (personal and academic) of the respondents and the extent to which they considered the marketing mix as influential to their decision where to enroll in college. It can be derived from Table 4 that the relation between the age with X^2 (16, N = 428) = 5.53, p = .02 and sex of the students with X^2 (4, N = 428) = 10.43, p = .01 were significant to the perception of all marketing mix in affecting the decision on which school to enroll in college. In these cases, female and older respondents were more likely to be motivated with these marketing mixes than their male and younger counterparts. Recent research continues to explore the intricate dynamics of gender differences in self-regulation and academic achievement, providing updated insights and occasionally echoing past findings. Notably, several studies have highlighted gender variations in self-regulatory behaviors and their impact on learning outcomes.

According to one study, females often show better self-regulation than boys—a quality usually associated with better academic performance in early school environments. Specifically, girls scored better than boys on self-regulation tests, but notable gender variations in academic performance were not often seen in other areas, including arithmetic and language arts (Matthews et al., 2009). This is consistent with past studies by Richardson and Woodley (2003), which imply that although women may have more self-regulating strengths and hence more tenacity and dedication, these qualities do not necessarily directly translate into statistically significant accomplishment differences.

On both the school fees and the promotional activities, the average family income, on the one hand, was linked notably to X^2 (24, N = 424) = 18.10, p = .05 and X^2 (24, N = 424) = 20.55. Recent studies have examined closely the link between economic levels and educational decisions as well as the effect of parental education on the results of their children. Studies show that, especially with college attendance, greater family money is progressively important in predicting educational results.

From the early 1980s to the early 2000s, family income clearly had a major effect on school attendance, according to a study conducted utilizing the National Longitudinal Survey of Youth (Belley & Lochner, 2007). This implies that, particularly in situations with increasing expenses and returns to education, financial limitations clearly influence educational decisions.

Moreover, the relationship between parental education and the educational level of their children is still strong. Higher parental education corresponds with better educational achievements for children, according to recent studies (Ludeke et al., 2021); however, the mechanisms of this transfer combine environmental and genetic elements. For example, a study using an adoptive design showed that although parental education greatly influences scholastic results, much of this effect reduces in the absence of genetic ties, hence stressing the function of shared genes (Ludeke et al., 2021).

Additionally, disparities in access to higher education and the financial returns on education are associated with broader income inequality and its effect on intergenerational mobility. There is evidence suggesting that education plays a central role in this transmission process, with unequal financial resources being a major barrier (Jerrim & Macmillan, 2015).

In terms of the academic profile, the type of strand that the students specialized in in senior high school is significantly associated with X^2 (24, N = 428) = 34.73, p = .05 to their perception of the marketing mix as influential to their decision of where to enroll in college. Senior high school students from the ABM strand were more inclined to consider these characteristics while selecting a collegiate institution than their counterparts from other strands.

Several studies offer useful insights into the factors affecting college major selections, notably with gender disparities, input scores, and employment results. One study indicates that gender inequalities in college major selections endure despite comparable academic preparations. Women are more inclined to abandon their initial engineering major compared to their male peers, indicating gender-specific preferences or pressures (Dickson, 2010). Furthermore, nonpecuniary outcomes, such as enjoying coursework and potential job satisfaction, significantly influence females' major choices, while pecuniary outcomes related to future workplace scenarios are crucial for males (Zafar, 2013). In addition, there's a notable difference in how gender and social backgrounds impact major choices within liberal arts contexts. Choosing a major is often tied to establishing an intellectual identity rather than solely preparing for a career. This choice is influenced by traditional gender associations and expectations of perpetuating elite roles, particularly among privileged students (Mullen, 2013).

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Other research examines gender differences in salary expectations, indicating that women tend to have lower salary estimations at career entry and peak than men. This difference is attributed to women placing more importance on family considerations and pleasant working conditions (Heckert et al., 2002). In contrast, men generally have a higher willingness to pay for jobs with greater earnings growth, linking back to differences in preferences related to workplace attributes and future job choices (Wiswall & Zafar, 2017).

Finally, a study on students' choices of college majors showed that interest in the subject remains the most crucial factor for freshmen, regardless of gender. However, men are more strongly influenced by potential career advancement and job opportunities, while women prioritize aptitude in the subject (Malgwi et al., 2005).

It was also stated that the career choice of the students was also influenced by the level of their social status, financial resources, affordability, and future employability. Edwards and Quinter (2011) showed that religion was also mentioned as one of the factors that influenced students' career choices. For those with religious commitment, faith plays a critical role in important life decisions such as career choice.

Conclusions

The study highlights the impact of demographic factors, such as age, gender, and home income, on students' enrollment decisions. The interplay of these factors may influence perceptions of the marketing mix elements utilized by educational institutions, such as tuition costs and advertising tactics. Age and gender significantly influence students' perceptions and decisions, often aligning with societal norms and expectations, hence impacting educational trajectories differently for boys and females (Steinmann & Rutkowski, 2023).

Familial wealth complicates these choices by imposing financial constraints or benefits that can skew preferences for particular educational institutions. Students from privileged families are often more influenced by tuition fees and promotional strategies while selecting an educational institution. Affluent households generally have increased disposable income, allowing them to emphasize branding and reputation rather than mere expenditure (Dostie & Jayaraman, 2006). Conversely, lower-income families may emphasize cost-effectiveness and closeness over other factors due to financial limitations.

The study's findings indicate that the age and gender of students significantly influence their perceptions of the marketing mix in relation to college enrollment decisions. It was also revealed that average family income is associated with both school fees and promotional activities; hence, school fees and promotional activities are more influential to students with parents earning high incomes in choosing a school as compared to those low-income students. Furthermore, the type of strand the students specialized in in senior high school is significantly associated with their perception of the marketing mix as influential to their decision of where to enroll in college. The results confirm the theory of the marketing mix, or 4 Ps, by E.J. McCarthy, as important factors that influence the students to choose what higher educational institution to enroll in and what marketing mix influenced them the most.

These insights suggest that while marketing strategies can sway perceptions, socio-demographic factors largely drive enrollment decisions. Therefore, educational institutions aiming to enhance their appeal across diverse demographics must consider tailoring their marketing approaches to address these underlying variables effectively.

Recommendations

Based on the findings of the study, the researcher strongly recommends the implementation of the proposed strategies outlined in the research. These proposals are aimed primarily at increasing student enrollment, which remains a central concern for the institution. By putting these recommendations into action, the school can potentially enhance its appeal and competitiveness, thereby attracting more enrollees.

In addition to the primary recommendation, the researcher also puts forward two important secondary recommendations. First, it is advised that the school conduct a focused study to assess its current social media presence. In today's digital age, a strong and strategic online presence plays a critical role in engaging with prospective students and building the institution's brand identity.

Second, the researcher recommends initiating a study that will support the development of a comprehensive faculty development plan. This initiative would aim to enhance teachers' instructional methods and professional skills, ultimately improving the quality of education and learning outcomes. A well-developed teaching force not only contributes to student success but also strengthens the overall reputation of the institution.

Together, these recommendations serve as a guide for continuous improvement, growth, and sustainability in the school's academic and operational endeavors.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

REFERENCES

Akos, P., Milsom, A., Lambie, G., & Gilbert, K. (2007). Early adolescents' aspirations and academic tracking: An exploratory investigation. *Professional School Counseling*, *11*(1), 57–64. https://doi.org/10.5330/psc.n.2010-11.57

Andre, E. K., Schwartz, F., Bullard, C., & Williams, N. (2017). Benefits of campus outdoor recreation programs: A review of the literature. *Journal of Outdoor Recreation, Education, and Leadership*, *9*(1), 15–25. https://doi.org/10.18666/jorel-2017-v9-i1-7491

Azhenov, A., Kudysheva, A., Tulekova, G., & Fominykh, N. (2023). Career decision-making readiness among students in the system of higher education: Career course intervention. *Frontiers in Education*, *8*. https://doi.org/10.3389/feduc.2023.1097993

Belley, P., & Lochner, L. (2007). The changing role of family income and ability in determining educational achievement. *Journal of Human Capital*, *1*(1), 37–89. https://doi.org/10.1086/524674

Boyd, P., & Smith, C. (2014). The contemporary academic: Orientation towards research work and researcher identity of higher education lecturers in the health professions. *Studies in Higher Education*, *41*(4), 678–695. https://doi.org/10.1080/03075079.2014.943657

Boyles, J. D., & Ahmed, B. (2017). Does student debt affect dental students' and dentists' stress levels? *British Dental Journal*, *223*(8), 601–606. https://doi.org/10.1038/sj.bdj.2017.876

Carrico, C., Paretti, M. C., & Matusovich, H. M. (2017). A qualitative analysis of career choice pathways of college-oriented rural Central Appalachian high school students. *Journal of Career Development*, *46*(2), 94–111. https://doi.org/10.1177/0894845317725603

Dearden, L., Wyness, G., & Fitzsimons, E. (2011). The impact of tuition fees and support on university participation in the UK. *Institute for Fiscal Studies*. https://doi.org/10.1920/wp.ifs.2011.1117

Dickson, L. (2010). Race and gender differences in college major choice. *The ANNALS of the American Academy of Political and Social Science*, *627*(1), 108–124. https://doi.org/10.1177/0002716209348747

Dostie, B., & Jayaraman, R. (2006). Determinants of school enrollment in Indian villages. *Economic Development and Cultural Change*, *54*(2), 405–421. https://doi.org/10.1086/497006

Heckert, T. M., Roberts, L. L., Wallis, H. A., Droste, H. E., Mueller, M. A., Griffin, C. M., & Adams, P. J. (2002). Gender differences in anticipated salary: Role of salary estimates for others, job characteristics, career paths, and job inputs. *Sex Roles*, *47*(3–4), 139–151. https://doi.org/10.1023/a:1021095005694

Jerrim, J., & Macmillan, L. (2015). Income inequality, intergenerational mobility, and the Great Gatsby curve: Is education the key? *Social Forces*, *94*(2), 505–533. https://doi.org/10.1093/sf/sov075

Kelchen, R., Goldrick-Rab, S., & Hosch, B. (2017). The costs of college attendance: Examining variation and consistency in institutional living cost allowances. *The Journal of Higher Education*, *88*(6), 947–971. https://doi.org/10.1080/00221546.2016.1272092

Kyle, M. J., Schafer, J. A., Giblin, M. J., & Burruss, G. W. (2016). Perceptions of campus safety policies: Contrasting the views of students with faculty and staff. *American Journal of Criminal Justice*, *42*(3), 644–667. https://doi.org/10.1007/s12103-016-9379-x

Li, M., Zhang, L., & Fan, W. (2023). Career adaptability and career choice satisfaction: Roles of career self-efficacy and socioeconomic status. *The Career Development Quarterly*, *71*(4), 300–314. https://doi.org/10.1002/cdq.12334

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Ludeke, S. G., Andersen, S. C., Kirkpatrick, R. M., Gensowski, M., John, O. P., & Junge, S. Y. (2021). Does parental education influence child educational outcomes? A developmental analysis in a full-population sample and adoptee design. *Journal of Personality and Social Psychology*, *120*(4), 1074–1090. https://doi.org/10.1037/pspp0000314

Malgwi, C. A., Howe, M. A., & Burnaby, P. A. (2005). Influences on students' choice of college major. *Journal of Education for Business*, *80*(5), 275–282. https://doi.org/10.3200/joeb.80.5.275-282

Marcella, R., Bloice, L., & Lockerbie, H. (2016). Beyond REF 2014: The impact of impact assessment on the future of information research. *Journal of Information Science*, *42*(3), 369–385. https://doi.org/10.1177/0165551516636291

Matthews, J. S., Morrison, F. J., & Ponitz, C. C. (2009). Early gender differences in self-regulation and academic achievement. *Journal of Educational Psychology*, *101*(3), 689–704. https://doi.org/10.1037/a0014240

Mullen, A. L. (2013). Gender, social background, and the choice of college major in a liberal arts context. *Gender & Society*, *28*(2), 289–312. https://doi.org/10.1177/0891243213512721

Mutanga, M. B., Piyose, P. X., & Ndovela, S. (2023). Factors affecting career preferences and pathways: Insights from IT students. *Journal of Information Systems and Informatics*, *5*(3), 1111–1122. https://doi.org/10.51519/journalisi.v5i3.556

Padlee, S. F., Kamaruddin, A. R., & Baharun, R. (2010). International students' choice behavior for higher education at Malaysian private universities. *International Journal of Marketing Studies*, *2*(2), 202–211. https://doi.org/10.5539/ijms.v2n2p202

Pordelan, N., & Hosseinian, S. (2021). Online career counseling success: The role of hardiness and psychological capital. *International Journal for Educational and Vocational Guidance*, *21*(3), 531–549. https://doi.org/10.1007/s10775-020-09452-1

Schafer, J. A., Burruss, G. W., Lee, C., & Giblin, M. J. (2016). College student perceptions of campus safety initiatives. *Criminal Justice Policy Review*, *29*(4), 319–340. https://doi.org/10.1177/0887403416631804

Shah, M., Sid Nair, C., & Bennett, L. (2013). Factors influencing student choice to study at private higher education institutions. *Quality Assurance in Education*, *21*(4), 402–416. https://doi.org/10.1108/qae-04-2012-0019

Steinmann, I., & Rutkowski, L. (2023). The link between gender gaps in school enrollment and school achievement. *Comparative Education Review*, *67*(3), 584–612. https://doi.org/10.1086/725395

Tang, M., Pan, W., & Newmeyer, M. (2008). Factors influencing high school students' career aspirations. *Professional School Counseling*, *11*(5), 285–295. https://doi.org/10.5330/psc.n.2010-11.285

Wang, N., Tan, A.-L., Zhou, X., Liu, K., Zeng, F., & Xiang, J. (2023). Gender differences in high school students' interest in STEM careers: A multi-group comparison based on structural equation model. *International Journal of STEM Education*, *10*(1), Article 4. https://doi.org/10.1186/s40594-023-00443-6

Wiebe, E., Unfried, A., & Faber, M. (2018). The relationship of STEM attitudes and career interest. *EURASIA Journal of Mathematics, Science and Technology Education*, *14*(10), Article 92286. https://doi.org/10.29333/ejmste/92286

Wilkins, S., Shams, F., & Huisman, J. (2013). The decision-making and changing behavioural dynamics of potential higher education students: The impacts of increasing tuition fees in England. *Educational Studies*, *39*(2), 125–141. https://doi.org/10.1080/03055698.2012.681360

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Wiswall, M., & Zafar, B. (2017). Preference for the workplace, investment in human capital, and gender. *The Quarterly Journal of Economics*, *133*(1), 457–507. https://doi.org/10.1093/qje/qjx035

Zafar, B. (2013). College major choice and the gender gap. *Journal of Human Resources*, *48*(3), 545–595. https://doi.org/10.1353/jhr.2013.0022