

A Managerial Economics Analysis of the Demand Factors Influencing Junior High School Choice Among Grade 6 Learners of H.N. Cahilsot Central Elementary School

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ABSTRACT

This study examines the factors influencing junior high school choice among Grade 6 learners of H.N. Cahilsot Central Elementary School using a demand-side perspective grounded in Demand Theory and Consumer Choice Theory. Data from 150 respondents were analyzed to investigate the effects of school-related factors (academic reputation, teacher quality, safety, and facilities), family-related factors (financial capacity, parental guidance, and transportation), and personal factors (peer influence, learner interests, and school preferences) on students' decision-making. Results indicate that school-related factors are the most influential, with learners prioritizing academic performance, reputation, and safe learning environments. Family-related factors, particularly affordability and ease of travel, also significantly affect school choice, reflecting household constraints. Personal factors exert a moderate influence, demonstrating learners' emerging autonomy in selecting schools aligned with their interests. Overall, the findings suggest that Grade 6 learners act as rational decision-makers who balance perceived educational benefits with financial and personal considerations. The study highlights the importance of schools to enhance academic programs, improve facilities, and maintain safe environments to attract prospective students effectively.

Keywords: Junior high school choice, demand factors, Grade 6 learners, school decision-making, managerial economics, consumer choice theory

INTRODUCTION

Choosing a junior high school is a significant milestone for Grade 6 learners, as it shapes their future learning environment, academic opportunities, and long-term educational direction. In the Philippines, families often consider multiple public and private school options, each offering different programs, facilities, and levels of safety. For learners and parents at H.N. Cahilsot Central Elementary School, this decision involves weighing practical and personal factors—such as the school's reputation, distance from home, teacher quality, and overall learning conditions.

From a managerial economics perspective, school choice reflects how families act as rational decision-makers, aiming to maximize the benefits of education while considering limitations like transportation costs, household budget, and available school options. This is consistent with **Demand Theory** and **Consumer Choice Theory**, which explain how individuals choose the option that provides the highest satisfaction within their constraints. In many cases, learners also influence the decision through their interests, preferred programs, and peer groups.

Understanding what drives school choice is important for school administrators and policymakers. By identifying the factors that matter most to Grade 6 learners and their families—such as safety, academic reputation, or affordability—schools can enhance their programs, upgrade facilities, and strengthen student support to remain competitive. This study seeks to analyze the demand factors influencing the junior high school selection of Grade 6 learners in H.N. Cahilsot Central Elementary School, providing insights that

can support school planning, resource allocation, and informed decision-making.

Objectives Of the Study

This study aims to determine the demand factors influencing the junior high school choice of Grade 6 learners at H.N. Cahilsot Central Elementary School. Specifically, it seeks to:

1. Assess the influence of school-related factors on the junior high school choices of Grade 6 learners.
2. Examine the influence of family-related factors on the junior high school choices of Grade 6 learners.
3. Evaluate the influence of personal factors on the junior high school choices of Grade 6 learners.
4. Identify which among the school-related, family-related, and personal factors emerges as the most influential in determining the preferred junior high school of Grade 6 learners.

Statement Of the Problem

Choosing a junior high school is a critical transition for Grade 6 learners, yet the factors influencing this decision are not fully understood in many public elementary schools in the Philippines. While families often consider academic quality or school reputation, learners may also weigh safety, distance, facilities, financial capacity, parental guidance, and peer influence.

Without empirical evidence, schools may implement programs that do not align with students' priorities. This study, therefore, examines junior high school choice through a managerial economics perspective, focusing on demand factors and learner decision-making.

Guided by this concern, the study aims to answer the following questions:

1. What are the school-related factors that influence the junior high school choice of Grade 6 learners of H.N. Cahilsot Central Elementary School?
2. What are the family-related factors that influence the junior high school choice of Grade 6 learners of H.N. Cahilsot Central Elementary School?
3. What are the personal-related factors that influence the junior high school choice of Grade 6 learners of H.N. Cahilsot Central Elementary School?
4. Among the identified factors, which emerges as the most influential in determining the preferred junior high school of Grade 6 learners?

Scope and Delimitation of the Study

This study examines the demand factors influencing the junior high school choices of Grade 6 learners from H.N. Cahilsot Central Elementary School for School Year 2025–2026. It focuses on three categories of decision-making variables: school-related factors (reputation, safety, facilities, distance, and perceived academic quality), family-related factors (parental guidance, household income, and financial capacity), and personal factors (peer influence, learner interests, and preferred programs). The primary respondents are Grade 6 learners, who play an active role in school choice alongside their parents.

The study is delimited to learners enrolled in a single public elementary school and excludes Grade 6 students from other public or private institutions. Data are based solely on learners' self-reported survey responses, reflecting their perceptions rather than verified outcomes. Although family influence is considered, parents are not directly surveyed. The scope is further limited to junior high school enrollment decisions and does not include alternative educational pathways such as vocational programs or the Alternative Learning System. Consequently, the findings are context-specific and not intended for wide generalization.

Significance of the Study

This study is significant because it provides a clear understanding of the factors that influence Grade 6 learners at H.N. Cahilsot Central Elementary School when choosing a junior high school. By identifying which school-related, family-related, and personal factors matter most, the findings can help schools improve their programs, strengthen safety measures, and enhance their facilities to better meet the needs of incoming Grade 7 learners. The results also give parents valuable insights that can guide them in supporting their children's educational decisions. For education policymakers, the study contributes evidence that can be used to improve school planning, resource allocation, and accessibility. Finally, this research serves as a useful reference for future studies on school choice, student preferences, and demand analysis within the basic education sector.

THEORETICAL FRAMEWORK

This study is anchored on Demand Theory and Consumer Choice Theory, which jointly explain junior high school selection as a rational decision-making process in which learners and their families evaluate available educational options. Guided by Demand Theory, junior high schools are viewed as educational services whose demand is influenced by perceived benefits—such as academic quality, safety, facilities, and reputation—relative to associated costs and constraints, including distance, financial capacity, and time.

Complementing this, Consumer Choice Theory explains how learners and their families seek to maximize satisfaction or utility by weighing school-related attributes, family-related preferences and resources, and personal interests and peer influences. Together, these theories provide a framework for understanding how school-related, family-related, and personal factors interact to shape learners' demand and final choice of junior high school.

Conceptual Framework

The conceptual framework illustrates the relationship between **demand factors** and **junior high school choices** of Grade 6 learners. The box labeled *Demand Factors* represents the independent variables, which include school-related, family-related, and personal factors that influence learners' decision-making. These factors shape learners' perceptions, preferences, and constraints when evaluating available junior high school options. The arrow indicates a direct influence, showing that variations in demand factors lead to differences in learners' junior high school choices. The box labeled *Junior High School Choices* represents the dependent variable, reflecting the final school selection resulting from the combined effect of these demand factors.

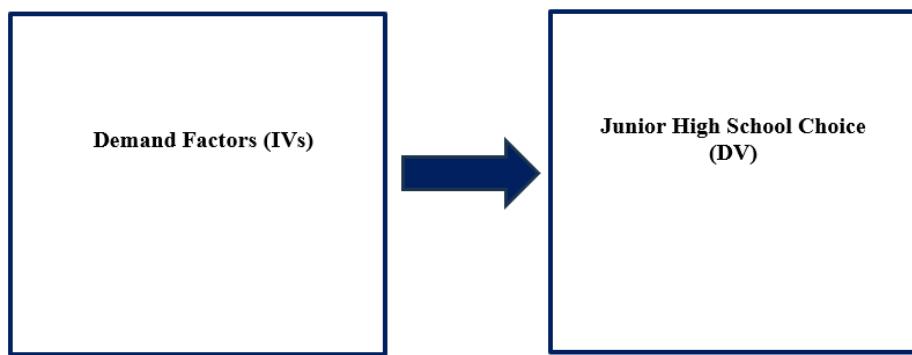


Figure 1. Conceptual Framework of the Study

Operational Definition of Terms

To ensure clarity and consistency, the following terms are operationally defined as they are applied in the context of this research:

Demand Factors refer to the specific conditions or variables that affect the choice of junior high school among Grade 6 learners. In this study, these factors are categorized as: school-related, family-related, and personal factors.

Family-Related Factors. Refers to influences coming from the student's household, including parental guidance, family income, parents' educational background, and financial capability. These are measured by survey responses about the degree of influence each family factor has on the student's school decision.

Personal Factors. These include the learner's own interests, peer influence, familiarity with the school, and personal preferences. The study measures these through questionnaire items that ask learners how much each personal factor affects their decision.

School-Related Factors. Attributes of the school, such as academic reputation, quality of teachers, safety, distance from home, and availability of facilities, may influence a learner's preference.

REVIEW OF RELATED LITERATURE

This chapter presents a synthesis of relevant studies, articles, and theoretical frameworks that provide insights into the factors influencing school choice among learners. It examines literature on school-related, family-related, and personal factors, highlighting how academic quality, safety, accessibility, financial capacity, parental guidance, and peer influence shape educational decisions.

School-Related Factors

School-related factors strongly shape school choice, as studies show parents and learners prioritize reputation, safety, facilities, distance, and academic performance. Research by Bosetti (2004), Hastings and Weinstein (2008), and Aslam & Kingdon (2011) — along with Philippine findings by Sevilla & Alfonso (2020) — consistently affirm that these school attributes significantly influence enrollment decisions.

Family-Related Factors

Family-related factors significantly influence educational decisions, with studies showing that parental education, socioeconomic status, and financial capacity shape school preferences. Findings from Becker (1993), Ermish & Francesconi (2001), Davis-Kean (2005), and Philippine research by Alibayan (2019) and Flores et al. (2024) confirm that parental guidance and family resources are major determinants of school choice.

Personal Factors

Personal factors also affect school selection, as peer influence, interests, and preferred programs guide learners' choices during adolescence. Studies by Ryan (2000), Goldring & Rowley (2006), Blankenau et al. (2015), and Flores et al. (2024) show that friendships, interests, and program offerings play meaningful roles in shaping school preferences.

School Choice

School choice refers to the learner's selected junior high school based on various influencing factors. According to Schneider et al. (2000), school choice is a consumer behavior process where parents and students evaluate competing educational alternatives. Bagley (2006) emphasized that school choice is shaped by information, preferences, and perceived school advantages. In the Philippines, Orbeta and Paqueo (2017) found that accessibility, school reputation, and perceived quality significantly determined where students choose to enroll. Across these studies, school choice emerges as a rational decision grounded in maximizing utility under budgetary and social constraints, consistent with the economic frameworks guiding this study.

METHODOLOGY

Research Design

This study utilized a descriptive quantitative research design to investigate the demand-related factors

influencing junior high school choice among Grade 6 learners of H.N. Cahilsot Central Elementary School. This design was appropriate because the objective was to measure and describe the extent to which school-related, family-related, and personal factors shape learners' decisions using numerical data. Descriptive quantitative research is widely applied in education and economics to identify patterns, trends, and relationships among variables (Creswell & Creswell, 2018), supporting the study's goal of determining the relative influence of each factor. The research framework also aligns with principles of Managerial Economics, particularly Demand Theory and Consumer Choice Theory, which explain how individuals make rational decisions based on preferences, constraints, and perceived benefits. Through this lens, learners' selection of a junior high school is viewed as an economic decision-making process influenced by available information, perceived quality, accessibility, and expected returns.

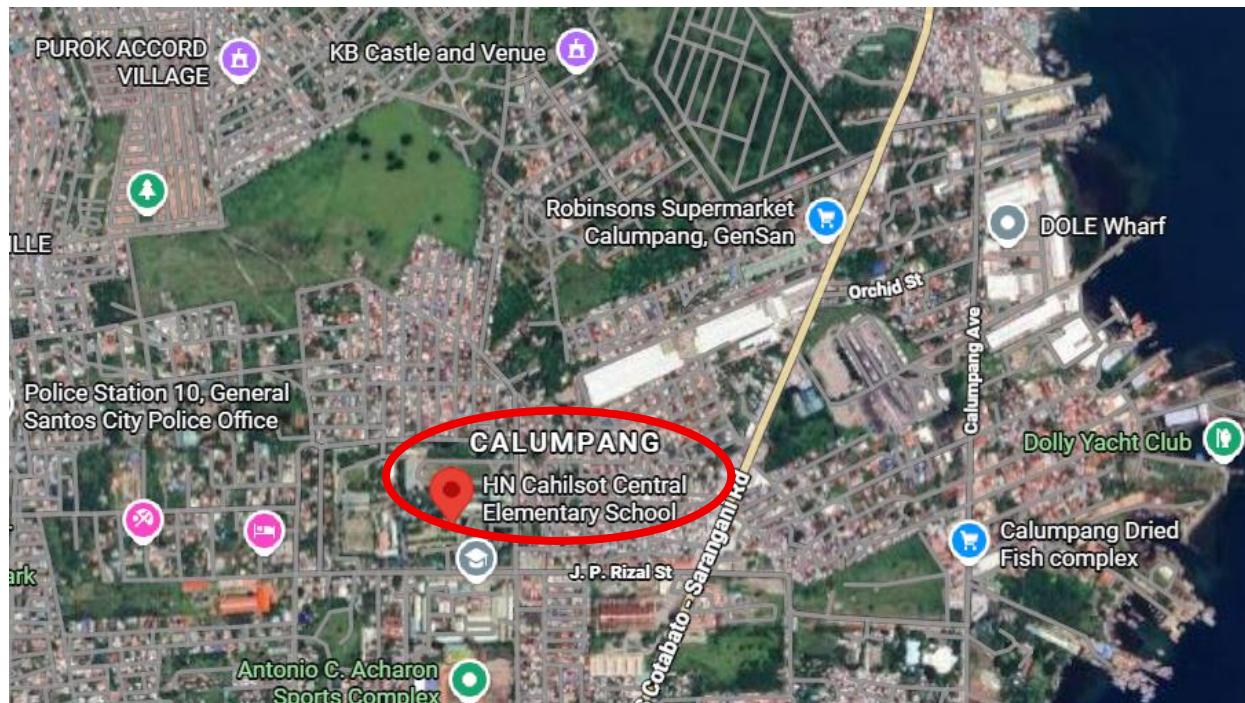
Research Respondents

The respondents of the study were **150 Grade 6 learners** enrolled at **H.N. Cahilsot Central Elementary School** for the School Year 2024–2025. These respondents represent a portion of the **578 officially enrolled Grade 6 learners**, selected through **convenience sampling** based on consent and availability. Grade 6 students were chosen because they are the actual decision-makers or co-decision-makers in selecting a junior high school and can express their preferences regarding school choice.

Research Local

The study was carried out at **H.N. Cahilsot Central Elementary School** in General Santos City, a public elementary school with a diverse population of Grade 6 learners. The location is ideal for the study because learners in this school are preparing to choose among various junior high schools in the city. This setting provides a meaningful context for examining the demand factors shaping their school preferences.

FIGURE NO.2



Research Instrument

The study utilized a researcher-modified survey questionnaire administered through Google Forms to systematically collect data from Grade 6 learners. The instrument was designed to measure the perceived importance of various factors influencing their junior high school choice and was organized into four parts. Section 1 gathered demographic information, including age, sex, estimated monthly family income, parental educational attainment, and household location, to describe respondents and examine whether

personal and socio-economic characteristics affect school selection. Section 2 assessed school-related factors such as reputation, safety, accessibility, quality of facilities, and academic standards. Section 3 measured family-related influences, including parental guidance, financial capacity, and overall support for the child's education. Section 4 focused on personal factors, evaluating the role of peer influence, learner interests, and familiarity or comfort with the school. Responses in Sections 2 to 4 employed a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to numerically capture the level of influence each factor held. The questionnaire was adapted and refined from a validated instrument used in the study "Factors Affecting Career Choice Decisions of Selected Junior High School Students in Calamba City, Philippines" (Flores et al., 2024), with modifications ensuring its relevance to Grade 6 learners and maintaining both content validity and reliability.

Data Gathering Procedure

Before the conduct of the study, a formal letter of intent was submitted to the School Head of H.N. Cahilsot Central Elementary School to seek approval and ensure full coordination with the Grade 6 department. Upon approval, class advisers assisted in disseminating the Google Forms survey link and orienting the learners regarding the purpose of the study, their rights as respondents, and the voluntary nature of their participation. The administration of the survey was done through official class group chats and scheduled sessions during break time, where students were guided on how to access and answer the questionnaire responsibly. All responses were automatically recorded in Google Sheets and were checked for accuracy and completeness before being encoded and organized using Excel for statistical analysis. The collected data were analyzed using frequency and percentage distributions for demographic profiles, and weighted mean and standard deviation to measure the level of importance of each factor affecting school choice. Ranking of mean scores was also performed to determine the most influential predictors of junior high school selection, and interpretations were anchored on Demand Theory and Consumer Choice Theory to contextualize the learners' decision-making behavior.

Statistical Treatment

This study used *quantitative methods* by computing mean scores and percentages to determine the level of importance of each factor and to summarize the profile of the respondents. The results were ranked to identify which demand factor most strongly influenced school choice. Meanwhile, for the qualitative part of the study, *thematic analysis* was used to categorize the responses of selected Grade 6 students into themes.

Ethical Considerations

The study followed all necessary ethical guidelines to protect the Grade 6 learners who participated. Parents and guardians were informed and asked for their consent, and only students with parental permission took part in the survey. Learners were also asked for their own assent to make sure they joined willingly, and they were free to stop at any time. No names or personal details were collected to keep responses anonymous. All information was kept confidential and reported only as group data.

The questions were simple, age-appropriate, and non-sensitive to ensure the learners' comfort and safety. These measures helped ensure that the research was conducted responsibly and respectfully.

RESULTS AND DISCUSSION

This chapter presents the findings based on the responses of 150 Grade 6 learners from H.N. Cahilsot Central Elementary School. The analysis focuses on three main categories of demand factors: School-Related, Family-Related, and Personal Factors affecting Junior High School choice.

Influence of School-Related Factors on School Choice

Table 1 shows that school-related factors play a strong role in the junior high school decisions of Grade 6 learners. The highest- rated item is high academic performance (Mean = 4.25, Strongly Agree), indicating that students prioritize schools known for quality education and good academic outcomes. They also agreed

that a good reputation in the community (Mean = 4.19) and competent teachers (Mean = 4.17) influence their choice, reflecting the importance of instructional quality and overall school image in shaping student preferences. Other factors, such as the availability of good learning materials and facilities (Mean = 4.11) and the presence of special programs or tracks of interest (Mean = 4.17), were also rated highly. These suggest that learners value schools that provide resources and programs aligned with their needs and interests. With an overall mean of 4.18 (Agree), the findings indicate that school-related considerations are important decision drivers for students. This supports the idea that academic performance, reputation, teacher quality, and available programs significantly influence how learners select their preferred junior high school.

Table 1 Level of students' decision in terms of school-related factors

School-Related Factors	Mean	Description
1. The school has a good reputation in the community.	4.19	Agree
2. The school has high academic performance.	4.25	Strongly Agree
3. The teachers in the school are known to be good.	4.17	Agree
4. The school offers good learning materials and facilities (e.g., library, laboratories).	4.11	Agree
5. The school provides special programs or tracks that interest me.	4.17	Agree
General Weighted Mean	4.18	Agree

Influence of Family-Related Factors

Table 2 shows that family-related factors have a meaningful influence on the junior high school choices of Grade 6 learners. The highest ratings were given to affordable school fees (Mean = 4.14) and safe and easy transportation (Mean = 4.13), indicating that households prioritize schooling options that fit their financial capacity and ensure the safety of their children. Learners also agreed that short travel time (Mean = 4.10) and parental preference for nearby schools (Mean = 4.01) guide their decision-making, suggesting that both convenience and parental involvement shape which schools are considered realistic choices. Other factors such as transportation expenses (Mean = 3.79), the school being near home (Mean = 3.66), and family budget (Mean = 3.54) were also rated “Agree,” though with slightly lower means. These results show that while budget-related concerns matter, students weigh them alongside other practical considerations like safety and travel convenience. With an overall mean of 3.91 (Agree), the findings conclude that family-related factors play an important role in shaping the school choices of Grade 6 learners, consistent with demand theory, which highlights how household constraints influence educational decisions.

Table 2 Level of students' decision in terms of family-related factors

Family-Related Factors	Mean	Description
1. The school is near our home.	3.66	Agree
2. The transportation going to the school is easy and safe.	4.13	Agree
3. My parents prefer a school that is close to home.	4.01	Agree
4. I prefer a school where travel time is short.	4.10	Agree
5. The school fees are affordable for my family.	4.14	Agree

6. Transportation expenses influence my school choice.	3.79	Agree
7. My family's budget affects where I will study.	3.54	Agree
General Weighted Mean	3.91	Agree

Influence of Personal Factors

Table 3 shows that personal factors also influence the junior high school choices of Grade 6 learners. The highest-rated item is “I prefer a school where I feel safe and confident” (Mean = 4.37, Strongly Agree), indicating that students highly value a school environment where they feel secure and emotionally comfortable. Learners also strongly agreed that they choose a school they personally like (Mean = 4.17) and prefer schools that match their interests and personality (Mean = 4.13), suggesting that their own preferences and self-perception play a key role in their decision-making. Likewise, feeling more comfortable if their classmates choose the same school (Mean = 4.07) also shows that familiarity and social comfort matter to them. Meanwhile, factors such as the influence of friends enrolling in the same school (Mean = 3.94) and teacher recommendations (Mean = 3.57) were also rated “Agree,” though not as strongly as safety and personal preference. These results imply that while peers and teachers contribute to the decision-making process, they are secondary to a student’s personal comfort and individual preference. With an overall mean of 4.04 (Agree), the findings conclude that personal factors moderately influence junior high school choice, supporting the idea that students consider their own feelings, interests, and sense of safety when selecting a school.

Table 3 Level of students’ decision in terms of personal factors

Personal Factors	Mean	Description
1. Many of my friends plan to enroll in the same school.	3.94	Agree
2. I feel more comfortable if my classmates choose the same school.	4.07	Agree
3. My teacher’s recommendations influence my choice.	3.57	Agree
4. I choose a school that I personally like.	4.17	Agree
5. I prefer a school where I feel safe and confident.	4.37	Strongly Agree
6. I want a school that matches my interests and personality.	4.13	Agree
General Weighted Mean	4.04	Agree

Interpretation of Overarching Results

The following table presents a summary of the factors influencing Grade 6 learners’ junior high school choice. The data indicate the extent to which school-related, family-related, and personal factors affect students’ decision-making, based on their mean scores and corresponding interpretations.

Table 4 Summary table on the factors influencing the student’s decision

Indicators	Mean	Description
School Related Factors	4.18	Agree
Family Related Factors	3.91	Agree

Personal Factors	4.04	Agree
Overall mean	4.03	Agree

The findings in Table 4 indicate that school-related, family-related, and personal factors all play a significant role in influencing the junior high school choice of Grade 6 learners, as reflected by their mean scores, all of which fall within the “Agree” range. Among these, school-related factors are the most influential (Mean = 4.18), suggesting that learners prioritize aspects such as academic reputation, quality of teachers, facilities, safety, and accessibility when making decisions. Personal factors follow closely (Mean = 4.04), highlighting the role of learner interests and peer influence, while family-related factors, though slightly lower (Mean = 3.91), still significantly contribute to school choice, particularly through financial capacity and parental guidance. Overall, the combined mean of 4.03 demonstrates that learners consider a balanced mix of school, personal, and family considerations in their decision-making process.

Qualitative results on factors influencing learners' decision-making

Table 5 Qualitative results on factors influencing learners' decision-making

Utterances / Transcripts	Categories	Emerging Theme
Good reputation and more programs	School Quality	Perceived School Excellence
Standard way of teaching	School Quality	Perceived School Excellence
Safety and child-friendly environment	School Quality	Perceived School Excellence
Accessible	Distance and Accessibility	Convenience of School Location
Affordable	Economic Factors	Financial Considerations in School Choice
Offers scholarship	Economic Factors	Financial Considerations in School Choice
Group/peer preference	Social Influences	Social Influence on School Decision-Making
Role and status	Social Influences	Social Influence on School Decision-Making
Values and belief	Personal Preference	Individual Values and Personal Aspirations
Knowledge and skills	Personal Preference	Individual Values and Personal Aspirations

The qualitative findings indicate that Grade 6 learners' junior high school choices are influenced by a mix of academic, economic, social, and personal factors. School quality, including reputation, standard teaching methods, and a safe, child-friendly environment, emerged as a primary consideration under the theme **Perceived School Excellence**, consistent with Zhang et al. (2024), who emphasized that school reputation and learning environment strongly shape student preferences. Accessibility and convenience of location were also influential, aligning with Chen et al. (2023), who noted that distance and transport ease significantly affect school choice decisions.

Economic factors, such as affordability and scholarships, reflected the theme **Financial Considerations in School Choice**, supporting findings by Reyes and Castillo (2019) on the importance of household financial capacity in educational decisions. Social influences, including peer preferences and perceived social status, corresponded with the theme **Social Influence on School Decision-Making**, echoing Mendoza and Javier (2020), who highlighted peer impact on learners' academic choices.

Finally, personal values and aspirations influenced decision-making under **Individual Values and Personal Aspirations**, reflecting the growing autonomy of students in school selection (Flores et al., 2024). These results demonstrate that learners consider a comprehensive set of factors, balancing academic, economic, social, and personal considerations in their school choice.

CONCLUSION

Based on the analysis of both quantitative and qualitative data, several conclusions can be drawn regarding the demand factors influencing the junior high school choice of Grade 6 learners at H.N. Cahilsot Central Elementary School.

First, school-related factors are the most influential in learners' decision-making. Academic performance, school reputation, quality of teachers, availability of facilities, and special programs are prioritized, indicating that students value schools that provide quality education and a supportive learning environment.

Second, family-related factors also play a significant role. Affordability, safe and convenient transportation, and parental guidance affect school selection, reflecting the influence of household constraints and family involvement on educational decisions.

Third, personal factors, including learner interests, sense of safety, and peer influence, moderately shape school choice. While social influences and teacher recommendations are considered, learners place greater importance on their own comfort, preferences, and personal aspirations.

Finally, qualitative insights reinforce these findings, highlighting that learners weigh academic excellence, financial considerations, social influences, and personal values in a balanced manner when selecting a junior high school. Overall, the study concludes that Grade 6 learners behave as rational decision-makers, considering a combination of school, family, social, and personal factors to make informed educational choices.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that schools enhance academic programs, maintain high-quality instruction, and provide facilities and special programs that cater to diverse learner interests. Schools should also prioritize safety and a child-friendly environment while promoting their reputation and offerings to attract prospective students. Families are encouraged to guide their children in selecting schools that balance academic quality with practical considerations such as affordability and accessibility, including exploring scholarship opportunities when possible. Learners themselves should consider personal interests, safety, and academic fit when choosing a school, while seeking guidance from parents, teachers, and reliable sources to make well-informed decisions. For future researchers, similar studies in other schools or communities are recommended to broaden understanding of factors influencing school choice and to examine the long-term effects of these decisions on student performance, engagement, and satisfaction.

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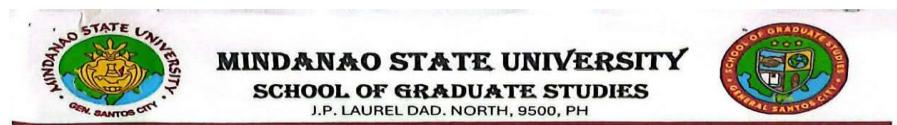
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APPENDIX A



November 21, 2025

MA. ARLYN P. ALBOROTO
Principal III / School Head
H.N. Cahilsoot Central Elementary School
General Santos City

Dear Ma'am Alboroto:

Good day!

I respectfully write to request permission to conduct an academic research study at **H.N. Cahilsoot Central Elementary School** as part of the course requirements in **Managerial Economics** for my master's program. My study is entitled:

"A Managerial Economics Analysis of the Demand Factors Influencing Junior High School Choice Among Grade 6 Learners of H.N. Cahilsoot Central Elementary School."

The primary goal of this research is to examine the economic and non-economic factors influencing the school selection decisions of Grade 6 learners as they transition to Junior High School. The study will apply key principles of **demand theory** and **consumer choice**, and aims to generate insights that may support educational planning, parental guidance, and school decision-making.

Data will be gathered through a simple survey questionnaire administered to Grade 6 learners. The instrument is age-appropriate, voluntary, and ensures the confidentiality and anonymity of all participants. No part of the study will disrupt classes, and the data collection will be coordinated with the designated teachers or guidance personnel at your most convenient schedule.

Rest assured that the results of this research will be used solely for academic purposes. A copy of the final study will be gladly provided to the school for reference.

I sincerely hope for your favorable consideration of my request. Should you need further details, I am most willing to provide them.

Thank you very much, and I look forward to your support.

Respectfully yours,

RODA LISA A. HISOLER
MBM Marketing Student

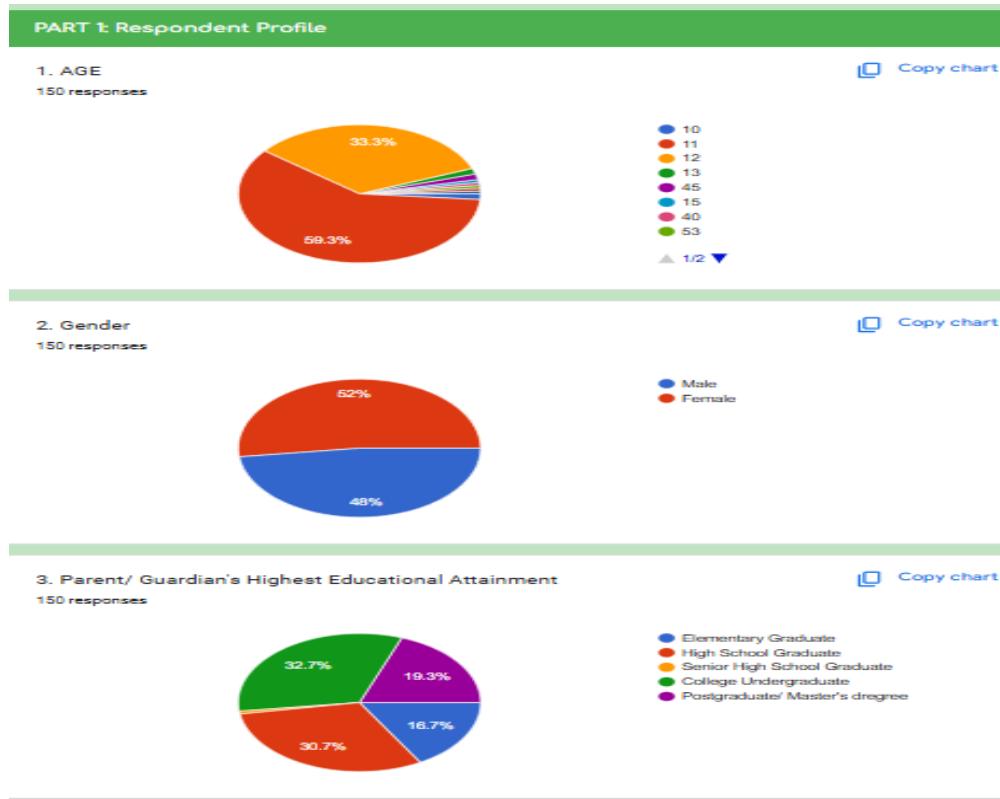
*Appropriate :
✓/✓/2025*
Cc:
Concern File

DR. MARISSA DELA CRUZ
Managerial Economics Professor

*Note: Please coordinate w/
Mrs. Carmona, the Grade 6 Chairperson.
✓/✓/2025*

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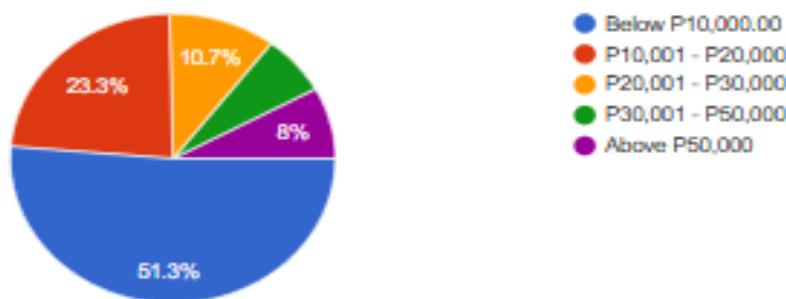
APPENDIX B



APPENDIX B – cont.

4. Estimated Monthly Family Income

150 responses

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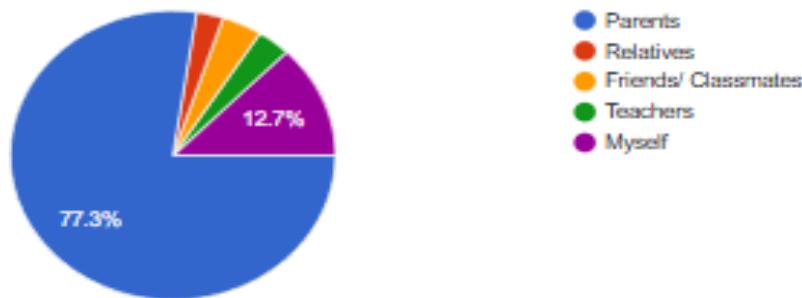
5. Distance of Preferred Junior High School from Home:

150 responses

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6. Who most influences your school choice?

150 responses

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APPENDIX B – *cont.*

PART II: FACTORS INFLUENCING SCHOOL CHOICE

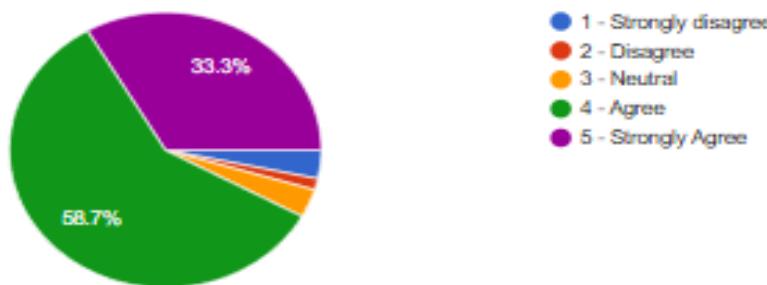
Instruction:

SECTION A: ACADEMIC - RELATED FACTORS (Demand for Quality)

1. The school has a good reputation in the community.

150 responses

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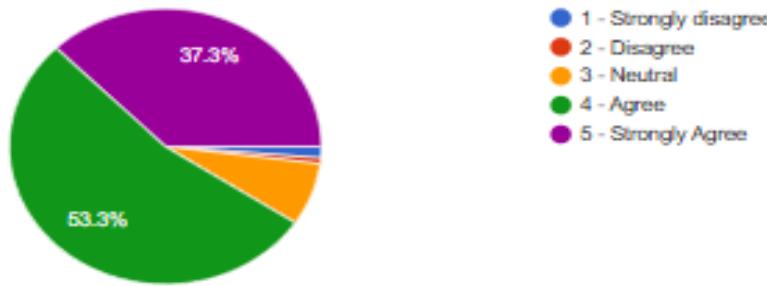


- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

2. The school has high academic performance

150 responses

 [Copy chart](#)

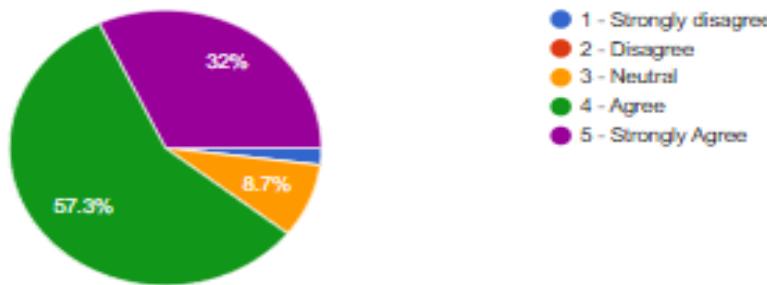


- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

3. The teachers in the school are known to be good.

150 responses

 [Copy chart](#)



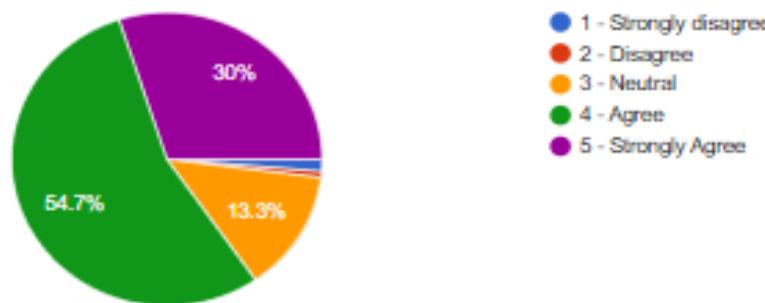
- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

APPENDIX B – *cont.*

4. The school offers good learning materials and facilities (e.g. library, laboratories)

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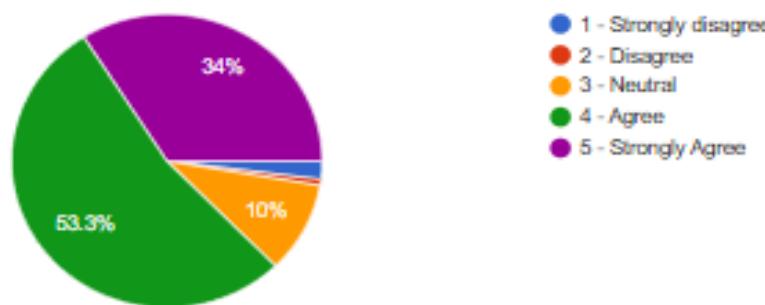
150 responses



5. The school provides special program or tracks that interest me.

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150 responses

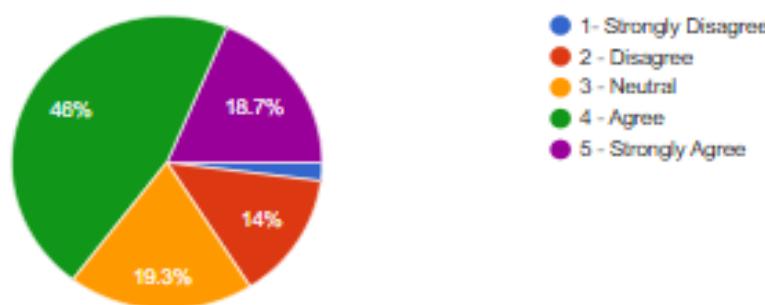


SECTION B: LOCATION AND ACCESSIBILITY (Demand Constraints)

6. The school is near our home

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150 responses

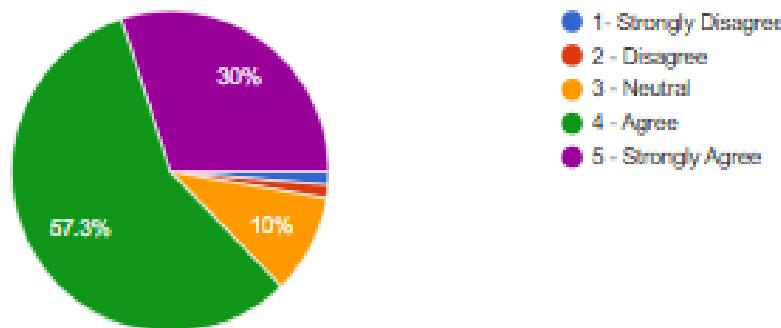


APPENDIX B – cont.

7. The transportation going to the school is easy and safe.

150 responses

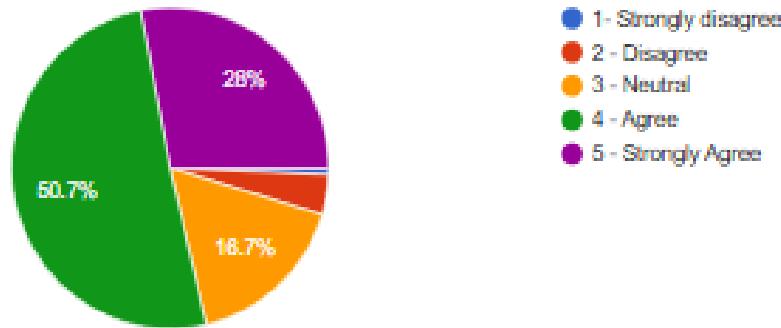
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8. My parents prefer a school that is close to home.

150 responses

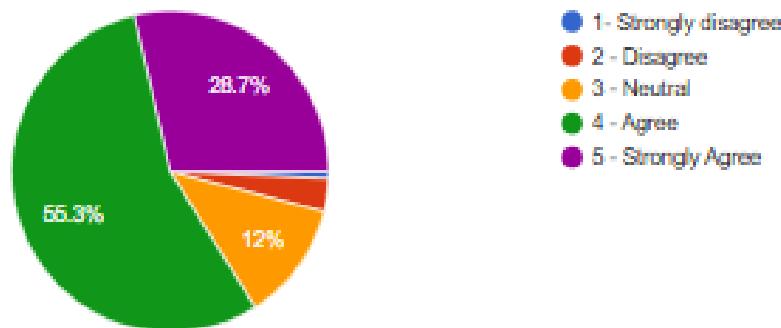
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9. I prefer a school where travel time is short.

150 responses

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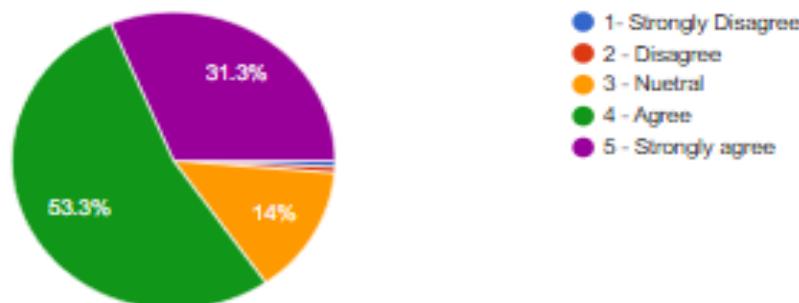


APPENDIX B – *cont.*

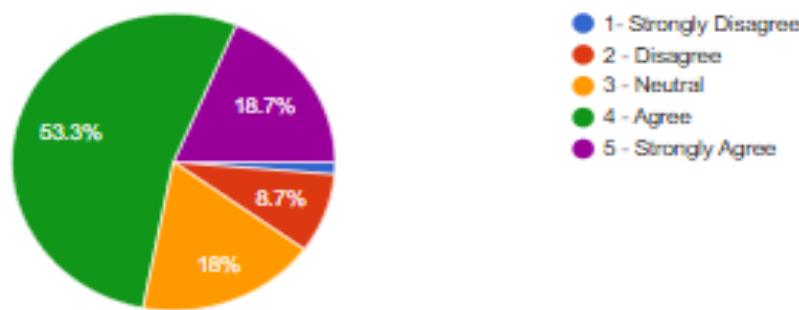
SECTION C: FINANCIAL FACTORS (Cost Considerations)

10. The school fees are affordable for my family. [Copy chart](#)

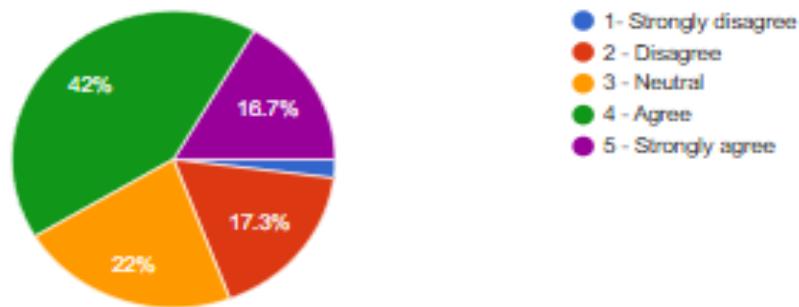
150 responses

**11. Transportation expenses influence my school choice.** [Copy chart](#)

150 responses

**12. My family's budget affects where I will study.** [Copy chart](#)

150 responses



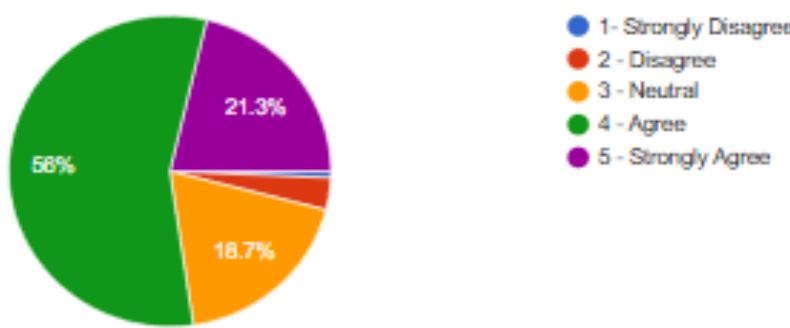
APPENDIX B – *cont.*

SECTION D: SOCIAL INFLUENCE AND PEER PREFERENCE

13. Many of my friends plan to enroll in the same school.

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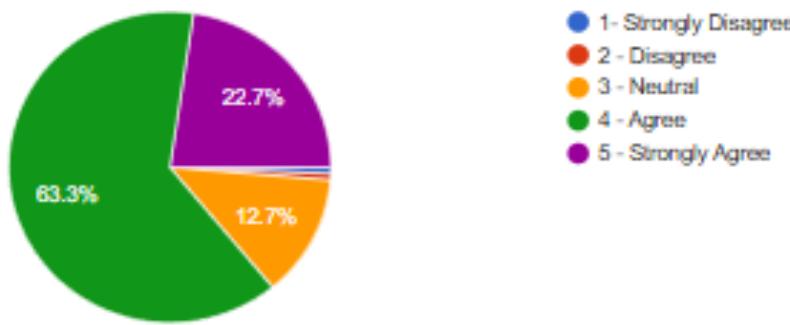
150 responses



14. I feel more comfortable if my classmates choose the same school.

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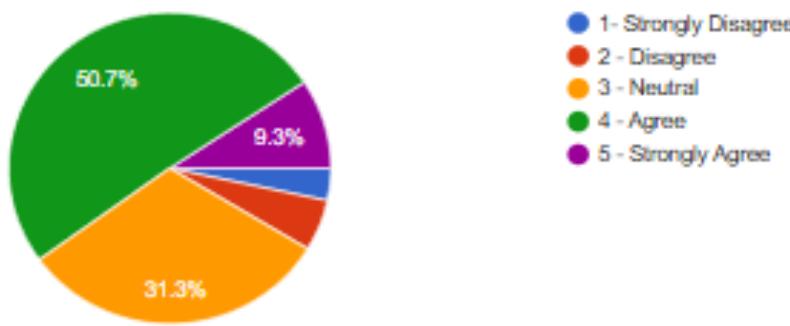
150 responses



15. My teacher's recommendations influence my choice

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150 responses



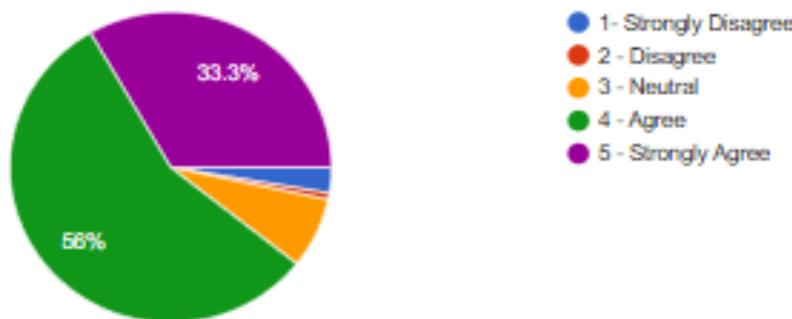
APPENDIX B – *cont.*

SECTION E: PERSONAL PREFERENCE (Utility Maximization)

16. I choose a school that I personally like.

150 responses

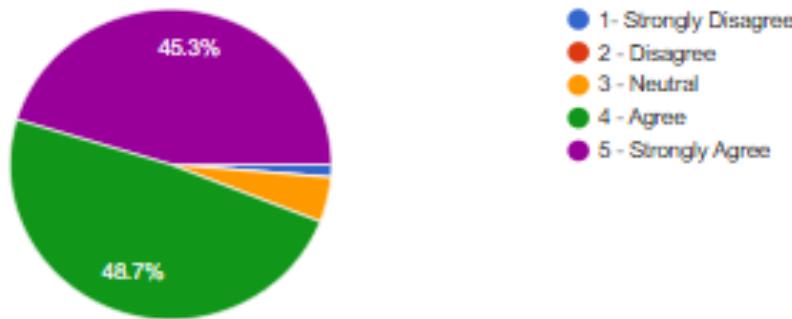
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17. I prefer a school where I feel safe and confident.

150 responses

Copy chart



18. I want a school that matches my interests and personality

150 responses

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